



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.

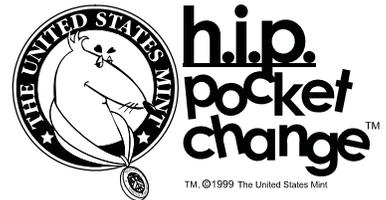
Each set of lesson plans blends clear instructions with kid-friendly reproducible worksheets, background information, and answer keys to help make instruction easier for you!

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, 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."

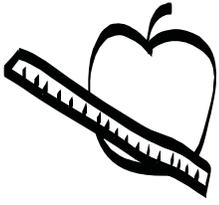
The United States Mint is proud to be taking such an active role in promoting knowledge about American Indian culture and history among America's youth. Take some time to explore all of the high-quality educational resources available on the United States Mint H.I.P. Pocket Change Web site, including 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



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Roots of American Diplomacy

Based on the 2010 Native American \$1 Coin

Grades Seven and Eight



OBJECTIVE

Students will understand the historical significance of the Iroquois Confederacy by examining Iroquois efforts to secure peace with other Native American peoples through diplomatic relations. Students will demonstrate this understanding through completion of a concept map on diplomacy, a writing assignment, and a skit presented to the class.



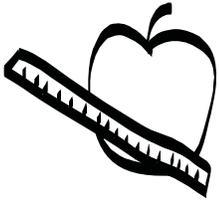
MATERIALS

- 1 overhead projector or computer and LCD projector
- 1 overhead transparency or computer graphic of each of the following:
 - “2010 Native American \$1 Coin” page
 - “Diplomacy Concept Map”
 - “Diplomacy Rubric”
- Copies of the following (one for each student):
 - “Diplomacy Concept Map”
 - “Reading Guide”
 - “Diplomacy Rubric”
- Copy of the Resource Guide (available at www.usmint.gov/kids)
- Varied reading materials including textbooks, media materials, and bookmarked Internet sites about the Iroquois legend of the Peacemaker and the Iroquois Confederacy, such as:
 - *The Iroquois of New York* by Greg Roza
 - “The Peacemaker and the Tree of Peace” at <http://www.firstpeople.us/FP-HTML-Legends/ThePeacemakerAndTheTreeOfPeace-Iroquois.html>
 - “The Great Law of Peace: New World Roots of American Democracy” at <http://www.kahonwes.com/iroquois/document1.html>



PREPARATIONS

- Make overhead transparencies or computer images of the following:
 - “2010 Native American \$1 Coin” page
 - “Diplomacy Concept Map”
 - “Diplomacy Rubric”
- Make copies of the following:
 - “Diplomacy Concept Map” (1 per student)
 - “Reading Guide” (1 per student)
 - “Diplomacy Rubric” (1 per student)



Roots of American Diplomacy

- Locate appropriate texts that provide information on the Iroquois Confederacy and the Iroquois legend of the Peacemaker (see examples under “Materials”).
- Arrange to use the computer lab or computer access for one class period (optional).
- Bookmark Internet sites that have information on the Iroquois Confederacy, the Iroquois legend of the Peacemaker, or related topics (see examples under “Materials”).



GROUPINGS

- Whole groups
- Small groups
- Pairs
- Independent work



CLASS TIME

Four or five 60-minute sessions



CONNECTIONS

- Social Studies
- Reading



TERMS AND CONCEPTS

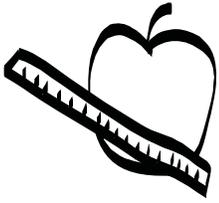
- Obverse
- Reverse
- Longhouse
- Haudenosaunee
- League of Five Nations
- Peacemaker
- Great Tree of Peace
- Diplomacy



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

- The importance of storytelling and myths in Native American culture
- The role of diplomacy in current events
- Structure of an essay
- The definition of “conflict”



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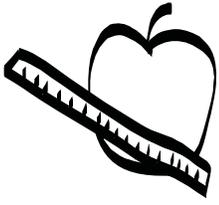
STEPS

