

2004 Lesson Plans

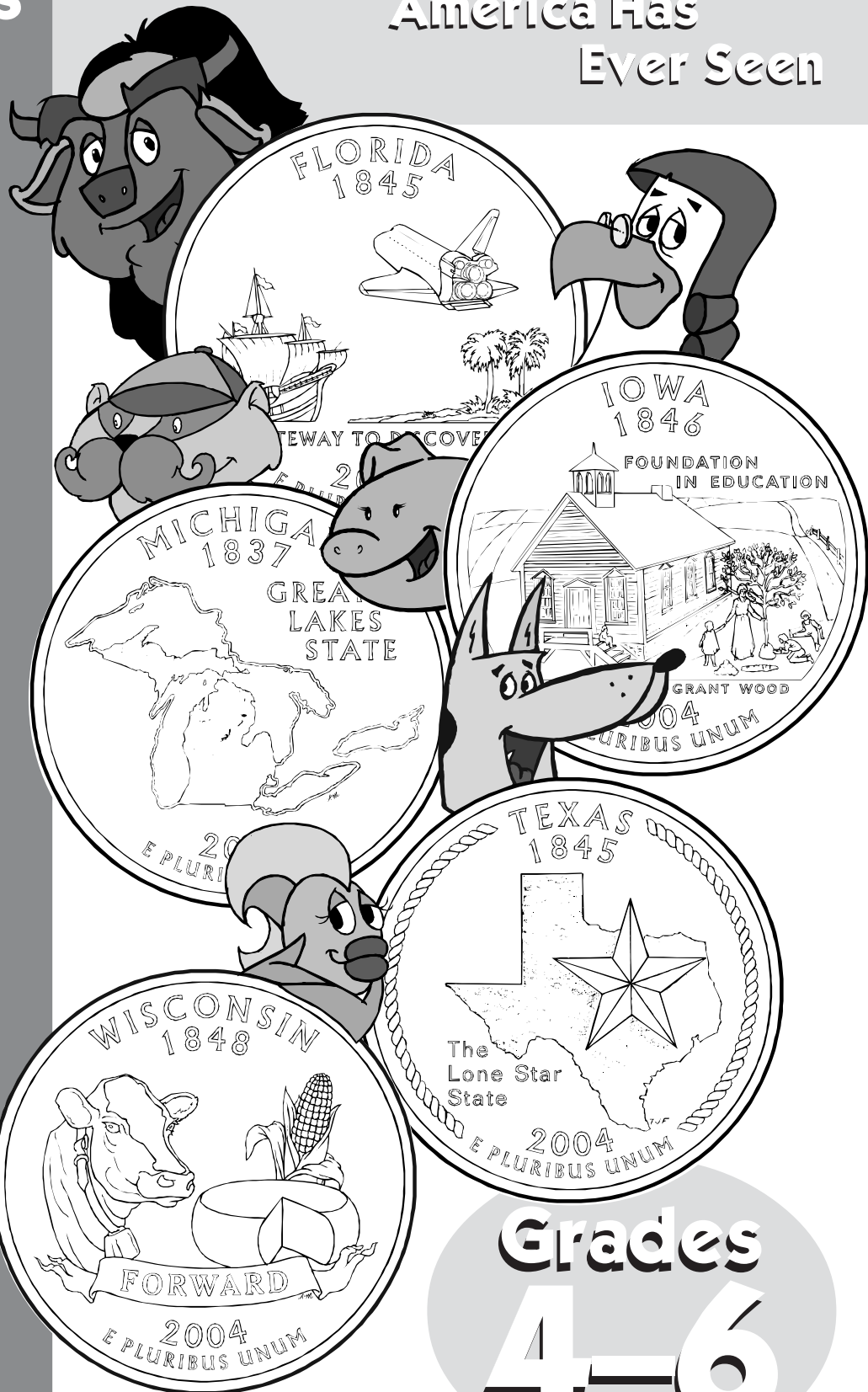


This teaching guide includes:

- ◆ 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
4-6



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). This year, we have added two new sets of free plans (for grades 7–8 and 9–12). 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 2004 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.



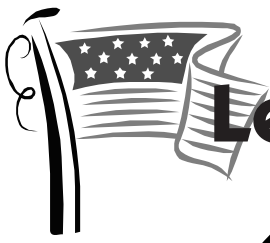
Visit us online at
www.usmint.gov/kids



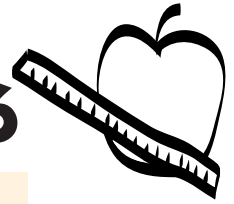
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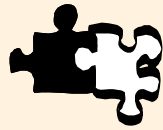
The Greatest Educational Change America Has Ever Seen



Lesson Plans for Grades 4-6



Objective



Connections



Groupings



Class Time



Page

1: Introducing Industries (Michigan)

Exploring natural effects on American industries

- Social Studies
- Science
- Language Arts
- Art
- Technology

- Whole group
- Small group
- Individual work

Three 45- to 60-minute sessions

2

2: Distinguished Discoveries (Florida)

Exploring historical discoveries

- Social Studies
- Technology
- Science
- Language Arts
- Drama

- Whole group
- Pairs
- Individual work

Three or four 45- to 60-minute sessions

12

3: Making Cents of Independence (Texas)

Examining the Texan and American revolutions

- Social Studies
- Language Arts
- Drama
- Art

- Whole group
- Pairs
- Individual work

Four 45- to 60-minute sessions

23

4: Every Picture Tells a Story (Iowa)

Connecting art with life in individual states

- Language Arts
- Art
- Social Studies

- Whole group
- Pairs
- Individual work

Five 45- to 60-minute sessions

37

5: In Great Demand (Wisconsin)

Understanding supply and demand

- Social Studies
- Language Arts
- Mathematics

- Whole group
- Pairs

One 45- to 60-minute sessions

45

6: State Sights to See

Researching and presenting state information

- Social Studies
- Language Arts
- Mathematics
- Art

- Whole group
- Small groups
- Individual work

Five 45- to 60-minute sessions

53

Additional Resources

State Information Pages: 50 State Quarters® Program Coins Released in 2004

Michigan, Florida, Texas, Iowa, Wisconsin

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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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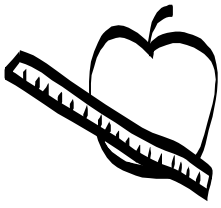
50 State Quarters Program® Release Schedule

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1: Introducing Industries

Based on the Michigan quarter reverse



OBJECTIVE

Students will explain the effect of temperature/climate, physical features, and economic resources on industries in the United States.



MATERIALS

- 1 overhead projector (optional)
- 1 overhead transparency (or photocopy) of the Michigan quarter reverse
- 1 class map of the United States
- Overhead transparencies (or photocopies) of three or more additional state quarter designs
- Copies of the Michigan quarter reverse
- Blue and green crayons and/or colored pencils
- Copies of the “Introducing Industries” chart
- Copies of the “All About Michigan” page
- 1 copy of the “Introducing Industries” chart key
- Copies of the “Region Cards”
- Adhesive note paper (3 squares per student)



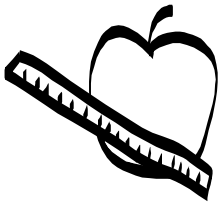
PREPARATIONS

- Make an overhead transparency (or photocopy) of the Michigan quarter reverse.
- Arrange for students to conduct research either in the school’s library or computer lab.
- Prepare a list of appropriate web sites or ask the librarian to pull a selection of appropriate books to help students with their research.
- Make copies of:
 - The Michigan quarter reverse (1 per student).
 - The “All About Michigan” page (1 per student).
 - The “Introducing Industries” chart (1 per student).
 - The “Region Cards”(1 card per student).



GROUPINGS

- Whole group
- Small group
- Individual work



Introducing Industries



CLASS TIME

Three 45- to 60-minute sessions



CONNECTIONS

- Social Studies
- Science
- Language Arts
- Art
- Technology



TERMS AND CONCEPTS

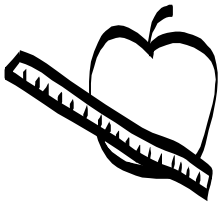
- Quarter
- Reverse (back)
- The Great Lakes
- Industry
- Water-lined
- Landlocked
- Economic resources
- Natural resources
- Capital resources
- Human resources
- Production
- Interdependence
- Region



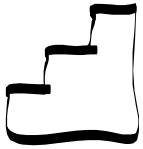
BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

- Economic resources (natural, capital and human)
- Goods
- Production
- U.S. geography
- U.S. regions



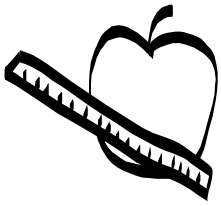
Introducing Industries



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 Michigan quarter reverse. Locate Michigan on a classroom map. Note its position in relation to your school's location.
2. Distribute a copy of the Michigan quarter reverse to each student.
3. With the students, examine the design on this coin's reverse. Have the students point out the water and the land on this map. Direct them to color the water blue and the land green on their copy of the coin design.
4. Display the images of several (three or more) coin reverses from the 50 State Quarters Program. Point out that these quarters all carry symbols that are important to the state. Ask the students why they think Michigan chose to feature its physical geography rather than another aspect of its culture.
5. Give students a very basic introduction to the Great Lakes, explaining that they are five extremely large freshwater lakes. Using a class map, have students identify other states which border the Great Lakes. Explain that these lakes impact the lives of those who live around them.
6. Discuss the word "resource" and ask the students to recall the definition. Students should arrive at the idea that a resource is something that can be sold and used in its original form, or can be used to create goods that people need. Review the differences between natural, human, and capital resources with your students.
7. Write the following statement on the chalkboard: "The Great Lakes are important because their resources and industries impact the lives of everyone in the region and people throughout the world."
8. Underline the words "industries" and "region," and explore these terms with the students.
9. Re-read the sentence and ask the students what they think might determine the types of industries that exist in a region. Write a list of the students' responses. Students should arrive at the idea that temperature/climate, physical features, and economic resources play a great part in determining the industries in this area.
10. Distribute a copy of the "Introducing Industries" chart to each student. Model the process of completing the chart using your home state as an example.
11. Distribute a copy of the "All About Michigan" page to each student and direct students to read this independently or with a partner. Students should underline any references to temperature/climate, physical features, or natural resources in Michigan.



Introducing Industries

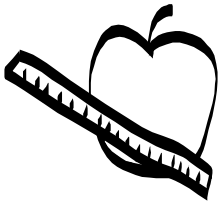
12. Direct the students to complete the “Introducing Industries” chart with the information that they have identified in their reading.
13. Regroup and compare the information that should be listed in each column of the chart.
14. Ask the students to consider the following question: “Are the industries that are based around the Great Lakes Region the same as those in the rest of the country?” Explain that they will be exploring this question over the next few days.

Session 2

1. Distribute a “Region Card” to each student. Direct students to assemble into groups by finding other students with the same region card.
2. In his or her regional group, each student should select a different state to research. They will be exploring the aspects of that state that affect its industries.
3. Ask students to retrieve their “Introducing Industries” chart from the previous session. Direct the students to write the names of their selected states in the appropriate field on this chart.
4. Take students to either the school library or computer lab to conduct their research and complete the chart for their assigned states.

Session 3

1. As a class, develop a chart of symbols for the whole class to use when recording the industries of their assigned states.
2. Distribute three squares of adhesive note paper to each student.
3. Refer the students to their “Introducing Industries” charts. Direct the students to draw one symbol on each adhesive square, representing the top three industries in their assigned states. The students should place their symbols on the class map in the appropriate state.
4. As a class, examine the completed map. Introduce the terms “water-lined” and “landlocked” and ask the students whether or not all water-lined states have the same industries. What might be the cause of these similarities or differences? Are the industries in landlocked states the same as water-lined states? Why or why not?
5. As students are discussing this information, ask those who studied water-lined or landlocked states to speak to the climate and physical features of their state.
6. Direct the students to independently look at the completed class map and write an essay comparing the similarities and differences between the state that they explored and Michigan. Students should consider the regions where these states are located and discuss how the physical similarities and differences impact the industries of that region.

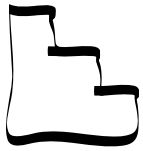


Introducing Industries



ENRICHMENT/EXTENSION

Select a single industry (such as the automotive or shipping industry) and explore in depth the ways that they benefit from the resources, climate and land in Michigan.



DIFFERENTIATED LEARNING OPTION

Students can work in pairs to research the states.





CONNECTION TO WWW.USMINT.GOV/KIDS

Introduce your students to the effect of soil and climate on plant and animal life in “A Biome To Call Home,” a lesson plan relating to the design of the Arkansas quarter. Download it from among the grades 4 through 6 plans in the 2003 50 State Quarters Program collection in the Teachers section of the United States Mint H.I.P. Pocket Change™ Web site (www.usmint.gov/kids/components/50sqLessonPlans/pdf/200346-5.pdf).



