

Unit: Regions of the United States!

Overview and Background

Summary:

Throughout this unit students will have the opportunity to learn about the different regions in the United States. They will also learn about each region's environment, people, and heritage. Students will participate in various lessons. Throughout each lesson students will gain knowledge of a region's climate, elevation, landforms, resources, culture, heritage, and ancestors. Students will also participate in map work. They will use appropriate maps to locate elevation, landforms, rivers, direction, land use resources, and transportation. At the end of each lesson students will be required to write a report on one state in that region. They will use the computer to design a cover page, type their report and insert pictures about that state. They will then be required to present the report to the entire class. At the end of the lesson students will be able to identify heritage, people and the environment of a particular region. They will be able to demonstrate this by taking an exam. At the end of the unit students will be put into five groups. Each group will be assigned a certain region. They will have to design a power point presentation about that region, and be able to present it to the class.

Status: New

Grade level: 4

Timeframe: 2 weeks per lesson

Discipline: Geography and History

Subject: Social Studies

Topics: Regions of the United States

Print Materials: Regions Textbook

Calendar: 10/02 – 5/03

Internet Resource Links:

<http://lists.uakron.edu/geology/natscigeo/Lectures/land/landform.htm>

<http://vathena.arc.nasa.gov/curric/land/landform/landform.html>

<http://fermi.jhuapl.edu/states/states.html>

<http://www.newtrier.k12.il.us/niucohort/regions/>

<http://www.iknowthat.com/com/L23?Level=3&Area=PuzzleMaps>

Stage 1: Identify Desired Results

Standards Addressed:

Goal 2 – GEOGRAPHY

Students will understand the interrelationships of people, places, and the environment.

- Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place, and region.
- **3-5 Benchmarks:**
 - a. Employ appropriate resources, data sources, and geographic tools to generate, manipulate, and interpret information.
 - b. Use location, direction, size, and shape to develop and refine mental maps

FOURTH GRADE GEOGRAPHY STANDARDS

STUDENTS WILL:

1. Differentiate between state and national boundaries.
2. Define regions as categorized by geographic location.
3. Use appropriate maps for a specific purpose, including elevation, land use-resource, road maps and mileage tables, time zones, and migration/movement patterns.
4. Recognize that longitude and latitude constitute a map grid used in absolute locations.
5. Locate major South Dakota geographical features, such as the Missouri River; the Black Hills and Badlands; and the capital (Pierre) and the following cities: Sioux Falls, Rapid City, Aberdeen, Huron, and Yankton.

Goal 1 – HISTORY

Students will understand the emergence and development of civilizations and cultures over time and place

- Indicator 1: Analyze the chronology of various historical eras to determine connections and cause/effect relationships.

3-5 Benchmarks:

- a. Compare and contrast various characteristics, which distinguish specific time periods in history.
- b. Examine major historical events in relation to a fixed point in time.
- c. Explain various cause and effect relationships.

FOURTH GRADE HISTORY STANDARDS

STUDENTS WILL:

1. Examine various regions of the United States in order to focus on how the following affected development of South Dakota, including site selection of settlements (geographical location – where and why), opportunities available, natural resources, and population influences.
 2. Explain the impact of people and geographic location on the growth and expansion of South Dakota, emphasizing Manda, Arikara, Sioux, and other historic tribes; explorers (Lewis and Clark and the Veredrye brothers) and traders (Pierre Chorteau and Manuel Lisa); railroad expansion and town building; homesteaders and gold miners; and rainfall, prairie, Great Plains, Black Hills, and the Missouri River system.
 3. Analyze issues of concern in South Dakota, including water issues; farming and ranching issues; Indian and Non-Indian relationships; and urban/rural population changes.
- Indicator 2: Evaluate the influence of varying values and philosophies on the development of civilizations and cultures.

3-5 Benchmarks:

- Investigate the influence of major religions on various societies.
- Explore the beliefs, values, and customs of various societies.
- Explore the impact that different religions have had on the development of various societies.

