

# 2008 Lesson Plans



## This teaching guide includes:

- ◆ 6 teacher-friendly lesson plans that fit easily into your curriculum
- ◆ Reproducible student worksheets that coincide with each lesson
- ◆ Fun state facts and information on the new quarter designs
- ◆ USA map template with state outlines



## The Greatest Educational Change America Has Ever Seen



Grades  
**4-6**



# The United States Mint Has Big Plans for You!

Kids and coin collecting go hand in hand! By downloading the most recent sets of 50 State Quarters® Program lesson plans, you are able to bring the excitement of America's quarter craze right into your own classroom.

Launched in 1999, the United States Mint 50 State Quarters Program is a 10-year coin initiative commemorating each of the nation's states in the order that were admitted into the Union. Approximately every ten weeks (five times a year) through 2008, a new limited-edition quarter that displays an individual state's design is released into general circulation.

As it has every year since the beginning of this program, the United States Mint is offering the public for free three new sets of lesson plans (for grades K and 1, 2 and 3, and 4 through 6). Two sets of free plans for grades 7 and 8 and 9 through 12 are also available. All are designed to bring 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 state.

Each set of lesson plans blends clear instructions with kid-friendly reproducible worksheets, background information, and answer keys to help make instruction easier for you!

Within the 50 State Quarters Program lesson plans, you will also notice a strong connection to the United States Mint H.I.P. Pocket Change™ Web site. Appearing on the cover as well as within the plans themselves, the coin-loving H.I.P. Pocket Change Pals will show you ways to supplement the quarter activities with fun and educational resources available on the site!

The H.I.P. Pocket Change Web site, located at [www.usmint.gov/kids](http://www.usmint.gov/kids), is dedicated to promoting lifelong pleasure in coins and coin collecting. Through games, informational features, and interactive animated cartoons, the site introduces students to what's H.I.P. about coins: they're "History In your Pocket."

The United States Mint is proud to be taking such an active role in promoting knowledge about the individual states, their history and geography, and the rich diversity of the national heritage among America's youth. Take some time to explore all of the high quality educational resources available on the United States Mint H.I.P. Pocket Change Web site, including the materials related to the 50 State Quarters Program! We hope that you find these resources to be an extremely valuable addition to your classroom.



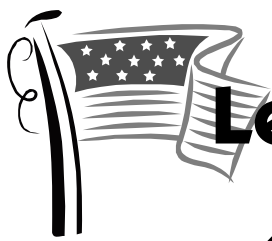
Visit us online at  
[www.usmint.gov/kids](http://www.usmint.gov/kids)



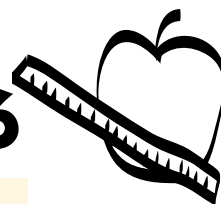
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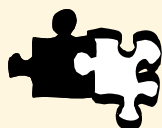
# The Greatest Educational Change America Has Ever Seen



## Lesson Plans for Grades 4-6



Objective



Connections



Groupings



Class Time



Page

### 1: Oh, the Regions! (Oklahoma)

Locating and comparing regions in the continental United States

- Science
- Social Studies
- Art

- Whole group
- Pairs

Four 45- to 60-minute sessions

2

### 2: Sunny Symbols (New Mexico)

Exploring the Zia Sun symbol and the solar system

- Science
- Social Studies
- Art

- Whole group
- Small groups
- Pairs
- Individual work

Four 45- to 60-minute sessions

11

### 3: Layer by Layer (Arizona)

Identifying the forces in erosion and the layers of the Grand Canyon

- Science

- Whole group
- Pairs
- Individual work

Five 45- to 60-minute sessions

18

### 4: The Coin and the Fable (Alaska)

Applying personification, morals, and oral tradition in fables

- Science
- Language Arts

- Whole group
- Individual work

Four 45- to 60-minute sessions

32

### 5: An Island Introduction (Hawaii)

Researching Hawaiian mappable concepts and maps

- Social Studies
- Language Arts

- Whole group
- Pairs
- Individual work

Five 45- to 60-minute sessions

41

### 6: Rename that State!

Discovering a state's name, name origin, and landmarks

- Social Studies
- Language Arts
- Art

- Whole group
- Small groups
- Individual work

Three 45- to 60-minute sessions

55

## Additional Resources

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

Montana, Washington, Idaho, Wyoming, Utah

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United States of America Map

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50 State Quarters Program Designs

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Reproducible Coin Sheet

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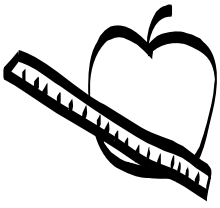
50 State Quarters Program Release Schedule

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# 1: Oh, the Regions!

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**Based on the Oklahoma quarter reverse**



## OBJECTIVE

Students will locate and describe the location of the geographic regions of North America. Students will identify and compare the geography, climate, water features, flora, and fauna of the different regions.



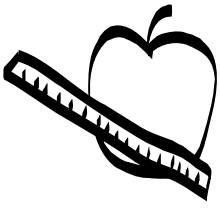
## MATERIALS

- 1 overhead projector (optional)
- 1 overhead transparency (or photocopy) of each of the following:
  - “Oklahoma Quarter Reverse” page
  - “Geographical Regions” worksheet
  - “Map of US Regions”
  - “Regions Rubric”
- “Geographical Regions” worksheet
- “Regions Rubric”
- 1 class map of the United States
- 1 copy of a text that gives information about the scissor-tailed flycatcher. For example:
  - *Life of the Flycatcher* by Alexander F. Skutch
  - *State Birds and Flowers* by Olive L. Earle
  - *National Geographic Field Guide to the Birds of North America* by Jon L. Dunn and Jonathan Alderfer
- Computers with Internet access
- Large poster boards
- Folders or envelopes



## PREPARATIONS

- Make an overhead transparency (or photocopy) of each of the following:
  - “Oklahoma Quarter Reverse” page
  - “Geographical Regions” worksheet
  - “Regions Rubric”
  - “Map of US Regions”



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# Oh, the Regions!

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- Make copies of each of the following:
  - “Geographical Regions” worksheet (1 per student)
  - “Regions Rubric” (1 per student)
- Locate a text that gives information about the scissor-tailed flycatcher (see examples under “Materials”).
- Arrange to use the school computer lab for two sessions.
- Bookmark Internet sites that contain information about the Interior Lowlands region or Oklahoma.
- Bookmark Internet sites that contain information about the geographical regions of the United States (Coastal Plain, Appalachian Mountains, Canadian Shield, Interior Lowlands, Great Plains, Rocky Mountains, Basin and Range, and Coastal Range).
- Gather large poster boards (1 per 2 students)
- Gather folders or envelopes (1 per 2 students)
- Find examples of collages



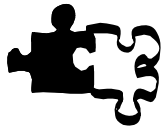
## GROUPINGS

- Whole group
- Pairs



## CLASS TIME

Four 45- to 60-minute sessions



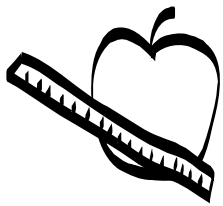
## CONNECTIONS

- Science
- Social Studies
- Art



## TERMS AND CONCEPTS

- Obverse (front)
- Reverse (back)
- Flora
- Fauna
- Coastal Plain
- Appalachian Mountains
- Canadian Shield
- Interior Lowlands
- Great Plains
- Rocky Mountains
- Basin and Range
- Coastal Range



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# Oh, the Regions!

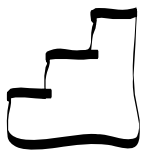
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## BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

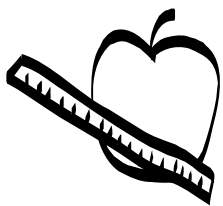
- Geographical features
- Landmarks
- Climate
- Landforms
- Venn diagrams
- Collage



## STEPS

### Session 1

1. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. Then display the transparency or photocopy of the “Oklahoma Quarter Reverse” page. Tell the students that the back of a coin is called the reverse, and “obverse” is another name for the front of a coin. Locate Oklahoma on a classroom map. Note its position in relation to your school’s location.
2. With the students, examine the Oklahoma quarter design. Have the students identify the images and the writing included in this design. Particularly focus on the scissor-tailed flycatcher, which is the state bird, and the Indian blanket, which is the state wildflower. Explain to the students that the flycatcher is an example of fauna (the animals of a given region), and the Indian blanket is an example of flora (plants of a given region). Record these terms and definitions on chart paper or the board.
3. Ask the students to identify some characteristics of the scissor-tailed flycatcher they can see just by looking at the image and make a web on the board. Have the students focus on the length of the tail. Ask the students whether they think the bird’s having such a long tail would make it difficult to live in a heavily wooded area. From the selected text, read to the students some information about the scissor-tailed flycatcher. Attend to unfamiliar vocabulary and concepts. Add information to the web on the flycatcher.
4. Review with the students that the scissor-tailed flycatcher, with its long tail, lives in open areas. Tell the students that Oklahoma is located in the Great Plains and Interior Lowlands regions of the United States. Tell the students that the Great Plains and Interior Lowlands are two of eight geographical regions of the United States.
5. Display the transparency of the “Map of US Regions.” Explain to the students that the regions are based on the geographical features of that area. Each region has characteristics that make it different from the other regions.
6. Point out to the students that some states like Oklahoma are in two or more different regions. The Great Plains region is characterized by grasslands—that is, flat land covered with grasses and low bushes. A grasslands region has generally level or rolling terrain. The Interior Lowlands region is characterized by rolling flatlands



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# Oh, the Regions!

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with many rivers, broad river valleys, and grassy hills. Both of these areas are ideal for the flycatcher to live in.

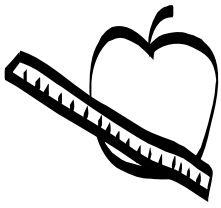
7. Have students list some other geographical features or landforms and make a list on the board. Examples include mountains, plains, coastal plains, hills, valleys, and lowlands.
8. On the transparency of the “Map of US Regions,” point out to the students that a large part of Oklahoma is in the Interior Lowlands region. Display the transparency of the “Geographical Regions” worksheet. Explain to the students that they will be working in pairs and researching the Interior Lowlands. As they are researching they are to find pictures or symbols for the Interior Lowlands region. They can either draw or print them out.
9. Distribute a “Geographical Regions” worksheet to each student. Have the students fill in the Interior Lowlands section of the worksheet based on their research. Explain to the students that they will only complete half of the worksheet today.
10. Take the students to the computer lab and allow them time to research.
11. Collect the “Geographical Regions” worksheets. Distribute to each student a folder or envelope where they can keep their pictures and symbols.

## Session 2

1. Redistribute the “Geographical Regions” worksheet from the previous session to each student. Display the transparency of the “Geographical Regions” worksheet. With student input, fill in the Interior Lowlands/Oklahoma region of the transparency.
2. Explain to the students that there are eight geographical regions of the United States. They are Coastal Plain, Appalachian Mountains, Canadian Shield, Interior lowlands, Great Plains, Rocky Mountains, Basin and Ridge, and Coastal Range. Each pair of students will be given a region other than the Interior Lowlands region. They will research this region and fill in the chart. As they are researching they are to find pictures or symbols for this region. They can either draw or print them out.
3. Take the students to the computer lab and allow them time to research and fill out the second half of their worksheets.
4. Collect the “Geographical Regions” worksheets. Have the students keep their pictures and symbols in a folder or envelope.

## Session 3

1. Redistribute the “Geographical Regions” worksheets from the previous session. Explain to the students that they will be creating a collage of the two regions on a poster. Ask the students whether they know what a collage is. If necessary, give them the definition and show them some examples.

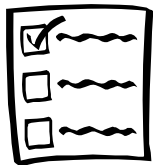


# Oh, the Regions!

2. Distribute the poster boards, one board per pair of students. Have the students draw a large Venn diagram on the poster board. On one side of the Venn diagram will be the Interior Lowlands/Oklahoma and on the other, the region they researched during the previous session. Have the students label each side.
3. Explain to the students that they will be creating a collage on the Venn diagram comparing the two different regions from their research. They will use the pictures or drawings from their research to create the collage. Display the transparency of the “Regions Rubric.” Review the rubric with the students.
4. Allow the students time to create their collages, then collect them.

## Session 4

1. Display the collages and have the students share their posters with the class.
2. Distribute the “Regions Rubric” and have the students complete the rubric based on their posters and presentations.
3. Collect the rubrics.



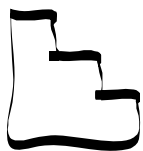
## ASSESSMENT

Use the “Regions Rubrics” to evaluate whether the students have met the lesson objectives.



## ENRICHMENTS/EXTENSIONS

- Have students create a poster or advertisement for a region.
- Make a large poster of the United States and create a class collage using pictures or symbols representing all the regions.
- Have the students write an article comparing and contrasting two different regions.



## DIFFERENTIATED LEARNING OPTIONS

- Allow students to work independently or in groups of three or four.
- Have students use precut pictures or symbols and have them sort them according to the regions.



## CONNECTION TO WWW.USMINT.GOV/KIDS

- Have students learn more about the effect of physical features on industries by using the Introducing Industries lesson plan at <http://www.usmint.gov/kids/teachers/lessonPlans/50sq/2004/0406.pdf>.
- Have students learn more about resources from different regions with the Regional Resources lesson plan at <http://www.usmint.gov/kids/teachers/features/2003/11.cfm>.
- Have students learn more about flora and fauna by visiting the Lewis and Clark Adventure at <http://www.usmint.gov/kids/games/lewisclarkadventure/>.





