South Dakota Artists Curriculum Unit

**Unit of Study:** Roger Broer, printmaker/painter

**Title of Lesson Plan:** Great Buffalo

**Grade Level:** 3 – 5
South Dakota Content Standards

U.S. History:

3.US.2.2   Students are able to identify a community’s culture and history.

4.US.1.1   Students are able to explain factors affecting the growth and expansion of South Dakota.

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

**Fine Arts:**

- Visual Arts Standard One 3-4:
  Students will describe how visual arts tell stories, express moods, or convey ideas.

- Visual Arts Standard Two 3-4:
  Students will understand selected techniques which give artwork detail.

- Visual Arts Standard Two 5-8:
  Students will describe the various techniques which give artwork definition and detail.

- Visual Arts Standard Three 3-4:
  Students will describe how selected works of art have recorded and preserved history.
South Dakota Content Standards

Reading:

3.R.4.1 Students can respond to ideas and attitudes expressed in multicultural and historical texts by making connections.

4.R.4.1 Students can identify and distinguish the characteristics of multicultural texts, historical texts, and time period texts.

5.R.4.1 Students can examine and compare texts from various cultures, time periods, and geographical locations.
South Dakota Content Standards

Listening, Viewing, & Viewing:

3.LVS.1.2 Students can recall the content of a visual and auditory presentation.

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

4.LVS.1.2 Students can record and explain information while listening and viewing.

5.LVS.1.1 Students can identify the purpose and content of a presentation through listening and viewing.

5.LVS.1.2 Students can explain the purpose and content of the presentation.
Assessment Strategies

- Class discussion
- Observation using VTS
- Evaluation of student writing using 6+1 Writing Traits as a guide
Learning Objectives

- Students will learn about South Dakota artist Roger Broer.
- Students will evaluate the painting using VTS techniques.
- Students will explain the significance of the buffalo in Native American culture.
- Students will describe the relationship between the Plains Indians and the buffalo.
- Students will summarize what they learned from listening to information about the buffalo and the Native Americans in their journals from the in-class reading.
- Students will write reactions in their journals about the history of the buffalo and Native Americans.
Time Required

- Three class periods of 30 - 45 minutes each

Materials/Technology Needed

- Image of Roger Broer’s painting: “Class Notesweb” (see link below)
- Copy of the book The Buffalo and the Indians: A Shared Destiny (title optional)
- Journals
- Pen/pencil
Background Information

- Roger Broer is a South Dakota artist who is a member of the Oglala Lakota Nation. He has won many awards and is a nationally recognized Native American artist.

- For this lesson, there are two books that would be relatively quick and easy to read to the class (there are probably others as well):

- This lesson will help younger students listen for details from the book and provide them the opportunity to react to what they have learned.
Lesson Description

- Show students the Roger Broer print: “Class Notesweb”.

- In a class discussion have students discuss this painting and tell what they know about the buffalo.

- Read the book *The Buffalo and the Indians: A Shared Destiny* to the class (this book has many pictures and is written for students of this age group).

- Have students write summaries in their journals about what they learned from the reading about the buffalo and Native Americans.
  - After each summary of the reading, have students write a reaction to what they learned.
    - It would be good to break up the reading over two or three days.
Enrichment

• Have students research the significance of the white buffalo.

OR

• Have students draw in a five frame (like a comic strip) summary of the story of the buffalo and the Native Americans.
  • (Example: buffalo plentiful, Native Americans thrived, westward expansion, killing the buffalo to force Native Americans out, work to bring back the buffalo population.)
Bibliography/Resources

- South Dakota Art Museum Collection
  - Roger Broer


Roger Broer Presentation to Students
Roger Broer in his studio in Hill City, SD
http://www.rogerbroer.net
Roger Broer

- Oglala Sioux
- Best known for his monotypes
- Artwork includes monotypes, painting (oil and mixed media), drawing, and sculpture
- In artwork, gives animals humanistic qualities
- Shares that precious thoughts and feelings are of primary concern to art work and what can be produced
- Teaches the idea of keeping imagery simple, direct, and uncomplicated
Bibliography

- South Dakota Art Museum Collection
  - Roger Broer


*For more information about Roger Broer, visit the artist’s website (www.rogerbroer.net) or contact the South Dakota Art Museum*
Another Example of Roger Broer’s Artwork
Keeper of the Darkness

Image Courtesy of the South Dakota Art Museum