



Cultural and Social Structures Unit Overview

Unit 4

Unit Overview

In this unit, students will examine the unique challenge of Ute tribal identity. As Ute youth live in the modern world, they must also work to maintain Ute tribal traditions. As such, many Ute tribal members find themselves living in two worlds.

Essential Understanding #4:

Colorado Ute Tribal identity is developed, defined and redefined by entities, organizations and people. Ute individual development and identity is tied to language/culture and the forces that have influenced and changed culture over time. Unique social structures, such as rites of passage and protocols for nurturing and developing individual roles in tribal society, characterize each Ute culture. Colorado Ute cultures have always been dynamic and adaptive in response to interactions with others.

Lesson	Lesson Title	Time Frame
Lesson #1	The Role of Family & Tribal Elders	45 minutes
Lesson #2	The Preservation of Language & Cultural Traditions	45 minutes
Lesson #3	Ute Tribal Identity : Living in 2 Worlds	45 minutes
Lesson #4	The Wisdom of Our Elders	60 minutes

Colorado Academic Standards-Social Studies:

- **CO State History Standard 1: GLE #1**
 - *E.O.c. - Explain, through multiple perspectives, the cause-and-effect relationships in the human interactions among people and cultures that have lived in or migrated to Colorado. For example: American Indians, Spanish explorers, trappers/traders, and settlers after westward expansion.*
- **CO State History Standard 1: GLE #2**
 - *E.O.c.- Describe both past and present interactions among the people and cultures in Colorado. For example: American Indians, Spanish explorers, trappers/traders, and settlers after westward expansion.*
- **CO State Geography Standard 2: GLE #1**
 - *E.O. d. Illustrate, using geographic tools, how places in Colorado have changed and developed over time due to human activity.*





Cultural and Social Structures Unit Overview

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Colorado Academic Standards – Reading, Writing, and Communicating:

- **CO Reading, Writing, and Communicating Standard 1: GLE #1**
 - *EO.a. - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. (CCSS: SL.4.1)*
 - *i. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (CCSS: SL.4.1a)*
 - *ii. Follow agreed-upon rules for discussion and carry out assigned roles. (CCSS: SL.4.1b)*
 - *iii. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. (CCSS: SL.4.1c)*
 - *iv. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (CCSS: SL.4.1d)*
 - *EO.b. - Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally, (CCSS: SL.4.2)*
- **CO State Reading, Writing, and Communicating Standard 1: GLE #2**
 - *EO.a. - Use Key Ideas and Details to:*
 - *iv Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (CCSS: SL.4.1d)*
 - *EO.b. - Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. (CCSS: SL.4.5)*
- **CO Reading, Writing, and Communicating Standard 2: GLE #2**
 - *EO.a. - Use Key Ideas and Details to:*
 - *i. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RL.4.1)*
 - *ii. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (CCSS:RI.4.3)*
 - *EO.b. - Use Craft and Structure to:*
 - *iii. Compare and contrast firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. (CCSS: Ri.4.6)*
- **CO Reading, Writing, and Communicating Standard 4: GLE #1**
 - *EO.a. - Conduct short research projects that build knowledge through investigation of different aspects of a topic. (CCSS: W.4.7)*
 - *ii. Present a brief report of the research findings to an audience.*





Cultural and Social Structures Unit Overview

Unit 4

Background Knowledge/Context for Teachers:

Paternal and maternal sides of the family have names for each relative. The man would provide the meat by hunting. The mother would always cook three meals a day: breakfast, lunch, and supper. Within their household, they had specific seating at the dinner table. They ate every meal together. The oldest sibling, parent, or grandparent was respected. Elders included grandma or grandpa-like figures. Whoever is the oldest in the camp group is the most respected. Aunts and uncles from either side of the parents could step in as the role of the parent and could teach different trades. Grandparents taught lessons for life. The chief was selected by the people. He was respectful and knowledgeable and loved the people.

For American Indians, identity development takes place in a cultural context, and the process differs from one American Indian culture to another. American Indian identity is shaped by the family, peers, social norms, and institutions inside and outside a community or culture. Historically, well-established conventions and practices nurtured and promoted the development of individual identity. These included careful observation and nurturing of individual talents and interests by elders and family members; rites of passage; social and gender roles; and family specializations, such as healers, religious leaders, artists, and whalers. Contact with Europeans and Americans disrupted and transformed traditional norms for identity development. Today, Native identity is shaped by many complex social, political, historical, and cultural factors. In the late 20th and early 21st centuries, many American Indian communities have sought to revitalize and reclaim their languages and cultures.

Source: National Museum of the American Indian - <http://nmai.si.edu/nk360/understandings.cshtml#eublock4>

Unit Assessment:

Students can create a poster to include key components of who they are, adjectives, family life, culture and traditions.

Studio Portrait of a Ute Family, c. 1880 - 1900



Source: Used with permission from the Denver Public Library.





Unit 4 Cultural and Social Structures Background Information

Unit 4

Family

The Weeminuche lived in family groups. Each member of the family had jobs to do. They worked together on hunts and on gathering trips. They shared the rewards of their efforts. The People did not use money. They traded with other tribes for things they did not make or could not find. Other people wanted the deer hides the Utes had tanned. The People could use them to trade for such things as corn and pottery.

The People needed enough to eat, shelter from the elements, and clothes to keep them warm and dry. They got those things through their daily work and their yearly travels.

Usually everyone in a group that traveled and worked together was related by birth or by marriage. But outsiders could join the group if all agreed. After a couple chose to marry they usually lived with the woman's family. However, the couple could choose to live with the man's family or go off on their own. Children born into the group were raised by brothers and sisters, cousins, grandparents, and parents. Older children taught younger ones until they reached six to eight years of age. Then children learned from adults. Boys learned how to hunt and trade. Girls learned to gather and prepare food, tan hides, and make baskets.

During the changing seasons, families moved to different campsites. One location could not support many people. Once the resources were used, the family moved to the next location. Family groups usually traveled each year to the same campsites. Often, many family groups gathered together for hunts and for social occasions, such as the Bear Dance. At these events people made new friends.

The People did not choose leaders by voting. Instead, they agreed who should be leader because of his or her good advice or special skills. One person might be a leader of a hunt or food gathering trip. Another person could be the leader when trading. Older people were honored for their experience and wisdom.

Ute People Today

We the Nuuchu, the Ute People, are still here. We live in the modern world and carry on our traditions. We adapt and find new ways to persevere. We work and go to school. Our connections to this Rocky Mountain land sustains us. We look to the future.

"Today, I walk with a foot in both worlds, a tennis shoe in the modern world and a moccasin in the Ute tradition."

-Ernest House, Jr.

(Colorado Commission of Indian Affairs, Executive Director & Member of the Ute Mountain Ute Tribe)





Unit 4 Cultural and Social Structures Background Information

Unit 4

“Ute People live in the modern world. We have cell phones, internet and computers. We live in houses, drive cars, wear clothes from the mall, have jobs, travel, enjoy life, and go to movies. We cheer on our favorite sports teams, and we participate in sports like skateboarding, bowling, skiing, and basketball. Our traditions continue. We continue to hold Bear Dance and other dances and ceremonies. Some people participate in the Native American Church. We gather as families to celebrate births, weddings, and graduations, to remember loved ones, and to pass on traditions. People make beadwork and baskets to give to family and friends.”

-Regina Lopez-Whiteskunk (Member of the Ute Mountain Ute Indian Tribe)

Our Future, Our Youth

“A 4th grader who is Ute has a life a lot like other 4th graders in the U.S. They go to school. Some kids go to local public schools, some kids go to charter schools run by their tribes, some kids go to boarding schools. They have the internet, cell phones, and video games. They play sports, read books, and listen to music. They travel with their families to visit relatives, some kids attend church with their families. Some Ute kids go hunting and fishing, some kids like to shop or go to places like Dave and Buster. They like pizza and hamburger. They also participate in tribal activities. Some kids attend culture camp and participate in the Tri-Ute games. They attend the Bear Dance every spring, and some kids dance and compete in powwows.”

-Regina Lopez-Whiteskunk (Member of the Ute Mountain Ute Tribe)

Each summer, one of the Ute reservations host the Tri-Ute Games. The purpose of these sports events is to come together to foster friendships among our three tribes. It is essential that we teach our children Ute traditions. Almost one-third of all Utes are under the age of 18. Each year we crown young people “Tribal Royalty” They represent the tribes at events in our communities and throughout Colorado and Utah.

Tri-Ute Games, Archery, 2010



Source: Used with permission from Jeremy Wade Shockley, The Southern Ute Drum.





The Role of Family & Tribal Elders

Unit 4 Lesson 1

Lesson Overview:

Students will be able to identify and explain the role of family and Tribal Elders in the Ute social structure.

Time Frame:

45 minutes

Inquiry Questions:

1. What is the significance of family to the Ute People?
2. Why are tribal elders so important in Ute society?
3. What role did kinship systems play in shaping people's roles and interactions among other individuals, groups, and institutions?