Introducing Industries

STATE NAME	TEMPERATURE/ CLIMATE	PHYSICAL FEATURES	NATURAL RESOURCES	INDUSTRIES
HOME STATE				
MICHIGAN				
ASSIGNED STATE				

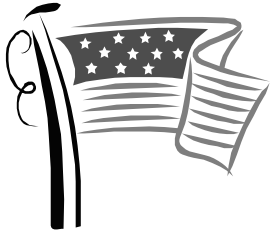


All About Michigan

Michigan is the mitten-shaped state located in the North Central portion of the United States. The name Michigan is based on a Chippewa Indian word “meicigama” meaning “great water.” This name refers to the Great Lakes, which border the state. If you stand anywhere in Michigan, you are within 85 miles of one of the Great Lakes. Michigan’s lower peninsula has low rolling hills in the south, but there are many more hills in the north. On its upper peninsula, the land is flat and swampy in the east and hilly in the west.

Michigan's position in relation to the Great Lakes largely affects the state's climate. As winds blow across the Great Lakes, clouds are created which keep Michigan's temperatures cool throughout the year. Also, due to these winds across the lakes, Michigan receives a large amount of snowfall each winter.

Although Michigan is best known for its automobile manufacturing industry, the state has many other industries which are supported by the local geography, climate, and natural resources. The mining, metal production, and chemical industries of Michigan are supported greatly by the state's soil, which is rich in minerals like iron and copper ore, sandstone, limestone, and salt. The natural forests of Michigan's upper peninsula affect the state's rich lumber, paper manufacturing, and furniture industries. Due to the state's climate, Michigan has a long growing season and is well known for growing corn, cherries, and other fruits and vegetables. This state is also home to a great dairy industry.



Region Cards

NEW ENGLAND

- Maine
- Vermont
- New Hampshire
- Massachusetts
- Connecticut
- Rhode Island

MID-ATLANTIC

- New York
- Delaware
- Maryland
- New Jersey
- Pennsylvania

SOUTH EAST

- Virginia
- West Virginia
- North Carolina
- South Carolina
- Georgia
- Tennessee
- Kentucky

GULF STATES

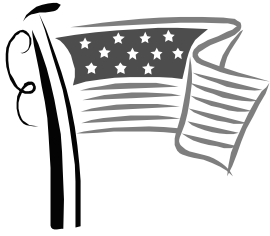
- Florida
- Alabama
- Mississippi
- Louisiana
- Texas

CENTRAL

- North Dakota
- South Dakota
- Nebraska
- Kansas
- Oklahoma
- Arkansas
- Missouri
- Iowa

GREAT LAKES STATES

- Minnesota
- Wisconsin
- Illinois
- Michigan
- Indiana
- Ohio



Region Cards

CENTRAL MOUNTAINS

- Wyoming
- Colorado
- Utah
- Nevada

NORTH WEST

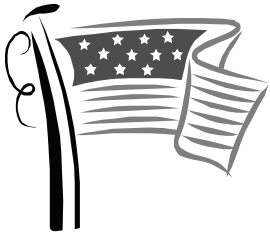
- Oregon
- Washington
- Idaho
- Montana

SOUTH WEST

- New Mexico
- Arizona
- California

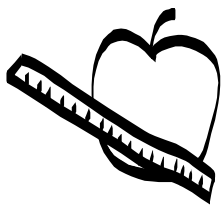
NON-CONTIGUOUS STATES

- Alaska
- Hawaii



Michigan Quarter Reverse





2: Distinguished Discoveries

Based on the Florida quarter reverse



OBJECTIVES

Students will analyze the importance of selected discoveries. Students will then research the history and impact of historical discoveries, using this information to compare and contrast two.



MATERIALS

- 1 overhead transparency (or photocopy) of the Florida quarter reverse
- 1 overhead projector (optional)
- 1 class map of the United States
- Copies of the “Moon Mania!” research guide
- 1 copy of the “Moon Mania Key”
- Copies of the “Spanish Exploration” research guide
- 1 copy of the “Spanish Exploration Key”
- Overhead transparencies of several state quarters



PREPARATIONS

- Reserve computer lab for session 1 (and any additional time as needed).
- Make an overhead transparency (or photocopy) of the Florida quarter reverse.
- Make copies of the “Moon Mania!” research guide (1/2 class set).
- Make copies of the “Spanish Exploration” research guide (1/2 class set).
- Make overhead transparencies (or photocopies) of several new quarter reverses.



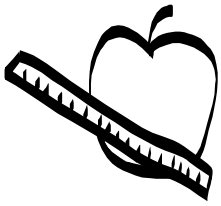
GROUPINGS

- Whole group
- Pairs
- Individual work

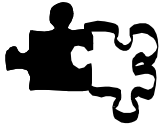


CLASS TIME

Three or four 45- to 60-minute sessions



Distinguished Discoveries



CONNECTIONS

- Social Studies
- Technology
- Science
- Language Arts
- Drama



TERMS AND CONCEPTS

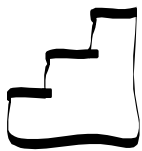
- Quarter
- Reverse (back)
- Discovery
- U.S. space program
- Space race



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

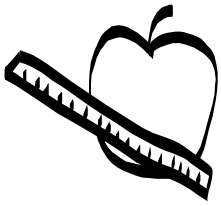
- Research skills
- Venn diagrams



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 Florida quarter reverse. Locate Florida on a classroom map. Note its position in relation to your school's location.
2. Prompt students to discuss what is on the coin. Point out that the ship and the space shuttle are two very different images. Discuss the similarities and differences of the images. Ask students to consider why they think these two images were selected for this coin.
3. Discuss the meaning of the phrase at the bottom of the coin, "Gateway to Discovery". Have students discuss the connection between the images on the coin and this phrase. Ask the students what discoveries are related to the images on this coin.
4. Review with students the definition of discovery (the first person in a group to see, find, or learn something that had been previously unknown).



Distinguished Discoveries

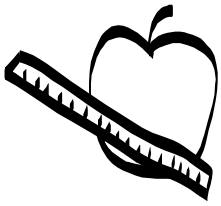
5. Address with students the issue of space travel, specifically traveling to the moon. Ask students why the first successful landing on the moon was a discovery if the moon had already been discovered (by astronomers).
6. Ask students why these two radically different discoveries are on the same coin. Briefly review the reasons behind Florida's selection of these particular images. Explain the symbolism of the ship and space shuttle as discoveries that greatly impacted the world.
7. Separate the class into two halves. Introduce to students the research activity. The first half of the class will be researching the first Spanish exploration of Florida. The second half of the class will be researching the first walk on the moon.

Session 2

1. With your class, visit the school library or computer lab.
2. Distribute the appropriate research guide to each student. Instruct students to use their research guides in directing their research and to answer all of the questions in complete sentences. Before students conduct their research, explain that the information they gather will be used in a later project (so it is important that they do their best research).
3. Allow an appropriate amount of time for students to complete their research.

Sessions 3 and 4

1. When all student research is complete, pair each Spanish exploration researcher with a moon walk researcher.
2. Using the information from their research guides, students should take turns sharing their research findings with their partners.
3. Direct each pair of students to create a Venn diagram in their notes, comparing and contrasting the two researched discoveries.
4. Encourage the pairs to share their responses with the rest of the class. On a piece of chart paper, draw a Venn diagram and record student responses. Instruct students to add any new ideas they see on the class diagram onto their individual diagrams.
5. Lead a class discussion on what would happen if the major players from each discovery were able to meet in real life. Allow students to imagine what these historical figures might talk about, or how their conversation might unfold. Address what the topic, tone, and circumstances of this conversation would be.
6. Challenge each pair of students to create a short (2 minute) skit. Each student will play the role of one of the discoverers and, using accurate information from their research, develop a dialogue with his/her partner. Encourage students to be creative, accurate, and to include humor!
7. Have pairs perform their short skits for the class.



Distinguished Discoveries



ENRICHMENT/EXTENSIONS

- Show students a video of the first successful “moon walk”. Make a list of the major scenes in the film (i.e. the journey, the discovery, the most important moment, the effect). Ask students why there is no such video documentation for the Spaniards’ momentous journey to Florida. As a class, recreate their landing in Florida. Be sure to use similar major scenes in your film. Videotape their performance and enjoy it together as a class!
- Using photocopies of several other new quarter reverses, challenge students to identify any other discoveries depicted in the images on the quarters. As an extra credit assignment, invite students to research these discoveries. Students can present their research and teach the class about the discoveries on other new quarters.



DIFFERENTIATED LEARNING OPTION

Students struggling with the research can work with a partner or a small group in order to use a variety of methods of research and technology.



CONNECTION TO WWW.USMINT.GOV/KIDS

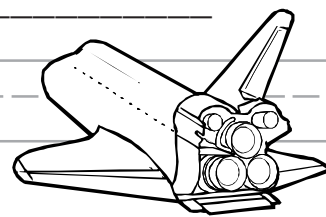
Some special coins have actually made the trip into outer space! Visit the “Coins in Space” Teacher Feature to find a related classroom activity.

NAME _____



Moon Mania!

Research Guide (1)



1. MAJOR PLAYERS: Identify each of the following people or groups. Include background biographical information and how each person or group was involved in this discovery.

John F. Kennedy: _____

Neil Armstrong: _____

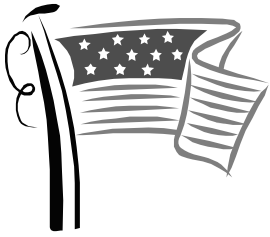
Edwin "Buzz" Aldrin: _____

Michael Collins: _____

NASA: _____

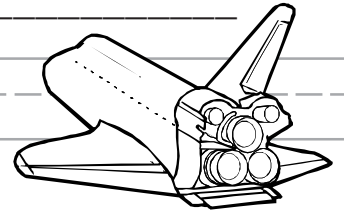
Soviet Space Program: _____

NAME _____



Moon Mania!

Research Guide (2)



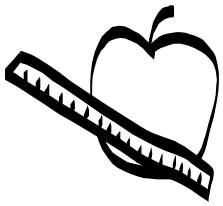
2. CHRONOLOGY: Place the following events in the correct order
- Year _____ The crew of Apollo 11 returns safely to Earth.
- Year _____ President Kennedy promises to have a man on the moon by 1970, marking the beginning of the "Space Race" between the United States and the Soviet Union.
- Year _____ The Apollo program gains momentum, as *Apollo 8* is the first spacecraft to orbit Earth and the moon in the same flight.
- Year _____ John Glenn, an American astronaut, circles Earth 3 times.
- Year _____ A Soviet cosmonaut makes the first successful walk in space during the second Voskhod flight.

3. Who sponsored the discoverer's journey?

4. How was the journey dangerous? What obstacles did the discoverers face?

5. What was the major discovery or discoveries?

6. Why was each discovery important? What was the effect on society?



Moon Mania!

Key (1)

1. MAJOR PLAYERS: Identify each of the following people or groups. Include background biographical information and how each person or group was involved in this discovery.

John F. Kennedy: The President of the United States who promised the world that we would have a man on the moon by the end of the 1960s. He is credited with beginning the space race between the United States and the Soviet Union.

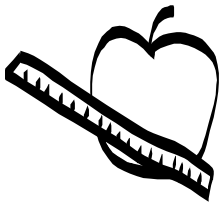
Neil Armstrong: Neil Armstrong was a U.S. Navy fighter pilot during the Korean War. As commander of the Apollo 11 mission, he was the first person to step onto the moon. He gave us the famous quote, "That's one small step for man, one giant leap for mankind."

Edwin "Buzz" Aldrin: Buzz Aldrin was also a pilot during the Korean War. He was an expert in orbital mechanics and walked in space for 5 1/2 hours during the Gemini 12 mission. Buzz Aldrin acted as the lunar module pilot for the Apollo 11 mission. He became the second person to walk on the moon.

Michael Collins: Michael Collins came to America from Italy as a child. He joined the American Air Force and attended the Military Academy. Michael Collins was the command module pilot during the Apollo 11 mission. While Neil Armstrong and Buzz Aldrin became the first people to walk on the moon, Collins stayed in the moon's orbit and piloted the space shuttle.

NASA: NASA stands for National Aeronautics and Space Administration. The three goals for NASA are to research and develop programs in space exploration, rocketry, and artificial satellites. NASA's mission is very expensive; their annual budget in 1995 was \$14.2 billion!

Soviet Space Program: During the 1960s, the United States and the U.S.S.R. embarked on a "space race" to see which country could get a person on the moon first. This led to an astonishing push for advancements in space exploration technology. The Soviets were able to orbit the first man around the earth in 1961. They also achieved the first walk in space.



Moon Mania!

