

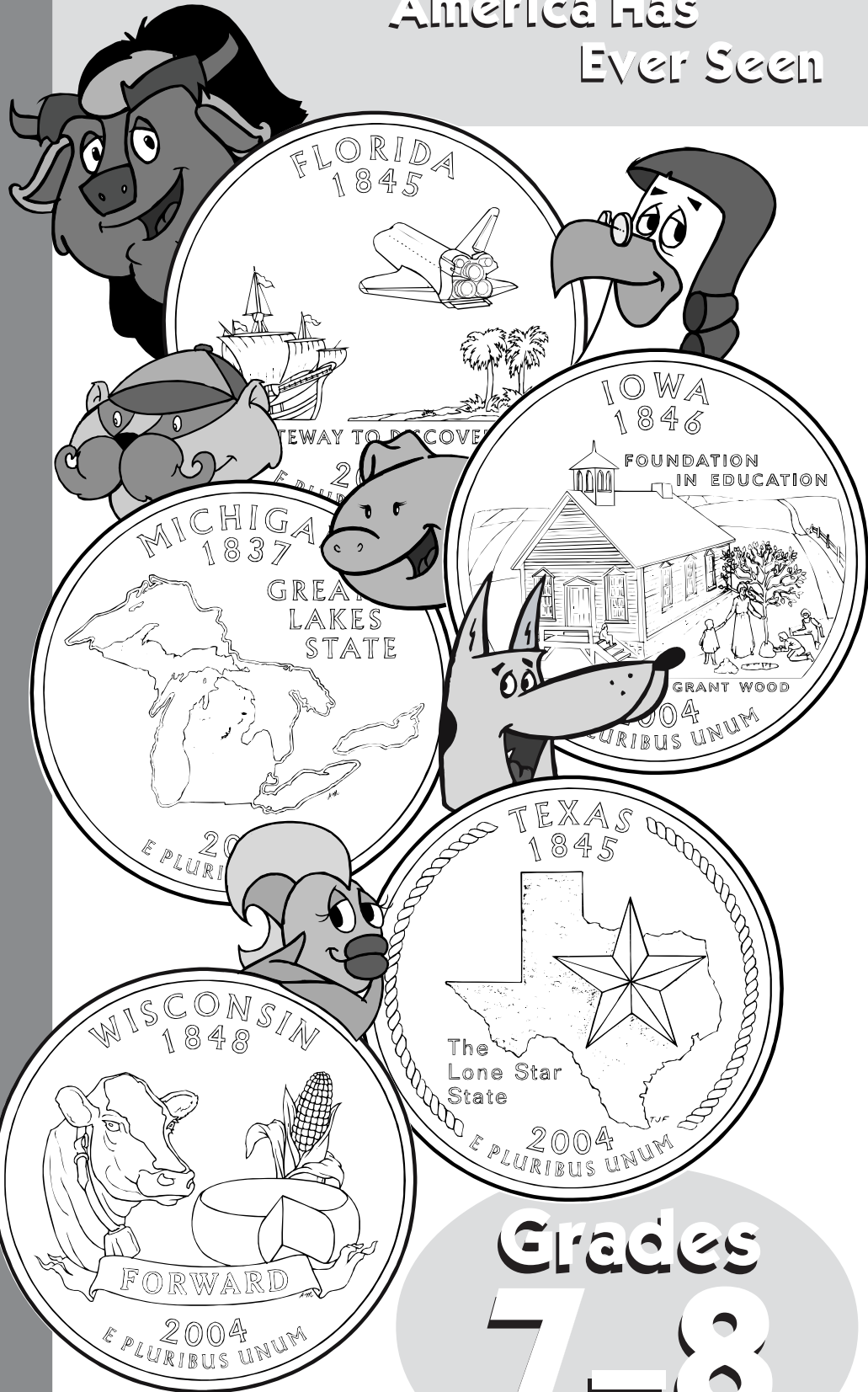


# The Greatest Educational Change America Has Ever Seen

## 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



**Grades  
7-8**



# 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.



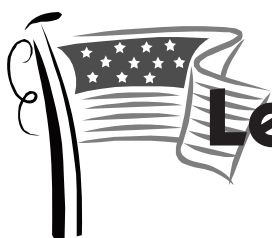
Visit us online at  
[www.usmint.gov/kids](http://www.usmint.gov/kids)



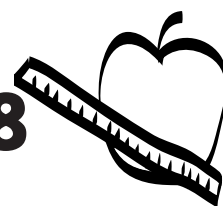
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# The Greatest Educational Change America Has Ever Seen



## Lesson Plans for Grades 7-8

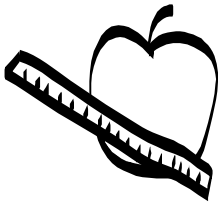


Objective	Class Time	Page
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<b>3: Who Has the Power?</b> U.S. Government Understanding federalism	One 45- to 50-minute sessions	31
<b>4: Unity Versus Diversity</b> Ancient World History Finding national unity in Roman coins and U.S. quarters	One or two 45- to 50-minute sessions	36
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<b>6: Changing Hands</b> Economics Relating the Federal Reserve System to the Department of the Treasury <small>Developed in cooperation with the Federal Reserve Bank of San Francisco (<a href="http://www.frbsf.org">www.frbsf.org</a>)</small>	Five 45- to 50-minute sessions	57
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Lesson plans and other related 50 State Quarters® Program materials are provided solely for teaching purposes.

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# 1: Putting It All Together

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## Early American History 1776–1812

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### CLASS TIME

Two 45- to 50-minute sessions

### OBJECTIVES

Students will connect the symbols from the designs of the United States Mint 50 State Quarters® Program to our country’s early history. They will explore the ways in which this program reflects the nation’s history, diversity, unity, pride and commitment to maintaining these American ideals.

### NATIONAL STANDARDS:

The standards used for these lesson plans reference the “10 Thematic Standards in Social Studies” developed by the National Council for the Social Studies (NCSS).

- **Time, Continuity, and Change**—Social Studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time.
- **Civic Ideals and Practices**—Social Studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship.

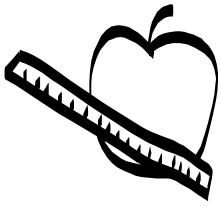
### TERMS AND CONCEPTS:

- The United States Mint 50 State Quarters Program
- Diversity
- Pride
- Identity

### SESSION 1

#### Materials

- Copies of the “Anticipation Guide” (1 per student)
- 1 overhead projector (optional)
- 1 overhead transparency of the “Quarter Designs” sheet (1 per student)
- Copies of the “Quarter Designs” sheet on page 71
- Copies of each assigned state’s quarter reverse (1 reverse design per student)
- Copies of the “Prediction and Fact” worksheet (1 per student)
- Copies of the “Quarter Information” sheets on pages 58 to 69 (1 packet per student)
- Copies of the “Behind the Symbols” note-taking guide (6 per student)
- Classroom Social Studies text (1 per student)



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# Putting It All Together

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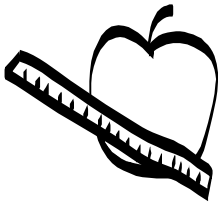
## Procedures

1. Distribute an “Anticipation Guide” and a “Quarter Design” page to each student. Review the “Anticipation Guide” instructions and questions as a class, and allow 10 minutes for its completion.
2. As a class, review the students’ responses and discuss the observations that the students made. Ask the students questions in which they will define why, how, and to what extent each state felt the symbols on their quarter reverse were important. Be sure to note that while the students’ opinions or conclusions may be historically grounded, they may not be exactly what the artist meant to depict.
3. Assign each student a new quarter outline that represents a state that entered the union prior to 1812. These states include Delaware, Pennsylvania, New Jersey, Georgia, Connecticut, Massachusetts, Maryland, South Carolina, New Hampshire, Virginia, New York, North Carolina, Rhode Island, Vermont, Kentucky, Tennessee, and Ohio.  
**Note:** Some students may be assigned the same state.
4. Direct the students to look at their assigned quarter design and make some predictions about what they think the symbols mean.
5. Distribute a “Prediction and Fact” worksheet to each student.
6. Read the directions aloud and allow the students an appropriate amount of time to read and answer questions 1 through 4.
7. Distribute a “Quarter Information” packet to each student.
8. Instruct the students to use the fact sheet to answer questions 5-7 on the “Prediction and Fact” worksheet. Allow the students ample time to read and answer these questions.
9. Explain that the students will be taking turns explaining the meaning of their state’s quarter reverse design to the class.
10. Distribute an “Behind the Symbols” note-taking guide to each student, and explain that each student will be responsible for listening and taking notes on the other students’ presentations.
11. Students will present their information to the class.

## SESSION 2

### Materials

- 1 overhead projector and markers (optional)
- 1 copy of the “Key Concepts” page
- 1 copy of the “Early American Links” concept map
- Copies of the “Design Reflection” assignment (1 per student)
- Copies of the “Design Reflection Rubric” (1 per student)
- Classroom Social Studies text (1 per student)



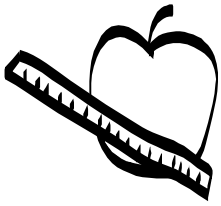
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# Putting It All Together

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## Procedures

1. Post the terms and concepts on the chalkboard, and review their meanings with the students.
2. If class presentations were not completed during the previous session, allow enough time for their completion.
3. As a class, brainstorm a list of the events, themes, dates, individuals, and cultural aspects from these coins that relate to the history of the researched states. Record this list for all students to see.  
**Note:** If necessary, refer to the “Key Concepts” list for information to include.
4. Assign each student a partner. Based on the ideas that were brainstormed, each pair will have ten minutes to develop a concept map.
5. Model the process for developing a concept map with the students, connecting at least three concepts from the list brainstormed earlier. Display this concept map for all students to see.
6. Direct the students to reference their classroom text to research any key information which would connect the concepts listed. Students should work with their partners to complete this assignment.
7. After students have completed their group work, invite them to contribute their own ideas in order to finish the concept map that they began as a class in step 5. Determine the most inclusive key term in the list, and place that term at the top. If necessary, refer to the “Early American Links” concept map for guidance.
8. After the class concept map is completed, model how students can construct meaningful, informative and accurate sentences based on this graphic organizer. Work with students to develop examples based on the class concept map. Some examples could include:
  - Thomas Jefferson wrote the Declaration of Independence in 1776.
  - Jefferson was in France in 1787, the year the United States Constitution was written at the Constitutional Convention.
  - Thomas Jefferson became president and made the Louisiana Purchase in 1804, which was explored by William Clark and Meriwether Lewis on the Corps of Discovery.
9. Direct students to copy the class concept map for future reference.
10. Distribute a “Design Reflection” assignment and its related rubric to each student. Review these pages with your students and for homework, instruct students to use the class concept map to help them develop an essay which answers the question, “How do the events, ideals, individuals, and stories that are represented on the first 18 quarters minted in the 50 State Quarters Program reflect significant aspects of American History from 1776 until 1812?”



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# Putting It All Together

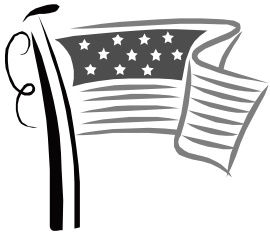
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## EXTENSIONS

- Direct students to design an Internet search based on U.S. historical events prior to 1812 using the United States Mint Web site ([www.usmint.gov](http://www.usmint.gov)).
- Ask students to research a particular state's process of determining the concepts and themes included on the new quarters.



NAME \_\_\_\_\_



# Anticipation Guide (1)

**Directions:** Explain the definition of each of the terms below. Be sure to consider examples of symbols, events, or individuals that reflect these terms. Then, ask yourself how those terms can be connected to a quarter.

Diversity: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Pride: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Identity: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

History: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Have you noticed people in the grocery store line, thumbing through the coins in their hand, making sure they don't give away the newest quarter design? Is anyone in your family thrilled when they find a brand new quarter for their collection? From expert coin collectors to everyday patriots, people are enjoying the newfound variety on the reverse of the quarter thanks to the United States Mint 50 State Quarters® Program.

This 10-year initiative (1999 to 2008) commemorates each of the 50 states. Each state helps to select a one-of-a-kind design to reflect its culture and history. The United States Mint is releasing five of the quarters every year in the order that the states joined the Union.



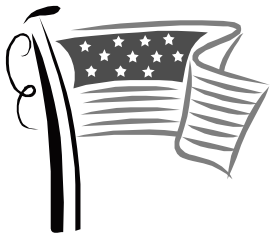


# Anticipation Guide (2)

**Directions:** Complete the remainder of the anticipation guide. There is not always a right/wrong answer for each question. After you finish, you will share your findings with the class.

As you review the quarter designs for the states that were admitted to the Union between the years 1776 and 1812, place a check by the images you see. List the states whose quarters display these images.

Images	State(s) where you see this image
<input type="checkbox"/> Atlantic Ocean	_____
<input type="checkbox"/> Pacific Ocean	_____
<input type="checkbox"/> Bird	_____
<input type="checkbox"/> Horse	_____
<input type="checkbox"/> The Constitution	_____
<input type="checkbox"/> Statue of Liberty	_____
<input type="checkbox"/> Saxophone	_____
<input type="checkbox"/> The Mayflower	_____
<input type="checkbox"/> Fruit	_____
<input type="checkbox"/> Trees	_____
<input type="checkbox"/> George Washington	_____
<input type="checkbox"/> Paul Revere	_____
<input type="checkbox"/> Navy	_____
<input type="checkbox"/> Song book	_____
<input type="checkbox"/> Astronaut	_____
<input type="checkbox"/> Keystone	_____



# Anticipation Guide (3)

**Directions:** Review the quarter designs and place a check mark by any ideas, people, places, symbols, or feelings that the images bring to mind. After each check mark, list the related quarter(s) in the second column. In the third column, explain the relationship between columns 1 and 2.

Idea, person, place,  
symbol, or feeling  
generated

Related quarters

Explanation of connection

Strength

\_\_\_\_\_

\_\_\_\_\_

Trade

\_\_\_\_\_

\_\_\_\_\_

Wealth

\_\_\_\_\_

\_\_\_\_\_

Democracy

\_\_\_\_\_

\_\_\_\_\_

The Blues

\_\_\_\_\_

\_\_\_\_\_

Technology

\_\_\_\_\_

\_\_\_\_\_

Gambling

\_\_\_\_\_

\_\_\_\_\_

Thomas Jefferson

\_\_\_\_\_

\_\_\_\_\_

France

\_\_\_\_\_

\_\_\_\_\_

Europe

\_\_\_\_\_

\_\_\_\_\_

Fishing

\_\_\_\_\_

\_\_\_\_\_

Farming

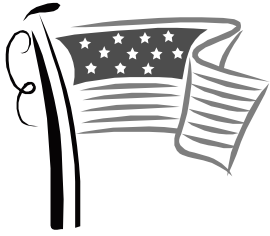
\_\_\_\_\_

\_\_\_\_\_

Country music

\_\_\_\_\_

\_\_\_\_\_



# Anticipation Guide (4)

Finally, review the quarter designs and write two or three sentences about how these designs relate to American History between the years 1776 and 1812. Below are two examples; one is specific and one is broad. Create three sentences of your own.

- The military leadership and courage of George Washington's troops crossing the Delaware River is an example of bravery. Bravery has served as a point of pride for the United States military throughout American history.
- The United States is hardy and strong like an oak tree.

1. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

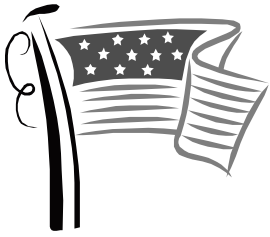
2. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

NAME: \_\_\_\_\_



# Prediction and Fact

**Directions:** Look at the quarter reverse design you have been given. After you have spent some time analyzing the design, you will read the reasoning behind the images that were chosen for this particular state. Be sure to look for images that represent American ideals and important events in American history. Be prepared to present your quarter design to the class.

For questions 1 through 4, look at your assigned quarter design. Answer these questions based on your observations and predictions.

1. Which state's quarter design are you reviewing? \_\_\_\_\_
2. What year did this state ratify the Constitution and become a member of the Union? \_\_\_\_\_
3. What are the images on the design? \_\_\_\_\_  
\_\_\_\_\_
4. What do you think the images mean? \_\_\_\_\_  
\_\_\_\_\_

**Directions:** After you are given the "Quarter Information" sheets, use them to find information about your assigned quarter. Answer the following questions.

5. What significant story or symbol of this state does the design depict?  
\_\_\_\_\_
6. How are these characteristics important to the identity and history of the United States?  
\_\_\_\_\_  
\_\_\_\_\_
7. Do the important events, people, or ideals listed here represent any political, social, economic, and military relevance to American history? How?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

NAME: \_\_\_\_\_



# Behind the Symbols

## Note-Taking Guide

State name \_\_\_\_\_

Symbols and their stories \_\_\_\_\_

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---

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State name \_\_\_\_\_

Symbols and their stories \_\_\_\_\_

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State name \_\_\_\_\_

Symbols and their stories \_\_\_\_\_

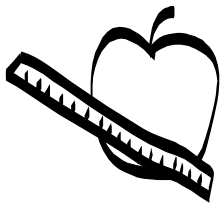
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# Key Concepts

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## American History 1812–Present

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These are terms related to the designs of the first 18 coins of the 50 State Quarters® Program. Each of these terms reflects a significant aspect of American history from 1776 to 1812.

