

What Price for the Horse?

Based on the 2012 Native American \$1 Coin

Grades Seven and Eight



OBJECTIVES

Students will identify factors that influence economic activities and trade. The students will identify the three levels of economic activity.



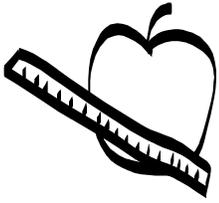
MATERIALS

- 1 overhead projector (optional)
- 1 overhead transparency or electronic version of the following:
 - “2012 Native American \$1 Coin” page
 - “Levels of Economic Activity” sheet
 - “Spread of the Horse Rubric”
- Copies of the following:
 - “Plains Indian Research” worksheet
 - “Before the Spread of the Horse” map
 - “After the Spread of the Horse” map
 - “Spread of the Horse Rubric”
- Copies of age-appropriate texts that contain information on Plains Indian, such as:
 - *Indians of the Plains* by Elaine Andrews
 - *Daily Life in a Plains Indian Village, 1868* by Michael Bad Hand Terry.
 - *The Native Tribes of North America : a Concise Encyclopedia* by Michael G. Johnson
 - *The Horse’s Return to America* by Hermann Viola
- Chart paper
- Examples of the Opinion section from several Sunday newspapers that contain articles written by experts in a field.
- Computers with Internet access



PREPARATIONS

- Make an overhead transparency (or photocopy) of each of the following:
 - “2012 Native American \$1 Coin” page
 - “Levels of Economic Activity” sheet
 - “Plains Indian Territory” map
 - “Spread of the Horse Rubric”



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- Make copies of each of the following:
 - “Before the Spread of the Horse” map (1 per student)
 - “After the Spread of the Horse” map (1 per student)
 - “Spread of the Horse Rubric” (1 per student)
 - “Plains Indian Research” worksheet (1 per student)
- Gather texts that contain information on Plains Indians (see examples under “Materials”).
- Gather newspapers with an Opinion section.
- Arrange to use the school computer lab for two sessions.
- Bookmark Internet sites that contain information about the Plains Indian, such as:
 - <http://americanindian.si.edu/exhibitions/horsenation/index.html>.
 - <http://www.sil.si.edu/DigitalCollections/BAE/Bulletin159/intro.htm>
- Make a chart with a Venn diagram labeled “Horse” and “Motorized Vehicles.”
- Make a chart with a brainstorm web labeled “Horse” in the center.



GROUPINGS

- Whole group
- Individual work



CLASS TIME

Five 45- to 60-minute sessions



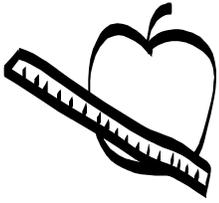
CONNECTIONS

- Social Studies
- Language Arts



TERMS AND CONCEPTS

- Quarter
- Levels of economic activity
- Tertiary
- Obverse (front)
- Primary
- Plains Indians
- Reverse (back)
- Secondary



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BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

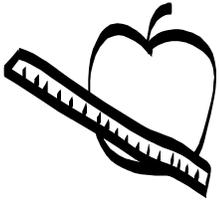
- Writing process
- Native Americans
- Natural resources
- Transportation
- Goods
- Persuasive writing
- Thesis statement
- Geographic regions of the United States



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” overhead transparency or electronic version. Tell the students that the back of the coin is called the reverse and “obverse” is another name for the front of a coin.
3. With the students, examine the coin design. Have the students identify the images and the writing included in this design. Focus specifically on the image of the horse. Explain to the students that the theme of this coin is “The Spread of the Horse.” Display the chart paper with the web labeled “Horse.” Ask the students to think of ideas related to the horse and write them on the web. If necessary, guide the students to look at the horse as a means of transportation.
4. Display the Venn diagram labeled “Horse” and “Motorized Vehicles.” Have the students compare the two as a means of transportation. If necessary, guide the students to focus on the speed of each and their ability to carry heavy loads.
5. Have the students brainstorm some ideas on how life would be different today if motorized vehicles had not been invented. Record student responses on chart paper.
6. Have the students write about what life would be like without motorized vehicles.
7. When the students are finished writing, have them share their writing with a partner. Add the student responses to the chart paper.
8. Review the geographic regions of the United States and the characteristics of each region. Explain to the students that prior to the 18th century, horses did not live in the area of the Plains Indians. They had to rely on themselves and on dogs for



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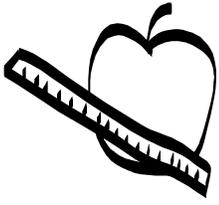
transportation. Then in the 18th century, the horse was introduced to the Plains Indian by the Spanish. Some of these horses escaped or were traded to the Native Americans.

