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## Acknowledgements

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Jennie Chinn, Executive Director

Curriculum Committee:

Mary Madden, Division Director of Museum and Education

Lois J. Herr, Education Coordinator, author

Marcia Fox, Curriculum Specialist

Joy Brennan, Program Coordinator

Pam Darling, Administrative Assistant

Allison Bertels, Intern

Special thanks to:

Bobbie Athon, Public Information Officer

Lisa Hecker, Public Information Officer

Linda Park, Graphic Designer

## Overview

“Historians see history as a set of problems. Students see history as a set of answers.\*” As teachers we know that history is interpretation and that interpretation can change over time as historians choose different data to make their cases. This is what makes history exciting—it is the process of finding evidence versus memorizing a set of facts. At the Kansas Historical Society we believe that one way to help students “like” history is to bring them into the process of creating the story. This traveling resource trunk is designed to do just that.

We developed this resource trunk to meet two goals: to teach students how to interpret history using artifacts and primary sources and to teach students about the Plains Indians in Kansas. For preservation reasons we could not include actual historical artifacts. The reproductions included in this trunk are designed based on research of original pieces and created using historically correct methods. They are so accurate that they can be used by your students without fear of misinterpretation or creating “wrong stories.” The lessons in this trunk are written for use with 2nd grade and 7th grade students, but the materials in this trunk can be easily adapted for use with any audience.

It is the hope that, after learning about the buffalo and its impact on American Indians in Kansas, students will have a deeper appreciation for this part of our state’s history and develop a sense of understanding about the tribes who inhabited this land before it opened for settlement. The efficiency with which the Plains Indians lived on the Plains is truly fascinating and a great lesson to impart to young students today.

The word “buffalo” has been chosen for use in this trunk rather than the more accurate American Bison. Buffalo is the word used historically, and the one appearing in primary sources.

Section 1 introduces students to analyzing and interpreting artifacts and documents through contemporary pieces. If your students have never used primary sources before, these lessons help them by practicing on artifacts and documents from their world.

Section 2 provides instruction for students on using artifacts in their primary source research.

Section 3 contains lessons developed for second grade students.

Section 4 contains lessons for seventh grade students.

Section 5 includes four *Read Kansas!* lessons on the topic of the Plains Indians.

A USB flash drive is included which contains a glossary, worksheets, historic photographs, and power points designed for use with the trunk’s lessons. Materials on the flash drive are also available online at [kansashistory.gov](http://kansashistory.gov).

We are thrilled you have borrowed this resource trunk. We know you will find new and creative ways to use it to teach about the Plains Indians. Please share your lessons with other teachers by sending them to us at [kshs.education@ks.gov](mailto:kshs.education@ks.gov), and we will post them on our website. Also, please complete the evaluation form and tell us what we can do to make it and our other educational resources better.

\*Sam Wineberg is the author of *Historical Thinking and Other Unnatural Acts* and is on the faculty of the Stanford University School of Education.

## Notes on Using a Traveling Resource Trunk

- Traveling resource trunks are loaned out within the state of Kansas. They are available on a first-come, first-served basis.
- To assure that trunks reach their next destination in time we ask that they be returned by their scheduled return date. If you are shipping your trunk please allow at least two days shipping time. If you have any questions or concerns about a trunk you are using contact the Museum and Education Division of the Kansas Historical Society, [kshs.education@ks.gov](mailto:kshs.education@ks.gov); 785-272-8681.
- Reservations should be made a minimum of two weeks in advance, although making a reservation earlier may be necessary depending upon the trunk you would like to use and the dates you would like to use it. Reservations are taken for both the current and the next school years.
- Inventory the trunk you borrow when you receive it and before returning it. An inventory sheet is provided in all trunks for this purpose. Notify the Museum and Education Division of any missing or broken items not indicated on the inventory sheet you received with the trunk. Trunks should be returned in the same condition that they were received.
- Objects and materials in the trunks are to be used as the instructor sees fit; however, please keep in mind that many students will be using the trunk after you this year and in the years to come.
- The curriculum in this trunk may be reproduced for educational purposes only and must credit the Kansas Historical Society. Reproducing the curriculum for any other purpose is prohibited without written permission from the Kansas Historical Society.