Continental Congress

1776

General George Washington

Revolutionary War

Artist's depiction of "Washington  
Crossing the Delaware"

Battle of Ticonderoga

Agricultural economy

Strength symbol of the Oak Tree

Lexington and Concord

Paul Revere

Minutemen

British

Architecture

Treaty of Paris

Nature

Colonists

Freedom

Jamestown

1607

James River

Statue of Liberty

Erie Canal

France

Trade

Frontier

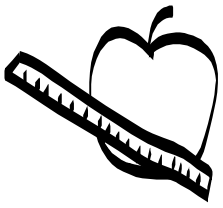
Thomas Jefferson

Louisiana Purchase

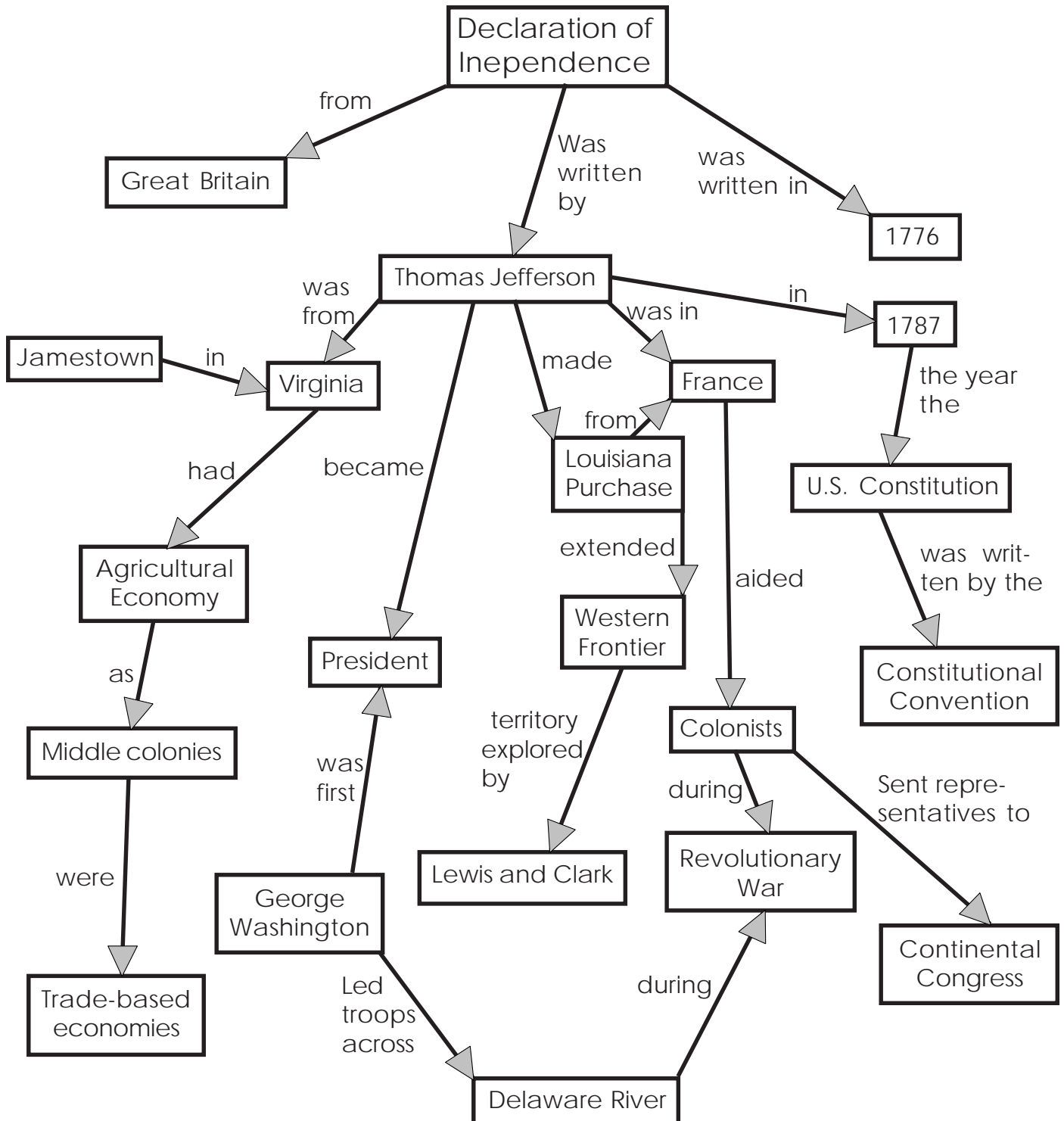
Meriwether Lewis

William Clark

Napoleon Bonaparte



# Early American Links Concept Map









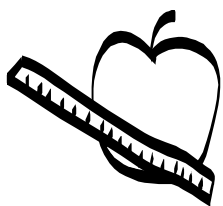
# Design Reflection Rubric

Each essay will be graded according to the rubric below and will receive a total score out of a possible 100 points. Students will turn in this rubric and their concept map with their essay.

Student's name \_\_\_\_\_ Teacher \_\_\_\_\_

Date submitted \_\_\_\_\_ Title of work \_\_\_\_\_

CATEGORY	CRITERIA				POINTS
	5	10	15	20	
<b>ORGANIZATION</b> Use of the concept map	Relevant information is not accurate; barely reflects the concept map.	Essay does not follow ideas outlined in the concept map.	Student writing presents accurate information, organized in terms of relevance and in a logical sequence.	Information presented is meaningful and historically accurate. Reflects the concept map well.	
<b>CONTENT KNOWLEDGE</b>	Essay does not convey necessary information; student cannot answer questions about the representations from the quarters.	Essay content is incomplete but does demonstrate basic concepts about the representations from the quarters.	Essay content is clearly represented, but without elaboration.	Essay content is complete. Student elaborates on the quarters' significance to American identity. (More than required)	
<b>GRAMMAR AND SPELLING</b>	Essay has four or more misspellings and/or grammatical errors.	Essay has three misspellings or grammatical errors.	Essay has no more than two misspellings or grammatical errors.	Essay has no misspellings or grammatical errors.	
<b>NEATNESS</b>	Essay is illegible.	Essay has three or four areas that are sloppy.	Essay has one or two areas that are sloppy.	Essay is neatly presented.	
<b>REFERENCES</b>	Essay includes no references to any of the resources presented in class.	Essay includes at least one appropriate reference to the resources presented in class.	Essay includes references to the resources presented in class.	Essay includes the complete application of the information presented in class.	
<b>TOTAL</b>					____/100



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## 2: Getting to Know an Era

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### American History 1812–Present

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#### CLASS TIME

Three 45- to 50-minute sessions

#### OBJECTIVES

Students will describe the ways in which the United States Mint honors the contributions of individuals, events, and institutions. They will recognize how the United States Mint 50 State Quarters® Program reflects the nation’s history, diversity, unity, pride, and commitment to maintaining these American ideals.

#### NATIONAL STANDARDS

The standards used for these lesson plans reference the “10 Thematic Standards in Social Studies” developed by the National Council for the Social Studies (NCSS).

- **Time, Continuity, and Change**—Social Studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time.
- **Civic Ideals and Practices**—Social Studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship.

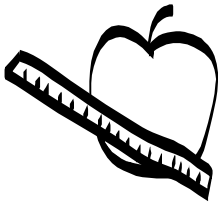
#### TERMS AND CONCEPTS

- The United States Mint 50 State Quarters Program
- Commemorate
- Commemorative
- Events
- Leaders
- Institutions

#### SESSION 1

##### Materials

- 1 overhead projector (optional)
- 1 overhead transparency (or photocopy) of any quarter reverse from the 50 State Quarters Program
- Copies of the “They’ve Made A Difference” worksheet (1 per student)
- A reserved computer lab with Internet access
- Copies of either the “Commemorative Coinage Web Questionnaire” or “The United States Mint 50 State Quarters® Program Web Questionnaire” (1 per student)
- Classroom Social Studies text (1 per student)



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# Getting to Know an Era

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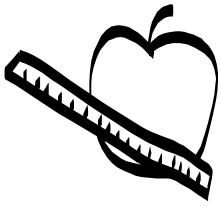
## Procedures

1. Write the terms “commemorate” and “commemorative” on the chalk board.
2. Assign each student a partner, and conduct a Think-Pair-Share activity in which students define the word “commemorate” and identify a way in which the United States commemorates an important person or event. For example, the United States commemorates our independence on the fourth of July each year.
3. Display a quarter reverse for all the students to see. Ask if students have ever seen this coin, and what they know about it. Who produces this coin? What does it commemorate?
4. Introduce students to the idea that the 50 State Quarters Program is one way in which the United States Mint commemorates our country’s heritage but that there are many other coins made at the Mint to commemorate individuals, institutions, and events.
5. Distribute a “They’ve Made a Difference” worksheet to each student and allow approximately ten minutes for its completion.
6. Regroup and, as a class, discuss some of your students’ responses. Why were certain people, places and events selected over others? How did students come to the decision as to what they’d choose to commemorate.
7. As a class, visit the computer lab.
8. Distribute a copy of either the “Commemorative Coinage Web Questionnaire” or the “United States Mint 50 State Quarters® Program Web Questionnaire” to each student. Either individually, in pairs, or as a class, read the questionnaire.
9. Explain that students will use only the United States Mint Web site, and others bookmarked by their teacher, which relate to commemorative coinage.  
**Note:** Depending on your unit of study, you may want to direct the students to identify key events, leaders or institutions that pertain to a particular time period.
10. Explain that students will research the appropriate responses using the available Internet resources. Explain that in the next session they will determine cultural aspects worth commemorating in the time period they are studying.

## SESSION 2

### Materials

- 1 overhead projector (optional)
- 1 overhead transparency (or classroom set of photocopies) of the “Quarter Design” page
- 1 blank overhead transparency sheet or chalkboard
- Overhead markers or chalk
- Blank coin outlines (1 per student)
- Colored pencils, markers, or crayons
- “Independent Work Rubric” (1 per student)
- Classroom Social Studies text



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# Getting to Know an Era

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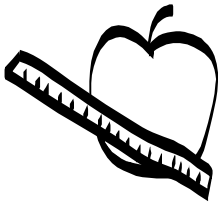
## Procedures

1. Ask students to take out their Web questionnaire from the previous session.
2. Review the terms “commemorate” and “commemorative” and ask students to name the kinds of topics commemorated with coins from the United States Mint. Consider specifically the 50 State Quarters Program.
3. Place the terms “events,” “leaders,” and “institutions” on the board and ask the students to write a description of each term.
4. On the overhead projector or on the chalk board, record the topics listed by your students. As your students identify the classifications, make mention of examples that exist on the new quarter reverse designs. (For example, one military accomplishment is represented by George Washington crossing the Delaware.) You may direct the students to create the following categories:
  - Arts, Entertainment, and Sports
  - Politics
  - Military Accomplishments
  - Society (Social Movements, Social Activists)
  - Natural Resources
  - Economic Prosperity
5. Place students in jigsaw groups based on the categories they listed. Explain that in these groups they will commemorate the time period that they are studying.
6. Each group will brainstorm aspects of American society during this period that relate directly to their assigned category.
7. Allow students 10-15 minutes to identify key leaders, events, and institutions that relate to their category and time period.
8. Supply each student with a blank coin outline and art supplies. Direct the students to design a coin that commemorates the particular time period and category that was researched.

## SESSION 3

### Materials

- Blank coin outlines (1 per group)
- Colored pencils, markers, or crayons
- “Group Effort Rubric” (1 per group)



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# Getting to Know an Era

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## Procedures

1. Place students in new groups. Each new group must contain one member from each of the previous groups.
2. In the new groups, each student will share his or her coin and the reasons for the images he or she selected.
3. Distribute a “Group Effort Rubric” and blank coin outline to each group.
4. Each group will decide which aspects were of greatest importance during this time period and will design one coin to commemorate only those aspects.
5. Give the student groups about 20 minutes to create one coin.
6. After the students have been given an appropriate amount of time to create a group coin, ask one representative from each group describe his or her group’s coin to the class. The representative must explain what is on the coin, and why his or her group feels that this design best commemorates this era.

## EXTENSIONS

- Expand this lesson to serve as an “end of the course” review for benchmark/standardized test. Each group will explore a different time period. Display the coins around the room and use them as study guides.
- Students will design a Web questionnaire of their own, featuring coins from a specific period in U.S. history.
- After examining a selection of American commemorative coins, direct students to write an essay establishing the criterion for selecting commemorative coins.

NAME \_\_\_\_\_



# They've Made A Difference

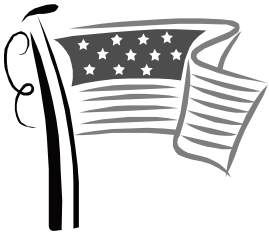
To commemorate a special person, place, or event is to celebrate and honor its impact on your life. Think about people, places, or events in your history that have had a significant impact on you.

People:	Reason:
Places:	Reason:
Events:	Reason:

Today, you are going to look for information on the United States Mint Web site to explore how our nation commemorates special individuals, places, and events through coins. The information you find should help you determine why the leaders of our country have commemorated these particular people, places, and events. Think about whether you agree or disagree with the events chosen for commemoration. Be prepared to discuss your opinion with your fellow students.



NAME \_\_\_\_\_



# Commemorative Coinage (1)

## Web Questionnaire

Commemorative coins honor people, places, events and/or institutions and are created in this country by the United States Mint. As you research the United States Mint's Web site ([www.usmint.gov](http://www.usmint.gov)), consider whether the coins are honoring people, places, events or institutions. Why are these subjects worth commemorating?

In your own words, answer the following questions:

1. What does "commemorate" mean?

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2. What is the purpose of commemorative coins?

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3. When was the first commemorative coin issued by the United States Mint? What was this coin?

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4. In 2002, the commemorative coin was the West Point Bicentennial Commemorative Coin.

a. What does the term "bicentennial" mean?

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b. Why do you think the West Point Academy received this honor?

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5. How many times and in which years were Olympic games commemorated with coins?

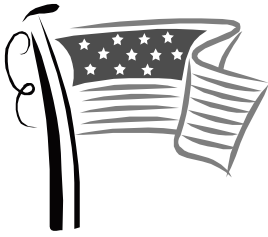
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NAME \_\_\_\_\_



# Commemorative Coinage (2)

## Web Questionnaire (Broad)

6. List three presidents (or their deeds) who have been commemorated, the coins on which they were commemorated, and the years the coins were issued. Identify which presidents you think are the most important and why.

President	Coin and Denomination	Year of Issue
1.		
2.		
3.		

7. List three military leaders, war heroes, battlefields, sites, and/or institutions that have been commemorated with U.S. coins. Look them up in your textbook and list one important fact about each.

Military Subject	Fact
1.	
2.	
3.	

8. Chose one of the following categories, and name two coins from each classification:

Athletic Achievements: \_\_\_\_\_

Exploration: \_\_\_\_\_

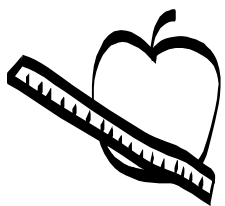
Western Expansion: \_\_\_\_\_

Important Locations: \_\_\_\_\_

Social Movements or Social Activists: \_\_\_\_\_

9. What is your favorite design on a commemorative coin and why?

\_\_\_\_\_  
\_\_\_\_\_



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# Commemorative Coinage

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## Web Questionnaire—Key (1)

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In your own words, answer the following questions:

1. What does “commemorate” mean?

To honor an outstanding person, place, or event in history.

2. What is the purpose of commemorative coins?

They are special (collectible) coins that honor or preserve the memory of an outstanding person, place, or event. The money made from the sales of these coins is also used to help raise money for important causes.

3. When was the first commemorative coin issued by the United States Mint?

What was this coin?

The 1892 Columbian Exposition half dollar was the first commemorative coin authorized by Congress.

4. In 2002, the commemorative coin was the West Point Bicentennial Commemorative Coin.

- a. What does the term “bicentennial” mean?

Bicentennial means the 200th anniversary of an event.

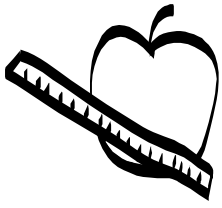
- b. Why do you think the West Point Academy received this honor?

Answers will vary, but should relate to the idea that this coin was created to commemorate the 200th anniversary of the founding of the United States Military Academy by celebrating its contributions to our nation and to the people of the world.

5. How many times and in which years were Olympic games commemorated with coins?

- In 1983 and 1984, the Olympics held in Los Angeles, California, were commemorated with three coins.
- In 1988, the Olympics held in Seoul, Korea, were honored with two coins.
- In 1992, the Olympics were again commemorated, with three coins.
- In 1995, the Special Olympic World Games were marked with a special dollar.
- In 1995 and 1996, the Centennial Olympics were celebrated with sixteen special coins.
- And in 2002, the Olympic Winter games, held in Salt Lake City, Utah, were honored once more with two new commemorative coins.

Altogether, 27 U.S. commemorative coins have been created to celebrate these special games.



# Commemorative Coinage

## Web Questionnaire—Key (2)

6. List three presidents (or their deeds) who have been commemorated, the coins on which they were commemorated, and the years the coins were issued. Identify which presidents you think are the most important and why. Answers will vary, but could include:

<b>President</b>	<b>Coin and Denomination</b>	<b>Year of issue</b>
• George Washington	250th anniversary half dollar	1982
• George Washington	250th anniversary gold five dollar coin	1999
• James Monroe	Monroe Doctrine Centennial half dollar	1923
• Franklin Delano Roosevelt	Gold five dollar coin	1997
• President Eisenhower	Centennial half dollar	1990

7. List three military leaders, War heroes, battlefields, sites, and/or institutions that have been commemorated with U.S. coins. Look them up in your textbook and list one important fact about each.

Answers will vary, but could include these coins:

- Dolley Madison (1999—Dolley Madison commemorative silver dollar)
- Women in the Armed Forces (1994—Women in the Armed Forces dollar)
- Prisoners of War (1994—American Prisoners of War dollar)
- Vietnam War (1994—Vietnam War Memorial/ Washington DC 10th Anniversary dollar)
- World War II (1993 and 1994—World War II 50th Anniversary half dollar, dollar, and \$5 gold coin)
- Korean War (1991—Korean War Memorial dollar)
- Battle of Antietam (1937—Battle of Antietam half dollar)
- Battle of Gettysburg (1936—Battle of Gettysburg half dollar)

8. Chose one of the following categories, and name two coins from each classification:

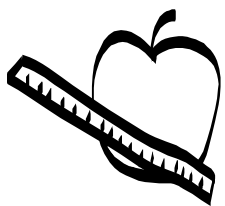
Answers will vary, but possible answers could include:

Athletic Achievements:

- 1997 Jackie Robinson Commemorative Coins
- 2002 Olympic Winter Games Commemorative Coins

Exploration:

- 2000 Leif Erickson Millennium Commemorative Coins
- 1935 Old Spanish Trail Half Dollar



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# Commemorative Coinage

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## Web Questionnaire—Key (3)

Western Expansion:

- 1903 Louisiana Purchase Exposition Gold Dollar
- 1933 Oregon Trail Memorial Half Dollar

Important Locations:

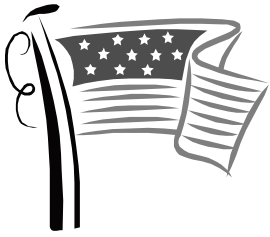
- 1999 Yellowstone National Park Silver Dollar
- 2000 Library of Congress Commemorative Coins

Social Movements or Social Activists:

- 1998 Robert Kennedy Dollar
- 1946-1951 Booker T. Washington Memorial Half Dollar

9. What is your favorite design on a commemorative coin and why?

Answers will vary.



NAME \_\_\_\_\_

# Web Questionnaire (1)

## United States Mint 50 State Quarters® Program

The United States Mint 50 State Quarters Program is a 10-year initiative (1999-2008) commemorating each state in our nation. Each new quarter has a design that reflects a concept or value of importance to that state. Although only the federal government can produce these coins, the individual states submit at least three, but no more than five initial design concepts with narrative descriptions. Based on the narratives, the United States Mint produces original artwork of the concepts, focusing on aesthetic beauty, historical accuracy, appropriateness and coinability. The United States Mint works with key individuals to refine the artwork prior to sending each design to the Secretary of the Treasury for review and approval. Once several designs have been approved, the state makes the final decision as to what design will appear on their coin. The United States Mint releases five quarters each year in the order that the states joined the Union (by ratifying the United States Constitution).

As you research the United States Mint's Web site ([www.usmint.gov](http://www.usmint.gov)), consider whether the coins are honoring people, places, events, or institutions. Why are these subjects worth commemorating?

In your own words, answer the following questions:

1. What does "commemorate" mean?

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2. What does "commemorative" mean?

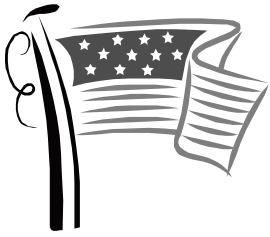
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3. What is the purpose of the 50 State Quarters Program?

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NAME \_\_\_\_\_

# Web Questionnaire (2)

## United States Mint 50 State Quarters® Program

4. When did the United States Mint begin producing quarters for the 50 State Quarters Program?

\_\_\_\_\_

5. Where are the circulating versions of these coins minted?

\_\_\_\_\_

\_\_\_\_\_

6. Who pays for this program to exist?

\_\_\_\_\_

\_\_\_\_\_

7. How are the designs conceived? Who participates in choosing the designs?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8. How many years will the 50 State Quarters Program last?

\_\_\_\_\_

9. Up to this date, what is your favorite new quarter design and why? Be sure to elaborate.

\_\_\_\_\_

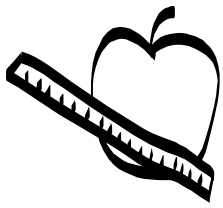
\_\_\_\_\_

10. If you were going to design a new quarter, what would be the most important consideration for selecting appropriate material to commemorate?

