



6: Tropical Travel Choices

Based on the Northern Mariana Islands quarter



OBJECTIVE

Students will identify the difference between wants and needs. Students will make and justify decisions based on these principles.



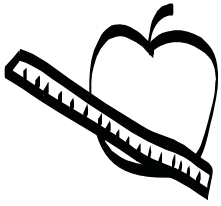
MATERIALS

- 1 overhead projector
- 1 overhead transparency of the “Northern Mariana Islands Quarter Reverse” page
- Copies of the “Weigh Your Options” worksheet
- 1 class map
- 1 copy of a text that includes general information about the Northern Mariana Islands, such as:
 - *State-by-State Atlas* by Justine Ciovacco, Kathleen A. Felley, and Kristen T. Behrens
 - *The Kingfisher Geography Encyclopedia* by Clive Gifford
 - *The Young People’s Atlas of the United States* by James Harrison
 - *U.S. Atlas for Young People* by Tom Smith
- 1 copy of a text that gives information about wants and needs, such as:
 - *Needs and Wants* by Susan Ring
 - *Needs and Wants* by Gillia Olson
 - *Needs and Wants* by Reading A to Z
- Chart paper
- Markers
- Construction paper (large)
- Magazines
- Glue
- Sticky notes



PREPARATIONS

- Make an overhead transparency of the “Northern Mariana Islands Quarter Reverse” page.
- Make copies of the “Weigh Your Options” worksheet (1 per student).
- Locate a text that gives information about the Northern Mariana Islands (see examples under “Materials”).



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- Locate a text that gives information about economic wants and needs (see examples under “Materials”).
- Prepare a 2-column chart titled “A Visit to the Northern Mariana Islands” to be used in Session 1.
- Gather magazines to be used for a collage.



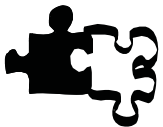
GROUPINGS

- Whole group
- Pairs
- Individual work



CLASS TIME

Two 30- to 45-minute sessions



CONNECTIONS

- Social Studies
- Language Arts



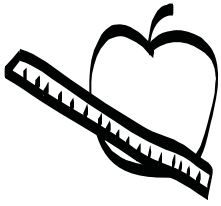
TERMS AND CONCEPTS

- Quarter
- Obverse (front)
- Reverse (back)
- Territory
- Island
- Want
- Need
- Opportunity cost



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of economics.



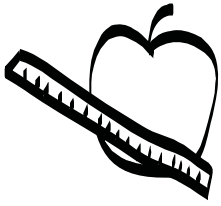
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STEPS

Session 1

1. Describe the 50 State Quarters® Program and the District of Columbia and U.S. Territories Quarters Program for background information, if necessary, using the example of our own state's or territory's quarter. Then display the “Northern Mariana Islands Quarter Reverse” overhead transparency or photocopy. Tell the students that the back of a coin is called the reverse, and “obverse” is another name for the front. Locate the Northern Mariana Islands on a classroom map. Note its position in relation to your school's location.
2. When defining “US territory” (lowercase “t”) for your students, the United States Mint recognizes and uses the Department of the Interior's definitions found at www.doi.gov/oia/Islandpages/political_types.htm.
3. Ask the students to examine the coin design and tell you what they see in the image. List their responses on chart paper.
4. Explain to the students that the scene on the coin represents a group of islands known as the Northern Mariana Islands, which are in the Pacific Ocean. Two white fairy terns (seabirds) are flying above a traditional canoe and a Latte (pronounced “Lattie”), a large ancient limestone column. At the bottom of the image is a mwar (head lei) made from island flowers. This mwar is a symbol of honor and respect to the people of the Northern Mariana Islands.
5. Ask the students to brainstorm why these items might be included in the quarter design. Discuss the features of island environments, which include the actual island and the shallow waters surrounding the island.
6. Introduce the students to the portion of the selected text about the Northern Mariana Islands. As a group, preview the text. During the reading, pay special attention to the fact that tourism plays a large part in the economy of the Northern Mariana Islands. Explain to the students that these islands earn money from the many visitors that come to see the natural beauty of the islands. During the reading, attend to unfamiliar vocabulary and concepts.
7. Create a two-column chart titled “A Visit to the Northern Mariana Islands.” Label the columns “Things to Do” and “Things to Bring.” Using information from the text selection and background knowledge about islands, guide the students to add information to this class chart.
8. After completing the chart, explain to the class that they will take an imaginary trip to the Northern Mariana Islands, but first they must pack their suitcases. Distribute the worksheet “Weigh Your Options” to each student. At this point, students may write as many items as they like. Do not indicate to the students that they will need to refine their lists later.

