

Let's Try for a Treaty

Based on the 2011 Native American \$1 Coin Kindergarten and Grade One



OBJECTIVE

Students will understand and explain the terms “treaty” and “diplomacy.” Students will apply and extend knowledge of these concepts through fictional situations of character conflict.



MATERIALS

- 1 overhead projector (optional)
- 1 overhead transparency (or photocopy) of the “2011 Native American \$1 Coin” page
- Copies of the “A Treaty of Peace” worksheet
- 1 copy each of two different age-appropriate texts that have basic examples of character conflict, such as:
 - *Jamaica Tag-Along* by Juanita Havill
 - *Julius, the Baby of the World* by Kevin Henkes
 - *Ruby the Copycat* by Peggy Rathmann
- Chart paper
- Construction paper or card stock
- Markers
- Pencils
- Crayons



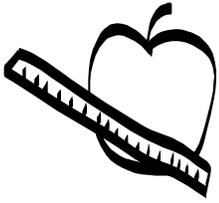
PREPARATIONS

- Make copies of the “A Treaty of Peace” worksheet (1 per student)
- Make an overhead transparency (or photocopy) of the “2011 Native American \$1 Coin” page.
- Locate two texts that have basic examples of character conflict (see examples under “Materials”).



GROUPINGS

- Whole group
- Individual work



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CLASS TIME

Two 30- to 45-minute sessions



CONNECTIONS

- Social Studies
- Language Arts



TERMS AND CONCEPTS

- Quarter
- Native American
- Peace
- Obverse (front)
- Treaty
- Character
- Reverse (back)
- Diplomacy
- Conflict



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

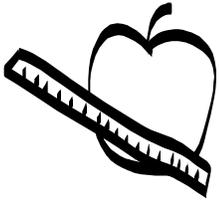
- The writing process
- Native Americans



STEPS

Session 1

1. Describe the Native American \$1 Coin Program for background information.
2. Display the transparency or photocopy of the “2011 Native American \$1 Coin” page. Tell the students that “reverse” is another name for the back of a coin, and “obverse” is another name for the front.
3. Introduce the term “treaty.” Tell the students that the image on the coin is one way that people remember treaties of or with Native Americans. Explain the following:
 - The ability to make peace was very important to Native Americans. In order to make peace, Native Americans often made a “treaty”—an agreement—for peace between two groups. Native American tribes made treaties with other tribes and with settlers. The negotiation is called “diplomacy.”
4. Ask the students to share ideas from their lives about when it might be important to use diplomacy or have a treaty (sharing toys, who is first in line, friendships, etc.).
5. Introduce the students to the selected text. Explain that the students will be listening to a story in which some of the characters have a conflict, or disagreement, and that



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they will need to think how diplomacy could help resolve the conflict. Read the text aloud.

6. After reading, discuss the conflict in the story. Ask the students how using a peace treaty could have helped the characters. As a class, write a treaty for the characters that experienced conflict in the story. Discuss how the treaty should be fair for both sides. Begin the treaty with “We agree...”
7. Explain to the students that in the next session they will be listening to another story and writing their own treaty for the characters.

Session 2

1. Display the transparency of the 2011 Native American \$1 Coin. Review with the students the material covered in the previous session, particularly the importance to the Native Americans of diplomacy and the ability to make peace.
2. Introduce the students to the second selected text. Explain to the students that they will be listening to another story in which some of the characters have a conflict and that they will need to think how diplomacy could help resolve it. Read the text aloud.
3. Distribute the “A Treaty of Peace” worksheet. After some class brainstorming, ask the students to complete the worksheet to show how the characters could use a treaty to solve their problem.
4. Have the students glue the coin circles onto construction paper or card stock and cut them out, then share their work. Display the coin treaties in the classroom.



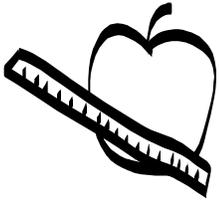
ASSESSMENT

Use the students’ class participation, worksheets, and final products to evaluate whether they have met the lesson objectives.



ENRICHMENTS/EXTENSIONS

- Have students write treaties for common problems with classmates, parents, teachers, or siblings.
- Have students research Native American tribes.
- Have students read other stories independently and create treaties for the characters.
- Have students use pictures cut from magazines to create a collage representing the concepts of treaties and/or diplomacy.



