

Oh, Give Them a Home!

Grade Four



OBJECTIVES

Students will be able to identify the role of the American bison in the life of the American Indians and the Lewis and Clark Expedition. Students will also be able to identify the habitat of the bison.



CLASS TIME

Five 45- to 60-minute sessions



NATIONAL STANDARDS

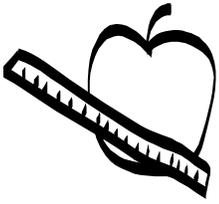
This lesson plan reflects some of the national standards of learning as defined by the National Council for the Social Studies (NCSS), the National Council for Teachers of English (NCTE), the National Council of Teachers of Mathematics (NCTM), the National Research Council, and the International Society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

- Social Studies: People, Places, Environment
- Social Studies: Production, Distribution, and Consumption
- Science: The student will investigate and understand important natural resources to include animals.
- Language Arts: The student will gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
- Language Arts: Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
- Math: Understand such attributes as length and weight.
- Technology: Students use technology to locate, evaluate, and collect information from a variety of sources.
- Technology: Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.



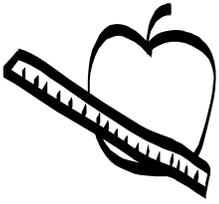
MATERIALS

- 1 overhead projector
- “American Bison Nickel Obverse” page from the Resource Guide
- “American Bison Nickel Reverse” page from the Resource Guide



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- “Roles and Questions” worksheet
- “Brochure Rubric” sheet
- “Designing the Brochure” sheet
- 1 copy of an age-appropriate text that provides basic information about the bison such as:
 - *American Bison* by Ruth Berman
 - *Wildlife of North America: The American Bison* by Steve Potts
 - *Buffalo Sunrise: The Story of a North American Giant* by Diane Swanson
 - *A New True Book: Buffalo* by Emilie U. Lepthien
 - *Nature’s Children: Buffalo* by Dan Doyle
 - *Thunder on the Plains: The Story of the American Buffalo* by Ken Robbins
 - *Buffalo Hunt* by Russell Freedman
 - *Buffalo: with Selections from Native American Song-Poems* by Beverly Brodsky.
- Computers with Internet access
- Lewis and Clark’s journals (according to teacher specifications)
- 1 copy of an age-appropriate text that provides basic information about Lewis and Clark and the bison such as:
 - *Meriwether Lewis and William Clark: Soldiers, Explorers, and Partners in History* by David Peterson and Mark Coburn, Ch. 3
 - *World History Series: The Lewis and Clark Expedition* by Eleanor J. Hall
 - *The Incredible Journey of Lewis and Clark* by Rhoda Blumberg
 - *On the Trail of Lewis and Clark: A Journey Up the Missouri River* by Peter Lourie
 - *A Picture Book of Lewis and Clark* by David A. Adler
 - *Lewis and Clark: Explorers of the American West* by Steven Kroll
 - *How We Crossed the West: The Adventures of Lewis and Clark* by Rosalyn Schanzer
- Web sites that include basic information about bison such as:
 - species.fws.gov/species_accounts/bio_buff.html
 - www.sciencelmhs.org/assignme.htm
 - www.bearcountryusa.com/information.asp?ID=10
 - www.nature.ca/notebooks/english/bison.htm
 - www.sierraclub.org/lewisandclark/species/bison.asp
 - www.texasbeyondhistory.net/kids/buffalo.html



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- www.usgs.gov/features/lewisandclark/ChildrenWebSites.html
- www.nativeamericans.com/Buffalo.htm
- www.oaklandzoo.org/atoz/azbison.html
- americanhistory.si.edu/hohr/buffalo/



PREPARATIONS

- Make copies of the following:
 - “Designing the Brochure” sheet (1 per student)
 - “Roles and Questions” sheet (1 per student)
 - “Brochure Rubric” (1 per student)
 - Lewis and Clark’s journals (1 per group)
- Make an overhead transparency of the following:
 - “American Bison Nickel Obverse” page from the Resource Guide
 - “American Bison Nickel Reverse” page from the Resource Guide
- Locate an appropriate text that provides basic information about the bison (see examples under “Materials”).
- Locate an appropriate text that provides basic information about Lewis and Clark and the bison (see examples under “Materials”).
- Arrange to use the school computer lab or find copies of appropriate texts that provide basic information about the bison (see examples under “Materials”).
- Bookmark appropriate Internet sites (see examples under “Materials”).



