

Social Studies Unit Plan

Unit Overview and Instructor Background Knowledge

Unit Title: The Midwest is Where We Rest

Big Ideas/Enduring Understandings.

- The Midwest is one of the world's leading farming regions, and its two main crops are corn and wheat.
- The Dairy Belt is also a large part of the Midwest.
- The Midwest region is apart of Tornado Ally, where there are a lot of tornados due to the flat land.
- The Great Lakes are a crucial part of the Midwest and provide fresh water to the United States and link the Midwest region to the Gulf of Mexico and to the Atlantic Ocean.
- There are 5 Great Lakes – Huron, Ontario, Michigan, Erie and Superior.
- The Ojibwa are a Native American group that traveled to the Midwest region through the Great Lakes from the Atlantic Ocean in search of food and land in the early 1600s.
- The Ojibwa were a part of the Fur Trade, where the Native Americans traded furs for knives, guns and cloths from the Europeans in the 1620s.
- Summers in the Midwest are hot and humid, and winters are cold, since the region is far from the temperature-moderating effect of the oceans.
- The Midwest has been a trade and transportation hub, from long ago to the present.
- The big cities in the Midwest provide jobs and help the economy, including having the auto industry and transporting corn, wheat and dairy.
- There are 12 states in the Midwest region – Michigan, Ohio, Illinois, Indiana, North Dakota, South Dakota, Kansas, Nebraska, Montana, Missouri, and Wisconsin.
- Some of the famous places of the Midwest are Willis Tower, Mall of America, Motown Museum, and the Gateway Arch.

Key Concepts

Great Lakes – The largest group of freshwater lakes in the world that surround some of the Midwest states. The lakes include Lake Ontario, Lake Erie, Lake Huron, Lake Michigan and Lake Superior.

Prairie – An area where grasses grow well, but trees are rare.

Ojibwa – Lived along the coast of the Atlantic Ocean and moved westward centuries ago for better food sources and maintained important cultural traditions and have contributed to the culture of the Midwest.

Humid Continental Climate - Here there are four seasons with warm to hot summers, cold and snowy winters, and rain in all seasons. Temperatures can rise or drop rapidly; winds can be extreme; and the flow of dry or moist hot air from the subtropics clashing with incoming air from the subarctic can spawn [tornadoes](#), particularly in the [spring](#) and in the Midwest and Plains.

Tornado Alley – The area of the United States where tornados are most common due to the flat land.

Fur Trade – In the 1600s, the Europeans traded cloth, guns, and knives for skins from beavers trapped by the Ojibwa.

Great Plains - The Great Plains are a broad expanse of flat land, much of it covered in [prairie](#), [steppe](#) and [grassland](#), which lies west of the [Mississippi River](#) and east of the [Rocky Mountains](#) in the [United States](#) and [Canada](#).

Rationale:

It is important for students to understand the characteristics and history of the Midwest region of the United States because it gives them a holistic understanding of the region and its systems. It helps them to explain the issues occurring in this region, including climate, economic and cultural issues. When travelling, it can help to plan trips and decide where one should go based on climate, land and weather. It also is useful when you are looking for a specific job. For example, if you are looking for a job in the agriculture business, you would probably want to look in the Midwest. Knowing the history of the Midwest will help explain the cultures that are present in the region and why people live in the area. Also, knowing the resources that are around you is useful to be a better citizen because you can better help your community to preserve resources.

Understandings, Appreciations, and Applications Goals:

- Understand the resources available in the Midwest region.
- Understand why people settled in the Midwest and what type of impact it has on people today.
- Understand how the resources in the Midwest affect how people live their lives.
- Appreciate the resources they have.
- Appreciate the historical effect and influences of the region.

