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Title:	About the U.S.A.
Grade Levels:	2-5
Curriculum Areas:	🖥️ Social Studies
Lesson Objectives:	<ul style="list-style-type: none"> 🖥️ Students will learn that the United States itself contains a variety of climate zones and geographical features, abundant animal life, and many cultures. 🖥️ Students will use a variety of resources to research and learn about the United States.
La. Content Standards:	<p><u>GEOGRAPHY: Physical and Cultural Systems</u> Students develop a spatial understanding of Earth's surface and the processes that shape it, the connections between people and places, and the relationship between man and his environment. G-1A-E2 locating and interpreting geographic features and places on maps and globes; (1, 2, 3, 4) G-1A-E3 constructing maps, graphs, charts, and diagrams to describe geographical information and to solve problems; (1, 3, 4) G-1B-E1 describing and comparing the physical characteristics of places, including land forms, bodies of water, soils, vegetation, and climate; (1, 3, 4) G-1B-E2 identifying and describing the human characteristics of places, including population distributions and culture; (1, 3, 4) G-1B-E4 defining and differentiating regions by using physical characteristics, such as climate and land forms, and by using human characteristics, such as economic activity and language; (1, 3, 4)</p>
Technology Guidelines:	<p>4. Technology Research Tools (<i>Linking and Generating Knowledge Foundation Skill</i>)</p> <ul style="list-style-type: none"> • Students use appropriate technology to locate, evaluate, and collect information from a variety of sources. • Students use technology tools to process data and report results. <p>5. Social, Ethical, and Human Issues (<i>Citizenship Foundation Skill</i>)</p> <ul style="list-style-type: none"> • Students understand the ethical, cultural, and societal issues related to technology. • Students practice responsible use of technology systems, information, and software. • Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity. <p>6. Basic Operations and Concepts</p> <ul style="list-style-type: none"> • Students demonstrate a sound understanding of the nature and operation of technology systems. • Students are proficient in the use of technology.
Technology Connection:	🖥️ Computer with internet access

	<ul style="list-style-type: none">  Gale Group/Worldbook online  World Atlas http://www.worldatlas.com/webimage/countrys/namerica/us.htm  Stately Knowledge www.ipl.org/div/kidspace/stateknow/  50 States.com http://www.50states.com/
Procedures:	<ul style="list-style-type: none">  The purpose of this activity is to give students an awareness of some of the major geographical and cultural differences in the United States. The focus will primarily be on New England states, the Deep South, parts of the Mid-West, Hawaii, and Alaska.  Begin by asking students to name the state that we live in.  Have students name other states that they have visited.  Explain that the United States is one country, but it is made up of different areas or regions.  Tell students that they will be learning about several different regions or areas of the United States. (If you wish you may place students in pairs or small groups)  Give students a chart/table with columns labeled with information that students are to research and list for each region and rows listing the different regions.  Students will research through books, encyclopedias, and the internet.  In addition to the chart, students will complete a bubble map with information that they have gathered about 'their' state.  Students will present their findings orally as a culminating activity.
Assessment:	<ul style="list-style-type: none">  Completed chart  Bubble map
Materials:	<ul style="list-style-type: none">  Chart  Computer with Internet access  Outline maps of the states studied  Printed and online reference materials  U.S. map and/or globe
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