

2003 Lesson Plans



This teaching guide includes:

- ◆ 6 teacher-friendly lesson plans that fit easily into your curriculum
- ◆ Reproducible student worksheets that coincide with each lesson
- ◆ Fun state facts and information on the new quarter designs
- ◆ USA map template with state outlines



The Greatest
Educational Change
America Has
Ever Seen



Grades
4-6



The United States Mint Has Big Plans for You!

Kids and coin collecting go hand in hand! By downloading the most recent sets of 50 State Quarters® Program lesson plans, you are able to bring the excitement of America's quarter craze right into your own classroom.

Launched in 1999, the United States Mint 50 State Quarters Program is a 10-year coin initiative commemorating each of the nation's states in the order that were admitted into the Union. Approximately every ten weeks (five times a year) through 2008, a new limited-edition quarter that displays an individual state's design is released into general circulation.

As it has every year since the beginning of this program, the United States Mint is offering the public three free sets of lesson plans (for grades K-1, 2-3, and 4-6) that are designed to bring life to the history and beauty of our country. Moreover, these plans, created and reviewed by teachers to meet your curricular goals, draw upon the specific designs of the commemorative quarter reverses to help inspire students to learn about the culture, geography, and unique heritage of each state.

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 2003 50 State Quarters Program lesson plans, you will also notice a strong connection to the United States Mint H.I.P. Pocket Change™ Web site ("HPC"). Appearing on the cover as well as within the plans themselves, the coin-loving HPC Pals will show you ways to supplement the quarter activities with all of the fun and educational resources available on the site!

The United States Mint H.I.P. Pocket Change Web site, located at www.usmint.gov/kids, is dedicated to promoting lifelong pleasure in coins and coin collecting. Through games, informational features, and interactive animated cartoons, HPC 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 the individual states, their history and geography, and the rich diversity of the national heritage 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 50 State Quarters Program! We hope that you find these resources to be an extremely valuable addition to your classroom.



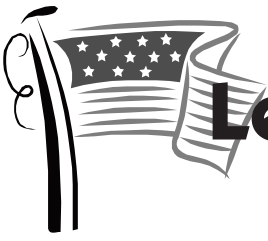
Visit us online at
www.usmint.gov/kids



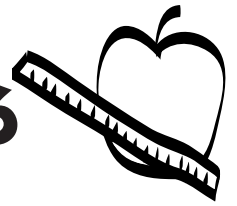
The United States Mint does not endorse any individual provider of goods or services, including authors and publishers. All text references are merely illustrative and should not be deemed to be recommendations of the United States Mint.

PORTIONS © 2003 U.S. MINT ALL RIGHTS RESERVED

The Greatest Educational Change America Has Ever Seen



Lesson Plans for Grades 4-6



Objective



Connections



Groupings



Class Time



Page

1: The Life of Lincoln (Illinois)

Learning about Abraham Lincoln

- Social Studies
- Language Arts
- Technology

- Whole group
- Individual work

Three 45- to 60-minute sessions

2

2: Talk to Me (Alabama)

Exploring communications

- Social Studies
- Language Arts
- Science

- Whole group
- Small group
- Individual work

Two 45- to 60-minute sessions

8

3: Hardships on the Maine-land (Maine)

Exploring life in early Maine

- Social Studies
- Language Arts
- Art
- Science
- Technology

- Whole group
- Small groups

Four 45- to 60-minute sessions

19

4: Discovering Descriptions (Missouri)

Writing and learning from journals

- Social Studies
- Language Arts
- Art

- Whole group
- Individual work
- Pairs

Three 45- to 60-minute sessions

27

5: A Biome to Call Home (Arkansas)

Collecting and describing data

- Science
- Social Studies
- Language Arts
- Art
- Technology

- Whole group
- Small groups
- Individual work

Three 45- to 60-minute sessions

34

6: Quarter, Nickel, Dime...

Making and using a graph

- Mathematics
- Science

- Whole class
- Pairs

Two 45- to 60-minute sessions

44

Additional Resources

State Information Pages: 50 State Quarters® Program Coins Released in 2003

Illinois, Alabama, Maine, Missouri, and Arkansas

49

United States of America Map

51

Reproducible Coin Sheet

52

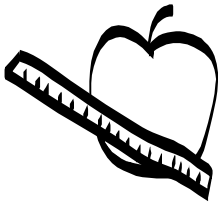
50 State Quarters Program® Release Schedule

54

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.

PORTIONS © 2003 U.S. Mint. All Rights Reserved.



1: The Life of Lincoln

Based on the Illinois quarter reverse



OBJECTIVE

Students will describe the social and political life of Abraham Lincoln with a focus on his contributions and how they changed the United States of America.



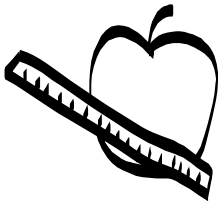
MATERIALS

- Cents (pennies), 1 per student
- Magnifying device
- 1 overhead projector (optional)
- 1 overhead transparency (or photocopy) of the Illinois quarter reverse
- 1 class map of the United States of America
- Multiple copies of age-appropriate texts that outline the contributions of Abraham Lincoln and his life, such as:
 - *Lincoln: A Photobiography* by Russell Freedman
 - *Abraham Lincoln: In Their Own Words* by George Sullivan
 - *America in the Time of Abraham Lincoln: The Story of Our Nation* by Sally Senzell Isaacs
- Classroom Social Studies text
- Chart paper
- Copies of the “Lincoln’s Life” timeline
- Roll of large paper



PREPARATIONS

- Make an overhead transparency (or photocopy) of the Illinois quarter reverse.
- Locate a text that outlines Abraham Lincoln and his life (see examples under “Materials”).
- Divide the chart paper into two columns labeled “Date” and “Event”.
- Make copies of the “Lincoln’s Life” timeline (1 per group).
- Arrange for the school librarian or media specialist to coordinate a set of appropriate reference materials which detail the life of Abraham Lincoln.
- Bookmark appropriate Web sites, on classroom or computer lab computers, which describe events in Abraham Lincoln’s life.



Learning about Abraham Lincoln



GROUPING

- Whole group
- Individual work



CLASS TIME

Three 45- to 60-minute sessions



CONNECTIONS

- Social Studies
- Language Arts
- Technology



TERMS AND CONCEPTS

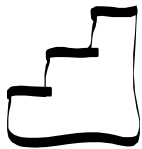
- Abraham Lincoln
- Penny
- Sequential order
- Civil War
- Circulating coins



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

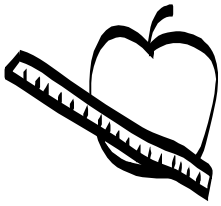
- Internet and textual research
- Referencing Internet and text resources



STEPS

Session 1

1. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. Then display the transparency or photocopy of the Illinois quarter reverse (with “The Land of Lincoln” motto obscured). Select a student to locate Illinois on a classroom map. Note its position in relation to your school’s location.
2. Point out the Illinois state outline, as well as both the rural and urban scenes. Discuss the words “21st State/Century” and what this means to Illinois as a state. (Illinois was the 21st state to join the Union and the quarter commemorates it as a state for the 21st century with the modern Chicago skyline depicted.)
3. Ask the students if they know who the man is pictured on the coin. Take suggestions and prompt students to consider how he is dressed and what he is holding, etc.

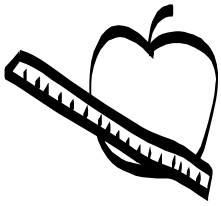


The Life of Lincoln

4. Reveal “The Land of Lincoln” motto for students. Ask if they can surmise what this might mean to Illinois.
 5. After students have concluded that the man pictured is Abraham Lincoln and that he had some important connection to the state of Illinois, share with them that this president of the United States came to consider Illinois his home state. When discussing Lincoln, relate his rise to the presidency to how he is depicted on the coin: dressed as a farm hand, setting aside his farm tools in favor of a law book.
- Note:** Depending on your students’ background knowledge, you may need to explain that although President Lincoln was born in Kentucky and raised in Indiana, Lincoln moved to Illinois at the age of 21 where he studied and later became a lawyer. It is there that he rose to greatness and later was buried. Also describe how Lincoln began as a farm hand and laborer but then became a lawyer and later the President.
6. Ask the students to name another circulating (everyday) coin on which Lincoln appears, soliciting the correct response.
 7. Distribute a penny to each student.
 8. Explain that the Lincoln penny was the first U.S. coin to feature a historic (real life) figure. President Abraham Lincoln has been on the penny since 1909, the 100th anniversary of his birth. (Later the coin was redesigned to depict the Lincoln Memorial on the reverse).
 9. Ask students which side of the coin Lincoln appears on—heads (called the obverse) or tails (also called the reverse).
 10. Tell the students that Lincoln actually appears on both sides. Using a magnifying device, have students locate Lincoln on the reverse. Tell the students that the Lincoln Memorial was added to the reverse of the one-cent coin in 1959 to mark Lincoln’s 150th birthday. If they inspect it carefully, they will see the statue of Lincoln inside the Memorial. With the release of the Illinois quarter, Lincoln is the first person to be pictured on two circulating coins at the same time: the penny and the quarter (with Illinois reverse).
 11. As this information is being shared with the students, write the dates and their corresponding events on a piece of chart paper divided into 2 columns titled “Date” and “Event.”
 12. Tell the students that they are going to learn more about this important man in future sessions.

Session 2

1. Break students into groups of about four. Distribute a “Lincoln’s Life” timeline and an appropriate text to each group.
2. Have each group read the selected text that chronicles Lincoln’s life.



The Life of Lincoln

3. While reading this text, direct the students to raise their hands to stop the story when an important date or historical event is mentioned. The group should record their comments throughout the reading in the appropriate column (“Date” or “Event”). Each date should have an event and vice versa.
4. Tell the students that they are going to create a class timeline based on the life of Abraham Lincoln.

Session 3

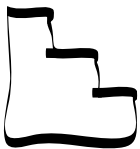
Before session 3: Prepare a timeline on large paper that shows the years from 1800 to 2002. The timeline segments should be measured in increments that are proportionate across the entire timeline. Display the timeline in class.

1. Put the students in the same groups as session 2. Each group should have its “Lincoln’s Life” timeline.
2. Working a decade at a time, ask the class if any group has an entry.
3. Discuss the dates and events and pick a student to record their group entry on the class timeline.
4. Repeat this process until the class timeline is complete.



ENRICHMENT/EXTENSIONS

- Once students have completed the class timeline, invite them to create a timeline of their own life, citing dates and events that have been important to them.
- Allow students to create a computer presentation based on the information they learned during this activity.



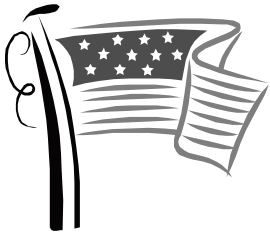
DIFFERENTIATED LEARNING OPTION

Have students create a quiz game based on the information they learned. Use the questions they developed as a review at the activity’s completion.



