

4: Kansas Clues

Based on the Kansas quarter reverse



OBJECTIVE

Students will be able to extract key information from and analyze a selected non-fiction text. Students will describe the relationship between the bison (or American buffalo) and American Indians.



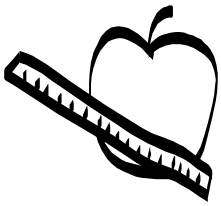
MATERIALS

- Chalkboard/chalk
- Several pictures of bison, like those found at:
 - www.dlia.org/atbi/species/animals/vertebrates/mammals/Images/Bison_bison_RB640.jpg
 - www.nature.ca/notebooks/english/bison.htm
 - www.gpnc.org/bison.htm
- “Kansas Quarter Reverse” page
- 1 overhead projector/markers
- 1 class map of the United States
- Chart paper/markers
- United States Mint H.I.P. Pocket Change™ June 2001 Coin of the Month page, found at www.usmint.gov/kids/index.cfm?fileContents=coinNews/cotm/2001/06.cfm
- Highlighters
- 1 copy of an age-appropriate text relating to bison and American Indians, such as:
 - *Animal Lore and Legend: Buffalo* by Tiffany Midge, Diana Magnuson, Vic Warren
 - *Bison* by Lynn M. Stone
 - *Buffalo Hunt* by Russell Freedman
 - *The Moon of Falling Leaves: the Great Buffalo Hunt* by Cary B. Ziter and Gretchen Will Mayo
- Index cards
- Lined Paper
- Construction paper
- Markers/crayons



PREPARATIONS

- Make copies of the United States Mint H.I.P. Pocket Change™ June 2001 Coin of the Month page (1 per student).



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- Make an overhead transparency of each of the following:
 - “Kansas Quarter Reverse” page
 - June 2001 Coin of the Month page (<http://www.usmint.gov/kids/index.cfm?fileContents=coinNews/cotm/2001/06.cfm>)
- Locate several pictures of bison (see examples under “Materials”).
- Locate an age-appropriate text relating to bison and American Indians (see examples under “Materials”).



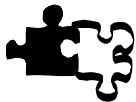
GROUPINGS

- Whole group
- Pairs
- Individual work



CLASS TIME

Four 30- to 45-minute sessions



CONNECTIONS

- Social Studies
- Language Arts
- Art



TERMS AND CONCEPTS

- Quarter
- Freeze Frames
- American Indians
- Kansas
- Reverse (back)
- Acrostic
- Bison (American buffalo)



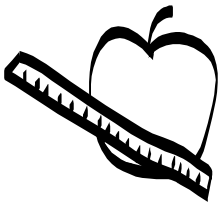
BACKGROUND KNOWLEDGE

Students should have a basic knowledge of acrostics and American Indians.

STEPS

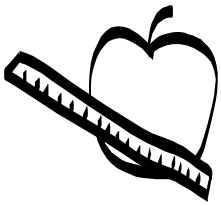
Session 1

1. Write the following question on the board: “Why are bison important in the United States?”



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2. Explain to the students that they will become detectives today, trying to find clues to help answer this question.
3. Have the students brainstorm what they know about bison. Show several pictures of bison. Lead a class discussion on the difference between a buffalo and a bison. Include the idea that buffalo are the cousin to the bison, but only the bison are found in the United States. Explain that bison are often referred to as American buffalo.
4. Explain to the students that you found two American coins with bison on them and that you suspect they will provide some hints as to why bison are important in the United States. Display an overhead transparency of the Kansas quarter reverse.
5. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. Locate Kansas on a classroom map. Note its position in relation to your school's location.
6. Ask the students to describe what they see on this coin. List student responses on a piece of chart paper titled "Clues." The students should include in their responses that images of a bison and a sunflower appear on the coin as well as the word "Kansas," the year 2005, etc.
7. Explain that the new quarters are designed to describe the history and culture of each state. Have the students consider what this coin design says about Kansas. Add student responses to the "Clues" chart paper.
8. Distribute a copy of the June 2001 Coin of the Month page and a highlighter to each student. Identify the coin pictured on the page as the Buffalo Nickel. Explain that, even though the coin is called the Buffalo Nickel, it's really a bison depicted in the coin design. Explain to the students that this coin is one they would rarely find in their pockets today, but it was minted from 1913 to 1938.
9. Display an overhead transparency of the June 2001 Coin of the Month page. Have students take turns reading the page aloud. While one student reads, the others should highlight on their copies any important information. The students should specifically look for information that provides a clue as to why bison (or buffalo as they are called on this page) are important to America.
10. Have student volunteers identify the information they highlighted. Underline this information on the overhead transparency. The students should identify that the American Indians hunted bison and that the settlers were encroaching upon that hunting land.
11. Add student responses to the "Clues" chart paper.
12. Explain to the students that they will be further exploring the relationship between American Indians and the bison in the following session.



