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# Because of the Horse

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## Based on the 2012 Native American \$1 Coin

### Grades Four through Six

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### OBJECTIVES

Students will describe the impact that the introduction and expanded use of the horse had on Native American culture and lifestyles. Students will describe changes caused by the spread of the horse in terms of cause and effect. Students will apply the concept of change to another important invention in a specific society.



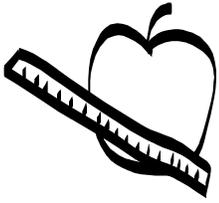
### MATERIALS

- 1 overhead projector or other classroom technology (optional)
- 1 overhead transparency (or equivalent) of the “2012 Native American \$1 Coin” page
- Copies of the following:
  - “Thanks to the Horse, of Course!” worksheet
  - “Cause and Effect Coin” worksheet
  - “Charting Effects of Change” worksheet
- 1 copy of an age-appropriate text that tells a fictional story, legend, or folktale about horses and Native Americans, such as:
  - *The Mud Pony* by Caron Lee Cohen
  - *Mystic Horse* by Paul Goble
  - *The Gift of the Sacred Dog* by Paul Goble
  - *The Girl Who Loved Wild Horses* by Paul Goble
  - *Daily Life In A Plains Indian Village 1868* by Michael “Badhand” Terry
  - *Sky Dogs* by Jane Yolen
- Age-appropriate materials for partner research that provide additional historical information about the spread of the horse and the effects on Native American culture, such as Internet websites, videos, textbooks, reference materials, and other texts.
- Internet access (optional)
- Chart paper
- Sticky notes
- Markers, pencils, and crayons



### PREPARATIONS

- Make an overhead transparency (or photocopy) of the “2012 Native American \$1 Coin” page



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- Make copies of the following:
  - “Thanks to the Horse, of Course!” worksheet (1 per student)
  - “Cause and Effect Coin” worksheet (1 per student)
  - “Charting Effects of Change” worksheet (1 per student)
- Locate a text that tells a fictional story, legend, or folktale about horses and Native Americans (see examples under “Materials”).
- Locate materials for partner research that provide additional historical information about the spread of the horse and the effects on Native American culture/lifestyle (see examples under “Materials”).
- Prepare a T-Chart labeled “Before Horses” and “After Horses.”



## GROUPINGS

- Whole group
- Pairs
- Small group
- Individual work



## CLASS TIME

Three 45- to 60-minute sessions



## CONNECTIONS

- Social Studies
- Language Arts



## TERMS AND CONCEPTS

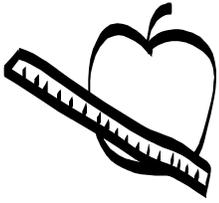
- Quarter
- Cause and effect
- Lifestyle
- Obverse (front)
- Transportation
- Economics
- Reverse (back)
- Food



## BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

- Native Americans
- Plains Indians
- Culture
- Trade
- Change over time



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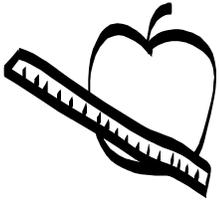
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## STEPS

### Sessions 1 and 2

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 a coin is called the reverse, and “obverse” is another name for the front.
3. Ask the students to examine the coin image and tell you what they see in this image. Explain to the students that the theme of this coin is “The Spread of the Horse.” Remind the students that the horse was very important to the Plains Indians.
4. Introduce the students to the selected fictional text about Native Americans and horses. Explain to the students that they will be listening to a story, legend, or folktale that represents the special relationship that Plains Indians had with horses. Read the text aloud. After reading, ask the students to briefly share with a partner why they think the horse was so important to the Plains Indians.
5. Remind the students that they have learned much about Native Americans and the various regions and tribes of the United States. Explain to the students that, while horses were eventually important to these people, they were not always present.
6. Display the T-chart labeled “Before Horses” and “After Horses” and encourage the students to think about what the lives of the Plains Indians might have been like both before and after the wide use of horses. Ask the students to work in pairs or small groups to brainstorm and record ideas on sticky notes. After their brainstorming, ask each pair or group to share their ideas and stick the notes to the main chart.
7. Distribute the “Thanks to the Horse, of Course!” worksheet. As a review, have the students recall and note the most important information gathered in the previous session about Native American life before and after horses.
8. Explain to the students that they will be researching additional information about the importance of the spread of horses to the culture and lifestyle of Native American of the plains. Allow the students time to work with partners using text and/or Internet resources. Ask the students to record their notes on the “Thanks to the Horse, of Course!” worksheet.
9. After time for research, ask the pairs to share their findings and add any new information to the class chart as appropriate.
10. Introduce and post the following terms on chart paper: “Transportation,” “Food,” “Trade,” “Lifestyle,” and “Economics.” Review the definitions of these terms as needed. Ask the teams to take a few more minutes to brainstorm any additional ideas about the spread of horses after discussing these terms. Share and add any



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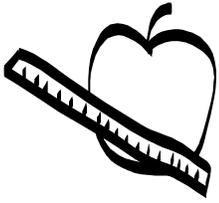
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new ideas to the “Before/After Horses” chart. As a class, create a summary statement to add to the bottom of the chart.

