

2009 Lesson Plans

District of Columbia and United States Territories Quarter Program

The Greatest Educational Change
America Has Ever Seen

This teaching guide includes:

- 6 teacher-friendly lesson plans that fit easily into your curriculum
- Reproducible student worksheets that support each lesson
- Fun facts and information on the new coin designs
- Coin sheets that can be made into double-sided "coins"



Grades
2 & 3

The United States Mint Has Big Plans for You!

Kids and coin collecting go hand in hand! By downloading these District of Columbia and United States Territories Quarter Program lesson plans, you are able to bring the excitement of America's quarter craze right into your own classroom.

Launched in 2009, the District of Columbia and United States Territories Quarter Program is a 1-year coin initiative commemorating each of the nation's territories and the District of Columbia. Approximately every eight weeks (six times), a new limited-edition quarter that displays the District's design or a territory's design is released into general circulation.

As it has every year of the 50 State Quarters(R) 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). 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 political entity.

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 District of Columbia and United States Territories Quarter Program lesson plans, you will also notice a strong connection to the United States Mint H.I.P. Pocket Change™ Web site. A special "connections" section 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, 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 and territories, 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 District of Columbia and United States Territories Quarter Program! We hope that you find these resources to be an extremely valuable addition to your classroom.



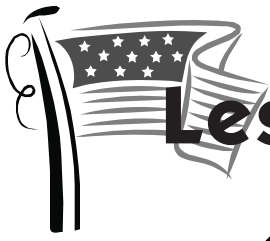
Visit us online at
www.usmint.gov/kids



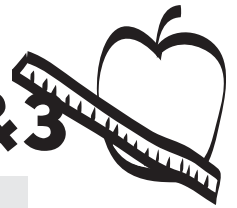
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The Greatest Educational Change America Has Ever Seen



Lesson Plans for Grades 2&3



OBJECTIVE



CONNECTIONS



GROUPINGS



CLASS TIME



PAGE

1: Let's Do a Biography (District of Columbia)

Sequencing through timelines and researching DC celebrities

- Language Arts
- Social Studies
- Music

- Whole group
- Pairs
- Small groups
- Individual work

Three 30- to 45-minute sessions

2

2: Rainforest Writers (Puerto Rico)

Reading and writing to understand tropical rainforests

- Science
- Social Studies

- Whole group
- Individual work

Three 30- to 45-minute sessions

12

3: Groovy Guam (Guam)

Understanding geographical features, physical maps, and an ancient culture

- Social Studies
- Language Arts
- Art

- Whole group
- Small groups
- Individual work

Three 30- to 45-minute sessions

23

4: Trading Traditions (American Samoa)

Exploring and using oral presentation skills

- Language Arts
- Social Studies

- Whole group
- Individual work

Two 30- to 45-minute sessions

35

5: Island Animals (US Virgin Islands)

Learning about endangered animals and writing to inform and persuade

- Science
- Social Studies
- Language Arts

- Whole group
- Small groups
- Pairs
- Individual work

Three 30- to 45-minute sessions

43

6: Tropical Travel Choices (Northern Mariana Islands)

Identifying the difference between wants and needs

- Social Studies
- Language Arts

- Whole group
- Pairs
- Individual work

Two 30- to 45-minute sessions

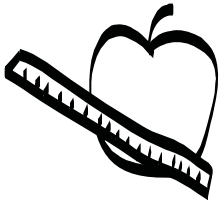
51

Additional Resources

United States of America Map
Reproducible Coin Sheet

58

59



1: Let's Do A Biography!

Based on the District of Columbia quarter



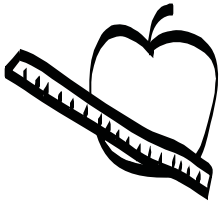
OBJECTIVE

Students will understand how to read and create a timeline. Students will correctly sequence a series of events. Students will examine the lives of people who have influenced the District of Columbia.



MATERIALS

- 1 overhead projector
- 1 overhead transparency of each of the following:
 - “District of Columbia Quarter Reverse” page
 - “Where In Time” worksheet
 - “Tell Me About Yourself” worksheet
- Copies of each of the following:
 - “Where In Time” worksheet
 - “Tell Me About Yourself” worksheet
 - “Timeline Outline” worksheet
- 1 class map of the United States
- 1 copy of an age-appropriate text that gives information about Duke Ellington, such as:
 - *Duke Ellington: The Piano Prince and His Orchestra* by Andrea Pinkney
 - *Duke Ellington (Getting to Know the World’s Greatest Composers)* by Mike Venezia
 - *Duke Ellington* by Richard Terrill
- Biographies of famous Washingtonians
- Computers with Internet access
- Chart paper
- Markers
- Recordings of Duke Ellington compositions
- Pencils and paper
- White construction paper (11x14)
- Colored pencils



Let's Do A Biography!



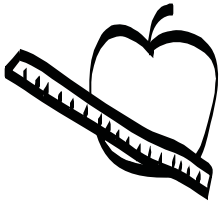
PREPARATIONS

- Make an overhead transparency (or photocopy) of each of the following:
 - “District of Columbia Quarter Reverse” page
 - “Where In Time” worksheet
 - “Tell Me About Yourself” worksheet
- Make copies of each of the following:
 - “Where In Time” worksheet (1 per student)
 - “Tell Me About Yourself” worksheet (1 per student)
 - “Timeline Outline” worksheet (1 per student)
- Prepare a K-W-L chart called “Duke Ellington.”
- Locate a text that gives information about Duke Ellington (see examples under “Materials”).
- Gather recordings of various music compositions featuring Duke Ellington for Session 1. (Make sure that playing the recordings aligns with laws and school policy.)
- Create a list of people who have been connected with Washington, D.C. The list could include such people as Pierre L’Enfant, Frederick Douglass, and John Philip Sousa. You can search for lists online at sites like www.factmonster.com/ipka/A0108620.html and www.soulofamerica.com/index.php?id=7327,0,0,1,0,0.
- Arrange a time for the students to visit the library in Session 2.
- Reserve the computer lab for one session.
- Bookmark Internet sites about people who were born in or had an influence on Washington, D.C.
- Gather texts about people who influenced Washington, DC, for Session 2. (**Note:** this is a good lesson to coordinate with your media and technology specialist and music teacher.)



GROUPINGS

- Whole group
- Pairs
- Small groups
- Individual work

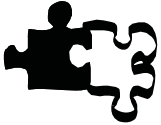


Let's Do A Biography!



CLASS TIME

Three 30- to 45-minute sessions



CONNECTIONS

- Social Studies
- Language Arts
- Music



TERMS AND CONCEPTS

- Quarter
- Capital
- Composer
- Timeline
- Obverse (front)
- Jazz
- Origins
- Biography
- Reverse (back)
- Genre
- American Culture



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

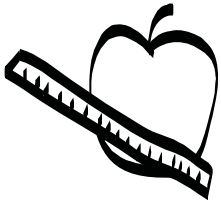
- Sequencing
- Compare and contrast



STEPS

Session 1

1. Describe the 50 State Quarters® Program and the District of Columbia and U.S. Territories Quarter Program for background information, if necessary, using the example of your own state's or territory's quarter. Then display the "District of Columbia Quarter Reverse" overhead transparency or photocopy. Tell the students that this quarter is part of the District of Columbia and U.S. Territories Quarter Program. Tell the students that the back of a coin is called the reverse, and "Obverse" is another name for the front.
2. Locate the District of Columbia on a classroom map. Note its position in relation to your school's location. Tell the students that the District of Columbia is very special to our country because it is the capital of the United States.
3. Ask the students to examine the coin image and tell you what they know about the image. If necessary, explain to the students that the design features an image of Edward Kennedy "Duke" Ellington seated at a grand piano. Ask the students what



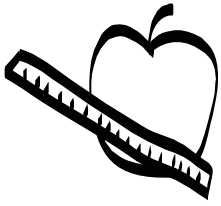
Let's Do A Biography!

they know about Duke Ellington. Record the student responses in the “K” column of the K-W-L chart.

4. Ask the students what else they would like to learn about Duke Ellington and record the responses in the “W” portion of the chart.
5. Ask the students who Duke Ellington was and why they think he is on the District of Columbia quarter. If necessary, tell the students that Duke Ellington was a famous pianist and composer who was born in Washington, D.C., in 1899. Add the definition of “composer” (a person who writes music) to the chart.
6. Tell the students that Ellington wrote more than 1,000 compositions, including ballet music, film music, orchestral suites, songs, and musicals. He began playing in the genres (a musical genre is a category that has a distinctive style, form, or content) of ragtime and jazz. Write this information under “L” on the chart.
7. Introduce the students to the selected text about Duke Ellington. As a group, preview the text. Read the selected text to the class and attend to any unfamiliar vocabulary and concepts. During the reading, the students should attend to any clues about Duke Ellington. Chart the students’ ideas in the “L” column of the chart.
8. After concluding the selected text, review the students’ ideas and add to the “L” column. Explain to the students that they will be doing further research on people who helped influence Washington, D.C.
9. Ask the students to write a journal entry based on how they feel when they hear a piece of music composed by Duke Ellington. Play a recording of such a piece.

Session 2

1. Display the “District of Columbia Quarter Reverse” transparency and the K-W-L chart from session 1. As a class, review the material covered.
2. Ask the students what a timeline is. If necessary, tell the students that timelines show events in the order they happened.
3. Draw a vertical timeline on a piece of chart paper titled “Class Timeline.” Add the definition of “timeline” to the chart.
4. End the timeline with the current year and add the year most of your students were born. Ask them to think of major events that have happened in their lives.
5. As a class, fill in the timeline with events from the student responses. Review the timeline with them. Explain that a timeline can show large or small lengths of time and can include pictures to go with the events.
6. Display the “Where In Time” overhead transparency and distribute a “Where In Time” worksheet to each student. Discuss the events from Duke Ellington’s life that are listed on the worksheet.
7. Divide the class into pairs and have them complete the worksheet.



Let's Do A Biography!

8. Review the “Where In Time” worksheet, writing the answers on the overhead transparency.
9. Explain to the students that they will be working in pairs to research and complete a biography page and timeline about a person who was important to the District of Columbia. The person can be someone known for music like Duke Ellington, or for their work in other fields such as government, art, architecture, writing, or sports.
10. If necessary, remind the students that a biography is a story that provides information about a particular person other than the writer. Add the definition of “biography” to the chart paper.
11. Display the “Tell Me About Yourself” overhead transparency. Review the categories with the students. Remind the students that they will be choosing a person who was or is famous for how they have helped the District of Columbia. Tell the students they will research the person and then complete the worksheet and a timeline.
12. Display the list of people from which the students can choose, giving some information about each and the various texts of possibilities for the students to look through.
13. Distribute a “Tell Me About Yourself” worksheet to each student. Have the students note the name of their selected person on the worksheet. Collect the worksheets.

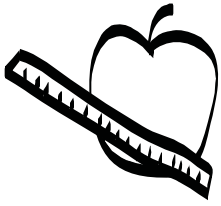
Session 3

1. Redistribute the “Tell Me About Yourself” worksheets. Divide the class into pairs or small groups based on their choices of people to research.
2. Allow the students time to visit the computer lab, look through texts, and complete their worksheets. Be sure the students are filling in the “dates” column (for the timeline) as they complete their research.
3. After allowing time for their research, return to the classroom if desired, and distribute a “Timeline Outline” worksheet to each student. Allow the students time to complete the timeline and summary paragraph independently. Be sure the students include the reasons why their Washingtonian was important to the District of Columbia.
4. Have the students share their paragraphs and timelines with the class.
5. Collect the students’ worksheets. Display the “Timeline Outline” worksheets in the classroom.



ASSESSMENT

Analyze the students’ worksheets and presentations to evaluate whether they have met the lesson objectives.



Let's Do A Biography!



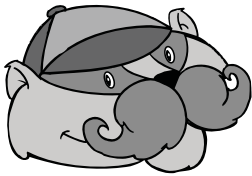
ENRICHMENTS/EXTENSIONS

- Have students create a coin celebrating their selected Washingtonian to accompany their timeline and paragraph.
- Have students research a musician from another region of the country and complete a Venn Diagram comparing that person's life and musical style to Duke Ellington's.



