

2005 Lesson Plans

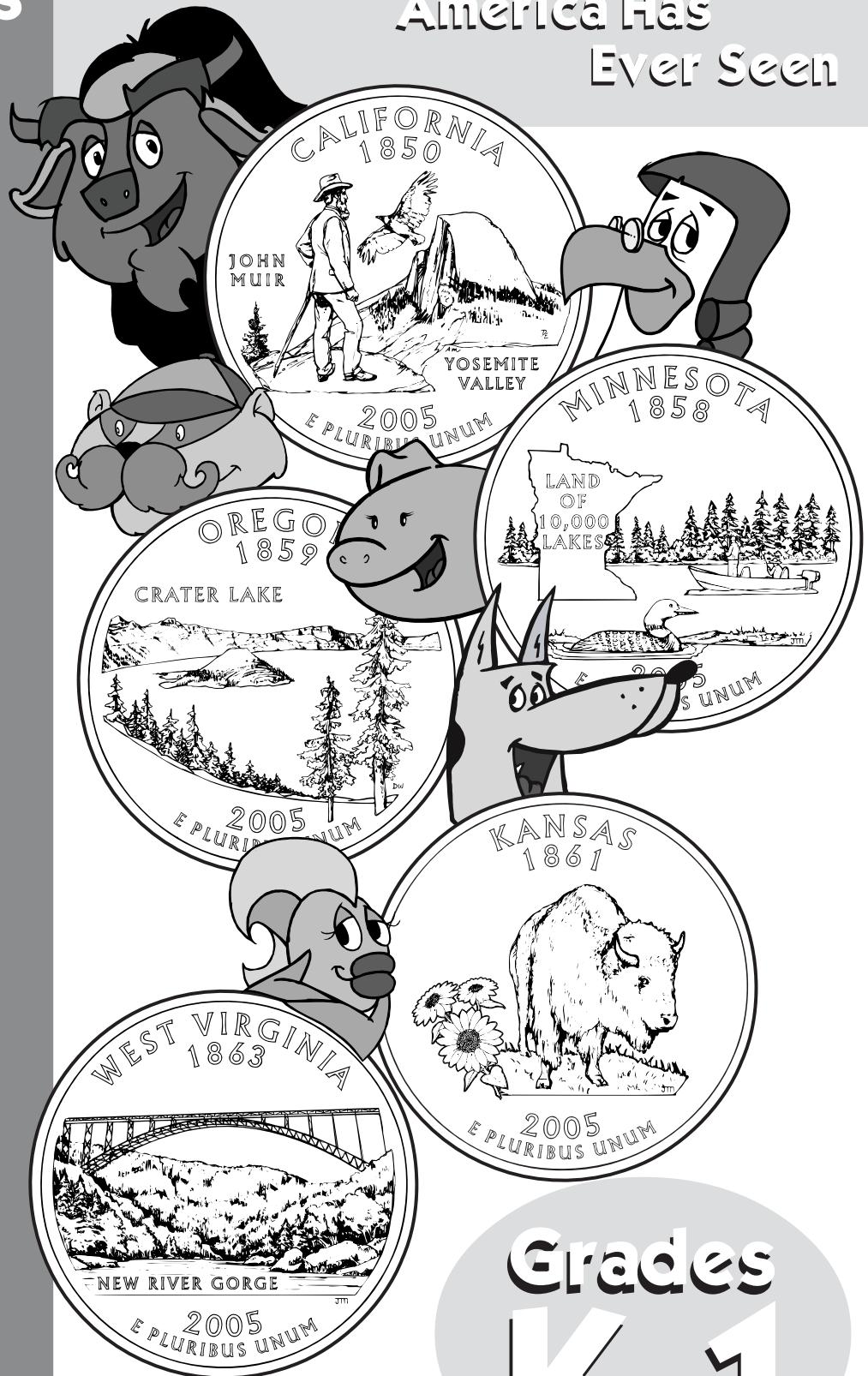


This teaching guide includes:

- ◆ 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
K-1



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 three free sets of lesson plans (for grades K–1, 2–3, and 4–6). Sets of free plans for grades 7–8 and 9–12 are also available. All are designed to bring life to 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 2005 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 all of the fun and educational resources available on the site!

The H.I.P. Pocket Change Web site, located at 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.



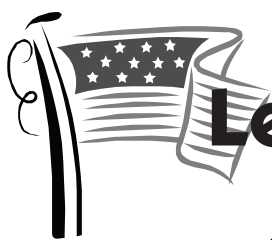
Visit us online at
www.usmint.gov/kids



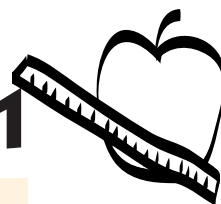
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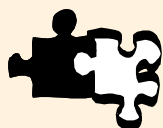
The Greatest Educational Change America Has Ever Seen



Lesson Plans for Grades K-1



Objective



Connections



Groupings



Class Time



Page

1: Quarter Conservation (California)

Learning about ways to conserve resources

- Science
- Social Studies
- Art
- Mathematics

- Whole group
- Pairs
- Individual work

Two 20- to 30-minute sessions

2

2: Lots of Lakes (Minnesota)

Comparing groups to discern relative amounts

- Mathematics
- Social Studies

- Whole group
- Individual work

One 20- to 30-minute session

9

3: Crater Creation (Oregon)

Discerning sections of a story and fact from fiction

- Language Arts
- Social Studies
- Science
- Art

- Whole group
- Pairs
- Individual work

Three 20- to 30-minute sessions

17

4: Flower Power (Kansas)

Experiencing the needs and growth habits of plants

- Science
- Art

- Whole group
- Pairs
- Individual work

Three 20- to 30-minute sessions

24

5: Over, Under, In, and Out (West Virginia)

Following directions using prepositions

- Language Arts
- Social Studies

- Whole group
- Individual work

One 20- to 30-minute session

30

6: Past and Present

Understanding the concepts of past and present

- Social Studies

- Whole group
- Pairs
- Individual work

Three 20- to 30-minute sessions

36

Additional Resources

State Information Pages: 50 State Quarters® Program Coins Released in 2005

California, Minnesota, Oregon, Kansas, West Virginia

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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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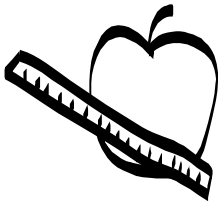
50 State Quarters Program Release Schedule

50

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1: Quarter Conservation

Based on the California quarter reverse



OBJECTIVE

Students will define and discuss the concept of conservation. Students will identify ways to conserve energy, water, paper, and money at home and at school.



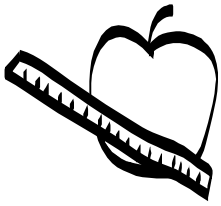
MATERIALS

- Single-serving class snack (such as: granola bars, graham crackers, cookies, etc.).
- Chalkboard/chalk
- Clock with second hand
- Chart paper/markers
- 1 copy of an age-appropriate text that relates to John Muir, such as:
 - *Stickeen: John Muir and the Brave Little Dog* by John Muir and Donnell Rubay
 - *John Muir: Man of the Wild Places* by Carol Greene
 - *John Muir (People Who Made a Difference)* by David and Patricia Armentrout
- 1 overhead projector (optional)
- “California Quarter Reverse” page
- 1 class map of the United States
- Sink (optional)
- Light switch (optional)
- 1 piece of paper
- Several U.S. coins of any denomination
- “Conservation Is Cool” page
- Crayons
- Scissors
- Laminating materials
- Tape



PREPARATIONS

- Make copies of the “Conservation Is Cool” page (1 per student).
- Make overhead transparencies of the following:
 - “California Quarter Reverse” page (or photocopy)
 - “Conservation is Cool” page
- Enlarge, color in, laminate, and cut out each box on the “Conservation Is Cool” page.



Quarter Conservation

- Prepare or select a class snack, taking student allergies and diet needs into account.
- Locate an age-appropriate text relating to John Muir (see examples under “Materials”).
- Place the U.S. coins in your pocket for Session 2.



GROUPINGS

- Whole group
- Pairs
- Individual work



CLASS TIME

Two 20- to 30-minute sessions



CONNECTIONS

- Science
- Social Studies
- Art
- Mathematics



TERMS AND CONCEPTS

- Quarter
- Reverse (back)
- John Muir
- Conserve
- Energy



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

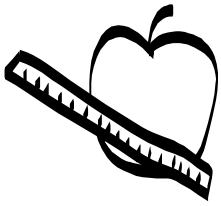
- Nature
- Energy as a paid resource
- Tallying/tally marks



STEPS

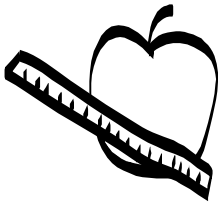
Session 1

1. Explain to the students that they are going to play a game. This game involves eating a snack, but there are special rules. The main rule is: No student can take a bite from his or her snack until the teacher says so.



Quarter Conservation

2. Equally distribute a class snack to each student.
3. Create a 3-column chart on the board. Label the columns “Minute 1,” “Minute 2,” and “Not completed,” respectively.
4. Allow the students to take a bite of their snacks at fifteen- or thirty-second intervals for two minutes. Direct the students to individually stand up when they have completed their snacks.
5. During the activity, keep a tally of how many students finished eating their snacks and stood up during the first minute and second minute and how many did not finish at all. Place these tally marks in their respective columns on the chart on the board.
6. After two minutes, direct the students to take their seats. Use the tally chart to determine if all the students completed their snacks at the same time. Responses should reflect that students finished their snacks at different times, because some students stood before others and some didn’t finish their snacks, as shown by the tallies in the chart’s third column.
7. Have the students discuss why some students finished their snacks before others. If necessary, lead students to the idea that students who took larger bites finished their snack first.
8. Ask the students to consider how they could make their snacks last longer. The students should respond that taking smaller bites would make their snacks last for a longer period of time.
9. Write the word “conserve” on a piece of chart paper. Say the word aloud and have the students repeat after you. Ask students to guess what they think this word means.
10. Explain that, when we conserve something, we try to make it last longer by saving it. Ask the students how they can conserve their snacks. The students should arrive at the idea that taking smaller bites would conserve their snacks.
11. Have the students list other things that they might want to conserve at home or at school. Student responses may include money, time, paper, electricity, recycling, etc. List student responses under the word “conserve” on the chart paper.
12. Introduce the idea that there are many ways to conserve. Explain to the students that they will be learning about a very important man named John Muir who wanted to conserve things in nature like trees, plants, and animals.
13. Explain that John Muir was a man who loved nature and wanted to make sure that the mountains and lakes were around for a long time.
14. Introduce the selected text. As a group, preview the text and illustrations to generate observations about what might be occurring at different points in the text.
15. Read the selected text aloud.

