

2009 Lesson Plans

District of Columbia and U.S. Territories Quarter Program

The Greatest Educational Change
America Has Ever Seen

This teaching guide includes:

- 6 teacher-friendly lesson plans that fit easily into your curriculum
- Reproducible student worksheets that support each lesson
- Fun facts and information on the new coin designs
- Coin sheets that can be made into double-sided "coins"



Grades
4-6

The United States Mint Has Big Plans for You!

Kids and coin collecting go hand in hand! By downloading these District of Columbia and U.S. Territories Quarters Program lesson plans, you are able to bring the excitement of America's quarter craze right into your own classroom.

Launched in 2009, the District of Columbia and U.S. Territories Quarters Program is a 1-year coin initiative commemorating each of the nation's territories and the District of Columbia. Approximately every eight weeks (six times), a new limited-edition quarter that displays the District's design or a territory's design is released into general circulation.

As it has every year of the 50 State Quarters(R) Program, the United States Mint is offering the public for free three new sets of lesson plans (for grades K and 1, 2 and 3, and 4 through 6). All are designed to bring to life 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 political entity.

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 District of Columbia and U.S. Territories Quarters Program lesson plans, you will also notice a strong connection to the United States Mint H.I.P. Pocket Change™ Web site. A special "connections" section 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, 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 and territories, 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 District of Columbia and U.S. Territories Quarters Program! We hope that you find these resources to be an extremely valuable addition to your classroom.



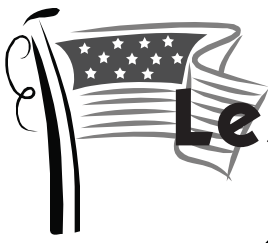
Visit us online at
www.usmint.gov/kids



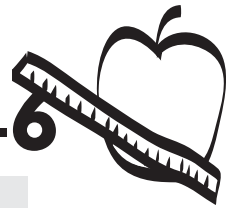
The United States Mint does not endorse any individual provider of goods or services, including authors and publishers. All text references are merely illustrative and should not be deemed to be recommendations of the United States Mint.

PORTIONS © 2009 U.S. MINT ALL RIGHTS RESERVED

The Greatest Educational Change America Has Ever Seen



Lesson Plans for Grades 4-6



OBJECTIVE



CONNECTIONS



GROUPINGS



CLASS TIME



PAGE

1: Music to My Ears (District of Columbia)

Identifying musical genres and their virtuosi

- Language Arts
- Social Studies
- Art
- Music

- Whole group
- Small groups
- Individual work

Four 45- to 60-minute sessions

2

2: Absolutely and Relatively (Puerto Rico)

Understanding location using latitude and longitude

- Language Arts
- Social Studies

- Whole group
- Pairs
- Individual work

Five 45- to 60-minute sessions

11

3: Past Meets Present (Guam)

Seeing how location can affect peoples' daily lives

- Social Studies
- Language Arts

- Whole group
- Small groups
- Individual work

Four 45- to 60-minute sessions

19

4: In with the Imports (American Samoa)

Recognizing interdependence in importing and exporting

- Language Arts
- Social Studies
- Art

- Whole group
- Individual work

Four 45- to 60-minute sessions

30

5: Weather Alert! (US Virgin Islands)

Describing the effects of weather, its patterns and preparations

- Social Studies
- Science
- Language Arts

- Whole group
- Small groups
- Individual work

Four 45- to 60-minute sessions

39

6: Island Inquiry (Northern Mariana Islands)

Characterizing aspects of the Northern Mariana Islands

- Social Studies
- Language Arts

- Whole group
- Small groups
- Individual work

Five 45- to 60-minute sessions

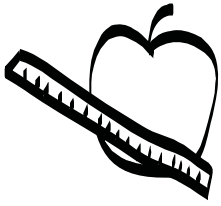
46

Additional Resources

United States of America Map
Reproducible Coin Sheet

53

54



1: Music to My Ears

Based on the District of Columbia quarter



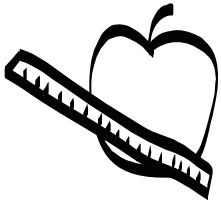
OBJECTIVE

The student will identify different music genres. The student will identify qualities, histories, and persons associated with different musical genres.



MATERIALS

- 1 overhead projector (optional)
- 1 overhead transparency (or photocopy) of each of the following:
 - “District of Columbia Quarter Reverse” page
 - “Music Genre Research” worksheet
 - “Music Genre Poster Rubric”
- Copies of the following:
 - “Music Genre Research” worksheet
 - “Music Genre Poster Rubric”
 - “Exit Slip” worksheet
- Copy of the Resource Guide (available at www.usmint.gov/kids)
- 1 class map of the United States and its territories
- Journals or writing paper
- 1 recording of a song composed and performed by Duke Ellington
- Chart paper
- 1 copy of a text that gives information about the life and contributions of Duke Ellington, such as:
 - *Duke Ellington: King of Jazz* by Elizabeth Rider Montgomery
 - *Duke Ellington: The Piano Prince and His Orchestra* by Andrea Pinkney
 - *Duke Ellington (Getting to Know the World’s Greatest Composers)* by Mike Venezia
 - *Duke Ellington* by Richard Terrill
- Computers with Internet access
- Large pieces of poster board



Music to My Ears



PREPARATIONS

- Make an overhead transparency (or photocopy) of each of the following:
 - “District of Columbia Quarter Reverse” page
 - “Music Genre” worksheet
 - “Music Genre Poster Rubric”
- Make copies of each of the following:
 - “Music Genre Research” worksheet (1 per student)
 - “Music Genre Poster Rubric” (1 per student)
 - “Exit Slip” worksheet (half sheet per student)
- Cut the “Exit Slip” worksheets in half.
- Gather recording composed and performed by Duke Ellington for Session 1. (Make sure playing the recording aligns with laws and school policy.)
- Create a K-W-L chart on chart paper for session 1.
- Locate an age-appropriate text that gives basic information about Duke Ellington (see examples under “Materials”).
- Arrange to use the school computer lab for one session.
- Bookmark Internet sites that contain information on genres of music, composers and artists of those genres, and compositions of those genres.
- Gather pieces of poster board (1 per group)



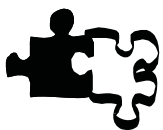
GROUPINGS

- Whole group
- Small group
- Individual work



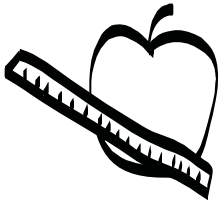
CLASS TIME

Four 45- to 60-minute sessions



CONNECTIONS

- Social Studies
- Language Arts
- Art
- Music



Music to My Ears



TERMS AND CONCEPTS

- Quarter
- Genre
- Obverse (front)
- Jazz
- Reverse (back)
- Territory



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

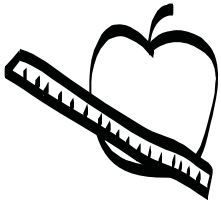
- Composer
- Biography
- Composition
- Narrative
- Timeline
- Writing process



STEPS

Session 1

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 example of your own state's or territory's quarter. Then display the "District of Columbia 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 District of Columbia on a classroom map. Note its position in relation to your school's location.
2. With the students, examine the coin design. Have the students identify the images and the writing in this design. Ask the students for ideas on what the images are and what they may represent. After listening to the student responses, refer to the Resource Guide for a description of the design. Emphasize the image of Duke Ellington.
3. Have the students take out their journals or a sheet of writing paper. Without telling the students who the recording's composer or performer is, play a song composed and performed by Duke Ellington. Have the students draw a picture or write down some ideas about what the song means to them or brings to their mind.
4. Have the students share their drawings or writings. Write common ideas on the chart paper.
5. Tell the students that the recording they listened to was by Duke Ellington, the musician and composer on the coin reverse. Ask the students if they know anything about Duke Ellington and his music. Complete the "K" section of the K-W-L chart.
6. Ask the students what they would like to know about Duke Ellington and his music. Complete the "W" section of the K-W-L chart.
7. Introduce the students to the selected text about Duke Ellington. As a group, preview the text. Read the selected text or appropriate sections of the selected text to



Music to My Ears

the class and attend to any unfamiliar vocabulary and concepts. During the reading, students should attend to any clues about Duke Ellington. Chart the students' ideas in the "L" section of the K-W-L chart. After concluding the selected text, review the K-W-L chart.

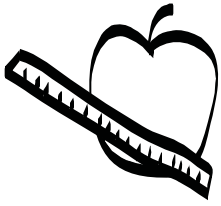
8. Distribute an "Exit Slip" worksheet (half sheet) to each student. Have the students answer the printed question about why they think Duke Ellington is on the District of Columbia quarter. Allow the students time to answer the question, then collect the worksheets.

Session 2

1. Display and review the K-W-L chart from the previous session. Emphasize the fact that Duke Ellington wrote and performed jazz music. Tell the students that jazz is one of many genres of music. A genre is a style or category of music based on similarities between different musical pieces. Record definition of "genre" onto chart paper. Record "jazz" on the chart as one genre.
2. Ask the students if they know of any other genres of music besides jazz. Responses may include classical, blues, country, rock, hip hop, folk, and pop. Record student responses on the chart paper.
3. Explain to the students that they each will be writing a narrative and, in groups of four, creating a poster on a music genre. The poster will contain a collaborative group narrative, images, a brief timeline, and a creative title, all of which relate to the group's ["assigned" or "chosen"?] genre of music. Each member of the group will create a narrative to be turned in. As a group, the students will create a collaborative narrative to display on the poster. You might give the students the option of bringing in recordings to illustrate their poster's genre.
4. Display the transparency of the "Music Genre Research" worksheet. Review the directions with the students.
5. Distribute a "Music Genre Research" worksheet to each student. Assign the students to groups of four. Display the "genre" chart from Session 1 and have the students choose from the chart the genre of music their group would like to research. Encourage students to explore an unfamiliar genre of music. Have the students record their group's genre choice on their worksheets.
6. Take the students to the computer lab and allow them time to complete their research.
7. For homework, have the students complete a rough draft of their narrative.

Session 3 and 4

1. Review the information from the previous session.



Music to My Ears

2. Display the transparency of the “Music Genre Poster Rubric.” Review the writing process and the rubric with the students.
3. Distribute a “Music Genre Poster Rubric” to each student. Allow enough time for the students to individually edit the rough drafts of their narratives, write their final drafts, and write a collaborative narrative as a group. Collect the individual student narratives.
4. Distribute poster board, one piece per group. Have the students design their posters including the collaborative narratives and complete the rubric when they are finished.
5. Collect the rubrics.
6. Have students briefly share their posters and narratives with the class. Play a selection from each of the genres of music during the presentation.
7. Collect the posters and display them in the room.



ASSESSMENT

Use the “Music Genre Poster Rubric” to evaluate whether the students have met the lesson objectives.



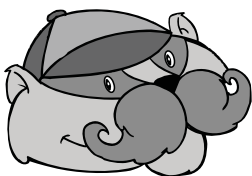
ENRICHMENTS/EXTENSIONS

- Have students create a multimedia presentation on a music genre to include samples of recordings from the genre.
- Have the students do a gallery walk or present their posters to another class.



