

Lesson Plan

Essential Questions

Overarching Question:

Why are where, what, when, who, why, and how important?

Sub-Questions:

How does geography, climate, and natural resources affect the way people live(d) and work(ed)?

- What do we mean by "region"?
- What do we mean by "resource"?

Who are American Indians?

- Where did the American Indians live?

Standards

Prior Knowledge:

3.7 The student will explain how producers in ancient Greece, Rome, and the West African empire of Mali used natural resources, human resources, and capital resources in the production of goods and services.

USI.2

The student will use maps, globes, photographs, pictures, or tables to

- locate the seven continents and five oceans;
- locate and describe the location of the geographic regions of North America: Coastal Plain, Appalachian Mountains, Canadian Shield, Interior Lowlands, Great Plains, Rocky Mountains, Basin and Range, and Coastal Range;**
- locate and identify the water features important to the early history of the United States: Great Lakes, Mississippi River, Missouri River, Ohio River, Columbia River, Colorado River, Rio Grande, St. Lawrence River, Atlantic Ocean, Pacific Ocean, and Gulf of Mexico;
- recognize key geographic features on maps, diagrams, and/or photographs.

USI.3 The student will demonstrate knowledge of how early cultures developed in North America by

- Locating where the American Indians lived, with emphasis on the Arctic (Inuit), Northwest (Kwakiutl), Plains (Lakota), Southwest (Pueblo), and North-Eastern Woodlands (Iroquois)
*Added Cherokee as South-Eastern Woodlands

Objectives

- Students will be able to locate and describe the geographic regions of North America.
- Students will be able to locate Where American Indian cultures lived.
- Students will be able to identify and describe natural, capital, and human resources.

Materials

Student Materials:

- Eight Regions of the United States Foldable
- Regions of the United States map
- Regions of Native American Indian Groups map
- "T-Shirts" worksheet
- "Where Shall I Go?" riddle sheet
- Resource Foldable

Teacher Materials:

- The Goat in the Rug as told to Charles L. Blood and Martin Link, Parents' Magazine Press/New York 1976

Procedures

Day 1 Activities (20 to 30 minutes):

Introduction/Pre-Assessment/Hook (5 to 10 minutes):

- 1) Have students assess their knowledge of the geography of the United States.
 - *Note: Preferably United States geography concepts (earlier grades' SOLs and USI.1g and USI.2a, b, & c) were taught prior to this lesson, so this introduction activity is a review rather than a lesson in itself. This lesson should fall after that in sequencing/pacing. Students should also have background knowledge for this activity from having previously studied regions in 4th and/or 5th grade.*

- 2) Challenge them to draw from memory the outline of the United States (cover all maps in the classroom) and label the following features on their map:
 - Water features
 - i) Oceans and the Gulf of Mexico
 - ii) Lakes
 - iii) Rivers
 - States or Capitols
 - Other geographic features
 - i) The Appalachian Highlands
 - ii) The Rocky Mountains
 - iii) The Great Plains
- 3) After the exercise is complete, review the U.S. map with students using classroom maps and globes. If able to, use Google Earth or Google Maps to review United States geographic features.

Part 1: Geographical regions review with the "Eight US Regions Foldable"

- 4) Explain to the students that geographic regions are locations with distinctive characteristics.
- 5) Have the students cut out the eight-tab foldable of the eight US regions
- 6) Students can work in pairs to fill in the foldable. Students could also be assigned to work on one region in groups and then share out to the whole group (jigsaw).
 - If resources are provided/available, students can "discover" the characteristics through research.
 - **OR** the teacher can read or display the facts from the key without the regional label.

Part 2: Comparing Maps

- 7) Teacher will display the geographic regions of the US map and the Locating American Indian Groups map using the computer/internet, Powerpoint slide, SmartBoard, or overhead transparency **OR** hand out copies of the two maps to each pair of students.
- 8) Have students work in pairs and give 4+ minutes for students to Think-Pair-Share in which they compare the two maps.
 - Remind students about how groups look and sound when working collaboratively.