HPC CONNECTION

The Civil War played a large role in the Lincoln presidency, but during the war there were shortages of many items, even coins! Visit the April 2001 Coin of the Month, in the “Coin News” section of HPC, to review some of ways our currency changed during this turbulent time. (<http://www.usmint.gov/kids/index.cfm?FileContents=/kids/coinnews/cotm/cotm0401.cfm>)



Lincoln's Life



DATE

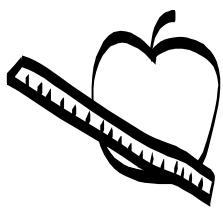
EVENT

DATE	EVENT



Illinois Quarter Reverse





2: Talk to Me

Based on the Alabama quarter reverse



OBJECTIVE

Students will reflect on different methods of communication.



MATERIALS

- 1 overhead projector (optional)
- 1 overhead transparency (or photocopy) of the Alabama quarter reverse
- 1 class map of the United States of America
- Copies of the “How We Communicate” worksheet
- Pencils
- Timer (or clock)
- Copies of the student role cards
- Chart paper
- Markers
- Scissors
- Scrap paper
- Letter blocks or letter magnets
- Paper bags
- Several sets of circulating coins [a cent (penny), nickel, dime, quarter and half dollar]
- Several common items that will each fit in a small paper bag
- Copies of the “Personal Reflection” worksheet
- Writing journals



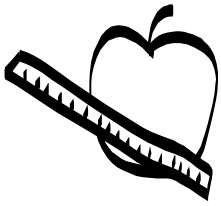
PREPARATIONS

- Make an overhead transparency (or photocopy) of the Alabama quarter reverse.
- Make copies of the “How We Communicate” worksheet (1 copy per small group).
- Make an overhead transparency (or enlarged version) of the “How We Communicate” worksheet.
- Organize materials for the 4 activity centers.



GROUPING

- Whole group
- Small group
- Individual work

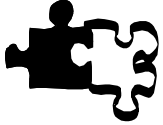


Exploring Communications



CLASS TIME

Two 45- to 60-minute sessions



CONNECTIONS

- Social Studies
- Language Arts
- Science



TERMS AND CONCEPTS

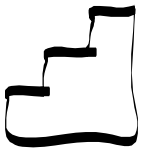
- Reverse (back)
- Deaf
- Courage
- Helen Keller
- Communication
- Blind
- Braille



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

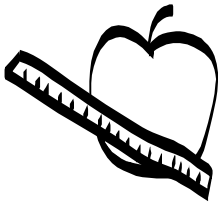
- Helen Keller
- The five senses
- Methods of communication



STEPS

Session 1

1. Start the session by waving to the class and greeting the students in a foreign language.
2. In English, ask the class to guess what they believe was said.
3. Prompt a brief discussion and guide the students to realize that they were greeted (although they may not have understood the words used). Ask what helped them decipher what was said if they did not understand the foreign words. Note tone of voice, facial expressions, and gestures.
4. Lead a class discussion about learning to communicate. Have your students think back to when they were first learning to read (or if students are learning English as a second language, discuss these experiences). Was it difficult or easy for them to do? How did they learn what written words meant? Responses should include sounding words out, looking at pictures, looking at the context of the word.

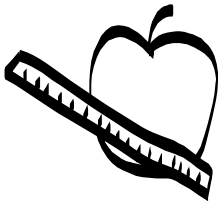


Talk to Me

5. Introduce students to Alabama's quarter reverse, which is a part of the 50 State Quarters® Program. If unfamiliar with this program, present students with basic background information, using the example of your own state, if available. Then display the transparency or photocopy of the Alabama quarter reverse. Select a student to locate Alabama on a classroom map. Note its position in relation to your school's location.
6. With the students, examine the design on this coin's reverse. Point out the woman on the quarter's reverse and explore your students' knowledge about Helen Keller.
Note: Depending on your students' background knowledge, you may need to explain that Helen Keller became deaf and blind from illness at extremely young age, before she had an opportunity to learn how to speak or read. She became well-known because she overcame these limitations and was able to communicate using her senses other than sight and hearing, and went on to help others to learn as well. Teachers may wish to adapt the 2003 Alabama lesson plan for grades 2-3 as an introduction to this activity.
7. Distribute role cards to each research group and instruct each group to review and assign these roles amongst themselves (some of these roles may overlap depending on the size of the groups).
8. Divide students into small groups (approximately 4-5 students per group) and distribute a "How We Communicate" worksheet to each group. Explain that in small groups they will be looking at different ways that people communicate.
9. Allow students 10-15 minutes to discuss the ways in which people with different senses communicate. Have the group Recorder note the group responses.
10. When students have completed their task, regroup as a class and invite each group's Reporter to share the information that his/her group listed in one of the chart areas. After that group reports their information, ask if there were any additional ideas from the class.
Note: Remember to discuss assistive technology that is designed to increase people's ability to communicate, including computer screen readers, screen magnifiers, speech synthesizers, alternative keyboards, and braille readers for the computer. Refer to adaptations made within the school environment, such as wheelchair ramps.
11. On an enlarged, or overhead version of the "How We Communicate" worksheet, have the group's Recorder fill in the information as it is reported.

Session 2

1. As a class, review the communication methods that they used during the previous session to complete the classroom chart. Students should mention that they both spoke and wrote their information.



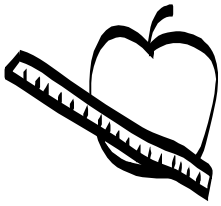
Talk to Me

2. Explain that Helen Keller’s teacher, Anne Sullivan, had to create a method of communication in order to “speak” with Helen by using the sense of touch. The students are now going to participate in different activity centers to explore the difficulty faced in using alternate senses to communicate. Students will then practice using different methods of communication to respond to what they experienced.
3. Distribute copies of the “Personal Reflection” worksheet to each student.
4. Divide students into 4 groups. Each group will be assigned an activity center to visit initially. Students will be given approximately 10 minutes to visit their first activity center. Once students have finished their activity they should take some time to answer the question that relates to the activity they have just completed. After 10 minutes students will be guided to move on to the next activity.
5. Allow students time to complete any unfinished reflections begun while working in the activity centers.
6. Once all written work has been completed, regroup the class and conduct a student lead discussion about their experiences at the activity centers. Review where they experienced difficulties and how they think their experiences would have been different if they had never been able to see or taught to read.
7. In their writing journals, instruct students to reflect on what it must have felt like for Helen Keller as a child before she learned to communicate, and why they believe that Alabama chose to include the phrase “Spirit of Courage” alongside the image of Helen Keller on their quarter reverse.



ENRICHMENT/EXTENSIONS

- Students can develop a formal essay based on the reflections that they wrote in their journals. Students can carry this essay through each step of the writing process.
- Invite students to make a literature connection to various forms of communication by reading an age-appropriate text, such as:
 - *Communicating With Others* by Stuart Schwartz
 - *Handtalk School* by Mary Beth Miller
 - *Communication: Means and Technologies for Exchanging Information* by Piero Ventura
- Discuss the effect that missing the sense of hearing can have on one’s ability to speak. Explore Helen Keller’s later-life attempts to learn to speak.



Talk to Me



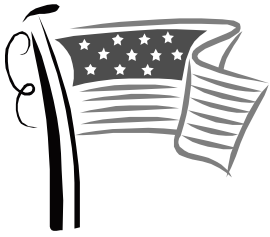
DIFFERENTIATED LEARNING OPTIONS

- Rather than through written word, invite students to reflect on the difficulties faced by Helen Keller through a different means. This could be through song, dance, pantomime, scripted acting, illustration, or other media type.
- Allow students with language barriers to draw or dictate their responses to the center activity questions.



HPC CONNECTION

Now that your students have used their sense of touch to feel differences between coins, invite them to use their other senses to determine coins' specific characteristics with the science lesson plan "The Identity of Coins," available in the Teacher section of HPC. (<http://www.usmint.gov/kids/index.cfm?FileContents=/kids/teachers/LessonView.cfm&LessonPlanId=146>)



Activity Centers



DESCRIPTION

Center 1: Students will work in pairs (or groups of three if necessary). Partner #1 will write a simple word on a piece of paper and will then put the paper to the side. Partner #2 will be blindfolded and will give his/her hand to Partner #1. Partner #1 will trace the letters of the word that he/she wrote, onto the hand of Partner #2 who will try to identify the word being written. The partners will then switch roles and repeat the same steps.

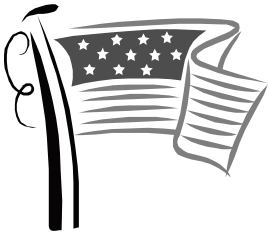
Center 2: Letter blocks or letter magnets that could form a particular word should be placed in a paper bag. Students will take turns to feel the letters in the bags and to see if they can determine what word can be spelled from these letters.

Center 3: Place 5 circulating coins (a cent [penny], nickel, dime, quarter, and half dollar) in a paper bag. Without looking at the coins, students will take turns feeling the coins and trying to determine the differences between the coins based on their sizes and edges.

Center 4: Students will work in pairs (or groups of three if necessary). One everyday item should be placed in a paper bag. Partner #1 will be blindfolded, and Partner #2 will look into his/her own paper bag to see what it contains. Partner #2 will need to communicate what the bag contains without using speech or sight. When Partner #1 has determined what was in this first bag, the partners will switch roles and repeat the same steps.

NAME _____

DATE _____



How We Communicate

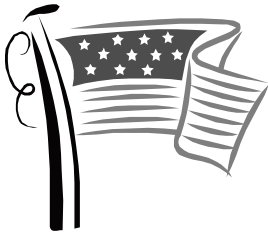
INSTRUCTIONS

With your group, discuss and take notes on different communication experiences.

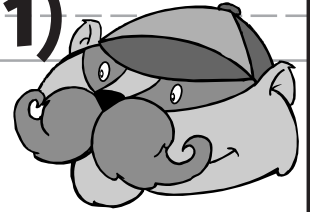
Using These Senses	What difficulties would we experience?	How could we communicate?
All Available Senses		
All Senses Except Hearing		
All Senses Except Vision		
Missing Hearing, Vision, Speech		

NAME _____

DATE _____



Personal Reflection (1)



INSTRUCTIONS

As you are completing each activity, think carefully about the steps you are taking. Once you have completed each activity, read the related question and respond using complete sentences.

Center 1: What difficulties did you face in each role you played in this activity?

Center
1

Center 2: Was it easy or difficult for you to identify the letters in the bag? How did you know which letter you were feeling? What did you need to know in order to tell which letter you were feeling?

