The Anasazi left their cliff dwellings around 1260 and moved South. Today, people believe a drought forced the Anasazi to move away. Their crops did not grow because there wasn't enough rain. The Indians could not live without food so they had to leave and find food somewhere else. The drought ended 23 years later, but all of the Anasazi Indians had already left. They left behind clothes, tools, and some food. Perhaps they had planned to return, but never did. Only a few bones were found at Mesa Verde. This makes people believe that all the Anasazi Indians left the area.

A white man from Finland saw the cliff dwellings in 1891. He studied all of the things he found and wrote a book about them. He collected many of the Anasazi things from the dwellings and took them back to Finland. Many people were upset that the Anasazi things were taken from America. At that time there were no laws to keep people from taking these historical things out of the country. Many people felt the U. S. Government should have a law to protect the dwellings and the things in them. In 1909, President Roosevelt made Mesa Verde a National Park. Because of what President Roosevelt did, we can see the dwellings and some of the things the Anasazi left behind.
Mesa Verde is in the southwest corner of Colorado. We will not visit Mesa Verde because we do not have time to drive so far. We will see some cliff dwellings in a museum at Manitou Springs, Colorado. Here, there are many cliff dwellings like the ones the Anasazi lived in long ago. We will visit the Manitou Springs Cliff Dwellings Museum. The museum has early southwestern Indian pottery, jewelry, tools, and baskets. There is also a gift shop at the museum. People can buy Indian jewelry, pottery, and crafts. We will walk through the cliff dwellings and explore the fascinating culture of these early Indians.
Content: History---Ute Indians

Objective:
After reading teacher-made material on the Ute Indians, the students will:
1. explain how the Utes found food,
2. identify and describe where the Utes lived,
3. explain where most Utes live and work today, and
4. compare and contrast Ute and Anasazi Indians with 90% accuracy independently.

Materials:
3 copies of teacher-made reading material
3 fact sheets
3 maps or original and present day Ute territory
3 Venn Diagrams

Vocabulary:
avoided
increase*
respected*
reservation*
territory*
culture

Procedure:
1. The teacher reviews the Anasazi Indians an their lifestyles. The students read over their fact sheets on the Anasazi Indians. Each student gives a statement which may be true or false about the Anasazi Indians. The rest of the group must decide if the statement is true or false.
2. The teacher introduces the new vocabulary. The students play “money matters” with the new vocabulary words. (See Appendix A )
3. The teacher passes out the teacher-made reading material and fact sheets to each student. The students read the material silently to themselves then volunteers read the information aloud.
4. The teacher and students discuss the information. “Why did the Indians avoid going to Mesa Verde? Why do people think the Utes may be relatives of the Anasazi Indians? How did the Utes get food? Where did the Utes live? What did the Utes get from the Spanish people? How did this help them? What happened to the Ute Indians when the gold rush started in the 1850’s? Where do most Ute Indians live and work today?” The teacher discusses how the the United States government only gave the Ute Indians a small amount of their original land. The teacher shows the students the map of the original Ute territory and the present-day Ute territory. The teacher and students discuss how it would feel to be pushed off your land and forced to live somewhere else.
5. The teacher checks to make sure all the students have completed their fact sheets correctly. The students take turns reading over the fact sheets.
6. The students write a letter to a United States Congressman telling him or her about the Ute Indians and how they were wrongly pushed from their land. The students must include how the early Ute Indians hunted for food and where they lived. They must also explain where most Ute Indians live and work today. After giving this background knowledge on the Ute Indians, the students must explain how the Indians were pushed from their land and why they think this was wrong. The students may also request that more reservation land be given to today's Ute Indians.

6. The students will also complete a Venn Diagram comparing and contrasting the Anasazi and Ute Indians. They must list and explain at least 4 similarities and difference between the Ute and Anasazi Indians. The students will also draw a Ute and Anasazi Indian to supplement the information in their diagrams.

7. The teacher reviews the information discussed in the lesson. The students read their Venn Diagrams to the group and the teacher makes a group list of the similarities and differences between the Ute and Anasazi Indians in a Venn Diagram on the board. The group discusses any conflicting information in the diagram. The students also read over their fact sheets to review the lesson topic.

8. The teacher previews the next lesson by explaining how many settlers moved to Colorado during the gold rush in the 1850's. The Ute Indians were no longer alone in the Rocky Mountains.

Extension Activities:

1. The students make small Ute teepees from brown construction paper, glue, and small sticks or toothpicks.

2. The teacher reads a short Ute tale from *Ute Tales* (Smith, 1992). After discussing the tale and its meaning, the students make costumes and act out the tale as the teacher reads it.

