

3: Simple Symbols

Based on the Texas quarter reverse



OBJECTIVES

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



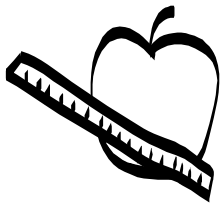
MATERIALS

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



PREPARATIONS

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



Simple Symbols



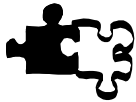
GROUPINGS

- Whole group
- Individual work



CLASS TIME

Two or three 20- to 30-minute sessions



CONNECTIONS

- Language Arts
- Mathematics
- Social Studies
- Art



TERMS AND CONCEPTS

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



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

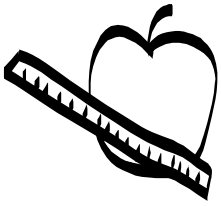
- Body parts
- Colors
- Symbols of our country



STEPS

Session 1

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

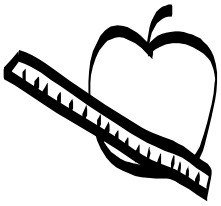


Simple Symbols

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

Sessions 2 and 3

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



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



ENRICHMENT/EXTENSIONS

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



DIFFERENTIATED LEARNING OPTIONS

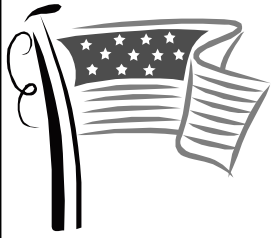
Prior to the glyph activity, play several rounds of the “Simon Says” game to review facial features.



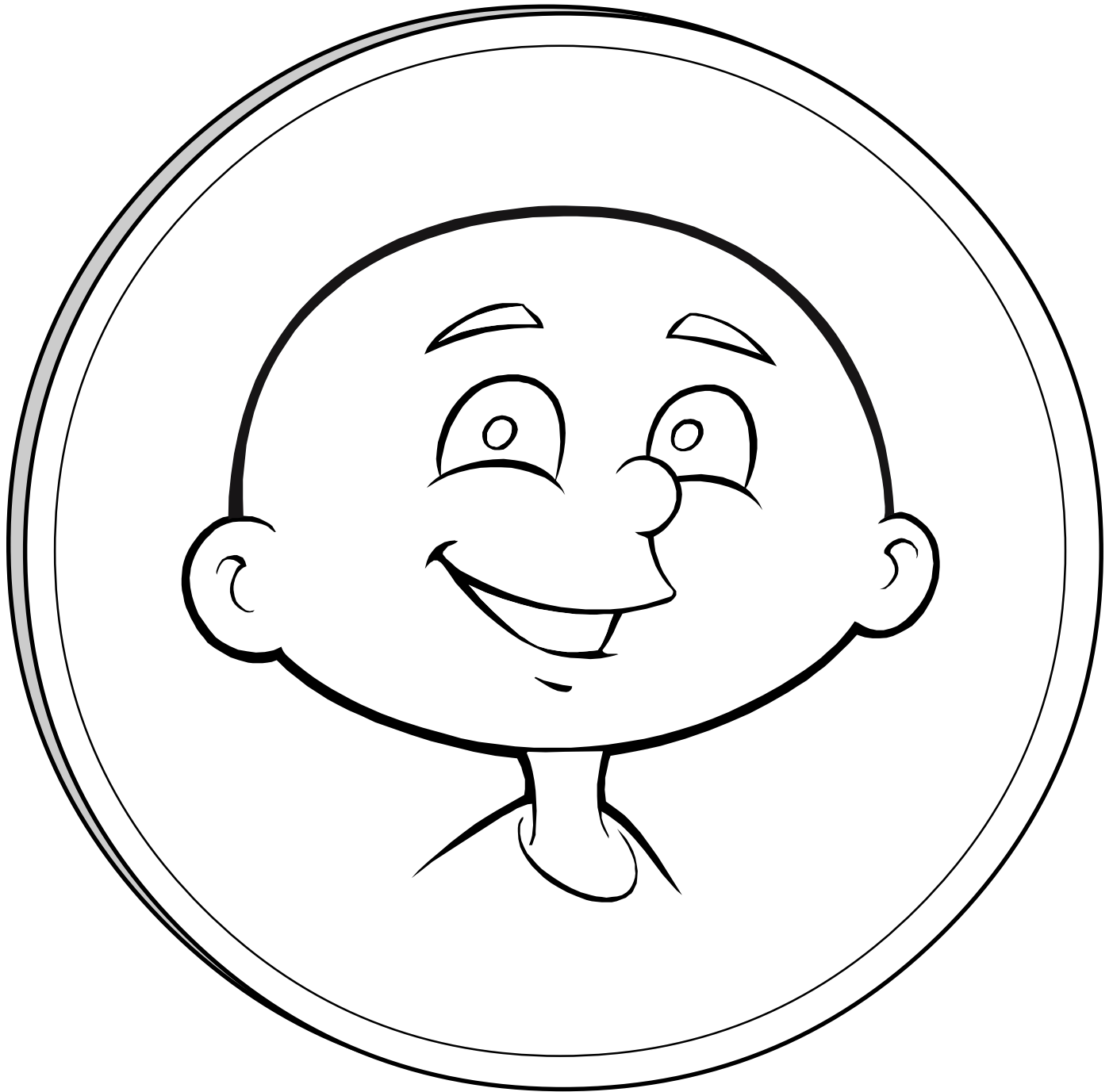
CONNECTION TO WWW.USMINT.GOV/KIDS

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

NAME _____





All About Me






Glyph Symbols Chart



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

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

BROTHERS OR SISTERS 	NO BROTHERS OR SISTERS 
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3. If you are tall, draw **red** hair. If you are short, draw **purple** hair.

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

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

ICE CREAM 	PIZZA 
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Texas Quarter Reverse