DIFFERENTIATED LEARNING OPTIONS

- Have articles already copied or bookmarked.
- Have the students use video or visual media to find information.



CONNECTION TO WWW.USMINT.GOV/KIDS

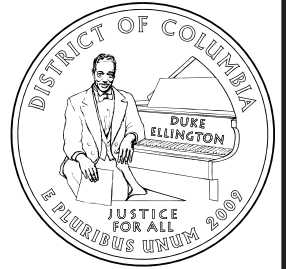
Have students learn more about Tennessee’s music with February 2002’s Coin of the Month at www.usmint.gov/kids/coinNews/coinOfTheMonth/2002/02.cfm. Then try out the accompanying Teacher Feature, “Listen Closely,” at www.usmint.gov/kids/teachers/features/2002/02.cfm.



Name _____

Exit Slip

Why is Duke Ellington on the reverse of the District of Columbia quarter?

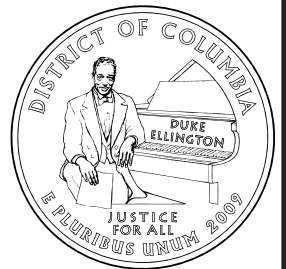




Name _____

Exit Slip

Why is Duke Ellington on the reverse of the District of Columbia quarter?





Name _____

Music Genre Research

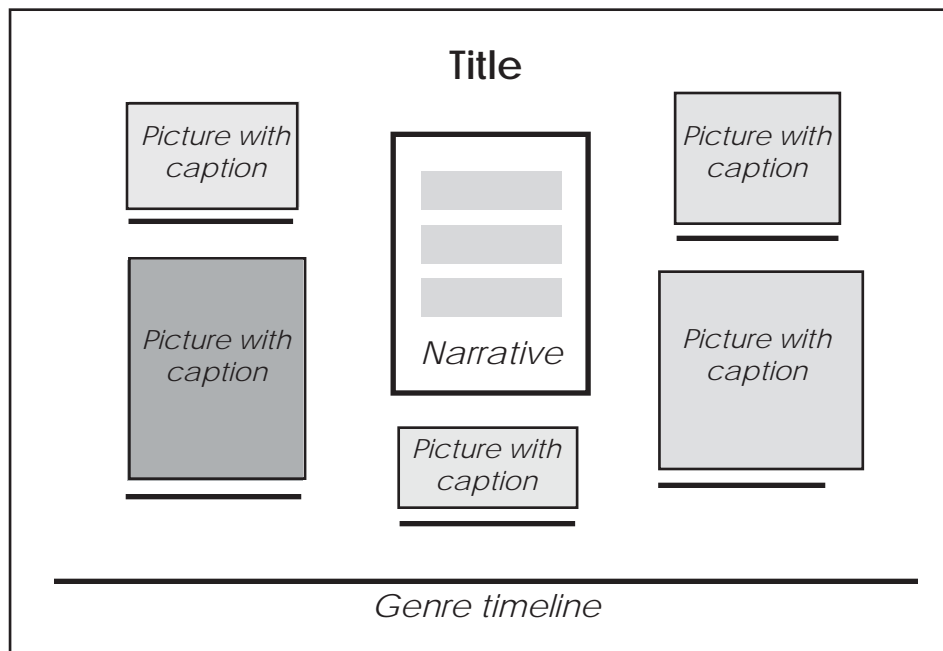
NAMES OF GROUP MEMBERS: _____

MUSICAL GENRE: _____

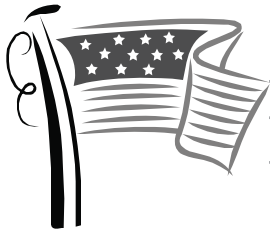
Directions: As a group, design a poster to display information about a particular genre of music. The poster should include the following items:

1. A title for your poster. Be creative!
2. A written narrative two to three paragraphs in length. The narrative should include a short history of the genre, some major composers or artists of the genre, and distinct attributes of the genre.
3. Drawings or images that clearly relate to the music genre you have chosen. Please make sure to label your images and provide citations if necessary.
4. A brief timeline of the genre (include at least 5 major dates).

Make sure you follow the writing process when you are writing your narrative.



SAMPLE POSTER LAYOUT



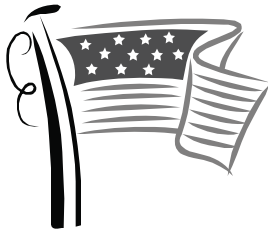
Name _____

Music Genre Poster Rubric

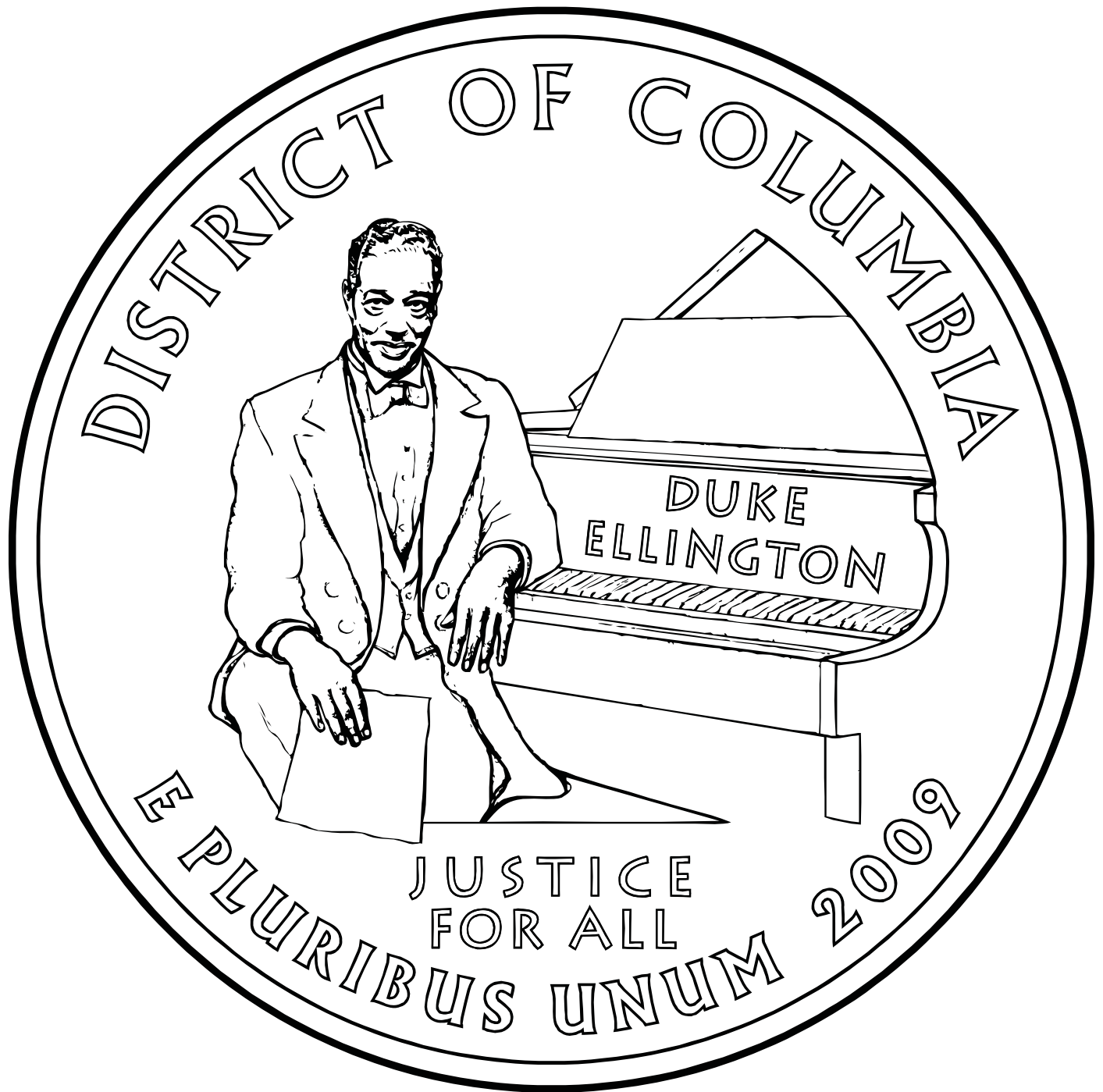
Teacher Name: _____

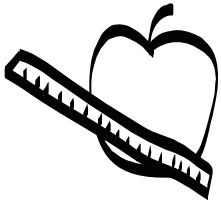
Group Members: _____

CATEGORY	4	3	2	1	Self	Teacher
Use of Class Time	Used time well and focused on project. Never distracted others.	Used time well and usually focused on project. Never distracted others.	Sometimes used time well and focused on project. Occasionally distracted others.	Seemed to use time poorly and ignore the project OR often distracted others.		
Group Participation	Student always contributed positively to the group and worked well with group.	Student mostly contributed positively to the group and worked well with group.	Student usually contributed positively to the group and worked well with group.	Student seldom contributed positively to the group or worked well with group.		
Graphics and Images	All graphics related to and clarified the topic. All borrowed graphics had a source citation.	Most graphics related to and clarified the topic. All borrowed graphics had a source citation.	Many graphics related to and clarified the topic. Most borrowed graphics had a source citation.	Graphics did not relate to the topic OR borrowed graphics did not all have a source citation.		
Labels	All items of importance on the poster were clearly labeled.	Most items of importance on the poster were clearly labeled.	Several items of importance on the poster were clearly labeled.	Few items are labeled OR labels were too small.		
Required Elements	All of the required elements were included.	Most of the required elements were included.	Some of the required elements were included.	Few of the required elements were included.		
Knowledge Gained	Student answered all questions about the poster's content and creation.	Student answered most questions about the poster's content and creation.	Student answered some questions about the poster's content and creation.	Student answered few questions about the poster's content and creation.		
Content and Accuracy	All of the facts in the display and the narrative are accurate.	Most of the facts in the display and the narrative are accurate.	Some of the facts in the display and the narrative are accurate.	Few of the facts in the display and the narrative are accurate.		
Grammar	There are no grammatical mistakes on the poster.	There are few grammatical mistakes on the poster.	There are some grammatical mistakes on the poster.	There are many grammatical mistakes on the poster.		
Mechanics	There are no errors in capitalization or punctuation.	There are one or two errors in capitalization or punctuation.	There are some errors in capitalization or punctuation.	There are quite a few errors in capitalization or punctuation.		
TOTALS						



District of Columbia Quarter





2: Absolutely and Relatively Based on the Puerto Rico quarter reverse



OBJECTIVE

Students will understand absolute and relative location. Students will use latitude and longitude to identify absolute locations. Students will identify the similarities and differences between two places.



