

# 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  
**K&1**



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

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



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



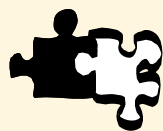
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# The Greatest Educational Change America Has Ever Seen



Objective



Connections



Groupings

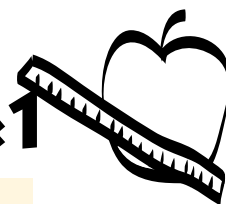


Class Time



Page

## Lesson Plans for Grades K&1



### 1: Big Blue Sky (Montana)

Describing geographical features

- Social Studies
- Art

- Whole group
- Individual work

Two 20- to 30-minute sessions

2

### 2: Wow! Water, Trees, Fish! (Washington)

Identifying and appreciating natural resources

- Science
- Language Arts
- Social Studies
- Art

- Whole group
- Individual work

Three 20- to 30-minute sessions

8

### 3: My Happy Habitat (Idaho)

Exploring animals and their habitats

- Science
- Language Arts
- Social Studies
- Art

- Whole group
- Individual work

Two 20- to 30-minute sessions

14

### 4: "W" Is for Wyoming (Wyoming)

Recognizing Wyoming symbols and sounds

- Social Studies
- Language Arts

- Whole group
- Individual work

Two 20- to 30-minute sessions

20

### 5: Which Came First? (Utah)

Telling past from present and the effects of inventions

- Social Studies
- Language Arts
- Art

- Whole group
- Individual work

Three 20- to 30-minute sessions

25

### 6: Shapes, Shapes Everywhere!

Working with geometric shapes

- Mathematics
- Language Arts
- Art

- Whole group
- Pairs
- Individual work

Two 20- to 30-minute sessions

34

## Additional Resources

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

Montana, Washington, Idaho, Wyoming, Utah

40

United States of America Map

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50 State Quarters Program Designs

43

Reproducible Coin Sheet

46

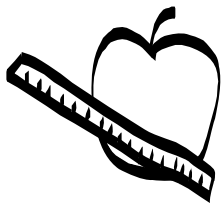
50 State Quarters Program Release Schedule

48

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# 1: Big Blue Sky

## Based on the Montana quarter reverse



### OBJECTIVE

Students will describe geographical features including landforms and bodies of water.



### MATERIALS

- 1 overhead projector (optional)
- 1 overhead transparency (or photocopy) of the “Montana Quarter Reverse” page
- 1 class map of the United States
- “Big Sky Country” worksheet
- 1 copy of a text that gives information about Montana, such as:
  - *B is for Big Sky Country: A Montana Alphabet* by Sneed B. Collard III
  - *Montana* by Dennis B. Fradin
  - *The United States of America: A State-by-State Guide* by Millie Miller and Cyndi Nelson
- Chart paper
- Markers
- Large white construction paper (1 per student)
- Crayons
- Watercolor paints and brushes



### PREPARATIONS

- Make an overhead transparency (or photocopy) of the “Montana Quarter Reverse” page.
- Locate a text that gives information about Montana (see examples under “Materials”).
- Make copies of the “Big Sky Country” worksheet (1 per student).
- Make a T-chart labeled “Landforms and Bodies of Water”.



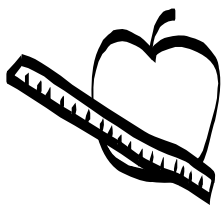
### GROUPINGS

- Whole group
- Individual work



### CLASS TIME

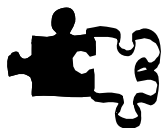
Two 20- to 30-minute sessions



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# Big Blue Sky

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## CONNECTIONS

- Social Studies
- Art



## TERMS AND CONCEPTS

- Quarter
- Obverse (front)
- Reverse (back)
- Geographical features
- Landform
- Body of water
- Landscape
- Horizon



## BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

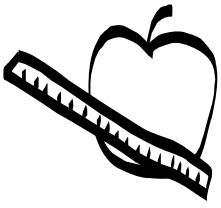
- Land and water
- Mountains, rivers, and plains



## 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. 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. 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.
3. Explain to the students that the bottom part of the image represents the landscape of Montana. Define "landscape" as a picture of natural scenery seen in one view. Point out to the students the horizon line in the landscape. Define the horizon as the place where the land meets the sky.
4. Identify the main image as a bison skull, and ask the students where they have seen similar images. Connect the skull to what students may know about dinosaurs and how studying



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# Big Blue Sky

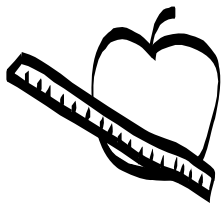
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bones helps scientists learn about the past. Ask the students to brainstorm why the bison skull might be included in the design.

5. Draw students' attention to the words on the Montana quarter reverse and tell them that the words read "Big Sky Country." Ask the students to brainstorm what they think this could represent.
6. Introduce the students to the selected text about Montana. As a group, preview the text. During the reading, students should listen for any descriptions of the landscape of Montana. Display a T-chart labeled "Landforms" and "Bodies of Water." Tell the students that they will listen for these descriptions during the read aloud. Have the students brainstorm some examples of these before reading the text (mountain, river, grassy plain).
7. During the reading, chart facts learned about these geographical features. Attend to unfamiliar vocabulary and concepts. After concluding the selected text, review the charted geographical features.
8. Explain to the students that they will be creating an art project representing the geographical features of Montana in the following session.

## Session 2

1. Display the transparency of the Montana quarter reverse. Review with the students the material covered in the first session, including the chart of geographical features found in Montana.
2. Explain to the students that they will create a landscape drawing similar to the one found on the Montana quarter. Review the state nickname "Big Sky Country."
3. Distribute a large piece of construction paper to each student. Model for the students drawing a horizon line across the middle of the paper, leaving a large space for the sky. Direct the students to draw their own horizon lines.
4. Distribute the "Big Sky Country" worksheets. Review each item on the worksheet. Students should cut out and paste the title "Big Sky Country" at the top of the paper. Tell the students to draw the Montana geographical features they learned about from the text. The students will trace each word on this worksheet, cut the boxes out, and glue them on the landscape drawings as labels. Tell the students that they may choose one additional geographical feature to include in their landscapes. The students will use the blank box on the worksheet to create a label for this feature.
5. Have the students complete their drawings using pencil, then color the geographical features with crayons.

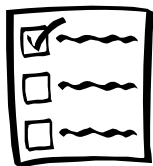


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# Big Blue Sky

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6. Distribute watercolor paints to each student. Tell the students to paint the “big sky” using blue paint.
7. Display the art projects in the classroom.



## ASSESSMENT

- Use the students’ class participation and art projects to evaluate whether they have met the lesson objectives.
- Use the students drawings and label placements to assess understanding of geographical features.



## ENRICHMENT/EXTENSIONS

Have students create similar art projects displaying the geographical features of their home states.