Unit Objectives:

- 1) Identify the agricultural resources that are available in the Midwest region and why there is a lot of agriculture in this area.
- 2) Identify the water resources in the Midwest region and explain why they are important.
- 3) Identify the 12 states that are apart of the Midwest region.
- 4) Identify who and explain why people settled in the Midwest.
- 5) Identify the jobs that are available in the Midwest and explain how they relate to the region.
- 6) Identify the climate of the Midwest and how it impacts the people, jobs and vegetation in the area.
- 7) Locate the Midwest region on a map of the United States.

Grade Level Content Expectations (GLCEs) and Standards:

- 4 – G2.0.2 Compare human and physical characteristics of a region to which Michigan belongs (e.g., Great Lakes, Midwest) with those of another region in the United States.
- 4 – G4.0.1 Use a case study or story about migration within or to the United States to identify push and pull factors (why they left, why they came) that influenced the migration. (H)
- 4 – G2.0.1 Describe ways in which the United States can be divided into different regions (e.g., political regions, economic regions, landform regions, vegetation regions).
- 4 – G1.0.1 Identify questions geographers ask in examining the United States (e.g., Where it is? What is it like there? How is it connected to other places?).
- 4 – G1.0.4 Use geographic tools and technologies, stories, songs, and pictures to answer geographic questions about the United States.

4 – G1.0.5 Use maps to describe elevation, climate, and patterns of population density in the United States.

[CCSS.ELA-Literacy.RI.4.3](#) Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

[CCSS.ELA-Literacy.RI.4.9](#) Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Resources

a). Planning Resources.

- "Midwest." Dictionary of American History. 2003. Retrieved January 23, 2014 from Encyclopedia.com: <http://www.encyclopedia.com/doc/1G2-3401802652.html>
 - This website provides a lot of information on the history of the region and who settled in the region, when and why they settled. I will use the information from this website when teaching about the history of the region.
- [Scott, F. a. \(2008\). *Scott Foresman social studies \(Teacher's ed.; Gold ed.\)*. Glenview, IL: Scott Foresman.](#)
 - This is the textbook that the school uses for fourth-grade social studies. I will use this as a reference to what I will teach the students and important vocabulary that they need to know.
- [Brophy, J. E., & Brooks, J. E. \(1996\). *Powerful social studies for elementary students*. Fort Worth, TX: Harcourt Brace College Publishers.](#)
 - This book gives tips on how to create powerful and meaningful social studies lessons. I will use these strategies when I teach my unit on the Midwest Region to produce positive student outcomes.
- [Middle West \(region, United States\). \(n.d.\). *Encyclopedia Britannica Online*. Retrieved January 23, 2014, from <http://www.britannica.com/EBchecked/topic/381455/Middle-West>](#)
 - This website provides a lot of good information on the history and economy of the Midwest, which I will use when teaching about these topics.
- The Midwest. (n.d.). *Fact Monster: Online Almanac, Dictionary, Encyclopedia, and Homework Help*. Retrieved January 23, 2014, from <http://www.factmonster.com/ipka/A0875014.html>
 - This is a good resource for talking about the culture of the Midwest Region. Also talking about the economy of the region.
- [Backer, M., & Nitzberg, C. \(2014\). *Travels with Charlie: Across the Midwest*. New York: Random House Childrens Books.](#)

- This is a book that I will read to the students, but it also is a good reference for information about the states of the region.
- [Countries and Their Cultures. \(n.d.\). *Economy*. Retrieved April 28, 2014, from http://www.everyculture.com/North-America/Ojibwa-Economy.html](http://www.everyculture.com/North-America/Ojibwa-Economy.html)
 - This is a great resource for information about the Ojibwa and their interactions with the Europeans. It explains why they came to the region and the impact they had on it.
- [The Midwest. \(n.d.\). *The Midwest*. Retrieved February 1, 2014, from http://www.wlcsd.org/Loonlake.cfm?subpage=1697583](http://www.wlcsd.org/Loonlake.cfm?subpage=1697583)
 - This website provides information about the geography, economy, history and culture of the region. It also provides great maps and pictures of the region.

b) Classroom Resources:

- Social Studies textbook
- *Travels with Charlie: Across the Midwest* Book
- Promethean Board (prepare lessons ahead of time)
- Laptop with PowerPoints and Videos (prepare these ahead of time)
- Elmo/Projector
- Midwest Region Song - <http://www.youtube.com/watch?v=Jc1UCOm-8B4>
- Midwest States Quiz - <http://www.purposegames.com/game/midwestern-states-quiz>
- Midwest Region Videos - <https://www.youtube.com/watch?v=vqxXAIRSQnA>
- Social Studies journals
- ‘All About the Midwest Region’ Assessment Booklet (prepare ahead of time)
- Highlighters
- Maps of the region (prepare ahead of time)

Knowing Your Students and their Prior Knowledge

a). Students' knowledge.

Prior to this unit, the students have learned about the Northeast and Southeast regions. They have learned about what states are apart of the region, the history, resources, land and climate of the region. The social studies teacher gets off task a lot and also talks a lot about slavery. They have been mostly been reading the book and taking open-book tests that they have been failing, so I hope that I can present the information about the Midwest region in a way that they will understand it.

The other subject area that I will be integrating is English Language Arts and specifically, reading. I will be reading the book, *Travels with Charlie: Across the Midwest*. Each spread covers a state in the region and lists a mix of interesting, historical, well-known, and offbeat tourist spots. The illustrations show the locations mentioned and include a dog named Charlie "hidden" within each pictorial. The hidden dog will keep the students engaged, while providing the students with fun and important facts about the region.

b) Students' preconceptions and interests.

Questions:

- What can you tell me about the Midwest region?
- Can you show me where the Midwest region is on this map of the United States?
- What states are apart of the Midwest region?
- What are some major cities that are apart of the Midwest region?
- What are the names of the Great Lakes?
- Why are the Great Lakes important?
- What does climate mean?
- What is the climate of the Midwest region?
- What is the land like in the Midwest region?
- What are some major crops grown in the Midwest region?
- What are some other resources of the Midwest Region?
- Who are the Ojibwa?
- What is the fur trade?
- Why did people move to the Midwest region?
- What are some famous places of the Midwest Region?
- What questions do you have or wonder about the Midwest region?

I interviewed three students separately for this pre-assessment. Overall, the students had little prior knowledge on the subject. All students could tell me that Ojibwa was a Native American group because they learned that in third grade, but they couldn't tell

me anything else about them or why they moved to the region. They also could only tell me that the fur trade is where you trade fur. Generally, the students said that the Midwest region is in the middle of the United States or just said I don't know. Two out of three students knew somewhat what climate meant and knew that it had to do with temperature and said the climate of the Midwest was cold. They knew the names of the Great Lakes, but did not know why they were important. When I asked about the crops, they named pretty much any fruit and vegetable you could think of. The only famous place that one of the students said was the Sear's Tower because they have been there before. One question that student was wondering about was what animals were there in the Midwest.

These interviews gave me a good understanding of what the students know and help me plan a unit that will not repeat what they already know or be way over their heads. Since the students don't quite know what climate means, we will have a discussion about it before we actually start talking about the climate of the Midwest. Also, the students already know the names and locations of the Great Lakes, so we will spend more time on the importance and formation of them. I was not planning to talk about the animals of the region, but since the student is wondering about it and I'm sure there are others that are too, we will spend some time discussing this.

c). Linguistic, social and academic challenges, resources and supports.

For the advanced students, after they are done with the task at hand, I will prepare more challenging questions so that they stay engaged. For students that are low, I will use Wednesdays, when the advanced students are not there, to review the material. I will also not mark them down if they do not finish an assignment during class and let them take it home to finish.

For my autistic student, I will use oral discussion for a formative assessment instead of writing since his intellect doesn't always show in his writing. For my emotionally impaired student and other students that are shy, I will use his written work for a formative assessment because he does not like to speak to others. For the students with ADHD, I will prepare activities that get the students moving around and when I see that they are getting restless, I will take a break and do stretches with them.

