

# 2004 Lesson Plans

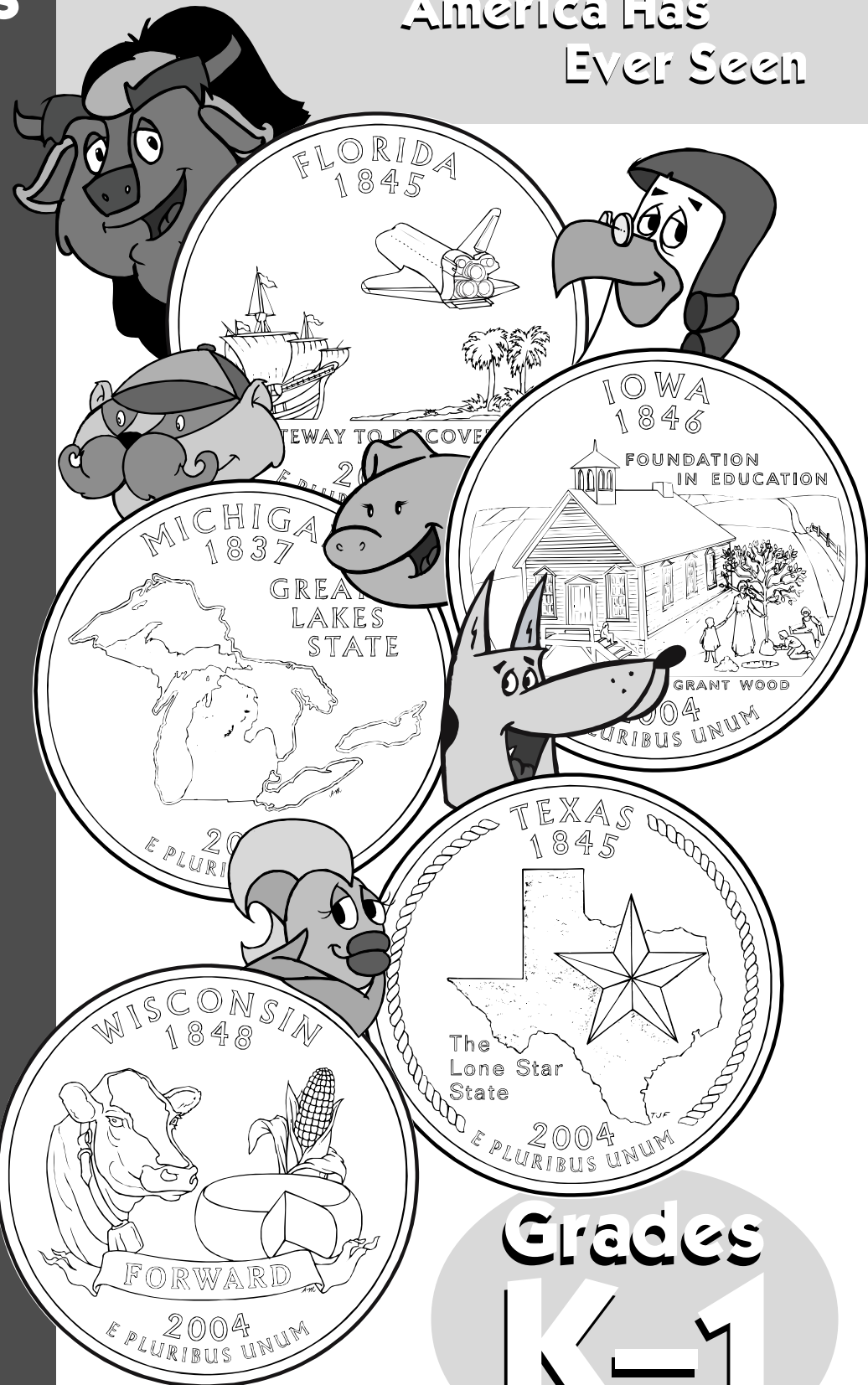


## This teaching guide includes:

- ◆ 6 teacher-friendly lesson plans that fit easily into your curriculum
- ◆ Reproducible student worksheets that coincide with each lesson
- ◆ Fun state facts and information on the new quarter designs
- ◆ USA map template with state outlines



The Greatest  
Educational Change  
America Has  
Ever Seen



Grades  
**K-1**



# The United States Mint Has Big Plans for You!

Kids and coin collecting go hand in hand! By downloading the most recent sets of 50 State Quarters® Program lesson plans, you are able to bring the excitement of America's quarter craze right into your own classroom.

Launched in 1999, the United States Mint 50 State Quarters Program is a 10-year coin initiative commemorating each of the nation's states in the order that were admitted into the Union. Approximately every ten weeks (five times a year) through 2008, a new limited-edition quarter that displays an individual state's design is released into general circulation.

As it has every year since the beginning of this program, the United States Mint is offering the public three free sets of lesson plans (for grades K-1, 2-3, and 4-6). This year, we have added two new sets of free plans (for grades 7-8 and 9-12). All are designed to bring life to the history and beauty of our country. Moreover, these plans, created and reviewed by teachers to meet your curricular goals, draw upon the specific designs of the commemorative quarter reverses to help inspire students to learn about the culture, geography, and unique heritage of each state.

Each set of lesson plans blends clear instructions with kid-friendly reproducible worksheets, background information, and answer keys to help make instruction easier for you!

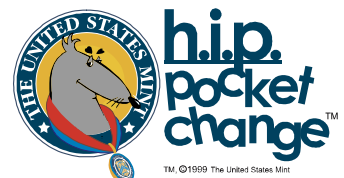
Within the 2004 50 State Quarters Program lesson plans, you will also notice a strong connection to the United States Mint H.I.P. Pocket Change™ Web site. Appearing on the cover as well as within the plans themselves, the coin-loving H.I.P. Pocket Change Pals will show you ways to supplement the quarter activities with all of the fun and educational resources available on the site!

The H.I.P. Pocket Change Web site, located at [www.usmint.gov/kids](http://www.usmint.gov/kids), is dedicated to promoting lifelong pleasure in coins and coin collecting. Through games, informational features, and interactive animated cartoons, the site introduces students to what's H.I.P. about coins—they're "History In your Pocket."

The United States Mint is proud to be taking such an active role in promoting knowledge about the individual states, their history and geography, and the rich diversity of the national heritage among America's youth. Take some time to explore all of the high quality educational resources available on the United States Mint H.I.P. Pocket Change Web site, including the materials related to the 50 State Quarters Program! We hope that you find these resources to be an extremely valuable addition to your classroom.



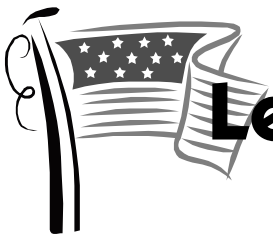
Visit us online at  
[www.usmint.gov/kids](http://www.usmint.gov/kids)



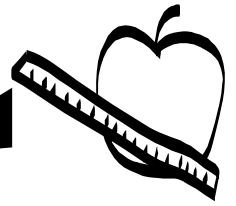
The United States Mint does not endorse any individual provider of goods or services, including authors and publishers. All text references are merely illustrative and should not be deemed to be recommendations of the United States Mint.

PORTIONS © 2004 U.S. MINT. ALL RIGHTS RESERVED.

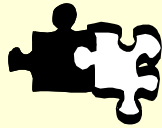
# The Greatest Educational Change America Has Ever Seen



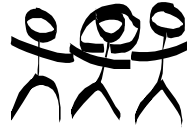
## Lesson Plans for Grades K-1



### Objective



### Connections



### Groupings



### Class Time



### Page

#### 1: A Coin Out of Water (Michigan)

Learning about bodies of water

- Science
- Social Studies
- Language Arts

- Whole group
- Individual work

One 20- to 30-minute session

2

#### 2: It's Time to Rhyme (Florida)

Identifying and creating rhyming words

- Language Arts
- Art

- Whole group
- Individual work

Two 20- to 30-minute sessions

7

#### 3: Simple Symbols (Texas)

Learning about and using symbols

- Language Arts
- Mathematics
- Social Studies
- Art

- Whole group
- Individual work

Two or three 20- to 30-minute sessions

14

#### 4: The Value of Coins (Iowa)

Examining personal values

- Social Studies
- Art
- Language Arts

- Whole group
- Individual work

Two 20- to 30-minute sessions

21

#### 5: Goods for You! (Wisconsin)

Recognizing goods and services

- Social Studies
- Language Arts

- Whole group
- Individual work

One 20- to 30-minute session

27

#### 6: Looks Aren't Everything

Exploring the attributes of a quarter

- Science
- Mathematics
- Art

- Whole group
- Small groups
- Individual work

Two 20- to 30-minute sessions

33

### Additional Resources

State Information Pages: 50 State Quarters® Program Coins Released in 2004

Michigan, Florida, Texas, Iowa, and Wisconsin

38

United States of America Map

40

50 State Quarters Program Designs

41

Reproducible Coin Sheet

43

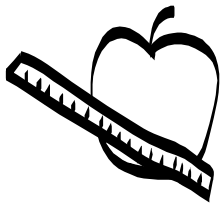
50 State Quarters® Program Release Schedule

45

Lesson plans and other related 50 State Quarters Program materials are provided solely for teaching purposes.

They may not be commercially distributed or distributed as a premium.

PORTIONS © 2004 U.S. MINT. ALL RIGHTS RESERVED.



---

# 1: A Coin Out of Water

---

## Based on the Michigan quarter reverse

---



### OBJECTIVE

Students will identify, define and compare different types of water bodies.



### MATERIALS

- 1 overhead projector (optional)
- 1 overhead transparency (or photocopy) of the Michigan quarter reverse
- 1 class map of the United States
- Copies of the Michigan quarter reverse
- Blue and green crayons and/or colored pencils
- Chart paper
- Markers
- Large photographs/pictures of different types of water bodies
- Copies of the “Match the Water Body” worksheet



### PREPARATIONS

- Make an overhead transparency (or photocopy) of the Michigan quarter reverse.
- Make copies of the Michigan quarter reverse (1 per student).
- Locate photographs/pictures of different types of water bodies.
- Make copies of the “Match the Water Body” worksheet (1 per student).



