



Unit #5:

GEOGRAPHY OF THE MIDWEST

essential skills and content

Overview

Students will analyze the physical, economic, historical, and cultural aspects of the Midwest 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 Midwest?
- How does the physical environment of the Midwest influence the way people live?
- What renewable and non-renewable natural resources exist in the Midwest, and how do people decide who has the right to use them?
- How has the population of the Midwest changed over time?
- How does the availability of natural resources result in different economic choices across the Midwest?
- What makes the states in the Midwest a region; what do they have in common?
- How do the cultural patterns of the Midwest 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 Midwest region has changed over time.
- Identify characteristics that states in the Midwest share that make it a region.
- Understand how culture has influenced the Midwest region and the people who live there.

Learning Targets:

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








Grade: 4

Unit: 5- Geography of the Midwest

Lesson Title: Cities and States of the Midwest

Learning Target: I can locate states, capitals, and major cities in the Midwest region.

Materials Needed: Challenge Cards- page 120-121 in Lesson Guide 2 (One Per Class)
Interactive Student Notebooks (One per student) Chapter Opener Transparency 8

Instructional Framework	Instructional Activity
 engage	Project Chapter Opener Transparency 8. Have students fill out page 47 in their Interactive Student Notebook about where they would like to visit in the Midwest.
 explore	Have the students share their responses for where they would like to visit in the Midwest with a partner, small group, or the class.
 explain	Read the questions on the Challenge cards to the students one at a time. The students will work as partners to answer the questions on 48-49 in their Interactive Student Notebook. Students will use the Midwest Maps maps on 85-87 in their books or Chapter 9 to help them answer these questions.
 elaborate	Students will share the answers with the class, as well as their own personal experiences visiting places in the Midwest.
 evaluate	Pages 48-49 in the interactive Student Notebooks can be used to evaluate students' understanding of this lesson.








Grade: 4

Unit: 5: Geography of the Midwest

Lesson Title: Culture of the Midwest

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

Materials Needed: *Social Studies Alive! Regions of Our Country* (one per student), Lesson Guide 2 (One for teacher), Interactive Student Notebook (One per student), Regions of Our Country CD, Regions of Our Country Transparencies, Lesson 8 Assessment-Copies of page 109-112 in the Lesson Guide (One copy per student) Student Handouts-Pages 122-125 (one copy per student),

Instructional Framework	Instructional Activity
	To engage the students, play <i>Home on the Range</i> to the class.
	Students will explore nine popular tour sites using the transparencies, CDs, student handouts and pages 50-55 in their student notebooks. Pages 106-119 in the Lesson Guide 2 will help the teachers plan.
	On page 50, the students will find each location they discover on the map.
	Then on pages 51-55, students will answer specific questions corresponding to some of the sites.
	Hand out the Lesson 8 Assessment which will focus on the skills learned in this lesson.






Grade: 4th

Unit: 5- Midwest Region

Lesson Title: Population Changes

Learning Target: **I can explain reasons behind change in population over time in the Midwest region.**

Materials Needed: Computers, graphic organizers

Instructional Framework	Instructional Activity
	<p>http://www.infoplease.com/ipa/A0922422.html Using the above website, students will choose the cities listed that are located in the Midwest area. Another idea: Have a small group of students follow one city and then share out the data.</p>
	<p>Using a table to collect the data, students will compile a list of those cities and their populations over the decades.</p>
	<p>Have a discussion as to the ups and downs of those cities. (Can the teacher or students give any historical clues as to what is going on in history at those times?)</p>
	<p>Find Kansas City on the lists. How does the population changes compare with others in the Midwest region?</p>
	<p>Using PADLET, student will synthesize the information gleaned from the data into a paragraph explaining the patterns and possible causes in the population changes. Students will discuss those ideas/ paragraphs shared by other.</p>



Grade: 4th Grade
 Unit: 5 5.1

Lesson Title: What do the states in the Midwest region have in common?





Learning Target:

1. The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations.
2. The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.

Essential Question: What makes the state in the Midwest a region; what do they have in common?

Materials Needed:

- Discovery Education
- History Alive! Textbook
- History Alive! Interactive Student Notebook
- Plickers

Instructional Framework	Instructional Activity
	<p>Video: Discovery Education: American Geography Close-ups: Midwest Volume 01</p> <p>https://app.discoveryeducation.com/search?Ntt=American+Geography+Close-ups%3A+Midwest+Volume+01</p> <p>Brainstorm as a class common details found in the video.</p>
	<p>Read Pg. 85-97 in History Alive! Geography Challenge Teachers' Guide: Midwest pg. 120-121 and 126-7</p>
	<p>Student Interactive notebook pg. 48 and 49 Use textbook for geo. challenge</p>
	<p>Categorize similarities between four states from geography challenge. Eg: Wisconsin, Minnesota, Michigan (Dairy States)</p>



Use Pickers to answer five questions related to similarities found in the Midwest.

Which three states are dairy states?

1. Wisconsin, Missouri, Kansas
2. Wisconsin, Minnesota, Michigan

Which two rivers come together in St. Louis?

1. Missouri, Mississippi
2. Kansas, Nile
3. Mississippi, Hudson

What kind of storms brings heavy snowfall and freezing winds the Midwest?

1. Hurricanes
2. Blizzards
3. Hailstorms
4. Tornadoes

The Midwest is called "America's Breadbasket" because?

1. Many bread bakeries are located in this region
2. Midwestern farmers raise large amounts of grain
3. People in the Midwest eat a lot of bread