

Lesson: Bison Habitat

Grade Level: 1-3

Standard(s):

Social Studies-

3.5.1 Identify the physical characteristics (e.g., landforms, bodies of water, vegetation, wildlife and climate) of the local community

2.1.2 Apply map skills (i.e., cardinal directions, map key, symbols) to read a simple map

1.2.2 Define chronological terms for broad categories of historical time (i.e., long ago, yesterday, today, and tomorrow)

2.2.2 Define chronological terms for broad categories of historical time (i.e., past, present, future)

Language Arts-

RI.7.2 Explain how specific images contribute to and clarify a text

W.2.1 Write informative/explanatory texts.

a. Name a topic

b. Supply some facts about the topic

c. Provide some sense of closure

RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect

Objective: Lower elementary students will use background and classroom discussion knowledge, observations from photos and museum exhibits, and paragraph comprehension skills in order to apply their knowledge of bison habitat. They will write a letter to a national park and receive at least a 75% on a map assessment.

Vocabulary:

Bison - buffalo; a North American mammal with a large head and a hump

Great Plains - a large area in the middle of the United States

Preserve (*n*) - a place where animals are protected and kept safe from harm

Preserve (*v*) - to keep or save from injury, loss, or ruin

Habitat- the natural home of an animal, plant, or organism

Materials:

- Pencil
- Sticky Notes
- Paper or lined writing paper (for national park letter)
- Grassland worksheet
- Glue
- Scissors
- Bison maps

Anticipatory Set/ Hook:

1. Pass a sticky note to each student in the class.
2. Ask students to write any information they might already know about bison.
3. When they are finished, have them place their sticky notes on the board.
4. Discuss some sticky notes with the class.
5. Go over each vocabulary word and find sticky notes that may relate to any of them.

During the field trip Give students a sticky note and have them write a fact about where buffalo live, roam, or have lived in the past based on the information and numerous maps found in the museum.

Activity/Procedures:

1. Students will receive the Grassland worksheet below.
2. Students will read the passage separately and then together.
3. The teacher will explain what a habitat is and then relate habitats to *our* own lives. The students will think about what we need to live in our habitats and share two examples with a partner. Then the teacher will call on several students to share.
4. The teacher will lead the students through the pictures on the worksheet and the students will label each picture below "grassland" and "desert."
5. A discussion can be had about the vegetation, climate, and wildlife of each.
6. The bison will be cut out below and pasted on the correct habitat: grassland. This can be done in partners, groups, or individually.
7. Each student will receive a Bison Map sheet. Follow the directions on the sheet as a class.
8. The teacher will explain that the bison once lived over a much larger area because there were many more of them. They almost went *extinct* which means there would be none left (if children ask why bison almost went extinct, you can tell them it was due to diseases introduced by domestic cattle that came from Europe and due to overhunting by European Americans). There are now fewer areas that we find bison. Point out these places on the map. Make a point to talk about how national parks *preserve* habitats for bison to live and roam freely (leads to follow up).

Follow Up/Closure:

Yellowstone National Park
Wind Cave National Park
Theodore Roosevelt National Park
Badlands National Park
Grand Tetons National Park

Write to one or more of these parks and ask them about the bison there. How many are there? What kinds of issues does the park face with the bison? What do they do to protect and take care of the bison

Assessment: The students will complete the Bison Assessment Map and receive at least 75%. Evaluation of the Grassland Worksheet and National Park Letter will also be compiled into the summative assessment of the lesson.

Additional Differentiated Activities:

For above average learners: Students will be able to research additional information on bison roaming to include on the map and add to the key. Students will find a book that relates to the lesson and share that with a group, class, or teacher, pointing out information that was discussed during the lesson.

For below average learners: Students can draw a picture or clue on the sticky note or the teacher will scribe their idea on the note. Students will receive just one of the prompt questions to write about for the letter follow up. A word bank will be given to the students on assessment or the words will be on the board for all students to use.

Read the passage:

Every animal lives in a space called its habitat. Your habitat may be a big city or a small town or the country. A habitat has to provide everything you need to live – food, shelter, and water. Bison can live in several different kinds of habitats, but they are best adapted to live in grasslands.

What habitat looks best for a bison? Cut out the bison and glue it in the correct habitat.



BISON MAP

Complete the following as a class:

Color the area yellow where the bison once lived.