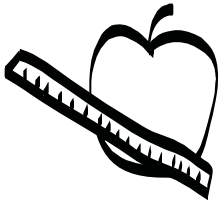
MATERIALS

- 1 overhead projector (optional)
- 1 overhead transparency (or photocopy) of each of the following:
 - “Puerto Rico Quarter Reverse” page
 - “Puerto Rico in the World” map
 - “Puerto Rico Writing Rubric” worksheet
- Copies of the following:
 - “Puerto Rico in the World” map
 - “Puerto Rico Writing Rubric”
- Copy of Resource Guide (available at www.usmint.gov/kids/teachers/lessonPlans)
- Chart paper
- Selection of newspapers from local community (optional)
- Computers with Internet access



PREPARATIONS

- Make an overhead transparency (or photocopy) of each of the following:
 - “Puerto Rico Quarter Reverse” page
 - “Puerto Rico in the World” map
 - “Puerto Rico Writing Rubric”
- Make copies of each of the following:
 - “Puerto Rico in the World” map (1 per student)
 - “Puerto Rico Writing Rubric” (1 per student)
- Chart paper with headings: community events, sports, holidays, festivals, schools
- Locate newspapers that give information on community events, sports, holidays, festivals, schools in the local community.
- Arrange to use the school computer lab for two sessions.
- Bookmark Internet sites that contain news stories about community events, sports, holidays, festivals, and schools in the local community and in Puerto Rico.



Absolutely and Relatively



GROUPINGS

- Whole group
- Pairs
- Individual work



CLASS TIME

Five 45- to 60-minute sessions



CONNECTIONS

- Social Studies
- Language Arts



TERMS AND CONCEPTS

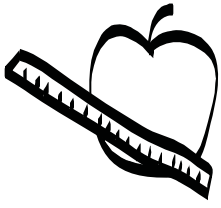
- Quarter
- Obverse (front)
- Reverse (back)
- Relative location
- Absolute location
- Territory
- Island
- Strategic geographical location



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

- Geography
- Latitude
- Longitude
- Summarizing
- Similarities and differences
- Map skills
- Prime Meridian
- Equator



Absolutely and Relatively

33

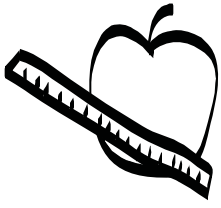
STEPS

Session 1

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 example of your own state's or territory's quarter. Locate Puerto Rico 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. Display the "Puerto Rico 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.
3. With the students, examine the coin design. Have the students identify the images and the writing included in this design. Ask the students for ideas on what the images may represent. After listening to the student responses, refer to the Resource Guide for a description of the images. Emphasize the strategic geographical location of Puerto Rico.
4. Discuss with the students the definition of the word "geography" and write the final definition on chart paper.
5. Explain to the students that in this lesson they will be looking at where a place is located in the world in relation to other places.
6. Distribute the "Puerto Rico in the World" map. Locate Puerto Rico on the map and circle it. Ask the students why they think Puerto Rico would be considered to have a strategic geographical location. Possible answers include its entrance to the Caribbean Sea, its closeness to other Spanish colonies in the New World, its closeness to trade routes, and its location between North and South America.
7. Review and define latitude and longitude. Explain that latitude and longitude express a place's absolute, or exact, location.
8. Have the students locate the school's location on their map and find its latitude and longitude. Check for accuracy.
9. Have the students complete the map worksheet. Collect the worksheets.

Session 2

1. Review absolute location and latitude and longitude.
2. Explain to the students that absolute location is just one way to describe the location of a place. Places also have relative locations. A relative location is determined



Absolutely and Relatively

in relation to other places, taking into account how places are connected with each other and how they're similar and different.

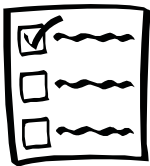
3. Explain to the students that they will be looking at local newspapers and news reports, working in pairs. They will find one article that is specific to an event in their local community, then summarize the article.
4. Display the chart paper with the topic headings. Explain to the students that they will each choose one topic and will be looking for an article on that particular topic.
5. Divide the class into pairs. Have the pairs choose a topic and write their names under the topic on the chart paper.
6. Allow the students to research the local newspapers or take the students to the computer lab and allow them time to research. Remind the students to summarize the article once they have found it.

Session 3

1. Review the chart from the previous session.
2. Explain to the students that they will be working in their same pairs as last session and looking at news reports or articles from Puerto Rico. They will be finding one article that is specific to the topic they researched in their local community. They will then summarize the article.
3. Take the students to the computer lab and allow them time to research. Explain to the students that they will summarize the article once they have found it.

Sessions 4 and 5

1. Display the "Puerto Rico Writing Rubric" overhead transparency. Review the writing process and the rubric.
2. Explain to the students that, in the fourth paragraph, they will write about the similarities and differences between the first article they summarized and the second.
3. Distribute a "Puerto Rico Writing Rubric" to each student. Allow the students time to write a five-paragraph essay following the format on the rubric. They will write their rough drafts, edit, and write their final drafts. Have the students complete the rubric when they are finished.
4. Collect the "Puerto Rico Writing Rubric" and final drafts.



ASSESSMENT

- Use the "Puerto Rico Writing Rubric" to evaluate whether the students have met the lesson objectives.
- Check the students' "Puerto Rico in the World" maps for accuracy.



Absolutely and Relatively



ENRICHMENTS/EXTENSIONS

- Have students write a newspaper article about an event in their community.
- Have the students create a puzzle of locations in which the latitude and longitude for a location are given and the absolute location must be determined.
- Have the students write to pen pals in Puerto Rico.



DIFFERENTIATED LEARNING OPTIONS

- Have articles already copied or bookmarked.
- Have the students use video or visual media to find similarities and differences.



CONNECTION TO WWW.USMINT.GOV/KIDS

- Have the students learn more about absolute and relative locations with the Westward Journey Nickel Series™ lesson plans “Where Are We?” at www.usmint.gov/kids/teachers/lessonPlans/wjns/2006/05-monticello.pdf.
- Have students learn more about the famous person who started out in the newspaper business by viewing the January 2006 Coin of the Month at www.usmint.gov/kids/coinNews/coinOfTheMonth/2006/01.cfm.

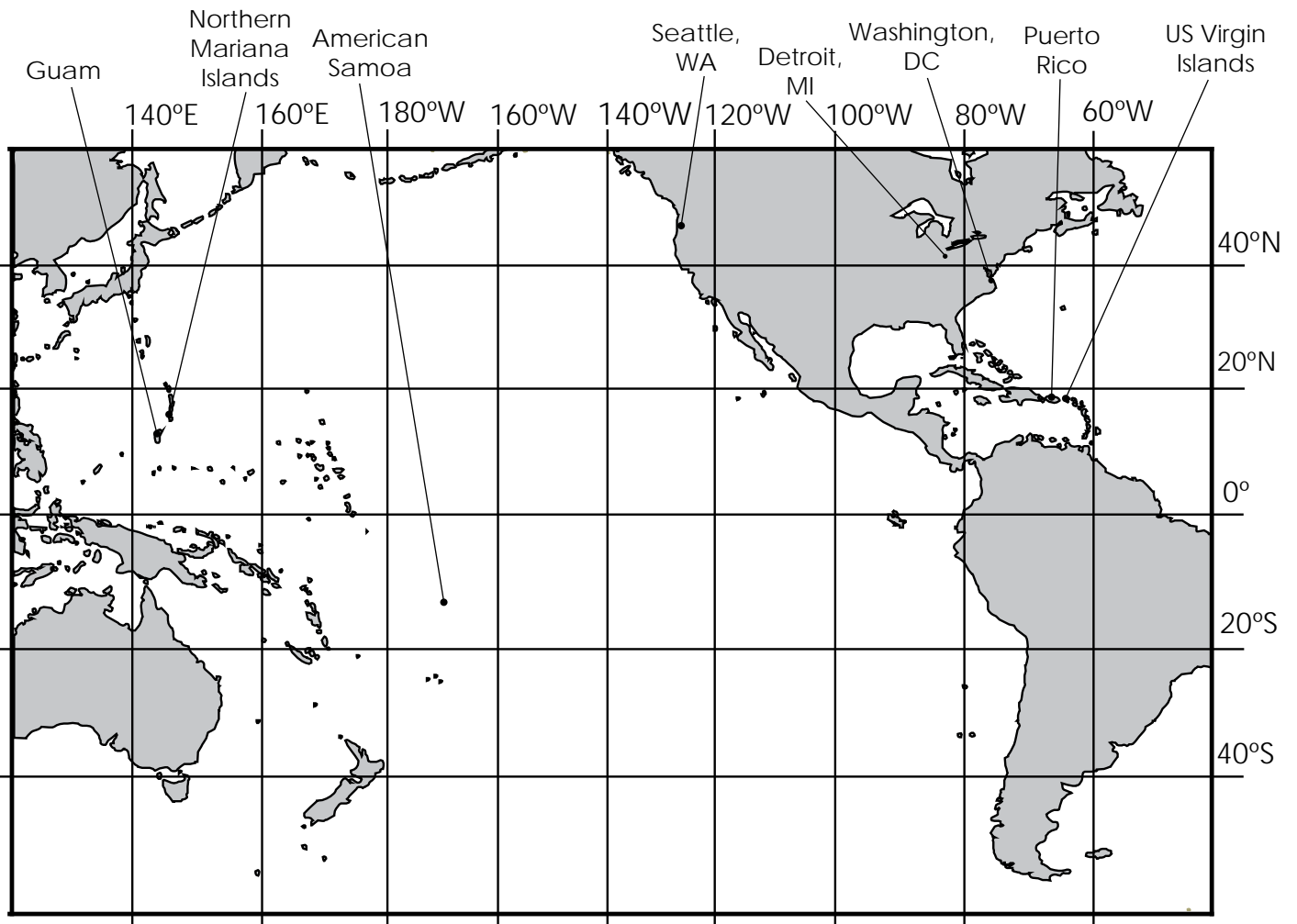


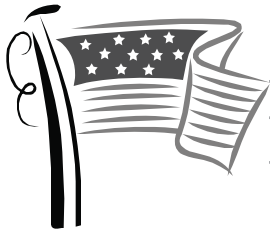
Name _____

Puerto Rico in the World

Directions: Find the latitude and longitude of the places labeled on the map.

