



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 four new sets of lesson plans (one for grades K and 1, the second for grades 2 and 3, the third for grades 4 through 6, and the fourth for grades 7 and 8). 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."

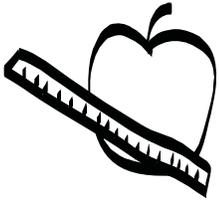
The United States Mint is proud to be taking such an active role in promoting knowledge about American Indian culture and history among America's youth. Take some time to explore all of the high-quality educational resources available on the United States Mint H.I.P. Pocket Change Web site, including 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/teachers



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Symbols of Peace

Based on the 2010 Native American \$1 Coin Grades Four through Six



OBJECTIVE

Students will learn that the Iroquois Confederacy was a group of separate nations bound together by the Great Law of Peace. Students will describe and explain the symbolism in the act of burying weapons beneath the Great Tree of Peace. Students will be able to state that a symbol is something that stands for, or represents, something else.



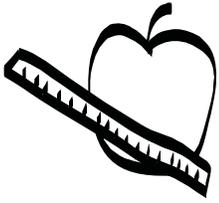
MATERIALS

- 1 overhead projector (optional)
- Overhead transparencies (or photocopies) of the following:
 - “2009 Native American \$1 Coin” page
 - Examples of symbols
- Copies of the following:
 - “Web Tree and Eagle” worksheet
 - “Picture Fact Card” worksheet
 - “Window Pane Fact Sheet”
 - Native American \$1 Coin Resource Guide (available at www.usmint.gov/kids)
- Locate texts that give information about symbols, such as:
 - *Signs and Symbols of the Sun* by Elizabeth Helfman
 - *The Bald Eagle (Symbols of America)* by Terry Allan Hicks
 - *Red, White, Blue, and Uncle Who? The Stories Behind Some of America’s Patriotic Symbols* by Teresa Bateman
- Poster board or chart paper
- Markers or colored pencils
- Magazines
- Glue
- Scissors
- Index cards (one for each student)
- Copy of one story of the “Great Tree of Peace” from the Internet.
- Small shovel or trowel for digging hole beside tree



PREPARATIONS

- Make an overhead transparency (or photocopy) of each of the following:
 - “2009 Native American \$1 Coin” page
 - Examples of symbols



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- Make copies of each of the following:
 - “Picture Fact Card” worksheet (1 per student)
 - “Window Pane Fact Sheet” (1 per student)
- Cut out the pictures on the “Web Tree and Eagle” worksheet. You can paste them in the center of poster board or chart paper in advance.
- Gather samples of symbols to help illustrate the idea of representing a concept with an icon, act, or object.
- Locate a text that gives information about symbols (see examples under “Materials”).
- Bookmark Internet sites that contain information about symbols and others that reference the Five Nations.
- Gather magazines that students can use pictures from in creating their cards.
- Post chart paper copies of the “Window Pane Fact Sheet.”
- Divide the class into five research groups.
- Schedule time in the computer lab for students to search for information on their chosen tribe.
- Select a tree outside where you could dig a small hole to bury the symbolic cards. Obtain permission to dig at the selected tree from your administrator.
- Locate an Internet source that will help you tell the story of the “Great Tree of Peace” or the “Great Law of Peace.”



GROUPINGS

- Whole group
- Small groups
- Independent work



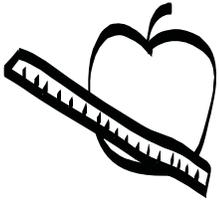
CLASS TIME

Four 30- to 45-minute sessions



CONNECTIONS

- Social Studies
- Language Arts



Symbols of Peace



TERMS AND CONCEPTS

- Obverse (front)
- Reverse (back)
- Dollar
- Peace
- Unity
- Tribe
- Symbolism
- Great Law/Tree of Peace
- Iroquois Confederacy
- Treaty



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

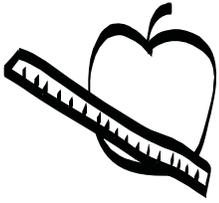
- Symbols
- First Americans: Tribes/Nations
- Causes of conflict
- Homes, clothing, crafts, and weapons in developing cultures



