

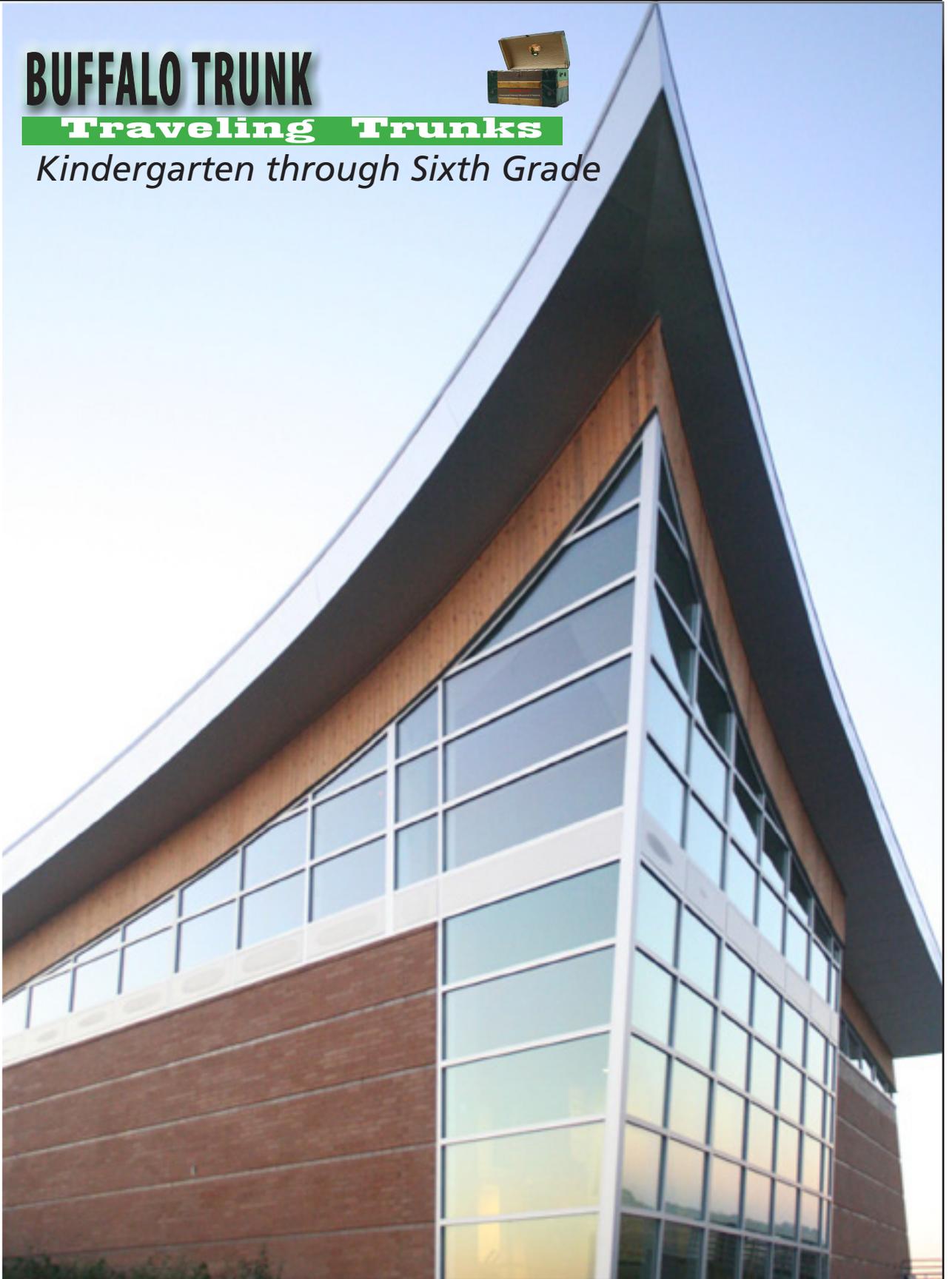
Free Land was the Cry!