## Introduction to Using Primary Sources

All lessons in this trunk are student-centered learning activities that use primary sources, mainly objects. We are not able to provide actual artifacts, but these are good reproductions. While they are not actual artifacts, students can use them as such when studying about the buffalo and the Plains Indians. The design and construction methods used in producing them make them interchangeable with actual artifacts for the purposes of this trunk.

We recommend that you begin working with the objects by using the “Historical Thinking Activity” lesson in this manual. They may not be easy, and they take time. We believe this is time well spent since students can transfer these skills to reading other objects, documents, etc., in future lessons with the ultimate goal of using primary sources to learn history. These are also life skills that enable the student to look beyond the “thing” to the people who made or used it and the ideas it represents and in so doing broaden their ability to learn about the world around them.

Using artifacts to learn history is fun. We guarantee at least one “oh, wow” moment and probably many more. By the very nature of teaching with reproductions and primary sources, students ask a lot of questions, some very concrete (What is this?) but eventually higher order questions (Why did this happen? How did it affect. . .? What would it be like today if. . .?) History will no longer be one fact after another but a scientific-like exploration of the past and ideally a connection to contemporary life issues and problems.

The lessons take the student into the role of historian. They will be using knowledge about the primary sources and the topic to interpret people, places, events, or concepts. These skills are analogous to the research, writing, and speaking and listening standards in the Kansas College and Career Ready Standards ELA & Literacy in History/Social Studies Standards and are the foundation of the 2013 Kansas History, Government and Social Studies Standards.

## Artifacts as Primary Sources

What is an artifact? - An artifact is any object intentionally made, modified or produced by humans for a specific purpose. Artifacts range from a handmade quilt to a mass-produced plastic lawn chair, from a safety pin to the state capitol, and from a prehistoric spear head to the newest iPod. Artifacts are the raw material of history just as photographs, diaries, and other written primary sources are.

It is important to remember that artifacts speak to us of the time period in which they were created and/or used. Thus, a cowboy hat picked up at a store a year or two ago cannot be used to examine the life and work of a cowboy living and working in Kansas in the late 1800s. The materials used to make the hat, the construction techniques, the source of the raw materials, etc. are not the same for a 21st century novelty hat and a 19th century hat worn by a working cowboy. The 21st century hat can be used to interpret fashion in the early 21st century, or the romanticism of the old west, but not cattle drives and ranching in early Kansas. It is an artifact of the early 21<sup>st</sup> century not the late 19th century.

Where do artifacts fit into the process of ‘doing’ history? - History is not facts from the past but rather it is the interpretation of these facts. History is the process of actively studying the past. It involves asking questions and looking for answers. It results in finding connections, telling stories, and interpreting past people, places and events. The steps involved in “doing history” include asking questions about the past; identifying, analyzing and evaluating sources, and finally using evidence from this research to draw conclusions and answer the questions. This is the process used by authors, documentary filmmakers, and museum exhibit designers. It is also the process used by genealogists which is probably why they find exploring their past so engaging. Like all primary sources, artifacts can be analyzed and evaluated. They hold many clues for those who know how to read them.

How do you read an artifact? – Artifacts can be “read” in the same sense that photos and works of art are “read.” Dividing photos, paintings, and other types of images into quadrants allows the researcher to look more closely at details. Artifacts aren’t read by breaking them into quadrants but rather by looking at them through five different lenses – history, function, material, construction, and design. Using these five lenses, or categories, to read artifacts opens the door to a wide variety of information. Once understood, it is a process that can be simplified for use in the classroom by selecting only those categories that relate to the lesson. For example, when using artifacts to teach the buffalo as resource in the daily lives of Plains Indians students might be directed to examine an artifact to determine only its function and the material from which it was made.

Reading an artifact begins with a close examination of it. Drawing the item is often helpful as this requires a close examination that often uncovers details that might otherwise get overlooked.

Next examine the artifact keeping the five categories in mind. It often helps to go through the categories one-by-one and to ask questions of the artifact similar to the samples given below. Be aware of the distinction between observation and inference. Also, note any additional questions that

arise while looking at this artifact. Researching the answers to these questions may well provide even more information about the artifact and the people who made and/or used it.

