

# 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  
**4-6**



# 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.



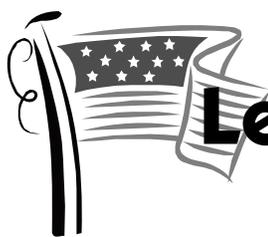
Visit us online at  
[www.usmint.gov/kids](http://www.usmint.gov/kids)



The United States Mint does not endorse any individual provider of goods or services, including authors and publishers. All text references are merely illustrative and should not be deemed to be recommendations of the United States Mint.

PORTIONS © 2006 U.S. MINT ALL RIGHTS RESERVED

# The Greatest Educational Change America Has Ever Seen



Objective



Connections



Groupings



Class Time



Page

## Lesson Plans for Grades 4-6

### 1: Food Web (Montana)

Identifying producers and consumers, scavengers and decomposers

- Science
- Social Studies
- Art

- Whole group
- Small groups
- Individual work

Four 45- to 60-minute sessions

2

### 2: Salmon Stories (Washington)

Understanding the writing process and purpose

- Language Arts
- Science

- Whole group
- Pairs
- Individual work

Four 45- to 60-minute sessions

11

### 3: Illustrated Beauty (Idaho)

Learning to research and report

- Social Studies
- Language Arts
- Science
- Art

- Whole group
- Pairs
- Small groups
- Individual work

Five 45- to 60-minute sessions

18

### 4: Voting for Change (Wyoming)

Considering voting rights and Constitutional Amendments

- Social Studies
- Language Arts
- Art

- Whole group
- Individual work

Four 45- to 60-minute sessions

26

### 5: Read All About It! (Utah)

Applying the tools of research to writing newspaper articles

- Language Arts
- Social Studies

- Whole group
- Pairs
- Individual work

Three 45- to 60-minute sessions

35

### 6: Just the Facts

Exploring a state's physical and cultural characteristics

- Social Studies
- Art

- Whole group
- Small groups
- Individual work

Five 45- to 60-minute sessions

45

## Additional Resources

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

Montana, Washington, Idaho, Wyoming, Utah

52

United States of America Map

54

50 State Quarters Program Designs

55

Reproducible Coin Sheet

58

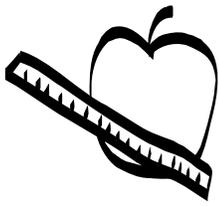
50 State Quarters Program Release Schedule

60

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

They may not be commercially distributed or distributed as a premium.

PORTIONS © 2007 U.S. Mint. All Rights Reserved.



---

# Food Web

---

## Based on the Montana quarter reverse



### OBJECTIVE

Students will identify producers and consumers including scavengers and decomposers and the role they play in the food web.



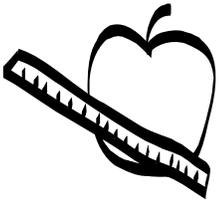
### MATERIALS

- 1 overhead projector (optional)
- 1 overhead transparency (or photocopy) of the “Montana Quarter Reverse” page
- “Food Web Research” worksheet
- “Food Web Poster Rubric”
- “Pyramid” worksheet
- 1 class map of the United States
- 1 copy of a text that gives information about food chains and food webs, such as:
  - *Food Chains and You* by Bobbie Kalman
  - *Who Eats What?: Food Chains and Food Webs* by Patricia Lauber
  - *Forest Food Chains* by Bobbie Kalman
- 1 copy of a text that gives information about scavengers and decomposers, such as:
  - *Scavengers and Decomposers: The Cleanup Crew* by Pat Hughey
  - *The Wonders of Fungi* by Lucy Kavalier
  - *The Amazing Earthworm* by Lilo Hess
- Computers with Internet access
- Chart paper
- Markers
- Drawing paper



### PREPARATIONS

- Make an overhead transparency (or photocopy) of the “Montana Quarter Reverse” page.
- Make copies of each of the following:
  - “Food Web Research” worksheet (1 per student)
  - “Food Web Poster Rubric” (1 per student)
- Locate a text that gives information about food chains and food webs (see examples under “Materials”).
- Locate a text that gives information about scavengers and decomposers (see examples under “Materials”).



---

# Food Web

---

- Arrange to use the school computer lab for one session.
- Bookmark Internet sites that contain information about animals found in Montana.
- Depending on the season, prepare for an outside activity.



## GROUPINGS

- Whole group
- Small groups
- Individual work



## CLASS TIME

Four 45- to 60-minute sessions



## CONNECTIONS

- Science
- Social Studies
- Art



## TERMS AND CONCEPTS

- Quarter
- Reverse (back)
- Scavengers
- Food Web
- Obverse (front)
- Decomposers
- Food Chain
- Food Pyramid



## BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

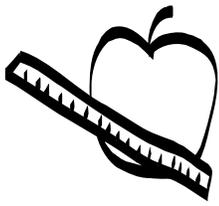
- Energy in a life process
- Habitat
- Producers
- Consumers



## 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



---

# Food Web

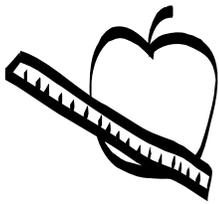
---

of the “Montana Quarter Reverse” page. Tell the students that the back of the coin is 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 coin design. Have the students identify the images and writing included in this design, including the skull.
3. Ask the students what the skull is from and how the skull got this way.
4. Introduce the terms “producer,” “consumer,” and “decomposer” by writing the words on chart paper. Check student knowledge for definitions and write their responses on the chart paper.
5. Introduce the students to the selected text about the food chain and food web. As a group, preview the text. Read the text aloud to the students. Attend to unfamiliar vocabulary and concepts.
6. During the reading, have the students list some examples of producers, consumers, and decomposers that were named in the text. List examples under the headings on the chart paper.
7. Distribute the “Pyramid” worksheet. Make a diagram of the possible food chain that the skull on the coin may be part of. Have the students copy and illustrate the food chain on the “Pyramid” worksheet. Show the students an example of a food chain pyramid on chart paper showing the flow of energy through the pyramid. Using the food chain for the skull, have the students change the food chain to the pyramid.
8. Collect the “Pyramid” worksheets.

## Sessions 2 and 3

1. Review the food chain from the previous session. Review the definition of “consumers.” Introduce the term “scavengers” and define it as an example of a consumer that eats only dead animals. “Introduce the students to the selected text about the scavengers and decomposers. As a group, preview the text. Read the text aloud to the students. Attend to unfamiliar vocabulary and concepts.
2. Have the students participate in a scavenger hunt. (This may be done in the classroom if outside activities are not possible.) Make a list of items for the students to collect (for example, a twig and a leaf.) Divide the students into small groups. Take the students outside and have them search the school yard. After returning to the classroom, discuss what the students on the scavenger hunt have in common with animal scavengers.
3. Illustrate the example of a food chain with the flow of energy through the chain. Refer back to the food chain from the previous session. Illustrate the idea of a food web, which consists of several food chains that overlap. Focus on the role that scavengers and decomposers have in the food web.



---

# Food Web

---

4. Distribute the “Food Web Research” worksheets. Explain to the students that they will be researching the plant and animal life found in Montana. Tell the students that they will need to choose at least two animals that are found in Montana and list what types of things they eat and what types of things eat them. They need to also find information on different scavengers and decomposers that could be part of the food web.
5. Take the students to the computer lab and allow them time to research.
6. Collect the “Food Web Research” worksheets.

## Session 4

1. Distribute “Food Web Research” worksheets from the previous session. Distribute the “Food Web Poster Rubric” and review the rubric with the students. Explain to the students that they will be creating a poster of a food web to include the animals they researched. Explain to the students the need to label the diagram and show the flow of energy through the web or pyramid. Remind the students to add some scavengers and decomposers to their web.
2. Allow the students time to complete their poster.
3. Display the students’ posters in the classroom. Have the students do a gallery walk to view the posters.



## ASSESSMENT

Use the “Food Web Poster Rubric” to evaluate whether the students have met the lesson objectives.



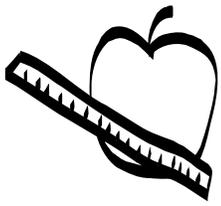
## ENRICHMENT/EXTENSIONS

- Have students design the web using visual learning software.
- Have students create a giant wall mural food web using all the animals that were researched by the class.
- Have students create a personal food web with animals and plants they eat.
- Have students act out a food web.
- Use marine food chains to help the students better understand the concept of food chains.



## DIFFERENTIATED LEARNING OPTIONS

- Allow students to work in pairs on the poster.
- Have pictures already run off for the students to use for their food web.
- Have magazines or clipart available for students to use for their food web.



---

---

# Food Web

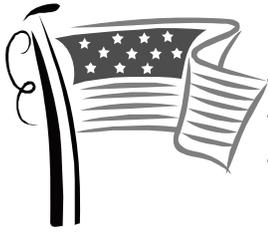
---

---



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

Have students learn more about bison and the food chain they are part of using the 2005 American Bison Nickel at <http://www.usmint.gov/kids/components/nickelLessonPlans/pdf/2005-1Nickel4.pdf>.



Name \_\_\_\_\_

# Food Web Research

## Directions:

1. Research animals found in Montana. Choose two animals other than the golden eagle.
2. Research these two animals. Identify at least two plants or animals that each animal eats. Then identify at least two animals that eat that animal.

Name of animal researched:

Name of animal researched:

This animal eats the following animals or plants:

This animal eats the following animals or plants:

The following consumers eat this animal:

The following consumers eat this animal:



Name \_\_\_\_\_

# Food Web Poster Rubric

CATEGORY	4	3	2	1	SELF	TEACHER
<b>USE OF CLASS TIME</b>	Used class time well. Focused on getting the project done. Never distracted others.	Used class time well. Usually focused on getting the project done and seldom distracted others.	Used some class time well. often focused on getting the project done but occasionally distracted others.	Seldom used class time to focus on the project. Often distracted others.		
<b>GRAPHICS</b>	All graphics are related to the topic and excellent in quality.	All graphics are related to the topic and good in quality.	Most graphics relate to the topic and generally good in quality.	Graphics do not always relate to the topic or are of poor quality.		
<b>LABELS</b>	All important items are clearly labeled.	Almost all important items are clearly labeled.	Several important items are clearly labeled.	Labels are too small or too few.		
<b>REQUIRED ELEMENTS</b>	All are included, plus additional information.	All are included.	Most are included.	Few are included.		
<b>CONTENT ACCURACY</b>	All required and additional information is accurate.	All information displayed is accurate.	Most information displayed is accurate.	Some information displayed is accurate.		
<b>MECHANICS</b>	All capitalization and punctuation are correct.	Most capitalization and punctuation is correct.	There a few errors in capitalization or punctuation.	There are numerous errors in capitalization or punctuation.		
<b>GRAMMAR</b>	There are no grammatical mistakes.	There are few grammatical mistakes.	There are a few grammatical mistakes.	There are many grammatical mistakes.		
<b>TOTALS</b>						

