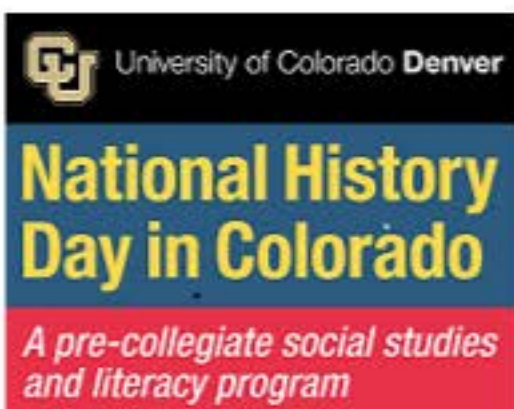




Exploring Historic Places: The Southern Ute Tribe of Colorado

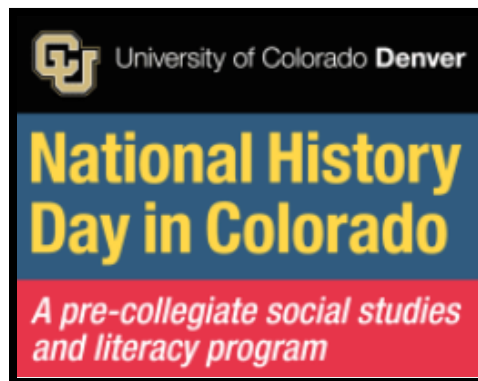
A 6th-12th grade National History Day in Colorado
social studies and literacy curriculum



**Colorado's Shared History:
Understanding the Historical Significance of
Colorado's Southern Ute Tribe and its Lands**

WHO ARE WE & WHERE ARE WE FROM?

A NATIONAL HISTORY DAY COLORADO CURRICULUM



**Exploring the stories of Colorado's Indigenous Southern Ute
Indian Tribe through project-based and experiential
learning**

**Includes tailored, adaptable lessons for grades
6 through 12**

Understand-Respect-Preserve

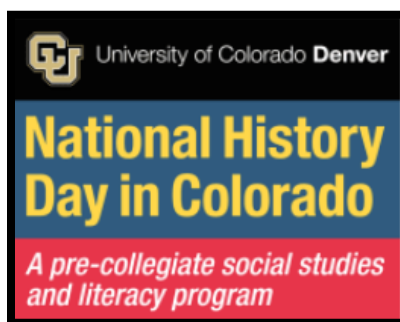
Preserving Places in Colorado's Diverse History



**NATIONAL
ENDOWMENT
FOR THE
HUMANITIES**

With the passage of *House Bill 19-1192* in the Colorado state legislature in 2019, the history, culture, and social contributions of underrepresented populations became a prioritized area of study in all Colorado schools. National History Day in Colorado is a social studies and literacy program that equips students in elementary, middle, and high school with the skills necessary to succeed in college and the real world. Students participate in project-based learning curricula that emphasize critical reading and thinking, research, analysis, and the drawing of meaningful conclusions.

National History Day in Colorado acknowledges the need to preserve the significant contributions of marginalized groups, creating a place-based curriculum series. In an effort to highlight the histories of Indigenous Americans living in Colorado, National History Day in Colorado seeks to preserve the physical landmarks that tell our history. How did such large populations of Indigenous Americans settle in the southwestern United States and what did they experience once there?



CONTACT US

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Dana EchoHawk, Foreword Writer & Curriculum Scholar

Any views, findings, conclusions, or recommendations expressed in this curriculum do not necessarily represent those of the National Endowment for the Humanities.

Foreword
Dana EchoHawk
Professor of History, University of Colorado Denver

It is crucial to learn about the Utes, the oldest continuous residents of the state of Colorado and how they came to be pushed and regulated onto reservations. In the later part of the 1800s, two of the seven historic bands of Utes, the Capote and Mouache, jointly came to be identified as the Southern Ute Indian Tribe. They begin to acquire knowledge of how racial prejudice, discrimination and greed can create daunting challenges to survive as a tribe and as a particular racial, ethnic and culturally distinct people in the midst of an overwhelmingly powerful and populous foreign civilization. Federal Indian policies confronted them not with guns but with schools, plows, and treaties that stripped them of their once vast territory in Colorado, Utah, Wyoming, Eastern Nevada, Northern New Mexico and Arizona and through policies of assimilation, of their traditional cultural identities.

Underlying these American ideals is the rule of law principle. Through misleading treaty negotiations and agreements, the U.S. government undermined that principle. With the 1868 Treaty, Ute bands lost 1/3 of the tribe's land base. The 1874 Brunot Agreement resulted in acquisition of another piece of Ute territory. By the end of that century, they were regulated to the Southern Ute Indian Reservation in southwest Colorado. The 1895 Congressional Hunter Act applied allotment in severalty of the Southern Ute tribal lands. Allotment in severalty subdivided commonly held tribal land into individual 160-acre plots for each head of household. The elimination of communal ownership of land was the key to 'civilizing' the Utes and establishing assimilation with intent of displacing their culture and traditions . By 1896, most Southern Ute people had accepted allotments covering a total of 72,811.15 acres. The remaining unallotted portions of the reservation were opened to settlement by non-tribal people for \$1.25/acre. The bulk of the eastern portion of the Southern Ute Indian reservation was thus taken from Ute ownership.

Ute children, like children from other tribal nations across the U.S. were sent to boarding schools, many far from home. The long standing effects and trauma for these children and their families are only becoming apparent today. In October 2023, under House Bill 22-1327, the state of Colorado publicly released a final report entitled "Federal Indian Schools in Colorado, 1880-1920." The report investigated the lived experiences of students at the Fort Lewis Indian Boarding School identifying potential burial places of students who perished, including those from the Southern Ute Indian Reservation.

Learning about this dark chapter in American history teaches students an invaluable lesson. Recognizing unique socioeconomic systems, cultural traditions and identity are important to enable Ute and members of other U.S. tribes to live together as a people while also ensuring individual members can function and support themselves in mainstream American society. Despite the adversities they faced, Southern Ute Indian people have withstood assimilation pressures, they confronted issues of cultural change and identity and they have endured a sequence of devastating U.S. Indian policies. However, they have kept their faith in the nation and made significant contributions to America. Their descendants continue to do so today. By teaching about past injustices against marginalized groups like the Southern Ute Indian people, educators are fostering inclusivity and diversity. They are helping to realize the American ideal of acceptance for all individuals, regardless of their culture and background. They are preventing discrimination while emphasizing respect for universal human rights.

Education Program

The **National History Day in Colorado** *WHO ARE WE and WHERE ARE WE FROM?* curriculum is designed for students in grades six through twelfth grade. The curriculum includes lessons, suggested readings, and project-based learning assignments specifically tailored to each grade level and aligned with Colorado Academic Standards in social studies and literacy. The curriculum motivates students to examine the history of the Southern Ute Indian Tribe in Southwest Colorado through the stories of cultural assimilation and loss of land holdings experienced by its tribal members and other Native American tribes.

Following completion of a grade-level specific lesson, students then complete the **HIGH SCHOOL CAPSTONE PROJECT**. This sub-lesson asks students to analyze the Southern Ute Indian Reservation in the context of Native American history and create a National History Day project. The National History Day project will focus on an annual theme and three elements: UNDERSTANDING, RESPECTING, and PRESERVING the place-based histories of Colorado's Indigenous Americans.

The **National History Day** *WHO ARE WE and WHERE ARE WE FROM?* curriculum is designed to be flexible and adaptable for all teachers' schedules. Lessons can be adjusted to be one-day exercises that introduce students to the grade-level specific topics, much longer projects that require in-depth research, and anything in between. No matter which you choose, the ultimate goal of National History Day in Colorado is to educate students on the contributions of the Southern Ute Indian Tribe in American history in a meaningful way, in an effort to UNDERSTAND, RESPECT, and PRESERVE our shared history.



