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| **Lesson Title:** Bison **Grade Level:** 1-5 **Time:** Approx. 45 minutes **Standards:** Societies are shaped by beliefs Societies experience continuity & change over time Relationships between people, places, ideas, and environments are dynamic**Marzano Taxonomy Levels:** Retrieval (recognizing, recalling), Comprehension (integrating, symbolizing), Analysis (matching, classifying, generalizing), Knowledge Utilization (investigating) |

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| **Content Objective:****(What):** Students will be able to recognize & respond about why Wichita is considered as a “Magic City” and why early people decided to settle in Sedgwick County. **Literacy Objective****(How):** ListeningViewing Responding | **Opening:** Museum staff highlights the Magic City wall art depicting the graphic of a longhorn transforming into an airplane. Guide asks students to look at the wall art and guess what the images are. A further explanation is provided after students guess, and are informed that Wichita is a Magic City because in a span of 40 years it went from the cattle trade to the Air Capital of the world.Another point of focus is the early Sedgwick county mural. The guide asks students: “What do you see in this photograph? Would you want to live here?” and to imagine living in Sedgwick County over 150 years ago in comparison to today: “What are some resources her for settlement?” (focus on lack of trees and no navigable water system). Explain: Students respond verbally, and students engage in short discussion about how they might make a living in early Sedgwick County. \*Utilize Visual Thinking Strategy (VST) method of questioning (attached). | **Tour Time:** Students will engage in looking at and discussing various artifacts from early Wichita.-Students will revise their knowledge based on what the artifacts are and their usage-Museum staff/Teacher checks for understanding and directs students to the correct answers as needed.-Students are shown and taught early Wichitans and the Wichita tribe | **Closing:** Review reasons for why early settlers stayed in Sedgwick County/Wichita and why Wichita is considered the Magic City.**Activities:** Extensions exploring in depth about early residents, the Wichita tribe, and how the city evolved into a modern city.-create an early Wichita timeline |

**Visual Thinking Strategies (VST)**

Visual Thinking Strategies, or VTS, is a modern method of teaching and learning that is revolutionizing the way that guests interact with educational content. In particular, VTS has assisted in creating more meaningful experiences for museum goers by changing the way they receive information about museum content. Gone are the days of lecture-style tours, not to say these are wrong or boring, but recent studies in education have shown that for younger audiences they are not as effective for information retention. This is because the lecture-style of a docent led tour does not allow for audience interaction or participation. When the audience, especially younger learners, are asked questions and allowed to free think they are making cognitive connections that can last a lifetime!

Through this conversation method the educator can provide the scaffolding for museum literacy, or a method to read an object that is presented to students that they may have not given much thought to before. The educator has provided the structure or scaffolding to then go into a deeper discussion about artifacts (why museums have certain objects to tell a story) and how we can relate to those who lived over a century ago. This in turn makes the learning more meaningful and the museum experience more memorable.

**Questioning Guide:**

1. **“Just look at this for a few moments…”. Give them some processing time.**
2. **“Tell me what you see.” “What’s going on here?”**
3. **Paraphrase what they said**
4. **“What do you see that makes you say that?” or “Why do you think that?” “What’s the evidence?”**

**5. “What more can you find?” or “What do you still wonder about?” \*Steer them toward important facts or learning goals.**

**For more information on the American Bison visit these sites:**

<https://www.nationalgeographic.com/animals/mammals/a/american-bison/>

<https://kids.nationalgeographic.com/animals/mammals/american-bison/>

<https://www.doi.gov/blog/15-facts-about-our-national-mammal-american-bison>

<https://nationalzoo.si.edu/animals/american-bison>

<https://www.nature.org/en-us/about-us/where-we-work/united-states/oklahoma/stories-in-oklahoma/bison-history/>

**American Bison Lessons & Activities:**

<https://www.nps.gov/tapr/learn/education/upload/American%20Bison_new-2.pdf>

<https://www.buffalomuseum.com/things-to-do-from-home/>

<https://americanhistory.si.edu/buffalo/>

<https://nieonline.com/downloads/national_wildlife/wildlife/bison_box.pdf>

<http://www.myfreshplans.com/2016/08/bison-lesson-plans/>

**Related Books:**

*Buffalo Hunt* by Russel Freedman

*Buffalo Song* by Joseph Bruchac

*Camas & Sage: A Story of Bison Life on the Prairie by* Dorothy Hinshaw Patent