Goals and Objectives of the Unit
Week 1

Social Studies:
- Goal 1: The learner will apply the five themes of geography to North Carolina and its people.
  - 1.01 Locate, in absolute and relative terms, major landforms, bodies of water, and natural resources in North Carolina.
  - 1.02 Describe and compare physical and cultural characteristics of the regions.
- Goal 5: The learner will examine the impact of various cultural groups on North Carolina.
  - 5.03 Describe and compare the cultural characteristics of regions within North Carolina and evaluate their significance.

English/Language Arts:
- Goal 2: The learner will apply strategies and skills to comprehend texts that is read, heard, and viewed.
  - 2.01 Use metacognitive strategies to comprehend text and to clarify meaning of vocabulary (e.g., reread the text, consult other sources, ask for help, paraphrase, question).
  - 2.05 Make inferences, draw conclusions, make generalizations, and support by referencing the text.
  - 2.06 Summarize major points from fiction and nonfiction text(s) to clarify and retain information and ideas.
  - 2.07 Determine usefulness of information and ideas consistent with purpose.
- Goal 3: The learner will make connections through the use of oral language, written language, and media and technology.
  - 3.05 Analyze and integrate information from one or more sources to expand understanding of text including graphs, charts, and/or maps.
  - 3.06 Conduct research for assigned projects or self-selected projects (with assistance) from a variety of sources through the use of technological and informal tools (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks).
- Goal 4: The learner will apply strategies and skills to create oral, written, and visual texts.
  - 4.10 Use technology as a tool to gather, organize, and present information.
- Goal 5: The learner will apply grammar and language conventions to communicate effectively.
  - 5.05 Use visual (orthography) and meaning-based strategies as primary sources for correct spelling.

Technology:
- Goal 2: The learner will demonstrate knowledge and skills in the use of computer and other technologies.
  - 2.12 Plan, discuss, and use search strategies with two or more criteria to find information online about North Carolina as a class/group.
• Goal 3: The learner will use a variety of technologies to access, analyze, interpret, synthesize, apply, and communicate information.
  o 3.0 Locate, select, organize, and present content information from the Internet for a specific purpose and audience, citing sources.

NC Professional Teaching Standards-
• Standard IV: Teachers facilitate learning for their students
  o Teachers use a variety of instructional methods.
    ▪ Employ a wide range of techniques using information and communication technology, learning styles, and differentiated instruction
  o Teachers integrate and utilize technology in their instruction.
    ▪ Help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.

Visual Arts-
• Goal 5: The learner will understand the visual arts in relation to history and cultures.
  o 5.08 Explore the art and architecture of selected North Carolina artists.

Music-
• Goal 4: The learner will compose and arrange music within specified guidelines.
  o 4.04 Arrange simple compositions for voices or instruments.

Week 2

Social Studies-
• Goal 1: The learner will apply the five themes of geography to North Carolina and its people.
  o 1.03 Suggest some influences that location has on life in North Carolina such as major cities, recreation areas, industries, and farms.
  o 1.04 Evaluate ways the people of North Carolina used, modified, and adapted to the physical environment, past and present.
  o 1.05 Assess human movement as it relates to their physical environment.

English/Language Arts-
• Goal 1: The learner will apply enabling strategies and skills to read and write.
  o 1.01 Use word identification strategies appropriately and automatically when encountering unknown words (graphophonc, syntactic, semantic).
• Goal 2: The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.
  o 2.02 Interact with the text before, during, and after reading, listening, and viewing by:
    ▪ Setting a purpose using prior knowledge and text information.
    ▪ Making predictions.
- Formulating questions.
- Locating relevant information.
- Making connections with previous experiences, information, and ideas.

  2.03 Read a variety of texts, including:
  - Fiction (legends, novels, folklore, science fiction).
  - Nonfiction (autobiographies, informational books, diaries, journals).
  - Poetry (concrete, haiku).
  - Drama (skits, plays).

  2.06 Summarize major points from fiction and nonfiction text(s) to clarify and retain information and ideas.

  2.07 Determine usefulness of information and ideas consistent with purpose.

- Goal 3: The learner will make connections with text through the use of oral language, written language, and media and technology.

  3.01 Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by:
  - Analyzing the impact of authors’ word choices and context.
  - Examining the reasons for characters’ actions.
  - Identifying and examining characters’ motives.
  - Considering a situation or problem from different characters’ points of view.
  - Analyzing differences among genres.
  - Making inferences and drawing conclusions about characters, events and themes.

  3.04 Make informed judgments about television and film/video productions.

- Goal 4: The learner will apply strategies and skills to create oral, written, and visual texts.

  4.02 Use oral and written language to:
  - Present information and ideas in a clear, concise manner.
  - Discuss.
  - Interview.
  - Solve problems.
  - Make decisions.

  4.05 Use planning strategies to generate topics and organize ideas (e.g., brainstorming, mapping, webbing, reading, discussion).

  4.06 Compose a draft that conveys major ideas and maintains focus on the topic with specific, relevant, supporting details by using preliminary plans.

  4.07 Compose fiction, nonfiction, poetry, and drama using self-selected and assigned topics and forms (e.g., personal and imaginative narratives, research reports, diaries, journals, logs, rules, instructions).

  4.09 Produce work that follows the conventions of particular genres (e.g., personal and imaginative narrative, research reports, learning logs, letters of request, letters of complaint).

- Goal 5: The learner will apply grammar and language conventions to communicate effectively.
5.02 Demonstrate understanding in speaking and writing by appropriate usage of:
- Pronouns.
- Subject/verb agreement.
- Verb tense consistency.
- Subject consistency.

5.04 Compose multiple paragraphs with:
- Topic sentences.
- Specific, relevant details.
- Logical progression and movement of ideas.
- Coherence.
- Elaboration.
- Concluding statement related to the topic.

5.06 Proofread and correct most misspellings independently with reference to resources (e.g., dictionaries, thesauri, glossaries, computer spell-checks, and other classroom sources).

5.09 Create readable documents through legible handwriting (cursive and/or word processing).

Technology-
- Goal 3: The learner will use a variety of technologies to access, analyze, interpret, synthesize, apply, and communicate information.
  - 3.06 Use word processing as a tool for writing, editing, and publishing paragraphs, stories, and assignments.

NC Professional Teaching Standards-
- Standard IV: Teachers facilitate learning for their students.
  - Teachers use a variety of instructional methods.
    - Employ a wide range of techniques using information and communication technology, learning styles, and differentiated instruction
  - Teachers integrate and utilize technology in their instruction.
    - Help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.

Visual Arts-
- Goal 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.
  - 1.03 Depict sequence of events in artwork.
- Goal 4: The learner will choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks.
  - 4.02 Discuss and/or write extended narratives based on one’s own artwork.

Theatre Arts-
Goal 1: The learner will write based on personal experience and heritage, imagination, literature, and history.
  o 1.01 Participate in small group play writing.
  o 1.02 Create and enact short, stories, poetry, or personal experiences about North Carolina.

Goal 3: The learner will design and produce theatre by conceptualizing and relaxing artistic interpretations for information or formal productions.
  o 3.01 Participate in making artistic choices in a small group.

Music-
Goal 4: The learner will compose and arrange music within specified guidelines.
  o 4.03 Arrange simple compositions for voices or instruments.
Unique Learner Description

Peter is a student in my internship classroom who is currently receiving ESOL services and is also going through the IST process. According to his third grade EOG scores, he scored a level one on the reading test. His reading score was in the fourth percentile, so that is an area he struggles with greatly. His weaknesses according to his PEP are vocabulary, reading fluency, and reading comprehension. Specifically, he struggles with identifying key words and determining their meaning and summarizing main points from fiction and nonfiction texts.

Peter’s math scores from his third grade EOG were also really low. He scored a level two and was in the 18th percentile, so this is another area he struggles with. His weaknesses include number recognition, counting, and math reasoning. Specifically, he struggles with comparing and ordering rational numbers, translating among symbolic, numeric, verbal, and pictorial representations of number relationships, and verifying mathematical relationships using models, words, and numbers.

Peter’s strengths include using the coordinate system to describe the location of points and analyzing the impact of author’s word choices and context. Overall, his work ethic is fairly developed and he wants to learn the material in the classroom. He just has trouble understanding and comprehending material.

Peter works best when he’s partnered with academically strong students in the classroom. He enjoys partner work and these students help him to move along through the
lessons and activities at a quicker pace than he would usually go. They encourage him to try his best and continue on even if he’s frustrated.

**Overview of Week One**

In week one, students will learn about the following themes of geography: location, place, and regions. The main focus of each theme will be how it relates to North Carolina.

**Lesson 1**
Students will explore the major bodies of water in the state. Students will research a few bodies of water in North Carolina and present their findings on a class wiki site.

**Lesson 2**
Students will conduct research online to learn about the major landforms in each region of the state. They will create a map that displays the location and names of major landforms in North Carolina.

**Lesson 3**
Students will see first-hand examples of the natural resources that come from North Carolina. They will work in cooperative groups to learn about the resources in a particular region and then add their findings to a large classroom map. In their groups they will also write a song about the natural resources found in one region of North Carolina.

**Lesson 4**
Students will work in a JIGSAW activity to explore the physical characteristics of the regions of the state. They will complete a chart and share their findings with their other group members.

**Lesson 5**
Students will work in cooperative groups to read selected passages from their textbooks and add the information to a region map of the state. They will then create an advertisement for one region that convinces tourists to come to that specific part of North Carolina.

**Vocabulary for this week:**
- Absolute location
- Relative location
- Longitude
- Latitude
- Body of water
- Coastal Plain Region
- Piedmont Region
- Mountain Region
Lesson 1: Bodies of Water in North Carolina

Essential Question: What major bodies of water exist in North Carolina and how do they affect life in the surrounding areas?

Objectives:
Social Studies-
• Goal 1: The learner will apply the five themes of geography to North Carolina and its people.
  o 1.01 Locate, in absolute and relative terms, major landforms, bodies of water, and natural resources in North Carolina.

English/Language Arts-
• Goal 3: The learner will make connections through the use of oral language, written language, and media and technology.
  o 3.06 Conduct research for assigned projects or self-selected projects (with assistance) from a variety of sources through the use of technological and informal tools (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks).
• Goal 4: The learner will apply strategies and skills to create oral, written, and visual texts.
  o 4.10 Use technology as a tool to gather, organize, and present information.