Session 2

1. Review charts and map from the previous session.
2. Display the “Levels of Economic Activity” sheet. Explain to the students the different levels of economic activity. Review the sheet and the examples in the outside circles with the students.
3. Distribute the “Plains Indians Research” worksheet. Explain to the students that they will be researching the information to complete the worksheet.
4. Have the students use the printed texts or take the students to the computer lab to allow them time to research.

Sessions 3 and 4

1. Review the map and charts from the previous sessions.
2. Display copies of the Opinion section of several Sunday newspapers. Read several paragraphs from some of the articles on the front page of the section. If there are pictures or maps that accompany the article, discuss their use with the students and how they enhance the article. Explain to the students that these articles are usually written by members of the newspaper staff or by experts or authorities in that particular field. Explain to the students that these experts are interpreting facts and making a persuasive argument of their view on a particular topic. These experts cite facts and then draw conclusions from the facts.
3. Review persuasive writing and its audience with the students. Review writing a thesis statement for the persuasive writing. Explain to the students that they will be writing five paragraphs and the outline for the article is the following:
 - Introduction
 - Describe what life was like before the horse.
 - Describe what life was like after the horse.
 - Your opinion of why the horse was so important to the Plains Indian.
 - Conclusion
4. Explain to the students that they are becoming experts about the influence of the horse on the Plains Indians. Explain to the students that they will use their research to write their article. They are going to use 2 maps to show the trade routes and movement of the Plains Indians along with the products they traded to enhance their article.



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5. Distribute the “Before the Spread of the Horse” and the “After the Spread of the Horse” maps. Explain that each article will be accompanied by two maps. One will show trade and movement before the introduction of the horse and one will show trade and movement after the introduction of the horse.
6. Distribute copies of the “Spread of the Horse Rubric.” Review it with the students. Allow the students time to complete their maps and articles, emphasizing the use of the writing process.
7. When they are finished, have the students complete the rubric.
8. Display student work.



ASSESSMENT

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



ENRICHMENTS/EXTENSIONS

- Create a class newspaper and include the articles from the lesson.
- Post student articles on the school or class webpage if available.
- Highlight specific tribes from the Plains Indians cultural area and summarize the influence the horse had on their lives.



DIFFERENTIATED LEARNING OPTIONS

- Allow students to work in pairs or small groups.
- Allow students to complete the assignment orally.
- Locate visual or auditory sources for research.



CONNECTION TO WWW.USMINT.GOV/KIDS

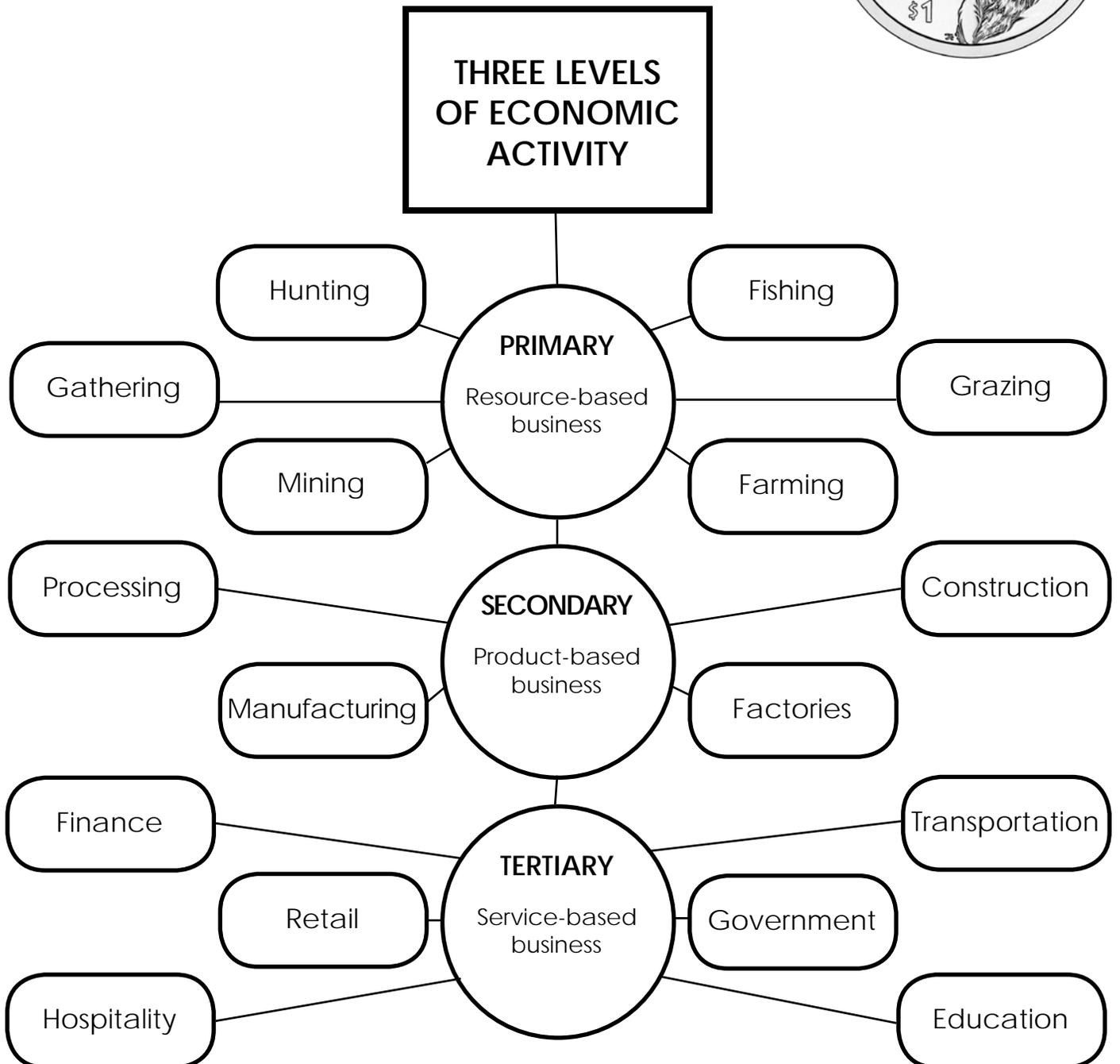
Have students learn more about fact and opinion through the “What An Accomplishment!” lesson plan based on the South Dakota quarter at www.usmint.gov/kids/teachers/lessonPlans/50sq/2006/0406-5.pdf.