1. History – The history of an artifact is specific to that individual artifact. For example, the history of a coffee grinder would be information about only the coffee grinder being examined and not every grinder of its type ever made. The history of an artifact is often not obvious from looking at it.
  - Who owned it?
  - Who used it?
  - Where did they get it?
  - How old is it? When was it made?
  - What is the provenance, or chronology of ownership?
2. Function – Function deals with what the artifact was created to do, and any additional uses it had. For example, a screwdriver is designed to turn a screw, but it is often used to pry open paint cans, dig holes in the soil, or remove nails.
  - What was the intended purpose of the item?
  - Did it have other functions besides what it was designed to do?
  - Did its function change over time?
  - Was it intended to be used in a public or private space? In the home or in a business?
3. Material – Material refers to the material(s) from which an artifact was made. This type of examination can provide information about the artifact itself and the society it was part of.
  - What is it made of?
  - Where did the raw materials come from?
  - Is it made from natural or man-made materials?
  - What type of technology was involved in getting the raw materials?
  - Did the materials originate locally?
  - Were the materials obtained through trade or commerce, and what does this say about the economics of the society?
  - What type of labor force was used to obtain the materials used to make the artifact?
  - Was the person making the artifact the same person who obtained the materials from which it was made?
4. Construction – Construction refers to how the item was made and what this implies about the society that made it.
  - Was it made by hand or by machine?
  - Is it a unique item or mass produced?
  - What types of tools, or technology, were used in its construction?
  - Was it produced locally?
  - Were all the parts made in one location?

- Was it made by the person who used it?
  - What were the working conditions like for the people who made it?
  - How were parts, or finished products, transported?
5. Design – Design can relate to the aesthetics of a piece, the values of a society, the time period in which it was produced, or even its function. For example, the flapper dresses of the 1920s reflect new freedoms being experienced by women and changes in the class system, sad irons designed with removable handles speak to an improvement in the daily life of the consumer, and the revival of 1950s retro look may speak of a desire for simpler times.
- Is the design purely functional or is it influenced by aesthetics, fashion or fads?
  - What color is it? Size? Weight? Texture? Is there significance to any of these?
  - Is it the first of its kind and, if not, how has the design changed from earlier models?
  - What significance, if any, do decorative features have?
  - Who designed it?
  - Did it become symbolic of an idea or a religious or moral principle?

## Links to Related Resources

There are a number of excellent websites that address teaching history with primary sources. We highly recommend these websites.

- [kansasmemory.gov](http://kansasmemory.gov): A digital repository of the collections of the Kansas Historical Society. Some materials related to the subject of this trunk have been gathered together in the “KSHSK12EducationResource” bookbag in a folder titled “Uses of the Buffalo trunk.” Additional materials may be found by searching the holdings of Kansas Memory. For more information about Kansas Memory see the Kansas Memory page in this manual.
- [nara.gov](http://nara.gov): The U.S. National Archives and Records Administration was “established in 1934 by President Franklin Roosevelt, but its major holdings date back to 1775. Many people know the National Archives as the keeper of the Declaration of Independence, the United States Constitution, and the Bill of Rights. In a democracy, records belong to the people, and for more than seven decades, NARA has preserved and provided access to the records of the United States of America. Records help us claim our rights and entitlements, hold our elected officials accountable for their actions, and document our history as a nation. In short, NARA ensures continuing access to the essential documentation of the rights of American citizens and the actions of their Government.” The Teachers’ Resources page provides information on using primary sources, professional development opportunities, and links to additional state and regional NARA resources.
- [loc.gov](http://loc.gov): Congress established the Library of Congress in 1800. Burned by the British in the War of 1812, former President Thomas Jefferson offered his vast personal collection as a replacement. Since then the Library has grown into a world resource with more than 144 million items including books, photographs, prints, films, manuscripts, historic newspapers, legal documents, maps, sound recordings and more. On the Teacher page you will find classroom materials and professional development opportunities to help teachers effectively use primary sources in teaching.
- [teachinghistory.org](http://teachinghistory.org): A national education clearinghouse of teaching materials, historical content and best practices.
- [historicalthinkingmatters.org](http://historicalthinkingmatters.org): “Historical Thinking Matters provides secondary students with a framework that teaches them to read documents like historians. Using these ‘habits of mind,’ they will be able to interrogate historical sources and use them to form reasoned conclusions about the past. Equally important, they will become critical users of the vast historical archives on the web.”
- [smithsonianeducation.org](http://smithsonianeducation.org): If we know how to look at artifacts, they can help us to understand our history. “Artifacts & Analysis” in the Smithsonian’s Idea Lab shows how to incorporate artifacts and documents into the teaching of United States history. Designed as a companion to the Advanced Placement Program United States History course, it is also effective in any instructional setting that emphasizes analytical thinking and writing.