\_\_\_\_\_

\_\_\_\_\_





NAME \_\_\_\_\_

# Web Questionnaire

## United States Mint 50 State Quarters® Program—Key

In your own words, answer the following questions:

1. What does “commemorate” mean?  
To honor an outstanding person, place, or event in history
2. What does “commemorative” mean?  
Something that honors or preserves the memory of an outstanding person, place or event
3. What is the purpose of the 50 State Quarters Program?  
This program was designed to commemorate the history, geography and heritage unique to each of the nation’s states.
4. When did the United States Mint begin producing quarters for the 50 State Quarters Program?  
The first quarters were produced in 1999.
5. Where are the circulating versions of these coins minted?  
The circulating versions of these coins are minted by the United States Mint in Philadelphia, Pennsylvania, and Denver, Colorado.
6. Who pays for this program to exist?  
This program is self-supported by the United States Mint.
7. How are the designs conceived? Who participates in choosing the designs?  
Each state conducts a concept selection process as determined by the state. The state will provide to the United States Mint at least three but no more than five different concepts or themes emblematic of the state; each concept or theme will be in narrative format. Based on these concepts, the United States Mint produces designs, which are reviewed by the Mint, a Citizens Coinage Advisory Committee, and the U.S. Commission of Fine Arts. These designs are reviewed and approved by the Secretary of the Treasury before being returned to the state, who will determine the final design.
8. How many years will the 50 State Quarters Program last?  
This program will last for ten years (five new quarters designs will be released each year).
9. Up to this date, what is your favorite new quarter design and why? Be sure to elaborate.  
Answers will vary.
10. If you were going to design a new quarter, what would be the most important consideration for selecting appropriate material to commemorate?  
Answers will vary.



# Quarter Design

## Independent Work Rubric

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

PROJECT TITLE: \_\_\_\_\_ TEACHER: \_\_\_\_\_

CATEGORY	CRITERIA				POINTS
	5	10	15	25	
<b>CLASS WORK</b>	Student's work is disorganized and class time was not well used.	Student's work is poorly organized but class time was fairly well used.	Student's work is mostly organized and class time was well used.	Student's work is well organized and class time was well used.	
<b>CREATIVITY</b>	Student's work does not meet the project requirements and is not very creative.	Student's work meets the project requirements but is not very creative.	Student's work is fairly creative and meets or exceeds the project requirements.	Student's work is extremely creative and original. It exceeds project requirements.	
<b>RESEARCH</b>	Student's work demonstrates minimal research about the assigned time period.	Student's work demonstrates limited research about the assigned time period.	Student's work demonstrates a good amount of research about the assigned time period.	Student's work demonstrates extensive research about the assigned time period.	
<b>ACCURACY</b>	Student's work incorporates only inappropriate people, places, and events.	Student's work incorporates both appropriate and inappropriate people, places, and events.	Student's work incorporates some appropriate people, places, and events.	Student's work incorporates many appropriate people, places, and events.	
<b>TOTAL</b>					____/12

TEACHER'S COMMENTS



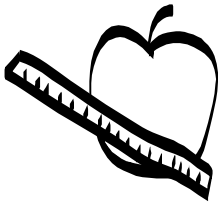
# Quarter Design Group Effort Rubric

GROUP MEMBERS: \_\_\_\_\_

PROJECT TITLE: \_\_\_\_\_ DATE: \_\_\_\_\_

CATEGORIES	—————CRITERIA—————				POINTS
	10	15	25	35	
<b>Events, people, and places represented</b>	Events, people or places of import cannot be determined.	Events, people or places are not clearly represented.	Events, people or places are clearly represented yet references to the issue(s) at hand are missing.	Events, people and/or places are clearly represented and are believably significant.	
<b>Supporting Information</b>	Evidence is unrelated to argument.	Argument is supported by limited evidence.	Evidence supports the position but there is not enough evidence.	Evidence clearly supports the position; evidence is sufficient.	
<b>Classification</b>	There is a total lack of purpose or creativity.	Some attempt to commemorate but the purpose is poorly developed.	Shows commemorative ideas reasonably well but lacks clarity.	Shows understanding; clearly develops commemorative themes.	
<b>Total Score</b>	_____/100*				
* <b>Take note:</b> There are ways to make more than 100 points with extra effort!					

Teacher's Comments



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# 3: Who Has the Power?

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## U.S. Government

### CLASS TIME

One 45- to 50-minute session

### OBJECTIVES

Students will gain an understanding of the concept of federalism.

### NATIONAL STANDARDS

The standards used for this lesson plans reference the “10 Thematic Standards in Social Studies” developed by the National Council for the Social Studies (NCSS).

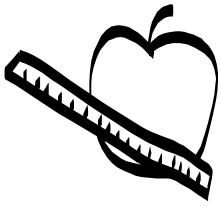
- **Power, Authority, and Governance**—Describe the purpose of government and how its powers are acquired, used and justified.
- **Civic Ideals and Practices**—Identify and interpret sources and examples of the rights and responsibilities of citizens.

### TERMS AND CONCEPTS

- The United States Mint 50 State Quarters® Program
- Federalist
- Antifederalist
- Federalism
- State and national powers
- United States Mint
- Symbols
- Obverse
- Reverse

### MATERIALS

- Copies of the Venn diagram (1 per pair)
- 1 overhead projector (optional)
- 1 overhead transparency (or photocopy) of the “Quarter Comparisons” Venn diagram
- 1 copy of the “50 State Quarters® Program Overview” on page 57



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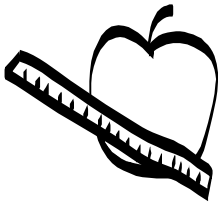
# Who Has the Power?

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- Quarters with the eagle reverse design (1 per student)
- Copies of the “Quarter Designs” sheet on page 71 (1 per student)
- 1 copy of the “Division of Powers” chart

## PROCEDURES

1. Write the terms “federalist” and “anti-federalist” on the chalk board.
2. Assign each student a partner and conduct a Think-Pair-Share activity in which students define and use these terms to explain “federalism.”
3. Record all student responses and explain that the class will be completing activities which better explain the term “federalism.”
4. Display a new quarter reverse design (use the example of your own state if available). Referring to this quarter, ask the students what they know about this coin and others like it. Why do the students think that the United States created the 50 State Quarters Program?
5. Describe the 50 State Quarters Program, referring to the “Quarter Designs” sheet if necessary.
6. Distribute a quarter with the eagle reverse design and a copy of the “Quarter Designs” sheet to each student. Ask the students to examine both types of quarters (new and eagle).
7. Direct students to return to their earlier pairs. Distribute a copy of the Venn diagram to each pair and direct the pairs to write the words “Eagle Quarters” and “New Quarters” on the lines above the interlocking ovals.
8. Direct the student pairs to determine the differences and similarities between the new quarter reverse designs and the “eagle quarters.” Students should investigate the symbols on these coins and think about the significance that different symbols may have to the state and to the nation.
9. Display a copy of the Venn diagram for all the students to see. Then write the words “Eagle Quarters” and “New Quarters” on the lines above the interlocking ovals. Regroup and, as a class, discuss the similarities and differences that each group noted. Record students responses on the class chart.
10. Discuss the meanings of the symbols on the “eagle” quarter. The students should understand that these symbols are national symbols not directly related to a particular state. Ask students how the symbols on the “eagle” quarter differ from those on the new quarters.



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## Who Has the Power?

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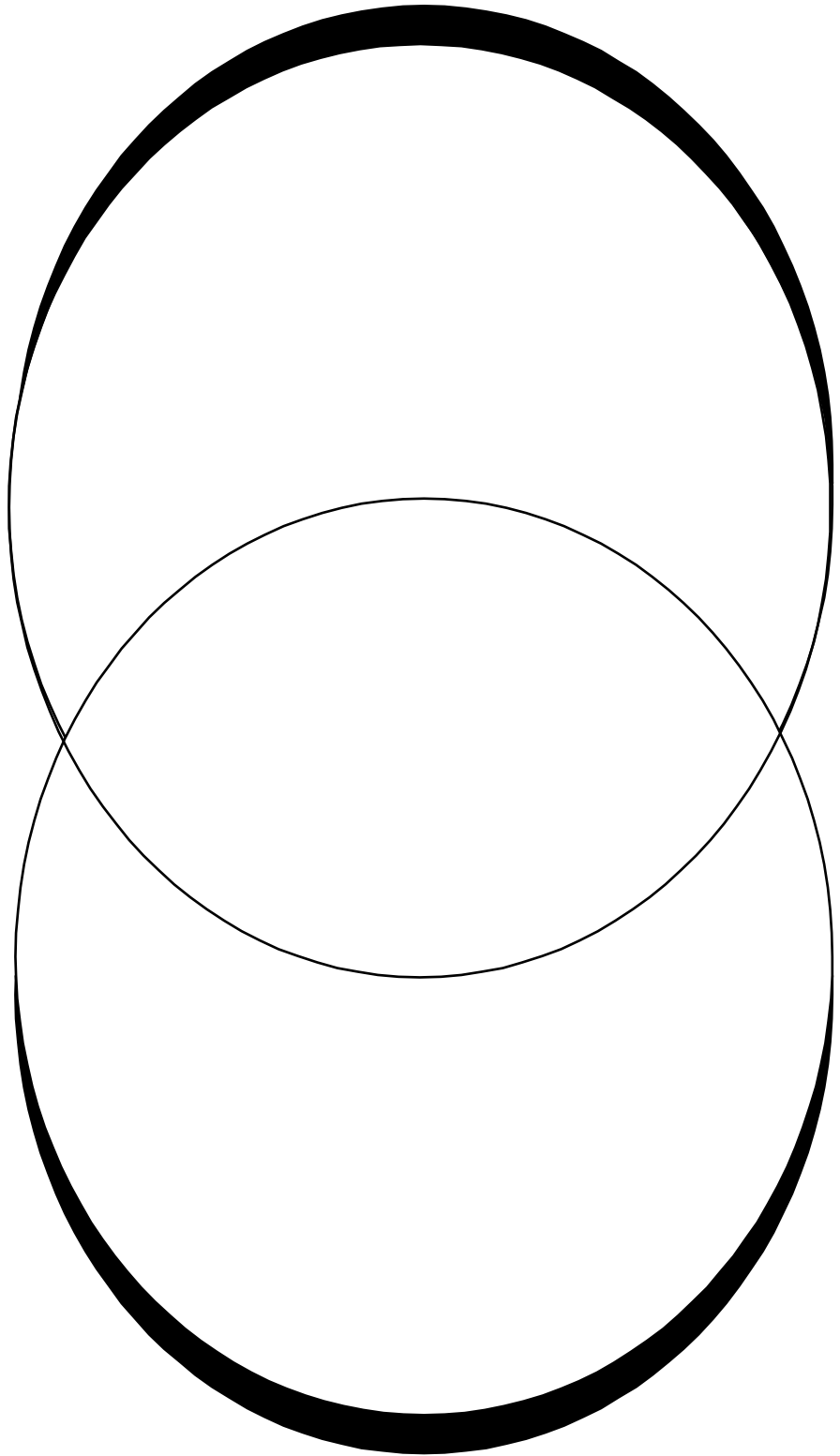
11. Conduct a discussion about federalism by asking questions such as:
  - While each state has its own quarter design, does each state mint its own quarter?
  - Do the states have the power to make their own money?
  - Who does have the power to make money?
  - What are some powers that the states have?
  - What are some powers that the states don't have?
12. Draw three columns on the chalk board, titled "State Powers," "Federal Government Powers," and "Shared Powers." As students respond, place their ideas into the appropriate columns. Refer to the "Division of Power" chart if necessary.
13. Explain that students can see from this chart that the powers are divided between the federal government and the states. This creates a system of government we call federalism.
14. As an evaluation of the day's objective, have the students take a few minutes at the end of class to write a response to the question "What does Federalism mean?"

### EXTENSIONS

Invite the school principal to speak with your class about the ways in which schools must follow state and federal laws.

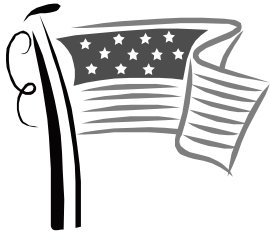
NAMES \_\_\_\_\_

# Venn Diagram



\_\_\_\_\_

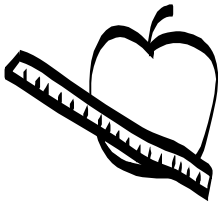




# Division of Powers

FEDERAL GOVERNMENT POWERS	SHARED POWERS (BOTH FEDERAL AND STATE GOVERNMENTS)	STATE GOVERNMENT POWERS
Maintain military	Enforce laws (The state governments enforce different laws than the federal government)	Conduct elections
Declare war	Establish courts	Establish schools
Coin money	Borrow money	Regulate businesses within state
Regulate trade between states and with foreign nations	Protect the health and safety of the people	Establish local government
Make all laws necessary for carrying out delegated powers	Build roads	Regulate marriages
	Collect taxes	Assume other powers not given to the national government





# 4: Unity Versus Diversity

## Ancient World History

### CLASS TIME

One to two 45- to 50-minute sessions

### OBJECTIVES

Students will analyze how the 50 State Quarters® Program represents both the diversity and unity of the United States. They will identify human and physical geographic characteristics of Roman culture from Roman coins and examine how Roman emperors used coins to help unify their empire.

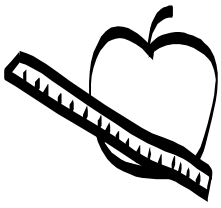
### NATIONAL STANDARDS

The standards used for these lesson plans reference the “10 Thematic Standards in Social Studies” developed by the National Council for the Social Studies (NCSS).

- **Culture**—Articulate the implications of cultural diversity, as well as cohesion, within and across groups.
- **People, Places, and Environment**—Examine, interpret, and analyze physical and cultural patterns and their interactions, such as land use, settlement patterns, cultural transmission of customs and ideas, and ecosystem changes.
- **Power, Authority, and Governance**—Describe the ways nations and organizations respond to forces of unity and diversity affecting order and security.

### MATERIALS

- Copies of the “American Diversity” chart (1 per student)
- Copies of the “Quarter Designs” sheet on page 71 (1 per student)
- Chalkboard
- Chalk
- A reserved computer lab with Internet access
- Several Web sites with information about coins originating from the Roman Empire, such as those available at:
  - [www.beastcoins.com/LRE/LRE.htm](http://www.beastcoins.com/LRE/LRE.htm)
  - [www.romancoins.info/](http://www.romancoins.info/)
  - [www.usask.ca/antiquities/coins/coins\\_index.html](http://www.usask.ca/antiquities/coins/coins_index.html)
- Copies of the “Roman Diversity” chart (1 per student)
- Copies of the “Circulating Coin Images” sheet on page 73 (1 per student)



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# Unity Versus Diversity

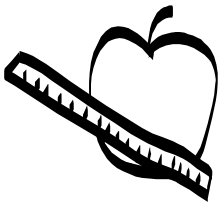
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## TERMS AND CONCEPTS

- The United States Mint 50 State Quarters® Program
- Obverse (front)
- Reverse (back)
- Unity
- Diversity
- Human and physical geographic characteristics
- United States Mint

## PROCEDURES

1. Distribute one “American Diversity” chart and one “Quarter Designs” page to each student.
2. Explain the 50 State Quarters Program to students and provide definitions for obverse and reverse. Introduce today’s activity by explaining to the students that they will be examining a few of the quarters in order to understand how the coins of a nation can provide information about its culture.
3. Direct students to work in pairs to examine ten of the new quarter designs and record on the chart the human and physical geographic characteristics they observe. Model the first example on the chart with your students. If necessary, explain the distinction between physical geography and human geography.
4. Allow an appropriate amount of time for students to finish filling in their charts.
5. Discuss student responses. Ask students to analyze their chart for patterns. Allow students to share their observations. If necessary, include the idea that the new quarters reflect many different aspects of American culture and heritage. Ask students if any of the new quarters could represent a national coin for the United States. Have students back up their responses with justifiable reasons. Guide students to respond that most of the new quarter reverses represent one region’s culture and history, making them less-likely choices for a national coin.
6. Direct students to now closely examine the obverse of a new quarter, pointing out the phrase “E Pluribus Unum.” Explain that this image and phrase is found on all American coins and it means “Out of many, one.” Ask students why they think this phrase is on all of the quarters. If necessary, explain to students that this motto lends itself to the value we as Americans place on our distinct regional identities and our unified national identity.
7. Lead a class discussion on why it is important that the quarters reflect both the unity and diversity of the United States. Ask students to discuss how the new quarter designs accomplish this. Guide students to respond that the obverses show common national symbols and the reverses display the individual states’ cultures and histories.

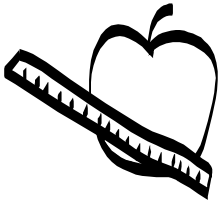


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# Unity Versus Diversity

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8. Challenge students to generate a list of other countries that also currently celebrate unity and diversity on their currency. If necessary, introduce the idea that the euro honors individual countries' cultures while simultaneously creating a common Western-European currency.
9. Ask students if they can think of other civilizations in the past that have used currency to celebrate diversity. Guide students to respond that the Roman Empire was one of these civilizations. If necessary, explain to students that the Roman Empire was also a land of great diversity with many regions.
10. Review with students the areas that the Roman Empire controlled at its height (most of Europe, North Africa, Egypt, Mesopotamia, Syria, etc.).
11. Introduce the next activity by explaining to students that they will examine several Roman coins in order to answer the following questions (written on the board):
  - What do the geographic characteristics reveal about the culture of the Roman empire?
  - What evidence of Roman unity is found on the coins?
12. Visit the school computer lab with your class.
13. Distribute one "Roman Diversity" chart to each student and direct students in pairs to use a variety of Web sites to search for 10 different Roman coins to examine. Students should record their observations on the "Roman Diversity" chart.
14. Allow an appropriate amount of time for students to complete their research.
15. Direct student pairs to join with one other pair of students to share their information and add to their charts additional examples of diversity within the Roman Empire.
16. As a whole class, use student responses to create a class chart on the chalkboard listing human and physical geographic characteristics of the Roman Empire. Ask students to discuss what they noticed about the diversity of the Roman Empire. Guide students to respond that they found evidence of various animals, gods, plants, occupations, locations, etc. Ask students to discuss what evidence they found of unity within the Roman Empire. Students should respond that coins often have the same emperor's image on one side of the coin, even though the other side is different. Ask students why they think emperors minted coins with their own images once they came to power. Guide students to respond that the coins were used to establish an emperor's power and to give the image of holding the whole empire under his control.
17. Distribute one "Circulating Coin Images" page to each student. Ask students to identify any symbols or images that look similar to ones they found on coins minted during the Roman Empire. Guide students to respond that they see an olive branch, oak leaves, etc. Discuss with the students why these images might still be important symbols of unity and/or diversity today.



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# Unity Versus Diversity

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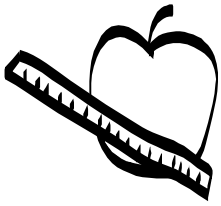
18. Assign students homework in which they will need to research the meanings and backgrounds of these classical symbols and then write a complete paragraph summary.

## EXTENSION

Have students design their own coins, representing their middle school (obverse) and their grade or team (reverse). Hang the coins in the classroom as a reminder of the importance of unity and diversity.







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# 5: National and Regional Identity

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## Modern World History

### CLASS TIME

Three 45- to 50-minute sessions

### OBJECTIVES

Students will understand how, both now and in the past, currency has been used to develop both regional and national identities.

