SPECIAL NOTE: This primary source set should be used within a unit on the Ute in Colorado. It *should not* be used as a standalone to teach about the Ute.

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| **Grade Level:**  4th |

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| **Essential Question:**  What were the conflicts between the Ute and the Anglo-American settlers during the 1800s?  **Supporting Questions:**   1. What were various perspectives on the Meeker Massacre? 2. What were the results of 1868 Treaty? 3. How did the Ute land change after 1882? |

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| **Source 1**  New York Times Article, Oct. 1879. Colorado Governor Pitkin urges warfare on the Utes and Secretary Schurz (federal government) replies.  Newspaper article on the Colorado Indian War  The article and a transcription can be found at the end of this document. | **Source 2**  Interview with Larry Cesspooch - a modern day Ute Storyteller (bottom of p. 2).  Interview with Ute Tribal member Larry Cesspooch  NOTE: The key perspective here is where he says that the army was called in. That happened prior to the attack at the Agency, and the Ute perspective is that the US Army illegally invaded the reservation in violation of the 1868 treaty. And they did that before Meeker was killed. |

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| **Source 3**  Colorado Ute Indian Delegation in Washington DC, to sign the 1868 Treaty.  Colorado Ute Indian Delegation in Washington DC, to sign the 1868 Treaty.  <https://coloradoencyclopedia.org/image/colorado-ute-indian-delegation-1868> | **Source 4**  Treaty between the U.S. Government and the Ute Indians, 1868 (page 1)  Treaty with the Ute, 1868  <https://treaties.okstate.edu/treaties/treaty-with-the-ute-1868-0990> |
| **Source 5**  Treaty between the U.S. Government and the Ute Indians, 1868 (page 2)  Treat with the Ute, 1868.  Page 2  Link to complete text of the Treaty of 1868: <http://digital.library.okstate.edu/kappler/vol2/treaties/ute0990.htm#mn1> | **Source 6**  Colorado-Utah map illustrating the stages of Ute removal from southwestern Colorado. (Delaney, 1974).  Colorado-Utah map illustrating the stages of Ute removal from southwestern Colorado  <https://www.nps.gov/parkhistory/online_books/blm/co/10/images/map8.pdf> |

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| **Background Knowledge / Contextual Paragraph for Teachers:**  The Ute American Indians are some of the very first people to live in Colorado. Colorado has two different Ute tribes: The Ute Mountain Ute and the Southern Ute. The majority of the Ute people live on reservations that they govern themselves. Their language and culture has remained constant in their lives.  In early times, changes occurred after the Utes began interacting with Spanish explorers and traders. For example, the Utes began to incorporate horses into their daily lives. Almost 200 years later, many Anglo-Americans attempted to take Ute land as well as force the Ute people to adopt the culture of Anglo-Americans, which caused conflicts. In 1879, some of the Ute Indians fought against the U.S. Army and other representatives of the U.S. government on Ute reservations lands along the White River. During the fighting, Utes killed several people including soldiers and the Indian agent Nathan Meeker. U.S. soldiers also killed some Ute warriors. After the fighting, the U.S. government and the Colorado government tried to force the Utes off their land, and succeeded.  **Additional Resources:**  Horn, J. C. (2016, May 18). Brunot Agreement. Colorado Encyclopedia. Retrieved from <http://coloradoencyclopedia.org/article/brunot-agreement>  [Rocky Mountain PBS]. (2013, June 14). *Colorado Experience: The Original Coloradans.* [Video File]. Retrieved from <https://www.youtube.com/watch?v=lWLdijamdcQ>  Silbernagel, R. (2015, August 18). Meeker. Colorado Encyclopedia. Retrieved from <http://coloradoencyclopedia.org/article/meeker-0> |

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| **Building Background Knowledge for the Student**   1. To activate students’ background knowledge and/or build it on the topic of The Utes, ask the students: “Do you know who the first people in Colorado were?” If they do not know the answer, share with the students that it was The Ute American Indians. Next, create a KWL chart (divide anchor chart into three sections, and label the sections know, want, and learn). Have them complete the Know and Want section with what they know and what they want to learn. They can share what they know about Native Americans if they do not yet have background knowledge on this specific tribe. 2. To build students’ background knowledge, conduct a shared reading of the book “The Utes” by Allison Lassieur. 3. After the shared-reading, students will further their knowledge on the Utes by exploring History Colorado’s online exhibit on the Utes, called Ute Tribal Paths: [http://exhibits.historycolorado.org/utes/utes\_home.htm](http://exhibits.historycolorado.org/utes/utes_home.html)    1. Divide students into four groups. Each group will be assigned a subtopic on the site, such as Hides for Horses, Invasion, Reservation Life, and We Are Still Here. Groups will take notes using the Building Background graphic organizer (Material 1). After all groups have explored their subtopic, students will come together and share with their peers what they learned, using a jigsaw model. Students will take notes on the other topics.   Building Background Knowledge worksheet |

