

Helping Hands

Based on the 2014 Native American \$1 Coin
Kindergarten and Grade One



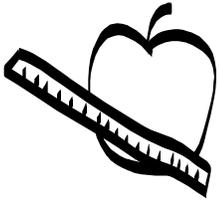
OBJECTIVES

Students will define hospitality and identify ways to help others. Students will identify healthy foods.



MATERIALS

- 1 overhead projector or equivalent classroom technology (optional)
- 1 overhead transparency (or photocopy) of each of the following:
 - “2014 Native American \$1 Coin” worksheet
 - “Lewis and Clark Expedition Map” worksheet
 - “I Can Help Others” worksheet
 - “A Healthful Basket” worksheet
 - “A Healthful Basket” checklist
- Copies of the following:
 - “2014 Native American \$1 Coin” worksheet
 - “I Can Help Others” worksheet
 - “A Healthful Basket” worksheet
 - “A Healthful Basket” checklist
- 1 copy of an age-appropriate text or excerpt that gives information about Native American culture, such as:
 - *Meet Lydia: A Native Girl from Southeast Alaska* by Miranda Belarde-Lewis
 - *Lewis and Clark Through Indian Eyes: Nine Indian Writers on the Legacy of the Expedition* by Alvin M. Josephy, Jr.
 - *When the Rain Sings: Poems by Young Native Americans* by the National Museum of the American Indian
- 1 copy of an age-appropriate text that gives information about hospitality or helping others, such as:
 - *Berenstain Bears Lend a Helping Hand* by Stan Berenstain
 - *Llama Llama Time to Share* by Anna Dewdney
 - *Bear Says Thanks* by Karma Wilson
 - *Two Fine Ladies: Tea for Three (Step-Into-Reading, Step 1)* by Antonia Zehler
- 1 copy of an age-appropriate text that gives information about healthful eating, such as:
 - *Gobey Gets Full* by Judy Caplan
 - *Eating Well (Looking After Me)* by Liz Gogerly



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- *Why Should I Eat Well? (Why Should I? Books)* by Claire Llewellyn
- *Tricky Treats* by Georgia Perez
- *Eat Healthy, Feel Great* by William Sears, M.D., Martha Sears, R.N., and Christine Watts Kelly

- Chart paper
- Crayons
- 3x5-inch sticky notes
- 12x18-inch construction paper
- Grocery store circulars or advertisements
- Markers
- Glue
- Assorted toy foods
- Pencils
- Three-ring binder
- Scissors



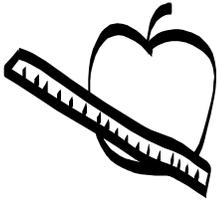
PREPARATIONS

- Make an overhead transparency (or photocopy) of each of the following:
 - “2014 Native American \$1 Coin” worksheet
 - “Lewis and Clark Expedition Map” worksheet
 - “I Can Help Others” worksheet
 - “A Healthful Basket” worksheet
 - “A Healthful Basket” checklist
- Make copies of each of the following:
 - “I Can Help Others” worksheet (1 per student)
 - “A Healthful Basket” worksheet (1 half sheet per student)
 - “A Healthful Basket” checklist (1 per student)
- Locate a text or excerpt that gives information about Native American culture (see examples under “Materials”).
- Locate a text that gives information about hospitality or helping others (see examples under “Materials”).
- Locate a text that gives information about healthful eating (see examples under “Materials”).
- Create a chart labeled “Always Foods/Sometimes Foods” for Session 3.
- Collect a variety of toy foods for Session 3.
- Collect assorted grocery store circulars for the “A Healthful Basket” worksheet.



GROUPINGS

- Whole group
- Individual work
- Pairs



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CLASS TIME

Four 20- to 30-minute sessions, total 91 to 120 minutes



CONNECTIONS

- Social Studies
- Science (Health)
- Language Arts



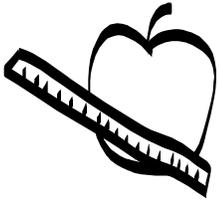
STANDARDS (NATIONAL/COMMON CORE)

National Standards

- National Council for Teachers of English/International Reading Association Standards for English/Language Arts
 3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound–letter correspondence, sentence structure, context, graphics).
 4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
 12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).
- National Science Teachers Association
 - LS1.C: Organization for Matter and Energy Flow in Organisms: All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow. (K-LS1-1)
- National Council for the Social Studies
 2. Time, Continuity, and Change: Knowledge and understanding of the past enable us to analyze the causes and consequences of events and developments, and to place these in the context of the institutions, values and beliefs of the periods in which they took place.