Part 3: Labeling the Map(s)

- 9) Then display the names of the six American Indian groups and their geographic region label.
- 10) Students should mark their Native American geographic regions map (with the six culture groups and the geographical identifier).
- 11) Also, have students make a key and color code the regions for each tribal group.
- 12) Students can work individually or with their collaborative groups to try to place the tribes and the name of their regions on the map.

Closing:

- 13) Have the students choose to complete the "Travel T-Shirts" worksheet or the "Where Shall I Go?" riddle sheet.
- 14) For the "Travel T-Shirts" worksheet, students should choose one of the regions and create a logo and a slogan using the region descriptions. Students can create more than one
- 15) For the "Where Shall I Go?" worksheet, have the students complete the "Where Shall I Go?" worksheet to reinforce the concepts.

Day 2 Activities (30+ minutes):

Part 1: An Economics and Literature Lesson

The Goat in the Rug as told to Charles L. Blood and Martin Link, Parents' Magazine Press/New York 1976. Adapted from <http://ecedweb.unomaha.edu/lessons/lit-goat.htm#>

- 16) Explain that you will read the story, The Goat In The Rug, which is about a Navajo weaver, Glenmae.
- 17) Show the book cover and explain the story was "told to" Charles L. Blood and Martin Link by Geraldine.
- 18) Tell students to listen for ways they know the story is told by Geraldine.
- 19) After reading the story, discuss:
 - Who is Geraldine? (the goat)
 - How can we tell the story is told by Geraldine? (The story opens with, "My name is Geraldine and I live near a place called Window Rock with my Navajo friend, Glenmae.") Because Geraldine is

- telling the story, she uses "my," "I," and "me." This type of story is called a personal narrative.
- Who is Glenmae? (Geraldine's Navajo friend).
- 20) Explain that Glenmae was a producer of rugs. Ask students what producer means.
- Producers make goods or provide services. They use many things to make their products. Some of these things are called resources and some are called intermediate goods. Name some things Glenmae used to produce her rug. (mohair from the goat, scissors, yucca plants, buckets, water, comb cards, spindle, large pots, loom, dye) As students answer, list the things on the board.
- 21) Ask students if they recall what three groups resources can be divided into. Give appropriate thinking and response time. Ask open-ended questions to elicit student thinking. If they can't, then explain resources can be placed into three groups: natural, human, and capital resources.
- Ask for examples of each.
 - i) Natural Resources are those things found in and on the earth, such as water, oil, and sunlight.
 - ii) Human resources are people who work, like Glenmae, teachers, doctors, truck drivers, and sales clerks.
 - iii) Capital resources are tools, equipment, and buildings we use to help produce things. Capital resources are used over and over without being used up, such as trucks, computers, cash registers, desks, and chairs.
 - iv) Explain the other things used to produce goods are called intermediate goods. Intermediate goods are products that are combined with resources to make another products. They become part of the finished product. They are not used over and over again as are capital resources. The flour in muffins and the nails in a chair are examples of intermediate goods.
- 22) Distribute the resources three-tab foldable.
- Optional: provide copies of the "Rug Resources" grid
- 23) Allow students to work independently to complete foldable.
- 24) Encourage students to draw conclusions about how the three resources or their examples can be connected.
- 25) Allow volunteers to share their work if time permits. Make sure to point out and discuss each type of resource in each example, and how the resources are connected and required to provide the good or service.
- 26) Check Misconceptions
- Students' completion of the independent illustration allows the teacher to assess understanding of the connection between the three types of resources. Sharing these illustrations allows for correction of misconceptions by the teacher and other learners.

Assessment

Pre-assessment (Before):

Informal and Formative: Students will be filling asked to recall any information that them may already know.

Assessments (During):

Informal and Formative: The think-pair-share is an informal assessment because it allows the processing of information and then the information is discussed as a group to check for understanding.

Informal and Formative: Teacher will use informal checks for understanding of vocabulary during instruction via method of hand signals (Thumbs Up/Thumbs Down) to determine student understanding.

Informal and Formative: Observation for students' collaboration, comprehension, observations, participation, progress, and understandings. Anecdotal notes if desired would also be a part of this informal formative observation. Teacher observation of individual sheets during collaborative group work would also be a component of this.

