

# "Piece U.S. Together"



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## 2005-2006 IDEA CATALOG OF EXCELLENCE

### PROGRAM OVERVIEW

"*Piece U.S. Together*" is an integrated yearlong unit that allows students to learn about each state within the United States of America. As a class, students travel across a life size map in the classroom and eventually "piece" the U.S. together like a puzzle after each state is covered. Geographic literacy is becoming an increasingly important part of understanding crucial world, national and local events. It is appropriate for students to learn about each state within our country and see how location and place are important in their daily lives. It gives students the opportunity to understand where they live in the world, whether it's a small town, large city, agricultural area, or an area booming with tourist attractions. The success of this unit gives students a more broad understanding of how different life is outside of their immediate surroundings.

All students, no matter what their reading levels or their academic needs, actively participate in the learning of each state through the use of age appropriate booklets and extension activities highlighting challenging skills. The maps and booklets stimulate student interest in improving geographical skills because the students take ownership of his/her booklet on each state. Students must realize that they need to learn these skills in order to go places and travel across the country. The more aware students are of their surroundings and history of each state, the more they will want to travel

and experience a new, yet undiscovered environment. This program has been used with third grade students ranging between SLD, ESOL, and ALPHA. It can be easily implemented with other grade levels.

The purpose of this program is to demonstrate to the students that direction, geography, and history of our country is all comprised of fifty states, rather than just the one that they live in. This unit will help students understand how our country was formed and what specific geographical areas make up the fifty United States. The identification of landmarks is an important skill that many students are lacking. Furthermore, the explanation of how to get to a destination is equally as important as knowing how to instruct someone else to get there. The study of these states also gives students an opportunity to discover beauty and diversity in many places that they may never travel.

### OVERALL VALUE

Through "*Piece U.S. Together*", students are given the opportunity to interact with learning the history of our country through geographical concepts that are often inaccessible or difficult to understand. By taking initiative and building a class puzzle of the United States of America, students experience each part of our country through classroom learning, as if they were really traveling to that state. The program meets many of the Sunshine State Standards in a unique way and provides

grade-appropriate activities and exercises that build geographical awareness in every child. Research is a major aspect of this program that allows students to become more familiar with the Internet, reference books, and biographies. Students gain long-term knowledge and carry on facts about particular places they've discovered and dreams they have created about visiting a place other than the one they call "home".

### LESSON PLAN TITLES

- State the Facts
- State of the "Art"
- Eat Your State

### MATERIALS

Materials for each lesson are listed with each lesson plan. Overall materials budget including pricing and vendors follows the lesson plans.

### ABOUT THE DEVELOPER

Kieley Bronaugh has been at Ben Hill Griffin Jr., Elementary for four years; teaching three of those years to 3<sup>rd</sup>-5<sup>th</sup> graders in ESE and this past year as a 3<sup>rd</sup> grade reading/social studies teacher. She now teaches 3<sup>rd</sup> grade at Loughman Oaks Elem. She received her B.S. degree in Business Administration at Webber College and will be completing her Masters in February of 2006.

# "Piece U.S. Together" Kieley Bronaugh



## LESSON PLAN No 1: State the Facts



### SUBJECTS COVERED

Reading, Social Studies, Technology

### GRADES

Three - Six

### OBJECTIVES

- Students will be able to answer questions about each state covered in class.
- Students will repeat concepts discussed and discovered in class about each state.
- Students will identify geographical characteristics of each state.

### SUNSHINE STATE STANDARDS

**Reading** The student clarifies understanding by rereading, self-correcting, summarizing, checking other sources, and class or group discussion.

**Social Studies** The student uses maps, globes, charts, graphs and other geographic tools including map keys and symbols to gather and interpret data to draw conclusions about physical patterns.

