

A Horse's Journey

Based on the 2012 Native American \$1 Coin Grades Two and Three



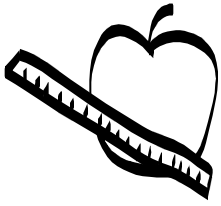
OBJECTIVES

Students will demonstrate an understanding of journal writing. Students will examine and identify the characteristics of the horse and the buffalo to determine their importance to Native Americans. Students will demonstrate an understanding of Native American culture through journal writing.



MATERIALS

- 1 overhead projector or other classroom technology (optional)
- 1 overhead transparency (or equivalent) of each of the following:
 - “2005 American Bison Nickel Reverse” page
 - “2012 Native American \$1 Coin” page
 - “Elements of a Journal” page
 - “Horse Versus Buffalo” worksheet
 - “A Horse’s Journal” worksheet
- Copies of the following:
 - “Horse Versus Buffalo” worksheet
 - “A Horse’s Journal” worksheet
- 1 copy of an age-appropriate text on the American buffalo, such as:
 - *The Buffalo and the Indians: A Shared Destiny* by Dorothy Hinshaw Patent
 - *Following the Great Herds: The Plains Indians and the American Buffalo* by Ryan P. Randolph
 - *Buffalo and Indians On The Great Plains* by Noel Grisham
- 1 copy of an age-appropriate text with excerpts on Native Americans and horses, such as:
 - *Horse (Eye Wonder Series)* by DK Publishing
 - *Horses* by Seymour Simon
 - *The Horse Returns to America* by Herman Viola
- 1 copy of an age-appropriate text on examples of journal writing, such as:
 - *Diary of a Worm* by Doreen Cronin
 - *Diary of a Spider* by Doreen Cronin
 - *Amelia’s Notebook* by Marissa Moss
 - *Max’s Logbook* by Marissa Moss
- 1 class map of the United States



A Horse's Journey

- Chart paper
- Markers
- Pencils
- Crayons



PREPARATIONS

- Make an overhead transparency (or equivalent) of each of the following:
 - “2005 American Bison Nickel Reverse” page
 - “2012 Native American \$1 Coin” page
 - “Elements of a Journal” page
 - “Horse Versus Buffalo” worksheet
 - “A Horse’s Journal” worksheet
- Make copies of each of the following:
 - “Horse Versus Buffalo” worksheet (1 per student)
 - “A Horse’s Journal” worksheet (3-5 per student)
- For information on the uses of parts of a bison, refer to the “A Use For All Parts Worksheet” (from the 2005 American Bison Nickel lesson plan for Kindergarten at www.usmint.gov/kids/teachers/lessonPlans/wjns/2005/_k-amerBison.pdf).
- Locate a text that gives information about buffalo (see examples under “Materials”).
- Locate a text that gives information about Native Americans and horses (see examples under “Materials”).
- Locate a text that gives information about examples of journal writing (see examples under “Materials”).



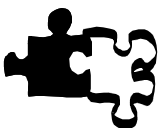
GROUPINGS

- Whole group
- Individual work



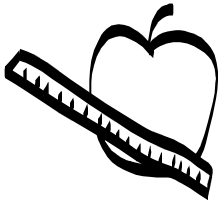
CLASS TIME

Four 30- to 45-minute sessions



CONNECTIONS

- Language Arts
- Social Studies



A Horse's Journey



TERMS AND CONCEPTS

- Quarter
- Horse
- Sacred
- Obverse (front)
- Buffalo
- Journal writing
- Reverse (back)
- Bison
- First person



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

- Venn diagram
- Characteristics
- Native American
- Trade route
- Plains



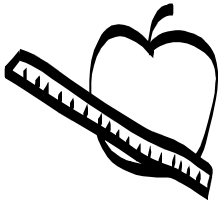
STEPS

Sessions 1

1. Display the “2005 American Bison Nickel Reverse” overhead transparency from The Westward Journey Nickel Series™ and allow the students time to examine the image. Explain to them that this large animal was seen long ago on the plains. If necessary, tell them that this animal is known as the bison or buffalo. (Explain that the American bison is not really a buffalo—no species of buffalo is native to North America—but we often use the term “buffalo” to describe the American bison.)
2. Introduce the students to the selected text on buffalo. Preview the text and illustrations and allow students to generate observations about buffalo and why they may have been so important to Native Americans. Read the text aloud. During the reading, attend to any unfamiliar vocabulary.
3. After the reading, discuss the importance of the buffalo. Tell the students that the buffalo was a very important animal to the Native Americans and confirm or revise any student predictions about the buffalo's importance. Explain to the students that the buffalo had many uses to the people as well as being a sacred animal.
4. As a class, develop a list of characteristics and uses that the buffalo had for Native Americans. Guide student responses to include food, clothing materials, etc. Record the student responses on a class chart.