Differentiation

Flexible grouping based on ability, interest, learning profile, or reading comprehension levels is advised. Divide the students into groups of 2 students. Keep in mind special needs, English Language Learners, Special Education, Gifted students and any students with difficult behavior when creating the groups. Determining groups in advance to allow for differentiation in grouping. Lower students, grouped together can work with the teacher.

Process differentiated by learning profile by using multiple graphic organizers and use of pictures. I have categorized this as a process differentiation rather than content because it is an instructional

strategy (Burke, 2009) where essentially the content (general topics or the six different categories) being inferred is essentially the same, even though the different tribes will be making different observations because of the different pictures. I also concluded that this is process because it is also being used by students to form their own understandings rather than by the teacher to deliver content, or information, to the students directly (Tomlinson, 2001). The use of pictures for the activities will also assist with this learning tendency, but is content differentiated by learning profile because it is being used to convey ideas.

Accommodation

As the students are exploring, the teacher will:

- Walk around and help ESOL students who may be having trouble filling out their graphic organizers. Re-read directions/check for comprehension of instructions, questions, and terms during group and individual work.
- ESOL: allow for group/buddy-work, pictorial, or oral response and teacher records on sheet during individual activity.

Name: _____

Date: _____

Regions of the United States





Name: _____

Date: _____

Regions of Native American Indian Groups



Directions: Cut Dashed line. Fold on Double line. Glue on another sheet of paper.

Region

Coastal Plain

Appalachian Highlands

Canadian Shield

Interior Lowlands

Great Plains

Rocky Mountains

Basin and Range

Coastal Range

Eight Regions of the United States Foldable Key

- 1) Coastal Plain
 - a) Located along the Atlantic Ocean and Gulf of Mexico
 - b) Broad lowlands providing many excellent harbors
- 2) Appalachian Highlands
 - a) Located west of the Coastal Plain; extends from eastern Canada to western Alabama; includes the Piedmont Region of Virginia
 - b) Old, eroded mountains (oldest mountain range in North America)
- 3) Canadian Shield
 - a) Wraps around the Hudson Bay in a horseshoe shape
 - b) Its hills are worn by erosion and hundreds of its lakes are carved by glaciers.
- 4) Interior Lowlands
 - a) Located west of the Appalachian Mountains and east of the Great Plains
 - b) Rolling flatlands with many rivers, broad river valleys, and grassy hills
- 5) Great Plains
 - a) Located west of the Interior Lowlands and east of the Rocky Mountains
 - b) Flat land that gradually increases in elevation as you go west
 - c) it contains grasslands
- 6) Rocky Mountains
 - a) Located west of the Great plains and east of the Basin and Range
 - b) Rugged mountains stretching from Alaska almost to Mexico with high elevations
 - c) also contains the Continental Divide, which determines the directional flow of rivers
- 7) Basin and Range
 - a) Located west of the Rocky Mountains and east of the Sierra Nevada Mountains and the Cascade Mountains
 - b) Varying elevations containing isolated tall mountain ranges
 - c) Also includes Death Valley, which is the lowest point in North America
- 8) Coastal Range
 - a) Located along the Pacific Coast, stretching from California to Canada
 - b) Contains rugged mountains and fertile valleys

Three-Tab Foldable for Reviewing Resources

Directions: Cut the dotted lines. Fold on the double line.

Glue down the top tab on a separate sheet of paper that says "RESOURCES"

Under each tab, write the definition. Then, list and/or draw examples.

RESOURCES

Natural

Human

Capital

Resources Foldable Key:

Human resources

People working to produce goods and services.

Examples: people at work, farmers, miners, builders, painters

Natural resources

Materials that come directly from nature.