Session 1

1. Hold a class discussion on conflict to build an understanding of the word. Have the students work with a partner to brainstorm the types of conflicts found in literature and life. Point out that conflict can be found in many places including homes, schools, and communities.
2. Point out that the resolution of conflict can be positive. Ask the students to write about a time when a conflict was successfully resolved. It might be helpful to suggest that students consider conflict they have read about in fiction or non-fiction works, experienced, or seen.
3. Allow students to share their writings with a partner, small group, or the class and to discuss what made the conflict resolution successful.
4. Arrange the class into groups of four. Have each group create a chart of the skills and behaviors necessary for successful conflict resolution. Have each group share its chart with the class. Draft a class T-chart. In one column, list ways to positively resolve conflict. In the other, list the skills and behaviors that lead to these peaceful resolutions.
5. Introduce the word “diplomacy” and explain that many of the skills and behaviors found on the class chart are necessary elements of diplomacy.
6. Describe the Native American \$1 Coin Program.
7. Display the “2010 Native American \$1 Coin” page. Identify the people on the coin and ask what anyone knows about the Iroquois.
8. Provide background on the Iroquois by reading or telling a story or showing a video about the Iroquois. Point out the various actions and beliefs that led to conflict among various Native American people. Students should conclude that life was dangerous and difficult for the Iroquois before the Iroquois Confederacy was formed.

Session 2

1. Ask the students to consider the methods of conflict resolution they discussed during session 1 and determine which of those might have worked for the Iroquois. Have the students brainstorm other ways they could have resolved the conflicts faced by the Iroquois.
2. Review the definition of “diplomacy” discussed in session 1.
3. Distribute the “Diplomacy Concept Map” and display the screen version for the class to see. Provide a description of what diplomacy is and have students work



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with a partner to form a definition using teacher input, student brainstorming, and prior knowledge, text, and dictionaries.

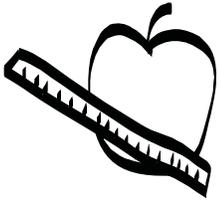
4. Discuss definitions and agree on a class definition to be recorded in the center of the concept map.
5. Lead the class in completing the section titled “Essential Characteristics” on the “Diplomacy Concept Map.” Allow partners to complete the section entitled “Detrimental Behaviors.” Discuss.
6. Have students predict the challenges the Iroquois might have faced in trying to form the Iroquois Confederacy to resolve the conflicts they faced.

Session 3

1. Review the “Diplomacy Concept Map” started in previous class.
2. Distribute a “Reading Guide” to each student.
3. Assign previously identified readings on the Iroquois Confederacy and/or legend of the Peacemaker. While reading, each student should complete the section of the concept map entitled “Examples from the Iroquois” and answer the questions on the reading guide. If different reading materials are assigned, inform the students that they may or may not be able to find information on all of the questions in their reading.
4. Allow small groups to share their findings.
5. Distribute a “Diplomacy Rubric” to each student. Review the rubric so all students have a clear understanding of the expectations for the writing product.
6. Make a writing assignment that is appropriate for your students. Possible assignments include the following:
 - A five-paragraph essay that answers all the questions in the reading guide.
 - A three-paragraph essay that answers one of the questions in the guide.
7. Use the remainder of the class period for students to research or begin drafting their essays.

Session 4

1. Assign the students to small groups and have the students share their writing with the group members.
2. Have the small groups create a skit that dramatizes what they’ve learned about the Iroquois Confederacy. The skits can focus on the answer to one or more of the questions addressed in the essay. For presentation ideas, suggest scenarios such as an interview, an Iroquois press conference, a meeting of the Confederacy leaders, or an Iroquois attempt to get other tribes to stop fighting and join their new Confederacy.



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3. Distribute and review the “Diplomacy Rubric.”
4. Allow sufficient time for the students to prepare and present their skits.



ASSESSMENT

- Use the essays, the concept maps, and the group presentations to evaluate whether each student has met the objective of the lesson.
- Use the rubric to evaluate the essay and skit.