Technology-
• Goal 3: The learner will use a variety of technologies to access, analyze, interpret, synthesize, apply, and communicate information.
  o 3.0 Locate, select, organize, and present content information from the Internet for a specific purpose and audience, citing sources.

Visual Arts-
• Goal 5: The learner will understand the visual arts in relation to history and cultures.
  o 5.08 Explore the art and architecture of selected North Carolina artists.

Vocabulary:
• Absolute location
• Relative location
• Longitude
• Latitude
• Body of water

**Materials:**
- One transparency of the Expeditions map of North Carolina
- One free class wiki created via Google.com
- Computer lab with one computer per group
- One Harcourt Social Studies textbook per student

**Before:** Create a class wiki via Google.com entitled, “Five Themes of Geography in North Carolina.” Add each student as an editor to the wiki so they add information periodically throughout the unit. They will have access to this wiki and be able to add information during other lessons. At the end of the unit, the wiki will serve as a review and a study guide for students.

Introduce the terms absolute and relative location by giving an example in the classroom. Use a particular student’s desk as a way to explain their location in a relative way (it is in the middle of the classroom close to the small group table) and in an absolute way (it is the fourth desk in, third desk back from the front of the classroom).

Use the transparency of the Expeditions map of NC to explain the same terms in a different way. Ask students to identify the location of Reidsville. Tell them how Reidsville’s relative location is hear the Cape Fear River, just outside of Greensboro, close to the border of North Carolina and Virginia. Reidsville’s absolute location is 80°W 36°N. This absolute location is identified using the coordinates on the map; longitude and latitude. Review the definition of longitude as the lines that run north and south on a map. Review the definition of latitude as the lines that run east and west on a map.

**During:** Ask each student to find a partner they can work with. Take the class to the computer lab and have each group sit at their own computer. Have each group open up an Internet browser application. Direct them to the website location of the class wiki site and have one partner login.

Have each group select three different bodies of water from the following list. They will be responsible for using the information from their textbook and websites to determine the absolute and relative location of their bodies of water.

<table>
<thead>
<tr>
<th>Hiwassee Lake</th>
<th>Lumber River</th>
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<tbody>
<tr>
<td>Hiwassee River</td>
<td>Deep River</td>
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<tr>
<td>Fontana Lake</td>
<td>Haw River</td>
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<td>Little Tennessee River</td>
<td>Hyco Lake</td>
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<td>French Broad River</td>
<td>B. Everett Jordan Lake</td>
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<td>Broad River</td>
<td>Cape Fear River</td>
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<td>Lake James</td>
<td>Falls Lake</td>
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<td>Catawaba River</td>
<td>Neuse River</td>
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<td>Lake Hickory</td>
<td>Northeast Cape Fear River</td>
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<td>Lake Norman</td>
<td>Lake Waccamaw</td>
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<td>Lake James</td>
<td>Waccamaw River</td>
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<td>New River</td>
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<td>W. Kerr Scott Reservoir</td>
<td>Lake Gaston</td>
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<td>High Rock Lake</td>
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<td>Pee Dee River</td>
<td>Roanoke River</td>
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<td>Lake Tillery</td>
<td>Chowan River</td>
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<td>Rocky River</td>
<td>Phelps Lake</td>
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<td>Blewett Falls Lake</td>
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After: Gather the class together to discuss the location of bodies of water within the state. Also talk about the ways bodies of water affect people’s lives that live around them. Ask students to share a few of the ways they think water affects people’s lives.

Show students the pieces of artwork created by local North Carolina artist Richard Hedgecock. Explain to them that this painting depicts different bodies of water within North Carolina. Talk about the image as a class and discuss how these paintings can teach us about something just like books and websites can, but in their own unique way. Ask for students to explain what they see in the paintings and what the paintings tells about the bodies of water.

Assessment: Use the following chart to determine if students understand the objective and essential question. Use the check system (as described below) to evaluate each student’s performance in each category.

If a student receives a 0 or √ - in any category, they need additional clarification on the topic. Provide a review activity for students with similar needs so they can get caught up on the objectives they did not originally understand. It would be best to gather the students who need help with similar objectives and provide an enrichment activity that meets the objectives from a different perspective than originally given in the lesson. This may work better with the students if they see the same objectives from a different standpoint.

√+ The student correctly identified the relative and absolute locations of at least three bodies of water in North Carolina. The student used and cited at least two different sources (including textbook and one website) to find information about their bodies of water. The student conducted research by gathering, organizing, and presenting accurate information about their bodies of water. The student collaborated with their partner to find and display their information on the wiki site. The student explained why the paintings helped them to understand bodies of water within the state.

√ The student correctly identified the relative and absolute locations of two bodies of water in North Carolina. The student used and cited at least one source (either textbook or one website) to find information about their bodies of water. The student conducted research by doing two of the following: gathering, organizing, and presenting accurate information about their bodies of water. The student collaborated with their partner to find and display their information on the wiki site. The student partially explained why the paintings helped them to understand bodies of water within the state.

√- The student incorrectly identified the relative and absolute locations of one or more body of water in North Carolina. The student used but did not cite any sources to find
information about their bodies of water. The student conducted research by completing one of the following: gathering, organizing, and presenting accurate information about their bodies of water. The student only partially collaborated with their partner to find and display their information on the wiki site. The student only slightly explained why the paintings helped them to understand bodies of water within the state.

The student did not identify the relative or absolute location of any bodies of water in North Carolina. The student did not use nor identify any sources to find information about their bodies of water. The student did not conduct research by not gathering, organizing, or presenting accurate information about their bodies of water. The student did not collaborate with their partner to find and display their information on their wiki site. The student did not explain why the paintings helped them to understand the bodies of water within the state.

<table>
<thead>
<tr>
<th>Student</th>
<th>Identifed the absolute and relative locations of bodies of water in NC</th>
<th>Used &amp; cited different sources, including book &amp; selected websites</th>
<th>Conducted research by gathering, organizing, and presenting accurate info from multiple sources</th>
<th>Collaborated w/ partner to find &amp; display information</th>
<th>Explained how the paintings helped them better understand the bodies of water in NC</th>
<th>Comments</th>
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<td>Jonathan</td>
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Early Finisher Activity:
Students that finish early can spend time researching the ways the bodies of water affect life. They can use pages 8-9 in their textbook as a springboard. They can add any additional information to the bottom of their wiki page.

Differentiation & Modifications:
Peter can work with Yahaira, a student in the class whose first language was Spanish. She used to receive ESOL services at Oak View, but does not need them anymore since her English language skills have improved. This will help Peter better understand the material from the textbook and websites. Yahaira may be able to explain particular words or concepts to Peter in a way that make more sense to him since she has a similar background to Peter.
"Garson's Watch" oil painting by Richard Hedgecock

"Pearson Falls" oil painting by Richard Hedgecock
“Abbott’s Creek” oil painting by Richard Hedgecock
"Triple Falls" oil painting by Richard Hedgecock
Lesson 2: Landforms in North Carolina

**Essential Question:** What major landforms exist in North Carolina?

**Objectives:**

**Social Studies**-
- **Goal 1:** The learner will apply the five themes of geography to North Carolina and its people.
  - 1.01 Locate, in absolute and relative terms, major landforms, bodies of water, and natural resources in North Carolina.

**English/Language Arts**-
- **Goal 3:** The learner will make connections with text through the use of oral language, written language, and media and technology.
  - 3.05 Analyze and integrate information from one or more sources to expand understanding of text including graphs, charts, and/or maps.
  - 3.06 Conduct research for assigned projects or self-selected projects (with assistance) from a variety of sources through the use of technological and informal tools (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks).

- **Goal 4:** The learner will apply strategies and skills to create oral, written, and visual texts.
  - 4.10 Use technology as a tool to gather, organize, and present information.

- **Goal 5:** The learner will apply grammar and language conventions to communicate effectively.
  - 5.05 Use visual (orthography) and meaning-based strategies as primary sources for correct spelling.

**Technology**-
- **Goal 2:** The learner will demonstrate knowledge and skills in the use of computer and other technologies.
  - 2.12 Plan, discuss, and use search strategies with two or more criteria to find information online about North Carolina as a class/group.

**Vocabulary:**
- Coastal Plain Region
- Piedmont Region
- Mountain Region
- Landform

**Materials:**
- Website: http://www.secretary.state.nc.us/kidspg/geog.htm
- Computer lab with one computer with Internet access per student
Before: Read the following explanations aloud to the class. Ask the students to think about which is describing each region of North Carolina (the correct region is listed in parenthesis).

(Coastal Plain Region) My area has low, flat land that is gently sloping. Sometimes people say I actually can be divided into more than one region because you could find some differences in my land area.

(Piedmont Region) I have hilly, rolling land that stretches on for miles and miles. The definition of my name is “foot of the mountain.”

(Mountain Region) My area is comprised of the largest mountain range in the Eastern United States. It is very drastic in its appearance, because it features high mountaintops and low valleys. I reach more than one mile into the sky at some points.

Discuss the general features of each region with the class. Pull up the website and display it using a projector so the whole class can see. Talk about the Piedmont Region first, since that’s the region they would be most familiar with. Use examples from the surrounding areas (some rolling hills are found in High Point). Then talk about the Mountain and Coastal Plan Regions and the differences in their landforms. As an entire group, read over the descriptions together.

During: Explain to the class that they will each complete a map that shows the major landforms in the state. They will learn specifically about landforms in each of the regions during the time spent in the computer lab and complete their maps while there. They are required to place at least six landforms on their maps.

Take the class to the computer lab area, where the class as a whole will conduct research. Each student should sit at his or her own computer. Have each student log onto their computer and open up an Internet browser window (such as Google, making sure that it has a safe search feature activated). Use the teacher computer to model the steps, so that the screen is projected up for all to see.

Review the important features of searching the Internet for something, including using key words and specific terms. Have all students type “landforms in North Carolina” into the search engine. Explain to them that they are typing this because they want to learn more about the landforms in our state. Talk about why it would not be best to just type “landforms,” because the information would not be specifically about North Carolina. Ask each student to click on the first link that appears. This website (http://www.worldatlas.com/webimage/countrys/namerica/usstates/ncland.htm) provides an excellent overview of what a landform is and also provides some helpful maps that will guide students in collecting their information. It gives an overview of the landforms in each region of the state; this will help students with the landforms to add to their maps.

