

1. Title / Content Area:	Bison within Our Culture: From Overexploitation to our National Mammal	
2. Developed by:	Bryan Vasquez	
3. Grade Level:	8th Grade	
4. Essential Question:	How has the bison contributed to shaping our culture? How has our perspective of Bison changed over time?	
5. Contextual Paragraph	The resources set will guide students through the exploration of bison and their natural history along with their portrayal in our culture throughout the United States History. While Students will explore the necessity and need of bison as a resource for Native Americans and the expansion of Europeans through the western areas. Using primary sources, students will inquire how Bison have been represented through time, media and our everyday lives. Students will explore primary resources that have led the recovery of this species on public lands.	

Annotated Resource Set (ARS)

Phase I

6. Resource Set

Slaughtered for the Hide	8-man buffalo hunt - skinning a carcass	[2 hunters standing over dead buffalo] "Scotty Philip's herd, Fort Pierre, S.D."	Two men on horseback with rifles, over dead buffalo	Hunting the Buffalo	Tesuque buffalo dancers
1874 Wood Engraving Harper's Weekly	Created/Published c1904	Created/Published c1903	Created/Published c1904	Created/published c1873	Curtis, Edward S., 1868-1952, photographer Two Native American men in costumes wearing horns of buffaloes.
					

					
https://www.loc.gov/resource/cph.3b03485/	https://www.loc.gov/item/2006688689/	https://www.loc.gov/item/2006689761/	https://www.loc.gov/item/2006675907/	https://www.loc.gov/item/2003679733/	https://www.loc.gov/item/89710605/
A proud moment for a buffalo hunter	1867--The evolution of the West in four decades--1907 / J.L. Loveday.	Offering the buffalo skull--Mandan	American bison, or buffalo, bones at the Vore Buffalo Jump, a sinkhole and archeological site in Crook County, Wyoming	Doomed	[Hu ka-lowa pifire-carrier bringing the skull]
Hunter seated on buffalo in the snow. International View Co. Decatur, Ill. U.S.A : International View Co., Created / Published c1902.	Indians spearing buffaloes. Created / Published c1906. - Indians of North America--Subsistence activities--1900-1910	Curtis, Edward S., 1868-1952, photographer Created / Published c1908 November 19.	Created / Published 2015-08-20. Native American hunters stampeded bison in the direction of the pit, which was deep enough to kill or disable the animals that were driven into it. The Vore site was used as a kill and butchering site	Native American man on horseback spearing buffalo. Created / Published c1901.	Man in breechcloth, bending over buffalo skull. Created / Published c1908.

			from about 1500 AD to about 1800 AD.		
					
https://www.loc.gov/item/97502346/	https://www.loc.gov/item/00652436/	https://www.loc.gov/item/2002722329/	https://www.loc.gov/item/2015634148/	https://www.loc.gov/item/95519398/	https://www.loc.gov/resource/cph.3c06272/

Buffalo in Montana	(Resource Title Here)	Herd of buffalo	Buffaloes, or American bison, trudge through the snow in the northernmost Wyoming reaches of Yellowstone National Park	Display showing an American bison, or buffalo, wallowing in the dust at the Buffalo Bill Center of the West, a complex of five museums and a research library in Cody, Wyoming, featuring art and artifacts of the American West	American bison
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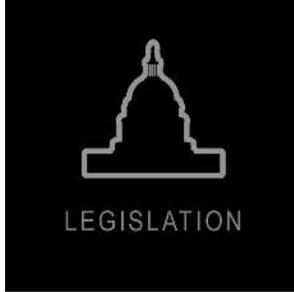
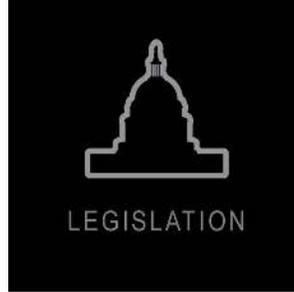
Created/Published C1909 Herd of Buffalo on Plains	Created / Published c1904. Photograph shows herd of bison (buffalo) at water on plains.	Elizabeth, N.J. : Alfred S. Campbell, Publisher, 1896. - Zoos--New York (State)--New York--1890-1900	Created / Published 2016-02-11.	Buffalo roll in the prairie sod to themselves of moulting hair and cover themselves with dirt that gives them some protection from biting insects.	also known as buffaloes, roam a field in Yellowstone National Park in northwestern Wyoming
					
https://www.loc.gov/item/96513773/	https://www.loc.gov/item/2006679191/	https://www.loc.gov/item/2017649092/	https://www.loc.gov/item/2017686096/	https://www.loc.gov/item/2017685641/	https://www.loc.gov/item/2017685815/

Notes/Comments:

The Bloomers and the Buffalo	Echo chewing tobacco--King buffalo--Fine cut / St. Louis Democrat Label Press.	A swell sport on a buffalo hunt	World's Largest Buffalo, Jamestown, North Dakota	Al's Oasis buffalo and covered wagon statues, B-90, Oacoma, South Dakota	Buffalo-crossing sign
A prospective result of the completion of the U.P.R.R.	Created / Published c1873. Tobacco label for J. Brown & Co. of Detroit,	New York : Published by Currier & Ives, c1882. Aw – I Say! Don't See any Buffalo	Margolies, John, photographer Created / Published 1980.	Created / Published 1980. Subject Headings	in the vast Wyoming portion of Yellowstone National Park (America's first national park also extends somewhat into Idaho and Montana). Of

	Michigan showing head of a buffalo.			- Sculpture--1980 - United States--South Dakota--Oacoma	course, American bison, or buffaloes, cross just about anywhere they please rather than running down the road to cross Created / Published 2016-02-08.
					
https://www.loc.gov/resource/cph.3b48649/	https://www.loc.gov/item/96504705/	https://www.loc.gov/item/2002695784/	https://www.loc.gov/item/2017708967/	https://www.loc.gov/resource/mrg.00293/	https://www.loc.gov/item/2017687007/

Buffalo at National Bison Range Montana	Water buffelo just out from their mud bath	The Earliest known picture of a buffalo	All the West going for Matty	H.R.3446 - Yellowstone Buffalo Preservation Act	S.3248 - National Bison Legacy Act
Buffalo at National Bison Range Montana Slide from Vera Bosworth	3 water buffalo P-8- Water buffelo just out from their mud bath.	Created / Published [published 1903] - Buffaloes--1600-1650	Created / Published N.Y. : Published by John Childs, 1840.	Prohibits an individual from killing, hazing, or capturing any buffalo on Federal lands or land held under Federal conservation easements or using any form of bait to lure buffalo	National Bison Legacy Act - Designates the North American bison as the national mammal of the United States.

	Buffalo not Bison	- Illus. in: Pioneer Spaniards in North America / William Henry Johnson. Boston : Little, Brown, and Company, 1903, p. 212.	A Whig cartoon spoofing Democratic claims of Western support for Van Buren during the election of 1840. Pursued by animals from the "Alleghany Mountains" and the Mississippi River.	from any Federal land onto private land until the Secretary of the Interior and other appropriate Federal agencies carry out specified duties.	
					
https://forestservice.seum.pastperfectonline.com/photo/6C3882D4-D2B5-4515-8736-425021866920	https://forestservice.seum.pastperfectonline.com/photo/C2493965-4634-4A17-B2E3-231717858839	https://www.loc.gov/item/91789656/	https://www.loc.gov/resource/cph.3a04700/	https://www.congress.gov/bill/108th-congress/house-bill/3446	https://www.congress.gov/bill/112th-congress/senate-bill/3248

Notes/Comments:

Folk art in North Platte, Nebraska, home of Buffalo Bill	Buffalo front, Fairway Golf, 1700 Como	Buffalo Bill / Monsch, Bros., Cin., O.	Buffalo hunt, chasing back	The skeletal portion of this street-art bison in Warsaw, Indiana, seems to fit appropriately with	
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	Avenue, St. Paul, Minnesota			the surrounding Halloween decorations	
Created / Published 1938 Oct.	Created / Published 1984.	Buffalo Bill, William Frederick Cody, full-length portrait, standing, facing right, in buckskin clothing, with rifle and handgun.	Wounded buffalo chasing man on horseback in foregrd. and Indian on horseback shooting at buffalo.	Created / Published 2016-09-25.	
					
https://www.loc.gov/item/2017717813/	https://www.loc.gov/item/2017705332/	https://www.loc.gov/item/94507313/	https://www.loc.gov/item/2002719166/	https://www.loc.gov/item/2016632085/	

Phase II

Foundations Annotations

7. Curriculum Connections

Primarily Science and Social Studies. Other curricula met are Language Arts & Literacy, Math, Art and the possibility for additional to be addressed.



8. Curriculum Standards



Science

8.1.1. Organize changes (e.g., patterns, cycles) that occur sequentially in systems

8.2.2. Use evidence to generate descriptions, explanations, predictions, and models

8.2.4. Design and conduct a scientific investigation (e.g., making systematic observations, making accurate measurements, identifying and controlling variables)

8.4.1. Identify the evidence of biological evolution. (e.g., adaptation, radiation, extinction) as found in the fossil record

Social Studies

8.1.2 Use various primary and secondary resources (e.g., historical maps, diaries, speeches, pictures, charts, graphs, diagrams, time lines specific to North Dakota) to analyze, and interpret information.

8.2.1 Analyze the transformation of the nation (e.g., Imperialism, industrialization, immigration, political/social reformers, urbanization, mechanization of agriculture, changing business environment)

8.2.10 Analyze the rationale for western expansion and how it affected minorities (e.g. reservations, Indian Removal Act, treaties, Chinese Exclusion Act, Dawes Act, Manifest Destiny, Homestead Act)

8.2.11 Explain the significance of key events (e.g., settlement and homesteading, statehood, reservations) and people (e.g., Roughrider Recipients) in North Dakota and tribal history

8.4.6 Compare the functions and structure of local, state, tribal, and federal governments within North Dakota

8.6.2 Explain how culture influences gender roles, ethics, and beliefs

Language Arts & Literature

RI.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

RI.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.

RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

RI.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

W.8 Gather relevant information from multiple print and digital sources

W.9 Incorporate evidence from literary or informational texts to support analysis, reflection, and research.

SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly

SL.3 Evaluate a speaker's argument and specific claims, the soundness of the reasoning, the relevance and sufficiency of the evidence, and identify when irrelevant evidence is introduced.

SL.4 Present claims and findings, emphasizing significant points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Math

8.EE.5 Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.

8.SP.1 Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.

Art

8.3.1 Understand how to apply subjects, themes, symbols and ideas in visual art to communicate ideas*.

8.4.1 Understand the characteristics of works of art in various eras and cultures.

8.5.1 Understand multiple purposes for creating works of art.



9. Content & Thinking Objectives



Content Objectives:

Objective 1: Compare the uses of bison between the Native Americans and the European Settlers.

Objective 2: Identify the ecological roles that the bison play on local ecosystems.

Objective 3: Analyze and question the various portrayals that Bison are used for in media, entertainment and politics.

Thinking Objectives:

Objective 1: To understand the importance that the Bison has played in the history of the United States, Native culture and public lands.

Objective 2: . Utilize inquiry to recognize the pros and cons of exploiting wildlife as resources.

Objective 3: Recognize efforts that have been taken to conserve and protect bison in the environment and through legislature.



10. Inquiry Activities & Strategies



Begin lesson by introducing the natural history of Bison, explore their role in an environment. Use primary sources to explain the nomenclature used for both bison and buffalo. Why are they called both? Are they Related to buffalo from other parts of the world. What commonalities do they have in behavior, adaptations and ecological role? Using

primary sources that show their habitat identify the needs that bison might have that are present in the sources. What type of climate do they prefer? Have students separate out the biotic and abiotic factors that are in the sources the show the landscapes. Are the landscapes the same from the modern pictures vs the historic pictures? Can we make any inference on the behaviors and social structure of bison through the sources?

Next the early human elements will be analyzed. In the pictures shown how are humans interacting with the animals. Is it positive or negative? Compare European settler pictures to the Native Americans. What technology is present? What uses may each group have for the bison?

Utilizing sources that show the bison as a mascot, in media or as art. Inquire what the reason for the bison in the image is? Does it represent anything? Could it be used as a metaphor?

Read through the summary of the legislature bills? Are the bison represented the same way that they were earlier in the history of this country? Why is it important to conserve and protect this species? Does having this species as a mascot and representation of the United States and our culture lead to better conservation efforts?



11. Assessment Strategies



Provide materials for students to make a 3d model of a bison herd and habitat.

Students can list and recall the uses of bison for the different cultures leading up to modern times.

Students can identify the differences between the media elements that bison are represented in. Utilizing their own means of research the students can find primary sources utilizing bison imagery and analyze the meaning and importance of why the image is used.

Students report ways they can assist wildlife conservation in prairie habitats.

Other Resources



12. Web Resources



<http://www.iucnredlist.org/details/2815/0>



13. Secondary Sources



Article: <https://www.fs.fed.us/blogs/forest-service-prairie-may-see-bison-again>



14. Print and Other Media Resources



ARS Component Guide

Phase I Components

- 1. Title / Content Area:** Provide the title of the ARS. If the title doesn't explicitly denote the sets theme, please also provide a content area (e.g. Environment, Government, Immigration, War/Military, Women's History, etc.).
- 2. Developed by:** Provide your name and any other contributors to the ARS.
- 3. Grade Level:** Provide the grade level(s) for which the set is to be taught.
- 4. Essential Question:** Provide an essential question that encompasses the set theme and that could be used as a launching point for use in the classroom.
- 5. Contextual Paragraph for Resource Set:** Provide a short paragraph explaining the resource set and describing the context in which the set is to be used
- 6. Resource Set:** Provide titles, context, thumbnails and addresses for specific resources. It isn't necessary to provide a thumbnail for all resources (e.g. audio and video files).
Important: Be sure to use a permanent URL and check your hyperlinks for all resources.

Phase II Components

- 7. Curriculum Standards:** Provide local, state or national standards that could be addressed through the use of the ARS and subsequent activities
- 8. Curriculum Connections:** Provide other curriculum areas to which this set of resources could be applied
- 9. Content & Thinking Objectives:** Provide objectives to be met through the use of the ARS and subsequent activities
- 10. Inquiry Activities & Strategies:** Provide specific strategies and learning activities which the ARS will be used to support
- 11. Assessment Strategies:** Provide assessment methods which will be used to demonstrate student learning after the use of the ARS and subsequent activities

Other Resources

- 12. Secondary Sources:** Provide any secondary sources that could be used to supplement the ARS

13. Web Resources: Provide links to any additional web resources that could be used to supplement the ARS

14. Print and Other Media Resources: Provide other resources that could be used to supplement the ARS