

6: State Sights to See



OBJECTIVE

Students will research a given topic and develop an oral presentation.



MATERIALS

- 1 overhead projector (optional)
- Overhead transparencies (or photocopies) of several different quarter reverses
- 1 class map of the United States
- Chart paper or chalkboard
- Markers or chalk
- Copies of the “Group Roles”
- Copies of the “Group Presentation Rubric”
- Copies of the “Group Presentation Guide”
- White construction paper
- Crayons, colored pencils, markers



PREPARATIONS

- Make overhead transparencies (or photocopies) of several quarter reverses.
- Reserve the computer lab or library for the research days (sessions 1 and 2).
- Make copies of:
 - The “Group Roles” (1 per group).
 - The “Group Presentation Rubric” (1 per student).
 - The “Group Presentation Guide” pages (1 per group).
- Gather appropriate travel brochures.



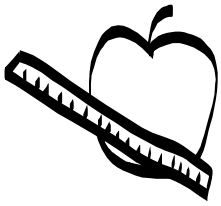
GROUPINGS

- Whole group
- Small groups
- Individual work



CLASS TIME

Five 45- to 60-minute sessions



State Sights to See



CONNECTIONS

- Social Studies
- Language Arts
- Mathematics
- Art



TERMS AND CONCEPTS

- Quarter
- Reverse (back)



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

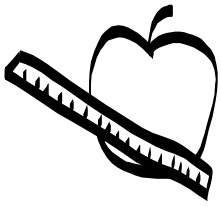
- United States geography
- Research techniques



STEPS

Sessions 1 and 2

1. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. Then display the transparencies or photocopies of several quarter reverses representing the states to which the student groups will be planning a trip. Locate these states on a classroom map. Note their positions in relation to your school's location.
2. Displaying the transparencies or copies of several quarter reverses, ask students what features they notice. List student responses on chart paper or on the board. For each feature of the coin, list student predictions about why it was chosen to be placed on the quarter reverse design. Keep this list posted throughout the activity.
3. Arrange the class into groups of four. Invite each group to select one state, whose capital they will research based upon the quarter reverses portrayed at the beginning of class.
4. Distribute one "Group Roles" handout to each group and allow students to select a role from the list.
5. Distribute one "Group Presentation Rubric" and one "Group Presentation Guide" to each group. Explain to students that they should use the "Group Presentation Guide" in creating their presentations and the rubric as a guide for how they will be assessed.
6. Visit the library or computer lab with your class.



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7. Allow students to spend the rest of the class (and the following class) researching. The chaperone should be creating itinerary documents, overseeing the activities of the team, and making sure everyone is on task.

Sessions 3 and 4

1. When all research has been completed, instruct students to reconvene in their groups to share their findings and begin arranging the group presentation.
2. Allow an appropriate amount of time for students to create and practice their presentations. Offer suggestions to groups on how to improve their presentations by referring them to the rubric.

Session 5

1. Invite groups to present their state capitals (with related individual projects) to each other.
2. While each group presents, the teacher may assess them according to the rubric.
3. As a culminating activity, instruct each student to create a 3-2-1 summary. This is a summary containing three things they learned, 2 things that surprised them, and the one most interesting aspect of this group activity. Remind students to include their group names and any illustrations students feel are appropriate.



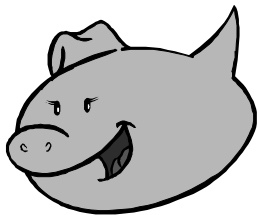
ENRICHMENT/EXTENSIONS

- Have students create a travel brochure for this or another state. It should be colorful, accurate, and interesting to read. Use published travel guides as a guide for the students. These colorful products will look great on a bulletin board!
- Pre-bookmark any appropriate Web sites to assist student research.



DIFFERENTIATED LEARNING OPTION

In order to facilitate the research of your students (especially those that have difficulty with research), supply travel guides and/or brochures for each group's chosen state.

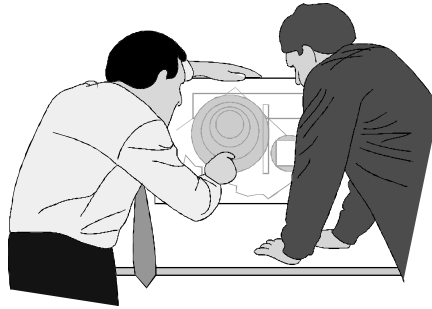


CONNECTION TO WWW.USMINT.GOV/KIDS

Why not plan a trip to France or Japan? After allowing students to do a little research on each country and what the major landmarks are, have them visit the *Coins of the World* feature on the H.I.P. Pocket Change™ Web site and travel to France and Japan.