**Technology** The student uses electronic technology to create, revise, retrieve and verify information.

### MATERIALS (PER GROUP)

Collection of library books about the state, personal artifacts from the state, 2-inch rings, globe, state map, colored pencils, transparencies, single hole punch, stapler, scissors, overhead, index cards

### DIRECTIONS

**Time:** Total time to go over a state (initially) is **one week**, with a quiz on day five. This initial presentation of a state should take about 30 minutes of the class time on **day one**. It may change later as the students become familiar with the KWL charts and the process of going over the state that is introduced.

**Preplanning:** Collect books from the library about the state being discussed for that week and display them in the classroom. Bring in any clothing articles relating to people who were famous and/or from that state. You may also use food to show resources or display pictures taken from vacations from that particular state.

**Anticipatory Set:** The class will do a KWL chart about a state. Read aloud a book based on the character or setting from that particular state.

#### PROCEDURE:

**Day One** - After completing the KWL chart and listening to a book being read about the state being introduced, each student will get a worksheet. This worksheet forms into a small, four-inch, booklet consisting of eight pages. This comes from the book, **50 Great States Mini-Books**. The students will identify map keys and symbols on the first page by highlighting them with a colored pencil. The teacher can use this time to ask identifying questions to the entire class relating to geographical areas located in this state. The teacher should read over the booklet in case any unfamiliar words are present. It will be teacher discretion to have students do the crossword puzzle on page 6 & 7 in class or for homework. If it's for homework, have students turn it in on a Wednesday, so it can be graded and handed back to them for study purposes.

**Day Two** - Orally quiz students on knowledge learned from previous day. On the back of the students' packet they will need to use the internet or a source from the library to look up two more facts about the state that is not talked about. Students will gather as a class and do a

Kagan: Pair and Share activity. This will demonstrate to the students that they may find similar or different facts about the state being discussed.

**Day Three** - Give students a handout (one page, front & back) that correlates with the state discussed that week. This should come from the book, **Kids' Book of the 50 Great States**. Teacher should use this as a guide for continual learning activities. On this day the students will add their index card to the ring that holds all the previously discussed states. Teacher should model what side to write the state's name and what side to write the capital. These cards are then used as study guides for the final test over all states and capitals.

**Day Four** - Give students the second handout that went with the previous days work. This should come from the book, **Kids' Book of the 50 Great States**. On this day, facts should be repeated and a drill of concepts to be asked from the quiz that the students will take on day five. You may utilize this as a means to spark higher level thinking with the class.

**Day Five** - Give teacher made quiz based on what was covered in class. Complete the last column in the KWL chart about what the students learned.

### EVALUATION/ASSESSMENT

Students will be graded using a *teacher-made* assessment usually consisting between five and ten questions.

### ADDL INFORMATION

Charlesworth, Sylvia, **50 Great States Mini-Books**, Scholastic Professional Books

Kids Book of the 50 Great States

<http://www.classbrain.com>

<http://www.worldalmanacforkids.com/explore/states.html>



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## LESSON PLAN No 2: State of the "Art"



### SUBJECTS COVERED

Reading, Social Studies, Visual Arts, Technology, Writing

### GRADES

Three - Six

### OBJECTIVES

1. Students will demonstrate learned knowledge by designing a three-dimensional model of a particular state as part of a final report.
2. Students will complete a written report about the state that they are researching.
3. Students will orally present their state in front of the class.

### SUNSHINE STATE STANDARDS

**Reading** - The student selects and uses a variety of appropriate reference materials, including multiple representations of information such as maps, charts and photos, to gather information for research projects.

**Social Studies** - The student uses maps, globes, charts, graphs and other geographic tools including map keys and symbols to gather and interpret data to draw conclusions about physical patterns.

The student knows ways in which people view and relate to places and regions differently.

**Visual Arts** - The student uses and organizes two-dimensional and three-dimensional media, techniques, tools and processes to produce works of art that are derived from personal experience, observation, or imagination.

