

4: Trading Traditions

Based on the American Samoa quarter reverse



OBJECTIVE

Students will identify the purpose and duties of an orator. Students will identify and share personal family traditions. Students will demonstrate oral presentation skills.



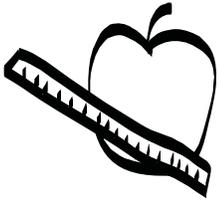
MATERIALS

- 1 overhead projector
- 1 overhead transparency of the “American Samoa Quarter Reverse” page
- Copies of the following:
 - “Orator Planner” worksheet
 - “Traditional Coin” worksheet
- 1 class map
- 1 copy of a text that includes general information about American Samoa, such as:
 - *State-by-State Atlas* by Justine Ciovacco, Kathleen A. Felley, and Kristen T. Behrens
 - *The Kingfisher Geography Encyclopedia* by Clive Gifford
 - *The Young People’s Atlas of the United States* by James Harrison
 - *U.S. Atlas for Young People* by Tom Smith
- Chart paper
- Markers
- 2 rulers
- White construction paper (2x6 inch strips)
- Examples of Pacific Island (Samoan) design (optional)
- 2 cardboard tubes (paper towel or wrapping paper rolls)
- Colored construction paper
- Tape
- Yarn



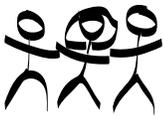
PREPARATIONS

- Make an overhead transparency (or photocopy) of the “American Samoa Quarter Reverse” page.
- Make copies of the following:
 - “Orator Planner” worksheet (1 per student)
 - “Traditional Coin” worksheet (1 per student)



Trading Traditions

- Locate a text that gives information about American Samoa (see examples under “Materials”).
- Gather examples of Pacific Island (Samoa) design as inspiration for decorating the tubes (optional).
- Collect two cardboard tubes (paper towel or wrapping paper rolls).
- Cut white construction paper into 2x6 inch strips (1 per student).



GROUPINGS

- Whole group
- Individual work



CLASS TIME

Two 30- to 45-minute sessions



CONNECTIONS

- Social Studies
- Language Arts



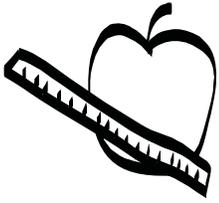
TERMS AND CONCEPTS

- Quarter
- Obverse (front)
- Reverse (back)
- Island
- Territory
- Orator
- Tradition
- Staff
- Whisk



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of traditions.



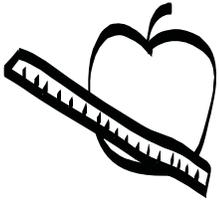
Trading Traditions



STEPS

Session 1

1. Describe the 50 State Quarters® Program and the District of Columbia and U.S. Territories Quarters Program for background information, if necessary, using the example of our own state's or territory's quarter. Then display the "American Samoa Quarter Reverse" overhead transparency or photocopy. Tell the students that the back of a coin is called the reverse, and the obverse is another name for the front. Locate American Samoa on a classroom map. Note its position in relation to your school's location.
2. When defining "US territory" (lowercase "t") for your students, the United States Mint recognizes and uses the Department of the Interior's definitions found at www.doi.gov/oia/Islandpages/political_types.htm.
3. Introduce the students to the portion of the selected text about American Samoa. As a group, preview the text. During the reading, attend to unfamiliar vocabulary and concepts.
4. Now ask the students to examine the quarter reverse image and tell you what they see. Explain to the students that the image represents a collection of items important to the people of American Samoa. The large item in the center is an ava bowl (also called a tanoa), which symbolizes Samoan culture and community. Beside it are a fly whisk, symbolizing wisdom, and a staff, symbolizing authority. All of these items are used in important Samoan ceremonies. In the background is an American Samoa landscape.
5. Explain to the students that there is an important figure in Samoan culture called the orator, also known as the "talking chief." Write the word *orator* at the top of a piece of chart paper.
6. Explain to the students that the orator is very important in leading ceremonies, welcoming guests and, most importantly, giving speeches. These traditional speeches in American Samoa often tell local stories, legends, and family traditions. To show his importance during the speeches, the orator holds the staff and whisk shown in the American Samoa quarter design.
7. After discussing the duties and importance of the American Samoan orator, guide the students in adding these ideas to the chart.
8. Explain to the students that, just as the American Samoan orator talks about family stories and traditions, they will each share with their classmates a family tradition of their own. Tell the students that these traditions may relate to family events, birthdays, holidays, or any other tradition.
9. As an example, share a personal family tradition with the class while holding two rulers to represent the staff and whisk.