## Kansas Memory

*Kansas Memory* offers a variety of Kansas related primary sources online. These include historic photographs, letters, diaries and journals, books and pamphlets, maps, drawings, governors' papers, legislative documents, election returns, and images of artifacts and historical structures. The Kansas Historical Society created *Kansas Memory* to share a portion of its historical collections online. The materials on *Kansas Memory* represent a small fraction of the Kansas Historical Society's collections; materials continue to be made available on a regular basis.

The site is intended for the use of anyone interested in any aspect of Kansas history. However, the primary target audience is middle and high school teachers and students. The "Teacher" page provides links to content selected specifically for teaching specific Kansas topics. Each topic should list a variety of items in the Historical Society's collections and curriculum notes. Searching *Kansas Memory* in the "Teacher Mode" will display special curriculum notes for materials in addition to the standard item description.

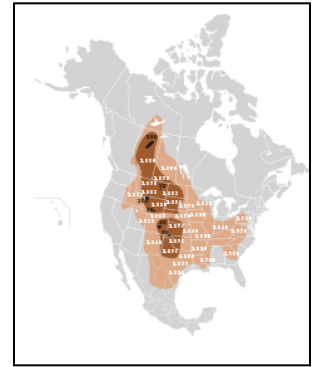
Finding material to fit your needs is easy on *Kansas Memory*. Use the categories on the left hand side of the screen to browse for items. Each item is linked to multiple categories, and each category may have several sub-categories listed beneath it. For instance, choose the category "People" and click on "American Indians." This will place an "American Indians" topics box at the top of the page, display the items associated with it, and provide sub-topics in that category. The search can be narrowed by choosing one of the sub-topics or by choosing an additional main category. "Photograph" is a sub-category under "Collections" that will narrow any search to photos only. The number appearing next to each category, or sub-category, indicates the number of items that will be returned by selecting that category, or sub-category.

Registered users may use "My Memory" to save materials in their own personal bookbags, share information, and customize display options. The Museum and Education Division has assembled a bookbag entitled KSHSK12EducationResource that contains items associated with the Kansas academic topics. This bookbag is accessible to all *Kansas Memory* users and is a good place to start when looking for primary source materials that correlate to Kansas standards. The folder "Uses of the Buffalo" in this bookbag contains a number of assembled items related to the topic of this trunk.

Visit [kansasmemory.gov](http://kansasmemory.gov) to register, learn about what is available, find out how to access and cite materials, and more. The materials on *Kansas Memory* are designed to be used for educational purposes and are free of charge unless high resolution images are desired.

## Historical Background

The American Bison once roamed North America from northwestern Canada to Mexico and from the Rocky Mountains to the Appalachian Mountains. Millions of these animals roamed North America. On August 29, 1806 Merriwether Lewis wrote about a bison encounter in what is today the state of South Dakota, “These last animals [the buffalo] are now so numerous that from an eminence we discovered more than we had ever seen before, at one time; and if it be not impossible to calculate the moving multitude, which darkened the whole plains, we are convinced that twenty thousand would be no exaggerated number.” Less than one hundred years later they could be counted by the hundred.



The correct name for this animal is bison, but it has been referred to as a buffalo throughout most of United States history. Because the name ‘buffalo’ was used historically, it is the name used in this trunk rather than the scientifically correct American Bison.

