

2007 Lesson Plans



This teaching guide includes:

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



The Greatest Educational Change America Has Ever Seen



Grades
2 & 3



The United States Mint Has Big Plans for You!

Kids and coin collecting go hand in hand! By downloading the most recent sets of 50 State Quarters® Program lesson plans, you are able to bring the excitement of America's quarter craze right into your own classroom.

Launched in 1999, the United States Mint 50 State Quarters Program is a 10-year coin initiative commemorating each of the nation's states in the order that were admitted into the Union. Approximately every ten weeks (five times a year) through 2008, a new limited-edition quarter that displays an individual state's design is released into general circulation.

As it has every year since the beginning of this program, the United States Mint is offering the public for free three new sets of lesson plans (for grades K and 1, 2 and 3, and 4 through 6). Two sets of free plans for grades 7 and 8 and 9 through 12 are also available. All are designed to bring life to the history and beauty of our country. Moreover, these plans, created and reviewed by teachers to meet your curricular goals, draw upon the specific designs of the commemorative quarter reverses to help inspire students to learn about the culture, geography, and unique heritage of each state.

Each set of lesson plans blends clear instructions with kid-friendly reproducible worksheets, background information, and answer keys to help make instruction easier for you!

Within the 50 State Quarters Program lesson plans, you will also notice a strong connection to the United States Mint H.I.P. Pocket Change™ Web site. Appearing on the cover as well as within the plans themselves, the coin-loving H.I.P. Pocket Change Pals will show you ways to supplement the quarter activities with fun and educational resources available on the site!

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

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



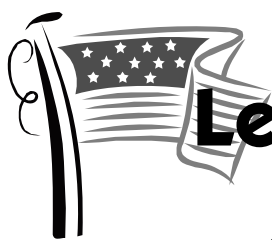
Visit us online at
www.usmint.gov/kids



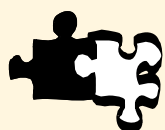
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The Greatest Educational Change America Has Ever Seen



Objective



Connections



Groupings

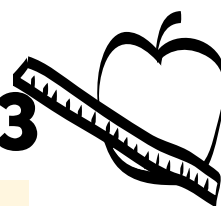


Class Time



Page

Lesson Plans for Grades 2&3



1: Can You Adapt? (Montana)

Understanding how adaptations help animals live

- Science
- Social Studies

- Whole group
- Small groups
- Pairs
- Individual work

Three 30- to 45-minute sessions

2

2: Looking at Landforms (Washington)

Exploring natural resources and landforms

- Language Arts
- Social Studies
- Art

- Whole group
- Small groups
- Individual work

Three 30- to 45-minute sessions

14

3: Poetry to My Ears (Idaho)

Counting syllables and writing haiku

- Social Studies
- Language Arts
- Art

- Whole group
- Individual work

Three 30- to 45-minute sessions

22

4: A Cowboy's Life (Wyoming)

Identifying friendly letter components and using voice

- Science

- Whole group
- Pairs
- Individual work

Three 30- to 45-minute sessions

31

5: I'll Meet You in the Middle (Utah)

Examining cause and effect, length and perimeter

- Mathematics
- Social Studies

- Whole group
- Pairs
- Individual work

Three 30- to 45-minute sessions

37

6: Take Me to Your National Park

Describing national parks and their purpose

- Social Studies
- Language Arts

- Whole group
- Small groups
- Pairs
- Individual work

Four 45- to 60-minute sessions

46

Additional Resources

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

Montana, Washington, Idaho, Wyoming, Utah

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United States of America Map

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50 State Quarters Program Designs

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Reproducible Coin Sheet

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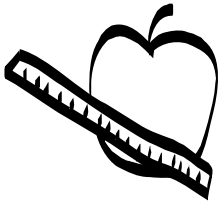
50 State Quarters Program Release Schedule

60

Lesson plans and other related 50 State Quarters® Program materials are provided solely for teaching purposes.

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1: Can You Adapt?

Based on the Montana quarter reverse



OBJECTIVE

Students will understand that behavioral and physical adaptations allow animals to respond to life needs, which include methods of gathering and storing food, finding shelter, defending themselves, and rearing young.



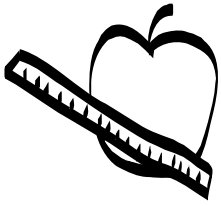
MATERIALS

- 1 overhead projector (optional)
- 1 overhead transparency (or photocopy) of the “Montana Quarter Reverse” page
- “Animal Adaptations” worksheets
- “Golden Eagle Adaptations Web” worksheet
- 1 class map of the United States
- 1 relief map of Montana or the United States
- 1 copy of a text that gives information about mountains, such as:
 - *The Living World: Mountains* by Clive Catchpole
 - *Living in the Mountains* by Trudy J. Hammer
 - *Mountains* by Dougal Dixon
 - *Mountains* by Philip Sauvain
- 1 copy of a text that gives information about golden eagles, such as:
 - *The Book of Eagles* by Helen Roney Sattler
 - *Eagles* by Aubrey Long
 - *Birds of Prey* by Jill Bailey
- Chart paper
- Markers (two colors)
- Pictures of golden eagles and other animals that live in Montana (grizzly bear, Rocky Mountain goat, deer, moose, bison, elk)



PREPARATIONS

- Make an overhead transparency (or photocopy) of the “Montana Quarter Reverse” page.
- Make copies of each of the “Animal Adaptations” worksheets (1 per student). There are 5 different sheets, so make enough copies for each student to have 1 animal.
- Make copies of the “Golden Eagle Adaptations Web” worksheet (1 per student)
- Locate a text that gives information about mountains (see examples under “Materials”).



Can You Adapt?

- Locate a text that gives information about golden eagles (see examples under “Materials”).
- Gather pictures or images of the golden eagle and other animals found in Montana (see “Materials”).



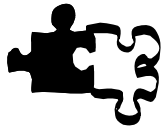
GROUPINGS

- Whole group
- Small groups
- Pairs
- Individual work



CLASS TIME

Three 30- to 45-minute sessions



CONNECTIONS

- Science
- Social Studies



TERMS AND CONCEPTS

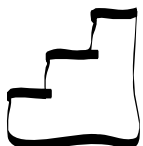
- | | | |
|---------------|-----------------------|-------------------------|
| • Quarter | • Obverse (front) | • Reverse (back) |
| • Mountain | • Physical adaptation | • Behavioral adaptation |
| • Adaptations | • Relief Map | • Landform |



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

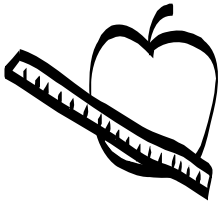
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|---------------|---------------|-------------|
| • Shelter | • Predator | • Prey |
| • Environment | • Hibernation | • Migration |
| • Herding | • Rectangular | • Hexagonal |



STEPS

Session 1

1. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. Then display the transparency or photocopy of the “Montana Quarter Reverse” page. Tell the students that the back of the coin is also



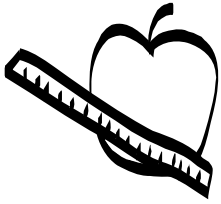
Can You Adapt?

called the reverse, and “obverse” is another name for the front of a coin. Locate Montana on a classroom map. Note its position in relation to your school’s location.

2. With the students, examine the design on this coin’s reverse. Have the students identify the images and writing included in this coin design. Focus the students’ attention on the mountain featured on the coin. Explain to the students that Montana means “mountain” in Spanish. Ask the students why these symbols may have been chosen. (There are a lot of mountains in Montana.) Show the students a relief map of Montana or the United States. Explain that a relief map shows how high and low the land is. It shows mountains and valleys. Explain to the students that much of the western portion of Montana is covered by the Rocky Mountains.
3. Tell the students that a mountain is an example of a landform. Explain to the students that a landform is any natural physical feature of the earth’s surface. Ask the students for words that can be used to describe mountains. Start a web with the word “mountain” in the center on the chart paper.
4. Introduce the students to the selected text about mountains. As a group, preview the text. Read the text aloud to the students. Attend to unfamiliar vocabulary and concepts.
5. During the reading, have the students add words to the web that describe mountains. Include animals and plants found there.
6. Have the students use the words from the web and write a few sentences or a short paragraph describing the mountains on writing paper. Have them illustrate their writing.

Session 2

1. Review the web and text from the previous session. Have students recall from the reading the names of animals or plants that live in the mountains.
2. Ask the students what might possibly make the mountains a harsh environment to live in. Refer back to the web from the previous session (cold weather, lack of vegetation, strong winds).
3. Show pictures of various animals and plants that live in the mountains. Explain that these animals have had to adapt to the harsh environment that can be found in the mountains. An adaptation helps an animal to survive. Adaptations help the animals find and catch food, find shelter, defend themselves from other animals, and even help them raise their young.
4. Explain to the students that there are two types of adaptations: physical and behavioral. Physical adaptations help animals survive in their environment and includes fur, sense of smell, and claws. Physical adaptations are things an animal has. Behavioral adaptations allow animals to respond to life needs and include hibernation, migration, and herding. Behavioral adaptations are what an animal does.

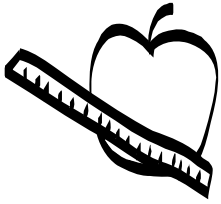


Can You Adapt?

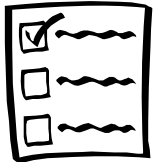
5. Divide the students into small groups. Give each group a piece of chart paper and show them how to make a T-chart with the columns labeled “Physical” and “Behavioral.” Have them brainstorm some physical and behavioral adaptations and record their ideas on the T-chart. Have each group share its ideas and charts with the class.
6. Explain to the students that Montana has a very large population of golden eagles. Show the students a picture of the golden eagle.
7. Attach a picture of a golden eagle on chart paper to use as the center for a web. Distribute copies of the “Golden Eagle Adaptations Web” worksheet to the students.
8. Explain to the students that they will be identifying some physical and behavioral adaptations of the golden eagle.
9. Introduce the students to the selected text about golden eagles. As a group, preview the text. Read the text aloud to the students. Attend to unfamiliar vocabulary and concepts.
10. As you are reading, have the students add adaptations to the “Golden Eagles Adaptations Web” worksheet. Have the students write physical adaptations in the rectangular blocks and behavioral adaptations in the hexagonal blocks.
11. Discuss the adaptations the students have written on their worksheets. Complete a class web using the chart paper with the golden eagle in the center.

Session 3

1. Review the web on adaptations from the previous session. Distribute the “Animal Adaptations” worksheets to the students. (There are 5 different sheets, so run off enough for each student to have 1 animal. Try to have an even number of students assigned to each animal so they can pair up later.) Explain that the students will be looking at several different animals that are found in the mountains of Montana. They are to look at the pictures and read the text on the worksheets. They are to identify some physical and behavioral adaptations and list these in the boxes on the page.
2. Allow time for the students to complete their worksheets.
3. Have students who have the same animal pair up and share their findings with each other. Have the students add to their lists.
4. After the pairs have shared with each other, have the pairs present to the entire class.
5. As the pairs are presenting, make a list of the adaptations on chart paper, one page for each animal.
6. Display the transparency or photocopy of the “Montana Quarter Reverse” page. Discuss the fact that animals and plants have to adapt to their environment in order to survive. Explain to the students that mountains are just one example of an environment to which animals must adapt. There are others such as deserts, grasslands, and forests, ponds, marshes, swamps, rivers, and oceans.



Can You Adapt?



ASSESSMENT

Use the students' class participation, the "Animal Adaptations" worksheets, and the "Golden Eagle Adaptations Web" worksheets to evaluate whether they have met the lesson objectives.



ENRICHMENT/EXTENSIONS

- Have students research other animals or plants and identify what adaptations help them to survive.
- Have students compare two similar animals and their adaptations using a Venn diagram.
- Have students highlight all the adjectives they use to describe the animals' adaptations.
- Download the "Additional Resources" file from the 50 State Quarters Lesson Plans page at www.usmint.gov/kids/index.cfm?fileContents=teachers/lessonPlans/download.cfm. Have students examine the page of quarter reverses provided to identify other plants and animals that have been featured on quarters.



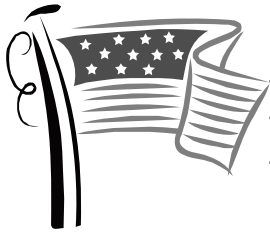
DIFFERENTIATED LEARNING OPTIONS

- While they are working on the worksheets, have someone read the text to the students.
- Have students work in pairs to complete the "Animal Adaptations" sheets.



CONNECTION TO WWW.USMINT.GOV/KIDS

Have students learn more about animals and plants with the Lewis and Clark Adventure Game at <http://www.usmint.gov/kids/index.cfm?fileContents=games>.