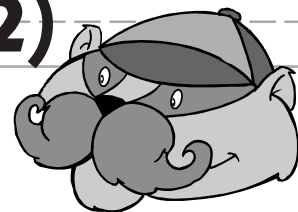
Center
2

NAME _____

DATE _____



Personal Reflection (2)



INSTRUCTIONS

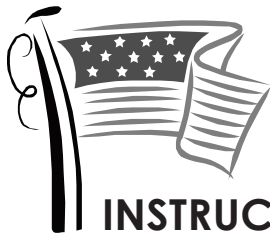
As you are completing each activity, think carefully about the steps you are taking. Once you have completed each activity, read the related question and respond using complete sentences.

Center 3: How were you able to tell the difference between the coins in the bag? What knowledge did you have about the coins that made this task easier for you?

3
Center

Center 4: How were you able to communicate the properties of the item to your partner? Was this the first method you tried? If not, what other methods did you use? How would you describe this experience?

4
Center



Student Role Cards

INSTRUCTIONS

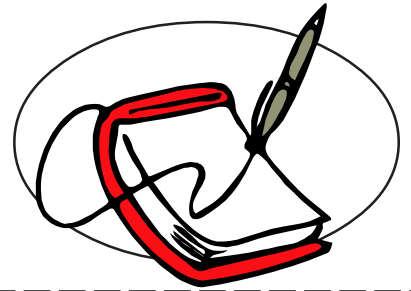
Review the roles listed below, and assign one to each member.



Role #1—**Facilitator/Time Keeper:** Makes sure that each member contributes to the group. Also keeps the group on task, and monitors the group's time throughout the project. He/she will keep the group aware of how much time it has left.



Role #2—**Recorder:** Takes notes on the group discussion. Also records the group information on the class chart during the group's presentation.



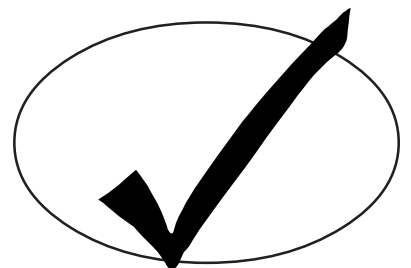
Role #3—**Reporter:** Presents the information that the group gathers and displays.

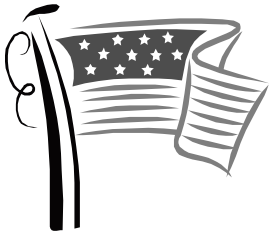


Role #4—**Materials Manager:** Gathers, distributes, collects, and returns any group materials.

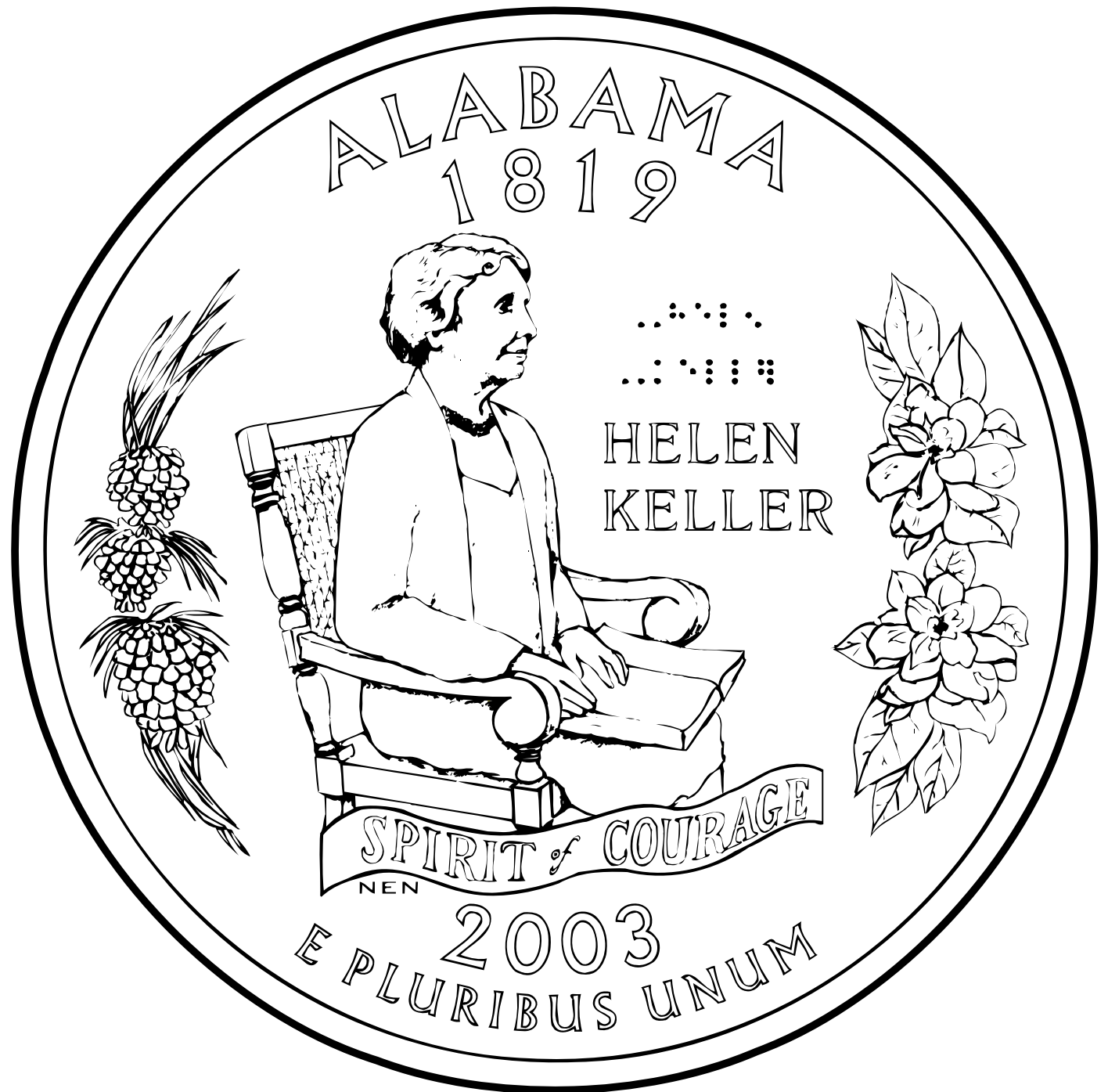


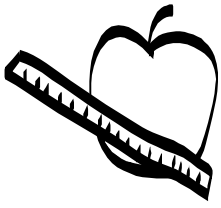
Role #5—**Checker:** Checks that thinking is clear during group discussion, work, and the preparation of the group presentation.





Alabama Quarter Reverse





3: Hardships on the Maine-land

Based on the Maine quarter reverse



OBJECTIVES

Students will examine the characteristics of Maine and will compare the experiences of the settlers in the settlements at Jamestown and at Popham, Maine.



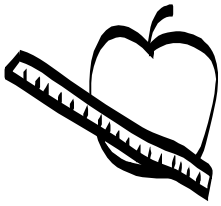
MATERIALS

- 1 overhead projector (optional)
- 1 overhead transparency (or photocopy) of the Maine quarter reverse
- 1 class map of the United States of America
- 1 copy of an age-appropriate text that explores the hardships and challenges faced by settlers in Jamestown:
 - *The Jamestown Colony* by Gail Sakurai
 - *Jamestown: New World Adventure* by James E. Knight
 - *The Starving Time: Elizabeth's Jamestown Colony Diary* by Patricia Hermes
 - *James Towne: Struggle for Survival* by Marica Sewall
 - Classroom Social Studies text
- Chart paper
- Markers
- Copies of the “Maine-land” chart
- Reference materials which describe the characteristics of Maine
- Writing paper
- Pencils
- Dictionaries and thesauruses (if available)
- Copies of the “Popham Journal” page
- Drawing paper
- Crayons, colored pencils, and/or markers



PREPARATIONS

- Make an overhead transparency (or photocopy) of the Maine quarter reverse.
- Locate a text that explores the hardships and challenges faced by settlers in Jamestown (see examples under “Materials”).
- Arrange for the school librarian or media specialist to coordinate a set of appropriate reference materials which describe the characteristics of Maine.
- Bookmark appropriate Web sites, on classroom or computer lab computers, which describe the characteristics of Maine or the Popham settlement.



Exploring Life in Early Maine

- Make copies of the “Maine-land” chart (1 per student).
- Make copies of the “Popham Journal” page (1 per student)



GROUPING

- Whole group
- Small groups



CLASS TIME

Four 45- to 60 minute sessions



CONNECTIONS

- Social Studies
- Language Arts
- Art
- Science
- Technology



TERMS AND CONCEPTS

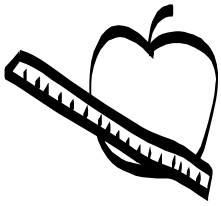
- Quarter
- Reverse (back)
- Settlers
- Settlement
- Hardships
- Climate
- Vegetation



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

- Internet and textual research
- Writing personal narratives
- The writing process
- The Jamestown settlement
- U.S. Geography
- Climate
- Vegetation



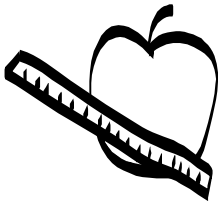
Hardships on the Maine-land



STEPS

Session 1

1. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. Then display the transparency or photocopy of the Maine quarter reverse. Select a student to locate Maine on a classroom map. Note its position in relation to your school's location.
2. With the students, examine the design on this coin's reverse. Ask students to identify objects they recognize: a lighthouse, a rocky coastline, a ship, and seagulls. Ask students why they think these elements were chosen to represent Maine.
Note: After exploring student ideas, you may wish to furnish students with more specific background information. For example, the lighthouse on the coin is meant to be a rendition of the Pemaquid Point Light, one of the most visited tourist destinations in Maine, but it is also representative of the more than 60 lighthouses that line the shores of Maine's rocky coast.
3. Point out the date 1820 on the coin's reverse, and share with students that even though Maine only joined the Union in 1820, its history among settlers extends much farther back. Explain that in the same year that settlers landed in Jamestown, Virginia (1607), the Plymouth Company established a settlement in Popham, Maine. The settlers that came to Maine, however, only stayed for a little more than a year before abandoning their settlement and returning to England.
4. Ask students to look at the location of Maine and think of reasons why it would have been harder to settle the land in Maine than to settle the land in Virginia. (Student responses should include the idea that climate affects a settlement's ability to thrive, and that Maine is much farther north than Virginia and, therefore, is much colder.) Record all student responses for display in the classroom.
5. Tell students in order to appreciate the significance of this event, they are going to explore the records of the surviving settlement in Jamestown, and imagine the hardships that must have been faced by the settlers in Popham, Maine.
6. Ask the students to select and read a text that details the hardships encountered by the settlers.
7. Divide students into pairs and ask them to discuss and record the hardships that they learned about from this story. Each group will share their comments for addition to a piece of chart paper that will be displayed. Remind students that even though these settlers faced many hardships, their colony was still able to exist.



