

# 2008 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 for free three new sets of lesson plans (for grades K and 1, 2 and 3, and 4 through 6). Two sets of free plans for grades 7 and 8 and 9 through 12 are also available. All are designed to bring to life 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 fun and educational resources available on the site!

The H.I.P. Pocket Change Web site, located at [www.usmint.gov/kids](http://www.usmint.gov/kids), is dedicated to promoting lifelong pleasure in coins and coin collecting. Through games, informational features, and interactive animated cartoons, the site introduces students to what's H.I.P. about coins: they're "History In your Pocket."

The United States Mint is proud to be taking such an active role in promoting knowledge about the individual states, their history and geography, and the rich diversity of the national heritage among America's youth. Take some time to explore all of the high quality educational resources available on the United States Mint H.I.P. Pocket Change Web site, including the materials related to the 50 State Quarters Program! We hope that you find these resources to be an extremely valuable addition to your classroom.



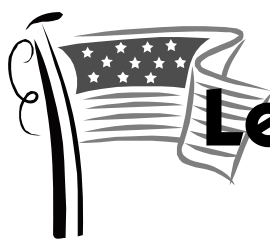
Visit us online at  
[www.usmint.gov/kids](http://www.usmint.gov/kids)



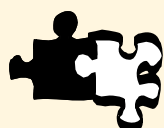
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# The Greatest Educational Change America Has Ever Seen



Objective



Connections



Groupings



Class Time



Page

## 1: Spy the Flycatcher (Oklahoma)

Identifying animal characteristics, similes, and metaphors

- Language Arts

- Whole group
- Pairs
- Individual work

Three 30- to 45-minute sessions

2

## 2: It's All in the Pattern (New Mexico)

Understanding the Zia Sun symbol and what causes the seasons

- Science
- Language Arts
- Social Studies
- Mathematics

- Whole group
- Small groups
- Individual work

Five 30- to 45-minute sessions

11

## 3: Desert Dwellers (Arizona)

Writing about desert plants and animals

- Science
- Language Arts

- Whole group
- Pairs
- Individual work

Two 30- to 45-minute sessions

20

## 4: It's a Bear out There (Alaska)

Examining ecosystems and the brown bear

- Science
- Language Arts

- Whole group
- Small groups
- Pairs

Four 30- to 45-minute sessions

27

## 5: Aloha from the King (Hawaii)

Researching Hawaii and maps, and writing friendly letters

- Language Arts
- Social Studies

- Whole group
- Individual work

Four 30- to 45-minute sessions

35

## 6: A State by Any Other Name

Exploring state nicknames

- Language Arts
- Social Studies

- Whole group
- Individual work

Three 30- to 45-minute sessions

42

## Additional Resources

State Information Pages: 50 State Quarters® Program Coins Released in 2007

Montana, Washington, Idaho, Wyoming, Utah

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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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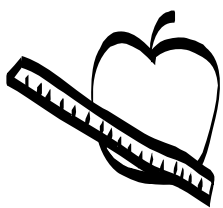
50 State Quarters Program Release Schedule

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# 1: Spy the Flycatcher

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## Based on the Oklahoma quarter reverse

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### OBJECTIVE

Students will identify characteristics of an animal. Students will recognize and understand the use of similes and metaphors.



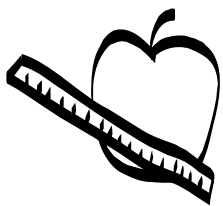
### MATERIALS

- 1 overhead projector
- 1 overhead transparency of each of the following:
  - “Oklahoma Quarter Reverse” page
  - “What Do You Think?” worksheet
  - “Flycatcher Facts” worksheet
  - “Coin Outline” worksheets (one or both pages)
- Copies of the following:
  - “Flycatcher Facts” worksheet
  - “How Are They Alike?” worksheet
  - “Coin Outline” worksheets (2 pages)
- 1 class map of the United States
- Chart paper
- Markers
- Scissors
- Highlighters (optional)
- Crayons
- Pencils



### PREPARATIONS

- Make an overhead transparency (or photocopy) of each of the following:
  - “Oklahoma Quarter Reverse” page
  - “Flycatcher Facts” worksheet
- Make copies of each of the following:
  - “Flycatcher Facts” worksheet (1 per student)
  - “What Do You Think?” worksheet (1 per student)
  - “How Are They Alike?” worksheet (1 per student)
  - “Coin Outline” worksheets (2 pages per student; print double-sided if desired)
- Gather various images of the scissor-tailed flycatcher for Session 1.



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# Spy the Flycatcher

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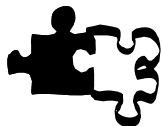
## GROUPINGS

- Whole group
- Pairs
- Individual work



## CLASS TIME

Three 30- to 45-minute sessions



## CONNECTIONS

Language Arts



## TERMS AND CONCEPTS

- Quarter
- Obverse (front)
- Reverse (back)
- Characteristics
- Metaphors



## BACKGROUND KNOWLEDGE

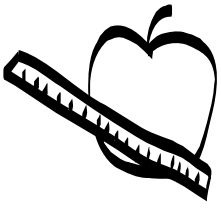
Students should have a basic knowledge of similes.



## STEPS

### Session 1

1. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. Then display the transparency or photocopy of the “Oklahoma Quarter Reverse” page. Locate Oklahoma on a classroom map. Note its position in relation to your school’s location.
2. Ask the students to examine the Oklahoma quarter and tell you what they know about this image. Explain to the students that the image features the state bird and state wildflower, the scissor-tailed flycatcher and Indian blanket.
3. Explain to the students that they will be learning more about the state bird of Oklahoma. Discuss with the students the definition of the term “characteristic” (describes a distinguishing trait of a person, animal, or object). Write the definition on



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# Spy the Flycatcher

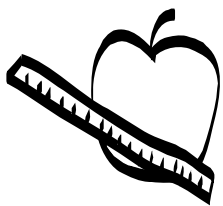
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a piece of chart paper. Have the students think of some characteristics of their favorite local sports team. Record responses on chart paper. As a class, review and discuss the types of words used.

4. Display color photos or visit a Web site that provides a color picture of the scissor-tailed flycatcher. Ask the students to look at the image of the scissor-tailed flycatcher and think about the details they see. Distribute a “What do You Think?” worksheet to each student. Review the directions and ask the student to complete the first section. Collect the worksheets.
5. Display the transparency of the “Flycatcher Facts” worksheet. As a class, read the paragraphs about the scissor-tailed flycatcher. Distribute a “Flycatcher Facts” worksheet and highlighter (optional) to each student. Divide the class into pairs. Ask the students to reread the paragraphs and discuss and highlight key characteristics and facts.
6. In pairs, have the students record characteristics and facts about the flycatcher on the “Flycatcher Facts” worksheet.
7. As a class, review the characteristics of the scissor-tailed flycatcher. Record the responses on the “Flycatcher Facts” overhead transparency. If necessary, emphasize the unique shape and length of the flycatcher’s tail.
8. Tell the students that one special characteristic of the flycatcher is its tail. The flycatcher’s tail is twice as long as its body. The tail can grow to be 9 inches (or 23 centimeters) long. During flight, the tail opens and then closes when the flycatcher perches, looking like a pair of scissors.
9. Redistribute the “What Do You Think?” worksheet to the students. Have the students complete the rest of the worksheet based on the reading and the class discussion.
10. Collect the “Flycatcher Facts” and “What Do You Think?” worksheets.

## Sessions 2 and 3

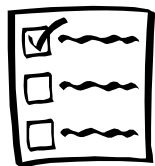
1. Review the material from the previous session. Remind the students that the tail of the scissor-tailed flycatcher opens during flight, and closes when the flycatcher perches, looking like a pair of scissors.
2. Ask the students to define the term “simile” (a way to describe something by comparing it to something different using the words “like” or “as”). Similes can show how two things that are not alike in some ways are similar in one important way.
3. Display the transparency of the “Oklahoma Quarter Reverse” page and hold up a pair of scissors for the class to see. Open and close the scissors, reminding the students that this is similar to the movement of the flycatchers’ tail. Close the scissors and tell the students this is similar to the flycatcher’s tail when it is perched. Have the students create a simile between the scissors and the flycatchers’ tail (for example, “A scissor-tailed flycatcher’s tail opens like a pair of scissors when it flies.”). Write the simile on the board.
4. Discuss the definition of the term “metaphor.” The definition should reflect that a metaphor is a comparison that shows how two things that are not alike in many ways are similar in one important way but it uses the a form of the verb “to be” instead of “like” or “as.”
5. Remind the students that the scissor-tailed flycatcher is helpful to farmers and ranchers.



# Spy the Flycatcher

Have the students create a metaphor reflecting that information (for example, “A scissor-tailed flycatcher is a farmer’s best friend”).

6. Record the definitions for similes and metaphors on chart paper, providing an example for each.
7. Distribute a “How Are They Alike?” worksheet to each student. Review the directions and allow the students enough time to complete the worksheet.
8. Have the students share their similes and metaphors in small groups. As a class, review the students’ responses. Record responses on chart paper and discuss them.
9. Collect the “How Are They Alike?” worksheets.
10. Distribute the two “Coin Outline” worksheets (one for metaphor and one for simile) to each student. Have the students write a simile about the scissor-tailed flycatcher on one page and a metaphor on the other. Have the students illustrate both sides.
11. Display the worksheets in the classroom.



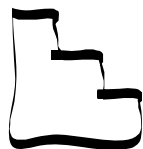
## ASSESSMENT

- Analyze students’ worksheets for understanding of the terms “characteristics,” “similes,” and “metaphors.”
- Use the students’ class participation, coin design, and worksheets to evaluate whether they have met the lesson objectives.



## ENRICHMENTS/EXTENSIONS

- Have students create a chart of other animals named for their unique characteristics.
- Have students create a picture book of similes and metaphors to share with other grade levels.
- Have student research other state birds and flowers.



## DIFFERENTIATED LEARNING OPTIONS

- Provide examples and fewer questions for the similes and metaphors worksheets.
- Allow students to choose from pre-selected similes and metaphors in order to complete the “Coin Outline” worksheet.



## CONNECTION TO [WWW.USMINT.GOV/KIDS](http://WWW.USMINT.GOV/KIDS)

Teachers can also combine state birds with language arts through the lesson plan “Poetry to My Ears!” based on the Idaho quarter at [www.usmint.gov/kids/teachers/lessonPlans/50sq/2007/0203-3.pdf](http://www.usmint.gov/kids/teachers/lessonPlans/50sq/2007/0203-3.pdf).



