

# 2009 Lesson Plans

## District of Columbia and U.S. Territories Quarters Program

The Greatest Educational Change  
America Has Ever Seen

### This teaching guide includes:

- 6 teacher-friendly lesson plans that fit easily into your curriculum
- Reproducible student worksheets that support each lesson
- Fun facts and information on the new coin designs
- Coin sheets that can be made into double-sided "coins"



Grades  
**K&1**

# The United States Mint Has Big Plans for You!

Kids and coin collecting go hand in hand! By downloading these District of Columbia and U.S. Territories Quarters Program lesson plans, you are able to bring the excitement of America's quarter craze right into your own classroom.

Launched in 2009, the District of Columbia and U.S. Territories Quarters Program is a 1-year coin initiative commemorating each of the nation's territories and the District of Columbia. Approximately every eight weeks (six times), a new limited-edition quarter that displays the District's design or a territory's design is released into general circulation.

As it has every year of the 50 State Quarters(R) 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). All are designed to bring to life 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 political entity.

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 District of Columbia and U.S. Territories Quarters Program lesson plans, you will also notice a strong connection to the United States Mint H.I.P. Pocket Change™ Web site. A special "connections" section 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, 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 and territories, 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 District of Columbia and U.S. Territories Quarters Program! We hope that you find these resources to be an extremely valuable addition to your classroom.



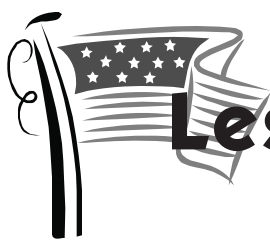
Visit us online at  
[www.usmint.gov/kids](http://www.usmint.gov/kids)



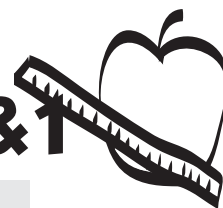
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# The Greatest Educational Change America Has Ever Seen



## Lesson Plans for Grades K&1



OBJECTIVE



CONNECTIONS



GROUPINGS



CLASS TIME



PAGE

### 1: Musician Extraordinaire (District of Columbia)

Understanding the roles of musician, composer, and conductor

- Language Arts
- Social Studies
- Music

- Whole group
- Pairs
- Individual work

Two 20- to 30-minute sessions

2

### 2: Isle of Shapes (Puerto Rico)

Identifying shapes in two and three dimensions

- Mathematics
- Art
- Social Studies

- Whole group
- Individual work

Three 20- to 30-minute sessions

9

### 3: Transport, Past and Present (Guam)

Describing modes of transportation from past and present

- Social Studies
- Language Arts

- Whole group
- Pairs
- Individual work

Two 20- to 30-minute sessions

17

### 4: Patterning in the Pacific (American Samoa)

Learning about patterns and how to make them

- Mathematics
- Language Arts
- Social Studies

- Whole group
- Individual work

Three 20- to 30-minute sessions

24

### 5: Treasure Hunt! (US Virgin Islands)

Reading maps and using a compass rose

- Social Studies

- Whole group
- Pairs
- Individual work

Two 20- to 30-minute sessions

34

### 6: Parts of a Flower (Northern Mariana Islands)

Identifying the parts of a flower

- Science
- Language Arts
- Art

- Whole group
- Individual work

Two 20- to 30-minute sessions

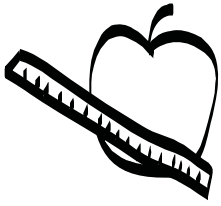
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### Additional Resources

United States of America Map  
Reproducible Coin Sheet

53

54



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# 1: Musician Extraordinaire

## Based on the DC quarter reverse

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### OBJECTIVE

Students will understand the role of a musician, composer, and conductor.



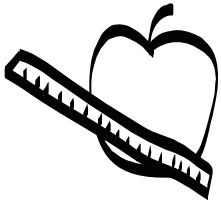
### MATERIALS

- 1 overhead projector (optional)
- 1 overhead transparency of each of the following:
  - “District of Columbia Quarter Reverse” page
  - “Great American: Duke Ellington” worksheet
- Copies of the following:
  - “District of Columbia Quarter Reverse” page
  - “Great American: Duke Ellington” worksheet
- 1 class map of the United States
- 1 copy of a text that gives information about Duke Ellington, such as:
  - *Duke Ellington The Piano Prince And His Orchestra* by Andrea Davis Pinkney
  - *Duke Ellington* by Mike Venezia
  - *Duke Ellington: Jazz Composer* by Judy Monroe
- Chart paper
- Markers
- Pencils
- Crayons



### PREPARATIONS

- Make an overhead transparency (or photocopy) of each of the following:
  - “District of Columbia Quarter Reverse” page
  - “Great American: Duke Ellington” worksheet
- Make copies of each of the following:
  - “District of Columbia Quarter Reverse” page (1 per student)
  - “Great American: Duke Ellington” worksheet (1 per student)
- Locate a text that gives information about Duke Ellington (see examples under “Materials”).
- Locate recordings of music composed and performed by Duke Ellington.



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# Musician Extraordinaire

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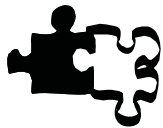
## GROUPINGS

- Whole group
- Pairs
- Individual work



## CLASS TIME

Two 20- to 30-minute sessions



## CONNECTIONS

- Language Arts
- Social Studies
- Music



## TERMS AND CONCEPTS

- Quarter
- Obverse (front)
- Reverse (back)
- Territory
- Capital
- Jazz
- Musician
- Composer
- Conductor
- Performer

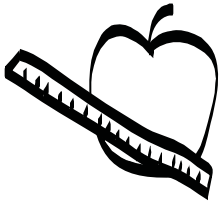


## BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

- Music
- Famous Americans





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# Musician Extraordinaire

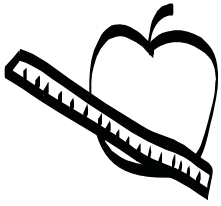
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## STEPS

### Session 1

1. Describe the District of Columbia and U.S. Territories Quarters Program® for background information, if necessary, using the example of your own state's or territory's quarter. Locate the District of Columbia on a classroom map. Note its position in relation to your school's location.
2. Ask the students what they know about the District of Columbia. Tell the students that it is the capital of the United States. Many famous Americans have lived and worked in the District of Columbia.
3. Display the "District of Columbia Quarter Reverse" overhead transparency. Tell the students that the back of a coin is called the reverse, and "obverse" is another name for the front. With the students, examine the coin design. Ask the students what they think the phrase "Justice for All" means. Explain to the students that "Justice for All" means fair treatment for everyone.
4. Ask the students if they know who the person is on the quarter reverse. Identify Duke Ellington as a great American musician who grew up in the District of Columbia.
5. Write the word "Musician" at the top of the chart paper. Ask the students what a musician is. Tell the students a musician is someone who performs, composes, or conducts music. Write "Performer," "Composer," and "Conductor" on the chart paper. Ask the students for a definition of each word. Explain to the students that a performer is someone who makes the music with their voice or an instrument. A composer is someone who writes the music. A conductor is someone who leads and directs a group of musicians in performing together. Write the definitions on the chart paper.
6. Discuss with the students what objects each of these types of musician might use to create music. For example, a performer would use a microphone or musical instrument to create music. A composer would use a pencil or computer to write the musical notes to be performed. A conductor might use a baton to direct the musicians in playing together. On the chart paper, draw a small image of an object each musician might use next to (or under) the appropriate word.
7. Explain to the students that a musician can do some or all of these things. A musician could be someone who only performs music, or performs and composes, or composes and conducts, or they could do all three. Explain to the students that Duke Ellington composed, conducted, and performed music.
8. Discuss different types of music. Tell the students Duke Ellington was a jazz musician. Explain to the students that jazz music started in the United States. Tell



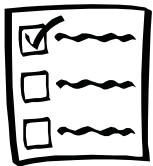
# Musician Extraordinaire

the students that jazz music is often lively, exciting, and easy to dance to. Play a portion of a lively Duke Ellington jazz song for the students. While listening to the music, have the students use different hand motions to portray composing, conducting, and performing the music.

9. Distribute the “District of Columbia Quarter Reverse” worksheet. While listening to a Duke Ellington song, have the students draw on the back of the worksheet what the music makes them think of and how the music makes them feel. Allow appropriate time for the students to color the worksheet.
10. Display the worksheets in the classroom.

## Session 2

1. Review the information from the previous session about the District of Columbia and Duke Ellington, including the definition of a musician on the chart paper.
2. Introduce the students to the selected text about Duke Ellington. As a group, preview the text and illustrations to generate observations about Duke Ellington. Read the selected text to the class and attend to any unfamiliar vocabulary.
3. Have the students share with a partner one thing they learned about Duke Ellington. Then ask the pairs to share their answers with the group. Record all acceptable responses in a web format on the chart paper.
4. Display the transparency of the “Great American: Duke Ellington” worksheet. Read the directions to the students. Distribute the “Great American: Duke Ellington” worksheets.
5. Allow them an appropriate amount of time to complete the worksheet.
6. Share the worksheets with the class.



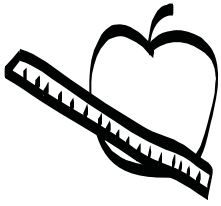
## ASSESSMENT

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



## ENRICHMENTS/EXTENSIONS

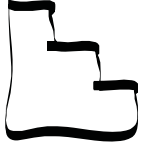
- Have students create a picture of what they think a Duke Ellington song would look like if it was a picture while they listen to the song.
- Have students create a jazz song of their own. Have students perform the songs for the class.
- Have students create musical instruments from everyday materials (shoebox guitar, cardboard tube kazoo).
- Have students research other well-known jazz performers.



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# Musician Extraordinaire

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## DIFFERENTIATED LEARNING OPTIONS

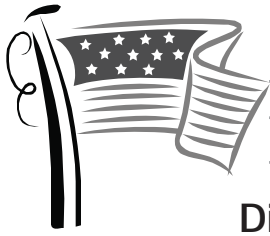
- Allow students to work with a scribe.
- Allow students to work with a partner.



## CONNECTION TO WWW.USMINT.GOV/KIDS

- Have students learn more about famous Americans with the Alabama quarter lesson plan for grades K and 1 at [www.usmint.gov/kids/teachers/lessonPlans/50sq/2003/\\_k01-2.pdf](http://www.usmint.gov/kids/teachers/lessonPlans/50sq/2003/_k01-2.pdf).
- Have students learn more about famous Americans with the Ohio quarter lesson plan for grades K and 1 at [www.usmint.gov/kids/teachers/lessonPlans/50sq/2006/\\_k01-3.pdf](http://www.usmint.gov/kids/teachers/lessonPlans/50sq/2006/_k01-3.pdf).
- Have students learn more about songs through the Tennessee quarter lesson plan for grades K and 1 at [www.usmint.gov/kids/teachers/lessonPlans/50sq/2006/\\_k01-3.pdf](http://www.usmint.gov/kids/teachers/lessonPlans/50sq/2006/_k01-3.pdf).
- Have students learn more about famous Presidents through the South Dakota quarter lesson plan for grades K and 1 at [www.usmint.gov/kids/teachers/lessonPlans/50sq/2006/\\_k01-3.pdf](http://www.usmint.gov/kids/teachers/lessonPlans/50sq/2006/_k01-3.pdf).





Name \_\_\_\_\_

# Great American: Duke Ellington

**Directions:** Draw a picture of Duke Ellington in the box.  
Complete the sentence below the box with your own ideas.

Duke Ellington was a famous American because

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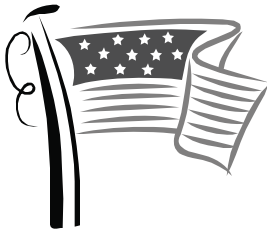
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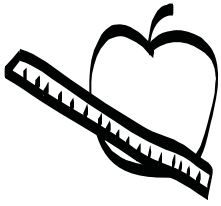
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# District of Columbia Quarter





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## 2: Isle of Shapes

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### Based on the Puerto Rico quarter reverse

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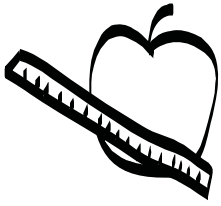
#### OBJECTIVE

Students will identify basic geometric shapes and differentiate between two-dimensional (flat) and three-dimensional (solid) shapes.



