

Can You Picture This?

Based on the 2009 Native American \$1 Coin



OBJECTIVE

Students will practice the skill of visualization as a means of demonstrating comprehension.



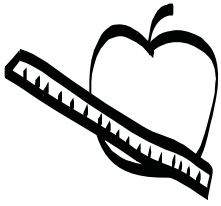
MATERIALS

- 1 overhead projector (optional)
- Overhead transparencies (or photocopies) of the following:
 - “2009 Native American \$1 Coin” page
 - “Visualizing the Three Sisters” worksheet
- Copies of the following:
 - “Visualizing the Three Sisters” worksheet
 - “Three Sisters of Agriculture Poster Rubric” (1 per student)
 - Native American \$1 Coin Resource Guide (available at www.usmint.gov/kids)
- Locate texts that give information about The Three Sisters of Agriculture, such as:
 - *Indian Givers: How the Indians of the Americas Transformed the World* by Jack Weatherford
 - *In the Three Sisters Garden* by JoAnne Dennee with Jack Peduzzi and Julia Hand
 - *Foods of the Americas: Native Recipes & Traditions* by Fernando and Marlene Divina
 - *The Corn Grows Ripe* by Dorothy Roads and Jean Charlot
- Poster board
- Markers or colored pencils
- Magazines
- Glue
- Scissors



PREPARATIONS

- Make an overhead transparency (or photocopy) of each of the following:
 - “2009 Native American \$1 Coin” page
 - “Visualizing the Three Sisters” worksheet
- Make copies of each of the following:
 - “Visualizing the Three Sisters” worksheet (1 per student)
 - “Three Sisters of Agriculture Poster Rubric” (1 per student)



Can You Picture This?

- Locate a text that gives information about The Three Sisters of Agriculture (see examples under “Materials”).
- Plan four places where you will pause in your reading so that students can draw on their worksheets what the text is describing.
- Bookmark Internet sites that contain information about Native American culture.
- Gather magazines that students can use in creating their posters.



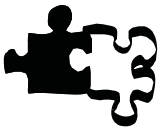
GROUPINGS

- Individual work
- Small group
- Pairs (optional)



CLASS TIME

Two 45-minute sessions



CONNECTIONS

- Social Studies
- Language Arts
- Art



TERMS AND CONCEPTS

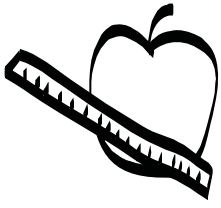
- Obverse (front)
- Reverse (back)
- Visualization
- Circle of Life
- Agriculture
- Hunters and gatherers



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

- Visualization as a comprehension strategy
- Agriculture in developing cultures



Can You Picture This?



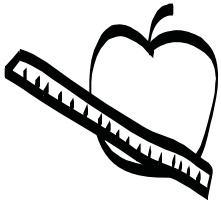
STEPS

Session 1

1. Describe the Native American \$1 Coin Program for background information.
2. Display the “2009 Native American \$1 Coin” overhead transparency or photocopy. 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, which is on the reverse of the 2009 Native American \$1 Coin.
3. Divide the class into small groups. Ask the groups to discuss the ways siblings interact using personal experience or vicarious experience (books, movies, TV shows, etc.). Have each group brainstorm a list of words that come to mind when they think of siblings. Share and discuss these lists.
4. Display the “2009 Native American \$1 Coin” overhead transparency. Have students describe what they see.
5. Explain that the students are about to engage in a “visualization” activity. Explain visualization as the ability to see in the mind or to make visible something being described in words. This is an important strategy to use in reading and listening. Discuss how the students have used visualization strategies in the past. Establish procedures for today’s activity based on the readiness of the class. Distribute the “Visualizing the Three Sisters” worksheet and review the directions.
6. Introduce the students to the selected text about the Three Sisters of Agriculture. As a group, preview the text and illustrations to generate observations about agriculture and companion planting. Read the selected text to the class and attend to any unfamiliar vocabulary.
7. Allow time for the students to draw as the text is read and complete the “Visualizing the Three Sisters” worksheet. Discuss student drawings as a class. Collect the worksheets.

