

Lesson Title: Whose Buffalo?

By: Carol Schlenk

Grade Level: 7th

Rationale: This two-part lesson deals with events on the Great Plains of Texas leading up to the Red River War of 1874. Students will examine how the Plains Indians vied with white commercial buffalo hunters for the millions of Great Plains buffalo, and will create an illustrated broadside supporting the interests of either the Indians or the commercial hunters.

Materials:

- Overhead transparency of Great Plains buffalo
- Overhead transparency of Great Plains Map
- Student copies of “Whose Buffalo?” fact sheet
- Overhead transparency of “Whose Buffalo?” graphic organizer
- Student copies of “Whose Buffalo?” graphic organizer
- Student copies of “Whose Buffalo?” grading criteria
- ~~Online Internet access to the Texas Beyond History website:~~ <http://www.texasbeyondhistory.net> or handouts downloaded from the website if Internet access is not available.
- Pens, markers, paper, etc. for creation of broadsides

Lesson Duration:

Two 45 minute class periods or one 90 minute block

~~Objectives:~~ Texas Essential Knowledge and Skills (TEKS)

Social Studies, 7th Grade

- Social Studies 113.23 (1A), identify the major eras in Texas history
- Social Studies 113.23 (5B), analyze the economic effects of the Civil War in Texas
- Social Studies 113.23 (6A), identify significant events, and issues including the factors leading to the expansion of the Texas frontier, the effects of westward expansion on Native Americans, and the effects of the growth of railroads
- Social Studies 113.23 (8A), create thematic charts
- Social Studies 113.23 (9A), locate places and regions of importance
- Social Studies 113.23 (10A), identify ways in which Texans have adapted to and modified the environment
- Social Studies 113.23 (10B), explain ways in which geographic factors have affected the development of Texas
- Social Studies 113.23 (13A), analyze the impact of national and international markets and events on the production of goods and services in Texas
- Social Studies 113.23 (20D), evaluate the effects of technological innovations on the use of resources
- Social Studies 113.23 (21A), use primary sources

- Social Studies 113.23 (21B), analyze information by finding the main idea and summarizing
- Social Studies 113.23 (21C), organize and interpret information
- Social Studies 113.23 (21D), identify points of view from the historical context surrounding an event
- Social Studies 113.23 (21E), support a point of view on a social studies issue or event
- Social Studies 113.23 (22C), transfer information from one medium to another
- Social Studies 113.23 (22D), create written and visual presentations of social studies information
- Social Studies 113.23 (23B), use a decision-making process to identify a situation that requires a decision, gather information, and take action to implement a decision

English Language Arts and Reading, 7th Grade

- English Language Arts and Reading 110.23 (8C), read for varied purposes
- English Language Arts and Reading 110.23 (10F), determine a text's main ideas
- English Language Arts and Reading 110.23 (10G), summarize text to organize ideas
- English Language Arts and Reading 110.23 (10H), draw inferences and support them with text evidence
- English Language Arts and Reading 110.23 (10L), represent text information in a graphic organizer
- English Language Arts and Reading 110.23 (11A), make connections and raise questions in response to text
- English Language Arts and Reading 110.23 (11D), connect ideas across text
- English Language Arts and Reading 110.23 (13B), use text organizers
- English Language Arts and Reading 110.23 (13C), use multiple sources to locate information
- English Language Arts and Reading 110.23 (13G), draw conclusions from information
- English Language Arts and Reading 110.23 (15B), write to persuade
- English Language Arts and Reading 110.23 (15H), produce cohesive and coherent written texts
- English Language Arts and Reading 110.23 (16 B), capitalize and punctuate correctly
- English Language Arts and Reading 110.23 (17A), write in complete sentences
- English Language Arts and Reading 110.23 (18A), generate plans for writing by using prewriting strategies
- English Language Arts and Reading 110.23 (20E), present information in various forms
- English Language Arts and Reading 110.23 (24A), produce visuals to extend meanings

Activity – Part I: The debate: Whose buffalo? - Gathering information and using prewriting strategies

- Step 1: Show the Great Plains map transparency. Explain that in the early 1800s there were 50-60 million buffalo roaming the Great Plains, but by 1890 the number had fallen to 750 and the animals were in danger of becoming extinct.
- Step 2: Show the Great Plains buffalo transparency and ask students if they've ever seen a real buffalo. Explain that in the 1870s two groups vied for the right to kill as many of these animals as they wished: the Plains Indians and white commercial buffalo hunters. In the 1870s, each side had supporters who hotly debated the "Whose buffalo?" issue. Advise students that they will gather information about both sides, then choose one side or the other to support.
- Step 3: Distribute the "Whose Buffalo" graphic organizer to students. Show the transparency of the graphic organizer on the overhead projector. Explain to students that before deciding which side (the Indians or commercial hunters) they choose to support, they will gather at least 5 facts supporting **each** side, using a fact sheet and online exhibits at the Texas Beyond History website.
- Step 4: Distribute the "Whose Buffalo?" fact sheet. Let students work with a partner to read the fact sheet and list arguments on each side of the graphic organizer.
- Step 5: Advise students that after they have read and gathered facts from the fact sheet they may search for further arguments on the following websites:

How many ways can you use a buffalo?

