



# The United States Mint Has Big Plans for You!

Kids and coin collecting go hand in hand! By downloading these Native American \$1 Coin Program lesson plans, you are able to bring the excitement of America's quarter craze right into your own classroom.

Launched in 2009, the Native American \$1 Coin Program is an ongoing coin initiative commemorating the contributions of American Indians to the growth of the United States. Once a year, a new limited-edition \$1 coin that displays a relevant theme is released into general circulation.

The United States Mint is offering the public for free four new sets of lesson plans (one for grades K and 1, the second for grades 2 and 3, the third for grades 4 through 6, and the fourth for grades 7 and 8). All are designed to bring to life the intertwined history of Native Americans and the formation of the United States. Moreover, these plans, created and reviewed by teachers to meet your curricular goals, draw upon the specific designs of the Native American \$1 Coin reverses to help inspire students to learn about the culture, geography, and heritage of our land.

Each set of lesson plans blends clear instructions with kid-friendly reproducible worksheets, background information, and answer keys to help make instruction easier for you!

Within the Native American \$1 Coin Program lesson plans, you will also notice a strong connection to the United States Mint H.I.P. Pocket Change™ Web site. A special "connections" section shows you ways to supplement the activities with fun and educational resources available on the site!

The H.I.P. Pocket Change Web site, at [www.usmint.gov/kids](http://www.usmint.gov/kids), is dedicated to promoting lifelong pleasure in coins and coin collecting. Through games, informational features, and interactive animated cartoons, the site introduces students to what's "H.I.P." about coins: they're "History In your Pocket."

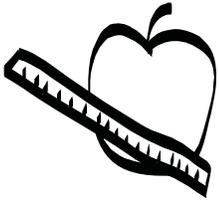
The United States Mint is proud to be taking such an active role in promoting knowledge about American Indian culture and history among America's youth. Take some time to explore all of the high-quality educational resources available on the United States Mint H.I.P. Pocket Change Web site, including the materials related to the Native American \$1 Coin Program! We hope that you find these resources to be an extremely valuable addition to your classroom.

Visit us online at  
[www.usmint.gov/kids/teachers](http://www.usmint.gov/kids/teachers)



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# Our Own Tree of Peace

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## Based on the 2010 Native American \$1 Coin

### Grades Two and Three

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### OBJECTIVE

Students will define the term “peace.” Students will construct a tree of peace that lists ways the students can get along with each other in class. Students will listen to and identify important ideas within a story.



### MATERIALS

- Copies of the following:
  - “2010 Native American \$1 Coin” page
  - “Making Peace” worksheet
  - “Tree Template”
- 1 overhead projector
- Construction paper for hand prints
- Paper for student drawings of important ideas
- Chart Paper
- Markers



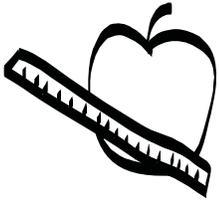
### PREPARATIONS

- Make copies of the “Making Peace” worksheet (1 per group or per class)
- Make an overhead transparency of each of the following:
  - “2010 Native American \$1 Coin” page
  - “Tree Template”
- Copy or trace the “Tree of Peace” template onto chart paper so that it is large enough to hold each student’s hand prints on the branches. You could make a transparency of the tree, then project the enlarged transparency onto the chart paper and trace it.
- Trace a hand print onto construction paper for each student and cut them out.



### GROUPINGS

- Whole group
- Small groups
- Independent work



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# Our Own Tree of Peace

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## CLASS TIME

Three 30- to 45-minute sessions



## CONNECTIONS

- Social Studies
- Language Arts
- Art



## TERMS AND CONCEPTS

- Obverse (front)
- Reverse (back)
- Dollar
- Peace
- Unity
- Tribe
- Important



## BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

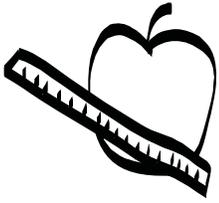
- Actions that help people cooperate and get along
- Copying simple terms from the board



## STEPS

### Session 1

1. Describe the Native American \$1 Coin Program for background information.
2. Display the transparency or photocopy of the “2010 Native American \$1 Coin” page. Tell the students that the back of a coin is called the reverse, and “obverse” is another name for the front.
3. Focus on the words “Great Law of Peace” in the coin design. Explain that the image on the coin is one way to help people remember (symbolize) the Great Law of Peace, a law created by certain Native American groups.
4. Post the word “Peace” on a piece of chart paper large enough for each student to see.
5. Lead the class in a discussion about what that word means.



# Our Own Tree of Peace

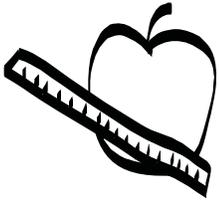
6. Record each student's idea on the chart paper.
7. Post a class definition of "Peace" on a new piece of chart paper.