Seal of the Southern Ute Tribe in Ignacio, Colorado

Middle School (6th-8th Grade)

WHO ARE WE?

Native Americans from Colorado's Southern Ute Indian Tribe

WHERE ARE WE FROM?

Colorado

WHAT DOES IT MEAN TO BE NATIVE AMERICAN?

By learning about the Southern Ute Indian Tribe, students will explore what it means to be a Native American living in the United States before and after the 1887 General Allotment Act, or Dawes Severalty Act when Federal Indian policies changed the economic and social conditions of Indigenous people Nationwide. Students will identify one notable Southern Ute Indian leader or family that experienced the loss of their Indigenous homelands through allotment and changes to their traditional lifestyles, by researching their journey from relative freedom to life on a reservation.

SUGGESTIONS FOR READING

- *Ute Tales*: Anne M. Smith
- *The Ute Indians of Southwestern Colorado*: Helen Sloan Daniels
- *The Ute Indian Museum: A Capsule History and Guide*: Larry Borowsky, Colorado Historical Society
- *Ute Indian Arts and Culture: From Prehistory to the New Millennium*: William Wroth
- *Chief Ouray Ute Peacemaker*: Diane Shaughnessy
- *Chipeta: Queen of the Utes, a Biography*. Becker, Cynthia S. & P. David Smith

FURTHER QUESTIONING

1. How much weight does cultural identity hold in society?
2. What does it mean to be Native American?
3. How does culture and race impact the way people treat each other?

PROJECT-BASED LEARNING ACTIVITY

Students will create a National History Day (NHD) project based on the annual theme. The NHD project will include the works of Colorado's Southern Ute Indian Tribal members focusing on traditional and contemporary paths through life. Teachers will walk their students through how to find primary and secondary sources, writing a process paper, finding historical photos, and creating either a documentary, exhibit, website, or performance that depicts their journey from a traditional life to life on a reservation.

Prominent Southern Ute Indian Tribal Leaders:

Leonard C. Burch	Chairman Matthew Box	Chief Ignacio	Edward Bent Box
Chief Ouray	Chief Buckskin Charlie	Chipeta	Chairman Antonio Buck, Jr.

COLORADO ACADEMIC STANDARDS ALIGNMENT

6th Grade		
Social Studies		
History	<ol style="list-style-type: none"> Analyze primary and secondary sources while formulating historical questions. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies. 	<p>*Students evaluate historical sources for purpose, audience, point of view, context, reliability, and authenticity.</p> <p>*Students use primary and secondary sources to develop and evaluate hypotheses and interpretations of historical events and figures that are supported by evidence.</p>
Economics	<ol style="list-style-type: none"> Describe the role of competition in the determination of prices and wages in a market economy. 	<p>*Students demonstrate an understanding of cause and effect related to personal financial decisions.</p>
Civics	<ol style="list-style-type: none"> Describe how groups and individuals influence governments within the Western Hemisphere. 	<p>*Students analyze how the actions of individuals and groups can have a local, national, and international impact, specific to the influence of Native Americans</p>
Reading, Writing & Communication		
Oral Expression and Listening	<ol style="list-style-type: none"> Successful group discussions require planning and participation by all. 	<p>*Discussion amongst students about cultural identity and race.</p>
Reading for All Purposes	<ol style="list-style-type: none"> Understanding the meaning within different types of literature depends on properly analyzing literary components. Organizing structure to understand and analyze factual information Word meanings are determined by how they are designed and how they are used in context. 	<p>*Students demonstrate comprehension by deconstructing the meaning of unfamiliar words through context clues.</p> <p>*Students explain the differences between culture and race. How does a person's culture impact their decision-making process?</p>
Writing and Composition	<ol style="list-style-type: none"> Writing literary genres for intended audiences and purposes requires ideas, organization, and voice. Writing informational and persuasive genres for intended audiences and purposes require ideas, organization, and voice development. Specific editing for grammar, usage, mechanics, and clarity gives writing its precision and legitimacy. 	<p>*Students demonstrate professional, informational writing via presentation of their research.</p> <p>*Students use correct grammar and punctuation through both observations of texts and practice in their own work.</p>
Research and	<ol style="list-style-type: none"> Individual and group research projects require 	<p>*Students perform primary source</p>

Reasoning	<p>obtaining information on a topic from a variety of sources and organizing it for presentation.</p> <p>2. Assumptions can be concealed and require identification and evaluation.</p> <p>3. Monitoring the thinking of self and others is a disciplined way to maintain awareness.</p>	<p>research by looking at documents written by and about Southern Ute Indian people, discussing them with classmates. Students research and analyze information across sources to construct unbiased questions and hypotheses.</p>
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7th Grade

Social Studies

History	<p>1. Examine primary and secondary sources to identify points of view while formulating historical claims and questions.</p>	<p>*Students construct history through the gathering and analysis of historical sources related to the creation of reservations and signing of treaties.</p>
Economics	<p>1. Define resources from an economic and personal finance perspective.</p>	<p>*Students understand that competition and wages are not just American concepts. Different career paths come with different financial status.</p>
Civics	<p>1. Identify public problems and research ways in which governments address those problems.</p>	<p>*Students understand the connections and complexities amongst members of society while relating their research to the role of the Southern Ute Indian Tribe and its influence in the United States as Indigenous people.</p>

Reading, Writing & Communication

Oral Expression and Listening	<p>1. Formal presentations require preparation and effective delivery</p> <p>2. Small and large group discussions rely on active listening and the effective contributions of all participants.</p>	<p>*Students plan and distribute responsibilities amongst each other in a group.</p> <p>*Discussion amongst students about interconnectedness requires both active listening and thought-out responses.</p>
Reading for All Purposes	<p>1. Literary elements, characteristics, and ideas are interrelated and guide the comprehension of literary and fictional texts</p> <p>2. Informational and persuasive texts are summarized and evaluated.</p> <p>3. Purpose, tone, and meaning in word choices influence literary, persuasive, and informational texts reading.</p>	<p>*Students demonstrate comprehension by deconstructing the meaning of unfamiliar words through context clues.</p> <p>*Students examine the organization of indigenous tribes and structure of tribal membership.</p>
Writing and Composition	<p>1. Composing literary and narrative texts that incorporate a range of stylistic devices demonstrates</p>	<p>*Students demonstrate professional, information writing via presentations of</p>

	<p>knowledge of genre features.</p> <p>2.Organization is used when composing informational and persuasive texts.</p> <p>3.Editing writing for proper grammar, usage, mechanics, and clarity improves written work.</p>	<p>their research.</p> <p>*Students use correct grammar and punctuation in their own work.</p>
Research and Reasoning	<p>1.Answering a research question logically begins with obtaining and analyzing information from a variety of sources</p> <p>2.Logical information requires documented sources</p> <p>3.Reasoned material is evaluated for its quality using both its logic and its use of a medium.</p>	<p>*Students perform research by looking at documents written by lawyers, activists, journalists and others, discussing them with classmates.</p> <p>*Students research, analyze, and document information across sources to construct unbiased questions and hypotheses.</p>

8th Grade

Social Studies

History	<p>1. Construct a written argument supported by evidence demonstrating the use or understanding of primary and secondary sources.</p> <p>2. Analyze ideas that are critical to the understanding of American history.</p>	<p>*Students interpret history through the use of primary and secondary sources to cite specific evidence to support analysis.</p> <p>*Students use the content and context from the past to make connections to the present.</p>
Economics	<p>1. Analyze the changes in the development of human capital over time.</p>	<p>*Students understand the value of a living wage, addressing the economic impact of Federal government assimilation practices and the loss of land experienced by the Southern Ute Indian people.</p>
Civics	<p>1. Examine ways members of society may effectively voice opinions, monitor government, and bring about change nationally.</p>	<p>*Students explain specific roles played by citizens.</p>