Name _____

Animal Adaptations

Grizzly bear

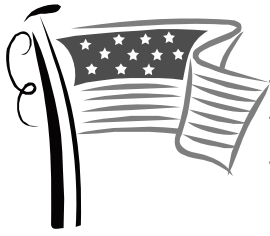
Directions: Look at the picture of the grizzly bear and read the text below. Find some behavioral and physical adaptations that help the grizzly bear to meet its needs. Write the adaptation in the correct box.

The grizzly bear is found in the mountains of Montana. Grizzlies survive the cold winter by **hibernating**. Grizzlies have **sharp teeth** and **claws** to help them catch animals to eat. Grizzlies also have an **excellent sense of smell** which helps them find their food. The female bear teaches the cubs **how to hunt for food** and to protect itself.



PHYSICAL ADAPTATIONS

BEHAVIORAL ADAPTATIONS



Name _____

Animal Adaptations

Rocky Mountain Goat

Directions: Look at the picture of the Rocky Mountain goat and read the text below. Find some behavioral and physical adaptations that help this goat to meet its needs. Write the adaptation in the correct box.



The Rocky Mountain goat is very well adapted to living in the mountains. It has many thick body layers to keep it warm. It has **coarse, shaggy hair** that hangs down to its knees. Underneath the shaggy hair is a **coat of short, thick wool**. The Rocky Mountain goat has a **very thick hide** underneath all of that with a **layer of fat** under all of that.

Rocky Mountain goats have **sharp teeth** to chew tough mountain plants. These goats are excellent climbers with **sharp hooves** and a **nonslip pad** to grip rocks. Rocky mountain goats tend to **run away** when a predator approaches.

PHYSICAL ADAPTATIONS

BEHAVIORAL ADAPTATIONS



Name _____

Animal Adaptations

Elk

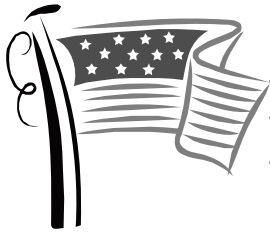
Directions: Look at the picture of the elk and read the text below. Find some behavioral and physical adaptations that help the elk to meet its needs. Write the adaptation in the correct box.



The American elk can be found in the mountains of Montana. The elk has **special teeth** that help it feed on grasses, twigs, bark, and herbs. Elk have **long, strong legs** and they are very fast, running up to 35 mph. The calves are born with **white spots for camouflage**. There are often 20 or more elk found in a **herd**.

PHYSICAL ADAPTATIONS

BEHAVIORAL ADAPTATIONS



Name _____

Animal Adaptations

Moose

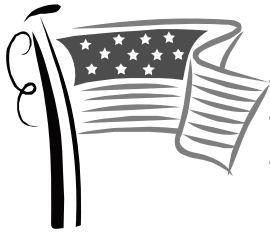
Directions: Look at the picture of the moose and read the text below. Find some behavioral and physical adaptations that help the moose to meet its needs. Write the adaptation in the correct box.



The moose is a **strong swimmer**. The moose has a **super sense of smell and hearing** to help it avoid predators. A moose's **teeth** are specially designed for eating plant materials. Moose have **long legs** that allow them to wade through the water and are good in the winter for getting through deep snow. Moose protect themselves from mosquitoes and other biting insects by **submerging themselves** in shallow ponds. The moose **migrates** from one area to another to find food according to the seasons.

PHYSICAL ADAPTATIONS

BEHAVIORAL ADAPTATIONS



Name _____

Animal Adaptations

Bison

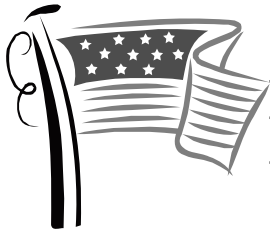
Directions: Look at the picture of the bison and read the text below. Find some behavioral and physical adaptations that help the bison to meet its needs. Write the adaptation in the correct box.

Bison have **strong legs** and can run up to 35 miles per hour. To control parasites, bison enjoy **wallowing in the mud** and **rubbing against trees and boulders**. Bison **travel in herds** for protection from other animals. Bison have a **keen sense of smell**, which is capable of detecting odors up to a mile away. They also have **excellent eyesight**. Bison have a **shaggy winter coat** that protects them from the cold weather.



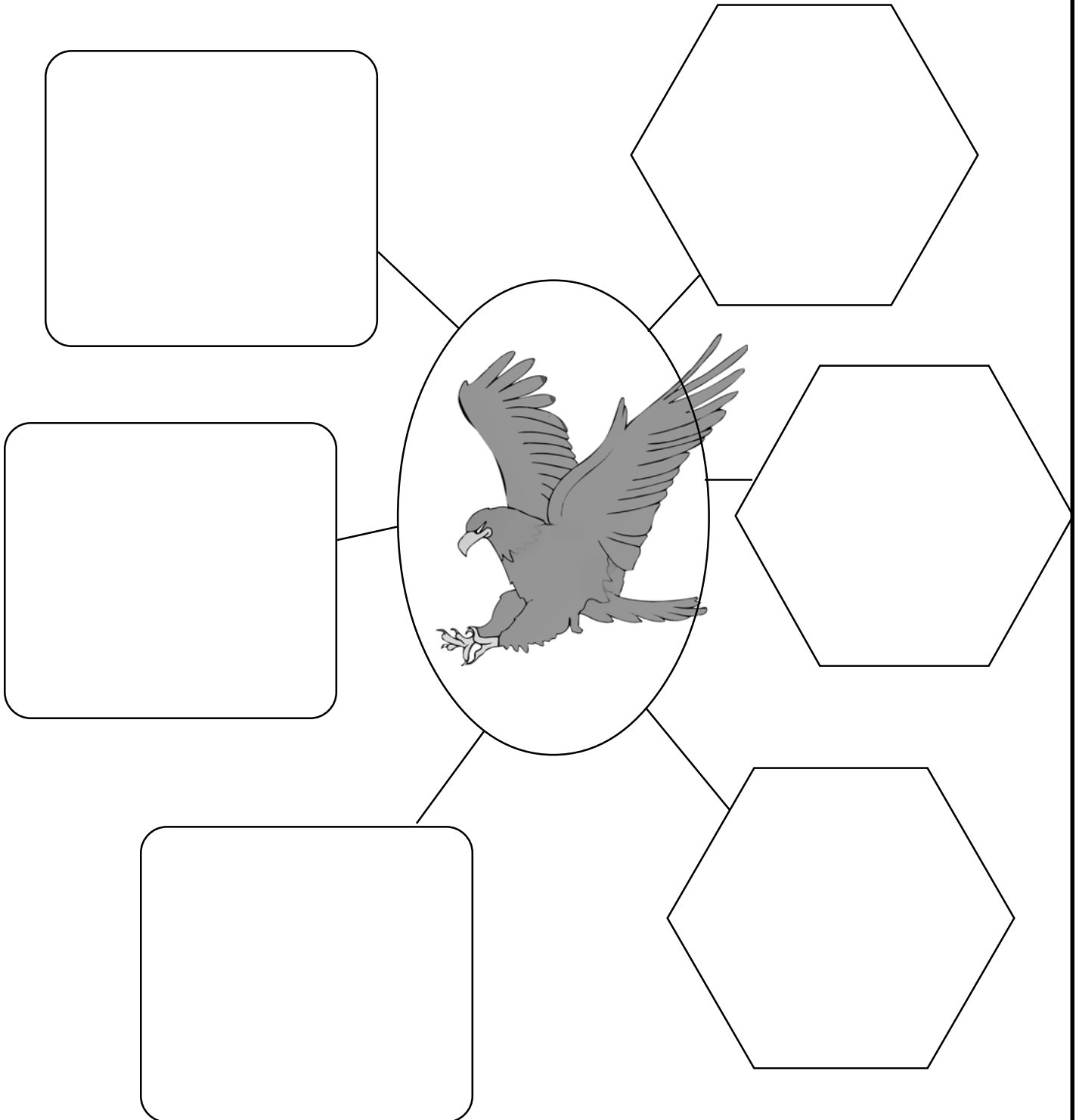
PHYSICAL ADAPTATIONS

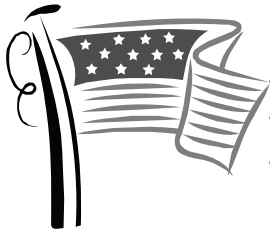
BEHAVIORAL ADAPTATIONS



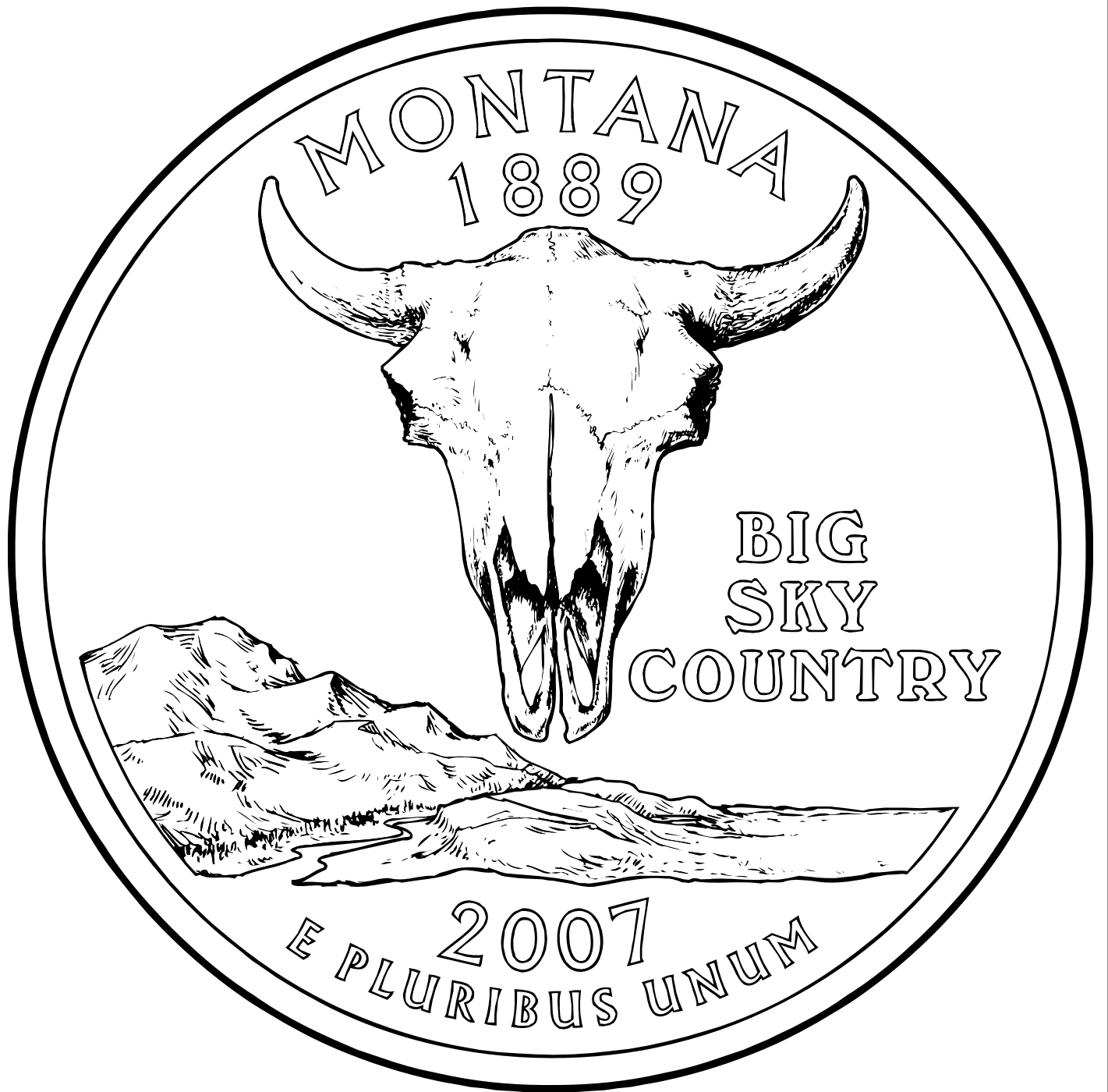
Name _____

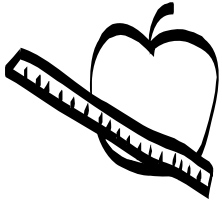
Golden Eagle Adaptations Web





Montana Quarter Reverse





2: Looking at Landforms

Based on the Washington quarter reverse



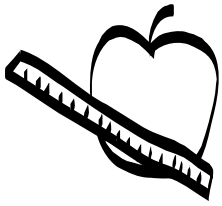
OBJECTIVES

Students will understand that some natural resources are renewable and some are nonrenewable. Students will identify various landforms.



