



The Greatest Educational Change America Has Ever Seen

This teaching guide includes:

- ◆ 6 teacher-friendly lesson plans that fit easily into your curriculum
- ◆ Reproducible student workpages that coincide with each lesson
- ◆ Fun state facts and information on the new quarter designs
- ◆ USA map template with state outlines, names, and capitals
- ◆ 50 State Quarters™ Program 1999-2001 Reproducible Coin Art



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Grades 4-6



Lesson Plans for Grades 4-6

Table of Contents



OBJECTIVE:



CURRICULUM CONNECTIONS:



GROUPINGS:



CLASS TIME:



PAGES:

Double Your Money

Estimating and calculating the sum of very large numbers.

- Math
- Language Arts

Whole group
Groups of 2

1 class period

2-5

How Much?

Problem solving with decimals, fractions, and percentages.

- Math
- Language Arts

Whole group
Small groups (2-4)

2 class periods

6-9

This Great State!

Researching, organizing, and presenting information.

- Social Studies
- Language Arts
- Art

Individual

3 class periods

10-13

Colonial Vacation

Planning a family vacation to states that were among the original 13 colonies.

- Math
- Language Arts
- History
- Geography

Individual
Small groups (2-3)

2 class periods

14-17

ABCs of Statehood

Analyzing data about history.

- Social Studies
- Language Arts
- Art

Individual

3 class periods

18-21

Nifty Fifty State Trivia

Reviewing information and skills relating to the 50 State Quarters™ Program.

- History
- Math
- Language Arts

Small groups (4-5)

1 class period

22-25

ADDITIONAL RESOURCES

State Information Pages: 50 State Quarters™ Program Coins Released in 2001

New York, North Carolina, Rhode Island, Vermont, Kentucky 26-27

United States of America Map Template 28

Reproducible 50 State Quarters™ Program Coin Sheets 29-30

Reproducible Coin Sheets—Golden Dollar, Half-Dollar, Eagle Quarter, Dime, Nickel, Cent 31-32

50 State Quarters™ Program Release Schedule 33

Lesson plans and other related 50 State Quarters™ Program materials are provided solely for teaching purposes. They may not be commercially distributed or distributed as a premium.



1: Double Your Money



OBJECTIVE:

Students will estimate and calculate the sum of very large numbers.
Students will understand the concept of exponential growth.



MATERIALS:

- *The King's Chessboard*¹, by David Birch (optional)
- Large calendar (optional)
- "A Million or Double?" work page (page 4)
- "Double Your Money" work page (page 5)
- Calculators (optional)
- Pencil and paper



PREPARATIONS:

- Make copies of the "A Million or Double?" work page (page 4) and the "Double Your Money" work page (page 5).
- Gather calculators, one per student or partner group (optional).
- Read over *The King's Chessboard* (optional).



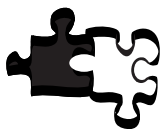
GROUPING:

- Whole group/individual or partners



CLASS TIME:

- 1 class period



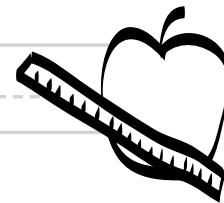
CONNECTIONS:

- Math
- Language Arts



TERMS and CONCEPTS:

- One million
- Estimation
- Exponential growth



Understanding Very Large Numbers



STEPS:

1. Begin a discussion about one million by asking students questions, such as “How much is one million?” “Do you consider one million a large number?” “Can you think of a number larger than one million?”
2. Hand out the “Million or Double?” work page (page 4). Make sure students understand the alternative offer (Option 1: one million dollars. Option 2: a cent on the first day, two on the second, with the amount doubling and accumulating each day for one month.)
3. When all students have finished the work page, reconvene and record each student’s decision on chart paper. If a copy of *The King’s Chessboard* is available, begin reading the book. You may wish to stop part way through and ask if anyone would like to change their answer. If a copy of the book is not available, begin demonstrating the concept on a calendar or on a grid drawn on the board. Enter a “1” on the first day, a “2” on the second, “4” on the third, and continue doubling the number on each consecutive day for one week. Total the results.
4. Once students understand the concept, tell students that they will be working on problem solving to determine how much money a person who selected “Option 2” would have at the end of three weeks. Hand out the “Double Your Money” work page (page 5) and go over the instructions. Invite students to begin working. When all have finished the work page, discuss the results.
5. Discuss the concept of doubling and exponential growth. Engage students in a discussion about how the amount of money became enormous so fast, and why, assessing the level of understanding from student responses.



ENRICHMENT/EXTENSIONS:

Calculate how much money you would have if you exchanged cents for quarters for an entire month.

1.) Birch, David. *The King’s Chessboard*. New York: Penguin Group, 1988.



A Million or Double?

DIRECTIONS:

Decide which of the following you would rather be given. Explain your answer.

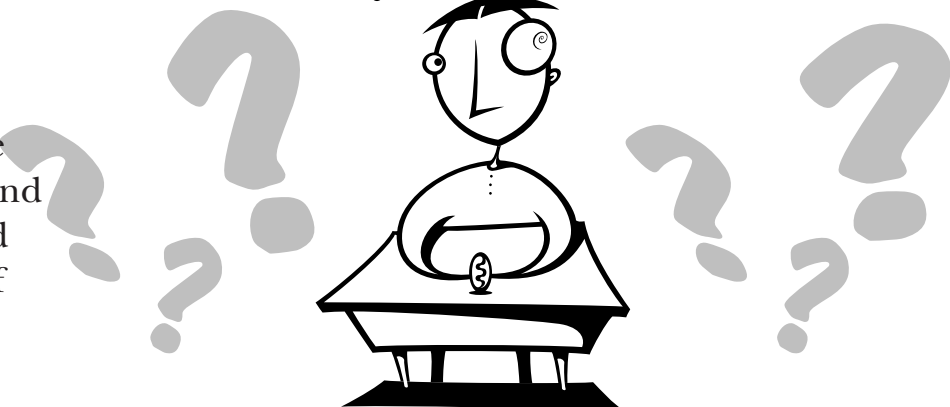
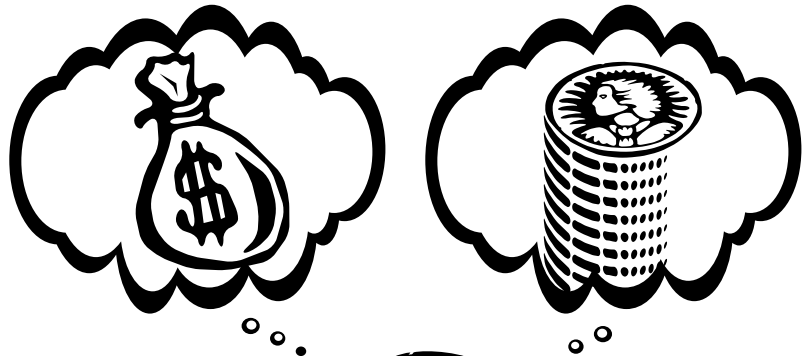
Part 1—What would you choose?