Name \_\_\_\_\_

# What Do You Think?

**Directions:** Read each statement in part 1 about the scissor-tailed flycatcher below. Circle "T" or "F" to indicate whether you think it's a true or false statement.

## PART 1

1. The scissor-tailed flycatcher has a short, stubby tail. T F
2. The scissor-tailed flycatcher is found in only one area. T F
3. The scissor-tailed flycatcher enjoys eating grasshoppers, crickets, and spiders. T F
4. The male flycatcher does a special "sky dance." T F

## PART 2

After the reading and discussion, complete this section.

1. The scissor-tailed flycatcher has a short, stubby tail. T F
2. The scissor-tailed flycatcher is found in only one area. T F
3. The scissor-tailed flycatcher enjoys eating grasshoppers, crickets, and spiders. T F
4. The male flycatcher does a special "sky dance." T F

Compare your choices before and after the reading and discussion. If any choices were wrong, explain below why they were wrong.

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Name \_\_\_\_\_

## Flycatcher Facts

**Directions:** Read the information below about the scissor-tailed flycatcher. Answer the questions about Oklahoma's state bird on the lines.

The state bird of Oklahoma is the scissor-tailed flycatcher. This common name is based on Latin words meaning "flying," "scissors," and "to devour." In Oklahoma, the flycatcher can be spotted perching in trees, along roadsides, on fences, and on open prairies.

A special feature of the flycatcher is its tail. The flycatcher's tail is twice as long as its body. The tail can grow to be 9 inches (or 23 centimeters) long. The tail opens while the bird is flying and then closes when it perches, looking like a pair of scissors.

The nape of the flycatcher's neck and its back are pearl gray, and its breast is white. The wings are black with a bit of red on the shoulders. These flycatchers enjoy eating grasshoppers, crickets, and spiders, making them important to farmers and ranchers. Nests are usually in isolated trees 7 to 30 feet above the ground. Often two broods of 4 to 6 are raised during the summer.

The males do a special "sky dance," a popular sight along roadsides during spring and early summer. After climbing about 100 feet in the air, the male makes a series of V-shaped flights, and then plunges down in a zigzag course, somersaulting and giving a cackling call. This has been described as "an aerial ballet of incomparable grace."

**CHARACTERISTICS:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

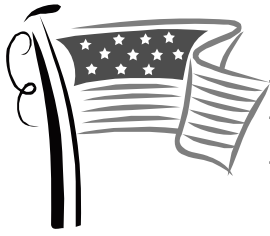
\_\_\_\_\_

**FACTS:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Name \_\_\_\_\_

# How Are They Alike?

**Directions:** Complete the definitions and sentences below. Be sure to use the words "like" or "as" in these similes. Then create your own!



A **simile** is \_\_\_\_\_

1. The new quarter is \_\_\_\_\_
2. My pillow is \_\_\_\_\_
3. The watchdog's teeth are \_\_\_\_\_
4. The flowers are \_\_\_\_\_
5. My brother's old sneakers are \_\_\_\_\_
6. My mom's homemade cookies are \_\_\_\_\_
7. The lightning last night was \_\_\_\_\_

Create 3 similes of your own on the lines below.

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A **metaphor** is \_\_\_\_\_

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Create 3 metaphors on the lines below.

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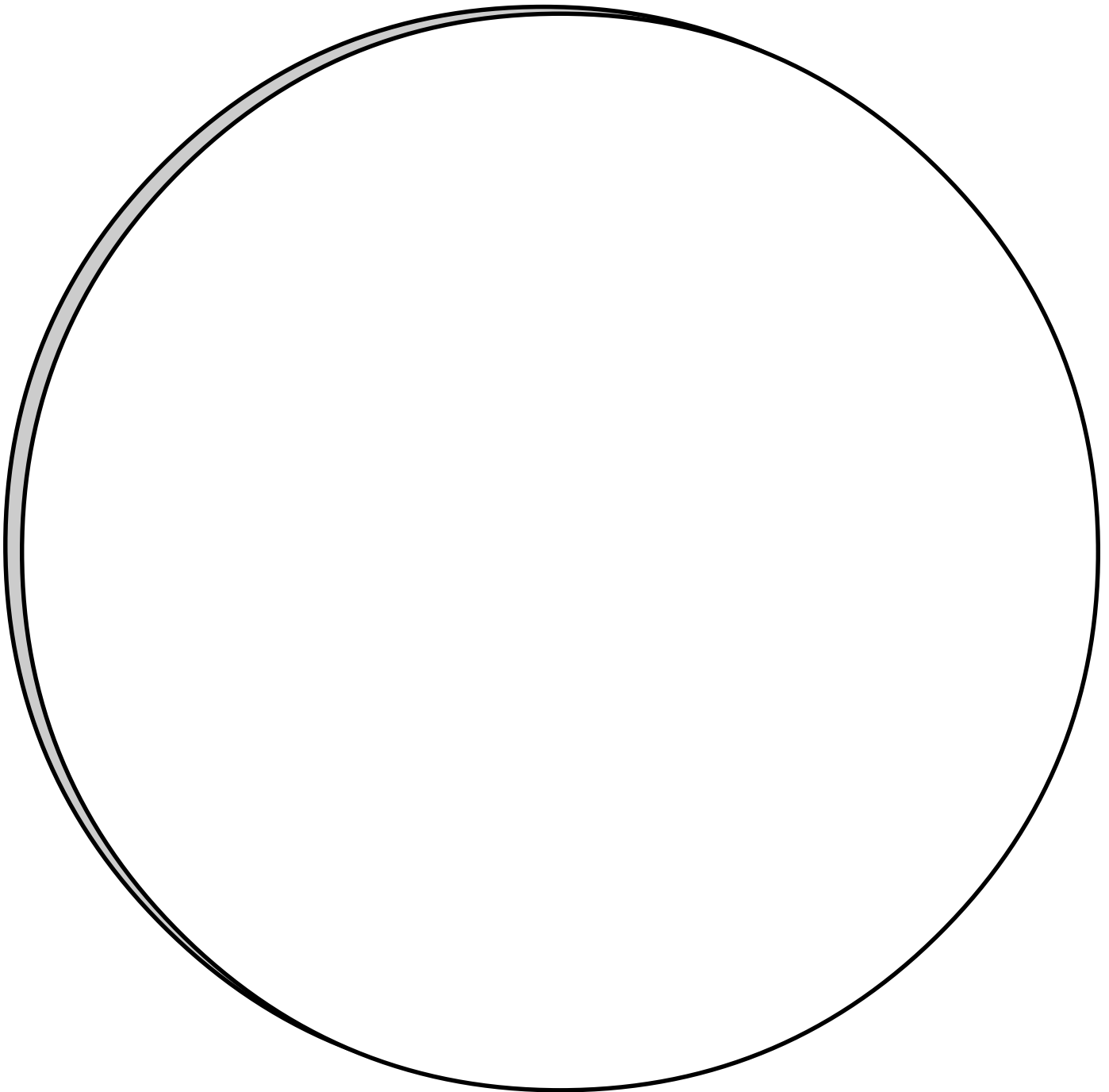
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Name \_\_\_\_\_

# Coin Outline for Metaphor

**Directions:** Write a metaphor about the scissor-tailed flycatcher and illustrate it on this coin.

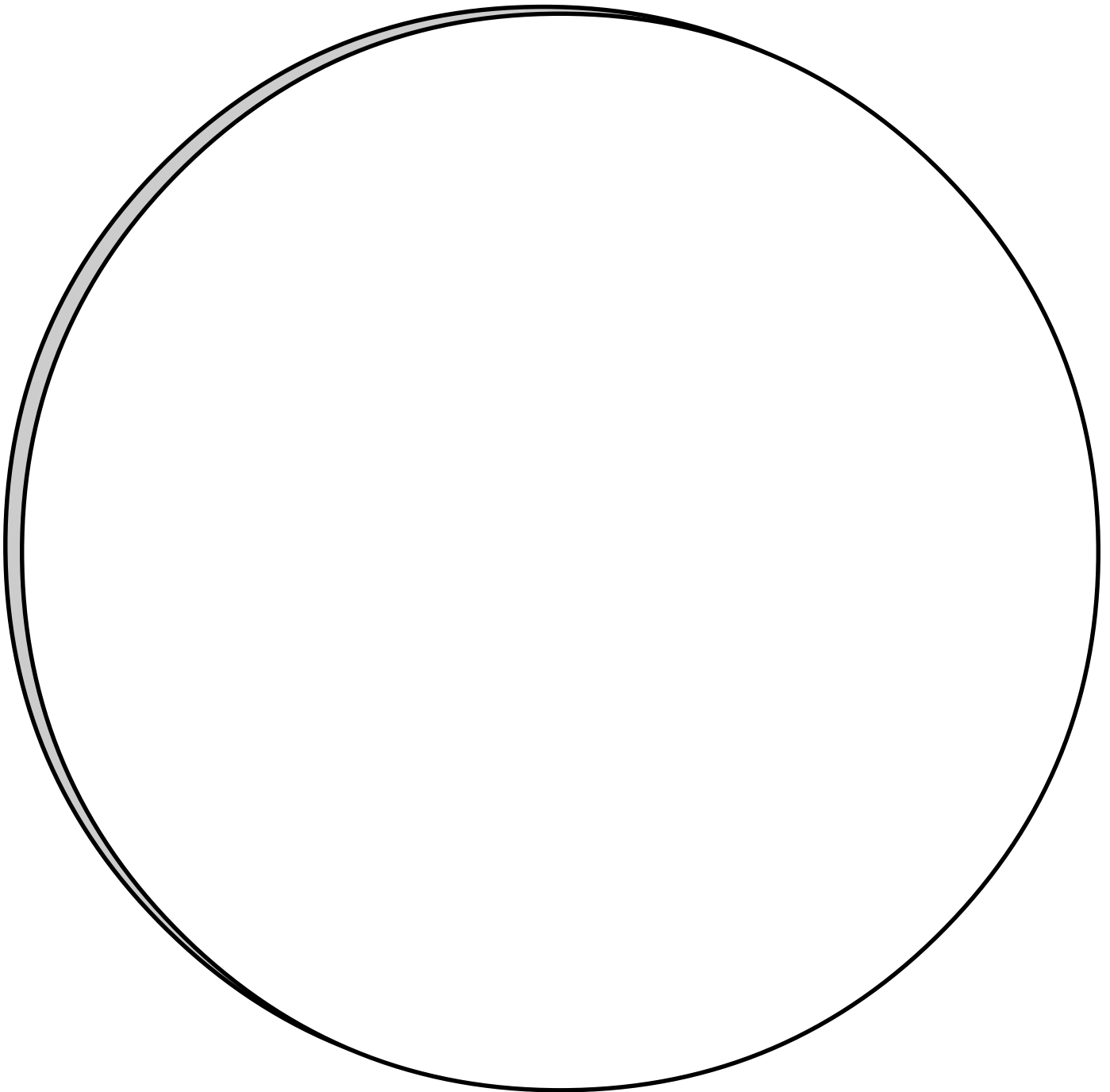




Name \_\_\_\_\_

# Coin Outline for Simile

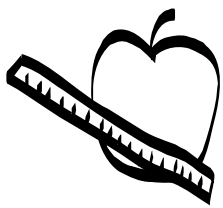
**Directions:** Write a simile about the scissor-tailed flycatcher and illustrate it on this coin.





