

**Title**

The Buffalo People.

**Grade Level**

4<sup>th</sup> grade.

**Theme**

Respect and honor for all living things.

**Duration**

4 45-minute class periods will be used to present the information.

3 class periods will be used to create the slide show presentations.

1 class period will be used to present.

**Goal**

Students will understand the concept of the Lakota coming from the buffalo people beneath the earth (Wind Cave). Students will understand the fundamental principle of Lakota conception of the universe that everything is related.

**Objectives**

Students will be able to:

1. Explain the reason the buffalo was of importance to Lakotas.
2. Identify ways the buffalo was used for ceremonial purposes.
3. Collaborate to create and share a visual representation of their understanding.

**South Dakota Standards**

Social Studies:

- 4.US.1.2 Students are able to identify basic environmental, economic, cultural, and population issues of concern to South Dakota.

Writing: 4.W.1.1 Students can express ideas, personal thoughts, and observations in response to literature.

Listening, Viewing, and Speaking:

- 4.LVS.1.1 Students can identify and explain the purpose of the presentation through listening and viewing.

Technology:

- 4.CP.1.1. Utilize virtual collaboration environments to contribute within a group to the production of a digital output.

**Cultural Concept**

Everything is related. The Universe is alive, Lakotas are the youngest brother of creation.

**Cultural Background**

According to James R. Walker's Narratives, based on accounts related to him by Lakota spiritual leaders, the Lakota came up from beneath the earth from the *Pte*, or Buffalo people.

There are seven sacred ceremonies in Lakota culture. The *Inipi*, or purification ceremony, utilizes a buffalo skull on the altar outside the lodge. During *Tapawakaliyapi*, Throwing the Ball Ceremony, a buffalo hide ball is used. The image of a buffalo is placed in the tree used in a Sundance, *Wiwanyangwaci*. *Wasna*, a food made of dried buffalo meat and berries, is offered at celebrations and ceremonies, such as the *Hunka*, Making of

Relatives, and *Isnati*, Becoming a Woman. *Honbleceya* is a vision quest and *Nagighwapi* translates to Keeping the Spirit.

### **Student Activities**

1. The teacher will relate the story of *How the Lakota Came Upon the World* from J.R. Walker's narratives.
2. Students will view Episode 9 of *Dakota Pathways, People of the Bison*.
3. Students will participate in the Challenge activity for Lesson 9 on the *Dakota Pathways* website.
4. The teacher will read Paul Goble's *All Our Relatives: Traditional Native American Thoughts About Nature*. A discussion will ensue, engaging students in their own thoughts about nature and their own relationship to it.
5. Students will examine the contents of the buffalo box and speculate how each item may have been used in the past and yet today.
6. The teacher will briefly introduce the seven sacred Lakota ceremonies. Students will be asked to share their ideas on how the buffalo may play a part in those ceremonies, historically and currently.
7. Groups of students will use Google Docs to collaborate to create slideshow presentations consisting of images and sentences relating to ideas based on the material presented in the unit.

### **Resources**

Sprecher, J. (Producer), Higbee, P. & Monczunski, J. (Writers). (2006). *Dakota Pathways* [DVD]. South Dakota Public Broadcasting.

Computers with internet access, buffalo box.

### **Assessment**

1. Participation in discussion.
2. Engagement in the on-line challenge activity at *Dakota Pathways*.
3. A rubric will be used to assess the slide show itself, as well as the presentation to the class. The rubric would provide a score from 4 to 1 in these areas:
  - a) Content is accurate.
  - b) Content is relevant.
  - c) Slides are legible and visually pleasing.
  - d) Show is well organized.
  - e) All group members shared in research, creation, and presentation.

### **References**

Goble, P. (2005). *All our relatives: Traditional Native American thoughts about nature*. Bloomington, IN: World Wisdom.

South Dakota Public Broadcasting. (n.d.). *Dakota pathways*. Retrieved July, 2008 from <http://www.dakotapathways.org>

Walker, J. R. (1917). How the Lakota came upon the world [excerpt from Narratives]. In *The sun dance and other ceremonies of the Oglala division of the Teton Dakota* (Anthropological Papers of the American Museum of Natural History, Vol. 16, pt. 2, pp. 181-182). New York: American Museum of Natural History.

**Developer**

Lark Bennett

[lark.bennett@k12.sd.us](mailto:lark.bennett@k12.sd.us)

**Date**

July 2008