



# **In Memory of Sand Creek**

**Denver Public Schools**

**In partnership with Metropolitan State College of Denver**

**El Alma de la Raza Project**



# In Memory of Sand Creek

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Grades 9–11

Implementation Time  
for Unit of Study: 2 weeks

**Denver Public Schools**

El Alma de la Raza Curriculum  
and Teacher Training Program

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El Alma de la Raza Series

# In Memory of Sand Creek

## Unit Concepts

- Identify the heroes and villains and their role in the Sand Creek Massacre
- Discover the events that led up to the massacre and the consequences of the action
- Trace the routes of the various tribes and troops as they apply to Sand Creek
- Draw conclusions about a controversial, historical event
- Discover the genre of historical writings and how they can stimulate interest

## Standards Addressed by This Unit

### Reading and Writing

Students read and understand a variety of materials. (RW1)

Students write and speak for a variety of purposes and audiences. (RW2)

Students read to locate, select, evaluate, and make use of relevant information from a variety of media, reference, and technological sources. (RW5)

Students read and recognize literature as a record of human experience. (RW6)

### Science

Life Science: Students know and understand the characteristics and structure of living things, the processes of life, and how living things interact with each other and their environment (Focus: Biology-Anatomy, Physiology, Botany, Zoology, Ecology). (S3)

Students know and understand interrelationships among science, technology, and human activity in the past, present, and future, and how they can affect the world. (S5)

### History

Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships. (H1)

Students know how to use the processes and resources of historical inquiry. (H2)

Students understand that societies are diverse and have changed over time. (H3)

Students know that religious and philosophical ideas have been powerful forces throughout history. (H6)

### Geography

Students know how to use and construct maps and other geographic tools to locate and derive information about people, places, and environments. (G1)

Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict. (G4)

Students understand the effects of interactions between human and physical systems and the changes in meaning, use, distribution, and importance of resources. (G5)

Students apply the process of geographic inquiry examining issues by using geographic skills and appropriate technologies to ask and answer geographic questions. (G7)

## Introduction

Under cover of darkness, on November 28, 1864, Colonel John Milton Chivington along with Major Jacob Downing departed Fort Lyon, Colorado, territory with over 700 men and four 12-pound Howitzers. His destination was a Cheyenne and Arapaho village on the banks of The Big Sandy Creek. The village was located 40 miles to the north, and the soldiers who accompanied Chivington rode through the cold November night in order to reach the village by daylight. It was rumored that many of the soldiers were drunk, having sipped whiskey throughout the journey to warm themselves. This is something we will never know for sure.

November 29, 1864, just as the sun was announcing its presence, the order to attack rang out from the hills overlooking the sleeping, peaceful village. When it was over, close to 200 Cheyenne and Arapaho women, children, and elders lay dead. They were horribly mutilated and their body parts were later paraded and displayed down the streets of Denver to a cheering crowd. Less than a month passed before the stories of the atrocities were made public, and investigations began. There were three formal investigations. Downing testified that he saw 400 or 500 dead Indians, but he saw no one mutilating the bodies. Chivington and Downing saw no reason for such a fuss since they felt that Indians needed to be killed as quickly and efficiently as possible. Following these investigations, Colonel Chivington and Downing were no longer members of the U.S. Army, and Governor Evans was removed from office. Regardless of the inhumane acts and cover-ups, these men remain immortalized in Colorado history by having streets and towns named after them. In the case of Governor Evans, he had a mountain peak named for him.

The Massacre at Sand Creek was responsible for 12 more years of war. Was this one of many planned massacres designed to exterminate an entire civilization? Why did it happen? Were the soldiers indeed drunk? The answers are controversial as to what led up to this atrocity. We will probably never know the answers to most these and other questions, but they are questions that must be asked again and again.

## Implementation Guidelines

This unit is designed for grades 9 to 11 because this is a controversial issue, and older students will form some solid opinions about the events leading up to and away from Sand Creek. This unit can be used in both Social Studies and English classes or as a team effort that interacts between classes. It can also be brought into the Science classes as an ecological lesson since the mass slaughter of the buffalo herds is instrumental in the ultimate surrender of the Plains Indians. Skills in geography, problem solving, team building, writing, research, political science, historical inquiry are developed as the unit progresses.

## Instructional Materials and Resources

Patrick M. Mendoza, storyteller and author (Phone: 303-388-8097)

Rand McNally state map of Colorado (multiple copies)

Large bulletin board map of Colorado, plus handouts

*Song of Sorrow* by Patrick Mendoza

*Extraordinary People in Extraordinary Times* by Patrick Mendoza

*Bury My Heart at Wounded Knee* by Dee Brown

*The American West* by Dee Brown

## Lesson Summary

Lesson 1	Where is Sand Creek? ..... 4 Students will learn about where Sand Creek was, and its proximity to Denver.
Lesson 2	The Heroes and Villains ..... 15 In this lesson, students will work in groups to research the historical figures involved in the massacre.
Lesson 3	Sand Creek Bulletin Board ..... 20 Students will use the information from Lesson 2 to construct bulletin boards about these historical figures.
Lesson 4	<i>Tears in the Sand, A Rocky Mountain Legacy</i> (PBS Tape) ..... 22 While watching this PBS special, students will take notes. When it is completed, they will take a test covering the material learned. This is an “open note” test.
Lesson 5	The Sand Creek Time Line ..... 27 Students will produce a time line on events leading up to and away from the massacre as well as the massacre itself while working in groups.
Lesson 6	<i>Song of Sorrow</i> — Reading ..... 34 Students will be assigned pages to read in <i>Song of Sorrow</i> . As a homework assignment, each student will design a comprehension test over the reading assignment.
Lesson 7	<i>Song of Sorrow</i> — Test ..... 36 After designing the comprehension test over the previous day’s assignment, students will be given another student’s test, and they will be assessed in this manner.
Lesson 8	Opinions of Sand Creek ..... 38 Students discuss their opinions and plan an opinion paper on their images of Sand Creek.
Unit Assessment: The Great Debate	..... 42 Students will be assigned a team, and the team will plan for a debate on the Sand Creek Massacre.

# LESSON 1: Where is Sand Creek?

## What will students be learning?

### STANDARDS

Students read to locate, select, evaluate, and make use of relevant information from a variety of media, reference and technological sources. (RW5)

Students know how to use and construct maps and other geographic tools to locate and derive information about people, places, and environments. (G1)

Students understand that societies are diverse and have changed over time. (H3)

### BENCHMARKS

Students will understand the structure, organization, and use of various media, reference, and technological sources as they select information for their reading, writing, and speaking purposes.

Students will recognize, understand, and use formal grammar in speaking and writing.

Students will interpret maps and other geographic tools through the analysis of case studies and data use.

Students will examine the influences of indigenous populations and ethnic groups and their effect on the growth and development of the country.

### OBJECTIVES

Students will become familiar with the geographic location of Sand Creek.

Students will discover the significance of the Sand Creek Massacre on the settlement of the west.

Students will examine the proximity of Sand Creek to Denver.

Students will trace the route of the US army troops as they traveled to Sand Creek.

### SPECIFICS

The eastern plain of Colorado, about 160 miles from Denver, was the historic site of the tragic Sand Creek Massacre. One the morning of November 29, 1864, Colonel John Chivington led a group of 700 well-armed soldiers over 60 miles of prairie from Fort Lyon to the site of the Cheyenne encampment that lay along the shores of the Big Sandy, or better known as Sand Creek. The attack occurred early in the morning while much of the encampment was still sleeping. By the end of the massacre, over 200 Cheyenne lay dead, over two-thirds of them were women and children.

## What will be done to help students learn this?

### INSTRUCTIONAL STRATEGIES

Journal writing

Read aloud

Map reading

Vocabulary

Map exercises

### PRELIMINARY LESSON PREPARATION

Put the large Colorado map (included in the unit box) on the bulletin board. Be sure you have pushpins or thumbtacks. Make copies of the vocabulary worksheet and map skills worksheet. Make a copy of the sites and cities list and cut it apart. Familiarize yourself with the map on page 101 of *The American West*. Provide construction paper, notebook paper and brads for students' ongoing journals.

