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# 1: Oh, the Regions!

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**Based on the Oklahoma quarter reverse**



## OBJECTIVE

Students will locate and describe the location of the geographic regions of North America. Students will identify and compare the geography, climate, water features, flora, and fauna of the different regions.



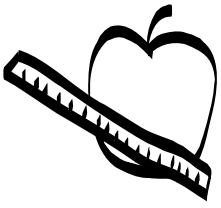
## MATERIALS

- 1 overhead projector (optional)
- 1 overhead transparency (or photocopy) of each of the following:
  - “Oklahoma Quarter Reverse” page
  - “Geographical Regions” worksheet
  - “Map of US Regions”
  - “Regions Rubric”
- “Geographical Regions” worksheet
- “Regions Rubric”
- 1 class map of the United States
- 1 copy of a text that gives information about the scissor-tailed flycatcher. For example:
  - *Life of the Flycatcher* by Alexander F. Skutch
  - *State Birds and Flowers* by Olive L. Earle
  - *National Geographic Field Guide to the Birds of North America* by Jon L. Dunn and Jonathan Alderfer
- Computers with Internet access
- Large poster boards
- Folders or envelopes



## PREPARATIONS

- Make an overhead transparency (or photocopy) of each of the following:
  - “Oklahoma Quarter Reverse” page
  - “Geographical Regions” worksheet
  - “Regions Rubric”
  - “Map of US Regions”



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- Make copies of each of the following:
  - “Geographical Regions” worksheet (1 per student)
  - “Regions Rubric” (1 per student)
- Locate a text that gives information about the scissor-tailed flycatcher (see examples under “Materials”).
- Arrange to use the school computer lab for two sessions.
- Bookmark Internet sites that contain information about the Interior Lowlands region or Oklahoma.
- Bookmark Internet sites that contain information about the geographical regions of the United States (Coastal Plain, Appalachian Mountains, Canadian Shield, Interior Lowlands, Great Plains, Rocky Mountains, Basin and Range, and Coastal Range).
- Gather large poster boards (1 per 2 students)
- Gather folders or envelopes (1 per 2 students)
- Find examples of collages



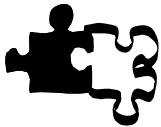
## GROUPINGS

- Whole group
- Pairs



## CLASS TIME

Four 45- to 60-minute sessions



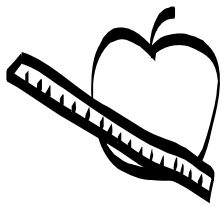
## CONNECTIONS

- Science
- Social Studies
- Art



## TERMS AND CONCEPTS

- Obverse (front)
- Reverse (back)
- Flora
- Fauna
- Coastal Plain
- Appalachian Mountains
- Canadian Shield
- Interior Lowlands
- Great Plains
- Rocky Mountains
- Basin and Range
- Coastal Range



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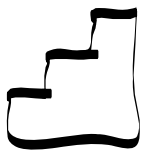
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## BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

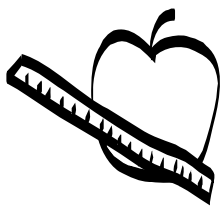
- Geographical features
- Landmarks
- Climate
- Landforms
- Venn diagrams
- Collage



