



The Buffalo Hunters

9_A

Note: Introducing the Read-Aloud may have activity options that exceed the time allocated for this part of the lesson. To remain within the time periods allocated for this portion of the lesson, you will need to make conscious choices about which activities to include based on the needs of your students.

Introducing the Read-Aloud

10 minutes

What Have We Already Learned?

5 minutes

Show students Image Card 13 (Bison), and ask them what type of animal this is. You may need to remind students that these are buffalos. Explain that another word for *buffalo* is *bison*.

Tell students that bison are the largest land mammals in North America. Explain that this large herbivore weighs about two thousand pounds, which is about the weight of a small car, and stands about six-and-a-half feet tall at the shoulder. Demonstrate this height by comparing it to something in your classroom.

You may need to remind students that bison were very important to many Native American tribes.

Essential Background Information or Terms

5 minutes

Tell students that one Native American tribe that counted on the bison for survival was the Lakota Sioux (soo). Explain that the Lakota Sioux are a Native American tribe that lived on the Great Plains in the areas that are now South Dakota, Wyoming, and Montana, and were therefore known as Plains Indians. (Show these areas on a U.S. map. Students who participated in the Core Knowledge Language Arts program in Kindergarten studied the Lakota Sioux and the buffalo in depth in the *Native Americans* domain.)

Tell students that tens of millions of these bison once roamed the Great Plains, but by the early 1900s they were in danger of dying out completely. Ask students if they remember what it is called when an animal or plant dies out forever. (Students who participated in the Core Knowledge Language Arts program in Grade 1 should be familiar with the terms *extinction* and *endangered species* from the *Animals and Habitats* domain.) Explain that for many years people have worked hard to save these bison from near extinction. Tell them that today hundreds of thousands of bison exist on farms and in protected areas such as national parks, and they are no longer endangered.

Vocabulary Preview

5 minutes

Bison

- [Show Image Card 13 (Bison).]
- 1. In today's read-aloud, you will hear how important the *bison* were to the Lakota Sioux.
- 2. Say the word *bison* with me three times.
- 3. Bison are large, long-haired mammals also known as buffalo.
- 4. The bison huddled together in the herd to keep warm during the winter storm.
- 5. With your partner, talk about why you think the bison were important to the Lakota Sioux. Try to use the word *bison* in your conversation.

Source

1. In today's read-aloud, you heard that the bison were a *source* of life for the Lakota Sioux.
2. Say the word *source* with me three times.
3. A source is a thing, person, or place that something comes from.
4. The bears' source of food is the river with many fish swimming in it.
The sun is Earth's source of light and heat.

5. I will name something. With your partner, try to think of a source of that thing.

- water
- food
- heat
- light

Purpose for Listening

Share the title of today's read-aloud. Ask students who the buffalo hunters might have been and why they hunted buffalo, or bison.

Tell students to listen carefully to determine the main topic of the read-aloud and to learn more about how westward expansion affected Native Americans like the Lakota Sioux.



The Buffalo Hunters

← Show image 9A-1: Running Fox and Black Eagle¹

- 1 What is happening in the picture?
- 2 What are bison? Why did some Native American tribes hunt bison?
- 3 Have you ever had butterflies in your stomach? Why do you think Running Fox is nervous?

Running Fox felt the tingle of butterflies in his stomach as he sat on his horse. It was his first time hunting for **bison** with his tribe, and he was excited and nervous.² He hoped to be able to hunt well and make his tribe proud. He saw his brother, Black Eagle, smile and nod at him as if to say, “You will be alright.” Running Fox smiled a tight, nervous smile. The butterflies in his stomach felt like they were multiplying, and he could feel his heart pounding.³

Running Fox knew how important the bison were to his people, the Lakota Sioux (soo). The bison were their source of life. The Lakota depended on bison meat for food and bison skins for leather and clothing. They even used the bones of the bison to make tools. Running Fox remembered his father teaching him about the bison. “The bison are sacred to our people, my son,” he said. “That is why we honor their spirit and thank them for giving us their lives to help our people survive. We have always followed the great bison herds. Before we had horses, we followed the herds on foot.”⁴

- 4 There were not always horses in the United States for transportation. The Europeans brought horses with them when they came to the “New World.”



← Show image 9A-2: Running Fox ready for the hunt

“But now,” Running Fox thought proudly, “we are great horsemen who can keep up with the bison when they try to escape. We kill only as many as we need to live. We never kill so many that the herds disappear. If the bison disappear, so will the Lakota people.”⁵

Just then Chief Red Cloud, the Lakota leader, gave the first signal.⁶ Running Fox knew exactly what to do. He and half of the hunters rode down to the bottom of the hill behind the herd so the bison would not see them. They positioned themselves directly in the path the bison would need to take to escape when Chief Red Cloud’s group **charged** down the hill.⁷

- 5 Why did Running Fox say that if the bison disappeared so would the Lakota people?
- 6 [Point to Chief Red Cloud at the top of the hill in the image.]
- 7 If they charged down the hill, do you think were they going fast or slow?