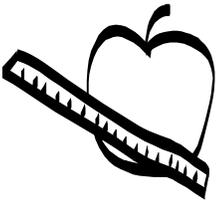
GROUPINGS

- Whole group
- Small groups
- Independent work



TERMS AND CONCEPTS

- Obverse (front)
- Reverse (back)
- Lewis and Clark
- Louisiana Purchase
- Natural resource
- Nickel
- Bison
- American Indians



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BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

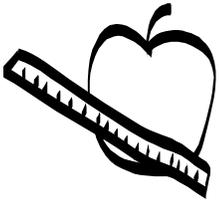
- Habitats
- Internet research skills
- Note taking skills
- Behavioral and physical adaptations
- Relative size
- Life cycle
- Thomas Jefferson



STEPS

Session 1

1. Display the transparency of the “2005 American Bison Nickel Obverse” page. Ask the students to examine it and tell you what they know about this picture. The students should be able to identify this as the obverse (front) of a nickel and that it depicts President Thomas Jefferson. Tell the students, “The obverse design for the 2005 nickels will bear, for the first time in 67 years, a new likeness of America’s third president, Thomas Jefferson. The ‘Liberty’ inscription on the coin is based on Jefferson’s own handwriting.”
2. Ask the students if they know what is on the reverse (back) of the American Bison Nickel. After hearing responses, display the transparency of the 2005 “American Bison Nickel Reverse” page. Ask the students to state what they think this animal is, and 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.
3. Explain to the students that, when our country was very young, President Thomas Jefferson bought some new territory for our country. Explain that the design on the nickel is scheduled to change five times between 2004 and 2006. The designs will tell the story of two explorers named Meriwether Lewis and William Clark who led an expedition to explore this land 200 years ago.
4. Read this quote: *“The whole face of the country was covered with herds of buffalo, elk and antelope; deer are also abundant, but keep themselves more concealed in the woodland. The buffalo, elk and antelope are so gentle that we pass near them while feeding without appearing to excite any alarm among them, and when we attract their attention, they frequently approach us more nearly to discover what we are, and in some instances pursue us a considerable distance apparently with that view. In our*



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way to the place I had determined to encamp, we met with two large herds of buffalo, of which we killed three cows and a calf.” Tell the students that that passage was written by Meriwether Lewis on April 25, 1805.

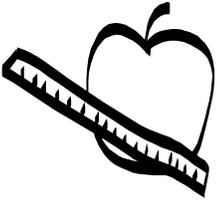
5. Ask the students to visualize what Lewis is referring to. Discuss the quote.
6. Using the chart paper or overhead, start a K-W-L chart on the bison.
7. Read an age-appropriate text that describes Lewis and Clark’s exploration and includes references to bison.
8. Have the students add any information from the text to the K-W-L chart.

Session 2 and 3

1. Explain to the students that their task is to find some information on the bison.
2. Explain to the students that they will be working in groups. Each student in the group will be assigned a specific task to accomplish. Explain that each of them will be reviewing Web sites and other resources to answer some questions.
3. Tell the students that each group will make a four-page brochure on the bison. The brochure can be drawn by hand or completed using a word processing program, or using a multimedia product, depending on the teacher’s preference.
4. Assign the students to groups of four. Distribute a “Roles and Questions” sheet to each student. Assign a role to each student in the group. Review the questions for each role.
5. Distribute one “Brochure Rubric” sheet and one “Designing the Brochure” handout to each student. Have the students write their names and their roles on the “Brochure Rubric” sheet. Review both handouts.
6. Direct the students to start gathering information. Tell the students to use the questions to guide them through their search.
7. Remind the students to look at their questions before they go to the Internet or start looking up information in some other resource. The students should try to focus on finding the answers to their questions first. The students can also add other interesting facts related to their roles.
8. Give the students an appropriate amount of time to complete their research.