Option 1:

One Million Dollars.

Option 2:

For the duration of a month, one cent on the first day, 2¢ on the second day, and 4¢ on the third day, with the number of cents doubling on each new day.



Part 2—Which option did you pick and why?

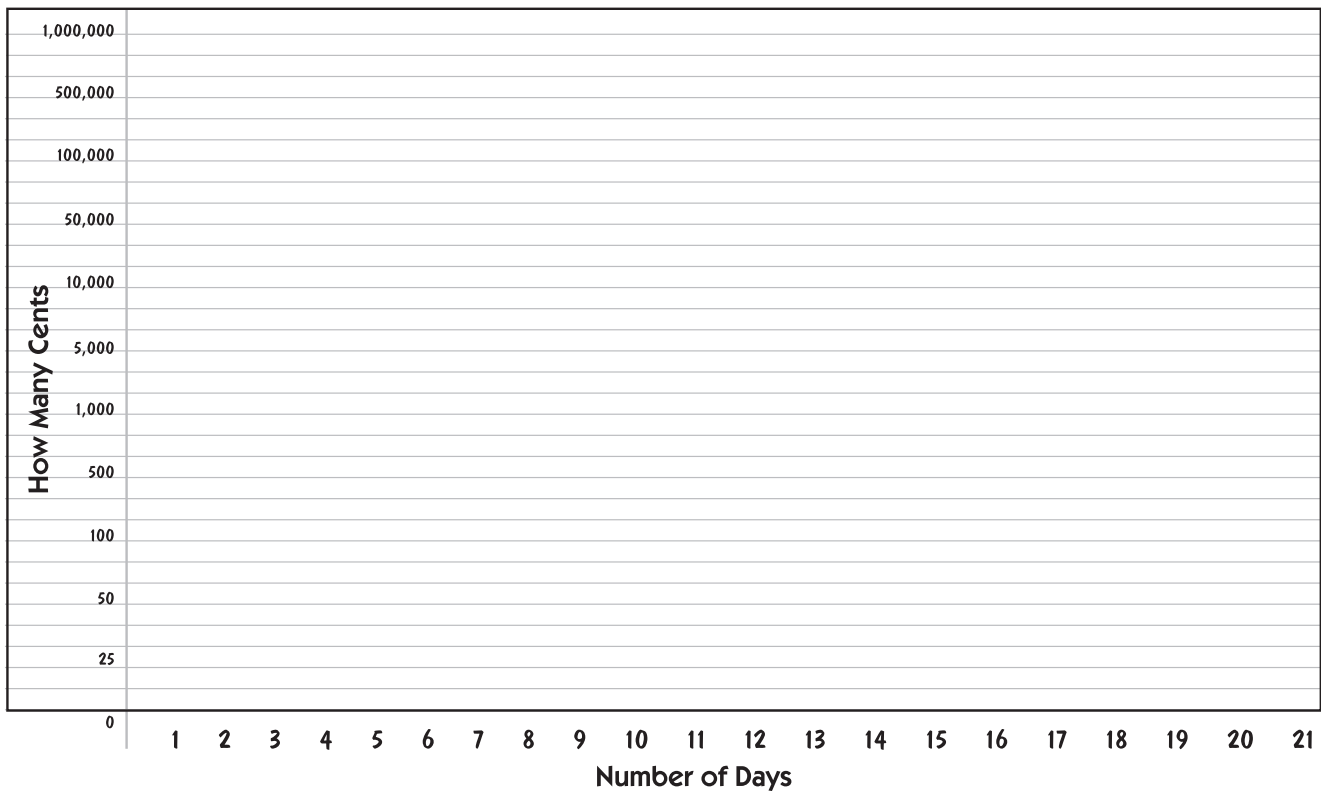
Name _____ Date _____



Double Your Money

DIRECTIONS: Calculate how many cents you would have if the number of cents doubled on each new day for 3 weeks. Show your work on scratch paper and graph your results.

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Day 8	Day 9	Day 10	Day 11	Day 12	Day 13	Day 14
Day 15	Day 16	Day 17	Day 18	Day 19	Day 20	Day 21



2: How Much?



OBJECTIVE:

Students will solve story problems that involve addition, subtraction, multiplication, and division with decimals. Students will represent parts of a dollar as a fraction, a decimal, and a percentage.



MATERIALS:

- Copies of the “How Much?” work pages (pages 8 and 9)
- Overhead of problem(s) to be solved as a group
- Paper and pencil
- Math manipulatives, such as pattern blocks or fraction bars (optional)



PREPARATIONS:

- Copy “How Much?” work pages (pages 8 and 9) front to back.
- Prepare overhead transparency with story problem(s).



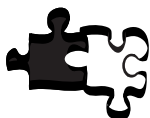
GROUPING:

- Whole group/small groups or partners



CLASS TIME:

- 2 class periods



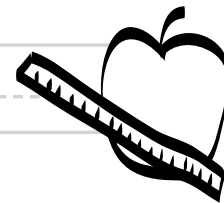
CONNECTIONS:

- Math
- Language Arts

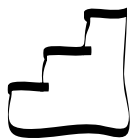


TERMS and CONCEPTS:

- Strategies
- Fractions
- Decimals
- Percentages



Problem Solving with Decimals, Fractions, and Percentages



STEPS:

1. Begin with a quick review of decimals, fractions, and percentages.
2. Hand out the “How Much?” work page (pages 8 and 9). Place problem(s) to be solved as a whole group on the overhead. Read the first problem together. Discuss some different strategies one might use to solve the problem. (Allowing students to think about their own strategies for solving the problems will encourage them to think independently and critically about numbers and will serve to improve their understanding of operations and number sense.)
3. Use one of the suggested strategies for the first problem and work it through on the overhead so that all students can see your work. Discuss whether the answer is correct and how the strategy worked.
4. Ask students to work through the other three story problems on their own or in small groups. Once students have finished the problems, reconvene and go over the strategies used and the solutions. *NOTE: Depending on the skill level of the students, the teacher may wish to work all problems as a group.* Discuss how many different strategies for solving problems can produce accurate answers. Ask students to think about which of the strategies they saw were the most efficient and effective in getting the correct answers.
5. Demonstrate how to convert amounts into fractions, percentages, and decimals. For practice, ask students to complete question 5 on the “How Much?” (pages 8 and 9) work page on their own or in small groups.