# Oklahoma Quarter Reverse





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## 2: It's All in the Pattern

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### Based on the New Mexico quarter reverse

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#### OBJECTIVE

Students will understand the meaning of the Zia Sun symbol. Students will understand that the Earth's tilt and movement around the Sun causes the seasons.



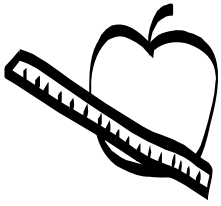
#### MATERIALS

- 1 overhead projector (optional)
- 1 overhead transparency (or photocopy) of the “New Mexico Quarter Reverse” page
- “My Own Flag” worksheet
- “The Earth Moves!” worksheet
- 1 color picture or transparency of the New Mexico state flag
- 1 class map of the United States
- 1 copy of a text that gives information about the seasons. For example:
  - *Reasons for Seasons* by Gail Gibbons
  - *Sunshine Makes the Seasons* by Franklyn Mansfield Branley
  - *What Makes the Seasons?* by Megan Montague Cash
- Computers with Internet access
- Chart paper
- Markers
- Crayons
- Watercolors
- Pencils
- Notebook paper
- Globe
- Yarn
- Spheres of various sizes



#### PREPARATIONS

- Make an overhead transparency (or photocopy) of the “New Mexico Quarter Reverse” page
- Locate a color picture or transparency of New Mexico state flag
- Make copies of the following:
  - “My Own Flag” worksheet (1 per student)
  - “The Earth Moves!” worksheet (1 per student)



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# It's All in the Pattern

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- Locate a text that gives information about the seasons (see examples under “Materials”).
- Gather spheres of various sizes to use as props for skits in session 5.
- Reserve the computer lab for one session.
- Bookmark Internet sites that contain information about the seasons.



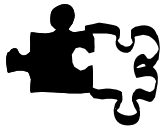
## GROUPINGS

- Whole group
- Small groups
- Individual work



## CLASS TIME

Five 30- to 45-minute sessions



## CONNECTIONS

- Science
- Language Arts
- Social Studies
- Mathematics



## TERMS AND CONCEPTS

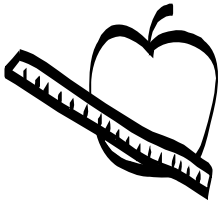
- Quarter
- Zia Sun symbol
- Rotation
- Sphere
- International Date Line
- Obverse (front)
- Topographical map
- Revolution
- Equator
- Reverse (back)
- Hemisphere
- Axis
- Prime Meridian



## BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

- 3-dimensional shapes
- Symbol
- Seasons
- Solar System



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# It's All in the Pattern

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## STEPS

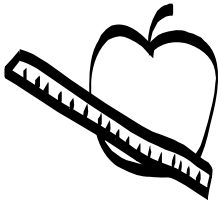
### Session 1

1. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. Then display the transparency or photocopy of the “New Mexico Quarter Reverse” page. Locate New Mexico on a classroom map. Note its position in relation to your school’s location.
2. Ask the students to examine the New Mexico quarter and tell you what they know about this image. Explain to the students that the image features the ancient Sun symbol of the Zia people of New Mexico over a topographical outline of New Mexico. Explain to the students that a topographical map is one that shows the natural surface features of a region, such as hills, rivers, roads, and mountains.
3. Draw the Zia Sun symbol and a large circle on a piece of chart paper. Explain to the students that the Zia Sun symbol tell us about some of the beliefs of the Zia people from long ago. The Zia believed that the giver of all good gifts gave the Zia people gifts in groups of four. (For example, the four cardinal directions (North, East, South, and West), the four seasons of the year (spring, summer, autumn, winter), the four times of day (morning, noon, evening, and night), and four stages of life (childhood, youth, adulthood, and old age). Add some of the examples to the chart paper around the image of a circle. Tell the students that the Zia believed that they were bound together in a circle of life and love, without a beginning or end.
4. Ask the students to think of circular symbols from their own culture to show how things happen, as the Zia did. (For example, wedding ring, clock, and compass rose).
5. Display the color picture or transparency of the New Mexico state flag and explain to the students that flag makers often use colors and symbols to represent things that are important to the people of that area. The red and yellow colors represent Spain, which ruled New Mexico from the early 1500s through 1821.
6. Distribute a “My Own Flag” worksheet to each student. Using the ideas on the chart paper and ideas from the New Mexico quarter reverse tell the students that they will create a personalized flag to represent themselves or their characteristics. The students will also write a few sentences below their flag describing the reason for and meaning of the colors and symbols they chose.
7. Have the students create their flags at home to bring in and share with the class.

### Sessions 2, 3, and 4

1. Display and discuss the students’ flags created in session 1.
2. Display the chart paper of the Zia symbol. Review material covered in the previous session.



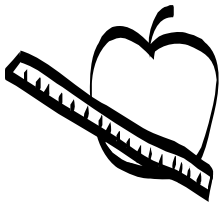


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# It's All in the Pattern

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3. Divide the students into small groups. Ask the students to discuss in their groups what they know about the Sun and the seasons. They should record their thoughts on a piece of notebook paper.
4. On a piece of chart paper, create two columns labeled “The Sun” and “The Seasons.” As a class, discuss the students’ ideas and record them on the chart paper. Emphasize how the earth moves around the Sun and that the Earth’s tilt and movement around the Sun causes the seasons.
5. As a class, create a few statements about the Sun and its effect on the seasons. Record the ideas on the chart paper. Tell the students they will use this information for a project in a later session.
6. Collect the students’ papers.
7. Show the students a globe. Ask the students to tell you what shape the globe is (sphere). Ask the students for the definition of the term “hemisphere.” Student responses should be that it is half of a sphere. Use yarn to trace the Equator and point out the Northern and Southern Hemispheres on the globe. Ask the students what imaginary line separates the Northern and Southern Hemispheres (Equator).
8. Use yarn to trace the Prime Meridian and International Date Line and point out the Eastern and Western Hemispheres on the globe. Ask the students what imaginary line separates the Eastern and Western Hemispheres (Prime Meridian and International Date Line).
9. Introduce the students to the selected text about the seasons. As a group, preview the text. Read the selected text to the class and attend to any unfamiliar vocabulary and concepts. During the reading, students should listen for and point out any clues about the seasons. Chart the students’ ideas. After concluding the selected text, review the students’ ideas.
10. Tell the students they will be doing research and creating a skit to show how the Earth’s tilt and movement around the Sun causes the seasons.
11. Distribute a “The Earth Moves!” worksheet to each student. Allow the students to go to the computer lab for research, if necessary. Discuss the findings and be sure the students know to include the following information:
  - The Earth rotates on its axis.
  - The Earth revolves around the Sun.
  - Some places are tilted toward the Sun, other places are tilted away from the Sun.
  - The part of the Earth that is tilted toward the Sun receives the most direct rays.
  - The number of hours of darkness and light depend on the tilt of the Earth.

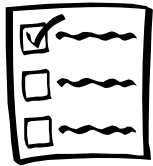


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# It's All in the Pattern

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12. Discuss the students' findings and record the information on chart paper. Discuss why the Sun is so important to us, and why it was important to the Zia Pueblo. Have the students share why New Mexico chose to include this symbol on the quarter design.
13. Divide the class into small groups. Explain to the students that they will be writing a script using the information shared in class along with their research. The script will be used in a skit to be performed for the other students in the class. Encourage the use of costumes and props.
14. Allow the students sufficient time to create their script and practice their skit. If the class is large, student groups could act out different seasons to provide variety in the skits.
15. Display the collection of spheres for the students to utilize for their skits.
16. Allow the students time to complete their scripts and practice their skits.
17. Have the students perform their skits using props and costumes.
18. Encourage the students to perform the skits for other classes.



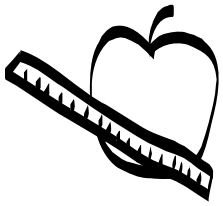
## ASSESSMENT

- Analyze students' worksheets for understanding of the Zia Sun symbol and its use on New Mexico's flag.
- Use the students' class participation to evaluate whether they have met the lesson objectives.
- Assess completed scripts and skits for understanding of how the seasons are created by the interaction between the Earth and the Sun.



## ENRICHMENTS/EXTENSIONS

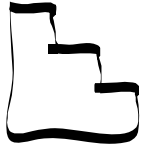
- Have students create a class quilt using each of their flag images in a square to be displayed in the school.
- Have the students create a colored labeled diagram of how the Earth moves around the Sun and the Earth's tilt and movement around the Sun causes the seasons.
- Have students combine the class's ideas and scripts to develop a class play to be performed for other classes.



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# It's All in the Pattern

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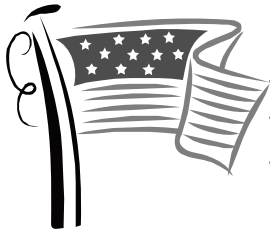
## DIFFERENTIATED LEARNING OPTIONS

- Make a basic Earth outline for students, including solid lines for the hemispheres and dotted lines for the Equator, International Date Line, and Prime Meridian.
- Create a basic illustration showing the Earth's movement around the Sun.
- Allow students to work with a scribe to create their part of the script.



## CONNECTION TO [WWW.USMINT.GOV/KIDS](http://WWW.USMINT.GOV/KIDS)

Have students take a look at time zones and the rotation of the earth using the Teacher Feature “Brand New Day” at: [www.usmint.gov/kids/teachers/features/2003/06.cfm](http://www.usmint.gov/kids/teachers/features/2003/06.cfm).



Name \_\_\_\_\_

# My Own Flag

**Directions:** Draw your flag in the box and describe the meaning of the colors and symbols on the lines below it.

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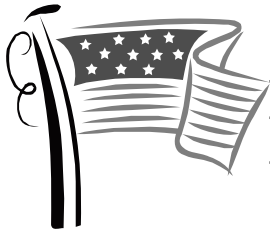
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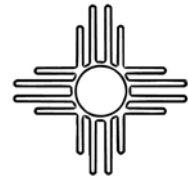
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Name \_\_\_\_\_

# The Earth Moves!

**Directions:** Answer the questions below based on your research.



1. Describe how the Earth rotates.

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2. How often does the Earth go around the Sun in one year?

