

2006 Lesson Plans

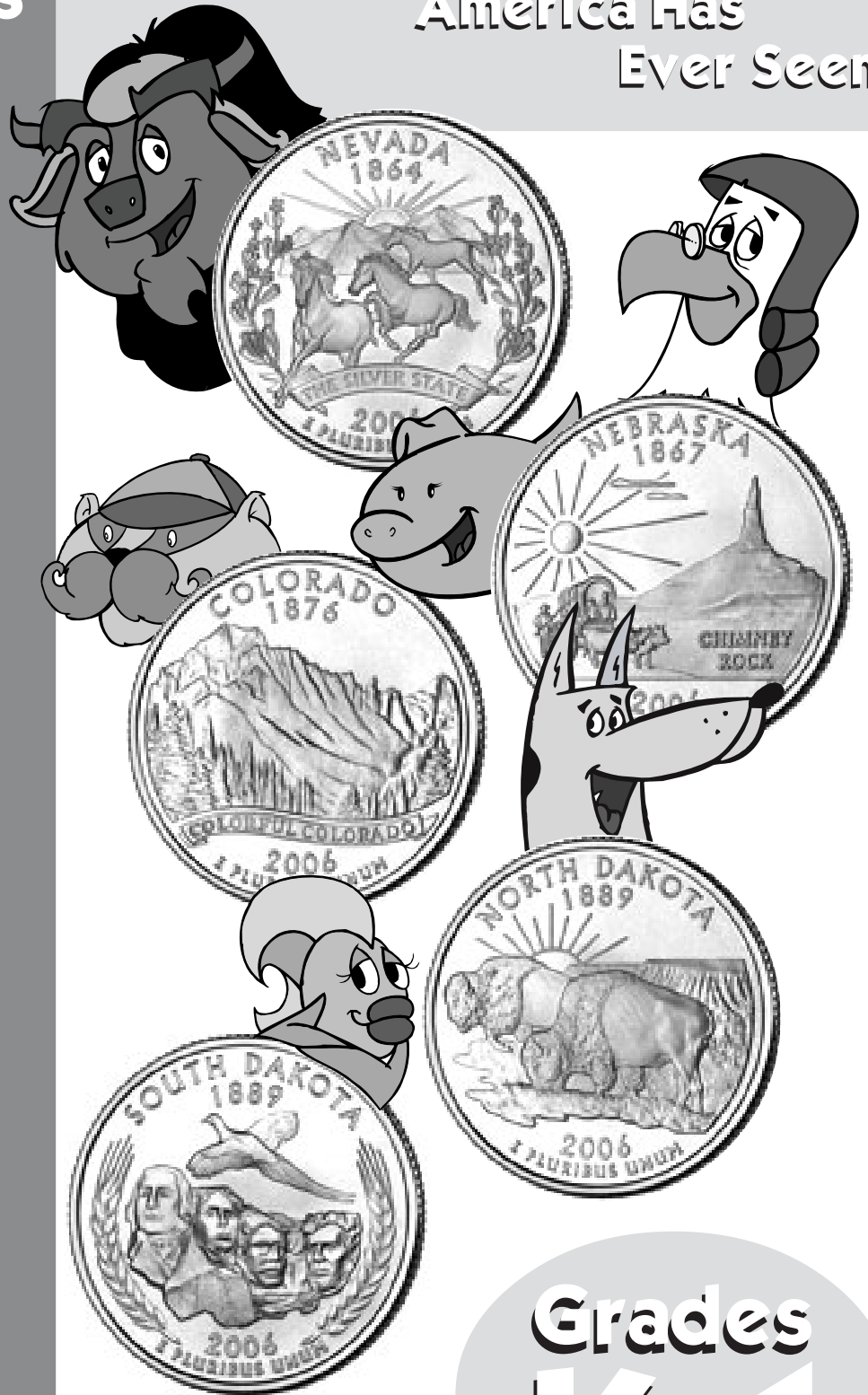


This teaching guide includes:

- ◆ 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
K-1



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 and 1, 2 and 3, and 4 through 6). This year, we have added two new sets of free plans (for grades 7 and 8 and 9 through 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 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 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.



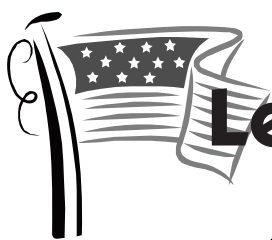
Visit us online at
www.usmint.gov/kids



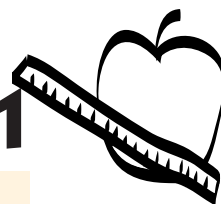
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The Greatest Educational Change America Has Ever Seen



Lesson Plans for Grades K-1



Objective



Connections



Groupings



Class Time



Page

1: Force of Habitat (Nevada)

Learning about life in the desert

- Social Studies
- Language Arts
- Science

- Whole group
- Pairs
- Individual work

Two 20- to 30-minute sessions

2

2: Push or Pull (Nebraska)

Understanding the effects of pushing and pulling

- Science
- Social Studies

- Whole group
- Individual work

One 20- to 30-minute session

8

3: Mapmaker, Make Me a Map (Colorado)

Getting to know land-forms and map keys

- Social Studies
- Language Arts
- Art

- Whole group
- Pairs
- Individual work

Three 20- to 30-minute sessions

13

4: Give Me a "B"! (North Dakota)

Recognizing the letter "b" and its sound

- Language Arts

- Whole group
- Pairs
- Individual work

Two 20- to 30-minute sessions

19

5: Four Famous Faces (South Dakota)

Learning about some past presidents and what presidents do

- Social Studies
- Mathematics

- Whole group
- Small groups
- Individual work

Two 20- to 30-minute sessions

27

6: Let the Music Play! (Bicentennial)

Exploring George Washington and American symbols

- Social Studies

- Whole group
- Pairs
- Individual work

Three 20- to 30-minute sessions

35

Additional Resources

State Information Pages: 50 State Quarters® Program Coins Released in 2005

Nevada, Nebraska, Colorado, North Dakota, South Dakota

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United States of America Map

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50 State Quarters Program Designs

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Reproducible Coin Sheet

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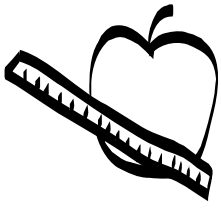
50 State Quarters Program Release Schedule

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1: Force of Habitat

Based on the Nevada quarter reverse



OBJECTIVE

Students will participate in a guided investigation that explores the survival needs of plants and animals in the desert. Students will understand the characteristics of a habitat and how living things survive there.



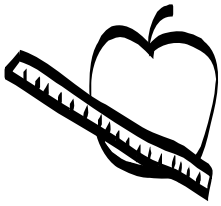
MATERIALS

- 1 overhead projector
- 1 overhead transparency (or photocopy) of the “Nevada Quarter Reverse” page
- 1 class map of the United States
- Images of the desert
- Locate copies of texts that give information about the desert. In previewing texts, it would be good to pick one that includes horses. Also, it may be necessary to focus on only parts of longer texts. Some titles to explore:
 - *Animal Habitats* by Michael Chinery
 - *Face-To-Face with the Horse* by Valerie Tracqui
 - *Creatures of the Desert World* by the National Geographic Society
 - *Listen to the Desert/Oye Al Desierto* by Pat Mora
 - *Desert Voices* by Byrd Baylor
 - *Deserts* by Gail Gibbons
- 1 overhead transparency of the “Land of the Great Basin” worksheet
- “Land of the Great Basin” worksheet
- Drawing paper
- Crayons



PREPARATIONS

- Locate images of the desert.
- Make copies of the “Land of the Great Basin” worksheet (1 per student)
- Make an overhead transparency of each of the following:
 - “Land of the Great Basin” worksheet
 - “Nevada Quarter Reverse” page
- Locate a text that relates to the desert habitat (see examples under “Materials”).



Force of Habitat



GROUPINGS

- Whole group
- Pairs
- Individual work



CLASS TIME

Two 20- to 30-minute sessions



CONNECTIONS

- Social Studies
- Language Arts
- Science



TERMS AND CONCEPTS

- Precipitation
- Desert
- Attributes
- State
- Habitat



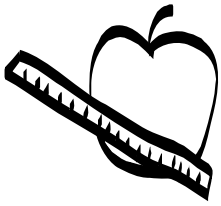
BACKGROUND KNOWLEDGE

Students should have a basic knowledge of the survival needs of living things.

STEPS

Session 1

1. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. Locate Nevada on a classroom map. Note its position in relation to your school's location.
2. Display the "Nevada Quarter Reverse" overhead transparency or photocopy. Ask the students what they see in the image. Lead a class discussion regarding the image and explain the following to the students:
 - Nevada has the largest wild horse population of any state. These horses run free on public lands.

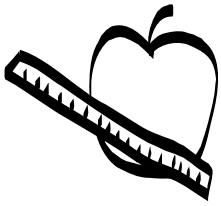


Force of Habitat

- Part of the Sierra Nevada mountain range is located in Nevada.
 - A large desert called “The Great Basin” covers much of Nevada.
 - Sagebrush, which is shown on the coin, is the state flower of Nevada and grows in the desert of the Great Basin.
3. Tell the students that they will learn about the land that makes up the Great Basin’s desert. Tell the students that, while some deserts are very flat and sandy, the Great Basin has many mountains. Remind the students that the Great Basin’s desert covers much of Nevada. Point out the area covered by the Great Basin on the classroom map (Nevada, Utah, and nearby parts of Idaho and Wyoming).
 4. Create a “Deserts” chart on a piece of chart paper, labeling three columns “weather,” “plants,” and “animals.” Show the students images of deserts. Ask the students what they already know about deserts. Fill in information on the chart.
 5. Tell the students that they will read a text about deserts. As a group, preview the text and illustrations to generate observations about what might be occurring at different points in the book.
 6. Read the text aloud with the students, attending to any unfamiliar vocabulary words. Continue to fill in the chart as you read.
 7. Explain to the students that the word “basin” means “bowl” and that the mountains around the Great Basin (the Sierra Nevada and the Rockies) are like the sides of a bowl. Point out the areas where the Sierra Nevada and Rocky Mountains are located on the classroom map. Explain that the large mountain ranges keep the heavy rain clouds out of the basin and this creates the desert.
 8. Display the “Land of the Great Basin” overhead transparency. Show the students the empty place on the overhead transparency where the desert would be. Ask them to think of the plants and animals from the text that live in the desert.
 9. Distribute one “Land of the Great Basin” worksheet to each student. Tell the students to draw a scene based on the text that they have just read. Tell them to include desert plants and animals from the story and from the “Desert” chart. Have the students label their illustrations and put their names on the worksheet.
 10. Allow time for the students to complete the activity. Collect the “Land of the Great Basin” worksheets.

