

6: By George, I Think We Have It!

Based on the Bicentennial Quarter



OBJECTIVE

Students will identify George Washington and his contributions to the United States. Students will understand the main ideas of the Revolutionary War. Students will understand the basic concept of voting.



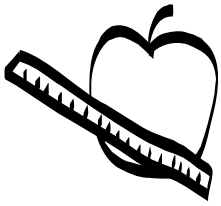
MATERIALS

- 1 overhead projector
- 1 overhead transparency of each of following:
 - “Bicentennial Quarter Obverse” page
 - “Bicentennial Quarter Reverse” page
 - “Outline Map of the United States”
- Copies of the following worksheets:
 - “Ballots”
 - “I Voted!”
- Chart paper
- Markers
- Locate a text that gives information about the American Revolution, such as:
 - *If You Lived At The Time Of The American Revolution* by Kay Moore
 - *American Revolution (Eyewitness Books)* by DK Publishing
 - *Heroes and Heroines of the American Revolution* by Peter F. Copeland
- Gather texts for the class library that give information about George Washington, such as:
 - *A Picture Book of George Washington* by David A. Adler
 - *The Story of George Washington* by Patricia Pingry
 - *George Washington: Farmer, Soldier, President* by Pamela Hill Nettleton
 - *When Washington Crossed the Delaware* by Lynne Cheney
- Crayons or colored pencils
- Ballot Box
- Globe (optional)



PREPARATIONS

- Make copies of the following:
 - “Ballots” page (1 sheet per 6 students)
 - “I Voted!” worksheet (1 per student)



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- Make an overhead transparency of each of the following:
 - “Bicentennial Quarter Obverse” page
 - “Bicentennial Quarter Reverse” page
 - “Outline Map of the United States”
- Locate a text that gives information about the American Revolution (see examples under “Materials”).
- Locate texts that give information about George Washington to add to the classroom library (see examples under “Materials”).
- Think of four issues on which the students can vote. Prepare tally forms by listing the four issues on four pieces of chart above T-charts with columns labeled “yes” and “no.”
- Cut the ballots from the “Ballots” page for students to use in Session 2.
- Create a simple ballot box out of a shoebox or cardboard box.



CLASS TIME

Two 30- to 45-minute sessions



GROUPINGS

- Whole Group
- Individual work



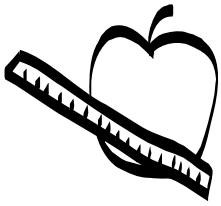
CONNECTIONS

- Social Studies
- Language Arts



TERMS AND CONCEPTS

- Obverse (front)
- Reverse (back)
- Government
- Colonists
- Revolutionary War
- Declaration of Independence
- Vote
- Ballot



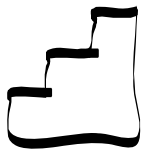
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BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

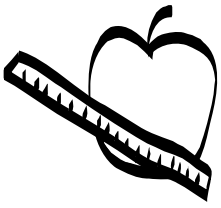
- Coins
- United States of America
- President



STEPS

Session 1

1. Display the “Bicentennial Quarter Obverse” overhead transparency. Ask the students what they know about the image. Make sure that the students understand the following:
 - The image is the obverse (front) of a quarter.
 - A quarter is worth 25 cents and four quarters equal one dollar.
 - The name of our country, “The United States of America,” is stamped at the top of the quarter.
 - The man on the quarter is George Washington, who was our country’s first president.
2. Ask the students what else they know about the image. If necessary, explain that George Washington was the leader of the Continental Army during the Revolutionary War. Washington believed that it was important that the people of the United States be able to express their knowledge and opinions in the way their government leads the nation. A “government” is a group of people in charge of ruling a country, state, or city. One example of how people express their views or “have a voice” in the government is by voting.
3. Introduce the students to the selected text about the American Revolution. As a group, preview the text and illustrations to generate observations about what is occurring at different points in the text. Read the text or excerpts of the text to the class and attend to any unfamiliar vocabulary.
4. Record key points of the text on a piece of chart paper. Be sure the students understand the following:
 - The colonists and Great Britain tried to settle their disagreements, but eventually, a war broke out and the colonies needed someone to lead the Continental Army against the British Army.
 - Colonial leaders chose George Washington to lead the Continental Army, the army of the colonies.
 - The war between the colonies and Great Britain is called the Revolutionary War.
 - When George Washington and the other colonists fought in the Revolutionary War, they were fighting to make the colonies a separate country where people could vote and have their own government and laws.

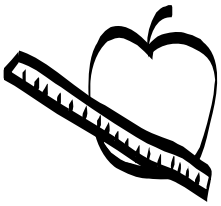


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5. Display the “United States Outline Map” overhead transparency. Tell the students that the first thirteen states were formed from the thirteen colonies after the Revolutionary War and that the states decided to come together as one single country called the United States of America. Point out the location of the 13 states on the map. Tell the students that, over time, more states were added to the United States and now there are 50 states. Highlight the location of your state and Washington, DC, the nation’s capital city, on the map.
6. Display the “Bicentennial Quarter Reverse” overhead transparency. Discuss the details of the image and have the students give reasons why they think it may have been chosen. If necessary, explain to the students that the 13 stars represent the original 13 colonies and the soldier is playing a drum, which was used to help the soldiers all march together.
7. Tell the students that this design is from the reverse (back) of a special quarter that was made for one year to commemorate the 200-year anniversary of the colonists’ independence from Great Britain, which we celebrate each July 4th. It was on July 4, 1776, that the Declaration of Independence was signed. Images chosen for coins like this often tell a story or remind people of a big idea.
8. Remind the students that, after the Revolutionary War, George Washington was a hero to the people in the new United States of America. One of the reasons he fought was because he believed that people should have a voice in making the laws that govern them. One of the ways that Americans affect laws is by voting for their leaders and voting on issues. Tell the students that, when people vote in the United States, each person’s vote is equal to everyone else’s vote.