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3. Explain why some places are tilted toward the Sun when other places are tilted away from the Sun.

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4. Does the time of year affect what part of the Earth receives the most direct rays from the Sun? Explain.

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5. During the year, the Earth receives more or fewer hours of light. What does this number of hours depend on?

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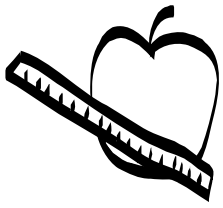
Draw diagrams and illustrations below to help you create your skit.

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# New Mexico Quarter Reverse





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## 3: Desert Dwellers

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### Based on the Arizona quarter reverse



#### OBJECTIVE

Students will identify common plants and animals of the desert. Students will explain physical and behavioral characteristics of desert plants and animals. Students will use voice, expressive language, and interesting vocabulary in their writing.



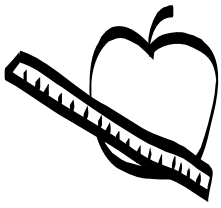
#### MATERIALS

- 1 overhead projector (optional)
- 1 overhead transparency (or photocopy) of the “Arizona Quarter Reverse” page
- “Arizona 3-2-1” worksheet
- 1 class map of the United States
- 1 copy of a text that gives information about the state of Arizona. For example:
  - *G is for Grand Canyon: An Arizona Alphabet* by Barbara Gowan
  - *Arizona (America the Beautiful Series)* by Jean F. Blashfield
  - *Arizona (Rookie Read-About Geography)* by Millie Miller and Cyndi Nelson
- 1 copy of a text that gives information about the Sonoran Desert. For example:
  - *A Desert Scrapbook: Dawn to Dusk in the Sonoran Desert* by Virginia Wright-Frierson
  - *Here is the Southwestern Desert* by Madeleine Dunphy
  - *Saguaro Moon: A Desert Journal* by Kristin Joy Pratt-Serafini
  - *Cactus Hotel* by Brenda Z. Guiberson
- Chart paper
- Markers

#### PREPARATIONS

- Make an overhead transparency (or photocopy) of the “Arizona Quarter Reverse” page.
- Make copies of the “Arizona 3-2-1” worksheet (1 per student).
- Locate a text that gives information about the state of Arizona (see examples under “Materials”).
- Locate a text that gives information about the Sonoran Desert (see examples under “Materials”).
- Create a chart with the alphabet listed vertically down the left side.





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# Desert Dwellers

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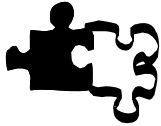
## GROUPINGS

- Whole group
- Pairs
- Individual work



## CLASS TIME

Two 30- to 45-minute sessions



## CONNECTIONS

- Science
- Language Arts



## TERMS AND CONCEPTS

- Quarter
- Obverse (front)
- Reverse (back)
- Riddle



## BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

- The writing process
- Plants and animals

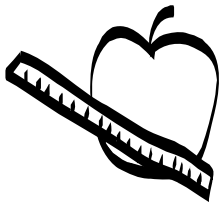


## STEPS

### Session 1

1. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. Then display the transparency or photocopy of the Arizona quarter reverse. Locate Arizona on a classroom map. Note its position in relation to your school's location.
2. Ask the students to examine the Arizona quarter and tell you what they know about the image. Explain to the students that the image represents the Grand Canyon and the Saguaro cactus. Ask the students to share what they already know about these two things. Note their responses on chart paper.





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# Desert Dwellers

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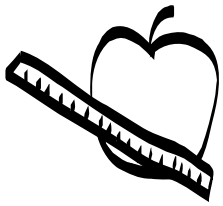
3. Ask the students to think of reasons why these items might be in the quarter design.
4. Display the “Arizona 3-2-1” worksheet. Briefly review the directions so that the students will be prepared to complete the worksheet after listening to the selected text.
5. Introduce the students to the selected text about Arizona. As a group, preview the text. During the reading, add to the chart information about Arizona as it is presented. Pay special attention to text that relates to the Saguaro cactus and the Sonoran desert. Attend to unfamiliar vocabulary and concepts.
6. After finishing the selected text, review the charted information about Arizona. Distribute an “Arizona 3-2-1” worksheet to each student. Explain the directions to the students and allow time for them to finish the work.
7. Afterward, encourage the students in pairs to share their work with each other.

## Session 2

1. Display the transparency of the “Arizona Quarter Reverse” page. Review with the students the material covered in the previous session. Ask the students to discuss information they heard about the Sonoran desert, home of the Saguaro cactus shown on the Arizona quarter.
2. Introduce the students to the selected text about the Sonoran desert. As a group, preview the text. Display a two-column chart labeled “Desert Plants” and “Desert Animals.” During the reading, list desert living things on the chart. Attend to unfamiliar vocabulary and concepts.
3. Explain to the students that they will each be creating a riddle about a desert plant or animal. Define “riddle” as a description that someone presents so that others can guess what’s being described. Share the example below or create one based on the selected text.

What am I? I am a small mammal that lives in the desert. You will find me sleeping in my burrow during the heat of the day. Like many desert animals, I am nocturnal. I have huge ears that help me keep cool in the hot sun. I come out at night to hunt for food, and I have very good vision at night. I look a bit like a small dog to some people. I can make a barking sound, but usually I am shy and run away from people. What am I? (Answer: a fennec fox)

4. To model the process, create a class riddle on chart paper about the famous Saguaro cactus. Guide the students to include both physical and behavioral characteristics in the riddle. Also focus on using expressive language and interesting vocabulary. Demonstrate sentence variation, as students will be tempted to begin every sentence with “I.” Each riddle should begin and end with “What am I?”



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# Desert Dwellers

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5. Each student will choose one of the plants or animals noted on the chart created during the reading about the Sonoran desert. Distribute a “Desert Riddles” worksheet to each student. Direct the students to work independently to create their riddles.
6. Allow time for the students to complete their riddles.
7. Ask the students to individually share their work with the class and allow the rest of the class to guess the answers.
8. Display the riddles in the classroom.



## ASSESSMENT

Use the students’ class participation, worksheets, and final riddles to evaluate whether they have met the lesson objectives.



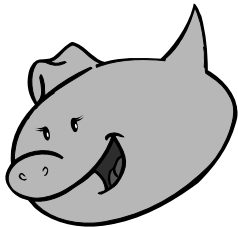
## ENRICHMENTS/EXTENSIONS

- Have students create additional riddles about other desert plants and animals.
- Create a class book of desert riddles.
- Have students research other environments and create riddles about the plants and animals that live there.
- Have students gather other quarters and create riddles based on their designs.



## DIFFERENTIATED LEARNING OPTIONS

- Allow students to work in pairs to write their riddles.
- Provide various texts on desert plants and animals for students to use in writing their riddles.
- Provide a framed paragraph (for example: I live in \_\_\_\_\_. I have \_\_\_\_\_. You can find me \_\_\_\_\_.)
- Allow students to dictate their written responses.



## CONNECTION TO [WWW.USMINT.GOV/KIDS](http://WWW.USMINT.GOV/KIDS)

- Have students learn more about needs of living things by visiting the 2005 Kansas quarter lesson plan for grades K and 1 found at [www.usmint.gov/kids/teachers/lessonPlans/50sq/2005/\\_k01-4.pdf](http://www.usmint.gov/kids/teachers/lessonPlans/50sq/2005/_k01-4.pdf).
- Have students learn more about plants and animals encountered during the Lewis and Clark expedition by visiting the 2004 Westward Journey (keelboat) nickel lesson plan for grade 2 found at [www.usmint.gov/kids/teachers/lessonPlans/wjns/2004/02-keelboat.pdf](http://www.usmint.gov/kids/teachers/lessonPlans/wjns/2004/02-keelboat.pdf).



Name \_\_\_\_\_

# Arizona 3-2-1

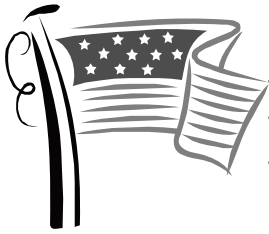
**Directions:** Listen carefully to the book about the state of Arizona. Then, in the boxes below, write 3 things you learned, 2 things that surprised you, and 1 question you still have about Arizona. Illustrate a fact about Arizona in the last box.



**3 LEARNED**

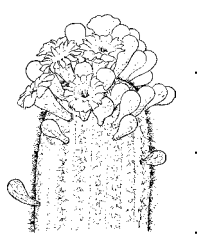
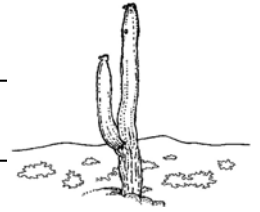
**2 SURPRISES**

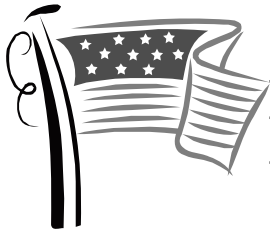
**1 QUESTION**



Name \_\_\_\_\_

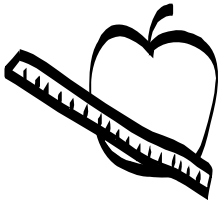
# Desert Riddles





# Arizona Quarter Reverse





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# 4: It's a Bear Out There!

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## Based on the Alaska quarter reverse

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### OBJECTIVE

Students will examine and understand common characteristics of ecosystems. Students will research characteristics, behaviors, and adaptations of the brown bear.



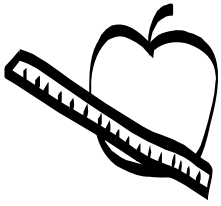
### MATERIALS

- 1 overhead projector
- 1 overhead transparency of each of the following:
  - “Alaska Quarter Reverse” page
  - “Name that Ecosystem!” page
  - “Animal ABC” worksheet
- “Animal ABC” worksheet
- 1 class map of the United States
- 1 copy of a text that gives information about tundra ecosystems. For example:
  - *Life in the Tundra (Ecosystems in Action)* by Cherie Winner
  - *Arctic Tundra* by Donald M. Silver
  - *The Arctic Tundra* by Michael H. Forman
  - *Frozen Tundra: A Web of Life* by Philip Johansson
  - *Arctic Tundra: Land With No Trees (Rookie Read-About Science)* by Allan Fowler
- Computers with Internet access
- Chart paper
- Markers
- Pictures showing various ecosystems
- Pencils and paper
- White construction paper (11x14)
- Markers
- Colored pencils



### PREPARATIONS

- Make an overhead transparency (or photocopy) of each of the following:
  - “Alaska Quarter Reverse” page
  - “Name That Ecosystem!” page
  - “Animal ABC” worksheet



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# It's a Bear Out There!