3. The students read the trade book *Coyote Steals the Blanket: A Ute Tale* (Stevens, 1993). After reading the first page, the teacher will ask the students to think about other tales they have read and then write down on a small piece of paper what they think will happen in the story. After reading the story silently or aloud, the students will check to see if their predictions were correct. The group discusses the predictions and the story's outcome.

Evaluation:

Weren't the students able to explain how the Utes found food? Were the students able to identify and describe where the Utes lived? Were the students able to describe where most Ute Indians live and work today? Were the students able to compare and contrast Ute and Anasazi Indians?
Ute Indians Fact Sheet

Ute Indians

... lived in the _______ _______.

... lived in houses made of tree branches and later _______.

... got ______ from the Spanish.

... ______ their territory and respect from others.

... hunted ______ for food.

... were pushed off the land by _______ during the gold _______.

... now live on three _______.

... are mostly _______ and _______.
Other Indians also lived in Colorado hundreds of years after the Anasazi Indians. The Ute and Navajo Indians lived in Colorado after the Anasazi Indians. Both the Ute and Navajo Indians avoided going into Mesa Verde where the Anasazi lived. They believed that the spirits of the Anasazi still lived at Mesa Verde. The Navajo Indians made fine jewelry. The Ute Indians made pottery, baskets, and jewelry. Both of these two Indian tribes may have been relatives of the Anasazi because their lifestyles and cultures were similar to the Anasazi Indians.

The Ute Indians were hunters. They hunted for buffalo in Utah and they followed the buffalo into Colorado. Here they built houses from tree branches. Later, they began building teepees. The Ute Indians traded with the Spanish people to get horses. With their horses, the Ute Indians could increase their territory. They became a powerful and respected Indian tribe. The Utes lived alone in the Rocky Mountains until the gold rush in the 1850's brought many settlers from the East. The Utes were forced to give up most of their land. Today, there are only 3 Ute Indian reservations left in Colorado and Utah. Many Utes are cattlemen and ranchers today.
Content: Early settlers

Objective:
After reading and discussing teacher-made reading material on the early Colorado settlers and the gold rush, the students will:
1. describe at least one other group of people who lived in Colorado during the 1500's, and
2. identify Cripple Creek and explain its importance with 85% accuracy independently.

Materials:
teacher-made reading material (3 copies)
Cripple Creek brochure (3 copies)
paper & pencil
pictures: Ghost Mining Town, Colorado
Gold Mining in Colorado
in Settling the American West (Collins, 1993)

Vocabulary:
Cripple Creek
amounts
Molly Kathleen Mine
mining

Procedure:
1. The students will compare and contrast the Anasazi and Ute Indians. The teacher will introduce the new vocabulary. The students will Play memory with all of the vocabulary words dealing with the history of Colorado.

2. The teacher explains that Spanish people explored Colorado in the 1500's. “Other mountain men who traded with the Indians also roamed Colorado at this time. When the United States bought the land where Colorado is now, the government sent people out to explore the new land. Soon many people were moving West to the start new lives here. People found gold here in the 1850's. When people heard about the gold, they moved West to find it themselves. Many people moved West. Many towns in the West grew. Towns where people mined for gold grew. We will visit an small town that was once very popular. “

3. The students read the teacher-made material silently then aloud. The teacher and students discuss the material. The teacher shows the
students the brochures of Cripple Creek. The teacher also shows other pictures of people mining for gold and other materials. The students pick questions strips from a hat to answer or "pass" to a friend.

4. The students complete a comprehension sheet with questions about the information in the text. The students draw a picture of Cripple Creek and the Molly Kathleen Mine.

5. The students read through their fact sheets to review the history of people who lived in Colorado over the years.

Extension Activities:

1. The students write a one page story about what they would do if they found 500 million dollars worth of gold.

2. The students use a pan, water, and rocks, to demonstrate how people panned for gold long ago.

Evaluation:

Were the students able to describe at least one other group of people who lived in Colorado? Were the students able to identify Cripple Creek and explain its importance?
We will visit Cripple Creek in Colorado. Cripple Creek is a small, old mining town southwest of Colorado Springs. The town lies in the crater of an extinct volcano. The town was founded in 1890 and became a city in 1891. Cripple was the name given to a small, rocky creek in the area. This was long before it became the name of a city. Ranchers and cowboys named the creek Cripple Creek because their cattle hurt their legs while crossing the creek. The cattle became "crippled".

Early during the Gold Rush of the 1850’s, no gold was found at Pikes Peak. Large amounts of gold were being found in areas further North and West. Cripple Creek is near Pikes Peak. No gold was found here, so Cripple Creek became ranch land.

