

**Regions and States Study Guide
Student Contract**

Recognition Level

I contract this study guide for a grade of **C**. I agree to complete all of the items coded + by the due date specified with 90% accuracy.

If I complete the items coded + with less than 90% accuracy and turn in the completed items after the due date, then my contract for the letter grade of a **C** is in jeopardy.

I am aware that the assessment over these unit will include items from the study guide that are coded +,*,\$.

Date	Student	Teacher
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Recall Level

I contract this study guide for a grade of **B**. I agree to complete all items coded + and * by the due date specified and with 90% accuracy.

If I complete the items coded + and * with less than 90% accuracy and turn in the completed items after the due date, then my contract for the letter grade of **B** is in jeopardy.

I am aware that the assessment over this unit will include items from the study guide that are coded +, *, \$.

Date	Student	Teacher
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Application Level

I contract this study guide for a grade of **A**. I agree to complete all items coded +, *, and \$ by the due date specified with 90% accuracy.

If I complete the items coded +, *, \$ with less than 90% accuracy and turn in the completed items after the due date, then my contract for the letter grade of **A** is in jeopardy. I am aware that the assessment over this unit will include items from the study guide that are coded +,*,\$.

Date	Student	Teacher
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Recognition Level- individual task

Code +

Objective: Students will demonstrate knowledge of vocabulary through matching.

Directions: Match the following definitions to the correct vocabulary items. Place answers in the Your Answer column.

+=I know this info -=I need more info	Text- book page #	Your	Definition	Vocabulary Item
		Answer		
	28		1. An area of land whose parts have one or more common characteristics	<i>a. colony</i>
	29		2. The degree of heat or coldness	<i>b. tax</i>
	29		3. The falling of water in the form of rain, sleet, hail, or snow	<i>c. American Revolution</i>
	30		4. A place with very little rainfall and few plants	<i>d. barge</i>
	31		5. A wide area of flat or gently rolling land that is often treeless	<i>e. geography</i>
	33		6. The study of Earth and how people use it	<i>f. region</i>
	35		7. Flat or rolling land	<i>g. plain</i>
	35		8. What is handed down from past generations, such as beliefs and customs	<i>h. Constitution of the United States</i>
	35		9. The making and selling of a product or service	<i>i. precipitation</i>
	36		10. A deep valley with high, steep sides	<i>j. foothill</i>
	37		11. A low hill at the base of a mountain or mountain range	<i>k. heritage .</i>
	39		12. A flat-bottomed boat used on inland waters to transport goods	<i>l. boundaries</i>

	40		13. A territory settled by people from a distant land but under control	<i>m. governor</i>
	40		14. The war between Great Britain and its 13 colonies from 1775 to	<i>n. industry</i>
	41		15. The document that contains the basic laws of the United States	<i>o. canyon</i>
	43		16. The top elected official of a state or other political unit	<i>p. prairie</i>
	43		17. Money that people must pay	<i>q. desert</i>
				<i>r. temperature</i>
				<i>s. flood</i>

Recognition Level- peer task

Code +

Objective: Students will recognize true and false statements about Regions and States.

Directions: Read each sentence. If it is true, write "T" on the line after the number. If it is false, write "F" on the line after the number. If it is false, rewrite it to make it a true statement.

+ = I know this info

- = I need more info

18. ____ The northern part of the United States is **warmer** than the southern part of the United States.
19. ____ The **coastal plain** is the flat region along the Atlantic Ocean and the Gulf of Mexico.
20. ____ **Texas** is the most southern state in the Southeast region.
21. ____ A territory had to have 60,000 people before it could become a state.
22. ____ Citizens of every state pay **taxes** to their state governments.

Recall Level - peer task

Code *

Objective: Students will demonstrate their knowledge of regions and states as well as the history.

Directions: Write a response to one of the three questions provided below.

27. Why was it necessary for surveyors to mark off the land in the Territories of the United States?

28. Choose two regions of the country. Read the descriptions of the **landforms** in the two regions. How is the geography of the regions similar? How is it different?

29. Create a region of the country that you think would be an ideal place to live. Describe its climate, landforms, and natural resources.

Recall Level - peer task

Code *

Objective: Students will explain their understanding of regions and states as well as their boundaries.

Directions: Answer the following questions with a short response in the space below the question.

+ = I know this info

- = I need more info

23._____ In your own words, what is a **region**?

24._____ Name **3 important cities** in the middle Atlantic region.

25._____ Why were the colonists unhappy with Great Britain?

26._____ What geographic feature forms Montana's boundary with Canada?

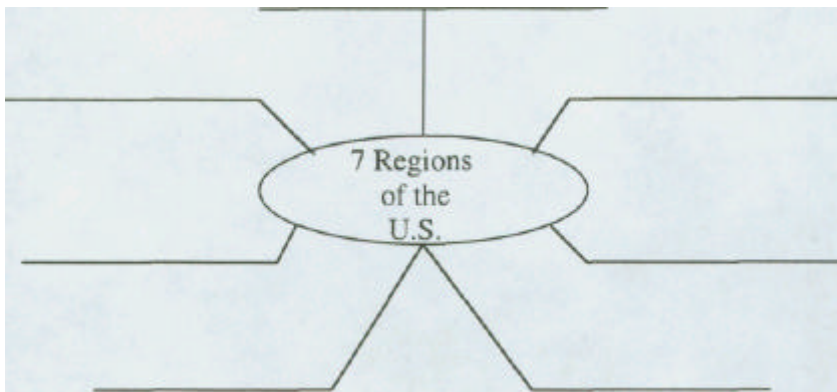
Application Level - cooperative group task

Code \$

Objective: Students will list the regions of the United States, as well as characteristics of those regions.

Directions: Complete the following graphic.

30.



31. Complete the following graphic

ex.

Regions	Southwest						
Landform	Grand canyon, lakes, forests. broad grassland						
Important cities	Houston is the largest region. Albuquerque is a key transportation center.						
Other interesting facts	Ranches and oil rigs surround Houston						

Study Guide Evaluation Rubric

Criteria	Excellent 5 points		Poor 1 points
Regions	Shows clear understanding of the regions. All 7 regions were written.	Generally understands the regions. At least 4 of the regions were written.	Needs a clearer understanding of regions.
Landforms	Shows clear understanding of landforms . At least 3 landforms were written.	Generally understands landforms. At least 1 landform was written.	Needs a clearer understanding of landforms.
Important Cities	Shows clear understanding of important cities. At least 3 important cities were written.	Generally understands important cities. At least 1 important city was written.	Needs a clearer understanding of important cities.
Other Interesting Facts	Shows clear understanding of interesting facts. At least 2 facts were written.	Generally understands interesting facts. At least 1 fact was written.	Needs a clearer understanding of interesting facts.

Regions and States

BINGO

American Revolution	Barge	Desert	Plain
Foothill	Prairie	Canyon	Geography
Precipitation	Colony	Governor	Region
Constitution	Heritage	Tax	Industry

Class Wide Peer Tutoring

Recall Level - peer task

Code *

Objective: Students will spell vocabulary words out loud with 90% accuracy.

Directions: Students will pair up in groups of two. Each group will have a stack of vocabulary words. One student will say the word out loud and the other student will spell the word out loud. If spelled correctly, move on to the next word. If spelled incorrectly, the student will have to write the word three times, spelling each letter out loud. *They will have the vocabulary card in front of them to copy.* After 5 minutes, change tasks with partner.

Materials:

pencil

paper

vocabulary words

Sources - Silver Burdett Ginn, (1997). Regions and Resources – Bloom's Taxonomy

Analogy- *Regions need states like a mayor needs townspeople*

