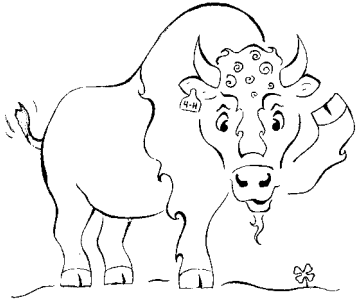


# Bison History



## Roll Call:

List one thing that you have been told about bison history.

---

Record the list on the board and compare what the members know about the history of the bison.

## Objectives

### Level One

To understand what other species the bison is related to and how it got the name of 'buffalo' associated with it.

Learn what the major differences are between the Woods and Plains Bison.

How did the bison come to live in Canada?

What did the native people of North America use the bison for?

### Level Two

Review the relation between the Native People and the bison.

How were the bison populations of the past almost completely extinguished?

How were they preserved?

## Alberta 4-H Bison Project - Leader

### Level Three

Review of the elimination of the bison.

Uncovering the past through archaeology.

Researching the past.

### Level One

Make issues of the *Smoke Signal* and the *Tracker* available to the members so that they can find colour pictures that will demonstrate the physical differences between the Wood bison and the Plains bison.

### Other suggested ideas for the meeting

The video by This Living World titled "Seasons of the Buffalo" is a great movie to introduce the history of the bison. This video is available to sign out from the Stettler 4-H office. You can reach that office at 310-0000 then 403-742-7540 (toll free).

Another good resource for the history of Alberta bison is Grant MacEwen's book "Buffalo Sacred and Sacrificed".

Invite a guest speaker to share with the members the importance of the bison to the native people of this country.

Plan a field trip to a site such as Head Smashed In Buffalo Jump.

# Activity Solutions for Bison History

## Activity solution level one - page 19

Who am I?

Identify the following animals by filling in the blank.

1. Plains Bison
2. Wood Bison
3. Saber-toothed cat
4. Short-faced bear
5. Horse

\_\_2\_\_ I am larger than my subspecies relative. I have longer legs and longer horns. My coat is thick and dense.

\_\_3\_\_ My long canine teeth allowed me to penetrate the soft stomach area of my prey.

\_\_5\_\_ I also traveled across the vast land bridge to come to America, and my ancestors have also contributed a lot to the progress of humankind.

\_\_1\_\_ I am the most common of my modern day species. I am slightly smaller than my subspecies, but I didn't need to browse on brush and trees.

\_\_4\_\_ I was the most predominant predator of my day. I stood high above my modern day relatives, and my speed and agility made me a power animal.

## Activity solution level one - page 23

### Time capsule

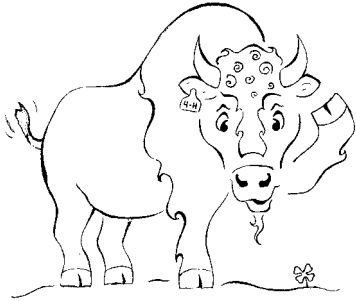
Here is a really fun way to recreate the past. Create your own diorama using a shoebox. Use your imagination! How do you think the landscape looked? What animals were there?

#### Materials:

Shoebox  
Tempera paint  
Paintbrushes  
Cotton balls  
Modeling Clay (or some other dough form)  
Glue  
Your IMAGINATION!!!

Paint the background in the shoebox. This could be a blue sky, brown for the ground etc. Basically imagine the scene in your head and go from there. Bring your diorama to the meeting and see what the other members imagined our country to look like at that period of time.

# Digestion of the Bison



## Roll Call:

Name an animal. \_\_\_\_\_

Is this animal ruminant or monogastric?

Some of the possible answers are:

### Ruminant

cow      deer  
sheep    goat  
moose    giraffe  
antelope llama  
bison    elk

### Monogastric

horse      human  
pig        bird  
rabbit     ostrich

## Objectives

### Level One

- To learn the difference between a ruminant and a monogastric animal.
- To find out about digestion.
- To understand that each component of the digestion system has a specific function.
- To learn where to find each component of the digestive system.

### Suggested meeting plan

1. The level three members can help out in this unit. The information in the senior unit builds from the information in the level one and level two units. Level three members have several interesting topics in their unit.

