

2006 Lesson Plans

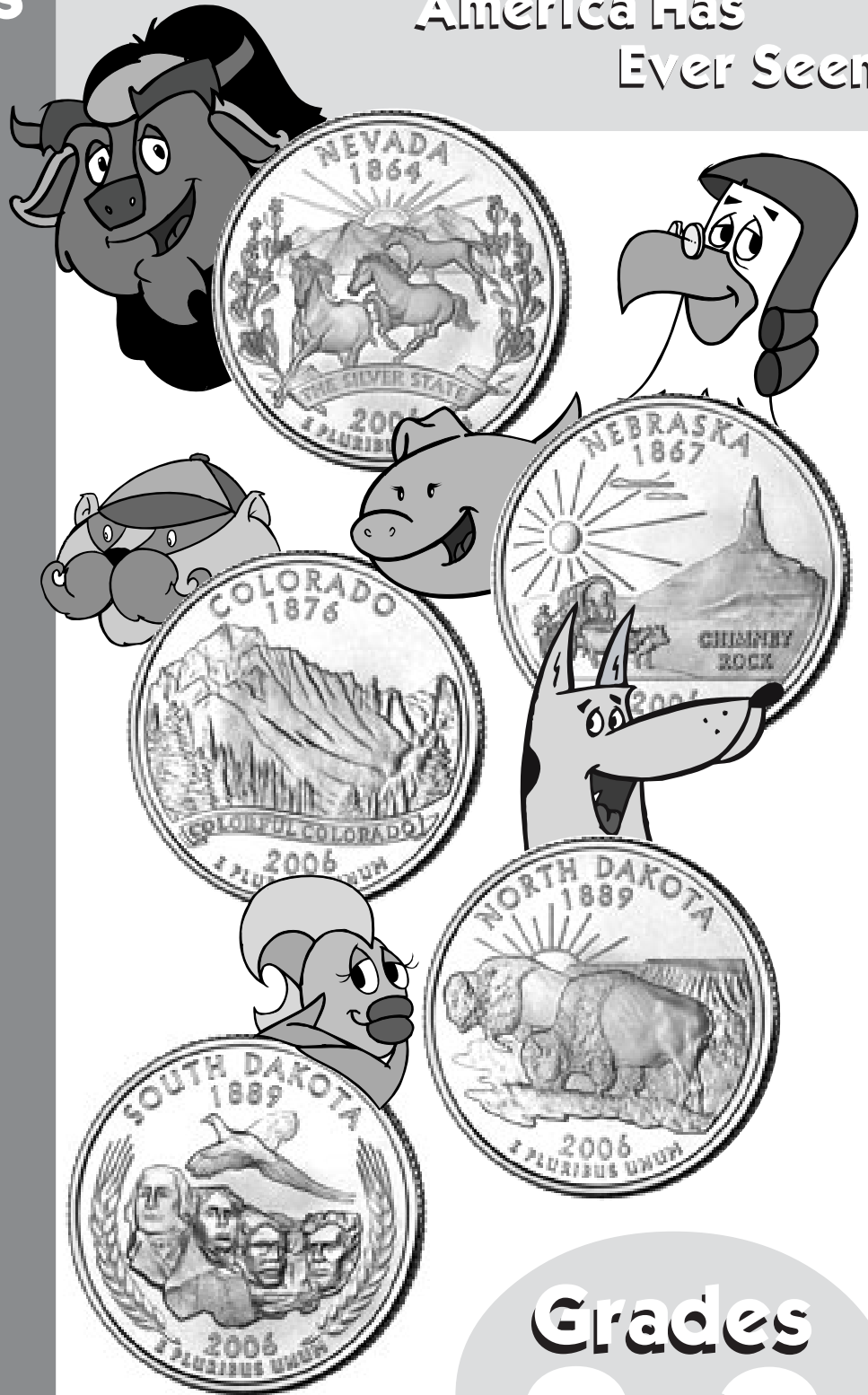


This teaching guide includes:

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



The Greatest
Educational Change
America Has
Ever Seen



Grades
2-3



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 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, 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.



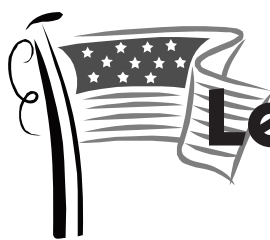
Visit us online at
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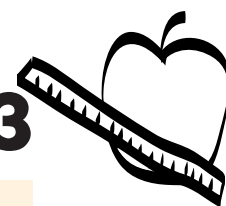
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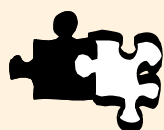
The Greatest Educational Change America Has Ever Seen



Lesson Plans for Grades 2-3



Objective



Connections



Groupings



Class Time



Page

1: How Resourceful Are You? (Nevada)

Differentiating between types of resources

- Social Studies
- Art

- Whole group
- Individual work

Three 30- to 45-minute sessions

2

2: Travel the Trail (Nebraska)

Comparing life before and after modern inventions

- Social Studies
- Language Arts

- Whole group
- Small groups
- Individual work

Three 30- to 45-minute sessions

9

3: A Mountain of Myths (Colorado)

Understanding myths and their place in culture

- Social Studies
- Language Arts
- Art

- Whole group
- Individual work

Four 30- to 45-minute sessions

19

4: Protect for Safekeeping (North Dakota)

Learning about conservation and endangered species

- Social Studies
- Science
- Language Arts

- Whole group
- Small groups
- Pairs
- Individual work

Four 30- to 45-minute sessions

25

5: Follow the Leader (South Dakota)

Learning about the duties of the three branches of government

- Social Studies
- Language Arts
- Art

- Whole group
- Small groups
- Pairs
- Individual work

Four 30- to 45-minute sessions

35

6: By George, I Think We Have It! (Bicentennial)

Understanding voting, the Revolution, and George Washington

- Social Studies
- Language Arts

- Whole group
- Individual work

Two 30- to 45-minute sessions

44

Additional Resources

State Information Pages: 50 State Quarters® Program Coins Released in 2005

Nevada, Nebraska, Colorado, North Dakota, South Dakota

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United States of America Map

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50 State Quarters Program Designs

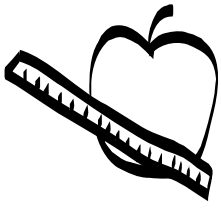
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Reproducible Coin Sheet

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50 State Quarters Program Release Schedule

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1: How Resourceful Are You?

Based on the Nevada quarter reverse



OBJECTIVE

Students will describe the differences between natural resources, human resources, and capital resources.



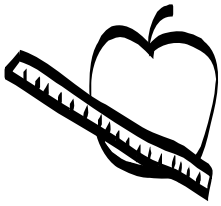
MATERIALS

- 1 overhead projector
- 1 overhead transparency (or photocopy) of the “Nevada Quarter Reverse” page
- “Resource Coins” sheet
- 1 class map of the United States
- Chart paper
- 1 copy of a text that gives information about resources, such as
 - *From Wheat to Bread (Start to Finish Series)* by Stacy Taus-Bolstad
 - *Start to Finish Series*
 - *Paper, Paper Everywhere* by Gail Gibbons
 - *How a Book is Made* by Alikei
 - *My First Book of How Things are Made* by George Jones
- 1 copy of a text that gives information about the state of Nevada, such as:
 - *S Is for Silver: A Nevada Alphabet (Discover America State By State Alphabet Series)* by Eleanor Coerr
 - *Nevada* by Dennis Brindell Fradin & Judith Bloom Fradin
 - *Nevada (America the Beautiful)* by Dee Lillegard and Wayne Stoker
 - *Nevada* by Karen Sirvaitis
 - *Nevada Facts and Symbols (The States and Their Symbols)* by Karen Bush Gibson
- Construction paper, 12 X 18 inches
- Glue
- Scissors



PREPARATIONS

- Make an overhead transparency (or photocopy) of the “Nevada Quarter Reverse” page.
- Locate a copy of a text that gives information about resources (see examples under “Materials”).



How Resourceful Are You?

- Locate a copy of a text that gives information about Nevada (see examples under “Materials”).
- Make copies of the “Resource Coins” sheet (2 or 3 copies per student).



GROUPING

- Whole group
- Individual work



CLASS TIME

Three 30- to 45-minute sessions



CONNECTIONS

- Social Studies
- Art



TERMS AND CONCEPTS

- Resources
- Natural resources
- Human resources
- Capital resources



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

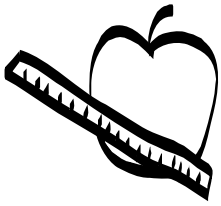
- Goods
- Services
- Needs
- Wants



STEPS

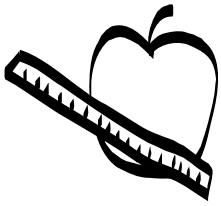
Session 1

1. Review the terms “goods” (things that people make or use to satisfy needs and wants) and “services” (activities that satisfy people’s needs and wants). Write out the definitions



How Resourceful Are You?

- on chart paper. Create a T-chart labeled “Goods” and “Services.” Ask the students for examples of each and list them on the chart.
2. Introduce the students to the selected text on resources. As a group, preview the text and illustrations to generate predictions about what is occurring in the text. Ask the students to listen carefully for information about any resources that could be used to produce goods and services. Read the text aloud to the class. Attend to unfamiliar vocabulary and concepts.
 3. Ask the students to name some goods and services from the text. Record the students’ answers on the T-chart.
 4. Ask the students to identify materials, machines, tools, buildings, people, etc. that were used to produce these different goods and services. Pick one item such as bread or milk. Ask the students to list what resources are used to make the item. List these on a separate T-chart labeled “Item” and “Resources.”
 5. 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 “Nevada Quarter Reverse” page. Locate Nevada on a classroom map. Note its position in relation to your school’s location.
 6. With the students, examine the design. Have the students identify the images and writing, including the words “The Silver State,” the mountains, the sun, the sagebrush, and the horses. Write these on a piece of chart paper with the heading “Nevada.”
 7. Lead a class discussion regarding the images and explain the following to the students.
 - Nevada has the largest wild horse population of any state. These horses run free on public lands.
 - A portion of the Sierra Nevada mountain range is located in Nevada.
 - Nevada became a state in 1864.
 - Nevada’s nickname is “The Silver State” because much of the silver found in the United States is found in Nevada. Explain that Nevada also produces gold, oil, and salt.
 - A large area called “The Great Basin” covers much of Nevada. Sagebrush, which is shown on the coin, is the state flower of Nevada and grows in the desert of the Great Basin.
 8. Explain to the students that the images on the coin are all resources. Explain to the students that resources are used to produce goods and services. Using the “Nevada” list, ask the students what goods and services they could use these different things for. List these goods and services on the “Goods and Services” T-chart.
 9. Have students think of additional resources and add them to a second list labeled “Other Resources.”

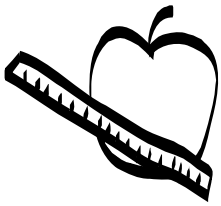


How Resourceful Are You?

10. Have the students draw three large circles on a sheet of paper and group the resources from the “Nevada” and “Other Resources” charts within the circles according to similarities.
11. Discuss with students the three groups they came up with and the criteria they used for the groupings.

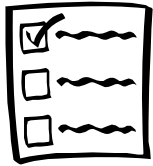
Sessions 2 and 3

1. Review the charts and resource lists from the previous session. Review the definition of “resources.” Discuss the similarities the students found among the resources. Discuss the three types of resources (human, capital, and natural). Make a class chart with three large circles and label them “Human Resources,” “Natural Resources,” and “Capital Resources.” Divide the resources from the lists into the appropriate circles.
2. Display the transparency or photocopy of the “Nevada Quarter Reverse” page. Review the resources shown on the coin. Ask the students if they can find something that the resources have in common. Guide the students to the conclusion that all of these resources are found in nature and are called “natural resources.”
3. Look at the “Nevada” and “Other Resources” lists. Ask the students if all of the things listed would come under the heading of natural resources. Explain to the students that there are two other types of resources besides natural resources.
4. Explain that buildings, people who work in the tourist trade, machines and tools used to produce goods and services, and so on are all resources. Ask the students for examples of tourism, buildings, and machines from their own state.
5. Introduce the students to a text about Nevada. Ask the students to listen carefully for information about any resources that could be used to produce goods and services.
6. Read the text aloud to the class. Attend to unfamiliar vocabulary and concepts. During the reading, add resources covered in the book to the “Nevada” list.
7. Identify the two other types of resources needed to produce goods or services: human (people working to produce goods and services) and capital (goods made by people and used to produce other goods and services, such as machines, tools, and buildings).
8. Distribute a “Resource Coins” page to each student. Explain to the students that they are to draw and label one resource from the “Nevada” resource list on each of the coins on the page. They are then to cut the coins out from the paper. Model this for the students by drawing on the overhead transparency a resource taken from one of the coin images on the “Resource Coins” worksheet. Discuss whether the example resource is a natural, human, or capital resource.