Later, a cowboy named Bob Womack from Colorado Springs found gold in his cow pasture at Cripple Creek. Then, Cripple Creek was a small Pikes Peak creek. At first, nobody believed Bob Womack, but eventually everyone heard about the gold the cowboy found in his cow pasture. Bob Womack sold his part of the land where he found the gold for $300 to his friend. His friend eventually made over 11 million dollars from mining in Bob’s cow pasture. In 1891, people became mining for gold in Bob’s original 10,000 acres of cow pasture.
Large amounts of gold were found at Cripple Creek. Eventually, a total of 500 million dollars of gold was found in this land. The gold found here at Cripple Creek increased the world's supply of gold so much that it began to lose its value. The gold was not worth as much money as it had been before. Earlier in the 1880's, people had found so much silver that it too was not worth as much money as it had been.

Many people came to the Cripple Creek area to find gold. By 1900, the population of Cripple-Creek had increased to over 60,000 people. Cripple Creek had become one of the largest mining towns in Colorado. Many prospectors became rich after finding so much gold. Other people who gave the miners what they needed to live and mine in the town also became rich. Many mining towns grew in Colorado and the Cripple Creek area. Good people and bad people moved into these mining towns hoping to become rich. Gambling and gun-fighting became very popular in these towns.
The costs of mining for gold increased. People did not have the money need to buy the tools and things needed to dig in the mines. Many mines closed because people did not have enough money to mine anymore. During World War II, the United States government ordered that all of the mines had to close. Now, there are only about 580 people living in Cripple Creek.

Today, many people visit historical Cripple Creek. We will visit this small town by Pikes Peak. We will see some of the extinct mines where many people found gold long ago. We will go down into the Molly Kathleen Mine. This mine is in the Cripple Creek area. Many people found gold in this mine during the gold rush. We will also see small ghost towns where many people lived when they mined for gold. When people could not find any more gold in the area, they moved away. The towns became empty.
IV. Places to Visit

a. Garden of the Gods
b. Sand Dunes
c. Royal Gorge
d. Cave of the Winds
Content: Places to Visit---Garden of the Gods

Objective: After reading and discussing instructional material on Garden of the Gods, the students will:
1. draw and color the plants and the vertical, horizontal, and diagonal rocks at Garden of the Gods,
2. write a one page explanation of why the area is named Garden of the Gods, and
3. describe the trading post and what is sold there with 85% accuracy independently.

Materials:
teacher-made reading material (4 copies)
hat with questions on strips of paper inside
Garden of the Gods brochure
3 fun fact sheet (semantic map)
vocabulary "go-fish" cards
paper and pencil
fake money
list of items at the Trading Post and their prices

Vocabulary:
Garden of the Gods
fascinating
formations
vertical
horizontal
unusual
sacred
diagonal

Procedure:
1. The teacher reviews the history of Colorado. The students read and explain their time lines.
2. The teacher introduces the new vocabulary. The students fill out their word cards. After reviewing the word cards, the students play "go-fish" with their new vocabulary words.
3. The teacher passes out the reading material and fact sheets to each student. The students read silently to themselves, then take turns reading the material aloud.
4. The teacher shows the students the pictures in the Garden of the Gods brochure and those on page 99 in the Kent book.
5. The teacher discusses the information in the reading material while the students fill in their fact sheets. When all fact sheets are complete and checked for accuracy, the students put them in their Colorado fact folder.
6. The students then pick comprehension questions out of a hat to answer. The students answer the questions without looking at their books. The questions include:
   What will we see at Garden of the Gods? (tall, unusual rock formations)
   What do the rocks look like? (red, unusual shapes, vertical, diagonal, and horizontal)
Draw a vertical rock.
Draw a horizontal rock.
Draw a diagonal rock.
What colors are the rocks? Why? (red, red sandstone)
What made the rocks have unusual shapes? (shaped by the wind and water over many years)
Why do some rocks have names? (because of their unusual shapes)
Name one unusual rock at Garden of the Gods. (Kissing Camels)
What do you think people thought long ago when they first saw the rocks? (discuss response)
Why is the area called Garden of the Gods? (beautiful rocks “fit for a Garden of the Gods”)
What did the Ute Indians think about Garden of the Gods? (sacred ground)
Where can we buy souvenirs? (trading post)
What kind of souvenirs can we buy at Garden of the Gods? (Indian jewelry, sand paintings, etc.)

8. The students draw and color a picture of Garden of the Gods. The picture must include vertical, horizontal, and diagonal rocks and two plants they can see in the area. The students will draw and name and unusual rock formation in their picture. They must explain their drawings. The students will also write a paragraph explaining why the area is called Garden of the Gods. Finally, the students will independently describe the trading post to the teacher. They will also name three things they can buy there.

9. The teacher reviews the vocabulary and topics discussed in lesson.

Extension Activity:

1. The students will write a one page story pretending they are the first person to see the area now called Garden of the Gods. They will describe what they would see and explain what they would name the area.

