



2: A Tale of Two Quarters



OBJECTIVE:

Students will begin to understand how money passes through many different hands. Students will explore plot organization by designing a flow chart for a story about money changing hands.



MATERIALS:

- “A Tale of Two Quarters” work page (page 8)
- Overhead transparency of “A Tale of Two Quarters” work page (page 8)
- “Heads or ‘Tales’” work page (page 9)
- Large construction paper (11” x 18”)
- Hole puncher and string or yarn
- Markers or crayons
- *The Go-Around Dollar*¹, by Barbara Adams (optional)



PREPARATIONS:

- Punch three holes along the sides of each piece of construction paper.
- Make copies of the “A Tale of Two Quarters” work page (page 8).
- Make copies of “Heads or ‘Tales’” (page 9) work page.



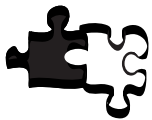
GROUPING:

- Whole group/individual



CLASS TIME:

- 2-3 class periods



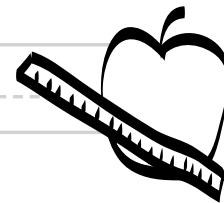
CONNECTIONS:

- Social Studies
- Geography
- Language Arts
- Art



TERMS and CONCEPTS:

- Money
- Circulation
- Flow Chart



Understanding Plot and Designing a Flow Chart



STEPS:

1. Assemble the students and read *The Go-Around Dollar*, by Barbara Adams (optional). Discuss how money circulates.
2. Show the students two quarters. Tell them where you got the quarters (e.g., as change when you bought coffee this morning). Ask students to think about where the quarters were before you got them. Write on chart paper the beginning of a flow chart for these two quarters (in the first two boxes should be written where students guess they may have come from. The second box should be the coffee shop and the third box should be you).
3. Ask students to imagine where the quarter might end up next, and then after that, and so on. Add this information to the chart.
4. Stop and review (or introduce, if never before used) flow charts with your class. Ask students how they think creating a flow chart before writing a story might help the author.
5. Explain to students that they will be writing, as a class, a fiction story about two Vermont quarters that travel from their home state of Vermont to Kentucky. The first thing they will do together is to fill in a flow chart to organize the story line.
6. Discuss some general story lines before beginning to write with your students. Remind students that the story they make up must fit into that flow chart on the "A Tale of Two Quarters" work page (page 8). *NOTE: If the teacher or students want their story to follow a different path, a new flow chart could be created as the story develops.*
7. Begin to discuss the journey you wish the quarters to make on their way from Vermont to Kentucky. Fill in or create the flow chart as you decide on the major points of the story. Encourage students to think creatively and add details that will enhance the story.
8. When the flow chart is finished, begin writing the story together, following the flow chart outline. The teacher will be the scribe, writing the text on chart paper as students offer the story orally. Call on different students to add to the story, eliciting a variety of responses while deciding the next part of the story line. Refer to the flow chart outline as needed. Write until everyone is satisfied with the story and ending.
9. Once the story is finished, make decisions about how the story will be put together. Decide which text will go on which pages. Decide on placement of the text (top, bottom, or middle of the page). Assign illustrators to each page and discuss possible illustrations.
10. Send students to their seats to work on the illustrations for the book. Before students start on pictures, they should write the text for their page. When all students are finished working, assemble the book using the string or yarn.
11. Read the story together.
12. Hand out and review the "Heads or 'Tales'" work page (page 9). You may wish to allow students to work in partners to complete the work page. (The work page could also be completed as homework.)



ENRICHMENT/EXTENSIONS:

Give each student a turn taking the book home to read to their family. Begin a class quarter collection and write a brief history of each quarter (where the child/family acquired the coin).

Name _____

Date _____

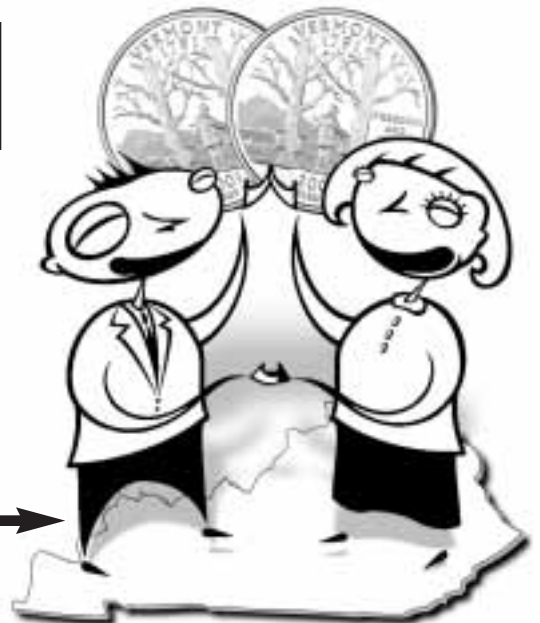


A Tale of Two Quarters

DIRECTIONS:

Using words and pictures, develop a story of how two Vermont quarters made their way to Kentucky.







Heads or “Tales”?

DIRECTIONS:

Find the answers to the following questions about quarters. *Hint: The United States Mint web site (www.USMINT.gov) is a great place to research this information!*



1. Whose picture is on the front of every quarter?

2. What does *E Pluribus Unum* mean?

3. What is the significance of the date on each quarter?

4. Which quarter comes from Abe Lincoln’s birth place?

5. Which three quarters feature all or part of an oak tree?

6. Why does New Hampshire’s quarter have nine stars along the rim?

7. What is the significance of the two dates on the new Virginia quarter?

8. Why was Delaware the first state to be represented on the back of a quarter?

9. How many of the new quarters have pictures of people on them?
Name the states.

10. How many of the new quarters have fruit on them? Name the states.

11. Why does Vermont’s quarter feature a Maple tree on its quarter?

12. Why does Kentucky’s quarter feature a horse?

13. On what quarter will you find the Statue of Liberty?

14. Which two quarters have boats on them?