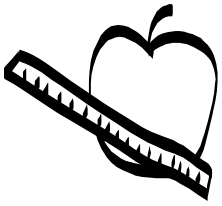


Quarter Conservation

16. Ask the students to discuss why John Muir wanted to conserve (save) the lakes, mountains, plants, and animals. The students should respond that John Muir wanted to conserve (save) nature so that people would always be able to enjoy it.

Session 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 California quarter reverse. Locate California on a classroom map. Note its position in relation to your school's location.
2. Have the students identify various elements on the coin. The students should identify a mountain, a tree, a man, and a bird. Ask them to predict who the man on the coin is. If necessary, explain that the man on this coin is John Muir. Ask students to recall what they learned in the previous session about John Muir and how he felt about things like mountains, trees, and birds. Student responses should reflect that John Muir wanted to conserve (save) nature so that people would be able to enjoy it for a long time.
3. Review with students the brainstorming list from the previous session about different ways to conserve (save).
4. Explain that there are even more ways to conserve (save) at home and at school. Challenge the students to guess what they are by giving them hints. First, turn the water in the sink on (or pretend to) and walk away. Students should guess that water is something to conserve at school and at home. Discuss why it is important for students to turn off the water when they are done using it. The students should arrive at the idea that we want to conserve water.
5. Flick the lights in the classroom on and off. The students should respond that lights or electricity is something that we want to conserve (save). Discuss why the lights should be turned off when they aren't in use. If necessary, explain that electricity is energy and energy costs money. The students should arrive at the idea that we want to conserve money and energy.
6. Hold up a piece of paper. The students should guess that paper is something they can conserve (save). Ask the students to discuss how they can conserve (save) paper. Students should respond that they can write on both sides of a piece of paper and they can only take as much paper as they really need.
7. Jingle the coins in your pocket. The students should guess that money is something they can conserve (save). Ask the students to discuss why it might be important to conserve (save) money. Student responses should reflect that saving money allows people to make larger purchases, have money for emergencies, etc.
8. Display an overhead transparency of the "Conservation Is Cool" page. Have the students repeat after you as you read each box aloud several times. Execute the appropriate action while reading each box.



Quarter Conservation

9. Distribute one “Conservation Is Cool” handout, crayons, and scissors to each student. Direct the students to color in the pictures in each of the boxes. Explain that, once the students have finished coloring, they should cut each box out and practice explaining what each box means to a partner.
10. Allow an appropriate amount of time for the students to complete the activity.
11. Explain to the students that they will be able to use these boxes as a reminder of what they can conserve (save) in the classroom. Using the enlarged, laminated copies of each box on the “Conservation Is Cool” page, have the students work together to determine where each box should be placed in the classroom. Affix each box in the appropriate place with tape.
12. Explain to the students that, for homework, they will explain the idea of conservation to a parent or guardian. The students can take their colored boxes home to tape to the appropriate appliances as a reminder for their family to conserve (save) water, paper, electricity, and money.



ENRICHMENT/EXTENSIONS

Have students brainstorm different places in the school where they could tape their boxes as a reminder to conserve (save) money, electricity, paper, water, etc. List student responses on the board. Select a few of the students’ designated locations (such as the library, the principal’s office, the cafeteria, etc.). Escort students to these locations and allow them to affix their reminders in an appropriate place.

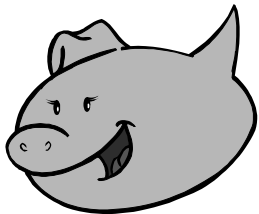


DIFFERENTIATED LEARNING OPTION

Have students work in pairs on the “Conservation Is Cool” handout.

CONNECTION TO WWW.USMINT.GOV/KIDS

In Plinky’s Create-a-Card game, students can extend their knowledge of conservation as they try to plan for and conserve their budget by designing a printable greeting card! (www.usmint.gov/kids/index.cfm?fileContents=games&pick=9)

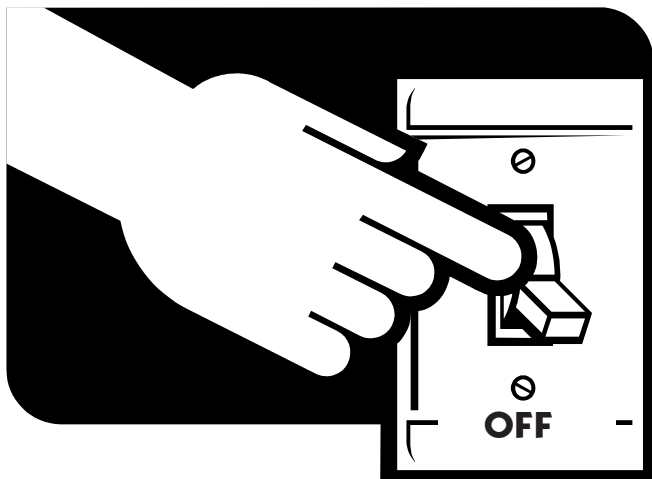


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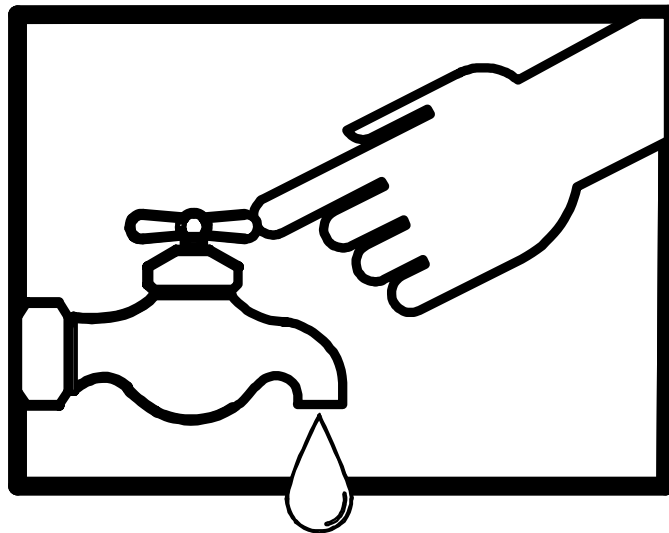


Conservation Is Cool!

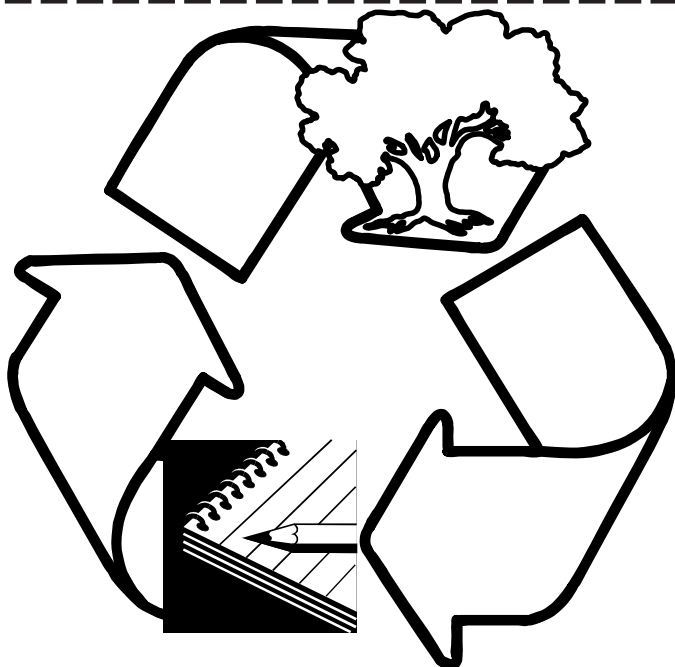
Directions: Color in the items in each box. Then, cut each box out and practice explaining to a partner what each box means.



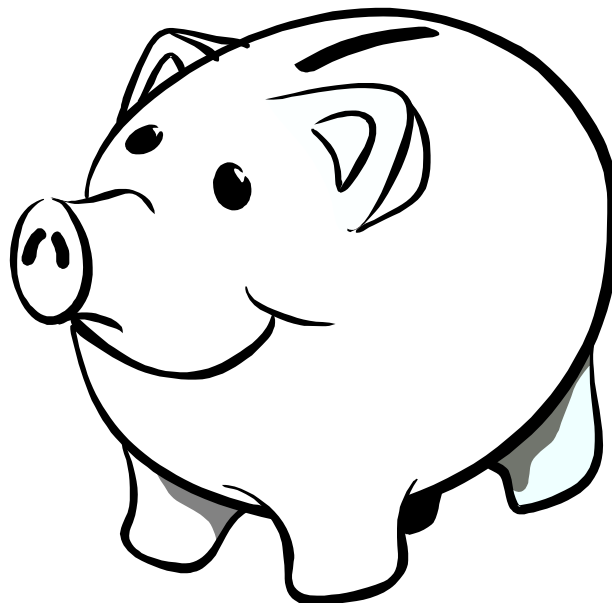
Conserve Electricity



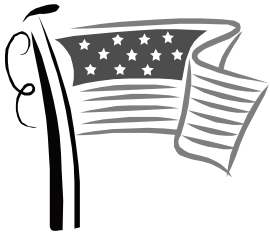
Conserve Water



Conserve paper

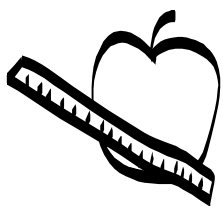


Conserve money



California Quarter Reverse





2: Lots of Lakes

Based on the Minnesota quarter reverse



OBJECTIVE

Students will learn the concept of “greater than” and “less than” through 1 to 1 correspondence. They will manipulate counters to determine which number is larger than the other.



MATERIALS

- 1 overhead projector (optional)
- “Minnesota Quarter Reverse” page
- 1 class map of the United States
- Counters
- Sticky note pads
- Marker
- Small plastic bags or other containers (1 per person)
- “More, More, More!” worksheets
- “Minnesota Quarter Reverse” page
- Crayons



PREPARATIONS

- Make copies of the following:
 - “More, More More!” worksheets (1 set per student)
 - “Minnesota Quarter Reverse” page (1 per student)
- Make an overhead transparency (or photocopy) of the “Minnesota Quarter Reverse” page.