2. The teacher will give the students a specific amount of “play money”. Each student will also receive a list of items they can buy at the trading post and the prices of each item. The students must decide which items they would buy and how much money they would have left after their purchases. The students must buy at least two things and have at least $1.00 left. They must show and explain the math they used in the activity.

Evaluation:

Were the students able to draw a picture of the rocks and plants at Garden of the Gods? Were the students able to explain why the area is called Garden of the Gods? Were the students able to describe the trading post and two items found there?
We will visit Garden of the Gods near Colorado Springs, Colorado. It is a beautiful geologic park that has various fascinating rock formations. The large, beautiful rocks are red sandstone. Many of the rock formations are over 300 million years old. Some of the rocks are vertical and stand straight up. Some of these tall rocks are over 300 feet tall! Other rock formations are diagonal or horizontal on the ground. Many plants also grow in the grassy and wooded areas of Garden of the Gods. These plants include cacti, yuccas, and lilies.

The rocks at Garden of the Gods have strange shapes. The rocks have been carved and shaped by water and wind over many years. Some of the rocks have names because of their unusual shapes. One rock formation is called Kissing Camels. Can you guess why? People can see Pikes Peak while at the park. The famous mountain is only 10 miles West of the park.
In 1859, a lawyer from Kansas named R. E. Cable visited the beautiful and unusual area. He said it was “fit for a garden of the gods.” So the area was named Garden of the Gods. People have enjoyed seeing the beautiful red sandstone rock formations for many years. Garden of the Gods became a public park in 1909.

Long ago, the Ute Indians once roamed the area of Garden of the Gods. This area was sacred ground to the Ute Indians. The Ute Indians were not allowed to fight with other Indian tribes on this land. Like many people today, the Ute Indians were amazed at the fascinating and unusual rock formations.

A trading post is at Garden of the Gods. The trading post was built in 1900. It is built like an Indian pueblo. The outside walls have Navajo sandpaintings on them. The trading post has fine Indian jewelry and Colorado souvenirs. We will visit the trading post while we are at Garden of the Gods.
Garden of the Gods Fact Sheet

- Rocks
- Utes
- Why is it called Garden of the Gods?
- Trading Post
- Plants
Welcome to the

Garden of the Gods Trading Post

Sand Paintings

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Souvenir Rocks

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<tbody>
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Postcards

$.75

T-shirts

S, M, L, X-Large $9.95
XX Large $10.85
Content: Places To Visit---Great Sand Dunes National Monument

Objective:
After reading and discussing informational material about the Great Sand Dunes National Monument, the students will write a research book explaining and depicting how the sand dunes were made, what plants and animals live in the sand dunes, and what the students will do in the sand dunes with 95% accuracy independently.

Materials:
- paper & pencil
- Great Sand Dunes Official Map and Guide, 1993
- Colorado: Sea to Shining Sea, Fradin, 1993
- teacher made reading material on sand dunes (3 copies)
- construction paper
- markers or colored pencils
- string, scissors

Vocabulary:
- Great Sand Dunes National Monument
- survive
- vehicle

Procedure:
1. The teacher reviews the information on the Garden of the Gods. The students reread their fact sheets about Garden of the Gods then take turns asking each other questions about the information on the sheets.
2. The teacher introduces the new vocabulary. The students write sentences using the new vocabulary words.
3. The teacher passes out the fact sheets, teacher-made instructional reading material, and 3 copies of Colorado: From Sea to Shining Sea, Fradin, 1993.
4. The students read pages 41-42 in the Fradin book silently to themselves. Then, a volunteer reads the text to the group. The students then read the teacher-made material silently and aloud. The teacher discusses the information in both texts. “What are the sand dunes? How were they made? Where are the sand dunes? What plants and animals live in the sand dunes? Why? What animals live on the edge of the sand dunes? Why? What will we do in the sand dunes?” The teacher passes out copies of the Great Sand Dunes Official Map and Guide. The teacher points out the pictures of the sand dunes, the pictures of the beetles and rats that live in the sand dunes, and the diagram depicting how the dunes were originally made.
5. The students take turns asking each other questions about the information in the readings. The teacher checks the students’ fact sheets for accuracy. The students put their fact sheets in their fact folders.
6. The teacher explains the research book the students will create about the
Great Sand Dunes in Colorado. The students will design the cover of their research book. The students will write an explanation of what the sand dunes are, how they were made, what shapes them today, what plants and animals live in the sand dunes, and why people enjoy visiting the sand dunes. The students will draw and color pictures and diagrams to supplement their written explanations. The research books will be neat and accurate.