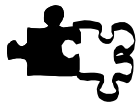
### GROUPINGS

- Whole group
- Individual work



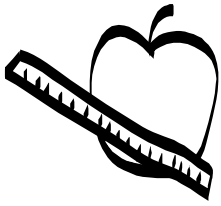
### CLASS TIME

One 20- to 30-minute session



### CONNECTIONS

- Science
- Social Studies
- Language Arts



---

# A Coin Out of Water

---



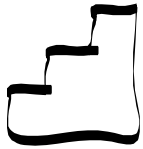
## TERMS AND CONCEPTS

- Quarter
- Reverse (back)
- Stream
- River
- Pond
- Lake
- Ocean



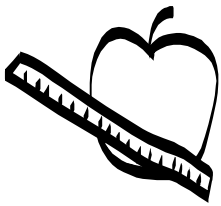
## BACKGROUND KNOWLEDGE

Students should have a basic knowledge that the Earth's surface is made of land and water.



## STEPS

1. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. Then display the transparency or photocopy of the Michigan quarter reverse. Locate Michigan on a classroom map. Note its position in relation to your school's location.
2. Distribute a copy of the Michigan quarter reverse to each student.
3. With the students, examine the design on this coin's reverse. Have the students point out the water and the land on this map. Instruct them to color the water blue and the land green on their copy of the coin design.
4. Ask students what this image tells us about the state of Michigan. Answers should relate to the idea that Michigan is mostly surrounded by water.
5. Closely look at the words "Great Lakes State" that appear on this coin. Read these words aloud with your students. Give students a very basic introduction to the Great Lakes, pointing them out on the class map.
6. Divide a piece of chart paper into five columns and write the word "lake" at the top of the first column. Guide students to describe what they know about a lake, recording all comments in the first column of the chart.
7. Ask students to name other types of water bodies and record responses as headers for the different columns on this same chart. Students should list bodies of water such as streams, ponds, oceans, and rivers.
8. Ask students to name specific bodies of water that they know or that are near their home, such as the Atlantic Ocean, the Great Salt Lake, the Mississippi River, etc. If necessary, use the class map to locate major bodies of water. List student responses in the appropriate columns on the chart.



---

# A Coin Out of Water

---

9. Show students photographs/pictures of different bodies of water, working with students to identify them. As you examine each picture, ask the students to describe different attributes of each water body (ex.: “A river is long and narrow.”). In their descriptions, students should make comparisons between the different water bodies (ex.: “A lake is bigger than a pond.”).
10. Distribute a “Match the Water Body” worksheet to each student.
11. With the students, trace the word “lake” on your worksheet. Ask students to read this word, if necessary, explaining that it is one of the water bodies that they just discussed. Ask each student to point to the picture of the lake on the worksheet. After verifying that the students have all selected the correct picture, instruct them to draw a line from the word “lake” to its corresponding picture.
12. As a class or independently, allow students an appropriate amount of time to complete this worksheet, and as a class review this page.



## ENRICHMENT/EXTENSIONS

- To extend students understanding about what constitutes each type of water body, read an age-appropriate text which describes each water body, such as:
  - *Precious Water: A Book of Thanks* by Brigitte Weninger
  - *Follow the Water from Brook to Ocean* by Arthur Dorros
  - *Our Wet World* by Sneed B. Collar III
  - *Water* by Frank Asch
- Create a center where students must sort magazine images into piles according to the different types of water bodies.
- Tie the study of water bodies to the importance of water to life. Have students create murals of different bodies of water and the animals/plants that live in or near each.



## DIFFERENTIATED LEARNING OPTION

Rather than using the pre-made “Match the Water Body” worksheet, instruct students to fold a piece of construction paper into four sections. In each section, students should draw and label a different body of water.



## CONNECTION TO [WWW.USMINT.GOV/KIDS](http://WWW.USMINT.GOV/KIDS)

Have students determine which other states have highlighted their relationship with water on their quarter design. Print the quarter designs for each state and have the students organize the coins based on the bodies of water depicted. Outlines of each new quarter’s design are available on the United States Mint H.I.P. Pocket Change™ Web site in “The Coins Are Coming/50 State Quarters® Program” section of Coin News.

NAME \_\_\_\_\_



# Match the Water Body

**Directions:** Trace the name of each water body. Draw a line to connect the name of each body of water to its picture.

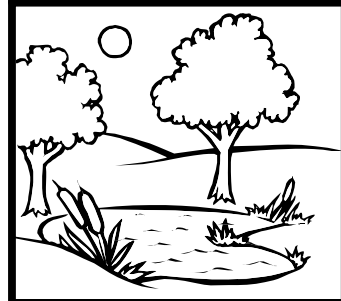
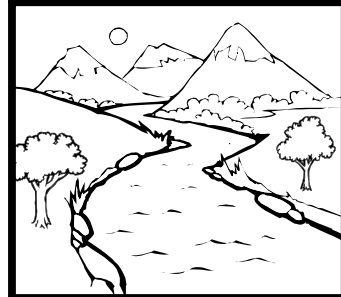
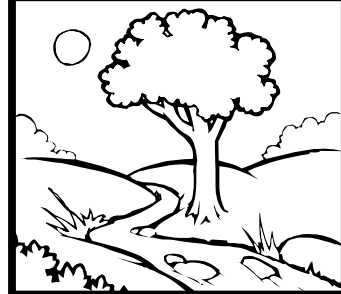
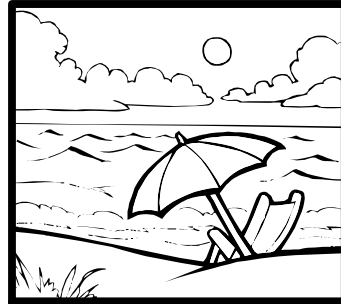
Lake

River

Ocean

Pond

Stream

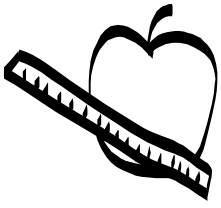




# Michigan Quarter Reverse







## 2: It's Time to Rhyme

Based on the Florida quarter reverse



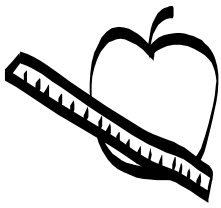
### OBJECTIVE

Students will identify and create rhyming words.



### MATERIALS

- 1 copy of an age-appropriate text that relates to rhyming words or pairs, such as:
  - *Daddy Is a Doodlebug* by Bruce Degan
  - *Pigs* by Roseanne Williams
  - *Panda Bear, Panda Bear, What Do You See?* by Eric Carle
  - *Brown Bear, Brown Bear, What Do You See?* by Eric Carle
  - *Polar Bear, Polar Bear, What Do You Hear?* by Eric Carle
  - *The Flea's Sneeze* by Lynn Downey
  - *The Itsy Bitsy Spider* by Rosemary Wells
  - *Ten Little Monsters* by Jonathan Emmett
  - *Clickety Clack* by R. and A. Spence
- Magnetic letters
- 1 overhead projector
- 1 class map of the United States
- 1 overhead transparency (or photocopy) of the Florida quarter reverse
- Copies of the “Color the Rhymes” page
- Trays or baggies
- Scissors
- Glue
- Crayons
- Copies of the “Rhyming Pictures” chart
- 1 overhead transparency of the “Rhyming Pictures” page
- White unlined paper (cut into 5” squares)
- Chart paper
- Markers



---

# It's Time to Rhyme

---



## PREPARATIONS

- Locate an appropriate text that relates to rhyming words or pairs (See examples under “Materials”).
- Make an overhead transparency (or photocopy) of the Florida quarter reverse.
- Make copies of the “Color the Rhymes” page (1 per student).
- Prepare a tray or baggie for each student with scissors, glue, and crayons (1 per student).
- Make copies of the “Rhyming Pictures” chart (1 per student).
- Make an overhead transparency of the “Rhyming Pictures” page.
- Cut the white unlined paper into 5” squares (1 per student).
- Make a three-column chart on chart paper.



## GROUPINGS

- Whole group
- Individual work



## CLASS TIME

Two 20- to 30-minute sessions



## CONNECTIONS

- Language Arts
- Art



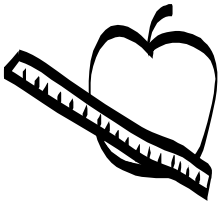
## TERMS AND CONCEPTS

- Quarter
- Reverse (back)
- Rhyme



## BACKGROUND KNOWLEDGE

Students should have a basic knowledge of rhyming skills.



---

# It's Time to Rhyme

---



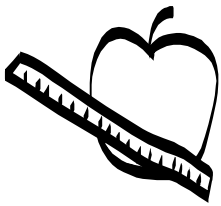
## STEPS

### Session 1

1. Select a book about rhyming, specifically one that stresses end-rhymes. Introduce students to the selected text. As a group, preview the text and illustrations to generate observations about what might be occurring at different points in the book.
2. Read the selected text aloud to the class. As you read, leave the rhymes open so that students can create the second word in a rhyming pair (ex.: “Johnny went to the pet store with Nat. Johnny told Nat that he wants a \_\_\_\_\_.”). Or, challenge students to raise their hand when they hear a pair of words that rhyme. During the reading, attend to any unfamiliar vocabulary.
3. Identify rhyming pairs. Have students say each rhyming pair aloud several times.
4. After reading the book, ask students to guess what the word ‘rhyme’ means. Provide examples of rhyming words and as a class create a list of rhyming pairs on chart paper.
5. Play a game with students where you place magnetic letters on the overhead projector. Spell out the word “CAT”. Have students say the word aloud. Remove the “C” and ask students to say the remaining sound (“AT”) aloud. Add the letter “B” to spell “BAT”. Have students say the word aloud. Remove the “B” and replace with other appropriate letters to create other rhyming words.
6. Continue this game using other rhymes, such as: -op, -ag, -ut.

