5th Grade Lesson on Regions
(this lesson would be taught after a lesson on geographic tools and landforms)

<u>TEKS</u>
5.7   Geography. The student understands the concept of regions. The student is expected to:
        (A)   describe a variety of regions in the United States such as political, population, and economic regions that result from patterns of human activity;
        (B)   describe a variety of regions in the United States such as landform, climate, and vegetation regions that result from physical characteristics; and
        (C)   ...identify regions such as New England and the Great Plains made up of various groups of states

Overview
In this lesson, students will think about how the regions of the United States are defined and characterized. They will consider how their own region is defined and will conclude by explaining how the creation of regions can help us to organize and understand the country's geography and can also contribute to stereotypes.

<u>Essential Question</u>
How do regions help us to organize and understand the United States geography? How do they contribute to stereotypes? Use the maps and images we have studied this week to help you answer the essential question.

<u>Assessment</u>
Map a specific examples of regions in the United States. (one of human activity or one of physical characteristics).

Day 1	Unit Opener Activity (The Hook)
	Objective: TLW discover that areas and states of United States may be grouped and regrouped into regions depending upon selected physical characteristics and human activity - Divide class into cooperative groups - Each group will need a collection of the same type of objects to sort (pebbles, buttons, grocery store items, etc...), marker, sheet of chart paper - Tell students that you will give them a set of objects to sort. The group must 1) agree on a characteristic by which to sort 2) sort the objects 3) write the characteristic they chose on chart paper - When done have groups share the characteristics they used to sort objects. Point out and stress any differences of how groups sorted their items. - Tell students to look at their objects again and agree upon at least 2 more characteristics by which they may sort their objects. They sort again and chart the characteristics. - Groups share again. - Group Discussion: **What did they discover about**

	sorting? (The same items may be sorted or grouped many different ways, depending on what you are looking for. One item may be part of several different groups. Ask **What does grouping help us do?** (organize, make connections, it is easier to talk about groups of item rather than individual items.) • Connect this to the world and the United States. Use pull down maps. We can sort the world (continents/ countries/ where groups of people live) into regions. We can also group/ sort the states in the United States differently, according to the characteristics we are looking at. These groups are called **Regions** and the two main ways the states are sorted are by **physical characteristics and human activity**. • Discuss the fact that regions vary in size. They can be as small as the neighborhood or as big as a territory that stretches for thousands of miles. To 'map' a culture, we often have to identify an actual 'cultural region', and when we do this we find that it bears little relationship to the legal borders drawn up by governments, treaties or wars. • Compare regions to your home. Is there an upstairs and a downstairs? Is there an eating area and a sleeping area? How are they like regions? Are there other "regions" in your home that can be described? • Make a T-chart with physical and human. Have students predict different ways states or areas of the United States might be sorted or grouped. Decide if their predictions would be based on physical characteristics or human activity. • Introduce the essential question. How do regions help us to organize and understand the United States geography? How do they contribute to stereotypes? Explain the final assessment of mapping 2 regions.
Day 2	Objective: Describe a variety of regions in the United States such as landform, climate, and vegetation regions that result from physical characteristics, identify regions such as the Great Plains made up of various groups of states Review Vocab: region, physical region, people regions. As a class, in small groups, or with partners, study and analyze landform, climate, and vegetation maps.(see maps for Day 2 and resource list) Add to graphic organizer
Day 3	Objective: Describe a variety of regions in the United States such as political,

	population, culture, and economic reasons that result from patterns of human activity, identify regional stereotypes Review Vocab: region, physical region, people region, landforms, climate, vegetation As a class, in small groups, or with partners, study political, population, culture, and economic maps. (see maps for Day 3 and resource list) Have students study the photos of the cowboy, surfer, business people, and farmer. Connect them to one of the 4 regions of the US shown on the map. Discuss how regional cultures can lead to stereotypes. Add to graphic organizer.
Day 4	Review Vocab: region, physical region, people region, landforms, climate, vegetation, political, population, economics, culture Identify the region(s) that students own state/city are located in Look at the physical region where you live. Some neighborhoods grew up around woods, hills, and valleys. Others developed around rivers, lakes, or oceans. What are the reasons your neighborhood was founded where it is? What stereotypes occur in the region we live in? Review big ideas for quiz • Regions are based on physical characteristics and human activity • People's way of life is affected by their physical surroundings • Regions can contribute to stereotypes
Day 5	Quiz-Vocab, answer essential question, and map regions on blank map

Regions Vocabulary

Region	an area sorted by physical characteristics or human activity
physical region	area organized by the physical features of the earth
people region	Area organized by human activity
landforms	One of the features that make up the earth's surface, such as a plain, mountain, or valley.
climate	The kind of weather a place has most often year after year
vegetation	The plants of an area or a region
political	a representation of a country's territories, boundaries, and capital(s)
population	The total number of people living in a specified area.
economics	The way a region or country organizes the manufacture and exchange of money, food, products, and services
culture	Ways of living of different groups of people (includes such things as language, beliefs, tools, types of homes, ways of working and playing)
Cultural region	Areas of the world where people develop similar ways of life

Essential Question Sample Answer

How do regions help us to organize and understand the United States geography? How do they contribute to stereotypes?   Use the maps and images we have studied this week to help you answer the essential question.

Regions can be organized by physical characteristics or by human activity. Regions help us to make sense of the world around us and studying regions can lead to understandings and make connections about the people of that region. For example, a region could be organized by landforms, which helps us think about how people of a certain region are affected by their physical surroundings, such as how living in mountains would differ from the way of life on the coast. This leads to regions based on human activity, such as population maps, which show us the patterns of where people settle.

