



## Let's Learn About Coins!

Dear Educator,

Did you know that U.S. coins are the perfect addition to any classroom? Coins can help students learn about math, science, history, important people, places, and events. The United States Mint not only makes coins, but also creates educational content that uses these coins as a jumping-off point for K–12 learning. Learn how you can use coins in the classroom by visiting our lesson plan database at [www.usmint.gov/learn/educators](http://www.usmint.gov/learn/educators).

Did you know the United States Mint has new games for kids? These educational games can be played as part of a classroom lesson or for individual enrichment and are part of the Mint's redesigned [H.I.P. Pocket Change](http://www.usmint.gov/learn/educators) website, which launched in January 2018. The new site includes fun games such as:

- [Counting With Coins](#)—teaches basic math concepts and coin identification for grades K-2 in a fun grocery store setting
- [Hoop and Darts](#)—features the Mint's Native American coins and teaches about the different ways to play the traditional “hoop and darts” game enjoyed by Native Americans for centuries
- [Plinky's Presidential Challenge](#)—a fun trivia game to learn the order of the U.S. presidents
- [Coin Memory Match](#)—a classic match game using the America the Beautiful Quarters program, which features U.S. national parks
- [Making Change](#)—an art game where kids can design their own coins while learning about coins
- [Peter the Eagle's Coin Drop](#)—an exciting flying game where players deliver liberty loans in a WWI-era plane
- [Mint Pals Word Quest](#)—an automated word search with eight different puzzles

If you have any questions regarding these educational materials, please feel free to contact us directly using the information below.

Respectfully,

**Todd Martin**  
Deputy Chief, Corporate Communications  
United States Mint  
[todd.martin@usmint.treas.gov](mailto:todd.martin@usmint.treas.gov)  
202-354-6757

# Index

Play Plinky's Presidential Challenge!.....	3
Classroom Activities.....	4
Social Studies Lesson Plans.....	5
Fact Checking History .....	6
A Visit to White Mountain .....	11
Code Talkers – Primary Sources .....	17
Land, Sea, and History.....	20
Making My Coin.....	23



# Featured Game: Plinky's Presidential Challenge!

The U.S. Mint has released a series of new games for kids to accompany our 2018 site redesign. These games enhance educational materials about the Mint's coins and medals. Some of these games are listed below, accompanied by the educational objective. To learn more, visit <http://www.usmint.gov/games>.



## Educational Objectives

1. Educate players about the Presidential/Peace Medals program.
2. Educate players about the chronological order of U.S. presidents.
3. Educate players by providing one piece of trivia about the life of each U.S. president.
4. Use the game's timing function to encourage memorization as players try to improve their time with each session of the game.

