

6: Rename That State!



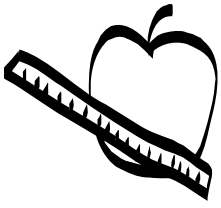
OBJECTIVE

Students will research and identify a particular state's name origin, resources, and important landmarks.



MATERIALS

- 1 overhead projector (optional)
- 1 overhead transparency of each of the following:
 - Image of your home state's quarter
 - "Did You Know?" worksheet
 - "Hello from..." worksheet
 - "Rename That State" rubric
- Copies of following:
 - "Did You Know?" worksheet
 - "Hello from..." worksheet
 - "Rename that State" rubric
 - Images of quarter reverses of various states
- 1 class map of the United States
- Various texts that give information about the 50 states. For example:
 - *Don't Know Much About the 50 States (Don't Know Much)* by Kenneth C. Davis
 - *Fabulous Facts About the 50 States* by Wilma Ross
 - *National Geographic: Our Fifty States* by Mark H. Bockenbauer
- Chart Paper
- Notebook paper
- Computers with Internet access
- Scissors
- Markers or colored pencils
- Fishing line or yarn
- Construction paper



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PREPARATIONS

- Make an overhead transparency (or photocopy) of each of the following:
 - Image of your home state’s quarter
 - “Did You Know?” worksheet
 - “Did You Know?” worksheet completed
 - “Hello from...” worksheet
 - “Hello from...” worksheet completed
 - “Rename That State” rubric
- Make copies of each of the following:
 - “Did You Know?” worksheet (1 per student)
 - “Hello from...” worksheet (1 per student)
 - “Rename That State” rubric (1 per student)
 - Images of quarter reverses of various states (1 per student)
- Gather texts that give information about the fifty states (see examples under “Materials”).
- Arrange to use the school computer lab for one session.
- Bookmark Internet sites that contain information about the fifty states.
- Look up the meaning of your home state’s name. Also look up different facts about your home state including its landmarks, natural resources, and items it produces.



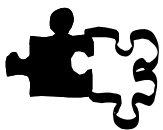
GROUPINGS

- Whole group
- Small group
- Individual work



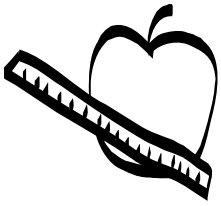
CLASS TIME

Three 45- to 60-minute sessions



CONNECTIONS

- Social Studies
- Language Arts
- Art



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TERMS AND CONCEPTS

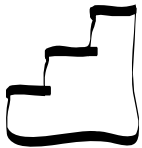
- Obverse (front)
- Reverse (back)



BACKGROUND KNOWLEDGE

The Students should have a basic knowledge of:

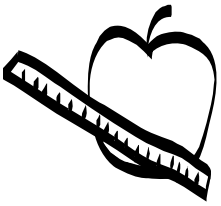
- The fifty states
- Internet research
- Citations
- Landmarks
- Natural resources



STEPS

Sessions 1 and 2

1. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your home state, if available. Display the transparency or photocopy of your home state's quarter. Locate your home state on a classroom map. Note its position in relation to the rest of the United States.
2. On chart paper, write the name of your home state and the meaning or origin of your home state's name. Discuss with the students why or how they think your home state acquired its name. Record the students' answers on chart paper.
3. Examine the image of your home state's quarter. Ask the students to identify the key images represented on the quarter. Ask students why they think these images were chosen for the quarter. Record student answers on chart paper.
4. Ask the students if there are any additional important or unique things about their home state, such as landmarks, natural resources, or items it produces. Record student answers on chart paper.
5. Divide the students into small groups. Have the groups use the class information to brainstorm a new name for their home state based on what they feel is important or unique about the state. Have the groups record their ideas on a piece of notebook paper.
6. Ask the students to share their new ideas about renaming the state. Record new names for the state on the chart paper. Discuss the students' new state names and how they came up with them.

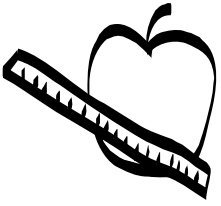


Rename That State!

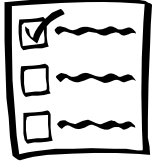
7. Distribute the “Did You Know?” worksheets. Explain to the students that each of them will be researching a different state to rename. The students will use the worksheets to help them with their research and their renaming. Display the transparency of the completed “Did You Know?” worksheet that you prepared.
8. Assign the students a state to research. Make sure that each state is assigned only once in each class. Distribute to each student an image of the quarter for the state that was assigned to him or her. Explain that the students will be given time for their research and will be able to use the computer lab as well as books. Review the citations portion of the “Did You Know?” worksheet in detail. Answer any student questions about the worksheet.
9. Take the students to the computer lab and allow them time to research.
10. Review the “Did You Know?” worksheets with the students and answer any questions.
11. Display the transparency of the “Hello from...” worksheet. Distribute a “Hello from...” worksheet to each student and review the instructions. Explain that the worksheet will serve as a template for the post card they will create. Encourage the students to be creative and use different forms of art media (markers, paints, newspaper/magazine clippings, etc.). Explain that their postcard will have the new name of the state they researched as well as depictions of what is important to that particular state. Encourage the students to refer to the state’s quarter for ideas of images that represent the state.
12. Display the transparency of the “Hello from...” worksheet that you prepared. Answer any questions.
13. Distribute and review the “Rename That State” rubric with students. Explain that they will present their findings to the class after they have researched and renamed their state.
14. Have students use their research to complete their postcards at home.

