



The Fifty States Geography Unit

Intended for 5th Grade

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Introductory Sheet

Fifth grade and the typical learner:

A typical fifth grade is around the age of ten or eleven years old. Developmentally students in fifth grade are experiencing many changes both physically and cognitively. Fifth grade is the period in which many students begin puberty. Their bodies are changing quite rapidly, and students can become awkward and clumsy. However, socially and cognitively students tend to be sociable and need opportunities to express feelings and opinions. Students in fifth grade have not yet developed the ability to view issues from the perspective of a whole society, but students need to be confronted with the types of analytical questions about history, society, and social and political behavior (NAEYC 1988). History and geography are distinct fields of study in the fifth grade, and students should be able to use several different kinds of maps. Fifth graders are also introduced to primary sources like historical records, diaries, and newspapers to enlarge their understanding of other people and other time periods. American history is the main focus in fifth grade and students are also expected to learn the names and capitals of all of the fifty states (Perrone, 1994).

Rationale:

Students need to participate in the study of the geography of the United States because the students need to learn about the physical properties of the country in which they live. When students understand the elements of geography and how they affect the lives of humans and animals. According to the National Association for the Education of Young Children (1988), the rationale of social studies education is that engaging in these studies “equip [students] with the knowledge and understanding of the past necessary for coping with the present and planning for the future, enables them to understand and participate effectively in their world, and explain their relationship to other people and to social, economic, and political institutions.” Studying geography provides students with the knowledge and understanding of the environment around them. The NAEYC (1988) explain that “geographic concepts provide continuing opportunities for children to understand the spatial relationships of their immediate environment as well as those of areas of the world.” Students need to develop an understanding of physical and cultural environments and to enable them to consider how resources will be allocated in the future (NAEYC 1988).

Goals:

- Students will be able to correctly locate and label all fifty states and the corresponding state capitals.
- Students will develop map reading skills.
- Students will work independently on a research project.
- Students enjoy learning about the history of the different states.
- Students will work cooperatively in groups.
- The students will gain knowledge about geography
- Students will understand why studying geography will enable them to become aware U.S. citizens.

Learning Objectives:

Social Studies

- Social Studies 5.3.1— When given a latitude degree and month, the students will select appropriate clothing that corresponds with the location and will explain if the line is above, or below the equator getting 3 out of 4 correct.
- Social Studies 5.3.2— After discussing the advantages and disadvantages of using maps, globes, and photographs to identify the regions of the United States the students will type a paragraph about one of the methods in 7 to 10 sentences.
- Social Studies 5.3.3—When discussing the parts of a map, students will identify the location of mountain ranges and state names/locations using the maps in their textbook.
- Social Studies 5.3.3—Using rhythms and melodic phrases, students will develop a way to learn the fifty states/capitals to share with the class by include all of the states in his/her designated time zone.
- Social Studies 5.3.6—When given a map of the United States, students will identify the characteristics of climate regions using at least 4 weather pattern symbols.
- Social Studies 5.3.11—After learning about the agriculture in the early history and climate of the United States, the students will create a story that describes how the lives of Native Americans and Colonists changed in order to grow crops for food in 5 or more sentences.
- Social Studies 5.3.12—After being read a story about a river region, the students will analyze the cause and effect the physical region had on historical events and movements by filling out a cause/effect chart and sharing one idea with the class.
- Social Studies 5.3.12— When given a traditional early American recipe the students will relate and discuss the types of ingredients needed for a recipe, and how the Native Americans/Colonists acquired the ingredients with 80% accuracy.
- Social Studies 5.4.6—While studying the economics of the state they have chose to research, the students will create a brochure that includes information about the economic impact of a famous place in that state by including at least 4 examples.

English/Language Arts

- English 5.2.2— Given a text the students will explain why the text is organized in sequential or chronological order in at least 4 sentences.
- English 5.5.5—When writing a postcard to the teacher, the student will make their writing interesting by using at least 5 expressive words
- English 5.3.6—After reading several stories about Native American folklore, mythology, and traditional stories, the students will act out one story for the class and explain at least 4 symbols used in the story.

Mathematics

- Math 5.4.6—When given an image of a state, students will identify whether that state has reflectional, rotational, or no symmetry, for 3 out of 4 states shown.

Standards

ENGLISH/LANGUAGE ARTS

English/Language Arts— 5.2.2 Analyze text that is organized in sequential or chronological order.

The students will learn about analyzing texts that are organized in sequential or chronological order, like a timeline. The class will look at different ways that texts are organized, and discuss the purpose for the particular organization.

English/Language Arts—5.3.6 Literary Criticism: Evaluate the meaning of patterns and symbols that are found in myth and tradition by using literature from different eras and cultures.

After reading Native American folklore, traditions, and mythology the class will discuss why these stories helped the Native Americans explain why natural phenomena occurs and what the symbols mean/stand for.

English/Language Arts— 5.5.5 Use varied word choices to make writing interesting.

While reading a story the teacher will point out the varied word choices and expressive language used to make the story interesting. The class will develop a list of interesting and expressive words to use in their writing.

English/Language Arts—5.5.3 Research Application: Write or deliver a research report that has been developed using a systematic research process.

The students are preparing a research project throughout this unit, and are given opportunities to organize their research and thoughts, through time provided in the computer lab to do online research and research in print texts.

SOCIAL STUDIES

Social Studies—5.3.1 The World in Spatial Terms: Demonstrate that lines of latitude and longitude are measured in degrees of a circle, that places can be precisely located where these lines intersect, and that location can be stated in terms of degrees north or south of the equator and east or west of the prime meridian.

While discussing the geography of the United States and the world the students will be learning about longitude and latitude lines, the purpose of them, and how they are helpful in geography. The students will practice their knowledge by showing the teacher what types of clothing would be appropriate to wear when prompted with a map coordinate.

Social Studies—5.3.2 The World in Spatial Terms: Identify regions of the United States and explain the advantages and disadvantages of using maps, globes and photographs to locate and describe these regions.

The students will practice using map, globes, and photographs to identify and describe the regions of the United States while learning about latitude/longitude lines, and the students will analyze the advantages and disadvantages of each.

Social Studies 5.3.3—Places and Regions: Name and locate states, regions, major cities and capitals, major rivers and mountain ranges in the United States.

During the introduction lesson, students become acquainted with the map of the United States and identify geographic features when the teacher asks a prompting question.

The teacher discusses the time zone regions of the United States and why the regions are in place. The students create poems/songs/pneumonic devises to help them learn the states/capitals.

The students conduct research for their state projects through online and print resources.

Social Studies—5.3.6 Physical Systems: Map and describe the characteristics of climate regions of the United States.

The teacher will present several scenarios about natural disasters that occur in the United States, as well as around the world. The class discusses why these weather conditions occur, based off of geographic and climate regions.

Social Studies—5.3.11 Environment and Society: Describe adaptation and how Native American Indians and colonists adapted to variations in the physical environment.

*After looking at the book *Tomatoes, Potatoes, Corn and Beans: How the Foods of the Americas Changed Eating around the World* by Sylvia A. Johnson the class will discuss why certain plants grow in certain areas in the United States and how individuals adapted and moved to find food.*

The teacher will lead a class discussion about how human life revolves around the physical environment that they are living in while looking at the symbols present in Native American folklore and traditional literature.

Social Studies— 5.3.12 Environment and Society: Describe and analyze how specific physical features influenced historical events and movements.

*The teacher will read the book *A River Ran Wild* by Lynne Cherry and discuss how environmental and physical features of the United States caused people to move from one place to another. The discussion will include the topic of natural resources and why individuals tend to live near areas that supply natural resources.*

The teacher will lead a class discussion about how traditional Native American folklore shows us how they made adaptations to the physical environment around them and the physical environment of the United States influenced these stories.

While reading Native American folklore, and discussing and studying the impact of the physical features of the United States on the individual living there the students will study the types of natural resources found, and how they impacted how Colonists and Native Americans ate.

SCIENCE

Science— 6.3.12 Describe ways human beings protect themselves from adverse weather conditions.

While discussing natural disasters, the class will discuss the importance of being prepared for harsh weather conditions and what humans do to stay protected.

MATHEMATICS

Math 5.4.6.—Identify shapes that have reflection and rotational symmetry.

The class will discuss rotational and reflection symmetry by completing a worksheet, and then looking at the state shapes of the United States and determining which states have symmetry and which states do not. The students will create a mirror image of their state and determine whether what type of symmetry is presented.

Math—5.1.5 Explain different interpretations of fractions: as parts of a whole, parts of a set, and division of whole numbers by whole numbers.

While learning about fractions students will practice using their knowledge about whole parts (like 1 cup) and parts of a set (like $\frac{3}{4}$ cup) while they are making a Native American or Colonial recipe.

OTHER

Music—5.3.4 Independently and cooperatively improvise successive melodic phrases to create a song.

The teacher explains what improvising means and how rhythms help keep the flow of a song or poem going. The students create poems/songs/pneumonic devices using melodic and rhythmic phrases to help them memorize the 50 states/ capitals.

Art—5.8.2 Create artwork incorporating concepts, subject matter, technology, or the sign systems of other disciplines that communicates in-depth knowledge gained through integrated study.

