

1: Musical Change

Based on the Tennessee quarter reverse



OBJECTIVES:

Students will carefully make and record observations about different coin denominations. They will use their observations to work in groups and create a song about coins.



MATERIALS:

- 1 overhead projector (optional)
- 1 overhead transparency (or photocopy) of the Tennessee quarter reverse
- 1 class map of the United States of America
- Chart paper
- Markers
- 1 enlarged image of a cent (penny)
- “Coin Parts” sheet
- Student observation sheet
- 1 overhead transparency of the observation sheet
- Cents, nickels, dimes, quarters, half dollars, dollar coins (1 coin per student)
- Magnifying glass (1 per small group)
- Copies of “The Coins in My Hands” verses
- Dictionaries, thesauruses, and rhyming dictionaries (if available)



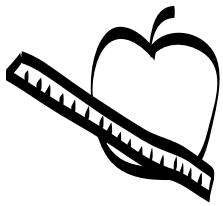
PREPARATIONS:

- Make an overhead transparency (or photocopy) of the Tennessee quarter reverse and both sides of the one cent coin.
- Make an overhead transparency (or write on chart paper) “The Coins in My Hands” cent (penny) verse.
- Gather several nickels, dimes, quarters, half dollars, and dollar coins (to randomly distribute, 1 coin per student).
- Make an overhead transparency of the student observation sheet.
- Make copies of student observation sheet (1 per student).
- Make copies of “Coin Parts” sheet (1 per student).
- Cut out and enlarge verses 2 to 6 of “The Coins in My Hand” song (1 verse per small group)
- Visit the glossary on the U.S. Mint H.I.P. Pocket Change™ Web site (<http://www.usmint.gov/kids/index.cfm?fileContents=/kids/campcoin/glossary.cfm>) to familiarize self with coin terminology .



GROUPINGS:

- Whole group
- Small groups



Examining Coins and Writing a Song



CLASS TIME:

2 or 3 30- to 45-minute sessions



CONNECTIONS:

- Language Arts
- Music
- Social Studies
- Science



TERMS AND CONCEPTS:

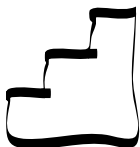
- Cent
- Nickel
- Dime
- Quarter
- Half Dollar
- Dollar Coin
- Coins
- Value
- Relief
- Mint mark
- Edge
- Obverse (front)
- Reverse (back)
- Musical heritage



BACKGROUND KNOWLEDGE:

Students should have basic knowledge of:

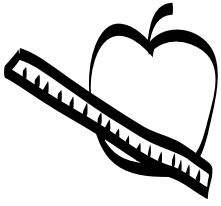
- Circulating coins and their value
- The traditional children’s song “The Wheels on the Bus”



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 introduce the Tennessee quarter reverse, using an overhead transparency or photocopy. On a class map, have a pair of students locate Tennessee.
2. Direct the students to examine and discuss the design of the Tennessee quarter in small groups, and share what they see. On chart paper, list the comments of each group.
3. Ask students why they think Tennessee put musical instruments on their quarter. Discuss the words “Musical Heritage.” Build on their responses, but convey the idea that music and song writing are both important to that state.
4. As a class, discuss common song topics (reflect on a song that all students are familiar with). Ideas discussed should include things that are important to the writer, that interest the writer, and that the writer knows about. Explain that, as a group and in teams, they will write a song about money.
5. Use a real coin as well as an enlarged or overhead version to introduce both sides of the cent.



Musical Change

6. Distribute a “Coin Parts” sheet and “Observation Sheet” to each student. Introduce the coin terms on the “Coin Parts” sheet and post the term definitions for reference.
7. Use the observation sheet to guide the students in examining the physical characteristics and value of a cent.

