

TAH Teacher Pre-Planning Form

Title: The Nature of the Hunt

Prepared By: Teachers Acting Hysterically

Grade Level: 8 Subject: American History – Westward Expansion

1. TEACHER QUESTION: What question about teaching and learning history (pedagogy) will you investigate through this lesson?
 - To what extent does my questioning foster critical and creative thinking?
2. BACKGROUND QUESTION: What do students currently understand about this topic? What misunderstandings or misconceptions might students have? How does this lesson tie to past learning and how will it connect to future learning?
 - Students will already have an understanding of westward expansion and Manifest Destiny as they apply to the economic development of the early 19th century United States.
 - Students may lack an understanding of multiple cultural perspectives regarding human interaction with nature.
 - The lesson ties to the recurring pattern of struggle evidenced throughout U.S. history caused by pressure from white settlers on Native Americans. It also strengthens students' ability to analyze multiple perspectives on any topic in a future lesson.

TAH Lesson Plan Form

Historical Thinking Standard/Skill(s):

Standard 3: Historical Analysis and Interpretation

- A. Compare and Contrast differing sets of ideas**
- B. Consider multiple perspectives**

Lesson Abstract:

During this 55-minute lesson, eighth graders will learn about different perspectives on human-environment interaction during the westward expansion that took place in early 19th century America. They will do this by comparing and contrasting two different photographs: one of Sioux Indians hunting buffalo and another of white settlers shooting buffalo on the Kansas-Pacific Railroad.

Essential Question:

How was buffalo hunting evidence of the cultural differences between white settlers and Native Americans?

Objective/Learner Outcome:

At the end of this lesson, students will be able to demonstrate an ability to compare and contrast different sets of ideas. They will also be able to

analyze primary sources to determine the multiple perspectives they portray.

Academic Vocabulary:

Manifest Destiny

Westward expansion

Buffalo/bison

Hides

Sioux Indians

Annex

Conestoga wagon

Activity:

Working in groups of four, students will receive a bag containing the following items: beef jerky, a piece of synthetic fur, a feather, a plastic water gun, and a small toy train. As an 1878 photograph of 40,000 buffalo hides in Dodge City, Kansas (caption removed), is projected in front of the room, students will be encouraged to open the bags and interact with the items inside. Finally, as a transition into the lesson proper, students will be asked to conjecture on the connection between the items and the photo. Next, students will look at two pictures depicting buffalo hunting in the American West. After discussing the pictures as a class, students will fill in a column Venn diagram to compare and contrast the views of the white settlers and Native Americans respecting the natural world.

Materials Needed:

Paper bags

Feathers

Beef jerky

Toy trains

Plastic water guns

Synthetic fur

Primary sources:

"Ruth & Wright's Buffalo Hide Yard in 1878, Showing 40,000 Buffalo Hides, Dodge City, Kansas"

"Sioux Indians Hunting Buffalo – 1835"

"The Far West – Shooting Buffalo on the Line of the Kansas-Pacific Railroad"

Adaptations (grouping for instruction, differentiation, ESE/ESOL Modification):

Heterogeneous groups will be used to help ESE/ESOL students with challenging concepts and vocabulary. Furthermore, differentiation will be employed by giving ESE and ESOL students column Venn diagrams that have been modified to follow Cloze procedures. Finally, the use of concrete objects will help kinesthetic learners grasp the concepts being portrayed.

Assessment:

Students will complete a column Venn diagram and paragraph-long summary.

Inter-disciplinary Connections:

Language Arts standards will be met during the lesson through the use of graphic organizers for prewriting, Cloze procedures, and the writing process (prewriting, composing, and editing).

Attachments:

See attached

Teacher Lesson Plan Reflection Form

1. What answers do you now have for your Teacher Question?

2. Do you have a new Teacher Question?

3. How effective was this lesson in addressing the essential question?

4. IMPLICATIONS: How will this lesson influence how you will develop and teach future lessons?