

Lesson Plan

Lesson: Regions of Indiana with Salt Map Activity

Length: Lesson 1 = 1 Hour - Lesson 2 = 30 minutes

Age or Grade Level Intended: 4th Grade

Academic Standard(s):

Social Studies: Geography

4.3.4 Place and Regions: Map and describe the physical regions of Indiana and identify major natural resources and crop regions. (Core Standard)

Performance Objective(s):

Given dough and a template of Indiana, the students will create a map that differentiates the 3 regions of Indiana.

Given a chart labeled with the names of the three regions, the students will identify three characteristics for each region.

Assessment:

Pre-Assessment

In the days prior to the lesson, the students will be given a “quiz” asking them to identify each region Indiana and 2 characteristics of each region.

Post Assessments

The students will be given salt dough and a template of Indiana. They will use the template to create a map of Indiana. Using information from the lesson, the students will incorporate distinguishing characteristics from each region. For example, in the northern part of the state they will make divots to represent lakes. The central part will be very flat, and the southern region very hilly. They will label each region.

The students will be given a chart with 6 boxes. On the top row of boxes will be the name of the region and an outline of Indiana. The bottom 3 boxes will have 3 bullet points in each box. The students will be asked to shade the correct part of Indiana that corresponds with the region and to write 3 characterizes about each

Advance Preparation by Teacher:

Lesson obtained from Stacy Stetzel

- Gather ingredients for salt map
 - Salt
 - Flour
 - Parchment paper
- Make dough prior to lesson
- Make copies
 - Templates of Indiana
 - Pre & Post Assessment

- Graphic organizer (web)
- 1 tube of play dough and an object to push play dough with
- Put together pictures of each region

Procedure:

Introduction/Motivation:

* Prior to the lesson give the pre-assessment.

Day 1 Intro: Last week you worked on maps of Indiana. You looked at major bodies of water, neighboring states, and important cities and places. You also looked at the 3 regions of Indiana and today we are going to take a closer look at those regions. (2 minutes)

Step-by-Step Plan:

1. Hand out the mapping worksheet (see attachment)
 - a. Tell the students that together we will fill in our graphic organizer
 - b. They will use this to help with future activities
2. As a class brainstorm list characteristics about North Manchester (2 minutes) (Gardner's: Interpersonal)
 - a. Inform them that not all of Indiana looks like this
3. Tell the students that we live in the Northern Moraine and Lake Region.
 - a. Inform that this region is actually known for our large bodies of water.
 - b. The teacher will read the section about the Northern Moraine and Lake region in the social studies book pg. 22 (2 minutes) (Gardner's: Verbal Linguistic)
 - i. Notes for graphic organizer (5 minutes)
 1. Flattened by glaciers
 2. Natural lakes created by holes or chunks of ice
 3. Moraines – hills of soil and rock
 4. Wetlands – in the west; areas of sandy soil and water
 5. Dunes - hills of sand build up by wind
4. As you can see the glaciers had a big impact on these three regions
 - a. Demonstrate Glacier activity with play dough and object (3 minutes)
 - i. Glacier came down pushing the land south
 - ii. Continued until lower central part of Indiana where it got warmer
 1. Right below Indianapolis
 - iii. The glacier started to melt and retreat backwards
 - iv. Again going over central park of Indiana
 1. Leaving minerals and debris that would fertilize this area
 - v. As the glacier continued to melt it started to fill the areas it had scraped and chunks of the glacier fell off forming lakes
 - vi. Because it stopped before southern Indiana it was untouched
 1. Leaving behind a very rough and hilly terrain.
 2. What could have happened if the glacier would have kept going? (Bloom's: Analysis)
5. Allow students to write down additional information on their map.
 - a. Show pictures of Chain-O-Lakes State Park and Dunes State Park @ <http://www.stateparks.com/in.html> (Gardner's: Visual Spatial)

6. Move on to Central Till Plain
 - a. Remind the students that we have already learned that the glacier moved over this area 2 times.
 - b. Teacher will read pg 23 out of social studies book titled Central Till Plain (2 minutes)
 - i. Discuss reading and put important factors on map (4 minutes)
 - ii. Notes for map
 1. Went over twice by glacier
 2. Till – mixture of clay, sand, and small stones
 3. Best farm land
 4. Low, flat land, rolling hills and small valleys
 5. Hoosier Hill - highest elevation in Indiana
 6. Canyons – deep, narrow valley with steep sides
 - c. Show pictures of Turkey Run State Park and Mounds State Park @ <http://www.stateparks.com/in.html> (3 minutes)
 - i. Highlight obvious differences from previous region
7. Move on to Southern Hills and Lowlands (or the Lumpity Bumpity Region)
 - a. Ask the students if they remember what happened to this area? (1 minute)
 - i. Correct nothing happened to it!
 - b. Teacher will read pg 24 out of Social studies book titled Southern Hills and Lowlands (2 minutes)
 - i. Discuss reading and put important factors on map (4 minutes)
 - ii. Notes for map
 1. Kept most of its original features
 2. Strips of lowlands and high lands
 3. Caves
 4. Sinkholes
 5. Knobs (high cliffs made up of steep hills)
 - c. Show pictures of Brown County State Park and Clifty Falls State Park @ <http://www.stateparks.com/in.html> (3 minutes)
8. Tell the student that it is amazing how different one state can be
9. Remind the students to hold on to their graphic organizers and refer back to them to remind themselves about each region.
10. Put social studies books away and clear everything from their desks

(If teaching this lesson in two parts this is the end of the first lesson and beginning of the second.)

