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| <p>Lesson Overview Write a lesson plan abstract and indicate which grade level targeted. It addresses the curriculum context for the lesson (course and content). The reader should be able to gain an understanding what the lesson is about by reading the abstract. (7 pts)</p> | <p>This lesson is intended for 4th grade students and includes VA Standards of Learning, as well as Geography for Life Standards. This specific lesson includes the VA SOLs for Virginia Studies, specifically 1 and 2, as well as English SOLs for 4.7. In this lesson, students will examine a map of the five regions of Virginia: The Coastal Plain, Piedmont, Blue Ridge Mountains, Valley and Ridge, and Appalachian Plateau. Students will then be able to identify the five regions of Virginia and their location in relation to the map, as well as to each other. Students will also learn the basic characteristics of each region and how to differentiate each of them. At the end of the lesson, students will be given a worksheet where they will be able to incorporate their writing skills and identify which region they believe is best through opinions and facts about that particular region of Virginia.</p> |
| <p>Relevant Standards Need to use both VA SOL AND National Geography Standards Be explicit with the standard and other subjects (an additional subject to geography is required, can have more). Bonus opportunity for including more than geography & history. (15 pts)</p> | <p><u>Geography for Life Standard(s):</u></p> <ul style="list-style-type: none"> a) Geography Standard 1: How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information b) Geography Standard 4: The physical and human characteristics of places c) Geography Standard 7: The physical processes that shape the patterns of Earth’s surface <p><u>Virginia Standards of Learning:</u> Virginia Studies VS.2 The student will demonstrate an understanding of the relationship between physical geography and the lives of the native peoples, past and present, of Virginia by</p> <ul style="list-style-type: none"> b) locating and describing Virginia’s Coastal Plain (Tidewater), Piedmont, Blue Ridge Mountains, Valley and Ridge, and Appalachian Plateau; <p>English</p> <p>4.4 The student will expand vocabulary when reading.</p> <ul style="list-style-type: none"> a) Use context to clarify meanings of unfamiliar words. d) Use vocabulary from other content areas. |
| <p>Learning Objectives Think of objectives in the context of performance assessment (see slides 19-21 in Annie’s class presentation that addresses: Know, Understand, and Do. Geography for Life also models learning objectives well. (15 pts)</p> | <ul style="list-style-type: none"> 1. Students will KNOW ... <ul style="list-style-type: none"> ● Names of each of the five regions of Virginia ● Different resources that come out of each region ● Where the Fall Line is located 2. Students will UNDERSTAND <ul style="list-style-type: none"> ● Why each region is named the way it is ● Differences between each of the regions ● What impact the fall line has on Virginia and its regions 3. Students will be able to DO <ul style="list-style-type: none"> ● Identify characteristics of each region |


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| | <ul style="list-style-type: none"> ● Identify benefits and concerns of living situations within each region |
| <p>Assessment of Objectives: Describe how you will collect evidence that individual students have indeed met the lesson objective(s). These need to be tied to the criteria from your learning objectives. (15 pts)</p> | <p>Formative Assessments: Think-Ink-Pair-Share (beginning of the lesson)</p> <ul style="list-style-type: none"> - Have students look at the map and think about and write down where they think each region is located and any characteristics they have. Then have students pair up and discuss/compare their thoughts and responses. <p>Ask Questions (throughout the lesson)</p> <ul style="list-style-type: none"> - Quick Yes or No questions <ul style="list-style-type: none"> - Examples/Suggestions: <ul style="list-style-type: none"> - Point to the map and ask if this area is the Piedmont or Coastal Plain - Ask if the Appalachian Plateau is known for having coal - Discussion questions <ul style="list-style-type: none"> - Examples/Suggestions: <ul style="list-style-type: none"> - Ask why the Coastal Plain is known for shipbuilding and being a huge industry - Ask which regions are known for mountains and what features they could have <p>Exit Ticket (end of the lesson)</p> <ul style="list-style-type: none"> - Provide 1 to 3 quick questions to check learning/understanding <ul style="list-style-type: none"> - Examples/Suggestions: <ul style="list-style-type: none"> - Name the 3 regions that have high elevations - Identify the region you live in <p>Summative Assessments: Take-home worksheet for students about the Five Regions of Virginia and its characteristics.</p> |
| <p>Explicit Instructions: These are the step-by-step explanations needed for the teacher to follow. When appropriate, use design principles from Gersmehl on page 41. (45 pts)</p> | <p>Step 1: Think Ink Pair Share</p> <ul style="list-style-type: none"> -introduce the lesson by having students look at the map and think about and write down where they think each region is located and any characteristics they have. -Then have students pair up and discuss/compare their thoughts and responses. -Remind students that it is okay if they are unsure of an exact answer, and that the class will discuss the map as a whole group later on -This incorporates Gershmel’s principle of a “Non-threatening start,” as students are beginning by discussing questions in a low-stakes environment before continuing into discussion. <p>Step 2: Introduction Questions</p> <ul style="list-style-type: none"> - After the class has completed their instructions, ask each group to share one idea about the map they have. Confirm that each idea is correct, or explain to the group how they could look at the map differently. - Then, ask more Yes or No questions about the map. Some Examples/Suggestions include pointing to the map and ask if this area is the |

