

6: Just the Facts



OBJECTIVE

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



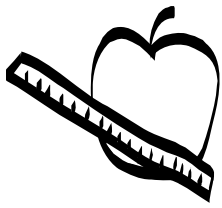
MATERIALS

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



PREPARATIONS

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



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

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



GROUPINGS

- Whole group
- Small groups
- Individual work



CLASS TIME

Five 45- to 60-minute sessions

CONNECTIONS

- Social Studies
- Art



TERMS AND CONCEPTS

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



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

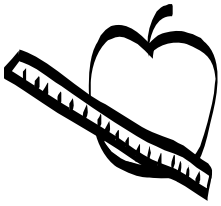
- Physical features
- Climate
- Natural resources
- History
- Industry



STEPS

Session 1

1. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. Then display the transparencies or photocopies of several different quarter reverses. Tell the students that the back of the coin is



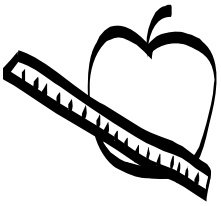
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also called the reverse, and obverse is another name for the front of a coin. Locate the states on a classroom map. Note their position in relation to your school's location.

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

Session 2 and 3

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

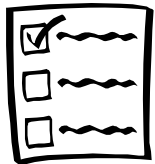


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6. Ask the students to review their questions before they begin their research. As they research, the students should focus on finding the answers to the questions first. Then the students can add other related facts to the worksheet.
7. Take the students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

Session 4

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



ASSESSMENT

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



ENRICHMENT/EXTENSIONS

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



DIFFERENTIATED LEARNING OPTIONS

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



CONNECTIONS TO WWW.USMINT.GOV/KIDS

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



Name _____

State Research Information (1)

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

PART 1: ASSIGNMENTS

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

PART 2: RESEARCH QUESTIONS

Physical features

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

Climate

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

Natural Resources

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

Industry

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



Name _____

State Research Information (2)

History

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

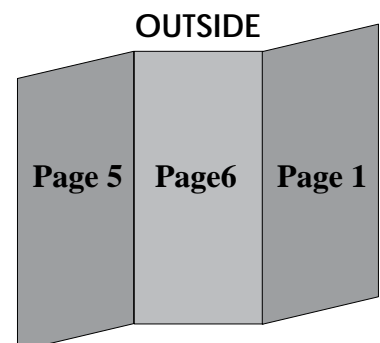
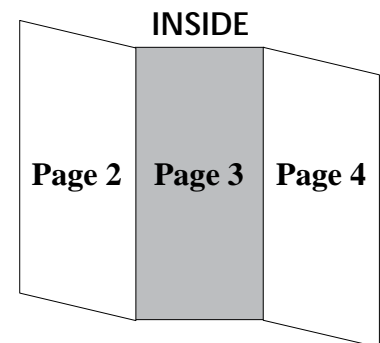
PART 3: GETTING STARTED

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

PART 4: PUTTING TOGETHER YOUR BROCHURE

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

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





Name _____

State Brochure Rubric

Title of Brochure _____

Your role _____

Other team members _____

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

TEACHER COMMENTS