

“It’s News to Me!”
Teaching with Colorado’s Historic Newspaper Collection
Model Lesson Format

Fill out the list of the components to be included in a lesson using primary source materials that is aligned to Colorado Model Content Standards.

Lesson Title:

Native Americans of Colorado: Using Colorado resources to Understand the Lives of Native American Women and Children of the West

Subject(s) and Grade Level(s):

History, Reading and Writing, Grades 4-8

Focus of Lesson: A brief explanation of what students are to learn in this lesson (content and/or skills). What is the purpose of the lesson?

Photographs are an invaluable tool for understanding both history and culture. By carefully observing the objects in a photo, the people and the surrounding environment, one can have a true window into the everyday lives of those who lived long ago.

Standards Assessed: Which standards will you be assessing in this lesson? Identify the content area, the standard number and any key components or benchmarks that are applicable.

Reading and Writing Standard 1: Students read and understand a variety of materials.
Reading and Writing Standard 2: Students write and speak for a variety of purposes and audiences.
Reading and Writing Standard 5: Students read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources.
History Standard 2.2: Students know how to interpret and evaluate primary and secondary sources of historical information.

Assessment: Explain the assessment. (Include the formal 'assessment assignment' and any forms, worksheets, etc. in the Materials Section)

Standards Addressed: Which standards will you be addressing (but not assessing) in this lesson? Identify the content area, the standard number and any key components or benchmarks that are applicable.

Time: The number of class periods required for the lesson as well as the length of class period.

Lesson One: 1-2 days
Lesson Two: 1-2 days
Lesson Three: 1-2 days

Materials / Teacher Preparation Section: List the technology, handouts, chart paper, text resources, etc. needed to complete the lesson. Include what you need to do to prepare ahead of time for your students to complete the lesson.

Tools:

- Internet/computer access for the students (students should access the websites listed on the photographs handout, below) OR the teacher may just print off the photographs from the handout and have the students analyze them without a computer.
- Photograph Examples
- Photo Analysis Charts 1-3
- Native American Vocabulary Chart
- Notebook paper and pencil
- Dictionaries optional

Resources:
Cultural respect guidelines <http://www.native-languages.org/ymca.htm>
American Indian Resource Directory
<http://www.indians.org/Resource/FedTribes99/Region3/region3.html>

Possible Procedures: Enumerate the procedure teachers can follow to teach the lesson to students. Provide the URL for the digital primary sources that you will use.

Lesson 1:

1. Have each student individually analyze the photos of Native Americans using the Photo Analysis Charts.
2. Have the students discuss their perceptions of the following, using information from their charts:
 - * What do you think Native American homes/dwellings were like and why.
 - * What do you think a Native American child's life was like and why.
 - * What do you think a Native American woman's life was like and why.

Lesson 2:

1. Pass out the Native American Vocabulary Chart containing these words:
2. Using the Native American Vocabulary Chart, have each student fill out the section **what do you think the word means?**
3. Have the students briefly articulate what they think each word means to the class and their reasoning behind their guess..
4. Break students up into groups of three and have them access the Denver Public Library Western History/Genealogy Department gallery exhibit titled Native American Women <http://photoswest.org/exhib/gallery4/leadin.htm> (Teachers could also just make hard copies of the website and rotate the pictures throughout the groups.)
5. Each student group should try to find as many of the vocabulary words as possible and try to figure out what each word means by analyzing the context and by looking at the photographs.
6. Using the Native American Vocabulary Chart, each student should fill out the section text/photo analysis with their own ideas about what each word means.
7. When each group has formulated ideas about what each word means, have a class discussion in which the possible meanings of the words are discussed.
8. *If needed: have each group look up the definition of a portion of the words using a dictionary, record the information on their vocabulary chart and then report their findings back to the whole class. Teachers could also supply a list of definitions for the words.*
9. Discuss with the class what each vocabulary word reveals about the Native Americans, their dwellings and the lives of women and children.

Lesson 3:

1. Have each student access the following sites to gather additional information about women's lives, children's lives and the dwellings of Native Americans:
 - Native American Women Gallery Exhibit <http://photoswest.org/exhib/gallery4/leadin.htm> (the Denver Public Library Western History/Genealogy Department)
 - Doing History/Keeping the Past Colorado Indians Themes <http://hewit.unco.edu/dohist/indians/themes.htm> (Hewit Institute, University of Northern Colorado, Colorado Historical Society)
 - Native American Website for Children <http://www.nhusd.k12.ca.us/ALVE/NativeAmerhome.html/nativeope>

[ningpage.html](#) (Alvarado Elementary School)

- Heritage West Database <http://www.cdpheritage.org> (Collaborative Digitization Program). *Go to Search By Category/People/American Indian Tribes*
- Native American dwellings
<http://www.kstrom.net/isk/maps/houses/housingmap.html> (Paula Giese)

2. Using the Photo Analysis Chart, Native American Vocabulary Chart and additional information gathered about women's lives, children's lives and the dwellings of Native Americans, each student will create a written product:

- ***Using the found poetry method:***
http://memory.loc.gov/learn/community/am_newsletter/article.php?id=40&catname=teaching%20ideas

Each student will write a poem about life as a Native American child, describing his/her life, mother and home, using information gleaned from the websites and the vocabulary words and descriptor words from the Photo Analysis Chart and the Native American Vocabulary Chart.

OR

- ***Writing a first person narrative:***
Each student will write an essay (4th graders a paragraph-8th graders a five paragraph essay) about Native Americans, from the perspective of an Indian child, using information gleaned from the websites and the vocabulary words and descriptor words from the Photo Analysis Chart and the Native American Vocabulary Chart.
Three areas should be discussed in the narrative: the life of an Indian child, the responsibilities and workload of Indian mothers and women, and their dwellings.

Additional sites for more in-depth research:

Plains Indian culture/food, art, dress

<http://inkido.indiana.edu/w310work/romac/plains.html>

Plains Indian Culture Think Quest

<http://library.thinkquest.org/J0110072/reports4/plains2.htm>

Denver Public Library's complete collection

<http://memory.loc.gov/ammem/award97/codhtml/hawphome.html>

Apache stories

<http://www.indians.org/welker/apache.htm>

Indian languages

<http://www.native-languages.org/index.htm>

Cheyenne language

http://www.geocities.com/cheyenne_language/index.htm

National Parks-Plains Indian history
<http://www.nps.gov/foia/indians.htm>

Submitted by *Eliza Hamrick, Overland High School*