Place	Latitude	Longitude
Puerto Rico		
Virgin Islands		
Guam		
Washington, DC		
Northern Mariana Islands		
American Samoa		
Seattle, Washington		
Detroit, Michigan		





Name _____

Puerto Rico Writing Rubric

Teacher Name _____



FORMAT FOR ESSAY

Paragraph 1: Introduction

Paragraph 2: Summary of article on local community

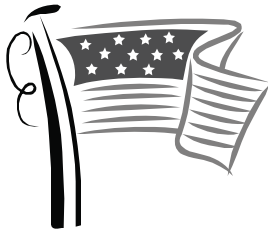
Paragraph 3: Summary of article on Puerto Rico

Paragraph 4: Similarities and differences between the articles

Paragraph 5: Conclusion

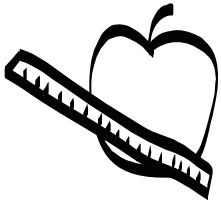
CATEGORY	4	3	2	1	SELF	TEACHER
Introduction (Organization)	The introduction is inviting, states the main topic, and previews the structure of the paper.	The introduction is somewhat inviting, but clearly states the main topic and previews the paper's structure.	The introduction does not invite or preview the structure of the paper well, but it states the main topic.	There is no clear introduction of the main topic or structure of the paper.		
Sequencing (Organization)	Details are placed in a logical order and are presented to hold interest.	Details are placed in a logical order, but their presentation lacks interest.	Some details are not in a logical or expected order, and this distracts the reader.	Many details are not in a logical or expected order, causing a sense of disorganization.		
Accuracy of Facts (Content)	All supportive facts are reported accurately.	Almost all supportive facts are reported accurately.	Most supportive facts are reported accurately.	Facts are not reported OR most are inaccurately reported.		
Focus on Topic (Content)	There is one clear, focused topic, which is supported by details.	Main idea is clear but the supporting information is general.	Main idea is somewhat clear but lacks supporting information.	The main idea is not clear. The information seems random.		
Sentence Length (Variety)	Sentences always vary in length.	Sentences often vary in length.	Sentences sometimes vary in length.	Sentences rarely vary in length.		
Grammar & Spelling (Conventions)	No errors in grammar or spelling.	1 or 2 errors in grammar or spelling.	3 or 4 errors in grammar or spelling.	4 or more errors in grammar or spelling.		
Conclusion (Organization)	The conclusion is strong. It's clear what the writer is "getting at."	The conclusion is recognizable and ties up almost all the loose ends.	The conclusion is recognizable, but does not tie up all the loose ends.	There is no clear conclusion; the paper just ends.		
TOTALS						

TEACHER COMMENTS



Puerto Rico Quarter Reverse





3: Past Meets Present

Based on the Guam quarter reverse



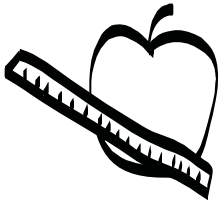
OBJECTIVE

Students will demonstrate an understanding of how geographical location affects the daily life of people in a country.



MATERIALS

- 1 overhead projector
- 1 overhead transparency of each of the following:
 - “Guam Quarter Reverse” page
 - “Where Is Guam?” page OR “United States and Territories Map” from the Resource Guide
 - “Guam Cultural Circle” worksheet
 - “Student Research” worksheet
- Copies of each of the following:
 - “Guam Cultural Circle” worksheet
 - “Student Research” worksheet
 - “A Piece of the Pie” worksheet
- 1 class map of the world
- Multiple copies of a text that gives information about Guam, such as:
 - *Guam* by William Lutz
 - *A History of Guam* by Lawrence J. Cunningham and Janice J. Beaty
 - *U.S. Territories and Possessions: Puerto Rico, U.S. Virgin Islands, Guam, American Samoa, Wake, Midway, and Other Islands, Micronesia* by John F. Grabowski, Thomas G. Aylesworth, Virginia L. Aylesworth
- Chart paper
- Markers
- Pencils
- Paper
- Large construction or poster paper (at least 16 inches wide to accommodate the diameter of the pie) (one sheet per group of 6 students)



Past Meets Present



PREPARATIONS

- Make an overhead transparency (or photocopy) of each of the following:
 - “Guam Quarter Reverse” page
 - “Where Is Guam?” page OR “United States and Territories Map” from the Resource Guide
 - “Guam Cultural Circle” worksheet
 - “Student Research” worksheet
- Make copies of each of the following:
 - “Guam Cultural Circle” worksheet (1 per student)
 - “Student Research” worksheet (1 per student)
 - “A Piece of the Pie” worksheet (1 per student)
- Locate texts that give basic information about Guam (see examples under “Materials”).
- Gather almanacs and atlases for session 3.
- Gather various texts about Guam and United States Territories to use in session 1.
- If not using the overhead projector, then write “Guam” as a heading on a piece of chart paper. Underneath, create a circle with the following general areas: Demographics, Language, Food Customs, Celebrations/Traditions, Transportation, Geography/Physical Characteristics.



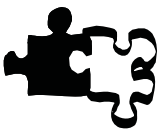
GROUPINGS

- Whole group
- Small groups
- Individual work



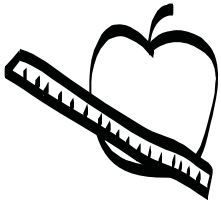
CLASS TIME

Four 45- to 60-minute sessions



CONNECTIONS

- Social Studies
- Language Arts



Past Meets Present



TERMS AND CONCEPTS

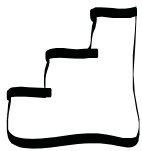
- Quarter
- Obverse (front)
- Reverse (back)
- Island
- Territory
- Culture
- Demography
- Latte
- Flying Proa



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

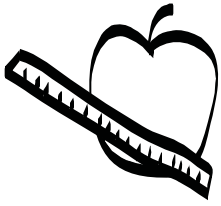
- Longitude and latitude
- Location
- Economy
- Geography
- Traditions and customs
- Similarities and differences



STEPS

Session 1

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 example of your own state's or territory's quarter. Then display the "Guam 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. Tell the students that this quarter is part of the District of Columbia and U.S. Territories Quarters Program. Locate Guam on a classroom map. Note its position in relation to your school's location.
2. Display the "Where is Guam?" overhead transparency OR the "United States and Territories Map" overhead transparency and explain to the students that Guam is a United States territory. When defining "US territory" (lowercase "t") for your students, the United States Mint recognizes and uses the Department of the Interior's



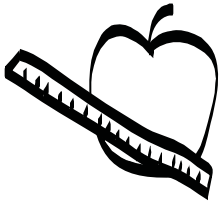
Past Meets Present

definitions at www.doi.gov/oia/Islandpages/political_types.htm. Guam is the southernmost island in the Mariana Islands chain.

3. Ask the students to examine the coin image and tell you what they know about it. Explain to the students that the image includes an outline of the island of Guam, the Latte (pronounced “LAT-tee”), the Flying Proa, and an inscription in the Chamorro (also spelled CHamorro and Chamoru) language: “Guåhan Tånó I ManChamorro,” which translates to “Guam, Land of the Chamorro.”
4. Tell the students that the Latte is an architectural structure that is also a historic icon found and preserved in Guam. The Lattes are sacred markers under which people and their valuables are believed to have been buried. Through time, the Latte has become a symbol of Chamorro cultural identity. The Flying Proa is a magnificent sea vessel made by expert carvers, sailed by master navigators, and admired as a technical marvel. The Flying Proa symbolizes endurance, the spirit of discovery, and the progress of the Chamorro people.
5. Introduce the students to the selected text about Guam. As a group, preview the text. Read the text and, during the reading, attend to any unfamiliar vocabulary and concepts. Discuss any new clues the students learn about Guam and note the students’ ideas on chart paper. After concluding the text, review the new information about Guam.
6. Explain to the students that they will be learning more about Guam, including its culture and traditions.
7. Tell the students that Guam has a unique culture. Guam’s traditions and customs live on despite the many challenges Guam has faced. Display the “Guam Cultural Circle” overhead transparency (or chart) and ask the students why “traditions” and “customs” would be in the center of the circle. Student responses should include the idea that the traditions and customs are at the center of the peoples’ lives.
8. Ask the students to think about the categories leading to and touching the center circle (demographics, language, food customs, celebrations/traditions, transportation, geography/physical characteristics) and to consider why these categories are listed, form the circle, and touch the center. Student responses should include the idea that these categories have influenced the culture, traditions, and people of Guam.
9. Display the “Guam Quarter Reverse” overhead transparency or photocopy. Discuss the images with the students, reminding them that Guam is an island and the Latte and Flying Proa are symbolic for the people of Guam. Review the meaning of the symbols on the quarter.

Session 2

1. Display the “Guam Quarter Reverse” overhead transparency and the chart paper. Review the information from session 1.



Past Meets Present

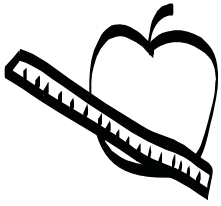
2. Display the “Guam Cultural Circle” overhead transparency or chart labeled “Guam.” Explain to the students that they will be learning more about the history of Guam. Tell the students they will each choose one of the listed categories to research.
3. Display the “Student Research” overhead transparency or photocopy and distribute a copy to each student. Review the “Student Research” worksheet with the students. Tell them they can use the worksheet to gather notes and sources from the available texts. They will use these notes to write a summary of the category on a slice of pie, then present the information to the class to show how the “pieces” of the cultural pie have influenced, and continue to influence, the country of Guam.
4. Allow the students to form groups of six and sign up for one category each from the chart paper, or divide up the class and assign categories to the students. Be sure all six areas are represented in each group so that each group’s “pie” is whole.
5. Allow the students time to complete their research individually using the available texts.

Session 3

1. Review the “Student Research” worksheets and then distribute one “A Piece of the Pie” worksheet to each student and a sheet of poster paper to each group. Tell the students they will be writing a summary paragraph of their findings on this slice, using their notes, then each group will assemble its summary slices to form a “Guam Cultural Pie” poster.
2. Allow the students enough time to write summary paragraphs on their “A Piece of the Pie” worksheet and make their Guam cultural pie posters.
3. Have the students present their findings to the class. Help them find connections between the categories.
4. Collect the posters and worksheets.

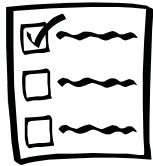
Session 4

1. Redistribute the “Student Research” worksheets. Display the “Guam Cultural Circle” and the “Guam Quarter Reverse” overhead transparencies.
2. Lead a class discussion about the images and what the students learned after completing their research. The students should understand that, even though Guam has undergone many changes and challenges, its people are still thriving and have a deep appreciation for the past and their culture. The Latte and the Flying Proa are great examples of how the people of Guam respect their past, but are also looking forward to their future. Today, tourism is the second most important industry in the economy.



Past Meets Present

3. Display the “Guam Quarter Reverse” photocopy and the students’ “Guam Cultural Pie” posters in the classroom.



ASSESSMENT

- Analyze students’ individual worksheets and paragraphs to evaluate whether they have met the lesson objectives.
- Assess the completed worksheets and summaries.
- Have students create trivia cards and play a game in small groups or as a class about Guam.



ENRICHMENTS/EXTENSIONS

- Have students create a collage of the people and places of Guam, including images and common phrases from the Chamorro language.
- Have students create a trifold travel brochure of Guam, past and present.



DIFFERENTIATED LEARNING OPTIONS

- Allow students to research in small groups.
- Allow students to record the information using a scribe.

