

Where Indians and Bison Meet

Grade Five



OBJECTIVES

Students will research some of the American Indian tribes that Meriwether Lewis and William Clark met along their expedition route and will explain the importance of the bison to these tribes. Students will present information on their American Indian tribes.



CLASS TIME

Four 45- to 60- minute sessions



NATIONAL STANDARDS

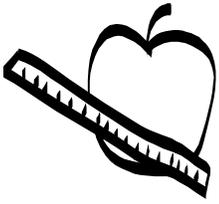
This lesson reflects some of the national standards of learning as defined by the National Council for the Social Studies (NCSS), the National Council for Teachers of English (NCTE), and the International Society for Technology in Education (ISTE). These standards are listed below:

- Social Studies: Culture
- Social Studies: People, Places, and Environment
- Social Studies: Time, Continuity, and Change
- Language Arts: Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
- Language Arts: Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).
- Language Arts: Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
- Technology: Technology productivity tools
- Technology: Technology research tools



MATERIALS

- “Pre-2004 Monticello Nickel” page from the Resource Guide
- American Bison Nickels
- Overhead Projector



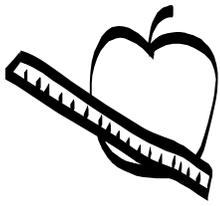
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- The following pages from the Resource Guide:
 - “Pre-2004 Monticello Nickel Obverse” page
 - “Pre-2004 Monticello Nickel Reverse” page
 - “American Bison Nickel Obverse” page
 - “American Bison Nickel Reverse” page
 - “Louisiana Territory Map”
- Chart paper/markers
- Colored pencils
- 3 X 5 white index cards
- “American Indian Research” worksheets
- “Project Rubric” sheet
- Copies of age-appropriate reference materials that provide information about the Lewis and Clark Expedition, American Indians, and the bison, such as:
 - *How We Crossed the West: The Adventures of Lewis and Clark* by Rosalyn Schanzer
 - *Lewis and Clark: Explorers of the American West* by Steven Kroll
 - *The Incredible Journey of Lewis & Clark* by Rhoda Blumberg
 - *Indians of the Plains* by Elaine Andrews
 - *Scholastic Encyclopedia of the North American Indian* by James Ciment with Ronald LaFrance
 - *Animals on the Trail with Lewis and Clark* by Dorothy Hinshaw Patent
 - *North American Bison* by John Becker
 - *Buffalo Hunt* by Russell Freedman
- Web sites that include basic information about the American Indians met by Lewis and Clark and about the bison of the Plains, such as:
 - www.lewis-clark.org/content/content-channel.asp?ChannelID=110 (shows location of bison along the expedition)
 - www.nativeaccess.com/ancestral/bison-1.html
 - www.pbs.org/lewisandclark/native/index.html
 - www.lewisandclark200.org/index.php?cID



PREPARATIONS

- Make copies of the following:
 - “American Indian Research” worksheets (1 of each of 2 pages per student)
 - “Project Rubric” sheet (1 per student)



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- Make an enlarged copy of the “Louisiana Territory Map” from the Resource Guide.
- Make an overhead transparency of the following:
 - “Pre-2004 Monticello Nickel Obverse” page from the Resource Guide
 - “Pre-2004 Monticello Nickel Reverse” page from the Resource Guide
 - “American Bison Nickel Obverse” page from the Resource Guide
 - “American Bison Nickel Reverse” page from the Resource Guide
 - “American Indian Research” worksheets
 - “Project Rubric” sheet
- Gather Pre-2004 Monticello Nickels (1 per student).
- Gather American Bison Nickels (1 per student).
- Locate appropriate books that provide information about the American Indian tribes and the bison (see examples under “Materials”).
- Arrange to use the school computer lab.
- Bookmark appropriate Internet sites (see examples under “Materials”).



GROUPINGS

- Whole group
- Pairs
- Independent work



TERMS AND CONCEPTS

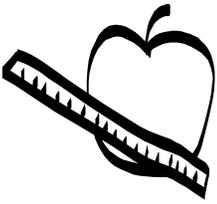
- Obverse (front)
- Reverse (back)
- Lewis and Clark
- Louisiana Purchase
- President Thomas Jefferson
- American Indians
- Bison



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

- Lewis and Clark Expedition
- U. S. geography
- Research skills
- Natural resources



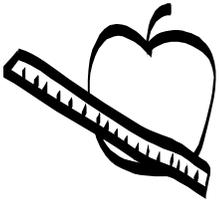
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STEPS