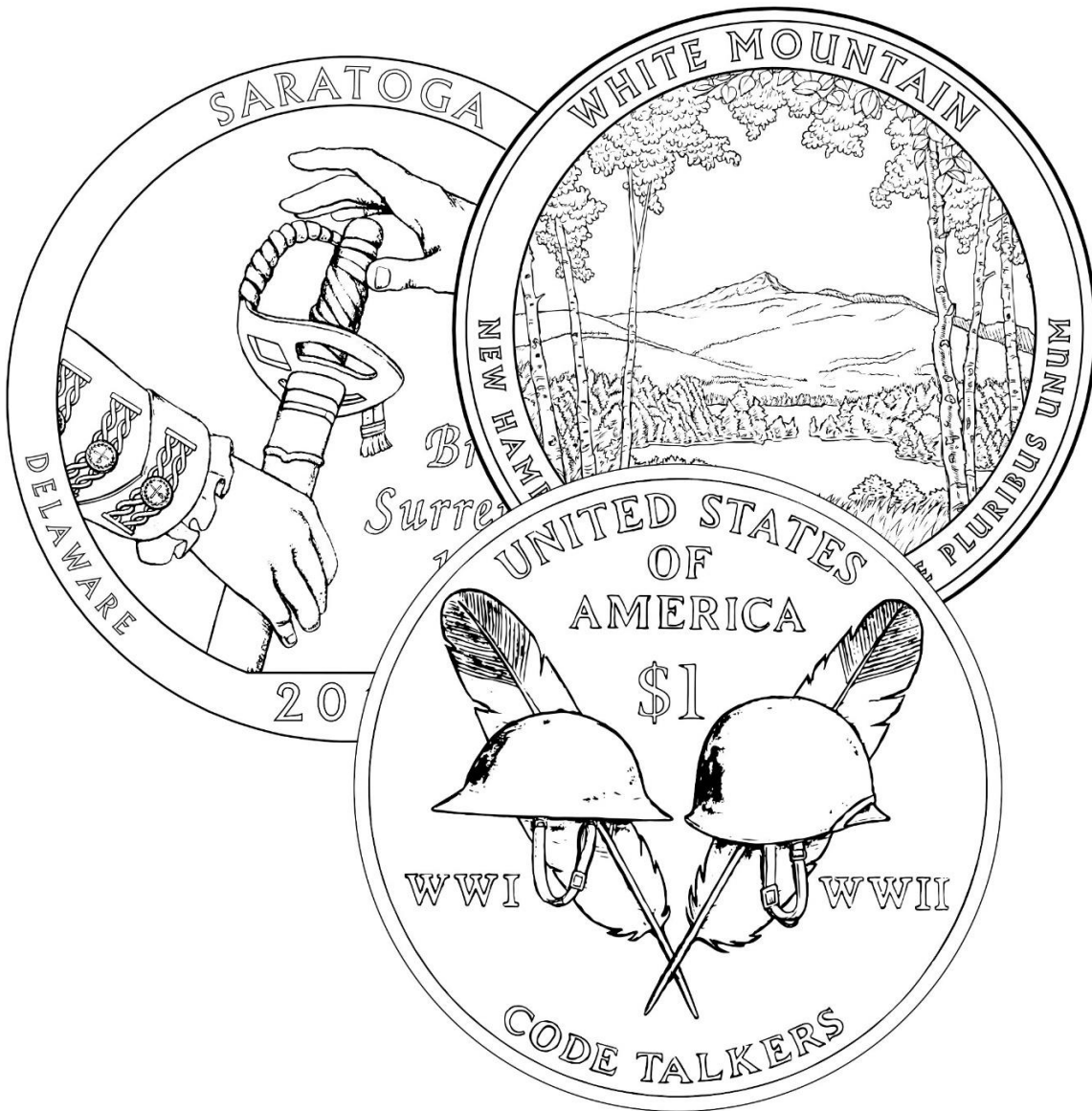
# Classroom Activities

- Discuss with your students the national park or national site featured on a quarter. Mention the state in which the park or site is located. Describe the location based on the description of the quarter from [www.usmint.gov](http://www.usmint.gov). Include unique details of this location such as plants, animals, natural features, or notable historical events.
- Have your students study the quarter. Discuss the reverse design with the students, pointing out key images and symbols and explaining their significance.
- Using your school library's reference resources and national park or national site's website (found on [www.nps.gov](http://www.nps.gov)), have the students research the national park or national site and its unique features. Using the attached coin design blank, have the students each design a new coin that features an illustration depicting scenery found at the park or site. Have your students present their illustrations to others and include three fun facts about this location.
- Ask the class if anyone has been to this national park or national site. Invite them to share their experience. As a class, create a list of questions about the park or site and the quarter design. Students can bring these questions to the event to see if they are answered during the presentation. For questions that are not answered, allow students time to visit the library and research the answers for themselves.
- Ask your school's librarian to help you locate appropriate children's books that relate to the location's rich history. Read any of these books aloud to your students or have students read these texts and complete related activities during their daily reading time.
- Examine some of the great information and activities on the U.S. Mint H.I.P. Pocket Change™ website ([www.usmint.gov/learn/kids](http://www.usmint.gov/learn/kids)) that will help you celebrate the new quarter in your classroom.





# Social Studies Lesson Plans



# Fact Checking History

Grades 9–12

## Objectives

Students will be able to describe the significance of the Battles of Saratoga using primary and secondary sources. Students will explain the importance of using multiple primary sources to become an informed citizen.

## Coin Program(s)

- America the Beautiful Quarters® Program

## Major Subject Area Connections

- Social Studies
- Language Arts
- Art

## Grades

- High School (9–12)

## Class Time

**Sessions:** One

**Session Length:** 45–60 minutes

**Total Length:** 0–45 minutes

## Background Knowledge

- Students should have a basic knowledge of primary and secondary sources, annotating text, and the American Revolutionary War.

## Terms and Concepts

- Quarter
- Reverse (back)
- Obverse (front)
- Corroboration

## Materials

- 1 overhead projector or other classroom technology
- 1 overhead transparency (or equivalent) of the following:
  - "Saratoga National Historic Park Quarter" page, available at <https://www.usmint.gov/coins/coin-medal-programs/america-the-beautiful-quarters/saratoga-national-historical-park>
- Copies of the following:
  - "Saratoga National Historical Park Quarter" page
  - "The Battles of Saratoga Essay Question and Rubric" (available online)
- 1 class map of the United States
- Highlighters (one per student)
- Bookmark websites that provide background on the Battles of Saratoga.

## Preparations

- Make an overhead transparency (or equivalent) of the following:
  - "Saratoga National Historical Park Quarter" page
- Make copies of the following:
  - "Saratoga National Historical Park Quarter" page (one per student)
  - Document analysis worksheets for multiple types of documents (letter, report, diary, etc.)
  - "The Battles of Saratoga Essay Question and Rubric" (one per student)
- Familiarize yourself with the Trumbull painting by visiting the Architect of the Capitol Web site at <http://www.aoc.gov/capitol-hill/historic-rotunda-paintings/surrender-general-burgoyne>. Bookmark this page if you have projection capability.

## Worksheets

- All worksheets available online at <https://www.usmint.gov/learn/educators/lesson-plans/fact-checking-history>.