As a class, decide which landforms from this website will be added to their maps. It would be best for them to add the Outer Banks, the Coastal Plain, the Piedmont Plateau, and the Appalachian or Blue Ridge Mountains.
Have students return to the search engine and type in “Visit NC.” Explain how this website has a great deal of information about the state, and there is one video in particular that you would like them to view. The main website for Visit NC is http://www.visitnc.com/ but the video cannot be viewed on the main webpage. Have students scroll down the page and click on the About NC link. Once they go to that page, they can view the video that gives a brief tour of the state using pictures, music, and words. They should add another two or three landforms they learned about from this video.

**After:** Ask students to complete a summarizing activity before leaving the computer lab. In the area around the outside of their maps, have students write a brief (1-2 sentences) description of each of the landforms they added to their maps. This will help them not only to learn more about the location of each landform within the state but also more about what the landform is. They can use information from either website to help them write their sentences.

**Assessment:** Use this chart to determine if students understand the essential question and objectives. Use the descriptions for the check marks to evaluate each student in each of the areas.

If a student receives a 0 or √- in any area, they need additional clarification of the particular objective. Students with similar needs should be grouped together and have additional help with the specific objective they need clarification on. It would be best to present the information in a different way that meets the needs of the students that is different from the original lesson.

√+ The student correctly identified the absolute and relative locations of at least six landforms. The student conducted research using the multiple Internet sources by gathering, organizing, and presenting accurate information. The student used the visuals from the websites to spell landforms correctly. The student used the search strategies as discussed with the class to find and use the specific websites.

√ The student correctly identified the absolute and relative locations of four landforms. The student conducted research using at least one Internet resource by doing two of the following: gathering, organizing, and presenting accurate information. The student sometimes used the visuals from the websites to spell landforms correctly. The student mostly used the search strategies as discussed with the class to find and use the specific websites.

√- The student correctly identified the absolute and relative locations of two landforms. The student conducted research using one Internet resource by doing one of the following: gathering, organizing, or presenting accurate information. The student rarely used the visuals from the websites to spell landforms correctly. The student rarely used the search strategies as discussed with the class to find and use the specific websites.

0 The student did not identify the absolute and relative locations of any landforms. The student did not conduct research using any Internet resources and did not gather, organize, or present accurate information. The student did not use the visuals from the websites to spell landforms correctly. The student did not use the search strategies as discussed with the class and did not find and use the specific websites.
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<tr>
<th>Student</th>
<th>Identified the absolute &amp; relative locations of landforms in NC</th>
<th>Conducted research by gathering, organizing, &amp; presenting accurate info from multiple Internet sources</th>
<th>Use the visual info from websites to spell landform names correctly</th>
<th>Use search strategies as discussed with the whole class to find specific websites</th>
<th>Comments</th>
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**Early Finisher Activity:**

No students should finish the map portion of the lesson early because the whole class is going through the websites together and adding landforms together. They should all be in about the same place at the same time. Students could finish the summary portion of the activity early, and if so they can create an acrostic poem using the name of one of
their landforms. Their poem can include information they found from the online website as well as any background knowledge they may have.

**Differentiation & Modifications:**
Peter will be seated in a location nearby the teacher while they are in the computer lab. This is so the teacher can provide additional support and information to him if he has trouble understanding any portion of the information they find on the Internet. He can work with a partner during the activity. The partner is someone with whom Peter works well with, so they can help Peter with any misunderstandings. His partner and the teacher will also assist him in figuring out what to write about each landform, spelling and words if necessary.
Lesson 3: Natural Resources in North Carolina

**Essential Question:** What natural resources exist in North Carolina?

**Objectives:**

Social Studies-
- Goal 1: The learner will apply the five themes of geography to North Carolina and its people.
  - 1.01 Locate, in absolute and relative terms, major landforms, bodies of water, and natural resources in North Carolina.

English/Language Arts-
- Goal 2: The learner will apply strategies and skills to comprehend text that is read, hear, and viewed.
  - 2.06 Summarize major points from fiction and nonfiction text(s) to clarify and retain information and ideas.
  - 2.07 Determine usefulness of information and ideas consistent with purpose.
- Goal 3: The learner will make connections with text through the use of oral language, written language, and media and technology.
  - 3.05 Analyze and integrate information from one or more sources to expand understanding of text including graphs, charts, and/or maps.

Music-
- Goal 4: The learner will compose and arrange music within specified guidelines.
  - 4.04 Arrange simple compositions for voices or instruments.

NC Professional Teaching Standards-
- Standard IV: Teachers facilitate learning for their students
  - Teachers use a variety of instructional methods.
    - Employ a wide range of techniques using information and communication technology, learning styles, and differentiated instruction
  - Teachers integrate and utilize technology in their instruction.
    - Help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.

**Vocabulary:**
- Natural resources

**Materials:**
- A collection of the following natural resources: cotton; a few cucumbers; a few peanuts; a few soybeans; a few sweet potatoes; a watermelon; a small bag of wheat; rocks & minerals (feldspar is used to make glass); sand, gravel; a piece of granite; a few imitation gemstones (emerald); a few small twigs or small pieces of a tree branch
- A few computer with Internet access, microphones, and Garage Band application
~One Harcourt Social Studies textbook per group

**Before:** Pass around the samples of natural resources so each student has the chance to see each item. Ask students to identify which materials they think are natural resources of North Carolina. As a class, determine a good fourth grade definition of a natural resource. It may sound something like this: a natural resource is something found in nature that people could use to grow or make things they need or want (found in the Harcourt Social Studies book, page 10).

   Brainstorm as a class as to which materials can be found in which part of the state (Mountain, Piedmont, or Coastal Plain Regions). Make a list on the board to identify which resource comes from which area of the state.

   Explain to them that all the materials passed around are natural resources of North Carolina! Sometimes students many not realize the variety of crops grown in the state. Show the class the map that they will be completing. Explain how they will be using their textbook or selected websites to determine the locations of each natural resource within the state. Each group will research the specific natural resources found in one region of the state and then present their findings to the rest of the class. Each group will be given different materials in which they will look for their information. They can either draw the locations of the resources on the map or use the actual resource to represent the location where it can be found.

**During:** In their cooperative learning groups, have students research and find out which natural resources are available in their particular region. As they are discovering information, they may place it on the large classroom map of the entire state. They can either use drawings or symbols to represent the resources. The entire class is working towards completing one large natural resources map that can be hung in the classroom, so each group plays an important role in that.

   In their groups, they are also responsible for keeping track of their findings on a record sheet. They need to find and record the absolute and relative locations of at least eight natural resources in their region.

   Encourage them to use multiple resources to gather their information and knowledge. Their textbook is one resource, but the other titles and websites listed above are also good sources of information.

**After:** In their groups, students will create a song that features the natural resources found in their particular region. They will then record their song on Garage Band, a computer application. Each student in each group should participate in both the writing and singing of the song.

   If time permits, play the recordings of each group's song to the entire class so they can see how they each performed in a different way.

**Assessment:** Use the following chart to determine if students demonstrated an understanding of the natural resources found in the state. Use the check system to evaluate each portion of each student's work. If a student receives a 0 or √- in any area, they need additional clarification on that objective. It would be best to gather the students with
similar needs together and provide another activity that teaches the same topic in a different way.

√+ The student accurately identified the absolute and relative locations of at least eight natural resources of North Carolina. The student accurately summarized the information from their sources to clarify what natural resources exist in a particular region. The student correctly determined the usefulness of given information and chose the most appropriate information to use for the map and explanation of the location of resources. The student used and integrated information from different sources to accurately determine the location of natural resources within the state. The student worked well in their cooperative group to write and perform a song about the natural resources of North Carolina.

√ The student accurately identified the absolute and relative locations of five natural resources of North Carolina. The student accurately summarized the information from their sources to somewhat clarify what natural resources exist in a particular region. The student mostly correctly determined the usefulness of given information and usually chose the most appropriate information to use for the map and explanation of the location of resources. The student used and mostly integrated information from different sources to accurately determine the location of natural resources within the state. The student mostly worked well in their cooperative group to write and perform a song about the natural resources of North Carolina.

√- The student accurately identified the relative locations of three natural resources of North Carolina but did not identify the absolute locations. The student barely summarized the information from their sources and only slightly clarified what natural resources exist in a particular region. The student slightly determined the usefulness of given information and sometimes chose the most appropriate information to use for the map and explanation of the location of resources. The student used and sometimes integrated information from different sources to accurately determine the location of natural resources within the state. The student barely worked in their cooperative group to write and perform a song about the natural resources of North Carolina.

0 The student did not identify the absolute or relative locations of any natural resources of North Carolina. The student did not summarize the information from the textbook to clarify what natural resources exist in a particular region. The student did not summarize the information from their sources to clarify what natural resources exist in a particular region. The student did not determine the usefulness of given information and did not choose the most appropriate information to use for the map and explanation of the location of resources. The student did not use or integrate information from different sources to determine the location of natural resources within the state. The student did not work in their group to write or perform a song about the natural resources of North Carolina.

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<tr>
<th>Student</th>
<th>Identified the absolute &amp; relative</th>
<th>Summarize info from various sources to</th>
<th>Determined usefulness of given information</th>
<th>Used and integrated information from</th>
<th>Worked in group to create song</th>
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**Early Finisher Activity:**

Students that finish early can write a poem about the natural resources in North Carolina. If time permits, they can share their poem with the rest of the class at the conclusion of the lesson.
Differentiation & Modifications:

Peter will work in a cooperative group that includes him and asks for his participation in all tasks. Within this group, there is one member who knows Spanish and she can assist Peter in understanding the texts they will read. She is a strong English speaker, so this will help Peter to understand any confusing portions of the lesson better. The other members of the group are understanding of Peter and have good group work skills, so this ensures that he will be included in group planning and decision-making.
Lesson 4: Physical Characteristics of the Regions of North Carolina

**Essential Question:** How are the physical characteristics of the regions of North Carolina alike and different?

**Objectives:**

**Social Studies**-
- Goal 1: The learner will apply the five themes of geography to North Carolina and its people.
  - 1.02 Describe and compare physical and cultural characteristics of the regions.

**English/Language Arts**-
- Goal 2: The learner will apply strategies and skills to comprehend texts that is read, heard, and viewed.
  - 2.05 Make inferences, draw conclusions, make generalizations, and support by referencing the text.
  - 2.07 Determine usefulness of information and ideas consistent with purpose.

**NC Professional Teaching Standards**-
- Standard IV: Teachers facilitate learning for their students
  - Teachers use a variety of instructional methods.
    - Employ a wide range of techniques using information and communication technology, learning styles, and differentiated instruction
  - Teachers integrate and utilize technology in their instruction.
    - Help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.