Regions can contribute to stereotypes because people have beliefs about other regions that people will be a certain way, such as all people from the Pacific coast are surfers because of the ocean nearby and the laidback attitudes that the culture portrays.
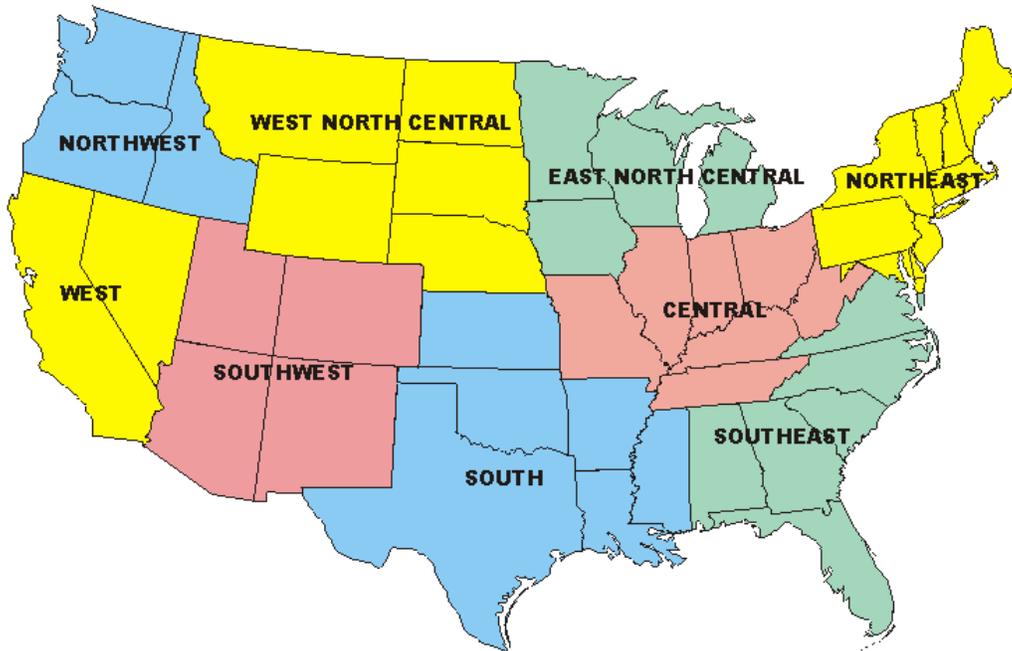
Maps for Day 2
Landforms

1. What do you notice about this map?
2. What regions are shown?
3. Are the regions organized by physical characteristics or human activity? Why was it organized this way?
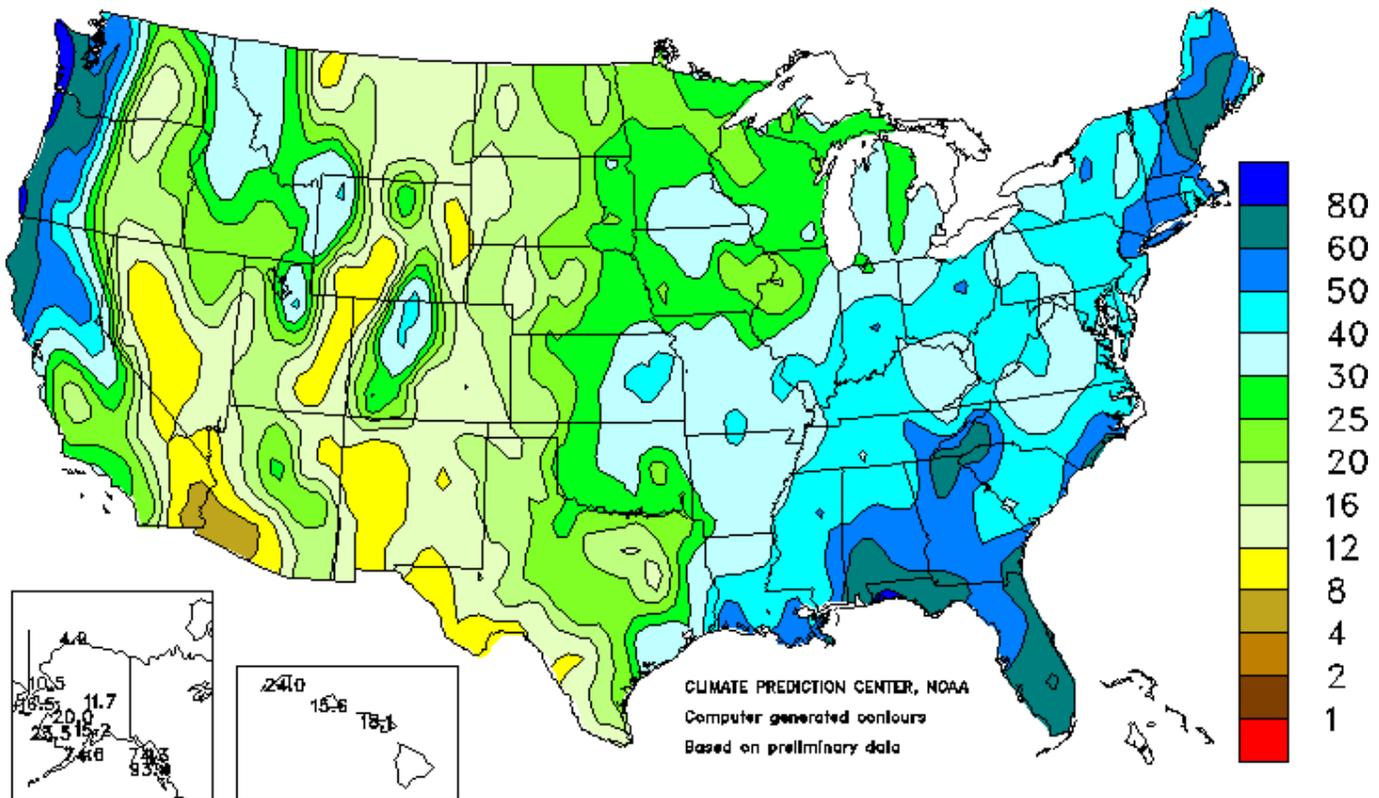
Climate