## Steps

1. Display and examine the "Saratoga National Historic Park Quarter" page. Locate this site on a class map. Note its position in relation to your school's location.
2. As background information, explain to the students that the United States Mint began to issue the quarters in the America the Beautiful Quarters® Program in 2010. By the time the program ends in 2021, there will be a total of 56 designs. Each design will focus on a different national site—from each state, territory, and the District of Columbia.
3. Tell the students that the front of a coin is called the "obverse" and the back is called the "reverse." Ask the students to read the inscriptions on the image of the coin's reverse. Ask the students what information may be inferred from the inscriptions. As students make their inferences, list them on the board or chart paper. Student responses should include that the British surrendered in Saratoga, New York, in 1776; that this must be an important event in United States history since it is inscribed on United States currency; and that "E Pluribus Unum" means "Out of Many, One."
4. Explain that the image depicts the surrender of the British General John Burgoyne to the American General Horatio Gates. Have the students examine the coin image again to identify which hand belongs to Burgoyne and which to Gates. Have the students justify their answers with support from what they know about the event and the image.
5. Display the painting, "The Surrender of Burgoyne at Saratoga, October 17, 1777," by John Trumbull, 1821. Tell the students that this painting is on display in the Capitol Rotunda in Washington, DC. If available, use computer projection and the Internet site [www.aoc.gov/capitol-hill/historic-rotunda-paintings/surrender-general-burgoyne](http://www.aoc.gov/capitol-hill/historic-rotunda-paintings/surrender-general-burgoyne) to display high-resolution images that can be examined more closely.

6. Emphasize to the students the two figures in the center of the painting, one handing his sword to the other. Lead the students to make the connection between the coin design and the painting. Ask the students to identify the two figures at the center of the painting.
7. Ask the students to point out other details in the painting that provide information about the battles and surrender at Saratoga. Student observations should include: time of year (fall), weapons used (cannon, swords, rifles), and cavalry transportation (horses).
8. Ask the students what inferences they can draw about the battles based on the painting and its present location in the Capitol Rotunda. The students should infer that these were important battles during the American Revolution and that they helped the Americans win their independence.
9. Give the students background information about the painting and the artist from the website Architect of the Capitol at [www.aoc.gov/capitol-hill/historic-rotunda-paintings/surrender-general-burgoyne](http://www.aoc.gov/capitol-hill/historic-rotunda-paintings/surrender-general-burgoyne).
10. Lead a class discussion about the reliability of the painting as a source of information. Students should note the creation date of 1821. Have them discuss whether it was possible for the painter to have been an eyewitness to the event. Ask them how they could locate this information.
11. Tell the students that analyzing the primary sources is only the first step in corroborating sources of information. The next step is to return to the "Turning Point" worksheet and confirm the accuracy of the information in this secondary source against the primary sources.
12. Facilitate a class discussion about why it is important to corroborate sources of information in history. Ask the students if they think this is a skill that can be applied to other academic fields or in daily life. Have the students provide specific examples and details with their answers.
13. Tell the students that tomorrow they will write an essay explaining the importance of the corroboration of sources of information in daily life.
14. Distribute the "Battles of Saratoga Essay Question and Rubric." Review the essay question and rubric with students.
15. Allow time for the students to write the first draft of their essays. Provide individual assistance as needed.
16. Allow time for peer editing and feedback.
17. Have the students write the final version of their essay.
18. Have the students fill in the self-assessment on their rubric. Collect the rubrics and essays.

## Enrichments/Extensions

- Have students conduct research on the role of Benedict Arnold in the Battles of Saratoga and its impact on his later role in the Revolutionary War.
- Have students research Frederika Charlotte Louise von Massow, wife of Major-General Friedrich Riedesel, Baron of Eisenbach and commander of German troops.
- Have students select a topic from their textbook and conduct research to find primary sources that corroborate or refute the information in their textbook.
- Examine additional paintings by John Trumbull and use the "Analyzing Photographs and Prints" worksheet at [www.loc.gov/teachers/usingprimarysources/resources/Analyzing\\_Photos\\_and\\_Prints.pdf](http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Photos_and_Prints.pdf).

## Assess

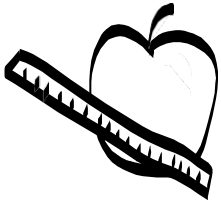
- Note participation in class discussions.
- Use the "Document Analysis" worksheets, essay, and rubric to evaluate whether the students meet the lesson objectives.

## Standards

Standards available online at <https://www.usmint.gov/learn/educators/lesson-plans/fact-checking-history>.

Find more lesson plans at [www.usmint.gov/educators](http://www.usmint.gov/educators)





Name \_\_\_\_\_

# The Battles of Saratoga

## Rubric

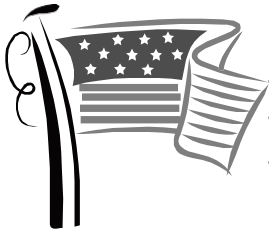
**Directions:** Write a five-paragraph essay on the question below using the rubric as a guide.

**Question:** Explain how corroboration of information helps us be well-informed and knowledgeable citizens in today's world. Support your answer with details and examples.