Have one of the level three members spend a few minutes sharing their information with the rest of the club.

## Alberta 4-H Bison Project - Leader

### 2. Identification Activity

Take an outline of the bison digestive system and blow it up to poster size. Make up labels for each part and have your members place these labels on the correct part. This could be an activity for one of your level three members to facilitate.

### 3. Trivial Pursuit

Digestion would be an excellent topic to use for a game of trivial pursuit. You, or one of your level three members could design a series of questions and a game for all the members of the club to play. Many of the trivia questions can be collected for different chapters and the end of the year a game of "Who Wants to be a Bisoaire" could be played.

### 4. Video - "Introduction to Livestock Nutrition"

This 5 minute VHS video provides a general overview of digestion and nutrition. The ruminant and monogastric species are compared and contrasted according to the feeds they utilize and the sites of digestion. Although this video talks of cattle, it is still basically applicable to bison. This may be a good time to tie in the differences between beef and bison.

For more information on how to obtain this and other videos, consult your 4-H Club Supplies Catalogue.

5. Talk to your veterinarian. One of the best ways of demonstrating digestion in the ruminant animal is through the use of a life size ruminant stomach. Your veterinarian may be able to help you locate one of these for use at your meeting.

## Alberta 4-H Bison Project - Leader

### Level Two

1. Animals have different requirements for nutrients depending upon their body activities. We can divide the animals into these groups-

Maintenance - the bull after breeding season is complete

Maintenance plus reproduction - the pregnant cow

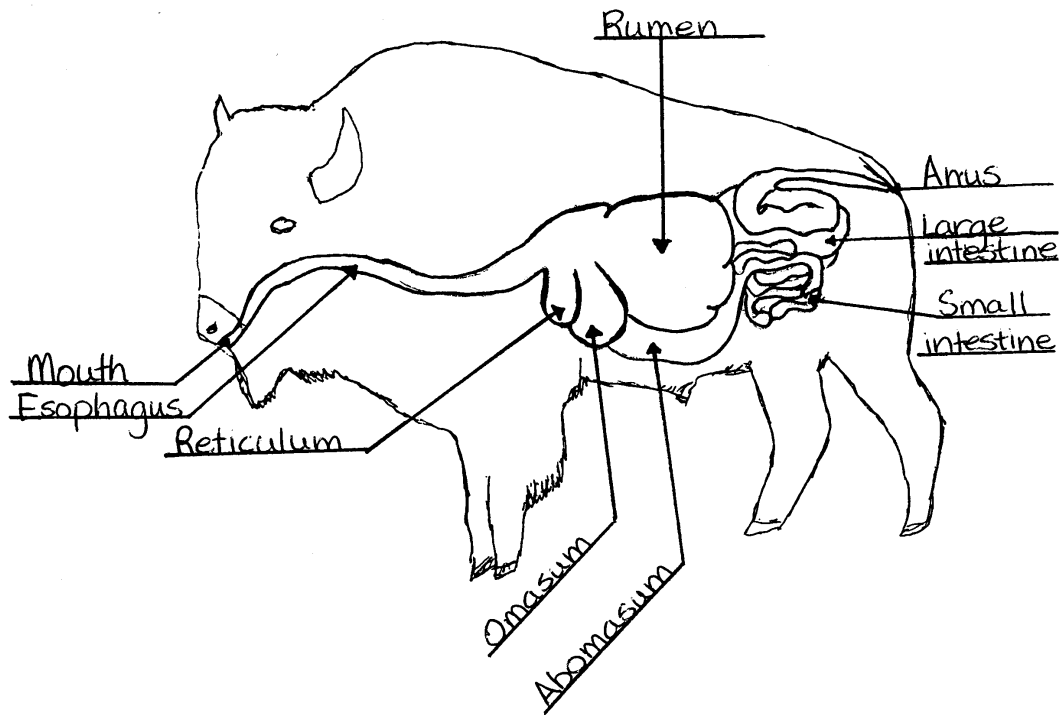
Maintenance plus growth - the growing calf

