

Lights! Camera! Hospitality!

Based on the 2014 Native American \$1 Coin
Grades Seven and Eight



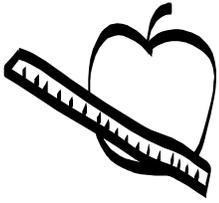
OBJECTIVES

Students will identify the motives for, and the obstacles and accomplishments resulting from, the interactions of the Lewis and Clark Expedition with American Indians. Students will evaluate the economic interactions between Native Americans and the Expedition. Students will understand and identify elements of media literacy to include audience and purpose and will create media messages using these elements.



MATERIALS

- 1 overhead projector or equivalent technology (optional)
- 1 overhead transparency (or photocopy) of the following:
 - “2014 Native American \$1 Coin” page
 - Map overlays from Westward Journey Nickel Series™ Lesson Plans Resource Guide (pp. 23–25) at www.usmint.gov/kids/teachers/lessonplans/pdf/wjnsResourceGuide.pdf
- Copies of the following:
 - “Economic Flow” worksheet
 - “Movie Trailer Homework” worksheet
 - “Exit Slip” worksheet
 - “Lights! Camera! Hospitality!” worksheet
 - “Filmmaking Guide” worksheet
 - “Hospitality Movie Rubric”
 - Westward Journey Nickel Series™ Lesson Plans Resource Guide (p. 5) at www.usmint.gov/kids/teachers/lessonplans/pdf/wjnsResourceGuide.pdf
 - “2014 Native American \$1 Coin” information page at www.usmint.gov/mint_programs/nativeAmerican/?action=2014NADesign
- 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
- Chart paper
- Markers
- Video capture or similar technology



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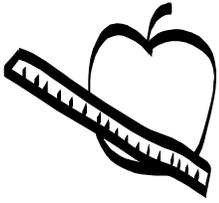
PREPARATIONS

- Make an overhead transparency (or equivalent) of each of the following
 - “2014 Native American \$1 Coin” page.
 - Map overlays from Westward Journey Nickel Series™ Lesson Plans Resource Guide (pp. 23–25) at www.usmint.gov/kids/teachers/lessonplans/pdf/wjnsResourceGuide.pdf
- Make copies of each of the following:
 - “2014 Native American \$1 Coin” page (1 per student).
 - “Economic Flow” worksheet
 - “Movie Trailer Homework” worksheet (1 per student)
 - “Exit Slips” (1 per student, cut in half for Session 1 and Session 2)
 - “Lights! Camera! Hospitality!” worksheet (1 per student)
 - “Filmmaking Guide” worksheet (1 per student)
 - “Hospitality Movie Rubric” (1 per student)
 - Westward Journey Nickel Series™ Lesson Plans Resource Guide” (p. 5) at www.usmint.gov/kids/teachers/lessonplans/pdf/wjnsResourceGuide.pdf (as many as desired to hand out, or make a projection copy)
 - “2014 Native American \$1 Coin” information page at www.usmint.gov/mint/programs/nativeAmerican/?action=2014NADesign (as many as desired to hand out, or make a projection copy)
- Locate a text or excerpt that gives information about Native American culture (see examples under “Materials”).
- Reserve computer lab for Sessions 1 through 4.
- Prepare video camera or similar technology for recording.
- Locate and bookmark online resources for student research on the Lewis and Clark Expedition motives and Native American motives, such as:
 - www.loc.gov/exhibits/lewisandclark/lewis-landc.html
 - www.americaslibrary.gov/aa/lewisandclark/aa_lewisandclark_shoshone_1.html
 - <http://www.nps.gov/nr/travel/lewisandclark/indians.htm>



GROUPINGS

- Whole group
- Small groups
- Individual work



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CLASS TIME

Five 45- to 60-minute sessions, total 225 to 300 minutes



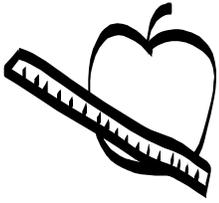
STANDARDS

- National Council for the Social Studies
 - Production, Distribution, and Consumption of goods and services
 - provide opportunities for learners to assess how values and beliefs influence private and public economic decisions in different societies;
 - apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues;
 - enable learners to distinguish between domestic and global economic systems, and explain how the two interact;
- National Council of Teachers of English
 - 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.
 - Students use a variety of technological and informational resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
- Common Core State Standards, English/Language Arts
 - CCSS ELA-Literacy RL 7.7: Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
 - CCSS ELA-Literacy WS 7.7, 8.7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
 - CCSS ELA-Literacy SLS 7.5, 8.5: Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.