The students are incorporating sculpture making by creating an image of the United States and labeling the natural resource regions by using different colors of paint. This integrates social studies and artwork to help the students understand the natural resources found in the United States.

Unit Web



Dear Parents/Guardians,

This month we are beginning our Fifty States Geography unit in Social Studies. The Indiana State standards for social studies has an entire section devoted to the geography of the United States, and how the geography of the States affects the lives of those who live here. Along with the geography, we will be studying maps, and learning about how to read maps and how to use them. This is an important skill for your child to learn, because as they grow older and are expected to travel from one place to another, being able to read a map will greatly help your child, get to where he/she needs to go!

Your child will be expected to learn and memorize all 50 states and the state capitals. We will be creating helpful ways to remember the 50 states through songs, flashcards, and other fun, and helpful ways to memorize the states and the capitals. You may also wish to come up with some ways to help your child memorize the 50 states and the state capitals, and I know your child would love to come up with new methods with you. If you have need some ideas or suggestions on how to find ways to help your child memorize the States, please let me know, and I will provide some helpful resources.

Your child will also be doing a research project over a state of their choice. This will require some outside of school research, most likely; however, we will be spending time in the computer lab and at the library doing research at school. The end project will include a “parade float,” which should be the size of a cereal box, which illustrates the key elements of his/her particular state. More information will be sent home with your child, and please feel free to contact me with questions or concerns at anytime throughout this unit.

Sincerely,

Miss Dickey

Annotated List of Trade Books for the Fifty States Geography Unit

Cherry, L. (1992). *A river ran wild*. New York: Harcourt Children's Books.

- In the 15th century, when native people first settled on the banks of the river now called the Nashua, it was a fertile and beautiful place. By the 1960s, the river valley had been ravaged by many years of serious pollution, and fish, birds, and other animals were no longer seen in the area. Through the efforts of Marion Stoddart and the Nashua River Watershed Association, laws were passed that resulted in the restoration of this river and the protection of all rivers.

Johnson, S. (1997). *Tomatoes, potatoes, corn, and beans: How the foods of the Americas changed eating around the world*. New York: Simon & Schuster.

- This book is a history of the foods of the Americas and tells the ways each plant was used by Native Americans, and how they each made their way to Europe. It tells also how some foods became popular staples in various countries around the world. This book describes many foods native to the Americas, including corn, peppers, peanuts, and chocolate, which were taken to Europe and used in new ways around the world.

Keenan, S. (2008) *Greetings from the 50 states: How they got their names*. New York: Scholastic, Inc.

- *Greetings from the 50 States* covers the origin of each state's name, official and unofficial nicknames, and the year it was granted statehood. Behind each state's name is a story of how Americans felt about the land they settled, how they connected to its history and geography, and how they recognized its unique character.

Keller, L. (2008). *The scrambled states of America: Talent show*. New York: Scholastic, Inc.

- One night New York wakes up from a dream and decides that they should have a talent show. Each state begins preparing a stage, and the acts for the show. Some states sing, some do magic tricks, other juggle, all while providing the reader with fun about each state.

Lacapa, M. (1992). *Antelope woman: An apache folktale*. New York: Northland Publishing.

- In a southwestern village, a young woman is fascinated by the appearance of a mysterious stranger, actually an antelope in human guise. The maiden eventually marries him, but when they are shunned by her people, the couple chooses to return to his family and live out their lives as antelopes. The narrator explains that man has honored the antelope by never hunting or killing it, since that time.

Leedy, L. (1999). *Celebrate the 50 states*. New York: Holiday House.

- This text introduces readers to the 50 states, Washington, D.C., and the U.S. territories. Each page contains simple pictures of two states, with bits of state lore and information scattered about. The state capital, a place or event, the year the state entered the Union, and the state bird, flower, river, or lake are among the facts on the map.

Ross, G. (1994). *How rabbit tricked otter: And other Cherokee trickster stories*. New York: HarperCollins.

- In the title story, Rabbit cheats Otter out of his beautiful fur coat, but then loses the wonderful tail that was his rightful gift from the Creator. Traditional manners and morals, culture, and spirituality are lightly woven into the selections. The author writes as though she is speaking in a conversation with the reader, which aids in the discussion of traditional story telling.

Ross, W. (1986) *Fabulous facts about the 50 states*. Scranton, Pennsylvania: Scholastic, Inc.

- This illustrated book about the United States is organized in a clear style that allows for quick and easy reference. The states are presented alphabetically, and each entry has a map showing the capital, major cities and geographical features, as well as a locator map showing the position of the state within the entire U.S. Readers can then find a history of each state, along with a list of the state's historic sites and other worthwhile attractions.

Talbott, H. (2008). *United tweets of America: 50 state birds*. New York: Scholastic, Inc.

- This is a story that provides facts about the 50 state birds, while telling a story about a beauty contest that the birds have entered into. Each bird contestant has one page to flaunt its stuff and introduce its state. The cartoons range from a scenic and graceful tree full of purple finches in a snowy village in Vermont to a manic pelican with a mouthful of loot in Louisiana.

Williams, V. (1999). *Stringbean's trip to the shining sea*. New York: Mulberry Books.

- This is Grandpa's album of the photos and daily postcards that Stringbean Coe and his big brother Fred sent home to their parents the summer they traveled from Kansas to the Pacific Ocean in Fred's truck. Stringbean writes home about his experiences and how he is becoming aware of his family history. Each page is colored like a postcard which creates an atmosphere that makes one believe that they are on the journey with Stringbean and his brother.

Bulletin Board

The bulletin board design will be called “Wha’dya Know about the States?” And it will feature interesting facts about each state. The facts will be presented on a lift-the-flap piece of paper that the students create themselves. The front flap will include the abbreviation of the state, the inside upper flap will include the name of the state and a drawing of the state and a question, such as, “Why is Indiana called the Hoosier State?” and when the upper flap is lifted the interesting facts and answers to the question will be found. Left over states may be completed by students who wish to do another one, or the teacher will complete the left over states.

Field Trip

Through out this unit the students will be learning about the affects the weather has on the geography of the United States, how the geography of the United States can affect the weather conditions, and how everything ties into the lives of the students. The class could go on a trip to the local news station to meet the meteorologist and learn about the weather patterns and how weather and geography go hand in hand. To implement this field trip I would teach the science unit lesson and discuss the climate regions of the United States to provide the students with background information. We would also discuss the questions that the students could ask the meteorologist about weather and geography. Developing these questions before the trip will give the students a purpose for going, and it will provide the meteorologist with topics that are related to what the students are learning about, and the academic standards.

After the trip, we would come back and discuss the cause and effect relationship between what the students learned about weather and geography. The students may debrief in their writer's notebooks about the experience, what they learned, and why it is important for them to learn about geography and weather conditions. The students would be given the opportunity to share their thoughts and ideas after the writing activity. Taking a field trip to a news station to see how the weather is broadcast and talk to an expert on weather, will help draw the connections to the importance of learning about geography.

Name _____ Date _____

*United States Geography Unit Pre-Test*

Directions: Please read each question carefully and circle the phrase that best answers the question.

1. What does **geography** mean?
 - A. The study of rocks and how the Earth was formed.
 - B. The study of maps and globes.
 - C. The study of the Earth's surface, atmosphere, and people.

2. On which continent do you live?
 - A. The United States
 - B. North America
 - C. Canada

3. Which river runs north to south from Canada to the Gulf of Mexico?
 - A. Mississippi River
 - B. Ohio River
 - C. Missouri River

4. Which natural weather disaster is **NOT** likely to occur in the United States?
 - A. Earthquake
 - B. Tsunami
 - C. Hurricane

5. Why did the early Colonists change the way they ate and lived in the United States?
 - A. Because their mom's told them to.
 - B. Because the land in different areas can only grow certain crops.
 - C. Because they wanted to stay away from the Native Americans.

Name _____ Date _____



United States Geography Unit Pre-Test Answer Key

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Name _____ Date _____



United States Geography Unit Post-Test

Directions: Answer each of the following using complete sentences.