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| | <p>Piedmont or Coastal Plain, and asking if the Appalachian Plateau is known for having coal</p> <ul style="list-style-type: none"> - Discussion questions <p>Step 3: Large Group Discussion Questions</p> <p>-After the short yes or no questions, move into more in depth questions about the map that involve more than just a “yes” or “no” response.</p> <p>-Students should be encouraged to use evidence from the map and geographical attributes of each area to support their answer. Some possible questions include asking why the Coastal Plain is known for shipbuilding and being a huge industry and which regions are known for mountains and what features they could have</p> <p>Step 4: Wrap Up and Check Understanding</p> <p>-Ask students 1-3 questions at the end of the lesson to see what they understand about the map</p> <p>-Some examples of possible questions include asking which region the students live in, asking which region is the biggest, or asking which region has the highest elevation.</p> <p>-After questions are collected, hand out the take home worksheet and read out worksheet instructions to make sure students understand each task listed on the worksheet.</p> <p>- The lesson and take home worksheet incorporates Gershmel’s idea of structured analysis and the geographical scissors, as students begin with learning facts about each region, and then move into forming opinions and theories about each region. They are connecting the two blades of the scissors by using geographical features of a region to explain why that region is the best in their opinion.</p> |
| <p>Materials/ Resources Needed (3 pts)</p> | <ul style="list-style-type: none"> ● Writing utensils ● paper ● Giant map of Virginia divided into five regions (big enough to look at as a whole class) |
| <p>Modifications/ Extensions (including other subjects) (5pts)</p> | <p>Modifications: Students who are unable to walk could also get a map printed out for them so they can still interact closely with it. Students with a visual impairment could get a map that is printed out and textured to examine the different elevations of each of the five regions, as well as a raised line to show where the divide of each of the five regions is.</p> <p>Extensions: Finding a reading activity on the five regions and their agricultural products, have students write stories about people and their different experiences living in each region and how it would differ from all the other regions, have students share stories out loud if they feel comfortable.</p> |

Template for Take-Home Lesson Sheet

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| <p>Activity Overview Write an abstract of the activity. Indicate which grade level it is targeted at and address the</p> | <p>This activity is in the form of a take-home worksheet and is targeted towards 4th grade students. In this worksheet, it focuses on the Five Regions of Virginia and is split into three parts. The first part has students identify where each of the Five</p> |
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| <p>curriculum context for it. The reader should be able to gain an understanding of what the lesson is about. (7 pts)</p> | <p>Regions are located on a map and students have to follow a color key, coloring each region with the corresponding color. The second part provides a matching section where students must be able to match each region to the description that best suits the features/characteristics of each specific region. The third, and final, part gears more towards the critical thinking and opinion side of each student. They get to identify which region they believe is best and use evidence and facts about that region to support their opinion.</p> |
| <p>Relevant Standards VA SOLs AND National Geography Standards Need to use both VA SOL AND National Geography Standards Be explicit with the standard and other subjects (an additional subject to geography is required, can have more). Bonus opportunity for including more than geography & history. (16 pts)</p> | <p><u>Geography for Life Standard(s):</u></p> <ul style="list-style-type: none"> a) Geography Standard 1: How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information b) Geography Standard 4: The physical and human characteristics of places c) Geography Standard 7: The physical processes that shape the patterns of Earth’s surface <p><u>Virginia Standards of Learning:</u></p> <p>VS.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by</p> <ul style="list-style-type: none"> b) analyzing the impact of geographic features on people, places, and events to support an understanding of events in Virginia history; c) interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in Virginia history; <p>VS.2 The student will demonstrate an understanding of the relationship between physical geography and the lives of the native peoples, past and present, of Virginia by</p> <ul style="list-style-type: none"> b) locating and describing Virginia’s Coastal Plain (Tidewater), Piedmont, Blue Ridge Mountains, Valley and Ridge, and Appalachian Plateau; <p>English</p> <p>4.7 The student will write in a variety of forms to include narrative, descriptive, opinion, and expository.</p> <ul style="list-style-type: none"> h) Write related paragraphs on the same topic. i) Elaborate writing by including details to support the purpose j) Express an opinion about a topic and provide fact-based reasons for support. |
| <p>Learning Objectives Think of objectives in the context of performance assessment (see slides 19-21 in Annie’s class presentation that addresses: Know, Understand, and Do. Geography for Life also models learning objectives well. (16 pts)</p> | <ul style="list-style-type: none"> 4. Students will KNOW ... <ul style="list-style-type: none"> ● The differences between each region ● How to label each region correctly ● How to read a map of Virginia 5. Students will UNDERSTAND <ul style="list-style-type: none"> ● Why each region successfully produces their native product |