Common Core State Standards

- English/Language Arts
 - CCSS.ELA-LITERACY.RI.K.1: With prompting and support, ask and answer questions about key details in a text.



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- CCSS.ELA-LITERACY.RI.K.2: With prompting and support, identify the main topic and retell key details of a text.
- CCSS.ELA-LITERACY.RI.K.3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- CCSS.ELA-LITERACY.RI.1.1: Ask and answer questions about key details in a text.
- CCSS.ELA-LITERACY.RI.1.2: Identify the main topic and retell key details of a text.
- CCSS.ELA-LITERACY.RI.1.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- CCSS.ELA-LITERACY.RI.1.4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- CCSS.ELA-LITERACY.RI.1.5: Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- CCSS.ELA-LITERACY.RI.1.6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.



TERMS AND CONCEPTS

- Native American \$1 Coin
- Obverse (front)
- Reverse (back)
- Lewis and Clark
- Corps of Discovery
- Explorer
- Expedition
- Hospitality
- Gourd
- Healthful foods
- Sometimes foods
- Nutrition
- Nutrients
- Vitamins and minerals



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

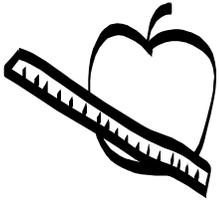
- Native Americans
- Helping guests and visitors
- Foods



STEPS

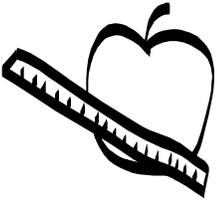
Sessions 1 and 2

1. Describe the Native American \$1 Coin Program for background information. The program is described at www.usmint.gov/kids/coinNews/nativeAmerican/.



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2. Display the “2014 Native American \$1 Coin” overhead transparency or photocopy. Tell the students that the front of the coin is called the “obverse” and the back is called the “reverse.” Examine the coin design with the students and locate the 2014 theme, “Native Hospitality Ensured the Success of the Lewis and Clark Expedition.”
3. Tell the students that over two hundred years ago, two men named Merriweather Lewis and William Clark led a group of explorers westward to the Pacific Ocean. Explain that, along the way, the group met many Native American tribes. These tribes helped the group on their journey by offering friendship, supplies, and directions. Display the “Lewis and Clark Expedition Map” and show the students the route.
4. Tell the students that Native American tribes prospered many years before the arrival of Lewis and Clark. Explain that Native Americans, including the Mandan tribe, had formed far-reaching trade routes and had a long history of welcoming people from many cultures.
5. Explain that the food the tribes provided helped the travelers finish their journey successfully. The Mandan were agriculturists and knew a lot about how to grow food.
6. Tell the students an explorer is someone who travels somewhere they have never been to learn about the land, people, animals, and plants that live there. An expedition is the explorers’ journey to a new place. Write the words “Lewis and Clark,” “explorer,” and “expedition” on chart paper and record the definitions.
7. Ask the students if they have ever been on a long trip before. Have the students brainstorm with a partner what things they might bring on a long trip.
8. Record the student responses on chart paper. Ask the students where they might stay if they were traveling to a place where they did not know anyone. Discuss with the students where they would get food to eat and what they would do if they forgot to pack something. Lead the students to conclude that they could go to a store to buy what they needed.
9. Explain to the students that the Lewis and Clark expedition lasted for about two years. Ask the students if it would be possible to pack and carry everything you would need to survive for two years. Explain to the students that there were no stores where the expedition traveled two hundred years ago. Tell the students that although the expedition hunted for plants and animals to eat, during the winter months the supplies could run out.
10. Write the word “hospitality” on the chart paper and ask the students what they think the word means. Accept all reasonable answers. Discuss the term and develop a definition. Record the definition on chart paper.