1. In your own words what does **geography** mean?

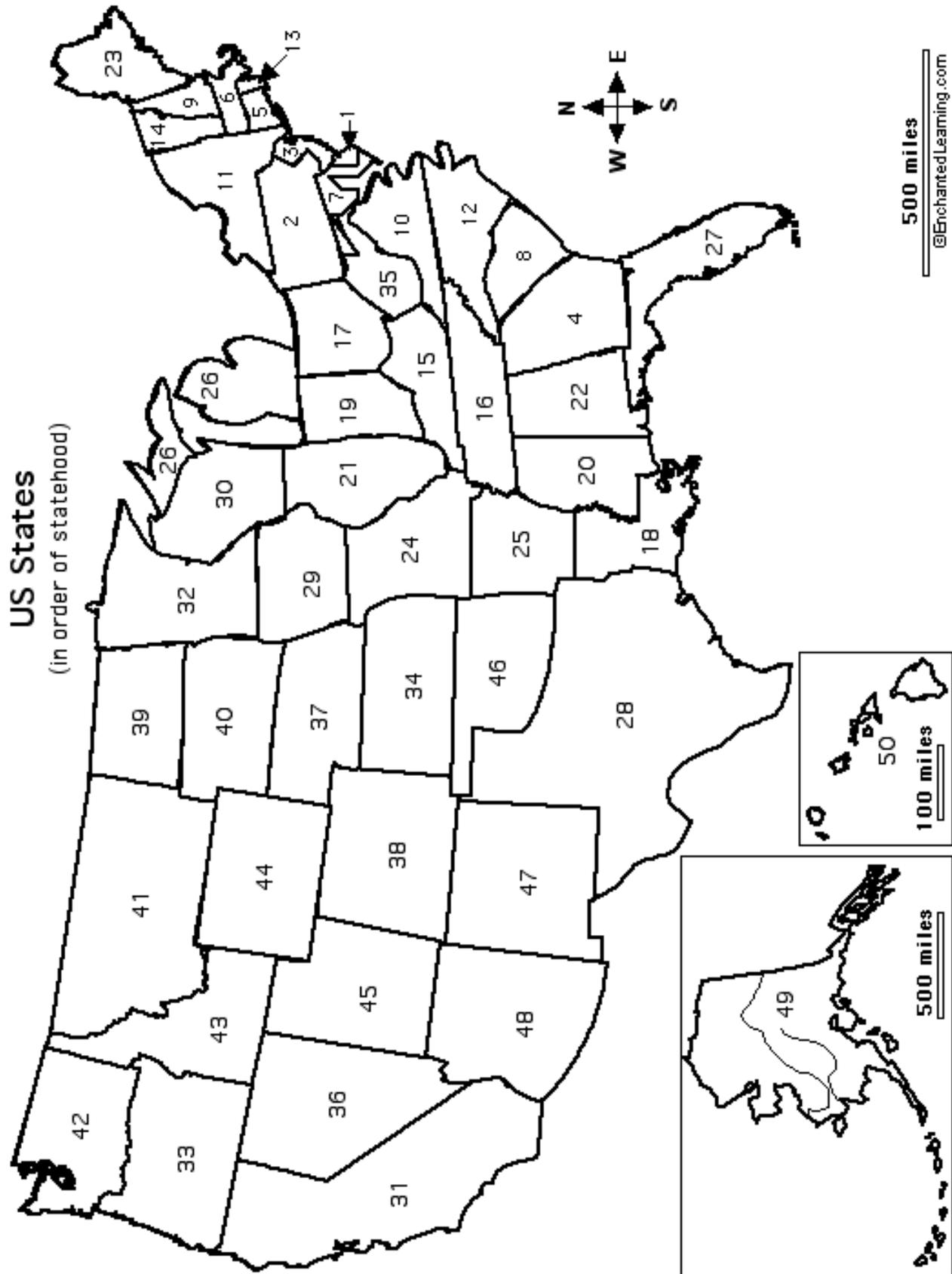
2. Why is it important for 5th graders to learn about the geography of the United States?

3. What are the 5 Great Lakes?

4. Explain why Native Americans and Colonists adapted their lives to fit with their physical environment. **3 sentences minimum.**

5. Using the map provided on the next page, label all 50 of the states and the capitals. The first blank space is for the capital, the second blank space is for the state.

1 _____	_____	26 _____	_____
2 _____	_____	27 _____	_____
3 _____	_____	28 _____	_____
4 _____	_____	29 _____	_____
5 _____	_____	30 _____	_____
6 _____	_____	31 _____	_____
7 _____	_____	32 _____	_____
8 _____	_____	33 _____	_____
9 _____	_____	34 _____	_____
10 _____	_____	35 _____	_____
11 _____	_____	36 _____	_____
12 _____	_____	37 _____	_____
13 _____	_____	38 _____	_____
14 _____	_____	39 _____	_____
15 _____	_____	40 _____	_____
16 _____	_____	41 _____	_____
17 _____	_____	42 _____	_____
18 _____	_____	43 _____	_____
19 _____	_____	44 _____	_____
20 _____	_____	45 _____	_____
21 _____	_____	46 _____	_____
22 _____	_____	47 _____	_____
23 _____	_____	48 _____	_____
24 _____	_____	49 _____	_____
25 _____	_____	50 _____	_____



Name _____ Date _____



United States Geography Unit Post-Test Answer Key

Directions: Answer each of the following using complete sentences.

1. In your own words what does **geography** mean?

EX. Geography is the study of the Earth's surface, atmosphere, and people

2. Why is it important for you, as 5th graders, to learn about the geography of the United States?

EX. Students need to participate in the study of the geography of the United States because the students need to learn about the physical properties of the country in which they live. When students understand the elements of geography and how they affect the lives of humans and animals.

3. What are the 5 Great Lakes?

EX. The Great Lakes include, Lake Huron, Lake Superior, Lake Michigan, Lake Ontario, and Lake Erie.

4. Explain why Native Americans and Colonists adapted their lives to fit with their physical environment. **3 sentences minimum.**

EX. Mention of weather conditions, land/growing crops, types of clothing, place to build shelter/home

5. Using the map provided on the next page, label all 50 of the states and the capitals. Fill in the blanks on this page. (Answers)

1. Dover, Delaware
2. Harrisburg, Pennsylvania
3. Trenton, New Jersey
4. Atlanta, Georgia
5. Hartford, Connecticut
6. Boston, Massachusetts
7. Annapolis, Maryland
8. Columbia, South Carolina
9. Concord, New Hampshire
10. Richmond, Virginia
11. Albany, New York
12. Raleigh, North Carolina
13. Providence, Rhode Island
14. Montpelier, Vermont
15. Frankfort, Kentucky
16. Nashville, Tennessee
17. Columbus, Ohio
18. Baton Rouge, Louisiana
19. Indianapolis, Indiana
20. Jackson, Mississippi
21. Springfield, Illinois
22. Montgomery, Alabama
23. Augusta, Maine
24. Jefferson City, Missouri
25. Little Rock, Arkansas
26. Lansing, Michigan
27. Tallahassee, Florida
28. Austin, Texas
29. Des Moines, Iowa
30. Madison, Wisconsin
31. Sacramento, California
32. St. Paul, Minnesota
33. Salem, Oregon
34. Topeka, Kansas
35. Charleston, West Virginia
36. Carson City, Nevada
37. Lincoln, Nebraska
38. Denver, Colorado
39. Bismarck, North Dakota
40. Pierre, South Dakota
41. Helena, Montana
42. Olympia, Washington
43. Boise, Idaho
44. Cheyenne, Wyoming
45. Salt Lake City, Utah
46. Oklahoma City, Oklahoma
47. Santa Fe, New Mexico
48. Phoenix, Arizona
49. Juneau, Alaska
50. Honolulu, Hawaii

Technology and Literature

I have chosen to integrate a wide variety of technology based activities and lessons for this unit. The students will have an opportunity to interact with the classroom Smartboard, while we create a cause/effect chart. The Smartboard will be used to view Internet videos, and students will be able to explore interactive websites through the Smartboard. A large portion of the unit is a research project that the students will be conducting on a state of his/her choice. Research will be conducted on the computer, which will allow the students an opportunity to explore and discover the online resources. The students will be given the choice to create a PowerPoint presentation on the computer that discusses his/her state, and we will be using the word processing elements of a computer during the fine motor activity in which students use and practice their typing skills. The students will also be engaged in creating a brochure using the Microsoft Publisher program, which will provide the students a chance to learn about how to use the Publisher application, which will be a useful tool for students as they go into middle school and high school and are required to create documents using Microsoft Office.

Throughout this unit various forms of literature are utilized to introduce and enhance the learning during many lessons. Students will be working with Native American folklore, mythology, and traditional stories during several sections of the unit. The students will also be using trade books that feature facts about the states while conducting research about one state during the researcher portion of the unit. The literature will be made available to the students after the literature has been introduced to them by the teacher. The students will be free to browse and read the literature once it has been made available in the classroom library. A variety of literature will be used throughout this unit, as well as reference/non-fiction texts to provide students with many opportunities to find literature that interests them.

Manchester College
Education Department
Lesson by Mary Jane Dickey
50 States Unit Lesson Plan #1—Kick Off

Lesson: Introduction to Maps/Geography—The 50 States Unit

Length: 45 to 60 minutes

Age or Grade Level Intended: 5th Grade: English/Social Studies

Source: Original

Academic Standard(s): English 5.5.5—Use varied word choices to make writing interesting.
 Social Studies 5.3.3—Places and Regions: Name and locate states, regions, major cities and capitals, major rivers and mountain ranges in the United States.

Performance Objective(s): (English) When writing a postcard to the teacher about their prior knowledge about the 50 states/geography, students will make their writing interesting by using at least 5 expressive words.

(Social Studies) When discussing the parts of a map, students will identify the location of mountain ranges and state names/locations using the maps in their text book.

Assessment: Walk around and ask students to show you where the features of a map are located on the maps in their books, make note of students who struggle, help them find the correct location of features on a map. The assessment of the postcards will simply be if students turn in a postcard, and include 5 expressive/interesting words, and discuss their knowledge or questions about the 50 states they will be given participation/completion. The teacher will record the assessment with a check mark by the student's names that include all of the elements on a name sheet.