CONNECTIONS

- Social studies
- Language arts
- Civics/Economics
- Technology



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TERMS AND CONCEPTS

- Native American \$1 Coin
- Reverse (back)
- Obverse (front)
- Natural Resources
- Hospitality



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

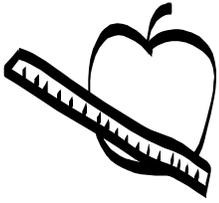
- Motives
- Obstacles
- Accomplishments
- Provisions
- Economics
- Movie Trailers
- Movie Production



STEPS

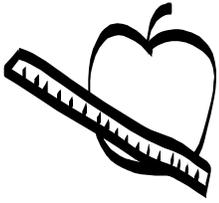
Session 1

1. Describe the Native American \$1 Coin Program for background information. The program is described at www.usmint.gov/kids/coinNews/nativeAmerican/.
2. Display the “2014 Native American \$1 Coin” overhead transparency or photocopy. Examine the coin design with the students and identify the 2014 theme “Native Hospitality Ensured the Success of the Lewis and Clark Expedition.”
3. Tell the students that the front of a coin is called the “obverse” and the back is called the “reverse.” Ask the students to share their ideas about the image on the coin’s reverse to include the compass and the peace pipe. Record student responses on chart paper.
4. Ask the students to identify the provisions that the woman is holding in the image. List the provisions on the chart paper. Ask the students to identify where the provisions came from. Lead the students to conclude that these are natural resources. Distribute the “Economic Flow” worksheet. Define the term natural resources on the “Economic Flow” worksheet as materials supplied by nature.
5. Tell the students they will be reading a nonfiction article to help them learn about the Lewis and Clark Expedition. Distribute or display the Westward Journey Nickel Series™ Lesson Plans Resource Guide (p. 5). Review the definition of “motive.” Remind the students to look for the motives or purposes of the Lewis and Clark Expedition. Have the students read the article.
6. Lead a class discussion on the motives of the Lewis and Clark Expedition. Record student responses on chart paper. Lead the students to conclude that the main motives for the expedition were to search for a water route to the Pacific Ocean, to map the land, and to establish friendly relationships with the tribes living along the route.
7. Divide the class into small groups. Have the students discuss the possible reactions of Native Americans in meeting the expedition and the challenges Lewis and Clark



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- faced trying to communicate with them.
8. Have student groups record ideas from their discussions on chart paper and share them with the class.
 9. Display the map overlays from the Resource Guide (pp. 23–25) of the journey and the location of the Native American tribes. Lead a class discussion on the maps.
 10. Distribute or display the “2014 Native American \$1 Coin” information page. Have the students read the page. Remind students to look for motives for the expedition to reinforce or add to those on the chart.
 11. Lead a class discussion on the theme “hospitality.” Discuss the term and develop a definition. Define “hospitality” on the “Economic Flow” worksheet. Have the students provide possible examples of hospitality encountered by both the Native American tribes and Lewis and Clark and how communication differences might have presented challenges.
 12. Lead a class discussion on the possible reasons the Native Americans were being hospitable. Record the answers on chart paper.
 13. Tell the students they will be visiting some Web sites to find possible motives for the Native American hospitality. Assign a group of students one site to research and report on to the class. Allow students time to use the computers for research.
 14. Record results from the research on chart paper. Lead the students to conclude that the Native Americans were curious, interested in trading with the explorers, and had plenty of natural resources to trade with them.
 15. Lead a class discussion on the trading and interactions between the expedition and the Native Americans. Discuss the blacksmith who was with the explorers and why it was important to bring him along. Lead the students to conclude that he produced goods that could be traded and he repaired broken items and tools. Tell the students that the Native Americans had access to many natural resources including intelligence about where to find different sources of food. Lead the students to conclude that the trade was circular.
 16. Explain to the students that they will be rereading the “2014 Native American \$1 Coin” information page, the Resource Guide page, and the bookmarked Web sites to find the information for completing the diagram. Allow time for the students to use words from the word bank to fill in the “Economic Flow” worksheet.
 17. After the students have finished, collect the “Economic Flow” worksheet.
 18. Ask the students whether they have seen a movie or TV show trailer. Distribute the “Movie Trailer Homework” sheet. Tell the students they are to watch TV and look for trailers for upcoming shows or movies to answer the questions on the worksheet. Discuss the questions with the class.
 19. Distribute the “Session 1 Exit Slip.” Have the students complete the Exit Slip.

