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| Title | Chipeta |
| Developed by | Elizabeth Duncan and Rae Harris |
| Grade Level | 3- 5 |
| Essential Question | How did westward expansion and the gold rush lead Chipeta to have a role in the negotiations with the U.S. federal government over the fate of tribal lands? |
| Contextual Paragraph | Chipeta (1843–1924) was a Ute woman known for her intelligence, judgment, empathy, bravery, and quiet strength. She was the wife of Chief Ouray, who the United States recognized as the Ute leader in the late nineteenth century. Like her husband, she was caught between two colliding worlds. Chipeta’s leadership and commitment to peace helped shape the state, even as it resulted in the removal of her people from their ancestral homelands. |

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| **Resource Set** | | | | | |
| **Uncompahgre Ute Indian Camp, 1893, Denver Art Museum** | **Chipeta, 1923** | **Chipeta Monument** | **Indian Group. Chief Ouray & Chipeta (Ute Tribe) January, 1880.** | Delegation of Utes at the Brunot Treaty meeting in Washington D.C. | **Home of Ouray and Chipeta in Montrose, Colorado** |
| Uncompahgre Ute Indian Camp, Denver Art Museum | Chipeta lived many years after the Brunot Agreement of 1873, having been forced to move to Utah. | Chipeta was originally buried on the Utah reservation in 1924, but her body was moved to Montrose in 1925. | Photo taken on the trip to Washington D.C. | Chipeta is second from the left in the bottom row. | The U.S.government paid $10,000 to build Chief Ouray and Chipeta a home near Montrose, Colorado. The house has been torn down. |
| This painting from 1893 reflects the landscape of the area the Utes were forced to leave. | This is the last known picture of Chipeta. | The sarcophagus bearing Chipeta's name and remains stands at the site south of Montrose, Colorado, where Chipeta and Ouray lived after the Brunot Treaty of 1873. | Chipeta and Ouray traveled to Washington D.C.to negotiate the Brunot treaty. The result was that the Utes were moved from their ancestral lands to a reservation in Utah. | Chipeta and Ouray were part of a delegation that negotiated the Brunot treaty that ended up causing the Utes to relocate from the beautiful Uncompahgre Valley to a barren reservation in Utah. | View of a house built by the United States government for (Ute) Chief Ouray and his wife Chipeta in Montrose, Colorado. The house is stuccoed adobe and has a shingled gabled roof, wood gable, and chimney. |
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| <https://en.wikipedia.org/wiki/Uncompahgre_Ute> | <https://digital.denverlibrary.org/digital/collection/p15330coll22/id/60875/rec/3> | <https://digital.denverlibrary.org/digital/collection/p15330coll22/id/71560/rec/22> | <https://www.loc.gov/pictures/item/2017894685/> | <https://www.coloradovirtuallibrary.org/digital-colorado/colorado-histories/beginnings/chipeta-admired-and-respected-indian-leader/> | <https://digital.denverlibrary.org/digital/collection/p15330coll22/id/89060/rec/11> |

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| **Chipeta’s address to the Utes** | **Portrait of Ouray and Chipeta** | **Sign marking the site of the Meeker Massacre.** | **Ute Indian Museum in Montrose** | **Valley of springs in present-day** [**Manitou Springs**](https://en.wikipedia.org/wiki/Manitou_Springs,_Colorado)**,** | **Uncompahgre Ute Indian Camp, 1893, Denver Art Museum** |
| *The Sun* (Gunnison, Gunnison County) December 22, 1883 | Ouray and Chipeta were highly respected members of the Ute tribe. The photo was taken on trip to Washington, D.C. to lobby the government on behalf of the tribe. | Sign marking the site of the Meeker massacre. | The museum,located in Montrose, is the the area that the Tabeguache were living before the arrival of Euro-Americans. | Tabeguache [Ute came here to hunt and take the mineral springs](https://en.wikipedia.org/wiki/Manitou_Mineral_Springs#History). | Uncompahgre Ute Indian Camp, Denver Art Museum |
| This excerpt from Chipeta’s speech, translated, expresses the sorrow and bitterness of the Utes regarding their fate. | Chipeta was the first woman ever allowed to sit on the Ute tribal council. | As a result of the massacre, the U.S.government forced the Tabeguache and other Ute tribes to leave their homes and relocate in Utah. | Note the surrounding of the museum to get a sense of what the area was like. | The center of the photograph shows a "lone encampment" of Ute Native Americans, between 1874 and 1879 | This painting from 1893 reflects the landscape of the area the Utes were forced to leave. |
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| <https://www.coloradohistoricnewspapers.org/?a=d&d=SUN18831222-01.2.6&srpos=1&e=-------en-20--1--img-txIN%7ctxCO%7ctxTA-Chipeta-------0------> | <https://www.coloradovirtuallibrary.org/digital-colorado/colorado-histories/beginnings/chipeta-admired-and-respected-indian-leader/> | <https://thehistoryjunkie.com/ute-tribe-facts-and-history/> | <https://www.uncovercolorado.com/activities/ute-indian-museum/> | <https://en.wikipedia.org/wiki/Uncompahgre_Ute> | <https://en.wikipedia.org/wiki/Uncompahgre_Ute> |

