

## Let's Move!

**WebQuest Description:** Discovering Regions in 4th Grade Social Studies

**Grade Level:** 3-5

**Curriculum:** Social Studies

**Keywords:** regions maps USA

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### Introduction

Picture yourself on a sandy beach in Florida, skiing on a snow-topped mountain of Colorado, or walking down a busy street in New York City. Have you ever dreamed of moving to an entirely different part of the country? What if you had that chance? Where do you think you might move?

### Tasks

Your parents have informed you that your family will soon move to a new region of the country for their jobs. You will either be moving to the West, the Northeast, or the South - it is up to you to choose. You must research this new region of the country and create a presentation for your parents based on the research you find to persuade them about why your family should move there. It is up to you to find as much information as you can before the big presentation day. You will include vocabulary terms, information about landforms, maps, facts about your new region and other materials to help spice up your presentation. Make sure you check everything out about the region you are moving to so you will be prepared to answer all of your parents' questions! As part of your presentation, you will also have to compare and contrast the human and physical characteristics of the region to which Michigan belongs (the Midwest) with those of the region in the United States which you will be moving to. You will be working with a small group of classmates (who are moving to the same region as you) to determine the human and physical characteristics of Michigan as well as your new region in order to help you with this part of the project.

### Process

1. The first thing you need to do before you begin packing your boxes is figure out where you would like to move! To do that, you need to complete the Geography Interest Inventory found in the Resources section (see below). Once complete, you will be assigned to the region that is right for you. Before you begin working on the Interest Inventory, you will watch a one-minute Introduction section of a video listed in Step #1 of your Process Page Resources (see below). All of the Resources you need to find will be listed in order by Step number on this page. This will give you a quick visual of all the wonders that the regions of the U.S. have to offer! You will also view a map of the 4 regions we will be working with created by the U.S. Census Bureau. These regions are: Northeast, South, West, and Midwest. There are a few more things you need to know before you begin. You will be working with several important terms including climate, as well as human and physical characteristics of your regions. You will complete a vocabulary strategy called the Concept Wheel to reinforce these terms. Your teacher will model how to complete a Concept Wheel before you begin (see below for assigned Concept Wheel). The resource(s) you will need to complete your Concept Wheel are in Step #2 of the Process Page Resources (below). (place students in groups according to region preferences based on Geography Interest Inventory results)
3. Now that you know which region you will be moving to, it is time to start your research! To help, you have a wonderful team of fellow students who will be learning about your new region right alongside you. You will work together to gather information about your new region as well as to compare it to the one we already live in (the Midwest). This information about your new region will be put into a form called an I-Chart. You will complete one part of the I-Chart at a time, with help from resources and your group members. Your teacher will model for you how to begin completing the I-Chart. Before you begin filling it out, you need to think as a group about what you would like to know about your region. Brainstorm at least 3 questions and list these on the back of your I-Chart. Remember to keep in mind the questions that all good geographers ask in examining United States geography: Where is this region? What is it like there? How is it connected to other places? Let's begin! The first item you will need to research about your region will be the climate. You will want to know what the weather patterns over time will be like around your new home. Resources for the climate section of your I-Chart may be found in Step #3 of the Process Page Resources (below).
4. Next, you will need to research the human characteristics and physical characteristics of your new region. Resources for your I-Chart may be found in Step #4 of the Process Page Resources (below).
5. The final "Interesting Facts" box on your I-Chart is for you to determine. You can decide if you want to fill it with interesting facts you found out about the states in your region, or if you would like to put in information about landforms or natural resources that your region may have to offer. For resources, see Step #5 of the Process Page Resources (below).
6. You will collaborate with your group members to research the climate, human and physical characteristics of the region to which Michigan belongs (the Midwest). Each member of your group will be assigned one of these categories on the I-Chart to research. You will come together as a group to share and discuss what you found after you have completed your research. Midwest resources are found in Step #6 of the Process Page Resources (below).
7. Now that you have completed your I-Chart, please

go to the websites listed in Step #7 of the Process Page Resources for a final review of information about your region. Then use the Read, Remember, Represent and Retell form in the Resources section below to create a quick-sketch of what your region looks like to you when you picture it in your mind. This could include landforms or other physical characteristics, human characteristics, or anything else unusual to your region that you are visualizing. Your teacher will model for you how to complete a Read, Remember, Represent and Retell before you begin. 8. You have a good visual image of your region with all the information written down that you need. Now, you are ready to begin your PowerPoint. Each column on the I-Chart will be a separate slide on the PowerPoint. You may borrow images from Google Images, askkids.net or any of the websites referenced above or in our Resource page for your PowerPoint. Your PowerPoint should include a title slide and at least four slides about your new region, with at least one slide comparing the new region to the Midwest. Remember to include vocabulary terms learned from your Concept Wheels and I-Charts, as well as maps and any other information that might be helpful. Each slide must have at least one picture. 9. Your PowerPoint is almost ready to share, but before you present it to your parents, you must present it to your group members. Each one of your PowerPoints will be different even though you researched the same region! 10. You are finally ready for the big day! Your parents are coming in to find out why they should move to the new region you have carefully researched and discovered everything there is to know about. Good luck on your presentation. You will be terrific!

