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.

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?
Day 1:

1. Distribute the "Creating the Tallgrass Prairie National Preserve" Read Kansas card.

   • Review the list of characteristics of a narrative text type with the class and ask them to write under the correct text type heading the title of this Read Kansas card.
   • Have the students read the title of the Tallgrass Prairie National Preserve.
   • Remind them that the information in this Tallgrass Prairie National Preserve card is written as a story.
   • Have a student read aloud the title of 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 Tallgrass Prairie National Preserve Read Kansas card.

2. Assign the following tasks:

   • Place copies of each of these in the My Trip to the Tallgrass Prairie National Preserve Read Kansas card.
   • Place the following text types worksheet to every student. Have the students complete the worksheet.

Day 2:

1. Distribute the "Visit the Tallgrass Prairie National Preserve" Read Kansas card.

   • Have the students read the title of the Tallgrass Prairie National Preserve Read Kansas card.

2. Assign the following tasks:

   • Place copies of each of these in the My Trip to the Tallgrass Prairie National Preserve Read Kansas card.
   • Place the following text types worksheet to every student. Have the students complete the worksheet.

Activities:

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

This activity uses the following Read Kansas cards:

- "Creating the Tallgrass Prairie National Preserve"
- "Visit the Tallgrass Prairie National Preserve"
- "Preserving the Prairie"
- "My Trip to the Tallgrass Prairie National Preserve"
### Assessmenrt

2. Complete the lesson using the **Text Types** worksheet following the steps outlined on Day 4.

   1. Distribute the Preserving the Prairie Read Kansas card.
   2. Have the students read aloud the title of the **Preserving the Prairie Read Kansas** card.
   3. Remind them that this Read Kansas card is written in a style used in nonfiction writing.

   **Preserving the Prairie Read Kansas**

4. Day 4

   1. Have the students read about the title of the **Visit the Tallgrass Prairie National Preserve** card.
   2. Remind them that this Read Kansas card is written in a style used for brochures.

   **Visit the Tallgrass Prairie National Preserve**

Day 3

1. Distribute the Visit the Tallgrass Prairie National Preserve Read Kansas card.

   1. Have a student read aloud the title of the **Visit the Tallgrass Prairie National Preserve** card.
   2. Remind them that this Read Kansas card is written in a style used for brochures.

   **Visit the Tallgrass Prairie National Preserve**

Day 2

2. Complete the lesson using the **Text Types** worksheet following the steps outlined on Day 3.

   1. Distribute the **Visit the Tallgrass Prairie National Preserve** Read Kansas card.
   2. Have the students read aloud the title of the **Visit the Tallgrass Prairie National Preserve** card.
   3. Remind them that this Read Kansas card is written in a style used for brochures.

   **Visit the Tallgrass Prairie National Preserve**

Day 1

2. Complete the lesson using the **Text Types** worksheet following the steps outlined on Day 2.

   1. Distribute the **Visit the Tallgrass Prairie National Preserve** Read Kansas card.
   2. Have the students read aloud the title of the **Visit the Tallgrass Prairie National Preserve** card.
   3. Remind them that this Read Kansas card is written in a style used for brochures.

   **Visit the Tallgrass Prairie National Preserve**

Day 4

2. Complete the lesson using the **Text Types** worksheet following the steps outlined on Day 3.

   1. Distribute the **Visit the Tallgrass Prairie National Preserve** Read Kansas card.
   2. Have the students read aloud the title of the **Visit the Tallgrass Prairie National Preserve** card.
   3. Remind them that this Read Kansas card is written in a style used for brochures.

   **Visit the Tallgrass Prairie National Preserve**

Day 3

1. Distribute the **Visit the Tallgrass Prairie National Preserve** Read Kansas card.

   1. Have a student read aloud the title of the **Visit the Tallgrass Prairie National Preserve** card.
   2. Remind them that this Read Kansas card is written in a style used for brochures.