Key (2)

2. CHRONOLOGY: Place the following events in the correct order and provide dates for each.

- President Kennedy promises to have a man on the moon by 1970, marking the beginning of the "Space Race" between the United States and the Soviet Union. **(1961)**
- John Glenn, an American astronaut, circles Earth three times. **(1962)**
- A Soviet cosmonaut makes the first successful walk in space during the second Voskhod flight. **(1965)**
- The Apollo program gains momentum, as *Apollo 8* is the first spacecraft to orbit Earth and the moon in the same flight. (1968)
- Armstrong reports, "The Eagle has landed." **(1969)**
- The crew of Apollo 11 returns safely to Earth. **(1969)**

3. Who sponsored the discoverer's journey?

NASA (funded by the American government) sponsored the Apollo 11 mission. The combined cost of all of the Apollo missions was \$20 billion.

4. How was the journey dangerous? What obstacles did the discoverers face?

Though astronauts had left the space shuttle in order to walk in space, no person had ever stepped on the surface of the moon. What weather conditions the astronauts would find on the moon's surface and how their bodies would be affected was largely unknown. Some were afraid that the space shuttle would sink into the surface of the moon. Once the astronauts were safely back in the command module after exploring the moon's surface, the danger was not over. The "splashdown" (landing) followed a reentry into Earth's atmosphere at incredible speeds. In a small spacecraft, the 3 astronauts were hurtled into the Pacific Ocean, where they were picked up by the Armed Forces. Despite the successful journey, they were placed in quarantine for several days. Doctors wanted to make sure that the astronauts did not bring back any harmful microorganisms from the moon!

5. What was the major discovery or discoveries?

The major discoveries were moon rock, the soil on the surface of the moon, the results of several experiments to record the weather conditions on the surface of the moon, in addition to all of the space shuttle design discoveries and advancements that eventually allowed for the moon exploration in Apollo 11.

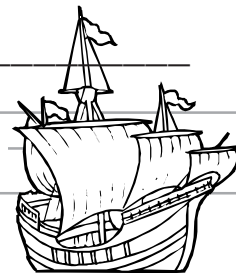
6. Why was each discovery important? What was the effect on society?

These discoveries were important because the United States was able to meet our goal of being the first country to have a person walk on the moon. This led to a surge in patriotism. These discoveries were important because they led to a global interest in space exploration.

NAME _____



Spanish Settlement Research Guide



1. MAJOR PLAYERS: Identify the following person. Include background biographical information and how this person was involved in the first Spanish exploration of Florida.

Ponce de Leon: _____

2. CHRONOLOGY: Place the following events in the correct order.

Year _____ Ponce de Leon names a discovered land *Pascua Florida* or "Flowery Easter" and spends several years exploring the new territory.

Year _____ Ponce de Leon claims the island Borinquen (now known as Puerto Rico) for Spain.

Year _____ Ponce de Leon searches for Bimini (the Bahamas) but lands on Florida's west coast and is besieged by Native American warriors.

Year _____ Ponce de Leon sails on Christopher Columbus' second trip to the Americas.

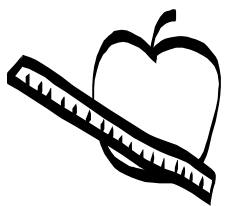
Year _____ Ponce de Leon becomes the first European person to discover Florida.

3. Who sponsored the explorer's journey?

4. How was the journey dangerous? What obstacles did the explorer face?

5. What was the major discovery or discoveries?

6. Why was each discovery important? What was the effect on society?



Spanish Settlement

Key

1. MAJOR PLAYERS: Identify the following person. Include background biographical information and how this person was involved in the first Spanish exploration of Florida.

Ponce de Leon: a Spanish explorer who claimed several lands for the Spanish throne. He was often a savage ruler of these new territories and did not make many efforts to make peace with native peoples in these new lands. His original goal was to find the Fountain of Youth, though this search was fruitless. He died in a battle with Native Americans, after discovering and claiming Puerto Rico and Florida for Spain.

2. CHRONOLOGY: Place the following events in the correct order.

- Ponce de Leon sails on Christopher Columbus' second trip to the Americas. **(1493)**
- Ponce de Leon claims the island Borinquen (now known as Puerto Rico) for Spain. **(around 1506)**
- Ponce de Leon becomes the first European person to discover Florida. **(April 1513)**
- Ponce de Leon names a discovered land *Pascua Florida* or "Flowery Easter" and spends several years exploring the new territory. **(1513 to 1521)**
- Ponce de Leon searches for Bimini (the Bahamas) but lands on Florida's west coast and is besieged by Native American warriors. **(last)**

3. Who sponsored the explorer's journey?

The King of Spain sponsored Ponce de Leon's journey, in the hopes of conquering new lands and adding to the foreign land belonging to the Spanish crown.

4. How was the journey dangerous? What obstacles did the explorers face?

Any trip across the sea was dangerous. Weather was a huge danger factor; sailors had to fight storming seas which could damage and even sink their galleon ships. Disease was also a problem on board the ships; many sailors died from simple illnesses due to the lack of hygiene and medical knowledge. In the new land, explorers often confronted angry native peoples who wanted to defend their land against invasion. And once the journey was over, the sailors had to turn around and return home, facing the same dangers as on their trip to the new land.

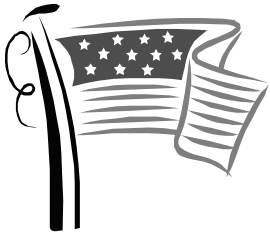
5. What was the major discovery or discoveries?

Ponce de Leon was trying to find the Fountain of Youth, a mythical fountain whose waters provide the drinker with eternal life. Instead, he discovered (for Spain) Florida. He also discovered Puerto Rico and claimed it for the King of Spain.

Note: It may be worthwhile to remind students that Ponce de Leon discovered these lands only because they had not been previously found by other Spanish explorers. Other people had found these lands, including the natives living there upon Ponce de Leon's arrival.

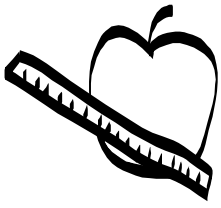
6. Why was each discovery important? What was the effect on society?

Ponce de Leon's discoveries were important because they symbolized the era in which he lived. Spain was not the only country paying explorers to risk their lives to claim new colonial lands. Many countries were racing to stake their claims as well. And many indigenous people paid a hefty price for this imperialism.



Florida Quarter Reverse





3: Making Cents of Independence

Based on the Texas quarter reverse



OBJECTIVES

Students will identify the causes and major events of the Texan and American revolutions. Students will also compare and contrast the revolutions.



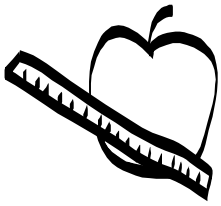
MATERIALS

- 1 overhead transparency (or photocopy) of the Texas quarter reverse
- 1 overhead projector (optional)
- 1 class map of the United States
- Chart paper or a chalkboard
- Markers or chalk
- 1 overhead transparency (or photocopy) of a quarter obverse
- Copies of the “Journey to Statehood” page
- Copies of the “Texan Revolution Timeline”
- Copies of the “Path to Freedom” page
- Copies of the “American Revolution Timeline”
- Highlighters
- Scissors
- Student journals
- Construction paper
- Crayons, colored pencils, or markers
- Copies of the “Rubric”



PREPARATIONS

- Make an overhead transparency (or photocopy) of the Texas quarter reverse.
- Make an overhead transparency (or photocopy) of a quarter obverse.
- Make copies of:
 - The “Journey to Statehood” page (1/2 class set)
 - The “Texan Revolution Timeline” (1/2 class set)
 - The “Path to Freedom” page (1/2 class set)
 - The “American Revolution Timeline” (1/2 class set)
 - The “Rubric” (1 per student)



Making Cents of Independence

- Write the vocabulary words (i.e. the bolded words from both readings) on chart paper or on the board.
- Create a “Texan Revolution Timeline Key”
- Create an “American Revolution Timeline Key”



GROUPINGS

- Whole group
- Pairs
- Individual work



CLASS TIME

Four 45- to 60-minute sessions



CONNECTIONS

- Social Studies
- Language Arts
- Drama
- Art



TERMS AND CONCEPTS

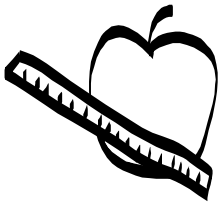
- | | | |
|-------------------|------------------|-------------------|
| • Quarter | • Shoulder Touch | • Revolution |
| • Reverse (back) | • Annexation | • Freeze Frame(s) |
| • Obverse (front) | • Independence | • Chronology |
| • Commemorative | • Dictator | • Rebellion |
| • Parliament | • Boycott | • Militia |
| • Congress | • Patriot | • Truce |



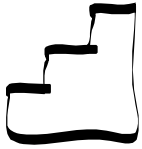
BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

- Symbols
- Sequencing events



Making Cents of Independence

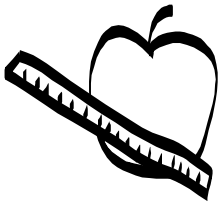


STEPS

Session 1

Note: Preview terms about Texas with your students, such as: The Lone Star State, republic.

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 Texas quarter reverse. Locate Texas on a classroom map. Note its position in relation to your school's location.
2. Using the overhead transparency (or photocopy) of the quarter and a United States map, explore students' previous knowledge by asking them what makes Texas unique. Encourage students to brainstorm answers. If necessary, add that Texas was a republic before it became part of the Union.
3. Create a T-chart (on chart paper or the board). The first column should be labeled "Obverse." The second column should be labeled "Reverse."
4. Review the terms "obverse" and "reverse" with your students, if necessary.
5. Display an overhead transparency (or photocopy) of a quarter obverse, and instruct students to point out the national symbols they notice. Discuss with your students the meaning of these symbols. Record the student responses in the "Obverse" column of the T-chart.
6. Have students identify the state symbols on the reverse of the coin. Discuss the meaning of these symbols. Guide students to respond that these symbols represent state identity, history, culture, etc. Record student responses in the "Reverse" column of the T-chart.
7. Review the "Lone Star State" motto with your students. Include in your review that the state motto comes from the Texas flag, which has just one large solitary star. The star symbolizes the time in Texas history before statehood when it was a republic, having gained independence from Mexico.
8. Ask students to discuss the difference between the two sides of the coin. Direct responses to include that the obverse of the coin celebrates the national identity (how we are all similar). The reverse of the coin, however, celebrates how each state is different.
9. Introduce the activity to students by informing them that today they will be exploring the relationship between a state and its country.
10. As a class, review a vocabulary list (generated from the bolded words in both readings) written on the board.
11. Divide the class in half. Distribute one "Journey to Statehood" page to each student in the first half of the class. Distribute one "Path to Freedom" page to each student in the second half of the class.

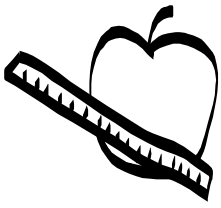


Making Cents of Independence

12. Direct students to find a partner and distribute two highlighters to each pair. Direct students to read with their partners, highlighting key terms throughout their reading.
13. Distribute one “Texan Revolution Timeline” to each student who read the “Journey to Statehood” page. Distribute one “American Revolution Timeline” to each student who read the “Path to Freedom” page. Instruct students to insert the date for each event (month, day, and year) according to information in the reading. Direct students to illustrate each square with a picture that symbolizes that event.
14. When students have finished their illustrations, have them cut the squares out and arrange them in chronological order on their desks.
15. To check student comprehension, review the order of the events with the class. Have students justify their answers by using the reading as evidence.
16. Have students write in their journals, responding to the following prompt: Look at the major events that caused the Revolution in your reading. Select one of these events that would be most worthy of being on a commemorative coin.

Session 2

1. Create another T-chart on a piece of chart paper or the board. The first column should be labeled “Texas Annexation”. The second column should be labeled “U.S. Independence”.
2. Ask your students why it was beneficial for Texas to join the United States. Record student responses in the “Texas Annexation” column. Ask students to generate reasons why Americans wanted independence from Britain. List student responses in the “U.S. Independence” column of the T-chart.
3. Challenge students to find any similarities between the reasons for the Texas Annexation and the reasons for American Independence. Discuss why these similarities might be significant.
4. Introduce the next activity by explaining that each student will meet in groups; those who read about the Texan Revolution will meet in one group and those who read about the American Revolution will meet in the other. Explain to the groups that they will be responsible for creating a timeline of important events.
5. Direct each student in the group to choose 5 of the most important events (from the squares in their related “Timeline” sequence) and create a timeline on white construction paper. Distribute one piece of white construction paper to each student.
6. Explain to students that after they place the events and illustrations on their timeline in chronological order, they will also need to explain why each event is important. They can do this in complete sentences below the illustrations on the timeline.



Making Cents of Independence

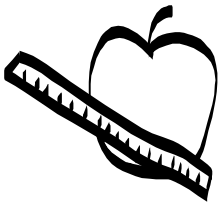
7. Once students have finished, direct the groups to meet and discuss their timelines. Students may have selected different events to include in the timeline. Have disagreeing students defend their positions.
8. Challenge both groups to reach a consensus about the five most important events and list them in chronological order.