**Vocabulary:**
- Plateau
- Physical characteristic

**Materials:**
- Children’s book written by me, entitled *North Carolina ABC Book*
- Visit NC video found at: http://www.visitnc.com/journeys/highlights/about-nc
- One “Physical Characteristics of the Regions of North Carolina” worksheet per student
- Different materials about each region, including textbooks and photographs
- One “Compare the Regions of North Carolina” worksheet per student
- *North Carolina* by Andrea Schulz
- *North Carolina Facts and Symbols* By Shelley Swanson Sateren
- *World Almanac Library of the State: North Carolina* by Sarah Rafle
**Before:** Read aloud the North Carolina ABC’s book I published as an introduction in the three regions. Explain to students that they are going to learn about each region of North Carolina, including many of the items featured in the ABC book.

Show students the video that gives a tour of the state. Talk about the different things seen in the video that were also discussed in the book, such as the three different regions. Ask students to share about a time they visited any location featured in the video.

This activity will feature a JIGSAW activity, where there will be eight different groups of three students each. Each group of three students will work together to learn about the physical characteristics of each region. Each student in the group is responsible for one region’s physical characteristics, as assigned by the teacher. After each student gathers the information about their region, they will gather back together in their group to share their findings.

Set up each station where the students will be gathering their information. There will be two stations for each region; so four students will be working at and gathering information at a station at a time. There will be multiple copies of the same information at each station so all students have an opportunity to gather all the necessary information in the time provided.

**During:** After students have gathered in their groups as decided by the teacher, tell each individual student what region they will be learning about. Hand out the “Physical Characteristics of the Regions of North Carolina” worksheet so that each student has their own copy. Have them then move to the assigned areas of the classroom in order to gather the information needed.

Walk around the classroom and observe students as they are working. Use the record sheet to make observations about participation. Once students have gathered the information at their station, ask them to get back into their original groups. Each student will share the information they learned with their other two group members. Each group member is responsible for completing the worksheet, so they must be filling in the information about the other two regions during this time.

**After:** Have each student individually use the information on their worksheet to write down four to six sentences comparing the regions. Gather the class together to review the information they learned through the JIGSAW activity. Ask for a couple students to share a similarity and difference with the class.

**Assessment:** Use the following chart to determine if students have a firm understanding of the similarities and differences of the regions in North Carolina. Use the check system to evaluate each portion of each student’s work and use the comments column for any additional notes.

- $\sqrt{+}$ The student accurately identified and compared the physical characteristics of all three each region. The student accurately made inferences, generalizations, and conclusions based upon the given materials. The student successfully determined the usefulness of the given information because they chose the most appropriate information for their chart.
- The student accurately identified and compared the physical characteristics of two of the three regions. The student sometimes accurately made inferences, generalization, and conclusions based upon the given materials. The student sometimes successfully determined the usefulness of the given information because they chose the most appropriate information for their chart.

- The student accurately identified and compared the physical characteristics of one of the three regions. The student rarely accurately made references, generalizations, and conclusions based upon the given materials. The student rarely determined the usefulness of the given information because they chose the most appropriate information for their chart.

0 The student did not describe or compare the physical characteristics of any of the three regions. The student did not make inferences, generalizations, or conclusions based upon the materials. The student did not determine the usefulness of the given information because they did not choose any information for their chart.

<table>
<thead>
<tr>
<th>Student</th>
<th>Identified and compared the physical characteristics of each region</th>
<th>Made inferences, generalizations, and conclusions from the given materials</th>
<th>Determined usefulness of given information and chose the most appropriate information for chart</th>
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Early Finisher Activity:
Students that finish at their JIGSAW stations early will choose and read a book from a selection of books about North Carolina. They are to find at least one interesting fact about each region and record it on the bottom of their “Physical Characteristics of the Regions of North Carolina” worksheet.

Differentiation & Modifications:
When determining which students will go to which stations, think about ability levels. Within each group of three students, have mixed ability levels. This is an effective way to produce groups because research shows that mixed groups give unique opportunities to students.

Peter will be placed into a group with other students that will be able to help him along. At each region station, there are not only short paragraphs with information but also colorful pictures. The pictures are helpful because if he does not understand all the information he reads, he can gather it from the provided images.
### Physical Characteristics of the Regions of North Carolina

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<th>Mountain Region</th>
<th>Piedmont Region</th>
<th>Coastal Plain Region</th>
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<td><strong>Features of the landscape</strong></td>
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Compare the Regions of North Carolina

Write 4-6 sentences comparing the regions of the state using the information from your physical characteristics chart.

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Lesson 5: Cultural Characteristics of the Regions of North Carolina

**Essential Question:** How are the cultural characteristics of the regions of North Carolina alike and different?

**Objectives:**

Social Studies-
- Goal 1: The learner will apply the five themes of geography to North Carolina and its people.
  - 1.02 Describe and compare physical and cultural characteristics of the regions.
- Goal 5: The learner will examine the impact of various cultural groups on North Carolina.
  - 5.03 Describe and compare the cultural characteristics of regions within North Carolina and evaluate their significance.

English/Language Arts-
- Goal 2: The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.
  - 2.01 Use metacognitive strategies to comprehend text and to clarify meaning of vocabulary (e.g., reread the text, consult other sources, ask for help, paraphrase, question).
  - 2.05 Make inferences, draw conclusions, make generalizations, and support by referencing the text.
  - 2.07 Determine usefulness of information and ideas consistent with purpose.

NC Professional Teaching Standards-
- Standard IV: Teachers facilitate learning for their students.
  - Teachers use a variety of instructional methods.
    - Employ a wide range of techniques using information and communication technology, learning styles, and differentiated instruction
  - Teachers integrate and utilize technology in their instruction.
    - Help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.

**Vocabulary:**
- Cultural characteristic
- Industry

**Materials:**
- Animoto video about North Carolina Regions (can reach via http://www.youtube.com/watch?v=aIF2kvLeYPQ)
- One “Cultural Characteristics of the Regions of North Carolina” worksheet per student
- Different materials about each region, including textbooks and photographs
- One overhead transparency blank map of North Carolina
Before: Show students the Animoto video about North Carolina Regions to introduce the topic. Explain to the class that they are going to learn about the cultural characteristics of the regions today. Review information about the regions from the lesson yesterday and hand back their worksheets. Explain to them that they will be working in the same groups as last time, where each group consisted of three members.

Place the blank map of the state on the overhead projector. As a review of yesterday’s material, ask students to help you label each region. From their worksheets completed yesterday, ask them to add some extra information to the map, including a few natural resources and features of the landscape for each region.

Review some appropriate guidelines for group work, including that each person has equal say in a group and that they need to share the materials. Ask for students to help make a list of other ways they can help their group to work together cooperatively, based off of yesterday’s JIGSAW activity. Record these items on the board so that they can remain visible during group work time.

During: Have students gather into cooperative groups. Explain that today all group members will work together to learn about the cultural characteristics of all the regions. Give a few examples of the cultural characteristics of the United States, such as the different types of jobs (manufacturing, construction, business), customs (celebrating Thanksgiving, Halloween), activities (hiking, fishing), and industries (manufacturing).

Have students get out their textbooks and open to page 15 while you pass one “Cultural Characteristics of the Regions of North Carolina” worksheet to each student. Ask them to look at the list of items on the top left side of the worksheet. Explain how they will use their textbook to gather the listed information and write in the corresponding region’s area on the map. They will have to read sections of the text and determine which portions of the information are appropriate for their maps. As a group, they should agree on what information is significant for the task and what they do not need. Remind them to paraphrase any important information they find that needs to go on the map (they don’t need to copy it exactly as it appears in the book). If they come to anything they don’t understand, have them practice using the strategies they have been learning about. They can first re-read the text to see if they understand it any better. They can then ask a group member to help them clarify if they still don’t understand. If they still don’t understand, then they can ask the teacher at that point.

Show them how the first three items on the list have page numbers on which they can look for the information. Tell them that if all the information won’t fit inside the lines of the map, they can write it below the region.

Walk around the classroom to monitor groups to ensure they are working cooperatively. If the volume of their voices gets too loud, remind individual groups to keep their voices down to a whisper or quiet talking voice.

After: Have the class come back together and highlight a few key pieces of information that students gathered about each region, such as the activities to do in each region or the interesting facts they recorded.
Explain to students that they will now individually create an advertisement for the region of their choosing. They will use information from the lesson about physical characteristics as well as this lesson about cultural characteristics. The purpose of the advertisement is to convince tourists to travel to a specific region of the state based upon the information they provide. Although the main focus of their advertisement is to discuss one region’s cultural and physical characteristics, they must also explain how their selected region differs from the other two regions.

Provide the following list of requirements for students so they know exactly what to include in their advertisement:
- Give the name of the region
- Explain/give at least 5 reasons for someone to visit the region
- Explain/give at least 3 explanations why the regions is different from the other two regions

Assessment: Collect students’ cultural characteristics map and advertisement. Use the following rubric to grade their class work to determine if they understand the cultural characteristics of the regions. Use the check system to evaluate each portion of each student’s work. If a student receives a 0 or √- in any area, they need additional clarification on that particular objective.

√+ The student accurately compared and contrasted the physical and cultural characteristics in at least three different ways. The student accurately identified two types of industries, two activities, and two cities for each region. The student used all of these strategies to understand the materials: asked a friend, re-read, and paraphrased. The student made accurate inferences, generalizations, and conclusions based upon the given materials. The student successfully determined the usefulness of the given information because they chose the most appropriate information for their map.

√ The student accurately compared and contrasted the physical and cultural characteristics in two different ways. The student accurately identified two of the following: two industries, two activities, or two cities for each region. The student used two of the following strategies to understand the materials: asked a friend, re-read, or paraphrased. The student sometimes made accurate inferences, generalizations, and conclusions based upon the given materials. The student usually determined the usefulness of the given information because they usually chose the most appropriate information for their map.

√- The student accurately compared and contrasted the physical and cultural characteristics in one way. The student accurately identified one of the following: two industries, two activities, or two cities for each region. The student only used one of the following strategies to understand the materials: asked a friend, re-read, or paraphrased. The student rarely made accurate references, generalizations, or conclusions based upon the given materials. The student rarely successfully determined the usefulness of given information because they rarely chose the most appropriate information for their map.