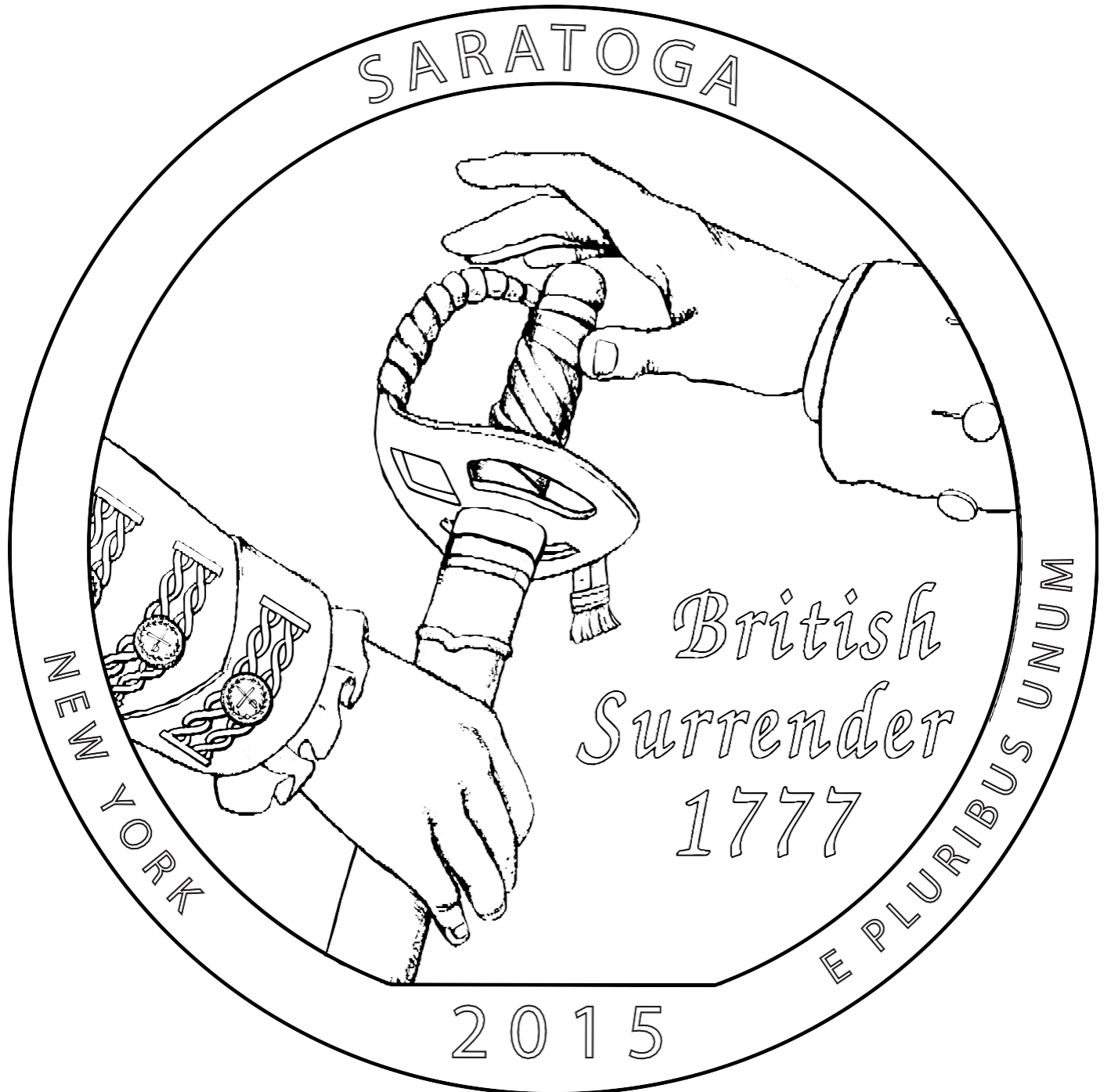
<b>Rubric Entry</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Self</b>	<b>Tchr</b>
Language (including metaphor, simile, and analogy)	Used precise language, domain-specific vocabulary, and literary techniques.	Used mostly correct language, domain-specific vocabulary, and literary techniques.	Used some correct language and domain-specific vocabulary.	Used little correct language or domain-specific vocabulary		
Details	Supported the topic thoroughly with significant and relevant facts, extended definitions, concrete details, quotations, and examples.	Supported the topic with significant and relevant facts, extended definitions, concrete details, quotations, or examples.	Supported the topic with relevant facts, definitions, details, or other information.	Somewhat supported the topic with facts, definitions, and details.		
Transitions	Used appropriate and varied transitions and syntax to link sections, create cohesion, and clarify the relationships among complex concepts.	Used appropriate transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex concepts.	Used transitions to link the major sections of the text and create cohesion among concepts.	Used few transitions to create cohesion and clarify complex concepts.		
Style/tone	Established and maintained a formal style and objective tone while adhering to the conventions of the discipline in which written.	Established and maintained a formal style and objective tone.	Somewhat established and maintained a formal style and objective tone.	Somewhat maintained a formal style.		
Conclusion	Provided a concluding statement or section that follows from and supports the explanation presented.	Provided a concluding statement or section that supports the explanation presented.	Provided a concluding statement that somewhat supports the explanation presented.	Provided a concluding statement that does not support the explanation presented.		
Organization	Clearly organized with the task, purpose, and audience in mind.	Organized with the task, purpose, and audience in mind.	Somewhat organized and understandable.	Poorly organized, hard to understand.		

**Student Reflection**

**Teacher Comments**



# Saratoga National Historic Park Quarter



# A Visit to White Mountain

Grades 9–12

## Objectives

Starting with the White Mountain National Forest quarter, students will analyze the history of White Mountain National Forest to understand how visiting the forest has changed from when the park opened in 1918 to today.