Session 2

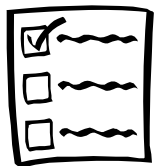
1. Display the chart paper and review the main ideas from Session 1.
2. As a class, discuss the concept of voting. Tell the students that a “vote” is a way for a person to express their choice. The expression can be a raised hand, a spoken word, or a marked ballot. Sometimes voting is done in secret so that no one knows how anyone else voted; at other times, the votes are “open” for everyone to see.
3. Tell the students that the class will vote on four different things. Show the students the first T-chart issue (see “Preparations”) and read the issue to the students. Have the students vote on the issue by raising their hands, record the votes using hash marks, and write the total number of marks at the bottom of each column. As a class, review which option received the most votes and possible reasons why. Show the students a second T-chart and repeat the procedure.
4. Ask the students whether this type of voting was an example of an “open” or “secret” vote. The students should conclude that it was open voting because all the students could see how all the other students voted. Tell the students that one good thing about a secret vote—like marking ballots, which are later counted by a team—is that people can vote



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based on what they truly believe, not on the way other people want them to vote. Discuss with the students the benefits of each type of voting and examples of situations when each may be used.

5. Distribute two ballots to each student and reveal the ballot box. Tell the students that a ballot is a piece of paper on which a person can cast a secret vote. The students will place their ballot in the ballot box so no one knows who each vote belongs to. Show a third T-chart to the students and read the issue aloud. Allow time for the students to mark their ballot and place it in the box. Appoint a team to open the ballot box and count the votes. Have them record the numbers on the T-chart. Review with the students which option received the most votes. Show the students the fourth T-chart and repeat the procedure.
6. Briefly review the voting activity with the students. Discuss the process and how the two processes were different from each other. Talk about why voting is important to the people of the United States.
7. Distribute one “I Voted” worksheet to each student. Review the directions with the students.
8. Have the students complete the worksheet individually. Ask student volunteers to read their responses to the class. Collect the worksheet.



ASSESSMENT

Use the students’ classroom participation and their responses on the worksheets to evaluate the extent to which the students meet the lesson objectives.



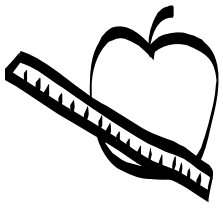
ENRICHMENTS/EXTENSIONS

- Tell the students that George Washington also oversaw the design and building of the White House. Explain to the students that the original stone that was used over 200 years ago to build the White House is still in place today. Lead students on an exploration of the White House, past and present.
- When George Washington died in 1799, he was described as “First in war, first in peace, and first in the hearts of his countrymen.” Explain in a journal entry why people would say this about George Washington.



DIFFERENTIATED LEARNING OPTIONS

- Allow the students to work in pairs when completing the lesson’s activities.
- Provide books on tape.
- Allow students to dictate their journal entries to a scribe.



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CONNECTION TO WWW.USMINT.GOV/KIDS

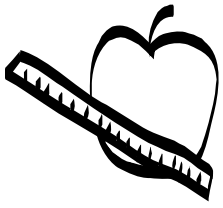
- Visit the July 1999 Coin of the Month and learn details and facts about the Bicentennial quarter at www.usmint.gov/kids/index.cfm?fileContents=coinNews/cotm/1999/07.cfm.
- Have students look at other coins that also relate to the American Revolution, such as:
 - New Jersey quarter at www.usmint.gov/kids/index.cfm?fileContents=coinnews/50sq/1999/nj.cfm
 - Massachusetts quarter at www.usmint.gov/kids/index.cfm?fileContents=coinnews/50sq/2000/ma.cfm
 - Delaware quarter at www.usmint.gov/kids/index.cfm?fileContents=coinnews/50sq/1999/de.cfm
 - Connecticut quarter at www.usmint.gov/kids/index.cfm?fileContents=coinnews/50sq/1999/ct.cfm



United States Outline Map

THE ORIGINAL THIRTEEN COLONIES





Ballots

<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes
<input type="checkbox"/> No	<input type="checkbox"/> No	<input type="checkbox"/> No
<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes
<input type="checkbox"/> No	<input type="checkbox"/> No	<input type="checkbox"/> No
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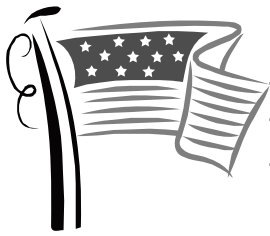


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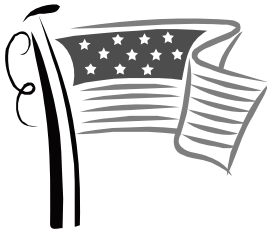
I Voted!

Directions: Think about why voting is important.
Write your thoughts below.



Bicentennial Quarter Obverse





Bicentennial Quarter Reverse

