

Courageous Builders

Based On the 2015 Native American \$1 Coin
Grades Kindergarten and One



OBJECTIVES

Students will define and give examples of courageousness. Students will describe the job of an ironworker and the related challenges.



CONNECTIONS

- Social Studies
- Language Arts



CLASS TIME

Two 20- to 30-minute sessions (40-60 minutes)



GROUPINGS

- Whole group
- Pairs
- Individual work



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

- Writing and drawing to communicate ideas



TERMS AND CONCEPTS

- Native
- American \$1 Coin
- Reverse (back)

UNITED STATES MINT LESSON PLANS

Courageous Builders, Grades Kindergarten and One

- Obverse (front) Kahnawake Mohawk
- Akwesasne Mohawk
- Skyscraper
- High iron construction
- Ironworker
- Courageousness

MATERIALS

- 
- 1 overhead projector or other classroom technology (optional)
 - 1 overhead transparency (or equivalent) of the “2015 Native American \$1 Coin” page
 - Copies of the following:
 - “High in the Sky” worksheet
 - “Being Courageous” worksheet
 - “Ironworker Checklist” worksheet
 - 1 copy of an age-appropriate fiction text that tells a story about a character that was courageous
 - Chart paper
 - Markers, pencils and crayons

PREPARATIONS

- 
- Make an overhead transparency (or equivalent) of the “2015 Native American \$1 Coin” page.
 - Make copies of the following:
 - “High in the Sky” worksheet (1 per student)
 - “Being Courageous” worksheet (1 per student)
 - “Ironworker Checklist” worksheet (1 per student)
 - Locate a fiction text that tells a story about a character that was courageous
 - Gather print or digital images of ironworkers building skyscrapers

STEPS

Session 1

- 
1. Describe the [Native American \\$1 Coin Program](#) for background information.
 2. Display the “2015 Native American Coin Reverse” overhead transparency or photocopy. Tell the students that the back of a coin is called the “reverse”, and “obverse” is another name for the front.
 3. Ask the students to examine the coin image and tell you what they see in this image. Explain to the students that the theme of this coin is “Mohawk Ironworkers” as can be seen

UNITED STATES MINT LESSON PLANS

Courageous Builders, Grades Kindergarten and One

written on the coin. Have students brainstorm what is happening in the image and where it might be taking place.

4. Explain to the students that this coin image honors two Native American communities, the *Kahnawake Mohawk* and *Akwesasne Mohawk*, for their “*high iron*” construction work as ironworkers and the building of skyscrapers in New York City. Write each of the key terms on chart paper and record the definitions.

Kahnawake Mohawk and *Akwesasne Mohawk* – Native American communities from which many ironworkers came

Skyscraper – a very tall building

High iron construction – construction work high in the sky to build skyscrapers

Ironworker – workers who build steel structures

5. Display the gathered images of Mohawk ironworkers on top of skyscrapers being built. Guide the students to describe what they see. Record responses on chart paper.
6. Explain to the students that the Mohawk ironworkers were well-known for being very courageous. Define courageousness as having courage even in danger and add this term to the chart paper.
7. Using a Think-Pair-Share format, ask the students to discuss and share their ideas why it was so important for the Mohawk ironworkers to be courageous.
8. Using a Think-Pair-Share format, ask the students to discuss and share their ideas about how the Mohawk ironworkers might have felt at the top of the skyscraper.
9. Distribute the “High in the Sky” worksheet. Explain that students should draw a picture of themselves on top of a skyscraper and complete the framed sentence.
10. Allow the students time to complete their worksheets and then share their completed work with the class. Explain to the students that in the next session they will be discussing a time each of them were courageous.

Session 2

1. Display the “2015 Native American \$1 Coin Reverse” image. Review with the students the material covered in the previous session, including the term definitions, the “High in the Sky” worksheets and the skyscraper construction images.
2. Review the importance of the Mohawk ironworkers to the building of American skyscrapers. Discuss the courageousness of the Mohawk ironworkers and why this was important to their job.
3. Introduce the students to the selected text and explain to them that it includes a character that needed to be courageous. Using a Think-Pair-Share format, ask the students to discuss and share their ideas about who might need to be courageous and why in the story.
4. Read the text aloud and attend to any unfamiliar vocabulary. Lead a class discussion on the courageousness of the characters.
5. Ask the students to think about a time they were courageous. As students share their ideas, make a list on chart paper.

UNITED STATES MINT LESSON PLANS

Courageous Builders, Grades Kindergarten and One

6. Distribute the “Being Courageous” worksheet. Explain to students that they will think about a time they were courageous then write and draw a picture about that time on the worksheet.
7. Allow the students time to complete their worksheets and then share their completed work with the class.
8. Distribute the “Ironworker Checklist” and ask the students to reflect on their own learning and understanding.



DIFFERENTIATED LEARNING OPTIONS

- Allow students to dictate their responses.
- Provide a word bank for students to use in their writing.



ENRICHMENTS/EXTENSIONS

- Have students learn about famous Americans who demonstrated courageousness.
- Have students learn about other important building jobs in the community.
- Have students learn more about Native Americans through other [Native American \\$1 Coin lesson plans](#) for kindergarten through first grade.



ASSESSMENT

- Take anecdotal notes about the students’ participation in class discussions.
- Evaluate the students’ worksheets and checklist for understanding of the lesson objectives.



STANDARDS

Common Core

[English/Language Arts](#)

- [ELA-Literacy.SL.1.1](#) – Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- [ELA-Literacy.SL.1.4](#) – Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- [ELA-Literacy.W.K.3](#) – Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

National Standards

[National Council for Teachers of English/International Reading Association Standards for English/Language Arts](#)

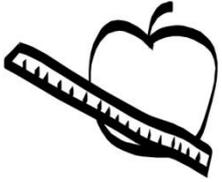
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Courageous Builders, Grades Kindergarten and One

Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

[National Council for the Social Studies \(NCSS\) Standards](#)

- Theme 2: Time, Continuity, and Change
- Theme 3: People, Places, and Environments
- Theme 8: Science, Technology and Society



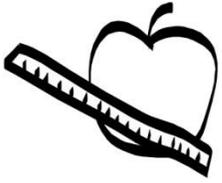
Courageous Builders

High in the Sky

Name: _____ Date: _____

If I were at the top of a skyscraper I
would feel _____

because _____



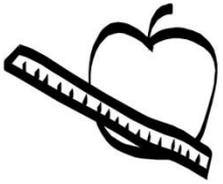
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Being Courageous

Name: _____ Date: _____



I was courageous when



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Ironworker Checklist

Name: _____ Date: _____

For each statement, circle  or .  = I can do it!  = I need help.



I can describe a skyscraper.



I can explain the job of an ironworker.



I can tell what courageousness means and give examples.



I can tell about a time I was courageous.



I can draw and write about when I was courageous.

2015 Native American \$1 Coin

