The Regions of the United States

Essential Question:
Regionally, how much are we alike and different?

Objectives
- Identify characteristic landforms of the five major regions of the United States.
- Describe, compare, and contrast regional climates of the United States.
- Identify regional resources of the United States and how they are used.
- EQ: Evaluate the similarities and differences of the five major regions of the United States.

Social Studies Resources
- Scott Foresman Social Studies: pp. 11–13, 20–23, 27–29, 35

Reading and Content Support
- Scott Foresman Reading Street: “Paul Bunyan” Grade 4, Unit 3, Week 5
- Leveled Readers: These readers focus on the landforms, climate, and resources of the United States.

Blackline Masters
- Regions and Landforms (p. 5)
- My Lesson Guide (p. 6)
- Regional Resources (p. 7)
Make Learning Meaningful

Make Connections

To begin to consider the Essential Question, have students brainstorm how national regions can be defined.

- **Ask:** What physical characteristics help define a region of the country? (climate, landforms, resources) Can a region also be defined by the characteristics of its people? how? (size and ethnic background of population, urban and rural areas, major businesses and industries) Why do we define a region by using its physical characteristics, its people, or both?

Then have students test their connections to the chapter content by responding to the questions below. **Ask:**

- What do you know about landforms of other regions? How do landforms affect the way people get around?
- How does climate change from one region to another? How does a region’s climate affect how people live? What kinds of jobs depend on the resources of a region?

**Reading Support** “Paul Bunyan,” Reading Street: Grade 4, Unit 3, Week 5

Activate Prior Knowledge

Bring in a national weather map from a daily newspaper. Ask the students to brainstorm words to describe the weather in their region. Then, have students consider the weather and climate of other regions. **Ask:**

- How would you describe our weather today? three months ago?
- How is the weather different in other parts of the country? How is it the same?

Teach Knowledge and Skills

**Regions and Landforms**

- Have students read pages 11–13 of their text independently or as a class.
- Point out the five regions on the map on page 11.
- To help students use the map key and understand in which region certain states are located, do a state-region hunt. Say the name of a state and have students state the corresponding region.
- Then have students connect regions with landforms found there. Say the name of a region and have volunteers brainstorm adjectives to describe that area.
- **Ask:** Why are there regions?

**Content Support** Leveled Reader “The Shape of Our Land”
Climate

- Have students read pages 20–23 of their text. Direct students’ attention to the map on page 22 of their text, which shows the climate areas of the United States. Have them read the map key to learn about the climate characteristics of each area.
- Have students locate their home state on the climate map. Then have them select a state or part of a state in a different climate color zone and complete a Venn diagram to compare and contrast the climates of the two states.

Home State  Both  Other State

- Ask: What is the winter climate in Tennessee? (mild to warm winter, rains often) Is the winter climate in Wisconsin the same as in Tennessee or different? (different; Wisconsin has a cold winter and a medium amount of precipitation)

Content Support  Leveled Reader “Water Cycle and Weather”

Regional Resources

- Have students read pages 27–29 of their text, which describe renewable and nonrenewable resources found in the five regions of the United States.
- Place students in five small groups and assign each group a region. Direct students to review the pages for information about their region’s resources. Have them discuss what they know about their region based on personal experience.
- On the board, make a two-column chart with the headings Region and Resources and a row for each region. Then have each group record the resources from their region on the chart.

<table>
<thead>
<tr>
<th>Region</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northeast</td>
<td>manufacturing/industry, fishing, coal, soil/agriculture</td>
</tr>
<tr>
<td>Southeast</td>
<td>soil/crops, sugarcane, cotton, rice, cloth/clothing</td>
</tr>
<tr>
<td>Midwest</td>
<td>soil/crops, cows, hogs, milk/dairy, manufacturing/industry</td>
</tr>
<tr>
<td>West</td>
<td>silver, gold, cattle, forests, fish, crops</td>
</tr>
<tr>
<td>Southwest</td>
<td>cattle/plains, cotton, oil, natural gas, manufacturing</td>
</tr>
</tbody>
</table>

- When finished, encourage students to discuss how each region’s resources might contribute to the way of life of the people who live there.

Content Support  Leveled Reader “Using Natural Resources”
Process and Assess

Process Knowledge
Have students complete Questions 1–6 under Facts and Main Ideas on page 35 of their text.