ANSWER KEY: *(Word Problems Only)*

- | | |
|-------------------------------|-----------------------------|
| 1. \$16.50 | 2. A. \$167.91 B. No C. 59¢ |
| 3. A. \$3.75 B. 35 C. \$12.50 | 4. \$62.80 |



ENRICHMENT/EXTENSIONS:

Have students write their own story problems to challenge one another.



How Much?—Part 1

DIRECTIONS:

Solve the story problems below. Explain how you solved each problem.

- 1.** Your class is taking a field trip to the United States Mint. The cost is \$150.00 for the bus, \$100.00 for the group photo, and \$80.00 for lunch at the pizza parlor. Twenty kids are going. How much will it cost per person?



Answer:



- 2. PART A:** Joe has been collecting change all year. He has decided to buy himself a new bike and has emptied his piggy bank. When he pours the money out, he finds 340 quarters, 611 dimes, 217 nickels, 896 cents, and 2 Golden Dollar coins. How much money does he have in all?

Answer:

PART B: The bike he wants costs \$168.50. Does he have enough to buy it? YES NO

PART C: Will there be extra? _____ If YES, how much? _____

If not, how much more does Joe need to save? _____

- 3. PART A:** Sarah is collecting the new quarters. She has each of the 15 quarters released from 1999-2001. How much money is that in all?

Answer:

PART B: How many quarters need to be released before all 50 states are represented?

Answer:

PART C: Once Sarah has all the new quarters, what will her collection be worth?

Answer:





How Much?—Part 2

4. Your family is taking a trip to visit each of the states for which quarters were released in 2001. From Vermont, going south to Kentucky is approximately 1,000 miles.



Your family car has a 10 gallon gas tank and gasoline costs \$1.57 per gallon. If your car gets 25 miles per gallon, how much money will you need for gas?

Answer:

5. For each amount below, rewrite as a fraction, a percentage, and a decimal.

	20¢ out of \$1.00	\$2.50 out of \$10.00	\$5.00 out of \$30.00	\$40.00 out of \$100.00
Fraction				
Percent				
Decimal				



3: This Great State!



OBJECTIVE:

Students will research and create state home pages (represented on paper) for one of the fifteen states for which quarters will have been released from 1999 through 2001 by the United States Mint.



MATERIALS:

- “This Great State!” work page (page 12)
- Website template work page (page 13)
- Reference materials
- Pencils
- Rulers
- Markers
- Scissors
- Glue
- Sample state home page (on paper)



PREPARATIONS:

- Make sample state home page about the students' home state, using the blank website map provided.
- Assign one state to each student.
- Make several copies of the website template work page for each student.
- Bookmark various states' home pages, the United States Mint website home page (www.USMINT.gov), and other websites for Internet research (optional).



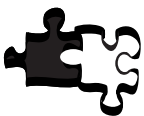
GROUPING:

- Individual



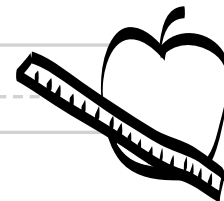
CLASS TIME:

- 3 class periods



CONNECTIONS:

- Social Studies
- Language Arts
- Art



Researching, Organizing, and Presenting Information



TERMS and CONCEPTS:

- Website
- Home Page
- Tourism
- Industry
- Government



STEPS:

1. Explain that students will research a state and create a home page for that state (represented on paper). They will use the “This Great State!” work page (page 12) website diagram to guide their research, or they can create their own website diagrams showing how one page would link to another.
2. Display the sample website and invite students to identify features that inform them about the state and attract them to visit it. Ask them for ideas about what additional items could have been included.
3. Distribute the “This Great State!” work page (page 12) and explain that they should research each topic area shown on the sheet and then select at least ten items from the page to write and illustrate on their state website plan. You may wish to require students to share with you their ideas before starting written work.
4. Provide time guidelines (e.g., Day One—research, Day Two—website design, Day Three—finishing touches. You may also wish to allow students to complete websites at home.) As each student completes his research, hand out website template work pages and allow them to write, draw, cut, and paste elements to create web pages for each topic area.



ENRICHMENT/EXTENSIONS:

Students give oral presentations about their assigned state, using their web pages as illustrations.

Students may write travel brochures to go along with their websites.

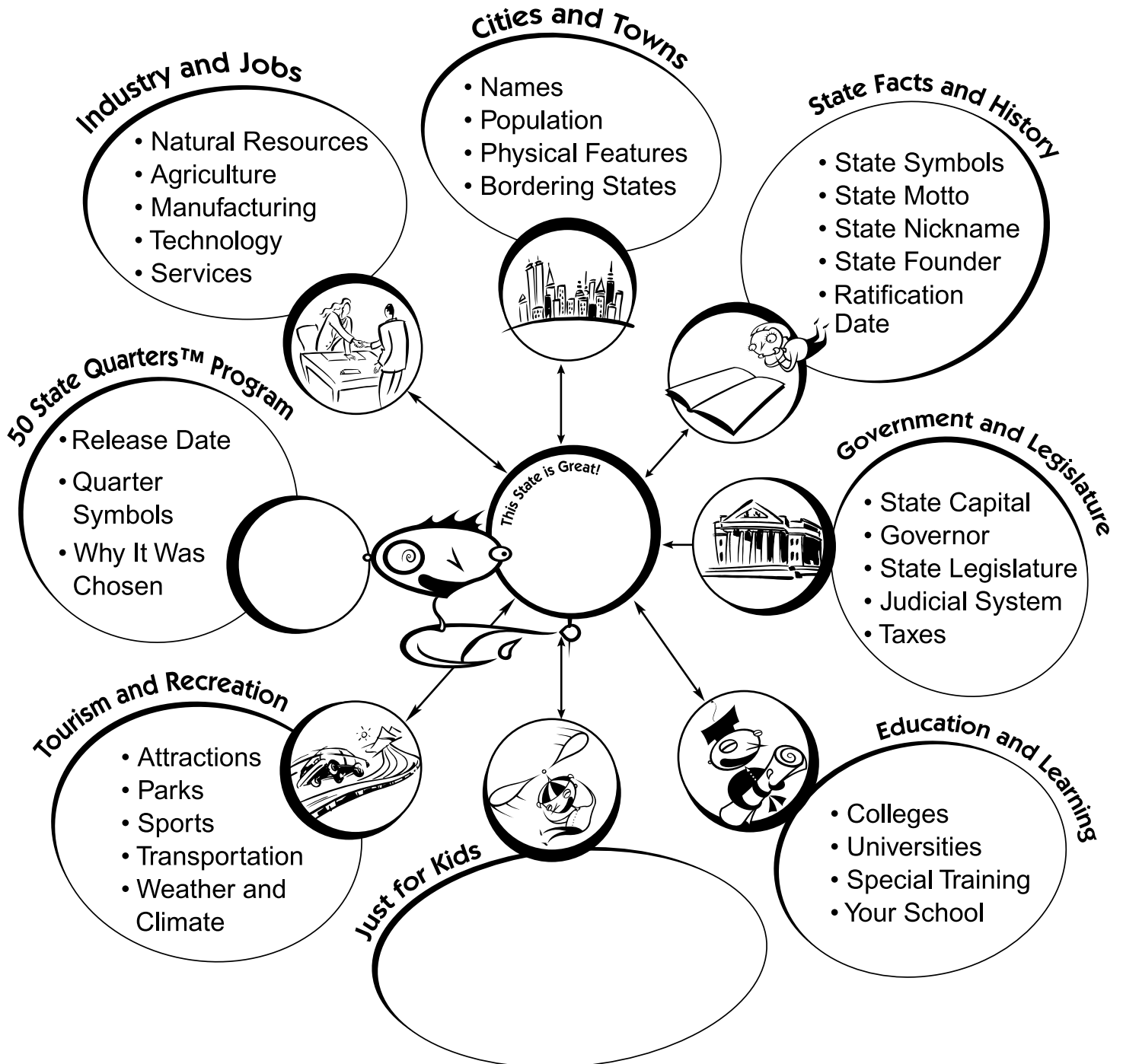
Students may use completed website maps to create travel websites on classroom or home computers.