BUFFALO TRUNK



Traveling Trunks

Kindergarten through Sixth Grade



Homestead

National Park Service
U.S. Department of the Interior

Homestead National Monument
of America, Nebraska



ACKNOWLEDGEMENTS

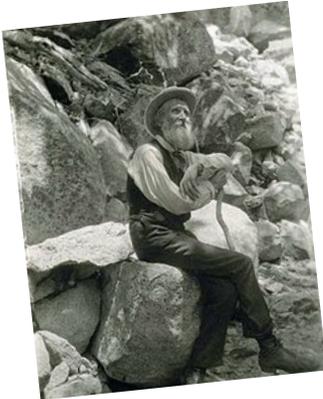
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Our thanks to the following people
for their contributions to our project:

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Mark Engler, Superintendent, Homestead National Monument of America

National Park Visionaries and Supporters



None of Nature's landscapes are ugly
so long as they are wild.
John Muir

In dedicating the gateway to Yellowstone in 1903, President Roosevelt said that the “essential feature” of the National Parks was their “essential democracy” in that the parks preserved wilderness and scenery “for the people as a whole.”

President Theodore Roosevelt



“National parks are the best idea we have ever had. Absolutely American, absolutely democratic, they reflect us at our best rather than our worst.”

Wallace Stegner

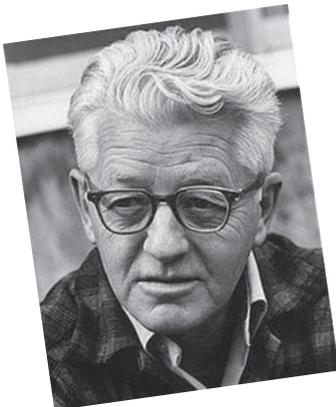




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Some of the ideas in this lesson may have been adapted from earlier, unacknowledged sources without our knowledge. If the reader believes this to be the case, please let us know, and appropriate corrections will be made. Thank you.

PROGRAM DESCRIPTION

The first people living on the prairie were the ancestors of the various American Indian Tribes. Through archeology, we can surmise that the plains have been inhabited for centuries by groups of people who lived in semi-permanent villages and depended on planting crops and hunting animals. Many of the ideas we associate with American Indians such as the travois, various ceremonies, tipis, earth lodges, and controlled bison hunts, come from these first prairie people.

Horses were brought to Mexico by the Spanish in the 1600s. With the migration of the horse from Mexico in the 1700s, the culture of the plains people changed to one that was more mobile. Before the horse, the cultures hunted and traveled in relatively small restricted areas. With the introduction of the horse into American Indian society, greater distances could be covered. The horse became a status symbol to the American Indian and individuals amassed vast herds of these animals.

The first known historic tribe in the plains area was the Pawnee who lived in earth lodges part of the year and in tipis during the summer and fall hunts. The earth lodge tribes such as the Arikara, Hidatsa, Mandan, Omaha, Oto, Ponca, Pawnee, Wichita, Winnebago, among others, planted crops such as corn, squash, and beans and stored their food in underground storage caches. Their semi-subterranean lodges held from 10 to 40 people. Several lodges were grouped together to form fortified villages. Smaller groups ventured out with tipis for the bison hunts, returning to the earth lodge for winter.



“When we show respect for other living things, they respond with respect for us.”

Arapaho

Other tribes associated with the Great Plains were the Lakota-Sioux, Cheyenne, Arapahos, Comanche, Kiowa, Crow, among others.

They lived mainly in tipis, traveling through the Plains region. These groups were the great hunters of the Plains following the bison or “buffalo” and foraging for berries, roots, and other plants. They lived in extended family relationship groups, traveling to familiar places and encampments. Often, they traded and warred with the earth lodge dwellers.

When the prairie was changed by the coming of Euro-Americans, the culture of the prairie tribes was dramatically affected. The prairie tribes were moved off their traditional homelands onto reservations by the United States government to make way for the ever increasing settlement. They were forced into a foreign lifestyle that was in opposition to their own.

CURRICULUM OBJECTIVES

- Students will read and discuss how American Indians lived on the prairie.
- Students will draw a story map.
- Students will compare/contrast the roles of men and women in a Plains Indian camp.
- Students will be able to identify the elements of a folktale and write one of their own.
- Students will compare/contrast a tipi and an earth lodge.
- Students will be able to name two ways American Indians utilized the land to survive.

NATIONAL STANDARDS

This unit is broken up into different grade levels, so there are many standards that could apply. These are just a few of them.

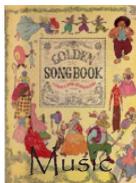
NL-ENG.K-12.1 READING FOR PERSPECTIVE

Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

NSS-US.H.K-4.1 LIVING AND WORKING TOGETHER IN FAMILIES AND COMMUNITIES, NOW AND LONG AGO

Understands family life now and in the past, and family life in various places long ago.