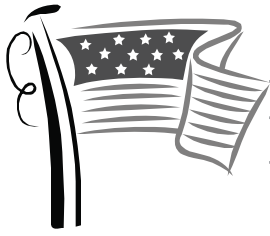
DIFFERENTIATED LEARNING OPTIONS

- Allow students to work in small groups to complete the research.
- Allow students to record the information using a scribe.
- Allow students to write the events for their timeline on large index cards for sequencing and the presentation.



CONNECTION TO WWW.USMINT.GOV/KIDS

- Have students learn more about the United States Mint using a timeline found at www.usmint.gov/kids/campCoin/timeline
- Have students learn more about accomplished Americans by reviewing the Congressional gold medals at www.usmint.gov/kids/campCoin/medalMania



Name _____

Where In Time



ELLINGTON TIMELINE

- 1899 Born in Washington, DC
- 1906 Began studying the piano
- 1914 Heard piano player Harvey Brooks and was inspired to learn to play ragtime music
- 1917 Became a professional piano player in Washington, DC
- 1918 Married Edna Thompson
- 1923 Heard his first New Orleans jazz performance in the Howard Theater in Washington, DC
- 1923 Made his first recording
- 1926 Ellington and his band recorded their first signature song and composition
- 1933 The band visited London, England
- 1957 Performed a CBS TV special
- 1974 Died on May 24

Directions: Using the vertical timeline at left, answer the questions below.

1. In what year was Duke Ellington born?

2. When did Ellington make his first recording?

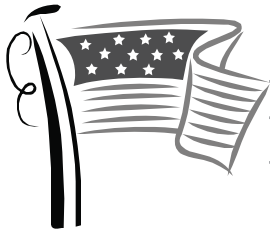
3. What happened in 1917?

4. Who did Duke Ellington marry?

5. When did the Ellington band visit London, England?

6. Which happened first: Duke Ellington heard his first New Orleans jazz performance or he made his first recording?

7. On what date did Duke Ellington die?



Name _____

Tell Me About Yourself

Directions: Use the chart below to complete your research. In the last column, circle whether the source was a book or an Internet site.

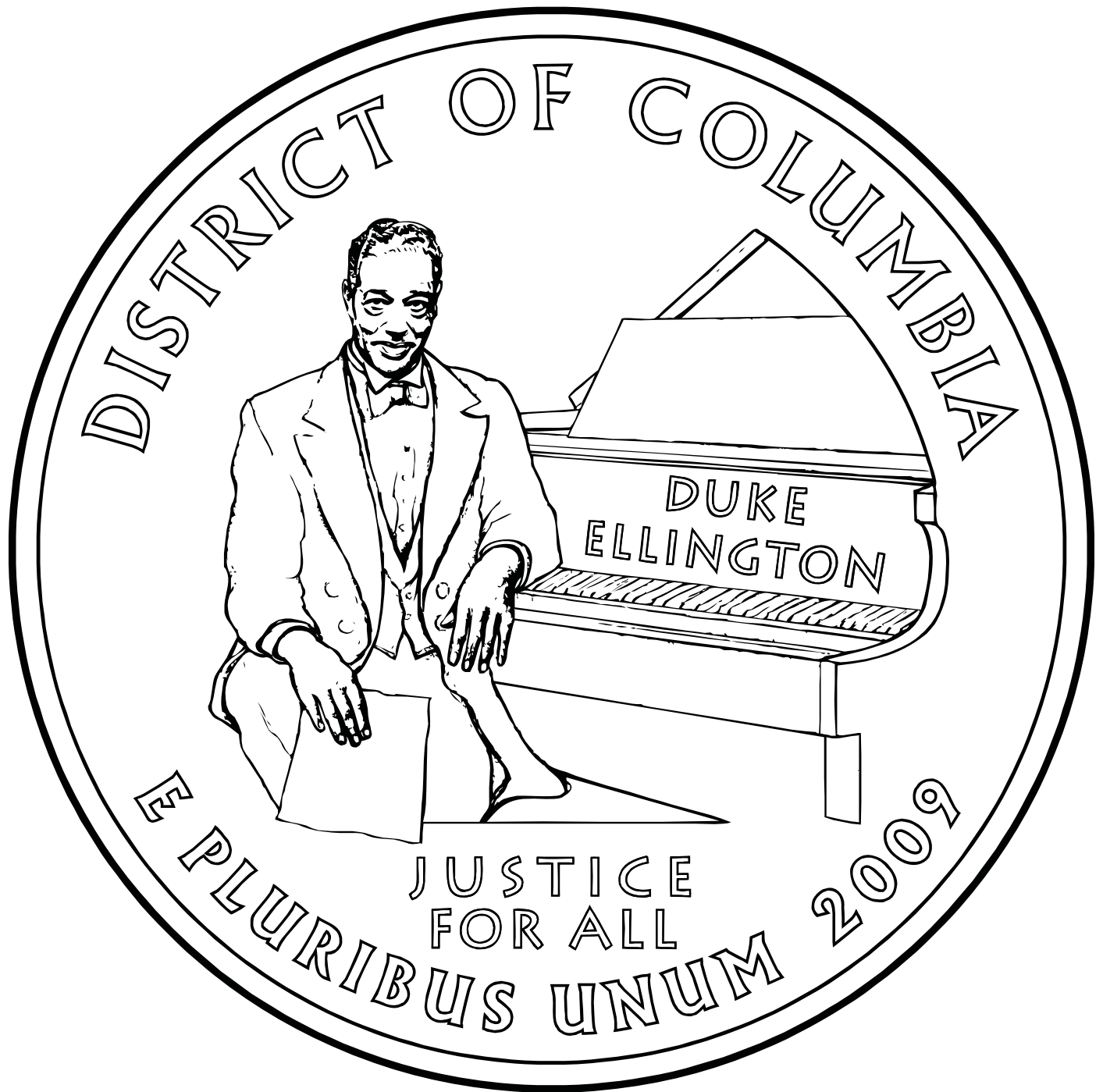
DISTRICT OF COLUMBIA BIOGRAPHY

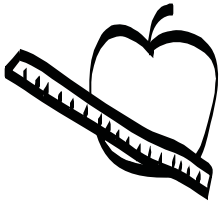
Person _____

Focus Areas	Information	Dates	Source
Born (date and location)			Book or Internet
Childhood			Book or Internet
Family			Book or Internet
School			Book or Internet
Accomplishments			Book or Internet
Why this person is special to the District of Columbia			Book or Internet
Best known for			Book or Internet
Died			Book or Internet



District of Columbia Quarter





2: Rainforest Writers

Based on the Puerto Rico quarter reverse



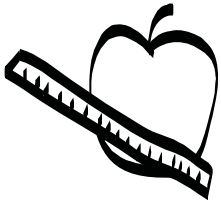
OBJECTIVE

Students will identify the characteristics of a tropical rainforest. Students will use reading skills and the letter writing process to display and deepen their understanding.



MATERIALS

- 1 overhead projector (optional)
- 1 overhead transparency (or photocopy) of the following:
 - “Puerto Rico Quarter Reverse” page
 - “Tropical Rainforest Topics” worksheet
 - “Unique El Yunque” page
 - “Unique El Yunque” worksheet
 - “Unique El Yunque” key
 - “Friendly Forest Letter” worksheet
- Copies of the following:
 - “Tropical Rainforest Topics” worksheet
 - “Unique El Yunque” page
 - “Unique El Yunque” worksheet
 - “Unique El Yunque” key
 - “Forest Friendly Letter” worksheet
- 1 class map of the United States
- 1 copy of a text that includes general information about Puerto Rico, such as:
 - *Puerto Rico (True Books-Geography)* by Elaine Landau
 - *Puerto Rico (Ticket To)* by Jo Ann Milivojevic
 - *A–Z Puerto Rico* by Jeff Reynolds
 - *U.S. Atlas for Young People* by Tom Smith
- 1 copy of a text that gives information about rainforests, such as:
 - *Rainforests: An Activity Guide for Ages 6–9* by Nancy F. Castaldo
 - *A Walk in the Rainforest* by Kristin Joy Pratt
 - *Tropical Rainforest* by Donald M. Silver
- Chart paper
- Markers
- Construction paper
- Scissors
- Glue or paste



Rainforest Writers



PREPARATIONS

- Make an overhead transparency (or photocopy) of the following:
 - “Puerto Rico Quarter Reverse” page
 - “Tropical Rainforest Topics” worksheet
 - “Unique El Yunque” page
 - “Unique El Yunque” worksheet
 - “Friendly Forest Letter” worksheet
- Make copies of the following:
 - “Tropical Rainforest Topics” worksheet (one per student)
 - “Unique El Yunque” page (one per student)
 - “Unique El Yunque” worksheet (one per student)
 - “Forest Friendly Letter” worksheet (one per student)
- Locate a text that gives information about Puerto Rico (see examples under “Materials”).
- Locate a text that gives information about rainforests (see examples under “Materials”).



GROUPINGS

- Whole group
- Individual work



CLASS TIME

Three 30- to 45-minute sessions



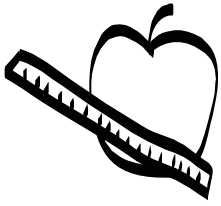
CONNECTIONS

- Social Studies
- Science



TERMS AND CONCEPTS

- Quarter
- Territory
- Rainforest
- Obverse (front)
- Island
- Reverse (back)
- Endangered



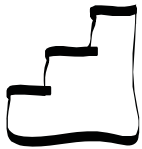
Rainforest Writers



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

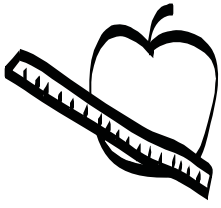
- The writing process
- Main idea and details
- Flora and fauna



STEPS

Session 1

1. Describe the 50 State Quarters® Program and the District of Columbia and U.S. Territories Quarters Program for background information, if necessary, using the example of your own state's or territory's quarter. Then display the "Puerto Rico quarter reverse" overhead transparency or photocopy. Locate Puerto Rico on a classroom map. Note its position in relation to your school's location.
2. When defining "US territory" (lowercase "t") for your students, the United States Mint recognizes and uses the Department of the Interior's definitions found at www.doi.gov/oia/Islandpages/political_types.htm.
3. Ask the students to examine the coin image and tell you what they see. List their responses on chart paper. Explain to the students that the guard tower represents the stone walls and forts built long ago in Puerto Rico as protection from attacks. Explain that the flower in the design is the Puerto Rico hibiscus, the national flower of Puerto Rico, which can be found growing in forests in Puerto Rico.
4. Ask the students to share what they may already know about Puerto Rico. List their responses on chart paper.
5. Introduce the students to the selected text about Puerto Rico. During the brief reading, add information about Puerto Rico to the chart as it is presented.
6. After the reading, review the charted information about Puerto Rico. Note any mention of Puerto Rico's rainforests, flora, or fauna. Tell the students that Puerto Rico is home to El Yunque (el YOON-kay) National Forest, a tropical rainforest.
7. Introduce the students to the selected text about rainforests. As a group, preview the text. Display the "Tropical Rainforest Topics" overhead transparency. Briefly review the directions so the students will be prepared to complete the worksheet after listening to the selected text. During the reading, attend to any unfamiliar vocabulary and concepts.
8. Make sure to discuss the unique features of rainforests, specifically of tropical rainforests.
9. Distribute a "Tropical Rainforest Topics" worksheet to each of the students. Allow the students time to complete the worksheet.

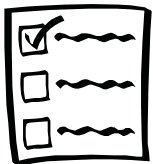


Rainforest Writers

10. Explain to the students that in the next session they will be learning about two unique animals found in El Yunque National Forest.