## DIFFERENTIATED LEARNING OPTIONS

- Allow students to work in pairs.
- Provide printed labels for the students to cut out and glue onto their drawings.



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

Have students color quarter designs that feature landforms (such as North Dakota, Colorado, Missouri) online with Cents of Color at [www.usmint.gov/kids/index.cfm?fileContents=games](http://www.usmint.gov/kids/index.cfm?fileContents=games).



Name \_\_\_\_\_

# Big Sky Country

**Directions:** Trace the words. Then cut out each box and glue it onto your landscape drawing.



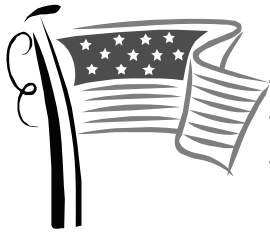
River

Mountain

Plain

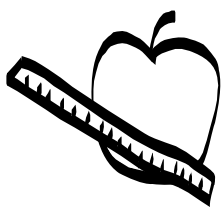
Big Sky Country





# Montana Quarter Reverse





## 2: Wow! Water, Trees, Fish!

### Based on the Washington quarter reverse



#### OBJECTIVE

Students will identify natural resources. Students will describe what the world would be like without natural resources.



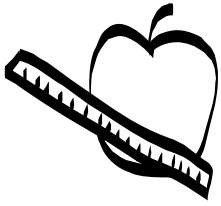
#### MATERIALS

- 1 overhead projector (optional)
- 1 overhead transparency (or photocopy) of the following:
  - “Washington Quarter Reverse” page
  - “Washington Quarter Obverse” page
- 1 overhead transparency of the “No Water, No Trees, No Fish...Oh My!” worksheet
- “No Water, No Trees, No Fish!” worksheet
- 1 class map of the United States
- 1 copy of a text that gives information about natural resources, such as:
  - *Paper, Paper Everywhere* by Gail Gibbons
  - *My First Book of How Things Are Made* by George Jones
  - *Water* by Frank Asch
  - *The Giving Tree* by Shel Silverstein
- Chart paper
- Markers
- Paper plates (white dinner size)
- Pencils
- Crayons
- String or yarn (optional)



#### PREPARATIONS

- Make an overhead transparency (or photocopy) of each of the following:
  - “Washington Quarter Reverse” page
  - “Washington Quarter Obverse” page
  - “No Water, No Trees, No Fish!” worksheet
- Make copies of the “Wow! No Water, No Trees, No Fish!” worksheet (1 per student).
- Locate a text that gives information about natural resources (see examples under “Materials”).



# Wow! Water, Trees, Fish!



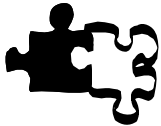
## GROUPINGS

- Whole group
- Individual work



## CLASS TIME

Three 20- to 30-minute sessions



## CONNECTIONS

- Science
- Social Studies
- Language Arts
- Art



## TERMS AND CONCEPTS

- Quarter
- Obverse (front)
- Reverse (back)
- Natural resources
- Industry



## BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

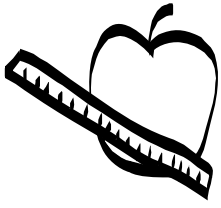
- Environment
- Nature
- Mountain



## STEPS

### Session 1

1. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. 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 the coin.



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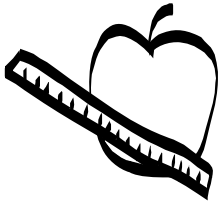
# Wow! Water, Trees, Fish!

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2. Ask the students to define the term “natural resources.” Make a list of responses on a T-chart, with one heading “Natural Resources” and the other heading “Uses.”
3. Explain to the students that a natural resource is something from nature that people and animals can use. Have students give examples of natural resources and list them on another piece of chart paper. Discuss why they think they are important and what their uses are.
4. Introduce the students to the selected text on natural resources. Preview the text and illustrations and allow students to generate observations about natural resources.
5. Read the text. During the reading, attend to any unfamiliar vocabulary.
6. After the reading, discuss natural resources again and examples of resources and uses they found in the text. Add the information to the “Uses” column on the T-chart.
7. Explain to the students that they will be designing a coin that shows a natural resource from a place you know on the obverse and its uses on the reverse (for example, a tree on one side and a piece of paper on the other). Distribute the paper plates for students to use as their coins.
8. Share with the class.
9. Display the “coins” as appropriate.

## Session 2 and 3

1. Review the “Natural Resources” chart from the previous session.
2. Review the 50 State Quarters® Program. Then display the transparency or photocopy of the “Washington Quarter Reverse” page, mentioning that an item must be special to be on a quarter. Locate Washington on a classroom map. Note its position in relation to your school’s location.
3. Read the coin inscriptions to the class. 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.
4. Discuss the other images on the coin. Tell the students that the salmon on the coin represents the fishing industry, which is very important to Washington. The mountain in the background is Mount Rainier, which can be seen from points in eastern and western Washington and that the salmon spawn throughout the Columbia River. Explain to the students that the design of the coin was chosen because it represents all of the state of Washington.
5. Tell the students that Washington has many natural resources, but the coin only depicts several of them. Lead the students in a discussion to identify some examples (trees, water,



# Wow! Water, Trees, Fish!

land, fish, air, etc.). Discuss what some of the uses of these resources may be and list responses on chart paper.

6. Model what life would be like without trees. Ask the students how we would get paper if there were no trees, and how we would do our work with no paper. Encourage them to think of how they would draw a world without trees (for example, sad birds with no home, no shade, no paper, no houses because there is no wood).
7. Discuss with the students what would be different if we didn't have the resources on the list.
8. Review the natural resource chart from the previous session. Distribute the "Wow! No Water, No Trees, No Fish!" worksheet and explain to the students that they are to choose three of the natural resources from the chart and illustrate what it would be like without them.
9. Allow appropriate amount of time to complete the assignment. Share with the class.
10. Review why natural resources are important and why it is important to take care of them.



## ASSESSMENT

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



## ENRICHMENT/EXTENSIONS

- Have students explore natural resources from their home state and illustrate their uses.
- Have students think of other ways to use some common natural resources.
- Have students add captions to their "Wow! No Water, No Trees, No Fish!" worksheets.



## DIFFERENTIATED LEARNING OPTIONS

- Allow students to work in pairs.
- Provide cutouts of natural resources labeled with their names and uses.



## CONNECTION TO WWW.USMINT.GOV/KIDS

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



Name \_\_\_\_\_

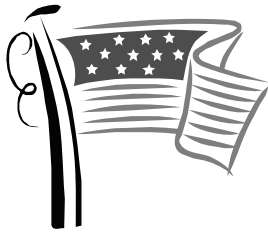
# No Water, No Trees, No Fish!

**Directions:** In the first box, draw what life would be like without trees. In the other boxes, choose two of the natural resources from the chart and illustrate what it would be like without them.