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- Make copies of “Animal ABC” worksheet (1 per student and 1 per pair of students)
- Locate a text that gives information about the tundra ecosystems (see examples under “Materials”).
- Gather pictures showing various ecosystems for sessions 1 and 2.
- Reserve the computer lab for two sessions.
- Bookmark Internet sites that contain information about the brown bear, including its behaviors and adaptations.
- Gather various texts about the ecosystem and animals in your location to use in sessions 4 and 5.



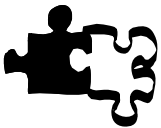
## GROUPINGS

- Whole group
- Small groups
- Pairs
- Individual work



## CLASS TIME

Four 30- to 45-minute sessions



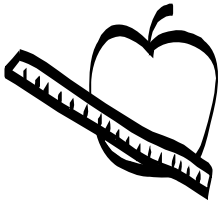
## CONNECTIONS

- Science
- Language Arts



## TERMS AND CONCEPTS

- Quarter
- Obverse (front)
- Reverse (back)
- Characteristic
- Behavior
- Adaptation
- Tundra



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# It's a Bear Out There!

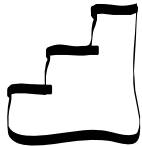
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## BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

- Ecosystem
- Compare and contrast
- Similarities and differences

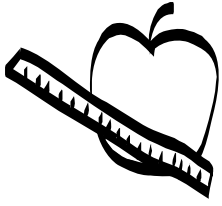


## STEPS

### Sessions 1 and 2

1. 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 “Alaska Quarter Reverse” page. Locate Alaska on a classroom map. Note its position in relation to your school’s location.
2. Ask the students to examine the Alaska quarter and tell you what they know about the picture. Explain to the students that the image features a brown bear clutching a salmon in its jaws. Explain to the students that they will be learning about ecosystems. Ask the students for the definition of the term “ecosystem.” The definition should reflect that an ecosystem describes the interaction between living and nonliving parts of an environment. Write the definition and briefly discuss examples of living and nonliving parts of an ecosystem on a piece of chart paper. Guide the students to understand that the living parts of an ecosystem depend on the nonliving.
3. Remind the students that there are many kinds of ecosystems where plants and animals live. Display various pictures showing the variety of ecosystems. As each one is shown, write the name the ecosystem on the chart paper followed by a symbol of it. Ecosystems named should include desert, grassland, tundra, ocean, forest, rainforest, and wetland.
4. Display the “Name That Ecosystem!” overhead transparency. Ask the students to identify each ecosystem and explain why they made each choice. The students should state what is unique about each. (The ecosystems are, left to right, top to bottom: aquatic/ocean, grassland, desert, rainforest, tundra, and wetland.)
5. Explain to the students that tundra is an ecosystem of Alaska. Read the selected text to the class, having the students listen for clues about the ecosystem of Alaska. Attend to any unfamiliar vocabulary and concepts. Chart the students’ ideas. After concluding the selected text, review the students’ ideas about the tundra ecosystem. Record responses on chart paper.
6. Ask the students to think about the tundra ecosystem and the brown bear from the Alaska quarter. Distribute a “Animal ABC” worksheet to each student. Explain to the students that they will be doing research about the brown bear and one of the





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# It's a Bear Out There!

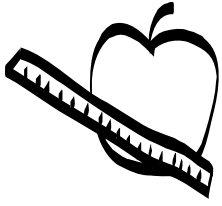
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ecosystems where it can be found. Explain that brown bears can live in several different ecosystems but the students will be focusing mainly on the tundra ecosystem.

7. Tell the students they will be researching three topics: the characteristics (distinguishing traits), behaviors (things animals do), and adaptations (traits that help an animal meet its needs in the place where it lives) of the brown bear in the tundra ecosystem.
8. Take the students to the computer lab and allow them time to complete their “Animal ABC” worksheet.
9. As a class, review the students’ findings. Record the student responses on the “Animal ABC” overhead transparency. Discuss the characteristics, behaviors, and adaptations of the brown bear and why they are all important to life in a tundra.
10. Collect the students’ worksheets.

## Sessions 3 and 4

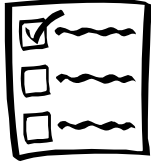
1. Display the chart paper and review the material covered in the previous sessions.
2. Display the transparency or photocopy of the “Alaska Quarter Reverse” page. Remind the students that living parts of an ecosystem depend on the nonliving. Guide the students to also see how the food chain is reflected in the bear and the fish on the coin. The students should see the relationship between the various animals and the environment in the ecosystem.
3. Explain to the students that they will be choosing an ecosystem other than the tundra to show its similarities and differences as compared to the tundra.
4. Redistribute the students’ “Animal ABC” worksheets from Sessions 1 and 2. Divide the class into pairs and distribute another “Animal ABC” worksheet to each pair.
5. Explain to the students that they will be doing the same type of research and reporting activity as they did in the previous sessions. They will show their findings by creating a poster and writing a descriptive paragraph.
6. As a class, create a list of animals that the pairs of students want to research.
7. Allow the students time to visit the computer lab, look through texts, and complete their worksheets.
8. Review the students’ worksheets. Allow time for the each pair to create its poster and for each student to write his or her paragraph.
9. Collect the students’ worksheets.
10. Have the students share their posters and paragraphs with the class. Display them in the classroom.



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# It's a Bear Out There!

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## ASSESSMENT

- Analyze the students' worksheets for understanding of the animals and ecosystems.
- Use the students' class participation to evaluate whether they have met the lesson objectives.
- Assess the completed posters and paragraphs.



## ENRICHMENTS/EXTENSIONS

- Have students research other quarter reverse images and find one to match each of the ecosystems.
- Have students research other animals from another ecosystem and create a picture book of animals to share with book buddies.



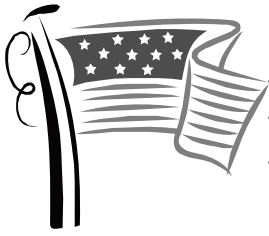
## DIFFERENTIATED LEARNING OPTIONS

- Allow students to work in small groups for Sessions 3 and 4.
- Allow students to record the information using a scribe.



## CONNECTION TO [WWW.USMINT.GOV/KIDS](http://WWW.USMINT.GOV/KIDS)

Have students learn more about behavioral and physical adaptations of animals by using the lesson plan “Can You Adapt?” based on the Montana quarter reverse found at: [www.usmint.gov/kids/teachers/lessonPlans/50sq/2007/0203-1.pdf](http://www.usmint.gov/kids/teachers/lessonPlans/50sq/2007/0203-1.pdf).



Name \_\_\_\_\_

# Animal ABC

**Animal** \_\_\_\_\_

ADAPTATIONS

BEHAVIORS

CHARACTERISTICS



# Name That Ecosystem!

Identify the desert, ocean (aquatic), tundra, grassland, wetland, and rainforest ecosystems below.

ECOSYSTEM \_\_\_\_\_



ECOSYSTEM \_\_\_\_\_



ECOSYSTEM \_\_\_\_\_



ECOSYSTEM \_\_\_\_\_

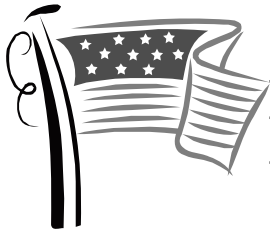


ECOSYSTEM \_\_\_\_\_



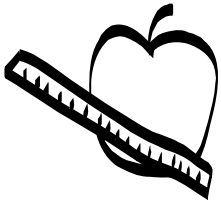
ECOSYSTEM \_\_\_\_\_





# Alaska Quarter Reverse





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# 5: Aloha from the King

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## Based on the Hawaii quarter reverse

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### OBJECTIVE

Students will research and identify well-known places in Hawaii. Students will identify and use map features. Students will identify and apply features of friendly letters.



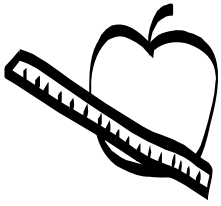
### MATERIALS

- 1 overhead projector
- 1 overhead transparency of the “Hawaii Quarter Reverse” page
- “Aloha from the King” worksheet
- 1 class map of the United States
- 1 copy of a text that gives information about the state of Hawaii. For example:
  - *A is for Aloha: A Hawai’i Alphabet (Discover America State by State)* by U’ilani Goldsberry
  - *Hawaii (Rookie Read-About Geography)* by Christine Taylor-Butler
  - *Hawaii (America the Beautiful)* by Martin Hintz (select pages)
- Chart paper
- Markers
- Butcher paper
- Computers with Internet access
- Construction paper
- Yarn



### PREPARATIONS

- Make an overhead transparency (or photocopy) of the “Hawaii Quarter Reverse” page.
- Make copies of the “Aloha from the King” worksheet (1 per student).
- Locate a text that gives information about the state of Hawaii (see examples under “Materials”).
- Prepare a three-column chart labeled “Hawaiian Place,” “Island,” and “Why Special” to be used in Session 1.
- Use an overhead projector to trace a large outline map of Hawaii on butcher paper to be used in Session 2.
- Arrange to use the school computer lab for one session.
- Bookmark Internet sites that contain basic information about Hawaii.



# Aloha from the King



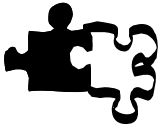
## GROUPINGS

- Whole group
- Individual work



## CLASS TIME

Four 30- to 45-minute sessions



## CONNECTIONS

- Language Arts
- Social Studies



## TERMS AND CONCEPTS

- Quarter
- Obverse (front)
- Reverse (back)
- King Kamehameha I
- Mahalo



## BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

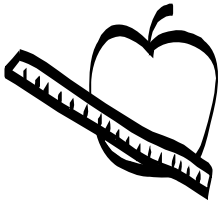
- The writing process
- Friendly letters
- Map features



## STEPS

### Session 1

1. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. Then display the transparency of the “Hawaii Quarter Reverse” page. Locate Hawaii on a classroom map. Note its position in relation to your school’s location. Make sure to point out that Hawaii is often shown in a separate box on United States maps because of its great distance from the mainland.
2. Ask the students to examine the Hawaii quarter and tell you what they know about the image. Explain to the students that the image shows the chain of islands that



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# Aloha from the King

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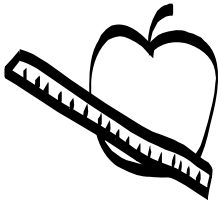
make up Hawaii and the islands' most famous leader, King Kamehameha I. Ask the students to share what they already know about the state of Hawaii.