Colorado Academic Standards-Social Studies:

- **CO State History Standard 1: GLE #2**

- *EO.c: Describe both past and present interactions among people and cultures that have lived in Colorado. For example: American Indians, Spanish explorers, trappers/traders, and settlers after westward expansion.*

Colorado Academic Standards-Reading, Writing, and Communicating:

- **CO State Reading, Writing, and Communicating Standard 2: GLE #2**

- *EO.a - Use Key Ideas and Details to:*
 - *iii. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (CCSS:RI.4.3)*

Materials:

Reading #1: Family Life

Reading #2: Ute Family and Society

Reading #3: Bands

Family Roles Graphic Organizer

Family Tree Graphic Organizer

Poster: Ute Tribal/Family Roles

Background Knowledge / Contextual Paragraph for Teachers:

Paternal and maternal sides of the family have names for each relative. The man would provide the meat by hunting. The mother would always cook three meals a day: breakfast, lunch, and supper. Within their household, they had specific





The Role of Family & Tribal Elders

Unit 4 Lesson 1

seating at the dinner table. They ate every meal together. The oldest sibling, parent, or grandparent is always respected. Elders included grandma or grandpa-like figures. Whoever was the oldest in the camp group was the most respected. Aunts and uncles from either side of the parents could step in as the role of the parent and could teach different trades. Grandparents taught lessons for life. The Chief was selected by the people. He was respectful and knowledgeable and loved the people.

Building Background Knowledge for the Student:

Ask students to think about their family and the roles of members within their family.

- Is there someone in your family that you go to hear stories about your family?
- Is there someone in your family you respect?
- Do you have certain routines with mealtimes?
- Describe a typical family dinner. Do you all eat together as a family? Who does the cooking?

Instructional Procedures and Strategies:

1. Have students create their own family tree in the graphic organizer
2. Ask students to compare and contrast their own family roles to the Ute Family/Tribal Roles as outlined in the graphic organizer
 - a. Have students connect the task to themselves by filling out the “Yours” column.
 - b. Next, have student read, Reading #1 and Reading #2
 - c. Then, ask students to complete the Ute (traditional) column based on the information in the readings.
3. Have students read, Reading #3 and complete a typical day as if they were a Ute boy/girl.

Critical Content

- The importance of different family roles
- The importance of Tribal Elders to the Ute social structure

Key Skills

- Understand the similarities and differences of their family roles and Ute family/tribal roles
- Understand the similarities and differences of their daily roles and Ute children
- Understand the importance of Elders

Critical Language (vocabulary)

Roles, tribe, chief, elders, territory, advice, celebration, raid(ing), society, social structure





The Role of Family & Tribal Elders

Unit 4 Lesson 1

Variations/Extensions:

Writing Extension: Students could use their compare/contrast graphic organizer of their own family trees and Ute family/tribe roles to write an essay.

Writing Extension: Use any of the articles in writing for essays.

Formative Assessment Options:

Students will complete the compare/contrast graphic organizer.

Resources:

Ute Sociopolitical Organization: <http://www.everyculture.com/North-America/Ute-Sociopolitical-Organization.html>

Ute Social Structure and Family Units: https://www.fortlewis.edu/finding_aids/inventory/UteLands.htm#Sec6

Texts for Independent Reading or for Class Read Aloud to Support the Content

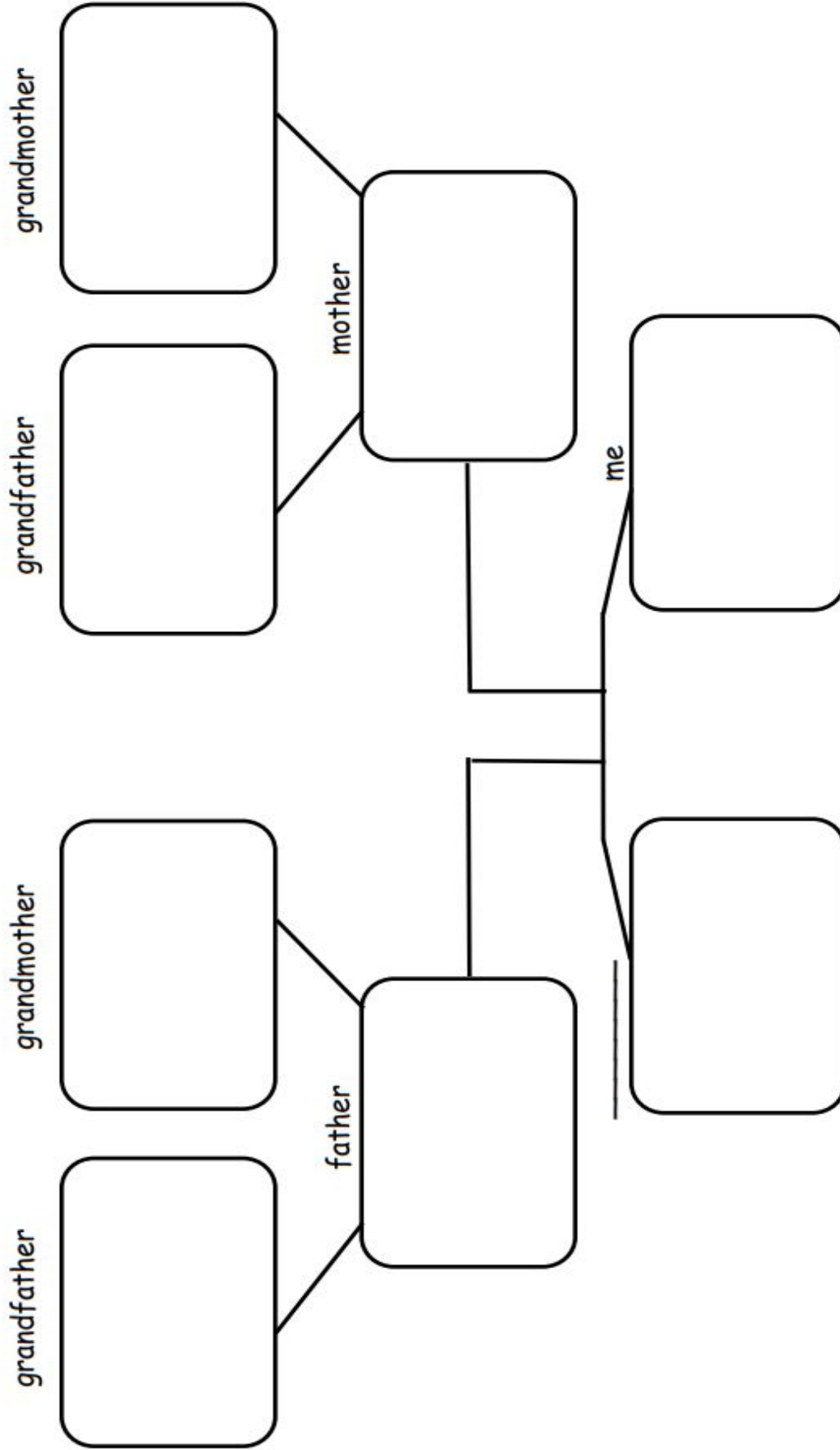
Informational/Non-Fiction	Fiction
Flanagan, A.K. (1998). <i>The Utes</i> . New York: Children's Press.	N/A
Reading #1: <i>Family Life</i> . This reading is excerpted, with permission, from <i>The Utes</i> by Alice K. Flanagan.	
Reading #2: <i>Ute Family and Society</i> . This excerpt is adapted from <i>A Brief History of the Ute People</i> . Used with permission from the Southern Ute Indian Tribe.	
Reading #3: <i>Bands</i> . Source: Used with permission from The Utah Division of Indian Affairs - " <i>We Shall Remain</i> " curriculum https://utahindians.org/Curriculum/pdf/4thUte.pdf	