Session 1

1. Explain that people throughout history have placed images on coins and currency. These images highlight items that were important to their culture.
2. Distribute Pre-2004 Monticello Nickels to the students and allow them time to thoroughly examine each side. Display a transparency of the “Pre-2004 Monticello Nickel Obverse” page for discussion.
3. Explain that the term “obverse” refers to the front of the coin. Direct the students to describe the images on the obverse of the coin. Record student responses on a piece of chart paper. As necessary, explain that the image on the obverse is a bust of President Thomas Jefferson, the third president of the United States, who was responsible for the purchase of the Louisiana Territory, which more than doubled the size of the United States.
4. Display a transparency of the “Pre-2004 Monticello Nickel Reverse” page for discussion.
5. Explain that the term “reverse” refers to the back of the coin. Direct the students to describe the image on the reverse of the coin. Record student responses on a piece of chart paper. As necessary, explain that the image on the reverse is Monticello, Jefferson’s home.
6. Explain that President Jefferson directed Meriwether Lewis and William Clark to explore the land Jefferson acquired through the Louisiana Purchase. To commemorate this exploration, the United States government is producing five new nickel designs between 2004 and 2006. These new nickel designs make up the Westward Journey Nickel Series™. Ask questions to assess the students’ knowledge of the expedition of Lewis and Clark and the Corps of Discovery. (Use the overview of the Lewis and Clark Expedition from the Resource Guide, if needed).
7. Distribute an American Bison Nickel to each of the students and allow them time to thoroughly examine each side.
8. Ask the students to compare the Pre-2004 Monticello Nickel’s obverse with the new American Bison Nickel’s obverse. Record student responses on a piece of chart paper.
9. Ask the students to turn the American Bison Nickel over and describe the image on the reverse. Display a transparency of the reverse of this nickel for discussion. Ask the students to state what they think this animal is, and then explain to the students that the American bison is not really a buffalo—no species of buffalo is native to North America—but people have used the term “buffalo” to describe the American bison since before Lewis and Clark’s time, so the terms are virtually interchangeable in common usage.
10. Ask the students why they think this animal is on the coin’s reverse, and what significance this animal has to the Lewis and Clark Expedition.
11. Record student responses on chart paper.
12. Explain that this image was chosen because the bison is one of the most enduring symbols



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of the expedition of Lewis and Clark and was very important to many American Indian cultures.

13. Collect all the nickels.

Session 2

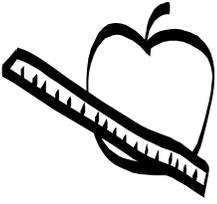
1. Display on a wall a large drawn map of the Louisiana Territory (copied from the “Louisiana Territory Map” in the Resource Guide) or outline the Louisiana Territory on a pull-down map of the United States. Explain to the students that they will be researching information about the American Indian tribes that lived along the route of the Lewis and Clark Expedition.
2. Display a list of American Indian tribes. Include the following tribes: Oto, Missouri, Omaha, Teton Lakota, Arikara, Mandan, Hidatsa, Shoshone, Nez Perce, Cheyenne, Kansa, and Crow.
3. Assign students to pairs. Have each pair select one tribe to research. The students will work together to locate information but will individually respond to the questions on the “American Indian Research” worksheets and write their own report. The worksheets will be used as a pre-writing plan for the written report.
4. Discuss with the students the “American Indian Research” worksheets and the rubric for writing the report to check for understanding of the tasks. Explain to the students that they will need to list the resources they used at the bottom of the report.
5. Allow the students sufficient time to answer the questions and to write the report.
6. Distribute a 3-by-5 index card to each student. Direct the students to draw, label, and color on the card the symbol they have chosen to represent their American Indian tribe. These symbols will be placed on the map of the Louisiana Territory at the end of the oral presentations.

Session 3

1. Have pairs of students create a product to represent the information they gathered about their selected American Indian tribes. Products showing an important aspect of the American Indians’ culture in reference to the bison could include multi-media presentations, illustrated booklets with captioned pictures, a three-dimensional replica, etc.
2. Discuss the rubric for the product and the oral presentation with the students.
3. Allow a sufficient amount of time for the students to create their products and to prepare for the oral presentations.

Session 4

1. For the oral presentations, direct the class to sit with their partner in a circle as American Indians sat in a circle to hear a member of the tribe speak.



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2. After the presentations of the research and products, have the students place the symbols representing their tribes on the enlarged map of the Louisiana Territory.
3. Discuss the different symbols on the map and allow time for the students to view the map.
4. Display the products in the classroom.