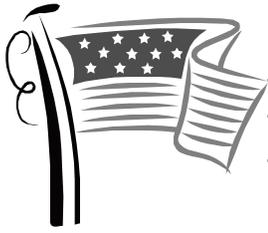


Name _____

Levels of Economic Activity

Directions: Groups of people and countries have different levels of economic activity based on their natural resources.

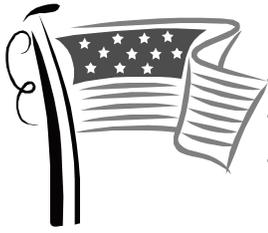




Name _____

Plains Indians Research

PARAMETER	BEFORE THE HORSE	AFTER THE HORSE
NATURAL RESOURCES AVAILABLE		
CULTURE/LIFESTYLE		
LEVEL OF ECONOMIC ACTIVITY		
MEANS OF TRANSPORTATION		
MAIN SOURCE OF FOOD		
GOODS TO BE TRADED		



Name _____

Spread of the Horse Rubric

Teacher _____

CATEGORY	4	3	2	1	SELF	TEACHER
Thesis Statement	Author's position is stated clearly and strongly.	Author's position is stated clearly.	Author's position is stated somewhat clearly.	Author's position is not clear.		
Accuracy	All supportive facts are reported accurately.	Almost all supportive facts are reported accurately.	Most supportive facts are reported accurately.	Few facts are reported accurately.		
Closing paragraph	Conclusion is strong and clear.	Conclusion is clear.	Conclusion is somewhat clear.	Conclusion is not clear.		
Sentence Structure	All sentences are well-constructed and structure varies.	Most sentences are well-constructed and there is some variety in structure.	Good construction but little or no variation in structure.	Most sentences are not well-constructed or varied.		
Grammar & Spelling	No errors in grammar or spelling.	1 or 2 errors in grammar or spelling.	3 or 4 errors in grammar or spelling.	More than 4 errors in grammar or spelling.		
Capitalization & Punctuation	No errors in capitalization or punctuation; essay is exceptionally easy to read.	1-2 errors in capitalization or punctuation, but essay is still easy to read.	A few errors in capitalization and punctuation, which interrupt the flow.	Several errors in capitalization and punctuation which interrupt the flow.		
Article Structure	Article follows the outline.	Article mostly follows the outline.	Article somewhat follows the outline.	Articles does not follow the outline.		
Maps	The maps correlate exactly with the writing.	The maps correlate closely with the writing.	The maps correlate somewhat with the writing.	Maps correlate little with the writing.		
Composing	The author followed all of the steps in the writing process.	The author followed most of the steps in the writing process.	The author followed some of the steps in the writing process.	The author followed few of the steps in the writing process.		
TOTALS						

Notes:



Name _____

Before the Spread of the Horse

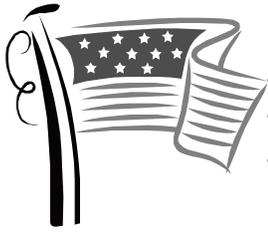
Teacher _____

Directions: Differentiate the cultural areas and tribes on the map with color and patterns as necessary to show trade and movement before the use of the horse spread among the Plains Indians.

