

REGIONS OF THE UNITED STATES		Student/Class Goal One student was talking about taking a trip <i>down south</i> to visit family and other students became interested to learn more about that section of the U.S.
Outcome <i>(lesson objective)</i> Learners will present a travelogue of a particular U.S. geographic region that includes the aspects of population, climate, landforms, economics, culture, famous people and places, and natural resources.		Time Frame 6-8 hours
Standard <i>Convey Ideas in Writing</i>		NRS EFL 3-6
COPS Determine the purpose for communicating.	Activity Addresses Components of Performance Giving a presentation in the form of a travelogue provides students with an alternative format to prepare their writing.	
Organize and present information to serve the purpose, context, and audience.	Using this brainstorming technique allows students to get down as many ideas as they can and then work with others to increase their lists. They will have to decide as a group exactly how to present their information for the most logical presentation	
Pay attention to the conventions of the English language usage, including grammar, spelling, and sentence structure to minimize barriers to readers’ comprehension.	Publishing demands an outstanding quality of writing conventions. All group members will need to make sure grammatical structures are correct so that the audience’s understanding of the materials is enhanced.	
Seek feedback and revise to enhance the effectiveness of communication	Multiple sources (people and computers) must be used to monitor quality of the presentation throughout the development of the travelogue.	
Materials Regional Brainstorming Charts <i>Regions of the US</i> Travelogue Worksheet <i>Travelogue Presentation</i> Rubric Presentation Computer Programs Regions of the United States Learning Objects		
Learner Prior Knowledge Before having your students talk about regions of the U.S., it is essential to activate their background knowledge about the outstanding characteristics from each area. One way to do this is by brainstorming. Working individually, the students will use the regional charts to think of everything they know about each region. It seems to work well if you give students enough time to think of ideas, but then let them pair up or work in small groups to fill in additional information. In this way, you can let the brainstorming function like a Think-Pair-Share.		
Instructional Activities Step 1 - Americans often speak of their country as one of several large regions. These regions are cultural units rather than governmental units --formed by history and geography and shaped by the economics, literature and folkways that all the parts of a region share. What makes one region different from another? Use the brainstorming lists for this discussion. Step 2 - Students should divide into six small groups by region: New England, Mid-Atlantic, The South, Midwest, The Southwest, and The West. Decide on responsibilities for each group member. Refer to the <i>Regions of the United States</i> Travelogue Worksheet and assign each person a section to research. Make requirements of the Travelogue explicit by discussing the Travelogue Rubric before they begin. Assessments will be completed individually after the presentation. Step 3 - Students can visit recommended Internet sites and/or the group can take a trip to the library to collect and document the required information listed on the worksheet. TEACHER NOTE Students may find differences in states included in each region during their research; agreement prior to searching will eliminate confusion.		

CLASSROOM RESOURCE *Across the U.S.* by New Readers Press can be ordered online or at 800-448-8878.

Step 4 - Each group will create a travelogue of their particular U.S. region. This travelogue will contain all of the information collected from the worksheet and the presentation requirements. Students can use any kind of computer program or software available (Word, Print Shop, Publisher, or PowerPoint) to create the travelogue.

Assessment/Evidence *(based on outcome)*

Travelogue Worksheet

Travelogue

Travelogue Rubric

Teacher Reflection/Lesson Evaluation

Not yet completed.

Next Steps

Regions of the United States Learning Objects will give students additional practice using geological terms and identifying landforms and water forms.

Technology Integration

Purposeful/Transparent

Learners are very much in charge of their learning process during this lesson. They will need to monitor and assess their own progress to meet deadlines and quality. Prior knowledge of technology is needed for each group.

Contextual

Students will develop a travelogue to showcase their application of information gained through research of various regions of the U.S.

Building Expertise

Using the worksheet to collect information will scaffold learner's organization of project. In this way, multiple level learners can work together to build their knowledge base and increase their independence.

States & Regions Information

The states in each region have similar climate, geography, traditions, and history

New England	Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont
Middle Atlantic	Delaware, Maryland, New Jersey, New York, Pennsylvania
South	Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, Missouri, North Carolina, South Carolina, Tennessee, Virginia, West Virginia
Midwest	Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin
Southwest	Arizona, New Mexico, Oklahoma, Texas
West	Alaska, California, Colorado, Hawaii, Idaho, Montana, Nevada, Oregon, Utah, Washington, Wyoming

Sizing-up the states

Largest: Alaska, 570,374 square miles
Smallest: Rhode Island, 1,045 square miles
Most populous: California, 32,268,301 residents (1997)
Least populous: Wyoming, 479,743 residents (1997)

How to cite an Internet article:

Article title in quotation marks. Website title.	"State Regions." Fact Monster.
Copyright date and company name.	© 2003 Family Education Network.
Access date and full URL in angle brackets.	09 June 2004 < http://www.factmonster.com/ipka/A0770177.html >

Recommended Internet Sites

The Regions of the United States <http://www.dembsky.net/regions/>
Lists of the states by regions. Start here.