Session 2

1. Describe the Native American \$1 Coin Program for background information. The program is described at www.usmint.gov/kids/coinNews/nativeAmerican/.

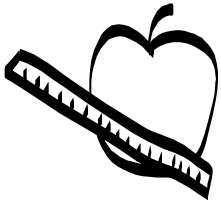


A Horse's Journey

2. Display the “2012 Native American \$1 Coin” overhead transparency and let the students examine the image. Explain to them that this animal was seen long ago on the plains. Tell the students that the horse had a very strong impact on Native American life and is still important to Native Americans today. Horses were important along trade routes because they could be traded and could transport goods more easily. Horses also were used throughout the seasons to transport food and to move families to different trade posts and set up new villages nearby.
3. Introduce the students to the selected text on horses. Preview the text and illustrations and allow students to generate observations about horses and why they may have been so important to the Native Americans. Read the text aloud. During the reading, attend to any unfamiliar vocabulary.
4. After the reading, discuss uses of the horse. Tell the students that the horse, similar to the buffalo, was a very important and useful animal to the Native Americans. Confirm or revise any student predictions about the horse's importance.
5. As a class, develop a list of characteristics and uses the Native Americans had for the horse. Guide student responses to include travel for hunting, moving, and trading, as well as for warfare. Record the student responses on a class chart.
6. Display the “Horse Versus Buffalo” overhead transparency. Explain to the students that they will compare and contrast the importance to the Native Americans of each of these animals.
7. Distribute the “Horse Versus Buffalo” worksheet and allow students time to complete the assignment.
8. Review the Venn diagrams with the students.
9. Create a class Venn diagram based on student responses.

Sessions 3 and 4

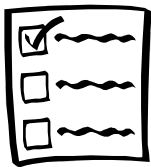
1. Review the charts and Venn diagram from the previous session. Discuss the differences between the horse and buffalo and focus on the importance of the horse to the Native Americans.
2. Introduce the students to the selected text on journal writing. Preview the text and illustrations and allow students to generate observations about journals. Read the text aloud. During the reading, attend to any unfamiliar vocabulary.
3. After the reading, discuss the elements and purposes of a journal. Display the “Elements of a Journal” page overhead transparency. Discuss with the students the concept of perspective writing and share a sample journal entry. Tell the students that a journal is a daily record of events written in the first person.
4. Display the “A Horse's Journal” overhead transparency. Explain to the students that they will be writing journal entries from a horse's perspective of 3 to 5 days living



A Horse's Journey

with the Native Americans.

5. Display the “Elements of a Journal” page again and keep it on display for the students’ reference while completing the assignment.
6. Allow appropriate time for students to work on their assignment.
7. Share or display student journals.



ASSESSMENT

- Take anecdotal notes about the students’ participation in class discussions.
- Evaluate the students’ worksheets for understanding of the lesson objectives.



ENRICHMENTS/EXTENSIONS

- Have students research the trade routes and create a map to go along with their journals documenting the route that the horse took.
- Have students research other animals that were and still are important to the Native Americans and compare and contrast them with the horse.
- Have students learn more about the importance of the horse to the Native Americans by visiting the National Museum of American Indian exhibit, the “Spread of the Horse” at <http://americanindian.si.edu/exhibitions/horsenation/index.html>.



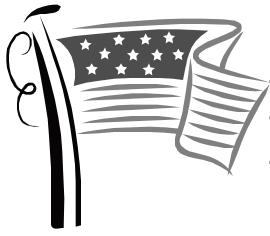
DIFFERENTIATED LEARNING OPTIONS

- Allow students to work in pairs, each describing one animal and sharing with a partner who has a different animal.
- Allow students to use a scribe or computer program to complete their worksheets.
- Allow students to adjust the amount of journal entries to one or two.
- Provide journal starters for the students.



CONNECTION TO WWW.USMINT.GOV/KIDS

- Have students learn more about the American bison with the 2005 American Bison Westward Journey Nickel Series™ lesson plan for Grade Two at www.usmint.gov/kids/teachers/lessonPlans/wjns/2005/02-amerBison.pdf.
- Have students learn more about Venn diagrams with the Grades 2 and 3 Ohio quarter lesson plan at www.usmint.gov/kids/teachers/lessonPlans/50sq/2002/0203.pdf.



Name _____

Horse Versus Buffalo

DIRECTIONS: Write or draw the names of the animals being compared on the lines below. Fill in the Venn diagram with similarities and differences.



BOTH



Name _____

Elements of a Journal

ELEMENTS OF A JOURNAL

1. The date.
2. In first person; use "I."
3. Daily events.
4. Five or more sentences.





Name _____

A Horse's Journal

DIRECTIONS: Imagine you are a horse living with Native Americans. Write three to five 1-page journal entries documenting life with the Native Americans. Be sure to include the jobs you had and the things you saw.