Name \_\_\_\_\_

# Regions Rubric

<b>COLLAGE</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>SELF</b>	<b>TEACHER</b>
<b>Quality of Construction</b>	Very well-executed. All items are neatly trimmed and securely attached. No stray marks, smudges, or glue stains.	Well-executed. The items are neatly trimmed and securely attached. A few stray marks, smudges, or glue stains.	Not very well-executed. Most items are neatly trimmed securely attached. Some stray marks, smudges, or glue stains.	Sloppily executed. Items are poorly trimmed, loose, or hanging over the edges. Multiple smudges, stains, rips, or stray marks.		
<b>Creativity</b>	Many objects are creatively drawn or displayed.	Some objects are creatively drawn or displayed.	Few objects are creatively drawn or displayed.	No objects were made or customized.		
<b>Design</b>	Graphics are carefully trimmed and placed to overlap pleasantly.	Graphics are fairly well-trimmed and placed to overlap.	Graphics are trimmed or placed somewhat haphazardly.	Graphics are poorly trimmed or placed, or lack overlapping.		
<b>Attention to Theme</b>	All graphics are indicative of the region being covered.	Most graphics are indicative of the region being covered.	Only some graphics are indicative of the region being covered.	Few graphics are indicative of the region being covered.		
<b>Time and Effort</b>	Class time was used wisely. Much effort went into the collage.	Class time was used wisely. Good effort.	Class time was not always used wisely. Effort was not consistent.	Class time was not used wisely. Little effort was used.		
<b>ORAL REPORT</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>SELF</b>	<b>TEACHER</b>
<b>Preparedness</b>	Student was completely prepared.	Student was fairly well-prepared.	Student was somewhat prepared.	Student did not seem prepared to present.		
<b>Focus</b>	Stayed on topic all of the time.	Stayed on topic most of the time.	Stayed on topic some of the time.	Strayed from the topic often.		
<b>Content</b>	Showed a full understanding of the topic.	Showed a good understanding of the topic.	Showed a good understanding of parts of the topic.	Showed little understanding of the topic.		
<b>Collaboration</b>	Listens to, shares with, and supports others. Tries to keep people working well together.	Usually listens to, shares with, and supports others. Does not "make waves."	Sometimes listens to, shares with, and supports others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports others. Often is not a good team member.		
<b>TOTALS</b>	<b>36</b>	<b>27</b>	<b>18</b>	<b>9</b>		

## TEACHER COMMENTS



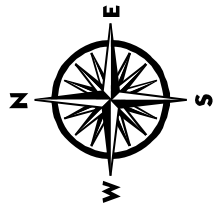
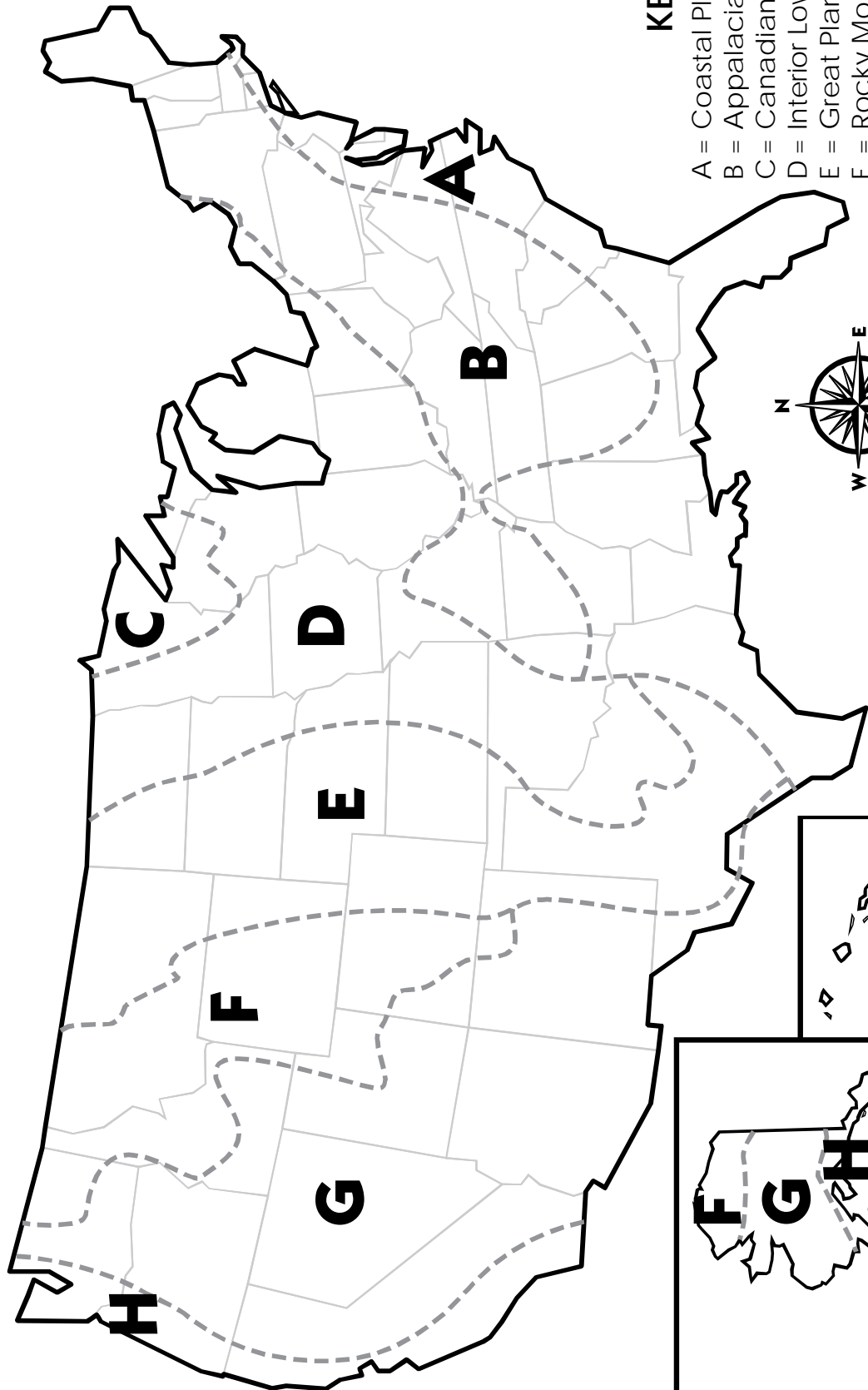
Name \_\_\_\_\_

# Geographical Regions

REGIONAL ASPECTS	INTERIOR LOWLANDS/OKLAHOMA	REGION: _____
Geographic Features		
Water Features		
Flora		
Fauna		
Climate		

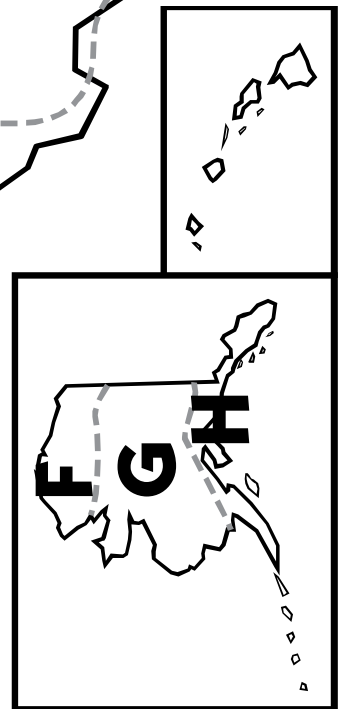
Name \_\_\_\_\_

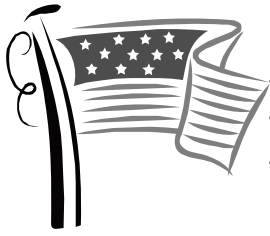
# Map of US Regions



## KEY

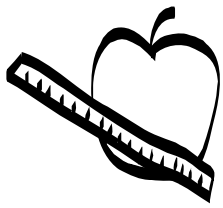
- A = Coastal Plain
- B = Appalachian Mountains
- C = Canadian Shield
- D = Interior Lowlands
- E = Great Plains
- F = Rocky Mountains
- G = Basin and Range
- H = Coastal Ranges





# Oklahoma Quarter Reverse





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## 2: Sunny Symbols

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### Based on the New Mexico quarter reverse



#### OBJECTIVE

Students will understand the meaning of the Zia Sun symbol on the quarter. Students will investigate and understand the relationships among the Earth, Moon, and Sun, with particular emphasis on the Sun. Students will understand the motions of the Sun; the effects of the Sun on the Earth and the Moon; the relative size, position, age, and makeup of the Sun; and historical contributions in understanding the Sun and our Solar System.



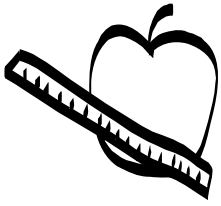
#### MATERIALS

- 1 overhead projector (optional)
- 1 overhead transparency (or photocopy) of each of the following:
  - “New Mexico Quarter Reverse” page
  - “Sun Symbols Rubric”
- “Sunny Facts” worksheet
- “Sun Symbols Rubric”
- 1 class map of the United States
- 1 copy of a text that gives information about symbols. For example:
  - *Signs and Symbols of the Sun* by Elizabeth Helfman
  - *The Bald Eagle (Symbols of America)* by Terry Allan Hicks
  - *Red, White, Blue, and Uncle Who? The Stories Behind Some of America’s Patriotic Symbols* by Teresa Bateman
- 1 copy of a text that gives information about the Sun, such as:
  - *Our Solar System* by Seymour Simon
  - *The Sun* by Robin Kerrod
  - *The Sun: Our Nearest Star* by Franklyn Branley
- Computers with Internet access
- Poster boards
- Markers



#### PREPARATIONS

- Make an overhead transparency (or photocopy) of each of the following:
  - “New Mexico Quarter Reverse” page
  - “Sun Symbols Rubric”



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# Sunny Symbols

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- Make copies of each of the following:
  - “Sunny Facts” worksheet (1 per student)
  - “Sun Symbols Rubric” (1 per student)
- Locate a text that gives information about symbols (see examples under “Materials”).
- Locate a text that gives information about the Sun (see examples under “Materials”). Locate pages in the text that give information about the Sun as a star and the center of the Solar System.
- Arrange to use the school computer lab for one session.
- Bookmark Internet sites that contain information about the Sun.



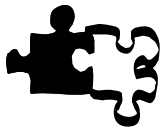
## GROUPINGS

- Whole group
- Small groups
- Pairs
- Individual work



## CLASS TIME

Four 45- to 60-minute sessions



## CONNECTIONS

- Science
- Social Studies
- Art



## TERMS AND CONCEPTS

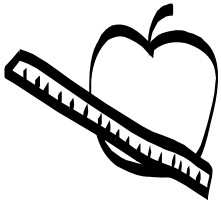
- Obverse (front)
- Reverse (back)
- Zia Sun symbol



## BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

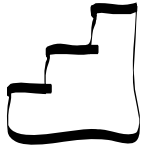
- Rotation
- Revolution
- Symbol
- Solar System
- American Indians



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# Sunny Symbols

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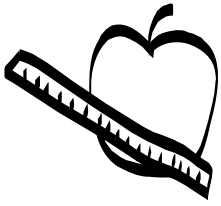
## STEPS

### Session 1

1. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. Then display the transparency or photocopy of the “New Mexico Quarter Reverse” page. Tell the students that the back of a coin is called the reverse, and “obverse” is another name for the front of a coin. Locate New Mexico on a classroom map. Note its position in relation to your school’s location.
2. With the students, examine the New Mexico quarter design. Have the students identify the design’s images and writing. Focus specifically on the symbol over the map. Identify this symbol as the ancient Sun symbol of the Zia, an American Indian group. Tell the students that there are four groups of rays with four rays in each group because the Zia believed that good things were given in groups of four. For example, there are four directions (north, south, east, and west), four seasons (spring, summer, fall, and winter), four parts of the day (morning, noon, evening, and night), and four phases of life (childhood, youth, adulthood, and old age).
3. Discuss the use of symbols, particularly the use of the Sun as a symbol.
4. Introduce the text on symbols. Read the text. On a sheet of chart paper, have the students list some symbols they see or use every day or some examples from the text.
5. Have the students design and draw a symbol to represent themselves, write a paragraph explaining why they chose that symbol, and share it with the class.

### Session 2 and 3

1. Review the use of symbols and the Zia Sun symbol on the coin from the previous session.
2. Read the section of the selected text that introduces the Sun as a star and the center of our Solar System. Have the students work in pairs to come up with two symbols to represent these two concepts. Have the students draw the symbols on a sheet of paper. Have the students share their symbols with the rest of the class.
3. Distribute a “Sunny Facts” worksheet to each student. Tell the students they will be working in groups of four and completing some research to find four important facts about the Sun. They need to include one fact from each of the following areas:
  - The Sun’s makeup or characteristics
  - Historical understandings/exploration of the Sun
  - The relationship of the Sun to the Earth
  - One interesting or little-known fact
4. Display the transparency of the “Sun Symbols Rubric.” Review it with the students.

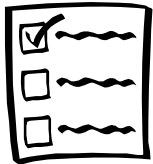


# Sunny Symbols

5. Assign the students to groups of four. Take the students to the computer lab and allow them time to research. Tell the students to find at least 3 facts for each area, even though they will only be using one of the facts.
6. After the students complete the research, have each group divide up the four areas so that each student has one area and each group covers all four areas. Then have each student create a symbol for one of the researched facts and draw a draft of the symbol on the “Sunny Facts” worksheet.
7. Have each group divide its poster board into four parts. Have one student draw his or her symbol on a section of the poster board.

## Session 4

1. Review the use of symbols from the first session. Distribute the “Sun Symbols Rubric.”
2. Have the students share their poster board symbols and facts with the class. Each student should share their own symbol and the fact it represents.
3. Have the students complete the “Sun Symbols Rubric.” Collect the rubrics.



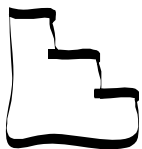
## ASSESSMENT

Use the “Sun Symbols Rubric” to evaluate whether the students have met the lesson objectives.



## ENRICHMENTS/EXTENSIONS

- Have students design the symbol using a paint program on the computer.
- Have students create a brochure for the Sun using the facts they researched.



## DIFFERENTIATED LEARNING OPTIONS

- Allow students to work independently or in pairs.
- Have symbols already prepared and have students match the fact with the symbol.



