

Topic: The North American buffalo

Current Unit of Study: Westward Expansion

How much time is planned for the Lesson

Two weeks

Background

This lesson plan is intended for a 7th grade U.S. History class. The students of this class will have already studied the white settlers' migration Westward and their interactions with the native Americans in this time period. The period length in which this lesson is taking place is 43 minutes, and the class size is 21 students.

Lesson Plan

Overview:

This lesson is a two day lesson about how the native Americans used the buffalo, how they were exterminated, and the subsequent effect on the Native Americans.

The first day the students will use the jigsaw method to both learn and teach about how the buffalo was used by the native Americans of the Great Plains

The Second day the students will learn of how the buffalo population was severely decreased and the subsequent result for the Native Americans. This will be accomplished by a combination of response questions, discussion, and presentations.

Objectives:

At the end of the lesson the students will

- 1) Understand how important the buffalo was to the Native American way of life.
- 2) To comprehend how and why the buffalo was nearly exterminated.

WI State Objectives:

B.8.10 Analyze examples of conflict, cooperation, and interdependence among groups, societies, or nations

B.8.3 Interpret the past using a variety of sources, such as biographies, diaries, journals, and artifacts, eyewitness interviews, and other primary source materials, and evaluating the credibility of the sources used.

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Materials Needed:

- Computer
- Projector
- DVD player
- Copies of the various packets and worksheets
- Loose lead notebook paper

Classroom Preparation

Divide the class into three groups. Have representatives of different skill levels in each group. Arrange the desks in an appropriate manner for group work and place a group list on each. When the students enter have them find their groups and prepare for class.

Procedures/Activities/Time Estimates

Day 1.

- 1) Begin the lesson with a bell Ringer to gain their attention
 - Use a clip of a buffalo stampede from you tube.com - 1 minute
- 2) Now that you have their attention, so explain the activity for the day
 - Have the instructions on a notebook slide so that you can keep it up for them to refer back to. - 5 minutes
- 3) Each group will have been assigned one aspect of the Native American's relationship with the buffalo. They will be given a packet of information on the aspect along with a question sheet to fill out. - 20 minutes
- 4) Once they are complete rearrange the groups so each group has at least two representatives from each group. Let the groups present what they have learned to the other members of the group. Upon completion have the group members discuss something new and or interesting they learned during the jigsaw. Wrap-up the lesson by calling on students to share their opinions. - 15 minutes

Day 2.

- 1) Bell Ringer - Give the students a response question to answer. Have them write out their answer. Then ask for their opinions and have a discussion.
10-15 minutes
- 2) Present the students a concise Notebook lesson on the causes of the downfall of the buffalo, and how it effected the native Americans. 15-20 minutes.
- 3) Assign the students a response paragraph asking, "If you were a Native American, what would you do to keep from being forced onto a reservation?" The paragraph would require that they used the information that they just learned 10-15 minutes.

Assessment

There are four different forms of assessment.

- #1 The group worksheet
- #2 The information they communicate with the other students
(back side of the worksheet)
- #3 The discussion
- #4 The personal response paper.

These assessment are both formal and informal. The design of these multiple forms of assessment allows a teacher to be able to assess every student, even if that have a disability.