Session 4

1. In their small groups, direct the students to work together to make a draft of what each of them would like his or her page to look like.
2. After the teacher approves the design, have the students start working on the final draft of their brochures.
3. Allow the students an appropriate amount of time to complete their brochures.



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Session 5

1. As a class, complete and review the K-W-L chart.
2. Have the students complete their part of the rubric sheets.
3. Collect the rubric sheets.
4. Display the completed brochures in the classroom.
5. Invite the students to do a gallery walk of the brochures.



ASSESSMENT

Use the “Brochure Rubric” to evaluate the students’ ability to meet the lesson objectives.



ENRICHMENTS/EXTENSIONS

- Have the students research the impact man has had on the bison. Create a poster or write a letter to the editor to support the effort to increase the number of bison.
- Compare the American Bison Nickel with the Indian Head/ Buffalo Nickel at <http://www.usmint.gov/kids/index.cfm?fileContents=coinNews/cotm/2001/06.cfm>



DIFFERENTIATED LEARNING OPTIONS

- Have students work in groups of eight. Assign two students in each group to each role.
- Have students design posters instead of brochures.



Roles and Questions

Directions: When you are on the Internet or using some other resource, try to focus on finding the answers to your questions before collecting other information.

GEOGRAPHICAL ENGINEER

1. In what parts of America has the American bison lived? (Find a map.)
2. Where did the Lewis and Clark Expedition travel? (Find a map.)
3. Did you find areas in which the Lewis and Clark Expedition traveled that overlap where the bison lived?

BIOLOGIST

1. How large is the American bison? (height, weight, relative size)
2. What is the life cycle of the bison?
3. What behavioral or physical adaptations does the bison have?

LEWIS AND CLARK EXPERT

1. Find references to the bison (buffalo/buffalow/buffaloe) in Lewis and Clark's journals and record your findings.
2. What did Lewis and Clark use the bison for?
3. Find one interesting story about bison in Lewis and Clark's journals.

AMERICAN INDIAN EXPERT

1. What are the many ways that the American Indians of the Great Plains used the bison?
2. Why was the bison important to the Americans Indians?



Name _____

Designing the Brochure

Directions: After you have found the answers to your questions, design your brochure page. Follow the layout below so that each role is in the assigned place after the paper is folded.

OUTSIDE OF BROCHURE

4th page

American Indian Expert

Draw a diagram to identify the different ways that the American Indians used the bison.

1st page

Geographical Engineer

Make the title page and two maps. Have one map show the areas where the bison lived and the other show the areas that Lewis and Clark explored.

INSIDE OF BROCHURE

2nd page

Biologist

Make a page that shows the characteristics of the American bison that you researched.

3rd page

Lewis and Clark Expert

List some examples of references that Lewis and Clark made to the American bison. Include an interesting story you found and an illustration or your own drawing.



Brochure Rubric

Your Name _____ Your Role _____

Title of Brochure _____

Category	Exemplary 4	Accomplished 3	Developing 2	Beginning 1	Self	Teacher
Research	Answered all the questions and included many other interesting facts.	Answered most of the questions and included a few other facts.	Answered some of the questions.	Did not answer any of the questions.		
Information	Was clear, accurate, and interesting.	Was clear and accurate.	Was accurate and sometimes clear.	Was copied directly from resource.		
Grammar and Spelling	Was correct throughout.	Had only one or two errors.	Had more than two errors.	Had more than ten errors.		
Attractiveness	Writing was legible, neat, clean; had attractive illustrations.	Writing was legible, clean, neat; had illustrations.	Writing was legible, but print was too small or too large.	Writing was illegible, pictures were messy.		
Timeliness	Turned in on time.	Turned in 1 day late.	Turned in 2 or 3 days late.	Turned in more than 3 days late.		
Fulfilling of Role's Duties	Performed all duties.	Performed nearly all duties.	Performed very few duties.	Did not perform any duties.		
TOTALS						