Session 3

1. Have students share their postcards and researched facts by presenting their finished projects to the class. Allow classmates to ask questions at the end of each presentation.
2. Fill in a rubric for each student as they present their postcard and facts.
3. Collect the completed “Did You Know?” worksheets and postcards and display them.



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ASSESSMENT

Use the students' class participation, worksheets, and rubric to evaluate whether the students have met the lesson objectives.



ENRICHMENTS/EXTENSIONS

- Have students label a class-sized map of the United States with their new state names.
- Have students research the history and founding of their school. Have students use this information to rename their school.



DIFFERENTIATED LEARNING OPTIONS

- Allow students to work in pairs.
- Allow students to hand-write their reports or use a scribe rather than use the computer.



CONNECTION TO WWW.USMINT.GOV/KIDS

- Have students explore the fifty states with the Quarter Explorer game at www.usmint.gov/kids/games/quarterExplorer/.
- Have students learn more about the fifty states by using the "Seeing the States" WebQuest at www.usmint.gov/kids/teachers/webQuests/seeingTheStates.cfm.



Name _____

Did You Know?

Date _____

Directions: Use Internet resources or classroom texts to find the facts below about the state you are researching. Cite a maximum of three sources for your information.

1. Name of state: _____
2. Origin of state name: _____
3. State nickname: _____
4. State capital: _____
5. Two landmarks found in your state: _____
6. Three items produced in your state: _____
7. Five unique facts about your state (for example: body of water, famous person from the state—be creative!): _____

8. State's new name: _____
9. Reason for choosing this new name: _____
10. One interesting fact you learned about this state that everyone should know: _____

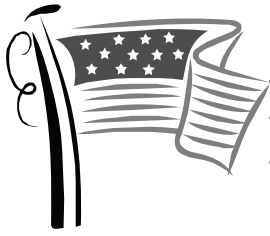
CITATIONS

Please list either the name and complete URL of the Internet site where you found your information or the complete title and author, last name first, of the texts.

1.

2.

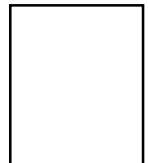
3.



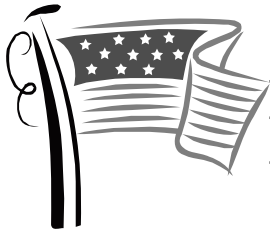
Name _____

Hello from...

HELLO FROM



Directions: Use the "Did You Know?" worksheet to create a postcard. Feature its new name and creative images that represent it on the front. On the back, write a brief message and sign your name. Cut the two sides out and glue them back to back to create your postcard.



Name _____

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Rubric

CATEGORY	4	3	2	1	SELF	TEACHER
Content and Information	Worksheet questions were all answered thoroughly, facts were cited correctly, facts and images were selected carefully, and postcard included all required information.	Worksheet questions were all answered, facts were cited, facts and images were selected carefully, and postcard included all required information.	Worksheet questions were mostly answered, facts were cited, facts and images were selected with some care, and postcard included most required information.	Worksheet, citations, or postcard lacked much of the required information.		
Quality of Construction	Postcard was very carefully constructed and free from stray marks.	Postcard was carefully constructed and free from stray marks.	Postcard was well-constructed but with some stray marks.	Postcard was poorly constructed or had many stray marks.		
Time and Effort	Student always used class time wisely. Project was done with considerable effort, planning, and creativity.	Student used class time wisely. Project was done with some effort, planning, and creativity.	Student sometimes used class time wisely. Project was done with some effort, planning, and creativity.	Student seldom used class time wisely. Project was done with little effort, planning, or creativity.		
Oral Presentation	Student was completely prepared, stayed on topic, spoke clearly, and demonstrated a full understanding of the topic.	Student mostly was prepared, stayed on topic, and spoke clearly, demonstrating a good understanding of the topic.	Student somewhat was prepared, stayed on topic, and spoke clearly, demonstrating some understanding of the topic.	Student was not prepared, wandered from the topic, spoke unclearly, or demonstrated little understanding of the topic.		
Audience Participation	Student listened actively and always respected classmates during their presentations.	Student listened actively and mostly respected classmates during their presentations.	Student listened quietly or sometimes disrespected classmates during their presentations.	Student did not listen well or often disrespected classmates during their presentations.		
TOTALS	20	15	10	5		

TEACHER COMMENTS