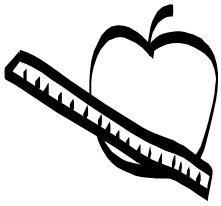
GROUPINGS

- Whole group
- Individual work

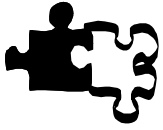


CLASS TIME

One 20- to 30-minute session



Lots of Lakes



CONNECTIONS

- Mathematics
- Social Studies



TERMS AND CONCEPTS

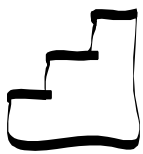
- Quarter
- Reverse (back)
- More than
- Less than
- Greater than



BACKGROUND KNOWLEDGE

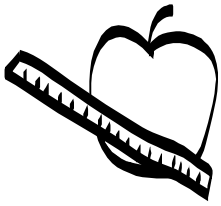
The students should have a basic knowledge of:

- Numerals as representations of numbers
- Basic counting skills
- More/greater
- Less/fewer



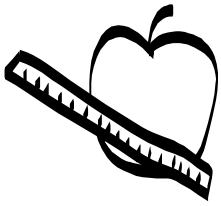
STEPS

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 Minnesota quarter reverse. Locate Minnesota on a classroom map. Note its position in relation to your school's location.
2. With the students, examine the coin design. Have the students identify the images in this coin design, including the outline of the state of Minnesota, the pine trees, the water, the bird, the individuals fishing, and also the words "Land of 10,000 Lakes."
3. Ask the students whether they think that 10,000 lakes is a lot of lakes or just a few. Ask the students to explain their views. You might point out that the state has a picture of a lake on the quarter, so lakes must be important to Minnesota. Since Minnesota has 10,000 lakes, that might be more than other states have.
4. Tell the students that they will determine whether ten thousand is a lot. Write the numerals "1" and "10,000" on the board. Ask the students which is more, one or ten thousand. The students should be able to see that the number 10,000 is more than 1. Place a sticky note labeled "More/Greater" next to the numeral "10,000." Ask the students which is less, one or ten thousand. Place another sticky note labeled "Less" next to the "1."



Lots of Lakes

5. Explain that the class will be looking more closely at the idea of “more” and “less.”
6. Write the numeral “5” on the board and say it aloud. Have the students repeat the word aloud.
7. To model the next activity, count out five counters and place them in a row on a table in front of the students.
8. Write the numeral “2” on the board. Say it aloud and have the students repeat the word aloud.
9. Model counting out two counters on the table in front of them. Place the two counters underneath the first row.
10. Direct the students to look at the two rows. Ask which row contains more counters. The students should see that the row with five units has more than the row with two units. Place an adhesive note labeled “More/Greater” next to the numeral on the board that students say is more. Students should respond that 5 is more/greater than 2.
11. Ask the students which row has fewer units. Place an adhesive note labeled “Less” next to the numeral that the students say is less.
12. Repeat steps 6 through 10, using the numbers “seven” and “three.” Model this activity for your students at each step. The students should arrive at the conclusions that 7 is greater than 3 and that 3 is less than 7.
13. Repeat this activity three more times as a class using different sets of numbers.
14. Distribute a “More, More, More!” worksheet to each student. Direct the students to write their names at the top of the worksheet.
15. Read through the directions for the first section with the students. Using the example in each section, model the activity. In section 1, the students will circle the group that shows more pictures of quarters.
16. Allow the students to work independently to complete this section of the worksheet.
17. Read through the directions for the second section with your students. Model how they should go about completing this section. In section 2, the students will draw pictures to match the given amounts and draw a circle around the group that has more quarters.
18. Allow the students to work independently to complete this section of the worksheet.
19. Read through the directions for the third section with your students. Model how they should go about completing this section. In section 3, the students will use their counters to determine and circle the higher number.
20. Allow the students to work independently to complete this section of the worksheet.
21. Collect the worksheets from your students.
22. Display a copy of the “Minnesota Quarter Reverse” page.
23. Have the students look closely at the picture and show with their counters how many people are sitting in the boat.



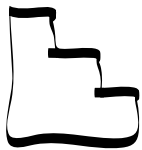
Lots of Lakes

24. Also with their counters, ask the students to show you how many birds are on the coin.
25. Ask the students which group has more, the people or the birds? The students should respond that there are more people. Color in red the group that shows more and in blue the group that shows less.



ENRICHMENT/EXTENSION

Let the students show you examples of a specific number more or less than the number you start with (Ex: “Show me a number that is greater than 6.” “Show me a number that is less than 4.”).



DIFFERENTIATED LEARNING OPTIONS

Begin this activity by reading a student participation book about counting such as:

- *How Much Is a Million?* by David M. Schwartz
- *If You Made a Million* by David M. Schwartz
- *One Hundred Hungry Ants* by Elinor J. Pinczes



CONNECTION TO WWW.USMINT.GOV/KIDS

Visit the math lesson plan section in the Teachers section to locate additional ways to use coins to discuss basic mathematical concepts. (www.usmint.gov/kids/index.cfm?FileContents=/kids/teachers/msummary.cfm)

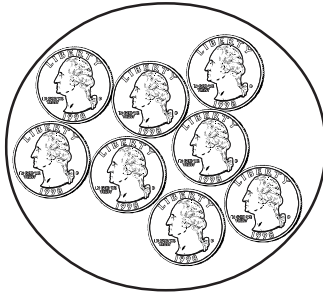


NAME _____

More, More, More! (1)

Directions: Which group of quarters is greater? Circle the **larger** group.

Example:



1.



2.



3.



4.



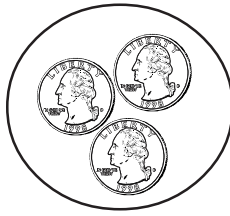
NAME _____



More, More, More! (2)

Directions: Draw a picture to show how many quarters there are in each group. Then, draw a circle around the group that shows the greater number of quarters.

Example:



1.

8 quarters

2 quarters

2.

4 quarters

3 quarters

3.

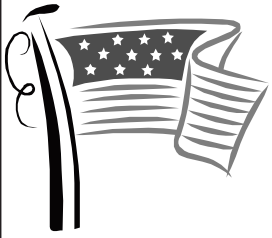
5 quarters

7 quarters

4.

6 quarters

1 quarter



NAME _____

More, More, More! (3)

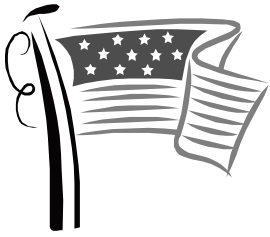
Directions: Use your counters to show the number of quarters in the groups. Then draw a circle around the number that is greater.

Example:

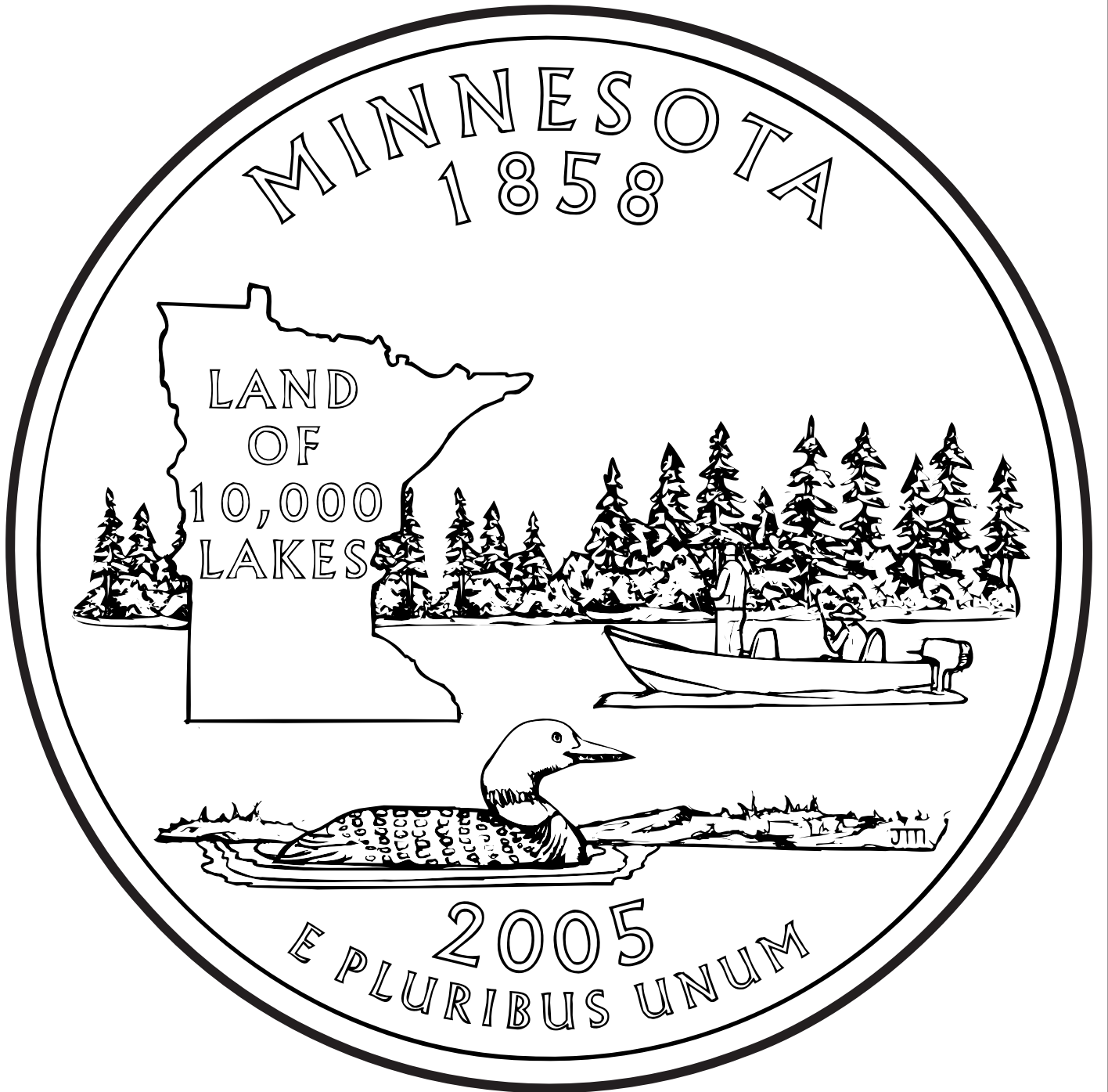
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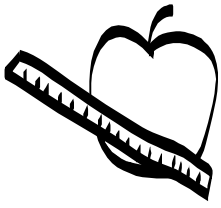
2

9	4
3	1
5	8
2	10



Minnesota Quarter Reverse





3: Crater Creation

Based on the Oregon quarter reverse



OBJECTIVE

Students will distinguish between fiction and non-fiction information. They will learn to identify the beginning, middle, and end of a story.