## CONNECTION TO WWW.USMINT.GOV/KIDS

- Have students learn more about phototropism using the Kansas quarter lesson plan at <http://www.usmint.gov/kids/teachers/lessonPlans/50sq/2005/0406-4.pdf>
- Have students learn more about the Sun’s renewable energy with the lesson plan at <http://www.usmint.gov/kids/teachers/lessonPlans/viewLP.cfm?lessonPlanId=135>





Name \_\_\_\_\_

# Sunny Facts

**Directions:** Find at least 3 facts for each area. Choose one fact for each area and create a symbol for that fact.



FACTS	SYMBOL
Sun's makeup or characteristics 1. 2. 3.	Fact # ____
Historical understandings and explorations of the Sun 1. 2. 3.	Fact# ____
Relationship of the Sun to the Earth 1. 2. 3.	Fact# ____
Interesting or little-known fact 1. 2. 3.	Fact# ____



Name \_\_\_\_\_

# Sun Symbols Rubric

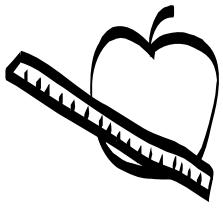
<b>POSTER</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>SELF</b>	<b>TEACHER</b>
Graphics Clarity	Symbols are very large and clear.	Most symbols are large and clear.	Some symbols are large and clear.	Few symbols are large or clear.		
Use of Class Time	Always used class time well. Focused on the project. Never distracted others.	Used class time well. Usually focused on the project without distracting others.	Used some of the class time well. Usually focused on the project but occasionally distracted others.	Seldom used class time to focus on the project, or often distracted others.		
Graphics Relevance	All symbols relate to the facts and clarify them.	Symbols mostly relate to the facts and clarify them.	Symbols somewhat relate to the facts.	Most or all symbols do not relate clearly to the facts.		
Required Elements	All required elements are included.	All required elements but one are included.	All required elements but two are included.	Three or more required elements are missing		
Content Accuracy	All four facts are accurate.	Three facts are accurate.	Two facts are accurate.	One fact or none is accurate.		
<b>ORAL REPORT</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>SELF</b>	<b>TEACHER</b>
Preparedness	Student was well-prepared and well-rehearsed.	Student was pretty well-prepared.	Student was somewhat unprepared.	Student did not seem at all prepared or well-rehearsed.		
Clarity of Speech	Spoke clearly and distinctly, without mispronouncing any words.	Spoke clearly and distinctly, but mispronounced one word.	Sometimes spoke indistinctly or mispronounced words.	Often mumbled or mispronounced words.		
Focus	Stayed on topic all the time.	Stayed on topic almost all of the time.	Stayed on topic most of the time.	Often strayed from the topic.		
Clarity of Content	Showed a full understanding of the fact.	Showed a good understanding of the fact.	Showed a fair understanding of the fact.	Did not seem to understand the fact very well.		
<b>TOTALS</b>	<b>36</b>	<b>27</b>	<b>18</b>	<b>9</b>		

## TEACHER COMMENTS



# New Mexico Quarter Reverse





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# 3: Layer by Layer

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## Based on the Arizona quarter reverse

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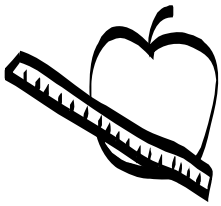
### OBJECTIVE

Students will identify the process by which the Grand Canyon was formed and identify the different geological materials that comprise the various layers of the Grand Canyon.



### MATERIALS

- 1 overhead projector
- 1 overhead transparency of each of the following:
  - “Arizona Quarter Reverse” page
  - “Erosion Equation” worksheet
  - “Layer by Layer” worksheets (2 pages)
- Copies of the following:
  - “Arizona Quarter Reverse” page
  - “Erosion Equation” worksheet
  - “Layer by Layer” worksheets (2 pages)
  - “Canyon Clues” worksheet
- 1 class map of the United States
- Chart Paper
- Markers
- 1 copy of text that gives information about erosion. For example:
  - *Rock Cycles: Formation, Properties, and Erosion* by Rebecca Harman
  - *Erosion (Early Bird Science)* by Joelle Riley
  - *Erosion (Earth Watch)* by Cherie Winner
- 1 copy of text that gives information about the Grand Canyon. For example:
  - *A Grand Canyon Journey: Tracing Time in Stone* by Peter Anderson
  - *Exploring the Grand Canyon (Grand Canyon Association)* by Lynne Foster
  - *In Search of the Grand Canyon: Down the Colorado with John Wesley Powell* by Mary Ann Fraser
- Computers with Internet Access
- Black permanent marker
- 16 oz. water bottles with labels removed
- Small funnels
- Colored sand (10 different colors)
- Scissors



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# Layer by Layer

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## PREPARATIONS

- Make an overhead transparency of each of the following:
  - “Arizona Quarter Reverse” page
  - “Erosion Equation” worksheet
  - “Erosion Equation” worksheet completed
  - “Layer by Layer” worksheets (2 pages)
- Make copies of each of the following:
  - “Arizona Quarter Reverse” page (1 per student)
  - “Erosion Equation” worksheet (1 per student)
  - “Layer by Layer” worksheets (1 of each page per student)
  - “Canyon Clues” worksheet (1 per pair)
- Locate a text that gives information about erosion (see examples under “Materials”) and mark appropriate passages to read in class.
- Locate text that gives information about the Grand Canyon (see examples under “Materials”) and mark appropriate passages to read in class.
- Arrange to use the school computer lab for one class session.
- Bookmark Internet sites that contain information about the Grand Canyon.
- Prepare work stations for Session 5 by setting up the “Layer by Layer—Part 2” worksheet, “Canyon Clues” worksheet, sand, water bottles, scissors, and funnels for each student pair.



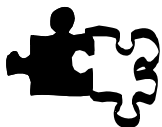
## GROUPINGS

- Whole group
- Pairs
- Individual work



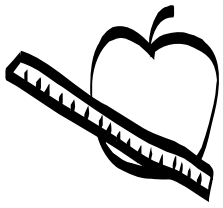
## CLASS TIME

Five 45- to 60-minute sessions



## CONNECTIONS

- Science
- Language Arts



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# Layer by Layer

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## TERMS AND CONCEPTS

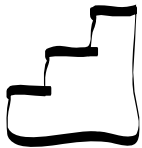
- Reverse (back)
- Obverse (front)
- Primary rock layers
- The Grand Canyon
- Erosion



## BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

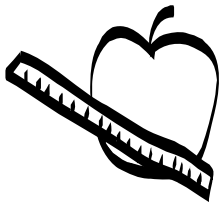
- Rock formations
- Geological timeline
- Geological layer



## STEPS

### Sessions 1 and 2

1. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. Then display the transparency or photocopy of the “Arizona Quarter Reverse” page. Locate Arizona on a classroom map. Note its position in relation to your school’s location.
2. With the students, examine the Arizona quarter. Have the students identify the different elements, including the Grand Canyon.
3. Introduce the term “erosion” and write it on a sheet of chart paper. Ask the students to brainstorm the meaning of the word. Record student answers on the chart paper.
4. Distribute the “Erosion Equation” worksheet to the students. Display the transparency of the “Erosions Equation” worksheet. Review the instructions and answer any questions. Ask the students to complete Part I of the worksheet during the reading.
5. Introduce the students to the selected text about erosion. Read the text aloud to the students and attend to any unfamiliar vocabulary and concepts. During the reading, guide their completion of Part I of the “Erosion Equation” worksheet by filling in the transparency of the “Erosion Equation” worksheet while having the students complete their own worksheets.
6. Review Part 1 of the “Erosion Equation” worksheet with the students. Check for student understanding and answer any questions.



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# Layer by Layer

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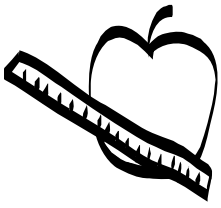
7. Ask the students to re-define the term “erosion” using their “Erosion Equation” worksheet. Record student answers on the chart paper (use a different-colored marker than the first time).
8. Introduce the students to the selected text about the Grand Canyon. Read the text aloud to the students and attend to unfamiliar vocabulary during the reading. Add the terms “Grand Canyon” and “geological layer” and their definitions to the chart paper.
9. Ask the students to identify any relationships they see between the terms “erosion,” “Grand Canyon,” and “geological layer.” Discuss and record student answers on the chart paper.
10. Guide the students through completing Part 2 of the “Erosion Equation” worksheet. Check for student understanding and answer any questions. On chart paper, write the completed erosion equation for the Grand Canyon.
11. Collect the “Erosion Equation” worksheets from the students.

## Sessions 3 and 4

1. Review the erosion equation created during the previous session with the students. Ask the students to re-state the relationship they see between the terms “erosion,” “Grand Canyon,” and “geological layers.” Answer any student questions.
2. Distribute the “Layer by Layer” worksheets to the students. Display the transparencies of the “Layer by Layer” worksheets. Review the directions on the “Layer By Layer” worksheets with the students and answer any questions.
3. Explain to the students that they will be researching the Grand Canyon and its characteristics. Explain to the students that they will need to research the geological layers of the Grand Canyon and label the diagram that is at the bottom of the worksheet.
4. Take the students to the computer lab and allow them time to do their research. Also allow the students to access print resources in the classroom or library.
5. Allow the students time in class to complete the “Layer by Layer” worksheets. Review the completed “Layer by Layer” worksheets with the students in class. Allow the students to make corrections to their “Layer by Layer” worksheets and then collect them.

## Session 5

1. Redistribute the “Layer by Layer” worksheets to the students and answer any remaining student questions. Divide the students into pairs.

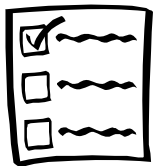


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# Layer by Layer

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2. Have each student pair sit at a workstation that has been set up with one “Canyon Clues” worksheet, one water bottle, one funnel, scissors, and 10 small cups each filled with a different color of sand.
3. Explain to the students that they will be re-creating the geological layers of the Grand Canyon using the colored sand and their “Layer by Layer” worksheets. Explain that they will read the descriptions on the “Canyon Clues” worksheet at their workstations and match each description with the correct geological layer on their “Layer by Layer” worksheets. Each description and layer will have a corresponding color of sand. The students will then use the diagram on their “Layer by Layer” worksheet to correctly layer the sand from the bottom to the top geological layer.
4. Have the students cut out each of the Canyon Clues once they have identified the layers. Have them put the clues in the correct geological order on their desks before using the sand. Visit each workstation to check on student progress.
5. Once the students have completed the “Canyon Clues” worksheet and used sand to recreate the geological layers of the Grand Canyon, have them place the lids on their water bottles. Collect the completed worksheets and water bottles. Have the students clean up their workstations.
6. Display the “Layer by Layer” worksheets and “Grand Canyon” water bottles around the classroom.



## ASSESSMENT

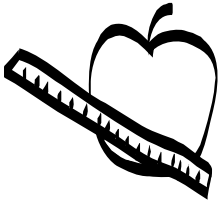
Use the students’ class participation, worksheets, and “Grand Canyon” water bottles to evaluate whether they have met the lesson objectives.



## ENRICHMENT/EXTENSIONS

- Have students research current events articles related to erosion and the impact on such things as farming, land development, and wildlife. Have students share their findings with the class.
- Have students research other geological formations that were shaped by erosion. Compare and contrast these geological formations with the Grand Canyon. Have students create a poster which includes pictures and data with their findings.
- Have students look at other quarter designs and locate geological formations that are pictured on these quarters.

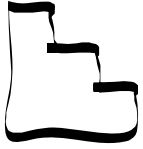




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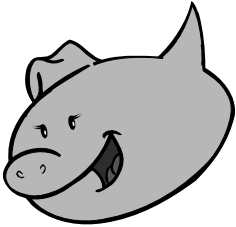
# Layer by Layer

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## DIFFERENTIATED LEARNING OPTIONS

- Allow students to research one layer of the Grand Canyon. Allow students to work in groups to complete the “Canyon Clues” worksheet.
- Reduce the number of clues from 10 to 5. Have five of the clues already completed and allow students to fill in the remaining five layers.
- Have information about the Grand Canyon and erosion already assembled into level-appropriate material and available as research packets.



## CONNECTION TO WWW.USMINT.GOV/KIDS

- Have students learn more about the nation’s natural beauty and resources by visiting the 2005 California quarter page <link to <http://www.usmint.gov/kids/coinNews/50sq/2005/ca.cfm>>. This quarter features John Muir and an image of the Yosemite Valley.
- Have students learn more about the nation’s flora and fauna through the Lewis and Clark Adventure <link to <http://www.usmint.gov/kids/games/LewisClarkAdventure/>>.
- Have students learn more about different geographic regions in the United States by using the 2008 Oklahoma quarter lesson plan <link to 2008 OK grades 4-6 lesson plan>



Name \_\_\_\_\_

# Canyon Clues

**Directions:** Create a model of the Grand Canyon's primary layers.

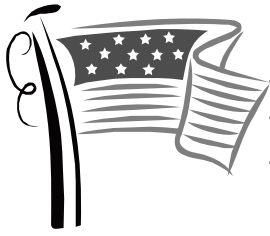
1. Fill in the names of the layers according to the clues below.
2. Match the layers with the colors on your "Layer by Layer" worksheet.
3. Fill out your group's labels and cut out the labels.
4. Arrange the labels in geological order as a guide.
5. Layer the colored sand in your bottle, oldest layer first, and attach the bottom label.

<p>Layer: Kaibab Limestone This 250-million-year-old layer resembles a bathtub ring. Fossils are embedded in its sandy limestone, shale, and sandstone.</p>	<p>Layer: _____ Ripple marks from a prehistoric ocean distinguish this 545-million-year-old layer. The brown sandstone holds marine fossils.</p>
<p>Layer: _____ At 260 million years old, this white or creamy quartz sand contains no skeletal fossils, but many invertebrate tracks.</p>	<p>Layer: _____ The most prominent rock laer is 335 million years old. It contains marine limestone and dolimites with many fossils and caves.</p>
<p>Layer: _____ This layer is 255 million years old. Like the Kaibab Limestone, it marine fossils in sandy limestone, shale, and sandstone.</p>	<p>Layer: _____ The layer that dates back about 530 million years is multicolored mudstone shale, containing some marine fossils.</p>
<p>Layer: _____ At 285 million years old, this layer contains shale and limestone, topped by sandstone, with many fossils.</p>	<p>Layer: _____ This layer is 515 million years old. Its grey limestone contains almost no fossils.</p>
<p>Layer: _____ This layer, 265 million years old, is a deep rust color. It contains layers of soft shale with fossils of plants and animal tracks.</p>	<p>Layer: Vishnu schist At the grand old age of 1,700 to 2,000 million years, this layer contains dark grey or black micha schist.</p>

## The Grand Canyon's Primary Layers

By \_\_\_\_\_

Date \_\_\_\_\_



Name \_\_\_\_\_

# Layer by Layer

Date \_\_\_\_\_

## PART 1: IDENTIFY THE LAYERS

**Directions:** Using the Internet and text, write the age, color, and composition of each of the primary layers of the Grand Canyon below. Use the colors listed beside the names to make your sand model.