Understands the history of the local community and how communities in North America varied long ago.

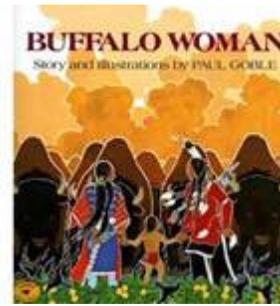
SPECIAL ICONS		<i>Enrichment Activities</i>		Cool Internet Sites:		<i>Language Arts</i>
	Indicates a reproducible handout is included		Indicates an additional math lesson		Indicates an additional music or art activity	
		Indicates advanced lessons				Indicates an additional language arts lesson

Kindergarten through Second Grade



Paul Goble was born in 1933 in England. Always interested in American Indian people, he moved to the U.S. in 1977 and became a citizen in 1984. He lived in Lincoln, NE before moving to Rapid City, SD in 1989. He has written and illustrated more than 30 children's books that retell traditional American Indian stories. He has won numerous honors including the Caldecott Medal in 1978 for *The Girl Who Loved Wild Horses*.

BUFFALO WOMAN



Materials

Buffalo Woman by Paul Goble
Other Paul Goble books or American Indian books
Grocery bag with common food items

Activity

Display and discuss the food items from the bag.

- What do you like to eat?
- How do you prepare it?
- Where do you go to get food?
- Where did the American Indian living on the prairie get their food?

Read the book *Buffalo Woman* aloud.

- How did the buffalo help the American Indian?
- How did the American Indian help the buffalo?
- How did homesteaders feel about the buffalo?

ADVANCED QUESTIONS

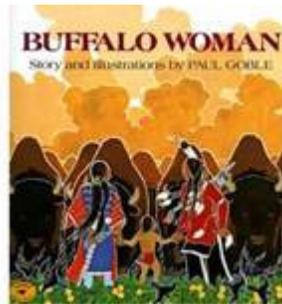
- How did the relationship between the young man and the relationship he had with the buffalo develop?
- Why did the "Buffalo Nation" send the woman to the man?
- Why did the young man's relatives not like the woman and her son?
- Why did the young man follow after his wife and son?



Each national park site has its own special story to tell. Homestead National Monument of America's story is about homesteading but there are other sites to visit which will increase your understanding of the pioneer experience. One is Nez Perce National Historical Park. Since time immemorial, the Nimiipuu or Nez Perce have lived among the rivers, canyons and prairies of the inland northwest. Despite the cataclysmic change of the past two centuries, the Nez Perce are still here. Join us in exploring the park's thirty-eight sites and experiencing the story of a people who are still part of this landscape by visiting www.nps.gov/nepe.

BUFFALO WOMAN

Third Grade
through
Sixth Grade



Materials

Buffalo Woman by Paul Goble
Paper
Markers, crayons, pencils

Activity

Read *Buffalo Woman*.

Explain to students that they are going to draw their own map of the places they read about in *Buffalo Woman*.

- What were some of the places that we read about?

For example:

- Where the tribe lived
- The stream where we first saw the Buffalo Woman
- Where his family lives
- The rolling country
- Where they spent the first and second night
- Where they continued traveling
- The winding rivers
- The Valley of the Buffalo national

- What order were they in?

As a class brainstorm some possible map symbols that could represent the list created.

Explain to students what a story map is, a map that looks the way a bird would see it.

Once students understand the concept, give them a sheet of paper, markers, crayons and pencils and have them draw a story map for *Buffalo Woman*.

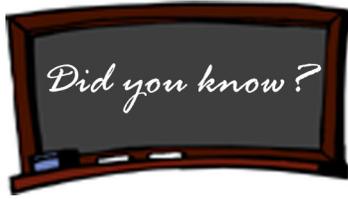
Did you know?

Mother Earth

Many tribes or nations had similar ideas and beliefs. They believed in the circle of life, and the belief that everything is connected. You were born, you grew, you lived, you died and you returned to Mother Earth to allow others to be born, creating a circle that never ends. They believed everything in life is dependent on everything else. They also believed that every rock, grass, plant, animal, and man had a spirit.

Their beliefs and religion were part of their everyday life. The land was the mother of all things, and had to be treated with great care and respect. They lived close to the land for centuries and understood the "ways of Mother Earth." They believed that Mother Earth provided the animals and the plants for them as long as they did not abuse or take more than they needed to survive.