FOURTH GRADE HISTORY STANDARDS

STUDENTS WILL:

4. trace the history of South Dakota with emphasis on notable South Dakotans such as Red Cloud, Sitting Bull, John B. S. Todd, Fred T. Evans, Laura Ingalls Wilder, James Scotty Philip, Niels E. Hansen, Gertrude (Zitkala-Sa) Bonin, Peter Norbeck, and Francis Case; impact of the gold rush; controversy over statehood; and Indian Wars and reservation life.

Understandings:

- ✓ Explain why geographers divided the United States into regions.
- ✓ Explain the role of rivers in the development of the United States.
- ✓ Describe the effect of climate throughout the United States.
- ✓ Locate the major landforms throughout the United States.
- ✓ Explain how various people have played major roles in the United States.
- ✓ Look at the different beliefs, values, customs, and religions of various societies.
- ✓ Explain how to read road maps, landform maps, and longitude and latitude. (Just to name a few)

Essential Questions

- ✓ Why is the United States separated into regions?
- ✓ Why are rivers important in the United States?
- ✓ How does climate affect the United States?
- ✓ What are the landforms that are found in the United States?
- ✓ What positive affects have people had on the United States?
- ✓ What are different religions, customs, beliefs, and values found in the United States?
- ✓ How do you read maps? (Road, transportation, elevation etc)

Knowledge and Skills **Students will know:**

- ✓ How the United States is separated into regions.
- ✓ The importance of rivers found in the United States.
- ✓ How climate affects the United States.
- ✓ The landforms found in the United States.
- ✓ Positive affects people have had on the United States.
- ✓ The various religions, customs, beliefs, and values found throughout the United States.
- ✓ How to read various maps.

Skills:
Students will be able to:

- ✓ Recognize and locate the five regions of the United States on a map.
- ✓ Explain why rivers play an important role in the United States.
- ✓ Give examples of how climate affects the regions of the United States.
- ✓ Design their own landform map of the United States.
- ✓ Write a journal about important roles people have played in the United States.
- ✓ Name various religions and customs found the United States.
- ✓ Read and interpret various types of maps.

Stage 2: Determine Acceptable Evidence

Performance Task(s), Prompt(s), and Rubric(s)

Daily lesson assignments

Students will read a lesson assigned to them everyday. There will be a discussion over that lesson, plus a note taking session. The students will need to go back into their reading material to find the questions. The student will be able to use their notes and textbook to find the answers to the questions.

Report Projects

After each chapter students will need to write a report about a state in the region we just finished learning about. The students will need to follow a rubric, which will include what needs to be done in the report. The student's will then need to critique there own report and hand it in. Once the report is handed in the students will need to read the report out loud to the class before they can receive their final grade. [Click here to view the rubric.](#)

Power Point Presentation

The students will be required to design a presentation, using power point, about a region in the United States. Students will need to follow a rubric, which will include what needs to be done in the presentation. Students will be assigned a particular region and will be put into groups. The students will be given one week to work on this and will then present it to the class after the unit has been completed. [Click here to view the rubric.](#)

Other assessment evidence to be collected

Other Evidence

- ✓ The students will have weekly quizzes over vocabulary words learned through out the lessons.
- ✓ The students will be required to take a final exam after each chapter.
- ✓ The teacher will observe students working on their daily assignment, quiz work, and test work, reports and power point presentations.
- ✓ Students will be able to assess themselves on their report and power point presentation, by checking their work over with the rubric that was supplied to them.

Stage 3: Plan Learning Experiences and Instruction

Remember “WHERE”

Where is the unit going?

Hook the student.

Equip the student, explore the subject

Rethink and revise opportunities

Evaluate performance and progress

- ✓ Explain the goals of the unit.
- ✓ I will hook the students by showing them my introductory power point lesson, which includes everything they will be learning in this unit. (Landforms, climate, customs, heritage, people and map work of each region.)
- ✓ Students will be able to explore the regions of the United States through the use of their textbook and various web links on the computer.
- ✓ Students will able to use key terminology while answering questions, writing their report and making their power point presentation.
- ✓ Students will be evaluated through various assessments such as tests, quizzes, daily assignments, reports, and presentations.

FEEDBACK