Sessions 2 and 3

1. Display the transparency of the Puerto Rico quarter reverse. Review with the students the material collected about Puerto Rico in the previous session.
2. Review the “Tropical Rainforest Topics” worksheet and the information about rainforests covered in the previous session. Ask the students what animals might live in a rainforest. Record student ideas on an overhead transparency or on chart paper.
3. Explain to the students that they will be reading about two unique animals that live in El Yunque National Forest.
4. Distribute a “Unique El Yunque” page and a “Unique El Yunque” worksheet to each student. Display and preview the “Unique El Yunque” worksheet overhead transparency.
5. Display the “Unique El Yunque” page overhead transparency. As class, read about the two unique animals that live in the El Yunque National Forest. While reading, have the students answer the questions on the worksheet.
6. After reading the “Unique El Yunque” page, have the students share what they have written on the worksheet.
7. Distribute a “Forest Friendly Letter” worksheet to each of the students and review the directions. Display the “Forest Friendly Letter” overhead transparency as an example and review the writing process and components of a letter with the students. Have the students complete the worksheet by writing a friendly letter about El Yunque National Forest.
8. Allow the students time to complete the “Forest Friendly Letter” worksheet. Have the students cut out their friendly letter and paste it onto colorful construction paper. Display the letters around the room.



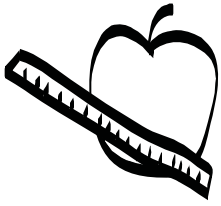
ASSESSMENT

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



ENRICHMENTS/EXTENSIONS

- Learn more about El Yunque National Forest at www.fs.fed.us/r8/caribbean/kids-page/index.shtml.
- Create a classroom rainforest complete with flora and fauna.
- Visit a nearby nature preserve or rainforest exhibit at the local zoo.



Rainforest Writers



DIFFERENTIATED LEARNING OPTIONS

- Allow students to work in pairs to complete the reading guides.
- Provide a scripted friendly letter format for students.
- Allow students to dictate their written responses.



CONNECTION TO WWW.USMINT.GOV/KIDS

- Have students learn more about another tropical island in the United States through the Hawaii quarter lesson plan for grades 2 and 3 at www.usmint.gov/kids/teachers/lessonPlans/50sq/2008/0203-5.pdf.
- Have students learn more about conservation and endangered animals by visiting the District of Columbia and United States Territories quarters lesson plans for grades 2 and 3 at www.usmint.gov/kids/teachers/lessonPlans.



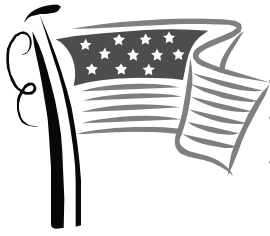
Name _____

Tropical Rainforest Topics



Directions: Write some details that you have learned about tropical rainforests—forests that have a large amount of rainfall and are located near the Equator. Write your details in complete sentences. Then draw an illustration for each detail.

DETAILS	ILLUSTRATIONS
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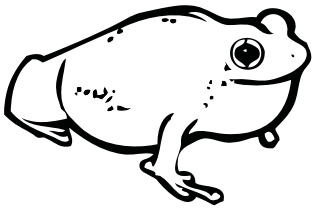
Name _____

Unique El Yunque

Close to the eastern tip of the island of Puerto Rico lies El Yunque (YOON-keh) National Forest. This mountainous forest is the only tropical rainforest in the United States National Forest System.



El Yunque National Forest is home to thousands of plants and hundreds of small animals, many of which are not found anywhere else on the planet. Two of El Yunque's unique and special animals are the whistling coquí_(koh-KEE) and the Puerto Rican parrot.



The whistling coquí is a frog that is native to Puerto Rico. This frog is usually grey or brown and less than one inch long. The whistling coquí is nocturnal, which means that it comes out at night and sleeps during the day. The whistling coquí earned its name because of the special song it sings, which is one long rising whistle followed by up to three clicks.

The Puerto Rican parrot also lives in El Yunque. The Puerto Rican parrot is bright green with a red forehead. This parrot eats seeds and fruits that grow in El Yunque. The Puerto Rican parrot



is an endangered species. A program is under way that could help to increase the population of these birds.

Each year, about 600,000 people visit El Yunque from all over the world to enjoy the unique plants and animals of the rainforest of Puerto Rico.





Name _____

Unique El Yunque

Reading Guide

1. Where is El Yunque National Forest?

2. What type of forest is El Yunque?

3. Who are the two unique animals that live in El Yunque?

4. What does the word "nocturnal" mean?

5. What sound does the whistling cocquí make?

6. What does the Puerto Rican parrot eat?

7. Why is there a special program to help the Puerto Rican parrot?

8. Where do visitors to El Yunque National Forest come from?

9. Why do people visit El Yunque National Forest?

10. What fun and interesting fact did you learn about El Yunque National Forest?



Unique El Yunque

Key

1. Where is El Yunque National Forest?

On the island of Puerto Rico

2. What type of forest is El Yunque?

A tropical rainforest

3. Who are the two unique animals that live in El Yunque?

The Puerto Rican parrot and the whistling coquí frog.

4. What does the word "nocturnal" mean?

To be awake or come out at night and sleep during the day.

5. What sound does the whistling cocquí make?

A long rising whistle followed by up to three short clicks.

6. What does the Puerto Rican parrot eat?

Seeds and fruits that grow in El Yunque

7. Why is there a special program to help the Puerto Rican parrot?

The Puerto Rican parrot is an endangered species

8. Where do visitors to El Yunque National Forest come from?

All over the world

9. Why do people visit El Yunque National Forest?

To see the unique plants and animals of the rainforest.

10. What fun and interesting fact did you learn about El Yunque National Forest?

(Varies)



Name _____

Friendly Letter

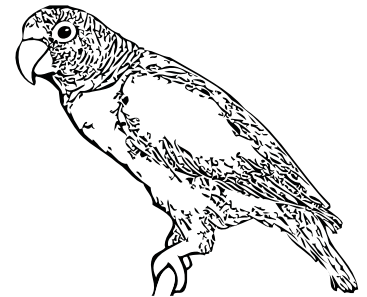
Directions: Write a letter to a friend or family member. Share with them the fun and interesting things you have learned about Puerto Rico and El Yunque National Forest. Follow the writing process and include the date, an introduction, key ideas, and a closing.

Date _____

Dear _____,



Sincerely,



EXAMPLE LETTER

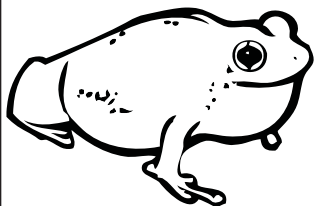
Dear Class,

I am writing to tell you about a wonderful place I just visited. This place is located on the island of Puerto Rico and is called El Yunque National Forest.

El Yunque National Forest is a tropical rainforest. El Yunque has some very special plants and animals like the whistling cocquí frog and the Puerto Rican parrot. I had lots of fun learning about them.

I hope it won't be long before I get to visit Puerto Rico again and enjoy more of its unique features. I hope that you can visit Puerto Rico soon as well.

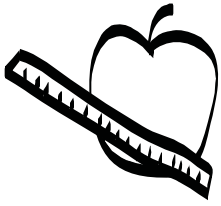
Sincerely,
Ms. Teacher





Puerto Rico Quarter Reverse





3: Groovy Guam!

Based on the Guam quarter reverse



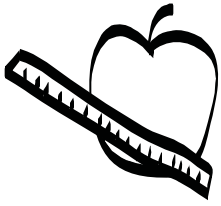
OBJECTIVE

Students will identify geographical features important to a physical map. Students will understand vocabulary and symbols from an ancient culture.



MATERIALS

- 1 overhead projector
- 1 overhead transparency of each of the following:
 - “Guam Quarter Reverse” page
 - “Did You Know?” page
 - “Groovy Guam Map”
 - “Chamorro People and Artifacts” page
- Copies of each of the following:
 - “Groovy Guam Map” page
 - “Chamorro People and Artifacts” page
 - “Groovy Guam Rubric”
- 1 class map of the world
- Political and physical classroom maps of the United States
- Chart paper
- Markers
- Overhead markers
- Pencils and paper
- White construction paper (11x14)
- Tape
- Cardboard
- Newspaper
- Scissors
- Measuring cups
- Bowls
- Flour
- Salt
- Water
- Paint
- Paint brushes



Groovy Guam!

- Large spoons
- Modeling clay (optional)



PREPARATIONS

- Make an overhead transparency (or photocopy) of each of the following:
 - “Guam Quarter Reverse” page
 - “Did You Know?” page
 - “Groovy Guam Map”
 - “Chamorro People and Artifacts” page
- Make copies of each of the following:
 - “Groovy Guam Map”
 - “Chamorro People and Artifacts” page (1 per student)
 - “Groovy Guam Rubric” (1 per student)
- Gather pictures and atlases showing various physical maps for sessions 2 and 3.
- Bookmark Internet sites that contain information about Guam and the relics of the ancient Chamorro society, specifically the Latte.
- Gather materials to make salt dough maps to use in sessions 2 and 3. Modeling clay can be used in place of the salt dough mixture.
- Gather pictures of Lattes from books and the Internet for session 1.
- Gather cardboard pieces (1 per student).
- Create the T-chart for session 1.



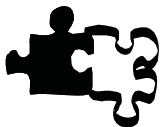
GROUPINGS

- Whole group
- Small groups
- Individual work



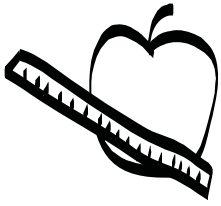
CLASS TIME

Three 30- to 45-minute sessions



CONNECTIONS

- Social Studies
- Language Arts
- Art



Groovy Guam!



TERMS AND CONCEPTS

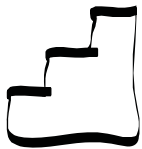
- Quarter
- Plateau
- Island
- Atoll
- Pedestal
- Obverse (front)
- Physical map
- Latte
- Micronesia
- Relic
- Reverse (back)
- Political map
- Archipelagos
- Matua
- Territory



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

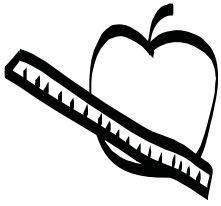
- Communities and cultures
- Landforms
- Maps
- Compass rose
- Key
- Compare and contrast



STEPS

Session 1

1. Display the “Guam Quarter Reverse” overhead transparency or photocopy. Tell the students that this quarter is part of the District of Columbia and U.S. Territories Quarters Program. Describe the 50 State Quarters® Program and the District of Columbia and U.S. Territories Quarters Program for background information, if necessary, using the example of your own state’s or territory’s quarter. Tell the students that the back of a coin is called the “reverse,” and “obverse” is another name for the front of a coin.
2. Locate Guam on a classroom map. Note its position in relation to your school’s location. Using the classroom map, explain to the students that Guam is a United States territory. It is the southernmost island in the Mariana Islands chain. When defining “US territory” (lowercase “t”) for your students, the United States Mint recognizes and uses the Department of the Interior’s definitions found at www.doi.gov/oia/Islandpages/political_types.htm.
3. Ask the students to examine the image and tell you what they know about this picture. Explain to the students that the image features an outline of the island of Guam with additional designs including the Latte, the Flying Proa, and the inscription “Guåhan Tånó I ManChamorro,” which translates from the Chamorro language (also spelled CHamorro and Chamoru) to “Guam, Land of the Chamorro.”

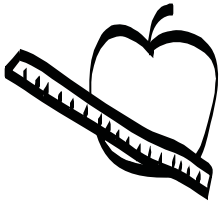


Groovy Guam!