Kindergarten through Sixth Grade



George Catlin

George Catlin was a painter and a writer who documented life on the frontier—especially the ways of life of American Indians.

Catlin had a life-long fascination with American Indians because his mother had been briefly captured by American Indians in Wyoming Valley, PA. Catlin, intrigued by her stories, traveled west in 1830 and spend many years painting portraits of American Indians.

View some of Caitlin's famous paintings at: <http://bit.ly/SAUZds>



LIFE IN A PLAINS CAMP



Materials

Life in a Plains Camp by Bobbie Kalman
Life in a Plains Camp Crosswords
Life on the Plains Graphic Organizers

Procedure

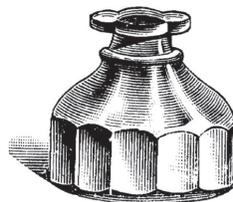
Younger Students: Read *Life in a Plains Camp* in either sections or in its entirety to the class. Using the discussion questions below or your own, discuss the lives of American Indians.

Older Students: Either in groups or alone have students read *Life in a Plains Camp*. When students are finished with their readings have them discuss the following questions.

- What animals did the Plains tribes rely on?
- Describe the elements of families, clans and camp society.
- What was a buffalo hunt like?
- What was their diet like?
- How did they use the buffalo?
- How were men and women's clothing different?
- How were men and women's jobs different?
- What was school like for American Indian children?

To reinforce the concepts, have students complete the Life on the Plains Camp crosswords.

Enrichment Activities



Using a graphic organizer (one is provided in the Homestead Handouts) have students compare and contrast the difference in men and women's clothing and their different roles in the Plains Camp.

ANIMAL FOLKTALE

Third Grade
through
Sixth Grade

Materials

The Girl Who Loved Wild Horses by Paul Goble

Buffalo Woman by Paul Goble

The Gift of the Sacred Dog by Paul Goble

Read a book by Paul Goble, either those provided or others.

Have students create a folktale with a prairie animal as the main character. Students should use personification and try to use similes.

Elements of a folktale:

- Are usually about ordinary people and everyday life.
- Include setting, characters and a problem to solve.
- Have characters represent a trait such as honesty or cleverness.
- Intentionally exaggerate to teach a lesson.

Prewriting:

For your prewriting notes, list some unusual animals and choose one of them. Think about how the animal will show its special qualities. List some similes you might use. Then, list the events of your tale.

Drafting:

In drafting the tale, follow the list of events that you compiled in your prewriting notes. Write at least a paragraph (or more) for each event.

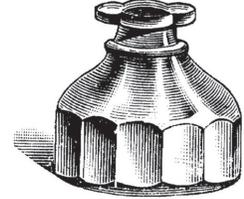
Revising:

Share your folktale with a partner. Check for clarity and completeness of events and descriptions. Have your partner read your folktale to you.

Publishing:

Type your finished story on the computer, print it, and add your own illustrations.

Enrichment Activities



American Indians recorded the details of their lives by painting pictures on bison hides. A “winter count” depicted the events of the past year or several years.

Use your detective skills to figure out the story being told on the buffalo hide on the American History Smithsonian Institute website at:

<http://americanhistory.si.edu/buffalo/hideactivity.html>



Language Arts



Definitions

Personification - Giving an animal human qualities.

Simile - A figure of speech that shows a resemblance or similarity between two unlikely things. A simile usually uses “like” or “as.”

Third Grade through Sixth Grade

LET'S LOOK AT A TIPI, AN EARTH LODGE



A tipi covered with what appears to be birch bark.

The exact origins of the tipi (teepee) remain a mystery. Indigenous people have been living in conical tents for centuries. The circular plan mirrored nature: the earth, the sky, the seasons, life itself. But the buffalo hunters of the Great Plains made the design innovations distinctive to true tipis. First, they tilted the cone into the prevailing winds, making it slightly asymmetrical and nearly vertical in back. This not only made the tipi (teepee) stand strong against the weather; it increased the headroom and usable living space. Second, they moved the smoke hole down the more gently sloping front of the tipi (teepee) and added flaps to control the draw for the fire and ventilate the tipi (teepee). These flaps give the tipi (teepee) its elegant winged appearance and are supported and adjusted with poles from the outside.



