

America's Gateway: Learning about the 50 States

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Grade Level 5
Duration 6-8 class periods

National Standards

GEOGRAPHY

Element 2: Places and Regions

4. The physical and human characteristics of places

Element 4: Human Systems

14. How human actions modify the physical environment.

Element 5: Environment and Society

15. How physical systems affect human systems

AZ Standards

ELA

Reading

Integration of Knowledge and Ideas

5.RI.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

Writing

Production and Distribution of Writing

5.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

MATHEMATICS

Measurement and Data

5.MD.B.2 Make a line plot to display a data set of measurements in fractions of a unit ($1/8$, $1/2$, $3/4$). Use operations on fractions for this grade to solve problems involving information presented in line plots.

Arizona Social Science Standards

GEOGRAPHY

The use of geographic representations and tools help individuals understand their world.

5.G1.1 Use and construct maps and graphs to represent changes in the United States. Key concepts include but are not limited to physical and human features of the United States, the regions of the United States and their characteristics, geographic location of major events, the growth of the United States through territorial expansion, demographic changes, and the states and their capitals

HISTORY

Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.

5.H4.1 Use primary and secondary sources to describe how diverse groups (racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States' multicultural society within the historical timeframe.

SIOP Elements

Preparation

Adapting content
 Linking to background
 Linking to past learning
 Strategies used

Scaffolding

Modeling
 Guided practice
 Independent practice
 Comprehensible input

Grouping Option

Whole class
 Small groups
 Partners
 Independent

Integrating Processes

Reading
 Writing
 Speaking
 Listening

Application

Hands on
 Meaningful
 Linked to objectives
 Promotes engagement

Assessment

Individual
 Group
 Written
 Oral

Arizona English Language Proficiency Standards

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Grade 4-5

Basic

Listening and Reading

Standard 1 By the end of each language proficiency level, an English learner can construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.

B-2: recount specific details and information in a variety of texts.

Standard 2 By the end of each language proficiency level, an English learner can determine the meaning of words and phrases in oral presentations and literary and informational text.

B-1: determine the meaning of frequently occurring academic and content-specific words and phrases.

Speaking and Writing

Standard 3 By the end of each language proficiency level, an English learner can speak and write about grade appropriate complex literary and informational texts and topics.

B-1: deliver short oral presentations that include some details to develop a topic.

B-3: compose informational texts that include details to develop a topic while using appropriate conventions.

Overview

Knowledge of one's own country is a way to promote travel and exploration. While some students may possess knowledge of their own community and state; few students are well-versed in the history, symbols, and geography of other states. Knowing about these other states makes this lesson a gateway to their future travels.

Purpose

In this project based and hands on lesson, students will explore and learn about states other than their home state. This lesson will promote a virtual journey to learn about a state's geography, its history, places of interest, and interesting facts. The students will create a lapbook and then present their project to the class. This lesson contains adaptations for diverse learners (ELLs).

Key Vocabulary

climate: the usual weather elements (temperature, precipitation, winds) of a place

capital: city having the main offices of a government

symbol: an object that is found in or represents a state

location: where something is found or positioned

tourist: a person who travels to a place for pleasure

statehood: becoming one of the states in the United States (usually shown as a date)

natural resources: naturally occurring materials such as trees, water, minerals, and good farm land that can be used by man

Materials

- State Fact Sheet for Arizona
- Computer and projection device
- 50 States Part 1 (1 min)
<https://az.pbslearningmedia.org/resource/57b76e33-e6b3-4ed9-98a4-6684751eb55d/50-states-part-1/>
<https://www.youtube.com/watch?v=EdWesdMfyd4>
- State Facts
<http://www.proteacher.com/redirect.php?goto=3334>
- The Making of the 50 States
<http://www.socialstudiesforkids.com/subjects/usstatescolonies.htm>
- 50 States Part 2
<https://az.pbslearningmedia.org/resource/2e0bc31a-a984-49f4-94ab-a5656106de77/50-states-part-2/>
- Vocabulary Cards
- Electronic devices and internet access for all students
- State Fact Sheet
- United States map (labeled or unlabeled)
<http://geoalliance.asu.edu/sites/default/files/maps/US.pdf>
and
<http://geoalliance.asu.edu/sites/default/files/maps/US-NAMES.pdf>
- Colored pencils
- Number of Recreational Visitors to the Grand Canyon NP 2008-2020
<https://www.statista.com/statistics/253878/number-of-visitors-to-grand-canyon-national-park/>

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- Graph paper
- Directions for Making a Lapbook and Description of What Goes Where and Scoring Guide
- Templates for the Lapbook
- Scissors and glue
- Manila folders
- Oral Presentation Scoring Guide
- Vocabulary Test

Objectives

The student will be able to:

1. Research a state using the internet and other sources of information.
2. Create a graph showing changes over time.
3. Present information orally to their classmates.

Procedures

Prior to teaching this lesson, it would be helpful to have the websites listed in the Materials section bookmarked for students to access easily. If not bookmarked, then the creation of a clickable document would be good.

SESSION ONE

Engage:

1. Distribute the State Fact Sheet for Arizona and Introduce the lesson by showing Arizona for Kids YouTube video (7.53 min)
<https://www.youtube.com/watch?v=t7etNRVGXag> having students gather as much information from this video as they can to fill in the fact sheet.
2. Have students share their answers.
3. Now ask students how one might fill in the missing information.
4. Demonstrate by projecting the following websites and having students add information to the fact sheet.
 - Project the Arizona portion of 50 States Part 1 found at:
<https://az.pbslearningmedia.org/resource/57b76e33-e6b3-4ed9-98a4-6684751eb55d/50-states-part-1/>
 - And then project State Facts found at:
<http://www.proteacher.com/redirect.php?goto=3334>
 - And then project The Making of the 50 States found at:
<http://www.socialstudiesforkids.com/subjects/usstatescolonies.htm>
5. Conclude the session by asking what information is still missing and how could one search for that missing information.

