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# Treaty Partners

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## Based on the 2011 Native American \$1 Coin Grades Two and Three



### OBJECTIVE

Students will understand the purpose of treaties among the Native Americans and settlers. Students will use writing to display and deepen their understanding of a treaty.



### MATERIALS

- 1 overhead projector (optional)
- 1 overhead transparency (or photocopy) of the “2011 Native American \$1 Coin” page
- Copies of the following:
  - “Recreating the Treaty” worksheet
  - “Treaty Partners” worksheet
  - “Letter to My Friend” worksheet
- 1 copy of an age-appropriate text that includes general information about the Wampanoags and Puritans, such as:
  - *The Wampanoags (True Books, American Indians)* by Alice K. Flanagan
  - *People of the Breaking Day* by Marcia Seawall
  - *The Pilgrims of Plimoth* by Marcia Seawall
- Chart paper
- Markers



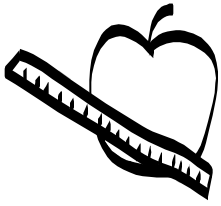
### PREPARATIONS

- Make copies of the following:
  - “Recreating the Treaty” worksheet (1 per student)
  - “Treaty Partners” worksheet (1 per student)
  - “Letter to My Friend” worksheet (1 per student)
- Make an overhead transparency (or photocopy) of the “2011 Native American \$1 Coin” page
- Locate a text (or texts) that give information about the Wampanoags and Puritan settlers (see examples under “Materials”).



### GROUPINGS

- Whole group
- Small group
- Individual work



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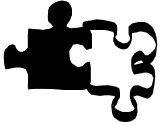
# Treaty Partners

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## CLASS TIME

- Four 30- to 45-minute sessions



## CONNECTIONS

- Social Studies
- Language Arts



## TERMS AND CONCEPTS

- Quarter
- Obverse (front)
- Reverse (back)
- Treaty
- Tribal Nations
- Alliance
- Puritan settlers
- Massasoit
- Plymouth



## BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

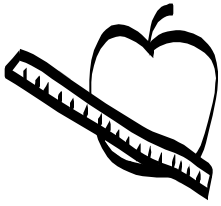
- The writing process
- Components of a friendly letter
- Native Americans
- The settlers



## STEPS

### Session 1

1. Describe the Native American \$1 Coin Program for background information.
2. Display the transparency or photocopy of the “2011 Native American \$1 Coin” page. Tell the students that “reverse” is another name for the back of a coin, and “obverse” is another name for the front.
3. Ask the students to examine the coin image and tell you what they see in this image. Explain to the students that the theme of the coin is diplomacy and treaties with



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# Treaty Partners

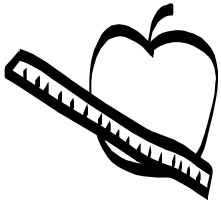
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tribal nations. Share with them that the exchange of the peace pipe symbolizes an agreement between two people or groups. Ask them some other gestures or ways people physically show they've made an agreement.

4. Introduce the term “treaty.” Write the term on a piece of chart paper. Ask the students to share what they may already know about a treaty. List their responses on the chart.
5. If necessary, tell the students that a treaty is an agreement, often in writing, between two groups of people. Write this definition on the chart paper. Encourage the students to list synonyms if possible.
6. Tell students that the image on the coin shows one way that people remember treaties of Native Americans. Explain the following:
  - The ability to make peace was very important to Native Americans. In order to make peace, Native Americans made a treaty—a written agreement—for peace between two groups. Native American tribes often made treaties with other tribes and settlers. A negotiation between groups is called “diplomacy.”
7. Introduce students to the term “Massasoit.” Tell the students that “Massasoit” is a term meaning head chief. The Massasoit of the Great Wampanoag Nation was responsible for a treaty between the Wampanoag Native Americans and the Puritan settlers. Introduce the students to the part of the selected text about both the Wampanoag and the Puritan settlers, asking them to listen for facts about the Massasoit, the two groups, and treaties. Add two columns to the chart and label them “Native Americans” and “Settlers.” During the brief reading, add information to the chart about the two groups as it is presented.
8. After the reading, review the information about the groups. Note any mention of a treaty or of the Massasoit.
9. On a class map, point out the location of the Plymouth colony where the Puritan settlers were living in 1621, and discuss its relation to your school’s location.
10. On a piece of chart paper, create a K-W-L chart (what we **K**now/**W**ant to know/**L**earned) with the title “1621 Treaty between Wampanoag and Puritan Settlers.” Begin to fill in the chart based on the students’ prior knowledge or what they remember from the text.

