

4: It Matters to Me

Based on the Iowa quarter reverse



OBJECTIVE

Students will explain how their personal values shape the values of a classroom community.



MATERIALS

- 1 overhead projector (optional)
- 1 overhead transparency (or photocopy) of the Iowa quarter reverse
- 1 class map of the United States
- 1 copy of an age-appropriate text that reflects 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
- Markers (for use on overhead projector)
- Copies of the “What Matters to Me” worksheet
- An assortment of colored construction paper
- “Tree of Values” leaf stencil
- Brown bulletin board paper
- Journals or writing paper



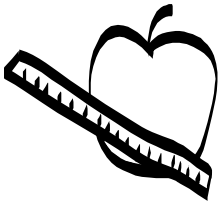
PREPARATIONS

- Make an overhead transparency (or photocopy) of the Iowa quarter reverse.
- Locate an appropriate text that reflects personal values (see examples under “Materials”).
- Make copies of the “What Matters to Me” worksheet (1 per student).
- Make copies of the “Tree of Values” leaf stencil onto colored construction paper (2 per student).
- Using brown bulletin board paper, create and display a large tree trunk.



GROUPINGS

- Whole group
- Individual work



It Matters to Me



CLASS TIME

Two 30- to 45-minute sessions



CONNECTIONS

- Social Studies
- Language Arts
- Art



TERMS AND CONCEPTS

- Quarter
- Reverse (back)
- Personal values
- Community values
- Foundation



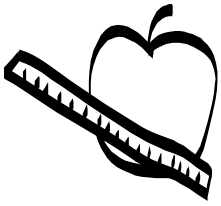
BACKGROUND KNOWLEDGE

Students should have a basic knowledge of values.

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. Ask the students if they believe that this is a modern picture of Iowa. Why or why not? Ask the students to list the images on the coin that indicate that this is an image of Iowa in the past. Such images should include the empty land, the one room school-house, and the dress of the people.
4. Read the words "Foundation in Education" to the students and then ask what do they think this might mean. Why do they think that Iowa would put these words and a



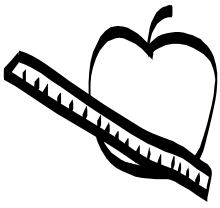
It Matters to Me

picture of a school on their quarter reverse? Responses should reflect the idea that schools and education have always been important to the state. Discuss with the students how their lives would be different without education.

5. Introduce the idea that everyone has different things that are important to them, things that they value.
6. Select an appropriate children's text that reflects personal values and, as a group, preview the text and illustrations. Invite students to generate predictions about what is occurring at different points in the story.
7. Read this story aloud to the group. During the reading, attend to any unfamiliar vocabulary.
8. Ask the students what was important to the characters. How could you tell? What did the character(s) do to show you their values? Create a T-chart to record student responses. On one side on the chart, list responses that one can see or touch. On the other side, list responses pertaining to feelings or emotions.

Session 2

1. Revisit the image of the Iowa quarter and ask the students to recall what the quarter told them about what was important to the state.
2. Return to the T-chart from the previous session and have students discuss and list what is important to them. Add their responses to the appropriate column on the chart.
3. Ask students to identify similarities in each of the chart's columns. Students should note that the first column represents tangible items that are valued ("outside" values), while the second column represents intangible ("inside") values.
4. Distribute a "What Matters to Me" worksheet to each student and read through the instructions with the students. Invite students to take turns reading each value aloud. Pause after each value to allow the students to mark their answers. The answers on this worksheet will help the students realize what matters most to them. Remind students that there are no right or wrong answers on this worksheet.
5. At the bottom of this sheet, have the students complete the sentence that says, "I value _____ because _____."
6. Distribute two pieces of colored construction paper to each student.
7. Direct the students to cut along the lines marked on these pieces of paper. On one leaf, students will write the "outside value" that was most important to them. On the other leaf, students will write the "inside value" that matters the most to them. On each leaf, students should add an appropriate illustration.
8. As students complete these leaves, add them to the tree trunk to create a "Tree of Values".



It Matters to Me



ENRICHMENT/EXTENSIONS

- Students can expand this study to include a comparison of personal values and the values of their school or town, or the values of their family.
- Invite students to write “What If?” stories where they imagine what would happen if no one valued honesty, respect, responsibility, etc.
- Invite the school counselor to make an in-class visit to discuss character education with the students.



DIFFERENTIATED LEARNING OPTION

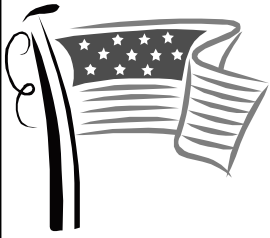
Allow struggling students to dictate their values and/or use magazine pictures to represent these values.



CONNECTION TO WWW.USMINT.GOV/KIDS

Look at what other states valued and chose to include on their quarter designs by visiting the 50 State Quarters® Program section of “The Coins Are Coming” in the Camp Coin section of the United States Mint H.I.P. Pocket Change™ Web site. (www.usmint.gov/kids/index.cfm?fileContents=/kids/coinNews/50sq.cfm)

NAME _____



What Matters to Me

Directions: How important is each of these values to you? Place an "x" on the line to show how important each value is to you.

