

7-2012

Texas Regions [4th grade]

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UNDERSTANDING BY DESIGN

Unit Cover Page

Unit Title: Texas Regions

Grade Level: 4th Grade

Subject/Topic Area(s): Social Studies

Designed By: Hannah Rinn

Time Frame: 10 Lessons

School District: North East ISD

School: Las Lomas Elementary

School Address and Phone: (210) 356-5068

Brief Summary of Unit (Including curricular context and unit goals):

This is a unit on Texas Regions written for fourth graders. The unit covers the four Texas regions. While learning about the Texas regions, students will gain an understanding that regions are formed based on common characteristics that influence the human environment. Students will also be required to look at how technology has impacted the land that we live on. This unit helps students to think critically about- what is a region and how it is “formed” and how technology has changed our land.

Unit: Texas Regions
Grade: 4th Grade

Stage 1: Desired Results

Established Goals (Standards)

TEKS or Scope & Sequence

4.1a Students conduct a thorough study of **regions in Texas** resulting from **human activity** and from **physical features**. The location, distribution, and patterns of economic activities and settlement in Texas further enhance the **concept of regions**.

4.5 Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; **culture**; science, **technology**, and society; and social studies skills.

4.6. Geography. The student uses **geographic tools** to collect, analyze, and interpret data. The student is expected to:

(A) apply geographic tools, including grid systems, legends, symbols...

(B) translate geographic data, population distribution, and natural resources

4.7 Geography. The student **understands the concept of regions**. The student is expected to:

(B) identify, locate, and compare the geographic regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains), including their describe a variety of regions in Texas and the Western Hemisphere such as landforms, climate, and vegetation regions that result from physical characteristics; and

(C) **compare the geographic regions of Texas** (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains) with regions of the United States and other parts of the world.

(8) Geography. The student understands the location and patterns of settlement and the geographic factors that influence where people live. The student is expected to:

(C) (B) describe and explain the location and distribution of various towns and cities in Texas and explain their distribution, past and present; and

(D) (C) explain the geographic factors such as **landforms** and climate

Understandings

Students will understand that...

- The environment that people live in determines the livelihood of the city/town
- Regions are imaginary lines on the earth surface that are divided by physical properties
- Technological advances can impact the environment

Essential Questions

What do we mean by a border? Area? Region?

How does where I live influence how I live?

How has technology changed the occupations in a region?

Knowledge

Students will know...

- Regions of Texas
- Parts of a Region
- People that settled Texas
- Native Americans of Texas
- Landforms of Texas

Skills

Students will be able to...

- Locate the regions of Texas
- Identify the different parts of a region
- Explain how the landforms effect people's occupation
- Research more about the cultures of each region

- The different technological advances

Stage 2: Assessment Evidence

Performance Task:

The class will be creating a large state with various regions. Each student will create an “imaginary” region. The teacher will create his/her state and divide it up into regions. The teacher will then cut the state up into various pieces. Students will be assigned a region. The student will have to think about where they are located within the state to determine what are the possible landforms that region might have. The student will then compete for the following companies’ attention:

- Miss Rinn’s Soda Company
- Miss Rinn’s Agriculture Company
- Miss Rinn’s Resort
- Miss Rinn’s Racing Car Company
- Miss Rinn’s Amusement Park

The region must include:

- Name of the region
- The physical features of the land, livelihood, landmarks, plants and animals, and the technology of the region
- Why Miss Rinn’s company should come to this region versus another within the state.

Other evidence:

(quizzes, tests, academic prompts, self-assessments, etc.

note – these are usually included where appropriate in Stage 3 as well)

- End of the Unit Test: Students will have a map of Texas and will asked to label the various regions and 5 important facts about that region
- Advanced Graphic Organizer

Stage 3: Learning Activities

(Steps taken to get students to answer Stage 1 questions and complete performance task)

Day One- Introduction

- Play the game “What do these people have in common?” Ask students to stand up that have something in common such as tennis shoes, a purple shirt, etc...
- Introduce the essential question: *What do we mean by border? Area? region?*(chalk talk)
- Define Region, Physical features, livelihood, landmark
- Hand out regions advanced graphic organizer. Model what this would look like if we did our personal regions.

Region- A large area whose parts have something in common	Physical features- Characteristics of the land this may include geography or climate.	Livelihood- The way people make a living.	Landmark- An object or feature of a landscape or town that enables someone to establish their location.	Plants and Animals- Certain animals and plants can only live in specific locations. Adapt or Die.
House	Red, brick, one story	Cooking, cleaning, sleeping	My room	Cat- Mary
Las Lomas Elementary	Unfinished	Construction	Worker cars	Lions!
Stone Oak	Hilly, Rocky	Communities, Grocery Stores	Mormon Temple	Coyotes, Hornets, Rattlers
San Antonio	Dry, Limestone, Caves	USSA, Toyota Plant	River Walk, Alamo	

- Have students take note that all these regions have something in common. We can classify a region based on a large scale (San Antonio) or small scale (House)
- Pose the essential question: *How does where I live influence how I live?*
- Have students take this question home and ask their parents and grandparents.