← **Show image 9A-3: Bison being hunted**

After giving Running Fox’s group time to get into position, Chief Red Cloud, still atop the hill, whistled sharply. At once, his hunters kicked their heels against their horses’ sides and charged down the hill toward the bison. Most of the herd did not even notice the horsemen coming, but a few bulls—the huge, shaggy male bison at the edges of the herd—were on guard. They saw the riders and lifted their great, horned heads, snorting loudly. Then they turned and galloped⁸ away from the approaching hunters. In a matter of moments, the entire herd was moving, picking up speed as the bulls sensed danger.⁹

8 or ran at great speed

9 Despite their heavy weight, bison can run as fast as forty miles per hour.

10 or horsemen trained or experienced in work that requires a certain ability

The **skilled** horsemen¹⁰ kept their balance and directed their horses by using pressure from their knees and feet, leaving their hands free for bows and arrows. “Aiyee, aiyee!” The Lakota shouted, and the frightened bison ran away from the hunters even faster, right along the pathway the hunters had predicted. That was when Running Fox and the other hunters came riding out from behind the hill. Seeing them, the bison did not know where to go. By this time, the hunters were riding along the edges of the herd, shooting arrows. Running Fox was so secure on his horse that he felt like his horse was a part of him—that the horse’s legs were his legs. Nervousness forgotten, Running Fox fired one arrow and then another—a big bull bison fell to the ground.¹¹

11 How do you think Running Fox felt to get a bison on his first hunting trip?

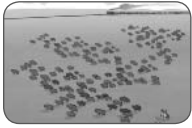


← **Show image 9A-4: Chief Red Cloud congratulating Running Fox**

After a few more bison had fallen, Chief Red Cloud shouted, “We have enough!” He signaled to the hunters to stop. Running Fox and the other hunters turned back, allowing the remainder of the bison to thunder off. Chief Red Cloud rode over to Running Fox, put his hand on the young man’s shoulder, and said, “Let us pause and thank these bison for giving themselves so that we might live.”

After a few minutes, Chief Red Cloud said, “Now you are truly a Lakota!” Running Fox grinned for just a moment. Then

12 or seriously



he remembered to look serious and grown-up. Changing his expression, he nodded **solemnly**¹² to the chief and thought, “Chief Red Cloud has honored me by noticing what I did today.”

← **Show image 9A-5: Herd of bison headed toward the train tracks**

Meanwhile, the bison moved on, slowing down as the immediate danger disappeared. Leaving some of the men to prepare the fallen bison, Chief Red Cloud signaled Running Fox to join a group of hunters who were following the bison to see where the herd was headed. Running Fox was honored to be asked to track the herd. He rode proudly behind the herd with the other more experienced hunters.¹³

13 Why would the Lakota need to continue tracking the herd of bison?

14 What is the “iron horse”?

15 Do you think locomotive trains could be dangerous to the bison and to the Lakota Sioux?

As they continued on, Running Fox suddenly realized, “The herd is heading straight toward the iron horse!”¹⁴ Train tracks had been built right through the middle of the Lakota hunting grounds, and recently locomotives had started charging through on them, hissing steam and carrying train cars with passengers.¹⁵



← **Show image 9A-6: Riders stopped in horror at the sight of the dead buffalo**

Later, just as the train tracks came into view, the riders came to a sight so shocking that they all stopped riding and stared. On the ground before them lay dozens of bison. Someone had killed them and taken only the best parts of the meat, leaving behind the rest of the bison.¹⁶

16 Is this the way Running Fox and his people treat the bison? How do you think the Lakota felt to see this sight?

17 Who do you think was responsible for wasting the bison?

Running Fox asked a hunter next to him, “Why would someone kill in this way? Don’t they know that wasting a bison is wrong?”¹⁷

18 Who are the people that Chief Red Cloud is talking about? So, the Cherokee weren’t the only Native Americans forced from their land by the settlers.

The hunter did not answer. Running Fox turned to his chief. Chief Red Cloud’s face looked as angry and stormy as his name implied. “The men who made the iron horse did this,” he said. “It is not enough that they have come into our country, made our hunting grounds smaller, and forced us into different lands; now they hunt the bison for sport—for fun—only taking certain parts of the bison and leaving the rest to rot! They threaten our people’s lives by killing so many bison. If all of the bison die, so will our people. We cannot survive without the bison.”¹⁸



← **Show image 9A-7: Running Fox listening to an angry Chief Red Cloud**

19 Who is the chief talking about?
Why do you think the settlers
refused to listen to the Native
Americans?

Running Fox could see Chief Red Cloud’s eyes blazing with anger as he spoke. “I have tried to tell them,” the chief continued solemnly, “but they refuse to listen.”¹⁹

He turned, looked right at Running Fox, and said, “We have spoken peacefully with them, and we will do so again. I hope that this time they will listen. Otherwise, we may have further conflict with them.” Chief Red Cloud turned and led his men back the way they had come.

