



Week 14
Natural Resources

Instruction Plan — Week 14: Natural Resources	
<p>Oklahoma Social Studies Practices: Acquire, Apply, and Evaluate Evidence</p>	<p>Strand: History, Geography</p>
<p>Standards:</p> <p>3.2.2 Examine the interaction of the environment and the peoples of Oklahoma</p> <p>3.2.2.A Describe how early American Indians used Oklahoma's natural resources, such as bison hunting, fur trading, and farming.</p> <p>3.2.3 Identify the characteristics of renewable and non-renewable resources and evaluate the role of citizens in conserving natural resources.</p> <p>3.B.2-3.4 Identify and describe how humans modify and adapt to their physical environment, using its natural and human resources.</p> <p>3.B.2-3.5 Describe how the physical environment impacts our daily lives and affects human activities in the past and present.</p> <p>4.B.2-3.1 Identify the author's purpose, including what the author wants to answer, explain, or describe in primary and secondary informational texts.</p>	
<p>Vocabulary:</p> <p>natural resources: things from nature that people need and use (<i>noun</i>)</p> <p>renewable: can be replaced after use (<i>adjective</i>)</p> <p>solar panels: panels that capture energy from the sun (<i>noun</i>)</p> <p>nonrenewable: can't be replaced when used up (<i>adjective</i>)</p>	
<p>Summary of Week: Students will learn how early American Indians used Oklahoma's natural resources, such as hunting bison, trading fur, and farming.</p>	

Optional Literature Connections:

- *The Girl Who Loved Wild Horses* by Paul Goble
- *Saltypie: A Choctaw Journey from Darkness into Light* by Tim Tingle and Karen Clarkson
- *Crossing Bok Chitto: A Choctaw Tale of Friendship & Freedom* by Tim Tingle and Jeanne Rorex Bridges

Essential Questions:

1. What are Oklahoma's natural resources?
2. What are renewable and nonrenewable resources?
3. Why were hunting, farming, and fur trade important in the lives of early American Indians?

Student Edition for Week 14

Week 14 of 20 Pages

Name _____

Oklahoma's Natural Resources

Use the map to help you learn about the resources in different states.

LEGEND

- CATTLE
- COWS
- HAY
- LIMESTONE
- NATURAL GAS
- OIL
- FISH
- SALT
- SOYBEANS
- WHEAT
- CHICKENS

OKLAHOMA NATURAL RESOURCES

This thematic map shows many of Oklahoma's natural resources. Look closely at the map and the map key. Answer the questions based on the map.

- Identify which resources on the map are renewable and which are nonrenewable.
- Are there more nonrenewable or renewable resources in Oklahoma?
- Which of the resources on the map were probably also used by early American Indians?
- Which do you think is Oklahoma's most valuable natural resource and why?

Summarize what you've learned about Oklahoma's natural resources. Talk about both renewable and nonrenewable resources.

If you'd like to make any editorial comments about our paper, please write to us at editor@oklahomastudies.com.

Let's Write

Think & Review

- How is oil a natural resource?
- What are some Oklahoma animals that were hunted by American Indians?
- Why would American Indians chase herds of bison over a cliff?
- What were some of the crops, besides corn, that were grown by American Indians?

WEEK 14

Natural Resources

Oklahoma Studies Weekly

OUR STATE 3

The Nature of Natural Resources

Look around your classroom. What things do you use each day that came from nature? Your books are made of paper. Paper comes from trees. Pencils come from trees, too. Some of the clothes you are wearing started out as plants (cotton). Even the wooden desks and tables came from nature. Nature also gives us the air and water we need to keep us alive. There are many things in nature that are helpful to people.

Natural resources are things from nature people need and use. People in all communities depend on natural resources. These resources can give us materials or energy. Plants give us materials that can be used for food, clothing, shelter and medicine. We use wood to build houses, and we grow fruits and vegetables to eat. Nature also gives us many types of energy — sunlight, wind, water and fuels taken from the Earth, like oil and natural gas. Minerals are natural resources, too. Minerals come from the Earth, but they are not plants or animals. People use minerals like salt, iron, coal and aluminum every day.

Communities need natural resources to survive. Each community has its own natural resources. People in communities must use their resources wisely. Sometimes people must change the way they live because of the resources they have or need. When they do that, we say they are adapting to their environment. Earth's resources help us in many ways. Without them, life would be very difficult or even impossible. This week you will learn about the kinds of resources we find in nature. You will learn how people use and take care of these resources in their communities. And you will find out why it's important for people to use these natural resources wisely — our lives depend on them!

