

Worth a Thousand Words

Grade One



OBJECTIVES

Students will examine the significance of the American bison to the American Indians of the Great Plains. Students will exhibit understanding of Lewis and Clark's journey and their discovery of the importance of the American bison to the American Indians. Students will create a story in pictographs in the style of American Indians of the Plains.



CLASS TIME

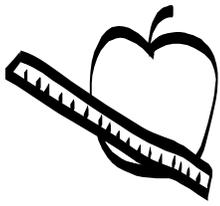
Four 20- to 30-minute sessions



NATIONAL STANDARDS

This lesson plan reflects some of the national standards of learning as defined by the National Council for the Social Studies (NCSS) and the National Council for Teachers of English (NCTE). These standards are listed below:

- Social Studies: Time, Continuity and Change
- Social Studies: People, Places, and Environment
- Social Studies: Culture
- Language Arts: Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
- 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 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.
- 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).



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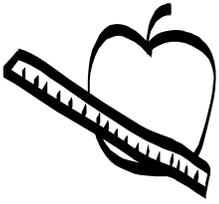
MATERIALS

- Images of bison
- “Louisiana Territory Map” from the Resource Guide
- “American Bison Nickel Reverse” page from the Resource Guide
- 1 copy of an age-appropriate text that provides basic historical information about the Lewis and Clark Expedition, such as:
 - *Lewis and Clark: Discover the Life Of An Explorer* by Trish Kline
 - *Lewis and Clark: Explorers of the American West* by Steven Kroll
 - *A Picture Book of Lewis and Clark* by David Adler
 - *Going Along with Lewis and Clark* by Barbara Fifer
- Chart paper/markers
- 1 copy of an age-appropriate text telling a traditional story from the American Indians of the Plains that includes the bison, such as:
 - *Buffalo Dreams* by Kim Doner
 - *The Buffalo Jump* by Peter Geiger Roop
 - *Buffalo Woman* by Paul Goble
 - *Legend of the White Buffalo Woman* by Paul Goble
 - *The Legend of the Indian Paintbrush* by Tomie de Paola
 - *Mud Pony* by Caron Lee Cohen
- “American Indian Pictographs” worksheet
- “Stories in Pictures” worksheet
- A model of the completed project
- Large brown construction paper, cut into half-circles (1 per student)
- Tape
- Wooden skewers (3 per student)
- Sandpaper



PREPARATIONS

- Make copies of the following:
 - “Stories in Pictures” sheet (1 per student)
 - “American Bison Nickel Reverse” page from the Resource Guide (1 per student)
 - “American Indian Pictograph” sheet (1 for teacher resource)



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- Make an overhead transparency of the following:
 - “American Bison Nickel Reverse” page from the Resource Guide
 - “Louisiana Territory Map” from the Resource Guide
- Gather images of bison.
- Locate an appropriate text that provides basic historical information about the Lewis and Clark Expedition (see examples under “Materials”).
- Locate an appropriate text that tells a traditional story from the American Indians of the Great Plains that includes the bison (see examples under “Materials”).
- Cut brown construction paper into half-circles (1 per student).
- Cut the sharp points off the wooden skewers and round them off with sandpaper.
- After Session 3, assemble the student teepees using tape.



GROUPINGS

- Whole group
- Pairs
- Independent work



TERMS AND CONCEPTS

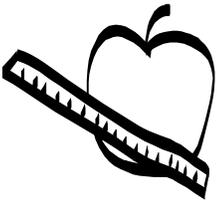
- Obverse (front)
- Reverse (back)
- Lewis and Clark
- Explorer
- Louisiana Purchase
- Bison
- American Indians
- Pictograph



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

- American Indians
- Writing to represent meaning
- Retelling



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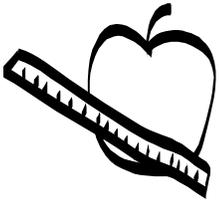
STEPS