3. Explain to the students that they will be learning about special places in Hawaii. Display a three-column chart labeled with the headings "Hawaiian Place," "Island," and "Why Special."
4. Introduce the students to the selected text about Hawaii. As a group, preview the text. During the reading, add to the chart information about the state of Hawaii as it is presented. Pay special attention to text that relates to important places in Hawaii (for example: main islands, national parks, volcanoes, cities, rivers, and lakes). Also focus on the important contributions of King Kamehameha I (unification of the islands of Hawaii). Attend to unfamiliar vocabulary and concepts.
5. After concluding the selected text, review the charted information about Hawaii. Ask each student to choose a favorite location in Hawaii from the chart, then draw and label an illustration.

## Sessions 2 and 3

1. Display the transparency of the "Hawaii Quarter Reverse" page. Review with the students the material covered in the previous session. Ask the students to discuss information they heard about important places in Hawaii, including Haleakala National Park.
2. Display and discuss the large outline map of Hawaii you drew on butcher paper. Label each of the main islands and the ocean.
3. Review with the students the list of Hawaiian places they created in the previous session. Explain to them that they will label the important Hawaiian places on the large map and write about them.
4. Tell the students that they will each write a brief letter about one place. Discuss the key components of a friendly letter and list them on chart paper. Note that friendly letters include a date, greeting, body, closing, and signature.
5. Ask each student to choose from the chart a different Hawaiian place to write about.
6. Ask the students to imagine that they are King Kamehameha I, and how proud he must have felt of the unified islands of Hawaii. Explain to the students that they will write a letter from the king inviting others to come and see the wonders of Hawaii. Each student's letter will welcome visitors to the islands and describe in detail a specific place, including a description of the place, three facts about the place, and an explanation of why the place is special. List these components on another chart with the components of a friendly letter to provide clear expectations for the students.





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# Aloha from the King

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7. As a model, you can share the example below, create one based on the text read aloud, or produce a class example. Conduct a shared writing experience to practice using the friendly letter components and including key information. For example:

Aloha Visitors!

Welcome to Hawaii! There are many wonderful things to see here in Hawaii. I hope that you will have a chance to visit Haleakala National Park. There you will be able to see a 10,000 foot volcanic peak. It is especially beautiful at sunrise! Be prepared for changes in weather, though, as it can be close to freezing at the summit, but in the 70s at the coast.

The park is very special because you will also be able to see a great variety of plants and animals there. Bring your hiking shoes so you can get a great view of the park on foot.

Have a great trip!

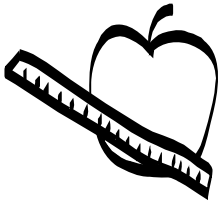
Mahalo,

King Kamehameha I

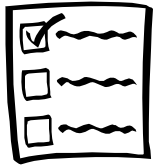
8. Distribute an “Aloha from the King” worksheet to each student. Review the letter features and the spaces identified on the worksheet for each component. Discuss the components to be included in the body of each letter.
9. If needed, take the students to the computer lab and allow them time to conduct additional research on their chosen Hawaiian places.
10. Direct the students to work independently to write their letters.
11. Allow time for the students to complete their letters.

## Session 4

1. Have the students share their written work with the class.
2. Distribute construction paper for students to mount their letters on. Attach the mounted letters beside the large butcher-paper map. Connect each letter to the corresponding place on the map using colored yarn. Have each student label their Hawaiian place on the large map.
3. Display the students’ work in the classroom and invite other classes to view the project.



# Aloha from the King



## ASSESSMENT

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



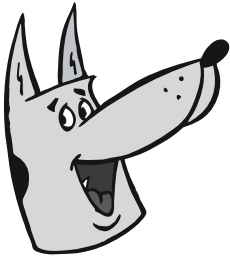
## ENRICHMENTS/EXTENSIONS

- Have students create expanded travel guides about the state of Hawaii.
- Have small groups of students create maps of each island of Hawaii.
- Have students research and write biographical reports about King Kamehameha I or other important leaders of Hawaii.



## DIFFERENTIATED LEARNING OPTIONS

- Allow students to work in pairs to complete their research and writing.
- Provide various texts on the state of Hawaii for students to use in writing their letter.
- Allow students to dictate their written responses.



## CONNECTION TO [WWW.USMINT.GOV/KIDS](http://WWW.USMINT.GOV/KIDS)

- Have students learn more about using maps through the 2002 Louisiana quarter lesson plan for grades 2 and 3 at [www.usmint.gov/kids/teachers/lessonPlans/50sq/2007/0203-6.pdf](http://www.usmint.gov/kids/teachers/lessonPlans/50sq/2007/0203-6.pdf).
- Have students learn more about national parks in each state with the 2007 quarter lesson plan for grades 2 and 3 at [www.usmint.gov/kids/teachers/lessonPlans/50sq/2007/0203-6.pdf](http://www.usmint.gov/kids/teachers/lessonPlans/50sq/2007/0203-6.pdf).



Name: \_\_\_\_\_

# Aloha from the King

Your friendly letter should include:

In the body of your letter:

- Describe the place you chose
- Give 3 facts about the place
- Explain why the place is special
- Date
- Greeting
- Body
- Closing
- Signature

\_\_\_\_\_ (date)

\_\_\_\_\_ (greeting)

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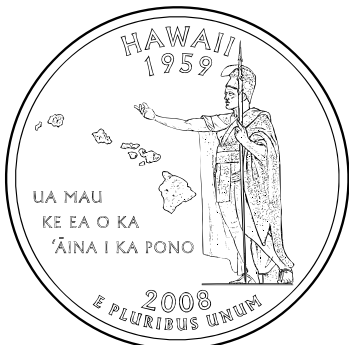


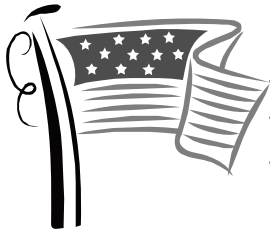
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(body)

\_\_\_\_\_ (closing)

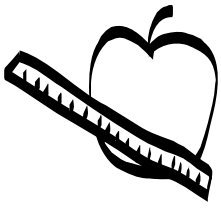
\_\_\_\_\_ (signature)





# Hawaii Quarter Reverse





## 6: A State by Any Other Name



### OBJECTIVE

Students will describe the purposes and origins of state nicknames. Students will identify and describe the meaning of a specific state nickname.



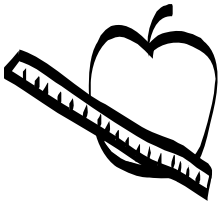
### MATERIALS

- 1 overhead projector (optional)
- 1 overhead transparency (or photocopy) of “Quarter Reverse” pages from several states where the state nickname is included in the design, such as Delaware, Massachusetts, Maryland, or South Carolina (Resource Guide)
- Copies of the following:
  - “A State by Any Other Name” worksheet
  - “Quarter Design” worksheet
- Copy of the Resource Guide (available at [www.usmint.gov/kids](http://www.usmint.gov/kids))
- 1 class map of the United States
- 1 copy of a text that gives information about the United States. For example:
  - *My America: A Poetry Atlas of the United States* by Lee Bennett Hopkins
  - *Don't Know Much About the 50 States* by Kenneth C. Davis
  - *Our 50 States: A Family Adventure Across America* by Lynne Cheney
- Texts that provide information about specific states
- Computers with Internet access
- Chart paper
- Markers
- Construction paper



### PREPARATIONS

- Make an overhead transparency (or photocopy) of the State Quarter Reverses from several states (Resource Guide)
- Make copies of each of the following:
  - “A State by Any Other Name” worksheet (2 per student)
  - “Quarter Design” worksheet (1 per student)
- Locate a text that gives information about the United States (see examples under “Materials”). Identify pages to read aloud based on the states to be studied.
- Gather texts that give information about specific states.



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# A State by Any Other Name

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- Arrange to use the school computer lab for one session.
- Bookmark Internet sites that contain information about the United States.



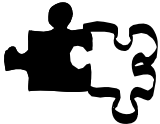
## GROUPINGS

- Whole group
- Individual work



## CLASS TIME

Three 30- to 45-minute sessions



## CONNECTIONS

- Language Arts
- Social Studies



## TERMS AND CONCEPTS

- Quarter
- Obverse (front)
- Reverse (back)
- Nickname



## BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

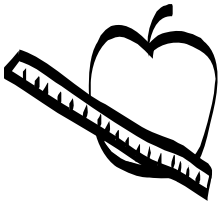
- United States
- Geography



## STEPS

### Session 1

1. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. Then display the transparency or photocopy of a state quarter reverse which includes the state nickname. Locate the state on a classroom map. Note its position in relation to your school's location. Repeat this process with several examples of state quarter reverses which include the state nicknames.



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# A State by Any Other Name

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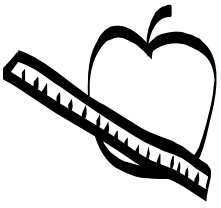
2. Start a class chart that lists states with their nicknames. Ask the students to brainstorm what some of these nicknames might mean and why the states have nicknames.
3. Ask the students to provide the nickname of their home state. If they do not know, provide this information. Discuss the meaning of this nickname.
4. Introduce the students to the selected text about the United States. Read aloud the selected text. While reading the text, select a few state names and nicknames to add to the chart paper. Highlight any information provided on the nickname of the home state.
5. Tell the students that they will be continuing to research state nicknames in this lesson.
6. Distribute one copy of the “What’s in a Name?” worksheet to each student. Ask the students to complete the worksheet based on their home state.

## Session 2

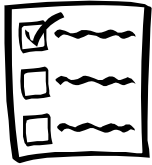
1. Review the material covered in the first session, including origins of state nicknames, in particular of the home state.
2. Explain to the students that they will be researching a specific state nickname using books in the classroom and/or Internet web sites. Ask students to choose the states they would like to study and list these choices on chart paper so that none are duplicated.
3. Distribute one copy of the “What’s in a Name?” worksheet to each student. Allow students time to conduct their research on their chosen states using the Internet and available texts, and complete the worksheet.

## Session 3

1. Review the material covered in previous sessions.
2. Explain to the students that they will create a new quarter design based on the information they learned about the state nickname. The new quarter design should include the state name, the state nickname, and a large image that clearly illustrates the meaning of the state nickname.
3. Distribute one copy of the “Quarter Design” worksheet to each student. Allow the students time to complete their quarter designs.
4. Have the students cut out their quarter designs and mount them on construction paper. Display all of the quarter designs alongside all of the “A State by Any Other Name” worksheets. Display the students’ work in the classroom and provide an opportunity for them to share their work with peers and try to match the quarter designs with the worksheets.