Session 3

1. In their groups from the previous session, introduce the class activity, Freeze Frames. Take a few moments to explain the following definitions.
 - **Freeze Frames:** a series of human snapshots in which students silently depict a series of events.
 - **Freeze Frame:** a snapshot of one particular scene. All characters in the scene are “frozen.” They do not move or speak unless told to do so by the teacher.
 - **Shoulder Touch:** While students are in a freeze frame position, the teacher may tap any character in the frame on the shoulder. When tapped on the shoulder, the student should say something that the character could or would have said in that scene. (To challenge students: require them to use a vocabulary word in their shoulder touches!)
3. Explain to students that each of the 5 events they chose in their group consensus will become one freeze frame.
4. Direct each group to brainstorm what their group’s freeze frames should look like and write them out.
5. Distribute one “Rubric” to each student and review it as a class.
6. Each group will create 5 freeze frames (based on their group’s consensus) and practice performing them. Remind students to incorporate shoulder touch ideas for each individual in each freeze frame.
7. Allow students to use the rest of class time to prepare.

Session 4

1. Before the students perform, practice audience behavior as a whole class. Follow the following guidelines (you may want to read this aloud to the class). While one group is preparing to perform, the audience puts their heads down on their desks. When the first freeze frame is ready, the teacher says, “Lights Up!” and the audience members may raise their heads (practice this several times). After the teacher has solicited shoulder taps and/or the audience has had plenty of time to examine the entire freeze frame, the teacher says, “Lights Down!” and the audience puts their heads down on their desks again (practice this several times). This process is repeated until the group reaches the last of its freeze frames.



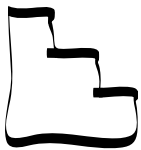
Making Cents of Independence

2. Allow each group to perform for the rest of the class as you grade them according to the “Rubric.”
3. Lead a class discussion about the similarities and differences between the Texan and American Revolutions, as seen in the freeze frames presentations.
4. Have each student partner with a member from the other Freeze Frames group to complete a Venn Diagram in their notes, comparing and contrasting the two Revolutions.
5. Encourage students to share their diagrams with the class. Students can add new ideas or responses to their diagrams.



ENRICHMENT/EXTENSION

Have students research their own state history and create a timeline of their state’s journey to become part of the Union. If the pre-statehood history were to be the focus of the quarter, what would the design look like? Design a quarter reverse and accompany it with an explanation of your design in relation to your state’s history.



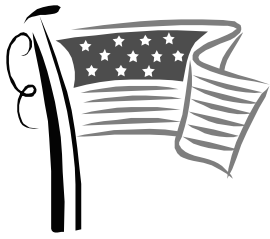
DIFFERENTIATED LEARNING OPTIONS

- Encourage struggling readers to follow along as their partner reads aloud the “Journey to Statehood” or “Path to Freedom” selections. Be sure that struggling readers have their own copies and do not have to share.
- Supply students with a list of definitions for each of the bolded vocabulary words in their reading.
- Create a tape recording of the “Journey to Statehood” and “Path to Freedom” reading selections. Allow struggling students to listen to the tape as they follow along with the reading.



CONNECTION TO WWW.USMINT.GOV/KIDS

The Coin of the Month from July 2003 highlights our nation’s symbols. After teaching this lesson, why not have students continue their exploration of symbols by creating a classroom coin?



Journey to Statehood (1)

TROUBLE RISING

In 1824, Texas was not a part of the United States. It was part of Mexico! In fact, 1824 is when Stephen Austin (with permission from the Mexican government) first colonized the territory surrounding the Brazos River, now known as Texas.

The problem was that Texas was far away from the rest of Mexico, and the settlers there had little power in the government. Mexico did not think Texas was as good as the rest of their country. This made the residents of the **territory** angry.

THE SEEDLINGS OF REVOLUTION

In 1835, Antonio Lopez de Santa Anna was the **dictator** of Mexico. He knew that the Anglo-American and Tejanos (Hispanics born in the Texas territory) wanted Texas to be an independent republic. He did not, however, want to give up that much of his country's land.

THE REVOLUTION BEGINS

The Texan Revolution for Independence began in the little town of Gonzales in 1835. The Mexican Army came to retrieve a cannon but the citizens did not want to give it up. Fighting ensued in the *Battle of Gonzales* and the Texan Revolution was begun.

From February 23 to March 6, 1836, Mexican troops surrounded Colonel William Travis and 145 of his men at *The Alamo*. It didn't take long for the Texan Army to run low on food, supplies, and ammunition. In a heroic attempt to prevent the Mexican Army from advancing further into the Texan territory, Colonel Travis and all of his men (except one who fled), decided to stand their ground and fight. And on March 6, 1836, that is just what they did. Tragically, the Texan Army was hugely outnumbered. The Mexican Army invaded and all of the Texan soldiers were lost.



Journey to Statehood (2)

During the standoff at the Alamo, a Texan delegation adopted the *Texas Declaration of Independence* on March 2, 1836. Santa Anna considered this a **rebellion**, and wanted to squelch it quickly.

THE BATTLE MARCHES ON...

Perhaps the most tragic event of the Texan Revolution came on March 27, 1836. Four hundred unarmed Texan prisoners were lined up in the town of Goliad and, on Santa Anna's order, were shot. Almost all of the prisoners died and this event came to be known as the *Massacre at Goliad*.

THE DECIDING MOMENT

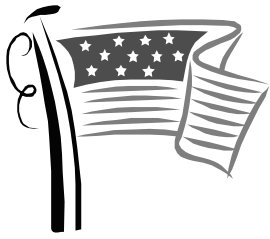
After the Alamo and the Massacre at Goliad, things were not looking good for Texans in their fight to become their own state. But April 21, 1836, became a turning point in the Revolution.

In the *Battle of San Jacinto*, the Texan Army destroyed Vince's Bridge, trapping Santa Anna's army. Texan troops attacked, screaming "Remember the Alamo!" and "Remember Goliad!" Santa Anna's army was sleeping when the Texan army attacked and Santa Anna was captured by the Texan soldiers. Santa Anna ordered the soldiers to leave the Texas territory. On May 14, 1836, the *Treaty of Velasco* made Texas an independent republic.

But Texas wasn't part of the United States yet. Texas worked hard to form its own government and to replenish its economy. In 1841, however, Santa Anna came to power again in Mexico and posed a threat to Texas.

At this time, sympathies in the United States rose for Texas' fight for independence. Many Americans favored **annexation** of Texas to the Union. On December 29, 1845, Texas was *annexed* as the 28th state to join the Union.

NAME _____



Texan Revolution Timeline

Date _____

BATTLE OF GONZALES

Date _____

MASSACRE OF GOLIAD

Date _____

TEXAS ANNEXATION

Date _____

**ALAMO FALLS TO
SANTA ANA**

Date _____

**TEXAS DECLARATION OF
INDEPENDENCE WRITTEN**

Date _____

**TREATY OF VELASCO
SIGNED**

Date _____

ALAMO BATTLE BEGINS

Date _____

BATTLE AT SAN JACINTO

Date _____

**COL. TRAVIS ASKS TEXAN
ARMY TO STAY AND FIGHT**



Path to Freedom (1)

TROUBLE RISING

England passed several tax laws in the colonies during the eighteenth century. In 1765, the *Stamp Act* taxed all printed materials including newspapers, licenses, and even playing cards. In 1765, the British **Parliament** passed the Quartering Act, which stated that colonists were required to house and feed British soldiers. In 1767, the Townshend Revenue Acts created new taxes on paper, tea, glass, and other goods brought to the colonies by England.

By this time, colonists were very angry with England and King George III, and wanted to put an end to the taxes. Soon after, the colonists began to **boycott** British goods.

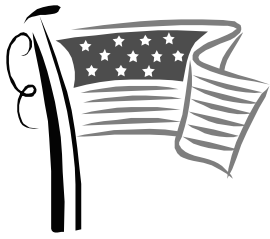
THE SEEDLINGS OF REVOLUTION

In 1768, British warships sailed into Boston Harbor to keep order in the colonies and make sure that the colonists paid their taxes and followed England's rules. It didn't take long for the colonists and soldiers to clash.

On March 5, 1770, an angry group of colonists were bothering a group of British soldiers. The soldiers fired their guns into the crowd. Five colonists died and six were injured. This event came to be called the *Boston Massacre*.

Tensions grew. In June of 1772, colonists set on fire a British vessel, *The Gaspee*. And despite England's refusal to grant such a wish, a Boston town meeting produced proclamations demanding the colonies' rights to set up their own form of government.

These actions, however, did not stop England from passing new taxes and laws. On May 10, 1773, the *Tea Act* took effect. Colonists had already been paying taxes on tea, but the Tea Act made sure that the British East India Company would be the only manufacturer of tea sent to the colonies. On December 16, 1773, a group of angry colonists dressed up as Mohawk Indians and boarded British ships, where they dumped 342 containers of tea into Boston Harbor. This event came to be known as the *Boston Tea Party*.



Path to Freedom (1)

THE REVOLUTION BEGINS

War loomed for more than a year after. But the Revolution did not begin until April 19, 1775, when the Massachusetts **militia** fought the *Battle of Lexington*. The British destroyed the colonists' arsenal.

The first major battle of the War was the *Battle of Bunker Hill* on June 17, 1775. The British took the hill, but not without serious losses.

THE BATTLE MARCHES ON...

The hope for independence was looking dim. But instead of giving up, **Congress** had a committee compose the *Declaration of Independence* on June 11, 1776. Thomas Jefferson wrote the bulk of the document and Congress approved it on July 4.

On the following Christmas day, George Washington crossed the Delaware River with his army and caught the British army by surprise in New Jersey. The army surrendered after just an hour, a victory that lifted the colonists' spirits.

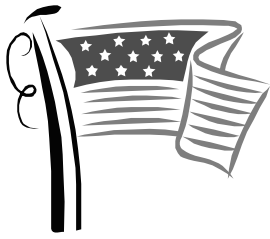
Shortly after the Congress endorsed the United States flag (October 7, 1777), the American patriots defeated the British in the Battle of Saratoga, the first key **patriot** victory of the War.

France soon joined the American fight, donating much-needed weapons, ammunition, and supplies to General Washington's army. But even with France's help, the Americans were decimated by British troops in Savannah, Georgia, in 1778, followed by another crushing defeat in South Carolina by General Cornwallis and his army.

THE DECIDING MOMENT

The Battle of Yorktown was the turning point. On October 17, 1781, Yorktown was about to be taken by Washington's army. But before they could claim victory over the British, General Cornwallis and his army sent out a **truce** flag. The British army then surrendered.

On September 3, 1783, the Revolutionary War came to an end with the signing of the **Treaty of Paris**. The United States had won its independence from England.



NAME _____

American Revolution Timeline

Date _____

TREATY OF PARIS SIGNED

Date _____

BATTLE OF LEXINGTON

Date _____

THE GASPEE INCIDENT

Date _____

TEA ACT

Date _____

BATTLE OF BUNKER HILL

Date _____

BOSTON MASSACRE

Date _____

BOSTON TEA PARTY

Date _____

STAMP ACT

Date _____

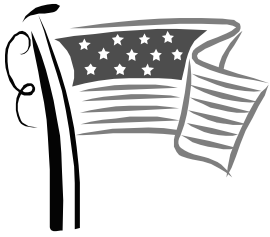
DECLARATION OF INDEPENDENCE WRITTEN



NAMES OF PARTICIPANTS

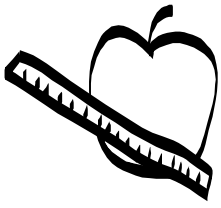
Freeze Frame Rubric

Category	Criteria				Points
	1	2	3	4	
ACCURACY	The freeze frames are not an accurate representation of the major events of the Revolution. Important events are missing or portrayed out of sequence.	The freeze frames are accurate but are missing some scenes or a logical sequence.	The freeze frames are an accurate portrayal of the most significant events of the Revolution. The freeze frames followed a logical and accurate sequence.	The freeze frames are detailed, accurate, and logically organized. All important events are portrayed with particular detail.	
DRAMATIC EFFECTS	Little or no variation between freeze frames. Little or no dramatic facial expressions. Little use of dramatic and different body positioning.	Some variation between freeze frames. Some dramatic facial expressions. Dramatic body positioning is used in a few freeze frames.	Good variation between frames. Facial expressions vary between frames and are exaggerated enough for the audience to see. Different dramatic positioning is used in each frame.	Each frame is very different. Each actor uses dramatic facial expressions. The dramatic positioning is well thought out and adds excitement and intrigue to the performance.	
FOCUS	Several characters fail to maintain concentration, remain in character, or stay frozen (unless touched) during the frames.	Characters break concentration or character, but regain their composure. Characters mostly stay silent (unless touched) and still.	All characters concentrate and stay in character well. Actors stay frozen and silent (unless shoulder-touched).	Professional focus. Actors stay in character and become statue-like during the frames, speaking only when touched.	
SHOULDER TOUCH	Shoulder touch is not prepared and actors have little or no responses ready when shoulder is touched. The actors do not stay in character when touched.	Shoulder touch responses are prepared in most freeze frames. The subtext of the character is slightly inaccurate or does not reflect forethought.	Characters respond accurately and are obviously prepared. Responses in character, in keeping with the possible thoughts.	Actors eloquently and accurately speak their character's subtext, reflecting possible thoughts. Each subtext is different in each frame.	
TOTAL					___/16



Texas Quarter Reverse





4: Every Picture Tells a Story

Based on the Iowa quarter reverse



OBJECTIVE

Students will examine the ways in which a work of art represents the culture or lifestyle of people living in a state.



