

## **Social Studies**

### **4<sup>th</sup> Grade United States Geography Lesson Plan**

1. **Goal –**

The learning goal for this lesson is for students to review their understanding of the geographical and physical characteristics of the various states and regions in the United States that have previously been studied. Students then apply this understanding as they analyze poems written about states.

2. The **national and/or state standard** addressed are Illinois Social Studies standards:

- A. **17.A.2a** Compare the physical characteristics of places including soils, land forms, vegetation, wildlife, climate, natural hazards.
- B. **17.A.2b** Use maps and other geographic representations and instruments to gather information about people, places and environments.

3. **Objective(s) –**

- A. During this lesson, students will be able to identify states and regions in the United States.
- B. Students will be able to analyze a poem to draw inferences about regions based on the text.

4. **Connections –**

- A. This lesson builds on previous lessons by having students recall what they have learned previously about states and their locations on a map. They will use their knowledge to identify the regions of the United States. Students will then further this understanding by examining poems written about states, to determine the states and the region based on the clues provided in the text.

5. **Instructional Activities**

*Introduction:*

In groups, students will review previous regions studied in the United States, by labeling a blank map with all the states that have been studied so far. Then as a class, groups will share the work they completed and label the map on the SmartBoard. The class will review what states make up each region by outlining each region.

*Activity:*

To discuss characteristics of the regions, students will be examining poems from *My America, A Poetry Atlas of the United States* by Lee Bennett Hopkins.

The teacher will read a poem from each region without the title. Students will use clues from the poem to determine what state the poem is describing and then identify what region the state belongs to.

Poems to be used are:

*Islands in Boston Harbor* (Northeast), pg. 6

*Kentucky* (East Central), pg 21

*The Mississippi* (Southeast). Pg. 25

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*Application:* Read “This is Indiana” (pg 31) from *My America, A Poetry Atlas of the United States*. Talk about how this poem lists some of the state’s famous residents, rivers, land uses and events. Use the Junior Geographer to identify and list features of Illinois that could be put in a poem. Each group of students will come up with a poem about Illinois with the characteristics they listed. Share the poems and compare as a class, discussing what each group thought were important concepts to remember about Illinois.

*Review:* Play the [Tour the States Rap](#) song. Students are encouraged to sing along if they know the words.

*Exit Slip/formative assessment:* Using clickers, students will individually respond to multiple choice questions about the regions studied, showing an understanding of people, places, and land and water forms for the various regions. After all questions have been answered, the class will go through each of the questions again. Call on groups to provide an answer and then talk about the correct choice. Name the state(s) and the region for each question.

### 6. **Instructional resources and materials –**

SmartBoard

Blank Map of United States

*My America, A Poetry Atlas of the United States* by Lee Bennett Hopkins.

Student clickers

Tour the States Rap

Student Clickers

Junior Geographer textbook

### 7. **Assessment –**

The informal assessment for this lesson will take place when students review the map of the states and analyze the poems to discuss characteristics of states and regions.

The formal formative assessment for this lesson will be the student responses to the multiple-choice questions using the clickers.