



**Topic:** First Americans, focusing on the Sioux of the Plains

## Overview

In this lesson the students will learn about the homes, food, and natural resources used by the Sioux. It includes web applications and video streaming for enhancing the learning process.

## Grade 2

## Time Allotment

Two 30-minute periods

## Learning Objectives

On completion of this lesson students will be able to:

- describe the importance of the buffalo to the survival of the Sioux Indians.
- give examples of the uses of the buffalo including food, clothing, and shelter.
- explain why life on the plains forced the people to move easily from place to place.

This lesson addresses Va. SOL Social Studies 2.2

## Media Components

- Computer with Internet access for each student
- United Streaming - Native Americans: People of the Plains. Rainbow Educational Media, 2004. [www.unitedstreaming.com](http://www.unitedstreaming.com)
- Websites:
  1. [www.germantown.k12.il.us/html/plains.html](http://www.germantown.k12.il.us/html/plains.html) (Plains Indian Culture)
  2. <http://inkido.indiana.edu/w310work/romac/native.htm> (The Study of Native Americans)
  3. [www.mce.k12tn.net/indians/reports4/plains.htm](http://www.mce.k12tn.net/indians/reports4/plains.htm) (Plains Indians)
  4. [www.schoolhistory.co.uk/year8links/natives/plainsindiansSEN.pdf](http://www.schoolhistory.co.uk/year8links/natives/plainsindiansSEN.pdf) (Plains Indians)
  5. [www.schoolhistory.co.uk/year8links/natives/Bufalo.pdf](http://www.schoolhistory.co.uk/year8links/natives/Bufalo.pdf) (Why were the Buffalo so important to the Plains Indians?)
  6. <http://www.nativetech.org/games/>
  7. [www.bluecloud.org/11.html](http://www.bluecloud.org/11.html) Indian Uses of the Buffalo

## Materials and Student Handouts

- Video projection cart with DVD player
- Handout “The Many Uses of the Buffalo,” attached, 1/ student
- Large plastic buttons with two center holes (available from Oriental Trading)
- One strand of string 30” long, 1/ student (make sure the material used will fit through the button holes.)



## Teacher Preparations

- Obtain and prepare DVD
- Bookmark websites (see media components)
- Cut string to 30" lengths
- Copy handouts

## Introductory Activity

**1. Focus: The Buzzer Game.** Give each student a large button with two holes and a piece of string about 30" long. Tell them the button is a piece of bone and the string is a piece of buffalo hide.

**Activity:** Allow 5 minutes to invent a toy with the materials. They can work with a neighbor to brainstorm.

**Follow-up:** Share inventions.

**2. Focus:** Here is an example of a toy used by First American children made using materials similar to these.

**Activity:** Have the students thread the string through the holes and tie the ends into a knot.

**Follow-up:** Demonstrate how the toy works by holding the string at each end of the loop with the button in the middle. Now spin the string and button just like you would a jump rope only much faster. Twirl the button around and around in a circle until the string has gotten shorter and then pull the ends apart again. The string will then twirl around in the opposite direction, causing the string to get shorter again. Pull the ends apart again which will make the button twirl in the opposite direction once more. This constant spinning will make a buzzing noise that the children used to say sounds like the wind sighing.

3. Focus: Today we will learn more about other First American children - Sioux Indians.

**Caution:** On the United Streaming play list the video sections are mislabeled. They are all there but are listed out of order. If you plan on using the entire video, it should play fine. But if you plan on using only particular segments, be sure to preview and make note of the correct order of each segment.

## Learning Activities

**1. Focus:** We are going to watch "Native Americans: The People of the Plains" to help us learn about the lives of the Sioux Indians. The Sioux lived in the middle part of what is now the United States called "The Plains."

**Activity:** As you watch the video, your job is to determine what particular animal the Sioux relied on for their survival.

**2. Focus:** In this first section, watch to see what animal the Sioux man is hunting. How does he camouflage himself and why is what he's doing so dangerous?

**Play:** Approaching the Buffalo (00:15)

**Follow-up:** with a discussion about the questions.

- What animal was he hunting?
- How does he camouflage himself?
- What if he wasn't camouflaged?
- Why doesn't he camouflage himself as a buffalo?
- Why is this so dangerous?
- Is there anything he could do to make hunting less dangerous?

**3. Focus:** This is what the land called the plains looked like.

**Play:** Tribes of the Plains and the Natural World (3:49) **SOUND OFF**

**Pause** at 00:34. Say, "Describe the plains. What do you see? What don't you see?"

We've learned that the Powhatans lived in the Woodlands. What natural resources did they have that the Sioux don't have? (Trees, wood for building their homes).