### Session 2

1. Revisit with students the concept of rhyme and the rhyming pairs from yesterday’s game.
2. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. Then display the transparency or photocopy of the Florida quarter reverse. Locate Florida on a classroom map. Note its position in relation to your school’s location.
3. Have students identify what objects they see on the Florida coin. Guide students to respond: ship, space ship, and land. On the 3-column chart paper, label one column “SHIP”, one column “SPACE”, and one “LAND”, drawing pictures next to each word.
4. Distribute one “Color the Rhymes” page to each student and one tray or baggie of materials to each group.



---

# It's Time to Rhyme

---

5. Have students identify what they see in each picture. Read the word under each picture for the students and ask the students to say each word aloud.
6. Direct students to color each of the pictures, then cut them apart.
7. Distribute a “Rhyming Pictures” chart to each student. Have students practice sorting their pictures by rhyming sounds. They can practice several times, race a friend, or try to beat the teacher in correctly sorting the pictures.
8. To check for student comprehension, use the overhead transparency of the “Rhyming Pictures” chart to review the sort.
9. Direct students to glue all of the pictures into the appropriate columns on their charts.
10. Distribute the 5-inch squares to students.
11. Revisit the transparency (or photocopy) of the Florida quarter reverse. Remind students that this quarter represents a state.
12. As a class, generate a list of words that rhyme with the word “state” on chart paper. Include pictures with each word.
13. Direct students to select a word from the list. On his or her square, have each student draw a picture of his or her chosen word. Direct students to label their pictures.
14. Invite students to share their pictures with a partner and say aloud each rhyming pair.



## ENRICHMENT/EXTENSIONS

- To extend this activity, have students practice the same steps with their state quarter (if available). Other quarters that would work well with this activity are: Delaware, Georgia, Massachusetts, Rhode Island, Kentucky, Tennessee, Maine, and Arkansas.
- For continued practice creating rhyming pairs, cut out several pictures from a magazine, being sure to find pictures that rhyme. Label each picture. Mount each picture onto construction paper. Create a class center where students have to sort the pictures into rhyming pairs.



## DIFFERENTIATED LEARNING OPTION

Struggling students can sort the pictures from the “Color the Rhymes” page with a partner after having sorted them individually.



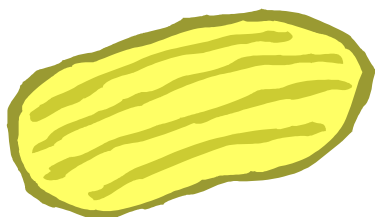
## CONNECTION TO [WWW.USMINT.GOV/KIDS](http://WWW.USMINT.GOV/KIDS)

Did you know that there are other coins directly related to Florida? Check out August 2001’s Coin of the Month to find out more about the 1935 Old Spanish Trail commemorative half dollar.

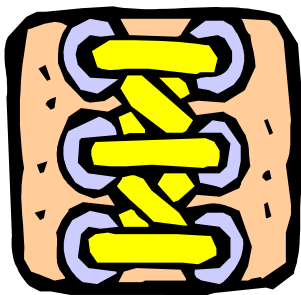
NAME \_\_\_\_\_



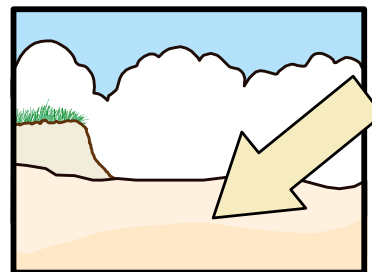
# Color the Rhymes



CHIP



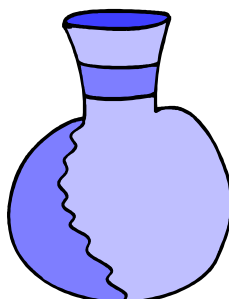
SHOE LACE



SAND



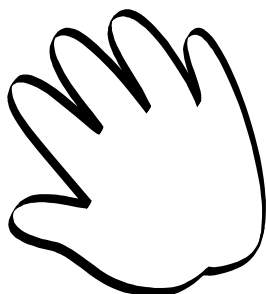
FACE



VASE



RACE



HAND



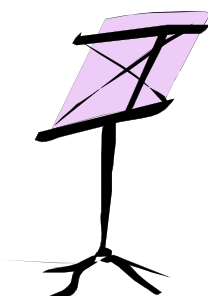
TRIP



HIP



BAND



STAND



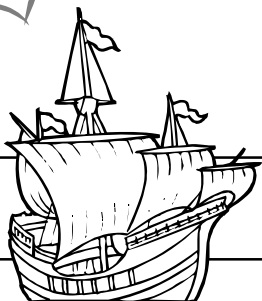
LIP

NAME \_\_\_\_\_



# Rhyming Pictures

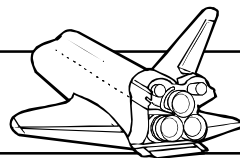
**SHIP**

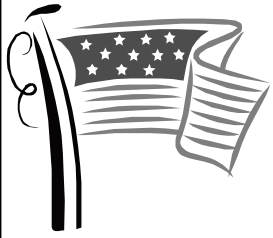


**LAND**



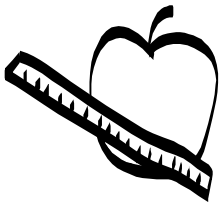
**SPACE**





# Florida Quarter Reverse





## 3: Simple Symbols

### Based on the Texas quarter reverse



#### OBJECTIVES

Students will recognize and use the word “symbol” and create a glyph using symbols about themselves.



#### MATERIALS

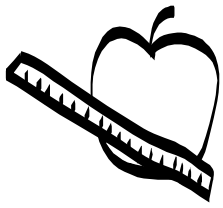
- Images of the Statue of Liberty, a bald eagle, and the United States flag
- 1 overhead transparency (or photocopy) of the Texas quarter reverse
- 1 overhead projector
- 1 class map of the United States
- Chalkboard or chart paper
- Chalk or markers
- 1 copy of an age-appropriate text that relates to Texas, such as:
  - *Tumbleweed Tom on the Texas Trail* by Jackie Mims Hopkins
  - *I’m going to Texas/Yo voy a Tejas* by Mary Dodson Wade
  - *The Armadillo from Amarillo* by Lynne Cherry
- 1 copy of an age-appropriate text that relates to your state
- 1 overhead transparency (or photocopy) of your own state’s quarter reverse (if available) or other materials depicting your state’s symbols
- Copies of the “All About Me” glyph
- 1 overhead transparency of the “All About Me” glyph
- 1 overhead transparency of the “Glyph Symbols Chart”
- Crayons



#### PREPARATIONS

- Locate images of the Statue of Liberty, the American flag, and a bald eagle.
- Make an overhead transparency (or photocopy) of:
  - The Texas quarter reverse
  - Your own state’s quarter reverse (if available)
  - The “Glyph Symbols Chart”
  - The “All About Me” glyph
- Locate an appropriate text that relates to Texas (See examples under “Materials”).
- Locate an appropriate text that relates to your state.
- Make copies of the “All About Me” glyph (1 per student).
- Complete the “All About Me” page yourself before session 2.





---

# Simple Symbols

---



## GROUPINGS

- Whole group
- Individual work



## CLASS TIME

Two or three 20- to 30-minute sessions



## CONNECTIONS

- Language Arts
- Mathematics
- Social Studies
- Art



## TERMS AND CONCEPTS

- Quarter
- Reverse (back)
- Symbol
- Glyph
- Texas



## BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

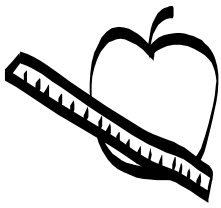
- Body parts
- Colors
- Symbols of our country



## STEPS

### Session 1

1. Show your students a picture of a United States flag. Ask your students to identify the picture.
2. Once students have correctly identified the flag, ask students to discuss what this picture means to them. Explain to students that the United States flag is a symbol of our country. Explain that Americans see this flag as a symbol of our country.



---

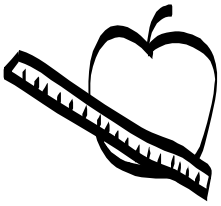
# Simple Symbols

---

3. Show your students a picture of a bald eagle. Ask students to identify the picture. If necessary, explain to students that this is a very special bird because it is our country's bird. Explain that Americans see this bird as a symbol of our country.
4. Show students a picture of the Statue of Liberty. Ask students to identify the picture. Discuss the statue and its location. Explain that Americans see this statue as a symbol of our country.
5. Continue with a discussion of symbols, explaining that a symbol is a picture that has more than one meaning. Use examples from around the room or those students might recognize (i.e. a heart symbolizes love, etc.) to go over this idea.
6. Introduce the next activity to students by explaining that they will become symbols experts today by looking at the symbols on quarter reverses.
7. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. Then display the transparency or photocopy of the Texas quarter reverse. Locate Texas on a classroom map. Note its position in relation to your school's location.
8. Create a T-chart on the board or on a piece of chart paper. Label the left column "Texas" and the right column with the name of your state.
9. Ask students to identify what symbols they see on the Texas quarter reverse. Guide them to respond that they see some rope, a star, and the outline of the state. Write student responses in the "Texas" column of the T-chart.
10. Ask students why these symbols are important to people who live in Texas.
11. Select an appropriate children's text about Texas. Introduce students to the selected text. As a group, preview the text and illustrations to generate observations about what might be occurring at different points in the book.
12. Read the selected text aloud to the class. During the reading, attend to any unfamiliar vocabulary.
13. On the T-chart, have students add any additional Texas symbols based on the information in the book.

## Sessions 2 and 3

1. Select an appropriate children's book about the students' home state. Introduce them to the selected text. As a group, preview the text and illustrations to generate observations about what might be occurring at different points in the book.
2. Read the selected text aloud to the class. During the reading, attend to any unfamiliar vocabulary.
3. On the T-chart from the previous session, have students list symbols of their home state.