Buffalo are migratory, herd animals. They need plants to graze on and water to drink. Their presence helped shape the ecology of the Great Plains, and they became central to the daily life of the Plains Indians who lived there. The Plains Indians hunted them first on foot and later, after having acquired the horse, on horseback. Those living in eastern Kansas where there was enough moisture to grow crops lived semi-nomadic lifestyles. For them, life moved between permanent villages near their crops and mobile tipi villages while they hunted buffalo for several months at a time. This was the life of the Pawnee, Wichita, Kansa, Osage and other nations living in what is today eastern Kansas. The Plains Indians of western Kansas lived nomadic lifestyles. This environment lacked adequate moisture to grow crops which eliminated the need for permanent villages. Instead they lived year-round in tipi villages as they followed herds of buffalo. This was the life of the Cheyenne, Arapaho, Comanche, Kiowa and other nations living in what is today western Kansas. The lives of both the nomadic and semi-nomadic Plains Indians revolved around the buffalo so closely that it became central to their lives. For this reason, the buffalo is often referred to as the general store of the Plains Indians.

Hides had many uses. Buffalo hunted in the winter had thick, soft fur. When tanned their hides became robes, winter moccasins, mittens, and bedding. The fur on hides from summer hunts was thinner and usually removed. These became tipi covers, clothing, storage containers and bags, saddles, ropes, armor, and snowshoes. Hides not preserved by the tanning process became rawhide, a very strong, tough and rigid material. Rawhide could become items such as kettles, cups, bowls, saddles, ropes, cradles, knife sheaths, and drum heads. Rawhide was also used in ways similar to today’s nails, glue and heavy string. Wet rawhide could be shaped and stretched. When left to harden it shrank as it dried. Wrapping wet rawhide around a rock and a handle produced a very strong club using this process. Rawhide from the tough hide on the buffalo’s neck could be made into a war shield. Repeated heating turned a round piece of this into a very thick, hard circle. This layer of protection could stop arrows and slow down bullets. Painted designs related to a personal vision injected the shield with a spiritual element.

Plains Indians also used buffalo fur scraped off hides, cut from the head, or gathered when it had been shed. Buffalo fur is a combination of long, strong guard hairs and soft, warm down or wool. It was separated for different uses such as braiding into ropes, spinning into yarn, lining moccasins for warmth, and padding dolls and balls. Some men even used the long guard hairs to make their own hair look longer.

Tendons and ligaments made strong thread and lacing material. By pulling strands with their teeth, softening them in water, and twisting them, the Plains Indians could make a tough thread. They used this to sew tipi covers and clothing, fasten feathers and points to arrow and spear shafts, or braid into rope or bowstrings.

Almost no “leftover” pieces remained after a buffalo hunt. Horns became everything from spoons and ladles to war clubs or eye medicine. The Cheyenne used them for bows which they believed to be better than those made from wood. Bones turned into tools, sleds for children, arrow points, dice, and more. The marrow from bones not needed for other uses yielded valuable nutrients when removed from the bones through cooking. Stomachs made good cooking vessels. By hanging a stomach on a tripod, filling it with soup, and dropping hot rocks into it the soup was cooked. During the winter stomachs could be filled with snow which became drinking water once melted. Buffalo tongues could be eaten or used as a hairbrush. Tails had varied uses that ranged from brushing away insects to dripping water over the hot rocks in a sweat lodge.

The Plains Indians felt a spiritual connection with the animal that they relied upon so heavily as well as a physical connection. The benevolence of the Sacred Powers was evidenced by the enormous number of buffalo roaming the plains. The animal’s strength and fertility made it a central feature in their religions. Rituals of song, dance and ceremonies helped assure a successful hunt and the replenishment of the herd.

The Plains Indians used the buffalo for anything and everything. It was by far their most valuable resource and its importance cannot be underestimated. The large-scale hunting of the buffalo by professional hunters in the late 1800s devastated the lives of the Plains Indians. As the buffalo’s population shrank drastically the Plains Indians lost their source of food, clothing, shelter, fuel, and more. With the slaughter of the buffalo the Plains Indians lost many of life’s essentials.