Session 2

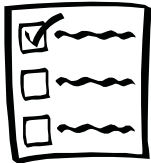
1. Review the information from the previous lesson about the Three Sisters of Agriculture.
2. Explain to the students that Native Americans often depict the Three Sisters of Agriculture as three beautiful women. Ask the students if they can think of any other concepts or ideas that are depicted in specific ways and discuss. One such example is the concept of liberty being depicted as a woman on coins or as the Statue of Liberty.
3. Divide the students into pairs or small groups. Distribute a “Three Sisters of Agriculture Poster Rubric” to each student and review the rubric. Explain to the



Can You Picture This?

students that they will create a poster that depicts the Three Sisters of Agriculture. Encourage the students to recall the information from the reading in Session 1 and use this knowledge along with the markers, colored pencils, and magazines to create the Three Sisters of Agriculture poster.

4. Provide class time for student pairs or groups to complete their posters.
5. Have student pairs or groups present the completed posters to the class. Display student posters around the classroom.



ASSESSMENT

Use the students' class participation, worksheets, and Three Sisters of Agriculture poster to evaluate whether they have met the lesson objectives.



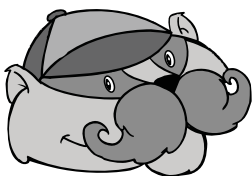
ENRICHMENTS/EXTENSIONS

- Have students read Native American stories and create comic strips or other visualization products.
- Have students create a readers' theater or skit using the Three Sisters of Agriculture as their topic.



DIFFERENTIATED LEARNING OPTIONS

- Allow students to work in pairs on visualization.
- Provide additional support by modeling the visualization strategy.
- Allow students to use computer-generated graphics for the small group poster/coin activity.



CONNECTION TO WWW.USMINT.GOV/KIDS

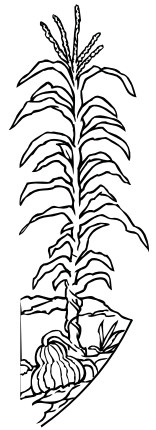
- To help students develop their skills in art, evaluation, and paragraph writing, use the lesson plan entitled "And the Nominee Is..." at www.usmint.gov/kids/teachers/lessonPlans/viewLP.cfm?lessonPlanId=40.
- Have students learn more about fables and legends with the 2008 Alaska quarter lesson plan at www.usmint.gov/kids/teachers/lessonPlans/50sq/download.cfm?grade=3.
- Have students use persuasive writing skills to explore a variety of subject areas through the "Why Is Sacagawea on the Golden Dollar?" lesson plan at www.usmint.gov/kids/teachers/lessonPlans/viewLP.cfm?lessonPlanId=118.



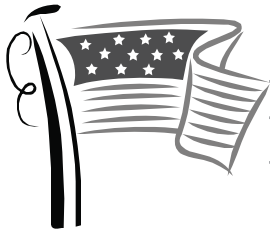
Name _____

Visualizing the Three Sisters

To visualize means to see something in your mind or to make it visible. Visualizing something that is being described in words is an important way to understand what you're reading or hearing.



Directions: As your teacher reads the story of the Three Sisters of Agriculture, visualize the characters and events and draw them below. Your teacher will stop several times during the story to allow you to draw what you're envisioning.

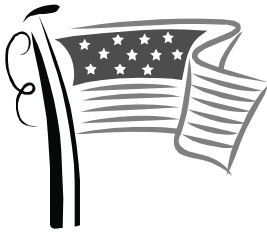


Name _____

Three Sisters of Agriculture Poster Rubric

CATEGORY	4	3	2	1	SELF	TEACHER
Knowledge Gained	Student accurately answered all questions related to the poster and the processes used in creating the poster.	Student accurately answered most of the questions about the poster's facts and creation processes.	Student accurately answered about 75% of the questions about the poster's facts and creation processes.	Student appears to have insufficient knowledge about the facts or processes used in making the poster.		
Graphics, Relevance	All graphics are related to the topic and make it easier to understand. All borrowed graphics have a source citation.	All graphics relate to the topic and most make it easier to understand. All borrowed graphics have a source citation.	All graphics relate to the topic. Most borrowed graphics have a source citation.	Graphics do not relate to the topic OR several borrowed graphics do not have a source citation.		
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout, and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.		
Mechanics and Grammar	Capitalization, punctuation, and grammar are correct throughout the poster.	There is 1 error in capitalization, punctuation, or grammar.	There are 2 errors in capitalization, punctuation, or grammar.	There are 3 or more errors in capitalization, punctuation, or grammar.		
Use of Class Time	Used time well during each class period and focused on getting the project done. Never distracted others.	Used time well during each class and usually focused on getting the project done. Never distracted others.	Sometimes used time well and focused on getting the project done but occasionally distracted others.	Seldom used class time well or focused on finishing the project OR often distracted others.		
Totals						