http://www.cpc.ncep.noaa.gov/products/analysis_monitoring/regional_monitoring/regions.shtml

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1. What do you notice about this map?

2. Are the regions organized by physical characteristics or human activity? Why was it organized this way?

3. What regions are shown?

4. Study the precipitation and temperature maps. What information do they give you? What are you noticing?

5. Are there any connections from the precipitation and temperature maps to the regions designated by the climate center?

Total Precipitation (Inches)

JAN – DEC 2005

CLIMATE PREDICTION CENTER, NOAA
Computer generated contours
Based on preliminary data

Extreme Maximum Temperature (°F)

May 2006

CLIMATE PREDICTION CENTER, NOAA
Computer generated contours
Based on preliminary data
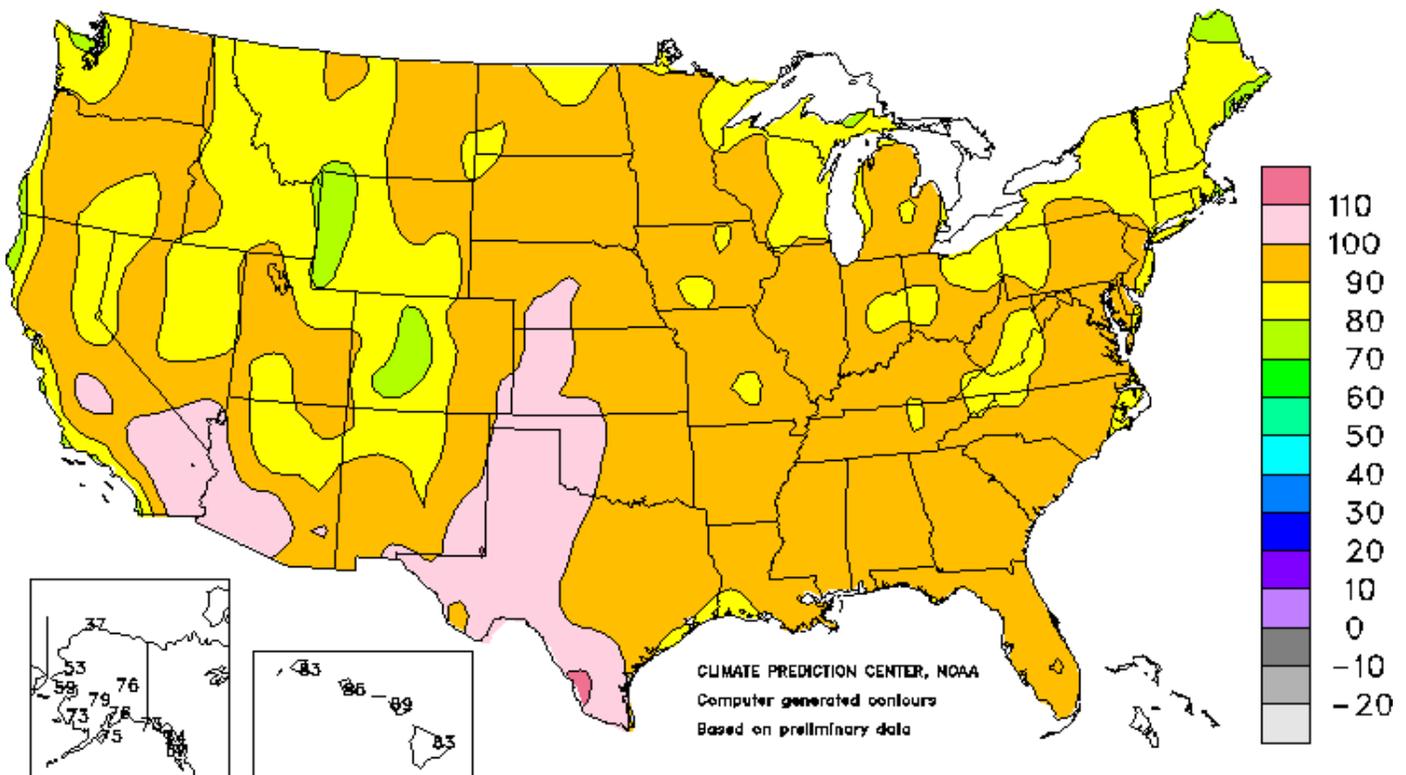
http://www.cpc.ncep.noaa.gov/products/analysis_monitoring/regional_monitoring/us_12-month_precip.html