**TEACHER COMMENTS**

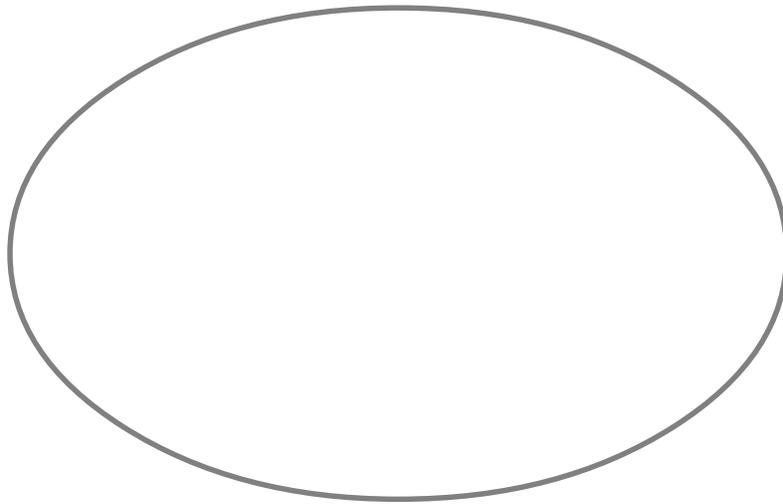


Name \_\_\_\_\_

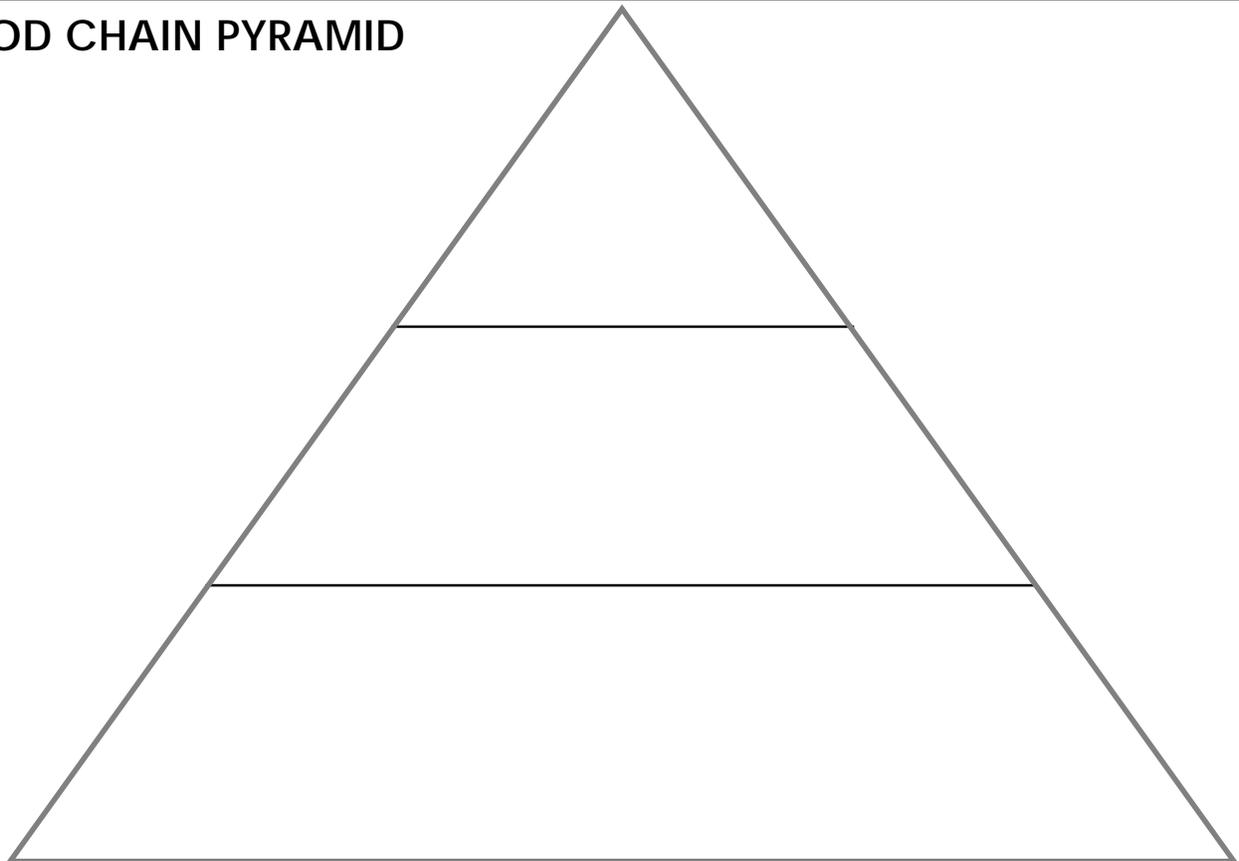
# Pyramid

**Directions:** Draw the food chain for the skull in the "Food Chain" space. Then use the food chain to make a food chain pyramid with the skull in the center of the pyramid.

## FOOD CHAIN



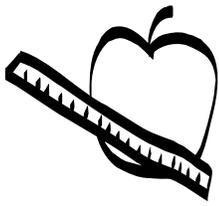
## FOOD CHAIN PYRAMID





# Montana Quarter Reverse





---

# Salmon Stories

---

## Based on the Washington quarter reverse



### OBJECTIVES

Students will understand author's purpose. Students will understand sequence of events. Students will understand audience and the writing process.



### MATERIALS

- 1 overhead projector
- 1 overhead transparency of the "Washington Quarter Reverse" page
- 1 class map of the United States
- Locate copies of texts that provide information about salmon, such as:
  - *Salmon (Nature Watch)* by Ron Hirschi
  - *The Salmon (Life Cycles)* by Sabrina Crewe
  - *Discovering Salmon* by Nancy Field
  - *Salmon* by Sylvia M. James
- Copies of the "Salmon Stories Planning Sheet" worksheet
- Chart paper
- Markers
- Glue
- Scissors
- Construction paper



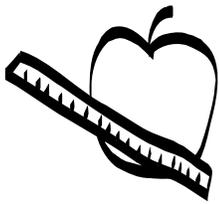
### PREPARATIONS

- Make copies of the "Salmon Stories Planning Sheet" worksheet (1 per student)
- Make an overhead transparency of the "Washington Quarter Reverse" page.
- Locate copies of texts that provide information about salmon and their life cycles (see examples under "Materials").
- Bookmark Internet sites about salmon.
- Arrange to use the computer lab for one session.



### GROUPINGS

- Whole group
- Pairs
- Individual work



---

# Salmon Stories

---



## CLASS TIME

Five 45- to 60-minute sessions



## CONNECTIONS

- Language Arts
- Science



## TERMS AND CONCEPTS

- Obverse (front)
- Reverse (back)
- Author's purpose



## BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

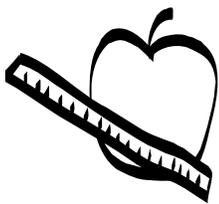
- Creative writing
- Natural resources
- Writing process
- Narrative writing
- Point of view
- Life cycle



## 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.



---

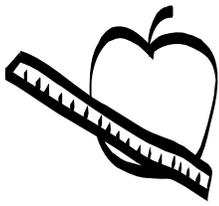
# Salmon Stories

---

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. Tell the students the images represent important symbols of natural resources (things found in nature that are useful to people) in the state of Washington. Ask the students why they think the images might be important to Washington, and record responses on chart paper.
6. Create a K-W-L chart and have the students share all the things they know about salmon. Record their answers in the “K” section of the chart. Ask the students what they want to learn and record answers in the “W” section of the chart. Discuss with the students the importance of knowing what the purpose of the writing is.
7. Tell the students they will be reading to gather information about salmon. They will use the facts to create a narrative writing piece of their own, applying the facts about the salmon.
8. Tell the students that they will also be focusing on the author’s purpose (the author’s reason for writing). The authors’ purpose can be to inform or explain something or to entertain. Many times the information read in a textbook is to inform the reader. Ask the students to think of other examples of writing whose purposes are to inform or to explain.
9. Remind the students that writing can also be to entertain. Have the students give examples of writing that entertains a reader. The purpose of some writing can be to both inform and entertain.
10. Tell the students that they will look first at writing whose purpose is to inform. Tell the students they will be gathering information.
11. Distribute a piece of writing paper to each student. Tell the students they will be using the paper to record facts about salmon. Tell the students to be sure to include information about the species, ecosystems, natural resources, and life history.
12. Allow the students to use resources available in the classroom to begin their fact gathering.
13. Collect the students’ writing papers.

## Sessions 2 and 3

1. Review the information from the previous session.
2. Distribute the students’ writing papers from the previous session and take the students to the computer lab.
3. Allow the students sufficient time to do their research. As a class, discuss the information the students found. Add any new information to the “L” section of the K-W-L chart from the previous session.
4. Return to the classroom and ask the students to arrange their information about the salmon in categories such as diet, habitat, and life cycle. If necessary, cut their strips of informa-



---

# Salmon Stories

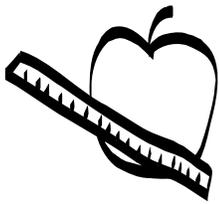
---

tion apart to arrange them in a logical order for writing. Explain that they will glue them on construction paper for their writing in a later session. Have the students share and explain their salmon sentences to a partner.

5. As a class, discuss the key pieces of information gathered about the salmon. On a piece of chart paper, create a chart and list headings for each section (“species,” “ecosystems” and “life history,” and “natural resource”) and record student responses. Complete the “L” section of the K-W-L chart from Session 2.
6. Have the students think about the type of writing from which they’re gathering the factual information. Ask the students what the authors’ purpose was and the student responses should be “writing to inform.”
7. Collect the students’ writing papers

## Sessions 4 and 5

1. Display the chart paper and review the material covered in the previous sessions. Distribute the writing papers from the previous session and a “Salmon Stories Planning Sheet” worksheet to the students.
2. Tell the students that they will be using the information they gathered about the salmon and applying it to a writing piece of their own. They will be writing a creative piece (narrative) from the point of view of the salmon describing its life in the waters near the state of Washington.
3. Ask the students what the author’s purpose of their salmon stories would be. The students should respond “writing to entertain.” Remind the students they are writing to entertain, but the information is applied from the research they completed in Session 2, so they also need to write to inform.
4. Allow the students to work in pairs to generate possible ideas for their writing piece.
5. Tell the students they will be writing a three- to five-paragraph essay describing the life of a salmon living in the state of Washington from the perspective of the salmon. Have the students complete their “Salmon Stories Planning Sheet” before writing their drafts.
6. Have the students use the writing process to create their writing about the salmon.
7. Direct the students to begin writing their outline and rough draft of their essay.
8. Allow the students sufficient time to complete their essay using the writing and editing process.
9. Have the students share their writing in small groups.
10. Collect the students’ worksheets and writing.



---

# Salmon Stories

---



## ASSESSMENT

- Take anecdotal notes about the students' participation in class discussions.
- Evaluate students' worksheets and writing for integration of information.