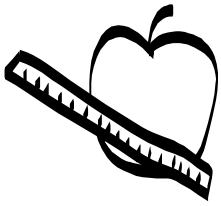
MATERIALS

- 1 overhead projector (optional)
- “Oregon Quarter Reverse” page
- Overhead transparency markers
- 1 class map of the United States
- “Oregon Quarter Reverse” page
- Blue, green, and brown crayons and/or colored pencils
- Chart paper/markers
- 1 copy of an age-appropriate legend about the creation of Crater Lake, such as:
 - *Coyote in Love* by Mindy Dwyer
 - *Legends of Landforms: Native American Lore and the Geology of the Land* by Carole Garbury Vogel
- Variations on a Klamath Indian legend such as those available at:
 - www.craterlake.wr.usgs.gov/history.html
 - www.nps.gov/crla/notes/vol2-3a.htm
 - www.nps.gov/crla/hrs/hrsae.htm
- 1 large photograph or picture of a volcano
- “Story Selections” worksheet
- String
- Scissors
- Single hole punch



PREPARATIONS

- Make copies of the following:
 - “Oregon Quarter Reverse” page (1 per student).
 - “Story Selections” worksheet (1 per student).
- Make an overhead transparency (or photocopy) of the “Oregon Quarter Reverse” page.
- Locate a text that relates to the creation of Crater Lake (see examples under “Materials”).



Crater Creation



GROUPINGS

- Whole group
- Pairs
- Individual work



CLASS TIME

Three 20- to 30-minute sessions



CONNECTIONS

- Language Arts
- Social Studies
- Science
- Art



TERMS AND CONCEPTS

- Quarter
- Reverse (back)
- Legend
- Volcano
- Natural occurrences (i.e., volcanoes, hurricanes, tornadoes)
- Beginning, middle, and ending



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

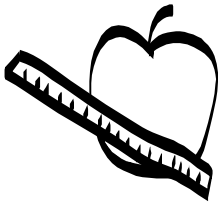
- Land and water
- Natural occurrences (volcanoes)
- Story comprehension



STEPS

Sessions 1 and 2

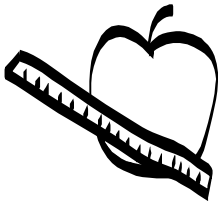
1. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. Then display the transparency or photocopy of the Oregon quarter reverse, mentioning that the lake must be special to be on a quarter.



Crater Creation

Locate Oregon on a classroom map. Note its position in relation to your school's location.

2. Distribute a copy of the "Oregon Quarter Reverse" page to each student.
3. Using the overhead transparency, examine the design on this coin's reverse with the students. Read the coin inscriptions to the class. Have the students identify the images in this coin design, including the water, the trees and the land. Then color the water blue, the trees green, and the land brown on the overhead copy of the coin design.
4. Ask the students why they think this lake might be important to Oregon. Accept all responses.
5. Ask the students how they think this lake was formed. Explain that many people had ideas about how the lake was originally formed. Tell students that, long ago, people would often make up stories to explain things that they didn't understand. They would tell these stories to explain things that occurred in nature like big storms and, in this case, volcanoes. Some of these stories are called "legends." A legend is a story handed down from earlier times. The story can't be proven, but it's sometimes based on historical events.
6. Divide a piece of chart paper into three even columns. Label the first column "**B**eginning," the second column "**M**iddle," and the third column "**E**nding."
7. Introduce students to the selected text, a legend, about how Crater Lake was formed. Since the students will be identifying the beginning, middle, and ending of the story, have the students only preview the text and illustrations in the beginning section. Ask them to generate some predictions about what is occurring during this part of the story.
8. Read the beginning of the story. During the reading, attend to any unfamiliar vocabulary. As you finish this section, explain to the students that this is the beginning of the story. Ask the students what they've heard so far. Students should list characters and some beginning information about the story's plot. Check this information against the initial student predictions and, using markers, add this information to the "Beginning" column of the chart.
9. Ask the students to predict what may happen in the next part of the story. After students have made their initial predictions, preview the text and illustrations from the middle section of the story.
10. Read the middle of the story aloud to the group. Again, during the reading, attend to any unfamiliar vocabulary. As you finish this section, explain to the students that this is the middle of the story. Ask the students what new information they've learned. Students should discuss changes in the story's plot. Check this information against the student predictions and, using markers, add this information to the "Middle" column of the chart.
11. Repeat steps 9 and 10 for the end of the story. Add all new information to the "Ending" column of the chart.
12. As a class, review the beginning, middle, and ending of the story using the chart they've just created.



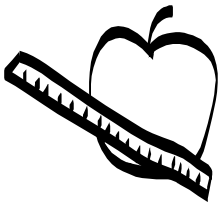
Crater Creation

Session 3

1. Revisit the image of the Oregon quarter and ask the students to recall what they discussed relating to the coin's design.
2. Revisit the chart from the previous day and talk about the legend that they read about the creation of Crater Lake. Remind the students about the purpose of legends as ways of explaining the unknown.
3. Show the students a photograph or draw a picture of a volcano, and ask students to identify this image. As they examine the image, ask the students to describe their current knowledge of volcanoes. Record all responses on a new piece of chart paper.
4. Ask the students what they think volcanoes may have to do with this lake. Accept all student responses. Tell the students that, many years after the legends were created, scientists studied how the lake might have been formed.
5. Divide a piece of chart paper into three even columns. Label the first column "First," the second column "Next," and the third column "Last."
6. Tell the students that you're going to read an explanation of how Crater Lake was really formed. Explain that, after you read the text once, the students will identify what happened first, next, and last.
7. Read the students the following information about the formation of Crater Lake. As you read, draw attention to the meanings of words such as "erupt," "lava," and "collapse."

Crater Lake is the deepest lake in the United States, but a very long time ago, a volcano stood in Oregon where this lake now exists. The rocks deep in the ground got very hot and pushed through the ground in an eruption. When the volcano erupted, the explosion was so great that the mountain collapsed! Once the eruption was over and the hot rocks (or lava) cooled off, the mountain looked like a huge deep bowl! Over the years, this bowl began to fill with rain and melting snow.

8. Distribute one "Story Sections" worksheet and a pair of scissors to each student. Explain to the students that you will be reading the selection again. Direct the students to cut out the pictures and sequence them on their desks as you read aloud.
9. As a class, review what the students have listed on their charts and, as a group, clarify any inconsistencies.



Crater Creation

10. Redistribute the Oregon quarter reverse images from the previous session and direct the students to cut around their quarter outlines as well.

11. Punch a hole in the top of each circle. Using these circles, assemble mobiles hanging the “First,” “Next,” and “Last” circles in order from top to bottom and then the coin outline just below the last circle. Display these mobiles in the classroom.



ENRICHMENT/EXTENSIONS

- Share additional legends that were created to explain natural events.
- Direct students to develop their own legend that explains how Crater Lake could have been formed. This legend should include a beginning, middle, and ending.
- Examine a natural formation that all of the students are familiar with. As a class or independently, direct the students to create a legend about the event that caused this formation.



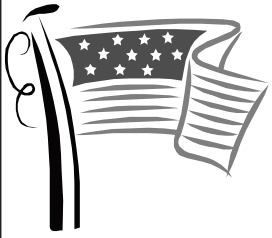
DIFFERENTIATED LEARNING OPTION

Record on tape the informational paragraph about Crater Lake and have the tape available in a center so the students can repeat the sequencing activity.



CONNECTION TO WWW.USMINT.GOV/KIDS

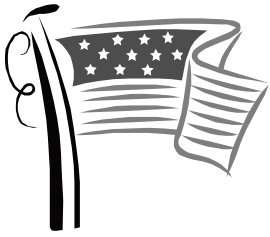
Read about another coin with connections to a natural event, the 1999 Yellowstone National Park Commemorative Silver Dollar. Learn the story behind this coin and see if your students can create their own legends about the formation of these famous geysers! (www.usmint.gov/kids/index.cfm?fileContents=coinNews/cotm/1999/08.cfm)



NAME _____

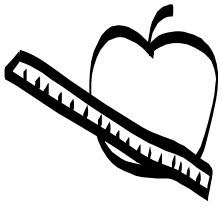
Story Sections





Oregon Quarter Reverse





4: Flower Power

Based on the Kansas quarter reverse



OBJECTIVE

Students will investigate and understand the basic needs and life processes of plants. Key concepts include: living things change as they grow and need food, water, and air to survive.



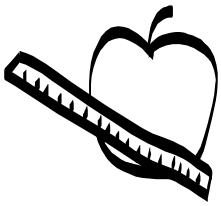
MATERIALS

- 1 overhead projector (optional)
- “Kansas Quarter Reverse” page
- 1 class map of the United States
- Chart paper/markers
- Clipboards
- Drawing paper
- Pencils
- Plastic containers with lids
- Tape
- Index cards
- 1 copy of an age-appropriate text that relates to plant survival, such as:
 - *The Magic School Bus Plants Seeds: A Book About How Living Things Grow* by Joanna Cole and Bruce Degen
 - *The Tiny Seed* by Eric Carle
 - *From Seed to Sunflower (Lifecycles)* by Gerald Legg
 - *From Seed to Plant* by Gail Gibbons
 - *A Seed Grows: My First Look at a Plant’s Life Cycle* by Pamela Hickman and Heather Collins
- “Flower Power” page
- Crayons



PREPARATIONS

- Make copies of the “Flower Power” page (1 per student).
- Make an overhead transparency (or photocopy) of the “Kansas Quarter Reverse” page.
- Locate an age-appropriate text relating to plant survival (see examples under “Materials”).



Flower Power



GROUPINGS

- Whole group
- Pairs
- Individual work



CLASS TIME

Three 20- to 30-minute sessions



CONNECTIONS

- Science
- Art



TERMS AND CONCEPTS

- Quarter
- Reverse (back)
- Living
- Non-living



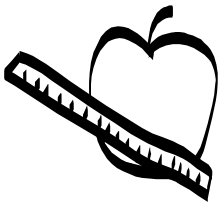
BACKGROUND KNOWLEDGE

The students should have a basic knowledge of plants.

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 Kansas quarter reverse. Locate Kansas on a classroom map. Note its position in relation to your school's location.
2. Have the students identify what is on the reverse (back) of the coin. Students should respond that there is a plant (sunflower) and an animal (bison or American buffalo) on the coin.
3. Explain to the students that both a sunflower and a bison are living things. Ask the students to describe the characteristics of a living thing. List student responses on chart paper. Responses may include that living things eat, breathe, grow, etc.