   **Visit the Tallgrass Prairie National Preserve**

Day 2

2. Complete the lesson using the **Text Types** worksheet following the steps outlined on Day 1.

   1. Distribute the **Visit the Tallgrass Prairie National Preserve** Read Kansas card.
   2. Have the students read aloud the title of the **Visit the Tallgrass Prairie National Preserve** card.
   3. Remind them that this Read Kansas card is written in a style used for brochures.

   **Visit the Tallgrass Prairie National Preserve**

Day 1

2. Complete the lesson using the **Text Types** worksheet following the steps outlined on Day 4.

   1. Distribute the **Visit the Tallgrass Prairie National Preserve** Read Kansas card.
   2. Have the students read aloud the title of the **Visit the Tallgrass Prairie National Preserve** card.
   3. Remind them that this Read Kansas card is written in a style used for brochures.

   **Visit the Tallgrass Prairie National Preserve**

Day 4

2. Complete the lesson using the **Text Types** worksheet following the steps outlined on Day 3.

   1. Distribute the **Visit the Tallgrass Prairie National Preserve** Read Kansas card.
   2. Have the students read aloud the title of the **Visit the Tallgrass Prairie National Preserve** card.
   3. Remind them that this Read Kansas card is written in a style used for brochures.

   **Visit the Tallgrass Prairie National Preserve**

Day 3

1. Distribute the **Visit the Tallgrass Prairie National Preserve** Read Kansas card.

   1. Have a student read aloud the title of the **Visit the Tallgrass Prairie National Preserve** card.
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   **Visit the Tallgrass Prairie National Preserve**

Day 2

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   1. Distribute the **Visit the Tallgrass Prairie National Preserve** Read Kansas card.
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   **Visit the Tallgrass Prairie National Preserve**

Day 1

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   1. Distribute the **Visit the Tallgrass Prairie National Preserve** Read Kansas card.
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   **Visit the Tallgrass Prairie National Preserve**

Day 4

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   1. Distribute the **Visit the Tallgrass Prairie National Preserve** Read Kansas card.
   2. Have the students read aloud the title of the **Visit the Tallgrass Prairie National Preserve** card.
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   **Visit the Tallgrass Prairie National Preserve**

Day 3

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   1. Have a student read aloud the title of the **Visit the Tallgrass Prairie National Preserve** card.
   2. Remind them that this Read Kansas card is written in a style used for brochures.

   **Visit the Tallgrass Prairie National Preserve**

Day 2

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   1. Distribute the **Visit the Tallgrass Prairie National Preserve** Read Kansas card.
   2. Have the students read aloud the title of the **Visit the Tallgrass Prairie National Preserve** card.
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   **Visit the Tallgrass Prairie National Preserve**

Day 1

2. Complete the lesson using the **Text Types** worksheet following the steps outlined on Day 4.

   1. Distribute the **Visit the Tallgrass Prairie National Preserve** Read Kansas card.
   2. Have the students read aloud the title of the **Visit the Tallgrass Prairie National Preserve** card.
   3. Remind them that this Read Kansas card is written in a style used for brochures.

   **Visit the Tallgrass Prairie National Preserve**

Day 4

2. Complete the lesson using the **Text Types** worksheet following the steps outlined on Day 3.

   1. Distribute the **Visit the Tallgrass Prairie National Preserve** Read Kansas card.
   2. Have the students read aloud the title of the **Visit the Tallgrass Prairie National Preserve** card.
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   **Visit the Tallgrass Prairie National Preserve**

Day 3

1. Distribute the **Visit the Tallgrass Prairie National Preserve** Read Kansas card.

   1. Have a student read aloud the title of the **Visit the Tallgrass Prairie National Preserve** card.
   2. Remind them that this Read Kansas card is written in a style used for brochures.