A History Honour & Pleading

Connections

American Indians and the Land

The American Indians who lived in Oklahoma long ago used the wealth of natural resources for a good life. Oklahoma is part of the Great Plains. Tall prairie grass covers much of the land. There are over 300 rivers and creeks and over 20,000 lakes in Oklahoma. The indigenous people were able to farm, hunt and trade furs on land that included dry plains as well as forests and mountains. The American Indians did not waste the natural resources they used. Much of the land and climate were good for farming, so this was one way the early American Indians used the land to survive. The forests, rivers and prairie areas were good habitats for beaver, bison, deer, bear, fox and other animals that provided natural resources for the people. The forests, rivers and prairie areas were good habitats for beaver, bison, deer, bear, fox and other animals that provided natural resources for the people. The forests, rivers and prairie areas were good habitats for beaver, bison, deer, bear, fox and other animals that provided natural resources for the people. The forests, rivers and prairie areas were good habitats for beaver, bison, deer, bear, fox and other animals that provided natural resources for the people.

Renewable and Nonrenewable Resources

Natural resources come from nature. They are things we need and use each day from the Earth. There are two kinds of natural resources — renewable and nonrenewable resources. People in communities use both.

Renewable Resources

Some natural resources can be replaced after they are used. These renewable resources include water, wind, sunlight and trees. Sometimes these things are replaced by nature. Sometimes people in communities use these things to help replace these resources.

There are renewable resources. Communities do not always have to use firewood. The wood is used to build houses and businesses. It is also used for many other things, such as paper. When a tree is cut down, it is gone forever. But when a new tree is planted in its place, there will be wood again one day. In this way, the community helps protect resources.

People in communities make energy from energy resources are renewable. These are good for a community because they can be replaced easily. Communities are always looking for ways to use sunlight, wind and water to produce the energy they need. There are good things and bad things about using each of these types of energy.

Energy from Sunlight

Solar panels capture energy from sunlight. The energy from the sun gets changed into other types of energy. This energy can be used to power homes, businesses and even cars. Solar energy can be difficult to use because the sun doesn't shine every day. On cloudy or rainy days, it's hard to capture solar energy.

Energy from Wind

Wind is moving air. Because wind constantly moves across the Earth, wind is a renewable resource. Wind can be used to move machines called turbines, which make electricity. These machines do not pollute the air. However, some areas don't have a lot of wind. And making power from the wind can be difficult. Also, some people don't like the way the machines make their communities look.

Energy from Water

Water is often used to make energy. Today communities build dams so they can use water power to help make electricity. This type of energy is very clean. It does not pollute the environment. It is also very cheap for communities. However, building a dam can destroy natural habitats and can sometimes make flooding worse.

The Bison Hunt

In 2016, the National Bison Legacy Act officially named the bison the national mammal of the United States. The bison is a symbol of strength and represents the strength of the United States. Another name for bison is buffalo. Many people today use the word buffalo more than they use the word bison. From 1913-1926, the bison (or buffalo) was a symbol on the nickel. That old nickel is called the Indian Head or Buffalo nickel. Some people collect these old nickels as they are one of the nickels we use most today.

Bison prefer to eat grass, but they will eat other plants. Grass grows on the prairie lands of the United States. The prairie in Oklahoma are perfect for bison to roam and graze. Bison were also considered sacred to American Indians. When they were hunting, they often used prayers for the bison. The American Indians of Oklahoma hunted bison for food and hides. Sometimes large numbers of bison would be chased over a cliff so that meat and hides could be taken from many bison at one time. Other times herds of bison would be driven into fenced areas where many of them could be shot with bows and arrows at one time. Bison can weigh up to 2,000 pounds, so more than 400 pounds of meat come from each bison. Bison hunting was an important part of feeding American Indian tribes in Oklahoma.

People did not worry about how many bison were being killed in the 1800s. The term "endangered species" was unknown at the time. The overhunting of bison nearly caused their extinction in the late 1800s. In 1905 President Roosevelt helped start the American Bison Society. This was one of the first attempts to protect the bison and keep them from extinction.

The Fur Trade

The fur trade was important to the development of early Oklahoma. Early European explorers did not find the gold they were looking for when they first came to Oklahoma, so they made money by selling animal pelts (fur). Instead, they found American Indians who were willing to trade with them. There were many beaver, bison and deer in Oklahoma, and the American Indians were good at hunting for these animals to get their pelts. Even other, rabbit and squirrel pelts could be traded. The American Indians traded fur for weapons and tools. The white settlers could then sell the fur, so they had a good business going. Beaver fur was quite popular because European men wanted hats made from beaver fur.

