



Riding Master

<i>Lesson Title:</i>	Ride to Strive and Ride to Survive
<i>Grade Level(s):</i>	Middle School
<i>Duration:</i>	One to two class periods
<i>Description:</i>	Using primary sources, students will analyze the role horses played in the social mobility of both Ute Indians and a notable African-American from Colorado Springs.
<i>Theme(s):</i>	Multiple themes are covered in this lesson, including parallels between Native Americans and African-Americans, the importance of the horse to Colorado, and social mobility.
<i>Skill(s):</i>	Students will learn to analyze primary sources as well as develop a theory of social mobility.

CCSS.ELA-LITERACY.RH.9-10.1

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-LITERACY.RH.9-10.2

CSAS Standards: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.RH.9-10.5

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

Standard 1. Content Knowledge Candidates demonstrate knowledge of social studies disciplines. Candidates are knowledgeable of disciplinary concepts, facts, and tools; structures of inquiry; and forms of representation.


National Standards:

Standard 4. Social Studies Learners and Learning Candidates use knowledge of learners to plan and implement relevant and responsive pedagogy, create collaborative and interdisciplinary learning environments, and prepare learners to be informed advocates for an inclusive and equitable society.

Historical Connections:

1. The historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence from a variety of primary and secondary sources.

2. Analyze the key concepts of continuity and change, cause and effect, complexity, unity and diversity over time.

Content Area:	Geography, Social Studies	
Historic Site	<p>This lesson can be used as part as a visit to the Colorado Springs Pioneers’ Museum. Or, if a visit is not possible, this exhibit can be accessed electronically in class.</p> <p><i>Please note: If you are planning a trip to the Colorado Springs Pioneers Museum to have your students experience the SOU exhibit in person, please make sure to contact Meg Poole at the museum at least <u>2 weeks</u> before your intended visit. This helps to ensure that someone is available to greet you and to help you navigate the museum.</i></p> <p><i>Contact info: Meg Poole, mpoole@springsgov.com and/or 719-385-5631</i></p>	
Essential Question	What role did horses play in the life of Charles Collins and in the lives of Native Americans/Plains Tribes?	
Contextual Paragraph	After the Pueblo Indian Revolt, the Plains tribes of North America acquired horses, which revolutionized and defined their way of life. Later, Riding Master Charles Collins found equines at the center of his life in Colorado Springs. Using the letter, “R,” in the Colorado Springs Pioneers’ Museum exhibit, students will explore the similarities and differences in these two experiences. Then, students will draw parallels between Charles Collins’ role as a riding instructor and today’s driving instructors and the evolving roles of horses and cars.	
Hook	<ol style="list-style-type: none"> 1. Show students a drivers’ manual and have them brainstorm the process of learning to drive. Have them consider who teaches driving, how long it takes, and the requirements of licensure. Then, have them draw parallels with Native American children learning to ride horseback as well as the role of Charles Collins. Point out that Collin’s horsemanship allowed him to move among the middle and upper class white population where not just riding, but stylish riding (equitation) was necessary for maintaining a position in society. 2. Have students analyze the title (Hint: Both Native Americans and Charles Collins used horses as their occupation (survive) as well as a means to acquire upward social mobility (strive.) 	

Document Set

Chief Ignacio and his Horse



(Resource Link Her)
Library of Congress (loc)

GUIDING QUESTIONS

1. How do you think Chief Ignacio used his horse?
2. Why do you think Chief Ignacio included his horse in this picture?
3. Charles Collins and Chief Ignacio both used horses in their lives. List three ways these uses were the same and three ways they were used differently.

Indian Atlas. Indian Tribes,
Cultures and Languages:
United States



Library of Congress(LOC)

GUIDING QUESTIONS

1. Where is Colorado located on this map?
2. What Native American tribes were found in Colorado when this map was created?
3. Were there other Plains tribes? What were they?

Document Title

Rudi Mitchell's Moccasins



Library of Congress (LOC)

GUIDING QUESTIONS:

1. Why did Native Americans wear this type of foot gear?. (Hint: Native Americans did not ride in saddles.)
2. Why are these moccasins so highly decorated?
3. Compare and contrast these moccasins with the riding boots owned by Charles Collins. Be sure to include what they reveal about social status. (Hint: When riding in a saddle, it is imperative to wear boots with heels to prevent the foot from slipping all the way through the stirrup and the rider being dragged if he/she is thrown.

Assessment Question

Compare and contrast the role of the horse in the lives of Native Americans (Plains tribes) with the life of African-American Riding Master Charles Collins.

- A. Create a venn-diagram to help structure your answer to the above question. You need to have at least three items in each part of the diagram.
- B. Write a 3-5 paragraph essay (depending on grade level) answering the above question. Make sure each paragraph has a topic sentence, a body, and a conclusion.
- C. Extension Question/Differentiation: Draw a comparison between Charles Collins and today's driving instructors. What roles do horses and cars fulfill in the societies they occupied as the major form of transportation?

Response

Answers will vary, but could include the following:

Charles Collins: Although he was a wait person, and eventually Headwaiter at the Antler's Hotel, Charles Collins was able to use his horsemanship skills to own a livery business, while giving riding lessons as well. As an African-American, he was able to propel himself into middle and upper-class white society as a riding instructor in a way that otherwise would not have been possible. His status in the community and his livelihood were very much reliant on the horse.

Native Americans: Native Americans used horses as part of their survival strategy – they were key to hunting large game animals, such as the American bison. Prior to the arrival of the horse in North America, the Plains tribes had a very precarious existence as gatherers and hunters of small game animals. The arrival of the horse ushered in a period of time that many anthropologists describe as a golden age of prosperity and leisure time, at least for the men of the tribe. Additionally, horses became status symbols; the more head owned by an individual male, the higher his status in the tribe which enhanced his prospects for marriage. Along with this, Native Americans waged inter-tribal warfare and raids with the goal of accruing more horses, honor and “bravery points.” Without horses, none of this would be possible.