STEPS

Session 1

1. Describe the Native American \$1 Coin Program for background information.
2. Display the transparency or photocopy of the “2010 Native American \$1 Coin” page. Tell the students that the back of a coin is called the reverse, and “obverse” is another name for the front.
3. With the students, examine the 2010 Great Law of Peace design. Have the students identify the images and the writing included in this design. Focus specifically on the tree, the feathers, and the eagle.
4. Paste the pictures of the eagle and the tree from the “Web Tree and Eagle” worksheet in the center of a piece of poster board or post them on a white board. Using the pictures as the center for two webs, have the students list characteristics of each.
5. Ask the students if they have ever heard of a symbol. Record examples of symbols they have heard of on chart paper. Explain that people often use symbols to illustrate a particular good characteristic.
6. Show three or four images with important symbolic meaning. You may include a heart for love, a pair of clasped hands for friendship, an eagle or bear for strength, or a sun for light. Ask students to explain what each symbol represents. Ask the students why some symbols have the same meaning for many different people.
7. Have the students search resources such as the Internet, books, and calendars to identify symbols.

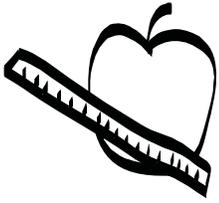


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8. Have the students select a few symbols to use as examples, trying to choose at least one that no one else has picked. Have them explain what each symbol represents. See whether all the students in the class see the same meaning in each symbol.
9. Distribute a “Picture Fact Card” worksheet to each student. Have the students put a symbol on the front of each, then write facts on the back, such as the symbol’s name and what the symbol represents. Allow them time to cut out and fold their cards.
10. Have the students exchange their picture fact cards. Each student should share one card aloud, clearly explaining why the image has meaning for enough people that it can be used as a symbol.

Session 2

1. On the board or on chart paper, write out the names of the five nations that make up the Iroquois Confederacy (the Onondaga, Seneca, Cayuga, Mohawk, and Oneida).
2. Guide the students to generate a list of questions about these different nations and write these questions on chart paper or on the board.
3. Divide the students into five groups and have each group select one nation to research.
4. Tell the students that each group will become the class expert on one of the five nations and will research and produce a six-pane window of key facts about that nation.
5. Hand out the “Window Pane Fact Sheet” and give a sheet of chart paper to each group.
6. Direct the students to use Internet sites such as those below for their research.
 - Oneida Indian Nation: www.oneida-nation.net
 - Seneca Nation of Indians: www.sni.org
 - St. Regis Band of Mohawk: www.stregismohawktribe.com
 - A Resource Page for Cayuga and Peace: www.peace4turtleisland.org/pages/Cayuga.htm
 - Oneida Tribe of Indians of Wisconsin: www.oneidanation.org
 - Seneca-Cayuga Tribe of Oklahoma: www.sctribe.com
7. Direct each student to use the “Window Pane Fact Sheet” to record information and then gather as a group to summarize their information. Have them recreate the window pane summaries on the chart paper.
8. Have each group present their findings to the class. Allow time for other groups to ask questions of the presenting group.
9. Guide the class in a discussion about how differences between the tribes affected



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their uniting as the Iroquois Confederacy. Compare and discuss similarities and differences between states in the United States today.

Session 3

1. Guide the students in a discussion about what causes conflict between students in the class.
2. Record these ideas on the board or on chart paper.
3. Have the students brainstorm symbols to represent these causes of conflict (for example, if the cause is gossip, the symbol might be a photo of someone who looks hurt, a broken heart, or silhouettes of two people whispering and a third person alone).
4. Have each student select one cause and its symbol and paste or draw the symbol image on one side of an index card and write the cause on the other side.
5. Take the students outside to the tree you selected with your administration to dig beside.
6. Read the story of the “Great Tree of Peace” to the class.
7. Dig a small hole beside the tree and have each student explain their card and how the symbol they selected represents the cause of conflict in class or school.
8. Have each student place their card in the hole. When all are finished, cover the hole with dirt or rocks to bury the cards.



ASSESSMENT

Use the students’ class participation, worksheets, and window pane chart to evaluate whether they have met the lesson objectives.