Flower Power

4. Distribute a clipboard, drawing paper, and a pencil to each student. Explain to the students that they will be taking a nature walk around the school, where they will observe and draw living and non-living things. Lead the class outside.
5. As students walk around the school grounds, have them observe, identify, draw, and discuss several living and non-living things. As students complete their observations, collect several specimens of living and non-living things in plastic containers with lids.
6. Reconvene in the classroom. Have the students share their drawings and identify each one as a living or non-living thing.
7. Place two desks side by side in the front of the classroom. Tape an index card to one desk labeled “Living” and another index card to the other desk labeled “Non-living.”
8. Introduce the students to the specimens you collected. As a class, sort the specimens and place them on the correct table. Discuss the features that make each thing living or non-living.
9. Explain to the students that, in the next session, they will learn more about what living things need to grow.

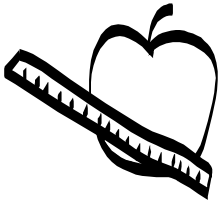
Session 2

1. Review with the students the characteristics of living things.
2. Display the overhead transparency of the Kansas quarter. Have students guess what the sunflower needs to grow. Explain to the students that they will be learning more about what plants need to survive and grow.
3. Introduce the selected text. As a group, preview the text and illustrations to generate observations about what might be occurring at different points in the book. Direct the students to pay careful attention to what plants need to grow.
4. Read the selected text aloud.
5. Have the students discuss what plants need to grow. List student responses on chart paper. Guide the students to respond that plants need sunlight, air, water, and soil in order to grow.
6. Distribute a “Flower Power” worksheet, crayons, and glue to each student.
7. Read aloud each of the boxes on the “Flower Power” page and have the students create an illustration for each.
8. Allow an appropriate amount of time for the students to complete the activity.

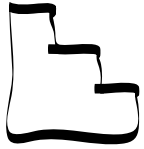


ENRICHMENT/EXTENSIONS

Have students identify a good place in the classroom to grow a plant. As a class, plant a seed and record its progress over an extended period of time. Allow students to take turns watering the plant.

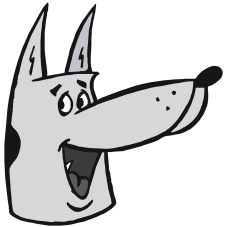


Flower Power



DIFFERENTIATED LEARNING OPTION

Have the students cut out magazine pictures of living and non-living things to reinforce Session 1.



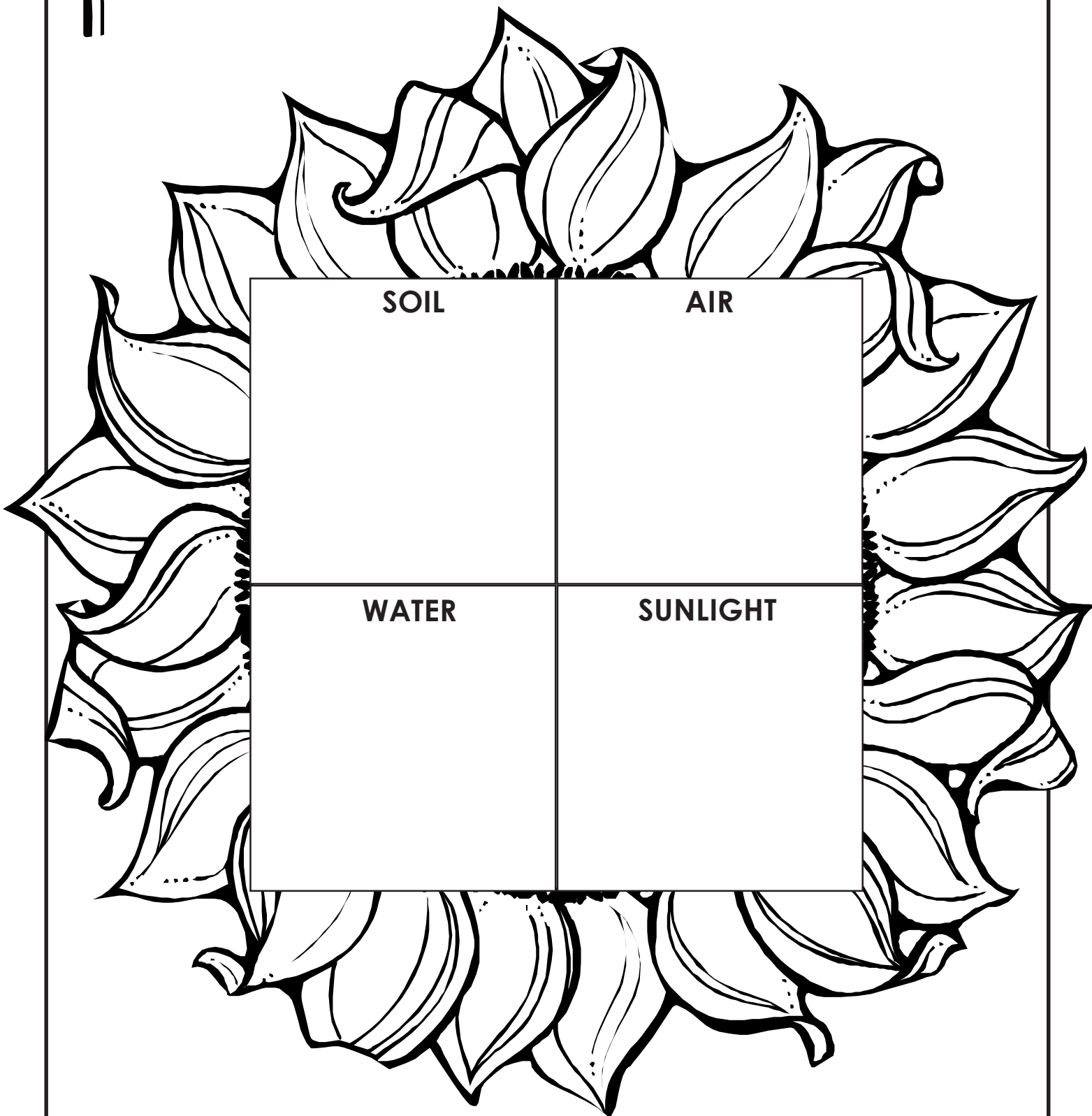
CONNECTION TO WWW.USMINT.GOV/KIDS

Build your own class garden in the exciting teacher feature “A Financial Flower Garden”!
(www.usmint.gov/kids/index.cfm?fileContents=teachers/features/2002/04.cfm)

NAME _____



Flower Power

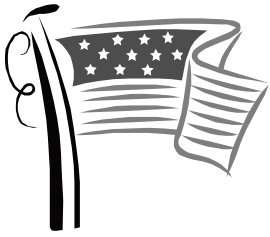


SOIL

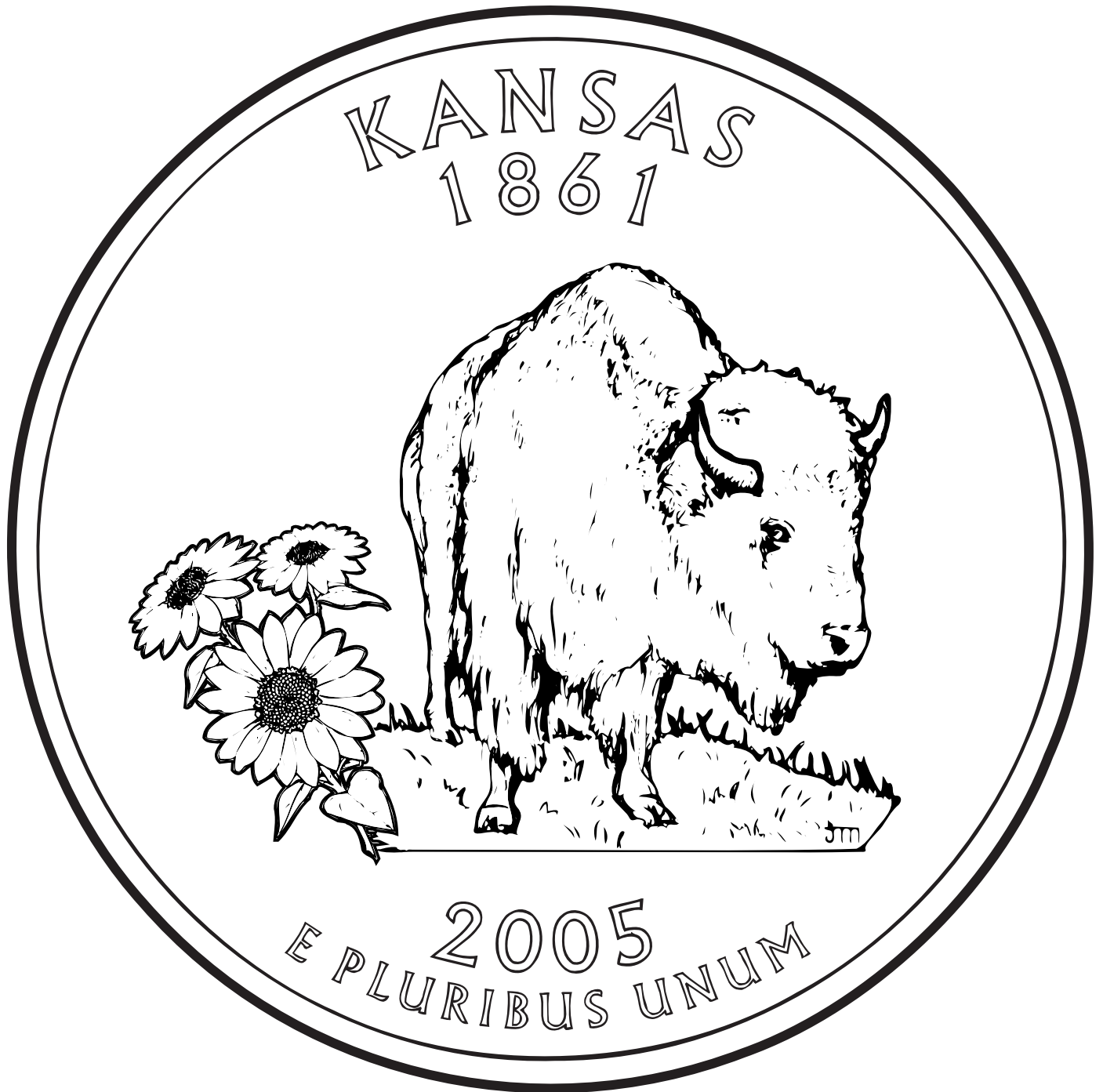
AIR

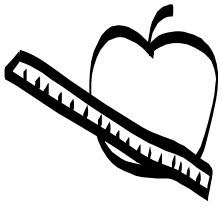
WATER

SUNLIGHT



Kansas Quarter Reverse





5: Over, Under, In, and Out

Based on the West Virginia quarter reverse



OBJECTIVE

Students will follow simple directions based on positional words.



