

2004 Lesson Plans

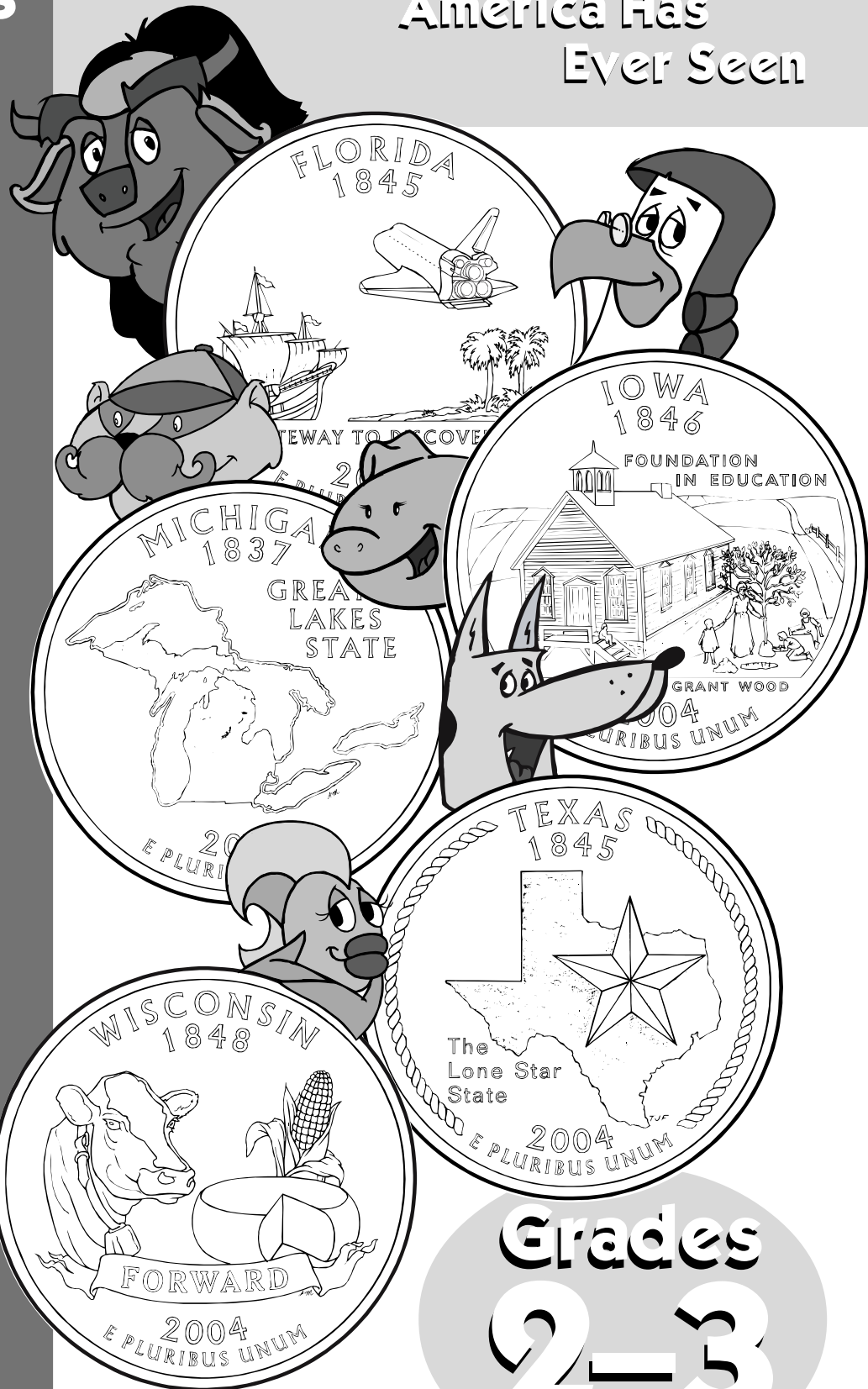


This teaching guide includes:

- ◆ 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
2-3



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). This year, we have added two new sets of free plans (for grades 7–8 and 9–12). All 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!

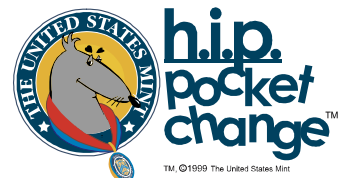
Within the 2004 50 State Quarters Program lesson plans, you will also notice a strong connection to the United States Mint H.I.P. Pocket Change™ Web site. Appearing on the cover as well as within the plans themselves, the coin-loving H.I.P. Pocket Change Pals will show you ways to supplement the quarter activities with all of the fun and educational resources available on the site!

The 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, the site introduces students to what's H.I.P. about coins—they're “History In your Pocket.”

The United States Mint is proud to be taking such an active role in promoting knowledge about 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.



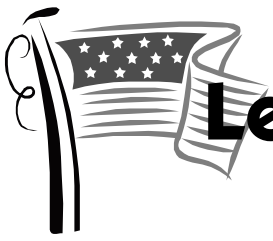
Visit us online at
www.usmint.gov/kids



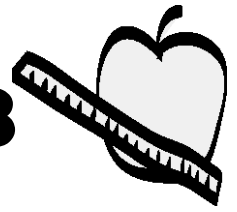
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The Greatest Educational Change America Has Ever Seen



Lesson Plans for Grades 2-3



Objective



Connections



Groupings



Class Time



Page

1: How to Make a Lake (Michigan)

Learning about glaciers and the Great Lakes

- Science
- Language Arts
- Social Studies
- Art

- Whole group
- Pairs

Two or three
30- to 45-
minute sessions

2

2: Discovery, Ship to Shuttle (Florida)

Explaining the meaning of discovery

- Social Studies
- Language Arts
- Mathematics
- Art

- Whole group
- Individual work

Three 30- to 45-
minute sessions

10

3: Order Out of Borders (Texas)

Comparing natural and man-made borders

- Social Studies
- Language Arts
- Art

- Whole group
- Pairs
- Individual work

Three 30- to 45-
minute sessions

18

4: It Matters to Me (Iowa)

Exploring personal and classroom values

- Social Studies
- Language Arts
- Art

- Whole group
- Individual work

Two 30- to 45-
minute sessions

26

5: Being Resourceful (Wisconsin)

Exploring natural, capital, and human resources

- Social Studies
- Language Arts

- Whole group
- Pairs
- Small groups
- Individual work

Three 30- to 45-
minute sessions

33

6: Learn to Earn When You Tend to Spend

Charting Coin Values and Quantities

- Mathematics

- Whole group
- Pairs

One 30- to 45-
minute session

41

Additional Resources

State Information Pages: 50 State Quarters® Program Coins Released in 2004

Michigan, Florida, Texas, Iowa, and Wisconsin

49

United States of America Map

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50 State Quarters Program Designs

52

Reproducible Coin Sheet

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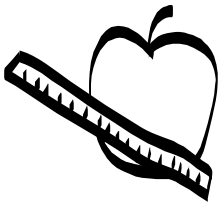
50 State Quarters® Program Release Schedule

56

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1: How to Make a Lake

Based on the Michigan quarter reverse



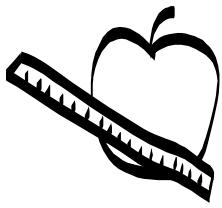
OBJECTIVES

Students will explain the effects of glaciers on land and will draw conclusions about the formation of the Great Lakes.



MATERIALS

- 1 overhead projector (optional)
- 1 overhead transparency (or photocopy) of the Michigan quarter reverse
- 1 class map of the United States
- Copies of the Michigan quarter reverse
- Blue and green crayons and/or colored pencils
- Chart paper
- Markers
- Copies of an age-appropriate text that relates to glaciers, such as:
 - *Glaciers* by Larry Dane Brimmer
 - *Glaciers* by Roy A. Gallant
 - *Glaciers* by D.V. Georges
 - *Glaciers* by Wendell V. Tangborn
 - *Glaciers and Icebergs* by Jenny Markert
 - *Icebergs and Glaciers* by Seymour Simon
- Copies of the “What Did the Ice Do?” lab sheet
- Lunch trays (1 per pair)
- Plastic wrap
- Sand (1 cup per pair)
- Ice cubes (1 per pair)
- 1 timer (optional)
- Copies of the “All About Glaciers” research guide
- 1 Copy of the “All About Glaciers” key



How to Make a Lake



PREPARATIONS

- Make an overhead transparency (or photocopy) of the Michigan quarter reverse.
- Make copies of the Michigan quarter reverse (1 per student).
- Locate copies of appropriate texts that relate to glaciers (see examples under “Materials”; 1 per pair and 1 for teacher use).
- Prepare materials for the investigation.
- Make copies of the “What Did the Ice Do?” lab sheet (1 per student).
- Make copies of the “All About Glaciers” research guide (1 per pair).



GROUPINGS

- Whole group
- Pairs



CLASS TIME

Two or three 30- to 45-minute sessions



CONNECTIONS

- Science
- Social Studies
- Language Arts
- Art



TERMS AND CONCEPTS

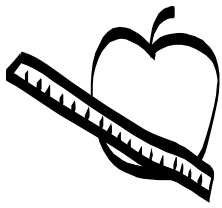
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|--------------|------------------|-------------------|
| • Quarter | • Reverse (back) | • The Great Lakes |
| • Glaciers | • Investigation | • Hypothesis |
| • Procedures | • Data | • Conclusion |



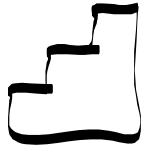
BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

- The scientific method
- Bodies of water



How to Make a Lake



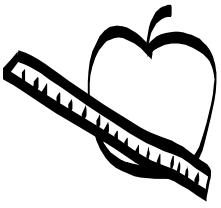
STEPS

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 Michigan quarter reverse. Locate Michigan on a classroom map. Note its position in relation to your school's location.
2. Distribute a copy of the Michigan quarter reverse to each student.
3. With the students, examine the design on this coin's reverse. Have the students point out the water and the land on this design. Instruct them to color the water blue and the land green on their copy of the coin design.
4. Ask students what this image tells us about the state of Michigan. Answers should relate to the idea that Michigan is mostly surrounded by water. As a class, orally generate a list of different types of bodies of water. Students should then identify any bodies of water that are close to their state or home town.
5. Give students a very basic introduction to the Great Lakes, explaining that they are five extremely large freshwater lakes. Explain that freshwater is not salty like the water that they'd find in the ocean, and that these lakes were formed by melting ice (called glaciers) about a million years ago.
6. With the entire group, create a K-W-L chart to examine what students **Know** and **Want** to know about glaciers. Leave the **Learn** column empty for now.
7. Introduce students to the selected text about glaciers. As a group, preview the text and illustrations to generate observations about what is occurring at different points in the book.
8. Read the selected text to the class and attend to any unfamiliar vocabulary.
9. As a class, complete the **Learn** column of the K-W-L chart.
10. Explain that the following day you will be conducting a science investigation about glaciers.

Sessions 2 and 3

1. Review the K-W-L chart from session 1 and examine the Great Lakes on a map of the United States.
2. Ask the students how they believe the glaciers could have created the Great Lakes. Take ideas from students, listing them on the board.
3. Explain that you will be conducting a science investigation based on this question. Place students into teams of two, so that everyone has a lab partner.
4. Distribute a "What Did The Ice Do?" lab sheet to each student. As a class, read the procedure of the investigation.