#### MATERIALS

- 1 overhead projector (optional)
- 1 overhead transparency (or photocopy) of the following:
  - “Puerto Rico Quarter Reverse” page
  - “United States and Territories Map” from the Resource Guide
  - “Puerto Rico Map”
- Copies of the following:
  - “Puerto Rico Quarter Reverse” page
  - “Classroom of Shapes” worksheet
  - “So Many Shapes!” worksheet
  - “United States and Territories Map” from the DC and Territories Resource Guide
  - “Puerto Rico Map”
- 1 class map of the United States
- 1 copy of a text that gives information about Puerto Rico, such as:
  - *Puerto Rico A to Z* by Jeff Reynolds
  - *Puerto Rico* by Elizabeth Zapata
  - *Puerto Rico: The People and Culture* by Erinn Banting
- 1 copy of a text that gives information about basic shapes, such as:
  - *Shape of Things* by Dayle Ann Dodds
  - *The Shape of Me and Other Stuff* by Dr. Seuss
  - *Round Is A Mooncake: A Book of Shapes* by Roseanne Thong
  - *When a Line Bends... A Shape Begins* by James Kaczman
  - *Cylinders Around Town* by Nathan Olson
- Chart paper
- Markers
- Examples of cylinders (such as food cans, oatmeal boxes, or potato chip containers)
- Overhead markers
- Pencils
- Crayons



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# Isle of Shapes

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## PREPARATIONS

- Make an overhead transparency (or photocopy) of each of the following:
  - “Puerto Rico Quarter Reverse”
  - “United States and Territories Map” from the DC and Territories Resource Guide
  - “Puerto Rico Map”
- Make copies of each of the following:
  - “Puerto Rico Quarter Reverse” (1 per student)
  - “Puerto Rico Map” (1 per student)
- “United States and Territories Map” from the DC and Territories Resource Guide (1 per student)
  - “Classroom of Shapes” worksheet (1 per student)
  - “So Many Shapes!” worksheet (1 per student)
- Locate a text that gives information about Puerto Rico (see examples under “Materials”).
- Locate a text that gives information about shapes (see examples under “Materials”).
- Gather examples of a cylinder for Session 2.
- Create a T-chart for Session 2 with drawings of shapes in one column and a blank second column for students’ examples.



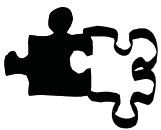
## GROUPINGS

- Whole group
- Individual work



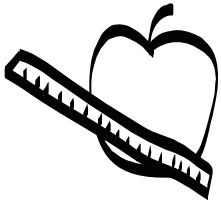
## CLASS TIME

- Three 20- to 30-minute sessions



## CONNECTIONS

- Mathematics
- Art
- Social Studies



# Isle of Shapes



## TERMS AND CONCEPTS

- Quarter
- Territory
- Enchanted
- Three-dimensional (solid) shapes
- Obverse (front)
- Island
- Geometry
- Reverse (back)
- Sentry box
- Two-dimensional (flat) shapes



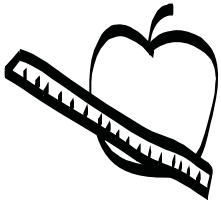
## BACKGROUND KNOWLEDGE

Students should have a basic knowledge of shapes.

## STEPS

### Session 1

1. Display the “United States and Territories Map” overhead transparencies as you explain to the students that the United States is made up of fifty states, five territories, and the District of Columbia, which is the nation’s capital. 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](http://www.doi.gov/oia/Islandpages/political_types.htm). Add your definition to the chart paper.
2. Describe the District of Columbia and United States Territories Quarters Program for background information, if necessary, using the example of your own state’s or territory’s quarter. Then display the transparency or photocopy of the “Puerto Rico Quarter Reverse,” mentioning that an image must be specially chosen to be on a quarter. Tell the students that the back of a coin is called the reverse, and “obverse” is another name for the front. Locate Puerto Rico on the overhead transparency and the classroom map. Note its position in relation to your school’s location.
3. Tell the students that Puerto Rico is an island. Define “island” as land surrounded entirely by water and add the definition to the chart paper along with a visual cue.
4. Introduce the students to the selected text on Puerto Rico. Preview the text and illustrations and allow students to generate observations about Puerto Rico.
5. Read the text. During the reading, attend to any unfamiliar vocabulary.
6. After the reading, review the image on the coin. Ask the students why the images may have been chosen for the coin and why they may be important to Puerto Rico.
7. Explain that the symbols on the coin represent things that are important to the people of Puerto Rico. Explain that the sentry box is a small shelter for a guard or a soldier who keeps watch over a camp or building. Tell the students that in San Juan the sentry boxes were built along with walls of stone to protect the capital city from attacks by sea. The flower is the hibiscus, which grows in Puerto Rico. Add the definitions and a visual cue to the island chart paper. The inscription *Isla del*



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# Isle of Shapes

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*Encanto* means Island of Enchantment, in Spanish, which is how many people refer to Puerto Rico. Ask the students why that may be a good nickname for Puerto Rico.

8. Distribute a “Puerto Rico Quarter Reverse” worksheet to each student. Direct the students to color the image. Have the students draw and write about their favorite thing they learned about Puerto Rico on the other side of the worksheet.
9. Review the worksheets as a class and collect them.

## Session 2

1. Introduce the students to the selected text on shapes. Preview the text and illustrations and allow students to generate observations about shapes.
2. Read the text. During the reading, attend to any unfamiliar vocabulary.
3. After the reading, display the T-chart on shapes. Ask the students to identify the shape and give some examples of shapes that they see in the classroom. Record student responses in the second column of the chart paper and label the corresponding shape.
4. Display the “Puerto Rico Quarter Reverse” overhead transparency. Review the image on the coin. Ask the students what shapes they see in the image. Introduce the students to the term “cylinder.” Explain that a cylinder is a three-dimensional, or solid, shape. Display the examples of a cylinder that you collected. Ask the student which image on the coin has the shape of a cylinder.
5. Discuss the other images on the coin and the shapes they represent. Outline the shapes on the image with colored overhead markers to highlight the shape for the students.
6. Review the shape chart from earlier in the session. Ask the students what shapes they see in the classroom (such as a circular clock and rectangular door).
7. Distribute a “Classroom of Shapes” worksheet to each student.
8. Direct the students to choose one thing in the classroom of each shape and draw it in the box next to the corresponding shape.
9. Allow an appropriate amount of time for them to complete this activity.
10. Review the worksheets as a class and collect them.

## Session 3

1. Review the previous sessions and discussions on shapes. Display the shape chart from Session 2.
2. Tell the students that now they are going to play the “Body Shapes Game” in small groups by making the shape you call out with their bodies. Make room for this activity if necessary. Divide the class into small groups.



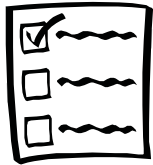


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# Isle of Shapes

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3. Once you are done playing the “Body Shapes Game,” distribute the completed “Classroom of Shapes” worksheets and a “So Many Shapes” worksheet to each student.
4. Direct the students to draw a picture using shapes and label each shape. They may use the pictures that are on the “Classroom of Shapes” worksheet or come up with new ones.
5. Allow an appropriate amount of time for them to complete this activity.
6. Review the worksheets as a class, then collect and display them.
7. Review shapes as a class.



## ASSESSMENT

- Take anecdotal notes about the students’ participation in class discussions.
- Evaluate the students’ worksheets for understanding of the lesson objectives.



## ENRICHMENTS/EXTENSIONS

- Have students create three-dimensional shape pictures.
- Have students research other territories and what buildings and structures may be unique to them.
- Have students go on a nature walk to find shapes in their environment.
- Have students further explore shapes using tangrams.



## DIFFERENTIATED LEARNING OPTIONS

- Allow students to work in pairs.
- Allow students to use a scribe to label their worksheets.
- Allow students to use pattern blocks or cut-out shapes to complete their worksheets.



## CONNECTION TO WWW.USMINT.GOV/KIDS

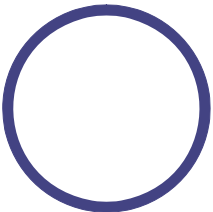

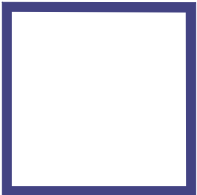

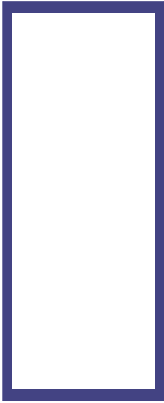


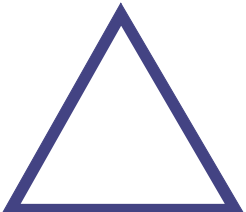
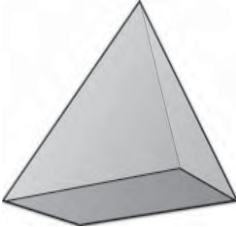
- Have students learn more about other territories with the District of Columbia and US Territories lesson plans at [www.usmint.gov/kids/teachers/lessonPlans/50sq/2008/\\_k01-2.pdf](http://www.usmint.gov/kids/teachers/lessonPlans/50sq/2008/_k01-2.pdf).
- Have students learn more about shapes with the 2007 generic quarter lesson plan at [www.usmint.gov/kids/teachers/lessonPlans/50sq/2007/\\_k01-6.pdf](http://www.usmint.gov/kids/teachers/lessonPlans/50sq/2007/_k01-6.pdf).

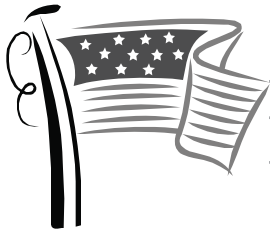


Name \_\_\_\_\_

# Classroom of Shapes

**Directions:** For each of the shapes below, draw something you see in your classroom that has a similar shape. Label the item below the drawing.

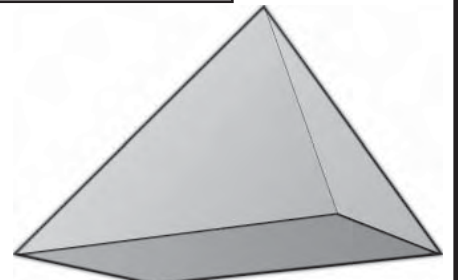
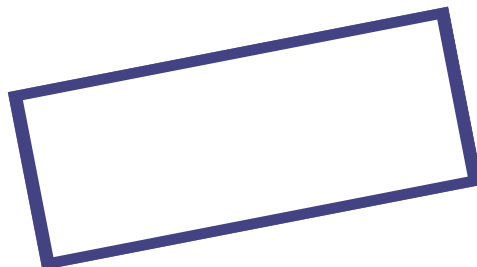
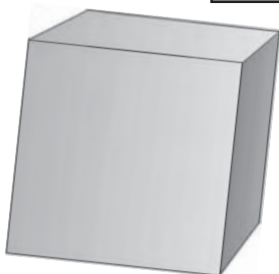
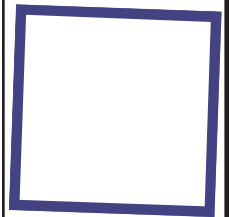
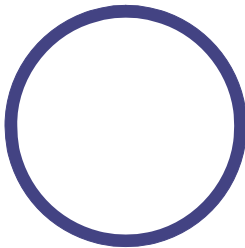
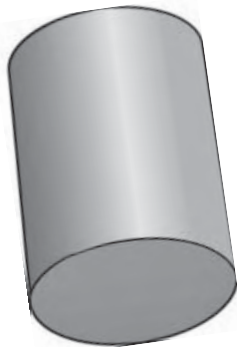
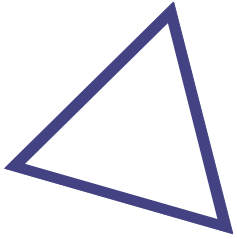
FLAT		SOLID	
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Name \_\_\_\_\_

# So Many Shapes!

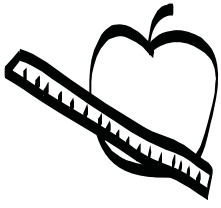
**Directions:** Draw a picture using shapes and label each shape.





