

Colorful Colorado:

The People, The History, The Stories



Lesson 3



Lesson 3

The People

Grades 3rd - 5th

Summary:

Students will explore the diverse cultures that have shaped Colorado, including Native American, Latino, African American, and Asian communities. Through discussion, listening and hands on activities, students will gain a deeper understanding of the influences that have shaped Colorado's culture.

Essential Question:

How have various individuals, groups, and ideas affected the development of Colorado?

Materials Needed:

- Student Packet
- Coloring Utensils
- Computers for Research
- Speakers
- Projection for Quick Facts

Repertoire Selection:

- Indigenous/Undigenous II - Lenape - Brent Michael Davids
- "Paconchita" Latin Overture - Oscar Navarro

Cross-Curricular Collaborations:

Social Studies

Literacy

Music

Visual Art



Honoring Our Native Tribes

Activity Description:

This activity helps students understand the diversity of Native American tribes, their traditions, and their lasting impact on Colorado's history and culture.

Land Acknowledgement:

We are thankful to live and learn in Colorado, on the traditional lands of the Ute, Cheyenne, Arapaho, Apache, Navajo, and Puebloan people. We acknowledge these Native people have cared for the mountains, rivers, and plains long before Colorado was a state. They hunted, fished, grew food, told stories, and celebrated life. Even though the land looks different today, Native people are still here, and their cultures and traditions are still alive. We thank them for being the first caretakers of this land we now share.

Activity Preparation:

- Students will need their map of Colorado
- Coloring utensils
- Computers for researching

Directions:

- Read the above Land Acknowledgement to the students and explain why it's important.
- Learn about some of the Native tribes that lived in Colorado hundreds to thousands of years ago using the Quick Facts pages.
- Have students mark the area each tribe lived on their maps of Colorado
- There are many optional activities that help explore the people and the traditions of each tribe.

Native American Tribes of Colorado

Ute

- The Ute tribe is one of the oldest groups of Native people in Colorado, Utah, and New Mexico.
- The state of Utah is named after the Ute tribe.
- They call themselves Nuche or Núuchi-u meaning “the people.”
- The Ute people lived in tipis (teepees.)
- They hunted deer, elk, and buffalo and gathered nuts, berries, and roots.
- They were known for their hunting, trading, and as being excellent horse riders.
- They are also well known for their beautiful beadwork and baskets.
- Music and dancing were very important in their culture and they used drums, rattles and flutes in ceremonies.
- Their traditional stories teach lessons about nature, animals, and respect.

Optional Movement Extension:

The Ute have a traditional dance called the Bear Dance, which is one of their oldest traditions still celebrated every spring. Use this lesson guide to teach your students the Bear Dance: [Bear Dance Lesson Guide](#)

Navajo

- The Navajo call themselves Diné, which means “the people.”
- They lived in Arizona, New Mexico, Utah, and Colorado.
- They lived in Hogans, which were round homes made from wood, mud, and clay. The door would always face east, toward the sunrise.
- They grew corn, beans, and squash and also herded sheep and goats.
- Fry bread is a famous traditional food of theirs.
- The Navajo are known for their beautiful blankets and rugs and their silver and turquoise jewelry.
- Their beliefs are focused on living in harmony with nature and their celebrations included songs, prayers and sand paintings.
- Today, the Navajo Nation is the largest reservation in the U.S. and has its own government, schools, and businesses.

Extended Learning:

The Navajo Code Talkers served in all six divisions of the Marines during WWII. They have been credited for saving countless lives and helping take Iwo Jima with their unique language that was impenetrable. Learn more [HERE](#)

Native American Tribes of Colorado

Apache

- The Apache tribes lived in areas such as Arizona, New Mexico, Texas, and parts of Colorado.
- There are six major Apache-speaking groups: Chiricahua, Jicarilla, Lipan, Mescalero, Plains, and Western Apache. The Jicarilla Apache band lived in the Colorado area.
- They were primarily nomadic, meaning they moved around following food sources.
- They hunted deer, rabbits, and buffalo, and gathered plants, nuts, and berries.
- They lived in wickiups which were dome shaped huts made with branches, grass, and brush.
- They wore clothing made of deerskin: the men would wear pants, shirts and moccasins and the women wore dresses with beads and fringe.
- They were known as warriors and great horsemen.
- Music, dancing, and storytelling were very important traditions.
- The Apache art included weaving beautiful baskets, intricate beadwork, and making tools from bone and stone.
- Many Apache people live on reservations in Arizona, New Mexico, and Oklahoma.

Shoshone

- The Shoshone people lived in parts of Idaho, Wyoming, Utah, Colorado, and Nevada.
- The word Shoshone means “Grass House People” referring to the houses some groups lived in. They called themselves Newe meaning “people.”
- The Shoshone people hunted, fished, and gathered their food depending on where they lived. For the groups living on the plains, they hunted buffalo while other in the mountains and deserts relied on fish and plants.
- Northern and Eastern groups lived in tipis and Western and other groups lived in wickiups.
- Shoshone people wore clothing made of deerskin that was decorated with beads and porcupine quills and wore moccasins on their feet.
- They suffered from infectious disease epidemics and warfare with greatly decreased their populations.
- Many Shoshone people today live on reservations in Idaho, Wyoming, Nevada, and Utah.