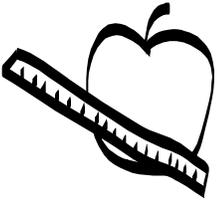


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11. Examine the coin image and direct the student's attention to the Native American woman. Discuss with the students the foods she is holding. Identify the foods as fish, corn, root vegetables and gourds. Explain to the students that the Native Americans showed hospitality to the Lewis and Clark Expedition in many ways. Tell the students that throughout the two-year journey, many different Native American tribes showed hospitality to the explorers. For example, the Mandan and Hidatsa tribes welcomed the explorers to stay with them during the first winter of the expedition. Without the hospitality and help of the Mandan and Hidatsa tribes, the expedition would not have survived.
12. Introduce the students to the selected text about hospitality. As a group, preview the text and illustrations to generate observations about what is occurring at different points in the text. Read the selected text to the class and attend to any unfamiliar vocabulary.
13. Have the students discuss with a partner one way they can show hospitality to people in their neighborhood. Record the student answers on chart paper.
14. Tell the students that they are going to create a class book of different ways they can show hospitality to others.
15. Display a copy of the "I Can Help" worksheet. Tell the students they will draw a picture and write about one way they can show hospitality to others.
16. Distribute the "I Can Help" worksheet to the students. Allow time for the students to complete the project.
17. Place each completed worksheet into the three-ring binder after the students have shared their worksheet with the class. Display the completed book in the classroom.

Sessions 3 and 4

1. Review the information and charts from the previous session. Display the "2014 Native American \$1 Coin" transparency, focusing attention on the food offered by the Native American woman.
2. Ask the students why food would be a valuable gift for the expedition. Lead a class discussion about why we need food to survive. Record the student responses on chart paper.
3. Explain that Native Americans view food as more than a source of fuel but also as medicine that leads to good health.
4. Tell the students that today they will learn about good nutrition. Nutrition is about the things in food that keep us healthy and how our bodies use them. Write "Nutrition" on the chart paper and record the definition.



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5. Give each student one sticky note and tell the students to draw and label a picture of a food they like to eat. Collect the sticky notes to be used later in the lesson.
6. Tell the students that foods that are good for your body are called “healthful” or “always” foods. Always foods help you to grow, think, and move. They are full of nutrients like vitamins and minerals, fats and proteins, which help our bodies move and work and heal when they’re sick or hurt. “Sometimes” foods are foods that are not good for us. Write “Always foods,” “Nutrients,” and “Sometimes foods” on chart paper and record the definitions.
7. Introduce the students to the selected text about healthful eating. As a group, preview the text and illustrations to generate observations about what is occurring at different points in the text. Read the selected text to the class and attend to any unfamiliar vocabulary.
8. Display the chart “Always Foods” and “Sometimes Foods” and the toy food. Have the students determine whether the toy foods should be labeled as always or sometimes foods. Using the sticky notes, have the students sort the food pictures into the food categories. Review the completed chart with the students.
9. Return to the coin image and ask the students if they think the foods offered by the Native American woman are “always foods” or “sometimes foods.” Review with the students what the word “hospitality” means. Ask the students to imagine that hungry explorers are visiting the school. Have them show hospitality to the explorers by working with a partner to create a basket of healthy foods as a gift.
10. Display the “A Healthful Basket” worksheet and read the directions as a class. Display the “A Healthful Basket” checklist and review it with the students. Distribute the worksheet, construction paper, and grocery store circulars. Allow time for the students to complete the project and the checklist with their partner.
11. Display the completed projects in the classroom.



ASSESSMENT

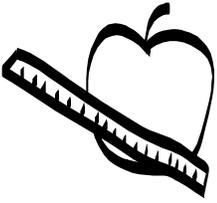
Use the students’ class participation, worksheets, and checklist to evaluate whether they have met the lesson objectives.



ENRICHMENT/EXTENSIONS

- Explore the many foods cultivated by Native Americans (corn, squash, tomatoes, pumpkins, garlic, potatoes, sweet potatoes, peanuts, onions, maple syrup, beans, etc.) and have students identify how these foods contribute to good health.
- Using online resources like www.pbs.org/lewisandclark/native/, have students identify other tribes that Lewis and Clark encountered from 1804 to 1806.

United States Mint Lesson Plans



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- Create a smartboard activity that allows students to drag healthful/unhealthful foods onto the “A Healthful Basket” labels.
 - Visit the Center for Disease Control and Prevention Web site to view the story “Tricky Treats” at www.cdc.gov/CDCTV/TrickyTreats/.
 - Have students host an in-school read-aloud and invite residents of a senior center to hear their stories.
 - Have students learn about how exercise helps keep your body healthy by visiting the Center for Disease Control and Prevention Web site at www.cdc.gov/diabetes/projects/ndwp/e toolkit/index.html.
 - Have students learn more about the Lewis and Clark Expedition with the 2004 Westward Journey Nickel Series lesson plan for grades K and 1 called “Making Friends.”
 - Have students learn more about how Native Americans grew food with the 2009 Native American \$1 Coin lesson plan for grades K and 1 called “How Does a Garden Grow?”