### NATIONAL STANDARDS

The standards used for these lesson plans reference the “10 Thematic Standards in Social Studies” developed by the National Council for the Social Studies (NCSS).

- **Culture**—Articulate the implications of cultural diversity, as well as cohesion, within and across groups.
- **Individuals, Groups, and Institutions**—Describe the role of institutions in furthering both continuity and change.
- **Power, Authority, and Governance**—Describe the ways nations and organizations respond to forces of unity and diversity affecting order and security.

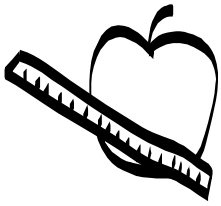
### TERMS AND CONCEPTS:

- The United States Mint 50 State Quarters® Program
- Obverse (front)
- Reverse (back)
- National identity
- Regional identity
- Articles of Confederation
- Constitution
- Euro
- Internet search

### SESSION 1

#### Materials

- Bags or envelopes containing 5 coins from the 50 State Quarters Program or images of 5 different quarters from the “Quarter Designs” page on page 71 (1 bag or envelope per group)



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# National and Regional Identity

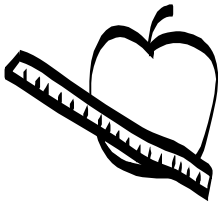
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- 1 copy of the “50 State Quarters® Program Overview” on page 57 (optional)
- Copies of the “Quarter Observation” page (1 per student)
- Chalkboard
- Chalk
- 1 overhead transparency of Article 1, Section 8 of the United States Constitution
- 1 overhead projector
- Copies of the “Quarter Designs” sheet on page 71 (1 per student)
- Unlined paper
- A reserved computer lab with Internet access or copies of information from the United States Mint Web site ([www.usmint.gov/mint\\_programs/50sq\\_program/index.cfm?action=evaluation](http://www.usmint.gov/mint_programs/50sq_program/index.cfm?action=evaluation))
- Copies of the “Up Close and Personal” worksheet (1 per student)

## Procedures

1. Divide students into small groups of four. Distribute to each group a small bag or envelope with at least five different new quarters (real quarters or images of the reverse designs).
2. Describe the 50 State Quarters Program, referring to the “50 State Quarters® Program Overview” page if necessary.
3. Distribute one “Quarter Observations” page per student and explain to students that they will be examining each of the new quarters in their envelope. Explain to students that once they have closely inspected each quarter, they should be able to find patterns. Direct students to record these patterns on the “Quarter Observations” page.
4. Direct students to then share their observations with another group and make conclusions about United States currency based on their observations. Encourage students to draw general conclusions about what American values are highlighted on the new quarters. If necessary, add the idea that each state is diverse and different, yet we all share one identity.
5. Reconvene as a class and review with students the definition for national identity and regional (state) identity. Explain if necessary, that a national identity is shared among members of a nation, but a regional identity may be larger or smaller than a national identity.
6. Create a T-chart on the chalkboard with one column labeled “Regional Identity” and the other “National Identity”. Have students generate examples for each column. Encourage students to think of groups inside and outside of the United States. Appropriate regional responses might include: southern, Virginian, Sicilian, Asian, European. Appropriate national responses might include: British, American, Japanese.



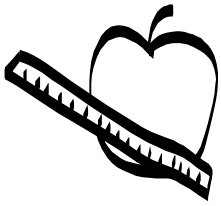


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# National and Regional Identity

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7. Have students identify their own national and regional identities. Responses may include: American, Californian, westerner, North American.
8. Ask students to discuss how the 50 State Quarters Program represents both the national and state identities of our nation. If necessary, include the idea that the obverses of the quarters portray largely national symbols while the reverses honor the culture and history of one particular region (state).
9. Explain to students that even though both identities are portrayed on the new quarters, the federal government largely controls the minting process of these quarters. Refer students to the overhead transparency of Article I, Section 8 of the Constitution that grants Congress the power to mint money. Explain that this phrase gives the United States federal government the power to create coins and bills or currency.
10. Direct students to discuss the following question with a partner and reach a consensus. “Why do you think the Constitution gives the national government power over American currency, instead of allocating that responsibility to each individual state government?” Have students write down their responses in their notes. Invite each pair to share their answer with the class.
11. Explain to students that now they understand why the federal government has power over American currency, it’s time to examine how it exercises that power. Introduce the idea that the process the federal government uses to design and mint the new quarters is an example of how the United States is based on ideas of both national and regional (or state) identity. Both the national (federal) government and the state governments are involved in this process.
12. Visit the computer lab with your students.
13. Distribute one “Quarter Designs” page to each student. Introduce the next activity by explaining that the students will be creating a flow chart based on the process the national government uses to design and mint the coins in the 50 State Quarters Program. Encourage the students to visit the United States Mint Web site, which will guide their research.
14. Distribute one sheet of unlined paper to each student. Have each student create a flow chart showing the process that the national government uses to design and mint the new quarters.
15. As students complete their work, distribute the “Up Close and Personal” page to each student to complete for homework. Direct students to choose one of the new quarters they examined during class or assign the quarter of the state students live in to complete the worksheet.



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# National and Regional Identity

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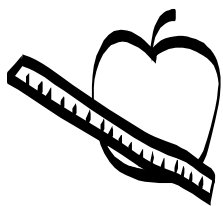
## SESSION 2

### Materials

- A handout containing images of colonial money (1 per student). Such images can be found at Web sites such as:
  - [educate.si.org](http://educate.si.org)
  - [www.coins.nd.edu/ColCurrency/](http://www.coins.nd.edu/ColCurrency/)
  - [smithsonianeducation.org/educators/lesson\\_plans/revolutionary\\_money/lesson1\\_main.html](http://smithsonianeducation.org/educators/lesson_plans/revolutionary_money/lesson1_main.html)
- Poster board (3 sheets per group)
- Markers
- Copies of the “Colonial Quarters” page (1 per group)
- Copies of the “Colonial Currency” page (1 per student)

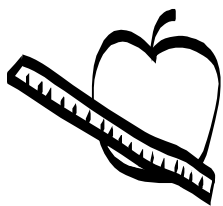
### Procedures

1. Direct students into groups of three or four and distribute one poster board and markers to each group.
2. Have students share their flow charts from the previous day and create a group flow chart to draw on the poster board.
3. Direct each group to choose a spokesperson to explain their flowchart to the class. Allow each spokesperson to present his/her group’s chart. Discuss and resolve discrepancies between the charts.
4. Ask students to determine if the state governments currently exercise more or less power in the new quarter design and selection process than the federal government. Guide students to observe that the flow charts demonstrate the national government currently having more control over American currency than the state governments. Introduce the idea that the national government hasn’t always been the one with the most power over our national currency.
5. Briefly review with the students the history of the American Revolution and the Articles of Confederation. Remind the students about the political change that occurred, moving America from being a colony of Britain to being an independent nation. Be sure to also emphasize the distrust felt by many Americans towards centralized power such as a monarchy or other national government. Use the following questions to help prompt student recall if necessary.
  - What nation originally controlled the American colonies? (*Great Britain*)
  - Why did the colonists decide to declare independence and revolt against Great Britain? (*In order to be free of the monarch and his heavy taxes and to set up self-rule*)



# National and Regional Identity

- What were the Articles of Confederation? (*This document, ratified by Congress in 1781, was technically the first “constitution.” The 13 participating states agreed to a confederacy, where each state would govern itself except for specific rights given over to the Congress.*)
  - Who had the most power under the Articles, the states or the national government? Why? (*Clearly, the states had the most power under the Articles, because the newly-formed states were afraid of recreating a monarchial setting in the new land.*)
6. Explain to students that immediately following the Declaration of Independence, each of the new “states” created and printed their own currency as a sign of their independence from Great Britain.
  7. Distribute one handout with images of colonial money to each group. Direct students in their groups to closely examine the currencies. Distribute one “Colonial Currency” page to each student and direct students to record their observations on this handout.
  8. Brainstorm with students the possible reasons why states chose the symbols they did for their currency.
  9. Distribute one “Colonial Quarters” page to each group. Using this handout, their “Up Close and Personal” homework assignment from Session 1, and their colonial money handouts, have the groups address the following three questions (written on the board). Direct the groups to elect a reporter to record the group’s responses.
    - How are the state currencies similar to and different from the new quarters? (*Answers will vary.*)
    - Do the state currencies reflect a greater emphasis on state or national identity? Why? (*The emphasis is on the state because national identity was still forming, loyalty was still local, and state governments had more power than the federal government.*)
    - What difficulties do you think might arise from having different state currencies? (*Spending power might be different, states could begin to divide socio-economically, travel could become difficult if states did not accept and recognize each other’s currencies, etc.*)
  10. Share group responses as a class.
  11. Review with students the decision by the United States in 1783 to abandon the Articles of Confederation and adopt instead the Constitution. Be sure students understand the change from a state-centered government to a nationally-centered government. Have students address why the states decided to call a new Convention after the Revolutionary War and write a new constitution. Guide students to respond the states felt that the Articles of Confederation were more confusing than helpful. It was very difficult to make decisions because consensus between the states was hard to achieve and there was no executive



# National and Regional Identity

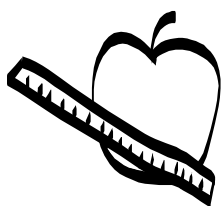
power. Encourage students to predict what happened to state currencies once the national government gained more power under the Constitution.

12. Introduce the next activity by explaining to students that they will be conducting a think-pair-share activity. In pairs, students will discuss the following questions and be prepared to share. Then, the student pairs will discuss their responses with another pair of students. Review as a class a few group answers to check for student comprehension.
  - Why might a state not want to drop their own currency and use a national currency? (*loss of state identity, less power to the states, poor economies of other states could make the money worth less*)
  - What arguments might supporters use for having a national currency? (*improve trade by having same currency, states with poor economies would be helped by states with strong economies, help create a national identity and unify the nation*)
13. Use student responses to create a class list of responses on the board to the two questions above.
14. Distribute two poster boards to each group and direct groups to create one poster in support of continuing a state currency and one in support of using a national currency. Explain that the posters must include a symbol or image representing their point of view and a slogan or phrase that expresses the reason for their point of view.
15. Post student posters around the room and have students conduct a “Gallery Walk” to examine each of the posters. Keep the posters on display throughout the remainder of the unit.

## SESSION 3

### Materials

- Atlases or a classroom map
- Chalkboard
- Chalk
- Copies of the “Changing Their Change” page on the H.I.P. Pocket Change™ Web site at [www.usmint.gov/kids/index.cfm?fileContents=coinnews/theEuro.cfm](http://www.usmint.gov/kids/index.cfm?fileContents=coinnews/theEuro.cfm) (1 per student)
- Images of euro coins and banknotes, such as those available at:
  - [www.euro.ecb.int/en.html](http://www.euro.ecb.int/en.html)
  - [www.eurocoins.co.uk/](http://www.eurocoins.co.uk/)
  - [www.euro.gov.uk/home.asp?f=1](http://www.euro.gov.uk/home.asp?f=1)
- Copies of the “Take a Closer Look” page (1 per student)
- Copies of the “Internet Search” directions (1 per group)

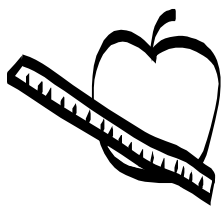


# National and Regional Identity

- A reserved computer lab with Internet access
- Image of a new quarter
- Image of an early American currency bill

## Procedures

1. Direct students to use the atlas or classroom map to locate Europe. Ask students if they can identify any of the countries in Europe. Make a class list on the board.
2. Ask the students what the difference is between Europe with its many countries and the United States with its many states. Guide students to respond that Europe is a group of nations, each with its own government. But the United States, though it consists of many states, is one nation with one central government.
3. Ask students to brainstorm all that they know about the currency of the nations of Europe. Review a few responses and record them on the board. Explain, if necessary, to the students that many of the nations in Europe recently adopted a new currency called the “euro” in much the same way the U.S. adopted a common currency under the Constitution. The euro replaced individual national currencies.
4. Ask students if the euro is an example of a regional identity or a state identity. Have students justify their responses. Explain if necessary that, in the previous lesson, the term “regional identity” was used to refer to state identities that were part of a larger national identity. The regional identity that the euro represents, however, is a European identity that is larger than the national identities. In this case, regional identity is broader than national identity.
5. Distribute to each student one copy of the “Changing Their Change” page found on the H.I.P. Pocket Change Web site. Direct the students work in pairs or small groups to read and take notes on the adoption of the euro by most nations in the European Union.
6. In order to check student comprehension of the background of the euro, ask the following questions: What is the euro? Why did many nations in Europe decide to adopt the euro?
7. Divide students into groups and distribute images of both euro coins and banknotes from different nations. Distribute one “Take a Closer Look” page to each student. Direct the groups to examine the currency closely and record their answers on this page.
8. Direct each group to select a spokesperson to present answers to the questions as a check for understanding.
9. Introduce the next activity by explaining to students that in groups, they will complete an Internet search assignment to familiarize them with more of the euro coins and the symbols and images they portray. Divide the students into research groups and distribute one “Internet Search” directions page to each group.



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# National and Regional Identity

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10. Visit the computer lab with your class and allow an appropriate amount of time for groups to complete the Internet search assignment.
11. Have groups prepare presentations to the class on one of the coins they researched. As much as possible, have each group present a different coin so there are no repeat presentations. Explain that presentations should include an image of the coin examined and an explanation of the reason the nation chose that image.
12. As a final assessment to this unit, distribute in sets to the students (or display images) of the following:
  - A new quarter
  - A state bill following the Declaration of Independence
  - A euro coin
13. Direct students to examine each of the items and then, using details from each of the examples to support their conclusions, answer the following question in writing: What does currency reveal about the identities (both national and regional) of a nation?

## EXTENSIONS

- Create several fictional characters using various national and regional identities. For example, “I am North American and Canadian from the West Coast province of British Columbia”. Using magazines, have students create a collage that describes their simulated national and regional identities. When the collages are complete, see if the other students in the class can guess the regional and national identity descriptors of each character.
- Create a mock debate, with half of the class representing the colonial state governments and the other half representing the colonial federal government. Center the debate on the following question: Should the United States move from state currencies to one national currency? Allow students time to prepare and research their group’s historical position.
- Have students research the debates over adopting the euro in Great Britain. Have students conduct a mock Parliamentary debate about whether or not Britain should adopt the euro.



NAME \_\_\_\_\_

# Quarter Observations

**Directions:** After carefully examining the quarters in your envelope, work with your partner to find patterns among the quarters.

## WHO

What patterns do you see in the images of people depicted on the quarters?

## WHAT

What patterns can you find in the symbols and/or phrases depicted on the quarters?

## WHEN

What patterns do you see in the dates these quarters were minted?

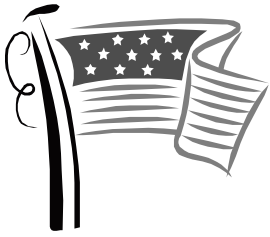
## WHERE

What patterns did you find in relationship to the regions of the country that the quarters represent?

## WHY

If you had to guess, what are the reasons that the states chose these images? What patterns do you see in the justification of the quarter designs among the states?

NAME \_\_\_\_\_



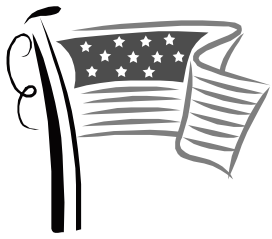
# Up Close and Personal

1. Choose a new quarter to examine closely. Write the name of the state that this quarter represents.
2. Record all of the state symbols, images, or words that are found on the reverse of the quarter.
3. Predict why you think the state chose those symbols, images, or words to represent their state. What image or message is the state sending through the use of these symbols, images, or words?
4. Research the history and culture of the state to check your predictions. You may use one of the following links to the United States Mint Web site:
  - [www.usmint.gov/kids/index.cfm?FileContents=/kids/coinnews/50sq.cfm](http://www.usmint.gov/kids/index.cfm?FileContents=/kids/coinnews/50sq.cfm)
  - [www.usmint.gov/mint\\_programs/index.cfm?flash=yes&action=50\\_state\\_quarters\\_program](http://www.usmint.gov/mint_programs/index.cfm?flash=yes&action=50_state_quarters_program)

You may also use encyclopedias, textbooks, or other reference materials to assist you. Record what you find below.

5. On the back of this page, write a well-developed paragraph answering the following question: How does the design of the quarter you examined reflect its regional identity?

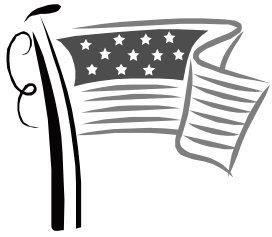




# Colonial Quarters



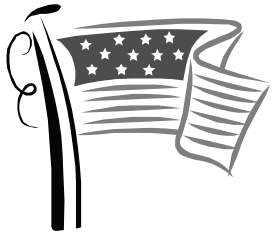
NAME \_\_\_\_\_



# Colonial Currency

1. What images or symbols do you see on the colonial currency?
2. What do (you believe) these symbols represent?
3. What differences are there between the colonial currency and the new quarter designs?
4. What similarities are there between the colonial currency and the new quarter designs?

NAME \_\_\_\_\_



## Take a Closer Look

1. What images or symbols do you see on the euro coins and banknotes?
2. What differences are there between the euro coins and the banknotes?
3. Why do you think the coins are specific to each country on one side?
4. How do the coins reflect both a European (regional) identity and a national identity?
5. How are euro coins similar to the new U.S. quarters?



NAME \_\_\_\_\_

# Internet Search (1)

## National and Regional Identity in Europe

**Introduction:** Starting on January 1, 2002, most Western Europeans exchanged their change and paper money for new coins and banknotes. They took their French francs, German marks, Dutch guilders, and other money to the bank and turned them in for euros.

The euro is the new money that some European countries are using instead of their old money. The symbol for the euro is “€” and its abbreviation is “eur.” The new euro comes in coins and paper money. The coins are made in eight denominations: 1, 2, 5, 10, 20, and 50 euro cents, plus 1 euro and 2 euros. Banknotes—or “euro bills”—come in seven denominations.

**The Task:** Your task is to research the euro coins of two of the countries listed below. You must examine the coins of each country and record your observations. You must then determine how the symbols and images used on each coin represent the national identity of the country in which it is minted.

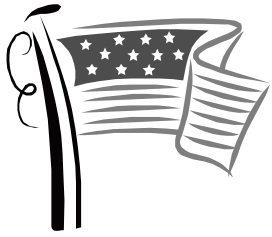
### The Process:

1. Choose two countries to research:

Belgium	Germany	France	Spain	Greece
Italy	Netherlands	Finland	Portugal	Luxembourg
Austria				

2. Use web resources (listed on the second page) to complete the chart below. For each country you have chosen, select TWO coins to examine.

Country	Denomination	Symbols/Images	Phrases



# Internet Search (2)

## National and Regional Identity in Europe

3. Research the meaning or history behind the symbols/images/phrases on the coins. For each coin answer the question, "How does this coin represent the national identity of this country?"

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4. After completing your research, in a well-developed paragraph, answer the following question: How does the euro reflect both national and regional identities? Compare and contrast the euro with the new U.S. quarter designs. Use details and examples from your research to support your answer.

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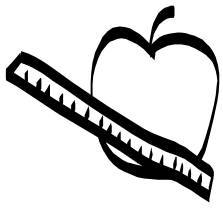
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Resources:

- [www.euro.ecb.int/en.html](http://www.euro.ecb.int/en.html)
- [www.eurocoins.co.uk/](http://www.eurocoins.co.uk/)
- [www.euro.gov.uk/home.asp?f=1](http://www.euro.gov.uk/home.asp?f=1)

**Conclusion:** Hopefully now you can see how the new euro coins reflect both a regional and a national identity. Why is it important for individual countries to have their own identity apart from a regional identity? Consider this question as you continue your studies of international cultures and remember that it takes many different parts to make a whole.