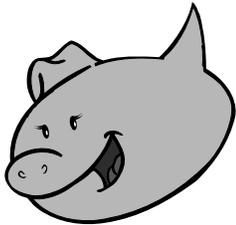
## ENRICHMENTS/EXTENSIONS

- Add other theme-related books about the salmon to the class library.
- Have students research another animal important to the state of Washington and create a brochure telling others about it.
- Have students create a poem or a song to tell about the natural resources found in the state of Washington.



## DIFFERENTIATED LEARNING OPTIONS

- Allow students to work with partners to complete their research outlines.
- Allow students to dictate their essay to a scribe.



## CONNECTION TO WWW.USMINT.GOV/KIDS

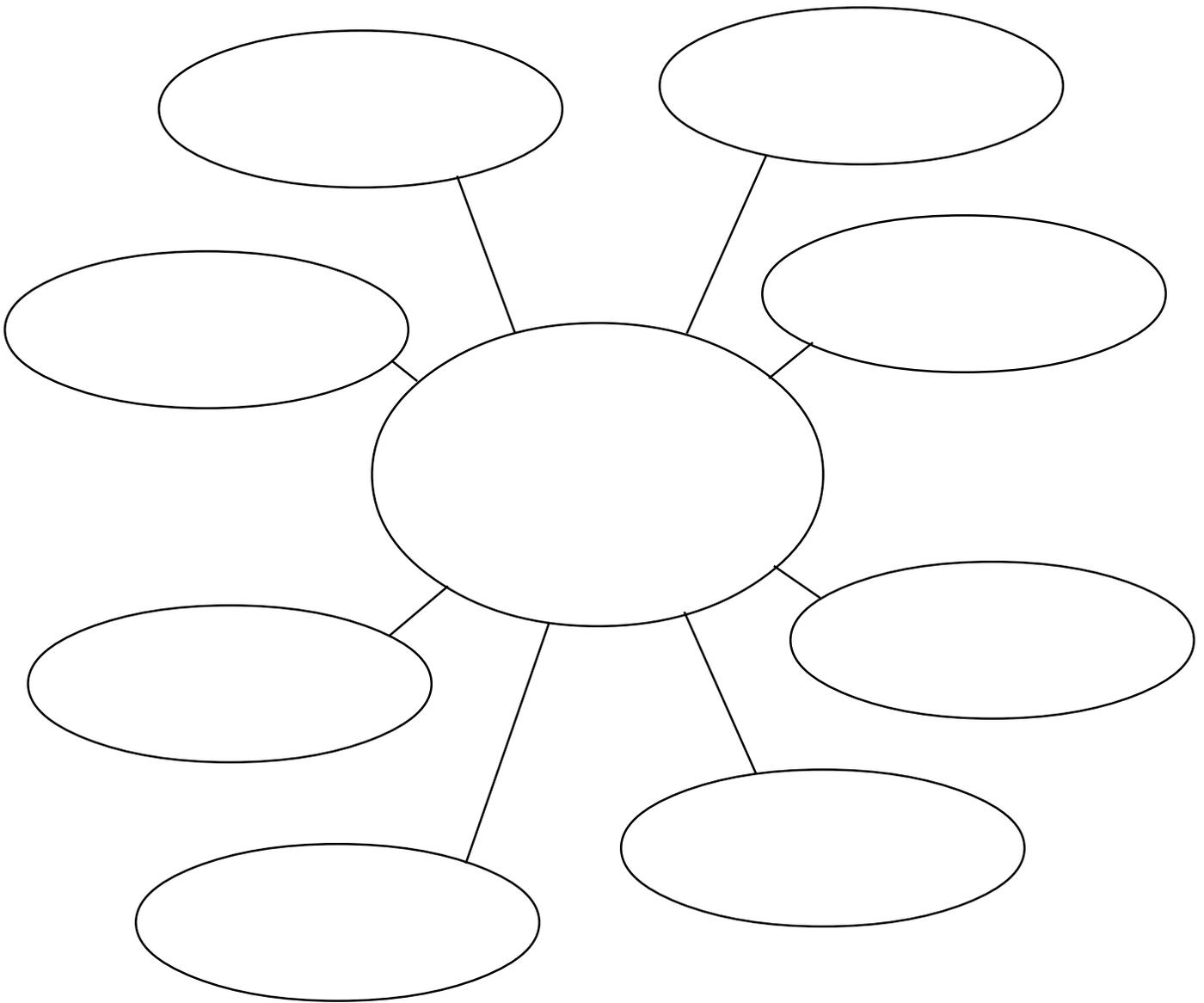
- Have students read more about natural resources by visiting the March 2005 Coin of the Month page and learn more about John Muir at <http://www.usmint.gov/kids/index.cfm?fileContents=coinNews/cotm/2005/02.cfm>.
- Have students learn more about other animals by visiting the November 2003 Coin of the Month page and the accompanying Teacher Feature at <http://www.usmint.gov/kids/index.cfm?fileContents=coinNews/cotm/2003/11.cfm>



Name \_\_\_\_\_

# Salmon Stories Planning Sheet

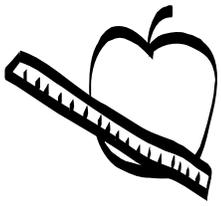
**Directions:** Use the information gathered about salmon and apply it to a narrative writing piece. Write from the perspective of the salmon describing its diet, habitat, life cycle, and so on, and write to entertain as well as inform.





# Washington Quarter Reverse





---

## 3: Illustrated Beauty

---

### Based on the Idaho quarter reverse



#### OBJECTIVES

Students will identify information about the peregrine falcon. Students will understand and apply the basic tools of research to collect, interpret, and present the information.



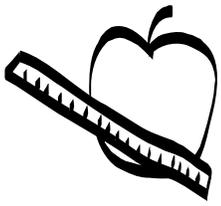
#### MATERIALS

- 1 overhead projector
- 1 overhead transparency of the “Idaho Quarter Reverse” page
- 1 overhead transparency of “Falcon Facts” worksheet
- 1 class map of the United States
- Copies of the “Falcon Facts” worksheet
- Copies of the “Picture This!” worksheet
- Locate copies of texts that provide basic information about falcons, such as:
  - *Wild Birds of Prey! Falcons* by Deborah Kops
  - *The Peregrine falcon* by Carl R. Green and William R. Sanford
  - *Flight of the Falcon* by Michael Tennesen
- Chart paper
- Markers
- Construction paper in various colors
- Crayons and colored pencils
- Single-hole punch
- Yarn



#### PREPARATIONS

- Make copies of the following:
  - “Falcon Facts” worksheet (1 per student)
  - “Picture This!” worksheet (7 per student)
- Make an overhead transparency of the following:
  - “Idaho Quarter Reverse” page
  - “Falcon Facts” worksheet
- Locate texts that relate to basic information about falcons (see examples under “Materials”).
- Bookmark Internet sites about peregrine falcons.
- Arrange to use the computer lab for one session.



---

# Illustrated Beauty

---



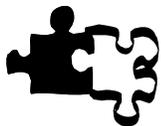
## GROUPINGS

- Whole group
- Pairs
- Small groups
- Individual work



## CLASS TIME

Five 45- to 60-minute sessions



## CONNECTIONS

- Language Arts
- Social Studies
- Science
- Art



## TERMS AND CONCEPTS

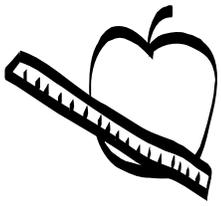
- Obverse (front)
- Reverse (back)
- Peregrine falcon
- Migrate



## BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

- Research techniques
- Writing process
- K-W-L CHARTS
- Nesting
- Habitat
- Prey
- Mating



---

# Illustrated Beauty

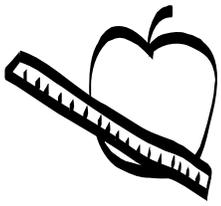
---



## 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 “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 the coin’s reverse. Tell the students that “reverse” is another word for the back of the coin and “obverse” is another name for the front of a coin.
3. 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 of the state is the state of Idaho and 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. Tell the students that the image of the peregrine falcon on the coin is a symbol of Idaho. Tell the students the word “peregrine” means wandering or migrating. Ask the students why they think that the falcon might be important to Idaho, and accept all responses.
6. On a piece of chart paper, create a K-W-L chart. Ask the students what they know about peregrine falcons and write the student responses in the “K” portion of the chart.
7. Ask the students what they want to learn about the falcon and add the student responses to the “W” portion of the chart.
8. Display the “Falcon Facts” overhead transparency. Distribute a “Falcon Facts” worksheet to each student. Review the directions and the content. Point out the different categories to research.
9. Tell the students that they will be reading and researching about the peregrine falcon to collect information and learn more about it. They will work in research pairs to gather the information and then each student will create a picture book about the falcon. Each section of the book will have 4 to 5 sentences of information and an illustration to go with them.
10. Allow the students time to look at the resources available in the classroom and begin completing their worksheets.
11. Collect the “Falcon Facts” worksheets.



---

# Illustrated Beauty

---

## Sessions 2 and 3

1. Distribute the “Falcon Facts” worksheets to the students and take them to the computer lab.
2. Allow the student pairs a sufficient amount of time to do their research. Return to the classroom and discuss as a class the information found. Add any new information to the “L” portion of the K-W-L chart from the previous session.
3. Model for the students how to create complete sentences from research notes. Allow the students time to create complete, descriptive sentences and begin their rough draft on writing paper.
4. Have the students use the writing process to create their paragraphs, giving detailed facts about the peregrine falcon.
5. Collect the students’ worksheets and writing.

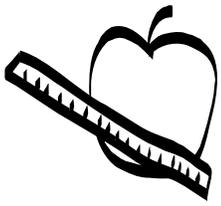
## Sessions 4 and 5

1. Display the K-W-L chart and review the material covered in the first three sessions. Distribute the “Falcon Facts” worksheet to the students.
2. Allow the students time to talk with their research partners about the information gathered on the peregrine falcon.
3. Distribute a “Picture This!” worksheet to each student. Tell them they will work independently and will use this worksheet to create their “picture frame” for the illustrations that will go along with the writing. Each frame will contain an illustration. The final writing of the falcon facts will go on the lines underneath. All of the pages will be bound into a picture book.
4. Tell the students they will receive six additional pages to complete their picture book.
5. Allow the students sufficient time to complete the written information for each area of the falcon they researched.
6. Allow the students sufficient time to complete their writing and illustrations.
7. The students should create a book cover for the picture books using construction paper, then bind the books using yarn.
8. Have the students share the books in small groups. Display the books in the classroom.



## ASSESSMENT

- Review the students’ research outlines to evaluate whether they have met the lesson’s objectives.
- Evaluate students’ worksheets and picture books for the integration and accuracy of the information taught.



---

# Illustrated Beauty

---



## ENRICHMENT/EXTENSIONS

- Have students create a poem or a song about the peregrine falcon.
- Have students share their books with buddies in other grades.
- Have students draw a peregrine falcon, label the parts, and describe its unique characteristics.
- Have students use multimedia software to present their information.



