



Unit #8:

GEOGRAPHY OF THE WEST



essential skills and content

Overview

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

Learning Targets:

- I can locate states, capitals, and major cities in the West region. (K)
- I can identify renewable and non-renewable natural resources of the West region. (K)
- I can recognize that people choose where they live based on the geography, economy, history, and culture of a region.
- I can 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 West region has changed over time.
- Identify characteristics that states in the West share that make it a region.

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- Understand how culture has influenced the West region and the people who live there.
 - I can explain how the economy of the West region is influenced by the natural resources found there. (R)
 - I can compare and contrast the West 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 West region (i.e. gold rush, Oregon Trail, railroad, immigration). (R)
 - I can identify the common elements of the West region (i.e. climate, resources, geography). (R)
 - I can identify elements of the culture of the West region and how the culture affects the people who live there. (D)
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Grade: 4th






Unit: 8 Geography of the West

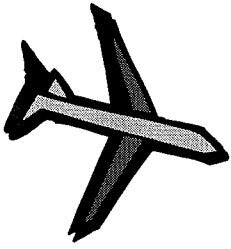
Lesson Title: Characteristics of the West Region

Learning Target: I can identify characteristics that states in the West share that make it a region.

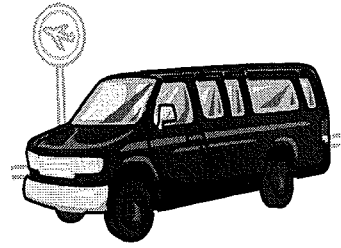
Materials Needed:

- Handouts
- TCI Social Studies Alive! textbook

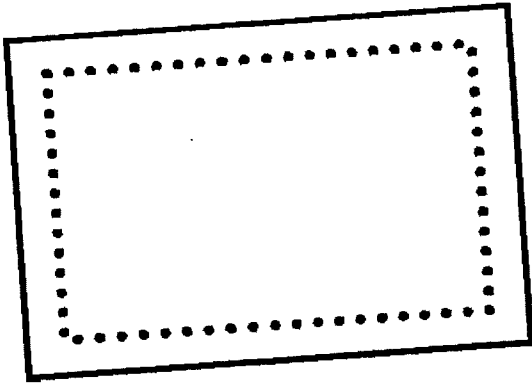
Instructional Framework	Instructional Activity
	United Streaming Video: Regions of the United States: The West People and Heritage (approximately 17 minutes) https://app.discoveryeducation.com/learn/videos/8CCF7AB0-832A-46F0-9ED5-4E1115715116?hasLocalHost=false
	Read Social Studies Alive textbook pages (136-149). Complete the linked handouts as you read each section. West Handout #1 West Handout #2 (Handouts are in Unit 8 Resources on the T-Drive)
	To summarize the unit, students can reflect on the following question in the form of short answer, opinion essay, or using the Green Screen App. Where would you choose to live in the West Region and why?
	
	Teacher evaluates students' ability to participate in discussions about the West region and their ability to summarize.