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| **STRATEGY INSTRUCTION:**  ***SOURCES 1-2:***   * **Quote-It Strategy**    + Students will explore three different viewpoints of the Meeker Massacre, using the Quote-It activity sheet (Material 2). Source 1 is a newspaper article from 1879. Students will read the telegram conversation between Governor Pitkin and Secretary Schurz, who were both working on the same side (for the U.S. government). Governor Pitkin provides a viewpoint that the Ute people are dangerous while the U.S. Secretary Schurz offers a viewpoint that the Indians are no threat. Source 2 is a transcription of an interview with Larry Cesspooch, a modern Ute storyteller.   + Students will look for a viewpoint from each person, then quote and translate it into their own words to show their understanding of the viewpoint. The following worksheet (Material 2) can be used.   Citing Textual Evidence worksheet  Source: Citing Textual Evidence worksheet. <https://15worksheets.com/wp-content/uploads/2023/03/5-490.pdf>  ***SOURCE 3:***   * **Photo Analysis Sheet**   Using the Photo Analysis Sheet (Material 3), the students will do a quick analysis of Source 3, a picture of Colorado Ute Indian Delegation in Washington DC, to sign the 1868 Treaty.  Picture/Photo Analysis Sheet  Source: The Colorado Primary Sources for Elementary School Collaborative Project. (n.d.). Elementary Primary Source Sets. Retrieved from <https://www.cde.state.co.us/cosocialstudies/imageworksheetpdf>  ***SOURCE 4:***   * **Close Read**    + Students will read Source 4 (the Ute Treaty), the treaty that was made between the Utes and the U.S. government in 1868.   + Students will do a close read activity by answering the questions on the close read activity worksheet (Material 4).   The Ute Treaty of 1868 worksheet  ***SOURCE 5:***   * **Map Analysis Sheet**    + Students will use the Map Analysis Sheet (Material 5) to analyze the maps depicting Ute land and then discuss how the land changed after the Utes’ interaction with the Anglo-American settlers.   Map Analysis Sheet  Source: The Colorado Primary Sources for Elementary School Collaborative Project. (n.d.). Elementary Primary Source Sets. Retrieved from <https://www.cde.state.co.us/cosocialstudies/mapworksheetpdf> |

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| **Strategy Instruction Differentiation:**  Teachers can read the interview with Larry Cesspooch aloud for students who need support.  Additionally, teachers may provide students with sections of the 1868 Treaty highlighted for focused reading, or create simplified versions of the treaty and the newspaper article for students to read. These texts are challenging, therefore, it will take some consideration of reading levels in the classroom before having students read the texts. |

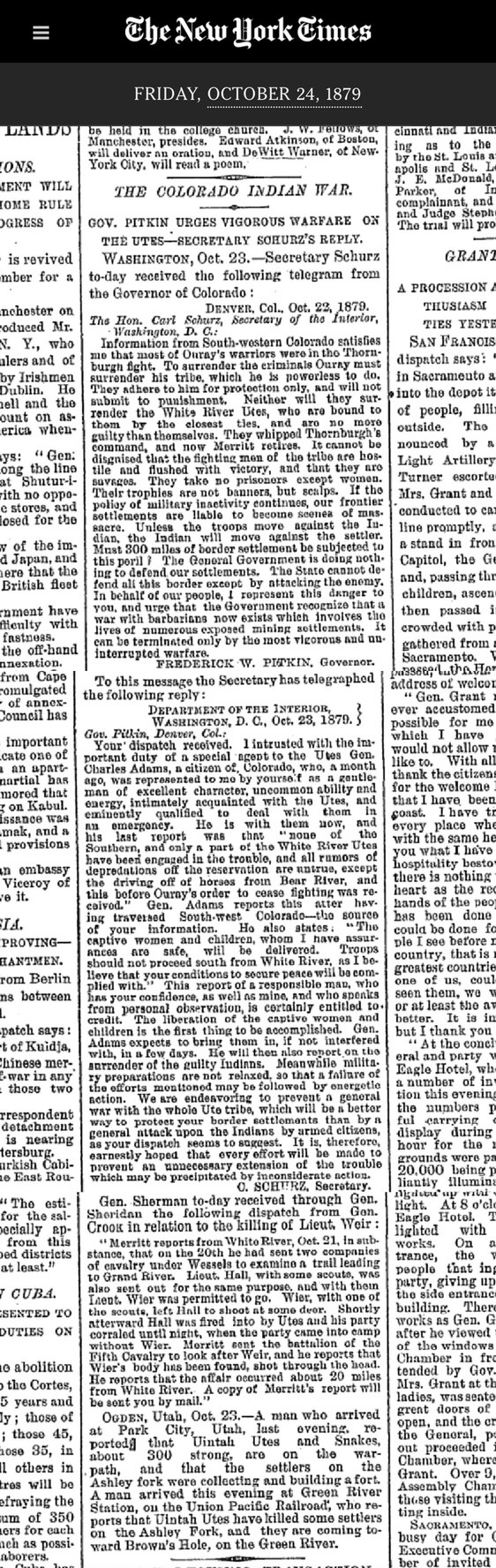
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| **Cause and Effect Poster on Interactions between the Ute and Anglo-American Settlers:**   * Students will create posters in groups of four. Before they begin on their posters, group roles should be assigned so every student is held accountable. * Students will make a cause and effect poster about the interaction between the Ute and the Anglo-American settlers during the 1800s. The poster should have a title, pictures, proper grammar and punctuation, and should answer the essential question: What were the interactions between the Ute and the Anglo-American settlers during the 1800s? Students may explore the topics of The Meeker Massacre, the Brunot Agreement, or Ute land loss in order to answer the question. |

