

The Return of the Buffalo (1-3)

Lesson Plan (60 minutes)

Materials needed:

- The Return of the Buffaloes story by Paul Goble
- rawhide Parfleche
- Students require scissors, glue and pencil crayons or crayons.
- Buffalo Parts diagram
- Buffalo Instrument
- “Make your Own Parfleche” worksheet for each student

Story can be presented on the carpet where the teacher usually reads stories and then students can move to their desks when presentation complete. Or can all be done at their desks with you at the front.

Introduction:

1. Introduce yourself

- Introduce yourself (name, title, where you are from, who you are as an Indigenous Person)
- Acknowledge the territory. “We acknowledge that we reside on the traditional ancestral unceded shared territory of the Sumas and Matsqui First Nations, Sumas and Matsqui First Nations have lived in the Fraser Valley for at least 10,000 years.
- Ask who are Indigenous people? (Answer: 3 groups, First Nations Métis and Inuit People).

2. Introduce Presentation:

- Today I am going to read you a book from a First Nations group – the Lakota
- This is not a Stó:lō story from the First Nation groups here in Abbotsford
- This story is from The Lakota people in the United States
- Indigenous people believe that everything has a story
 - a. Why is that happening?
 - b. How did this get here?
- This is a story explaining air rushing in and out through a hole in a rock in the Black Hills at times of air change in barometric pressure. Lakota tradition tells us it is the breath of the Buffalo People in the earth waiting to return to the land again.

Read the Story

I am going to read you the story now. Get students to settle in, be in their best listening spot.

READ the Story.

Thank the children for listening to the Lakota story how the Buffalo returned to save the Lakota people.

Some students will ask if this is a true story – it is a true story to the Lakota people

Introduce the Parfleche:

This item was used in the story. It was very important to the Lakota people and used for survival in this.

1. This is a rawhide parfleche.

Yes, this is real rawhide, but this one is probably from a deer or elk.

Do you know what rawhide is? Yes, it is the skin of the animal. They also use rawhide to make drums and many other things because when it dries it shrinks and becomes hard and very strong.

In this story, does anyone remember what the parfleche was used for? Like a suitcase. Yes, it held great quantities of dried buffalo meat and pemmican. Pemmican was made of crushed buffalo meat and buffalo fat.

2. Explain and show how the parfleche worked. Show how they open and closed it and put the meat inside for storage.

Introduce the Buffalo Instrument:

Show rattle and/or diagram of the buffalo or circulate around the room.

This item was in the story today, can anyone guess what it was used for? (shake it) They used this in their ceremonies as they danced to call the animals back. This is real buffalo fur; I am going to pass it around so you can look at it and feel what tanned buffalo hide feels like.

What else do you think they used tanned buffalo hide for? (book gives all these answers and more at back) Robes for winter, tipi floor covering, mattresses and bedding, hair ornaments, pillows, drumsticks dolls, moccasin insulation. (draw pictures of each item on the board if you can). With the fur removed they used them for robes in the summer, cradles, bags, pouches, gun cases etc.

Indigenous people believe that you need to use the whole animal. What do you think the bones, muscles and dung were used for? (ask separately depending on time – all at back of book). Bones: awls, arrowheads, knives, axes, paint brushes scrapers, tools for tanning sled runners, wood shaping tools. Muscles and sinew: thread, embroidery, making moccasins, bow strings, ropes. Dried Dung: often the only fuel on the plains where few trees grow.

Start the Activity:

1. Defer to the teacher for student to go to their desks, pull out their scissors, glue and something to colour with (pencil crayons, crayons, or markers)
2. Explain that in our area the Indigenous people usually use the colours black, red and white. But if you head down south they add blues and greens. And even further down south where the desert is, the browns and yellows are added it. These colours mean different things to different groups.
3. Be creative and different. Explain how First Nations artwork lets you know who owns that particular item. That is James' tent, you can tell from the designs on the outside.
4. Hand the sheet to the students when they are at their desks or before they go to the desks (I usually get the special helper to do it if the class has one). Encourage the students on their parfleche.