# A State by Any Other Name



## ASSESSMENT

Use the students' class participation, worksheets and final quarter designs to evaluate whether they have met the lesson objectives.



## ENRICHMENTS/EXTENSIONS

- Have students research other state nicknames.
- Have students create new nicknames for states based on geography, history, etc.
- Have students research the state mottos of various states, as well as their meanings and origins.
- Create a class book of state nicknames, mottos, and/or other state features.



## DIFFERENTIATED LEARNING OPTIONS

- Allow students to complete the project in pairs.
- Allow students to dictate their paragraphs about state nicknames.
- Have students use texts at various reading levels for their research materials.



## CONNECTION TO WWW.USMINT.GOV/KIDS

- Have students learn more about the fifty states by completing the Web Quest at [www.usmint.gov/kids/index.cfm?fileContents=teachers/webQuests/seeingtheStates.cfm](http://www.usmint.gov/kids/index.cfm?fileContents=teachers/webQuests/seeingtheStates.cfm).
- Have students learn more about the fifty states by playing the Quarter Explorer game at <http://www.usmint.gov/kids/games/quarterExplorer/>.
- Have students learn more about state nicknames by using the 2008 New Mexico lesson plan for kindergarten and grade 1 at [www.usmint.gov/kids/teachers/lessonPlans/50sq/2008/0203-2.pdf](http://www.usmint.gov/kids/teachers/lessonPlans/50sq/2008/0203-2.pdf).





Name \_\_\_\_\_

# A State by Any Other Name

**Directions:** Research the state nickname of one state. Write a paragraph explaining the meaning of the state nickname. Then color in the state on the map below.

State: \_\_\_\_\_

Nickname(s): \_\_\_\_\_

\_\_\_\_\_

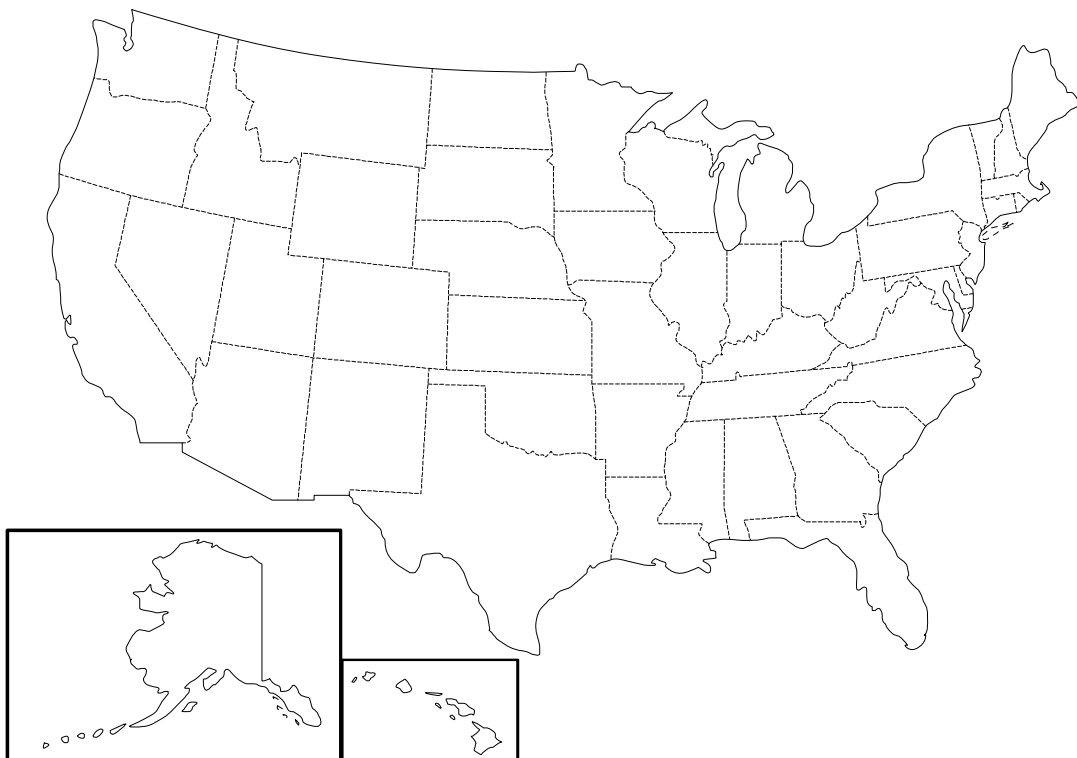
Meaning of Nickname: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

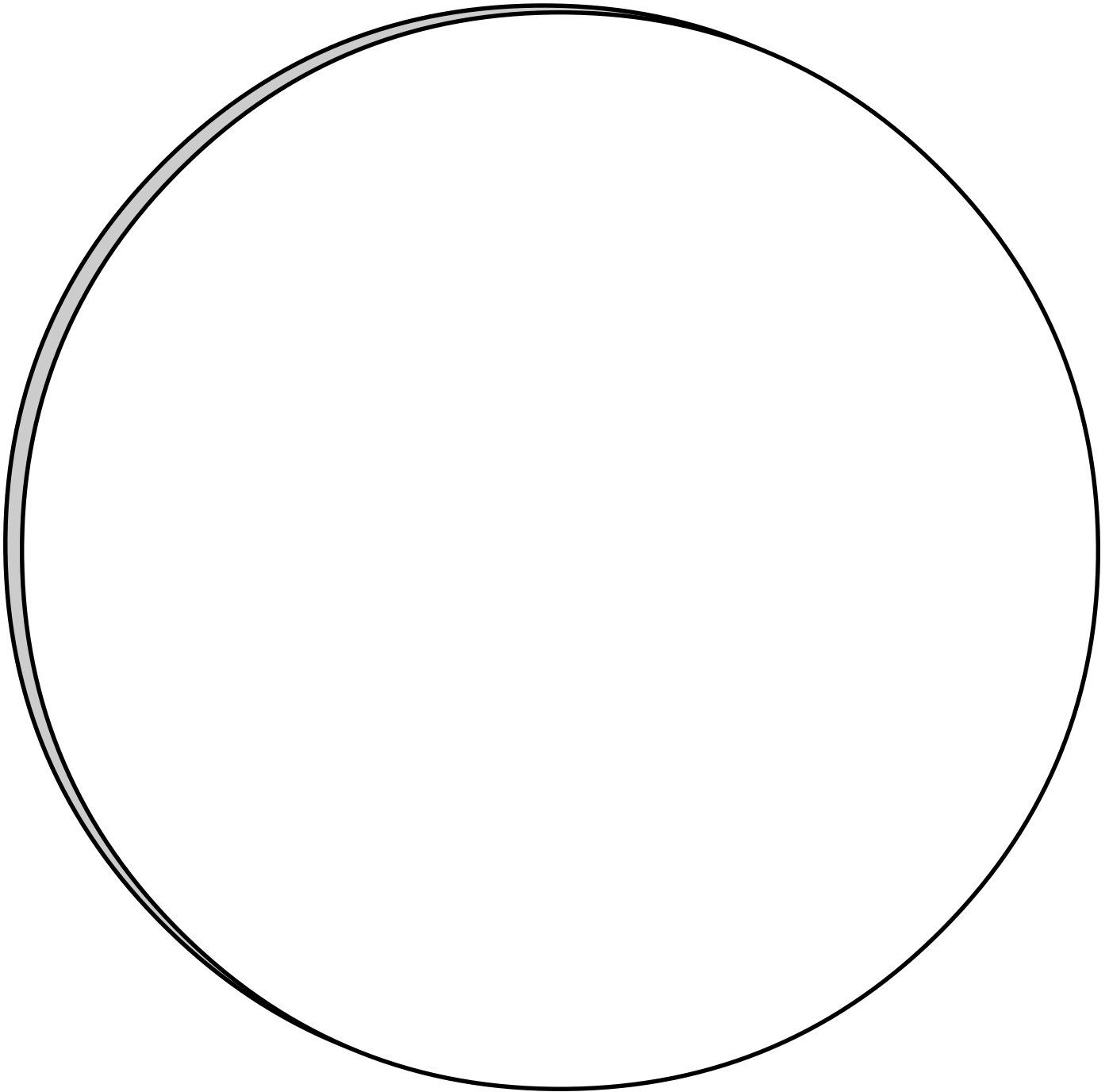




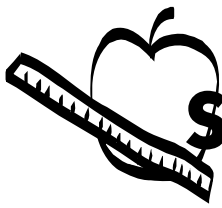
Name \_\_\_\_\_

# Quarter Design

**Directions:** Create a new quarter design for your state. Make sure to include the state name, state nickname, and a large illustration that represents the nickname.



State \_\_\_\_\_ Nickname \_\_\_\_\_



# State Information 2008 Quarters

## Oklahoma

The first commemorative quarter-dollar coin released in 2008 honors Oklahoma, and is the 46th coin in the United States Mint's 50 State Quarters® Program. Oklahoma, nicknamed the "Sooner State," was admitted into the Union on November 16, 1907, becoming our nation's 46th state.

The Oklahoma quarter features an image of the state bird, the scissor-tailed flycatcher, in flight with its distinctive tail feathers spread. The bird is soaring over the state wildflower, the Indian blanket, backed by a field of similar wildflowers. The coin's design also bears the inscriptions "Oklahoma" and "1907."

The depiction of the Indian blanket (*Gaillardia*) symbolizes the state's rich American Indian heritage and native long grass prairies, which are abundant in wildlife. Oklahoma was formed by the combination of the Oklahoma Territory and the Indian Territory of the Five Civilized Tribes (Choctaw, Chickasaw, Creek, Seminole, and Cherokee). The state's name is derived from the Choctaw words "okla" and "homma," meaning "red people."



**State Capital:** . . . . . Oklahoma City  
**State Bird:** . . Scissor-tailed flycatcher  
**State Tree:** . . . . . Redbud  
**State Flower:** . . . . . Mistletoe  
**State Motto:** . . . . "Labor omnia vincit"  
meaning "labor conquers all things"

**Entered Union (rank):** . . . . . November 16, 1907 (46)

**Nickname(s):** . . Sooner State, because of some settlers who tried to claim land sooner than others

**Origin of Name:** . . . . From Choctaw for "red people"

**State Song:** . . . . . "Oklahoma"

## New Mexico

The second commemorative quarter-dollar coin released in 2008 honors New Mexico, and is the 47th coin in the United States Mint's 50 State Quarters® Program. New Mexico, nicknamed the "Land of Enchantment," was admitted into the Union on January 6, 1912, becoming our nation's 47th state. The reverse of New Mexico's quarter features a Zia sun symbol over a topographical outline of the state with the inscription "Land of Enchantment." The coin also bears the inscriptions "New Mexico" and "1912."