## Session 2

1. Seat the class in a large reading group and explain that you are going to read a story about Indian tribes that found a way to live in peace many years ago.
2. Read the story about the Great Tree of Peace from the "Making Peace" worksheet.
3. Ask the students what they know about different Indian tribes and how they got along with each other.
4. Lead the students in a discussion about how the Peacemaker and Hiawatha showed that working together in peace would make the tribes stronger and how that would be better for the tribes.
5. Ask the students to draw a picture of one important idea in the story. Display these drawings on a bulletin board or on the classroom walls.

## Session 3

1. Lead the students to think about the story you read and discussed in session 2.
2. Display the peace tree on chart paper.
3. Explain to the students that the tribes in the story selected a tree to symbolize their unity. Explain that the class will use the peace tree symbol as a reminder that the students can all cooperate and get along well in their classroom.
4. Lead the class in a discussion about why getting along with each other in our classroom would help us all learn.
5. Have the students brainstorm actions that would help everyone in the classroom work together peacefully.
6. Record these thoughts on the board or on chart paper. Students may suggest talking politely, listening quietly, helping, sharing, or taking turns. If the students need help, prompt them with some idea starters. Shorten the student ideas into words or short phrases rather than sentences. For example, "not taking turns in a game" could be "taking turns."
7. Give a cut-out hand print to each student and ask them to select one of the ideas on the board and copy that onto their handprint. Assist the students in copying as needed.
8. Have each student come up to the tree and state what they have selected and written and tape it to the tree branches.
9. After all the students have posted their handprints, post the tree in the classroom.



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# Our Own Tree of Peace

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## ASSESSMENT

- Use anecdotal notes and participation in the class discussion to assess whether the students have met the lesson objectives.
- Evaluate whether each student was able to identify a key point from the story and to select and copy the idea on their hand print.



## ENRICHMENTS/EXTENSIONS

- Have the students use the 5 fingers of their handprint and their palm to help recite the 5 original tribes participating in the peace treaty. (These tribes are listed in the story “Making Peace” from this lesson.)
- Have the students perform a play, acting out the peace treaty ceremony from the story “Making Peace.”
- Have the students construct a tree of peace that is posted for the school to see.



## DIFFERENTIATED LEARNING OPTIONS

- Allow students to trace the words onto their hand prints.
- Have the class read the word on the hand print aloud or allow another student to read the word.



## CONNECTION TO WWW.USMINT.GOV/KIDS

- To help students develop their understanding about Native Americans and their contributions to American history, use the lesson plan entitled “Nickels, History, and Peace” at [www.usmint.gov/kids/teachers/lessonPlans/wjns/download.cfm?grade=2](http://www.usmint.gov/kids/teachers/lessonPlans/wjns/download.cfm?grade=2).
- Have students learn more about fables and legends with the 2008 Alaska quarter lesson plan at [www.usmint.gov/kids/teachers/lessonPlans/50sq/download.cfm?grade=3](http://www.usmint.gov/kids/teachers/lessonPlans/50sq/download.cfm?grade=3).



Name \_\_\_\_\_

## Making Peace

**S**everal hundred years ago, long before there were states, the Peacemaker was born. The Peacemaker carried the message of peace during a time when five tribes in the northeastern part of North America were often at war with each other. These five tribes were the Onondaga, Seneca, Cayuga, Mohawk, and Oneida.

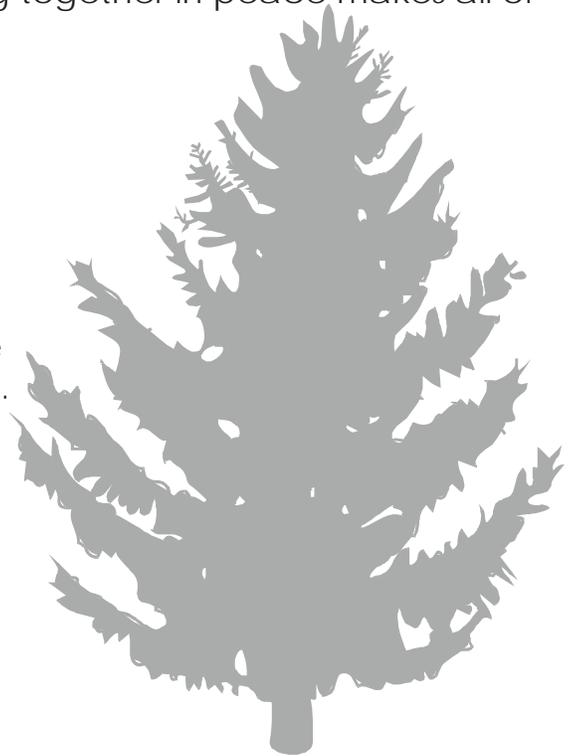
When the men of these tribes fought, there were many deaths. The tribes suffered greatly because of these lost lives. Mothers, fathers, sisters, and brothers missed their lost family members. As the men fought and died in these battles, there were fewer men to gather food for the tribe and tribes often went hungry.

The legend says that Hiawatha, a good man of the Onondaga Nation, was chosen by the Peacemaker to carry his words to the five tribes. Hiawatha's mission was to help the five tribes stop fighting with each other to make life better for all the people.