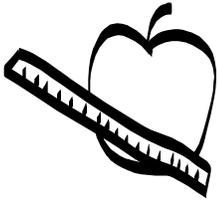


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Collect the slips and check them for accuracy. Check the “Economics Flow” worksheets for accuracy before the next session.

Session 2

1. Review the charts and worksheets from the previous session. Review the motives for the hospitality of the expedition and the Native Americans. Distribute the “Lights! Camera! Hospitality!” worksheet.
2. Discuss the concepts of motive, obstacles, and accomplishments.
3. Have the students read the directions on the “Lights! Camera! Hospitality!” worksheet. Identify a recently read or well known book or story. Identify the motive for the main character, the obstacles they had to overcome, and what they accomplished. Complete the “example” diagram on the “Lights! Camera! Hospitality!” worksheet with the students using the information from the story.
4. Lead a class discussion about personal accomplishments. Have the students record an accomplishment of their own in the “personal” diagram of the worksheet.
5. Have the students reread the “2014 Native American \$1 Coin” information page, the Resource Guide page, and the bookmarked online resources to determine the motives, obstacles, and accomplishments of the Lewis and Clark Expedition and the Native Americans. Review charts from the previous session. Have the students complete the “Lewis and Clark” diagram of the worksheet.
6. Collect the “Lights! Camera! Hospitality!” worksheet.
7. On chart paper, list responses from the “Movie Trailer Homework” sheet. Discuss the ways in which different forms of media advertise a movie or television show. Ask the students if the trailers show everything about the movie or show. Ask the students whether the trailer tells you the ending or not. Ask the students how much it shows. Ask the students the length of a trailer.
8. Lead a class discussion about creating a movie and the people involved in making a movie. Record student responses on chart paper. Lead students to conclude that many resources, including economic and human, are needed to make a movie. Remind them of the length of a movie’s closing credits. Lead the students to conclude that it takes many roles to make a movie besides the visible actors and actresses. Ask what other roles they can name. Write student responses on chart paper.
9. Lead a discussion of the elements of a movie or video and the economics involved with the making of a film. Lead a class discussion about what it might have been like if a movie crew had followed Lewis and Clark on their journey.
10. Explain that someone may want to create a documentary, movie, TV show, or play about the hospitality commemorated by the coin, particularly from the perspective of the Native Americans. Explain that the presentation would focus on the



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hospitality of the Native Americans, the economic interactions between the two groups, and the all the motives, obstacles, and accomplishments involved. Before the presentation is released to the public, there needs to be a trailer to advertise it, and that the students will be making that trailer.

11. Explain that the trailer needs to focus on the perspective of the Native Americans and the effects the interactions had on them. Emphasize the importance of treating the subject as accurately and respectfully as possible when writing and preparing the trailer. They will be working in groups of 8 to 10 with each student having a role to play in making the trailer.
12. Distribute the “Filmmaking Guide” and the “Hospitality Movie Rubric.” Review the rubric and discuss the questions and guidelines for producing the video or play.
13. Tell the students they will need to write a summary of the script for the movie so they know what to write in the script for the trailer. Explain that everyone will be part of the writing process, although one or two students in each group will be the main script writers.
14. Discuss the importance of telling the story’s concept in 30 to 60 seconds. Emphasize the need for setting the tone early and getting to the point quickly. Emphasize the use of framing people for emotional impact and using close-ups. Emphasize the use of the “Economic Flow” worksheet, the “Lights! Camera! Hospitality!” worksheet, and the charts when writing the script.
15. Distribute the “Session 2 Exit Slip.” Have the students complete the exit slip.
16. Check the Exit Slips and worksheets for accuracy.

Sessions 3 and 4

1. Return the worksheets to the students. Remind them to first write the movie summary, then the trailer script.
2. Allow time for the students to write their scripts and shoot (and edit) their trailer.

Session 5

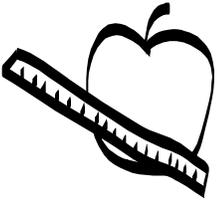
1. Have the students view their projects with a cinematic viewing session.
2. Host an awards show with films receiving Best Picture, Best Script, etc.
3. Have the students complete the rubric and turn it in.



ASSESSMENT

Use the worksheets, exit slips, and rubric to evaluate whether the students have met the lesson objectives.

