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| US Regions |
| Geography Social Studies Grade 4 |
| This unit will teach students about the US regions. |
| *These Model Curriculum Units are designed to exemplify the expectations outlined in the MA Curriculum Frameworks for English Language Arts/Literacy and Mathematics incorporating the Common Core State Standards, as well as all other MA Curriculum Frameworks. These units include lesson plans, Curriculum Embedded Performance Assessments, and resources. In using these units, it is important to consider the variability of learners in your class and make adaptations as necessary.* |

**Introduction**

**Unit Overview:** This unit will teach students about one of the US regions. Students will learn that the United States is broken into five regions and will learn about one region at a time. Students will learn about the region’s location on a map, the states that make up the region and the characteristics of the region. Throughout the unit students will reflect on how life is affected by characteristics of a region. It is our goal that by the end of the unit, students will have an understanding of how where you live affects how you live. Students will also be developing research and persuasive writing skills over the course of these lessons. This unit is an eight day model, but the skills addressed, as well as the unit’s format, can be used and replicated to teach students and allow students to research the other four regions before the Performance Assessment.

**Standards:** The standards addressed in this unit are HSS 4.9, HSS 4.11, 4.W.7, and 4.W.1.

**Timeline:**

* This unit is made up of eight lessons: seven 40 minute lessons, and one 60 minute lesson. These lessons can be combined or done over the course of eight days.
* This unit focuses on only one region. The other regions will need to be taught separately. Suggestions for ways to do this are noted below under Suggestions for Maximizing Time.
* The performance task should be completed at the end of the entire regions unit.
* This unit should be done early in the school year before the Immigration Unit (addressing 4.16). Both units incorporate research skills.

**Suggestions for maximizing time:**

* This unit is meant to be a model for teaching one of the five US regions. It is recommended that one region be taught according to this plan, perhaps a region that students are less familiar with. Depending on time, resources and students’ understanding of the material, teachers may decide to teach about the four remaining regions in a variety of ways. Below are some suggestions:
  + Use the jigsaw strategy. Separate the content into segments (you can separate it into the other four regions, or may focus on the three characteristics of one region). Put students into a “jigsaw” group and have each member of the group learn about a different segment.

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| If you separate the remainder of the unit into the four regions your segments would be:   * The Northeast * The Southwest * The Midwest * The West | If you separate the remainder of the unit into the characteristics of a region your segments would be:   * Climate of the region * Physical features of the region * Natural resources of the region   (Location of the region on a map and states included in the region can be taught whole group or small group) |

Then have students focusing on the same segment form into an “expert” group where they can share the main points of information they gathered. Members of the “expert” groups can then go back into their “jigsaw” group and present the information to the rest of the group. This activity gives students individual responsibility and allows them to gain knowledge about the other material. Students’ presentations of their information provide a good opportunity for teachers to observe what students understand and what misconceptions they still have.

* + In your grade level team, each teacher can focus on one of the remaining regions. Teachers can use and recreate any activities and lessons provided in this unit although it is not expected that teachers will reuse the entire unit. For example, students should not need lessons 1a, 1b or 1c to be repeated, as they should already have an understanding of the vocabulary necessary for describing characteristics of a region. However, students may continue to benefit from using resources in this unit such as the maps and graphic organizers provided in lessons 2a-d while they learn about the remaining regions.
* Since the unit addresses ELA standards for opinion/persuasive writing, the journal writing activities in the unit could be done during writing workshop.
* If students have integrated art or technology, special area teachers could help support students during lesson 3 and the CEPA. Collaboration with a technology teacher and use of a computer lab would be beneficial to students during these activities. Links have been provided for online resources that students could use in these portions of the unit.

**Related Units:**  This unit should be done early in the school year before the Immigration Unit (addressing 4.16). Both units incorporate research skills.

**Estimated number of minutes for this unit:**  It is estimated that teachers will need 340 minutes to complete this unit. Please note that the 340 minutes does not include the teaching of the four remaining regions or the performance task.

These minutes are broken up as follows:

* 120 minutes (three 40 minute lessons) for activating background knowledge, providing an introduction to regions, teaching vocabulary and assessing vocabulary.
* 160 minutes (four 40 minute lessons) for teaching about the characteristics of a region, providing time for research and writing, and an assessment.
* 60 minutes (one 60 minute lessons or two 30 minute lessons) for assessing students’ understanding of the region and how they are able to apply their research and persuasive writing skills.

**Additional Notes:** The Massachusetts Frameworks call for students in grades 1, 2 and 3 to participate in and conduct research projects. Students in grade 4 should already have an understanding of research skills, and experience conducting short research projects. This unit does not directly re-teach these skills, but provides students an opportunity to develop and apply them.