ENRICHMENTS/EXTENSIONS

- Have students do further research on the Iroquois Confederacy and explore the symbolism found in the Great Tree of Peace.
- Have students read about the previously released “Three Sisters of Agriculture” coin at <http://www.usmint.gov/kids/coinNews/nativeAmerican/>.
- Have students research the role that the Iroquois Confederacy played in the development of the United States Constitution.



DIFFERENTIATED LEARNING OPTIONS

- Have student partners read the reading assignment.
- Allow extended time for research and/or writing.
- Match text reading levels with the reading abilities of students.
- Adjust writing assignment to meet individual abilities.
- Allow students to dictate to a scribe.



CONNECTION TO WWW.USMINT.GOV/KIDS

- Students can learn about the Native American \$1 coin program at www.usmint.gov/kids/coinNews/nativeAmerican/.
- Students can learn more about the Constitution of the United States by playing the Constitution Trivia Game at www.usmint.gov/kids/coinNews/constitutionDay.cfm.



Name _____

Diplomacy Concept Map

What Is Diplomacy?

Working with your class, consider the concept of diplomacy by completing the concept map below. You will add to this map throughout your study of the Iroquois Confederacy. Complete the sections as follows:

1. **Definition:** Use your text, a dictionary, and your knowledge of diplomacy to agree on a class definition and write it in the center oval.
2. **Essential Characteristics:** List the main actions and beliefs that make diplomacy successful.
3. **Detrimental Behaviors:** List those actions and beliefs that would be harmful to achieving a diplomatic solution to a problem.
4. **Examples from the Iroquois:** Give specific examples of Iroquois actions or beliefs that made them successful diplomats.
5. **Other Examples:** With your teacher and classmates, identify other examples of diplomatic success.

ESSENTIAL CHARACTERISTICS

DETRIMENTAL BEHAVIORS

DIPLOMACY

EXAMPLES FROM THE IROQUOIS

OTHER EXAMPLES



Name _____

Reading Guide

As you read to identify the behaviors and beliefs of the Iroquois that led them to be successful diplomats, look for information on the following questions:

1. What lessons could be learned from the diplomacy of the Iroquois?

2. Why is the Iroquois Confederacy so important in American history?

3. How might history be different if the Iroquois had chosen a different way to resolve conflicts or if their attempts at diplomacy had been unsuccessful?