## Some Uses of the Buffalo

Beard <ul style="list-style-type: none"> <li>• ornamentation</li> </ul>	Heart <ul style="list-style-type: none"> <li>• food</li> </ul>	Manure (chips) <ul style="list-style-type: none"> <li>• fuel for fire</li> </ul>
Bladder <ul style="list-style-type: none"> <li>• water canteen</li> <li>• medicine bag</li> </ul>	Hide (rawhide) <ul style="list-style-type: none"> <li>• moccasin soles</li> <li>• drum head</li> <li>• lashing strips</li> <li>• saddle, stirrups and horseshoes</li> <li>• snow shoes</li> <li>• packing case (parfleche)</li> <li>• cooking utensils</li> <li>• cradle</li> <li>• knife sheath</li> <li>• rattle</li> <li>• boat</li> </ul>	Meat <ul style="list-style-type: none"> <li>• food</li> </ul>
Blood <ul style="list-style-type: none"> <li>• decorative paint</li> <li>• soup</li> </ul>	Hide (tanned) <ul style="list-style-type: none"> <li>• clothing</li> <li>• tipi cover</li> <li>• bedding</li> <li>• robe</li> <li>• storage containers</li> </ul>	Muscles <ul style="list-style-type: none"> <li>• glue</li> <li>• thread</li> <li>• arrow ties</li> </ul>
Bones <ul style="list-style-type: none"> <li>• knives</li> <li>• pipes</li> <li>• arrowheads</li> <li>• splints</li> <li>• shovels</li> <li>• war clubs</li> <li>• leather working tools</li> <li>• agricultural tools</li> <li>• paint brush</li> <li>• game tally sticks</li> <li>• arrow shaft straightener</li> <li>• child's sled</li> </ul>	Horns <ul style="list-style-type: none"> <li>• arrow points</li> <li>• food utensils (spoons, ladles, cups)</li> <li>• powder horns</li> <li>• decorative headdresses</li> <li>• medication</li> </ul>	Scrotum <ul style="list-style-type: none"> <li>• rattle</li> <li>• stirrup cover</li> </ul>
Brain <ul style="list-style-type: none"> <li>• hide tanning</li> <li>• food</li> </ul>	Hooves <ul style="list-style-type: none"> <li>• glue</li> </ul>	Skull <ul style="list-style-type: none"> <li>• Rituals</li> </ul>
Eye <ul style="list-style-type: none"> <li>• glue</li> </ul>	Intestine <ul style="list-style-type: none"> <li>• tripe</li> <li>• water bag</li> <li>• bow wrapping</li> </ul>	Stomach <ul style="list-style-type: none"> <li>• water container</li> <li>• cooking container</li> <li>• basin</li> <li>• cup</li> <li>• contents used as medicine</li> </ul>
Fat <ul style="list-style-type: none"> <li>• tallow for lighting</li> <li>• lubricant</li> <li>• soap</li> <li>• tanning medium</li> <li>• paint mix</li> <li>• deodorant for traps</li> </ul>	Kidney <ul style="list-style-type: none"> <li>• food</li> </ul>	Tail <ul style="list-style-type: none"> <li>• ornamental decoration</li> <li>• fly brush</li> <li>• whip</li> <li>• sprinkling water in sweat lodge</li> <li>• fetish</li> </ul>
Gallstone <ul style="list-style-type: none"> <li>• yellow paint</li> </ul>	Liver <ul style="list-style-type: none"> <li>• food</li> <li>• tanning medium</li> </ul>	Teeth <ul style="list-style-type: none"> <li>• necklace</li> <li>• clothing decoration</li> </ul>
Hair <ul style="list-style-type: none"> <li>• decorative headdress</li> <li>• ropes</li> <li>• stuffing for dolls, pillows, etc.</li> <li>• moccasin lining</li> </ul>	Lung <ul style="list-style-type: none"> <li>• food</li> </ul>	Tendon & Ligament <ul style="list-style-type: none"> <li>• sewing thread</li> <li>• bowstring</li> <li>• bow backing</li> <li>• leather binding</li> </ul>
		Toe <ul style="list-style-type: none"> <li>• paint pencil</li> <li>• toy horse</li> </ul>
		Tongue <ul style="list-style-type: none"> <li>• choice food</li> <li>• sacred food</li> </ul>

# Contents of trunk

## Manual

### 19 Object Cards

#### Objects:

- awl
- bladder
- bone sample (unworked rib bone)
- cup (horn)
- flesher
- hide sample (rawhide)
- hide sample (tanned with fur)
- hide sample (tanned without fur)
- hoop
- horn sample (unworked)
- moccasin
- mittens
- parfleche
- pouch
- scapula
- shield
- sinew
- spoon, horn
- tail swatter

