

Presenting the Amazing Horse

Based on the 2012 Native American \$1 Coin

Kindergarten and Grade One



OBJECTIVE

Students will demonstrate an understanding of the importance of the horse to Native Americans. Students will identify ways the horse helped Native Americans.



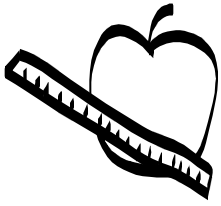
MATERIALS

- 1 overhead projector or equivalent other classroom technology (optional)
- 1 overhead transparency of “2012 Native American \$1 Coin” page
- Copies of the following:
 - “Presenting the Amazing Horse” worksheet
 - “Trotting to Transport” worksheet
- 1 copy of an age-appropriate text that gives information about the importance of the horse to Native American tribes, such as:
 - *Plains Indians* by Mir Tamim Ansary
 - *The Lakota Sioux (A True Book)* by Andrew Santella
 - *The Horse’s Return to America* by Herman J. Viola
- 1 copy of an age-appropriate text that gives information about transporting goods, such as:
 - *How to Make a Cherry Pie and See the U.S.A.* by Marjorie Priceman
 - *How to Make an Apple Pie and See the World* by Marjorie Priceman
 - *How Did That Get to My Table? Cereal (Community Connections)* by Pam Rosenberg
 - *From Grass to Milk (Start to Finish (Lerner Paperback))* by Stacy Taus-Bolstad
- Markers
- Chart paper
- Pencils
- Crayons



PREPARATIONS

- Make an overhead transparency (or photocopy) of each of the following:
 - “2012 Native American \$1 Coin” page
 - “Presenting the Amazing Horse” worksheet
 - “Trotting to Transport” worksheet



Presenting the Amazing Horse

- Make copies of each of the following:
 - “Presenting the Amazing Horse” worksheet (1 per student)
 - “Trotting to Transport” worksheet (1 per student)
- Locate a text that gives information about the importance of the horse to the Plains Indians (see examples under “Materials”).
- Locate a text that gives information about transporting goods (see examples under “Materials”).
- Create a chart labeled “The Importance of the Horse” for Session 1.
- Gather items (plastic food) for role-play activity.



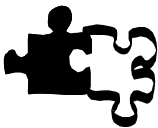
GROUPINGS

- Whole group
- Individual work



CLASS TIME

Two 20- to 30-minute sessions



CONNECTIONS

- Social Studies
- Language Arts



TERMS AND CONCEPTS

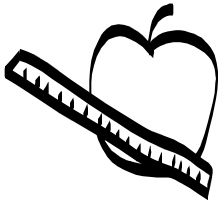
- Quarter
- Reverse (back)
- Trade
- Transport
- Obverse (front)
- Plains Indians
- Goods



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

- Native Americans
- Horses



Presenting the Amazing Horse



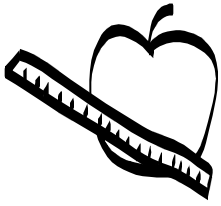
STEPS

Session 1

1. Describe the Native American \$1 Coin Program for background information. The program is described at <http://www.usmint.gov/kids/coinNews/nativeAmerican/>.
2. Display the “2012 Native American \$1 Coin Reverse” overhead transparency or photocopy. Tell the students that the back of the coin is called the reverse, and “obverse” is another name for the front. With the students, examine the coin design and identify the 2012 theme of “The Spread of the Horse.” Brainstorm with the students why the horse might have been so important to Native Americans. Write their predictions on chart paper. Tell the students they will learn why the horse was important to Native Americans.
3. Introduce the students to the selected text about the importance of the horse to Native Americans. As a group, preview the text and illustrations to generate observations about what is occurring at different points in the text.
4. Read the selected text aloud, focusing on the importance of the horse to Native Americans. Attend to any unfamiliar vocabulary. During the reading, record and illustrate information about the importance of the horse on chart paper.
5. Discuss with the students how life changed for Native American tribes, especially the Plains Indians, after they had horses. Add information to the chart paper. Compare and discuss the new information to the earlier predictions.
6. Distribute the “Presenting the Amazing Horse!” worksheet. Direct students to draw and write about one of the ways the horse made life easier for the Plains Indians.
7. Allow sufficient time for students to complete the worksheet.
8. Collect the worksheets and review them with the class. Display the worksheets in the classroom.