Places We Live

5. Explain that a hypothesis is a guess that you will test to see if it proves to be true. Ask the students to develop a hypothesis about what they believe will happen during the investigation. Students should record their hypotheses on their lab sheets.
6. Model the basic procedure of the investigation for the students.
7. Direct the students to collect all necessary materials and begin their investigation. Alert them when it is time to record their observations at the 20 and 40 minute marks.
8. Distribute an appropriate children's text about glaciers and an "All About Glaciers" research guide to each pair. During the time interval between observations, students will read the text with their partners and record all important facts on their "All About Glaciers" research guide.
9. Regroup at the end of the investigation and discuss the results. As a class, discuss the information that the students discovered in their readings about glaciers. Referencing their "All About Glaciers" research guides, have students add any newly learned facts to the "L" column of the class K-W-L chart.
10. Based on their observations, how do the students think the Great Lakes were formed? Student responses should reflect the idea that glaciers moved and carved holes in the earth which held water.



ENRICHMENT/EXTENSIONS

- Ask students to produce a simple book describing how the Great Lakes were formed.
- Look at a world map to locate where other examples of freshwater lakes might have been created in this same way.
- As a class or in small groups, study other natural events and/or forces that changed the geography of the land. Have students create models to demonstrate these events.



DIFFERENTIATED LEARNING OPTION

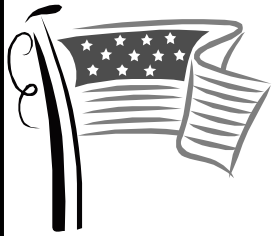
If possible, take digital photos of the investigation at 5 minute intervals so that there is no rush for slower artists. This way artists can still take their time in completing their illustrations by referring to the photos. Referring to these photographs is also a good way to keep absent students from missing out on the investigation.



CONNECTIONS TO WWW.USMINT.GOV/KIDS

Have your students try some other coin-related investigations: find Science lesson plans on the United States Mint H.I.P. Pocket Change™ Web site at www.usmint.gov/kids/index.cfm?FileContents=/kids/teachers/Science_Summary.cfm. Read any of these plans by clicking on the Teachers' coin and selecting Lesson Plans. There you will find plans for not only Science but Math, Language Arts, and Social Studies as well.

NAME _____



What Did the Ice Do?

Lab Sheet

Problem: How could glaciers have created the Great Lakes?

Hypothesis: _____

Materials: 1 lunch tray 2 sheets of plastic wrap
1 cup of sand 1 ice cube

Procedure:

1. Gather all materials.
2. Cover the lunch tray with plastic wrap.
3. On top of the plastic wrap pour the cup of sand into a mound.
4. Place the ice cube in the center of the sand mound.
5. As the ice melts, observe its effect on the sand. Draw pictures in the spaces below to show what happened at the beginning, middle and end of this experiment.

0 minutes

20 minutes

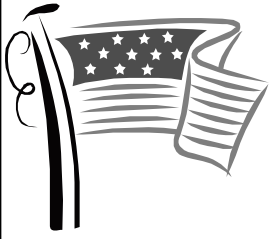
40 minutes

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6. Write a conclusion where you explain the results you saw, and whether or not they support your hypothesis.

Conclusion: _____

NAMES _____



All About Glaciers

Research Guide



Directions: As you read about glaciers, see if you can find the answers to any of these questions (you may not find all answers). Record your answers in the spaces provided.

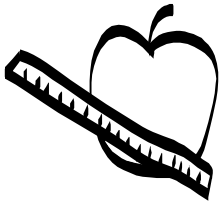
1. What is a glacier? How do glaciers form? _____

2. Name two types of glaciers and explain each kind. _____

3. Where do glaciers exist today? _____

4. What is erosion? _____

5. List any facts that you didn't previously know about glaciers.



All About Glaciers

Key

Directions: As you read about glaciers, see if you can find the answers to any of these questions (you may not find all answers). Record your answers in the spaces provided.

1. What is a glacier? How do glaciers form?

A glacier is a large mass of ice. They form when more snow falls in the winter than the amount that melts in the summer. The snow accumulates over time and compacts the bottom layers of snow into solid ice.

2. Name two types of glaciers and explain each kind.

Continental glaciers: These are glaciers which cover large portions of a continent such as in Greenland and Antarctica.

Valley glaciers: These are glaciers formed at the top of extremely tall mountains. The weight of the glacier causes the ice to flow down into valleys and rest there.

3. Where do glaciers exist today?

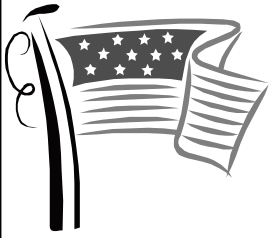
Glaciers exist on every continent except for Australia (however glaciers exist in other countries within Oceania, including New Zealand). There are only two continental glaciers however, those in Greenland and Antarctica.

4. What is erosion?

Erosion is the wearing down of the Earth's surface through natural causes, such as gravity, flowing streams and rivers, glacial movement, wind, and waves.

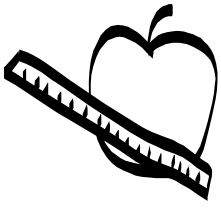
5. List any facts that you didn't previously know about glaciers.

Answers will vary.



Michigan Quarter Reverse





2: Discovery, Ship to Shuttle

Based on the Florida quarter reverse



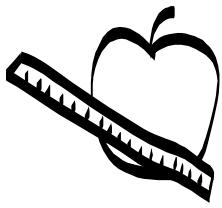
OBJECTIVE

Students will explain the meaning of discovery.



MATERIALS

- 1 overhead transparency (or photocopy) of the Florida quarter reverse
- 1 overhead projector (optional)
- 1 class map of the United States
- Chart paper or chalkboard
- Markers or chalk
- 1 copy of an age-appropriate text that relates to Ponce de Leon's journey to Florida, such as:
 - *Juan Ponce De Leon* by Claude Hurwicz
 - *Ponce De Leon* by Trish Kline
 - *Magic Fountain* by Sadyebeth and Anson Lowitz
 - *Ponce De Leon: Explorer of Florida* by Arlene Bourgeois Molzahn
 - *Ponce De Leon: Juan Ponce De Leon Searches for the Fountain of Youth* by Ann Heinrichs
 - *Juan Ponce De Leon* by Louise Chipley Slavicek
- 1 copy of an age-appropriate text that relates to space exploration, such as:
 - *One Giant Leap: The Story of Neil Armstrong* by Don Brown
 - *Have Space Suit Will Travel* by Robert A. Heinlein
 - *Let's Find Out About Space Travel* by Martha. Shapp
 - *Moonwalk: The First Trip to the Moon* by Judy Donnelly
 - *The First Travel Guide to the Moon: What to Pack, How to Go, and What to See When You Get There* by Rhoda Blumberg
 - *Walking on the Moon (Explore Space!)* by Deborah A. Shearer and James Gerard
- Copies of the "Discovery Design" page
- Scissors
- 1 overhead transparency of the "Discovery Designs Key" page



Discovery, Ship to Shuttle



PREPARATIONS

- Make an overhead transparency (or photocopy) of the Florida quarter reverse.
- Locate an appropriate text that relates to Ponce de Leon's journey to Florida (see examples under "Materials").
- Locate an appropriate text that relates to space exploration (see examples under "Materials").
- Make copies of the "Discovery Design" page (1 per student).
- Make an overhead transparency of the "Discovery Design Key" page.



GROUPINGS

- Whole group
- Individual work



CLASS TIME

Three 30- to 45-minute sessions



CONNECTIONS

- Social Studies
- Language Arts
- Mathematics
- Art



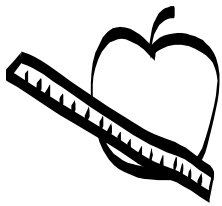
TERMS AND CONCEPTS

- Quarter
- Reverse (back)
- Obverse (front)
- Discovery
- Sequence/chronological order



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of how to sequence events.



Discovery, Ship to Shuttle



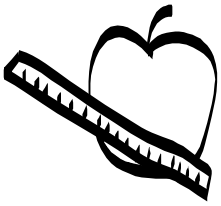
STEPS

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 Florida quarter reverse. Locate Florida on a classroom map. Note its position in relation to your school's location.
2. Lead a class discussion on what the class sees on the coin. If it is not mentioned, point out the word 'discovery'.
3. Discuss with your students the concept of discovery. Instruct students to predict what the word means. Inform your students that a discovery is when someone is the first person to find, see or learn something that has previously been unknown.
4. Refer to the picture of the ship on the Florida quarter reverse. Introduce the idea of a Spanish Galleon to your students, explaining that galleons were large three-masted ships used 500 years ago to explore and conquer new lands.
5. Invite students to make predictions as to why this ship might be important to Florida and consequently selected to be on the state's quarter design. Ask students what this ship might have discovered. Write down student responses on a piece of chart paper or on the board.
6. Select an appropriate children's text about Ponce de Leon. Introduce students to the selected text. As a group, preview the text and illustrations to generate observations about what might be occurring at different points in the book.
7. Read the selected text aloud to the class. During the reading, attend to any unfamiliar vocabulary.
8. After reading the book, discuss with students what Ponce de Leon discovered and that he was just one Spanish explorer out of many who explored lands far from his home.

Session 2

1. With students, review the pictures from the Florida quarter reverse. Invite students to make predictions as to why a space shuttle is part of the quarter design. Ask students what this shuttle and the astronauts who piloted it might have discovered. Write down students' predictions on a piece of chart paper.
2. Select an appropriate children's book about space exploration. Introduce the book to your students by explaining that Florida is where U.S. space shuttles are launched. As a group, preview the text and illustrations to generate observations about what might be occurring at different points in the book.

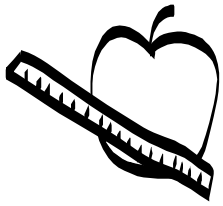


Discovery, Ship to Shuttle

3. Read the selected text aloud to the class. During the reading, attend to any unfamiliar vocabulary.
4. Direct a class discussion on the discoveries that are represented on the Florida quarter reverse. Ask students to discuss why these discoveries are important and what impact they had on the world.

Session 3

1. Recall the previous day's lesson with your students. Ask them to recall the key word from yesterday's lesson. Guide students to respond with "discovery."
2. Inform students that now that they have seen Florida's important discoveries, it's time to explore other important discoveries that had a strong impact on the world. Ask students to generate a class list of discoveries that changed their lives.
3. Distribute copies of the "Discovery Designs" page and scissors to your students. Preview the pictures and titles in each box with students.
4. Direct students to cut out the pictures and place them on their desks in what they believe to be chronological order of discovery, starting with the most recent.
5. Invite your students to defend the rationale behind their decisions. Allow friendly debate between students.
6. Inform students that it is time to reveal the answers. Place the "Discovery Designs Key" page on the overhead, covered.
7. Unveil the first answer. Discuss when this event happened and why it is important today.
8. Have students make predictions as to what the next event in the chronological order will be.
9. Allow your students to rearrange the order of the events on their desk.
10. Repeat steps 7-9 until all of the answers have been uncovered.
11. Ask students to think about the importance of discoveries. Discuss with them what makes some discoveries more important than others.
12. Direct students to arrange the events on their desks in order of importance. Remind students that there is no right or wrong answer for this activity, as long as students can back up their opinions with reasons why they feel a particular way.
13. Allow an appropriate amount of time for students to discuss with a partner if needed.
14. Invite students to share their events in order of importance for the rest of the class. Remind students to justify why this order makes sense to them.