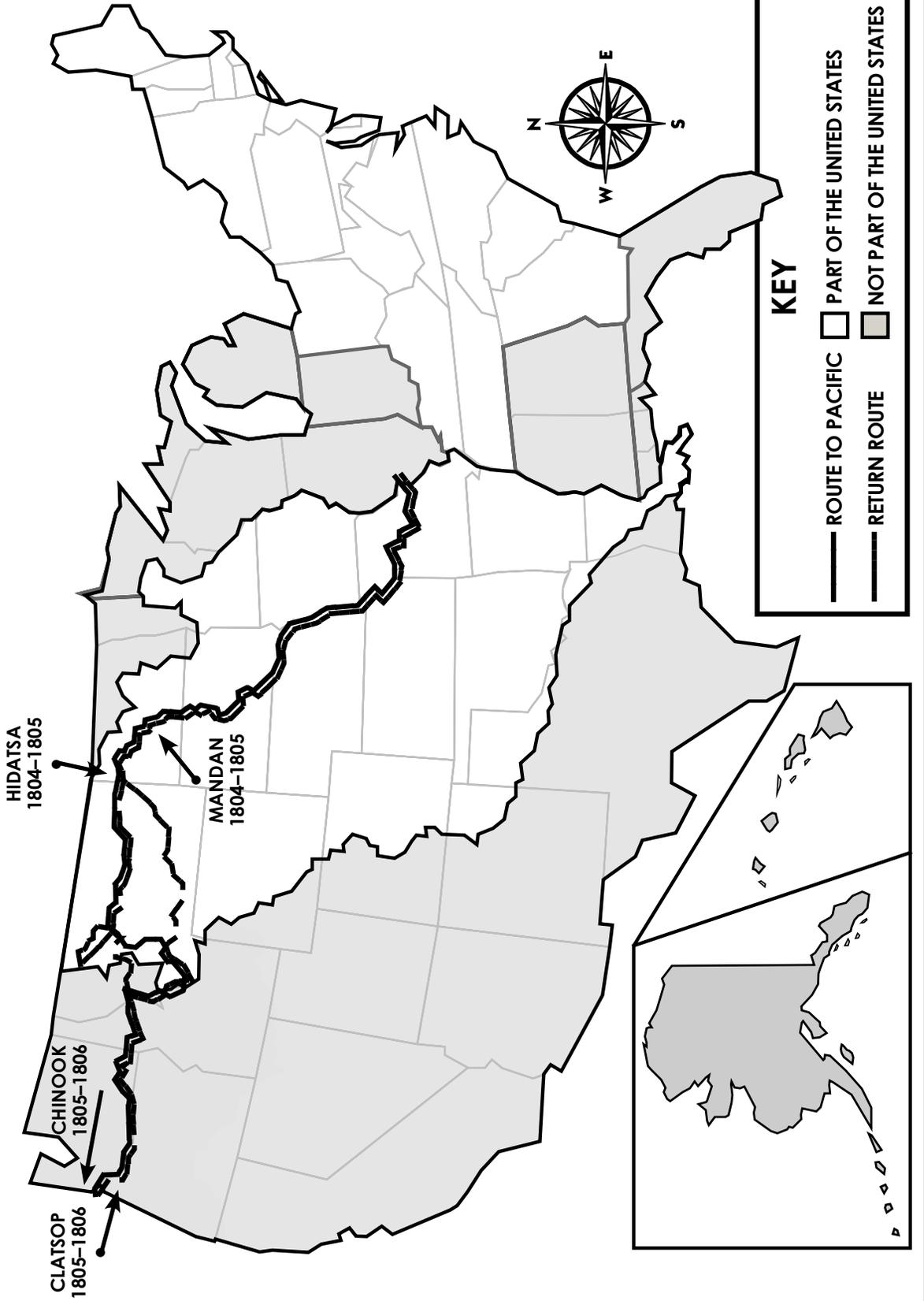


DIFFERENTIATED LEARNING OPTION

- Have students use pre-cut pictures.
- Have students work with a partner to complete the “I Can Help” worksheet.
- Have students dictate the written portion of the worksheet.