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DIFFERENTIATED LEARNING OPTIONS

- Allow students to work in pairs to create their coin treaties.
- Allow students to dictate their written responses.



CONNECTION TO WWW.USMINT.GOV/KIDS

- Have students learn more about Native Americans by visiting the Native American \$1 Coin lesson plans for kindergarten and grade 1 at www.usmint.gov/kids/teachers/lessonPlans/nativeAmerican/download.cfm.
- Have students learn more about communications between cultures by visiting the 2004 Peace Medal Nickel lesson plan for grade 1 at www.usmint.gov/kids/teachers/lessonPlans/wjns/2004/01-peaceMedal.pdf.
- Have students learn more about Native American diplomacy by visiting the 2004 Peace Medal Nickel lesson plan for grades 2 and 3 at www.usmint.gov/kids/teachers/lessonPlans/wjns/download.cfm.



Name _____

A Treaty of Peace

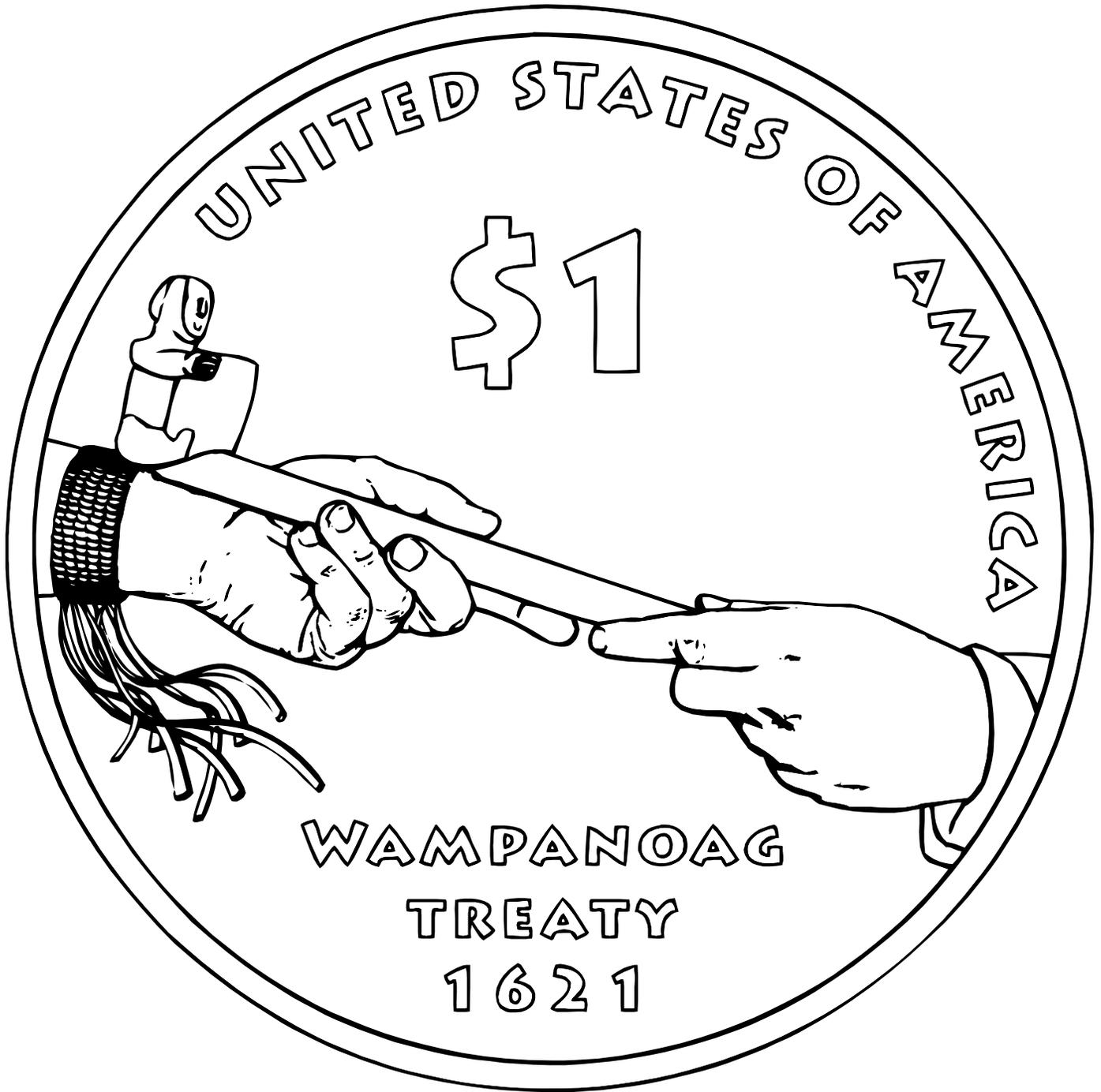
Directions: Write a treaty for the characters in the story.
Draw the characters agreeing to the treaty.