### PRETEACHING

Introduce the concept of opinion and propaganda.

Review map reading skills.

### ACTIVITIES

**TO THE TEACHER:** Have students make their own journals, using construction paper, notebook paper and brads. Hand out copies of *Extraordinary People, Extraordinary Times* so the class can read the story "Mochi." After reading, begin a class discussion over what they felt when they read the account of the massacre. Ask the students if they could tell how far away Denver was from the site through the story. Instruct the students to write in their journals about their reactions to the massacre. Give them about five minutes to record their feelings in their journals.

For the next activity, pass out the map skills worksheet. Along with the worksheet, pass out the Colorado State road maps. Students should use the maps to complete their worksheets. Using the list of sites, cities, forts, and rivers, cut the names out and have the students place the names of cities, sites, etc., on the large map.

Pass out the vocabulary worksheet. Instruct students to use classroom resources to find the definitions.

**TO THE STUDENTS:** As a class, take turns reading "Mochi," a story about the Sand Creek Massacre. After reading, participate in a class discussion, expressing your feelings and perceptions about this version of the massacre. Following the class discussion, write down your feelings in your journal.

The teacher will hand each of you a map skills worksheet to complete, along with a Colorado road map. Use the map to find the site of the Sand Creek Massacre. Once you have found the site, measure the distances between Denver, Colorado Springs, Pueblo, and the massacre site. Record your findings in your journal. Following this activity, the teacher will have placed a map up in the room. The teacher will then randomly select students to identify Sites, Cities, Forts and Rivers on the large map.

Use classroom resources to find the definitions for the words on the vocabulary worksheet. Include this worksheet in your journal.

### RESOURCE MATERIALS

*The American West*

*Extraordinary People in Extraordinary Times*

Colorado road maps

Rulers for measuring distance on road maps

One copy of the Sites, Cities, Forts, and Rivers worksheet

Pushpins or thumbtacks

Copies of the vocabulary worksheet and map skills worksheet

ASSESSMENT

Check the journals for completed assignments for the reflection activity from the reading of “Mochi.” This is a simple evaluation that needs no grading rubric; either the student did the reflection or did not. You may want to add comments of encouragement, so that the students will continue to write in their journal throughout the unit.

Also check the completeness of the vocabulary word definitions, which should also be in their journals. Again, you may want to check for completeness. You may want to post the definitions included in the Teacher’s Copy of the definitions, so that the class shares the same definition.

Using the Teacher’s Copy of the Map Skills worksheet, assess students using the following criteria.

<u>Rubric Score</u>	<u>Description</u>
4 .....	The student has correctly completed the Map Skills worksheet. The student may be slightly inaccurate in their step-by-step directions to 5 and 6. The rest of the worksheet should be exact (with the allowance of +/- 20 miles).
3 .....	The student has correctly completed 8 of the 10 questions on the Map Skills worksheet. Questions 5 and 6 may have slightly different directions. Again allow for the difference of +/- 20 miles in the response to the other answers.
2 .....	The student has correctly answered 6 of the 10 answers. Answers to questions 5 and 6 vary greatly from the possible answers.
1 .....	The student has correctly answered less than six answers. Questions 5 and 6 were either not answered or there was a great deal of difference from the answers provided in the Teacher’s Copy of the worksheet. If a student has scored in this category the teacher may want to work one-on-one with the student to ensure the learning of the various map skills concepts.

Name \_\_\_\_\_

Period \_\_\_\_\_

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## Vocabulary Worksheet

1. **transformation** (noun) \_\_\_\_\_

\_\_\_\_\_

2. **incident** (noun) \_\_\_\_\_

\_\_\_\_\_

3. **lodge** (noun) \_\_\_\_\_

\_\_\_\_\_

4. **unfurled** (verb) \_\_\_\_\_

\_\_\_\_\_

5. **gauntlet** (noun) \_\_\_\_\_

\_\_\_\_\_

6. **excursion** (noun) \_\_\_\_\_

\_\_\_\_\_

7. **counting coup** (verb) \_\_\_\_\_

\_\_\_\_\_

8. **slaughter** (noun) \_\_\_\_\_

\_\_\_\_\_

9. **perpetrator** (noun) \_\_\_\_\_

\_\_\_\_\_

10. **quench** (verb) \_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

Period \_\_\_\_\_

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## Vocabulary Worksheet

11. **negotiation** (noun) \_\_\_\_\_  
\_\_\_\_\_

12. **mutilate** (verb) \_\_\_\_\_  
\_\_\_\_\_

13. **fledgling** (noun) \_\_\_\_\_  
\_\_\_\_\_

14. **anticipation** (noun) \_\_\_\_\_  
\_\_\_\_\_

15. **venture** (noun) \_\_\_\_\_  
\_\_\_\_\_

16. **envision** (verb) \_\_\_\_\_  
\_\_\_\_\_

17. **mundane** (adjective) \_\_\_\_\_  
\_\_\_\_\_

18. **exaggerate** (verb) \_\_\_\_\_  
\_\_\_\_\_

19. **hostile** (adjective) \_\_\_\_\_  
\_\_\_\_\_

20. **frenzied** (adjective) \_\_\_\_\_  
\_\_\_\_\_

## TEACHER'S COPY

### Vocabulary Worksheet

1. **transformation** (noun) — changing from one thing into another  
*The transformation of the Great Plains was confusing to the Cheyenne.*
2. **incident** (noun) — an event; an occurrence  
*What happened at Sand Creek was more than an incident.*
3. **lodge** (noun) — the home of an Indian  
Black Kettle raised the American flag above his lodge.
4. **unfurled** (verb) — to open up or unroll  
*The flag was unfurled and raised over the village.*
5. **gauntlet** (noun) — two lines of persons, facing each other and firing weapons or sticks.  
*The Cheyenne ran through the gauntlet to try and escape.*
6. **excursion** (noun) — a short journey  
*Chivington and his troops made the excursion to Sand Creek at night.*
7. **counting coup** (verb) — proof to the Indians that a warrior was brave and successful in battle or on a hunt.  
*The Cheyenne scalped their enemies because they were counting coup.*
8. **slaughter** (noun) — the killing of large numbers of animals or persons  
*When 700 army troops rode down on the village, it was to slaughter the Indians.*
9. **perpetrator** (noun) — a person who starts trouble  
*Was General Curtis the perpetrator of Sand Creek?*
10. **quench** (verb) — to suppress or put an end to  
*Evans knew he had to quench the Indians' raids on the settlers.*
11. **negotiation** (noun) — sitting down and coming to an agreement  
*Black Kettle went to Wynkoop to arrange for a negotiation with the army.*
12. **mutilate** (verb) — to cut off or destroy parts of a person  
*The soldiers wanted to mutilate the bodies of the Indians.*
13. **fledgling** (noun) — a young bird that has just gotten its feathers and is ready to fly  
*The fledgling was ready to leave the nest.*
14. **anticipation** (noun) — the feeling that you know something is going to happen  
*The troops were full of anticipation as they rode toward Sand Creek.*
15. **venture** (noun) — an undertaking that is dangerous or doubtful  
*The venture was exciting to some and scary to others.*
16. **envision** (verb) — to picture in the mind  
*No one could have envisioned what happened on that day.*
17. **mundane** (adjective) — a typical or everyday thing; boring  
*The mundane life of a settler was shattered by Indian raids.*
18. **exaggerate** (verb) — to make greater than it actually is or was  
*Many people decided to exaggerate the number of killings.*
19. **hostile** (adjective) — angry and dangerous; warlike  
*There were many Cheyenne who were hostile.*
20. **frenzied** (adjective) — wild excitement; manic activity  
*The frenzied killing and mutilation of women and children was horrible.*

## Sites, Cities, Forts and Rivers

**TEACHER:** Make one copy of this list and cut it apart. Have students use these to label the large classroom map.

Arkansas River	Big Sandy Creek
Sand Creek Massacre	Julesburg
Pueblo	Denver
Colorado springs	Fort Lyon
Bent's fort	Platte River
Purgatory river	Trinidad
Republican river	La Junta
Sheridan lake	Brandon

Name \_\_\_\_\_ Period \_\_\_\_\_ Page 1 of 2

## Colorado Geography Sand Creek Area Map Skills Worksheet

DIRECTIONS: Using the Colorado road map your teacher provided, answer the following questions in complete sentences.