Discovery, Ship to Shuttle



ENRICHMENT/EXTENSIONS

- Analyze your state's quarter design (if available) or a state that your students have visited. Discuss with your students how life would be different if the important moment, discovery, or event depicted on the coin had never happened. Have students write a creative writing piece on this topic from the point of view of a student their age.
- Discuss with students the difference between invention and discovery.



DIFFERENTIATED LEARNING OPTIONS

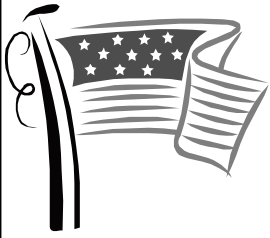
- Provide the dates of the events for students struggling with placing events in chronological order.
- Limit the number of events that struggling students place in chronological order.



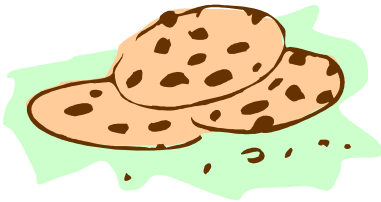
CONNECTION TO WWW.USMINT.GOV/KIDS

Journey west with Lewis and Clark as they explore 8,000+ miles of America. Be with them as they discover new lands and peoples in the Time Machine's "A New Nation."

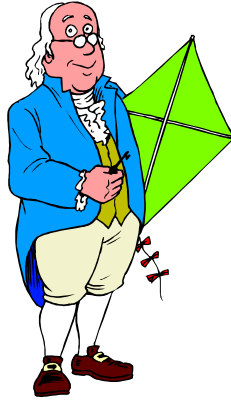
NAME _____



Discovery Designs



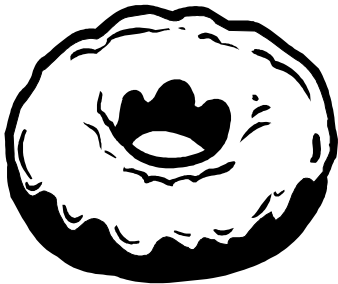
**CHOCOLATE CHIP
COOKIE INVENTED**



**BENJAMIN FRANKLIN'S
ELECTRICITY EXPERIMENTS**



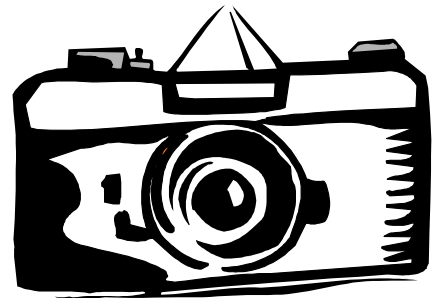
BICYCLE INVENTED



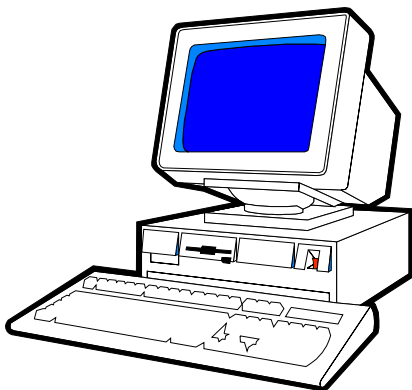
FIRST DONUT MADE



**FIRST AUTOMOBILE IN
AMERICA INVENTED**



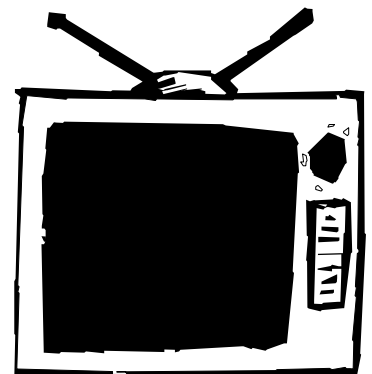
**DIGITAL CAMERA
INTRODUCED**



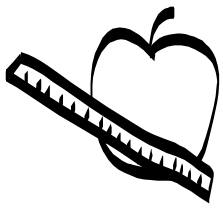
INTERNET INVENTED



ELEVATOR INTRODUCED



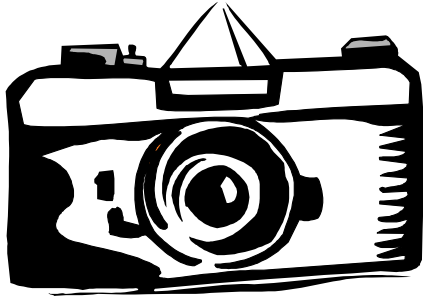
TELEVISION INVENTED



Discovery Designs

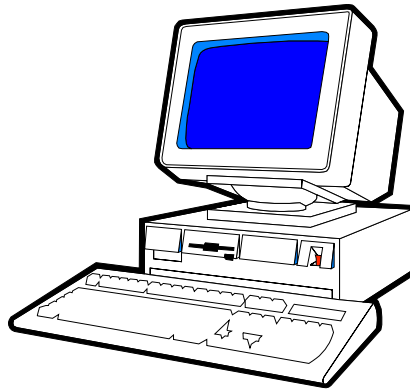
Key

**DIGITAL CAMERA
INTRODUCED**



ABOUT 10 YEARS AGO

INTERNET INVENTED



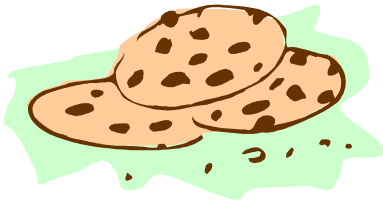
ABOUT 30 YEARS AGO

FIRST DONUT MADE



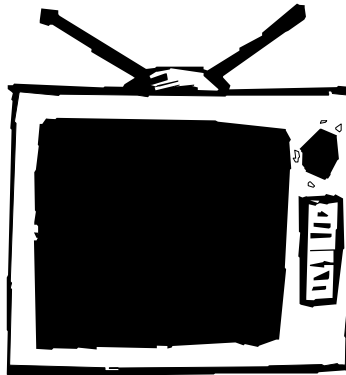
ABOUT 60 YEARS AGO

**CHOCOLATE CHIP
COOKIE INVENTED**



ABOUT 70 YEARS AGO

TELEVISION INVENTED



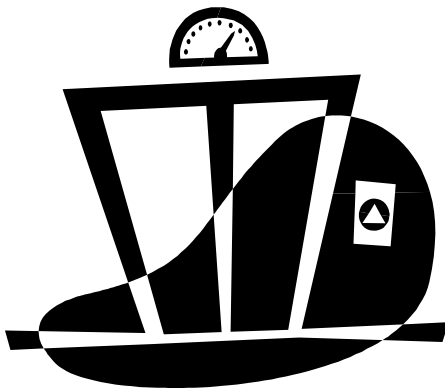
ABOUT 80 YEARS AGO

**FIRST AUTOMOBILE IN
AMERICA INVENTED**



ABOUT 100 YEARS AGO

ELEVATOR INTRODUCED



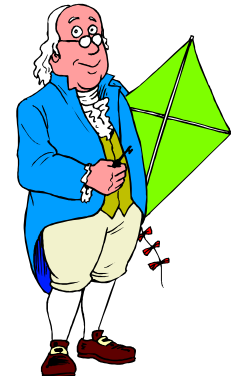
ABOUT 150 YEARS AGO

BICYCLE INVENTED

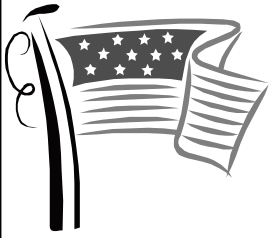


ABOUT 200 YEARS AGO

**BENJAMIN FRANKLIN'S
ELECTRICITY EXPERIMENTS**

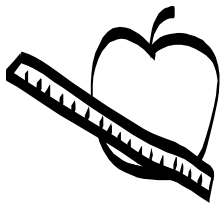


ABOUT 250 YEARS AGO



Florida Quarter Reverse





3: Order Out of Borders

Based on the Texas quarter reverse



OBJECTIVE

Students will examine the difference between natural and man-made borders.



MATERIALS

- Copies of the “United States Map”
- 1 overhead transparency (or photocopy) of the Texas quarter reverse
- 1 overhead projector (optional)
- 1 class map of the United States
- Chalkboard or chart paper
- Chalk or markers
- Lunch trays
- Clay or dough that will harden without cracking
- Large pieces of paper
- Copies of the “Big Picture Map”
- Paint
- Paint brushes
- 1 overhead transparency (or photocopy) of the “Texas Map Key”
- Copies of the “Texas Round Up” page



PREPARATIONS

- Plan for assistance from a parent aide or the school art teacher.
- Make copies of the “United States Map” on page 51 (1 per student).
- Make an overhead transparency (or photocopy) of the Texas quarter reverse.
- Make copies of the “Big Picture Map” (1 per pair).
- Make an overhead transparency of the “Texas Map Key”.
- Make copies of the “Texas Round Up” page (1 per student).



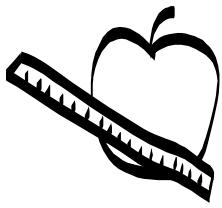
GROUPINGS

- Whole group
- Pairs
- Individual work



CLASS TIME

Three 30- to 45-minute sessions



Order Out of Borders



CONNECTIONS

- Social Studies
- Language Arts
- Art



TERMS AND CONCEPTS

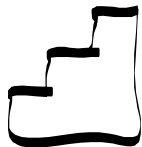
- Quarter
- Reverse (back)
- Natural border
- Man-made border



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

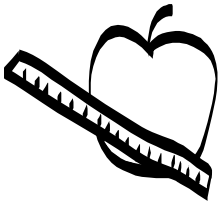
- Compass rose directions
- State geography



STEPS

Session 1

1. Distribute a “United States Map” to each student and review the compass rose directions.
2. Give the following clues about the location of a mystery state and instruct students to use the process of elimination to determine the state about which you are talking.
 - This state borders a body of water.
 - No part of this state borders California or Florida.
 - This entire state is south of Kansas.
 - This state’s name is less than 5 syllables.
 - This state is southwest of Arkansas.
3. 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 Texas quarter reverse. Locate Texas on a classroom map. Note its position in relation to your school’s location.
4. Have students look at both the outline of the state on the coin and the “United States Map.” Ask them what they notice about the state outline and what about it is unique. Write down students’ observations on the chalkboard or a piece of chart paper.



Order Out of Borders

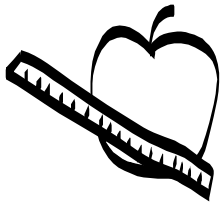
5. Discuss why Texas' borders are so unique. Guide students to make observations such as: Texas borders water, states, and another country; its borders are straight lines in some places and very curvy lines in others.
6. Direct students' attention to the borders of Texas. Ask students what is to Texas' north (Oklahoma), northeast (Arkansas), east (Louisiana), southeast (Gulf of Mexico), northwest (New Mexico), southwest (Mexico), and south (Mexico).
7. Divide students into groups of two and distribute a lunch tray, clay, and a large piece of paper to each student pair. Direct students to place the large piece of paper on their lunch tray (it should cover the entire tray). Using the map or the quarter reverse as a guide, create an accurate model of Texas in clay/dough on the lunch trays. Leave out overnight to dry.