## Evaluation

Assessment: Students will be formatively assessed using a checklist to see that they have completed the steps of the WebQuest, including the I-Chart and viewing all videos, websites and other materials. Students will be summatively assessed using the evaluation rubric found below. Students: Please print a copy of the rubric found in the Resources section below. You will be evaluated using this rubric. Teachers: Please download the attached evaluation rubric found in the Resources section below.

Category and Score					Score
				Total Score	

## Conclusion

If you have finished early or would like to try some extra brainteaser opportunities, this is the place for you! Here you will find fun games and websites with more information about the states and regions you have spent time learning about. Have fun as you learn!

**GeoMystery:** Play a fun guessing game about different states, countries and counties in North America.

<http://www.ri.net/RIGeo/rigea/mystery/intro.html> \*USA Geography Online Map Games:

[http://www.sheppardsoftware.com/web\\_games.htm](http://www.sheppardsoftware.com/web_games.htm) \*Get to a fun game on the following website using these steps: 1. Click on Play GeoNet2. At Choose a Map, click on the map of the United States 3. Choose a flag to start a game 4. Choose a category:

Example~The World in Spatial Terms 5. Start the game! <http://www.eduplace.com/geonet/>

## Teacher Page

Grade Level Content Expectations 4th Grade Social Studies: G1.0.1: Identify questions geographers ask in examining the United States (e.g., Where is it? What is it like there? How is it connected to other places?); G2.0.2: Compare human and physical characteristics of a region to which Michigan belongs (e.g., Great Lakes, Midwest) with those of another region in the United States. 4th Grade Language Arts: Speaking: Discourse; S.DS.04.03 Students will respond to multiple text types by reflecting, making connections, taking a position, and/or showing deep understanding. Technology Communications Tools: By the end of 5th grade each student will: 1. use basic telecommunications tools (e.g., e-mail, WebQuests, IM, blogs, chat rooms, web conferencing) for collaborative projects with other students. Source Choices: I have to admit that it was difficult to find quality sources that used the same definition or breakdown of regions. I decided to use the U.S. Census Bureau's breakdown of regions, which breaks the U.S.A. into four major regions. I then chose sources based on this breakdown of the U.S.A. I pulled in books as well as videos from Discovery Education and other websites that had varied information about the four regions so that students would be able to find everything they needed for their I-Charts. Inquiry Process Steps: Immerse: Students are immersed in the language of the project in a concept wheel; vocabulary exercise at the beginning that introduces them to the words that they will be working with throughout the entire project. Investigate: Students investigate their particular region by watching videos and researching information to complete an I-chart organizer that helps them organize the information they discover about their region. Coalesce: Students take the information they have learned and synthesize it when they complete a Read, Remember, Represent and Retell page. Each student will create a visual of their region that will help them before they create their final presentation. At this point, they are putting down on paper the things that are popping out to them in their minds about their region, be it physical or human characteristics, interesting facts or anything else they have learned along the way. Go public: Students practice presenting in front of the small group they have been working with before they present in front of their parents. Conclusions presented: Parents are coming in for a special presentation day to watch their children present the PowerPoints they have created to the class. Audience's role: Each member of the audience (parents included) will be given a sticky note to write down one thing they learned about the region, and whether or not they

think they would ever move there once the presentation is done. These will be collected around the room on posters with the different region names for students and parents to view after the presentations are complete. Differentiation: Students choose which region they would like to move to and research based on their interests and the Geography Interest Inventory that they complete. Assessments: Summative: Students print out a copy of the final rubric so that they can see the four GLCEs (see above) that they will be evaluated on as they complete the WebQuest and put their PowerPoint presentations together. Formative: The teacher will formatively assess students with a checklist as students make their way through the WebQuest, ensuring that students are completing each step of the process accurately and to the best of their ability. Students will be informally assessed to see that they are completing the vocabulary Concept Wheels, the I-Chart, the Read, Remember, Represent, and Retell strategy activity, and the PowerPoint presentations.

**Standards**

**Credits**

**Other**