Family Tree

Unit 4 Lesson 1

Name: _____





Family Role and Graphic Organizer

Unit 4 Lesson 1

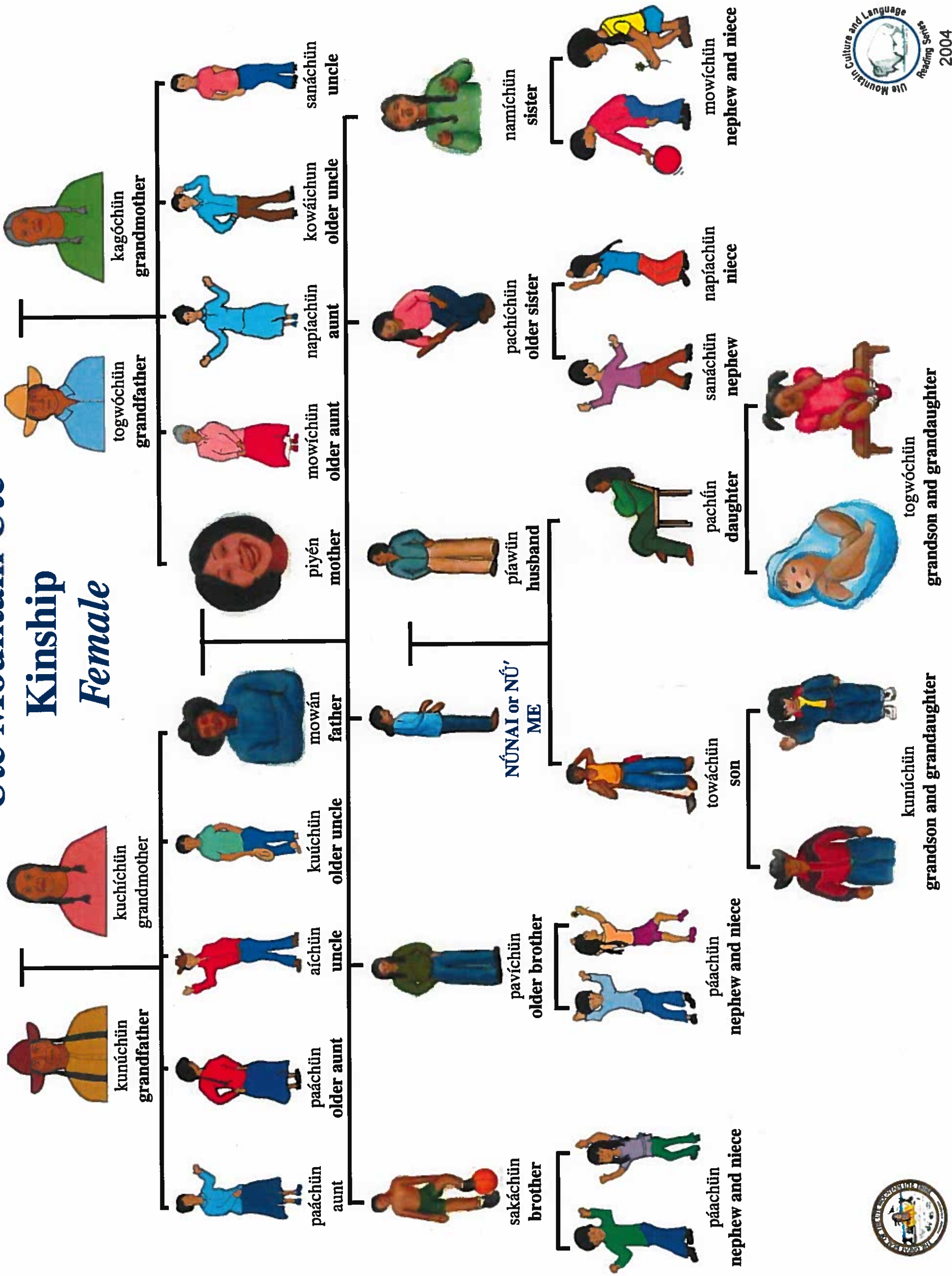
Family Member	Role & Responsibilities in Your Family	Role & Responsibilities in a Traditional Ute Family
Grandma and Grandpa		
Mom		
Dad		
You		



Ute Mountain Ute

Kinship

Female





Reading #1 Family Life

Unit 4 Lesson 1

In ancient times, Ute families were small - a husband and wife, their children, and sometimes elderly grandparents. Elders made important decisions and were treated with great respect. Eventually, when the size and number of families increased, the Utes organized into seven groups called bands.

In each band, Ute women were in charge of building and maintaining the *dwellings. They made the household utensils and clothing, cooked the meals, looked after the children, and did most of the work when camps were moved. Men were responsible for hunting, fighting, and *raiding enemy *territory. They made weapons and *ceremonial objects. Usually they also conducted the ceremonies.

*dwelling(s) - a place where a person lives

*raid(ing) - a surprise attack on an enemy

*territory - an area of land that belongs to or is controlled by a group of people

*ceremony/ceremonial - a formal activity that is part of a social or religious event

Source: This reading is excerpted, with permission, from *The Utes* by Alice K. Flanagan.

Southern Ute Sub-Chief Nanise with women and children. C. 1900-1910.

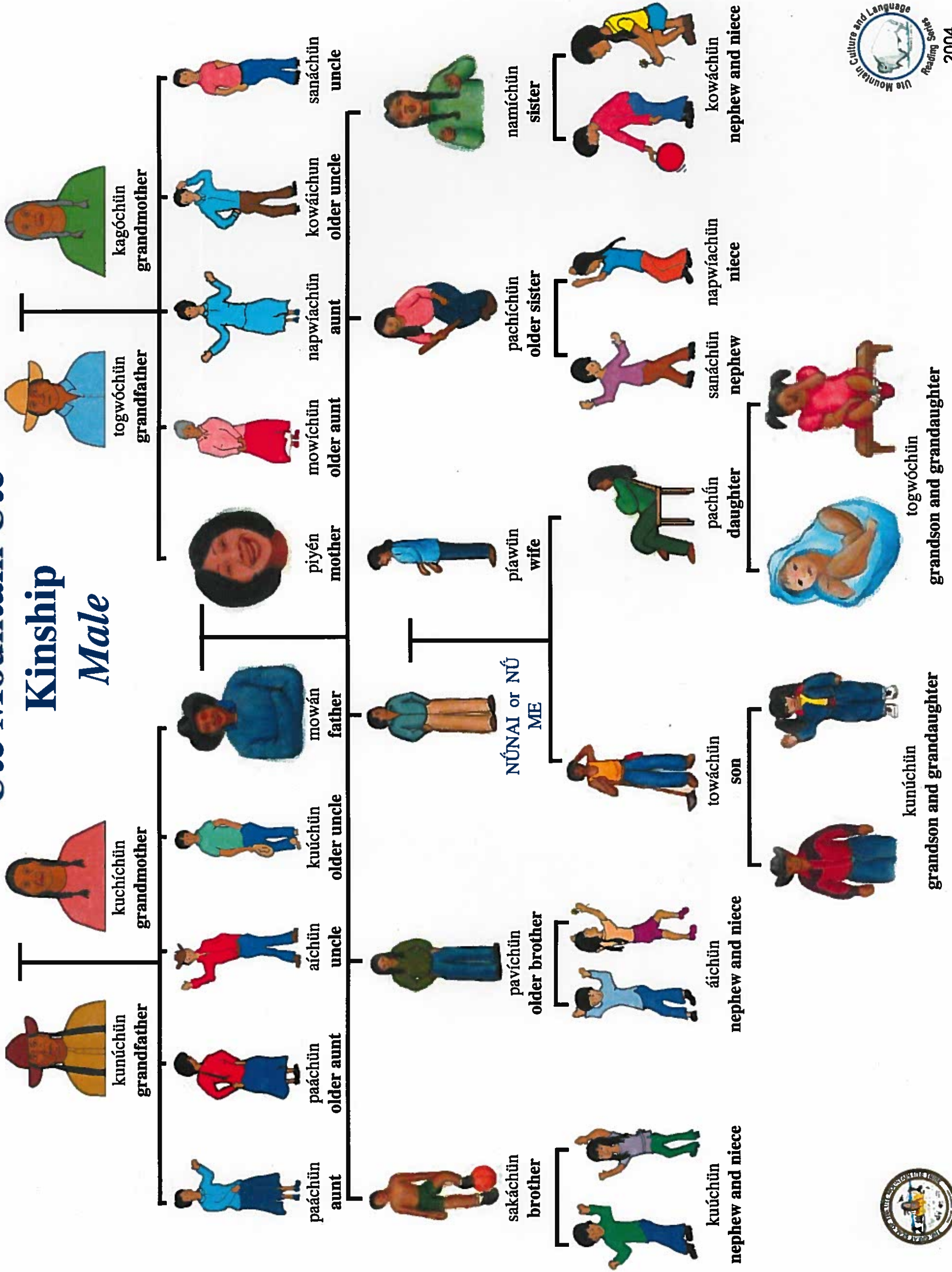


Source: Photograph used with permission from History Colorado.



Ute Mountain Ute

Kinship Male





Reading #2 Ute Family and Society

Unit 4 Lesson 1

The family has always been the center of Ute *society. Even as their lives changed within their lands, and as outsiders introduced new materials, such as guns and horses, the family remained the center of Ute life.

The Ute family includes grandparents, aunts and uncles, and cousins, as well as parents and children. Within this group each person had specific responsibilities. The oldest members shared their wisdom and experience, and *advising and teaching the others. Younger adults provided for the group's physical needs such as food, clothing, and shelter. The young learned the legends, ways, and beliefs of the People from the older members of the family. In this way, Ute wisdom passes from one *generation to the next. Young girls learned from their sisters, cousins, mother, aunts, and grandmothers. Women gathered plants and prepared food, made and repaired clothing, cared for young children, and were in charge of the campsites. Men caught fish and shot or trapped game, and made most of the tools and weapons.

They also defended the families from attackers. All family members joined in many activities. They worked together to build tipis or build a brush home. The whole family cared for, taught and played with young children. They often gathered to play games, relax, and listen to stories.

These family groups had no official leaders. Family members respected the decisions and advice of the older people who had more experience. When several family groups joined together, individuals followed the advice of the men they respected. Individuals with a specific skill would lead a particular activity like a rabbit hunt. Others had special powers to cure illness or knowledge to lead a religious ceremony or talent to sing songs and tell stories.

*society - the people of a particular area who share laws, traditions, and values

*advice/advising - an opinion or suggestion about what someone should do

*generation - a group of people born and living during the same time

Source: This excerpt was adapted from *A Brief History of the Ute People*. Used with permission from the Southern Ute Indian Tribe.





