

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 three new sets of lesson plans (one for grades K and 1, the second for grades 2 and 3, and the third for grades 4 through 6). 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!

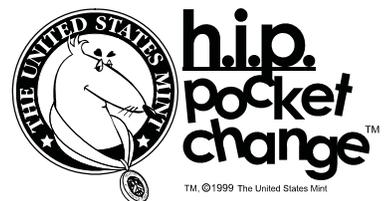
Within the Native American \$1 Coin Program lesson plans, you will also notice a strong connection to the United States Mint H.I.P. Pocket Change™ Web site. A special "connections" section shows you ways to supplement the activities with fun and educational resources available on the site!

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.

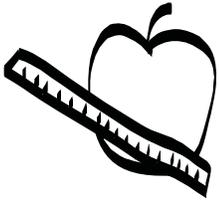


Visit us online at
www.usmint.gov/kids



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How Does A Garden Grow?

Based on the 2009 Native American \$1 Coin



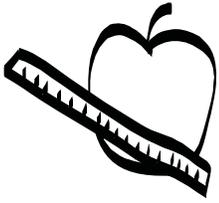
OBJECTIVE

Students will identify and sequence the steps involved in planting a garden.



MATERIALS

- 1 overhead projector (optional)
- 1 overhead transparency of each of the following:
 - “2009 Native American \$1 Coin” page
 - “Plants at Work” worksheet
 - “1, 2, 3, Grow” worksheet
- 1 copy of each of the following:
 - “Plants at Work” worksheet
 - “1, 2, 3, Grow” worksheet
- 1 copy of an age-appropriate text that gives information about agriculture and companion planting, such as:
 - *The Reason for a Flower* by Ruth Heller
 - *Pick, Pull, Snap! Where Once a Flower Bloomed* by Lola M. Schaefer
 - *How Flowers Grow* by Emma Helbrough
 - *Zinnia’s Flower Garden* by Monica Wellington
 - *A Flower Grows* by Ken Robbins
 - *From Seed to Plant* by Gail Gibbons
- 1 copy of an age-appropriate text that gives information about gardening, such as:
 - *The Reason for a Flower* by Ruth Heller
 - *Pick, Pull, Snap! Where Once a Flower Bloomed* by Lola M. Schaefer
 - *How Flowers Grow* by Emma Helbrough
 - *Zinnia’s Flower Garden* by Monica Wellington
 - *A Flower Grows* by Ken Robbins
 - *From Seed to Plant* by Gail Gibbons
- Chart paper
- Markers
- Pencils
- Scissors
- Crayons
- Construction paper
- Glue



How Does A Garden Grow?



PREPARATIONS

- Make an overhead transparency (or photocopy) of each of the following:
 - “2009 Native American \$1 Coin” worksheet
 - “Plants at Work” worksheet
 - “1, 2, 3, Grow!” worksheet
- Make copies of each of the following:
 - “Plants at Work” worksheet (1 per student)
 - “1, 2, 3, Grow!” worksheet (1 per student)
- Locate a text that gives information about companion planting and agriculture (see examples under “Materials”).
- Locate a text that gives information about gardening (see examples under “Materials”).



GROUPINGS

- Whole group
- Individual work



CLASS TIME

Two 20- to 30-minute sessions



CONNECTIONS

- Science
- Social Studies



TERMS AND CONCEPTS

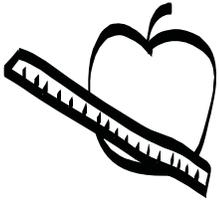
- Quarter
- Obverse (front)
- Reverse (back)
- Companion Planting
- Agriculture



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

- Sequence
- Plants and flowers



How Does A Garden Grow?



