Dear Mr. Levington,

Thank you so much for tutoring Jonathan. He is a great kid/student and I am looking forward to him returning to class. Please work through the following lesson plans with him. The lesson plans focus on Native Americans and their past in Wyoming.

The first thing Jonathan will be doing is watching a video on Native Americans. Before he watches the video, I would like him to come up with questions that he might have about Native Americans from Wyoming. His questions can be aimed toward how they lived, what they ate, etc. You will need to start the video from 32:20 and go until the end. After he has watched the video, go back through his questions with him and have him answer them, he may need your help answering some. If neither of you can answer the question, put a star by the question and I will answer the question for Jonathan when he returns. I will be assessing Jonathan’s ability to ask and answer questions and his sentence structure.

The second lesson will focus on vocabulary. I have attached a list of vocabulary words that Jonathan will need to study and learn. In the same document, I have attached a vocabulary test (no help, no notes) that he should accomplish. I will be grading Jonathan’s knowledge of the words based on the test.

The last lesson plan, *Buffalo Hid Story,* Jonathan will have to make a buffalo hid story using the symbols attached in the lesson plan. Normal paper maybe used in place of the brown construction paper and a pen (I wouldn’t use a pencil) can be used to draw the symbols on. I want Jonathan to act like he is a Native American and make a story based on something that might have happened back then to an actual Native American. I will be evaluating Johnathan’s understanding of what it was like to be a Native American and how they lived backed then.

Thank you again Mr. Levington for tutoring Jonathan on his time away from school. I have attached a note for Jonathan as well. Please give him this note. If you have any questions, feel free to contact me at **bcwenz1@umary.edu** or at (123)-456-7890.

Sincerely,

Bailey Wenz

Dear Jonathan,

 We all miss you dearly and are looking forward for your return to class. I hope you are working hard for Mr. Levington. Feel free to make multiple buffalo hides. I know how much you love arts and crafts! Give your favorite buffalo hid to Mr. Levington so I can hang it up with the rest of class. Don’t worry about coming back and being behind, I will work with you when you return. If you need anything or have any questions, please tell Mr. Levington and he will relay them on to me.

Best of Wishes,

Mrs. Wenz

**Lesson Plans**

Video Link: <http://www.youtube.com/watch?v=MazI9dFA6ME>

**Vocabulary**

1. **Cheyenne** – Native American Tribes that existed in Wyoming.
2. **Sacajawea** - Shoshone Indian woman: interpreter & guide for the Lewis & Clark expedition.
3. **Horse** – An animal that Native Americans would use to move from place to place.
4. **Powwow** - Native American ceremony: a traditional Native American ceremony featuring dance, feasting, and a blessing by a shaman for an event such as a marriage, a major hunt, or a gathering of nations.
5. **Eagle Feathers -** great cultural and spiritual value to American Indians as religious objects.
6. **Bison** - type of horned cattle; roamed around the plains and provide the Native Americans with food.
7. **Agriculture** – Farming.
8. **Sachem** – Chief.
9. **Drum** – played communally by groups of men who stand around them in a circle during ceremonies.
10. **Paint** – made from minerals and plants to make colors to decorate.

**Vocabulary Test**

1. **Drum\_\_\_\_ A)** great cultural and spiritual value to American Indians as religious objects.
2. **Powwow\_\_\_\_ B)** Shoshone Indian woman: interpreter & guide for the Lewis & Clark expedition.
3. **Bison\_\_\_\_ C)** An animal that Native Americans would use to move from place to place.
4. **Cheyenne\_\_\_\_ D)** Farming.
5. **Eagle Feathers\_\_\_\_ E)** type of horned cattle; roamed around the plains and provide the

Native Americans with food.

1. **Paint\_\_\_\_ F)** played communally by groups of men who stand around them in a circle during ceremonies.
2. **Sacajawea\_\_\_\_\_ G)** Chief.
3. **Agriculture\_\_\_\_\_ H)** Made from minerals and plants to make colors to decorate.
4. **Horse \_\_\_\_\_ I)** Native American ceremony: a traditional Native American ceremony featuring dance, feasting, and a blessing by a shaman for an event such as a marriage, a major hunt, or a gathering of nations.
5. **Sachem \_\_\_\_ J)** Native American Tribes that existed in Wyoming.

**Buffalo Hid Story**

**Grade Level:** 3rd -4th

**Subject(s) Area:** Social Studies

**Materials Needed:**

* Brown Paper (2-3 sheets per student)
* Markers (3 colors per student)
	+ There is a box in the corner of the room with the colors in it (Students should know where the box is located).
* Hand out with Indian symbols
	+ There should be a separate handout for Billy. The print on the page should be enlarged for him.

S**tandards:**

* Wyoming Standards
	+ SS4.2.2 – Students explain how culture is reflected in literature and the arts.

O**bjectives:**

* Students will be able to come up with a story from when Indians were around Wyoming.
* They will be able to demonstrate their understanding of how the Indians lived and situations that the Indians might have been through.
* Students will have to hear stories about how Indians lived and situations that they went through before doing this activity. This is a fun activity for students to make Indian artwork like the Indians would have back then.

L**earning Activities:**

* Show the students examples of the buffalo hid story that students have created in the past and read the stories that are drawn.
* Pass out the pieces of paper (Brown paper first then the notes next {Make sure Billy gets his enlarged copy})
* Have the students grab 3 different colors of markers (Remind them that it has to be visible on brown paper).
* Once everyone is seated again, tell them that they are going to do a practice buffalo hid story (have a sample story drawn up on the board that they will copy onto their own paper).
* Have them copy the sample story that is on the board onto their first piece of paper (using whatever colors they feel like)
	+ Give them around 5-10 minutes to complete this task.
* Once everyone has written the sample story down, they will pick up that piece of paper and crumple it up. Once they crumple it up, they will un-crumple the piece of paper and then crumple it up again in an opposite way. They will do this multiple times, the more times that they crumple it, the softer the paper will get (Tell them to be careful when un-crumpling the piece of paper so they don’t tear the piece of paper).
* Once everyone has done the sample story, have them create their own story about something that might have happened to them if they were an Indian back in the olden days.
	+ Walk around the room and monitor the students. Ask them about their stories and help students if they might be stuck, kind of give them an idea if they cannot think of anything.
	+ I have Indian music in the CD player ready to be played but the music is a privilege. If the classroom gets so loud that they can’t hear the music or aren’t completing their stories, the music should be shut off so it isn’t such a distraction.
* Allow them the 30mins-1 hour to complete their stories. If students finish early, they may make more stories. After this time, have students come up and share their stories.
* Remind them that they clap after every singles person who presents.
* Ask the students at the end how this differs from how other cultures tell stories.

A**ssessment:**

* Have the students hand in one of their stories so that I can overlook them and hang them up in the hall so that others can see their artwork.
* The students will explain how this activity differs from how other cultures tell stories.
* Grade the buffalo hid on if they understand and made realistic story. Also grade on how much effect it looks like they put forth into their buffalo hid. You should be able to tell which students put effort into their stories and which students did not.

R**eflection:**

****