Vegetation Maps

NATURAL VEGETATION

NORTH AMERICA

ARCTIC
- Ice cap
- Tundra

FOREST
- Evergreen
- Mixed
- Deciduous

SAVANNA & GRASSLAND
- Parkland
- Savanna
- Prairie
- Steppe
- Marsh grass

ARID & SEMI-ARID
- Mesquite scrub
- Desert
- Mediterranean
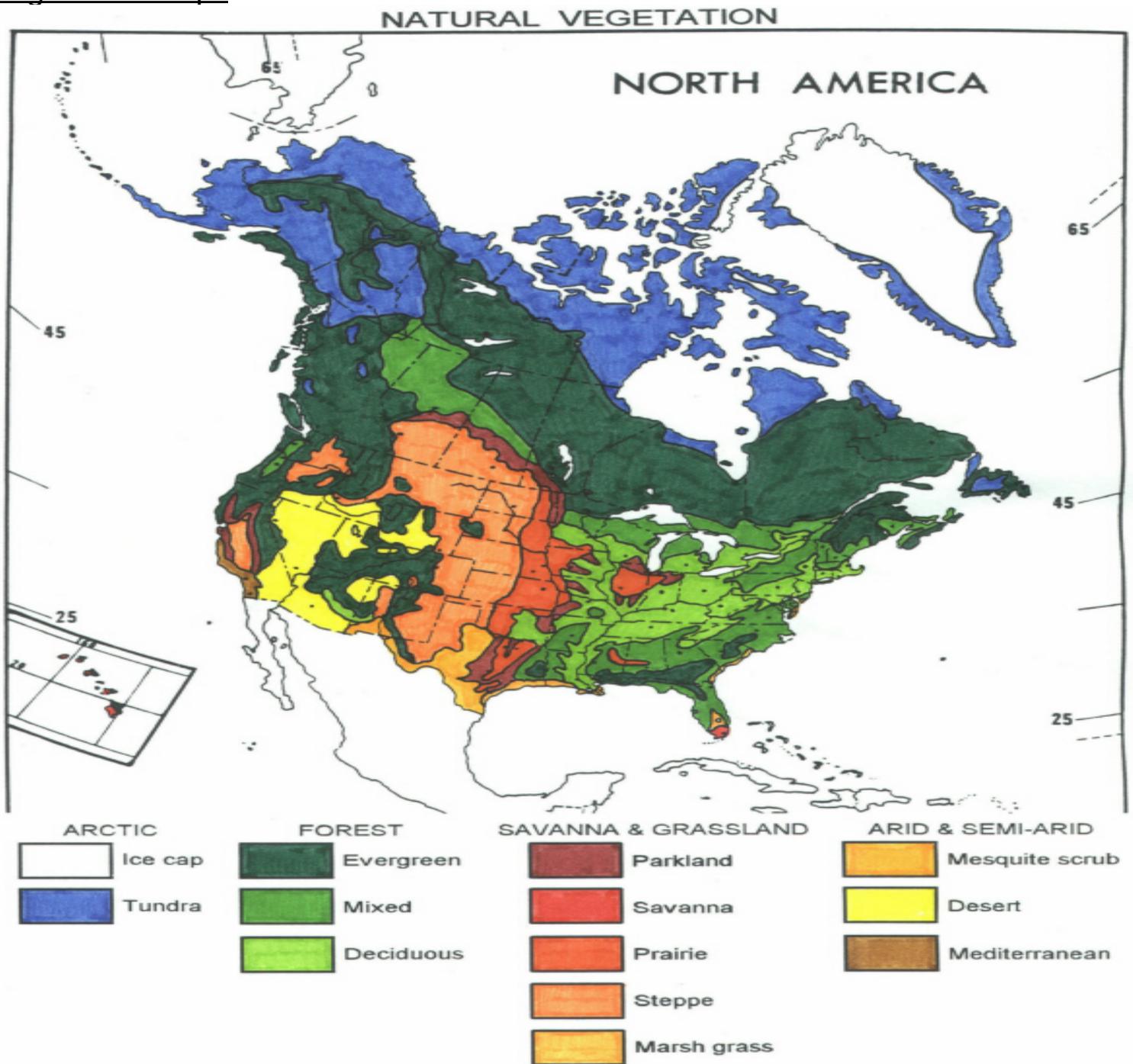
1. What do you notice about this map?
2. Are the regions organized by physical characteristics or human activity? Why was it organized this way?
3. What regions are shown?
4. What is the connection between climate and vegetation?

Maps for Day 3
Political Maps

1. What do you notice about this map?
2. Are the regions organized by physical characteristics or human activity? Why was it organized this way?
3. What regions are shown?
4. Why do you think these regions were created?

1. What do you notice about this map?
2. Are the regions organized by physical characteristics or human activity? Why was it organized this way?
3. What regions are shown?
4. Why do you think these regions were created?

Population Maps

Population Distribution USA

Use this map in your Presentations, Internet Sites, Magazines, Print Media, Circulations, Brochures or TV Channel. http://www.mapsofworld.com/usa/thematic-maps/usa-population-map.html

1. What do you notice about this map?
2. Are the regions organized by physical characteristics or human activity? Why was it organized this way?
3. What regions are shown?
4. Why do you think these regions were created?