Extended Learning: Sacagawea

Learn about the incredible, courageous woman who showed Lewis & Clark the way [HERE](#).

Native American Tribes of Colorado

Arapaho

- The Arapaho people originally lived in areas like Colorado, Wyoming, Nebraska, and Kansas.
- They spoke a language called Arapaho which is part of the Algonquian language family. Some people still speak this language today!
- The Arapaho National Forest in Colorado was established in July 1, 1908 by Theodore Roosevelt. It was named after the Arapaho tribe who occupied this part of the land during their summer hunting season.
- They are closely connected to the Cheyenne and Lakota (Sioux) tribes.
- They lived in tipis (teepees) from the hides of the buffalo they hunted. the buffalo also provided to them food, clothing, tools, as well as shelter.
- They spoke a language called Arapaho which is part of the Algonquian language family.
- The Arapaho people traveled by foot until around 1700 when they began to use horses, making hunting and traveling much easier and faster.
- Today, many Arapaho people live in Wyoming (Northern Arapaho Tribe) and Oklahoma (Southern Arapaho Tribe.)

Cheyenne

- The Cheyenne lived in Colorado, Wyoming, Montana, and the Dakotas.
- They are closely connected to the Arapaho and would often work together as allies.
- Like the Arapaho, the Cheyenne people also lived in tipis made of buffalo hides.
- The language Cheyenne is also a part of the Algonquian language family.
- The Cheyenne had special leaders called Council of Forty-Four Chiefs who were chosen for their wisdom and fairness.
- Ceremonies and dances, such as the Sun Dance, were very important for spiritual life.
- The Cheyenne were skilled horse riders and buffalo hunters.
- Their warriors were known to use painted shield and decorated horses in battle.
- Today, Cheyenne people live in Montana and Oklahoma.



Think & Share: Sand Creek Massacre

Directions:

- Read students the Quick Facts about the Sand Creek Massacre.
- Have students locate and label the Sand Creek Massacre site on their Colorado maps.
- **Listen** to Indigenous/Undigenous II: Lenape by Brent Michael Davids while students sit quietly and reflect.
- Have the students complete the Think & Share worksheet and end with a class discussion.

Quick Facts:

- Because of the Pikes Peak Gold Rush, tensions began to rise amongst the white settlers and the tribes over water and food.
- Negotiations were made and treaties were established to create reservations where tribes could live and be protected by the Government.
- The Cheyenne and Arapaho people had set up a winter camp along Sand Creek with the understanding they were under the protection of the U.S. Government.
- Despite a U.S. flag and a white flag flying over their camp, Colonel John Chivington and a group of Colorado soldiers attacked the camp on the morning of November 29, 1864.
- The soldiers killed more than 230 peaceful people that morning, most being women, children, and elders.
- This is considered one of the darkest and saddest moments in Colorado and U.S. history and shows how unfairly Native Americans were treated, even when they were promised peace.
- The site of the massacre is now protected as the Sand Creek Massacre National Historic Site.

Discussion Questions:

- What do you think the Cheyenne and Arapaho felt when they were promised peace but then attacked?
- What do you think this event shows about settlers, the U.S. Army, and the Native Americans at that time?
- Why is it important for us to learn about events like the Sand Creek Massacre?
- How did the music make you feel while you were listening to it?

Additional Resources:

- <https://www.historycolorado.org/exhibit/sand-creek-massacre-betrayal-changed-cheyenne-and-arapaho-people-forever>
- <https://www.battlefields.org/learn/maps/sand-creek-nov-29-1864>
- https://kids.kiddle.co/Sand_Creek_massacre

Think & Share: Sand Creek Massacre

We can't change what happened at Sand Creek, but we can always learn and grow from it. What lessons can we learn from this tragedy to help prevent injustice today?

What are some ways we can show respect, fairness, and kindness to others?



Biography Mixer

Activity Description:

This story-based listening activity encourages students to listen to a piece of music and create a written story or picture inspired by it. Students can then compare and contrast their work with a partner.

Activity Preparation:

- Assign each student a Home Group of 3-5
- Give them 2 historical Coloradans from the list below to research.
- Each group will choose 1 modern day person or band from Colorado to research.