United States Mint Lesson Plans



ENRICHMENTS/EXTENSIONS

- Use the first exit slip on the economic interactions and the “Economic Flow” worksheet to introduce the ideas of using money and how it changes the dynamics of an interaction. Help to build a model of circular flow.
- Have the students complete the “Live with Lewis and Clark” lesson plan for grades 7 and 8 at www.usmint.gov/kids/teachers/lessonPlans/viewLP.cfm?id=193.
- Have the students play the “Lewis and Clark Adventure” game at www.usmint.gov/kids/games/lewisClarkAdventure/.



DIFFERENTIATED LEARNING OPTIONS

- Allow students to work in pairs.
- Have the students use video and audio resources for information to complete the worksheets.
- Prepare a basic script for which students can supply the details.

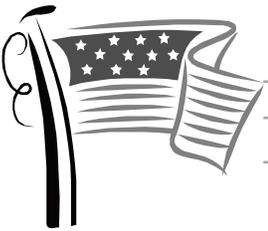


Name _____

Session 1 Exit Slip

How would the interactions be different if money were used in the transactions between Lewis and Clark and the Native Americans?





Name _____

Session 2 Exit Slip

How did the hospitality of the Native Americans tribes ensure the success of the mission of Lewis and Clark?





Name _____

Economic Flow

Directions: Using the "2014 Native American \$1 Coin" information page at www.usmint.gov/mint_programs/nativeAmerican/?action=2014NADesign, the Resource Guide page supplied, and the bookmarked online resources, complete the diagram below. Put the Word Bank words into the relevant blanks to show the kind of economic interactions that took place between Lewis and Clark and American Indians.

Definitions

Hospitality _____

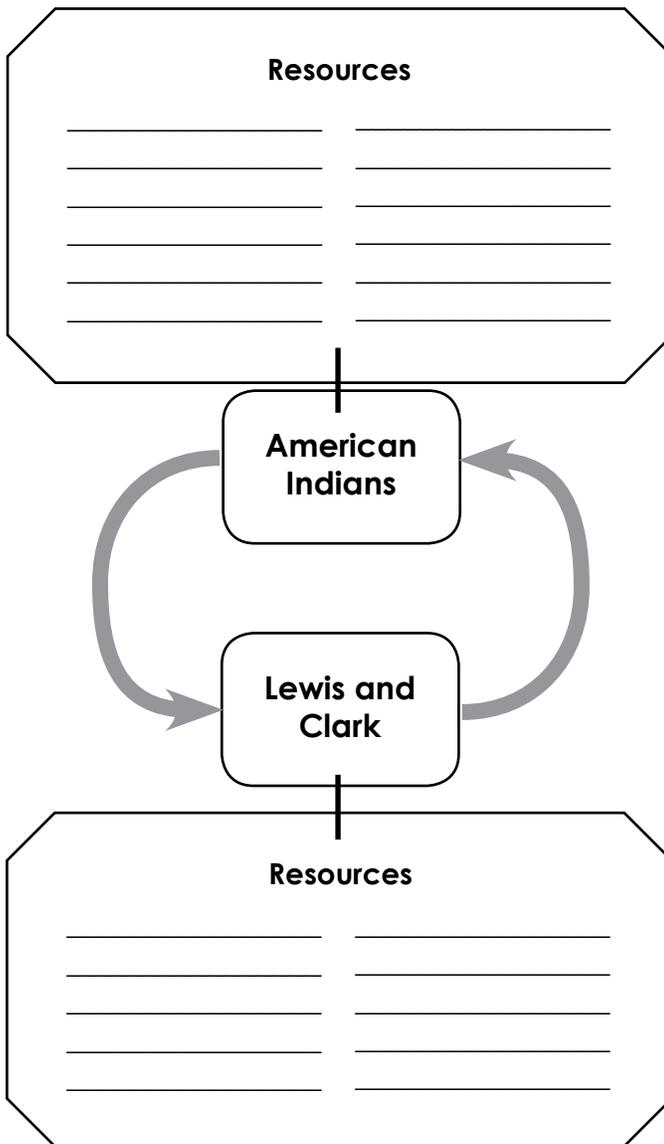
Natural Resources _____

Examples of natural resources from coin _____

Source of resources _____

WORD BANK

Intelligence: elk, whale
 Intelligence: geographic
 Food
 Horses
 Sea otter pelts
 Axe heads
 Blacksmith
 Corn
 Silk ribbon
 Fish
 Fish hooks
 Furs
 Knives
 Peace pipes
 Peace medals
 Compass
 Saddles
 Canoes





Name _____

Economic Flow

Answer Key

Directions: Using the "2014 Native American \$1 Coin" information page at www.usmint.gov/mint_programs/nativeAmerican/?action=2014NADesign, the Resource Guide page supplied, and the bookmarked online resources, complete the diagram below. Put the Word Bank words into the relevant blanks to show the kind of economic interactions that took place between Lewis and Clark and American Indians.

