

Buffalo Bird Girl A HIDATSA STORY

A RIF GUIDE FOR EDUCATORS

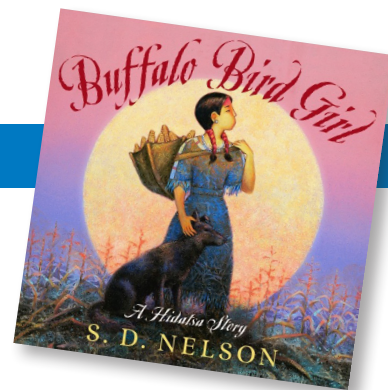
Themes: American Indian Culture, Ecology, Resourcefulness, Traditions, Family

Book Brief: Born in 1839, Buffalo Bird Girl, *Waheenee*, was a member of the Hidatsa tribe of the Great Plains. Read on to learn all about her life, including where she lived, her family life, her daily chores, her

friends, and the dangers she faced.

Author and Illustrator:
S.D. Nelson

Content Connections: Social Studies



TIME TO READ!



BEFORE WE READ, LET'S LOOK AT...

The Cover: What can you tell about the book based on the title and cover illustration? What do you already know about the girl based on this picture? What questions do you have?

The Pictures: Flip briefly through the pages, then ask students when and where they think this story is set. Have them explain their answers.

Prior Knowledge: What American Indian tribes are

familiar to your students? Show them the map on the inside cover and then point out North Dakota on a US map. If possible, look online to find a map of American Indian tribes as they existed before European settlers arrived in the US and as they exist today. Compare the two maps and ask students what they notice. Briefly discuss what happened to cause such drastic changes in the American Indian population in just a few hundred years.

Vocabulary: immunity, alliance, tanned, travois

Purpose for Reading: Today, I want you to think about making connections from what we're reading to your own life by really paying attention to the details of Waheenee's life in comparison to your own.

WHILE WE READ

MONITORING COMPREHENSION

- ◆ What does immunity mean? Why would the American Indians not be able to fight off smallpox easily?
- ◆ What does the term "strength in numbers" mean?
- ◆ Why would they only live in the earth mound lodge for three seasons?

- ◆ How did they use signs from nature as a calendar?
- ◆ What resources did the Hidatsa have?
- ◆ How important were crops to this tribe?
- ◆ Why would they move their winter camp to a different location each year?
- ◆ How did the reservation differ from living on their native land?

LET'S THINK ABOUT

Our Purpose: What connections did you make between your childhood and Waheenee's? What types of activities did she do that you could relate to? What were some differences in your lives?

Extending Our Thinking: With a partner, discuss a favorite story that you've heard through someone in your family. Why is storytelling important for keeping traditions and culture alive? Can you imagine being forced by the government to leave your home and move to a new place? How do you think the Hidatsa felt? Share your thoughts with a partner or with the class.

NOTE TO EDUCATORS

- ◆ Extension Activities for Educators also available.
- ◆ Vocabulary Scaffolding Sheet also available.



Reading Is
Fundamental