



REASONS FOR REGIONS

Subject Matter: Social Studies, Geography

Grade Levels: 4-6

Time Allotment: Two 45-minute class sessions

Master Teacher: Christine Barr

Overview

Why do we use regions in geography? Through activities presented in this lesson, students will gain an understanding of the geographical regions of the United States of America and what makes each state a member of its region.

Learning Objectives

Students will be able to:

- Name the six regions of the United States (Northeast Region, Southeast Region, Midwestern Region, Southwestern Region, Mountain Region and Pacific Coast States).
- Describe the primary characteristics of each region.
- Identify and locate the states within each region.

Oregon Standards Available at:

<http://www.ode.state.or.us/cifs>

Social Science – Geography

- Identify physical and human characteristics of regions in the United States and the processes that have shaped them.
- Identify and locate major landforms, bodies of water, vegetation and climate found in regions of the United States.
- Locate and identify on maps the continents of the world, the 50 states of the United States and the major physical features of Oregon.

Media Components

Video

Check the link at <http://www.opb.org/edmedia/trs/> to find access to the video(s) from unitedstreaming™ referenced in this lesson plan.

- “The Scrambled States of America” (16:35)



GE Fund

- **Clip:** “The States Switch Places on the Map” (04:35)
- **Clip:** “The States Are Happy Back In Their Places” (03:22)
- “Geography of the USA” (19:00)
 - **Clip:** “Regions of the United States” (10:02)

Web

- **Fun School: Identifying and Locating the States Activity**

This site contains an interactive activity in which students are asked to locate the states by clicking on a map of the United States. This site challenges students to improve their time when locating the 50 states.

http://www.funschool.com/games_popup.php?g=ge2_usquiz&t=j&w=620&h=360
- **Enchanted Learning: Printable Maps**

This resource site offers printable maps, questions and answer keys for educators.

<http://www.enchantedlearning.com/usa/statesbw/regions.shtml>

Materials

For Each Student:

- A **Focus for Media Interaction** sheet (Geography of the United States: Regions of the USA) for the “Geography of the USA” video clip (located at end of lesson plan)
- A map printout of the United States available at <http://www.enchantedlearning.com/usa/statesbw/regions.shtml>
- Pencil and colored pencils or markers
- White 8” x 11” paper

For the Teacher:

- A map of the United States of America to display in the classroom
- Large pieces of butcher paper to list the regions and states that belong in each region
- Marking pens to write on the butcher paper

Prep for Teachers

Prior to teaching this lesson, bookmark all of the Web sites used in the lesson on each computer in your classroom.

Make enough copies of the United States printout and **Focus for Media Interaction** questions for each student in your class.

Download the video clips onto the computer you will use to project the clips.

Display a map of the United States of America in the classroom.

Be certain each computer in the classroom has a copy of the free Windows Media Player installed (some clips aren't available for use with QuickTime Player).

When using media, provide students with a **Focus for Media Interaction**, a specific task to complete and/or information to identify during or after viewing of video segments, Web sites or other multimedia elements.

Introductory Activity

Step 1: Ask students to name the state in which they currently live. Have students tell some characteristics about their state's climate (weather), industry/economy (how people make money) and landforms. Make a list of these characteristics on the board or overhead projector.

Step 2: Ask students what might be different about the list you made if they lived in another state. Choose a state and complete a list that tells about that state's climate, industry and landforms. (Be sure to choose a state that will have several differences from your own state.)

Step 3: Ask students to compare and contrast the lists you made of the characteristics of the two states. Ask students why they think those states have differences. (Students should point out that the states are in different locations.)

Step 4: Ask students if they can define "region." (Student answers will vary. If your students cannot define the term, explain to the students that a region is a large area of the earth's surface that has similar features.) Explain that some of the similar features of a region are the climate (weather), industry/economy (how people make a living) and landforms.

Step 5: Explain to your students that in this lesson you will be examining the regions of the United States. There is a reason that each state belongs to a specific region.

Learning Activities

Step 1: Explain to your students that they will be examining the concept of regions using a video clip from the story, "The Scrambled States of America." Explain to the students that in this video one of the states is bored of always being in the same place. The states have a party and decide to trade places on the map. Tell the students that they are going to watch a video clip demonstrating what might happen if a state moved into a new region of the United States. Provide your students with a **Focus for Media Interaction**, asking them to watch for problems and new experiences the states have when they move to a new area of the country. **Play** the video clip, "The States Switch Places on the Map" (04:35), from the video, "The Scrambled States of America" (16:35).

Step 2: Ask students to tell some of the problems and new experiences the states had in their new locations. (Some states were too cold, some got sunburn, some states did not like their new neighbors.) Tell the students they will now watch what happens when the states move back home. Provide a **Focus for Media Interaction**, asking the students to watch for souvenirs and stories the states brought back home with them. **Play** the video clip, “The States Are Happy Back In Their Places” (03:22), from the video, “The Scrambled States of America” (16:35).

Step 3: Have students provide information about what happened when the states switched places. (Answers will vary, but may include information about the states dealing with a different climate and interactions with neighboring states that they are not accustomed to. States brought back food from another area, and experienced salt water and earthquakes.) Explain that each state had a new experience because it moved to a different region. “The Scrambled States of America” provided a fictional view of what might happen if the states moved to new regions. Tell the students that they will now watch another video clip and learn facts about the regions of the United States. The class will be divided into six groups, one group for each region. The groups will be responsible for finding out specific facts about their regions.