Hardships on the Maine-land

Session 2

1. Review the list of hardships that the group discussed during the previous session. Explain that independently they will imagine that they are among the settlers of the Popham, Maine. They are going to write journal entries that reflect the hardships these settlers faced. In order to do this, however, students will need to conduct research about Maine.
2. Distribute a “Maine-land” chart to each student.
3. In the same pairs as before, the students will use library and monitored computer resources to research the characteristics of Maine that may have posed problems for settlers.

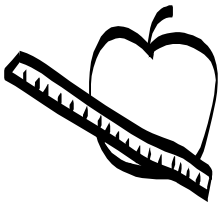
Sessions 3 and 4

1. Once research has been completed, students will each draft three journal entries about life in the Popham settlement.
Note: Explain that in the first entry, students will detail their arrival and initial reaction to Maine in the summer of 1607. The second entry will detail some of the hardships that the settlers have begun to face during their stay, and the third will recount the realization that the hardships have become too difficult to bear, and that the settlement is doomed to fail.
2. Students will decide which journal entry they feel is their best work, and will work with a partner to edit this entry for content.
3. Students will revise and rewrite this entry according to their partner’s revisions.
4. Students will again work with their partner to review the changes that were made and will edit this draft for grammar, mechanics and spelling. Use whatever dictionaries and thesauruses the class has available.
5. When ready, distribute a “Popham Journal” page to each student and allow them to complete their final draft of this journal entry.
6. Students should illustrate their work and attach the entry to this illustration.
7. All drafts should be turned in and final versions should be posted around the room.



ENRICHMENT/EXTENSIONS

- Allow students to create a computer presentation based on the information they learned during this activity. Ask them to compare and contrast the settlements of Jamestown and Popham.
- Invite students to research their home state/town’s earliest settlers, and compare their experiences to the Popham settlers.
- Work with students to develop and perform a play based on the class journal entries.



Hardships on the Maine-land



DIFFERENTIATED LEARNING OPTIONS

- Allow students to illustrate in addition to, or in place of, journal entries.
- Require students to use a specific list of vocabulary words within their journal entries.
- Invite students to create a tourist poster or brochure based upon the information they learned about Popham, Maine.

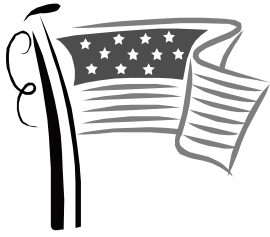


HPC CONNECTION

While there's no coin that depicts the hardships faced by the shortly lived settlement of Popham, Maine, the quarter design selected by Virginia in 2000 depicts the three ships that brought English colonists to the first permanent settlement in America, Jamestown. Read more about Virginia's quarter design in "The Coins are Coming" section of the Coin News area of HPC. (<http://www.usmint.gov/kids/index.cfm?FileContents=/kids/coinnews/50sq/2000/va.cfm>)

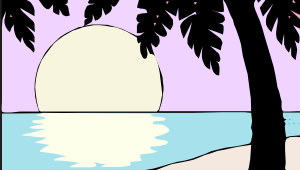
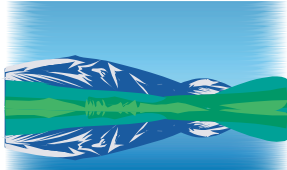
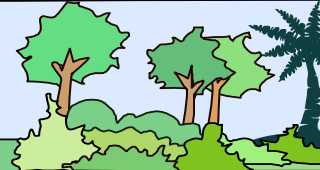

NAME _____

DATE _____



Maine-land Chart



CLIMATE	LAND	VEGETATION	NATIVE ANIMALS
			

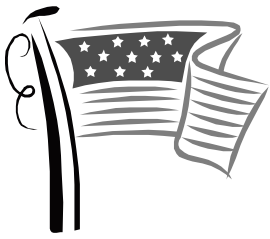
NAME _____

DATE _____

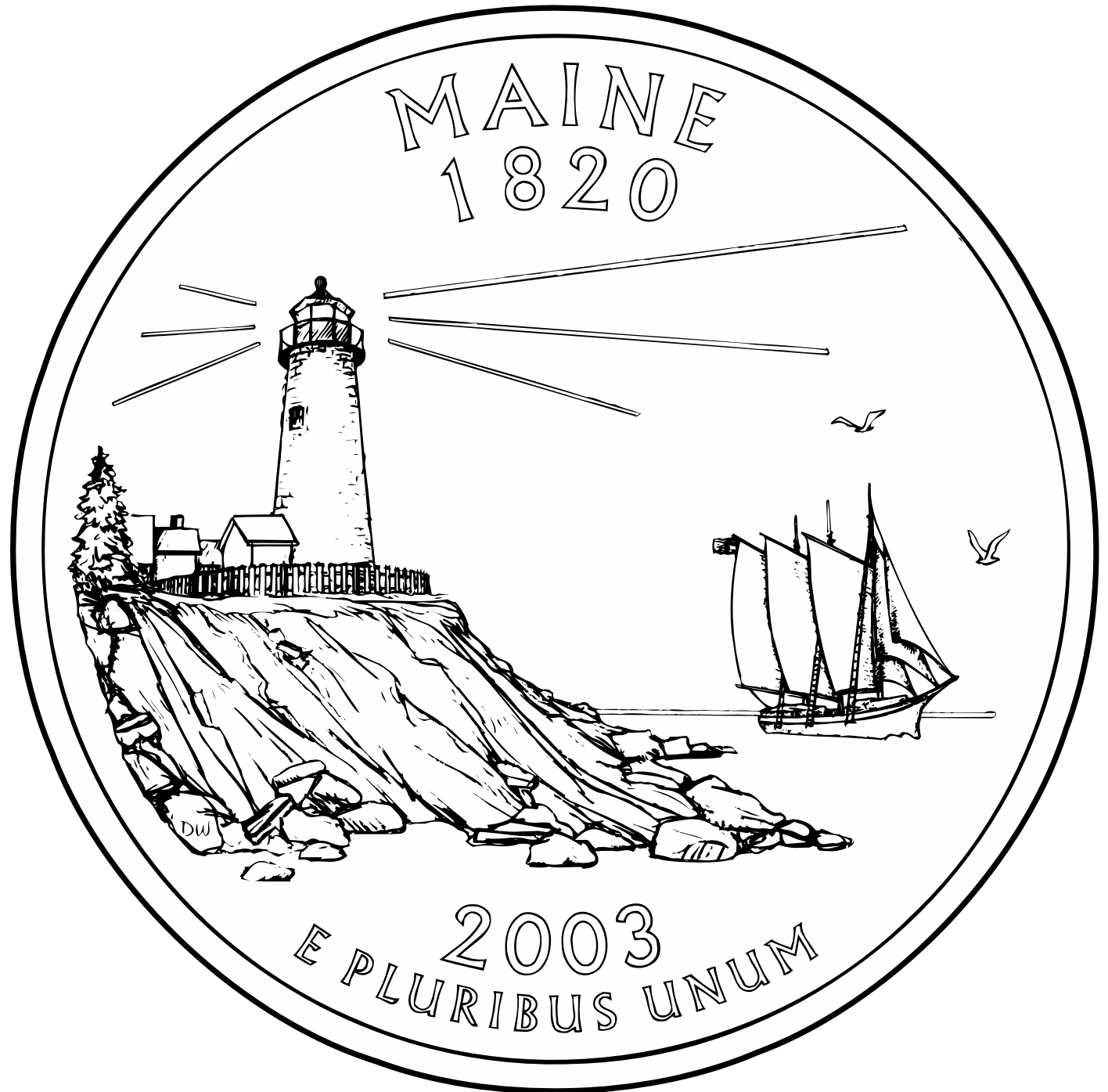


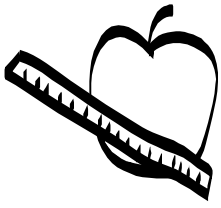
Popham Journal

A large, light-yellow rectangular area with a decorative, torn-paper border. It contains 20 horizontal lines for writing, intended for a journal entry.



Maine Quarter Reverse





4: Discovering Descriptions

Based on the Missouri quarter reverse



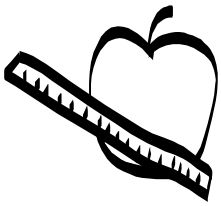
OBJECTIVES

Students will learn about the Corps of Discovery, and will familiarize themselves with the journal writings of Lewis and Clark. They will practice writing precise descriptions in this same style.



MATERIALS

- 1 overhead projector (optional)
- 1 overhead transparency (or photocopy) of the Missouri quarter reverse
- 1 class map of the United States of America
- 1 overhead transparency (or photocopy) of the Louisiana quarter reverse (see page 22 of the 2002 50 State Quarters® Program lesson plans, grades 2–3, lesson 3: Mapping America)
- 1 overhead transparency (or photocopy) of the Louisiana Purchase map (see page 19 of the 2002 50 State Quarters Program lesson plans, grades 2–3, lesson 3: Mapping America)
- Copies of age-appropriate texts about the adventures of the Corps of Discovery, such as:
 - *On the Trail of Lewis and Clark: A Journey Up the Missouri River* by Peter Lourie
 - *How We Crossed the West: The Adventures of Lewis and Clark* by Rosalyn Schanzer
 - *The Back of Beyond: A Story About Lewis and Clark (Creative Minds Biographies Series)* by Andy Russell Bowen
 - *The Lewis and Clark Expedition* by Patricia Ryan Quini
 - *Off the Map—The Journals of Lewis and Clark* edited by Peter and Connie Roop
 - *The Incredible Journey of Lewis and Clark* by Rhoda Blumberg
- Chart paper
- Markers
- Descriptive excerpts from the Corps of Discovery journals
- Lined writing paper
- Copies of the “Our Secret Spot” worksheet
- Crayons and/or colored pencils



Writing and Learning from Journals



PREPARATIONS

- Make an overhead transparency (or photocopy) of the Missouri and Louisiana quarter reverses.
- Locate a text about the adventures of the Corps of Discovery (See examples under “Materials”).
- Locate excerpts from the Corps of Discovery journals where the landscape and the inhabitants of a particular area are described clearly. Copies of these journals are available to the public online.
- Arrange for several adult volunteers to assist with supervision of students on the third day of this activity.



