

Unit #4:

GEOGRAPHY OF THE SOUTHEAST

essential skills and content

Overview

Students will analyze the physical, economic, historical, and cultural aspects of the Southeast region of the United States. Students will recognize that all of these elements influence the lives of the people who live there.

Essential Questions

- Why do people choose to live in the Southeast?
- How does the physical environment of the Southeast influence the way people live?
- What renewable and non-renewable natural resources exist in the Southeast, and how do people decide who has the right to use them?
- How has the population of the Southeast changed over time?
- How does the availability of natural resources result in different economic choices across the Southeast?
- What makes the states in the Southeast a region; what do they have in common?
- How do the cultural patterns of the Southeast influence the lives of the people who live there?

Skills/Content

Skills:

- Recognize that people choose where they live based on the geography, economy, history, and culture of a region.
- Identify renewable and non-renewable natural resources of a region and argue who has the right to use the natural resources.
- Explain the relationship between the natural resources of a region and their effect on the economy of the region.
- Explain how the population of the Southeast region has changed over time.
- Identify characteristics that states in the Southeast share that make it a region.
- Understand how culture has influenced the Southeast region and the people who live there.

Learning Targets:

- I can locate states, capitals, and major cities in the Southeast region. (K)
- I can identify renewable and non-renewable natural resources of the Southeast region. (K)
- I can explain how the economy of the Southeast region is influenced by the natural resources found there. (R)
- I can compare and contrast the Southeast region with the region that I live in, including geography, culture, history, and economy. (P)
- I can explain reasons behind change in population over time in the Southeast region (i.e. Spanish settlement). (R)
- I can identify the common elements of the Southeast region (i.e. climate, resources, geography). (R)
- I can identify elements of the culture of the Southeast region and how the culture affects the people who live there. (D)

Blue Valley Social Studies








Grade: 4th

Unit: Southeast Region

Lesson Title: Southeast Region Common Elements

Learning Target: Students will be able to identify the common elements of the southeast region.

Materials Needed: Paper, pencil, iPad or computer

Instructional Framework	Instructional Activity
	Teacher will use a “nonsoutheast” state to demonstrate how Culture Grams works. You may also use another database if you do not have access to Culture Grams.
	Groups will be given time to explore Culture Grams online. While exploring, they will look specifically at their assigned states climate, geography & resources.
	Groups will create a Prezi or Powerpoint presentation to show the class what they have learned.
	While groups are presenting the teacher will create a “class” Prezi or PowerPoint that contains common themes of the southeast states.
	Students will write a paragraph explaining why the region has commonalities. This will show that they understand what was presented.



Grade: 4
Unit: Southeast






Lesson Title: A to Z book

Learning Target: - I can identify elements of the culture of the Southeast region and how the culture affects the people who live there.

Standard 3: Societies are shaped by beliefs, idea, and diversity

Standard 5: Relationships between people, place, idea, and environments are dynamic.

Materials Needed: “engage” book, notes pages, library, computers, iPad, textbook, markers, final pages (for a-z book)

Instructional Framework	Instructional Activity
	Read the class an alphabet book on a topic of your choice. Explain to the class you will be working to create a class alphabet book on a topic of your choice.
	Research culture of the region: food, music, clothing, beliefs, landmarks, historical happenings, etc. Give each student a letter of the alphabet to base their research around.
	They will put their research on the provided page and provide sketch drawings to include in the final project.
	Make a group book for the Southeast region by putting researched information together.
	Share book with the class. Class can record what they have learned from other students on a notes page.



Grade: 4

Unit: Southeast Regions

Lesson Title: Southeast Region Rap






Learning Target: I can explain how the economy of the Southeast region is influenced by the natural resources found there.

Standard 1: Choices have consequences.

Standard 4: Societies experience continuity and change over time.

Standard 5: Relationships between people, place, idea, and environments are dynamic.

Materials Needed: Library, recording page, ipads, microphone

Instructional Framework	Instructional Activity
	<p>Southeast region song (https://www.youtube.com/watch?v=-ZDqPyHNX_A&list=RD-ZDqPyHNX_A&index=26)</p> <p>What are some resources you know come from the Southeast region?</p>
	<p>In groups (to be jig-sawed later):</p> <p>Research 2 states in the SE region to become natural resource experts. Use at least 3 resources and include a bibliography.</p>
	<p>-economy: what resource is common and supports the economy to thrive in certain places</p> <p>-natural resources: what about the geography</p> <p>-connect with standard: jobs people have relating to certain resources</p> <p>-disadvantages of relying on one resource</p>
	<p>In jig sawed groups, they will use the information to create song lyrics to a popular tune of their choice. This will allow them to share their information in a fun way. They could also make rap lyrics.</p>
	<p>Students will record their song and the teacher will put the medley together to create one full class song of the SE states.</p> <p>If technology is not available, the groups can just present their song or rap to the class.</p>

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Grade: 4

Unit: 4-Southeast region

Lesson Title: Southeast region population change

Learning Target: I can explain reasons behind change in population over time in the Southeast region (e.g. Spanish settlement).

Materials Needed: computer, construction paper, art supplies

Instructional Framework	Instructional Activity
 engage	Teachers will display pictures (unlabeled) of the reasons the population changed in the region. This will help students begin to think of reasons before they begin their research.
 explore	Students will access the online encyclopedia to search population changes in the southeast region. Students will share results with other groups to determine if there were commonalities found in research.
 explain	Each student will create a small poster explaining what they learned through their research.
 elaborate	Students will compare posters with other students to determine what other information needs to be added to their poster.
 evaluate	Teachers will informally evaluate students' research as they present the posters to the class.