MATERIALS

- 1 overhead projector (optional)
- 1 overhead transparency (or photocopy) of the Iowa quarter reverse
- 1 class map of the United States
- 1 overhead transparency of the “Grant Wood’s Life” page (optional)
- Pictures of Grant Wood paintings
- Copies of the “Painting Evaluation” chart
- Copies of art books (which feature paintings or prints)
- Writing paper
- Pencils
- Copies of the “Coin Outline” worksheet
- Crayons or colored pencils



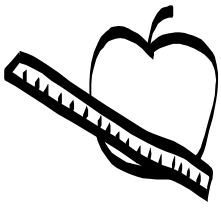
PREPARATIONS

- Make an overhead transparency (or photocopy) of the Iowa quarter reverse.
- Make an overhead transparency of the “Grant Wood’s Life” page
- Locate images of additional paintings by Grant Wood.
- Work with the school art teacher to locate art books (which feature paintings or prints) that would lend themselves to this project.
- Make copies of the “Painting Evaluation” chart (1 per student).
- Make copies of the “Coin Outline” worksheet (1 per student).



GROUPINGS

- Whole group
- Pairs
- Individual work



Every Picture Tells a Story



CLASS TIME

Five 45- to 60-minute sessions



CONNECTIONS

- Language Arts
- Art
- Social Studies



TERMS AND CONCEPTS

- Quarter
- Reverse (back)
- Grant Wood



BACKGROUND KNOWLEDGE

Students should have knowledge of:

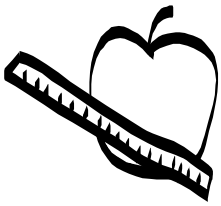
- The writing process
- Essay writing
- Geographic features and the climate of their home state



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. Explain that this image is taken from a painting, named *Arbor Day*, which was created by a famous Iowan artist named Grant Wood. Point out Wood's name on the coin's reverse, and ask the students whether they have ever heard of this artist. Show the students images of some of Wood's other works, including his most easily identifiable painting, *American Gothic*.
3. Pose the following questions to the students: Do you think that this painting was completed recently or in the past? What does it tell us about the United States and Iowa in the time when Wood painted?
4. Using the overhead transparency of the "Grant Wood's Life" page, share some information with your students about this artist.



Every Picture Tells a Story

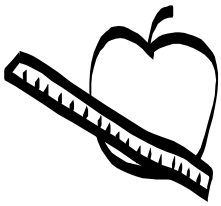
5. Draw the students' attention to the building on the coin and ask what kind of building they think that this might be. Who would the people in the picture be? What might they be doing? Explain that the building on this coin is a school, but that in the 1800s and the early 1900s, most of the schools that existed were small and often had only one room for children of all ages.
6. Read the words "Foundation in Education" to the students and then ask what they think these words might mean. Why do they think that Iowa would put these words and a picture of a school on its quarter reverse? Responses should reflect the idea that schools and education are important to the state.
7. Explain to students that they will be examining a variety of paintings by different artists. Students will research and select a painting that they feel best represents the state where they live. They will then write an essay in which they describe how this artwork reflects life in their state.
8. Assign each student a partner and allow them the remainder of the class period to brainstorm a list of words, ideas, and cultural values which best describe their home state. Students should take notes during their brainstorming session and place these notes in their writing folder to be referenced on the following day.

Session 2

1. Remind students of their assignment and direct them to retrieve their notes from the previous session.
2. On an overhead projector, display a copy of the "Painting Evaluation" chart.
3. Model the use of this organizer with the students based on the painting *Arbor Day*. Explain what is required in each field and take suggestions from the students to complete the chart.
4. Distribute a copy of the "Painting Evaluation" chart to each student.
5. If students need more time to brainstorm about their state, allow this. Otherwise, direct students to select an art book from the collection that has been set aside in the classroom.
6. Independently, students should examine the art books, completing a row on the "Painting Evaluation" chart for any painting that reminds the student of an aspect of their life in their home state.
7. Allow students to continue to explore a variety of books to find the painting which best represents their state. Students should work on their charts independently.

Session 3

1. Direct students to take out their charts from the previous day. Based on their chart, students will need to select the picture they feel best represents their state.



Every Picture Tells a Story

2. Explain that today the students will begin to write the first drafts of their essays. In this essay the students should use their brainstormed list (from the first session) to describe their home state and how they feel about this state. They should also identify the painting that was selected, including its name and artist. They should explain why they feel that this painting best represents their state.
3. Allow the students an appropriate amount of time to write their drafts.

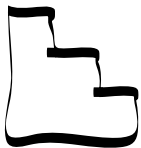
Sessions 4 and 5

1. Allow students to spend sessions 4 and 5 drafting, editing and revising their essays.
2. Upon completion of their essay, instruct students to pick up a “Coin Outline” sheet and draw a quarter design for their state, using elements of the painting that they selected.



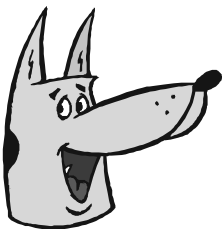
ENRICHMENT/EXTENSIONS

- Use frequently misspelled or misused words from the essays as future spelling or vocabulary words.
- Have students write a creative story about life in Iowa from the perspective of one of the individuals depicted in the painting *Arbor Day*.
- Allow students to create their own paintings in which they depict their own family life in their home state.



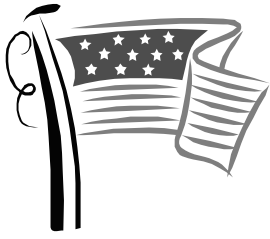
DIFFERENTIATED LEARNING OPTIONS

- Direct the students to incorporate class spelling or vocabulary words into their stories.
- Let struggling readers/writers dictate their ideas to the teacher or a classroom aide. Work with the student to re-read the essay that they wrote.



CONNECTION TO WWW.USMINT.GOV/KIDS

Take an animated journey with your students to the United States Mint H.I.P. Pocket Change™ adventure, *Coins of the World: Japan* and see what amazing art Goldie the Mint Fish finds during her travels. To take this educational journey, stop by the Cartoons section of the site and click on *Coins of the World!* (www.usmint.gov/kids/index.cfm?fileContents=cartoons)



Grant Wood's Life

Grant Wood was an American artist born at the end of the 1800s in Anamosa, Iowa. Wood painted scenes that depicted the life he was familiar with, drawing inspiration from the Iowan people and landscapes in which he had been raised.

In the early 1900s, Wood and a handful of other artists became known for painting in a style that was distinct to the United States. These artists of "The American Scene" depicted realistic scenes of rural life (landscapes, architecture, and individuals) in their paintings.

During this period, European art was becoming more abstract. But the works of these American artists were greatly admired by Americans because they could easily relate to the subject matter.



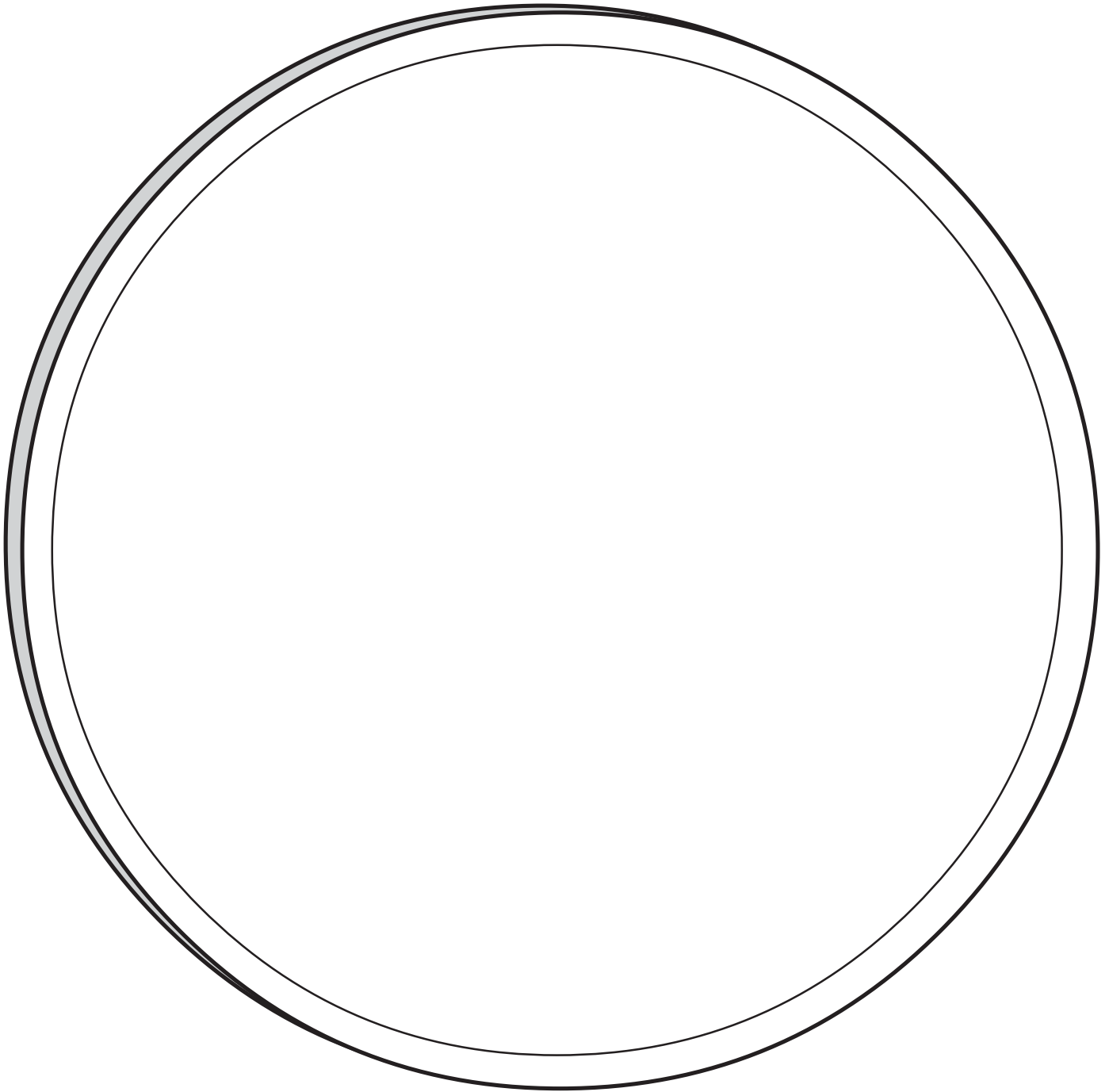
Painting Evaluation Chart

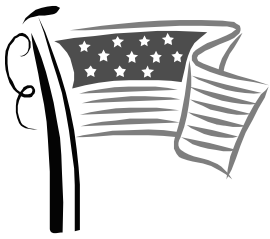
PAINTING NAME	ARTIST	SOURCE INFORMATION (Book Title/Page No.)	PAINTING DESCRIPTION	HOW PAINTING REMINDS YOU OF YOUR STATE	PAINTING'S CONNECTION TO YOUR STATE (1=None/10=Great)
1.					
2.					
3.					
4.					
5.					