Reading #3 The Bands

Unit 4 Lesson 1

Long, long ago Utes roamed over most of Utah and Colorado. Families gathered together in bands. Each *band moved between its own winter and summer ranges. Each band had its own *territory. No one owned the land. They were all protectors of the land. Bands gathered food in the mountains during the hot summers. They spent the cold winters down in the valleys, where the weather was milder.

The bands sent out hunting parties. Many bands shared the same hunting grounds. Each person in the band had a job. The men did the hunting and fighting. They made their own equipment and kept it in good condition. Women gathered food, cooked, made clothes and tipis, and took care of the home.

The elders raised the young children. They guided their play and taught them what was best. Everyone loved the little children. No one punished the children. The elders also gave help and *advice to the band. The men and women honored the elders and listened to them carefully.

Older boys learned from the men. They watched the men do their jobs. The boys helped the men, and learned from them. The best craftsmen were chosen to teach the boys. The boys were proud to make their own bows and arrows and knives to go on a hunt with the men. The men coached them in shooting, keeping physically fit, and many other skills.



When an older boy was finally ready, he would go out on a hunt alone. He would kill a deer, and bring the meat without eating any. Then he would give the meat to one of the elders. Killing the deer by himself, and sharing it with someone who could no longer hunt showed that he was now a man, and would be lucky in hunting.

Older girls went with the women to learn what foods to gather, how to weave baskets, and sew clothes. They sang songs while they helped the women stretch deer skins. They were glad to learn to make the beautiful Ute beadwork.





Reading #3 The Bands

Unit 4 Lesson 1

When an older girl was ready, she would go gather food, without eating any. She would bring it back to one of the elders to eat. This showed she had the skills to find food and the compassion to care for the tribe. She would be lucky in gathering food, and was now one of the women.

*band - a group of people

*territory - an area of land that belongs to or is controlled by a group of people

*advice - an opinion or suggestion about what someone should do

Source: Used with permission from The Utah Division of Indian Affairs - "*We Shall Remain*" curriculum

<https://utahindians.org/Curriculum/pdf/4thUte.pdf>

Chief Buckskin Charlie and band of Ute Indians, ~ 1870 - 1890.



Source: Photograph used with permission from the Denver Public Library.





The Preservation of Language & Cultural Traditions

Unit 4 Lesson 2

Lesson Overview:

This lesson introduces students to the importance of preserving the Ute language and their cultural traditions.

Time Frame:

45 minutes

Inquiry Questions:

1. What are the methods of recording and preserving history?
2. How are the Ute Tribes working to preserve their language and cultural traditions?
3. What cultural traditions have been lost over time?

Colorado Academic Standards-Social Studies:

- **CO State History Standard 1: GLE #2**

- *EO.c. - Describe both past and present interactions among people and cultures that have lived in Colorado. For example: American Indians, Spanish explorers, trappers/traders, and settlers after westward expansion.*

Colorado Academic Standards-Reading, Writing, and Communicating:

- **CO State Reading, Writing, and Communicating Standard 1 GLE #1**

- *EO.a. -Use Key Ideas and Details to:*
 - *iv. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (CCSS: SL.4.1d)*

- **CO State Reading, Writing, and Communicating Standard 2 GLE #2**

- *EO.b. -Use Craft and Structure to:*
 - *iii. Compare and contrast firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. (CCSS: Ri.4.6)*

Materials:

Short video of two boys using, *Nuu'apagap*, the Ute language: <https://www.youtube.com/watch?v=4bY3kvpn9oU>

Video about Preserving History: *Colorado and the West: Native American History in Colorado (9:33)*

<https://www.youtube.com/watch?v=4GganvNOjWA>

PowerPoint: Keeping Ute Language and Cultural Traditions Alive <https://tinyurl.com/ybn3v3aq>





The Preservation of Language & Cultural Traditions

Unit 4 Lesson 2

Background Knowledge/Contextual Paragraph for Teachers:

As most of the historical information regarding the Ute language and cultural traditions is verbal, there are very few written resources available about Ute language and cultural traditions. Ute is a Uto-Aztecan language, related to other languages like Hopi and Nahuatl. It is a dialect of the Colorado River Numic language, spoken by the Ute people. Speakers primarily live on three reservations: Uintah-Ouray (or Ute Indian Tribe) in northeastern Utah, Southern Ute in southwestern Colorado, and Ute Mountain in southwestern Colorado and southeastern Utah. As of 2010, there were 1,640 speakers combined of all three dialects Colorado River Numic. Ute's parent language, Colorado River Numic, is classified as a threatened language, although there are tribally-sponsored language revitalization programs for the dialect.

The Ute Language is a blessing given to the People by the Creator. It is spiritual and must be treated as such. It is a part of their land as well as a part of their people. There is no way that their language can be separated from their traditional beliefs and practices. Their language and culture are one. Because the Ute People believe that education is the transmission of culture and that all their people must have genuine freedom of access to education, they assert that all aspects of the educational process shall reflect the beauty of their Ute values and the appreciation of their environment.

Building Background Knowledge for the Student:

Show the video of the boys speaking *Nuu'apagap*, the Ute language <https://www.youtube.com/watch?v=4bY3kvpn9o>

Ask:

- Could you understand what the boys are saying?
- What language do you think they are speaking?
- If someone told you tomorrow that you could no longer speak your own language and that you had to switch to a new language, how might you feel?

Instructional Procedures and Strategies:

1. Use the PowerPoint (<https://tinyurl.com/ybn3v3aq>) to guide instruction for this lesson.
2. Name Activity. Have students select a name from the provided list of animal names. Handout out name tags/labels. For the class period, students will be referred to by their animal name. Explain to students that when the government came in, they came up with a "white man" name for the Ute children and they were no longer referred to by their Indian name. Discuss how this may have impacted their traditions and language. At the end of the class period, have students reflect how they felt being called a different name for the class period and how this might feel if it was for the remainder of their life.
3. Interview an adult using the interview worksheet. Either send home ahead of the lesson with students or have students interview an adult around the building. Have students share with a partner their responses.





The Preservation of Language & Cultural Traditions

Unit 4 Lesson 2

Critical Content

- How history is recorded and preserved
- How cultural traditions are preserved
- How Ute cultural traditions remain and that some have been lost

Key Skills

- Interview an adult to see how life has changed or stayed the same throughout that adult's lifetime
- Understand how life has changed for Ute Indians
- Explain the importance of preserving the history and culture of the Ute

Critical Language (vocabulary)

Traditions, preserve, culture, civilize

Variations/Extensions:

- Video: Colorado Experience: The Original Coloradans (28:14) <https://www.youtube.com/watch?v=lWLdijamdcQ>
- Students compare and contrast their traditions (or those of the adult you interviewed) and those traditions of the Ute People using a graphic organizer.
- Writing Extension: Write an essay comparing and contrasting your traditions (or those of the adult you interviewed) with those traditions of traditional Utes.
- Students could video record an interview using the attached questionnaire. A rubric is included to evaluate their presentation.

Formative Assessment Options:

Complete interview handout

Exit ticket: Why is it important to the Ute to preserve their history and culture?

Resources:

The Life of Colorado's Indians, including primary sources such as images and quotes

<http://www.unco.edu/hewit/doing-history/colorado-indians/community-life/>





The Preservation of Language & Cultural Traditions

Unit 4 Lesson 2

Texts for Independent Reading or for Class Read Aloud to Support the Content	
Informational/Non-Fiction	Fiction
Hanel, J. (2013, January 11). Ute tribe hunting agreement gets approval. <i>Durango Herald</i> . Retrieved online: https://durangoherald.com/articles/49901	Editor, C.R. (2015). <i>Native American Tribes: The History and Culture of the Utes</i> . CreateSpace Independent Publishing Platform.
	Wroth, W. (2000). <i>Ute Indian Arts and Culture: From Prehistory to the New Millennium</i> . Colorado Springs, CO: Taylor Museum of the Colorado Springs Fine Arts Center.

Boyd Lopez, Sun Dance and Bear Dance leader of the Ute Mountain Ute Tribe, at a site blessing ceremony.



Source: The Daily Yonder Newspaper. Retrieved

<http://www.dailyyonder.com/democrats-view-indian-country/2008/08/29/1549/>





Animal Names

Unit 4 Lesson 2

Antelope
wach í ch

Bat
p á chach

Bear
kwi y á gat

Bobcat
k ú puch

Buffalo
k ú ch

Bull
kuch ú kamayev

Colt
kav á arach

Cow
kuch ú pak

Coyote
yogw ó wuch

Doe
ti y é viyep

Dog
sar í ch

Elk
par í

Fox
tav á chi ´ ech

Goat
siv á tuch

Horse
Kav á a

Jackrabbit
kam ú ch

Lamb
kan é rerach

Mountain Goat
tup í sivatuch

Mountain Lion
tuk ú puach

Mountain Sheep
nag á ch

Otter
wachi ´ ch





Animal Names

Unit 4 Lesson 2

Pig
kuchí naa

Porcupine
iyúpich

Prairie Dog
tüché 'e

Rabbit
tavúch

Raccoon
chichi 'pükusiget

Red Fox
taváichach

Sheep
kanéürch

Squirrel
akúsakuch

Wolf
suná 'v



PRESERVING UTE LANGUAGE AND CULTURAL TRADITIONS

YOU HAVE A NEW NAME!