Reading, Writing & Communication

Oral Expression and Listening	<p>1. Communication skills and interviewing are required to gather information and to develop and deliver oral presentations.</p> <p>2. A variety of response strategies clarifies meaning or messages.</p>	<p>*Discussion amongst students about change and continuity requires both active listening and thought-out answers.</p> <p>*Students exploit different communication strategies to complete research.</p>
Reading for All Purposes	<p>1. Quality comprehension and interpretation of informational, literary, and persuasive texts demand self-monitoring and self-assessment.</p>	<p>*Students use their comprehension skills and context clues to understand complex materials and synthesize across materials.</p>

	<ol style="list-style-type: none"> 2. Context, grammar, and word choice influence the understanding of literary, persuasive, and informational texts. 	<p>*Students research primary and secondary source documents and draw supported, unbiased conclusions across them.</p>
Writing and Composition	<ol style="list-style-type: none"> 1. Stylistic devices and descriptive details in literary and narrative texts are organized for a variety of audiences and purposes and evaluated for quality. 2. Ideas and supporting details in informational and persuasive texts are organized for a variety of audiences and purposes and evaluated for quality. 3. Editing writing for grammar, usage, mechanics, and clarity is an essential trait of a well-written document. 	<p>*Students organize and present their research in a meaningful way. *Students use correct spelling, punctuation, and grammar. *Students compose a persuasive essay that details the argument for and against Federal Indian policies of land allotment, assimilation, and development of the reservation system.</p>
Research and Reasoning	<ol style="list-style-type: none"> 1. Individual research projects begin with information obtained from a variety of sources, and is organized, documented, and presented using logical procedures. 2. Common fallacies and errors occur in reasoning. 3. Quality reasoning relies on supporting evidence in media 	<p>*Students draw conclusions and analyses across a variety of materials. *Students understand that not all sources are reliable and corroborate questionable information.</p>



Southern Ute Women and Men at Camp. Courtesy of Denver Public Library.

High School (9th-12th grades)

WHO ARE WE?

Advocates & Public Historians

WHERE ARE WE FROM?

Colorado

WHAT DOES IT MEAN TO BE AN ADVOCATE AND PUBLIC HISTORIAN?

Students will explore what it means to be an advocate as it relates to the preservation of our shared history. Students will investigate what public historians do to protect and preserve our past, focusing on a commitment to make history relevant outside of a brick and mortar classroom and to broad audiences. Finally, students will identify current advocacy and preservation efforts taking place in various places and by various organizations in the state.

SUGGESTIONS FOR READING

- *Place, Race, and Story: Essays on the Past and Future of Historic Preservation*, by Ned Kaufman
- *Historic Preservation in Colorado: The Annual Preservation Program*, by the State Historical Society of Colorado
- *Southern Ute Indian Tribe Cultural Preservation* on the website: Cultural Preservation – Southern Ute Indian Tribe (southernute-nsn.gov)
- *Sacred Objects and Sacred Places: Preserving Tribal Traditions*, by Andrew Gulliford
- *Federal Indian Boarding Schools in Colorado: 1880-1920*, by Dr. Holly Kathryn Norton

FURTHER QUESTIONING

- Why is it important to preserve history?
- Why should we pay respect to and understand the wrongs of the past?
- What is the importance of advocating for an individual's past experience?
- How should we preserve historic artifacts, including historic places?
- Why is it important to preserve cultural traditions?

PROJECT-BASED LEARNING ACTIVITY

Students will create a National History Day (NHD) project based on the annual theme. The NHD project will encompass the preservation achievements of a Colorado advocacy group or public historian and their efforts to save Southern Ute Indian history in southern Colorado. Teachers will walk their students through how to find primary and secondary sources, writing a process paper, finding historical photos, and creating either a documentary, exhibit, website, or performance that depicts the contributions of a Colorado professional. Students will be able to enter their project in a regional contest held annually in Colorado.

Examples of preservation efforts for the Ute Mountain Ute and Southern Ute Indian Tribes:

Fort Lewis Indian School
Ignacio Indian School

Grand Junction Teller Institute Crow Canyon
Southern Ute Language Preservation

COLORADO ACADEMIC STANDARDS ALIGNMENT

High School		
Social Studies		
History	<ol style="list-style-type: none"> 1. Gather and analyze information from a range of qualitative and quantitative sources. 2. Construct and defend a historical argument that evaluates interpretations by analyzing, critiquing and synthesizing evidence from a full range of relevant historical sources. 3. Examine and evaluate issues of unity and diversity throughout world history. 	<p>*Students evaluate historical sources for audience, purpose, point of view, context, and authenticity.</p> <p>*Students understand that the ability to negotiate the complex relationships among change, diversity and unity throughout world history is an essential for building a productive and just society.</p> <p>*Students use primary and secondary sources to evaluate and develop hypotheses and diverse interpretations of historical events and figures and patterns and trends.</p>
Geography	<ol style="list-style-type: none"> 1. Research and interpret multiple viewpoints on issues that shape policies and programs for resource use and sustainability. 	<p>*Students will understand the meaning of the land to the Utes and how Ute lands have changed over time due to federal influence.</p>
Civics	<ol style="list-style-type: none"> 1. Explain the roles and influence of individuals, groups, and the press as checks on government practices. 2. Assess how members of a civil society can impact public policy on local, state, tribal, national, or international issues. 	<p>*Students analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.</p>
Economics	<ol style="list-style-type: none"> 1. Analyze how positive and negative incentives influence the choices made by individuals, households, businesses, government and nonprofits. 	<p>*Students apply the economic way of thinking. We assume that people make particular choices because they are responding to the underlying incentives.</p>
Reading, Writing & Communication		
Oral Expression and Listening	<p><i>Ninth Grade</i></p> <ol style="list-style-type: none"> 1. Oral presentations require effective preparation strategies. 2. Listening critically to comprehend a speaker’s message requires mental and physical strategies to direct and maintain 	<p>*Students organize and present information regarding the role of advocates and public historians in a meaningful way with both verbal and nonverbal cues.</p>

	<p>attention.</p> <p>Tenth Grade</p> <ol style="list-style-type: none"> 1. Content that is gathered carefully and organized well successfully influences an audience 2. Effectively operating in small and large groups to accomplish a goal requires active listening. <p>Eleventh Grade</p> <ol style="list-style-type: none"> 1. Verbal and nonverbal cues impact the intent of communication. 2. Validity of a message is determined by its accuracy and relevance. <p>Twelfth Grade</p> <ol style="list-style-type: none"> 1. Effective speaking in formal and informal settings requires appropriate use of methods and audience awareness 2. Effective collaborative groups accomplish goals 	<p>*Students collaborate with classmates on ideas through both verbal communication and active listening.</p> <p>*Students can read stories of tribal leaders and others from the Southern Ute tribe.</p> <p>*Students can read treaties, tribal legislation, and court cases as well as political commentary that influenced the Southern Ute peoples' lives.</p> <p>*Students organize and debate federal land policy that impacts the Southern Ute tribe.</p> <p>*Students organize and debate the impact of indigenous boarding schools.</p>
<p>Reading for All Purposes</p>	<p>Ninth Grade</p> <ol style="list-style-type: none"> 1. Increasingly complex literary elements in traditional and contemporary works of literature require scrutiny and comparison. 2. Increasingly complex informational texts require mature interpretation and study. <p>Tenth Grade</p> <ol style="list-style-type: none"> 1. Literary and historical influences determine the meaning of traditional and contemporary literary texts 2. The development of new ideas and concepts within informational and persuasive manuscripts. 3. Context, parts of speech, grammar, and word choice influence the understanding of literary, persuasive, and informational texts. <p>Eleventh Grade</p> <ol style="list-style-type: none"> 1. Complex literary texts require critical reading approaches to effectively interpret and evaluate meaning. 2. Ideas synthesized from informational texts serve a specific purpose 3. Knowledge of language, including syntax and grammar, influence the understanding of literary, persuasive, and informational texts. <p>Twelfth Grade</p> <ol style="list-style-type: none"> 1. Literary criticism of complex text requires the 	<p>*Students read both primary and secondary source documents in order to draw conclusions about the role of public historians in American society.</p> <p>*Students use age-appropriate grammar, vocabulary, and punctuation to articulate their arguments.</p> <p>*Students research and develop arguments and counter claims related to the role of advocates and public historians and the jobs that they do in American society.</p> <p>*Students form an understanding of why preserving history is important to our nation's future.</p>