7. The teacher will review the vocabulary and information discussed in the lesson.

Extension Activities:

1. The students will make a mobile showing all the places they will visit in Colorado. The students will write "All Around Colorado" on a long piece of sturdy construction paper, then staple the ends of the paper so the words show. The students will design, color, and label pictures depicting each place they will visit in Colorado. They will hang the pictures from the "All Around Colorado" circle using string. The students will make pictures for Garden of the Gods, Cripple Creek, and Pikes Peak. The students will add a new picture each day they discuss a place they plan to visit in Colorado.

2. The students will use five adjectives to describe the sand dunes. They will write the opposites of those adjectives. (hot-cold, dry-wet, etc.) They will use all ten adjectives in a story about what they would do if they were lost in the sand dunes.

Evaluation:

Were the students able to create a research book explaining and depicting how the sand dunes were made, what animals and plants live in the sand dunes, and what the students will do when they go to the sand dunes with 95% accuracy independently?
We will also visit the Great Sand Dunes National Monument. It is at the bottom of the Sangre de Cristo Mountain Range in the Rocky Mountains. The Ute Indians once lived in this area long ago. The sand dunes here in Colorado are the tallest in North America. The sand dunes are tall hills of sand. Some of them are almost 700 feet tall!

The sand dunes are in a valley at the bottom of a mountain range. The sand dunes were created by the wind blowing through the valley. Most of the sand was bits and pieces of the mountains by the valley. The winds picked up the sand and carried it across the valley. When the wind hit against the mountains, it dropped the heavy sand. Then the wind rose up and kept going over the mountains. The Great Sand Dunes were made in this way over thousands of years. Today, the winds still blow. They keep shaping the sand dunes in tall formations.
We will ride in a 4-wheel vehicle into the sand dunes. Twenty-one people can sit in each vehicle. We will ride through the dunes and enjoy the view. We will also get out of the vehicle and walk around on the sand dunes. We can walk, jump, or roll down the sand dunes. The sand is very hot and dry. The top of the sand can reach 140 F, and can burn your feet. We must wear shoes when we visit the sand dunes.

The dunes are too dry and hot for most plants and animals to live. A few plants and animals can survive in the sand dunes. Grasses and sunflowers grow in the dry sand. Kangaroo rats also live in the sand dunes. They use very little water to stay alive. There are two types of beetles that live in the sand dunes. These beetles are not found anywhere else on Earth! They are the Great Sand Dunes tiger beetle and a type of circus beetle. Other animals like deer and elk live at the edge of the sand dunes.
Sand Dunes Fact Sheet

The Great Sand Dunes National Monument is a group of sand dunes. The sand dunes are ______ of _______. Some of the sand dunes are ______ feet tall. The sand dunes are in a ______ at the bottom of the ______ Mountain Range in the Rocky Mountains.

The Sand Dunes were created by the _______. The sand was ______ and ______ of the ______ by the valley. The wind picked up the ______ and ______ it across the valley. The wind hit the ______ and ______ the heavy sand. The wind ______ higher and kept going over the mountains. Today the ______ still ______ the sand dunes.

We will ______ a 4-wheel ______ into the sand dunes. We will get out and ______ on the sand dunes. The sand is very ______. ______ and ______ grow in the dry sand. ______ and ______ live in the sand dunes. They need very little ______ to live.
Content:  Places To Visit---Royal Gorge

Objective:

After reading and discussing instructional material on the Royal Gorge, the students will:
1. define and describe the Royal Gorge,
2. explain how the Royal Gorge was made, and
3. identify and describe three ways people can enjoy seeing the Royal Gorge with 90% accuracy independently.

Materials:
Royal Gorge Bridge pamphlet
Royal Gorge Region pamphlet
fact sheet (fill-in sentences)
3 Venn Diagrams, pencils, paper

Vocabulary:
canyon
suspension bridge
incline railway
Royal Gorge
aerial tramway
glide
stretches
cable

Procedure:
1. The teacher reviews Garden of the Gods and the Sand Dunes. Each student chooses one important fact on each of the two fact sheets to read and explain to the group.
2. The teacher introduces the new vocabulary. The students write fill-in sentences for their peers to complete using the vocabulary words. (See Appendix A)
3. The teacher passes out the fact sheets for the Royal Gorge. The students complete the sentences during instruction. The teacher explains that the students will visit the Royal Gorge. The teacher shows the students the two pamphlets about the Royal Gorge. "The Royal Gorge is a deep gorge or canyon that is over 1000 feet deep. A canyon is a narrow opening cut out by the flow of water. The walls of the canyon are red granite. The Arkansas River flows through the bottom of the canyon. The Royal Gorge was made by the flowing water of the river, which cut out the canyon walls over the past 60 million years." The teacher shows the students a picture of the Gunnison River to compare how it cut out the Black Canyon in the same way the Arkansas River cut out the Royal Gorge over thousands of years. "Can you think of a large canyon you visited last year that was cut out by the flow of a river?" What river cut out the Grand Canyon?
4. The teacher shows the students the pictures of the suspension bridge in the pamphlets. "A suspension bridge stretches across the Royal Gorge. The suspension bridge is the highest suspension bridge in the world. It hangs over 1000 feet above the Arkansas River." The teacher explains that the suspension bridge is connected to the ground at both ends, and hangs across the canyon.
5. The teacher points out pictures of the incline railway. "The steepest incline railway in the world climbs down one side of the Royal Gorge. The teacher describes how the incline railway slowly goes down to the bottom of the canyon.