Kaibab Limestone

WHITE

Redwall Limestone

RED

Age:

Age:

Color:

Color:

Composition:

Composition:

Toroweap Formation

YELLOW

Muav Limestone

GREY

Age:

Age:

Color:

Color:

Composition:

Composition:

Coconino Sandstone

BLUE

Bright Angel Shale

GREEN

Age:

Age:

Color:

Color:

Composition:

Composition:

Hermit Shale

ORANGE

Tapeats Sandstone

BROWN

Age:

Age:

Color:

Color:

Composition:

Composition:

Supai Formation

PINK

Vishnu Schist

BLACK

Age:

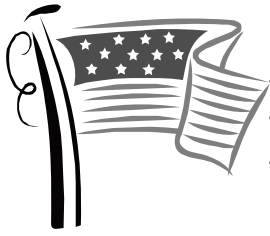
Age:

Color:

Color:

Composition:

Composition:

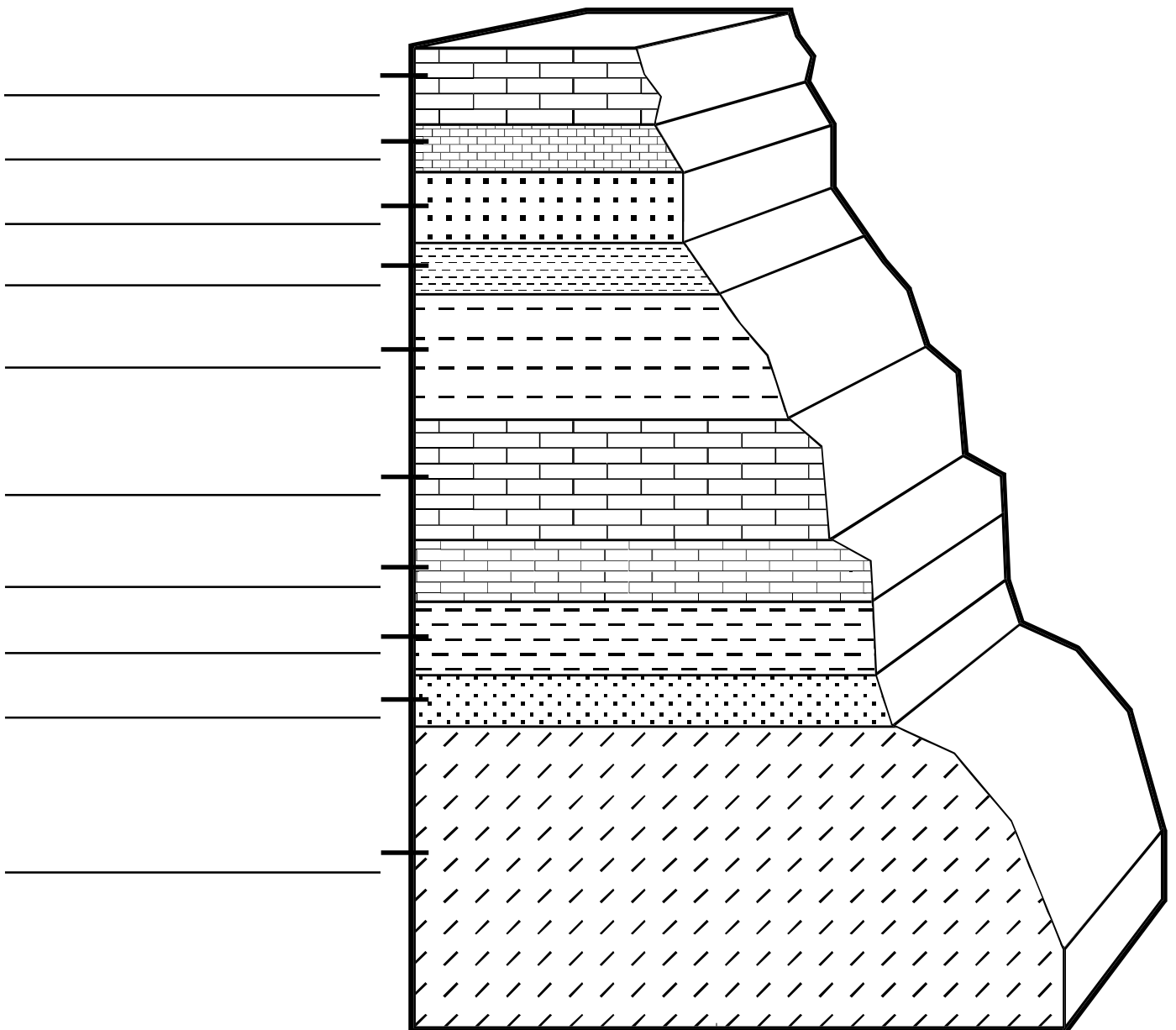


Name \_\_\_\_\_

# Layer by Layer

Date \_\_\_\_\_

## PART 2: LABEL THE LAYERS





Name \_\_\_\_\_

# Layer by Layer

## Key

### PART 1: IDENTIFY THE LAYERS

Date \_\_\_\_\_

**Directions:** Using the Internet and text, write the age, color, and composition of each of the primary layers of the Grand Canyon below. Use the colors listed beside the names to make your sand model.

#### Kaibab Limestone

Age: 250 million years old

Color: Greyish-white and resembles a bathtub ring

Composition: Sandy limestone, shale, and sandstone containing many marine fossils

#### Toroweap Formation

Age: 255 million years old

Color: Dark yellow to grey and looks very similar to the Kaibab Limestone

Composition: Sandy limestone, shale, and sandstone containing some marine fossils

#### Coconino Sandstone

Age: 260 million years old

Color: White or creamy pure quartz sand

Composition: No skeletal fossils but many invertebrate tracks.

#### Hermit Shale

Age: 265 million years old

Color: Deep-rust color

Composition: Layers of soft shale that easily erode. Contains fossils of plants and tracks of reptiles and amphibians.

#### Supai Formation

Age: 285 million years old

Color: Red to tan

Composition: Shale and limestone, topped by sandstone, with many fossils of reptiles, amphibians, and plants.

#### Redwall Limestone

Age: 335 million years old

Color: Red to dark brown

Composition: Marine limestone and dolomites with many fossils and caves. Most prominent rock layer.

#### Muav Limestone

Age: 515 million years old

Color: Grey

Composition: Limestone. Almost no fossils.

#### Bright Angel Shale

Age: 530 million years old

Color: Green with some grey, brown, and tan

Composition: Mudstone shale with some marine fossils.

#### Tapeats Sandstone

Age: 545 million years old

Color: Dark brown

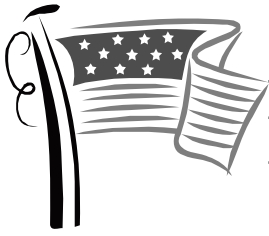
Composition: Medium and coarse-grained sandstone with some marine fossils. Contains ripple marks caused by prehistoric ocean

#### Vishnu Schist

Age: 1,700-2,000 million years old

Color: Dark grey or black

Composition: Micro schist



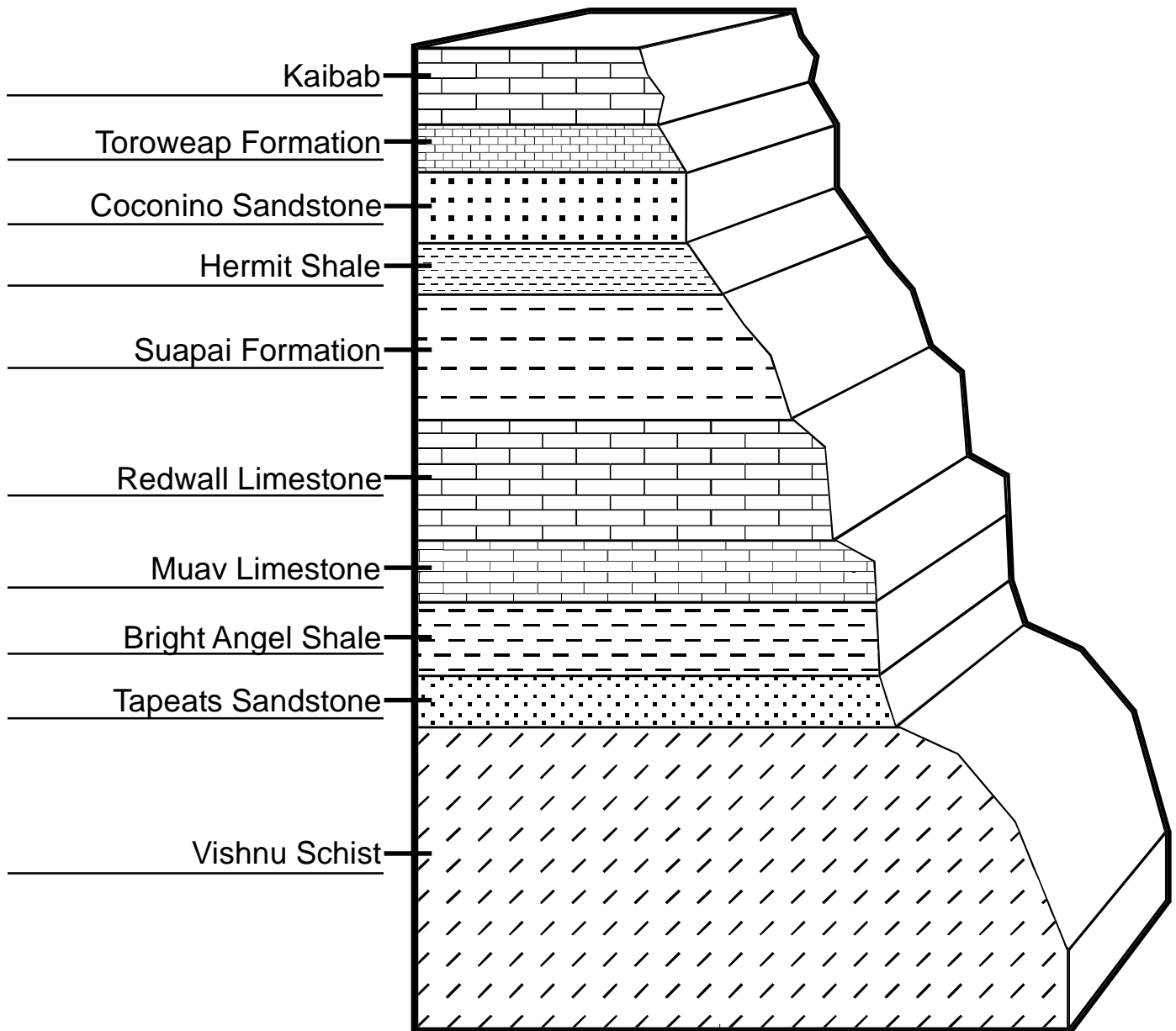
Name \_\_\_\_\_

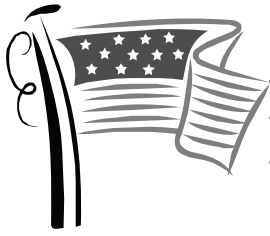
# Layer by Layer

## Key

Date \_\_\_\_\_

### PART 2: LABEL THE LAYERS





Name \_\_\_\_\_

# Erosion Equation

Date \_\_\_\_\_

**Part 1:** Using Internet resources and classroom texts, identify and define the five different types of erosion. In the boxes, draw examples of where that type of erosion may occur.

**Erosion is** \_\_\_\_\_

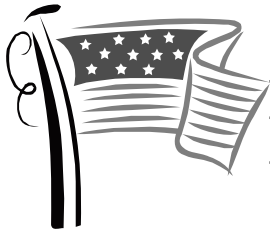
Type: _____	Type: _____	Type: _____

Type: _____	Type: _____

**Part 2:** Using the information from Part 1, fill in the erosion equation below to identify the type of erosion that carved the Grand Canyon.

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

Type of erosion                      Other factor                      Name of geological feature on Arizona quarter



Name \_\_\_\_\_

# Erosion Equation

## Key

Date \_\_\_\_\_

**Part 1:** Using Internet resources and classroom texts, identify and define the five different types of erosion. In the boxes, draw examples of where that type of erosion may occur.

**Erosion is** the gradual wearing away of land surface materials, especially rocks and soils, by the action of water, wind, or a glacier.

Type: <u>Water</u>	Type: <u>Wind</u>	Type: <u>Glacier</u>
Type: <u>Sea</u>	Type: <u>Soil</u>	

**Part 2:** Using the information from Part 1, fill in the erosion equation below to identify the type of erosion that carved the Grand Canyon.

Water and wind + Time = Grand Canyon

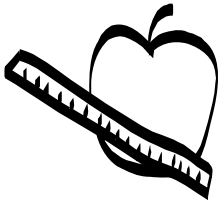
Type of erosion                      Other factor                      Name of geological feature on Arizona quarter





# Arizona Quarter Reverse





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## 4: The Coin and the Fable

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### Based on the Alaska quarter reverse

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#### OBJECTIVE

Students will identify and apply the elements of fables, including the personification of animals, use of morals, and oral tradition.



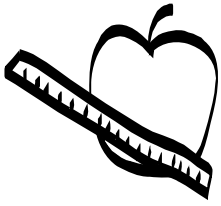
#### MATERIALS

- 1 overhead projector (optional)
- 1 overhead transparency (or photocopy) of each of the following:
  - “Alaska Quarter Reverse” page
  - “The Fable and the Rubric” worksheet
- Copies of the following:
  - “Fabled Chart” worksheet
  - “The Fable and the Organization” worksheet
  - “The Fable and the Rubric” worksheet
- 1 class map of the United States
- 1 copy of a text that contains fables. For example:
  - *Aesop’s Fables* illustrated by Fulvio Testa
  - *Animal Fables from Aesop* adapted by Barbara McClintock
  - *Multicultural Fables and Fairy Tales* by Tara McCarthy
- Chart paper
- Pictures of Alaska



#### PREPARATIONS

- Make an overhead transparency (or photocopy) of each of the following:
  - “Alaska Quarter Reverse” page
  - “The Fable and the Rubric” worksheet
- Make copies of each of the following:
  - “The Fable and the Rubric” worksheet (1 per student)
  - “Fabled Chart” worksheet (1 per student)
  - “The Fable and the Organization” worksheet (1 per student)
- Gather texts that contain fables (see examples under “Materials”).
- Gather pictures of Alaska



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# The Coin and the Fable

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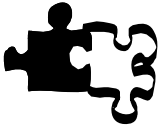
## GROUPINGS

- Whole group
- Individual work



## CLASS TIME

Four 45- to 60-minute sessions



## CONNECTIONS

- Science
- Language Arts



## TERMS AND CONCEPTS

- Obverse (front)
- Reverse (back)
- Fable
- Moral
- Personification
- One dimensional



## BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

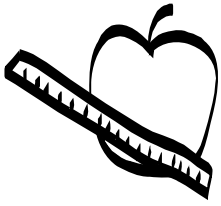
- The writing process
- Story elements
- Character traits



## STEPS

### Session 1

1. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. Then display the transparency or photocopy of the “Alaska Quarter Reverse” page. Tell the students that the back of a coin is called the reverse, and “obverse” is another name for the front of a coin. Locate Alaska on a classroom map. Note its position in relation to your school’s location.