0 The student did not compare or contrast the physical or cultural characteristics. The student did not identify any industries, activities, or cities for any region. The student did not use any strategies, including asking a friend, re-reading, or paraphrasing, to
understand the materials. The student did not make inferences, generalizations or conclusions based upon the given information. The student did not determine the usefulness of given information because they did not choose information for their map.

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<th>Student</th>
<th>Compared and contrast physical and cultural characteristics</th>
<th>Identified cultural characteristics of regions</th>
<th>Used different strategies (asked a friend, re-read, paraphrase) to understand materials</th>
<th>Made inferences, generalizations, and conclusions from the given materials</th>
<th>Determined usefulness of given information and chose the most appropriate information to use for the map</th>
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Early Finisher Activity:
Students who complete the map activity early will be given a choice from the following activities:
~Completing a puzzle (an image of either the Mountain, Piedmont, or Coastal Plain region) and listing the natural features and landscape features of that region
~Investigating a new component to the cultural characteristics of a region by reading over a short passage from a different textbook and answering a follow-up question
Students who complete the advertisement activity early will add illustrations and color to make the ad more appealing and eye-catching.

Differentiation & Modifications:
When determining what students will go to what stations, think about ability levels. Use the same or similar groups from the previous lesson, as long as the students worked well in their arrangement. If needed, change a few groups around so that the students are gathered in such a way that they will work cooperatively together.

Each group is comprised of three levels of students: one high average, one average, and one low average. They work well together because they each bring a unique set of skills and abilities to the group.

Peter will work in the same cooperative group as he did in Lesson 4. This group of students worked well with him because they helped him understand certain words or phrases he did not understand.
Cultural Characteristics of the Regions of North Carolina

Include the following things in your map:
- 2 types of industries in each region (see pages 19-20)
- 2 activities to do in each region (see pages 15 and 21)
- 2 cities in each region (see page 18)
- 1 interesting fact about each region
Investigator

Of the industries you’ve learned about in this lesson, which would you most want to work in and why? Use the information from this source to help you support your answer. Record your answer on the back of your map.

Investigator

Why do you think some people choose to live in small towns and work in large cities? Use the information from this source to help you support your answer. Record your response on the back of your map.

Investigator

Why do you think many retired people choose to move to the mountains? Use the information from this source to help you support your answer. Record your response on the back of your map.

PUZZLE

Inside this bag, you’ll find pieces of a puzzle. First, put all the pieces together to see what image you’ve created. Second, after your group determines what image your puzzle is representing, create a list of the natural resources and features of the landscape of that region.
Overview of Week Two

In week two, students will learn about the following themes of geography: location, movement, and human-environment interactions. The main focus will be how each of these themes can be found in North Carolina.

Lesson 6
Students will explore travel brochures from each region of the state to learn about how location affects life in each area. They will draw an image of each region and write a story about each region to explain how life is different in each area.

Lesson 7
Students will learn about the colonists’ life in America and how the features of the regions affected movement throughout the state. They will create a Glogster (an online poster) and journal entry as though they were a colonist journeying from the Coastal Plain Region to the Mountain Region in the 1600’s.

Lesson 8
Students will learn about the ways early North Carolinians used and modified the land. In small groups, they will create a skit or song explaining the different ways early colonists interacted with the physical environment. They will record their final product using an iPod Touch or Garage Band.

Lesson 9
Students will explore real-life situations in which current North Carolinians use, modify, and adapt the land. They will each think of a way they could better the environment of their school, community, and world at large. They will draw their idea and then the class will choose one idea to carry out.

Lesson 10
Students will look at real travel brochures to explore how the land features affect movement today. They will write a persuasive letter to their parents, convincing them to move to a particular region of the state based upon physical characteristics.

Vocabulary for the week:
- Geography
- Pilgrim
- Colonist
- Mayflower
- Plantation
- Indentured servant
- Gulf oil spill
- Recycling
- Physical characteristics
- Physical environment
Lesson 6: Features and Location of Land in North Carolina

**Essential Question:** How do the features and location of the land affect life in North Carolina?

**Objectives:**

**Social Studies**
- Goal 1: The learner will apply the five themes of geography to North Carolina and its people.
  - 1.03 Suggest some influences that location has on life in North Carolina such as major cities, recreation areas, industries, and farms.

**English/Language Arts**
- Goal 1: The learner will apply enabling strategies and skills to read and write.
  - 1.01 Use word identification strategies appropriately and automatically when encountering unknown words (graphophonic, syntactic, semantic).
- Goal 2: The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.
  - 2.03 Read a variety of texts, including:
    - Fiction (legends, novels, folklore, science fiction).
    - Nonfiction (autobiographies, informational books, diaries, journals).
    - Poetry (concrete, haiku).
    - Drama (skits, plays).
  - 2.07 Determine usefulness of information and ideas consistent with purpose.
- Goal 5: The learner will apply grammar and language conventions to communicate effectively.
  - 5.02 Demonstrate understanding in speaking and writing by appropriate usage of:
    - Pronouns.
    - Subject/verb agreement.
    - Verb tense consistency.
    - Subject consistency.
  - 5.06 Proofread and correct most misspellings independently with reference to resources (e.g., dictionaries, thesauri, glossaries, computer spell-checks, and other classroom sources).
  - 5.09 Create readable documents through legible handwriting (cursive and/or word processing).

**Technology**
- Goal 3: The learner will use a variety of technologies to access, analyze, interpret, synthesize, apply, and communicate information.
  - 3.06 Use word processing as a tool for writing, editing, and publishing paragraphs, stories, and assignments.
Visual Arts-
- Goal 4: The learner will choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks.
  - 4.02 Discuss and/or write extended narratives based on one’s own artwork.

Vocabulary:
- Geography

Materials:
- Eight Boone travel brochures
- Eight Winston-Salem travel brochures
- Eight Roanoke River travel brochures
- One large piece of ledger paper (17” x 11”) per student
- Crayons, markers, and colored pencils
- Computer lab with one computer per student that has word processing software

Before: Group students into cooperative groups so that there are three students in each group. Give each group one brochure from each city. Give them a few minutes to browse the brochures and read them to learn a little more about each region.

Remind that they if they come to any words they don’t know they can use different strategies to determine what they are. Rather than just asking the teacher, they can read around the word and see if there are any text clues that help them understand. They can use their knowledge of letter-sound relationships to understand the word.

Explain to them that they are going to create a few illustrations using the information they read about in the brochures. Based upon their previous knowledge about the regions and the information in the brochures, they will have the opportunity to write a short story about life in each region.

During: Hand out one piece of ledger paper to each student. Ask them to hold their paper landscape and explain to them how to divide the paper into three equal vertical sections. Have them write Mountain Region on the top of the left section. Next have them write Piedmont Region on the top of the middle section. And finally have them write Coastal Plain Region on the top of the right section.

Explain to them that they are going to draw and color three different images of North Carolina. Each image will depict life in a different region of the state. Because they’ve studied and learned about the individual regions, they already have a great deal of background knowledge about this topic. Encourage them to draw a picture that they think best represents life in each area. Explain how each student’s final product will be different from other students, and that’s okay—that’s what creativity is all about!

If need be, they may use information from previous lessons to help them along if they feel as though they would like the additional information (such as any worksheets or projects they completed). They can also look within the brochures to get additional inspiration for their drawings.
After: Once all students have completed their drawings, take the entire class to the computer lab (have them bring their artwork along). Ask each student to open up a word processing document and type his or her name. They are going to write a short story about life in each region based upon their drawings. They should include details that describe the land (features, what the land looks like), jobs that are common there, and any additional information they think will help them better explain each drawing they created.

After they have typed their short stories, give them a chance to cut out the story and add it to their original artwork pieces. These completed projects can be displayed around the classroom to showcase the author work! A few students could share their stories with the class in an author’s circle time.

Assessment: Collect students’ drawings and typed up descriptions and use the following chart to grade each student’s products. Use the check system to evaluate each portion of each student’s work, and add any additional comments in the far right column.

Any student who receives a 0 or √- in any area needs additional clarification on that objective. It would be best to group students with similar needs and address the particular objective in a new way. It is possible that the original lesson did not make complete sense to some students, so by presenting the same objective in a new way, it gives them the opportunity to learn information.

√+ The student successfully determined the usefulness of the information in the brochures and used it to create accurate illustrations and stories. The student demonstrated proper usage of pronouns, subject-verb agreement, verb tense consistency, and subject tense consistency throughout their story. The student proofread and corrected most misspellings using the spell check in the word processing application. The student wrote a short story for each region based upon their artwork.

√ The student mostly determined the usefulness of the information in the brochures and mostly used it to create accurate illustrations and stories. The student demonstrated proper usage of two of the following throughout their story: proper usage of pronouns, subject-verb agreement, verb tense consistency, or subject tense consistency. The student proofread and corrected some misspellings using the spell check in the word processing application. The student wrote two short stories total based upon their artwork.

√- The student rarely determined the usefulness of the information in the brochures and rarely used it to create accurate illustrations and stories. The student demonstrated proper usage of one of the following throughout their story: usage of pronouns, subject-verb agreement, verb tense consistency, or subject tense consistency. The student proofread and corrected few misspellings using the spell check in the word processing application. The student wrote one short story total based upon their artwork.

0 The student did not use information from the brochures and to create illustrations or a story. The student did not demonstrate proper usage of pronouns, did not have subject-verb agreement, did not have verb tense consistency, and did not have subject tense consistency throughout their story. The student did not proofread or correct misspellings using the spell check in the word processing application. The student did not write any short stories based upon their artwork.
<table>
<thead>
<tr>
<th>Student</th>
<th>Determined usefulness of info from brochures and used it to create illustrations and story</th>
<th>Demonstrated proper usage of pronouns, subject-verb agreement, verb tense, &amp; subject tense</th>
<th>Proofread and corrected most misspellings by using the computer spell-check</th>
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**Early Finisher Activity:**
Students who finish their drawings early will write the lyrics for a rap or song about the features of the land in North Carolina. They can think of a particular melody they would like their song or rap to go along with to base their lyrics off of.

**Differentiation & Modifications:**

The great thing about this lesson is that Peter will first get to express his thoughts visually using drawings and images. This will help him think about each region and show as best as he can the differences between them. It is good for him that the writing component comes second, because he’s already had time to compose his thoughts. He does not have to write as much as the other students in the class. Three to four sentences about each picture would be fine for him since his ELL classification makes it more difficult for him to form sentences.
Lesson 7: Movement of People into Regions of North Carolina

Essential Question: What features of the land in North Carolina affected the movement of people into the regions?