6. The teacher points out the pictures of the aerial tramway that crosses the canyon. "The aerial tramway is like a cable car that glides across the canyon. Many people can fit into the tramway at one time. The aerial tramway is like a car that is attached to a strong cable. The car glides along the cable from one side of the canyon to the other."

7. The teacher reviews the information presented about the Royal Gorge. "What is the Royal Gorge? How deep is the Royal Gorge? What do the walls look like? How was the Royal Gorge made? What three ways can you enjoy seeing the Royal Gorge?" After discussing the students' answers, the teacher checks the students' fact sheets for complete accuracy. When all the sheets are correct, the students put the sheets in their fact folders.

8. The students complete a Royal Gorge pyramid to check their understanding of the information presented in the lesson. The students must complete the sheet independently and without referring to their fact sheet.

9. The teacher reviews the vocabulary and information presented in the lesson. The teacher also identifies the location of the Royal Gorge in Colorado on a map and shows its location in relationship to the Garden of the Gods and the Great Sand Dunes.

**Extension Activities:**

1. After brainstorming information about the Grand Canyon, the students will compare and contrast the Royal Gorge and the Grand Canyon. The students will complete a Venn Diagram which shows how the Royal Gorge and Grand Canyon are alike and different. They must write at least three ways both canyons are alike and different and explain their ideas.

2. After reviewing the strategy for using context clues to identify unfamiliar words while reading, the students will read over the Royal Gorge pamphlets. They will underline three unfamiliar words in their reading. They will use context clues in the reading to make educated guesses at the meaning of the unknown words. The students will write the three unknown words, what they think each word means, and why they think that.

**Evaluation:**

Were the students able to define and describe the Royal Gorge? Were the students able to explain how the Royal Gorge was made? Were the students able to identify and explain three ways people can enjoy seeing the Royal Gorge?
Royal Gorge Fact Sheet

Royal Gorge
... is a deep ______ or _______.
... is over ______ feet deep.
... has walls made of ______ _______.
... was made by the flowing water of the ______ River over the past ______ million years.

Arkansas River
... is at the ______ of the Royal Gorge.
... cut out the canyon ______.

Suspension Bridge
... is the ______ suspension bridge in the world.
... hangs over ______ feet above the ______ _______.
... is connected to the ______ at both ends and hangs across the ______.

Incline Railway
... is the ______ incline railway in the world.
... goes down one ______ of the Royal Gorge.
... goes down to the ______ of the canyon.

Aerial Tramway
... goes across the ______.
... is like a ______ car that ______ across the canyon.
... is connected to a strong ______.
... goes from one ______ of the canyon to the other.
Content: Places To Visit---Cave of the Winds

Objective:
After reading and discussing teacher-made reading material on Cave of the Winds, the students will:
1. draw a picture of what they will see inside the cave, and
2. describe the laser light show with 90% accuracy independently.

Materials:
Cave of the Winds brochure
teacher-made reading material
fact sheets

Vocabulary:
Cave of the Winds
stalactites
stalagmites
Carbon Dioxide
dissolved
minerals
laser
animated

Procedure:
1. The teacher reviews the Royal Gorge. Each student describes one way people can enjoy seeing the Royal Gorge. After the teacher introduces the new vocabulary, the students play memory with the new words.
2. The students read the teacher-made material silently then aloud. The students and teacher discuss the reading material to check for comprehension. The students take turns asking each other about information in the text.
3. The teacher checks the student's fact sheets for accuracy.
4. The students draw a picture of what they will see inside Cave of the Winds. Their pictures must include stalactites and stalagmites. The students write an explanation of how caves are formed on the back of their pictures. Each student then describes the light show to one of the second graders. The student explains what they will see at the light show.
5. The teacher reviews the fact sheets with the students.
Extension Activity:

1. The students write a research paper on blind bats and present it to the class.
We will visit Cave of the Winds in Colorado Springs. This large cave was discovered in the 1880's by two young boys on a church trip. Over the years, many people have visited the cave and have seen the colorful stalactites, stalagmites, and other rock formations. There is also an arcade, gift shop, and picnic area at Cave of the Winds.