KEY

-  Northwest Coast
-  Plateau
-  Great Basin
-  California
-  Southwest
-  Plains
-  Eastern Woodlands, Northeast
-  Eastern Woodlands, Southeast





Name _____

After the Spread of the Horse

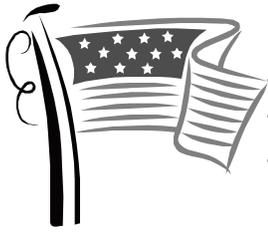
Teacher _____

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-  Northwest Coast
-  Plateau
-  Great Basin
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Name _____

2012 Native American \$1 Coin



Plains Indians Groups

Resource Page

Lakota

Blackfeet

Mandan

Dakota

Assiniboine

Hidatsa

Nakota

Lipan

Arikara

Cheyenne

Plains Apache

Comanche

Arapaho

Plains Cree

Kiowa

Crow

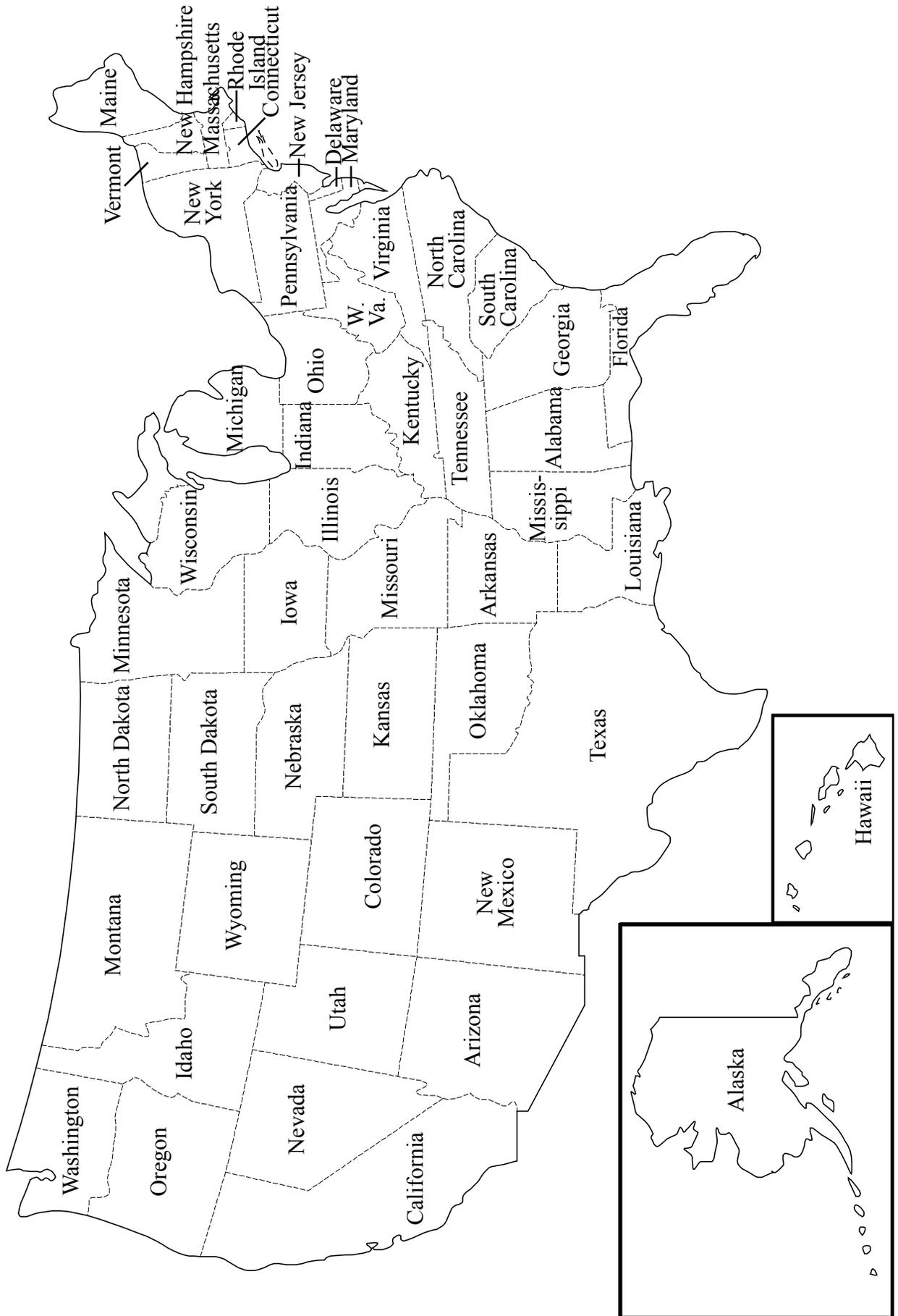
Sarsi

Gros Ventre

Shoshone



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

