

U.S. REGIONS COMPARISON



Time: 1 class period for Teach/Model and Guided Practice; several class periods or homework nights for Independent Practice; 1 class period for Closure; additional class periods or homework nights for Extend/Enrich, if desired

Instructional Goals:

- The student will use the PebbleGo Next State Studies and American Indian History online database to research three U.S. states, each state representing a different geographic region of the country.
- The student will navigate an online database to locate needed information.
- The student will take research notes on each state for comparison purposes.
- The student will create a triple Venn diagram comparing the states.
- The student will discuss research findings with the class and work to draw conclusions as to general similarities and differences between the geographic regions of the United States of America.

Materials/Resources:

- PebbleGo Next online database
- Additional information sources, such as the U.S. Census Bureau's "State and County Quick Facts" website (<https://www.census.gov/quickfacts>) and the U.S. Diplomatic Mission to Germany's "The Regions of the United States" website (<https://usa.usembassy.de/travel-regions.htm>)
- Map for identifying the U.S. regions and the states located in each region, such as the one found on the main landing page of the PebbleGo Next States database.
- Note-taking graphic organizer, such as U.S. Regions Comparison Notes
- Free app or website for creating Venn diagrams (search for "Venn diagram app" online or in applicable app store) or copies of Triple Venn Diagram handout

Procedures/Lesson Activities:

Focus

1. Brainstorm with students what words come to mind when asked to describe their home state. Make a list of the words they provide.
2. Now ask students to brainstorm words to describe a state from a vastly different geographic region in the United States that many may be somewhat familiar with, such as California, Colorado, Arizona, or Texas. (Students may provide common stereotypes for this state based on limited knowledge about the state.)

Teach/Model

3. Ask students how their home state and the other state are similar and how they are different.
4. Show students a map of the U.S. Regions, such as the one in PebbleGo Next or find another version online. (Regional breakdowns vary by source. Use the one most appropriate for this grade level.)

5. Discuss with students how different regions of our country vary in culture and geography. Explain to students that these regions are not determined by the government.



Guided Practice

6. Ask students what they think determines the different regions of our country (examples may include common weather, landforms, business opportunities, and history). Make a list of these ideas for students to refer to during their research.
7. Ask each student or pair of students to select three states, with each state representing a different region of the United States.
8. Explain to students that they will research these states in order to complete a triple Venn diagram comparing the states. As a class, students will discuss their comparisons and draw conclusions about the different regions of our country.
9. Tell students they will use the general categories brainstormed earlier to guide their research. (If needed, as a class, select the top several choices for everyone to use in their comparisons, such as weather, landforms, business/economy, etc.).

Independent Practice

10. Students research their three states, using PebbleGo Next, as well as additional information sources, if needed.
11. Have students take notes on the class-selected categories, making sure to cite their sources as they work. Students may record their information using a note-taking graphic organizer, such as the U.S. Regions Comparison Notes handout.
12. Students analyze their state research notes to complete a triple Venn diagram for the three states. Students may create a hand drawn triple Venn, use a free Venn diagram app, or complete the Triple Venn Diagram handout.