Session 1

1. Display various pictures of bison. Ask the students to name the animal, or provide the correct name yourself. Ask the students to describe the animal and relate any background knowledge they have about the bison. 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.
2. Explain to the students that, early in our country’s history, President Thomas Jefferson sent two men on an expedition to explore our land. Explain that these men were named Meriwether Lewis and William Clark and that they were explorers. Briefly discuss other familiar explorers, such as Christopher Columbus, and the meaning of the term “explorer.”
3. Display the overhead transparency of the “Louisiana Territory Map” and show the students the Louisiana Territory, which Lewis and Clark explored.
4. Point out the states that were part of the United States before the Louisiana Purchase. Explain that our country bought this land and that Lewis and Clark were asked to find out what kinds of plants, animals, and people lived on this land.
5. Introduce the students to the selected text about Lewis and Clark. As a group, preview the text. Ask the students to listen carefully for information about American Indians of the Great Plains and the bison. Read the story aloud to the class. Attend to unfamiliar vocabulary and concepts.
6. After reading the text aloud, discuss with the students that Lewis and Clark learned that the bison was extremely important to the lives of the American Indians that the explorers met on the Plains.
7. Display the overhead transparency of the “American Bison Nickel Reverse” page and introduce the students to the Westward Journey Nickel Series™. When Lewis and Clark were exploring this new territory, they came across different types of animals, including the one portrayed on the nickel reverse.
8. Distribute copies of the “American Bison Nickel Reverse” page for the students to color.

Session 2

1. Display images of the bison. Review the material covered during the first session.
2. Tell the students that the bison was very important to the American Indians who lived on the Plains. Explain that the American Indians had great respect for the bison, and only hunted what they needed for survival. Ask the students to generate ideas about how the American Indians might have used all the parts of the bison. List these ideas on chart paper.

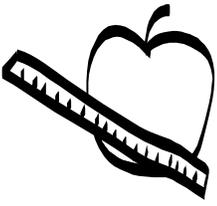


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3. Introduce the students to the selected text about American Indians and the bison. Tell the students that this is a traditional story passed down through generations of American Indians. Read aloud the selected text. Attend to unfamiliar vocabulary and concepts.
4. After reading the text, explain to the students that the American Indians told these stories orally, but they also wrote some of them down in a special way.
5. Draw an American Indian pictograph on the board, using the “American Indian Pictographs” sheet as a resource. (Optional: Display the pictographs on large paper or the overhead projector.)
6. Ask the students to make some predictions about what the pictograph could mean. Explain to the students that the American Indians used symbols for writing. Tell the students that these symbols are called “pictographs,” and explain the meaning of the shared pictograph. Show 4 or 5 other examples and have the students predict the meanings. After predictions for each pictograph, write the correct meaning under its pictograph. Additional pictographs can be found on the Web sites cited in the “Materials” section.
7. Distribute one “Stories in Pictures” worksheet to each student. Review the three sample pictographs at the top of the worksheet. Tell the students to read the three words in the middle section. Direct the students to create their own pictographs for these three words in the style of the American Indians.
8. As a class, brainstorm some words that were very important to the story that was read. List these words on chart paper. Direct the students to choose three important words and write them at the bottom of the worksheet, then create their own pictographs for these three words. Collect the “Stories in Pictures” worksheets for use in Session 3.
9. Ask the students to predict on what surface the American Indians may have written their stories using pictographs. After the students make their predictions, tell them that the American Indians wrote stories on dried, softened bison skins or even wrote the stories on the walls of teepees as decoration. If available, show the students pictures of teepees with pictograph decorations. Tell the students this was one way the bison was used completely.

Session 3

1. Tell the students they will be retelling the story they heard about the American Indians of the Plains and the bison using their own pictographs. They can use some of the provided pictographs as well as create some more of their own.
2. Display and discuss a completed model project before the students begin working.
3. Distribute a copy of the “Stories in Pictures” worksheet to each student.
4. Before writing, show the students how the teepees will be assembled so they will know where to write. Have the students retell the story in pictographs on brown construction



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paper half-circles, which represent the “bison skin.” Direct the students to write the stories using dark markers that will show up on the brown paper.

5. After the students have written their stories, collect their teepees. Assemble the students’ teepees with tape before Session 4. Make sure to leave a small hole at the top.

Session 4

1. Tell the students that the American Indians built the teepees using long sticks to make them stand up. Give each student three wooden skewers. Direct the students to tape these skewers inside the teepees so that the tops of the skewers cross and come out of the top hole in the teepee.
2. Have students share their stories with a partner. The students should retell their stories using the pictographs they created.
3. Display the teepees in the classroom.