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| **Stage 1 Desired Results** | | |
| **ESTABLISHED GOALS G**  G1) HSS 4.9 On a map of North America, locate the current boundaries of the United States (including Alaska and Hawaii). Locate New England, Middle Atlantic, Atlantic Coast/ Appalachian, Southeast/Gulf, South Central, Great Lakes, Plains, Southwest Desert, and Pacific States, and the Commonwealth of Puerto Rico. See Appendix H for a listing of states in each region.  \*To address this standard the following regions will be taught:  Northeast: ME, VT, NH, MA, RI, CT, NJ, PA, NY  Southeast: AR, LA, KY, TN, MS, AL, GA, FL, SC, NC, VA, DC, WV, DE, MD  Southwest: AZ, NM, TX, OK  Midwest: ND, SD, NE, KS, MN, IA, MO, IL, IN, OH, MI, WI  West: CA, NV, OR, WA, ID, UT, CO, WY, MT, AK, HI  G2) HSS 4.11 Describe the climate, major physical features, and major natural resources in each region.  G3) 4.W.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.  G4) 4.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. | ***Transfer*** | |
| ***Students will be able to independently use their learning to…* T**  Understand how physical and human geography can inform responsible interactions with environment. | |
| ***Meaning*** | |
| **UNDERSTANDINGS U**  ***Students will understand that…***  U1. The United States can organized into 5 regions (Northeast, Southeast, Southwest, Midwest, West)  U2. Characteristics of a region are influenced by climate, physical features, and natural resources.  U3. Research leads to an enhanced understanding of a topic. | **ESSENTIAL QUESTIONS Q**  Q1. What is a region?  Q2. How does where you live influence how you live?  Q3. What causes people to live where they live?  Q4. Why do we research? |
| ***Acquisition*** | |
| ***Students will know…* K**  K1. Region names, and which states are within each region (*see state/region list specific to this unit in Lesson 1)*  K2. Climate, physical features, natural resources of each region | ***Students will be skilled at…* S**  S1. Locating regions on a map.  S2. Describing climate, physical features, natural resources in each region.  S3. Gathering information on a topic  S4. Using information to form and defend opinions |
| **Stage 2 - Evidence** | | |
| **Evaluative Criteria** | **Assessment Evidence** | |
| **- Historically accurate**  **- Well crafted**  **- Informative**  **- Clear explanation** | **CURRICULUM EMBEDDED PERFORMANCE ASSESSMENT (PERFORMANCE TASKS) PT**  **-** You have just opened a new hotel and need guests! You need to create an advertisement to convince travelers to travel to the region where your hotel is located. You will create a print advertisement or a commercial to pitch the region in an organized way and including enough information to persuade people to visit your region. **(To be done at end of entire region unit)**  **Goal- Attract new guest to your hotel in your region.**  **Role- Hotelier**  **Audience- Potential hotel guests**  **Situation- You need to convince people that your region is a place they want to visit!**  **Performance/Product- Advertisement for a hotel in a region** | |
| * **Well argued (supported by evidence)** * **Accurate** | **OTHER EVIDENCE: OE**   * **Quiz – locating region/states on map** * **K-W-L chart** * **Graphic organizer – two column notes** * **Graphic organizer- vocabulary** * **Journal entries** * **Postcard assessment – Students draw pictures on one side, write note to a friend on the other side convincing a friend to visit** | |
| **Stage 3 – Learning Plan** | | |
| ***Summary of Key Learning Events and Instruction***  **Lesson 1: What is a region? How does where you live influence how you live?**   * This lesson will activate students’ background knowledge about regions in general. Students will be introduced to the topic of regions and new vocabulary that will be used throughout the unit, and will be assessed on this vocabulary.   **Lesson 2: How does where you live influence how you live? What causes people to live where they live?**   * Students will learn about the Southeast region: its location, climate, physical features and natural resources. Students’ attention will be focused on what sources they are using, how they are gathering and organizing information, and how this information can be used to form opinions about this region. To show understanding, students will take a short quiz identifying their region on a map and the climate of the region.   **Lesson 3: Assessment**   * To assess students’ knowledge of the southeast region, students will create a postcard identifying characteristics of the region while persuading someone to visit.   -**Throughout unit:** Expose students to fiction reading, based on life in the region *or* texts written by authors from this region. Students can utilize other available resources (books, internet etc.) to add to their research. | | |
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Lesson #1, Introduction to US Regions

**Brief Overview of Lesson:** These lessons provide an introduction to the concept of grouping the United States by commonalities and geography, and to general unit vocabulary. This lesson should precede any further study into individual units. Lesson 2 outlines a model for in depth instruction of individual regions. As you plan, consider the variability of learners in your class and make adaptations as necessary.

**Prior Knowledge Required:** Students should be able to locate North America, the United States, and Massachusetts on the map. Students should understand the idea of New England as a group of states.