How Resourceful Are You?

9. Allow time for the students to complete the activity.
10. Distribute construction paper to the students. Have the students head the paper “Resources.” Have the students divide the paper into three columns and label them “Natural,” “Human,” and “Capital.”
11. Have the students glue their coins to the paper in the appropriate columns.
12. Have the students discuss their papers with a partner.
13. Collect the students’ papers when finished and display them in the classroom.



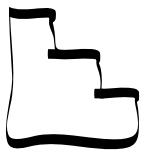
ASSESSMENT

Evaluate the students’ class participation and worksheets for achievement of the lesson’s objectives.



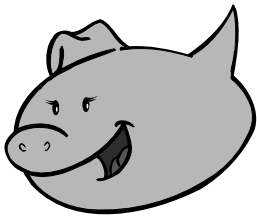
ENRICHMENTS/EXTENSIONS

- Have students find resources from their own state.
- Have students design a brochure or multimedia presentation on the three different types of resources.



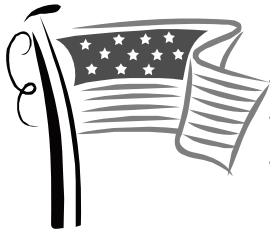
DIFFERENTIATED LEARNING OPTIONS

- Have coins available that show resources.
- Have students work in pairs to complete the activity.



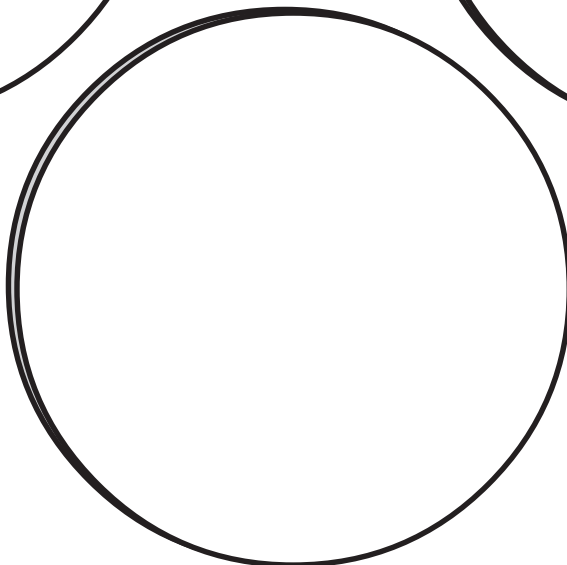
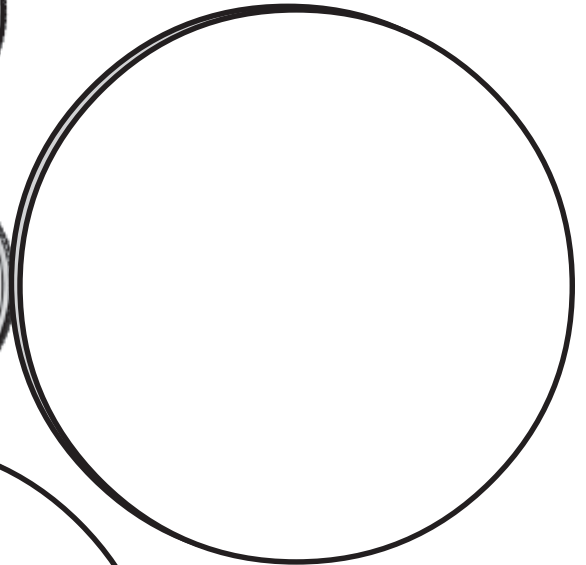
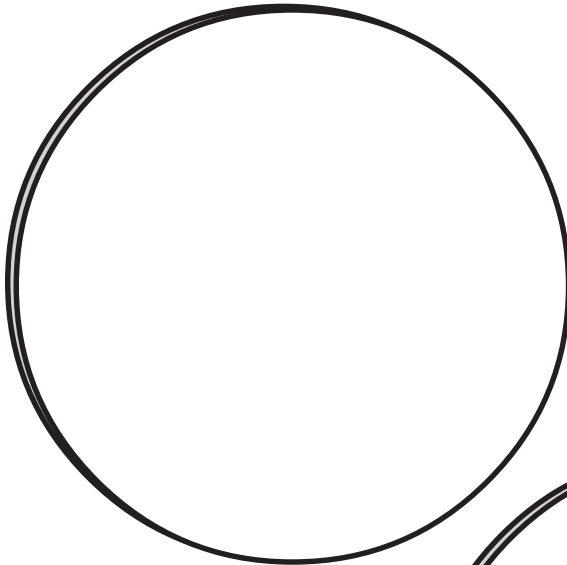
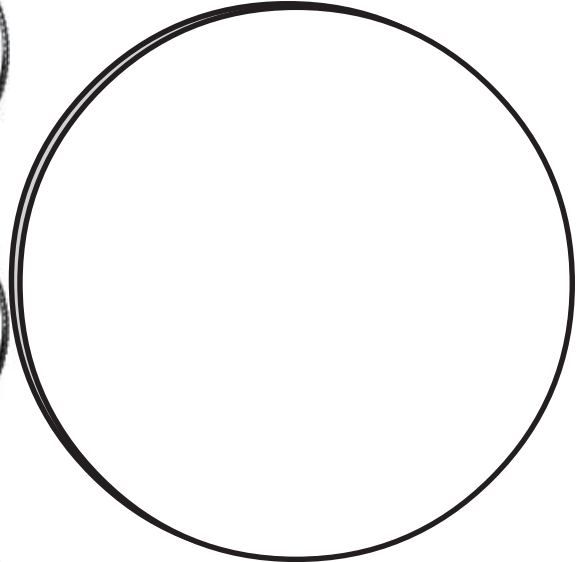
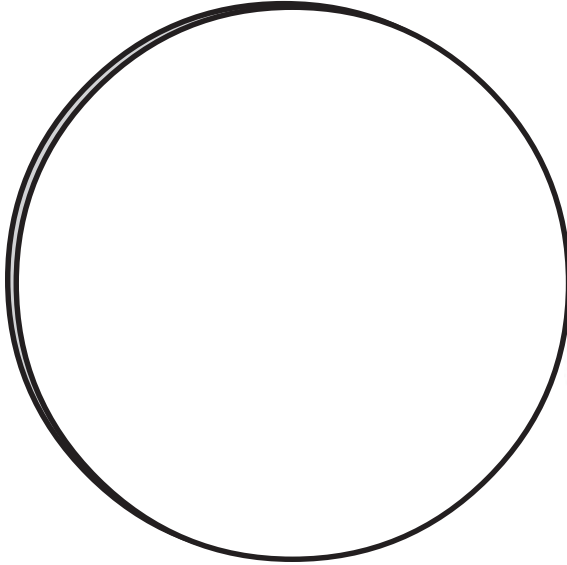
CONNECTION TO WWW.USMINT.GOV/KIDS

- Have students learn more about resources by visiting the 2004 Wisconsin quarter lesson plan for grades 2 and 3 found at www.usmint.gov/kids/index.cfm?fileContents=search/searchResult.cfm&criteria=resources.
- Have students learn more about resources by visiting the 2003 Arkansas quarter lesson plan for grades 2 and 3 found at www.usmint.gov/kids/index.cfm?fileContents=search/searchResult.cfm&criteria=resources



Name _____

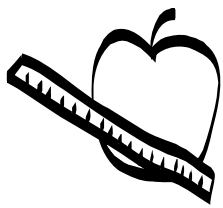
Resource Coins





Nevada Quarter Reverse





2: Travel the Trail

Based on the Nebraska quarter reverse



OBJECTIVE

Students will understand how inventions have changed our daily lives. Students will understand how the lives of individuals and families of the past are different from those of today.



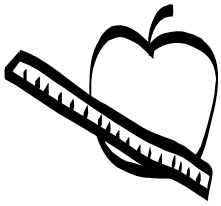
MATERIALS

- Nebraska quarters (optional)
- 1 overhead projector
- 1 overhead transparency (or photocopy) of the “Nebraska Quarter Reverse” page
- 1 overhead transparency of the “Inventions” page
- “Nebraska quarter reverse” page
- “Now and Then” worksheet
- 1 class map of the United States
- Chart paper
- Markers
- Copies of a text that gives basic information about life as a pioneer, such as:
 - *Roughing It on the Oregon Trail* by Diane Stanley
 - *You Wouldn’t Want to Be an American Pioneer!* by Jacqueline Morley
 - *Children of the Frontier, I Can Read Book* by Sylvia Whitman
 - *Don’t Know Much About the Pioneers* by Kenneth C. Davis
- “Packing for the Trail” worksheet
- “Journals of Chimney Rock” worksheet
- Texts about life as a pioneer to use in a classroom library, such as:
 - *Dandelions* by Eve Bunting
 - *Frontier Schools and School Teachers* by Ryan P. Randolph
 - *Life on a Pioneer Homestead* by Sally Senzell Isaacs
 - *Pioneers: Life as a Homesteader* by Emily Raabe
 - *Prairie Friends, I Can Read Book* by Nancy Smiler Levinson
 - *Prairie School, I Can Read Book* by Avi
 - *The Schoolchildren’s Blizzard* by Marty Rhodes Figley
 - *The Snow Walker* by Margaret K. Wetterer



PREPARATIONS

- Gather Nebraska quarters (1 per student) (optional)
- Make copies of the following:
 - “Nebraska Quarter Reverse” page (1 per student)



Travel the Trail

- “Now and Then” worksheet (1 per student)
- “Packing for the Trail” worksheet (1 per student)
- “Journals of Chimney Rock” worksheet (1 per student)
- Make 1 overhead transparency of each of the following:
 - “Nebraska Quarter Reverse” page
 - “Inventions” page
- Locate copies of a text about life as a pioneer (see examples under “Materials”).
- Gather a collection of texts about life as a pioneer to use in a classroom library (see examples under “Materials”).



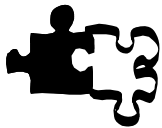
GROUPINGS

- Whole group
- Small groups
- Individual work



CLASS TIME

Three 30- to 45-minute sessions



CONNECTIONS

- Social Studies
- Language Arts

These standards of learning are suggested for the state of Nebraska:

Social Studies/History

- 4.6 Students will identify significant individuals, historical events and symbols in their community and in Nebraska and explain their importance.
- 4.9 Students will demonstrate an understanding of money and the financial system used in the United States

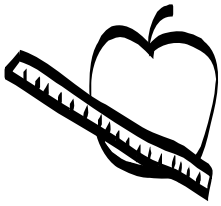
Mathematics

- 4.1.5 Students will make change and count out in amounts up to \$20.00.
- 4.3.2 Students will estimate, measure, and solve word problems using standard units for linear measure, area, mass/weight, capacity, and temperature.
- 4.3.3 Students will tell and write correct time to the minute using an analog clock.

Reading/Writing

- 4.1.1 By the end of the fourth grade, students will demonstrate the use of multiple strategies in reading unfamiliar words and phrases.
- 4.1.2 By the end of the fourth grade, students will demonstrate the use of multiple strategies to increase their vocabulary.

