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# 1: Sing for Your State

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## Based on the Tennessee quarter reverse

### OBJECTIVES:

Students will make and record careful observations about a state quarter. They will use their observations to develop songs about a coin.

### MATERIALS:

- 1 class map of the United States of America
- 1 overhead projector (optional)
- 1 overhead transparency (or photocopy) of the Tennessee quarter reverse (back)
- Chart paper
- Markers
- “Coin Parts” sheet
- 1 overhead transparency (or photocopy) of the “Coin Parts” sheet
- “Characteristics Web” sheet
- 1 overhead transparency (or photocopy) of the “Characteristics Web” sheet
- Envelopes (1 per small group)
- Each 2002 quarter (1 quarter per small group)
- Dictionaries, thesauruses, and rhyming dictionaries (if available)
- “State Information 2002 Quarters” sheet
- Writing paper



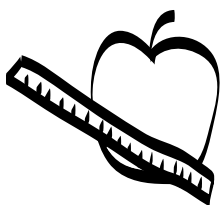
### PREPARATIONS:

- Make an overhead transparency (or photocopy) of the Tennessee quarter reverse.
- Make an overhead transparency of the “Coin Parts” sheet.
- Make copies of the “Coin Parts” sheet (1 per student).
- Gather all 2002 state quarters (1 quarter per pair of students).
- Make an overhead transparency of the “Characteristics Web” sheet.
- Make copies of the “Characteristics Web” sheet (1 per student).
- Place 1 state quarter in each envelope.
- Make copies of the “State Information 2002 Quarters” sheet (1 per student)
- Visit the glossary on the U.S. Mint H.I.P. Pocket Change™ Web site (<http://www.usmint.gov/kids/index.cfm?fileContents=/kids/campcoin/glossary.cfm>) to familiarize self with coin terminology.



### GROUPING:

- Whole group
- Small groups



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## Examining Coins and Writing a Song

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### CLASS TIME:

2 45- to 60-minute sessions



### CONNECTIONS:

- Language Arts
- Social Studies
- Music
- Science



### TERMS AND CONCEPTS:

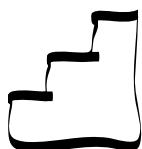
- Quarter
- Musical heritage
- Value
- Relief
- Mint mark
- Edge
- Obverse (front)
- Reverse (back)



### BACKGROUND KNOWLEDGE:

Students should have a basic knowledge of:

- Making physical observations
- Rhyme patterns
- Symbols

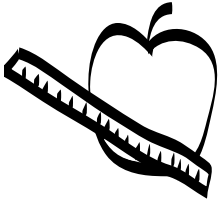


### STEPS:

#### Session 1

1. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state if available. Then use the overhead transparency or photocopy of the Tennessee quarter reverse to introduce the quarter. Have a pair of students locate Tennessee on the map.
3. Direct the students to examine the reverse design of the Tennessee quarter and share what they see. On chart paper, have students list their comments.
4. Ask students why they think Tennessee put musical instruments on their quarter. Discuss the words “Musical Heritage” on the quarter. Build on their responses, but convey the idea that music and song writing are both important to that state.
5. As a class, discuss common song topics (reflect on a song that all students are familiar with). Ideas discussed should include things that are important to the writer, that interest the writer, and that the writer knows about. Explain to the students that they will work in small groups to examine a quarter of their own, and to write a song to the tune of their choice to reflect their observations. Brainstorm a list of song titles that would be appropriate for use.

**Note:** Remember to respect and comply with our nation’s copyright laws when you do this project, especially if you plan to use copyrighted editions, arrangements, or recordings.



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# Sing for Your State

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6. Distribute a “Coin Parts” sheet to each student. Reexamine the Tennessee quarter with the students, reviewing relevant coin terms. Introduce the “Characteristics Web” sheet to guide the students in noting the physical characteristics and the value of this coin.
7. Divide the students into small groups. Distribute an envelope and a “Characteristics Web” sheet to each group.
8. Instruct the groups to begin by examining the coin in their envelope and completing the “Characteristics Web” sheet.

## Session 2

1. Instruct the groups to choose a melody from the class list that they think would best allow them to describe the coin, and work together to write the song. Ask them to try to incorporate the location of the state into the lyrics, follow the song’s rhythms, use similes and metaphors, and use whatever dictionaries, thesauruses, and rhyming dictionaries are available to the class.
2. When the students have completed their songs, have each group sing it for the rest of the class!

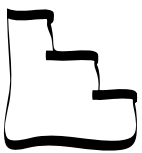


## ENRICHMENT/EXTENSIONS:

Perform the songs for other classes in the school. Prepare props, such as enlarged coins, to use when performing the song.

Have students independently research the motto “E Pluribus Unum” that is also found on each quarter.

Share various state songs and discuss their basic meaning as a class or in small groups.



