

Bison Social Studies/Art Lesson

Date: 9/27/19

Grade: 4th		Subject: Social Studies/Art	
Materials: Smart board and laptop https://texasbeyondhistory.net/kids/buffalo.html paper bags, water colors, scissors, pre-made stencils, crayons		Technology Needed: smart board and laptop	
Instructional Strategies: € <u>Direct instruction</u> € Guided practice € Socratic Seminar € Learning Centers € Lecture € Technology integration € Other (list)		Guided Practices and Concrete Application: € <u>Large group activity</u> € <u>Independent activity</u> € Pairing/collaboration € Simulations/Scenarios € Other (list)	
€ Peer teaching/collaboration/ € perative learning € <u>Visuals/Graphic organizers</u> € PBL € Discussion/Debate € Modeling		€ Hands-on € Technology integration € Imitation/Repeat/Mimic	
Standard(s) H.3_5.3 Describe the North Dakota Native American Essential Understandings. VA:Cn10.4 a. Create works of art that reflect community cultural traditions.		Differentiation Low Proficiency: Students will not include another use of bison in their design Above Proficiency: Students may include around 3 to 5 uses of bison in their design with ample detail	
Objective(s) By the end of the lesson, students demonstrate some of the ways that the Native American people use bison through creating a model bison hide and incorporating pictures of items made from bison in crayon and watercolor design Bloom's Taxonomy Cognitive Level: create		Approaching/Emerging Proficiency: Students will create a design that shows around three uses for bison Modalities/Learning Preferences: <ul style="list-style-type: none"> ● Visual: The summative assessment is a visual representation ● Auditory: The instruction will be given through discussion ● Kinesthetic: ● Tactile : Students will be working with paints, paper, and crayons 	
Classroom Management- (grouping(s), movement/transitions, etc.) <ul style="list-style-type: none"> ● Students will participate in turn and talk with one or two other classmates ● Use Eyes on Me in 5, 4, 3, 2, 1 to regain attention ● A student helper will help handing out materials ● Release students to their seats in groups, such as girls and boys ● Paints will be off to the side so that when students are released from the carpet, they can walk and pick up a set of paints on the way to their seats. ● Students will raise their hands and ask an adult if they need fresh water. ● Students will bring their paints and other supplies over to the sink when they are finished. 		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) <ul style="list-style-type: none"> ● Students will use appropriate voice level in discussion (level 1 or 2) ● Students will follow the Fab 5 ● Students will raise their hands ● Students will put their name on their work ● Students will put at least 3 pictures of uses for bison on their design ● Students will not mix paints in their paint tray 	
Minutes	Procedures		
	Set-up/Prep: Prepare a model bison hide with design, prepare stencils, prepare paper bag piece for each student, set out water for watercolors		
1	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) <ul style="list-style-type: none"> ● “Eyes on me in 5, 4, 3, 2, 1. The past couple of days I have been able to talk to you about buffalo or bison and the Native American people. Yesterday in our story we learned about the relationship between the Native American People and the bison. Today we are going to dig a little deeper into that relationship” 		
10	Explain: (concepts, procedures, vocabulary, etc.)		