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| **Assessment:**  Gallery walk presentation:   * Have the students place their posters around the classroom. Groups will visit each poster, observing their peers’ work. After all posters have been viewed, students will come back together as a group and share what they learned from others’ work. * The teacher will use a rubric (Material 6) to grade the students’ posters on how they answered the essential question, their use of pictures, use of conventions, and their organization and creativity.   A Rubric |

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| **Colorado Social Studies Standards:**   * **SS4. S1. GLE1. EOb:** Identify cause-and-effect relationships using primary sources to understand the history of Colorado’s development. * **SS4. S1. GLE4. EOc:** Explain, through multiple perspectives, the human interactions among people and cultures that are indigenous to or migrated to present-day Colorado. Including but not limited to: historic tribes of Colorado, the Ute Mountain Ute, Southern Ute, Spanish explorers, trappers, and traders. * **SS4. S1. GLE1. EOd:** Identify and describe how political and cultural groups have affected the development of the region. Including but not limited to: African American, Latino, Asian American, Indigenous Peoples, religious groups, and European settlers. * **SS4. S2. GLE1. EOa:** Answer questions about Colorado regions using maps and other geographic tools. |

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| **Colorado Reading & Writing Standards:**   * **RWC4. S1. GLE4. EOa:** 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 * **RWC4. S1. GLE4. EOb:** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally * **RWC4. S2. GLE4. EOa.ii:** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. * **RWC4.S4.GLE4.EOa:** Conduct short research projects that build knowledge through investigation of different aspects of a topic. * **RWC4.S1.GLE4.EOd:** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. |

*THE COLORADO INDIAN WAR*

GOV. PITKIN URGES VIGOROUS WARFARE ON THE UTES – SECRETARY SCHURZ’S REPLY

Washington, Oct. 23 – Secretary Schurz today received the following telegram from the Governor of Colorado:

DENVER, Col. Oct. 22, 1879.

*The Hon. Carl Schurz, Secretary of the Interior, Washington D.C.:*

Information from South-western Colorado satisfies me that most of Ouray’s warriors were in the Thornburgh fight. To surrender the criminals Ouray must surrender his tribe, which he is powerless to do. They adhere to him for protection only, and will not submit to punishment. Neither will they surrender the White River Utes, who are bound to then by the closest ties, and no more guilty than themselves. They whipped Thornburgh’s command, and now Meritt retires. It cannot be disgnised [sic] that the fighting men of the tribe are hostile and flushed with victory, and that they are savages. They take no prisoners except women. Their trophies are not banners, but scalps. If the policy of the military activity continues, our frontier settlements are liable to become scenes of massacre. Unless the troops move against the Indian, the Indian will move against the settler. Must 300 miles of border settlement be subjected to this peril? The General Government is doing nothing to defend our settlements. The State cannot defend all this border except by attacking the enemy. In behalf of our people, I represent this danger to you, and urge that the Government recognize that a war with barbarians now exists which involves the lives of numerous exposed mining settlements. It can be terminated only by the most vigorous and un-interrupted warfare.