If there were no trees:

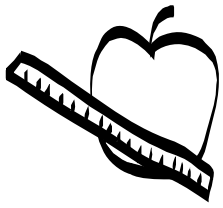
If there were  
no \_\_\_\_\_:

If there were  
no \_\_\_\_\_:



# Washington Quarter Reverse





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# 3: My Happy Habitat

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## Based on the Idaho quarter reverse



### OBJECTIVE

Students will explore animals and the characteristics of their habitats, focusing on the peregrine falcon, the state raptor of Idaho.



### MATERIALS

- 1 overhead projector (optional)
- 1 overhead transparency (or photocopy) of the “Idaho Quarter Reverse” page
- “My Happy Habitat” worksheet
- 1 class map of the United States
- 1 copy of a text that gives information about habitats, such as:
  - *I See A Kookaburra! Discovering Animal Habitat Around the World* by Steve Jenkins and Robin Page
  - *In A Small, Small Pond* by Denise Fleming
  - *Magic School Bus Hops Home: A Book About Animal Habitats* by Joanna Cole
- Chart paper
- Markers
- Drawing paper
- Pencils
- Crayons



### PREPARATIONS

- Make an overhead transparency (or photocopy) of the “Idaho Quarter Reverse” page.
- Make copies of the “My Happy Habitat” worksheet (1 per student)
- Locate a text that gives information about habitats (see examples under “Materials”).



### GROUPINGS

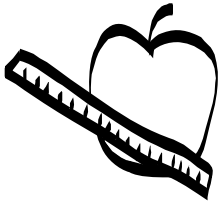
- Whole group
- Individual work



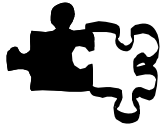
### CLASS TIME

Two 20- to 30-minute sessions





# My Happy Habitat



## CONNECTIONS

- Science
- Social Studies
- Language Arts
- Art



## TERMS AND CONCEPTS

- Quarter
- Obverse (front)
- Reverse (back)
- Habitat
- Raptor



## BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

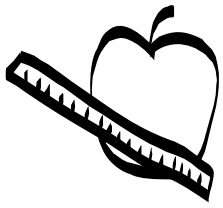
- Environments
- Animals



## STEPS

### Session 1

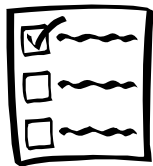
1. Discuss the term “habitat” with the students. Tell the students that a habitat is a place where a plant or animal grows and lives. Write the definition at the top of a piece of chart paper.
2. Ask the students to give some examples of habitats and record their responses on the chart paper.
3. Introduce the students to the selected text on habitats. Preview the text and illustrations and allow students to generate observations about habitats.
4. Read the text. During the reading, attend to any unfamiliar vocabulary.
5. After the reading, discuss habitats again and what animals they noticed living in the habitat(s) described in the text. List the responses on the chart paper.
6. Distribute a piece of drawing paper to each student. Direct the students to draw and label one of the animals in their habitat.
7. Have the students share their drawings with the class.



# My Happy Habitat

## Session 2

1. Review the previous session and discussion on habitats.
2. 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 “Idaho Quarter Reverse” page, mentioning that something must be special for it to be put on a quarter. Locate Idaho on a classroom map. Note its position in relation to your school’s location.
3. 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 the obverse is another name for the front of the coin. 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 that Idaho became a state.
4. Explain to the students that the bird on the coin is the peregrine falcon, the state raptor of Idaho, and that the word “peregrine” means “wandering” or “migrating.” 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 the star represents Boise, which is the state capital.
5. Tell the students that the peregrine falcon is a special bird because it is a “wandering and migrating” bird and it is found in many different habitats, such as tropics, deserts, mountains, and forests. Ask the students how they think this bird could live in so many different habitats.
6. Review the habitat chart from the previous session. Discuss some characteristics of each of the habitats.
7. Distribute a “My Happy Habitat” worksheet to each student. Explain to the students that they are to pick a habitat from the chart and draw and label the peregrine falcon in that habitat.
8. Allow time for the students to complete their drawings.
9. Have the students share their work with the class.
10. Review the various habitats where the peregrine falcon lives.



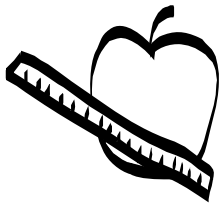
## ASSESSMENT

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



## ENRICHMENT/EXTENSIONS

- Have students choose an animal and draw it in two different habitats. Have students label what the animal would need to do to adapt to each of the habitats.



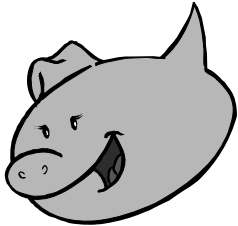
# My Happy Habitat

- Have the students explore some adaptations the peregrine falcon makes to explain how they can live in all habitats.



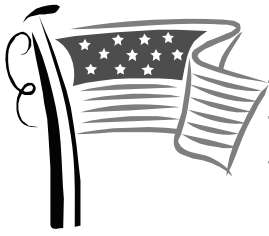
## DIFFERENTIATED LEARNING OPTIONS

- Allow students to work in pairs.
- Allow students to use a scribe to label their drawings.



## CONNECTION TO WWW.USMINT.GOV/KIDS

- Learn more about the bison and how it lives on the plains. See the March 2005 Coin of the Month—the 2005 American Bison Nickel—at [www.usmint.gov/kids/index.cfm?fileContents=coinNews/cotm/2005/03.cfm](http://www.usmint.gov/kids/index.cfm?fileContents=coinNews/cotm/2005/03.cfm).
- Learn more about the California condor, mountain wilderness, giant redwood trees, some of the world's highest waterfalls, and the greatest number of granite domes in any one place in the world. Read the February 2005 Coin of the Month—the 2005 California Quarter—at [www.usmint.gov/kids/index.cfm?fileContents=coinNews/cotm/2005/02.cfm](http://www.usmint.gov/kids/index.cfm?fileContents=coinNews/cotm/2005/02.cfm).



Name \_\_\_\_\_

# My Happy Habitat

**Directions:** Draw the peregrine falcon in a habitat. List what is in that habitat on the lines below.

\_\_\_\_\_

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\_\_\_\_\_

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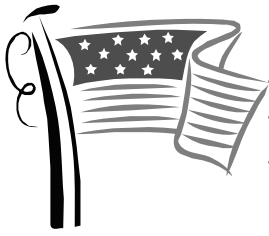
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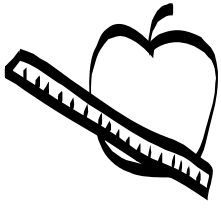
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# Idaho Quarter Reverse





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## 4: "W" is for Wyoming

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### Based on the Wyoming quarter reverse



#### OBJECTIVE

Students will identify common symbols of the state of Wyoming. Students will organize Wyoming symbols by beginning sound.