## Coin Program(s)

- America the Beautiful Quarters® Program

## Major Subject Area Connections

- Social Studies

## Minor/supporting Subject Area Connections

- Art

## Grades

- High School (Grades 9–12)

## Class Time

**Sessions:** Three

**Session Length:** 45–60 minutes

**Total Length:** 151–500 minutes

## Materials

- Worksheets:
  - "White Mountain National Forest Quarter"
  - "White Mountain Postcard"
  - "Come to White Mountain Rubric"
- Age-appropriate, relevant Web sites, such as:
  - America the Beautiful Quarters® Program: [www.usmint.gov/mint\\_programs/atb/](http://www.usmint.gov/mint_programs/atb/)
  - White Mountain National Forest web site: [www.fs.usda.gov/whitemountain](http://www.fs.usda.gov/whitemountain)
  - About the Forest: [www.fs.usda.gov/main/whitemountain/about-forest](http://www.fs.usda.gov/main/whitemountain/about-forest)
  - History and Culture: [www.fs.usda.gov/main/whitemountain/learning/historyculture](http://www.fs.usda.gov/main/whitemountain/learning/historyculture)

- Special Places: [www.fs.usda.gov/attmain/whitemountain/specialplaces](http://www.fs.usda.gov/attmain/whitemountain/specialplaces)
- Mt. Washington Auto Road, Dolly Cope Campground Information: [www.recreation.gov/camping/Dolly\\_Copp/r/campgroundDetails.do?contractCode=NRSO&parkId=70441&topTabIndex=Search](http://www.recreation.gov/camping/Dolly_Copp/r/campgroundDetails.do?contractCode=NRSO&parkId=70441&topTabIndex=Search)
- Mt. Washington Auto Road, Winter Pictures: [www.nws.noaa.gov/com/nwsfocus/mt\\_wash.htm](http://www.nws.noaa.gov/com/nwsfocus/mt_wash.htm)
- Mt. Washington Auto Road, Trail Information: [www.nws.noaa.gov/com/nwsfocus/mt\\_wash.htm](http://www.nws.noaa.gov/com/nwsfocus/mt_wash.htm)

## Preparations

- Worksheets:
  - "White Mountain National Forest Quarter"
  - "White Mountain Postcard"
  - "Come to White Mountain Rubric"
- Age-appropriate, relevant Web sites, such as:
  - America the Beautiful Quarters® Program: [www.usmint.gov/mint\\_programs/atb/](http://www.usmint.gov/mint_programs/atb/)
  - White Mountain National Forest web site: [www.fs.usda.gov/whitemountain](http://www.fs.usda.gov/whitemountain)
  - About the Forest: [www.fs.usda.gov/main/whitemountain/about-forest](http://www.fs.usda.gov/main/whitemountain/about-forest)
  - History and Culture: [www.fs.usda.gov/main/whitemountain/learning/history-culture](http://www.fs.usda.gov/main/whitemountain/learning/history-culture)
  - Special Places: [www.fs.usda.gov/attmain/whitemountain/specialplaces](http://www.fs.usda.gov/attmain/whitemountain/specialplaces)
  - Mt. Washington Auto Road, Dolly Cope Campground Information: <https://www.recreation.gov/camping/campgrounds/232173>

## Worksheets

All worksheets and files available online at <https://www.usmint.gov/learn/educators/lesson-plans/a-visit-to-white-mountain>.

## Steps

1. Display and examine the "[White Mountain National Forest Quarter](http://www.usmint.gov/mint_programs/atb/)" page or use the coin's zoom feature. Locate this national site on a class map. Note its position in relation to your school's location. As background, explain to the students that the United States Mint began to issue the quarters in the America the Beautiful Quarters® Program in 2010. By the time the program ends in 2021, there will be a total of 56 designs. Each design will focus on a different national site—one from each state, territory and the District of Columbia.
2. In either small groups or pairs, create a circle map of adjectives that come to mind when looking at the quarter design.
3. Print out or have the students read the sections titled About the Forest, Special Places, and History and Culture on the White Mountain National Forest's Web site. Using any grouping (whole class, small group, pairs, or individual), have the students answer the following questions.
  - **Why do people go on vacation?** To relax, reconnect with family, relieve stress, see new places, get away from daily life, etc.
  - **Where do they go?** Somewhere new, foreign country, somewhere beautiful, different weather (warm/snow), place they can learn something new, etc.
  - **Why was White Mountain National Forest established?** To preserve the forest (see [www.fs.usda.gov/main/whitemountain/about-forest](http://www.fs.usda.gov/main/whitemountain/about-forest)).
  - **How long has White Mountain been a National Forest?** Since 1918.
  - **Why did and do people visit the National Forest?** To see pristine land, have wilderness adventure, avoid crowds, learn about the past, enjoy nature, etc.
  - **Describe what visiting the forest would have been like when it opened in 1918.** Hard to get to, few amenities, fewer visitors, too expensive for many, no GPS/Internet to plan trip, etc.

Find more lesson plans at [www.usmint.gov/educators](http://www.usmint.gov/educators)

- **Compare being a visitor when the park opened in 1918 and now.** Now: Can pre-plan trip online, more affordable, more amenities like indoor plumbing and paved paths, more crowded, more hotels/gas stations/highways ease travel, etc.
  - **Why do you think we still have National Forests today?** To preserve nature, local history, local heritage, natural habitat for animals and to have local outdoor areas for people to use.
4. Have the students create projects that explore why people visit White Mountain National Forest and what has changed since 1918, focusing on a decade between 1910 and today. Have all the students complete the "White Mountain Postcard" worksheet and, in addition, have small groups choose a product such as those listed on the "Come to White Mountain Rubric."