# Puerto Rico Quarter Reverse





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## 3: Transport, Past and Present

### Based on the Guam quarter reverse

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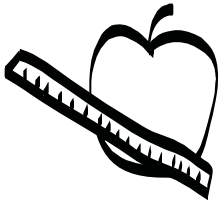
#### OBJECTIVE

Students will describe different modes of transportation from the past and present.



#### MATERIALS

- 1 overhead projector (optional)
- 1 overhead transparency of each of the following:
  - “Guam Quarter Reverse” page
  - “Boats, Cars, Trains, Planes” worksheet
- 1 copy of the “Boats, Cars, Trains, Planes” worksheet
- 1 class map of the world that shows Guam
- Collection of books about past and present transportation such as:
  - *Boat* by Eric Kentley
  - *Amazing Boats* by Margarett Lincoln
  - *Flying Machine* by Andrew Nahum
  - *Eureka! It’s an Automobile!* by Jeanne Bendick
  - *Transportation: From Cars to Planes* by Gare Thompson
  - *Ships Through Time* by Roy Richards
  - *Amazing Cars* by Trevor Lord
- Image of a Flying Proa
- Chart paper
- Markers
- Pencils
- Crayons
- Scissors
- Glue
- Butcher paper
- White drawing paper
- Paints
- Paint brushes



# Transport, Past and Present

## PREPARATIONS

- Make an overhead transparency (or photocopy) of each of the following:
  - “Guam Quarter Reverse” page
  - “Boats, Cars, Trains, Planes” worksheet
- Make copies of the “Boats, Cars, Trains, Planes” worksheet (1 per student)
- Locate an image of a Flying Proa
- Make a Venn diagram labeled “Transportation Past and Present”



## GROUPINGS

- Whole group
- Individual work
- Pairs



## CLASS TIME

- Two 20- to 30-minute sessions



## CONNECTIONS

- Social Studies
- Language Arts



## TERMS AND CONCEPTS

- Quarter
- Obverse (front)
- Reverse (back)
- Territory
- Island
- Transportation



## BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

- Compare and contrast
- Venn diagram





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# Transport, Past and Present

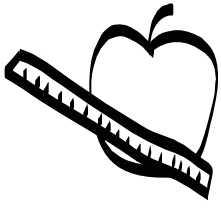
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## STEPS

### Session 1

1. Describe the District of Columbia and United States Territories Quarter Program® for background information, if necessary, using the example of your own state's or territory's quarter. 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](http://www.doi.gov/oia/Islandpages/political_types.htm). Locate Guam on a classroom map. Note its position in relation to your school's location.
2. Display the "Guam Quarter Reverse" overhead transparency. Tell the students that the back of a coin is also called the reverse, and the "obverse" is another name for the front. With the students, examine the coin design. Explain that the items on the coin are special to the people of Guam. Identify the Latte (pronounced "lattie") as a sacred marker or monument. It is a symbol of the Chamorro people (also spelled CHamorro and Chamoru), a group of people who live on the island of Guam. Tell the students the inscription means "Guam, Land of the Chamorro."
3. Focus the student's attention on the image of the boat. Ask the students if they can tell you what it is. Display the image of the Flying Proa. Tell the students this is a special type of boat built by the Chamorro people a long time ago called a Flying Proa. The Chamorro people are proud of the Flying Proa because it shows they work very carefully and they like to explore new places.
4. Tell the students that the Chamorro people long ago used the Flying Proa to get from one place to another. Ask the students if they can think of another way to say something happened a long time ago. Write the word "Past" on the chart paper and include the definition.
5. Write the word "Present" on the chart paper. Ask the students what the "present" means. Tell the students the word "present" can have more than one meaning. Tell the students one meaning of the word "present" is what is happening right now. Add the relevant definition for the word "present" to the chart paper.
6. Tell the students what you use to go from one place to another is a type of transportation. Write the definition for "transportation" on chart paper.
7. Brainstorm with the students different types of transportation (such as a boat, car, plane, train, bicycle). Write the student's responses on the chart paper.
8. Display the Venn diagram Labeled "Transportation Past and Present." Display the selected text images about transportation past and present. Discuss with the students what they notice about transportation from the past. Write the student's responses on the Venn diagram.
9. Display the selected text images about transportation in the present. Discuss with the students what is different about transportation today when compared with



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# Transport, Past and Present

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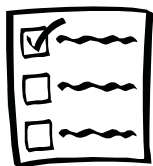
transportation from the past. Lead the students to discover present day transportation can be bigger, more comfortable, safer, and faster than transportation in the past.

Add the student's responses to the Venn diagram.

10. Ask the students what is the same about transportation in the past and present. Add the student's responses to the center of the Venn diagram.
11. Display the "Boats, Cars, Trains, Planes" overhead transparency. Review the pictures of different types of transportation with the students.
12. Distribute the "Boats, Cars, Trains, Planes" worksheets. Allow appropriate time for the students to complete the worksheets.
13. Review the worksheets with the class. Display the worksheets in the classroom.

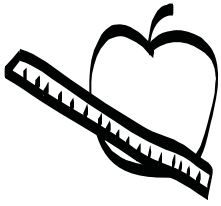
## Session 2

1. Review the charts and information from the previous session about Guam and past and present.
2. Display the image of the Flying Proa. Review with the students the Flying Proa is an example of a form of transportation from the past. Discuss what a present-day Flying Proa would be.
3. Review the selected text images about transportation past and present from Session 1.
  1. Explain to the students transportation from the past can still be used today. Ask the students for examples of types of transportation from the past that are still used today (such as a canoe, bicycle, propeller plane, and antique car).
4. Tell the students they will be creating a class mural of past and present transportation. Divide the class into pairs. Have each pair select a type of transportation. One of the students should draw the past form of the mode of transportation they chose and the other student should draw its present form.
5. Distribute a sheet of drawing paper to each student. Allow the students enough time to finish their pictures.
6. Discuss with the class how the mural will be organized. Suggestions include: dividing the mural into sections two with the past transportation on one side and the present on the other; creating a Venn diagram mural with past and present transportation separated and transportation from both categories in the middle; displaying each pairs' drawings together; or randomly displaying the transportation on a scenic background.
7. Create the mural. Review the mural with the class. Display the mural in the school cafeteria.



## ASSESSMENT

Use anecdotal notes and the students' class participation and worksheets to evaluate whether the students have met the lesson objectives.



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# Transport, Past and Present

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## ENRICHMENTS/EXTENSIONS

- Have students create a new form of transportation for the future.
- Have students create a journal entry about an imaginary trip on a Flying Proa.



## DIFFERENTIATED LEARNING OPTIONS

- Have students work with a partner to complete the worksheet.
- Provide pre-cut pictures for the students to paste onto the worksheet.



## CONNECTION TO WWW.USMINT.GOV/KIDS

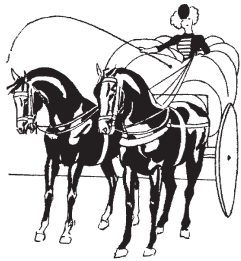
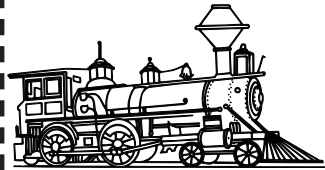
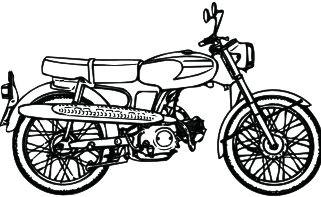
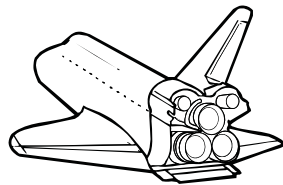
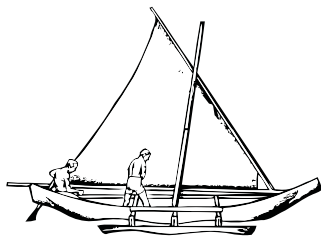
- Have students learn more about the past and present with the Utah quarter lesson plan at [www.usmint.gov/kids/teachers/lessonPlans/50sq/2006/\\_k01-3.pdf](http://www.usmint.gov/kids/teachers/lessonPlans/50sq/2006/_k01-3.pdf).
- Have students learn more about how coins have changed with the quarter lesson plan titled “How Change Has Changed” at [www.usmint.gov/kids/teachers/lessonPlans/50sq/1999/\\_k01.pdf](http://www.usmint.gov/kids/teachers/lessonPlans/50sq/1999/_k01.pdf).
- Have students learn more about the past and present with the generic quarter lesson plan titled “Past and Present” at [www.usmint.gov/kids/teachers/lessonPlans/50sq/2005/\\_k01-6.pdf](http://www.usmint.gov/kids/teachers/lessonPlans/50sq/2005/_k01-6.pdf).
- Have students learn more about past and present transportation with the March 2004 Coin of the Month (Florida quarter) at [www.usmint.gov/kids/coinNews/coinOfTheMonth/2004/03.cfm](http://www.usmint.gov/kids/coinNews/coinOfTheMonth/2004/03.cfm).
- Have students learn more about past and present transportation with the September 2004 Coin of the Month (Keelboat Nickel) at [www.usmint.gov/kids/coinNews/coinOfTheMonth/2004/09.cfm](http://www.usmint.gov/kids/coinNews/coinOfTheMonth/2004/09.cfm).