#### MATERIALS

- 1 overhead projector (optional)
- 1 overhead transparency (or photocopy) of the "Wyoming Quarter Reverse" page
- "All About Wyoming" 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
- Hole punch and string for binding books



#### PREPARATIONS

- Make an overhead transparency (or photocopy) of the "Wyoming Quarter Reverse" page.
- Make copies of the "All About Wyoming" worksheet (1 per student).
- Locate a text that gives information about the state of Wyoming (see examples under "Materials").
- Create a chart with the alphabet listed vertically down the left side.



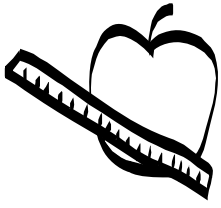
#### GROUPINGS

- Whole group
- Individual work

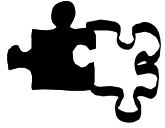


#### CLASS TIME

Two 20- to 30-minute sessions



# "W" is for Wyoming



## CONNECTIONS

- Social Studies
- Language Arts



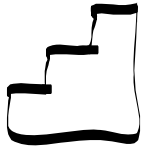
## TERMS AND CONCEPTS

- Quarter
- Obverse (front)
- Reverse (back)
- Alphabet book
- Symbol



## BACKGROUND KNOWLEDGE

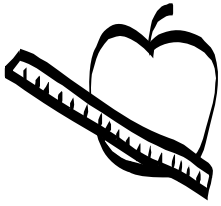
Students should have a basic knowledge of the alphabet and letter sounds.



## STEPS

### Session 1

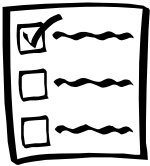
1. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. Then display the transparency or photocopy of the "Wyoming Quarter Reverse" page. Locate Wyoming on a classroom map. Note its position in relation to your school's location.
2. Ask the students to examine it and tell you what they know about this picture. Explain to the students that the image represents the bucking bronco, a symbol of the state of Wyoming. Define a symbol as a picture that stands for something.
3. Display a chart with the alphabet written vertically. Tell the students that they will be listening to a text about the state of Wyoming and making a list of symbols of the state. Write "bucking bronco" next to the letter B.
4. Introduce the students to the selected text about Wyoming. As a group, preview the text. During the reading, add to the alphabet chart of Wyoming symbols as information is presented. These may include the state flower, rivers, American Indian tribes, and so on. Try to identify a word for each letter of the alphabet. Attend to unfamiliar vocabulary and concepts.
5. After finishing the selected text, review the alphabetical list of the symbols representing Wyoming.



# “W” is for Wyoming

## Session 2

1. Display the transparency of the “Wyoming Quarter Reverse” page. Review with the students the material covered in the previous session.
2. Explain to the students that they will each be creating a page in a class alphabet book that will display some of the symbols of the state of Wyoming. Each student will choose one of the symbols noted on the chart from the previous session. Some students may create more than one page to complete the alphabet book.
3. Create a class example page together on chart paper. At the top, write “H is for Horse.” At the bottom, write one sentence about the symbol. In the middle, draw a coin shape with “Wyoming” at the top, then create an illustration representing the symbol in the center.
4. Distribute the “All About Wyoming” worksheet. Explain to the students that they will complete the worksheet for one of the symbols from the chart.
5. Allow time for the students to complete the worksheets.
6. Ask each student to share their work with the class.
7. Create a cover. Using the hole punch and string, bind the pages into a class alphabet book about Wyoming.



## ASSESSMENT

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



## ENRICHMENT/EXTENSION

- Have students create an alphabet book about their own home state.



## DIFFERENTIATED LEARNING OPTIONS

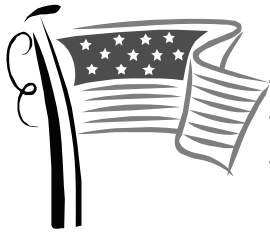
- Allow students to work in pairs.
- Allow students to dictate their written responses.



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

- Have students learn more about symbols by visiting the Bicentennial quarter lesson plan for grades K and 1 at [www.usmint.gov/kids/components/50sqLessonPlans/pdf/2006k1-6.pdf](http://www.usmint.gov/kids/components/50sqLessonPlans/pdf/2006k1-6.pdf).
- Have students learn more about symbols by visiting the New York quarter lesson plan for grades K and 1 at [www.usmint.gov/kids/components/50sqLessonPlans/pdf/2001K1-1.pdf](http://www.usmint.gov/kids/components/50sqLessonPlans/pdf/2001K1-1.pdf).