In the 1700s, the French worked with the American Indians to build the fur trade. They continued fur trading with American Indians in Oklahoma. In 1806, Thomas Jefferson wrote a report suggesting that the U.S. Government work with the American Indians to build a trading post to take advantage of fur trading. Trading posts were important to American Indians because these were places for them to trade furs for important goods they needed. Trading posts were located along big rivers, so it was easy to transport the furs. Trading with different people along the rivers also allowed a sharing of cultures. Fur trading was a strong business until about 1840. Overhunting hurt the mammal population, and furs became more scarce. Fur trapping and trading continued for years, but on a much smaller scale.

Farming

Though hunting and fur trade was important in the life of early American Indians in Oklahoma, farming was also important. The land and the climate helped make Oklahoma a good place to farm. American Indians often used advanced farming techniques like irrigation and crop rotation to make sure that they had plenty of food. Irrigation was especially important in order to make sure that the crops had enough water when there were long periods with no rain. American Indians grew enough food so that they could store some and use it throughout the winter months. Many plants would be dried in order to preserve them so they didn't rot. Tools made of stone, bone and shells and sharpened sticks were often used to plant and harvest crops. The main crop was corn. Cornmeal was used in most of the foods that American Indians in Oklahoma ate. Corn was also eaten right off the cob, as well as in popcorn, cornbread and tortillas. All parts of the corn plant were used. Husks were often burned in fires or used to make crafts. Women made a big role in farming as men were usually providing meat and doing the hunting. Women made the pottery that was used to store the corn, beans and seeds as crops were harvested. They also formed beans, squash, sunflowers and pumpkins. Seeds were harvested and early grinding tools were used to harvest and prepare hickory nuts, walnuts, pecans, and chestnuts.

The Nature of Natural Resources

Lesson Plan:

1. Watch the video "Natural Resources."
2. Have the students answer the following question: According to the video, what kind of renewable resources are used to create clean energy? (**sun and wind**)
3. Explain to the students that natural resources are things from nature that people need and use.
4. Read the article. As they read, ask the students to underline the kinds of things that come from nature that we use every day.
5. Ask the students to illustrate and label examples of natural resources that they use.

Article Assessment:

1. What are natural resources?
 - a. things that are made by people
 - b. things that we use that are found in nature**
 - c. things that are found in space
 - d. things that fill our landfills
2. Natural resources can give us _____.
 - a. friends and family
 - b. more than we need
 - c. materials and energy**
 - d. work to do
3. People in communities must use natural resources _____.
 - a. immediately
 - b. as soon as they find them
 - c. to trade
 - d. wisely**

Materials Needed:

Video "Natural Resources"

American Indians and the Land

Lesson Plan:

1. To introduce the article, pose the following questions for discussion:
 - a. What does it mean to be wasteful?
 - b. Do you think that people are wasteful today?
2. Read the article. Ask the students to pay attention as they read to how American Indians used natural resources in their lives.
3. Have the students answer the following question: What are some examples of how American Indians used natural resources in their lives? (**Answers may vary. Possibilities include: to eat, to build houses, to trade, etc.**)
4. Ask the students to create a T-chart to compare how American Indians used natural resources in the past and how we use them today.

Article Assessment:

1. What region is Oklahoma in?
 - a. Flatlands
 - b. Great Plains**
 - c. Coastal Lowlands
 - d. High Mesas
2. What was one way that American Indians used Oklahoma land?
 - a. farming**
 - b. drilling oil
 - c. mining
 - d. building dams
3. How did American Indians feel about nature?
 - a. plentiful
 - b. respectful**
 - c. renewable
 - d. wasteful

Materials Needed: N/A

Renewable and Nonrenewable Resources**Lesson Plan:**

1. Explain to the students that in this article, they will learn about the difference between renewable and nonrenewable resources.
2. Read the article. As they read, ask the students to circle examples of renewable resources and underline examples of nonrenewable resources.
3. Watch the video "Renewable and Nonrenewable Resources."

4. Draw a T-chart with one column labeled "Renewable Resources" and the other labeled "Nonrenewable Resources."
5. Divide the students into two groups. Have one group brainstorm and list examples of renewable resources on a piece of paper. Have the other group brainstorm and list examples of nonrenewable resources on a piece of paper.
6. Ask the students to share their answers. Record them on the T-chart.
7. Review the meanings of and differences between renewable and nonrenewable resources.