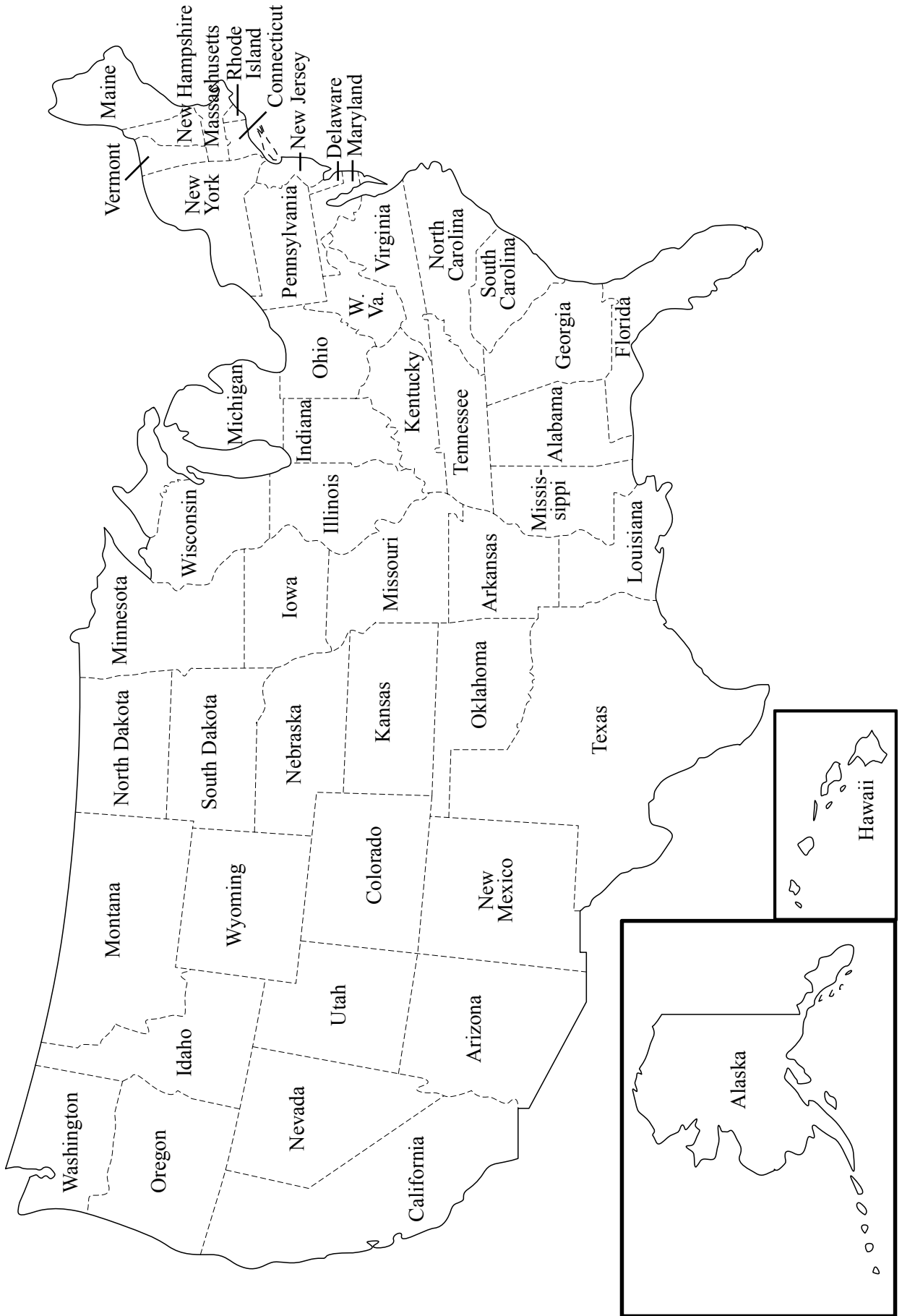
Teacher Comments



2009 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