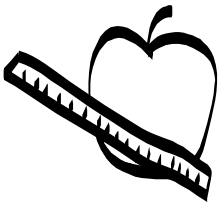
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Sessions 2 and 3

1. Review the “Clues” chart paper from the previous session. Have the students discuss why bison may have been important to American Indians. List new ideas on this chart paper.
2. Explain to the students that they will be learning more about the relationship between bison and the American Indians.
3. Introduce the selected text. As a group, preview the text and illustrations to generate observations about what might be occurring at different points in the book.
4. Read the selected text aloud.
5. As a class, have the students brainstorm how the bison were important to the American Indians. List these ideas on the board.
6. Explain to the students that, in small groups, they will be creating freeze frames based upon one of the ideas listed on the board. Explain to the students that a freeze frame is a human snapshot of a moment in time. The students will arrange themselves into a position and freeze. The scene that they create should depict some aspect of the relationship between American Indians and bison.
7. Model this process for students by selecting one of the ideas on the board and portraying it (with student volunteers, if necessary) in a frozen pose.
8. Allow an appropriate amount of time for the students to form small groups, select the topic of their freeze frames, and practice them.
9. Invite the groups to perform their freeze frames for the class. Students in the audience will try to guess what the freeze frame is depicting (for example, students might portray the American Indians hunting the bison, using the bison hides for clothing, etc.).
10. Direct students’ attention back to the “Clues” chart paper. Ask the students if they can now explain why bison are on the Kansas quarter. Student responses should include that bison were very important to American Indians and that bison and many tribes of American Indians were found in Kansas.
11. Point out the question that was written on the board at the beginning of Session 1. Distribute an index card to each student and direct the students to answer the question. Students responses should include that the bison is important to the United States because of its relationship with American Indians in United States history.

Session 4

1. Review the “Clues” chart paper from the previous session. Review the discussion about the relationship between American Indians and bison in United States history.
2. Explain to the students that they will be creating an acrostic based on the word “bison” that will explain why bison are important in the United States.
3. Explain, if necessary, that an acrostic is made by using each letter in a word as the first letter of other words or phrases.



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4. To model this process, write the word “school” vertically on the board. Have the students generate a word or phrase starting with the letter “s” that describes some aspect of school. Write this word horizontally starting with the letter “s” in the word “school.”
5. Continue until the students have generated words or phrases for all of the letters in the word “school.”
6. Have the students brainstorm the words or phrases they will use for their “bison” acrostics on a piece of lined paper. Remind the students that they can use the information on the “Clues” chart for reference.
7. Distribute a piece of construction paper and markers or crayons to each student. Direct the students to illustrate their acrostics once they are done writing it out.
8. Allow an appropriate amount of time for the students to create and illustrate their acrostics.



ENRICHMENT/EXTENSIONS

- Have students analyze your state’s quarter, if available. Students can research the symbols depicted on the quarter reverse design and create an acrostic or pictograph for one of them, explaining the symbol’s importance to your state and/or the United States.
- Instead of an acrostic, have students create a pictograph of the word “bison.” Explain, if necessary, that students create pictographs by transforming each letter of the word “bison” into a picture of something that represents their importance to the United States. For example, the letter “O” in the word “bison” could be drawn to resemble the outer ring of a village of American Indians.



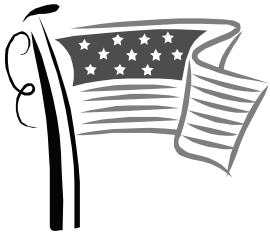
DIFFERENTIATED LEARNING OPTION

Instead of creating an acrostic, students can draw a picture portraying the importance of bison in the United States. Students can use inventive spelling to explain their picture² in one or two sentences.



CONNECTION TO WWW.USMINT.GOV/KIDS

Your students can learn more about the American Buffalo commemorative silver dollar by visiting the “Commemorative Coins” page of the United States Mint H.I.P. Pocket Change™ Web site! (www.usmint.gov/kids/index.cfm?FileContents=/kids/coinnews/commemoratives/2001.cfm)



Kansas Quarter Reverse