Advance Preparation by Teacher:

- Find the book *Stringbean's Trip to the Shining Sea* by Vera B. Williams
- Find various maps of the United States (physical, political, etc)
- Blank post card template, found at http://www.teachervision.fen.com/tv/printables/TCR/1557342725_48.pdf
- Smartboard access

Procedure:

Introduction/Motivation:

Show a map of the United States on the Smartboard. (*Gardner: Visual-Spatial*) Ask students if they have ever traveled to another state. Have each student come up and sign their name inside the shape of the state they have been to (or beside it if it is an east coast state). (If a student has been to more than one state have them choose only one to sign.)(*Gardner: Bodily-*

Kinesthetic) Now explain that this month we will be studying the “GEOGRAPHY” of the United States. Define Geography and write it on the board. (*Gardner: Verbal-Linguistic & Visual Spatial*) **(Geography is the study of the Earth's surface, atmosphere, and people.)**

Step-by-Step Plan:

1. Now explain that in the book *Stringbean's Trip to the Shining Sea* by Vera B. Williams, the main character Stringbean drives across the United States starting in Kansas (ask students where Kansas is...Point to it) and ends up at the Pacific Ocean (Point to the Pacific Ocean).
2. Read *Stringbean's Trip to the Shining Sea* by Vera B. Williams. Stop periodically to look at the map and have the students predict where Stringbean is in the United States based on his post card. (*Gardner: Verbal-Linguistic*)
3. After you have finished reading the book, point out the expressive and varied word choices that are used throughout the book. Explain that using varied word choices makes writing and reading more interesting. Go back to a few postcards and reread the passages. Ask the students what kinds of words made the passage interesting. Create a list of expressive words that were used in the story.
4. Now, have the students turn to the section of their Social Studies textbook that has the physical and political maps of the United States. Ask the students to identify where the Pacific Ocean is located. Ask the students what state they think Stringbean ended up in. (*Bloom's Questions: Level IV; Analysis*) Help give them clues by showing students the last few post cards and remind them that he went to the Pacific Ocean. (The book does not specifically say which state Stringbean ends up in, so this is an open-ended answer, unless they do not use the clues that were given and guess states that are not logical.)
5. Define and explain physical maps and political maps. Explain what the various symbols on the map mean, starting with the title, key, symbols, scale, Compass Rose, and labels. Write the words on the board and point them out on a clean map on the Smartboard.
6. Walk around and ask students to show you where the features of a map are located on the maps in their books, make note of students who struggle, help them find the correct location of features on a map. (*Bloom's Questions: Level I; Knowledge*)
7. Now hand out students a blank postcard template and explain that they are going to be writing postcards to the teacher. The letter portion of the postcard should tell the teacher what the student feels he/she already knows about the 50 states/geography. It should also include something that the student does not know about/ want to learn more about concerning the 50 states and geography. The postcard should also include

what the students think the class will be studying during this unit. The students should also practice using expressive language and make the writing interesting. The front of the postcard should include a drawn picture, similar to the postcard pictures in the *Stringbean* book. (*Gardner: Verbal-Linguistic*)

8. Allow students to start working on their postcards. (10-15 minutes) If they do not finish, they may choose to work on it after they have completed other work throughout the day, or they may take it home at the end of the day if they are not finished.

Closure: Students turn in their postcards to the teacher. After the teacher has read the postcards they may be displayed in the classroom, or hallway, if desired. Explain that during this unit we will be looking at and using maps of the United States quite a lot. During the next lesson the students will look at a map and discuss the weather patterns that are typical in the United States.

Accommodations/Enrichments:

Student with ADHD: For a student with ADHD, I might have him/her help me pass out materials, or stand at their desk during discussion. I might also have the entire class sit on the floor for part of the discussion, like during the reading of the book, and then have them go back to their seats. This getting up and moving would get all of the students up and moving occasionally. (*Gardner: Bodily Kinesthetic*)

High Ability Student: For a student who is high ability I would ask him/her to help the students who are struggling with finding the elements of a map at their table groups. (*Gardner: Interpersonal*)

Self-Reflection: Because this is the first lesson of my unit, I am introducing map skills to the students, as well as the idea that students will have to learn the fifty states and the capitals. The postcard writing activity will help me know where the students' abilities are. I chose to give the students completion points because I feel that I cannot grade them on their knowledge of the 50 states at this time due to this being the introductory lesson. I would want to see what the students feel they know and do not know so I can create lessons that meet the needs of my students. I would also ask myself whether this was a fun and interesting lesson and whether the book worked with the topic and if students made connections.

Manchester College
Education Department
Lesson by Mary Jane Dickey
50 States Unit Music Lesson Plan # 2

Lesson: Study Devises for Memorization

Length: 60 to 75 minutes

Age or Grade Level Intended: 5th grade, Music/Social Studies

Source: Original

Academic Standard(s): Music—5.3.4 Independently and cooperatively improvise successive melodic phrases to create a song.

Social Studies—5.3.3 Places and Regions: Name and locate states, regions, major cities and capitals, major rivers and mountain ranges in the United States.

Performance Objective(s): (Social Studies) Using rhythms and melodic phrases, students will develop a way to learn the fifty states/capitals to share with the class by include all of the states in his/her designated time zone.

Assessment: The students will create ways to remember and study the 50 states and their capitals. They will be asked to use musical instruments to enhance the impact of their study devise. Students will perform their study devises to the class and then they will be recorded for future use. The teacher will grade the devises on whether each table group included all of the states that are included in their designated time zone. During the call response portion of the lesson, where the teacher is discussing rhythm, each student will clap a rhythm individually to allow the teacher to assess their understanding.

Advance Preparation by Teacher:

- Acquire musical instruments, i.e. xylophone, maracas, tambourine, drums from the music teacher
- Smartboard access
- A video clip of the Animaniacs 50 States Song: (http://www.youtube.com/watch?v=Zw-28i1_K3o)
- A map of the different time zones of the United States, use for assessment as well: (<http://www.nationalatlas.gov/asp/popups.asp?imgFile=../printable/images/preview/refere/nc/timezones4.gif&imgw=588&imgh=450>)

Procedure:

Introduction/Motivation:

Ask the students what they remember from the kick-off lesson, and geography. “What do the symbols on a map represent?” (*Bloom’s Question: Level I; Knowledge*) “Why do we study geography?” (*Bloom’s Question: Level II; Comprehension*) “Why is studying the geography of the United States important for students in fifth grade?” (*Bloom’s Question: Level*

IV; Analysis) Remind the students that during this unit the students will be learning and memorizing all 50 of the states and their capitals. Show the students this video clip that features a song about the 50 states and the capitals, from the cartoon *Animaniacs*:

http://www.youtube.com/watch?v=Zw-28i1_K3o.

Step-by-Step Plan:

1. Explain that today the students will be creating a way that will help them remember and memorize the 50 states and their capitals, just like the character, Wakko, did on the cartoon. Discuss the use of mnemonic devices and how they are helpful when trying to remember some things. Give examples of some common devices. **ROY G BIV, Please Excuse My Dear Aunt Sally**. “What does each of them stand for?” (*Bloom’s Question: Level I; Knowledge*) Students will be writing a song, a rap, a poem, or mnemonic device that will assist them in learning the states and state capitals. (*Gardner: Verbal-Linguistic Intelligence*)
2. Discuss what **improvising** means (the practice of acting, singing, talking and reacting, of making and creating, in the moment). Sometimes singers and musicians, as well as actors, and poets improvise while they perform. Practice a few improvised rhythms, the teacher will model a clapped/tapped rhythm and the students will repeat in response. Explain that rhythms keep the flow of the song or poem going.
3. When the students are creating their study tools they should find a rhythm or beat that keeps their song/poem/study device flowing. (Teacher’s note: While they are coming up with their study tools, the rhythms will be improvised at first, while they are still coming up with their ideas.) (*Gardner: Musical Intelligence*)
4. Explain that to make the job of memorizing, and creating helpful devices a little more approachable the map can be broken up into sections, much like the time zones. Show the time zone map up on the Smartboard screen. Briefly discuss what time zones are, and why the United States has quite a few. Explain that some states can have more than one time zone, like Indiana. This means that when they are creating their song or other study tool device they need to decide which time zone they want to include the state(s) that have more than one time zone. As a rule, however, the students should include the state in the time zone that it is covered in the most. So Indiana would be included in the Eastern time zone, and Tennessee would be included in the Central time zone, for example.
5. Each table group can be assigned a time zone to create a song, poem, mnemonic device about. (*Gardner: Interpersonal Intelligence*) Musical instruments will be provided for students to use to keep a rhythm or melody while they are coming up with their study tools. Students may choose to work alone, if they desire. The teacher will “float” around the room checking in on the table groups to monitor progress and accuracy.

Closure: After the students have completed their study device they will perform their device for the class. The teacher can video record the performances and/or re-record the students on a cassette tape/CD player, so the study tools can be listened to again, by the whole class, to aid in memorization of the states and capitals.