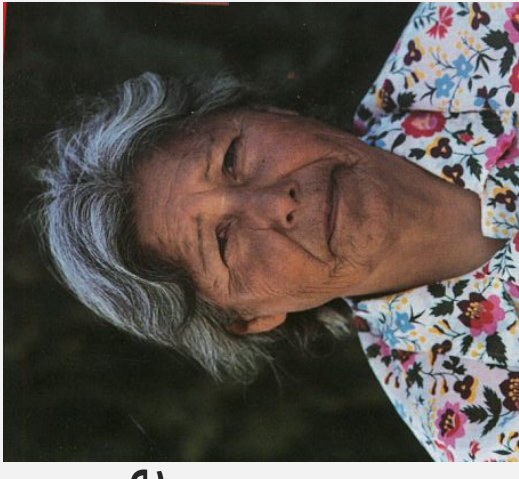
- Traditional Ute names were changed by government agencies giving them American names to “civilize” them
- For today, you will be called by a different name to understand how Ute children may have felt when their birth names were taken away.



Hello
my name is

BACKGROUND

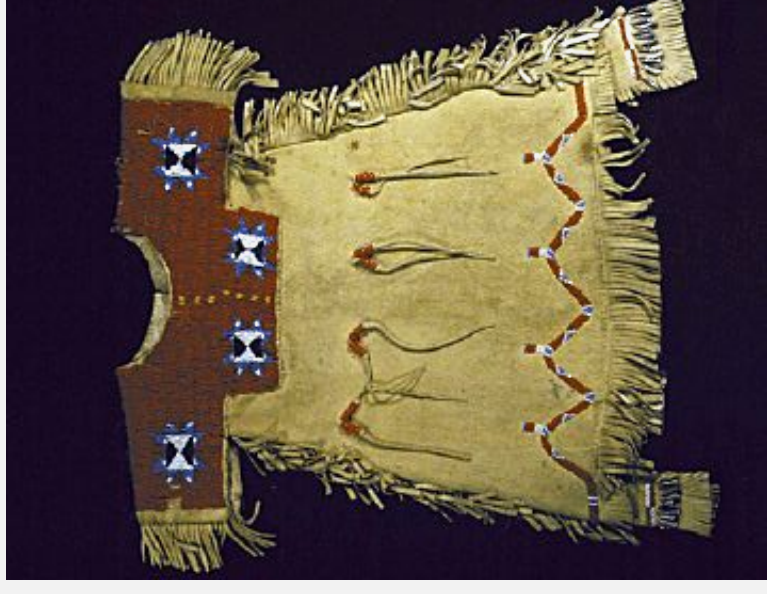
- All historical information is shared verbally by story-telling from Elders
- In some cases, when an Elder dies, the story dies with them if the story hasn't been passed down to younger generations
- The oldest Ute Mountain female member as of 2017 is Stella, age 97, shown below.
- In order to find their family tree or enroll in the tribe, Ute People have to go to the U.S. Department of the Interior, Indian Affairs.



LANGUAGE AND CULTURAL TRADITIONS TODAY

- Learning to speak Ute languages: “The voice of the land is our language”
- Language and Culture are one!
- Traditions the Ute People still maintain:

Bear Dance	Songs and Dances
Sundance	Story-telling
Powwows	Traditional Clothing
Elder Council	



Ute Life in the 21ST CENTURY

Life for the Ute People is very different now than it is used to be due to the following factors:

- Technology is changing daily life for the Ute
- Vast Ute lands have been reduced to Reservations
- The loss of land for hunting and the required rules for hunting (being able to hunt a certain number of animals based on a lottery system) has caused the Ute People to use the grocery store for food
- Recent agreements (2013) have allowed the Brunot Agreement Area (1873) to be included as part of the areas in which the Ute may hunt.
- Modern Homes & clothing
- The Ute language is not commonly used
- Population of Ute People who have been officially recognized as at least $\frac{1}{4}$ Ute has been reduced due to federal government requirements (Southern Ute 1,500; Mountain Ute 2,000; Northern Ute about 4,000)

REFLECT

- What are the challenges that the Ute face today?
- How did it feel to have your name taken away from you?
- How would it feel if your name remained this new name for the remainder of your life?
- What traditions still exist for Ute Indians?
- How have their traditions changed?



Interview An Adult

Unit 4 Lesson 2

Name: _____ Date: _____

Adult Interviewed: _____

Directions: Interview an Adult to answer the questions below.

1. How are holidays (birthdays, Christmas, etc.) celebrated in your family? Does your family have special traditions?

2. How are those traditions different today from what it was like when you were a child?





Interview An Adult

Unit 4 Lesson 2

3. Tell me about stories that have come down to you about your parents? Grandparents?

4. What does your family enjoy doing together?

5. What world events had the most impact on you while you were growing up? Did any of them personally affect your family?





Ute Tribal Identity: Living in 2 Worlds

Unit 4 Lesson 3

Lesson Overview:

The Ute People live in two worlds that have been impacted by multiple forces. Students will understand the cultural diffusion that the Ute tribes have experienced over time and how this has impacted their ability to maintain their original identity.

Time Frame:

45 minutes

Inquiry Questions:

1. What does it mean to be a Ute Indian?
2. What groups of people have influenced Ute identity over time? How?
3. What outside influences have impacted Ute culture? How?

Colorado Academic Standards-Social Studies:

- **CO State History Standard 1: GLE #1**
 - *EO.c. - Explain, through multiple perspectives, the cause-and-effect relationships in the human interactions among people and cultures that have lived in or migrated to Colorado. For example: American Indians, Spanish explorers, trappers/traders, and settlers after westward expansion.*
- **CO State History Standard 1: GLE #2**
 - *E.O.c.- Describe both past and present interactions among the people and cultures in Colorado. For example: American Indians, Spanish explorers, trappers/traders, and settlers after westward expansion.*
- **CO State Geography Standard 2: GLE #1**
 - *EO.d. - Illustrate, using geographic tools, how places in Colorado have changed and developed over time due to human activity*

Colorado Academic Standards-Reading, Writing, and Communicating:

- **CO Reading, Writing, and Communicating Standard 1: GLE #1**
 - *EO.a. - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. (CCSS: SL. 4.1)*
 - *i. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (CCSS: SL.4.1a)*
- **CO Reading, Writing, and Communicating Standard 2: GLE #2**
 - *EO.a. - Use Key Ideas and Details to:*
 - *i. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RL.4.1)*





Ute Tribal Identity: Living in 2 Worlds

Unit 4 Lesson 3

- **CO Reading, Writing, and Communicating Standard 4: GLE #1**
 - *EO.a. - Conduct short research projects that build knowledge through investigation of different aspects of a topic. (CCSS: W.4.7)*
 - *ii. Present a brief report of the research findings to an audience.*

Materials:

Photographs (found at the end of this lesson plan)

Picture Analysis Form <https://www.cde.state.co.us/cosocialstudies/imageworksheet>

A pitcher of water

Fresh produce such as cucumbers, broccoli, blueberries, raspberries, oranges, and strawberries

Cups for each student

Background Knowledge/Contextual Paragraph for Teachers:

For American Indians, identity development takes place in a cultural context, and the process differs from one American Indian culture to another. American Indian identity is shaped by the family, peers, social norms, and institutions inside and outside a community or culture. Historically, well-established conventions and practices nurtured and promoted the development of individual identity. These included careful observation and nurturing of individual talents and interests by elders and family members; rites of passage; social and gender roles; and family specializations, such as healers, religious leaders, artists, and whalers. Contact with Europeans and Americans disrupted and transformed traditional norms for identity development. Today, American Indian identity is shaped by many complex social, political, historical, and cultural factors. In the late 20th and early 21st centuries, many American Indian communities have sought to revitalize and reclaim their languages and cultures.

Source: Used with permission from the National Museum of the American Indian

<http://nmai.si.edu/nk360/understandings.cshtml#eublock4>

“Ute language is who we are, it identifies us with Mother Earth, it’s a gift from the Creator, without the language, we are only paper people, we don’t have an identity.” ~ Lynda Grove-D’Wolf, Elder, Southern Ute Tribe

Source: The Colorado Experience.

Building Background Knowledge for the Student:

1. Show students the image below.
2. Ask students what they think the image below means.
3. Explain that many Ute People find themselves “living in 2 worlds”.
4. Ask students what they think “living in 2 worlds” means?