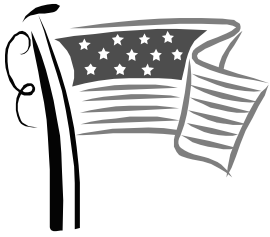


State Sights to See



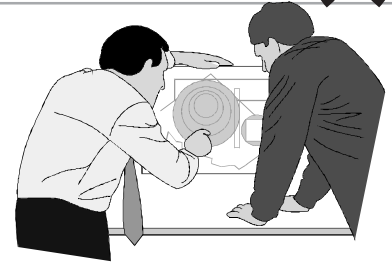
As a group, select a state capital to research. Then select a role for each person from the following list.

- **Chaperone:** You will be the overseer of the group. You will plan which events will happen each day and provide an itinerary (schedule of events) for the trip. You will work closely with most members in your group to make sure that all important activities are included in the itinerary with enough time in between for transportation, meals, and sleep.
- **Travel Agent:** You will be responsible for planning transportation (to and from city only), lodging, and activities for the trip to the state capital. You will work closely with the Chaperone in preparing a cost estimate per person for this trip.
- **City tour guide:** You will become an expert on the important historical landmarks of the state capital your group is researching (including entrance fees, which will be communicated to the travel agent).
- **City historian:** After researching famous people from your group's state capital, you will select three people and become an expert on these important Americans and their contributions to their home states or to the United States as a whole.



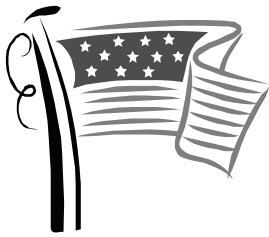
NAME _____

Group Presentation Guide (1)



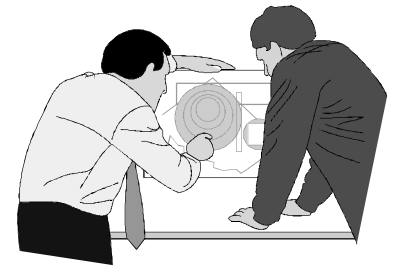
GROUP MEMBER: CHAPERONE
PROJECT: TRAVEL ITINERARY POSTER
CHECKLIST:

- ___ Research social activities your group might want to plan time for during your visit to your chosen state capital.
- ___ Create an outline of each day's activities. Use this as the first draft of your travel itinerary poster. Remember, your group is planning a three-day visit to your state capital. You will need time for meals and sleep. Estimate how much time your group will need for meals and sleep each day. Block this time out on your itinerary.
- ___ Work with the City Tour Guide to discuss his/her chosen landmarks. Estimate the time it will take to visit each landmark. Pencil in each landmark visit on the itinerary.
- ___ Research some fun social activities that your group would enjoy. (Is there a famous restaurant? A Water Park? A mini golf course?) Approximate the cost of these activities and pencil them into the itinerary.
- ___ Research transportation options within the state capital. Plan for transportation in between the hotel and all landmarks and activities. Find accurate cost estimates for transportation (per person). Block out enough time on the itinerary to travel to and from each activity.
- ___ List all pricing information you have gathered and give it to the Travel Agent in your group who will need it for his/her presentation.
- ___ Create your final draft of the itinerary poster.



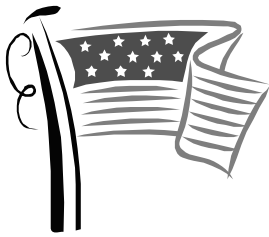
NAME _____

Group Presentation Guide (2)



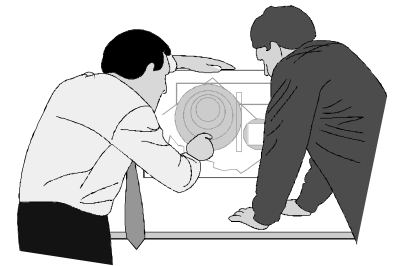
GROUP MEMBER: TRAVEL AGENT
PROJECT: TRAVEL BROCHURE
CHECKLIST:

- ___ Research all details pertaining to transportation to and from city (including travel cost per person).
- ___ Research appropriate lodging arrangements for your group. You will be able to fit two females OR two males in each room.
- ___ Communicate with the Chaperone in your group. He/She will give you cost information on in-city transportation, and social activity costs.
- ___ Communicate with the City Tour Guide in your group. He/She will give you cost information on the landmarks your group is planning to visit.
- ___ Research your chosen state capital. Find reasons why this place might be interesting to visit.
- ___ Create a tri-fold travel brochure. The first page should have pictures of the city or illustrations drawn yourself. The inside cover should have persuasive paragraphs, highlighting why this city is a place that is worth visiting. Remember: your goal is to get people to want to travel to this city! The middle page should have some interesting facts about the city, neatly organized. You may use pictures and/or illustrations on this page as well.
- ___ Using the information gathered from your research, the Chaperone, and the City Tour Guide, create a cost analysis (a break down of costs) to include on the inside back cover of the brochure. Include items such as transportation, lodging, and activity fees.