4. Focus on the image of the Latte. Display the “Chamorro People and Artifacts” overhead transparency and distribute a “Chamorro People and Artifacts” page to each student.
5. As a class, read and discuss the information about the Chamorro people and the Lattes.
6. As a class, discuss why the Lattes were important to the Chamorro people. Explain that Lattes are a relic (a remnant left after decay or disappearance; a trace of some past people, custom, or belief). Latte stones are seen as symbols of Chamorro tradition and strength, and they served as foundation blocks for thatched huts. Today, they are often preserved in parks and found in jungle areas.
7. Have the students color and label each of the images on the coin.
8. Explain to the students that they will be learning more about the island of Guam and physical maps in these sessions.
9. Ask the students to think about the area where they live. On a piece of chart paper, create a T-chart. On one side of the chart, write the name of the area where you live, and “Guam” on the other side. List the following topics along the center line: “location,” “size of community,” “geographic regions,” “climate,” “economy,” “plants and animals,” “media,” “language,” and “other interesting facts.”
10. As a class, discuss and fill in the side of the T-chart that applies to your area.
11. Introduce the students to the selected text about Guam. As a group, preview the text. Read the text and attend to any unfamiliar vocabulary and concepts during the reading. Discuss any new facts the students learn about Guam and add them to the T-chart in the appropriate categories. After concluding the text, review the new information about Guam.
12. Display the “Did You Know?” overhead transparency. Discuss the facts about Guam with the students. Ask the students to identify major differences they see between Guam and the area where they live. Underline the differences in one color.
13. Discuss any similarities between the two areas and underline them in a different color.
14. Review and discuss the similarities and differences with the students. Ask the students what piece of information about Guam surprised them the most.

Session 2

1. Display the “Guam Quarter Reverse” overhead transparency, and the chart paper. Review the information from Session 1.
2. Ask the students to think of different types of maps used to show information about an area such as a state, country, or continent. The students should respond that there are political and physical maps.

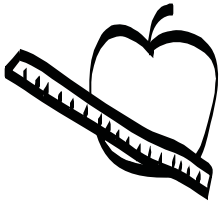


Groovy Guam!

3. If necessary, tell the students that a political map uses color to show different parts of an area, like states. A physical map shows landforms such as mountains and plateaus. Using classroom maps, show the students an example of each type of map and various landforms.
4. As a class, discuss why each type of map is important, who may use each type, and when it would be good to have both types of maps.
5. Ask the students what other components all good maps have. Responses should include a title, compass rose, and a key or legend.
6. Ask the students which type of map is shown on the Guam quarter reverse. If necessary, explain that the image on the Guam quarter reverse is a physical map. Point out the detail to the students, especially the southern area. Ask the students why they think a physical map was included on the Guam quarter reverse.
7. Display the “Groovy Guam Information” overhead transparency. Discuss the physical features and their location on the map with the students. Point out the differences between the northern and southern areas of Guam. Discuss what areas would be best for communities and reasons why these areas would be a good choice.
8. Have various physical maps available. Tell the students they will be creating a physical salt dough map of Guam. As a class, review the recipe explaining that the dough will become the “physical” part of their map. Refer to the chart paper from earlier in the session to remind the students what all good maps should have. Tell the students their maps need to have a title, compass rose, and a key. Remind the students that they can use all classroom resources available to them.
9. Divide the class into small groups. Distribute the “Groovy Guam Physical Map Outline” page. Have the students tape a large piece of construction paper to a piece of cardboard. Using the “Groovy Guam Physical Map Outline” page, have the students either cut out the image or draw an outline of Guam on the paper.
10. Allow the students time to create their map boards, and Guam outlines.
11. Collect the students’ worksheets.

Session 3

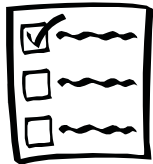
1. Distribute the student worksheets and map boards from the previous session.
2. Display the “Groovy Guam Information” overhead transparency. Have the students get into the small groups from the previous session, and remind the students that they will be creating a physical map of Guam.
3. Distribute and review the “Groovy Guam Rubric” page to the students.
4. Have the supplies for the salt dough and maps out in a central area. Write the salt



Groovy Guam!

dough recipe on the board or overhead. (4 cups flour, 1 cup of salt, 2 cups of water. Mix the ingredients in a bowl with hands or large spoon.)

5. As a class, review the recipe reminding the students that the dough will become the “physical” part of their map and they can use all classroom resources available to them. Refer to the chart paper from earlier in the session and discuss what three components all good maps should have (title, compass rose, and a key).
6. As a class, create 4 key symbols and have the students choose 2 to include on their map.
7. Remind the students that the maps need to be accurate, colorful and have the three components of a good map.
8. Allow the students sufficient time to create their physical maps of Guam.
9. Set the finished maps out to dry.
10. Using a piece of notebook paper, have the students write a summary about the land and people of Guam. The students will use this as a placard for their maps.
11. Have the students share their paragraphs, maps and lattes with the class. Display in the classroom.



ASSESSMENT

- Analyze students’ paragraph placards for an understanding of Guam and physical maps.
- Use the students’ class participation to evaluate whether they have met the lesson objectives.
- Assess completed maps and lattes.



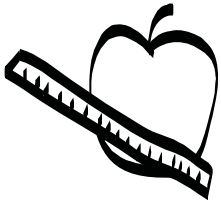
ENRICHMENTS/EXTENSIONS

- Have students research more about the lattes and create a multimedia presentation to share with the class.
- Have students create a physical map of their state.



DIFFERENTIATED LEARNING OPTIONS

- Allow students to use the “Groovy Guam Physical Map Outline” overhead to create their salt dough maps.
- Allow students to record the information using a scribe.

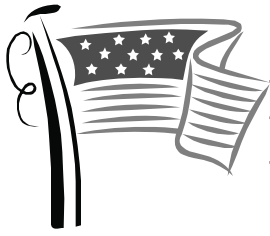


Groovy Guam!



CONNECTION TO WWW.USMINT.GOV/KIDS

- Have students learn more about correlations between ancient and modern symbols with the lesson plan “Ancient Myths Retold” at www.usmint.gov/kids/teachers/lessonPlans/viewLP.cfm?lessonPlanId=124.
- Have students learn more about territories by using the other 2009 lesson plans found at www.usmint.gov/kids/teachers/lessonPlans.



Name _____

Did You Know?

LOCATION

- Guam is located in the Western Central part of the Pacific Ocean and is a United States territory.
- It is the largest and most southerly of the Mariana Islands, a chain 1,400 miles long.
- Guam is also part of Micronesia (from Greek meaning “small islands”). Micronesia is an archipelago—a large group of islands and atolls (circular coral reefs with central lagoons)—mostly north of the equator.

SIZE OF ISLAND

- Guam is the largest island in Micronesia.
- Guam is 30 miles long and 4 to 8 miles wide, 209 total square miles.

GEOGRAPHIC REGIONS

- Guam has two geographic regions: a limestone plateau in the north and volcanic hills in the south.
- The plateau has an elevation of 500 feet bordered by cliffs along the coast and is covered in thick jungle.
- The volcanic ridge reaches 1,332 feet at Mt. Lamlam.

CLIMATE

- Guam’s tropical temperatures range from 70 to 90 degrees Fahrenheit.
- Dry season is January through April. Two thirds of the island’s rainfall of 95 inches falls between July and November.

ECONOMY

Tourism is the second most important part of the economy. Guam has hotels and cruise ships.

PLANTS AND ANIMALS

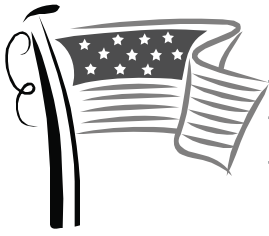
- Two tropical plants found in Guam are the scarlet bougainvillea hibiscus, and the plumeria.
- Trees in Guam include the mango, breadfruit, papaya, and coconut trees. The coconut tree represents life to the natives. It is the most important plant to the island since the coconut tree provides milk, coconut meat, and sturdy leaves.
- Guam’s rail or ko’ko’ is a flightless bird found only on Guam and is in danger of extinction. Endangered turtles also live there, like the green sea turtle and the hawksbill turtle.
- Guam’s coral reefs host the most diverse marine-life populations in the world. More than 300 species of coral live in the reefs.

MEDIA

- Guam communicates with neighboring nations through an international system of underwater cables.
- Guam has 7 radio stations, 3 TV stations, and 3 newspapers.

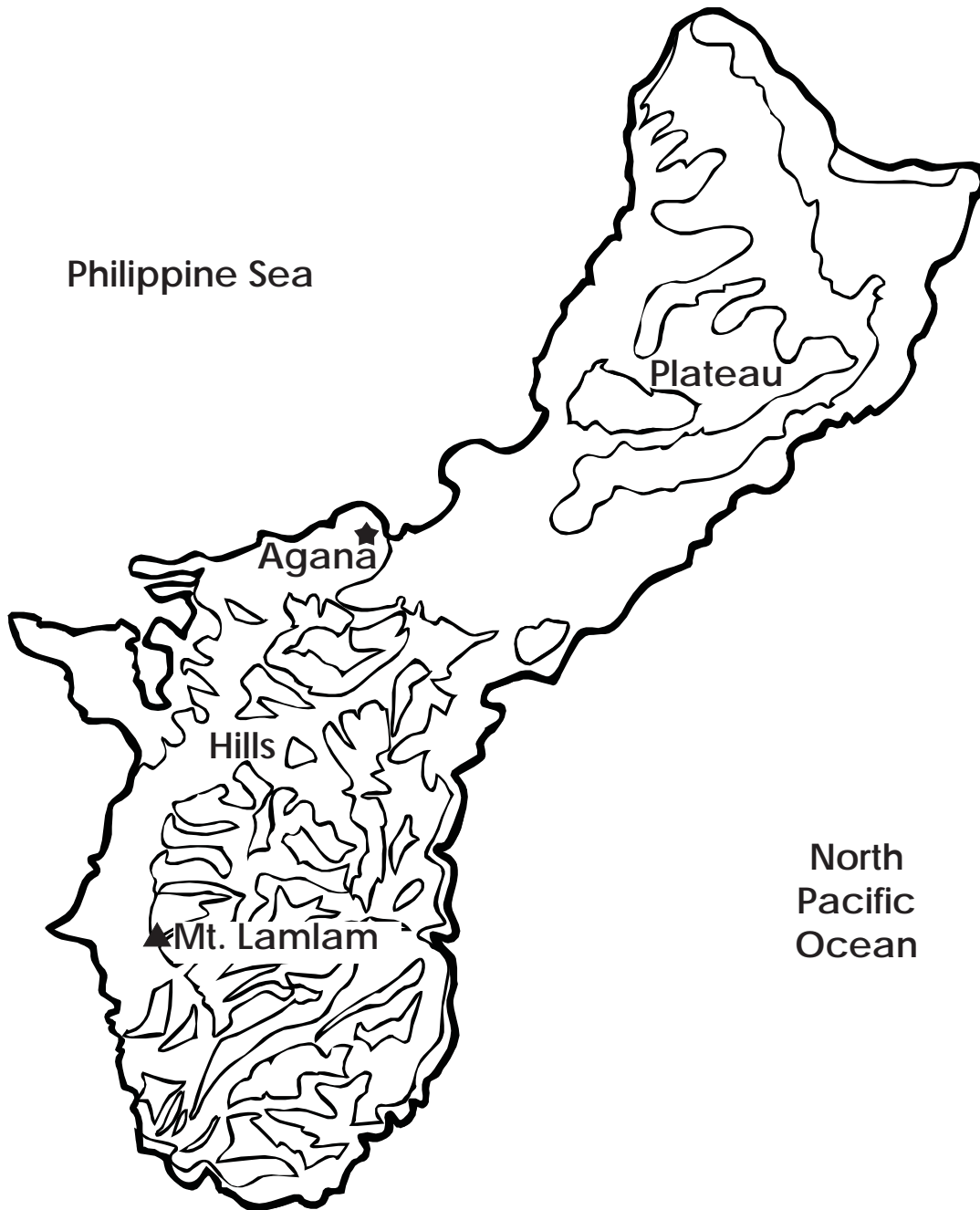
LANGUAGE

English is the official language, but Chamorro is still spoken.