Overview of Lessons and Assessments

a) Narrative Overview:

Lesson 1

The first lesson will be an introduction to the Midwest region. I will start by showing a map of the United States with the Midwest region states highlighted. I will point out that Michigan is part of the Midwest region and ask students if they have been to any of the other states in the Midwest region and what they have noticed about the physical features, cities, famous places or sites or anything else they know or recognize about the region from experience or from the map. I will show them examples on the map so that they not only know the cities, but also know the locations on the map. I will then distribute a map of the United States and ask

them to outline the Midwest region. We will discuss how many states are apart of the region and discuss which states they are and the abbreviations for each. They will write the state abbreviations on the map with a key for the abbreviations. I will ask the students if we can think of a way to remember the states of the region and where they are by coming up with a mnemonic device. We will then play a game on the Promethean board where they have to match the states on the map with their names.

Lesson 2

This lesson will be about the Great Lakes and other waterways that we have in the region and why they are important. We will first talk discuss the Great Lakes and have students talk about any experiences they have had at the lakes. We will discuss each lake, where it is and label them on the map that they got in the previous lesson. We will discuss how our rows in the classroom are named after the lakes and that HOMES is a good way to remember what the five lakes are. Then, we will talk about how the lakes came to be. We will then have a discussion on the importance of the Great Lakes and I will prepare some questions for them that can make connections between the Great Lakes and the Midwest, including the fresh water and how it connected the Midwest to the rest of the world. We will discuss the various waterways that are apart of the Midwest and how they helped transport goods in and out of the region.

Lesson 3

This lesson will focus on the land and climate of the region and how this affected the resources and transportation of the region. First, we will talk about what climate is to make sure that all students understand what the word means. I will use some examples for different climates by showing different photos with different seasons. We will then look at a map of the region that shows the physical features and other pictures of landscapes in different states, and I will ask students what they notice. Then, we will talk about the Central and Great Plains in the region, where they are located, and color and label them on our map. We will also talk about tornado ally and where it occurs. We will also look at a map that shows the average yearly rainfall and climate in the Midwest region. From prior knowledge, we will brainstorm different crops that they think are grown in the region and other foods that we get from the region. Then, we will read a book that discusses the different crops and foods in the Midwest region due to the flat land, rainfall and climate. They will then be given a worksheet to fill out about the food resources in the region. We will also discuss railroad transportation that was a result of the flat land in the area and why they were important. Finally, we will watch a short video about the physical features of the region.

Lesson 4

This lesson will focus on the history of the Midwest region. We will start by talking about the Ojibwa and brainstorm reasons of how and why they migrated to the region. We will discuss where they first settled and how they lived because of it. Then, we will discuss when the Europeans cane to the area where the Ojibwa lived and the fur trade that occurred. We will do a simulation to understand how the fur trade operated. We will also discuss what happened when the settlers started to migrate into the region and

force Native Americans to move westward and discuss the impact that Native Americans had on the region. We will also discuss the Dust Bowl that occurred.

Lesson 5

In this lesson, we will continue to talk about the history of the Midwest region. We will discuss important people and where they lived, including Lewis and Clark. I will also include more information about transportation, including steamboats, trains and superhighways and how this affected migration. We will also watch a short video about the history of the Midwest. After showing the video, I will provide questions about what they just watched and ask them to share their family story which is related to some content I taught.

Lesson 6

This lesson will assess students' learning about the history of the Midwest region. Students will choose a person or group of people that we learned about from history and will write a mini story about what happened from the person's perspective. They will be able to include pictures with their writing. They will be required to talk about the journey they took to get there, how they felt and what it was like when they arrived in the region and where exactly they were. At the end, they will present their stories to the class.

Lesson 7

This lesson will focus on the economics and major cities of the region. We will discuss how the fur trading posts became major cities and why they were located near major waterways. We will brainstorm why cities are important to the region. We will discuss Chicago as being a major part of the regions economy due to its large export of food and manufactured goods and locate it on the map. We will deeply explore and analyze Chicago and its importance in the Midwest Region. We will talk about the manufacturing and mining industries in the Midwest due to plentiful natural resources and access to transportation.

