



The United States Mint Has Big Plans for You!

Kids and coin collecting go hand in hand! By downloading these Native American \$1 Coin Program lesson plans, you are able to bring the excitement of America's quarter craze right into your own classroom.

Launched in 2009, the Native American \$1 Coin Program is an ongoing coin initiative commemorating the contributions of American Indians to the growth of the United States. Once a year, a new limited-edition \$1 coin that displays a relevant theme is released into general circulation.

The United States Mint is offering the public for free four new sets of lesson plans (one for grades K and 1, the second for grades 2 and 3, the third for grades 4 through 6, and the fourth for grades 7 and 8). All are designed to bring to life the intertwined history of Native Americans and the formation of the United States. Moreover, these plans, created and reviewed by teachers to meet your curricular goals, draw upon the specific designs of the Native American \$1 Coin reverses to help inspire students to learn about the culture, geography, and heritage of our land.

Each set of lesson plans blends clear instructions with kid-friendly reproducible worksheets, background information, and answer keys to help make instruction easier for you!

Within the Native American \$1 Coin Program lesson plans, you will also notice a strong connection to the United States Mint H.I.P. Pocket Change™ Web site. A special "connections" section shows you ways to supplement the activities with fun and educational resources available on the site!

The H.I.P. Pocket Change Web site, at www.usmint.gov/kids, is dedicated to promoting lifelong pleasure in coins and coin collecting. Through games, informational features, and interactive animated cartoons, the site introduces students to what's "H.I.P." about coins: they're "History In your Pocket."

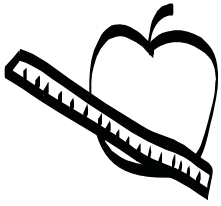
The United States Mint is proud to be taking such an active role in promoting knowledge about American Indian culture and history among America's youth. Take some time to explore all of the high-quality educational resources available on the United States Mint H.I.P. Pocket Change Web site, including the materials related to the Native American \$1 Coin Program! We hope that you find these resources to be an extremely valuable addition to your classroom.

Visit us online at
www.usmint.gov/kids/teachers



The United States Mint does not endorse any individual provider of goods or services, including authors and publishers. All text references are merely illustrative and should not be deemed to be recommendations of the United States Mint.

PORTIONS © 2010 U.S. MINT ALL RIGHTS RESERVED



The Lovely Long E

Based on the 2010 Native American \$1 Coin Kindergarten and Grade One



OBJECTIVE

Students will identify words containing the long “e” vowel sound. Students will distinguish between words being formed with “ee” or “ea” to make the long “e” vowel sound.



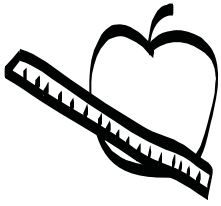
MATERIALS

- 1 overhead transparency of each of the following:
 - “2010 Native American \$1 Coin” page
 - “Peace Story” worksheet
 - “Long E in Pictures” worksheet
 - “Long E” worksheet
- Markers
- Scissors
- Crayons
- Tape
- Glue
- Index cards



PREPARATIONS

- Make an overhead transparency (or photocopy) of each of the following:
 - “2010 Native American \$1 Coin” page
 - “Peace Story” worksheet
 - “Long E in Pictures” worksheet
- Make a copy of the “Peace Story” worksheet (1 per student).
- Make a copy of the “Long E in Pictures” worksheet (1 per student).
- Make a copy of the “Long E” worksheet (1 per student).
- Create a T-chart on chart paper using markers. Label the columns “Tree” (underline the letters “ee”) and “Peace” (underline the letters “ea”).
- Use ten index cards to create long “e” flash cards. On each of five of the index cards, write one word that uses the long e vowel pair “ee” (such as bee, knee, three, green, feet, sheep, seed, sleep) and underline the letters “ee.” On each of the other five cards write one word that uses the long e vowel pair “ea” (such as tea, bean, heat, beach, clean, wheat) and underline the “ea” pair. Attach a small piece of folded tape to the back of each index card so students can stick them onto the T-chart.



The Lovely Long E

- Set aside crayons, glue, scissors, and pencils for each student.
- Create an area in the classroom (wall space or bulletin board) dedicated to the long “e” vowel sound. Label the area with the heading “Long e” or “/e/” or both. Place long “e” vowel sound words, vowel combinations, and associated worksheets in this space. Add to the area throughout the year.



