

# Touching Sky: Through Tradition and Words

Based On the 2015 Native American \$1 Coin  
Grades Four through Six

## OBJECTIVES

Students will describe the role of Mohawk Ironworkers. Students will create poems to demonstrate perspective of the Mohawk Ironworkers.

## CONNECTIONS

- Language Arts

## CLASS TIME

Three 45-to 60- minute sessions, total of 180 minutes

## GROUPINGS

- Whole group
- Individual

## BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

- New York
- Poetry

## TERMS AND CONCEPTS

- Quarter
- Reverse (back)
- Obverse (front)
- Mohawk
- Ironworker
- Skyscraper
- Stanza

## MATERIALS

- 1 overhead projector or other classroom technology (optional)
- 1 overhead transparency (or equivalent) of the “2015 Native American \$1 Coin” page

## UNITED STATES MINT LESSON PLANS

Touching Sky: Through Tradition and Words, Grades Four through Six

- 1 class map of the United States
- Copies of the following:
  - “2015 Native American \$1 Coin” page
  - “Sky Imagery” worksheet
  - “I Am Poetry” worksheet”
  - “Poetry Frames” worksheet
  - “Poetry Rubric” worksheet
- 1 copy of an age-appropriate text that gives information about building skyscrapers and the Mohawk culture
- Chart paper
- Find age-appropriate websites that give information about Mohawk Ironworkers and building skyscrapers
- Chart paper
- Colored copy paper
- Markers/crayons/colored pencils

### PREPARATIONS

- Make an overhead transparency (or equivalent) of the “2015 Native American \$1 Coin” page.
- Locate information, images, or digital clips about the Mohawk Ironworkers.
- Make copies of the following:
  - “2015 Native American \$1 Coin” page (1 per student).
  - “Sky Imagery” worksheet (1 per student).
  - “I Am Poetry” worksheet” (1 per student).
  - “Poetry Frames” worksheet (1 per student).
  - “Poetry Rubric” worksheet (1 per student).
- Arrange to use the school computer lab or class set of portable technology.
- Bookmark websites that give information about Mohawk Ironworkers.

### STEPS

#### Session 1

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.”

Tell the students that the front of a coin is called the “obverse” and the back is called the “reverse.” Discuss the following vocabulary as students share their ideas about the image on the quarter’s reverse. Record student responses on chart paper.

*Mohawk* - Mohawk - an American Indian Nation, one of six known collectively as the Iroquois or Haudenosaunee. Also refers to individuals who are members of the Mohawk Nation. Tuscarora joined in 1722.

## UNITED STATES MINT LESSON PLANS

Touching Sky: Through Tradition and Words, Grades Four through Six

*Ironworker* - a tradesman (man or woman) who works in the ironworking industry.

*Skyscraper* - a very tall building of many stories.

3. Introduce the students to the “Freeze Frame” concept where students visualize what a selected piece of text is saying and bring it to life posing as characters from the text re-creating a still-life scene. Read the selected text about Mohawk Ironworkers and attend to any unfamiliar vocabulary. Have each group perform their “freeze frame”. Guide the other students to describe which section of text the students are demonstrating through their visual choices. While each group is in their “freeze frame” pose, encourage students to use descriptive language to describe what each character would see, hear, feel, or touch.
4. Introduce the students to the selected digital images or clips about Mohawk Ironworkers. As a group, generate observations about what is occurring at different points in the photograph or clip. Compare these digital images or clips with the text that was read, and with the student designed “freeze frames”.

### Session 2

1. Display “2015 Native American \$1 Coin Reverse” overhead transparency or photocopy again. Review the activities of the previous session.
2. Distribute the “Sky Imagery Worksheet” to students and explain the directions. Use these guiding questions to help them complete the worksheet. Ask students to describe the man’s point of view on the reverse of the coin. Guide the students to think about what the man might hear in the cityscape below, the construction around him, or from the sky. Guide students to think about what the man might feel as he touches the steel beam. Ask them to think about the temperature outside. Guide students to think about what the man might be thinking as he works on the beam.
3. After students have brainstormed a list of descriptive words or phrases on the “Sky Imagery Worksheet”, display the “I Am” poetry worksheet through the classroom projector or on chart paper. Explain to the students that they will be creating a poem about the Mohawk Ironworker following this specific style. Tell the student that a stanza is a group of lines forming the basic recurring metrical unit in a poem; a verse. Working as whole group, guide student to complete the first stanza of the poem to model how to use the poetry frames.
4. Distribute the “I Am” poetry worksheet and allow time for students to complete the worksheet.
5. After students have completed their “I Am” poems, allow them to share with a partner. Encourage partners to help revise and edit the poems.
6. Allow students to type their poems. Encourage students to create a sketch that illustrates their poems.

