

Subject Area: Social Studies
Lesson Title: The Mid-West vs. Southeast Region

A. State Standards

Grade Level: Grade Four

Lesson Objectives:

- Explain the difference between the Mid-West Region and the Southeast Region in relation to the climate, economics, and culture.
- Determine the difference between the two different regions based on multiple characteristics, such as climate, economics, and culture.

B. Grade Level Content Expectations (GLCEs):

- 4 – G2.0.2 Compare human and physical characteristics of a region to which Michigan belongs (e.g., Great Lakes, Midwest) with those of another region in the United States.

C. 21st Century Skills:

- This lesson incorporates digital tools and resources to promote student learning and creativity because students will utilize the smart board and smart board technology to complete an activity related to regions, i.e. identifying which climate would fit into which region and then touching that area on the map (region) using the smart board technology.
- Through students need to consider what type of whether would occur in each area on a regular basis to determine a climate of a region I am promoting, supporting, and having them model creative and innovative thinking and inventiveness. Students will continuously use their inquiry skills to piece together the affects of one weather condition that would lead to another to better understand climate patterns in a region
- This lesson plan will address students' diverse learning styles, working strategies, and abilities using digital tools and resource through the use of smart boards foe one portion of the activity and then the use of small and large group work for the other portion, ensuring that students with various learning styles needs are met though out the lesson.

D. Lesson Substance:

- Student's Task:
 - Students will be able to identify states within the Mid-West Region and the Southeast Region by pointing to it on the Smart Board, and understand that the while the weather in these regions may vary from state to state, the climate will be different base on the two different climates. This will focus on the concept of climate verses weather. Climate is the overall weather conditions of a region, encompassing things such as: temperature, precipitation, wind, etc. While weather is the actual state of the atmosphere at a time in

respect to temperature, precipitation, wind, etc. Essentially, climate encompasses the temperature patterns. Students will learn that the mid-west region has a different climate than the southeast region; therefore, the states in those regions have different daily weather.

- Students will need to understand that though we are exploring these two regions, these are not the only two regions and that the climate is not the only feature that can identify a region. Additionally, students will understand that the mid-west region's climate is affected by their great lakes, while the southeast region does not have the great lakes; therefore, their climate is not the same. Essentially, the great lakes cause for cold and frigid winters and hot and humid summers. Whereas, the lack of the great lakes in the southeast region have warm and wet climate, with more mild winters and higher humidity. Students must recognize the lakes and other water sources surrounding many of the states in the mid-west region causes the climate to be different from that in the southeast region.
- This lesson will assist students in determining how to identify regions based on their weather patterns (climate). Overall the lesson will emphasize how the great lakes and water surrounding the mid-west region will affect the climate of the region and how the lack of water in the southeast region results in its climate. Students can inquire about other regions and use their knowledge of climates and other states to make inquiries about what states they felt may fit into other regions.
- Desired Outcome:
 - Students will be able to identify the states that make up a region and then differentiate between the climates in those two regions. They will understand that the climate in the Mid-West Region is different from that in the Southeast Region.

E. Description of Lesson:

1. There will be a map of the United State displayed on the Smart Board. The map will have the states separated by regions. For 20 minutes, the instructor will explain the difference between the regions and the state that comprise each region, while students interchangeably come to the Smart Board and tap the state, while identifying which region the state would belong to.
2. Then a blank map will appear and students will complete the task of coming to the board again and filling in the map with the states of the Mid-West and the Southeast region until both regions had all of its states in place, receiving help for the instructor when necessary.
3. Students will then complete a jigsaw activity in which they are separated

- into two large groups initially (Southeast Region and Mid-West Region).
4. Those two groups will then be split into groups of again, comprising of 4 students in each group.
 5. The students will then split into their respective numbers, (i.e. all of the 1's together, 2's together, etc.)
 6. In each number group on both the Mid- West and the South East Region Side students will learn about a different part of climate, (i.e. precipitation at one station, wind at another, etc.). The information will be provided to the students on information sheets provided by the instructor.
 7. After 10 minutes, each number group will return to its original group and share the information they discovered at their station, posing as the expert of their group.
 8. After, 10 minutes of expert group time, the students will reconvene as an entire group as a whole class completes a VenDiagram, comparing and contrasting the Mid-West Region and the Southeast Regions' climate.
 9. Instructor should conclude this activity by assuring to answer students questions or address concerns regarding the activity itself or the content presented during the lesson and pointing out the key points that they wanted the students to take away from the lesson.

F. Check for Understanding:

- After students have completed both the jigsaw group activity and the large group comparison and contrasting activity students will be given the opportunity to share any other information that they had regarding climate in the two regions that we discussed. The instructor should then fill in any information that the students may have missed regarding climate and encourage them to review the information at home. The following day, the instructor should follow up with a Smart Board activity that has students volunteer to come to the board and note what different are the different aspects of climate that occur in the two different regions to demonstrate their competency in this area.

G. Differentiating Between Student's Work:

- While I think assessments are necessary for some lessons, I would not formally assess my students after completing this lesson. I would collect the worksheets that each student completed to ensure that they completed them in its entirety and did not simply depend on their jigsaw group to provide them with all the answers; however, I would not assign a letter grade to their work but a grade for participation is more likely for this lesson.

Source:

Hanes, LaShawn. TE 401. Revised November 1, 2011.

Note: This lesson was originally utilized to fulfill an assignment requirement for my Teacher Education 401 course; however, this lesson was modified to fulfill the requirements of this lesson.