**Estimated Time:** 120 minutes (suggested: 3 lessons x 40 minutes each)

**Resources for Lesson:**

* list of states in each region
  + Northeast: ME, VT, NH, MA, RI, CT, NJ, PA, NY
  + S outheast: AR, LA, KY, TN, MS, AL, GA, FL, SC, NC, VA, DC, WV, DE, MD
  + Southwest: AZ, NM, TX, OK
  + Midwest: ND, SD, NE, KS, MN, IA, MO, IL, IN, OH, MI, WI
  + West: CA, NV, OR, WA, ID, UT, CO, WY, MT, AK, HI
* artifacts from each region
  + (sample artifacts include postcards, food items, photographs, travel brochures, weather specific clothing)
* Suggestions for Regional Artifacts
* KWL
* vocabulary term list
* graphic organizer
* Journal

**Unit:** US Regions

**Content Area/Course:** History/Social Science

**Lesson # and title:** Lesson 1a, 1b and 1c, Introduction to US Regions

**Time (minutes):** 120 minutes (suggested 3 lessons x 40 minutes)

**By the end of this lesson students will know and be able to:**

Identify US regions and characteristics

Locate US regions on a map

**Essential Question(s) addressed in this lesson:**

Q1. What is a region?

Q3. What causes people to live where they live?

**Standard(s)/Unit Goal(s) to be addressed in this lesson:**

4.9 On a map of North America, locate the current boundaries of the United States (including Alaska and Hawaii). Locate New England, Middle Atlantic, Atlantic Coast/ Appalachian, Southeast/Gulf, South Central, Great Lakes, Plains, Southwest Desert, and Pacific States, and the Commonwealth of Puerto Rico. See Appendix H for a listing of states in each region. (G)

**Instructional Tips/ Strategies/Notes for Teacher** (Use this section to provide additional information or suggestions not included in the Lesson Sequence such as: teacher notes (…*be sure to watch students for evidence of misunderstanding of… “The focus of the Word Splash is to …***;** *Use the KWL chart to collect … etc.) or* descriptions/explanations of specific instructional strategies (e.g. .discussion protocols (e.g. Think-Pair-Share or Fishbowl).

This lesson is an introduction to the whole regions unit, and should come before introducing each region separately. Subsequent lessons will model how to teach a region-specific unit. When introducing each region, concepts from this lesson should be revisited in the depth/breadth needed based on student performance data.

During unit development we found conflicting information on the number of regions and which states comprise each region. To address standard 4.9 the following regions, and states in each region, will be taught:

Northeast: ME, VT, NH, MA, RI, CT, NJ, PA, NY

Southeast: AR, LA, KY, TN, MS, AL, GA, FL, SC, NC, VA, DC, WV, DE, MD

Southwest: AZ, NM, TX, OK

Midwest: ND, SD, NE, KS, MN, IA, MO, IL, IN, OH, MI, WI

West: CA, NV, OR, WA, ID, UT, CO, WY, MT, AK, HI

This unit utilizes direct instruction of social studies vocabulary and concrete geographical information. Teacher will use gradual release of responsibility to model viewing and analyzing region artifacts for identifying connections across the regions. Students with disabilities and ELLs may be supported through pre-teaching vocabulary and in how to categorize states by certain set features.

**Anticipated Student Preconceptions/Misconceptions**

**Background knowledge:** Students may not have familiarity with state locations or names. Some students may not be able to locate themselves on a map, or differentiate between a town/city, state, and country. Students may have misconceptions about how states are grouped.

**During lesson:** Students may develop misconceptions about how and why states are grouped, and may need additional supports in seeing the similarities and differences between states. As the unit continues students, especially ELL’s or students with disabilities, may have difficulty differentiating between physical features and natural resources.

What students need to know and are able to do coming into this lesson (including language needs):

Students should have some familiarity with reading maps, including finding the United States on the map. Students should have an understanding of New England as a grouping of states. Students must be familiar with the concepts of comparing and contrasting.

**Lesson Sequence (**Provide enough information and direction about the underlying content, instructional strategies, grouping structures, guiding questions, opening and closing messages/activities, suggestions for differentiation, etc.)

***These lessons are taught across three 40-minute sessions***

**Lesson 1a: Introduction to topic**

* **Lesson Activator (15-30 minutes) – Regional Artifacts:** Activate students’ background knowledge by allowing them to explore artifacts that represent each state in each region. A suggested presentation is packing regional artifacts into a suitcase, one suitcase per region. Position closed suitcases in classroom a few hours prior to beginning this lesson to spark students’ curiosity. Allow students to view regional artifacts in small groups so that students can view, pick up and interact with all items.
* **Journal:** Give students two minutes after viewing each group of artifacts to stop and jot any connections or observation into their journal.
* **Group discussion (5-10 minutes):** Students can think-pair-share, meet with partners, or meet as a large group to share connections they noticed between the regional artifacts. Encourage students to reference anticipation guides.
* **Introduce topic (5-10 minutes):** Explain that states are grouped into different regions. Show introductory vocabulary words and definition on overhead, poster, chart