## DIFFERENTIATED LEARNING OPTIONS

- Allow students to dictate the writing portion to a scribe.
- Allow students to work in pairs to produce their books.
- Provide research materials at a variety of reading levels.



## 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 [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 \_\_\_\_\_

# Falcon Facts

Partner's Name \_\_\_\_\_

**Directions:** Research the peregrine falcon. Write the detailed information on the lines below.

Habitats \_\_\_\_\_

\_\_\_\_\_

Body of the falcon \_\_\_\_\_

\_\_\_\_\_

Special characteristics \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Food sources and prey \_\_\_\_\_

\_\_\_\_\_

Mating and nesting \_\_\_\_\_

\_\_\_\_\_

Taking care of young \_\_\_\_\_

\_\_\_\_\_

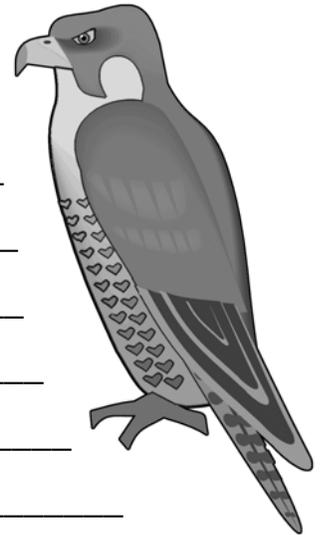
Background and other interesting facts \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

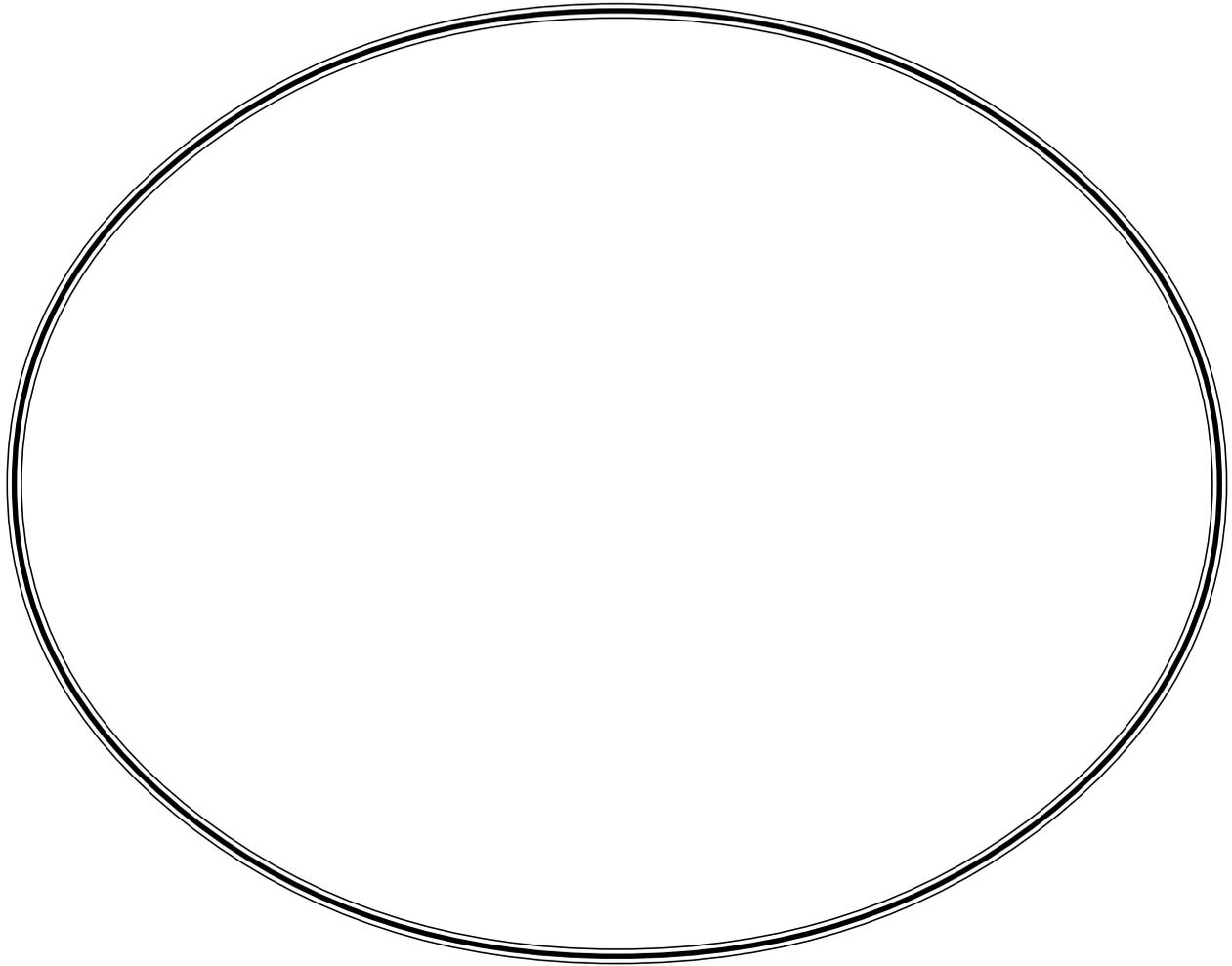




Name \_\_\_\_\_

# Picture This!

Section Title \_\_\_\_\_



---

---

---

---

---

---

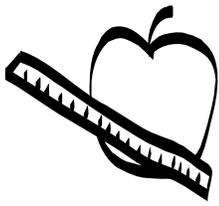
---

---



# Idaho Quarter Reverse





---

# 4: Voting for Change

---

## Based on the Wyoming quarter reverse



### OBJECTIVES

Students will identify important events in the history of voting rights. Students will identify the importance of amendments to the Constitution.



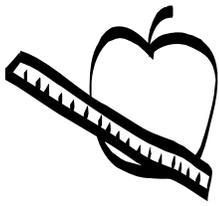
### MATERIALS

- 1 overhead projector (optional)
- 1 overhead transparency (or photocopy) of the “Wyoming Quarter Reverse” page
- “Voting Rights Timeline” worksheet
- “Voting Rights Timeline—Key”
- “Voting Rights Timeline—Rubric”
- 1 class map of the United States
- 1 copy of a text that gives information about the U.S. Constitution, such as:
  - *A More Perfect Union: The Story of Our Constitution* by Betsy and Giulio Maestro
  - *Creating the Constitution: 1787* by Christopher Collier and James Lincoln Collier
  - *Shh! We’re Writing the Constitution* by Jean Fritz
- 1 copy of a text that gives information about Esther Morris or the suffrage movement in the West, such as:
  - *The Story of the Nineteenth Amendment* by R. Conrad Stein
  - *When Esther Morris Headed West: Women, Wyoming, and the Right to Vote* by Connie Nordhielm Wooldridge
  - *I Could Do That: Esther Morris Gets Women the Vote* by Linda Arms White
- Computers with Internet access
- Journal
- Colored index cards (4 colors: red, white, blue, green)
- Chart paper



### PREPARATIONS

- Make an overhead transparency (or photocopy) of the “Wyoming Quarter Reverse” page.
- Make copies of the following:
  - “Voting Rights Timeline—Rubric” (1 per student)
  - “Voting Rights Timeline” worksheet (1 per student)
- Locate a text that gives information about the U.S. Constitution (see examples under “Materials”).



---

# Voting for Change

---

- Locate a text that gives information about Esther Morris or the suffrage movement in the West (see examples under “Materials”).
- Arrange to use the school computer lab for one session.
- Bookmark Internet sites that contain information about the suffrage movement and the history of the right to vote.



## GROUPINGS

- Whole group
- Individual work



## CLASS TIME

Four 45- to 60-minute sessions



## CONNECTIONS

- Social Studies
- Language Arts
- Art



## TERMS AND CONCEPTS

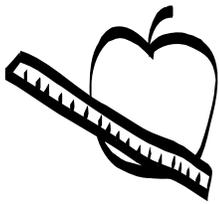
- Quarter
- Obverse (front)
- Reverse (back)
- Suffrage
- Amendment



## BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

- Voting process
- United States Constitution
- Venn diagram
- Timeline



---

# Voting for Change

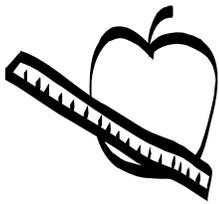
---



## STEPS

### Session 1

1. Mix up the index cards so they are not arranged by color. Give one of the colored cards to each student. Ask the students to place the cards to the side on their desk.
2. Explain to the students that they will be voting on a class favorite book they have read. Have the students offer suggestions of books to be included in the voting. Record suggestions on chart paper.
3. Explain to the students that there is a rule for voting. Write the rule on the board: “Only those students with red and blue cards are allowed to vote.” Explain to them that you just don’t feel that the students with the white and green cards know enough information about the suggested books to be able to vote effectively.
4. Allow the students with red and blue cards to vote. Record the results of the voting and circle the book with the most votes.
5. Allow students time to discuss their reaction to the voting that occurred. Focus on whether they thought it was fair and what they feel should be done about it.
6. Have the students with the white and green cards get together as a group and discuss their claims to the right to vote. Have the students with the red and blue cards get together and discuss their feelings in being the only ones to vote. Have the students with the white and green cards present their claims to the other group. Have the other group listen to their reasons and give feedback, then present their own reasons for keeping the voting system the way it is. Then allow the first group to give their feedback.
7. Have the students record their concerns in a journal and come up with some suggestions of how to make the voting more fair. Debrief the students. Let them know this was just a fabricated scenario and that no such rule exists. Assure the students that the voting activity was completely made up.
8. Make a K-W-L chart on the Constitution. Ask students what they already know about the Constitution. Complete the appropriate parts of the chart.
9. Introduce the students to the selected text about the Constitution and Amendments. As a group, preview the text. Read the text aloud to the students. Attend to unfamiliar vocabulary and concepts.
10. After reading the selected text, have the students identify the purpose of the Constitution and the purpose of an Amendment. Record responses on the K-W-L chart.
11. Discuss the purpose for Amendments. Focus on the fact that the Constitution was written in 1787, which is more than 200 years ago. Complete a Venn Diagram on chart paper comparing the two time periods of 1787 and the current year. Ask the students if some things have changed since that time. Discuss how these changes may have affected the Constitution and how amendments may be made periodically as times change. These changes keep the Constitution a living and growing document.



---

# Voting for Change

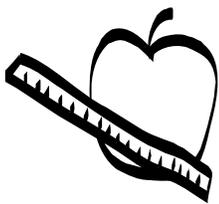
---

## Session 2

1. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. Then display the transparency or photocopy of the “Wyoming Quarter Reverse” page. Tell the students that the back of the coin is called the reverse, and “obverse” is another name for the front of a coin. Locate Wyoming 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 in this coin design, including the words “The Equality State.” Ask the students for reasons why this motto might appear on the coin.
3. Introduce the students to the selected text about the suffrage movement in the West and, in particular, Esther Morris. Discuss the term “suffrage” (the right to vote). As a group, preview the text. Read the text aloud to the students. Attend to unfamiliar vocabulary and concepts.
4. After reading the selected text, have the students identify important events from the text. Write these events on chart paper. Distribute the “Voting Rights Timeline” worksheet and have the students complete a timeline using the events from the chart paper.
5. Collect the timelines.
6. Refer back to the discussion on the reason for the motto. Ask the students why the motto is “The Equality State.”