Maintenance plus production - the lactating cow and the fattening steer

# Activity Solutions for Digestion of the Bison

Activity solution level one - Page 29

Label the path





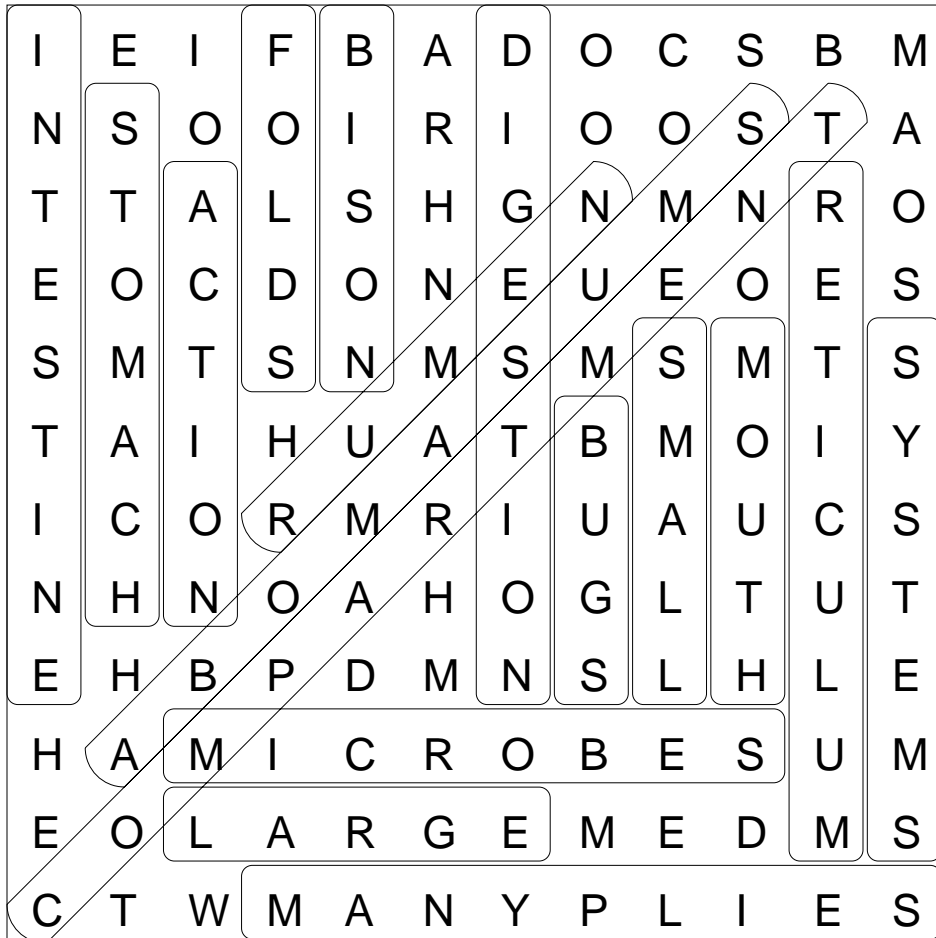
Activity solution level one - page 30

Word Search

ABOMASUMS  
BUGS  
FOLDS  
MANYPLIES  
RETICULUM  
STOMACH

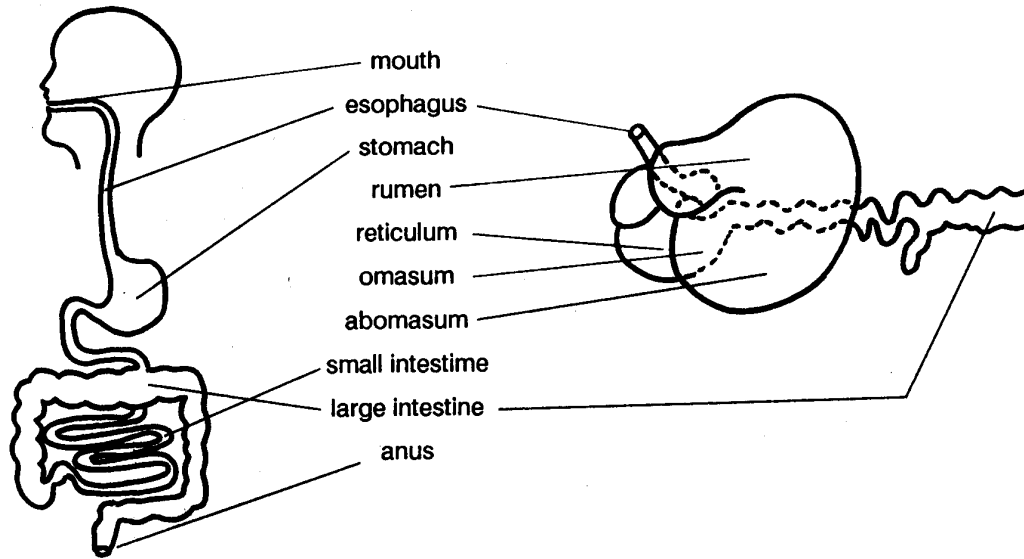
ACTION  
COMPARTMENT  
INTESTINE  
MICROBES  
RUMEN  
SYSTEMS

BISON  
DIGESTION  
LARGE  
MOUTH  
SMALL



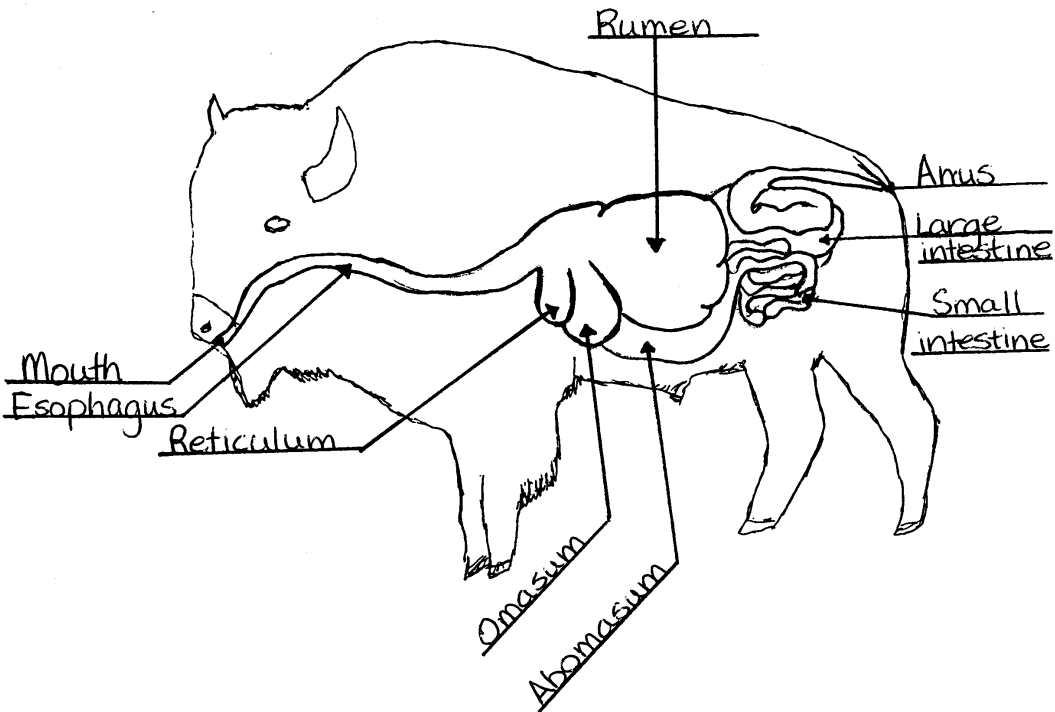
# Activity solution level two - Page 14

Let's compare



Activity solution level two - page 17

Label the path



## Activity solution level two - page 18

### Matching

In this activity, members should match up the description and the function with each of the digestive system parts. To do this, they will need to think and use the information found earlier in the unit and in the junior unit.

Here are the solutions:

Parts of the Digestive System		Function
Digestive System		
	Digestion	Function
Mouth	1	B
Esophagus	9	C
Rumen	6	E
Reticulum	7	G
Omasum	4	I
Abomasum	3	A
Small Intestine	5	H
Large Intestine	2	F
Anus	8	D