---

# Simple Symbols

---

4. Looking at your state quarter if available (or another symbol of your state, i.e. a stamp, your state flag, etc.), list any additional state symbols. Ask students to predict what these symbols mean.
5. Explain to students what each state symbol means.
6. Introduce the next activity by telling students that now they will select symbols that represent them in order to create an “All About Me” glyph. Explain that a glyph is a picture representation of different attributes. Distribute one “All About Me” glyph to each student.
7. Using the overhead transparency of the “Glyph Symbols Chart”, model the activity by reading aloud the first example. Indicate to students which answer best fits you. Color in the corresponding body part in the appropriate color on the “All About Me” glyph transparency.
8. Direct students to select the correct choice for them in this example. Have students color in the corresponding body part in the designated color on their “All About Me” glyph.
9. Repeat steps 7 and 8 for each of the examples on the “Glyph Symbols Chart.”
10. Have students complete their “All About Me” glyphs.
11. With partners, have students share what their glyphs mean.
12. Display the student glyphs. Invite students walk around the classroom and look at all of the student coins.



## ENRICHMENT/EXTENSIONS

- In order to extend this activity, create an “All About Us” coin, selecting symbols that represent your class as a whole.
- Using a blank coin outline, invite students to create a coin about themselves including illustrations which accurately symbolize them.



## DIFFERENTIATED LEARNING OPTIONS

Prior to the glyph activity, play several rounds of the “Simon Says” game to review facial features.



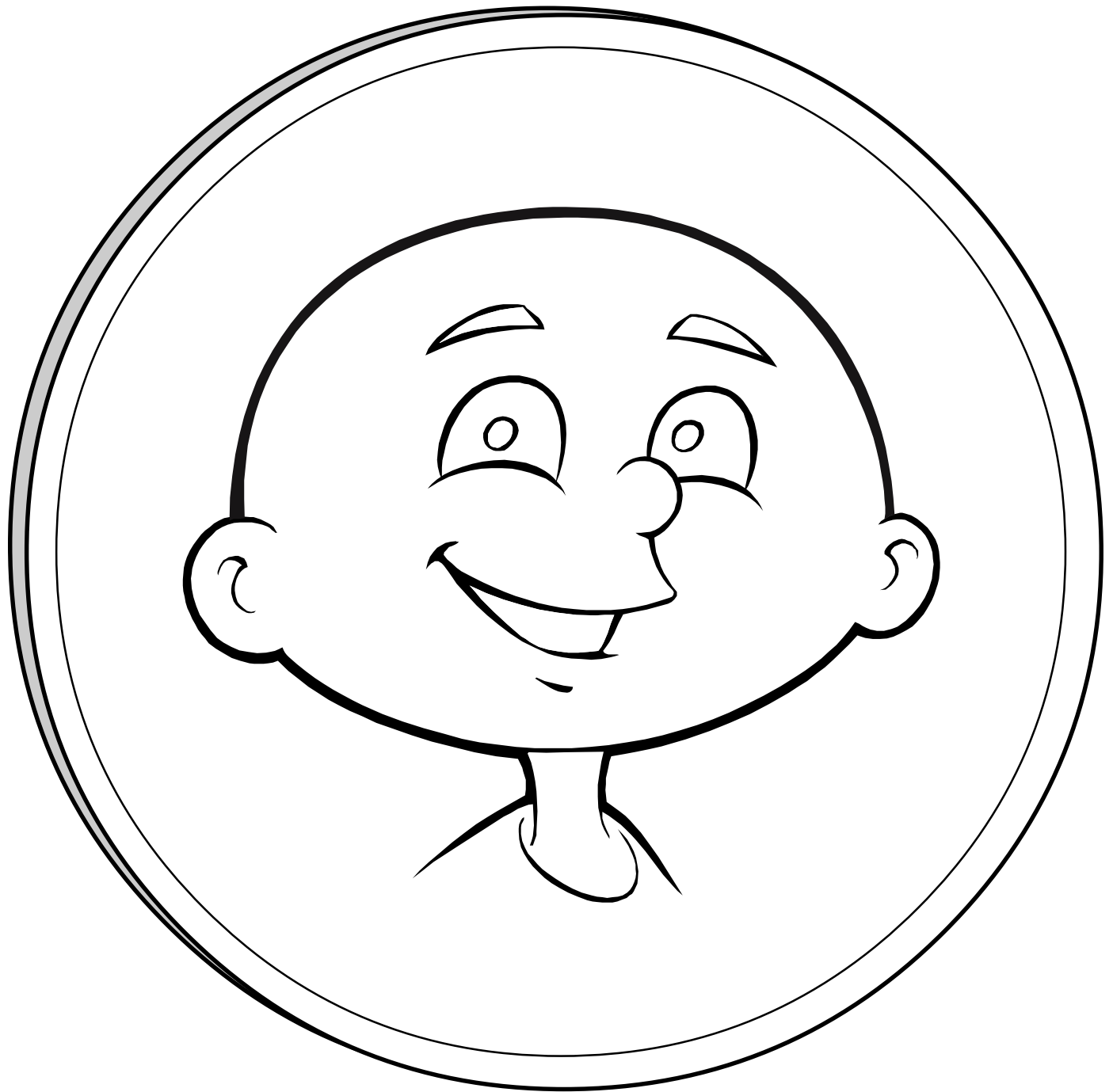
## CONNECTION TO [WWW.USMINT.GOV/KIDS](http://WWW.USMINT.GOV/KIDS)

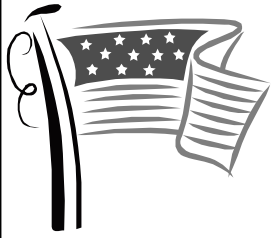
As an enjoyable and educational way to extend your students’ learning of symbols and celebrate the Thanksgiving holiday, why not have students each create a cornucopia glyph with coins? Visit the Teachers’ section of the H.I.P. Pocket Change™ Web site ([www.usmint.gov/kids](http://www.usmint.gov/kids)), select “Teacher Features” and visit the “Teacher Feature Stockroom.” Look for “Coin-a-copia,” a great glyph activity your students are sure to love!

NAME \_\_\_\_\_




# All About Me






# Glyph Symbols Chart



1. If you are a boy, color the eyes **blue**. If you are a girl, color the eyes **green**.

<b>BOY</b> 	<b>GIRL</b> 
---	--



2. If you have brothers or sisters, color the eyebrows **yellow**. If you don't have any brothers or sisters, color the eyebrows **orange**.

<b>BROTHERS OR SISTERS</b> 	<b>NO BROTHERS OR SISTERS</b> 
---	--



3. If you are tall, draw **red** hair. If you are short, draw **purple** hair.

<b>TALL</b> 	<b>SHORT</b> 
--	---

4. Which do you like better, sports or music? If you like music best, color the teeth **green**. If you like sports, color the teeth **black**.

<b>MUSIC</b> 	<b>SPORTS</b> 
---	--

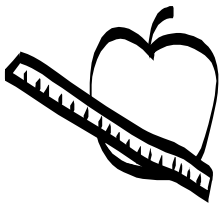
5. Which do you like better, ice cream or pizza? If you like ice cream best, color the ears **blue**. If you like pizza best, color the ears **brown**.

<b>ICE CREAM</b> 	<b>PIZZA</b> 
---	---



# Texas Quarter Reverse





---

# 4: The Value of Coins

---

## Based on the Iowa quarter reverse

---



### OBJECTIVE

Students will analyze and reflect on their personal values.



### MATERIALS

- 1 overhead projector (optional)
- 1 overhead transparency (or photocopy) of the Iowa quarter reverse
- 1 class map of the United States
- Copies of age-appropriate texts that reflect personal values, such as:
  - *The Giving Tree* by Shel Silverstein
  - *The Rainbow Fish* by Marcus Pfister and J. Alison James
  - *A Chair For My Mother* by Vera B. Williams
  - *The Keeping Quilt* by Patricia Polacco
  - *The Patchwork Quilt* by Valerie Flourney
- Chart paper
- Markers
- Copies of the “Coin Values” worksheet
- Crayons
- Pencils
- 1 enlarged image of the Iowa quarter reverse



### PREPARATIONS

- Make an overhead transparency (or photocopy) of the Iowa quarter reverse.
- Make copies of the “Coin Values” worksheet (1 per student).



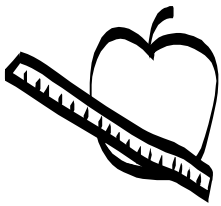
### GROUPINGS

- Whole group
- Individual work



### CLASS TIME

Two 20- to 30-minute sessions



---

# The Value of Coins

---



## CONNECTIONS

- Social Studies
- Language Arts
- Art



## TERMS AND CONCEPTS

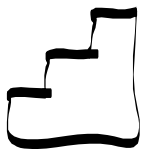
- Quarter
- Reverse (back)
- Values
- Foundation



## BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

- Values
- Making choices

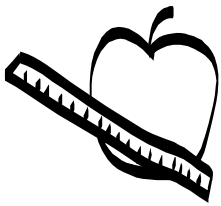


## STEPS

### Session 1

1. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. Then display the transparency or photocopy of the Iowa quarter reverse. Locate Iowa on a classroom map. Note its position in relation to your school's location.
2. With the students, examine the design on this coin's reverse. Ask students to point out what they see on this coin, paying particular attention to the building and the people. Ask the students what kind of building they think that this might be. Who would the people in the picture be? Explain that the building on this coin is a school, like schools from long ago.
3. Read the words "Foundation in Education" to the students. Ask students why they think Iowa would put these words and a picture of a school on their quarter reverse. Responses should reflect the idea that schools and education are important to the state.
4. Introduce the idea that everyone has different things that are important to them, things that they value. Ask your students what they think is important to their state, based on their state's quarter design (if available).
5. Introduce students to the selected text. As a group, preview the text and illustrations to generate predictions about what is occurring at different points in the story.