## STEPS

### Session 1

1. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. Then display the transparency or photocopy of the “Oklahoma Quarter Reverse” page. Tell the students that the back of a coin is called the reverse, and “obverse” is another name for the front of a coin. Locate Oklahoma on a classroom map. Note its position in relation to your school’s location.
2. With the students, examine the Oklahoma quarter design. Have the students identify the images and the writing included in this design. Particularly focus on the scissor-tailed flycatcher, which is the state bird, and the Indian blanket, which is the state wildflower. Explain to the students that the flycatcher is an example of fauna (the animals of a given region), and the Indian blanket is an example of flora (plants of a given region). Record these terms and definitions on chart paper or the board.
3. Ask the students to identify some characteristics of the scissor-tailed flycatcher they can see just by looking at the image and make a web on the board. Have the students focus on the length of the tail. Ask the students whether they think the bird’s having such a long tail would make it difficult to live in a heavily wooded area. From the selected text, read to the students some information about the scissor-tailed flycatcher. Attend to unfamiliar vocabulary and concepts. Add information to the web on the flycatcher.
4. Review with the students that the scissor-tailed flycatcher, with its long tail, lives in open areas. Tell the students that Oklahoma is located in the Great Plains and Interior Lowlands regions of the United States. Tell the students that the Great Plains and Interior Lowlands are two of eight geographical regions of the United States.
5. Display the transparency of the “Map of US Regions.” Explain to the students that the regions are based on the geographical features of that area. Each region has characteristics that make it different from the other regions.
6. Point out to the students that some states like Oklahoma are in two or more different regions. The Great Plains region is characterized by grasslands—that is, flat land covered with grasses and low bushes. A grasslands region has generally level or rolling terrain. The Interior Lowlands region is characterized by rolling flatlands



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with many rivers, broad river valleys, and grassy hills. Both of these areas are ideal for the flycatcher to live in.

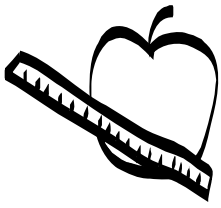
7. Have students list some other geographical features or landforms and make a list on the board. Examples include mountains, plains, coastal plains, hills, valleys, and lowlands.
8. On the transparency of the “Map of US Regions,” point out to the students that a large part of Oklahoma is in the Interior Lowlands region. Display the transparency of the “Geographical Regions” worksheet. Explain to the students that they will be working in pairs and researching the Interior Lowlands. As they are researching they are to find pictures or symbols for the Interior Lowlands region. They can either draw or print them out.
9. Distribute a “Geographical Regions” worksheet to each student. Have the students fill in the Interior Lowlands section of the worksheet based on their research. Explain to the students that they will only complete half of the worksheet today.
10. Take the students to the computer lab and allow them time to research.
11. Collect the “Geographical Regions” worksheets. Distribute to each student a folder or envelope where they can keep their pictures and symbols.

## Session 2

1. Redistribute the “Geographical Regions” worksheet from the previous session to each student. Display the transparency of the “Geographical Regions” worksheet. With student input, fill in the Interior Lowlands/Oklahoma region of the transparency.
2. Explain to the students that there are eight geographical regions of the United States. They are Coastal Plain, Appalachian Mountains, Canadian Shield, Interior lowlands, Great Plains, Rocky Mountains, Basin and Ridge, and Coastal Range. Each pair of students will be given a region other than the Interior Lowlands region. They will research this region and fill in the chart. As they are researching they are to find pictures or symbols for this region. They can either draw or print them out.
3. Take the students to the computer lab and allow them time to research and fill out the second half of their worksheets.
4. Collect the “Geographical Regions” worksheets. Have the students keep their pictures and symbols in a folder or envelope.

## Session 3

1. Redistribute the “Geographical Regions” worksheets from the previous session. Explain to the students that they will be creating a collage of the two regions on a poster. Ask the students whether they know what a collage is. If necessary, give them the definition and show them some examples.



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2. Distribute the poster boards, one board per pair of students. Have the students draw a large Venn diagram on the poster board. On one side of the Venn diagram will be the Interior Lowlands/Oklahoma and on the other, the region they researched during the previous session. Have the students label each side.
3. Explain to the students that they will be creating a collage on the Venn diagram comparing the two different regions from their research. They will use the pictures or drawings from their research to create the collage. Display the transparency of the “Regions Rubric.” Review the rubric with the students.
4. Allow the students time to create their collages, then collect them.

## Session 4

1. Display the collages and have the students share their posters with the class.
2. Distribute the “Regions Rubric” and have the students complete the rubric based on their posters and presentations.
3. Collect the rubrics.



## ASSESSMENT

Use the “Regions Rubrics” to evaluate whether the students have met the lesson objectives.



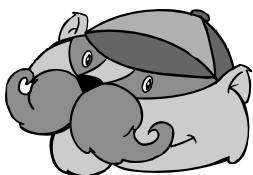
## ENRICHMENTS/EXTENSIONS

- Have students create a poster or advertisement for a region.
- Make a large poster of the United States and create a class collage using pictures or symbols representing all the regions.
- Have the students write an article comparing and contrasting two different regions.