Definitions

Hospitality _____ kindness and generosity toward guests

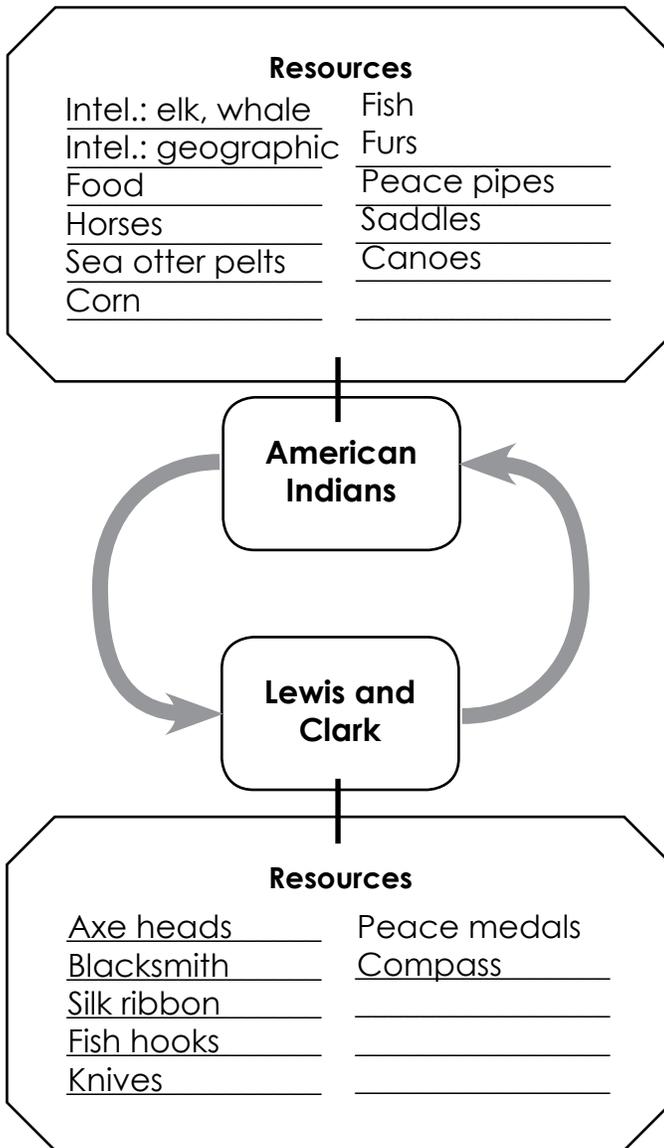
Natural resources _____ materials supplied by nature

Examples of natural resources from coin _____ fish, gourds, roots, corn, tobacco

Source of those resources _____ nature

WORD BANK

Intelligence: elk, whale
 Intelligence: geographic
 Food
 Horses
 Sea otter pelts
 Axe heads
 Blacksmith
 Corn
 Silk ribbon
 Fish
 Fish hooks
 Furs
 Knives
 Peace pipes
 Peace medals
 Compass
 Saddles
 Canoes