Lesson 8

This lesson will focus on famous places and faces in the Midwest region. We will discuss the Sleeping Bear Dunes and the history of them, Abraham Lincoln, Mt. Rushmore, Henry Ford, Wisconsin Dells, and Badlands National Park and the importance of these places and people. Students will be able to tell about any information they know about these people or places during the discussion. We will watch a short video to summarize what we have learned.

Lesson 9

This lesson will be a review. We will play a jeopardy game on the Promethean Board to review all of the information that we have learned about the Midwest region. Students will be divided into 2 groups for the game. After playing jeopardy, they will have a

quiz on the states of the Midwest region, including where they are and what their abbreviations are. They will also have to label the Great Lakes and waterways and the Great Plains and Central Plains areas on the map.

Lesson 10

For the final assessment, students will make a brochure about the Midwest region. They will be told that it is for someone that is travelling to the region and wants to know more about it. They will be required to include the states that they can travel to, what the land is like and the resources/crops that are there, what they will see, interesting facts about history and the people that lived there, the cities that they should visit, the famous sites to see, the waterways and transportation. During this lesson, they will work on their brochures individually.

Lesson 11

During the first half of the lesson, students will have time to finish their brochures. When they are done, students will share them with classmates in small groups. I will grade them based on the information that they include in the brochure using a rubric.

b) Assessments:

- Brochure (Objective 1, 2, 3, 4, 5, 6, 7 & 8)
- Must locate states, waterways and Plains areas of the Midwest region on a map (Objectives 2, 3 & 8)
- Promethean Board game to match states to names (Objective 8)
- Worksheet on food resources and climate (Objectives 1, 5 & 7)
- Write a story in the perspective of a person from history who migrated to the Midwest region (Objectives 4 & 6)
- Jeopardy Review game (Objectives 1, 2, 3, 4, 5, 6, 7 & 8)

c) Out-of-school learning: opportunities to expand and enrich the curriculum outside of class (home assignment):

For this social studies class, my students go to a different classroom to learn from a different teacher, and the teachers have set up the class so that they will not get homework from the classes that they switch in. Therefore, I will not be giving out a lot of out-of-class homework. One thing that I would like my students to do out-of-school is talk with their parents about the region. They will need to ask their parents about places they have been in the region, what it looks like there and why they went there. This way, students will be able to create meaning for the lessons by connecting it to their family. Students will also make flashcards of the states and their abbreviations. They will be asked to study these at home and have a family member quiz them. I will also provide students with a website where they can practice locating the states in the Midwest region. This is something that they will be able to do on their own.

Since all students work at different paces and a lot of the work we do will be in class, for the students who do not finish their work in class, they will take it home for homework. This way, students will be able to finish their work and do a quality job rather than rushing to try to finish.

Individual Lesson Plans

Your Name: Jenna Lepkowski

Grade Level: 4th Grade

CT: Geneva Martin (Social Studies), Robin Moritz (Mentor Teacher)

School: Mt. Hope Elementary

Date: February 10, 2014

Overall lesson topic/title Duration of time: *Introduction to the Midwest Region (50 minutes)*

Objectives for today’s lesson:

- Locate the Midwest region on a map of the United States.
- Identify the 12 states that are apart of the Midwest region.

MI GLCEs:

4 – G1.0.1 Identify questions geographers ask in examining the United States (e.g., Where it is? What is it like there? How is it connected to other places?).