Objectives:
Social Studies-
- Goal 1: The learner will apply the five themes of geography to North Carolina and its people.
  - 1.04 Evaluate ways the people of North Carolina used, modified, and adapted to the physical environment, past and present.
  - 1.05 Assess human movement as it relates to their physical environment.

English/Language Arts-
- Goal 2: The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.
  - 2.02 Interact with the text before, during, and after reading, listening, and viewing by:
    - Setting a purpose using prior knowledge and text information.
    - Making predictions.
    - Formulating questions.
    - Locating relevant information.
    - Making connections with previous experiences, information, and ideas.
- 2.03 Read a variety of texts, including:
  - Fiction (legends, novels, folklore, science fiction).
  - Nonfiction (autobiographies, informational books, diaries, journals).
  - Poetry (concrete, haiku).
  - Drama (skits, plays).
- 2.07 Determined usefulness of information and ideas consistent with purpose.

Goal 3: The learner will make connections with text through the use of oral language, written language, and media and technology.
- 3.01 Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by:
  - Analyzing the impact of authors’ word choices and context.
  - Examining the reasons for characters’ actions.
  - Identifying and examining characters’ motives.
  - Considering a situation or problem from different characters’ points of view.
  - Analyzing differences among genres.
  - Making inferences and drawing conclusions about characters, events and themes.
Goal 4: The learner will apply strategies and skills to create oral, written, and visual texts.
  - 4.07 Compose fiction, nonfiction, poetry, and drama using self-selected and assigned topics and forms (e.g., personal and imaginative narratives, research reports, diaries, journals, logs, rules, instructions).
  - 4.09 Produce work that follows the conventions of particular genres (e.g., personal and imaginative narrative, research reports, learning logs, letters of request, letters of complaint).

NC Professional Teaching Standards-
  - Standard IV: Teachers facilitate learning for their students.
    - Teachers use a variety of instructional methods.
      - Employ a wide range of techniques using information and communication technology, learning styles, and differentiated instruction
    - Teachers integrate and utilize technology in their instruction.
      - Help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.

Vocabulary:
- Pilgrim
- Colonist
- Mayflower

Materials:
- Each students' completed “Physical Characteristics of the Regions of North Carolina” chart from Lesson 4
- A selected group of *My Name is America* or *My America* books, such as: *My America: Our Strange New Land, Elizabeth’s Jamestown Colony Diary, Book One; My America: The Starving Time: Elizabeth’s Jamestown Colony Diary, Book Two; Dear America: A Journey to the New World: The Diary of Remember Patience Whipple, Mayflower, 1660*
- *The North Carolina Colony* by Susan E. Haberle
- One computer per student with Internet access

Before: Read the first chapter of *My Name is America: The Journal of Jasper Jonathan Pierce, A Pilgrim Boy* to the whole class. While reading the book, ask the following Bloom’s Taxonomy questions to the class:
  - Remembering: On what ship did Jasper arrive in America? What year did Jasper arrive in America?
  - Understanding: What do you think could happen next after Jasper’s family finally settles into life in America? Can you distinguish between the Pilgrims and the Native Americans?
Applying: What questions would you ask of Jasper? Why or why not would this information be useful if you were trying to learn about a family member that travelled to America on the same ship?

Analyzing: If Jasper's Mom would have died, what might the ending have been? What was the problem with the Pilgrims' arrival in the New World?

Evaluating: Can you see a possible solution to the problem the Pilgrims were facing with food? If you had access to all resources, how would you have dealt with the problem the Pilgrims' were having with wintertime?

Creating: Judge the value of the Pilgrims' decision to move to America. How would you feel if you were Jasper?

Explain to the class that this book is written like a journal entry of a young boy who travelled to the New World aboard the Mayflower in 1620. He journals about his day-to-day life in Plymouth with the other Pilgrims, who faced internal conflict and who were unprepared for the harsh winter they had to deal with. The journal entries cover about the first year and a half of his time in America and give a real-life glimpse into what the settlers were really dealing with once they arrived here.

Ask students to identify any times they heard Jasper explaining how difficult it was to deal with the cold weather. Discuss/review the physical characteristics of North Carolina to remind students that Jasper arrived on the East Coast of the United States, way up north in Massachusetts. Talk about how when the Pilgrims first arrived in America, they all began living near the Atlantic Ocean because that is where their ships brought them. Over time, they slowly moved inland to other parts of the land.

**During:** Take the class to the computer lab and have students open up an Internet browser window. Direct them to the website glogster.com. Explain to them that they are going to create their own journal entry as if they were a colonist arriving in North Carolina in the 1600's. On the Glogster website, they can add fun images and colors to enhance their writing. They will describe the journey from the ships to a particular area of the state using information from their “Physical Characteristics of the Regions of North Carolina” chart that was completed in Lesson 4. The letter will be written in first person point of view so that students can put themselves in the shoes of a colonist. They should use their imagination to help them write an interesting and descriptive journal entry.

Students should also use factual information about the landscape of the region they are writing about. This information will also be taken from their chart that was completed in Lesson 4 as well as from the book *The North Carolina Colony.*

**After:** Ask a few students to share their Glogster glogs with the class. Use a projector to display the glog so the whole class can see it. Have the students read their journal entry aloud and explain their glog. It would be good to pick several different students to share so that the class can hear and understand that each student wrote their entry in a unique way.

**Assessment:** Look at each student’s glog and use the following chart to determine if they met the objectives and understand the essential question. Use the check system to evaluate each individual piece of each student’s work for each component.
Any student that receives a 0 or √- in any area needs additional clarification on that objective. Group students with similar needs together and provide an activity that meets the same objective in a different way.

√+ The student participated in the class discussion about the book and answered at least two Bloom’s taxonomy question. The student successfully determined the usefulness of the information from the book to create an accurate journal entry. The student used appropriate conventions to write a journal entry from the perspective of a colonist in the 1600’s. The student used Glogster to present their journal entry in an interesting and engaging way.

√ The student somewhat participated in the class discussion about the book but only answered one Bloom’s taxonomy question. The student mostly determined the usefulness of the information from the book to create a mostly accurate journal entry. The student used mostly appropriate conventions to write a journal entry from the perspective of a colonist in the 1600’s. The student used Glogster to present their journal entry in either an interesting or engaging way.

√- The student minimally participated in the class discussion about the book and only answered one Bloom’s taxonomy question. The student somewhat determined the usefulness of the information from the book but did not create an accurate journal entry. The student used minimal appropriate conventions to write a journal entry from the perspective of a colonist in the 1600’s. The student used Glogster to present their journal entry, but it was neither interesting nor engaging.

0 The student did not participate in the class discussion about the book and did not answer any Bloom’s taxonomy questions. The student did not determine the usefulness of the information from the book and did not create an accurate journal entry. The student did not use appropriate conventions and did not write a journal entry from the perspective of a colonist in the 1600’s. The student did not use Glogster to present their journal entry.

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<th>Determined usefulness of info from book and used it to write journal entry</th>
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**Early Finisher Activity:**

Students who finish the journal entry early will choose from a selection of the *My Name is America* books to read. If they find any other interesting information while reading the books that is interesting to them, they can add it to their journal entry as an interesting facts section.

**Differentiation & Modifications:**

Peter will be seated near the front of the classroom so he can see the book clearly. This is also a good place for him because he needs to be near the teacher in case he has any questions or need clarification on any part of the task. Peter can write a journal entry that is an abbreviated version than what the other students are completing. He cannot yet complete writing tasks the same level as his peers, so requiring him to complete the same assignment but to a lesser degree is an appropriate modification for him.
Lesson 8: Early North Carolinians

**Essential Question:** How did early North Carolinians use, modify, and adapt the physical environment?

**Objectives:**

Social Studies-
- Goal 1: The learner will apply the five themes of geography to North Carolina and its people.
  - 1.04 Evaluate ways the people of North Carolina used, modified, and adapted to the physical environment, past and present.

English/Language Arts-
- Goal 2: The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.
  - 2.07 Determine usefulness of information and ideas consistent with purpose.
- Goal 4: The learner will apply strategies and skills to create oral, written, and visual texts.
  - 4.02 Use oral and written language to:
    - Present information and ideas in a clear, concise manner.
    - Discuss.
    - Interview.
    - Solve problems.
    - Make decisions.
- Goal 5: The learner will apply grammar and language conventions to communicate effectively.
  - 5.02 Demonstrate understanding in speaking and writing by usage of:
    - Pronouns.
    - Subject/verb consistency.
    - Verb tense consistency.
    - Subject consistency.

NC Professional Teaching Standards-
- Standard IV: Teachers facilitate learning for their students.
  - Teachers use a variety of instructional methods.
    - Employ a wide range of techniques using information and communication technology, learning styles, and differentiated instruction.
  - Teachers integrate and utilize technology in their instruction.
- Help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.

Theatre Arts-
- Goal 1: The learner will write based on personal experience and heritage, imagination, literature, and history.
  - 1.01 Participate in small group play writing.
  - 1.02 Create and enact short, stories, poetry, or personal experiences about North Carolina.
- Goal 3: The learner will design and produce theatre by conceptualizing and relaxing artistic interpretations for information or formal productions.
  - 3.01 Participate in making artistic choices in a small group.

Music-
- Goal 4: The learner will compose and arrange music within specified guidelines.
  - 4.03 Arrange simple compositions for voices or instruments.

**Vocabulary:**
- Colonist
- Plantation
- Indentured servant

**Materials:**
- Copies of chapters 3 and 4 from *The North Carolina Colony* by Susan E. Haberle
- “Dress-up” outfits for students who create a skit
- Music for students to use as background for their created song
- A few iPod touches
- A few computer with Garage Band application

**Before:** Have students choose two partners with whom they work well with and ask them to sit together in the classroom. Pass out the copies of the selected chapters from *The North Carolina Colony* to each group. Explain how each group of students will read the passages from the book to learn more about how the North Carolina colonists used, modified, and adapted the land. Tell them that once they are done reading in groups, they can choose one of a variety of ways to display their newfound knowledge so they can eventually share it with the whole class.

**During:** Using the information they learned about the ways early North Carolinians used, modified, and adapted the land, each group will create one of the following items:
  - a skit
  - a song

The goal of each group is to create some type of way to present the information about how early North Carolinians interacted with their physical environment to the class. They want to make it as interesting and engaging as possible. Each group must come to a
consensus as to which item they will create, and if any group is having conflict, remind them about working cooperatively in groups. Each group member must have some part of the presentation, so they need to make sure they equally distribute the responsibility of presenting the information.