Examples: water, soil, wood, and coal

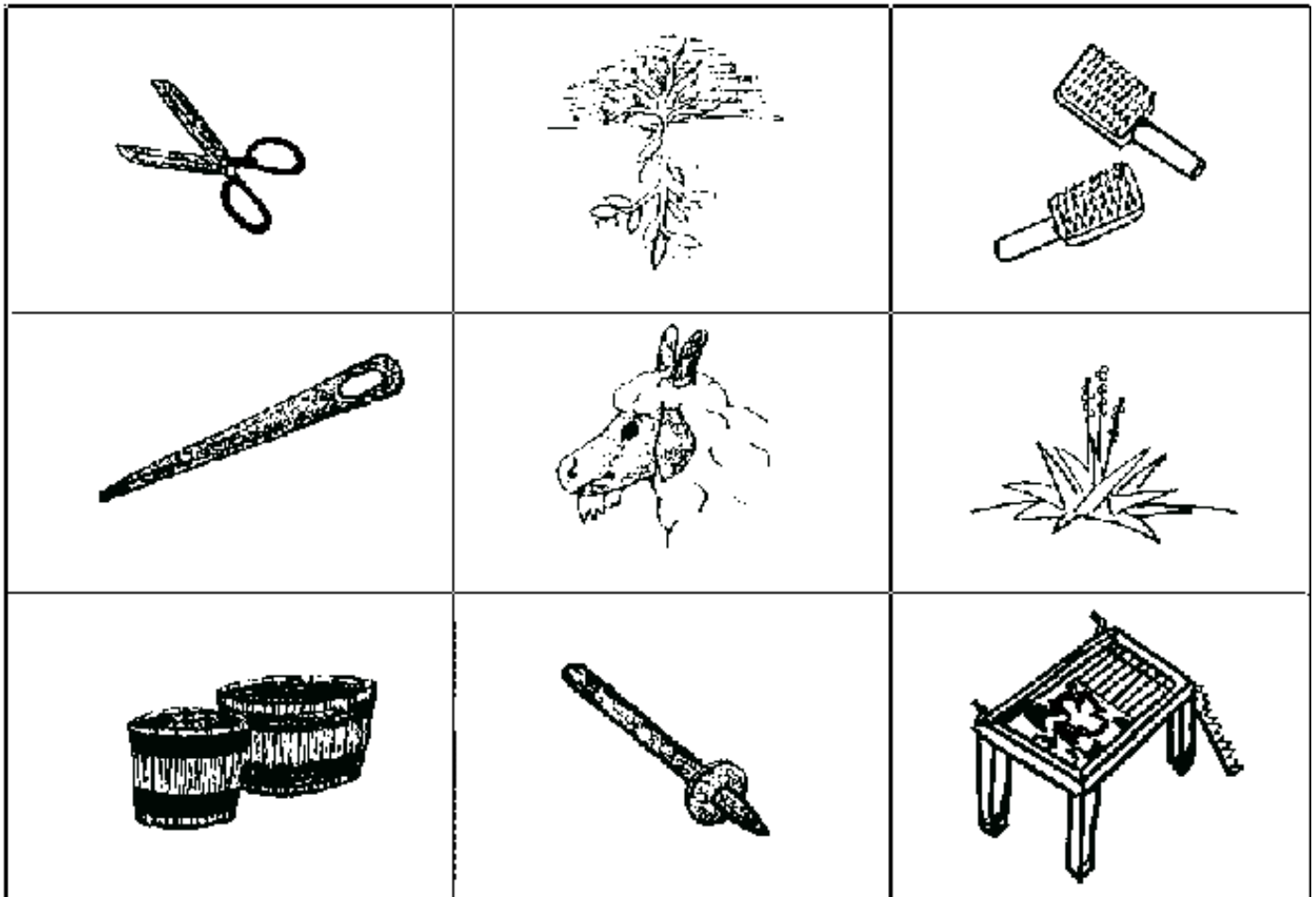
Capital resources

Goods made by people. Some are used to produce other goods and services for people.