MATERIALS

- 1 overhead projector
- 1 overhead transparency of the “Washington Quarter Reverse” page
- 1 class map of the United States
- 1 overhead transparency of the “Name That Landform” worksheet
- Locate a copy of a text that provides basic information about Mount Rainier and the state of Washington, such as:
 - *A True Book Mount Rainier National Park* by Sharlene and Ted Nelson
 - *America the Beautiful: Washington* by R. Conrad Stein
 - *Portrait of America: Washington* by Kathleen Thompson
 - *Mount Rainier National Park: Realm of the Sleeping Giant* by Tim McNulty
 - *E is for Evergreen: A Washington State Alphabet* by Roland Smith
- Locate copies of texts that provide basic information about landforms, such as:
 - *World’s Wonders: Landforms* by Elizabeth Raum
 - *Earth’s Land and Water* by Bonnie Beers and Gail Suanders-Smith
 - *Land* by Emma Nathan
- Copies of the “Name That Landform” worksheet
- Chart paper
- Markers
- White construction paper
- Pencils
- Images of landforms
- Large sheets of paper
- Writing paper
- Variety of art materials (markers, colored pencils, water colors and oil pastels)
- Tape



Looking at Landforms



PREPARATIONS

- Make copies of the “Name That Landform” worksheet (1 per student).
- Make an overhead transparency of the following:
 - “Washington Quarter Reverse” page
 - “Name That Landform” worksheet
- Locate texts that give basic information about Mount Rainier and the state of Washington (see examples under “Materials”).
- Locate texts that give basic information about landforms (see examples under “Materials”).
- Gather images of various landforms found in the United States (mountain, plateau, hill, desert, and plain) to use in Session 2.



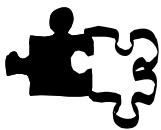
GROUPINGS

- Whole group
- Small groups
- Individual work



CLASS TIME

Three 30- to 45-minute sessions



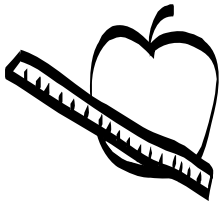
CONNECTIONS

- Social Studies
- Language Arts
- Art



TERMS AND CONCEPTS

- Obverse (front)
- Reverse (back)
- Mountain
- Plateau
- Renewable
- Nonrenewable
- Mount Rainier



Looking at Landforms



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

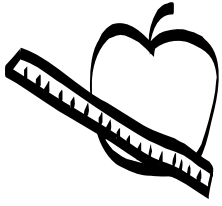
- Landforms
- Environment
- Desert
- Natural resources
- Hill
- Plain



STEPS

Session 1

1. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. Display the “Washington Quarter Reverse” overhead transparency. Locate Washington on a classroom map. Note its position in relation to your school’s location.
2. With the students, examine the design on this coin’s reverse. Tell the students that the back of the coin is also called the reverse, and “obverse” is another name for the front of a coin. Have the students identify the words and images in this coin design, including Mount Rainier, salmon, evergreens, and the words “The Evergreen State.”
3. As a class, discuss the images on the coin. Tell the students they represent important symbols of the state of Washington. Ask the students why they think that the images might be important to Washington, and accept all responses.
4. Explain to the students that Washington is called “The Evergreen State” because of its many forests. Show them the date at the top of the coin and tell them that is the year that Washington became a state and it is the only state to be named after a president.
5. Ask the students where you would find the items depicted on the coin. Student responses should include “in nature.” Tell the students that the images are all examples of natural resources (things found in nature that are useful to people.) All of these images are part of the environment (water, air, soil, and living things around you.)
6. On a piece of chart paper, have the students brainstorm a list of natural resources found in the environment.
7. Explain to the students that some of the resources are renewable (can restore themselves) like fruit. Other natural resources are nonrenewable (cannot readily restore themselves) like oil. Review the list of natural resources on the chart paper. As a class, write “R” next to the ones that are renewable and “NR” next to those that are nonrenewable. Have the students



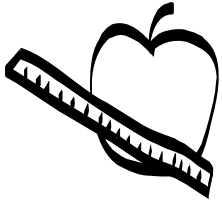
Looking at Landforms

talk about these natural resources and how people can use them.

8. Tell the students that people often live where there are natural resources they can use. Display the “Washington Quarter Reverse” overhead transparency again and have the students look at the natural resources.
9. Divide the class into small groups and give each group a piece of construction paper. Have them either write the words “Mount Rainier,” “Salmon,” or “Evergreens” at the top. There may be some repeats depending on the class size. Use examples from the renewable and nonrenewable chart as a model with the students.
10. Have the students work together and decide if their group’s resource is renewable or nonrenewable and write down some ways people can use this natural resource.
11. Introduce the students to the selected text about Mount Rainier and the state of Washington. As a group, preview the text and illustrations to generate observations about what is occurring at different points in the text. Read the selected text to the class and attend to any unfamiliar vocabulary.
12. During the reading, add any other natural resources discussed in the text to the chart and decide whether these are renewable or nonrenewable.

Session 2

1. Display the chart paper and review the material covered in the previous session.
2. Display the “Washington Quarter Reverse” overhead transparency, pointing out Mount Rainier.
3. Show the students pictures of various landforms (mountain, plateau, desert, hill, and plain) describing the unique details of each. Display them in the classroom.
4. Distribute a “Name That Landform” worksheet to each student. Tell the students there are descriptions of landforms and a list of vocabulary words. They will be drawing a picture and writing a definition of each landform in the box that matches each word.
5. Display the “Name That Landform” overhead transparency. As a class, read each vocabulary word and definition. Do the first one together.
6. Have the students work independently to complete the worksheet. Review the answers as a class.
7. Divide the class into small groups of 3 or 4. Explain to the students that they will be creating a landform mural with a written description of each item. Tell the students to also include natural resources in the mural.
8. As a class, discuss possible landforms and natural resources that could be included. Tell the students they will be writing descriptions of their mural in the next session. The students should draw the images with a pencil before adding color.

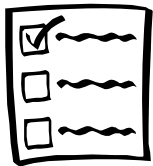


Looking at Landforms

9. Have a variety of art materials available such as markers, colored pencils, water colors, and oil pastels on a center table. Let each group decide which medium they will use for the mural. Distribute large sheets of paper to each group.
10. Allow the students sufficient time to create their mural.
11. Set the murals aside to dry (if necessary) and collect the students' worksheets.

Session 3

1. Have the students get into their groups from Session 2. Distribute the murals and the "Name That Landform" worksheet to the students. Invite the students to briefly discuss their murals with the class.
2. Distribute a piece of writing paper to each member of the group. Remind the students that they are individually writing to describe the landforms and natural resources they included in their mural.
3. Display the charts as a reference for the students to use while writing.
4. Have students write 5 or 6 sentences explaining what landforms and natural resources are shown in their mural.



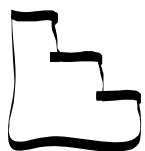
ASSESSMENT

- Take anecdotal notes about the students' participation in class discussions.
- Use the students' worksheets, paragraph, and mural to evaluate whether they have met the lesson's objectives.



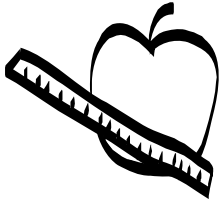
ENRICHMENT/EXTENSIONS

- Using classroom resources, have students locate examples of states that have landforms similar to the state of Washington.
- Using modeling clay, invite the students to create mountains, plateaus, and hills explaining the differences and similarities of each.

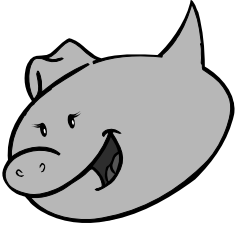


DIFFERENTIATED LEARNING OPTIONS

- Allow students to use a scribe for written responses.
- Provide various pictures of landforms already labeled for the students.



Looking at Landforms



CONNECTION TO WWW.USMINT.GOV/KIDS

- Have students read more about another famous mountain, Mount Rushmore, with the Mt. Rushmore Anniversary \$5 Gold Coin at <http://www.usmint.gov/kids/index.cfm?fileContents=coinNews/cotm/2001/03.cfm>
- Have students learn more about natural resources with the Nevada lesson plan “How Resourceful Are You?” at <http://www.usmint.gov/kids/components/50sqLessonPlans/pdf/200623-1.pdf>.
- Have students learn more about landforms by visiting the Colorado quarter lesson l plans for grades K and 1 found at www.usmint.gov/kids/components/50sqLessonPlans/pdf/2006k-13.pdf.
- Have students learn more about landforms by visiting the Ocean in View Nickel lesson plan for grades k-1 found at www.usmint.gov/kids/components/nickelLessonPlans/pdf/2005-2Nickel1.pdf.



Name _____

Name That Landform

Directions: Above each definition, write the vocabulary word that it defines. Draw the landform in the corresponding box.

VOCABULARY

Mountain Plateau
Hill Plain
Desert

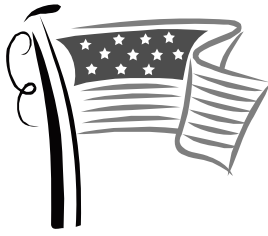
1. _____
An area of land that is very flat.

2. _____
An area of high land that often has steep sides and can be flat or hilly on top.

3. _____
A raised mass of land, smaller than a mountain.

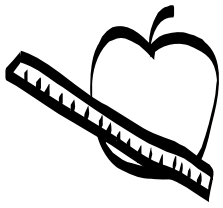
4. _____
An area that is often hot during the day and cooler at night. Few plants grow here.

5. _____
A large area of land that rises high and often has sharp peaks.



Washington Quarter Reverse





3: Poetry to My Ears

Based on the Idaho quarter reverse



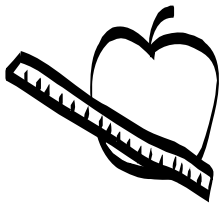
OBJECTIVES

Students will understand what syllables are and how to count syllables in words and phrases.
Students will understand and demonstrate the basic components of haiku poetry.



MATERIALS

- 1 overhead projector
- 1 overhead transparency of the “Idaho Quarter Reverse” page
- 1 class map of the United States
- Chart paper
- Markers
- 1 overhead transparency of “Peregrine Falcon Haiku” worksheet
- 1 overhead transparency of the “Falcon Outline” worksheet
- Locate a copy of a text that provides basic information about falcons, such as:
 - *Wild Birds of Prey! Falcons* by Deborah Kops
 - *Peregrine Falcons* by Doug Wechsler
 - *The Peregrine Falcon* by Carl R. Green and William R. Sanford
 - *Flight of the Falcon* by Michael Tennesen
- Locate copies of texts that provide basic information about poetry, such as:
 - *Don't Step on the Sky: A Handful of Haiku* by Miriam Chaikin and Hiroe Nakata
 - *Painless Poetry* by Mary Elizabeth
 - *Knock Knock at a Star: A Child's Introduction to Poetry* by X.J. Kennedy, Dorothy M. Kennedy, and Karen Lee Baker
- Copies of the “Peregrine Falcon Haiku” worksheet
- Pencils
- Writing paper
- Dinner-sized white paper plates
- Crayons
- Yarn
- Single hole punch



Poetry to My Ears



PREPARATIONS

- Make copies of the “Peregrine Falcon Haiku” worksheet (1 per student)
- Make an overhead transparency of the following:
 - “Idaho Quarter Reverse” page
 - “Falcon Outline” worksheet
 - “Peregrine Falcon Haiku” worksheet
- Locate copies of texts that provide basic historical information about falcons (see examples under “Materials”).
- Locate copies of texts that provide basic historical information about poetry (see examples under “Materials”).



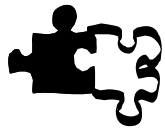
GROUPINGS

- Whole group
- Pairs
- Individual work



CLASS TIME

Three 30- to 45-minute sessions



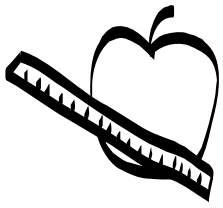
CONNECTIONS

- Language Arts
- Social Studies
- Art



TERMS AND CONCEPTS

- Obverse (front)
- Reverse (back)
- Characteristic
- Peregrine falcon
- Shape poem
- Haiku poem



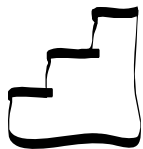
Poetry to My Ears



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

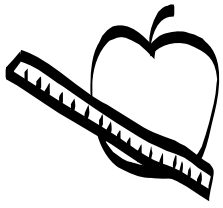
- Poetry
- Syllables
- Adjectives
- Migrating
- Raptor
- Things found in nature



STEPS

Session 1

1. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available, and display the “Idaho Quarter Reverse” overhead transparency. Locate Idaho on a classroom map. Note its position in relation to your school’s location.
2. With the students, examine the design on this coin’s reverse. Tell the students that the back of the coin is also called the reverse, and obverse is another name for the front of a coin. Have the students identify and describe the image on this coin.
3. Tell the students that the peregrine falcon is the state raptor of Idaho. (A raptor is a bird of prey.) Read the coin inscriptions to the class. Discuss that “Esto Perpetua” means “let it be perpetual” or “let it be forever.” Show them the date at the top of the coin and tell them that is the date Idaho became a state.
4. Tell the students that the outline is the state of Idaho, then compare it to the shape of Idaho on the class map. Explain to the students that the star represents Boise, which is the state capital.
5. Write “Peregrine Falcon” as the title on a piece of chart paper. Tell the students the word “peregrine” means “wandering” or “migrating” and that the peregrine falcon is the state raptor of Idaho. Ask the students why they think that the falcon might be important to Idaho, and accept all responses.
6. Discuss the term “characteristic” (a feature that helps to identify, tell apart, or describe recognizably, a distinguishing mark or trait) with the students. Ask the students to point out characteristics of the falcon. Write the student responses on the chart paper.
7. Introduce the students to the selected text about falcons. Preview the text and illustrations and allow the students to generate observations and predictions about what is happening at each point in the text.