	<p>use of analysis, interpretative, and evaluative strategies.</p> <p>2. Interpreting and evaluating complex informational texts require the understanding of rhetoric, critical reading, and analysis skills.</p>	
Writing and Composition	<p><i>Ninth Grade</i></p> <ol style="list-style-type: none"> 1. Literary and narrative texts develop a controlling idea or theme with descriptive and expressive language. 2. Informational and persuasive texts develop a topic and establish a controlling idea or thesis with relevant support. 3. Writing for grammar, usage, mechanics, and clarity requires ongoing refinements and revisions. <p><i>Tenth Grade</i></p> <ol style="list-style-type: none"> 1. Literary or narrative genres feature a variety of stylistic devices to engage or entertain an audience. 2. Organizational writing patterns inform or persuade an audience. 3. Grammar, language usage, mechanics, and clarity are the basis of ongoing refinements and revisions within the writing process. <p><i>Eleventh Grade</i></p> <ol style="list-style-type: none"> 1. Stylistic and thematic elements of literary or narrative texts can be refined to engage or entertain an audience 2. Elements of informational and persuasive texts can be refined to inform or influence an audience. 3. Writing demands ongoing revisions and refinements for grammar, usage, mechanics, and clarity. <p><i>Twelfth Grade</i></p> <ol style="list-style-type: none"> 1. Style, detail, expressive language, and genre create a well-crafted statement directed at an intended audience and purposes. 2. Ideas, evidence, structure, and style create persuasive, academic, and technical texts for particular audiences and specific purposes. 3. Standard English conventions effectively communicate to targeted audiences and purposes. 	<p>*Students research and synthesize ideas across a number of primary and secondary resources in order to develop a well-supported argument.</p> <p>*Students use their research to construct an organized, well-thought out argumentative essay.</p> <p>*Students use examples of historian’s accounts to prove their written thesis in an argumentative essay.</p> <p>*Students use their research to create an argumentative essay on the land rights of the Southern Ute tribe.</p>
Research and	<i>Ninth Grade</i>	*Students conduct independent

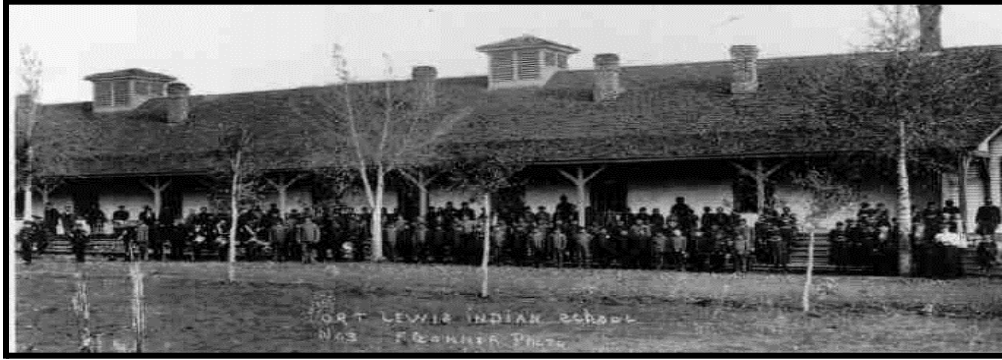
Reasoning	<ol style="list-style-type: none"> 1. Informational materials, including electronic sources, need to be collected, evaluated, and analyzed for accuracy, relevance, and effectiveness for answering research questions. 2. Effective problem-solving strategies require high-quality reasoning. <p>Tenth Grade</p> <ol style="list-style-type: none"> 1. Collect, analyze, and evaluate information obtained from multiple sources to answer a question, propose solutions, or share findings and conclusions. 2. An author's reasoning is the essence of legitimate writing and requires evaluating text for validity and accuracy <p>Eleventh Grade</p> <ol style="list-style-type: none"> 1. Self-designed research provides insightful information, conclusions, and possible solutions. 2. Complex situations require critical thinking across multiple disciplines. 3. Evaluating quality reasoning includes the value of intellectual character such as humility, empathy, and confidence. <p>Twelfth Grade</p> <ol style="list-style-type: none"> 1. Independent research designs articulate and defend information, conclusions, and solutions that address specific contexts and purposes. 2. Logical arguments distinguish facts from opinions, and evidence defines reasoned judgment. 	<p>research regarding the professional responsibilities of historians by analyzing and synthesizing across multiple primary and secondary sources.</p> <p>*Students use primary and secondary sources of multiple mediums such as pictures, charts, graphs, newspaper clippings, and political cartoons.</p> <p>*Students distinguish facts from opinions about Indigenous people in history, while using source-materials and evidence to support their own opinions.</p> <p>*Students reflect, refine, and articulate their knowledge on government policies as they relate to Indigenous people.</p>
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Southern Ute Women with Children. Courtesy of the Southern Ute Archives.

High School Extension Capstone Project

In 2020, the Colorado Department of Education mandated that all graduating seniors earn the newly required Graduation Capstone. Fulfilling this component requires students in 9th through 12th grade to perform extensive research on a specific topic, interview specialists in the field, and create a project outside the confines of a traditional classroom assignment that is presented to a wider audience.



*Students and Staff at the Fort Lewis Indian School, circa 1900.
Center of Southwest Studies, Fort Lewis College*

To fulfill this requirement, high school students in grades 9th-12th can choose **ONE** of the following events or places related to Southern Ute Indian Tribal culture and history to research and present in a paper format:

1. 1868 Ute Treaty
2. 1874 Brunot Agreement
3. Fort Lewis Indian School – Hesperus, Colorado
4. Teller Institute Indian School – Grand Junction, Colorado
5. Ute Agency Indian Boarding School – Ignacio, Colorado
6. 1895 Congressional Hunter Act - Ute Allotment System
7. Culture Preservation
 - a. Ute Bear Dance
 - b. Ute Language

Capstone Project:

1. Creation of a Capstone Project that encompasses the following requirements:
 - a. Annotated Bibliography
 - b. Primary and secondary sources
 - c. Process Paper that discusses the project timeline from creation to completion
 - d. An interview or multiple interviews of professionals in the field, to also include historians, judges, persons holding a PhD, or an eye witness of an event.
 - e. A project panel of judges that assesses the student and their project based on a formal rubric.
 - f. A passing grade of a “C” or higher in the literacy capstone course.

Student and Teacher Resources
Provided by: Dana EchoHawk, Curriculum Scholar

Websites:

[Brunot Agreement | Colorado Encyclopedia](#)

Colorado Encyclopedia: The 1874 Brunot Agreement

[Sapiah | Colorado Encyclopedia](#)

Colorado Encyclopedia: Sapiah (Buckskin Charlie)

[Colorado Native American Studies Resource Guide | Denver Public Library Digital Collections \(denverlibrary.org\)](#)

Colorado Native American Studies Resource Guide

[Dawes Act \(General Allotment Act\) | Colorado Encyclopedia](#)

Colorado Encyclopedia: The Dawes Act / The Hunter Act

[FEDERAL INDIAN BOARDING SCHOOLS IN COLORADO_1880-1920_August 2023.pdf \(historycolorado.org\)](#)

History Colorado: Federal Indian Boarding Schools in Colorado: 1880-1920. Dr. Holly Kathryn Norton, Colorado State Archaeologist, History Colorado. June 2023.