Groups need to plan their performance out by writing down the words for their skit or song. Ask each group to be sure to pay careful attention to the way they use their words. Tell them how you will be looking for subject/verb consistency and verb tense consistency to be demonstrated throughout the piece.

After they have completed their planning for their skit or song, they will find a quiet area in the classroom or hallway and use either iPod Touches to record their skit or Garage Band to record their song. The teacher can help the groups that create skits record so that all students can participate.

**After:** Have a “showing,” similar to a Hollywood movie premiere. Have each group briefly introduce their performance and then play it so the rest of the class can watch it. Use a flashlight to imitate a spotlight and shine it on each group while they introduce their performance. If allowed, provide popcorn or other snack items that students can eat while watching the performances of other groups.

**Assessment:** Use each group’s presentation to determine if they successfully demonstrated their understanding of the objectives and essential question. Use the check system to evaluate each student on each of the objectives.

If a student receives a 0 or √- in any area, they need clarification since they did not successfully meet the objective. Group students with similar needs and provide a different experience for them that meets the same objectives that they did not originally understand.

- **√+** The student accurately determined usefulness of information from the book and used it to create a song or skit. The student presented their ideas via song or skit in a clear and concise manner that evidenced thorough planning. The student kept all of the following consistent throughout skit or song: subject/verb consistency and verb tense consistency. The student fully participated in their group by contributing to creating and presenting the skit or song.

- **√** The student somewhat determined usefulness of information from the book and used it to create a song or skit. The student presented their ideas via song or skit in a mostly clear and somewhat concise manner that evidenced planning. The student kept one of the following consistent through their skit or song: subject/verb consistency or verb tense consistency. The student mostly participated in their group by contributing to creating and presenting the skit or song.

- **√-** The student only slightly determined usefulness of information from the book and used it to create a song or skit. The student presented their ideas via song or skit in either slightly clear or slightly concise manner that evidenced minimal planning. The student only slightly kept one of the following consistent in the skit or song: subject/verb consistency or verb tense consistency. The student slightly participated in their group by contributing to either creating or presenting the skit or song.

- **0** The student did not determine usefulness of information and did not create a song or skit. The student did not present their ideas in a clear or concise manner and there was
no evidence of planning at all. The student did not keep subject/verb consistency or verb tense consistency at all in the skit or song. The student did not participate in their group by not helping with creating or presenting the skit or song.

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<th>Student</th>
<th>Determined usefulness of info from book and used it to create skit or song</th>
<th>Present ideas in a clear and concise manner</th>
<th>Kept subject/verb consistency and verb tense consistency throughout skit or song</th>
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**Early Finisher Activity:**
Any groups that finish preparing their presentation item early can provide visuals to enhance their presentations. This includes adding clothing or other props to a skit or creating a tune with which a song will be sung.

**Differentiation & Modifications:**

Allowing the students to choose the way they present their information in their groups provides an activity that meets the needs of different learners. Students like to choose the way they have to collect or present information, and this lesson gives them the freedom to do so.

Peter will not need to write anything for this lesson, so there will not be many modifications for him. He is expected to participate in his group’s activity and the teacher should ensure he has input in the writing of the song or skit. His group members should be students that treasure his feedback and ideas and incorporate them into the group work.
Lesson 9: How North Carolinians Affect the Physical Environment Today

**Essential Question:** How do North Carolinians today use, modify, and adapt the physical environment?

**Objectives:**

**Social Studies:**
- **Goal 1:** The learner will apply the five themes of geography to North Carolina and its people.
  - 1.04 Evaluate ways the people of North Carolina used, modified, and adapted to the physical environment, past and present.

**English/Language Arts:**
- **Goal 3:** The learner will make connections with text through the use of oral language, written language, and media and technology.
  - 3.04 Make informed judgments about television and film/video productions.
- **Goal 4:** The learner will apply strategies and skills to create oral, written, and visual texts.
  - 4.02 Use oral and written language to:
    - Present information and ideas in a clear, concise manner.
    - Discuss.
    - Interview.
    - Solve problems.
    - Make decisions.
  - 4.05 Use planning strategies to generate topics and organize ideas (e.g., brainstorming, mapping, webbing, reading, discussion).

**NC Professional Teaching Standards:**
- **Standard IV:** Teachers facilitate learning for their students.
  - Teachers use a variety of instructional methods.
    - Employ a wide range of techniques using information and communication technology, learning styles, and differentiated instruction.
  - Teachers integrate and utilize technology in their instruction.
    - Help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.

**Visual Arts:**
Goal 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.
  o 1.03 Depict sequence of events in artwork.

**Vocabulary:**
- Gulf oil spill
- Recycling

**Materials:**
- Video about Gulf oil spill: [http://www.youtube.com/watch?v=68bKMtnSuw&feature=related](http://www.youtube.com/watch?v=68bKMtnSuw&feature=related)
- Article about Lori Swaim from the Salisbury Post
- Article about Mark Vestal from The Fayette Observer

**Before:** Show the class the video that explains the Gulf oil spill that occurred last spring (see link above). Talk about the effects that that oil spill is going to have on the environment for years to come. Discuss ways that the people in the video were helping out to solve this environmental issue.

  Have students think-pair-share other ways that the environment around us (specifically in North Carolina) can be affected by our actions. Create a list on the chalkboard of ways that North Carolinians use, modify, and adapt the physical environment.

**During:** This portion will involve co-teaching, where each teacher is responsible for explaining a different person or group from North Carolina that has used, modified, and adapted the physical environment. The class will be divided in half so that each student has the opportunity to learn about the two different people/groups.

  Each teacher will talk about how what we do in North Carolina not only affects our state but the country and world. If we don’t use our resources wisely, there won’t be enough left for other people in other parts of the world. That’s why Lori Swaim began the recycling program in her county; she wanted citizens to use their resources more wisely and also protect the environment. Mark Vestal travelled to the Gulf Coast to help clean up the oil spill because the oil was floating in the ocean and was killing animals and destroying their homes. If the oil wasn’t cleaned up, it would have killed an even larger number of animals and continued to wash up on beaches.

  - Lori Swaim, Rowan County, NC recycling coordinator → began the recycling program in her county and has been sharing it with local schools and colleges
  - Mark Vestal, owner and president of Containment Control Inc. → travelled to Alabama and Florida to help clean up the Gulf oil spill this past spring

**After:** Give students a few minutes to brainstorm ways that we can positively affect and better the physical environment of the school, community, and world at large. Give them a chance to think-pair-share their idea and then ask each student to draw their ideas. In their artwork, they will depict their ideas as a series of steps that would need to occur.
They can include dialogue if it makes their artwork more understandable, and color if time permits.

Together, the co-teachers will lead a discussion about the ideas the students thought of. Have a few students share their artwork with the class. Create a list on the chalkboard of all their ideas, and choose one idea that will actually be taken to completion.

Create a timeline that displays the various steps spaced out so that the project can be completed over a few months. Ask for students to take responsibility for a small part of the project, so that as a class the project will come to fulfillment.

**Assessment:** Use the following chart to determine if the students successfully met the objectives and essential question. See the descriptions of the check system to evaluate each portion of each student’s work.

If a student receives a 0 or √- in any area, they need additional clarification on the topic. Group students with similar needs together and provide another activity for them that meets the goal in a different way.

√+ The student evaluated the ways people of North Carolina affect the physical environment. The student made judgments about the film clip and used it as a springboard for their idea. The student used oral and written language to create and display their idea. The student actively participated in the class-wide brainstorming and planning. The student created a piece of artwork that depicted one way to positively affect the environment, both locally and globally.

√ The student somewhat evaluated the ways people of North Carolina affect the physical environment. The student somewhat made judgments about the film clip but only partially used it as a springboard for their idea. The student used either oral or written language to create and display their idea. The student somewhat participated in the class-wide brainstorming and planning. The student created a piece of artwork that depicted one way to positively affect the environment, but only in a local way.

√- The student partially evaluated the ways people of North Carolina affect the physical environment. The student partially made judgments about the film clip but did not use it as a springboard for their idea. The student used either oral or written language to create their idea but did not use either to display it. The student only participated in either the class-wide brainstorming or planning, but not both. The student began but did not complete a piece of artwork that depicted one way to positively affect the environment, but only locally.

0 The student did not evaluate the ways people of North Carolina affect the physical environment. The student did not make judgments about the film clip and did not use it as a springboard for their idea. The student did not use language to create or display their idea. The student did not participate in either the class-wide brainstorming or planning. The student did not create a piece of artwork that depicted one way to positively affect the environment.

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<tr>
<th>Student</th>
<th>Evaluate the ways</th>
<th>Made judgments</th>
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<th>Participated in class-</th>
<th>Created a piece of</th>
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**Early Finisher Activity:**

If students finish the artwork activity early, they can add dialogue and color to make their idea stand out.
**Differentiation & Modifications:**

Peter will work in a group that has other students who can help him with understanding any materials he is confused about. He can work with the student who is a Spanish speaker but has strong English skills. He will especially enjoy the drawing portion of the lesson, since he’ll have the opportunity to complete a task in a way other than just writing.

**Lesson 10: How Physical Features Affect Movement Today**

**Essential Question:** How do the features of North Carolina’s environment effect movement today?

**Objectives:**

Social Studies-
- **Goal 1:** The learner will apply the five themes of geography to North Carolina and its people.
  - 1.05 Assess human movement as it relates to the physical environment.

English/Language Arts-
- **Goal 2:** The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.
  - 2.03 Read a variety of texts, including:
    - Fiction (legends, novels, folklore, science fiction).
    - Nonfiction (autobiographies, informational books, diaries, journals).
    - Poetry (concrete, haiku).
    - Drama (skits, plays).
  - 2.06 Summarize major points from fiction and nonfiction text(s) to clarify and retain information and ideas.
  - 2.07 Determine usefulness of information and ideas consistent with purpose.
- **Goal 4:** The learner will apply strategies and skills to create oral, written, and visual texts.
  - 4.06 Compose a draft that conveys major ideas and maintains focus on the topic with specific, relevant, supporting details by using preliminary plans.
  - 4.09 Produce work that follows the conventions of particular genres (e.g., personal and imaginative narrative, research reports, learning logs, letters of request, letters of complaint).
- **Goal 5:** The learner will apply grammar and language conventions to communicate effectively.
  - 5.04 Compose multiple paragraphs with:
    - Topic sentences.
    - Specific, relevant details.
    - Logical progression and movement of ideas.
    - Coherence.
Elaboration.