**Writing** - The student writes to communicate ideas and information effectively.

### MATERIALS NEEDED

Internet for research, state booklets covered in class, scissors, glue, modeling clay, household items to use on boards, state handouts, arts/crafts to use for project, foam board (cut in 1/2; Wal-Mart), paint, colored pencils, markers, file folders for class, string

### DIRECTIONS

**Time:** This activity should be done in class *and* at home as a final assignment after all the states are covered in class. The students should have ample time to design and complete this project. **Two weeks** would give them enough time during the week to get the supplies and work on the project if there is a concern for time issues from the parents.

**Preplanning:** In preparation for this lesson I created a three-dimensional example model to show the students what I would like included in their project. I also created cards with each state's name written on them. These cards will be placed into a solid colored bag or box for the students to pick from. This will ensure that a state will not get picked twice or an argument won't break out due to a number of students who want to report on the same state. Have all copies made from the book, **Teacher's Friend Publications: November Issue (Creative Idea Book), pages 105-111.** You will use these pages to show the students how to fill out the written pages of the report. Have a letter written to explain to the parents about the project and due date.

Use the state transparency and overhead to project the states on the front board in the classroom. Tape the foam board to the chalkboard and trace the state on to the foam board. This ensures that the state will be enlarged enough for the students to place their 3-D objects.

**Anticipatory Set:** Dress in an outfit that would relate to a state & its facts that were covered previously in class during the year. Show the three-dimensional display of that state to the students.

**Procedure:** Explain to the class that each student will have to write a report and design a three-dimensional model of their own state. Have students pick from the bag choosing a card that displays the state that they will be reporting on. *Keep a list for you so you know who picked what state.* You can divide the report pages into seven days; having students work on a page a day in class, or hand out the report pages all at once and have them due on a particular day. Go over the requirements and rubric for how they will be graded on this project. Use the file folders to file each student's report page once they completed it each day in class to avoid being lost. They will add a page each day until the report book is finished and bound together with string.

Pass out the foam board to each student according to what state they picked out of the bag. Allow them to do all the painting in class. *I also brought in any*

*items I thought they would be able to use for their projects and they were allowed to put these items into a small paper bag to take home. Once they took them home, it was their responsibility to create and use their imagination with their boards.*

The students can use their state booklets and handouts as references. **(It may be useful to have specific folders made for each student to keep their booklets and handouts in throughout the year so they can be easily found.)**

Throughout the two weeks have "**check points**" for the students to come to you and revise their writing as they work on the report. This will also ensure who is working on the project and documentation for the parents. Since you may introduce this on a Monday, have "check points" mandatory on the very next Wednesday, that following Monday, Wednesday again, and last on Friday. Students will be doing a lot of research in class, so allow them to use all available computers for help.

On the day the reports are due, each student will stand in front of the class, read their state report, and show their 3-D display of their state. You may give an oral grade, as well as a written grade for the report. Students must share why they used certain objects on their 3-D project board. After all presentations are performed, the models will be placed in the classroom or somewhere in the school for display.

### EVALUATION/ASSESSMENT

Students will be graded on their final state report and on their three-dimensional project. A teacher-made rubric will assess all areas that will be required for this project.

### ADDL INFORMATION

I cut the foam board in half for the purpose of this project. **(Start collecting boards ahead of time!)**

<http://www.classbrain.com>

<http://www.state.nh.us/> (change the initials "**nh**: **New Hampshire**" to what state you need for the report)

<http://www.50states.com>

[http://www.abcteach.com/directory/theme\\_units/social\\_studies/state\\_reports/](http://www.abcteach.com/directory/theme_units/social_studies/state_reports/)

Source: Teacher's Friend Publications: November Issue (Creative Idea Book), pages 105-111.

**Cursive Writing grades 2-3; Step Ahead Golden Books pg. 1-48 (Correlates with states)**



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## LESSON PLAN No 3: Eat Your State



### SUBJECTS COVERED

Social Studies

### GRADES

Two - Five

### OBJECTIVES

1. Students will create a land resource map.
2. Students will be able to show and understand major resources and products of a particular state.
3. Students will be able to distinguish similarities and differences between each state's resources depending on the geographical location of the state.
4. Students will locate key items on a map.
5. Students will be able to use a map and place resources they have learned onto a visual object, (cookie), replicating a state.