## Session 2

1. Display the “2011 Native American \$1 Coin” overhead transparency. Review with the students the material covered in the previous session. Ask them if they can define “Massasoit” and “treaty” and what they know about the Wampanoag and the Puritans.



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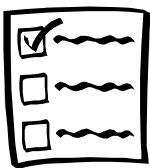
# Treaty Partners

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2. Explain to the students that the treaty between the Massasoit and the Puritan settlers was important because the Wampanoag promised to defend the settlers if they were attacked. In return, the settlers promised to defend the Wampanoag if the tribe was in danger. The settlers came to the Massasoit's rescue at one point when they thought he had been captured by enemies. The Native American tribe also helped the Puritan settlers get used to their new way of life in Plymouth.
3. Distribute the "Recreating the Treaty" worksheet and review the directions. Have the students complete the worksheet and share their writing with a partner.
4. On chart paper, create a "class treaty" compiling student responses from the "Recreating the Treaty" worksheet.
5. Add any new information to the K-W-L chart.

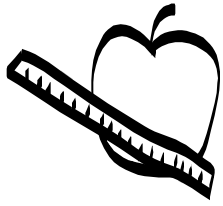
## Sessions 3 and 4

1. Review the material covered in the previous sessions with the students.
2. Have the students discuss why it's important to be both a "giver" and a "receiver" in a relationship with other people. Responses should include that people can help one another, trust each other more, and teach and learn new things.
3. Have the students discuss how both groups were "givers" and "receivers."
4. Distribute the "Treaty Partners" worksheet. As a class, review the directions. Have the students complete the worksheet in pairs.
5. Have the student pairs share the information from the "Treaty Partners" worksheet with the class. Encourage student role play, if possible.
6. As a class, review the K-W-L chart.
7. Review the parts of a friendly letter with the class. Distribute the "Letter to My Friend" worksheet. Review the directions, explaining that the students will become either a Wampanoag or a Puritan settler and write a letter to a family member telling that person about the treaty, why it's important to their people, and what outcome they hope to see.
8. Allow time for the students to complete their letter and share it with the class.
9. Display the letters in the classroom.



## ASSESSMENT

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



Name \_\_\_\_\_

# Treaty Partners



## ENRICHMENTS/EXTENSIONS

- Have students create and perform a skit about the writing and honoring of the treaty.
- Have students create a cause-and-effect chart based on the information from the lesson.



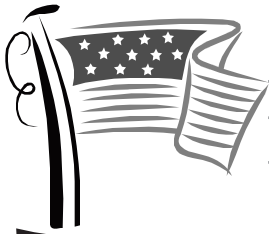
## DIFFERENTIATED LEARNING OPTIONS

- Allow students to work in pairs to complete their worksheets.
- Allow students to dictate their written responses.



## CONNECTION TO WWW.USMINT.GOV/KIDS

- Have students learn more about the Pilgrim Tercentenary coin of 1920 by visiting the December 2000 Coin of the Month page at [www.usmint.gov/kids/coinNews/coinOfTheMonth/2000/12.cfm](http://www.usmint.gov/kids/coinNews/coinOfTheMonth/2000/12.cfm).
- Learn more about past Native American \$1 Coins, including the Three Sisters of Agriculture and the Great Law of Peace at [www.usmint.gov/kids/coinNews/nativeAmerican/](http://www.usmint.gov/kids/coinNews/nativeAmerican/).



Name \_\_\_\_\_

# Recreating the Treaty

## Treaty Spring 1621

**Directions:** Imagine that you were a scribe at the 1621 treaty between the Wampanoag and the Puritans. To record this famous alliance, write what you think the treaty might have said.



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*Signed*

*Ousamequin, Massasoit, Pokanoket Wampanoag*

*John Carver, Governor, Patuxet Colony*



Name \_\_\_\_\_

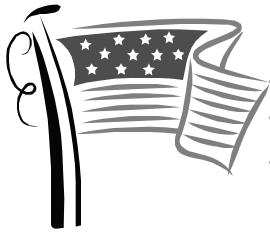
# Treaty Partners

Partner's name \_\_\_\_\_

**Directions:** With a partner, fill in the chart with the information you collected during class activities and discussions.



Question	Wampanoag Indians	Puritan Settlers
Why was the treaty important to you?		
Why will you honor (keep) the treaty?		
How can you help the other group of people?		
How does the treaty help your group of people?		
Why do you want to celebrate with the other group in the fall of 1621?		