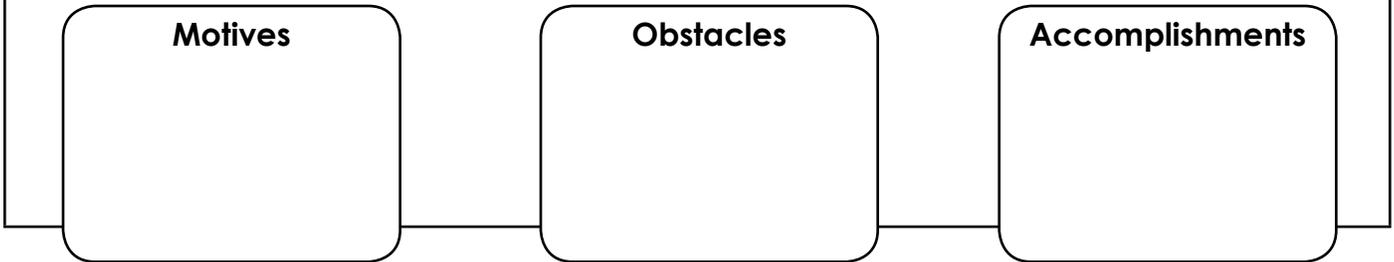


Name _____

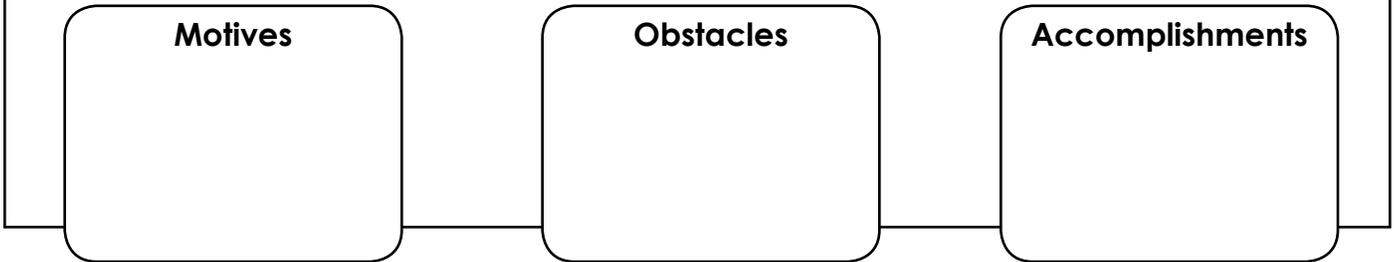
Lights! Camera! Hospitality!

Directions: Complete the following diagrams to show the motives, the obstacles, and the accomplishments of each group. Some motives may have more than one obstacle. Some accomplishments may be the result of several motives and obstacles. Make sure you draw arrows to show the connections.

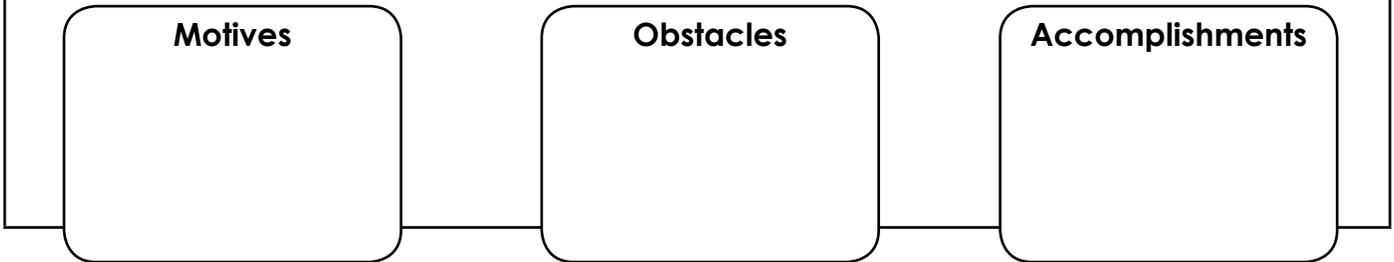
EXAMPLE



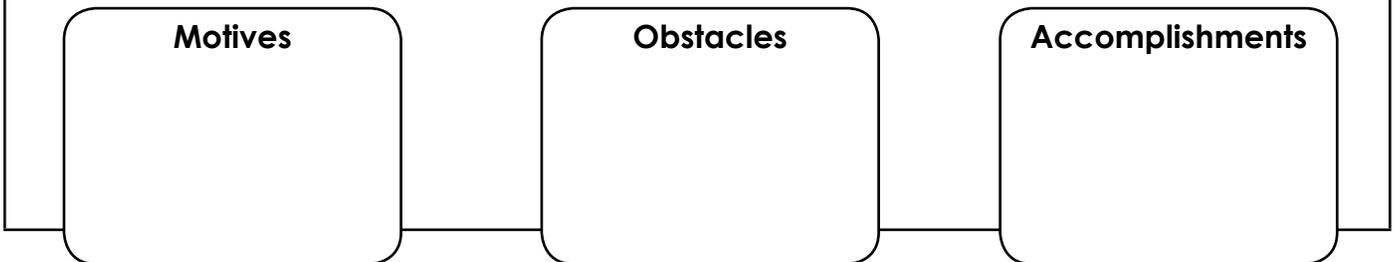
PERSONAL



AMERICAN INDIANS



LEWIS AND CLARK



How did the hospitality of the Native Americans help the Lewis and Clark Expedition to succeed?



