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Lesson Title: WICO U AKA TATANKA INAHME (Life on Buffalo Hide)

Grade Level/Subject: Grade 4/Expressive Arts & Social Studies

Length of Lesson: 1 Hour 15 Minutes

Objective(s): By the end of this lesson students will understand that recording history can be completed using a picture form; will be able to identify the plains region of the United States and that the Native Americans living in that region were nomadic tribes whose existence was dependent upon the buffalo; be able to identify a minimum of one Native American tribe of the plains; define nomadic; will understand that Native Americans used all parts of the buffalo. This will be demonstrated by having students answer questions in a group discussion before the closure of the lesson.

Context: This is an integrated lesson that can be taught during any unit on Lewis & Clark, Westward Expansion, Native American Studies, Oregon Trail, Mid-West History, or uses of the buffalo. It is a singular lesson that culminates with students investigating their own history and recording it with symbols that others can readily interpret and retell their story.

Materials: Brown paper bags or shipping paper, 11"x17" brown construction paper, a variety of colors of tempera paint, bowls for the paint, cups for water, paintbrushes, computer & projector, Native American music, reference books (*When Buffalo Ran, The Gift of the Sacred Dog, Buffalo Women, The Legend of the White Buffalo Woman, Between Earth & Sky, Brother Eagle, Sister Sky*), Smithsonian Photos of buffalo hide paintings and tribal symbols ready for PowerPoint.

Prep: Cut brown paper bags or shipping paper into roughly 10" x 15" pieces. Create some way to share photos with students. A PowerPoint of photos will need to be prepared prior to the lesson. Make your own buffalo history painting to share with the class. Pour paint into bowls for table groups and put water in cups for partners. Prepare a table for brown paper and glue sticks that the students can use to mount their buffalo hide paintings. Set up computer and projector and have the application ready to display. Have music loaded into stereo ready to play.

Pacing	Procedures/Activities [Teachers Notes]
5 min	<p>Set: Start by telling the class that you are going to read them a story. Take out your buffalo hide and make it look like you are having a read-aloud using a regular storybook. Reveal to the students that your story was made by using symbols rather than words and that is just one of the ways in which you can record history.</p>
15-20 min	<p>Procedure:</p> <ol style="list-style-type: none"> 1. Explain to the students that for native American cultures living on the plains their existence was dependent upon the buffalo for existence. The buffalo served as their food source, clothing, dwellings and ornamentation. The Native Americans believed in the importance of recording their history so that future generations would know their heritage and be able to tell their children the stories of their ancestors. The Native Americans also used their recording to keep important documentation like winter counts for buffalo herds. As the Native Americans believed in not wasting any part of the buffalo, they recorded their histories on their teepee walls and robes. [Go to the computer and begin the PowerPoint photos.] 2. Go through the slides of the PowerPoint and discuss the slides. <ul style="list-style-type: none"> Slide 1 – “All of these photos are of buffalo hide paintings and use a variety of styles” Slide 2 – “In this painting you can see a very elaborate story unfold.” [Call for answers on what the students think the letters of the photo may be. Explain to the students that we all arrive at basically the same story.] Slide 3 – “Here are some more examples of different symbols that can be used for paintings. By using your own style of symbols it makes your painting unique to you.” Slide 4 & 5 – “There are many different ways that one can choose to paint thier history on their hide...spiral, left to right....” 2. Reveal to the students that they are now going to create their own life on buffalo paintings. [Pass out the brown paper bags]
5 min	<ol style="list-style-type: none"> 3. Tell the students that the first step of recording their history is to prepare their buffalo hide and that we should follow Native American custom and offer thanks to the buffalo. [While the paper is being passed. Show the students how to tear slowly around the edge of the paper to create a more natural look and then crinkle the paper to look like it has been tanned.] Tell them that they are now ready to begin their painting.
5 min	<ol style="list-style-type: none"> 4. Hand out the materials to the students for the project. Cover the expectations with the students for distributing materials and beginning the task. [Ask one student at a time to come up and get materials for each table group from each station. To make this go a little faster

<p>20-25 min</p>	<p>have the materials staged in three or more areas throughout the room so that the students can be up and circulating at the same time but not in the same direction.]</p> <p>5. [Walk around and check in on the students' progress. Softly play the Native American music in the background.]</p> <p>6. [As students start to finish their paintings tell them to give the paintings a few minutes to dry and then have them go over to the paper table and mount their hide onto the brown construction paper.]</p>
<p>15 min</p>	<p>Closure: Gather the students over to the carpet and ask a few questions from the lesson as an informal assessment of the students' understanding of the lesson. Draw the lesson to a close by allowing the students to volunteer to share their own buffalo hide stories.</p> <p>Notes: Be prepared for water spills and keep an eye to the clock and shorten your instruction time if you feel that the students are getting restless.</p>