<https://exhibits.historycolorado.org/ute-tribal-paths>

History Colorado Center

http://exhibits.historycolorado.org/utes/utes_home.html#invasions

History Colorado Online Exhibit: Ute Tribal Paths

[History of the Bear Dance – The Southern Ute Drum \(sudrum.com\)](#)

History of the Bear Dance with Matthew Box

<https://collections.lib.utah.edu/details?id=361671>

Treaty of 1868

[Ute Creation Story – Southern Ute Indian Tribe \(southernute-nsn.gov\)](#)

Southern Ute Indian Tribe: Creation Story

[History – Southern Ute Indian Tribe \(southernute-nsn.gov\)](#)

Southern Ute Indian Tribe: History

[Culture – Southern Ute Indian Tribe \(southernute-nsn.gov\)](http://southernute-nsn.gov)

Southern Ute Indian Tribe: Culture

<https://www.southernutemuseum.org/>

Southern Ute Cultural Center and Museum – Ignacio Colorado

Printed Material:

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Videos:

[Colorado and the West: Native American History in Colorado \(youtube.com\)](#)

What is Native American History in Colorado?

[Colorado Experience: The Original Coloradans \(youtube.com\)](#)

Colorado Experience: The Original Coloradans

[Leonard C. Burch Exhibit: Leonard C. Burch Exhibit on Vimeo](#)

Chairman Leonard C. Burch

[The Ute People: History, Culture & Affiliations - YouTube](#)

The Ute People: History, Culture & Affiliations

[History of the Ute tribe, Native Americans \(youtube.com\)](#)

History of the Ute tribe

[Ute History documentary - Spirit of the Nuche - YouTube](#)

Ute History documentary – Spirit of the Nuche

[UTE LANGUAGE \(youtube.com\)](#)

Ute Language:

[How The West Was Lost : The Utes Must Go \(youtube.com\)](#)

How the West Was Lost: The Utes Must Go! - Discovery Channel Series (50 min)

[Ute Indian Prayer Trees at Fox Run Regional Park in Colorado Springs, CO \(youtube.com\)](#)

Ute Indian Prayer Trees at Fox Run Regional Park in Colorado Springs, Colorado

[The Utes – Colorado’s Forgotten People with Ernest House Jr \(youtube.com\)](#)

The Utes Workshop with Ernest House Jr.

[Bear Dance 2016 \(youtube.com\)](#)

The Bear Dance

Lesson Plan Resource Packet



A View of the Southern Ute Indian Tribe Cultural Center and Museum.

Guided Primary Source Activity

Using the photographs on pages 19-24 of this resource packet, students will be able to complete the following graphic organizer.

Photo	What do you see in the photo? Make a list!	What did you learn from the caption and summary?	How does this help you understand Native American History
Photo #1			
Photo #2			
Photo #3			
Photo #4			
Photo #5			

Photo #1



Around 1637 Ute captives escaping from the Spanish in Santa Fe fled, taking with them Spanish horses, thus making the Utes one of the first Native American tribes to acquire the horse. However, tribal historians tell of the Utes acquiring the horse as early as the 1580s. Already skilled hunters, the Utes used the horse to become expert big game hunters. They began to roam further away from their home camps to hunt buffalo that migrated over the vast prairies east of their mountain homes, and explore new territories.

Source:

Southern Ute Archives

Photo #2



1890-1900 Studio portrait of Buckskin Charlie, Sapiah (his Ute name) was a Southern Ute Chief from 1870 to his death in 1936. Sapiah and other Ute chiefs negotiated for treaties with the United States government, and he met United States Presidents in Washington, D.C. Sapiah sought to coexist with white people in peace and eventually accepted 160 acres of allotted tribal land. He fought for children's education on the reservation and was opposed to sending children away from their families to American Indian boarding schools.

Photographer: Charles A. Nast

Source:

Denver Public Library, Digital Collections #X-30440

Photo #3



A view of the Southern Ute Agency Boarding School campus outside of Ignacio around 1915. The agricultural fields maintained by students are seen in the foreground. The main building (boy's dormitory) is at the upper right. Today the tribe is mulling if and how it will preserve a painful chapter of Indian boarding school history in Colorado, and U.S., history.

Source

The Library of Congress.

Photo #4 (Two Images)



After the 1868 Treaty and the 1874 Burnot Agreement, the call within Colorado for the “Utes to Go” resulted in this 1880 Ute delegation that went to Washington to negotiate an agreement. Consequently, the Northern Utes of Colorado were relocated to Utah. However, the Southern Ute bands were never relocated as called for in the agreement. Ouray, (seen in second from left panel, enlarged image below) recognized by the U.S. government as the principal chief of the Utes, died soon afterward while attempting to win Southern Ute acceptance of the agreement.

Source:

Courtesy, The Museum of Fine Art Houston
 Photographer: Alexander Gardner
 Otto Mears with Ute Treaty Delegation, March 1880. Panorama of 4 albumen silver prints from glass negatives
 Gift of Victor F. Germack and Lori Shepard Germack. Object #: 2020.129

(Enlargement of 2nd panel from the left)



Second from left panel: Significant Ute leaders are seen with the Ute delegation members and government officials in Washington, 1880. From left to right: Chief Ignacio, Secretary of the Interior Carl Schurz, Woretsiz, Chief Ouray, General Chales Adams and Ouray's wife, Chipeta.

Source:

Courtesy, Colorado Historical Society, F7100.

Photo #5



Ute Indians at Ignacio, Colorado

The Consolidated Ute Indian Reservation was established in 1918 in Ignacio Colorado for the Southern Ute Indians Tribe. The town of Ignacio was established in 1910, named in honor of Chief Ignacio, who helped to keep the Ute tribes on land in Colorado when white settlers lobbied for the removal of tribes. He died in 1913. This photograph was taken when Chief Ouray was reburied from his original burial spot in the crevice of rocks outside of Ignacio.

Source:

Back of the photograph reads "Taken at Ignacio, Colorado, May 24th, 1925, day of the re-burial of Chief Ouray. Left to right: Nanees, Joseph Price, Colorow, Buckskin Charley, McCook, Pevaga, Pegary, Antonio Buck."

Courtesy, History Colorado #10046693

WHAT CAN AN ADVERTISEMENT REVEAL ABOUT PUBLIC OPINION?

In this activity, students can answer the following questions after studying the flyers to inform their understanding of the challenges and public opinions Ute Indian Tribes as well as other American Indian tribes faced even after they were regulated to reservations.

Guiding Questions:

1. What were the effects of the “Utes Must Go” campaign?
2. What were the effects of the Indian Land for Sale flyer?



Denver Tribune Grocery Store Advertisement, date unknown.

Source:

History Colorado

INDIAN LAND FOR SALE

GET A HOME
OF
YOUR OWN
*
EASY PAYMENTS



PERFECT TITLE
*
POSSESSION
WITHIN
THIRTY DAYS

FINE LANDS IN THE WEST

IRRIGATED IRRIGABLE GRAZING AGRICULTURAL DRY FARMING

IN 1910 THE DEPARTMENT OF THE INTERIOR SOLD UNDER SEALED BIDS ALLOTTED INDIAN LAND AS FOLLOWS:

Location.	Acres.	Average Price per Acre.	Location.	Acres.	Average Price per Acre.
Colorado	5,211.21	\$7.27	Oklahoma	34,664.00	\$19.14
Idaho	17,013.00	24.85	Oregon	1,020.00	15.43
Kansas	1,684.50	33.45	South Dakota	120,445.00	16.53
Montana	11,034.00	9.86	Washington	4,879.00	41.37
Nebraska	5,641.00	36.65	Wisconsin	1,069.00	17.00
North Dakota	22,610.70	9.93	Wyoming	865.00	20.64

FOR THE YEAR 1911 IT IS ESTIMATED THAT **350,000 ACRES** WILL BE OFFERED FOR SALE

For information as to the character of the land write for booklet, "INDIAN LANDS FOR SALE," to the Superintendent U. S. Indian School at any one of the following places:

CALIFORNIA: Hoopa. COLORADO: Ignacio. IDAHO: Lapwai. KANSAS: Horton. Nadeau.	MINNESOTA: Onigum. MONTANA: Crow Agency. NEBRASKA: Macy. Santee. Winnabago.	NORTH DAKOTA: Fort Totten. Fort Yates. OKLAHOMA: Anadarko. Cantonment. Colony. Darlington. Mankooee, and Pawnee.	OKLAHOMA—Con. Sac and Fox Agency. Shawnee. Wyandotte. OREGON: Klamath Agency. Pendleton. Roseburg. Siletz.	SOUTH DAKOTA: Cheyenne Agency. Crow Creek. Greenwood. Lower Brule. Pine Ridge. Rosebud. Sisseton.	WASHINGTON: Fort Simcoe. Fort Spokane. Tekoa. Tulalip. WISCONSIN: Rosebud. Onida.
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WALTER L. FISHER,

Secretary of the Interior.