Materials & supplies needed:

- Elmo
- 22 maps of the US
- Colored pencils
- Pencil for each student
- Promethean Board state-matching game
- Popsicle sticks with student names
- Notecards (12 for each student)

<i>Procedures and approximate time allocated for each event</i>	<i>Academic, Social and</i>
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<p>LAUNCH (“BEFORE”) <i>(10 minutes)</i> I will start by having students think about the name “The Midwest Region” and where they think this region is located. We will figure out what states are apart of the region, and I will have students first write down words that remind them of the region and then discuss as a class what they wrote down or anything else they know about the region. Since we live in Michigan, students should all be able to relate to something in the region. This will help students create meaning for the lesson. I will then show a short video that will give a sneak peak of what we are going to be learning about in the unit about the Midwest region.</p> <p>EXPLORE (“DURING”) <i>(25 minutes)</i> Students will be given a blank map of the United States. Students will use a colored pencil and outline the Midwest region. Then, I will ask students to come up with a mnemonic device to remember where the states are in small groups. We will share what we came up with after 5 minutes, and as a class, we will come up with one that we can all use based on ideas they came up with in their small groups. One option for a mnemonic device is Nancy Drew and Scooby Doo Never Know Much Information about the Mid West. My Oatmeal Is Incredible. We will then discuss the abbreviations that are used for each state. Students will label the states with their abbreviations on their map and make a key for the abbreviations on the side. Students will then be given 12 blank note cards, and they will put the state name on one side and the state abbreviation on the other side. They will keep these with them</p>	<p><i>Linguistic Support during each event for my focus students:</i></p> <p>Launch: For students who are shy, the think-pair-share will help them explain their thoughts without having to talk in front of the whole class. Therefore, I will still be able to know what students know about the region.</p> <p>Explore: For those students that are more visual learners, the map will help them to understand the region. Also, for those who have trouble memorizing information, the mnemonic device can aide them in this process. Also, for the three special education students in my class, they are given flash cards for spelling that really help them study, so the flash cards for the state abbreviations will aide them in studying since they are already used to this way of studying.</p> <p>Summarize: The game will motivate students to learn who</p>
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<p>so that they can study them. I will tell them that they must study the note cards and the map to remember the abbreviations and the locations of the states because they will be quizzed on them later in the unit.</p> <p>SUMMARIZE (“AFTER”) <i>(15 minutes)</i></p> <p>Students will put away their maps, and they will play a game on the promethean board to match state names to their locations on a map of the United States. They will be encouraged to think about the mnemonic device that we came up with as a class or in their small group. I will choose students to come up to the board by pulling popsicle sticks. We will keep score to make it more interesting by having a competition between the class and teacher. Every time the class gets it correct, they get a point; every time they get one wrong, the teacher gets a point.</p>	<p>are very competitive. It also will help visual learners to see the US map and physically have to move the state names into the correct place. Also, for those who cannot sit still long, this will give them a chance to get up and move around.</p>
<p>Assessment</p> <p>I will gauge the students’ learning during the Promethean board game. This will give me a good idea of how well students know where the states are located and the abbreviations for them. When we are discussing what they already know about the Midwest region, this will tell me how much they already know about the region. Depending on how much they know will tell me how in-depth I need to talk about certain parts of the unit, including the land, crops, Great Lakes, etc.</p>	<p>Academic, Social, and Linguistic Support during assessment</p> <p>For those who have trouble spelling and writing, the game will be good because they will just have to drag the name/abbreviation into the correct place. Also, having students write down their thoughts on the region and having a discussion will accommodate students who are shy and don’t like to talk and also students who have</p>

	trouble writing and would rather talk about their ideas.
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Your Name: Jenna Lepkowski

Grade Level: 4th Grade

CT: Geneva Martin (Social Studies), Robin Moritz (Mentor Teacher)

School: Mt. Hope Elementary

Date: February 12, 2014

Overall lesson topic/title Duration of time: *Water of the Midwest Region* (50 minutes)

Objectives for today's lesson:

- Locate the 5 Great Lakes, the St. Lawrence Seaway and the Mississippi River on a map.
- Identify the water resources in the Midwest region and explain why they are important.

MI GLCEs:

4 – G1.0.1 Identify questions geographers ask in examining the United States (e.g., Where it is? What is it like there? How is it connected to other places?).

