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Grade Level: 4 th /5 ^h grade
Subject: Native American cultural uses of buffalo

Context for Teaching/Learning:

- This lesson was taught to 29 fourth grade students at Alliance Intermediate School in Alliance, Ohio in the classroom of veteran teacher, Kelly Lemmon. The class included 12 girls and 14 boys. Over 50% of the students are African American or multi-racial. Over 50% of the students have IEPs or 504 plans. All children in the school receive free and reduced lunch due to the poverty rate in the city. Most IEPs in this class focus on reading and writing skills (reading levels range from kindergarten – 4th grade level) and there is one English learner.
- Students will use a [chart](#) (a word bank can be added at the top [to differentiate](#) for students’ needs) to organize their understanding of how different resources are used in different cultures. This lesson reinforces the concepts of culture and tribe.
- Students will make “guesses” or hypotheses about the different buffalo artifacts and then complete the chart after learning more about the artifacts from ahtove.org.

Content Standard:

Ohio Social Studies Grade 4 Content Statement. Economics.20. Tables and charts organize data in a variety of formats to help individuals understand information and issues.

Learning Objectives:

Students will complete a [graphic organizer](#) buffalo uses chart to record reasonable and/or accurate ideas about how different buffalo artifacts are named and used.

Students will use a [graphic organizer](#) vocabulary chart to accurately write/draw definitions of terms such as artifact, tribe, and culture.

Students will record on an [exit ticket](#) possible alternative/creative uses of the buffalo besides those shown on the ahtove.org website.

Academic Language:

Artifacts- Anything that is made by humans and studied later. Some examples could be art, clothing, tools, and many other objects. Artifacts are considered *primary sources* to help us understand history and cultures.

Tribe- A social group that shares common ancestors, beliefs, culture, customs, and traditions tied together under one leader. A nation or ethnic group of Native Americans like Iroquois or Algonquians or Cheyenne. There are 574 Indian tribes (or nations) within the United States today.

Culture-What makes a group of people unique, for example choices made about food, music, art, dress, values, religion, etc. A big idea that describes people’s way of life and shared history. Culture can change over time.

Formative Assessment:

- The teacher will ask the students questions throughout the lesson to gain an understanding of their knowledge. These questions include:
- What do you think culture means?
 - How much do you know about the ideas of culture, artifacts, tribe?
 - What household materials did you see in the video that you use today in your own home?
 - Do these items look different when you use them than when they were created from the Buffalo? Why or why not?
 - What do you notice about each of the artifacts? What do you find interesting?
 - Which was the most useful part of the buffalo in your opinion?

- Listen to students' answers to vocabulary concept and inquiry questions and assist as they are completing their charts.

Summative Assessment:

- Collect the "Uses of the Buffalo" [worksheet](#) and ensure that both the "Before Learning" and After Learning" sections are filled out with 100% accuracy.
- During the lesson closure, the students will complete an [exit ticket](#) where they will either draw or write other ways that the buffalo can be used to make artifacts different from the ones discussed today.

Lesson Introduction: (15 minutes)

Preview (5 mins)

- Hold up an artifact from the buffalo trunk or project one from [ahtove.org](#) on your classroom screen. Explain that we are going to learn about different artifacts and how they represent a culture and a tribe.
- Ask students if they know what culture means. After gathering a few responses, tell the students that culture is beliefs, behaviors, activities, and language by groups of people. Culture is also something that changes and evolves over time. It's important because it helps define different groups of people. We will continue learning about culture all year and for all our lives because there are so many different cultures in the world.

Building Background Knowledge/Academic Language (10 minutes)

- Introduce the following vocabulary words, possibly using the [graphic organizer worksheet](#): (10 minutes)
 - **Artifacts:** Anything that is made by humans. Some examples could be art, clothing, tools, and many other objects. Historians study artifacts
 - **Tribe:** A social group that shares common ancestors, beliefs, culture, customs, and traditions tied together under one leader. Native Americans can have citizenship in a tribe.
 - **Culture:** The way people live, the group's shared beliefs, what unites them. Examples can be recipes, language, and popular celebrations.
- Before giving the students the definitions, ask students to rate how well they know the meaning of the word on a scale from 0-5, 0 being they don't know the word at all, to 5 being they completely understand the meaning of the word.
- Provide a kid-friendly definition to students for each concept/vocabulary term.
- Ask students to write their own sentences and draw a picture of the vocabulary words.
- A modified version given may be give to students on an IEP that will provide the definition, sentence, and they will be responsible for drawing their own pictures.
- Give students the opportunity to either share their sentences, or their picture.
- Transition by telling the students that we will be using the ahtove.org website to learn about Native Americans use of the buffalo today and in history. Show a buffalo artifact from the website or as a manipulative, if available.