MATERIALS

- 1 overhead projector (optional)
- “West Virginia Quarter Reverse” page
- 1 class map of the United States
- Chart paper/markers
- Construction paper
- Masking tape
- “Connect the Spots” worksheet
- Pencils
- Crayons



PREPARATIONS

- Make copies of the “Connect the Spots” worksheet (1 per student).
- Make an overhead transparency (or photocopy) of the “West Virginia Quarter Reverse” page.
- Use masking tape to create a large circle on the floor of your classroom.



GROUPINGS

- Whole group
- Individual work



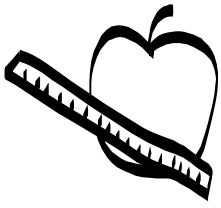
CLASS TIME

One 20- to 30-minute session



CONNECTIONS

- Language Arts
- Social Studies



Over, Under, In, and Out



TERMS AND CONCEPTS

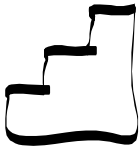
- Quarter
- Reverse (back)
- Positional words



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

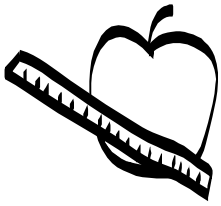
- Following directions
- Positional words



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 West Virginia quarter reverse. Locate West Virginia on a classroom map. Note its position in relation to your school's location.
2. With the students, examine this coin's reverse. Read the coin inscriptions to the class. Have the students identify the images in this coin design, including the bridge, the water, the trees, and the rocks.
3. Ask the students what this quarter design tells them about the state of West Virginia. Answers should include that the state has mountains and a lot of trees.
4. Ask the students why they think this bridge and river might be important to West Virginia and accept all responses. Explain that this bridge made it possible for people to easily cross from one part of the state into another. Before this bridge was built, it took a very long time to cross this gorge.
5. Ask the students to describe—without pointing—where the river is located in this picture. Direct the students to use a positional word to accurately describe the location of the river. The students should say that the river is **BETWEEN** the mountains or **UNDER** the bridge.
6. Again, ask the students to describe where the bridge is located in the picture. The students should say that the bridge is **BETWEEN** the mountains or **OVER** the river.
7. Move the students to an open area (preferably carpeted) in the classroom.
8. Tell the students that they will be playing a game in which they will need to follow simple directions. Explain that you will give the students a direction and then you will count to five. By the time you reach the number five, the students should be quietly in their position. Tell the students that they will need to listen carefully to the directions for this game.



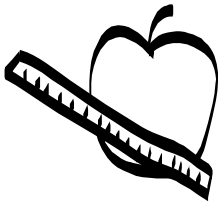
Over, Under, In, and Out

9. Distribute a piece of construction paper to each student.
10. Give the students the following directions and count to five between each movement. As you give the directions, write the positional word on a piece of chart paper. After the students are in position, draw their attention to the written positional word you used and the sounds or letters in the word.
 - Stand **ON** the construction paper.
 - Sit **NEXT TO** the construction paper.
 - Put the paper in **FRONT** of you.
 - Put the paper **UNDER** one foot.
 - Put the paper **BETWEEN** your feet.
 - Put the paper **AROUND** your arm.
11. Draw the students' attention to the tape circle on the floor of the classroom.
 - Direct the students to stand **IN** the circle.
 - Direct the students to stand **ON** the circle.
 - Have the students identify what is **UNDER** their feet.
 - Direct the students to stand **OUTSIDE** of the circle.
 - Direct the students to hold their hands **OVER** the circle.
12. Direct the students to return to their seats. Post the positional words chart on the board.
13. Distribute a "Connect the Spots" worksheet to each student and direct the students to write their names at the top of the page.
14. Direct the students to look at the pictures on their pages and determine which word describes where the first image is in relation to the second on the West Virginia quarter. (Ex.: The bridge is **OVER** the river.)
15. As a class, find this positional word on the chart and direct the students to write that word on the line.
16. Repeat this process for all of the missing words on this page.
17. Distribute crayons to each student. Allow the students to color the pictures on the page.
18. Collect the student worksheets.

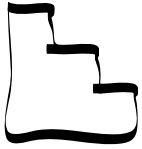


ENRICHMENT/EXTENSION

If your state's quarter design already exists, make a copy of the design for each student. Direct the students to create a sentence about the images on this coin's design using one of the words from the class chart. Direct the students to illustrate this sentence once it is written.



Over, Under, In, and Out



DIFFERENTIATED LEARNING OPTION

- Rather than having the students copy the positional word from the class chart, write the words on the lines using dashed letters. Guide the students to read or identify the word on the line and then to trace it on their paper.
- Create a class center to review positional words. Have an image of a dog and a dog-house. Have students place the dog, according to the directions, in a specific place (Ex.: above the house, on the house, under the house).



CONNECTION TO WWW.USMINT.GOV/KIDS

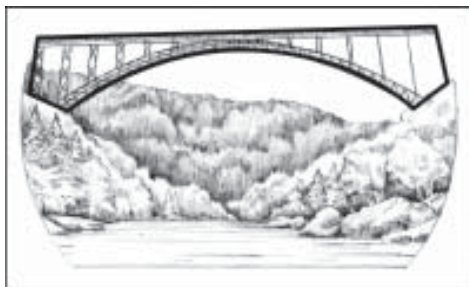
Let your students locate West Virginia and color in the quarter to their liking when they visit the game “Cents of Color” on the United States Mint H.I.P. Pocket Change™ Web site. (www.usmint.gov/kids/index.cfm?fileContents=games)

NAME _____

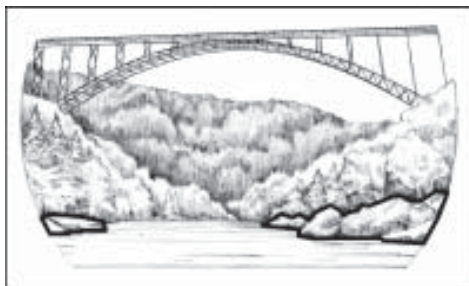


Connect the Spots

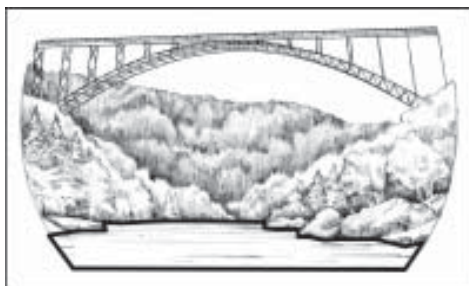
Directions: On the line, write the positional word that best completes the sentence.



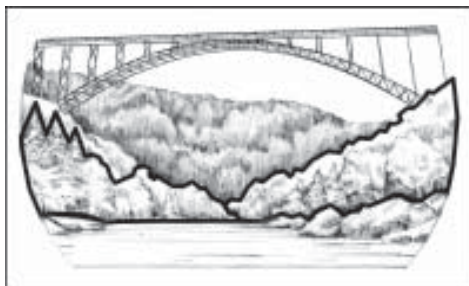
The bridge is _____ the river.



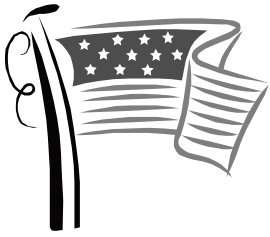
The rocks are _____ the river.



The river is _____ the bridge.

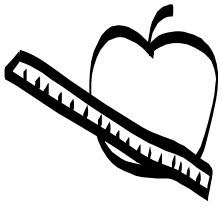


The trees are _____ the river.



West Virginia Quarter Reverse





6: Past and Present



OBJECTIVE

Students will be able to identify George Washington and the current president. Students will be able to distinguish between events in the past and the present.



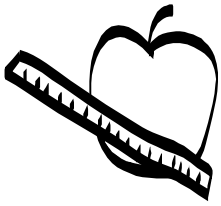
MATERIALS

- 1 overhead projector (optional)
- 1 image of your state's quarter reverse, if available
- 1 image of the quarter obverse
- "Past and Present" page
- 1 class map of the United States
- Chart paper/markers
- 1 copy of an age-appropriate text that relates to George Washington, such as:
 - *Meet George Washington* by Joan Heilbroner and Stephen Marchesi
 - *A Picture Book of George Washington* by David A. Adler
 - *George Washington (Rookie Biographies)* by Wil Mara
- 1 picture of George Washington, like those found at:
 - www.army.mil/cmh-pg/books/RevWar/ss/washington.htmfd
 - www.mdarchives.state.md.us/msa/speccol/sc4600/sc4680/100001/100079/html/100079.html
 - teachpol.tcnj.edu/amer_pol_hist/fi/00000035.htm
- 1 picture of the current president
- 1 copy of an age-appropriate text that relates to the current president
- Chalkboard/chalk
- Tape



PREPARATIONS

- Make copies of the "Past and Present" page (1 per student).
- Make an overhead transparency of the following:
 - An image of your state's quarter reverse (if available)
 - An image of the quarter obverse
 - "Past and Present" page
- Locate an age-appropriate text relating to George Washington (see examples under "Materials").



Past and Present

- Locate a picture of George Washington (see examples under “Materials”).
- Locate a picture of the current president.
- Locate an age-appropriate text relating to the current president.



GROUPINGS

- Whole group
- Pairs
- Individual work



CLASS TIME

Three 20- to 30-minute sessions



CONNECTIONS

- Social Studies



TERMS AND CONCEPTS

- Quarter
- Reverse (back)
- Obverse
- President
- Present
- Past



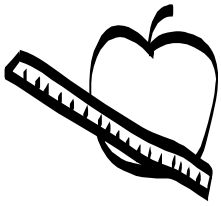
BACKGROUND KNOWLEDGE

Students should have a basic knowledge of the presidency.

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 a your state’s quarter reverse.
2. Display an overhead transparency of a quarter obverse and ask the students to identify what they see. Students should respond that they see the front (obverse) of a quarter.

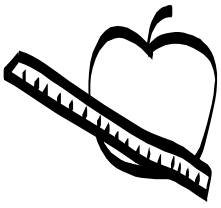


Past and Present

3. Have students identify what is on the quarter. The students should respond that there are words, numbers, and a picture on the quarter.
4. Have students guess who is pictured on the quarter. If necessary, explain to the students that the figure on the quarter is George Washington. Ask the students what they know about George Washington. Write student responses on chart paper.
5. Explain to the students that they will be learning more about George Washington.
6. Introduce the selected text. Ask students to generate predictions about what is occurring during different parts of the text.
7. Read the text aloud to the group. During the reading, attend to any unfamiliar vocabulary.
8. Ask the students what they learned about George Washington. Add student responses to the chart paper. Responses may include that George Washington helped this land become a country and that he was the first president of the United States.
9. Explain to the students that George Washington lived a long time ago, before any of the students were born.
10. Introduce the idea that things that happened a long time ago happened in the “past.” Explain to the students that they will be learning more about this concept in the following sessions.