### Sessions 3

1. Display “2015 Native American \$1 Coin Reverse” overhead transparency or photocopy again. Re-examine the coin design with the students, and ask the students to review their ideas about the image on the quarter’s reverse from the chart created in the previous sessions. Ask students if they have new ideas about the image and add them to chart made in the previous sessions.

## UNITED STATES MINT LESSON PLANS

Touching Sky: Through Tradition and Words, Grades Four through Six

2. Distribute the “Poetry Frames” worksheet to students. Review the different types of poems that can be created using these frames. Model each type of poem using a topic familiar to the class such as a shared field trip or class experience.
3. Choose one of the frames to model focusing on information learned about the Mohawk Ironworkers.
4. Organize student into partners or groups and assign each group one of the remaining poetry frames from the worksheet.
5. Using the Mohawk Ironworkers image from the coin as inspiration, ask students to complete the assigned poetry frame.
6. After students have completed their poems, allow them to share with other groups. Encourage groups to help revise and edit the poems.
7. Allow students to type their poems. Encourage students to create a sketch that illustrates their poems.
8. Display all students’ poems from both sessions and invite other classes to a “gallery walk” to provide students an audience for their writing.



### DIFFERENTIATED LEARNING OPTION

- Allow students to work with a partner.
- Allow students extended time to complete work.
- Allow students to type drafts on a computer.
- Provide a word bank for students to use in creating their poems.
- Allow students to dictate their poems.



### ENRICHMENT/EXTENSIONS

- Have students write poems using all of the poetry frames and create a poetry anthology.
- Have students learn more about Native Americans through other [Native American \\$1 Coin lesson plans](#).



### ASSESSMENT

- Take anecdotal notes about the students’ participation in class discussions and group activity.
- Evaluate the students’ worksheets for understanding of the lesson objectives.
- Use the “Poetry Rubric” to evaluate students’ poems for content, form, and integration of learning about the Mohawk ironworkers.



### STANDARDS (NATIONAL/Common Core)

#### [National Standards for ELA](#)

- 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 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.

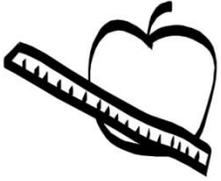
## **UNITED STATES MINT LESSON PLANS**

Touching Sky: Through Tradition and Words, Grades Four through Six

### **Common Core State Standards English/Language Arts**

Anchor Standard #4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Anchor Standard #5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, and trying a new approach.



# Touching Sky

## Sky Imagery Worksheet

Directions: Using your imagination and the image on the reverse of the coin, list all the sights, sounds, textures, and emotions that the Mohawk Ironworker might experience from this viewpoint.

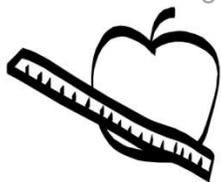
Sights: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Textures: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Emotions: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Sounds: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Touching Sky



## I Am Poetry Worksheet

### I Am a Mohawk Ironworker



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

Directions: Using the information learned from the books, video clips, and websites shared in class, write an "I Am" poem from the perspective of a Mohawk Ironworker.

#### First Stanza

I am (two special characteristics about a Mohawk Ironworker)

I wonder \_\_\_\_\_

I hear \_\_\_\_\_

I see \_\_\_\_\_

I want \_\_\_\_\_

I am (first line of the poem repeated)

#### Second Stanza

I pretend \_\_\_\_\_

I feel \_\_\_\_\_

I touch \_\_\_\_\_

I worry \_\_\_\_\_

I think \_\_\_\_\_

I am (first line of poem repeated)

#### Third Stanza

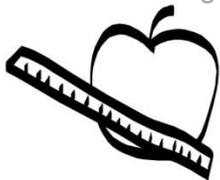
I understand

I say \_\_\_\_\_

I dream \_\_\_\_\_

I try \_\_\_\_\_

I am (first line of poem repeated)