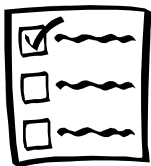
Session 2

1. Display the “2012 Native American \$1 Coin Reverse” transparency. Review the information and charts about the importance of the horse to the Plains Indians from the previous session.
2. Tell the students that a long time ago, people did not always use money to pay for things they wanted. Many times, people would trade or offer something that was valuable to them for an item that belonged to someone else. Write the word “trade” on chart paper and record the definition.
3. Describe the trade routes of the Native Americans. Tell the students that before horses, Native Americans walked from one place to another and had to carry any-



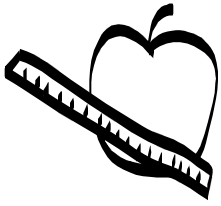
Presenting the Amazing Horse

- thing they wanted to trade. Discuss with the students what it would be like to have a list of items to buy at a store, but no shopping cart to put the items in.
4. Display the gathered plastic food items. Select a few students to pretend to go shopping at a grocery store. Have one student “buy” only one item, and allow the other students to “buy” as many plastic food items as they think they can carry without using a bag or box to put the items in. Ask the class to predict which students will be able to carry the items home without dropping any of the items. While carrying all of the plastic food items without using a bag, have the student pretend to walk home.
 5. Discuss with the students what it was like to carry one item in their hands and what it was like to try to carry many items without a bag. Lead the students to determine they would not be able to travel very far and would only be able to carry a few items. Explain that this is what it was like for the Plains Indians before they had horses.
 6. Discuss what life was like for the Plains Indians after they acquired horses. Horses enable them to travel farther and faster and also carry bigger and heavier loads. Write the word “transport” on chart paper and record the definition.
 7. Introduce the students to the selected text about transporting goods. As a group, preview the text and illustrations to generate observations about what is occurring at different points in the text. Read the selected text to the class and attend to any unfamiliar vocabulary. Write the word “goods” on chart paper and record the definition.
 8. Review the story sequence, focusing on how goods are transported in the text. Make connections to how the Plains Indians transported goods both before and after the introduction of horses. Add information to the chart for student reference.
 9. Distribute the “Trotting to Transport” worksheet. Have students draw how the Plains Indians transported goods before horses and after horses. Have students write one sentence about the pictures.
 10. Allow appropriate amount of time for students to complete the work.
 11. Share the worksheets with the class.



ASSESSMENT

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



Presenting the Amazing Horse



ENRICHMENTS/EXTENSIONS

- Have students create a slide show using a digital drawing program about the importance of the horse to the Plains Indians and post on the school's website.
- Have students create a display about transporting goods.
- Have students learn more about the importance of the horse to Native American tribes by visiting the National Museum of the American Indian exhibit "A Song for the Horse Nation: Horses in Native American Cultures" at americanindian.si.edu/exhibitions/horsenation/index.html.



DIFFERENTIATED LEARNING OPTIONS

- Provide pictures and labels about the importance of the horse for the Plains Indians for students to use.
- Allow students to work with a partner.



CONNECTION TO WWW.USMINT.GOV/KIDS

Have students learn more about Native Americans through the 2009 Native American \$1 Coin lesson plan for Kindergarten and Grade 1 at www.usmint.gov/kids/teachers/lessonPlans/nativeAmerican/_k01.pdf.



Name _____

Presenting the Amazing Horse

Directions: Draw a picture showing one way the horse made life easier for the Plains Indians. Write a sentence about your picture on the lines.