#### CD – “Uses of the Buffalo”

- Glossary
- Worksheets
  1. Artifact Analysis
  2. What We Learned
  3. Then and Now
  4. Artifacts of the Plains Indians
  5. Understanding the Past through Ethnographies
  6. The Buffalo and the Daily Life of the Pawnee
- Ethnographic Sources for Lesson 4 (7 sources)
- Clip Art for Lesson 3b
- Power points for Lesson 3c
  - Quadrants for photo 02kshs
  - Quadrants for photo 06kshs
- American Indian Recipes from *Food in Kansas!*
- Photos as listed in the Resource Chart below





Image	Description	Format & Citation
01kshs Buffalo 	Bison on the Tall Grass Bison Ranch near Auburn, Kansas (October 2001)	File format: jpg Kansas Memory, <a href="http://www.kansasmemory.gov">www.kansasmemory.gov</a> Item Number: 218992 Call Number: Slides, Animals – Buffalo
02kshs Cheyenne Indians 	A photograph of Eagle Shirt, on horseback, and Black Horse, members of the Cheyenne tribe, posed with their tipis. (between 1860 and 1869)	File format: jpg Kansas Memory <a href="http://www.kansasmemory.gov">www.kansasmemory.gov</a> Item Number: 214857 Call Number: E99 C53 D9 *3
03kshs Kansa clothing 	George Catlin illustration of a group of Kansa Indians. Note the buffalo hide robes worn by the men. The edges of these are pointed from being pegged out.	File format: jpg Kansas Memory, <a href="http://www.kansasmemory.gov">www.kansasmemory.gov</a> Item Number: 208336 Call Number: E99 K2 *7
04kshs Chesh-oo-hong-ha 	George Catlin illustration of Ches-oo-hong-ha, The Man of Good Sense, a distinguished man of the Kansa Indian nation. Note the buffalo hide robe he is wearing.	File format: jpg Kansas Memory, <a href="http://www.kansasmemory.gov">www.kansasmemory.gov</a> Item Number: 208385 Call Number: E99 K2.IMGS *1




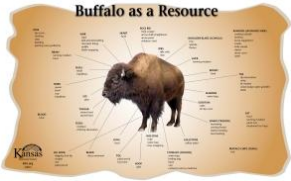
Image	Description	Format & Citation
<p>05ksks Comanche Indian</p> 	<p>A cabinet photo of an unidentified Comanche Indian. Note the buffalo horns on his headdress and his beaded hide clothing.</p>	<p>File format: jpg Kansas Memory, <a href="http://www.kansasmemory.gov">www.kansasmemory.gov</a> Item Number: 214859 Call Number: E99 C85 W2 *1</p>
<p>06ksks Meat drying</p> 	<p>Unidentified group of tipis. Note the hide tipis, meat drying on rack, and buffalo hide hanging on the side of a tipi. By the time photography came into common use American Indians were trading for items such as the cloth used to make the toy tipi visible in this photo.</p>	<p>File format: jpg Kansas Memory, <a href="http://www.kansasmemory.gov">www.kansasmemory.gov</a> Item Number: 229214 Call Number: E98 D9 *9-10</p>
<p>07ksks Range of the buffalo</p> 	<p>Map comparing the range of the buffalo in 1500 and 1870.</p>	<p>File format: pdf Kansas Historical Society © 2013</p>
<p>08ksks Buffalo as a Resource</p> 	<p>Chart showing how various parts of the buffalo were used.</p>	<p>File format: pdf Kansas Historical Society © 2013</p>