Name _____

Groovy Guam Map



Mt. Lamlam: 1,332 feet

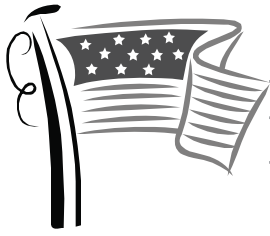
Mt. Jumullong Manglo: 1,086 feet

Mt. Bolanos: 1,220 feet

Mt. Sasalaguan: 1,109 feet

North plateau: 500 feet bordered by coastal cliffs, covered in jungle

Other notes:



Name _____

Chamorro People and Artifacts

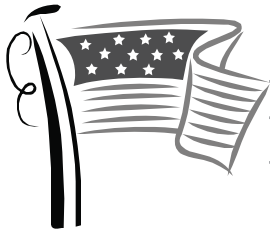
The native people of Guam are the Chamorro (also spelled "CHamorro" or "Chamoru"). This name comes from "Chamorri" or "Chanioli," the ancient title of their chief. The Chamorro make up about 42 percent of the population of Guam. The Chamorro came to Guam from Indonesia and the Philippines about 3000 BC.

The most common relics of the ancient Chamorro society are the *Latte*, large stone pillars once used to support the homes of the *matua* or upper class. The *Latte* is a historic architectural structure from Micronesia, found and preserved in Guam, and is also a historic icon. Lattes are sacred stone markers under which people and their valuables are believed to have been buried. Through time, the Latte has become a symbol of Chamorro cultural identity and history.

These stones are found in double rows of 6 to 14 stones. Their two main parts are the *haligi* (pedestal) and the *tasa* (cap). The *tasa* is a natural coral formation placed on top of the pedestal with curved side down, so the Latte looks like a giant mushroom with its top inverted. Ancient burial grounds are often found nearby.

Latte stones have been made of limestone, basalt, or sandstone. Pillars vary in height from a few feet to 16 feet. They generally become narrow towards the top and can weigh up to 56 tons.



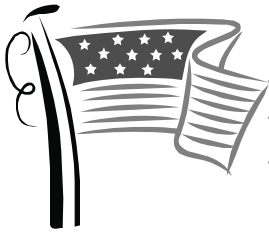


Name _____

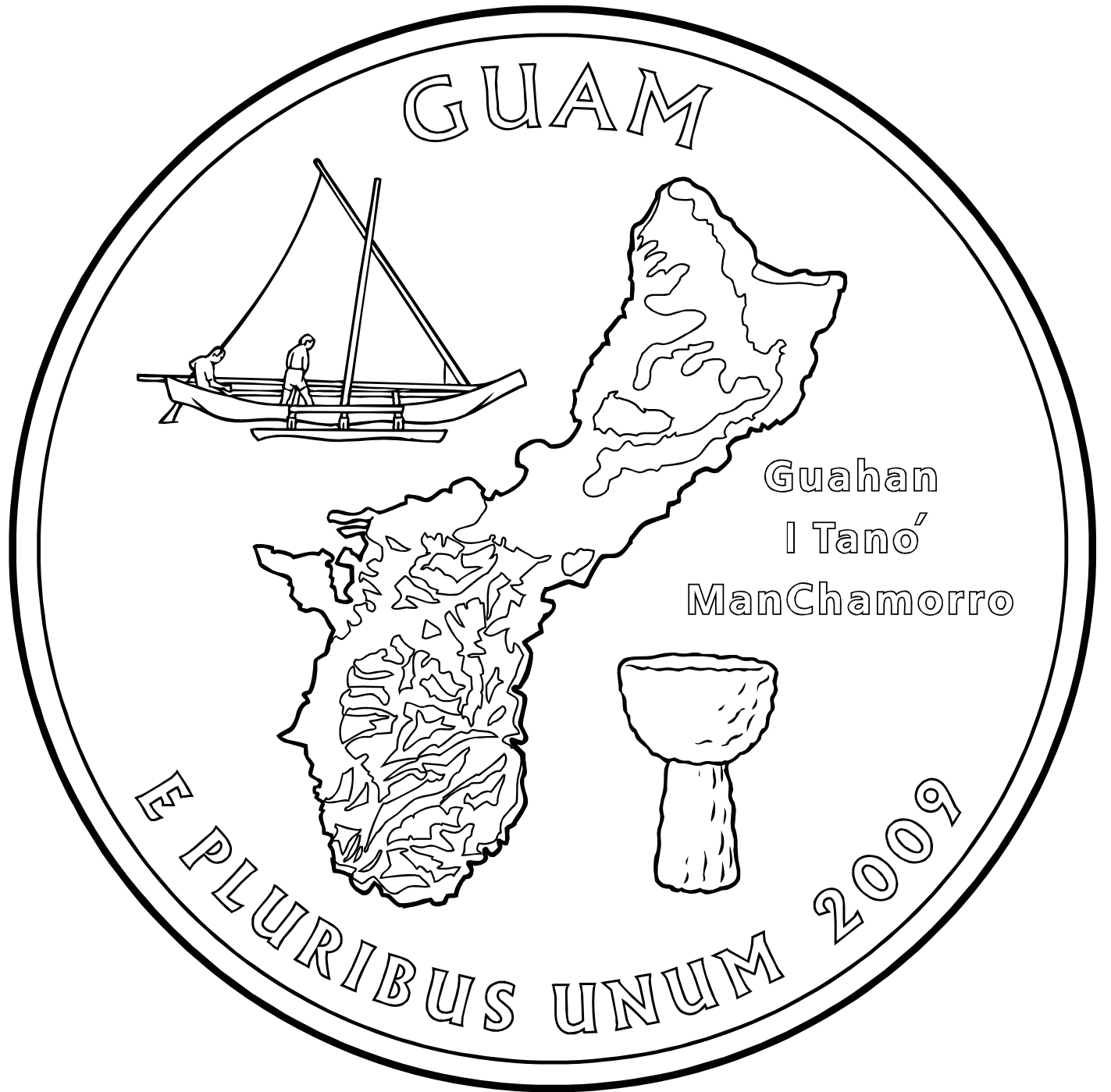
Groovy Guam Rubric

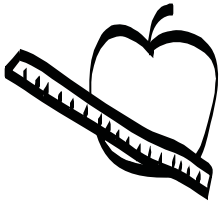
Category	4	3	2	1	Self	Teacher
Map	Contains all of the key parts of a map.	Contains most of the key parts of a map.	Contains few of the key parts of a map.	Contains one of the key parts of a map.		
Presentation	Map is very accurate, neat, and colorful.	Map is mostly accurate, neat, and colorful.	Map is somewhat accurate, neat, and colorful.	Map lacks accuracy, neatness, and color.		
Summary Information	All information was accurate.	Almost all information was accurate.	Most of the information was accurate.	Very little of the information was accurate.		
Writing Process	Writing was very neat with no grammatical or spelling errors.	Writing was neat with very few grammatical or spelling errors.	Writing was legible with some grammatical or spelling errors.	Writing was not legible with many grammatical or spelling errors.		
Totals						

Comments



Guam Quarter Reverse





4: Trading Traditions

Based on the American Samoa quarter reverse



OBJECTIVE

Students will identify the purpose and duties of an orator. Students will identify and share personal family traditions. Students will demonstrate oral presentation skills.



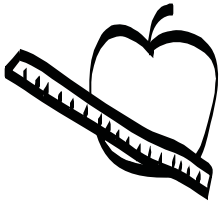
MATERIALS

- 1 overhead projector
- 1 overhead transparency of the “American Samoa Quarter Reverse” page
- Copies of the following:
 - “Orator Planner” worksheet
 - “Traditional Coin” worksheet
- 1 class map
- 1 copy of a text that includes general information about American Samoa, such as:
 - *State-by-State Atlas* by Justine Ciovacco, Kathleen A. Felley, and Kristen T. Behrens
 - *The Kingfisher Geography Encyclopedia* by Clive Gifford
 - *The Young People’s Atlas of the United States* by James Harrison
 - *U.S. Atlas for Young People* by Tom Smith
- Chart paper
- Markers
- 2 rulers
- White construction paper (2x6 inch strips)
- Examples of Pacific Island (Samoan) design (optional)
- 2 cardboard tubes (paper towel or wrapping paper rolls)
- Colored construction paper
- Tape
- Yarn



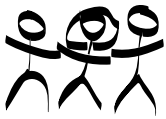
PREPARATIONS

- Make an overhead transparency (or photocopy) of the “American Samoa Quarter Reverse” page.
- Make copies of the following:
 - “Orator Planner” worksheet (1 per student)
 - “Traditional Coin” worksheet (1 per student)



Trading Traditions

- Locate a text that gives information about American Samoa (see examples under “Materials”).
- Gather examples of Pacific Island (Samoa) design as inspiration for decorating the tubes (optional).
- Collect two cardboard tubes (paper towel or wrapping paper rolls).
- Cut white construction paper into 2x6 inch strips (1 per student).



GROUPINGS

- Whole group
- Individual work



CLASS TIME

Two 30- to 45-minute sessions



CONNECTIONS

- Social Studies
- Language Arts



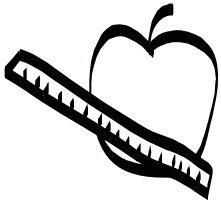
TERMS AND CONCEPTS

- Quarter
- Obverse (front)
- Reverse (back)
- Island
- Territory
- Orator
- Tradition
- Staff
- Whisk

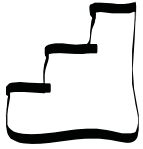


BACKGROUND KNOWLEDGE

Students should have a basic knowledge of traditions.



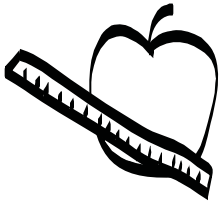
Trading Traditions



STEPS

Session 1

1. Describe the 50 State Quarters® Program and the District of Columbia and U.S. Territories Quarters Program for background information, if necessary, using the example of our own state's or territory's quarter. Then display the "American Samoa Quarter Reverse" overhead transparency or photocopy. Tell the students that the back of a coin is called the reverse, and the obverse is another name for the front. Locate American Samoa on a classroom map. Note its position in relation to your school's location.
2. When defining "US territory" (lowercase "t") for your students, the United States Mint recognizes and uses the Department of the Interior's definitions found at www.doi.gov/oia/Islandpages/political_types.htm.
3. Introduce the students to the portion of the selected text about American Samoa. As a group, preview the text. During the reading, attend to unfamiliar vocabulary and concepts.
4. Now ask the students to examine the quarter reverse image and tell you what they see. Explain to the students that the image represents a collection of items important to the people of American Samoa. The large item in the center is an ava bowl (also called a tanoa), which symbolizes Samoan culture and community. Beside it are a fly whisk, symbolizing wisdom, and a staff, symbolizing authority. All of these items are used in important Samoan ceremonies. In the background is an American Samoa landscape.
5. Explain to the students that there is an important figure in Samoan culture called the orator, also known as the "talking chief." Write the word *orator* at the top of a piece of chart paper.
6. Explain to the students that the orator is very important in leading ceremonies, welcoming guests and, most importantly, giving speeches. These traditional speeches in American Samoa often tell local stories, legends, and family traditions. To show his importance during the speeches, the orator holds the staff and whisk shown in the American Samoa quarter design.
7. After discussing the duties and importance of the American Samoan orator, guide the students in adding these ideas to the chart.
8. Explain to the students that, just as the American Samoan orator talks about family stories and traditions, they will each share with their classmates a family tradition of their own. Tell the students that these traditions may relate to family events, birthdays, holidays, or any other tradition.
9. As an example, share a personal family tradition with the class while holding two rulers to represent the staff and whisk.



Trading Traditions

10. Tell the students that before they will become orators and share their family traditions with the class, they will first need to cooperatively create a class staff and whisk. Give each student a small strip of paper to decorate. They may use brightly colored patterns or island designs to represent the islands of American Samoa.
11. Wrap the strips of paper around two cardboard tubes and attach them with tape. These tubes will represent the staff and whisk for the class. For the whisk, add a tied bunch of yarn to one end.
12. Distribute an “Orator Planner” worksheet to each student. Explain the directions, referring to your own sharing of a family tradition as the example. Allow the students time to complete the worksheet.