Earth Lodge (Photo Courtesy of Nebraska State Historical Society)

Earth lodges were typically constructed using a wattle and daub technique with a particularly thick coating of earth. The dome-like shape of the earth lodge was achieved by the use of angled or carefully bent tree trunks, although hipped roofs were also sometimes used. During construction, an area of land was first dug a few feet beneath the surface, allowing the entire building to have a floor somewhat beneath the surrounding ground level. Posts were set into holes in the ground around the edges of the earth lodge, and their tops met in or near the middle. The construction technique is sturdy and can produce quite large buildings, (some as much as 60 feet across) although size is limited somewhat by the length of available tree trunks. Internal vertical support posts were sometimes used to give additional structural support to the roof rafters.

After a strong layer of sticks or reeds was wrapped through and over the radiating roof timbers, a layer of thatch was often applied as part of the roof, although the structure was then entirely covered in earth. This earth layer provides insulation against extreme temperatures, as does the partially subterranean foundation.

Compare and contrast an earth lodge and a tipi on the Compare/Contrast Organizer available in the Additional Resources.

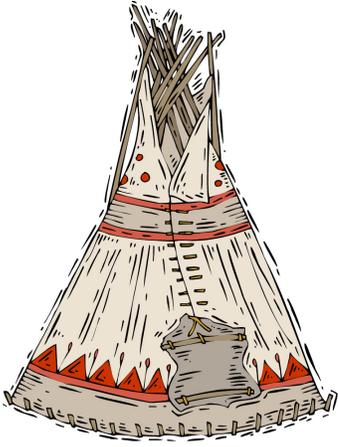
Students will write what they know about earth lodges and tipis and then write their similarities and differences.



LET'S MAKE A TIPI

Third Grade
through
Sixth Grade

Making a Tipi



Many American Indian tribes made tipis (tipi is sometimes spelled tipi or teepee) from long tree limbs and animal hides. You can make a wonderful model tipi using a brown paper grocery bag and twigs. This is a simple, inexpensive craft and one that looks quite good!

Supplies needed: 4 straight twigs (about a foot long each)
Yarn, twine, or a rubber band
A large, brown paper grocery bag
Scissors
A pencil
Crayons, tempera paint, or markers
Tape



- Bind the twigs together toward the top using yarn, string, or a rubber band. Leave about 3 inches of twig at one side of the string. Do not bind the twigs too tightly.
- Gently adjust the twigs so that they form a tepee shape.
- Holding the tipi above a piece of scrap paper, trace the outline of one side of the tipi. This will be your template for making the tepee.
- Cut out your triangular template.
- Open up a large paper bag along its seams.
- Lay your triangle template on the opened bag and trace its outline.
- Trace the triangle 3 more times with the long edges touching.
- Cut out this large polygon along the outside edge. Cut a door on one edge.
- Decorate the tipi using crayons or markers.
- Fold the paper along each of the pencil lines. Then form the paper into a tipi shape and tape the edges together.
- Snip off the top of the tipi (the twigs will go through this hole).
- Put the twigs into the tipi. Tape the twigs into place - each twig is taped along a fold line.

You now have a wonderful tipi!

The American bison has been the largest land mammal in North America since the end of the Ice Age. The huge animals can weigh as much as a ton. Most people call them buffalo. The American Indians and buffalo lived together for thousands of years. The Plains Indians hunted the buffalo, but took only as many as they needed and didn't waste any part of the animal. They ate the meat immediately or preserved it to eat later. They used the hides for clothing and tents. Sinew - intestines- was used as thread, and needles and tools were made from the bones.

There were at least 30 million buffalo roaming North America before the Europeans came. Some people believe there were as many as 70 million. As the Europeans settled the East, the buffalo moved farther west. While the West was being settled, buffalo were slaughtered by the millions. Most were shot by hunters as sport. Some even shot at the animals from the windows of moving trains.

Most bison were killed between 1830 and 1880. According to the National Park Service, there were no wild bison left in the United States by 1882. By 1900, there were fewer than 600 left, but they were protected. Conservationists managed to save those buffalo. Those you see today are their descendants.

Today, bison are raised on ranches and farms for meat. Between Canada and the United States there are about 500,000 bison in North America. About 20,000 roam on public lands and preserves in the two countries. The 4,000 bison in Yellowstone National Park make up the largest herd of free-roaming plains bison. Wood Buffalo National Park in Canada has the most free-roaming wood bison. That herd has about 10,000 animals.

