

# Using Primary Sources to Connect Place with Identity

## STATE, PARK, AND WOMEN'S QUARTERS

### Creating Prepared Students in Social Studies (CO standards):

Examine the characteristics of places and regions, and the changing nature among geographic and human interactions

#### I Can Statements:

I can use numismatics to understand what is important to Americans

I can evaluate the impact of places and regions on the history of the United States

I can connect people and places to what it means to be an American

Grade Level: 4-7

#### Essential Question:

How do places and regions shape our identity?

#### Materials and Resources:

Internet Access to visit embedded links:

[bit.ly/quarters-lesson](https://bit.ly/quarters-lesson)



## Learning Plan

### 1. ACCESS PRIOR KNOWLEDGE:

In small groups, have students create a list of places, people, and events that are associated with the state in which they live. With each item on their list, have them briefly explain why the item is important to the state.

Use this link to look at the State Quarter from your state that was created between 1999-2008. Discuss with the students why the design was chosen and how it represents the state.



Brought to you by the Education Department of the American Numismatic Association. Check out other lesson plans at

[MONEY.ORG/TEACHER-TOOLS](https://money.org/teacher-tools)

## 2. ACCESS NEW INFORMATION

Provide students with an overview of Modern U.S. Coinage

Using the above link, click through the items in Case 28 of the Money Museum's exhibit on the History of Money

Lead a discussion that focuses on the following questions:

- What can citizens of other countries learn about America by looking at our coins?
- What things can you relate to on our coins? What things seem strange?
- How do you think the government chooses what goes on our money?



## 3. ASSESS LEARNING

Provide students with access to the three most recent Quarter Series linked below:

- [50 State Quarters](#)
- [America the Beautiful Quarters](#)
- [The American Women Quarters](#)

Have students explore the different state, national park, and women designs

After a set period of time to look at them and discuss in groups, ask each student to pick one design from each series and write a summary that ties them together.

- For example, they could choose Eleanor Roosevelt, Washington D.C., and the NC Blue Ridge Parkway Quarter. They could write a summary of Eleanor Roosevelt and her connections to living in DC during the Great Depression and the creation of the Blue Ridge Parkway during her husband's presidency.
- Students should write a second paragraph describing how the coins they chose demonstrate that our identities are tied to the places and regions around us

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