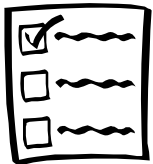
Session 2

1. Ask the students to name any of the desert plants and animals they remember from the text.
2. Display the chart and review the plants and animals listed and the characteristics of a desert habitat from Session 1. Note that horses can live in a desert.



Force of Habitat

3. Display the “Nevada Quarter Reverse” overhead transparency and remind the students that all the items in the picture are found in the Great Basin’s desert.
4. Explain to the students that the desert is a habitat and a habitat has food, water, shelter, and space. Tell the students that all animals have attributes that help them survive in their habitats. Give the students several (non-desert) examples with which they are familiar. For example, the giraffe’s long neck allows it to eat the leaves from tall trees; the polar bear’s fur protects it from the cold.
5. Ask the students to recall what is special about a desert habitat. The students should respond that the desert has very little rain (precipitation). Remind the students that all living things need water. Tell them that the animals that live in the desert are able to live on very little water. That is an attribute that helps them to survive in their habitat.
6. Tell the students that they will choose a desert plant or animal to draw. They will also write a sentence about its attributes and how they help the animal to survive in its habitat. They will tell a partner about their drawing.
7. Allow time for the students to complete the activity and tell about their drawing. Collect and display the finished works.



ASSESSMENT

Use the student’s worksheet and drawing to assess the achievement of the lesson objectives.



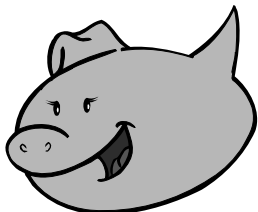
ENRICHMENTS/EXTENSIONS

- Have the students study another habitat.
- Using a world map, introduce the students to other desert environments.
- Have the students investigate precipitation in their local weather. If it rains or snows in your area, have them build gauges to measure precipitation. Have them compare their results with the precipitation reported on the local news.



DIFFERENTIATED LEARNING OPTIONS

- Allow students to work in pairs.
- Allow students to dictate their answers.



CONNECTION TO WWW.USMINT.GOV/KIDS

Where can you learn more about habitats? Take a look at the “You Can Depend on Me” lesson plan based on the California quarter in the “Teachers” section of the United States Mint H.I.P. Pocket Change™ Web site at www.usmint.gov/kids/components/50sqLessonPlans/pdf/200523-1.pdf.



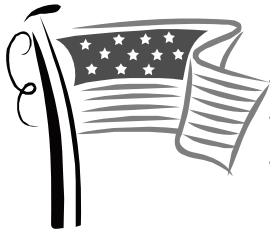
Name _____

Land of the Great Basin

ROCKY MOUNTAINS

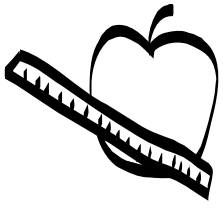
SIERRA NEVADA





Nevada Quarter Reverse





2: Push or Pull

Based on the Nebraska quarter reverse



OBJECTIVE

Students will understand that a force (pushing or pulling) can move an object.



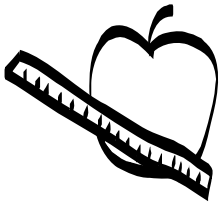
MATERIALS

- Nebraska quarters (optional)
- 1 overhead projector
- 1 overhead transparency (or photocopy) of the “Nebraska Quarter Reverse” page
- “Push or Pull” worksheet
- 1 class map of the United States
- Locate a copy of a text that gives basic information about forces, such as:
 - *Force Makes Things Move* by Kimberly Brubaker Bradley
 - *Forces Around Us* by Sally Hewitt
- Chart paper
- Markers
- Classroom objects or toys that can be moved by a force
- Texts about life as a pioneer to use in a classroom library, such as:
 - *Children of the Frontier, I Can Read Book* by Sylvia Whitman
 - *Dandelions* by Eve Bunting
 - *Life on a Pioneer Homestead* by Sally Senzell Isaacs
 - *Pioneers: Life as a Homesteader* by Emily Raabe
 - *Prairie Friends, I Can Read Book* by Nancy Smiler Levinson
 - *The Schoolchildren’s Blizzard* by Marty Rhodes Figley
 - *The Snow Walker* by Margaret K. Wetterer



PREPARATIONS

- Gather Nebraska quarters (1 per student) (optional)
- Make copies of the “Push or Pull” worksheet (1 per student)
- Make an overhead transparency of the “Nebraska Quarter Reverse” page.
- Locate a text that gives information about forces (see examples under “Materials”).
- Gather a variety of simple classroom objects or toys that can be moved by a force (push or pull).
- Gather a collection of texts about life as a pioneer to use in a classroom library (see examples under “Materials”).



Push or Pull



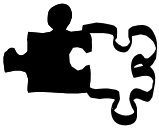
GROUPINGS

- Whole group
- Individual work



CLASS TIME

One 20- to 30-minute session



CONNECTIONS

- Science
- Mathematics
- Social Studies
- Language Arts

These standards of learning are suggested for the state of Nebraska:

Social Studies/History

- 1.1 Students will demonstrate an understanding that history relates to events and people of other times and places.
- 1.5 Students will identify uses of technology, such as transportation and communication.

Mathematics

- 1.1.3 Students will identify numbers and application in everyday situations.
- 1.3.4 Students will identify the different units of measurement used in their environment.

Reading/Writing

- 1.1.1 By the end of first grade, students will read and write using a variety of word recognition strategies at grade one level.
- 1.1.2 By the end of first grade, students will demonstrate phonological awareness and exhibit knowledge of letters and sounds.

- 1.1.3 By the end of first grade, students will demonstrate knowledge of the organization of print when reading and writing.
- 1.1.4 By the end of first grade, students will read and demonstrate comprehension at grade one level, using a variety of strategies.
- 1.1.5 By the end of first grade, students will respond to fiction and non-fiction text through writing, drawing, and verbal responses.
- 1.1.6 By the end of first grade, students will print neatly and correctly.
- 1.2.1 By the end of first grade, students will speak in clear, complete, coherent sentences using standard English.
- 1.3.1 By the end of first grade, students will identify information gained and complete tasks through listening.



TERMS AND CONCEPTS

- Force
- Push
- Pull



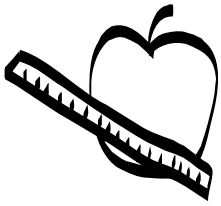
BACKGROUND KNOWLEDGE

Students should have a basic knowledge of movement.

STEPS

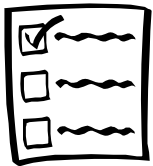
Session 1

1. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. Locate Nebraska on a classroom map. Note its position in relation to your school's location.



Push or Pull

2. Display the “Nebraska Quarter Reverse” overhead transparency or photocopy. Optionally, distribute actual quarters. Have the students identify the images in this coin design, including Chimney Rock, pioneers (people), and a (Conestoga or covered) wagon.
3. Ask the students why they think that the images might be important to Nebraska, and accept all responses. Collect the quarters, if used, at the end of the discussion.
4. Ask the students how they get to school. Record the student responses on chart paper. Responses could include by car, walking, by bus, or by bike.
5. Ask the students to look at the coin image again and tell you how the people (pioneers) are traveling. The students should respond “wagon” (or “covered wagon”) and “walking.”
6. Ask the students what is moving the wagon. The students should respond “large animals” or “oxen.” Turn off the overhead.
7. Introduce the students to the selected text about forces. As a group, preview the text and illustrations to generate observations about what is occurring at different points in the text. Read the selected text to the class and attend to any unfamiliar vocabulary.
8. Write the term “force” on a piece of chart paper. Explain that a force is “a push or pull that makes an object move.” Tell the students that an object won’t move without a force of some kind being applied to it.
9. Bring a chair to the front of the room. Push it away. Have the students tell you whether it was a push or pull that moved it. Now pull the chair toward you. Ask the students what force moved the chair.
10. Place a variety of classroom objects or toys out in the classroom. Ask for volunteers to come up and push or pull them. Have the class tell you how the toys were moved.
11. Display the “Nebraska Quarter Reverse” page again. Have the students tell you whether the oxen are pushing or pulling the wagon. Students should respond “pulling.”
12. Distribute a “Push or Pull” worksheet to each student. Review the directions. Read the definition at the top of the page and complete it as a class.
13. Allow time for the students to complete the worksheet. Review the answers as a class.
14. Collect the students’ worksheets.



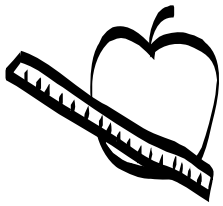
ASSESSMENT

- Take anecdotal notes about the students’ participation in class discussions.
- Evaluate the students’ worksheet for their achievement of the lesson’s objectives.



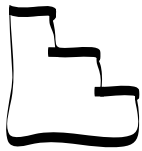
ENRICHMENTS/EXTENSIONS

- Have students visit the playground and look for opportunities to see how the forces of pushing and pulling move the playground equipment.
- Have a push/pull center where students can practice moving common objects and say what force is being used.



Push or Pull

- Introduce or review the quarter's value (25 cents) during mathematics-centered activities.
- Have students bring to class quarters commemorating others states and locate these states on the classroom map.



DIFFERENTIATED LEARNING OPTION

Allow students to work with partners to complete the worksheet.

CONNECTION TO WWW.USMINT.GOV/KIDS

Have students design a lever and conduct experiments using a penny and a nickel to explore its uses at www.usmint.gov/kids/index.cfm?FileContents=/kids/teachers/LessonView.cfm&LessonPlanId=170.

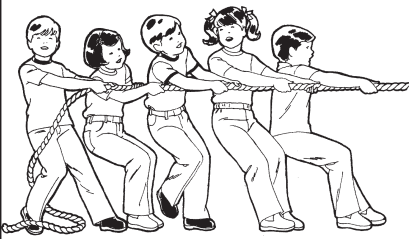




Push or Pull

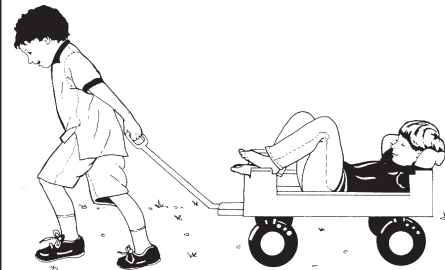
Directions: Look at the pictures below and write "push" or "pull" to tell how the object is moving.

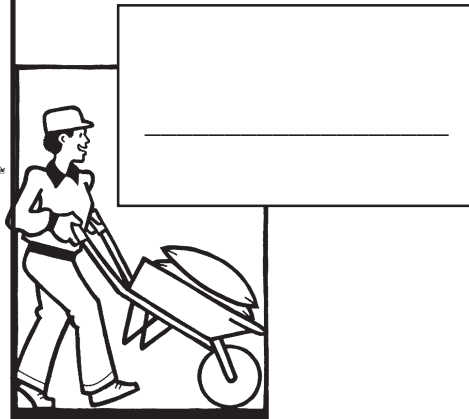
A push or pull that moves an object is called a _____.



