**Delaware Model Unit Gallery Template**

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware Content Standards.

**Unit Title:** Regions

**Designed by:** Wendy Harrington  
**District:** Cape Henlopen

**Content Area:** Social Studies  
**Grade Level(s):** K-3

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**Summary of Unit**

In *Regions*, students will look at the world around them. Students will collect, organize, and characterize data in order to regionalize it. This is the basis of how many maps are created. Regions are areas on the earth with common characteristics. Students will be identifying these characteristics in regions in their school, regions from the past, regions within their own town, and regions around the world. After identifying regions, students will then look at how the regions are connected and what boundaries can be identified for the region.

Every place has a special “personality”; no two places are exactly the same. All places have physical and human qualities that contribute to its uniqueness. A region can be defined as an area that includes a number of places, all of which have common characteristics. When studying regions, students will be able to answer how and why an area is similar to another and how they are different. Some regions can be identified by their physical characteristics, such as climate, landforms, or vegetation. Other regions can be identified by human characteristics such as economics, political, cultural, and social.

Regional boundaries are sometimes difficult to determine because many regions can overlap or a smaller region can lie within a larger one. A boundary can be an imaginary line, a river, a mountain range, or a fence in your yard. The connections between regions are another aspect that is looked at in this lesson. How do people move from one region to another, why do we have traffic jams in certain places or regions, why are some roads more traveled than others, and why are connections between regions important? Connections can include roads, sidewalks, and hallways.
Stage 1 – Desired Results
(What students will know, do, and understand)

Delaware Content Standards
- **Geography Standard Four K-3a**: Students will be able to use the concepts of place and region to explain simple patterns of connections between and among places across the country and the world.

Big Idea
- Patterns

Unit Enduring Understandings
- Students will understand that regions are defined by themes and/or common characteristics.
- Students will understand that regions have boundaries, some imaginary, some natural, and some physical.
- Students will understand that there are connections between different regions whether the regions are similar or different.

Unit Essential Questions
- How do places differ from regions?
- How can regions be used to simplify an understanding of place diversity?
- How might differences and similarities among regions result in connections between them?

Knowledge and Skills

**Students will know…**
- Place
- Region
- Connection
- Boundary

**Students will be able to…**
- Explain the difference between a place and a region.
- Identify the characteristics of a region and describe its boundaries and its connections between other regions.
- Draw a boundary line showing where two or more regions are located when given a map.
- Identify examples of boundaries (imaginary, natural, and physical).
- Identify examples of connections between places and regions.
- Compare two different regions.
**Stage 2 – Assessment Evidence**
(Evidence that will be collected to determine whether or not Desired Results are achieved)

**Transfer Task**

This summative assessment is a transfer task that requires students to use knowledge and understandings to perform a task in a new setting or context. The assessment and scoring guide should be reviewed with students prior to any instruction. Students should do the assessment after the lessons have been completed.

**Transfer Task #1**

**Focus:**

Now that you have learned that places with common characteristics are called regions and that regions are connected and sometimes have boundaries, you are ready to use what you know for a new problem.

**Problem:**

The town council wants you to present a regionalized map of the town at the next board meeting. You are the geographer in charge of this task.

**Task:**

Draw boundaries for 2 different regions on the map. Each region should have at least 2 common characteristics. Describe the characteristics for both regions and describe how the regions are connected.

**Directions:**

Draw the boundaries for the 2 different regions. Record your responses on the recording sheet.

**Note:**

- It is helpful to project the map onto a screen and describe its features. Point out items from the word bank listed below.
- Some students may need a word bank as a reference when completing the recording sheet. Here is an example of one you could use.

**Regions Word Bank**

<table>
<thead>
<tr>
<th>River</th>
<th>Pond</th>
<th>Road</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sidewalk</td>
<td>Fence</td>
<td>Trees</td>
</tr>
<tr>
<td>House</td>
<td>Store</td>
<td>Bridge</td>
</tr>
<tr>
<td>Building</td>
<td>Farm</td>
<td>Field</td>
</tr>
<tr>
<td>Plants</td>
<td>Crops</td>
<td>Corn</td>
</tr>
<tr>
<td>People</td>
<td>Woods</td>
<td>Town</td>
</tr>
<tr>
<td>School</td>
<td>Development</td>
<td>Creek</td>
</tr>
</tbody>
</table>
Directions for finding a Map for Transfer Task #1:
- Show image of your town or nearby town.
- Download Google Earth (free).
- In the “Fly to” box, type in the name of your town and state (for example, Milton, DE).
- Click on the magnifying glass to “Begin Search.”
- From the view of your town you can use the tools in the top right corner to magnify in and out.