Excerpt taken from *Heading West: Life with Pioneers* by Pat McCarthy (p. 10)

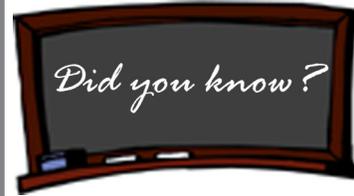


Bison Facts

- Bison, often referred to as buffalo, are the heaviest land animals in North America.
- Bison are herbivores.
- Bison can be up to 6.5 feet tall at the shoulder and can weigh over a ton.
- Bison can run at speeds up to 40 miles per hour.
- Bison horns can grow up to 2 feet long.
- Today, about 500,000 bison live on preserves and ranches.

TRADITIONAL USES OF A BUFFALO

Kindergarten
through
Sixth Grade



Euro-American settlers wrote of seeing too many buffalo to count. Many killed the bison for sport; however, most were killed to supply northeastern industrial efforts. Hides made excellent strapping material and conveyer belts, essential to new and expanding factories. While the furs and hides were sent back east the carcass was left on the prairie to rot. With more settlers, expanding railroads, and increased industrialism, the bison nearly vanished.

American Indians lived off the land for generations, using what the land provided and adapting to a lifestyle based on survival.

Materials

Parts of the buffalo
Parts of the buffalo graphic organizer
Traditional Uses of the Buffalo

Either in small groups or individually have students examine the parts of the buffalo.

Using the graphic organizer they should identify what parts of the buffalo are in the trunk.

Students should then brainstorm uses for those particular parts of the buffalo.

Students should also list two parts of the buffalo not included and how they think American Indians would have used them.

Students should check their answers against the Traditional Uses of the Buffalo sheet.

The Smithsonian Institute American History Museum has an online activity titled What Can You Make from a Buffalo. Have students explore this activity at:

<http://americanhistory.si.edu/buffalo/hideactivity.html>



Enrichment Activities



Have students research some famous buffalo hunters and do a report on them. Examples include Charles Rath, Wyatt Earp, Pat Garrett, and Wild Bill Hickok

**Third Grade
through
Sixth Grade**

LET'S PLAY JEOPARDY

Test the students' knowledge by playing American Indian Jeopardy. The PowerPoint can be found under the For Teachers section at www.nps.gov/home.

Categories include Earth lodge/ Tipi or Both, Buffalo Parts, Notable American Indians, Nebraska Tribes, and Potpourri.

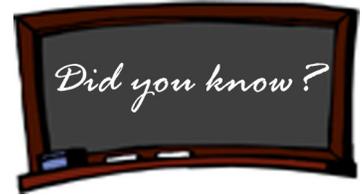
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LET'S PLAY JEOPARDY

Third Grade
through
Sixth Grade

Indian Jeopardy



The names of 28 states were derived from American Indian words. For example, Nebraska is from the Omaha or Otos Indian word meaning "broad water" or "flat river," describing the Platte River. Visit <http://bit.ly/cP1P8Q> and see if your state's name comes from American Indian words.



ADDITIONAL RESOURCES

Books

Buffalo Woman by Paul Goble, Aladdin Paperbacks, 1976

Heading West: Life with Pioneers, by Pat McCarthy; Chicago Review Press, 2009

The Girl Who Loved Wild Horses by Paul Goble, Aladdin Paperbacks, 1978

The Gift of the Sacred Dog by Paul Goble, Aladdin Paperbacks, 1980



George Catlin Paintings

<http://bit.ly/SAUZds>

Smithsonian Institute American History

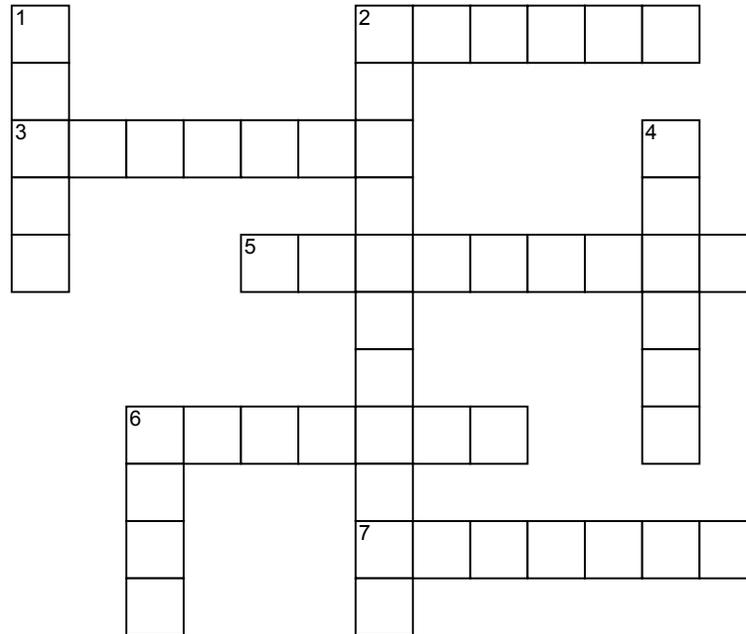
<http://americanhistory.si.edu/buffalo/hideactivity.html>