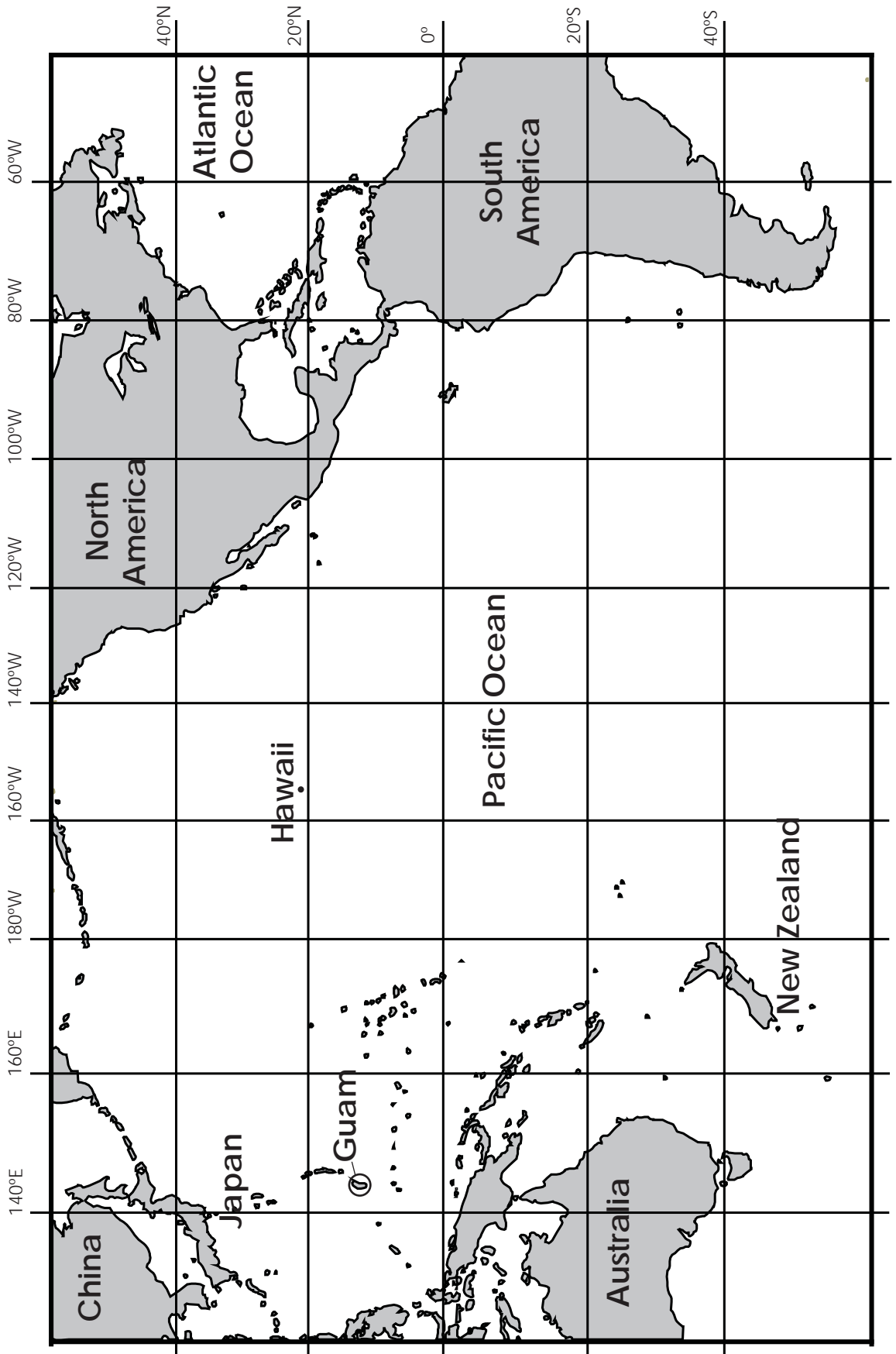


CONNECTION TO WWW.USMINT.GOV/KIDS

- Have students learn more about correlations between ancient and modern symbols with the lesson plan “Ancient Myths Retold” at www.usmint.gov/kids/teachers/lessonPlans/viewLP.cfm?lessonPlanId=124
- Have students learn more about correlations between ancient Greek and Roman times using modern terms and coins with the lesson plan “Ancient Story Problems” at www.usmint.gov/kids/teachers/lessonPlans/viewLP.cfm?lessonPlanId=125
- Have students learn more about US territories using the other 2009 lesson plans at [www.usmint.gov/kids/teachers/lesson Plans](http://www.usmint.gov/kids/teachers/lessonPlans).



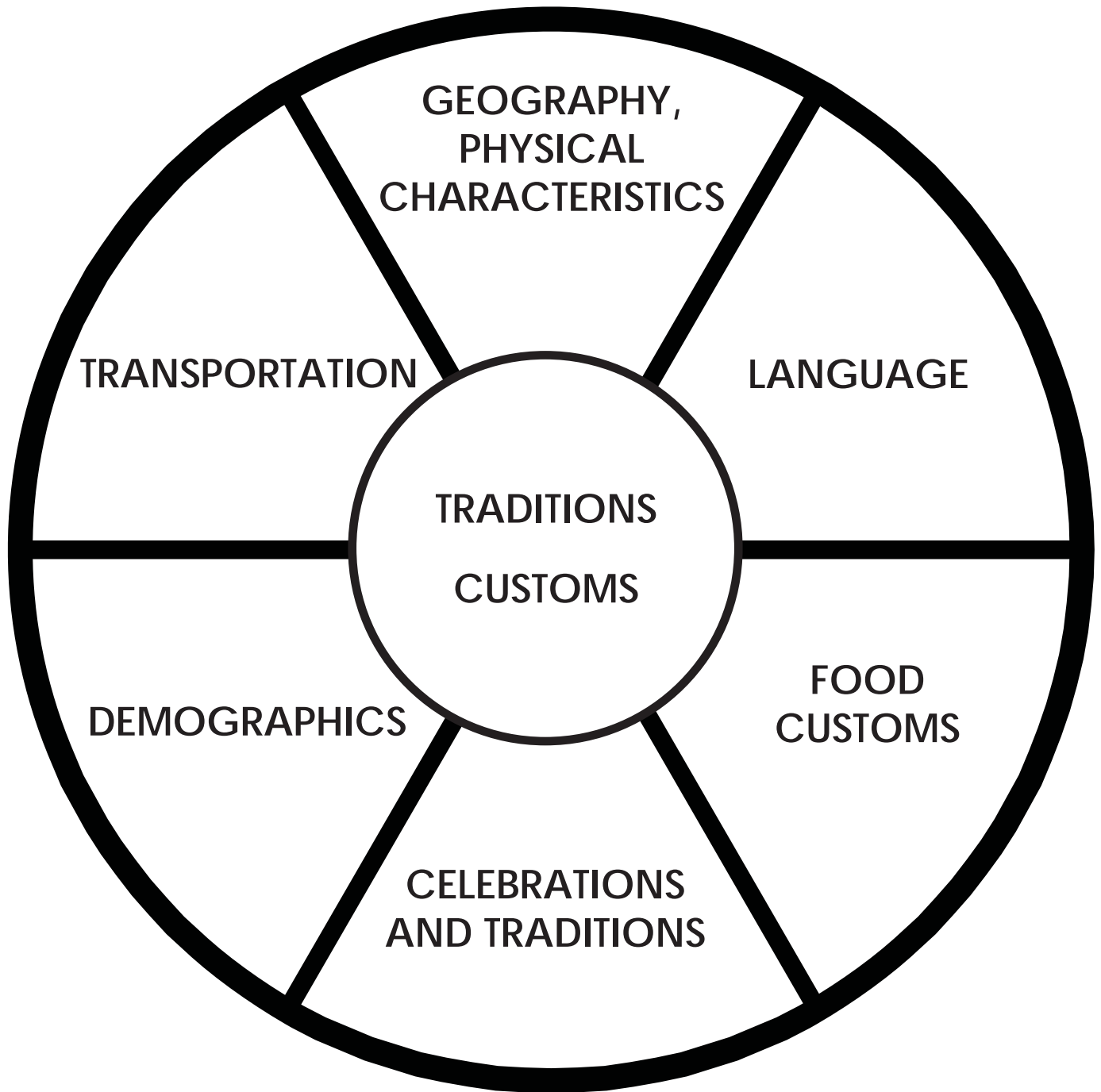
Where is Guam?

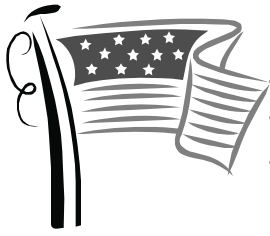




Name _____

Guam Cultural Circle





Name _____

Student Research

Directions: Circle or check the groups below that you are researching. On this page, take notes and list your sources as you go along.

TIME

Past and Present

CATEGORIES

- Animal life, particularly the white fairy terns
- Demographics
- Language
- Food Customs
- Celebrations, Traditions
- Transportation
- Geography, Physical Characteristics

