



Academic Resources for Teachers & Students



Don Weller:

Another Cowboy

06.17.16 - 07.24.16

K-5

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# Lesson Overview

## Lesson Plans

Designed to extend and enhance the learning experience of our exhibits while linking to core curriculum subject matter.

## Lesson Objectives

- To understand that Utah and America had inhabitants before they were discovered by Columbus.
- To learn about the Indians that lived in Utah before it was settled.
- Demonstrate an understanding of where the Indians lived in Utah and the Great Basin by accurately drawing or filling in a blank map.
- Learn about one of the indigenous Indian tribes and name three facts about them.

**Core Curriculum Tie-Ins:** Kindergarten through Fifth Grade: Visual Art, Social Studies, Geography and Language Arts

## Lesson Overview

Students will learn about the different tribes that historically lived in Utah and the Great Basin. Students will create their own map identifying where each tribe lived based on information learned from the map provided. Students will choose one of the three tribes to study and present to the rest of the class. They will identify how their lives changed with the arrival of settlers and pioneers.

**Length Of Lesson:** One to Two Class Sessions

## Supplies

- Drawing Paper/Blank Map
- Information about the tribes that lived in Utah
  - Tribe symbols, patterns and tools
- Pencils, markers, crayons
- Comprehensive Utah map
- Colored or patterned papers
- Glue and scissors

## About Don Weller: Another Cowboy

Don Weller's heroes have always been cowboys. After studying fine arts, however, he reluctantly left them behind, and began a long career as a graphic designer and illustrator. His dynamic and often whimsical work appeared on record covers, posters, in advertisements, and on hundreds of magazine pages. Weller rediscovered his love for rural lands and the world of cowboys when he moved to Utah in the 1980s, creating the ongoing inspiration for his current paintings. Working exclusively in watercolor, he expertly captures the grit of cowboys and the striking landscapes of the west. This retrospective at the Kimball is a unique opportunity to view works from all stages of Weller's celebrated career—from sketchbooks and early illustrations to the iconic western scenes for which he is now well-known.

## Lesson Plan

1. Ask students who they think lived in Utah before Christopher Columbus arrived. Before pioneers arrived? Introduce students to the different tribes that lived in Utah: Shoshone, Ute, Paiute, Goshute, and Navajo . Discuss briefly how they all lived and how each tribe was broken up into smaller groups as well.

\*See resources for information\*

2. Break the students up into five groups. Assign each group to a different Indian tribe. Have each group learn about each tribe:

- Their lifestyles and diet: nomadic vs. agrarian? (did they hunt, grow food, or a combination of both?)
- Where they lived.
- Culture: How did they tell stories or practice their religion?

3. Have each group prepare a presentation for the rest of the class. Make sure students all share equal time presenting information. Pass out the blank maps for the students to fill out along with whatever material they will use to decorate.

For students in 2nd grade and above have them draw an outline of Utah

- For older classes introduce the idea of symbols. Have students create symbols for the Great Salt Lake and the Wasatch Mountains. Tell students to show where each tribe lived by creating a symbol based off of what they learn about each tribe.

4. As each group finishes presenting about their tribe, have students fill out where the Indians lived on their maps. For older classes, make sure students place symbols representing the different tribes on the map where they lived.

- If students are able, display a map of modern Utah and have students mark cities and landmarks they may recognize (Moab, National Parks, Salt Lake City, St. George, Park City, The Uintahs, etc...)

5. Once students have created their maps, invite them to discuss how Utah today is different from historical times when it was occupied by different tribes. What do they think created these changes?

## Resources

Blank territory maps of Utah

[http://www.uen.org/Lessonplan/downloadFile.cgi?file=27631-2-34163-blank\\_map.pdf&filename=blank\\_map.pdf](http://www.uen.org/Lessonplan/downloadFile.cgi?file=27631-2-34163-blank_map.pdf&filename=blank_map.pdf)

Introduction to the tribes in Utah

[http://www.uen.org/Lessonplan/downloadFile.cgi?file=27631-2-34162-at\\_a\\_glance.pdf&filename=at\\_a\\_glancepdf](http://www.uen.org/Lessonplan/downloadFile.cgi?file=27631-2-34162-at_a_glance.pdf&filename=at_a_glancepdf)

Further information on all five tribes that lived in Utah

<http://www.uen.org/core/displayLessonPlans.do?courseNumber=6040&standardId=3225&objectiveId=3226>

Further information on Utah Indians as well as additional lessons plans

<https://www.youtube.com/watch?v=vylBxbLimlc>

# Vocabulary

## Utes

The Utes arrived in the Great Basin around 500 A.D., and they either absorbed or displaced the preexisting Fremont Culture. They were the dominant group in the region by 1000 A.D. The Utes spread across the area and formed twelve separate bands throughout Utah and Colorado.

## Paiute

The Paiute Indian Tribe of Utah consists of five separate bands, all recognized by the federal government. They live on five separate reservations throughout Southwestern Utah. When white settlers arrived in Utah, Paiutes were already irrigating and farming corn, squash and other vegetables.

## Navajo

With over 250,000 members, the Navajos are the largest and most populous Native American nation. The Navajo Nation has the largest Indian reservation in the United States; it is larger than the states of Connecticut, Massachusetts, New Hampshire, and Rhode Island combined

## Goshute

The word Goshute (Gosuite) is derived from the native word Kutsipiuti (Gutsipiuti) which means "desert people." Goshutes live and thrive on one of the most arid climates on the continent. The harsh desert conditions in which they live helped isolate the Goshutes from European settlers. Contact came much later for them than other Utah tribes.

## Shoshone

The basic physical and organizational structures and facilities (e.g., buildings, roads, and power supplies) needed for the operation of a society or enterprise.

## Symbol

An object that represents or stands for something else, especially a material object representing something abstract.