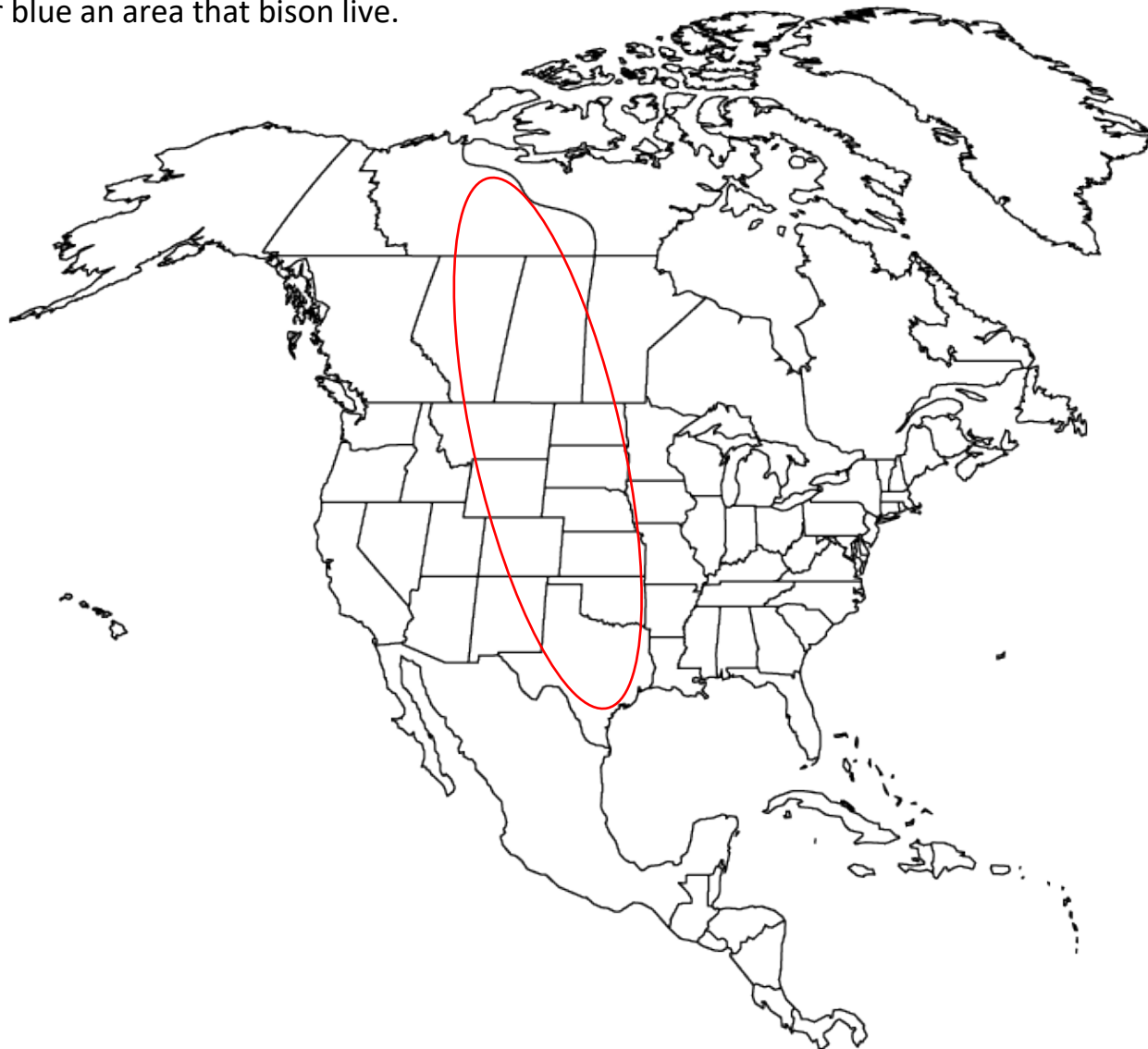
Color the area red where the bison live now.

Circle the Great Plains with blue.



BISON ASSESSMENT MAP

Color blue an area that bison live.



Answer the questions:

Circle the type of habitat bison live in. Grassland Desert

What are three things you need in **your** habitat to live? _____

Why are there fewer bison now than in the past?

What is the circled area on the map called? _____