

# 5: How Will We Get There?

## Based on the Hawaii quarter reverse



### OBJECTIVE

Students will understand that the state of Hawaii is composed of a group of islands. Students will identify different types of transportation used in the United States.



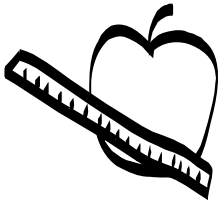
### MATERIALS

- 1 overhead projector (optional)
- 1 overhead transparency of each of the following:
  - “Hawaii Quarter Reverse” page
  - “Detailed Map of Hawaii” page
  - “Map of the United States” page
  - “How Will We Get There?” worksheet
- “How Will We Get There?” worksheet (1 per student)
- 1 class map of the United States
- Globe
- 1 copy of a text that gives information about transportation and islands. For example:
  - *I had a Dollar in Hawai’i* by Jodi Endicott
  - *Hawaii: Islands in the Sea* by William Russell
  - *Bunnies on the Go* by Rick Walton
  - *How We Travel* by Rebecca Weber
  - *The Island Light* by Rosemary Wells
- Chart paper
- Markers
- String
- Crayons



### PREPARATIONS

- Make an overhead transparency (or photocopy) of each of the following:
  - “Hawaii Quarter Reverse” page
  - “Detailed Map of Hawaii” page
  - “Map of the United States” page
  - “How Will We Get There?” worksheet



# How Will We Get There?

- Make copies of each of the following:
  - “Hawaii Quarter Reverse” (1 per student)
  - “How Will We Get There?” worksheet (1 per student)
- Arrange to use the school gymnasium or an open area of the playground for a brief “field trip.”



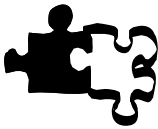
## GROUPINGS

- Whole group
- Individual work



## CLASS TIME

Two 20- to 30-minute sessions



## CONNECTIONS

- Science
- Social Studies



## TERMS AND CONCEPTS

- Quarter
- Archipelago
- Mainland
- Obverse (front)
- Transportation
- Reefs
- Reverse (back)
- Island
- Shoals



## BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

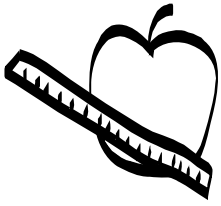
- Land and water forms
- Different forms of travel



## STEPS

### Session 1

1. Discuss the term “transportation” with the students. Explain that transportation is a means or system of carrying things, people, or goods from one place to another. Write the definition on chart paper. Brainstorm about different forms of transportation. Record the student responses on chart paper.

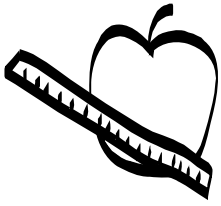


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# How Will We Get There?

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2. Select one student to retrieve an item from across the classroom. The student should bring the object (such as a piece of chalk, a paper towel, a stapler, or a book) back to you.
3. Ask the class whether walking was the best way for the student to get the object. Ask if it would it have been better for the student to run, to take a bus, or to fly. Lead the students to conclude that the best way to retrieve the object was for the student to walk. Explain to the students that they will discuss the best ways to travel to other places.
4. Discuss the term “island” with the students. Explain that an island is a body of land completely surrounded by water. Record this information on chart paper. Have the students raise their hands if they have ever visited an island before. Ask the students what type of transportation they used to get to the island (for example: walking across a stream or footbridge, riding across a larger bridge in a car or train, taking a canoe or rowboat to an island in a lake, or taking a boat or plane to a larger island).
5. Explain to the students they will be learning about the only state in the United States made up entirely of islands. Ask if anyone can identify the state.
6. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. Then display the transparency of the “Hawaii Quarter Reverse” page.
7. Tell the students that the back of a coin is also called the reverse, and “obverse” is another name for the front of a coin. With the students, examine the Hawaii quarter. Ask the students what they notice in the image. Discuss that the design shows the Hawaiian Islands and King Kamehameha I. Identify King Kamehameha I as the first person to unite the people of the Hawaiian islands long ago. Explain that Hawaii is the only one of the United States made up entirely of islands and is surrounded by the Pacific Ocean. Ask the students to count the number of islands shown on the coin.
8. Display the transparency of the “Detailed Map of Hawaii” page. Explain to the students that the state of Hawaii is made up of more than 8 islands; it is an “archipelago” or chain of islands. Although there are only 8 islands shown on the quarter, there are actually more than 130 islands, “reefs” (lines of rocks or coral in the water), and “shoals” (shallow sandy areas) which, all together, form Hawaii, some too small to show on the map. Add the terms and definitions to the chart paper.
9. Ask the students what form of transportation they use to get from one place to another in their town. Discuss different ways to travel around their town, listing the answers on chart paper. Locate your state on a classroom map. Refer to the chart and ask which forms of transportation they use to travel within their state. Ask the



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# How Will We Get There?

