

### Overview

This lesson is designed to help students identify and explain the importance of landmarks and historic sites in their community. The Tallgrass Prairie National Preserve near Cottonwood Falls is used as an example. Included are four *Read Kansas* cards that identify and explain its importance as an historic site. These are written in four different text types: narrative, expository, technical, and persuasive. Students will complete a worksheet to identify each text type. They then will select one of these four text types to write about their school. The lesson is designed to take four class periods but can be adjusted to meet individual class schedules.

### Standards

Current standards can be found on [kshs.org](http://kshs.org).

### Objectives

Content:

- The student will identify two reasons why the Tallgrass Prairie National Preserve is an important historic site.
- The student will identify one important landmark in his or her community.

Skills:

- The student will recognize the differences between narrative, expository, technical, and persuasive texts.

### Essential Questions

- What is a landmark or historic site?
- Why do people want to preserve these places?

## Activities

This activity uses the following *Read Kansas* cards:

- **My Trip to the Tallgrass Prairie National Preserve**
- **Creating the Tallgrass Prairie National Preserve**
- **Visit the Tallgrass Prairie National Preserve**
- **Preserving the Prairie**

### Day 1:

1. Begin by leading a discussion on landmarks and historic sites.
  - A simple definition is that a landmark or an historic site is a place of historical or environmental importance.
  - Ask the class for examples of landmarks or historic sites in their community or region. Have them describe them and explain why they think those things are important.
  - Invite students to bring brochures from any important places they have visited. Place them around the room.
2. Explain that the class will be learning about one important place in Kansas: the Tallgrass Prairie National Preserve near Cottonwood Falls.
  - Ask if anyone has visited that historic site. If so, why does he or she think it is important?
3. Explain that the students will be learning about the Tallgrass Preserve by reading four different *Read Kansas* cards. The cards are written in four text types: narrative, expository, technical, and persuasive.
  - Explain that authors select a text type that they feel will best convey information to the reader.
  - Learning about text types will aid the student in comprehension.
4. Distribute the **My Trip to the Tallgrass Prairie National Preserve Read Kansas** card. This is an example of a **narrative** text type. Narrative writing is used to describe an experience, event, or sequence of events in the form of a story. It is written often as fiction.
  - Have a student read aloud the title of the **My Trip to the Tallgrass Prairie National Preserve Read Kansas** card.
  - Remind them that the information in this *Read Kansas* card is written as a story.
  - Have the students read the **My Trip to the Tallgrass Prairie National Preserve Read Kansas** card.
5. Distribute a copy of the **Text Types** worksheet to every student. Have the students write under the correct text type heading the title of this *Read Kansas* card.
  - Review the list of characteristics of narrative text with the class and ask them to find examples of each of these in the **My Trip to the Tallgrass Prairie National Preserve Read Kansas** card.

### Day 2

1. Distribute the **Creating the Tallgrass Prairie National Preserve Read Kansas** card. This is an example of an **expository** text type. Expository writing is used to explain or inform. This is nonfiction because the information can be verified as true.

- Have a student read aloud the title of the **Creating the Tallgrass Prairie National Preserve** *Read Kansas* card.
  - Remind students that this *Read Kansas* card is written in a style similar to what they would find in their textbooks.
  - Have the students read the **Creating the Tallgrass Prairie National Preserve** *Read Kansas* card.
2. Complete the lesson using the **Text Types** worksheet following the steps outlined on Day 1.

### Day 3

1. Distribute the **Visit the Tallgrass Preserve** *Read Kansas* card. This is an example of a **technical** text type. Technical writing is also nonfiction. The author provides the reader with information to do a task. It often includes steps to follow or is illustrated by a graphic image such as a chart or drawing.
  - Have a student read aloud the title of the **Visit the Tallgrass Prairie National Preserve** *Read Kansas* card.
  - Remind them that this *Read Kansas* card is written in a style used for brochures and instruction manuals.
  - Have the students read the **Visit the Tallgrass Prairie National Preserve** *Read Kansas* card.
2. Complete the lesson using the **Text Types** worksheet following the steps outlined on Day 1.

### Day 4

1. Distribute the **Preserving the Prairie** *Read Kansas* card. This is an example of a **persuasive** text type. Persuasive is used to give a viewpoint or opinion that will persuade the reader to adopt a particular opinion or perform an action. This is nonfiction writing.
  - Have a student read aloud the title of the **Preserving the Prairie** *Read Kansas* card.
  - Remind them that this *Read Kansas* card is written in a style used in advertisements and book reviews.
  - Have students read the **Preserving the Prairie** *Read Kansas* card.
2. Complete the lesson using the **Text Types** worksheet following the steps outlined on Day 1.
3. Have students practice using text types by assigning a writing lesson.
  - The topic for this assignment can be their school since it is a place with which they are very familiar. (Another option would be to use a local landmark if the entire class is familiar with the landmark.)
  - Divide the class into four groups and assign one text type to each group.
  - Students should write a paragraph using that text type. If it is technical writing, have the students write a simple brochure.

## Assessment

1. Evaluate the students' ability to describe features of the four text types by completing the **Text Types** worksheet.
2. Evaluate the students' ability to write a paragraph using one of the four text types.

## For the Teacher

The history standard states: “The student locates and explains the importance of landmarks and historical sites within the community of his or her region of Kansas.” It is impossible to create *Read Kansas* cards for every landmark or historical site in Kansas. Instead, information is provided on only one historic site and that information is presented using four different text types. If you wish to teach about a local landmark, you and your class will need to identify that landmark or historic site and acquire information about it. Online sources for landmarks and historic sites in Kansas include [www.kshs.org](http://www.kshs.org) and [www.travelks.com](http://www.travelks.com).