The great influence of American Indian cultures can be found throughout New Mexico. The Zia Pueblo believe the sun symbol represents the giver of all good, who gave gifts in groups of four. From the circle representing life and love without beginning or end, the four groups of four rays that emanate represent the four directions, the four seasons, the four phases of a day (sunrise, noon, evening, and night), and the four divisions of human life (childhood, youth, adulthood, and old age).



**State Capital:** . . . . . Santa Fe  
**State Bird:** . . . . . Roadrunner  
**State Tree:** . . . . . Pinyon Pine  
**State Flower:** . . . . . Yucca flower  
**State Motto:** . . . . . "Crescit eundo"  
meaning "it grows as it goes"

**Entered Union (rank):** . . . . . January 6, 1912 (47)

**Nickname(s):** . . . . . Land of Enchantment

**Origin of Name:** . . . Spanish name for lands north of the Rio Grande River

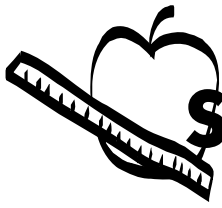
**State Song:** . . . . . "O Fair New Mexico"

## Arizona

The third commemorative quarter-dollar coin released in 2008 honors Arizona, and is the 48th coin in the United States Mint's 50 State Quarters® Program. Arizona was admitted into the Union on February 14, 1912, becoming our nation's 48th state, and the last in the continental United States.

The Arizona quarter features an image of the Grand Canyon with a saguaro cactus, Arizona's state flower, in the foreground. A banner reading "Grand Canyon State" separates the two images to signify that the saguaro cactus does not grow in the Grand Canyon. The coin also bears the inscriptions "Arizona" and "1912."

One of the seven natural wonders of the world, the Grand Canyon covers more than 1.2 million acres in northwestern Arizona. The Canyon, sculpted by the mighty Colorado River, is 6,000 feet deep at its deepest point and 18 miles wide at its widest. It is home to numerous rare and threatened plant and animal species. The Grand Canyon joined the National Park System in 1919 and is visited by more than four million tourists each year.



# State Information 2008 Quarters



**State Capital:** . . . . . Phoenix  
**State Bird:** . . . . . Cactus Wren  
**State Tree:** . . . . . Yellow Palo Verde  
**State Flower:** . . Saguaro cactus blossom  
**State Motto:** . . . . . “Ditat Deus”  
 meaning “God enriches”

**Entered Union (rank):** . . . . . February 14, 1912 (48)  
**Nickname(s):** . . . . . The Grand Canyon State  
**Origin of Name:** . . . Aztec “arizuma” (silver-bearing)  
 and Pima “arizonac” (little spring place)  
**State Song:** . . . . . “Arizona”



**State Capital:** . . . . . Juneau  
**State Bird:** . . . . . Willow Ptarmigan  
**State Tree:** . . . . . Sitka Spruce  
**State Flower:** . . . . . Forget-Me-Not  
**State Motto:** . . . . . North to the Future  
**Entered Union (rank):** . . January 3, 1959 (49)

**Nickname(s):** . . . . . The Last Frontier  
**Origin of Name:** . . . . . Aleutian “alaxsxaq” meaning  
 roughly “The Great Land”  
**State Song:** . . . . . “Alaska’s Flag”

## Alaska

The fourth quarter released by the United States Mint in 2008 commemorates the state of Alaska. It is the 49th coin to be issued in the Mint’s 50 State Quarters® Program. On January 3, 1959, Alaska became the 49th state to be admitted into the Union. The reverse of the Alaska quarter features a bear emerging from the waters clutching a salmon in its jaw. The coin’s design includes the North Star displayed above the inscription “The Great Land” and the inscriptions “Alaska” and “1959.”

The bear and salmon symbolize Alaska’s natural beauty and abundant wildlife, with the bear representing strength and the salmon representing the nutrition that provides for this strength. The grizzly flourishes in Alaska and can be observed in places such as Denali and Katmai National Parks, Kodiak Island and Admiralty Island. More than 98 percent of the United States’ brown bear population is found in Alaska.

The word “Alaska” comes from the Aleutian word “Alyeska,” meaning “The Great Land.” Populated by Indians, Eskimos, and Aleuts for centuries, Alaska was not explored by Europeans until 1741. Russia established a colony in Alaska to protect its lucrative fur-trading interests, but sold Alaska to the United States in 1867 for \$7.2 million, or two cents per acre, when it could no longer afford to maintain the colony. Although the purchase was derided by many in the United States at the time, its worth became apparent following late 19th century gold rushes and the discovery of oil in the mid-20th century.

## Hawaii

The fifth and final quarter-dollar coin released in 2008 honors the state of Hawaii, and is the 50th and last coin in the United States Mint’s popular 50 State Quarters® Program. Hawaii, spelled “Hawai’i” in the Hawaiian language, is nicknamed “The Aloha State.” It became the 50th state admitted into the Union on August 21, 1959.

The reverse of Hawaii’s quarter features Hawaiian monarch King Kamehameha I stretching his hand toward the eight major Hawaiian Islands. Inscriptions are the state motto “Ua mau ke ea o ka ’āina i ka pono” (“The life of the land is perpetuated in righteousness”), “Hawaii,” and “1959.”

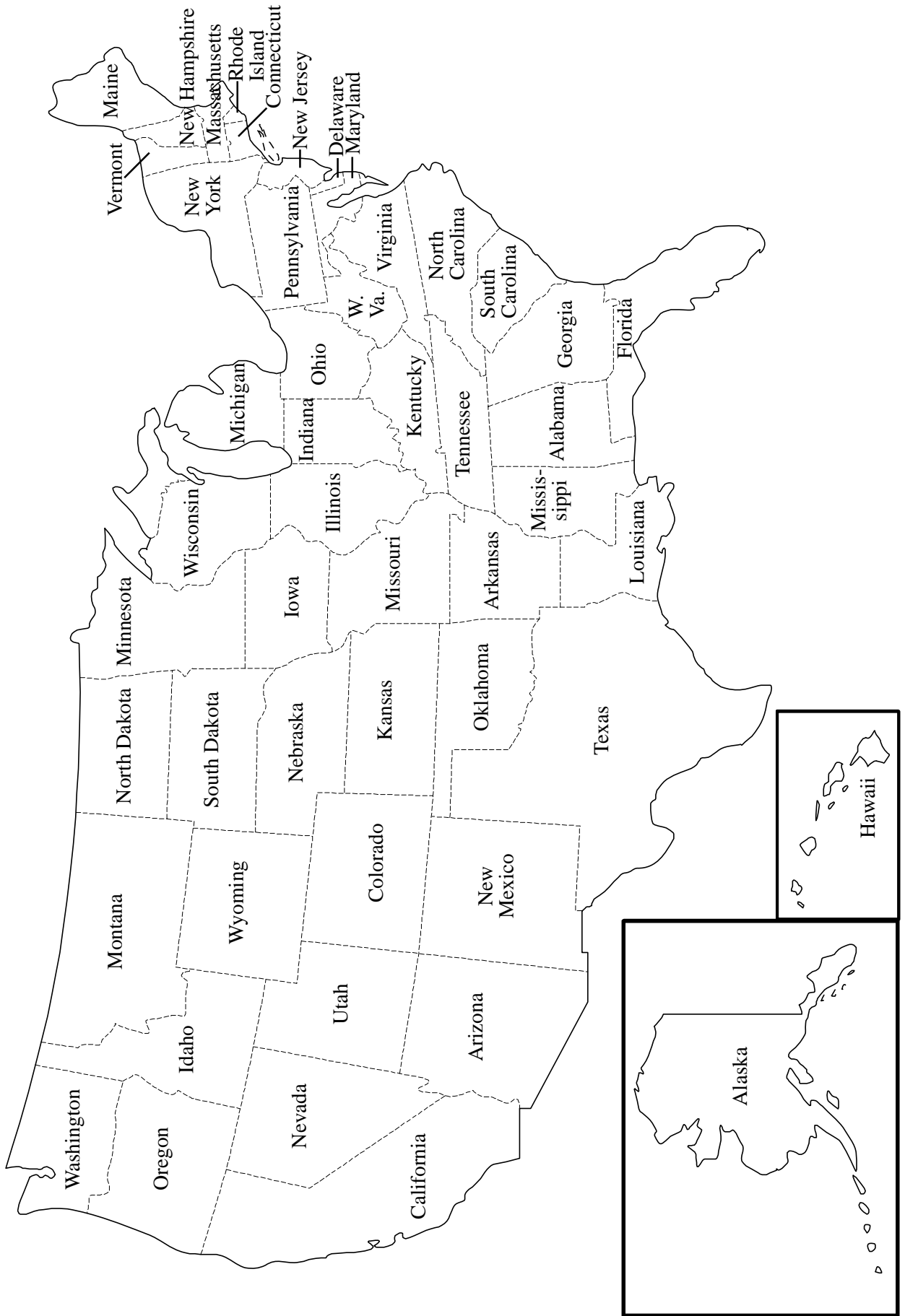
King Kamehameha I is a revered figure in Hawaiian history. He unified the governance of the Hawaiian Islands into one kingdom in the early 1800s and navigated changes in Hawaii, while maintaining the native practices and traditional ways of island life. His “Law of the Splintered Paddle” guaranteed the protection of citizens from harm during war and became a landmark in humanitarian law. He is honored with a statue in the U.S. Capitol’s National Statuary Hall.



**State Capital:** . . . . . Honolulu  
**State Bird:** . . . . . Nene  
**State Tree:** . . . . . Kukui (Candlenut)  
**State Flower:** . . . . . Hibiscus  
**State Motto:** . . “Ua mau ke ea o ka ’āina  
 i ka pono” meaning “The life of the  
 land is perpetuated in righteousness”

**Entered Union (rank):** . . . . . August 21, 1959 (50)  
**Nickname(s):** . . . . . Aloha State  
**Origin of Name:** . . . . . Possibly Hawaiian “Owhyhee”  
 meaning “Homeland”  
**State Song:** . . . . . “Hawai’i Pono’i” (“Hawaii’s Own”)

# The United States of America



# 50 State Quarters Program Designs

## Reverse (1)



# 50 State Quarters Program Designs

## Reverse (2)



# 50 State Quarters Program Designs

## Obverse





# Reproducible Coin Sheet

## Obverse



Obverse © 1999 U.S. Mint  
All Rights Reserved

### 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