Cultural Maps

ETHNICITY

"HISPANIC"   EUROPEAN

	NATIVE AMERICAN		Cuban		German	Fi No Sw
	AFRICAN AMERICAN		Mexican		Irish		Scandinavian
			Spanish		Italian		English, "American," or no predominant ethnicity

Solid colors denote areas with a majority of the particular ethnic group

French   Fi = Finnish
           No = Norwegian
           Sw = Swedish

1. What do you notice about this map?
2. Are the regions organized by physical characteristics or human activity? Why was it organized this way?
3. What regions are shown?
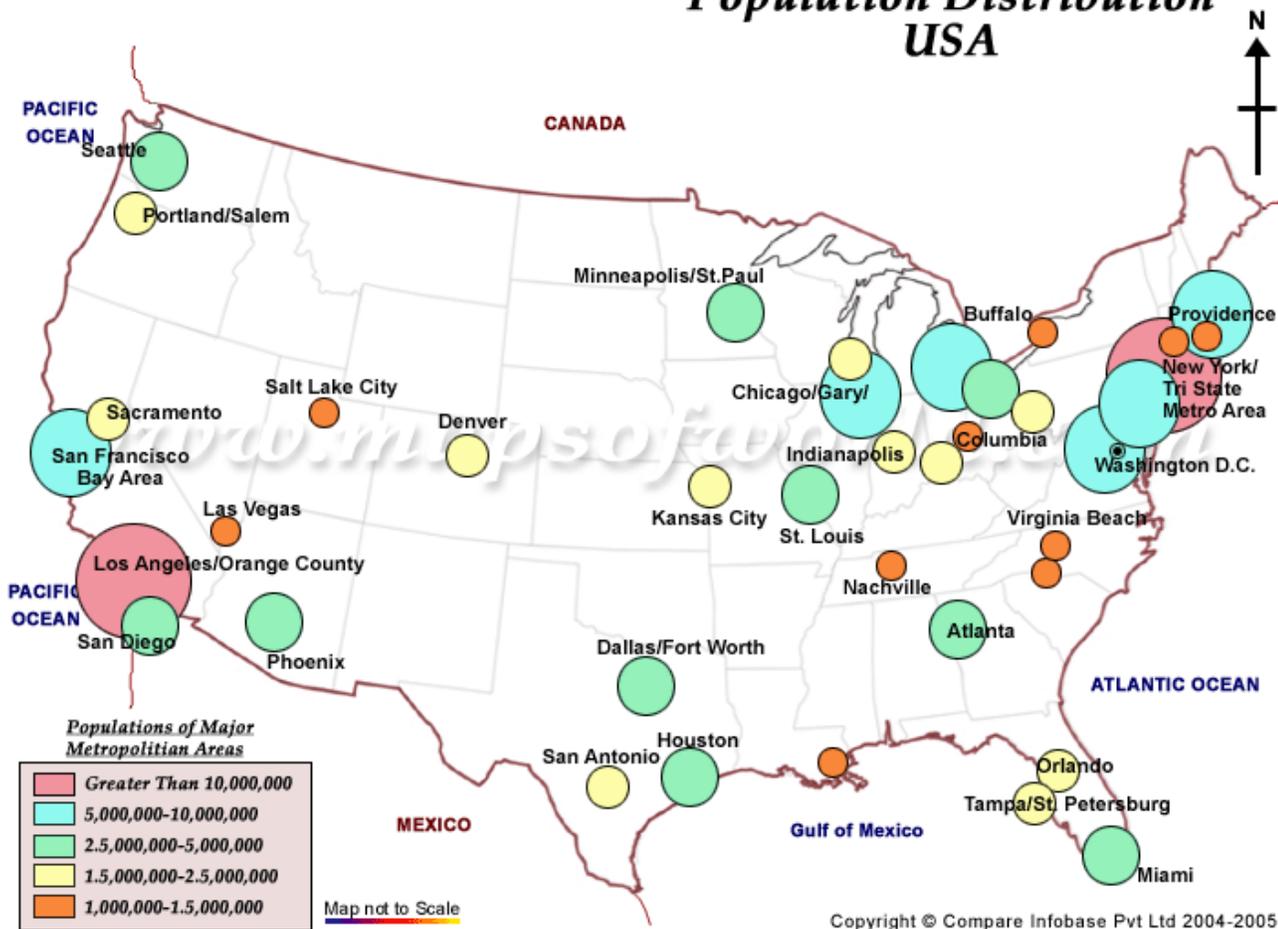4. Why do you think these regions were created?

RELIGION

Shaded regions represent areas with a majority of church membership in the particular denomination

Legend:
- ROMAN CATHOLIC
- PROTESTANT
- Baptist
- Lutheran
- Methodist
- Mormon
- No dominant denomination

