

6: Island Inquiry

Based on the Northern Mariana Islands quarter



OBJECTIVE

Students will describe the physical, geographical, historical, and cultural characteristics of the Northern Mariana Islands.



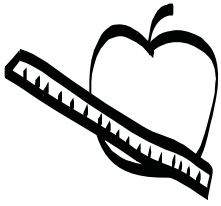
MATERIALS

- 1 overhead projector (optional)
- 1 overhead transparency (or photocopy) of each of the following
 - “Northern Mariana Islands Quarter Reverse” page
 - “Magazine Article Plan” worksheet
 - “Magazine Article Rubric”
- Copies of the following:
 - “Magazine Article Plan” worksheet
 - “Magazine Article Rubric”
- Copy of the Resource Guide (available at www.usmint.gov/kids)
- 1 class map of the United States and its territories
- Selection of magazines, especially travel magazines if available
- Computers with Internet access



PREPARATIONS

- Make an overhead transparency (or photocopy) of each of the following:
 - “Northern Mariana Islands Quarter Reverse” page
 - “Magazine Article Plan” worksheet
 - An article from a magazine (see Materials) for Sessions 1 and 2
 - “Magazine Article Rubric”
- Make copies of each of the following:
 - “Magazine Article Plan” worksheet (1 per student)
 - “Magazine Article Rubric” (2 per student)
- Gather magazines (see “Materials”).
- Arrange to use the school computer lab for one session.
- Bookmark Internet sites that contain information on the Northern Mariana Islands.



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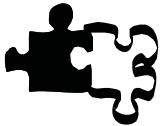
GROUPINGS

- Whole group
- Small groups
- Individual work



CLASS TIME

Five 45- to 60-minute sessions



CONNECTIONS

- Social Studies
- Language Arts



TERMS AND CONCEPTS

- Quarter
- Obverse (front)
- Reverse (back)
- Latte
- Culture



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

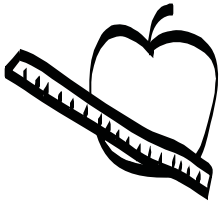
- Physical characteristics
- Human characteristics
- Architecture
- Livelihood
- Cultural events
- Government
- Geography
- Writing Process
- Editor



STEPS

Session 1 and 2

1. Describe the 50 State Quarters® Program and the District of Columbia and U.S. Territories Quarters Program for background information, if necessary, using the ex-



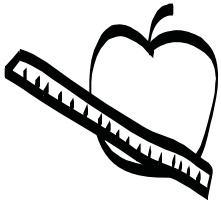
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ample of your own state's or territory's quarter. Then display the "Northern Mariana Islands Quarter Reverse" overhead transparency or photocopy. Tell the students that the back of a coin is called the reverse, and "obverse" is another name for the front. Locate the Northern Mariana Islands on a classroom map. Note its position in relation to your school's location. When defining "US territory" (lowercase "t") for your students, the United States Mint recognizes and uses the Department of the Interior's definitions found at www.doi.gov/oia/Islandpages/political_types.htm.

2. With the students, examine the coin design. Have the students identify the images and the writing in the design. Ask the students for ideas about what items are in the image and what they may represent. After recording the student responses on chart paper, refer to the Resource Guide for an explanation of the images.
3. Discuss with the students the definition of the word "geography" and write the final definition on chart paper.
4. Explain to the students that in this lesson they will be looking at the characteristics, both physical and human, that distinguish one place from another.
5. Distribute some examples of magazines to the students. Have the students look at the articles and tell you what they notice about their style. Display the transparency of the magazine article. Focus on the way the articles are written, and the titles and subheadings. Also have the students look at charts, diagrams, and other graphics that are included in magazine articles. Discuss the writing process and how it applies to the articles. Compare this style of writing with other writing they have done.
6. Display the transparency of the "Magazine Article Plan" worksheet. Review the directions with the students. Explain to the students that they will be working in groups of four to research the physical and human characteristics of the Northern Mariana Islands. They will then write a magazine article that incorporates the information they found. Each student in the group of four will choose two of the topics to research and report on in their part of the article.
7. Distribute "Magazine Article Plan" worksheet to each student. Assign the students to groups of four.
8. Take the students to the computer lab and allow them time to research.

Session 3

1. Display the "Magazine Article Writing Rubric" overhead transparency. Review the rubric and the writing process with the students.
2. Allow the students time to work on their rough drafts.
3. When the drafts are finished, distribute one "Magazine Article Writing Rubric" to



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each student. Define the role of “editor” for the students. Have each students peer edit and complete a rubric sheet for the work of another student.