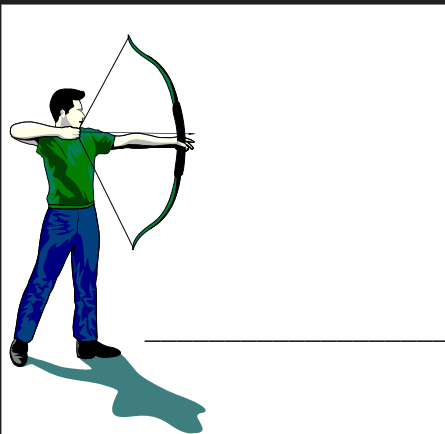




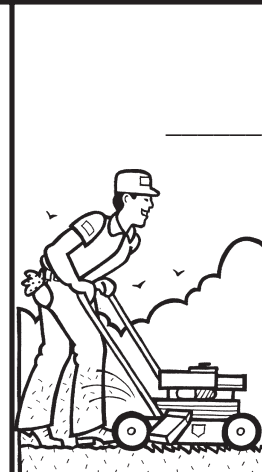






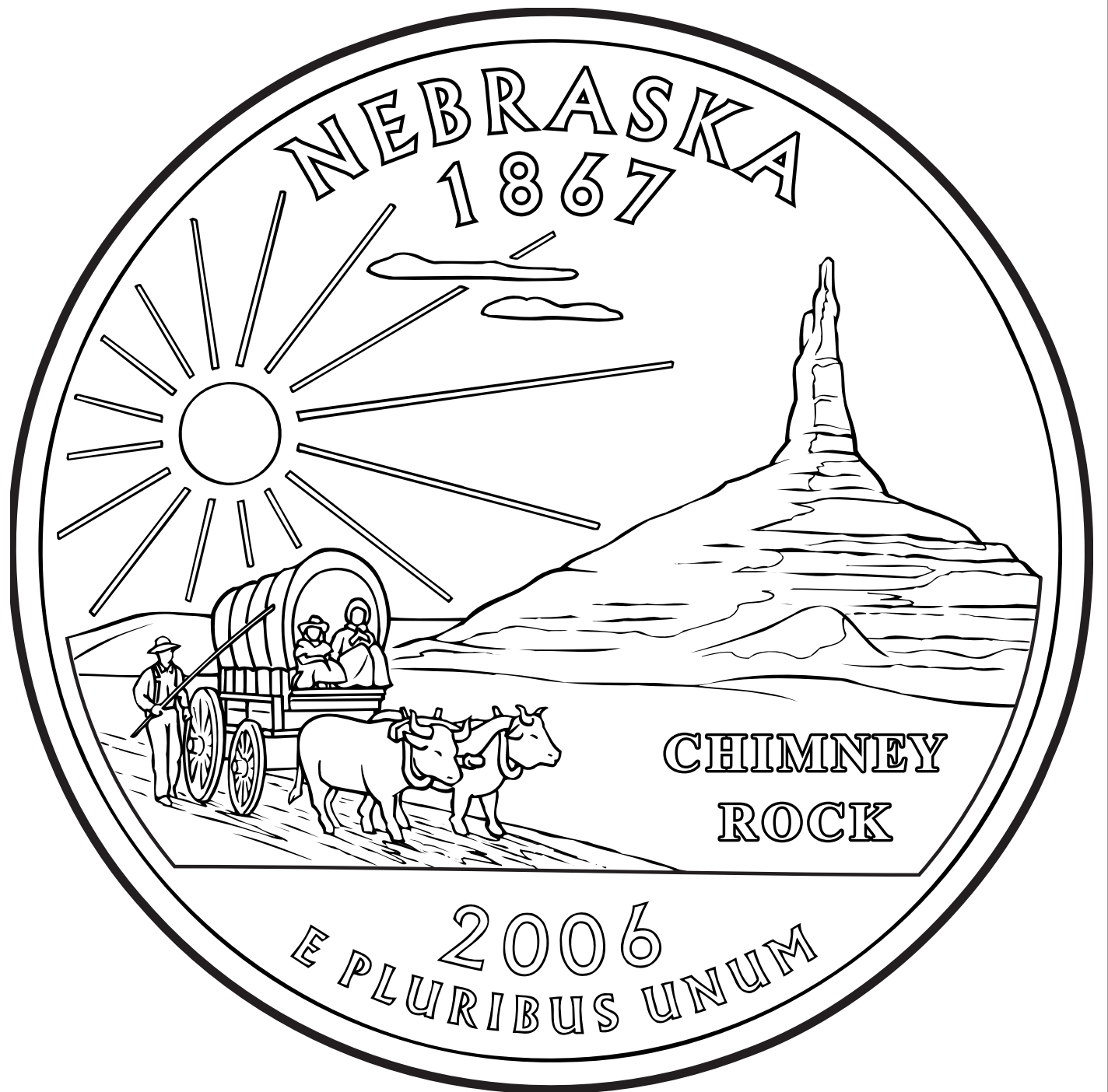


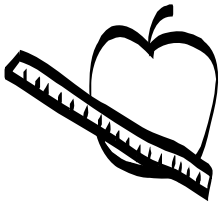






Nebraska Quarter Reverse





3: Mapmaker, Make Me a Map!

Based on the Colorado quarter reverse



OBJECTIVE

Students will identify various landforms on a map. Students will demonstrate an understanding of map keys through creating their own maps.



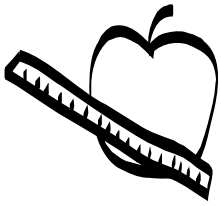
MATERIALS

- 1 overhead projector
- Overhead transparencies of the following:
 - “Colorado Quarter Reverse” page (or photocopy)
 - “Map It Out” worksheet
- “Colorado Quarter Reverse” page
- “Map It Out” worksheet
- 1 class map of the United States
- Color images of Colorado
- Images of land formations (mountains, rivers, streams, ponds, deserts, lakes, forests, etc.)
- Crayons and/or colored pencils
- Chart paper
- Markers
- Copies of a text about maps, such as:
 - *Me On The Map* by Joan Sweeney
 - *Mapping Penny’s World* by Loreen Leedy
 - *There’s a Map in My Lap!* By Tish Rabe
 - *My Map Book* by Sara Fanelli
- Topographical map of the United States of America (showing landforms and a map key)



PREPARATIONS

- Make copies of the following:
 - “Colorado Quarter Reverse” page (1 per student)
 - “Map It Out” worksheet (1 per student)
- Make an overhead transparency of each of the following:
 - “Colorado Quarter Reverse” page
 - “Map It Out” worksheet
- Gather color images of Colorado.
- Gather images of land formations (see examples under “Materials”).
- Locate a text that relates to maps (see examples under “Materials”).
- Locate a topographical map of the United States with land formations and a map key.



Mapmaker, Make Me a Map!



GROUPINGS

- Whole group
- Individual work



CLASS TIME

Three 20- to 30-minute sessions



CONNECTIONS

- Language Arts
- Social Studies
- Art



TERMS AND CONCEPTS

- Quarter
- Obverse (front)
- Reverse (back)
- Map key
- Symbol



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

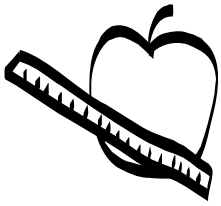
- Maps
- Land and water features
- Compass Rose
- Cardinal directions



STEPS

Sessions 1

1. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. Locate Colorado on a classroom map. Note its position in relation to your school's location.
2. Display the transparency or photocopy of the "Colorado Quarter Reverse" page, mentioning that the mountain must be special to be on a quarter. Read the coin inscriptions to



Mapmaker, Make Me a Map!

the class. Discuss why the state motto is “Colorful Colorado.” Show the students color images of Colorado to emphasize the state motto. Have the students identify the images in this coin design, including the trees and the mountain on this coin. Then color the mountain on the transparency or photocopy.

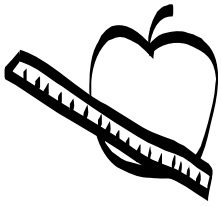
3. Explain to the students that Colorado has many land and water features (such as mountains, rivers, streams, lakes, and forests). Review and discuss the Colorado images, noting a variety of these features.
4. Ask the students what other types of land and water features they know, like deserts, ponds, hills, and plains. List these on chart paper with a picture cue to identify them.
5. Distribute a copy of the “Colorado Quarter Reverse” page to each student.
6. Have the students color the coin design on their page.
7. Collect the colored coins when finished.

Session 2

1. Introduce the students to the selected text on maps. Preview the text and illustrations and allow students to generate observations about maps.
2. Read the text. During the reading, attend to any unfamiliar vocabulary.
3. Display the topographical United States map showing land and water features. Explain to the students that maps are visual representations of land and water. Discuss with the students the uses of a map. Point out the compass rose. Explain how the compass rose marks direction on a map and points to the North.
4. Introduce the term “symbols” with the students. Explain that symbols are objects that represent something else. Discuss symbols the students are familiar with such as those on a library sign, bathroom signs, handicap signs, and crosswalk signs.
5. Show the students the map key. Explain that its purpose is to show the meaning of the symbols on the map.
6. Review with the class the generated list of land and water features. As a class, decide what symbols could be used to represent these land and water features on a map. Have the teacher or students record student ideas on the chart paper.
7. Explain to the students that they will be using symbols in the next session to make their own maps showing land and water features and a map key.

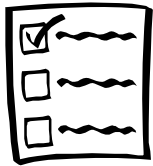
Session 3

1. Display the charts of land and water features and their corresponding symbols from the previous sessions. Review the content of the charts with the students.
2. Display the “Map It Out” overhead transparency. Explain to the students that they will work to create a map of their own in this session using a map key. Review each of the symbols and clarify what they represent using the map key.



Mapmaker, Make Me a Map!

3. Distribute a “Map It Out” worksheet to each student.
4. Review the color images of Colorado from the previous session. Direct the students to raise their hands to identify the land and water features. Have them add each feature’s symbol to their worksheets within the outline of the state as the teacher models this activity.
5. Once the students have added all the symbols, tell them to add the symbols to the map key box and label it. Allow an appropriate amount of time for the students to complete this activity.
6. Collect the maps and colored coins. Display the completed maps and colored coins.



ASSESSMENT

- Take anecdotal notes about the students’ participation in class discussions.
- Evaluate the students’ worksheets for understanding of the lesson objectives.



