



1: Mural Mania



OBJECTIVE:

Students will learn about the state in which they live and create a mural to display symbols for their state.



MATERIALS:

- Large white roll paper
- Construction paper
- Scissors
- Glue
- Markers
- Chart paper
- “My State is Great!” work page (page 4)
- “Create a Quarter!” work page (page 5)
- A book about your state



PREPARATIONS:

- Find a book about your state, or research key facts about your state to discuss with the class.
- Collect pictures of the state flower, tree, and bird, if not covered in the book (optional).
- Copy “My State is Great!” work page (page 4), one per student.
- Copy “Create a Quarter!” work page (page 5), one per student.
- Spread roll paper out onto hard surface.
- Hang chart paper for brainstorming (or use chalkboard).



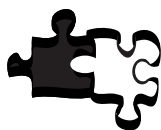
GROUPING:

- Whole group



CLASS TIME:

- 1-2 class periods



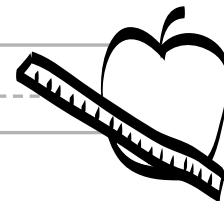
CONNECTIONS:

- Social Studies
- Language Arts
- Art



TERMS and CONCEPTS:

- Symbol
- Physical features



Creating a Mural About Students' Home State



STEPS:

1. Discuss the meaning of the word “symbol” with students and show some examples. Tell students that you will be reading to them a book about their state and that they will be using information from the book to create symbols for their state.
2. Read aloud a book about the state in which you live. (Or discuss key facts about the state, if an appropriate book is not available.) On chart paper, write down the different information mentioned in the state book. Ask students to think of ways to represent each piece of information with a picture or symbol.
3. Hand out the “My State is Great!” work page (page 4) and have students complete it as a class, identifying other important information about the state that could be represented on the mural. Add these items to the chart, along with students’ ideas on how to represent each with a picture.
4. Tell students that they will be making a mural to display the symbols they created. Discuss what a mural is and how to make one. Ask students to decide which symbol(s) they would like to add to the mural and assign tasks.
5. Once students understand the project, send them to different spots on either side of the long roll paper (if your class is too big for all to work on it at once, break them up into groups and let them take turns, or create more than one mural). Assist students with their ideas and where to put their symbols on the mural.
6. When the mural is finished, ask students to share with one another the work they did on the mural. Encourage them to explain the meaning of the symbols they drew. Hang the mural somewhere in the classroom or school where everyone will see and enjoy it!
7. Hand out the “Create a Quarter!” work page (page 5). Have students design a quarter for their state on the work page.



ENRICHMENT/EXTENSIONS:

Complete the mural activity for one of the states for which a quarter is being released in 2001.

Create a mural about the class. Students can add symbols to represent important things about themselves.

Ask students to design a quarter to represent their family.

Name _____ Date _____



My State is Great!

DIRECTIONS:

Share facts about your state using words and pictures.

1. **Write** the name of your state: _____

2. **Circle** the physical features found in your state:



A Farm



A Mountain



A Beach



A River



A Desert



A City



A Forest



The Arctic

3. **Draw:**

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Your state flower

Your state tree

Your state bird

4. **Write** the name of an important person from your state:

Name _____

Date _____



Create a Quarter!

DIRECTIONS:

Pretend you are an artist at the United States Mint.
Draw a new quarter for your state.

