

Making Treaties

Based on the 2011 Native American \$1 Coin Grades Four through Six



OBJECTIVE

Students will explore the concept of treaties and will use negotiations to resolve a conflict.



MATERIALS

- 1 overhead projector (optional)
- 1 overhead transparency (or photocopy) of the “2011 Native American \$1 Coin” page
- Copies of the following:
 - “Brainstorm Boxes” worksheet
 - “A Treaty of Peace” worksheet
 - “K-W-L Chart” worksheet
- Writing materials



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.
- Make copies of the following:
 - “Brainstorm Boxes” worksheet (1 per student)
 - “A Treaty of Peace” worksheet (1 per student)
 - “K-W-L Chart” worksheet (1 per student)



GROUPINGS

- Whole group
- Small group
- Individual work



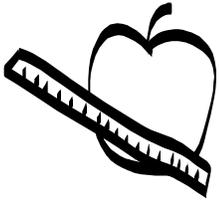
CLASS TIME

- Two 30- to 45-minute sessions



CONNECTIONS

- Social Studies
- Language Arts



Making Treaties



TERMS AND CONCEPTS

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



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

- The writing process
- Native Americans
- Causes of conflict

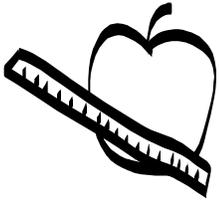


STEPS

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 represents the concept of treaties or alliances between tribes or early governments on the North American continent. Explain the following:

“Within Native American culture, the ability to make peace was historically as highly prized as leadership in war, and was often conducted by a separate peace chief, who stepped in when the time for the warriors had passed. For centuries, tribes created alliances with each other that spanned hundreds of miles.”
4. Have each student fill out the first two columns of the “K-W-L Chart” worksheet.
5. Distribute a copy of the “Brainstorm Boxes” worksheet to each student.
6. Ask the students to share what they think the term “conflict” means and give examples of conflicts. Record the group ideas on chart paper.

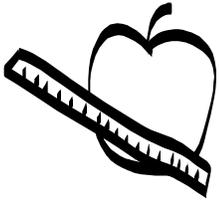


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7. After discussing the student ideas, have the students fill out the first box on their “Brainstorm Boxes” worksheet.
8. Guide the students through a comparison of their definition with the one in the dictionary.
9. In small groups, have the students discuss what they know about the term “negotiation.” Have them record their thoughts on chart paper and then use the ideas to fill out the second “Brainstorm Boxes” box using “negotiation” as the center.
10. As a class, compare the group ideas about negotiation with the definition in the dictionary.
11. In small groups, have the students discuss what they know about the term “treaty.” Have them record their thoughts on chart paper and then use those ideas to fill out the third box on the “Brainstorm Boxes” worksheet with “treaty” at the center.
12. As a class, compare the small group ideas about “treaties” with the definition in the dictionary.

Session 2

1. Display the “2011 Native American \$1 Coin” overhead transparency. Review with the students the material covered in the previous session. Have a few students share what they wrote in their Brainstorm Boxes.
2. Introduce the students to the story about the shared classroom. Explain that the students will be listening to a story in which the characters have a conflict and that they will need to think about how negotiating and making agreements could help resolve the conflict. Read the story from the “A Treaty of Peace” worksheet aloud.
3. Distribute one “A Treaty of Peace” worksheet to each student. After a class brainstorming discussion, ask the students to discuss what the conflict is in the story. Have them break into small groups and number off. Odd numbers will pretend to be in Ms. Todd’s class and even numbers will represent members of Ms. Goodman’s class. As a class, have them negotiate and decide how the class space will be shared so that both classes can agree on the arrangement. Record their agreements and points of conflict on chart paper.
4. Have each group complete the “A Treaty of Peace” worksheet and list the points that each side agrees to. Then have each student sign the treaty.
5. Have one member of each group read their completed treaty and briefly describe how they reached an agreement on the points.
6. Post the treaties around the room.
7. Have each student complete the last column of the K-W-L worksheet.



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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 that might help resolve a common problem at school or at home.
- Have students research treaties with Native American tribes.



DIFFERENTIATED LEARNING OPTIONS

- Model the process for students who have difficulty.
- Provide “Brainstorm Boxes” handouts that have sentence starters filled in.



CONNECTION TO WWW.USMINT.GOV/KIDS

Have students learn more about Native Americans by visiting the 2009 or 2010 Native American \$1 Coin Program lesson plan for grades 4 through 6 at www.usmint.gov/kids/teachers/lessonplans/nativeAmerican/download.cfm.



Name _____

K-W-L Chart

What I Know	What I want to know	What I learned
Conflict		
Negotiation		
Treaty		



Name _____

Brainstorm Boxes

Directions: Each time you are given a term, write the term in a center box. In each of the spaces outside the center box, write words, sentences, or examples that help describe the term. Then write a definition beneath the word in the center.

Term: _____

Definition: _____

Term: _____

Definition: _____

Term: _____

Definition: _____



Name _____

A Treaty of Peace

Partner's name _____

The principal tells the classes of Ms. Todd and Mrs. Goodman that they will have to share one classroom for a few months. Ms. Goodman's class will be moving into Ms. Todd's classroom.

No one is excited about giving up their space, but everyone understands that both classes need to compromise to make

the shared space work for both groups.

Half of your group will pretend to be in Ms. Todd's class and half in Ms. Goodman's. Negotiate how your classes will share the space and record your ideas below. You will have to think about what you do each day in class and how you use the space and resources in your room.

This is a treaty between the students in Ms. Todd's class and the students in Ms. Goodman's class.

As of today, (date) _____, Ms. Todd's class agrees to do the following:

(Example: We will move our books to the storage area so Ms. Goodman's class can use the book shelf.)

1. _____
2. _____
3. _____
4. _____

Ms. Goodman's class agrees to do the following:

(Example: We will be quiet when we have to move in and out of Ms. Todd's room for Art or PE.)

1. _____
2. _____
3. _____
4. _____

Signatures:

_____	_____
_____	_____
_____	_____



2011 Native American \$1 Coin



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