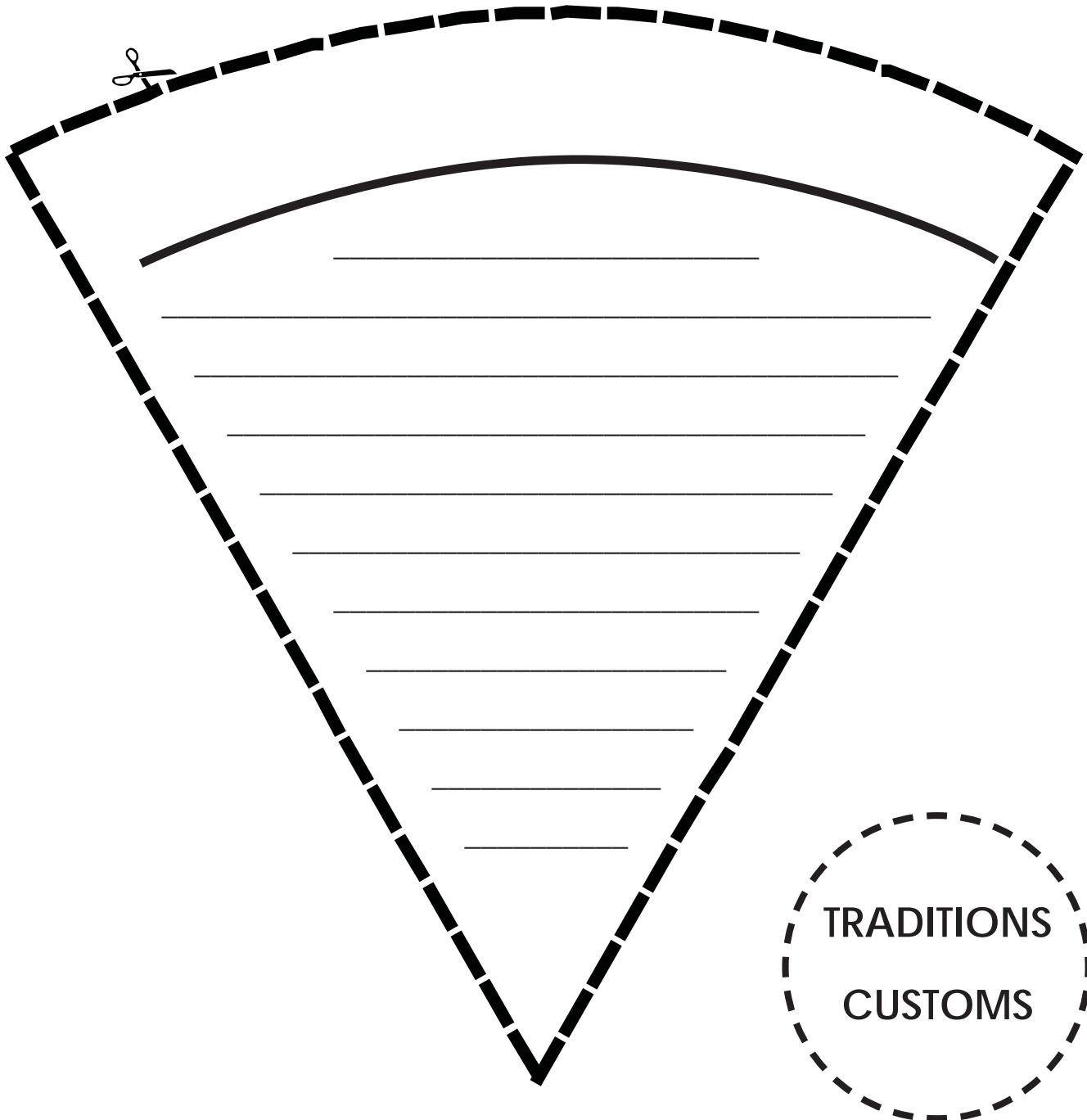
NOTES	SOURCE

Name _____



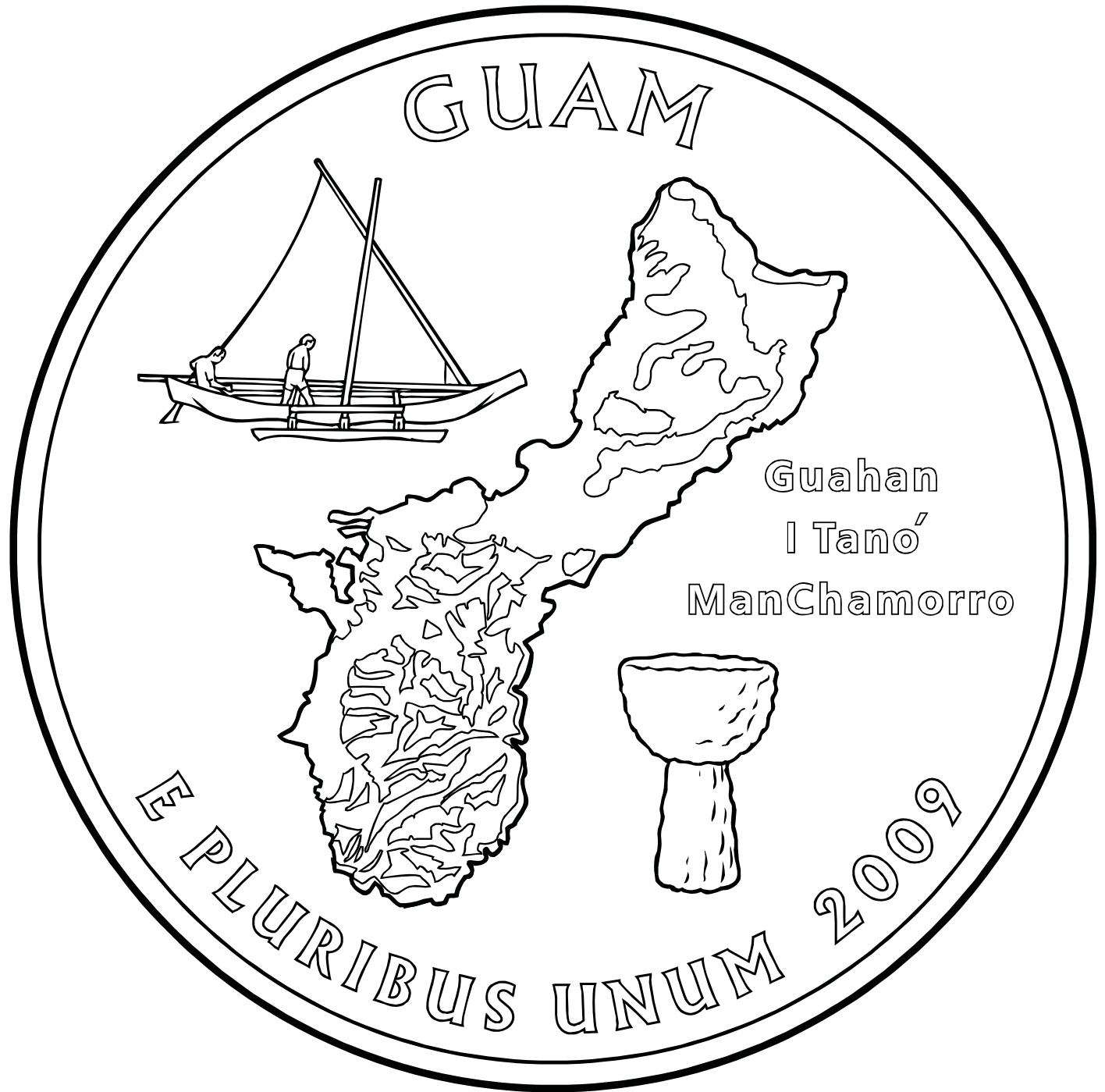
A Piece of the Pie

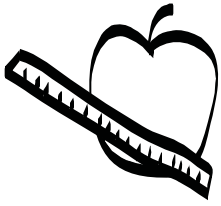
Directions: Write your category on the pie crust. Using your notes, write a detailed summary of the category. Cut out the slice of pie below and glue it with the other slices in your group to form a whole pie as a poster. After all six pieces are pasted, cut out one "Traditions/Customs" circle and glue it in the center so it touches all the slices.





Guam Quarter Reverse





4: In With the Imports

Based on the American Samoa quarter reverse



OBJECTIVE

Students will understand exporting and importing. Students will be able to recognize where resources are located, who needs them, and how they are transported. Students will understand interdependence in the production of goods and services.



MATERIALS

- 1 overhead projector (optional)
- 1 overhead transparency (or photocopy) of each of the following:
 - “American Samoa Quarter Reverse” page
 - “Island Imports Research” worksheet
 - “Illustrated Map Rubric”
- Copies of the following:
 - “Imports and Exports” worksheet
 - “Island Imports Research” worksheet
 - “Illustrated Map Rubric”
 - “Illustrated Map Guide” worksheet
- Copy of the Resource Guide (available at www.usmint.gov/kids)
- 1 class map of the United States and its territories
- Chart paper
- Samples of products imported into the United States, such as coffee, fruit, cars, umbrella, clothes, toys. Be sure they are labeled with country or state of origin.
- Computers with Internet access
- Poster board or large construction paper
- Markers, colored pencils, or crayons
- Glue
- Scissors
- Rulers



PREPARATIONS

- Make an overhead transparency (or photocopy) of each of the following:
 - “American Samoa Quarter Reverse” page
 - “Illustrated Map Rubric”
 - “Island Imports Research” worksheet



In With the Imports

- Make copies of each of the following:
 - “Imports and Exports” worksheet (1 per student)
 - “Island Imports Research“ worksheet (1 per student)
 - “Illustrated Map Rubric” (1 per student)
 - “Illustrated Map Guide” (1 per student)
- Collect samples of labeled products imported into the United States (see “Materials”).
- Arrange to use the school computer lab for one session.
- Bookmark Internet sites that contain information on the economy and imports of American Samoa and Hawaii.
- Gather poster board or large construction paper (1 per student)



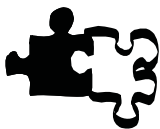
GROUPINGS

- Whole group
- Individual work



CLASS TIME

Four 45- to 60-minute sessions



CONNECTIONS

- Social Studies
- Language Arts
- Art



TERMS AND CONCEPTS

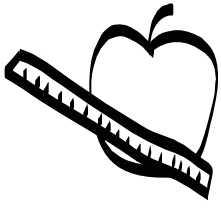
- | | | |
|-------------|-----------------------|-------------------|
| • Quarter | • Obverse (front) | • Reverse (back) |
| • Economics | • Imports and exports | • Interdependence |



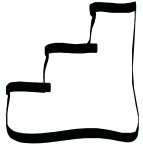
BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

- | | | |
|------------------|--------------|----------------------|
| • Geography | • Resources | • Goods and Services |
| • Parts of a map | • Industries | |



In With the Imports



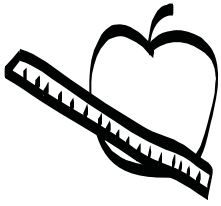
STEPS

Session 1

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 example of your own state's or territory's quarter. Then display the "American Samoa 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 American Samoa 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 included in this design and what they may represent. After listening to the student responses, refer to the Resource Guide for a description of the images. Have the students focus on the palm tree and beach.
3. Discuss with the students the definition of the word "geography" and record the final definition on chart paper.
4. Explain to the students that this lesson will examine where resources are located, who needs them, and how they are transported.
5. Show examples of products made in other countries and brought into the United States. Have the students read the labels to determine which country each product came from. Write responses on chart paper.
6. Distribute the "Imports and Exports" worksheet. Read the text as a class. Write key words and phrases on the chart paper. Focus on the words "imports," "exports," and "interdependence." Ask the students for definitions of the words and write answers on the chart paper. Relate imports and exports to interdependence.
7. Have the students complete the "Imports and Exports" worksheet. Then collect the worksheets.

Session 2

1. Review the charts and worksheets from the previous session.
2. Point out American Samoa on the classroom map. Ask the students what types of products they think American Samoa would import. Record responses on chart paper.
3. Point to Hawaii on the classroom map. Ask students what similarities they see between American Samoa and Hawaii. Answers should include both are islands in the Pacific Ocean.
4. Display the transparency of the "Island Imports Research" worksheet. Explain to



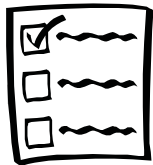
In With the Imports

the students that they will be researching imports of American Samoa and Hawaii. They will then be creating an illustrated map that shows the major imports for American Samoa and Hawaii. Review the parts of a map.

5. The students' illustrated map should include a short narrative that explains the map. It should show the connections and movement of the products. It should explain the similarities between the two island groups.
6. Distribute the "Island Imports Research" worksheet. Take the students to the computer lab and allow them time to research.

Sessions 3 and 4

1. Review interdependence, imports, and exports. Display the "Illustrated Map Rubric" overhead transparency and distribute an "Illustrated Map Rubric" to each student. Review the rubric with the students.
2. Distribute the "Illustrated Map Guide" worksheet and review the directions with the students. Distribute poster-making materials. Allow time for the students to complete their illustrated maps and their narratives.
3. Collect the maps and the rubrics. Display the maps.



ASSESSMENT

- Use the "Illustrated Map Rubric" to evaluate whether the students have met the lesson objectives.
- Check the "Island Imports Research" worksheet for accuracy.



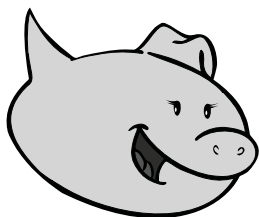
ENRICHMENTS/EXTENSIONS

- Have students write a story about a product and how it gets to its final destination.
- Have the students research products imported and exported from their own area.



DIFFERENTIATED LEARNING OPTIONS

- Have students work in pairs.
- Have the students use video or visual media to find products.