Materials & supplies needed:

- Elmo
- 22 maps of the Great Lakes area
- Colored pencils
- Pencil for each student
- PowerPoint on Water of the Midwest Region
- YouTube video on formation of the Great Lakes
- Popsicle sticks with student names

<p><i>Procedures and approximate time allocated for each event</i></p>	<p><i>Academic, Social and Linguistic Support during each event for my focus students:</i></p>
<p>LAUNCH (“BEFORE”) <i>(7 minutes)</i> I will start off the lesson by asking the students if they have ever been to any of the Great Lakes and allow them to talk about their experiences. I will ask what it looked like, how big they were, the temperature of the lakes, what it tasted like if you got some of the water in your mouth, etc.</p> <p>EXPLORE (“DURING”) <i>(38 minutes)</i> I will pass out a map of the Great Lakes area, and we will discuss what each lake is called. I will remind them of the acronym we use to remember the lakes for our desk rows, HOMES. The students will label the lakes on their map. Then I will ask students, ‘Now that you know where the Midwest Region is, which Great Lake is not apart of the region?’ We will also discuss the smallest and largest Great Lake and that fresh water is what makes the Great Lakes so unique. We will then watch a video on how the Great Lakes were formed, and after we will summarize how they are formed and discuss any questions or comments about the video. Then we will talk about another reason why the Great Lakes are important besides the fresh water, and that is that they connect the Midwest region to the rest of the World. First, we will find the St. Lawrence Seaway on our map and highlight and label it. Then, we will discuss why it is important and what two bodies of water does it connect and what they would use this route for. Then we will find the Mississippi River on the map and highlight and label it. We will discuss why it is important and what two bodies of water it connects and what they would use this route for. We will then discuss canals and locks and watch a YouTube video on how</p>	<p>Launch: For those students that are shy, they will not be required to speak out in front of the class and instead just listen to what others have to say.</p> <p>Explore: For those students that are more visual learners, the map will help them to understand the Great Lakes. Also, the PowerPoint will help the visual learners. For those that learn best by writing things down, they will have a chance to take notes on their maps as well as in their journals. The videos are a great learning device for both visual and audio learners, and also helps those with special needs pay attention.</p> <p>Summarize: For students who are shy, the think-pair-share will help them explain their thoughts without having to talk in front</p>

<p>they work. We will also discuss barges and the advantages and disadvantages of shipping over land vs. water.</p> <p>SUMMARIZE (“AFTER”) <i>(5 minutes)</i></p> <p>At the end, I will ask the students to summarize what they learned today by doing a think-pair-share. They will come up with one or two facts that they learned, then share them with a partner, then I will ask for volunteers to share out to the class.</p>	<p>of the whole class. Therefore, I will still be able to know what students know about the region.</p>
<p>Assessment</p> <p>I will gauge the students’ learning through discussion during the explore time and also the summarize part. During the explore discussions, I will be able to tell if the students are understanding the content based on their responses. For example, after watching the formation of the Great Lakes video, if the students can summarize the process, I will know that they are understanding the content. Also, with the think-pair-share at the end, if the students are able to come up with facts that they have learned, I know that they are ready to move on.</p>	<p>Academic, Social, and Linguistic Support during assessment</p> <p>For those that have trouble writing, discussion is a great way to get their thoughts out. Also, giving students time to think before having to share helps those who take a little bit longer to come up with ideas.</p>

Your Name: Jenna Lepkowski
Grade Level: 4th Grade
CT: Geneva Martin (Social Studies), Robin Moritz (Mentor Teacher)
School: Mt. Hope Elementary
Date: February 13, 2014

This lesson will focus on the land and climate of the region and how this affected the resources and transportation of the region. First, we will talk about what climate is to make sure that all students understand what the word means. I will use some examples for different

climates by showing different photos with different seasons. We will then look at a map of the region that shows the physical features and other pictures of landscapes in different states, and I will ask students what they notice. Then, we will talk about the Central and Great Plains in the region, where they are located, and color and label them on our map. We will also talk about tornado ally and where it occurs. We will also look at a map that shows the average yearly rainfall and climate in the Midwest region. From prior knowledge, we will brainstorm different crops that they think are grown in the region and other foods that we get from the region. will then be given a worksheet to fill out about the food resources in the region. We will also discuss railroad transportation that was a result of the flat land in the area and why they were important. Finally, we will watch a short video about the physical features of the region.