Transfer Task #2

Focus:
You have just learned that places with common characteristics are called regions. Regions are connected and sometimes have boundaries.

Problem:
The town council wants you to create a regionalized map of the town at the next board meeting. You are the geographer in charge of this task.

Task:
Create a map showing 2 different regions of your town as well as the connections between and within the regions and boundaries.

Directions:
- Each region should have 2 common characteristics.
- You will need to decide what type of boundaries (imaginary, natural, or physical) you want to include and explain your choice.
- You will also need to explain 2 different kinds of connections in or between each region.
- Include a map key.
- Label each region.
- Record your responses on the recording sheet.

Recording Sheet (used for both Transfer Tasks)
**Rubric(s)**

*Transfer Task Rubric*

<table>
<thead>
<tr>
<th>Region #1</th>
<th>Region #2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Score Point 2</strong></td>
<td><strong>Score Point 1</strong></td>
</tr>
<tr>
<td><strong>Region</strong></td>
<td>2 accurate characteristics evident</td>
</tr>
<tr>
<td><strong>Boundary</strong></td>
<td>Accurate description of the type of boundary with a relevant explanation</td>
</tr>
<tr>
<td><strong>Connection</strong></td>
<td>Explains two different kinds of connections in or between each region</td>
</tr>
</tbody>
</table>

Total Score: 12 points

11 – 12 = Above the Standard
9 - 10 = Meets the Standard
7 – 8 = Below the Standard

**Other Evidence**
- Checks for Understanding
- Quiz #1 and #2
- Exit Ticket
- Venn Diagram
- World Map of Regions
- School Map

**Student Self-Assessment and Reflection**
- Reflection on what is confusing vs. interesting Lesson 1/Strategy 1.
- Revision of number of cars predicted vs. actual and explanation Lesson 2/Strategy 4.
Lesson 1
Regions and Characteristics

Strategy 1: Gathering Information
Think/Pair/Share and Four-Fold Strategy

Have each student fold a piece of paper in half twice and then bend down the upper-left corner. When the paper is opened, the creases of the paper have created four rectangular quadrants and a diamond-shaped area in the center, as illustrated in the example below.

<table>
<thead>
<tr>
<th>Climate</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Milton</td>
<td></td>
</tr>
<tr>
<td>Landforms</td>
<td>Clothing</td>
</tr>
</tbody>
</table>

**Steps:**
1. Have students write their town name in the center of the diamond.
2. Review “Climate”—how hot or cold, wet or dry a place is over a long period of time. Give students 1–2 minutes to list words that describe the climate in their town.
3. Review “Landforms”—a natural, physical feature of the earth’s surface, for example, a valley, mountain, or plain. Give students 1 minute to list words that describe the landforms in their town.
4. Give students 2 minutes to list words describing the languages they speak and the clothing they wear in their town.
5. Have each student pair with another to share their brainstorming list.
6. Share lists with the whole class while the teacher compiles a master list.

See completed sample.

Ask students, “Is this the same for most of the towns around us?” They should agree that this is true. The towns around us have the same climate, landforms, and culture.

Tell students that the characteristics they have discussed are describing the **place** they live. When looking at the places around us that are similar, we can call them a **region**. Tell the students that a **region** is an area on the earth’s surface with some common characteristics.

To help clarify what a **characteristic** is, play the game, “What’s my common characteristic?” Call students to stand at the front of the class that have common
characteristics, for example, students wearing jeans. Ask the class what these students have in common. Do this again with a different characteristic, for example, red shirts and boys. Group students around the room with common characteristics in order to point out that the “red shirt and boys region” is comprised of a number of places.

Make the connection that each student represents a place and regions are created from places with common characteristics, just as the game did.

Begin a word wall. The vocabulary list is for teacher use and can be used on a word wall or recorded in a Learning Log. Add the words **Place, Region, and Characteristic**.

