

Buffalo Bird Girl: A Hidatsa Story

4TH GRADE



LITERACY



MINDSET

Essential questions encourage fresh thinking, inquiry, and engagement, as well as long-term recall of important features of a story. These activities are organized by essential questions, which you will see in **red**.

Who are the Hidatsa and what are their customs?

In this biography, readers learn about the Hidatsa people through the eyes of Buffalo Bird Girl.

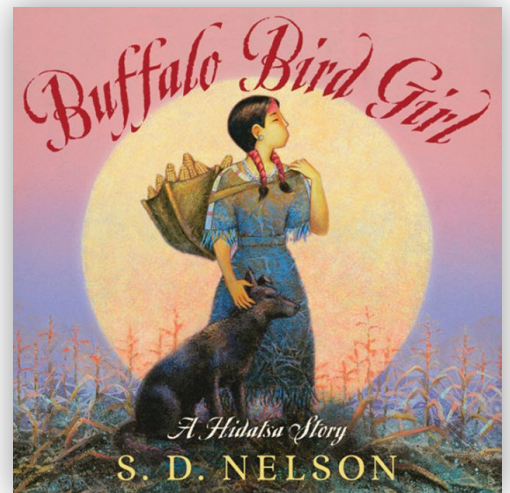
1. DISCUSS HIDATSA CUSTOMS (30 MINUTES)

Explain to students that a *custom* is a way of behaving or doing something that is shared by a group. In *Buffalo Bird Girl*, readers learn about many Hidatsa customs.

Have students form pairs and provide each pair with a stack of sticky notes. Give them five minutes to list as many Hidatsa customs as they can think of, using one sticky note for each custom. When time is up, have students stick their notes (in no particular order) to a wall or board. Then, work with students to group identical or similar notes together. For instance, the responses “storing crops” and “building caches” would be grouped together since caches were used to store crops. Finally, give a title to each group of notes. Students will use the customs they identified for Activity 2.

Some Hidatsa customs students may identify include:

- The construction of earth-mound lodges
- The preparation and eating of hot corn porridge
- Spring planting and protection of crops
- Hunting, skinning, and the uses of hunted animals
- Trading
- Playing hide-toss
- Gathering firewood
- Harvesting of crops
- Storing crops for winter
- Celebrating a successful harvest
- Winter migration and spring return



SPEAKING, WRITING, AND LISTENING

These activities give students opportunities to practice speaking, listening, and writing skills.

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4TH GRADE

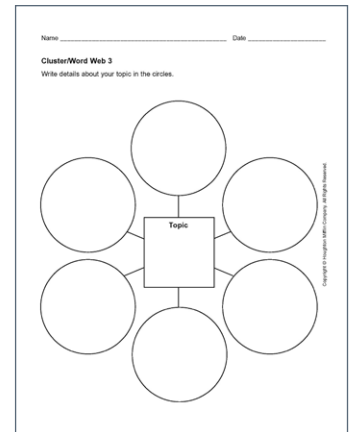
2. GATHER DETAILS FROM THE TEXT (45 MINUTES)

Instruct students to choose one of the Hidatsa customs generated in Activity 1 to write about in detail. Have them use a graphic organizer such as the one below to gather details from the text.

PRINTABLE: Cluster/Word Web <https://bit.ly/2Yb11dP>

3. EXPLAIN A CUSTOM (1-2 HOURS)

After students gather details about a Hidatsa custom in Activity 2, have them produce a writing piece in which they explain the custom using the details they have gathered. Guide students in using formatting (paragraphs or sections) to group related information. Encourage them to use illustrations or multimedia to enhance understanding, when useful.