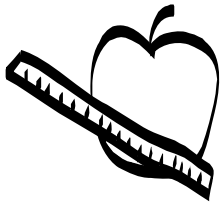


Poetry to My Ears

8. Read the selected text to the class. Attend to any unfamiliar vocabulary and student questions.
9. Add the new information from the discussion and the text to the chart paper.
10. Engage the students in a discussion about the falcon, directing them to realize the important characteristics that birds of prey have and how these birds interact with other animals, referring back to the text wherever possible.
11. Ask the students to define the term “adjective.” The student responses should include that it is a word that describes or tells more about a noun. Remind the students that an adjective can tell the color, size, and number.
12. Based on the class discussion and the information from the text, as a class, highlight any adjectives on the chart paper and then brainstorm examples of adjectives describing the peregrine falcon and record student responses on the chart paper.
13. Using the information from the chart paper, have the students create sentences on a piece of writing paper to describe the peregrine falcon.
14. Have the students share their sentences with the class. Record them on a new piece of chart paper. Review the sentences as a class. Collect the students’ papers.
15. Tell the students that, as a class, they will be creating a type of poem called a shape poem. A shape poem is a poem about an object or thing and is written in or around the shape of the object.
16. Display the “Falcon Outline” overhead transparency. Have the students select sentences describing the peregrine falcon. Write in or around the shape of the falcon on the overhead transparency.
17. Once the poem is complete, read it aloud with the students. Talk about how the words and phrases used in the poem really describe the characteristics of the falcon.
18. Create a copy of the overhead transparency and display it in the classroom.

Session 2

1. Review the poem and content covered in the previous session. Keep the charts displayed during this session.
2. Discuss the term “syllable” with the students. Remind them that it is a way to break words and phrases apart. Discuss ways to count syllables. Ideas can include tapping out the syllables on the desk, placing the top of the hand under the chin, or clapping. Provide the students with a list of words to divide into syllables. Do the first three together and then allow them to work in pairs to complete the rest and then review all the words as a class. Words can include: washing machine, elementary, nature, students, playground, and falcon.

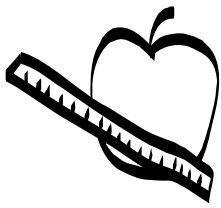


Poetry to My Ears

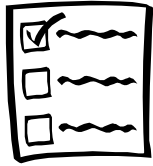
3. Tell the students they will be creating another poem about the peregrine falcon. Write the word “haiku” (high-koo) on a piece of chart paper. Explain to the students that they will be using words and phrases about nature and the falcon. These words will contain a certain number of syllables for this special kind of poetry.
4. Display the “Peregrine Falcon Haiku” overhead transparency. Review the criteria and background for a haiku poem.
5. Tell the students that a haiku poem is an unrhymed poem that originated in Japan. It has three lines and seventeen syllables. The first and third lines each have five syllables and the second line has seven. Haikus usually describe something in nature.
6. Introduce the students to the selected text about haikus. Read examples of haikus to the students. Discuss the syllables in each line and the connection to nature. Remind the students of the syllables needed for each line. Discuss the syllables in each line, clapping or tapping them out as a class. Point out adjectives used to describe the topic of the poem.
7. Distribute a “Peregrine Falcon Haiku” worksheet to each student. Explain that this is their note taking guide for creating their haiku about the peregrine falcon.
8. Allow the students to use the poetry texts in the classroom as a resource and allow them a sufficient amount of time to complete and construct their haikus.
9. Have the students work in pairs to review the ideas for the poem and to check the syllables in each line.
10. Collect the students’ worksheets.

Session 3

1. Review the content from the previous sessions.
2. Display the transparency or photocopy of the “Idaho Quarter Reverse” page. Keep this image available to the students throughout the session.
3. Distribute the “Peregrine Falcon Haiku” worksheet and a white paper plate to each student.
4. Tell the students they will write the final copy of their haiku on one side of the plate and draw an image of the peregrine falcon on the other.
5. Allow the students time to edit and revise their work.
6. Have the students share their poems and drawings with the class.
7. As a class, review the information gathered about the peregrine falcon, the content of the haiku, and the use of adjectives to describe an animal in nature.
8. Punch a hole in the top of the paper plates, attach yarn, and display them in the classroom.



Poetry to My Ears



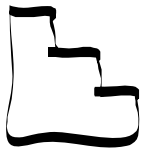
ASSESSMENT

- Take anecdotal notes about the students' participation in class discussions.
- Review the students' worksheets and poems to evaluate whether they have met the lesson's objectives.



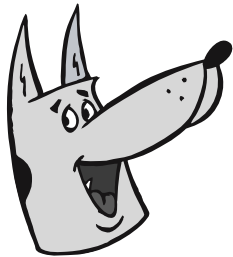
ENRICHMENT/EXTENSIONS

- Have students research other types of falcons and write a descriptive essay.
- Have students create more poems and invite other students in to hear a nature poetry reading.
- Have books about falcons in the classroom library for further reading.
- Have students create a tanka poem about something found in nature.



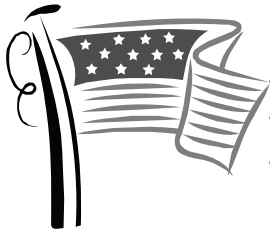
DIFFERENTIATED LEARNING OPTIONS

Allow students to use a scribe to dictate written responses.



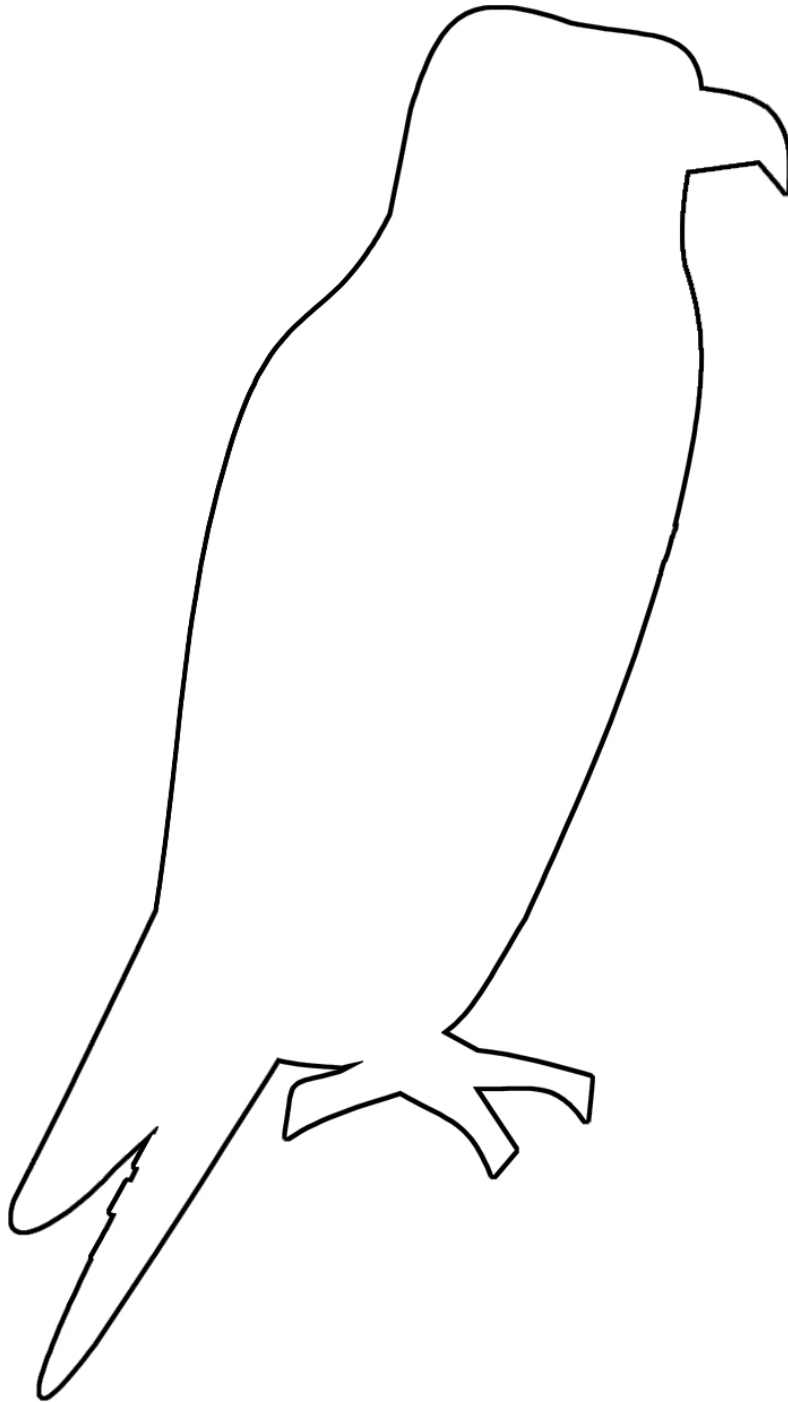
CONNECTIONS TO WWW.USMINT.GOV/KIDS

- Have students learn more about animals and nature by visiting the Games page and playing the Lewis and Clark Adventure at <http://www.usmint.gov/kids/index.cfm?fileContents=games>.
- Have students learn about other birds by visiting the Coin of the Month page and learning more about the California Condor and the California quarter at <http://www.usmint.gov/kids/index.cfm?fileContents=coinNews/cotm/2005/02.cfm>.



Name _____

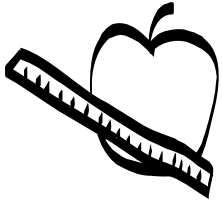
Falcon Outline





Idaho Quarter Reverse





4: A Cowboy's Life

Based on the Wyoming quarter reverse



OBJECTIVE

Students will identify and use the key components of a friendly letter. Students will use voice and expressive language in their writing.



MATERIALS

- 1 overhead projector (optional)
- 1 overhead transparency (or photocopy) of the “Wyoming Quarter Reverse” page
- “It’s a Cowboy’s Life” worksheet
- 1 class map of the United States
- 1 copy of a text that gives information about the state of Wyoming, such as:
 - *C is for Cowboy: A Wyoming Alphabet* by Eugene Gagliano
 - *Wyoming* by Alexandra Hanson-Harding
 - *The United States of America: A State-by-State Guide* by Millie Miller and Cyndi Nelson
- Chart paper
- Markers
- Writing paper
- Pencils



PREPARATIONS

- Make an overhead transparency (or photocopy) of the “Wyoming Quarter Reverse” page.
- Make copies of the “It’s a Cowboy’s Life” worksheet (1 per student)
- Locate a text that gives information about the state of Wyoming (see examples under “Materials”).



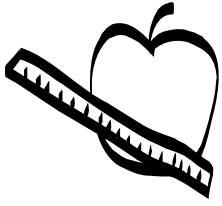
GROUPINGS

- Whole group
- Individual work

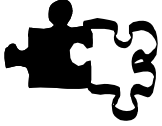


CLASS TIME

Three 30- to 45-minute sessions



A Cowboy's Life



CONNECTIONS

- Social Studies
- Language Arts
- Art



TERMS AND CONCEPTS

- Quarter
- Obverse (front)
- Reverse (back)
- Friendly Letter
- Greeting
- Body
- Closing
- Signature



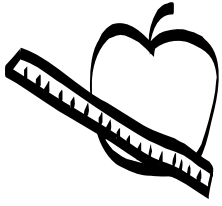
BACKGROUND KNOWLEDGE

Students should have a basic knowledge of the writing process.