**Lesson 1b: Teach Vocabulary/Activate Background Knowledge**

* **Activate background knowledge:** As students transition to the lesson, they can review their journals in order to share with the group. Ask students to recall and share with their table, or the large group, what they did yesterday.
* **Direct instruction:** Provide direct instruction about unit vocabulary: define “region,” and list the names of each region as provided about in this unit (or as provided by your district)
* **K-W-L Chart:** Focus – what do we know about the US regions? What do we want to know? Encourage students to use notes from their journals for their responses. Guide and scaffold student responses to build on each other and form connections between states in each unit. These can be general, as in the general location of states, or the overall climate.

**Lesson 1c: Assessment on topic understanding**

* **Activate background knowledge:** Review KWL chart with students;can ask students to share a connection from the KWL chart in their journal.
* **Direct instruction:** Teach specific unit vocabulary; terms include *characteristic, physical feature, climate,* and *natural resources.* To help students with vocabulary, teachers and students may use the provided U.S. Regions Vocabulary Organizer. This will provide students with a deeper understanding of the vocabulary.
* **Formative assessment:** Quiz on vocabulary terms; differentiate as needed (ex. matching, oral, multiple choice, teacher observation of student discussion)
* **Journal:** How are the states grouped? Use evidence from the vocabulary lesson and the regional artifacts activator. For students needing enrichment: How would you reorganize the US regions? Why?
* ***Note: Once these lessons are completed they do not need to be repeated before introducing each individual region.***

**Formative assessment:** Students will be assessed based on their participation in creating a K-W-L chart. Students are also assessed based on contributions to partner, small and whole-group discussions, as well as their comments during the lesson activator. A vocabulary quiz and two journal entries are also included.

**Preview outcomes for the next lesson:**

Explain that as you continue your study you will research the specific characteristics of each region. You may also explain the CEPA at this time.

**Resources for Lesson #1:**

**United States Regions**

**A note:** *When developing this Model Curriculum Unit, supervisors and unit creators agreed on this region grouping instead of the ten-region grouping noted in the History and Social Science Curriculum Frameworks.*

**Northeast:** ME, VT, NH, MA, RI, CT, NJ, PA, NY

**Southeast:** AR, LA, KY, TN, MS, AL, GA, FL, SC, NC, VA, DC, WV, DE, MD

**Southwest:** AZ, NM, TX, OK

**Midwest:** ND, SD, NE, KS, MN, IA, MO, IL, IN, OH, MI, WI

**West:** CA, NV, OR, WA, ID, UT, CO, WY, MT, AK, HI

Suggestions for Regional Artifacts

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Northeast | Southeast | Southwest | West | Midwest |
| Photographs and Regalia of the following:   * winter clothing * beach * lobster * lighthouses * Appalachian mountains * four seasons * postcards * trees | Photographs and Regalia of the following:   * hurricane * Appalachian mountains * sunglasses * postcards * Mississippi River | Photographs and Regalia of the following:   * postcards * Grand Canyon * Desert * grazing livestock | Photographs and Regalia of the following:   * Rocky Mountains * postcards * Earthquakes | Photographs and Regalia of the following:   * Great Lakes * Plains * Tornados * postcards |

KWL

|  |  |  |
| --- | --- | --- |
| K | W | L |
| What do we know? | What do we want to know | What did we learn? |
|  |  |  |

**U.S. Regions Vocabulary Term List**

**Lesson 1**\* *Note: As unit model is repeated to teach different regions, review or reteach these terms as needed.*

**General Vocabulary Terms**

* Natural resources
* Climate
* Region
* Physical features

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**U.S. Regions Vocabulary Organizer**

|  |  |
| --- | --- |
| **Word** | **Related Image** |
| **Description of Explanation** | **Use in a Sentence** |

Lesson #2, Characteristics of the Southeast Region

**Brief Overview of Lesson-**These lessons provide direct instruction about a specific region’s location, climate, physical features and natural resources. These sample lessons focus on the Southeast Region. Sequence of lesson and activities can be used to teach other regions. As you plan, consider the variability of learners in your class and make adaptations as necessary.

**Prior Knowledge Required:** Students should understand that regions of the United States are grouped according to commonalities and geography. Students should understand general vocabulary that will be used in this unit: climate, physical features and natural resources. Students should already be familiar with how to take notes and how to utilize sources and gather information for research. Students should already be familiar with persuasive writing, and how to use information and reasons to persuade others.