“Why do you think I had you make up different ways to memorize the 50 states/capitals?” (*Bloom’s Question: Level IV; Analysis*)

“Do you think mnemonic devises/songs/raps/poems are helpful study tools?...Why? or Why Not?” (*Bloom’s Question: Level VI; Evaluation*)

Accommodations/Enrichments:

Student with ADHD: For a student who has ADHD I would allow that student to stand at his/her desk, rather than being seated the whole time, if needed. I might also allow that student to help pass out musical instruments, as needed. (*Gardner: Bodily-Kinesthetic Intelligence*)

Student with a Specific Learning Disability in Reading Comprehension: I would orally give directions to the student rather than have the directions written on the board. The student will most likely benefit from the performance and recording of the study devises, so I would not change this.

High-Ability Student: A student with a high ability may want to create a study devise using all 50 of the states/capitals rather than divided by time zones. If this is the case the student may work alone or they can work with a small group of students who also would like to work this way.

Self-Reflection: If I were to teach this lesson I would ask myself if my accommodations and enrichments where effective for the students who required them. I would also monitor the use of the study devises as the unit goes on to see if students are actually using them and whether they are effective or not. Along with the songs/mnemonic devises students would also probably make flash cards, which would aid in their studying. I would look at the time allotment that I allowed for this lesson. Was it too long, or too short? Where the students actively engaged in the lesson? What could I do next time to engage students? Did the students understand the importance of study helpers like mnemonic devises?

Manchester College
Education Department
Lesson by Mary Jane Dickey
50 States Unit Science Lesson Plan #3

Lesson: The Active Earth—the 50 States Unit (Weather)

Length: 60 to 90 minutes

Age or Grade Level Intended: 5th grade, Social Studies/Science

Source: National Geographic Xpeditions Lesson Plan: The Active Earth;
<http://www.nationalgeographic.com/xpeditions/lessons/07/g35/earth.html>
<http://www.nationalatlas.gov/climate.html>

Academic Standard(s): Social Studies—5.3.6 Physical Systems: Map and describe the characteristics of climate regions of the United States.

Science—6.3.12 Describe ways human beings protect themselves from adverse weather conditions.

Performance Objective(s): When given a map of the United States, students will identify the characteristics of climate regions using at least 4 weather pattern symbols.

Assessment: Students will turn in the maps of the United States that they have labeled with current weather patterns of several designated cities (Seattle, San Francisco, Los Angeles, Denver, Houston, Chicago, Boston, Washington, DC, and Miami). Assessment will be based upon accuracy of weather patterns, according to The Weather Channel. (http://www.weather.com/?from=gn_logo_welcome)

Advance Preparation by Teacher:

- Computer with Internet access (reserve computer lab)
- Weather map from newspaper, or an Internet site (The Weather Channel) projected up on the Smartboard screen
- Magazines/books showing pictures of natural disasters— Hurricanes, Tornados, Flood, Drought, Earthquake, Volcanoes
- Poster or construction paper
- Markers or crayons
- Blank outline maps of the World and the United States, one for each student

Procedure:

Introduction/Motivation:

Before the lesson review the definition of geography and the map terms that were introduced in the first lesson. (Geography, title, key, symbols, scale, Compass Rose, and labels.) Discuss the importance of these map elements. Now, ask students what the term Natural Disaster means. (*Bloom's Questions: Level I; Knowledge*) Use the natural disaster descriptions from the "disaster dossier" (see attachment) provided by National Geographic Society to give students a

brief overview of each disaster. As you read the descriptions, show students examples of these disasters in books, magazines, or on the Web.

Step-by-Step Plan:

1. Read to the class the descriptions from the Real Life files (see attachment) and ask students which of the disasters is described in each segment. Discuss what it might be like to experience one of these disasters.
2. Ask the class if they know which of these natural disaster events are most likely to occur in Indiana. Which natural disaster events are likely to occur in the United States?
(*Bloom's Questions: Level III; Application*)
3. Now assign each table group a natural disaster to illustrate on a poster. Students may cut out pictures from magazines, print pictures from the web, or draw illustrations of their natural disaster on the poster board. (*Gardner: Interpersonal*) The posters should contain illustrations of the types of weather and geological events that students have seen in the pictures, and the descriptions. They should also include a map showing where these disasters are most likely to occur. (*Gardner: Visual-Spatial*)
4. Explain that many of these natural disasters are a part of the weather. Ask the students how humans protect themselves from natural disasters. (*Bloom's Questions: Level I; Knowledge*) "Can you think of certain disasters that people cannot avoid, or protect themselves from?" (*Bloom's Questions: Level V; Synthesis*) Show the class the weather map in today's newspaper, and point out the way in which the map depicts the weather around the country. Point out the different symbols and what they mean.
5. Give each student a blank outline map of the United States. Students will use the newspaper weather map or the Internet, like the Weather Channel, to find out the weather for several cities and using the weather map symbols depict the weather conditions. (Seattle, San Francisco, Los Angeles, Denver, Houston, Chicago, Boston, Washington, DC, and Miami). Students should find out the temperatures and precipitation conditions, label the cities on their maps, and place the symbols and temperatures onto the map next to the appropriate cities.

Closure: Allow each table group to present their natural disaster posters. Then, conclude with a discussion of the reasons why weather maps can be useful. Ask students to think of all the reasons why people might like to have weather maps (*Bloom's Questions: Level III; Application*) and to discuss times when they or their families have benefited from the use of a weather map. Explain that during the next lesson we will be talking about the different time zones of the United States and working on ways to help the students remember all of the 50 states and the capitals.

Accommodations/Enrichments:

Student with a Specific Learning Disability in Reading: For a student who has a learning disability in reading, I would ask a partner in his/her desk groups to assist the student with any reading difficulties that the student with a LD in reading may have. Much of the lesson involves out loud discussions and the teacher reading so this would allow the student to hear instructions and use auditory cues rather than reading cues. (*Gardner: Verbal-Linguistic*)

High-Ability Student: For a student who is high-ability I would ask that student to assist a partner who may be struggling. I might also ask the student to be the leader/monitor during the table group activities.

Self-Reflection: If I were to teach this lesson, I would ask myself whether my students achieved my objective. If 1/3 of the class did not achieve the objective, I would go back, and re-teach elements that they struggled with, using different activities and supplemental materials like perhaps a piece of literature. I would also ask myself what worked. What did not work? How I can change what did not work? Did the class enjoy the lesson? Were students actively engaged in discussions and activities?

Disaster Dossier

Learn more about the forces of nature from these handy overviews, adapted from *The Adventure of Geography* (National Geographic Society, 1993).

DROUGHT

A drought is a prolonged period of greatly reduced precipitation. Droughts can last a few weeks (in which case they are called dry spells) or months, or even years. They strike more people than any other natural disaster.

EARTHQUAKE

An earthquake is a shaking of the Earth caused by the release of energy as rock suddenly breaks or shifts under stress. Most quakes are associated with faults—fractures in the Earth's crust along which great masses of rock move. Not all faults are visible at the Earth's surface.

Movement along a fault is often so gradual that only sensitive scientific instruments can detect it. When the movement of rock under stress is sudden, however, it causes an earthquake. Energy is released as seismic waves, or vibrations. The waves move through the Earth, causing a quake.

Most earthquakes occur along the edges of the Earth's major plates. The largest earthquake belt is where plates underlying the Pacific Ocean come in contact with plates underlying continents surrounding the Pacific.

FLOOD

A flood is the rising and overflowing of a body of water onto land that is not normally covered with water. One type of flood is the overflowing of inland streams or lakes caused by seasonal events or severe weather—including spring rains, melting snows, monsoons, hurricanes, and cloudbursts. These floods occur primarily along streams or rivers and their floodplains. Another type is coastal flooding caused by high winds and tides or by seismic sea waves called tsunamis.

HURRICANE

"Hurricane" is one of the names for a rotating tropical storm with winds of at least 74 miles (119 kilometers) per hour. Such storms are called hurricanes when they develop over the Atlantic Ocean or the eastern Pacific Ocean.

Hurricanes are identical to cyclones that form over the Bay of Bengal and the northern Indian Ocean, and to typhoons in the western Pacific Ocean. These storms occur most frequently in summer and autumn when ocean temperatures are warmest.

Most Atlantic hurricanes are born off Africa's west coast in a region lying between 5 and 25 degrees north of the Equator. There, the trade winds of the Northern and Southern Hemispheres meet, often causing disturbances.

TORNADO

A tornado, also called a twister, is a violently rotating column of air that descends to the ground during intense thunderstorm activity.

Argentina, Australia, India, and the nations of the former Soviet Union are among the many countries that experience tornadoes, but more form in the United States than in any other place on Earth. Between 700 and 1,000 are reported there each year.

Some tornadoes have one giant whirlwind; others have several smaller ones within a larger storm. They all start when cold, dry air and warm, moist air collide, producing a strong updraft. Denser cold air is forced over warm air, usually producing thunderstorms.

VOLCANO

A volcano is a vent in Earth's crust. Steam, ash, and molten rock may gush out through the volcano. The term "volcano" can also refer to the mountains, usually cone-shaped, formed by eruptions.

The Earth's rigid shell, or lithosphere, is made up of numerous slabs of rock called plates. The movement and interaction of these plates are responsible for most volcanic activity. The plates drift on the zone in the Earth's mantle, or middle layer; where rocks are near their melting point. The rocks are so hot that they will move or bend like red-hot iron. Pockets of molten rock called magma are also located there.