STEPS

Session 1

1. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. Then display the transparency or photocopy of the Wyoming quarter reverse. Locate Wyoming on a classroom map. Note its position in relation to your school's location.
2. Ask the students to examine this picture and tell you what they know about it. The students should respond that the image shows a cowboy on a horse. Explain to the students that the image represents the bucking bronco, a symbol of the state of Wyoming.
3. Ask the students to brainstorm what kind of things a cowboy would do. List student responses on chart paper.
4. Introduce the students to the selected text about Wyoming. As a group, preview the text. During the reading, students should attend to facts about the state of Wyoming and what a cowboy's life might be like in Wyoming. Add any other information about cowboys to the chart. Guide the students to use information about the landscape in their descriptions.



A Cowboy's Life

During the reading, attend to unfamiliar vocabulary and concepts.

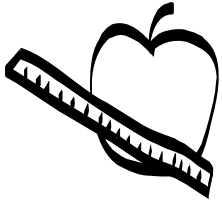
5. After reading the selected text, review the students' ideas about the cowboys of Wyoming. Explain to the students that they will be writing letters from the perspective of cowboys in Wyoming during the next lesson.

Session 2

1. Display the transparency of the "Wyoming Quarter Reverse" page. Review with the students the material covered in the first session. Recall the specifics of a cowboy's life as learned in the reading. Engage the students in a discussion of what they think being a cowboy in Wyoming would be like. Guide the students to include specific features of Wyoming in their discussion.
2. Tell the students that they will be writing a letter from the perspective of a Wyoming cowboy. Ask the students to share what they know about writing friendly letters. Display a piece of chart paper on which to create a model of a friendly letter. Explain to the students the key components of a friendly letter, including the date, greeting, body, closing, and signature. Model writing a brief letter to a friend telling about the students' own state and point out the key components.
3. Explain to the students that these kinds of letters should show the writer's personalities and include feeling words. Tell the students that including feelings and interesting words shows the writer's voice.
4. Using a marker of a different color, label the five parts of the friendly letter and review these components.
5. Distribute the "It's a Cowboy's Life" worksheet. Explain to the students that they will use the class chart to choose some of the actions of a cowboy and list them on their own worksheets. Then the students will write how a cowboy might feel during these actions (for example, tired after riding a horse all day, thrilled after winning a rodeo). Tell the students that they are to use this worksheet as the prewriting activity for their friendly letters.
6. Allow the students time to complete the "It's a Cowboy's Life" worksheets. Collect the worksheets.

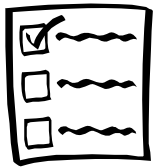
Session 3

1. Display the transparency of the "Wyoming Quarter Reverse" page. Review with the students the material covered in the previous sessions and distribute the completed "It's a Cowboy's Life" worksheets.
2. Distribute writing paper. Tell the students to use their worksheets to write a friendly letter about life in Wyoming. The students should use the five components of a friendly letter.



A Cowboy's Life

3. Have the students use the writing process to complete their friendly letters about Wyoming. Have the students include an illustration with their letters.
4. Allow the students time to share their work. Display the students' letters and illustrations in the classroom.



ASSESSMENT

- Use the students' class participation and worksheets to evaluate whether they have met the lesson objectives.
- Use the students' letters to evaluate inclusion of all elements of a friendly letter and use of writer's voice.



ENRICHMENT/EXTENSIONS

- Have students research other states and write friendly letters from people living there.
- Have students write responses to each other's letters while focusing on using writer's voice effectively.



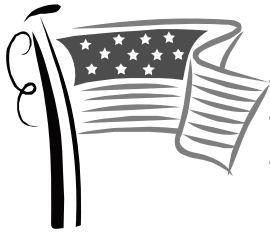
DIFFERENTIATED LEARNING OPTIONS

- Allow students to work in pairs.
- Allow students to write their reports or use a scribe rather than use the computer.



CONNECTION TO WWW.USMINT.GOV/KIDS

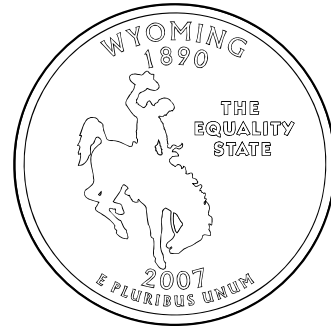
- Have students learn more about the exploration of the western United States by visiting the Lewis and Clark Era with the Time Machine at www.usmint.gov/kids/timeMachine/begin.cfm.
- Have students learn more about letter writing and United States history by visiting the West Virginia quarter lesson plan for grades 2 and 3 at www.usmint.gov/kids/components/50sqLessonPlans/pdf/200523-5.pdf.



Name _____

It's a Cowboy's Life

Directions: Write things that cowboys in Wyoming might do. Write words that describe how the cowboys might feel about these actions.

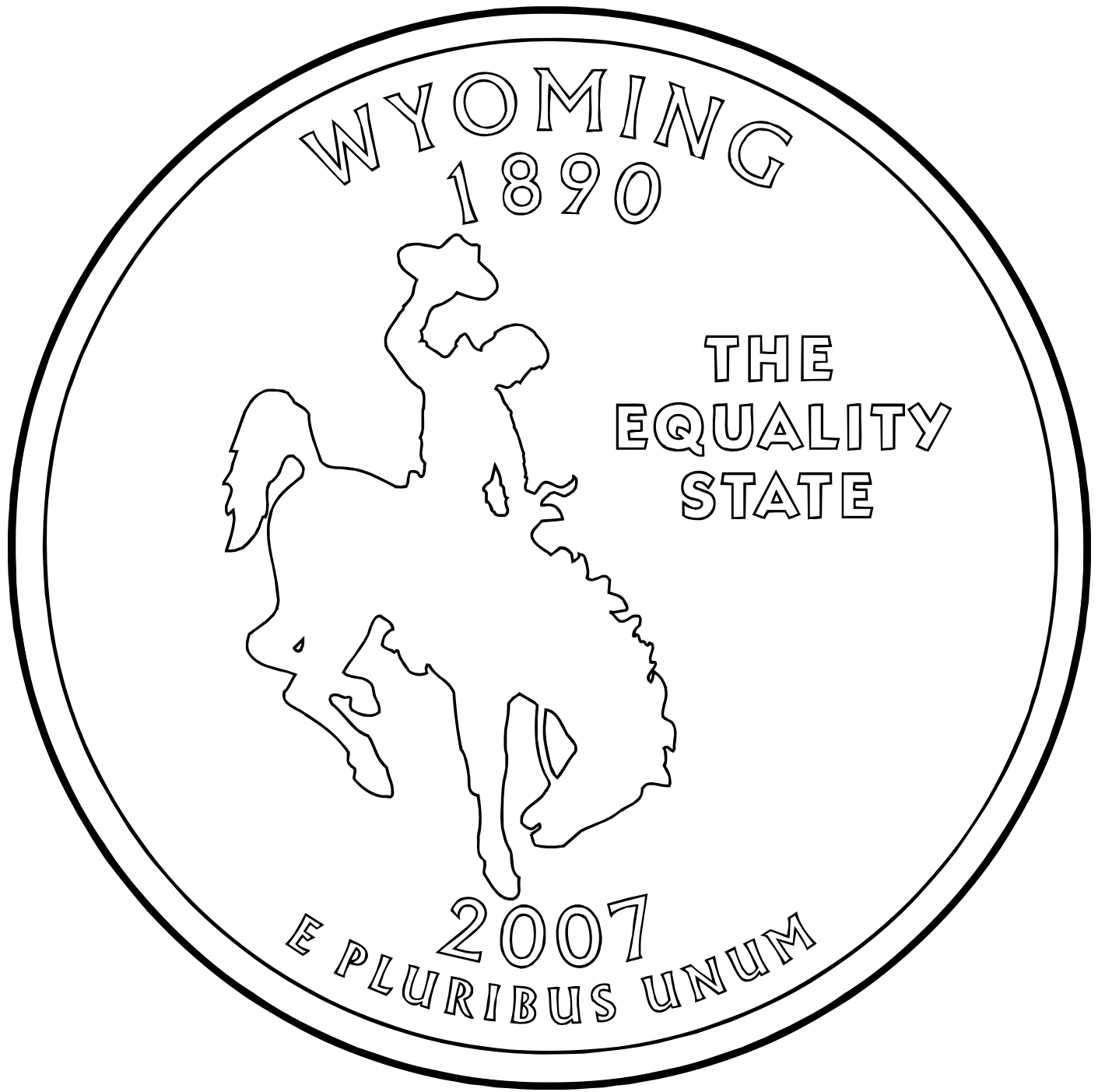


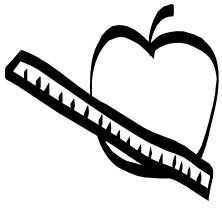
COWBOY ACTIONS

COWBOY FEELINGS



Wyoming Quarter Reverse





5: I'll Meet You in the Middle

Based on the Utah quarter reverse



OBJECTIVES

Students will demonstrate understanding of cause and effect. Students will understand customary units of measurement to find length. Students will calculate perimeter.



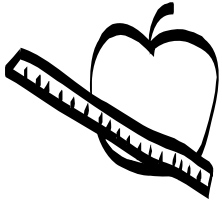
MATERIALS

- 1 overhead projector
- 1 overhead transparency (or photocopy) of the “Utah Quarter Reverse” page
- 1 overhead transparency of the “How Does it Measure Up?” worksheet
- 1 class map of the United States
- 1 class map of the World
- Locate a copy of a text that provides basic information about the Transcontinental Railroad, such as:
 - *The Transcontinental Railroad: A Primary Source History of America’s First Coast-To-Coast Railroad* by Gillian Houghton
 - *The Transcontinental Railroad* by Linda Thompson
 - *The Transcontinental Railroad* by James P. Burger
 - *The Transcontinental Railroad 1862–69* by Frank B. Latham
 - *The Transcontinental Railroad In American History* by R. Conrad Stein
- Copies of the following:
 - “Cause and Effect” worksheet
 - “How Does it Measure Up?” worksheet
 - “All the Way Around and Down the Middle” worksheet
- Chart paper
- Markers
- Pencils
- Rulers
- Yard sticks



PREPARATIONS

- Make copies of the following:
 - “Cause and Effect” worksheet (1 per student)
 - “How Does it Measure Up?” worksheet (1 per student)
 - “All the Way Around and Down the Middle” worksheet (1 per student)



I'll Meet You in the Middle

- Make an overhead transparency of the following:
 - “Utah Quarter Reverse” page
 - “How Does it Measure Up?” worksheet
- Locate texts that relate to basic historical information about the Transcontinental Railroad (see examples under “Materials”).
- Gather yardsticks for the activity in Session 3 (1 per student).
- Place a piece of masking tape on the floor the length of your classroom for Session 3.
- Measure the perimeter and distance down the center of your classroom in yards for accuracy of responses in Session 3.



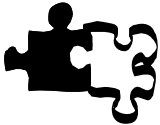
GROUPINGS

- Whole group
- Pairs
- Individual work



CLASS TIME

Three 30- to 45-minute sessions



CONNECTIONS

- Mathematics
- Social Studies



TERMS AND CONCEPTS

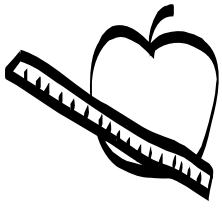
- Obverse (front)
- Reverse (back)
- Transcontinental Railroad
- Yards



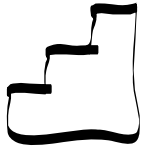
BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

- Transportation
- Measurement
- Measuring to the nearest inch
- Inches
- Feet
- Length
- Cause and effect
- Perimeter
- Rectangle



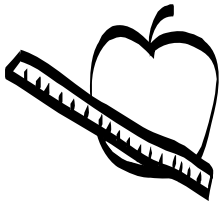
I'll Meet You in the Middle



STEPS

Session 1

1. Introduce students to the selected text about the Transcontinental Railroad. As a group, preview the text and illustrations to generate observations about what is occurring at different points in the book. Read the selected text to the class and attend to any unfamiliar vocabulary.
2. Ask the students to give key facts about the Transcontinental Railroad. Record the student responses on chart paper. Responses should include that there were two companies that built the railroads and connected the tracks, it was a very dangerous project, and it took many workers and a lot of time to complete.
3. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. Display the “Utah Quarter Reverse” overhead transparency. Locate Utah on a classroom map. Note its position in relation to your school’s location.
4. With the students, examine the design on this coin’s reverse. Tell the students that the back of the coin is also called the reverse, and “obverse” is another name for the front of a coin. Have the students identify the images included in this coin design, including the trains and the golden spike.
5. Read the coin inscription to the students. Show them the date at the top of the coin and tell them that is the date Utah became a state. Discuss the “Crossroads of the West” phrasing on the coin. Tell them that crossroads are where two roads cross or intersect. Ask the students to think of examples of crossroads in the hallways of the school or on roads near the school.
6. Ask the students why they think the image on the coin might be important to Utah, and accept all responses. Lead a class discussion regarding the images and tell the students that the image of the trains and the words “Crossroads of the West” are part of a special event that took place in Utah on May 10, 1869. At Promontory Point, Utah, two sets of railroads tracks met to make the first railroad to cross the United States from the East Coast to the West. The large spike shown on the coin is the “golden spike” which is a symbol of the final spike to be struck into the tracks.
7. As a class, have the students brainstorm reasons why people in the past may have wanted and needed the Transcontinental Railroad. Record the students’ responses on a new piece of chart paper. Tell the students they will look at the list again in another session.
8. Write the words “cause” and “effect” in two columns on the board or on a piece of chart paper. Tell the students “cause” is why something happens and “effect” is what happens. Add the definitions to the chart paper. Provide the students with an example of cause and effect such as “it is raining during recess time so they can’t go outside.” Ask the students to identify the cause and the effect in the example. Record raining under the “cause” column and staying inside or no recess under the “effect” column.