### Check for Understanding

- ✓ Ask students to reflect about the concept of **region** and what they might learn in this unit using the K-I-C Chart.

<table>
<thead>
<tr>
<th>What I Know about Regions</th>
<th>What Interests Me about Regions</th>
<th>Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>✓ What countries am I interested in?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓ What kinds of characteristics might be in a region?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓ How will I show what I learned about regions?</td>
</tr>
</tbody>
</table>

### Strategy 2: Extending and Refining

**Mapping and Recording/Pair/Share**

*Note:* This strategy is continued through the rest of the unit using different books from the bibliography.

Choose a book from the bibliography that will describe a **climate region** of the world. Tell the students they will be listening to the story and looking at the pictures to identify the characteristics of this region. After reading the book, we will be making a list of the common characteristics for this region. Read the book to the students.

After reading, have students turn to a partner and make a list of the characteristics that were found in this region. Share list with the whole class, and teacher records on master list. Identify this region on a world map. Draw on the map. Ask the students to make up a name for this region based on the characteristics or give the students the appropriate name of the region, for example, Tropical Region, Arctic Region, etc.

Distribute the [world map](#) and [Handout #1,2](#) to each student. Have students record and label the region on their world map. On the back of the paper, students should record the characteristics. See the first column of the [completed sample](#) graphic organizer and the [world map](#).

*Note:* This handout will be used each day after reading different books about different types of regions. Students should use a Social Studies folder or the teacher should collect papers to be used throughout this unit.

### Check for Understanding

*Note:* This Check for Understanding should only be done after the students have recorded at least 3 different types of regions on their world map.
Students respond in their learning log:
✓ Why can two or more regions overlap? Explain your answer.

Rubric
2 – This response gives a valid reason with an accurate and relevant explanation.
1 – This response gives a valid reason with an inaccurate, irrelevant, or no explanation.

Strategy 3: Application
Timed Pair Paraphrase

Review vocabulary (region and characteristic).

Choose a book from the bibliography that will describe a cultural region of the world. Tell the students they will be listening to the story and looking at the pictures to identify the characteristics of this region. After reading the book, we will be making a list of the common characteristics for this region. Read the book to the students.

After reading, make a list of the characteristics that were found in this region. Identify this region on a world map. Draw on the map. Ask the students to make up a name for this region based on the characteristics or give the students the appropriate name of the region, for example, the South Region, Muslim Region, etc.

Ask students to get out their world map and Handout #1.3. Have students record and label the region on their world map. On the back of the paper, students should record the characteristics. See the second column of the completed sample.

Give students a map of their school with the rooms labeled. Show the poster of the school for modeling. Ask students to think about one region in the school.

Timed Pair Paraphrase:
- Students get together with a partner.
- Teacher should decide which partner will go first. For instance, the teacher may tell one student, “Tell your partner which region you identified in the school. Explain why you chose this as a region and what common characteristics this region has. You have 1 minute. If your partner quits sharing, ask him/her questions about that region.”
- Set a timer. After 1 minute, have each student tell what the other just said. The paraphrase might start, “I heard you say....”
- Ask students to share with the whole class what their partners said.
- Reverse the process with the other partner identifying a different region in the school.

(For example, the third grade hall. This is a region because there are four, 3rd grade classrooms. The classrooms have common characteristics such as 3rd grade students, 3rd grade teachers, books for 3rd graders, 3rd grade math materials, etc.)

Have the students work with their partner to identify the other regions of the school. Students should draw circles around each region. (Keep school maps for use in next few lessons.)

Come back together as a group to share the different regions and what their characteristics are. Teacher records while students are reporting.

Ask students how our classroom is different from another 3rd grade classroom. Make a T-chart on the board and list the differences. (This can be done in small groups.)
Tell (or remind) the students that a **place** is a location with character. The character of our classroom is different from another classroom, but the two classrooms are in the same region because of their similar characteristics.

Choose a book from the bibliography that will describe a **topographical region** of the world. Tell the students they will be listening to the story and looking at the pictures to identify the characteristics of this region. After reading the book, we will be making a list of the common characteristics for this region. Read the book to the students.

