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# Bison Benefits

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## Grade Three

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### OBJECTIVES

Students will be able to identify the role of the American bison in the life of the American Indians. Students will identify animals as natural resources.



### CLASS TIME

Four 30- to 45-minute sessions



### NATIONAL STANDARDS

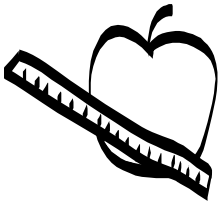
This lesson plan reflects some of the national standards of learning as defined by the National Council for the Social Studies (NCSS), the National Council for Teachers of English (NCTE), and the International Society for Technology in Education (ISTE). These standards are listed below:

- Social Studies: People, Places, Environment
- Social Studies: Natural, Human and Capital Resources
- 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.
- Technology: Students use technology to locate, evaluate, and collect information from a variety of sources.



### MATERIALS

- 1 copy of an age-appropriate text that explains how the parts of a tree are used, such as:
  - *The Giving Tree* by Shel Silverstein
  - *Be a Friend to Trees* by Patricia Lauber
  - *Trees, Leaves, and Bark* by Diane L. Burns and Linda Garrow
  - *Nature's Timekeeper, the Tree* by Gaud Morel
- Chart paper/markers
- “Uses for a Tree” worksheet
- 1 overhead projector
- The following pages from the Resource Guide:
  - “American Bison Nickel Obverse” page
  - “American Bison Nickel Reverse” page

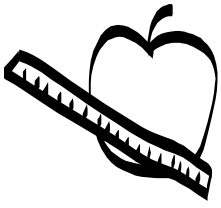


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- “Western United States” map
- “Lewis and Clark Route” overlay
- “American Indian Tribes” overlay
- 1 copy of an age-appropriate text that provides basic historical information about the Lewis and Clark expedition, such as:
  - *Meriwether Lewis and 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 the importance of the bison to the American Indians such as those available at:
  - [www.indians.org/welker/buffalo3.htm](http://www.indians.org/welker/buffalo3.htm)
  - [redeyevideo.com/buffalo.html#RS](http://redeyevideo.com/buffalo.html#RS)
  - [www.indians.org/welker/buffalo.htm](http://www.indians.org/welker/buffalo.htm)
- 1 copy of an age-appropriate text that provides basic information about the American Indians and their respect for the environment such as:
  - *Brother Eagle, Sister Sky: a Message from Chief Seattle* by Chief Seattle
  - *Keepers of the Animals: Native American Stories and Wildlife Activities for Children* by Michael J. Caduto and Joseph Bruchac
  - *Keepers of the Earth: Native American Stories and Environmental Activities for Children* by Michael J. Caduto and Joseph Bruchac
  - *The Trees Stand Shining: Poetry of the North American Indians* by Robert Andrew Parker
- 1 copy of an age-appropriate text that provides basic information about the American 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



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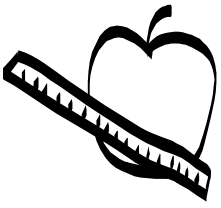
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- *Nature’s Children: Buffalo* by Dan Doyle
- *Thunder on the Plains: The Story of the American Buffalo* by Ken Robbins
- *Buffalo Hunt* by Russell Freedman
- *Buffalo: with Selections from Native American Song Poems* by Beverly Brodsky
- Computers with Internet access
- “Bison Benefits” worksheet
- Web sites that include basic information about bison such as:
  - [americanhistory.si.edu/hohr/buffalo/matching/index.html](http://americanhistory.si.edu/hohr/buffalo/matching/index.html)
  - [www.texasbeyondhistory.net/kids/buffalo.html](http://www.texasbeyondhistory.net/kids/buffalo.html)
  - [www.enature.com/fieldguide/showSpeciesRECNUM.asp?recnum=MA0162](http://www.enature.com/fieldguide/showSpeciesRECNUM.asp?recnum=MA0162)
  - [www.usgs.gov/features/lewisandclark/ChildrenWebSites.html](http://www.usgs.gov/features/lewisandclark/ChildrenWebSites.html)
  - [www.nativeamericans.com/Buffalo.htm](http://www.nativeamericans.com/Buffalo.htm)
  - [www.indians.org/welker/buffalo3.htm](http://www.indians.org/welker/buffalo3.htm)



## PREPARATIONS

- Make copies of the following:
  - “Uses for a Tree” worksheet (1 per student)
  - “Bison Benefits” worksheet (1 per student)
- Make an overhead transparency of the following from the Resource Guide:
  - “American Bison Nickel Obverse” page
  - “American Bison Nickel Reverse” page
  - “Western United States” map
  - “Lewis and Clark Route” overlay
  - “American Indian Tribes” overlay
- 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 their encounters with the American Indians (see examples under “Materials”).
- Locate an appropriate text that provides basic information about the importance of the bison to the American Indians (see examples under “Materials”).
- Locate an appropriate text that explains how the parts of a tree are used (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”).