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| | <p>6. Students will be able to DO ...</p> <ul style="list-style-type: none"> ● Analyze and compare the differences of each region ● Sort characteristics to their respective region ● Share their facts and opinions with fellow students to compare answers |
| <p>Assessment of Objectives: Describe how you will collect evidence that individual students have indeed met the lesson objective(s). These need to be tied to the criteria from your learning objectives. (16 pts)</p> | <p>Summative Assessment: The worksheet will help collect data showcasing not only the understanding of what students have learned, but also their application of the material through the writing prompt. The comparison uses both the left and right side of the brain, having students analyze different pros and cons of the habitats and products of each region, but also allowing them to be creative on their choice and how it could benefit them and their class community rather than just being the best overall. The matching activity also shows their understanding of the differences between each of the regions and how to tell which products or characteristics come from which region.</p> |
| <p>Worksheet: (55 pts)</p> | <p> <i>Geography Final Worksheet</i> Attached to the next three pages (with answer key).</p> |

The Five Geographic Regions of Virginia

Part 1: Color the Regions! Color each of the Geographic Regions of Virginia with the color listed next to each region in the key.

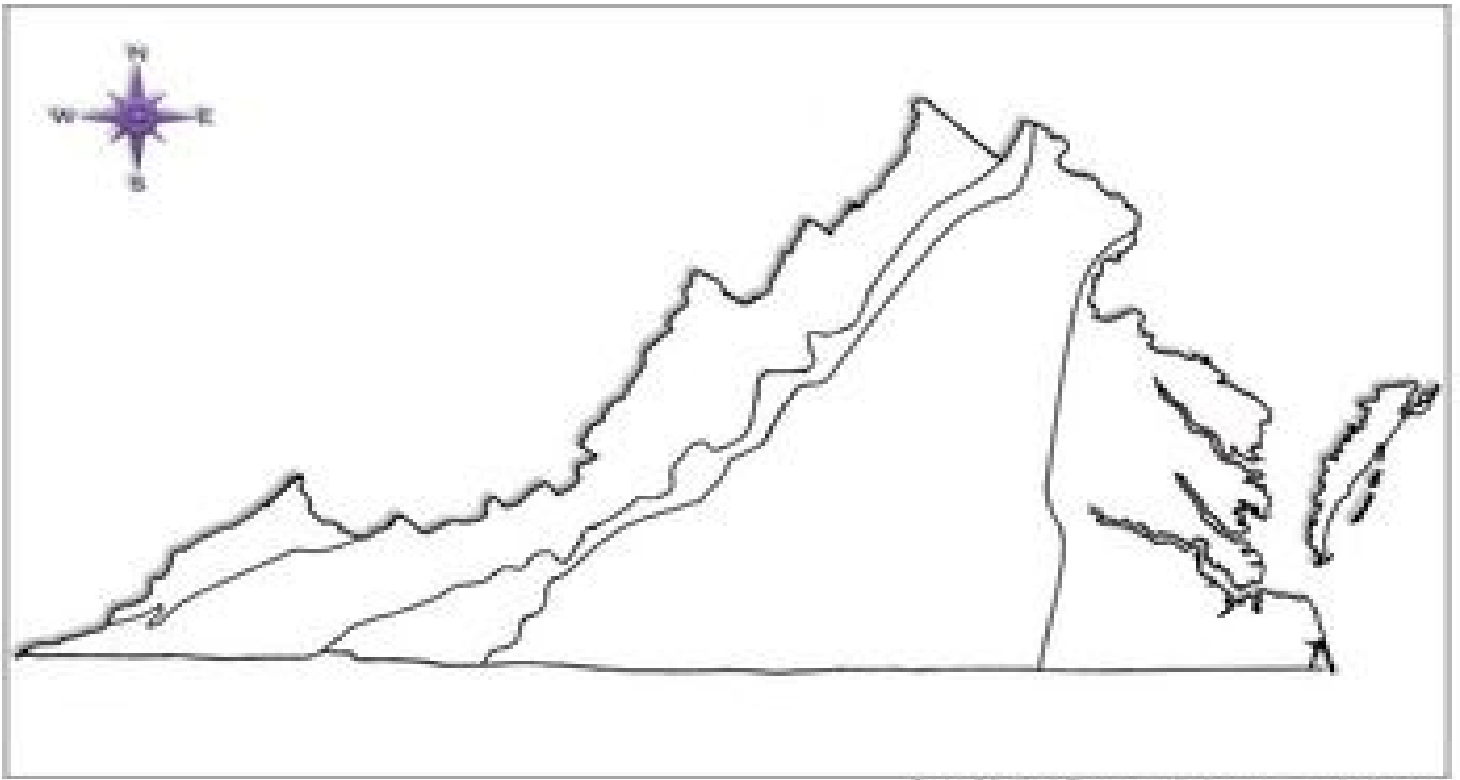
Color the **Coastal Plain** **Yellow**

Color the **Piedmont** **Red**

Color the **Blue Ridge** **Blue**

Color the **Valley and Ridge** **Green**

Color the **Appalachian Plateau** **Purple**



Part B: Guess the Region

Match each of the following regions to its correct description

A. Coastal Plain

Answer Key

Part A

Colors from Left to Right: Purple, Green, Blue, Red, Yellow

Part B

1. E
2. C
3. A
4. B
5. D

Part C

Answers will vary based on students' answers to the questions. Answers should include supporting evidence about characteristics and/or products that come from the region that could create benefits.