After reading, make a list of the characteristics that were found in this region. Identify this region on a world map. Draw on the map. Ask the students to make up a name for this region based on the characteristics or give the students the appropriate name of the region, for example, Appalachian Region, Prairie Region, etc.

Ask students to get out their **world map** and **Handout #1.3**. Have students record and label the region on their world map. On the back of the paper, students could record the characteristics. See the third column of the **completed sample**.

Add **place** to learning log and word wall.

**Check for Understanding**

 ✓ How is a place different from a region? Give an example to support your answer.

Reference **Check for Understanding, Strategy 1.3**.

**Rubric**

- 2 – This response gives a valid reason with an accurate and relevant example.
- 1 – This response gives a valid reason with an inaccurate, irrelevant, or no example.

**Quiz #1 – Tornado Alley**
Lesson 2: Connections and Boundaries

Strategy 1: Gathering Information
A-B-C Graffiti

Have a group of 2-4 students draw a rectangular box at the top of a large piece of construction paper (to later be posted in the room). Give the following directions to each group:

- Write the word “Connections” at the top.
- Fold the paper down the middle to create two columns.
- Letter alphabetically A to M down the left side.
- Letter alphabetically N to Z down the middle.

Directions to students might include: Write the term “connections” in the top box. Then list all of the examples of connections they can think of beginning with A through Z. For instance, when you get to H you might include the word “highway.” Students can think of connections within their school or around the world.

For example:

<table>
<thead>
<tr>
<th>Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>A - Airways</td>
</tr>
<tr>
<td>B - Back roads</td>
</tr>
<tr>
<td>C - Crosswalk</td>
</tr>
<tr>
<td>D - Doorways</td>
</tr>
<tr>
<td>E - Elevator</td>
</tr>
<tr>
<td>F</td>
</tr>
<tr>
<td>G</td>
</tr>
<tr>
<td>H - Highway/Hallway</td>
</tr>
<tr>
<td>I - Interstate</td>
</tr>
<tr>
<td>J</td>
</tr>
<tr>
<td>K</td>
</tr>
<tr>
<td>L</td>
</tr>
<tr>
<td>M</td>
</tr>
<tr>
<td>N</td>
</tr>
<tr>
<td>O - Ocean</td>
</tr>
<tr>
<td>P - Path</td>
</tr>
<tr>
<td>Q</td>
</tr>
<tr>
<td>R – Railroad/River</td>
</tr>
<tr>
<td>S - Stairs</td>
</tr>
<tr>
<td>T - Trail</td>
</tr>
<tr>
<td>U</td>
</tr>
<tr>
<td>V</td>
</tr>
<tr>
<td>W - Water</td>
</tr>
<tr>
<td>X</td>
</tr>
<tr>
<td>Y</td>
</tr>
<tr>
<td>Z</td>
</tr>
</tbody>
</table>

Display each group’s poster in the classroom and have the students “gallery walk” to see what each of the other groups wrote. See completed sample.

Record Connections on the word wall—a connection is a link that joins one region or place to another.

Choose a book from the bibliography that will describe a region of the world with different shelters. Tell the students they will be listening to the story and looking at the pictures to identify the characteristics of this region. After reading the book, we will be making a list of the common characteristics for this region. Read the book to the students.

After reading, make a list of the characteristics that were found in this region. Identify this region on a world map. Draw on the map. Ask the students to make up a name for this region based on the characteristics or give the students the appropriate name of the region, for example, The Ger Region, Desert Tent Region, etc.
Ask students to get out their world map and Handout #1.2/1.3. Ask students to record and label the region on their world map. On the back of the paper, students could record the characteristics. Reference Check for Understanding, Strategy 2.1.

Check for Understanding

✓ Choose 2 types of connections from the above charts. Give a specific example of each, for example, River: Mississippi River and Delaware River; Streets: Union Street and Federal Street.

Rubric
2 – This response gives two valid examples of connections.
1 – This response gives one valid example of a connection.

✓ What connections do you use to get from your home to your classroom, for example, driveway, roads, sidewalks, hallways, doorways?

Rubric
2 – This response gives 3-4 valid connections to school.
1 – This response gives 1-2 valid connections to school.

✓ Why do you think different places and regions are connected? Explain your answer.