Cluster/Word Web Organizer

4. WRITE A NARRATIVE (1-2 HOURS)

Though the book is a biography, it is written from the first-person point of view of Buffalo Bird Woman. Have students choose a scene from the story that involves another character and write about the scene from that character's point of view. Students should use details from the book in their narratives and stick to facts as much as possible. Scenes to choose from include:

- Buffalo Bird Girl's grandmother making breakfast
- A Hidatsa boy trying to steal corn
- A Hidatsa man trading goods
- A Hidatsa dog gathering firewood
- A Hidatsa warrior battling the Lakota
- A Hidatsa man or woman returning to Like-A-Fishhook Village in winter to gather stored crops from caches

5. REVISE WRITING (1 HOUR)

After students complete Activity 4, collect their drafts and edit. In addition to language conventions, focus on point of view, development of detail, and adherence to facts. Return narratives to students with feedback and have them develop a second draft.

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4TH GRADE

How did the arrival of white settlers in the United States affect the lives and traditions of the Hidatsa and other Indigenous people?

In the book, the narrator describes how the coming of the “white man” brought both positive and negative change to the Hidatsa people. Ultimately, the tribe leaves their village and moves to a reservation according to policies of the U.S. government.

6. IDENTIFY A SPEAKER’S REASONS AND EVIDENCE (30 MINUTES)

Distribute the Cause and Effect Organizer to students. Instruct them to write “Garrison Dam Project” in the Topic/Problem box. Then, show students the video indicated below, starting from the 20:48 mark and ending at 40:03. The video discusses the history and impact of the Garrison Dam project on the Mandan, Hidatsa, and Arikara Nation of North Dakota. As students watch, have them fill out information on the Cause and Effect Organizer. For example:

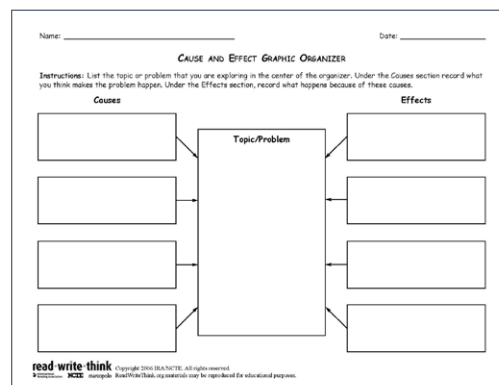
Cause: The lowlands were flooded.

Effect: Many tribe members were forced to move.

Students may use this information for the Activity 8.

PRINTABLE: Cause and Effect Organizer <https://bit.ly/2YMBAYe>

VIDEO: “My Cry Gets Up to My Throat” (2014) <https://bit.ly/3hyFnYK>



A graphic organizer titled "CAUSE AND EFFECT GRAPHIC ORGANIZER". It features a central box labeled "Topic/Problem". To its left are four boxes under the heading "Causes", and to its right are four boxes under the heading "Effects". Arrows point from each of these four boxes toward the central "Topic/Problem" box. At the top, there are lines for "Name" and "Date". Below the title, there is an "Instructions" section. At the bottom left of the form, there is a logo for "read-write-think" and a copyright notice for "© copyright 2005 BRANCTE. All rights reserved."

Cause and Effect Organizer

7. PARAPHRASE INFORMATION (30 MINUTES)

Read the article below to students. The article gives further information about the impact of the Garrison Dam project on the Mandan, Hidatsa, and Arikara Nation of North Dakota. Pause to ask for and answer questions from students as you read. After you have read the article aloud, have students add at least one detail to the Cause and Effect Organizer they began in the Activity 6. They may use this information for the Activity 8.

WEBSITE: Indianz.com—N.D. tribe asks Congress to fulfill 50-year-old promise <https://bit.ly/3e6tvuV>

8. WRITE AN OPINION PIECE (1-2 HOURS)

Near the end of the book, the author writes: “The government of the United States said my people had to move from our village. They promised to provide rations of food and clothing if we lived on a reservation. The government built roads, schools, and churches. They told us that our children had to learn to live the white man’s way.”

Share and discuss this passage with students. Have them write a multi-paragraph response in which they describe their feelings about the government’s actions. Ask them to consider the following questions:

- Was the government’s relocation of the Hidatsa, Mandan, and Arikara tribes fair?
- Which Hidatsa customs were changed or lost by having to live “the white man’s way?”

Instruct students to include details from the book as well as from the video and article in Activities 6 and 7 in their response.

