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.

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.

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.

Listening, Viewing, and Speaking:
• 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
- “Class Notesweb.” Roger Broer. 2009