



Primary Source Lesson Plan

Hunting Bison with Bows and Arrows

Name of Primary Source

- Hunting with Bows and Arrows.

How primary source ties into text

- **Qualifies:** This primary source is a firsthand account by a Cheyenne Old Man.
- **Elaborates:** This primary source explains why the bow and arrow was an important weapon used in hunting buffalo by the Cheyenne Indian tribe. It also describes how the bows and arrows were made.
- **Raises questions:** Through these primary sources students will be able to complete a main idea portrait of this article.
- **Corresponding Lesson -** Use as a synthesis or creativity activity after lessons 12 & 13, Native American Experience. Students will draw upon their primary source-supported learning to present their own version of a big idea (or a new big idea).

Colorado Standards

- **Social Studies Standard 1 History:** History develops moral understanding, defines identity, and creates and appreciation of how things change while building skills in judgment and decision making. History enhances the ability to read varied sources and develop the skills to analyze, interpret, and communicate.
 - **Grade level expectation:** People in the past influence the development and interaction of different communities or regions.
- **Reading and Writing 1:** Read and understand a variety of materials
- **Reading and Writing 3:** Write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling

Big Idea

- **Literacy - Main Idea and Non-Fiction text features**
- **History - Killing big-game animals such as bison (buffalo) with bows and arrows was not as easy as it sometimes looks. It required well-made bows and arrows and strong, skillful hunters.**
- **Read and respond to the Hunting with Bows and Arrows by completing the Main Idea - Primary Source Portrait**

Critical thinking

- Why did Cheyenne hunters need powerful bows and strong arms to kill bison (buffalo) ?

Mini-Lesson

Teaching

Give each student a copy of the primary source Hunting with Bows and Arrows. Display the primary source on overhead/document camera and conduct a shared reading. Discuss unfamiliar vocabulary words along the way.

Active Engagement

Students work independently after shared reading of the Hunting with Bows and Arrows primary source. Students will complete the Main Idea - Primary Source Portrait worksheet by illustrating the article to show the main idea. Students will then write three different captions to go with the portrait.

Sharing/Closing

Bring students back together to share their Main Idea portraits.

“Hunting with Bows and Arrows” by A Cheyenne Old Man

The arrow was favored by most of the old-time Cheyennes for killing buffalo, especially when there was a big band of hunters together after one herd. Each man knew his own arrow, so if different ones of them were shot into the same animal it could be shown afterwards which hunter had the best claim to the meat. Our bows ordinarily were made of wood, but we made them also from the horns of bighorn sheep or of elk. The horns were boiled to softness and then were cut into lengthwise slices. These slices were laid to overlap, were glued with hoof glue, and were lashed to a heavy piece of wood. When the united slices became dry, that kind of bow was more powerful than one made of wood. Each hunter made his own arrows so that the length was exactly the distance from his arm-pit to the tips of his fingers.

Three or four arrows usually were needed to kill a buffalo. That kind of animal did not drop suddenly. As it ran the arrows gradually worked into the body and stirred the blood into flowing inside or from the mouth and nose. Finally, the buffalo would stagger, stumble, and fall dead. A deer or antelope or elk might be killed with one arrow, but it was considered a great feat if a buffalo were brought down by only one of them. The point had to go into exactly the right spot, and both the bow and the man's arm had to be strong. I knew a Southern Cheyenne named Scabby Dog who often did powerful shooting. I saw him send an arrow through the chest of a wild steer and bury its point in a tree just beyond the animal. He put another arrow through the bony shoulder [sic] blade and up to its feathers into the lungs of another wild steer.

Source: Thomas B. Marquis, Comp, *Cheyenne and Sioux: The Reminiscences of Four Indians and a White Soldier* (Monograph #3, ed. By Ronald H. Limbaugh), Stockton, CA: Pacific Center for Western Historical Studies, 1973, p. 79.

Name: _____ Date: _____

Main Idea—Primary Source Portrait

Draw a picture that shows the big idea of the paragraph. Then add captions for the big picture using details that support the main idea.

The Big Picture (main idea) _____

Captions for The Big Picture (details that support the main idea)

1. _____

2. _____

3. _____