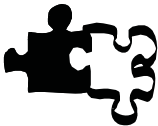
GROUPINGS

Individual work



CLASS TIME

Two 20- to 30-minute sessions



CONNECTIONS

- Language Arts
- Social Studies



TERMS AND CONCEPTS

- Iroquois
- Tree
- Rules
- Community
- Respect



BACKGROUND KNOWLEDGE

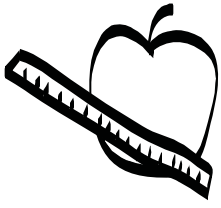
- Basic phonic sounds
- Vowel identification



STEPS

Session 1.

1. Describe the Native American \$1 Coin Program for background information.
2. Display the “2010 Native American \$1 Coin” overhead transparency. Tell the students that the back of a coin is called the reverse, and “obverse” is another name for the front. With the students, examine the coin design. Tell the students the image on the coin’s obverse is Sacagawea, the young Shoshone Indian woman who traveled



The Lovely Long E

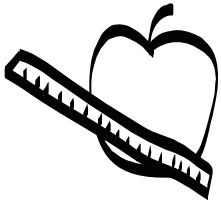
with and helped Lewis and Clark to explore the territory called “Louisiana.”

The baby she carries on her back was the youngest member of the party. He was born during the expedition.

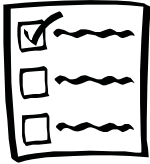
3. Insert description of coin design and describe the 2010 theme of “The Great Tree of Peace” using age-appropriate description and definitions.
4. Display the “Peace Story” transparency and distribute a “Peace Story” worksheet to each student. Read the worksheet to the class and attend to any unfamiliar vocabulary. Have the students follow along.
5. After completing the “Peace Story,” display the “tree” and “peace” T-chart. Ask the students to identify the two words. Make a connection to the coin design and concepts learned from the read-aloud story by asking the students what vowel sound they hear. Guide the class to identify the long “e” vowel sound in each word.
6. Explain to the students that the long “e” vowel sound can be made by the vowel combination “ee,” as in the word “tree,” or the vowel combination “ea,” as in the word “peace.”
7. Hold up each of the index flash cards and ask the students to say each word aloud. Assist the students in sounding out each of the words.
8. As a class, identify the long “e” vowel sound and ask the students whether the “ee” or “ea” vowel combination is used. Invite students to come up and stick the index card onto the chart under the appropriate column based on the vowel combination used.
9. After placing all of the index cards in each column, review the chart with the class.

Session 2

1. Review the information from the previous lesson about peace and the 2010 Native American \$1 Coin design theme.
2. Display and review the chart with the long “e” vowel combinations “ee” and “ea.”
3. Display the “Long E in Pictures” worksheet overhead transparency. Review each of the pictures with the students and identify as a class the long “e” vowel sounds by saying the name of each picture aloud.
4. Display the “Long E” overhead transparency. Explain to the students that they will cut out each picture from the “Long E in Pictures” worksheet and glue it into the appropriate box on the “Long E” worksheet. Explain that each box has the word of the picture written out for the students to trace. Review which vowel pairs (“ee” and “ea”) make the long “e” vowel sound. Allow the students appropriate time to cut, paste, trace, and color each of the boxes.
5. Display the completed worksheets in the classroom in a space dedicated to the long “e” vowel sound.



The Lovely Long E



ASSESSMENT

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



ENRICHMENTS/EXTENSIONS

Introduce the “ie/ei” long “e” vowel sound. Create a classroom chart with three columns labeled “Tree,” “Peace,” and “Chief.”. Have students post words using the long “e” vowel sound under the correct word associations. Add to your chart throughout the year and introduce additional vowel sound groupings as the year continues.



DIFFERENTIATED LEARNING OPTIONS

- Allow students to work with a scribe to complete a sentence.
- Have materials pre-cut and assembled.
- Provide students with prompts to choose from and create a sentence (a word bank).



CONNECTION TO WWW.USMINT.GOV/KIDS

- Have students learn more about initial consonant sounds by using the Wyoming quarter lesson plan for Kindergarten and Grade 1 at www.usmint.gov/kids/teachers/lessonPlans/50sq/2007/_k01-4.pdf.
- Have students learn more about the sun using the “b” sound with the North Dakota quarter lesson plan for Kindergarten and Grade 1 at www.usmint.gov/kids/teachers/lessonPlans/50sq/2006/_k01-4.pdf.
- Have students learn more about rhyming words by using the Florida quarter lesson plan for Kindergarten and Grade 1 at www.usmint.gov/kids/teachers/lessonPlans/50sq/2004/_k01-2.pdf.



Name _____

Peace Story

Several hundred years ago, long before there were states, the Peacemaker was born. The Peacemaker carried the message of peace during a time when five tribes in the northeastern part of North America were often at war with each other. These five tribes were the Onondaga, Seneca, Cayuga, Mohawk, and Oneida.