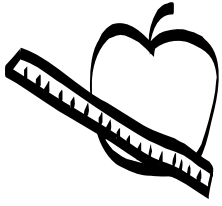


I'll Meet You in the Middle

9. Provide three other examples to the class and write the cause and effect of each example under the appropriate column.
10. Distribute a "Cause and Effect" worksheet to each student. Review the directions and have the students work in pairs to complete the worksheet.
11. Allow students sufficient time to complete the worksheet. As a class, review the answers and add examples of cause and effect from the worksheet to the chart.
12. Collect the students' worksheets.

Session 2

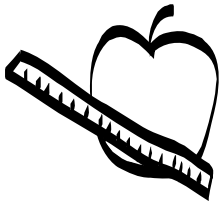
1. Review the material covered in the previous session. Ask the students to think about the cause and effect of the Transcontinental Railroad.
2. Add Transcontinental Railroad to the "Cause" column of the chart. Discuss what effects of completing the Transcontinental Railroad were and add them to the "Effects" column on the chart. Possible answers would include a faster route and more people traveling to and living in the west.
3. Discuss modes of transportation with the students. Brainstorm ways we travel today and discuss how efficient and time saving it is for us. Remind the students that 1869 was a long time ago and many things we have today were not available then. Discuss modes of transportation of that time period with the students. Examples should include boats and wagons for carrying people and supplies.
4. Use a map of the world as a visual aid and explain to the students that the boats and wagons took a long time and people were looking for a faster way to get across the country. The idea was that a train going across the entire country would be faster and connect the East and West Coasts.
5. Display the "How Does it Measure Up?" overhead transparency. Discuss the directions and information with the students. Review with the students the definition of length (the measurement of the longest side of an object). List the customary units of length on chart paper. (1 foot = 12 inches, 1 yard = 36 inches, 1 mile = 1,760 yards or 5,280 feet.) Discuss when it is appropriate to use each unit of length (mile vs. inch).
6. Distribute the "How Does it Measure Up?" worksheet to each student. Explain to the students that they will use a ruler to measure objects in the classroom. Review measuring objects to the nearest inch with the students. Divide the class into pairs and distribute a ruler to each student. Give the students a list of objects to measure in the classroom.
7. Allow a sufficient amount of time for the students to measure the objects and record their findings on the worksheet.
8. As a class, review the answers and collect the students' worksheets.



I'll Meet You in the Middle

Session 3

1. Review the content from the previous sessions.
2. Tell the students that they will be completing another measurement activity in this session. Slowly walk around the perimeter of the classroom. Ask the students what the measure of the outside of an area is called. If necessary, tell them “perimeter.” On the board, write the formula for the perimeter of a rectangle and explain to them it’s the measure of the length plus the length plus the width plus the width. On a piece of chart paper, write the term “perimeter,” the definition and the formula.
3. Walk on the straight line through the center of your classroom. Remind the students this is the length of the room. Ask the students what unit of length would be best to measure the perimeter and length of the classroom. Students should respond “yard.”
4. Have the students predict which distance is the longest. Have the students predict which one would take longer to walk.
5. Divide the students into pairs. Distribute a yard stick to each student. Discuss the yard stick with the students, reminding them that a yard is equal to 36 inches. Demonstrate how to use the yard stick and measure to the nearest yard by measuring an object in the classroom and recording the results on the chart paper.
6. Distribute an “All the Way Around and Down the Middle” worksheet to each student. Review the directions and tell them this is their recording sheet. Tell the students they will be working with their partner to measure the perimeter and length of the classroom to the nearest yard.
7. Divide the class in half. Half of the students begin this activity in each of the four corners of the room and the other half measures the room down the middle.
8. Allow the students a sufficient amount of time to complete the activity.
9. Review the data the students gathered. Record the findings on the chart paper and, using the formula, find the perimeter as a class. Compare the two pieces of data.
10. Choose two students and tell the class that one student will walk the perimeter and the other will walk down the center. Have the class explain which student will complete their walk faster and why. Have one walk the perimeter of the room while the other walks through the center. Discuss the results.
11. Collect the student’s worksheets.
12. Display the chart paper from Session 1 and revisit the students’ ideas about the reasons people in the past may have wanted a Transcontinental Railroad. Discuss with the students how the perimeter activity relates to the creation of the Transcontinental Railroad.



I'll Meet You in the Middle



ASSESSMENT

- Take anecdotal notes about the students' participation in class discussions.
- Review the students' worksheets to evaluate whether they have met the lesson's objectives.



ENRICHMENT/EXTENSIONS

- Have students create a map highlighting the path and key cities along the Transcontinental Railroad.
- Have students research and write a report about one of the railroad lines involved in the Transcontinental Railroad.
- Have student "time" three students, one walking the perimeter, and the other two walking from the wall to the center of the room where they'll meet like the railroads did. Have the students compare the time difference.
- Have students look at a compass rose and label the room with the primary and intermediate directions.



DIFFERENTIATED LEARNING OPTIONS

- Allow students to work in small groups for the measurement portion of the lesson.
- Provide one set of measurements for students for the "All the Way Around and Down the Middle" worksheet.



CONNECTION TO WWW.USMINT.GOV/KIDS

- Have the students read more about other types of transportation in history by visiting the March 2004 Coin of the Month page and viewing the Florida quarter at <http://www.usmint.gov/kids/index.cfm?fileContents=coinNews/cotm/2004/03>
- Have the students read more about other types of transportation in history by visiting the September 2004 Coin of the Month page and viewing the 2004 Keelboat Nickel at <http://www.usmint.gov/kids/index.cfm?fileContents=coinNews/cotm/2004/09.cfm>.
- Have the students read more about other types of transportation in history by visiting the October 2003 Coin of the Month page and viewing the Missouri quarter at <http://www.usmint.gov/kids/index.cfm?fileContents=coinNews/cotm/2003/10.cfm>.
- Have the students read more about other types of transportation in history by visiting the May 2006 Coin of the Month page and viewing the Nebraska quarter at <http://www.usmint.gov/kids/index.cfm?fileContents=coinNews/cotm/2006/05.cfm>.



Name _____

Cause or Effect?

Directions: Write a possible effect for each cause and a possible cause for each effect given in the chart below. Write your own example on the lines at the bottom.

DEFINITIONS

Cause: an action that makes something else happen

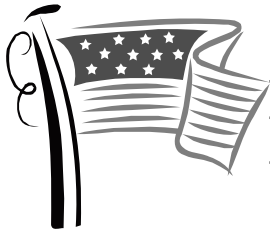
Effect: what happens as a result of the cause



CAUSE	EFFECT
I forgot to set my alarm clock before I went to bed, so	
I left a full container of ice cream on the counter for an hour, so	
I have a stomach ache, so	
	I got more money for my allowance.
	I had to stay inside.
	the window broke.

MY EXAMPLE

_____, so _____.
(Cause) (Effect)



Name _____

How Does it Measure Up?

DEFINITION

Length is the measurement of the longest side of an object.

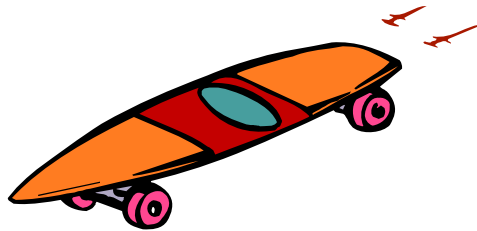
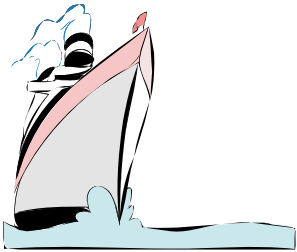
TABLE OF MEASUREMENTS

1 foot = 12 inches

1 yard = 36 inches or 3 feet

1 mile = 1,760 yards or 5,280 feet

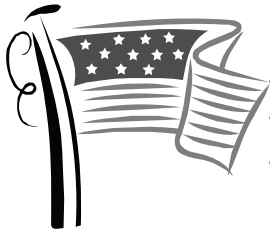
Which unit of measurement would you use for each (inches, feet, yards, or miles)?



Directions: Using a ruler, measure the objects listed below to the nearest inch.

1. A paper clip _____
2. A large eraser _____
3. The spine of your math textbook _____
4. Your shoe _____
5. Your partner's shoe _____
6. Your partner's thumb _____
7. The length of a piece of writing paper _____
8. The length of the top of your desk _____

Now measure two other objects in the classroom. Be sure to record the name of the object and its length on the lines below.



Name _____

Around and Down the Middle

Partner's Name _____

DEFINITION

Perimeter is the measure of the outside of an area.

Formula (rectangle): Length + length + width + width

Directions: Using a yardstick, measure the perimeter and length of the classroom to the nearest yard. Record your results below.

OUR CLASSROOM

Width: _____ yards

Length: _____ yards

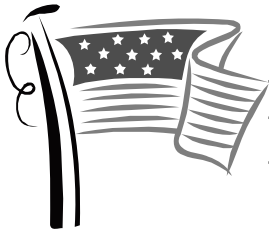
Width: _____ yards

Length: _____ yards

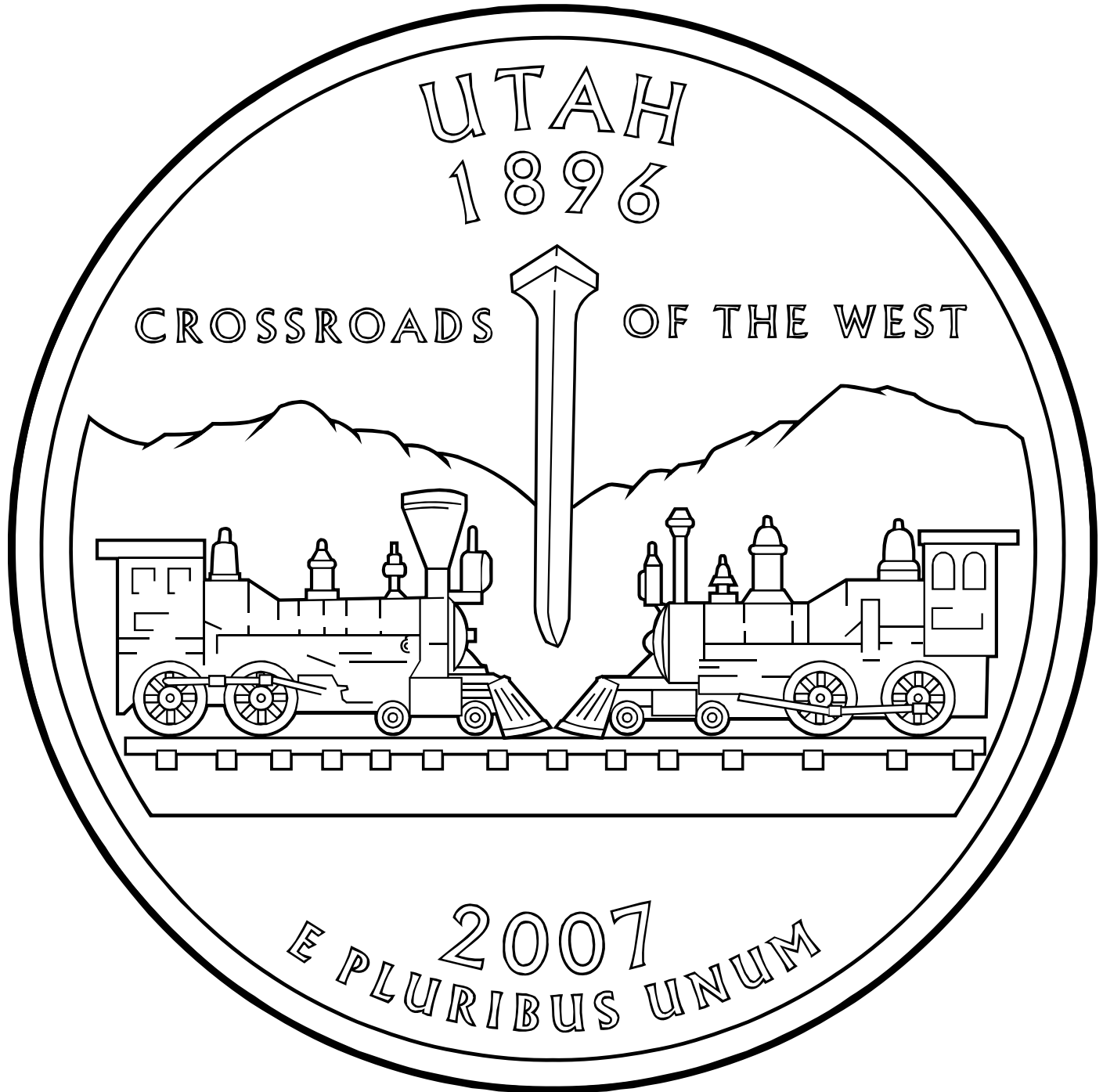
Perimeter: _____ yards

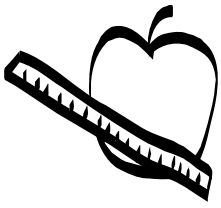
Length down the center of the room: _____ yards





Utah Quarter Reverse





6: Take Me to Your National Park



OBJECTIVE

Students will describe the purposes of national parks as a part of our American heritage.
Students will identify and describe important national park sites in a specific state.