Closure

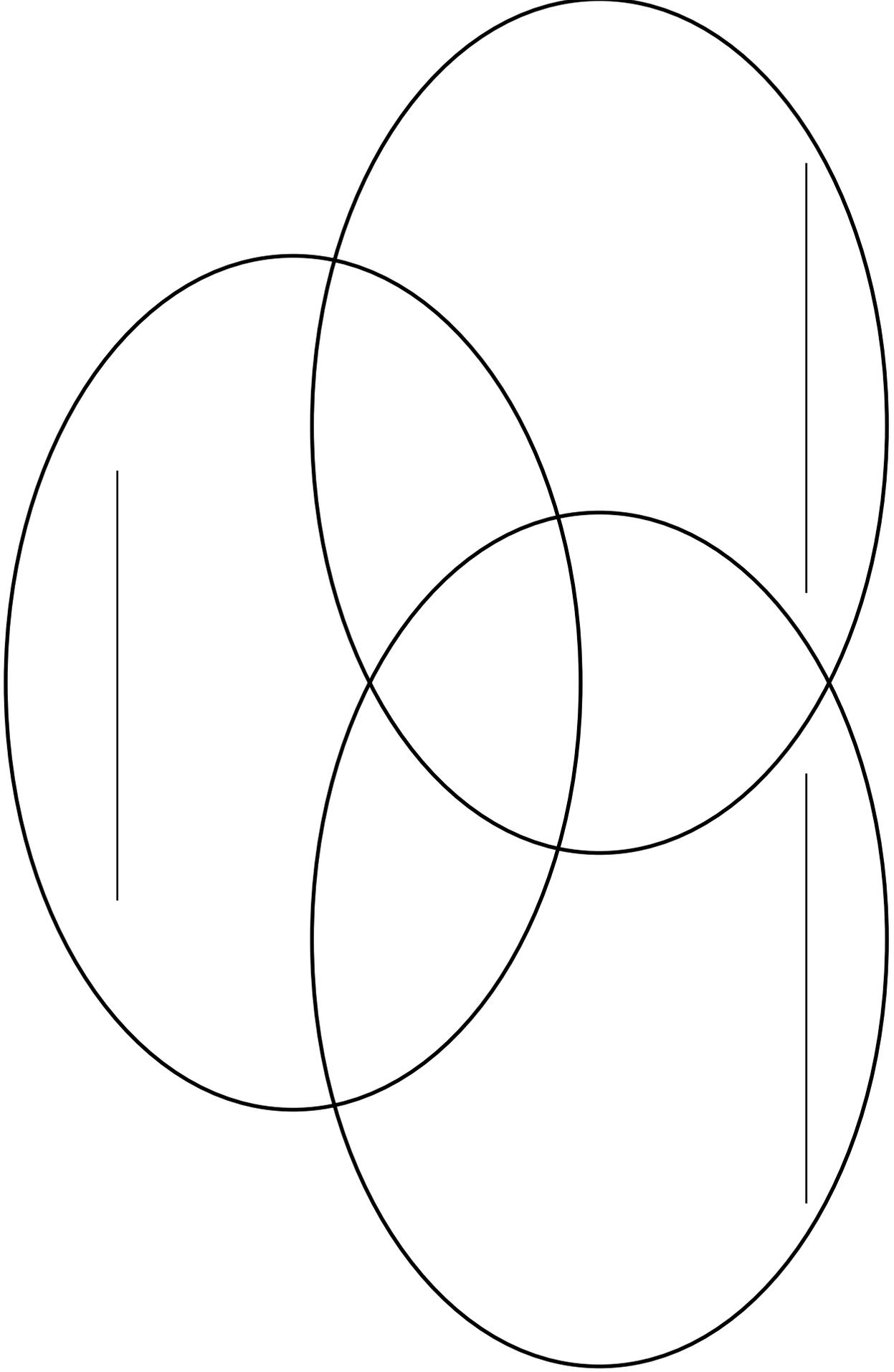
13. Students explain their triple Venn diagrams with the class.
14. As a class, analyze the triple Venn diagrams to create generalizations for each region of the United States. Discuss the unique attributes of each geographic region.

Extend/Enrich

15. Students can create a visual or multimedia product, such as a short video or slideshow, which illustrates the unique attributes of one of the geographic regions of the United States.

Triple Venn Diagram

Name _____



U.S. Regions Comparison Notes



State: _____ Name _____

Complete one set of notes for each state you are researching.

General Information

This state was the _____ state of the United States.
(ordinal number)

Statehood (When did it become a state?) _____

Location in the U.S. _____

Major industries

People

Population _____

Races and ethnicities in population _____

Immigrants' countries of origin _____

Cities

Capital city _____

Other major city _____

Landmarks and other interesting things to see and do

Geography Landforms (for example, mountains, rivers, beaches, prairies)

Climate (What is the weather usually like?)

Other Interesting Facts

Bibliography