11. Discuss the terms “cause and effect.” If necessary, tell the students “cause” is why something happens and “effect” is what happens as a result. Discuss the meanings of these words using simple classroom examples. Examples might include:
  - What are the effects of the fire alarm sounding?
  - What are the effects of rainy weather?
  - What was the cause of extra recess?
  - What was the cause of extra homework?
12. Ask the students to shift their thinking about Native American life before and after horses to focus on cause and effect. What was the cause of the change? What were the effects? Discuss these ideas as a class.
13. Distribute the “Cause and Effect Coin” worksheet. Review the directions with the students. Tell the students they will write a paragraph based on the following prompt and the gathered information: If the spread of the horse was the cause of change, what were the effects of this change?
14. Have the students cut out the coin circles and glue them on construction paper, then share their work with their peers. As time allows, the paragraphs can also be illustrated. Display the coins in the classroom.
15. Explain to the students that in the next session they will be applying their understanding of cause and effects to another invention that led to significant cultural/lifestyle change.

### Session 3

1. Display the “2012 Native American \$1 Coin” page. Review with the students the charts and material covered in the previous sessions, particularly the importance of horses to some Native Americans, and the causes and effects of the change related to the spread of the horse.
2. Ask the students to brainstorm other major discoveries or inventions that caused significant cultural change, perhaps in the areas of transportation, food, lifestyle, or economics. Create a list on chart paper. Ideas may include fire, the wheel, electricity, phone, car, and paper/coin money.
3. Distribute and explain the “Charting Effects of Change” worksheet. Ask the pairs or small groups of students to each choose a different idea from the chart and identify the effects of this new discovery or invention using the worksheet.
4. Have the students present their ideas to the class.



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## 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 specific Native American tribes and their use of horses.
- Have students read other legends and fictional stories from Native American culture, then create their own Native American story involving horses.
- Have students research, write about, and share other major changes that affected the Native Americans using the cause and effect framework.



## DIFFERENTIATED LEARNING OPTIONS

- Allow students to work in pairs to create their "Cause and Effect Coin" paragraphs.
- Allow students to dictate written responses or use word processing.
- Provide more structured materials for research to limit the amount of sources need to review.



## CONNECTION TO [WWW.USMINT.GOV/KIDS](http://WWW.USMINT.GOV/KIDS)

- Have students learn more about Native Americans and the spread of the horse through the 2012 Native American \$1 Coin lesson plan for grades 7 and 8.
- Have students learn more about Native Americans through other Native American \$1 Coin lesson plans for grades 4 through 6 at [www.usmint.gov/kids/teachers/lessonPlans/nativeAmerican/download.cfm](http://www.usmint.gov/kids/teachers/lessonPlans/nativeAmerican/download.cfm).
- Have students learn more about an influential Native American using the Golden Dollar featuring Sacagawea lesson plan for grades 3 through 5 at [www.usmint.gov/kids/teachers/lessonPlans/viewLP.cfm?lessonPlanId=120](http://www.usmint.gov/kids/teachers/lessonPlans/viewLP.cfm?lessonPlanId=120).
- Have the students learn more about cause and effect using the Utah quarter lesson plan for grades 2 and 3 at [www.usmint.gov/kids/teachers/lessonPlans/50sq/2007/0203.pdf](http://www.usmint.gov/kids/teachers/lessonPlans/50sq/2007/0203.pdf).



Name \_\_\_\_\_

# Thanks to the Horse, of Course

**Directions:** Using class discussions and information gathered from the Internet, texts, or reference materials, make notes about Native American life both before and after the spread of the horse. Summarize your notes in a final statement.



BEFORE THE SPREAD OF THE HORSE	AFTER THE SPREAD OF THE HORSE

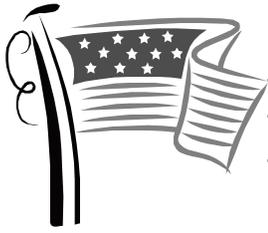
Summary \_\_\_\_\_

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Name \_\_\_\_\_

# Cause and Effect Coin

**Directions:** Using class discussions and other research, write a paragraph about the effects the spread of the horse had on Native American life, then illustrate the effects.