Lewis and Clark Expedition Map

1803–1806

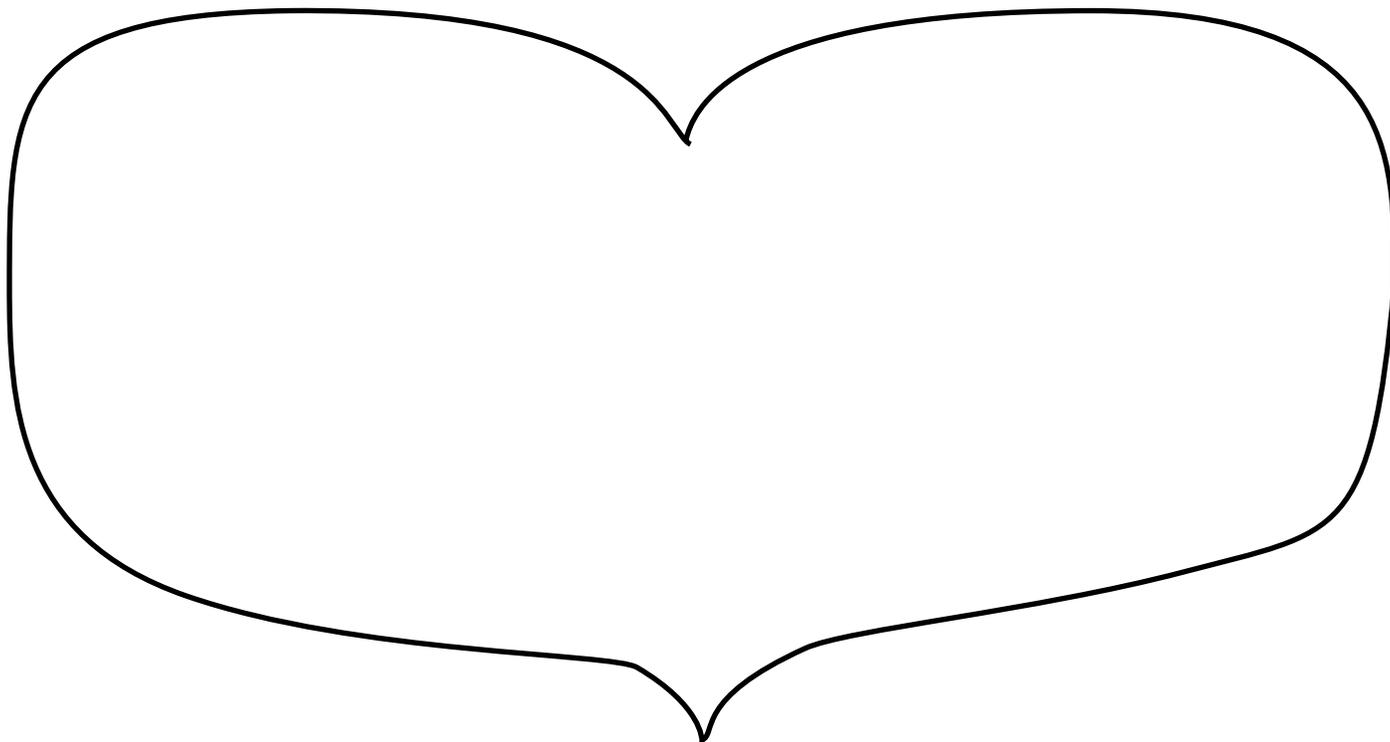




Name _____

I Can Help

Directions: Draw a picture of one way you can show hospitality to others.
Write a sentence that tells how you are showing kindness or helping someone.



I can show hospitality to _____



by _____





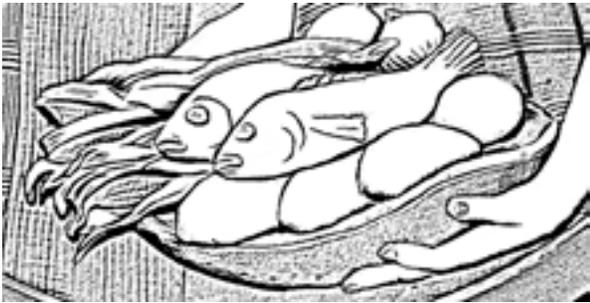
Name _____

A Healthful Basket

Directions: Show hospitality to our visitors by creating a basket of “always” food.

1. Cut out the labels and glue them onto the construction paper.
2. Look in grocery store circulars for pictures of foods or draw your own.
3. Glue 5 “always” foods in the “Always Foods” column.
4. Glue 5 “sometimes” foods in the “Sometimes Foods” column.
5. Label all the pictures.

Always Foods



Sometimes Foods





A Healthful Basket

Checklist

Directions: Put a check  next to each sentence if you did it.

- Check the “apple” column if you did this every time.
- Check “sprout” if you did this most of the time.
- Check “seed” if you need to keep growing and try again.

 TASK	 APPLE	 SPROUT	 SEED
I worked with my partner.			
I have 5 always foods.			
I have 5 sometimes foods.			
I labeled the pictures.			