Session 2

1. Explain the two types of borders: natural and man-made. Discuss with your students the meaning of both words. If necessary, introduce the idea that we can not see state borders anywhere other than a map.
2. Ask students to generate examples of natural and man-made borders.
3. Create a class chart of examples. Guide students to include examples such as mountains, lakes, rivers, oceans, and valleys for natural boundaries. For man-made boundaries, guide students to include examples like war, and the buying and selling of land.
4. Have students meet in the same pairs as session 1. Distribute the "Big Picture Map" to each pair. Direct each pair to draw on their models, in pencil, the rivers and oceans that form natural boundaries for Texas. Once students have correctly identified these boundaries, have them paint onto their models the rivers (in blue) and oceans (in blue wavy lines).
5. Have students decide which borders are natural borders. Paint these borders green. Let these dry overnight.

Session 3

1. On the models, have students label the names of the rivers and large bodies of water that were painted in the previous session.
2. Which borders are left? These are man-made borders.



Order Out of Borders

3. Read to students the following information. Allow an appropriate amount of time for students to locate the pertinent border, before reading the information following.
 - Locate the eastern border of Texas north of the Sabine River and south of the Red River. This part of Texas’s outline is an almost perfectly straight line. A long time ago, the United States bought this land from France. This set the southwestern border of Arkansas and the northwest border of Louisiana.
 - Locate the Sabine River on the eastern border of Texas. Almost 200 years ago, Spain and the United States decided that this river would be the northern boundary for Texas.
 - Find the part of Texas that borders Mexico. Over 150 years ago, Mexico and the United States fought over this boundary. The U.S. won, and made the Rio Grande the southern boundary of Texas.
 - Find the western and northern boundaries of Texas that are completely straight lines. Over 150 years ago, Texas sold a lot of land to the U.S. government. The government paid Texas 10 million dollars for the land.
4. Paint the man-made borders red.
5. Share the models with the class. Display the “Texas Map Key” on the overhead and discuss any discrepancies.
6. As a culminating activity, have students complete the “Texas Round Up” follow-up worksheet. You can use this as an informal assessment, or collect it for a grade.
7. Display maps in the classroom or in a hallway showcase.



ENRICHMENT/EXTENSION

Create a model of your own state and examine its boundaries. Are they natural or man-made? How do they compare to Texas’ borders? Or, examine the boundaries that define our country and answer the same questions.



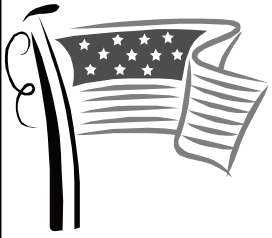
DIFFERENTIATED LEARNING OPTION

Prepare appropriate labels for the rivers and oceans (using toothpicks and strips of paper) and allow students to use these to mark their maps.



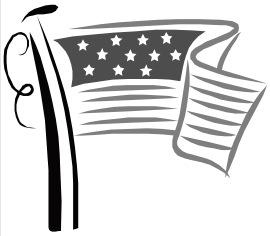
CONNECTION TO WWW.USMINT.GOV/KIDS

Practice global geography in the cartoon feature, “Coins of the World”. Learn more about the Louisiana Purchase and the exploration of Lewis and Clark in the Time Machine feature.



Big Picture Map





Texas Roundup

Now that you have finished creating your model of Texas, see if you can answer these questions!

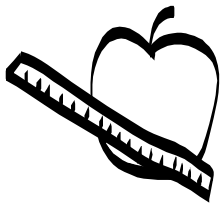
1. What is a natural border? Give an example from your model.

2. What is a man-made border? Give an example from your model.

3. Which two borders of Texas are both natural and man-made? (Use compass rose directions.)

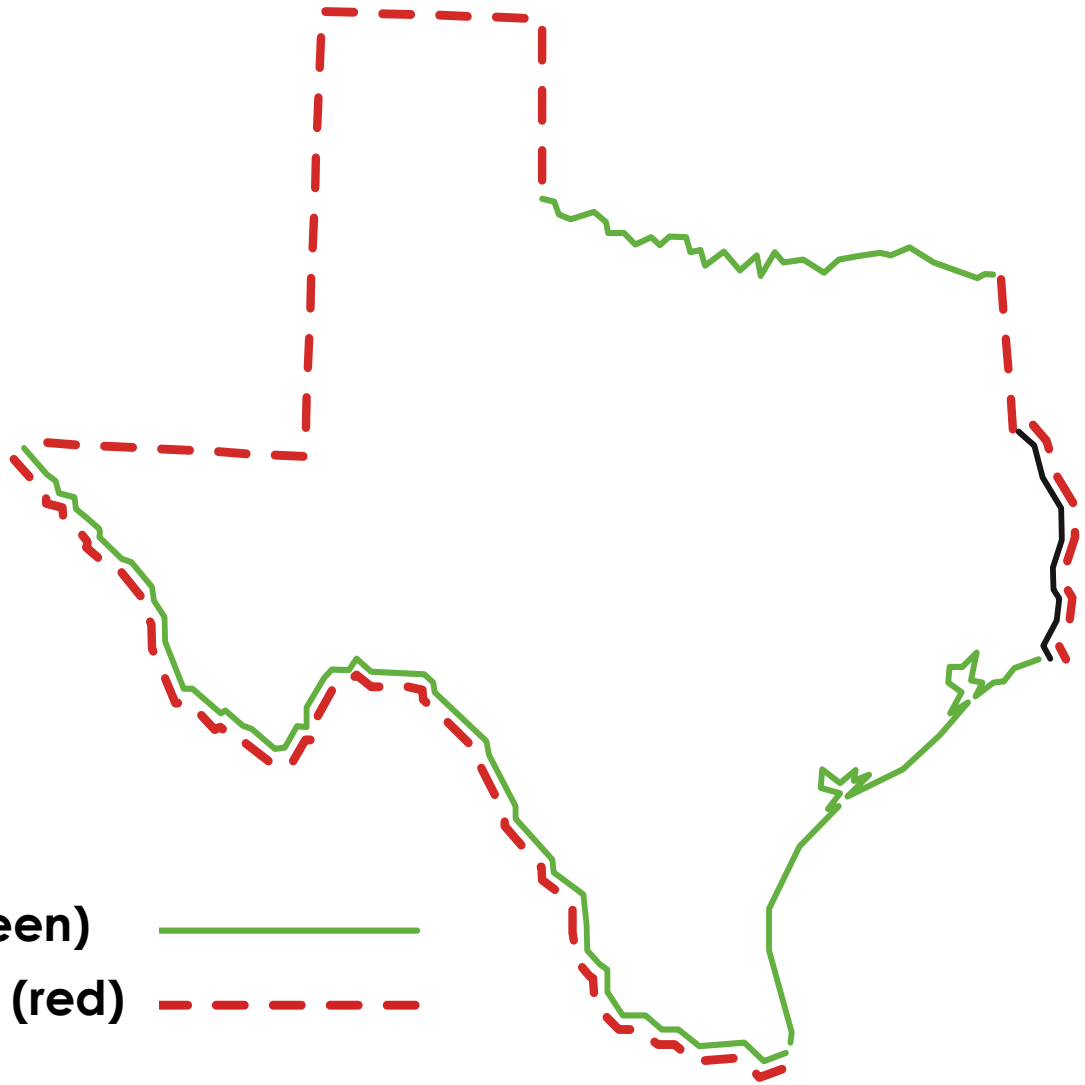
4. How are the man-made borders alike?


5. How are the natural borders alike?




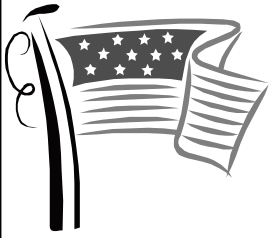
Texas Map

Key



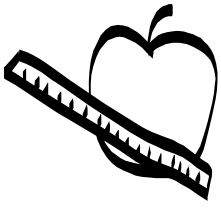
Natural (green) 

Man-made (red) 



Texas Quarter Reverse





4: It Matters to Me

Based on the Iowa quarter reverse



OBJECTIVE

Students will explain how their personal values shape the values of a classroom community.



MATERIALS

- 1 overhead projector (optional)
- 1 overhead transparency (or photocopy) of the Iowa quarter reverse
- 1 class map of the United States
- 1 copy of an age-appropriate text that reflects personal values, such as:
 - *The Giving Tree* by Shel Silverstein
 - *The Rainbow Fish* by Marcus Pfister and J. Alison James
 - *A Chair For My Mother* by Vera B. Williams
 - *The Keeping Quilt* by Patricia Polacco
 - *The Patchwork Quilt* by Valerie Flourney
- Markers (for use on overhead projector)
- Copies of the “What Matters to Me” worksheet
- An assortment of colored construction paper
- “Tree of Values” leaf stencil
- Brown bulletin board paper
- Journals or writing paper



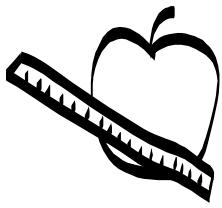
PREPARATIONS

- Make an overhead transparency (or photocopy) of the Iowa quarter reverse.
- Locate an appropriate text that reflects personal values (see examples under “Materials”).
- Make copies of the “What Matters to Me” worksheet (1 per student).
- Make copies of the “Tree of Values” leaf stencil onto colored construction paper (2 per student).
- Using brown bulletin board paper, create and display a large tree trunk.



GROUPINGS

- Whole group
- Individual work



It Matters to Me



CLASS TIME

Two 30- to 45-minute sessions



CONNECTIONS

- Social Studies
- Language Arts
- Art



TERMS AND CONCEPTS

- Quarter
- Reverse (back)
- Personal values
- Community values
- Foundation



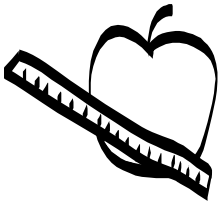
BACKGROUND KNOWLEDGE

Students should have a basic knowledge of values.

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 Iowa quarter reverse. Locate Iowa 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 point out what they see on this coin, paying particular attention to the building and the people. Ask the students what kind of building they think that this might be. Who would the people in the picture be? Explain that the building on this coin is a school, like schools from long ago.
3. Ask the students if they believe that this is a modern picture of Iowa. Why or why not? Ask the students to list the images on the coin that indicate that this is an image of Iowa in the past. Such images should include the empty land, the one room school-house, and the dress of the people.
4. Read the words "Foundation in Education" to the students and then ask what do they think this might mean. Why do they think that Iowa would put these words and a



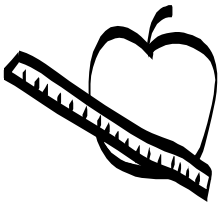
It Matters to Me

picture of a school on their quarter reverse? Responses should reflect the idea that schools and education have always been important to the state. Discuss with the students how their lives would be different without education.