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## 6: Changing Hands

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### Economics

#### CLASS TIME

Five 45- to 50-minute sessions

#### OBJECTIVES

Students will research and present information about the purpose and structure of the Federal Reserve System and its relationship with the United States Department of the Treasury.

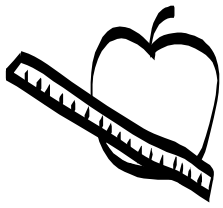
#### NATIONAL STANDARDS

The standards used for these lesson plans reference the “10 Thematic Standards in Social Studies” developed by the National Council for the Social Studies (NCSS) and the “Voluntary National Content Standards in Economics” developed by the National Council on Economic Education (in partnership with the National Association of Economic Educators and the Foundation for Teaching Economics).

- **Social Studies: Production, Distribution and Consumption**—Describe a range of examples of the various institutions that make up economic systems such as households, business firms, banks, government agencies, labor unions, and corporations.
- **Economics: Monetary and Fiscal Policy**—Students will understand that the Federal Reserve System’s monetary policy influences the overall levels of employment, output, and prices. Monetary policies are decisions by the Federal Reserve System that lead to changes in the supply of money and the availability of credit. Changes in the money supply can influence overall levels of spending, employment, and prices in the economy by inducing changes in interest rates charged for credit, and by affecting the levels of personal and business investment spending.

#### TERMS AND CONCEPTS

- The United States Mint 50 State Quarters® Program
- The United States Department of the Treasury
- The United States Mint
- The Bureau of Engraving and Printing
- The Federal Reserve System (“the Fed”)
- Circulating Currency
- Economics



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# Changing Hands

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## SESSIONS 1 AND 2

### Materials

- Copies of the “Quarter Designs” sheet on page 79 (1 per student)
- 1 overhead transparency of the “50 State Quarters® Program Overview” sheet on page 65
- Classroom Social Studies text (1 per student)
- A reserved computer lab with Internet access and printing capabilities
- Copies of the “America’s Money” Web questionnaire (1 per student)

### Procedures

1. Distribute a “Quarter Designs” page to each student. Describe the 50 State Quarters Program, referring to the “50 State Quarters® Program Overview” sheet if necessary.
2. Conduct a discussion about these new coins and the economy. During this discussion, ask the students to guess how many quarters are minted of each state’s design, how putting these coins into circulation affects the economy, and who determines how much money should be in circulation at any one time.
3. Explain to the students that they will be conducting a Web investigation in the computer lab to find the answers to these and many other questions about our country’s financial system.
4. As a class, visit the computer lab.
5. Distribute an “America’s Money” Web questionnaire to each student. Either individually, in pairs, or as a class, read the questionnaire.
6. Explain that the students will research appropriate responses using the resources available online from the Department of the Treasury, the United States Mint, the Bureau of Engraving and Printing, and the Federal Reserve.

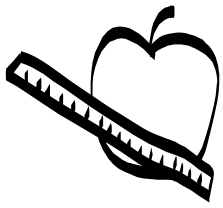
## SESSION 3

### Materials

- Completed copies of the “America’s Money” Web questionnaire
- Chart paper (1 sheet per group)
- Markers (1 per group)

### Procedures

1. Once the students have completed their “America’s Money” Web questionnaires, direct them to independently write an expository paragraph to explain the relationship between the United States Mint, the Bureau of Engraving and Printing, and the Federal Reserve System (“the Fed”).



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# Changing Hands

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2. When the students have completed their paragraphs, place the students into groups of three or four. Distribute a piece of chart paper and a marker to each group.
3. Allow the students to spend 15 to 20 minutes in their groups comparing their questionnaire responses and paragraphs. The students should discuss what they've learned about the Federal Reserve System and record this information on their chart paper. The students should also note any questions that they still have about the Fed.
4. The students should post their charts near their seats.
5. With the whole class, discuss and clarify the questions that students have identified as sources of confusion. The students should take notes on this discussion.

## SESSIONS 4 AND 5

### Materials

- Completed copies of the “America’s Money” Web questionnaire
- Charts from the previous day
- Writing paper
- “Group Presentation Rubric” (1 per student and 1 per group)

### Procedures

1. Direct the students to reassemble into their groups from the previous day. Distribute a “Group Presentation Rubric” to each group.
2. Explain that each group will need to develop a creative way to present their understanding of the relationship between the United States Mint, the Bureau of Engraving and Printing, and the Federal Reserve System. Possible format ideas for these presentations could include a PowerPoint presentation, a children’s book, a skit, and a rap or other type of song. Their presentations will be graded based on the rubric.
3. Have each group take a turn presenting its material to the class.
4. Complete a “Group Presentation Rubric” for each group.

## EXTENSIONS

- If your school is located near a Federal Reserve Bank, organize a field trip for your students. Before the trip, direct your students to prepare specific and relevant questions to ask.
- Direct your students to make their presentations to other classes. Have the groups respond to questions once they have finished their presentations.
- Direct students to investigate further information regarding the Federal Reserve. The following questions could be addressed: Who is the chairman of the Federal Reserve? Why is his job so important? How is the Federal Reserve Board selected? How do the interest rates, inflation, and recession relate to the Federal Reserve?





# America's Money (1)

## Web Questionnaire

Money doesn't just grow on trees! The money supply of the United States is carefully maintained and influenced through the work of the United States Department of the Treasury (specifically, the United States Mint and the Bureau of Engraving and Printing) and the Federal Reserve System. Using only the approved Internet resources, answer the questions below and carefully explore the relationships between these organizations.

Approved Web sites:

- The United States Department of the Treasury at [www.ustreas.gov](http://www.ustreas.gov)
- The United States Mint at [www.usmint.gov](http://www.usmint.gov)
- The Federal Reserve System at [www.federalreserve.gov](http://www.federalreserve.gov)

1. Describe the role of the United States Mint. To find this information, go to [www.usmint.gov](http://www.usmint.gov) and click on "About the Mint."

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2. What is the 50 State Quarters® Program? To find this information, go to [www.usmint.gov](http://www.usmint.gov) and click on "Mint Programs."

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3. Looking at the coin production figures, how many quarters were made with each of the following states' designs? To find this information, go to [www.usmint.gov](http://www.usmint.gov) and click on "About the Mint," "Coin Production," and then on "production figures."

Delaware	_____	Missouri	_____
Massachusetts	_____	Michigan	_____
New York	_____	Your home state	
Louisiana	_____	(if available)	_____

4. Read about the Federal Reserve System ("the Fed"). *In your own words*, describe the major functions of the Fed. To find this information, go to [www.federalreserve.gov](http://www.federalreserve.gov).

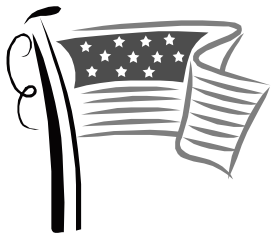
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# America's Money (2)

## Web Questionnaire

5. What is a Federal Reserve Bank? To find this information, go to [www.federalreserve.gov](http://www.federalreserve.gov) and click on "About the Fed" and then "Structure of the Federal Reserve System."

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6. How many Federal Reserve Banks exist? To find this information, go to [www.federalreserve.gov](http://www.federalreserve.gov) and click on "About the Fed" and then "Federal Reserve Districts and Banks."

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7. Where are the banks located? To find this information, go to [www.federalreserve.gov](http://www.federalreserve.gov) and click on "About the Fed" and then "Federal Reserve Districts and Banks."

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8. What does it mean for coins and paper money to be "in circulation"? To find this information, go to [www.usmint.gov](http://www.usmint.gov) and click on "H.I.P. Pocket Change." Click on "Camp Coin" and "Glossary" to find the definition of "circulating coin."

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9. How are the new quarters distributed into circulation? To find this information, go to [www.usmint.gov](http://www.usmint.gov) and click on "FAQs" and select "Circulating Coins" from the drop-down menu.

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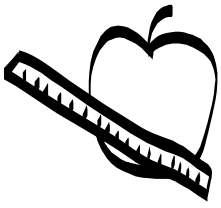
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10. Based on what you've read, when individuals pull coins from the 50 State Quarters® Program out of circulation to add to personal collections, how might this affect our country's national debt?

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# America's Money

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## Web Questionnaire—Key (1)

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1. Describe the role of the United States Mint.

The primary mission of the United States Mint is to produce an adequate volume of circulating coinage for the nation to conduct its trade and commerce.

2. What is the 50 State Quarters® Program?

The 50 States Quarters Program is a 10-year coinage program in which each of the 50 United States is celebrated with its own quarter reverse design.

3. Looking at the coin production figures, how many quarters were made with each of the following states' designs?

Delaware	<u>774,824,000 quarters</u>	Missouri	<u>453,200,000 quarters</u>
Massachusetts	<u>1,163,784,000 quarters</u>	Michigan	<u>459,600,000 quarters</u>
New York	<u>1,275,040,000 quarters</u>	Your home state	
Louisiana	<u>764,204,000 quarters</u>	(If available)	_____

4. Read about the Federal Reserve System ("the Fed"). *In your own words*, describe the major functions of the Fed.

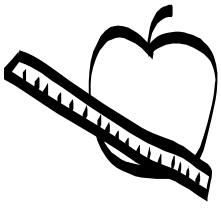
The Federal Reserve System is the central bank of the United States. The Federal Reserve's duties include conducting the nation's monetary policy by influencing money and credit conditions in the economy in pursuit of full employment and stable prices; promoting the stability of the financial system; providing banking services to depository institutions and to the federal government; and ensuring that consumers receive adequate information and fair treatment in their interactions with the banking system.

5. What is a Federal Reserve Bank?

A Federal Reserve Bank is responsible for overseeing the commercial and savings banks of its region to ensure their compliance with regulations.

6. How many Federal Reserve Banks exist?

There are 12 Federal Reserve Banks.



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# America's Money

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## Web Questionnaire—Key (2)

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7. Where are the banks located?

The Federal Reserve Banks are located in Boston (MA), New York (NY), Philadelphia (PA), Cleveland (OH), Richmond (VA), Atlanta (GA), Chicago (IL), St. Louis (MO), Minneapolis (MN), Kansas City (MO), Dallas (TX), and San Francisco (CA). Many of these banks operate branch offices.

8. What does it mean for coins and paper money to be “in circulation”?

Money that is in circulation is the money that is produced for use in commerce (not for collecting).

9. How are the new quarters distributed into circulation?

The United States Mint ships its coins to Federal Reserve Banks, which are responsible for putting coins and paper money into circulation and also for withdrawing them from circulation when they are worn out.

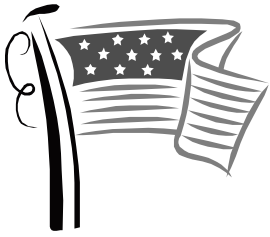
When a private bank needs coins for its customers, it purchases them from a Federal Reserve Bank. Banks have checking accounts at the Federal Reserve Banks, just as you do at your bank. To buy cash for you, your bank uses special checkbook money called a “reserve balance.”

The coins make their way back to the Federal Reserve Bank at some point because banks often accumulate more cash than they need for day-to-day transactions. Each bank deposits the excess cash into its checking account at a branch of the Federal Reserve Bank until its customers need it.

Coins circulate from the Federal Reserve Bank to the private banks to you and back again until they are worn out—unfit for use. The Federal Reserve replaces those coins by ordering new ones from the United States Mint—and once those coins are minted, a new circulation cycle begins. A circulating coin generally lasts 30 years or longer.

10. Based on what you’ve learned, when individuals pull the coins from the 50 State Quarters® Program out of circulation to add to personal collections, how might this affect our country’s national debt?

As these coins are pulled out of circulation, the demand for new currency rises. As the demand rises, the United States Mint produces greater quantities, creating more revenue (from seignorage), which is used to help pay off the nation’s debt.



# Group Presentation Rubric

Group members: \_\_\_\_\_

Project Title: \_\_\_\_\_ Date: \_\_\_\_\_

CATEGORY	CRITERIA				POINTS
	4	3	2	1	
Content	Covers topic in depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1 or 2 factual errors.	Content is minimal OR there are several factual errors.	
Originality	Presentation is exceptionally creative and works well with the presentation topic.	Presentation is creative and works adequately with the presentation topic.	Presentation is minimally creative and/or does not work well with the presentation topic.	Presentation is not creative and does not work well with the presentation topic.	
Presentation	Well-rehearsed with smooth delivery that holds audience attention.	Rehearsed with fairly smooth delivery that holds audience attention most of the time.	Delivery not smooth, but able to maintain interest of the audience most of the time.	Delivery not smooth and audience attention often lost.	
<b>Total Score</b>					_____/12

**Teacher's Comments:**

\_\_\_\_\_

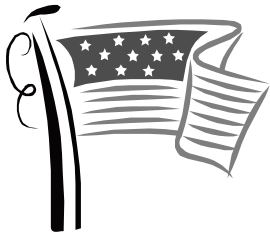
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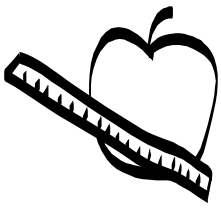
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# 50 State Quarters® Program Overview

**L**aunched 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 they ratified the U.S. Constitution. The 50 State Quarters Program introduces the American populace to the history, geography, and heritage unique to each state.

Approximately every 10 weeks, a new quarter is released into general circulation (five quarters are released each year). The state design is displayed on the reverse (back) of the quarter, and a portrait of George Washington appears on the coin's obverse (front). Each quarter is minted for a period of 10 weeks.



# Quarter Information

## 1999 (1)

### Delaware

The Delaware quarter, depicting the historic horseback ride of Caesar Rodney, galloped onto the scene as it kicked off the much anticipated U.S. Mint's 50 State Quarters® Program.

Caesar Rodney was a delegate to the Continental Congress. On July 1, 1776, despite extreme illness, Rodney set off on the 80-mile journey to Philadelphia withstanding thundershowers and a severe summer heat wave. The next day, he arrived at Independence Hall just in time to cast the deciding vote in favor of our nation's independence. This native of Dover has also held more public offices than any other Delaware citizen. In addition to being an extremely dedicated delegate, Rodney was also a soldier, judge, and speaker of Delaware's Assembly.



**State Capital:** ..... Dover  
**State Bird:** ..... Blue Hen Chicken  
**State Tree:** ..... American Holly  
**State Flower:** ..... Peach Blossom  
**State Motto:** Liberty and independence  
**Entered Union (rank):** ..... December 7, 1787 (1)

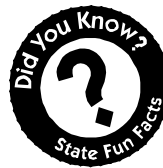
**Nickname:** ..... First State  
**Origin of Name:** ..... Named for Lord De La Warr  
**State Song:** ..... "Our Delaware"

### Pennsylvania

The Pennsylvania quarter, the second coin in the 50 State Quarters® Program, depicts the statue "Commonwealth," an outline of the state, the state motto, and a keystone. This design was chosen to further help educate people about the origins of our second state, founded on December 12, 1787.

The statue "Commonwealth," designed by New York sculptor Roland Hinton Perry, is a bronze-gilded 14' 6"

high female form that has topped Pennsylvania's state capital dome in Harrisburg, Pennsylvania, since May 25, 1905. Her right arm extends in kindness and her left arm grasps a ribbon mace to symbolize justice. The image of the keystone honors the state's nickname, "The Keystone State." At a Jefferson Republican victory rally in October 1802, Pennsylvania was toasted as "the keystone in the federal union." The modern persistence of this designation is justified in view of the key position of Pennsylvania in the economic, social, and political development of the United States.



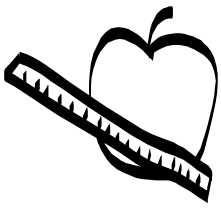
**State Capital:** ..... Harrisburg  
**State Bird:** ..... Ruffed Grouse  
**State Tree:** ..... Eastern Hemlock  
**State Flower:** ..... Mountain Laurel  
**State Motto:** ..... Virtue, liberty, and independence

**Entered Union (rank):** ..... December 12, 1787 (2)  
**Nickname:** ..... Keystone State  
**Origin of Name:** ... In honor of Admiral Sir William Penn, father of William Penn  
**State Song:** ..... "Pennsylvania"

### New Jersey

The New Jersey quarter, the third coin in the 50 State Quarters® Program, depicts General George Washington and members of the Continental Army crossing the Delaware River en route to very important victories during the Revolutionary War. The design is based on the 1851 painting by Emmanuel Leutze, "Washington Crossing the Delaware."

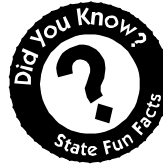
It was a cold Christmas night in 1776 and the Delaware River was frozen in many places. General George Washington calculated the enemy would not be expecting an assault in this kind of weather. He and his soldiers



# Quarter Information

## 1999 (2)

courageously crossed the Delaware River into Trenton, New Jersey. Using surprise as their greatest weapon, Washington's army captured over 900 prisoners and secured the town. Later that night, his army continued towards Princeton, New Jersey, again taking the enemy by surprise. These two victories proved very important to his army as they gave the soldiers courage, hope, and newfound confidence. The supplies confiscated from their captives helped them survive the brutal winter of 1777.



**State Capital:** . . . . . Atlanta  
**State Bird:** . . . . . Brown Thrasher  
**State Tree:** . . . . . Live Oak  
**State Flower:** . . . . . Cherokee Rose  
**State Motto:** . . . . . Wisdom, justice, and moderation

**Entered Union (rank):** . . . . . January 2, 1788 (4)  
**Nickname:** . . . . . Empire State of the South  
**Origin of Name:** . . . . . In honor of King George II of England  
**State Song:** . . . . . "Georgia on My Mind"



**State Capital:** . . . . . Trenton  
**State Bird:** . . . . . Eastern Goldfinch  
**State Tree:** . . . . . Red Oak  
**State Flower:** . . . . . Purple Violet  
**State Motto:** . . . Liberty and prosperity  
**Entered Union (rank):** December 18, 1787 (3)

**Nickname:** . . . . . Garden State  
**Origin of Name:** . . . . . From the Isle of Jersey in the English Channel

## Connecticut

The Connecticut quarter, the last 50 State Quarters® Program coin issued in 1999, features "The Charter Oak," an important part of Connecticut's heritage and existence. On the night of October 31, 1687, Connecticut's Charter was put to a test. A British representative for King James II challenged Connecticut's government structure and demanded its surrender. In the middle of the heated discussion, with the Charter on the table between the opposing parties, the candles were mysteriously snuffed out, darkening the room. When visibility was reestablished, the Connecticut Charter had vanished. Heroic Captain Joseph Wadsworth saved the Charter from the hands of the British and concealed it in the safest place he could find—in a majestic white oak. This famous tree, "The Charter Oak," finally fell during a great storm on August 21, 1856.



**State Capital:** . . . . . Hartford  
**State Bird:** . . . . . American Robin  
**State Tree:** . . . . . White Oak  
**State Flower:** . . . . . Mountain Laurel  
**State Motto:** . . . Qui transtulit sustinet  
(He who transplanted still sustains)

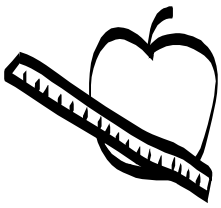
**Entered Union (rank):** . . . . . January 9, 1788 (5)  
**Nickname:** . . . . . Constitution State  
**Origin of Name:** . . . . . From an Indian word, "Quinnehtukqut," meaning "beside the long tidal river" or "long river place"  
**State Song:** . . . . . "Yankee Doodle"

## Georgia

The Georgia quarter, the fourth quarter released under the 50 State Quarters® Program, is a real peach. The selected design incorporates several symbols associated with this traditional, yet very diverse southern state.