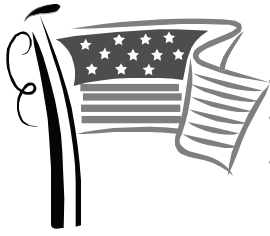
## Assess

- Take anecdotal notes from the large/small group discussions.
- Use the rubric to assess students' understanding of the objective.

## Standards

Standards available online at <https://www.usmint.gov/learn/educators/lesson-plans/a-visit-to-white-mountain>.





Name \_\_\_\_\_

# White Mountain Postcard

**Directions:** Create a postcard that focuses on two unique features of White Mountain National Forest to share with someone else. In the text and illustration, share how these features have changed since 1918 when White Mountain National Forest opened.



---

---

---

---

---

---

---

---

---

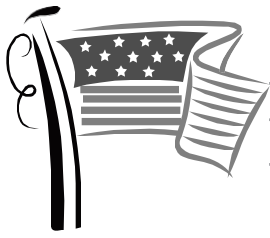
---



---

---

---



Name \_\_\_\_\_

# Come to White Mountain

## Rubric



**Directions:** Create a project that illustrates some of the great reasons to visit White Mountain National Forest. Focus on any decade from 1910 to today.

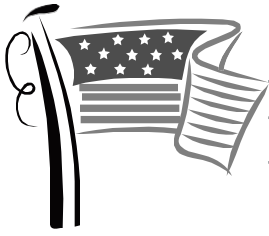
- Explain and illustrate why people visit (or visited) White Mountain National Forest.
- Point out at least three ways the Forest changed since it opened in 1918.
- Include five facts about White Mountain National Forest.
- Include appropriate artwork.

**Project ideas:**

- Skit
- Commercial
- Theme song
- Digital presentation
- Illustrated timeline of the forest and current events
- Brochure
- Web site
- Comic strip

CRITERIA	4	3	2	1	Self	Teacher
<b>Details</b>	Gives 5, all are accurate.	Gives 4 that are accurate.	Gives 2 or 3 that are accurate.	Details missing or inaccurate.		
<b>Artwork</b>	All is clear, relevant to the forest.	Mostly clear, relevant to the forest.	Somewhat clear, relevant to the forest.	Unclear or unrelated to the forest.		
<b>Content</b>	Clearly explains reasons to visit and 3 changes.	Gives reasons to visit and 3 changes.	Reasons unclear or changes missing.	Only one prompt is addressed.		
<b>Totals</b>						

**NOTES**



# White Mountain National Forest Quarter



# Code Talkers – Primary Sources

Grades 6–8

## Summary

Students will be able to describe the significance of Native American Code Talkers by identifying and evaluating primary and secondary sources.

## Coin Program(s)

- Native American \$1 Coins

## Objective

Students will be able to describe the significance of Native American Code Talkers by identifying and evaluating primary and secondary sources.

## Major Subject Area Connections

- Social Studies
- Language Arts

## Minor/supporting Subject Area Connections

- Art

## Grades

- Middle School (Grades 6–8)

## Class Time

**Sessions:** Two

**Session Length:** 45–60 minutes

**Total Length:** 121–150 minutes

## Background Knowledge

Students should have a basic knowledge of primary and secondary sources, annotating text and World Wars I and II. Students should also have a working knowledge of literary techniques, quotations, transitions and conclusions.

## Terms and Concepts

- Native American \$1 Coin
- Code Talkers
- Reverse (back) and Obverse (front)

Find more lesson plans at [www.usmint.gov/educators](http://www.usmint.gov/educators)

## Materials

- 1 overhead projector or other classroom technology
- Copies of the following:
  - ["2016 Native American \\$1 Coin" reverse image](#)
  - Create document analysis worksheets for multiple types of documents (letter, report, diary, etc.)
  - "Primary Sources: Code Talkers Essay Question and Rubric" (one per student)
- Highlighters (one per student)
- Websites that provide background on Native American Code Talkers:
  - Native American \$1 Coin Act ([Public Law 110-82](#))
  - [2016 Native American \\$1 Coin](#)
  - [Code Talkers Recognition Congressional Medals Program](#)
  - [National Museum of the American Indian: Native Words, Native Warriors](#)
  - [National Archives: Memorandum Regarding the Enlistment of Navajo Indians](#)
- Prepare general examples of primary and secondary sources and sources that reveal details of the significance of Code Talkers in World Wars I and II

## Preparations

- Make copies of the following:
  - ["2016 Native American \\$1 Coin" reverse image](#)
  - Create document analysis worksheets for multiple types of documents (letter, report, diary, etc.)
  - "Primary Sources: Code Talkers Essay Question and Rubric" (one per student)
- Bookmark websites that provide background on Native American Code Talkers:
  - Native American \$1 Coin Act ([Public Law 110-82](#))
  - [2016 Native American \\$1 Coin](#)
  - [Code Talkers Recognition Congressional Medals Program](#)
  - [National Museum of the American Indian: Native Words, Native Warriors](#)
  - [National Archives: Memorandum Regarding the Enlistment of Navajo Indians](#)
- Prepare visual examples of primary and secondary sources that reveal details of the significance of Code Talkers during World Wars I and II

## Worksheets

- All worksheets available online at <https://www.usmint.gov/learn/educators/lesson-plans/code-talkers-primary-sources>.