Origin of the Names of 28 U.S. States Derived from Native Nations

<http://bit.ly/cP1P8Q>

Life in a Plains Camp

Clothing



This puzzle was made by Homestead National Monument of America using Crossword Weaver(TM)

ACROSS

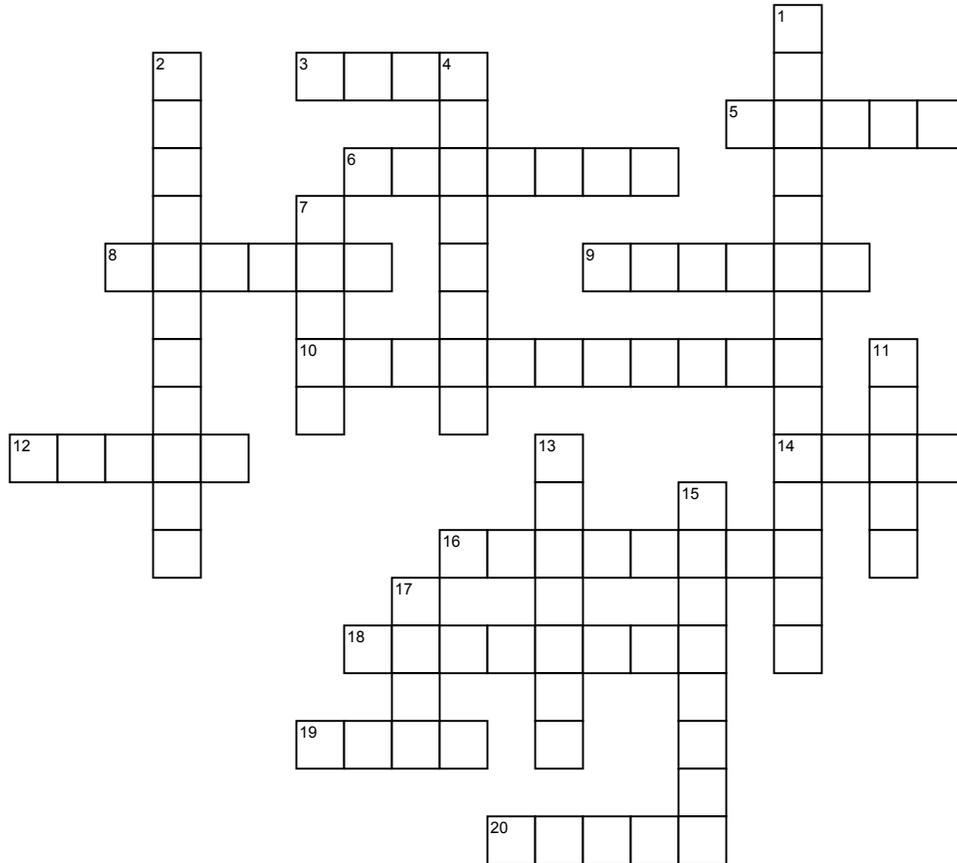
- 2** a headdress decorated with items such as feathers, beads, and porcupine quills
- 3** stiff leather used to make moccasins, shields, or drumheads
- 5** shoes made of soft leather
- 6** highly-decorated clothing or items worn for ceremonies and other special occasions
- 7** a process of making leather from the hides of animals by soaking them in a solution and drying and stretching them

DOWN

- 1** two panels of leather that were tied to a belt and worn by men and boys
- 2** a long piece of soft leather that was worn by men and boys and looped under and over a belt; similar to an apron
- 4** a blanket-like cloak with a hole for the head
- 6** a buffalo hide with the fur left on that was used as a winter coat or bedding and was sometimes painted with pictures

WORD BANK: Apron, bonnet, breechcloth, moccasins, poncho, rawhide, regalia, robe, tanning.