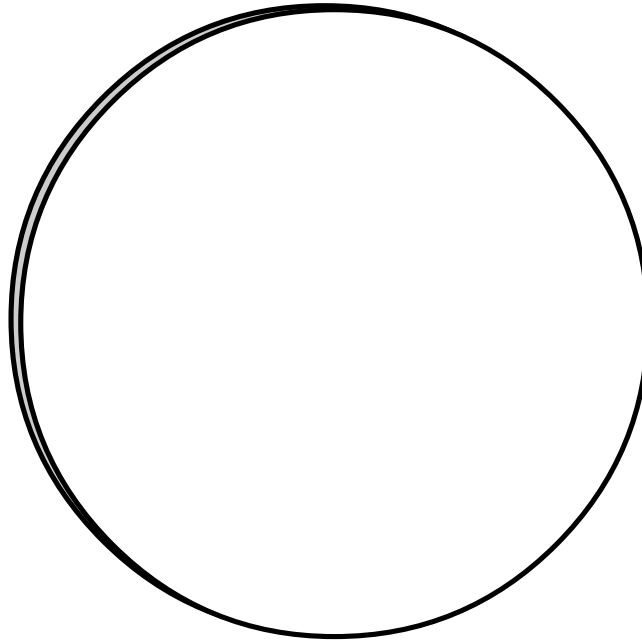




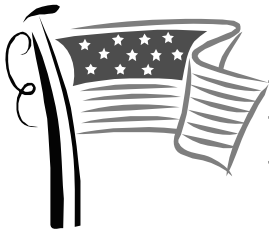
Name \_\_\_\_\_

# All About Wyoming

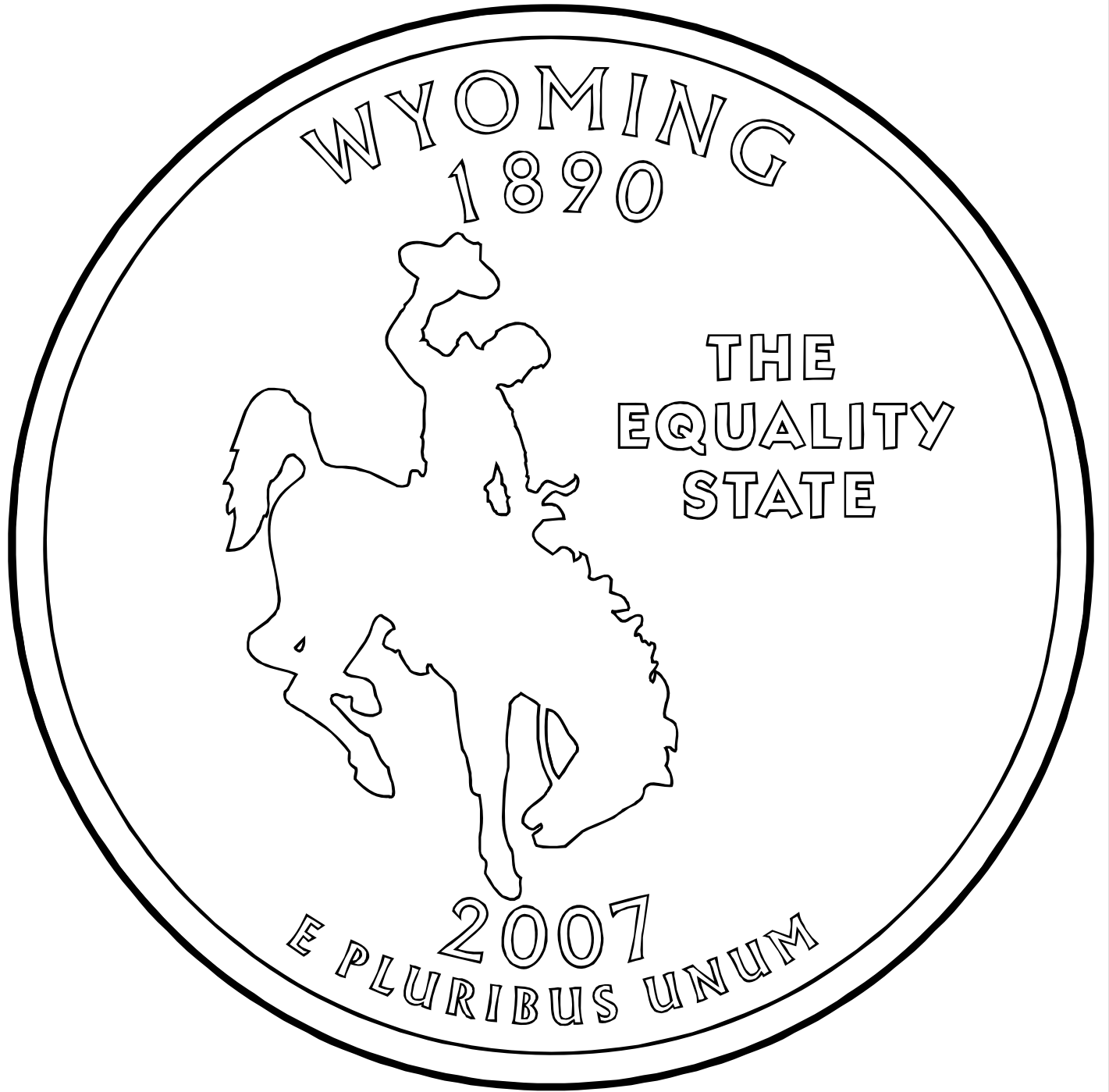
\_\_\_\_\_ IS FOR \_\_\_\_\_

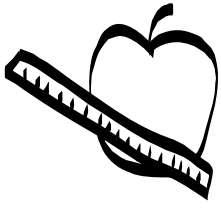


Handwriting practice lines consisting of four sets of three horizontal lines (top solid, middle dashed, bottom solid).



# Wyoming Quarter Reverse





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# 5: Which Came First?

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## Based on the Utah quarter reverse



### OBJECTIVES

Students will be able to distinguish between the past and present. Students will identify inventions in the past that have changed our lives.



### MATERIALS

- 1 overhead projector (optional)
- 1 overhead transparency (or photocopy) of the “Utah Quarter Reverse” page
- 1 overhead transparency of the “Which Came First?” worksheet
- “Past and Present” worksheet
- “Which Came First?” worksheet
- 1 class map of the United States
- Chart paper
- Pencils
- Drawing paper
- Markers
- Crayons
- Scissors
- Glue sticks



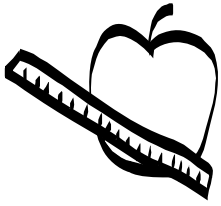
### PREPARATIONS

- Make an overhead transparency (or photocopy) of each of the following:
  - “Utah Quarter Reverse” page
  - “Which Came First?” worksheet
- Make copies of the following:
  - “Past and Present” worksheet (1 per student)
  - “Which Came First?” worksheet (1 per student)



### GROUPINGS

- Whole group
- Individual work

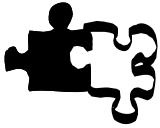


# Which Came First?



## CLASS TIME

Three 20- to 30-minute sessions



## CONNECTIONS

- Social Studies
- Language Arts
- Art



## TERMS AND CONCEPTS

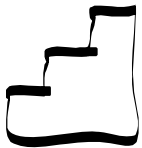
- Quarter
- Obverse (front)
- Reverse (back)
- Invention
- Crossroads
- Electricity



## BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

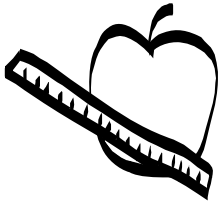
- Past
- Present



## STEPS

Session 1

1. Discuss the terms “past” and “present” with the students. Ask the students what they think each word means and record responses on chart paper.
2. Explain to the students that the past is something that has already happened and the present is something that is happening now.
3. Ask the students to give examples of the past by using the prompt “I used to” and then ask them to give examples of the present by using the prompt “Now I.”
4. Tell the students that in the past things were different than they are today. Discuss the word “invention” and come up with a definition as a class. Write the word, the responses, and the definition on chart paper. Explain to the students that many of the inventions that we have today people did not have in the past.



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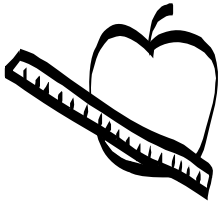
# Which Came First?

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5. Discuss with the students that years ago people did not have electricity. Ask the students how they think people did things without electricity. Model what it would have been like to not have electricity in your classroom. Identify items in the classroom that use electricity such as lights, computer, pencil sharpener, and radio. Discuss how school must have been different in the past without these inventions. Then discuss how electricity makes things easier for us today.
6. Ask the students to give other examples of inventions that we may not have had in the past like computers, telephones, radios, and pencils. and record appropriate responses on another piece of chart paper.
7. Distribute the “Past and Present” worksheet to each student. Tell the students that they are to think of something in the past and draw it on one side and then draw something from the present on the other. Encourage the students to use the chart paper as a reference.
8. Allow appropriate time to complete the assignment and then share with the class.