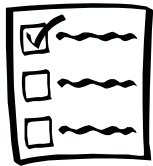
4. Collect the rough drafts and make suggestions as necessary.

Session 4

1. Return the edited rough drafts to the students.
2. Distribute a second copy of the “Magazine Article Rubric” to each student. Allow the students time to write their final drafts. Have the students complete the “Magazine Article Rubric” regarding their own work when they are finished.
3. Collect the final drafts and the rubric sheets. Bind the articles into a magazine.
4. Have the students create the cover and name for the class magazine.

Session 5

Have a silent reading time during which students can read articles written by other groups.



ASSESSMENT

Use the rubrics and articles to evaluate whether the students have met the lesson objectives.



ENRICHMENTS/EXTENSIONS

- Let the students include pictures of the islands if available and write captions.
- Have the students write a magazine article about an event in their community.
- Have the students write a magazine article about another territory.



DIFFERENTIATED LEARNING OPTIONS

- Have students do a visual/digital magazine.
- Have students use video or visual media to find information.

CONNECTION TO WWW.USMINT.GOV/KIDS

- Have students learn more about landforms through the Washington quarter lesson plan at www.usmint.gov/kids/teachers/lessonPlans/50sq/2007/0203-2.pdf.
- Have students learn more about the other territories with other District of Columbia and U.S. Territories Quarters Program lesson plans at www.usmint.gov/kids/teachers/lessonPlans/.





Name _____

Magazine Article Plan

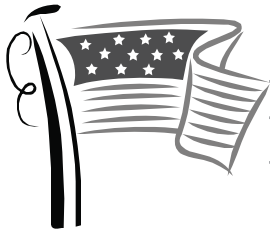
Other group member names _____



Directions: With your group, write an article for a travel magazine on the Northern Mariana Islands. Choose two of the topics listed below to research (so that eight topics altogether are covered by your group). After each of the group members gathers the needed information, work with the other members to write an introduction and a conclusion for your article.

Check the items you will write about.

- Plant life
- Plumeria
- Peacock flower
- Pacific Basil
- Architecture, particularly the Latte
- Transportation, particularly the Carolinian canoe
- Livelihood, the types of jobs people have
- Historical sites
- Cultural events
- Animal life, particularly the white fairy terns
- Political system



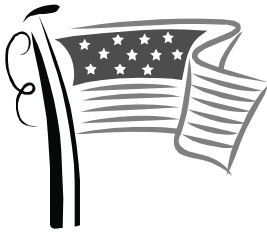
Name _____

Magazine Article Rubric

Teacher Name _____

CATEGORY	4	3	2	1	SELF	TEACHER
Focus and Content	Topic is clear and well-supported by detailed information.	Topic is clear but the supporting information is more general.	Topic is somewhat clear but supporting information is lacking.	Topic is not clear; other information seems random.		
Introduction	States the main topic, previews the structure, and is inviting.	States the main topic and previews the structure, but is not very inviting.	States the main topic, but does not preview the structure well or invite reading.	Does not state the topic or structure of the paper.		
Sequencing	Details are ordered logically; presentation is interesting.	Details are ordered logically, but presentation is not very interesting.	Some details are logically ordered, but presentation is distracting.	Details seem random; presentation seems disorganized.		
Transitions	Transitions are varied and thoughtful, clearly showing idea connections.	Transitions clearly connect ideas, but there is little variety.	Some transitions work well; but others are fuzzy.	Transitions between ideas are unclear or nonexistent.		
Conclusion	The conclusion is strong; its clear what the writer is "getting at."	The conclusion is recognizable and ties up almost all the loose ends.	The conclusion is recognizable, but not complete.	There is no clear conclusion; the paper just ends.		
Accuracy	All supportive data are reported accurately.	Almost all supportive data are reported accurately.	Most supportive data are reported accurately.	Supportive data are lacking or inaccurate.		
Capitalization & Punctuation	No errors in capitalization or punctuation.	1 or 2 errors in capitalization or punctuation.	Several errors in capitalization or punctuation.	Many errors in capitalization or punctuation.		
Grammar & Spelling	No errors in grammar or spelling.	1 or 2 errors in grammar or spelling.	3 or 4 errors in grammar or spelling.	More than 4 errors in grammar or spelling.		
Commitment (Voice)	The writer uses several reasons or appeals to entice the reader to care or want to know more about the topic.	The writer uses one or two reasons or appeals to entice the reader to care or want to know more about the topic.	The writer makes some effort to make the reader care about the topic, but is not really successful.	The writer makes no attempt to entice the reader to care or want to know more about the topic.		
Totals						

Teacher comments



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