ENRICHMENT/EXTENSION

Direct the students to create a map of their choice using their own symbols. Remind them to include a map key.



DIFFERENTIATED LEARNING OPTION

- Have students work in pairs to complete the map.
- Have students complete maps that have been started for them.
- Have cutout map symbols available for students to choose from and paste on their maps.



CONNECTION TO WWW.USMINT.GOV/KIDS

- Have students learn about another coin with connections to land formations and map keys, using the Grade 1 lesson plan from *Ocean In View Nickel* found at www.usmint.gov/kids/components/nickelLessonPlans/pdf/2005-2Nickel1.pdf.
- Have students learn about other mottos on coins using the 2004 Wisconsin quarter, the October 2004 Coin of the Month, found at www.usmint.gov/kids/index.cfm?fileContents=coinNews/cotm/2004/10.cfm.



Name _____

Map It Out

Directions: Draw symbols for Colorado's land and water features on the map. Then draw the symbols on the key and label them. "Forest" is already done as an example.

COLORADO

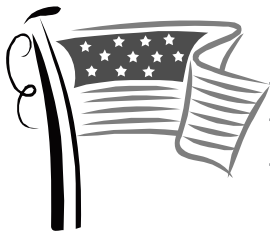


MAP KEY



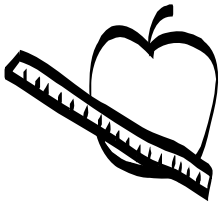
forest





Colorado Quarter Reverse





4: Give Me A "B"!

Based on the North Dakota quarter reverse



OBJECTIVES

Students will recognize the letter "b" and the /b/ sound at the beginning of words.



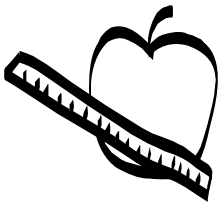
MATERIALS

- 1 overhead projector (optional)
- Overhead transparencies of the following:
 - "Alphabet Bowl" worksheet
 - "Give Me A 'B'!" worksheet
 - "North Dakota Quarter Reverse" page (or photocopy)
- Copies of the following:
 - "Alphabet Bowl" worksheet
 - "Give Me A 'B'!" worksheet
- 1 class map of the United States
- Copy of a text that gives basic information about alphabet letters and sounds, such as:
 - *Bernard, Me, and the Letter B (Alphabet Friends)* by Cynthia Klingel and Robert B. Noyed
 - *The Letter B Easy Reader* by Susan B. Bruckner
 - *Alphabet Fun: Learning to Print and Identify Alphabet Letters* by Sherrill B. Flora
- Chart paper
- Markers
- Sticky notes
- Brown paper bag
- Common objects that begin with "b" and other letters
- Brown, blue, and black crayons
- Pencils



PREPARATIONS

- Make overhead transparencies of the following:
 - "North Dakota Quarter Reverse" page (1 per student)
 - "AlphabetBowl" worksheet (1 per student)
 - "Give Me A 'B'!" worksheet (1 per student)
- Make copies of the following:
 - "Alphabet Bowl" worksheet (1 per student)
 - "Give Me A 'B'!" worksheet (1 per student)



Give Me A "B"!

- Locate a text that gives information about alphabet letters and sounds (see “Materials”).
- Gather common objects that begin with “b” and other letters discussed in class.



GROUPINGS

- Whole group
- Pairs
- Individual work



CLASS TIME

Two 20- to 30-minute sessions



CONNECTIONS

Language Arts



TERMS AND CONCEPTS

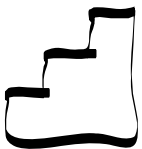
- Quarter
- Bison
- Badlands



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

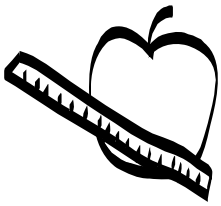
- Coins
- Letter identification
- Beginning sounds
- Following directions



STEPS

Session 1

1. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. Locate North Dakota on a classroom map. Note its position in relation to your school’s location.
2. Display the “North Dakota Quarter Reverse” transparency or photocopy. Examine the design and have the students identify the images, including the sun, landforms, and the two bison grazing.

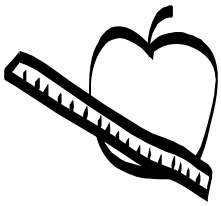


Give Me A "B"!

3. Point out that the image on the North Dakota coin includes bison and that the word "bison" begins with the letter "b." You might mention that the bison is also known as a buffalo, which also begins with a "b." Also mention that the land shown on the coin is called "the Badlands," a word that also begins with "b." Tell the students that the badlands is an area known for its beauty and ruggedness. Label and circle both images on the overhead transparency.
4. Introduce the students to the selected text about alphabet letters and sounds. As a group, preview the text and illustrations to generate observations about what is occurring at different points in the text. Read the selected text to the class and attend to any unfamiliar vocabulary.
5. Write the letter "b" on chart paper. Explain that the class will be learning more about the letter "b." Ask the students to identify the letter you wrote on the chart. If necessary, tell them it's the letter "b" and it makes the /b/ sound. Have the students practice saying the letter and the sound.
6. Invite the students to look around the classroom and point out other classroom objects that begin with "b." As a class, label the object with its name using a sticky note.
7. Ask the students to recall words from the text that begin with the letter "b." Record the student responses on the chart paper.
8. Show the class a brown paper bag. Ask the students to tell you what letter the word "bag" starts with. Ask what "brown" starts with. Write the words "brown bag" on the outside of the bag. Underline the letter "b" in both words and have the students say the words with you.
- 8 Explain that the bag will hold objects or pictures of objects that begin with the letter "b." Distribute one common object or picture to each student.
9. Divide the class into pairs and have each student share the object's name with his or her partner. Invite the students to share their objects with the class and place each one in the "b" bag if it begins with a "b." If the object begins with another letter, have the class identify the beginning letter and put it in another pile.
10. Once all of the students have shared their objects, review the "b" items in the bag with the class.
11. Add the name of the items from the "b" bag to the chart paper and add a simple sketch next to each to help non-readers remember the items.

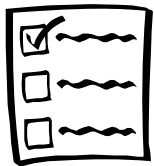
Session 2

1. Display the brown bag and chart paper from Session 1. Review the names of the items.
2. Display the "Alphabet Bowl" overhead transparency. Distribute a copy of the corresponding worksheet to each student. Review the directions with the students. Have the students complete the worksheet.



Give Me A "B"!

3. Complete the "Alphabet Bowl" overhead transparency as a class. Collect the student worksheets.
4. Display the "North Dakota Quarter Reverse" transparency or photocopy again. Ask the students if they remember what animal is shown on the coin (bison or buffalo). Have the students brainstorm other animal names that begin with the letter "b." Student responses may include bunny, bat, bug, bird, butterfly, bee, and bear. Record "bison," "buffalo," and other correct student responses on chart paper. Review the chart, repeating the names of the animals with the students.
5. On another piece of chart paper, write the following sentence starter: "Baby bison bring ____ to the badlands." Read the sentence starter to the students. Have the students give possible responses and record them on the chart paper. Review the responses and have the students help you circle the letter "b" throughout.
6. Display the "Give Me a 'B'!" overhead transparency. Distribute the corresponding worksheet to each student and review the directions. Tell the students they are to look at the pictures at the top of the page and circle all the objects that begin with the letter "b." Complete the example together.
7. Allow the students some time to work on the first section.
8. Explain the directions for the second section.
9. Allow the students time to complete the worksheet. Have the students share their writing with a partner. Review the letter "b" as a class.
10. Collect the students' worksheets.



ASSESSMENT

- Take anecdotal notes about the students' participation in class activities.
- Evaluate the students' worksheets.



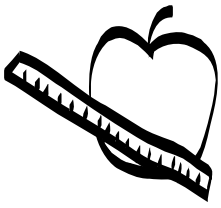
ENRICHMENTS/EXTENSIONS

- Read aloud other theme-related books about the alphabet and the letter "b." Add these books to the class library.
- Have students enjoy a snack that begins with the letter "b" such as banana bread.

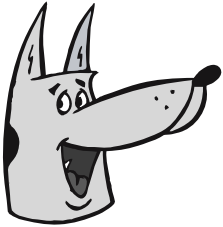


DIFFERENTIATED LEARNING OPTIONS

- Allow students to work with partners to complete their worksheets.
- Have students practice their letters sorting word cards by sound and letter, or play a memory matching game using the word cards.

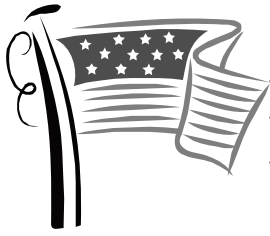


Give Me A "B"!



CONNECTION TO WWW.USMINT.GOV/KIDS

- Invite students to visit “Coin of the Month” and look at other coins with a bison image on them. For example:
 - The Kansas Quarter at www.usmint.gov/kids/index.cfm?fileContents=coinNews/cotm/2005/09.cfm
 - The American Bison Nickel at www.usmint.gov/kids/index.cfm?fileContents=coinNews/cotm/2005/03.cfm
 - The Indian Head/Buffalo Nickel (1913–1937) at www.usmint.gov/kids/index.cfm?fileContents=coinNews/cotm/2001/06.cfm
- Visit www.usmint.gov/kids/index.cfm?fileContents=teachers/features/2004/01.cfm and use the “I Hear an ‘A’” Teacher Feature to help students identify the long “a” sound (•).