	<ul style="list-style-type: none"> ● “Now, remember when we all stood in a circle and looked closely at bison and made observations about the different parts or structures of the bison? Today we are going to look at the structures of the bison in a new way. The Native American people use almost every part of the bison for different things” ● Show the buffalo graphic at https://texasbeyonhistory.net/kids/buffalo.html ● “Here you will see a picture of a bison. If I hover my mouse over the different parts of the bison, it will tell me what the Native Americans use that part of the bison for. But I don’t just want to tell you. I want you to think. If you looked at the tail of a bison, what would you use it for? Take a minute to talk to a neighbor about what you think you could use a bison tail for” ● Allow time for discussion ● “Eyes back to me in 5, 4, 3, 2, 1” ● Hover the mouse over the back of the buffalo and read what it says about the uses of the tail and poop of bison ● “The next part is the hide or skin of the bison. The Native American people use this for a lot of things. Take a minute to talk to a neighbor about what you think you could use bison hide for” ● Allow time for discussion ● “Eyes on my in 5, 4, 3, 2, 1. Let’s see what they use it for!” ● Hover the mouse over the next section of the bison. Read what it says about the different uses of bison hide, making the distinction between tanned and raw hide. ● “The next section is about the hair of the bison. Turn and talk to a neighbor about what you could use bison hair for” ● Allow time for discussion ● “Eyes back to me in 5, 4, 3, 2, 1” ● Hover mouse above the next section of the bison. Read what it says about the hair, sinews, and meat of the bison. ● “The last section talks about the skull and the brain. Turn and talk to a neighbor one more time about what you could use these parts for” ● Allow time for discussion ● “Eyes back to me in 5, 4, 3, 2, 1” ● Hover mouse over the last section of the buffalo. Read what it says about the brain and skull of the bison. ● “You will each get to make your own bison hide today. You will get to decorate the bison hide in two ways. The first way is with crayons. You show some of the ways that bison hide can be used. Look at the one I made. I put moccasins, a whip, and a bow and arrow. I included three different things. On yours I would like to see at least three, but you can do up to 5 too. This is how I will know that you understand what we talked about today. So make sure there are lots of details. You can even label it if you think it would be helpful. I labeled mine. I also did a border around the edge. If you want to do a border you can. Later this afternoon, you will get to use watercolors to make it more decorative” ● “My helper will be helping me hand out these pieces of brown paper bag. You will be tracing and cutting out this bison hide shape. I don’t have enough stencils for you to each have one, so you will have to share. This means you have to take turns and then pass the stencil to the next person. Once you have your hide cut out, you can begin using your crayons to show the different ways to use bison. Please remember to put your name on the back. Also, we will be putting these up outside, so make it your best work” ● Release the students to their tables. Pass out stencils and have the helper pass out brown paper <p>When doing the watercolor portion of the activity later</p> <ul style="list-style-type: none"> ● Have students sit on the carpet for directions ● “We are now going to do our watercolor decorations on the bison hides. You will find a cup of water at your table. You are going to be sharing your water with the person next to you. If you need new water, ask an adult and we will help you. When you are using your paints, please keep in mind that you or another student will be using these paints again, so try not to mix colors” ● “I just chose three colors to use. I put a little extra water in my paints so that it would be lighter. I chose to do spots of water over my design as a kind of background” ● “Girls, you can go first to get your paints” ● Have the girls get their paints from the bin ● “OK, boys, you can go now” ● Have boys get their paints
15	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> ● As students work, go around checking in with students as they work. Ask them about what they are making and what else Native Americans use bison for ● If students get done early, have them add more to their design or clean up and grab their book boxes.
4	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> ● As students finish, direct them to clean up and grab book boxes if there is time. ● “4th graders, you have about a minute left, so finish up what you are doing and begin cleaning up. We will leave our bison hides on the table right now. Everything else must be put away”

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Formative Assessment: (linked to objectives, during learning)

- Progress monitoring throughout lesson (how can you document your student's learning?)
 - Listen in to turn and talk. Are the students thinking of ways to use bison hide? Are they using prior knowledge to make inferences?

Summative Assessment (linked back to objectives, END of learning)

- The decorated bison hides should include images of at least three other use for bison.

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

I was pretty excited about getting to share this lesson with my students. I thought it would be an enjoyable way for them to learn about Native American culture and express themselves artistically. I was excited to see all the students get involved in the art project each in his or her own way.

Overall, I was happy with how the lesson went. I would use this lesson again, especially after discussing some options to revise it with my University Supervisor. One thing that I changed right away when I began the lesson was I included a share out after the turn and talk. I became aware right away that the students were not just going to want to share in partners, but would want to share their ideas with me and the whole class. I also ended up not spending as much time on the last couple parts of the bison that we went through because I was afraid they were starting to get bored or impatient. I think a way to engage them more when reading the content would be to ask for student volunteers to read what is on the screen.

I learned a lot from this lesson about how to give my expectations. I did this lesson in two parts throughout the day, talking to my University Supervisor in between. I was able to get some ideas about how to give my expectations by framing it, "what should we see? what should we hear?" and including the students in that dialog. I need to decide ahead of time what those expectations should be, but I can include the students in the explicit communication of them. When I introduced the watercolor portion of the project, I was able to practice this, and it went smoothly.

When I began my lesson, I made a connection to a lesson that I had taught previously in the week. I was glad I made this connection, but I could have encouraged the students to make the connection on their own. I think any time a student is able to make the connections, it will be more memorable and more effective. This is also true when making connections with the students own lives. It would have been an improvement to my lesson to provide an opportunity to connect what was being taught about Native American culture to their own lives. This could be done through a discussion comparing what the students use for clothing, tools, etc. with what Native Americans had to use. I would like to get them thinking about similarities and differences and why things are the way they are. Why don't we have to make our clothes out of bison skin anymore? These kinds of questions would allow the students to dig deeper and discover more about their own world.

Another idea to help students go deeper is to have a quick review before releasing students to do their project. This would just be a short sharing of what they found surprising or most interesting to get their minds thinking before they have to recall information for their design.

An idea for further differentiation would be to have students do different numbers and go in different depths in the elements of their design. Some students may get done early and benefit from extra work to do. A good way to encourage a high flyer to dig deeper would be to have them write an explanation on the back of the bison hide of one of the elements of their design. They could tell what it is, why they chose to include it, and what it would be made of now.

I would also like to have included a time for sharing at the end or on another day. I think it could be beneficial for the students to explain their artwork to another classmate or to have a gallery walk.

A notes to make this lesson go smoother in the future

- Write expectations on the white board so that if they ask for clarification, you can direct them to the board
- Make sure to communicate to them that their names should be on the back
- go through all supplies before the start of the lesson to make sure you have the right number of paints. If students do have to share, make sure this is communicated to them
- Communicate to the students that their designs should not include the same elements as the example.