# Touching Sky

## Poetry Frames

<p style="text-align: center;"><b>Haiku</b></p> <p style="text-align: center;">5 syllables 7 syllables 5 syllables</p>	<p style="text-align: center;"><b>Acrostic Poem</b></p> <p>Poems that go down and across. Write the word or subject of the poem down the page. Select a word that describes or is connected to the word or subject of the poem that begins with each letter and write it next to the corresponding letter.</p>
<p style="text-align: center;"><b>If Only Poem</b></p> <p style="text-align: center;">Honors special people</p> <p style="text-align: center;">Line 1: Names the person</p> <p>Line 2: Write two descriptive words separated by “and” or “but”</p> <p style="text-align: center;">Line 3: Tell what the person does and how</p> <p style="text-align: center;">Line 4: Write a simile using “as”</p> <p style="text-align: center;">Line 5: Write a wish</p>	<p style="text-align: center;"><b>5W Poem</b></p> <p>This is a five-line poem that tells a story or gives a strong picture of someone or something.</p> <p style="text-align: center;">Who: What: When: Where: Why:</p>
<p style="text-align: center;"><b>Diamond or Diamante Poem</b></p> <p style="text-align: center;">Line 1: First Noun</p> <p style="text-align: center;">Line 2: Two descriptive words for first noun.</p> <p style="text-align: center;">Line 3: Three descriptive words for first noun.</p> <p style="text-align: center;">Line 4: Four words that show change from first noun to second noun.</p> <p style="text-align: center;">Line 5: Three descriptive words for second noun.</p> <p style="text-align: center;">Line 6: Two descriptive words for second noun.</p> <p style="text-align: center;">Line 7: Second Noun</p>	<p style="text-align: center;"><b>Cinquain</b></p> <p style="text-align: center;">Line 1: One word (noun)-the subject of the poem</p> <p style="text-align: center;">Line 2: Two words (adjectives)describing the noun in Line 1</p> <p style="text-align: center;">Line 3: Three words (verbs) expressing action that tell what the noun in Line 1 does. Separate the verbs with commas.</p> <p style="text-align: center;">Line 4: Four words expressing a feeling-can be a short phrase or series of words.</p> <p style="text-align: center;">Line 5: One word (synonym) that is another word for the word in Line 1</p>

## UNITED STATES MINT LESSON PLANS

Touching Sky: Through Tradition and Words, Grades Four through Six

### Bio Poems

Line 1: Character of the Poem

Line 2: Four adjectives that describe the character

Line 3: Family roles

Line 4: Lover of...(3 people, places, or things)

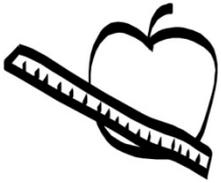
Line 5: Who feels...(3 things)

Line 6: Who fears...(3 things)

Line 7: Who would like to see...(3 things)

Line 8: Resident of (city, state, and/or country)

Line 9: Character of the poem



# Touching Sky

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

Poetry Frame: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Integration of Learning</b>	This poem included great details to demonstrate understanding of the Mohawk Ironworker's job.	This poem included some details to demonstrate understanding of the Mohawk Ironworker's job.	This poem included few details to demonstrate understanding of the Mohawk Ironworker's job.	This poem included little to no detail to demonstrate understanding of the Mohawk Ironworker's job.
<b>Organization and Impact</b>	This poem is appropriate to the subject. The poem allows the reader to see, hear, feel, or think about subject in a new or more powerful way than before.	This poem is appropriate to the subject. The poem allows the reader to see, hear, feel, or think about subject.	This poem could be more appropriate to the subject. The poem doesn't always allow the reader to see, hear, feel, or think about subject, or strays from the topic.	This poem is not appropriate to the subject. The poem does not allow the reader to see, hear, feel, or think about subject.
<b>Elements of Poetry</b>	Sensory details and figurative language create vivid images that contribute significantly to the meaning of the poem. Word choice is vivid and exact throughout the poem.	Sensory details and figurative language create images that contribute to the meaning of the poem. Most word choices are precise.	Sensory details and figurative language are underused or inappropriate to the subject and may fail to add meaning to the poem. Word choices may be inaccurate or repetitive.	There is little to no use of sensory details. Words are misused or unclear.
<b>Grammar, Mechanics, and Spelling</b>	There are few or no errors in mechanics, usage, grammar, or spelling.	There are some errors in mechanics, usage, grammar, or spelling.	The poem is difficult to understand due to errors in mechanics, usage, grammar, or spelling.	The poem is consistently difficult to understand due to errors in mechanics, usage, grammar, or spelling.

Comments: \_\_\_\_\_

\_\_\_\_\_

## 2015 Native American \$1 Coin