5. Introduce the idea that everyone has different things that are important to them, things that they value.
6. Select an appropriate children's text that reflects personal values and, as a group, preview the text and illustrations. Invite students to generate predictions about what is occurring at different points in the story.
7. Read this story aloud to the group. During the reading, attend to any unfamiliar vocabulary.
8. Ask the students what was important to the characters. How could you tell? What did the character(s) do to show you their values? Create a T-chart to record student responses. On one side on the chart, list responses that one can see or touch. On the other side, list responses pertaining to feelings or emotions.

Session 2

1. Revisit the image of the Iowa quarter and ask the students to recall what the quarter told them about what was important to the state.
2. Return to the T-chart from the previous session and have students discuss and list what is important to them. Add their responses to the appropriate column on the chart.
3. Ask students to identify similarities in each of the chart's columns. Students should note that the first column represents tangible items that are valued ("outside" values), while the second column represents intangible ("inside") values.
4. Distribute a "What Matters to Me" worksheet to each student and read through the instructions with the students. Invite students to take turns reading each value aloud. Pause after each value to allow the students to mark their answers. The answers on this worksheet will help the students realize what matters most to them. Remind students that there are no right or wrong answers on this worksheet.
5. At the bottom of this sheet, have the students complete the sentence that says, "I value _____ because _____."
6. Distribute two pieces of colored construction paper to each student.
7. Direct the students to cut along the lines marked on these pieces of paper. On one leaf, students will write the "outside value" that was most important to them. On the other leaf, students will write the "inside value" that matters the most to them. On each leaf, students should add an appropriate illustration.
8. As students complete these leaves, add them to the tree trunk to create a "Tree of Values".



It Matters to Me



ENRICHMENT/EXTENSIONS

- Students can expand this study to include a comparison of personal values and the values of their school or town, or the values of their family.
- Invite students to write “What If?” stories where they imagine what would happen if no one valued honesty, respect, responsibility, etc.
- Invite the school counselor to make an in-class visit to discuss character education with the students.



DIFFERENTIATED LEARNING OPTION

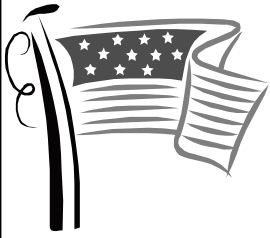
Allow struggling students to dictate their values and/or use magazine pictures to represent these values.



CONNECTION TO WWW.USMINT.GOV/KIDS

Look at what other states valued and chose to include on their quarter designs by visiting the 50 State Quarters® Program section of “The Coins Are Coming” in the Camp Coin section of the United States Mint H.I.P. Pocket Change™ Web site. (www.usmint.gov/kids/index.cfm?fileContents=/kids/coinNews/50sq.cfm)

NAME _____



What Matters to Me

Directions: How important is each of these values to you? Place an "x" on the line to show how important each value is to you.

Outside Values

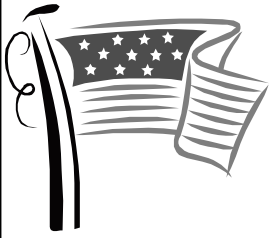
	Not Important	Somewhat Important	Very Important
My health	_____	_____	_____
A happy family	_____	_____	_____
Money	_____	_____	_____
Friends	_____	_____	_____
A good education	_____	_____	_____
A clean environment	_____	_____	_____

I value _____ because _____.

Inside Values

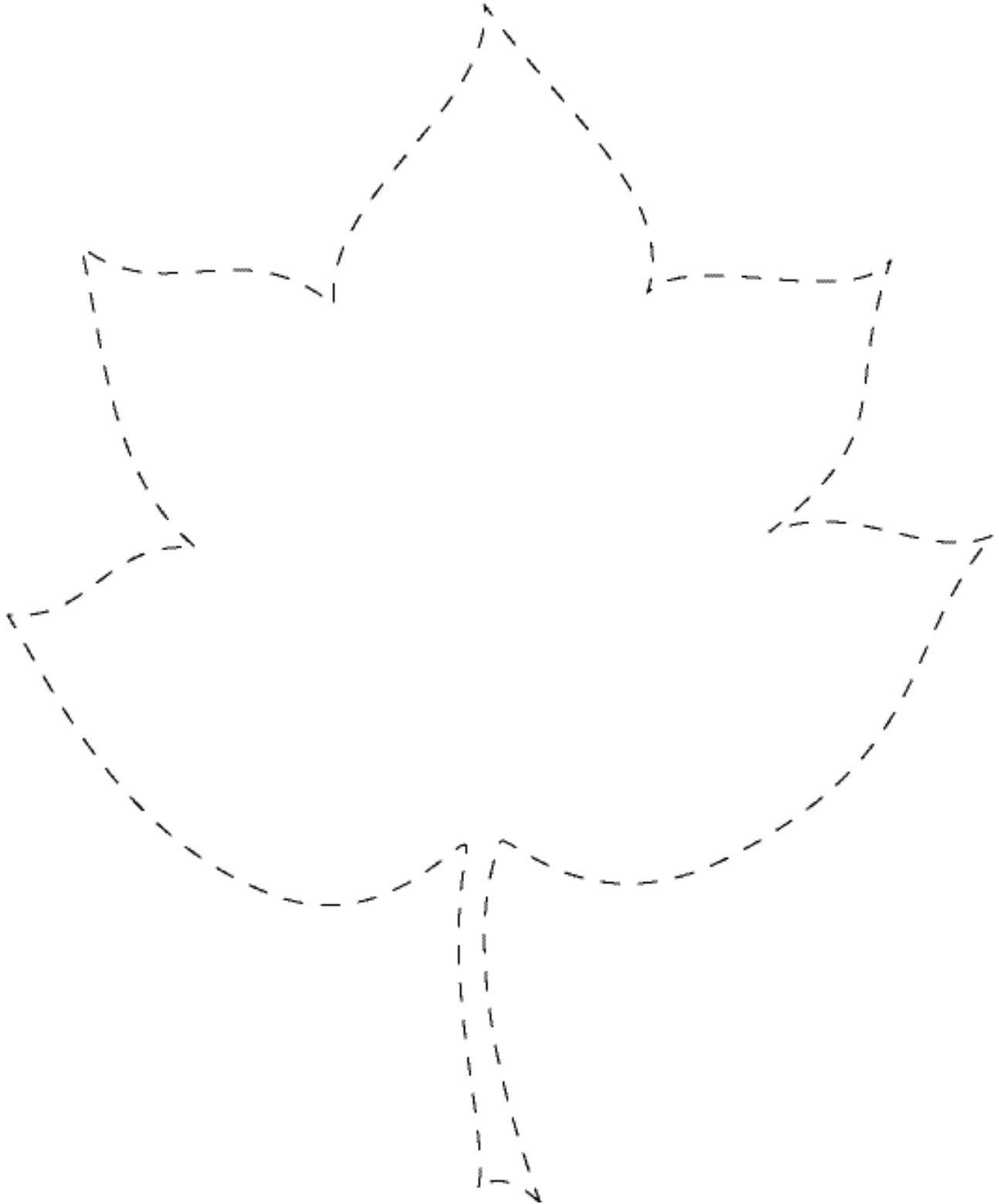
	Not Important	Somewhat Important	Very Important
Honesty	_____	_____	_____
Responsibility	_____	_____	_____
Caring	_____	_____	_____
Courage	_____	_____	_____
Cooperation	_____	_____	_____
Respect	_____	_____	_____

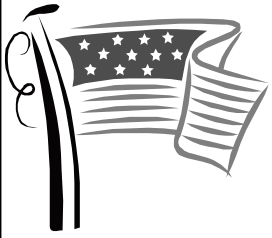
I value _____ because _____.



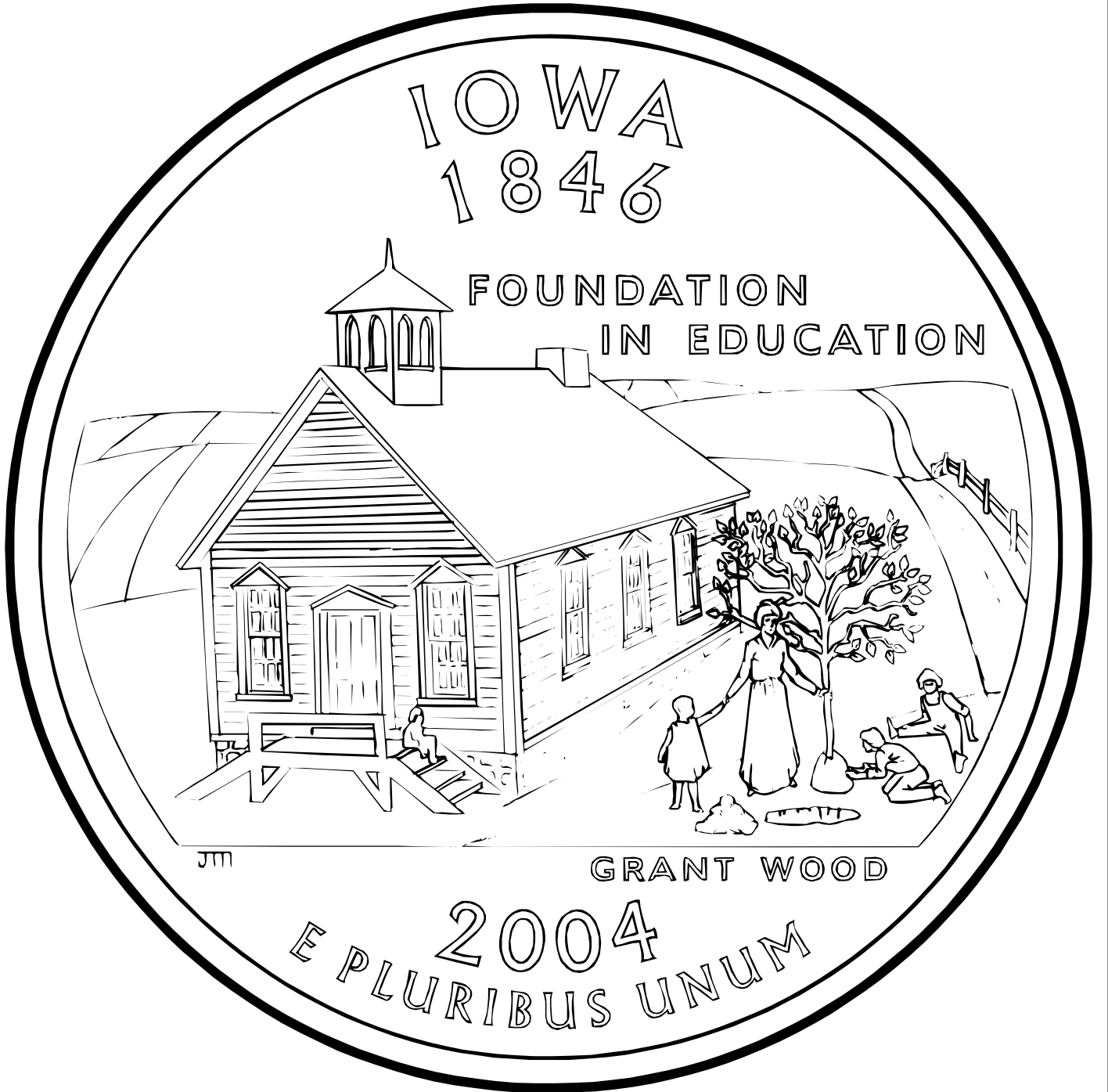
Tree of Values

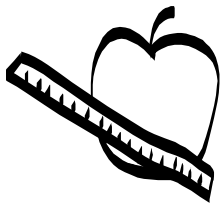
Leaf Stencil





Iowa Quarter Reverse





5: Being Resourceful

Based on the Wisconsin quarter reverse



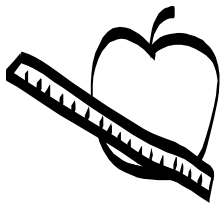
OBJECTIVES

Students will identify natural, capital and human resources. They will be able to explain the economic concepts of production and production resources.