Discussing the Read-Aloud

15 minutes

Comprehension Questions

10 minutes

1. *Evaluative* What was the main topic of the read-aloud? (the bison, or buffalo; how the buffalo were hunted, etc.)
2. *Literal* Who were the Lakota Sioux? (Native Americans who lived on the plains and hunted bison.)
3. *Inferential* [Show Image Card 13 (Bison).] What is this a picture of? What are bison? (Bison are large, shaggy mammals also known as buffalo.) Why were bison so important to the Lakota Sioux? (Bison were considered sacred and necessary to the Lakota Sioux because they were their main source of food, clothing, shelter, and tools.)
4. *Inferential* Why was Running Fox’s first bison hunt special for him? (It was his first bison hunt, and Running Fox would be helping his tribe by hunting the bison; it was an honor to be chosen to ride with the skilled bison hunters.)
5. *Inferential* How did the hunters follow the bison herds? (They followed on foot or on horseback.) How did they hunt? (They charged on horseback at high speeds to round up the herds and hunted the bison using bows and arrows.)
6. *Inferential* How was hunting bison different for the Lakota Sioux and some European settlers? (The Lakota Sioux hunted only for what was needed, and nothing was wasted; some settlers hunted for sport and took only the best meat, leaving the rest behind.)

7. *Inferential* What was the “iron horse”? (a nickname for the steam locomotive) Why did Chief Red Cloud speak solemnly about the presence of the “iron horse” on Native American lands? (He felt the people who created the “iron horse” were destroying the bison and their hunting grounds; the Lakota Sioux were forced to relocate to different and smaller areas of land.)

[Please continue to model the *Question? Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

8. *Evaluative Who? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *who*. For example, you could ask, “Who thought the bison were sacred?” Turn to your neighbor and ask your *who* question. Listen to your neighbor’s response. Then your neighbor will ask a new *who* question and you will get a chance to respond. I will call on several of you to share your questions with the class.
9. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these questions.]



Word Work: Solemnly

5 minutes

← Show Image 9A-7

1. In the read-aloud you heard, “Running Fox nodded *solemnly* to the chief.”
2. Say the word *solemnly* with me.
3. If you do something solemnly, you do it seriously because you realize the importance of what you are doing or of what is going on around you.
4. Students listened solemnly as Mrs. Mack talked about the Trail of Tears.
5. Have you ever done something solemnly? Try to use the word *solemnly* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase students’ responses: “I _____ solemnly when . . . ”]

6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to describe some actions. If I describe people acting solemnly, say, "They were acting solemnly." If I describe people not acting solemnly, say, "They were not acting solemnly."

1. Students stood and recited the Pledge of Allegiance. (They were acting solemnly.)
2. The people in the stadium cheered loudly for their home baseball team. (They were not acting solemnly.)
3. The class listened quietly as the teacher read to them about the people who worked in dangerous conditions while building the Great Wall of China. (They were acting solemnly.)
4. Regina laughed as her dad told one of his famous camp stories. (They were not acting solemnly.)
5. The Spartans said goodbye to their families before joining the other Greeks to battle the great Persian army. (They were acting solemnly.)



Complete Remainder of the Lesson Later in the Day



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Extensions

20 minutes

↔ Vocabulary Instructional Activity

5 minutes

Word Work: *Depended On*

1. In today's read-aloud, you heard that the Lakota Sioux *depended on* bison for food, clothing, and tools.
2. Say the phrase *depended on* with me three times.
3. When a person or thing depends on something, it means that it needs its support or help in order to survive or be well.
4. Our pets depended on us to feed them and give them shelter.
5. I am going to ask you some questions about how the Lakota Sioux depended on bison. Try to answer using a complete sentence with the phrase *depended on*.
 - How did the Lakota Sioux depend on bison for food? (They depended on bison for food because they ate bison meat.)
 - How did the Lakota Sioux depend on bison for clothing? (They depended on bison for clothing because they used the hide of the Bison to make clothes.)
 - How did the Lakota Sioux depend on the bison for tools? (They depended on bison for tools because they made tools with the bones of bison.)
6. What's the phrase we've been talking about?

Use a *Sharing* activity for follow up. Directions: Turn to your partner and take turns sharing a time when you depended on someone for something. Be sure to use the phrase *depended on* when you talk about it. Then, I will call on one or two of you to share your partner's example with the class.