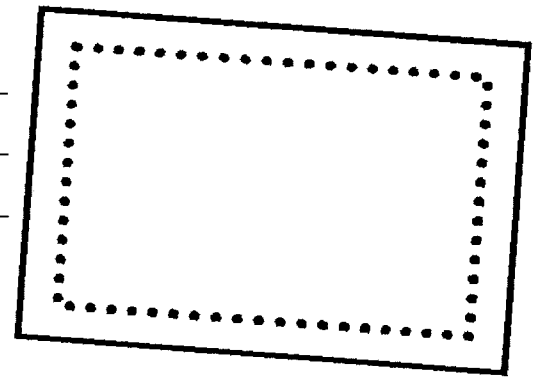
A Van & Airplane Tour of the West



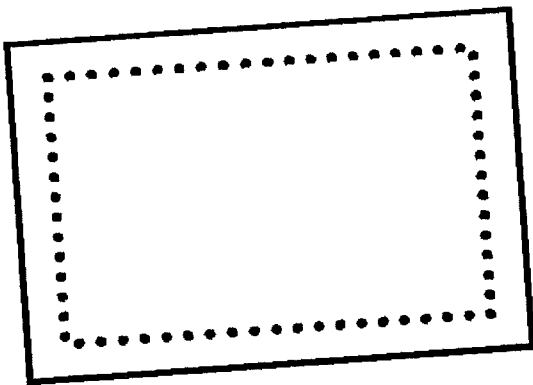
Stop 1: Lolo Pass, Montana



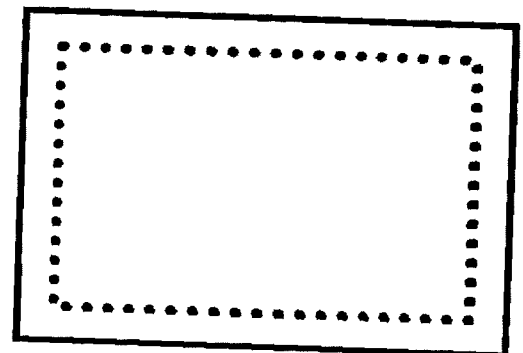
Stop 2: Yellowstone National Park



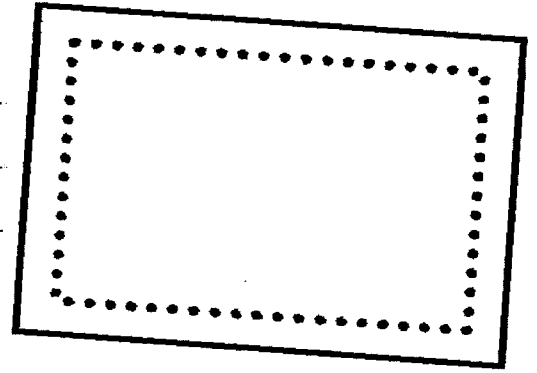
Stop 3: Leadville, Colorado



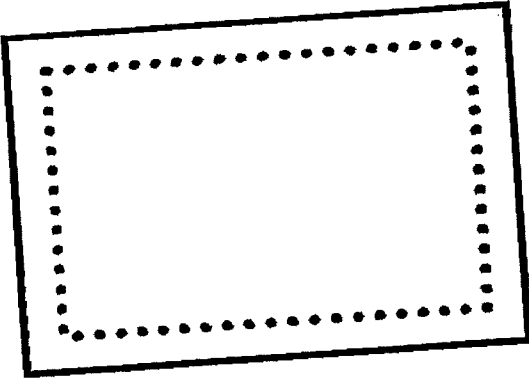
Stop 4: Disneyland Park



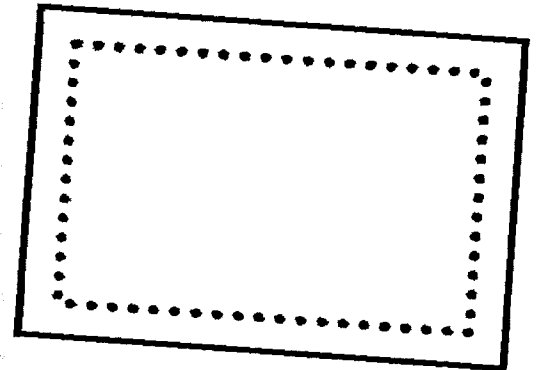
Stop 5: California's Central Valley



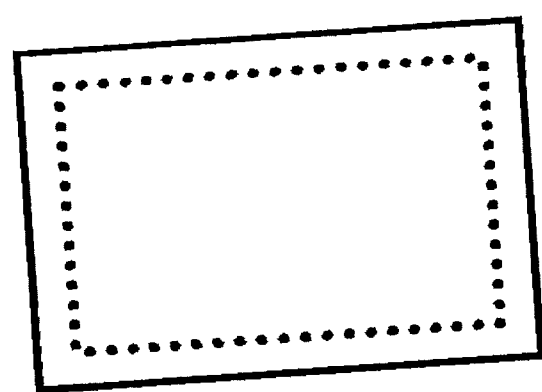
Stop 6: The Columbia River Gorge



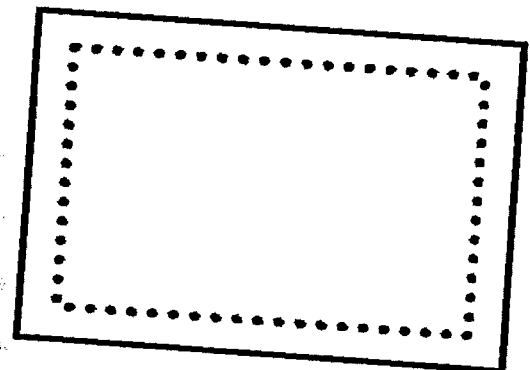
Stop 7: Tacoma, Washington



Stop 8: Anchorage, Alaska



Stop 9: Honolulu, Hawaii







Grade: 4

Unit: 8




Lesson Title: Comparing and Contrasting the West and the Mid-West

Learning Target: I can compare and contrast the West region with the region that I live in, including geography, culture, history, and economy.