<http://www.texasbeyondhistory.net/kids/buffalo.html>

Interview with a buffalo hunter

<http://www.texasbeyondhistory.net/kids/forts/13.html>

Red River War

<http://www.texasbeyondhistory.net/redriver/index.html>

Activity – Part II: Creating a Broadside

Step 1: Remind students that in Part I of this lesson, they identified arguments for the rights of both the Plains Indians and the commercial buffalo hunters. In Part II of the lesson, students will take a stand supporting the rights of either the Indians or the commercial hunters.

Step 2: Introduce broadsides by asking students to discuss what forms of media they use to get their news. List their responses. Point out that in the 1870s there were no televisions, radios, or Internet reports, and while newspapers were available in some towns and cities, it was the posting of broadsides that allowed people to express their political or social ideas in public. Explain that the broadside was an inexpensively produced early form of mass media that was usually printed on one sheet of paper, and often contained illustrations and short songs or poems that could help get the author's message across to the public. They were generally posted in stores windows or other public places.

Step 3: Advise students that in this part of the lesson they will work in a group to produce a broadside defending their chosen side of the "Whose buffalo?" debate. Distribute copies of the "Whose buffalo?" grading criteria to students and place a transparency of the grading criteria on the overhead. Go over it with students.

Step 4: Have students get into groups of 3 or 4, letting them choose group mates who share the argument they want to put forth in their broadside. Advise students they will need to consult the "Whose Buffalo?" grading criteria and divide up the work of creating their broadside among their group members.

Step 5: Distribute supplies necessary for creation of the broadsides and allow the rest of the class period for students to produce their broadsides.

Modification:

Highlight pertinent information in the fact sheet for transfer to the graphic organizer.

Student Product:

- Graphic organizer notes
- Illustrated broadside

Closure:

Have students list ways they might express their opinions today that didn't exist in the 1870s. Possible answers include bumper stickers, blogs, group emails, television or radio ads, etc.

Assessment:

Remind students that in the 1870s, killing of the Great Plains buffalo was a hotly debated issue. Ask students to identify issues dealing with animals that are controversial today. Possible answers include protection of all endangered animal species, using animals for laboratory testing, raising animals only for their fur, animal attacks on humans (e.g., pit bulls) and animal attacks on livestock (e.g., wolves, coyotes), etc.

Extensions:

- Have students share their broadsides in class and post them in the classroom or hallway.
- Have students view and discuss the actual text of the 1867 Medicine Lodge Treaty.
http://www.nps.gov/fols/Plains_Indians/Treaty/body_treaty.html
- Have students create bumper stickers for a controversial issue they want to support or protest.

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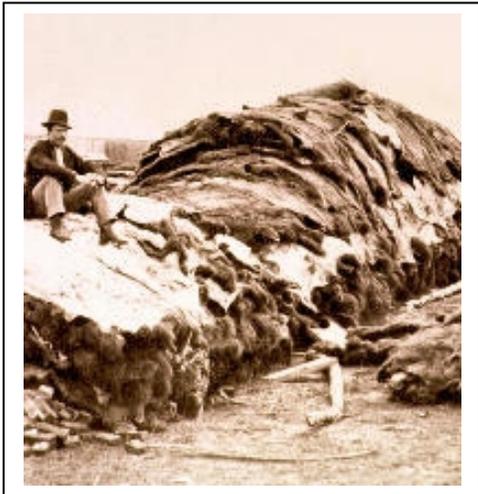
Whose Buffalo? - Fact Sheet

Before the late 1800s, between 50-60 million buffalo roamed North America's Great Plains. Whose buffalo were they? They were not "owned" by anyone. Yet two major groups of hunters, the Plains Indians and commercial buffalo hunters claimed the right to kill as many buffalo as they chose for a variety of reasons. As the buffalo began to disappear from the plains in huge numbers, the Indians and the commercial hunters clashed over the question, "Whose buffalo?"



Plains buffalo.

The buffalo played an important role in the lives of nomadic Texas Plains Indians, especially the Comanche and Kiowa. More than a hundred years before commercial buffalo hunters began killing the Plains buffalo for profit, Plains Indians had hunted buffalo for their main source of food, clothing and housing. These tribes used every part of the buffalo, from the horns to the tail, and even gathered buffalo chips to use for fuel. In 1849, American historian Francis Parkman (1823-1893) wrote, "The buffalo supplies the Indians with the necessities of life; with habitations, food, clothing, beds and fuel, string for their bows, glue, thread, cordage, trail ropes for their horses, covering for their saddles, vessels to hold water, boats to cross streams." The Plains Indians also traded buffalo hides to other Indian tribes and to Mexicans for items they needed.