We agree _____

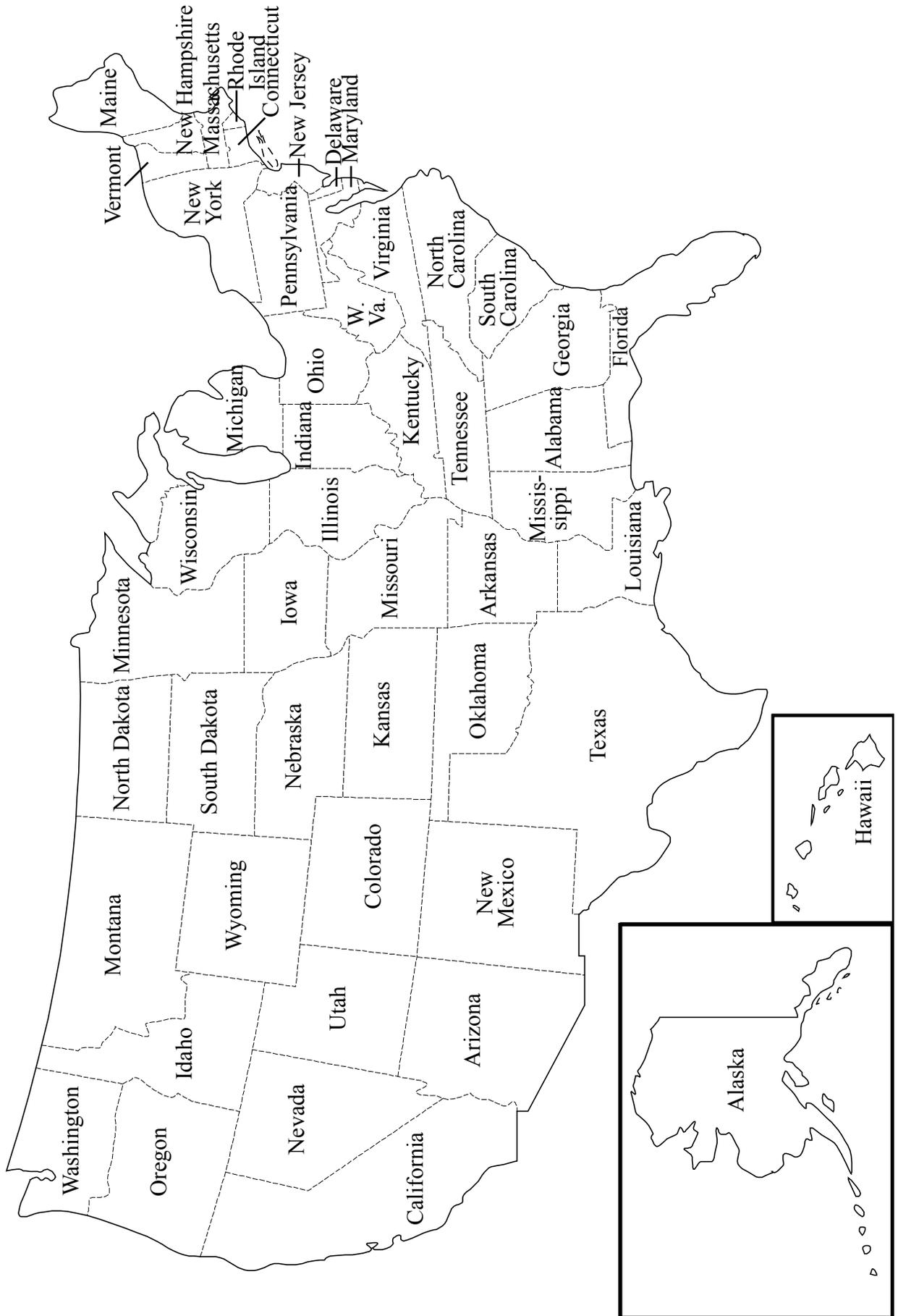




2011 Native American \$1 Coin



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