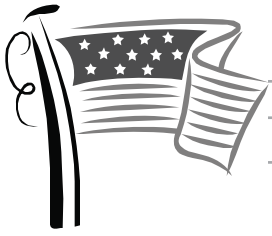
Name \_\_\_\_\_

# Boats, Cars, Trains, Planes

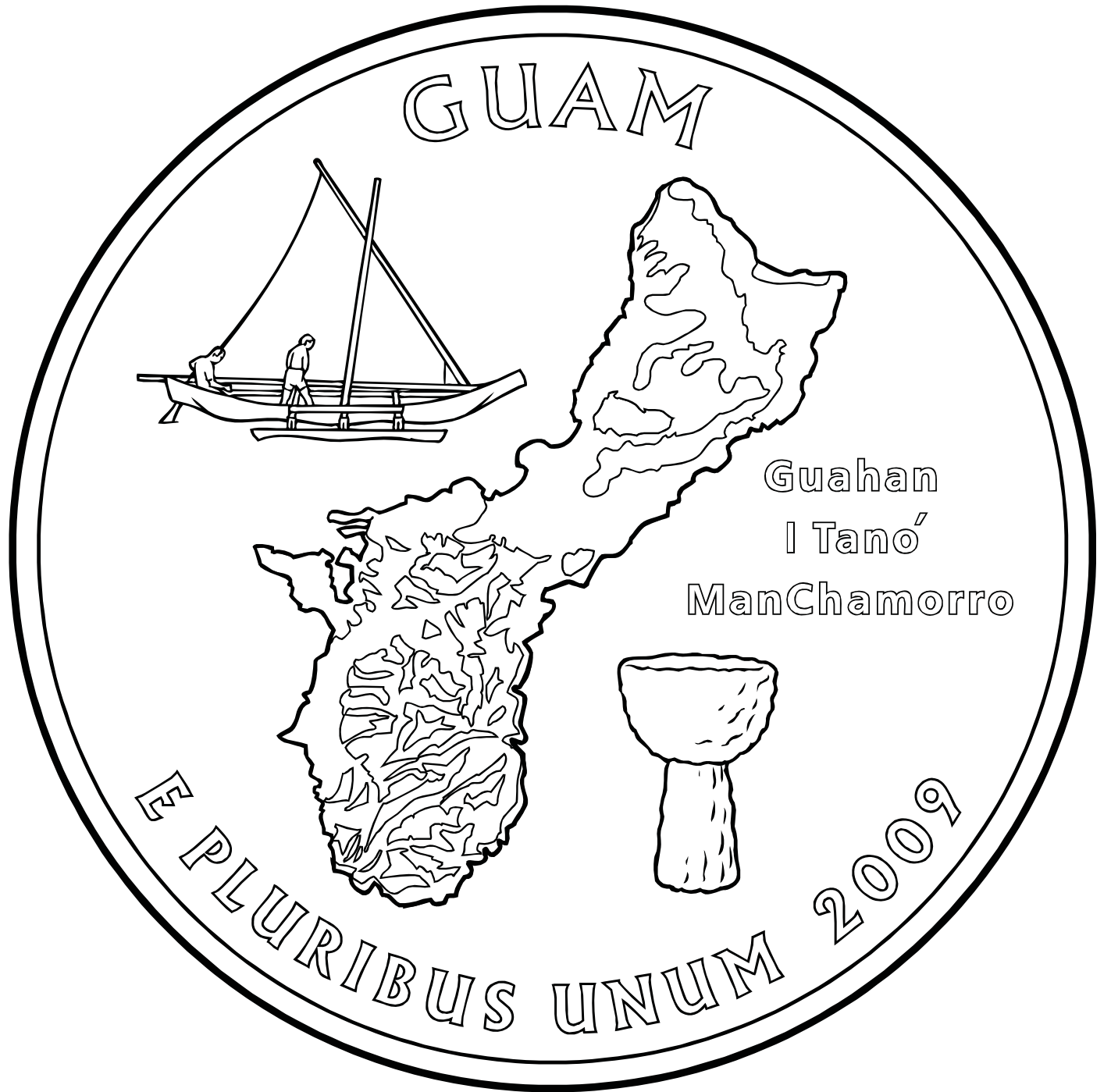
**Directions:** Color and cut out the pictures below. Match each type of transportation from the past with that type from the present. Paste the pairs into a box beside each other.

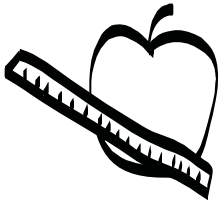


PAST	PRESENT



# Guam Quarter Reverse





# 4: Patterning in the Pacific

## Based on the American Samoa quarter reverse



### OBJECTIVE

Students will identify, understand, and create simple patterns.



### MATERIALS

- 1 overhead projector (optional)
- 1 overhead transparency (or photocopy) of the following:
  - "American Samoa Quarter" page
  - "United States and Territories Map" from the Resource Guide
  - "American Samoa Map"
  - "American Samoan Symbols" worksheet
  - "Classroom Symbols" worksheet
- Copies of the following:
  - "American Samoa Quarter" page
  - "United States and Territories Map" from the Resource Guide
  - "American Samoan Symbols" worksheet
  - "Classroom Symbols" worksheet
- 1 copy of a text (or some pictures) that gives information about American Samoa, such as:
  - *Pacific Islands* by Katherine Kristen and Kathleen Thompson
  - *Territories and Possessions* by Thomas G. and Virginia L. Aylesworth
  - *Puerto Rico and Other Outlying Areas* by Michael Burgan
- 1 copy of a text that gives information about patterns, such as:
  - *Pattern (Math Counts)* by Henry Arthur Pluckrose
  - *Pattern Fish* by Trudy Harris
  - *Patterns* by Sara Pistoia
- Chart paper
- Markers
- Construction paper (8½ X 11)
- Scissors
- Glue
- Pencils
- Crayons





# Patterning in the Pacific



## PREPARATIONS

- Make an overhead transparency (or photocopy) of each of the following:
  - “American Samoa Quarter” page
  - “United States and Territories Map” from the Resource Guide
  - “American Samoa Map”
  - “American Samoan Symbols” worksheet
  - “Classroom Symbols” worksheet
- Make copies of each of the following:
  - “American Samoa Quarter” page (1 per student)
  - “United States and Territories Map” from the Resource Guide (1 per student) (optional)
  - “American Samoan Symbols” worksheet (1 per student)
  - “Classroom Symbols” worksheet (1 per student)
- Locate a text or pictures that gives information about American Samoa (see examples under “Materials”).
- Locate a text that gives information about patterns (see examples under “Materials”).
- Cut out the boxes of symbols on the “American Samoan Symbols” overhead transparency prior to Session 2.
- Create first three examples of classroom symbols from class-generated list (Session 1) to model and use in Session 3.



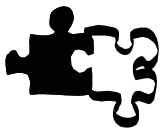
## GROUPINGS

- Whole group
- Individual work



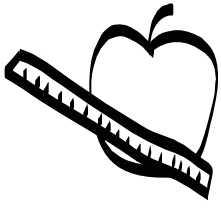
## CLASS TIME

Three 20- to 30-minute sessions



## CONNECTIONS

- Mathematics
- Language Arts
- Social Studies



# Patterning in the Pacific



## TERMS AND CONCEPTS

- Quarter
- Symbol
- Atoll
- Coral
- Obverse (front)
- Territory
- Pattern
- Reef
- Reverse (back)
- Island
- Volcano



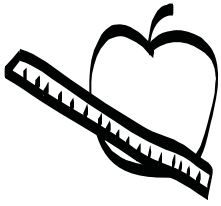
## BACKGROUND KNOWLEDGE

Students should have a basic knowledge of maps.

## STEPS

### Session 1

1. Discuss the term “symbol” with the students. Define a symbol as a printed or written sign or picture that reminds people of something else. Write the definition on chart paper. Discuss some symbols the students are already familiar with within the classroom as well as what those symbols represent (for example, the American flag stands for the United States, the school mascot represents the school, a bathroom sign indicates a bathroom). Record student responses on chart paper.
2. Ask the students to think of some symbols of the United States of America. Encourage responses like flag, eagle, and Statue of Liberty.
3. Explain to the students that the United States is made up of fifty states, the District of Columbia (the capital city), and five territories. 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](http://www.doi.gov/oia/Islandpages/political_types.htm). Add a definition to the chart paper.
4. Display the “United States and Territories Map” and the “American Samoa Map” overhead transparencies. Note the territories’ positions in relation to your school’s location and color them yellow.
5. Describe the District of Columbia and United States Territories Quarters Program for background information, if necessary, using the example of your own state’s or territory’s quarter. Then display the transparency or photocopy of the “American Samoa Quarter” page, mentioning that an image must be specially chosen to be on a quarter. Tell the students that the back of a coin is called the reverse, and “obverse” is another name for the front. Locate American Samoa on the overhead transparency and the classroom map. Note its position in relation to your school’s location.
6. Tell the students that American Samoa is made up of five volcanic islands and two coral atolls. On chart paper, create a diagram of American Samoa, including the volcano, atoll, coral reef, and lagoon. Define an island as land surrounded entirely



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# Patterning in the Pacific

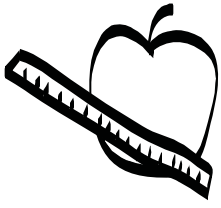
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by water. Add the definition to the chart paper and label an island on the diagram. Define an atoll as a coral island and reef that surrounds a lagoon. Add the definition to the chart paper and label an atoll on the diagram.

7. Introduce the students to the selected text or pictures on American Samoa. Preview the text and illustrations and allow the students to generate observations about American Samoa.
8. Read the selected text. During the reading, attend to any unfamiliar vocabulary.
9. After the reading, review the image on the coin. Ask the students why they think the images may have been chosen for the coin.
10. Explain that the symbols on the coin represent things that are important to the people of American Samoa. Explain that the palm tree and coastline represent the islands of American Samoa. The ava bowl (also called a tanoa) is used to make the special ceremonial drink for the chiefs and guests during important events. The whisk and staff represent the rank of the Samoan orator, or speaker, and are used when he delivers speeches during cultural events.
11. Distribute an “American Samoa Quarter” page to each student. Have the students color the symbols and write a word next to each one to show what the symbol represents.
12. Review and collect the students’ worksheets.

## Session 2

1. Review the “American Samoa Quarter” page and information from Session 1.
2. Introduce the students to the selected text on patterns. Preview the text and illustrations and allow the students to generate observations about patterns.
3. Read the text. During the reading, attend to any unfamiliar vocabulary.
4. After the reading, discuss patterns. As an example, give the sequence red, yellow, red, yellow, red, yellow, and ask which color would come next. Then ask about patterns the students may know. Record their responses on chart paper. Then label them as a class “ABABAB.” Explain this as a way to label patterns.
5. Display the “American Samoa Quarter Reverse” overhead transparency from the previous session. Review the symbols on the coin.
6. Explain to the students that they will now be making patterns as a class using the symbols from the coin. Remind the students that, in order for a group to be considered a pattern, its unique parts need to repeat at least two times.
7. Display the previously cut out parts of the “American Samoan Symbols” overhead transparency.
8. As a class, create patterns using the transparency symbols and then verbally



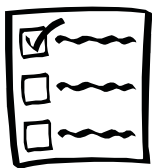
# Patterning in the Pacific

label them ABABAB. Then demonstrate and practice a variety of patterns (such as ABAB, ABBABB, AABAAB, or AABBAABB).

9. Distribute an “American Samoan Symbols” worksheet and a piece of construction paper to each student. Tell the students that now they are going to practice some patterns on their own.
10. Allow the students enough time to complete this activity.
11. After the students are done, allow them to glue one of their patterns onto the paper.
12. Review and collect the pattern papers.

## Sessions 3

1. Review the previous sessions and discussions on symbols and patterns. Review the classroom symbols chart from Session 1.
2. Explain to the students that they will be making their own patterns using some of those symbols. Remind them that a pattern needs to repeat itself at least two times.
3. Distribute a “Classroom Symbols” worksheet and piece of construction paper to each student. Remind them to label their patterns.
4. Allow an appropriate amount of time for the students to complete this activity.
5. As a class, review the patterns and display them appropriately.



## ASSESSMENT

- Take anecdotal notes about the students’ participation in class discussions.
- Evaluate the students’ worksheets for understanding of the lesson objectives.



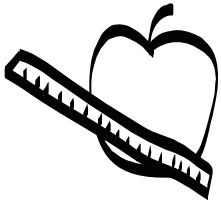
## ENRICHMENTS/EXTENSIONS

- Have students color their patterns maintaining the AB pattern with their coloring.
- Have students use the American Samoan symbols to create more complex patterns.
- Have students research other territories of the United States. Have them create symbols for each of these territories as well.
- Have students create a physical pattern as a class.

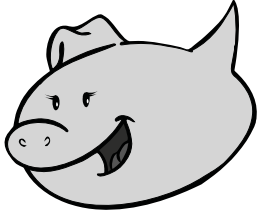


## DIFFERENTIATED LEARNING OPTIONS

- Allow students to work in pairs.
- Provide students with a copy of the “Classroom Symbols” worksheet with the first two symbols already chosen for them.

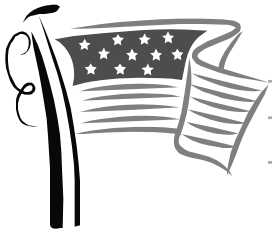


# Patterning in the Pacific



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

- Have students learn more about symbols with the Oklahoma quarter lesson plan at [www.usmint.gov/kids/teachers/lessonPlans/50sq/2008/\\_k01-1.pdf](http://www.usmint.gov/kids/teachers/lessonPlans/50sq/2008/_k01-1.pdf).
- Have students learn more about the United States Territories by using the 2009 quarter lesson plans at [www.usmint.gov/kids/teachers/lessonPlans/](http://www.usmint.gov/kids/teachers/lessonPlans/).