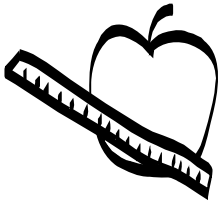
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students how they could travel to another state close to their own state. Lead the students to conclude that they could travel many different ways to another state.

10. Locate Hawaii on a classroom map. Note its position in relation to your school's location. Make sure to discuss how Hawaii is often shown in a separate box on United States maps because of its great distance from the mainland. Discuss the term "mainland" and add the term and the definition to the chart paper.
11. Locate Hawaii on the transparency of the "Map of the United States" page or on a globe. Show the students how Hawaii is separated from the rest of the United States by water. Use a string to show the distance from Hawaii to North America. Explain to the students that over 2,000 miles separates the Hawaiian islands from the mainland. Using the same length of string, model the same distance across mainland America. On a globe, model the same distance from Hawaii to Japan. Point out that Hawaii is only a little closer to North America than it is to Japan.

## Session 2

1. Review the charts and information from the previous session.
2. Introduce the students to the selected text about transportation and islands. As a group, preview the text and illustrations to generate observations about transportation and islands. Read the selected text to the class and attend to any unfamiliar vocabulary.
3. Create a T-chart with the title "Traveling in Hawaii." Label the left column "Within an Island" and the right column "Between Islands." As picture cues, draw one island on the left side and two islands on the right over the columns. Have the students think of different types of transportation. Add the student responses to the chart. Circle answers that are common to both sides of the chart.
4. Ask the students to look at the chart again and think about how they would travel from the Hawaiian Islands to the mainland. Lead the students to conclude that there are only two ways to and from Hawaii: by air and by water.
5. Take the students to the playground to play "How will you get there?" Divide the students into groups. Label different objects on the playground to represent locations (for example: place a "school" sign on the swings, label the school doors "grocery store," give the area under the monkey bars the name of a local library, and a distant tree could be "Hawaii"). Instead, you could have the students line up on one end of a basketball court and simply announce the destinations one at a time. In either case, have the students act out which type of transportation they would use to get there.



# How Will We Get There?

6. Distribute the “How Will We Get There?” worksheet. Have the students draw three different ways to travel within an island and two different ways to travel from one island to another.
7. Review the worksheet with the class. Display the worksheets in the classroom.



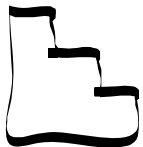
## ASSESSMENT

Use the students’ class participation and worksheets to evaluate whether they have met the lesson objectives.



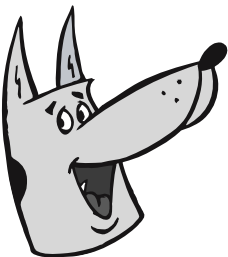
## ENRICHMENTS/EXTENSIONS

- Have students explore the economic effects of living on an island (such as the cost of transporting goods and providing services).
- Have students create a classroom book about transportation in your state.
- Have students create a neighborhood map.



## DIFFERENTIATED LEARNING OPTIONS

- Have students work with a partner to complete the worksheet.
- Provide pictures for the students to cut and paste onto the worksheet.



## CONNECTION TO [WWW.USMINT.GOV/KIDS](http://WWW.USMINT.GOV/KIDS)

Have students learn more about landforms using the Colorado quarter lesson plan for grades Kindergarten and 1 at [www.usmint.gov/kids/teachers/lessonPlans/50sq/2006/\\_k01-3.pdf](http://www.usmint.gov/kids/teachers/lessonPlans/50sq/2006/_k01-3.pdf).



Name \_\_\_\_\_

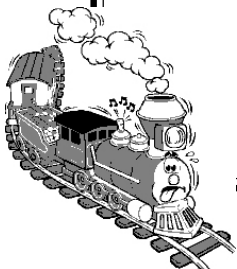
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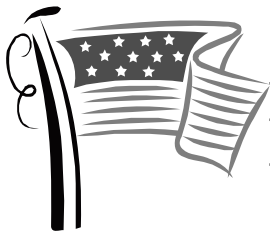


Draw 3 ways to travel on an island.



Draw 2 ways to travel from one island to another.