Stack of buffalo hides at a Dodge City hide yard. Photo courtesy of the Kansas State Historical Society

After the Civil War (1860-1864) the buffalo also became an important resource for thousands of commercial hunters who needed employment in a time when cash and jobs were scarce. Industrial growth in the United States and Europe during the 1870s was driving demand for machinery belts made of leather, and the extension of railroads after the Civil War made it easier to transport buffalo hides to the industrial eastern markets. Selling of buffalo hides opened up foreign markets in England and Germany, where buffalo leather machine belts were helping factories produce much wanted and needed consumer goods.

Commercial buffalo hunters, armed with their powerful, long-range rifles, could kill hundreds of buffalo in a single day, and by 1872, a million buffalo had been killed for profit. Commercial hunters generally took only the hides (which sold for between \$2-3 apiece), and the buffalo tongues, (which sold for around 25 cents apiece), and left the edible buffalo meat to rot on the Plains.

To the Plains Indians, the buffalo was sacred, an important part of their religion. Before and after successful hunts, Comanche and Kiowa Indians performed rituals devoted to the buffalo, including special songs and dances. The killing of millions of buffalo by commercial hunters was threatening the Indians' nomadic way of life, which centered on the buffalo. Plains Indians hated seeing buffalo carcasses left by the commercial hunters to rot on the plains and would often attack the commercial hunters, killing and scalping them.



Plains Indian encampment with buffalo hide tipis.

Commercial buffalo hunters felt the Plains buffalo were a great resource that could earn them a great deal of money. Buffalo hunter, Frank H. Mayer once stated, "The buffalo didn't belong to anybody. If you could kill them, what they brought was yours." Commercial hunters didn't think it was fair that the Plains Indians attacked them for killing animals that roamed wild on the plains.

In the Medicine Lodge Treaty of 1876, the United States government had promised to let the Plains Indians hunt buffalo south of the Arkansas River as long as the buffalo ranged there. In turn, the Plains Indians agreed to live on government reservations. Neither side kept the treaty. The Indians hunted buffalo and attacked commercial hunters outside their reservations, and the U.S. army protected commercial hunters who shot buffalo on Indian lands.

Chief Ten Bears, who signed the Medicine Lodge Treaty, later said, "Two years ago, I came upon this road following the buffalo, that my wives and children might have their cheeks plump and their bodies warm. But the soldiers fired on us, and since that time there has been a noise like that of a thunderstorm, and we have not known which way to go."

"Whose buffalo?" remained a controversial question throughout the 1870s and was debated far and wide. By 1884 nothing remained of the massive buffalo herds but piles of bones by the railroad tracks that farmers had collected and sold to fertilizer factories.

Whose Buffalo? Graphic Organizer

Directions: As you read through the “Whose Buffalo?” fact sheet and search the *Texas Beyond History* webpages, fill in each of the columns below with facts that will support arguments for both the Texas Indians and the commercial buffalo hunters.

Native Americans	Commercial Hunters
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Whose Buffalo?
Graphic Organizer Answer Key

**Below are possible arguments for each side of the
“Whose Buffalo?” debate.**

Plains Indians

Commercial Hunters

1. They claimed prior possession of the buffalo, as they were on the Great Plains before the commercial buffalo hunters.

1. They felt that the buffalo were not legally owned by anyone, and could be hunted freely.

2. The buffalo was sacred to them.

2. They felt the Indians should stay on their reservations, and not attack them as they hunted.

3. They used the entire buffalo and did not waste any part of it. They also traded buffalo hides in Mexico for items they needed.

3. After the Civil War, the hunters needed to make money and could sell buffalo hides and tongues.

4. The Medicine Lodge Treaty of 1867 had promised to let them hunt buffalo south of the Arkansas River as long as the buffalo ranged there.

4. Buffalo hides made into machinery belts were helping produce useable goods during the Industrial Revolution

5. Destruction of the buffalo would destroy their entire nomadic way of life.

5. The selling of buffalo hides to foreign markets (especially England and Germany) promoted international trade.

Whose Buffalo?
Grading Criteria

Broadside title that will catch the reader's attention
and make clear your broadside's argument.....10 points

Paragraph containing at least 5 facts to support
your argument for the rights of either the Plains
Indians **OR** the commercial buffalo hunters. You
may not argue both sides.....40 points

Illustration (drawing, photo, map).....15 points

The following websites offer valuable images;

- "Red River War"
<http://www.texasbeyondhistory.net/redriver/index.html>
- "Fort Griffin and the Prairie-Plains Frontier: The Most Dangerous
Prarie in Texas"
<http://www.texasbeyondhistory.net/forts/griffin/prairie.html>

Poem or song containing at least 4 lines).....20 points

Total.....100 points