GROUPING

- Whole group
- Individual work
- Pairs



CLASS TIME

Three 45- to 60-minute sessions



CONNECTIONS

- Social Studies
- Language Arts
- Art



TERMS AND CONCEPTS

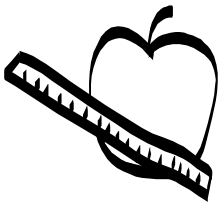
- Corps of Discovery
- Lewis and Clark
- Descriptive writing
- Cardinal Directions



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

- The order in which states were admitted to the union
- The Louisiana Purchase
- Writing directions



Discovering Descriptions



STEPS

Prior to conducting this lesson, it is suggested that teachers introduce students to the Louisiana Territory through the 2002 Louisiana quarter lesson plan that is part of this series.

Session 1

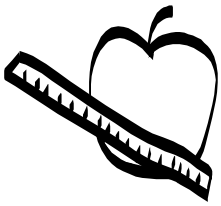
1. Describe the 50 State Quarters Program for background information, if necessary, using the example of your own state, if available. Then display the transparency or photocopy of the Missouri quarter reverse. Select a student to locate Missouri on a classroom map. Note its position in relation to your school's location.
2. With the students, examine the design on this coin's reverse. As a class, identify the objects on the coin's reverse: the Gateway Arch that now stands in St. Louis, MO, and three men paddling down the river in a canoe.

Note: At this point, take the opportunity to explain that the Gateway Arch is a recent structure and it did not exist during this time of exploration. It is a symbol of the growth of our country.

3. Examine the words "Corps of Discovery" and explain that this was a name used by the team of American explorers who left from St. Charles, Missouri, to travel westward and explore this new territory.
4. Using the outline of the Louisiana quarter, review the idea that the land purchased as a part of the Louisiana Purchase meant that there were new places within the United States for people to explore and where people could live.
5. Using the classroom map, once again point out the location of Missouri. Display the Louisiana Purchase map transparency to show the outline of the United States after the purchase of the Louisiana Territory.
6. Drawing from previous knowledge, ask students to name some of the states that were part of the United States before Missouri (reference the 50 State Quarters Program and note that the states whose quarters were released before Missouri's were already part of the union). Students should notice that all of these states lie on the eastern half of the United States.

Session 2

1. Place students in pairs and distribute an appropriate children's text about the adventures of the Corps of Discovery to each pair.
2. Direct the students to read this text quietly with their partners.



Discovering Descriptions

Session 3

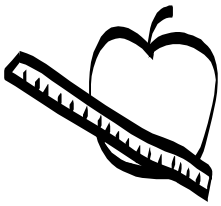
1. With the students, revisit the story about the Corps of Discovery. Conduct a Think-Pair-Share session to determine what students know about the Lewis and Clark expedition (The Corps of Discovery) and what these men were sent west to do.
2. As students share their information, record all comments on chart paper for the entire class to see. Students should note that Lewis and Clark were sent to explore this land and to find the fastest route to the west for purposes of commerce. If not mentioned by the students, explain that while on this expedition, President Jefferson requested that these men take notes on what they saw.
3. Provide students with excerpts from Lewis and Clark's journals where they describe the landscape and the inhabitants of a particular area. Direct students to read these excerpts either silently, or aloud with a partner.

Note: This would be an appropriate opportunity to introduce or review the importance of primary source documents with the students.

4. Ask students to share what they noticed about these notes. Students should note the precise descriptions and should be able to imagine what the area looked like in the early 1800s. Why do the students think that Lewis and Clark took such care with their writings? Answers should include the idea that these men were precise with their writings so that people unfamiliar with their travels would be able to follow along their trail exactly, and know what types of encounters they should expect.
5. Invite students to imagine that they have a friend visiting from out of town that wants to come to your classroom. Ask, "If this friend was dropped off in front of the school, what information would your students need to give in order for their friend to find their classroom? What additional information would your students give to be sure that their friends are in the correct classroom?"
6. Supply students with a very vague description of a spot within the school, such as the lunch room or the gymnasium. Distribute lined paper to the students and direct them to write a description of how to get to this location from your classroom, what someone might encounter along the way, and a complete description of the room. Encourage students to use cardinal directions to help others navigate to this location.
7. Invite several students to read their descriptions to the class. Discuss the information students included in order to best describe this location.

Session 4

1. Divide students into pairs and direct each pair to select a secret location, within the school, that they know very well.
2. Direct students to go to their location and take careful notes on how they got to their location and what they saw along the way and in the actual spot. Again, remind the students to use cardinal directions to describe their journey. Give the students an appropriate time limit by which they must return to the classroom.



Discovering Descriptions

Note: This activity will work best with the support of adult volunteers, particularly if school rules do not allow for students to leave their classrooms unaccompanied. If this is the case, and adult volunteers are unavailable, direct students to work from their memories of this location.

3. When students return to the classroom, distribute one copy of the “Our Secret Spot” worksheet to each pair.
4. Direct students to use their best writing to incorporate their notes into a complete description of this secret location. Students will also need to illustrate several important features of their spot on this worksheet.
5. Once complete, each pair will read their description to the class, and will accept guesses as to the location being described. The person who made this guess will explain what pieces of information helped to determine the correct location.



ENRICHMENT/EXTENSIONS

- Add a “Descriptive Writing” activity center to your classroom. In this center, cut, glued and numbered several magazine pictures onto a separate pieces of construction paper. Direct students to select one of the pictures and clearly describe it on a piece of lined writing paper. They will then write the number of the picture on the back of their description, so that other students can look through all of the images and try to determine which one was being described.
- Invite the students to pretend they are journalists writing articles about the Lewis and Clark Expedition.
- Invite interested students to research the nickname “Gateway to the West” and the Gateway Arch. Why was this name given to the Arch? Why was this monument placed in St. Louis? What interesting information can they find about this monument? Compare and contrast this information to a monument in their home town or state.



DIFFERENTIATED LEARNING OPTION

Allow students to create a computer presentation to share the descriptions about their secret locations. Allow students to use a digital or video camera to record images seen on the way to their secret spot. At the end of this presentation, suggest that students include a multiple choice question for the reader to answer about the location of their secret spot.



HPC CONNECTIONS

For additional information about the Louisiana Purchase and the land that Lewis and Clark were sent to explore, visit October 2002’s Coin of the Month in the “Coin News” area of HPC (<http://www.usmint.gov/kids/index.cfm?FileContents=/kids/coinnews/cotm/cotm1002.cfm>).



Our Secret Spot

DIRECTIONS

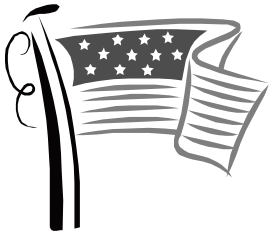
On the lines below, use complete sentences to describe your "secret spot." To complete your description, draw and label pictures of important features of your spot.

Handwriting lines for describing the secret spot.

Blank box for drawing and labeling features of the secret spot.

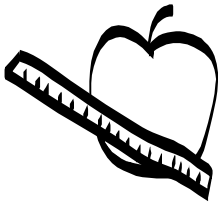
Blank box for drawing and labeling features of the secret spot.

Blank box for drawing and labeling features of the secret spot.



Missouri Quarter Reverse





5: A Biome to Call Home

Based on the Arkansas quarter reverse



OBJECTIVE

Students will research, present and compare the information about the features of seven biomes that exist in the United States.



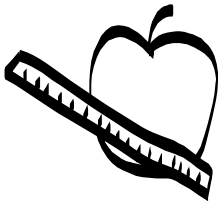
MATERIALS

- 1 overhead projector (optional)
- 1 overhead transparency (or photocopy) of the Arkansas quarter reverse
- 1 class map of the United States of America
- Chart paper or a chalk/white board
- Markers or chalk
- Copies of the “A Biome of My Own” worksheet
- Pencils
- Copies of the student role cards
- Crayons, colored pencils, and/or markers
- Scissors
- Butcher/poster paper
- Copies of the “A Biome for Every Home” worksheet
- Atlas(es)



PREPARATIONS

- Make an overhead transparency (or photocopy) of the Arkansas quarter reverse.
- Make copies of the “A Biome of My Own” worksheet (1 per student and 1 per group).
- Make copies of the student role cards (1 sheet per group).
- Make copies of the “A Biome for Every Home” worksheet (1 per student).
- Arrange for the school librarian or media specialist to coordinate a set of appropriate reference materials which describe the different biomes.
- Bookmark appropriate Web sites, on classroom or computer lab computers, which describe the features of different biomes in the United States.
- Make a class biome chart listing the name of each biome and the column titles that mimic those on the “A Biome of My Own” worksheet.



Identifying U.S. Ecological Communities



GROUPING

- Whole group
- Small groups
- Individual work



CLASS TIME

Three 45- to 60-minute sessions



CONNECTIONS

- Science
- Social Studies
- Language Arts
- Art
- Technology



TERMS AND CONCEPTS

- Quarter
- Biome/region
- Desert
- Chaparral
- Temperature
- Animal life (fauna)
- Reverse (back)
- Deciduous forest
- Mountain zones
- Taiga
- Rain fall
- Ecology
- Natural resources
- Grasslands
- Rainforest
- Land features
- Vegetation (flora)
- Communities



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

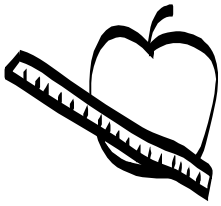
- Internet and textual research
- Referencing Internet and text resources
- Natural resources
- U.S. geography



STEPS

Session 1

1. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. Then display the transparency or photocopy of the Arkansas quarter reverse. Select a student to locate Arkansas on a classroom map. Note its position in relation to your school's location.

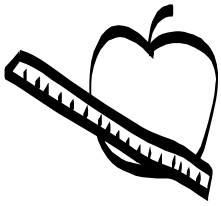


A Biome to Call Home

2. With the students, examine the design on this coin's reverse. Ask students to identify objects they recognize: a duck (mallard) in flight, a forest, water, a diamond, and a stalk of rice.
3. Ask the students what kinds of animal and plant life (from personal experiences or from the coin design) they would expect to find in Arkansas. Would they expect to find cactus, polar bears or elephants in Arkansas? Ask students to explain why they would not expect to find these animals there. (Student responses should include references to climate needs for these organisms.)
4. Ask students why they think Arkansas chose to put these images on their quarter? To prompt student thinking, explain that a nickname for Arkansas is "The Natural State." Answers should relate to the idea that Arkansas is famous for its natural resources.
5. Build on student responses to introduce the topic of discussion: Biomes. Explain that the natural resources and forms of wildlife that exist in Arkansas—and that they have put on their quarter—are not items that are necessarily native to other parts of the country. Compare these natural resources to ones found at the location of the school. Conduct a brief compare/contrast discussion about this.
6. Write the word "Biome" on the chalkboard or whiteboard for the students to see and ask the students if they've ever heard this word. Explain that it's just another name for a region that is characterized by a certain group of plants, animals, and climate.
7. Create a class chart with the following columns: Name of Town, Land Features, Weather, Vegetation, and Animal Life. As a class, discuss the town/district where their school is located. While discussing the various characteristics of this area, fill in the class chart.
8. Ask students whether these characteristics are the same across the United States. Tell the students they will examine and compare the features of the different biomes that exist in North America.