**Estimated Time:** 160 minutes (suggested: 4 lessons x 40 minutes)

**Resources for Lesson:**

* **Map of United States (http://education.nationalgeographic.com/education/multimedia/united-states-regions/kd/?ar\_a=5&ar\_r=999) (1 for each group of students)**
* **Physical map of United States (http://www.ready.gov/document/physical-map-united-states) (1 for each group of students)**
* ***National Geographic Atlas***
* **Quiz #1, identifying region on a map**
* ***Life: America the Beautiful***
* **Graphic Organizer where students will organize information about climate, physical features, and natural resources of the region (1 for each student)**
* **Journal (1 for each student)**

**Unit:** US Regions

**Content Area/Course:** History/Social Science

**Lesson # and title:** Lessons 2a-2d, Characteristics of the Southeast Region

**Time (minutes):** 160 minutes, 4 lessons x 40 minutes

**By the end of these lessons students will know and be able to**

Students will understand:

U2. Characteristics of a region are influenced by climate, physical features, and natural resources

Students will know:

K2. Climate, physical features, natural resources of each region

Students will be skilled at:

S1. Locating regions on a map.

S2. Describing climate, physical features, natural resources in each region.

S3. Gathering information on a topic

S4. Using information to form and defend opinions

These skills and understanding will help students in the lesson to come. They will need these understandings, knowledge and skills in the upcoming postcard assessment and in the performance assessment (to be done after students have learned about all five regions).

**Essential Question(s) addressed in this lesson:**

Q2. How does where you live influence how you live?

Q3. What causes people to live where they live?

Q4. Why do we research?

**Standard(s)/Unit Goal(s) to be addressed in this lesson:**

G1) 4.9 On a map of North America, locate the current boundaries of the United States (including Alaska and Hawaii). Locate New England, Middle Atlantic, Atlantic Coast/ Appalachian, Southeast/Gulf, South Central, Great Lakes, Plains, Southwest Desert, and Pacific States, and the Commonwealth of Puerto Rico. See Appendix H for a listing of states in each region. (G)

\*In this lesson the following region will be taught:

Southeast: AR, LA, KY, TN, MS, AL, GA, FL, SC, NC, VA, DC, WV, DE, MD

G2) 4.11 Describe the climate, major physical features, and major natural resources in each region. (G)

G3) 4.W.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

G4) 4.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information

**Instructional Tips/ Strategies/Notes** From previous lesson, students should already have an understanding of regions and how regions share commonalities. However, students may have differing background knowledge about how climate, physical features and natural resources influence a region. Use varying discussion protocols to allow students to share ideas and learn from their peers. For example, have students look at maps and Think-Pair-Share to share connections they’ve made.

Students may complete the provided graphic organizer in pairs or small groups, adding what they know about climate and physical features. For some students a word bank may be helpful.

This unit utilizes direct instruction of social studies vocabulary and concrete geographical information. Students with disabilities and ELLs may be supported by pre-teaching/reviewing vocabulary, providing a vocabulary word wall, and reviewing how to categorize states by certain set features.

Students can utilize other available resources (books, internet etc.) to add to their research.

**Anticipated Student Preconceptions/Misconceptions (please specify whether they are preconceptions or misconceptions)**

To prevent students from making stereotypical judgments about people living in a region it will be important to focus student research on the regions location, climate, physical features and natural resources only.

A possible misconception is that students may believe that all answers can be found from one source. Students may believe everything that they find is accurate, especially when using the Internet with many unreliable sources. Teachers may use the checklist provided alongside the two column notes to ensure that students are critically selecting informational sources and finding relevant information.

**Lesson Sequence (**Provide enough information and direction about the underlying content, instructional strategies, grouping structures, guiding questions, opening and closing messages/activities, suggestions for differentiation, etc.)

**These lessons are taught across four 40-minute sessions**

* **Lesson 2a**: Provide students with overview of the lesson- they will be learning about the Southeast Region and finding out where it is located on a map, and learning about climate, physical features and natural resources. This may be a good opportunity to briefly discuss essential questions Q2, Q3 and Q4. Tell students they will be gathering information about regions and that they will use this research to provide information meant to persuade.
* Briefly review the terms climate, physical features and natural resources.
* Watch the following *Wilson and Ditch* video. Before watching tell students they will be looking for clues about Alabama’s climate, physical features, and natural resources.