Buffalo Bird Girl: A Hidatsa Story

4TH GRADE

9. WRITE A RESEARCH REPORT (Multiple class periods for research and writing)

Have students research one of the Great Plains tribes mentioned in the author’s note (the Mandan, the Akira, the Crow, the Lakota/Sioux, the Cheyenne, and the Assiniboine). Instruct them to find and record information on the following topics:

- their location(s)
- their customs
- the effects of white settlement on their tribe

After gathering research, students will write a multi-paragraph report in which they explain their findings.

10. REPORT ON A TOPIC (Multiple class periods for preparation and presentations)

After students have completed research report (Activity 9), have them create a presentation for the class. Instruct them to speak about all three topics mentioned in the research report prompt (location, customs, and effects of white settlement) for the tribe they have researched. As described in Activities 11 and 12, students should add visual displays to their presentation and speak using formal English.

Use the following rubric (or create your own) to assess presentations:

PRINTABLE: Oral Presentation Rubric <https://bit.ly/3ed88rJ>

Name: _____ Score: _____				
Oral Presentation Rubric				
	4—Excellent	3—Good	2—Fair	1—Needs Improvement
Delivery	<ul style="list-style-type: none"> • High attention of entire audience with the use of direct eye contact; seldom looking at notes • Speaks with a flourish to capture and maintain audience interest and energize the process 	<ul style="list-style-type: none"> • Consistent use of direct eye contact with audience, but still returns to notes • Speaks with satisfactory variation of volume and inflection 	<ul style="list-style-type: none"> • Shows limited eye contact with audience, with frequent looking from notes • Speaks in monotone volume with little or no inflection 	<ul style="list-style-type: none"> • Fails to eye contact with audience, so entire report is read from notes • Speaks in low volume and/or monotonous tone, which causes audience to disengage
Content/ Organization	<ul style="list-style-type: none"> • Demonstrates full knowledge by answering all five questions with preparation and elaboration • Provides clear purpose and subject; presents accurate facts, and/or statistics; supports conclusions with evidence 	<ul style="list-style-type: none"> • Is at ease with required answers to all questions, without elaboration of the essential case • Purpose and subject, some accurate facts, and/or statistics; the subject; includes some data or evidence that supports conclusion 	<ul style="list-style-type: none"> • Is uncomfortable with information and is able to answer only rudimentary questions • Attempts to define purpose and subject, provides some accurate facts, and/or statistics, but does not adequately support the subject; includes only bits of data or evidence 	<ul style="list-style-type: none"> • Does not have grasp of information and cannot answer questions about subject • Does not clearly define subject and purpose; provides little or no support of subject; gives multiple support for facts or conclusions
Evaluation/ Audience Assessment	<ul style="list-style-type: none"> • Demonstrates strong evaluation about topic during entire presentation • Significantly increases audience understanding and knowledge of topic; demonstrates ability to recognize the validity and importance of the subject 	<ul style="list-style-type: none"> • Shows some enthusiasm; begins about topic • Basic audience understanding and awareness of most points 	<ul style="list-style-type: none"> • Shows little or mixed feeling about the topic; being presented • Basic audience understanding and knowledge of some points 	<ul style="list-style-type: none"> • Shows no interest in topic presented • Fails to increase audience understanding of knowledge of topic
Comments				

Presentation Rubric

11. USE VISUAL DISPLAYS (Multiple class periods for preparation and presentations—in conjunction with the Activity 10)

In conjunction with Activity 10, require students to include visual displays in their research presentations. Appropriate visual displays could include:

- photographs
- maps
- charts

Encourage students to use a software program (such as Microsoft® PowerPoint®) to aid in their presentations.

12. USE FORMAL ENGLISH (20 MINUTES)

Before students give presentations for Activity 10, speak to them about the importance of using formal language when presenting. Show them the following video about informal and formal language and survey the class for answers during the practice portion at the end of the video. Instruct students to use only formal language during their presentations.

VIDEO: Help Teaching—Formal vs Informal Language <https://bit.ly/2XZAf8p>