Session 2

1. Distribute the "A Biome of My Own" worksheet to each student.
2. Divide students into eight research groups, and assign each group a different biome (biomes to assign include the deciduous forest, grasslands, the desert, the tundra, mountainous regions, rainforest, taiga, and chaparral). Assign each biome group a color to represent their biome.
3. Distribute role cards to each research group. Instruct each group to review and assign these roles amongst themselves (some of these roles may overlap depending on the size of the groups).



A Biome to Call Home

4. The students will use library and monitored computer resources to research the characteristics of their assigned biome and to fill in their “A Biome of My Own” worksheet. Ask the students to find images of natural resources in their group-assigned biome.
 5. Once independent research is conducted, the students will regroup in their teams to discuss/verify the information that they have each collected.
- Note:** The recorder for each group will need to be given an additional “A Biome of My Own” worksheet in order to take notes on the group discussion.
6. Each group will need to gather a large piece of butcher’s paper and drawing materials. Using these materials, each group will create a poster to describe the life and climate of their assigned biome. Allow students time to practice their presentations in preparation for the next class period.

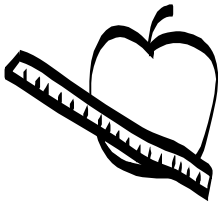
Session 3

1. Distribute the “A Biome For Every Home” map to each student.
2. Each group will display and present the information that they found. The Reporter will share how his/her group chose to represent the features of their region. The students should be encouraged to ask questions to the presenting group, once their presentation is complete.
3. When the student groups describe where their particular biome can be found in the United States, the rest of the class will use their crayons/colored pencils to place an “X” in that area on the map and an “X” of the same color in the map key next to the corresponding biome name.
4. When all groups have presented their work, the students will finish shading in the areas on their maps in the same colors as the marks they’ve already made.
5. After all groups have presented their work, wrap up the discussion of biomes by returning to the Arkansas quarter. Ask students to use their map to help them name the biome of which Arkansas is a part. Ask students to name other states within that biome.

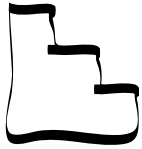


ENRICHMENT/EXTENSIONS

- This activity could also be used as an opportunity to introduce students to the terms of flora and fauna.
- Guide students in the creation of a computer



A Biome to Call Home



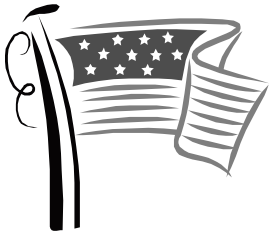
DIFFERENTIATED LEARNING OPTION

Conduct a guessing game similar to “20 Questions” as a follow-up to the research activity. Instruct a student select a biome from a hat and have the class ask questions to determine which biome was chosen.



HPC CONNECTION

Have natural materials made a home for themselves on any other quarter in the 50 State Quarters Program? Have your students play the HPC game “Cents of Color” to find out! (<http://www.usmint.gov/kids/index.cfm?Filecontents=/kids/games/index.cfm>)



NAME _____

A Biome of My Own

Name of Biome _____

LOCATION



FEATURES



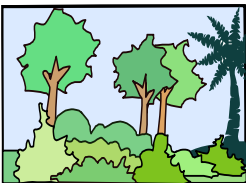
TEMPERATURE



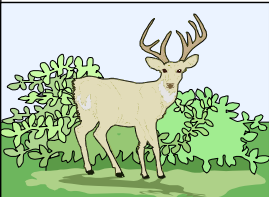
RAINFALL



VEGETATION



ANIMAL LIFE





Student Role Cards

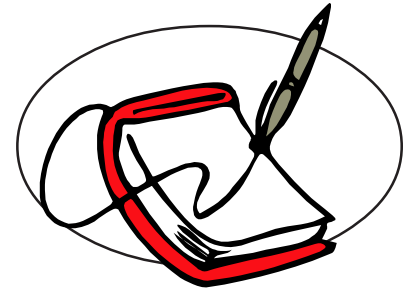
INSTRUCTIONS

Review the roles listed below, and assign one to each member.

Role #1—**Facilitator:** Makes sure that each member contributes to the group. Also keeps the group on task.



Role #2—**Recorder:** Takes notes on the group discussion. Also records the group information on the class chart during the group's presentation.



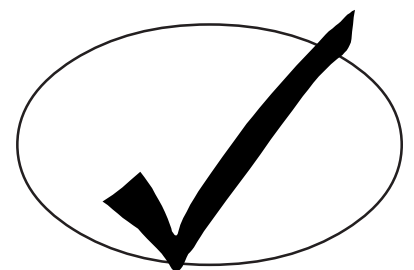
Role #3—**Reporter:** Presents the information that the group gathers and displays.



Role #4—**Materials Manager:** Gathers, distributes, collects, and returns any group materials. Also assumes responsibility for all the materials during group work.



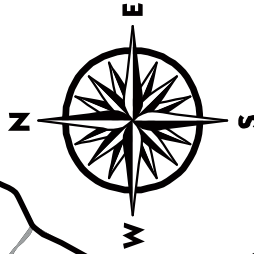
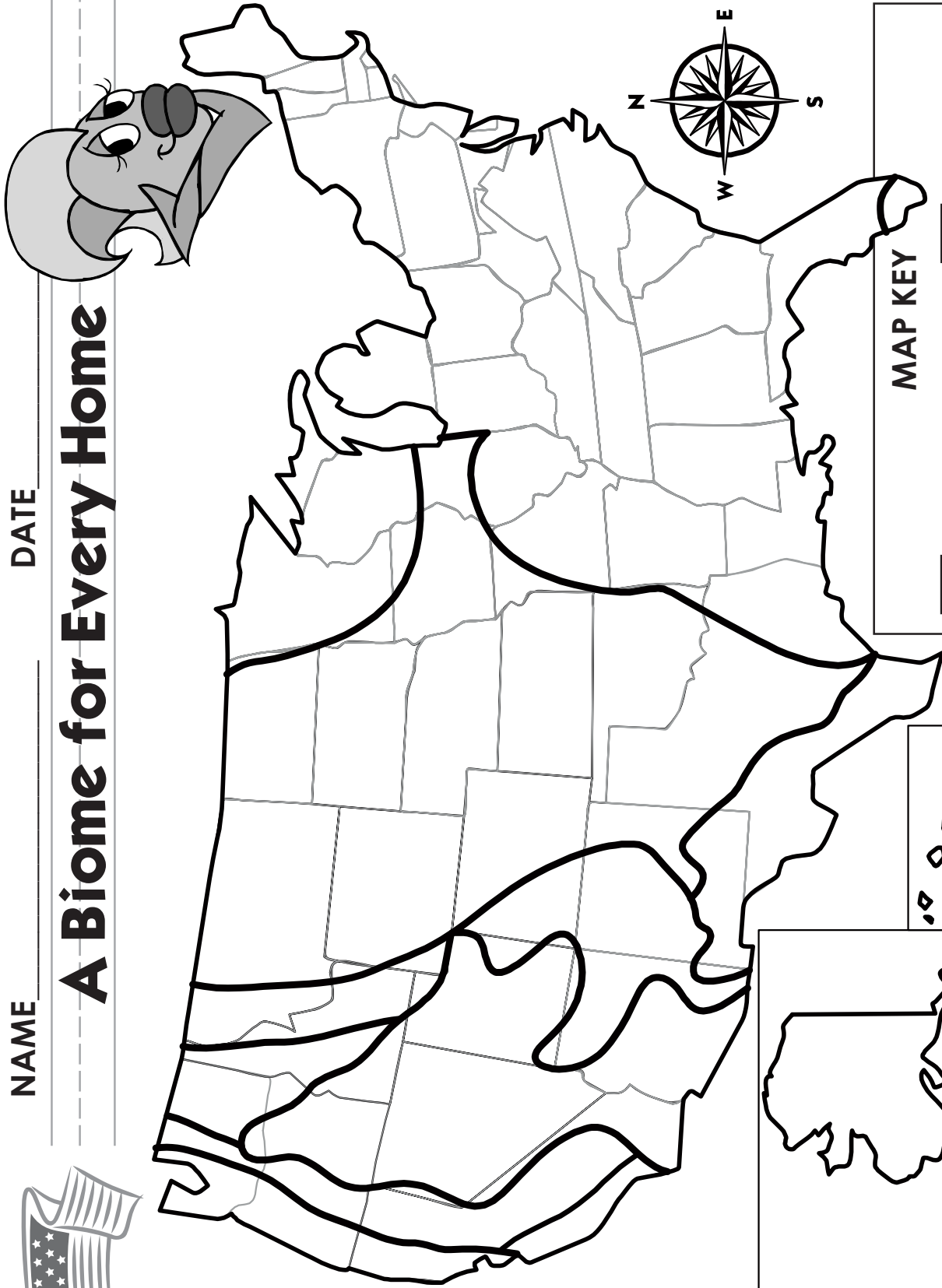
Role #5—**Checker:** Checks that thinking is clear during group discussion, work, and the preparation of the group presentation.