- 4.1.3 By the end of the fourth grade, students will identify the main idea and supporting details in what they have read.
- 4.1.7 By the end of the fourth grade, students will identify and apply knowledge of the text structure and organizational elements to analyze nonfiction or informational text.
- 4.2.1 By the end of the fourth grade, students will write using standard English (conventions) for sentence structure, usage, punctuation, capitalization and spelling.
- 4.2.2 By the end of the fourth grade, students will write paragraphs/reports with focus, related ideas, and supporting details.
- 4.2.4 By the end of the fourth grade, students will demonstrate the use of multiple forms to write for different audiences and purposes.
- 4.2.5 By the end of the fourth grade, students will demonstrate the use of self-generated questions, note taking, and summarizing while learning.
- 4.3.1 By the end of the fourth grade, students will participate in group discussions by asking questions and contributing information and ideas.



Travel the Trail



TERMS AND CONCEPTS

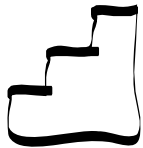
- Pioneers
- Inventions



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

- Past and present
- Journal writing
- Comforts



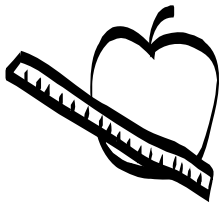
STEPS

Session 1

1. Divide the class into small groups. Tell the students that they are going on a month-long trip. The students need to decide where they want to go for a month and create a packing list for the trip.
2. Allow time for the students to talk and plan for the trip in their small groups. Have the following questions written on a piece of chart paper for the students to consider:
 - Where are you going?
 - About how many miles away is your final destination?
 - How will you get there?
 - About how long will it take you to get there?
 - What is the weather like?
 - List the five most important items each person will need for the journey. Consider food, clothes, games, and books.
3. Distribute a piece of chart paper and a marker to each group. Have the students choose a member of the group to act as the recorder and write down the group's ideas on the chart paper. Allow time for the students to answer the questions.
4. As the groups finish, hang the pieces of chart paper in the room. Have each group briefly explain the details of their trip. Once all of the small groups have had a chance to share, review and discuss the key points of the lists.

Session 2

1. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. Locate Nebraska on a classroom map. Note its position in relation to your school's location.

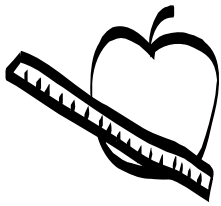


Travel the Trail

2. Display the transparency or photocopy of the “Nebraska Quarter Reverse” page. Optionally, distribute actual quarters. Have the students identify the images in this coin design, including the sun, Chimney Rock, a (Conestoga or covered) wagon, and people (pioneers).
3. Ask the students why they think that the images might be important to Nebraska and accept all responses. Guide the students to understand that the image depicts the pioneers traveling west in the mid-1800s. Collect the quarters, if used, at the end of the discussion.
4. Tell the students that when the early pioneers (people who move to an unsettled place) passed by Chimney Rock in the 1840s, they knew they would soon reach the Rocky Mountains.
5. Ask the students to brainstorm symbols that we use today to tell people when changes are coming while they’re traveling. For example, when a street sign shows a sharp curve in the road ahead.
6. Have them examine the details of the coin image. Ask them to pay close attention to the mode of transportation, style of dress, and date on the coin.
7. Introduce the students to the selected text or excerpt about the life of a pioneer. As a group, preview the text and illustrations to generate observations about what is occurring at different points in the text. Read the selected text or excerpts to the class and attend to any unfamiliar vocabulary.
8. As a class, discuss the lives of pioneers and record the information on chart paper.
9. Remind the students that the pioneers were traveling west to begin a new life. Tell the students they need to understand what the world was like during the mid-1800s. Display the “Inventions” overhead transparency and the inventions and the dates they were originated. Discuss some of the comforts we have today that the pioneers had to do without.
10. Distribute a “Now and Then” worksheet to each student. Ask them to write the present year in the “Now” column and “mid-1800s” in the “Then” column. Based on the coin image, the activity from the previous session, and the class discussion, have the students complete as much of the worksheet as possible.
11. Have the students get into the small groups from the previous session to discuss their answers on the worksheets. Allow the students time to add additional information to their worksheets.
12. Collect the students’ worksheets.

Session 3

1. Distribute the “Now and Then” worksheets and display the chart from the previous session. As a class, briefly review the material covered in the previous sessions.
2. Tell the students that it is now the year 1867 and their family is traveling across the country to begin a new life. Their transportation is a covered wagon that travels 1 to 2 miles per hour.



Travel the Trail

3. Distribute a “Packing for the Trail” worksheet to each student. Tell the students they will need to prepare a packing list for the trip.
4. Allow the students sufficient time to complete their “Packing for the Trail” worksheet.
5. Invite the students to share their packing list with others in the class. Discuss the challenges the students faced in creating their lists. Talk about some of the hardships families faced while traveling across country in the mid-1800s that families don’t need to worry about today.
6. Distribute a “Journals of Chimney Rock” worksheet to each student. Explain to the students that they are to create a journal entry for their trip in the mid-1800s and tell about an experience along the way as they begin a new life.
7. Allow the students sufficient time to complete their journal worksheets. Collect the worksheets.



ASSESSMENT

- Take anecdotal notes about the students’ participation in class discussions.
- Evaluate the students’ worksheets for achievement of the lesson’s objectives.



ENRICHMENTS/EXTENSIONS

- Have students play Oregon Trail to continue to get the feel of what life was like on the trail.
- Have the students draw and label the parts of a Conestoga wagon.



DIFFERENTIATED LEARNING OPTIONS

- Allow students to work with partners to complete their worksheets.
- Allow students to dictate their packing list and journal entry to a scribe.



CONNECTION TO WWW.USMINT.GOV/KIDS

Have students learn about the Oregon Trail Memorial Half Dollar. The Oregon Trail is the historic route that led people west through six states: Missouri, Kansas, Nebraska, Wyoming, and Idaho. The coin is described at www.usmint.gov/kids/index.cfm?fileContents=coinNews/cotm/2000/01.cfm.

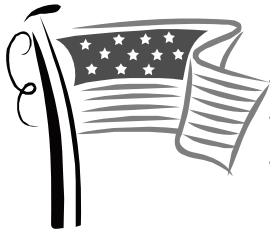


Name _____

Now and Then

Directions: On the "Date" row, write the present year in the "Now" column and "Mid-1800s" in the "Then" column. Based on the coin image, class activities, and class discussions, complete the chart.

CATEGORY	NOW	THEN
DATE		
REASONS FOR TRAVEL		
TYPE OF TRANSPORTATION		
LANDMARKS		
CLOTHING		



Name _____

Inventions

- 1805 Oliver Evans invents the refrigerator.
- 1851 Isaac Singer invents the sewing machine.
- 1855 Hamilton Smith patents the rotary washing machine.
- 1866 J. Osterhoudt patents the tin can with a key opener.
- 1870s Alexander Graham Bell invents the telephone.
- 1901 The first radio receiver successfully received a radio transmission.
- 1902 Willis Carrier invents the air conditioner.
- 1903 The Wright brothers invent the first gas motored and manned airplane.
- 1903 Edward Binney and Harold Smith co-invent crayons.
- 1906 William Kellogg invents corn flakes.
- 1920 Earle Dickson invents the adhesive bandage.
- 1938 Ladislo Biro invents the ballpoint pen.
- 1940 Peter Goldmark invents the modern color television system.
- 1946 Percy Spencer invents the microwave oven.
- 1965 James Russel invents the CD player.
- 1967 The first handheld calculator is invented.
- 1979 The cellular telephone is invented.
- 1979 The portable cassette player is invented.
- 1981 Adam Osborne invents the laptop computer.
- 1984 The portable compact disc (CD) player is invented.



Name _____

Packing for the Trail

Directions: Create a packing list for your wilderness journey to begin a new life. List the five most important items you will need and explain why they are important items for the trip. Consider food, clothes, and any other items you think you'll need.

ITEM	PURPOSE



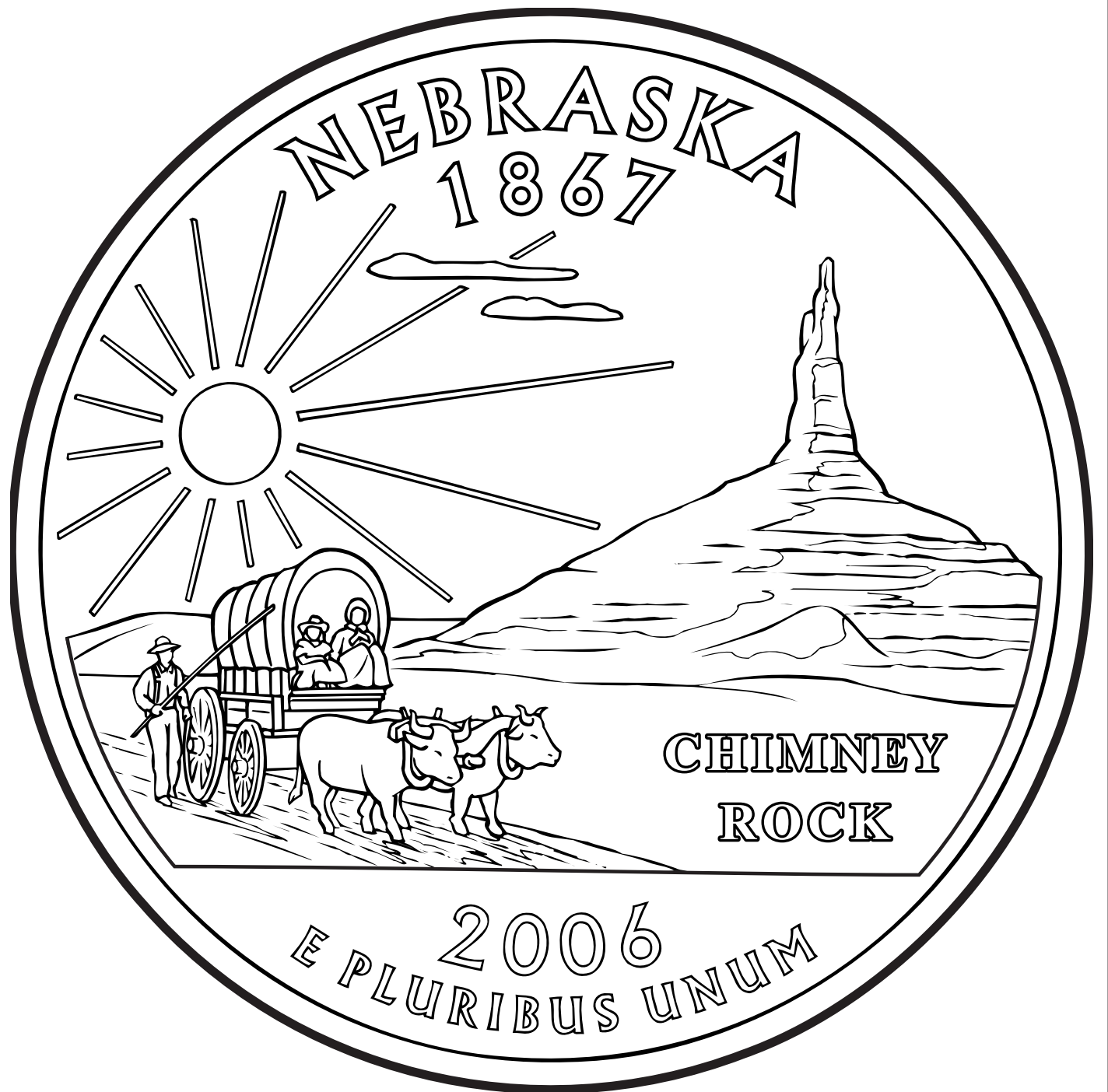
Name _____

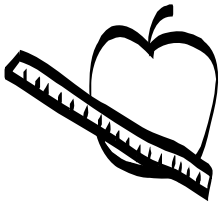
Journals of Chimney Rock

A large, yellow, parchment-style writing area with a decorative, irregular border. It contains 20 horizontal lines for writing, arranged in two columns of ten lines each.



Nebraska Quarter Reverse





3: A Mountain of Myths

Based on the Colorado quarter reverse



OBJECTIVE

Students will demonstrate an understanding of myths through writing. Students will understand that myths are an important component of ancient cultures.