## DIFFERENTIATED LEARNING OPTIONS

- Allow students to work independently or in groups of three or four.
- Have students use precut pictures or symbols and have them sort them according to the regions.



## CONNECTION TO WWW.USMINT.GOV/KIDS

- Have students learn more about the effect of physical features on industries by using the Introducing Industries lesson plan at <http://www.usmint.gov/kids/teachers/lessonPlans/50sq/2004/0406.pdf>.
- Have students learn more about resources from different regions with the Regional Resources lesson plan at <http://www.usmint.gov/kids/teachers/features/2003/11.cfm>.
- Have students learn more about flora and fauna by visiting the Lewis and Clark Adventure at <http://www.usmint.gov/kids/games/lewisclarkadventure/>.

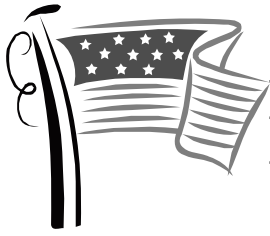


Name \_\_\_\_\_

# Regions Rubric

<b>COLLAGE</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>SELF</b>	<b>TEACHER</b>
<b>Quality of Construction</b>	Very well-executed. All items are neatly trimmed and securely attached. No stray marks, smudges, or glue stains.	Well-executed. The items are neatly trimmed and securely attached. A few stray marks, smudges, or glue stains.	Not very well-executed. Most items are neatly trimmed securely attached. Some stray marks, smudges, or glue stains.	Sloppily executed. Items are poorly trimmed, loose, or hanging over the edges. Multiple smudges, stains, rips, or stray marks.		
<b>Creativity</b>	Many objects are creatively drawn or displayed.	Some objects are creatively drawn or displayed.	Few objects are creatively drawn or displayed.	No objects were made or customized.		
<b>Design</b>	Graphics are carefully trimmed and placed to overlap pleasantly.	Graphics are fairly well-trimmed and placed to overlap.	Graphics are trimmed or placed somewhat haphazardly.	Graphics are poorly trimmed or placed, or lack overlapping.		
<b>Attention to Theme</b>	All graphics are indicative of the region being covered.	Most graphics are indicative of the region being covered.	Only some graphics are indicative of the region being covered.	Few graphics are indicative of the region being covered.		
<b>Time and Effort</b>	Class time was used wisely. Much effort went into the collage.	Class time was used wisely. Good effort.	Class time was not always used wisely. Effort was not consistent.	Class time was not used wisely. Little effort was used.		
<b>ORAL REPORT</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>SELF</b>	<b>TEACHER</b>
<b>Preparedness</b>	Student was completely prepared.	Student was fairly well-prepared.	Student was somewhat prepared.	Student did not seem prepared to present.		
<b>Focus</b>	Stayed on topic all of the time.	Stayed on topic most of the time.	Stayed on topic some of the time.	Strayed from the topic often.		
<b>Content</b>	Showed a full understanding of the topic.	Showed a good understanding of the topic.	Showed a good understanding of parts of the topic.	Showed little understanding of the topic.		
<b>Collaboration</b>	Listens to, shares with, and supports others. Tries to keep people working well together.	Usually listens to, shares with, and supports others. Does not "make waves."	Sometimes listens to, shares with, and supports others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports others. Often is not a good team member.		
<b>TOTALS</b>	<b>36</b>	<b>27</b>	<b>18</b>	<b>9</b>		