Just from studying the Georgia quarter design, one can learn a lot about the fourth state of the Union. The selected design prominently features the peach—a symbol long associated with the state—within the confines of a silhouetted outline of the state. Live Oak sprigs border the central design paying homage to the official state tree, the Live Oak. And if you ever need to know the Georgia state motto, simply look across the top of the design, where the words "Wisdom, Justice, and Moderation," grace a hanging banner.





# Quarter Information

## 2000 (1)

### Massachusetts

The Massachusetts quarter, the first quarter of the new millennium, features a design of “The Minuteman,” a famous statue that stands guard at The Minuteman National Historical Park in Concord, Massachusetts.

The selected design captures a piece of the Bay State’s exceptional history. The Minutemen played a big role in protecting our nation, as they rallied together to help defeat the British during the Revolutionary War. These small, influential forces consisting of farmers and colonists, were always at-the-ready and were trained to assemble and fight on just a minute’s notice-hence the term “minutemen.”



- State Capital:** . . . . . Boston
- State Bird:** . . . . . Chickadee
- State Tree:** . . . . . American Elm
- State Flower:** . . . . . Mayflower
- State Motto:** . . . . . Ense petit placidam  
sub libertate quietem  
(By the sword we seek peace, but  
peace only under liberty)
- Entered Union (rank):** . . . . . February 6, 1788 (6)
- Nickname:** . . . . . Bay State
- Origin of Name:** From Massachusetts tribe of Native  
Americans, meaning “at or about the great hill”
- State Song:** . . . . . “All Hail to Massachusetts”

### Maryland

The Maryland quarter, the second in the Year 2000 series, highlights the striking dome of the Maryland Statehouse.

Through its new quarter, our seventh state shares its pride for the honored Maryland Statehouse. A distinctive building dating back to 1772, it features the country’s largest wooden dome built without nails. Besides housing Maryland’s colonial legislature, it was also crucial to our national history. From 1783-1784, the Maryland Statehouse served as the nation’s first

peacetime capital. The Treaty of Paris was ratified here, officially ending the Revolutionary War. A treasure preserved, the Statehouse continues as the country’s oldest state capital building still in legislative use.

Leaf clusters from the official state tree, the White Oak, and the nickname the Old Line State complete the selected design. Maryland is nicknamed the Old Line State in honor of its “troops of the line.” These troops won praise from George Washington, who was Commander-in-Chief of the Continental Army during the Revolutionary War.

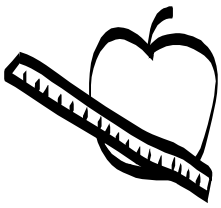


- State Capital:** . . . . . Annapolis
- State Bird:** . . . . . Baltimore Oriole
- State Tree:** . . . . . White Oak
- State Flower:** . . . . . Black-Eyed Susan
- State Motto:** . . . . . Fatti maschii, parole  
. . . . . femine (Manly deeds, womanly words)
- Entered Union (rank):** . . . . . April 28, 1788 (7)
- Nickname:** . . . . . Old Line State
- Origin of Name:** In Honor of Queen Henrietta Maria  
(wife of King Charles I of England)
- State Song:** . . . . . “Maryland! My Maryland!”

### South Carolina

The South Carolina quarter, the eighth coin released under the 50 State Quarters® Program, shows key state symbols—a Palmetto Tree, the Carolina Wren, and the Yellow Jessamine. The Palmetto Tree represents South Carolina’s strength. The Carolina Wren’s song symbolizes the hospitality of the state’s people. The Yellow Jessamine, a delicate golden, bloom—a sign of coming spring—is part of South Carolina’s vast natural beauty. An outline of South Carolina, and a star indicating the capital, Columbia, form the quarter’s background.

The Carolina Wren, the state bird, and the Yellow Jessamine, the state flower, are native throughout South Carolina. The importance of the Palmetto Tree, the state tree, dates back to the Revolutionary War. In



# Quarter Information

## 2000 (2)

1776, colonists in a small fort built of Palmetto logs successfully defeated a British fleet trying to capture Charleston Harbor. Since then, South Carolina has been called “The Palmetto State.”



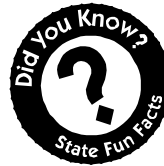
**State Capital:** . . . . . Columbia  
**State Bird:** . . . . . Carolina Wren  
**State Tree:** . . . . . Palmetto  
**State Flower:** . . . . . Yellow Jessamine  
**State Mottos:** . . . . Animis opibusque parati (Ready in soul and resource) and Dum spiro spero (While I breathe, I hope)

**Entered Union (rank):** . . . . . May 23, 1788 (8)  
**Nickname:** . . . . . Palmetto State  
**Origin of Name:** . . . . . In honor of King Charles I of England  
**State Songs:** . . . . . “Carolina” and “South Carolina on My Mind”

## New Hampshire

The New Hampshire quarter, the ninth coin released under the 50 State Quarters® Program, honors one of the state’s most unique natural attractions, “The Old Man of the Mountain.” The state’s motto, “Live free or die,” and nine stars, representing New Hampshire being the ninth state to ratify the Constitution, complete the design.

“The Old Man of the Mountain” is a rock formation that can be found on Mt. Cannon in the Franconia Notch gateway to Northern New Hampshire. From the right view, this unique rock formation, comprised of five layers of Conway red granite, depicts the distinct profile of an elderly man gazing eastward. Geographers believe that the layers of granite were positioned by the melting and slipping away action of an ice sheet that covered the Franconia Mountains at the end of the glacial period-some 2,000 to 10,000 years ago. Today, the formation, measuring over 40 feet high with a lateral distance of 25 feet, is held in place by cables and turnbuckles to prevent further slipping and possible destruction.



**State Capital:** . . . . . Concord  
**State Bird:** . . . . . Purple Finch  
**State Tree:** . . . . . Paper Birch  
**State Flower:** . . . . . Purple Lilac  
**State Motto:** . . . . . Live free or die  
**Entered Union (rank):** . June 21, 1788 (9)

**Nickname:** . . . . . Granite State  
**Origin of Name:** . . . . . From the English county of Hampshire  
**State Song:** . . . . . “Old New Hampshire”

## Virginia

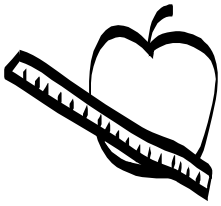
The Virginia quarter, the tenth coin released under the 50 State Quarters® Program, honors our nation’s oldest colony, Jamestown, Virginia. Jamestown turns 400 years old in 2007. The selected design features the three ships, Susan Constant, Godspeed, and Discovery. These ships brought the first English settlers to Jamestown.

On April 10, 1606, King James I of England chartered the Virginia Company to encourage colonization in the New World. The first expedition, consisting of the three ships depicted on the quarter, embarked from London on December 20, 1606. On May 12, 1607, they landed on a small island along the James River nearly 60 miles from the mouth of the Chesapeake Bay. It was here the original settlers (104 men and boys) established the first permanent English settlement called Jamestown, in honor of King James I.



**State Capital:** . . . . . Richmond  
**State Bird:** . . . . . Cardinal  
**State Tree:** . . . . . Dogwood  
**State Flower:** . . . . . Dogwood  
**State Motto:** . . . . Sic semper tyrannis (Thus always to tyrants)

**Entered Union (rank):** . . . . . June 25, 1788 (10)  
**Nickname:** . . . . . The Old Dominion  
**Origin of Name:** . . . . In honor of Queen Elizabeth I, the “Virgin Queen” of England



# Quarter Information

## 2001 (1)

### New York

The New York quarter, the first quarter of the 2001 series, features the Statue of Liberty superimposed over an outline of the state along with the inscription “Gateway to Freedom.” Also incorporated into the state outline is a line tracing the Hudson River and the route of the Erie Canal.

The New York design celebrates the “Empire State” as a point of entry for millions of immigrants seeking the political freedom and democracy that American citizenship provides. President Grover Cleveland accepted the Statue of Liberty, a gift from the people of France, on behalf of the United States on October 28, 1886. Lady Liberty was designated a National Monument on October 15, 1924, and underwent extensive restoration for her remarkable centennial on July 4, 1986. Governor George E. Pataki asked the U.S. Mint to add the line tracing the Hudson River and the route of the Erie Canal because of the vital developmental role of the waterways.



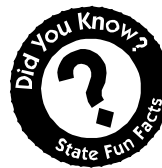
**State Capital:** . . . . . Albany  
**State Bird:** . . . . . Eastern Bluebird  
**State Tree:** . . . . . Sugar Maple  
**State Flower:** . . . . . Rose  
**State Motto:** . . . . . Excelsior (Ever upward)  
**Entered Union (rank):** . . . . . July 26, 1788 (11)

**Nickname:** . . . . . Empire State  
**Origin of Name:** . . . . . In honor of the Duke of York  
**State Song:** . . . . . “I Love New York”

### North Carolina

The North Carolina quarter, the 12th in the series and the second quarter to be released in the 2001 series, highlights the famous 1903 photograph of the “First Flight.” The North Carolina quarter commemorates the

historic feat that took place on December 17, 1903, at Kitty Hawk, North Carolina with the first successful flight of a heavier-than-air, self-propelled flying machine. The craft, called the Flyer, traveled a distance of approximately 37 meters (120 feet) on its first flight and soared even further as one of the most significant human achievements in history.



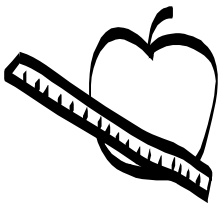
**State Capital:** . . . . . Raleigh  
**State Bird:** . . . . . Cardinal  
**State Tree:** . . . . . Pine  
**State Flower:** . . . . . Dogwood  
**State Motto:** . . . . . Esse quam videri  
(To be rather than to seem)

**Entered Union (rank):** . . . . . November 21, 1789 (12)  
**Nickname:** The Tar Heel State or The Old North State  
**Origin of Name:** . . . . . In honor of King Charles I  
of England  
**State Song:** . . . . . “The Old North State”

### Rhode Island

The Rhode Island quarter, the third quarter of the 2001 series, honors the “Ocean State.” Featuring a vintage sailboat gliding through Rhode Island’s famous Narragansett Bay, and an image of the Pell Bridge in the background, with the design showcasing Rhode Island’s most popular sport—sailing.

With more than 400 miles of coastline, Rhode Island, the smallest state in the Union, has more than 100 fresh water and salt water beaches. Known as the “sailing capital” of the world, Rhode Island was home to the America’s Cup for more than 50 years. Narragansett Bay is crucial to the architecture of Rhode Island. An inlet of the Atlantic Ocean, extending into eastern Rhode Island, the Bay receives four major rivers, and has several islands.



# Quarter Information

## 2001 (2)



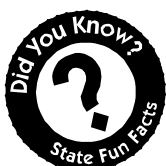
State Capital: . . . . . Providence  
 State Bird: . . . Rhode Island Red Hen  
 State Tree: . . . . . Red Maple  
 State Flower: . . . . . Violet  
 State Motto: . . . . . Hope  
 Entered Union (rank): . May 29, 1790 (13)  
 Nickname: . . . . . The Ocean State  
 Origin of Nickname: . . . . . From the Greek  
 Island of Rhodes  
 State Song: . . . . . "Rhode Island It's for Me"

### Vermont

The Vermont quarter, the fourth quarter in the 2001 series, features Camel's Hump Mountain with an image of maple trees with sap buckets in the forefront. The design honors the "Green Mountain State," the first state admitted to the Union after the original 13 colonies.

Vermont is most famous for its skiing and the production of maple sugar and syrup. Until the 1800s when cane sugar was introduced, Americans relied on Vermont's maple sugar for much of its sugar supply.

Featured on the quarter is Camel's Hump Mountain in the northern half of Vermont's Green Mountains. Camel's Hump is easily recognized by its unique double-humped profile and is one of the highest peaks in Vermont.



State Capital: . . . . . Montpelier  
 State Bird: . . . . . Hermit Thrush  
 State Tree: . . . . . Sugar Maple  
 State Flower: . . . . . Red Clover  
 State Motto: . . . . . Freedom and Unity  
 Entered Union (rank): . March 4, 1791 (14)  
 Nickname: . . . . . Green Mountain State

Origin of Name: From the French "Les verts monts," meaning "green mountains"  
 State Song: . . . . . "Hail, Vermont!"

### Kentucky

The Kentucky quarter, the fifth and last quarter in the 2001 series, shows the stately mansion, Federal Hill, with an inscription that reads, "My Old Kentucky Home." A thoroughbred racehorse is positioned behind a fence in the foreground of the quarter.

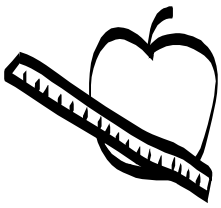
Kentucky was the first state on the western frontier to join the Union and is one of four states to call itself a "commonwealth." Kentucky is home of the longest running annual horse race in the country, the Kentucky Derby. The famous Kentucky Bluegrass country is also grazing ground for some of the world's finest racehorses.

Featured on the new quarter is another prominent symbol of Kentucky, Federal Hill, which has become known as "My Old Kentucky Home." The design shows a side view of the famous Bardstown home where Stephen Foster wrote the state song, "My Old Kentucky Home."



State Capital: . . . . . Frankfort  
 State Bird: . . . . . Kentucky Cardinal  
 State Tree: . . . . . Tulip Poplar  
 State Flower: . . . . . Goldenrod  
 State Motto: . . . . . United we stand,  
 divided we fall  
 Entered Union (rank): . . . . . June 1, 1792 (15)  
 Nickname: . . . . . Bluegrass State  
 Origin of Name: . . . . . Generally thought to be a  
 Native American word meaning "great prairie"  
 State Song: . . . . . "My Old Kentucky Home"





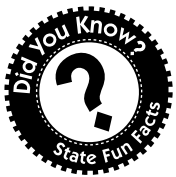
# Quarter Information

## 2002 (1)

### Tennessee

The Tennessee quarter, the first quarter of 2002 and sixteenth in the series, celebrates the state’s contributions to our nation’s musical heritage. The design uses musical instruments and a score with the inscription “Musical Heritage.” Three stars represent Tennessee’s three regions and the instruments symbolize each region’s distinct musical style.

The fiddle represents the Appalachian music of east Tennessee, the trumpet stands for the blues of west Tennessee for which Memphis is famous, and the guitar is for central Tennessee, home to Nashville, the capital of country music.



**State Capital:** . . . . . Nashville  
**State Bird:** . . . . . Mockingbird  
**State Tree:** . . . . . Tulip Poplar  
**State Flower:** . . . . . Iris  
**State Motto:** . . . . . Agriculture and commerce

**Entered Union (rank):** . . . . . June 1, 1796 (16)  
**Nickname:** . . . . . The Volunteer State,  
The Big Bend State,  
The Mother of Southwestern Statesmen

**Origin of Name:** . . . . . Named after Cherokee Indian villages called “Tanasi”

**State Song:** . . . . . Seven official state songs:  
“My Homeland, Tennessee,” “When It’s  
Iris Time in Tennessee,” “My Tennessee,”  
“Tennessee Waltz,” “Rocky Top,” “Tennessee,”  
and “The Pride of Tennessee.”

### Ohio

The Ohio quarter, the second quarter of 2002 and seventeenth in the series, honors the state’s contribution to the history of aviation, depicting an early aircraft and an astronaut, superimposed as a group on the outline of the state. The design also includes the inscription “Birthplace of Aviation Pioneers.”

The claim to this inscription is well justified — the history making astronauts Neil Armstrong and John

Glenn were both born in Ohio, as was Orville Wright, co-inventor of the airplane. Orville and his brother, Wilbur Wright, also built and tested one of their early aircraft, the 1905 Flyer III, in Ohio.



**State Capital:** . . . . . Columbus  
**State Bird:** . . . . . Cardinal  
**State Tree:** . . . . . Buckeye  
**State Flower:** . . . . . Scarlet Carnation  
**State Motto:** . . . . . With God, all things  
are possible

**Entered Union (rank):** . . . . . March 1, 1803 (17)

**Nickname:** . . . . . Buckeye State

**Origin of Name:** . . . . . From the Iroquois Indian word meaning “large river” or “beautiful river”

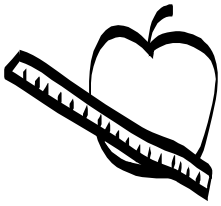
**State Song:** . . . . . “Beautiful Ohio”

### Louisiana

The Louisiana quarter, the third quarter of 2002 and eighteenth in the series, displays the image of Louisiana’s state bird — the pelican, a horn with musical notes, and the outline of the Louisiana Purchase territory, along with the inscription “Louisiana Purchase.”

Thomas Jefferson bought the Louisiana Territory from Napoleon Bonaparte in 1803 for \$15 million. Dubbed the “greatest real estate deal in history” the Louisiana Purchase added thirteen new states to the Union, nearly doubling its size and making it one of the largest countries in the world.

The horn on the coin is a tribute to the state’s heritage of jazz music, a genre heard and played by millions of enthusiasts around the globe. Jazz was born in New Orleans over a hundred years ago, a combination of elements from blues, ragtime, and marching band music. A multitude of musicians propelled jazz from New Orleans’ French Quarter onto the world stage, making the style a dominant force in 20th Century music.



# Quarter Information

## 2002 (2)



**State Capital:** . . . . . Baton Rouge  
**State Bird:** . . . . . Brown Pelican  
**State Tree:** . . . . . Bald Cypress  
**State Flower:** . . . . . Magnolia  
**State Motto:** . . . . . Union, justice and confidence

**Entered Union (rank):** . . . April 30, 1812 (18)

**Nickname:** . . . . . Pelican State

**Origin of Name:** . . . . . Named in honor of France's King Louis IV

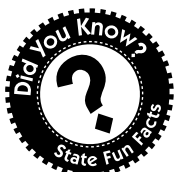
**State Song:** . . . . . "Give Me Louisiana" and "You Are My Sunshine"

### Indiana

The Indiana quarter, the fourth quarter of 2002 and nineteenth in the series, represents the state pride in the famous Indianapolis 500 race. The design features the image of a racecar superimposed on an outline of the state with the inscription "Crossroads of America." The design also includes 19 stars signifying Indiana as the 19th state to ratify the Constitution.

The Indianapolis Motor Speedway is a 2.5 mile track built in 1909 for automotive research purposes. While the track was and is used for research, it is best known for hosting auto races, most famously, the Indy 500. The oldest auto race in the world, the Indy 500 has been run every year since 1911, except during the two World Wars.

The winner of the first Indy 500 was Ray Harroun whose car, the Marmon Wasp, is thought to have been the first to have a single seat and to use a rearview mirror. In the time since Harroun's victory, the Indy 500 has become an international event, synonymous with auto racing.



**State Capital:** . . . . . Indianapolis  
**State Bird:** . . . . . Cardinal  
**State Tree:** . . . . . Tulip Tree  
**State Flower:** . . . . . Peony  
**State Motto:** . . . . . The crossroads of America

**Entered Union (rank):** . . . . . December 11, 1816 (19)

**Nickname:** . . . . . Hoosier State

**Origin of Name:** . . . . . Means "Land of the Indians"

**State Song:** . . . . . "On the Banks of the Wabash, Far Away"

### Mississippi

The Mississippi quarter, the last quarter of 2002 and 20th in the series, combines two elegant magnolias with the inscription "The Magnolia State."