## Sessions 3 and 4

1. Review the timeline from the previous session. Tell the students that they will be completing some research on important events related to the right to vote in the United States. After completing the research, the students will be designing an illustrated expanded timeline of voting rights in the United States. The expanded timeline will include additional events in the history of voting and not just the events from the text. Tell the students that they are to have at least ten events on their timeline, not including those they already had from the previous session’s text.
2. Take the students to the computer lab and allow them time to research.
3. Distribute the “Voting Rights Timeline—Rubric” and review it with the students. Allow the students time to complete their timelines and illustrate them.
4. Have the students do a self-evaluation using the rubric.
5. Display the timelines.
6. Display the transparency or photocopy of the “Wyoming Quarter Reverse” page. Review the reasons from the previously read text why Wyoming’s motto is “The Equality State.” Emphasize that the Western states were the first ones to allow women to vote.



# Voting for Change



## ASSESSMENT

Use the “Voting Rights Timeline—Rubric” and the “History of Voting Rights—Teacher Resource Page” to evaluate whether the students have met the lesson objectives.



## ENRICHMENT/EXTENSIONS

- Have students create a multimedia timeline using presentation software.
- Have students research voting rights in other countries and compare these to the United States.
- Have students compare and contrast the motto “The Equality State” and “E. Pluribus Unum.”



## DIFFERENTIATED LEARNING OPTIONS

- Allow students to work in pairs.
- Have students use texts at various reading levels for their research materials.



## CONNECTION TO WWW.USMINT.GOV/KIDS

- Have students learn more about voting by visiting the Bicentennial quarter lesson plan at [www.usmint.gov/kids/components/50sqLessonPlans/pdf/200623-6.pdf](http://www.usmint.gov/kids/components/50sqLessonPlans/pdf/200623-6.pdf).
- Have students learn more about voting and women’s rights by visiting the Women’s Suffrage era of the Time Machine at [www.usmint.gov/kids/timemachine/E8/erastory.html](http://www.usmint.gov/kids/timemachine/E8/erastory.html).
- Have students learn more about voting and women’s rights by visiting the August 2000 Coin of the Month, the Susan B. Anthony dollar, at <http://www.usmint.gov/kids/index.cfm?FileContents=/kids/coinnews/cotm/2000/08.cfm>.



Name \_\_\_\_\_

# Voting Rights Timeline

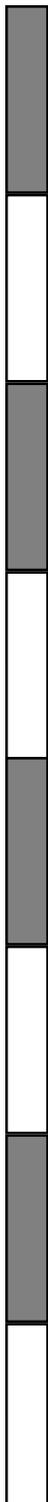
**Directions:** Write the important dates and events from the text on the timeline.

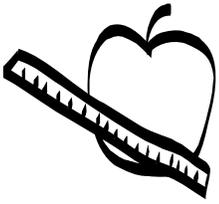
**1776**

19th Century

20th Century

**1976**





# Voting Rights Timeline

## Key

**Directions:** Write the important dates and events from the text on the timeline.

**1776**

1776: New Jersey gave the vote to women who were worth more than 50 pounds. Later the state reconsidered and women were no longer allowed to vote.

19th Century

1820–1830: Eligible voters were mostly white males who own property. A small number of free black men were allowed to vote, but no women of either race.

1837: Kentucky gave some women suffrage in school elections.

1861: Kansas entered the Union, giving its women the vote in local school elections.

1866: The 14th Amendment to the Constitution was passed by Congress. It stated that male (not female) US residents age 21 and over had the right to vote.

1869: The Wyoming Territory Constitution granted women the right to vote and to hold public office.

1869: Congress passed the 15th Amendment to the Constitution, granting all men (not women) the right to vote regardless of race, color, or status as former slaves.

1870: Utah Territory gave full suffrage to women.

1890: Many states began to use secret ballots so that voters could not be bullied into voting for candidates they did not support.

20th Century

1920: On August 26, 19th Amendment grants women the right to vote.

1964: On January 23, Congress passed the 24th Amendment to the Constitution, outlawing poll taxes. Poll taxes (voting fees) had been used to discourage poor people from voting.

1965: The Voting Rights Act of 1965 made it easier for Southern blacks to register to vote.

1971: The United States lowered the voting age for both men and women to eighteen.

**1976**



Name \_\_\_\_\_

# Voting Rights Timeline Rubric

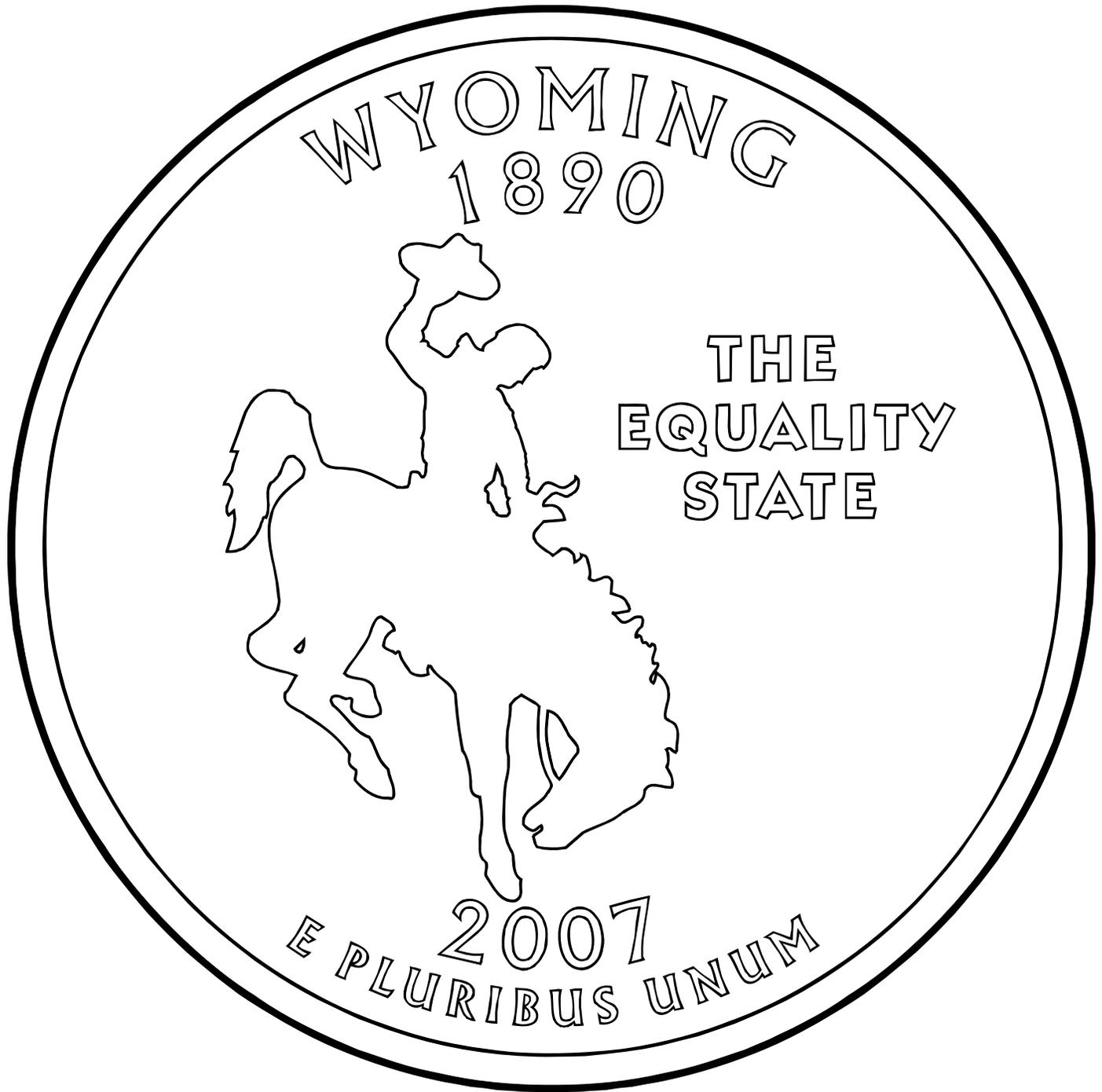
CATEGORY	4	3	2	1	SELF	TEACHER
<b>SPELLING AND CAPITALIZATION</b>	Were checked by another student and are correct throughout.	Were checked by another student and were mostly correct.	Were mostly correct, but were not checked by another student.	There were many spelling and capitalization errors.		
<b>ACCURACY</b>	Information was accurate for all events reported on the timeline.	Information was accurate for almost all events reported on the timeline.	Information was accurate for most of the events reported on the timeline.	Information was seldom accurate for events reported on the timeline.		
<b>GRAPHICS</b>	All were effective and balanced with amount of text.	Most were effective and number balanced with text.	Some were effective, but there appeared to be too few or too many.	Graphics were lacking in number and effectiveness.		
<b>READABILITY</b>	The overall appearance of the timeline is very pleasing and easy to read.	The overall appearance of the timeline is mostly pleasing and easy to read.	The timeline is relatively readable.	The timeline is somewhat difficult to read.		
<b>DATES</b>	An accurate, complete date was included for each event.	An accurate, complete date was included for most events.	A date was included for many events.	Dates were inaccurate and/or missing for several events.		
<b>TIME USE</b>	Class time was always used on the project. Conversations were quiet and focused on the work.	Class time was mostly used on the project. Conversations were quiet and focused on the work.	Class time was mostly used on the project, but conversations often were disruptive or distracted.	Class time was seldom used on the project and/or conversation was often disruptive.		
<b>COMPLETENESS</b>	The timeline contained at least 10 events related to the topic being studied.	The timeline contained at least 9 events related to the topic being studied.	The timeline contained at least 8 events related to the topic being studied.	The timeline contained fewer than 8 related events.		

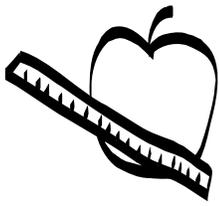
**TOTALS**

**TEACHER COMMENTS**



# Wyoming Quarter Reverse





---

# Read All About It!

---

## Based on the Utah quarter reverse



### OBJECTIVES

Students will understand and apply the basic tools of research and how to collect, interpret, and use the information. Students will understand how to write a newspaper article.