Day Two through Five- can be done in two ways: Whole Group or Stations. At the different stations the students will have different jobs and rotate jobs each day. Each station will have an I-pad to help students research further. The students can view the Regions' powerpoint to help as well. Students may also add a slide to the powerpoint as they find something interesting to add.

Day Two- Central Plains

- Have students pair and share their feedback on: *How does where I live influence how I live?*
- Pull the class together and see if anyone noticed a pattern from what they learned from their parents and grandparents.
- Read from Texas by Foreman pages 52-54.
- Students fill in the advanced graphic organizer

Day Three- Great Plains

- Read from Texas by Foreman pages 56-59.
- Students fill in the advanced graphic organizer

Day Four- Mountains and Basins

- Read from Texas by Foreman pages 60-63.
- Students fill in the advanced graphic organizer

Day Five- Coastal Plains

- Read from Texas by Foreman pages 64-68.
- Students fill in the advanced graphic organizer

Day Six- Technology Today

- Re-ask the essential question: *How does where I live influence how I live?*
- Ask students how many of their parents jobs have moved because of technology. Ask about their grandparents occupations. Ask students where they are from and where are their ancestors from- this will show students that people move around much more because of our occupations and technology.
- Have students think about the essential question: *How has technology changed the occupations in a region?*
- Have students think about what might change in the future.

Day Seven- (optional)

- Salt Maps of regions

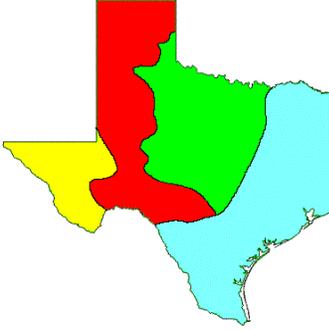
Day Eight- Day Nine

- Allow students time to create state with various regions and landforms.

Day Ten- Presentations

- Present State in small groups. Students may also play a game where they name the occupation of a person and the group must guess where that person might live.

Advanced Graphic Organizer- One copy for each region

WHICH REGION?	Physical features	Livelihood	Landmarks	Major Cities	Plants and Animals	Interesting Facts
						

ATTENTION: COMPANIES MOVING TO MISS RINN'S STATE

Using your knowledge about Texas regions your assignment is to create an imaginary region for Miss Rinn's state. The shape and the location of the region will be assigned. Based on the location of your land think about what types of physical properties your region might have. You will also need to name your region based on the characteristics of the land. A map key and colors will be necessary to inform us of what physical features are in your state. In addition to the map of your region you will include a well written paragraph that will convince one of the following companies to come to your region. This paragraph should include: what people do for a living, how technology has influenced the livelihood, and why would someone want to come to that region. Let the region designing begin!

Miss Rinn's Soda Company- As you know Miss Rinn LOVES any diet soda. She wants to put a soda plant somewhere in her state so that she does not have to import it from foreign states. She will need about 3,000 workers and a large area of land to put her plant.

Miss Rinn's Agriculture Company- Organic food is so healthy for people to eat. So Miss Rinn would like to provide her state with the very best! She needs a ton of land to plant her crops.

Miss Rinn's Resort- Miss Rinn is looking for somewhere to relax in her state. She enjoys a great view and plenty of things to do.

Miss Rinn's Racing Car Company- Miss Rinn loves to go fast- with running that is. She would like to broaden her interests and have a racing car company for an extra hobby.

Miss Rinn's Amusement Park- Wahoo!!!! Miss Rinn loves roller coasters!

Miss Rinn's University- Looking for the brightest and the hardest workers. Miss Rinn is looking for leaders to help manage her state. She needs the cutting edge technology to compete with other states.

Rubric

Map Quality

- Name of Region (5 points)
- Neatness and color (5 points)
- Key (5 points)

Overall paragraph quality

- Grammar (5 points)
- Sentence Structure (5 points)
- Does it make sense? (10 points)
- Easy to read (5 points)

Region Description

- Physical feature description (10 points)
- Livelihood description (10 points)
- Technology description (10 points)

The Power of Influence

- Reasons why a particular company would be the best fit for you land (10 points)
- What attractions your land can offer (10 points)
- The ability to persuade (10 points)

BONUS- If your region gets picked for a company (10 points)

NAME OF REGION _____

Drawing of your region with a color coded key of land features

Description

POWERPOINTS ON REGIONS

[Introduction powerpoint](#)

[Regions of Texas.ppt](#)