ASSESSMENT

- Review the students' "American Indian Research" worksheets to assess the content for the report.
- Use the rubric for the students' written report on their selected American Indian tribe.
- Use the rubric for the oral presentation of the American Indians research report and the finished product the partners create.



EXTENSIONS/ENRICHMENT

- Have students read a text about Lewis' dog, Seaman, who accompanied Lewis on the expedition, such as:
 - *Lewis and Clark and Me* by Laurie Myers
 - *The Captain's Dog: My Journey with the Lewis and Clark Tribe* by Roland Smith
 - *Dog of Discovery: A Newfoundland's Adventures with Lewis and Clark* by Laurence Pringle.
- Have students do research to answer the question "Where have all the bison gone?" and present their findings to the class.
- Other American Indian tribes Lewis and Clark encountered were the Chinook and Clatsop tribes. Have students locate information about these tribes and explain why the bison was not important to them.
- Have students research interesting facts about the bison, such as its physical features, habitat, food, and enemies.



DIFFERENTIATED LEARNING OPTIONS

- Have students use some of the easier-to-read books to gather information about their American Indian tribe, such as:
 - *The Lewis and Clark Expedition* by Patricia Ryon Quiri
 - *North American Indians* by Marie and Douglas Gorsline
 - *The Wonder of Bison* by Rita Ritchie and Todd Wilkinson
- Encourage interested students to write poems and songs based on their research information on the American Indian culture and the importance of the bison.



Name _____

American Indian Research (1)



Name of Tribe _____



1. Describe the culture of this tribe.

Language: _____

Customs: _____

Beliefs: _____

Clothing: _____

2. Describe how important the American bison was to this tribe.



Name _____

American Indian Research (2)

3. Explain how this tribe used other natural resources available in their region to meet their needs.

4. How did this tribe interact with Lewis and Clark and the Corps of Discovery?

5. Draw a symbol to represent this tribe based on your information. (Make a rough draft of the symbol here. The final symbol will be drawn, labeled, and colored on a 3-by-5 index card).



Name _____

Project Rubric

Category	4	3	2	1	Score
WRITTEN REPORT					
Form	The report is well organized with thorough factual information and is written in paragraph form.	The report is organized with factual information and is written in paragraph form.	The report contains factual information and is written in paragraph form, but is somewhat disorganized.	The report contains little or no factual information and is written as one long paragraph.	
Focus	Each paragraph is well focused and logical and includes a main idea with a topic sentence and supporting details.	Each paragraph is focused and mostly logical including a main idea with a topic sentence and supporting details.	Some paragraphs are not completely focused. Some paragraphs have supporting details, but not a clear main idea.	The report does not have a clear main idea and seems to just list details.	
Editorial	Report contains very few or no errors in spelling, capitalization, punctuation, and grammar.	Report contains some errors in spelling, capitalization, punctuation, and grammar.	Report contains several errors in spelling, capitalization, punctuation, and grammar.	Report contains many errors in spelling, capitalization, punctuation, and grammar.	
PRODUCT					
Understanding	Product reflects an understanding of the knowledge gained through the research.	Product reflects some understanding of the knowledge gained through the research.	Product reflects minimal understanding of the knowledge gained through the research.	Product reflects a lack of understanding of the knowledge gained through the research.	
Informa-tiveness	Product adequately conveys and extends knowledge about the topic.	Product adequately conveys knowledge about the topic.	Product somewhat conveys knowledge about the topic.	Product does not clearly convey knowledge about the topic.	
Detail	Product exhibits clarity and variety of details.	Product has some clarity and some variety of details.	Product has limited clarity and some details.	Product lacks clarity and details.	
ORAL REPORT					
Under-standing	Shows full understanding of the topic.	Shows a good understanding of the topic.	Shows a satisfactory understanding of the topic.	Shows minimal understanding of the topic.	
Focus	Consistently stays on topic and shows interest in the topic.	Mostly stays on topic and shows interest in the topic.	Barely stays on topic or shows interest in the topic.	Wanders from the topic and shows no interest in the topic.	
Elocution	Speaks in a loud, clear voice with no mispronounced words.	Speaks in a loud, clear voice with good pronunciation.	Speaks in an audible voice.	Speaks in an inaudible voice or often mispronounces words.	
Posture	Stands or sits without distracting movements.	Stands or sits without many distracting movements.	Some distracting movement or slouching posture.	Uses poor posture or excessive movement.	
Presenta-tion	Speaks in complete sentences and focuses on the audience.	Speaks in complete sentences and focuses on the audience occasionally.	Speaks in complete sentences and rarely focuses on the audience.	Speaks in incomplete sentences and does not focus on the audience.	
TOTAL					