The cave is a natural opening in the ground. Many people can go into the cave at one time. Sunlight does not reach into the cave through the opening. Scientists believe the cave was formed underwater by slowly moving water. After it rained, the rainwater mixed with the Carbon Dioxide in the dirt and dissolved the rock underneath. Cave of the Winds was made slowly over thousands of years.
We will see the stalactites and stalagmites in the cave. These unusual rock formations are made by the collection of many minerals in the cave. Stalagmites and stalactites take about 120 years to form 1 inch. The minerals in the rocks make them different colors. Blind bats and spiders live in the cave. The bats are blind because they do not need eyes to see in the cave because there is no sunlight in the cave.

We will see a laser light show at Cave of the Winds. A laser is a bright line of light that can be many colors. Laser Canyon is the outdoor laser light show we will see one night. We will sit 500 feet above the bottom of the canyon to see the light show. The laser lights will make animated people and other things in the sky. The colorful lights will show high in the sky. The lights will be 15 stories up in the dark sky. The lights will flash so the pictures look like they are dancing on the canyon.
Student Background Information

The students traveled to Arizona the previous school year. They have a great deal of background information about certain aspects of the west. I did not focus on this information a great deal during instruction or include it in their vocabulary instruction because I knew the students had previous knowledge of this information. Some of the students' background knowledge includes information about:

- Yucca plants
- the Colorado River
- cacti
- the Grand Canyon
- Navajo Indians
- trading posts
- valleys
- mountains
- souvenirs
- ghost towns
- Arizona
Juvenile Books

*Informational Books*

**Colorado - General Information:**


**Geography:**


History:


Fictional Books


(Colorado River, 136 pages)


(Gold in Mines, 176 pages)

Teacher Books


The following list of brochures contains pictures and information used in the planning of some of the lessons:

**Cheyenne Mountain Zoo.**
4250 Cheyenne Mountain Zoo Rd., Colorado Springs, CO 80906.
(719-633-9925)

**Cog Railway.**
P.O. Box 351, Manitou Springs, CO 80829 (719-685-9033)

**Flying W Ranch.**
3330 Chuckwagon Road, Colorado Springs, CO 80919
(719-598-4000)

**Four Corners Rafting: Arkansas River Tours.**
P.O. Box 1032, Buena Vista, CO 81211 (1-800-332-7238)

**Garden of the Gods.**
324 Beckers Lane, Manitou Springs, CO 80829
(1-800-874-4515)

**Great Sand Dunes National Monument.**
11999 Hwy 150, Mosca, CO 81146 (719-378-2312)

**Manitou Cliff Dwelling Museum.**
Hwy 24, Manitou Springs, CO 80829 (719-685-5242)

**Manitou Springs: At the Foot of Pikes Peak.**
P.O. Box 351, Manitou Springs, CO 80829 (1-800-354-9971)

**Royal Gorge Bridge: Colorado’s Premier Scenic Wonder.**
P.O. Box 549, Canon City, CO 81215 (719-275-7507)

**Royal Gorge Region.**
0035 Fremont CR 3-A, Canon City, CO 81215 (719-269-2650)

**Underground Adventure: Cave of the Winds.**
P.O. Box 826, Manitou Springs, CO 80829 (719-685-5444)
Van Briggle Art and Pottery.
600 S. 21st Street, Colorado Springs, CO 80919
(719-633-7729)
Pictures

The majority of these pictures were used in the lessons and were found at Bracken Library.

*Ancient Civilizations Calendar.* Hallmark, 1993.


*Beautiful Colorado: Colorado Scenic Wonderland (1-10).* David Muench, 1975.

1. Gunnison River in Black Canyon
2. Mt. Hayden in San Juan Mountains at Autumn Sunrise
3. Old Barn
4. Tree Covered Valley in Rocky Mountain National Park
5. Sheep Grazing on Spring Pastureland
6. Mt. Abrams Overlooking Gold Mining Town
7. Grizzly Peak Reflected in Mountain Meadows
8. Molas Lake
9. Nymph Lake in the Rocky Mountains
10. Leadville, Colorado Silver Mining


*Cliff Palace: Mesa Verde National Park, Colorado.* (S.I.:s.n., 19-?)

*Colorado: Pikes Peak.* (S.I.:s.n., 19-?)

*Ghost Mining Town, Colorado.* (S.I.:s.n., 19-?)

Indian Cliff Dwellers. (S.l.:s.n., 19--?)


Margerie Glacier, a Vast, Slow Moving River of Ice Makes a Cruise Ship, in


Muir Glacier Dwarfs a Boat in Southwestern Alaska's Glacier Bay. National
Wildlife, 1906.


Pikes Peak in the Winter. (S.l.:s.n., 19--?)