## Session 2

1. Review the charts and terms “past” and “present” from the previous session.
2. 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 “Utah Quarter Reverse” page, mentioning that an object must be special to be on a quarter. Locate Utah on a classroom map. Note its position in relation to your school’s location.
3. With the students, on an overhead transparency, examine the design on this coin. Tell the students that the back of the coin is also called the reverse, and the “obverse” is another name for the front of the coin. Read the coin inscriptions to the class. Show them the date at the top of the coin and tell them that is the date that Utah became a state.
4. Discuss the “Crossroads of the West” phrasing on the coin. Explain that a crossroads is where two roads cross. Give examples of crossroads near your school.
5. Lead a class discussion regarding the coin images and tell the students that the images 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 railroad 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.
6. Explain to the students that the “golden spike” and the railroad were important to the history of Utah because the railroad helped to connect the East and West faster and created more jobs for many people. This also made it easier to travel through the can-



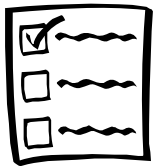
# Which Came First?

yons, also depicted on the coin. Tell the students that all of these things made Utah the “Crossroads of the West.”

7. Discuss with the students how people traveled before the invention of the railroad and the connection of the railroad across our country. Ask the students why they think it may have made it easier with the railroad.
8. Review the chart from the previous session and other inventions that we have in the present that people did not have in the past that makes life easier today. Add any new ideas to the chart.
9. Distribute a piece of drawing paper to each student and tell them to choose one of the things from the list to draw and to write why it has made life easier.

## Session 3

1. Review the chart from the previous sessions.
2. Display the “Which Came First?” worksheet and explain to the students that they are to cut out the pictures on the page and pair them with the more modern invention. They will then glue them in the appropriate place on the next page indicating whether it is past or present. Once they have done that they are to choose one of the inventions and write why it has made life easier. Allow an appropriate amount of time to complete this activity.
3. Review the worksheets with the class. Discuss how important the past inventions are to the present.



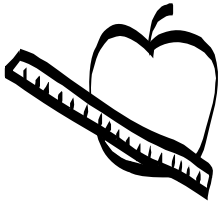
## ASSESSMENT

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



## ENRICHMENT/EXTENSIONS

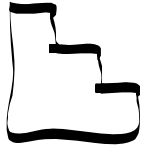
- Have students think of something we don’t have in the present that could make life easier in the future. Tell them to illustrate and explain in writing how it will help.
- Have students create skits of the past and present and what life was like before and after one of the inventions.
- Have students read a selected text about changes in the house from past to present.
- Have students use archival pictures from the Library of Congress ([www.loc.gov](http://www.loc.gov)) to examine changes in our lives from past to present.



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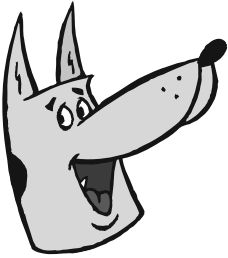
# Which Came First?

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## DIFFERENTIATED LEARNING OPTIONS

- Allow students to work in pairs.
- Allow students to use a scribe to label their drawings.
- Provide a worksheet with one of the columns already filled in with the drawings so they only have to provide the match.



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

- Have students learn more about past and present through the “Past and Present” lesson plan at [usmint.gov/kids/components/50sqLessonPlans/pdf/2005K1-6.pdf](http://usmint.gov/kids/components/50sqLessonPlans/pdf/2005K1-6.pdf).
- Have students learn more about inventions by visiting the Nebraska quarter lesson plan for grades 2 and 3 at [www.usmint.gov/kids/components/50sqLessonPlans/pdf/200623-2.pdf](http://www.usmint.gov/kids/components/50sqLessonPlans/pdf/200623-2.pdf).



Name \_\_\_\_\_

# Past and Present

**Directions:** Draw inventions from the past in the “past” column and inventions from the present in the “present” column.

**PAST**

**PRESENT**



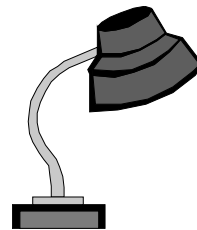
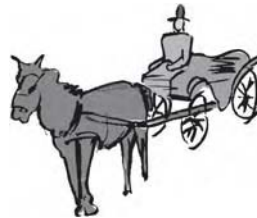
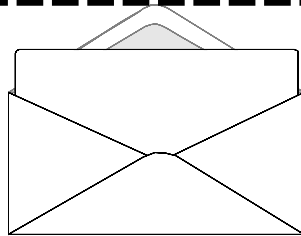




Name \_\_\_\_\_

# Which Came First? (1)

**Directions:** Cut out the boxes and match the pictures from the past and the present that go together.





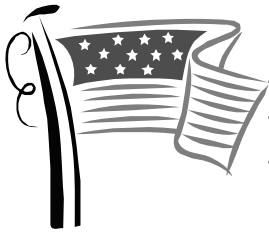
Name \_\_\_\_\_

# Which Came First? (2)

**Directions:** Match and glue the pictures under "Past" and "Present." Then write how one of the inventions has made life easier.

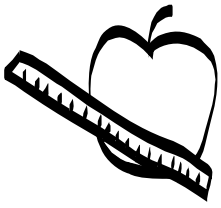
**PAST**

**PRESENT**

# Utah Quarter Reverse





# 6: Shapes, Shapes Everywhere!



## OBJECTIVES

Students will identify basic geometric shapes. Students will locate shapes in their environment.



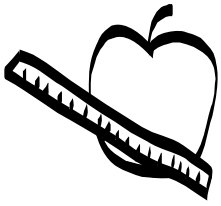
## MATERIALS

- 1 overhead projector (optional)
- 1 overhead transparency of the “Shapes, Shapes Everywhere!” worksheet
- 1 image of your state quarter reverse page, if available
- 1 image of the quarter obverse
- “Quarter and Dollar Bill” worksheet
- “Shapes, Shapes Everywhere” worksheet
- 1 class map of the United States
- 1 copy of a text that gives information about shapes, such as:
  - *Shape of Things* by Dayle Ann Dodds
  - *Shapes, Shapes, Shapes* by Tana Hoban
  - *When A Line Bends...A Shape Begins* by James Kaczman
- Chart paper
- Markers
- Pencils
- Crayons
- Attribute blocks



## PREPARATIONS

- Make an overhead transparency (or photocopy) of each of the following:
  - Quarter reverse
  - Quarter obverse
  - “Shapes, Shapes Everywhere!” worksheet
  - “Quarter and Dollar Bill” worksheet
- Make copies of each of the following:
  - “Shapes, Shapes Everywhere!” worksheet (1 per student)
  - “Quarter and Dollar Bill” worksheet (1 per student)
- Locate a text that gives information about shapes (see examples under “Materials”).
- Gather a class set of attribute blocks.