Materials Needed: Lead21 student text, SMARTboard graphic organizer file
(Unit 8 Resources)

Instructional Framework	Instructional Activity
	<p>-Watch the first minute of the National Geographic aerial video of the Grand Canyon (https://www.youtube.com/watch?v=p2X4U1mQzoE). Generate student engagement with questions such as:</p> <ul style="list-style-type: none"> -What famous landform does this video show? -What region is this landform a part of? -How does this landform look similar/different from landforms in Kansas? -How do you think this landform could be part of the geography, economy, history and culture of the West region?
	<p>-As a whole class, read page 382 of the Lead21 student text. Discuss key terms geography, economy, history & culture. Look at the map on page 383; students should note the key and that the West region is divided in to the Pacific states and the Mountain states.</p> <p>-Split the class in to 4 groups. Explain that each group will be responsible for learning about either the geography and economy or the culture and history of the West Region (separate Mountain region from Pacific region).</p> <p>-Use student Lead21 textbooks as a resource for gathering information. Students should take notes on notebook paper over their assigned topic. Pages to use:</p> <ul style="list-style-type: none"> -Geography & Economy of Mountain Region: p.384-391 -Geography & Economy of the Pacific Region: p. 396-403 -History & Culture of Mountain Region: p. 392-395 -History & Culture of the Pacific Region: p. 404-407 <p>-Project the SMART Notebook graphic organizer file on the SMARTboard. As groups complete their research, they should fill the necessary information in on the document.</p>