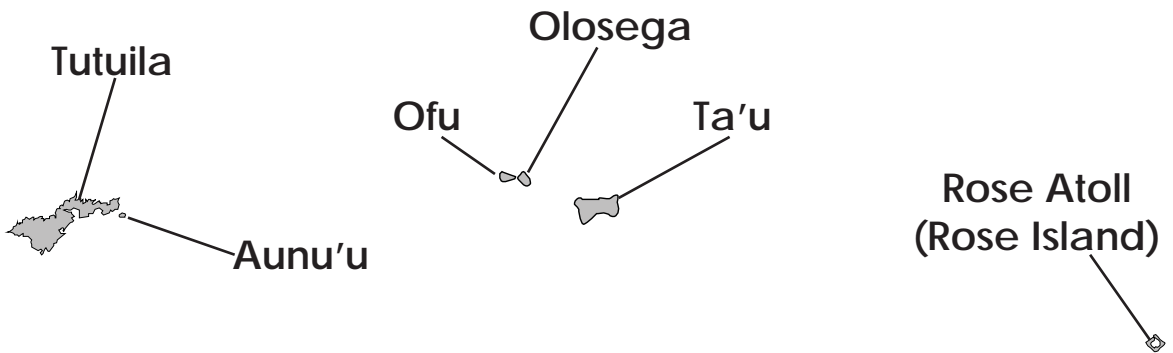


# American Samoa Map



Swain's Island

South Pacific Ocean



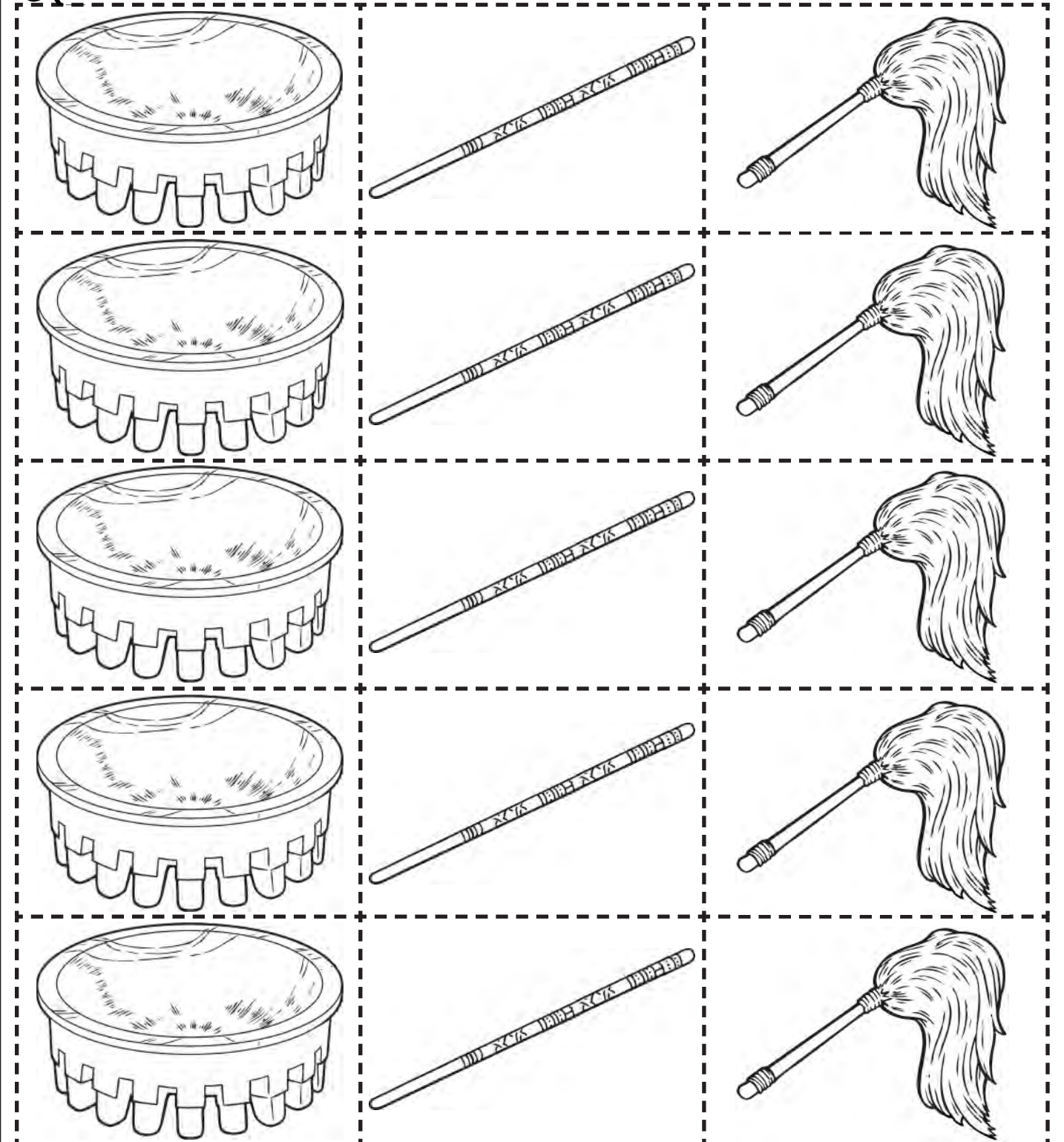




Name \_\_\_\_\_

# American Samoan Symbols

**Directions:** Cut out the symbols and use them to create an AB pattern. Remember to repeat the pattern two times.









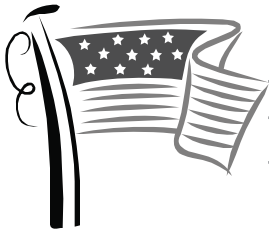
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# Classroom Symbols

**Directions:** Draw classroom symbols from the chart inside the boxes. Cut out the symbols and create an AB pattern on another piece of paper. Remember to repeat the pattern two times and to label your pattern.

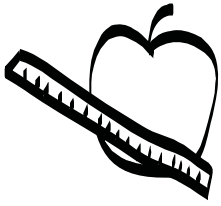




# American Samoa Quarter





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# 5: Treasure Hunt!

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## Based on the U.S. Virgin Islands quarter

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### OBJECTIVE

Students will read maps and use a compass rose.



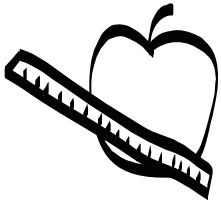
### MATERIALS

- 1 overhead projector (optional)
- 1 overhead transparency of each of the following:
  - “U.S. Virgin Islands Quarter Reverse” page
  - “United States and Territories Map”
  - “U.S. Virgin Islands Map”
  - “Which Way Will We Go?” worksheet
  - “This Way to the Treasure!” worksheet
- Copies of the following:
  - “Which Way Will We Go?” worksheet
  - “This Way to the Treasure!” worksheet
- 1 class map of the world which includes the U.S. Virgin Islands
- Chart paper
- Markers
- Pencils
- Scissors
- Crayons (red, blue, yellow and green)
- Tape player and blank tape
- Treasure chest with small, inexpensive stickers or toys



### PREPARATIONS

- Make an overhead transparency (or photocopy) of each of the following:
  - “U.S. Virgin Islands Quarter Reverse” page
  - “United States and Territories Map”
  - “U.S. Virgin Islands Map”
  - “Which Way Will We Go?” worksheet
  - “This Way to the Treasure!” worksheet
- Make copies of each of the following:
  - “Which Way Will We Go?” worksheet (1 per student)
  - “This Way to the Treasure!” worksheet (1 per pair)
- Have an adult (other than the teacher) tape record the story in Session 2.



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# Treasure Hunt!

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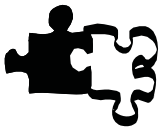
## GROUPINGS

- Whole group
- Pairs
- Individual work



## CLASS TIME

Two 20- to 30-minute sessions



## CONNECTIONS

- Social Studies



## TERMS AND CONCEPTS

- Quarter
- Obverse (front)
- Reverse (back)
- Territory
- Island
- Compass rose
- Cardinal directions
- Yellow cedar flower
- Yellow breast bird
- Tyre palm tree



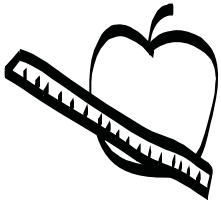
## BACKGROUND KNOWLEDGE

Students should have a basic knowledge of maps.

## STEPS

### Session 1

1. Describe the District of Columbia and U.S. Territories Quarters Program for background information, if necessary, using the example of your own state's or territory's quarter. 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](http://www.doi.gov/oia/Islandpages/political_types.htm). Locate the U.S. Virgin Islands on a classroom map. Note its position in relation to your school's location.
2. Display the "U.S. Virgin Islands Quarter Reverse" overhead transparency. Tell



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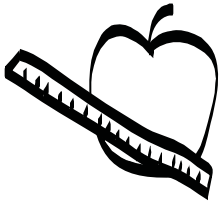
# Treasure Hunt!

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the students that the back of a coin is called the reverse, and “obverse” is another name for the front. Examine the coin design with the students. Read the inscription “United in Pride and Hope” and discuss with the students what they think it means. Identify the yellow breast or banana quit bird as the official bird of the U.S. Virgin Islands, the yellow cedar or yellow elder flower as the official flower of the U.S. Virgin Islands, and the tree on the beach as a tyre palm. This tree is native to the U.S. Virgin Islands.

3. Focus the students’ attention on the outlines of the islands. Tell the students that there are three main islands that make up the U.S. Virgin Islands. The islands are called St. Thomas, St. John, and St. Croix (CROY) (the largest). Display the “United States and Territories Map” overhead transparency and locate the U.S. Virgin Islands on it.
4. Tell the students they will be going on a treasure hunt in the U.S. Virgin Islands. Ask the students what they think they need to bring with them while they hunt for treasure. Tell the students all treasure hunters need a map, and before the students can go on a treasure hunt, they need to know how to read a map.
5. Display the “United States and Territories Map” overhead transparency. Point to the compass rose. Ask the students if they can tell you what it is. Tell the students the compass rose is a circle with arrows that point north, south, east, and west, the cardinal directions, on a map (or a compass). On chart paper, write the words “compass rose” and the definition.
6. Tell the students the letters around the center represent the cardinal directions: north, south, east, and west. On the chart paper, draw a compass rose and add the cardinal directions. Tell the students to think of a baseball diamond to help them locate the cardinal directions: south is home plate; east is first base; north is second base; and west is third base. As a class, label the classroom’s cardinal directions.
7. Return to the displayed “United States and Territories Map” overhead transparency. Locate Washington, DC for the students and identify it as the starting point for the treasure hunt. Ask the students questions that will familiarize them with determining a cardinal direction. For example, ask the students in which direction they would go to get to the North Pole from Washington, DC. Then ask the students in which cardinal direction they would go to get to places like the Atlantic Ocean, the Pacific Ocean, and Florida.
8. Display the “Which Way Will We Go?” overhead transparency. Read the directions to the students.
9. Distribute a “Which Way Will We Go?” worksheet to each student. Allow an appropriate amount of time for the students to complete the worksheet.
10. Display the student worksheets in the classroom.





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# Treasure Hunt!