Outside Values

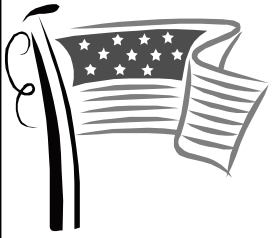
| | Not Important | Somewhat Important | Very Important |
|---------------------|---------------|--------------------|----------------|
| My health | ----- ----- | ----- ----- | ----- ----- |
| A happy family | ----- ----- | ----- ----- | ----- ----- |
| Money | ----- ----- | ----- ----- | ----- ----- |
| Friends | ----- ----- | ----- ----- | ----- ----- |
| A good education | ----- ----- | ----- ----- | ----- ----- |
| A clean environment | ----- ----- | ----- ----- | ----- ----- |

I value _____ because _____

Inside Values

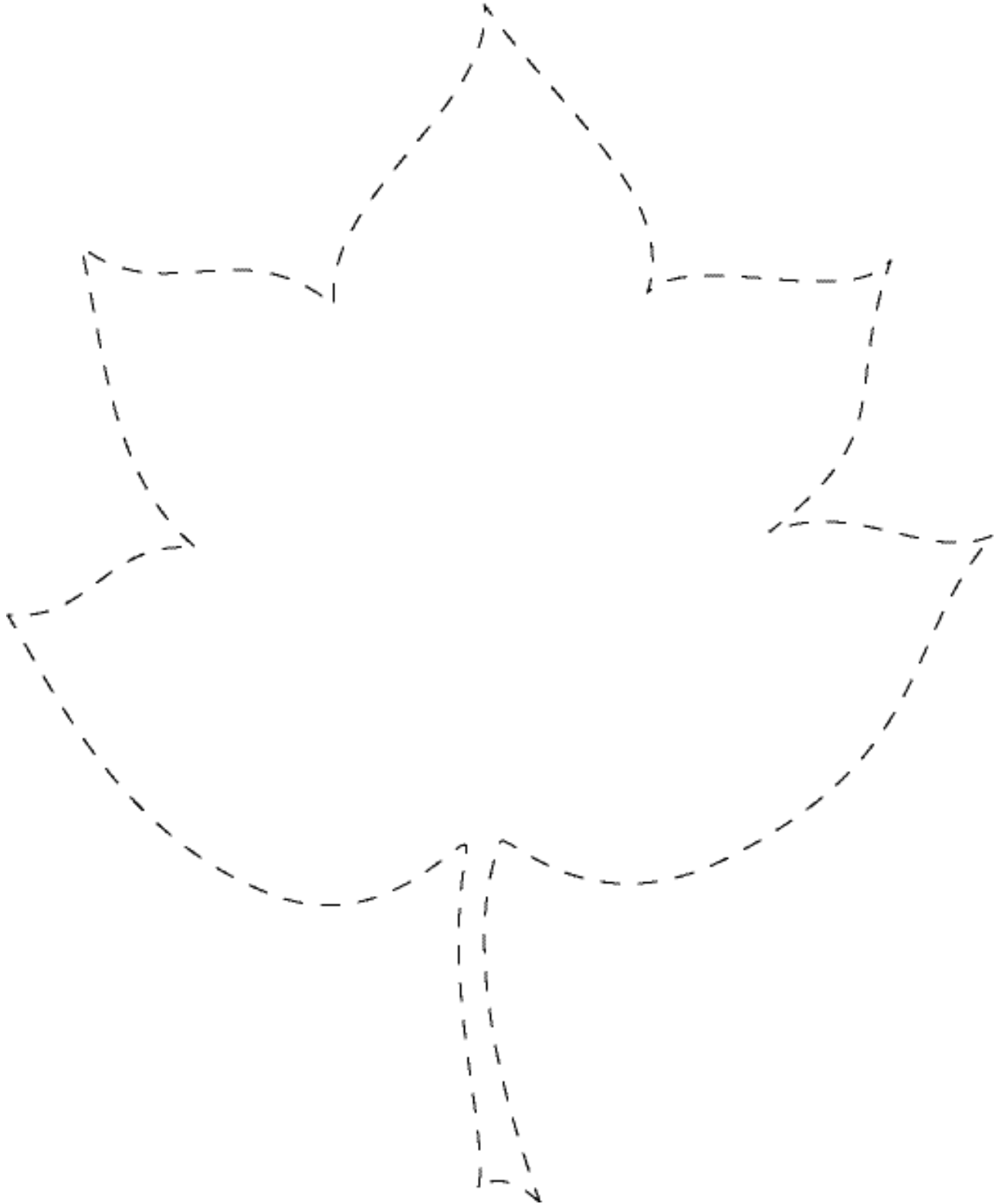
| | Not Important | Somewhat Important | Very Important |
|----------------|---------------|--------------------|----------------|
| Honesty | ----- ----- | ----- ----- | ----- ----- |
| Responsibility | ----- ----- | ----- ----- | ----- ----- |
| Caring | ----- ----- | ----- ----- | ----- ----- |
| Courage | ----- ----- | ----- ----- | ----- ----- |
| Cooperation | ----- ----- | ----- ----- | ----- ----- |
| Respect | ----- ----- | ----- ----- | ----- ----- |

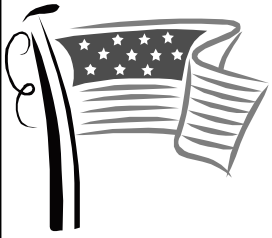
I value _____ because _____



Tree of Values

Leaf Stencil





Iowa Quarter Reverse