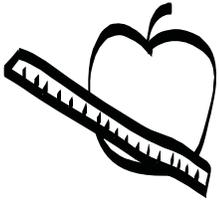
STEPS

Session 1

1. Describe the Native American \$1 Coin Program for background information. The program is described at www.usmint.gov/kids under “The Coins Are Coming” in the Coin News area.
2. Display the “Plants at Work” transparency. Ask the students if they know what the word “agriculture” means. Tell the students that agriculture refers to the growing of plants and the raising of animals to produce or make goods. Record the definition of “agriculture” on chart paper.
3. Display the “2009 Native American \$1 Coin” overhead transparency. Tell the students that the back of a coin is called the reverse, and “obverse” is another name for the front. With the students, examine the coin design. Tell the students that the image on the coin reverse represents the “Three Sisters of Agriculture.” Explain that Three Sisters agriculture is a special type of planting where corn, beans, and squash all work together. Ask the students to provide examples of times when they help one another to complete a task. Record the student responses on chart paper.
4. Introduce the students to the selected text about agriculture and companion planting. As a group, preview the text and illustrations to generate observations about agriculture and companion planting. Read the selected text to the class and attend to any unfamiliar vocabulary.
5. Explain that the three crops of the Three Sisters of Agriculture help each other out in different ways. The corn gives the beans a support grow on, the squash grows along the ground and provides shade to help stop weeds from growing and keep bugs from attacking the plants, and the beans give the soil nutrients that help the other plants to grow better. As you explain the relationships and different jobs of each of the plants, point out the corn, squash, and beans in the transparency image.
6. Distribute the “Plants at Work” worksheet to students. Explain that students will use what they just learned to complete the sentence on the worksheet. Model the responses on the transparency and then allow the students time to trace the words on the page. If time permits, they may color the coin image at the bottom.

Session 2

1. Review the information from the previous lesson about agriculture and companion planting.
2. Display and review the chart paper with the definition of agriculture and examples of helping that the students provided in the previous session.
3. Introduce the students to the selected text about gardening. As a group, preview the text and illustrations to generate observations about agriculture and companion



How Does A Garden Grow?

planting. Read the selected text aloud and attend to any unfamiliar vocabulary.

4. Display the “1, 2, 3, Grow!” overhead transparency. Explain to the students that they will be “planting” a garden by coloring, cutting, and pasting each of the steps to planting a garden onto construction paper. Explain to the students that the steps shown apply to a “Three Sisters of Agriculture” garden. The steps are given out of order; the students will need to paste them in the correct order.
5. Review with the students the plants that compose the “Three Sisters of Agriculture.” Answer any student questions at this time.
6. Distribute a “1, 2, 3, Grow!” worksheet, construction paper, glue, scissors, and crayons to each of the students. Allow the students time to complete the activity.
7. Display the completed “gardens” around the classroom.



ASSESSMENT

Use the students’ class participation, worksheets, and “gardens” to evaluate whether they have met the lesson objectives.



ENRICHMENTS/EXTENSIONS

- Have students visit a local nature center, farm, or nursery and record their observations.
- Have students create a class “Three Sisters of Agriculture” garden on the school grounds.
- Bring in examples of corn, beans, and squash for the students.



DIFFERENTIATED LEARNING OPTIONS

- Provide pre-cut and labeled pieces for students to glue to the construction paper.
- Allow students to work with a partner.



CONNECTION TO WWW.USMINT.GOV/KIDS

- Have students learn more about desert plants by using the Arizona quarter lesson plan for Kindergarten and Grade 1 at www.usmint.gov/kids/teachers/lessonPlans/50sq/2008/_k01-3.pdf.
- Have students learn more about the sun by using the “Sun Prints” lesson plan for Kindergarten and Grade 1 at www.usmint.gov/kids/teachers/lessonPlans/viewLP.cfm?lessonPlanId=135.
- Have students learn more about a famous American flower by visiting the Coin of the Month page at www.usmint.gov/kids/coinNews/coinOfTheMonth/2002/11.cfm.



Name _____

Plants at Work

Directions: Use what you have learned about the Three Sisters of Agriculture to complete the sentence below. Look at the words in the word bank, then trace the underlined words in the sentence.

WORD BANK

Agriculture corn beans squash together eat

In a Three Sisters of Agriculture garden,
corn, beans, and
squash all work together
to grow healthy vegetables for us to eat.





Name _____

1, 2, 3, Grow!

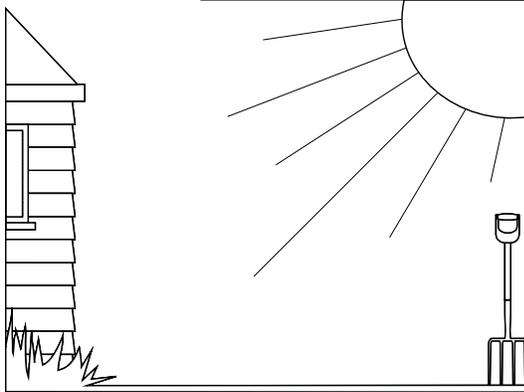
Directions: Color the pictures below. Cut them out and put them in order to show the steps of planting a garden. Glue the pictures in the correct order onto construction paper.