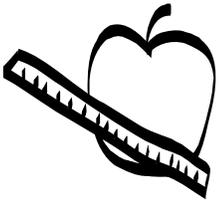
### MATERIALS

- 1 overhead projector
- 1 overhead transparency of the Utah quarter reverse
- 1 class map of the United States
- 1 overhead transparency of the following:
  - “United States Map”
  - “Transcontinental Railways” overlay
- 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 “Questions and Answers” worksheet
- Chart paper
- Markers
- Writing paper
- White construction paper
- Crayons or colored pencils
- Rulers



### PREPARATIONS

- Make copies of “Questions and Answers” worksheet (1 per student).
- Make an overhead transparency of each of the following:
  - “Utah Quarter Reverse” page
  - “Transcontinental Railways” overlay
  - United States Map



---

# Read All About It!

---

- Locate texts that relate to basic information about the Transcontinental Railroad (see examples under “Materials”).
- Bookmark appropriate Internet sites.
- Reserve the computer lab for one session.



## GROUPINGS

- Whole group
- Pairs
- Individual work



## CLASS TIME

Three 45- to 60-minute sessions



## CONNECTIONS

- Language Arts
- Social Studies



## TERMS AND CONCEPTS

- Obverse (front)
- Reverse (back)
- Transcontinental Railroad
- Congress
- Central Pacific
- Union Pacific
- Pacific Railroad Act
- Immigrants



## BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

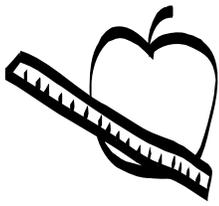
- The 5 “Ws” and the “H”
- Research techniques
- Abraham Lincoln



## STEPS

### Session 1

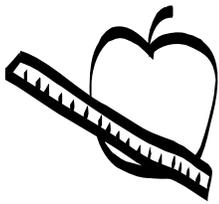
1. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. Display the “Utah Quarter Reverse” overhead



## Read All About It!

transparency. Locate Utah 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 images on this coin, including the trains and the golden spike.
3. Read the coin inscription to the students. Show them the date at the top of the coin and tell them that is the year Utah became a state. Discuss the "Crossroads of the West" phrase 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.
4. Using the coin image, ask the students probing questions about what event they think is represented on the coin. Ask the students what may have happened, when it happened, and why. Be sure to point out the images of the trains, the spike, and the words "Crossroads of the West."
5. Record the student responses on chart paper.
6. Lead a class discussion regarding the images. If necessary, tell the students that in Promontory Point, Utah, two sets of railroad tracks met to make the first railroad to cross the United States. The large spike shown is the "golden spike," which is a symbol of the final spike being struck into the tracks to complete the project.
7. Create a web with "Transcontinental Railroad" in the center on a piece of chart paper. Ask the students why the Transcontinental Railroad would be important in the mid- 1800's. The student responses should include: faster transportation, westward expansion, goods and supplies needed in the west. Record on the chart paper.
8. On a second piece of chart paper, write the 5 "Ws" and the "H" (who, what, when, where, why, and how). If necessary, review how to answer each of these questions. Remind them that their responses need to be thorough and written in phrases and complete sentences, not just single words. Explain to the students that they will be doing research to find the answers to these questions in connection with the Transcontinental Railroad. They will write a five-paragraph newspaper article describing the meeting of the two railroads.
9. Distribute the "Questions and Answers" worksheet to each student. Tell the students that this is their place to take notes while they complete their research and they will need to keep track of key dates.
10. Have the students look at the selected texts available in the classroom to begin gathering information for their worksheet.
11. Collect the students' worksheets.



---

# Read All About It!

---

## Sessions 2 and 3

1. Review the material covered in the previous session.
2. Distribute the “Questions and Answers” worksheet to each student. Take the students to the computer lab.
3. Allow the students time to do their research. Return to the classroom and discuss as a class the information found. Add the student responses to the chart paper from Session 1.
4. Display the “United States Map” overhead transparency and the “Transcontinental Railways” overlay. Point out Promontory Point, Utah; Sacramento, California; and Omaha, Nebraska. Tell the students that two companies—the Central Pacific and the Union Pacific—were hired to build two railways that would meet in the middle connecting the East and West Coasts. The Central Pacific began in Sacramento, California, and ran east. The Union Pacific began in Omaha, Nebraska, and ran west.
5. Model for the students how to create complete sentences from research notes. Allow the students time to create complete, descriptive sentences and begin their rough draft on writing paper. Also allow the students time to use the available resources in the classroom to complete the “Questions and Answers” worksheet, if necessary.
6. Have the students use the writing process to create a five-paragraph essay in the form of a newspaper article. Tell the students to write about the key events that led to the making of the Transcontinental Railroad, then to “play the reporter” and report to the public about it from Promontory Point, Utah.
7. Encourage the students to create the final copy and make it look like it was from that time period.
8. Collect the students’ worksheets and articles.



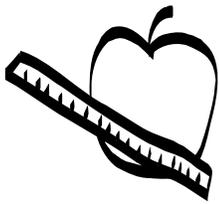
## ASSESSMENT

Use the students’ worksheet and newspaper article to evaluate whether they have met the lesson’s objectives.



## ENRICHMENT/EXTENSIONS

- Have students create a map highlighting the path of the Transcontinental Railroad.
- Have students create a timeline illustrating the key events and dates of the Transcontinental Railroad.
- Show students pictures of the Transcontinental Railroad from that time period and have them write a one-paragraph essay describing the scene.
- Have students make a chart listing some of the obstacles the workers faced and describe how they overcame them.



---

# Read All About It!

---

- Have students research when other forms of transportation such as the airplane and the car became important to our country and create a timeline to illustrate.
- Have students read about the ceremony at the end of the project. Have students write a report on other “ceremonial finishes.”



## DIFFERENTIATED LEARNING OPTIONS

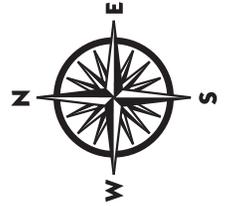
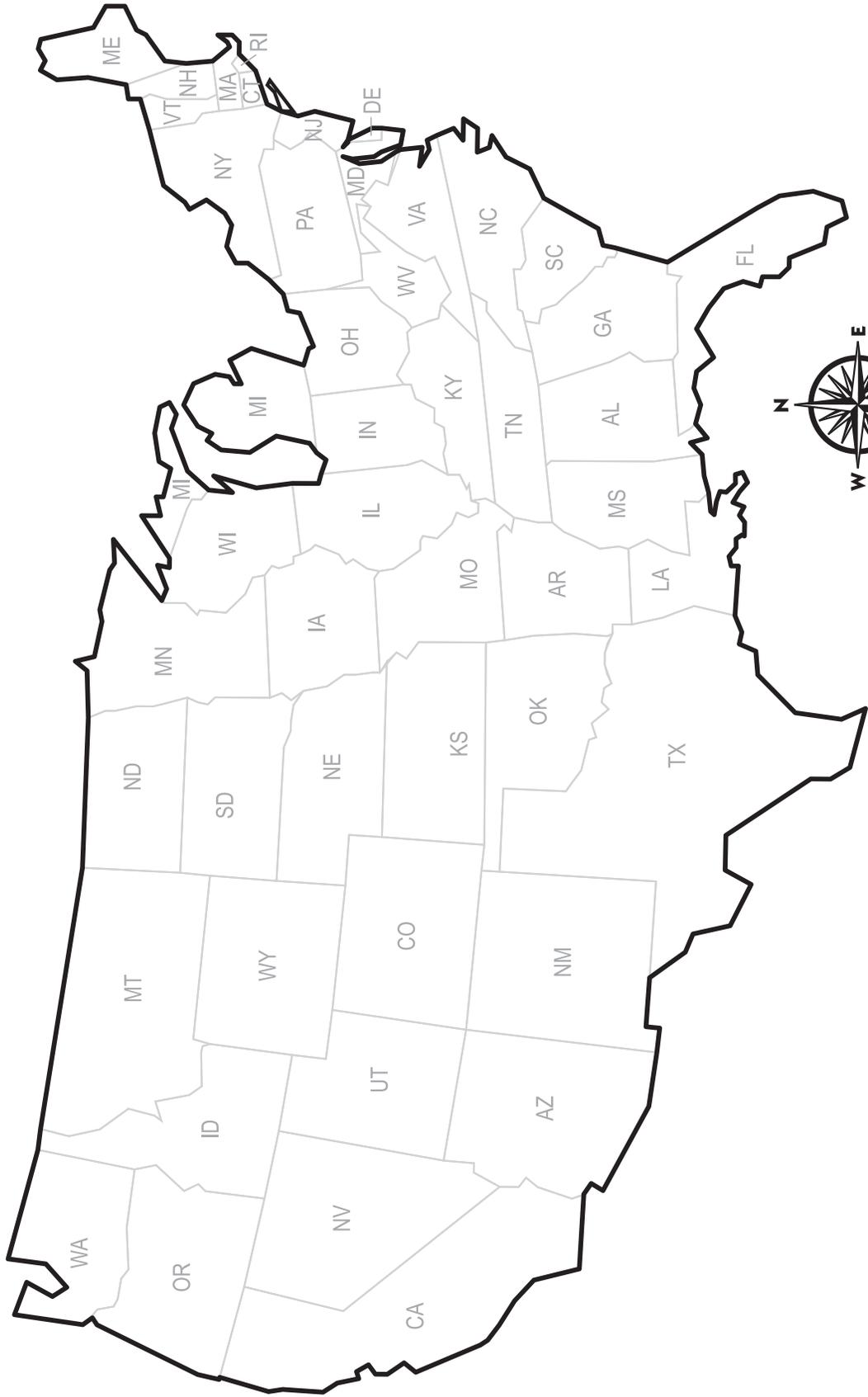
- Allow students to use a scribe for the written work.
- Allow students to do a modified article.
- Allow student to work in pairs for the reading and research portion of the lesson.



## CONNECTION TO WWW.USMINT.GOV/KIDS

- Have the students read more about other historic transportation 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 historic transportation by visiting the September 2004 Coin of the Month page and viewing the Keelboat Nickel at <http://www.usmint.gov/kids/index.cfm?fileContents=coinNews/cotm/2004/09.cfm>.
- Have the students read more about other historic transportation 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 historic transportation 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>.

# United States Map





# Transcontinental Railroad

## Overlay



- |                               |                        |
|-------------------------------|------------------------|
| 1. Promontory Point, Utah     | 7. Atlanta, Georgia    |
| 2. Sacramento, California     | 8. St. Louis, Missouri |
| 3. Omaha, Nebraska            | 9. Denver, Colorado    |
| 4. New York, New York         |                        |
| 5. Philadelphia, Pennsylvania |                        |
| 6. Washington, D.C.           |                        |

Name \_\_\_\_\_



# Questions and Answers



**Directions:** Find the answers to the questions below through available resources. In the box at the bottom describe the event that took place during each time period in connection with the Transcontinental Railroad.

