Student/Class Goal
One student was talking about taking a trip down south to visit family and other students became interested to learn more about that section of the U.S.

Outcome (lesson objective)
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

<table>
<thead>
<tr>
<th>Standard</th>
<th>Convey Ideas in Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-writing</td>
<td>Benchmarks</td>
</tr>
<tr>
<td>Topic, purpose, &amp; audience</td>
<td>3.1, 4.1, 5.1, 6.1</td>
</tr>
<tr>
<td>Writing for purpose</td>
<td>3.2, 4.2, 5.2, 6.2</td>
</tr>
<tr>
<td>Writing for various tasks</td>
<td>3.3, 4.3, 5.3, 6.3</td>
</tr>
<tr>
<td>Generate ideas</td>
<td>3.4, 4.4, 5.4, 6.4</td>
</tr>
<tr>
<td>Main idea/thesis</td>
<td>3.5, 4.5, 5.5, 6.5</td>
</tr>
<tr>
<td>Research</td>
<td>3.6, 4.6, 5.6, 6.6</td>
</tr>
<tr>
<td>Plagiarism</td>
<td>3.7, 4.7, 5.7, 6.7</td>
</tr>
<tr>
<td>Sources</td>
<td>4.8, 5.8, 5.8, 6.8</td>
</tr>
<tr>
<td>Organize ideas</td>
<td>3.8, 4.9, 5.9, 6.9</td>
</tr>
<tr>
<td>Organizational pattern</td>
<td>3.9, 4.10, 5.10</td>
</tr>
<tr>
<td>Publishing</td>
<td>Benchmarks</td>
</tr>
<tr>
<td>Research</td>
<td>3.6, 4.6, 5.6, 6.6</td>
</tr>
<tr>
<td>Plagiarism</td>
<td>3.7, 4.7, 5.7, 6.7</td>
</tr>
<tr>
<td>Sources</td>
<td>4.8, 5.8, 5.8, 6.8</td>
</tr>
<tr>
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<tr>
<td>Organizational pattern</td>
<td>3.9, 4.10, 5.10</td>
</tr>
</tbody>
</table>

Materials
Regional Brainstorming Charts
Regions of the US Travelogue Worksheet
Travelogue Presentation 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 Regions of the United States 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.
<table>
<thead>
<tr>
<th>Step 3</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TEACHER NOTE</strong></td>
<td>Students may find differences in states included in each region during their research; agreement prior to searching will eliminate confusion.</td>
</tr>
<tr>
<td><strong>CLASSROOM RESOURCE</strong></td>
<td><em>Across the U.S.</em> by New Readers Press can be ordered online or at 800-448-8878.</td>
</tr>
<tr>
<td>Step 4</td>
<td>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.</td>
</tr>
</tbody>
</table>

### 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

<table>
<thead>
<tr>
<th>Region</th>
<th>States</th>
</tr>
</thead>
<tbody>
<tr>
<td>New England</td>
<td>Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont</td>
</tr>
<tr>
<td>Middle Atlantic</td>
<td>Delaware, Maryland, New Jersey, New York, Pennsylvania</td>
</tr>
<tr>
<td>South</td>
<td>Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, Missouri, North Carolina, South Carolina, Tennessee, Virginia, West Virginia</td>
</tr>
<tr>
<td>Midwest</td>
<td>Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin</td>
</tr>
<tr>
<td>Southwest</td>
<td>Arizona, New Mexico, Oklahoma, Texas</td>
</tr>
</tbody>
</table>

**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.
- How to cite an Internet article: “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**

- About the USA – Geography and Travel [http://usa.usembassy.de/travel-regions.htm](http://usa.usembassy.de/travel-regions.htm) Background statistics and links for each region
- Stately Knowledge [http://www.ipl.org/youth/stateknow/skhome.html](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](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](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](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](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
REGIONAL BRAINSTORMING CHARTS

New England
Mid-Atlantic
The South

Midwest
The Southwest
The West
### Regions of the United States

<table>
<thead>
<tr>
<th>Region</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most Populated State</td>
<td>Most Populated City</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group Member’s Names</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
</tbody>
</table>

**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?

<table>
<thead>
<tr>
<th>Person</th>
<th>City, State</th>
<th>Contribution</th>
</tr>
</thead>
</table>

Collect pictures, audio and video clips of famous people and keep track of them here.

<table>
<thead>
<tr>
<th>Description of Picture or Clip</th>
<th>Source</th>
</tr>
</thead>
</table>

**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.

<table>
<thead>
<tr>
<th>Description of Clip</th>
<th>Source</th>
</tr>
</thead>
</table>
**Famous Places**
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.

<table>
<thead>
<tr>
<th>Place</th>
<th>Picture Source</th>
</tr>
</thead>
</table>

**Natural Resources**
What natural resources does this region contain? Describe the importance of each resource.

**Climate**
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

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