NAME _____

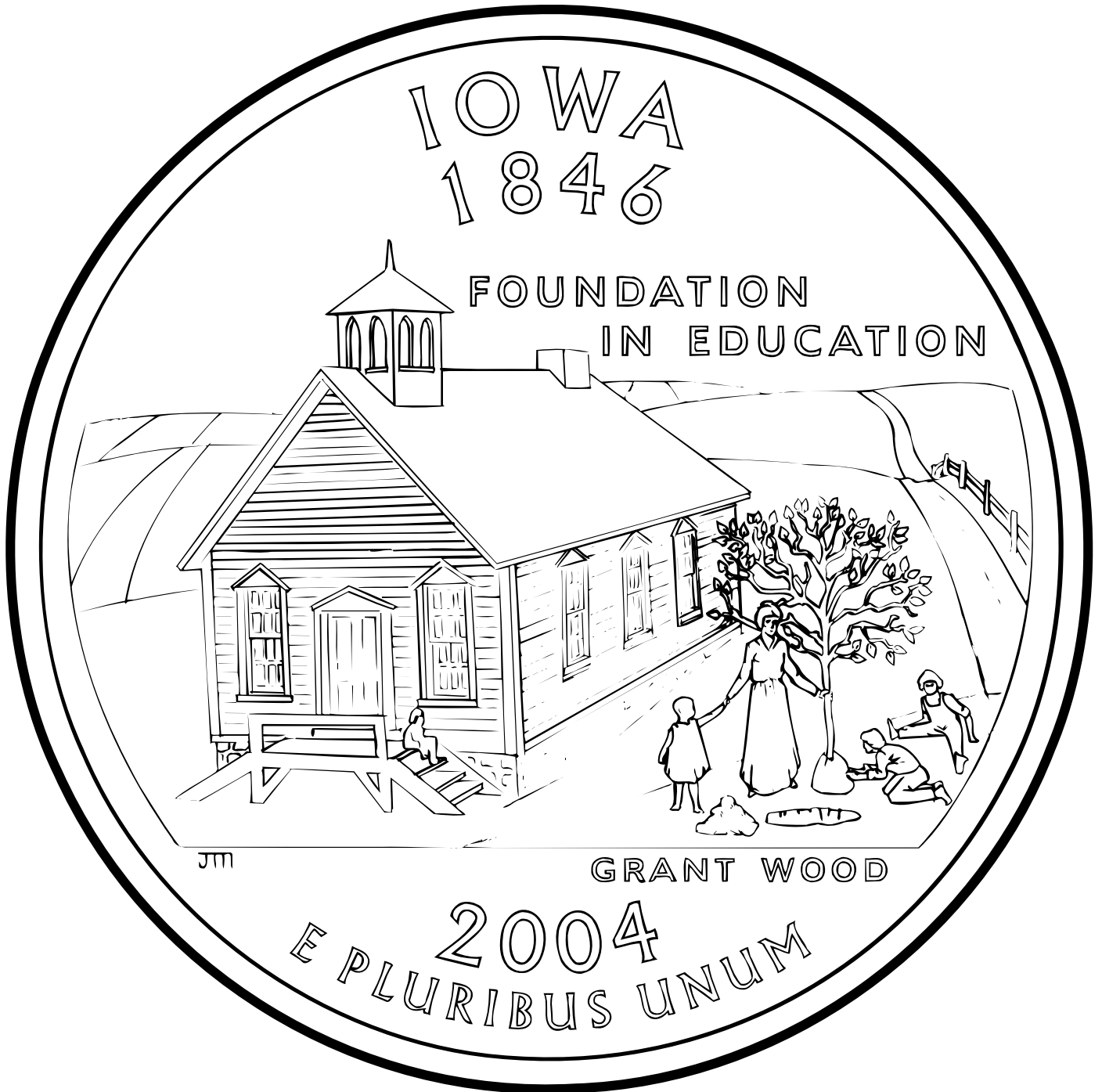


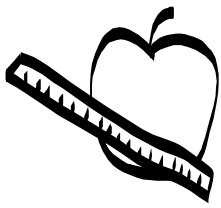
Coin Outline





Iowa Quarter Reverse





5: In Great Demand

Based on the Wisconsin quarter reverse



OBJECTIVE

Students will explain the meaning of supply and demand.



MATERIALS

- 1 overhead transparency (or photocopy) of the Wisconsin quarter reverse
- 1 class map of the United States
- 1 farm crop (an ear of corn, a tomato, etc.) for each student in your class (real, plastic, or photographed)
- Envelopes
- Copies of the “Golden Dollar” page
- Chalk/white board
- Chalk or white board markers
- Copies of the “What’s the Effect” worksheet
- Copies of the “Pizza Puzzler” worksheet



PREPARATIONS

- Make an overhead transparency (or photocopy) of the Wisconsin quarter reverse.
- Make copies of the “Golden Dollar” page (the number of copies will vary depending on class size).
- Cut out the Golden Dollar images and place a different number of dollars in each envelope. Make sure that one envelope has more dollars than all other envelopes.
- Make copies of the “What’s the Effect” worksheet (1 per student).
- Make copies of the “Pizza Puzzler” worksheet (1 per student).



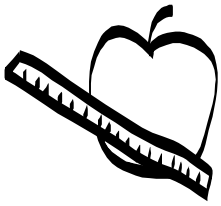
GROUPINGS

- Whole group
- Pairs



CLASS TIME

One 45- to 60-minute session



In Great Demand



CONNECTIONS

- Social Studies
- Language Arts
- Mathematics



TERMS AND CONCEPTS

- Quarter
- Reverse (back)
- Supply
- Demand
- Profit
- Cost
- Price



BACKGROUND KNOWLEDGE

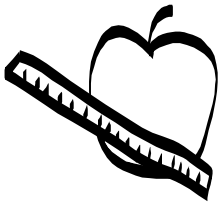
Students should have a basic knowledge of:

- Goods and services
- Production
- Computation
- Scarcity
- Farm life



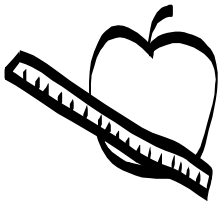
STEPS

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 Wisconsin quarter reverse. Locate Wisconsin 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 identify objects they recognize: a cow, cheese, and an ear of corn. Conduct a discussion about why the students believe Wisconsin chose to put these images on its quarter, and whether it is representative of the state as a whole. If the students feel that these designs are only representative of a portion of Wisconsin's population, why do they think that this design was selected to represent the whole of the state? Comments may relate to the idea that Wisconsin is well known for its dairy and farming industries, which are far reaching and touch people throughout the nation as well as the state.



In Great Demand

3. Ask the students to explain what takes place on a farm. Students should comment that farmers grow crops in order to sell.
4. Take out one item that would be grown on a farm and show it to your students.
5. Distribute an envelope filled with Golden Dollar images to each student.
6. Tell your students that the growing season was very dry this year, and the only crop that the farmers sent for you to sell was this one item.
7. Explain to the students that they need to pretend that they are grocery shopping and that they really want to eat the farm item with their dinner tonight. Everyone will have a chance to buy this item, but since you have only one, you will have to auction it off to the highest bidder.
8. Open the bidding at one dollar and allow your students to bid on it. See how high the bidding goes and sell it to the student with the highest bid.
9. Take out a bag that is filled with enough of the same crop that you would be able to sell one to each member of the class. Tell the class that a farm in another town had a really good season and they sent over all of these crops to sell. Tell them that there's enough for each student.
10. Explain that the students need to pretend that they are still really hungry and want to buy this crop. Everyone will once again have a chance to bid on this crop, but they can only purchase one.
11. Open the bidding at one dollar and allow the students to bid on it. See how high the bidding goes this time. Remind students that there's enough for everyone in the class (so the students shouldn't raise the bids).
12. Take a dollar from each student and give them one of the crops.
13. Make a T-chart on the board, writing the words "Supply" and "Demand" as the headers for each column. Based on their previous activity, ask the students what they believe supply and demand might be.
14. Ask the student who purchased the first crop for the higher price to explain to the class what happened when (s)he made his or her purchase.
15. As (s)he describes the event where there was only one crop available, write the word "low" in the supply column. As (s)he describes the event where the price rose, write the word "high" in the demand column.
16. Now ask one of the other students to explain what happened in the second purchase scenario.
17. As (s)he describes the event where there were many crops available, write the word "high" in the supply column. As (s)he describes the event where the price remained low, write the word "low" in the demand column.



In Great Demand

18. In pairs, students should discuss the chart on the board.
19. Distribute a “What’s the Effect?” worksheet to each student. With a partner, students will complete numbers 1 and 2 on this worksheet. Individually, students will write the paragraph required at number 3 on this worksheet.
20. As a class, regroup and discuss the answers that the students wrote.
21. Collect these worksheets and assign the students the “Pizza Puzzler” worksheet for homework, as it will lead into a discussion about the effect of supply and demand on profit.



ENRICHMENT/EXTENSIONS

- Based on the bonus question from the “Pizza Puzzler” worksheet, introduce students to the idea of sales as a way to generate more demand. This would also be a good opportunity to explore the effects of advertising on a company’s sales.
- Study the effect of supply and demand by setting up a class simulation where students take on the roles of manufacturers, distributors (merchants), and consumers. The manufacturers will need to purchase supplies in order to make their product. They will sell this product to a distributor for a price, and the distributor will sell the product to the consumer for a higher price. Supply the consumers with scenario cards that will effect the price of the product that is for sale.
- Conduct a class survey to see how often the students consume certain products (such as pizza or candy). Have students draw conclusions about what might happen to their consumption of this product if prices rose by 10 percent, 20 percent, 50 percent, etc.



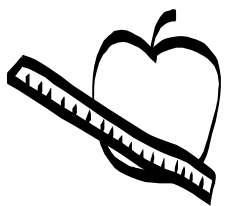
DIFFERENTIATED LEARNING OPTION

Provide visuals and possibly simple texts to show students the process of supply and demand.

CONNECTION TO WWW.USMINT.GOV/KIDS

Even the California Gold Rush was affected by supply and demand. Allow your students to explore what happened in California once gold was no longer a rarity by trying out the Social Studies Teacher Feature, “The Cost of Finding Gold” (www.usmint.gov/kids/index.cfm?FileContents=/kids/teachers/TF_2002-09.cfm). To find it, visit the Teachers section of the United States Mint H.I.P. Pocket Change™ Web site and select Teacher Features. In the Teacher Feature Stockroom, you can locate this activity listed under Social Studies.





Golden Dollar Page



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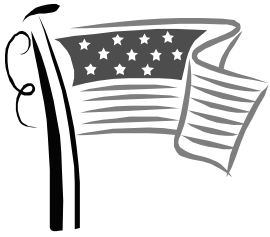
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NAME _____

What's the Effect?

1. What does the word "supply" mean?

2. What does the word "demand" mean?

3. Write a paragraph describing what is happening in this diagram:





NAME _____

Pizza Puzzler Worksheet



Pete decides to open a pizza parlor. Supplies to make one large pepperoni pizza cost him \$2.00. He sells each large pepperoni pizza for \$5.00.

1. If Pete started off with \$30.00, how many pizzas would he be able to make? _____
2. If he sold all of his pizzas, how much money would he have?

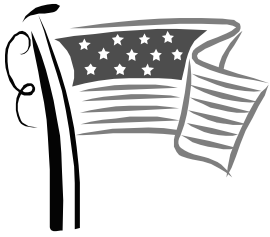
3. How much more money would he have than he started with?

4. How many pizzas could he make with that profit?

5. If he only sold three of his pizzas, how much money would he then have? _____
6. Would he have more or less money than he first started with?

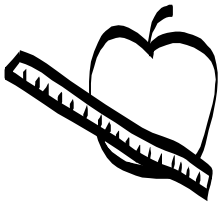
7. If there were three pizza parlors on Pete's street, how would his prices be affected? _____
8. How would Pete's prices be affected if he owned the only pizza parlor in town? _____
9. How would Pete's prices change if the tomato crop was very poor and the price of tomatoes rose? _____

* **Bonus:** On the back of this page, list some different ways that Pete could raise his profits (and his demand).



Wisconsin Quarter Reverse





6: State Sights to See



OBJECTIVE

Students will research a given topic and develop an oral presentation.



MATERIALS

- 1 overhead projector (optional)
- Overhead transparencies (or photocopies) of several different quarter reverses
- 1 class map of the United States
- Chart paper or chalkboard
- Markers or chalk
- Copies of the “Group Roles”
- Copies of the “Group Presentation Rubric”
- Copies of the “Group Presentation Guide”
- White construction paper
- Crayons, colored pencils, markers



PREPARATIONS

- Make overhead transparencies (or photocopies) of several quarter reverses.
- Reserve the computer lab or library for the research days (sessions 1 and 2).
- Make copies of:
 - The “Group Roles” (1 per group).
 - The “Group Presentation Rubric” (1 per student).
 - The “Group Presentation Guide” pages (1 per group).
- Gather appropriate travel brochures.



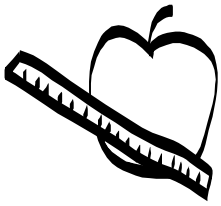
GROUPINGS

- Whole group
- Small groups
- Individual work



CLASS TIME

Five 45- to 60-minute sessions



State Sights to See



CONNECTIONS

- Social Studies
- Language Arts
- Mathematics
- Art



TERMS AND CONCEPTS

- Quarter
- Reverse (back)



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

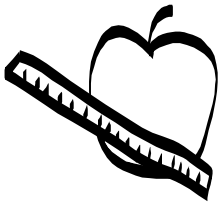
- United States geography
- Research techniques



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 transparencies or photocopies of several quarter reverses representing the states to which the student groups will be planning a trip. Locate these states on a classroom map. Note their positions in relation to your school's location.
2. Displaying the transparencies or copies of several quarter reverses, ask students what features they notice. List student responses on chart paper or on the board. For each feature of the coin, list student predictions about why it was chosen to be placed on the quarter reverse design. Keep this list posted throughout the activity.
3. Arrange the class into groups of four. Invite each group to select one state, whose capital they will research based upon the quarter reverses portrayed at the beginning of class.
4. Distribute one "Group Roles" handout to each group and allow students to select a role from the list.
5. Distribute one "Group Presentation Rubric" and one "Group Presentation Guide" to each group. Explain to students that they should use the "Group Presentation Guide" in creating their presentations and the rubric as a guide for how they will be assessed.
6. Visit the library or computer lab with your class.