ROBERT G. VALENTINE,

Commissioner of Indian Affairs.

A 1911 Ad Offering "allotted Indian Land" For Sale.

Source:

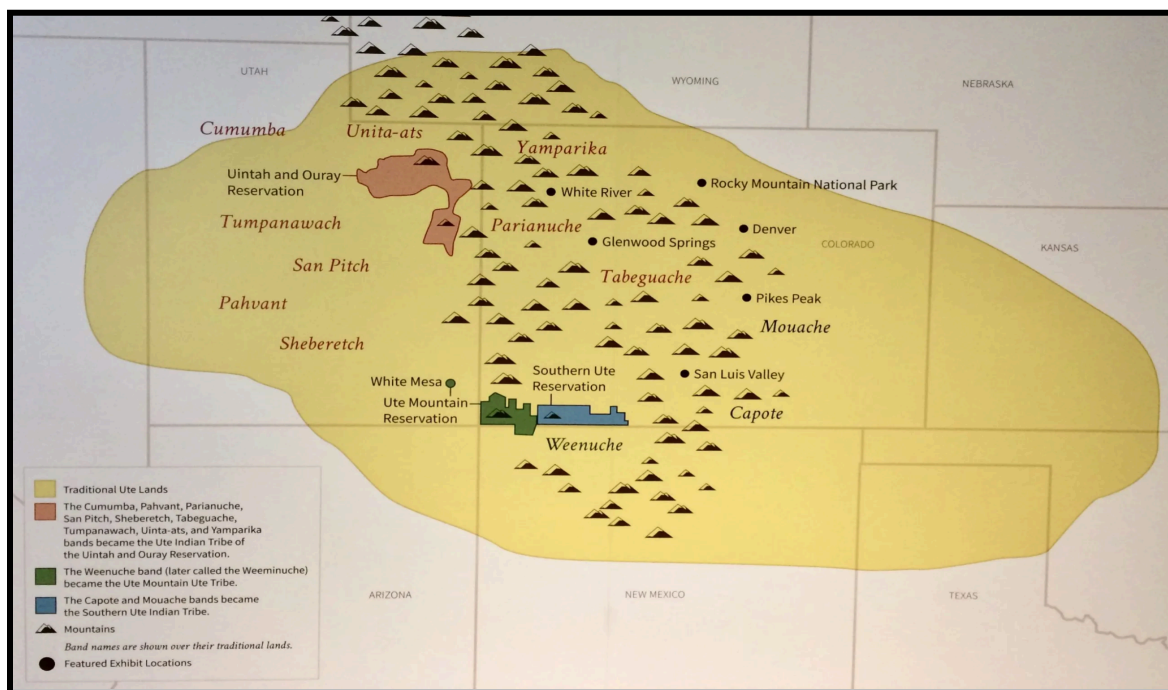
United States Department of the Interior advertisement offering 'Indian Land for Sale'. The man pictured is a Yankton Sioux named Not Afraid of Pawnee. Retrieved from Wikipedia https://en.wikipedia.org/wiki/Dawes_Act#/media/File:Indian_Land_for_Sale.jpg

WHAT WAS THE SIGNIFICANCE OF SHRINKING TERRITORIES FOR AMERICAN INDIAN TRIBES

In this activity, students can answer the following questions after studying and comparing and contrasting the maps to inform their understanding of the challenges to their traditional lifestyles faced by American Indian tribes with their increasingly shrinking homeland territories.

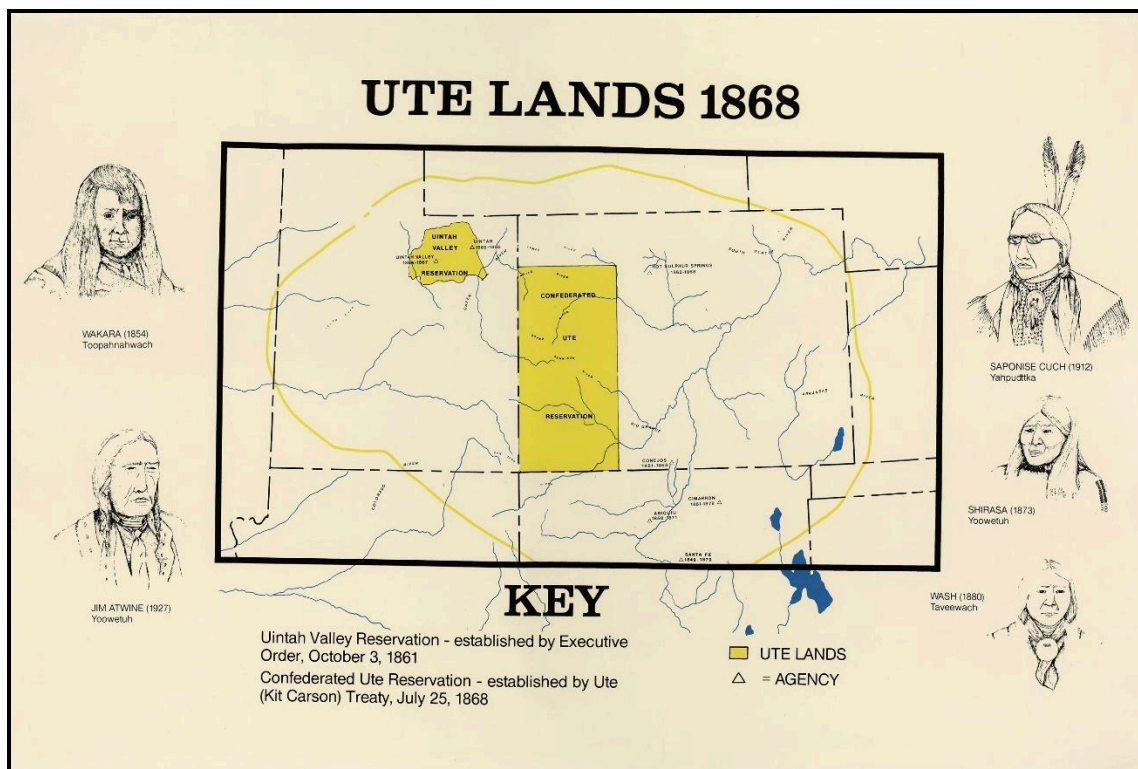
Guiding Questions:

1. What was the importance of land to Native Americans?
2. What were the causes and effects of shrinking Ute territory?
3. What effects did moving Ute people onto smaller land have on their economic opportunities?
4. Was accepting the allotment process the right decision for the Southern Ute People?
5. Compare and contrast the changes to Ute territory through maps.



Map of Ute Territory prior to European Contact (In comparison, current Ute reservations are shown in northern Utah and southwestern Colorado), Southern Ute Tribe.