He gathered all the chiefs of each of these tribes and took one arrow from each chief. He held up one arrow and broke it. He told the people that it is as easy to break that one arrow as it is to break the rest of them, if they are not united. He explained that tribes working together in peace makes all of the tribes strong.

He then asked each chief if he would help his tribe to stop fighting. When the chief agreed, he gave him a new arrow. When all the chiefs agreed, he took their new arrows and tied them together in a bundle. He then passed the bundle around and asked each chief to try to break the bundle of arrows. They could not break the bundle. Hiawatha then explained that the Nations working together in peace are like the bundle and cannot be broken.

The chiefs sealed their treaty by burying some weapons at the foot of a white pine tree. This tree has come to be called the Great Tree of Peace.





Name \_\_\_\_\_

# Tree Template

**Directions:** Using an overhead projector, trace the tree below large enough to fill a piece of chart paper. Handprints will be the leaves.

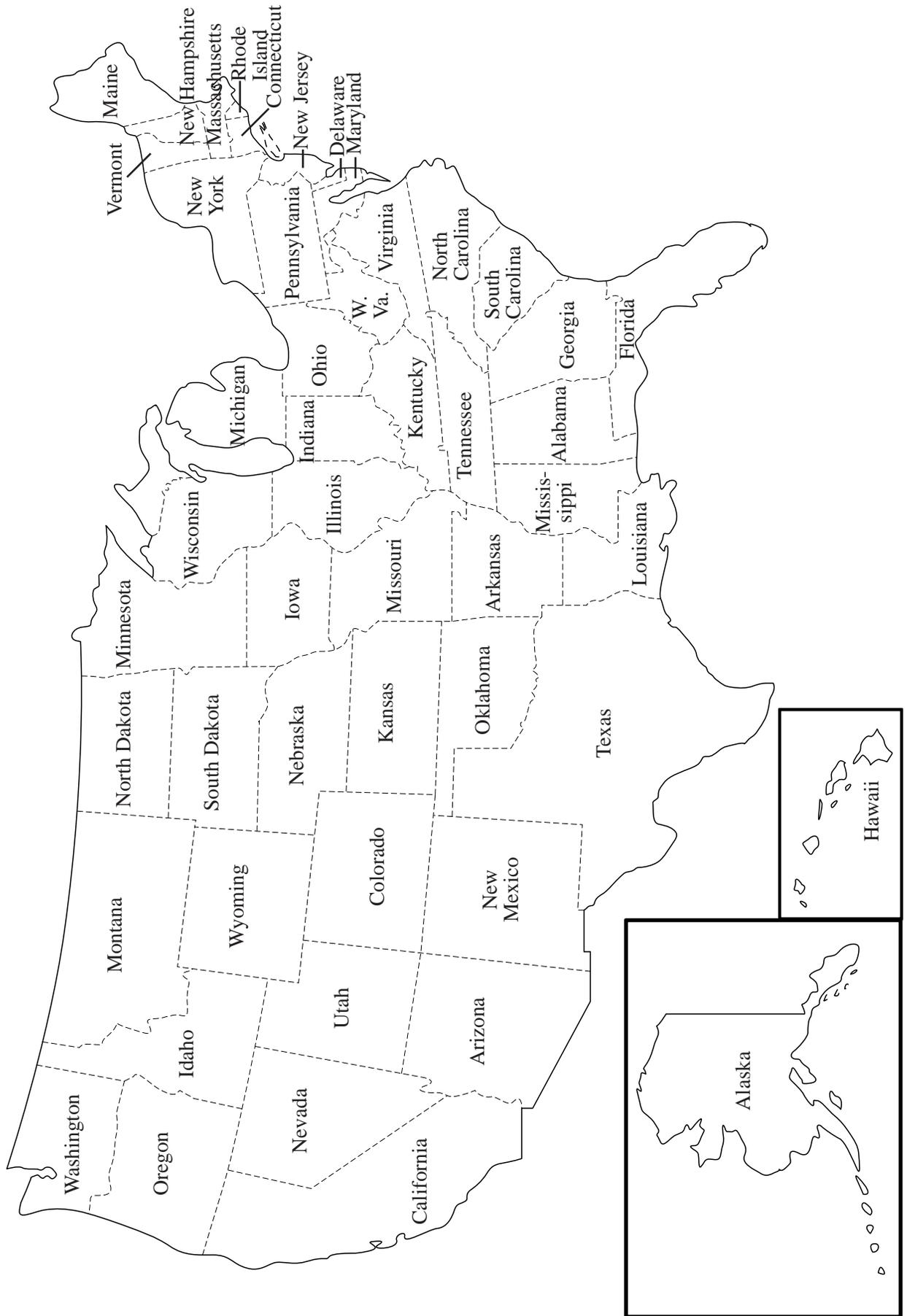




# 2010 Native American \$1 Coin



# The United States of America



# Reproducible Coin Sheet

## Obverse



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### 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