## DIFFERENTIATED LEARNING OPTIONS:

- Take students to the computer lab to conduct research about their coins.
- Allow students to present their observations through a variety of genres (drawings, raps, poems, etc.).
- Instruct students to act out their songs to help non-native English speakers build their vocabulary.
- Videotape or record the performance and place a typed version of the song with the recording at a viewing/listening center to help students connect the words to their spellings.

## HPC CONNECTIONS

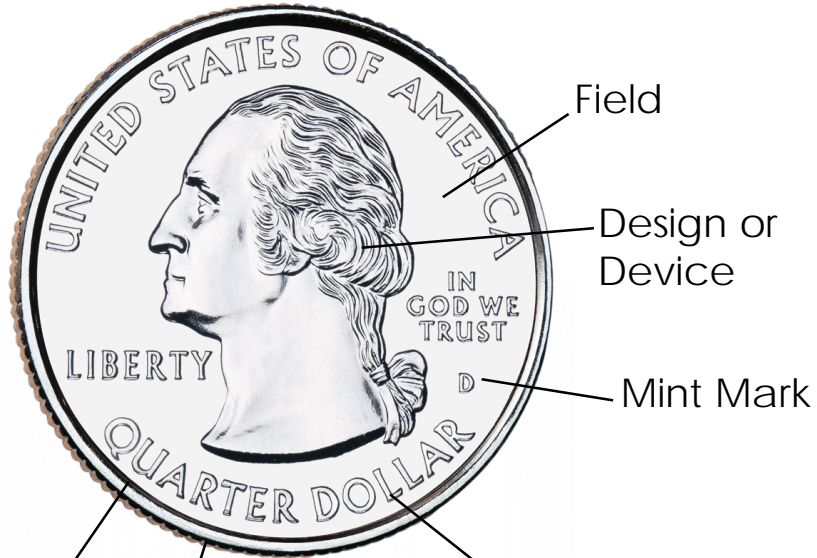
The Tennessee quarter isn’t the only coin that’s musical. Have your students try out the Teacher Feature “Listen Closely” to hear the differences in the sounds coins make. Find it in the “Teachers” area.





# Coin Parts

## Obverse

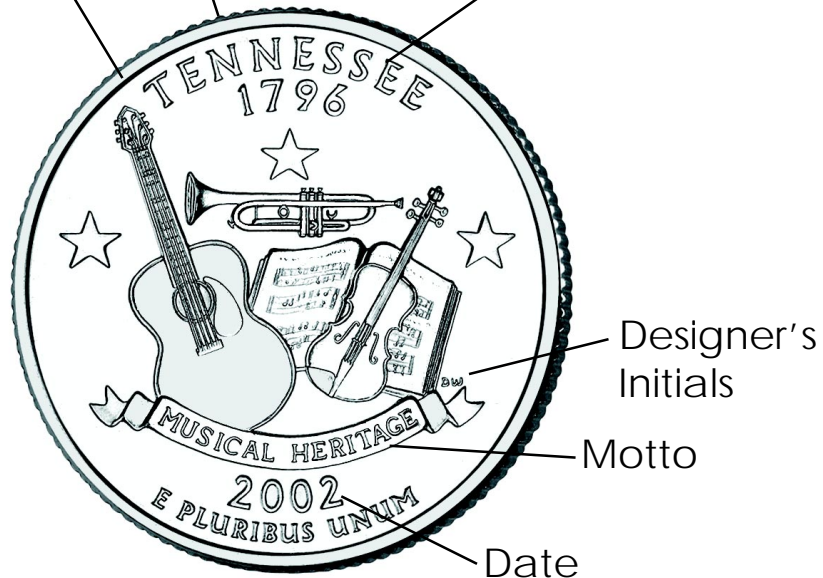


Rim

Edge

Legend

## Reverse



Mint marks are small letters that show where a coin was made.

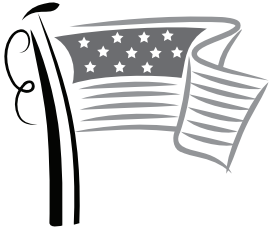
For example:

D: Denver

P: Philadelphia

NAME \_\_\_\_\_

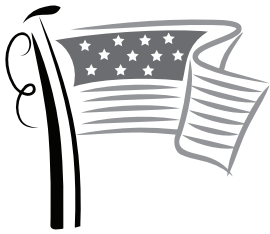
DATE \_\_\_\_\_



# Characteristics Web



The diagram consists of a central circular image of a US quarter coin. The coin features the profile of George Washington and the text "UNITED STATES OF AMERICA", "LIBERTY", "IN GOD WE TRUST", and "QUARTER DOLLAR". Six lines radiate from the center of the coin to the centers of six surrounding circles. Each of these six circles contains five horizontal lines for writing, forming a web structure for listing characteristics.



# Tennessee Quarter Reverse