The magnolia (*Magnolia grandiflora*), named for the French botanist Pierre Magnol, is strongly associated with the South, where the popular flower was introduced from Asia. This association helped Mississippi to adopt it as the state flower in 1952.

In 1900, when Mississippi schoolchildren were asked to vote for a state flower, they chose the magnolia over cape jasmine, yellow jasmine, cotton, and others. The selection remained unofficial, however, until February 26, 1952, when the Mississippi legislature finally adopted the magnolia as the state flower, opposed by only one vote. A similar election for state tree in 1935 gave the magnolia a landslide victory, made official on April 1, 1938.



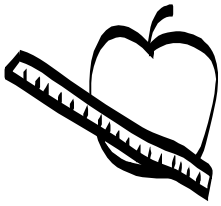
**State Capital:** . . . . . Jackson  
**State Bird:** . . . . . Mockingbird  
**State Tree:** . . . . . Magnolia  
**State Flower:** . . . . . Magnolia  
**State Motto:** . . . . . Virtute et armis  
(By valor and arms)

**Entered Union (rank):** . . . . . December 10, 1817 (20)

**Nickname:** . . . . . Magnolia State

**Origin of Name:** . . . . . Possibly based on Chippewa "mici zibi," loosely meaning "great river"

**State Song:** . . . . . "Go Mississippi"



# Quarter Information

## 2003 (1)

### Illinois

The Illinois quarter is the first quarter of 2003, and the 21st in the 50 State Quarters Program. The Illinois quarter design depicts a young Abraham Lincoln within the outline of the state. A farm scene and the Chicago skyline appear on the left and to the right of the state's outline. Twenty-one stars border the coin, signifying Illinois as the 21st state to be admitted into the Union on December 3, 1818.

"The Prairie State," also commonly known as the "Land of Lincoln," pays tribute to our nation's 16<sup>th</sup> president. The young Lincoln lived and practiced law in Springfield before becoming one of our nation's greatest leaders. President Lincoln's historic home, burial site, and new presidential library are all located in the Springfield area. The final design, "Land of Lincoln—21st State/Century," represents the history and future of Illinois.



**State Capital:** . . . . . Springfield  
**State Bird:** . . . . . Cardinal  
**State Tree:** . . . . . White Oak  
**State Flower:** . . . . . Purple Violet  
**State Motto:** . . . . . State Sovereignty,  
National Union

**Entered Union (rank):** . . . . . December 13, 1818 (21)  
**Nickname(s):** . . . . . Prairie State  
**Origin of Name:** . . . . . Algonquin for "warriors."  
Comes from the word "Illini," a confederation of the Cahokia, Kaskaskia, Michigamea, Moingwena, Peoria and Tamaroa Indian tribes.  
**State Song:** . . . . . "Illinois"

### Alabama

The Alabama quarter is the second quarter of 2003, and the 22nd in the 50 State Quarters Program. Alabama became the 22nd state to be admitted into the Union on December 14, 1819. The Alabama quarter design features an image of Helen Keller with her name in English, and in a reduced version of braille. The Alabama quarter is the first U.S. circulating coin to feature braille. An Alabama long leaf pine branch and magnolias grace the sides of the design, and a "Spirit of Courage" banner underlines the central image.

Helen Keller was born at "Ivy Green" in Tusculum, Alabama, in 1880. When she was a small child, an illness deprived her of

sight and hearing, the senses by which we normally learn to speak. Despite her disabilities, Helen Keller learned to speak and read using the raised and manual alphabets, as well as Braille. Miss Keller also graduated with honors, receiving her Bachelor of Arts degree from Radcliffe. She went on to publish numerous books, articles and essays. Helen Keller lived out her life addressing social issues for disabled persons and women. Every year at "Ivy Green," a weeklong celebration is held to commemorate her lifetime of accomplishments and her "Spirit of Courage."



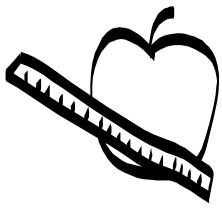
**State Capital:** . . . . . Montgomery  
**State Bird:** . . . . . Yellowhammer  
**State Tree:** . . . Southern longleaf pine  
**State Flower:** . . . . . Camellia  
**State Motto:** . . . . . Audemus jura  
nostra defendere  
(We Dare Defend Our Rights)

**Entered Union (rank):** . . . . . December 14, 1819 (22)  
**Nickname:** . . . . . Yellowhammer State or  
The Heart of Dixie, The Cotton Plantation State,  
The Cotton State, The Lizard State  
**Origin of Name:** . . . . . Means "tribal town" in  
the Creek Indian language or  
a combination of Choctaw "alba"  
(vegetation, herbs, plants) and "amo"  
(gatherer, picker). "Vegetation gatherers"  
describes the agricultural Alabama Indians.  
**State Song:** . . . . . "Alabama"

### Maine

The Maine quarter is the third quarter of 2003, and the 23rd in the 50 State Quarters Program. Maine became the 23rd state to be admitted into the Union, as part of the Missouri Compromise on March 15, 1820. The Maine quarter design incorporates a rendition of the Pemaquid Point Light atop a granite coast and of a schooner at sea.

Pemaquid Point Light is located in New Harbor, and marks the entrance to Muscongus Bay and John Bay. Since the beginning of ship activity in the area, a shoal created hazardous navigation conditions, causing many shipwrecks. As maritime trade increased in the area, so did the need for a lighthouse. In 1826, Congress appropriated funds to build a lighthouse at Pemaquid Point. Although the original building was replaced in 1835, and the original 10 lamps in 1856, the light is still a



# Quarter Information

## 2003 (2)

beacon for ships and remains one of Maine’s most popular tourist attractions. The schooner resembles “Victory Chimes,” the last three-masted schooner of the Windjammer Fleet. “Victory Chimes” has become synonymous with Maine windjamming. The Pemaquid Point Light design was chosen by votes from more than 100,000 Maine residents.



**State Capital:** . . . . . Augusta  
**State Bird:** Black-capped Chickadee  
**State Tree:** . . . . . Eastern White Pine  
**State Flower:** . . . . . White pine cone and tassel

**State Motto:** . . . . . Dirigo (I direct)

**Entered Union (rank):** . . . . . March 15, 1820 (23)

**Nickname:** . . . . . Pine Tree State

**Origin of Name:** . . . . . Probably a reference to the mainland, as opposed to the many surrounding islands

**State Song:** . . . . . “State of Maine Song” or “State Song of Maine”

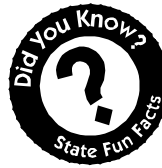
## Missouri

The Missouri quarter is the fourth quarter of 2003, and the 24th in the 50 State Quarters Program. Missouri became the 24th state on August 10, 1821, as part of the Missouri Compromise.

The Missouri quarter depicts Lewis and Clark’s historic Corps of Discovery navigating the Missouri River with the Jefferson National Expansion Memorial (Gateway Arch) in the background, inscribed “Corps of Discovery 1804–2004.”

While much of the state’s history is tied to the mighty rivers that flow through it, the “Show Me State” got its nickname because of the devotion of its people to simple common sense. In 1899, Rep. Willard D. Vandiver said “Frothy eloquence neither convinces nor satisfies me. I’m from Missouri. You’ve got to show me.”

It is easy to imagine President Thomas Jefferson saying “show me” as he sent Lewis and Clark forth on their 1,500-mile trek into the uncharted Louisiana Purchase territory. Their 1,500-mile journey, which some claim was the greatest U.S. military expedition ever, began in St. Charles—just 20 miles west of St. Louis—and gave rise to America’s westward expansion.



**State Capital:** . . . . . Jefferson City  
**State Bird:** . . . . . Bluebird  
**State Tree:** . . . Flowering Dogwood  
**State Flower:** . . . . . White Hawthorn  
**State Motto:** . . . Salus populi suprema lex esto (The welfare of the people shall be the supreme law)

**Entered Union (rank):** . . . . . August 10, 1821 (24)

**Nickname:** . . . . . Show Me State

**Origin of Name:** . Named after Missouri Indian tribe whose name means “town of the large canoes”

**State Song:** . . . . . “Missouri Waltz”

## Arkansas

The Arkansas quarter, fifth and final quarter of 2003, is the 25th in the 50 State Quarters Program. Arkansas was acquired through the Louisiana Purchase and later became the Arkansas Territory before gaining statehood on June 15, 1836. The Arkansas quarter design bears the image of rice stalks, a diamond, and a mallard gracefully flying above a lake.

It is fitting that the “Natural State,” Arkansas’s official nickname, chose images of natural resources. Arkansas has an abundance of clear streams, rivers, and lakes...in fact, more than 600,000 acres of natural lakes. Arkansas is also known for its sportsmanship and attracts mallard hunters from across the nation. Visitors to Arkansas can search Crater of Diamonds State Park for precious gems including, of course, diamonds. The mine at Crater of Diamonds State Park reportedly is the oldest diamond mine in North America, and the only one in the United States open to visitors, who get to keep what they find. Visitors can also experience “Rice Fever” the way W.H. Fuller did when he grew the first commercially successful rice crop in Arkansas. Soon after, Arkansas became the leading producer of rice in the United States.



**State Capital:** . . . . . Little Rock  
**State Bird:** . . . . . Mockingbird  
**State Tree:** . . . . . Pine  
**State Flower:** . . . . . Apple Blossom  
**State Motto:** . . . . . Regnat populus (The People Rule)

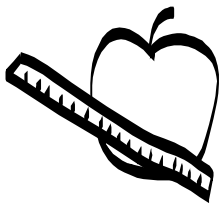
**Entered Union (rank):** . . . . . June 15, 1836 (25)

**Nickname:** . . . . . The Natural State

**Origin of Name:** French version of Sioux “acansa,” meaning “downstream place” or “south wind.”

**State Song:** . . . . . “Arkansas” or “Oh, Arkansas”





# Quarter Information

## 2004 (1)

### 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.”

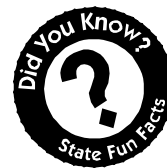
**Entered Union (rank):** . . . . . January 26, 1837 (26)  
**Nickname(s):** . . . . . The Wolverine State, The Great Lakes State  
**Origin of Name:** Based on Chippewa Indian word “meicigama” meaning “great water,” referring to the Great Lakes.  
**State Song:** . . . . . Michigan, My Michigan

### 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)

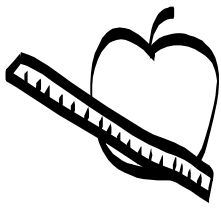
**Nickname(s):** . . . . . Sunshine State  
**Origin of Name:** . . . . . Named on Easter 1513 by Ponce de Leon for “Pascua de Florida” meaning “Flowery Easter”  
**State Song:** . . . . . Swanee River

### Texas

The Texas quarter is the third of 2004, and the 28th 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.”

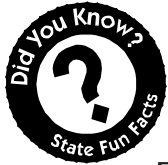
In 1519, Spanish explorer Alonso Alvarez de Pineda was the first European to visit Texas. Myths of the golden “Seven Cities of Cibola” brought many Spaniards from Mexico into Texas. Although these cities were never found, Spain made claims on and began settling the region now known as Texas. Over the 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.



# Quarter Information

## 2004 (2)



**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.

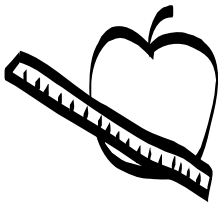
The state is also a major corn-growing state, ranking 10th in the production of corn for grain, with 363 million bushels produced in 2000. State corn production contributed \$690 million to the Wisconsin economy in 2000. Wisconsin is also a leading supplier of mint. In 2000, Wisconsin mint growers provided 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!



# Quarter Information

## 2005 (1)

### California

The first quarter released in 2005 honors California, and is the 31st in the United States Mint's 50 State Quarters® Program. California was admitted into the Union on September 9, 1850, becoming our Nation's 31st State. Nicknamed the "Golden State," California's quarter depicts naturalist and conservationist John Muir admiring Yosemite Valley's monolithic granite headwall known as Half Dome with a soaring California condor. The coin bears the inscriptions "California," "John Muir," "Yosemite Valley," and "1850."

In 1849, the year before California gained statehood, the family of 11-year-old John Muir emigrated from Scotland to the United States, settling in Wisconsin. In 1868, at the age of 30, Muir sailed up the West Coast and landed in San Francisco. He made his home in the Yosemite Valley, describing the Sierra Nevada Mountains as "the Range of Light... the most divinely beautiful of all the mountain chains I have seen." He devoted the rest of his life to the conservation of natural beauty, publishing more than 300 articles and 10 books that expanded his naturalist philosophy.

In 1890, Congress established Yosemite National Park, and in 1892 John Muir helped form the Sierra Club to protect it, serving as that organization's President until his death in 1914. The California condor, with a wingspan as long as nine feet, is also featured on the coin in a tribute to the successful repopulation of the once nearly extinct bird.

- State Capital: . . . . . Sacramento
- State Bird: . . . California Valley Quail
- State Tree: . . . . Redwood and Giant Sequoia
- State Flower: . . . . . California Poppy
- State Motto: . . . . . Eureka
- Entered Union (rank): . . . . . September 9, 1850 (31)
- Nickname(s): . . . . . Golden State
- Origin of Name: . . . Named after Califia, a mythical paradise in a Spanish romance by Montalvo
- State Song: . . . . . I Love You, California

### Minnesota

The second quarter released in 2005 commemorates the state of Minnesota, "Land of 10,000 Lakes." On May 11, 1858, Minnesota became the 32nd state admitted into the Union, and as such, it is the 32nd coin to be issued in the United States Mint's popular 50 State Quarters® Program. The design features a tree-lined lake with two people fishing, a loon on the

water, and a textured outline of the state surrounding its nickname, "Land of 10,000 Lakes."

The "Land of 10,000 Lakes" actually contains more than 15,000 such bodies of water whose total shoreline exceeds 90,000 miles—more than California, Hawaii, and Florida combined. Equally renowned as the home of the headwaters of the mighty Mississippi River, the name Minnesota is derived from the Dakota Sioux word for "cloudy water."

The natural beauty of Minnesota is vividly depicted on the reverse of this new quarter-dollar. Lined with Norwegian Pines, many of the lakes throughout the state offer much in the way of outdoor recreation, as well as providing a home for the graceful loon, Minnesota's state bird. Minnesota is also home to the Boundary Waters Canoe Area Wilderness. This one-million-acre wilderness area was established by Congress in 1978 and contains more than 1,500 miles of canoe routes and nearly 2,200 designated campsites.



- State Capital: . . . . . Saint Paul
- State Bird: . . . . . Common Loon
- State Tree: . . . . . Red Pine
- State Flower: . . . . . Pink and white lady's slipper
- State Motto: . . . . . L'Etoile du Nord (the star of the north)

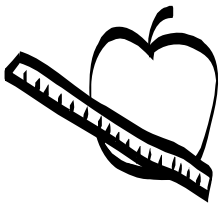
- Entered Union (rank): . . . . . May 11, 1858 (32)
- Nickname(s): Land of 10,000 Lakes/North Star State
- Origin of Name: Dakota Sioux for "sky-tinted water"
- State Song: . . . . . Hail! Minnesota

### Oregon

The state of Oregon is honored with the third quarter to be released in 2005, and the 33rd in the United States Mint's 50 State Quarters® Program. On February 14, 1859, Oregon became the 33rd state to be admitted into the Union. Its coin design features a portion of Crater Lake, the deepest lake in the United States, viewed from the south-southwest rim. The design incorporates Wizard Island, as well as Watchman and Hillman Peaks on the lake's rim, and conifers. The coin bears the inscription "Crater Lake."

Crater Lake is a unique and stunning natural treasure, formed more than 7,700 years ago by the collapse of Mt. Mazama in what is now southern Oregon. At 1,949 feet, it is the deepest lake in the United States and the seventh deepest in the world, and has a record clarity depth of 134 feet. The main cause of Crater Lake's remarkable clarity is its isolation from incoming streams and rivers.

President Theodore Roosevelt established Crater Lake National Park in 1902, with the lake itself as the Park's crown.



# Quarter Information

## 2005 (2)

jewel. It is the sixth oldest national park in the country. Since its creation, Crater Lake National Park has helped protect both the Native American cultural ties to the area and the natural habitat of the animal and plant life that lies within its boundaries.



State Capital: . . . . . Salem  
State Bird: . . . . . Western Meadowlark  
State Tree: . . . . . Douglas Fir  
State Flower: . . . . . Oregon Grape  
State Motto: . . . . . Alis Volat Propiis  
(She flies with her own wings)

Entered Union (rank): . . . . . February 14, 1859  
(33)

Nickname(s): . . . . . Beaver State  
Origin of Name: Unknown; maybe from French map showing Wisconsin River as "Ouaricon-sint"  
State Song: . . . . . Oregon, My Oregon

## Kansas

The fourth quarter released in 2005 commemorates the state of Kansas. On January 29, 1861, the "Sunflower State" became the 34th state to be admitted into the Union. Kansas marks the 34th coin to be issued in the United States Mint's popular 50 State Quarters® Program, and features a buffalo and sunflower motif, emblematic of the state's history and natural beauty.

The Kansas commemorative quarter incorporates two of the state's most beloved symbols, the state animal and flower, the buffalo and the sunflower. Each of these two design elements is a visual reminder of our nation's heartland. They feature prominently in the history of the territory, and both were found in abundance throughout the state in the middle of the 19th century when Kansas gained its statehood. With its release in the fall of 2005, it is the second United States circulating coin of 2005 to carry an image of the buffalo.



State Capital: . . . . . Topeka  
State Bird: . . . . . Western Meadowlark  
State Tree: . . . . . Cottonwood  
State Flower: . . . . . Sunflower  
State Motto: . . . . . Ad astra per aspera  
(To the stars through difficulties)

Entered Union (rank): . . . . . January 29, 1861  
(34)

Nickname(s): . . . . . Sunflower State  
Origin of Name: From Sioux for "south wind people"  
State Song: . . . . . Home on the Range

## West Virginia

The fifth and final quarter released in 2005 commemorates the state of West Virginia. On June 20, 1863, the "Mountain State" became the 35th state to be admitted into the Union, making this the 35th coin to be issued in the United States Mint's popular 50 State Quarters® Program. This coin captures the scenic beauty of the state with its depiction of the New River and the New River Gorge Bridge. The coin bears the inscription "New River Gorge."

Prior to gaining statehood, the area that is now West Virginia formed the western part of Virginia. Settlers in the western part of the "Old Dominion" began their efforts to join the Union when Virginia announced its secession in 1861. In the western part of the state, the Restored Government of Virginia in Wheeling drafted a state constitution in 1862. The new state called West Virginia applied to Congress for admission into the Union. Congress approved the request with one condition: that the new state abolish slavery. President Lincoln signed the West Virginia statehood bill and on June 20, 1863, West Virginia officially became the 35th state to be admitted into the Union.

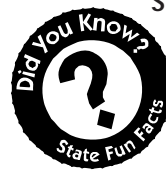
The design chosen to represent West Virginia is one that combines the natural physical beauty of the state and the triumph of the human intellect exemplified by the engineering wonder that is the New River Gorge Bridge. At 3,030 feet long and 69 feet wide, the bridge is the world's largest steel span and the second highest bridge in the United States, rising 876 feet above the New River Gorge in southern West Virginia. In 1978, 53 miles of the New River was added to the National Park System as the New River Gorge National River.

For years, crossing the New River Gorge meant long detours along narrow, winding mountain roads. The completion of the bridge in 1977 reduced this dangerous 40-minute trip to a smooth and scenic one-minute drive.