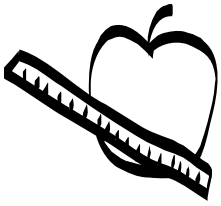
MATERIALS

- 1 overhead projector (optional)
- 1 overhead transparency (or photocopy) of “Quarter Reverse” pages from several states with national parks (???)
- 1 overhead transparency of the “Take Me to Your National Park” worksheet
- Copies of the worksheets attached to this lesson plan
- 1 class map of the United States
- 1 copy of a text that gives information about national parks, such as:
 - *National Parks (True Books)* by David Petersen
 - *M is for Majestic: A National Parks Alphabet* by David Domeniconi and Pamela Carroll
 - *Who Pooped in the Park? Series* by Gary D. Robson and Elijah Brady Clark
- Texts that provide information about specific national parks (for example, Yellowstone National Park, Glacier National Park)
- Examples of tri-fold brochures, especially visitors’ guides
- Computers with Internet access
- Chart paper
- Markers
- Writing paper
- Construction paper



PREPARATIONS

- Make an overhead transparency (or photocopy) of each of the following:
 - State quarter reverses from several states with national parks (????)
 - “Take Me to Your National Park” worksheet
- Make copies of each of the following:
 - “Take Me to Your National Park” worksheet (1 per group)
 - “Travel Guide Planner” worksheet (1 per group)



Take Me to Your National Park

- Locate a text that gives information about national parks (see examples under “Materials”).
- Gather texts that give information about specific national parks from the chosen state of study.
- Gather examples of tri-fold brochures, especially visitors’ guides. As brochures can be folded in different ways, be sure to include at least one example of the fold the class will use (gatefold). Consider making a model by folding a piece of blank paper and numbering the panels.
- Arrange to use the school computer lab for one session.
- Bookmark Internet sites that contain information about national parks.



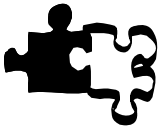
GROUPINGS

- Whole group
- Small groups
- Individual work



CLASS TIME

Four 30- to 45-minute sessions



CONNECTIONS

- Science
- Social Studies
- Language Arts



TERMS AND CONCEPTS

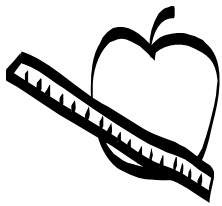
- Quarter
- Obverse (front)
- Reverse (back)
- National park



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

- The United States
- Geography



Take Me to Your National Park



STEPS

Session 1

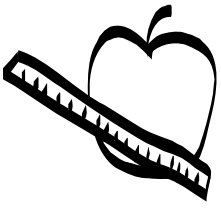
1. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. Then display the transparency or photocopy of a state quarter reverse from a state with a national park. Locate the state on a classroom map. Note its position in relation to your school's location. Repeat this process with several examples of state quarter reverses.
2. Describe to the students that there are national parks in many states. Introduce the students to the selected text about national parks in the United States. Ask the students to name any known national parks and list these on chart paper. Ask the students to brainstorm reasons why national parks were created and also list these on the chart paper.
3. Read aloud the selected text. While reading the text, add to the chart paper reasons for the creation of national parks and common features of these national parks. Tell the students that they will be researching national parks in the states they are studying for this lesson.
4. Ask the students to write a journal entry or paragraph about why national parks are important.

Sessions 2 and 3

1. Review the material covered in the first session, including reasons for the creation of national parks and common features.
2. Divide the students into small groups. Explain to the students that they will research a national park in small groups and later create visitors' guides about the park. Show the students examples of tri-fold brochures and visitors' guides.
3. Distribute the "Take Me to Your National Park" worksheet to each group. Review the directions with the students.
4. Allow the students time to conduct their research using the Internet and available texts.

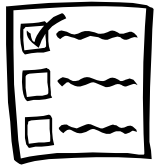
Session 4

1. Review the material covered in previous sessions.
2. Explain to the students that they will create a tri-fold brochure about the national park that they have researched. The brochure will be a visitors' guide based on the information from the "Take Me to Your National Park" worksheet. The guides should include maps and illustrations. Distribute the "Travel Guide Planner" worksheet to each group and explain the construction of the brochure. If you prepared a model, show it to them.



Take Me to Your National Park

3. Provide construction paper and appropriate art materials. Allow the students time to complete their travel guides.
4. Display the students' work in the classroom and provide an opportunity for them to share their work with other classes.



ASSESSMENT

Use the students' class participation, group collaboration, worksheets, and final travel guides to evaluate whether they have met the lesson objectives.



ENRICHMENT/EXTENSIONS

- Have students create a travel guide independently for a national park of their choice.
- Have students write essays about important people associated with national parks.



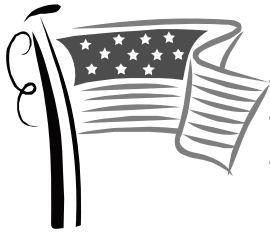
DIFFERENTIATED LEARNING OPTIONS

- Allow students to produce their brochure information on the computer.
- Provide written materials for the students to gather information about the national park.
- Allow students to dictate the written components of their travel guides.
- Have students use texts at various reading levels for their research materials.



CONNECTION TO WWW.USMINT.GOV/KIDS

Have students learn more about the fifty states by completing the Web Quest found at www.usmint.gov/kids/index.cfm?fileContents=teachers/webQuests/seeingtheStates.cfm.



Name _____

Take Me to Your National Park

Directions: Use the Internet and book resources to re-search information about a national park in your state. Use the topics below to guide your research.

Park Name: _____

State: _____

Location: _____

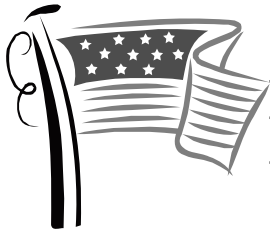
Date Created: _____

Geographical features (mountains, rivers, etc.): _____

Animals: _____

Plants: _____

Other important facts: _____

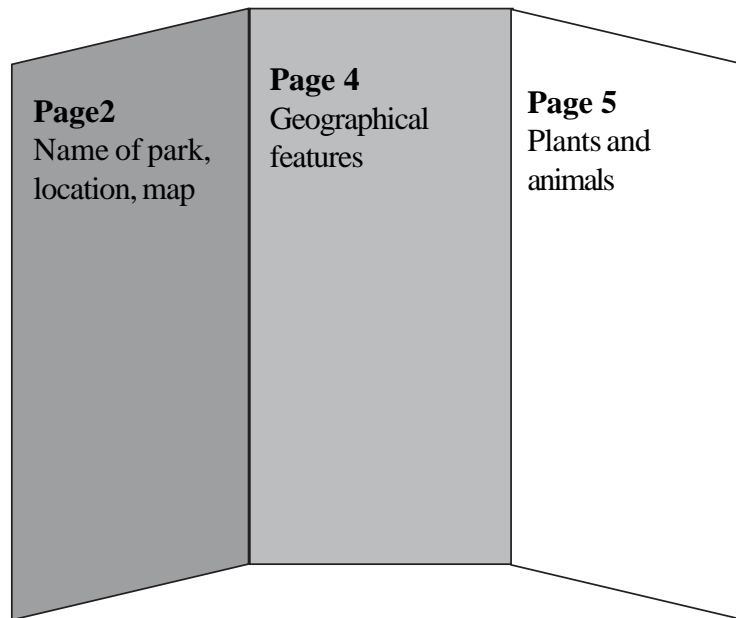


Name _____

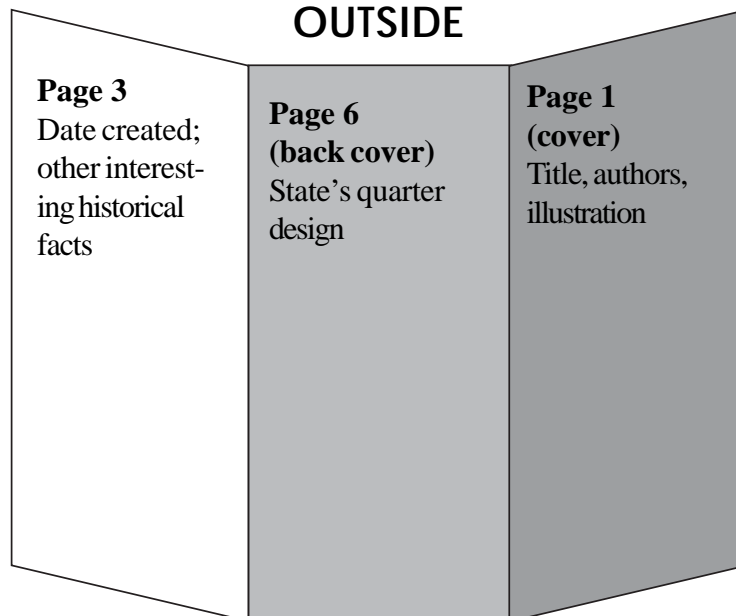
Travel Guide Planner

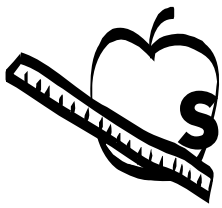
Directions: Use the model below to plan your national park visitors' guide. Be sure to include all of the information from your "Take Me to Your National Park" worksheet.

INSIDE



OUTSIDE





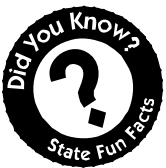
State Information 2007 Quarters

Montana

The first commemorative quarter-dollar coin released in 2007 honors Montana and is the 41st coin in the United States Mint's 50 State Quarters® Program. Montana, nicknamed "Big Sky Country," was admitted into the Union on November 8, 1889, becoming our Nation's 41st state. The reverse of Montana's quarter features a bison skull depicted above the diverse Montana landscape with the inscription "Big Sky Country." The coin also bears the inscriptions "Montana" and "1889."

The bison skull is a powerful symbol, sacred to many of Montana's American Indian tribes. This symbol can be seen across the state on schools, businesses, and license plates, and reflects the rich native tradition of Montana, which was once home to large tribes such as the Crow and the Northern Cheyenne.

After a visit from Lewis and Clark, Montana became a destination first for fur trappers and later for gold prospectors following the discovery of gold in the 1860s. Cattle ranchers also made their way west to Montana. This rapid growth in population led to boomtowns. The nickname "Big Sky Country" reminds residents of Montana's open lands and pioneering way.



State Capital: Carson City
State Capital: Helena
State Bird: Western Meadowlark
State Tree: Ponderosa Pine
State Flower: Bitterroot
State Motto: . . "Oro y Plata," Spanish for "gold and silver"

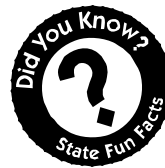
Entered Union (rank): November 8, 1889 (41)
Nickname(s): Treasure State, Big Sky Country
Origin of Name: Spanish meaning "mountainous"
State Song: "Montana"

Washington

The second commemorative quarter-dollar coin released in 2007 honors Washington, and is the 42nd coin in the United States Mint's 50 State Quarters® Program. Washington,

nicknamed the "Evergreen State," was admitted into the Union on November 11, 1889, becoming our Nation's 42nd state. The reverse of Washington's quarter features a king salmon breaching the water in front of majestic Mount Rainier. The coin bears the inscriptions "The Evergreen State," "Washington," and "1889."