### SUNSHINE STATE STANDARDS

**Reading** - The student selects and uses a variety of appropriate reference materials, including multiple representations of information such as maps, charts and photos, to gather information for research projects.

**Social Studies** - The student uses maps, globes, charts, graphs and other geographic tools including map keys and symbols to gather and interpret data to draw conclusions about physical patterns.

The student knows ways in which people view and relate to places and regions differently.

**Visual Arts** - The student uses and organizes two-dimensional and three-dimensional media, techniques, tools and processes to produce works of art that are derived from personal experience, observation, or imagination.

### MATERIALS (PER GROUP)

#### Recipe ingredients:

1 cup butter, 2 cups sugar, 2 eggs, 1/2 cup milk, 4 tsp baking soda, 1/2 tsp vanilla, 4 cups flour (approximately), extra sugar for top of cookies, raisins, silver candies, and/or red hot's for baking.

#### Materials for preparation:

Blackline master of a map of your state and its products, resource maps, atlas, oaktag, knife (to cut cookie shape), oven

**Materials for food items to use for resources:** (materials may differ depending on your state's products)

Mini-marshmallows for cotton, pretzels for trees, goldfish for fish, Peanuts for peanuts, Runtz candy for fruit, 1 large sugar cookie in the shape of your state,

Popcorn for ?, chocolate chips for coal, Red hot's for state capital, raisins, silver candies

### DIRECTIONS

**Time:** 45 minutes

**Preplanning:** Make a cookie cutout of the state outline. To do this, trace a small state outline, about 3"x 4", on **oak tag**. Make four to six copies of it. Cut them out. You may use all the states and have students choose what state to decorate, or you may choose certain states that you have talked about in class, or use one state for all groups in the class. **For this lesson I used one state, Alabama.**

If you have the availability of an oven in your classroom, you can have students help prepare cookies in the room. For those of us who do not, the **teacher** will have to make them at home or use the cafeteria ovens. Bake cookies following the recipe. Cream butter and sugar. Beat eggs and add milk. Sift baking powder with 3 cups of flour. Combine mixtures and add vanilla. Then, add the rest of sifted flour. (Only add more to make dough easy to handle.) Press into large ball. Chill for at least one hour.

Roll dough out on floured board about 1/4" thick. Put patterns of states on top of rolled-out dough. Cut around them using a table knife. Put dough cutouts on cookie sheet. Place a raisin or baking candy where the capital is located. Sprinkle lightly with sugar. **Bake in preheated 375 degree oven for 8-10 minutes.**

#### Procedure:

1. Begin by discussing what a resource map is. Start with a U.S. map showing the major products of the different regions. Talk about how different regions support different crops and resources. Discuss the map key and how to locate items on a map.

2. If you talk about one particular state, stick with that state to complete this lesson. Separate students into small

groups. Place a map, **for example of Alabama**, at each group's table area. Have students locate resources for Alabama on their group's state map. List these resources on the board after questioning each group for possible answers.

3. Pass out one sugar cookie to each group. So that each person gets a cookie of their own, you will need to make sure you increase the amount when following the recipe and baking the sheet cookie.

4. Students will use the map at their group area to place the resources (the food) on their state map. Make sure you are monitoring and the students are correctly place where resources are located in the state of Alabama (or what ever state you choose for your class).

5. After completing the map, discussing land resources and geography skills, *students get to eat their map!*

### EVALUATION/ASSESSMENT

Students will be evaluated by the oral responses they give about the state's resources. They can also be evaluated through a teacher made rubric focusing on where the students placed their resources onto their state map.

### ADDL INFORMATION

You may do this activity in small groups or individually at the student's desk area. You may also have each student choose a particular state out of a bag, and that can be the state they have to find the resources for. You may want to have higher-grade levels research all information about a state's resources, map key, and geographical characteristics; then create their cookies placing the resources on it according to what they found.