MATERIALS

- 1 overhead projector
- Overhead transparencies of the following:
 - “Colorado Quarter Reverse” page (or photocopy)
 - “Making a Myth Graphic Organizer”
- “Making a Myth Graphic Organizer”
- Chart paper
- 1 class map of the United States
- Copies of a myth text, such as:
 - *Kokopelli, Drum in Belly* by Gail Haley
 - *Arrow to the Sun* by Gerald McDermott
 - *Night Dance* by Maria Vaughn
 - *Quail Song* by Valerie Scho Carey
- Overhead transparency markers
- Writing instruments
- Markers or colored pencils
- Drawing paper



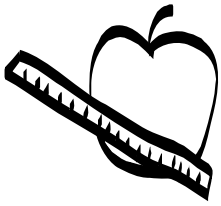
PREPARATIONS

- Make copies of the “Making a Myth Graphic Organizer” (1 per student).
- Make an overhead transparency of each of the following:
 - “Colorado Quarter Reverse” page
 - “Making a Myth Graphic Organizer”
- Locate a myth text (see examples under “Materials”).



GROUPINGS

- Whole group
- Individual work



A Mountain of Myths



CLASS TIME

Four 30- to 45-minute sessions



CONNECTIONS

- Language Arts
- Social Studies
- Art



TERMS AND CONCEPTS

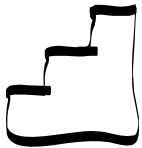
- Quarter
- Obverse (front)
- Reverse (back)
- Pueblos
- Myths



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

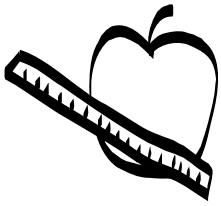
- The writing process
- Story elements



STEPS

Session 1

1. Describe the 50 State Quarters[®] Program for background information, if necessary, using the example of your own state, if available. Locate Colorado on a classroom map. Note its position in relation to your school's location.
2. Display the transparency or photocopy of the "Colorado Quarter Reverse" page. Examine the design with the students and have them identify the images and writing in this coin design, including the words "Colorful Colorado," the trees, and the mountain.
3. Ask the students why they think that mountains might be important to Colorado. Ask the students how they think this mountain was formed. Accept all responses and record them on chart paper.
4. Tell the students that some cultures have favorite stories called "myths." Ask the students, "What is a myth?" Accept all responses.



A Mountain of Myths

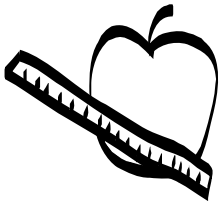
5. Explain to the students that myths are stories that answer important questions about the world and nature and how things came to be.
6. Try to link one or more examples from the chart paper to make a story about how the mountains were formed. Explain that this is one way a myth might have been created.
7. Introduce the students to the selected text. Preview the text and illustrations and allow the students to generate observations and predictions about what is happening at each point in the text.
8. Read the selected text to the class. Attend to any unfamiliar vocabulary and student questions.
9. After reading the selection, display the overhead transparency of the “Making a Myth Graphic Organizer.”
10. As a class, discuss what information belongs in each of the different rows pertaining to the text. Using an example from the text, complete one row as a model with the students.
11. Explain to the students that they will be using the “Making A Myth Graphic Organizer” in the next session to create their own myth.
12. Collect the graphic organizers.

Sessions 2 and 3

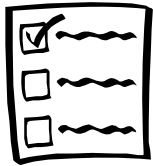
1. Display the “Colorado Quarter Reverse” overhead transparency and ask the students to recall what they discussed in session 1 regarding the coin’s design.
2. Display the “Making a Myth Graphic Organizer” overhead transparency complete with the information from the last session. Ask the students to recall the definition of a myth. Emphasize that myths often explain how things in nature began.
3. Explain to the students that they are going to create their own myths about a landform in Colorado and how it was formed.
4. Review the writing process with the students. Explain to the students that they will be using their graphic organizers and the writing process to complete their myths.
5. Redistribute the “Making a Myth Graphic Organizer” to each student. Direct the students to complete the graphic organizer before beginning their writing.
6. Allow students an appropriate amount of time to complete their myths.
7. Collect the myths and the graphic organizers.

Session 4

1. Review the definition of a myth.
2. Allow some of the students to share their myths with the class.
3. Compile the myths into a “Mountain of Myths” class book and share the book with others in the school.



A Mountain of Myths



ASSESSMENT

- Take anecdotal notes about the students' participation in class discussions.
- Evaluate the students' worksheets for achievement of the lesson objectives.



ENRICHMENTS/EXTENSIONS

- Direct students to examine other myths about the same topics and make comparisons between these different stories.
- Direct students to create myths for other aspects of nature.
- Have students act out their myths.



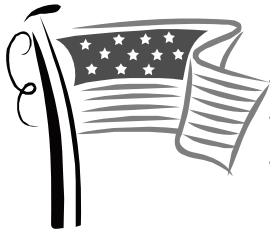
DIFFERENTIATED LEARNING OPTION

- Have students work in pairs to complete their myths.
- Have copies of myths in a classroom library for students to browse.



CONNECTION TO WWW.USMINT.GOV/KIDS

Help your students create some legends of their own! Have your students explore legends created about Crater Lake with the Oregon Quarter lesson plans found at www.usmint.gov/kids/components/50sqLessonPlans/pdf/200523-3.pdf.

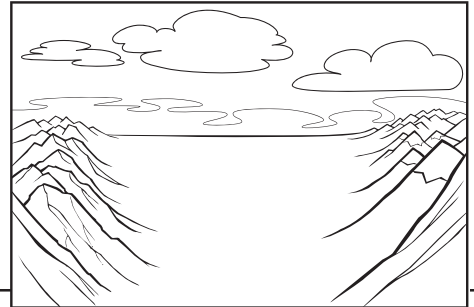


Name _____

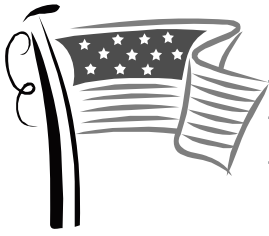
Making a Myth

Graphic Organizer

Directions: List the elements of nature and provide the explanation from the myth.

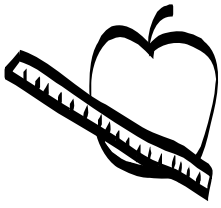


ELEMENT OF NATURE	EXPLANATION



Colorado Quarter Reverse





4: Protect for Safekeeping

Based on the North Dakota quarter reverse



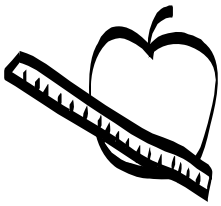
OBJECTIVES

Students will understand and apply the term “conservation.” Students will define the term “endangered species.”



MATERIALS

- 1 overhead projector
- Copies of the following worksheets:
 - “3 R’s”
 - “Bison Information”
- 1 overhead transparency of each of the following:
 - “3 R’s” worksheet
 - “North Dakota Quarter Reverse” page (or photocopy)
 - “Bison Information” worksheet
- Chart paper
- Markers
- Large index cards
- 1 class map of the United States
- Images of the Badlands
- Copies of a text that gives basic information about conservation and recycling, such as:
 - *Where Does the Garbage Go?* by Paul Showers
 - *Recycle!* by Gail Gibbons
 - *Garbage and Recycling* by Rosie Harlow and Sally Morgan
 - *Conservation and Natural Resources* by Jackie Ball
- Locate a text that gives basic information about the bison and endangered species, such as:
 - *Will We Miss Them? Endangered Species* by Alexandra Wright
 - *It Could Still Be Endangered* by Allan Fowler, Janann V. Jenner, Linda Cornwell
 - *Water Hole* by Graeme Base
- White drawing (or construction) paper 12 X 18 inches
- Pencils
- Crayons or colored pencils



Protect for Safekeeping



PREPARATIONS

- Make copies of the following:
 - “3 R’s” worksheet (1 per student)
 - “Bison Information” worksheet (1 per student)
- Make an overhead transparency of each of the following:
 - “3 R’s” worksheet
 - “North Dakota Quarter Reverse” page
 - “Bison Information” worksheet
- Locate texts that give information about conservation and recycling (see examples under “Materials”).
- Locate a text that gives information about bison and endangered species (see examples under “Materials”).
- Bookmark appropriate Internet sites relating to bison.
- Reserve the computer lab for one session.
- Gather images of the Badlands.
- Gather trifold brochures as examples of format in Session 3.



GROUPINGS

- Whole group
- Small groups
- Pairs
- Individual work



CLASS TIME

Four 30- to 45-minute sessions



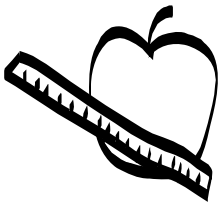
CONNECTIONS

- Social Studies
- Science
- Language Arts



TERMS AND CONCEPTS

- | | | |
|---------------------|------------------|----------------|
| • Obverse (front) | • Reverse (back) | • Conservation |
| • Natural Resources | • Environment | • Lifespan |
| • Behavior | • Endangered | • Extinct |



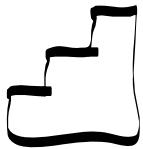
Protect for Safekeeping



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

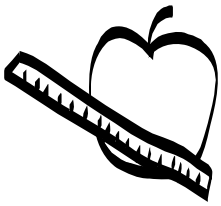
- Coins
- Reduce
- Reuse
- Recycle
- Research techniques



STEPS

Sessions 1 and 2

1. Ask the students what they think the word “conservation” means. Record student responses and, if necessary, provide the definition (a careful preservation and protection of plants, animals, and natural resources).
2. On a piece of chart paper, write the word “conservation.” Turn on all of the electrical items in the classroom (lights, overhead projector, radio), toss some paper on the floor, and let the water run in the sink. Ask the students if you are conserving or preserving what you have in the classroom. Ask the students to explain why those aren’t examples of conservation. Students should respond that you were wasting the electricity, water, and paper.
3. Tell the students that they will be looking at ways to conserve energy, natural resources, and wildlife. Ask the students how you could have made a better choice in conserving items in the classroom. Student responses should include turning off the water and lights when not in use and recycling paper.
4. Write the term “natural resources” on the chart paper. Ask the students for the definition for “natural resources.” If necessary, explain that they are “materials that come from nature that are useful to people.” Ask the students for examples. If necessary, give “water” and “trees” as examples. Draw images next to the words to help the students remember the definition.
5. Introduce the students to the selected text about conservation and recycling. As a group, preview the text and illustrations to generate observations about what is occurring at different points in the text. Read the selected text to the class and attend to any unfamiliar vocabulary.
6. Record key information from the text on the chart paper. Review the definitions and information with the students.
7. Using a tree as an example, discuss ways that natural resources are used and how they can be conserved. Answers can include that trees provide us with pencils, paper, furniture, and fruit. We need to replace the trees we use with new ones.

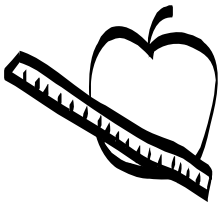


Protect for Safekeeping

8. Explain to the students that recycling is a way we can conserve what is important to us. Review the terms “reduce,” “reuse,” and “recycle” with the students.
9. Distribute a “3R’s” worksheet to each student and display the corresponding overhead transparency. As a class, review the directions and do the top part together. Divide the class into small groups and have them work together to complete the worksheet and talk about ways that they conserve and recycle at home and at school.
10. As a class, discuss the ideas from the small groups. Record the students’ ideas on the overhead transparency.
11. Have the students get into pairs and create a colorful conservation poster showing how people can preserve resources. Invite the pairs to present their posters and, if possible, act out a few of the examples such as turning out the lights and water when not in use.
12. Ask the students to create a conservation reminder card. The students will use a large index card to remind others of one way they can conserve resources. Have the students take the cards home and to other classes to share.
13. Collect the student worksheets and display the posters in the classroom.