Session 2

1. Display the overhead transparency of the quarter obverse. Have students recall who is pictured on this coin.
2. Ask the students to share what they remember about George Washington from the story. If necessary, review the chart paper from the previous session.
3. Display a picture of George Washington and the current president. Ask students what these two people have in common. Students should respond that both of these people are presidents of the United States.
4. Explain to the students that they will be learning more about the current president.
5. Introduce the selected text. Ask the students to generate some predictions about what is occurring during different parts of the text.
6. Read the text aloud to the group. During the reading, attend to any unfamiliar vocabulary.
7. Ask the students what they learned. Write student responses on chart paper.
8. Explain to the students that things happening today are in the present. Have students generate a list of activities they’ve done today. Responses may include brushing their teeth, riding the bus to school, eating lunch, etc. Explain that these activities happen in the present.
9. Lead a class discussion on the difference between the present and the past.



Past and Present

10. On the board, write the words “present” and “past” next to each other.
11. Show pictures of Washington and the current president. Have students identify which person is president now. When students respond correctly, tape the picture of the current president under the word “present.”
12. Then, have students identify which person was president in the past. When students correctly identify Washington’s picture, tape his picture under the word “past.”
13. Explain to students that they will be further exploring the idea of present and past in the coming session.

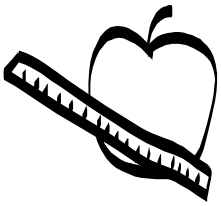
Session 3

1. Review the terms “past” and “present,” showing the presidential portraits from the previous session.
2. Write the words “a long time ago” in the “past” column on the chart on the chalkboard from the previous session. Explain to the students that these words tell you that something happened in the past. Have the students identify other words that indicate something happened in the past. Guide the students to respond that words like “yesterday,” “last year,” “last week,” and “before” indicate that something happened in the past.
3. Write the word “now” in the “present” column. Explain to the students that this word tells you that something is happening in the present. Have students identify other words that indicate something is happening in the present. Guide the students to respond that words like “today,” “now,” and “currently” indicate that something is happening in the present.
4. Explain to the students that they will explore this idea further by completing the “Past and Present” worksheet. Distribute one handout to each student.
5. Read the first sentence aloud to the students. Explain that they will decide whether the statement is about something happening in the present or in the past. If the statement is happening in the present, the students will circle the word “present.” If the statement is happening in the past, the students will circle the word “past.”
6. Allow an appropriate amount of time for the students to complete the activity. When they have finished, direct the students to check their work with a partner.
7. Review the activity using an overhead transparency of the “Past and Present” page. Read each sentence aloud and have the students identify which word they circled. If necessary, have the students correct their work.



ENRICHMENT/EXTENSIONS

- Extend this activity to include the future. Students can create timelines of their lives and include a section of the timeline that includes what they think their future will be like.



Past and Present

- Select a picture of another president (such as Teddy Roosevelt) and add this person to the comparison. Students will explore the idea of the past in terms of a long time ago and a long, long time ago.



DIFFERENTIATED LEARNING OPTION

For students new to the United States, read an age-appropriate introduction to the presidency, such as:

- *I Want To Be President (Sesame Street)* by Michaela Muntean and Tom Brannon
- *Hail To The Chief: The American Presidency* by Don Robb and Alan Witschonke
- *The President: America's Leader (Good Citizenship Library)* by Mary Oates Johnson



CONNECTION TO WWW.USMINT.GOV/KIDS

George isn't the only "Washington" featured on a coin! Check out the December 2001 Coin of the Month, which features the Booker T. Washington Memorial Half Dollar! (www.usmint.gov/kids/index.cfm?fileContents=coinNews/cotm/2001/12.cfm)

NAME _____



Past and Present

Directions: Listen to each sentence as it is read aloud. Then, decide if the sentence occurs in the past or the present. Circle the correct word.

1. This year, Kwame is in Mrs. Johnson's class.

PAST

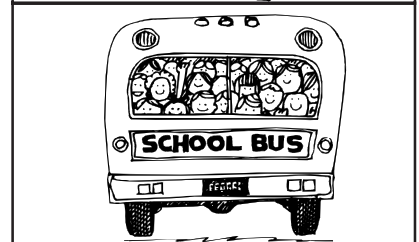
PRESENT



2. Last year, Sylvester rode the bus to school.

PAST

PRESENT



3. Today, Ingrid ate a sandwich for lunch.

PAST

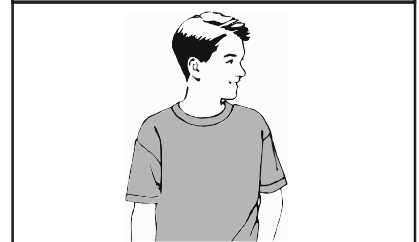
PRESENT



4. Yesterday, Jonathan wore a red shirt.

PAST

PRESENT



5. We had gym class last week.

PAST

PRESENT

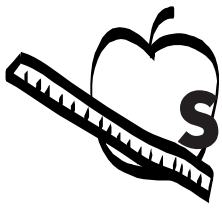


6. Kristin is in art class right now.

PAST

PRESENT





State Information 2005 Quarters

California

The first quarter released in 2005 honors California, and is the 31st in the United States Mint's 50 State Quarters® Program. California was admitted into the Union on September 9, 1850, becoming our Nation's 31st State. Nicknamed the "Golden State," California's quarter depicts naturalist and conservationist John Muir admiring Yosemite Valley's monolithic granite headwall known as Half Dome with a soaring California condor. The coin bears the inscriptions "California," "John Muir," "Yosemite Valley," and "1850."

In 1849, the year before California gained statehood, the family of 11-year-old John Muir emigrated from Scotland to the United States, settling in Wisconsin. In 1868, at the age of 30, Muir sailed up the West Coast and landed in San Francisco. He made his home in the Yosemite Valley, describing the Sierra Nevada Mountains as "the Range of Light... the most divinely beautiful of all the mountain chains I have seen." He devoted the rest of his life to the conservation of natural beauty, publishing more than 300 articles and 10 books that expanded his naturalist philosophy.

In 1890, Congress established Yosemite National Park, and in 1892 John Muir helped form the Sierra Club to protect it, serving as that organization's President until his death in 1914. The California condor, with a wingspan as long as nine feet, is also featured on the coin in a tribute to the successful repopulation of the once nearly extinct bird.



State Capital: Sacramento
State Bird: ... California Valley Quail
State Tree: Redwood and Giant Sequoia
State Flower: California Poppy
State Motto: Eureka

Entered Union (rank): September 9, 1850 (31)

Nickname(s): Golden State
Origin of Name: . Named after Califia, a mythical paradise in a Spanish romance by Montalvo
State Song: I Love You, California

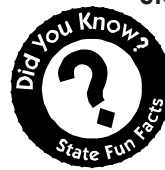
Minnesota

The second quarter released in 2005 commemorates the state of Minnesota, "Land of 10,000 Lakes." On May 11, 1858, Minnesota became the 32nd state admitted into the Union, and as such, it is the 32nd coin to be issued in the United States Mint's popular 50 State Quarters® Program. The design features a tree-lined lake with two people fishing, a loon on the

water, and a textured outline of the state surrounding its nickname, "Land of 10,000 Lakes."

The "Land of 10,000 Lakes" actually contains more than 15,000 such bodies of water whose total shoreline exceeds 90,000 miles—more than California, Hawaii, and Florida combined. Equally renowned as the home of the headwaters of the mighty Mississippi River, the name Minnesota is derived from the Dakota Sioux word for "cloudy water."

The natural beauty of Minnesota is vividly depicted on the reverse of this new quarter-dollar. Lined with Norwegian Pines, many of the lakes throughout the state offer much in the way of outdoor recreation, as well as providing a home for the graceful loon, Minnesota's state bird. Minnesota is also home to the Boundary Waters Canoe Area Wilderness. This one-million-acre wilderness area was established by Congress in 1978 and contains more than 1,500 miles of canoe routes and nearly 2,200 designated campsites.



State Capital: Saint Paul
State Bird: Common Loon
State Tree: Red Pine
State Flower: Pink and white lady's slipper
State Motto: L'Etoile du Nord (the star of the north)

Entered Union (rank): May 11, 1858 (32)

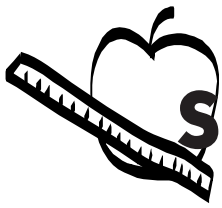
Nickname(s): Land of 10,000 Lakes/North Star State
Origin of Name: Dakota Sioux for "sky-tinted water"
State Song: Hail! Minnesota

Oregon

The state of Oregon is honored with the third quarter to be released in 2005, and the 33rd in the United States Mint's 50 State Quarters® Program. On February 14, 1859, Oregon became the 33rd state to be admitted into the Union. Its coin design features a portion of Crater Lake, the deepest lake in the United States, viewed from the south-southwest rim. The design incorporates Wizard Island, as well as Watchman and Hillman Peaks on the lake's rim, and conifers. The coin bears the inscription "Crater Lake."

Crater Lake is a unique and stunning natural treasure, formed more than 7,700 years ago by the collapse of Mt. Mazama in what is now southern Oregon. At 1,949 feet, it is the deepest lake in the United States and the seventh deepest in the world, and has a record clarity depth of 134 feet. The main cause of Crater Lake's remarkable clarity is its isolation from incoming streams and rivers.

President Theodore Roosevelt established Crater Lake National Park in 1902, with the lake itself as the Park's crown.



State Information 2005 Quarters

jewel. It is the sixth oldest national park in the country. Since its creation, Crater Lake National Park has helped protect both the Native American cultural ties to the area and the natural habitat of the animal and plant life that lies within its boundaries.



State Capital:Salem
State Bird:Western Meadowlark
State Tree: Douglas Fir
State Flower: Oregon Grape
State Motto: Alis Volat Propiis
(She flies with her own wings)

Entered Union (rank): February 14, 1859
(33)

Nickname(s): Beaver State
Origin of Name: Unknown; maybe from French map showing Wisconsin River as "Ouaricon-sint"
State Song:Oregon, My Oregon

Kansas

The fourth quarter released in 2005 commemorates the state of Kansas. On January 29, 1861, the "Sunflower State" became the 34th state to be admitted into the Union. Kansas marks the 34th coin to be issued in the United States Mint's popular 50 State Quarters® Program, and features a buffalo and sunflower motif, emblematic of the state's history and natural beauty.

