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Sleuthing the Buffalo Wars

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UNDERSTANDING BY DESIGN

Unit Cover Page

Unit Title: **Sleuthing the Buffalo Wars**

Grade Level: **5-7**

Subject/Topic Area(s): **Social Studies/History/Texas History**

Designed By: **Mark A. McCullough**

Time Frame: 9-10 days

Brief Summary of Unit (Including curricular context and unit goals):

This is an entertaining Flipped Instruction unit on the Buffalo Wars that was designed for a 5-6 grade independent school classroom; however, this unit can be adapted for a 7th grade Texas History classroom.

The main focus and eventual performance task for students is to answer the question “Whose Buffalo?” While employing this unit, please take into consideration the narration and Flipped Instruction as not a means to an end but as a start – I encourage anyone who uses this unit to perhaps re-narrate the flipped instruction portion of this unit to tailor the information to your specific student, class, and school environments.

Overall, students are expected to develop a thesis, using synthesis and analysis, for the basis of a poem that includes facts, information, and concepts learned in the unit to describe a point of view other than their own that ultimately answers the question, “Whose Buffalo?”

Sleuthing the Buffalo Wars:

A Flipped Instruction UbD 2.0 Unit

Stage 1 – Desired Results			
<p><u>This unit is based on common core curriculum but can be adapted to fit near any standards. For Texas, these standards apply (always review current standards for accuracy)</u></p> <p>TEKS including but not limited to:</p> <p>§113.19 1(B), 6(A), 17(C), 21(E), 2(A) (B) (C), 3(B), 4(B) (C), 6(B) (C).</p>	<p style="text-align: center;">Transfer</p> <p><i>Students will independently use their learning to...</i></p> <p>Create a poem that describes an argument/opinion regarding the Buffalo Wars while also answering EQ4 “Whose Buffalo?” through the point of view of a person who lived during this era.</p>		
	<p style="text-align: center;">Meaning</p> <table border="1"> <tr> <td> <p>Understandings <i>Students will understand that....manifest destiny led to westward migrations and conflict with Native Americans over the hunting of buffalo.</i></p> </td> <td> <p>Essential Questions</p> <ol style="list-style-type: none"> 1. Why were buffalo valuable? 2. Why were Buffalo Soldiers sent to the Plains? 3. As a settler, was it worth removing Native Americans to kill the buffalo? 4. Whose buffalo? </td> </tr> </table>	<p>Understandings <i>Students will understand that....manifest destiny led to westward migrations and conflict with Native Americans over the hunting of buffalo.</i></p>	<p>Essential Questions</p> <ol style="list-style-type: none"> 1. Why were buffalo valuable? 2. Why were Buffalo Soldiers sent to the Plains? 3. As a settler, was it worth removing Native Americans to kill the buffalo? 4. Whose buffalo?
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	<p style="text-align: center;">Acquisition</p> <table border="1"> <tr> <td> <p>Knowledge <i>Students will know...</i></p> <ol style="list-style-type: none"> 1. Manifest Destiny led to westward expansion. 2. Westward expansion was promoted by the Government. 3. The Government tried to move Natives onto reservations. 4. Buffalo Soldiers were brought to the Plains to assist the removal of the Natives from the Great Plains and onto reservations. 5. Buffalo was the main commodity of conflict. 6. The government tried to eliminate buffalo to force Natives onto reservations. 7. Regardless of who “owns” the buffalo, both peoples continued to claim the buffalo for themselves. </td> <td> <p>Skills <i>Students will be able to...</i></p> <ol style="list-style-type: none"> 1. Identify cause and effect due to westward expansion. 2. Define various vocabulary words relating to the Buffalo Wars. 3. Analyze and sort the differing needs for buffalo for Natives and Settlers through a Venn diagram. 4. Evaluate geographical regions as incentives for westward expansion. 5. Describe reasons for Natives and Settlers to hunt buffalo. 6. Create a broadside that takes a position regarding the Buffalo War conflict. 7. Synthesize, analyze, argue, and create a thesis that supports student’s opinion on the Buffalo War conflicts. 8. Create a poem that illustrates life in the Great Plains during the Buffalo Wars. </td> </tr> </table>	<p>Knowledge <i>Students will know...</i></p> <ol style="list-style-type: none"> 1. Manifest Destiny led to westward expansion. 2. Westward expansion was promoted by the Government. 3. The Government tried to move Natives onto reservations. 4. Buffalo Soldiers were brought to the Plains to assist the removal of the Natives from the Great Plains and onto reservations. 5. Buffalo was the main commodity of conflict. 6. The government tried to eliminate buffalo to force Natives onto reservations. 7. Regardless of who “owns” the buffalo, both peoples continued to claim the buffalo for themselves. 	<p>Skills <i>Students will be able to...</i></p> <ol style="list-style-type: none"> 1. Identify cause and effect due to westward expansion. 2. Define various vocabulary words relating to the Buffalo Wars. 3. Analyze and sort the differing needs for buffalo for Natives and Settlers through a Venn diagram. 4. Evaluate geographical regions as incentives for westward expansion. 5. Describe reasons for Natives and Settlers to hunt buffalo. 6. Create a broadside that takes a position regarding the Buffalo War conflict. 7. Synthesize, analyze, argue, and create a thesis that supports student’s opinion on the Buffalo War conflicts. 8. Create a poem that illustrates life in the Great Plains during the Buffalo Wars.
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Stage 2 – Evidence