Mount Rainier is an active volcano encased in more than 35 square miles of snow and glacial ice. It is the symbolic bridge between the eastern and western parts of the State. The salmon is another important symbol of Washington. It is a traditional image of Pacific Northwest culture, and this fish has provided nourishment for the native peoples of the Pacific Northwest. Newsmen and real estate pioneer C.T. Conover nicknamed Washington the "Evergreen State" because of its many lush evergreen forests.



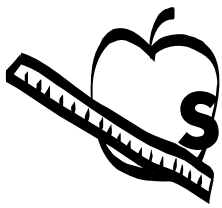
State Capital: Olympia
State Bird: Willow Goldfinch
State Tree: Western Hemlock
State Flower: Coast Rhododendron
Entered Union (rank): (42) November 11, 1889

Nickname(s): Evergreen State
Origin of Name: For President George Washington
State Song: "Washington, My Home"

Idaho

The third commemorative quarter-dollar coin released in 2007 honors Idaho, and is the 43rd coin in the United States Mint's 50 State Quarters® Program. Idaho, nicknamed the "Gem State," was admitted into the Union on July 3, 1890, becoming our Nation's 43rd state. The reverse of Idaho's quarter features the peregrine falcon imposing its presence above an outline of the state of Idaho. The coin bears the inscriptions "Esto Perpetua" (the state motto, which means "May it be Forever"), "Idaho," and "1890."

The Peregrine Falcon is one of the fastest birds in the world. Once on the endangered species list, it can now be found throughout Idaho and the United States because of conservation efforts.



State Information 2007 Quarters



State Capital: Boise
State Bird: Mountain Bluebird
State Tree: Western White Pine
State Flower: Syringa
State Motto: "Esto Perpetua"
 meaning "It is perpetual."

Entered Union (rank): July 3, 1890 (43)
Nickname(s): Gem State
Origin of Name: An invented word
State Song: "Here We Have Idaho"

Wyoming

The fourth commemorative quarter-dollar coin released in 2007 honors Wyoming, and is the 44th coin in the United States Mint's 50 State Quarters® Program. Wyoming, nicknamed the "Equality State," was admitted into the Union on July 10, 1890, becoming our Nation's 44th state. The reverse of Wyoming's quarter features a bucking horse and rider with the inscriptions "The Equality State," "Wyoming," and "1890."

The bucking horse and rider symbolize Wyoming's Wild West heritage. "Buffalo Bill" Cody personified this in his traveling Wild West show. First settled by fur trappers, Fort Laramie, Wyoming, later became a popular destination for pioneers traveling the Oregon Trail.

Wyoming was nicknamed the "Equality State" because of its historical role in establishing equal voting rights for women. Wyoming was the first territory to grant "female suffrage" and became the first state in the nation to allow women to vote, serve on juries, and hold public office. In 1924, Nellie Tayloe Ross became the first woman elected Governor of Wyoming. In 1933, Ross became the first woman appointed as the Director of the United States Mint.



State Capital: Cheyenne
State Bird: Meadowlark
State Tree: Plains Cottonwood
State Flower: Indian Paintbrush
State Motto: Equal Rights
Entered Union (rank): . July 10, 1890 (44)

Nickname(s): Equality State, Cowboy State

Origin of Name: From Algonquin Indian words meaning "large plains"

State Song: "Wyoming"

Utah

The fifth and final commemorative quarter-dollar coin released in 2007 honors Utah, and is the 45th coin in the United States Mint's 50 State Quarters® Program. Utah was admitted into the Union on January 4, 1896, becoming our nation's 45th state. The reverse of Utah's quarter features two locomotives moving toward the golden spike that joined the Central Pacific and Union Pacific railroads, linking East to West and transforming both the Utah Territory and the nation, with the inscription "Crossroads of the West." The coin also bears the inscriptions "Utah" and "1896."

On May 10, 1869, two steam locomotives met at Promontory, Utah, for the "Joining of the Rails Ceremony," at which the Union Pacific and Central Pacific railroads completed the transcontinental route. The event was crucial to the development of the American West because it made cross-country travel more convenient and economical. The construction of the railroad and the subsequent mining boom brought diverse ethnic and religious populations to Utah. The railroad also symbolized changing technology, and moved Utah from an agrarian economy to a more industrialized one.

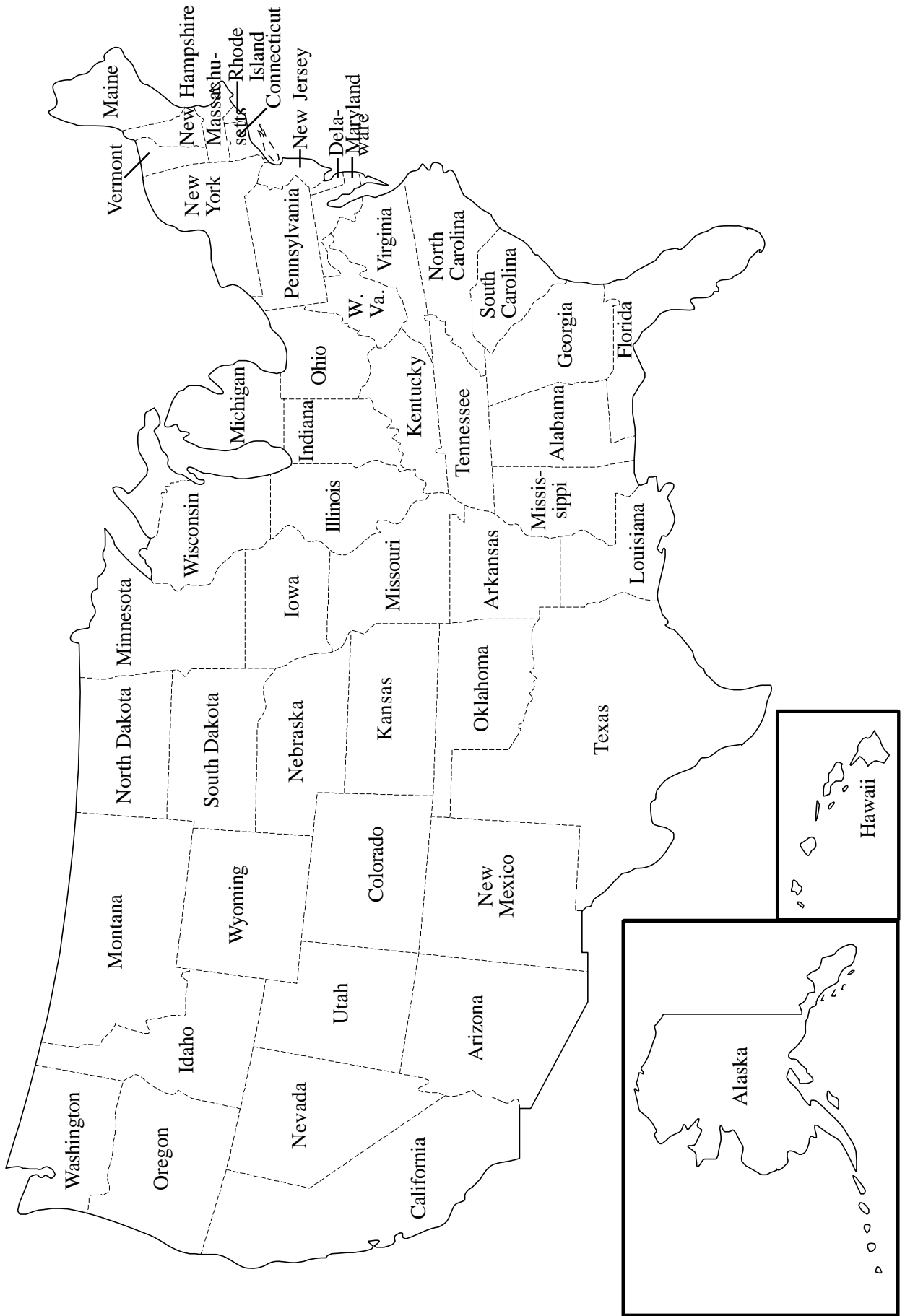
Even before the time of steam locomotives, Utah experienced a steady flow of explorers and pioneers. The Spaniards first came to explore Utah in the 18th century and were followed by mountain men, Mormons, and prospectors in search of precious metals found in the 1860s. Because of its central location, Utah became known as the "Crossroads of the West."



State Capital: Salt Lake City
State Bird: California Seagull
State Tree: Blue Spruce
State Flower: Sego Lily
State Motto: Industry
Entered Union (rank): January 4,
 1896 (45)

Nickname(s): The Beehive State
Origin of Name: After the Ute Indians
State Song: "Utah, This Is the Place"

The United States of America



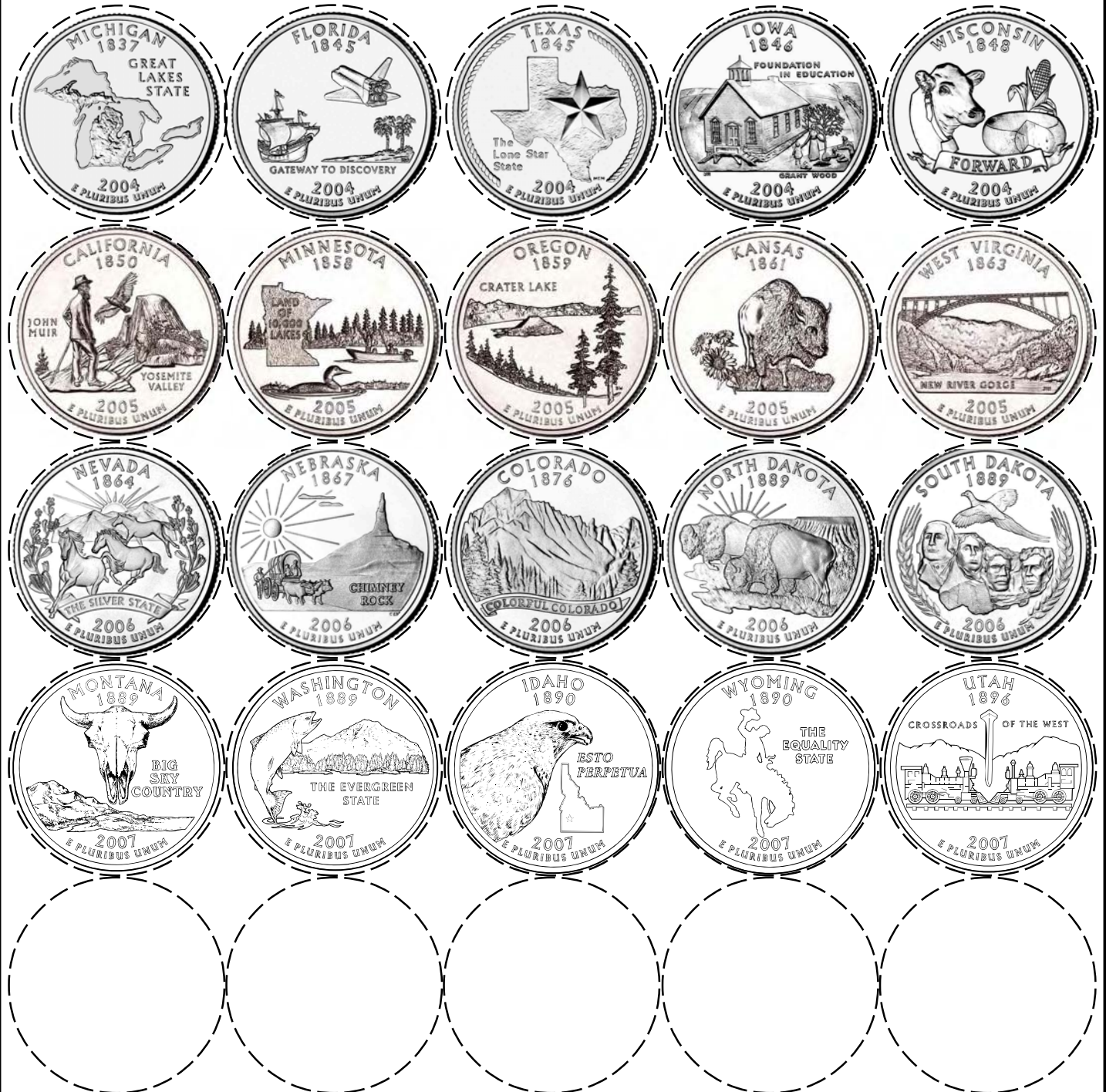
50 State Quarters Program Designs

Reverse (1)



50 State Quarters Program Designs

Reverse (2)



50 State Quarters Program Designs

Obverse



Reproducible Coin Sheet

Obverse



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

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

Reproducible Coin Sheet

Reverse





The United States Mint

50 State Quarters Program

Release Year/State Statehood Date

1999 _____

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

2000 _____

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

2001 _____

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

2002 _____

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

2003 _____

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

Release Year/State Statehood Date

2004 _____

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

2005 _____

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

2006 _____

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

2007 _____

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

2008 _____

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