NAME _____

DATE _____

A Biome for Every Home

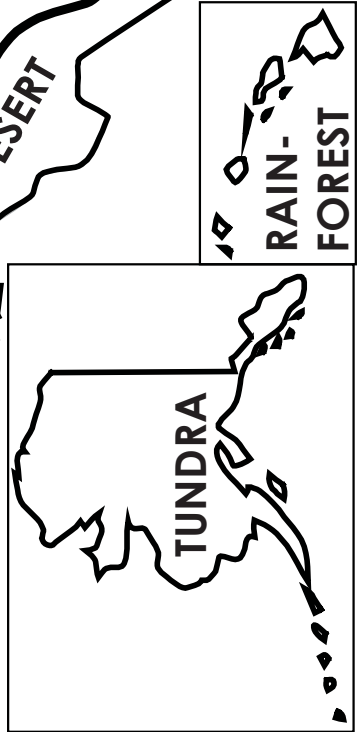
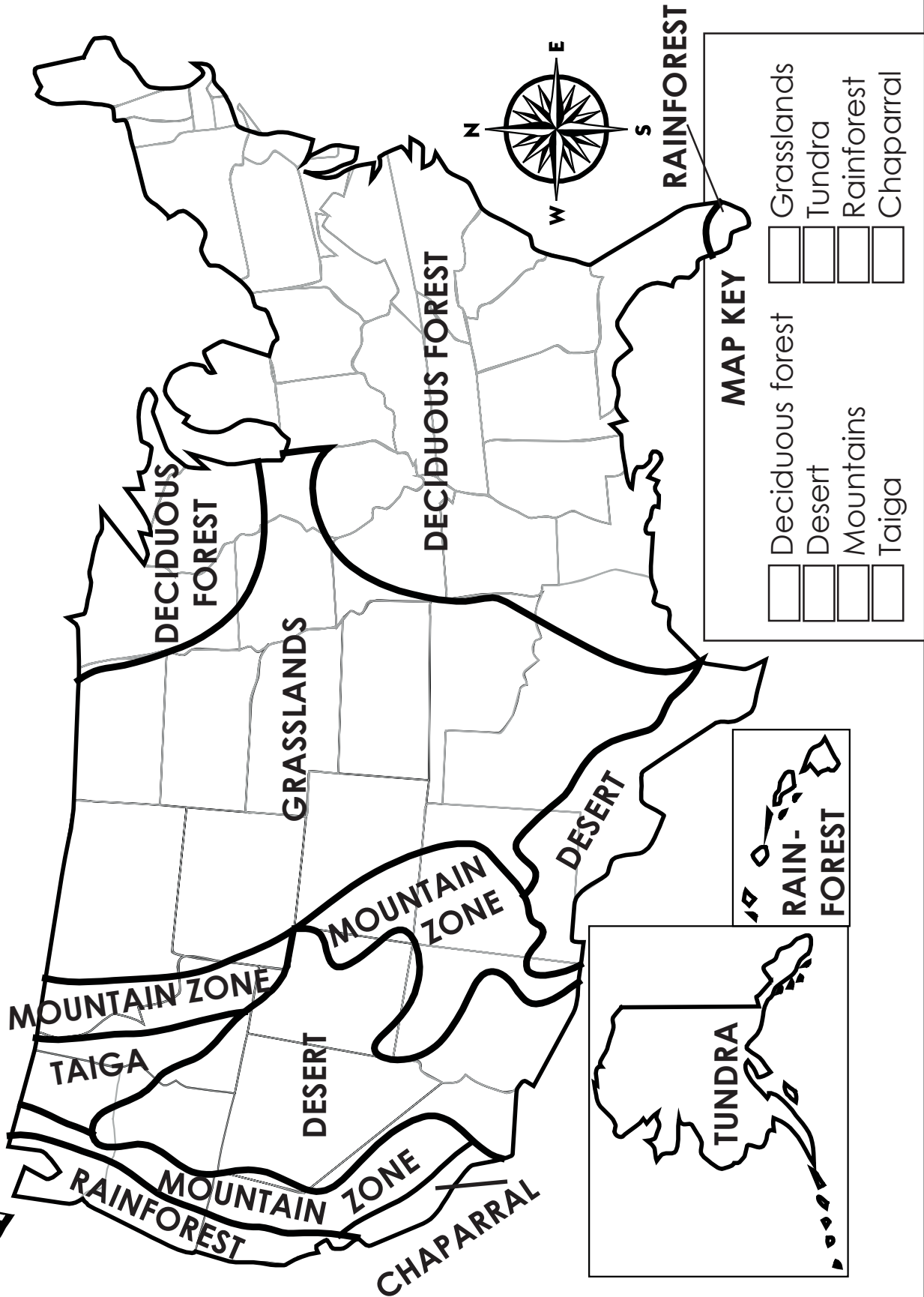
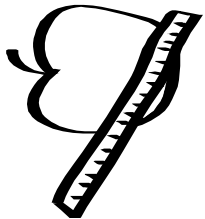


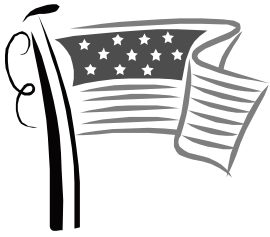
MAP KEY

- | | | | |
|--------------------------|------------------|--------------------------|------------|
| <input type="checkbox"/> | Deciduous forest | <input type="checkbox"/> | Grasslands |
| <input type="checkbox"/> | Desert | <input type="checkbox"/> | Tundra |
| <input type="checkbox"/> | Mountains | <input type="checkbox"/> | Rainforest |
| <input type="checkbox"/> | Taiga | <input type="checkbox"/> | Chaparral |



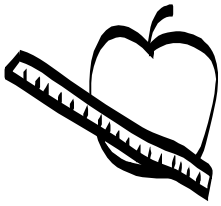
A Biome for Every Home/Teacher Key





Arkansas Quarter Reverse





6: Quarter, Nickel, Dime...



OBJECTIVES

Students will systematically collect, organize and describe data, and will then make inferences and a convincing argument based on data analysis.



MATERIALS

- “Coin Cards” handout
- “Coin Graph” worksheet
- Envelopes (1 per student)
- Chart paper
- Markers
- Tape



PREPARATIONS

- Make copies of the “Coin Cards” handout (1 per pair).
- Make copies of the “Coin Graph” worksheet (1 per student).
- Create a class graph on chart paper that looks similar to the “Coin Graph” worksheet.



GROUPING

- Whole class
- Pairs



CLASS TIME

Two 45- to 60-minute sessions



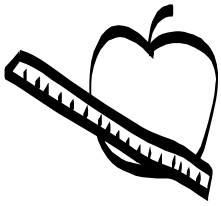
CONNECTIONS

- Mathematics
- Science



TERMS AND CONCEPTS

- Probability
- Statistics
- Data



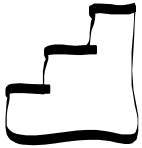
Collecting and Describing Data



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

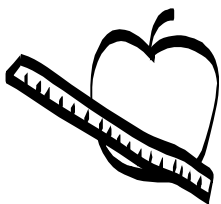
- Coin values
- Creating an organized list
- Constructing and interpreting a bar graph
- Chance/probability



STEPS

Session 1

1. Tell students that they will be working in pairs to play the game “Nickel, Quarter, and Dime.” The rules of the game are as follows:
 - Each player has an envelope containing slips of paper featuring a nickel, a quarter and a dime.
 - On the count of three, each player places one of the three papers randomly on the table.
 - A quarter wins over a dime, a dime wins over a nickel, a nickel wins over a quarter.
2. Divide the class into pairs. Give each pair a “Coin Graph” worksheet and a “Coin Cards” handout. Give each student an envelope.
3. Instruct the students to cut out the coin cards and each place a picture of a nickel, a quarter, and a dime into their own envelope.
4. Ask the students to decide who will be Player A and B and write their names on the appropriate line on the “Coin Graph” worksheet.
5. Tell the students that after each round of the game, they will mark their “Coin Graph” worksheet to show who won that round. Students will mark any ties in a third column labeled “Ties.”
6. Have each pair play the game 18 times.
7. Ask the pairs to total the number of wins for each player on their worksheet in the appropriate blank.
8. When the pairs finish, have each group note which column (for their rounds of play) contained the most “wins” (Player A, B, or Ties).
9. Display a class graph. Instruct the winning student from each pair to record one mark in the appropriate column on this graph. In the event of a tie, have each student in the pair place a mark in their own graph column.
10. After each group has recorded their information, have the class review the data collected, and make inferences about probability. Were the number of wins for Player A and Player B approximately the same after 18 rounds of play?



Quarter, Nickel, Dime...

Session 2

1. Ask students to work together (in their pairs) to answer the following questions. As you discuss the questions, discuss how they might approach answering them, and explain unknown vocabulary.
 - Make an organized list of the possible outcomes for a round of play in this game.
 - How many possible outcomes are there for each round of play? (9)
 - How many of these outcomes would be wins for player A? (3)
 - What is the probability that player A will win in any round? ($3/9=1/3$)

Note: Explain that probability means favorable outcomes/possible outcomes.

 - How many of these outcomes would be wins for player B? (3)
 - Find the probability that B will win in any round. ($3/9$)
 - Do you think the game is fair? Do both players have an equal probability of winning in any round? (yes)
2. Review the answers as a class, and have the students predict what would happen if they continued playing the game. Students should mention that the results for players A and B should continue to stay fairly even.



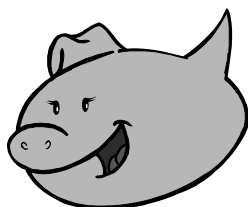
ENRICHMENT/EXTENSIONS

- Create a class center where students can continue to test the results of this activity. Move the class chart into this center, and allow students to record the winners on the class chart.
- Alter the number of players or coins used in the activity to see how the results will change.
- Have the students conduct another exploration where they determine the probability of getting “heads” or “tails” when flipping a quarter.



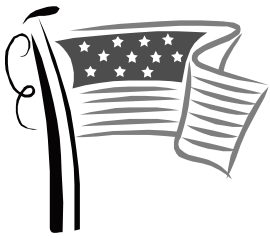
DIFFERENTIATED LEARNING OPTION

Have students work with partners who can model the game.

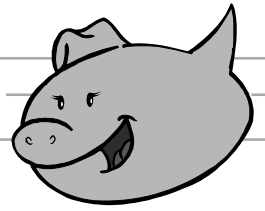


HPC CONNECTION

Invite your students to gather even more data using the coins in their pockets. Test out the Teacher Feature, “Location, Location, Location” that’s available in the Teacher section of HPC, to see whether a particular mintmark is more likely to appear on the coins in your area of the country. (http://www.usmint.gov/kids/index.cfm?FileContents=/kids/teachers/TF_Location-Location.cfm)



Coin Graph

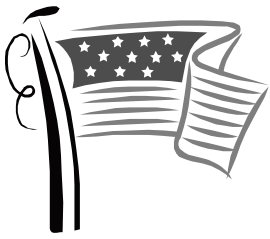


Student Wins

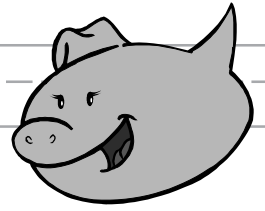
18			
17			
16			
15			
14			
13			
12			
11			
10			
9			
8			
7			
6			
5			
4			
3			
2			
1			

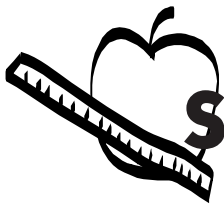
Player A _____ Player B _____ Ties _____

Total Wins _____ Total Wins _____ Total Wins _____



Coin Cards





State Information 2003 Quarters

Illinois

The Illinois quarter is the first quarter of 2003, and the 21st in the 50 State Quarters® Program. The Illinois quarter design depicts a young Abraham Lincoln within the outline of the state. A farm scene and the Chicago skyline appear on the left and to the right of the state's outline. Twenty-one stars border the coin, signifying Illinois as the 21st state to be admitted into the Union on December 3, 1818.

“The Prairie State,” also commonly known as the “Land of Lincoln,” pays tribute to our nation’s 16th president. The young Lincoln lived and practiced law in Springfield before becoming one of our nation’s greatest leaders. President Lincoln’s historic home, burial site, and new presidential library are all located in the Springfield area. The final design, “Land of Lincoln—21st State/Century,” represents the history and future of Illinois.