   **Visit the Tallgrass Prairie National Preserve**

Day 2

2. Complete the lesson using the **Text Types** worksheet following the steps outlined on Day 1.

   1. Distribute the **Visit the Tallgrass Prairie National Preserve** Read Kansas card.
   2. Have the students read aloud the title of the **Visit the Tallgrass Prairie National Preserve** card.
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   **Visit the Tallgrass Prairie National Preserve**

Day 1

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   1. Distribute the **Visit the Tallgrass Prairie National Preserve** Read Kansas card.
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   3. Remind them that this Read Kansas card is written in a style used for brochures.

   **Visit the Tallgrass Prairie National Preserve**

Day 4

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   1. Distribute the **Visit the Tallgrass Prairie National Preserve** Read Kansas card.
   2. Have the students read aloud the title of the **Visit the Tallgrass Prairie National Preserve** card.
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   **Visit the Tallgrass Prairie National Preserve**

Day 3

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   1. Have a student read aloud the title of the **Visit the Tallgrass Prairie National Preserve** card.
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   **Visit the Tallgrass Prairie National Preserve**

Day 2

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   **Visit the Tallgrass Prairie National Preserve**

Day 1

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   1. Distribute the **Visit the Tallgrass Prairie National Preserve** Read Kansas card.
   2. Have the students read aloud the title of the **Visit the Tallgrass Prairie National Preserve** card.
   3. Remind them that this Read Kansas card is written in a style used for brochures.

   **Visit the Tallgrass Prairie National Preserve**

Day 4

2. Complete the lesson using the **Text Types** worksheet following the steps outlined on Day 3.
Historic Places in Kansas - 4

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 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 and gather information about it. Online sources for landmarks and historic sites in Kansas include www.khs.org and www.travelks.com. The following is from the Kansas State Department of Education website 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. 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.

**Narrative Structure:**
- May be written in first, second, or third person.
- Contains a theme that explains the meaning of the story.
- Contains a carefully fashioned plot with a problem and resolution.
- Contains a setting describing where or when the story takes place.
- Contains well-developed characters.

For the Teacher
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.

Characteristics:

- Attempts to solve a problem by invoking change.
- Communicates the author's stance on the issue using persuasive reasons and elaborating on those reasons.
- Takes an informed stand on an issue using persuasive reasons and elaborating on the reasons.

Expository Text Types include:

- Textbooks, manuals, questionnaires, recipes, regulations, schedules, school forms, syllabi, and charts, how-to guides, instructions, job preparation manuals, job related materials.
- Brochures, manifests, ads, consumer information, directories, floor plans, forms, graphics, presentations, warranties, etc.

Expository Text - Reading to Reach an End

Expository text – nonfiction in which the reader needs to have the information in order to perform a task.

Characteristics:

- There is a balance of white space and text.
- Often employs supports in the form of diagrams, cause and effect, implicative sentences, etc.
- Emphasizes cause and effect.
- Avoids obfuscation of numbers. Quantitative, linguistic, and inferential language.
- Hierarchical organization in which information may be accessed at random.
- Is organized in a logical and orderly way.
- Focused on an identified topic.
- Employs dictionary meanings of words.
- Numerical or bulleted lists are commonly used.
- Sentences are commonly shown or fragmented.

Technical Text Types include:

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

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.

Characteristics:

- Speeches, etc.
- Structure: newspaper/magazine articles, recounts of an event, research papers, interviews, editorials, journals, letters, memos (depends on purpose and text).: government reports, graphs and charts, articles, biographies, how-to guides, biographies, essays, book reports, brochures, cartoons.
- ABC books, autobiographies, biographies, essays, book reports, brochures, cartoons.

Expository Text Types include:

- Comparison, analysis, and persuasion.

Expository Structure:

- Contains facts and information using clear and precise dialogue.
- Words
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:

- Letters, speeches, etc.
- Articles, political campaigns, literature, position papers, posters, single editorials, or advertisements, book reviews, brochures, business letters, charitable campaigns

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)
- Trevor Goodwin (Visiting Tallgrass Prairie National Preserve)

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# 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**?