http://pbskids.org/wilsonandditch/cities/?city=atlanta&section=episode

* Look at *Wilson and Ditch*’s comic strip, what information does this give you about the region? http://pbskids.org/wilsonandditch/cities/?city=atlanta&section=comic
* Pass out Physical map of United States (http://www.ready.gov/document/physical-map-united-states) Concentrate on top portion of map, have students look at characteristics of different regions of the United States. Students can make assumptions about the Southeast region based on this map
* **Lesson 2b**: Climate of the region
  + Discuss with students that they will be using a variety of sources to gather information over the next few days and that it is important to critically examine sources. Remind students that not all sources are good sources. Show students the checklist they can refer to when determining the quality of a source. You may also remind students about the importance of taking well organized notes. At this point you may show students the two column notes graphic organizer they will be using and explain that it is there to help them organize their notes about the region they are studying. (These resources can be handed out separately or double sided).
  + Show students Map of United States (http://education.nationalgeographic.com/education/multimedia/united-states-regions/kd/?ar\_a=5&ar\_r=999) Have students shade in the Southeast region.
* view *National Geographic Atlas* climate maps. Have students reference their maps to find the Southeast region on the climate map.
* After finding the Southeast region, have students look at the region on the map and search for clues about the region’s climate.
* Have students Think, pair, share- turn to a partner and share what they noticed.
* Discuss the map as a whole group. What do these maps tell you about climate in the Southeast region? (Note: After this has been done in small groups/partners with this model unit, it may not need to be repeated when teaching about the other regions. Students should be able to independently take notes on climate)
* Have students use their checklist to determine the quality of the source.
* Students should then add the definition of climate and climate characteristics to the two- column notes graphic organizer. (These resources can be handed out separately or double sided).
* Have students make connections: how does climate, and climate specific to this region effect lifestyle (examples: food, clothing etc.)
* Quiz Have students identify Southeast region on a map and write two pieces of information about climate in this region (Can be multiple choice, word bank or essay format)

\*Lesson Note: Students can utilize other available resources (books, internet etc.) to add to their research.

* **Lesson 2c**: Physical Features of the region
* Briefly review previous discussions about physical features. What are some examples of physical features?
* Remind students that when gathering information, students should be thinking about the quality of their source and the way that they can organize the information they gather. Advise students to use their checklist and graphic organizer to help them.
* Look at Physical map of the United States (http://www.ready.gov/document/physical-map-united-states)
* Have students look at *Life: America the Beautiful* and pictures of the Southeast Region individually looking for clues about the regions physical features.
* Have students Think, pair, share- turn to a partner and exchange what they noticed
* In small groups or whole group have students discuss what they notice about physical features of this region (Note: After this has been done in small groups/partners with this model unit, it may not need to be repeated when teaching about the other regions. Students may be able to independently take notes on physical features)
* Add physical feature definition and characteristics to the two column notes graphic organizer
* Have students complete journal entry on one of the following essential questions using what they have learned so far about climate and physical features (this can be extended to relate to the economy, industries in the region etc).
  + - Q2. How does where you live influence how you live?
    - Q3. What causes people to live where they live?

\* If there are time constraints, this journal entry can be completed during writing workshop or can be given as homework.

\*Lesson note: Students can utilize other available resources (books, internet etc.) to add to their research

* **Lesson 2d:** Natural Resources
  + Whole class brainstorm and discuss examples of natural resources and how they can impact a region.
* Remind students that when gathering information, students should be thinking about the quality of their source and the way that they can organize the information they gather. Advise students to use their checklist and graphic organizer to help them.
  + Look at Physical map of the United States (http://www.ready.gov/document/physical-map-united-states)
  + View photos in “Life: America the Beautiful”
  + In small groups have students brainstorm what they think may be some natural resources in this region.
  + Add natural resources to two-column notes graphic organizer. (Note: After this has been done in small groups/partners with this model unit, it may not need to be repeated when teaching about the other regions. Students may be able to independently take notes on natural resources)
* Have students complete journal entry on one of the following essential questions using what they have learned so far about climate, physical features and natural resources. Students can use the new information they gathered to add to yesterday’s writing.
  + - Q2. How does where you live influence how you live?
    - Q3. What causes people to live where they live?

\* If there are time constraints, this journal entry can be completed during writing workshop or can be given as homework.

\*Lesson Note: Students can utilize other available resources (books, internet etc.) to add to their research.

**Formative assessment):**

Students will be assessed based on their participation in accurately adding characteristics about climate, physical features, and natural resources to their graphic organizer. Students will also be assessed on contributions to partner, small and whole-group discussions. Students will also be assessed on how they apply knowledge to their journal entry response to one of the following questions (Q2,Q3).

**Preview outcomes for the next lesson:**

Explain to students that in the next lesson they will be applying the knowledge they gained from their research to persuade someone. This may be a good time to introduce the Postcard Assessment as it will give students time to form an opinion about the region.

**Resources for Lesson #2:**

Super Source Checklist

\_\_\_\_\_ I can find the date of publication

\_\_\_\_\_ I can find the author or organization

\_\_\_\_\_ I can explain why the author is an expert in this subject

Example:

* website ends in .gov, .org
* author studied this subject
* author works in this field

\_\_\_\_\_Most of the information is factual, not opinion-based

**Two Column Notes Graphic Organizer**

|  |  |
| --- | --- |
| **Region:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Location:** | Map of the United States Including Alaska and Hawaii |
| **Climate:** | * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Physical Features:** | * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Natural Resources:** | * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Lesson #3: Postcard Assessment

**Brief Overview of Lesson:** In this lesson students will be using the information gathered about the region’s location, climate, physical features and natural resources to persuade someone to visit or not visit a region. Students will show understanding of the region through their writing and illustrations. As you plan, consider the variability of learners in your class and make adaptations as necessary.