Ute Tribal Identity: Living in 2 Worlds

Unit 4 Lesson 3



Source: Used with permission from the Governor's Commission to Study American Indian Representations in Public Schools
<https://www.colorado.gov/pacific/sites/default/files/atoms/files/CSAIRPS-Report-2016.pdf>

Instructional Procedures and Strategies:

1. Divide students into pairs.
2. Hand out photographs (one for each pair) with a picture analysis worksheet. Have pairs fill out the picture analysis worksheet together as they discuss the photo.
3. Have each group present their picture analysis to the class with teacher asking leading questions, showing impact from various groups.
4. Go through Google Slide presentation with students. For this, you will need to have your pitcher of water and fresh produce prepared and readily available to be used with the Google Slide presentation. Prior to presenting the Google Slides, the teacher should review the central idea information below as well as the presentation.
5. Google Slide Presentation <https://tinyurl.com/y9yekufz>





Ute Tribal Identity: Living in 2 Worlds

Unit 4 Lesson 3

6. **Central Idea:** The Ute Tribes have been dramatically impacted by political divisions between European powers, relocation, outside religions, and government controlled boarding schools. Despite this impact, the Ute culture has remained strong, survives, and continues to thrive. To demonstrate this cultural diffusion and impact on their culture, students will be exposed to a water demonstration. Teachers should have a clear pitcher of water. The water (which is life itself to the Ute People) represents the Ute People. Their traditions, religion, food, clothing, traditional roles, and cultural activities are represented by the water, the source of life. Each of the pieces of produce represent different external elements that have impacted the Ute culture, these are listed with discussion questions on each of the slides. Students should taste the water before and after to demonstrate that both positive and negative aspects have had an impact on the Ute People. There are discussion questions at the conclusion of the presentation to help guide the discussion. Although all of these changes have had an impact on the Ute still today, that culture still remains a refreshing and life giving necessity to the Ute People.
7. Have students read Reading #1. Students will most likely need supports to read through the text.
8. Have students look for evidence in the text that supports the idea that the Ute People are “living in 2 worlds”.

Critical Content

- The geographical location of the Ute People historically and currently
- The factors that have impacted Ute culture and identity
- The breakdown of ownership of Colorado over time
- Identifying the changing aspects of the Ute People (clothes, jobs, traditions)

Key Skills

- Use maps to locate the current Ute Tribal Reservation on a Colorado map
- Use maps to identify the changing boundaries of Colorado and the various groups that have owned parts of Colorado
- Explain the challenges of “living in 2 worlds”

Critical Language (vocabulary)

Infusion, adaptation, identity, stewardship, prosperity, hogan (a traditional Navajo hut of logs and earth), Indian Reorganization Act

Variations/Extensions:

Teachers may provide the students with a graphic organizer to collect notes about the different aspects of the Ute culture and the outside forces that they have been impacted by.





Ute Tribal Identity: Living in 2 Worlds

Unit 4 Lesson 3

Formative Assessment Options:

1. Students will create a Venn Diagram identifying aspects of their own culture and the impact of outside influences that have had an effect on them similar to the Ute People, compare and contrasting Ute culture and their own.
2. Extended Homework Activity- Students go home and interview their parents about cultural traditions that their parents grew up with and how it has changed and yet remained the same.

Questions to Interview their parents

1. What are some memorable holidays or family traditions you had growing up?
 2. Are the traditions you did when you were young, ones that we still do today? What are they?
 3. Have these traditions adapted (changed) over time?
 4. What traditions are important to our family?
 5. Do we have new traditions? Are there traditions we want to incorporate into our family?
3. Extended Homework Activity- Students go home and interview their parents about cultural traditions in that their parents grew up with and how it has changed and yet remained the same.

Resources

Indian Reorganization Act of 1934

<https://www.encyclopedia.com/history/encyclopedias-almanacs-transcripts-and-maps/indian-reorganization-act-1934>

The Dawes Act of 1887 was a policy focused specifically on breaking up reservations by granting land allotments to individual Native Americans. <https://www.ourdocuments.gov/doc.php?flash=false&doc=50>

Contemporary Native American Cultural Issues <https://tinyurl.com/ya2d9pnp>

American Indian Identities: Issues of Individual Choices and Development

<https://blogs.brown.edu/chscholars/files/2018/07/Mihesuah.pdf>

Texts for Independent Reading or for Class Read Aloud to Support the Content

Informational/Non-Fiction	Fiction
Reading #1: <i>A Culture in Transition</i> . Terry Knight, Ute spiritual leader, 1989.	





Ute Tribal Identity: Living in 2 Worlds

Unit 4 Lesson 3

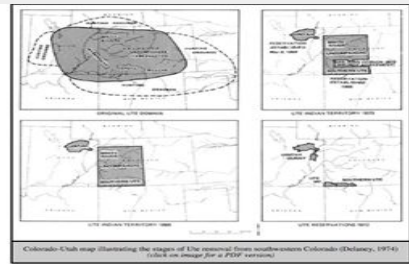
Photographs

Discussion Suggestions



Map Illustrating the Political Changes to the San Luis Valley (Colorado)

<https://media.nationalgeographic.org/assets/photos/000/315/31517.jpg>



Colorado-Utah map illustrating the stages of Ute removal from southwestern Colorado. (Delaney, 1974).

https://www.nps.gov/parkhistory/online_books/blm/co/10/images/map8.pdf



Picture #1 Photo Analysis

Group studio portrait of Ute Native Americans; seated are: Tachiar, Parrum, A-Pat-We-Ma, and Wich-Ha-Ka-Sa; standing are: Tan-Nah, Jui, Ce-Gee-Che, Ta-Wee, Buckskin Charley, and Pedro; painted backdrop.

Photo: 1899

Discussion Suggestions:

- What are they wearing?
- What is the setting of the picture?
- What additional items are shown in the photo?
- What is the expression on their faces?

<http://digital.denverlibrary.org/cdm/singleitem/collection/p15330coll22/id/71745/rec/7>





Ute Tribal Identity: Living in 2 Worlds

Unit 4 Lesson 3



Picture #2 Photo Analysis
"Indians, Ute, education, Grand Junction" c. 1900-1911

- Discussion Suggestions:
- How are they dressed?
 - What job are they performing?
 - What is the setting of the picture?

<http://digital.denverlibrary.org/cdm/singleitem/collection/p15330coll22/id/19782/rec/84>



Picture #3 Photo Analysis
"Girls in dorm, Ignacio, CO" c. 1900-1920

- Discussion Suggestions:
- What is the setting of the picture?
 - What type of clothing are they wearing?
 - What are they doing in the photograph?

<http://digital.denverlibrary.org/cdm/singleitem/collection/p15330coll22/id/19790/rec/12>



Picture #4 Photo Analysis
"Annual Flower Carnival Colorado Springs, CO", 1896

- Discussion Suggestions:
- What is the setting of the picture?
 - What type of clothing are they wearing?
 - What season is the photograph taken in?

<http://cdm15981.contentdm.oclc.org/cdm/singleitem/collection/p15981coll57/id/794/rec/9>





Ute Tribal Identity: Living in 2 Worlds

Unit 4 Lesson 3



Picture #5 Photo Analysis
"Buckskin Charlie" c. 1912

Discussion Suggestions:

- What type of clothing is this person wearing?
- How is his hair styled? What can you infer about him based on his hairstyle?
- What is the expression on his face?

<http://cdm15981.contentdm.oclc.org/cdm/singleitem/col/lection/p15981coll13/id/1226/rec/16>



Picture #6 Photo Analysis
"Printing Office" c. 1900-1911

Discussion Suggestions:

- How are the people in the photograph dressed?
- What is the setting of the photograph?
- What are the people in the photograph doing?

<http://digital.denverlibrary.org/cdm/singleitem/collection/p15330coll22/id/32010/rec/90>



Picture # 7 Photo Analysis
"Ignacio girls playing basketball" c. 1900-1920

Discussion Suggestions:

- How are they dressed?
- How would you describe their feelings?
- What is the setting for this picture?

<http://digital.denverlibrary.org/cdm/singleitem/collection/p15330coll22/id/19787/rec/1>



Picture #8 Photo Analysis
"Utes with firearms" c. 1900 - 1930

Discussion Suggestions:

- How are the people in the photograph dressed?
- What items are they wearing in addition to their clothing?
- How did they get the additional items?

<http://digital.denverlibrary.org/cdm/singleitem/collection/p15330coll22/id/20431/rec/2>



Picture/Photograph Analysis Sheet

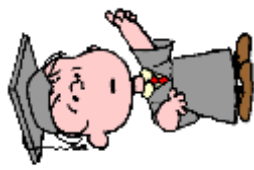


Name: _____

What do you see?



Are there people or objects in the picture? Or both?



People



Object



People and Objects

Describe the object(s) in the picture. What is it made of?
Color?

What are the people doing in the photograph?

How does this photograph make you feel?

Surprised

Nervous

Sad

Happy

Angry

Scared

Is there any writing? Can you read it? If so, what does it say?

Where do you think the photo was taken?



Other: _____


What questions do you have?



How does this photo compare to today?



Water is the Source of Life



The Ute People take their stewardship of protecting the Earth very seriously. To the Ute People, water is the blood of Mother Earth, and must not be polluted, for her sake and for the sake of all her children.

What Does Water Represent?