Assess Understanding: Connect to the Essential Question

Questions and Scenarios Have students use one or more of the questions and scenarios below to relate the chapter content to the Essential Question: Regionally, how much are we alike and different?

- A travel company has hired you to create a regional map of the United States for their Web site. As you create your map, consider the following questions: How will you identify each region? What landforms and bodies of water will you include, and why? What other details do you think should be included?
- You have always lived in New York City, and now your family is moving to Houston, Texas. How will the climate differ? How might it be the same? How might the move affect your daily life?
- A local government council is considering changes to rules on the use of the area’s natural resources. Submit a short statement to the council describing why respect for your region’s natural resources, such as land, water, and air, is essential to the local economy.

EQ Activity Have each student select a state from a region outside of their home region. Tell students to imagine that a school committee will allow the class to take a trip to explore life in another region of the country. Explain that their mission is to give the committee information about the state of their choice to persuade them to select their state for the visit. Students will make a one-page flyer and should note how the area is similar to and different from their home region, and what lessons students can learn from those similarities and differences.

Notes and Feedback
Lesson 1: Regions and Landforms

Directions: Complete the chart using the landforms and descriptions in the box. You may use your textbook.

<table>
<thead>
<tr>
<th>Region</th>
<th>Landforms and Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northeast</td>
<td>contains only four states</td>
</tr>
<tr>
<td></td>
<td>rich farmland in Arkansas and Louisiana created by Mississippi and Red Rivers</td>
</tr>
<tr>
<td></td>
<td>highest and lowest landforms and temperatures in United States</td>
</tr>
<tr>
<td></td>
<td>Mississippi, Ohio, and Missouri Rivers flow through</td>
</tr>
<tr>
<td></td>
<td>Appalachian Mountains run through Maine</td>
</tr>
<tr>
<td></td>
<td>home to deserts and canyons</td>
</tr>
<tr>
<td></td>
<td>mostly hilly and rocky along the Atlantic coast; good farmland to the west</td>
</tr>
<tr>
<td>Southeast</td>
<td>Mammoth Cave system in Kentucky</td>
</tr>
<tr>
<td></td>
<td>some rolling hills, such as Smoky Hills in Kansas</td>
</tr>
<tr>
<td></td>
<td>Rocky Mountains in New Mexico and part of Texas</td>
</tr>
<tr>
<td></td>
<td>includes Alaska and Hawaii</td>
</tr>
<tr>
<td></td>
<td>bordered by four of five Great Lakes</td>
</tr>
<tr>
<td></td>
<td>fertile, green valleys and heavy forests</td>
</tr>
<tr>
<td></td>
<td>Atlantic Coastal Plain</td>
</tr>
<tr>
<td></td>
<td>Death Valley</td>
</tr>
<tr>
<td>Midwest</td>
<td></td>
</tr>
<tr>
<td>Southwest</td>
<td></td>
</tr>
<tr>
<td>West</td>
<td></td>
</tr>
</tbody>
</table>

Notes for Home: Your child learned about the five regions of the United States and the landforms that are unique to each one.
Home Activity: With your child, use information from this lesson to compare and contrast the region in which you live with the other regions in the United States.
My Lesson Guide

Directions: The details below explain how water gets from the ground into the air. Write each detail in the correct order in the chart.

• The gas forms drops when the air cools.
• Rain flows into rivers and streams and back into seas and lakes.
• The drops gather together to form clouds.
• Energy from the sun changes water into a gas that rises in the air.
• The big drops fall to the ground as rain or snow.

Talk About It

Work in small groups. Talk about the things you can do outside during different parts of the year. What are some activities you can do in the winter when there might be snow on the ground? in the warm summer weather? Then talk about the activities you think would be most fun and explain why you think so.

Notes for Home: Your child learned about climate and weather.

Home Activity: Have your child explain the different factors that affect the weather.
Lesson 3: Regional Resources

Each of the five regions of the United States has special resources.

Directions: Classify each resource as Renewable or Nonrenewable.
Then write at least one region in which each resource can be found.
You may use your textbook.

1. livestock
2. cotton
3. corn
4. fish
5. timber
6. silver
7. natural gas
8. coal
9. gold
10. oil
11. sugarcane
12. rice
13. wheat

Notes for Home: Your child learned about the special resources of each region of the United States and the effect of these resources on industry.

Home Activity: With your child, make a list of all the human resources with whom you or your child has had contact today.