Scientists speculate that movement within this extremely hot zone may cause the plates to shift. As the plates move, their edges collide, slide under or past each other, or pull apart.

Where the edge of one of the huge plates slides under or pulls away from the edge of another, magma may rise toward the surface of the Earth. When the molten material reaches the surface, it is called lava. It often comes out through volcanoes.

Real Life Files

Susan—Kearney, Nebraska—(*Tornado*)

Her family lived in a two-story wooden farmhouse with a basement.

Their home was destroyed, and all of the family's belongings were scattered across the countryside for many miles.

No one in the family was hurt when the house was destroyed, because everyone had sought shelter in the basement.

She said, "It was just like *The Wizard of Oz*. A huge black cloud covered the sky, and a twister raced across the horizon."

Meteorologists estimated that the column of air was moving over the plains at about 70 miles (110 kilometers) an hour.

Juanita--San Pedro, Costa Rica—(*Volcano*)

Her family's home is nestled on a hillside near a large, cone-shaped mountain.

Last year she and her family fled when the clouds of ash began to blow out of the mountain.

They piled into a truck and drove for miles.

When they returned home, everything was covered with fine, gray ash. Cleaning the house took days.

She said, "We got back, and I felt like I was on the moon. Everything was gray and barren. But at least we weren't hurt."

Johnny--Discovery Bay, Jamaica—(*Hurricane*)

The farmhouse is in the middle of large fields whose rich, dark soil is good for raising sugarcane.

Built of concrete blocks and covered with a sheet metal roof, his house has a wonderful view of the Caribbean Sea.

"Summer is great, but it can be scary too. When the rain keeps coming and coming, we know we have to watch the wind. Seventy-four is the magic number. If the wind is going faster than 74 miles [119 kilometers] an hour, we could be in big trouble."

Government officials announced over the television and radio that everyone had to evacuate. He and his family climbed a hill and went into a limestone cave. They carried jugs of water, cans of food, a battery-operated radio, and other supplies.

"We stayed in the cave with all our neighbors," he said. "It was actually kind of fun, at least for us kids. After about six hours, we heard a radio announcement saying that it was safe to return home."

Takeshi--Tokyo, Japan—(*Earthquake*)

With millions of inhabitants, the city is incredibly crowded. His family, like many, lives in a tall apartment building.

Huge "shock absorbers" were built into the building's foundation.

He was home alone when he felt the floor shake. "I was nervous, but I did just what my parents had told me do. I got my emergency backpack and stood in my bedroom doorway."

The small backpack contained a flashlight, a bottle of water, a few packages of rice cakes, and a comic book.

Once the building stopped shaking, he walked quickly and quietly down the stairs. He walked to a park away from tall buildings and power lines and waited for his parents.

Manchester College
Education Department
Lesson by Mary Jane Dickey
50 States Unit Math Lesson Plan #4

Lesson: State Symmetry

Length: 60-90 minutes

Age or Grade Level Intended: 5th Grade: Mathematics

Source: Ideas inspired by Lucy Dickey, and the Indiana Department of Education website:
http://www.indianastandardsresources.org/files/math/math_5_4_symmetry.pdf

Academic Standard(s): Math 5.4.6.—Identify shapes that have reflection and rotational symmetry.

Performance Objective(s): When given an image of a state, students will identify whether that state has reflectional, rotational, or no symmetry, for 3 out of 4 states shown.

Assessment: Each student will draw and cut out a state, as per the procedure, and present the state to the class. The class will determine whether the “original” state has any type of symmetry, and then they will determine whether the “new” state has any type of symmetry. The teacher will have a checklist of students’ names and record whether the students understand rotational and reflection symmetry.

Advance Preparation by Teacher:

- Print off the Shapes of Reflection and Rotation worksheet found on the Indiana DOE resources website, one for each student:
http://www.indianastandardsresources.org/files/math/math_5_4_symmetry.pdf
- Find the Line Symmetry video at:
http://www.linkslearning.org/Kids/1_Math/2_Illustrated_Lessons/4_Line_Symmetry/index.html
- Smartboard Access
- Scissors
- Assorted colors of construction paper

Procedure:

Introduction/Motivation:

Each of the students has been conducting a research project about one of the 50 states. Explain that today we are going to find the lines of symmetry in the states, and each of the students is going to help each state have some sort of line of symmetry. To begin the lesson, show the students the interactive Internet video that will refresh their memories about symmetry.

Step-by-Step Plan:

9. Handout the *Shapes for Reflection and Rotation* worksheet found on the Indiana DOE resources website and have the students cut out the shapes. Explain that the line symmetry that was talked about in the video can also be referred to as reflection symmetry. Reflection symmetry exists when a shape can be folded in half and the two halves overlap each other. Have students practice with the shapes they have cut out and find the lines of symmetry. How many reflection lines of symmetry can be made for each shape? (*Bloom's Questions: Level I; Knowledge*) Create a list on the board recording the shape and the number of lines of symmetry of each shape. (*Gardner's: Visual-Spatial*)
10. Tell students that to check for rotational symmetry, an object is turned about on a point. Explain that rotational symmetry exists if the turned object looks the same as the original object. Demonstrate rotational symmetry by drawing a large "N" on a piece of paper. Place a dot on the center of the N and tape the paper to the chalkboard. As a student to come to the board and rotate the paper $\frac{1}{4}$ turn, or 90° , using the dot as the rotation point. Ask the students if the "N" looks the same as the original "N." (Students should notice that it does not.)
11. Turn the paper to its original position, and ask another student to come to the board and rotate the paper $\frac{1}{2}$ turn, or 180° , using the dot as the rotation point. Ask the students if the "N" looks the same as the original "N." (This time, students should notice that it does.) Tell the students that since the turned object looks the same as the original object the "N" is rotationally symmetric. (*Gardner's: Logical – Mathematical*)
12. Now, remind the students of the introduction, in which the teacher alluded to the state symmetry activity. Show a large map of the fifty states. Ask the students which states they believe already have lines of symmetry, have students come up to the map and point to the state(s). (*Gardner's: Bodily-Kinesthetic*) What type(s) of symmetry do those states have? (*Bloom's Questions: Level III; Application*) Is there a similarity between the states that have lines of symmetry? (*Bloom's Questions: Level IV; Analysis*)
13. Is there a way that we can create lines of symmetry with the other, regularly non-symmetrical states? The teacher will now demonstrate the activity beginning by taking a piece of construction paper and folding it in half (it does not matter if it is folded the "hamburger" way or the "hot dog" way.) For the example the teacher will be to draw Indiana, where the fold in the paper is the top of the state. The teacher will then cut out the shape, cutting through both sides of the paper, however, leaving the fold uncut.
14. When the state shape has been cut out show the students the shape. Explain that right now the state of Indiana has no lines of symmetry. Demonstrate by showing rotation, and then reflection. Now unfold the flap so now there are two mirror images of Indiana where the top of the states are connected. Now does Indiana have any lines of symmetry? Is it rotationally symmetry or reflection symmetry? (*Bloom's Questions: Level II; Comprehension*)
15. Now the students will "make symmetry" for the state that they are studying, or another state of their choice. Hand out the construction paper and the students will

fold it in half and draw their state on the paper, similarly to the example made by the teacher. (*Gardner's: Visual-Spatial*) (*Gardner's: Intrapersonal*)

Closure: Discuss the types of symmetry the “new” state images have created. Allow each student to present their new state image to show the symmetry and to ensure that students understand rotational and reflection symmetry. The images can be mounted on another piece of construction paper and displayed in the room, or out in the hallway. Explain that this was good practice of drawing the states because next they will be expected to draw and label the entire United States.

Accommodations/Enrichments:

Student with a Specific Learning Disability in Mathematics: For a student with an LD in math, the student will be asked to identify the lines of symmetry of his/her own state, only and will not be responsible for determining the symmetry of the other student's states during the presentations. The teacher may also give the student a sheet of paper with diagrams, showing the different types of symmetry for a reference while we are discussing the types of symmetry. (*Gardner's: Verbal-Linguistic*)

High Ability Student: The teacher will first demonstrate how to use the shape drawing tool, as well as the flip and rotate tools on a blank page of the Smartboard drawing program. Allow the students to come up, if they would like to try the Smartboard and create shapes and test the shapes for reflection and rotational symmetry. (This enrichment may be chosen to do with the entire class.)

Self-Reflection: If I were to teach this lesson I would analyze whether the students made a connection between the “making a new state” activity and the other shapes that we looked at during the beginning of the lesson. I would also look at whether the video at the beginning of the lesson was a helpful reminder and refresher about symmetry. Did the lesson correspond well with the 50 States unit? Was the conclusion transition effective into the next lesson that is going to be taught?

Manchester College
Education Department
Lesson by Mary Jane Dickey
50 States Unit Art Lesson Plan #5

Lesson: Natural Resources/Climate Cause and Effect

Length: 60 to 90 minutes

Age or Grade Level Intended: 5th Grade Social Studies/Art

Source: Ideas taken from “A River Ran Wild Lesson Plan” found at:
<http://www2.scholastic.com/browse/lessonplan.jsp?id=808>

Academic Standard(s): Social Studies— 5.3.12 Environment and Society: Describe and analyze how specific physical features influenced historical events and movements.