Session 2 (and 3 if necessary)

1. Introduce “The Coins in My Hand” song. On an overhead projector or chart paper, have students use the class observations to fill in the blanks in the cent (penny) verse. **Note:** Remember to respect and comply with our nation’s copyright laws when you do this project, especially if you plan to use copyrighted editions, arrangements, or recordings.
2. Distribute a different coin and an observation sheet to each student. Instruct the class to begin by observing their coin and filling in the blanks on the observation sheet.
3. After an allotted time, divide students into five teams (students with the same coins should be grouped together). Distribute the appropriate “The Coins in My Hand” verse to each group. Instruct the groups to complete the verse about their coin to add to the song that was begun earlier. This verse should draw on the coin observations that the students will make. Provide students with these tips:
 - Pay attention to the rhythm used in the song that the class is writing.
 - Use dictionaries, thesauruses, and rhyming dictionaries if available.
4. When finished, have each group sing their verse for the rest of the class!



ENRICHMENT/EXTENSIONS:

Perform the entire song for other classes in the school. Prepare props, such as enlarged coins, to use when performing the song. Invite students to incorporate musical instruments into their performance.

Invite students to try to create their own song about a coin of their choice.



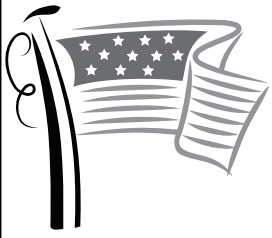
DIFFERENTIATED LEARNING OPTIONS:

- Allow students to present their observations through a variety of genres (drawings, raps, poems, etc.).
- Review terms independently with students who require more guidance.
- Draw corresponding pictures to accompany text listed on observation sheets.
- Record the performance and place a typed copy of the completed song with the recording in the class listening center to practice reading skills.



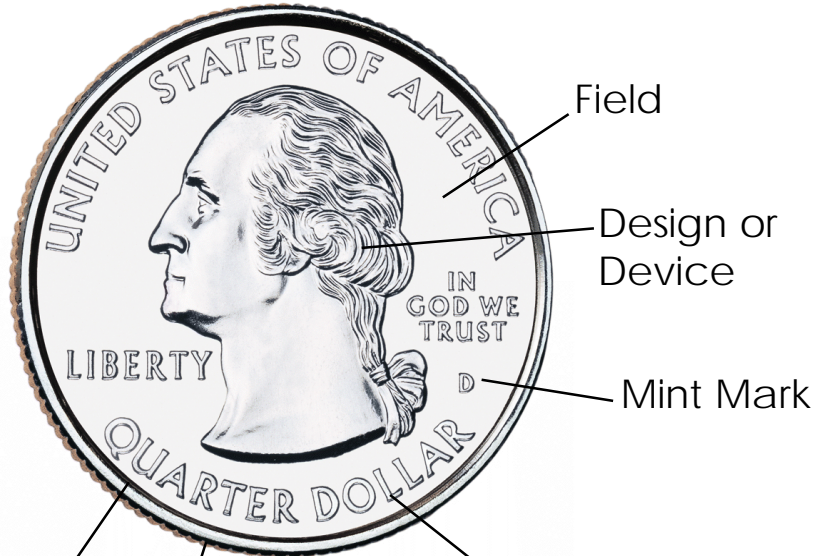
HPC CONNECTIONS

Want to learn more about the Tennessee quarter? Visit the February 2002 Coin of the Month in the “Coin News” area.