1. What do you notice about this map?
2. Are the regions organized by physical characteristics or human activity? Why was it organized this way?
3. What regions are shown?
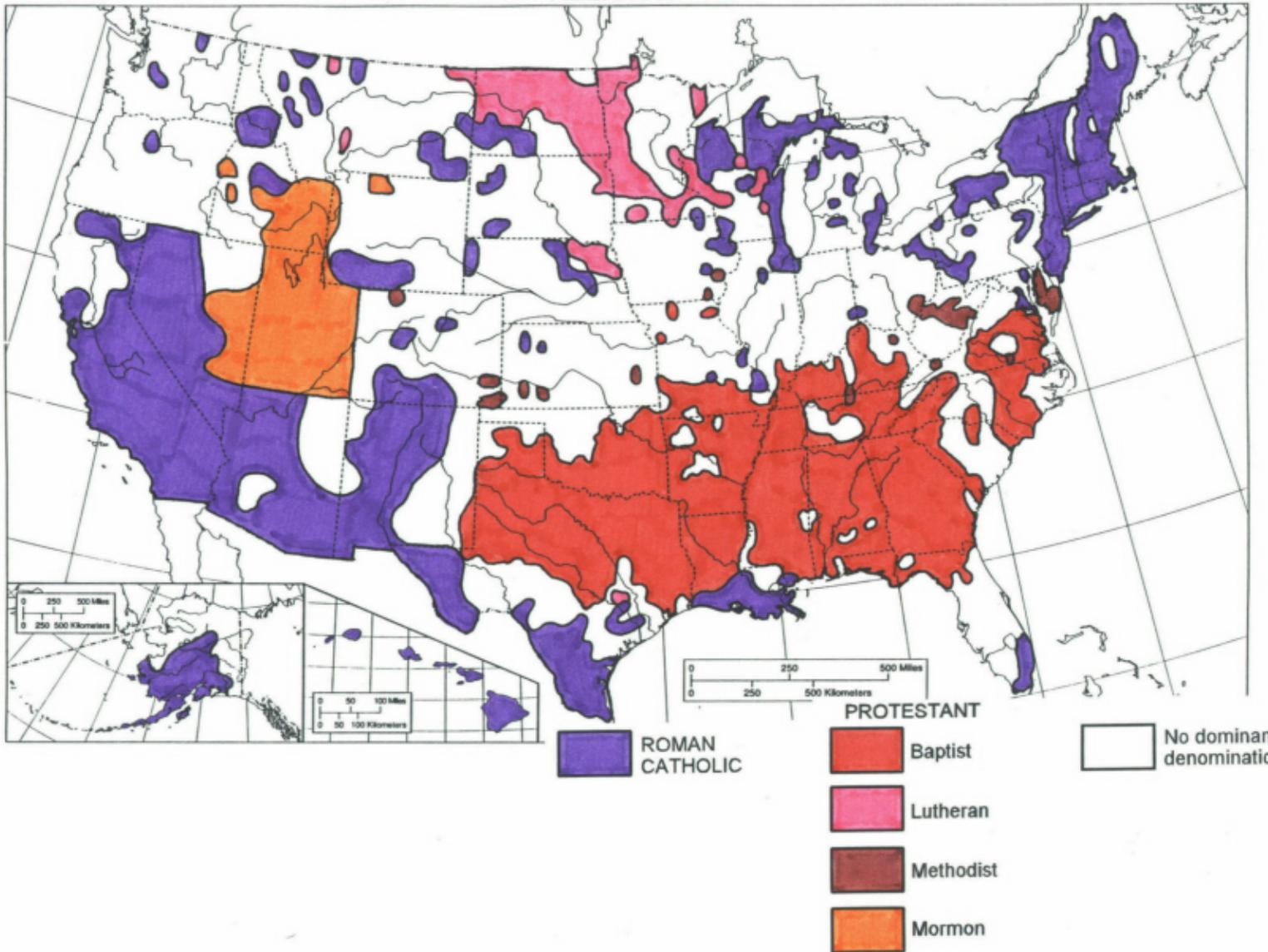4. Why do you think these regions were created?
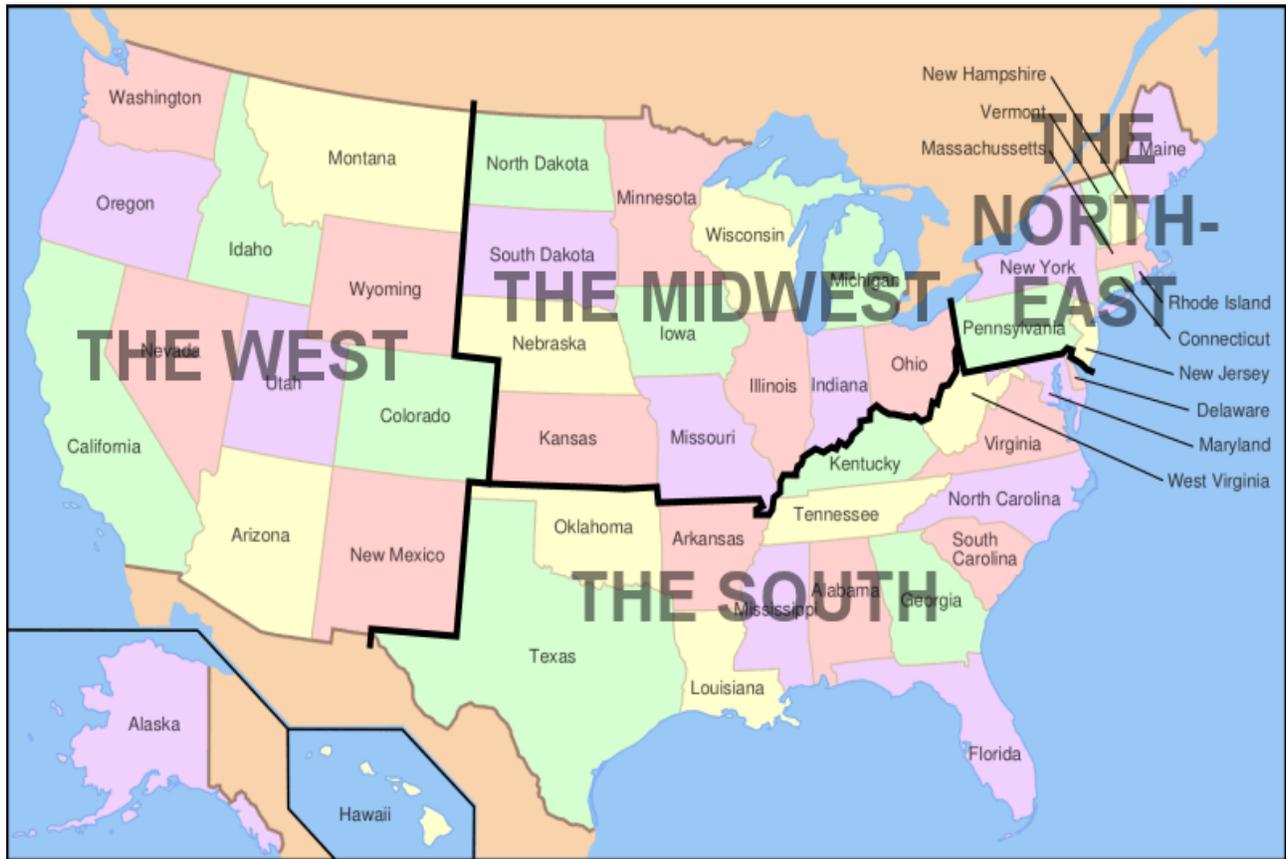
Regional divisions used by the United States Census Bureau