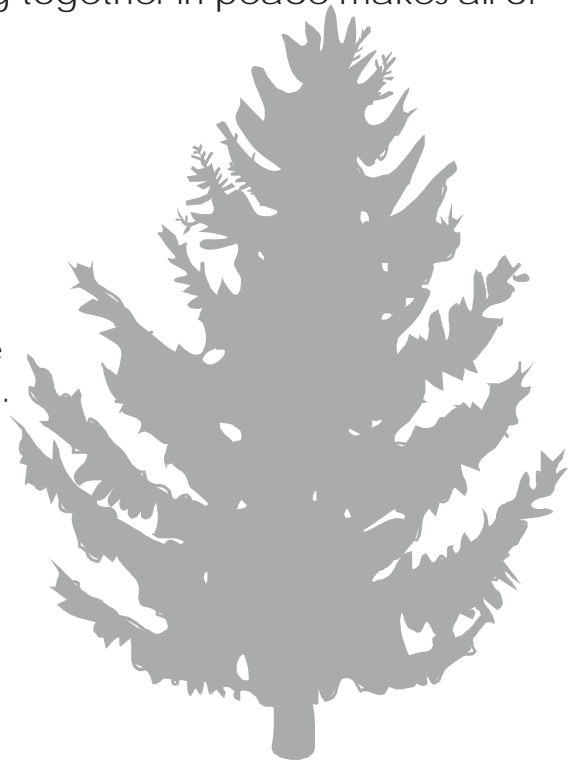
When the men of these tribes fought, there were many deaths. The tribes suffered greatly because of these lost lives. Mothers, fathers, sisters, and brothers missed their lost family members. As the men fought and died in these battles, there were fewer men to gather food for the tribe and tribes often went hungry.

The legend says that Hiawatha, a good man of the Onondaga Nation, was chosen by the Peacemaker to carry his words to the five tribes. Hiawatha's mission was to help the five tribes stop fighting with each other to make life better for all the people.

He gathered all the chiefs of each of these tribes and took one arrow from each chief. He held up one arrow and broke it. He told the people that it is as easy to break that one arrow as it is to break the rest of them, if they are not united. He explained that tribes working together in peace makes all of the tribes strong.

He then asked each chief if he would help his tribe to stop fighting. When the chief agreed, he gave him a new arrow. When all the chiefs agreed, he took their new arrows and tied them together in a bundle. He then passed the bundle around and asked each chief to try to break the bundle of arrows. They could not break the bundle. Hiawatha then explained that the Nations working together in peace are like the bundle and cannot be broken.

The chiefs sealed their treaty by burying some weapons at the foot of a white pine tree. This tree has come to be called the Great Tree of Peace.

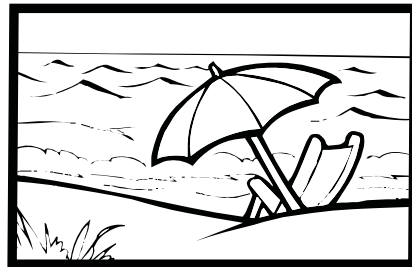
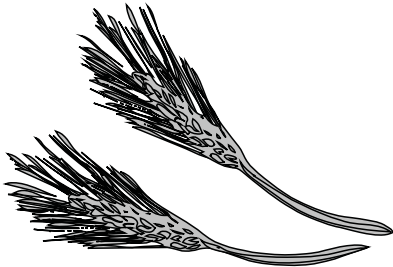
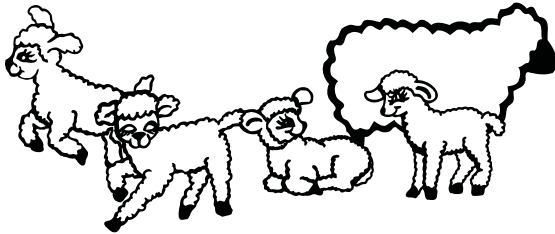
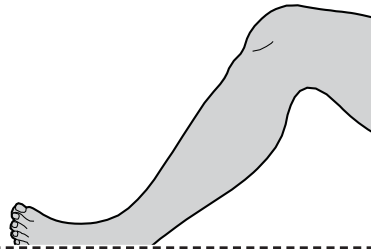


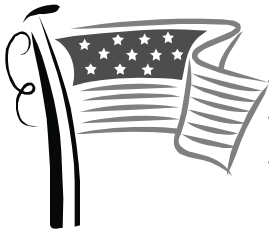


Name _____

Long E in Pictures

Directions: Cut out the pictures below. Match them with the words on the "Long E" worksheet. Glue them in place and trace the words.