Name _____

Picture Fact Card Rubric

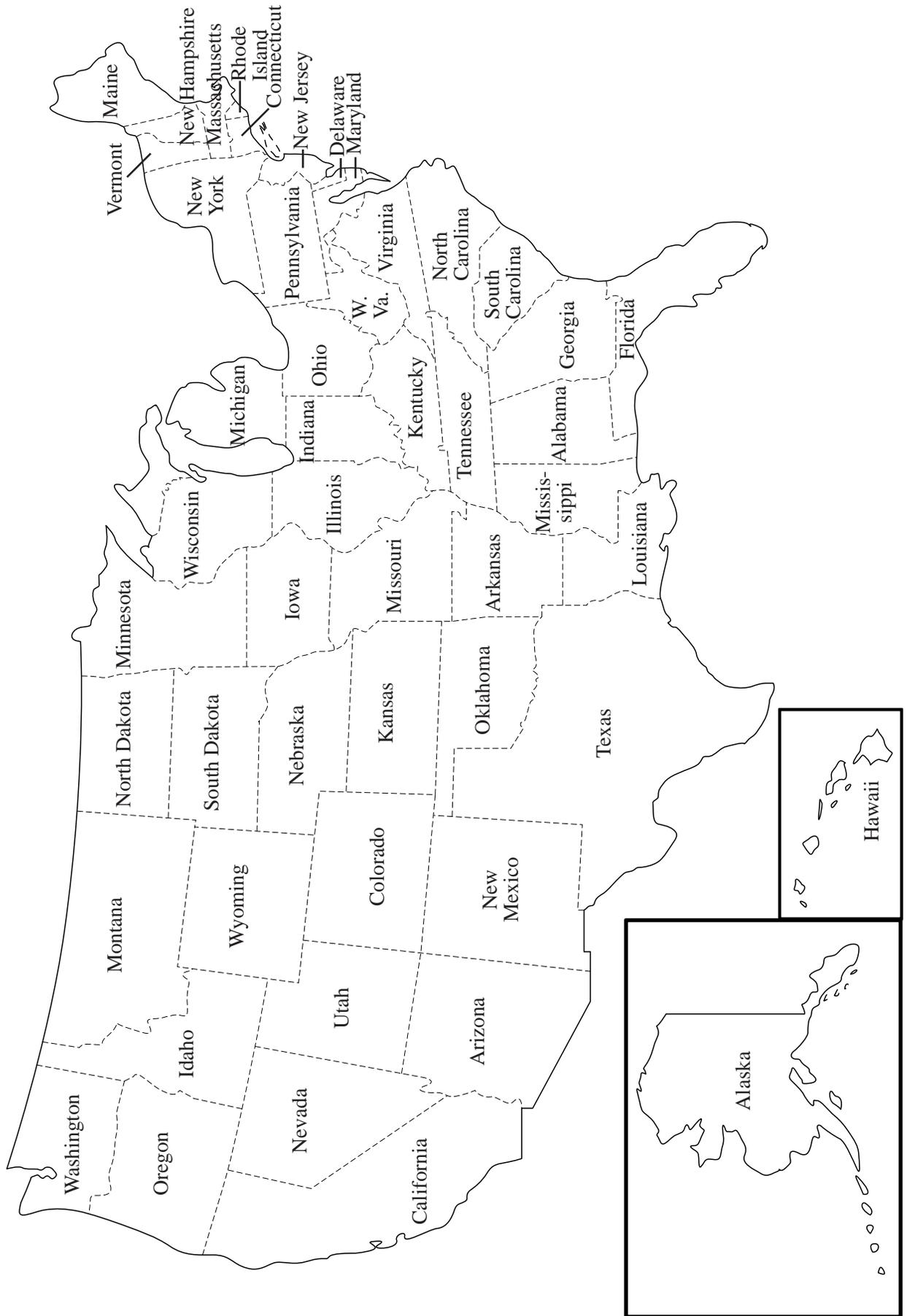
ESSAY	4	3	2	1	STUDENT	TEACHER
CONTENT	All questions answered; answers show good understanding of the topic.	All questions answered, but answers don't show good understanding of the topic.	Most questions answered, but answers don't show good understanding of the topic.	Few questions answered or most answers don't show good understanding of the topic.		
EFFECTIVENESS	Well-organized, based on presented facts.	Organized, but lacking factual information.	Somewhat organized, but lacking factual information.	Disorganized or little factual information.		
COMPOSITION	Main idea clear, paragraphs well-written.	Main idea stated, but paragraph structure sometimes weak.	Main idea not clear or paragraphs not well structured.	Main idea lacking or paragraph structure poor.		
MECHANICS AND USAGE	No errors in spelling, capitalization, punctuation, or grammar.	Few errors in spelling, capitalization, punctuation, or grammar.	Several errors in spelling, capitalization, punctuation, or grammar.	Many errors in spelling, capitalization, punctuation, or grammar.		
PRESENTATION	4	3	2	1		
CONTENT	Reflects excellent understanding gained through research.	Reflects good understanding gained through research.	Reflects some understanding gained through research.	Reflects little understanding gained through research.		
EFFECTIVENESS	Message communicated clearly and creatively.	Message communicated adequately and clearly.	Message barely communicated.	Message unclear or off the topic.		
COMMUNICATION	All participants organized, focused, spoke loudly and clearly.	Most members organized, on topic; spoke loudly and clearly.	Few members stayed on topic or spoke loudly or clearly.	Most members seemed disorganized or were inaudible.		
TOTALS						



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

