

Teacher: Bruce Tedrow
Title: Jim Bowie and His Knife

Subject: U.S. History

Topic: Jim Bowie, his knife, and the credibility of the internet.

Grade: High School

Lesson Duration: Two 90 min. periods

School: Florence High School

Education Designs Lesson/ Unit Plan			
Lesson Summary: <i>(A short 3-5 sentence summary of the lesson and how it will be delivered)</i>	Few know the history of the Bowie knife and Jim Bowie. This tidbit of information may be presented in two class periods and hopefully will spark the interest of some of the outdoorsman in the class to learn more of our U.S. heritage. There is also a discrepancy in the information presented on the web. This provides an opportunity to teach critical thinking in regards to the authenticity of “factual” information. Possible point for advanced students is the Sandbar incident; how would it be viewed by the press and courts today? Regardless of how many people Jim Bowie killed with his knife, this is an interesting side line for research and discussion.		
National Standards for History Era: Link	Individual Development & Identity; articulate personal connections to time, place and social / cultural systems Era 4 Standard 1: United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans		
Standard(s): <i>State, Local or National</i>	State: 2.1 Students know how to formulate questions and hypotheses regarding what happened in the past and to obtain and analyze historical data to answer questions and test hypotheses <ul style="list-style-type: none"> Gathering, analyzing, and reconciling historical information, including contradictory data, from primary and secondary sources to support or reject hypotheses. 3.2 Students understand the history of social organization* in various societies. <ul style="list-style-type: none"> describing how societies have become increasingly complex in responding to the fundamental issues of social organization. 		
Themes/Concept:	Some events of the past carry on to today in one form or the other, most have heard of the Bowie knife, and the battle cry “Remember the Alamo”, this lesson explains where these two bits of information come from.		
Essential questions (2-5 questions) <i>(What you want the students to know)</i>	What propelled Jim Bowie into icon status? What is the true story of the sandbar incident? How did Jim Bowie die? What does a Bowie knife look like?		
Elements <i>(What you want the students to understand)</i>	People of the 1830’s like today enjoy a good story; such stories are retold and often exaggerated. The story of Jim Bowie and the Sandbar Incident has all the right elements; the Bowie knife was born out of the life and adventures of this man. Students will be able to: share the Jim Bowie story with friends, identify what a Bowie knife looks like, and understand what is published is not necessarily accurate.		
Launch Activity (Hook)	Show “You Tube” on Crocodile Dundee “is that a knife?”		
Knowledge & Skills <i>(People, Places, times and vocabulary-what</i>	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"> Jim Bowie James Black Sheffield England Damascus steel </td> <td style="width: 50%;"> List major events in Jim Bowie’s life, the key elements identifying a Bowie Knife, and identifying the discrepancies in the written story presented on the web as it relates to the Sandbar </td> </tr> </table>	Jim Bowie James Black Sheffield England Damascus steel	List major events in Jim Bowie’s life, the key elements identifying a Bowie Knife, and identifying the discrepancies in the written story presented on the web as it relates to the Sandbar
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<i>the student should be able to do. What skills will they use?)</i>	Natchez Mississippi	incident.
Lesson Methodology (<i>How will you conduct the lesson; activities...?</i>)		
<ol style="list-style-type: none"> 1. Show the class the You Tube short on Crocodile Dundee “is that a knife? 2. Share story of Jim Bowie’s life, include key terms as listed above. 3. Explain that there are discrepancies on the internet of how many people were killed in the sandbar incident ask students to research this topic and determine what they think actually happened (internet activity). 4. Have the students write a one-page paper presenting the research they found and their view of the incident. 		
Assessment Evidence: <i>What evidence will show that students met the learning goal?</i>		
Traditional Assessment (<i>Quizzes, Test, Selected Responses</i>)		
Vocabulary words listed earlier will be included in the unit review.		
Authentic Assessment (<i>Performance Tasks, Rubrics, Projects, Dialogues, Portfolio, etc.,</i>)		
Students will be graded as to how well they researched the question of Jim Bowie and the Sandbar Incident, writing their conclusion. A rubric will be provided.		
Student Self-Assessment		
Students will self assess their effort on lesson and include it on paper listed above.		
Differentiation Associated with this unit		
<p>Remedial students may make a poster of the sand bar incident if the computer is a problem.</p> <p>Advanced students could research Damascus steel, the Alamo (Jim Bowie’s place of death) or research how the Sandbar incident would be treated in today’s world – laws etc.</p>		
<p>Resources and instructional tools:</p> <p>http://en.wikipedia.org/wiki/James Bowie</p> <p>http://en.wikipedia.org/wiki/Bowie knife</p> <p>http://www.youtube.com/watch?v=01NHcTM5IA4</p> <p>http://en.wikipedia.org/wiki/Damascus steel</p>		