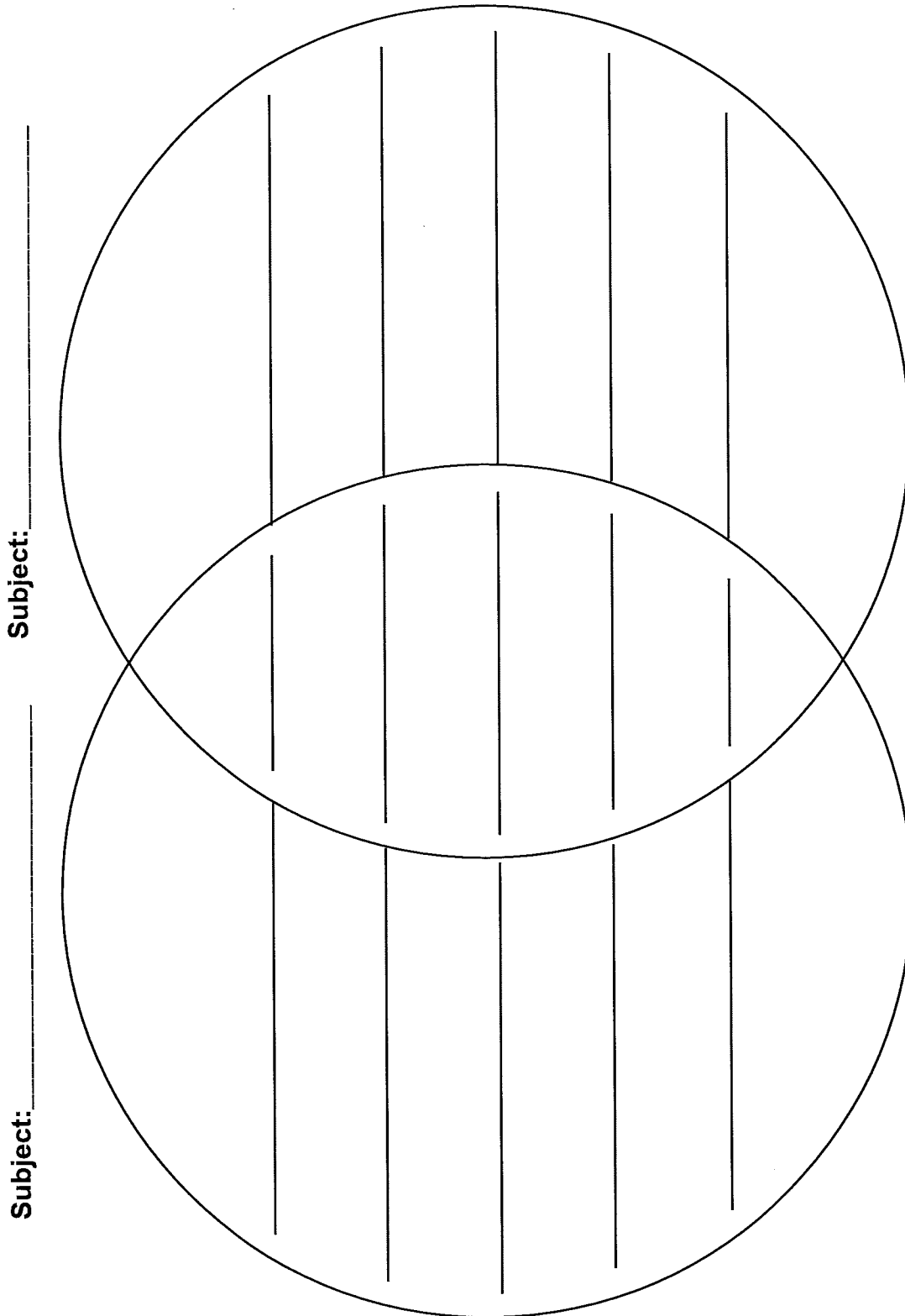


 <p>explain</p>	<p>-Pull the entire class together for a class discussion. Look at the SMARTNotebook file, have each group share out their main findings. Teacher should fill in any major gaps in the information.</p>
 <p>elaborate</p>	<p>-Review previously taught ideas about the Midwest region (geography, economy, culture and history). -Students use the SMARTboard file to create a Venn diagram comparing and contrasting the geography, economy, culture and history of the West and Midwest regions.</p>
 <p>evaluate</p>	<p>-Students partner-share their Venn diagrams. As they are sharing, teacher circulates and monitors students' understanding of major similarities and differences between the Midwest and West states.</p>

Name _____ Date _____

Venn Diagram

Write details that tell how the subjects are different in the outer circles. Write details that tell how the subjects are alike where the circles overlap.



Blue Valley Social Studies








Grade: 4th grade
Unit: 8 Geography of the West

Lesson Title: Characteristics of the West Region

Learning Target: **I understand how culture has influenced the West region and the people who live there**

Materials Needed:

- TCI Social Studies Alive! Regions of Our Country textbook
- iPods, iPads, Desktop computer, or Laptop computer (Internet access)
- Lead 21 Theme Reader
- Handout

Instructional Framework	Instructional Activity
	Teacher shares the Kahoot activity. Students will review the states in the West Region. Kahoot: bit.ly/1Y00pyu (You need to create or log in to a Kahoot account)
	As a class, read Chapter 2 “The Mountain States” (pages 392-395) together. As a class, read Chapter 4 “The Pacific States” (pages 404-407)
	Complete page one of the handout together, independently, or with partners. Students will record their new learning in the boxes. <u>Handout</u>
	After reading and completing page one of the handout, students will complete the Venn Diagram comparing the Mountain and Pacific States. After sharing out as a group, students complete the two questions on the final page.
	Teacher observes students' ability to complete handout and Venn Diagram.

History and Culture of the West

Mountain States

What makes the Mountain States unique?

Record your new learning in the box below.

