



Land Regions

Lesson Overview: Students will focus on the different aspects of each of the five U. S. land regions.

Lesson Tie to Textbook: Any standards-based geography or social studies textbook.

Learning Objectives/Outcomes: Students will summarize the five different U.S. land regions.

Ties to National Standards:

National Social Sciences Geography K-12.1: The World in Spatial Terms

As a result of their activities in grades K-12, all students should:

- Understand how to analyze the spatial organization of people, places, and environments on Earth's surface.

National Social Sciences Geography K-12.2: Places and Regions

As a result of their activities in grades K-12, all students should:

- Understand the physical and human characteristics of places.

Ties to Texas State Standards:

(5.7) Geography. The student understands the concept of regions. The student is expected to:

- (A) Describe a variety of regions in the United States such as political, population, and economic regions that result from patterns of human activity;
- (B) Describe a variety of regions in the United States such as landform, climate, and vegetation regions that result from physical characteristics.

Grade Level: 5

Subject Area: Social Studies: Geography: Land Forms

Software Used: PiCoMap Pro, FreeWrite

Materials Needed: Any standards-based geography or social studies textbook, handheld computers with correct software, a U.S. map, Internet access and additional reference materials (if necessary).

Ties to Overall Unit: Students will gain a better understanding of the various U.S. regions, especially concerning the similarities and differences among the regions.

Vocabulary: Northeast, Southeast, Midwest, Southwest, West, region, geography, agriculture, interdependence

Teaching the Lesson

1. Introducing the Lesson:

- a. Provide students with a U.S. map.



- b. Ask students to draw conclusions as to why the U.S. is divided into five different regions.

2. Conducting the Lesson:

- a. Introduce students formally to each region as well as to important aspects associated with each region (i.e. population, area, key facts and agriculture).
- b. Discuss the differences among the regions with the students. This is a great time in the lesson to allow for students to do some internet research concerning the various regions.
- c. Once students have collected the necessary materials to begin constructing their concept maps, remind them of the following:
 - i. The PiCoMap Pro concept map must contain a main idea. (i.e., students may title the main node "land regions.")
 - ii. Each region must be a node linked to the main idea and must contain FreeWrite content.
 - iii. Each connecting node must contain facts regarding that particular region (i.e., population, area, climate, agriculture, etc.).
- d. Once they have completed their PiCoMap Pro concept maps, including all the information stated above, allow a few students to share their findings with the class.

3. Concluding the Lesson:

- a. Collect the students' work.
- b. Discuss with students the importance of understanding and valuing each region of the U.S.
- c. This is also a good time to discuss how the regions are all interdependent.

Reflecting on the Lesson

1. Issues to Consider:

- a. If you are allowing students to research information on the Internet, make sure you discuss copyright and plagiarism issues.
- b. Students will need to compile, in their own words, the information they gathered.

Assessment: Be sure that each PiCoMap Pro concept map includes the following:

- all five regions,
- FreeWrite content related to the land region for each node,
- correct information stated in the student's own words,
- ample information for each of the five regions.

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