Conclusion:

- Thank the teacher for inviting you into their classroom.
- Please turn your eyes to your teacher for further instructions.
- Exit the room.

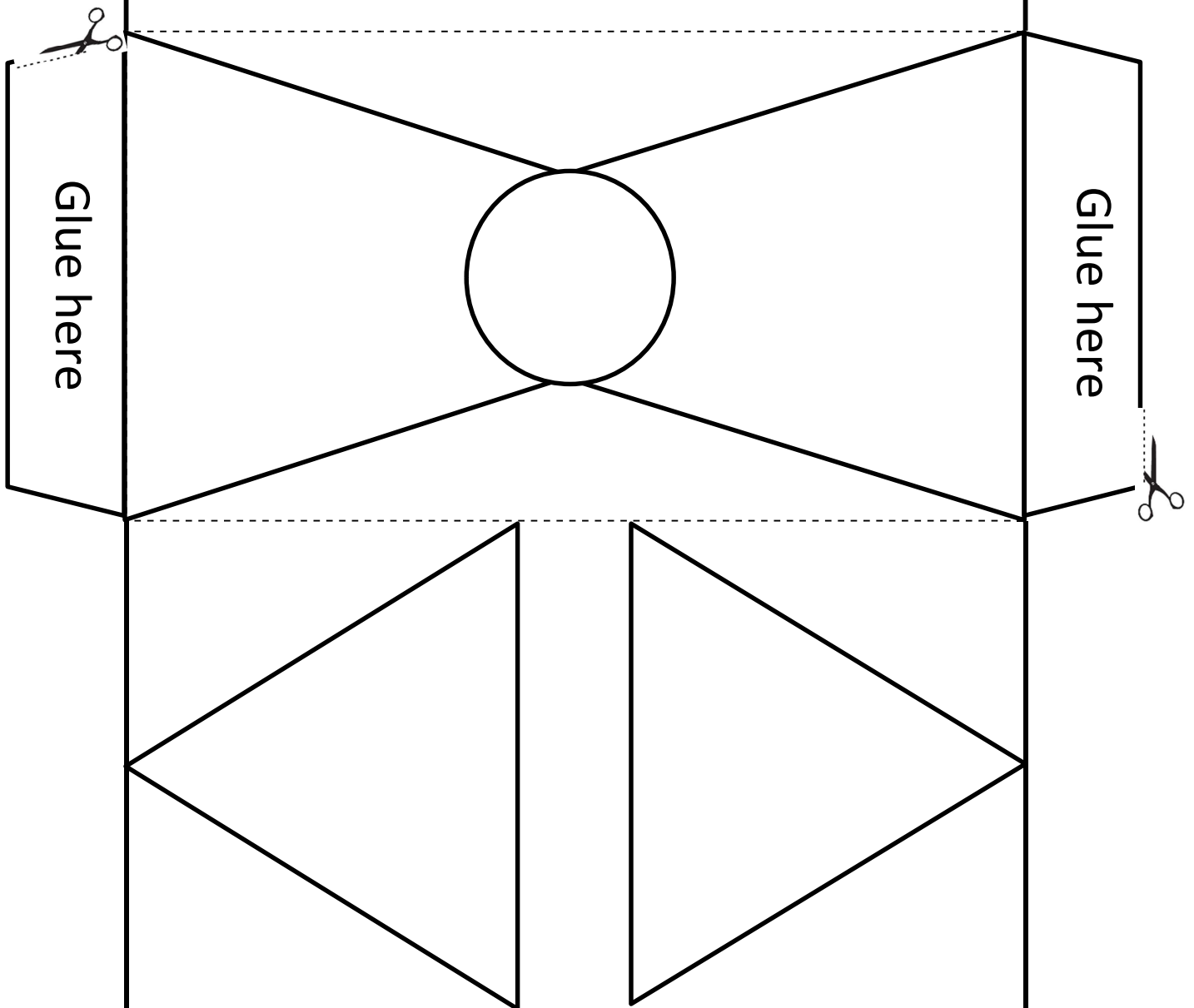
Make your own Parfleche

Name: _____

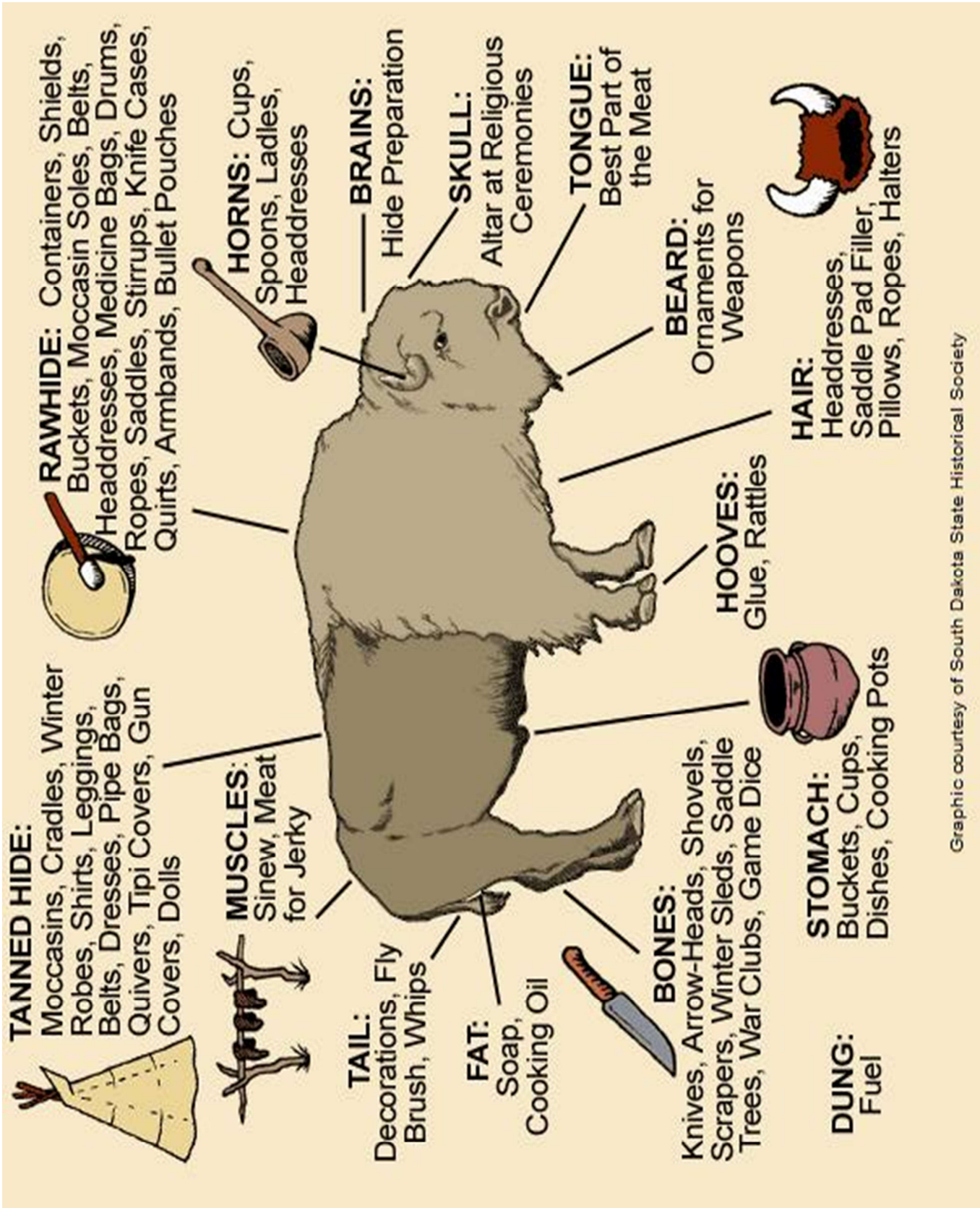
Parfleche (pronounced par-flesh)
Used by the Plains First Nations people
To store preserved food or personal belongings.

Average size of a Parfleche: 32.5 cm X 65 cm

The Return of the Buffaloes by Paul Goble







Graphic courtesy of South Dakota State Historical Society