Up until the late nineteenth century, the Ute people shared a common past and a common culture. At the time of earliest European contact, seven primary Ute bands occupied a vast domain that stretched across the Rocky Mountains to the fringes of the Great Plains. As Europeans arrived, settlers sought to own land which was counter to Ute belief that no one 'owns' the land. In the later part of the 1800s, Ute tribal territory was diminished through treaties and agreements and Ute people became three different tribes. The allotment system further diminished Ute reservation land. The conflict between land ownership principles led to conflict and difficult decisions for all Native American tribes including the Southern Ute Indian Tribe in Colorado.

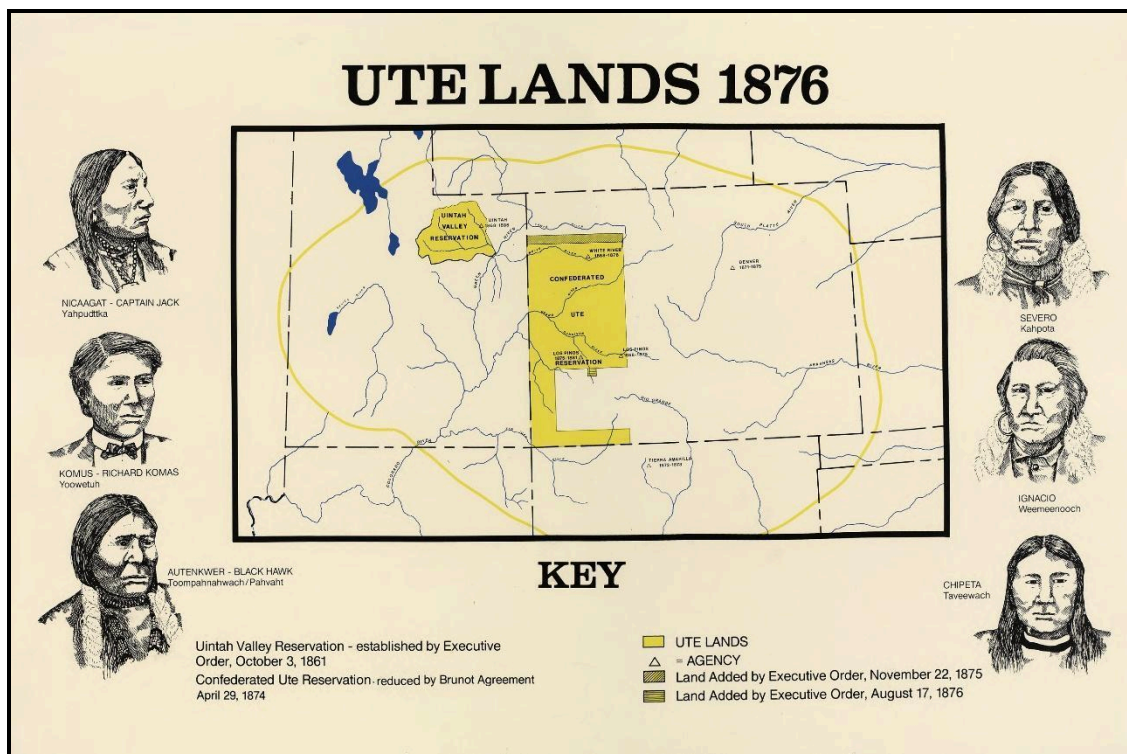


Diminished Ute Territory after the 1868 Ute Treaty.

The Ute Treaty of 1868, also known as the “Kit Carson Treaty,” was negotiated between agents of the US government, including Kit Carson, and leaders of seven bands of Nuche (Ute people) living in Colorado and Utah. The treaty created for the Utes a massive reservation on Colorado’s Western Slope in exchange for ceding the Central Rockies to the United States. The treaty proved immensely important to the white population of Colorado, as it opened a huge portion of the mineral-rich Rocky Mountains to development. (Colorado Encyclopedia)

Source:

Digitized by J. Willard Marriott Library, University of Utah: [Ute Lands, 1868 | Utah American Indian Digital Archive | J. Willard Marriott Digital Library](#)

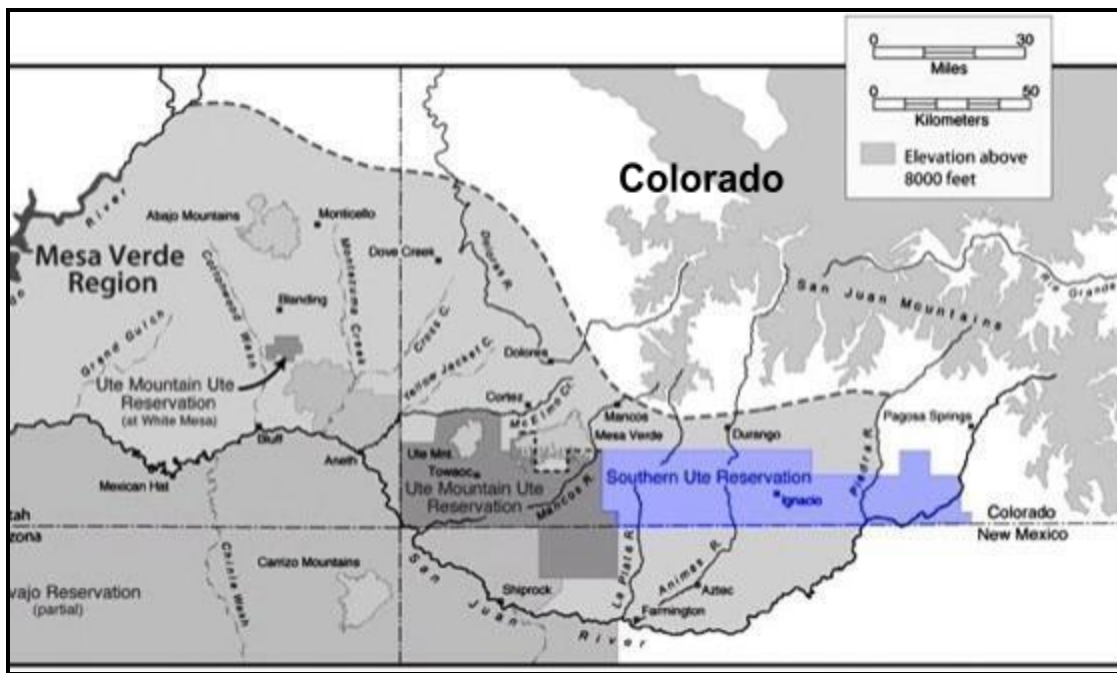


1876 Map of Diminishing Ute Territory after the Brunot Agreement.

Miners first made their way into the San Juan Mountains in 1860–61, and valuable minerals were soon discovered. Realizing the importance of the minerals, the federal government began negotiating with the Utes in 1872 to have the San Juan Mountains ceded from the reservation. The Brunot Agreement between the Nuche (Ute) and the United States government took 3.7 million acres (about 5,780 square miles) from the Ute Reservation in western Colorado. (Colorado Encyclopedia)

Source:

Digitized by J. Willard Marriott Library, University of Utah: [Ute Lands, 1868](#) | [Utah American Indian Digital Archive](#) | [J. Willard Marriott Digital Library](#)



Current Colorado Ute and Indian Tribe Reservations. The Ute Mountain Ute is dark gray. The Southern Ute Reservation is blue.

Following the 1880 Meeker Massacre Northern Utes were relocated to Utah, and Southern Utes again found their territory reduced. In 1887, the federal government passed the Dawes Act which divided reservation lands into 160 acre allotments that belonged to individual tribal members. The Southern Ute Weeminuche band under Chief Ignacio's leadership, found the idea so alien to their tradition that they refused to accept allotments and moved to the western portion of the then Southern Ute Indian Reservation, and became the Ute Mountain Ute Reservation. By 1896 the Muache and Capote bands accepted allotment, and are today known as the Southern Ute Indian Tribe. They received allotments totaling approximately 73,000 acres, with the much larger portion of 523,079 acres becoming public domain open to homesteaders (Colorado Encyclopedia).