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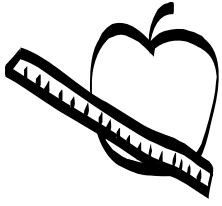
# The Coin and the Fable

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2. With the students, examine the Alaska quarter design. Have the students identify the images and the writing included in this design. Focus specifically on the grizzly bear and the salmon.
3. Draw a picture of a bear and a fish on a sheet of chart paper. Using the pictures as the center for two webs, have the students list characteristics of the two animals.
4. Ask the students if they have ever read or heard a fable. Record examples of fables they have heard on chart paper. Explain that fables were originally told orally and were used to teach people morals or lessons. The fables would be repeated often. Eventually fables were written down.
5. Introduce the selected text. Explain to the students that fables are a special kind of story. In fables, the characters are usually animals that act and talk like people. Discuss the term “personification” (animals or objects that act like people or exhibit human characteristics) and record the definition on chart paper. Ask the students for examples of personification they see on television, in movies, or in other literature.
6. Explain that a fable teaches a moral or lesson about people and the way they should or should not behave. The moral is illustrated by what happens in the story.
7. Distribute the “Fabled Chart” worksheet. Read several (at least four) fables to the class. During each reading, have the students fill in the chart for that fable. After reading each fable, have the students list characteristics of each animal in the fable on the chart paper. Have the students work in pairs and discuss the moral with each other after each fable. Then have the students share their ideas about the moral and the rest of the chart with the class.
8. Ask the students to identify the elements of a story (characters, setting, and plot). Explain to the students that fables have the same elements as other stories with the addition of the moral. Explain that the characters in a fable are not as well developed as in other stories. The characters in a fable are more one-dimensional (for example, greedy or lazy). The animals used in the fable are usually chosen because they seem to represent a certain human trait (for example, the fox is usually sly, the lion is bold or courageous, the mouse is meek, the wolf is greedy or mean).

## Session 2 and 3

1. Review fables and the parts of a fable from the previous lesson using the worksheets from the previous day. Review the meanings of “personification” and “moral.” Explain to the students that they will be using the writing process to write their own original fable. They will then be presenting their story in the oral tradition, by telling their story to the class.
2. Distribute the “The Fable and the Organization” worksheet. Refer back to the “Fabled Chart” worksheet and remind the students that what happens in the story



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# The Coin and the Fable

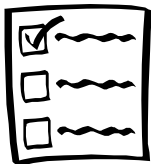
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reveals the moral, so they need to make the sequence of events clear to the reader or listener. Remind the students that the characters in a story are usually animals and are usually one-dimensional.

3. Display the transparency of the “The Fable and the Rubric” worksheet and discuss it with the students.
4. Display the transparency or photocopy of the “Alaska Quarter Reverse” page. Review the two animals on the coin. Explain to the students that their fable will be about a grizzly bear and a salmon. They may add other animals if necessary to tell their story. The setting will be Alaska. Ask students what they know about Alaska and write their ideas on a web on the board. Show the pictures of Alaska to generate more ideas to add to the web.
5. Write some examples of morals on the board and discuss the meaning of each one with the students. Some examples are
  - Haste makes waste.
  - Pride can lead to a downfall.
  - Pick on someone your own size.
  - You can’t judge a book by its cover.
6. Ask the students for examples of other morals and add them to the list. Explain to the students that it is usually easier to think of the moral you want to use first and then to work on your story.
7. Allow students time to write their fables using the writing process.

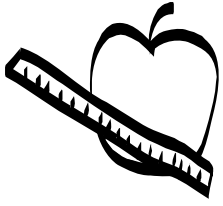
## Session 4

1. Review fables and their oral tradition from the first session. Distribute the “The Fable and the Rubric” worksheet.
2. Have the students present their fables orally without stating the morals. After the student reads his or her fable, have the other students in the class guess the moral of the fable. When students are finished presenting, have them fill out the rubric. Collect the rubrics.
3. Bind the student fables together into a class book.



## ASSESSMENT

Use the “The Fable and the Rubric” to evaluate whether the students have met the lesson objectives.



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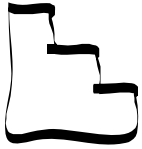
# The Coin and the Fable

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## ENRICHMENTS/EXTENSIONS

- Have the students act out their fables.
- Have the students illustrate their fables.



## DIFFERENTIATED LEARNING OPTIONS

- Allow students to work in pairs.
- Allow students to use illustrations when they read their fables orally.
- Allow students to record or videotape themselves reading their fables.



## CONNECTION TO [WWW.USMINT.GOV/KIDS](http://www.usmint.gov/kids)

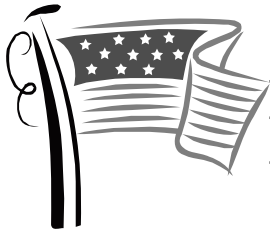
Have students learn more about writing a tall tale by using “A Fish Tale” lesson plan at <http://www.usmint.gov/kids/teachers/lessonPlans/50sq/2005/0406.pdf>.



Name \_\_\_\_\_

# Fabled Chart

TITLE OF FABLE	CHARACTERS AND TRAITS	SETTING	EVENTS	MORAL



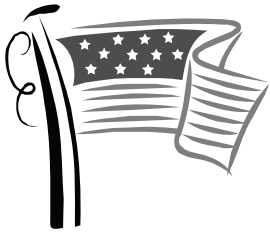
Name \_\_\_\_\_

# The Fable and the Organization

**Directions:** Use this chart to help you plan your writing.  
You may want to start with your moral.

<b>Title of Fable</b>	
<b>Characters and traits</b>	Brown bear  Salmon
<b>Setting</b>	Alaska
<b>Events</b>	1.  2.  3.  4.  5.
<b>Moral</b>	





Name \_\_\_\_\_

# The Fable and the Rubric

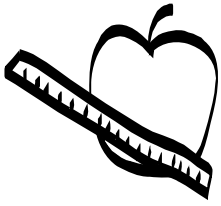
CATEGORY	4	3	2	1	SELF	TEACHER
<b>Writing Process</b> (prewriting, drafting, reviewing, and editing)	Student devoted a lot of time and effort.	Student devoted sufficient time and effort.	Student devoted some time and effort but was not very thorough.	Student devoted little time and effort.		
<b>Focus on Moral</b>	The entire fable is related to the moral and clearly illustrates it.	Most of the fable is related to the moral.	The fable relates to the moral, but does not illustrate it well.	The fable has little to do with the moral.		
<b>Organization</b>	The story is very well organized. Scenes have a logical sequence and clear transitions.	The story is well organized, but transitions are not always clear or used.	The story sometimes is hard to follow. Transitions are sometimes not clear.	The story is not well-organized or lacks transitions.		
<b>Spelling and Punctuation</b>	No spelling or punctuation errors. Invented character and place names are spelled consistently.	One spelling or punctuation error or inconsistent spelling of invented names.	A few spelling and punctuation errors or inconsistency in spelling of invented names.	More than 3 spelling and punctuation errors or name spelling inconsistencies.		
<b>Creativity</b>	Many creative details. Excellent use of imagination.	Some creative details. Good use of imagination.	A few creative details. Some use of imagination.	Details not creative or relevant or present. Little imagination used.		
<b>Characters</b>	Main characters are named and are one-dimensional.	Main characters are named and are mostly one-dimensional.	Main characters are mostly named but behave inconsistently.	Main characters are not named or do not behave consistently or purposefully.		
<b>Requirements</b>	All of the written requirements were met.	Almost all of the written requirements were met.	Most of the written requirements were met.	Few written requirements were met.		
<b>TOTALS</b>	<b>28</b>	<b>21</b>	<b>14</b>	<b>7</b>		

## TEACHER COMMENTS



# Alaska Quarter Reverse





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# 5: An Island Introduction

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## Based on the Hawaii quarter reverse

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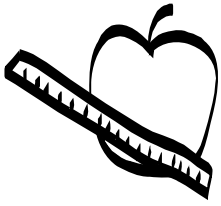
### OBJECTIVES

Students will research and identify key geographical, cultural, and political concepts as they apply to Hawaii. Students will identify different types of maps.



### MATERIALS

- 1 overhead projector
- 1 overhead transparency (or photocopy) of each of the following:
  - “Hawaii Quarter Reverse” page
  - “Map of Hawaii” page
  - “The King’s K-W-L Chart” worksheet
  - “Map This!” worksheet
  - “Island Introduction” worksheet
  - “Island Introduction” rubric
- Copies of the following:
  - “Hawaii Quarter Reverse” page
  - “Map of Hawaii” page
  - “The King’s K-W-L Chart” worksheet
  - “Map This!” worksheet
  - “Island Introduction” worksheet
  - “Island Introduction” rubric
- 1 class map of the United States
- Chart paper
- Markers
- Student World Maps with Longitude and Latitude shown
- Various texts that give information about maps and map types. For example:
  - *Maps: Getting from Here to There* by Harvey Weiss
  - *Discovering Maps: A Children’s World Atlas* Published by Hammond World Atlas Corporation
  - *Student Atlas of Hawaii* by James O. Jurik
  - *All About Maps (Hello Out There)* by Catherine Chambers



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# An Island Introduction

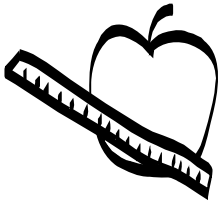
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- Various types of maps, such as:
  - Political
  - Economic/Resource
  - Topographical
  - Climate
  - Road
- 1 copy of a text that gives information about Hawaii. For example:
  - *Hawaii's Royal History* by Helen Wong and Ann Rayson
  - *Hawai'i* by Shelley Gill
  - *Hawai'i (Celebrate the States)* by Jake Goldberg and Joyce Hart
- Computers with Internet access
- Old magazines and newspapers
- Colored pencils
- Glue
- Scissors
- Cardboard
- Construction paper



## PREPARATIONS

- Make an overhead transparency of each of the following:
  - “Hawaii Quarter Reverse” page
  - “Map of Hawaii” page
  - “The King’s K-W-L Chart” worksheet
  - “The King’s K-W-L Chart” worksheet completed
  - “Map This!” worksheet
  - “Map This!” worksheet completed
  - “Island Introduction” worksheet
  - “Island Introduction” worksheet completed
  - “Island Introduction” rubric
- Make copies of each of the following:
  - “Hawaii Quarter Reverse” (1 per student)
  - Enlarged outline map of Hawaii (1 per student)
  - “The King’s K-W-L Chart” (1 per student)



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# An Island Introduction

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- “Map This!” worksheet (1 per student)
- “Island Introduction” worksheet (1 per student)
- “Island Introduction” rubric (1 per student)
- Gather various types of maps (see examples under “Materials”).
- Gather texts that give information about maps and map types (see examples under “Materials”).
- Locate a text that gives information about Hawaii (see examples under “Materials”) and mark passages to read.
- Arrange to use the school computer lab for one session.
- Bookmark Internet sites that contain information about Hawaii.



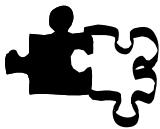
## GROUPINGS

- Whole group
- Pairs
- Individual work



## CLASS TIME

Five 45- to 60-minute sessions



## CONNECTIONS

- Social Studies
- Language Arts



## TERMS AND CONCEPTS

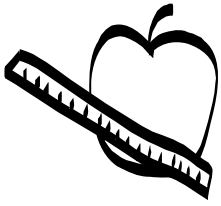
- Quarter
- Archipelago
- Economic/Resource map
- Topographic map
- Obverse (front)
- Hawaiian Islands
- Physical map
- Climate map
- Reverse (back)
- Political map
- Road map



## BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

- Maps
- Cardinal directions
- Longitude and latitude



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# An Island Introduction

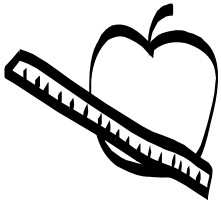
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## STEPS

### Session 1

1. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. Then display the transparency or photocopy of the “Hawaii Quarter Reverse” page. Locate Hawaii on a classroom map. Note its position in relation to your school’s location.
2. Examine the Hawaii quarter with the students. Have the students identify the different elements in this image, including King Kamehameha I and the state’s motto “Ua Mau Ke Ea O Ka ’Āina I Ka Pono” (which means “The life of the land is perpetuated in righteousness”).
3. Distribute a “Map of Hawaii” page to each of the students. Display the labeled transparency of the “Map of Hawaii” page. Identify that there are eight major islands that make up the state of Hawaii, one of which is uninhabited. Ask the students to label the eight major islands on their maps referring to the completed transparency. The eight major islands of Hawaii are: Ni’ihau, O’ahu, Maui, Lana’i, Kaua’i, Moloka’i, (the Big Island of) Hawai’i, and Kaho’olawe. Ask students to mark Kaho’olawe as the uninhabited island. Have the students save their maps to use throughout the lesson.
4. Distribute the “The King’s K-W-L Chart” worksheet to the students. Ask the students to think of what they know about Hawaii and to record their answers on their worksheets in the “K” column.
5. Display the transparency of the “The King’s K-W-L Chart” worksheet. Ask what the students have recorded in the “K” column of their worksheets. Record their answers on the transparency in the “K” column. Ask the students to think of what they would like to learn about Hawaii and record their responses on their worksheets in the “W” column. Discuss and record student answers in the transparency’s “W” column.
6. Introduce the students to the selected text about Hawaii. Ask the students to record any new information they learn during the reading in the “L” column on their “The King’s K-W-L Chart” worksheet. Ask the students to think about how Hawaii compares to other states in the United States. Ask the students to also think about why King Kamehameha I is important in Hawaiian history.
7. Read the selected text passages aloud to students and attend to unfamiliar vocabulary and concepts.
8. After the reading, ask students to share what they have recorded in the “L” column of their worksheets. Discuss and record student answers in the “L” column of the transparency.
9. Ask the students to answer the question at the bottom of their “The King’s K-W-L



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# An Island Introduction

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Chart” worksheet, “Why is King Kamehameha I featured on the Hawaii quarter?” Discuss and record the student responses on the transparency. Students should know that King Kamehameha I was responsible for uniting the peoples of the Hawaiian islands.