Step 4: Provide your students with a **Focus for Media Interaction**, asking students to provide as many answers as they can on the worksheet for their group’s region. Read the questions aloud to reinforce what the students are looking for. (The entire video clip is 10:02 minutes long, but allow for more time when viewing so students can record information. If you feel they have missed several answers or the video clip is going too fast for them to keep up, use the scroll bar to rewind the video and play the segment again.) The students will be looking for facts about each region, including states in the region, weather, landforms, people/population, major cities and industry. **Play** the video clip, “Regions of the USA” (10:02), from the video, “Geography of the USA” (19:00). **Pause** the video when it lists the states in each region, allowing students time to record the names of the states. Have students signal a “thumbs up” sign when they are ready to move on to the next section. **Play** the video until the narrator says, “... [New Jersey is the] most populated state in the nation.” **Pause** and go over Northeast Region focus questions.

Have students move on to the Southeast Region Worksheet. **Resume** the video clip and have students answer the focus questions, rewinding when necessary. **Pause** the video when you hear, “... business connection to South America,” and go over Southeast Region focus questions.

Have students move on to the Midwestern Region Worksheet. **Resume** the video clip and have students answer the focus questions, rewinding when necessary. **Pause** the video when you hear, “... the great plains is a region rich in resources,” and go over the Midwestern Region focus questions.

Have students move on to the Southwestern Region Worksheet. **Resume** the video clip and have students answer the focus questions, rewinding when necessary. **Pause** the video when you hear, “... in Arizona you will find the Grand Canyon, a national treasure,” and go over the Southwestern Region focus questions.

Have students move on to the Mountain Region Worksheet. **Resume** the video clip and have students answer the focus questions, rewinding when necessary. **Pause** the video when you hear, "... Idaho produces potatoes for the world," and go over the Mountain Region focus questions.

Have students move on to the Pacific Coast States Region Worksheet. **Resume** the video clip and have students answer the focus questions, rewinding when necessary. When the video ends, go over the Pacific Coast States Region focus questions.

Step 5: Review with the students the facts they found about each region of the United States. Make a list on butcher paper or the overhead of the six regions and have students tell which states belong to each region. Ask the students what were some of the reasons that states were located in each region. (Answers will vary, but focus on similarities in climate, landforms, people/population and industry.)

Culminating Activity

Step 1: Give each student the map printout of the United States. Instruct students to locate each state, write the name of the state and color code the regions of the United States so that each state in a particular region is the same color. Tell students they should have a key on their map showing which color represents each region. (For example, red may be used for all of the northeast states.)

Step 2: Have students log on to the Fun School Web site at http://www.funschool.com/games_popup.php?g=ge2_usquiz&t=j&w=620&h=360. Ask your students to complete the activity of locating the 50 states and note how quickly they can place all 50 states. Tell students to think about which region the state belongs to and how that affects its location on the map.

Step 3: Review with your students the regions of the United States. What characteristics help determine to which region each state belongs? As an assessment, have students create a travel brochure for a region of their choice. The brochure should include information about which states are located in that region, major cities, important land forms, weather and industry. Students should explain with this information the reason for the region.

Cross-Curricular Extensions

Science

- Group students by regions and have them research the weather of their region for one week. They can track weather information using the National Weather Service Web site at <http://www.nws.noaa.gov/>. At the end of the week, compare the weather from each group.

Language Arts

- Have students pretend they are on vacation. Each student will choose a state to visit and send the class a postcard about their vacation. The postcard should have clearly written descriptions of the state they are visiting, including details about climate, landforms and industry.

Math

- Students can research the population of each state in the region, then compute the region's population. The class can compare the population of each state and each region. Check populations from the year 2000 on the Enchanted Learning Web site at <http://www.enchantedlearning.com/usa/states/>.

Community Connections

- Ask students to poll parents, family members or other adults on which states they have visited and what characteristics they liked about those states. Make a list of states visited in the poll and their positive characteristics.
- List foods the students had for lunch and try to determine in which region of the United States that food was grown or processed.

Geography of the United States: Regions of the USA

Northeast Region:

1. Tell the names of the states in this region.
2. What is the typical weather?
3. What are some of the landforms found here?
4. What are some major cities?
5. What information was given about the population?
6. What are some primary industries?

Geography of the United States: Regions of the USA

Southeast Region:

1. Tell the names of the states in this region.
2. What is the typical weather?
3. What are some of the landforms found here?
4. What are some major cities?
5. What information was given about the population?
6. What are some primary industries?

Geography of the United States: Regions of the USA

Midwestern Region:

1. Tell the names of the states in this region.
2. What is the typical weather?
3. What are some of the landforms found here?
4. What are some major cities?
5. What information was given about the population?
6. What are some primary industries?

Geography of the United States: Regions of the USA

Southwestern Region:

1. Tell the names of the states in this region.
2. What is the typical weather?
3. What are some of the landforms found here?
4. What are some major cities?
5. What information was given about the population?
6. What are some primary industries?

Geography of the United States: Regions of the USA

Mountain Region:

1. Tell the names of the states in this region.
2. What is the typical weather?
3. What are some of the landforms found here?
4. What are some major cities?
5. What information was given about the population?
6. What are some primary industries?

Geography of the United States: Regions of the USA

Pacific Coast States:

1. Tell the names of the states in this region.
2. What is the typical weather?
3. What are some of the landforms found here?
4. What are some major cities?
5. What information was given about the population?
6. What are some primary industries?