Date _____

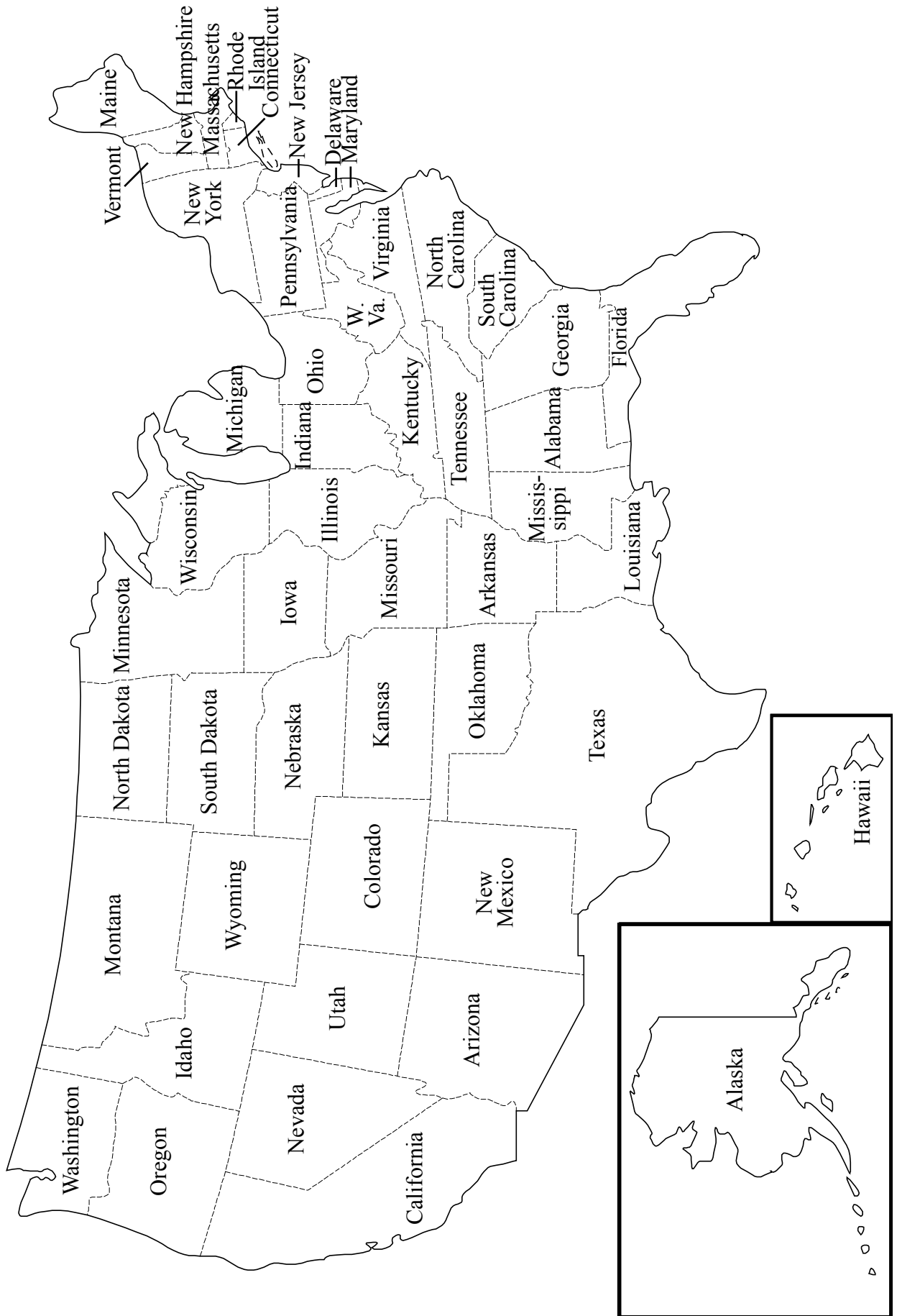


Name _____

2012 Native American \$1 Coin



The United States of America



Reproducible Coin Sheet

Obverse



TO MAKE DOUBLE-SIDED COINS

1. Print this page and the following page (reverses).
2. Put the two pages back-to-back and hold them up to a strong light to line up the dotted lines on all the coins.
3. Clip the pages together to keep them in position with two clips at the top.
4. Apply glue or glue stick to the backs, especially in the areas where the coins are printed. After pressing the pages together, check the alignment by holding them up to the light again, adjusting the alignment if possible.
5. When the glue dries, cut out the "coins."

Reproducible Coin Sheet

Reverse