About the USA – Geography and Travel <http://usa.usembassy.de/travel-regions.htm>
Background statistics and links for each region

Sately Knowledge <http://www.ipl.org/youth/stateknow/skhome.html>
Contains information about all 50 states with links to each one

50 States and Capitols <http://www.50states.com>
Contains facts about each states

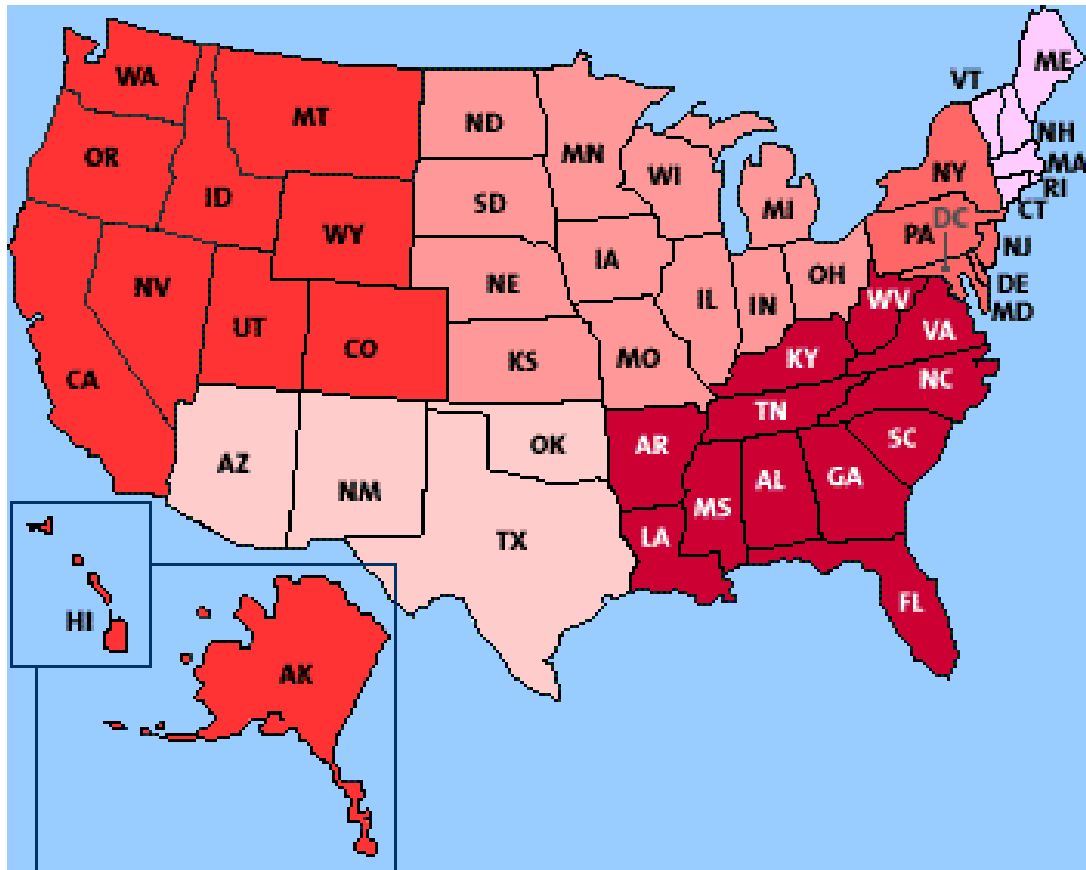
Eco-regions of the United States http://www.fs.fed.us/land/ecosysmgmt/ecoreg1_home.html
Description of the ecosystem geography of the nation

Postcards from America Gallery <http://www.postcardsfrom.com/t1/arcin.html>
Contains postcard pictures, postage stamps, artifacts, maps and travel tips to famous places in each state

Illinois Atlas <http://www.illinoisatlas.com/index.htm>
Links to various U.S. maps such as agriculture, climate, demographics, income, education, transportation and more. To access the maps, click on the .jpg file name for each one

US Regional Map/Quiz Printouts <http://www.enchantedlearning.com/usa/statesbw/regions.shtml>
Use for end of activity quiz

REGIONAL BRAINSTORMING CHARTS



New England

Mid-Atlantic

The South

Midwest

The Southwest

The West

Regions of the United States

Region

Population

Most Populated State

Most Populated City

Group Member's Names

Date

1.