The Kansas commemorative quarter incorporates two of the state's most beloved symbols, the state animal and flower, the buffalo and the sunflower. Each of these two design elements is a visual reminder of our nation's heartland. They feature prominently in the history of the territory, and both were found in abundance throughout the state in the middle of the 19th century when Kansas gained its statehood. With its release in the fall of 2005, it is the second United States circulating coin of 2005 to carry an image of the buffalo.



State Capital: Topeka
State Bird:Western Meadowlark
State Tree: Cottonwood
State Flower:Sunflower
State Motto: Ad astra per aspera
(To the stars through difficulties)

Entered Union (rank):January 29, 1861
(34)

Nickname(s): Sunflower State
Origin of Name: From Sioux for "south wind people"
State Song: Home on the Range

West Virginia

The fifth and final quarter released in 2005 commemorates the state of West Virginia. On June 20, 1863, the "Mountain State" became the 35th state to be admitted into the Union, making this the 35th coin to be issued in the United States Mint's popular 50 State Quarters® Program. This coin captures the scenic beauty of the state with its depiction of the New River and the New River Gorge Bridge. The coin bears the inscription "New River Gorge."

Prior to gaining statehood, the area that is now West Virginia formed the western part of Virginia. Settlers in the western part of the "Old Dominion" began their efforts to join the Union when Virginia announced its secession in 1861. In the western part of the state, the Restored Government of Virginia in Wheeling drafted a state constitution in 1862. The new state called West Virginia applied to Congress for admission into the Union. Congress approved the request with one condition: that the new state abolish slavery. President Lincoln signed the West Virginia statehood bill and on June 20, 1863, West Virginia officially became the 35th state to be admitted into the Union.

The design chosen to represent West Virginia is one that combines the natural physical beauty of the state and the triumph of the human intellect exemplified by the engineering wonder that is the New River Gorge Bridge. At 3,030 feet long and 69 feet wide, the bridge is the world's largest steel span and the second highest bridge in the United States, rising 876 feet above the New River Gorge in southern West Virginia. In 1978, 53 miles of the New River was added to the National Park System as the New River Gorge National River.

For years, crossing the New River Gorge meant long detours along narrow, winding mountain roads. The completion of the bridge in 1977 reduced this dangerous 40-minute trip to a smooth and scenic one-minute drive.

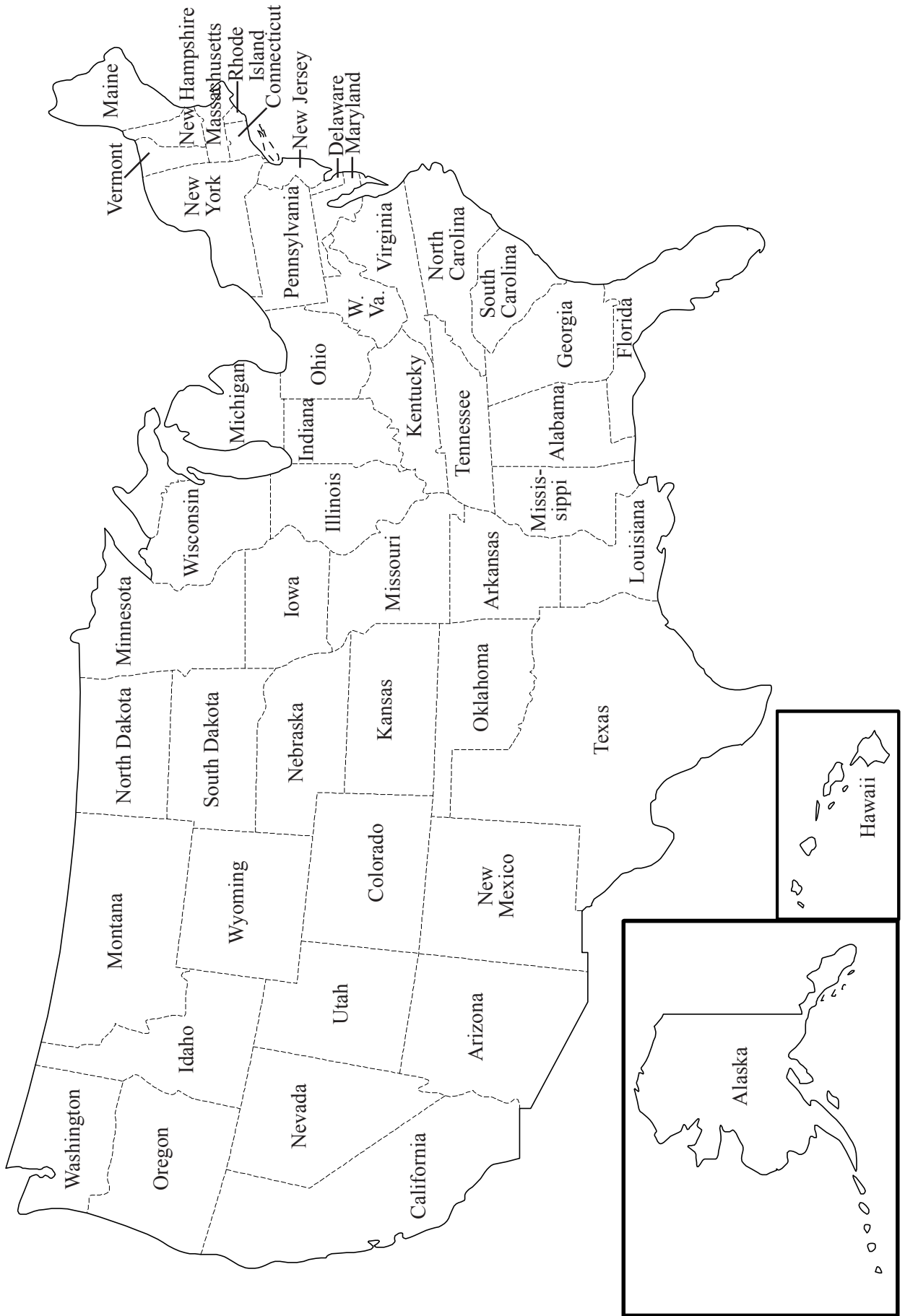


State Capital:Charleston
State Bird: Cardinal
State Tree: Sugar Maple
State Flower: Rhododendron
State Motto: ... Montani simpes liberi
(Mountaineers are always free)

Entered Union (rank): June 20, 1863 (35)
Nickname(s): Mountain State

Origin of Name: ... Named after England's Queen Elizabeth I, the "Virgin Queen"
State Song: .. "West Virginia, My Home," "The West Virginia Hills," "This Is My West Virginia"

The United States of America



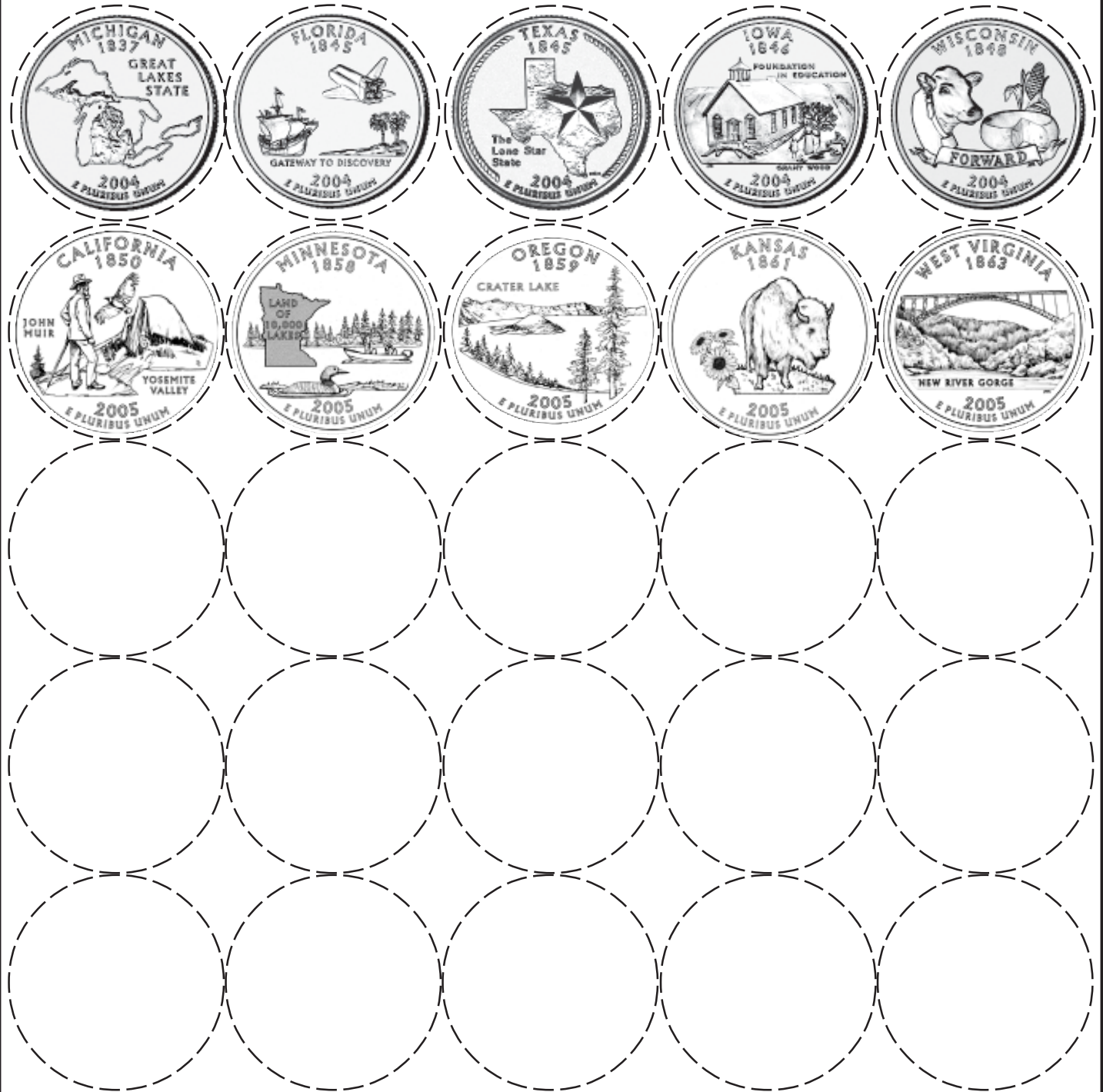
50 State Quarters Program Designs

Reverse



50 State Quarters Program Designs

Reverse



50 State Quarters Program Designs

Obverse



Reproducible Coin Sheet

Obverse



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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