Clara Brown
Augusta Tabor
Buffalo Bill Cody
Casamiro Barela
Chin Lin Sou

Daniel Cheeseman Oakes
Elizabeth Piper Ensley
Emily Griffith
Federico Pena
Teddy Roosevelt

Frances Wisebart
Jacobs Little Raven
Molly Brown
Mary Elitch Long
Owl Woman

Sadie Likens
William Jackson Palmer
John Denver
Doc Holliday

Directions:

- Assign each student to a Home Group of 3-5 students. Once students are in their groups, assign each student in the group a number.
- Each student will receive a Biography Research worksheet.
- Each Home Group will received the names of 2 historic Coloradans to research. Each student in the group can be assigned a box to fill out in the worksheet or the group can research them together. (Each student needs to fill out a worksheet!)
- Have students research and determine a modern day person or band from Colorado to research.
- Break the students into the Mixed Groups based on the number they were assigned.
- Students in the Mixed Groups will each do a 2-3 minute presentation on the historical Coloradans they were assigned. (Hint: Keep a timer going so you can help students stay on track!)

Research Resources:

<https://www.historycolorado.org/biographies-notable-coloradans>
<https://history.denverlibrary.org/colorful-coloradans?page=0>

Biography Research

Biography of:

This person is known for:

Picture:

Early life:

Famous Quote:

Important life events:

Accomplishments:

Fun facts:

Cultures around Colorado

Latino Culture

- People of Mexican, Spanish, and other Latin American heritage have lived in Colorado for hundreds of years, especially in southern Colorado, long before it became a state.
- Many communities in Colorado speak both Spanish and English.
- The Spanish influence is very prominent with names such as Colorado, Alamosa, and Buena Vista.
- Latin cuisine is a big part of Colorado's food culture - green chilis, tamales, and sopapillas are especially popular.
- Latin music and dance styles like mariachi, salsa, and folklórico are often performed at festivals and community events.
- Colorado has many influences in the visual art as well. The Denver neighborhood, La Alma/Lincoln Park, is known for its colorful murals celebrating the Chicano and Latin history.
- Pueblo is known for its strong Latino heritage with many Latino families as far back as the 1900's working in the steel mines.

African American Culture

- African-Americans have been a part of Colorado history since the 1800's. Many coming because of the Gold Rush and ended up working on the railroad, in farms, and cities like Denver and Colorado Springs.
- Dearfield, Colorado was founded in 1910 and was the largest black homesteading settlement in Colorado.
- Organizations like NAACP Colorado Chapter have been around since the 1900's and have, and still work, for equal rights in schools, jobs, and housing.
- African American culture has significantly influenced the music scene around Colorado with jazz, blues, and gospel.
- Charles Burrell was a well known jazz and classical bass player who became the first African-American to become a member of a major American symphony when he played in the Denver Symphony Orchestra, now the Colorado Symphony.
- Communities celebrate African American heritage with events like Juneteenth celebrations and cultural festivals.
- African Americans have also contributed to Colorado sports, education, and the arts and have helped shape the state's history and culture.

Asian Culture

- Asian immigrants including Chinese and Japanese people, came to Colorado in the 1800's and worked on railroads, farms, and mines.
- Chinese immigrants settled in mining towns like Central City, Idaho Springs, and Black Hawk and ran laundries, restaurants, and herbal shops which helped contribute to the local economies.
- Japanese immigrants settled in areas like Denver and Longmont. Here, they farmed and contributed to the growth of agriculture in Colorado.
- Asian Coloradans have shared their traditions such as Chinese New Year, Obon festivals, and Japanese tea ceremonies which have added to the state's cultural diversity.
- The Asian culture in Colorado also includes martial arts, calligraphy, music and food such as sushi, dumplings, and stir-fry.
- Today, Colorado has vibrant Asian communities and organizations that celebrate their heritage, support education, and promote cultural events.



Music Review

Activity Description:

Students will have the opportunity to learn, listen and review a piece of music while connecting it to their own heritage.

Activity Preparation:

- Student packet with Think and Write page

Music to Play: Pancochita - Oscar Navarro

Directions:

- Students will use their Think and Share worksheet.
- Read the Quick Facts to the students.
- Use the discussion questions to prompt some pre-thinking.
- Have the students listen to Oscar Navarro's piece, Paconchita.
- Have students answer questions on the worksheet.

Quick Facts:

"Paconchita" is a Latin overture dedicated to my parents Paquito Navarro and Conchita González. It is a piece full of rhythm and energy with the percussion section having a great presence and highlighting the battery as group leader.

A great brass fanfare starts the overture giving way to a much more rhythmic section in which give-and-take dialogues begin between the different sections of the band, with the battery being one of the protagonist instruments at all times.

During the course of the work, we hear Latin rhythms fused with harmonies typical of Spanish folklore to create a seal of our land, the land which has seen the protagonists born and grow and to whom this work is dedicated: Paquito and Conchita.

Discussion Questions:

- What is something about your heritage that is important to you?
- What type of music do you listen to in your house?
- If you were to write a piece of music about your family, who would it be about?

MUSIC REVIEW

PIECE TITLE:

COMPOSER NAME:

WRITE A REVIEW OF THIS PIECE AND WHAT YOU LIKED AND DIDN'T LIKE

What is something about your heritage that you love?

If you were to write a song about your family, who would it be about and why?

RATE THIS PIECE

