

Tennessee Tech University
Lesson Plan Template

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Lesson Title: Regions of the United States
Grade/Level: 3

Curriculum Standards

Content Standard: 3.0

Geography enables the students to see, understand and appreciate the web of relationships between people, places, and environments. Students will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environment and society, and the uses of geography.

3.3.03 Demonstrate how to identify and locate major physical and political features on globes and maps.

CCSS.ELA-Literacy.W.3.7 Conduct short research projects that build knowledge about a topic.

CCSS.ELA-Literacy.W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Focus Questions/Big Idea/Goal (List all 3)

Focus Question: What are the five regions of the United States and what characteristics are associated with each?

Big Idea: The unique characteristics of each region contribute to the wholeness of the United States.

Goal: Students can work as individuals and also as members of a group.

Lesson Objective(s)

1. Students will complete a graphic organizer based on the research of their assigned United States region.
2. Students will record at least two details under each subheading to describe a characteristic of the assigned region.
3. Students will design a puzzle piece of their assigned United States region displaying their research in various artistic ways.

Vocabulary/ Academic Language

Vocabulary

- Regions- the vast or indefinite entirety of a space or area, or something compared to one
- Climate- the composite or generally prevailing weather conditions of a region, as temperature, air pressure, humidity, precipitation, sunshine, cloudiness, and winds, throughout the year, averaged over a series of years.
- Natural Resources- materials and/or resources that can be found in nature that could be used for economic gain (minerals, forests, waters, land)
- Manufactured Goods- products are made from raw materials at a large scale by machinery
- Tourism- travel destinations, famous landmarks,

Academic Language

- record- put in writing
- design- to plan, make, or create
- complete- to end or finish
- identify- recognize or pick out

The vocabulary words will be introduced in the beginning of the lesson so that the students can utilize them throughout their research. We will have the students identifying and using the vocabulary words they find, in their research on their puzzle piece.

Material/Resources

- poster board
- glue
- markers
- computer
- printer
- pencil
- regions of the united states graphic organizer
- construction paper/cardstock
- What's in the Southeast? by Natalie Hyde
- What's in the Northeast? by Lynn Peppas
- What's in the West? by Robert Walker
- What's in the Midwest? by Robin Johnson
- What's in the Southwest? by Lynn Peppas
- The Northeast by Dana Meachen Rau
- The Southeast by Dana Meachen Rau
- The Midwest by Dana Meachen Rau
- The Southwest by Dana Meachen Rau
- The West by Dana Meachen Rau

Assessment/Evaluation

Formative:

Students recognize the different Regions of the United States by participating in a chain note throughout the lesson. There will be a chain note at each table for the students to complete throughout the lesson. Each chain note will have a question pertaining to the lesson. Students will record their thoughts and findings from their research to answer the assigned question. Students will compare each other's ideas and thoughts while giving the teacher knowledge about what the students are comprehending.

Summative:

Students successfully completed the “Regions of the United States” graphic organizer given to them at the beginning of the lesson. Students accurately at least two details under each subheading to describe a characteristic of the assigned region. This graphic organizer will be how the teacher determines the student’s complete knowledge of the regions of the United States, as well as the terminology used throughout the lesson. Students correctly arranged their finished pieces of the United States puzzle. The finished product was an accurate model of each region and its correct location and characteristics. A student friendly rubric will be passed out at the beginning of the lesson as well. This rubric will be aligned with the teacher rubric. The student must follow the rubric while working on their assignment to receive credit and demonstrate to the teacher the knowledge on the Regions of the United States.

Instruction	List Questions for higher order thinking <i>These cannot be answered by yes or no.</i> (Identify Bloom's Level of Thinking)
<p>Set/Motivator: (5 minutes) Students will participate in a class discussion about Tennessee and the other states. The teacher will prompt questions such as, “What do you know about Tennessee?”, “Do you think all states are like the one we live in?”, “Do you think states near California have the same weather or land as Tennessee?” The teacher will use this to introduce the lesson to the students and let them know that all these questions can</p>	<ul style="list-style-type: none"> ● How would you describe Tennessee? (Level 1- Remembering) ● How would you classify what Region Tennessee is in? (Level 2-