CONNECTIONS TO WWW.USMINT.GOV/KIDS

- Have students learn more about industries through the Michigan quarter lesson plan at www.usmint.gov/kids/teachers/lessonPlans/50sq/2004/0406-1.pdf.
- Have the students learn about other territories with other District of Columbia and U.S. Territories Quarters Program lesson plans at www.usmint.gov/kids/teachers/lessonPlans.



Name _____

Island Imports Research

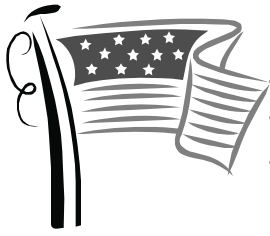
Directions: Answer these questions when you are doing your research on American Samoa and Hawaii.



Economy, Imports	American Samoa	Hawaii
What types of jobs do people have?		
What are the main industries?		
What products are imported?		
Where do these imports come from?		
Why are these products imported?		

What are the similarities and differences between American Samoa and Hawaii?

Why does it make sense that there are similarities between the two?



Name _____

Imports and Exports

International and interstate trade are two important topics in economics. Foods and products that are grown or produced in another country or state and are brought into our country or state are called **imports**. More than 10 percent of the goods purchased in the United States are imported from other countries.

Goods that are produced or grown in the United States and sent to other countries are called **exports**. The reasons goods and services are imported and exported are many.

One of the reasons relates to the seasonal or regional weather. For example, some produce can only be grown in warm seasons, so its source alternates between the hemispheres; some can only be grown in tropical regions, near the equator. Imports provide people living in the United States with products that they otherwise would have to live without, like fruit during winter.

The need to export and import causes nations and states to be interdependent. **Interdependence** occurs when people or countries depend on each other to provide the goods and services they consume. We rely on other countries and states to supply us with some of the goods and services we want or need and they depend on us for others. This trade affects the economies in each of the countries or states involved.

QUESTIONS

1. What is an import? What is an example of an import?

2. What is an export? What is an example of an export?

3. What impact does climate have on importing and exporting?

4. What is interdependence and why is it important?



Name _____

Illustrated Map Rubric

Teacher Name: _____

CATEGORY	4	3	2	1	Self	Teacher
Neatness of Color and Lines	All straight lines are ruler-drawn. Corrections and coloring are neat.	All straight lines are ruler-drawn. Corrections and coloring are generally neat.	Most straight lines are ruler-drawn. Corrections and coloring are fairly neat.	Lines, error corrections, and/or colored features are not very neat.		
Map Summary	All words are spelled and capitalized correctly.	Most words are spelled and capitalized correctly.	Some words are spelled and capitalized correctly.	Few words are spelled and/or capitalized correctly.		
Accuracy of Labels	All items are labeled and located correctly.	Most items are labeled and located correctly.	Some items are labeled and located correctly.	Few items are labeled and located correctly.		
Neatness of Labels and Features	All can be read easily.	Most can be read easily.	Some can be read easily.	Few can be read easily.		
Map Legend/ Key	Legend is easy to find and contains all symbols and a compass rose.	Legend contains all symbols and a compass rose.	Legend contains most symbols and a compass rose.	Legend is absent or lacks symbols or a compass rose.		
Title	Title tells the purpose/content of the map, is clearly a title (larger letters, underlined, etc.), and is at the top of the map.	Title tells the purpose/content of the map and is printed at the top of the map but is not clearly a title.	Title is located at the top of the map but is neither clearly a title nor descriptive enough.	Title is misplaced, too small, or not descriptive enough.		
Totals						

Teacher Comments



Name _____

Illustrated Map Guide

Directions: Create an illustrated map that shows the major imports for American Samoa and Hawaii. Include all the elements of a map. Cut out the boxes at the bottom of the page to use on your map. Use the checklist below and review the rubric to be sure your project is complete.



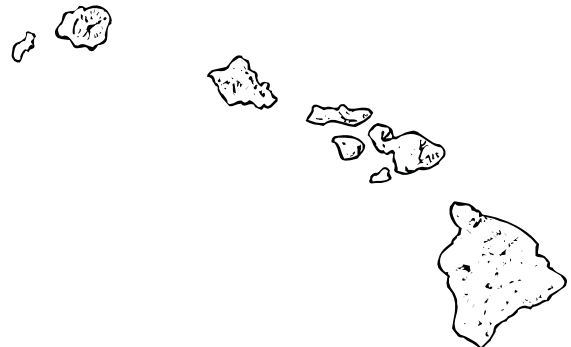
CHECKLIST

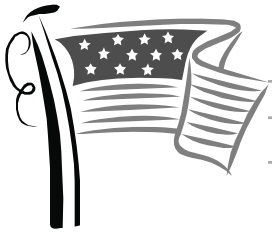
- Draw clear arrows between the island groups to illustrate trade.
- Include a summary of the purpose and content of the map.
- Label all items, including the Pacific Ocean.
- Include a title, map legend (key), and compass rose.



American Samoa

Hawaii





American Samoa Quarter





5: Weather Alert!

Based on the US Virgin Islands quarter



OBJECTIVE

Students will describe the effects that weather and climate have on humans. Students will describe various weather patterns and how they occur. Students will identify ways to prepare for different types of weather.



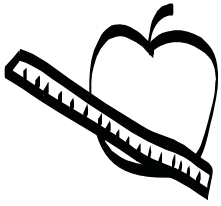
MATERIALS

- 1 overhead projector (optional)
- 1 overhead transparency (or photocopy) of the “US Virgin Islands Quarter Reverse” page
- Copies of the following:
 - “Weather Research” worksheet
 - “Weather PSA Rubric”
- 1 class map of the United States and its territories
- Examples of public service announcements, especially weather warnings
- Computers with Internet access
- Multiple copies of texts that give information about storms, such as:
 - *Storms* by Seymour Simon
 - *Storms* by Ray Broekel
 - *Hurricanes, Tsunamis, and Other Natural Disasters* by Andrew Langley



PREPARATIONS

- Make an overhead transparency (or photocopy) of the “Virgin Islands Quarter Reverse” page
- Make copies of each of the following:
 - “Weather Research” worksheet (1 per student)
 - “Weather PSA Rubric” (1 per student)
- Arrange to use the school computer lab for two sessions.
- Locate texts that give information on weather (see examples under “Materials”).
- Bookmark Internet sites that contain historical information on hurricanes. For example:
 - Tropical storms and hurricanes that passed within two degrees of latitude of Puerto Rico and the Virgin Islands from 1515 to present at <http://www.srh.noaa.gov/sju/hrcnhist.html>.



Weather Alert!

- Historical hurricane tracks at <http://maps.csc.noaa.gov/hurricanes/viewer.html?QE=NAME&ATLBASIN=371,559,1336,322,321,216,832,620,30,543>.
- Tropical cyclone tracker at [http://ww2010.atmos.uiuc.edu/\(Gh\)/guides/mtr/hurr/hurtrack/index.html](http://ww2010.atmos.uiuc.edu/(Gh)/guides/mtr/hurr/hurtrack/index.html).
- Gather examples of public service announcements, especially weather warnings.
- Bookmark Internet sites that contain information on weather.



GROUPINGS

- Whole group
- Small groups
- Individual work



CLASS TIME

Five 45- to 60-minute sessions



CONNECTIONS

- Social Studies
- Science
- Language Arts



TERMS AND CONCEPTS

- Quarter
- Hurricane
- Tornado
- Obverse (front)
- Human/Environment Interaction
- Thunderstorm
- Reverse (back)
- Blizzard



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

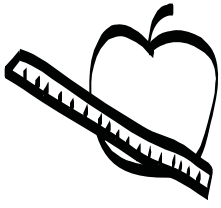
- Geography
- Climate
- The writing process
- Public Service Announcement (PSA)
- Weather
- Preparedness



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



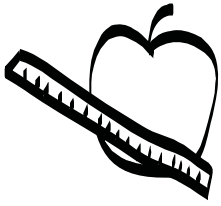
Weather Alert!

example of your own state's or territory's quarter. Then display the "US Virgin 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 US Virgin Islands on a classroom map. Note their 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 this design. Ask the students for ideas on the images and what they may represent. After recording student responses on chart paper, refer to the Resource Guide for an explanation of the images. Focus on the rendition of the islands and where the islands are located.
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 way that humans interact with their environment, including the weather.
5. Take the students to the computer lab. Visit the hurricane tracking Web sites. Allow the students time to explore different hurricane tracks. Have the students focus on hurricanes Hugo and Marilyn especially. Ask the students for any observations or conclusions that they can make from the sites. Have the students focus on the fact that many hurricanes pass through the Virgin Islands because of the islands' location.
6. Ask the students for examples of different types of storms. Record their responses on chart paper.
7. Show some examples or have the students recall examples of Public Service Announcements. Tell the students they will be working in groups of four and developing a public service announcement ("commercial") that warns people and tells them how to prepare for an approaching storm. The groups will choose a type of storm from the list on the chart paper. They will research the type of storm, how it is different from other types, and what dangers are involved.
8. Display and distribute the "Weather Research" worksheet and review the directions with the students.
9. Assign the students to groups of four. Have each group pick a storm type, making sure all are covered. Allow the students time to research using the suggested texts or take the students to the computer lab.

Session 3 and 4

1. Review storms, the kinds of damage they can do, and why it's important to be prepared for them.

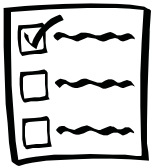


Weather Alert!

2. Display and distribute the “Weather PSA Rubric” and review it with the class. Explain that the students will be working in their groups of 4 to develop a public service announcement that they will present to the class. Stress the importance of writing a script for this presentation. Costumes and props are optional.
3. Allow students time to write the scripts with their groups.

Session 5

1. Have the students present their public service announcements.
2. Have the students complete the rubrics.
3. Collect the rubrics and PSAs.



ASSESSMENT

- Use the “Weather PSA Rubric” to evaluate whether they have met the lesson objectives.
- Check the “Weather Research” worksheet for accuracy.



ENRICHMENTS/EXTENSIONS

- Have students find newspaper articles about dangerous storms that have affected their local community.
- Record the students’ presentations using a video camera.
- Have the students visit the National Weather Service Web site at <http://noaa.kids.us/>.



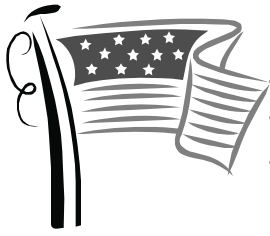
DIFFERENTIATED LEARNING OPTIONS

- Have the students use video or visual media to complete their research.
- Prepare a script with blanks for important ideas for students to fill in with the information they research.



CONNECTION TO WWW.USMINT.GOV/KIDS

- Have students learn how a hurricane affected the July 2003 Coin of the Month at www.usmint.gov/kids/coinNews/coinOfTheMonth/2003/07.cfm.
- Have students learn more about the climate of a particular state with the generic quarter plan called “Just the Facts” at www.usmint.gov/kids/teachers/lessonPlans/50sq/2007/0406-6.pdf.



Name _____

Weather Research Sheet

Directions: Research the following information and record it here.

What is your storm called?	
What are some other names?	
How does it develop?	
Where does it develop?	

How are these storms different from each other?