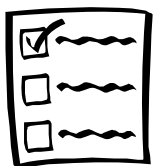
Sessions 3 and 4

1. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. Locate North Dakota on a classroom map. Note its position in relation to your school’s location.
2. Display the “North Dakota Quarter Reverse” overhead transparency or photocopy. Have the students examine the design and identify the images, including the sun, the bison grazing, and the landforms (the Badlands).
3. Display the images of the Badlands for the students to see. Tell the students that the Badlands are known for their beauty and ruggedness. The Badlands were formed by erosion when bursts of heavy rain were followed by periods of drought.
4. Ask the students why they think that the items shown on the coin might be important to North Dakota, and accept all responses. Have the students brainstorm what they know about bison. Lead a class discussion on the difference between a buffalo and a bison. Include the idea that the buffalo is genetically the bison’s cousin, but they are different animals. Only the bison is native to the United States, but the American bison is often called a buffalo.
5. Introduce the students to the selected text about the bison and endangered species. As a group, preview the text and illustrations to generate observations about what is occurring at different points in the text. Read the selected text to the class and attend to any unfamiliar vocabulary.



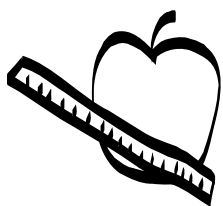
Protect for Safekeeping

6. Ask the students to give key information about the bison from their background knowledge or what they learned from the text. Record student responses on a piece of chart paper.
7. Remind the students of the definition of “conservation” (a careful preservation and protection of plants, animals, and natural resources). Display the definition on the chart paper from the previous session.
8. Ask the students to brainstorm examples of what animals may need protection and why. On a piece of chart paper, create a concept web to record the student’s responses. The list of animals can include the sea turtle and whale.
9. Ask the students for a definition of “endangered.” Responses should include “animals that can become extinct if they are not helped.” If necessary, explain that “extinct” means that none of a certain animal is alive anymore.
10. Tell the students that the bison is one example of many endangered animals, but the bison is no longer endangered because people made efforts to conserve it. The students will be doing research to learn more about the bison to find out how people protected it.
11. Distribute a “Bison Information” page to each student. Review the directions with the students.
12. Take the students to the computer lab and have them visit bookmarked Internet sites. Allow the students to work in pairs to complete the “Bison Information” page using all the available resources. If necessary, ask each pair of students to complete a few of the questions from the worksheet. Review all the answers as a class.
13. Display the “Bison Information” overhead transparency and discuss as a class the information found about the bison.
14. Distribute the sample trifold brochures for the students to examine. Discuss what kind of information is on them and how it is displayed. Tell the students that they will use the research collected from the “Bison Information” page to create their own trifold brochure about the bison, what people have done to protect it, and what can be done to protect other endangered animals.
15. Allow students sufficient time to complete their trifold brochures.
16. Display the brochures in the classroom or school media center.



ASSESSMENT

- Take anecdotal notes about the students’ participation in class discussions.
- Evaluate the students’ worksheets, posters, and brochures for achievement of the lesson’s objectives.



Protect for Safekeeping



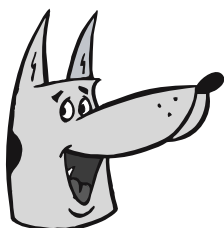
ENRICHMENTS/EXTENSIONS

- Ask a member of the community to come and speak about recycling in your area.
- Have students research Theodore Roosevelt, who was a conservationist and has a National Park in North Dakota named after him.



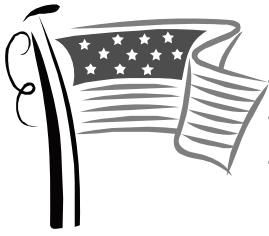
DIFFERENTIATED LEARNING OPTIONS

- Provide books on tape.
- Allow students to dictate their answers to a scribe.
- Allow students to work in pairs throughout the lesson.



CONNECTION TO WWW.USMINT.GOV/KIDS

Invite students to visit “Coin of the Month” and look at other coins with bison on them such as the Kansas quarter at www.usmint.gov/kids/index.cfm?fileContents=coinNews/cotm/2005/09.cfm, the American Bison Nickel at www.usmint.gov/kids/index.cfm?fileContents=coinNews/cotm/2005/03.cfm, and the Indian Head/Buffalo Nickel (1913–1937) at www.usmint.gov/kids/index.cfm?fileContents=coinNews/cotm/2001/06.cfm.



Name _____

Three R's



1. What are the 3 "R's" of resource conservation?

R _____

R _____

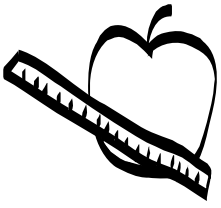
R _____

2. List ways that people can:

Reduce _____

Reuse _____

Recycle _____



Three R's

Key

1. What are the 3 “R’s” of resource conservation?

Reduce

Reuse

Recycle

2. List ways that people can:

Reduce

- Buy “in bulk”—more than is needed immediately to reduce shopping trips.
- Buy larger packages that will last longer to reduce shopping trips.
- Look for products with light packaging to reduce shipping weight.
- Fix dripping faucets to reduce water wasting.
- Water saving showerheads to reduce water wasting.
- Don’t let water run while brushing your teeth to reduce water wasting

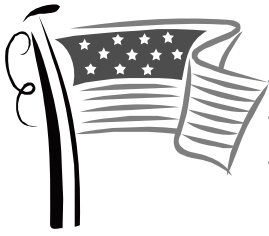
Reuse

- Wash glass and plastic containers and use them again
- Build compost piles to reuse garden waste.
- Refinish, paint, or repair old furniture to extend its usefulness.
- Tear up old clothes to reuse as cleaning rags.

Recycle

Recyclable items include:

- glass bottles
- aluminum cans
- plastic containers
- newspapers and some magazines
- cardboard boxes



Bison Information

Directions: Use this sheet to take notes about the bison.

Features: _____

Size: _____

Lifespan: _____

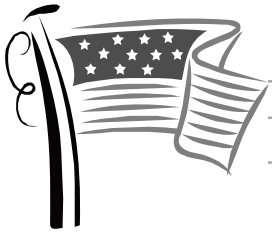
Native environment: _____

Food: _____

Behavior: _____

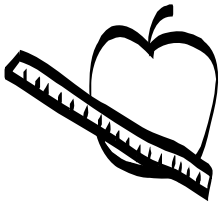
Threats: _____

Solutions: _____



North Dakota Quarter Reverse





5: Follow the Leader

Based on the South Dakota quarter reverse



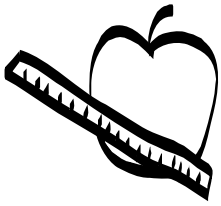
OBJECTIVES

Students will understand the roles of national leaders. Students will identify the three branches of government and their duties.



MATERIALS

- 1 overhead projector
- 1 overhead transparency of each of the following:
 - “South Dakota Quarter Reverse” page (or photocopy)
 - “Three Branches Organizer” worksheet
- Copies of the following worksheets:
 - “What’s Their Role?”
 - “Three Branches Organizer”
 - “Mobile Patterns”
- 1 class map of the United States
- Chart paper
- Markers
- Locate a copy of a text that gives basic information about the government and its leaders, such as:
 - *America: A Patriotic Primer* by Lynne Cheney
 - *House Mouse Senate Mouse* by Peter Barnes and Cheryl Barnes
 - *How the U.S. Government Works* by Syl Sobel and Pam Tanzey
 - *Vote!* by Eileen Christelow
 - *My Teacher For President* by Kay Winters
 - *D is for Democracy: A Citizen’s Alphabet* by Elissa Grodin
- Images of Mount Rushmore, the Capitol building, the White House, and the Supreme Court
- Red, white, and blue construction paper
- Pencils
- Scissors
- Yarn
- Hole punch
- Coat hangers
- Tape



Follow the Leader



PREPARATIONS

- Make copies of the following:
 - “Three Branches Organizer” worksheet (1 per student)
 - “Mobile Patterns” worksheet (1 per student)
- Make an overhead transparency of each of the following:
 - “South Dakota Quarter Reverse” page
 - “Three Branches Organizer” worksheet
- Locate texts that give basic information about the government and its leaders (see examples under “Materials”).
- Gather images of Mount Rushmore, the Capitol building, the White House, and the Supreme Court Building to display in the classroom.
- Gather coat hangers (1 per student) for the activity in Session 4.
- Create a model mobile before Session 4.
- Cut out the patterns for the mobiles in Session 4 (optional).



GROUPINGS

- Whole group
- Small groups
- Pairs
- Individual work



CLASS TIME

Four 30- to 45-minute sessions



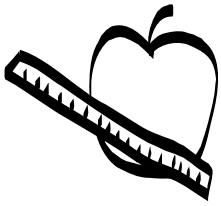
CONNECTIONS

- Social Studies
- Language Arts
- Art



TERMS AND CONCEPTS

- | | | | |
|-----------------|------------------|-------------|----------------------|
| • Government | • Mount Rushmore | • Monument | • Constitution |
| • Supreme Court | • Congress | • President | • Theodore Roosevelt |
| • Legislative | • Executive | • Judicial | • Patriotic |



Follow the Leader



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

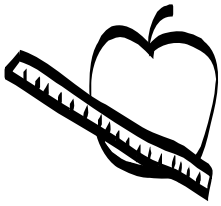
- Presidents
- George Washington
- Thomas Jefferson
- Abraham Lincoln
- Characteristics
- Timelines
- Symbols



STEPS

Session 1

1. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. Locate South Dakota on a classroom map. Note its position in relation to your school's location.
2. Display the "South Dakota Quarter Reverse" transparency or photocopy. Have the students identify and discuss the images, including George Washington, Thomas Jefferson, Theodore Roosevelt, and Abraham Lincoln.
3. Lead a class discussion regarding the presidents' images. Display the images of Mount Rushmore. Explain to the students that the image of the Presidents on the coin is part of a monument (a reminder of someone or something notable, or a memorial stone or a building erected in remembrance of a person or event) called "Mount Rushmore." Write the name "Mount Rushmore" above the term "monument" and its definition on chart paper.
4. Ask the students what all of these men have in common. Students should respond that they were all Presidents of the United States. Briefly discuss each president. Talk about when they were in office and what they are most known for.
5. On a piece of chart paper, create a timeline and as a class, write in the names of the presidents shown on Mount Rushmore according to when they were in office on the timeline (Washington 1789–1797, Jefferson 1801–1809, Lincoln 1861–1865, and Theodore Roosevelt 1901–1909). Add other facts about the men based on class discussions, such as:
 - Washington helped the nation achieve its independence from England.
 - Jefferson was responsible for the Louisiana Purchase and, as a result, doubled the size of the nation.
 - Roosevelt oversaw the completion of the Panama Canal, which connected the waters of the Atlantic and Pacific Oceans.
 - Lincoln saw the nation through the Civil War and worked to keep the states together in one Union.
6. Discuss the meaning of the term "president," directing them to realize that the nation's president is the leader of all of the people of the country. Explain to the students that a president is much like the principal of a school, who leads the teachers and students. Ask the students who the current President of the United States is and add the name to the chart paper.



Follow the Leader

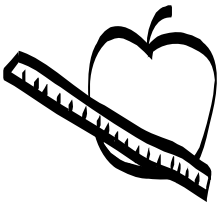
7. Create a class list of some of the jobs the nation's president does and record them on chart paper.
8. As a class, discuss the term "government" (a group that makes laws and keeps order) and why it's important for a country to have one.
9. Invite the students to brainstorm the names of other presidents with whom they may be familiar.

Session 2

1. Review the material covered in Session 1.
2. Introduce the students to the selected text about the government and its leaders. As a group, preview the text and illustrations to generate observations about what is occurring at different points in the text. Read the selected text to the class and attend to any unfamiliar vocabulary.
3. Explain to the students that our government has leaders, but also has three branches to divide up the work fairly and help protect the rights of the people. A document called the Constitution describes the job of each branch.
4. Distribute a "Three Branches Organizer" worksheet to each student. Explain that this is their note-taking guide.
5. Display the "Three Branches Organizer" overhead transparency. Fill in the information on the transparency during the following discussion. Review the term "government" and fill in the definition.
6. Tell the students that there are three "branches" or parts of our government.
 - The legislative branch makes the laws for the nation. The members of Congress are elected by the people. Congress is divided into two sections: Senators serve in the Senate and Representatives serve in the House of Representatives.
 - The executive branch carries out the laws. The President is in charge of this branch.
 - The judicial branch decides what the laws mean. The nine judges of the Supreme Court lead this branch.
7. Have the students get into pairs and briefly review and discuss the notes from the "Three Branches Organizer."
8. Collect the students' organizers.