## TEACHER COMMENTS



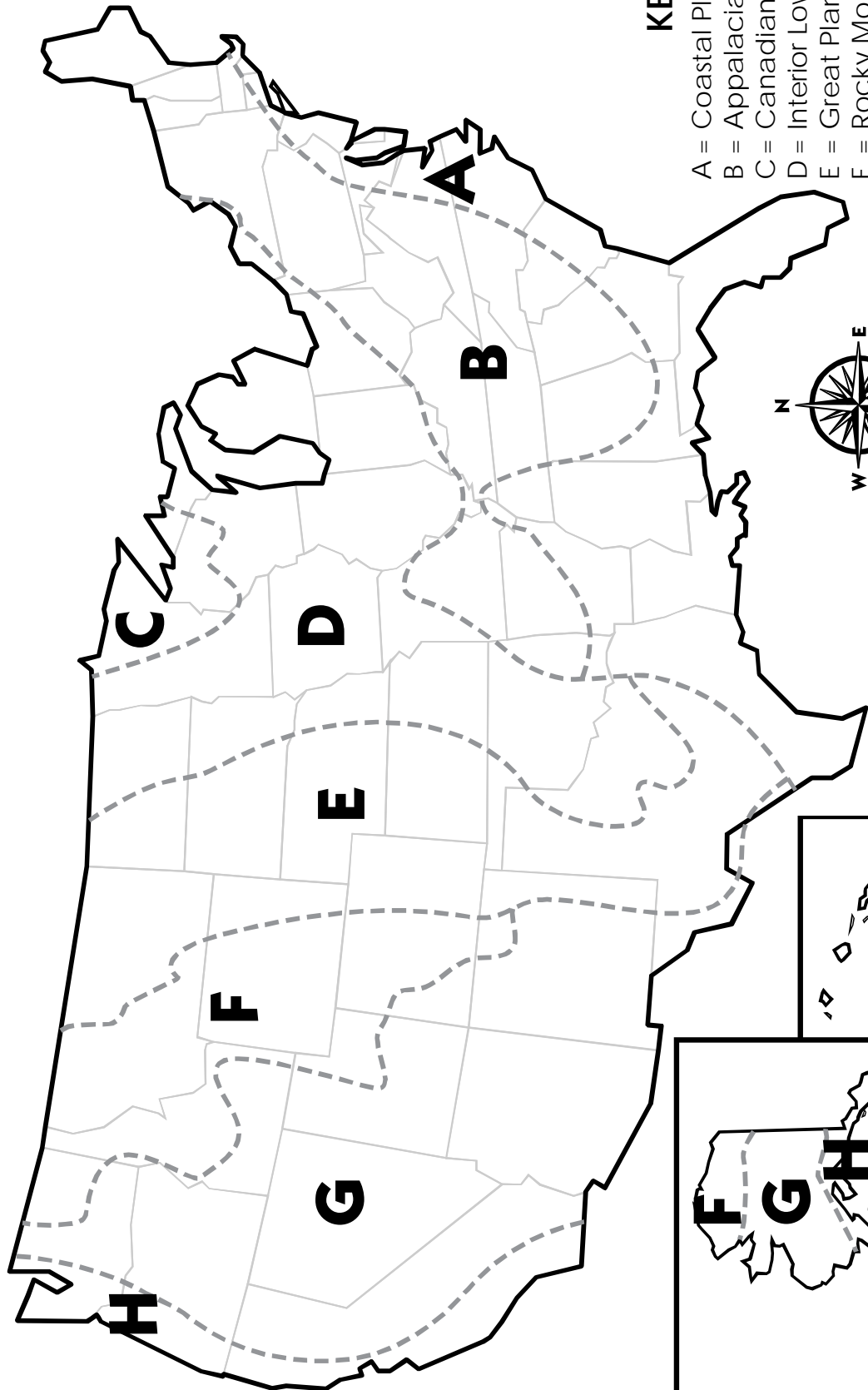
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# Geographical Regions

REGIONAL ASPECTS	INTERIOR LOWLANDS/OKLAHOMA	REGION: _____
Geographic Features		
Water Features		
Flora		
Fauna		
Climate		

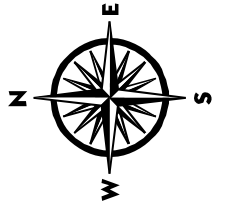
Name \_\_\_\_\_

# Map of US Regions



## KEY

- A = Coastal Plain
- B = Appalachian Mountains
- C = Canadian Shield
- D = Interior Lowlands
- E = Great Plains
- F = Rocky Mountains
- G = Basin and Range
- H = Coastal Ranges







# Oklahoma Quarter Reverse