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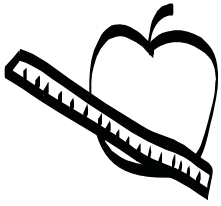
## Session 2

1. Review the charts and information from the previous session about the U.S. Virgin Islands, the compass rose, and the cardinal directions.
2. Display the “This Way to the Treasure!” overhead transparency. Review with the students the names of the islands and the compass rose and cardinal directions. Tell the students that, now that they know how to read the compass rose and cardinal directions, it is time to go on the treasure hunt.
3. Divide the class into pairs. Distribute a “This Way to the Treasure!” worksheet to each pair. Each pair should have a red, blue, yellow, and green crayon to use during the treasure hunt.
4. Tell the students they will use the compass rose to draw the cardinal directions they use to get to the treasure. On the “This Way to the Treasure!” overhead transparency, mark the cardinal position “North” with a red marker, “South” with a blue marker, “East” with a yellow marker, and “West” with a green marker. Tell the students to mark the compass rose on the “This Way to the Treasure!” worksheet with the same colors for each cardinal position.
5. Play for the students the story below, which you previously had another adult record. As you play the recording, pause after each paragraph to allow the pairs time to discuss in which cardinal direction they will go. After the pairs determine the cardinal direction, they should use the corresponding crayon to draw a line to their new position on the map. After all pairs have finished, model the correct direction by drawing the line on the overhead transparency with the correct colored marker. Announce the activity by saying, “Hop on board the U.S.S. Pride and Hope and help the captain find the missing treasure!”

[Recording] “Ahoy there, mateys! This is your captain speaking. We’ve got to search the U.S. Virgin Islands for the missing treasure. The first clue says to take the boat north to the first island we’ll search, St. John. Look for the yellow breast bird. Is the treasure nearby? Draw a line north from the boat to St. John.”

[Teacher] Stop the recording and allow the pairs time to discuss the direction. Once the pairs have finished, ask the students in which cardinal direction the island of St. John lies in relation to the boat. After discussing the answer with the students, draw a red line from the boat north to the yellow breast bird on the island of St. John.

[Recording] “Arrgh! No sign of the treasure in St. John. Wait... look out! That crazy parrot nearly flew right into you! Luckily, I scared him away just in time. But what’s that paper that the parrot dropped on the ground? It’s a new clue! The second clue says to go west to St. Thomas. Search the island for the yellow cedar flower. Let’s go see if the flowers are hiding the treasure! Draw a line



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# Treasure Hunt!

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west from the island of St. John to the yellow cedar flower on the island of St. Thomas.”

[Teacher] Stop the tape player and allow the pairs time to discuss the directions.

Then ask the students in which cardinal direction St. Thomas lies if they are on St. John. After discussing the answer with the students, draw a green line from the bird on St. John west to the yellow cedar flower on St. Thomas.

[Recording] “Well, mateys, no treasure on the island of St. Thomas. But what’s this in my pocket? Well, blow me down! It’s another clue! The third clue says to go south to the island of St. Croix. Search the island for the tallest tyre palm tree. Draw a line south from the yellow cedar flower on St. Thomas to the tyre palm tree on St. Croix. Hurry!”

[Teacher] Stop the recording and allow the pairs time to complete the directions.

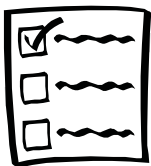
Once the pairs have finished, ask the students in which cardinal direction the island of St. Croix lies if they are on St. Thomas. After discussing, draw a blue line from the flower on St. Thomas to the tyre palm tree on St. Croix.

[Recording] “Congratulations, Mateys! We have found the treasure! Let’s draw an “X” on the map to mark where we found the treasure! But ho, shiver me timbers! Do you hear that wind? We’ve got to get the treasure back on board the U.S.S. Pride and Hope before the tropical storm hits the U.S. Virgin Islands! Quick, draw a line east from the tyre palm tree on St. Croix to the boat.”

[Teacher] Stop the recording and allow the pairs time to complete the directions.

Once the pairs have finished, ask the students in which cardinal direction the boat lies if they are on the island of St. Croix. After discussing the answer with the students, draw a yellow line from the tyre palm tree on St. Croix to the boat.

6. Review the worksheet with the class. After the pairs have completed the worksheet, collect the worksheets and allow the students to pick a treasure from the treasure box.
7. Display the worksheets in the classroom.



## ASSESSMENT

Take anecdotal notes and use the students’ class participation and worksheets to evaluate whether the students have met the lesson objectives.



## ENRICHMENTS/EXTENSIONS

- Have students create treasure hunting hats to wear in session 2.
- Have students illustrate and write about their treasure hunt experience.
- Have students create their own treasure hunt, including a map with directions using cardinal positions.

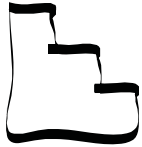




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# Treasure Hunt!

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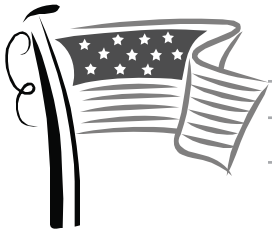
## DIFFERENTIATED LEARNING OPTIONS

Provide pre-cut labels for the students to use on the worksheet.

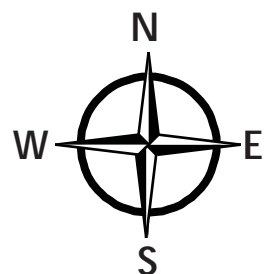


## CONNECTION TO [WWW.USMINT.GOV/KIDS](http://WWW.USMINT.GOV/KIDS)

- Have students learn more about maps with the Colorado quarter lesson plan for grades K and 1 at [www.usmint.gov/kids/teachers/lessonPlans/50sq/2006/\\_k01-3.pdf](http://www.usmint.gov/kids/teachers/lessonPlans/50sq/2006/_k01-3.pdf).
- Have students learn more about maps through the Westward Journey Nickel Series 2006 lesson plan for grades K and 1 at [www.usmint.gov/kids/teachers/lessonPlans/wjns/2006/\\_k-monticello.pdf](http://www.usmint.gov/kids/teachers/lessonPlans/wjns/2006/_k-monticello.pdf).



# U.S. Virgin Islands Map

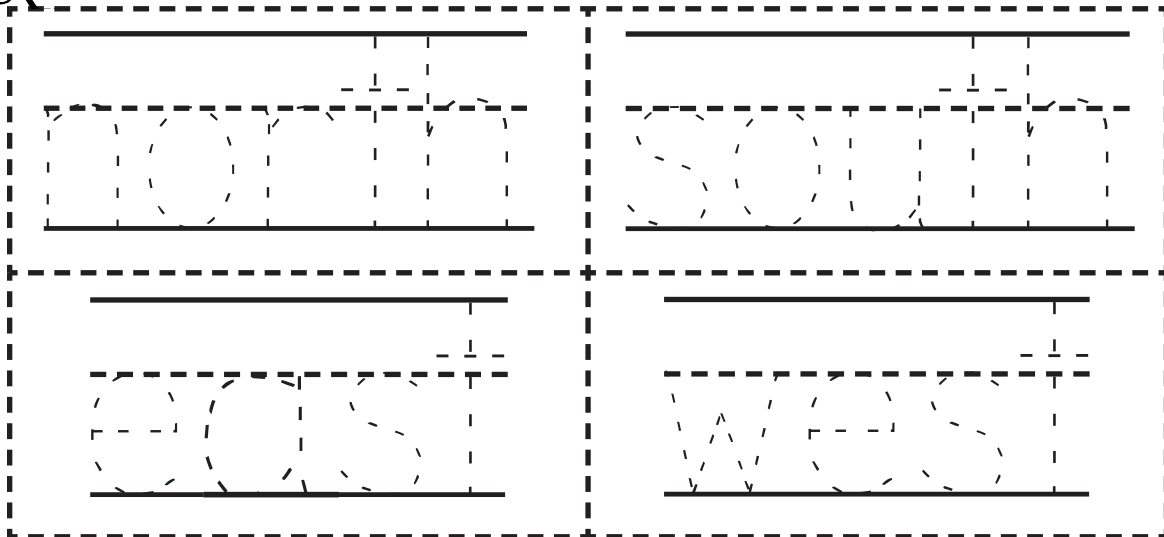
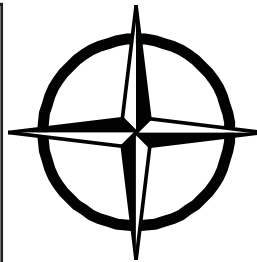




Name \_\_\_\_\_

# Which Way Will We Go?

**Directions:** Trace each cardinal position word at the bottom of the sheet. Then cut out each word box and paste it in the correct place on the compass rose.

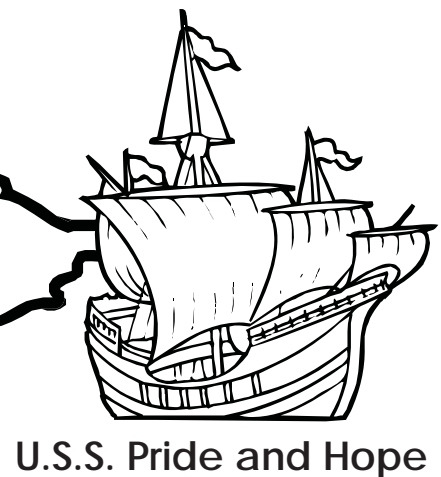
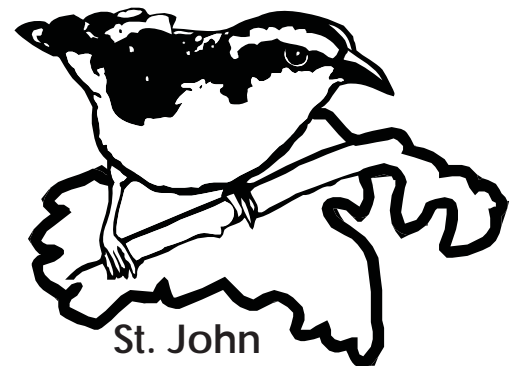


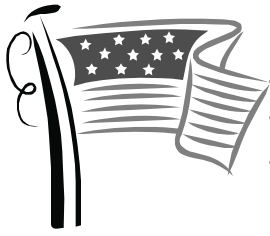


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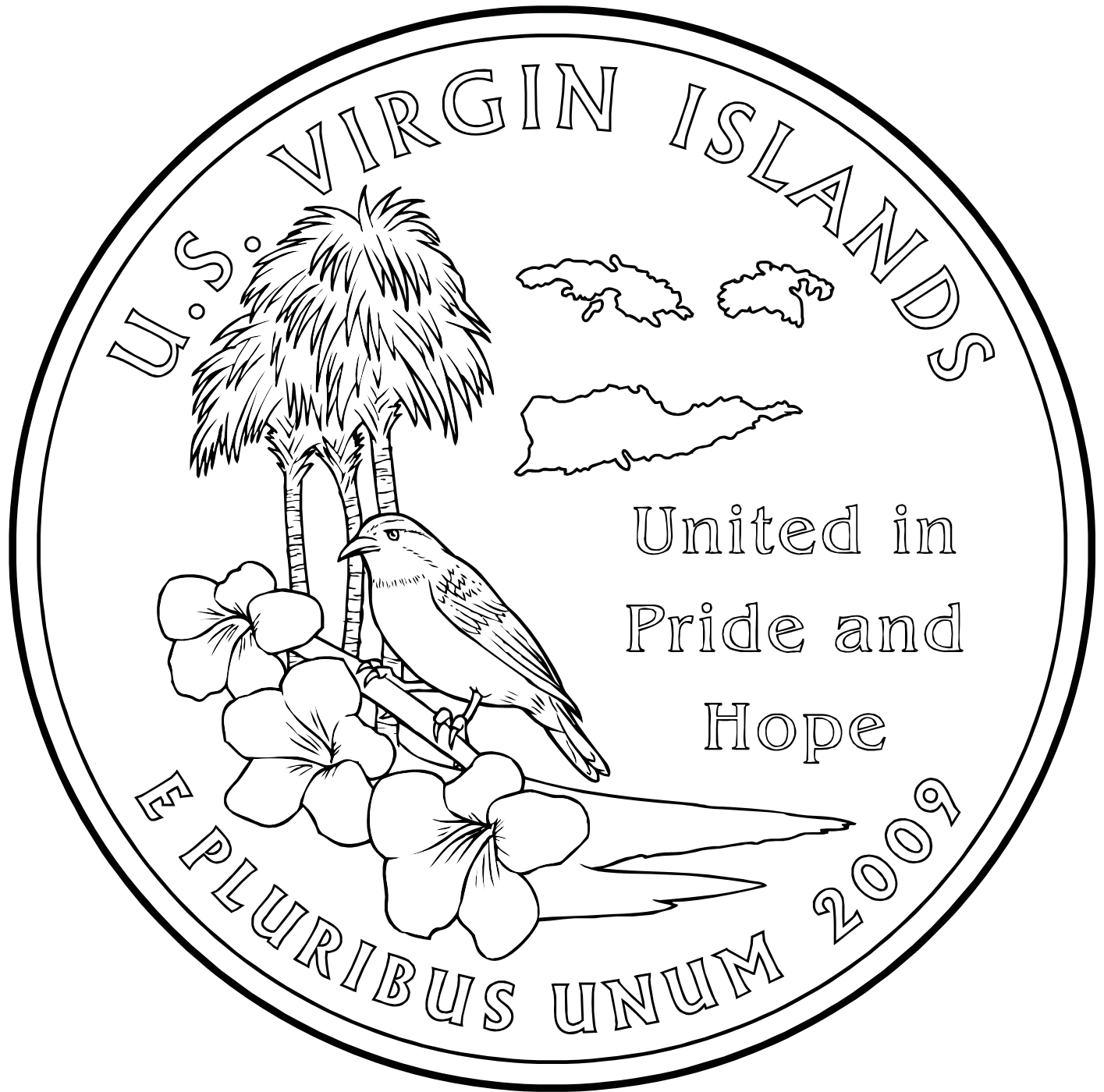
# This Way to the Treasure!