Concluding statement related to the topic.

Technology-

- Goal 3: The learner will use a variety of technologies to access, analyze, interpret, synthesize, apply, and communicate information.
  - 3.06 Use word processing as a tool for writing, editing, and publishing paragraphs, stories, and assignments.

Theatre Arts-

- Goal 1: The learner will write based on personal experience and heritage, imagination, literature, and history.
  - 1.01 Participate in small group playwriting.
  - 1.02 Create and enact short stories, poetry or personal experiences about North Carolina.

Vocabulary:

- Physical characteristics
- Physical environment

Materials:

- One Boone travel brochure per student
- One Winston-Salem travel brochure per student
- One Roanoke River travel brochure per student
- One Harcourt Social Studies textbook per student
- A computer lab with one computer per student that has a word processing application

Before: Hold a classroom discussion to talk about the reasons people choose to live in different areas of North Carolina. Ask students to think about different physical characteristics (weather, physical landscape, etc.) that would make people like one area more than another. Pass the brochures out to the students and give them a few minutes to look over and read them. Then, have them think-pair-share about the physical characteristics that might bring people to each of the three regions of North Carolina. They can use some of the new information they read in the brochures to help them with their answer. Ask students to share their ideas about why people choose to live in particular areas of the state.

During: Take the class to the computer lab and have each student sit at their own computer. Explain to them that they are going to write a persuasive letter to their parents to explain why they should move to a certain region of North Carolina based on the physical environment alone. They can use information from the class discussion or from the brochures to explain their reasoning. They can also use their textbook if they would like.
Before they begin writing, review some of the basic components that should be part of their paper. Talk about topic sentences and how they should explain the main focus of each paragraph in a clear and concise way. Talk as a class about why they should include relevant details in each paragraph. Explain that the details will help to make the persuasive letter more convincing and appealing to the reader.

Students should write three to four paragraphs about the topic to best explain their reasoning. Their writing would be considered a rough draft, so the mechanics do not have to be perfect. Remind them that it is a persuasive letter, so they should address the letter to their parents and sign it with their name at the bottom.

After: Students will form into groups based upon the region they wrote about. As a group, they will create and act out a short play that is no longer than two minutes. In this play, they will portray a child convincing a parent to move to a different region of the state based upon the information from the brochures. They can pull different aspects from each student’s letter together to create a play that all group members participate in.

Their play should include dialogue for each individual member so all students can participate. They should write out the dialogue and the teacher can make copies so that each student has their own copy.

Assessment: Use the following chart to determine if students met the objectives and essential question of the lesson. Use the check system to evaluate each component of each student’s product.

If a student receives a 0 or √- in any area, they need clarification since they did not meet the objective. Gather students with like needs and provide an activity that addresses the objective in a different way.

√+ The student read all three brochures and used information from them to clarify and explain their main topics in their letter. The student determined usefulness of the information in the brochures and accurately used it to write their persuasive letter. The student wrote a draft of their letter using a word processing document in which they successfully conveyed major ideas with appropriate supporting details. They composed at least four logical paragraphs that all had topic sentences and relevant details. The student actively participated in both the writing and performing of their group’s play.

√ The student read two brochures and used some information from them to clarify and explain their main topics in their letter. The student sometimes determined the usefulness of the information in the brochures and used some information to write their persuasive letter. The student wrote a draft of their letter using a word processing document but only sometimes conveyed major ideas with some supporting details. The student wrote three mostly logical paragraphs that had topic sentences and some relevant details. The student actively participated in either the writing or performing of their group’s play.

√- The student read one brochure and used little information from them to clarify and explain their topics in their letter. The student barely determined the usefulness of the information in the brochures and used little information to write their persuasive letter. The student wrote a draft of their letter using a word processing document but barely conveyed major ideas using few supporting details. The student wrote one or two illogical
paragraphs that may have had topic sentences but did not have relevant details. The student minimally participated in either the writing or performing of their group’s play.

The student did not read any brochures and did not use any information from them to clarify their topics in their letter. The student did not determine the usefulness of the information in the brochures and did not use any information to write their persuasive letter. The student did not write a draft of their letter using a word processing document and they did not convey major ideas nor did they use supporting details. The student did not write any paragraphs, so their writing did not have topic sentences or relevant details. The student did not participate in either the writing or performing of their group’s play.

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<tr>
<th>Student</th>
<th>Read all brochures and used info from brochures to clarify and explain main topics in letter</th>
<th>Determined usefulness of info in brochures and used it to write a persuasive letter</th>
<th>Wrote a draft of a persuasive letter using a word processing application to convey major ideas with supporting details</th>
<th>Composed multiple logical paragraphs with topic sentences &amp; relevant details</th>
<th>Participated in the writing and performing of their group’s play</th>
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Early Finisher Activity:
Students who finish their composition early will write about why they would not want to move to a particular region based on the physical environment. They can compare and contrast the differences between the two regions to further help them explain their reasoning.

Differentiation & Modifications:
Peter will compose a persuasive letter, but it can be 2-3 paragraphs instead of 3-4. Shortening the length of his assignment is appropriate for his current academic level since he is still learning English. By still requiring him to complete the same assignment, but modifying his exact requirements, he still gets to practice writing a letter and therefore work towards mastering the ELA objective.
Summative Assessment for the Unit

Give each student the opportunity to review information from the unit by visiting the glog. Allow them to explore the glog to refresh their memory about each of the five themes of geography. They can then choose from one of the following project assignments that will wrap up the entire unit:

- A travel brochure that discusses each theme of geography to explain the reasons why tourists should visit North Carolina. It should not only be an informational brochure but also persuasive, so people will want to visit the state.
- A poster that explores each theme of geography in North Carolina. It must be visually interesting and incorporate the information in a unique and creative way.
- A video where the student acts as a tour guide, explaining how others can explore each of the five themes of geography in North Carolina. Must be at least three minutes long.
- A short story that explores North Carolina through the eyes of a fictional character, who experiences each of the five themes of geography during their travels.

Use the following rubric to grade student work. See the point breakdown below the chart to determine each student’s score.

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<thead>
<tr>
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<th>Not Yet 1 point</th>
<th>Getting There 2 points</th>
<th>Got It! 3 points</th>
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Got It! 8-9 points = Student demonstrated a thorough and complete understanding of each of the five themes of geography in North Carolina. They used correct writing conventions throughout their work. They demonstrated their individual creativity in their project.

Getting There 5-7 points = Student almost demonstrated a partial understanding of each of the five themes of geography in North Carolina. They mostly used correct writing conventions in their work. They mostly demonstrated their creativity in their project.

Not Yet 3-4 points = Student did not demonstrate an understanding of each of the five themes of geography in North Carolina. They did not use correct writing conventions in their work. They did not use their creativity in their work.

Reflection

This project has been quite intimidating for me to complete. In the beginning of September, I received the guidelines and rubric for the unit plan, but I didn’t know what to think of it. There were so many different requirements that I didn’t even know where to start. Large projects that require me to work slowly over time are difficult for me because I don’t do well with setting my own deadlines. Even though I’m in my fourth year of college, I still struggle with breaking down large assignments into smaller, more manageable parts.

Once I finally got started on the project, I still felt overwhelmed. Was it best to write the two lessons I was going to teach first? Was it best to plan out the entire two weeks first? Should I choose objectives before I write the lessons or think of an idea that goes with the objectives? These questions and many more made the process of this project even more daunting.

I decided to plan out an essential question for each lesson of the two-week unit before I did anything else. This helped me to get the wheels turning in my head and to get on the right track to ensure all the requirements would be met. I then worked on the two lessons I taught in my internship classroom. By first working on the lessons I was going to
teach, my creativity was sparked and I was able to think of many other ideas for the other eight lessons.

I really wanted to incorporate as many cooperative group activities into my lessons as possible. Research has shown that working in groups is an effective way to teach children because it allows them to discover the knowledge and make it their own. Cooperative groups ask students to work together toward a common goal by tapping into their social nature. I've seen too many boring lessons in elementary classrooms where the students aren't really in charge of any portion of the activity. These lessons ask for the students to stay in their seats and be quiet. But fourth graders are chatty, personable people! Utilizing cooperative groups in the classroom in fourth grade is an excellent way to get the students more interested and involved in their own learning by providing them with exciting, engaging activities.

I learned that it can sometimes be difficult to infuse different topics, but the lessons that are created as a result are far more meaningful. Research has shown that lessons infused with many different subject areas help students connect ideas from one subject area to another. The more connections made to any topic, the better students can understand them. Integrated lessons and units are an effective way to not only meet at multiple objectives but also make more sense for students.

By infusing the different subjects together, I realized how many different literacy objectives I could meet in my lesson plans. By writing meaningful and engaging lessons, I could touch on three or four different literacy goals for a total of ten or so objectives. This will help me in my future lesson planning because if I take my time and create meaningful, interactive lessons I can meet many different objectives. Teaching is all about balancing
the needs of the students with the requirements of the state and county. By infusing literacy into social studies, I learned that social studies is a topic that should not be totally erased from the curriculum because students are not being tested on it. Rather, teachers need to be mindful planners and infuse literacy into these other topic areas to ensure their students will be well rounded.

I am still becoming comfortable with North Carolina’s Standard Course of Study. I do not yet have a firm mastery on all of the goals for fourth grade, but this project has helped me tremendously to be able to recognize the expectations of the students. In my future classroom, I would like to collaborate with my fellow grade-level teachers to create integrated units. By doing so, I will continue to learn more about and become more familiar with the objectives in the Standard Course of Study. This would also help me to become more comfortable with integrating if I have the support of my fellow grade-level teachers.

One area I still need to grow in is creating engaging early finisher tasks for lessons. Since I had never worked with that type of activity before, I really struggled with coming up with different ideas for each lesson. Sometimes I felt like the idea I had wasn’t extending the lesson topic any further, but rather just a time filler. By spending more time in the classroom and by working with my internship teacher, I will learn more about how to create good early finisher activities.

Overall, I think this unit plan project helped me to create effective lessons in a more time-efficient way. Since I had not written social studies lessons before this semester, this unit plan was a good way for me to practice that skill. Looking ahead to next semester, I
know I will be able to not only create meaningful and exciting lessons but also lessons that can incorporate many different subject areas.

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