**4. Focus:** Replay with sound on. Now listen to the same segment. Listen for Native American music. How are the plains different now than they were when Indians lived there?

**Pause:** again at 00:34 and discuss. Replay again if it's necessary for the kids to listen again.

**Play:** Now we'll see some very old pictures of some real Indians.

**Pause:** at 00:56.

**5. Focus:** The narrator has mentioned the buffalo a couple of times now. How did the Sioux use the buffalo in ways other than for food?

**Play and Pause:** at 1:06. (note: The information comes up quickly. You may need to replay this short segment a couple times for most of the children to catch it.)

The buffalo was used for food, clothing and shelter.

**Follow-up:** How could a buffalo provide shelter? What part of the buffalo would they use? (The hide.) What if they used other animals like elk or even smaller animals like groundhogs, for example? How would that change their way of life?"

**6. Focus:** cue Daily Life of Native Americans on the Plains (13:02). Listen to a Sioux boy tell us more about why the buffalo is so important. Raise your hand when you hear how the buffalo provides shelter. (Told at 00:56 – 1:09)

**Pause:** at 1:00.

**Follow-up:** So, how does the buffalo provide shelter? (Tipis are made of buffalo hide.) The boy tells us that the tipis are easy to set up and that's a good thing because they're never in one place for very long. Why is this? (The tribe has to move often to follow the buffalo.) Why do you think buffalo move around so much? What would happen if they stayed in one area?



**A Boy Named Sioux (and his family, too)**  
Suzanne Turner  
Rockingham County Public Schools



**7. Focus:** Watch and learn how the women set up a tipi.

**Play:** (1:09).

**Pause:** at 2:35.

**Follow-up:** What's hard about setting up a tipi? Why do you think the men don't help? Would you be comfortable in a tipi? What would you like about it? What would make it uncomfortable for you? How do children learn how to set up tipis?

**8. Focus:** After the woman is finished arranging the inside of the tipi, we'll see how a fire is made inside the tipi and how the cooking is done. Listen for two more uses of the buffalo.

**Activity:** When you hear the first one, give yourself a buffalo horn like this (raise one finger at the top of your head.) Give yourself another one when you hear the second one.

**Play:** at 2:35.

**Pause:** at 5:36.

**Follow-up:** What two ways did you hear? (Buffalo rugs in the tipi, meat for food, and stomach for boiling pot).

**9. Focus:** So, the women use the buffalo in many different ways. How might the men use parts of the buffalo?

**Play:** "Stopping for Lunch." Let segment run until the end.

**Follow-up:** What parts do the men use? (Sinew is used to make a bow and to tie on the arrowhead to the shaft. A buffalo bone is used to straighten the shaft of the arrow. Glue made from buffalo fat is used to glue on the feathers.)

**10. Focus:** We've learned lots of different ways the Sioux used the buffalo in their daily lives. Let's finish up by watching one way the buffalo were hunted.

**Play:** "Hunting the Buffalo" and watch until the end.

### **Culminating Activities**

(Note: This second 30-minute session is conducted in the computer lab.)

**Focus:** Today you will use bookmarked websites to complete your handout about the many uses of the buffalo.

**Activity:** Complete worksheet, The Many Uses of the Buffalo, attached

### **Assessment**

- Students will be assessed on the detail and thoroughness of their completed worksheet and participation in the video portion of the lesson.



**A Boy Named Sioux (and his family, too)**  
Suzanne Turner  
Rockingham County Public Schools



### **Community Connections**

1. Visit the Monacan Indian Village at Natural Bridge. Although this village is a replica of a Woodlands tribe, there will be many opportunities to compare and contrast the Monacan's with the Sioux.
2. Have a speaker who is knowledgeable and have artifacts to share come and make a presentation to the class.

### **Cross-Curricular Extensions**

#### **Language Arts**

- View Reading Rainbow, "The Girl Who Loved Wild Horses" to learn about how the introduction of the horse changed and enhanced the lives of the Sioux.

#### **Social Studies**

- Make dioramas depicting the life of the Sioux.
- Construct a model of a tipi.

### **About the Author**

Suzanne Turner is a second grade teacher at Linville Edom Elementary School in Rockingham County.

This lesson was written as part of the Fall 2003 WVPT NTTI for the Virginia Enhancing Education Through Technology Ed Tech Grant awarded to the Shenandoah Valley Technology Consortium (SVTC).

# The Many Uses of the Buffalo

