Overview:

Students will learn about the Plains Indians. They will be focusing on buffalo as their natural resource. They will then look at different items they used the buffalo for such as clothing, homes, and tools. Students will then discuss whether or not buffalo were considered a renewable or nonrenewable resource. The students will write a persuasive letter to the governor from the point of view of an Indian persuading him to stop the buffalo hunters from killing the buffalo, or from the point of view of a buffalo hunter to continue to hunt the buffalo. The students will look at a winter count of a Native American story, then create a winter count of their life.

Standards:

**Geography: Human-Environment Interactions**
Benchmark 5, Indicator 1: A student examines natural resource challenges and ways people have developed solutions as they use renewable and nonrenewable resources (e.g. lack of water, eroding soil, lack of land, limitation of fossil fuels)

**Geography: Places and Regions**
Benchmark 2, Indicator 2: (K) identifies the human characteristics of Kansas and regions of the United States (e.g., people, religions, languages, customs, economic activities, housing, foods).

**Reading Common Core:**
RI4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RI4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Objectives:

**Content**
- Students will examine why the buffalo were so important to the Plains Indians.
- The student describes how the Plains Indians were impacted by the buffalo hunters.

**Skills:**
- The student can identify what resources were in the Great Plains during this time.
- The student will compare and contrast the views of Plains Indians and buffalo hunters.
- The students will create a winter count retelling what they learned about the buffalo and the buffalo hunters.

**Essential Questions:**
- Why was it important that the Plains Indians knew what natural resources were available to them?
- Why were the Indians of the Plains so affected from the white men killing all of the buffalo?
Why do you think the Native Americans created winter counts?
What do we do today to tell stories about how past?

Teacher Notes and Materials:
• Pictures needed for the lesson are on the citation page.
• Read Kansas Cards are on the citation page.
• Worksheets needed are in the citation page or at the bottom of the lesson.
• Have students bring in brown paper bags. They will use this to make their winter count.

Lesson plan
Day One:
1. Discuss what a natural resource is with the class.
2. Break class into three groups, one group can look at the three pictures of clothing, one group will look at three of housing, and one group will look at three of tools. Hand out pictures. Have students write a list of natural resources that may have been used. Ask the students what common resource the Indians used for their homes, tools, and clothing.
3. Read aloud or make the text viewable for the entire class, The Buffalo: A Valuable Resource and discuss (located at the bottom of the page).
4. Homework: Have students interview a parent or adult about five or more meaningful events in their life, from birth to now. Each event will need to have one symbol that that the student can draw to represent that period in their life. (This will be used to create the winter coat on day 3.)

Day Two:
1. Begin the lesson by reading the Story Buffalo Song by Joseph Bruchac.
2. After the story is over discuss with the student what is happening to the buffalo? Why are the Indians upset? How do you think the buffalo hunters are feeling? Why are the buffalo hunters killing the buffalo?
3. Every student will need a copy of the Read Kansas! card of the Diary of a Buffalo Hunter
4. Work on worksheet Buffalo Populations: Then and Now
5. Read the Read Kansas! card on A clash of Cultures: Views of the Buffalo.
6. Discuss with the students what a renewable resource and a nonrenewable resource means. Discuss whether they think buffalo would be considered a renewable or nonrenewable resource.
7. Let the class choose to either write a persuasive letter to the governor from the point of view from an Indian or a buffalo hunter and how the killing of buffalo has affected their lives in different ways.

Day Three:
1. Pass out pictures of winter count and the symbols used on the winter count (pictures are on the citation page).
2. Discuss what the winter count picture is trying to say.
3. Use the brown paper bags to represent a buffalo hide. Show image of the buffalo hide. Have them draw an outline of the hide on the hide and cut out the outline. Have students use their
interviews with parents to come up with their own stories about their life. Put the symbols on the hide to tell their story in order. On the back of the hide have them create a key of what their symbols mean.

**Assessment**
- Evaluate Participate in classroom discussion
- Conduct Interview with parent
- Analyze details in a photograph
- Create a journal entry
- Create and design a winter count
The Buffalo: A Valuable Resource

Plains Indians had many uses for the buffalo. This list provides uses for the items included in the Corps of Discovery Trunk.

Tanned hide with fur:
• winter clothing
• gloves
• bedding
• clothing
• ceremonial or decoy clothing

If the fur was removed, the tanned hide could be used for clothing, tipi covers and linings, moccasins, bedding, bags, and things that used a soft leather. Rawhide (hide that is not tanned/softened) could be used for cooking utensils, saddles, horseshoes, soles of moccasins, cradles, drumheads, rattles, parfleches (carrying containers), shields, cups, and things that required a stiff leather.

Sinew: (This is connective tissue or muscle.)
• thread for sewing
• bowstrings
• snowshoe webbing

Hide Flesher
• bone tool used in scraping fur and meat from hides during the tanning process.

Moccasin
• tanned hide sewn together with sinew.

Bladder
• used as a container for carrying or storing liquids, like a canteen.
Name: ________________

Buffalo Populations: Then and Now

Buffalo on the Plains
1800 = 30,000,000 buffalo
1870 = 20,000,000 buffalo
1889 = 1,000 buffalo
1950 = 25,000 buffalo
1994 = 200,000 buffalo

Use the chart above and the images in this lesson to answer the following questions.

1. What was the buffalo population in 1800?
2. What was the buffalo population in 1889?
3. What happened to all the buffalo?
4. Why were they killed?
5. What do you think this did to the Native American people?
6. How many buffalo were there in 1994?
7. What do you think happened to increase the number of buffalo?
Name: ________________

Buffalo Populations: Then and Now

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Use the chart above and the images in this lesson to answer the following questions.

1. **What was the buffalo population in 1800?**
   - an estimated 30 million

2. **What was the buffalo population in 1889?**
   - 1,000

3. **What happened to all the buffalo?**
   - killed by white hunters

4. **Why were they killed?**
   - for sale of their hide and for sport

5. **What do you think this did to the Native American people?**
   - It made them change how they lived. They could no longer rely on the buffalo for their needs.

6. **How many buffalo were there in 1994?**
   - 200,000

7. **What do you think happened to increase the number of buffalo?**
   - People stopped killing the buffalo and started to protect them. They realized that the buffalo would become extinct if they weren't protected. Today, buffalo are no longer endangered. They are once again being used for food. Some ranchers now raise buffalo instead of cattle for their meat.