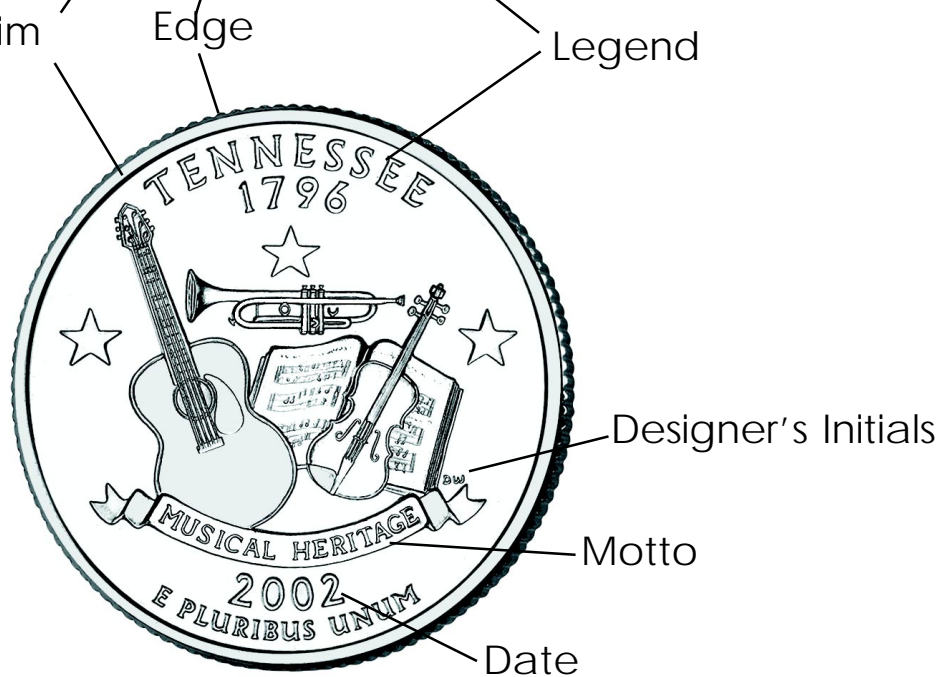


Coin Parts

Obverse



Reverse



Mint marks are small letters that show where a coin was made.

For example:

D: Denver

P: Philadelphia



Musical Change

Sing to the tune of "The Wheels on the Bus" and "This Is the Way We Wash Our Clothes."

The Coins in My Hand

1. The penny in my hand is small and _____,
(shape of coin)

Thin and _____,
(color of coin)

Often found.

The _____ in my hand is small and round
(name of coin)

And it is worth one cent.



4. The _____ in my hand show different states,
(name of coins)

With these traits:

Two fine _____.
(another word for "years")

The quarters in my hands show different _____.
(U.S. divisions)

They're each worth twenty-five cents.



2. The nickel in my hand shows _____,
(last name of president on coin)

On each one,
_____ -cent fun!
(value of coin)

The _____ in my hand shows Jefferson
(name of coin)

And it is worth five cents.



5. The half-dollar coin is large and _____,
(shape of coin)

Rarely found

Lying around.

The _____ coin is large and round
(name of coin)

And it's worth _____ cents.
(value of coin)



3. The coin in my hand is called a _____,
(name of coin)

_____ -cent kind,
(value of coin)

With _____ shine.
(color of coin)

The _____ in my hand is called a dime
(object)

And it is worth ten cents.



6. The dollar coin is colored _____,
(color of coin)

And, behold!

An _____ bold.
(bird on coin's reverse)

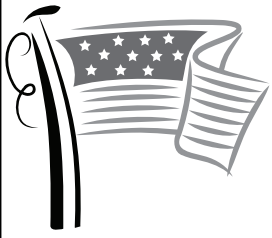
The _____ coin is colored gold
(name of coin)

And worth _____ cents.
(value of coin)



NAME _____

DATE _____



Observation Sheet

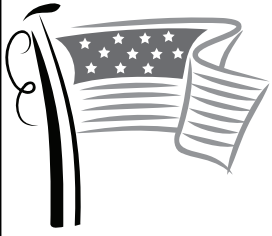
My coin is
called a _____.
It is worth _____ cents. It
was made in the year
_____ in the city of

(mint mark)

The edge
of my coin is _____.
It looks like this:

There is a
_____ on the
obverse (front) of my coin.
It looks like this:

There is a
_____ on the
reverse (back) of my coin.
It looks like this:



Tennessee Quarter Reverse

