

# I Am Steel

**Based on the 2015 Native American \$1 Coin  
Grades Seven and Eight**



## OBJECTIVES

Students will analyze the movement of Americans and the Mohawk ironworkers from rural to urban areas for job opportunities.

Students will write a script and present a monologue from the perspective of the Kahnawake Mohawk and Mohawk Akwesasne ironworker on the construction site.



## CONNECTIONS

- Social studies/History
- Language arts
- Drama
- Technology



## CLASS TIME

Four 45-60 minute sessions, 180-240 minutes



## GROUPINGS

- Whole group
- Small groups
- Individual work



## BACKGROUND KNOWLEDGE

Students should have a basic knowledge of

- Industry
- Perspectives
- Urban
- Rural Areas
- Writing Process
- Visual Representations such as diagrams, cause and effect, graphic organizer, or illustration



## TERMS AND CONCEPTS

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

# UNITED STATES MINT LESSON PLANS

## I Am Steel, Grades Seven and Eight

- Mohawk
- Ironworkers
- Monologue
- Revolution
- Industrial Revolution

## MATERIALS



- 1 overhead projector or other classroom technology (optional)
- 1 overhead transparency (or equivalent) of the “2015 Native American \$1 Coin Reverse” page
- Copies of the following worksheets:
  - “I Am Urban!” worksheet
  - “I Am Urban Exit Slip”
  - “I Am an Ironworker!” worksheet
  - ”I Am Steel!!! Monologue Rubric”
- Copies (or technology equivalent) of the [2015 Native American \\$1 Coin information page](#).
- Locate age appropriate texts that contain information on the movement of people from rural to urban environments
- Locate age appropriate texts that contain information on the Mohawk Ironworkers
- Locate age appropriate texts that contain monologues
- Chart paper/bulletin board paper
- Poster paper
- Markers

## PREPARATIONS



Make an overhead transparency (or equivalent) of the “2015 Native American \$1 Coin Reverse” page.

- Make copies of the following:
  - “I Am Urban!” worksheet (1 per student)
  - “I Am Urban Exit Slip” (1 per student)
  - “I Am an Ironworker!” worksheet (1 per student)
  - ”I Am Steel!!! Monologue Rubric” (1 per student)
- Make copies (or technology equivalent) of the [2015 Native American \\$1 Coin information page](#) or the [2015 Native American Coin kids page](#).
- Reserve computer lab for Sessions 1, 2, 3, and 4.
- Prepare chart paper/bulletin board paper with the following (1 per chart).
  - Timeline
  - Cause and Effect
- Locate and bookmark online resources for student research on the movement of people from rural areas to urban areas.
- Locate and bookmark online resources for student research on the Mohawk Ironworkers.

## UNITED STATES MINT LESSON PLANS

### I Am Steel, Grades Seven and Eight

- Locate age appropriate texts that contain information on the movement of people from rural to urban areas (see examples under “Materials”).
- Locate age appropriate texts that contain information on the Mohawk Ironworkers (see examples under “Materials”).
- Locate age appropriate texts that contain monologues (see examples under “Materials”).
- Locate images of the Empire State Building and other tall buildings in New York City.
- Check the “I Am Urban Exit Slip” for accuracy after Session 1.

## STEPS

### Session 1 and 2

1. Describe the Native American \$1 Coin Program for background information. The program is described at <http://www.usmint.gov/kids/coinNews/nativeAmerican/>.
2. Display “2015 Native American \$1 Coin Reverse” overhead transparency or photocopy. Examine the coin design with the students and identify the 2015 theme of “Mohawk Ironworkers.”
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 quarter’s reverse. Record student responses on chart paper.
4. Read aloud the first paragraph of the [information page](#) to introduce the Mohawk Ironworkers to the students. Ask the students if they have been to the top of a tall building, a high precipice, or tall bridge. Ask them how it felt. Record student responses on chart paper.
5. Display images of the Empire State building. Display images of the workers constructing the building or similar buildings in New York City. Discuss the construction of the Empire State Building.
6. Discuss the height of the Empire State Building. Tell the students the height of the Empire State Building is 1250 feet.
7. Take the students outside. If possible have the students walk 1250 feet away from the school building to get an accurate visualization of how tall the Empire State building is.
8. Have the students return to the classroom. Record responses and reactions from students on chart paper.
9. Ask the students for reasons why people would move from one place to another. Record student responses on chart paper. Explain to the students that there have periods of time throughout history when people moved from one place to another.
10. Ask the students to define the word revolution. Record student responses on chart paper. Lead the students to conclude that a revolution is a sudden, complete or marked change in something. Ask the students to define an industrial revolution. Record student responses on chart paper. Lead the students to conclude that an industrial revolution is the transformation of countries into industrial nations. It is a time when countries and people move from farms and rural societies to industrial and urban societies.
11. Explain to the students that they will be researching the movement of people from rural to urban societies during the Industrial Revolution in America. Distribute the “I Am Urban” worksheet to the students.
12. Explain to the students that they will be working in groups of 2-3. Each group will research the answers to the questions on the worksheet. Review the directions with the students.

13. Have the students work in small groups to research and create a visual representation of the movement of people. Allow students time to research and create their visual representation.
14. Have the students present their visual representation.
15. Summarize main points and connections on the chart papers and the visual representations.
16. Distribute the "I am Urban Exit Slip." Have the students complete the Exit Slip. Collect the sheet and check for accuracy.
17. Identify some students in the classroom who would be willing to read a monologue for the class. Give them copies of some monologues from the resources under materials. Ask them to practice and present for the next session.