# Shapes, Shapes Everywhere!



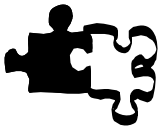
## GROUPINGS

- Whole group
- Pairs
- Individual work



## CLASS TIME

Two 20- to 30-minute sessions



## CONNECTIONS

- Mathematics
- Language Arts
- Art



## TERMS AND CONCEPTS

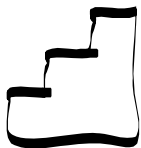
- Quarter
- Obverse (front)
- Reverse (back)



## BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

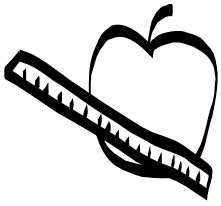
- Shape
- Circle
- Rectangle
- Attribute blocks
- Square
- Triangle



## STEPS

### Session 1

1. Introduce the students to the selected text on shapes. Preview the text and illustrations and allow students to generate observations about shapes.
2. Read the text. During the reading, attend to any unfamiliar vocabulary.
3. After the reading, discuss shapes again and have the students list examples of where they find shapes in the classroom. Record responses on a piece of chart paper.

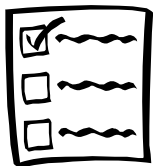


# Shapes, Shapes Everywhere!

4. 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 quarter reverse.
5. Display an overhead transparency of a quarter obverse (front) and ask the students to identify what they see. Students should respond that they see the front (obverse) of a quarter.
6. Have students identify what is on the quarter. The students should respond that there are words, numbers, and a picture on the quarter.
7. Display the “Quarter and Dollar Bill” transparency. Ask the students what shapes they see on the transparency.
8. Distribute a copy of the “Quarter and Dollar Bill” worksheet to each student and direct them to label each shape with its name (for example: circle, square, rectangle, triangle) and also practice drawing that shape next to it.
9. Explain to the students that in the next session they will be using shapes to create their own drawings.

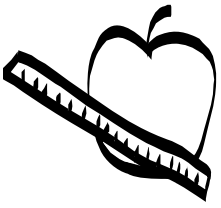
## Session 2

1. Review the previous session and the chart paper.
2. Display the “Shapes, Shapes Everywhere!” transparency. Explain to the students that they are to work in pairs with attribute blocks to create pictures with their shapes. Model this for the students on the overhead.
3. Tell the students that once they have created a picture they will show it to the teacher. They will then each receive a worksheet, where they will draw their picture and label one example of each shape. Remind them that they are to draw their own shapes, not trace them.
4. Divide the students into pairs. Distribute attribute blocks to each pair.
5. Allow an appropriate amount of time for the students to complete the activity. Have them share their drawings with the class.



## ASSESSMENT

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

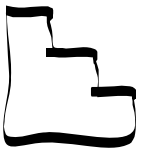


# Shapes, Shapes Everywhere!



## ENRICHMENT/EXTENSION

- Have students create a picture illustrating shapes without using the attribute blocks as a guide.



## DIFFERENTIATED LEARNING OPTIONS

- Allow students to work in pairs.
- Allow students to use attribute blocks to trace the shapes of their picture.



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

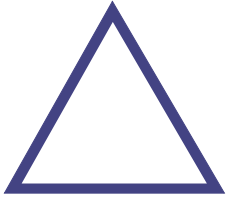
Have students learn more about coins by visiting the “Coin Motion” lesson plan from the 2003 set of 50 State Quarters lesson plans at [www.usmint.gov/kids/components/50sqLessonPlans/pdf/2003k1-6.pdf](http://www.usmint.gov/kids/components/50sqLessonPlans/pdf/2003k1-6.pdf).



Name \_\_\_\_\_

# Quarter and Dollar Bill

**Directions:** Trace the name of each shape. Then practice drawing each shape in the box next to the name.



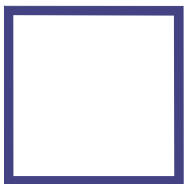
triangle



rectangle

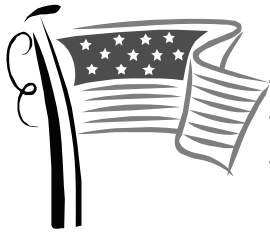


circle



square



Name \_\_\_\_\_

# Shapes, Shapes Everywhere!

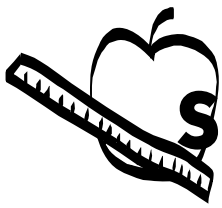
**Directions:** Draw the picture you made with attribute blocks and label one triangle, circle, square, and rectangle. On the lines below, write how many of each shape you used.

 triangle \_\_\_\_\_

 circle \_\_\_\_\_

 rectangle \_\_\_\_\_

 square \_\_\_\_\_



# 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.



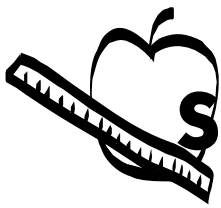
**State Capital:** . . . . . Olympia  
**State Bird:** . . . . . Willow Goldfinch  
**State Tree:** . . . . . Western Hemlock  
**State Flower:** . . . . . Coast Rhododendron  
**Entered Union (rank):** (42) November 11, 1889

**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."

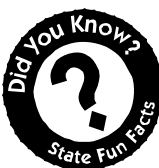
**Entered Union (rank):** ..... July 3, 1890 (43)  
**Nickname(s):** ..... Gem State  
**Origin of Name:** ..... An invented word  
**State Song:** ..... "Here We Have Idaho"