Life in a Plains Camp



This puzzle was made by Homestead National Monument of America using Crossword Weaver(TM)

ACROSS

- 3** a humiliation, such as being touched by an enemy's stick or having horses stolen
- 5** a group of families, clans, or bands who share common ancestry, culture, and leaders
- 6** describing people who have no permanent home but move from place to place, as in hunters who follow herds
- 8** a large group of people who share the same origins, customs, laws, leaders, and sometimes language
- 9** a dream experience following prayer, fasting, and being alone, which results in a deeper understanding of life
- 10** a huge grassland region located in the central part of North America
- 12** a person who explores carefully or spies to obtain information about animals, landscape, or the position of enemies
- 14** a group of people who are related by a common ancestor
- 16** to cause animals to run in a panic, as in over a cliff
- 18** a team sport of American Indian origin in which players, using long-handled sticks with a webbed pouch on their end, try to get a ball into the opposing teams goal
- 19** the skin of an animal
- 20** strips of meat, especially buffalo or beef, which were dried in the sun

DOWN

- 1** a club whose members take part in acts of war, mediate fights, patrol areas, and help those who need assistance
- 2** a method of hunting in which a herd of buffalo were caused to stampede over a cliff by hunters
- 4** a food made of dried strips of buffalo meat that have been pounded into paste, mixed with fruit, and shaped into cakes
- 7** a type of dwelling; a home
- 11** a grassy area of land
- 13** A French name for a device made of two long poles that were attached to a horse or dog and used to transport belongings
- 15** a formal act or ritual performed following customs or a set of actions as in a wedding
- 17** a group of people who lived together in a camp

WORD BANK: Band, buffalojump, ceremony, clan, coup, greatplains, hide, jerky, lacrosse, lodge, nation, nomadic, pemmican, plain, scout, stampede, travois, tribe, vision, warriorsociety.

Life on the Plains Graphic Organizer

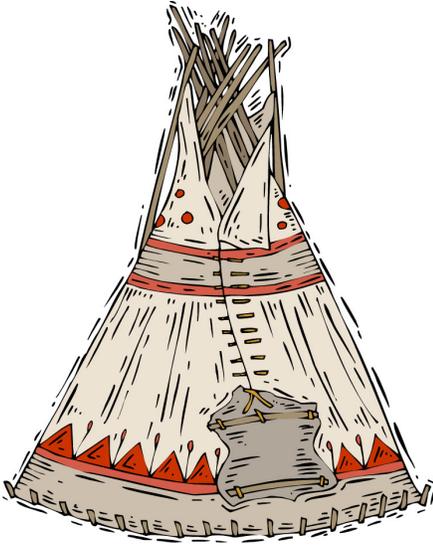
	Men's Clothing	Women's Clothing
Differences		
Similarities		
	Men's Jobs	Women's Jobs
Differences		
Similarities		

Let's Look at Tipis and Earth Lodges

Graphic Organizer

	Tipis	Earth Lodges
Differences		
Similarities		

Making a Tipi



Many American Indian tribes made tipis (tipi is sometimes spelled tipi or teepee) from long tree limbs and animal hides. You can make a wonderful model tipi using a brown paper grocery bag and twigs. This is a simple, inexpensive craft and one that looks quite good!

Supplies needed: 4 straight twigs (about a foot long each)
Yarn, twine, or a rubber band
A large, brown paper grocery bag
Scissors
A pencil
Crayons, tempera paint, or markers
Tape

- Bind the twigs together toward the top using yarn, string, or a rubber band. Leave about 3 inches of twig at one side of the string. Do not bind the twigs too tightly.
- Gently adjust the twigs so that they form a tipi shape.
- Holding the tipi above a piece of scrap paper, trace the outline of one side of the tipi. This will be your template for making the tepee.
- Cut out your triangular template.
- Open up a large paper bag along its seams.
- Lay your triangle template on the opened bag and trace its outline.
- Trace the triangle 3 more times with the long edges touching.
- Cut out this large polygon along the outside edge. Cut a door on one edge.
- Decorate the tipi using crayons or markers.
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- Snip off the top of the tipi (the twigs will go through this hole).
- Put the twigs into the tipi. Tape the twigs into place - each twig is taped along a fold line.

You now have a wonderful tipi!

Parts of the Buffalo

	Name	Uses
		
		
		
		
		
		
<p>List your own</p>		
<p>List your own</p>		