This Great State!

DIRECTIONS:

Good web designers plan ahead! Write your assigned state's abbreviation in the center of the web. Research facts about your state and collect your data on separate sheets of paper.



"Just for Kids": You decide what topics to display on this web page.



www. this state is great .com



Facts & History



50 State Quarters™ Program



Government



Cities & Towns



Education



Industry & Jobs



Tourism & Recreation



Just for Kids



http://www.

(Name of State)

/this state is great.com/

(Name of Your Page)

Large empty rectangular area for user input, framed by a thick border with a filmstrip-like top edge.

Favorites: www.USMINT.gov

Designed by:



4: Colonial Vacation Planner



OBJECTIVE:

Students will use website designs (from “This Great State!” lesson) and other U.S. travel resources and maps to plan a family vacation to states that were among the original 13 colonies.



MATERIALS:

- “Colonial Vacation Planner” work pages (pages 16 and 17)
- Website designs from “This Great State!” (optional) (pages 10-13)
- Reference/tourism materials about the original 13 colonies/states
- Pencils
- Markers, colored pencils, and/or crayons
- Glue
- Stapler or other book-binding material (e.g., hole puncher and yarn)



PREPARATIONS:

- Review lesson.
- Make several copies of the work pages for each student.
- Cut pages in half vertically.
- Gather U.S. maps or atlases with mileage scales.
- Gather other state tourism materials.
- Bookmark state home pages, the United States Mint website home page (www.USMINT.gov), and/or travel websites for Internet research (optional).
- Make a sample Colonial Vacation Planner (for demonstration).



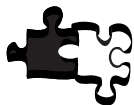
GROUPING:

- Individual and small groups



CLASS TIME:

- 2 class periods



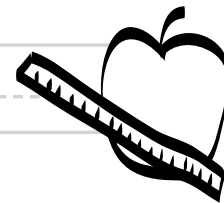
CONNECTIONS:

- Math
- Language Arts
- History
- Geography

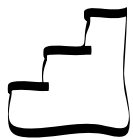


TERMS and CONCEPTS:

- Map skills
- Multi-step problem solving
- Colonial America
- Statehood
- Historical landmarks



Applying Research and Math Skills



STEPS:

1. Explain to students that they will be planning a summer vacation for their families, during which they will visit some of the states that were the original 13 colonies. They will need to determine which historical landmarks they will visit in each state, map their route, calculate the mileage, and determine how much money they will spend on gasoline.
2. Hand out the “Colonial Vacation Planner” templates (pages 16 and 17), several copies of each strip to each student. Show the sample “Colonial Vacation Planner” and explain to students that they will be making a booklet to organize all their travel information.
3. Allow students time to research and decide which states they would like to visit. Then instruct them to gather details and decide which landmarks will be visited.
4. When these decisions have been made, students will be ready to begin using maps to figure out mileage and gasoline costs. Ask students to assume the average car gets 200 miles to a tank (optional: students can find out from their parents the actual MPG of their family car). If not covered previously, students will need some instruction on how to use a mileage scale.
5. After all information has been gathered and recorded, students should begin to assemble their Colonial Vacation Planner books.

How to Create a Colonial Vacation Planner:

1. First, students should complete the cover by coloring in the states they will visit and charting their route between the states.
2. Next, students should record the first state they will visit and decide which landmarks to see and enter these landmarks on the “State Landmark Log” (page 16), along with information about the historical significance of the landmark.
3. Students should then use maps to determine the mileage from the first landmark to the second and from the second landmark to the third and enter this information in the “State Landmark Log” (page 16).
4. Students should use the “Trip Mileage and Gas Log” (page 17) to record starting and ending points for that segment of the trip, mileage information, and gasoline expenditures.
5. Students can then use the “State Landmark Journal” (page 17) to draw and write about the state.
6. Students should complete the three sheets for each of the states along their route. The “Trip Mileage and Gas Log” (page 17) will help students keep track of total mileage and gas expenditures for the trip as a whole.
7. When the Colonial Vacation Planner pages are finished, books should be bound using either staplers, a hole punch with yarn or string, or plastic ring binders.



ENRICHMENT/EXTENSIONS:

Have students plan a field trip to a local historical site. Take the field trip!



STATE LANDMARK LOG

State to be visited: _____

Directions: List at least 3 landmarks in the sequence they will be visited and include some information about the historical significance. Calculate and record the mileage between each landmark.