## TOPIC: TRANSCONTINENTAL RAILROAD

Who? \_\_\_\_\_

\_\_\_\_\_

What? \_\_\_\_\_

\_\_\_\_\_

When? \_\_\_\_\_

Where? \_\_\_\_\_

\_\_\_\_\_

Why? \_\_\_\_\_

\_\_\_\_\_

How? \_\_\_\_\_

\_\_\_\_\_

## IMPORTANT DATES

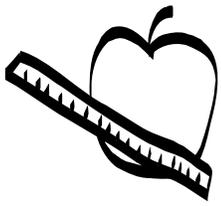
1840–1850: \_\_\_\_\_

1862: \_\_\_\_\_

1863: \_\_\_\_\_

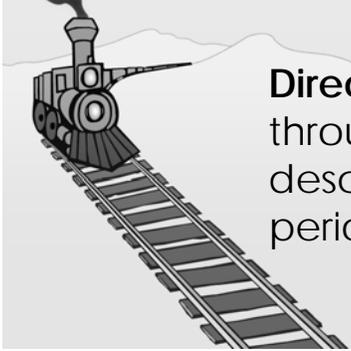
1864: \_\_\_\_\_

1865: \_\_\_\_\_



# Questions and Answers

## Key



**Directions:** Find the answers to the questions below through available resources. In the box at the bottom describe the event that took place during each time period in connection with the Transcontinental Railroad.

### TOPIC: TRANSCONTINENTAL RAILROAD

**Who:** Congress, Abraham Lincoln, and the two railroad companies (Central Pacific and Union Pacific)

**What:** a railroad that would connect the East and West Coasts allowing for people to travel and settle in the west, and faster transportation of goods.

**When:** Congress chooses a route in 1862 and the project is completed in May of 1869.

**Where:** the Central Pacific begins in Sacramento, CA, extending thirty-one miles. The Union Pacific begins in Omaha, NE, and extends to Promontory Point, Utah.

**Why:** It allowed the population to expand into the western part of the United States. It was an advancement in transportation; it helped to unify the country, linking the East and West Coasts.

**How:** Two companies faced challenges such as a shortage of workers, the Civil War, “working around” the Sierra Nevada Mountains, adverse weather conditions. The Union Pacific crews laid 1,086 miles of track and met the Central Pacific’s 689 miles of track after six years of construction.

### IMPORTANT DATES

1840–1850: Congress discussed routes for the Transcontinental Railroad

1862: Abraham Lincoln signs the Pacific Railroad Act

1863: work starts on the Union Pacific Railroad in Omaha, NE

1864: work starts on the Central Pacific Railroad in Sacramento, CA

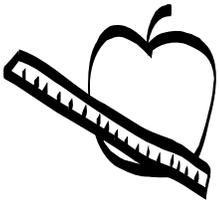
1865: the Civil War ends

1869: the railroad tracks meet at Promontory Point on May 10.



# Utah Quarter Reverse





---

## 6: Just the Facts

---



### OBJECTIVE

Students will identify the physical features, climate, natural resources, industry, and history of a particular state.



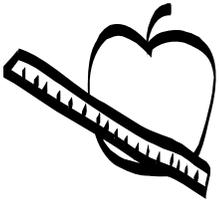
### MATERIALS

- 1 overhead projector (optional)
- Overhead transparencies (or photocopies) of several different quarter reverse pages (number depends on number of groups of five in your classroom)
- Copies of worksheets attached to this lesson plan
- 1 class map of the United States
- Copies of texts that give information about states, such as: (optional)
  - *Facts About the 50 States* by Sue R. Brandt.
  - *Wish You Were Here: Emily's Guide to the 50 States* by Kathleen Krull
  - *Don't Know Much About the 50 States* by Kenneth C. Davis
  - *Our Fifty States* by Mark H. Bockenhauer and Stephen F. Cunha
- Computers with Internet access
- An assortment of brochures for particular places or events (make sure to have at least one example of a Z-fold (see “State Research Information” worksheet)
- Paper for brochure
- Word processing software (optional)
- Multimedia presentation software (optional)



### PREPARATIONS

- Make an overhead transparency (or photocopy) of several different quarter reverse pages. Go to Camp Coin at: <http://www.usmint.gov/kids/index.cfm?fileContents=campCoin/coloring.cfm> and select coin images from the 50 State Quarters® Program list.
- Make copies of each of the following:
  - “State Research Information” worksheet (2 pages per student)
  - “State Brochure Rubric” (1 per student)
- Arrange to use the school computer lab for one or two sessions.
- Bookmark Internet sites that contain information about the chosen states.
- Gather examples of brochures on a variety of topics. Consider folding a blank sheet of



---

# Just the Facts

---

paper, numbering each panel according to the pattern in the “State Research Information” worksheet

- Gather texts that give information about the states of the Union (see examples under “Materials”). (Optional)



## GROUPINGS

- Whole group
- Small groups
- Individual work



## CLASS TIME

Five 45- to 60-minute sessions

## CONNECTIONS

- Social Studies
- Art



## TERMS AND CONCEPTS

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



## BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

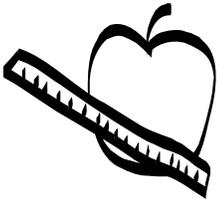
- Physical features
- Climate
- Natural resources
- History
- Industry



## 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 transparencies or photocopies of several different quarter reverses. Tell the students that the back of the coin is



---

# Just the Facts

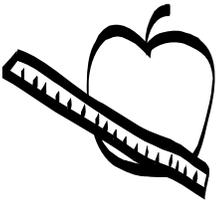
---

also called the reverse, and obverse is another name for the front of a coin. Locate the states on a classroom map. Note their position in relation to your school's location.

2. Identify and discuss the symbols on the coins.
3. Write the following terms as headings on chart paper: physical characteristics, climate, natural resources, industry, and history.
4. Ask the students to define each term. Write responses on the chart paper under the appropriate heading. Discuss with the students any symbols on the coins and relate them to the area(s) they fall under.
  - a. Physical features: include landforms, bodies of water, climate, natural vegetation, and soil
  - b. Climate: the pattern of weather over a period of time
  - c. Natural resources: a material source of wealth that occurs in a natural state and has economic value, such as timber, fresh water, or a mineral deposit
  - d. Industry: commercial production and sale of goods
  - e. History: chronological record of events
5. Divide the class into five groups. Assign each group one of the areas. Have them brainstorm some examples of things they find in their own area. Have them record their responses on writing paper. Allow the students time to work.
6. Have students share their ideas. Record them on chart paper under the appropriate headings.

## Session 2 and 3

1. Review the chart from the previous session. Review the definitions of the terms.
2. Explain to the students that they will be working in groups of five to design a brochure for visitors that are coming to the state shown on the assigned quarter. Show examples of brochures. If your examples are folded in different ways, highlight the one that follows the pattern in the worksheet, or show the model you created showing the panel numbers.
3. Each student in the group will be assigned a specific area to research for their assigned state. Explain that each of them will be reviewing Web sites and other resources to answer some questions.
4. Tell the students that each group will make a tri-fold brochure on their assigned state. According to your preference, the brochures can be drawn by hand or prepared using word processing or multimedia software. Show examples of brochures again so the students can see how the paper is folded for the brochures.
5. Divide the students into groups of five. Distribute a two-page "State Research Information" worksheet to each student. Assign a different area to each student in the group. Review the questions for each area.



---

# Just the Facts

---

6. Ask the students to review their questions before they begin their research. As they research, the students should focus on finding the answers to the questions first. Then the students can add other related facts to the worksheet.
7. Take the students to the computer lab and allow them an appropriate amount of time to complete their research.

## Session 4

1. Distribute the “State Brochure Rubric” sheet. Review the criteria with the students.
2. Review with students the directions for creating the brochure from the “Student Research Information” worksheet.
3. Allow students time to create their brochures.
4. Display the brochures in a place where students can view them.
5. Display the transparencies or photocopies of the different state quarter reverses. As the transparencies are displayed, have the students who worked on that state’s brochure identify the symbols on the coin and how they represent the state.



## ASSESSMENT

Use the “State Brochure Rubric” to evaluate whether the students have met the lesson objectives.



## ENRICHMENT/EXTENSIONS

Have students compare two states from different parts of the country and contrast the two using the topics mentioned in the lesson.



## DIFFERENTIATED LEARNING OPTIONS

- Allow students to work in pairs.
- Allow students to make a poster instead of a brochure for their state.



## CONNECTIONS TO WWW.USMINT.GOV/KIDS

- Have students learn about the physical features that Lewis and Clark encountered with the Lewis and Clark Adventure at <http://www.usmint.gov/kids/index.cfm?fileContents=games>.
- Have students learn about the physical features of other countries with Coins of the World at <http://www.usmint.gov/kids/index.cfm?fileContents=cartoons>.



Name \_\_\_\_\_

# State Research Information (1)

**Directions:** The process for creating your brochure is divided into four parts.

## **PART 1: ASSIGNMENTS**

1. First you will be assigned to a group of five students.
2. Your group will be assigned a state to research.
3. Each member of the group will be assigned an area of that state to research. Then you can start gathering information using various sources (not just the Internet) and the questions below.

## **PART 2: RESEARCH QUESTIONS**

### **Physical features**

1. What landforms are found in your state?
2. Are there any landforms shown on your state's quarter design?
3. In what geographical area or region is your state found?

### **Climate**

1. What is your state's climate? (humid, subtropical, polar...)
2. What are its average rainfall and snowfall? (Is there a graph?)
3. Is it noted for certain weather? (tornados, hurricanes, blizzards...)

### **Natural Resources**

1. What natural resources are found in your state?
2. In what part of the state are these resources found?
3. Are any natural resources illustrated on its quarter?

### **Industry**

1. What major industries are found in your state?
2. In what industries are most people employed?
3. Are any industries illustrated on its quarter?



Name \_\_\_\_\_

# State Research Information (2)

## History

1. What important historical events occurred in your state?
2. When did your state become part of the United States?
3. Does its quarter feature any historical events or dates?

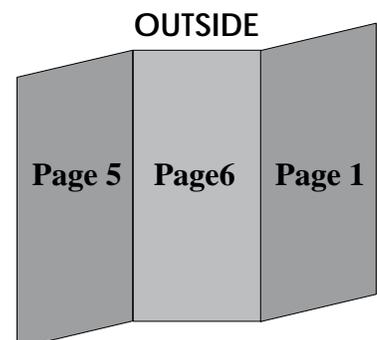
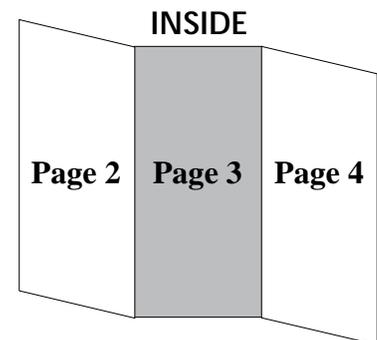
## PART 3: GETTING STARTED

1. As you research, make sure focus on finding the answers to the questions first. Then you may add some other interesting facts related to the area you are researching.
2. Make a sketch of how you would like your pages to look. When you are satisfied with your sketch and the teacher has approved it, then start working on your brochure.

## PART 4: PUTTING TOGETHER YOUR BROCHURE

After you have found the answers to your questions, design your page for the team brochure. The areas for each page are listed below. Make sure you add pictures or illustrations to your page.