Westward Expansion Quilt (Instructional Master 9B-1) 15 minutes

Note: Write the main topic of the read-aloud (bison or buffalo), and ask students to tell you important details about the main topic. Write accurate student responses on the board for students to refer to as they complete their quilt square. Some details you may wish to list are *sacred, respected by Native Americans, Lakota Sioux, hunt/hunted, Running Fox, bows and arrows, provided food, and shelter and tools*. Include any available images (or drawings) that help explain the information. If needed, model writing a sentence about the main topic using one or two of the words or phrases on the board.

Tell students that they are going to make another quilt square for their quilts. Have students recall important details from the read-aloud. You may prompt discussion with the following questions:

- Why were the bison sacred to the Lakota Sioux?
- Who did not consider the bison sacred?
- What problems did some settlers and the transcontinental railroad cause for the bison and the Lakota Sioux?

Remind students that first they should cut out the quilt square. Next, they should draw a picture representing the main topic of the read-aloud in the center diamond. (bison, or buffalo) Then, they should write a word or short phrase in each corner, sharing facts learned about the bison. Next, ask students to write a sentence on the back of the quilt square, using one or more of the words they've written. Finally, students should share their drawings and writing with a partner.

Image Card Review

15 minutes

Note: You may choose to have students think of and talk about one positive thing and one negative thing about each topic, rather than positive changes and negative changes. Some ideas for positive and negative things about each topic are as follows:

Topic	+ Positive	- Negative
Fulton's Steamboat	faster travel than other boats	needed a river
Erie Canal	faster, cheaper way to ship freight	weight slowed it down; bad weather made it difficult
Cherokee Writing	preserved the Cherokee language; made them proud	the art of storytelling might not continue to be as strong
Trail of Tears	avoided another war between the U.S. government and Native Americans; given money	many hardships for the Native Americans; lost homes farms and businesses; miserable travel (not enough food and supplies); lives lost
Oregon Trail	pioneers could own more land	difficult journey
Pony Express	a faster way to communicate	tiring work for horses and riders; did not last because of the telegraph
Transcontinental Railroad	made travel convenient	disturbed the prairie and Native American land; hard work
Bison	provided food, shelter and tools for the Native Americans	in danger of becoming extinct; disrespected by Europeans

Remind students that there were many positive changes in the 1800s during the time of westward expansion; e.g., there was much innovation, and there were many new inventions. At the same time, there were negative impacts or changes because of westward expansion. Tell students that they are going to think about both as they review what they have learned about westward expansion.

Divide the class into eight groups, and give each group one of the following image cards: Image Card 6 (Fulton's Steamboat), Image Card 7 (Erie Canal), Image Card 8 (Cherokee Writing), Image Card 9 (Trail of Tears), Image Card 10 (Oregon Trail), Image Card 11 (Pony Express), Image Card 12 (Transcontinental Railroad), and Image Card 13 (Bison). Tell the groups that you will first give them

a few minutes to talk about any positive changes caused by each invention/event during the time of westward expansion. Then have the groups gather as a class to share their ideas.

Next, give the groups a few minutes to talk about any negative changes caused by each invention/event during the time of westward expansion. Then have the groups gather as a class to share their ideas.

Note: You may choose to do this activity now or as part of the Domain Review or Culminating Activities.

Finally, ask students to discuss in their groups whether or not each of the inventions/events continues to be important today and/or continues to have a positive/negative impact. Students have heard that bison are making a comeback, that Cherokee writing can still be read, and that the Pony Express is no longer used. Students may have ridden a train to know that it is still an important means of transportation, although the engines are now electric or diesel. You may need to explain that steamboats, steam locomotives, and the Erie Canal are still used for recreation and tourism, but are no longer important means of travel. You may also want to explain that tourists can walk parts of the Oregon Trail and even see the ruts created by the wagon wheels more than one hundred and fifty years ago. This exercise presents another opportunity for students to do research to find out about places to visit in order to learn more about the time of westward expansion.

Domain-Related Trade Book

20 minutes

- Refer to the list of recommended trade books in the Introduction at the front of this *Supplemental Guide*, and choose one trade book about the Native American and buffalo or the Transcontinental Railroad to read aloud to the class.
- Explain to students that the person who wrote the book is called the author. Tell students the name of the author. Explain to students that the person who makes the pictures for the book is called an illustrator. Tell students the name of the illustrator. Show students where they can find this information on the cover of the book or on the title page.

- As you read, use the same strategies that you have been using when reading the read-aloud selections—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc.
- After you finish reading the trade book aloud, lead students in a discussion as to how the story or information in this book relates to the read-alouds in this domain.
- Provide students with drawing paper, drawing tools, and writing tools. Have students draw one detail or idea from the trade book that is new or different from the read-aloud they heard. Ask students to label their pictures or write a sentence to go along with their drawings. Have students share their drawings and writing with their partner or with home-language peers.