

Five Regions of Wisconsin

Chippewa Falls School District

Beth McElhenny – mcelheej@chipfalls.k12.wi.us

Diane Ray – raydl@chipfalls.k12.wi.us

Subject: Social Studies	Technology/Equipment/Supplies Needed: Computer lab with Internet access <i>Cultural Horizons of Wisconsin</i> CD word processing software
Topic: Wisconsin Geography	
Grade Level: 4	Collaboration (w/media specialist, other staff): Library Media Specialist
Lesson Length/No of Sessions: 4 lessons @ 45-minutes over 4 weeks	

Task/Objectives:

1. Locate Wisconsin on the planet earth
2. Learn vocabulary that describes the geography of Wisconsin, including glaciers, moraines etc.
3. Access and gather information about the 5 physical regions of Wisconsin
4. Learn highlights of people and places in each of the 5 physical regions
5. Research the many water sources in Wisconsin and the role they play in Wisconsin history

Resources:

- Computer lab with Internet access
- *Cultural Horizons of Wisconsin* CD, Wisconsin Educational Communications Board, 2003
- *Learning from the Land: Wisconsin Land Use* by Bobbie Malone, State Historical Society, 1998
- *Working with Water: Wisconsin Waterways* by Bobbie Malone, State Historical Society, 2001
- Digital Resources for Teaching Wisconsin Studies website
- *The Wisconsin Journey* by Kurt Leichtle, 4th Grade Social Studies textbook
- Word processing software
- Pencils, colored pencils, markers
- Handouts, maps, forms provided by teachers

Assessment:

- Contribute to group or classroom decisions about learning objectives
- Identify topics suitable for independent learning or in-depth exploration
- Apply prescribed criteria for judging success of learning projects (Rubrics)
- Establish goals and determine steps for completing a project
- Assess student performance by using a checklist and student conferencing

The teachers will hand out a checklist that students will use as an on-going tool to keep track of what they have accomplished and what needs to be completed. The checklist contains all 4 lessons with details regarding each of the tasks and procedures.

Each paired group of students will use a checklist to keep themselves organized and evaluate their own progress.

The teachers will meet with each pair of students once a week to conference with them on their work. Teachers and students will reflect on the lessons by using the checklist as a guide. Using a checklist and conferencing allows the student to evaluate their own performance and provides continuing feedback to the student.

Alignment to Content Standards:	
Social Studies A4.1, 4.2, 4.3, 4.4, 4.5, 4.7	Language Arts

Alignment to Information and Technology Literacy Standards:			
Media & Technology	Information & Inquiry	Independent Learning	The Learning Community
A4.2	B4.1	C4.4	
A4.3	B4.2		
A4.4	B4.4		
	B4.5		
	B4.6		

Teacher Notes:

Four 45-minute lessons to be completed in approximately 4 weeks. Students will use the library and computer lab twice a week. Classroom teacher and Library Media Specialist will teach the lessons collaboratively.

Students will also use class time during the 4-week period to work on lessons.

Students will work with a partner. They will complete each of the 4 lessons. The lessons will be set up as learning centers and will be self-paced.

The students will keep all of their completed work in a labeled folder, which will be stored in the classroom.

Process (strategies & activities):

Overview

Students will watch a 20-minute video titled “A Place called Wisconsin.” This video looks at the factors that make Wisconsin unique among the places on Earth by describing its unique physical characteristics. After viewing this video, the students will be paired to complete the following lessons.

Lesson One

Objectives:

Students will use a pre-selected Internet site and watch digital streaming video clips about Wisconsin’s geography. They will record information about the 5 physical regions of Wisconsin, glaciers and waterways.

Process:

Students will go to the computer lab. Each pair of students will log on to the district network and go to the Digital Resources for Teaching Wisconsin Studies website. They will view the short video clips on Early Native People and answer Focus Questions 1a – 1e and record their answers on a worksheet.