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# Bison Benefits

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## GROUPINGS

- Whole group
- Independent work



## TERMS AND CONCEPTS

- Obverse (front)
- Reverse (back)
- Lewis and Clark
- Louisiana Territory
- Environment
- Nickel
- Bison



## BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

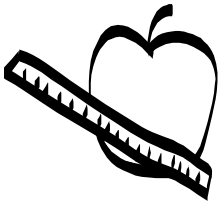
- Internet research skills
- Natural resource
- Thomas Jefferson
- American Indians



## STEPS

### Session 1

1. Show the students a copy of an age-appropriate text that explains how the parts of a tree are used. As a group, preview the text and illustrations to generate predictions about what is occurring in different parts of the book.
2. Read the story aloud to the class. Have the students recall the different things the tree was used for in the story. Make a list on a sheet of chart paper. Note that every part of the tree was used.
3. Distribute the “Uses for a Tree” worksheet. Have the students fill in the blank spaces with words or drawings of the different things that were made from the tree.
4. Display the transparency of the “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 identify the man as 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 and that the ‘Liberty’ inscription on the coin is based on Jefferson’s own handwriting.”
5. Display the overhead transparency of the “Western United States” map with the “Lewis and Clark Route” overlay on top. Explain to the students that, when our country was



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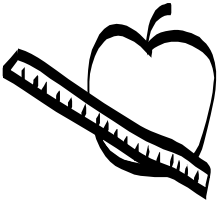
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very young, President Jefferson bought some new territory for our country. After he had purchased the territory, he sent a group of explorers led by Meriwether Lewis and William Clark to explore this new territory. The Westward Journey Nickel Series™ commemorates this important expedition.

6. On the map, follow Lewis and Clark’s route and point out that the group traveled over both land and water. Explain that an important part of the mission for Lewis and Clark was to record information about the plants, animals, and people they met or saw during their journey.
7. Add the transparency of the “American Indian Tribes” overlay on top of the other transparencies. Explain to the students that Lewis and Clark met American Indians from more than 40 different tribes.
8. Read a selection from an appropriate text that refers to the American Indians that Lewis and Clark met during their journey.

## Session 2

1. Review the “Uses for a Tree” worksheet from the previous session. Lead a class discussion on the importance of the journals that Lewis and Clark kept during their expedition.
2. Read this quote from their journals: *“The buffalo boats were used wherever there were buffalo to ferry people and goods across rivers; they could be easily made in a day on a framework of sticks, usually willow sticks.”* Tell the students that this passage was written by William Clark on October 9, 1804.
3. Read this quote: *“We saw immense quantities of game in every direction around us as we passed up the river, consisting of herds of buffalo, elk and antelope with some deer and wolves. We proceeded about four miles. When falling in with some buffalo I killed a yearling calf, which was in good order; we soon cooked and made a hearty meal of a part of it, and renewed our march.”* Tell the students that this passage was written by Meriwether Lewis on April 17, 1805.
4. Ask the students to visualize what Lewis and Clark are referring to in the quotes. Discuss the quotes emphasizing the number of bison and how they used the bison. Review with the students the term “natural resources” and ask them to name some examples, guiding them to the answer that animals are examples of natural resources.
5. Ask the students if they know what is on the reverse (back) of the 2005 nickel. After hearing responses, display the transparency of the “American Bison Nickel Reverse” page. Ask the students if they know what animal is on the coin. Students should respond that the animal is a bison or buffalo. 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.



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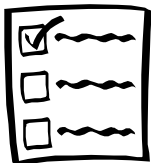
6. Read a selection from an age-appropriate text or Web page from the “Materials” section that gives information about the importance of the bison to the American Indians. Discuss the idea that the bison was important in many aspects of the Native Americans’ lives. Guide the students to understand that the bison was an important natural resource.
7. Discuss how the American Indians felt about the bison: that it gave freely to the American Indians to help them survive. Relate this to the text about the uses of a tree and how a tree also gives freely.

## Session 3

1. Review the importance of the bison to the American Indians. Read a selection from an appropriate text that gives information about how the American Indians made use of their environment and its natural resources.
2. Discuss the idea that the American Indians made good use of everything in their environment and that they did not waste anything. Review the text about the uses of a tree and guide the students to see the relationship between the uses of the parts of the tree and the American Indians not wasting resources.
3. Explain to the class that their task is to find information on how the American Indians used the bison. Refer back to the journal entries from October 9, 1804, and April 17, 1805, from Session 2.
4. Distribute a “Bison Benefits” worksheet to each student. Explain to the class that they will be researching the American Indian uses of the different parts of the bison. They will be drawing pictures or writing words in each of the ovals that show the uses of that part of the bison.
5. Give the students time to research either by using the Internet sites you have bookmarked or by using some other resources such as books made available by the teacher (see “Materials” list). Direct the students to begin gathering information to complete the worksheet. Remind the students that they do not have to use just the Internet.
6. Collect the worksheets when finished.

