

3: Follow the Light

Based on the Maine quarter reverse



OBJECTIVES

Students will explore the purpose of lighthouses as a means of assisting navigation, and will demonstrate their ability to follow cardinal directions.



MATERIALS

- 1 overhead projector (optional)
- 1 overhead transparency (or photocopy) of the Maine quarter reverse
- 1 class map of the United States of America
- 1 copy of an age-appropriate text that relates to lighthouses, such as:
 - *The Little Red Lighthouse and the Great Gray Bridge* by Hildegard Hoyt Swift
 - *Beacons of Light: Lighthouses* by Gail Gibbons
 - *Birdie's Lighthouse* by Deborah Hopkinson-Smith
 - *Littlest Lighthouse* by Ruth Sexton Sargent
 - *Keep the Lights Burning, Abbie* by Connie Roop
- Copies of the “Lighting the Way” worksheet
- 1 overhead transparency (or photocopy) of the “Lighting the Way” worksheet



PREPARATIONS

- Make an overhead transparency (or photocopy) of the Maine quarter reverse.
- Locate an appropriate text that relates to lighthouses. (See examples under “Materials.”)
- Make copies of the “Lighting the Way” worksheet (1 per student).
- Make an overhead transparency (or photocopy) of the “Lighting the Way” worksheet.



GROUPINGS

- Whole group
- Individual work



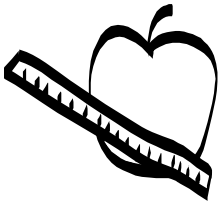
CLASS TIME

Two 30- to 45-minute sessions



CONNECTIONS

- Social Studies
- Language Arts



Learning about Lighthouses



TERMS AND CONCEPTS

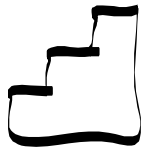
- Lighthouse
- Map
- Cardinal directions
- Compass rose



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

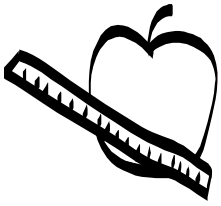
- U.S. Geography
- Map skills
- Cardinal directions



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 Maine quarter reverse. On a classroom map, have a pair of students locate Maine. 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 identify objects they recognize on the coin's reverse: a lighthouse, a rocky coastline, a ship, and seagulls. Provide graphics or physical examples to introduce new vocabulary. Ask students why they think these elements were chosen to represent Maine, referring to Maine's location on the classroom map where necessary.
3. Explain to the students that the lighthouse on the coin is meant to be a rendition of a specific lighthouse, the Pemaquid Point Light, which is one of the most visited tourist destinations in Maine. This image is also representative of the more than 60 lighthouses that line the shores of Maine's rocky coast.
4. Introduce students to a selected text about lighthouses.
5. As a group, preview the text and illustrations to generate predictions about the story.
6. Read the selected text to the class and see if their predictions were correct.
7. Ask students to list any information that they have learned about lighthouses. (The basic information students should mention is that lighthouses exist in places that are difficult to navigate, and they help to guide sailors, particularly in the dark.)
8. While conducting this discussion, guide students' thinking by asking how they think sailors can tell the lighthouses apart. Record all student responses.



Follow the Light

Note: If not mentioned by students, explain that lighthouses are each painted differently so that sailors can tell them apart in the day time. To help sailors tell the differences between lighthouses at night, each has a different pattern of flashing light called its characteristic. To help in bad weather conditions, when sailors cannot see the light pattern clearly, each lighthouse also has a specific sound pattern emitted by a fog horn.

Session 2

1. Ask students what resources they would use in order to find a specific location. (Students should list ideas such as maps, compasses, charts, and atlases.)
2. Find the cardinal directions in your classroom and label north, south, east, and west on the walls.
3. Explain that in this activity, students will follow directions on a map to find a variety of different lighthouses along the shoreline.
4. Distribute the “Lighting the Way” worksheets to students.
5. Review the directions as a class. Take time to review the compass rose as well.
6. Have students work independently to complete their maps.
7. Once complete, display an overhead version of the “Lighting the Way” worksheet. Ask a student to read each set of directions aloud, and ask a different student to come to the overhead projector and follow the directions as they were read.



ENRICHMENT/EXTENSION

Allow students to take the opportunity to research the location of concentrations of other lighthouses in the United States. Students can select and explore information about a lighthouse of particular interest to them, and use a media style of their choosing to present the details that they learned.



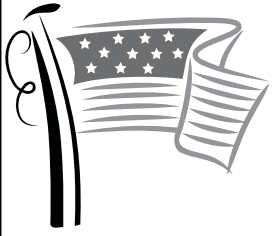
DIFFERENTIATED LEARNING OPTION

When reviewing directional vocabulary, invite students to act out the movements detailed on the “Lighting the Way” worksheet. Label the classroom’s cardinal directions and have students take turns reading and physically following the worksheet’s instructions.