FREDERICK W. PITKIN, Governor

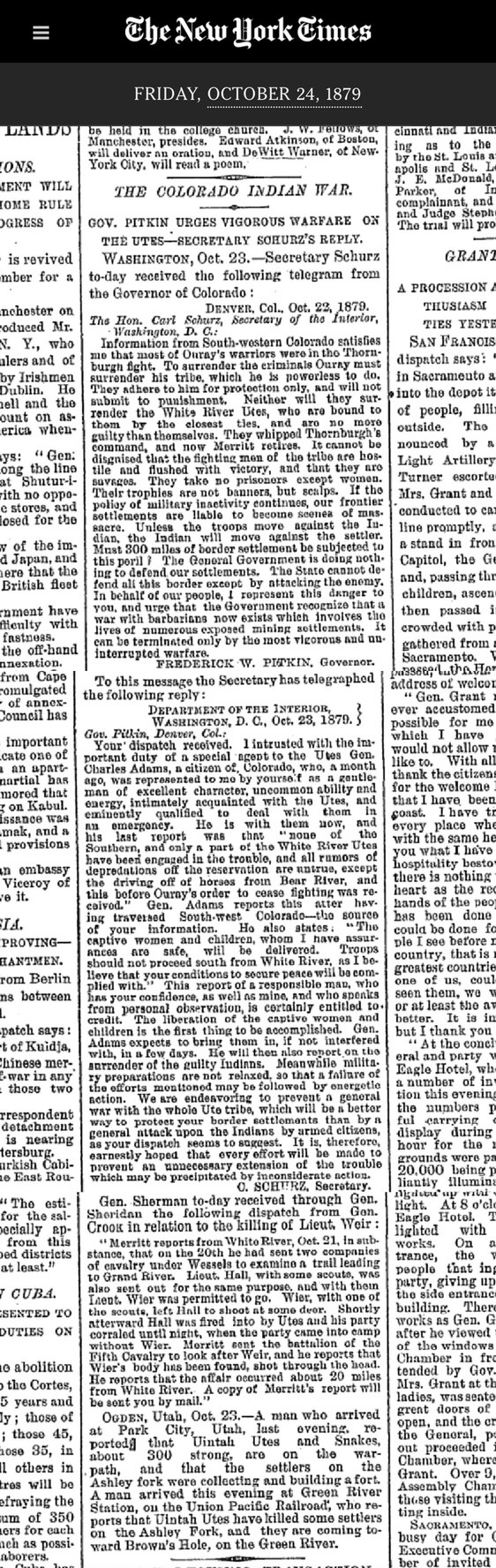
To this message the Secretary has telegraphed the following reply:

DEPARTMENT OF THE INTERIOR,

WASHINGTON, D.C., Oct. 23, 1879

*Gov. Pitkin, Denver, Col.:*

Your dispatch received. I intrusted with the important duty of a special agent to the Utes Gen. Charles Adams, a citizen of Colorado, who a month ago, was represented to me by yourself as a gentleman of excellent character, uncommon ability and energy, intimately acquainted with the Utes, and eminently qualified to deal with them in an emergency. He is with them now, and his last report was that “none of the Southern, and only a part of the White River Utes have been engaged in the trouble, and all rumors of depredations off the reservation are untrue, except the driving off of horses from Bear River, and this



before Ouray’s order to cease fighting was atter [sic] having traversed South-west Colorado – the source of your information. He also states: The captive women and children, whom I have assurances are safe wlil [sic] be delivered. Troops should not proceed from White River, as I believe that your conditions to secure peace will be complied with.” This report of a responsible man, who has your confidence, as well as mine, and who speaks from personal observation, is certainly entitled to credit. The liberation of the captive women and children is the first thing accomplished. Gen. Adams expects to bring them in, if not interfered with, in a few days. He will then also report on the surrender of the guilty Indians. Meanwhile military preparations are not relaxed, so that a failure of the efforts mentioned may be followed by energetic action. We are endeavoring to prevent a general war with the whole Ute tribe, which will be a better way to protect your border settlements than by a general attack upon Indians by armed citizens, ats your dispatch seems to suggest. It is, therefore, earnestly hoped that every effort will be made to prevent an unnecessary extension of the trouble which may be precipitated by inconsiderate action.

C. SCHURZ, Secretary.

Gen. Sherman to-day received through Ge. Sheridan the following dispatch from Gen. Crook in relation to the killing of Lieut, Weir:

“Merritt reports from the White River, Oct. 21, in substance that on the 20th he had sent two companies of cavalry under Wessels to examine a trail leading to Grand River. Lieut. Hall, with some scouts, was also sent out for the same purpose, and with them, Lieut. Wier was permitted to go. Wier, with one of the scouts, left Hall to shoot some deer. Shortly afterward Hall was fired into by Utes and his party corralled until night, when the party came into camp without Wier. Merritt sent the battalion of the Fifth Cavalry to look after Weir, and he reports that Weir’s body has been found, shot through the head. He reports that the affair occurred about 20 miles from White River. A copy of Merritt’s report will be sent you by mail.”

Ogden, Utah, Oct. 23 – A man who arrived at Park City, Utah, last evening, reported that Uintah Utes and Sakes, about 300 string, are on the warpath, and that the settlers on the Ashley fork were collecting and building a fort. A man arrived this evening at Green River Station, on the Union Pacific Railroad, who reports that Uintah Utes have killed some settlers on the Ashley Fork, and they are coming toward Brown’s Hole, on the Green River.