State Sights to See

7. Allow students to spend the rest of the class (and the following class) researching. The chaperone should be creating itinerary documents, overseeing the activities of the team, and making sure everyone is on task.

Sessions 3 and 4

1. When all research has been completed, instruct students to reconvene in their groups to share their findings and begin arranging the group presentation.
2. Allow an appropriate amount of time for students to create and practice their presentations. Offer suggestions to groups on how to improve their presentations by referring them to the rubric.

Session 5

1. Invite groups to present their state capitals (with related individual projects) to each other.
2. While each group presents, the teacher may assess them according to the rubric.
3. As a culminating activity, instruct each student to create a 3-2-1 summary. This is a summary containing three things they learned, 2 things that surprised them, and the one most interesting aspect of this group activity. Remind students to include their group names and any illustrations students feel are appropriate.



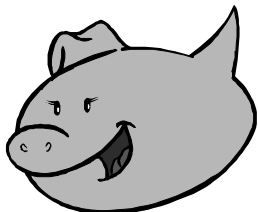
ENRICHMENT/EXTENSIONS

- Have students create a travel brochure for this or another state. It should be colorful, accurate, and interesting to read. Use published travel guides as a guide for the students. These colorful products will look great on a bulletin board!
- Pre-bookmark any appropriate Web sites to assist student research.



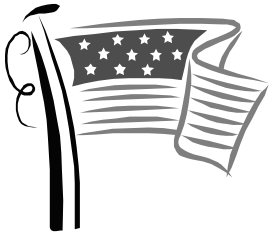
DIFFERENTIATED LEARNING OPTION

In order to facilitate the research of your students (especially those that have difficulty with research), supply travel guides and/or brochures for each group's chosen state.

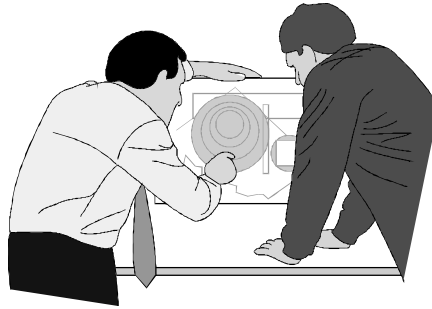


CONNECTION TO WWW.USMINT.GOV/KIDS

Why not plan a trip to France or Japan? After allowing students to do a little research on each country and what the major landmarks are, have them visit the *Coins of the World* feature on the H.I.P. Pocket Change™ Web site and travel to France and Japan.

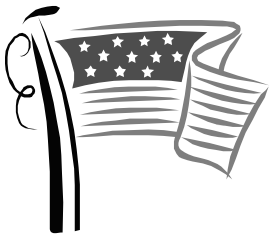


State Sights to See



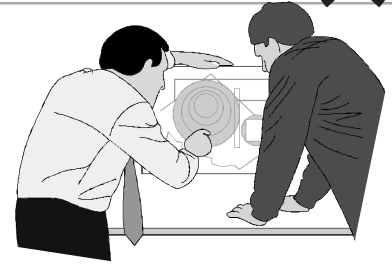
As a group, select a state capital to research. Then select a role for each person from the following list.

- **Chaperone:** You will be the overseer of the group. You will plan which events will happen each day and provide an itinerary (schedule of events) for the trip. You will work closely with most members in your group to make sure that all important activities are included in the itinerary with enough time in between for transportation, meals, and sleep.
- **Travel Agent:** You will be responsible for planning transportation (to and from city only), lodging, and activities for the trip to the state capital. You will work closely with the Chaperone in preparing a cost estimate per person for this trip.
- **City tour guide:** You will become an expert on the important historical landmarks of the state capital your group is researching (including entrance fees, which will be communicated to the travel agent).
- **City historian:** After researching famous people from your group's state capital, you will select three people and become an expert on these important Americans and their contributions to their home states or to the United States as a whole.



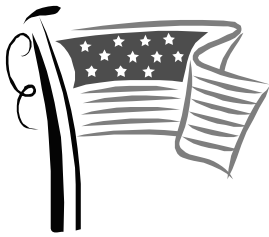
NAME _____

Group Presentation Guide (1)



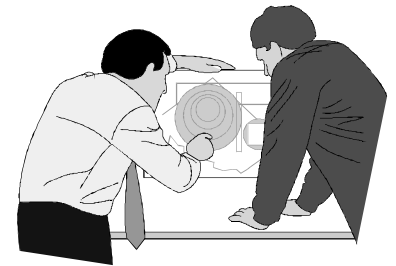
GROUP MEMBER: CHAPERONE
PROJECT: TRAVEL ITINERARY POSTER
CHECKLIST:

- ___ Research social activities your group might want to plan time for during your visit to your chosen state capital.
- ___ Create an outline of each day's activities. Use this as the first draft of your travel itinerary poster. Remember, your group is planning a three-day visit to your state capital. You will need time for meals and sleep. Estimate how much time your group will need for meals and sleep each day. Block this time out on your itinerary.
- ___ Work with the City Tour Guide to discuss his/her chosen landmarks. Estimate the time it will take to visit each landmark. Pencil in each landmark visit on the itinerary.
- ___ Research some fun social activities that your group would enjoy. (Is there a famous restaurant? A Water Park? A mini golf course?) Approximate the cost of these activities and pencil them into the itinerary.
- ___ Research transportation options within the state capital. Plan for transportation in between the hotel and all landmarks and activities. Find accurate cost estimates for transportation (per person). Block out enough time on the itinerary to travel to and from each activity.
- ___ List all pricing information you have gathered and give it to the Travel Agent in your group who will need it for his/her presentation.
- ___ Create your final draft of the itinerary poster.



NAME _____

Group Presentation Guide (2)



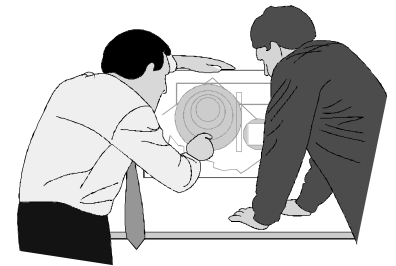
GROUP MEMBER: TRAVEL AGENT
PROJECT: TRAVEL BROCHURE
CHECKLIST:

- ___ Research all details pertaining to transportation to and from city (including travel cost per person).
- ___ Research appropriate lodging arrangements for your group. You will be able to fit two females OR two males in each room.
- ___ Communicate with the Chaperone in your group. He/She will give you cost information on in-city transportation, and social activity costs.
- ___ Communicate with the City Tour Guide in your group. He/She will give you cost information on the landmarks your group is planning to visit.
- ___ Research your chosen state capital. Find reasons why this place might be interesting to visit.
- ___ Create a tri-fold travel brochure. The first page should have pictures of the city or illustrations drawn yourself. The inside cover should have persuasive paragraphs, highlighting why this city is a place that is worth visiting. Remember: your goal is to get people to want to travel to this city! The middle page should have some interesting facts about the city, neatly organized. You may use pictures and/or illustrations on this page as well.
- ___ Using the information gathered from your research, the Chaperone, and the City Tour Guide, create a cost analysis (a break down of costs) to include on the inside back cover of the brochure. Include items such as transportation, lodging, and activity fees.



NAME _____

Group Presentation Guide (3)



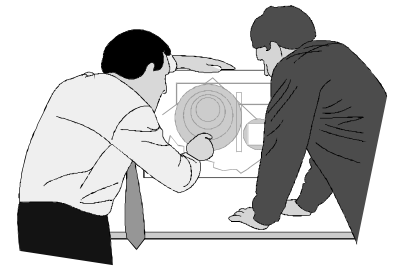
GROUP MEMBER: CITY TOUR GUIDE
PROJECT: LANDMARKS POSTER
CHECKLIST:

- ___ Research several important attractions in this state capital.
- ___ Select the most interesting landmarks from your research.
- ___ Write out why each landmark is important to the city. Explain the historical significance of these places. Describe how these landmarks add to the culture of the city.
- ___ Research how much money it will cost to visit each of these attractions
- ___ Write out the cost of each of the landmarks you have selected and give it to the Travel Agent in your group. He/She will use it in the oral presentation.
- ___ Create a poster based on the landmarks you select to include in your group itinerary. Include the information about why each landmark is interesting and/or important.
- ___ Include illustrations or pictures of each landmark, large enough for the person in the back of the room to view during your oral presentation.



NAME _____

Group Presentation Guide (4)



GROUP MEMBER: CITY HISTORIAN
PROJECT: BIOGRAPHY POSTER
CHECKLIST:

- Research and gather a list of famous Americans (living or dead) that are from your group's state capital.
- Select three important Americans from your research.
- Research the major contributions each person made to his/her state and/or the United States as a whole.
- Prepare several paragraphs of information on each person.
- Create a poster based on this information. Include all 3 people.
- Include illustrations or pictures of each person.



NAMES _____

STATE CAPITAL _____

Group Presentation Rubric

-----Criteria-----

Role

1

2

3

4

Points

CHAPERONE

Itinerary Poster

Very few activities are built in to the schedule. Itinerary is missing, unclear, or not well thought out. Missing transportation to, from, and within the destination city. Time allotments are unrealistic or missing.

Some activities are built into the schedule. Itinerary is loose. Transportation sometimes figured in, but not throughout. Time allotments are present but questionable.

Several activities are included in the itinerary and appropriate time is allotted for each activity. Transportation has been accurately figured into the schedule.

A jam-packed schedule with time for transportation, activities, and attractions. The itinerary is explicit and easy to read.

TRAVEL AGENT

Travel Brochure

Travel brochure appears unprofessional and incomplete. No illustrations are included. Few or no reasons why this city is worth visiting. The cost analysis is missing or inaccurate.

Travel brochure includes some information about this city's tourist prospects but does not seem persuasive. Illustrations do not reflect time, effort. Cost analysis is included but not specific.

Travel brochure includes several solid reasons for visiting this city. Uses persuasive language. Illustrations are accurate and appealing to the eye. An accurate and organized cost analysis is included.

Brochure is ready to be published. Illustrations are vivid, accurate; text gives highly persuasive reasons to visit this city. The cost analysis is easy to understand, with categories (transportation, lodging, and activities).

CITY TOUR GUIDE

Landmarks Poster

Only 1 or 2 landmarks were selected. Little or no explanation of why each landmark was chosen.

3 or 4 landmarks were selected. Some explanation of why each landmark was chosen.

5 landmarks selected. Included is a descriptive explanation of why each landmark was chosen.

More than 5 landmark visits planned with detailed descriptions of importance historically and why each was chosen.

CITY HISTORIAN

Biography poster of an important American from this state capital

No picture or illustration of the three people. Little or no information on their major contributions to this state and/or the country.

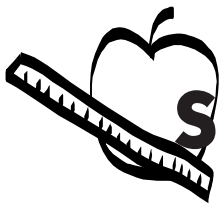
A rushed or sloppy illustration of all three people. Some information on his/her major contributions to this state and/or the country.

A good picture or illustration of the three people. Complete information on his/her major contributions to this state and/or the country.

A detailed and/or creative picture or illustration of the person. A wealth of well-written information on his/her contributions to this state and/or the country.

TOTAL

/16



State Information 2004 Quarters

Michigan

The Michigan quarter is the first of 2004, and the 26th in the 50 State Quarters® Program. Michigan became the 26th state on January 26, 1837. The Michigan quarter depicts the outline of the state and the Great Lakes system. The quarter is inscribed “Great Lakes State.”

As indicated by the state’s nickname, much of Michigan’s history is tied to the Great Lakes—Superior, Michigan, Huron, Erie and Ontario—five of the world’s largest lakes. Together, they encompass more than 38,000 square miles and form the largest body of fresh water in the world. Michigan borders four of these Lakes, all but Ontario—more than any other state. It should come as no surprise, then, that Michigan is the only place in the world with a floating post office: the J.W. Westcott II is the only boat in the world that delivers mail to ships while they are still underway, and has been operating for 125 years.



State Capital: Lansing
State Bird: Robin
State Tree: White Pine
State Flower: Apple Blossom
State Motto: “If You See A Pleasant Peninsula, Look About You.”

Entered Union (rank): January 26, 1837 (26)
Nickname(s): The Wolverine State, The Great Lakes State
Origin of Name: Based on Chippewa Indian word “meicigama” meaning “great water,” referring to the Great Lakes.
State Song: Michigan, My Michigan

Florida

The Florida quarter is the second of 2004, and the 27th in the 50 State Quarters® Program. Florida became the 27th state to be admitted into the Union on March 3, 1845. The design incorporates a 16th-century Spanish galleon, a space shuttle, and the inscription “Gateway to Discovery.” A strip of land with Sabal palm trees is also depicted.

On Easter in 1513, while searching for the legendary Fountain of Youth, Ponce de Leon named the region “Pascua Florida,” meaning “Flowery Easter.” In 1539, Hernando de Soto and other explorers continued the exploration of the New World through the region.

