

Rambling through the Regions

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Roanoke County Schools

Grade Level: 4

Time allotment: Two 45-minute sessions

Overview: The state of Virginia is separated geographically into five distinct regions. Each region can be identified by unique geographic characteristics and the economic features, many of which are still evident today.

Subject Matter: Virginia History and Geography

Learning Objectives:

Student will be able to:

- Identify the five regions of Virginia
- Describe geographic characteristics of each region
- Plan a field trip to an identified region

Standards: Virginia Standards of Learning which can be found at:

<http://www.pen.k12.va.us>

VS.1i,

- Analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events.

VS.2b

- Locating and describing Virginia's Coastal Plain (Tidewater), Piedmont, Blue Ridge Mountains, Valley and Ridge, and Appalachian Plateau.

Media Components

Video:

Virginia Pathways, #101 "Taxes and Transportation"

Website:

ROAD TRIP! WebQuest <http://www.rcs.k12.va.us/tech/roadtrip/roadtrip.htm>

This WebQuest promotes knowledge of the five regions of Virginia by tasking students with the job of evaluating and advertising a region for the class to visit on a field trip.

Materials

For Entire Class:

- Dividing tape or streamers (to create regions within your classroom)
- Box of Virginia products
- Paper plates
- Images that represent aspects of each region
- Tape
- Map of Virginia (<http://www.virginia.org/site/main.asp?referrer=Virginia>)

For cooperative groups of 3-5 students:

- 1 computer with Internet Access
- Activity packet for WebQuest to include:
 - 1 folder
 - A slip of paper identifying the assigned region
 - Virginia regions with counties .PDF
 - The ROAD TRIP Planner worksheet
 - The ROAD TRIP Evaluation rubric

Prep for Teachers:

Prior to teaching this lesson, bookmark the web site used in the lesson on each computer in the classroom.

Prepare the hands-on elements of this lesson by:

- 1) Displaying a map of Virginia in a prominent location.
- 2) Dividing your classroom into 5 regions – 1 representing each region of Virginia.
- 3) Placing various images and materials that represent the regions of Virginia in a container.
- 4) Copying the Virginia Regions with counties.PDF, the ROADTRIP Planner worksheet and the ROAD TRIP Evaluation rubric. Prepare 5 folders (containing each of these documents).
- 5) Taping images that represent the regions of Virginia to the bottom of paper plates.

When using media, provide students with a **FOCUS FOR MEDIA INTERACTION**, a specific task to complete and/or information to identify during or after viewing of video segments, Web sites, or other multimedia events.

Introductory Activity:

Step 1:

Show image of the state of Virginia, divided into geographic regions. Review with students the names of each region. If you need a map, the PDF. Attachment should be printed, created as a transparency, and displayed on an overhead.

Tell students that they are going to use party streamers or colored tape to section the classroom into the regions of Virginia, which will prompt the students to answer simple questions.

Ask, “Should all of the regions be the same size? “ (No)

Ask, “Which should be the smallest?” (Appalachian Plateau) Mark this region with a streamer on the West side of the room.

Ask, “Which region is next to the Appalachian Plateau?” (Valley and Ridge) Mark this region in a different colored streamer next to the Appalachian Plateau.

Ask, “Which region is next to the Valley and Ridge?” (Blue Ridge Mountains) Mark this region in a different colored streamer next to the Valley and Ridge.

Ask, “Which region is next to the Blue Ridge Mountains?” (Piedmont) Mark this region in a different colored streamer next to the Blue Ridge Mountains.

Ask, “Which region is next to the Piedmont?” (Coastal Plains) Mark this region in a different colored streamer next to the Piedmont.

Step 2:

- Divide students into 5 teams (1 per region).
- Present a box containing images and items that are found in the various regions. A team member may go to the box, select an item and carry it to the correct region. If the team member is correct, the team gets a point.

