

3: Our States, My State

Based on the Louisiana quarter reverse



OBJECTIVE:

Students will use a simple map to become aware of the physical shape of our nation and their home state. Students will also determine the location of states in relation to one another using north, south, east, and west.



MATERIALS:

- 1 overhead projector (optional)
- 1 overhead transparency (or photocopy) of the Louisiana quarter reverse
- 1 class map of the United States of America
- Copies of the “Our States, My State” map
- Copies of “The Louisiana Quarter Reverse” outline
- Colored pencils and/or crayons
- Scissors



PREPARATIONS:

- Make copies of the “Our States, My State” map (1 per student).
- Make copies of “The Louisiana Quarter Reverse” outline (1 per student).



GROUPINGS:

- Whole group
- Individual work



CLASS TIME:

1 30-minute session



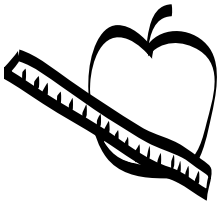
CONNECTIONS:

- Social Studies
- Art



TERMS AND CONCEPTS:

- North
- East
- Compass rose
- Map key
- South
- West
- United States/state
- Reverse (back)



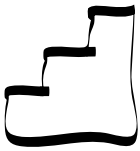
Using Map Skills



BACKGROUND KNOWLEDGE:

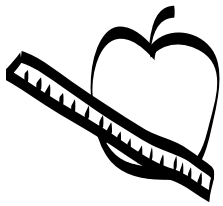
Students should have basic knowledge of:

- Cardinal directions
- Map elements



STEPS:

1. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. Then display the enlargement of the Louisiana quarter reverse.
2. Explain to students that the design was specially chosen to represent the state of Louisiana, its history, and its contribution to the United States of America.
3. Ask students to identify objects they recognize on the coin reverse: the bird, the musical instrument, and the outline of the United States. When students point out the shaded area that marks the Louisiana Territory, explain that it was at one time not part of the United States, that it was added as our nation grew. Tell the class that they will be looking at a map to see what the United States has grown up to look like.
4. Give each student an “Our States, My State” map. Also, pass out crayons or colored pencils.
5. Refer to the enlargement of the Louisiana quarter reverse, pointing out the continental United States. Have students outline the border of the United States of America on their map. Indicate that the areas for Alaska and Hawaii are also part of the United States using a class map to illustrate this point. Using the same color, ask them to outline those two states as well.
6. Have students trace the words for United States of America in the same color.
7. On their map, have the students locate and point to Louisiana. (If the students are having difficulty, give them the hint: “What letter do you hear at the beginning of Louisiana?” Tell them that the state of Louisiana is shaped like that letter.) Check to make sure that all students have identified the state correctly.
8. Choosing a second color, have the students outline and color Louisiana. Ask the students to color in the box next to the word “Louisiana” on the map key.
9. Ask students to place a dot in the state where the school is located (if it is not Louisiana). Check the students’ maps for accuracy. Have students use a third color to outline and color that state.
10. Have the students identify the first letter they hear in that state’s name. With the same color, have the students copy the spelling of the state’s name in the blank on the map key.



Our States, My State

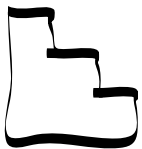
11. Review the compass and work with students to determine whether Louisiana is north, south, east, or west of the state in which the school is located. (If the home state is Louisiana, choose another by asking students to name other states they have lived in or visited.) On the class map, locate some of these and help the class determine whether these states are north, south, east, or west of the school's state.
12. Pass out the "Louisiana Quarter Reverse" outline, one per student.
13. Allow students to color and cut out the outline of the Louisiana quarter reverse.
14. Display the students' work on a class bulletin board.



ENRICHMENTS/EXTENSIONS:

Have students create a mobile of state (or country) outlines with the state (or country) name neatly printed on the back. Use states (or countries) that they have lived in, were born in, have visited, where family members have been born or live, or that they have learned about.

Use a Venn diagram to compare the design of the quarter from their home state (if available) or another state to the design of the Louisiana quarter.



DIFFERENTIATED LEARNING OPTIONS:

- Have students work in pairs to identify the United States and state outlines.
- Make a literature connection to "map elements" by reading an appropriate text, such as *Me on the Map* by Joan Sweeney, or *North, South, East, and West* by Allan Fowler.



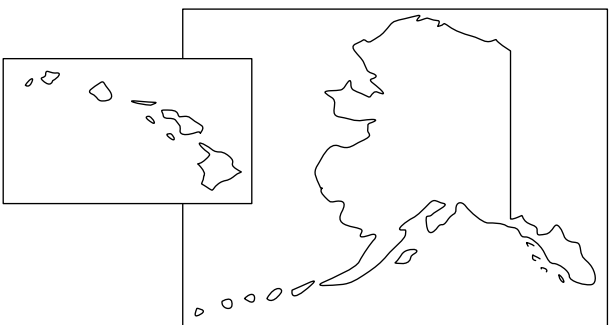
HPC CONNECTIONS

Once the Louisiana Territory was purchased by President Jefferson, he needed someone to explore this new land. After discussing the Louisiana quarter, read all about a coin that commemorates the men who led the Expedition to explore this territory. Click on "Coin News" to go to May 2001's Coin of the Month.

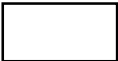
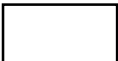


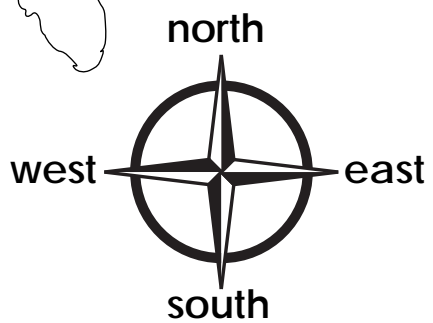
NAME _____

Our States, My State



MAP KEY

	Louisiana
	_____



Our States, My State



Louisiana Quarter Reverse