- Panel 1: Title page with names of team members and 2 maps: the state map and a United States map with your state shaded. The whole group should work on this page.
- Panel 2: Physical features
- Panel 3: Climate
- Panel 4: Natural resources
- Panel 5: Industry
- Panel 6: History





Name \_\_\_\_\_

# State Brochure Rubric

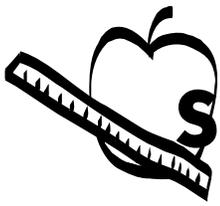
Title of Brochure \_\_\_\_\_

Your role \_\_\_\_\_

Other team members \_\_\_\_\_

CATEGORY	4	3	2	1	SELF	TEACHER
<b>Research</b>	Answered the questions and included many other facts.	Answered most questions and included a few other facts.	Answered some questions.	Answered few questions.		
<b>Information</b>	Information was exceptionally clear, accurate, and interesting.	Information was clear and accurate.	Information was reasonably accurate and generally clear.	Information was sometimes inaccurate or unclear.		
<b>Grammar and Spelling</b>	No errors	One or two errors	Three to five errors	More than five errors		
<b>Attractiveness</b>	Very legible, organized, neat, clean with attractive illustrations.	Legible, organized, clean, neat with illustrations.	Somewhat legible, organized, with illustrations.	Somewhat illegible, poorly organized, few pictures.		
<b>Timeliness</b>	Brochure turned in on time.	One day late.	Two days late.	Three days late.		
<b>Performance of Team Duties</b>	Performed all duties of assigned role.	Performed nearly all duties.	Performed some duties.	Performed few duties		
<b>TOTALS</b>						

## TEACHER COMMENTS



# 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.



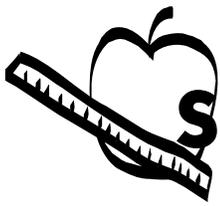
**State Capital:** . . . . . Olympia  
**State Bird:** . . . . . Willow Goldfinch  
**State Tree:** . . . . . Western Hemlock  
**State Flower:** . . . . . Coast Rhododendron  
**Entered Union (rank):** (42) November 11, 1889

**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.

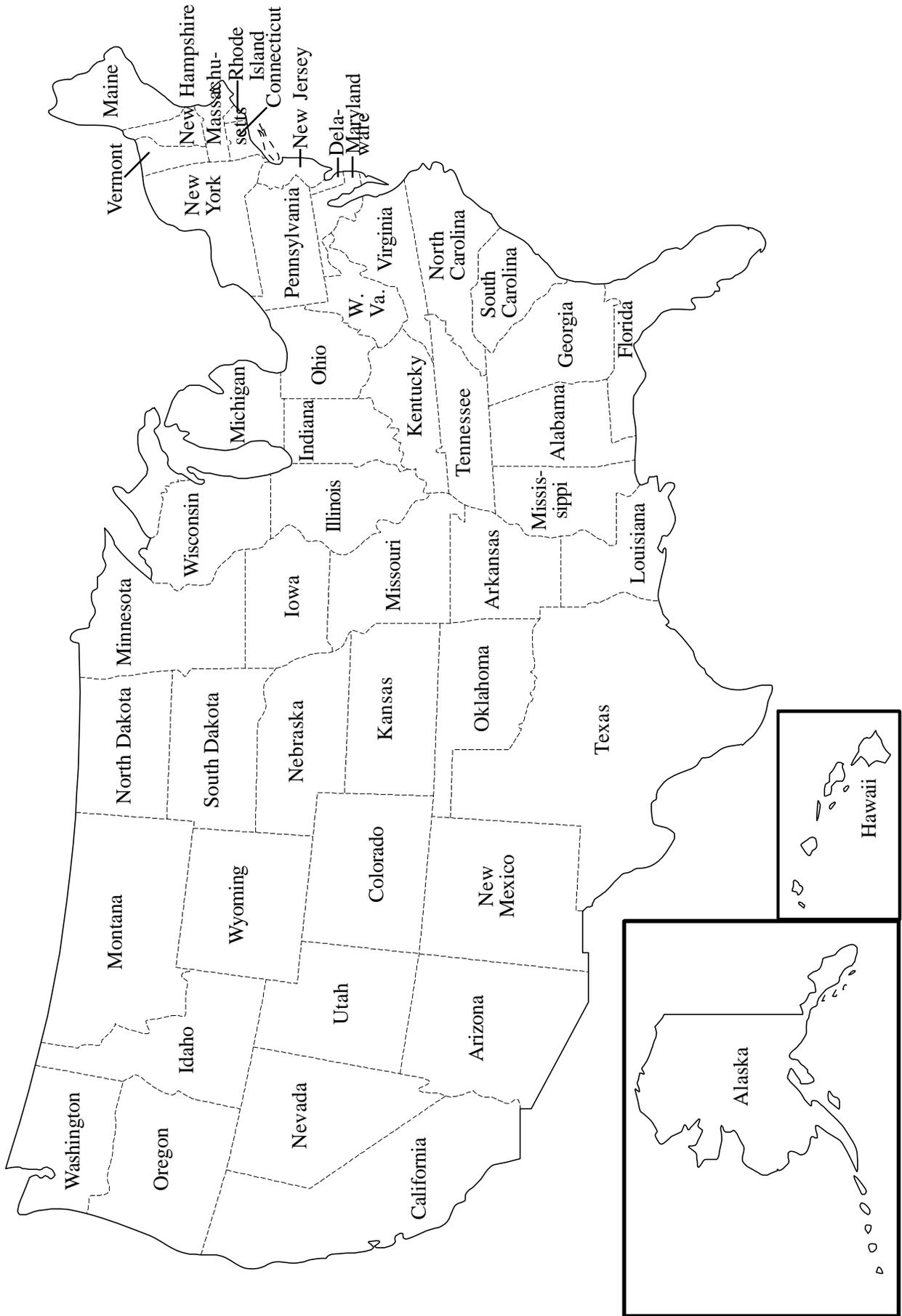
Even before the time of steam locomotives, Utah experienced a steady flow of explorers and pioneers. The Spaniards first came to explore Utah in the 18<sup>th</sup> century and were followed by mountain men, Mormons, and prospectors in search of precious metals found in the 1860s. Because of its central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



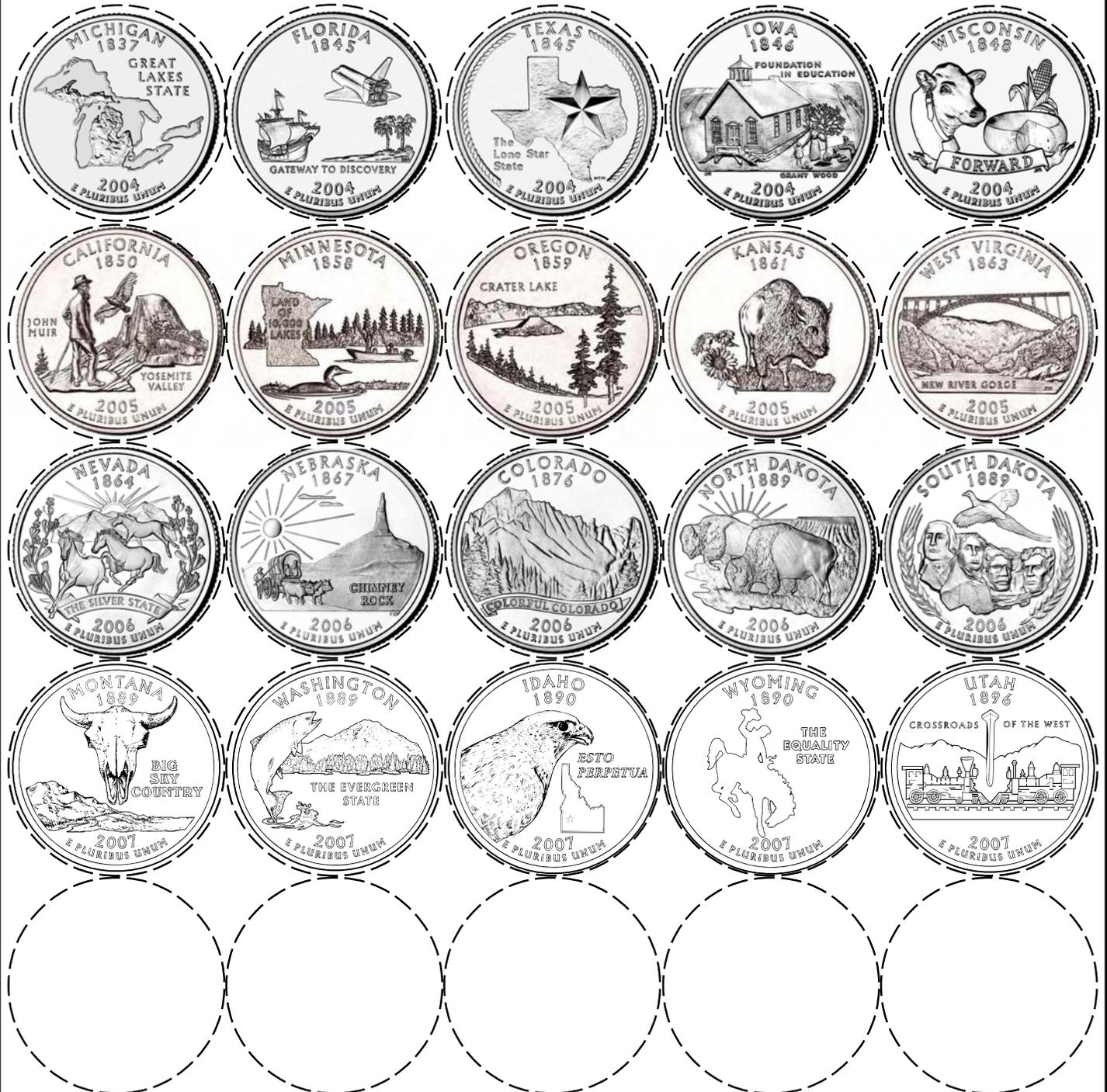
# 50 State Quarters Program Designs

## Reverse (1)



# 50 State Quarters Program Designs

## Reverse (2)



# 50 State Quarters Program Designs

## Obverse



# Reproducible Coin Sheet

## Obverse



Obverse © 1999 U.S. Mint  
All Rights Reserved

### TO MAKE DOUBLE-SIDED COINS

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

# Reproducible Coin Sheet

## Reverse





# The United States Mint

## 50 State Quarters Program

**Release Year/State      Statehood Date**

**1999** \_\_\_\_\_

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

**2000** \_\_\_\_\_

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

**2001** \_\_\_\_\_

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

**2002** \_\_\_\_\_

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

**2003** \_\_\_\_\_

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

**Release Year/State      Statehood Date**

**2004** \_\_\_\_\_

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

**2005** \_\_\_\_\_

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

**2006** \_\_\_\_\_

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

**2007** \_\_\_\_\_

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

**2008** \_\_\_\_\_

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