Skiers in the Colorado Rocky Mountains. Travel Service Calendar, 1987.


1. Mining Uranium in Utah - Hal Rumel
2. A Forest in the Cascade Range - Josef Muench
3. Winter in the Mountains - Josef Muench
4. Colorado Plateau - Josef Muench
5. Gold Mining in California - Brown Brothers


Wyatt Earp, at the Colorado River, 1925, Four Years Before His Death.

Appendix A
Vocabulary Activities

1. Memory:
   Each vocabulary word is written on two cards. The cards are placed face down on the table or floor. One student picks two cards and turns them over. The student must read each card and explain what the word means or use it in a sentence. If the two cards are a match (the same word) then the students keep the cards and take another turn. If they are not a match, the student puts the cards back in their original places face down. The next student takes a turn. When all the cards are gone, the student with the most pairs of cards wins.

2. "Go-Fish":
   Each vocabulary word is written on two cards. The students each receive 3-5 cards, depending on the number of vocabulary words used in the game. The rest of the cards are placed face-down in a stack. The goal of the game is to find the matches to all of the cards in one’s hand. One student asks another student if he has a particular vocabulary word. In asking, this student must say the word and explain what it means. If the student he asks has the card, then he will give it to the student who asked for it. This student then lays down the pair of vocabulary words and takes another turn. If the student does not have the vocabulary card in question, then the first student must “go-fish” and pick a card from the stack. The first person to empty his hand of cards wins.

3. BINGO:
   Vocabulary words are written in 24 squares on 3-5 BINGO sheets. (The middle square is free.) The words on written in different places on each sheet. Previous vocabulary words may be mixed in within the new words on the sheets. Each student has a BINGO card and colored chips to cover the the squares. The teacher calls out a word. If the word is on a student’s sheet, he must raise his hand immediately. The first person to raise his hand must say the word and explain what it means. The second person must say the word, explain what it means, and use it correctly in a sentence. The third student to raise his hand must say the word, explain what it means, use it in a different sentence, and tell if it is a noun, verb, adjective, or other. If the student is correct in whichever task he must complete, then he may cover the word on his card with a chip. The first person to have a straight row of 5 chips on their BINGO sheet wins.

4. Word-In-A-Box:
   Vocabulary cards are written once each on cards. The teacher passes out all of the cards to the students. The teacher has a box in front of her. The teacher says a word. The student that is holding that word on a card must define the word and use it in a sentence. If he is correct, then he may put the card in the box. If he is incorrect he must keep the card. The other students or the teacher can explain the correct definition or use in a sentence. A student takes one turn at a time if he is correct or
incorrect. The first person with no cards left wins the game.


5. Fill-In Sentences:
The teacher prepares sentences for the students to complete using the new vocabulary words. Once the sentences are completed, the students must read them to the teacher. The students may also write their own fill-in sentences for their peers to complete.

6. Sentences:
The students correctly write a sentence using each new vocabulary word. The sentences must be complete and show the correct use of each vocabulary word.

7. Money Matters:
Each student is given 3 one dollar bills. (real or play money) The students roll a die to see who starts first. The first student draws a vocabulary word on a card from a hat. The student must read the word, explain what it means, and relate the word to Colorado. If the student is correct, he keeps his money. If the student is incorrect, he must give the teacher one dollar. The second student takes a turn. A student may choose to “pass” on a chosen word. The student must “pay” the teacher one dollar, to put the word back in the hat and pick again. (The student takes the risk of choosing the same word again from the hat.) The student who has the most money when the hat is empty wins the game.
Appendix B
Spelling Activities

1. Word Scramble:
islgraec -> glaciers

2. Alphabetize words:
mountains, glaciers, river, dunes -> dunes, glaciers, mountain, river

3. List nouns, verbs, and adjectives:

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
<th>Adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>glacier</td>
<td>melt</td>
<td>icy</td>
</tr>
<tr>
<td>mountain</td>
<td>climb</td>
<td>tall</td>
</tr>
<tr>
<td>river</td>
<td>flow</td>
<td>deep</td>
</tr>
<tr>
<td>dunes</td>
<td>blow</td>
<td>sandy</td>
</tr>
</tbody>
</table>

4. Use word in a sentence:
The icy glacier began to melt on the warm day.

5. Draw the word shape and match it with the word:

\[\text{C} \rightarrow \text{glaciers}\]

6. Fill in the missing letters of the words:

gl_ci__s, m__n_ai_s

7. Write the word three times:

glaciers
    glaciers
    glaciers

8. Write a story using all the spelling words:

During our visit to Colorado, we saw an icy glacier that would not melt. Also, we saw a tall mountain that we wanted to climb. We took pictures of a deep river which flowed swiftly. On our last day, we walked on the sandy dunes which are formed when the wind blows.