Session 3

1. Redistribute the "Three Branches Organizer" to the students. Review the material covered in the first two sessions.
2. Display the "South Dakota Quarter Reverse" transparency or photocopy. Remind the students that Mount Rushmore is an example of a national monument, and of a symbol of patriotism.

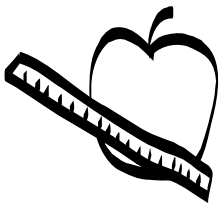


Follow the Leader

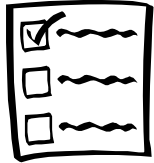
3. On a piece of chart paper, write the term “symbol” and ask the students to give you a definition. (A symbol is something that stands for something else). Explain that many of our symbols are patriotic (showing love for our country).
4. As a class, brainstorm other symbols of patriotism found in the United States. Record student responses on the chart paper. Responses can include the Washington Monument, the Lincoln Memorial, the bald eagle, the American flag, and the Statue of Liberty.
5. Review the answers as a class. Discuss where each symbol can be found in the United States, and why it is important to the people of this country.
6. Using the class discussion as a guide, have the students complete the building column of the “Three Branches Organizer.” (Capitol building for Legislative, White House for Executive, and Supreme Court Building for Judicial.)
7. Have the students write a paragraph summarizing why it’s important for our country to have patriotic symbols.
8. Collect the students’ worksheets.

Session 4

1. Review the charts and information from the previous sessions.
2. Tell the students they will be creating something to visually show what they have learned about the branches of government and symbols of our country.
3. Show the students the mobile created as a model. Explain to the students that the term “government” is at the top. The names of the three branches, duties, and leaders are all shown on the mobile.
4. Distribute the “Three Branches Organizer” and “Mobile Patterns” worksheets to the students. Explain that the mobile they will make will use these sheets.
5. Show the students the patterns for each part of the mobile. Explain that the patterns can be traced on construction paper and cut out, making three of each shape so that each branch has one of each shape. On each circle, they will write the name of a branch. The stars that hang below the circles will tell what person or group leads each branch and the term of office. The squares will show the branch’s duties. The students will draw the building in which each branch works on the triangles at the end of each set. Have them fill in the definition of the word “government” on the worksheet, cut out this box, and tape it to the top of the hanger as shown in the small diagram.
6. Have the scissors, construction paper, hole punch, coat hangers, and other supplies in a central location for student access.
7. Allow time for the students to complete and construct their mobiles.
8. Display the mobiles in the classroom.



Follow the Leader



ASSESSMENT

- Take anecdotal notes about the students' participation in class discussions.
- Evaluate the students' worksheets and mobiles for achievement of the lesson's objectives.



ENRICHMENTS/EXTENSIONS

- Have students sing patriotic songs such as “America the Beautiful” and “The Star Spangled Banner.”
- Invite students to create a sculpture of their favorite United States President using modeling clay.
- Have students find the size of parts of Mount Rushmore (i.e., Washington's sculptured nose is 20 feet long). Create a list and use measuring tools to demonstrate how large those measurements actually are. Have them measure their own corresponding features and, in small groups, compare the size of an actual feature to the feature on the monument.
- Tell the students that George Washington also oversaw the design and building of the White House. Explain to the students that the original stone that was used over 200 years ago to build the White House is still in place today. Lead the students on an exploration of the White House, past and present, at www.whitehouse.gov/history/life/.



DIFFERENTIATED LEARNING OPTIONS

- Allow students to use a scribe for written responses.
- Prepare the written portions of the mobile ahead of time and students can cut and glue the words to the shapes.
- Provide images of the federal buildings for the students to use in their mobiles.



CONNECTION TO WWW.USMINT.GOV/KIDS

- More about Mount Rushmore: this commemorative coin honors the national monument, dedicated in March of 1931. It's the Mt. Rushmore Anniversary \$5 gold coin at www.usmint.gov/kids/index.cfm?fileContents=coinNews/cotm/2001/03.cfm.
- Have students learn more about the nation's government by visiting the Games page and playing Branches of Power at www.usmint.gov/kids/index.cfm?fileContents=games.
- Have students learn more about the presidents by visiting the Games page and playing Presidential Portraits at www.usmint.gov/kids/index.cfm?fileContents=games.
- Have students learn more about the Constitution by reading about the Constitution Bicentennial Commemorative Silver Dollar (1987) at www.usmint.gov/kids/index.cfm?fileContents=coinNews/cotm/2001/09.cfm.



Name _____

Three Branches Organizer



Directions: Complete the definition and the information in the chart from class discussions and available resources.

Government is: _____

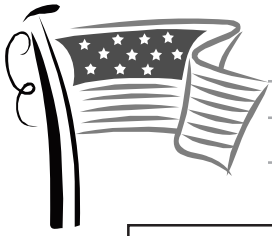
BRANCH

DUTIES

LEADER

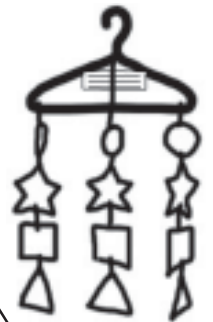
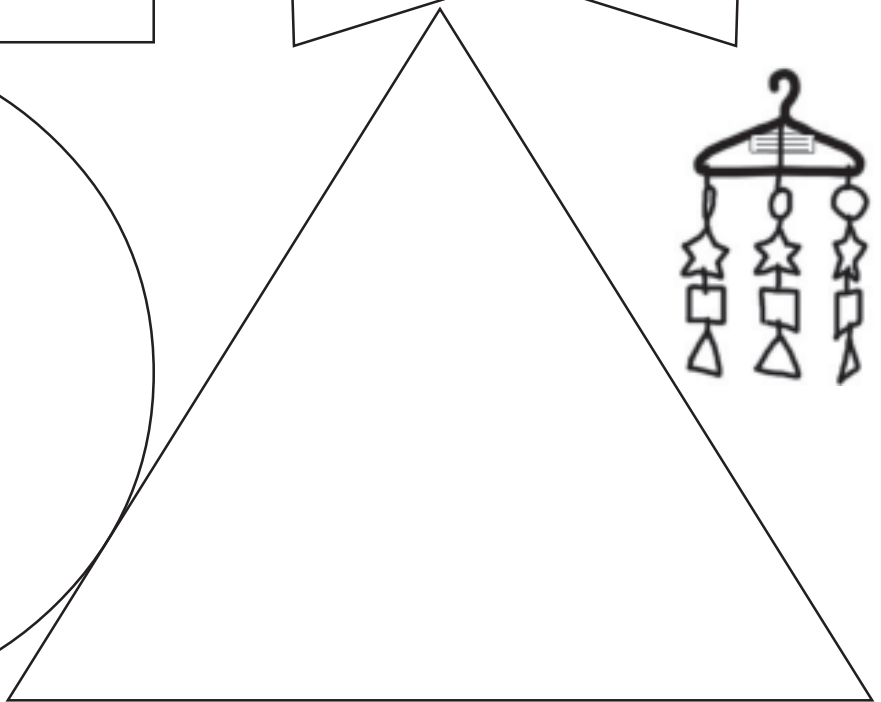
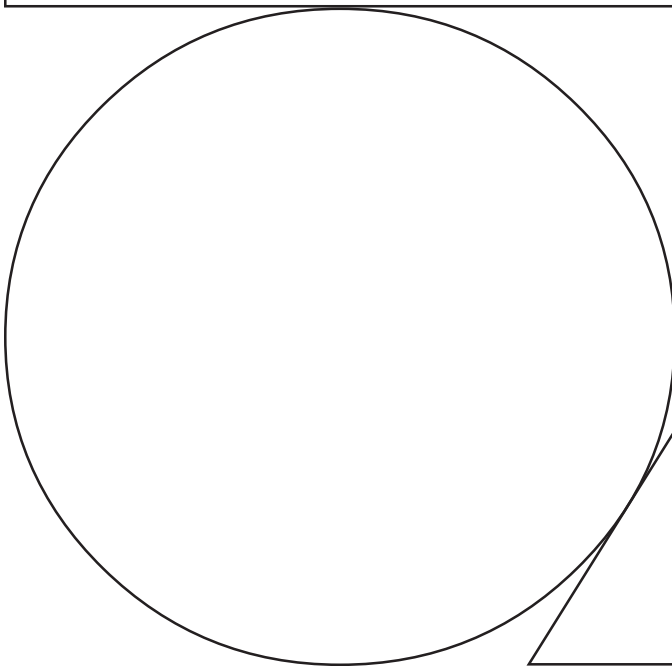
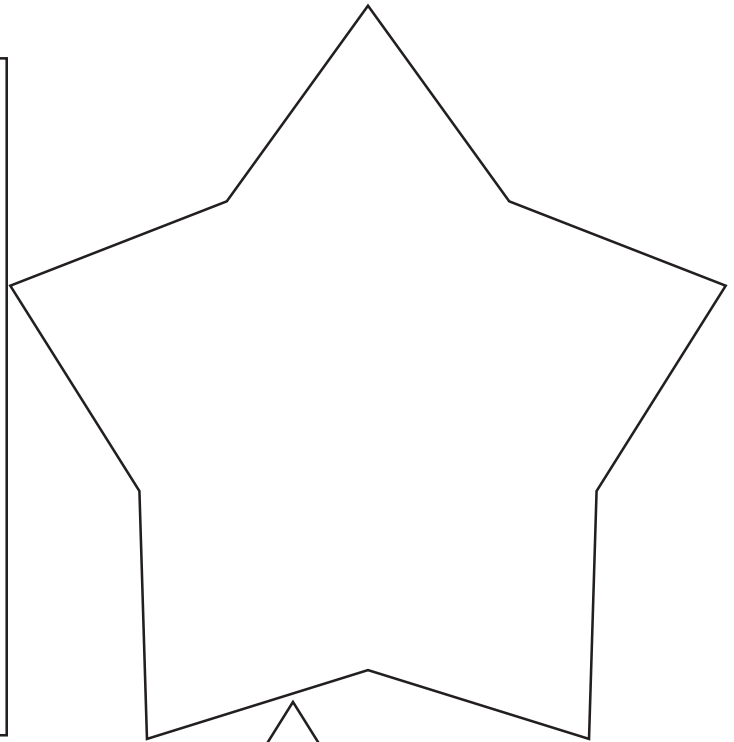
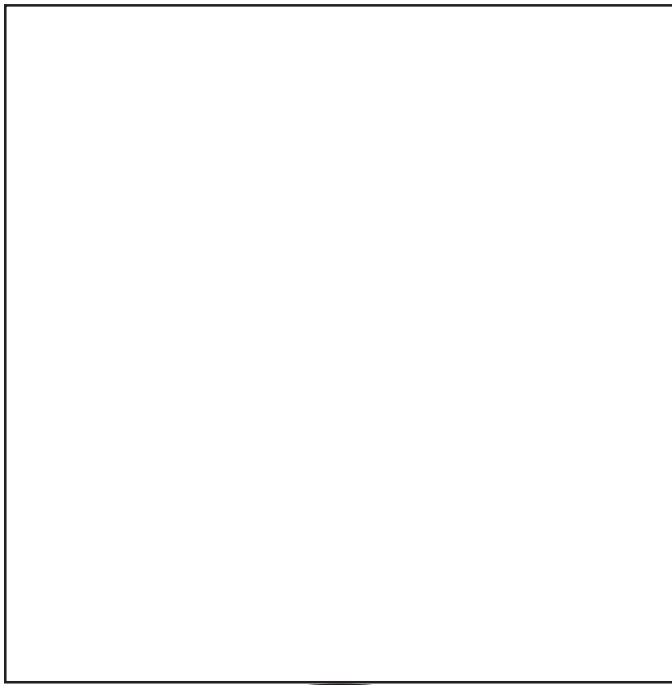
BUILDING

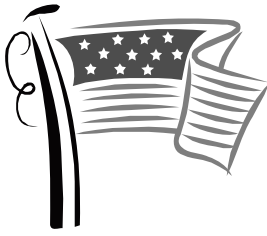
BRANCH	DUTIES	LEADER	BUILDING



Mobile Patterns

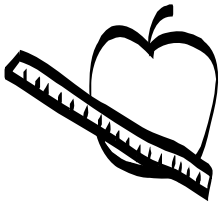
Government is: _____





South Dakota Quarter Reverse





6: By George, I Think We Have It!