State Capital: Springfield
State Bird: Cardinal
State Tree: White Oak
State Flower: Purple Violet
State Motto: State Sovereignty,
National Union

Entered Union (rank): December 13, 1818 (21)
Nickname(s): Prairie State
Origin of Name: Algonquin for “warriors.”
Comes from the word “Illini,” a confederation of the Cahokia, Kaskaskia, Michigamea, Moingwena, Peoria and Tamaroa Indian tribes.
State Song: “Illinois”

Alabama

The Alabama quarter is the second quarter of 2003, and the 22nd in the 50 State Quarters® Program. Alabama became the 22nd state to be admitted into the Union on December 14, 1819. The Alabama quarter design features an image of Helen Keller with her name in English, and in a reduced version of braille. The Alabama quarter is the first U.S. circulating coin to feature braille. An Alabama long leaf pine branch and magnolias grace the sides of the design, and a “Spirit of Courage” banner underlines the central image.

Helen Keller was born at “Ivy Green” in Tuscumbia, Alabama, in 1880. When she was a small child, an illness deprived her

of sight and hearing, the senses by which we normally learn to speak. Despite her disabilities, Helen Keller learned to speak and read using the raised and manual alphabets, as well as Braille. Miss Keller also graduated with honors, receiving her Bachelor of Arts degree from Radcliffe. She went on to publish numerous books, articles and essays. Helen Keller lived out her life addressing social issues for disabled persons and women. Every year at “Ivy Green,” a weeklong celebration is held to commemorate her lifetime of accomplishments and her “Spirit of Courage.”



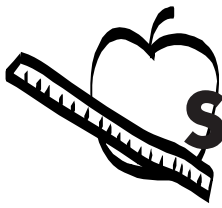
State Capital: Montgomery
State Bird: Yellowhammer
State Tree: Southern longleaf pine
State Flower: Camellia
State Motto: Audemus jura
nostra defendere
(We Dare Defend Our Rights)

Entered Union (rank): December 14, 1819 (22)
Nickname: Yellowhammer State or
The Heart of Dixie, The Cotton Plantation State,
The Cotton State, The Lizard State
Origin of Name: Means “tribal town” in
the Creek Indian language or
a combination of Choctaw “alba”
(vegetation, herbs, plants) and “amo”
(gatherer, picker). “Vegetation gatherers”
describes the agricultural Alabama Indians.
State Song: “Alabama”

Maine

The Maine quarter is the third quarter of 2003, and the 23rd in the 50 State Quarters® Program. Maine became the 23rd state to be admitted into the Union, as part of the Missouri Compromise on March 15, 1820. The Maine quarter design incorporates a rendition of the Pemaquid Point Light atop a granite coast and of a schooner at sea.

Pemaquid Point Light is located in New Harbor, and marks the entrance to Muscongus Bay and John Bay. Since the beginning of ship activity in the area, a shoal created hazardous navigation conditions, causing many shipwrecks. As maritime trade increased in the area, so did the need for a lighthouse. In 1826, Congress appropriated funds to build a lighthouse at Pemaquid Point. Although the original building was replaced in 1835, and the original 10 lamps in 1856, the light is still a



State Information 2003 Quarters

beacon for ships and remains one of Maine’s most popular tourist attractions. The schooner resembles “Victory Chimes,” the last three-masted schooner of the Windjammer Fleet. “Victory Chimes” has become synonymous with Maine windjamming. The Pemaquid Point Light design was chosen by votes from more than 100,000 Maine residents.



State Capital: Augusta
State Bird: Black-capped Chickadee
State Tree: Eastern White Pine
State Flower: White pine cone and tassel

State Motto: Dirigo (I direct)

Entered Union (rank): March 15, 1820 (23)

Nickname: Pine Tree State

Origin of Name: Probably a reference to the mainland, as opposed to the many surrounding islands

State Song: “State of Maine Song” or “State Song of Maine”

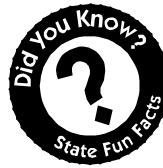
Missouri

The Missouri quarter is the fourth quarter of 2003, and the 24th in the 50 State Quarters® Program. Missouri became the 24th state on August 10, 1821, as part of the Missouri Compromise.

The Missouri quarter depicts Lewis and Clark’s historic Corps of Discovery navigating the Missouri River with the Jefferson National Expansion Memorial (Gateway Arch) in the background, inscribed “Corps of Discovery 1804–2004.”

While much of the state’s history is tied to the mighty rivers that flow through it, the “Show Me State” got its nickname because of the devotion of its people to simple common sense. In 1899, Rep. Willard D. Vandiver said “Frothy eloquence neither convinces nor satisfies me. I’m from Missouri. You’ve got to show me.”

It is easy to imagine President Thomas Jefferson saying “show me” as he sent Lewis and Clark forth on their 1,500-mile trek into the uncharted Louisiana Purchase territory. Their 1,500-mile journey, which some claim was the greatest U.S. military expedition ever, began in St. Charles—just 20 miles west of St. Louis—and gave rise to America’s westward expansion.



State Capital: Jefferson City
State Bird: Bluebird
State Tree: . . . Flowering Dogwood
State Flower: White Hawthorn
State Motto: . . . Salus populi suprema lex esto (The welfare of the people shall be the supreme law)

Entered Union (rank): August 10, 1821 (24)

Nickname: Show Me State

Origin of Name: . . . Named after Missouri Indian tribe whose name means “town of the large canoes”

State Song: “Missouri Waltz”

Arkansas

The Arkansas quarter, fifth and final quarter of 2003, is the 25th in the 50 State Quarters® Program. Arkansas was acquired through the Louisiana Purchase and later became the Arkansas Territory before gaining statehood on June 15, 1836. The Arkansas quarter design bears the image of rice stalks, a diamond, and a mallard gracefully flying above a lake.

It is fitting that the “Natural State,” Arkansas’s official nickname, chose images of natural resources. Arkansas has an abundance of clear streams, rivers, and lakes...in fact, more than 600,000 acres of natural lakes. Arkansas is also known for its sportsmanship and attracts mallard hunters from across the nation. Visitors to Arkansas can search Crater of Diamonds State Park for precious gems including, of course, diamonds. The mine at Crater of Diamonds State Park reportedly is the oldest diamond mine in North America, and the only one in the United States open to visitors, who get to keep what they find. Visitors can also experience “Rice Fever” the way W.H. Fuller did when he grew the first commercially successful rice crop in Arkansas. Soon after, Arkansas became the leading producer of rice in the United States.



State Capital: Little Rock
State Bird: Mockingbird
State Tree: Pine
State Flower: Apple Blossom
State Motto: Regnat populus (The People Rule)

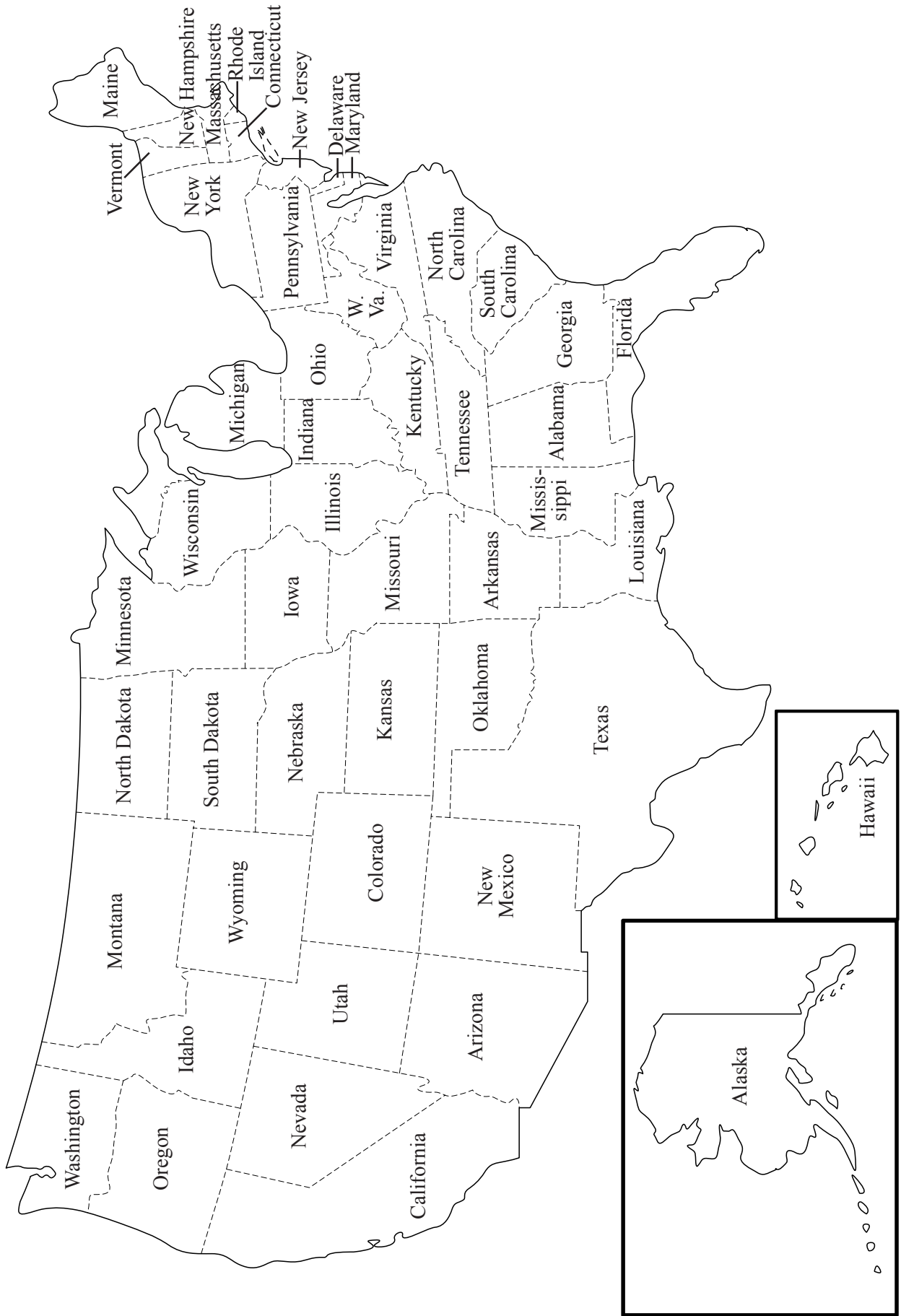
Entered Union (rank): June 15, 1836 (25)

Nickname: The Natural State

Origin of Name: . . . French version of Sioux “acansa,” meaning “downstream place” or “south wind.”

State Song: “Arkansas” or “Oh, Arkansas”

The United States of America



Reproducible Coin Sheet





The United States Mint

50 State Quarters Program

Release Year/State 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/State 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