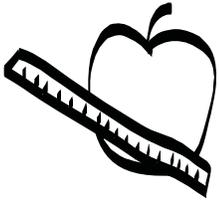
ENRICHMENTS/EXTENSIONS

- Have the students write a short play about the Great Tree of Peace or the Great Law of Peace.
- Have the students create a picture book for younger students about the Great Tree of Peace or the Great Law of Peace.



DIFFERENTIATED LEARNING OPTIONS

- Provide printed reference materials at grade level for the students to use in their research.
- Use appropriate videos from a local resource, television, a Web site, or other resources to illustrate life for the different tribes in the Iroquois Confederacy.



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- Divide each tribe and the window pane questions into a jigsaw activity and have pairs of students work on a limited number of questions then present their findings to their group before they present to the larger group.
- Allow students to work independently or in pairs.
- Have symbols already prepared and have students match the fact with the symbol.

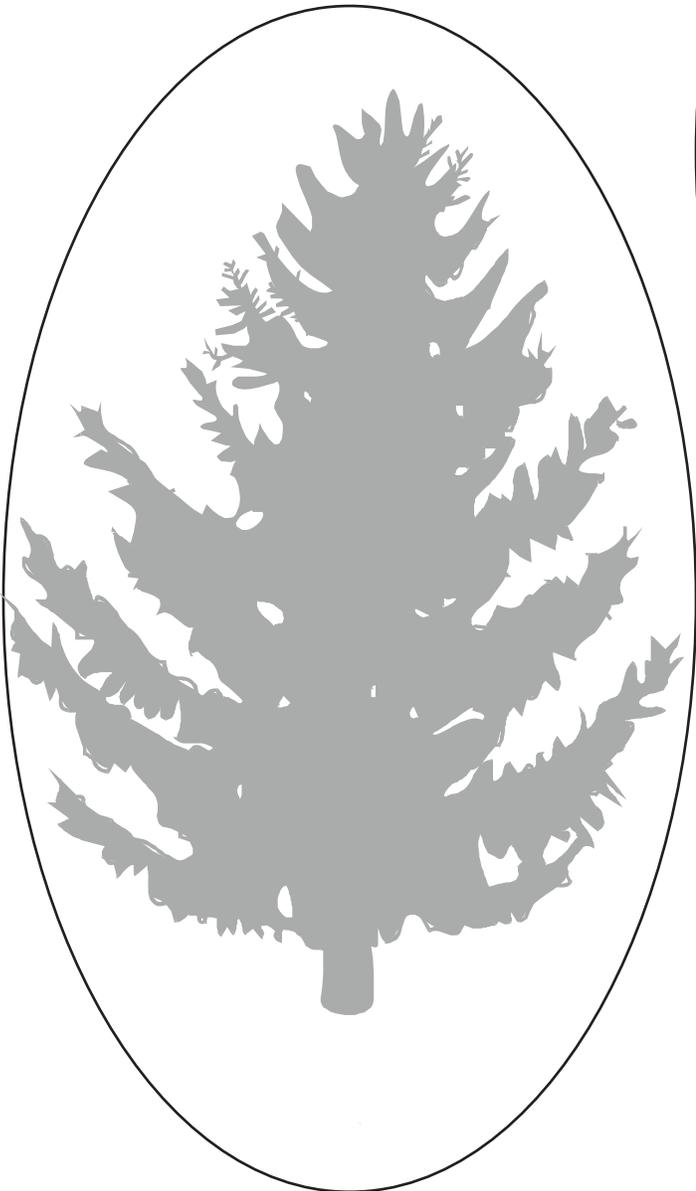


CONNECTION TO WWW.USMINT.GOV/KIDS

Have students learn more about the Zuni Sun symbol and how art can symbolize a culture and lifestyle using the New Mexico quarter lesson plan at www.usmint.gov/kids/teachers/lessonPlans/50sq/2008/0406-2.pdf.