Landmarks to be visited in this state:

1. _____

Mileage to landmark 1: _____

2. _____

Mileage between landmark 1 and 2: _____

3. _____

Mileage between landmark 2 and 3: _____

_____ 's
**Colonial
 Vacation
 Planner**



TRIP MILEAGE AND GAS LOG

State to be visited: _____

Starting location: _____

Starting mileage: _____

(Enter your mileage from the previous state)

Ending location: _____

Ending mileage: _____

(Enter your total trip mileage)

- Circle your starting location in **RED**
- Circle your ending location in **BLUE**
- Draw your travel route in **GREEN**
- Mark each landmark's location in **PURPLE**



TOTAL mileage for this trip: _____

Gasoline price: _____

TOTAL amount spent on gas: _____

NOTES:



STATE LANDMARK JOURNAL

State Landmark: _____

Directions: Using pictures and words, describe why this landmark is important and why you found it interesting.





5: ABCs of Statehood



OBJECTIVE:

Students will create a timeline to display the order in which the 50 states were admitted to the Union. Students will then graph how many states were admitted to the Union during certain time periods and relate any patterns they discover to events in history.



MATERIALS:

- “The ABCs of Statehood” work page (page 20)
- “Statehood Graph” work page (page 21)
- United States of America Map Template (page 28)
- Craft paper (roll)
- Rulers
- Pencils
- Markers
- Scissors
- Glue
- Reference materials



PREPARATIONS:

- Cut roll paper into 4 foot strips, one per student.
- Gather reference materials.
- Copy work pages.
- Prepare sample timeline with first few states.



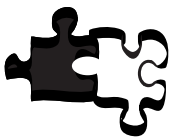
GROUPING:

- Individual



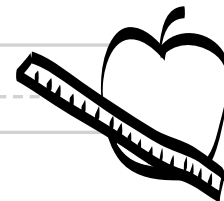
CLASS TIME:

- 3 class periods



CONNECTIONS:

- Social Studies
- Language Arts
- Art



Analyzing Data About History



TERMS and CONCEPTS:

- Ratification
- Statehood
- Symbol



STEPS:

1. Display the sample timeline and explain that students will use a chart and other references to create timelines to show the order in which the states were admitted to the Union. Students will list the names of the states in order of their admission, include the date each state ratified the Constitution, and decorate the timeline with symbols from each state (e.g., state birds, state flowers, state trees, symbols from state quarters, etc.).
2. Distribute “The ABCs of Statehood” work page (page 20) and strips of craft paper. Make blank sheets of white paper available for notes and planning. Allow students 2-3 class periods and/or time at home to complete the timelines. You may wish to encourage students to loosely sketch their timelines in pencil, then trade with a classmate to check each other’s work before using markers and adding illustrations.
3. After students have completed their timelines, distribute the “Statehood Graph” work page (page 21) and a copy of the labeled United States of America Map Template (page 28). Students should create a bar graph demonstrating how many states were admitted to the Union during each decade and then color the states on the map using the colors/patterns indicated.
4. Work with students to answer the accompanying questions on the “ABCs of Statehood” work page (page 20) based on their graphs and maps, relating the patterns they discover to events in history. The teacher can relate key events, or students can conduct individual research to make these connections.



ENRICHMENT/EXTENSIONS:

Students can give oral presentations, using their timelines as illustrations, before displaying them in the classroom or hallway.



ABCs of Statehood

DIRECTIONS:

Review the chart below. Research the questions below and write your answers on a separate sheet of paper.

Alabama	December 14, 1819	Montana	November 8, 1889
Alaska	January 3, 1959	Nebraska	March 1, 1867
Arizona	February 14, 1912	Nevada	October 31, 1864
Arkansas	June 15, 1836	New Hampshire	June 21, 1788
California	September 9, 1850	New Jersey	December 18, 1787
Colorado	August 1, 1876	New Mexico	January 6, 1912
Connecticut	January 9, 1788	New York	July 26, 1788
Delaware	December 7, 1787	North Carolina	November 21, 1789
Florida	March 3, 1845	North Dakota	November 2, 1889
Georgia	January 2, 1788	Ohio	March 1, 1803
Hawaii	August 21, 1959	Oklahoma	November 16, 1907
Idaho	July 3, 1890	Oregon	February 14, 1859
Illinois	December 3, 1818	Pennsylvania	December 12, 1787
Indiana	December 11, 1816	Rhode Island	May 29, 1790
Iowa	December 28, 1846	South Carolina	May 23, 1788
Kansas	January 29, 1861	South Dakota	November 2, 1889
Kentucky	June 1, 1792	Tennessee	June 1, 1796
Louisiana	April 30, 1812	Texas	December 29, 1845
Maine	March 15, 1820	Utah	January 4, 1896
Maryland	April 28, 1788	Vermont	March 4, 1791
Massachusetts	February 6, 1788	Virginia	June 25, 1788
Michigan	January 26, 1837	Washington	November 11, 1889
Minnesota	May 11, 1858	West Virginia	June 20, 1863
Mississippi	December 10, 1817	Wisconsin	May 29, 1848
Missouri	August 10, 1821	Wyoming	July 10, 1890

- Eleven states joined the Union within a seven month period. Which states were they? Why did they all join during such a brief period? What did the states have in common?
- What was the longest time period during which no new states joined the Union? Why were no states admitted during this time?
- How did the Gold Rush, from 1848 to 1852, affect the ratification of the Western states?
- Which two states were ratified between 1941 and 1960? What is the distinguishing characteristic of these two states?