### Session 3 and 4

1. Review the charts, exit slip and visual representations from the previous session. Review the motives for the movement of people to urban areas and the construction of tall buildings in large cities such as New York City.
2. Review the coin reverse.
3. Explain to the students that the Mohawk ironworkers worked at incredible heights. Explain to the students that they will be researching and answering some questions about this amazing group of people.
4. Distribute the "I Am an Ironworker!" worksheet. Allow students time to research and complete the worksheet.
5. Review the worksheets and check for accuracy.
6. Ask the students to define the word monologue. Record student responses on chart paper. Lead the students to conclude that a monologue is a part of a drama in which a single actor speaks alone.
7. Introduce some monologues to the students. Have the selected students from the previous session read their monologues.
8. Distribute the "I Am Steel!!! Monologue Rubric" to the students. Review the rubric with the students. Explain to the students that they will be writing and presenting a monologue from the perspective of the Mohawk Ironworkers they researched. They are to use the research they did on the Industrial Revolution and the Mohawks. They are to try to verbalize what it would be like to work 1250 feet above the ground.
9. Review the writing process.
10. Allow students time to write their monologues using the writing process.
11. Have the students read their monologues to the class. Have the students complete the "I Am Steel!!! Monologue Rubric".

### DIFFERENTIATED LEARNING OPTIONS

- Allow students to work in pairs.
- Have the students use video/audio resources for information to complete the worksheets.
- Prepare a basic script that students can fill in the details.
- Have students who are reluctant to read in front of the class record their monologues on video or audio platforms. Then present the video to the class.



## ENRICHMENTS/EXTENSIONS

- Have the students complete the [Homestead Narratives 7-8 lesson](#) plan and connect the Homestead Act with the movement of people.
- Students may need additional guidance.
- Record monologues and play for students as part of a self-evaluation.
- Have the students present monologues to other classes or guests.



## ASSESSMENT

- Use the “I Am Steel!!! Monologue Rubric” and the “I Am an Ironworker!” worksheet to assess student understanding of the ironworker’s perspective.
- Use the “I Am Urban Exit Slip” to assess student understanding of the impact of steel production and the movement from rural areas to urban areas during the Industrial Revolution.



## STANDARDS (National\Common Core)

### Common Core

#### [English/Language Arts](#)

- 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.

### National 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;

#### **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.
- During their studies, learners develop an understanding of spatial perspectives, and examine changes in the relationship between peoples, places and environments.

#### [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.

## UNITED STATES MINT LESSON PLANS

### I Am Steel, Grades Seven and Eight

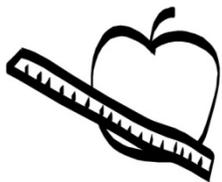
- Students use a variety of technological and informational resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
- Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
- Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

### **The American Alliance for Theatre & Education**

The National Standards for Theatre Education\*

Grades 5-8

- Content Standard #1: Script writing by the creation of improvisations and scripted scenes based on personal experience and heritage, imagination, literature, and history.
- Content Standard #2: Acting by developing basic acting skills to portray characters that interact in improvised and scripted scenes

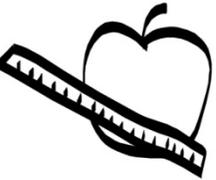


# I Am Steel

## I Am Steel Rubric

Name: \_\_\_\_\_

CATEGORY	4	3	2	1	Self Score	Teacher Score
<b>Historical Information Accuracy</b>	All historical information is accurate and in order.	Almost all historical information is accurate and in order.	Most of the historical information is accurate and in order.	Very little of the historical information is accurate and/or in order.		
<b>Role</b>	Monologue was from ironworker's point-of-view. The presenter remained in character.	Monologue was from ironworker's point-of-view. The presenter remained in character most of the time.	Monologue was sometimes from ironworker's point-of-view. The presenter remained in character some of the time.	Monologue was not from ironworker's point-of-view.		
<b>Perspective</b>	Student consistently made you feel like you were on the steel beam high above the ground.	Student sometimes made you feel like you were on the steel beam high above the ground.	Student occasionally made you feel like you were on the steel beam high above the ground.	Student did not make you feel like you were on the steel beam high above the ground.		
<b>Required Elements</b>	Student included more information than was required in the directions.	Student included all information that was required in the directions.	Student included most information that was required in the directions.	Student included less information than was required in the directions.		
<b>Costumes and props</b>	Student made the presentation better by including several props and/or costumes in his/her presentation.	Student made the presentation better by including some props and/or costumes in his/her presentation.	Student made the presentation better by including one prop and/or costume in his/her presentation.	The student uses no props or the props chosen did not fit in with the presentation.		
<b>Total Score</b>						



# I Am Steel

## I Am Urban Exit Slip

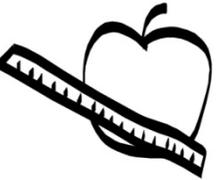
Name: \_\_\_\_\_



1. List three reasons people moved from rural to urban areas during the Industrial Revolution?

2. List two advantages to moving to an urban area?

3. List one disadvantage to moving from a rural area to an urban one.



# I Am Steel

## I Am Urban Worksheet

Name: \_\_\_\_\_



Directions: Using selected texts or bookmarked websites, complete the following. You will then create a visual representation, such as a graphic organizer, cause and effect chain, illustrating the movement of people from rural areas to urban areas.

1. List three reasons why people were moving from rural to urban areas.
2. Identify major areas in the United States where this occurred.
3. What was rural life like prior to the Industrial Revolution?
4. What was life in the city like?
5. Name three ways in which city life was better than rural life.
6. What were some disadvantages to moving to an urban area?





# 2015 Native American \$1 Coin