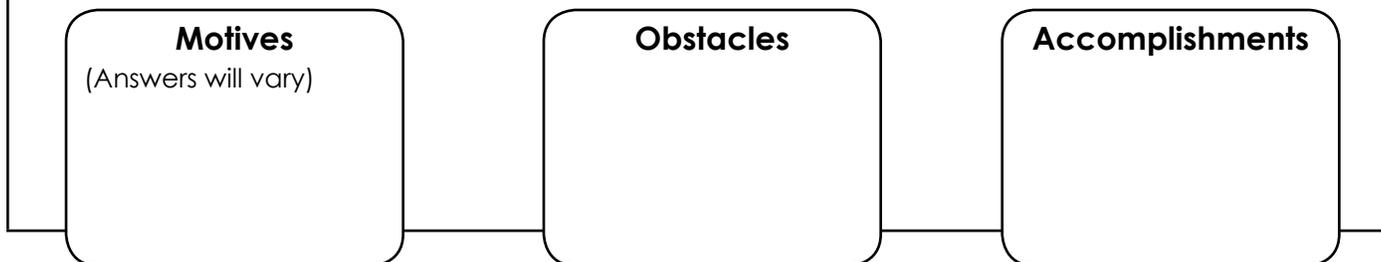
Name _____

Lights! Camera! Hospitality!

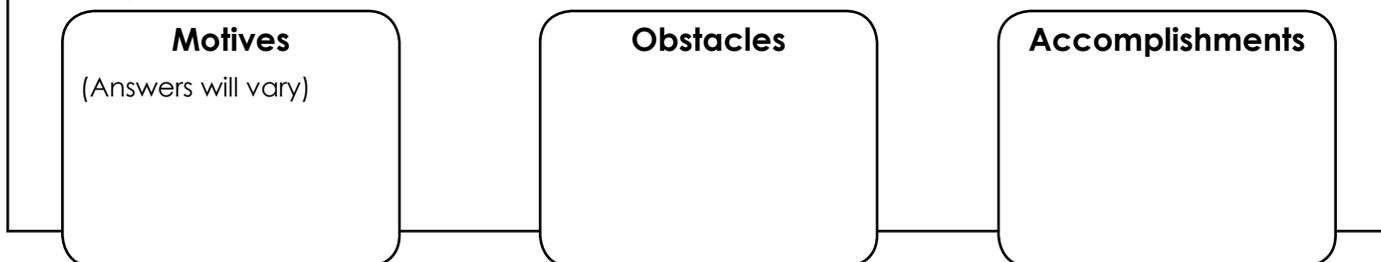
Answer Key

Directions: Complete the following diagrams to show the motives, the obstacles, and the accomplishments of each group. Some motives may have more than one obstacle. Some accomplishments may be the result of several motives and obstacles. Make sure you draw arrows to show the connections.