## 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.

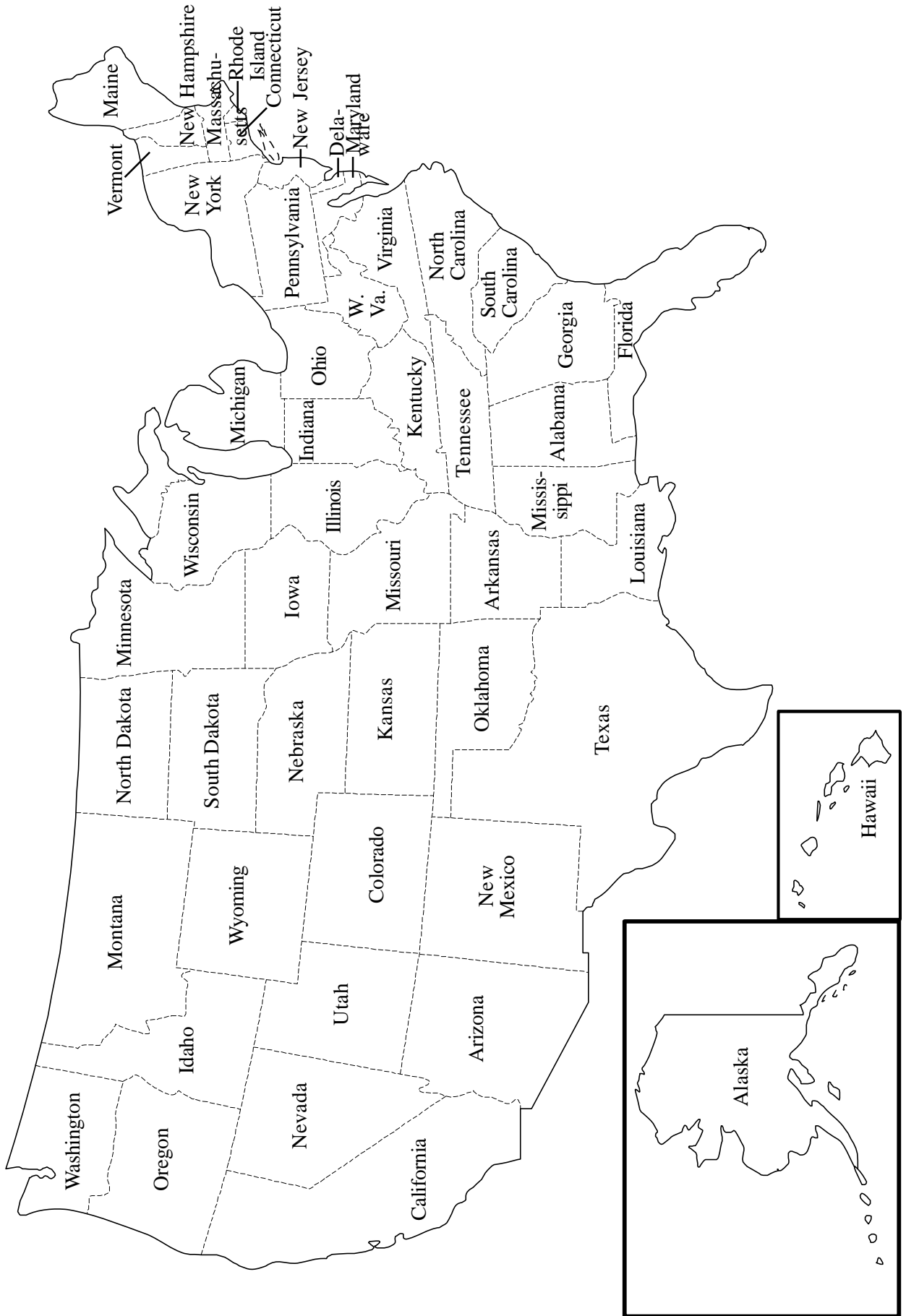
Even before the time of steam locomotives, Utah experienced a steady flow of explorers and pioneers. The Spaniards first came to explore Utah in the 18<sup>th</sup> century and were followed by mountain men, Mormons, and prospectors in search of precious metals found in the 1860s. Because of its central 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



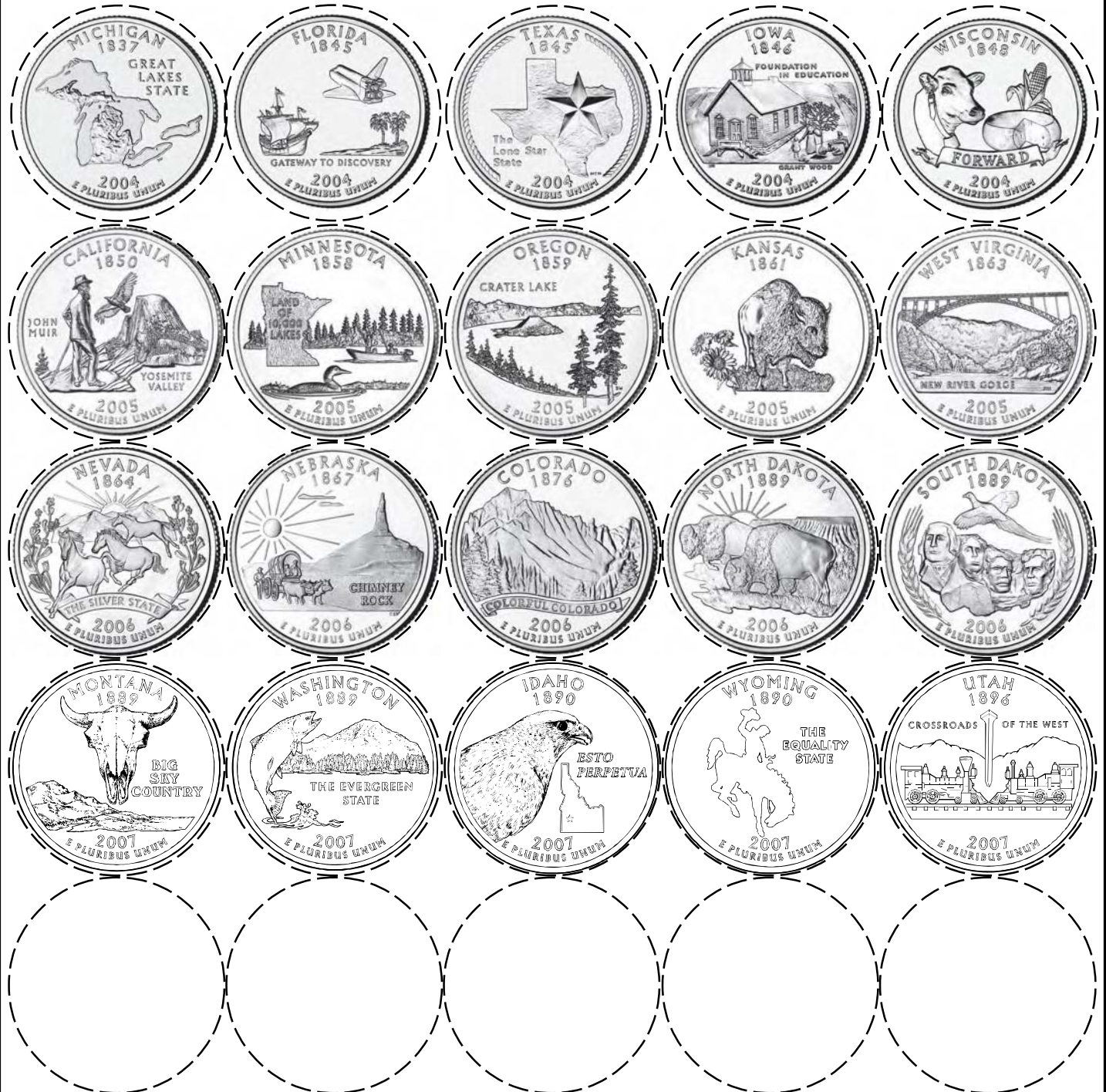
# 50 State Quarters Program Designs

## Reverse (1)



# 50 State Quarters Program Designs

## Reverse (2)



# 50 State Quarters Program Designs

## Obverse



# Reproducible Coin Sheet

## Obverse



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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