11. Begin the salt map activity (20 minutes)
 - a. Make sure to mix the salt dough prior to the lesson
 - i. $\frac{1}{2}$ cup salt, $\frac{1}{2}$ cup flour, $\frac{1}{3}$ cup water per student
 - b. Hand out a whiteboard, Indiana temple, and parchment paper to each student.
 - i. White board goes down first, then the outline of Indiana, followed by the parchment paper
 - c. Give each student about a ice cream scoop full of dough

- d. Tell the students to construct a map of Indiana using the template provided. (Gardner's: Bodily-Kinesthetic) (Bloom's: Application)
 - i. Using information from our lesson, create each region
 1. Ex. Northern put dents to symbolize lakes
 2. Ex. Southern make it hilly and bumpy
 - ii. The students may refer back to their graphic organizers for ideas.
 - iii. Tell the students they have 15 minutes to work on their map.
 1. Walk around and guide the students
 - a. Ask how they can distinguish between each region?
(Blooms: Comprehension)
 - iv. When the students are finished, move the maps to the counter under the windows to dry.
 1. Make sure they clean up their area and check there area for any dough.
 - v. If students finish early they should silent read until everyone is finished

Day 1 Closure: (3 minutes)

You all worked very hard on your maps today. Remember to look over your maps before we get together again because once they are dry we will be painting them. That way we can easily tell the difference between each region. We will also be creating display cards for the map so that we can teach others (including our parents) a little more about Indiana. Now that you are an expert on this subject, I bet you would be surprised at how much you could teach adults about this. Try it out on your parents or another adult. They might learn a thing or two for you. ☺

Day 2 Introduction: (5 minutes)

Last week we worked on the regions of Indiana. If you remember, I challenged you to teach someone something you learned during our lesson. Raise your hand if you did that. Wonderful! For those of you who did not have the chance to teach someone can you remind me what the three regions were? (Bloom's: Knowledge) Great! Well today we are going to finish up our maps and make display cards to go with them. This way we can display them for Parent-Teacher Conferences. Let's get started!

Step-by-Step Instruction

1. Dismiss by groups to go get their salt maps.
 - a. The teacher will pour small cups of paint.
 - b. Give each student a paint brush
 - c. Allow students to pick three different colors of their choice.
 - i. The students will paint each region a different color.
 - d. Return the projects to the counter under the window to dry.
 - e. Have the students clean their area
2. Hand out the display charts.
 - a. Ask the students to shade the part of Indiana that is talks about and to write 3 characteristics about each region by each bullet point.
(Gardner's: Intrapersonal)

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- i. This will be used as the assessment portion of the lesson so no materials should be used (ex. Mapping or partners)
- b. Once the student is finished have them stand up the display by their map.

Closure:

Your projects look great and I thank you for working so hard on them. I know that everyone will be very impressed. Take what you have learned in this lesson and observe your surroundings wherever you go. On family vacations or long road trips you might find yourself in a new part of Indiana. Keep your eyes open and you might get the opportunity to experience firsthand some of the things we have talked about.

Adaptations/Enrichment:

ADHD – During the lecture section of the lesson, use a signal that only you and the student know to remind the student to stay on task. For example, tugging your ear or holding up a finger.

Autistic – If the student is unwilling to interact with the dough, allow the student to draw the features of each region on paper.

Student with a broken arm: Have an aide or classmate shape Indiana for the student. If he is able, then he can put the distinguishing characteristics in for each region or he may describe what he wants each region to look like. The student may have the teacher's version of the graphic organizer and someone can write the characteristics for the display board on his chart.

Enrichment: The student will pick a region that they do not live in and create a newspaper article about why someone should visit that region and what they would find if they did.

Self-Reflection:

Did the lesson take too much time?

Did the students understand the concept?

Were the salt maps beneficial?

Did the final assessment give me the information that I needed?

What could I have done differently?

Did the technology portion benefit the students?

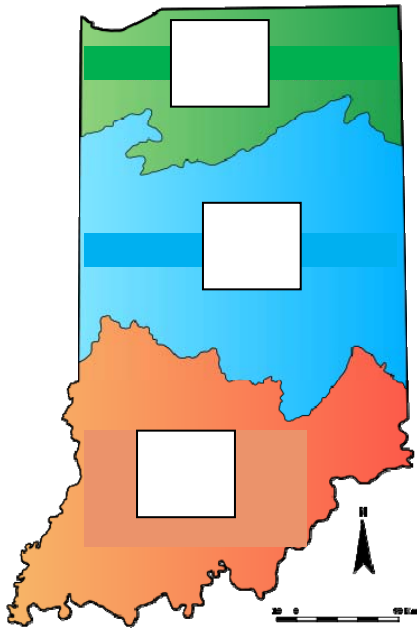
How can I improve this lesson?

What was the best part of this lesson?

Name _____

Date _____

Match the name of the region with the correct location.



A. Northern Moraine and Lake

B. Southern Hills and Lowlands

C. Central Till Plain

List two characteristics of each region.

Northern Moraine and Lake

-
-

Southern Hills and Lowlands

-
-

Central Till Plain

-

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Name _____