1. What do you notice about this map?
2. Are the regions organized by physical characteristics or human activity? Why was it organized this way?
3. What regions are shown?
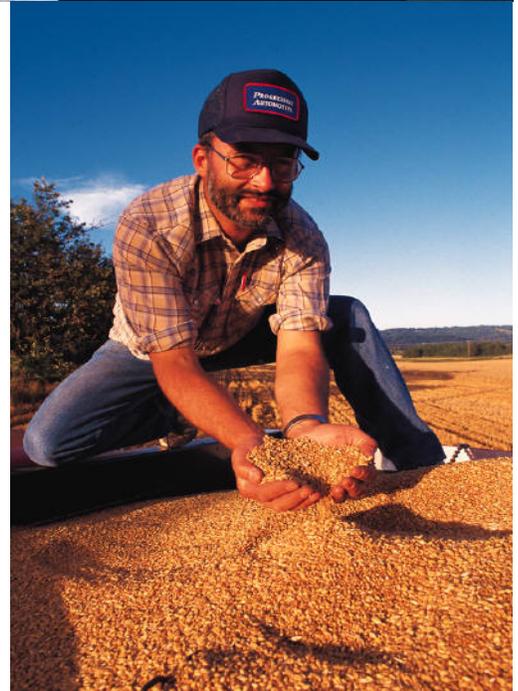
Pictures from Microsoft clip art on line, with the exception of cowboy picture which is used with permission from Brent Allen.

Look at each person photographed

1. What region do you think they are from and why?
2. What is their culture? (Did they go to college? What is their job? What do they do for fun?
3. What stereotypes are created from regional traits?

Economic Maps

Number of Employees per 1,000 Persons for Arts, Entertainment, and Recreation: 1997

Data Classes
Emp/1,000 Persons
- 2 - 3
- 4 - 4
- 5 - 6
- 7 - 9
- 14 - 14

Features
- Major Road
- Street
- Stream/Waterbody

Items in gray text
are not visible
at this zoom level

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1. What do you notice about this map?
2. Are the regions organized by physical characteristics or human activity? Why was it organized this way?
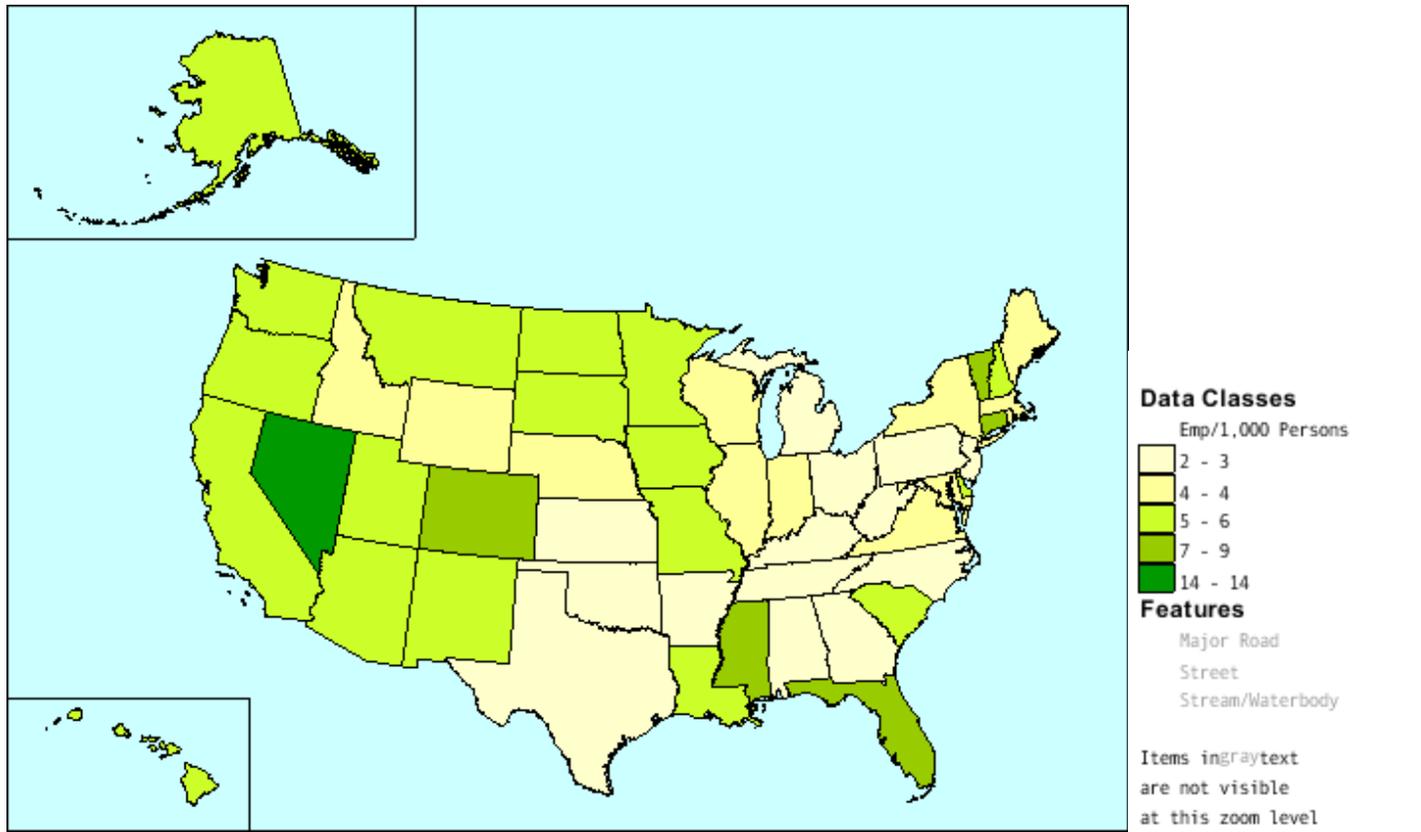3. What regions are shown?