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| **Foundations Annotations** |
| **Curriculum Connections** |
| History |
| **Curriculum Standards** |
| **CO State History Grade Level Expectation 1:** People in the past influenced the development and interaction of different communities and regions. (Third Grade) Students can:   1. Give examples of people, events, and developments that brought important changes to a community or region. 2. Recognize how members of a community rely on each other and interact to influence the development of their communities. 3. Give examples of people, events, and developments that brought important changes to a community or region. 4. Describe the history, interaction, and contribution of the various peoples and cultures that have lived in or migrated to a community or region and how that migration has influenced change and development.   **CO State History Grade Level Expectation 2:** The historical eras, individuals, groups, ideas, and themes in Colorado history and their relationship to key events in the United States within the same historical period. (Fourth Grade) Students can:  a) Explain the relationship between major events in Colorado history and events in United States history during the same era.  **CO State History Grade Level Expectation 1:** Analyze historical sources from multiple points of view to develop an understanding of historical context. (Fifth Grade) Students can:  a) Explain the relationship between major events in Colorado history and events in United States history during the same era.  **CO State History Grade Level Expectation 1:** Analyze historical sources from multiple points of view to develop an understanding of historical context. (Fifth Grade) Students can:   1. Recognize how historical context can affect the perspective of historical sources. 2. Make observations and draw conclusions from a variety of sources when studying American history. |

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| **Content and Thinking Objectives** |
| The students will be able to:   * explain how Chipeta’s life was impacted by the historical events of the times, such westward expansion, discovery of gold, etc. * evaluate how Chipeta, as one person, brought important changes to Colorado. |
| **Inquiry Questions, Activities and Strategies** |
| **Inquiry Questions:**   * What was Chipeta’s life like before settlers and gold seekers came to her land? * Why was the U.S. government interested in negotiating with the Utes over their land? * Why did the U.S. government keep changing or ignoring the agreements they had negotiated with the Utes? How did that affect Chipeta? How did it affect the Utes? * What role did Chipeta have in these negotiations? * What was Chipeta’s life like after she was forced to move to the Ouray Reservation in Utah? * Why is Chipeta known as “Queen of the Utes?”   **Activities and Strategies:**   * Have students read the article from Colorado Encyclopedia. This article may be challenging for some students, in which case someone could read it to them. Discuss the parts that seem interesting to the students. Some of the issues raised may be difficult to understand, but the content is important for students to understand the history of Colorado and the United States. * Follow-up activity or hook**:** This link to a short video about Chipeta from the Colorado Women’s Hall of Fame provides another look at some interesting points referenced in the article: [**https://vimeo.com/529074194**](https://vimeo.com/529074194) * Using the primary sources provided, as well as the article, invite students to join you in making a list of personal characteristics that led Chipeta to be known as the “Queen of the Utes.” |
| **Assessment Strategies** |
| Depending upon how one uses the resources and which standards are chosen, assessment can take many forms. For example:  **CO State History Grade Level Expectation 2:** The historical eras, individuals, groups, ideas, and themes in Colorado history and their relationship to key events in the United States within the same historical period. (Fourth Grade)  Explain the relationship between major events in Colorado history and events in United States history during the same era.  Assessment: Imagine you are a member of the Ute tribe and have learned that your people are going to be forced to leave the Uncompahgre Valley, your ancestral lands. Write three journal entries that describe the events and your feelings before, during, and after the forced march. Illustrate your journal entries if you wish.  or  **CO State History Grade Level Expectation 1:** People in the past influenced the development and interaction of different communities and regions. (Third Grade) Students can:  Give examples of people, events, and developments that brought important changes to a community or region.  Assessment: To remember Chipeta and Ouray, mountains were named in their honor. Mt. Ouray was large and imposing while Chipeta Mountain was small and insignificant. In 2017, a larger peak was renamed Chipeta Mountain. Write three paragraphs that tell about Chipeta’s accomplishments and why you would support naming a more imposing mountain to honor Chipeta.  or  Describe the history, interaction, and contribution of the various peoples and cultures that have lived in or migrated to a community or region and how that migration has influenced change and development.  Assessment: Imagine you are living in Colorado in 1881. Write a letter to Colorado’s Senator of that time, Henry Teller, explaining your opinion of the Ute relocation to a reservation in Utah. Support your opinion with facts. |

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| **Other Resources** |
| **Web Resources** |
| Website: <https://www.chipetamountain.com/name-change#a-cold-shoulder> Website dedicated to preserving the memory of Chipeta.  Video about Chipeta: <https://vimeo.com/529074194> Colorado Women’s Hall of Fame video  Website: <http://exhibits.historycolorado.org/utes/utes_home.html> Website from History Colorado that details the history of the Ute Tribes in Colorado. Exploring this site in depth will examine many aspects of the Ute experience. Within this website students can compare the historical lands of the Ute tribes to the negotiated reservations.  Colorado Encyclopedia Article: <https://coloradoencyclopedia.org/article/brunot-agreement> This article is about the Brunot Agreement, negotiated in part by Ouray, in which the U.S. Government took land from the Utes for mining purposes.  Colorado Encyclopedia Article: <https://coloradoencyclopedia.org/article/conejos-indian-agency-0> This article highlights the U. S. Government’s broken promises and agreements with the Utes.  Colorado Encyclopedia Article: [https://coloradoencyclopedia.org/article/los-piños-indian-agency](https://coloradoencyclopedia.org/article/los-pi%C3%B1os-indian-agency) This article tells about the establishment of reservations for the Utes and the broken treaties and understandings.  Colorado Encyclopedia Article: <https://coloradoencyclopedia.org/article/white-river-ute-indian-agency> This article is about the Meeker incident/massacre and the event that moved the Utes in Colorado to reservations.  Website: <https://www.chipetamountain.com/name-change#chipeta-rising> This article provides background for the mountain name change. |

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| **Secondary Sources** |
| Francetti, Suzanne. *Clara Brown: African American Pioneer*. (Great Lives in Colorado History.) Book written for young readers (3rd-5th grades) in English and Spanish. [*https://www.filterpressbooks.com/s/search?q=clara%20brown*](https://www.filterpressbooks.com/s/search?q=clara%20brown) |

**Working together to tell the story of our state!**

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