Rubric
2 – This response gives a valid reason with an accurate and relevant explanation.
1 – This response gives a valid reason with an inaccurate, irrelevant, or no explanation.

Strategy 2: Gathering Information
Graphic Organizer - Webbing

Students will be working with a partner. Each student should have a different colored pencil or pen to use. This will help the teacher quickly see that both children are working together.

Have each group draw an oval and write the word “Boundaries” in the center. Around this oval, draw 3 separate ovals making a web. Write each word in a separate oval—Imaginary, Natural, Physical. Draw about 4 lines coming out of the last 3 ovals. See sample below.
Walk outside of the school and sit on the front steps. Ask the students to think about what a boundary is. Share their thoughts with their partner and then have volunteers share with the whole class.

A boundary is a border. It can be natural, made from nature (river, tree line, etc.); physical, made by man (fence, sidewalk, etc.); or imaginary, there but you cannot see it (property lines, county lines, town limits, etc.). Ask students to look around and write down the different boundaries they see or do not see. Record on web. Once finished, have students share the boundaries they have listed on their web with the class. Teacher records on a master copy to keep posted in the classroom.

**Note:** Finding imaginary boundaries may be difficult for your students. You will need to show students pictures of state, county, country, property borders online. See Picture Resources for examples.

Add **boundary** to student Learning Logs and word wall. At this time, discuss the word **border**. Relate to students that the words boundary and border are used interchangeably. You could give an example such as the Border of Mexico. Reference Check for Understanding, Strategy 2.2.

### Check for Understanding

- Why do you think places and regions might have boundaries/borders? Explain your answer.

**Rubric**

- 2 – This response gives a valid reason with an accurate and relevant example.
- 1 – This response gives a valid reason with an inaccurate, irrelevant, or no example.

- ✓ Exit Ticket: Give 2 examples of boundaries.

**Rubric**

- 2 – This response gives 2 valid examples.
- 1 – This response gives 1 valid example.

- ✓ Why do you think some places and/or regions have physical and natural boundaries while others have imaginary boundaries? Explain your answer.

**Rubric**

- 2 – This response gives a valid reason with an accurate and relevant explanation.
- 1 – This response gives a valid reason with an inaccurate, irrelevant, or no explanation.

### Strategy 3: Extending and Refining

**Mapping and Think/Pair/Share**

Ask the students how the regions and places in our building are connected to one another, for example, doorways, hallways, stairways, ramps, elevators, etc.

Hand out the school maps from the previous lesson and have students get back together with their groups. Have students use a different colored marker for each grade-level region in the school, for example, red – kindergarten region, blue – 1st grade region, yellow – 2nd grade region, etc. Each student in the group should be responsible for at least one color.

Have one student at a time draw a line using the appropriate color from a grade-level region to the cafeteria, for example, you would draw a red line from the kindergarten region
through the hallway to the cafeteria. Continue using the different colors to represent the different region’s travel pattern to the cafeteria.

**Think/Pair/Share Directions:**
- First, the teacher poses an open-ended question or problem. (See below for questions.)
- Each individual student takes approximately 1 minute to think about an answer or solution on their own.
- The student then pairs up with another student, and they discuss their answers or solutions together.
- The whole class reports in partners various answers and solutions.

Pose the following questions to the class for Think/Pair/Share:
- **What connections in our building have traffic jams? Explain why.** (The hallway going to the cafeteria—every 3 minutes a class has to walk down the steps to the cafeteria and sometimes classes are late which causes a traffic jam.)
- **What connections in our building have little traffic? Explain why.** (The upstairs hallway because only 4th and 5th graders are upstairs and the rest of the school only goes upstairs because of the library.)

**Strategy 4: Extend and Refine Using Data to Regionalize an Area**

Show students other map examples that have used data to regionalize an area, for example, population maps, precipitation maps, climate maps, etc. These can be accessed at:
- US Climate Regions - [http://encarta.msn.com/media_461544522/united_states_climate_regions.html](http://encarta.msn.com/media_461544522/united_states_climate_regions.html)

Explain that all of these maps are based on data collected, organized, and then regionalized.

Choose another book from the bibliography and map the region.