Art—5.8.2 Create artwork incorporating concepts, subject matter, technology, or the sign systems of other disciplines that communicates in-depth knowledge gained through integrated study.

Performance Objective(s): After being read a story about a river region, the students will analyze the cause and effect the physical region had on historical events and movements by filling out a cause/effect chart and sharing one idea with the class.

Given a piece of clay, the students will create the shape of the United States, and using different colors of paint they will color code/label the natural resource regions of the United States and labeling at least 6 natural resources.

Assessment: The teacher will collect the sculptures of the United States and assess the sculptures using a checklist. (See Attached)

Advance Preparation by Teacher:

- Acquire the book *A River Ran Wild* by Lynne Cherry
- Large pad of chart paper
- Clip boards for each student
- Sculpting/molding clay, acquire from art teacher
- Newspaper to put clay on
- Assessment Checklist

Procedure:

Introduction/Motivation:

Ask the students to grab their clip boards and a piece of notebook paper and have them join the teacher in the large group meeting area. On a piece of large chart paper create two columns, one labeled “cause” and the other labeled “effect”. In the “Cause” column write “I didn’t study for the Social Studies unit test.” Then have students think about what might happen if they didn’t study for a unit test. Write the student’s responses in the “effect” column. Explain

to the students that “Cause” is “Why something happens” and “Effect” is “What happens”. Have the students come up with other cause and effect relationships that might have occurred in their lives. Explain to students that when they understand the cause and effect relationship to events in history it helps them better understand why things happened the way they did. Remind the students our previous lesson about the weather and climate of the United States, and ask them to keep what they learned in mind as we discuss the natural resources and physical features of the United States, today.

Step-by-Step Plan:

1. Show the students the cover of the book *A River Ran Wild* by Lynne Cherry, and have them make predictions about the story. Explain that the book is based on a true story about the Nashua River in Massachusetts. Read the Author’s Note, which gives background information about the Nashua River. (*Gardner: Verbal-Linguistic*) Show the students the map in the book, and have them locate the river, and explain the timeline. Read the first 2 pages, and model the first cause and effect relationship that occurs in the story. (Cause: The River had clean water, fish, and other natural resources. Effect: The Nashua Native Americans settled by the river.)
2. On their piece of paper have the students create a Cause and Effect chart similar to the example that was created during the introduction. Go over the Cause/Effect that took place between the first two pages and have the students make note on their personal charts. Continue reading through the story, when the students believe that they have found a spot to stop because they have found a Cause/Effect situation, pause the reading and allow the students to write down their ideas. (*Gardner: Logical-Mathematical*) When the book is finished have the students turn to a partner and share the Cause and Effects that each of them wrote down. (*Gardner: Interpersonal*) When students are finished discussing, have each group share a Cause/Effect that they found.
3. Have the students return to their seats and turn in the Cause/Effect sheets that they filled out. Ask the students “What is a natural resource?” (*Bloom’s Questions: Level I; Knowledge*) What are the types of natural resources found in the United States? Explain that natural resources impact life in a region. Just like the region around the Nashua River individuals used the resources and therefore people settled near the river. Provide more examples that were discussed during the Cause/Effect activity. Explain that Industries in the United States use natural resources to make products. What types of resources do these industries use, and products do you think these industries create? (*Bloom’s Questions: Level II; Comprehension*)
4. Have the students open their textbooks to Lesson 3 on page 304. Assign each table group a small section to read based on the headings (The Timber Industry, Mineral Resources, Renewable Energy, Farming Dry Land, Ocean Effect, Lake Effect and Deserts). Each group member reads their section and then as a group they will discuss what they read and the Cause/Effect situations that they believe occur because of their particular natural resource. When every group is done discussing, each will explain their section and the Cause/Effect to the rest of the class.
5. Now explain that each group is going to create a clay sculpture of the United States. When the clay sculptures are dry, the students will use different colors of paint that represent a natural resource present in the United States and they will use the paint to

label the regions that have each resource. Hand out newspapers to lie out over the desks and provide each table group a large handful or more of clay. The groups will create their sculpture of the United States. (*Gardner: Visual-Spatial*) The teacher will explain that the sculptures will be graded on the labeling of the 6 natural resources, and the use of 6 different colors to be assigned. During lunch the sculptures will be given time to dry, and then afterwards they should be able to be painted.

Closure: Ask the students “How they would describe the climate and natural resources of where we live, in Indiana?” (*Bloom’s Questions: Level IV; Analysis*) “What is a natural resources do you use on an average day?” (*Bloom’s Question: Level III; Application*) The sculptures will be given the opportunity to dry over night. The students may have to finish up the rest of painting the next day, because there will be resources that do overlap. The students will present their sculptures to the class and then turn them in to be graded by the teacher.

Accommodations/Enrichments:

Student with a Specific Learning Disability in Reading Comprehension: For a student with an LD in reading comprehension, I have that built in opportunity for the students to orally discuss the section that they were asked to read. This way everyone is clarified in their understanding of the text, and those students with reading disabilities can also hear the main ideas of the section. (*Gardner: Verbal-Linguistic*)

Student with ADHD: For a student with ADHD the opportunity to move to the floor and then move back to the desks may help the student get some of their restlessness out. The activity with the clay that is a part of the lesson is a great way for the student(s) with ADHD to be creative and active with their hands.

High Ability Student: For students who are high ability they may wish to etch in the outlines of the states in the clay, if they wish. This enrichment may also be extended to the rest of the class.

Self-Reflection: If I were to teach this lesson I would ask myself if the book was engaging to the students and if they were able to find Cause/Effect relationships on their own. I would hope that the students were able to make connections with the book and the historical events that they learned about previously during the year. I may get suggestions about other types of clay/ or homemade clay that may dry faster, and does not require a kiln to help dry it. The art teacher would probably be knowledgeable on this subject so I would want to make sure I discussed the types of clay that would be appropriate for this lesson. I hesitate to use the textbook, however, I believe that because I broke it up into smaller pieces and had the students become “experts” over a certain section the reading of the text is not nearly as monotonous.

United States Sculpture

(3pts)Shape of the United States_____

(6pts) 6 Natural Resources Labeled_____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

(6pts) Color Key

- | | | |
|----------|----------|----------|
| 1. _____ | 2. _____ | 3. _____ |
| 4. _____ | 3. _____ | 6. _____ |

United States Sculpture

(3pts)Shape of the United States_____

(6pts) 6 Natural Resources Labeled_____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

(6pts) Color Key

- | | | |
|----------|----------|----------|
| 1. _____ | 2. _____ | 3. _____ |
| 4. _____ | 3. _____ | 6. _____ |

50 States Unit Lesson #6 (Storytelling)

Academic Standards: Social Studies—5.3.11 Environment and Society: Describe adaptation and how Native American Indians and colonists adapted to variations in the physical environment.

Performance Objective: After learning about the agriculture in the early history and the climate of the United States, the students will create a story that describes how the lives of Native Americans and Colonists changed in order to grow crops for food in 5 or more sentences.

Advance Preparation:

- Acquire a copy of the book *Tomatoes, Potatoes, Corn, and Beans: How the Foods of the Americas Changed Eating around the World* by Sylvia A. Johnson.
- Time booked in the computer lab for research opportunities

Lesson Plan:

- The teacher will discuss and remind students about how natural resources and climate impacts life in certain regions of the United States. The class will then discuss how the physical environment of the United States caused Native Americans and colonists to adapt to variations in their physical environment by reading the book *Tomatoes, Potatoes, Corn, and Beans: How the Foods of the Americas Changed Eating Around the World* by Sylvia A. Johnson.
- The teacher will model storytelling, and find a video example of Native American storytelling as an example of how to tell stories orally. As a class, discuss the elements of Native American stories, and the history behind storytelling.
- The students will then create a story about what the students believe life would be like for them if they were living in the colonies, based upon the information in the book and additional research done on the internet or other print materials. They will also discuss and describe how their lives had to change based off of the climate conditions of their new homes in America. The students will tell their stories to the class when they have finished.

Assessment: The teacher will create a rubric/checklist that outlines expectations of the storytelling writing assignment.

Storytelling Writing Assignment

1—2 pages in length (10 pts)	
Discusses how lives had to change due to the climate conditions. (10 pts)	
Uses an expressive voice (3 pts)	
Correct grammar (2pts)	
	Total _____ / 25 pts

Storytelling Writing Assignment

1—2 pages in length (10 pts)	
Discusses how lives had to change due to the climate conditions. (10 pts)	
Uses an expressive voice (3 pts)	
Correct grammar (2pts)	
	Total _____ / 25 pts

Storytelling Writing Assignment

1—2 pages in length (10 pts)	
Discusses how lives had to change due to the climate conditions. (10 pts)	
Uses an expressive voice (3 pts)	
Correct grammar (2pts)	
	Total _____ / 25 pts

50 States Unit Lesson #7 (Drama)

Academic Standards: Social Studies— 5.3.12 Environment and Society: Describe and analyze how specific physical features influenced historical events and movements

English—5.3.6 Literary Criticism Evaluate the meaning of patterns and symbols that are found in myth and tradition by using literature from different eras and cultures.