---

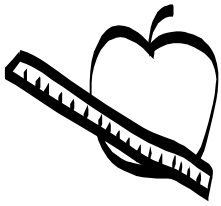
# The Value of Coins

---

6. Read this story aloud to the group. During the reading, attend to any unfamiliar vocabulary.
7. After reading the story, ask the students about values. What was important to the characters? How could you tell? What did the character(s) do to show you their values? Create a class chart of student responses.

## Session 2

1. Revisit the image of the Iowa quarter and ask the students to recall what the quarter told them about the state.
2. Explain that you want your students to think carefully about what is important to them, and that you are going to play a game where they will identify those things that are most important to them.
3. Have the students stand against the back wall of the classroom. Offer two comparable but different options for the students to choose from (such as “Would you rather win a lot of money or go to the beach?” or “Would you rather have a lot of friends or a lot of toys?”). Depending on their decisions, students will gather in one of two spots in the room (one spot for each option).
4. When students have selected which option is more important to them, instruct students to share with a partner their reason for making that choice. Ask one representative from each group to explain to the class why (s)he made that choice.
5. Repeat this game a few more times, just to reinforce that everyone has different things that are important to them.
6. Explain to the students that they will be reflecting on what is most important to them and creating their own personal coin.
7. As a class, brainstorm a list of items and/or feelings that are important to the students. List these ideas on a class chart.
8. Distribute a “Coin Values” worksheet to each student and instruct each student to write their own name at the line at the top of their coin.
9. Direct each student to draw in the center of the coin a picture of something that they value greatly.
10. On the line that says “I value \_\_\_\_\_,” direct the students to use inventive spelling to write a label for their drawing.  
**Note:** As students are working independently, circulate throughout the room and, on each coin, write the year of that child’s birth on the line below his/her name.
11. Once the students have completed their work, provide an opportunity for them to share it.



---

# The Value of Coins

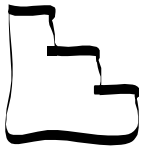
---

12. Display your students' work on a "Coin Values" bulletin board with an enlarged version of Iowa's quarter reverse placed in the center, surrounded by the personal coins.



## ENRICHMENT/EXTENSIONS

- For more advanced students, attach a sheet of writing paper to the bottom of their coin and instruct them to write about why they feel that the image they selected is important to them.
- Using student ideas, create a class values quilt or a book of student values.



## DIFFERENTIATED LEARNING OPTION

Allow struggling students to dictate their reason for selecting their value.



## CONNECTION TO [WWW.USMINT.GOV/KIDS](http://WWW.USMINT.GOV/KIDS)

Learn what's valuable to a coin collector by trying out Tools of the Trade ([www.usmint.gov/kids/index.cfm?fileContents=campcoin/getAClue](http://www.usmint.gov/kids/index.cfm?fileContents=campcoin/getAClue)). Here students will help Inspector Collector determine what a coin collector must have in order to handle his collection. To get there, visit the United States Mint H.I.P. Pocket Change™ Web site and click on the Camp Coin button, then choose Get A Clue About Collecting under Inspector Collector's Coin Course.



# Coin Values

## Worksheet

Name \_\_\_\_\_

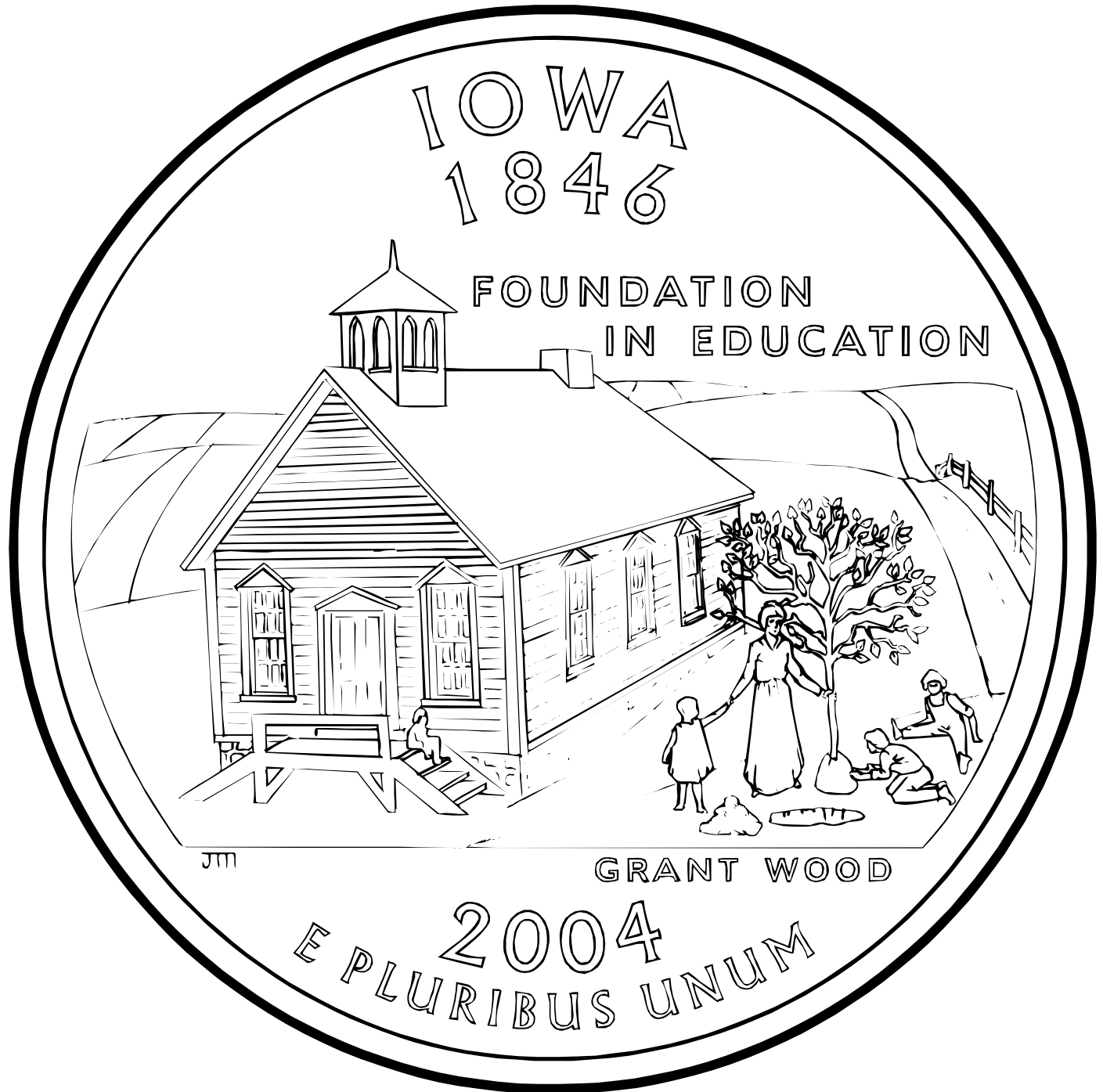
Year of Birth \_\_\_\_\_

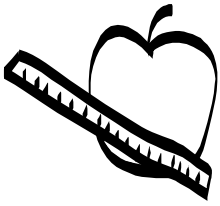
I Value \_\_\_\_\_

\_\_\_\_\_



# Iowa Quarter Reverse





# 5: Goods for You!

## Based on the Wisconsin quarter reverse



### OBJECTIVES

Students will define the terms “goods” and “services” and correctly identify examples of both.



### MATERIALS

- 1 copy of an age-appropriate text that relates to life on a farm, such as:
  - *Farming* by Gail Gibbons
  - *Maisy’s Morning on the Farm* by Lucy Cousins
  - *My Dad Works on a Farm* by Sarah Hughes
  - *Raising Cows on the Koebels’ Farm* by Alice K. Flanagan
  - *A Visit to the Gravesens’ Farm* by Alice K. Flanagan
  - *The Farm* by Gail Saunders-Smith
  - *At the Farm* by Sandy Francis
  - *The Milk Makers* by Gail Gibbons
  - *Milk: From Cow to Carton* by Alike
- 1 overhead transparency (or photocopy) of the Wisconsin quarter reverse
- 1 class map of the United States
- Chart paper
- Markers
- Copies of the “Picture It” worksheet



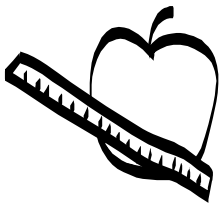
### PREPARATIONS

- Locate an appropriate text that relates to life on a farm (See examples under “Materials”).
- Make an overhead transparency (or photocopy) of the Wisconsin quarter reverse.
- Make copies of the “Picture It” worksheet (1 per student).



### GROUPINGS

- Whole group
- Individual work



---

# Goods for You!

---



## CLASS TIME

One 20- to 30-minute session



## CONNECTIONS

- Social Studies
- Language Arts



## TERMS AND CONCEPTS

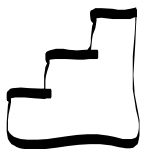
- Quarter
- Reverse (back)
- Product
- Produce (verb)
- Goods
- Services



## BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

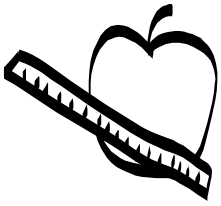
- Farm life
- Needs and wants



## STEPS

### Session 1

1. Introduce students to the selected text. As a group, preview the text and illustrations to generate observations about what might be occurring at different points in the book.
2. Read the selected text aloud to the class. During the reading, attend to any unfamiliar vocabulary.
3. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. Then display the transparency or photocopy of the Wisconsin quarter reverse. Locate Wisconsin on a classroom map. Note its position in relation to your school's location.
4. With the students, examine the design on this coin's reverse. Ask students to identify objects they recognize: a cow, cheese, and an ear of corn. Ask students why they think that Wisconsin chose to put these images on their quarter. Answers should relate to the idea that Wisconsin is well known for its farming industry.