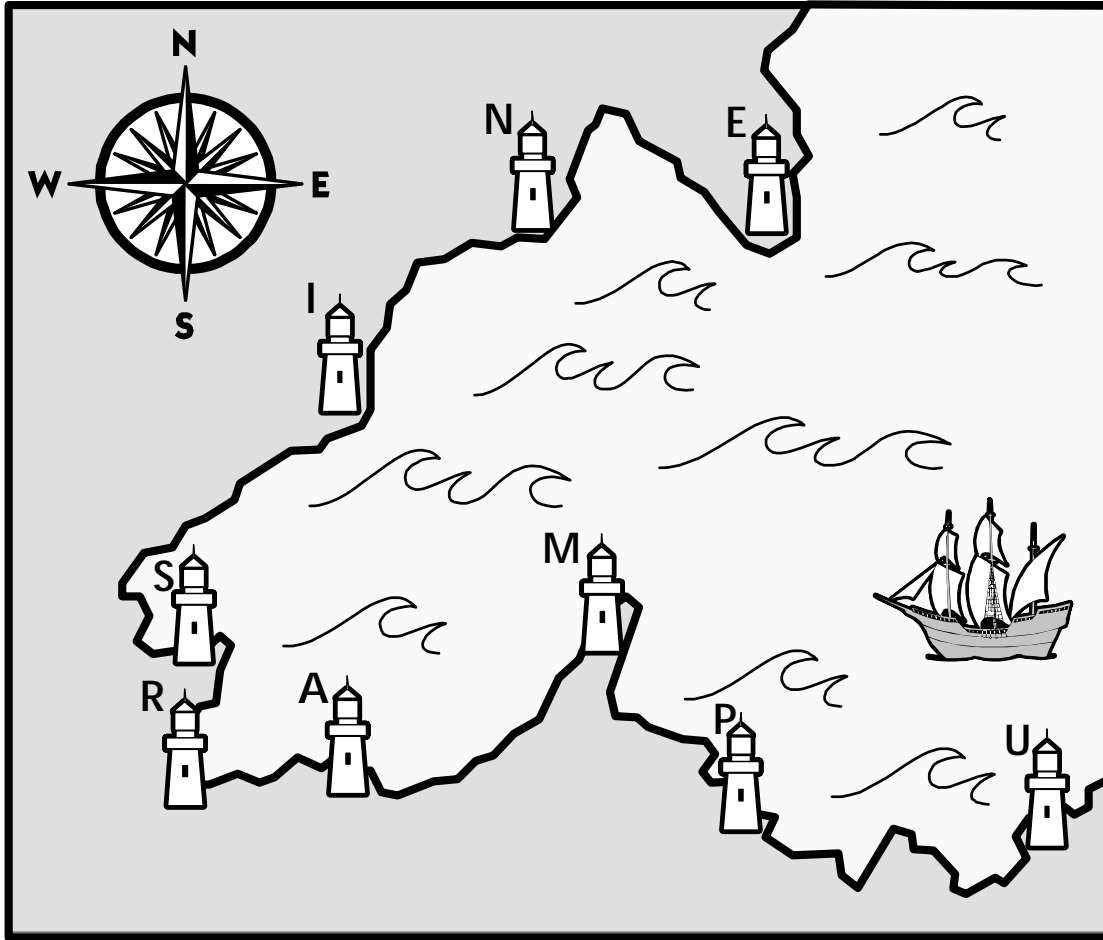


HPC CONNECTION

To get more practice with map skills, test the “Mapping America” lesson plan. Download it from among the 2002 plans in the 2002 50 State Quarters® Program collection in the Teachers section of HPC. (http://www.usmint.gov/kids/index.cfm?fileContents=/kids/teachers/lessonPlans/lesson_select.cfm&grade=2)



Lighting the Way



This ship needs to visit many ports, and is using lighthouses to find its way. Follow the directions below to draw the ship's route on the map. Write the letter of the correct lighthouse on each line.

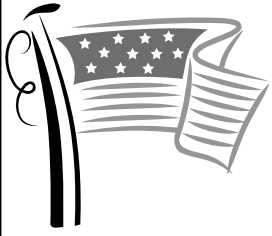
1. Begin at the ship and travel west to reach lighthouse _____.

2. From this lighthouse, sail southwest to reach lighthouse _____.

3. From this second lighthouse, travel north to lighthouse _____.

4. From this lighthouse, go northeast to lighthouse _____.

5. Finally, sail east to reach your final port, lighthouse _____.



Maine Quarter Reverse