CODE (M or T)	Evaluative Criteria (for rubric)	
M/T		<p>Performance Task(s) <i>Students will demonstrate meaning-making and transfer by...</i></p> <p><i>Creating a poem written like “oral history” as if it were to be told and passed down through generations. The poem describes, using facts and information, an answer to the question “Whose Buffalo?” from the point of view of a Native, a Buffalo Soldier, or a Commercial Hunter/Settler.</i></p> <hr/> <p>Other Evidence (e.g., formative)</p> <ol style="list-style-type: none"> 1. Observations 2. Assignment Check worksheets (completed at home) (the front side of each worksheet) 3. Enrichment exercises/worksheets to go along with Assignment Check (completed in class) (the back side of each worksheet) 4. Broadside that describes an opinion of the buffalo killings.

Stage 3 – Learning Plan

CODE (A, M, T)	Pre-Assessment <i>How will you check students’ prior knowledge, skill levels, and potential misconceptions?</i>	
	Learning Activities	Progress Monitoring (e.g., formative data)
A	EQ 1 Class periods: 1.5 Lesson 1 – Westward Expansion	Wrksht 1
A/M	EQ 1 Class periods: 1.5 Lesson 2 – Web Quest: Conflict on the Frontier	Wrksht 2
A/M	EQ 2 Class periods: 1.5 Lesson 3 – The Buffalo Soldiers	Wrksht 3
A/M/T	EQ 3 Class periods: 2 Lesson 4 – The Business of Buffalo	Wrksht 4, Simulation, Broadside
M/T	EQ 3/4 Class periods: 2-2.5 Lesson 5 – Whose Buffalo?	Wrksht 5, Poem

LESSON PLANS

Lesson 1

Lesson: 1	<ul style="list-style-type: none">• Westward Expansion	Number of Class Periods	<ul style="list-style-type: none">• 1.5
Objective(s):	<ul style="list-style-type: none">• SWBAT identify the buffalo as cause for conflict on the frontier• SWBAT locate the Great Plains• SWBAT describe the concept of Manifest Destiny through visual or oral presentation		
Assessment:	<ul style="list-style-type: none">• Wrksht 1		
Materials Needed:	<ul style="list-style-type: none">• Flipped Instruction PPT Lesson 1: Westward Expansion• Wrksht 1		
Introduction:	<ul style="list-style-type: none">• Introduce the Buffalo Wars by reading and discussing the Medicine Lodge Treaty (http://www.nps.gov/fols/historyculture/medicine-lodge-treaty.htm)• Quotation for critical thinking: <i>"You think that you are doing a great deal for us by giving these presents to us, but we prefer to live as formerly."</i> - Buffalo Chief, 1867.		
Teaching New Material:	<ul style="list-style-type: none">• Students must view the Flipped Instruction video entitled Lesson 1: Westward Expansion. Students should complete the cause-effect timeline to the best of their ability.		
Guided Practice:	<ul style="list-style-type: none">• Discuss the Flipped Instruction video and go over any questions students may have from the HW (wrksht 1 front).		
Independent Practice:	<ul style="list-style-type: none">• Allow students time to complete the remainder of wrksht 1 in class.		

