

Perspective Points

Based on the 2011 Native American \$1 Coin Grades Seven and Eight



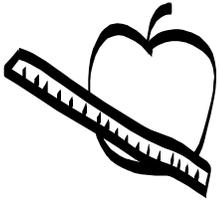
OBJECTIVE

Students will sequence key events in the settlement of Plymouth to gain an understanding of the cultures of the Pilgrims and the Wampanoag. Students will use Web sites and texts to research the two groups, create timelines, and deliver class presentations to deepen their understanding of the cultures.



MATERIALS

- 1 overhead projector (optional)
- 1 overhead transparency (or photocopy) of the following:
 - “2011 Native American \$1 Coin” page
 - “Background Information” page
- Copies of the following:
 - “Looking Back” worksheet
 - “Key Events” worksheet
 - “Tying the Pieces Together” worksheet
 - “Timeline Rubric”
- Copies of texts that include general information about the Puritan settlers at Plymouth, such as:
 - *The Plymouth Colony (We the People)* by Andrew Santella
 - *Plymouth Colony: The Pilgrims Settle in New England (Building America)* by Kathleen Tracy
 - *Why Did the Pilgrims Come to the New World? And Other Questions About the Plymouth Colony (Six Questions of American History)* by Laura Hamilton Waxman
- Copies of texts that include general information about the New England Native Americans, such as:
 - *The Wampanoag* by Laurie Weinstein-Farson
 - *Native Americans of the Northeast* by Stuart A. Kallen
 - *The New England Indians: An Illustrated Source Book of Authentic Details of Everyday Life* by C. Keith Wilbur
- Chart paper
- Large sheets of paper or one large roll of paper
- Markers, crayons, colored pencils



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PREPARATIONS

- Make copies of the following:
 - “Looking Back” worksheet (1 per student)
 - “Key Events” worksheet (1 per student)
 - “Tying the Pieces Together” worksheet (1 per student)
 - “Timeline Rubric” (1 per student)
- Make an overhead transparency (or photocopy) of the following:
 - “2011 Native American \$1 Coin” page
 - “Background Information” page
- Locate Web sites and age-appropriate texts that give additional information about the cultures of the Puritan settlers at Plymouth and the Wampanoag (see examples under “Materials”).



GROUPINGS

- Whole group
- Pairs
- Small group
- Individual work



CLASS TIME

- Five 45- to 60-minute sessions



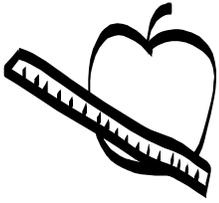
CONNECTIONS

- Social Studies
- Language Arts



TERMS AND CONCEPTS

- Quarter
- Reverse (back)
- Alliance
- Massasoit
- Diplomacy
- Obverse (front)
- Treaty
- Puritan settlers
- Plymouth



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BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

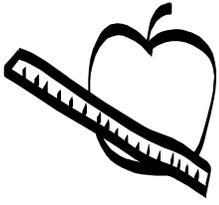
- Timelines
- Multimedia presentations



STEPS

Sessions 1 and 2

1. Describe the Native American \$1 Coin Program to the students for background information.
2. Display the “2011 Native American \$1 Coin” overhead transparency or photocopy. Tell the students that “reverse” is another name for the back of a coin, and “obverse” is another name for the front.
3. Ask the students to examine the reverse of the coin and tell you what they see in the image. List their responses on chart paper.
4. Discuss with the students the image and the inscriptions on the coin and the theme of diplomacy and treaties with tribal nations.
5. Explain that the ability to make peace was important to the Native Americans. In order to ensure peace, Native Americans often made a “treaty”—an agreement—for peace between two groups. Native Americans often made agreements with other tribes and with settlers. Negotiating treaties between groups is called “diplomacy.”
6. Display the first section of the “Background Information” page and discuss it with the students. Record vocabulary words and key points on chart paper for later reference.
7. Divide the class in half to evenly represent the Puritan settlers and the Wampanoag tribe.
8. Distribute the “Looking Back” and “Key Events” worksheets to each student. Have the students write “Puritan” or “Wampanoag” on the “group” line of the “Looking Back” worksheet.
9. Discuss the directions and explain to the students that they will be researching key events and pieces of information that relate to either the Puritans or the Wampanoag. They will use their research and background information to create a timeline. Remind the students they can use available resources such as texts or bookmarked Internet sites. They will record their responses on the “Looking Back” and “Key Events” worksheets.
10. Allow the students time to research using available resources.
11. Collect the “Looking Back” and “Key Events” worksheets.



