

1: Putting It All Together

Early American History 1776–1812

CLASS TIME

Two 45- to 50-minute sessions

OBJECTIVES

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

NATIONAL STANDARDS:

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

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

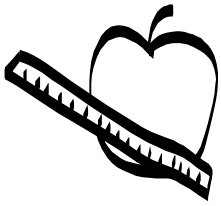
TERMS AND CONCEPTS:

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

SESSION 1

Materials

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



Putting It All Together

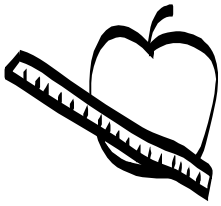
Procedures

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

SESSION 2

Materials

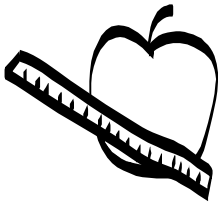
- 1 overhead projector and markers (optional)
- 1 copy of the “Key Concepts” page
- 1 copy of the “Early American Links” concept map
- Copies of the “Design Reflection” assignment (1 per student)
- Copies of the “Design Reflection Rubric” (1 per student)
- Classroom Social Studies text (1 per student)



Putting It All Together

Procedures

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

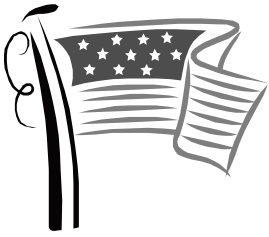


Putting It All Together

EXTENSIONS

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

NAME _____



Anticipation Guide (1)

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

Diversity: _____

Pride: _____

Identity: _____

History: _____

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

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

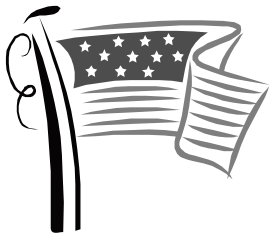


Anticipation Guide (2)

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

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

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



Anticipation Guide (3)

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

Idea, person, place,
symbol, or feeling
generated

Related quarters

Explanation of connection

Strength

Trade

Wealth

Democracy

The Blues

Technology

Gambling

Thomas Jefferson

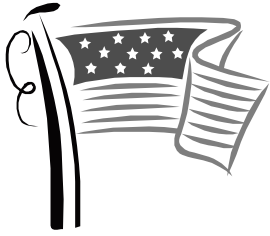
France

Europe

Fishing

Farming

Country music



Anticipation Guide (4)

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

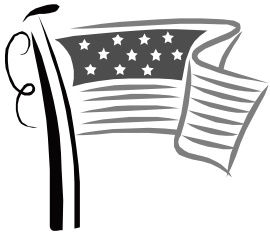
- The military leadership and courage of George Washington's troops crossing the Delaware River is an example of bravery. Bravery has served as a point of pride for the United States military throughout American history.
- The United States is hardy and strong like an oak tree.

1. _____

2. _____

3. _____

NAME: _____



Prediction and Fact

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

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

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

4. What do you think the images mean? _____

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

5. What significant story or symbol of this state does the design depict?

6. How are these characteristics important to the identity and history of the United States?

7. Do the important events, people, or ideals listed here represent any political, social, economic, and military relevance to American history? How?



NAME: _____

Behind the Symbols

Note-Taking Guide

State name _____

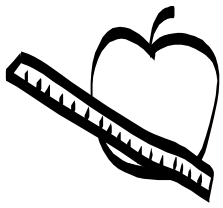
Symbols and their stories _____

State name _____

Symbols and their stories _____

State name _____

Symbols and their stories _____



Key Concepts

American History 1812–Present

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

Continental Congress

1776

General George Washington

Revolutionary War

Artist's depiction of "Washington
Crossing the Delaware"