Session 2

1. Display the “American Samoa Quarter Reverse” overhead transparency. Review with the students the material covered in the previous session, focusing on the job of the orator. Practice using the staff during this review, indicating that only the person holding the staff is allowed to speak.
2. Ask each student to become the orator as they share their family traditions. When the student is the orator, he will hold the staff and whisk during the presentation. As the students share, list the family traditions on chart paper. (Depending on the size of the class, two sessions may be needed for sharing.)
3. After all the students have finished sharing, ask them to discuss why the orator is such an important and respected position in American Samoa. Continue using the staff to remind students that one person may speak at a time.
4. Distribute the “Traditional Coin” worksheet to the students. Explain that the students will illustrate their family tradition as a quarter design.
5. Allow time for the students to complete their illustrations. Have the students cut out the coin shapes and glue them onto colorful construction paper.
6. Display the “Traditional Coin” and “Orator Planner” worksheets in the classroom.



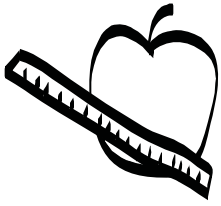
ASSESSMENT

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



ENRICHMENTS/EXTENSIONS

- Use the class-created staff in future class meetings to identify one speaker at a time.
- Videotape the oral presentation to share with other classes.
- Have students research other United States territories.



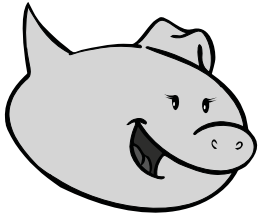
Trading Traditions

- Have students research family or holiday traditions in a variety of countries and cultures.
- Invite a storyteller to visit the class.



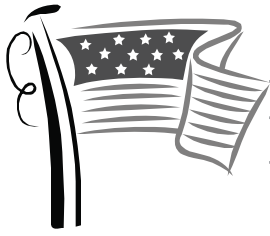
DIFFERENTIATED LEARNING OPTIONS

- Allow students to work in pairs.
- Allow students to dictate their written responses.
- Allow students to write stories and read them directly from a script.



CONNECTION TO WWW.USMINT.GOV/KIDS

- Have students learn more about the art of storytelling through myths with the Colorado quarter lesson plan for grades 2 and 3 at www.usmint.gov/kids/teachers/lessonPlans/50sq/2006/0203-3.pdf.
- Have students learn more about other islands in the United States with the Hawaii quarter lesson plan for grades 2 and 3 at www.usmint.gov/kids/teachers/lessonPlans/50sq/2008/0203-5.pdf.
- Have students learn more about United States territories through the District of Columbia and United States Territories Program lesson plans at www.usmint.gov/kids/teachers/lessonPlans.



Name _____

Orator Planner

Directions: Use this worksheet to plan how you will share your family tradition with the class. When you are the **orator**, you will hold the **staff** and **whisk** as you tell the class about your tradition.

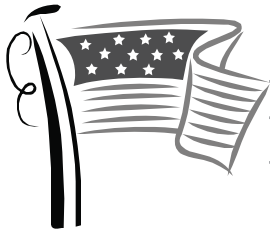
What?

Who?

When?

Where?

Why is this tradition special to you?

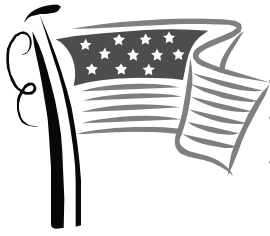


Name _____

Traditional Coin

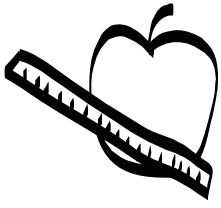
Directions: Illustrate the family tradition that you shared as an orator.





American Samoa Quarter





5: Island Animals

Based on the US Virgin Islands quarter



OBJECTIVE

Students will understand the concepts of endangered animals and conservation. Students will use writing to inform and persuade.



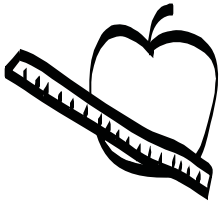
MATERIALS

- 1 overhead projector
- 1 overhead transparency of the “US Virgin Islands Quarter Reverse” page
- Copies of the following:
 - “Island Animals” worksheet
 - “Save the Leatherback!” worksheet
- 1 class map of the United States
- 1 copy of a text that includes general information about the US Virgin Islands, such as:
 - *State-by-State Atlas* by Justine Ciovacco, Kathleen A. Felley, and Kristen T. Behrens
 - *The Kingfisher Geography Encyclopedia* by Clive Gifford
 - *The Young People’s Atlas of the United States* by James Harrison
 - *U.S. Atlas for Young People* by Tom Smith
- 1 copy of a text that gives information about leatherback turtles, such as:
 - *Leatherback Turtle: The World’s Heaviest Reptile* by Kirsten Hall
 - *Endangered Sea Turtles* by Bobbie Kalman
 - *The Life Cycle of a Sea Turtle* by Bobbie Kalman
 - *Leatherback Sea Turtle (Animals in Danger)* by Rod Theodorou
- Chart paper
- Markers
- Examples of trifold brochures
- White construction paper
- Poster paper



PREPARATIONS

- Make an overhead transparency of the “US Virgin Islands Quarter Reverse” page.
- Make copies of each of the following:
 - “Island Animals” worksheet (1 per student)
 - “Save the Leatherback!” worksheet (1 per student)



Island Animals

- Locate a text that gives information about the US Virgin Islands (see examples under “Materials”).
- Locate a text that gives information about the leatherback turtle (see examples under “Materials”).
- Make an example of a trifold brochure.



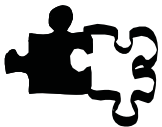
GROUPINGS

- Whole group
- Small group
- Pairs
- Individual work



CLASS TIME

Three 30- to 45-minute sessions



CONNECTIONS

- Science
- Social Studies
- Language Arts



TERMS AND CONCEPTS

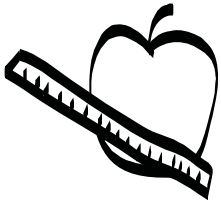
- Quarter
- Territory
- Leatherback turtle
- Conservation
- Obverse (front)
- Island
- Endangered
- Reverse (back)
- Environment
- Extinct



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

- The writing process
- Venn diagrams
- Plants and animals
- Islands



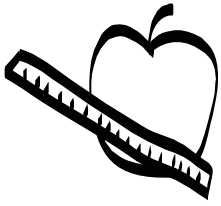
Island Animals



STEPS

Session 1

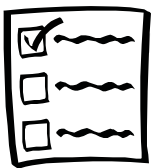
1. Describe the 50 State Quarters® Program and the District of Columbia and U.S. Territories Quarters Program for background information, if necessary, using the example of our own state's or territory's quarter. Then display the "US Virgin Islands Quarter Reverse" overhead transparency. Tell the students that the back of a coin is called the reverse, and "obverse" is another name for the front. Locate the US Virgin Islands on a classroom map. Note their position in relation to your school's location.
2. When defining "US territory" (lowercase "t") for your students, the United States Mint recognizes and uses the Department of the Interior's definitions found at www.doi.gov/oia/Islandpages/political_types.htm.
3. Ask the students to examine the coin design and tell you what they see. List their responses on chart paper. Explain to the students that the island shapes represent the US Virgin Islands, whose main islands are St. Croix (CROY), St. John, and St. Thomas. The image also includes the official bird (yellow breast or banana quit) and the official flower (yellow cedar or yellow elder) of the US Virgin Islands along a beach background. Ask the students to share what they may already know about these images. List their responses on the chart.
4. Ask the students to brainstorm why these items are included on the quarter design. After discussion, tell the students that these images were selected to represent the natural beauty of the islands. Discuss the features of island environments, which include the island itself and the shallow waters surrounding the island.
5. Distribute an "Island Animals" worksheet to each student. Briefly review the concept of a Venn diagram with the students. Explain to the students that they will list island animals, grouping them by whether they live on land, in the water, or both. This worksheet will be completed during the reading. Before the reading, have the students add the yellow breast bird to their charts as an animal that lives on land.
6. Introduce the students to the selected text about the US Virgin Islands. As a group, preview the text. As information about the islands is read, add it to the chart. Pay special attention to parts of the text that relate to island animals, guiding the students to add them to their "Island Animals" worksheets. During the reading, attend to unfamiliar vocabulary and concepts.
7. After reading the selected text, review the charted information about the U.S. Virgin Islands. Have the students add more animals to their "Island Animals" worksheet based on ideas that they have about islands. Allow the students time to work. After finishing, encourage the students to share their work in pairs.
8. Explain to the students that in the next session they will learn about one particular island animal: the leatherback turtle. Have them add this animal to their worksheet.



Island Animals

Sessions 2 and 3

1. Display the “US Virgin Islands Quarter Reverse” overhead transparency. Review with the students the material covered in the previous session, reminding the students that they all added the leatherback turtle to their worksheets.
2. Introduce the students to the selected text about the leatherback turtle. As a group, preview the text. Display a two-column chart labeled “Dangers” and “Ways to Help.” During the reading, list dangers to the leatherback turtle and ways to help the leatherback turtle on the chart. Attend to unfamiliar vocabulary and concepts.
3. Through the reading, list the following key vocabulary words on chart paper: “endangered,” “extinct,” and “conservation.” With the students’ input based on the text, write a definition for each word. Definitions from the Department of the Interior are listed at www.fws.gov/endangered/glossary.html
4. Explain to the students that leatherback turtle nests can be found in the US Virgin Islands, and that St. Croix has been identified as a critical habitat for this turtle through the Endangered Species Act. Discuss why conservation is important.
5. Explain to the students that they will be writing to teach others about conservation of the leatherback turtle. Divide students into pairs or small groups. Each group will create a trifold brochure about the leatherback turtle. Display your example of a trifold brochure. Distribute a “Save the Leatherback!” worksheet to each student. Review the directions and the chart that will be used for grading the work.
6. Allow the students time to complete their brochures.
7. Invite the students to share their work with the class.
8. Display the brochures in the classroom.



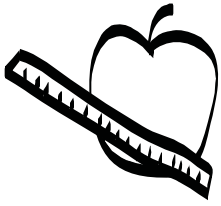
ASSESSMENT

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

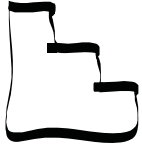


ENRICHMENTS/EXTENSIONS

- Create a class book of endangered animals and conservation methods.
- Have students research other island environments and their animals.
- Have students research other United States territories.
- Organize a school or community clean-up day.
- Adopt an animal from a zoo, aquarium, nature preserve, or conservation group.



Island Animals



DIFFERENTIATED LEARNING OPTIONS

- Provide texts on leatherback turtles for students to use in creating their brochures.
- Provide a chart for students to use in the brochure (habitat, size, color, diet, etc.)
- Allow students to dictate their written responses.