Long E

see

keep

steep

teal

wheel

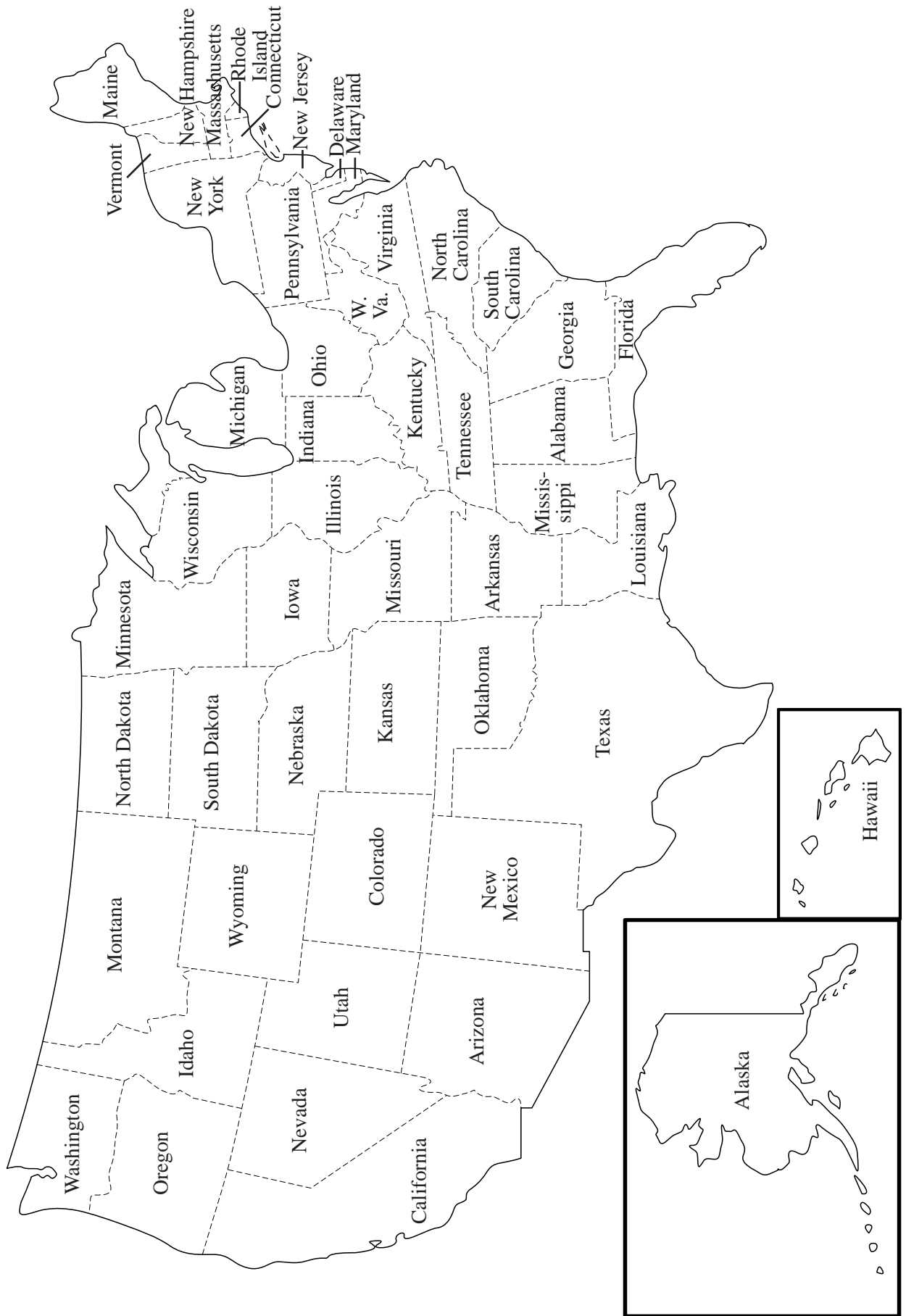
leaves



2010 Native American \$1 Coin



The United States of America



Reproducible Coin Sheet

Obverse



Obverse © 1999 U.S. Mint
All Rights Reserved

TO MAKE DOUBLE-SIDED COINS

1. Print this page and the following page (reverses).
2. Put the two pages back-to-back and hold them up to a strong light to line up the dotted lines on all the coins.
3. Clip the pages together to keep them in position with two clips at the top.
4. Apply glue or glue stick to the backs, especially in the areas where the coins are printed. After pressing the pages together, check the alignment by holding them up to the light again, adjusting the alignment if possible.
5. When the glue dries, cut out the "coins."

Reproducible Coin Sheet

Reverse