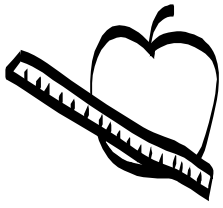
## Session 4

1. Complete a class diagram identifying the parts of the bison and what they were used for.
2. Have the students write a paragraph summarizing the class diagram.



## ASSESSMENT

- Use the “Bison Benefits” worksheet for assessment.
- Use the student-created paragraph for assessment.



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# Bison Benefits

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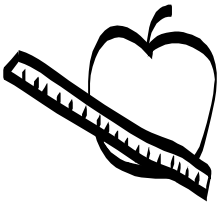
## ENRICHMENTS/EXTENSIONS

Compare the American Bison Nickel with the Indian Head/ Buffalo Nickel at [www.usmint.gov/kids/index.cfm?fileContents=coinNews/cotm/2001/06.cfm](http://www.usmint.gov/kids/index.cfm?fileContents=coinNews/cotm/2001/06.cfm).



## DIFFERENTIATED LEARNING OPTIONS

- Have students work in pairs.
- Have pictures of bison-based objects for the student to match to the parts from which they were made.



# Worksheet Keys

## USES FOR A TREE

Possible answers include:

Leaves:	compost, decoration, shade
Fruit:	food
Branches:	furniture, fuel
Trunk:	house, boat, furniture, fuel, paper products

## BISON BENEFITS

### Outside parts

Hooves:	Glue, rattles
Hides with hair:	winter clothing, gloves, blankets, robes, hunting disguises, ceremonial robes
Hides tanned:	ropes, blankets, shields, clothing, bags, house covers, bull boats, containers, drums, writing surfaces
Horns:	spoons, cups, bowls, containers (tobacco, medicine, gunpowder), headdresses, arrowheads, toys
Hair:	rope, pillow stuffing, yarn, shields, medicine balls
Teeth:	decorating, necklaces
Beard:	decoration (clothes, weapons)
Tail:	fly swatter, whip, teepee decoration
Dung (manure):	fuel for fires (cooking, warmth, smoke signals)

### Inside parts

Meat:	food (roasted, boiled, pemmican, jerky, sausages)
Sinew (tendons):	bowstrings, sewing thread, snowshoe webbing
Bones:	hoes, shovels, runners for sleds, pointed tools, knives, pipes, scrapers, arrowheads
Skull:	ceremonies, prayer
Brain:	used in tanning hides (to soften)
Fat:	paint base, hair grease, candles, soap
Stomach:	water pouches, cooking utensils
Bladder:	medicine bag, water container, pouches





Name \_\_\_\_\_

# Uses for a Tree

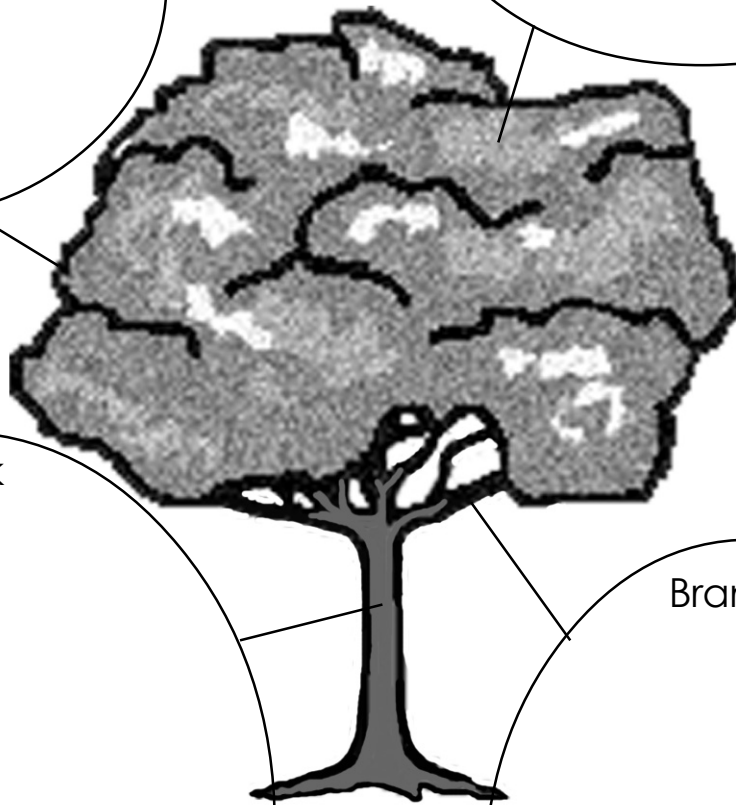
**Directions:** Draw and/or list objects that can be made from the different parts of a tree.

Leaves

Fruit

Trunk

Branches





Name \_\_\_\_\_

# Bison Benefits

**Directions:** Draw and/or list objects that American Indians made from the different parts of a bison (buffalo).

Horns

Hair

Hide

Tail

Hooves

Beard

Teeth

Dung (manure)

Inside parts  
(Meat, sinews [tendons], bones, skull, brain,  
fat, stomach, bladder)