MATERIALS

- 1 copy of an age-appropriate text that relates to earning money, such as:
 - *How the Second Grade Got \$8,205.50 to Visit the Statue of Liberty* by Nathan Zimelman
 - *The Berenstain Bears' Trouble With Money* by Stan and Jan Berenstain
 - *The New Fire Truck* by Mercer Mayer
 - *Money Troubles* by Bill Cosby
 - *Owen Foote, Money Man* by Stephanie Greene
 - *The Cool Crazy Crickets to the Rescue!* by David Elliott
 - *A Chair For My Mother* by Vera B. Williams
- 1 overhead projector (optional)
- 1 overhead transparency (or enlarged copy) of the “Production Chart”
- Markers
- Writing paper
- Pencils
- 1 overhead transparency (or photocopy) of the Wisconsin quarter reverse
- 1 class map of the United States
- 1 copy of an age-appropriate text that relates to dairy production, such as:
 - *Milk: From Cow to Carton* by Alikei
 - *Extra Cheese, Please!: Mozzarella's Journey from Cow to Pizza* by Chris Peterson
 - *From Cow to Ice Cream* by Bertram T. Knight
 - *The Milk Makers* by Gail Gibbons
- Copies of the “Productive Resources” chart



Being Resourceful



PREPARATIONS

- Make an overhead transparency (or an enlarged copy) of the “Production Chart.”
- Make an overhead transparency (or photocopy) of the Wisconsin quarter reverse.
- Locate an appropriate text that relates to dairy production (see examples under “Materials”).
- Make copies of the “Productive Resources” chart (1 per student).



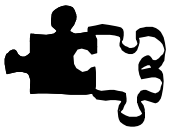
GROUPINGS

- Whole group
- Pairs
- Small groups
- Individual work



CLASS TIME

Three 30- to 45-minute sessions



CONNECTIONS

- Social Studies
- Language Arts



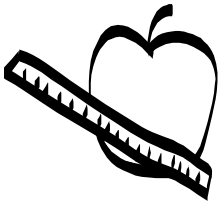
TERMS AND CONCEPTS

- Quarter
- Consumer
- Economic resources
- Capital resources
- Producers
- Services
- Reverse (back)
- Production
- Natural resources
- Human resources
- Goods



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of goods and services.



Being Resourceful



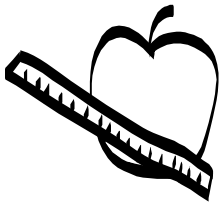
STEPS

Session 1

1. Introduce students to the selected text about earning money. As a group, preview the text and illustrations to generate observations about what is occurring at different points in the book.
2. Read the selected text to the class and attend to any unfamiliar vocabulary.
3. Ask your students how they would raise money for a special purchase they needed to make if they did not have any money and were not given money from the school or from their parents.
4. Have the students conduct a Think-Pair-Share to brainstorm some ways in which the class could raise money to make their purchase. As the students share their ideas, list these on the chalk board.
5. Point out that each of the ideas listed requires the students to produce goods or to provide a service to someone else (a consumer). Explain that when an item is made, grown, or refined in order to sell it to someone else, you are producing that item.
6. Explain that for this activity they will pretend to produce a good that they would sell to raise the necessary money. Ask the students to eliminate any services that they might have listed.
7. Take a vote to determine the good that they will be producing.
8. Display a copy of the “Production Chart” for all of your students to see, and post it in a visible location throughout the lesson.
9. Once a product has been decided upon, ask the students what steps are required to make this product. You will want to guide the students to list these steps in a sequential order. On the “Production Chart,” write the steps in the proper order in the column labeled “Production Steps.”

Session 2

1. Revisit the activity from the previous day, asking students to explain what it means to produce goods.
2. Refer to the “Production Chart” from the previous session and instruct the students to look at the steps that they listed. Look closely at the first step and ask how it will get accomplished. What will they need in order to complete this step of production? Have students list the materials and place them in the appropriate category (natural, human, or capital resources). Students will likely list natural and capital resources, but might need a reminder to consider human resources. Point out that you’re listing their comments in three different columns.

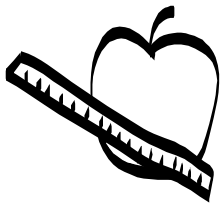


Being Resourceful

3. Ask the students what the items listed under “Natural Resources” have in common. Ask what they think a natural resource might be. Verify that a natural resource is one supplied by nature.
4. Ask the students what the items listed under “Capital Resources” have in common. Ask what they think a capital resource might be. Verify that a capital resource is one used to make other goods (machines and equipment would fall into this category).
5. Ask the students what the items listed under “Human Resources” have in common. Ask what they think a human resource might be. Verify that a human resource is a person who contributes to the production of a final product.
6. Divide the class into groups based on the number of steps remaining in the production process for the class project (one group per step).
7. Instruct each group to select a recorder to write down the information that they discuss, and a reporter to share this information with the class.
8. Assign each group a step in the production process, and allow them 5 to 10 minutes to determine what natural, capital and human resources are required to complete this step.
9. In the order of the steps, invite the reporter from the related group to share their information with the class. Ask the group recorder to add these steps to the class chart. If any resources are categorized incorrectly, ask if the resource might fit better in another category.

Session 3

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 Wisconsin quarter reverse. Locate Wisconsin 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 cow, cheese, and an ear of corn.
3. Ask students why they think that Wisconsin chose to put these images on their quarter. Guide students to consider the project that they’ve been working on over the past two days. Answers should relate to the idea that Wisconsin is well known for its farming industry.
4. Look closely at the items on the quarter and ask the students which items are resources and which are products. Are the resources natural, capital, or human?



Being Resourceful

5. Introduce students to the selected text about dairy production. As a group, preview the text and illustrations to generate observations about what is occurring at different points in the book.
6. Read the selected text to the class and attend to any unfamiliar vocabulary.
7. Distribute a copy of the “Productive Resources Chart” to each student and explain that, as they listen to this book a second time, they will pay attention to how the product in the book is being created. As they hear resources mentioned, they should list them in the appropriate category on their chart.
8. Read this book to the group again. Guide students through the process of identifying resources within the book. Direct students to add each resource to the appropriate column on their charts.
9. Allow the students to compare their charts with a partner. While working with a partner, the students should discuss whether the resources have each been placed in the correct category.



ENRICHMENT/EXTENSIONS

- Make copies of each of the state quarter designs, and have students identify natural, capital, and human resources on these coins.
- Experiment with methods of production. Divide the class into two groups: individual production (each student makes the product alone) and assembly line production. Students will test both methods and then assess the benefits of each. Students will also determine which method is faster.



DIFFERENTIATED LEARNING OPTION

Provide additional time to students to complete their charts before comparing their work with a partner.



CONNECTION TO WWW.USMINT.GOV/KIDS

To expose your students to more resource related activities, test “The Natural State” lesson plan related to the Arkansas quarter design. Download it from among the grade 2 and 3 plans in the 2003 50 State Quarters Program collection in the Teachers section of the United States Mint H.I.P. Pocket Change™ Web site. (www.usmint.gov/kids/index.cfm?fileContents=/kids/teachers/lessonPlans/lesson_select.cfm&grade=2)



Production Chart

PRODUCT NAME

STEPS

1.

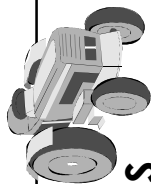
2.

3.

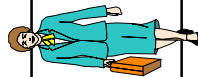
4.



**NATURAL
RESOURCES**



**CAPITAL
RESOURCES**



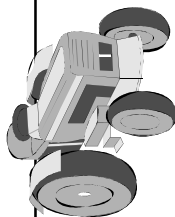
**HUMAN
RESOURCES**



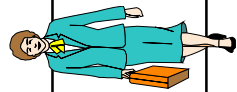
Productive Resources Chart



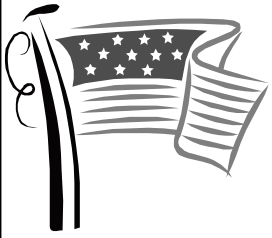
**NATURAL
RESOURCES**



**CAPITAL
RESOURCES**

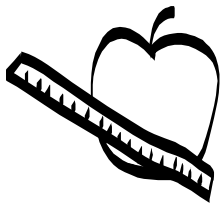


**HUMAN
RESOURCES**



Wisconsin Quarter Reverse





6: Learn to Earn When You Tend to Spend



OBJECTIVES

Students will explain the meanings of spending and earning and associate the correct mathematical function with each one. Students will also make change up to a dollar.



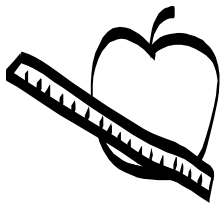
MATERIALS

- 1 overhead transparency (or photocopy) of any state quarter reverse
- 1 overhead projector
- 1 class map of the United States
- Chalkboard or chart paper
- Chalk or markers
- 1 overhead transparency of the “Circulating Coin Images” page
- Copies of the “Circulating Coin Images” page
- Lunch trays
- Scissors
- Copies of the “A Wallet’s Worth” chart
- Copies of the “Coin Counter” page
- 1 overhead transparency of the “A Wallet’s Worth” chart
- 1 overhead transparency of the “Coin Counter” page
- Copies of the “Earning and Spending Scenarios” page



PREPARATIONS

- Make an overhead transparency of:
 - Any new quarter reverse
 - The “Circulating Coin Images” page
 - The “Earning and Spending Scenarios” page
 - The “Coin Counter” page
 - The “A Wallet’s Worth” chart
- Cut out coin images from the “Circulating Coin Images” overhead transparency.
- Make copies of the “Circulating Coin Images” page (1 per pair).
- Make copies of the “A Wallet’s Worth” chart (1 per pair).
- Make double-sided copies of the “Coin Counter” page (1 per pair)



Learn to Earn When You Tend to Spend



GROUPINGS

- Whole group
- Pairs



CLASS TIME

One 30- to 45-minute session



CONNECTION

Mathematics



TERMS AND CONCEPTS

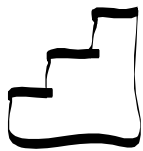
- Quarter
- Reverse (back)
- Spend
- Earn
- Cent (penny)
- Nickel
- Dime
- Wallet



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

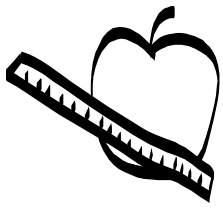
- Coin denominations
- Addition
- Subtraction
- Skip counting (or multiplication)



STEPS

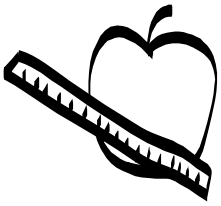
Session 1

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 any state's quarter reverse. Locate this state on a classroom map. Note its position in relation to your school's location.
2. Briefly review with your students the worth of each coin (penny, nickel, dime, quarter).
3. Discuss with students the idea of earning and spending. Explain to students that by earning money, you are making more and by spending money, you will have less.