ASSESSMENT

- Take anecdotal notes about the students’ participation in class discussions.
- Evaluate the pictograph stories and their relationship to knowledge of American Indians and the bison.



ENRICHMENTS/EXTENSIONS

- Read aloud other theme-related books about Lewis and Clark, the Louisiana Purchase, and the American Indians. Add these books to the class library and encourage students to retell or act out what they have learned.
- Have students create their own American Indian dictionaries of pictographs.
- Have students write parts of their stories in words, as well as in pictographs.
- Invite students to share their pictograph stories with other classes.
- Have students use their teepees as the base for a diorama about American Indians.
- Create a large class teepee using butcher paper and have all the students contribute to decorating it with painted pictographs.



DIFFERENTIATED LEARNING OPTIONS

- Allow students to work with partners in order to complete their stories.
- Provide individual or small-group support as needed during the creation of the pictograph stories.
- Provide pictographs for students to cut out and glue onto the teepee.

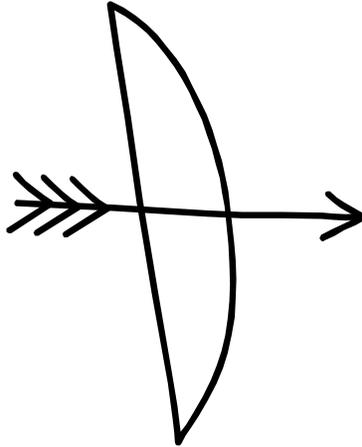


Name _____

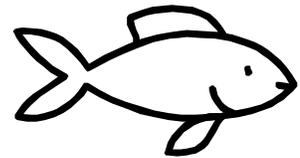
Stories in Pictures



bear



hunt



fish

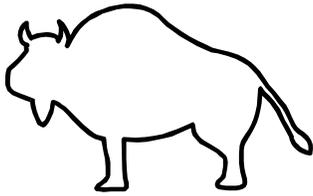
tree

water

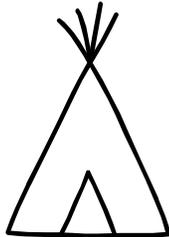
walk



American Indian Pictographs



Bison (buffalo)



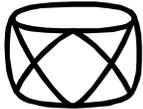
Teepee



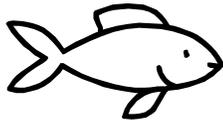
Man



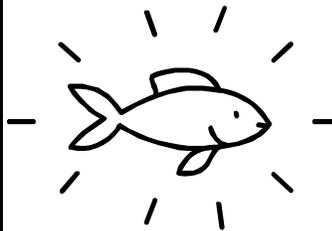
Woman



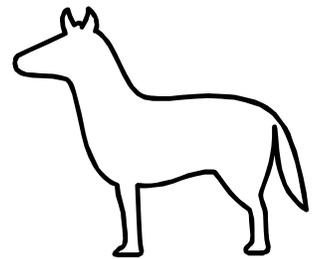
Drum



Fish



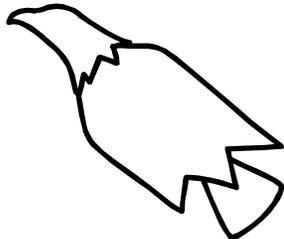
Many fish



Horse



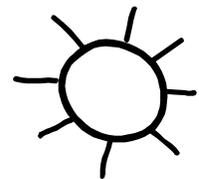
Bear



Eagle



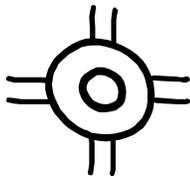
Campfire



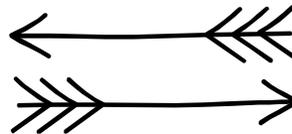
Sun



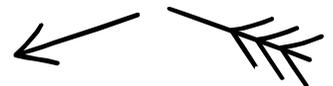
Sad



Happy



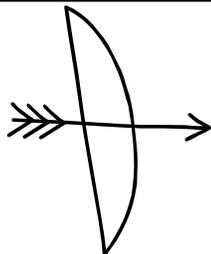
War



Peace



River



Hunt



Mountain



Forest