## Steps

1. Display and examine the "2016 Native American \$1 Coin" reverse image.
2. Tell the students that the front of a coin is called the "obverse" and the back is called the "reverse." Ask the students to read the inscriptions on the image of the coin's reverse.
3. Ask the students what information may be inferred from the inscriptions. As students make their inferences, list them on the board or chart paper.
4. Explain that the 2016 Native American \$1 Coin commemorates the contributions of the Native American Code Talkers in World War I and World War II. The reverse (tails side) design features two helmets—one in the shape of the U.S. helmets used in World War I and the other in the shape of a World War II helmet. Next to them are the inscriptions "WWI" and "WWII." Behind the helmets are two feathers that form a "V," symbolizing victory, unity and the important role that the



code talkers played in both world wars. Additional inscriptions are "UNITED STATES OF AMERICA," "\$1" and "CODE TALKERS."

5. Explain that it is estimated that more than 12,000 Native Americans served in the U.S. military during World War I. In World War II, more than 44,000 Native Americans, out of a total Native American population of less than 350,000, served with distinction in both the European and Pacific theaters. Hundreds played a vital communications role in both world wars. This select group of Native Americans was asked to develop and use secret battle codes using their native languages to communicate troop movements and enemy positions. Their efforts saved many lives because America's enemies were unable to decode their messages.
6. Continue by explaining that native languages came to play an increasingly vital role in the U.S. war effort in both World War I and II. Several tribes provided Native American speakers for telephone squads on the French battlefields in World War I. Additional tribes sent soldiers to join the code talkers of World War II, serving in North Africa, Italy, France and the Pacific. The languages used by American Indians greatly assisted their fellow American soldiers in the heat of battle by transmitting messages in unbreakable battle codes.
7. Using sources listed in "preparation," display primary and secondary sources and discuss with students the significance of the imagery on the coin. Include images, texts and other documents for reference.
8. Lead a class discussion about the reliability of each source. Include the creation date of the document as part of the conversation. Ask them how they could locate this information.
9. Tell the students that analyzing the primary sources is only the first step in corroborating sources of information.
10. As a class, confirm the accuracy of at least one secondary source against the primary sources.
11. Facilitate a class discussion about why it is important to corroborate sources of information in history. Ask the students if they think this is a skill that can be applied to other academic fields or in daily life. Have the students provide specific examples and details with their answers.
12. Tell the students that tomorrow they will write an essay explaining the importance of the corroboration of sources of information in daily life.
13. Distribute the "Primary Sources: Code Talkers Essay Question and Rubric."
14. Review the essay question and rubric with students.
15. Allow time for the students to write the first draft of their essays. Provide individual assistance as needed.
16. Allow time for peer editing and feedback.
17. Have the students write the final version of their essay.
18. Have the students fill in the self-assessment on their rubric. Collect the rubrics and essays.

## Enrichments/Extension

- Have students conduct research on the roles of Native Americans during other times in U.S. history.
- Have students select a topic from their textbook and conduct research to find primary sources that corroborate or refute the information in their textbook.

## Assess

- Rubric available online at <https://www.usmint.gov/learn/educators/lesson-plans/code-talkers-primary-sources>.

## Standards

- Available online at <https://www.usmint.gov/learn/educators/lesson-plans/code-talkers-primary-sources>.

# Land, Sea, and History

## Grades 4–6

### Objective

Students will learn about the history and wildlife of Cumberland Island National Seashore and create a product demonstrating their knowledge.

### Coin Program(s)

- America the Beautiful Quarters

### Major Subject Area Connections

- Social Studies

### Minor/supporting Subject Area Connections

- Art

### Grades

- Middle Grades (Grades 4–6)

### Class Time

**Sessions:** Three

**Session Length:** 45-60 minutes

**Total Length:** 151-500 minutes

### Terms and Concepts

- Quarter
- Reverse (back)
- Obverse (front)
- History
- Postcard
- Wildlife

### Materials

- Worksheets:
  - Cumberland Island Postcard
  - Land, Sea, and History Rubric
- Text or multimedia resources about Cumberland Island, such as:
  - <https://www.nps.gov/cuis/index.htm>
  - <https://www.georgiaconservancy.org/cumberland/history/>

- <http://cumberlandisland.com/the-island/history/>
- [https://www.nps.gov/parkhistory/online\\_books/cuis/dilsaver/chap2.pdf](https://www.nps.gov/parkhistory/online_books/cuis/dilsaver/chap2.pdf)
- Writing and drawing materials
- Computers and internet access, if using web resources

## Preparations

- Make copies of the following worksheets:
  - Cumberland Island Postcard (one per student, one per teacher)
  - Land, Sea, and History Rubric (one per student)
- Bookmark relevant websites, such as those listed above
- Gather supplemental resources about Cumberland Island's history and wildlife
- Gather writing and drawing materials
- Reserve computer lab (if necessary)

## Worksheets

- All worksheets available online at <https://www.usmint.gov/learn/educators/lesson-plans/land-sea-and-history>.

## Steps

1. Describe the America the Beautiful Quarters® Program for background information. Explain to students that the back of a coin is called the "reverse," and "obverse" is another name for the front.
2. With the students, examine the Cumberland Island National Seashore Quarter reverse. Locate the site on a class map and note its position in relation to your school's location.
3. In either small groups or pairs, create a circle map of adjectives that come to mind when looking at the quarter design.
4. Have the students read and examine the resources about Cumberland Island. Using any grouping (whole class, small group, pairs, or individual), have the students answer the following questions:
5. Who were the first settlers on Cumberland Island?
6. How long has Cumberland Island been a National Seashore?
7. How has the population of Cumberland Island changed over time?
8. How has the wildlife of Cumberland Island changed over time?
9. What are some of the reasons people visit Cumberland Island today?
10. Have the students create projects that explore how the island's population and/or wildlife has changed over time. Have all the students complete the "Cumberland Island Postcard" worksheet and, in addition, have small groups choose a product listed on the "Land, Sea, and History Rubric."

