

3rd Grade – The Valley of the Grand

Grand Valley Geography and History

Class Description

Students will go on a short walk to learn about the history and geography of the Grand Valley and Colorado National Monument. While exploring historic artifacts and photos students will gain a better understanding of what life was like for the area's earliest residents.

Location: Window Rock & Canyon Rim Trails

Duration: 1 ½ hr., 1 mile roundtrip

Standards Addressed

Social Studies H.1 – Develop an understanding of how people view, construct and interpret history.

Social Studies H.2 – People in the past influence the development and interaction of different communities or regions.

Enduring Understandings/Essential Questions

Cultures influence our past, present, and future.

Geographic characteristics of a region provide opportunities and challenges.

How does geography influence where we live?

How has the region changed yet remained the same over time?

How have different cultures influenced the valley?

Earth is constantly changing.

How is the Earth's surface changing?

Vocabulary Addressed

Culture

Utes

Tradition

Region

Plateau

Monolith

Canyon

Valley

Weathering

Erosion

Mesa

Geography

Landform

Physical feature

Theme, etc.

Theme:

Throughout its history, the Monument has been an important area for many groups of people from the Ute Indians to 3rd grade students on field trips today. Each group interacted with and used the Monument's resources in different ways.

Objectives:

-Students will be able to describe the seasonal migration of Utes living in the Grand Valley

-Students will be able to explain why the Utes left and how the Grand Valley was settled.

-Students will be able to recall at least three important characters/groups of people in the history of the Grand Valley and the Monument. (i.e. Utes, CCC, John Otto)

Major Concepts:

-Utes moved throughout the Grand Valley; winter-CO river, spring/summer- Grand Mesa, fall-COLM

-Utes used the plants, animals, rocks in the Monument for everything they needed.

-In 1881, Utes were removed from the Grand Valley and the pioneers came.

-Differences between how Utes & European settlers interacted with the environment.

-John Otto was the first person to fight for the Monument's protection

- Major phases in the park's history.
- Landforms of the Grand Valley
- Geography of the Grand Valley/cardinal directions and landforms associated with them
- Formation of the Grand Valley vs. Formation of the Monument
- Weathering and erosion/rock cycle

Sample Class Outline

Window Rock Trail to Canyon Rim – 1 ½ hrs., 1 mile roundtrip

Introduction

Ask the students what they know about the Grand Valley. Was there always the cities of Fruita and Grand Junction? Lead the students towards the answer of Ute Native American once called this valley home. Have the group imagine what life would have been like for them if they were a Ute child. What would they eat, what might they do for fun etc. Remind the students that the Utes got everything they needed from the land and were very connected to the land/had deep respect for plants and animals, etc.

Stop #1 (Window Rock Overlook)

Theme: The lay of the land

Props: picture signs of mesa, bookcliffs, Colorado river, and COLM

Tips: Take a few minutes to label the different areas of Grand Valley that can be seen from the trail. Have the students practice using their directions to understand what they are viewing (bookcliffs north, grand mesa east, COLM south, Utah west etc.)

Transition

Show the students the picture of the Glade Park Utes and ask if they think they lived in one place the whole year (in a permanent house for example).

Stop #2 (Book Cliffs View)

Theme: A people on the move.

Props: Pictures of Glade Park Utes and wickiup.

Tips: Help the students understand that the Utes would travel around the valley, using different areas during different times of the year. They would live in brush shelters called wicki-ups (easy to make quickly wherever they went), traveled on foot until... early 1600s explorers from Spain came into the western United States and introduced horses, this changed the Utes' lifestyles, how would having horses make their lives easier?...could move around easier, could carry heavy Teepee frames, could hunt more efficiently, etc. They would spend their winters down in the valley, near the Colorado River, where there would be the least amount of snow. Their spring and summer was spent up on the Grand Mesa, where it was cooler. Then in the fall, they would live in COLM, collecting pinyon pine nuts. Explain to the students how the Utes would use wickiups as their home.

Transition

Have the students be on the lookout for the tree that the pinyon pine nuts come off of.

Stop #3 (at a pinyon pine tree along trail)

Theme: The importance of the pinyon pine.

Props: picture of pinyon jay, jar of pinyon pine nuts

Tips: Gather the students near a pinyon pine and ask them if they saw any as they were walking/can see one from where they are now. Give the students a minute or so to go up and meet the pinyon pine, making observations about it. After, bring the group back together and have a few volunteers share out what they noticed about it. Explain what the Utes would use the pinyon pine for a really great source of calories, protein, and fat, which was especially helpful in the winter. They would grind the nuts into mash for stews, roasted them, or eat them raw. Link it to animals that make their homes here and how they use the pinyon pine. The pinyon jay is a great example.

Transition

Encourage the group to be on the lookout for another tree that can be found in COLM that may, at first glance, look like the pinyon pine, but is actually quite different.

Stop #4 (at a Juniper Tree along trail)

Theme: The importance of the Utah Juniper

Props: pictures of the pinyon mouse and the juniper titmouse, mano + metate

Tips: Gather the students near a Utah Juniper and allow them some time to make observations about it. Ask them what they notice is similar/different about it compared to the pinyon pine. Explain to the group how the Utes used juniper by grinding up the seeds using the mano + metate. Discuss with them how animals need the juniper as well using the pinyon mouse and juniper titmouse as examples.

Transition

Are there Utes living in the Grand Valley today? No...Where did they go and why did they leave?

Stop #5 (at a nice view along trail)

Theme: Utes Must go!

Props: photos of Utes then & now, Dugway & cows, farming

Tips: 1881 (Ouray died the year before) the Utes left Grand Valley. Ask the group if there are still Utes living today? Show the students the picture of the Utes then and now and explain how their lifestyle is different, but they have held onto some of their traditions. Discuss with the students what the European settlers did when they got here: ranchers, farmers etc. showing them the cows and farming pictures. Discuss the differences between how they lived and how the Utes lived/used the land, irrigation, importance of the railroad etc.

Transition: As the town of Fruita grew, they needed to get clean drinking water-have them brainstorm what the city decided to do about this.

Stop #6 (at a spot where you can see independence monument well)

Theme: One man's love for COLM blossoms.

Props: John Otto on horse / Buffalo photo, Buffalo nickel, Otto on tour / Buffalo in canyons photo, Otto Climbing / wedding photo, SAR team on Indy

Tips: Explain to the group about the Fruita pipeline and how John Otto was brought hired to help. Tell the story of John Otto and his shenanigans: living in the canyon, building trails, writing letters, buffalo, wedding, and climbing Independence Monument. Show photos as you move through the story so really allow the students to get a glimpse of what Otto was like and his thinking behind creating COLM.

John Otto Letter Writing and Ute Activities (optional-if time allows) (½hr.)

Ute Activities (*Ranger Led*) – 15 minutes

Mano & Metate: Have students collect 2 juniper berries from off the ground b/c they would use dried berries, not fresh ones, then try grinding the berries using the mano & metate, explain how when the stones were worn and smooth, the Utes would peck them to make them rougher for better grinding

Let students look at stone scrapers, arrowheads, pine nuts and cones while waiting to try mano and metate

Ute Game: (*if time allows*)

Ute children could not buy toys, so they would use things in the environment to make games with. We are going to play a Ute game...

Instructions:

1. Find a sandy spot (4x20' or so) to play the game & give each student a stone and tell them to memorize how their stone looks

2. Have students turn their backs and cover their eyes while you bury the stick in the sand, explain that you are going to bury the stick somewhere in the playing area and then they will guess where it is and put their stone down to mark their guess
3. Have students place their stones where they think the stick is buried, and make sure they remember exactly where they put their stone (could mark ground around it if they want)...the closest stone wins
4. Ask students how they think this game might help Ute children develop skills needed in their lives in the forest, discuss, observation skills, tracking and hunting animals, etc.

John Otto Letter Writing (*Can be teacher-led*) – 15 minutes

Supplies (for each student): pencil, clipboard, John Otto Poem w/ letters on back, postcard

Instructions: Explain that John Otto used writing to communicate his ideas and gain support for the Monument, ask students to read poem silently as you read aloud, have them read other letters on back, and then write a postcard telling a family member or friend who has never been there about the Monument, describe the rocks, plants, views, etc. Could also have students write a poem depending on what they are studying in school at the time with writing

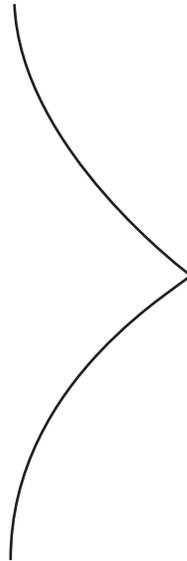
3rd Grade - Valley of the Grand Props & Stops



Grand Mesa



Colorado National Monument



Stop #1
(Window Rock
Overlook)



Colorado River



Bookcliffs



Utes in Glade Park



Wickiup

Stop #2
(Book Cliffs View)



Stop #3
(at a pinyon pine along
the trail)



Pinyon Mouse



Juniper Titmouse

Stop #4
(at a Utah juniper along the trail)



Ute Petroglyphs



Stop #5
(at a nice view along trail)



Ute Bear Dance



Farming



Cattle on the Fruita Dugway

Stop #6
(at a good view of independence monument)



John Otto



Bison





Stop #6
(at a good view of independence monument)

Grand Mesa



Colorado River



Bookcliffs





Utes in Glade Park



Wickiup



Handwritten signature





Pinyon Mouse

Juniper Titmouse



Ute Petroglyphs



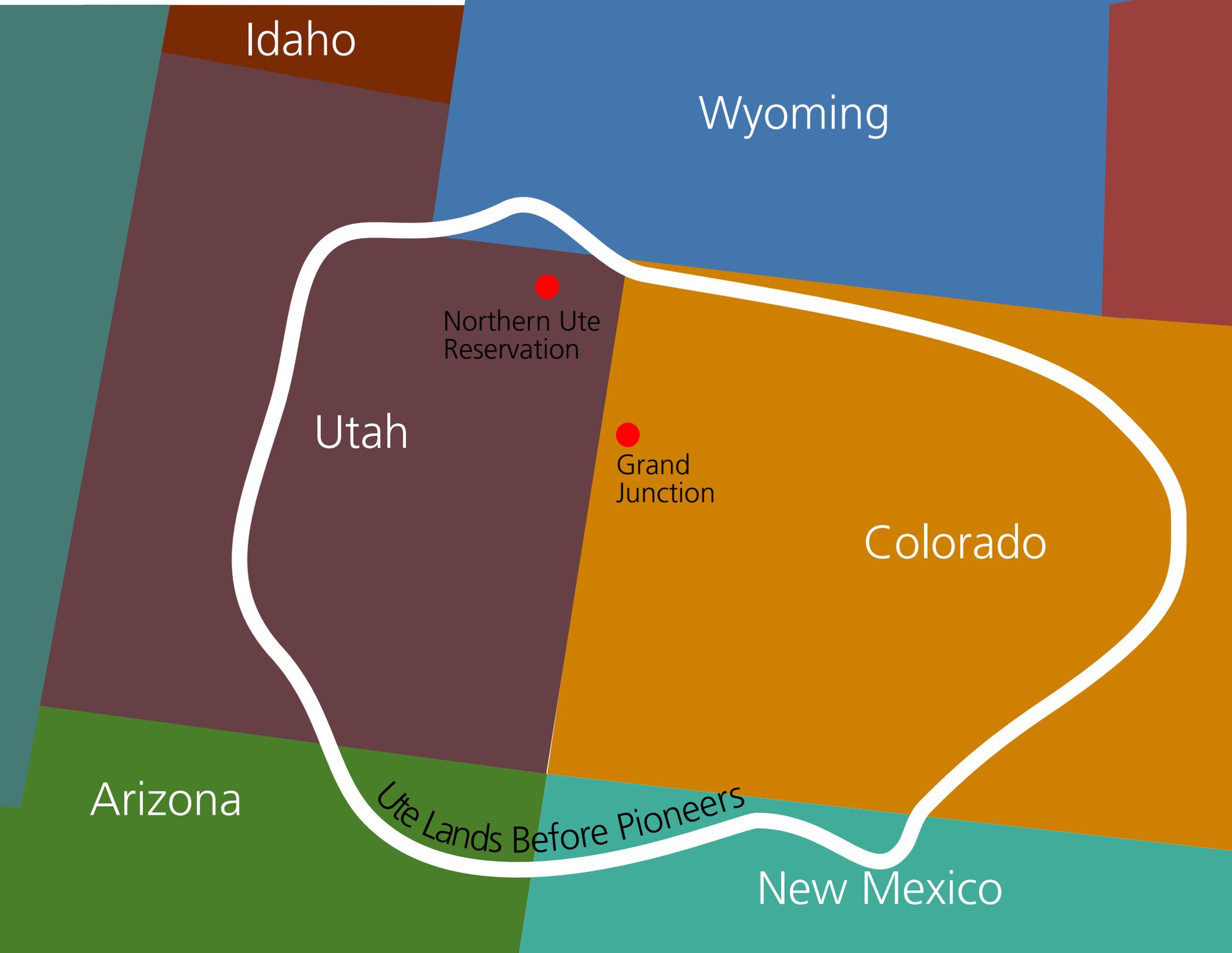
Mano and Metate





Ute Bear Dance





Idaho

Wyoming

Northern Ute
Reservation

Utah

Grand
Junction

Colorado

Arizona

Ute Lands Before Pioneers

New Mexico



Farming

Palisade Peaches
GROWN BY
**THE WESTERN SLOPE
FRUIT GROWERS ASSN.**
PALISADE, COLO.





Cattle on the Fruita Dugway



John Otto





Bison





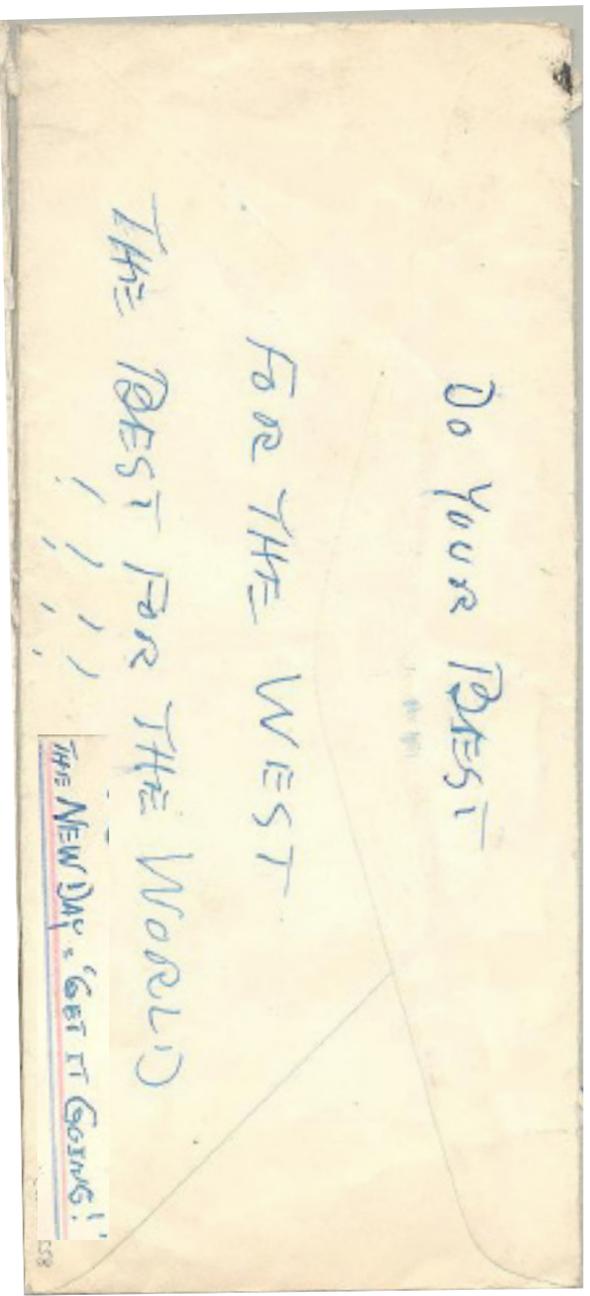
Independence Monument





John Otto's Wedding

Hi, "AT LEAST ALWAYS THAT REALLY IS OKAY"
"PEACE IN A JIFFY"
JUST CHANGE THE LAST LETTER IN PEACE TO AN E
AND YOU HAVE PEACE WHEREVER YOU GO,
NOW SMILE! THERE NEVER WAS ANYTHING AS KID IT.
PLENTRY OF "FREEDOM FROM FEAR" GOES WITH IT.
DON'T ARGUE TO YOURSELF! PASS IT ALONG TO THE NEXT ONE! -J.O.-



Dear Mr. Albright

All for all of Colorado
and
All Colorado for you
- forever -

All Colorado for the Colorado National Monument
To be established a national park
All Colorado to help President Hoover
To keep prosperity 'a going'
All Colorado getting ready for the big
Spiritual Uplift 1932 200 Anniversary
Colorado leads the world - We must make good
(Remember Denver the Gateway to the National Parks
the Monuments and the forests - 1919)

Yours as ever
/s/ JOHN OTTO



Remember you Live in Boosterland,
The famous Valley of the Grand.
No moneyed scheme or idle dream,

As it perhaps to you may seem:
But in our heart the best of hope
For the future of the Western Slope.
On TRUTH, the solid rock we stand,
all other ground is shifting sand.
So may we hope you'll be alive
When that day comes to see us drive,
All free from care with joy in heart,
In a six-horse coach through our
National Park.

In the mountains of our Mountainland
One spot so dear is the Mesa Grand.
Proclaim it's grandeur far and wide
At morning, noon and eventide.
It's the greatest, grandest, forget it not
to sing your orisons on this sacred spot
When in the good old summertime.
Far to its lofty summit thou dost climb.
Yes stranger, this 'tis Good Luck Land.

-John Otto

In a letter October, 1909