Name _____

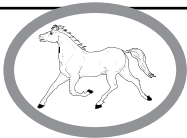
Trotting to Transport

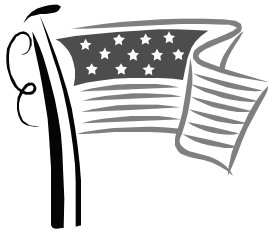
Directions: Draw a picture of how the Plains Indians moved goods before and after horses. Write about your pictures.

before



after



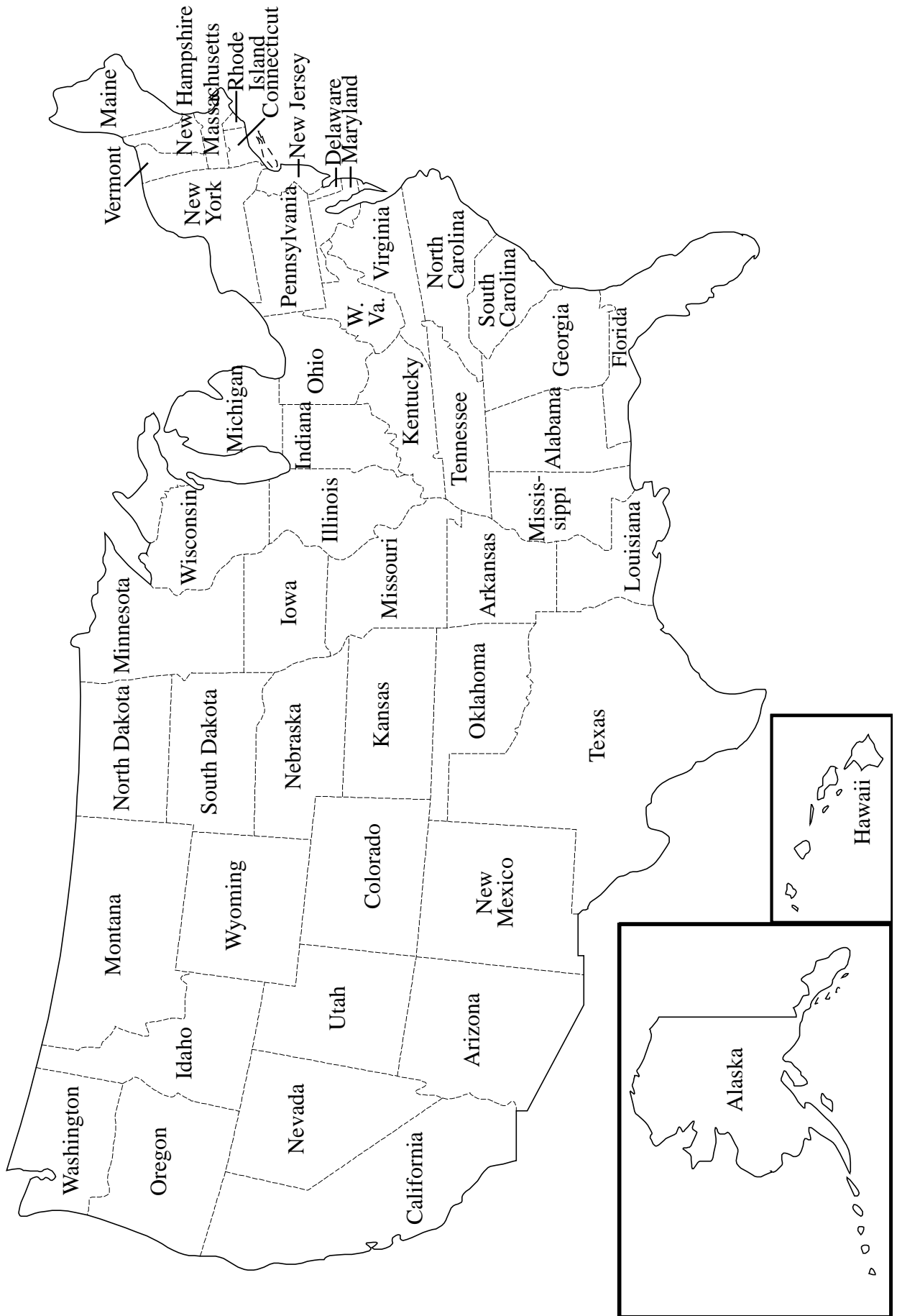


Name _____

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