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Sessions 3 and 4

1. Display the “2011 Native American \$1 Coin” overhead transparency. Review with the students the material covered in the previous sessions.
2. Redistribute the “Looking Back” and “Key Events” worksheets.
3. Have the student discuss their findings in pairs within their group (Puritans or Wampanoag).
4. Distribute and discuss the “Timeline Rubric” with the students.
5. Distribute a large sheet of paper to each pair. Have each pair create a timeline that displays key events in the lives of its group, either the Puritans or the Wampanoag, following the criteria of the rubric.
6. Provide sufficient time for the students to complete their timelines and present them to the class.

Session 5

1. Display the “2011 Native American \$1 Coin” overhead transparency and the word chart from Session 1. Review the material covered in the previous sessions.
2. Discuss with the students why it’s important to understand the cultures and key events of both the Puritans and the Wampanoag leading up to the treaty of 1621. Responses should include that knowing the cultures and events help us understand each group’s challenges and why the treaty was so important to them both.
3. Display and discuss the second half of the “Background Information” page with the students.
4. Distribute the “Tying the Pieces Together” worksheet. Have the students complete the worksheet based on class discussions and their research.
5. Collect all of the worksheets and display the timelines in the classroom.



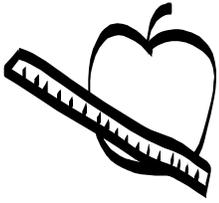
ASSESSMENT

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



ENRICHMENTS/EXTENSIONS

- Have students research other historical treaties and present them to the class.
- Have the students write a newspaper article about the 1621 treaty.



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DIFFERENTIATED LEARNING OPTIONS

- Allow students to create the timeline on a smaller scale and cut out images to illustrate it.
- Allow students to dictate their written responses.
- If there is difficulty finding credible resources specific to the Wampanoag, allow students to research other tribes in the New England region during this time period, or other important tribal nation treaties.



CONNECTION TO WWW.USMINT.GOV/KIDS

- Have students learn more about the Pilgrim Tercentenary coin of 1920 by visiting the December 2000 Coin of the Month page at www.usmint.gov/kids/coinNews/coinOfTheMonth/2000/12.cfm.
- Have students learn more about the special commemorative coins celebrating the founding of Jamestown in 1607 on the 2007 page of commemorative coins. One of the coins is the March 2007 Coin of the Month at www.usmint.gov/kids/coinNews/coinOfTheMonth/2007/03.cfm.



Name _____

Background Information



SECTION 1

Within certain Native American cultures of the region and time of the Plymouth settlement, the ability to make peace was prized as highly as leadership in war. Peacemaking was often conducted by a separate chief. For centuries, tribes created alliances with each other that spanned hundreds of miles.

One of the treaties between Native Americans and European settlers was made in 1621 between the Massasoit (a title meaning "head chief") of the Pokanoket Wampanoag and the settlers of Plymouth. Historians credit this alliance with ensuring the survival of the Plymouth colony.

SECTION 2

In the spring of 1621, the Massasoit (named Ousamequin) of the Wampanoag Indians made a formal treaty with the English who settled at Patuxet (in what is now Plymouth, Massachusetts). This might be the first written treaty ever made between an indigenous people and European settlers in what is now the United States.

The treaty consisted of six provisions, as recorded in William Bradford's *History of Plimouth Plantation*. The Massasoit promised to defend the Plymouth settlers against hostile tribes in return for their help if his people were attacked. His intermediaries, Tisquantum, Samoset, and Hobbamack, gave the settlers invaluable tips on survival.

The Plymouth settlers honored the treaty later that summer by coming to the Massasoit's rescue when they thought he had been captured by enemies. The treaty lasted for more than 50 years.



Name _____

Looking Back

Partner's Name _____ Group _____

1620



Directions: Using available resources, answer the questions below with a partner. Use complete sentences. Half the class will research the Puritan settlers and the other half will research the Wampanoag.

1. What is important to the culture of your people?

2. What struggles do you face?

3. How do you spend your day?

4. Who is your leader and what is his title?

5. What are your religious beliefs?

6. What skills do you have?

7. How did your way of life change in 1621? Who are your allies and your enemies?



Name _____

Key Events

Partner's Name _____

Group Researched _____

Directions: Using available resources, list at least five key events that happened to your people in the 1600s. Include the date and the cause of the event.



EVENT	DATE	CAUSE



Timeline Rubric

PHYSICAL PROJECT

Category	4	3	2	1	Self	Teacher
Quality	Very well-executed, with 10 key dates and events, facts, and illustrations.	Well-executed, with most of the key dates, facts, and illustrations.	Not very well-executed, missing some key dates, facts, and illustrations.	Sloppily executed, with few key dates and illustrations.		
Creativity	Color was used superbly and pictures or symbols were very neat and easy to read.	Color was used well and pictures or symbols were neat and easy to read.	Some color was used and pictures and symbols fairly neat and legible.	Color was little or poorly used and pictures and symbols sloppy, illegible, or missing.		
Design	Extremely accurate and detailed.	Very accurate and detailed.	Somewhat accurate and detailed.	Barely accurate or detailed.		
Directions	All were followed and all components included.	Most were followed and most components included.	Some were followed and some components included.	Few were followed or few components included.		
Time and effort	Class time was used wisely. Effort is obvious.	Class time was used wisely. Effort is shown.	Class time was sometimes used wisely. Effort is not consistent.	Class time was rarely used wisely. Little effort is shown.		