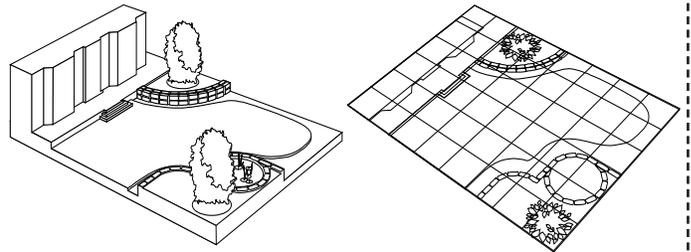
4. Plant the corn



6. Water your garden.



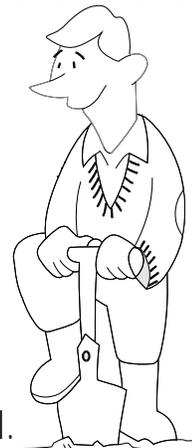
2. Select where you will plant.



1. Plan your garden



5. Plant the beans and squash.



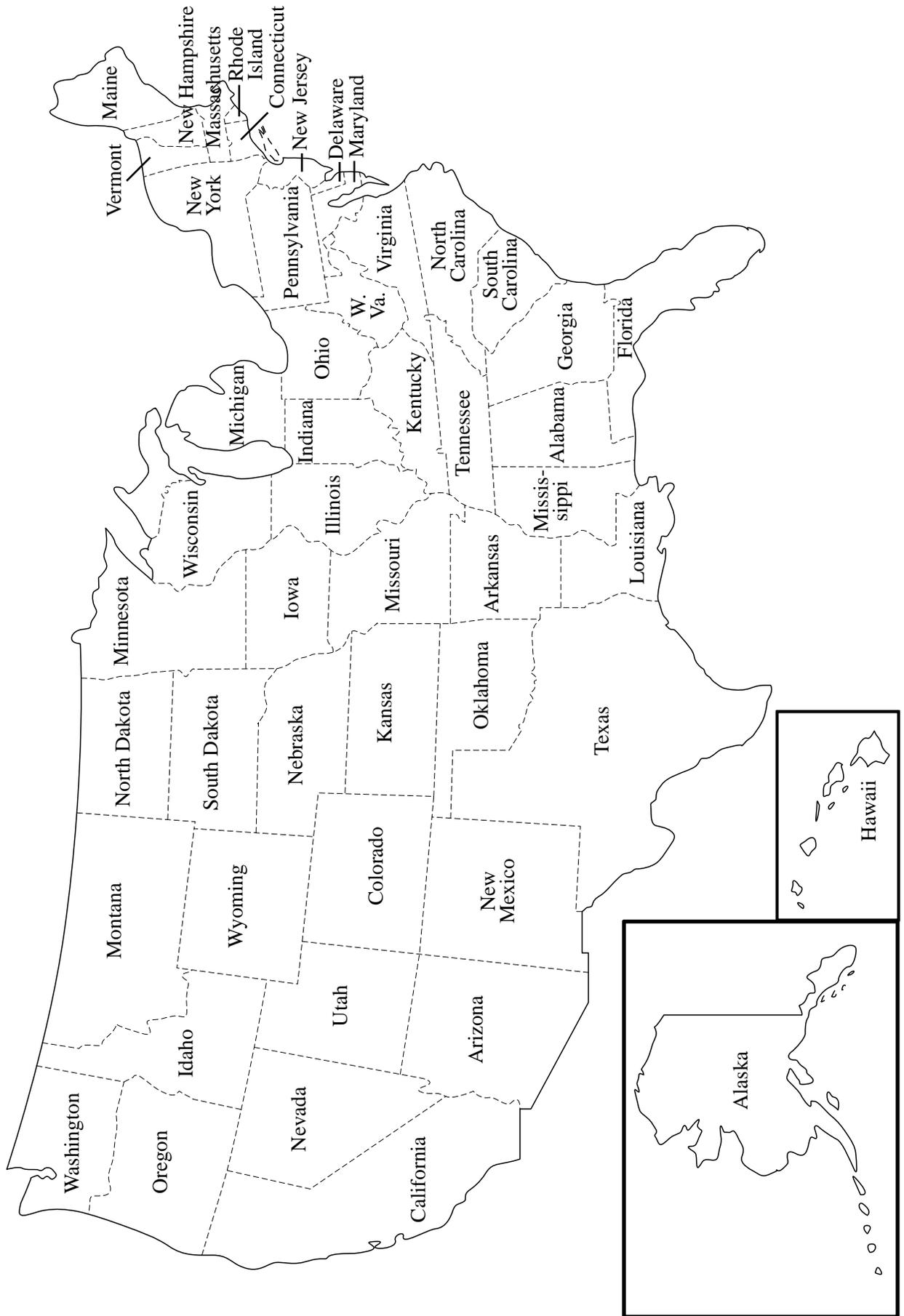
3. Prepare the soil.



2009 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