NAME _____

Group Presentation Guide (3)



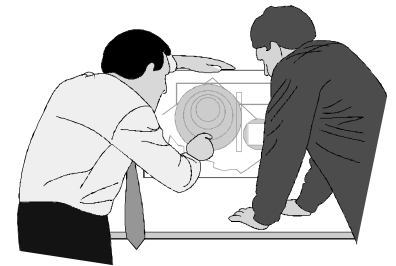
GROUP MEMBER: CITY TOUR GUIDE
PROJECT: LANDMARKS POSTER
CHECKLIST:

- ___ Research several important attractions in this state capital.
- ___ Select the most interesting landmarks from your research.
- ___ Write out why each landmark is important to the city. Explain the historical significance of these places. Describe how these landmarks add to the culture of the city.
- ___ Research how much money it will cost to visit each of these attractions
- ___ Write out the cost of each of the landmarks you have selected and give it to the Travel Agent in your group. He/She will use it in the oral presentation.
- ___ Create a poster based on the landmarks you select to include in your group itinerary. Include the information about why each landmark is interesting and/or important.
- ___ Include illustrations or pictures of each landmark, large enough for the person in the back of the room to view during your oral presentation.



NAME _____

Group Presentation Guide (4)



GROUP MEMBER: CITY HISTORIAN
PROJECT: BIOGRAPHY POSTER
CHECKLIST:

- Research and gather a list of famous Americans (living or dead) that are from your group's state capital.
- Select three important Americans from your research.
- Research the major contributions each person made to his/her state and/or the United States as a whole.
- Prepare several paragraphs of information on each person.
- Create a poster based on this information. Include all 3 people.
- Include illustrations or pictures of each person.



NAMES _____

STATE CAPITAL _____

Group Presentation Rubric

-----Criteria-----

	1	2	3	4	Points
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Role

CHAPERONE

Itinerary Poster

Very few activities are built in to the schedule. Itinerary is missing, unclear, or not well thought out. Missing transportation to, from, and within the destination city. Time allotments are unrealistic or missing.

Some activities are built into the schedule. Itinerary is loose. Transportation sometimes figured in, but not throughout. Time allotments are present but questionable.

Several activities are included in the itinerary and appropriate time is allotted for each activity. Transportation has been accurately figured into the schedule.

A jam-packed schedule with time for transportation, activities, and attractions. The itinerary is explicit and easy to read.

TRAVEL AGENT

Travel Brochure

Travel brochure appears unprofessional and incomplete. No illustrations are included. Few or no reasons why this city is worth visiting. The cost analysis is missing or inaccurate.

Travel brochure includes some information about this city's tourist prospects but does not seem persuasive. Illustrations do not reflect time, effort. Cost analysis is included but not specific.

Travel brochure includes several solid reasons for visiting this city. Uses persuasive language. Illustrations are accurate and appealing to the eye. An accurate and organized cost analysis is included.

Brochure is ready to be published. Illustrations are vivid, accurate; text gives highly persuasive reasons to visit this city. The cost analysis is easy to understand, with categories (transportation, lodging, and activities).

CITY TOUR GUIDE

Landmarks Poster

Only 1 or 2 landmarks were selected. Little or no explanation of why each landmark was chosen.

3 or 4 landmarks were selected. Some explanation of why each landmark was chosen.

5 landmarks selected. Included is a descriptive explanation of why each landmark was chosen.

More than 5 landmark visits planned with detailed descriptions of importance historically and why each was chosen.

CITY HISTORIAN

Biography poster of an important American from this state capital

No picture or illustration of the three people. Little or no information on their major contributions to this state and/or the country.

A rushed or sloppy illustration of all three people. Some information on his/her major contributions to this state and/or the country.

A good picture or illustration of the three people. Complete information on his/her major contributions to this state and/or the country.

A detailed and/or creative picture or illustration of the person. A wealth of well-written information on his/her contributions to this state and/or the country.

TOTAL

/16