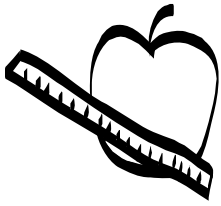
10. Ask the students to review the “The King’s K-W-L Chart” worksheet and answer any remaining questions. Collect the worksheet.

## Session 2

1. Redistribute the “The King’s K-W-L Chart” worksheets from the previous session. Review what students learned and what images are included in the Hawaii quarter. Display the transparency of the “Map of Hawaii” page. Ask the students to look at the coin and the “Map of Hawaii” transparency. Ask the students to discuss the map image in the design.
2. Introduce the term “archipelago” by writing it on chart paper. Ask students what they think this term means and record student responses. Define archipelago as “a large group or chain of islands.”
3. Distribute a “Map This!” worksheet and “Map of Hawaii” page to each student. Display the transparency of the “Map This!” worksheet and review the directions with the students. Answer any student questions.
4. Give the students time to answer the questions in the “Map Basics” section of the “Map This!” worksheet. Record the students’ answers on the transparency. Review and discuss student answers and add student responses to the transparency for the “Why do we use maps?” section.
5. Introduce the students to the various texts about maps. Ask the students to complete the “Map Match” section of the “Map This!” worksheet in class. Allow the students time to research different map types by using the various texts about maps.
6. Review the “Map This!” worksheet with the students. Display the transparency of the completed “Map This!” worksheet. Review and discuss student answers. Show the students the examples of different types of maps and pass them around the classroom. Discuss with the students some of the characteristics of these maps and the functions that each of the map types serve. Collect the worksheets from the students.

## Sessions 3 and 4

1. Redistribute the “The King’s K-W-L Chart” worksheet and the “Map This!” worksheet and have the students review both worksheets. Answer any student questions.
2. Distribute an “Island Introduction” worksheet and an “Island Introduction” presen-



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# An Island Introduction

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tation rubric to each student. Review both sheets with the students. Explain to the students that they will be researching one of the seven inhabited islands (excluding uninhabited Kaho’olawe) that make up the state of Hawaii. Each student will need to complete the “Island Introduction” worksheet and create a map of the chosen island.

3. Explain to the students that the map of the island can be a political map, a resource and economic map, or a physical map. Students will need to create this map using a variety of materials (such as magazines or newspapers, cardboard, construction paper, and markers).
4. Review the “Island Introduction” presentation rubric with the students. Explain that they will need to present their island and the map they have created to the class. The map should highlight the unique features of the island and the facts should be displayed on the map in some way. Explain that all the worksheets (“The King’s K-W-L Chart,” “Map This!” and “Island Introduction”) will be collected after their presentation.
5. Arrange for class time in the school’s computer lab and to have texts in class for students to use as resources.

## Session 5

1. Have the students present their maps and research from the “Island Introduction” worksheet. Use the rubric to assess student performance.
2. Collect the “The King’s K-W-L Chart” worksheet, the “Map This!” worksheet, and the “Island Introduction” worksheet. Complete a presentation rubric for each student.
3. Display the worksheets and maps around the classroom. Allow the students time to view their classmates’ work.



## ASSESSMENT

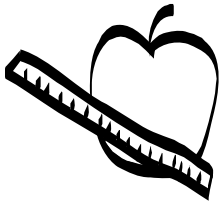
Use the students’ class participation, worksheets, island maps, and presentation rubrics to evaluate whether they have met the lesson objectives.

## ENRICHMENTS/EXTENSIONS

- Have students locate other islands of North America or the United States on a map. Have students note the longitude and latitude of these islands.
- Have students research the climate of their home state. Ask students to examine how the longitude and latitude of their home state may affect its climate.







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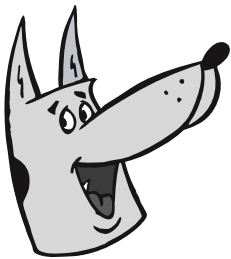
# An Island Introduction

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## DIFFERENTIATED LEARNING OPTIONS

- Allow students to work in pairs.
- Have students use texts at various reading levels for their research materials.
- Allow students to write their reports by hand or use a scribe rather than use the computer.



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

Have students learn more about various cultures and islands by visiting the Coins of the World cartoon at [www.usmint.gov/kids/cartoons/coinsOfTheWorld/](http://www.usmint.gov/kids/cartoons/coinsOfTheWorld/).



Name \_\_\_\_\_

# The King's K-W-L Chart

K	W	L

Why is King Kamehameha I featured on the Hawaii quarter?

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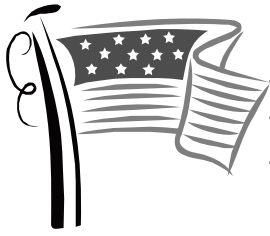
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Name \_\_\_\_\_

# Map This!

## MAP BASICS

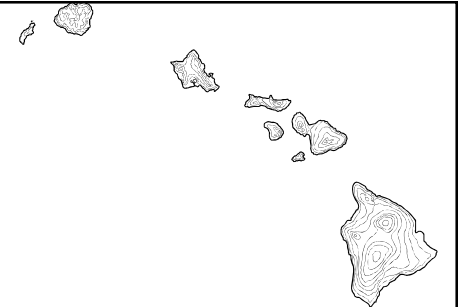
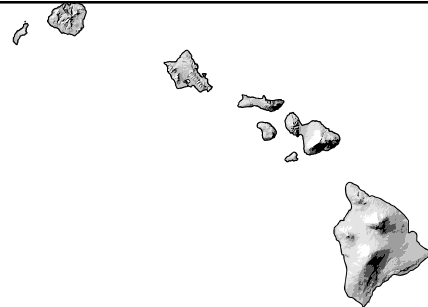
**Directions:** Using what you have learned about maps, complete the following questions.

1. What are the longitude and latitude of Honolulu, Hawaii?
2. What is an archipelago?
3. Why do we use maps?

## MAP MATCH

**Directions:** Using what you have learned about maps, connect the name of each type of map to the correct description or picture.

These maps give information about a region's weather. Colors show different zones of climate or precipitation (rain and snow).



Economic/Resource

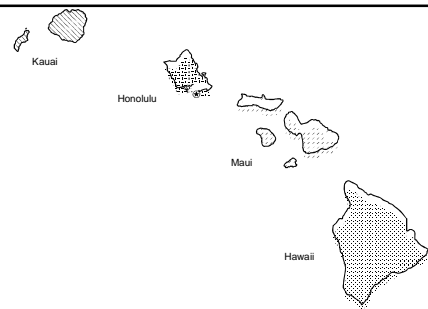
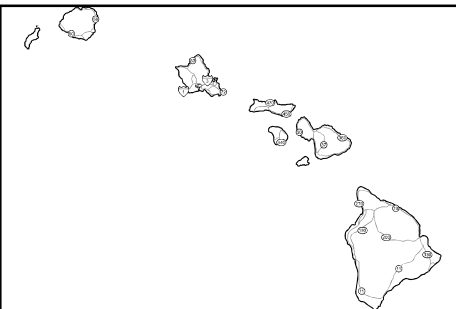
Road

Topographic

Climate

Physical

Political



These maps use symbols to indicate an area's natural resources or economic activities. For example, pineapple icons might show where tropical fruit is grown.



Name \_\_\_\_\_

# Island Introduction

**Directions:** Use your research to provide the following information.

1. Name of Island \_\_\_\_\_
2. Meaning of name (if available) \_\_\_\_\_
3. Longitude/Latitude of Island \_\_\_\_\_
4. Capital city \_\_\_\_\_
5. Population of the island \_\_\_\_\_
6. Climate \_\_\_\_\_
7. Economy (What does this island produce, sell, or export?) \_\_\_\_\_  
\_\_\_\_\_
8. 3 Landmarks on this island \_\_\_\_\_
9. Languages spoken on this island \_\_\_\_\_
10. Unique cultural features \_\_\_\_\_  
\_\_\_\_\_

## ISLAND SKETCH

In the box below, sketch the island you researched. Use the information above to locate and label the capital city and the three landmarks.

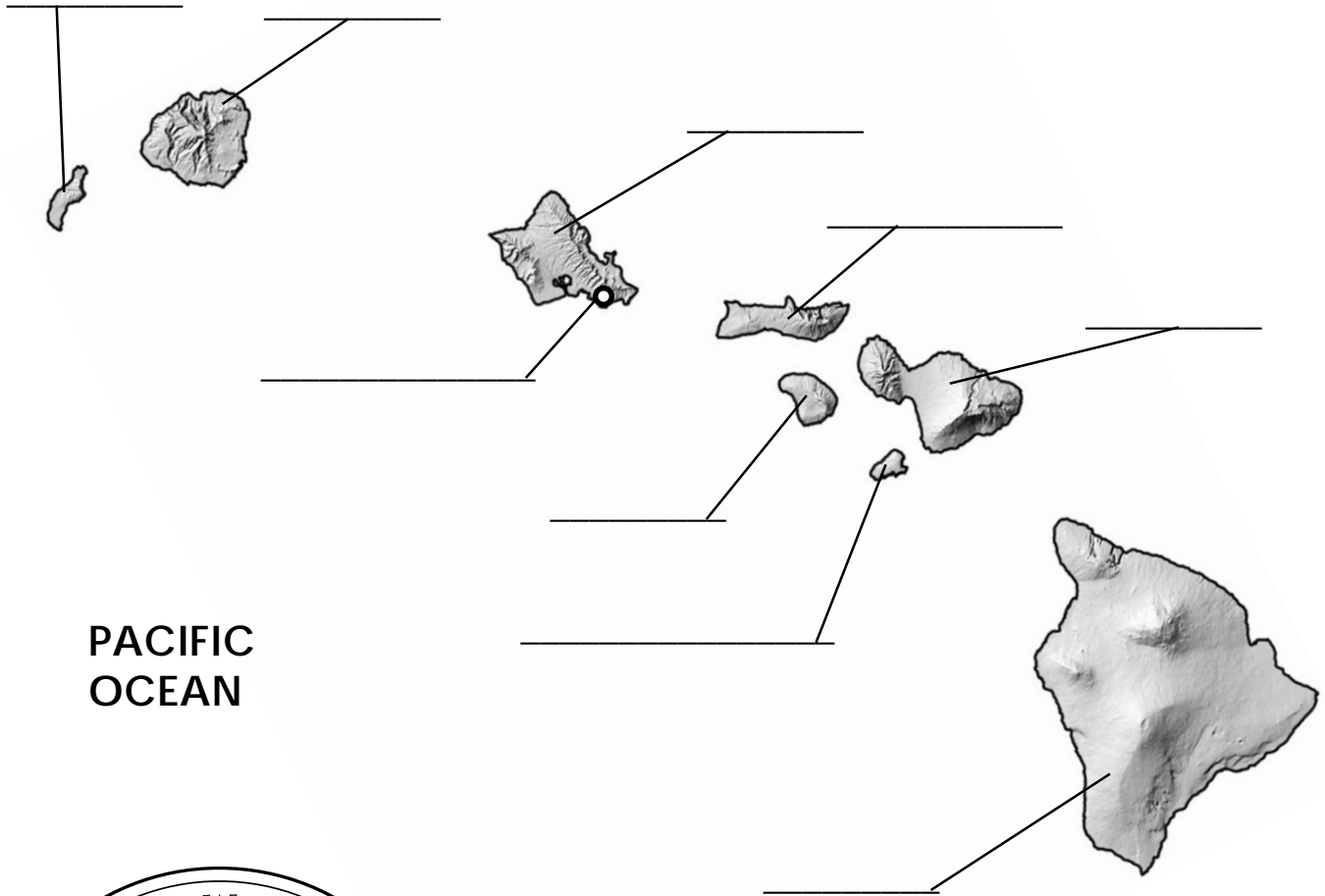


Name \_\_\_\_\_

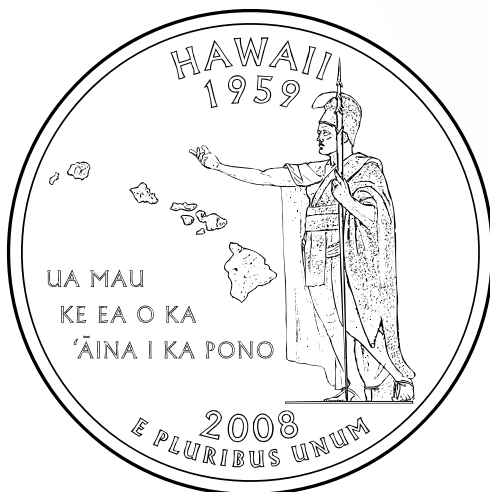
# Map of Hawaii

## Eight Main Islands

PACIFIC  
OCEAN



PACIFIC  
OCEAN





Name \_\_\_\_\_

# Map of Hawaii

## Key

NI'IHAU

KAUA'I

PACIFIC  
OCEAN

O'AHU

MOLOKA'I

MAUI

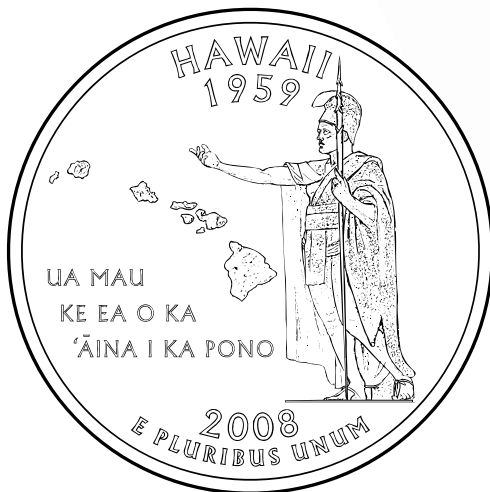
HONOLULU

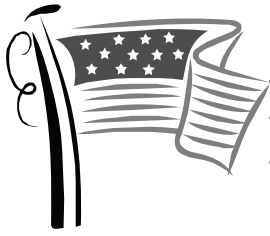
LANA'I

PACIFIC  
OCEAN

KAHO'OLAWA  
(UNINHABITED)