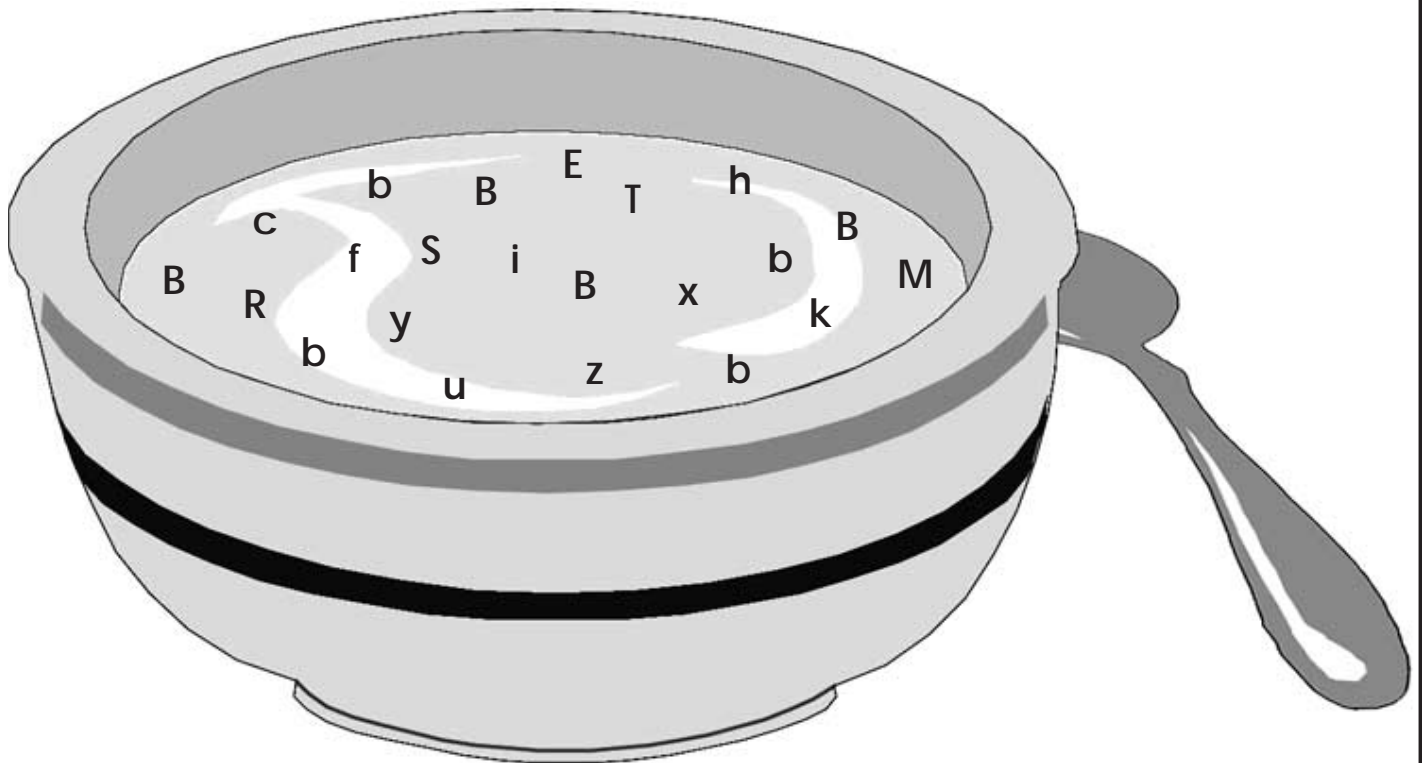
Name _____

Alphabet Bowl

Directions: Trace the letters "b" and "B" then write them a few times in the space after them. Find and circle all of the letter "b's" in the bowl with a brown, blue, or black crayon.

B B B

b b b



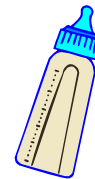
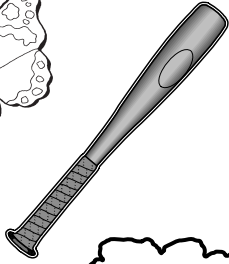
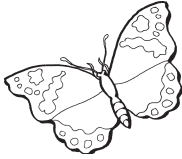
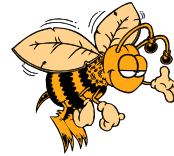


Name _____

Give Me a "B"!

Directions: Circle the pictures that begin with the letter "b."

EXAMPLE



Directions: Write what each person or animal likes to do.



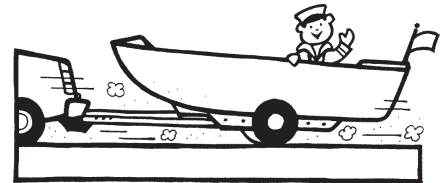
take a bath



ride a _____



play _____



ride in a _____



butter _____



bury a _____



ring a _____



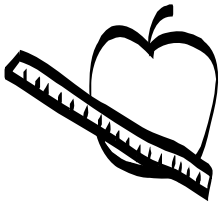
blow _____

What do you like to do that begins with the letter "b"?



North Dakota Quarter Reverse





5: Four Famous Faces

Based on the South Dakota quarter reverse



OBJECTIVES

Students will recognize certain historical figures in United States history. Students will understand the basic job of the President of the United States.



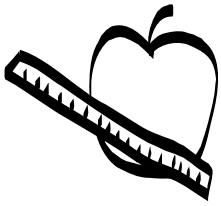
MATERIALS

- 1 overhead projector
- 1 overhead transparency (or photocopy) of the “South Dakota Quarter Reverse” page
- Copies of the following worksheets:
 - “My Coin”
 - “Famous Values”
- 1 class map of the United States
- Images of Mount Rushmore, George Washington, Thomas Jefferson, Abraham Lincoln, and Theodore Roosevelt
- Copy of a text that gives basic information about the duties of the President of the United States, such as:
 - *Duck for President* by Doreen Cronin
 - *Arthur Meets the President: An Arthur Adventure* by Marc Brown
 - *My Teacher for President* by Kay Winters
 - *White House Mouse* by Peter W. Barnes and Cheryl Shaw Barnes
- Chart paper
- Markers
- Small bags of a variety of plastic coins
- Copies of enlarged coin outlines (fronts only) of the penny, nickel, and quarter (coloring pages found at www.usmint.gov/kids/index.cfm?fileContents=campCoin/coloring.cfm)
- Math manipulatives
- Scissors
- Glue
- Crayons



PREPARATIONS

- Make copies of the following:
 - “Famous Values” worksheet (1 per student)
 - Enlarged outlines (coloring pages) of the fronts of the penny, nickel, and quarter (1 per group, 1 for the teacher)
 - “My Coin” worksheet (1 per student)



Four Famous Faces

- Make an overhead transparency of each of the following:
 - “South Dakota Quarter Reverse” page
 - “Famous Values” worksheet
- Gather images of George Washington, Thomas Jefferson, Abraham Lincoln, and Theodore Roosevelt.
- Gather images of Mount Rushmore.
- Locate a text that gives basic information about the duties of the President of the United States (see examples under “Materials”).
- Create a packet containing the coin outline pages (backs) and plastic coins for each group in Session 1.



GROUPINGS

- Whole group
- Small groups
- Individual work



CLASS TIME

Two 20- to 30-minute sessions



CONNECTIONS

- Social Studies
- Mathematics



TERMS AND CONCEPTS

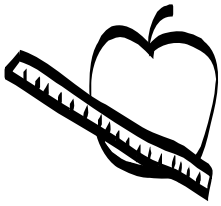
- Mount Rushmore
- Monument
- George Washington
- Thomas Jefferson
- Abraham Lincoln
- Theodore Roosevelt



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

- Coin values
- Presidents
- Counting change
- Past and present



Four Famous Faces



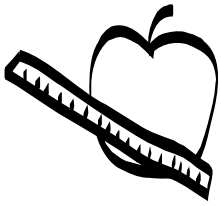
STEPS

Session 1

1. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. Locate South Dakota on a classroom map. Note its position in relation to your school's location.
2. Display the "South Dakota Quarter Reverse" transparency or photocopy. Have the students discuss and identify the images on this coin design, including presidents George Washington, Thomas Jefferson, Theodore Roosevelt, and Abraham Lincoln.
3. Lead a class discussion regarding the presidents' images and display the images of Mount Rushmore. Explain to the students that the image of the Presidents on the coin is part of a monument (in this case, a statue made in remembrance of special persons) called Mount Rushmore. Write the name "Mount Rushmore" above the term "monument" and its definition on chart paper. Ask the students why they think that the monument might be important to South Dakota, and accept all responses.
4. Display the images of George Washington, Thomas Jefferson, Theodore Roosevelt, and Abraham Lincoln and explain to the students that these men are very important to our country's history. Ask the students to brainstorm ideas about what these men did. Explain to the class that they each did great things for our country and were presidents.
5. Introduce the students to the selected text about the job and duties of the President. As a group, preview the text and illustrations to generate observations about what is occurring at different points in the text. Read the selected text to the class and attend to any unfamiliar vocabulary.
6. Discuss the meaning of the term "president," directing the students to realize that our nation's president is the leader of all of the people of our country. Explain to the students that a president is much like the principal of a school who leads the teachers and students. Have the students brainstorm the names of other presidents with whom they may be familiar. Ask the students who the current President of the United States is and add that name to the chart paper.
7. List on chart paper some of the jobs of the President.
8. Ask the students where they may see pictures of the current President or former presidents of the United States. Student responses may include paper money and coins, in newspapers and on TV. Record the student responses on the chart paper.

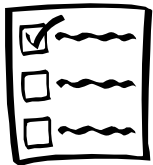
Session 2

1. Review the discussion and information on the chart paper from Session 1.
2. Divide the class into small groups. Distribute a bag of plastic coins and large coin outline pages to each group. Ask them to find the enlarged coin with President Washington on it and hold it up. Repeat the process for presidents Jefferson and Lincoln.



Four Famous Faces

3. Choose three students to hold up the large coin outlines of the fronts of the penny, nickel, and quarter. As a class, review which president is on each coin. Discuss the value on each coin.
4. Have the small groups of students arrange the coins in order from the smallest to largest denomination. Review as a class and have the student volunteers stand in the same order.
5. Repeat the activity arranging the coins from the largest to the smallest denomination.
6. Have the groups find the plastic coins that match the enlarged images. Review the face value and name of each coin.
7. Distribute the “Famous Values” worksheet to each student. As a class, review the directions on the worksheet. Allow sufficient time for the students to complete the worksheet.
8. Collect the students’ worksheets.
9. Distribute a “My Coin” worksheet to each student. Invite the students to create a new obverse image of four important people from their school, community, or family.
10. Display the “My Coin” worksheets in the classroom.



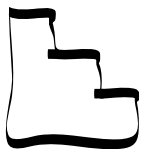
ASSESSMENT

- Take anecdotal notes about the students’ participation in class discussions.
- Evaluate the students’ worksheet for achievement of the lesson’s objectives.



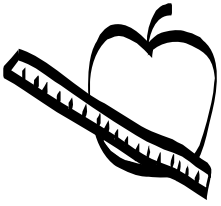
ENRICHMENTS/EXTENSIONS

- Read aloud other theme-related books about the United States presidents. Add these books to the class library.
- Create a coin with an image or symbol of Theodore Roosevelt.
- Have books about Mount Rushmore available in the classroom library for students to look over and read on their own.
- Have students create a painting, sketch, or sculpture in the style of Mount Rushmore that represents their school, community, or state.



DIFFERENTIATED LEARNING OPTIONS

- Allow students to work with partners to complete their worksheets.
- Allow students to dictate their answers to a scribe.



Four Famous Faces



CONNECTION TO WWW.USMINT.GOV/KIDS

- Have students visit the Games page online and play “Cents of Color” and “Plinky’s Create-a-Card” at www.usmint.gov/kids/index.cfm?fileContents=games.
- Have students view a series of medals highlighting Theodore Roosevelt and various wildlife in the 2003 fall edition of *Making Cents* at www.usmint.gov/kids/index.cfm?fileContents=coinNews/makingCents/2003/q4.cfm.
- Have students learn more about our coins and currency. There is a variety of resources on the Coin Curricula page at www.usmint.gov/kids/index.cfm?fileContents=teachers/coinCurricula.