---

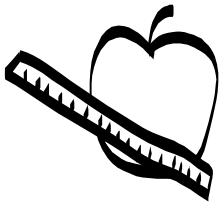
# Goods for You!

---

5. Remind the students of the book they just read, and ask the students to identify what takes place on a farm. When students mention growing food and raising animals, introduce the term “produce”(verb) by reinforcing the idea that farmers “produce” food products.
6. Ask students what you mean when you say that farmers “produce” food products. Answers should express that it means that the farmers are making or growing these products. Ask students why the farmers produce these products. Answers should include the idea that they are made or grown for people to buy and eat.
7. Ask students to list the types of things that are produced on a farm. As students offer ideas, list these responses on chart paper.

## Session 2

1. Review class responses that were charted during the previous session, and explain that “goods” are things people make or grow to sell. Write this word at the top of the list they’ve created.  
**Note:** You may need to explain that goods are not only made on farms. Possibly have students list other goods that they could find in the classroom that do not come from a farm.
2. Explain that a farmer doesn’t make the food all by him- or herself. Have students identify examples from the book where someone helped the farmer. List these examples on a new piece of chart paper.
3. Explain that when someone does something to help another person, that means they are providing a “service”. Write this word at the top of the list they’ve created.
4. Introduce the goods and services game to the students. Display the two charts side by side.
5. From the list below, make one request at a time of the students. Point to and read the word “goods” and then “services” and have the students raise their hands to identify whether you have asked them to present a good or provide a service.
  - a. Ask a student to hold up a pencil. (Good)
  - b. Ask a student to turn off the lights. (Service)
  - c. Ask a student to bring you a book. (Service)
  - d. Point to the book. (Good)
  - e. Ask a student to return the book to the bookshelf. (Service)
  - f. Ask the student to point to the bookshelf. (Good)
  - g. Ask a student to point to their shirt. (Good)



---

# Goods for You!

---

6. Once you have played this game, ask the students to identify some goods that they use every day. Write these goods on the chart under the word “goods.”
7. Explain the idea of a service to your students by identifying some of the services that are provided for them each day, such as being driven to school, having their lunch made for them, etc. Ask students to identify some additional services that they or their families use (ideas could include car repair services, restaurant services, baby-sitting services, etc.). Add these services to the chart under the word “services.”
8. Display a copy of the “Picture It” chart and model the procedure students should follow in completing the related activity. Students should draw a picture of a good that they use in the “Goods I use” column, and a service that they use in the “Services I use” column. Instruct them to use inventive spelling to write a label for what they’ve listed in each column.
9. Distribute a “Picture It” chart to each student. Allow an appropriate amount of time for students to complete this chart.



## ENRICHMENT/EXTENSION

Take the students on an in-school field trip where they can explore services that they receive in the school. Some spots to visit might include the nurse’s office, the cafeteria, and the library.



## DIFFERENTIATED LEARNING OPTION

To more clearly explain the production process, display pictures to show students how a specific item is manufactured.

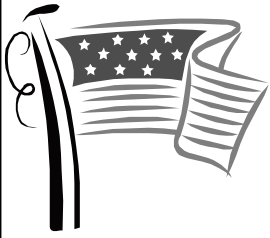


## CONNECTION TO [WWW.USMINT.GOV/KIDS](http://WWW.USMINT.GOV/KIDS)

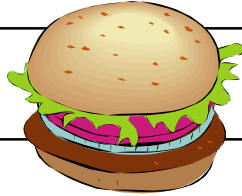
Introduce your students to the game, Cents of Color. Here you can instruct them to color a state’s quarter that depicts either a good or service that the state is known for providing. Print these colored coins and create a center where the students can sort them as showing either a good or a service. To find Cents of Color, visit the Games section of the United States Mint H.I.P. Pocket Change™ Web site.



NAME \_\_\_\_\_



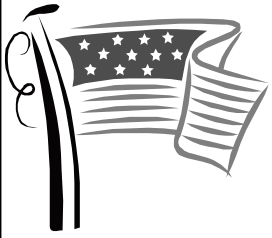
# What Is It?



**Goods I Use**

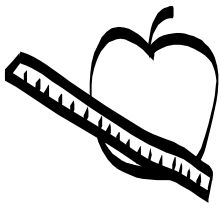
**Services I Use**





# Wisconsin Quarter Reverse





## 6: Looks Aren't Everything



### OBJECTIVES

Students will observe the physical attributes, specifically the size, height, weight, and length of a quarter. Students will also explore the function of a quarter.



### MATERIALS

- Chalkboard/chalk or chart paper/markers
- Chalk or markers
- Several different state quarters
- 1 overhead transparency of the “Quarter Comparison” page
- 1 overhead projector
- Copies of the “Quarter Comparison” page
- Lunch trays
- Pencils
- Dimes
- Rulers
- Staplers
- Overhead transparencies (or photocopies) of several quarter reverses
- 1 class map of the United States
- 1 cent (penny)
- 1 nickel
- White construction paper
- Crayons/colored pencils/markers



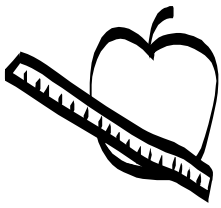
### PREPARATIONS

- Make one overhead transparency of the “Quarter Comparison” page.
- Make copies of the “Quarter Comparison” page (1 per student).
- Prepare group materials. Place the following items on a tray for each group: a ruler, a quarter, a stapler, a pencil, and a dime.
- Make overhead transparencies (or photocopies) of several state quarter reverses.



### GROUPINGS

- Whole group
- Small groups
- Individual work



# Looks Aren't Everything



## CLASS TIME

Two 20- to 30-minute sessions



## CONNECTIONS

- Science
- Mathematics
- Art



## TERMS AND CONCEPTS

- Quarter
- Reverse (back)
- Spend
- Save



## BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

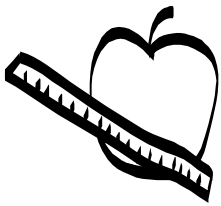
- Height
- Weight
- Length
- Size
- Coin values



## STEPS

### Session 1

1. Brainstorm with your students what they know about quarters. Write student responses down on a piece of chart paper or on the board under the label “What We Know About Quarters”.
2. Separate the class into four small groups. Have each group sit together.
3. Distribute to each group a different state quarter. Have each group observe the quarters. Ask students to discuss the attributes of quarters. Write down student responses on the same piece of chart paper or on the board. Collect the state quarters.
4. Introduce the next activity by explaining to the students that they will be gaining even more knowledge of quarters by comparing them to other objects.



---

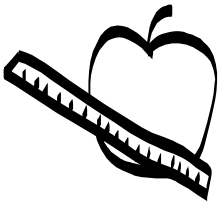
# Looks Aren't Everything

---

5. Model how students will navigate through the activity by completing the first example on the overhead transparency of the “Quarter Comparison” page.
6. Distribute one “Quarter Comparison” page to each student and one tray of materials to each group.
7. Read each comparison aloud and instruct students to work together in their groups to come up with the answers they write down on the “Quarter Comparison” page.
8. Check student comprehension by using the “Quarter Comparison” transparency. Invite students to come up to the overhead projector one at a time and circle the answer they recorded for each example on their “Quarter Comparison” page. Challenge students to justify how they know that their answer is correct.
9. Redistribute the various state quarters from earlier in the lesson. Direct your students’ attention to the reverses of the quarters.
10. Ask students to share what their quarter reverse looks like. Point out that these quarter reverses are different. Encourage students to discuss why they think that might be.

## Session 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 the state quarter reverses. Locate the states on a classroom map. Note their positions in relation to your school’s location.
2. Discuss with your students why they might know more about quarters now than when they started the lesson. Introduce the idea that quarters are not just something that we look at. Ask students what else we might need to know about quarters. Guide students to respond that they need to know how quarters are used. Introduce the idea that there is a lot to know about quarters and that today, they are becoming quarter experts.
3. Ask your students where quarters are found. Remind students that there are no right or wrong answers. Guide students to share responses such as: a pocket, a piggy bank, a purse, a wallet, a candy machine, etc.
4. Ask students to discuss the worth of a quarter. Show students a cent, a nickel, and a dime. Ask the students if they know the value of these coins. Ask the students which coin is worth the most? If necessary, explain that a quarter is worth more than all of the coins you have just shown them.
5. Ask students what they can do with quarters. Remind students that there are no right or wrong answers. Guide students to give responses such as: spend, save, flip, borrow, give away, look at, compare, etc. Write down student responses on the chart paper or on the board.



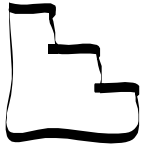
# Looks Aren't Everything

6. Distribute a piece of white construction paper to each student.
7. Instruct students to draw a picture of what they would do with a quarter. Challenge students to write a phrase or sentence (using inventive spelling) underneath their picture that explains it.
8. Allow an appropriate amount of time for students to complete this activity.
9. Invite each student to share their drawing with the class and to explain it using their phrase or sentence.



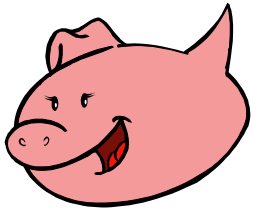
## ENRICHMENT/EXTENSION

Have students perform similar comparison activities with the cent, nickel, dime, and quarter.



## DIFFERENTIATED LEARNING OPTION

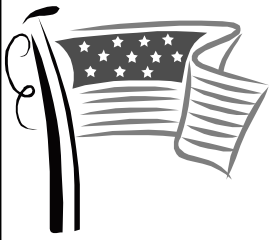
Provide students with measuring tools, such as nonstandard units and bucket scales.



## CONNECTION TO [WWW.USMINT.GOV/KIDS](http://WWW.USMINT.GOV/KIDS)

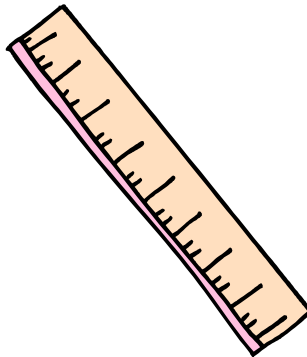
See how quarters and other coins are made in the cartoon, "Birth of a Coin". Visit the Cartoons section of the H.I.P. Pocket Change™ Web site today!