**Check for Understanding**

- ✓ Quiz #2 – Vocabulary Quiz (Place, Region, Connection, Boundary, Characteristic)

**Rubric**

3 – This response gives a valid region with an accurate and relevant characteristic from each map.

2 – This response gives a valid region with an accurate and relevant characteristic from only one of the maps.

1 – This response gives a valid region with an inaccurate, irrelevant, or no characteristics from each map.

**Strategy 5: Application Comparing**

Students will be working in cooperative learning groups for the remainder of this activity. Distribute *A World Transformed* map from *National Geographic* to each group. Fold the map in half so that the students can only see the Werowocomoco village.
To obtain *A World Transformed*, contact the Delaware Geographic Alliance for these free materials. Call 302-831-6783 or go to [http://www.udel.edu/Geography/DGA/web/index.htm](http://www.udel.edu/Geography/DGA/web/index.htm)

**Step 1: Regions**

Have each group identify and label the different regions of the village and list the characteristics of each region on a separate sheet of paper. (If maps are laminated, students can use erasable markers to draw boundaries around the regions and label them.)

While monitoring the groups, ask them the following questions:
1. What are the characteristics of this region?
2. Why did you draw a boundary line here?
3. Do we have regions within our community that are similar?

After the groups have had 5–7 minutes to begin working, stop the groups and have one group member from each group report out what regions they have identified and labeled so far. Continue working.

**Step 2: Boundaries**

Tell each group to make a list of the different boundaries they see on the map (Imaginary, Natural, and/or Physical).

While monitoring the groups, ask them the following questions:
1. What might be the boundaries of this place or region?
2. Are there visible boundaries or barriers?
3. Can you describe them?
4. Why are they there or absent?
5. How do these boundaries differ from what we are familiar with?
6. How are they alike?

When groups are finished, have a different member of the group report out what boundaries they have identified.

**Step 3: Connections**

Tell each group to make a list of the connections they see on the map.

While monitoring the groups, ask them the following questions:
1. Why are these regions connected?
2. What would happen if they were not connected?
3. How would that affect the village/settlement?

When groups are finished, have a different member of the group report out what connections they have identified.

Using the same map, flip over to see the Jamestown settlement on the other side. Repeat Steps 1, 2, and 3.

Students can explore the historic Jamestown fort and the Powhatan village of Werowocomoco through this interactive feature: [http://ngm.nationalgeographic.com/2007/05/jamestown/jamestown-standalone](http://ngm.nationalgeographic.com/2007/05/jamestown/jamestown-standalone)
Check for Understanding

- Complete a Venn diagram (Handout 2.5 Check for Understanding) comparing the Werowocomoco Village and the Jamestown Settlement and then respond, “Where would you rather live based on the characteristics and boundaries of each place? Explain your thinking.”

Rubric

Points for Venn diagram are as follows:

<table>
<thead>
<tr>
<th></th>
<th>Werowocomoco Village</th>
<th>Jamestown Settlement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regions</td>
<td>3 relevant regions = 3 points</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 relevant regions = 2 points</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 relevant region = 1 point</td>
<td></td>
</tr>
<tr>
<td>Connections</td>
<td>2 accurate connections = 2 points</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 accurate connection = 1 point</td>
<td></td>
</tr>
<tr>
<td>Boundaries</td>
<td>1 accurate boundary = 1 point</td>
<td></td>
</tr>
</tbody>
</table>

Response Rubric

2 – This response gives a valid reason with an accurate and relevant explanation.
1 – This response gives a valid reason with an inaccurate, irrelevant, or no explanation.

Total Points = 14
12 – 14 = Above the Standard
10 – 11 = Meets the Standard
7 – 9 = Below the Standard

Resources and Teaching Tips

Bibliography

The following books are examples of different regions around the world.