Examples: machines, tools, buildings, hammers

Rug Resources

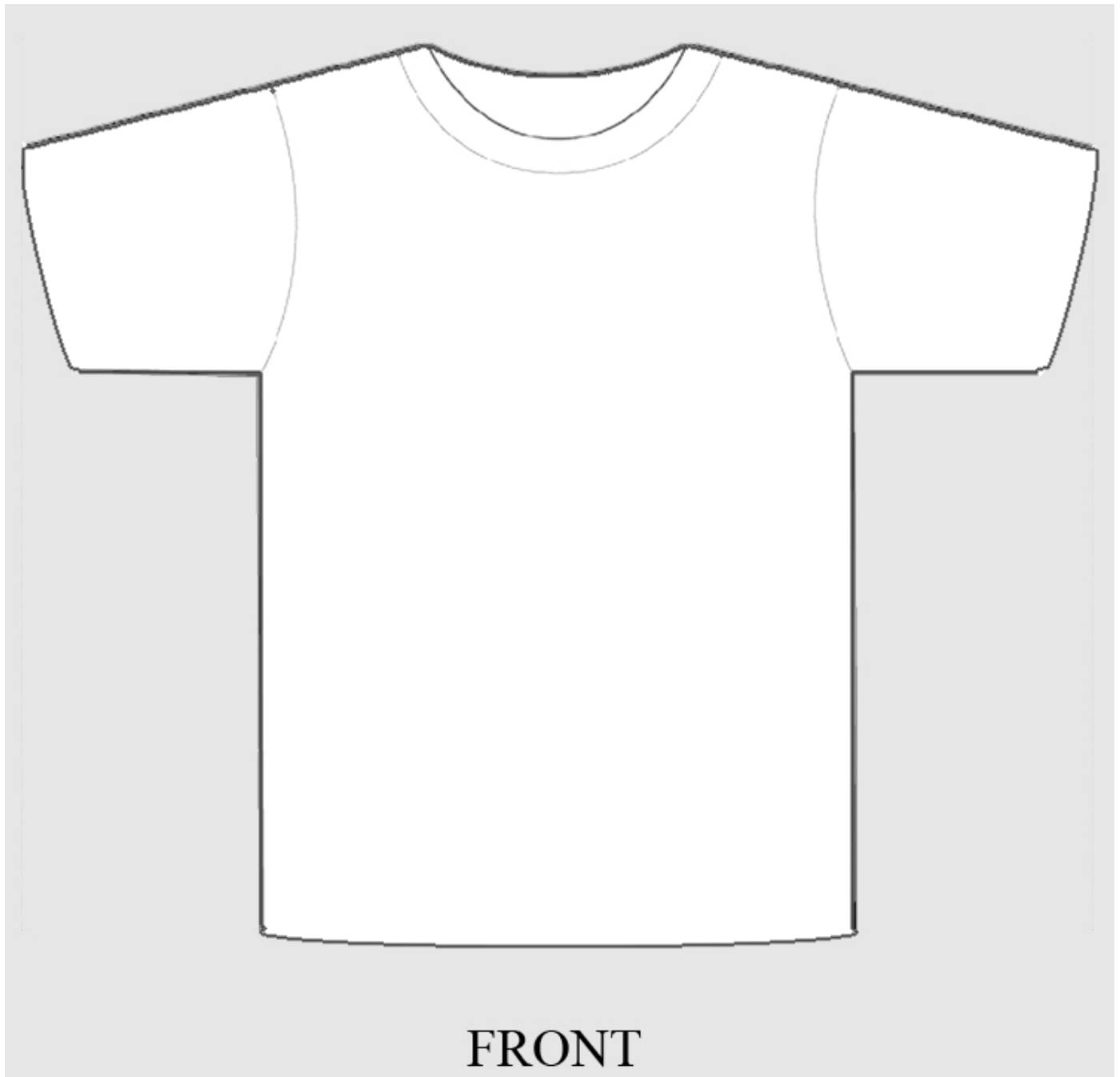
The rug resources are pictures of the following, in rectangles, in a 3x3 grid, on a single piece of paper:

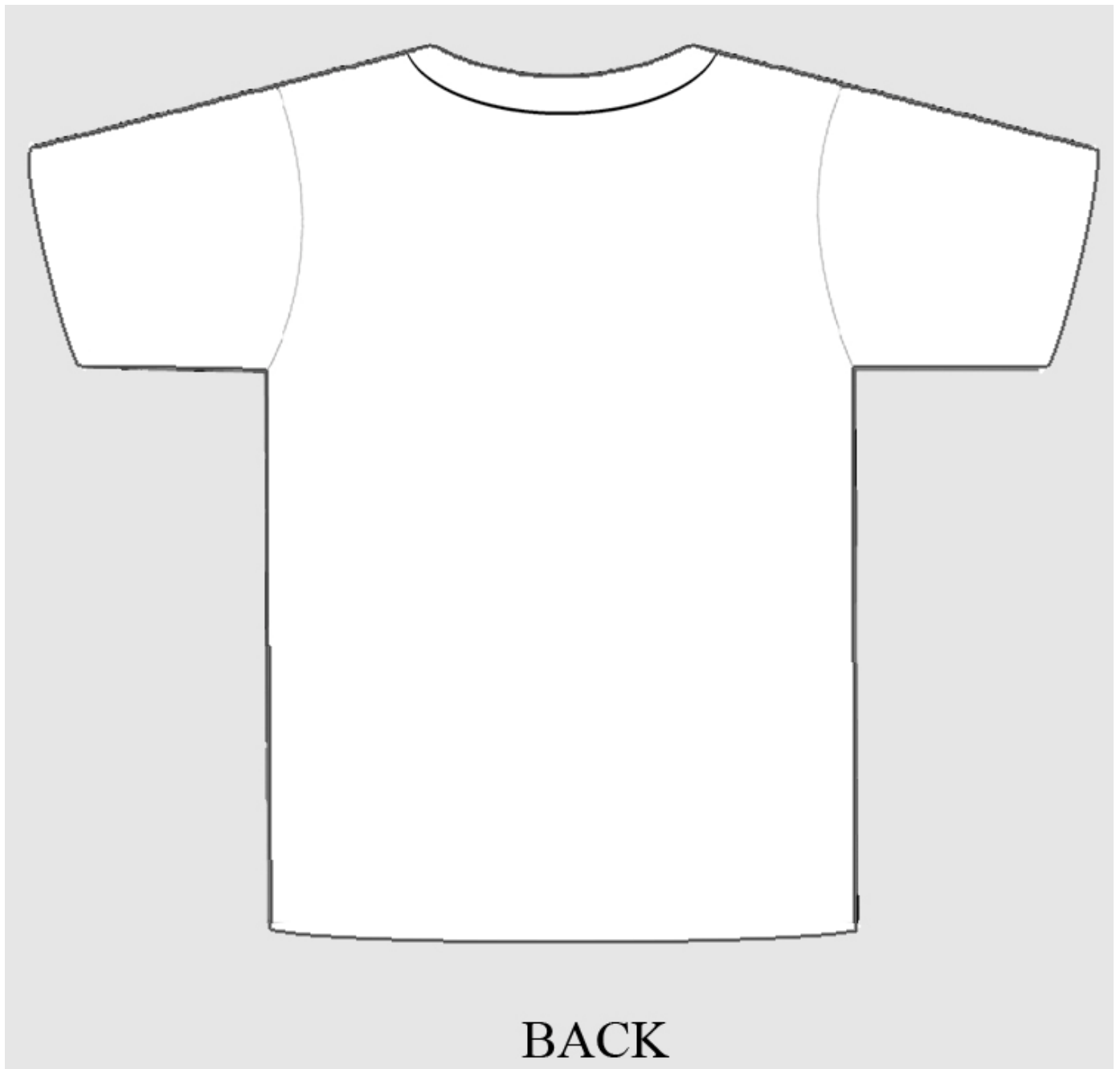


Name: _____

Date: _____

Regional T-Shirt Logo and Design





Name: _____

Date: _____



Where Shall I Go



Directions: Using the clues, try to figure out what region where you would find these features.

1. I have always wanted to be a farmer. I don't have much money, so I'll need a place where there is good, fertile soil on low land. I need natural resources that are good for farming. Where shall I go?
2. I am a geologist. I'm hoping to find some old rocks for my collection. I might even want to take pictures of rock formations. Where shall I go?
3. I'm interested in learning about mountain climbing, but I've never done it before. I'm in decent shape, but I'm not up to a really tough climb. Where shall I go?
4. I'm a mountain climber too, but I'm experienced, and I like a challenge. I'd like to climb up and rappel down. I like variety! Where shall I go?
5. I've heard the Pacific Coast Highway is beautiful. I'd love to see the ocean and the mountains at the same time. Where shall I go?
6. I am an experienced boat builder. I want to find a place where I can work building ships or repairing them. Where shall I go?
7. I am a farmer who has developed a special wheat that grows where it's dry. I want to test it out, but I need flat dry land with a dry climate. Where shall I go?
8. Write your own on the back for the region that is missing!