Suggested items or images:

Images: the State Capitol, Virginia Tech, University of Virginia, the Mill Mountain Star, Jamestown, Luray Caverns, the Appalachian Trail, Wintergreen Resort, Williamsburg, Monticello, Mount Vernon.

Items: coal, wool, textiles, peanuts, cotton, seashell, apple, etc.

- The teacher can organize this information visually using Inspiration, Kidspiration, a T-Chart or the Whiteboard.
- Ask students leading questions such as:
 - Are similar items found in every region? (No)
 - Are similar items found in some regions? (Yes)
 - Give examples of items that can be found in more than two regions. (Examples: produce, livestock, natural resources)

Learning Activity:

Ask your students, “How many regions are found in Virginia?” (Five) **Tell** your students, “Today we are going to learn about the regions of Virginia and what makes each unique and interesting.”

1. Introduce the Video, *Virginia Pathways, #101*. **Provide a Focus for Media Interaction** by saying: “Watch this video clip and think of places you might visit in Virginia.” **Play** the first minute and 15 seconds of the video. **Pause** the video when Kim, (the girl sitting on the ground) says, “Did somebody say vacation?”

Ask, “Has anyone gone on vacation in Virginia? Tell me some of the places you have visited.” Students will volunteer information about places they have visited around the state. Accept all responses that place the students within the state boundaries.

2. **Focus for Media Interaction -Say**, “Let’s see where these children want to go on vacation. I’ll be asking you to name both the vacation spot and which region of Virginia that vacation spot might be found in. Let’s also look for the problem that the coach has.” **Resume** the video and play it for approximately 40 seconds – **Pause** it after the soccer coach says that she has soccer tournaments all over the state but hasn’t figured out how much they will cost.

Ask,” Where do these children want to go on vacation?” (The beach, the mountains, museums, The State Capital)

Say, “In which region of Virginia do you find the beach?” (Tidewater)

Say, “In which region of Virginia do you find mountains?” (Blue Ridge, Ridge and Valley) **Note: some students may say the Appalachian Plateau is mountainous. This region is geologically classified as a plateau, but appears to be hilly in some locations due to erosion caused by a density of streambeds.*

Say, “Could museums be found in more than one region of Virginia?” (Yes)

Say, “In which region of Virginia do you find Richmond, our State Capital?” (Piedmont)

Say, “What about the coach? Who remembers the problem she has?” (She has soccer tournaments around the state, but hasn’t figured the cost yet.)

Say, “Where might these soccer tournaments be played?” (All around the state. Students may volunteer specific locations and cities based on personal experience. If the specific locations are within the state boundaries, the answers may be considered correct.)

Say, “If the tournaments are played around the state, would the teams be visiting different regions of Virginia?” (Yes)

3: **Focus for Media Interaction – Say**, “Let’s see how the students will help the coach plan her tournaments. Look carefully to find where the students go to locate information and what resources they use.” **Resume** the video and play for approximately one minute. **Pause** the video when the coach enters the library area where the students are working on their project.

Ask,” Where did the students go to get information about the areas that the tournaments might be played?” (The library)

Ask, “Who can name some of the resources the students are using to get information?” (Maps, the computer, the Internet, books)

4. **Focus for Media Interaction – Say**, “Let’s find out what the students discover and what the coach discovers. Watch carefully for the two important features of Richmond that

are mentioned in this clip.” **Resume** the video and play for approximately 50 seconds, until the coach suggests they meet again tomorrow.

Say, “What areas did the students come up with?” (Caves, Mountains, Beach)

Say, “What area did the coach come up with?” (Richmond)

Say, “Name two important features of Richmond? (Federal Reserve Bank, laws are made there)

5. **Ask**, “Is it possible to hold a soccer tournament in each of the regions?” (Student answers may vary. If students focus on the caves, the hiking trails and the ocean, they might say “no”, but of course the correct answer is “yes”. Prompt students to think about the regions that those features exist in. It is possible for a soccer tournament to be housed in each region.) Give a **Focus for Media Interaction-Say**, “The next part of our video talks about transportation and taxation. We will watch that segment at a later date when we study those concepts. Today we are just talking about traveling to different regions within the state of Virginia. In this next clip, you’ll want to look for the name of the major highway that runs from the Eastern part of Virginia to the Western part of Virginia. Watch carefully to see which major cities this highway runs through. We’ll also look for the highway that runs North and South through Richmond and find out why it is called an Interstate.”