Trading Traditions

10. Tell the students that before they will become orators and share their family traditions with the class, they will first need to cooperatively create a class staff and whisk. Give each student a small strip of paper to decorate. They may use brightly colored patterns or island designs to represent the islands of American Samoa.
11. Wrap the strips of paper around two cardboard tubes and attach them with tape. These tubes will represent the staff and whisk for the class. For the whisk, add a tied bunch of yarn to one end.
12. Distribute an “Orator Planner” worksheet to each student. Explain the directions, referring to your own sharing of a family tradition as the example. Allow the students time to complete the worksheet.

Session 2

1. Display the “American Samoa Quarter Reverse” overhead transparency. Review with the students the material covered in the previous session, focusing on the job of the orator. Practice using the staff during this review, indicating that only the person holding the staff is allowed to speak.
2. Ask each student to become the orator as they share their family traditions. When the student is the orator, he will hold the staff and whisk during the presentation. As the students share, list the family traditions on chart paper. (Depending on the size of the class, two sessions may be needed for sharing.)
3. After all the students have finished sharing, ask them to discuss why the orator is such an important and respected position in American Samoa. Continue using the staff to remind students that one person may speak at a time.
4. Distribute the “Traditional Coin” worksheet to the students. Explain that the students will illustrate their family tradition as a quarter design.
5. Allow time for the students to complete their illustrations. Have the students cut out the coin shapes and glue them onto colorful construction paper.
6. Display the “Traditional Coin” and “Orator Planner” worksheets in the classroom.



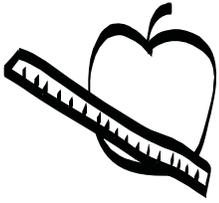
ASSESSMENT

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



ENRICHMENTS/EXTENSIONS

- Use the class-created staff in future class meetings to identify one speaker at a time.
- Videotape the oral presentation to share with other classes.
- Have students research other United States territories.



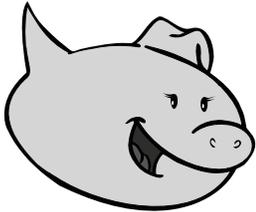
Trading Traditions

- Have students research family or holiday traditions in a variety of countries and cultures.
- Invite a storyteller to visit the class.



DIFFERENTIATED LEARNING OPTIONS

- Allow students to work in pairs.
- Allow students to dictate their written responses.
- Allow students to write stories and read them directly from a script.



CONNECTION TO WWW.USMINT.GOV/KIDS

- Have students learn more about the art of storytelling through myths with the Colorado quarter lesson plan for grades 2 and 3 at www.usmint.gov/kids/teachers/lessonPlans/50sq/2006/0203-3.pdf.
- Have students learn more about other islands in the United States with the Hawaii quarter lesson plan for grades 2 and 3 at www.usmint.gov/kids/teachers/lessonPlans/50sq/2008/0203-5.pdf.
- Have students learn more about United States territories through the District of Columbia and United States Territories Program lesson plans at www.usmint.gov/kids/teachers/lessonPlans.



Name _____

Orator Planner

Directions: Use this worksheet to plan how you will share your family tradition with the class. When you are the **orator**, you will hold the **staff** and **whisk** as you tell the class about your tradition.

What?

Who?

When?

Where?

Why is this tradition special to you?



Name _____

Traditional Coin

Directions: Illustrate the family tradition that you shared as an orator.





American Samoa Quarter

