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# 4: The Value of Coins

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## Based on the Iowa quarter reverse

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### OBJECTIVE

Students will analyze and reflect on their personal values.



### MATERIALS

- 1 overhead projector (optional)
- 1 overhead transparency (or photocopy) of the Iowa quarter reverse
- 1 class map of the United States
- Copies of age-appropriate texts that reflect personal values, such as:
  - *The Giving Tree* by Shel Silverstein
  - *The Rainbow Fish* by Marcus Pfister and J. Alison James
  - *A Chair For My Mother* by Vera B. Williams
  - *The Keeping Quilt* by Patricia Polacco
  - *The Patchwork Quilt* by Valerie Flourney
- Chart paper
- Markers
- Copies of the “Coin Values” worksheet
- Crayons
- Pencils
- 1 enlarged image of the Iowa quarter reverse



### PREPARATIONS

- Make an overhead transparency (or photocopy) of the Iowa quarter reverse.
- Make copies of the “Coin Values” worksheet (1 per student).



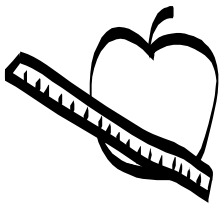
### GROUPINGS

- Whole group
- Individual work



### CLASS TIME

Two 20- to 30-minute sessions



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## CONNECTIONS

- Social Studies
- Language Arts
- Art



## TERMS AND CONCEPTS

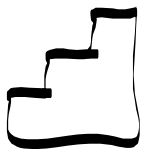
- Quarter
- Reverse (back)
- Values
- Foundation



## BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

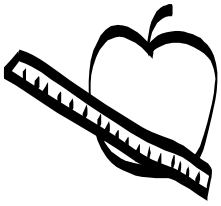
- Values
- Making choices



## 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 Iowa quarter reverse. Locate Iowa on a classroom map. Note its position in relation to your school's location.
2. With the students, examine the design on this coin's reverse. Ask students to point out what they see on this coin, paying particular attention to the building and the people. Ask the students what kind of building they think that this might be. Who would the people in the picture be? Explain that the building on this coin is a school, like schools from long ago.
3. Read the words "Foundation in Education" to the students. Ask students why they think Iowa would put these words and a picture of a school on their quarter reverse. Responses should reflect the idea that schools and education are important to the state.
4. Introduce the idea that everyone has different things that are important to them, things that they value. Ask your students what they think is important to their state, based on their state's quarter design (if available).
5. Introduce students to the selected text. As a group, preview the text and illustrations to generate predictions about what is occurring at different points in the story.



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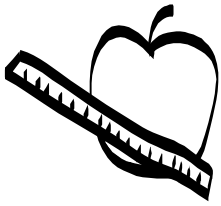
# The Value of Coins

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6. Read this story aloud to the group. During the reading, attend to any unfamiliar vocabulary.
7. After reading the story, ask the students about values. What was important to the characters? How could you tell? What did the character(s) do to show you their values? Create a class chart of student responses.

## Session 2

1. Revisit the image of the Iowa quarter and ask the students to recall what the quarter told them about the state.
2. Explain that you want your students to think carefully about what is important to them, and that you are going to play a game where they will identify those things that are most important to them.
3. Have the students stand against the back wall of the classroom. Offer two comparable but different options for the students to choose from (such as “Would you rather win a lot of money or go to the beach?” or “Would you rather have a lot of friends or a lot of toys?”). Depending on their decisions, students will gather in one of two spots in the room (one spot for each option).
4. When students have selected which option is more important to them, instruct students to share with a partner their reason for making that choice. Ask one representative from each group to explain to the class why (s)he made that choice.
5. Repeat this game a few more times, just to reinforce that everyone has different things that are important to them.
6. Explain to the students that they will be reflecting on what is most important to them and creating their own personal coin.
7. As a class, brainstorm a list of items and/or feelings that are important to the students. List these ideas on a class chart.
8. Distribute a “Coin Values” worksheet to each student and instruct each student to write their own name at the line at the top of their coin.
9. Direct each student to draw in the center of the coin a picture of something that they value greatly.
10. On the line that says “I value \_\_\_\_\_,” direct the students to use inventive spelling to write a label for their drawing.  
**Note:** As students are working independently, circulate throughout the room and, on each coin, write the year of that child’s birth on the line below his/her name.
11. Once the students have completed their work, provide an opportunity for them to share it.



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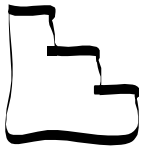
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12. Display your students' work on a "Coin Values" bulletin board with an enlarged version of Iowa's quarter reverse placed in the center, surrounded by the personal coins.



## ENRICHMENT/EXTENSIONS

- For more advanced students, attach a sheet of writing paper to the bottom of their coin and instruct them to write about why they feel that the image they selected is important to them.
- Using student ideas, create a class values quilt or a book of student values.



## DIFFERENTIATED LEARNING OPTION

Allow struggling students to dictate their reason for selecting their value.



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

Learn what's valuable to a coin collector by trying out Tools of the Trade ([www.usmint.gov/kids/index.cfm?fileContents=campcoin/getAClue](http://www.usmint.gov/kids/index.cfm?fileContents=campcoin/getAClue)). Here students will help Inspector Collector determine what a coin collector must have in order to handle his collection. To get there, visit the United States Mint H.I.P. Pocket Change™ Web site and click on the Camp Coin button, then choose Get A Clue About Collecting under Inspector Collector's Coin Course.



# Coin Values

## Worksheet

Name \_\_\_\_\_

Year of Birth \_\_\_\_\_

I Value \_\_\_\_\_

\_\_\_\_\_



# Iowa Quarter Reverse