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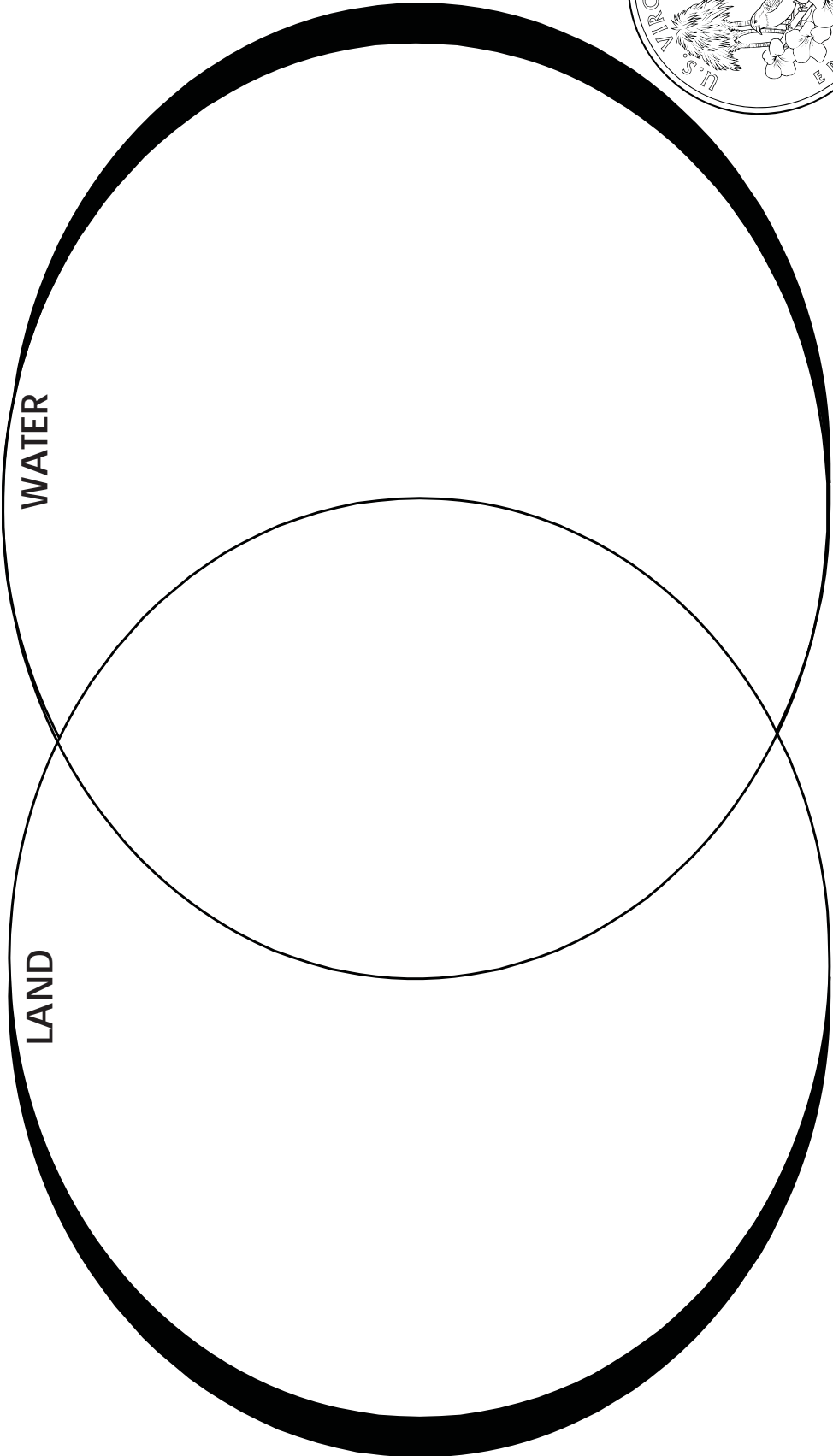
- Have students learn more about characteristics of living things with the Oklahoma quarter lesson plan for grades 2 and 3 at www.usmint.gov/kids/teachers/lessonPlans/50sq/2008/0203-1.pdf.
- Have students learn more about conservation and endangered animals through the North Dakota quarter lesson plan for grades 2 and 3 at <http://www.usmint.gov/kids/teachers/lessonPlans/50sq/2006/0203-4.pdf>.
- Have students learn more about United States territories by visiting the District of Columbia and U.S. Territories Quarters Program lesson plans at www.usmint.gov/kids/teachers/lessonPlans.

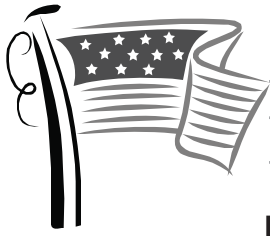


Name _____

Island Animals

Directions: Think of as many island animals as you can. List them here based on where they live—on land, water, or both.





Name _____

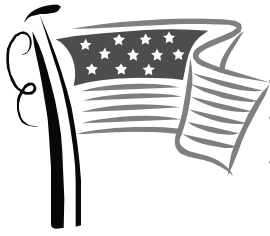
Save the Leatherback!

Directions: Follow the directions below to create a brochure about leatherback turtle conservation. Your work will be graded using the chart at the bottom of the page.

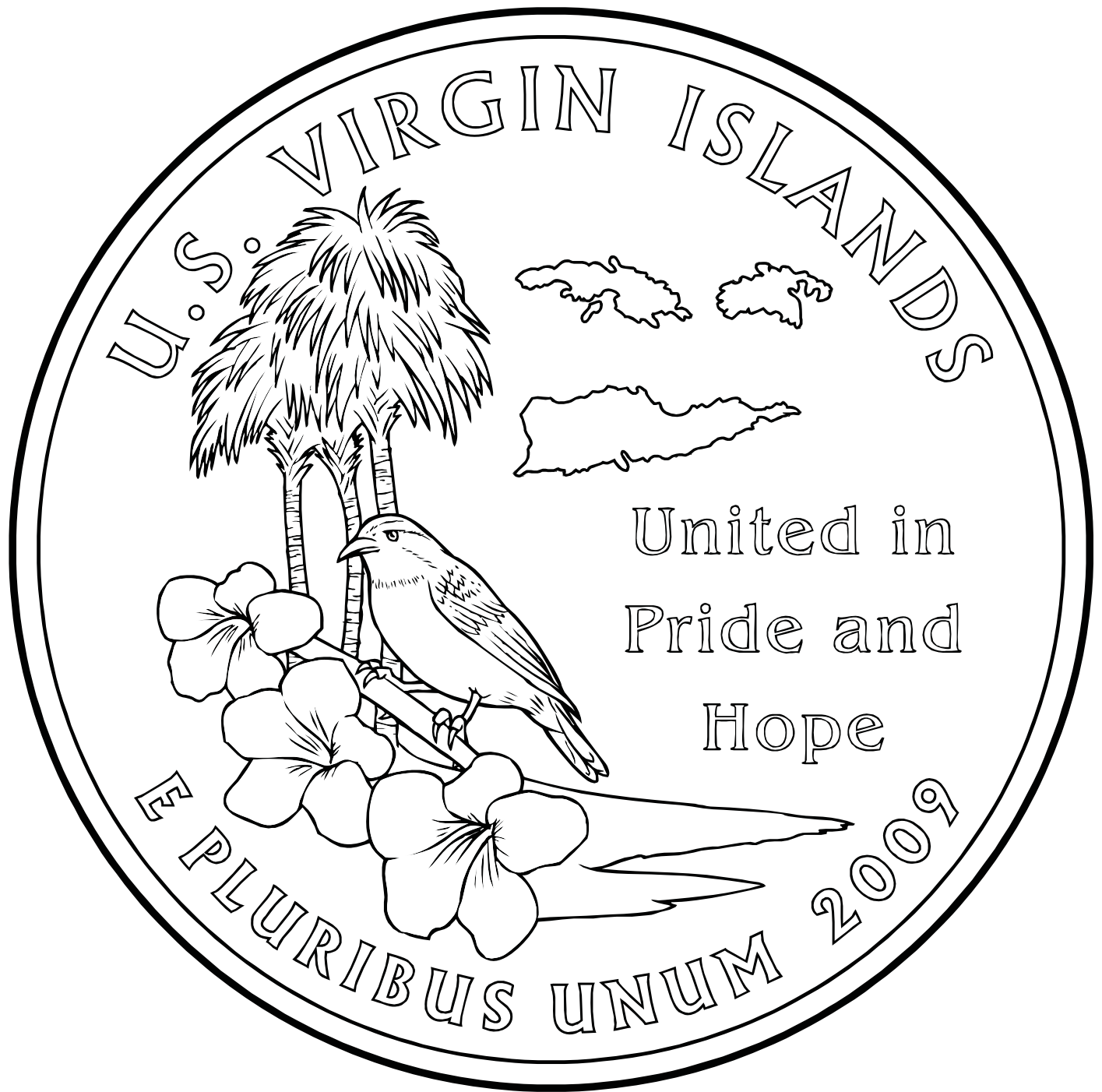
- Create a trifold brochure about the leatherback turtle.
- Put a title and an illustration on the front panel.
- Include three sections inside the brochure:
 - Characteristics of the leatherback turtle
 - Dangers to the turtle's survival
 - Ways to protect the leatherback turtle
- Each section should include detailed, written information and labeled illustrations.

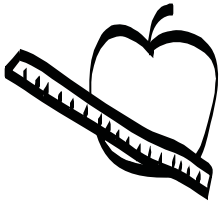
Brochure Grading	
___/5	Characteristics of the leatherback turtle
___/5	Dangers to the turtle's survival
___/5	Ways to protect the leatherback turtle
___/5	Colorful, labeled illustrations for each topic
___/5	Neat design with clear, complete information





US Virgin Islands Quarter





6: Tropical Travel Choices

Based on the Northern Mariana Islands quarter



OBJECTIVE

Students will identify the difference between wants and needs. Students will make and justify decisions based on these principles.



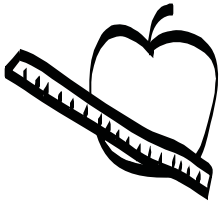
MATERIALS

- 1 overhead projector
- 1 overhead transparency of the “Northern Mariana Islands Quarter Reverse” page
- Copies of the “Weigh Your Options” worksheet
- 1 class map
- 1 copy of a text that includes general information about the Northern Mariana Islands, such as:
 - *State-by-State Atlas* by Justine Ciovacco, Kathleen A. Felley, and Kristen T. Behrens
 - *The Kingfisher Geography Encyclopedia* by Clive Gifford
 - *The Young People’s Atlas of the United States* by James Harrison
 - *U.S. Atlas for Young People* by Tom Smith
- 1 copy of a text that gives information about wants and needs, such as:
 - *Needs and Wants* by Susan Ring
 - *Needs and Wants* by Gillia Olson
 - *Needs and Wants* by Reading A to Z
- Chart paper
- Markers
- Construction paper (large)
- Magazines
- Glue
- Sticky notes



PREPARATIONS

- Make an overhead transparency of the “Northern Mariana Islands Quarter Reverse” page.
- Make copies of the “Weigh Your Options” worksheet (1 per student).
- Locate a text that gives information about the Northern Mariana Islands (see examples under “Materials”).



Tropical Travel Choices

- Locate a text that gives information about economic wants and needs (see examples under “Materials”).
- Prepare a 2-column chart titled “A Visit to the Northern Mariana Islands” to be used in Session 1.
- Gather magazines to be used for a collage.



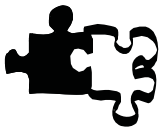
GROUPINGS

- Whole group
- Pairs
- Individual work



CLASS TIME

Two 30- to 45-minute sessions



CONNECTIONS

- Social Studies
- Language Arts



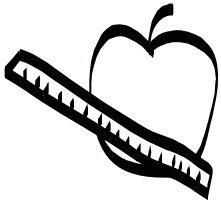
TERMS AND CONCEPTS

- Quarter
- Obverse (front)
- Reverse (back)
- Territory
- Island
- Want
- Need
- Opportunity cost



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of economics.



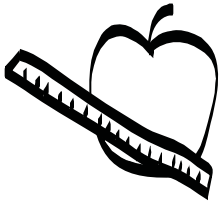
Tropical Travel Choices



STEPS

Session 1

1. Describe the 50 State Quarters® Program and the District of Columbia and U.S. Territories Quarters Program for background information, if necessary, using the example of our own state's or territory's quarter. Then display the “Northern Mariana Islands Quarter Reverse” overhead transparency or photocopy. Tell the students that the back of a coin is called the reverse, and “obverse” is another name for the front. Locate the Northern Mariana Islands on a classroom map. Note its position in relation to your school's location.
2. When defining “US territory” (lowercase “t”) for your students, the United States Mint recognizes and uses the Department of the Interior's definitions found at www.doi.gov/oia/Islandpages/political_types.htm.
3. Ask the students to examine the coin design and tell you what they see in the image. List their responses on chart paper.
4. Explain to the students that the scene on the coin represents a group of islands known as the Northern Mariana Islands, which are in the Pacific Ocean. Two white fairy terns (seabirds) are flying above a traditional canoe and a Latte (pronounced “Lattie”), a large ancient limestone column. At the bottom of the image is a mwar (head lei) made from island flowers. This mwar is a symbol of honor and respect to the people of the Northern Mariana Islands.
5. Ask the students to brainstorm why these items might be included in the quarter design. Discuss the features of island environments, which include the actual island and the shallow waters surrounding the island.
6. Introduce the students to the portion of the selected text about the Northern Mariana Islands. As a group, preview the text. During the reading, pay special attention to the fact that tourism plays a large part in the economy of the Northern Mariana Islands. Explain to the students that these islands earn money from the many visitors that come to see the natural beauty of the islands. During the reading, attend to unfamiliar vocabulary and concepts.
7. Create a two-column chart titled “A Visit to the Northern Mariana Islands.” Label the columns “Things to Do” and “Things to Bring.” Using information from the text selection and background knowledge about islands, guide the students to add information to this class chart.
8. After completing the chart, explain to the class that they will take an imaginary trip to the Northern Mariana Islands, but first they must pack their suitcases. Distribute the worksheet “Weigh Your Options” to each student. At this point, students may write as many items as they like. Do not indicate to the students that they will need to refine their lists later.