Lesson Body: (40 minutes)

Inquiry into Buffalo Artifacts (5 mins)

- The Northern Cheyenne are one Native American tribe that uses buffalos as a part of their culture to create different artifacts that they use in their everyday lives, and we will be learning about the different uses of a few artifacts from this tribe.
- Explain to the students that different parts of the Buffalo can be used to create different artifacts/tools and different tribes may create/use these parts of the buffalo differently.
- Distribute the buffalo parts worksheet they will be working on and explain to them that they will only be filling out the "before" box on the worksheet right now.
- Ask the students to write down what they think each part of the buffalo might be used for. The students should be reassured that they are making their best guess, it does not have to be right.
- Students on IEP's will be given a version of the worksheet that has a word bank.
- The teacher will give the students time (seven minutes) to complete the buffalo parts worksheet in the "before" box. The students may work with their table groups/partners to come up with answers.
- After the students have time to write down their responses, the class will share some of the

- things that they think can be created from the different parts of the buffalo. (3 minutes)
- The teacher will then introduce the uses of the Buffalo with [a video](#) or [another video](#) of your choice. (1 min. 45 sec.)
 - Following the video, the teacher will ask a series of questions including the following: (5-7 minutes)
 - What household materials did you see in the video that you use today?
 - Inquiry: Can you think of other ways those items can be made in other cultures or without using a buffalo?
 - Inquiry: Can you think of any other artifacts you could create from parts of the Buffalo?
 - How would you do so?
 - Express excitement to share some real buffalo artifacts from the Northern Cheyenne Tribe from Montana.
 - If using real artifacts from the "buffalo trunk," stress importance of handling the artifacts with the proper care. They are fragile, so we have to take good care of them and be gentle with them. If not using manipulatives, then show some of the brief videos of the buffalo trunk artifacts and consider using [augmented reality](#).
 - The teacher will walk around with the different Buffalo artifacts such as the: (10 minutes)
 - Buffalo Bladder
 - Ask the students, "Can you think of other ways we carry water, and ways other cultures around the world might carry water?"
 - Buffalo painting tools
 - "What other kinds of painting tools have you seen used in different cultures and times?"
 - Buffalo Horn Utensils
 - "What are some other eating utensils that might be used in other cultures around the world?" What is especially good about buffalo horn utensils?
 - Buffalo tail
 - How does this compare to a flyswatter you have seen before? How else would you like to use this tail?
 - Buffalo leg bone knife
 - "Would you like to use this kind of knife? Why?"
 - Now have the students return to their Uses of the Buffalo worksheet and complete the "After" section. Students can do this as a recall activity after seeing the five different buffalo artifacts, or the teacher can direct the worksheet completion after holding up/showing each video.

Procedures, Lesson Closure: (5 minutes)

- Ask students to share what they think was the most interesting artifact they saw.
- Ask students to share any questions they have or might still be wondering about Native Americans and the artifacts we learned about today.
- The students will complete [an exit ticket](#). The exit ticket will ask students to write or draw other ways that the parts of the buffalo can be used to create other artifacts.
- The students will be given an opportunity to share what they wrote or drew on their exit ticket.
- Encourage the students to share with a friend or caregiver what they learned or did today. Remind them that they can access [ahtove.org](#) at home.

Differentiation, Individualized Instruction, and Cultural Responsiveness:

- **Accommodations:** The students will learn the material through visual ways of learning, as well as tactile learning, as they are drawing pictures to represent different definitions, and they are able to see and touch real artifacts from the Northern Cheyenne Tribe. The students are also using auditory learning, as they are reading aloud some of the uses of the different parts of the buffalo. The teacher asks the students open ended and inquiry based questions so the students think critically about their answers.
- **Individualization:** The teachers allow the students to use their prior knowledge on Native Americans and express their ideas about what parts of the buffalo might be used for different things. The students are able to engage with the materials and use hands-on manipulatives (artifacts) to gain a better understanding of the different artifacts that are provided throughout the lesson. The teachers provide opportunities for the students to

engage in conversations with their peers, and as a whole class when they are asked questions. The questions the students are asked throughout the lesson are open-ended and inquiry-based questions to keep the students thinking critically and engaged in the topic. This lesson allows the students to think about different Native American tribes and some of the differences in cultures all around the world. The students will be more open-minded in the future and think about the different ways of living that they can encounter. Additionally, this lesson will help the students eliminate some of the misconceptions they may have had about Native Americans.

Instructional Materials and Support:

- [Vocab graphic organizer](#)
- [Modified vocab organizer](#)
- [Vocabulary Slides](#)
- [Buffalo parts worksheet](#)
- [Modified Buffalo parts worksheet](#)
- [Buffalo slides](#)
- [Exit ticket](#)
- Buffalo artifacts: Buffalo bladder, buffalo painting tools, buffalo leg bone knife, buffalo horn utensils, buffalo tail