1. In what current county did the Sand Creek Massacre occur? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

2. Name three rivers that are close to the Sand Creek Massacre site: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

3. What four reservoirs lie just southwest of the Sand Creek Massacre site? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

4. What is the distance from Denver to the Sand Creek Massacre site in miles? \_\_\_\_\_

\_\_\_\_\_  
In kilometers? \_\_\_\_\_

5. What is the distance from Denver to the Sand Creek Massacre site in miles, traveling on I-70 east? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Write the step-by-step instructions, including the interstate highways, state highways, and normal roadways. Don't forget to use numbers to designate the roadways.

*(continued)*

Name \_\_\_\_\_

Period \_\_\_\_\_

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## Colorado Geography Sand Creek Area Map Skills Handout

*(continued)*

6. What is the distance from Denver to the Sand Creek Massacre site in miles, traveling I-25 south to Pueblo? \_\_\_\_\_

\_\_\_\_\_

Write the step-by-step instructions, including the interstate highways, state highways, and normal roadways. Don't forget to use numbers to designate the roadways.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. Name four of the six towns that surround the city: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8. In relation to Denver, what direction is the site of the Sand Creek Massacre? \_\_\_\_\_

\_\_\_\_\_

9. What municipal airport is the closest to the site of the Sand Creek Massacre? \_\_\_\_\_

\_\_\_\_\_

10. What is the name of the closest museum to the site of the Sand Creek Massacre? \_\_\_\_\_

\_\_\_\_\_

## TEACHER'S COPY

### Colorado Geography Sand Creek Area Map Skills Handout

Please remember the following distances are approximations and should be accurate within +/- 20 miles. When grading the students' answers, please allow the same room for error.

- 1. In what current county did the Sand Creek Massacre occur?**

*The Sand Creek Massacre occurred in Kiowa County, Colorado.*

- 2. Name three rivers that are close to the Sand Creek Massacre site?**

*The rivers that are closest to the Sand Creek Massacre site are the Big Sandy, Brush, Adobe, Rule, and Arkansas rivers. The two closest are the Big Sandy and Brush rivers.*

- 3. What four reservoirs lie just southwest of the Sand Creek Massacre site?**

*The four reservoirs just southwest of the massacre site are the Nee Noshe, Neeso Pah, Nee Grande, and Nee Shah reservoirs.*

- 4. What is the distance from Denver to the Sand Creek Massacre site in miles?**

*The distance from Denver to the Sand Creek Massacre site is approximately 160 miles.*

**In kilometers?**

*The distance in kilometers is approximately 340 kilometers.*

- 5. What is the distance from Denver to the Sand Creek Massacre site in miles, traveling on I-70 east?**

*By using I-70 east, the distance from Denver to Sand Creek is approximately 186 miles.*

**Write the step-by-step instructions, including the interstate highways, state highways, and normal roadways. Don't forget to use numbers to designate the roadways.**

*From Denver, you would drive I-70 eastbound until you reach U.S. highway 40-287. Continue on 40-287 southeast for 61 miles until you reach the town of Kit Carson. At Kit Carson, turn southbound on state highway 59 and travel 23 miles until you get to the town of Eads. In Eads you turn left or travel eastbound on state highway 96 for approximately 14 miles and turn left on a dirt road and travel 8 miles until you get to the Massacre site.*

- 6. What is the distance from Denver to the Sand Creek Massacre site in miles, traveling I-25 south to Pueblo?**

*By using I-25 south to Pueblo, the distance to the Sand Creek Massacre site is approximately 233 miles.*

**Write the step-by-step instructions, including the interstate highways, state highways, and normal roadways. Don't forget to use numbers to designate the roadways.**

*From Denver, drive I-25 south approximately 110 miles to Pueblo. Turn eastbound on U.S. highway BR-50 for approximately 13 miles. Turn onto Colorado highway 96 and go east for approximately 105 miles and turn left on the unmarked dirt road and travel approximately 8 miles until you arrive at the Sand Creek Massacre site.*

*(continued)*

## TEACHER'S COPY

### Colorado Geography Sand Creek Area Map Skills Handout

*(continued)*

- 7. Name four of the six towns that surround the city.**  
*The six towns that are in the surrounding area of the massacre site are Brandon, Sheridan Lake, Chivington, Eads, Kit Carson, and Cheyenne Wells.*
- 8. In relation to Denver, what direction is the site of the Sand Creek Massacre?**  
*The site of the Sand Creek Massacre is southeast from the Denver area.*
- 9. What municipal airport is the closest to the site of the Sand Creek Massacre?**  
*The closest municipal airport to the Sand Creek Massacre site is the Lamar Municipal Airport.*
- 10. What is the name of the closest museum to the site of the Sand Creek Massacre?**  
*The closest museum to the Sand Creek Massacre site is the Eastern Colorado Historical Museum, located in the town of Cheyenne Wells.*

## LESSON 2: The Heroes and Villains

### What will students be learning?

#### STANDARDS

Students read to locate, select, evaluate, and make use of relevant information from a variety of media, reference, and technological sources. (RW5)

Students know how to use the processes and resources of historical inquiry. (H2)

Students apply knowledge of people, places, and environments to understand the past and present and to plan for the future. (G6)

#### BENCHMARKS

Students will understand the structure, organization, and use of various media, reference, and technological sources as they select information for their reading, writing, and speaking purposes.

Students will paraphrase, summarize, organize, evaluate, and synthesize information.

Students will know how to interpret and evaluate primary and secondary sources of historical information.

Students will know how to apply geography to understand the past.

#### OBJECTIVES

Students will discover certain characters as they relate to Sand Creek.

Students will use research to document and become familiar with their subject.

Students will present an oral presentation on a hero or villain to the class.

#### SPECIFICS

There are many characters associated with this tragic historical event. Some of the individuals participated in the event, while others were involved in the investigations afterwards.

Regardless of their specific association, they all play a key part in the study of this history.

### What will be done to help students learn this?

#### INSTRUCTIONAL STRATEGIES

Research

Library research

Presentations

Note taking

#### PRELIMINARY LESSON PREPARATION

Make one copy of the Heroes and Villains worksheet. If you have a large class, students can work in teams of two. Cut the names apart and place them in a hat or box for the students to draw from. Make arrangements ahead of time with your librarian to have research material available to the students on the Sand Creek Massacre and Colorado history. Make copies of the Research Project Handout.

### PRETEACHING

Remind the students of the steps to take in research, such as using note cards. Pass out the Research Project Handout, and go over the skills needed when researching and presenting the results of their research. Explain to the students they will be giving an oral presentation, so they should write a short, to-the-point paper to turn in for a grade.

### ACTIVITIES

**TO THE TEACHER:** Make a copy of the Heroes and Villians worksheet and cut the names apart, placing them in a hat or box. Have students draw a name — this is the person they will research. (Remember to document this so that each student stays with his/her original hero or villain.) Students should be given access to books and materials included in this unit, materials in the LMC, and Internet access, if available. Students will take notes on note cards or in their journals, and report back to the class what they found. If there are any names left over, you might want to discuss who they are and why they are important.

**TO THE STUDENTS:** Pick a name out of the box or hat. Your assignment for the Heroes and Villains presentation is on your slip. You cannot trade with your classmates or change your subject. Report back to your teacher who you have drawn. Go with your class to the library and research your hero or villain, using your Research Handout to guide you. Research all the requirements on your handout, and take notes in your journal or on note cards. When you are finished gathering your information, return to class and write a short, one page paper to prepare for your presentation. You may want to make note cards, drawings, maps or graphs to help keep the attention of the class when you are making your presentation.

### RESOURCES/MATERIALS

*Bury My Heart at Wounded Knee*

*The American West*

*The Sand Creek Massacre*

*Extraordinary People in Extraordinary Times*

*Four Great Rivers to Cross*

*Song of Sorrow*

*Blood at Sand Creek*

Reference books from the LMC on Colorado history and The Sand Creek Massacre

The Internet

**ASSESSMENT**

Use the Research Project Handout and checklist below to evaluate students on their presentation.