Famous Values

Directions: Look at the coins. Find the name of the president that matches the image. Cut out the man's name and paste it under the correct picture. On the line, write the coin's face value.



Name _____

Value _____

George Washington

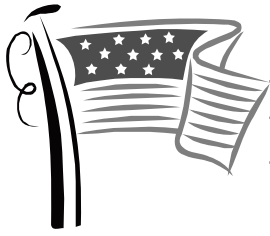
Abraham Lincoln

Thomas Jefferson

Directions: Look at the groups of coins. Write each group's total value on the line below it.

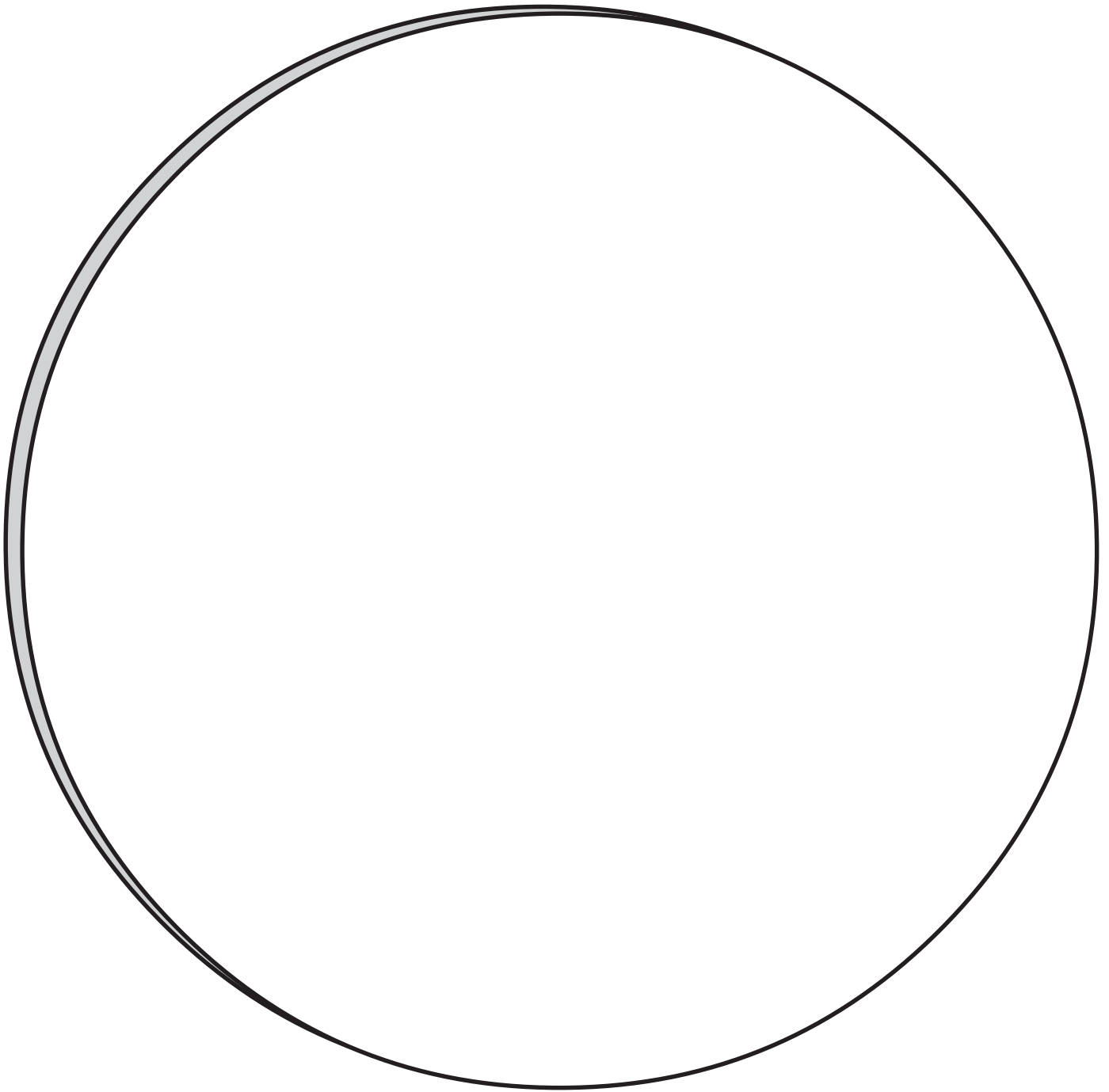


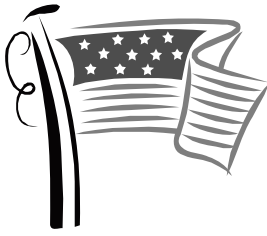
Value _____



Name _____

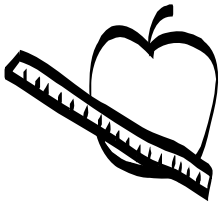
My Coin





South Dakota Quarter Reverse





6: Let the Music Play!

Based on the Bicentennial Quarter



OBJECTIVE

Students will identify George Washington as the first President of the United States. Students will understand what a symbol is and will recognize symbols of America.



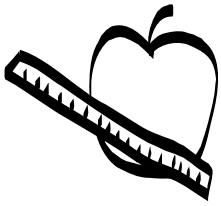
MATERIALS

- 1 overhead projector
- 1 overhead transparency of the following pages:
 - “Bicentennial Quarter Obverse”
 - “Bicentennial Quarter Reverse”
 - “United States Outline Map”
- “About George” worksheet
- Copy of a text 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
- Chart paper
- Markers
- Copy of a text about patriotic symbols and music lyrics, such as:
 - *Yankee Doodle* by Marsha Qualey
 - *America the Beautiful* by Katherine Lee Bates
 - *Hurray for the Fourth of July* by Wendy Watson
 - *My Country ‘Tis of Thee* by Samuel Francis Smith
 - *Star-Spangled Banner* by Francis Scott Key
 - *America: A Patriotic Primer* by Lynne Cheney
- Crayons
- Musical recording of “Yankee Doodle” and CD or tape player or a musical instrument
- Student drums and sticks (optional)



PREPARATIONS

- Make copies of the “About George” worksheet (1 per student).
- Locate a text about George Washington (see examples under “Materials”).



Let the Music Play!

- Locate a text about patriotic symbols and songs (see examples under “Materials”).
- Make an overhead transparency of each of the following:
 - “Bicentennial Quarter Obverse” page
 - “Bicentennial Quarter Reverse” page
 - “United States Outline Map”
- Write the lyrics to “Yankee Doodle” on chart paper.



GROUPINGS

- Whole group
- Individual work



CLASS TIME

Two 20- to 30-minute sessions



CONNECTIONS

- Social Studies
- Language Arts
- Music



TERMS AND CONCEPTS

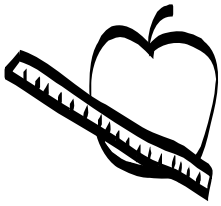
- Obverse (front)
- Past
- Symbol
- Patriotic
- Reverse (back)
- Present
- President



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

- Coins
- Musical instruments



Let the Music Play!



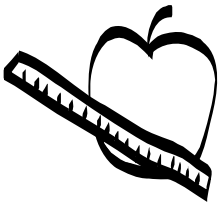
STEPS

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 that the image is the obverse (front) of a quarter, and the man on the quarter is George Washington. Tell the students he lived a long time ago, in the past, and was the first President of the United States.
2. Write the current date on a piece of chart paper. Ask the students to name the current President of the United States. Write the name under the date. Remind the students that George Washington was the President of the United States in the past, and the current person is the President today, in the present.
3. Discuss with the students what they already know about George Washington.
4. Introduce the students to the selected text about George Washington. As a group, preview the text and illustrations to generate observations about what is occurring at different points in the text. Read the text to the class and attend to any unfamiliar vocabulary.
5. After reading the text, ask the students what it was about. Using picture cues, describe the text’s major events. Record the responses on the chart paper.
6. On a new piece of chart paper, have the class use the ideas from the text and class discussions to sequence the major events of Washington’s life.
7. Ask the students to tell you what a symbol is. If necessary, tell the students that a symbol is an object that stands for something else. Use an example from the classroom or neighborhood such as the symbol for bathroom or children crossing a street.
8. Review the events on the chart paper and discuss what symbols could be created to represent the events. Add some of these symbols to the list of events.
9. Distribute the “About George” worksheet. Review the worksheet with the students. Have the students complete the worksheet individually.
10. Have the students share their “About George” worksheets in small groups. Collect the worksheets and display them in the classroom.

Session 2

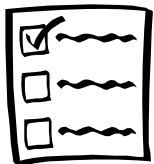
1. Display and review the charts from the previous session with the students. Explain that long ago there was a war (Revolutionary) and George Washington was the leader of the soldiers in the war.
2. Display the “United States Outline Map” overhead transparency. Explain to the students that our country didn’t always have 50 states. It had only 13 areas, and they weren’t even states; they were called “colonies.” Tell the students that, after the Revolutionary War, 13



Let the Music Play!

states were created from the thirteen colonies and that the states decided to come together as one single country called the United States of America. Highlight the location of the 13 colonies on the map. Tell the students that more states were added to the United States over time and now there are 50 states. Highlight the location of your state on the map.

3. Display the “Bicentennial Quarter Reverse” overhead transparency. Tell the students that, in 1976, the United States Mint made quarters with a special design on the reverse (back) to remind everyone of all the people who fought in the Revolutionary War and to celebrate our independence (which was declared in 1776).
4. Point out the circle of stars in the quarter image. Explain to the students that the 13 stars are symbols—symbols of the 13 colonies. Discuss the details of the image with the students. Point out the man (soldier) and the clothing and hat the soldier is wearing. Ask the students to identify the instrument the soldier is playing and explain that the drum was used to help the other soldiers march together and as a way to communicate with them during battle.
5. Introduce the students to the selected text about patriotic symbols and music lyrics. As a group, preview the text. Read the text aloud to the students. Attend to unfamiliar vocabulary and concepts.
6. Ask the students to think of songs and symbols of our country. Record their responses on chart paper.
7. Tell the students that they may know a song that many of the Revolutionary War soldiers sang in 1776. Tell the students that “Yankee Doodle” is a song that was sung during the Revolutionary War and many Revolutionary War soldiers marched to the song and sang “Yankee Doodle” proudly.
8. Ask the students if they know the words to the song “Yankee Doodle.” Display the lyrics to “Yankee Doodle.” Play the song and point to the words as they are sung. Have the students sing along. After the students have learned the song, have them march around the room singing the song. Provide a toy drum for one student to keep the beat for the other “soldiers.”