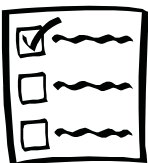


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9. Allow the students time to complete their lists. When they are finished, write on chart paper the vocabulary words “wants” and “needs.” Discuss with the students the similarities and differences between these two words.
10. Introduce the students to the selected text about wants and needs. As a group, preview the text. Ask the students to think about the difference between wants and needs during the reading, and think about the items on their suitcase packing list. Attend to unfamiliar vocabulary and concepts.
11. After the reading, ask the students to write the words “wants” and “needs” in the two boxes at the bottom of their worksheets. They should color each box in with a different color. Tell the students to work with a partner to identify which items on their lists are wants and which items are needs. Each item should be circled with the corresponding color.
12. After completing the activity, discuss with the students their wants and needs. Review the meanings of these words. Ask the students to write their own definitions of each word on the back of their papers. Allow time for students to complete and share their definitions.

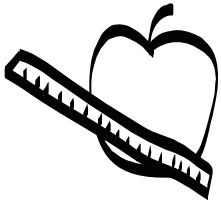
Session 2

1. Display the “Northern Mariana Islands Quarter Reverse” overhead transparency or photocopy. Review with the students the material covered in the previous session.
2. Work as a group to formulate a clear, student-friendly definition for the terms “wants” and “needs.” For example, define “needs” as “things that are required to live” and “wants” as “things that we desire or wish for.”
3. Tell the students that they will revisit their lists of items to take on the trip to the Northern Mariana Islands. Although they may choose any of their want or need items, they may only choose fifteen items to pack in their suitcases. Have the students select their 15 items to pack.
4. Tell the students that they will create a collage of wants and needs. Give each student a large piece of construction paper. Ask the students to divide the paper in half by drawing a line down the middle, and label the columns “Wants” and “Needs.”
5. Distribute magazines and ask students to cut out pictures or words of items that are either wants or needs. Each item should be labeled using marker or sticky notes.
6. Allow time for the students to complete and share their posters.
7. Display the posters in the classroom.



ASSESSMENT

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



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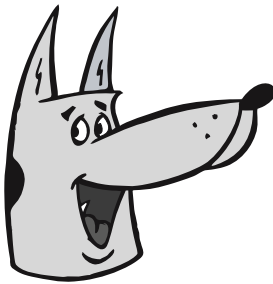
ENRICHMENTS/EXTENSIONS

- Create a poster comparing goods and services using magazine cutouts.
- Research economic resources of the Northern Mariana Islands.
- Have students research other United States territories.



DIFFERENTIATED LEARNING OPTIONS

- Allow students to work in pairs to write their lists.
- Provide a select set of pictures to sort into wants and needs.
- Allow students to dictate their written responses.