Fast forward the video until the time on the VCR reads approximately 11 minutes and 20 seconds. (The children are sitting around a table and the coach says, “Ok, let’s get down to business.”) **Resume** the video and play for approximately 25 seconds. **Pause** the video after the student defines Interstate.

Ask, “Which major Virginia Highway goes from East to West?” (64)

Say, “Name some cities this highway passes through.” (Norfolk, Richmond, Charlottesville)

Ask, “In which region does Norfolk reside?” (Tidewater)

Ask, “In which region does Richmond reside?” (Piedmont)

Ask, “In which region does Charlottesville reside?” (Piedmont)

Ask, “If we were visiting a different region of Virginia, might we travel on 64?” (Yes)

Ask, “Is there another highway that runs North and South through Richmond?” (Yes)

Ask, “What is the name of that highway?” (I-95)

Ask, “What does the “I” stand for?” (Interstate – a highway that connects 2 of more states)

Ask, “If we were visiting a different region of Virginia, might we travel on I-95? (Yes)

6. **Focus for Media Interaction – Say**, “Let’s see what other major highways we could use to visit regions of Virginia.” **Resume** the video and play for approximately 10 seconds until the coach says, “... that’s two of the cities where we are playing soccer tournaments.” **Pause** the video.

Ask, “What is the name of the Interstate highway that runs up the Western side of Virginia?” (I-81)

Ask, “If we were going to visit a different region of Virginia, might we travel on I-81?” (Yes)

Ask, “So do major highways travel through all regions of the Virginia?” (Yes)

7. **Focus for Media Interaction – Say** “Let’s see what else they need in order to plan the trip.” **Resume** the video and play for approximately 15 seconds until the coach says they’ll need to create a budget.

Say, “Would it cost more to travel to some regions of Virginia than others?” (Yes)

8. **Focus for Media Interaction-Say**, “Let’s find out what types of things they need to plan for when visiting different regions” **Resume** the video and play for approximately 30 seconds. **Stop** after the student says “...don’t forget state sales tax”.

Ask, “What needs to be considered first when planning a trip to another region?” (The destination of the trip)

Ask, “What other expenses should be considered?” (Food gas, hotel and sales tax)

Say, “There’s a lot to think about when planning a trip in Virginia, isn’t there?” (Yes)

Culminating Activity:

Say: “The regions of Virginia have characteristics that make them unique. Each region offers its own interesting historical or geographical features. Now it’s going to be your job to select the region of Virginia that offers the most interesting attraction to visit.”

- Divide students into 5 small groups and assign each group a region to explore. Direct each group to visit the following website to begin the ROADTRIP! WebQuest.
www.rcs.k12.va.us/tech/roadtrip/roadtrip.htm
- Complete ROAD TRIP WebQuest.
- Allow students to hang the advertisements they create in the WebQuest in a prominent location.
- **Say**, “Now that we know so much about different features of the Regions of Virginia, it would be hard to select just one region to visit. Tell me what you think about the different regions and which you would most like to visit and why.” Allow students to share their opinions of why one region may be more interesting than another.

Assessment:

“Regions Relay”

Say, “We are going to play a relay game to see how much you have learned about the Regions of Virginia. Each team will have a chance to earn points by placing a paper plate with information on it in the correct region. The team with the most points wins.”

Directions for relay:

Step 1. Use wall or bulletin board space to create the regions of Virginia.

Step 2. Place paper plates containing words or images associated with different regions upside down on the floor.