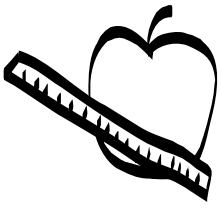
ASSESSMENT

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

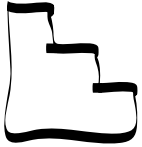


ENRICHMENTS/EXTENSIONS

- Gather copies of the selected text and add it to the class library.
- Have students learn other patriotic songs to sing as a class.
- Have students create a Tricorn hat out of construction paper to wear while marching to “Yankee Doodle.”



Let the Music Play!



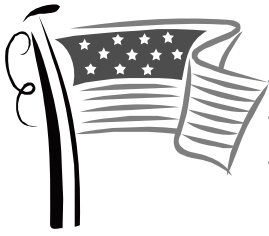
DIFFERENTIATED LEARNING OPTIONS

- Allow the students to work in pairs when completing the activities.
- Provide books for the library area of the classroom, both as text and on tape.



CONNECTION TO WWW.USMINT.GOV/KIDS

- Have students learn more about the Bicentennial quarter, the July 1999 Coin of the Month, at www.usmint.gov/kids/index.cfm?fileContents=coinNews/cotm/1999/07.cfm.
- Have students look at the New Jersey quarter design, based on a famous painting of Washington crossing the Delaware into New Jersey during the Revolutionary War at www.usmint.gov/kids/index.cfm?fileContents=coinnews/50sq/1999/nj.cfm.



United States Outline Map

THE ORIGINAL THIRTEEN COLONIES

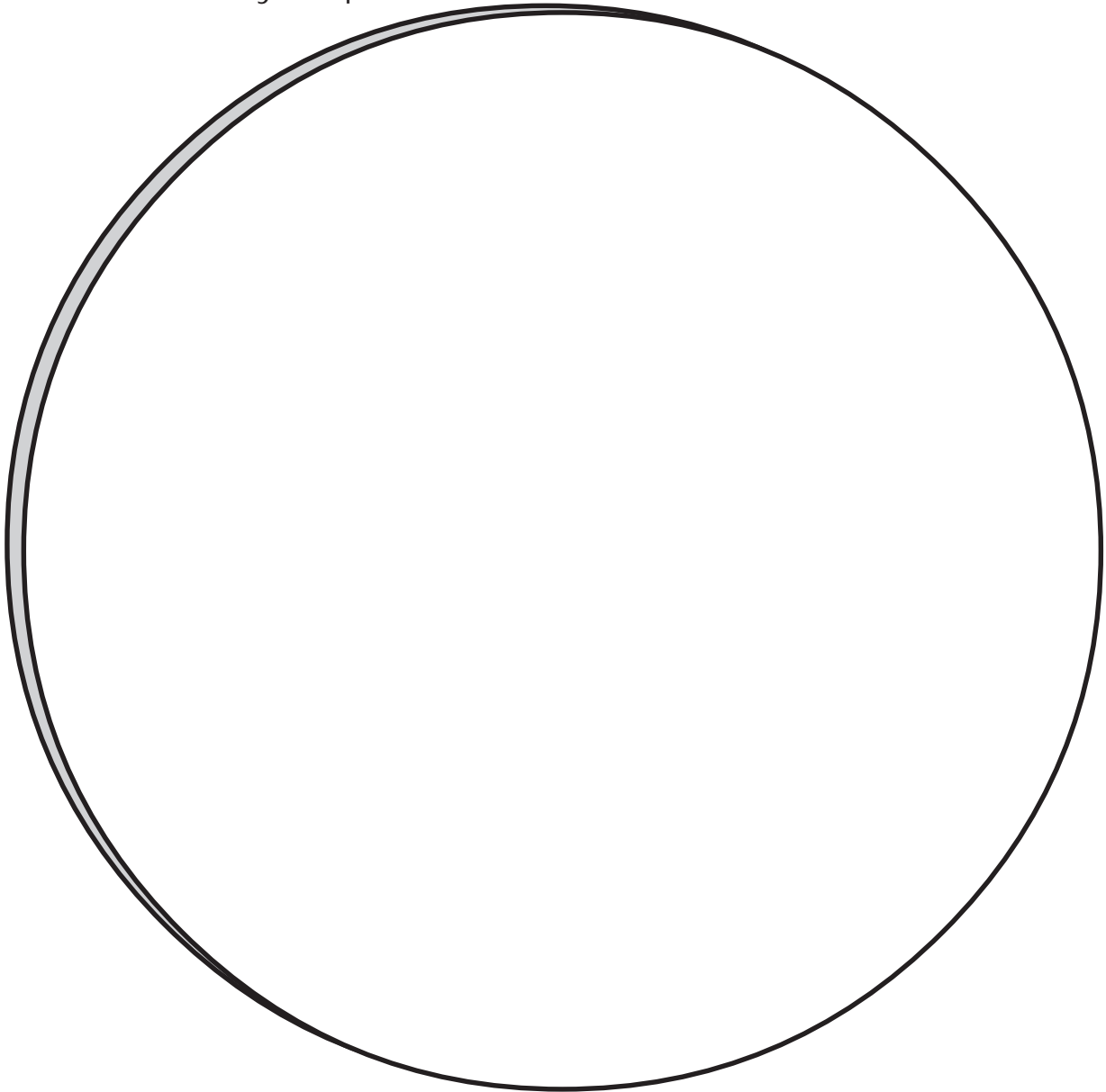


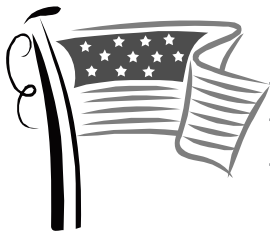


Name _____

About George

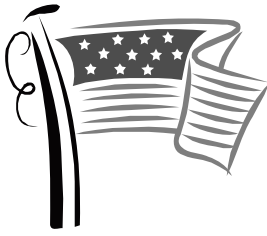
Directions: Draw and color a picture on the coin that shows something important from George Washington's life. Write about your picture on the lines below it.





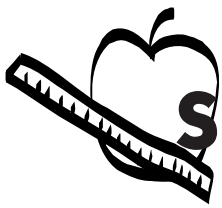
Bicentennial Quarter Obverse





Bicentennial Quarter Reverse





State Information 2006 Quarters

Nevada

The first commemorative quarter-dollar coin released in 2006 honors Nevada, and is the 36th coin in the United States Mint's 50 State Quarters® Program. Nevada, nicknamed "The Silver State," was admitted into the Union on October 31, 1864, becoming our Nation's 36th state. Nevada's quarter depicts a trio of wild mustangs, the sun rising behind snow-capped mountains, bordered by sagebrush and a banner that reads "The Silver State." The coin also bears the inscriptions "Nevada" and "1864."

Nevada became a territory in 1861, several years after a Mormon Battalion in the Mexican War discovered gold and silver in the area of Virginia City. This discovery would later be referred to as one of the greatest mineral discoveries, famously known as the Comstock Lode.

Nevada is home to more than 50 percent of the Nation's wild horses. The wild horses dominate the Great Basin in the vast deserts and the more than 150 mountain ranges. The first mention of wild horses was discovered in several journals dating to the 1820s.



State Capital: Carson City
State Bird: Mountain Bluebird
State Tree: Single-Leaf Pinon,
Bristlecone Pine
State Flower: Sagebrush
State Motto: "All for our country"

Entered Union (rank): October 31, 1864 (36)

Nickname(s): Silver State, Sagebrush State,
Battleborn State

Origin of Name: . . Sierra Nevada mountains in the west, meaning "snow-covered"

State Song: "Home Means Nevada"

Nebraska

The second commemorative quarter-dollar coin released in 2006 honors Nebraska, and is the 37th coin in the United States Mint's 50 State Quarters® Program. Nebraska, nicknamed the "Cornhusker State," was admitted into the Union on March 1, 1867, becoming our Nation's 37th state. Nebraska's quarter depicts an ox-drawn covered wagon carrying pioneers in the foreground and Chimney Rock, the natural wonder that rises from the valley of North Platte River,

measuring 445 feet from base to tip. The sun is in full view behind the wagon. The coin also bears the inscriptions "Nebraska," "Chimney Rock," and "1867."

Chimney Rock was designated a National Historic Site on August 9, 1956, and is maintained and operated by the Nebraska State Historical Society.

Practically anywhere travelers go in Nebraska they will encounter reminders of America's westward expansion. The state is crisscrossed by the Oregon and Mormon Trails, the Pony Express, the Lewis and Clark Trail, the Texas-Ogallala Trail and the Sidney-Deadwood Trail.



State Capital: Lincoln

State Bird: Western Meadowlark

State Tree: Cottonwood

State Flower: Goldenrod

State Motto: . . Equality before the law
Entered Union (rank): March 1, 1867 (37)

Nickname(s): Cornhusker State,
Tree Planters State

Origin of Name: Created by John Fremont based on an Omaha Indian word meaning "broad river"

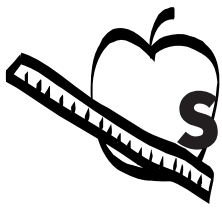
State Song: "Beautiful Nebraska"

Colorado

The third commemorative quarter-dollar coin released in 2006 honors Colorado, and is the 38th coin in the United States Mint's 50 State Quarters® Program. The Colorado quarter depicts a sweeping view of the State's rugged Rocky Mountains with evergreen trees and a banner carrying the inscription "Colorful Colorado." The coin also bears the inscriptions "Colorado" and "1876."

Colorado's Rocky Mountains are home to some of the Nation's most majestic natural wonders. Among these, rising approximately 10,000 feet from the valley floor in Northwest Colorado, Grand Mesa is the largest flat-top mountain in the world, and is home to more than 200 lakes and many miles of scenic hiking trails.

Colorado was admitted into the Union on August 1, 1876, becoming our Nation's 38th state. With statehood gained less than one month after the 100th anniversary of the signing of the Declaration of Independence, Colorado is nicknamed the "Centennial State."



State Information 2006 Quarters



State Capital: Denver
State Bird: Lark Bunting
State Tree: ... Colorado Blue Spruce
State Flower: ... White and Lavender Columbine

State Motto: Nothing Without the Deity

Entered Union (rank): August 1, 1876 (38)

Nickname: Centennial State

Origin of Name: .. Spanish meaning "colored red"

State Song: "Where the Columbines Grow"

Nickname: Peace Garden State

Origin of Name: . Named after the Dakota Indian tribe that lived in the area.