Image	Description	Format & Citation
<p>09usda Buffalo</p> 	<p>Buffalo bull.</p>	<p>File format: jpg USDA, Agricultural Research Service, <a href="http://www.ars.usda.gov">www.ars.usda.gov</a> Image Number: K5680-1 Photo by: Jack Dykinga</p>
<p>10loc Scraping a hide</p> 	<p>Edward Curtis photograph. Note the hide tipi with a painted rawhide door and the hide in the foreground staked to the ground and being scraped.</p>	<p>File format: jpg Library of Congress, <a href="http://www.loc.gov/pictures/">www.loc.gov/pictures/</a> Production Number: LC-USZ62-46967 Call Number: LOT 12320 [item] [P&amp;P]</p>
<p>11smithsonian Game of hoop and stick</p> 	<p>George Catlin painting, 1832-1833. This game is similar to one played using a rawhide hoop. The goal is to accurately throw a pointed stick, spear or arrow at a moving hoop. This painting shows Mandan men, a nation from the northern plains, using a pointed stick and a stone ring.</p>	<p>File format: jpg Smithsonian American Art Museum, <a href="http://www.americanart.si.edu/collections/">www.americanart.si.edu/collections/</a> Image #: 1985.66.431</p>
<p>12kshs</p> 	<p>This photograph dates from between 1900 to 1920, but it reflects what much of Kansas looked like before roads, towns, railroads, airplanes, power lines, or cell towers altered the landscape and the sky.</p>	<p>File format: jpg Kansas Memory, <a href="http://www.kansasmemory.gov">www.kansasmemory.gov</a> Item number: 210300 Call number: QL.5 Bu *56</p>
	<p>Awl, made from a bone and used to punch holes through materials such as rawhide or leather.</p>	<p>File format: jpg Kansas Historical Society © 2014 Object included in trunk</p>
	<p>Buffalo bladder used as a water container similar to our use of personal water bottles.</p>	<p>File format: jpg Kansas Historical Society © 2014 Object included in trunk</p>









Image	Description	Format & Citation
	Rib bone included as a sample of bone that has not been worked, or made into anything.	File format: jpg Kansas Historical Society © 2014 Object included in trunk
	Cup made from a buffalo horn.	File format: jpg Kansas Historical Society © 2014 Object included in trunk
	Flesher, a tool used to clean hides. Made from the leg bone of a buffalo.	File format: jpg Kansas Historical Society © 2014 Object included in trunk
	Pouch made from a buffalo hide and used to carry personal items.	File format: jpg Kansas Historical Society © 2014 Object included in trunk
	Hoop made from rawhide and wood used as a target in a game of skill.	File format: jpg Kansas Historical Society © 2014 Object included in trunk
	Spoon made from a buffalo horn.	File format: jpg Kansas Historical Society © 2014 Object included in trunk
	Sample of unworked buffalo horn.	File format: jpg Kansas Historical Society © 2014 Object included in trunk
	Mittens made from buffalo hide. Leather thongs tied them together and kept them from being lost when placed around the wearer's neck.	File format: jpg Kansas Historical Society © 2014 Object included in trunk








Image	Description	Format & Citation
	<p>Moccasin made from tanned hide with a rawhide sole.</p>	<p>File format: jpg          Kansas Historical Society          © 2014          Object included in trunk</p>
	<p>Parfleche, a storage container made from buffalo rawhide.</p>	<p>File format: jpg          Kansas Historical Society          © 2014          Object included in trunk</p>
	<p>Sample of rawhide made from a buffalo hide.</p>	<p>File format: jpg          Kansas Historical Society          © 2014          Object included in trunk</p>
	<p>The scapula bone, or shoulder blade, of a buffalo that has been sharpened for use as a hoe blade. A stick would have been lashed to the narrow end of this bone.</p>	<p>File format: jpg          Kansas Historical Society          © 2014          Object included in trunk</p>
	<p>Sinew, connective tissue, used for sewing or fastening things together.</p>	<p>File format: jpg          Kansas Historical Society          © 2014          Object included in trunk</p>
	<p>The tail of a buffalo had many uses such as a fly swatter, to drip water over stones in a sweat house, or a quirt.</p>	<p>File format: jpg          Kansas Historical Society          © 2014          Object included in trunk</p>
	<p>Sample of tanned buffalo hide with the fur removed. The holes at the edge of this piece remain from when it was stretched for processing.</p>	<p>File format: jpg          Kansas Historical Society          © 2014          Object included in trunk</p>
	<p>Sample of tanned buffalo hide with the fur left on.</p>	<p>File format: jpg          Kansas Historical Society          © 2014          Object included in trunk</p>

Image	Description	Format & Citation
	<p>Shield made from rawhide from a buffalo's hump.</p>	<p>File Format: jpg          Kansas Historical Society          © 2014          Object included in trunk</p>