2.

3.

4.

Directions –

Visit the suggested Internet sites or your local library to investigate your particular U.S. region. Collect music, audio, video clips, pictures and information to include in your presentation.

Each presentation must contain --

Circle, bar or chart graph that illustrates geographic, economic, cultural, natural or population aspects of your selected region. This chart or graph must have correct labels, a short description of the information and a documented source.

Maps of the region with labeled states, largest cities and landforms.

Pictures, video and audio clips that represent various aspects of the region. Each piece should include a short description and documented source.

Each aspect of the region should be covered including population, climate, landforms, economics, culture, famous people and places, and natural resources.

Make sure you have collected feedback from several sources to ensure a quality presentation.

FAMOUS PEOPLE

What famous people are from this region?

Person	City, State	Contribution
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Collect pictures, audio and video clips of famous people and keep track of them here.

Description of Picture or Clip	Source
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CULTURE

What are the cultural flavors of the region? Describe the culture, music and lifestyle of the people.

Collect music clips that demonstrate the cultural flavor of this region as well as video and audio clips here.

Description of Clip	Source
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What places in this region are particularly well-known? What are these places known for?

Collect pictures of each place (city, landform, building, river, ocean) and keep track of them here.

Place	Picture Source
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What natural resources does this region contain? Describe the importance of each resource

Describe the climate in this region

LANDFORMS

Determine the landforms and how these affect the ways people make a living and have fun in the region.

Collect pictures of landforms and keep track of them here.

Description of Picture

Source

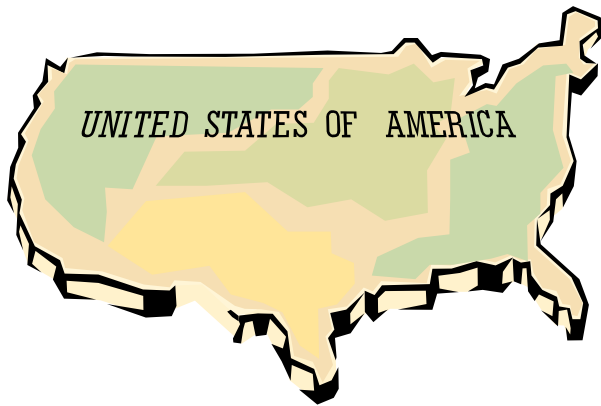
ECONOMICS

How do a majority of the people make a living in this region? Collect pictures and statistics that represent the economics of the region including major occupations, occupations that this region is known for, major industries and crops.

Keep track of these pictures and statistics here.

Description of Picture or Statistic

Source



TRAVELOGUE PRESENTATION RUBRIC

Student Name

Teacher Name

Date

CATEGORY	OUTSTANDING	COMPETENT	DEVELOPING	BEGINNING
Standard	All benchmarks were addressed.	One benchmark was not completely addressed.	One topic was not addressed.	More than one benchmark or topic was not addressed.
Content	Covers topic in-depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal or there are several factual errors.
Organization	Content is well organized using headings or bulleted lists to group related material.	Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed.	Content is logically organized for the most part.	There was not clear or logical organizational structure, just lots of facts.
Requirements	All requirements are met and exceeded.	All requirements are met.	One requirement was not completely met.	More than one requirement was not completely met.
Contributions	Routinely provides useful ideas when participating in small group and in classroom discussion.	Usually provides useful ideas when participating in small group and in classroom discussion.	Sometimes provides useful ideas when participating in small group and in classroom discussion.	Rarely provides useful ideas when participating in small group and in classroom discussion. May refuse to participate.
Oral Presentation	Interesting, well-rehearsed with smooth delivery that holds audience attention.	Relatively interesting, rehearsed with a fairly smooth delivery that usually holds audience attention.	Delivery not smooth, but able to hold audience attention most of the time.	Delivery not smooth and audience attention lost.

Comments



<http://www.wisconline.org>

Recognizing Landforms in North and Central America

Author: Barbara Laedtke

School: Fox Valley Technical College **Date:** 3/18/2003

Description: Learners read the definitions of geological terms and identify the landforms in various images.

http://www.wisc-online.com/objects/index_tj.asp?objID=SOC5302

Recognizing Water Forms in North and Central America

Author: Barbara Laedtke

School: Fox Valley Technical College **Date:** 3/24/2003

Description: Learners read the definitions of various water forms and locate the bodies of water on a map.

http://www.wisc-online.com/objects/index_tj.asp?objID=SOC5402