<b>Element</b>	<b>Points Possible</b>	<b>Teacher Assessment</b>
Presentation time (approximately 2 minutes) .....	10-20 pts	_____
Who was the character? Biographical information? .....	10-20 pts	_____
What was their role in the Sand Creek Massacre? .....	10-20 pts	_____
When did the character become involved? .....	10-15 pts	_____
Where was the location where the character became involved? ...	10-15 pts	_____
Why did the character become involved? .....	10-15 pts	_____
How did their involvement affect history, or their own life? .....	10-15 pts	_____
 TOTAL POINTS .....	 120 pts	 _____

**Grade Scale**

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120–108 .....	A
107–96 .....	B
95–84 .....	C
83–72 .....	D
71–below .....	F

## Heroes and Villains Worksheet

**TEACHER:** Make one copy and cut apart. Put names in a hat or box for students to draw from.

<b>John M. Chivington</b>	<b>Black Kettle</b>
<b>George L. Shoup</b>	<b>Joseph Downing</b>
<b>John Evans</b>	<b>White Antelope</b>
<b>Silas Soule</b>	<b>Kit Carson</b>
<b>Mochi</b>	<b>Edward Wynkoop</b>
<b>Charlie Bent</b>	<b>George Bent</b>
<b>William Gilpin</b>	<b>Samuel Colley</b>
<b>George A. Custer</b>	<b>S. R. Curtis</b>
<b>Scott Anthony</b>	<b>Robert Bent</b>
<b>Joseph A. Cramer</b>	<b>Jay J. Johnson</b>

## Research Project Handout

**INSTRUCTIONS:** Use this as a guide to help you in your research. The possible points are given at the end of each step. You will be graded on how well you cover every step of the research, and how well you present your findings to the class. Keep your presentation short (about 2 minutes).

1. Who? State what character you have researched, when they were born and other interesting information you can find about your character. Was this person married, did this person have children? What was the approximate age of this person when events made him/her important? (10-20 points)
2. What? State what your character's role was in the Sand Creek Massacre. Do you consider this person a hero or a villain? Was this person instrumental in the investigation of Sand Creek, or did this person have importance in the testimony? (10-20 points)
3. When? When did your character become involved in the events leading up to or away from the massacre? Did your character participate in the actual massacre? (10-15 points)
4. Where? At what location did your character become involved in the massacre? Was he/she sitting in some office giving orders, or did he/she actually have an active role? (10-15 points)
5. Why? For what reason did your character play an important role in the massacre? Was this an innocent person who was forced into the events, or was this a person who wanted this to happen? (10-15 points)
6. How? How did your character's involvement with the massacre affect history, other people, or his/her own life. How did this person recover from the massacre? (10-15 points)

## LESSON 3: Sand Creek Bulletin Board

### What will students be learning?

#### STANDARDS

Students write and speak for a variety of purposes and audiences. (RW2)

Students read and recognize literature as a record of human experience. (RW6)

Students know and understand the characteristics and structure of living things, the processes of life, and how living things interact with each other and their environment. (S3)

Students understand that societies are diverse and have changed over time. (H3)

#### BENCHMARKS

Students will expand vocabulary development using a variety of methods.

Students read literature to understand places, people, events, and vocabulary, both familiar and unfamiliar.

Students will know and understand the characteristics of living things, the diversity of life, and how living things interact with each other and with their environment.

Students know how various societies have been affected by contacts and exchanges among diverse peoples.

#### OBJECTIVES

Students will use art and illustrations to create a visual display of Sand Creek “players” and the incidents.

Students will demonstrate grammar skills by writing a sentence describing their contribution to the bulletin board.

Students will continue with their reading of *Song of Sorrow*.

#### SPECIFICS

Students can use their own art, or they can use a picture of their character from the previous lesson. Each student will write one correct sentence to describe their character. It can be anything they choose.

### What will be done to help students learn this?

#### INSTRUCTIONAL STRATEGIES

Fine arts integration

Reading comprehension

Display work

Vocabulary

#### PRELIMINARY LESSON PREPARATION

Cover your bulletin board with butcher paper and leave it blank. You might want to put a name at the top such as, “Impressions of Sand Creek.” There are many pictures in the resource books you can make copies of ahead of time.

ACTIVITIES

**TO THE TEACHER:** Let the students illustrate their character however they wish. They need to write a descriptive sentence about the character. Check each sentence that is to be placed on the bulletin board for correctness. When everyone has finished, read *Song of Sorrow* and encourage discussion about the book and the display on the bulletin board.

**TO THE STUDENT:** Select a character from the previous lesson. Draw a picture of that character. When done with your drawing, write a descriptive sentence about the character. Be sure your sentence is grammatically correct, and when this is done, place the picture on the bulletin board.

Read and discuss *Song of Sorrow* as directed by your teacher.

RESOURCES/MATERIALS

Pictures and artwork copied from unit resources

Markers, tag board for sentences.

*Bury My Heart at Wounded Knee*

*The American West*

*The Sand Creek Massacre*

*Extraordinary People in Extraordinary Times*

*Four Great Rivers to Cross*

*Song of Sorrow*

*Blood at Sand Creek*

ASSESSMENT

Use the rubric below to evaluate the student's drawing and descriptive sentence.

<u>Rubric Points</u>	<u>Description</u>
4 .....	The student has drawn an excellent picture of the character. It is obvious the student has tried to depict the character well. The descriptive sentence is grammatically correct and describes the character.
3 .....	The student has drawn a good picture of the character. It is obvious the student has tried to depict the character well. The descriptive sentence is grammatically correct and describes the character, although it is a bit vague.
2 .....	It is obvious the student has tried to depict the character well. The descriptive sentence is not grammatically correct and does not describe the character.
1 .....	The picture drawn by the student is not very good. It is apparent the student could have produced a better drawing. The sentence is not grammatically correct and not descriptive of the character.

## LESSON 4:

### *Tears in the Sand, A Rocky Mountain Legacy* (PBS Tape)

#### What will students be learning?

##### STANDARDS

Students read and understand a variety of materials. (RW1)

Students know that religious and philosophical ideas have been powerful forces throughout history. (H6)

Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict. (G4)

##### BENCHMARKS

Students will adjust reading strategies for a variety of purposes.

Students know how societies have been affected by religions and philosophies.

Students know the processes, patterns, and functions of human settlement.

##### OBJECTIVES

Students will take notes, concentrating on main ideas and pertinent information.

Students will increase knowledge of Colorado history.

Students will gather information using multimedia resources.

##### SPECIFICS

*Tears in the Sand, A Rocky Mountain Legacy* is a tape by Patrick Mendoza that aired on PBS. Patrick is an adopted Cheyenne and is a world-famous storyteller. He has published many books on Cheyenne legends and facts. The tape gives a view of the Sand Creek Massacre through the eyes of a Cheyenne. It uses illustrations and actual pictures of the sight to dramatize the event. It is narrated by Patrick Mendoza.

#### What will be done to help students learn this?

##### INSTRUCTIONAL STRATEGIES

Note Taking

Summarizing

##### PRELIMINARY LESSON PREPARATION

You will need the video tape, *Tears in the Sand, A Rocky Mountain Legacy* and a VCR. The tape runs about an hour. Make copies of the test for students.

##### ACTIVITIES

**TO THE TEACHER:** You may want to stop the tape on occasion if an important concept comes up and you wish to clarify it for students.

**TO THE STUDENTS:** You will be held responsible for the information from the tape, so take notes in your journal. You will be allowed to use your notes on the test following the tape.

RESOURCES/MATERIALS

*Tears in the Sand, A Rocky Mountain Legacy* (videotape)

Journals

ASSESSMENT

Use the answer sheet and the grading scale below to measure the students comprehension of the video.

<b>Element</b>	<b>Points Possible</b>	<b>Teacher Assessment</b>
Multiple choice questions (5 points each) .....	50 points	_____
Fill in the blank (5 points each) .....	50 points	_____
Summary .....	45 points	_____
<b>TOTAL POINTS</b> .....	<b>145 points</b>	_____

**Grade Scale**

150–135 .....	A
134–120 .....	B
119–105 .....	C
104–90 .....	D
89–below .....	F



Name \_\_\_\_\_

Period \_\_\_\_\_

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# TEST

## *Tears in the Sand, A Rocky Mountain Legacy*

*(continued)*

### PART II

Write the word from the list below that fits in the blank.

- |                   |                |               |               |
|-------------------|----------------|---------------|---------------|
| General Curtis    | Governor Evans | Denver        | Medicine Calf |
| Mochi             | two hundred    | American flag | Howitzers     |
| cover of darkness | daybreak       |               |               |

- \_\_\_\_\_ issued a proclamation that all friendly Indians should report to their Indian agent to assure they would not be killed by accident.
- After the massacre, the troops paraded through \_\_\_\_\_ with their trophies clearly displayed.
- Black Kettle raised the \_\_\_\_\_ and underneath it, a white flag to let the attacking soldiers know that this was a peaceful village.
- The Indians who did escape buried themselves in the sand and escaped under \_\_\_\_\_.
- The US Army troops traveled through the night to reach the village at \_\_\_\_\_.
- Black Kettle's wife, \_\_\_\_\_, was hit by nine bullets.
- The name of the Cheyenne woman who became a great warrior after surviving the massacre was \_\_\_\_\_.
- The four big guns that the army attacked with were called \_\_\_\_\_.
- \_\_\_\_\_ ordered Chivington to kill all Indians since he did not consider any Indian peaceful.
- There were close to \_\_\_\_\_ killed at Sand Creek.

### PART III

In the space below, write a short summary about the tape you have just watched.

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## TEACHER'S COPY

### TEST

## *Tears in the Sand, A Rocky Mountain Legacy* Answer Key

#### **PART I**

1. b
2. a
3. b
4. c
5. d
6. a
7. a
8. c
9. b
10. d

#### **PART II**

1. Governor Evans
2. Denver
3. American flag
4. cover of darkness
5. daybreak
6. Medicine Calf
7. Mochi
8. Howitzers
9. General Curtis
10. two hundred

#### **PART III**

Using your knowledge of your students, evaluate this section by the facts they have stated, the correctness of the facts, such as the date of the massacre, the names of the characters, etc. Proper use of grammar, spelling and punctuation is important as well. This section should count for 30% of the test grade.

## LESSON 5: The Sand Creek Time Line

### What will students be learning?

#### STANDARDS

Students read to locate, select, evaluate, and make use of relevant information from a variety of media, reference, and technological sources. (RW5)

Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships. (H1)

#### BENCHMARKS

Students will paraphrase, summarize, organize, evaluate, and synthesize information.

Students use chronology to organize historical events and people.

#### OBJECTIVES

Students will use a time line to record pertinent events addressed in this unit.

Students will summarize events as they happened.

Students will record the events in the correct time period and create a display.

#### SPECIFICS

The period leading up to the Sand Creek Massacre was a time of tension and worry for all in the Colorado territory and throughout the United States. The Civil War was dragging on and there were increasingly random attacks on settlers and wagon trains by certain Indian tribes. However, to the people in Denver and throughout Colorado, all Indians were considered the same. As the attacks increased, so did the warnings by local and territorial authorities. Governor Evans began communications with Washington, DC, to ask for support in keeping the people in the territory safe and to find the Indians responsible for the attacks. He received help in the form of money, armaments and soldiers. Union soldiers began searching for these Indians tribes and eventually came upon the Indians at Sand Creek. After receiving scouting reports of their positions, Colonel Chivington ordered his 700 men to attack the sleeping encampment.

### What will be done to help students learn this?

#### INSTRUCTIONAL STRATEGIES

Time lines

Cooperative groups

#### PRELIMINARY LESSON PREPARATION

You will need to have paper ready for each group to “mount” their time period. Taping the papers together works well. You will also need glue/tape and scissors for them to cut out and glue their data on the time line. Make copies of the time line worksheets that are included with this lesson. If a computer lab is available, reserve it for this lesson.

**ACTIVITIES**

**TO THE TEACHER:** Divide students into five groups. Assign each group a time period. Pass out a time line worksheet to each group. (There are five different worksheets, one for each group.) Pass out plain paper for them to glue or tape together for their time line. Pass out scissors, colored pencils and glue/tape. Show them how to set up a time line.

**TO THE STUDENTS:** Tape together sheets of paper to mount your dates and events on. Draw a horizontal line along the full length of the paper two inches from the bottom. Cut the first date off the time line worksheet and glue it below the drawn line. Cut the corresponding event off the time line worksheet and glue it above the date. Once this is done, draw a vertical line from about halfway up the printed material to show the end of that event. Cut the next date off the time line worksheet. Skip over about an inch and glue the date on the long paper. Cut out the event that happened on that date and glue it above the date. Draw a vertical line again from about half way up the text. Repeat the process until you have mounted all of your group's dates and events. Illustrate each event, using the colored pencils provided.

**RESOURCES/MATERIALS**

- Markers, glue, scissors, plain paper
- Copies of time line worksheet
- Colored pencils for illustrations

**ASSESSMENT**

Give each group member a grade on what the group produced.

<b>Element</b>	<b>Points Possible</b>	<b>Teacher Assessment</b>
Dates affixed in the correct, chronological order .....	15 points	_____
Documentation affixed above the correct dates .....	15 points	_____
Group worked together to complete the assignment.....	15 points	_____
At least one illustration given for each event .....	15 points	_____
Group's display was completed in one class period .....	15 points	_____
Group cooperated with each other and worked as a team .....	15 points	_____
Overall pleasing appearance .....	10 points	_____
<b>TOTAL POINTS</b> .....	<b>100 points</b>	_____

**Grade Scale**

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100-90 .....	A
89-80 .....	B
79-70 .....	C
60-60 .....	D
59-below .....	F

## Time Line Worksheet Group 1

### July 1, 1863

Elements of the Second Colorado Infantry, and the First and Second Kansas Infantry were on the march through northeastern Oklahoma on their way to Arkansas when their supply train was attacked by a large Confederate force which included several hundred Indians.

### July 17, 1863

A large Union force attacked a 5,000-man Confederate force at Honey Springs, Oklahoma. With the Confederates were several hundred warriors.

### March 26, 1864

General Curtis telegraphed Governor Evans, warning him that Colorado would have to supply its own troops for defense against Indian attacks because Union troops were fighting the Confederates.

### April 7, 1864

General Curtis received word that raiders had attacked the ranch of Irwin, Jackman and Company who supplied animals to the US Army.

### April 19, 1864

A large band of braves attacked a ranch near Julesburg, Colorado. The family escaped, but the raiders ransacked the house and stole all the cattle and horses.

### April 25, 1864

Indian raiders attacked an Overland stage relay station just west of Julesburg and set fire to the buildings and ran off about 70 horses.

### April 27, 1864

Major Downing and 40 of his men found an Indian teenager alone in a meadow. They captured him and threatened to shoot him unless he told them where the camp of the raiders was located.

### May 1, 1864

Governor Evans pressured Colonel Chivington to help stop the Indian trouble. Chivington dispatched Lieutenant Eayre to Denver to locate and pacify the Indians.

### May 7, 1864

Lieutenant Eayre and his troops found a trail made by about 100 Indians and issued an order to "Kill Cheyennes whenever and wherever they are found."

### May 16, 1864

Eayre and his troops were attacked by about 400 Cheyenne braves. The soldiers were about to be overrun when Black Kettle appeared and had the braves pull back.

## Time Line Worksheet Group 2

### May 17, 1864

A white settler rode into Salina, Kansas, and reported that Indians were attacking ranches between Fort Riley and Fort Larned.

### May 23, 1864

Gov. Evans received a report that 10 soldiers had been butchered on Box Elder Creek in eastern Colorado and there were 160 Cheyenne warriors heading to the South Platte saying they would kill all the white men they could find.

### May 28, 1864

Gov. Evans telegraphed General Curtis in Kansas, saying that Indians now controlled almost all of the Great Plains east of Denver.