State Song: "North Dakota Hymn"

North Dakota

The fourth commemorative quarter-dollar coin released in 2006 honors North Dakota, and is the 39th coin in the United States Mint's 50 State Quarters® Program. On November 2, 1889, North Dakota was admitted into the Union, becoming our Nation's 39th state. The North Dakota quarter depicts a pair of grazing American bison in the foreground with a sunset view of the rugged buttes and canyons that help define the State's Badlands region in the background. The coin's design also bears the inscriptions "North Dakota" and "1889."

President Theodore Roosevelt founded the United States Park Service and signed the Antiquities Act in 1906, which was designed to preserve and protect unspoiled places such as his beloved North Dakota Badlands, now known as Theodore Roosevelt National Park. Herds of American Bison thundered across the Badlands through the 1860s. The park is now home to more than 400 wild buffalo, an animal once on the brink of extinction.



State Capital: Bismarck
State Bird: Western Meadowlark
State Tree: American Elm
State Flower: Wild Prairie Rose
State Motto: "Liberty and union, now and forever, one and inseperable"

Entered Union (rank): November 2, 1889 (39)

South Dakota

The fifth and final commemorative quarter-dollar coin released in 2006 honors South Dakota, the "Mount Rushmore State," and is the 40th coin in the United States Mint's 50 State Quarters® Program. Admitted into the Union on November 2, 1889, South Dakota became the Nation's 40th state. The release of this quarter signals the end of the eighth year of the 50 State Quarters Program.

The South Dakota quarter features an image of the State bird, a Chinese ring-necked pheasant, in flight above a depiction of the Mount Rushmore National Monument, featuring the faces of four American Presidents: George Washington, Thomas Jefferson, Theodore Roosevelt and Abraham Lincoln. The design is bordered by heads of wheat. The coin's design also bears the inscriptions "South Dakota" and "1889."

Sculptor Gutzon Borglum began drilling into Mount Rushmore, the 5,725-foot peak rising above Harney National Forest, in 1927. Creation of the "Shrine of Democracy" took 14 years and cost approximately \$1 million, though it is now deemed priceless.



State Capital: Pierre
State Bird: .. Ring-Necked Pheasant
State Tree: Black Hills Spruce
State Flower: American Pasque Flower
State Motto: Under God, the people rule

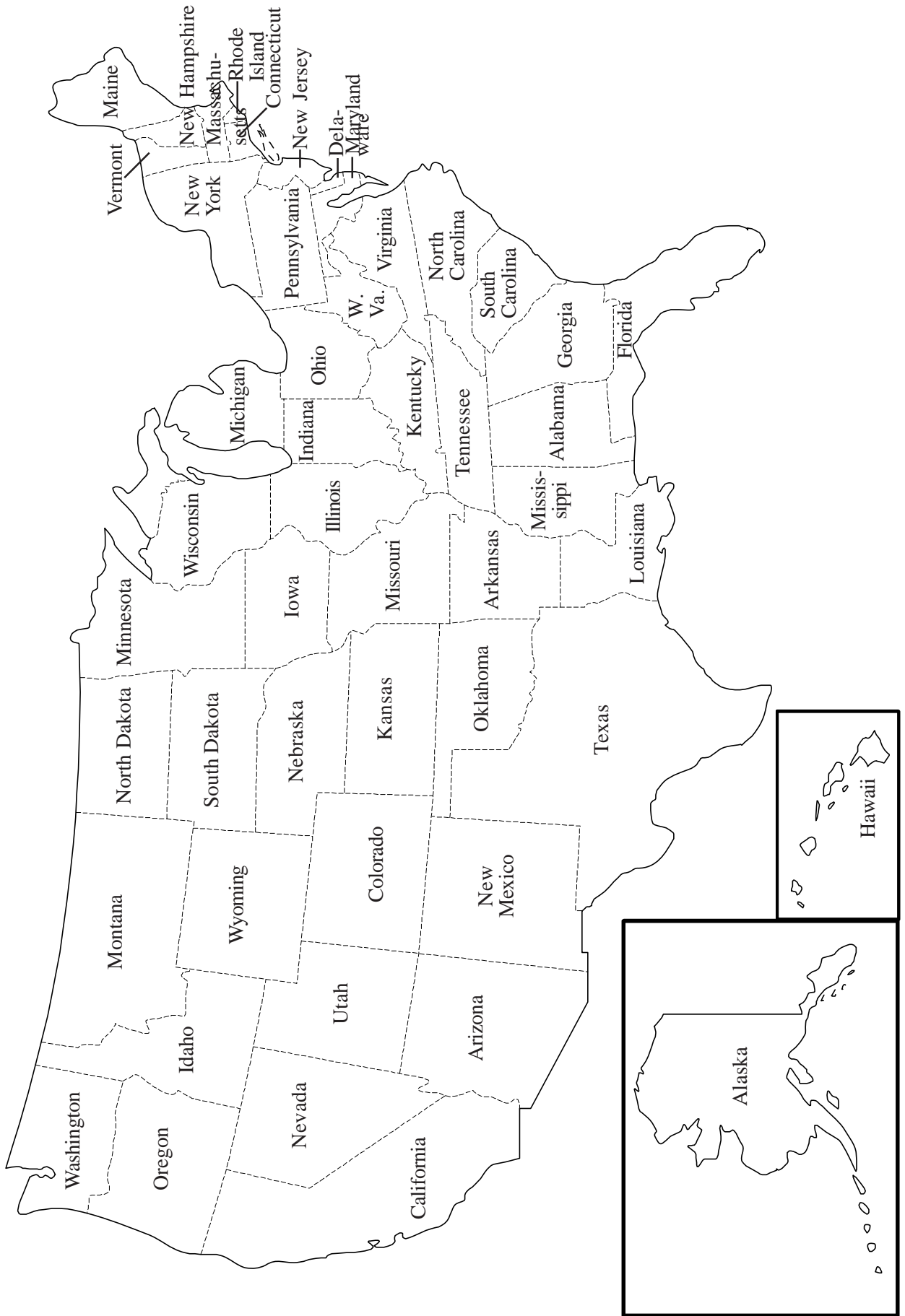
Entered Union (rank): November 2, 1889 (40)

Nickname: Mount Rushmore State

Origin of Name: . Named after the Dakota Indian tribe that lived in the area

State Song: Hail, South Dakota!

The United States of America



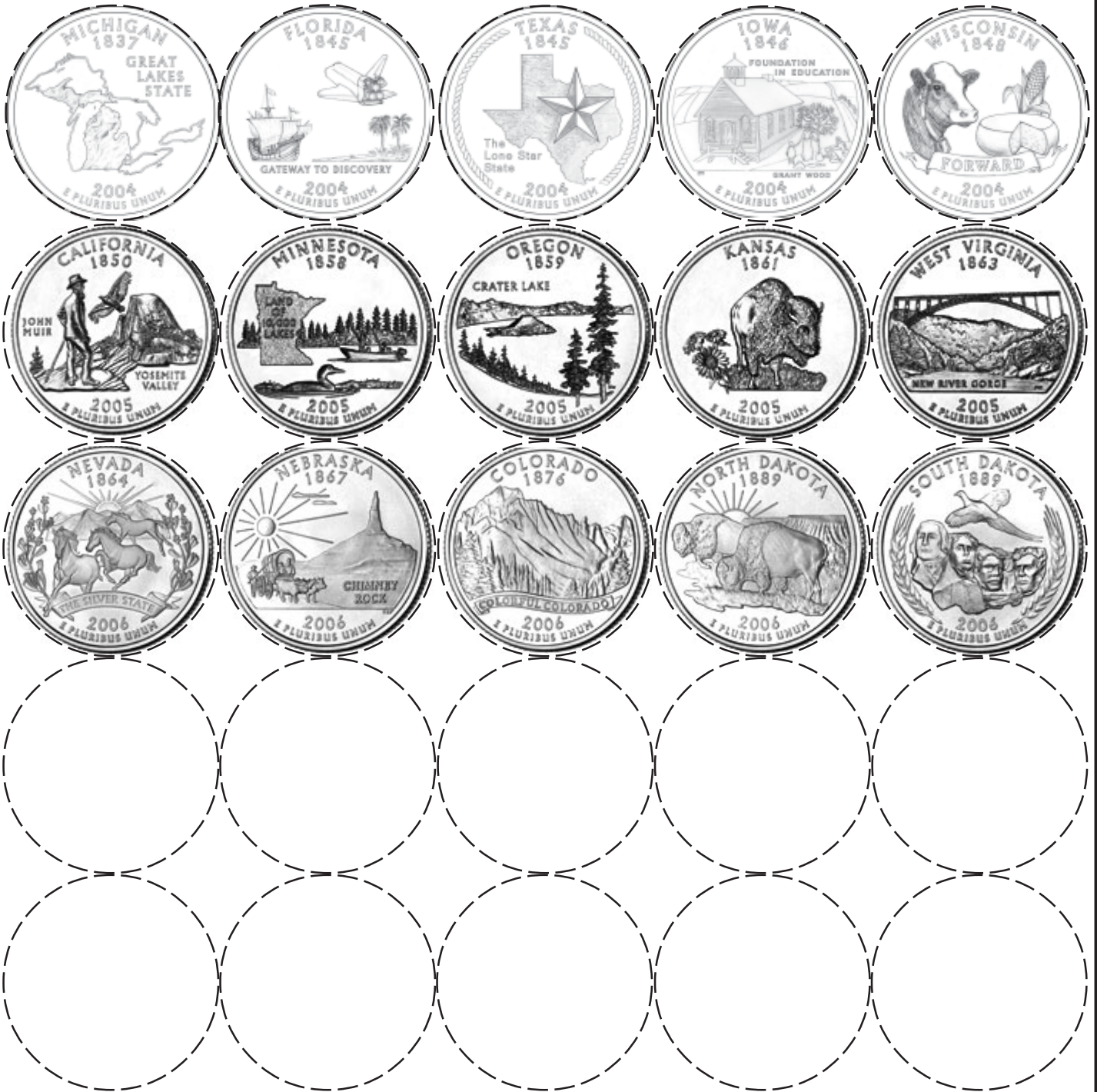
50 State Quarters Program Designs

Reverse



50 State Quarters Program Designs

Reverse



50 State Quarters Program Designs

Obverse



Reproducible Coin Sheet

Obverse



Obverse © 1999 U.S. Mint
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TO MAKE DOUBLE-SIDED COINS

1. Print this page and the following page (reverses).
2. Put the two pages back-to-back and hold them up to a strong light to line up the dotted lines on all the coins.
3. Clip the pages together to keep them in position with two clips at the top.
4. Apply glue or glue stick to the backs, especially in the areas where the coins are printed. After pressing the pages together, check the alignment by holding them up to the light again, adjusting the alignment if possible.
5. When the glue dries, cut out the "coins."

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