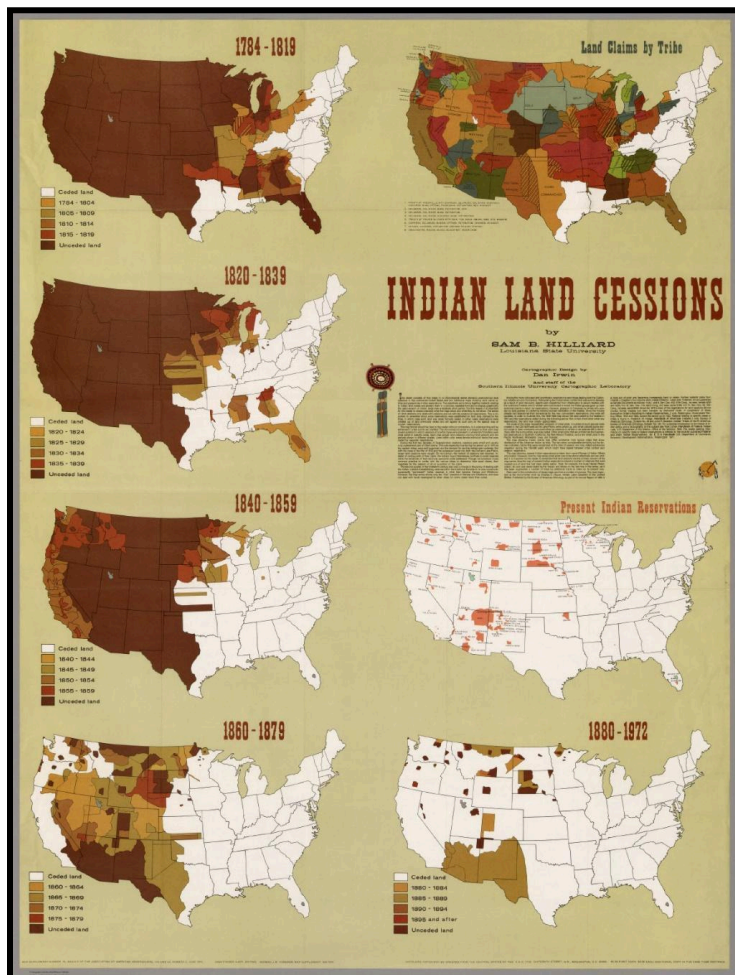
Map Source:

[Southern Ute Tribe](https://utetribe.weebly.com/southern-ute-tribe.html)

<https://utetribe.weebly.com/southern-ute-tribe.html>

INTERPRETING A GRAPH-STIMULUS QUESTIONS

#1: Indian Land Cessions



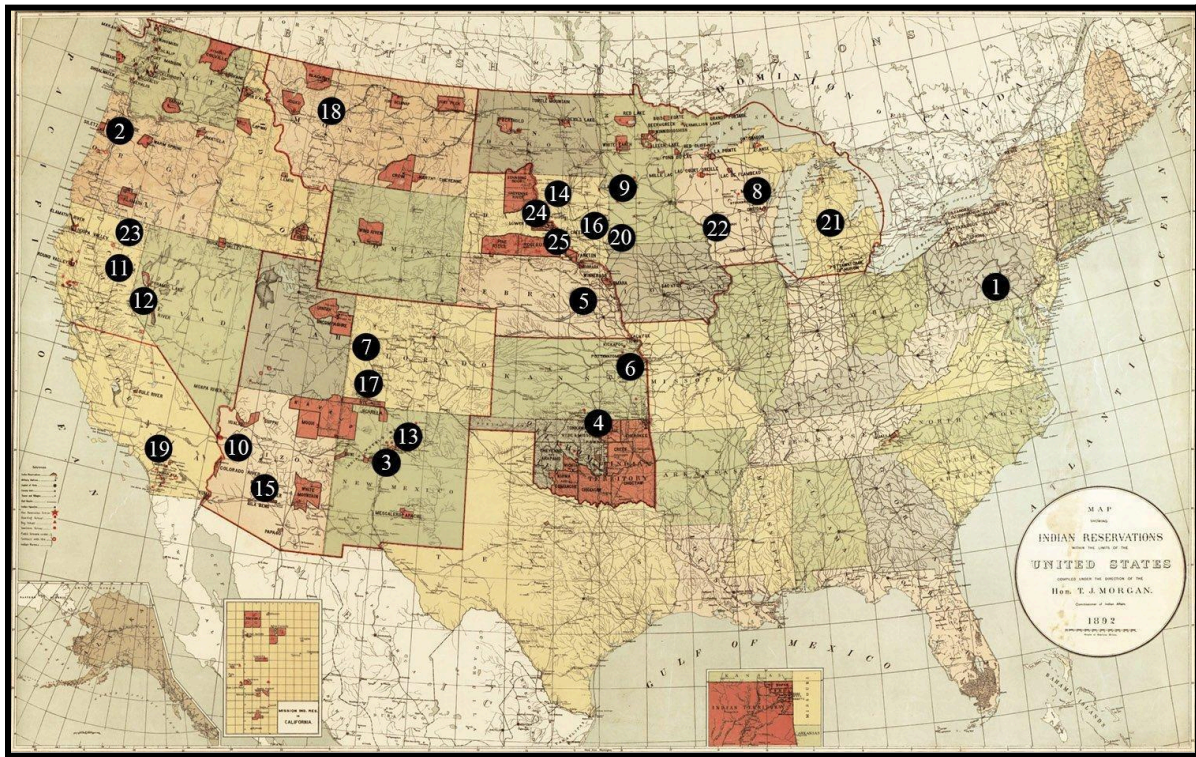
Source:

Supplement Number 16, Annals of the Association of American Geographers, Volume 62, Number 2, June 1972. Retrieved from: [Indian Land Cessions. : Hilliard, Sam B. : Free Download, Borrow, and Streaming : Internet Archive](#)

Using the graph above, answer the following questions:

- Identify changes to Indian Land from 1784 to 1972.
- Explain why Native Americans might experience economic disadvantages below the poverty level after being regulated to reservations.
- Describe what natural resources and economic opportunities might exist outside reservations versus on reservations that account for the economic gap.
- Explain how the cultural assimilation of Native Americans into American society relates to their economic potential.

#2: Assimilation Through Indian Boarding Schools



In the 1870s, the federal government began sending Native American children to boarding schools, often far from their reservations with hopes that they would be assimilated into “American citizens.” In the 1880s, before the Ute Agency or the Fort Lewis Indian Schools were founded, Ute children were sent to the Carlisle Indian boarding school in Pennsylvania, (1,500 miles away from the Southern Ute Indian Reservation), or to the Albuquerque New Mexico Indian boarding school. Source: Library of Congress.

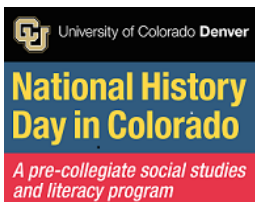
Indian Reservations are Dark Orange. Indian boarding schools are numbered black circles. List of associated schools: [Native American Boarding Schools: Some Basic Facts and Statistics — Samantha M. Williams PhD \(samanthamwilliams.com\)](http://samanthamwilliams.com)

Using the graph above, answer the following questions:

- What was the purpose of locating Indian boarding schools outside Indian reservations?
- How did being far from home and families assimilate Native American children to adopt language and customs foreign to their cultural traditions?
- Why did the U.S. government and boarding schools want to eliminate Native American languages and cultures?
- How were Native American children changed through their attendance at boarding schools far from their families?
- What were the long term effects of Indian boarding schools on Native American families?



Colorado Humanities
coloradohumanities.org



National History Day in Colorado
University of Colorado Denver
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