

Lesson Plan 1.

2nd and 3rd grade Lesson Plans

Hook Activity: Geography

**Remind students that the Roswell Mill is located in the Piedmont Region above the Fall Line.*

Where do I live in Georgia?

LESSON PLAN

I. PURPOSE: The student will understand the different topographical features of Georgia and will describe how they define Georgia's physical features and where each geographical region is located.

II. KNOWLEDGE LEARNED: By studying these topics students will be able to locate the geographic regions of Georgia and understand where they live and their relationship to each region:

III. GEORGIA PERFORMANCE STANDARDS MAP/ GEOGRAPHY:

- a. SS2G1: The student will locate major topographical features of Georgia and will describe how these features define Georgia's surface.
- b. Locate all the geographic regions of Georgia: Blue Ridge Mountains, Piedmont, Coastal Plain, Valley and Ridge, and Appalachian Plateau.
- c. Map and Globe Skills
 - i. Use cardinal directions
 - ii. Use intermediate directions

IV. NCSS THEME MATCHES: Theme II: Time, Continuity and Change;

V. Instructional Strategies: collaborative group learning

VI. Lesson Objectives: Students will learn about the information presented in the standards and will be able to locate the five regions of Georgia.

VII. Required Materials: Map of Georgia , construction paper, yarn to put construction paper around student's necks, crayons or markers

VIII. Additional Materials: Dictionary or social studies text book

Day 1 Procedures:

Essential Question: "What are Cardinal Directions? What are intermediate directions? What are the five regions of Georgia and where are they located?"

- Divide class into one group of eight, one group of four, and the rest into pairs.
- The eight person group is the **Cardinal Direction** group. They receive four pieces of colored construction paper. They make signs of blue, red, brown, and green. Blue is for cold and they should write, "North" on their card, this student

represents North. Red is for hot and they should write, “South” on their card and they represent South. Brown is for West; Green is for East. The remaining four students make Northeast signs, Northwest, Southeast, and Southwest signs.

The students should attach the yarn to hang the signs around their necks.

- Students take their signs to the places in the classroom that are most significant in the sign’s direction. The four-person group is named The Fall Line. They receive a white sheet of paper and must draw a line vertically across the center. They should practice forming a line in the center of the classroom with their arms outstretched to the sides.

- The remaining students are divided into groups of two and assigned a region of Georgia.

- Distribute the correct region’s flash card to the correct group and the correct color of construction paper.

Example: Blue construction paper: Both students should write, **Blue Ridge Mountain Region** on one side and Northeast should be written on the other side. In the same manner, the next group should produce a construction paper sign saying, **Appalachian Ridge** and Northwest. The following group should write **Ridge and Valley** and Northwest. The student group that has the **Piedmont** region should be divided. One student in this group will hold Piedmont on one side and Northeast on the other side. The other student will hold Piedmont on one side and Northwest and the other side. Make sure the Piedmont students are aware that they will always line up before the **Fall Line** group and the Fall Line Group is where their field trip to the Roswell Mill will take place. In the **Coastal Plain** region, one student will hold a Coastal Plain Southeast sign and the other student a Coastal Plain Southwest sign. Each group should be given their corresponding flash card from the toolbox to correctly spell the region’s names on the back of their construction paper.

Day 2 Procedures:

Students should have formed their groups and made their signs during Day 1.

A. Review: When handing out the materials, review with the Flash Cards for Cardinal Directions, the Map of all the Geographical Regions, and each region’s individual card.

B. Students Get Active: Each region should have an acting part to go with their region. Write these actions on a sheet of paper and hand to each group. If any groups are not finished creating their signs, have students finish writing their region on their construction paper. Distribute the yarn so that they can tie their signs around their necks.

PUTTING REGIONS IN MOTION!

Appalachian Plateau: Forms a Plateau with their hands, placing them flat on their heads.

Ridge and Valley: Forms a valley by extending their arms downward clasping their hands in front of them forming a V.

Blue Ridge Mountains: Forms a mountain peak over their head, like a Tee Pee.

Piedmont: The Piedmont is Georgia’s busiest region. Have students think of an activity they could do in the Piedmont that shows how busy they are. Some examples are running, driving, working in a mill.

Coastal Plain: The Coastal Plain contains Georgia's biggest farmlands as well as the coast. Ask this group to find a way to act out what their region is famous for. Suggestions: Coastal Plain Southwest: hoeing and or farming, Coastal Plain Southeast: swimming or fishing.

C. Students Form the State of Georgia with all of the regions and the Fall Line.

Direct one group to get into their place according to where their region is located using the color-coded cardinal directions cards. The **Fall Line** group should divide the **Piedmont** and the **Coastal Plain** group. Have each group say the name of their region. Next, have them act out their region. Have the next group join them. Do this repeatedly until you have made your classroom form the state of Georgia.

Day 3 Procedures:

Assessment: Student can match the five regions to where they are located in Georgia.

- Review: Teacher review flash cards on the five regions in Georgia with the students.
- Students are directed to get in their groups, but they do not wear their names or act out their regions.
- Teacher takes one student at a time beginning with the Cardinal Direction group. Teacher will then take a region nametag and put it on the student. The student must find the matching region around the room. This activity is repeated until all students have visited each of the five regions.

Lerner Assessment: Based on what they learned, have students place regions on a map of Georgia

Extension Activity: Have the students research and write a two paragraphs on their field trip to Roswell. They can choose a the Roswell Cotton Mill or a historic home on the life of children in Roswell.