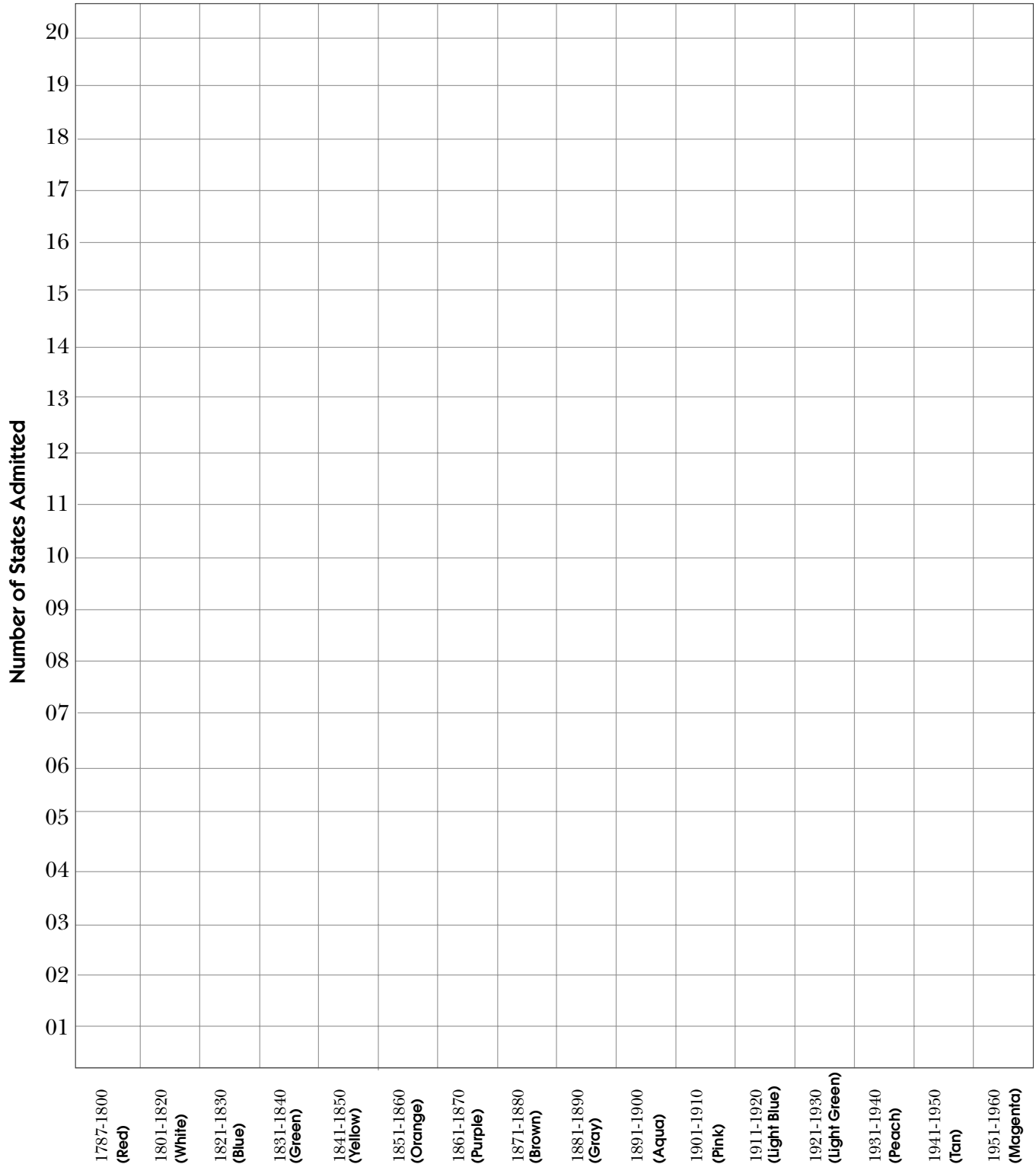
CHALLENGE! What other patterns do you notice about the dates of ratification of states? Can you relate these patterns to events in history?

Name _____ Date _____



Statehood Graph

DIRECTIONS: Using a bar graph, show how many states were admitted to the Union during each period listed.



Statehood Dates and Color Key



6: Nifty Fifty State Trivia



OBJECTIVE:

Students will use critical thinking skills and memory recall to play a facts and information game about the states, capitals, new quarters, state symbols, money, and U.S. geography.



MATERIALS:

- Game sheets (pages 24 and 25)
- Sounding device (optional)



PREPARATIONS:

- Make copies of the game sheet (page 24), one for each player.
- Make one copy of the game answer sheet (page 25) for each group. Laminate, if desired.



GROUPING:

- Small groups of 4-5 students



CLASS TIME:

- 1 class period



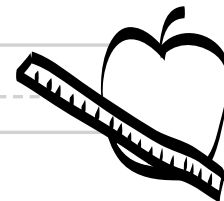
CONNECTIONS:

- History
- Math
- Language Arts



TERMS and CONCEPTS:

- Problem solving
- History
- Geography
- Language Arts



Reviewing Information and Skills



STEPS:

1. Explain to the class that they will be using the knowledge and skills they've acquired through the U.S. Mint lessons to play the "Nifty Fifty State Trivia" game. Go over the rules of the game.
2. Announce groups. In each group there should be three or four players and one game leader who will read questions and determine correct answers.
3. Begin playing. Give students 20-30 minutes to play the game. Allow time for groups to tally points to see who won.
4. Give student groups time to share interesting experiences from their games.

How to Play the "Nifty Fifty State Trivia" Game:

1. The first player begins by choosing a category and value (e.g., "State Capitals for 10").
2. The game leader reads the question.
3. Any of the players may "ring in" to answer the question (by using bells, snapping, slapping the table, holding up a colored piece of paper).
4. The first player to "ring in" gets the first chance to answer the question. If the correct answer is given, that player places a check mark in the corresponding square on his/her game sheet (for scoring) and chooses the next category and value. Other players should place an "X" over the question box on their sheets (to mark as completed).
5. If an incorrect answer is given, any of the other players can ring in to answer. The player who gives the correct answer wins the points and chooses the next category.
6. If no correct answer is given, the game leader reads the answer and no points are awarded. The choice of category reverts to the last player who answered correctly.
7. Once all questions have been asked, or when time is up, students should add up the values on their game cards to determine the winner.



ENRICHMENT/EXTENSIONS:

Students can think of more categories/questions to create additional state trivia games.

State Nicknames

Brain Teasers

Did You Know?

State the Capital

Quarter Symbols

Where in the USA?

Delaware

The number of years that passed between the ratification of the first and last states.

Three state names that begin with the word "New."

This state capital was the location of a famous historical tea party.

New York's new quarter symbol.

These are the smallest and largest states to release quarters between 1999-2001.

The Bay State

The number of states who do not have a new quarter as of 2001.

Five state names that begin with a direction.

This state capital is also a type of grape.

On the Virginia quarter, the ships are heading for this town.

This state is the furthest west to release a new quarter between 1999-2001.

New York

How much money do you have if you have collected all the new quarters released between 1999-2001?

The last state ratified.

This state capital was home to Martin Luther King, Jr.

This state's quarter features the same historical figure on both sides.

This is the number of land-locked states to have released quarters by 2001.

The Palmetto State

The number of peaches you have on your peach tree in Georgia on the tenth day, if the tree started with 3 peaches on the first day, and the number doubled each day.

The most populated state with a 2001 quarter.

This state capital is home to the Naval Academy.

These two types of trees are featured on the Vermont (1) and Connecticut (2) state quarters.

These states border our country's capital.

Georgia

The total number of seconds you'll spend in the elevator when visiting the top of the Empire State Building if the elevator ride is 7 minutes each way.

Our first president's home state.

This is the capital of the Palmetto State.

This state's quarter shows a regional crop.

This is the last state admitted into the Union to have released a quarter between 1999-2001.

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State Nicknames

Brain Teasers

Did You Know?

State the Capital

Quarter Symbols

Where in the USA?