Overall lesson topic/title Duration of time: *Land and Climate of the Midwest Region (50 minutes)*

Objectives for today’s lesson:

- Identify the agricultural resources that are available in the Midwest region and why there is a lot of agriculture in this area.
- Identify the climate of the Midwest and how it impacts the people, jobs and vegetation in the area.

MI GLCEs:

4 – G1.0.1 Identify questions geographers ask in examining the United States (e.g., Where it is? What is it like there? How is it connected to other places?).

Materials & supplies needed:

- Elmo
- 22 maps of the United States
- Colored pencils
- Pencil for each student
- PowerPoint on Climate and Agriculture of the Region
- YouTube video on Climate and Agriculture of the Midwest

Procedures and approximate time allocated for each event	Academic, Social and
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<p>LAUNCH (“BEFORE”) <i>(7 minutes)</i></p> <p>I will start off the lesson by asking the students what ‘climate’ means. We will look at picture of different climates, come up with a definition of this word and write it in our notes. Then, I will ask the students what they know about Michigan’s climate and how climate can vary compared to how north you are and have them use this knowledge to come up with a prediction of the climate in the Midwest Region. We will also brainstorm what types of crops are grown in the region. We will then look at pictures of the Midwest region and ask them to tell me what they notice about the land.</p> <p>EXPLORE (“DURING”) <i>(38 minutes)</i></p> <p>First, we will discuss in depth the climate of the region and define it as a humid continental climate, where all four seasons are present with hot summers and harsh winters. We will discuss that there is plentiful rainfall in the region and look at a map that uses colors to show just how much rainfall different places get. I will then hand out a map of the United States, and we will outline and label the Central and Great Plains. We will discuss what a plain is and talk about the difference between the Central and Great Plains. We will discuss what make the region a great place for farming and because of the differences in the plains, different crops grow in each area: wheat in the Great Plains and Corn in the Central Plains. We will also discuss that dairy is a major resource of the region, which comes from the northern states where it’s harder to grow crops because of the cold winters. We will then watch a short video about the land and climate of the Midwest Region.</p>	<p><i>Linguistic Support during each event for my focus students:</i></p> <p>Launch: For those students that are shy, they will not be required to speak out in front of the class and instead just listen to what others have to say. I will show pictures to help visual learners.</p> <p>Explore: For those students that are more visual learners, the map will help them to understand where corn and wheat are grown. Also, the PowerPoint will help the visual learners. For those that learn best by writing things down, they will have a chance to take notes on their maps as well as in their journals. The videos are a great learning device for both visual and audio learners, and also helps those with special needs pay attention.</p> <p>Summarize: For students who are shy, the think-pair-share will help them explain their thoughts</p>
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<p>SUMMARIZE (“AFTER”) <i>(5 minutes)</i> After the movie, we will have a discussion and answer any questions. At the end, I will ask the students to summarize what they learned today by doing a think-pair-share. They will come up with one or two facts that they learned, then share them with a partner, then I will ask for volunteers to share out to the class.</p>	<p>without having to talk in front of the whole class. Therefore, I will still be able to know what students know about the region.</p>
<p><i>Assessment</i> I will gauge the students’ learning through discussion during the explore time and also the summarize part. During the explore discussions, I will be able to tell if the students are understanding the content based on their responses. Also, with the think-pair-share at the end, if the students are able to come up with facts that they have learned, I know that they are ready to move on.</p>	<p>Academic, Social, and Linguistic Support during assessment</p> <p>For those that have trouble writing, discussion is a great way to get their thoughts out. Also, giving students time to think before having to share helps those who take a little bit longer to come up with ideas.</p>