ORAL PRESENTATION

Category	4	3	2	1	Self	Teacher
	Both students were completely prepared to present.	Both students were well-prepared to present.	Both students were somewhat prepared to present.	Neither student seemed well prepared to present.		
Content	Both students showed full understanding of the topic.	Both students showed good understanding of the topic.	Both students showed some understanding of the topic.	Both students showed little understanding of the topic.		
Totals	28	21	14	7		

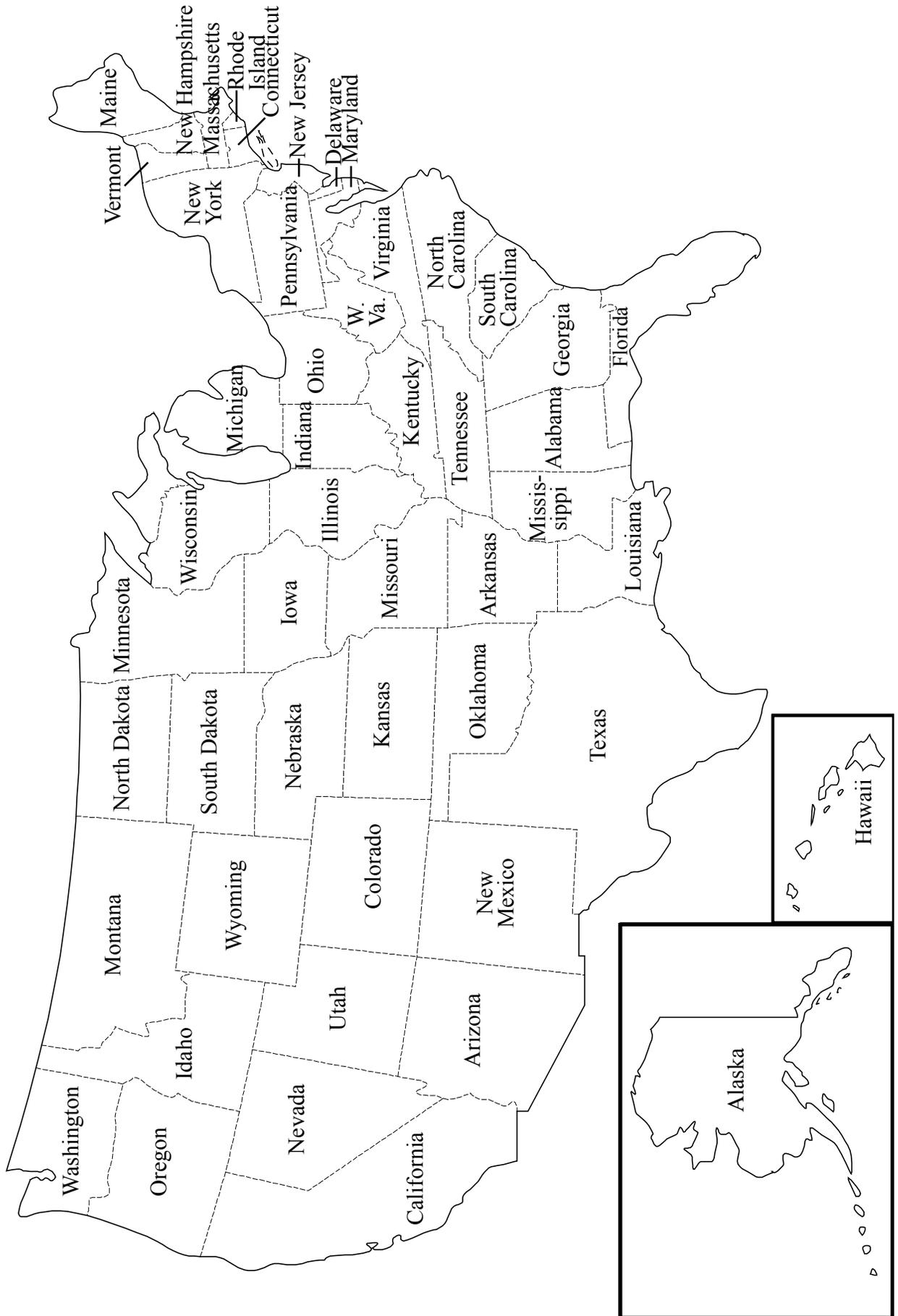
Teacher Comments



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