HAWAI'I



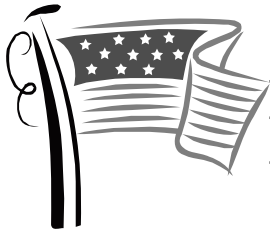


# Island Introduction

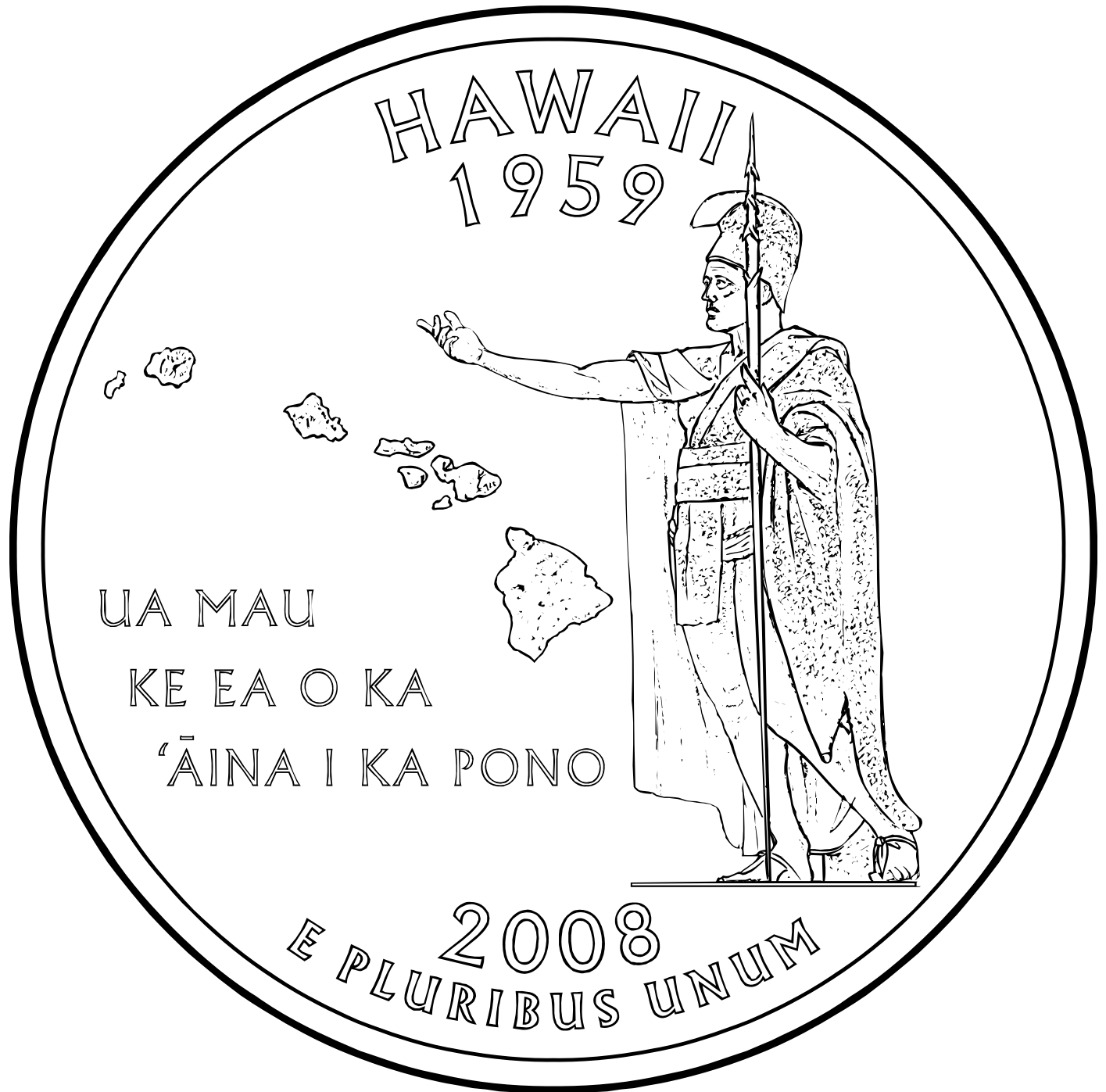
## Rubric

CATEGORY	4	3	2	1	SELF	TEACHER
Content and Information	Student answered all questions on "Island Introduction" worksheet and created one of the three map types for their chosen island, with all assigned criteria correctly identified and labeled.	Student answered all questions on the "Island Introduction" worksheet and created one of the three map types for their chosen island, with nearly all the assigned criteria correctly identified and labeled.	Student answered most questions on the "Island Introduction" worksheet and created one of the three map types for their chosen island, with most of the assigned criteria correctly identified and labeled.	Student answered some questions on the "Island Introduction" worksheet, but did not correctly create one of the three map types for their chosen island or correctly identify and label all of the assigned criteria.		
Quality of Construction	Student paid close attention to detail and carefully selected each item that was included on the map, which was turned in neatly and with no stray marks.	Student paid attention to detail and carefully selected most of the items on the map, which was turned in neatly and with no stray marks.	Student paid some attention to detail and carefully selected some of the items on the map, which was turned in with some stray marks.	Student paid little attention to detail and did not include major items on the map, which was turned in with considerable stray marks.		
Time and Effort	Student used research and execution time wisely and put considerable effort into planning and completing the assignment.	Student mostly used research and execution time wisely and put some effort into planning and completing the assignment.	Student did not always use research and execution time wisely or put the best effort into planning and completing the assignment.	Student did not use research and execution time wisely or put much effort into planning and completing the assignment.		
Oral Presentation	Student was completely prepared, stayed on topic, spoke clearly, and showed a full understanding of the assignment.	Student was prepared, stayed on topic, usually spoke clearly, and showed a good understanding of the assignment.	Student was somewhat prepared or spoke clearly some of the time or showed only some understanding of the assignment.	Student was not well-prepared, strayed from the topic, spoke indistinctly, and/or showed little understanding of the assignment.		
Audience Participation	Student listened actively and always respected classmates during their presentations.	Student listened actively and mostly respected classmates during their presentations.	Student listened and respected classmates some of the time during their presentations.	Student hardly listened actively or respected classmates during their presentations.		
<b>TOTALS</b>	<b>20</b>	<b>15</b>	<b>10</b>	<b>5</b>		

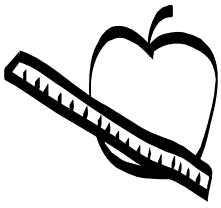
### TEACHER COMMENTS



# Hawaii Quarter Reverse







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## 6: Rename That State!

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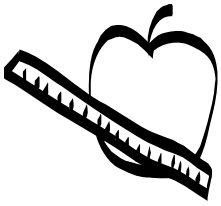
### OBJECTIVE

Students will research and identify a particular state's name origin, resources, and important landmarks.



### MATERIALS

- 1 overhead projector (optional)
- 1 overhead transparency of each of the following:
  - Image of your home state's quarter
  - "Did You Know?" worksheet
  - "Hello from..." worksheet
  - "Rename That State" rubric
- Copies of following:
  - "Did You Know?" worksheet
  - "Hello from..." worksheet
  - "Rename that State" rubric
  - Images of quarter reverses of various states
- 1 class map of the United States
- Various texts that give information about the 50 states. For example:
  - *Don't Know Much About the 50 States (Don't Know Much)* by Kenneth C. Davis
  - *Fabulous Facts About the 50 States* by Wilma Ross
  - *National Geographic: Our Fifty States* by Mark H. Bockenbauer
- Chart Paper
- Notebook paper
- Computers with Internet access
- Scissors
- Markers or colored pencils
- Fishing line or yarn
- Construction paper



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# Rename That State!

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## PREPARATIONS

- Make an overhead transparency (or photocopy) of each of the following:
  - Image of your home state’s quarter
  - “Did You Know?” worksheet
  - “Did You Know?” worksheet completed
  - “Hello from...” worksheet
  - “Hello from...” worksheet completed
  - “Rename That State” rubric
- Make copies of each of the following:
  - “Did You Know?” worksheet (1 per student)
  - “Hello from...” worksheet (1 per student)
  - “Rename That State” rubric (1 per student)
  - Images of quarter reverses of various states (1 per student)
- Gather texts that give information about the fifty states (see examples under “Materials”).
- Arrange to use the school computer lab for one session.
- Bookmark Internet sites that contain information about the fifty states.
- Look up the meaning of your home state’s name. Also look up different facts about your home state including its landmarks, natural resources, and items it produces.



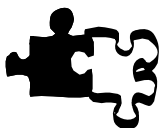
## GROUPINGS

- Whole group
- Small group
- Individual work



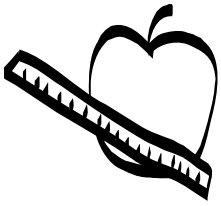
## CLASS TIME

Three 45- to 60-minute sessions



## CONNECTIONS

- Social Studies
- Language Arts
- Art



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# Rename That State!

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## TERMS AND CONCEPTS

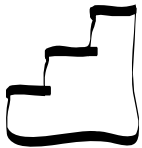
- Obverse (front)
- Reverse (back)



## BACKGROUND KNOWLEDGE

The Students should have a basic knowledge of:

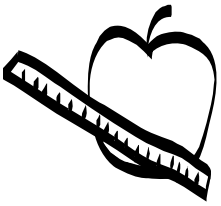
- The fifty states
- Internet research
- Citations
- Landmarks
- Natural resources



## STEPS

### Sessions 1 and 2

1. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your home state, if available. Display the transparency or photocopy of your home state's quarter. Locate your home state on a classroom map. Note its position in relation to the rest of the United States.
2. On chart paper, write the name of your home state and the meaning or origin of your home state's name. Discuss with the students why or how they think your home state acquired its name. Record the students' answers on chart paper.
3. Examine the image of your home state's quarter. Ask the students to identify the key images represented on the quarter. Ask students why they think these images were chosen for the quarter. Record student answers on chart paper.
4. Ask the students if there are any additional important or unique things about their home state, such as landmarks, natural resources, or items it produces. Record student answers on chart paper.
5. Divide the students into small groups. Have the groups use the class information to brainstorm a new name for their home state based on what they feel is important or unique about the state. Have the groups record their ideas on a piece of notebook paper.
6. Ask the students to share their new ideas about renaming the state. Record new names for the state on the chart paper. Discuss the students' new state names and how they came up with them.



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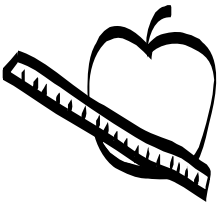
# Rename That State!

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7. Distribute the “Did You Know?” worksheets. Explain to the students that each of them will be researching a different state to rename. The students will use the worksheets to help them with their research and their renaming. Display the transparency of the completed “Did You Know?” worksheet that you prepared.
8. Assign the students a state to research. Make sure that each state is assigned only once in each class. Distribute to each student an image of the quarter for the state that was assigned to him or her. Explain that the students will be given time for their research and will be able to use the computer lab as well as books. Review the citations portion of the “Did You Know?” worksheet in detail. Answer any student questions about the worksheet.
9. Take the students to the computer lab and allow them time to research.
10. Review the “Did You Know?” worksheets with the students and answer any questions.
11. Display the transparency of the “Hello from...” worksheet. Distribute a “Hello from...” worksheet to each student and review the instructions. Explain that the worksheet will serve as a template for the post card they will create. Encourage the students to be creative and use different forms of art media (markers, paints, newspaper/magazine clippings, etc.). Explain that their postcard will have the new name of the state they researched as well as depictions of what is important to that particular state. Encourage the students to refer to the state’s quarter for ideas of images that represent the state.
12. Display the transparency of the “Hello from...” worksheet that you prepared. Answer any questions.
13. Distribute and review the “Rename That State” rubric with students. Explain that they will present their findings to the class after they have researched and renamed their state.
14. Have students use their research to complete their postcards at home.

### Session 3

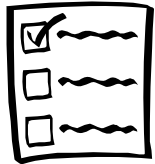
1. Have students share their postcards and researched facts by presenting their finished projects to the class. Allow classmates to ask questions at the end of each presentation.
2. Fill in a rubric for each student as they present their postcard and facts.
3. Collect the completed “Did You Know?” worksheets and postcards and display them.



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# Rename That State!

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## ASSESSMENT

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



## ENRICHMENTS/EXTENSIONS

- Have students label a class-sized map of the United States with their new state names.
- Have students research the history and founding of their school. Have students use this information to rename their school.



## DIFFERENTIATED LEARNING OPTIONS

- Allow students to work in pairs.
- Allow students to hand-write their reports or use a scribe rather than use the computer.



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

- Have students explore the fifty states with the Quarter Explorer game at [www.usmint.gov/kids/games/quarterExplorer/](http://www.usmint.gov/kids/games/quarterExplorer/).
- Have students learn more about the fifty states by using the "Seeing the States" WebQuest at [www.usmint.gov/kids/teachers/webQuests/seeingTheStates.cfm](http://www.usmint.gov/kids/teachers/webQuests/seeingTheStates.cfm).



Name \_\_\_\_\_

# Did You Know?

Date \_\_\_\_\_

**Directions:** Use Internet resources or classroom texts to find the facts below about the state you are researching. Cite a maximum of three sources for your information.

1. Name of state: \_\_\_\_\_
2. Origin of state name: \_\_\_\_\_
3. State nickname: \_\_\_\_\_
4. State capital: \_\_\_\_\_
5. Two landmarks found in your state: \_\_\_\_\_
6. Three items produced in your state: \_\_\_\_\_
7. Five unique facts about your state (for example: body of water, famous person from the state—be creative!): \_\_\_\_\_  
\_\_\_\_\_
8. State's new name: \_\_\_\_\_
9. Reason for choosing this new name: \_\_\_\_\_
10. One interesting fact you learned about this state that everyone should know: \_\_\_\_\_  
\_\_\_\_\_

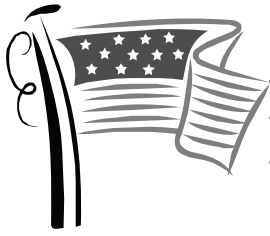
## CITATIONS

Please list either the name and complete URL of the Internet site where you found your information or the complete title and author, last name first, of the texts.

1.

2.

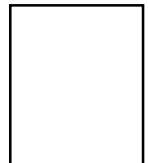
3.



Name \_\_\_\_\_

# Hello from...

HELLO FROM



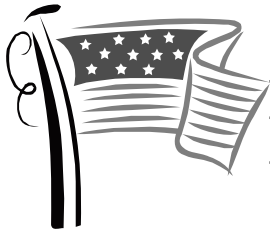
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**Directions:** Use the "Did You Know?" worksheet to create a postcard. Feature its new name and creative images that represent it on the front. On the back, write a brief message and sign your name. Cut the two sides out and glue them back to back to create your postcard.



Name \_\_\_\_\_

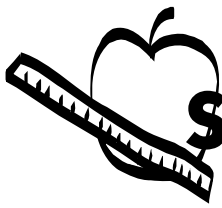
# Rename That State!