Name \_\_\_\_\_

# Letter to My Friend

**Directions:** Choose to be either a Puritan or a Wampanoag and write a letter to a family member telling them about the treaty, why it's important to your people, and what outcome you hope to see.



Date \_\_\_\_\_

Greeting \_\_\_\_\_,

Body \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

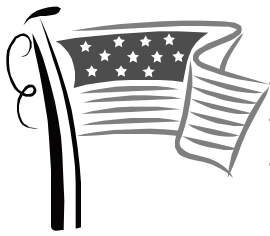
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\_\_\_\_\_

Closing \_\_\_\_\_,

Signature \_\_\_\_\_

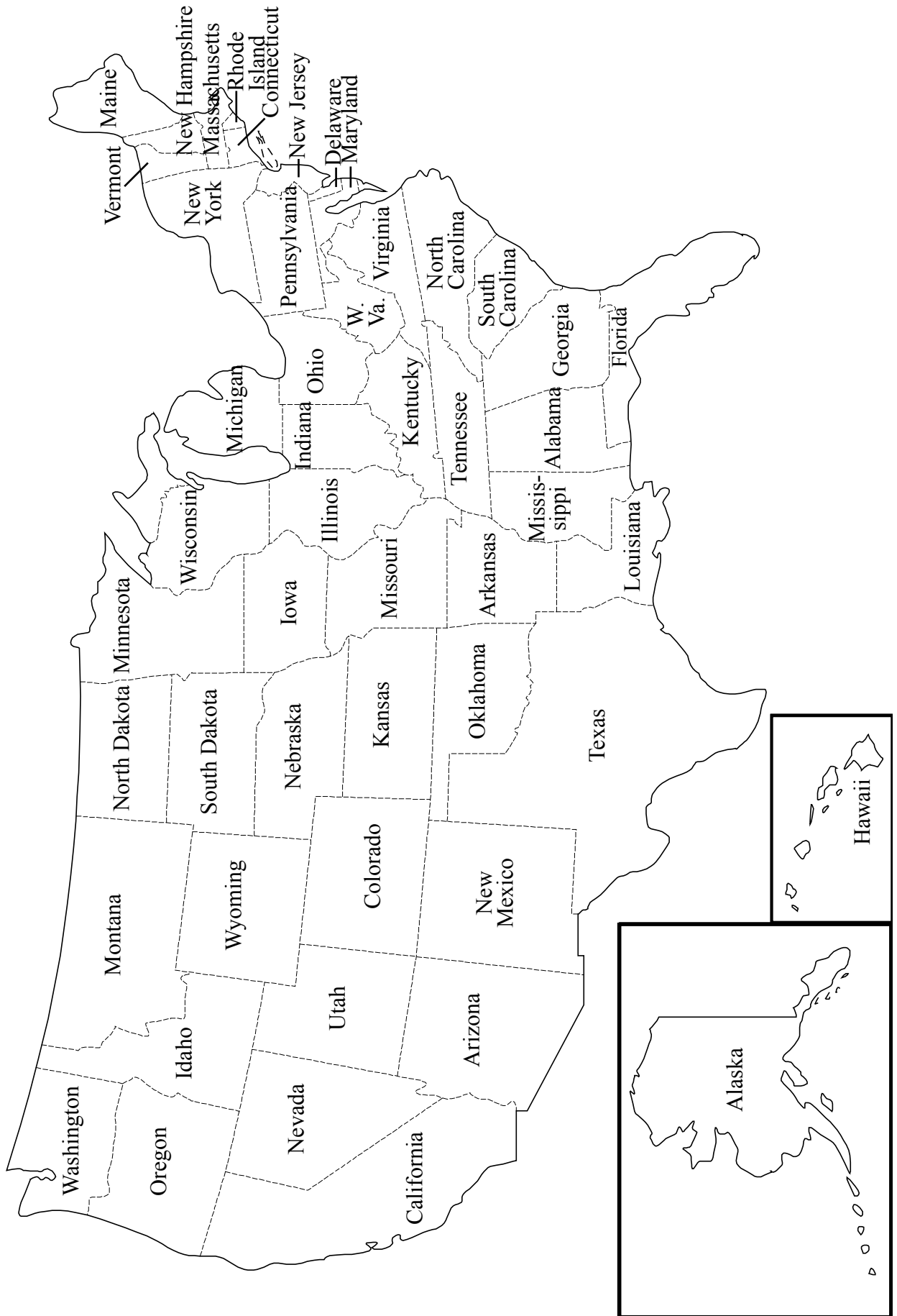




# 2011 Native American \$1 Coin



# The United States of America



# Reproducible Coin Sheet

## Obverse



### 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