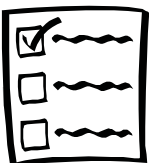


Tropical Travel Choices

9. Allow the students time to complete their lists. When they are finished, write on chart paper the vocabulary words “wants” and “needs.” Discuss with the students the similarities and differences between these two words.
10. Introduce the students to the selected text about wants and needs. As a group, preview the text. Ask the students to think about the difference between wants and needs during the reading, and think about the items on their suitcase packing list. Attend to unfamiliar vocabulary and concepts.
11. After the reading, ask the students to write the words “wants” and “needs” in the two boxes at the bottom of their worksheets. They should color each box in with a different color. Tell the students to work with a partner to identify which items on their lists are wants and which items are needs. Each item should be circled with the corresponding color.
12. After completing the activity, discuss with the students their wants and needs. Review the meanings of these words. Ask the students to write their own definitions of each word on the back of their papers. Allow time for students to complete and share their definitions.

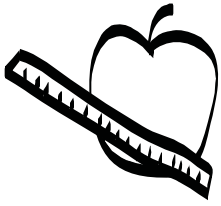
Session 2

1. Display the “Northern Mariana Islands Quarter Reverse” overhead transparency or photocopy. Review with the students the material covered in the previous session.
2. Work as a group to formulate a clear, student-friendly definition for the terms “wants” and “needs.” For example, define “needs” as “things that are required to live” and “wants” as “things that we desire or wish for.”
3. Tell the students that they will revisit their lists of items to take on the trip to the Northern Mariana Islands. Although they may choose any of their want or need items, they may only choose fifteen items to pack in their suitcases. Have the students select their 15 items to pack.
4. Tell the students that they will create a collage of wants and needs. Give each student a large piece of construction paper. Ask the students to divide the paper in half by drawing a line down the middle, and label the columns “Wants” and “Needs.”
5. Distribute magazines and ask students to cut out pictures or words of items that are either wants or needs. Each item should be labeled using marker or sticky notes.
6. Allow time for the students to complete and share their posters.
7. Display the posters in the classroom.



ASSESSMENT

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



Tropical Travel Choices



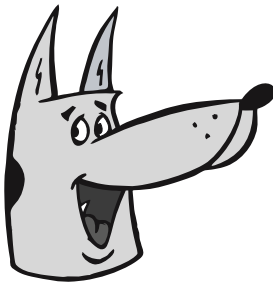
ENRICHMENTS/EXTENSIONS

- Create a poster comparing goods and services using magazine cutouts.
- Research economic resources of the Northern Mariana Islands.
- Have students research other United States territories.



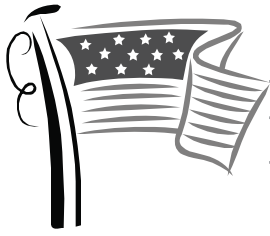
DIFFERENTIATED LEARNING OPTIONS

- Allow students to work in pairs to write their lists.
- Provide a select set of pictures to sort into wants and needs.
- Allow students to dictate their written responses.



CONNECTION TO WWW.USMINT.GOV/KIDS

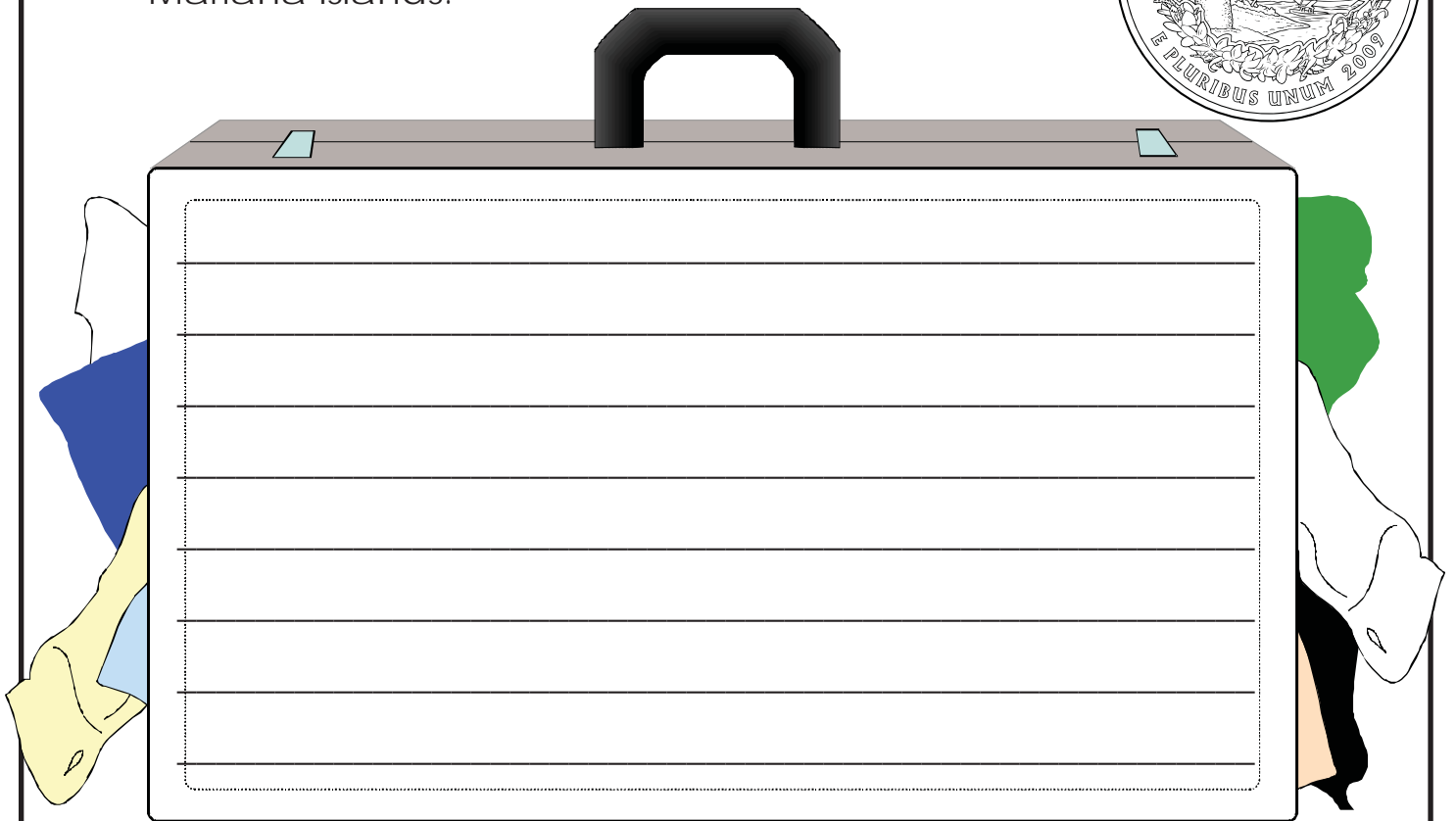
- Have students learn more about economic resources with the Wisconsin quarter lesson plan for grades 2 and 3 at www.usmint.gov/kids/teachers/lessonPlans/50sq/2004/0203-6.pdf.
- Have students learn more about economic concepts with the 2004 generic quarter lesson plan for grades 2 and 3 at www.usmint.gov/kids/teachers/lessonPlans/50sq/2004/0203-6.pdf.
- Have students learn more about United States territories through the District of Columbia and U.S. Territories Quarters Program lesson plans at www.usmint.gov/kids/teachers/lessonPlans.



Name _____

Weigh Your Options

Directions: Within the suitcase, list what you will pack for a trip to the Northern Mariana Islands.



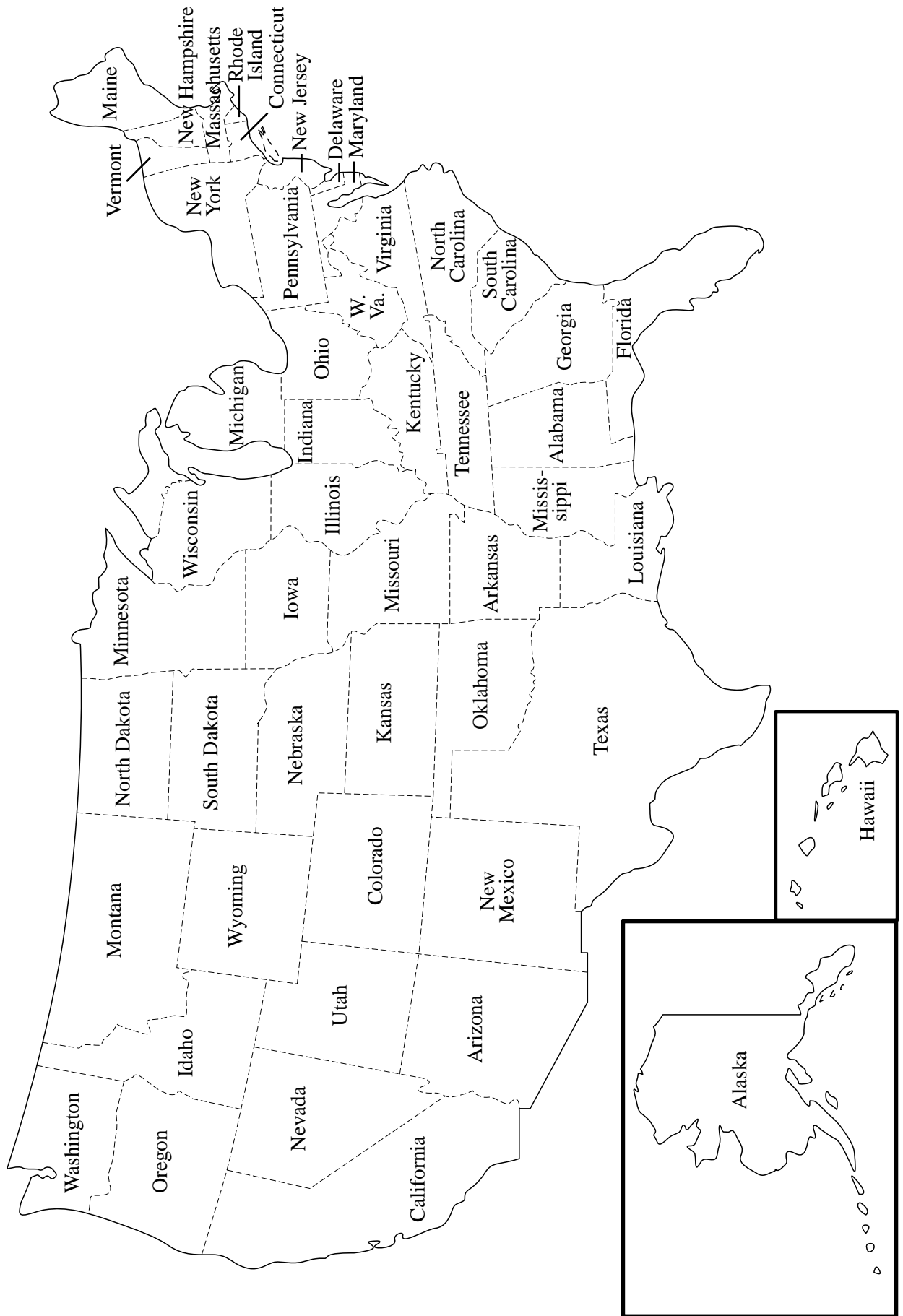
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Northern Mariana Islands Quarter



The United States of America



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