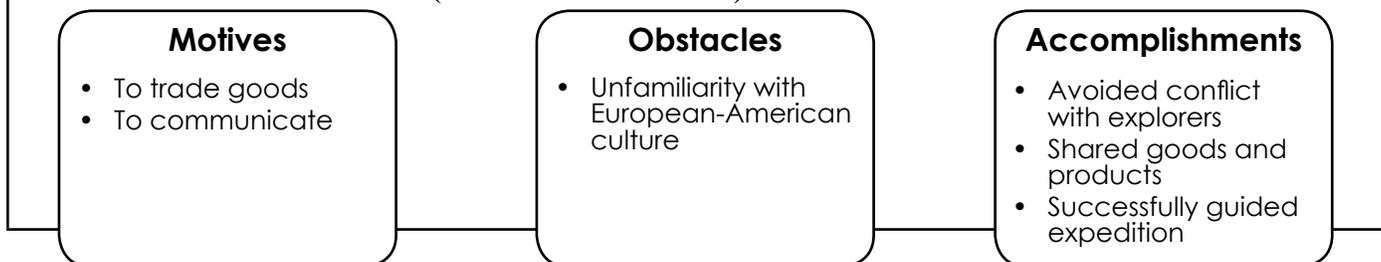
EXAMPLE



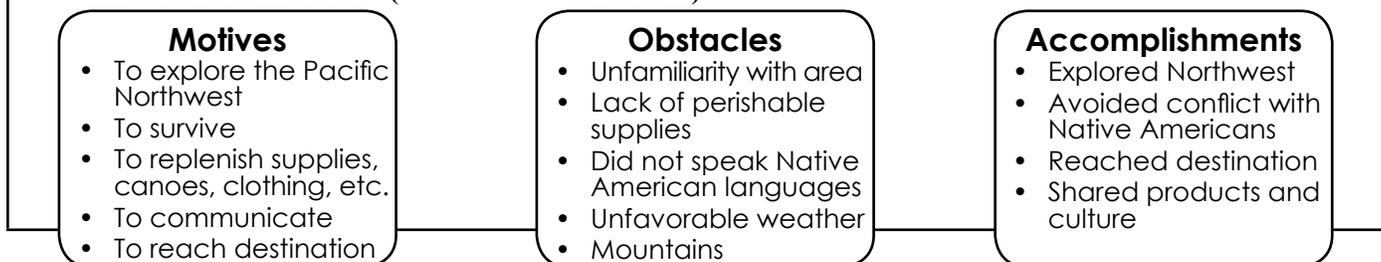
PERSONAL



AMERICAN INDIANS (POSSIBLE ANSWERS)



LEWIS AND CLARK (POSSIBLE ANSWERS)



How did the hospitality of the Native Americans help the Lewis and Clark Expedition to succeed?



Name _____

Hospitality Movie Rubric

| Category | 4 | 3 | 2 | 1 | Self | Teacher |
|---------------------------------------|--|--|---|---|------|---------|
| Intended Audience | Is clearly designed for a specific audience. | Appears to be designed for a specific audience. | Is designed for a more general audience. | Intended audience is not clear. | | |
| Purpose/ Message | Purpose very clear and consistent; message easily understood. | Purpose was clear; message was understood. | Purpose was not always clear or message was not consistent. | Purpose was not clear; message was not clear. | | |
| Requirements | All were met and exceeded. Tone was set early. Excellent use of framing and closeups. | All were met. Tone was set. Good use of framing and close-ups. | One was not completely met. Tone not set early, framing uneven, or close-ups limited. | More than one requirement was not completely met. | | |
| Participation/ Roles | Participation was shared equally by all team members. All members fulfilled their roles. | Participation was shared fairly. All members mostly fulfilled their roles. | Everyone participated but not equally. Most members fulfilled their roles. | Not everyone did their fair share of the work or roles were not clearly assigned. | | |
| Script | Well written and edited and included all the parts needed. | Completed and included all parts needed. | Written but lacked one or more parts needed. | Incomplete; some parts were ad lib. | | |
| Content | Emphasizes Native American hospitality. Uses details and examples. Subject knowledge is excellent. | Connects with Native American hospitality. Includes essential details, showing good subject knowledge. | Inconsistently connects with Native American hospitality. Includes essential details but there are 1 or 2 factual errors. | Topical information is vague, minimal, or erroneous and fails to emphasize the connection to Native American hospitality. | | |
| Point of View | Consistently from the Native American perspective. | Mostly from the Native American perspective. | Generally included the Native American perspective. | The point of view was seldom from the Native American perspective. | | |
| Special Techniques and effects | Used and added greatly to the video/play's effectiveness. | Used and added to the video/play's effectiveness. | Used but not always effectively. | Were distracting or not used. | | |
| Engaging | Very engaging and compelling. | Engaging and compelling. | Somewhat engaging and compelling. | Not very engaging or compelling. | | |
| Totals | | | | | | |

Teacher Comments



Name _____

Movie Trailer Homework

Directions: Watch a trailer at home for a movie or TV show. Answer the following questions.

SIX KEY QUESTIONS

1. Why was this video created (purpose)?
2. Who is this video directed to (audience)?
3. What is the message of the video?
4. How is this message engaging and compelling?
5. What point of view is shown in this video?
6. What special techniques and effects were used to enhance the message?



Name _____

Filmmaking Guide



SIX KEY QUESTIONS

1. Why am I creating this video (purpose)?

2. Who am I creating this video for (audience)?

3. What is the message I'm trying to get across? _____

4. How can I make this message engaging and compelling? _____

5. How can I show the point of view I want to show? _____

6. What special techniques and effects can I use to get the attention of the audience and enhance the message? _____

Group Roles for Film

Writer _____ Writer _____
 Director/Producer _____ Camera Person _____
 Props _____ Props _____
 Sound person _____ Actor/Actress _____
 Actor/Actress _____ Actor/Actress _____

Locations for shooting

Scene 1 _____ Scene 2 _____ Scene 3 _____
 Equipment _____

Guidelines

- 30 to 60 seconds long
- Set tone early
- Frame people for emotional impact
- Use close-ups



2014 Native American \$1 Coin



The United States of America