Step 3. Teams will work relay-style to walk to the plate section, select a paper plate and hang it in the correct section.

Cross-Curricular Extensions

Language Arts

- Read short books that feature the aspects of various regions (some suggestions follow):
 Trouble at the Mines by Doreen Rappaport
 Grandpa's Mountain by Carolyn Reeder
 The Mystery of Roanoke. By Karen Adams Sulkin
- Do a WebQuest that features the aspects of various regions (a suggestion follows)
 Grandpa's Mountain WebQuest:
 <http://k12.albemarle.org/RedHill/Staff/White/WebQuests/GPAMtn/home.html>
- Write about the experiences of a person who lived in this region during the settlement of Virginia.

Mathematics

- Calculate distances to landmarks in various regions.
- Create pictographs of the features in each region.

Technology

- Collaborate electronically with classrooms from selected regions.

Science

- Identify the ecosystems that are unique to each region.
- Chart climate changes in different parts of the state.

Community Connections

- Visit the Museum of Frontier Culture and investigate the reasons that settlers moved into different regions of the state.
- Invite guest speakers from different regions of the state to visit the class and talk about their region.

The ROAD TRIP Planner Worksheet

Group Name: _____

Group Members: _____

The region my group is researching:

Area Attractions in this region:

Name of Attraction	Significance (circle one)
_____	historical/geographic/other _____
_____	historical/geographic/other _____
_____	historical/geographic/other _____
_____	historical/geographic/other _____

The attraction we choose is _____. We've chosen this attraction because _____.

Using Mapquest, we can find out the following information.

The distance from our school to this attraction. _____

Approximate travel time from our school to this attraction. _____

Gas costs \$1.37 per gallon and our bus gets 15 miles per gallon. How many gallons will it take to reach our destination?

How much will it cost to go one way?

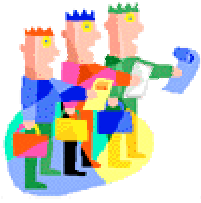
How much will it cost to go round trip?

What is the admission price for this attraction? _____

What is the admission cost for the entire class and the teacher? _____

What other expenses need to be covered in the price of the field trip?

When you have completed this worksheet, place it in your folder. You'll need the information for your advertisement!



The ROAD TRIP Project

Evaluation Rubric

Name: _____

Teacher: _____

Date Submitted: _____

Title of Work: _____

Criteria Points

4

3

2

1

Introduction

All questions were answered completely and rationales for the answers **were** clearly stated.

All questions were answered completely, but rationales for the all the answers **were not** clearly stated.

Not all questions were answered completely, or greater than 2 rationales for the all answers **were not** clearly stated.

All questions **were not** answered completely.

Task

All areas of the task were addressed and handled with a high degree of sophistication. The plan followed by the team demonstrated a great deal of thought.

At least one area of the task **was not** addressed. The plan followed by the team demonstrated a great deal of thought.

At least two areas of the task **were not** addressed. The plan followed by the team demonstrated a moderate level of thought.

The task is incomplete and/or it is apparent that little effort went into the development of the task.

Process: Teamwork

It is evident that a mutual effort and cohesive unit created the final product.

The team worked well together, but could have utilized each other's skills to a better degree.

The team had problems working together. Little collaboration occurred.

The final product is not the result of a collaborative effort. The group showed no evidence of collaboration.

Process: Originality

The ideas expressed by the body of work demonstrate a high degree of originality.

The ideas expressed by the body of work are mostly original. The group may have improved upon a previous idea.

The ideas expressed by the body of work demonstrate a low degree of originality.

There were no original ideas expressed in this project.

Grammar, Format , and Spelling

The final body of work was free of grammar, spelling, and formatting errors.

The final body of work had 1 error related to either grammar, spelling, and formatting errors.

The final body of work had 3-5 grammar, spelling, and formatting errors.

The final body of work had major grammar, spelling, and formatting errors.

Total---->

Teacher Comments:
