

# Ute Community

## Summary

This lesson plan is designed to teach students about various aspects of indigenous communities in the United States, mainly focused on Ute communities in Utah. This lesson attends to the language, culture, geographic location, customs, and traditions of indigenous communities.

## Additional Core Ties

Social Studies - 4th Grade

[Standard 1 Objective 1](#)

Social Studies - 4th Grade

[Standard 1 Objective 2](#)

## Time Frame

5 class periods of 60 minutes each

## Life Skills

Social & Civic Responsibility

## Materials

### Day One

Wall Map of Utah

- [Map One: Original Lands](#)
- [Map Two: Utah 1968](#)
- [Map Three: Utah 1938](#)
- [Map Four: Original Lands of the Ute People](#)
- [Cut-Outs for Maps](#)
- [Utah Crossword Puzzle](#)

### Day Two

" [Bands](#)" (as an overhead)

### Day Three

- [Missing Stories](#)  
(pg. 34-35)  
choke-cherries  
currants  
garlic

### Day Four

"Inside Canyon de Chelly"  
" [The Earth on Turtle's Back](#)"  
sunflower seeds  
pine nuts  
beach ball of earth  
chalkboard and chalk

### Day Five

gymnasium space or outside space  
chalkboard and chalk

## Background for Teachers

Teacher should have prior knowledge of the history of the Ute Community in Utah as well as its relation to indigenous communities throughout the United States.

Teachers should understand the customs, traditions, and cultures of indigenous communities. Learn more about Native American communities in Utah by visiting the attached websites (Ute Nation and Utah State University--Roosevelt Campus).

## Student Prior Knowledge

No prior knowledge of Ute history needed.

## Intended Learning Outcomes

Locate on a map the regional settlements of indigenous communities of the United States

Examine how indigenous cultures change over time

Identify the elements of culture: language, food, clothing, and identify cultural elements that emerge as communities interact; e.g. roles, traditions, changing geography

## Instructional Procedures

### Extensions

This component can be added to the last day's activity. Adding the math component to the lesson plan is a way to make this lesson more challenging/complex for advanced students.

As a math graphing activity, graph (or have the children graph) the fluctuation of the deer and discuss why it happened. What kinds of things might have influenced the availability of certain habitat components? Discuss if there is ever really a "balance of nature" or are things always in a state of change?

### Bibliography

Caduto, M., & Bruchac, J. (1998). The Earth on Turtle's Back: Keepers of the Earth. Fulcrum, Inc. Golden Colorado.

### Inside Canyon de Chelly (CD)

Kelen, L.G. & Hallet Stone, E. (2000). Missing Stories. Utah State University Press.

Utah State Office of Education. (1991). Bands.

### Authors

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