Learn to Earn When You Tend to Spend

4. Ask students to pretend with you for a moment. Inform them that they have money in their wallets. Then, they earn some by performing household chores. Ask students how they would figure out how much money they had total. Guide students to respond that they will have to ADD the two amounts together and that will be their total money. Write on the board: EARN = ADD.
5. On the overhead projector, have a student model the following problem using the cutouts from the “Circulating Coin Images” page. Ask: “If I have 10 cents and I earn 25 cents, how much money do I have?”
6. Invite the student to manipulate the images on the overhead projector, showing that they have 35 cents because they earned money.
7. Have students pretend that they have money in their pocket and then they spend some on ice cream in the school cafeteria. Ask them how they could determine how much money they have left after purchasing the ice cream. Guide students to respond that they will have to subtract the spent money from their wallet money to find out their total money. Write on the board: SPEND = SUBTRACT.
8. On the overhead projector, have a student model the following problem using the cutouts from the “Circulating Coin Images” page. Ask: “If I have 80 cents and I spend 10 cents, how much money do I have?”
9. Invite the student to manipulate the images on the overhead projector, showing that they now have 70 cents because they spent money, which means they subtracted 10 from 80.
10. Separate the class into pairs and distribute to each pair one tray and one “Circulating Coin Images” page.
11. Have students cut out the images of the coins and sort them into piles according to value.
12. Distribute one “A Wallet’s Worth” chart, one “Coin Counter” (double-sided) page, and one “Earning and Spending Scenarios” page to each pair.
13. Explain to students that they are going to be pretending with coins. Instruct students to decide which student in the pair will be the counter and which one will be the banker. Remind students that they can take turns with each role. Explain to students that the banker will use the “A Wallet’s Worth” chart and the counter will use the “Coin Counter” page.
14. Display the first scenario on the “Earning and Spending Scenarios” overhead transparency. Using the overhead transparency of the “A Wallet’s Worth” chart and the “Coin Counter” page, model this example for the students. Students should follow along on their respective charts.



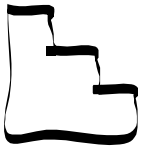
Learn to Earn/Tend to Spend

15. Guide students through the rest of the examples using the “Earning and Spending Scenarios” overhead transparency.
16. In order to check students’ comprehension, review each situation using the overhead transparencies for the “A Wallet’s Worth” chart and the “Coin Counters” page.
17. Ask pairs how much money they had left over at the end of the game. Guide students to respond that they had 5 cents left over.



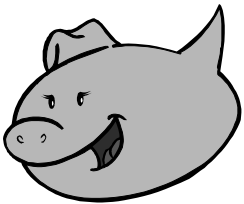
ENRICHMENT/EXTENSIONS

- Each pair can create their own situation with which to challenge the rest of the class. Make sure the pair has an answer for their problem and have the class try it. Practice each group’s problem.
- For students who complete this assignment with ease, incorporate the 50-cent piece and/or the Sacagawea Golden Dollar into the lesson and create new scenarios for students to practice.



DIFFERENTIATED LEARNING OPTIONS

- Identify struggling students when circulating throughout the classroom. Assign these students the role of “banker.” Using the manipulatives will help them understand the mathematical function they are performing.
- If appropriate, provide struggling students with calculators.



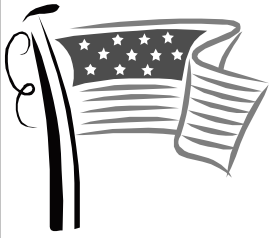
HPC CONNECTIONS

Students can practice spending money and making change, while creating personalized greeting cards by playing the “Create A Card” game. Visit the Games section of the H.I.P. Pocket Change™ Web site to play now!



Circulating Coins





A Wallet's Worth

Examples

WALLET

SUBTOTAL

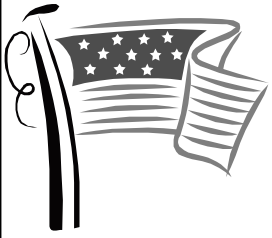
Situations

EARNED

SPENT

SUBTOTAL

TOTAL



NAME _____

Coin Counters

EXAMPLE 1:

$$\frac{\quad}{\text{Wallet}} + \frac{\quad}{\text{Earned}} = \frac{\quad}{\text{Subtotal}}$$

$$\frac{\quad}{\text{Subtotal}} + \frac{\quad}{\text{Spent}} = \frac{\quad}{\text{TOTAL}}$$

EXAMPLE 2:

$$\frac{\quad}{\text{Wallet}} + \frac{\quad}{\text{Earned}} = \frac{\quad}{\text{Subtotal}}$$

$$\frac{\quad}{\text{Subtotal}} + \frac{\quad}{\text{Spent}} = \frac{\quad}{\text{TOTAL}}$$

SITUATION 1:

$$\frac{\quad}{\text{Wallet}} + \frac{\quad}{\text{Earned}} = \frac{\quad}{\text{Subtotal}}$$

$$\frac{\quad}{\text{Subtotal}} + \frac{\quad}{\text{Spent}} = \frac{\quad}{\text{TOTAL}}$$

SITUATION 2:

$$\frac{\quad}{\text{Wallet}} + \frac{\quad}{\text{Earned}} = \frac{\quad}{\text{Subtotal}}$$

$$\frac{\quad}{\text{Subtotal}} + \frac{\quad}{\text{Spent}} = \frac{\quad}{\text{TOTAL}}$$

SITUATION 3:

$$\frac{\quad}{\text{Wallet}} + \frac{\quad}{\text{Earned}} = \frac{\quad}{\text{Subtotal}}$$

$$\frac{\quad}{\text{Subtotal}} + \frac{\quad}{\text{Spent}} = \frac{\quad}{\text{TOTAL}}$$

SITUATION 4:

$$\frac{\quad}{\text{Wallet}} + \frac{\quad}{\text{Earned}} = \frac{\quad}{\text{Subtotal}}$$

$$\frac{\quad}{\text{Subtotal}} + \frac{\quad}{\text{Spent}} = \frac{\quad}{\text{TOTAL}}$$



Earning and Spending Scenarios

Example 1: You have 28¢ in your wallet. You wash the dishes and your mom pays you 13¢. At the store, you buy a pack of gum for 36¢. How much money do you have left?

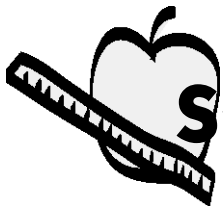
Example 2: You have 5¢ in your wallet. Your parents pay you your allowance of 75¢. You buy your friend's baseball card for 65¢. How much money do you have left?

Situation 1: You have 15¢ in your wallet. You clean your room and earn 45¢. Then, you spend 25¢ on a soda. How much money do you have left?

Situation 2: You have 35¢ in your wallet. You help your little sister tie her shoes and your parents give you 12¢. You also earn 44¢ for helping your neighbor with her groceries. At your older brother's football game, you spend 61¢ on a hot dog. How much money do you have left?

Situation 3: You have 30¢ in you wallet. After pulling weeds in the yard, you earn 63¢. You spend 52¢ on a comic book and 26¢ on a snack. How much money do you have left?

Situation 4: You have 15¢ in your wallet. You earn your allowance (75¢) and another 5¢ for making your own lunch. You go to the mall with your mom and buy a deck of playing cards for 50¢ and a colorful new pencil for 40¢. How much money do you have left?



State Information 2004 Quarters

Michigan

The Michigan quarter is the first of 2004, and the 26th in the 50 State Quarters® Program. Michigan became the 26th state on January 26, 1837. The Michigan quarter depicts the outline of the state and the Great Lakes system. The quarter is inscribed “Great Lakes State.”

As indicated by the state’s nickname, much of Michigan’s history is tied to the Great Lakes—Superior, Michigan, Huron, Erie and Ontario—five of the world’s largest lakes. Together, they encompass more than 38,000 square miles and form the largest body of fresh water in the world. Michigan borders four of these Lakes, all but Ontario—more than any other state. It should come as no surprise, then, that Michigan is the only place in the world with a floating post office: the J.W. Westcott II is the only boat in the world that delivers mail to ships while they are still underway, and has been operating for 125 years.



State Capital: Lansing
State Bird: Robin
State Tree: White Pine
State Flower: Apple Blossom
State Motto: . . . “If You See A Pleasant Peninsula, Look About You.”

Entered Union (rank): January 26, 1837 (26)

Nickname(s): The Wolverine State, The Great Lakes State

Origin of Name: . Based on Chippewa Indian word “meicigama” meaning “great water,” referring to the Great Lakes.

State Song: Michigan, My Michigan

Florida

The Florida quarter is the second of 2004, and the 27th in the 50 State Quarters® Program. Florida became the 27th state to be admitted into the Union on March 3, 1845. The design incorporates a 16th-century Spanish galleon, a space shuttle, and the inscription “Gateway to Discovery.” A strip of land with Sabal palm trees is also depicted.

On Easter in 1513, while searching for the legendary Fountain of Youth, Ponce de Leon named the region “Pascua Florida,” meaning “Flowery Easter.” In 1539, Hernando de Soto and other explorers continued the exploration of the New World through the region.

Near Orlando, Cape Canaveral (later renamed Cape Kennedy) has been the starting point for most of the modern era’s most significant scientific space expeditions, from Man’s first moon landing to the Voyager probe currently exploring deep space outside our solar system. From 16th-century Spanish galleons to 21st-century space exploration, Florida has played a continuing role in humanity’s quest for knowledge and discovery. With the highest average temperature of any state and the second longest shoreline, Florida is one of the world’s most popular tourist destinations.



State Capital: Tallahassee
State Bird: Mockingbird
State Tree: Sabal Palmetto
State Flower: Orange Blossom
State Motto: In God We Trust
Entered Union (rank): March 3, 1845 (27)

Nickname(s): Sunshine State

Origin of Name: Named on Easter 1513 by Ponce de Leon for “Pascua de Florida” meaning “Flowery Easter”

State Song: Swanee River

Texas

The Texas quarter is the third of 2004, and the 28th in the 50 State Quarters® Program. Texas became the 28th state to be admitted into the Union on December 29, 1845. The quarter, encircled by a rope-themed design, incorporates an outline of the state with a star superimposed inside the outline with the inscription “The Lone Star State.”

In 1519, Spanish explorer Alonso Alvarez de Pineda was the first European to visit Texas. Myths of the golden “Seven Cities of Cibola” brought many Spaniards from Mexico into Texas. Although these cities were never found, Spain made claims on and began settling the region now known as Texas. Over the next few years, the French began moving into the area as well. Though initially part of Mexico, settlers rebelled and declared their independence. At the Battle of San Jacinto on March 2, 1836, Texas triumphed. After nine years as a sovereign republic, Texas entered the Union.

The state’s nickname, the “Lone Star State,” refers to the state flag. It displays a single, five-point white star on a field of blue with an upper white horizontal stripe and a lower red horizontal stripe. Texas is the only state to have had the flags of six different nations fly over it: Spain, France, Mexico, the Republic of Texas, the Confederate States, and the United States.