# Detailed Map of Hawaii

PACIFIC OCEAN

NI'HAU

KAUA'I

O'AHU

MOLOKA'I

MAUI

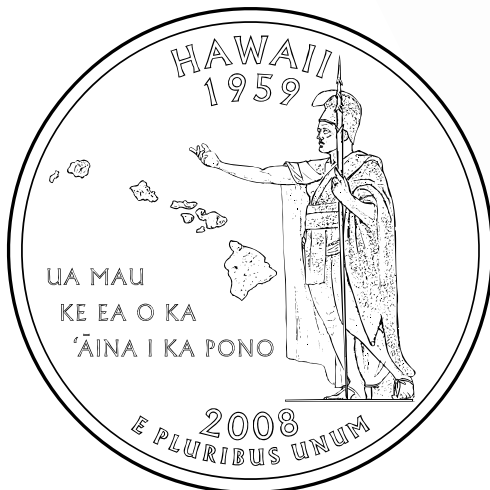
HONOLULU

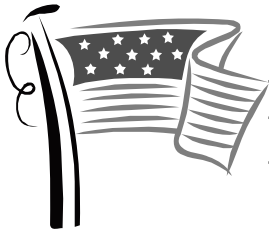
LANA'I

KAHO'OLAWA

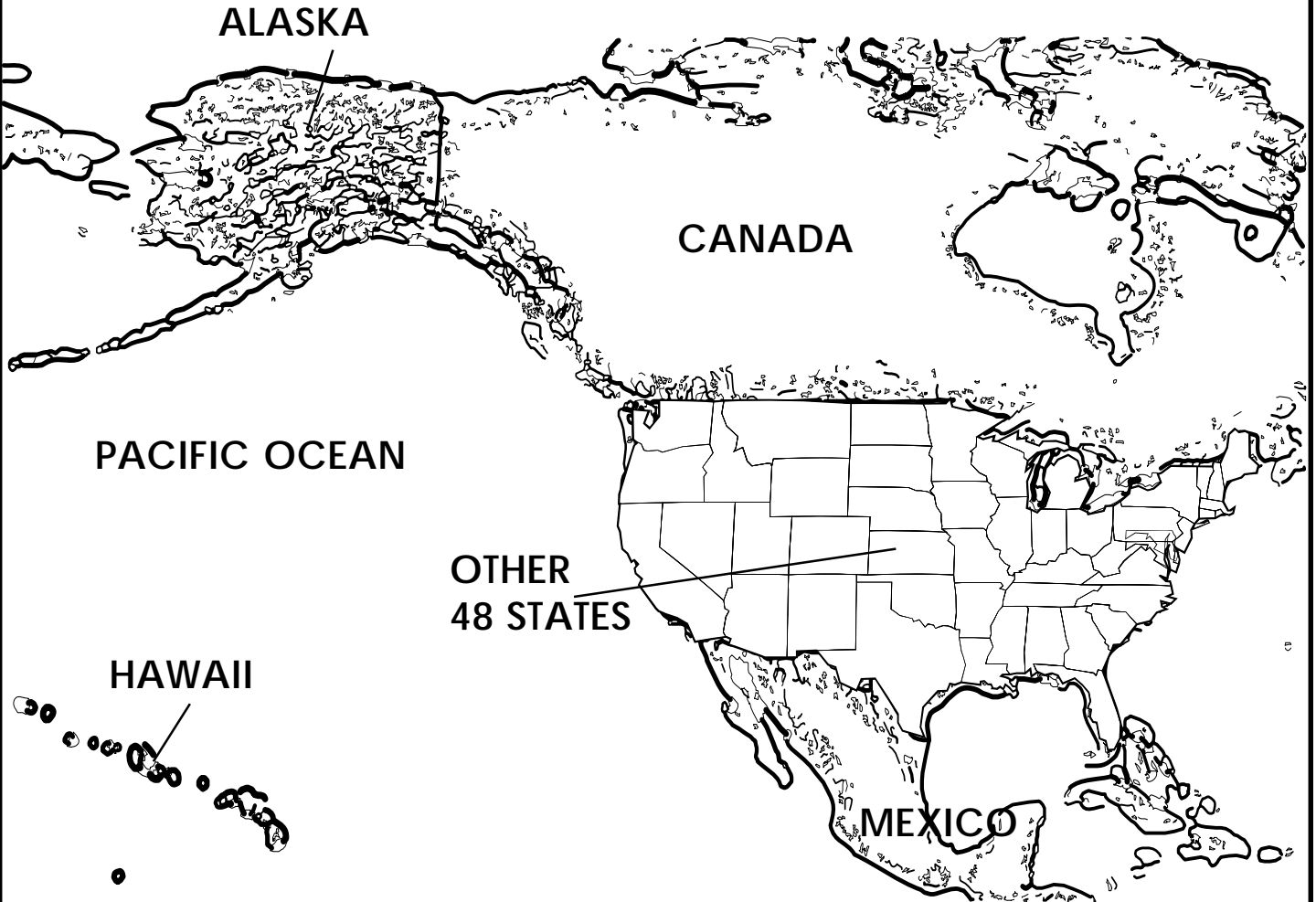
PACIFIC OCEAN

HAWAI'I





# Map of the United States



Based on NASA satellite photo





# Hawaii Quarter Reverse