Web Tree and Eagle





Name _____

Tribe _____

Window Pane Fact Sheet

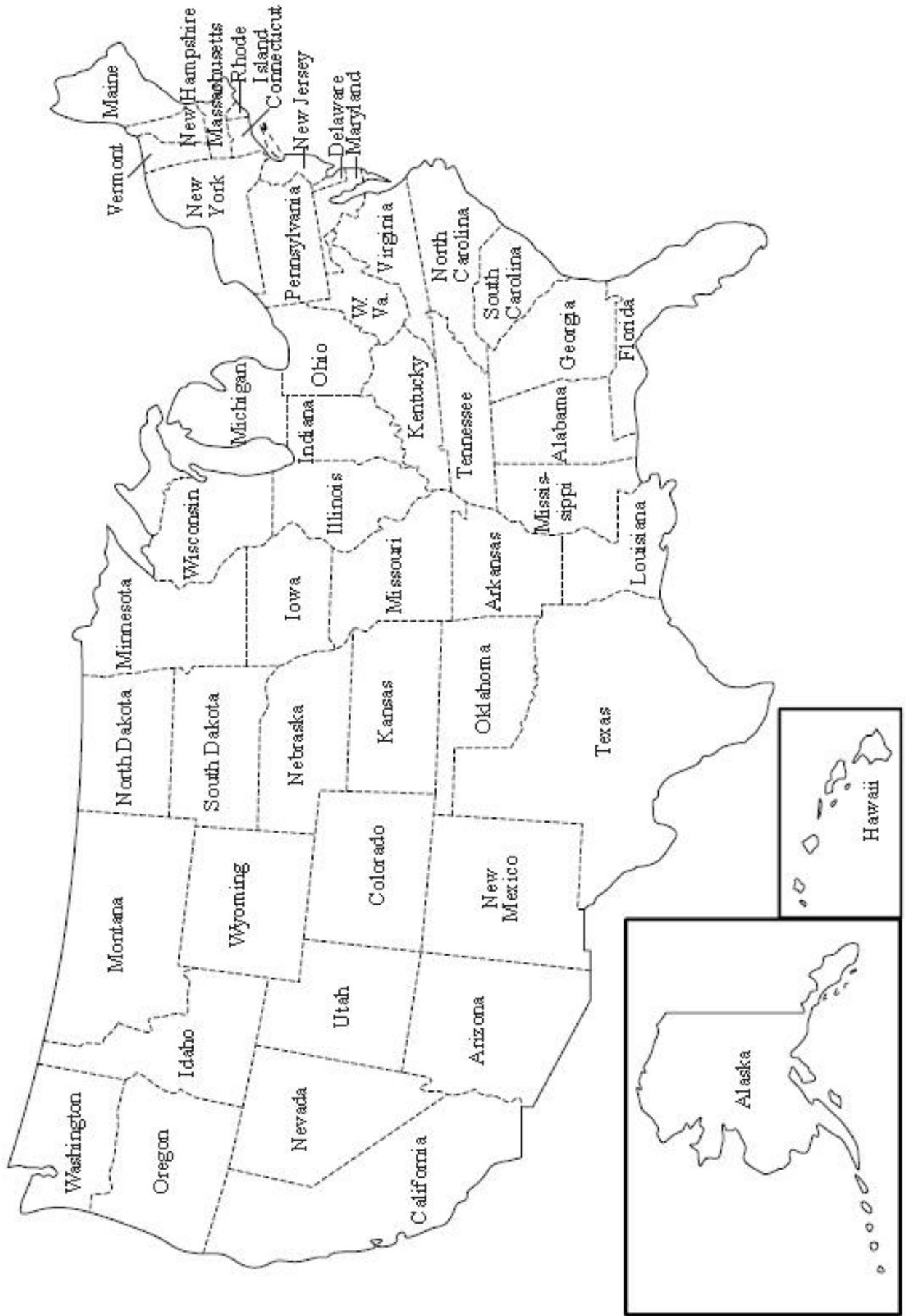
<p>Where did they live?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>What were their homes like?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>What crafts and art did they create?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Where do they live today?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>What are their homes like today?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>What crafts and art do they create today?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>What did their clothing look like?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>What language did they speak?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>What weapons did they use?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>What does it look like today?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>What language do they speak today?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>What weapons do they use today?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>



2010 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