State Information 2004 Quarters



State Capital: Austin
State Bird: Mockingbird
State Tree: Pecan
State Flower: Bluebonnet
State Motto: Friendship
Entered Union (rank): ... December 29, 1845 (28)

Nickname: Lonestar State
Origin of Name: Based on a word used by Caddo Indians meaning "friends"
State Song: Texas, Our Texas

Iowa

The Iowa quarter is the fourth of 2004 and the 29th in the 50 State Quarters® Program. Iowa became the 29th state to be admitted into the Union on December 28, 1846. The Iowa quarter design illustrates the state's commitment to education and honors native Iowan Grant Wood. It is based on "Arbor Day," one of Wood's paintings. The design contains a depiction of a one-room schoolhouse and a teacher and students planting a tree, with Grant Wood's name below. The quarter is inscribed "Foundation in Education."

Iowans have had a commitment to education since the state's earliest days. When Iowa became a state in 1846, it already had a number of rural country schools in each of its counties. Iowa established its first high school in the 1850s though, generally, high schools did not become widespread until after 1900. Private and public colleges also quickly took root in the new state.

Though Iowa has long been a leader in agriculture, the state is unique in being the only one whose east and west borders are completely formed by rivers—the Mississippi and Missouri Rivers.



State Capital: Des Moines
State Bird: Eastern Goldfinch
State Tree: Oak
State Flower: Wild Rose
State Motto: .. "Our liberties we prize and our rights we will maintain"

Entered Union (rank): December 28, 1846 (29)
Nickname: Hawkeye State

Origin of Name: From "Ioway," the French word for the Bah-kho-je Indian tribe that lived in the area.
State Song: The Song of Iowa

Wisconsin

The Wisconsin quarter is the fifth of 2004, and the 30th in the 50 State Quarters® Program. Wisconsin became the 30th state to be admitted into the Union on May 29, 1848. The Wisconsin design depicts an agricultural theme featuring the head of a cow, a round of cheese, and an ear of corn. The design also bears an inscription of the state motto, "Forward."

Wisconsin is the dairy capital of the world, ranking number one in the number of milk cows and the production of over 15 percent of the nation's milk—more than any other state. Today, Wisconsin produces over 350 different varieties, types, and styles of award-winning cheeses. Approximately 17,000 dairy farms with just over 1 million cows that produce an average of 17,306 pounds of milk each, per year, continue the reputation for quality milk from Wisconsin.

The state is also a major corn-growing state, ranking 10th in the production of corn for grain, with 363 million bushels produced in 2000. State corn production contributed \$690 million to the Wisconsin economy in 2000. Wisconsin is also a leading supplier of mint. In 2000, Wisconsin mint growers provided more than 477,000 pounds of mint oil, including 315,000 pounds of peppermint and 162,000 pounds of spearmint annually. One drum of mint oil will flavor 3.5 million sticks of gum.

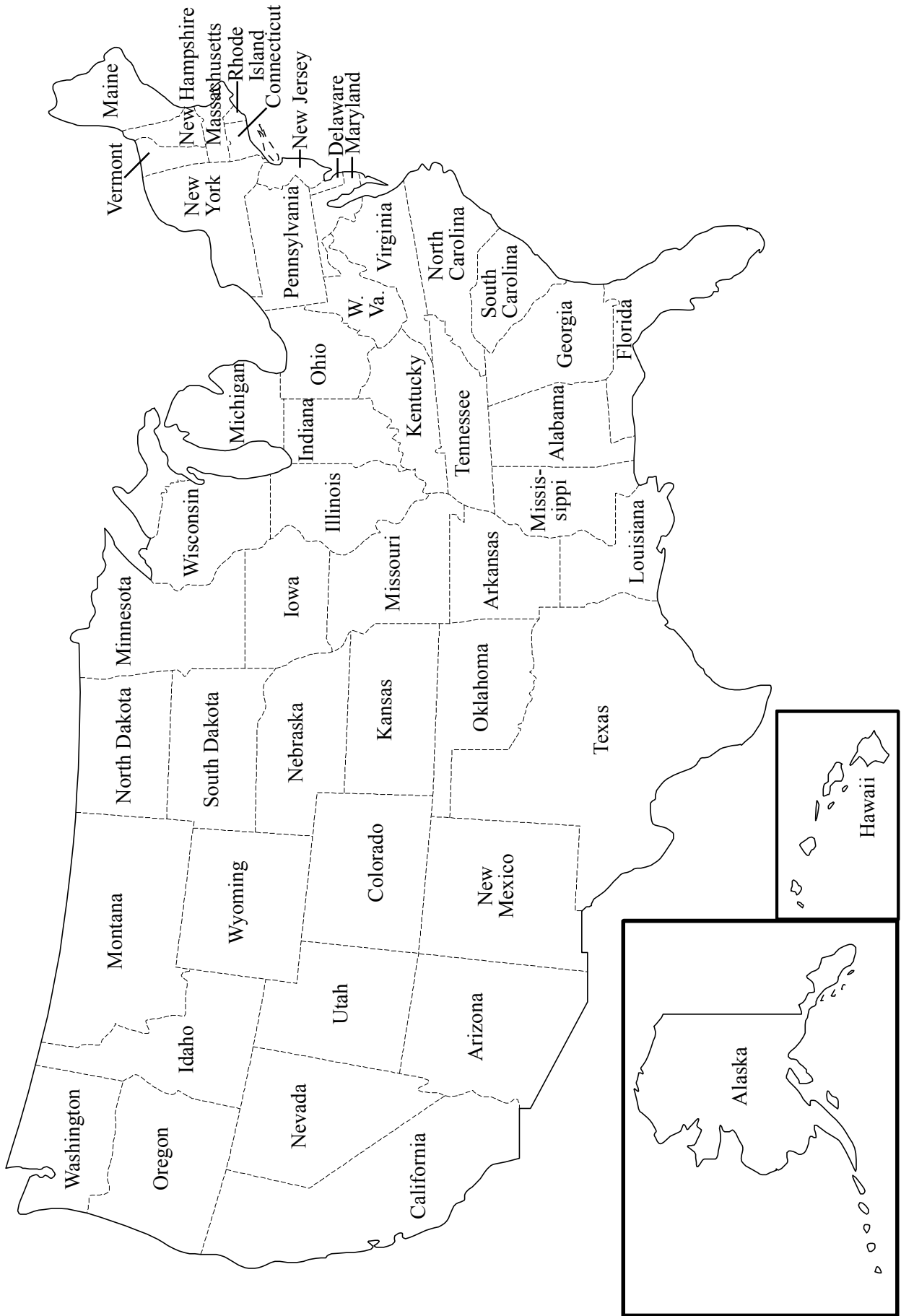
Wisconsin adopted the state motto, "Forward," in 1851, reflecting Wisconsin's continuous drive to be a national leader.



State Capital: Madison
State Bird: Robin
State Tree: Sugar Maple
State Flower: Wood Violet
State Motto: Forward
Entered Union (rank): . May 29, 1848 (30)

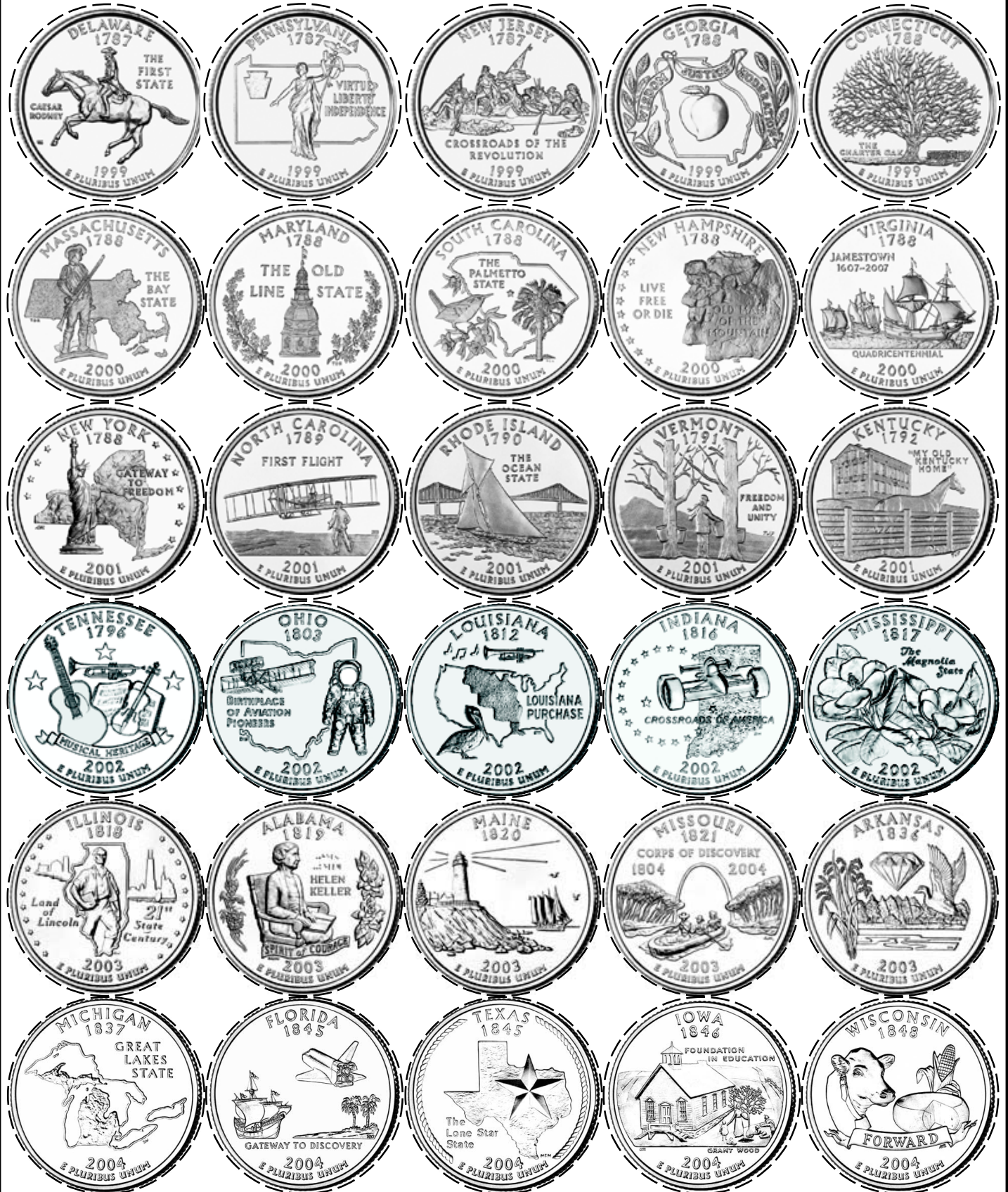
Nickname: Badger State
Origin of Name: Perhaps from an Algonquian word that means "long river" or a Chippewa/Ojibwa/Anishinabe word that means "grassy place," or "gathering of the waters."
State Song: On, Wisconsin!

The United States of America



50 State Quarters Program Designs

Reverse



50 State Quarters Program Designs

Obverse



Reproducible Coin Sheet

Obverse



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Reproducible Coin Sheet

Reverse





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