NAME \_\_\_\_\_



# Quarter Comparison

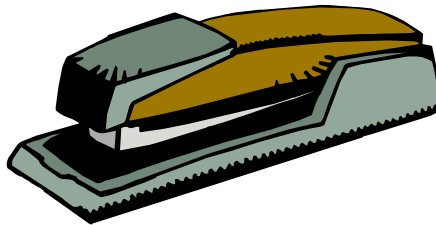
1. Circle the **taller** object.



or



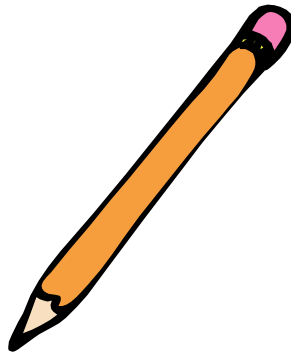
2. Circle the **heavier** object.



or



3. Circle the **longer** object.



or

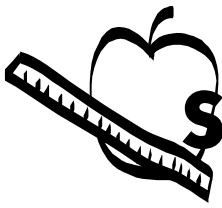


4. Circle the **bigger** object.



or





# State Information 2004 Quarters

## Michigan

The Michigan quarter is the first of 2004, and the 26th in the 50 State Quarters® Program. Michigan became the 26th state on January 26, 1837. The Michigan quarter depicts the outline of the state and the Great Lakes system. The quarter is inscribed “Great Lakes State.”

As indicated by the state’s nickname, much of Michigan’s history is tied to the Great Lakes—Superior, Michigan, Huron, Erie and Ontario—five of the world’s largest lakes. Together, they encompass more than 38,000 square miles and form the largest body of fresh water in the world. Michigan borders four of these Lakes, all but Ontario—more than any other state. It should come as no surprise, then, that Michigan is the only place in the world with a floating post office: the J.W. Westcott II is the only boat in the world that delivers mail to ships while they are still underway, and has been operating for 125 years.



**State Capital:** . . . . . Lansing  
**State Bird:** . . . . . Robin  
**State Tree:** . . . . . White Pine  
**State Flower:** . . . . . Apple Blossom  
**State Motto:** . . . “If You See A Pleasant Peninsula, Look About You.”

**Entered Union (rank):** . . . . . January 26, 1837 (26)

**Nickname(s):** . . . . . The Wolverine State, The Great Lakes State

**Origin of Name:** . Based on Chippewa Indian word “meicigama” meaning “great water,” referring to the Great Lakes.

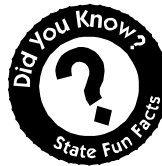
**State Song:** . . . . . Michigan, My Michigan

## Florida

The Florida quarter is the second of 2004, and the 27th in the 50 State Quarters® Program. Florida became the 27th state to be admitted into the Union on March 3, 1845. The design incorporates a 16th-century Spanish galleon, a space shuttle, and the inscription “Gateway to Discovery.” A strip of land with Sabal palm trees is also depicted.

On Easter in 1513, while searching for the legendary Fountain of Youth, Ponce de Leon named the region “Pascua Florida,” meaning “Flowery Easter.” In 1539, Hernando de Soto and other explorers continued the exploration of the New World through the region.

Near Orlando, Cape Canaveral (later renamed Cape Kennedy) has been the starting point for most of the modern era’s most significant scientific space expeditions, from Man’s first moon landing to the Voyager probe currently exploring deep space outside our solar system. From 16th-century Spanish galleons to 21st-century space exploration, Florida has played a continuing role in humanity’s quest for knowledge and discovery. With the highest average temperature of any state and the second longest shoreline, Florida is one of the world’s most popular tourist destinations.



**State Capital:** . . . . . Tallahassee  
**State Bird:** . . . . . Mockingbird  
**State Tree:** . . . . . Sabal Palmetto  
**State Flower:** . . . . . Orange Blossom  
**State Motto:** . . . . . In God We Trust  
**Entered Union (rank):** March 3, 1845 (27)

**Nickname(s):** . . . . . Sunshine State

**Origin of Name:** . . . . . Named on Easter 1513 by Ponce de Leon for “Pascua de Florida” meaning “Flowery Easter”

**State Song:** . . . . . Swanee River

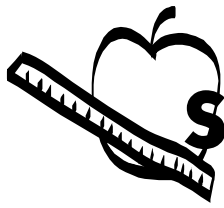
## Texas

The Texas quarter is the third of 2004, and the 28<sup>th</sup> in the 50 State Quarters® Program. Texas became the 28th state to be admitted into the Union on December 29, 1845. The quarter, encircled by a rope-themed design, incorporates an outline of the state with a star superimposed inside the outline with the inscription “The Lone Star State.”

In 1519, Spanish explorer Alonso Alvarez de Pineda was the first European to visit Texas. Myths of the golden “Seven Cities of Cibola” brought many Spaniards from Mexico into Texas. Although these cities were never found, Spain made claims on and began settling the region now known as Texas. Over the next few years, the French began moving into the area as well. Though initially part of Mexico, settlers rebelled and declared their independence. At the Battle of San Jacinto on March 2, 1836, Texas triumphed. After nine years as a sovereign republic, Texas entered the Union.

The state’s nickname, the “Lone Star State,” refers to the state flag. It displays a single, five-point white star on a field of blue with an upper white horizontal stripe and a lower red horizontal stripe. Texas is the only state to have had the flags of six different nations fly over it: Spain, France, Mexico, the Republic of Texas, the Confederate States, and the United States.





# State Information 2004 Quarters



**State Capital:** ..... Austin  
**State Bird:** ..... Mockingbird  
**State Tree:** ..... Pecan  
**State Flower:** ..... Bluebonnet  
**State Motto:** ..... Friendship  
**Entered Union (rank):** ... December 29, 1845 (28)

**Nickname:** ..... Lonestar State  
**Origin of Name:** ..... Based on a word used by Caddo Indians meaning "friends"  
**State Song:** ..... Texas, Our Texas

## Iowa

The Iowa quarter is the fourth of 2004 and the 29th in the 50 State Quarters® Program. Iowa became the 29th state to be admitted into the Union on December 28, 1846. The Iowa quarter design illustrates the state's commitment to education and honors native Iowan Grant Wood. It is based on "Arbor Day," one of Wood's paintings. The design contains a depiction of a one-room schoolhouse and a teacher and students planting a tree, with Grant Wood's name below. The quarter is inscribed "Foundation in Education."

Iowans have had a commitment to education since the state's earliest days. When Iowa became a state in 1846, it already had a number of rural country schools in each of its counties. Iowa established its first high school in the 1850s though, generally, high schools did not become widespread until after 1900. Private and public colleges also quickly took root in the new state.

Though Iowa has long been a leader in agriculture, the state is unique in being the only one whose east and west borders are completely formed by rivers—the Mississippi and Missouri Rivers.



**State Capital:** ..... Des Moines  
**State Bird:** ..... Eastern Goldfinch  
**State Tree:** ..... Oak  
**State Flower:** ..... Wild Rose  
**State Motto:** .. "Our liberties we prize and our rights we will maintain"

**Entered Union (rank):** .... December 28, 1846 (29)  
**Nickname:** ..... Hawkeye State

**Origin of Name:** From "loway," the French word for the Bah-kho-je Indian tribe that lived in the area.  
**State Song:** ..... The Song of Iowa

## Wisconsin

The Wisconsin quarter is the fifth of 2004, and the 30th in the 50 State Quarters® Program. Wisconsin became the 30th state to be admitted into the Union on May 29, 1848. The Wisconsin design depicts an agricultural theme featuring the head of a cow, a round of cheese, and an ear of corn. The design also bears an inscription of the state motto, "Forward."

Wisconsin is the dairy capital of the world, ranking number one in the number of milk cows and the production of over 15 percent of the nation's milk—more than any other state. Today, Wisconsin produces over 350 different varieties, types, and styles of award-winning cheeses. Approximately 17,000 dairy farms with just over 1 million cows that produce an average of 17,306 pounds of milk each, per year, continue the reputation for quality milk from Wisconsin.

The state is also a major corn-growing state, ranking 10th in the production of corn for grain, with 363 million bushels produced in 2000. State corn production contributed \$690 million to the Wisconsin economy in 2000. Wisconsin is also a leading supplier of mint. In 2000, Wisconsin mint growers provided more than 477,000 pounds of mint oil, including 315,000 pounds of peppermint and 162,000 pounds of spearmint annually. One drum of mint oil will flavor 3.5 million sticks of gum.