Near Orlando, Cape Canaveral (later renamed Cape Kennedy) has been the starting point for most of the modern era’s most significant scientific space expeditions, from Man’s first moon landing to the Voyager probe currently exploring deep space outside our solar system. From 16th-century Spanish galleons to 21st-century space exploration, Florida has played a continuing role in humanity’s quest for knowledge and discovery. With the highest average temperature of any state and the second longest shoreline, Florida is one of the world’s most popular tourist destinations.



State Capital: Tallahassee
State Bird: Mockingbird
State Tree: Sabal Palmetto
State Flower: Orange Blossom
State Motto: In God We Trust
Entered Union (rank): March 3, 1845 (27)

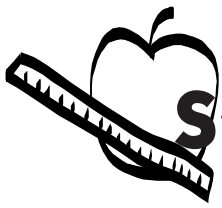
Nickname(s): Sunshine State
Origin of Name: Named on Easter 1513 by Ponce de Leon for “Pascua de Florida” meaning “Flowery Easter”
State Song: Swanee River

Texas

The Texas quarter is the third of 2004, and the 28th in the 50 State Quarters® Program. Texas became the 28th state to be admitted into the Union on December 29, 1845. The quarter, encircled by a rope-themed design, incorporates an outline of the state with a star superimposed inside the outline with the inscription “The Lone Star State.”

In 1519, Spanish explorer Alonso Alvarez de Pineda was the first European to visit Texas. Myths of the golden “Seven Cities of Cibola” brought many Spaniards from Mexico into Texas. Although these cities were never found, Spain made claims on and began settling the region now known as Texas. Over the next few years, the French began moving into the area as well. Though initially part of Mexico, settlers rebelled and declared their independence. At the Battle of San Jacinto on March 2, 1836, Texas triumphed. After nine years as a sovereign republic, Texas entered the Union.

The state’s nickname, the “Lone Star State,” refers to the state flag. It displays a single, five-point white star on a field of blue with an upper white horizontal stripe and a lower red horizontal stripe. Texas is the only state to have had the flags of six different nations fly over it: Spain, France, Mexico, the Republic of Texas, the Confederate States, and the United States.



State Information 2004 Quarters



State Capital: Austin
State Bird: Mockingbird
State Tree: Pecan
State Flower: Bluebonnet
State Motto: Friendship
Entered Union (rank): ... December 29, 1845 (28)

Nickname: Lonestar State
Origin of Name: Based on a word used by Caddo Indians meaning "friends"
State Song: Texas, Our Texas

Iowa

The Iowa quarter is the fourth of 2004 and the 29th in the 50 State Quarters® Program. Iowa became the 29th state to be admitted into the Union on December 28, 1846. The Iowa quarter design illustrates the state's commitment to education and honors native Iowan Grant Wood. It is based on "Arbor Day," one of Wood's paintings. The design contains a depiction of a one-room schoolhouse and a teacher and students planting a tree, with Grant Wood's name below. The quarter is inscribed "Foundation in Education."

Iowans have had a commitment to education since the state's earliest days. When Iowa became a state in 1846, it already had a number of rural country schools in each of its counties. Iowa established its first high school in the 1850s though, generally, high schools did not become widespread until after 1900. Private and public colleges also quickly took root in the new state.

Though Iowa has long been a leader in agriculture, the state is unique in being the only one whose east and west borders are completely formed by rivers—the Mississippi and Missouri Rivers.



State Capital: Des Moines
State Bird: Eastern Goldfinch
State Tree: Oak
State Flower: Wild Rose
State Motto: .. "Our liberties we prize and our rights we will maintain"

Entered Union (rank): December 28, 1846 (29)
Nickname: Hawkeye State

Origin of Name: From "loway," the French word for the Bah-kho-je Indian tribe that lived in the area.
State Song: The Song of Iowa

Wisconsin

The Wisconsin quarter is the fifth of 2004, and the 30th in the 50 State Quarters® Program. Wisconsin became the 30th state to be admitted into the Union on May 29, 1848. The Wisconsin design depicts an agricultural theme featuring the head of a cow, a round of cheese, and an ear of corn. The design also bears an inscription of the state motto, "Forward."

Wisconsin is the dairy capital of the world, ranking number one in the number of milk cows and the production of over 15 percent of the nation's milk—more than any other state. Today, Wisconsin produces over 350 different varieties, types, and styles of award-winning cheeses. Approximately 17,000 dairy farms with just over 1 million cows that produce an average of 17,306 pounds of milk each, per year, continue the reputation for quality milk from Wisconsin.

The state is also a major corn-growing state, ranking 10th in the production of corn for grain, with 363 million bushels produced in 2000. State corn production contributed \$690 million to the Wisconsin economy in 2000. Wisconsin is also a leading supplier of mint. In 2000, Wisconsin mint growers provided more than 477,000 pounds of mint oil, including 315,000 pounds of peppermint and 162,000 pounds of spearmint annually. One drum of mint oil will flavor 3.5 million sticks of gum.

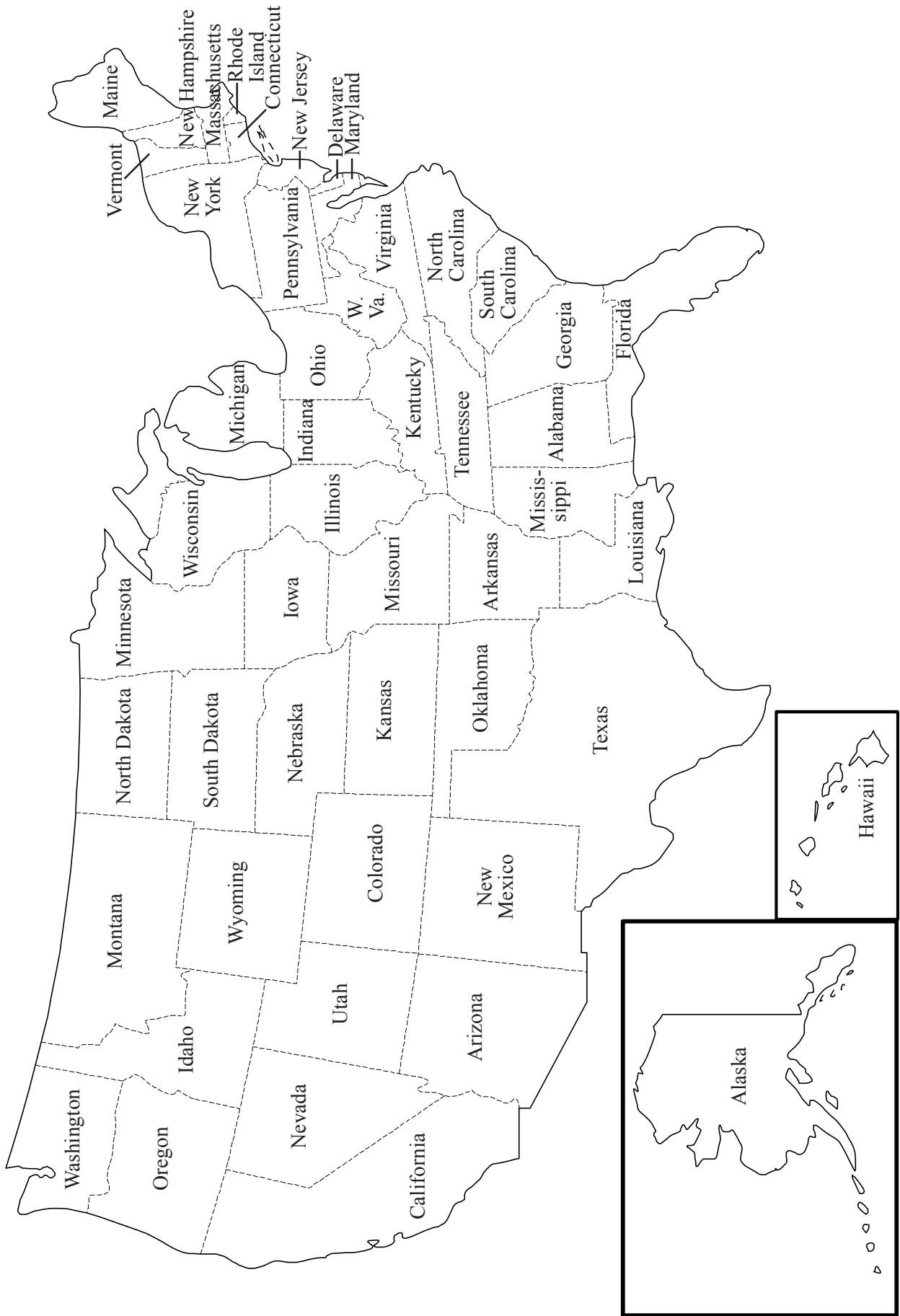
Wisconsin adopted the state motto, "Forward," in 1851, reflecting Wisconsin's continuous drive to be a national leader.



State Capital: Madison
State Bird: Robin
State Tree: Sugar Maple
State Flower: Wood Violet
State Motto: Forward
Entered Union (rank): .. May 29, 1848 (30)

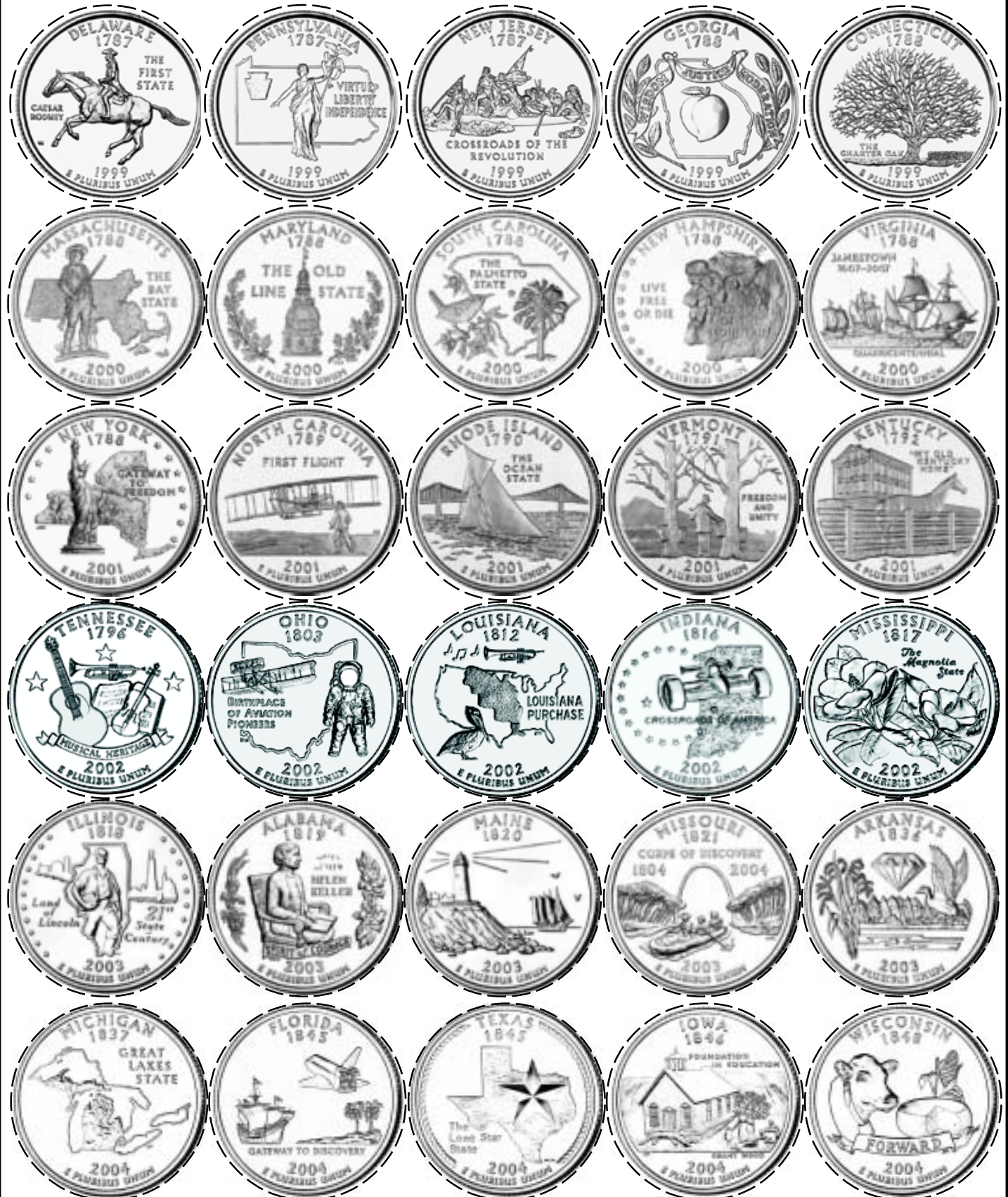
Nickname: Badger State
Origin of Name: Perhaps from an Algonquian word that means "long river" or a Chippewa/Ojibwa/Anishinabe word that means "grassy place," or "gathering of the waters."
State Song: On, Wisconsin!

The United States of America



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