## Differentiated Learning Options

- Allow students to use a scribe to complete their worksheets.
- Allow students to use clip art or other available illustrations for the postcard.

## Enrichment/Extensions

- Have students learn about another National Park or National Seashore.
- Center the presentations around a specific historical era on Cumberland Island.
- Center the presentations around a specific animal on Cumberland Island.

## **Assess**

- Take anecdotal notes from the large/small group discussions.
- Use the rubric to assess students' understanding of the objective.

## **Standards**

Standards available online at <https://www.usmint.gov/learn/educators/lesson-plans/land-sea-and-history>.

# Making My Coin

## Grades K–12

### Objective

Starting with a pre-selected subject of the educator's choice, students will pick a person or place they would like to see on a coin and create a coin design representing their chosen subject.

### Key Questions

By the end of the lesson, students will be able to answer the following questions:

1. What kinds of images go on coins?
2. Why do artists choose these images?

### Coin Type(s)

- Any

### Coin Program(s)

- Any

### Major Subject Area Connections

- Social Studies
- Language Arts
- Art

### Grades

- All (Grades K–12)

### Class Time

**Sessions:** One–Three

**Session Length:** 90minutes

**Total Length:** 46–90 minutes

### Terms and Concepts

- Art
- Coin Design

### Materials

- The United States Mint H.I.P. Pocket Change website: <http://www.usmint.gov/kids>

Find more lesson plans at [www.usmint.gov/educators](http://www.usmint.gov/educators)



- Videos of Mint artists talking about their work with coins, such as:
  - Mint sculptors talking about the Boys Town Centennial Commemorative Coin: <http://www.youtube.com/watch?v=6xjHw2FR1dl&t=32s>
  - Sculptor Phebe Hemphill talking about the Frederick Douglass coin: [https://www.youtube.com/watch?v=cEzGz\\_ynals](https://www.youtube.com/watch?v=cEzGz_ynals)
  - Artist LeRoy Transfield and sculptor Don Everhart talking about the WWI Silver Dollar: [http://www.youtube.com/watch?v=Ml3Smuv1\\_Nk](http://www.youtube.com/watch?v=Ml3Smuv1_Nk)
- Appropriate websites, texts, and other media for researching chosen subject(s)
- Computer lab access/library access
- Copies of the following:
  - Making My Coin: Coin Design Sketchbook
  - Making My Coin Rubric
- Art supplies (mounting equipment optional)

## Preparations

- Bookmark selected links and gather chosen resources in advance
- Make copies of the following:
  - Making My Coin: Coin Design Sketchbook
  - Making My Coin Rubric

## Worksheets

- All worksheets available online at <https://www.usmint.gov/learn/educators/lesson-plans/making-my-coin>.

## Steps

1. Display a U.S. coin of your choice. Ask the class to identify the pictures on the coin's front (obverse) and back (reverse). Lead the class in a discussion about the pictures on the coin, and correctly identify them for the class if necessary.
2. Introduce the class to the subject depicted on the coin. Provide a brief overview, based on information from the H.I.P. Pocket Change website and other resources (such as NPS.gov for National Parks/Historic Sites).
3. Explain that the pictures on coins often honor an outstanding person, place, or event in history. Ask the class what they think the pictures on this coin symbolize. Lead the class in a discussion and explain what the pictures symbolize, using the information from the H.I.P. Pocket Change website.
4. Explain that the Mint chooses each coin design carefully, and these coins are designed by artists and sculpted by Mint sculptor-engravers. Play a couple of the videos of Mint artists from the "materials" section.
5. Tell the class they will be creating their own coin design. Students can choose to make an America the Beautiful Quarter, a commemorative coin, Native American \$1 Coin, or another type of coin listed on the [usmint.gov/kids](http://www.usmint.gov/kids) website.
  - a. Students can create a coin design based on the pre-selected subject (a National Park, notable historical figure), or they can design a coin based on the subject of their choice.
    - i. Other suggested subjects: local landmarks (manmade or natural), athletes, historical figures, endangered animals
6. Distribute the "Making My Coin: Coin Design Sketchbook". Explain that students should research their chosen subject, jot down notes for coin design ideas, and make three sketches of the coin design before creating the final design.

7. Have each student research their subject and fill out their sketchbook either in additional class sessions or as homework.
8. Display and distribute the “Making My Coin Rubric.” Remind students of the requirements listed on the rubric (including the mounting requirement and artist’s statement for older grades).
9. Have students present their coin designs to the class by showcasing the final product. If including artist’s statement, have students read their statements aloud. Allow for class time to complete mounting/display, if including mounting requirements.
10. Create a bulletin board or gallery wall and display the coin designs on it.

## **Assess**

- Take anecdotal notes from the class discussions.
- Use the rubric to assess students’ understanding of the objective.

## **Standards**

Standards available online at <https://www.usmint.gov/learn/educators/lesson-plans/making-my-coin>.