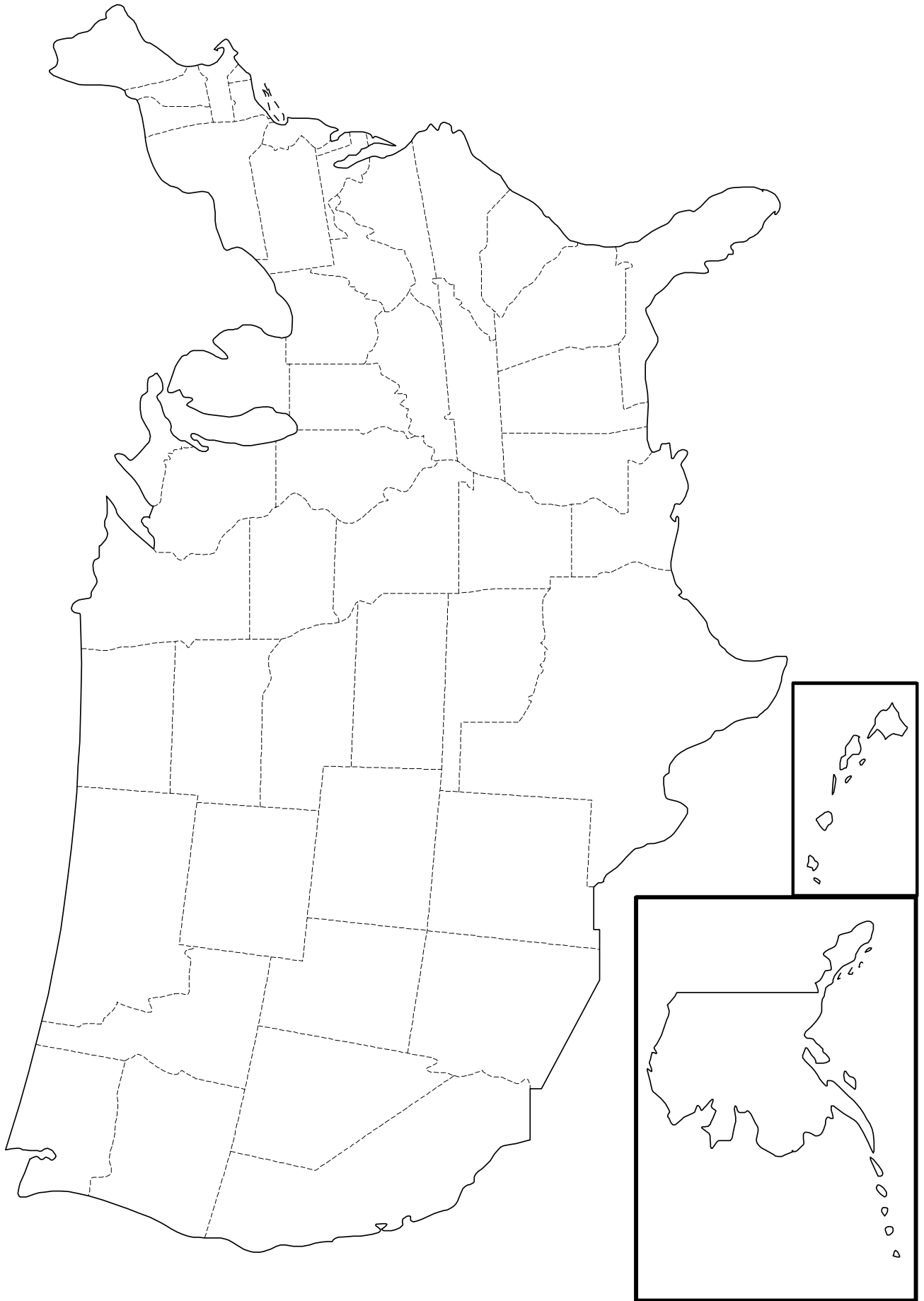
Wisconsin adopted the state motto, "Forward," in 1851, reflecting Wisconsin's continuous drive to be a national leader.



**State Capital:** ..... Madison  
**State Bird:** ..... Robin  
**State Tree:** ..... Sugar Maple  
**State Flower:** ..... Wood Violet  
**State Motto:** ..... Forward  
**Entered Union (rank):** . May 29, 1848 (30)

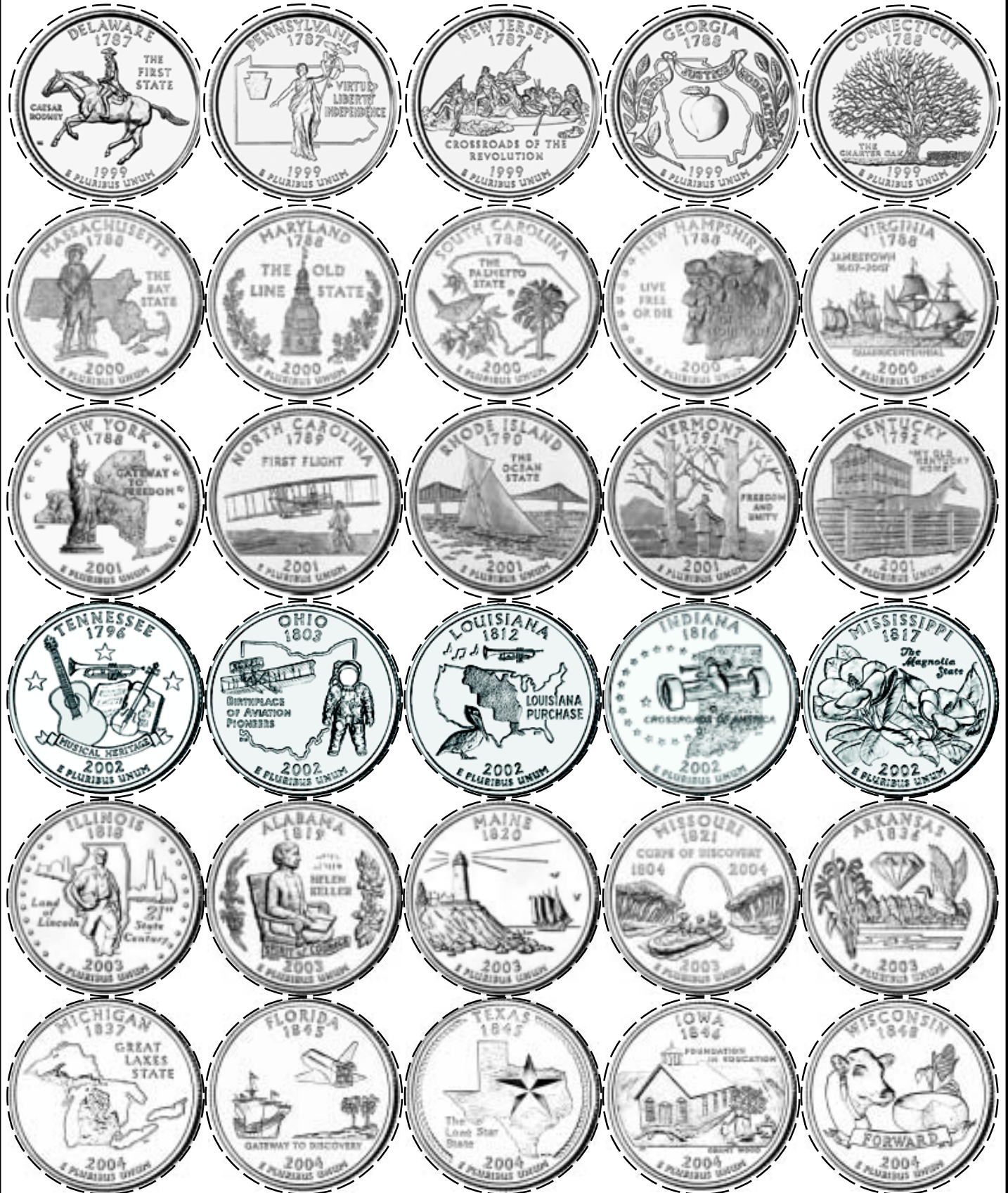
**Nickname:** ..... Badger State  
**Origin of Name:** ..... Perhaps from an Algonquian word that means "long river" or a Chippewa/Ojibwa/Anishinabe word that means "grassy place," or "gathering of the waters."  
**State Song:** ..... On, Wisconsin!

# United States of America



# 50 State Quarters Program Designs

## Reverse



# 50 State Quarters Program Designs

## Obverse



# Reproducible Coin Sheet

## Obverse



Obverse © 1999 U.S. Mint  
All Rights Reserved



# Reproducible Coin Sheet

## Reverse





# The United States Mint

## 50 State Quarters Program

### Release Year/State                      Statehood Date

#### 1999

Delaware . . . . . December 7, 1787  
 Pennsylvania . . . . . December 12, 1787  
 New Jersey . . . . . December 18, 1787  
 Georgia . . . . . January 2, 1788  
 Connecticut . . . . . January 9, 1788

#### 2000

Massachusetts . . . . . February 6, 1788  
 Maryland . . . . . April 28, 1788  
 South Carolina . . . . . May 23, 1788  
 New Hampshire . . . . . June 21, 1788  
 Virginia . . . . . June 25, 1788

#### 2001

New York . . . . . July 26, 1788  
 North Carolina . . . . . November 21, 1789  
 Rhode Island . . . . . May 29, 1790  
 Vermont . . . . . March 4, 1791  
 Kentucky . . . . . June 1, 1792

#### 2002

Tennessee . . . . . June 1, 1796  
 Ohio . . . . . March 1, 1803  
 Louisiana . . . . . April 30, 1812  
 Indiana . . . . . December 11, 1816  
 Mississippi . . . . . December 10, 1817

#### 2003

Illinois . . . . . December 3, 1818  
 Alabama . . . . . December 14, 1819  
 Maine . . . . . March 15, 1820  
 Missouri . . . . . August 10, 1821  
 Arkansas . . . . . June 15, 1836

### Release Year/State                      Statehood Date

#### 2004

Michigan . . . . . January 26, 1837  
 Florida . . . . . March 3, 1845  
 Texas . . . . . December 29, 1845  
 Iowa . . . . . December 28, 1846  
 Wisconsin . . . . . May 29, 1848

#### 2005

California . . . . . September 9, 1850  
 Minnesota . . . . . May 11, 1858  
 Oregon . . . . . February 14, 1859  
 Kansas . . . . . January 29, 1861  
 West Virginia . . . . . June 20, 1863

#### 2006

Nevada . . . . . October 31, 1864  
 Nebraska . . . . . March 1, 1867  
 Colorado . . . . . August 1, 1876  
 North Dakota . . . . . November 2, 1889  
 South Dakota . . . . . November 2, 1889

#### 2007

Montana . . . . . November 8, 1889  
 Washington . . . . . November 11, 1889  
 Idaho . . . . . July 3, 1890  
 Wyoming . . . . . July 10, 1890  
 Utah . . . . . January 4, 1896

#### 2008

Oklahoma . . . . . November 16, 1907  
 New Mexico . . . . . January 6, 1912  
 Arizona . . . . . February 14, 1912  
 Alaska . . . . . January 3, 1959  
 Hawaii . . . . . August 21, 1959