Additional Resources for Regions Lessons

Regions based on Physical Features

Landforms:

    Harcourt Horizons

Pg. 18-32	Reading	Land and Regions
Pg. 20	Map	Landforms of North America
Pg. 24-25	Skill	Use Elevation Maps
Pg. 25	Map	Elevations of the United States
Pg. 26-32	Reading	Bodies of Water
Pg. 27	Map	Oceans and Continents
Pg. 29	Map	Major Bodies of Water in the U.S.
Pg. A14-A15	Map	United States Physical

    History Alive

Pg. 13	Map	World Continent and Oceans
Pg. 17	Map	Physical Features of the United States

    Nystrom Atlas

Pg. 48	Map	Where was the west?
Pg. 74-75	Map	United States Physical Map
Pg. 78-79	Map	World Physical Map

Climate:

    Harcourt Horizons

Pg. 33-37	Reading	Climate Regions
Pg. 36	Map	Climate Regions of the United States

    History Alive

Pg. 24-25	Reading	Native Americans and the Environment
Pg. 24-25	Photos	4 types of environments

Vegetation:

    Harcourt Horizons

Pg. 37-39	Reading	Vegetation Regions
Pg. 38	Map	Vegetation Regions of the U.S.
Pg. A14-A15	Map	United States Physical

    History Alive

Pg. 24-25	Reading	Native Americans and the Environment
Pg. 24-25	Photos	4 types of environments
Pg. 74-75	Map	United States Physical Map
Pg. 78-79	Map	World Physical Map

Regions Based on People's Activities

Political:

    Harcourt Horizons

Pg. 45	Reading	political regions
Pg. A10-A11	Map	United States overview
Pg. A12-A13	Map	United States Political

Nystrom Atlas
Pg. 36, 39	Map	United States 1783, 1800
Pg. 42	Map	Louisiana Purchase
Pg. 47	Map	American Expansion
Pg. 76-77	Map	United States Political Map
Pg. 80-81	Map	World Political Map

Economic:
Harcourt Horizons
Pg. 40-43	Reading	Using the Land (Natural Resources)
Pg. 43	Reading	Patterns of Land Use
Pg. 42	Map	Land use and Resources of the U.S.
Pg. 45	Reading	Economic Regions

Nystrom Atlas
Pg. 12 -13	Map	Treasures/Trade Routes of the Indies
Pg. 17	Map	The Great Exchange
Pg. 25, 27, 29	Map	Land use of New England colonies
Pg. 30	Map	Slavery in the 13 colonies
Pg. 40, 41	Map	Land Use 1800, 1830
Pg. 51	Map	Slavery and Cotton
Pg. 61	Map	Major Industrial Products

Population:
Harcourt Horizons
Pg. 45-46	Reading	pop. region (urban, surburban, rural)
Pg. 48-49	Reading	Location of American cities
Pg. 47	Map	Center of Population

Nystrom Atlas
Pg. 8	Map	N. America population 1492
Pg. 60	Map	A Growing Population 1860, 1900
Pg. 72-73	Map	Population Growth and Density

Cultural:
Harcourt Horizons
Pg. 45	Reading	cultural region

History Aive
Pg. 29-37	Reading	Native American Cultural Regions
Pg. 37	Map	Native American Cultures of N. America

Nystrom Atlas
Pg. 9	Map	Native American cultures
Pg. 23	Map	Colonists from many Nations
Pg. 50	Map	Slavery dividing the Nation
Pg. 65	Map	Farms with Electricity

Regions Assessment

Finished Product: map showing the United States divided into regions and a written paragraph answering the essential question

Essential Question: How do regions help us to organize and understand the United States geography? How do they contribute to stereotypes? Use the maps and images we have studied this week to help you answer.

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Directions: 1. Choose a type of region we have studied in class (either one based on physical characteristics or human activity) and draw it on the blank map provided
2. Your map must include a title, compass rose, and a key or legend.
3. Your map must be neat and have accurate information.

Grading Rubric for Map	Grading rubric for Paragraph
_____ Neatness (10 pts) _____ Accuracy of Information (10 pts) _____ Inclusion of Details (10 pts) _____ Followed Directions (10 pts)	_____ Neatness (10 pts) _____ Focus of Information (10 pts) _____ Quantity of Information (10 pts) _____ Accuracy of Information (10 pts) _____ Title (10 pts) _____ Followed Directions (10 pts)