Lesson 2

Lesson: 2	<ul style="list-style-type: none">• Web Quest: Conflict on the Frontier	Number of Class Periods	<ul style="list-style-type: none">• 1.5
Objective(s):	<ul style="list-style-type: none">• SWBAT recall differing and various uses of a buffalo• SWBAT categorize facts, information, and data regarding buffalo		
Assessment:	<ul style="list-style-type: none">• Wrksht 2 (focus on student responses to: “who needed the buffalo?”)		
Materials Needed:	<ul style="list-style-type: none">• Flipped Instruction PPT Lesson 2: Web Quest: Conflict on the Frontier• Wrksht 2		
Introduction:	<ul style="list-style-type: none">• Introduce buffalo to students. Perhaps the best way to captivate their interests is to talk about buffalo wings and buffalo chips. Ask students if they like to eat buffalo wings; then ask students if they like buffalo chips. Use humor to peak their attentions.		
Teaching New Material:	<ul style="list-style-type: none">• Students must view the Flipped Instruction video entitled Lesson 2: Web Quest Conflict on the Frontier. Students should complete the matching activity on wrksht 2.		
Guided Practice:	<ul style="list-style-type: none">• Discuss the Flipped Instruction video, uses of the buffalo, the necessity of buffalo for both Natives and Settlers, and answer questions/assist students who could not complete the matching on wrksht 2.		
Independent Practice:	<ul style="list-style-type: none">• Allow students time to complete the remainder of wrksht 2 in class.		

Lesson 3

Lesson: 3	<ul style="list-style-type: none">• The Buffalo Soldiers	Number of Class Periods	<ul style="list-style-type: none">• 1.5
Objective(s):	<ul style="list-style-type: none">• SWBAT select various reasons Buffalo Soldiers were sent to the Plains.• SWBAT identify Indian Reservations and their purpose.• SWBAT analyze uses of buffalo to derive reasons as to why survival on the Frontier relied on the animal's existence.		
Assessment:	<ul style="list-style-type: none">• Wrksht 3		
Materials Needed:	<ul style="list-style-type: none">• Flipped Instruction PPT Lesson 3: The Buffalo Soldiers• Wrksht 3		
Introduction:	<ul style="list-style-type: none">• Introduce Buffalo Soldiers to the class by providing history of African Americans in the Armed Forces. Show students a clip of the movie "Red Tails" and describe the Tuskegee Airmen and their role, valor, and chivalry in World War II. Relate these men to buffalo soldiers.		
Teaching New Material:	<ul style="list-style-type: none">• Students must view the Flipped Instruction video entitled Lesson 3: The Buffalo Soldiers. Students should complete to the best of their ability the first two questions of wrksht 3.		
Guided Practice:	<ul style="list-style-type: none">• Discuss the Flipped Instruction video, the importance of buffalo soldiers, their role, and the political, ethnic, and militaristic reasons for sending buffalo soldiers to the Frontier.		
Independent Practice:	<ul style="list-style-type: none">• Allow students time to complete the remainder of wrksht 3 in class.		

