

Buffalo Hunting Techniques

Alice Muffly and Rebecca White
Shaffer Elementary School
Littleton, Colorado

OVERVIEW

Students review how improved hunting techniques and technology used by the Colorado Indians changed food gathering patterns over time.

STANDARDS

- Language Arts Standard 5: Students read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources.
- History Standard 1: Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
- History Standard 2: Students know how to use the processes and resources of historical inquiry.

OBJECTIVES

- Hunting techniques developed and changed over time.
- Technology played an important role in the ways that the Plains people hunted.
- Technology played an important role in reducing the amount of time necessary to get food.

INQUIRY QUESTIONS

- What methods did the Plains people use to hunt the buffalo?
- Why did they hunt with these methods?
- What were some of the advantages and disadvantages to earlier hunting methods?
- How did buffalo hunting change after the introduction of the horse to the Colorado Indians?
- How did it change when they got guns?

MATERIALS

- *Doing History/Keeping the Past* CD-ROM disk or web site -the sections: *Colorado Indians -Work* - sections: *Early Hunting* and *Hunting with Horses*
- Other local materials that the teacher has gather as resources for this activity

- *Weapons and Hunting Techniques* worksheet
- *Timeline of Hunting Tools and Techniques* blackline master for teacher use
- Large piece of tag board for time line - one per student
- Markers, pencil or pen
- Scissors
- Glue

PROCEDURE

1. This lesson needs to follow the individual lessons on Early Hunting and Hunting with Horses. Explain to the students that they are going to make a time line of the tools and methods of hunting of the Colorado Indians.
2. The time line is divided into three sections: *Early Hunting: 1600's, Hunting with Horses: 1700's and Hunting with Guns: 1800's*. See the example for making the time line. Students will draw and label their own time line on a piece of tag board.
3. Pass out the tag board and the *Tools and Hunting Methods* worksheet. Have the students make the time line first. Next, the students need to read through the worksheet first before cutting the strips apart. Have them place the strips in the spaces underneath the correct time frame. If they find that some of the strips fit in several places, have them duplicate the information by writing it onto a blank strip (s).
4. After the students have completed the time line, discuss the placement of the strips. If there are disagreements, have the students explain their thinking. After agreement is reached, have the students glue the strips in place.
5. Post the inquiry questions on the board. Students can answer these questions in written form as a formal assessment. Questions can be assigned to small groups for discussion and the groups can report back to the whole class. This method can be used as an informal evaluation.

ASSESSMENT

Students answer in written form all or some of the inquiry questions.