The following is from the Kansas State Department of Education website [www.ksde.org](http://www.ksde.org):

### Narrative Text – Reading for the Story

**Narrative text** – often fiction in which the values are used to describe and/or explain human behavior. It involves a setting and a character or characters who are involved in one or more conflicts (e.g., interpersonal, internal, with society). Theme may be directly stated or implied. The piece makes sense when read from beginning to end.

Narrative Characteristics:

- Tells a story.
- Contains well-developed characters.
- Contains a setting describing where or when the story takes place.
- Contains a carefully fashioned plot with a problem and resolution.
- Contains a theme that explains the meaning of the story.
- Contains vocabulary used to enrich understanding of the story.
- May be written in first, second, or third person.

Traditional Narrative Structure:

- Has a beginning, middle, and end.

Narrative Text Types include:

- Biographies (depending on text structure), drama, diaries, excerpts from novels, fables, fantasies, folk tales, historical fiction, legends, mysteries, myths, novels, personal narratives, plays, poetry, mysteries, science fiction, short stories, sitcoms, tall tales, etc.

### Expository Text - Reading for Information

**Expository text** – nonfiction in which the author seeks to explain or inform. The information presented can be verified as true. Common structures within expository text include description, comparison/contrast, cause/effect, problem/solution, sequence, or a combination of such structures.

Expository Characteristics:

- To inform, explain, describe, enumerate, discuss, compare/contrast, and problem-solve.
- Subject orientated; is focused on a specific topic.
- Multiple organizational patterns, such as context clues or text features.
- Difficult to predict based on content.

- Various text patterns are signaled by different headings, subheadings, and signal words.
- Contains facts and information using clear and precise dialogue.

Expository Structure:

- Includes definition, description, process (collection, time order, or listing) classification, comparison, analysis, and persuasion.

Expository Text Types include:

- ABC books, autobiographies, biographies, essays, book reports, brochures, cartoons, catalogs, comics, complaints, definitions, government reports, graphs and charts, interviews, invitations, journals, lists, memoirs (depends on purpose and text structure), newspaper/magazine articles, recounts of an event, research papers, speeches, etc.

### **Technical Text - Reading to Reach an End**

**Technical text** – nonfiction text in which the author gives information to the reader that may be used to perform a task, including planning and decision-making. The material to be read may include explicit steps to follow or the steps may be implied in a graphic format.

Technical Characteristics:

- Sentences are commonly shortened or fragmented.
- Numbered or bulleted lists are commonly used.
- Employs dictionary meaning of words.
- Focused on an identified topic.
- Is organized in a logical and orderly way.
- Hierarchical organization in which information may be accessed at random.
- Domain-specific terminology.
- Avoidance of humor, vague terms, figurative language, and interrogative and imperative sentences.
- Often employs subordination suggesting cause and effect.
- There is a balance of white space and text.

Technical Text Types include:

- Brochures, classified ads, consumer information, directions, floor plans, forms, graphs and charts, how-to guides, instructions, job preparation manuals, job related materials, maps, menus, questionnaires, recipes, regulations, schedules, school forms, syllabi, transcripts, warranties, etc.

### **Persuasive Text - Reading to Consider an Action**

**Persuasive text**—nonfiction in which the author intends to convince the reader to adopt a particular opinion or to perform a certain action.

Persuasive Characteristics:

- To take an informed stand on an issue using persuasive reasons and elaborating on those reasons.
- The author considers the state of the reader's emotion, beliefs, desires, and commitments.
- Attempts to solve a problem by invoking change.

- Written to convince the reader to adopt the writer's point of view.
- Focuses on a central purpose and sometimes relies on propaganda and sarcasm.
- Author uses appeal to reason, emotional appeal, and endorsement by an influential figure (e.g., bandwagon approach, glittering generalities, testimonials, citing authority, statistics, other techniques that appeal to reason or emotion).

**Persuasive Text Structure:**

- Introduction to the problem.
- Background to the problem.
- Proposal to remedy the problem.
- Argument for the proposal.
- Refutation of opposing sides.
- Call to action.

**Persuasive Text Types include:**

- Advertisements, book reviews, brochures, business letters, charitable campaign appeals, commercials, debates (written), editorials, essays, letters to the editor, movie critiques, political campaign literature, position papers, posters, single editorials or letters, speeches, etc.

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**Resources for this lesson are from:**

- Kansas State Historical Society collections
- National Park Service, Tallgrass Prairie National Preserve
- Kansas Geological Survey
- Yvonne O'Brien (Trip to Tallgrass Prairie National Preserve) and (Preserving the Prairie)
- Chad Jackson (Visit Tallgrass Prairie National Preserve)
- Trevor Goodwin (Preserving the Prairie)
- Dan Varner (Preserving the Prairie)

Name: \_\_\_\_\_

## Text Types

### **NARRATIVE** (Reading for the story)

1. Tells a story
2. Contains characters
3. Contains a setting describing where or when the story takes place
4. Has a beginning, middle, and end
5. It is fictional

Which *Read Kansas* card is **Narrative**?

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### **EXPOSITORY** (Reading for information)

1. Contains facts
2. Informs, explains, and describes
3. Focuses on a specific topic
4. It is non-fiction

Which *Read Kansas* card is **Expository**?

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### **TECHNICAL** (Reading to reach an end)

1. Used to help reader perform a task
2. Sentences are short and fragmented
3. Uses lists
4. Is organized in an orderly way
5. It is non-fiction

Which *Read Kansas* card is **Technical**?

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### **PERSUASIVE** (Reading to recognize an opinion)

1. Takes a stand on an issue
2. Tries to convince the reader to agree with the writer
3. Written to solve a problem
4. Writer appeals to the reader's emotions
5. It is non-fiction

Which *Read Kansas* card is **Persuasive**?

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