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Pacific States

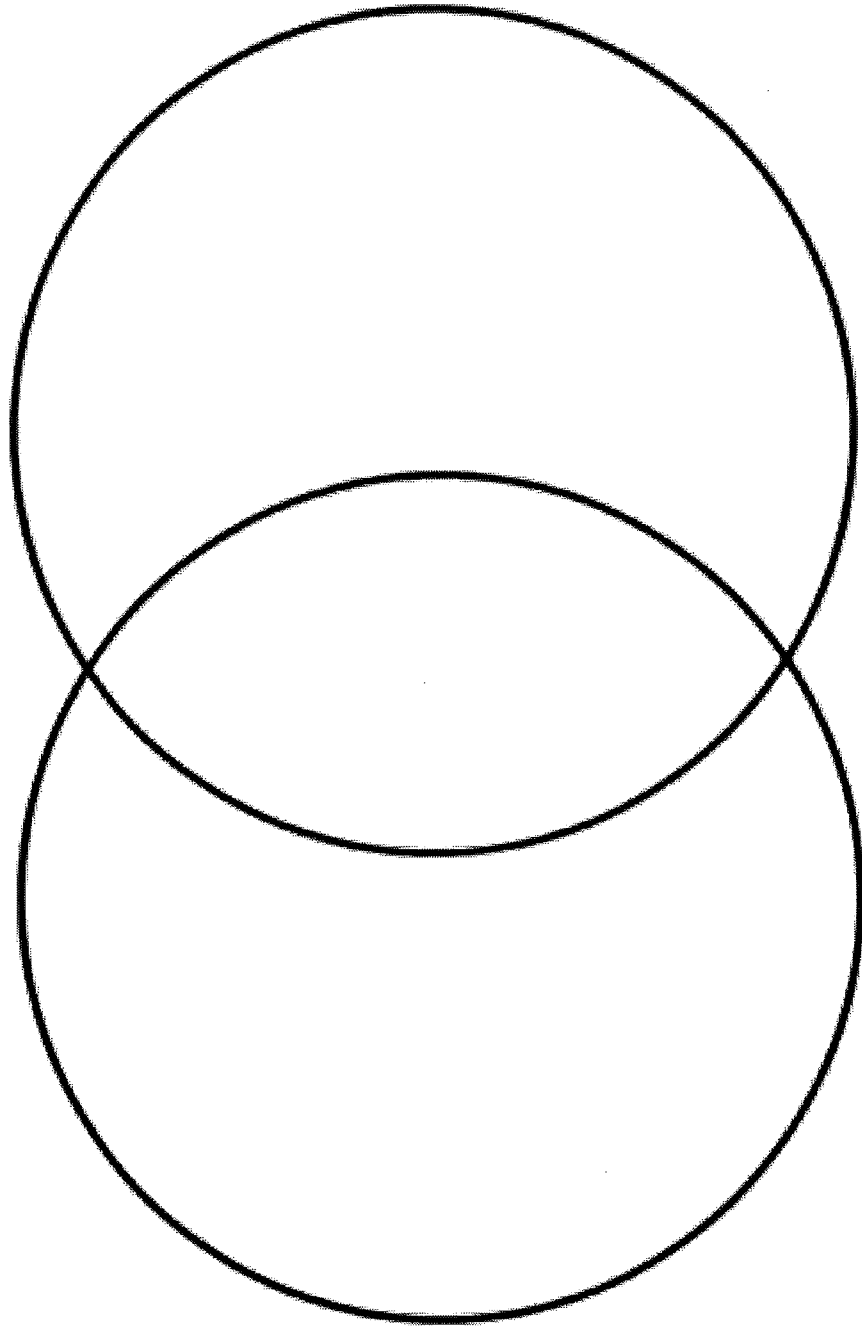
What makes the Pacific States unique?

Record your new learning in the box below.

•

Compare and Contrast

Evaluate: What do the Pacific and Mountain States have in common? What is different?



What do these two areas have in common that make them one region?





How does Kansas compare to this region?

Grade: 4th
Unit: 8

Lesson Title: Natural Resources of the West

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

Materials Needed: One computer or Ipad per group, one natural resource map per group, Teacher computer connected to a smart board or projector to show video, 1 piece of poster paper per group, one marker per student, one exit slip and pencil per student.

Instructional Framework	Instructional Activity
	<p>http://s.hswstatic.com/gif/maps/jpg/NAM_THEM_LandUse.jpg Students look at the natural resource map provided and make observations about the western region's natural resources. Students will share out their observations with the class. (i.e. Which resources are most prevalent in the western region, what they are, groupings of like resources, land formations or geographic features that might be present or nearby etc.)</p>
	<p>Students will watch a short video about the major natural resources found in the western region of the United States. This will be an exploration of how different natural resources have been used both in the past and presently to affect the region's economy. https://www.youtube.com/watch?v=EVCrnlepj6E#t=14</p>
	<p>Students will work in groups to take a closer look at the western states and their natural resources. Each group will research one assigned state using computers or iPads. Students will go to http://www.enchantedlearning.com/usa/states/ and http://www.factmonster.com/states for their individual state to help them find the most important natural resources in their state. They will then explain how the most important natural resources found in their state contribute to the local economy and industry. Students will write information that they discover on a poster to use when sharing with the class later.</p>
	<p>Students will then have a class discussion about the connections they made to their peers presentations. They will be encouraged to notice natural resources that they had in common with other group's states. If they were very different than a different state as far as natural resources go, they could discuss geographically why that might be and compare and contrast location, geography, weather, land forms/elevation etc...within the western region.</p>



Students will fill out exit slips that ask them to pinpoint at least three natural resources found the western region, and tell a little bit about how it affects the economy/industry of the region.