Social Studies—5.3.11 Environment and Society: Describe adaptation and how Native American Indians and colonists adapted to variations in the physical environment.

Performance Objective: After reading several stories about Native American folklore, mythology, and traditional stories, the students will act out one story for the class and explain at least 4 symbols in the story.

Advanced Preparation:

- Acquire Native American folklore, mythology, traditional stories from books or from the following websites:
- <http://etext.virginia.edu/toc/modeng/public/ZitLege.html>
- http://www.nativeweb.org/resources/literature/short_stories_-_traditional/
- <http://www.ilhawaii.net/~stony/loreindx.html>
-

Lesson Plan:

- Remind the students that human life revolves around the physical environment that they are living in. Explain that traditional stories and folklore often are created to explain natural phenomena like weather conditions and physical features of the land.
- Read and discuss Native American folklore, mythology, and traditional stories and how they relate to the adaptations Native Americans made to the variations in their physical environment and how specific physical features of the United States influenced these stories.
- Discuss the use of symbols that are found in Native American myth and tradition and discuss that the symbols stand for. Explain that for hundreds of thousands of years cultures and societies have created stories, much like during the storytelling lesson, that help explain the reason for an event.
- The students will choose one of the traditional Native American stories to act out with their table group partners. Each group member will be responsible for at least one speaking role, and they must all participate in the planning of the reader's theater. The students will also be responsible for writing a brief explanation about why the story they chose is important in describing how Native Americans clarified and understood natural occurrences in their environment.

Assessment: The assessment will be based on the explanation of the story and the participation of group members in the preparation and presentation of their chosen folktale.

50 States Unit Lesson #8 (writing)

Academic Standards: English/Language Arts—5.5.3 Research Application: Write or deliver a research report that has been developed using a systematic research process.

Performance Objective: While the studying the economics of the state they have chosen to research, the students will create a brochure that includes information about the economic impact of a famous place in that state by including at least 4 examples.

Advanced Preparation:

- Time booked in the computer lab for research opportunities
- Collection of books that provide information about the 50 states
- Rubric

Lesson Plan:

- The teacher will discuss and remind students about how natural resources and climate impacts life in certain regions of the United States, and how individuals who live in those regions have had to adapt and change. The teacher will also explain that like natural resources and climate, there are economic regions in the United States that impacts the lives of Americans.
- The students will learn and read about the economy of the regions of the United States and how the regional economics meets people's needs, in their textbook.
- The students will create a brochure about a famous place in the state that they are researching. In the brochure they will include information about the famous place, where it is located in the state, when it is open to visitors, and what they could see and do there. The students will also include a brief explanation of how the place they chose impacts the economics of the state, or the cities around it.

Assessment: The teacher will collect the brochures and read over them to ensure that the students included all of the elements that needed to be included. (Information about the famous place, where it is located in the state, when it is open to visitors, and what they could see and do there. The students will also include a brief explanation of how the place they chose impacts the economics of the state, or the cities around it.)

State Brochure Rubric

1 Famous Place (5pts)	
Where is it located in the state? (2pts)	
When it is open to visitors (2 pts)	
What can you see there? (3 pts)	
What can you do there (3 pts)	
5 sentences about how this famous place impacts the economics of the state? (5 pts)	
	Total ____/20 pts

State Brochure Rubric

1 Famous Place (5pts)	
Where is it located in the state? (2pts)	
When it is open to visitors (2 pts)	
What can you see there? (3 pts)	
What can you do there (3 pts)	
5 sentences about how this famous place impacts the economics of the state? (5 pts)	
	Total ____/20 pts

50 States Unit lesson # 9 (cooking)

Academic Standards: Math—5.1.5 Explain different interpretations of fractions: as parts of a whole, parts of a set, and division of whole numbers by whole numbers.

Social Studies— 5.3.12 Environment and Society: Describe and analyze how specific physical features influenced historical events and movements.

Performance Objective: When given a traditional early American recipe the students will relate and discuss the types of ingredients needed for a recipe, and how the Native Americans/Colonists acquired the ingredients in 7 to 10 sentences.

Advanced Preparation:

- Acquire Native American recipes and from the following websites:
 - <http://www.recipesource.com/ethnic/americas/native/>***
 - <http://nativetech.org/recipes/index.php>
 - <http://www.monroehistoricsociety.org/cookies.html>***
- Acquire cooking/baking utensils needed for the chosen recipe.
- Access to a stove/oven.

Lesson Plan:

- While reading Native American folklore, and discussing and studying the impact of the physical features of the United States on the individual living there the students will study the types of natural resources found, and how they impacted how Colonists and Native Americans ate.
- The students are also learning about how fractions related to parts of a whole and parts of a set. This activity allows students to make food from recipes that involve fractions and whole parts (like 1 cup) and parts of a set (like $\frac{3}{4}$ cup).
- Students will relate and discuss the types of ingredients needed for a recipe, and how the Native Americans/Colonists acquired the ingredients, and they will write about this in their writer's notebooks.

Assessment: The teacher will collect the student's writer's notebooks and read the entry.

50 States Unit Lesson # 10 (reading)

Academic Standards: English/Language Arts— 5.2.2 Analyze text that is organized in sequential or chronological order.

Social Studies— 5.3.3 Places and Regions: Name and locate states, regions, major cities and capitals, major rivers and mountain ranges in the United States.

Performance Objective: Given a text the students will explain why the text is organized in sequential or chronological order in at least 4 sentences.

Advanced Preparation:

- Acquire books that have facts about the 50 states: *Celebrate the 50 States!* By Loreen Leedy, *Fabulous Facts About the 50 States* by Wilma S. Ross, *Greetings From the 50 States* by **Sheila Keenan and Selina Alko, ...etc.**

Lesson Plan:

- While the students are doing research for their state project, the students will read books and online resources for their research on their particular state project. While reading these books, the students will be asked to take note as to how the book is organized and the sequence of the book.
- The students will learn about analyzing texts that are organized in sequential or chronological order, like a timeline. The class will look at different ways that texts are organized, and discuss the purpose for the particular organization.
- The students will be asked to write in their writer's notebook about the organization of the books that they have used for their research project.

Assessment: The teacher will collect the student's writer's notebooks and read their entries to ensure that students understand the purpose and importance of sequential and chronological organization of texts.

50 States Unit Lesson # 11 (P.E. gross motor)

Academic Standards: Social Studies—5.3.1 The World in Spatial Terms: Demonstrate that lines of latitude and longitude are measured in degrees of a circle, that places can be precisely located where these lines intersect, and that location can be stated in terms of degrees north or south of the equator and east or west of the prime meridian.

Performance Objective: When given a latitude degree and month, the students will select appropriate clothing that corresponds with the location and will explain if the line is above, or below the equator getting 3 out of 4 correct.

Advanced Preparation:

- A collection of various clothing items for a relay game
- A map of the North and South America
- Lesson idea from:
<http://www.nationalgeographic.com/xpeditions/lessons/01/gk2/longlat.html>

Lesson Plan:

- While discussing the geography of the United States and the world the students will be learning about longitude and latitude lines, and the purpose of them, and how they are helpful in geography.
- The students will play a relay game where they are in groups of 4 or 5 and they will be asked to put on clothes that would be appropriate for a given latitude, based off of what they know about the ways temperatures vary and the latitude line. The point of the game is not to be the winner, but to be accurate in the clothing choices.

Assessment: During the relay game the teacher will provide a latitude coordinate and month of the year. The students will run to a map, show the teacher the correct latitude line, and then run to put appropriate clothes on based off of the latitude and the month given. The teacher will keep a check list of students and mark the accuracies or struggles that each have. The game can be played several times, to get a better idea of the student's knowledge.

Unit Lesson # 12 (P.E. fine motor)

Academic Standards: Social Studies—5.3.2 The World in Spatial Terms: Identify regions of the United States and explain the advantages and disadvantages of using maps, globes and photographs to locate and describe these regions.

Performance Objective: After discussing the advantages and disadvantages of using maps, globes, and photographs to identify the regions of the United States the students will type a paragraph about one of the methods in 7 to 10 sentences.

Advanced Preparation:

- Reserve computer lab

Lesson Plan:

- While discussing elements of a map and latitude/longitude lines the class will look at the regions of the United States and discuss the different ways these regions can be shown, like through maps, globes and photographs. The students will practice using maps, globes and photographs to identify and describe the regions of the United States.
- While talking about these methods the students will discuss the advantages and disadvantages of each. The class will create a chart of the advantages and disadvantages for each.
- The students will choose one method (maps, globes, or photographs) and type a paragraph (7-10 sentences) discussing the advantages and disadvantages of their chosen method.

Assessment: The students will print off and turn in their paragraphs to the teacher. The teacher will be looking for length, a mention of at least two advantages and one disadvantage in the paragraph.

Rubric/Checklist

Name: _____ Date _____

7 to 10 sentences _____

2 advantages _____

- _____
- _____

1 Advantage _____

- _____

Rubric/Checklist

Name: _____ Date _____

7 to 10 sentences _____

2 advantages _____

- _____
- _____

1 Advantage _____

- _____

References

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