**Prior Knowledge Required:** Students will need to have an understanding to the region’s climate, physical features and natural resources. Students should already be familiar with persuasive writing, and how to use information and reasons to persuade others.

**Estimated Time:** 60 minutes (this can be done over the course of two days if necessary)

**Resources for Lesson:**

* postcard template
* sample postcard
* rubric
* two column notes graphic organizer (from lessons 2a-2d)

**Unit:** US Regions

**Content Area/Course:** History/Social Science

**Lesson # and title:** Lesson 3, Assessment

**Time (minutes):** 60 minutes

**By the end of this lesson students will know and be able to:**

K1. Region names, and which states are within each region (*see state/region list specific to this unit in Lesson 1)*

K2. Climate, physical features, natural resources of each region

S2. Describing climate, physical features, natural resources in each region.

S4. Using information to form and defend opinions.

**Essential Question(s) addressed in this lesson:**

Q2. How does where you live influence how you live?

Q3. What causes people to live where they live?

**Standard(s)/Unit Goal(s) to be addressed in this lesson:**

G2) 4.11 Describe the climate, major physical features, and major natural resources in each region.

G3) 4.W.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

G4) 4.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information

**Instructional Tips/ Strategies/Notes for Teacher:** The following chart can be used to differentiate this lesson:

**Postcard Assessment: Suggested Differentiation**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Content** | **Process** | **Product** |
| **Enrichment** | Students can research current economy and industry  Students can research the influence of European countries as seen throughout a given region | Select primary sources of a higher text level or that utilizes higher order thinking skills | Sample extension journal question: How would you reorganize the US regions? Why? |
| **ELL &**  **Students with disabilities** | * Teach or expect students to research and report on fewer facts than other groups * Provide students with teacher notes, in words or pictures, showing characteristics or key information from each region | * Partner can read researched information to student * Students can view additional *Wilson and* videos that apply to each region (ex. Southeast has Miami, Atlanta, Nashville, DC, Outer Banks) as research sources * Adjust two-column note-taking form to require fewer components, or reformat as needed | * Students can document researched information as picture notes on the note-taking form * Students can dictate responses to teacher or peer to scribe * Use sentences starters for journal entries and/or postcard assessments * Provide students with exemplars * Students with physical disabilities can find an image online and print to create the front of their postcard |

**Lesson Sequence:**

* Lesson 3:
  + Tell/remind students about the activity they will be doing today. They will be making postcards and using the information they’ve gathered through research to persuade someone to visit or not visit the Southeast region. Their illustrations and writing will show understanding of the regions climate, physical features and natural resources. In their writing, students will imagine that they have been visiting the Southeast region and will be writing a postcard home. In their postcard they will use what information they have learned about the region to either convince someone to visit the region or give reasons why that person should not visit. Students will need to support their opinion with reasons and information.
  + Have students look at their filled in two column notes graphic organizer. Ask students, would you tell someone to visit the Southeast region or not? Why should they visit or not visit? Have students turn and talk to answer these questions. Have each group share out a reason, modeling how to use information to support your opinion.
  + Discuss the postcard sample with students, informing them of what their postcard should include.
  + Discuss the postcard rubric, and how their work will be graded.
  + Give students time to write their persuasive postcard and illustrate.

**Formative assessment:** Completed postcard. Students will be assessed based on the content of their postcard. Postcards should show understanding of the climate, physical features and natural resources of the region through the content of the writing and illustrations.

**Preview outcomes for the next lesson:** These lessons have given students experience researching and organizing information about a region. Students can use these skills and any resources supplied in this unit to research the additional four regions. It may be helpful to utilize a technology specialist when students are looking for different sources about the other four regions. After students have researched and gathered information about all five regions, students may begin their Curriculum Embedded Performance Assessment.

Resources for Lesson #3:

The provided sample postcard can be used as a template. If students have the opportunity to create postcards on the computer, the following link can be used a resource:

<http://www.readwritethink.org/classroom-resources/student-interactives/postcard-creator-30061.html>

**Sample Postcard**

|  |  |  |
| --- | --- | --- |
| Front | Back |  |
| *Student illustrates front of postcard (see “postcard” row of rubric below)*  *Technology connection: Use available software or free web-based services for students to digitally design postcard images*  <http://www.readwritethink.org/classroom-resources/student-interactives/postcard-creator-30061.html>  *Students with physical disabilities can use the internet, or printed text, to select an image to attach to the front of their postcard.* | Dear Jimmy,  Greetings from Georgia! I'm enjoying the warm, wet weather in the south and trips to the Atlantic Coast. You should come visit me because it is warmer than it is in the winter in Boston. Also, there is a ton of delicious seafood because of the fishing industry. You will really love the hiking trails in the mountains of north Georgia. When you visit, we can take a trip down to Florida, too!  Your friend,  Beth | Jimmy Post  123 Fisher St.  Boston, MA 02201 |

