Title: United States Identifier  

Length 30-45 minutes for 2-3 days

Grade/Age Level 5th grade

Standard(s): Social Studies 5.3.2 Name and locate states, major cities, major regions, major rivers, and mountain ranges in the United States.

Objective(s): The students will be given a map of the United States, on which, they will color their assigned region with 100% accuracy.

The students will be given a map of the United States, on which, they will correctly label five states, within their region, with 100% accuracy.

The students will be given a map of the United States, on which, they will correctly label five state capitals, within their region, with 100% accuracy.

Teacher Preparation: The teacher will divide the students into four groups and assign each group a major region of the United States (Northeast, South, Midwest, and West). The teacher will then copy maps of the different regions for the students to have for their record and to label the states in the region assigned to them. The teacher will also create a checklist to assist the students as they work in their groups to learn more about the major regions assigned. Books, Encyclopedias, and beneficial websites will also have to be found by the teacher to help the students learn mammals that are located in their assigned region.

Motivation/Introduction: How many of you have visited a state other than Indiana (Bloom’s Taxonomy-Knowledge)? What states have you visited (Bloom’s Taxonomy-Knowledge)? Do you know what region of the United States the state you visited is located (Bloom’s Taxonomy-Knowledge)? Well, today we are going to divide the United States into four major regions and learn more about each region.

Step-by-Step procedure:
1. The teacher will first explain to the students that they will be divided into four groups. Each group will focus on a major region of the United States. The four regions are West, Midwest, South, and Northeast. The teacher will then give a brief description of each region and point to the regions on a large wall map.
2. The teacher will then give the students directions for the project while passing out the checklist.
3. First, the students will receive a map of their region and they will be instructed to locate the states that are found in their region (individually) (Gardner’s Multiple Intelligences-Visual/Spatial and Intrapersonal).
4. After all of the states are located, the students will label the capitals of each state in their region.
5. The students will also label at least two bodies of water or mountain ranges that are found in their region.
6. The students will then begin searching for mammals that live in the major region they have been assigned.

7. After the mammals have been found the students will create a short play or story acting like they are the mammals in their region, (as a group) by taking a journey explaining details that they have found about their region. (Bodies of water, mountain ranges, capitals/cities.) (Gardner’s Multiple Intelligences-Interpersonal)

8. Once the students share their play or short story to their classmates, the teacher will wrap-up the lesson by reviewing with the students the characteristics, states, bodies of water, mountain ranges, and boundaries of each region.

**Closure:** Since we have been talking about different regions of the United States and what mammals live within the regions, we are now going to discuss why certain animals and plants live in specific environments and regions.

**Assessment:** The students will be given a blank map of the United States and they will color in the region that they were assigned to. They will then label five states and state capitals, within their region.

**Adaptations/Enrichment:** A student that is learning disabled will have the opportunity to get assistance from the teacher or an aide to help them locate the states and capitals. The student will also have the opportunity to work with an aide as they research mammals that live within their region. For a student that is gifted, the teacher can challenge them to use a variety of sources (encyclopedia, book, and internet) to find more characteristics (population, industry, climate, etc.) about their region.

**Self-reflection:** The teacher will reflect upon the lesson and make sure that the students were able to learn about all of the major regions even though they were assigned to one specific region. The teacher will also make sure that the students were engaged while working on their region.
Checklist

1. _____ Receive map of your region.

2. _____ Locate and Label the states found within your region (individually)

3. _____ Locate and Label the state capitals of your region. (individually)

4. _____ Label at least two bodies of water or mountain ranges within your region (individually). 

5. _____ Begin looking for mammals that live in your assigned region (use books, internet, encyclopedia) (individually)

6. _____ Get in your groups and create a play or short story. You will be a mammal found in your region and will take the class on a journey explaining your region.