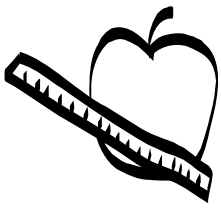
State Capital: . . . . . Charleston  
State Bird: . . . . . Cardinal  
State Tree: . . . . . Sugar Maple  
State Flower: . . . . . Rhododendron  
State Motto: . . . . . Montani simper liberi  
(Mountaineers are always free)

Entered Union (rank): . . . . . June 20, 1863 (35)  
Nickname(s): . . . . . Mountain State

Origin of Name: . . . . . Named after England's Queen Elizabeth I, the "Virgin Queen"  
State Song: . . . . . "West Virginia, My Home," "The West Virginia Hills," "This Is My West Virginia"







# Quarter Information

## 2006 (1)

### Nevada

The first commemorative quarter-dollar coin released in 2006 honors Nevada, and is the 36th coin in the United States Mint's 50 State Quarters® Program. Nevada, nicknamed "The Silver State," was admitted into the Union on October 31, 1864, becoming our Nation's 36th state. Nevada's quarter depicts a trio of wild mustangs, the sun rising behind snow-capped mountains, bordered by sagebrush and a banner that reads "The Silver State." The coin also bears the inscriptions "Nevada" and "1864."

Nevada became a territory in 1861, several years after a Mormon Battalion in the Mexican War discovered gold and silver in the area of Virginia City. This discovery would later be referred to as one of the greatest mineral discoveries, famously known as the Comstock Lode.

Nevada is home to more than 50 percent of the Nation's wild horses. The wild horses dominate the Great Basin in the vast deserts and the more than 150 mountain ranges. The first mention of wild horses was discovered in several journals dating to the 1820s.



**State Capital:** . . . . . Carson City  
**State Bird:** . . . . . Mountain Bluebird  
**State Tree:** . . . . . Single-Leaf Pinon,  
Bristlecone Pine  
**State Flower:** . . . . . Sagebrush  
**State Motto:** . . . . . "All for our country"

**Entered Union (rank):** . . . . . October 31, 1864 (36)

**Nickname(s):** . . . . . Silver State, Sagebrush State,  
Battleborn State

**Origin of Name:** . . Sierra Nevada mountains in the west, meaning "snow-covered"

**State Song:** . . . . . "Home Means Nevada"

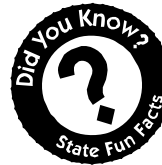
### Nebraska

The second commemorative quarter-dollar coin released in 2006 honors Nebraska, and is the 37th coin in the United States Mint's 50 State Quarters® Program. Nebraska, nicknamed the "Cornhusker State," was admitted into the Union on March 1, 1867, becoming our Nation's 37th state. Nebraska's quarter depicts an ox-drawn covered wagon carrying pioneers in the foreground and Chimney Rock, the natural wonder that rises from the valley of North Platte River,

measuring 445 feet from base to tip. The sun is in full view behind the wagon. The coin also bears the inscriptions "Nebraska," "Chimney Rock," and "1867."

Chimney Rock was designated a National Historic Site on August 9, 1956, and is maintained and operated by the Nebraska State Historical Society.

Practically anywhere travelers go in Nebraska they will encounter reminders of America's westward expansion. The state is crisscrossed by the Oregon and Mormon Trails, the Pony Express, the Lewis and Clark Trail, the Texas-Ogallala Trail and the Sidney-Deadwood Trail.



**State Capital:** . . . . . Lincoln

**State Bird:** . . . . . Western Meadowlark

**State Tree:** . . . . . Cottonwood

**State Flower:** . . . . . Goldenrod

**State Motto:** . . Equality before the law

**Entered Union (rank):** March 1, 1867 (37)

**Nickname(s):** . . . . . Cornhusker State,  
Tree Planters State

**Origin of Name:** . . . . . Created by John Fremont based on an Omaha Indian word meaning "broad river"

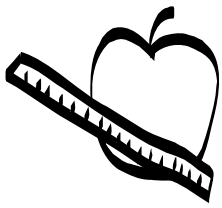
**State Song:** . . . . . "Beautiful Nebraska"

### Colorado

The third commemorative quarter-dollar coin released in 2006 honors Colorado, and is the 38th coin in the United States Mint's 50 State Quarters® Program. The Colorado quarter depicts a sweeping view of the State's rugged Rocky Mountains with evergreen trees and a banner carrying the inscription "Colorful Colorado." The coin also bears the inscriptions "Colorado" and "1876."

Colorado's Rocky Mountains are home to some of the Nation's most majestic natural wonders. Among these, rising approximately 10,000 feet from the valley floor in Northwest Colorado, Grand Mesa is the largest flat-top mountain in the world, and is home to more than 200 lakes and many miles of scenic hiking trails.

Colorado was admitted into the Union on August 1, 1876, becoming our Nation's 38th state. With statehood gained less than one month after the 100th anniversary of the signing of the Declaration of Independence, Colorado is nicknamed the "Centennial State."



# Quarter Information

## 2006 (2)



**State Capital:** . . . . . Denver  
**State Bird:** . . . . . Lark Bunting  
**State Tree:** . . . . . Colorado Blue Spruce  
**State Flower:** . . . . . White and Lavender Columbine

**State Motto:** Nothing Without the Deity  
**Entered Union (rank):** . . . . . August 1, 1876 (38)  
**Nickname:** . . . . . Centennial State  
**Origin of Name:** . . . . . Spanish meaning "colored red"  
**State Song:** . . . . . "Where the Columbines Grow"

**Nickname:** . . . . . Peace Garden State  
**Origin of Name:** . . . . . Named after the Dakota Indian tribe that lived in the area.  
**State Song:** . . . . . "North Dakota Hymn"

## North Dakota

The fourth commemorative quarter-dollar coin released in 2006 honors North Dakota, and is the 39th coin in the United States Mint's 50 State Quarters® Program. On November 2, 1889, North Dakota was admitted into the Union, becoming our Nation's 39th state. The North Dakota quarter depicts a pair of grazing American bison in the foreground with a sunset view of the rugged buttes and canyons that help define the State's Badlands region in the background. The coin's design also bears the inscriptions "North Dakota" and "1889."

President Theodore Roosevelt founded the United States Park Service and signed the Antiquities Act in 1906, which was designed to preserve and protect unspoiled places such as his beloved North Dakota Badlands, now known as Theodore Roosevelt National Park. Herds of American Bison thundered across the Badlands through the 1860s. The park is now home to more than 400 wild buffalo, an animal once on the brink of extinction.



**State Capital:** . . . . . Bismarck  
**State Bird:** . . . . . Western Meadowlark  
**State Tree:** . . . . . American Elm  
**State Flower:** . . . . . Wild Prairie Rose  
**State Motto:** "Liberty and union, now . . . and forever, one and inseperable"

**Entered Union (rank):** . . . . . November 2, 1889 (39)

## South Dakota

The fifth and final commemorative quarter-dollar coin released in 2006 honors South Dakota, the "Mount Rushmore State," and is the 40th coin in the United States Mint's 50 State Quarters® Program. Admitted into the Union on November 2, 1889, South Dakota became the Nation's 40th state. The release of this quarter signals the end of the eighth year of the 50 State Quarters Program.

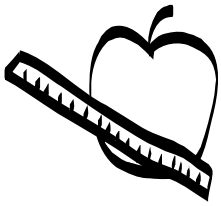
The South Dakota quarter features an image of the State bird, a Chinese ring-necked pheasant, in flight above a depiction of the Mount Rushmore National Monument, featuring the faces of four American Presidents: George Washington, Thomas Jefferson, Theodore Roosevelt and Abraham Lincoln. The design is bordered by heads of wheat. The coin's design also bears the inscriptions "South Dakota" and "1889."

Sculptor Gutzon Borglum began drilling into Mount Rushmore, the 5,725-foot peak rising above Harney National Forest, in 1927. Creation of the "Shrine of Democracy" took 14 years and cost approximately \$1 million, though it is now deemed priceless.



**State Capital:** . . . . . Pierre  
**State Bird:** . . . . . Ring-Necked Pheasant  
**State Tree:** . . . . . Black Hills Spruce  
**State Flower:** American Pasque Flower  
**State Motto:** . . . . . Under God, the people rule

**Entered Union (rank):** . . . . . November 2, 1889 (40)  
**Nickname:** . . . . . Mount Rushmore State  
**Origin of Name:** . . . . . Named after the Dakota Indian tribe that lived in the area  
**State Song:** . . . . . Hail, South Dakota!



# Quarter Information

## 2007 (1)

### Montana

The first commemorative quarter-dollar coin released in 2007 honors Montana and is the 41st coin in the United States Mint's 50 State Quarters® Program. Montana, nicknamed "Big Sky Country," was admitted into the Union on November 8, 1889, becoming our Nation's 41st state. The reverse of Montana's quarter features a bison skull depicted above the diverse Montana landscape with the inscription "Big Sky Country." The coin also bears the inscriptions "Montana" and "1889."

The bison skull is a powerful symbol, sacred to many of Montana's American Indian tribes. This symbol can be seen across the state on schools, businesses, and license plates, and reflects the rich native tradition of Montana, which was once home to large tribes such as the Crow and the Northern Cheyenne.

After a visit from Lewis and Clark, Montana became a destination first for fur trappers and later for gold prospectors following the discovery of gold in the 1860s. Cattle ranchers also made their way west to Montana. This rapid growth in population led to boomtowns. The nickname "Big Sky Country" reminds residents of Montana's open lands and pioneering way.



State Capital: . . . . . Carson City  
State Capital: . . . . . Helena  
State Bird: . . . . . Western Meadowlark  
State Tree: . . . . . Ponderosa Pine  
State Flower: . . . . . Bitterroot  
State Motto: . . "Oro y Plata," Spanish for "gold and silver"

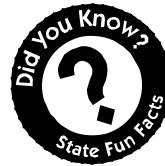
Entered Union (rank): . . . . . November 8, 1889 (41)  
Nickname(s): . . . . . Treasure State, Big Sky Country  
Origin of Name: Spanish meaning "mountainous"  
State Song: . . . . . "Montana"

### Washington

The second commemorative quarter-dollar coin released in 2007 honors Washington, and is the 42nd coin in the United States Mint's 50 State Quarters® Program. Washington,

nicknamed the "Evergreen State," was admitted into the Union on November 11, 1889, becoming our Nation's 42nd state. The reverse of Washington's quarter features a king salmon breaching the water in front of majestic Mount Rainier. The coin bears the inscriptions "The Evergreen State," "Washington," and "1889."

Mount Rainier is an active volcano encased in more than 35 square miles of snow and glacial ice. It is the symbolic bridge between the eastern and western parts of the State. The salmon is another important symbol of Washington. It is a traditional image of Pacific Northwest culture, and this fish has provided nourishment for the native peoples of the Pacific Northwest. Newsmen and real estate pioneer C.T. Conover nicknamed Washington the "Evergreen State" because of its many lush evergreen forests.



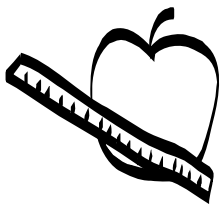
State Capital: . . . . . Olympia  
State Bird: . . . . . Willow Goldfinch  
State Tree: . . . . . Western Hemlock  
State Flower: . . . . . Coast Rhododendron  
Entered Union (rank): (42) November 11, 1889

Nickname(s): . . . . . Evergreen State  
Origin of Name: For President George Washington  
State Song: . . . . . "Washington, My Home"

### Idaho

The third commemorative quarter-dollar coin released in 2007 honors Idaho, and is the 43rd coin in the United States Mint's 50 State Quarters® Program. Idaho, nicknamed the "Gem State," was admitted into the Union on July 3, 1890, becoming our Nation's 43rd state. The reverse of Idaho's quarter features the peregrine falcon imposing its presence above an outline of the state of Idaho. The coin bears the inscriptions "Esto Perpetua" (the state motto, which means "May it be Forever"), "Idaho," and "1890."

The Peregrine Falcon is one of the fastest birds in the world. Once on the endangered species list, it can now be found throughout Idaho and the United States because of conservation efforts.



# Quarter Information

## 2007 (2)



**State Capital:** ..... Boise  
**State Bird:** ..... Mountain Bluebird  
**State Tree:** ..... Western White Pine  
**State Flower:** ..... Syringa  
**State Motto:** ..... "Esto Perpetua"  
meaning "It is perpetual."

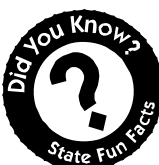
**Entered Union (rank):** ..... July 3, 1890 (43)  
**Nickname(s):** ..... Gem State  
**Origin of Name:** ..... An invented word  
**State Song:** ..... "Here We Have Idaho"

## Wyoming

The fourth commemorative quarter-dollar coin released in 2007 honors Wyoming, and is the 44th coin in the United States Mint's 50 State Quarters® Program. Wyoming, nicknamed the "Equality State," was admitted into the Union on July 10, 1890, becoming our Nation's 44th state. The reverse of Wyoming's quarter features a bucking horse and rider with the inscriptions "The Equality State," "Wyoming," and "1890."

The bucking horse and rider symbolize Wyoming's Wild West heritage. "Buffalo Bill" Cody personified this in his traveling Wild West show. First settled by fur trappers, Fort Laramie, Wyoming, later became a popular destination for pioneers traveling the Oregon Trail.

Wyoming was nicknamed the "Equality State" because of its historical role in establishing equal voting rights for women. Wyoming was the first territory to grant "female suffrage" and became the first state in the nation to allow women to vote, serve on juries, and hold public office. In 1924, Nellie Tayloe Ross became the first woman elected Governor of Wyoming. In 1933, Ross became the first woman appointed as the Director of the United States Mint.



**State Capital:** ..... Cheyenne  
**State Bird:** ..... Meadowlark  
**State Tree:** ..... Plains Cottonwood  
**State Flower:** ..... Indian Paintbrush  
**State Motto:** ..... Equal Rights  
**Entered Union (rank):** . July 10, 1890 (44)

**Nickname(s):** ..... Equality State, Cowboy State

**Origin of Name:** .... From Algonquin Indian words meaning "large plains"  
**State Song:** ..... "Wyoming"

## Utah

The fifth and final commemorative quarter-dollar coin released in 2007 honors Utah, and is the 45th coin in the United States Mint's 50 State Quarters® Program. Utah was admitted into the Union on January 4, 1896, becoming our nation's 45th state. The reverse of Utah's quarter features two locomotives moving toward the golden spike that joined the Central Pacific and Union Pacific railroads, linking East to West and transforming both the Utah Territory and the nation, with the inscription "Crossroads of the West." The coin also bears the inscriptions "Utah" and "1896."

On May 10, 1869, two steam locomotives met at Promontory, Utah, for the "Joining of the Rails Ceremony," at which the Union Pacific and Central Pacific railroads completed the transcontinental route. The event was crucial to the development of the American West because it made cross-country travel more convenient and economical. The construction of the railroad and the subsequent mining boom brought diverse ethnic and religious populations to Utah. The railroad also symbolized changing technology, and moved Utah from an agrarian economy to a more industrialized one.

Even before the time of steam locomotives, Utah experienced a steady flow of explorers and pioneers. The Spaniards first came to explore Utah in the 18<sup>th</sup> century and were followed by mountain men, Mormons, and prospectors in search of precious metals found in the 1860s. Because of its central location, Utah became known as the "Crossroads of the West."

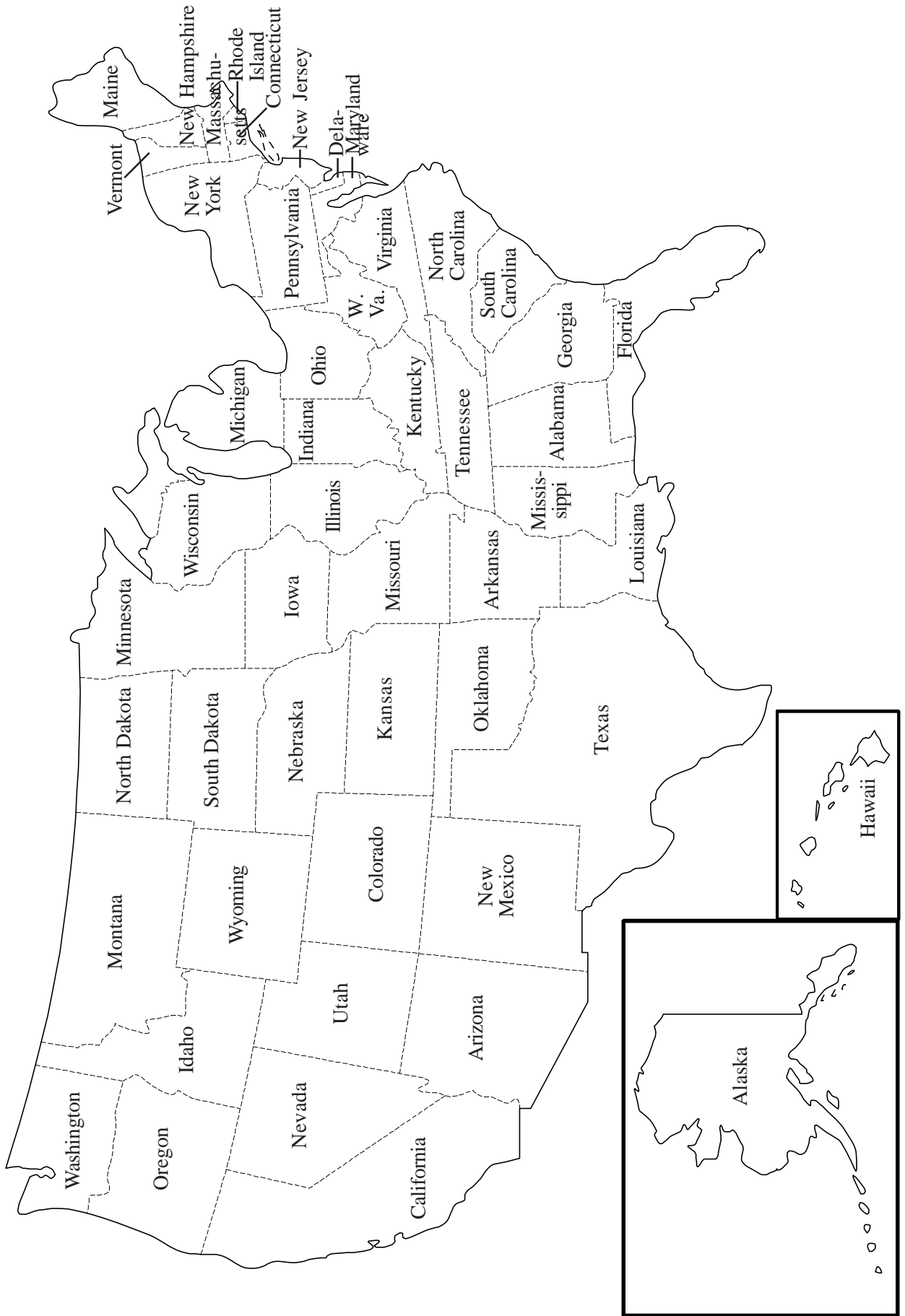


**State Capital:** ..... Salt Lake City  
**State Bird:** ..... California Seagull  
**State Tree:** ..... Blue Spruce  
**State Flower:** ..... Sego Lily  
**State Motto:** ..... Industry  
**Entered Union (rank):** ..... January 4, 1896 (45)

**Nickname(s):** ..... The Beehive State  
**Origin of Name:** ..... After the Ute Indians  
**State Song:** ..... "Utah, This Is the Place"



# The United States of America



# 50 State Quarters Program Designs

## Reverse (1)





# 50 State Quarters Program Designs

## Reverse (2)



# 50 State Quarters Program Designs

## Obverse



# Circulating Coin Images

## Obverse





# Circulating Coin Images

## Obverse





# 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