	Hurricane	Tornado	Thunderstorm	Blizzard
Size				
Wind speed				
Location				
Dangers				

What are the dangers of your selected storm?

What is the difference between a watch and a warning?

What would you put in a preparedness kit for this type of storm?

1. _____
2. _____
3. _____
4. _____
5. _____



Name _____

Weather PSA Rubric

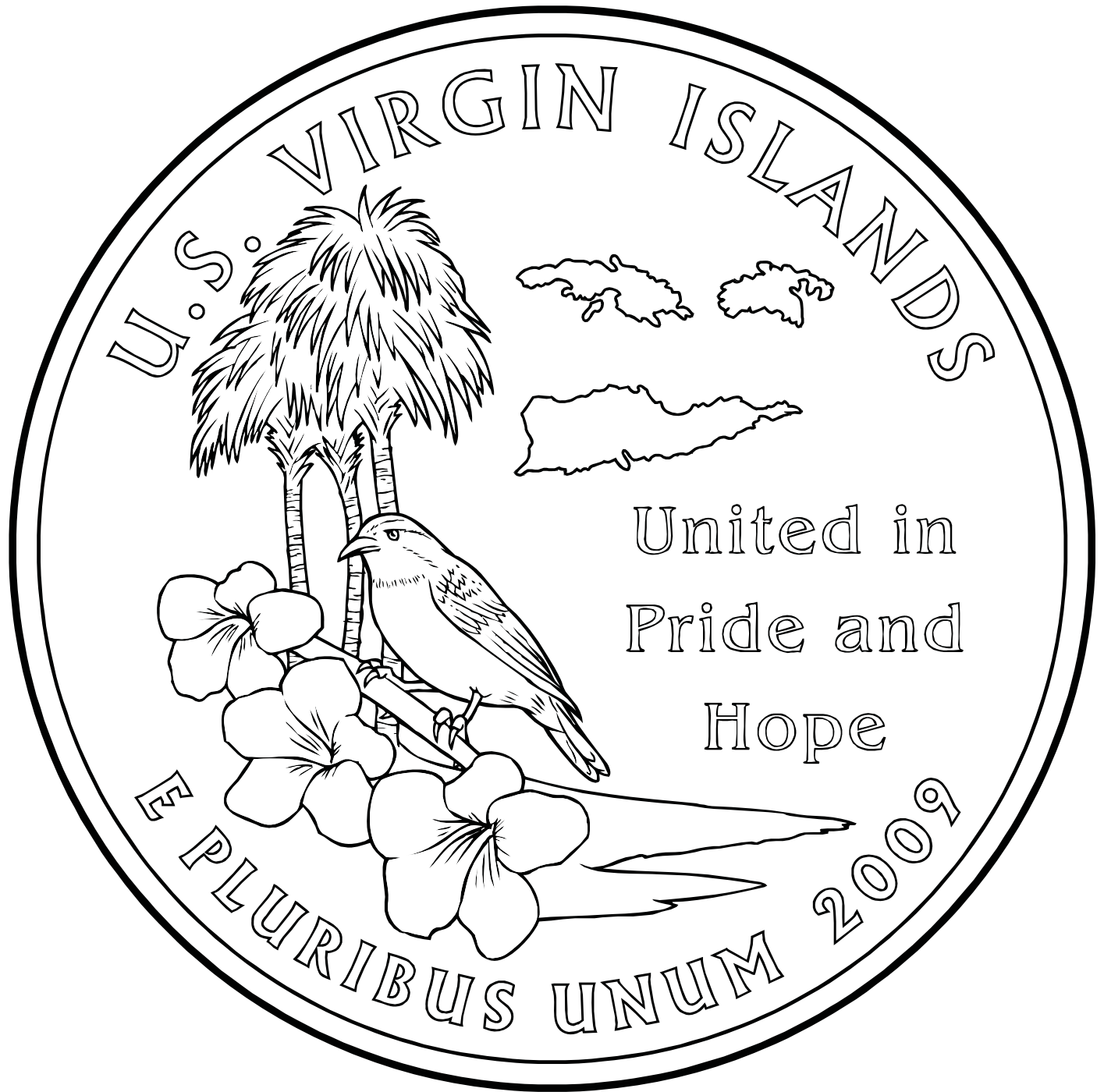
Teacher Name _____

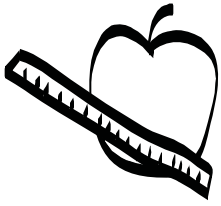
CATEGORY	4	3	2	1	SELF	TEACHER
Research	Group researched the subject and integrated 3 or more "tidbits" from their research into their PSA.	Group researched the subject and integrated 2 "tidbits" from their research into their PSA.	Group researched the subject and integrated 1 "tidbit" from their research into their PSA.	Either tidbits were not used or it was not clear that the group used them in the PSA.		
Accuracy	All informational items were supportive and accurate.	Most all informational items were supportive and accurate.	Some informational items were supportive or accurate.	Most informational items were inaccurate or irrelevant.		
Elocution	All the speaking was clear and distinct, the words pronounced correctly.	The speaking was clear, most words pronounced correctly.	The speaking was clear, but 3 to 5 words were pronounced incorrectly.	Many words were pronounced indistinctly or incorrectly.		
Enthusiasm	Presentation through facial expression and body language was enthusiastic without being overdone.	Presentation through facial expression and body language was enthusiastic but overdone.	Presentation through facial expression and body language was only mildly enthusiastic.	Presentation through facial expression and body language was hardly enthusiastic.		
Viewpoint	Established at the beginning and maintained throughout.	Established at the beginning, but wavered once or twice.	Basically clear but some parts seemed only slightly related.	Viewpoint and purpose were difficult to figure out.		
Group Work	Group functioned exceptionally well and remained on task. All members listened to, shared with, and supported each other.	Group functioned well and remained mostly on task. Most members listened to, shared with, and supported each other.	Group functioned fairly well but was dominated by one or two members.	Group members were often off task, disrespectful, OR disregarded by other members.		
Totals						

Teacher Comments



US Virgin Islands Quarter





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.



Island Inquiry



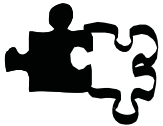
GROUPINGS

- 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:

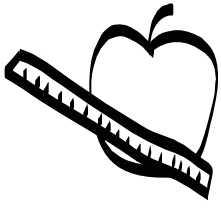
- Physical characteristics
- Human characteristics
- Architecture
- Livelihood
- Cultural events
- Government
- Geography
- Writing Process
- Editor



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-



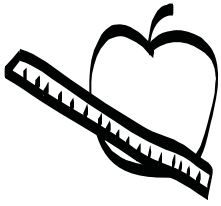
Island Inquiry

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



Island Inquiry

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

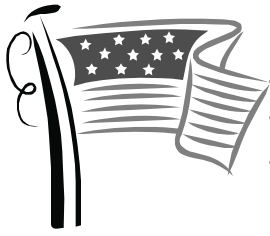
Other group member names _____



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



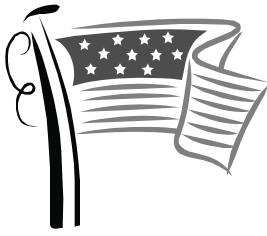
Name _____

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						

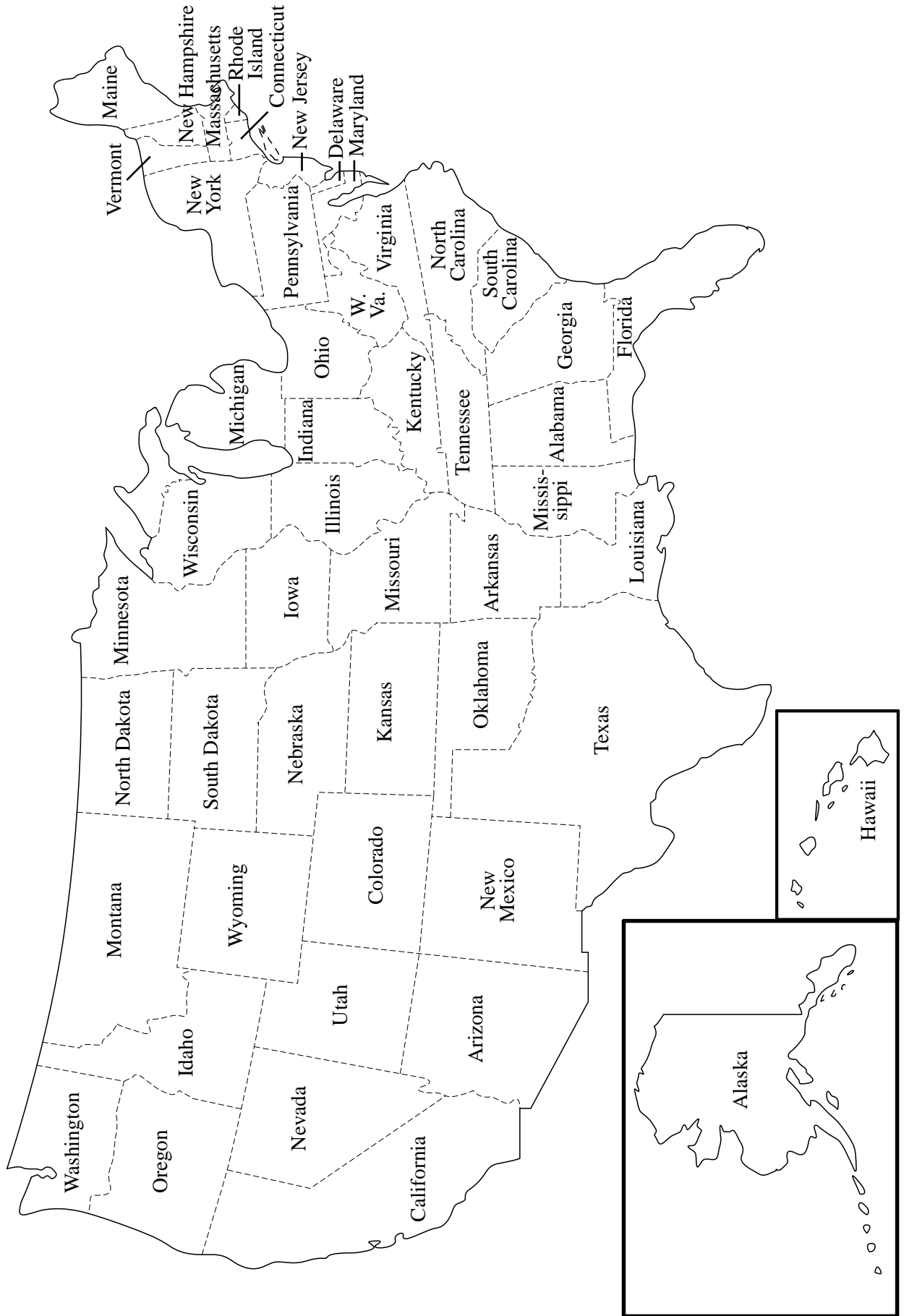
Teacher comments



Northern Mariana Islands Quarter



The United States of America



Reproducible Coin Sheet

Obverse



Obverse © 1999 U.S. Mint
All Rights Reserved

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