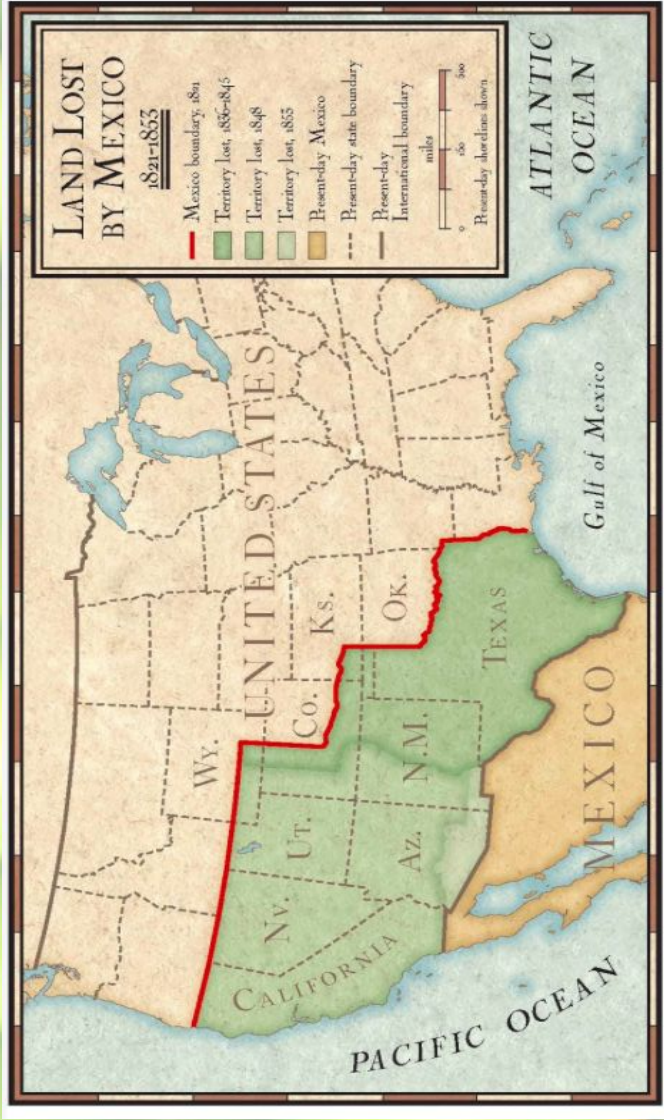
- What does it mean to be Ute?
 - Speak the Ute Language
 - Traditions:
 - Food
 - Religion
 - Clothing
 - Games/Activities
 - Gender Roles
 - Family Roles: Elders and Family Members
 - Traditional Family Roles
 - Cultural Activities
 - Bear Dance, Sundance
 - Oral Traditional Stories
 - Traditional Dress



Cucumbers

Which major groups claimed ownership of Colorado?

Let's add cucumbers to the water...



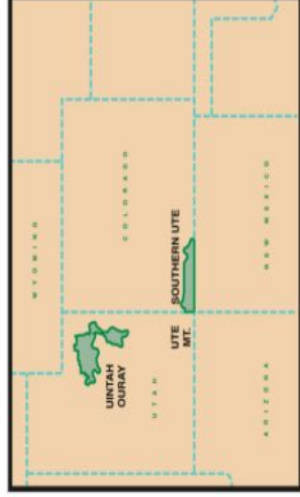
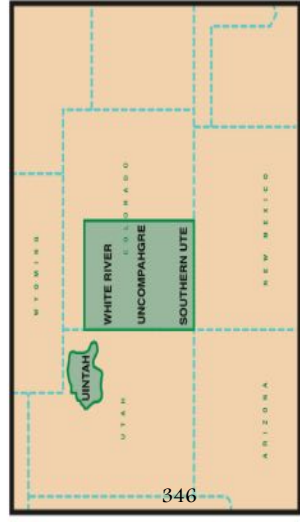
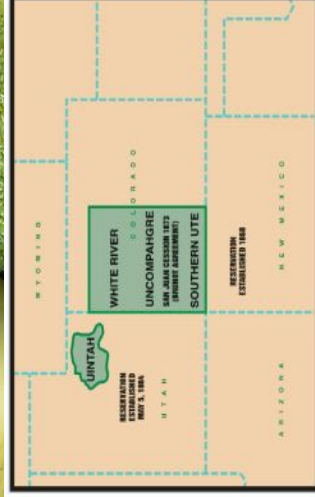
The cucumbers represent those groups that claimed ownership of Colorado i.e., European and Spanish settlers.

Broccoli

Now add the broccoli to the mixture....

What has happened to traditional Ute lands?

The broccoli represents the loss of land and forcible removal over time from the discovery of gold and silver. Laws like the Dawes Allotment Act (1887) divided up Ute land allowing for sales of Ute lands.



Blueberries

What job are these individuals performing?

Now add the blueberries to the mixture...

The blueberries represent the new jobs that the Ute Indians learned from European settlers such as farming and ranching. In addition, the Europeans introduced the use of horses, cattle, and sheep.



Raspberries

What is the setting of this photograph?

Add the raspberries...

The raspberries represent the boarding schools that the Ute Indians attended. There they were forced to learn and speak English, were not permitted to wear Ute clothing, or practice their culture. In addition, they learned how to farm and were forced to convert to Christianity.



Oranges

What activity do you see in this photo?



Now add the oranges to the mixture...

The oranges represent new activities like basketball and softball that has impacted the Ute culture. Today, many Ute people are also involved with traditional sports like archery and shinning (some similarities to field hockey).

Strawberries

What type of building is shown here? Who do you think lives in this house?



Now add the strawberries to the mixture...

The strawberries represent the change in housing. With the change in jobs and rise in income, over time the tipi's and hogans began to disappear and were replaced with modern homes.

Strain out the water and let's taste it!

- Has the water returned back to its original form?
 - What is different?
 - What is the same?
- What flavors do you taste?
 - Could these flavors also represent:
 - Technology
 - New Games
 - Speaking English & Spanish
 - Modern Dress
 - New Location
 - New industries (farming)

Over time, the Ute Indians have been affected by multiple external forces, not always by their own choosing.

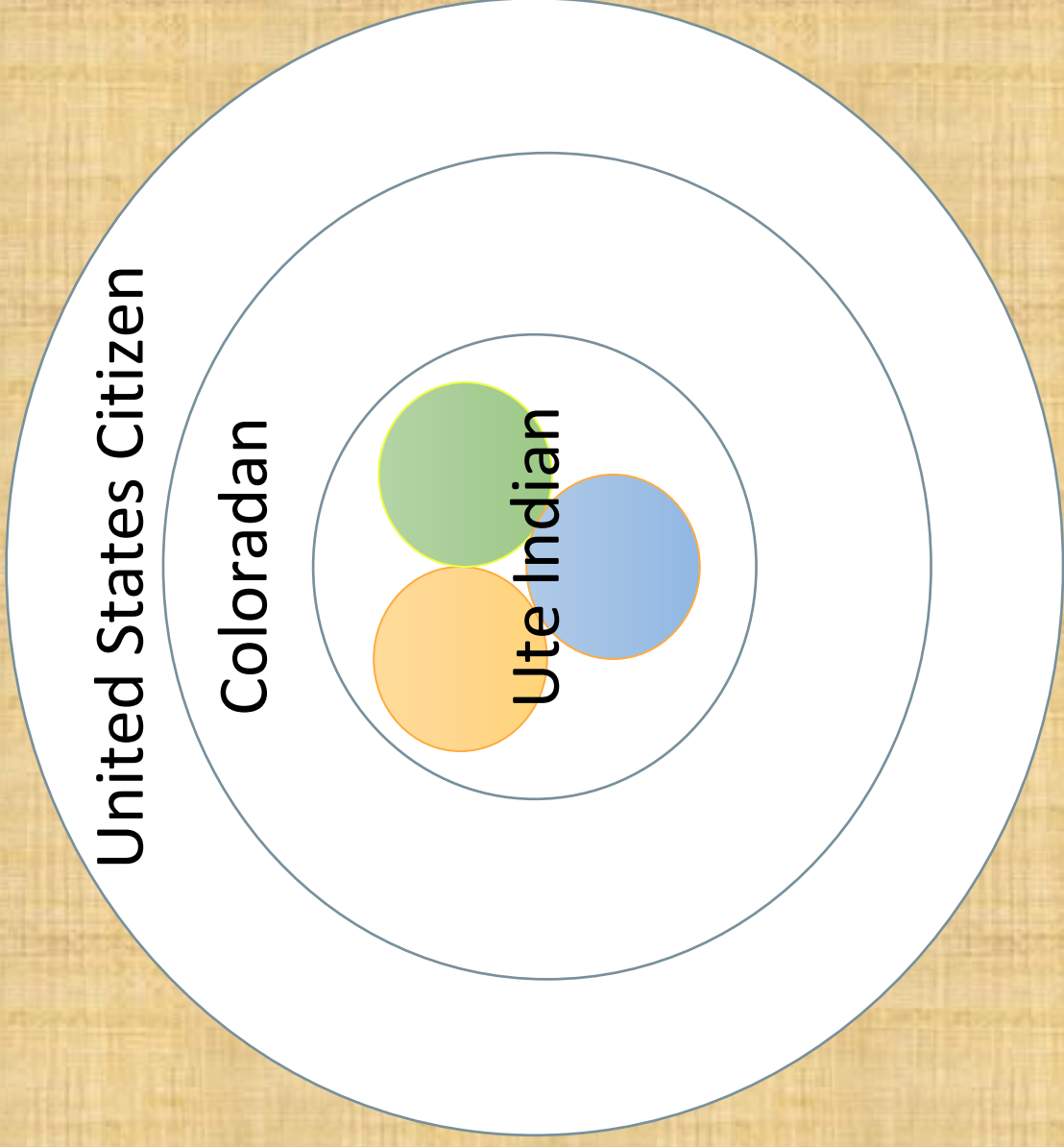
How can you return the water back to its original nature?