Based on the Bicentennial Quarter



OBJECTIVE

Students will identify George Washington and his contributions to the United States. Students will understand the main ideas of the Revolutionary War. Students will understand the basic concept of voting.



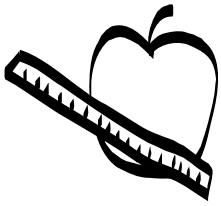
MATERIALS

- 1 overhead projector
- 1 overhead transparency of each of following:
 - “Bicentennial Quarter Obverse” page
 - “Bicentennial Quarter Reverse” page
 - “Outline Map of the United States”
- Copies of the following worksheets:
 - “Ballots”
 - “I Voted!”
- Chart paper
- Markers
- Locate a text that gives information about the American Revolution, such as:
 - *If You Lived At The Time Of The American Revolution* by Kay Moore
 - *American Revolution (Eyewitness Books)* by DK Publishing
 - *Heroes and Heroines of the American Revolution* by Peter F. Copeland
- Gather texts for the class library that give information about George Washington, such as:
 - *A Picture Book of George Washington* by David A. Adler
 - *The Story of George Washington* by Patricia Pingry
 - *George Washington: Farmer, Soldier, President* by Pamela Hill Nettleton
 - *When Washington Crossed the Delaware* by Lynne Cheney
- Crayons or colored pencils
- Ballot Box
- Globe (optional)



PREPARATIONS

- Make copies of the following:
 - “Ballots” page (1 sheet per 6 students)
 - “I Voted!” worksheet (1 per student)



By George, I Think We Have It!

- Make an overhead transparency of each of the following:
 - “Bicentennial Quarter Obverse” page
 - “Bicentennial Quarter Reverse” page
 - “Outline Map of the United States”
- Locate a text that gives information about the American Revolution (see examples under “Materials”).
- Locate texts that give information about George Washington to add to the classroom library (see examples under “Materials”).
- Think of four issues on which the students can vote. Prepare tally forms by listing the four issues on four pieces of chart above T-charts with columns labeled “yes” and “no.”
- Cut the ballots from the “Ballots” page for students to use in Session 2.
- Create a simple ballot box out of a shoebox or cardboard box.



CLASS TIME

Two 30- to 45-minute sessions



GROUPINGS

- Whole Group
- Individual work



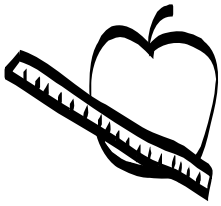
CONNECTIONS

- Social Studies
- Language Arts



TERMS AND CONCEPTS

- Obverse (front)
- Reverse (back)
- Government
- Colonists
- Revolutionary War
- Declaration of Independence
- Vote
- Ballot



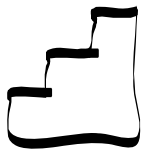
By George, I Think We Have It!



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

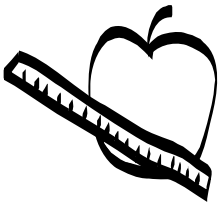
- Coins
- United States of America
- President



STEPS

Session 1

1. Display the “Bicentennial Quarter Obverse” overhead transparency. Ask the students what they know about the image. Make sure that the students understand the following:
 - The image is the obverse (front) of a quarter.
 - A quarter is worth 25 cents and four quarters equal one dollar.
 - The name of our country, “The United States of America,” is stamped at the top of the quarter.
 - The man on the quarter is George Washington, who was our country’s first president.
2. Ask the students what else they know about the image. If necessary, explain that George Washington was the leader of the Continental Army during the Revolutionary War. Washington believed that it was important that the people of the United States be able to express their knowledge and opinions in the way their government leads the nation. A “government” is a group of people in charge of ruling a country, state, or city. One example of how people express their views or “have a voice” in the government is by voting.
3. Introduce the students to the selected text about the American Revolution. As a group, preview the text and illustrations to generate observations about what is occurring at different points in the text. Read the text or excerpts of the text to the class and attend to any unfamiliar vocabulary.
4. Record key points of the text on a piece of chart paper. Be sure the students understand the following:
 - The colonists and Great Britain tried to settle their disagreements, but eventually, a war broke out and the colonies needed someone to lead the Continental Army against the British Army.
 - Colonial leaders chose George Washington to lead the Continental Army, the army of the colonies.
 - The war between the colonies and Great Britain is called the Revolutionary War.
 - When George Washington and the other colonists fought in the Revolutionary War, they were fighting to make the colonies a separate country where people could vote and have their own government and laws.

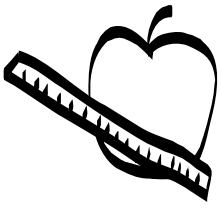


By George, I Think We Have It!

5. Display the “United States Outline Map” overhead transparency. Tell the students that the first thirteen states were formed from the thirteen colonies after the Revolutionary War and that the states decided to come together as one single country called the United States of America. Point out the location of the 13 states on the map. Tell the students that, over time, more states were added to the United States and now there are 50 states. Highlight the location of your state and Washington, DC, the nation’s capital city, on the map.
6. Display the “Bicentennial Quarter Reverse” overhead transparency. Discuss the details of the image and have the students give reasons why they think it may have been chosen. If necessary, explain to the students that the 13 stars represent the original 13 colonies and the soldier is playing a drum, which was used to help the soldiers all march together.
7. Tell the students that this design is from the reverse (back) of a special quarter that was made for one year to commemorate the 200-year anniversary of the colonists’ independence from Great Britain, which we celebrate each July 4th. It was on July 4, 1776, that the Declaration of Independence was signed. Images chosen for coins like this often tell a story or remind people of a big idea.
8. Remind the students that, after the Revolutionary War, George Washington was a hero to the people in the new United States of America. One of the reasons he fought was because he believed that people should have a voice in making the laws that govern them. One of the ways that Americans affect laws is by voting for their leaders and voting on issues. Tell the students that, when people vote in the United States, each person’s vote is equal to everyone else’s vote.

Session 2

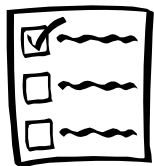
1. Display the chart paper and review the main ideas from Session 1.
2. As a class, discuss the concept of voting. Tell the students that a “vote” is a way for a person to express their choice. The expression can be a raised hand, a spoken word, or a marked ballot. Sometimes voting is done in secret so that no one knows how anyone else voted; at other times, the votes are “open” for everyone to see.
3. Tell the students that the class will vote on four different things. Show the students the first T-chart issue (see “Preparations”) and read the issue to the students. Have the students vote on the issue by raising their hands, record the votes using hash marks, and write the total number of marks at the bottom of each column. As a class, review which option received the most votes and possible reasons why. Show the students a second T-chart and repeat the procedure.
4. Ask the students whether this type of voting was an example of an “open” or “secret” vote. The students should conclude that it was open voting because all the students could see how all the other students voted. Tell the students that one good thing about a secret vote—like marking ballots, which are later counted by a team—is that people can vote



By George, I Think We Have It!

based on what they truly believe, not on the way other people want them to vote. Discuss with the students the benefits of each type of voting and examples of situations when each may be used.

5. Distribute two ballots to each student and reveal the ballot box. Tell the students that a ballot is a piece of paper on which a person can cast a secret vote. The students will place their ballot in the ballot box so no one knows who each vote belongs to. Show a third T-chart to the students and read the issue aloud. Allow time for the students to mark their ballot and place it in the box. Appoint a team to open the ballot box and count the votes. Have them record the numbers on the T-chart. Review with the students which option received the most votes. Show the students the fourth T-chart and repeat the procedure.
6. Briefly review the voting activity with the students. Discuss the process and how the two processes were different from each other. Talk about why voting is important to the people of the United States.
7. Distribute one “I Voted” worksheet to each student. Review the directions with the students.
8. Have the students complete the worksheet individually. Ask student volunteers to read their responses to the class. Collect the worksheet.



ASSESSMENT

Use the students’ classroom participation and their responses on the worksheets to evaluate the extent to which the students meet the lesson objectives.



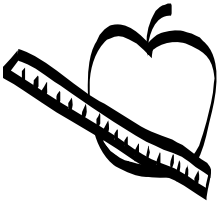
ENRICHMENTS/EXTENSIONS

- Tell the students that George Washington also oversaw the design and building of the White House. Explain to the students that the original stone that was used over 200 years ago to build the White House is still in place today. Lead students on an exploration of the White House, past and present.
- When George Washington died in 1799, he was described as “First in war, first in peace, and first in the hearts of his countrymen.” Explain in a journal entry why people would say this about George Washington.



DIFFERENTIATED LEARNING OPTIONS

- Allow the students to work in pairs when completing the lesson’s activities.
- Provide books on tape.
- Allow students to dictate their journal entries to a scribe.

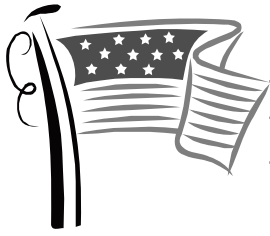


By George, I Think We Have It!



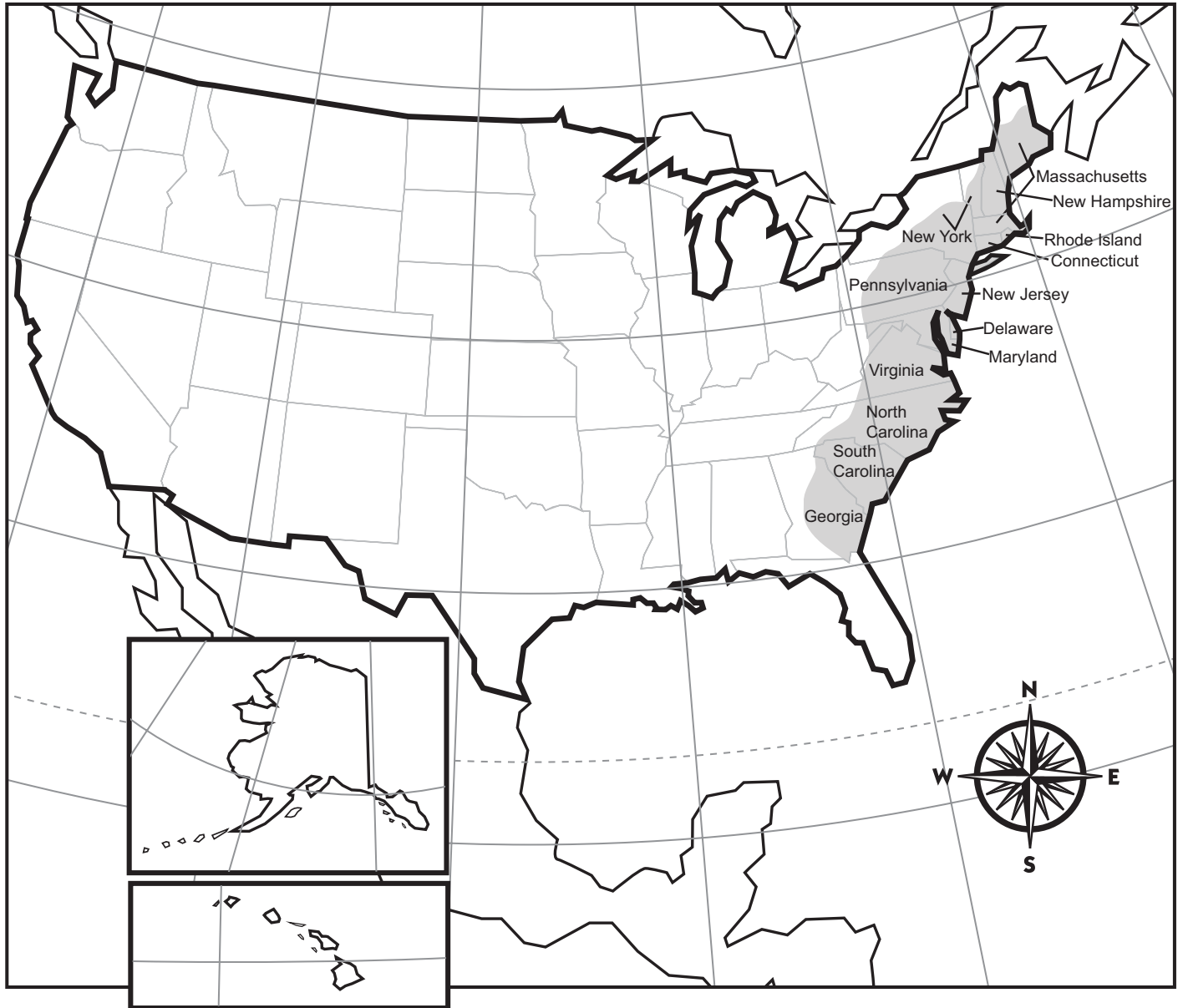
CONNECTION TO WWW.USMINT.GOV/KIDS

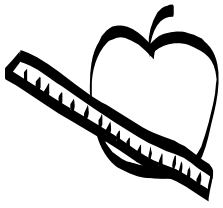
- Visit the July 1999 Coin of the Month and learn details and facts about the Bicentennial quarter at www.usmint.gov/kids/index.cfm?fileContents=coinNews/cotm/1999/07.cfm.
- Have students look at other coins that also relate to the American Revolution, such as:
 - New Jersey quarter at www.usmint.gov/kids/index.cfm?fileContents=coinnews/50sq/1999/nj.cfm
 - Massachusetts quarter at www.usmint.gov/kids/index.cfm?fileContents=coinnews/50sq/2000/ma.cfm
 - Delaware quarter at www.usmint.gov/kids/index.cfm?fileContents=coinnews/50sq/1999/de.cfm
 - Connecticut quarter at www.usmint.gov/kids/index.cfm?fileContents=coinnews/50sq/1999/ct.cfm