Article Assessment:

1. What are the two types of resources?
 - a. usable and reusable
 - b. sunlight and water
 - c. renewable and nonrenewable**
 - d. fossils and artifacts
2. Which of the following is an example of a nonrenewable resource?
 - a. trees
 - b. sunlight
 - c. plants
 - d. coal**
3. Why do we call trees renewable?
 - a. Trees plant themselves.
 - b. Once they are gone, they can't come back.
 - c. We can plant more trees.**
 - d. We always have unlimited trees.

Materials Needed:

Video "Renewable and Nonrenewable Resources"

The Bison Hunt**Lesson Plan:**

1. Watch the video, "Bison."
2. Read the article.
3. Ask the students to turn and talk to a neighbor about three facts that they learned from the article.
4. Have the students complete the Bison or Buffalo Parts of Speech graphic organizer.

5. Ask the students to conduct further research on bison and use the information that they find to write an informative article about how different parts of the bison were used. Make sure that the students include a main idea, supporting details, and transitional and signal words in each paragraph.

Article Assessment:

1. What do bison represent in the United States?
 - a. **strength**
 - b. speed
 - c. greed
 - d. peace
2. Why were bison found all over Oklahoma?
 - a. They were pushed there by early people.
 - b. They enjoyed the weather of Oklahoma.
 - c. **They ate grasses that grew on the prairies of Oklahoma.**
 - d. They followed the American Indians to Oklahoma.
3. What did the bison mean to American Indians?
 - a. They were only a source of food.
 - b. **They were a sacred animal.**
 - c. Only their hides were used.
 - d. They were pictured on American Indian money.

Materials Needed:

Video "Bison"

Bison or Buffalo Parts of Speech graphic organizer

The Fur Trade**Lesson Plan:**

1. To introduce the article, pose the following questions for discussion:
 - a. What kind of materials are your clothes made from?
 - b. Where do these materials come from?
2. Read the article. Ask the students to pay attention as they read to how and why American Indians helped build the fur trade.
3. Watch the video "Fur Trade."
4. Explain to the students that most people don't use real fur to make things today. Then, have a class discussion about the following questions:

- a. Why do you think people don't use real fur anymore? **(Answers may vary.)**
- b. Is animal fur a renewable resource? **(only if there are enough animals left to reproduce)**
- c. What happened to animals when too many people wanted their fur? **(Bison and beavers were hunted to near-extinction.)**

Article Assessment:

1. What did American Indians want in exchange for furs?
 - a. money
 - b. food
 - c. weapons and tools**
 - d. clothing
2. How did Europeans use beaver pelts?
 - a. They made them into hats.**
 - b. They wore them as coats.
 - c. They made them into blankets.
 - d. They used them as money.
3. Why were trading posts located near rivers?
 - a. They provided drinking water.
 - b. They provided barriers from wild animals.
 - c. They provided fish to eat.
 - d. They provided easy transportation.**

Materials Needed:

Video "Fur Trade"

Farming**Lesson Plan:**

1. Read the article.
2. Watch the video "Agriculture."
3. Have the students answer the following question: What techniques did American Indians use in farming? **(irrigation and crop rotation)**
4. Ask the students to create a Venn diagram to compare and contrast farming for American Indians in the past and farming today.
5. Have the students complete the Oklahoma American Indians graphic organizer.

Article Assessment:

1. Which of the following was an important crop to Oklahoma's American Indians?
 - a. wheat
 - b. corn**
 - c. tomatoes
 - d. soy beans
2. Who was in charge of farming in American Indian settlements?
 - a. women**
 - b. men
 - c. children
 - d. the entire community
3. How did American Indian men help their community?
 - a. They made and used tools.
 - b. They hunted to provide meat.**
 - c. They worked on crafts.
 - d. They built houses.

Materials Needed:

Video "Agriculture"

[Oklahoma American Indians graphic organizer](#)

Oklahoma's Natural Resources [Activity]

Renewable resources: cattle, corn hay, pigs, soybeans, wheat, chickens.

Nonrenewable resources: limestone, natural gas, oil, salt (this one is so abundant that there's little chance that we will run out)

According to the map there are more renewable resources in Oklahoma.

corn, wheat (and maybe hay), beans

Answers will vary.

Teacher Notes

Sequencing of Articles: The sequencing of the articles this week was designed to both scaffold and build upon each other.