How can the Ute people return to their original ways of life?

Were all the changes the Ute people experienced negative?

How might the Ute people preserve their traditional culture today?

Who are the Ute People Today?





Reading #1 A Culture in Transition

Unit 4 Lesson 3

“ Now that they could afford the trappings of western culture, Ute households included cars, TVs, kitchen appliances, and other accouterments of modern society. Tipis, tents, and hogans began to disappear. So, too, did traditional dress, replaced by blue jeans and cowboy boots. With each successive generation, speakers of the Ute language grew increasingly scarce.

A widespread sense of alienation manifested itself in high rates of alcoholism, depression, and crime. So now, in addition to pursuing economic progress, the Ute people faced another daunting task: preserving a sense of who they were and where they had come from.

‘After a while, we’ll all live like white men. We’ll live in a square house and pay mortgages and live by the golden dollar.’”

Source: Terry Knight, Ute spiritual leader, 1989





The Wisdom of Our Elders

Unit 4 Lesson 4

Lesson Overview:

The Ute Tribes place a high importance on family and honoring their Elders. In this lesson, students will learn about the position an Elder holds within the Ute Tribe and the gifts an Elder brings to the Ute People. In addition, students will have an opportunity to interview someone older in their lives and seek to learn from their stories, experiences, and knowledge.

Time Frame:

60 minutes

Inquiry Questions:

1. How does one become an Elder in a Ute tribe?
2. What gifts does an Elder bring to the Ute People of their tribe?
3. What have you learned from someone older in your life?

Colorado Academic Standards-Social Studies:

- **CO State History Standard 1: GLE #2**

- *EO.c.- Describe both past and present interactions among people and cultures in Colorado. For example: American Indians, Spanish explorers, trappers/traders, and settlers after westward expansion.*

Colorado Academic Standards-Reading, Writing, and Communicating:

- **CO State Reading, Writing, and Communicating Standard 1: GLE #1**

- *EO.a.-Engage effectively in a range of collaborative discussions (one-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. (CCSS: SL.4.1)*
 - *i. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (CCSS: SL.4.1a)*
 - *ii. Follow agreed-upon rules for discussion and carry out assigned roles. (CCSS: SL.4.1b)*
 - *iii. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. (CCSS: SL.4.1c)*
- *EO.b.- Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally, (CCSS: SL.4.2)*

- **CO State Reading, Writing, and Communicating Standard 1: GLE #2**

- *EO.b.- Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. (CCSS: SL.4.5)*





The Wisdom of Our Elders

Unit 4 Lesson 4

Materials:

Phone or recording device
Interview worksheet

Background Knowledge/Contextual Paragraph for Teachers:

In an article titled *The Importance of Elders and Family in Native American Culture* by Patricia Clark and Norma Sherman (<http://blog.nrcprograms.org/wp-content/uploads/2011/05/importance1.pdf>), an Elder is simply a man or woman, usually older than the others in the family and community, who, while not elected or appointed, is widely recognized and highly respected for their wisdom and spiritual leadership. Looking Elk, a pastor who grew up on the Pine Ridge Reservation, was interviewed and stated that Elders often are known for being the kind of people who have paid attention, gaining knowledge and wisdom from life—during their childhood they watched and listened carefully to ceremonies and traditions, and as youth, they paid attention to the ways the Elders in their communities behaved.

For it is by the way they live that Elders teach younger tribe members about the tribe's culture and traditional ways of life, and it is through the oral traditions shared by Elders that social values and beliefs are preserved. The article notes that essentially, Elders are libraries of Indian knowledge, history and tradition. The ways of the past are still of vital importance to the lifestyles of the present.

Building Background Knowledge for the Student:

- Have students think about someone older in their life.
- Show students a clip from *Change to an Elder Culture* <https://www.youtube.com/watch?v=bOZDkkWzHMI> (beginning to 2:30)
- As a class, make a list of what students have learned from individuals older than them.
- Talk about what else students can learn and how they will be interviewing someone older in their life.
- Show students Tell Me Your Story-Interviewing Tips for Kids <https://www.youtube.com/watch?v=SWRYIAfojqk>

Instructional Procedures and Strategies:

1. Ask students to think of an older person in their life. It can be a relative, someone in their school or in the community. Think about who they are. What makes them special? What have they experienced? What have they told you about the world we live in? What can you learn from them?
2. Explain to students that they will be writing 8 questions they'd like to ask an older person in an interview. The purpose of the interview is to learn about another individual and their perspective about the world in which you live. Student's listening skills will be very important during the interview.
3. Be sure to review student's questions before they conduct their interview.





The Wisdom of Our Elders

Unit 4 Lesson 4

4. Ask students to reach out to their older person to schedule an interview date, time, and location. Make sure students let their interviewee know that they need about 30 minutes of their time.
5. Conduct the interview.
 - a. Listen to their stories and then think about what you have learned. If students have permission, ask if they can take a picture of themselves interviewing their older person to share with the class.
6. Record a 2 minute reflection about their interview. Have students answer the following questions:
 - What did you learn from your interviewee?
 - What is something that surprised you about your interviewee?
 - Why is your interviewee special or important to you?
 - Is there something you can do for your interviewee to bring a smile to their day?

Critical Content

- The importance of Elders in Colorado's Ute tribes
- The importance of older people in students' lives
- The importance of giving back and taking care of our elderly

Key Skills

- Interview someone older and gather information to share
- Synthesize and reflect on information gathered during the interview to answer questions and create a reflection piece
- Organize thoughts to verbally communicate what was learned

Critical Language (vocabulary):

Elder, respect, value

Variations/Extensions:

As a class, create a detailed plan, to provide community service to an organization that supports the elderly in the community. Have students research organizations nearby, inquire what can be done to help the elderly in their community, and walk students through important steps to successfully provide community service.

Formative Assessment Options:

Completed interview





The Wisdom of Our Elders

Unit 4 Lesson 4

Resources:

Southern Ute Elder Services <https://www.southernute-nsn.gov/tribal-services/elder-services/>

Tribal Elder's Guide Director's Vision <https://www.denverpost.com/2008/08/21/tribal-elders-guide-directors-vision/>

American Indian Science and Engineering Society (AISES) Council of Elders http://www.aises.org/about/elders_council

Texts for Independent Reading or for Class Read Aloud to Support the Content

Informational/Non-Fiction	Fiction
Clark, P. & Sherman, N. (2011). <i>The Importance of Elders and Family in Native American Culture</i> http://blog.nrcprograms.org/wp-content/uploads/2011/05/importance1.pdf	N/A

Wah-be-git, 1899



Source: The Library of Congress. Retrieved: <https://www.loc.gov/resource/cph.3c11570/>





Interview: What Do I Want to Know?

Unit 4 Lesson 4

Write 8 questions you would like to ask an older person. Keep in mind, the purpose of this interview is for you to learn more about them, their life experiences, and lessons learned.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____





Interview: What Do I Want to Know?

Unit 4 Lesson 4

My Interview

I am interviewing...

Name:

My interview is scheduled for...

Date:

Time:

Location:

Answer the following reflection questions.

1. What did you learn from your older person?

2. What is something that surprised you about your older person?





Interview: What Do I Want to Know?

Unit 4 Lesson 4

3. Why is your older person special or important to you?

4. Is there something you can do for your older person to bring a smile to their day?

5. Add a photograph of you and the older person that you interviewed! (Be sure to ask their permission first).





Interview Rubric

Unit 4 Lesson 4

Complete 8 questions using complete sentences, correct grammar and punctuation.	Circle One Exemplary Proficient Not Yet Proficient Incomplete	Teacher Comment
Interview Includes: <ul style="list-style-type: none">● Date● Time● Location● Interviewee comment(s) on the interview process	Circle One Exemplary Proficient Not Yet Proficient Incomplete	Teacher Comment
Reflection includes: <ul style="list-style-type: none">● At least a 2 minute recording to share with teacher● Answer the 4 reflection questions (What do I Want to Know?)	Circle One Exemplary Proficient Not Yet Proficient Incomplete	Teacher Comment

Overall Rating: Exemplary

Proficient

Not Yet Proficient

Incomplete

Overall Comments:





Celebrating Elders



Southern Ute Vice Chairman, Cheryl Frost thanks everyone who attended the Elder Celebration Luncheon on Monday, May 7, at the Southern Ute Multi-Purpose Facility. The luncheon was sponsored by Southern Ute Elders Services, Food Distribution, Culture Department, Shining Mountain Health and Wellness, SunUte Community Center and catered by Rez Girls Catering owned and operated by Southern Ute tribal member Estelle Monte.

Source: Trennie Collins, The Southern Ute Drum Newspaper