CONNECTION TO WWW.USMINT.GOV/KIDS

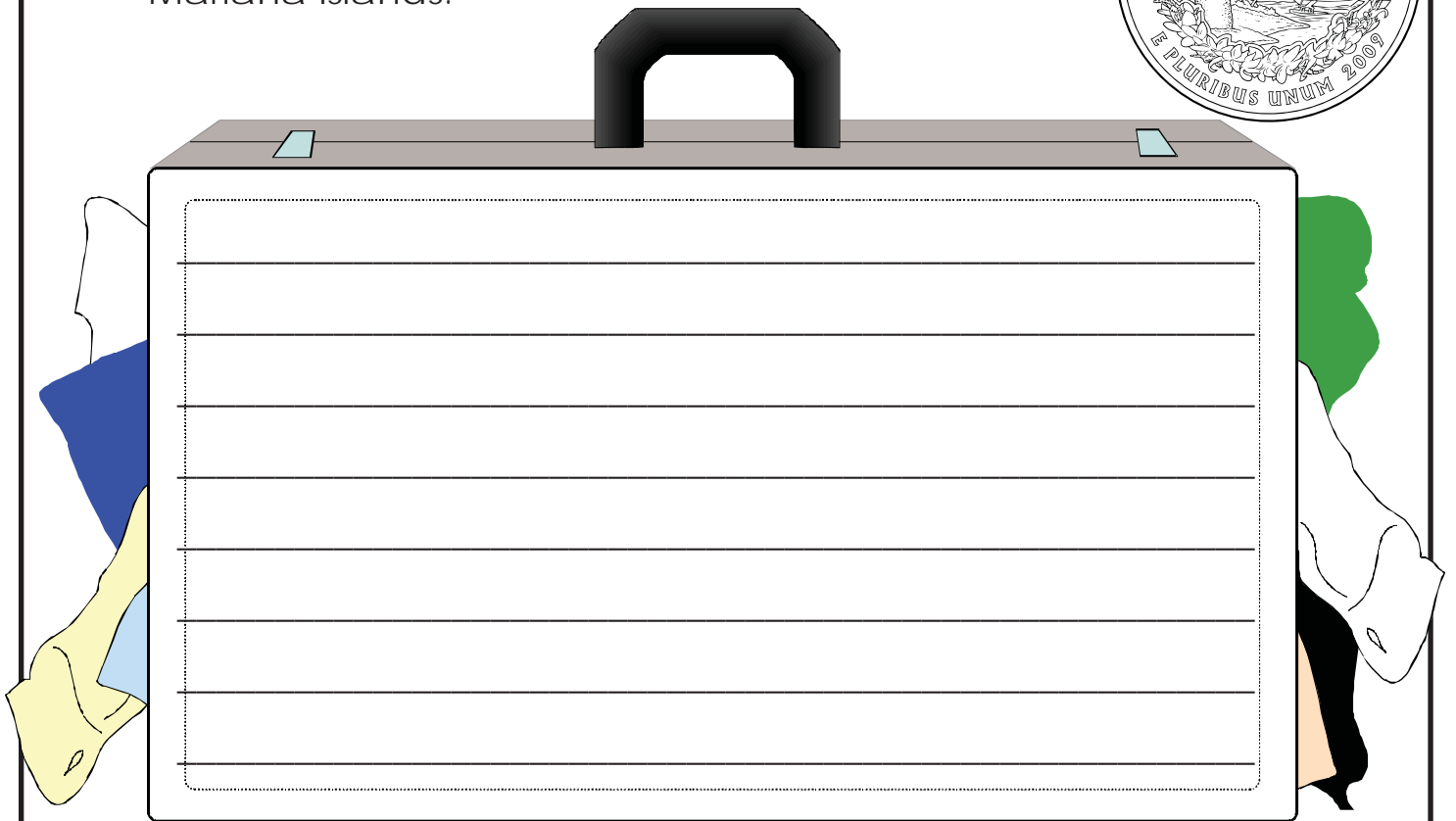
- Have students learn more about economic resources with the Wisconsin quarter lesson plan for grades 2 and 3 at www.usmint.gov/kids/teachers/lessonPlans/50sq/2004/0203-6.pdf.
- Have students learn more about economic concepts with the 2004 generic quarter lesson plan for grades 2 and 3 at www.usmint.gov/kids/teachers/lessonPlans/50sq/2004/0203-6.pdf.
- Have students learn more about United States territories through the District of Columbia and U.S. Territories Quarters Program lesson plans at www.usmint.gov/kids/teachers/lessonPlans.



Name _____

Weigh Your Options

Directions: Within the suitcase, list what you will pack for a trip to the Northern Mariana Islands.



_____	_____
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_____	_____
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Northern Mariana Islands Quarter