Lesson 4

Lesson: 4	<ul style="list-style-type: none"> The Business of Buffalo 	Number of Class Periods	<ul style="list-style-type: none"> 2
Objective(s):	<ul style="list-style-type: none"> SWBAT evaluate economic incentives for killing buffalo. SWBAT conduct a simulated Buffalo War scenario. SWBAT predict the benefactor from killing buffalo. SWBAT design a Broadside. SWBAT create a preliminary conclusion to the question “Whose Buffalo?” 		
Assessment:	<ul style="list-style-type: none"> Wrksht 4 Broadside Participation during Simulation Supplement_handout1 		
Materials Needed:	<ul style="list-style-type: none"> Flipped Instruction PPT Lesson 4: The Business of Buffalo Wrksht 4 Buffalo clip art cards (supplement_handout 1) 		
Introduction:	<ul style="list-style-type: none"> Call upon students’ pre-existing knowledge of the uses of buffalo and discuss the varying uses for Natives and Commercial Hunters. Instruct students to imagine they were a Native who witnessed thousands of buffalo carcasses on the Plains, ask how they might feel. Continue to peak their interest using imagination and dramatic scenarios. Also speak of the political motivations to kill buffalo – to force Natives on reservations. 		
Teaching New Material:	<ul style="list-style-type: none"> Students must view the Flipped Instruction video entitled Lesson 4: The Business of Buffalo. Students should complete to the best of their ability the vocabulary matching activity on wrksht 4. 		
Guided Practice:	<ul style="list-style-type: none"> Discuss the Flipped Instruction video, the business of buffalo, and answer any questions from the night prior. Conduct the Simulation activity. Split students into two groups, Natives and Hunters. Using the buffalo clip art cards (cut-out), simulate a battle to hunt buffalo by lining each group on either sides of the classroom and then throwing at random buffalo in the center of the two sides. On your command students should race to catch or “hunt” buffalo. Once complete, students should sit down at their seats and follow-along as you tally the results. If a Native did not capture a buffalo, they are considered dead due to starvation and cannot participate in Round 2! 		
Independent Practice:	<ul style="list-style-type: none"> Students should complete a broadside. (See back of wrksht 4) (1.25 class periods) 		

Lesson 5

Lesson: 5	<ul style="list-style-type: none"> • Whose Buffalo? 	Number of Class Periods	<ul style="list-style-type: none"> • 1.5-2
Objective(s):	<ul style="list-style-type: none"> • SWBAT synthesize information learned regarding Buffalo Wars. • SWBAT design a one sentence synthesis of their information. • SWBAT analyze their synthesis. • SWBAT compose and formulate a thesis that describes their opinion to the question “Whose Buffalo?” • SWBAT defend their opinion through the writing of a short poem. • SWBAT write from a different point of view. 		
Assessment:	<ul style="list-style-type: none"> • Wrksht 5 • Chalktalk • Performance Assessment 		
Materials Needed:	<ul style="list-style-type: none"> • Flipped Instruction PPT Lesson 5: Whose Buffalo? • Wrksht 5 • Performance Assessment: Poem Handout 		
Introduction:	<ul style="list-style-type: none"> • Hone in on the main overarching question of this Flipped Instruction unit on the Buffalo Wars. Ask students who had the right to the buffalo. Captivate their critical thinking and play devil’s advocate; both Natives and settlers needed the buffalo for different reasons. Help students voice these opinions. • Perform a chalk talk if necessary. 		
Teaching New Material:	<ul style="list-style-type: none"> • Students must view the Flipped Instruction video entitled Lesson 5: Whose Buffalo? Students should complete to the best of their ability the synthesis portion of wrksht 5. 		
Guided Practice:	<ul style="list-style-type: none"> • Ask students to share their synthesis and opinion from wrksht 5. Discuss the varying viewpoints on the issue of whose buffalo. • Instruct students to use all the information learned and all handouts completed in this unit to help develop their analysis and argument. • Assist students in completing their thesis. 		
Independent Practice:	<ul style="list-style-type: none"> • Describe the Performance Task: Poem and let students begin working on their poem. Phrase the assignment as an attempt to recreate “oral history.” • While students work on poems, help students who are behind or not meeting objectives. 		