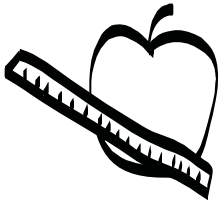
**Directions:** Listen to the story. Use your crayons to mark the path to the treasure. Use the red crayon to draw north, the blue crayon to draw south, the yellow crayon to draw east, and the green crayon to draw west.





# US Virgin Islands Quarter





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# 6: Parts of a Flower

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## Based on the Northern Mariana Islands quarter

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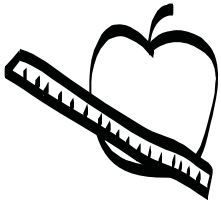
### OBJECTIVE

Students will identify and label the parts of a flower.



### MATERIALS

- 1 overhead projector (optional)
- 1 overhead transparency of each of the following:
  - “Northern Mariana Islands Quarter Reverse” page
  - “Parts of a Flower” worksheet
  - “Make Your Own Flower Directions” page
- 1 copy of “Parts of a Flower” worksheet
- 1 class map of the world that includes the Northern Mariana Islands
- 1 copy of a text that gives information about the parts of a flower, such as:
  - *The Reason for a Flower* by Ruth Heller
  - *Pick, Pull, Snap! Where Once a Flower Bloomed* by Lola M. Schaefer
  - *How Flowers Grow* by Emma Helbrough
  - *Zinnia’s Flower Garden* by Monica Wellington
  - *A Flower Grows* by Ken Robbins
  - *From Seed to Plant* by Gail Gibbons
- An image of each of the following plants:
  - Mwar (head lei)
  - Teibwo (pacific basil) plant
  - Langilang (ylang ylang) flower
  - Plumeria flower
  - Angagha (peacock) flower
- Chart paper
- Markers
- Pencils
- Scissors
- Crayons
- Small paper bathroom cups (3 oz)
- Clear drinking straws
- Cotton swabs
- Coffee stirrers



# Parts of a Flower

- Green pipe cleaners
- Green construction paper
- Tape



## PREPARATIONS

- Make an overhead transparency (or photocopy) of each of the following:
  - “Northern Mariana Islands Quarter Reverse”
  - “Parts of a Flower” worksheet
  - “Make Your Own Flower Directions” page
- Make copies of “Parts of a Flower” worksheet (1 per student)
- Locate an image of each of the following plants:
  - Mwar (head lei)
  - Teibwo (pacific basil) plant
  - Langilang (ylang ylang) flower
  - Plumeria flower
  - Angagha (peacock) flower
- Prepare a diagram of the parts of a flower on chart paper for Session 1
- Cut cotton swabs in half (4 halves per student)
- Cut coffee stirrers in half (1 half per student)
- Poke a small hole in the bottom of each paper cup
- Place groups of materials into paper cups like kits (1 per student)



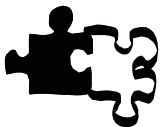
## GROUPINGS

- Whole group
- Individual work



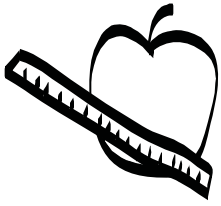
## CLASS TIME

Two 20- to 30-minute sessions



## CONNECTIONS

- Science
- Language Arts
- Art



# Parts of a Flower



## TERMS AND CONCEPTS

- Quarter
- Territory
- Stem
- Stamen
- Obverse (front)
- Island
- Leaves
- Pistil
- Reverse (back)
- Petal
- Roots
- Mwar (head lei)



## BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

- Plants
- Flowers
- Following multi-step directions

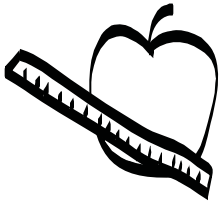


## STEPS

### Session 1

1. Describe the District of Columbia and U.S. Territories Quarters Program for background information, if necessary, using the example of your own state's or territory's quarter. 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](http://www.doi.gov/oia/Islandpages/political_types.htm). Locate the Northern Mariana Islands on a classroom map. Note its position in relation to your school's location.
2. Display the "Northern Mariana Islands Quarter Reverse" overhead transparency. Tell the students that the back of a coin is called the reverse, and "obverse" is another name for the front. With the students, examine the coin design. Tell the students the images on the coin display items that are special to the people of the Northern Mariana Islands. Identify the Latte (pronounced "LAT-tee") as a sacred stone marker or monument. Tell the students the boat is called a Carolinian canoe. Tell the students that long ago people traveled from one place to another on Carolinian canoes. The two birds are called white fairy terns.
3. Display the image of a mwar. Ask the students if they know what a mwar is. Ask the students if they know what a head lei is. Tell the students a head lei is a ring of flowers worn on the head. Tell the students the people of the Northern Mariana Islands call the head lei a mwar. Record the word "mwar" and the definition on the chart paper.
4. Ask the students what they notice about the mwar flowers on the back of the coin. Tell the students the mwar on the coin is made from four different types of plants





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# Parts of a Flower

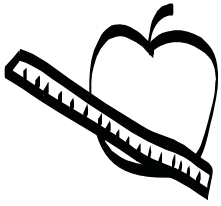
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that grow in the Northern Mariana Islands.

5. Display the image of the teibwo (pacific basil) plant. Identify the plant for the students and tell the students the pacific basil plant provides the green leaves in the mwar.
6. Display the image of the ylang ylang flower and identify the flower as one that grows in the Northern Mariana Islands. Ask the students what they know about the flowers. Guide the students to identify the flower as part of a plant. Write the word "flower" on the chart paper. Tell the students they will be learning about the different parts of a flower.
7. Display the images of the flowers one at a time and identify their names for the students. Discuss and identify the different parts of a flower.
8. Introduce the students to the selected text about flowers. As a group, preview the text and illustrations to generate observations about flowers. Read the selected text to the class and attend to any unfamiliar vocabulary. While reading the selected text, draw a simple diagram of a flower, adding each part as you read it in the text. Title the diagram "Parts of a Flower." Label the parts of the flower. The diagram should include:
  - Roots (which soak up water and nutrients from the ground and holds the flower in place).
  - Stem (which keeps the flower standing up).
  - Leaves (which collect sun light, air and water to produce food for the flower).
  - Petals (which attract insects and animals to the flower and protect the inside of the flower).
  - Stamen (which are tubes that have a powdery substance called pollen on the ends. Flowers need the pollen from other flowers to make seeds).
  - Pistil (which is the part of the flower that collects pollen to make a seed).
9. Display the image of the peacock flower. Review with the students the different parts of the flower.
10. Display the "Parts of a Flower" overhead transparency. Read the directions to the students. Distribute the "Parts of a Flower" worksheets to the students.
11. Allow an appropriate amount of time for the students to complete the worksheet.
12. Review the parts of a flower and display the worksheets in the classroom.

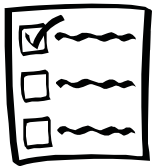
## Session 2

1. Review the information from the previous lesson about flowers. Review the selected text about flowers with the students.
2. Display the chart paper titled "Parts of a Flower" and review the different jobs each part does for the flower.



# Parts of a Flower

3. Tell the students they will create their own flower model today.
4. Display the "Make Your Own Flower Directions" overhead transparency. Model for the students how to create their own flower. Discuss with the students the different parts of a flower as you model how to make the flower.
  - Cut six or seven slits into the top rim of the paper cup, between one half and one inch long.
  - Fold back the cut sections of the paper cup. These are the petals of the flower.
  - Color the petals of the flower.
  - Insert the clear drinking straw into the hole at the bottom of the paper cup.
  - Color the four cotton swab tips with a yellow marker to make pollen on the tops of the stamens.
  - Insert the four cotton swab tips into the top of the straw.
  - Insert the coffee stirrer in the middle of the four cotton swabs. This is the pistil of the flower.
  - Insert the green pipe cleaner into the bottom of the drinking straw. This is the stem.
  - Some of the pipe cleaner will be sticking out of the drinking straw. Bunch the end up to make the roots of the flower.
  - Cut out some leaves from the green construction paper. Tape the leaves to the side of the drinking straw.
5. Distribute the materials for the flower model to the students.
6. Allow an appropriate amount of time for the students to complete the flower model.
7. Display the completed flowers in the classroom.



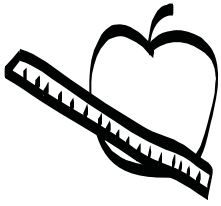
## ASSESSMENT

Use the students' class participation, worksheet, and flower model to evaluate whether they have met the lesson objectives.



## ENRICHMENTS/EXTENSIONS

- Have students observe a flowering plant and record their observations.
- Have students create a head mwar using plastic straws, paper bathroom cups, and string.
- Have students label the parts of a flower on images of different types of flowers.
- Have students plant and observe a flower garden on the school grounds.
- Have students create a class science fair project about parts of a flower.



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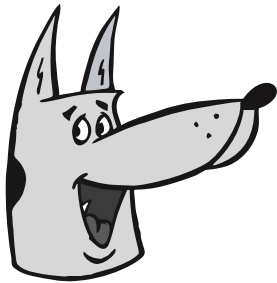
# Parts of a Flower

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## DIFFERENTIATED LEARNING OPTIONS

- Provide pre-cut labels for the students to attach to the “Parts of a Flower” worksheet.
- Allow students to work with a partner.



## CONNECTION TO WWW.USMINT.GOV/KIDS

- Have students learn more about desert plants by using the Arizona quarter lesson plan for grades K and 1 at [www.usmint.gov/kids/teachers/lessonPlans/50sq/2008/\\_k01-3.pdf](http://www.usmint.gov/kids/teachers/lessonPlans/50sq/2008/_k01-3.pdf).
- Have students learn more about plants through the Kansas quarter lesson plan for grades K and 1 at [www.usmint.gov/kids/teachers/lessonPlans/50sq/2005/\\_k01-4.pdf](http://www.usmint.gov/kids/teachers/lessonPlans/50sq/2005/_k01-4.pdf).
- Have students learn more about a famous American flower by visiting the Coin of the Month page at <http://www.usmint.gov/kids/coinNews/coinOfTheMonth/2002/11.cfm>.