Battle of Ticonderoga

Agricultural economy

Strength symbol of the Oak Tree

Lexington and Concord

Paul Revere

Minutemen

British

Architecture

Treaty of Paris

Nature

Colonists

Freedom

Jamestown

1607

James River

Statue of Liberty

Erie Canal

France

Trade

Frontier

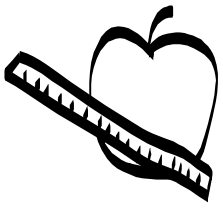
Thomas Jefferson

Louisiana Purchase

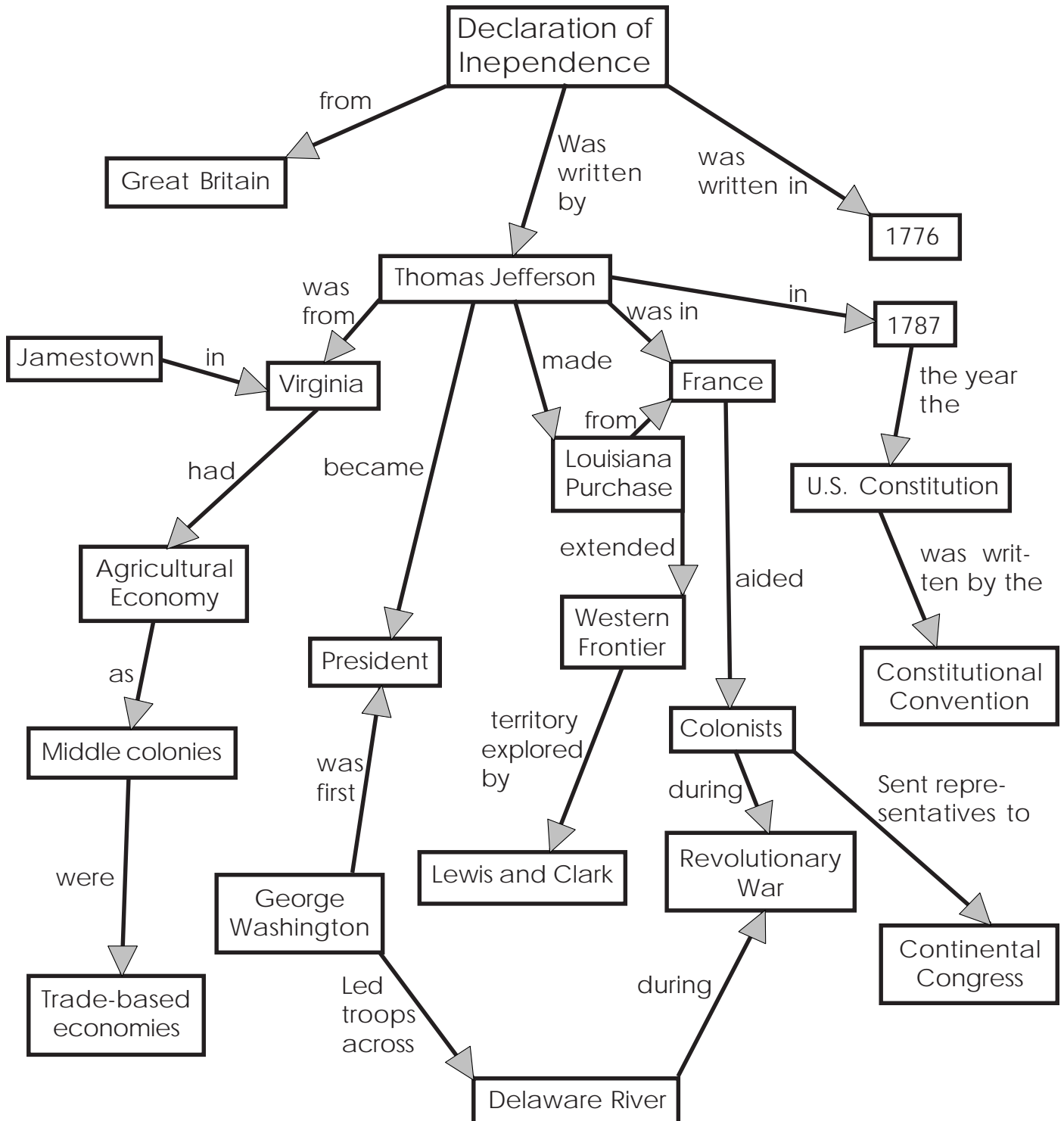
Meriwether Lewis

William Clark

Napoleon Bonaparte



Early American Links Concept Map





Design Reflection Rubric

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

Student's name _____ Teacher _____

Date submitted _____ Title of work _____

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