Think Deeply (Think and Review):

1. How is air a natural resource? **People don't make air; it is part of nature. It exists naturally. We use it to breathe.**

2. What are some Oklahoma animals that were hunted by American Indians? **Beaver, bison, bear, deer, fox and otter**
3. Why would American Indians chase herds of bison over a cliff? **This way large numbers of bison could be killed at one time.**
4. What were some of the crops, besides corn, that were grown by American Indians? **Answers will vary. The article mentions beans, squash, sunflowers and pumpkins. They also harvested nuts.**

Let's Write Prompt:

- Summarize what you've learned about Oklahoma natural resources. Talk about both renewable and nonrenewable resources.

Weekly Assessment Answer Key:

1. What renewable resources were used to create clean energy? **(sun and wind)**
2. What techniques did American Indians use in farming? **(irrigation and crop rotation)**
3. What did the bison mean to American Indians?
 - a. They were only a source of food.
 - b. They were a sacred animal.**
 - c. Only their hides were used.
 - d. They were pictured on American Indian money.
4. What region is Oklahoma in?
 - a. Flatlands
 - b. Great Plains**
 - c. Coastal Lowlands
 - d. High Mesas
5. Which of the following is an example of a nonrenewable resource?
 - a. trees
 - b. sunlight
 - c. plants
 - d. coal**
6. Why do we call trees renewable?
 - a. Trees plant themselves.
 - b. Once they are gone, they can't come back.
 - c. We can plant more trees.**
 - d. We always have unlimited trees.
7. What did American Indians want in exchange for furs?
 - a. money
 - b. food

c. weapons and tools

d. clothing

8. How did Europeans use beaver pelts?

a. They made them into hats.

b. They wore them as coats.

c. They made them into blankets.

d. They used them as money.

Integrated Standards:**English Language Arts:**

3.1.R.1 Students will actively listen and speak clearly using appropriate discussion rules.

3.1.R.2 Students will ask and answer questions to seek help, get information, or clarify about information presented orally through text or other media to confirm understanding.

3.6.R.1 Students will use graphic features including photos illustrations, captions, titles, labels, headings, subheadings, italics, sidebars, charts, graphs, and legends to define a text.

3.1.R.3 Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly in pairs, diverse groups, and whole class settings.

3.1.W.1 Students will report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences at an appropriate pace.

3.3.W.2 Students will write facts about a subject, including a main idea with supporting details, and use transitional and signal words.

3.6.W.3 Students will summarize and present information in a report.

3.1.W.2 Students will work respectfully within diverse groups, share responsibility for collaborative work, and value individual contributions made by each group member.

3.6.R.3 Students will locate information in visual and text reference sources, digital sources, and/or interviews.

Fine Arts:

3.VA.ARCM Make connections between visual arts and other domains of learning.

Additional Answer Keys:**Bison or Buffalo Parts of Speech:**

nouns: bison, mammal, symbol, strength, United States, name, buffalo, people, word, nickel, Indian Head, Buffalo nickel, grass, plants, land, prairies, Oklahoma, Indians, prayers, food, hides, cliff, meat, areas, tribes, bones, tools, horns, spoons, clothing, teepees, species, overhunting, extinction, President Roosevelt, American Bison Society

Adjectives: national, old, prairie, perfect, sacred, large numbers, important, endangered

Verbs: named, represents, is, use, was, collect, are, eat, will, grows, roam, graze, were considered, were hunting, said, hunted, chased, taken, driven, shot, feeding, made, can weigh, come, feeding, became, make, did, being killed, caused, helped, protect, keep

Oklahoma – American Indians:

Each presentation will vary depending on topic choice and presentation format. Information in the presentation should be consistent with what was discussed in class and in lessons.

Name _____ Date _____

Oklahoma Studies Weekly—Our State

Natural Resources

Week 14 Assessment

1. What renewable resources were used to create clean energy?

2. What techniques did American Indians use in farming?

3. What did the bison mean to American Indians?
 - a. They were only a source of food.
 - b. They were a sacred animal.
 - c. Only their hides were used.
 - d. They were pictured on American Indian money.

4. What region is Oklahoma in?
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5. Which of the following is an example of a nonrenewable resource?

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6. Why do we call trees renewable?

- a. Trees plant themselves.
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- d. We always have unlimited trees.

7. What did American Indians want in exchange for furs?

- a. money
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- c. weapons and tools
- d. clothing

8. How did Europeans use beaver pelts?

- a. They made them into hats.
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