(Scaffolding: Modeling, Comprehensible input; Integrating Processes: Listening, Writing; Application: Linked to objectives)

SESSION TWO

Prior to this Session, have the names of the 49 states (excluding Arizona) written on paper and cut apart for "drawing out of the hat."

Explore:

6. Introduce this session by asking, "Why should we know about other states?" Have students share their ideas.
7. Explain that they will be soon researching another state but before their research begins, they need to understand some of the vocabulary used in this lesson.
8. Project and explain the Vocabulary Cards. Post the cards on the Word Wall. **(Scaffolding: Comprehensible input; Integrating Processes: Listening, Application: Linked to objectives)**
9. Distribute the State Fact Sheet and explain the items that they will be locating through research.
10. Show students the bookmarks for various good sites from which to gather information or share the sites as a document with clickable links. Perhaps model an additional state. **(Scaffolding: Modeling, Comprehensible input)**
11. Distribute the U.S. map (labeled or unlabeled) United States map (labeled or unlabeled)
<http://geoalliance.asu.edu/sites/default/files/maps/US.pdf>
and
<http://geoalliance.asu.edu/sites/default/files/maps/US-NAMES.pdf> and colored pencils. Instruct students that they will be coloring green their state assignment on the U.S. map. (If using the unlabeled map, have students label the surrounding states as well as their assigned state.)
12. Pass around the "hat" and have students draw their state assignment.

SESSION THREE and FOUR

13. Give students time to complete research. **(Integrating Processes: Reading, Writing; Application: Hands on, Meaningful; Grouping Option: Independent or Partners)**

SESSION FIVE

14. Ask students to share some of their state's tourist attractions. **(Application: Promotes engagement)**

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15. Begin a discussion about why tourism is important to a state (income from hotels, restaurants, and gas stations help boost the state's economy, etc.). Show the graph for the Grand Canyon's number of recreational visitors found at:
<https://www.statista.com/statistics/253878/number-of-visitors-to-grand-canyon-national-park/>
16. Distribute graph paper to the students. Explain how to read the graph and then model how to divide the graph paper into X axis (years) and Y axis (millions of visitors) and to title the graph. Explain that this graph is a bar graph, but they are going to turn it into a line graph. Be sure to clarify that the figures are in decimals, so 4.43 would be nearly 4 ½ million and 6.25 would be 6 ¼ to match the math standard for this lesson.
17. Have students create their line graphs.
(Scaffolding: Guided Practice, Comprehensible input; Application: Hands on)

SESSION SIX, SEVEN, and EIGHT

Explain:

18. Project the Templates for the Lapbook and explain how it is assembled. Distribute manila folders, scissors, glue, and templates to students.
19. Give students time to create their lapbooks and decorate if desired.

Elaborate:

20. Share the Oral Presentation Scoring Guide with students so they understand how their oral presentation will be graded. Allow students time to rehearse with partners before presenting to the whole class.
21. If time is an issue, have students just share their written summaries. Otherwise, they can use a projection device to share their lapbooks.

Evaluate: (See Assessment)

Assessment

Social Science and ELA

The State Fact Sheet for Arizona can be graded for completeness. Mastery will be considered a score of 90% or higher. **(Assessment: Written, Individual)**

The State Fact Sheet for Arizona can be graded for completeness. Mastery will be considered a score of 90% or higher. **(Assessment: Written, Individual)**

The Lapbook can be graded using the What Goes Where and Scoring Guide. Mastery will be considered a score of 80% or higher. **(Assessment: Written, Individual)**

The Oral Presentation can be graded using the Oral Presentation Scoring Guide. Mastery will be considered a score of 80% or higher. **(Assessment: Oral, Individual)**

Vocabulary Test can be given to measure language acquisition. Mastery will be considered a score of 80% or higher. **(Assessment: Written, Individual)**

Mathematics and Social Science

The line graph can be graded for accuracy and completeness. Mastery will be considered a score of 80% or higher. **(Assessment: Written, Individual)**

Extensions

Students could create a different kind of project instead of the lapbook or in addition to the lapbook. These projects could include a PowerPoint, creation of a diorama or parade float, poster, travel brochure, etc.

Students could also do a gallery walk to make 1 comment about what they liked about the project they viewed and 1 comment about what they wished would have been included in the project they viewed.

Sources

50 States Part 1 (1 min)

<https://az.pbslearningmedia.org/resource/57b76e33-e6b3-4ed9-98a4-6684751eb55d/50-states-part-1/>
<https://www.youtube.com/watch?v=EdWesdMfyd4>

State Facts

<http://www.proteacher.com/redirect.php?goto=3334>

The Making of the 50 States

<http://www.socialstudiesforkids.com/subjects/usstatescolonies.htm>

50 States Part 2

<https://az.pbslearningmedia.org/resource/2e0bc31a-a984-49f4-94ab-a5656106de77/50-states-part-2/>

Number of Recreational Visitors to the Grand Canyon NP 2008-2020

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<https://www.statista.com/statistics/253878/number-of-visitors-to-grand-canyon-national-park/>
United States map (labeled or unlabeled)
<http://geoalliance.asu.edu/sites/default/files/maps/US.pdf>

and

<http://geoalliance.asu.edu/sites/default/files/maps/US-NAMES.pdf>