### June 6, 1864

A Cheyenne war party attacked a supply train on Coal Creek, injuring two men. Another group attacked a wagontrain about 65 miles east of Denver at Bijou Creek, taking the horses and mules. Three men were killed and scalped.

### June 11, 1864

Isaac P. Van Wormer left his Elizabeth ranch, southeast of Denver, leaving his hired men, Ward Hungate and Edgar Miller, in charge. When they saw smoke rising from the house, Miller went for help and Hungate raced to the house. When help came, the house had been burned, and the bodies of Van Wormer's wife and two girls were found having been tortured and violated. Hungate's body had arrows in his head and body.

### June 18, 1864

Gov. Evans wrote to the Bureau of Indian Affairs, announcing he had ordered the establishment of peace camps. Friendly Indian tribes were instructed to report to certain locations. Any who failed to report would be considered enemies and would be attacked.

### June 23, 1864

A family of five was killed and scalped, and their ranch burned near Greeley.

### June 24, 1864

A married couple and two ranch hands were killed in an attack near Pueblo.

### June 25, 1864

An army patrol found six buffalo hunters killed and scalped near Cheyenne Wells.

### July 3, 1864

Gov. Evans received a report from two fur traders, Robert North and William McGaa, that angry Cheyennes were trying to get other tribes in the area to join them in an all-out war against whites.

## Time Line Worksheet

### Group 3

### July 4, 1864

A wagontrain was attacked and destroyed on the Oregon Trail near Julesburg. Four people were killed and scalped.

### July 5, 1864

Governor Evans proclaimed martial law in Colorado. The proclamation suspended all constitutional rights.

### July 7, 1864

The War Department formally notified Governor Evans that all available “extra” troops were being ordered back to the Great Plains to help keep the settlers safe.

### July 13, 1864

Governor Evans ordered all saloons in Colorado closed in an effort, he said, “To make certain that all the citizens of the territory would at the very least be sober.”

### July 15, 1864

General Curtis sent a letter to Colonel Chivington, instructing him to “attend to the Indians” if they were hostile.

### July 18, 1864

A stage coach was attacked and burned near Limon. All five occupants were killed and scalped.

### July 20, 1864

Three buffalo hunters were killed, and two wounded in a three-hour battle with Indians near the Colorado-Kansas border.

### July 27, 1864

Governor Evans prohibited any wagon of any kind, any wagontrain, or any individual from leaving Denver for any point to the east or north of the city.

### August 9, 1864

After many Indian attacks, Major Wynkoop who was in command at Fort Lyon, sent word to Colonel Chivington that “at least one thousand hostile Indians,” were operating in the immediate area.

### August 11, 1864

Governor Evans again sent friendly Indians to visit all the Indian camps and tribes they could find to tell them to come to the various forts with a warning that if they did not, they would be killed.

## Time Line Worksheet

### Group 4

#### August 14, 1864

Gov. Evans received a telegram from Washington, giving him funds for a regiment of “mounted, 100 day’s men” for the defense of Colorado.

#### August 15, 1864

Governor Evans was told that all the old chiefs had lost control of the young warriors, and they would attack and kill all white men.

#### September 9, 1864

Major Wynkoop and Agent Colley received a letter from George Bent, claiming several Cheyenne chiefs asked him to write the letter, offering to exchange white prisoners for several Indians being held in army prisons. The letter said they wanted peace.

#### September 17, 1864

Colonel Chivington telegraphed the War Department in Washington, asking that Colorado be given arms and ammunition.

#### September 27, 1864

General Blunt telegraphed Curtis and Governor Evans to report that he had found at least 1,500 warriors who were clearly hostile.

#### September 28, 1864

Major Wynkoop arrived unexpectedly in Denver accompanied by seven well-known Cheyenne chiefs. Among the group were Black Kettle, White Antelope, and Bull Bear. This meeting was unproductive.

#### October 10, 1864

Colonel Chivington and the Third Colorado Volunteers came across a small Cheyenne village and killed six men, three women, and a boy.

#### November 6, 1864

Chief Black Kettle went to Fort Lyon to tell Major Anthony that he wanted to surrender more than 2,500 Cheyenne. He wanted the same deal that Major Anthony gave a surrendering group of Arapaho, but he was told it was impossible to feed them but to stay close to Fort Lyon.

#### November 15, 1864

General Patrick Connor arrived in Denver and told *The Rocky Mountain News*, “There is no doubt that until the savages eastward of Denver shall have been thoroughly defeated and punished. No permanent peace can be hoped for, nor can their frequent raids upon the Overland Route be prevented by the number of troops at the disposal of the government.”

#### November 23, 1864

Governor Evans went to Washington for more ammunition, and General Curtis wrote a letter to General Carlton. He said that he had proposed a winter campaign to wipe out the last of the hostile Indians, and if the new winter campaign was to succeed, it would have to be kept absolutely confidential.

## Time Line Worksheet

### Group 5

#### November 27, 1864

Colonel Chivington arrived at Fort Lyon and conferred with Major Anthony. Together, they studied maps of the area, and Anthony pointed out several locations where his scouts thought hostile Indians were camped.

#### November 28, 1864

Chivington and 700 men with four Howitzers left Fort Lyon after dark. They were guided by Robert Bent, and they were headed for Black Kettle's camp on the banks of Sand Creek. As they rode through the night, the soldiers warmed themselves by drinking whiskey.

#### November 29, 1864

As the sun came up, Chivington ordered his troops to open fire on the villages of Black Kettle and White Antelope. When it was over, close to 200 Indians were dead and mutilated. The American flag still flew over the lodge of Black Kettle, and the mutilated bodies of women and children laid in the sand.

#### December 1, 1864

Chivington had Captain Silas Soule and five other men arrested because they refused to fire at the Indians at Sand Creek.

#### December 23, 1864

Secretary Stanton telegraphed Governor Evans, ordering that Captain Soule and the others be released from jail.

#### December 28, 1864

Silas Soule was walking along a downtown Denver street when he was bushwhacked by a gunman and killed.

#### December 29, 1864

The first formal investigation into the massacre began in Denver. There was an informal investigation at Bent's Fort. Condemnation against Chivington and the actions of his troops had begun.

#### January 2, 1865

General Curtis telegraphed Colonel Chivington, demanding his immediate resignation from the army. Chivington resigned his commission that day.

#### January 11, 1865

General Henry Hallek sent a telegram to General Curtis. It said in part, "The conduct of Colonel Chivington's command towards the friendly Indians have been a series of outrages calculated to make them all hostile. You will inquire into and report on this matter."

#### November 27, 1868

George Armstrong Custer attacked two Cheyenne villages on the Washita River in Oklahoma. Black Kettle and his wife were killed.

## LESSON 6: *Song of Sorrow* — Reading

### What will students be learning?

#### STANDARDS

Students read and understand a variety of materials. (RW1)

Students read and recognize literature as a record of human experience. (RW6)

Students know and understand interrelationships among science, technology, and human activity in the past, present, and future, and how they can affect the world. (S5)

Students understand the effects of interactions between human and physical systems and the changes in meaning, use, distribution, and importance of resources. (G5)

#### BENCHMARKS

Students will use comprehension strategies.

Students read literature that reflects the uniqueness, diversity, and integrity of the American experience.

Students analyze how the introduction of new technology has affected or could affect human activity.

Students know the changes that occur in the meaning, use, location, distribution, and importance of resources.

#### OBJECTIVES

Students will read for information and content.

Students will read a historically accurate account of the Sand Creek Massacre.

Students will summarize and take notes as they read

Students will exhibit comprehension of reading material.

#### SPECIFICS

*Song of Sorrow* was written by Patrick Mendoza, a Cheyenne by adoption. Although it reads like a novel, the book is factual according to the author. Mendoza traveled thousands of miles and studied every story and tale told by Cheyenne elders. He collected hundreds of historical documents and pictures to make his book as historically accurate as possible.

### What will be done to help students learn this?

#### INSTRUCTIONAL STRATEGIES

Reading

Note taking

Summarizing

#### PRELIMINARY LESSON PREPARATION

This lesson requires no preparation except to pass out the books. After using shared reading in previous lessons, assign students 10 to 20 pages to read on their own, starting where the last shared reading ended.

ACTIVITIES

**TO THE TEACHER:** Pass out the books to the class. Tell the students they will be reading the book in class and by themselves as homework.

They should take notes on important facts and dates from the text since they will eventually write a test on the information they gather as they read.

**TO THE STUDENT:** Begin reading *Song of Sorrow* in class. Take notes on the important concepts, characters and facts because you will use this information later to compose a test.

RESOURCES/MATERIALS

*Song of Sorrow*

ASSESSMENT

Students will be given two grades after they have completed Lesson 7.

## LESSON 7: *Song of Sorrow* — Test

### What will students be learning?

#### STANDARDS

Students write and speak for a variety of purposes and audiences. (RW2)

Students write and speak using formal grammar, usage, sentence structure, punctuation, capitalization, and spelling. (RW3)

Students use appropriate technologies to obtain historical information; to study and/or model historical information and concepts; and to access, process, and communicate information related to the study of history. (H7)

#### BENCHMARKS

Students will write and speak for a variety of purposes.

Students will use the most appropriate method, handwriting or word processing, to produce a product that is legible.

Students will recognize, understand, and use formal grammar in speaking and writing.

Students will use correct sentence structure in writing.

Students will demonstrate correct punctuation, capitalization, and spelling.

Students will use appropriate technologies to access, process, and communicate information relevant to history.

#### OBJECTIVES

Students will demonstrate comprehension of reading material by planning and writing a comprehension test for peers.

Students will demonstrate their understanding of the meaning from *Song of Sorrow* by responding correctly to the student-made tests.

#### SPECIFICS

After reading *Song of Sorrow* in Lesson 6, students will compose a test for their peers. Each student will make a copy of their test with their name clearly typed, along with an answer key, also typed with their name.

### What will be done to help students learn this?

#### INSTRUCTIONAL STRATEGIES

Proper grammar, usage, sentencing

Demonstrate comprehension

#### PRELIMINARY LESSON PREPARATION

There is very little, if any, preparation needed for this lesson. If computers are not available to the students, you should make arrangements with the computer lab ahead of time to allow the students access.

### ACTIVITIES

**TO THE TEACHER:** Explain that the students will now compose a test over their reading assignment. Students should be sure to put their name on the test they write. Advise the students that the test should include no less than 30 questions and no more than 50 questions. The questions should be composed of short answer, fill in the blank, multiple choice, or matching. No “True/False” questions or “Yes/No” questions will be allowed. Also, point out that the questions should be challenging. After the students have completed, printed out, and turned in their typed tests, redistribute them to the class and allow the students to take the test.

**TO THE STUDENTS:** Take out your notes and summaries of *Song of Sorrow*. Today, you will write a test over the contents of the book. The test should be between 30-50 questions. The questions can be short answer, fill in the blank, multiple choice and matching. No “True/False” or “Yes/No” questions will be allowed. Make sure the questions are challenging. When you are done, you will need to give a final, typed draft of your test and a separate answer sheet to your teacher. When the teacher has collected all the tests, he/she will redistribute them for you to take. You may use your book to assist you during the test.

### RESOURCES/MATERIALS

*Song of Sorrow*

Computers and printers

Student-generated tests

### ASSESSMENT

Two grades will be given for this test. One will be on the quality of the test the student wrote, and one will be a grade on the test taken that another student wrote. Below is a rubric for scoring the tests.

<u>Scoring</u>	<u>Description</u>
90 - 100 .....	Student has turned in a 30- to 50-question test that has no more than 3–5 grammatical errors. The questions are challenging and meet the requirements set by the teacher. The document must be typed.
80 - 89 .....	The student has turned in a 30- to 50-question test that has no more than 6–10 grammatical errors. The questions for the most part are challenging, however the students may have included some “True/False” or “Yes/No” questions.
70 - 79 .....	Student has turned in less than 30 questions. There are 19 or less grammatical errors in the test. The questions are only somewhat challenging at best. Several of the questions are “True/False” or “Yes/No” type.
60 - 69 .....	The student’s test is less than 30 questions, and it has numerous (over 20) grammatical errors. The questions are not challenging, and the test is not typed.
59 and below .....	The student’s test is unreadable or has not followed the criteria given by the teacher.

## LESSON 8: Opinions of Sand Creek

### What will students be learning?

#### STANDARDS

Students write and speak for a variety of purposes and audiences. (RW2)

Students write and speak using formal grammar, usage, sentence structure, punctuation, capitalization, and spelling. (RW3)

Students apply thinking skills to their reading, writing, speaking, listening, and viewing. (RW4)

Students know and understand the characteristics and structure of living things, the processes of life, and how living things interact with each other and their environment. (S3)

Students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history. (H4)

#### BENCHMARKS

Students will write and speak for a variety of purposes.

Students will use the most appropriate method, handwriting or word processing to produce a product that is legible.

Students will use correct sentence structure in writing.

Students will demonstrate correct punctuation, capitalization, and spelling.

Students will recognize, express, and defend points of view orally and in writing.

Students know and understand the characteristics of living things, the diversity of life, and how living things interact with each other and with their environment.

Students understand how economic factors have influenced historical events.

Students understand the historical development and know the characteristics of various economic systems.

#### OBJECTIVES

Students will organize their notes to prepare for writing a paper.

Students will listen to their peers and express their opinions.

Students will use their knowledge and notes to plan an opinion paper.

#### SPECIFICS

It has been over 135 years since the Sand Creek Massacre. This tragedy has been studied and analyzed many times over. Public sentiment now leans to citing this event as a major tragedy and black eye in Colorado's history. This was supported by the forced resignation of Colonel Chivington shortly after the attack.

## What will be done to help students learn this?

### INSTRUCTIONAL STRATEGIES

Stating an opinion

Outlining

Note taking

### PRELIMINARY LESSON PREPARATION

Make copies of the outlining worksheet and distribute to students.

### PRETEACHING

Review outlining with the class. This will help with the organization of their papers.

### ACTIVITIES

**TO THE TEACHER:** Have a class discussion on students' opinions about the massacre and the events leading up to, during, and leading away from the tragedy. Make sure that in the discussion, the students use their journals so that the statements they make are factual. Encourage students to take notes on the discussion. Allow the discussion to continue and encourage the students to express their opinions on the massacre as well. Following the discussion, assign the students an opinion paper. Give them time to organize their notes on note cards. Pass out the outlining worksheet and have students fill them out. Write the requirements and grading scale on the board. Have the students begin their opinion paper in class. Assign the completion of the paper as homework to be turned in tomorrow.

**TO THE STUDENT:** The teacher will begin a class discussion on the massacre. Use your journals to participate in the discussion and back up your opinion with supportive facts. You are encouraged to state your opinion about the massacre and its surrounding events. Take notes so that you can remember some of the other opinions and facts that other students present. Your teacher will then instruct you to put your notes on note cards and organize them.

You will then be given an outline worksheet. Follow it as closely as possible to get your ideas and opinions into your paper. Use facts to support your opinions, and state them. The teacher will then assign you an opinion paper. Write down the requirements in your journal to refer to while you type your paper.

### RESOURCES/MATERIALS

Journals

Outlining worksheet

Note cards

**ASSESSMENT**

Students will be assessed on the quality and depth of their paper using the following rubric:

<b>Element</b>	<b>Points Possible</b>	<b>Teacher Assessment</b>
1. Your paper must be typed, double-spaced.....	25	_____
2. Your paper must be three to five pages long .....	75	_____
3. You must support your opinions with facts.....	25	_____
4. You must use varied sentences, correct punctuation, colorful adjectives and adverbs.....	25	_____
5. Make sure you have a strong topic sentence .....	10	_____
6. Include important details .....	25	_____
7. Organize your paper, either chronologically or in order of importance to support your opinion .....	25	_____
8. Have a beginning, a middle, and an ending .....	25	_____
9. Check your spelling .....	10	_____
TOTAL .....	245	_____

**Grade Scale**

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245–220 .....	A
219–196 .....	B
195–171 .....	C
170–147 .....	D
146–below .....	F

## Outlining Worksheet

Remember, this is just a guide. You are encouraged to add more to the outline, but do not do less.

- I Topic Sentence (Possibly: I have strong feelings and opinions about what happened at Sand Creek.) (This is your introductory paragraph, and you should make statements about what your paper will cover.)

TOPIC SENTENCE: \_\_\_\_\_

- A. Make a statement about an opinion you have formed.
  - B. Connect another event that you have formed an opinion on.
  - C. Make another statement about an opinion you have formed.
  - D. Introduce the above statements by tying them together.
- II Use a transition phrase such as: To begin, First, etc., and restate letter A from above.
- A. Add details and elaboration ... show your passion
  - B. Details
  - C. Details
  - D. Details
- III Use a transition phrase such as: In addition, Second, etc., and restate letter B from your first paragraph.
- A. Details
  - B. Details
  - C. Details
  - D. Details
- IV Use a transition phrase such as: Also, Third, To continue, etc., and restate letter C from your first paragraph.
- A. Details
  - B. Details
  - C. Details
  - D. Details
- V Use a transition phrase such as: Continuing, Fourth, etc., and restate letter D from your first paragraph.
- A. Details
  - B. Details
  - C. Details
  - D. Details
- VI Use a transition phrase such as: In conclusion, Finally, etc., and restate your Topic Sentence.
- A. Tie together your opinions.
  - B. Use elaboration and show your feelings.
  - C. End with a strong statement about your opinions.

## UNIT ASSESSMENT

### “The Great Debate”

#### PERFORMANCE TASK

This final activity for this unit is a debate. This culminating activity can draw from information gathered from each individual lesson, and additional research if necessary. The teacher needs to reemphasize that a debate is based on facts and be backed up by historical, documented fact. The teacher should split the class into two teams. On each team, five students will be the debaters, the others will be researchers. The teacher will select two students from each group to be the judges of the debate. The debate topic is the Sand Creek Massacre. Below are some issues that can be considered in the debate. There are obviously many more, but this will provide a background to begin the research.

#### Responsibilities of...

##### Debaters

The responsibility of the debaters is to read and go over all the information presented to them by the researchers. Know the issues and topics up for debate. Dress nicely on debate day. Meet as a team of debaters to decide who will address and defend what issues. Assist in researching in issues. This team is ultimately responsible for deciding what issues will be addressed in the debate.

##### Researchers

The responsibility of the researchers is to go through journals, notes, Internet, books, and encyclopedias to find facts about the issues for the debaters to focus on. In addition, the researchers need to prepare information to provide a defense against whatever issues the other team may bring fourth.

##### Judges

The responsibility of the judges is to become knowledgeable of the issues at hand. They are to meet with the researchers from both groups periodically to update themselves on the issues and historical facts of the debate. Being impartial also means being knowledgeable of the facts in the debate.

- Was Chivington justified in his attack?
- Was Chivington just following orders?
- Were the Native Americans innocent victims of circumstance?
- Were the Native Americans instigators of the Massacre?

In the aftermath of the massacre, many Denver citizens wanted to go after the federal officials who called for an investigation of the massacre. *The Rocky Mountain News* stated, “...the site of the Sand Creek battle was the rendezvous of the thieving and marauding bands of savages...” Wynkoop was furious over the massacre, and was ordered back to Ft. Lyon to make a detailed report. He took testimony and affidavits from Smith, Cannon, Minton, Louderback, Clark, and Colley. He wrote back to Washington to call Chivington an “inhuman monster.” Denver citizens were outraged and wanted to “string him up.”

In Washington, the House of Representatives passed a motion to have a committee inquire into and report all the facts connected with the attack. In Denver, there were leaks to the population what transpired each day at the hearings even though the hearings were closed. Some of the people were enraged at the testimonies, and blamed Soule. Soule was later killed before he could testify. There are copies of testimony and affidavits in *The Sand Creek Massacre* in the Appendix on page 177.

\* A note of caution to the teacher: This activity could easily get out-of-hand if the sides aren't monitored carefully.

<u>Rubric Points</u>	<u>Description</u>
4 .....	Student is actively participating in preparation for the debate. The student is fulfilling the responsibilities assigned to them. Most importantly, they are working well with the other group members.
3 .....	Student is having difficulty working in the group and may be negative toward the other group members.
2 .....	Student is not fulfilling their individual responsibilities of the group. They are not causing difficulties or lack of communication, they are simply not working.
1 .....	Student is not fulfilling their responsibilities and is disruptive to other group members, taking them off task.

## Annotated Bibliography

### Books

*American West, The*, Dee Brown, Touchstone, Rockefeller Center, 1230 Avenue of the Americas, New York, NY 10020, 1994.

A series of true stories about the settling of the west with many of the colorful characters and events that shaped and defined the west as we know it.

*Blood at Sand Creek*, Bob Scott, The Caxton Printers, Ltd., Caldwell, ID, 1994.

This is one author's opinion of the massacre. There are some interesting documents, and some thought provoking statements in this book. There is a time line of events that is close to factual.

*Bury My Heart at Wounded Knee*, Dee Brown, Holt, Rinehart & Winston, New York, 1970.

The stories of Native American chiefs and those who effected the lives of so many indigenous people of North American are told with sensitivity and beautiful photographs.

*Extraordinary People in Extraordinary Times*, Patrick M. Mendoza, Libraries Unlimited, Inc. Teacher Ideas Press, Englewood, CO, 1999.

There are 22 stories of people that range from the 1700s through the late 1900s. Each story tells of a hero or villain, and gives insight to the unique qualities that made them special. There are sections of "Interesting Facts" at the end of each story. Mr. Mendoza tells stories of women and men, many cultures, and backgrounds.

*Four Great Rivers to Cross*, Patrick M. Mendoza, Ann Strange Owl-Raben, Nico Strange Owl, Teacher Ideas Press, Englewood, CO, 1998.

Written in collaboration with tales told through generations of Cheyenne, this is a book that uses a fictitious Cheyenne grandfather, teaching his fictitious granddaughter about her people through stories.

*Sand Creek Massacre, The*, George E. Hoig, University of Oklahoma Press, Norman, OK, 1961.

Copyrighted in 1961, this is probably the first and most respected account of the massacre. The appendix has actual transcripts of the inquiries held after the events occurred.

*Song of Sorrow, Massacre at Sand Creek*, Patrick M. Mendoza, Willow Wind Publishing Company, Denver, CO, 1993.

The book reads like a novel but is nonfiction. It contains a foreword by U.S. Senator Ben Nighthorse Campbell. It is the story of the Cheyenne and the tragedy of Sand Creek.

*Sweet Medicine*, Drex Brooks and Patricia Nelson Limerick, University of New Mexico Press, Albuquerque, NM, 1995.

This is a book of photographs designed to show sites that were important in the history of white/Native American relations. It includes photographs of treaty sites, battlefields, and places that retain their sacred importance today.

### Videos

*Tears in the Sand, Rocky Mountain Legacy*, Patrick M. Mendoza, PBS, 1997.

Patrick Mendoza narrates this documentary of the Sand Creek Massacre. It uses artist's work to dramatize the events, and actual footage of the site.

## About the Author

Carolyn Sue Bowman was born in El Paso, Texas, and lived most of her life in the deserts of West Texas. She grew up in a happy, close family with one sister and many cousins, uncles, and aunts. As a child, Carolyn's grandfather instilled in her a love of horses, the open spaces of the West Texas landscape, and a deep respect for nature. Carolyn rode her pony as often as her busy schedule would allow, discovering Native American artifacts scattered over the desert floor. It was there that she first became interested in the culture and history surrounding the white settlement of the American west.

Music always played an important role in Carolyn's life. She began playing the flute and piano early, and went on to receive awards and scholarships throughout her young life. She attended Texas Western College, and graduated with honors. Carolyn taught music in the El Paso Public Schools for many years. She went back to graduate school, began teaching English, and eventually piloted the Humanities program for Gifted and Talented students in El Paso. A constant learning process began for her as she discovered her passion for writing. Carolyn continued her education and now has a Master's degree in Psychology from The University of Texas.

Carolyn is the mother of a son and daughter who are graduates of Texas universities and live in the Denver area. She has renewed her love of Native American culture and teaches at an Indian Focus school in Denver.