<http://www.classbrain.com>

<http://www.state.nh.us/> (change the initials "**nh: New Hampshire**" to what state you need for the report)

<http://www.50states.com>

[http://www.abcteach.com/directory/theme\\_units/social\\_studies/state\\_reports/](http://www.abcteach.com/directory/theme_units/social_studies/state_reports/)

Source: Big Book of Everything for Fourth Grade; Instructional Fair, Inc. pg. 267

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## LESSON PLANS MATERIALS BUDGET



### Materials Budget

ITEM DESCRIPTION	QTY	COST	SUPPLIER	TOTAL COST
The Kids' Book of the 50 Great States	1	\$14.95	Scholastic	\$14.95
50 Great States Mini-Books	1	\$15.95	Scholastic	\$15.95
Index Cards	20	\$ 0.99	Wal-Mart	\$19.80
Foam Board (plain white)	12	\$ 1.97	Wal-Mart	\$23.64
3 inch rings	2	\$ 2.49	Wal-Mart	\$ 4.98
Craft Paint	7	\$ 0.44	Wal-Mart	\$ 3.08
Creative Idea Book (November Issue)	1	\$14.99	Teacher's Friend Pub.	\$14.99
Maps for the Overhead: U.S. Geography	1	\$14.99	ACE Education Supplies	\$14.99
BINGO Games: USA (T-6137)	1	\$ 9.99	ACE Education Supplies	\$ 9.99
States & Capitals Song Video	1	\$14.99	ACE Education Supplies	\$14.99
Daily Geography Practice	1	\$29.99	ACE Education Supplies	\$29.99
My Favorite State Poster Papers (set of 30)	1	\$10.95	ACE Education Supplies	\$10.95
Fast Track Learning Card Games	1	\$ 9.95	Happy Owl	\$ 9.95
Beginning Map Skills	1	\$10.99	Teacher Created Resources	\$10.99
Maps and Globes :cards	1	\$14.99	Evan-Moor	\$14.99
			<b>Subtotal</b>	\$214.23
			<b>Tax if applicable</b>	
			<b>Shipping if applicable</b>	
			<b>TOTAL BUDGET AMOUNT</b>	\$214.23

  

Teacher's Name <u><i>Kieley Bronaugh</i></u> School: <u><i>Loughman Oaks Elem.</i></u>	
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## Related Materials



### RUBRIC: THE STATES PROJECT

Category	3	2	1	0	Student Score	Teacher Score
Capital City	Your capital city is placed correctly, marked with a star, labeled and spelled correctly.	Your capital city is in the correct place and is marked with a star but is spelled incorrectly.	Your capital city is in the wrong place on your map or it is not labeled.	You do not have a capital city on your map.		
Physical Features	You have all major physical features on your map with proper labels. You used 3-D objects to identify these things.	You have major physical features but you are missing some labels or labels are not complete. (Spelling counts.)	You have a few of the physical features on your map, but they are only drawn or not labeled.	You have no physical features on your map.		
Major Cities	You have 3 major cities on your map. They are in the correct places and labeled. (Spelling counts)	You have major cities but they are not in the correct place or they are not labeled correctly. (Spelling counts.)	You have only one major city on your map.	You do not have any major cities on your map.		
Creativity	You used colors to identify words and pictures on your map. They are all clearly labeled and spelled correctly.	You have some color on your map, but it cannot be seen properly. (Spelling counts.)	You have a few things with color and that's it.	You do not have any color on your map.		
Map Key	Your map key includes the capital star and all other symbols that you used on your map. They are all clearly labeled.	Your map key includes the capital star and some of the other symbols from your map.	Your map key includes the capital star only.	You do not have a map key.		
Compass Rose	Your compass rose is done correctly.	You made a compass rose but there are errors.		You did not include a compass rose.		
Famous People	You have two famous people displayed on your map with a short written biography of them.	You have two famous people displayed on your map, but do not have a written biography of them.	You have one famous person on your map, and a written biography of them.	You do not have any famous people on your map with written biographies.		