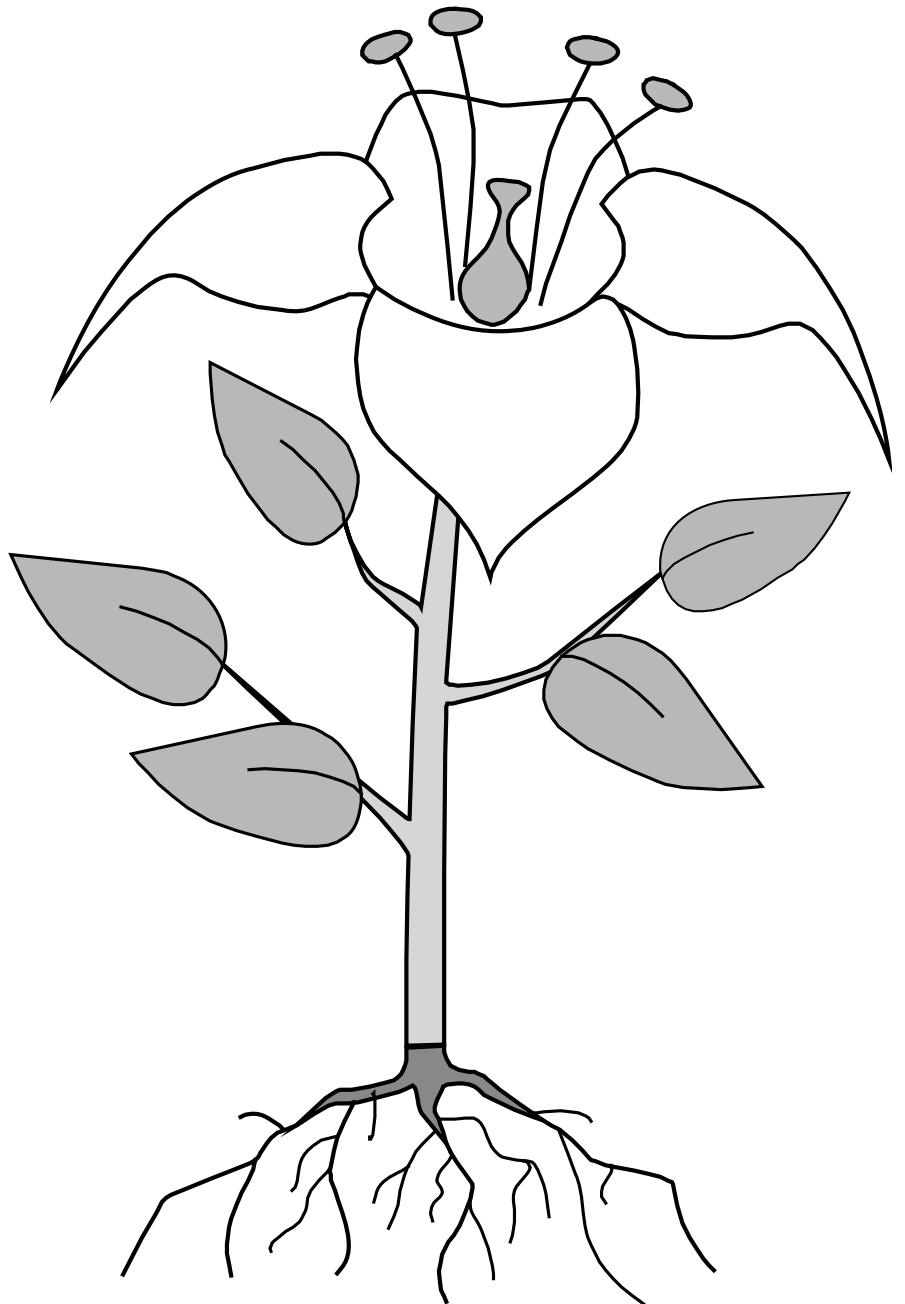


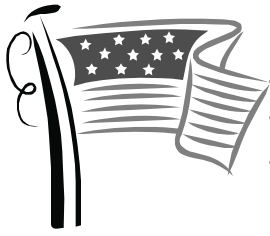
Name \_\_\_\_\_

# Parts of a Flower

**Directions:** Trace the words on the left. Label the parts of the flower by drawing a line to connect each word with its part. Color in the picture of the flower.

stem  
petal  
leaf  
root  
seed  
stamen  
pistil

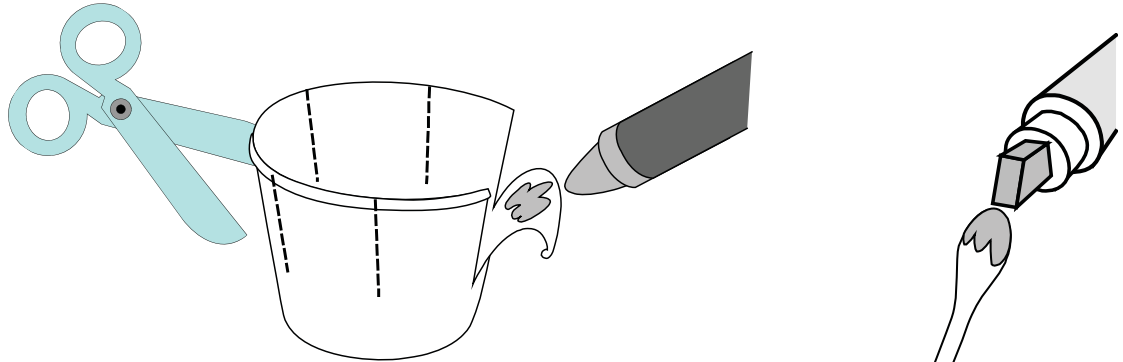




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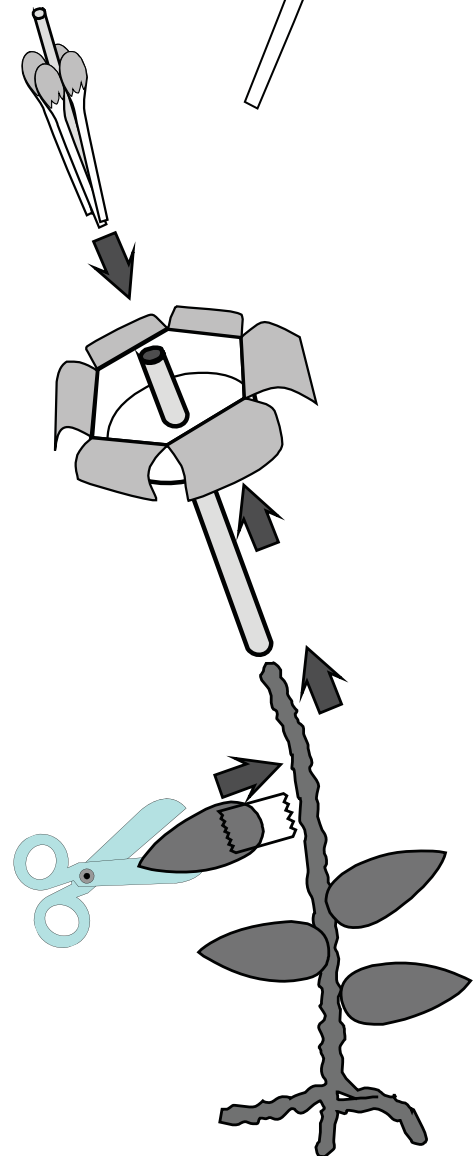
# Make Your Own Flower

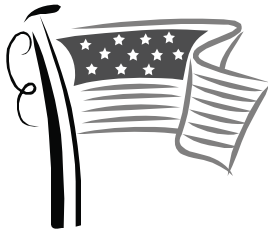
## Directions



### Directions:

1. Cut 6 lines into the rim of the cup.
2. Fold back the petals.
3. Color the petals.
4. Push the straw through the hole in the cup.
5. Color the cotton swabs yellow.
6. Push the cotton swabs into the end of the straw.
7. Put the stirrer in the middle of the swabs.
8. Push the pipe cleaner into the other end of the straw.
9. Fold the bottom of the pipe cleaner like roots.
10. Cut out leaves from construction paper.
11. Tape the leaves onto the pipe cleaner stem.

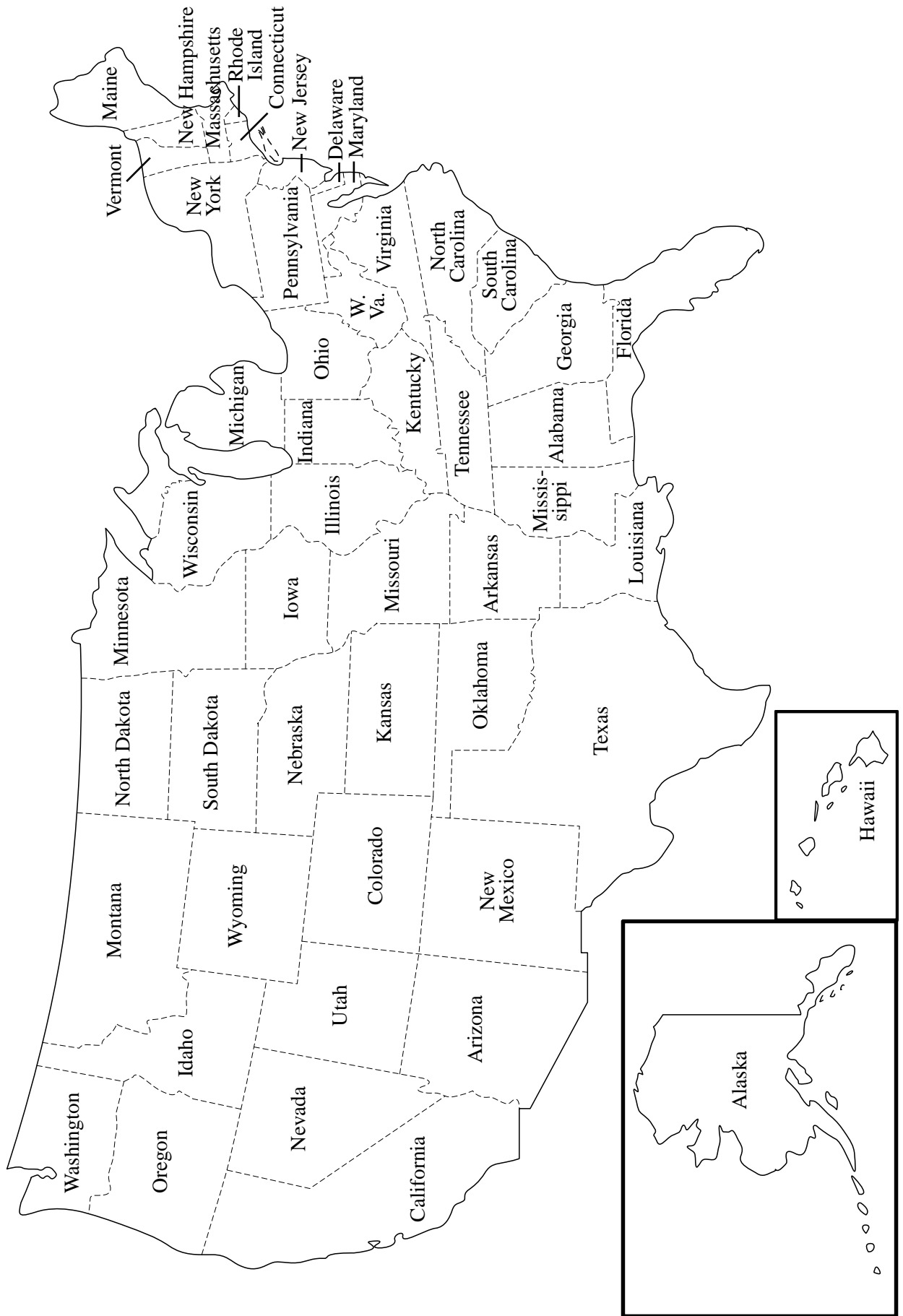




# Northern Mariana Islands Quarter



# The United States of America



# Reproducible Coin Sheet

## Obverse



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

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



# Reproducible Coin Sheet

## Reverse