## CAUSE AND EFFECT

If the spread of the horse was the cause of change, what were the effects of this change?

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Name \_\_\_\_\_

# Charting the Effects of Change

**Directions:** Brainstorm the effects on society of an invention or a specific advancement, similar to the cultural changes that resulted from the spread of the horse among Native Americans, then illustrate these effects.



**CAUSE**

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**EFFECT**

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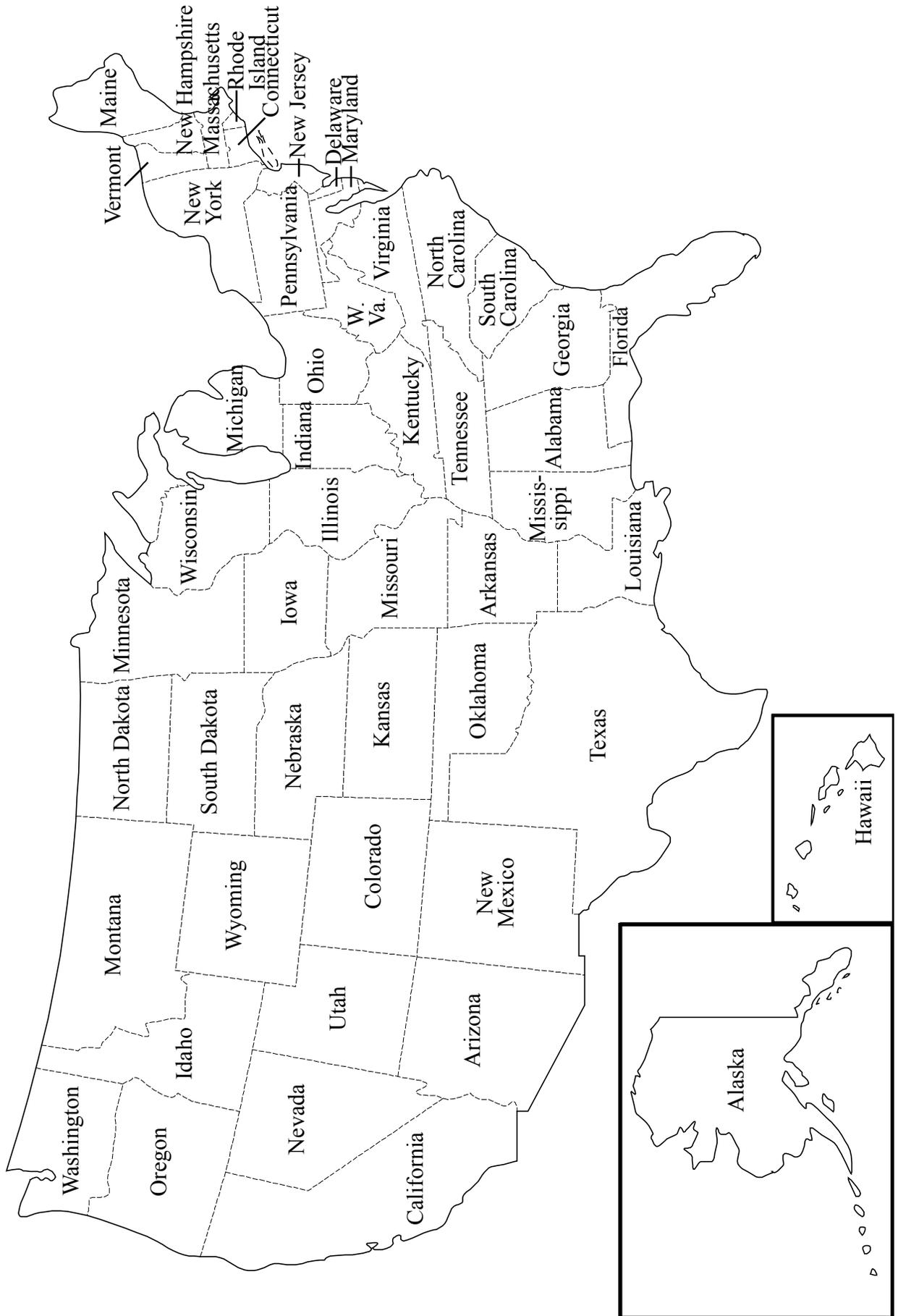


Name \_\_\_\_\_

# 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