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## Related Materials



### Internet Scavenger Hunt Practice for the State Report: Wisconsin

Click on the icon on the computer that says [www.classbrain.com](http://www.classbrain.com)



Click on State Reports.

Click on the state you are doing the report on. You need to know its abbreviation.  
(Ex. Wisconsin=WI)

1. To find the state capital:



Click on **Capital City of Wisconsin** in blue.

What is the capital of Wisconsin? \_\_\_\_\_

Click the **BACK** button **one** time.

2. Click on **Climate of Wisconsin** in blue. Click on **Historical Climate Information for Wisconsin** in blue.

This sheet tells you the average temperature each month for that state. What is the average temperature of Wisconsin during the month of May? \_\_\_\_\_

Click the **BACK** button **two** times.

3. Click on **Famous People from Wisconsin** in blue. Click on the first topic that says **Famous People from Wisconsin** in blue.

Below you will see a list of famous people. Write down the information about Eric Heiden and Harry Houdini on the lines below.

a. \_\_\_\_\_ ( \_\_\_\_\_ )

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## Related Materials



b. \_\_\_\_\_ (            )

\_\_\_\_\_

Once you have filled in the information on the two famous people, click the **BACK** button **two** times.

4. Click on **Maps of Wisconsin** in blue. Choose the fifth topic that says **Wisconsin State Map** in blue.

Using the map that I gave you on the back page, label the map using *colored pencils*. You will need to include all of these things on your map.

Lake Winnebago (DARK BLUE)

Green Bay (GREEN)

Appleton (PURPLE)

Milwaukee (ORANGE)

Madison (RED)

Mississippi River (LIGHT BLUE)

When you are finished labeling your map, click the **BACK** button **two** times.

5. Click on **Official State Sites of Wisconsin** in blue. Click on **Learn About Wisconsin Just for Kids** in blue.

Click on the PURPLE button that says State Symbols.

Fill in the blanks below for questions a-p.

- a. What is the motto of the state of Wisconsin? \_\_\_\_\_
- b. An official design for **Wisconsin's flag** was provided by the legislature in 1863. The flag's design mirrored that of the \_\_\_\_\_. That flag was unchanged until 1979. At that time Wisconsin and the year of statehood (\_\_\_\_\_) were added to the flag below the coat of arms.



- c. The \_\_\_\_\_, a favorite state tree, was first selected by Wisconsin School children 1893.



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## Related Materials



- d. The \_\_\_\_\_ was nominated for state flower by school children in 1908.



- e. In 1926-27, Wisconsin's school children voted to select a state bird and they picked the \_\_\_\_\_.



- f. State fish: \_\_\_\_\_
- g. State animal: \_\_\_\_\_
- h. State domestic animal: \_\_\_\_\_
- i. State nickname: \_\_\_\_\_
- j. State mineral: \_\_\_\_\_
- k. State rock: \_\_\_\_\_
- l. State insect: \_\_\_\_\_
- m. State dog: \_\_\_\_\_
- n. State beverage: \_\_\_\_\_
- o. State grain: \_\_\_\_\_
- p. State dance: \_\_\_\_\_

When you have found all of the state symbols for Wisconsin, click on the **BACK** button **three** times.

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## **Related Materials**



6. Click on the **Population of Wisconsin** in blue.



Fill in the box below with the population information from Wisconsin.

<b>SUBJECT</b>	<b>1990</b>	<b>2000</b>
<b>Total Population</b>	4,891,769	
Male		2,649,041
Female	2,498,834	

When you are done filling in the chart, click the **BACK** button **three** times and exit out of the website.

## ***CONGRATUALATIONS!!!***

***You have completed the  
Internet Scavenger Hunt.***

***Make sure your name is on the front and turn it  
into the “Bronaugh Bin”.***