<p>be answered when completed. The teacher will also show the students the vocabulary words that will be used within this lesson.</p>	<p>Understanding)</p> <ul style="list-style-type: none"> • Compare what you know about other states to what you know about Tennessee. (Level 2- Understanding)
<p>Instructional Procedures/Learning Tasks: (20 minutes)</p> <ol style="list-style-type: none"> 1. After the motivator students will get into groups of 5. 2. The teacher will go from table to table with 5 slips of paper. Each slip of paper will have a different region on it. 3. Students will each choose one slip of paper from the teacher's hand. The piece of paper they choose will be the region they will be working on throughout the activity. 4. Students will sit quietly while the teacher hands out the graphic organizer that the students will be using during the lesson. 5. The teacher will explain to the students that they will each conduct research their chosen region. <p><u>I do</u></p> <ol style="list-style-type: none"> 6. The teacher will choose one subheading and region to model and find one detail about the chosen topic to demonstrate to the class <p><u>You do with me</u></p> <ol style="list-style-type: none"> 7. The teacher will choose a different subheading and region to model. The students will use their own knowledge of that region to contribute to the example. 8. Students will quietly raise their hand when they would like to give their input. <p><u>You do it on your own</u></p> <ol style="list-style-type: none"> 9. Students will each get a laptop and books on their region. 10. Students begin to research their region and record their findings on the graphic organizer. 11. Students will write their name on the back of their poster board region 12. Students will use creativity and out of the box thinking to design their region on their puzzle piece. 13. Once each member of the group has completed their piece, they will raise their hand for the teacher to come check over their work. 14. The teacher will then demonstrate how to tape the pieces together to make a whole United States puzzle 15. The students will choose a place on the wall to display their work. 16. If students finish early they can share with the other group members their findings. 	<ul style="list-style-type: none"> • What are the five regions of the United States? (Level 1- Remembering) • What is the relationship between the Midwest, West, and Southwest regions of the United States? (Level 4- Analyzing) • How can you distinguish between the West, Midwest, and Southwest? (Level 4- Analyzing)
<p>Closure: (5 minutes)</p> <p>The teacher will briefly discuss the regions of the United States and emphasize how different each of them are. Each group will briefly present their finished product to the class. The teacher will determine mastery of this lesson by the student's discussion and finished product. Students must then turn in their chain note and graphic organizer.</p>	<ul style="list-style-type: none"> • How would you describe in 1-2 sentences your region? (Level 1- Remembering) • What information did you use to support your answers determined from the criteria required? (Level 5- Evaluating) • Compare what you previously thought about your assigned region to what you found in your research. (Level 5- Evaluating)

Adaptations to Meet Individual Needs:

Struggling Learners: With my students, I will have them pair up with one of my middle or high-level learners. Once they are together, I will have them work on understanding the content of the assignment together. I will give the students time to work on creating their puzzle piece or give them that time to explain their findings without having to make a puzzle piece.

Learners- middle level: I will have the students work on their graphic organizers to research their region. Then I will have them decorate their puzzle pieces. Once they have completed their puzzle pieces they can then put them together and discuss how each region is unique.

Learners- high level: I will give the students time to research additional facts, on pre-approved websites, to add to their puzzle piece and discussion at the end of the lesson.

ELL: For my ELL students I will have the directions labeled with pictures and the words beside them. This is so the students can put the words and pictures together to further help their understanding of the task. Along with the directions labeled, I will also have the materials labeled in pre-made bags for the students. I will also have the ELL students work closely with a peer to help them understand the research when found.

SPED: I will already have the directions and research points typed out. That way it will be less overwhelming for the students. I will then ask the students to color their precut puzzle piece.

Whole Class: For the entire class, once they have completed their research and their puzzle piece they may then put their puzzles together before presenting it to the class.

Multiple Intelligences

Visual-Spatial – Students will accomplish this by putting puzzles together and being able to analyze pictures. Students will also be drawing and creating their own work.

Bodily-Kinesthetic – Students will be completing hands-on activities that get their bodies moving. Students will be using their hands to move the puzzle pieces together to make a whole puzzle. Students will also be using their hands to glue things on and write creatively on their piece.

Interpersonal – Students will respond to their peers when they work in groups to research their region and make their puzzles. Students will work together as a group to provide feedback to one another, as well as put the United States together. The students will also be working as a team to present their final product to the class.

Management/Safety Issues:

Time management might be an issue with this activity, as the students will have an abundance of information to share on their regions; however, they will be allowed about 10 to 15 minutes to decorate their puzzle pieces with information regarding their regions. Students will be given reinforcement on laptop rules and etiquette. Students will be called on by group to get a laptop. This avoids chaos in the classroom. Safety issues will be minimal, as the students will remain seated for the majority of this activity. The puzzle pieces will already be cut for each group, which will limit accidents, as they will not be using scissors.

Rationale/Theoretical Reasoning:

Graphic organizers are an essential part of this lesson. An important theorist associated with the use of graphic organizers in a lesson is George Miller. He acknowledged that using graphic organizers allows students to “chunk” information together, creating deeper short term memory, and allowing students to clearly display and organize the information gathered through research (1956). Jean Piaget’s constructivist theory acknowledges that learning is based on discovery and understanding comes through this act (1973). “According to Piaget, understanding is built up step by step through active participation and involvement.” Students will be investigating new information that they will have very little

previous knowledge of. Students will use knowledge gained to connect with prior understandings of a particular region to achieve complete and accurate comprehension of the topic given. Students will do this step by step by first gathering and obtaining the information required, then completing the graphic organizer and finally creating a piecing together a designed puzzle piece. Student will not be asked to retrieve specific facts, but rather be guided through subheadings and suggestions. "Piaget's theory is not so straightforward a task as it may sound. providing opportunities for independent thinking, constructivism allows students to take responsibility for their own learning, by framing questions and then analyzing them." Howard Gardner (1991) stated that all students learn through different intelligences. These activities allow students who learn in these diverse ways to comprehend and develop a deeper learning through not only reading, but visual displaying, hands-on activities, and developing interpersonal skills through group work.

References:

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Reflections/Future Modifications: *To what extent did the class learn what you intended them to learn? What will be your next steps instructionally? What did you learn about your students as learners? What have you learned about yourself as a teacher?*