United States Outline Map

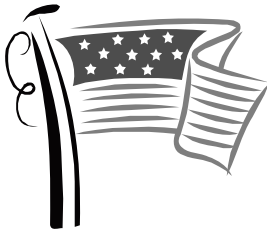
THE ORIGINAL THIRTEEN COLONIES





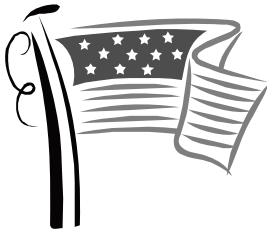
Ballots

<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes
<input type="checkbox"/> No	<input type="checkbox"/> No	<input type="checkbox"/> No
<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes
<input type="checkbox"/> No	<input type="checkbox"/> No	<input type="checkbox"/> No
<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes
<input type="checkbox"/> No	<input type="checkbox"/> No	<input type="checkbox"/> No
<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes
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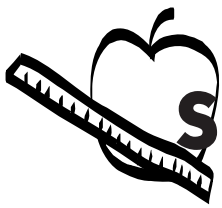
Bicentennial Quarter Obverse





Bicentennial Quarter Reverse





State Information 2006 Quarters

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"

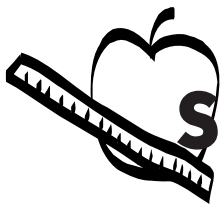
State Song: "Beautiful Nebraska"

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."



State Information 2006 Quarters



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

State Motto: Nothing Without the Dairy

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

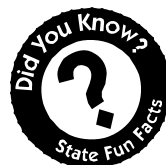
Origin of Name: . Named after the Dakota Indian tribe that lived in the area.

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

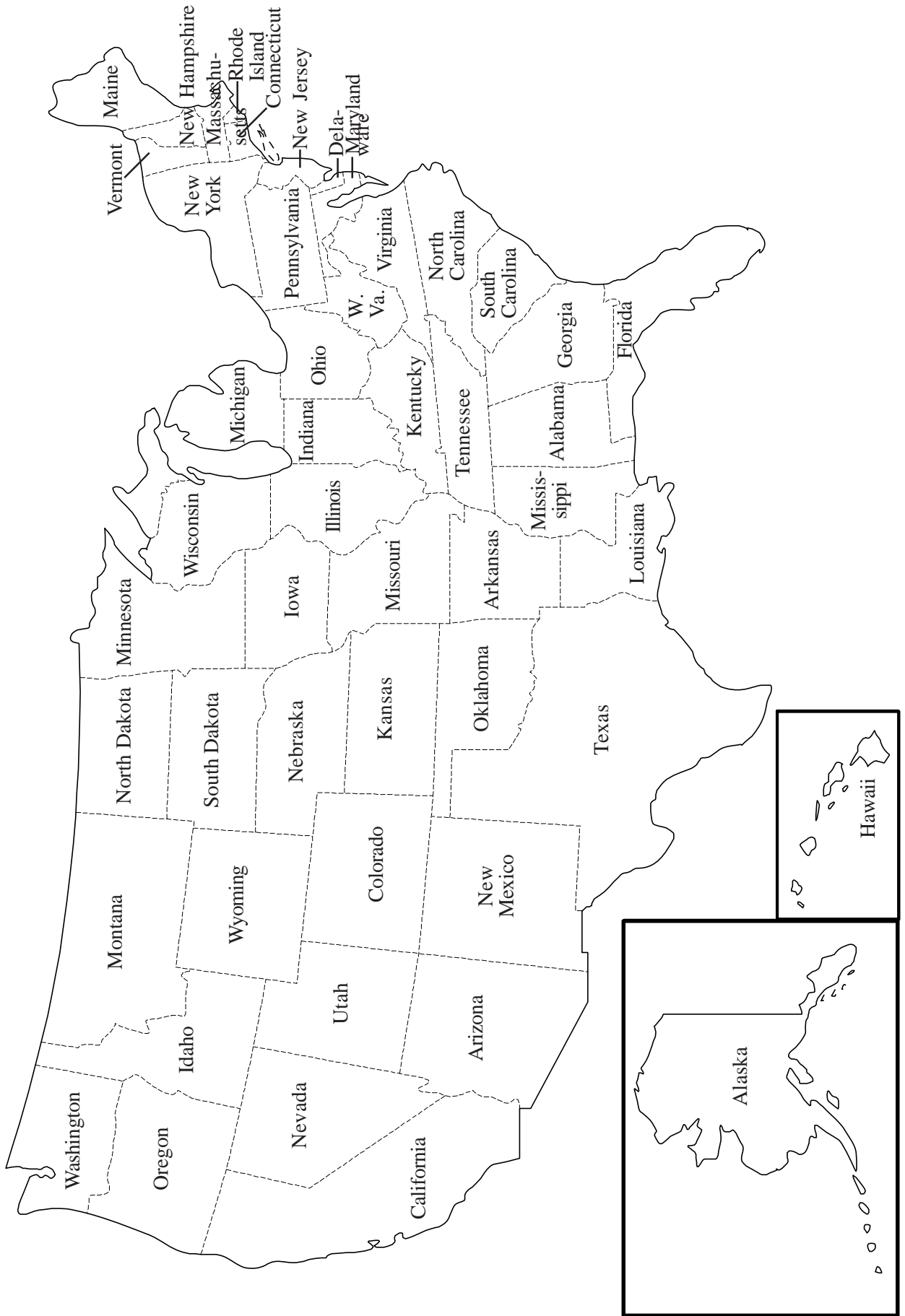
Entered Union (rank): November 2, 1889 (40)

Nickname: Mount Rushmore State

Origin of Name: . Named after the Dakota Indian tribe that lived in the area

State Song: Hail, South Dakota!

The United States of America



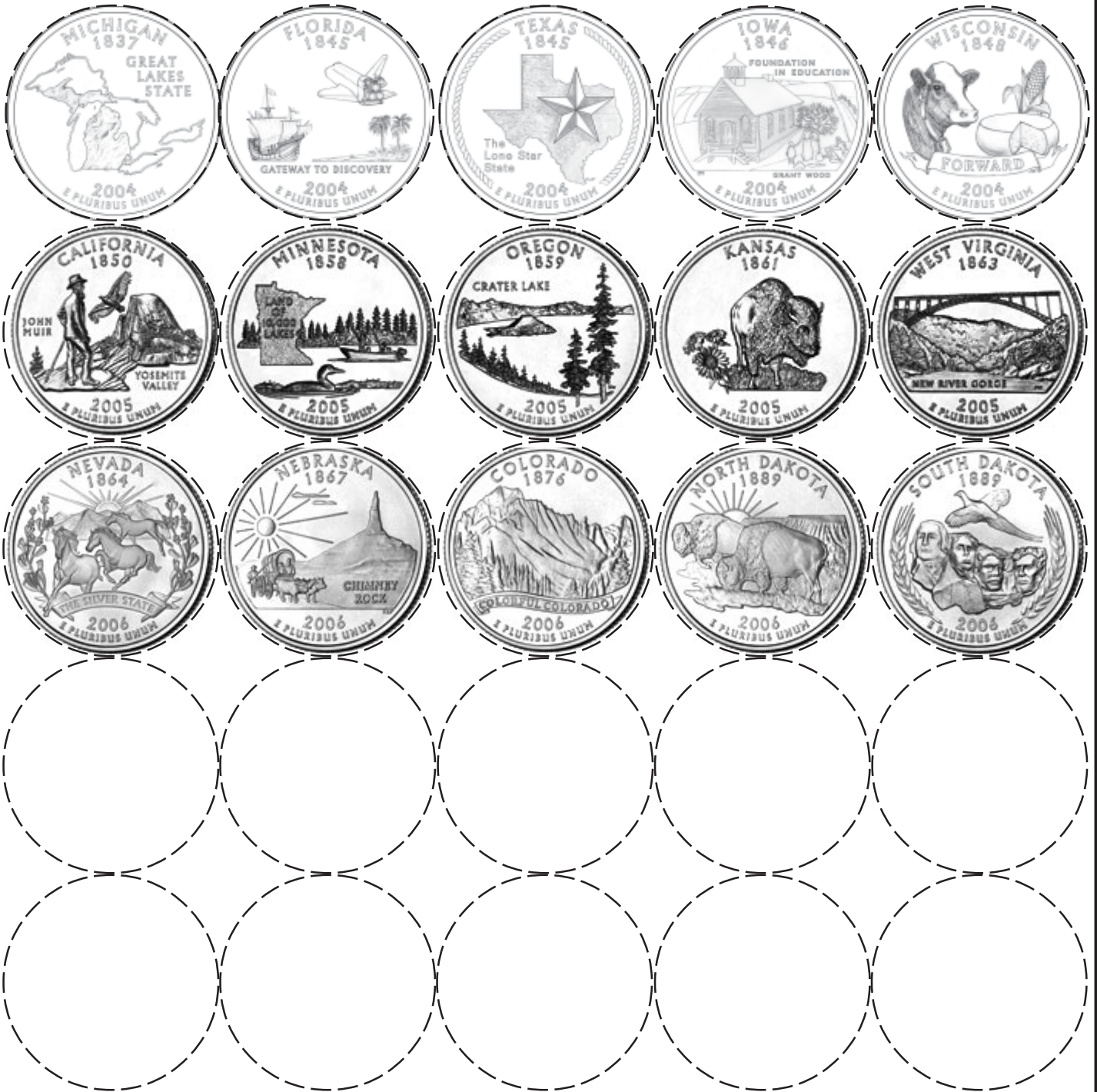
50 State Quarters Program Designs

Reverse



50 State Quarters Program Designs

Reverse



50 State Quarters Program Designs

Obverse



Reproducible Coin Sheet

Obverse



Obverse © 1999 U.S. Mint
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TO MAKE DOUBLE-SIDED COINS

1. Print this page and the following page (reverses).
2. Put the two pages back-to-back and hold them up to a strong light to line up the dotted lines on all the coins.
3. Clip the pages together to keep them in position with two clips at the top.
4. Apply glue or glue stick to the backs, especially in the areas where the coins are printed. After pressing the pages together, check the alignment by holding them up to the light again, adjusting the alignment if possible.
5. When the glue dries, cut out the "coins."

Reproducible Coin Sheet

Reverse





The United States Mint

50 State Quarters Program

Release Year/State Statehood Date

1999 _____

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

2000 _____

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

2001 _____

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

2002 _____

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

2003 _____

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

Release Year/State Statehood Date

2004 _____

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

2005 _____

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

2006 _____

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

2007 _____

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

2008 _____

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