[Delaware]

Answer:
The First State

[The number of years that passed between the ratification of the first and last states.]

Answer:
172

[Three state names that begin with the word "New."]

Answer: New Jersey, New Hampshire, New York, and New Mexico

[This state capital was the location of a famous historical tea party.]

Answer: Boston, Massachusetts

[New York's new quarter symbol.]

Answer:
The Statue of Liberty

[These are the smallest and largest states to release quarters between 1999-2001.]

Answer:
Rhode Island and Georgia

[The Bay State]

Answer:
Massachusetts

[The number of states who do not have a new quarter as of 2001.]

Answer:
35

[On the Virginia quarter, the ships are heading for this town.]

Answer:
Jamestown

[This state is the furthest west to release a new quarter between 1999-2001.]

Answer:
Kentucky

[New York]

Answer:
The Empire State

[How much money do you have if you have collected all the new quarters released between 1999-2001?]

Answer:
\$3.75

[This state's quarter features the same historical figure on both sides.]

Answer:
New Jersey

[This is the number of land-locked states to have released quarters by 2001.]

Answer: 2
(Kentucky and Vermont)

[The Palmetto State]

Answer:
South Carolina

[The number of peaches you have on your peach tree in Georgia on the tenth day, if the tree started with 3 peaches on the first day, and the number doubled each day.]

Answer: 1,536

[The most populated state with a 2001 quarter.]

Answer:
New York

[This state capital is home to the Naval Academy.]

Answer:
Annapolis, Maryland

[These two types of trees are featured on the Vermont (1) and Connecticut (2) state quarters.]

Answer: (1) Oak and (2) Maple

[These states border our country's capital.]

Answer:
Virginia and Maryland

[Georgia]

Answer:
The Peach State

[The total number of seconds you'll spend in the elevator when visiting the top of the Empire State Building if the elevator ride is 7 minutes each way.]

Answer: 840

[This state's quarter shows a regional crop.]

Answer:
Georgia

[This is the last state admitted into the Union to have released a quarter between 1999-2001.]

Answer:
Kentucky

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State Information 2001 Quarters

New York

The New York quarter, the first quarter of the 2001 series, features the Statue of Liberty superimposed over an outline of the state along with the inscription “Gateway to Freedom.” Also incorporated into the state outline is a line tracing the Hudson River and the route of the Erie Canal.

The New York design celebrates the “Empire State” as a point of entry for millions of immigrants seeking the political freedom and democracy that American citizenship provides. President Grover Cleveland accepted the Statue of Liberty, a gift from the people of France, on behalf of the United States on October 28, 1886. Lady Liberty was designated a National Monument on October 15, 1924, and underwent extensive restoration for her remarkable centennial on July 4, 1986. Governor George E. Pataki asked the U.S. Mint to add the line tracing the Hudson River and the route of the Erie Canal because of the vital developmental role of the waterways.



State Capital: Albany
State Bird: Eastern Bluebird
State Tree: Sugar Maple
State Flower: Rose
State Motto: Excelsior
 (Ever upward)

Entered Union (rank): . . . July 26, 1788 (11)
Nickname: Empire State
Origin of Name: In honor of the
 Duke of York
State Song: “I Love New York”

North Carolina

The North Carolina quarter, the 12th in the series and the second quarter to be released in the 2001 series, highlights the famous 1903 photograph of the “First Flight.”

The North Carolina quarter commemorates the historic feat that took place on December 17, 1903, at Kitty Hawk, North Carolina with the first successful flight of a heavier-than-air, self-propelled flying machine. The craft, called the Flyer, traveled a distance of approximately 37 meters (120 feet) on its first flight and soared even further as one of the most significant human achievements in history.



State Capital: Raleigh
State Bird: Cardinal
State Tree: Pine
State Flower: Dogwood
State Motto: Esse quam videri
 (To be rather than to seem)

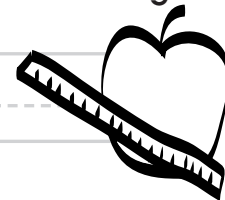
Entered Union (rank): November 21, 1789 (12)
Nickname: The Tar Heel State or
 The Old North State
Origin of Name: In honor of King Charles I
 of England
State Song: “The Old North State”

Rhode Island

The Rhode Island quarter, the third quarter of the 2001 series, honors the “Ocean State.” Featuring a vintage sailboat gliding through Rhode Island’s famous Narragansett Bay, and an image of the Pell Bridge in the background, with the design showcasing Rhode Island’s most popular sport—sailing.

With more than 400 miles of coastline, Rhode Island, the smallest state in the Union, has more than 100 fresh water and salt water beaches. Known as the “sailing capital” of the world, Rhode Island was home to the America’s Cup for more than 50 years. Narragansett Bay is crucial to the architecture of Rhode Island. An inlet of the Atlantic Ocean, extending into eastern Rhode Island, the Bay receives four major rivers, and has several islands.

State Information 2001 Quarters



State Capital: Providence
State Bird: Rhode Island
 Red Hen
State Tree: Red Maple
State Flower: Violet
State Motto: Hope

Entered Union (rank): May 29, 1790 (13)
Nickname: The Ocean State
Origin of Nickname: From the Greek
 Island of Rhodes
State Song: "Rhode Island
 It's for Me"

Vermont

The Vermont quarter, the fourth quarter in the 2001 series, features Camel's Hump Mountain with an image of maple trees with sap buckets in the forefront.

The design honors the "Green Mountain State," the first state admitted to the Union after the original 13 colonies. Vermont is most famous for its skiing and the production of maple sugar and syrup. Until the 1800s when cane sugar was introduced, Americans relied on Vermont's maple sugar for much of its sugar supply. Featured on the quarter is Camel's Hump Mountain in the northern half of Vermont's Green Mountains. Camel's Hump is easily recognized by its unique double-humped profile and is one of the highest peaks in Vermont.



State Capital: Montpelier
State Bird: Hermit Thrush
State Tree: Sugar Maple
State Flower: Red Clover
State Motto: Freedom and
 Unity

Entered Union (rank): March 4, 1791 (14)
Nickname: Green Mountain State
Origin of Name: From the French "Les verts
 mont," meaning "green mountain"
State Song: "Hail, Vermont!"