Topographical Regions
- Appalachian Mountain
  - When I was Young in the Mountains by Cynthia Rylant ISBN 0-14-054875-0
  - Appalachia The Voices of Sleeping Birds by Cynthia Rylant ISBN 0-15-201893
  - Map of Appalachia Region
    - http://www.arc.gov/index.do?nodeId=938
    - http://www.gardenharvest.org/appalachiamap0704.htm
    - http://www.library.appstate.edu/appcoll/maps.html
- Prairies
  - My Prairie Summer by Sarah Glasscock ISBN 0-8172-7284-4
  - Laura Ingalls Wilder An Author’s Story by Sarah Glasscock ISBN 0-8172-7285-2
  - Heartland

Different Climate Regions
- Tropical Rainforest
- The Great Kapok Tree by Lynne Cherry ISBN 0-444-84944-6
- Tropical Rainforest ISBN 0-382-24869-4
- A Walk Through the Rainforest by David & Mark Jenike ISBN 0-531-15721-0
  Map of Rainforest Region
  - http://www.d.umn.edu/~pask0020/educ5413/mywebquest/Rainforest%20map.jpg
- Savanna
- Desert
- Polar
  - The Polar Bear Son
  - Arctic Son by Jean Craighead George ISBN 0-590-81014-6
  - Antarctic Encounter
  - Map of Polar Region
    - http://www.allcountries.org/maps/world_climate_maps.html
    - http://www.nationalgeographic.com/xpeditions/activities/03/popup/climate.html
- Shelters of the World and the Regions they occur in
  - Temporary Shelters by David McCoy ISBN 1-4007-3676-5
  - This is My House by Arthur Dorros ISBN 0-590-45302-5

Cultural Regions
- The South
  - Map of free states vs. slavery states
    - www.learner.org/biographyofamerica/prog10/maps
  - A Country Far Away by Nigel Gray ISBN 0-531-07024-7 (This story compares a child in American and a child in a village in Africa.)
  - Map of Muslim Countries
    - http://www.islamproject.org/education/Africa_Mideast_etc.html
    - http://onemanmission.org/introduction/map/map.html
  - This Land is Your Land
  - National Geographic Reading Expeditions: Communities Around the World
  - National Geographic Reading Expeditions: World Cultures
  - Curriculum Guide Earth 2U, Exploring Geography by The Smithsonian Institute—this is a teachers’ guide based on the National Geography Standards with many activities and information. **This resource is out of print, but many teachers have copies. There is a note on page 2 of the book inviting teachers to duplicate the lessons for educational use.
Helping Your Child Learn Geography, publishing by the U.S. Department of Education—this is a parent guide with activities for children from 5-10 years of age. There are activities for learning about places and regions as well as other geographic concepts.

- United Streaming Video Clips
  - Defining Regions and Cultures

Pictures
- Borders/Boundaries
  - Border of Mexico
    - [http://mariposa.yosemite.net/mariposa-resources/U.S.MexicoBorder.html](http://mariposa.yosemite.net/mariposa-resources/U.S.MexicoBorder.html)
    - [http://news.yahoo.com/nphotos/slideshow/ss/events/wl/121405mexborder](http://news.yahoo.com/nphotos/slideshow/ss/events/wl/121405mexborder)
  - Welcome to Delaware sign
    - [http://www.okroads.com/031903/welcometodelaware.JPG](http://www.okroads.com/031903/welcometodelaware.JPG)
- Google Earth
  - Border of Mexico – Physical Border
  - Delaware Counties – Natural Boundary (Mispillion River) and Imaginary Boundary
- Connections
  - Airplane - [http://www.bigfoto.com/sites/gallery/aviation/airplane_05.jpg](http://www.bigfoto.com/sites/gallery/aviation/airplane_05.jpg)
  - NYC Subway Map - [http://www.mta.info/nyct/maps/submap.htm](http://www.mta.info/nyct/maps/submap.htm)
  - Rhine River and Riverboat - [http://www.galenfrysinger.com/rhine_river1.htm](http://www.galenfrysinger.com/rhine_river1.htm)
- Other Maps
  - Regions in China - [http://www.landingchina.com/china_map/index.htm](http://www.landingchina.com/china_map/index.htm)
  - US Climate Regions - [http://encarta.msn.com/media_461544522/united_states_climate_regions.html](http://encarta.msn.com/media_461544522/united_states_climate_regions.html)
  - Outline Map of the United States - [http://z.about.com/d/geography/1/0/A/H/usa2.jpg](http://z.about.com/d/geography/1/0/A/H/usa2.jpg)

Differentiation
- Stage 2 and 3 allow students to demonstrate understanding with choices, options, and/or variety in the products and performances without compromising the expectations of the Content Standards.
- Instruction is varied to address differences in readiness, interest, and/or learning profiles.
- Accommodations and differentiation strategies are incorporated in the design of Stage 2 and 3.