## Rubric

CATEGORY	4	3	2	1	SELF	TEACHER
Content and Information	Worksheet questions were all answered thoroughly, facts were cited correctly, facts and images were selected carefully, and postcard included all required information.	Worksheet questions were all answered, facts were cited, facts and images were selected carefully, and postcard included all required information.	Worksheet questions were mostly answered, facts were cited, facts and images were selected with some care, and postcard included most required information.	Worksheet, citations, or postcard lacked much of the required information.		
Quality of Construction	Postcard was very carefully constructed and free from stray marks.	Postcard was carefully constructed and free from stray marks.	Postcard was well-constructed but with some stray marks.	Postcard was poorly constructed or had many stray marks.		
Time and Effort	Student always used class time wisely. Project was done with considerable effort, planning, and creativity.	Student used class time wisely. Project was done with some effort, planning, and creativity.	Student sometimes used class time wisely. Project was done with some effort, planning, and creativity.	Student seldom used class time wisely. Project was done with little effort, planning, or creativity.		
Oral Presentation	Student was completely prepared, stayed on topic, spoke clearly, and demonstrated a full understanding of the topic.	Student mostly was prepared, stayed on topic, and spoke clearly, demonstrating a good understanding of the topic.	Student somewhat was prepared, stayed on topic, and spoke clearly, demonstrating some understanding of the topic.	Student was not prepared, wandered from the topic, spoke unclearly, or demonstrated little understanding of the topic.		
Audience Participation	Student listened actively and always respected classmates during their presentations.	Student listened actively and mostly respected classmates during their presentations.	Student listened quietly or sometimes disrespected classmates during their presentations.	Student did not listen well or often disrespected classmates during their presentations.		
<b>TOTALS</b>	<b>20</b>	<b>15</b>	<b>10</b>	<b>5</b>		

### TEACHER COMMENTS





# State Information 2008 Quarters

## Oklahoma

The first commemorative quarter-dollar coin released in 2008 honors Oklahoma, and is the 46th coin in the United States Mint's 50 State Quarters® Program. Oklahoma, nicknamed the "Sooner State," was admitted into the Union on November 16, 1907, becoming our nation's 46th state.

The Oklahoma quarter features an image of the state bird, the scissor-tailed flycatcher, in flight with its distinctive tail feathers spread. The bird is soaring over the state wildflower, the Indian blanket, backed by a field of similar wildflowers. The coin's design also bears the inscriptions "Oklahoma" and "1907."

The depiction of the Indian blanket (*Gaillardia*) symbolizes the state's rich American Indian heritage and native long grass prairies, which are abundant in wildlife. Oklahoma was formed by the combination of the Oklahoma Territory and the Indian Territory of the Five Civilized Tribes (Choctaw, Chickasaw, Creek, Seminole, and Cherokee). The state's name is derived from the Choctaw words "okla" and "homma," meaning "red people."



**State Capital:** . . . . . Oklahoma City  
**State Bird:** . . Scissor-tailed flycatcher  
**State Tree:** . . . . . Redbud  
**State Flower:** . . . . . Mistletoe  
**State Motto:** . . . . "Labor omnia vincit"  
meaning "labor conquers all things"

**Entered Union (rank):** . . . . . November 16, 1907 (46)

**Nickname(s):** . . Sooner State, because of some settlers who tried to claim land sooner than others

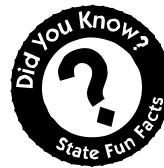
**Origin of Name:** . . . . From Choctaw for "red people"

**State Song:** . . . . . "Oklahoma"

## New Mexico

The second commemorative quarter-dollar coin released in 2008 honors New Mexico, and is the 47th coin in the United States Mint's 50 State Quarters® Program. New Mexico, nicknamed the "Land of Enchantment," was admitted into the Union on January 6, 1912, becoming our nation's 47th state. The reverse of New Mexico's quarter features a Zia sun symbol over a topographical outline of the state with the inscription "Land of Enchantment." The coin also bears the inscriptions "New Mexico" and "1912."

The great influence of American Indian cultures can be found throughout New Mexico. The Zia Pueblo believe the sun symbol represents the giver of all good, who gave gifts in groups of four. From the circle representing life and love without beginning or end, the four groups of four rays that emanate represent the four directions, the four seasons, the four phases of a day (sunrise, noon, evening, and night), and the four divisions of human life (childhood, youth, adulthood, and old age).



**State Capital:** . . . . . Santa Fe  
**State Bird:** . . . . . Roadrunner  
**State Tree:** . . . . . Pinyon Pine  
**State Flower:** . . . . . Yucca flower  
**State Motto:** . . . . . "Crescit eundo"  
meaning "it grows as it goes"

**Entered Union (rank):** . . . . . January 6, 1912 (47)

**Nickname(s):** . . . . . Land of Enchantment

**Origin of Name:** . . . Spanish name for lands north of the Rio Grande River

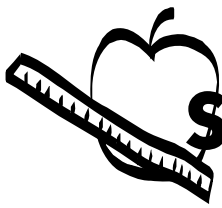
**State Song:** . . . . . "O Fair New Mexico"

## Arizona

The third commemorative quarter-dollar coin released in 2008 honors Arizona, and is the 48th coin in the United States Mint's 50 State Quarters® Program. Arizona was admitted into the Union on February 14, 1912, becoming our nation's 48th state, and the last in the continental United States.

The Arizona quarter features an image of the Grand Canyon with a saguaro cactus, Arizona's state flower, in the foreground. A banner reading "Grand Canyon State" separates the two images to signify that the saguaro cactus does not grow in the Grand Canyon. The coin also bears the inscriptions "Arizona" and "1912."

One of the seven natural wonders of the world, the Grand Canyon covers more than 1.2 million acres in northwestern Arizona. The Canyon, sculpted by the mighty Colorado River, is 6,000 feet deep at its deepest point and 18 miles wide at its widest. It is home to numerous rare and threatened plant and animal species. The Grand Canyon joined the National Park System in 1919 and is visited by more than four million tourists each year.

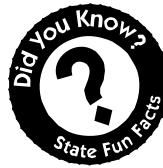


# State Information 2008 Quarters



**State Capital:** . . . . . Phoenix  
**State Bird:** . . . . . Cactus Wren  
**State Tree:** . . . . . Yellow Palo Verde  
**State Flower:** . . Saguaro cactus blossom  
**State Motto:** . . . . . “Ditat Deus”  
 meaning “God enriches”

**Entered Union (rank):** . . . . . February 14, 1912 (48)  
**Nickname(s):** . . . . . The Grand Canyon State  
**Origin of Name:** . . . Aztec “arizuma” (silver-bearing)  
 and Pima “arizonac” (little spring place)  
**State Song:** . . . . . “Arizona”



**State Capital:** . . . . . Juneau  
**State Bird:** . . . . . Willow Ptarmigan  
**State Tree:** . . . . . Sitka Spruce  
**State Flower:** . . . . . Forget-Me-Not  
**State Motto:** . . . . . North to the Future  
**Entered Union (rank):** . . January 3, 1959 (49)

**Nickname(s):** . . . . . The Last Frontier  
**Origin of Name:** . . . . . Aleutian “alaxsxaq” meaning  
 roughly “The Great Land”  
**State Song:** . . . . . “Alaska’s Flag”

## Alaska

The fourth quarter released by the United States Mint in 2008 commemorates the state of Alaska. It is the 49th coin to be issued in the Mint’s 50 State Quarters® Program. On January 3, 1959, Alaska became the 49th state to be admitted into the Union. The reverse of the Alaska quarter features a bear emerging from the waters clutching a salmon in its jaw. The coin’s design includes the North Star displayed above the inscription “The Great Land” and the inscriptions “Alaska” and “1959.”

The bear and salmon symbolize Alaska’s natural beauty and abundant wildlife, with the bear representing strength and the salmon representing the nutrition that provides for this strength. The grizzly flourishes in Alaska and can be observed in places such as Denali and Katmai National Parks, Kodiak Island and Admiralty Island. More than 98 percent of the United States’ brown bear population is found in Alaska.

The word “Alaska” comes from the Aleutian word “Alyeska,” meaning “The Great Land.” Populated by Indians, Eskimos, and Aleuts for centuries, Alaska was not explored by Europeans until 1741. Russia established a colony in Alaska to protect its lucrative fur-trading interests, but sold Alaska to the United States in 1867 for \$7.2 million, or two cents per acre, when it could no longer afford to maintain the colony. Although the purchase was derided by many in the United States at the time, its worth became apparent following late 19th century gold rushes and the discovery of oil in the mid-20th century.

## Hawaii

The fifth and final quarter-dollar coin released in 2008 honors the state of Hawaii, and is the 50th and last coin in the United States Mint’s popular 50 State Quarters® Program. Hawaii, spelled “Hawai’i” in the Hawaiian language, is nicknamed “The Aloha State.” It became the 50th state admitted into the Union on August 21, 1959.

The reverse of Hawaii’s quarter features Hawaiian monarch King Kamehameha I stretching his hand toward the eight major Hawaiian Islands. Inscriptions are the state motto “Ua mau ke ea o ka ’āina i ka pono” (“The life of the land is perpetuated in righteousness”), “Hawaii,” and “1959.”

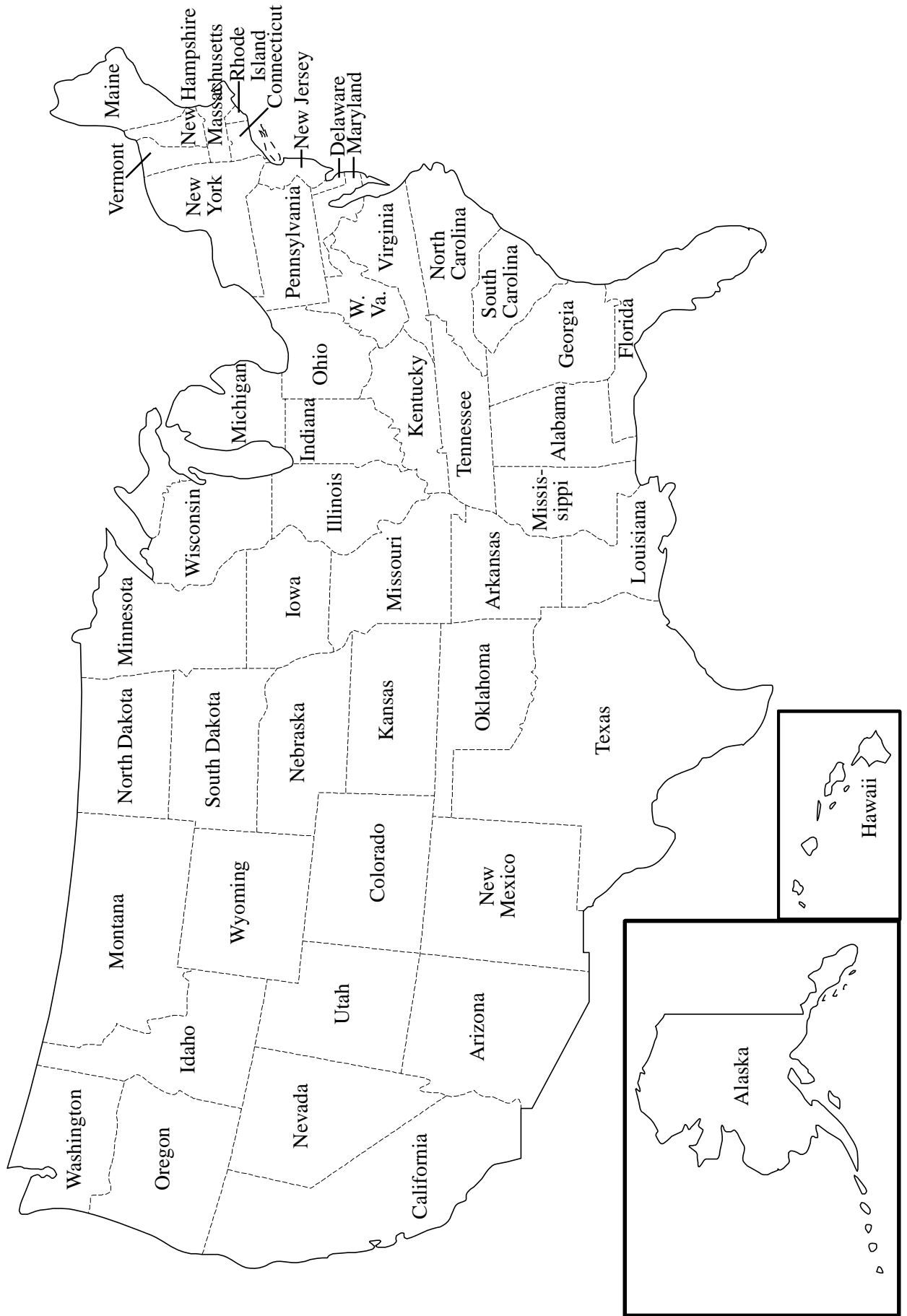
King Kamehameha I is a revered figure in Hawaiian history. He unified the governance of the Hawaiian Islands into one kingdom in the early 1800s and navigated changes in Hawaii, while maintaining the native practices and traditional ways of island life. His “Law of the Splintered Paddle” guaranteed the protection of citizens from harm during war and became a landmark in humanitarian law. He is honored with a statue in the U.S. Capitol’s National Statuary Hall.



**State Capital:** . . . . . Honolulu  
**State Bird:** . . . . . Nene  
**State Tree:** . . . . . Kukui (Candlenut)  
**State Flower:** . . . . . Hibiscus  
**State Motto:** . . “Ua mau ke ea o ka ’āina  
 i ka pono” meaning “The life of the  
 land is perpetuated in righteousness”

**Entered Union (rank):** . . . . . August 21, 1959 (50)  
**Nickname(s):** . . . . . Aloha State  
**Origin of Name:** . . . . . Possibly Hawaiian “Owhyhee”  
 meaning “Homeland”  
**State Song:** . . . . . “Hawai’i Pono’i” (“Hawaii’s Own”)

# The United States of America



# 50 State Quarters Program Designs

## Reverse (1)



# 50 State Quarters Program Designs

## Reverse (2)



# 50 State Quarters Program Designs

## Obverse



# Reproducible Coin Sheet

## Obverse



Obverse © 1999 U.S. Mint  
All Rights Reserved

### TO MAKE DOUBLE-SIDED COINS

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

# Reproducible Coin Sheet

## Reverse







# The United States Mint

## 50 State Quarters Program

**Release Year/State                      Statehood Date**

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

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

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

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

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

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

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

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

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

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

**Release Year/State                      Statehood Date**

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

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

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

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

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

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

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

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

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

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