Kentucky

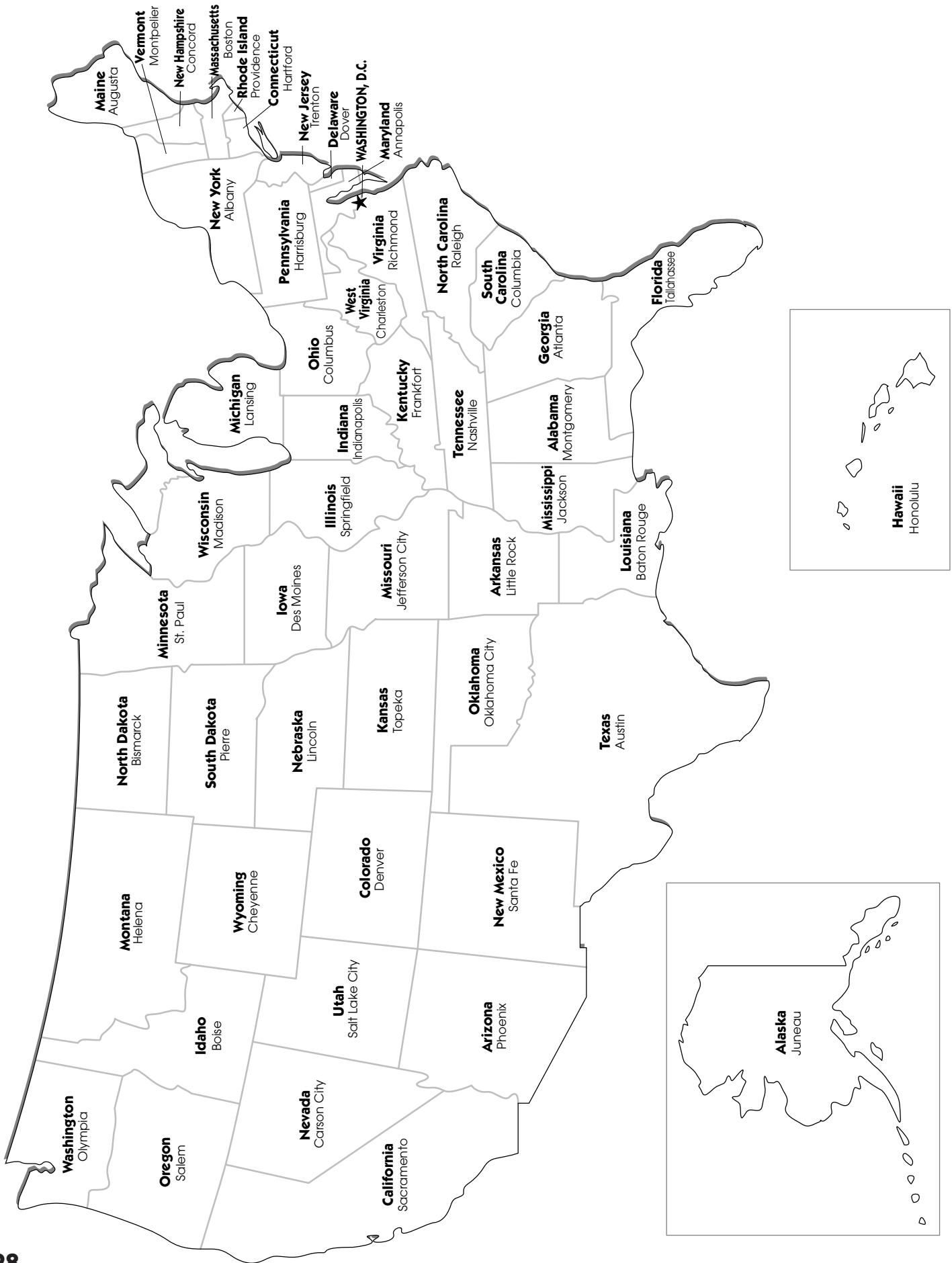
The Kentucky quarter, the fifth and last quarter in the 2001 series, shows the stately mansion, Federal Hill, with an inscription that reads, "My Old Kentucky Home." A thoroughbred racehorse is positioned behind a fence in the foreground of the quarter.

Kentucky was the first state on the western frontier to join the Union and is one of four states to call itself a "commonwealth." Kentucky is home of the longest running annual horse race in the country, the Kentucky Derby. The famous Kentucky Bluegrass country is also grazing ground for some of the world's finest racehorses. Featured on the new quarter is another prominent symbol of Kentucky, Federal Hill, which has become known as "My Old Kentucky Home." The design shows a side view of the famous Bardstown home where Stephen Foster wrote the state song, "My Old Kentucky Home."



State Capital: Frankfort
State Bird: Kentucky Cardinal
State Tree: Tulip Poplar
State Flower: Goldenrod
State Motto: United we stand,
 divided we fall

Entered Union (rank): June 1, 1792 (15)
Nickname: Bluegrass State
Origin of Name: Generally thought to be a
 Native American word meaning "great prairie"
State Song: "My Old Kentucky Home"



1999



2000



2001





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The United States Mint 50 State Quarters™ Program

Release Year Statehood Date

1999

Delaware December 7, 1787
 Pennsylvania December 12, 1787
 New Jersey December 18, 1787
 Georgia January 2, 1788
 Connecticut January 9, 1788

2000

Massachusetts February 6, 1788
 Maryland April 28, 1788
 South Carolina ... May 23, 1788
 New Hampshire ... June 21, 1788
 Virginia June 25, 1788

2001

New York July 26, 1788
 North Carolina ... November 21, 1789
 Rhode Island May 29, 1790
 Vermont March 4, 1791
 Kentucky June 1, 1792

2002

Tennessee June 1, 1796
 Ohio March 1, 1803
 Louisiana April 30, 1812
 Indiana December 11, 1816
 Mississippi December 10, 1817

2003

Illinois December 3, 1818
 Alabama December 14, 1819
 Maine March 15, 1820
 Missouri August 10, 1821
 Arkansas June 15, 1836

Release Year Statehood Date

2004

Michigan January 26, 1837
 Florida March 3, 1845
 Texas December 29, 1845
 Iowa December 28, 1846
 Wisconsin May 29, 1848

2005

California September 9, 1850
 Minnesota May 11, 1858
 Oregon February 14, 1859
 Kansas January 29, 1861
 West Virginia June 20, 1863

2006

Nevada October 31, 1864
 Nebraska March 1, 1867
 Colorado August 1, 1876
 North Dakota November 2, 1889
 South Dakota November 2, 1889

2007

Montana November 8, 1889
 Washington November 11, 1889
 Idaho July 3, 1890
 Wyoming July 10, 1890
 Utah January 4, 1896

2008

Oklahoma November 16, 1907
 New Mexico January 6, 1912
 Arizona February 14, 1912
 Alaska January 3, 1959
 Hawaii August 21, 1959



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