

Buffalo Soldier Lesson Plan

Lesson Overview

The grade level for this lesson is K-12 and the subject area is interdisciplinary. The lesson combines social studies and art and is designed for a regular running class time period. The number of students can range from 2-40. The students will acquire and integrate, extend and refine and create a meaningful use task.

By the end of this lesson, the students will be able to:

- Explain who the Buffalo Soldiers were
- Explain how they got their name
- Describe their duties in the U.S. Army
- Explain who Frederic Remington was
- Describe why he was important to the Buffalo Soldiers
- Describe what era Remington was born in and what was happening with black Americans at that time
- Tell what Remington thought about the group of Buffalo soldiers as he travelled with them
- Identify basic characteristics of Remington's art works
- See the Buffalo Soldiers through the eyes of Remington
- Create a collage that tells a fictional story using basic characteristics of Remington's work

Standards

NY.SS.K-6.1.1

- The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions

NY.SS.K-6.1.1.1

- ...know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it

NY.SS.7-9.1.2

- Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives

NY.SS.7-9.1.2.1

- ...describe the reasons for periodizing history in different ways

NY.SS.10-12.1.1

- The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions

NY.SS.10-12.1.1.1

- ...analyze the development of American culture, explaining how ideas, values, beliefs, and traditions have changed over time and how they unite all Americans

NY.ART.K-6.VA.1.1

- Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works

NY.ART.K-6.VA.1.1.3

- ...understand and use the elements and principles of art in order to communicate their ideas

NY.ART.7-9.VA.1.1

- Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works

NY.ART.7-9.VA.1.1.3

- ...use the elements and principles of art to communicate specific meanings to others in their art work

NY.ART.10-12.VA.1.1

- Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works

NY.ART.10-12.VA.1.1.2

- ...create art works in which they use and evaluate different kinds of mediums, subjects, themes, symbols, metaphors, and images

Anticipatory Set

Description of the Lesson Launch activity:

- Students will begin the class by listening to Bob Marley's Buffalo Soldier to capture their attention and engage the learner

Description of how objectives will be communicated to students:

- Students are asked a series of questions which will lead into a discussion of the objectives: “Can anyone guess what group of people we will be talking about today?” “Who knows who the Buffalo Soldiers were?” “Why were they called Buffalo Soldiers and who gave them their name?”

Description of the relevance of the learning:

- Social Studies: Study United States history and culture through the Buffalo Soldier and Frederic Remington and how various groups had a variety of helping create this unification.
- Visual Arts: Students create works of art that require collage as a medium and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students are required to display subjects, themes, symbols, metaphors, and images.

Introduce New Information & New Concepts

After the discussion of the Buffalo Soldiers and exploring a short time line of Frederic Remington, his art works are introduced. We go over them as a group and identify his use of subject matter over landscape, a foreground, middle ground and back ground, and the idea of the Buffalo Soldiers as heroic, hardworking men.

Guided Practice

1. Packets of Remington's "A Scout with the Buffalo Soldiers" are handed out
2. Students break into groups of 2
3. Each group assigned a paragraph or two from the story
4. Assignment given to read paragraphs and visualize the images of Remington's words
5. Jot down what his words would look like if you could draw a picture
6. Each group given a poster sized sheet of a Remington landscape painting or drawing with no figures
7. Each group given paintings, sketches and engravings that they can cut out and attach to their poster

Assessments

- Students have demonstrated an understanding of the use of foreground, middle ground and background
- Student's collages have been designed in a way to tell the story from their excerpt of Remington's story
- Students can answer these essential questions:

- 1) What purpose did the 10,000 African American soldiers serve out west?
- 2) Why would historians choose to ignore the outstanding efforts of the Buffalo Soldiers?
- 3) How did Frederic Remington help bring to light the efforts of this group of men?
- 4) How did the Buffalo Soldiers get their name?

Resources

Remington's "A Scout with the Buffalo Soldiers"

Materials Needed

Bob Marley song

Lyrics to song

Paintings, sketches and engravings to look at

Paintings, sketches and engravings of figures that can be cut out

Glue

Scissors

Posters of landscapes

Copies of "A Scout with the Buffalo Soldiers"

Markers

Buffalo Soldier Lesson Plan Teaching Notes:

- Students begin by listening to Bob Marley's Buffalo Soldier while going over a copy of the lyrics
- Students are asked if they know what the subject matter for today's lesson will be: "Can anyone guess what group of people we will be talking about today?" "Who knows who the Buffalo Soldiers were?" "Why were they called Buffalo Soldiers and who gave them their name?"
- Look at paintings, sketches, and engravings done by Remington of Buffalo Soldiers: "Does anyone know who Frederic Remington was and why he was so important?"

- Works looked at: A Halt to Tighten the Packs, Campfire Sketch, Study of Action, Pull at the Canteen, Marching on the Mountains, The Rescue of Corporal Scott, Captain Dodge's Colored Troops to the Rescue
- Identify some basic characteristics in the art works: foreground, middle ground, background, color scheme, central figures, subject matter first, landscape second
- Brief outline of Fred's life – born in 1861, the year Lincoln was elected president, Lincoln's Emancipation Proclamation of 1863 helped to abolish slavery in the 13th amendment, passed 1865 when Remington was only 4, Remington lived during the time period when slavery ended yet segregation was still accepted
- Handed out a copy of Remington's "A Scout with the Buffalo Soldiers" and begin reading
- Students break into groups
- Each group assigned a paragraph of the story
- Objective: See Buffalo Soldiers through the eyes of Frederic Remington
- Assignment: Create a collage that tells a story about their paragraph assigned that uses the basic characteristics of Remington's art, the subject matter being the Buffalo Soldier as a peacekeeper, the theme being the American Army and westward expansion
- Materials: Poster sized landscapes of Remington's with no figures, most likely impressionist Remington
- Paintings, sketches and engravings that depict Buffalo Soldiers that the students can cut out and attach to their poster sized landscape
- Requirements: Groups must demonstrate the understanding and use of foreground, middle ground and background
- Title their collage and write or tell a brief story about the figures in their collage