**Reproducible Postcard Template**

|  |  |  |
| --- | --- | --- |
| Front | Back |  |
|  |  |  |

**Curriculum Embedded Performance Assessment**

You have just opened a new hotel and need guests! You need to create an advertisement to convince travelers to travel to the region where your hotel is located. You will create a print advertisement or a commercial to pitch the region in an organized way and including enough information to persuade people to visit your region (connection to 4.W.1) . You will need to include what region you’re talking about, location on a map (connection to 4.9) and characteristics of that region (climate, major physical features, natural resources)(connection to 4.11). To be done at end of entire region unit.

**CEPA Teacher Instructions:**

* Introduce concepts
  + It may be helpful for the teacher to explain a time when they were convinced to visit somewhere because of the locations climate, physical features and/or natural resources
  + Have students share any advertisements they have seen. What kind of advertisements? Did they make them want to visit the region?
* Give directions and expectations of the assessment/project
  + Review student expectations with **GRASPS** written below
* Introduce students to rubric
* Break students into region groups as appropriate (can be teacher or student selected, interest or ability based, etc.)
* Facilitate student work based on student needs

Sample ways to meet students’ needs through differentiated assessment

|  |  |  |
| --- | --- | --- |
| **Content** | **Process** | **Product** |
| - Provide students with a template for advertisement  - Give students photos or drawings to use on their visual. You can provide students with examples and non-examples are varying grades of detail and appropriateness, depending on their ability.  - Assign one student to complete the same part of the project for each region team. For example, student is in charge of finding picture of one physical feature for each region and placing on visual, or giving to group members.  -Audio or video record instruction delivery for students. Students can refer to instructions for reminders during lesson. | -Dictate ideas to teacher/peer to write on visual  -Dictate picture/illustration ideas for visual to peer/teacher. Work with peer/teacher to develop visuals or find online. | * Develop alternate rubric based on student needs. * Grade students based on the quality, not quantity, of work provided. * Presentation can be video taped prior to presentation date, and viewed on video on presentation day. * A student could use manipulatives to build a model to accompany advertisement * Student could complete a demonstration to accompany advertisement |

* Organize opportunities for students to present their information and advertisement to an audience based on your school, timing and student population. Sample audience participants could include:
  + Parents, teachers or students during a school visit
  + Students present to small groups of students
  + Students present to other 4th grade classes

\* If students are able to use a computer to create their advertisement, the following link can be used as a resource:

http://www.readwritethink.org/classroom-resources/student-interactives/printing-press-30036.html-

**CEPA Student Instructions**

Goal- Your goal is to convince travelers to visit your region.

Role- You are a hotel manager.

Audience- Your target audience potential visitors/people looking to take a vacation

Situation- You need to convince people that your region is a place they want to visit! These people need to be convinced to travel to your region. They will want to know what to expect when they arrive.

* how people would dress, what people do for fun (climate/location)
* where people go and possible activities (physical features)
* what people eat, how people make money (natural resources)

Product- You need to create a print advertisement or a commercial to pitch your region and present your information and advertisement in an organized manner.

Standards and Criteria for Success-

Your advertisement should:

* contain enough details to persuade travelers to visit and know what to expect when they do
* include facts about your region that support your pitch
* be clearly understood by your audience

**CEPA Postcard Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Advanced-4** | **Proficient-3** | **Developing-2** | **Beginning-1** |
| **Persuasion in Advertisement** | Topic sentence states opinion clearly  Message includes strong evidence to support opinion | Opinion is stated  Message includes evidence to support opinion | Opinion statement is unclear  Messages evidence does not all support the opinion | Opinion statement is missing, or lack of clarity affects meaning  Evidence is needed  Message is incomplete |
| **Facts about the Region** | Advertisement specifically and accurately explains:   * Physical features * Climate * Natural Resources * Location | Advertisement accurately presents:   * Physical features * Climate * Natural Resources * Location | Advertisement presents some accurate information:   * Physical features * Climate * Natural Resources * Location | Advertisement inaccurately explains features of regions or is missing information:   * Physical features * Climate * Natural Resources * Location |
| **Appearance of Advertisement** | Professional  No errors in spelling, punctuation, or grammar | Attractive  Minor spelling, grammar, and/or punctuation errors | Advertisement needs minor revisions to be more attractive  Spelling, grammar, and/ or punctuation errors | Advertisement is not attractive to the reader  Spelling, grammar, and/or punctuation errors distract the reader from the content |