Differentiation is embedded within the instructional strategies and the transfer task.
<table>
<thead>
<tr>
<th>Learning Style</th>
<th>Support Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Linguistic</strong></td>
<td>Students are supported by using graphic organizers, written questions, and the Venn diagram.</td>
</tr>
<tr>
<td>(learns by reading and writing)</td>
<td></td>
</tr>
<tr>
<td><strong>Logical/Mathematical</strong></td>
<td>Students are expected to list characteristics of different regions, compare and contrast characteristics using a Venn diagram.</td>
</tr>
<tr>
<td>(likes classifying and categorizing, patterns and relationships)</td>
<td></td>
</tr>
<tr>
<td><strong>Auditory/Musical</strong></td>
<td>Students are supported through cooperative learning and paired discussion.</td>
</tr>
<tr>
<td>(learns by listening, likes rhythm and song)</td>
<td></td>
</tr>
<tr>
<td><strong>Visual/Spatial</strong></td>
<td>Students use world maps, school maps, and road maps. Master copies of class reports are displayed in the classroom.</td>
</tr>
<tr>
<td>(learns by drawing and designing, using videos, maps, charts, etc.)</td>
<td></td>
</tr>
<tr>
<td><strong>Tactile/Kinesthetic</strong></td>
<td>Students can touch and manipulate maps throughout this unit.</td>
</tr>
<tr>
<td>(likes to use tactile methods of learning)</td>
<td></td>
</tr>
<tr>
<td><strong>Interpersonal</strong></td>
<td>Cooperative learning and paired discussion takes place throughout the unit.</td>
</tr>
<tr>
<td>(likes to work with others)</td>
<td></td>
</tr>
<tr>
<td><strong>Intrapersonal</strong></td>
<td>Using the Think/Pair/Share strategy students must first work alone and record their personal thoughts quietly. Only after this takes place are they expected to pair with another student and discuss their thoughts.</td>
</tr>
<tr>
<td>(likes working independently)</td>
<td></td>
</tr>
<tr>
<td><strong>Naturalist</strong></td>
<td>Throughout the unit, students are expected to investigate and question ideas before sharing them with a partner or the class.</td>
</tr>
<tr>
<td>(learns by investigating and questioning, particularly in nature)</td>
<td></td>
</tr>
</tbody>
</table>
Design Principles for Unit Development
At least one of the design principles below is embedded within unit design.

International Education:
Students will experience international education by listening to and reading books about different regions and cultures of the world. Students will be mapping these regions on a world map and describing the characteristics of each region.

21st Century Skills:
- Demonstrate teamwork and leadership
- Develop, implement, and communicate new ideas with others
- Work productively with others

Technology Integration
The ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information

Multiple opportunities to integrate technology are included in this unit. See Resources for websites.

Students can explore the historic Jamestown fort and the Powhatan village of Werowocomoco through this interactive feature: http://ngm.nationalgeographic.com/2007/05/jamestown/jamestown-standalone

Content Connections
Content Standards integrated within instructional strategies

Geography Standard One K-3a: Students will understand that nature and uses of maps, globes, and other geo-graphics.

Geography Standard Three K-3a: Students will be able to identify types of human settlement, connections between settlements, and the types of activities found in each.

Civics Standard Four K-3a: Students will acquire the skills necessary for participating in a group, including defining an objective, dividing responsibilities, and working cooperatively.

ELA Standard Three: Students will access, organize, and evaluate information gained by listening, reading, and viewing.
Anna’s class is studying geography. Her teacher said that **places** are locations with common characteristics and **regions** are places that have common characteristics.

After school one day, Anna was watching a TV news show that showed a map of the United States. The map was shaded in to show the location of “Tornado Alley.” Tornadoes are very dangerous wind funnels that can happen often in these states. Tornadoes happen more often in the darker areas on the map.

http://www.fema.gov/plan/prevent/saferoom/tsfs02_torn_activity.shtm

Anna thought that Tornado Alley is a **place**. What would you tell Anna about her idea that Tornado Alley is a place not a region?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

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*Based on NOAA, Storm Prediction Center Statistics*