Students who complete this activity will begin work on their Wisconsin maps. Teachers will give each student a copy of the map on Page 188 from the *Exploring Wisconsin Our Home* Teacher's manual. Students will color in the Wisconsin regions using the same colors used on the Digital Wisconsin website

Lesson Two

Objectives:

Students will use a CD to find out more information about the landscape, people and places in each of Wisconsin's 5 regions. They will research and enter information using word processing software.

Process:

In the computer lab, students will pair up and load the *Cultural Horizons of Wisconsin* CD. Using this software, the paired students will:

- register and link to the Wisconsin Map feature
- Link to the Wiscometer feature

Students will explore the link to each of Wisconsin's 5 regions. They will select and record one fact from each region to learn more about the landscape, people and places. Completed fact worksheets will be kept in their folders.

Students will select the My Discovery feature of the CD. They will link to the MY STORY feature and journal their thoughts on one location that they visited. They will print out this journal form and place it in their folder.

Lesson Three

Objectives:

Students will learn more about Wisconsin waterways and land by reading selected pages in two publications from the State Historical Society of Wisconsin. They will write some facts on a record sheet provided by the teacher. They will use this information to create acrostic puzzles using the word WISCONSIN.

Process:

Learning from the Land: Wisconsin Land Use, students will read and take notes on pages 2-6.

Working with Water: Wisconsin Waterways, students will read and take notes on pages 5-10.

When finished reading, the students will use their notes and crayons, markers, and colored pencils to create acrostic puzzles using the word WISCONSIN. The acrostic puzzles will be displayed in the hallways of the school.

Lesson Four

Objectives:

Students will read excerpts from the Wisconsin textbook. They will use this information to label maps and answer questions regarding the information they have read.

Process:

Paired students will read pages 4-9 of *The Wisconsin Journey* by Kurt Leichtle and complete a worksheet of questions. They will then locate and mark Wisconsin on maps of North America, the United States, and the Midwest.

Wisconsin Geography Checklist

1. Video Clips and Focus Questions

I watched the following video clips

- Where is Wisconsin?
- The name Wisconsin
- Glaciers in Wisconsin
- Regions of Wisconsin
 - Northern Highland
 - Central Sand Plain
 - Western Upland
 - Eastern Ridges and lowlands
 - Lake Superior Lowland
- Wisconsin Rivers

- I got the focus questions sheet from my teachers and answered the questions 1a-1e
- I put the focus question sheet in my folder

Map work

- Labeled and colored regions on map
- I put the map in my folder

2. Cultural Horizons of Wisconsin CD

- I logged on and watched and read the information on the 5 regions of Wisconsin
- I completed the template and put in my folder
- I completed the My Discovery Journal, printed it out and put it in my folder

3. Wisconsin Land Use and Wisconsin Waterways Books

- I have read pages 2-6 in the Wisconsin Land Use book
 - I wrote notes on this information on my record sheet
- I have read 5-10 in the Wisconsin Waterways book
 - I wrote notes on this information on my record sheet
- My partner and I used our notes to design a colorful acrostic puzzle using the word WISCONSIN
- I handed in the acrostic puzzle to my teacher

4. The Wisconsin Journey Textbook

- I have read pages 4-9 in the textbook
 - I answered the questions on the worksheet
 - I put the completed worksheet in my folder
- I got 3 maps from my teacher and marked Wisconsin on each map
- I put the completed maps in my folder

Video Clip Focus Questions

1a. How can you locate Wisconsin on the planet earth? _____

1b. Where did the name Wisconsin come from? _____

1c. What effect did the glacier have on Wisconsin's land? _____

1d. List one fact about each region:

Northern Highland _____

Central Sand Plain _____

Western Upland _____

Eastern Ridges and Lowlands _____

Lake Superior Lowland _____

1e. Tell which direction these rivers flow and what body of water they empty into.

Flambeau River _____

Chippewa River _____

Wolf River _____

Fox River _____

**Working with Water – Wisconsin Waterways
Pages 5-10**

1. Geologists discovered that long ago, Wisconsin was covered by a shallow _____ filled with _____ life.
2. What is limestone made of? _____ and _____
3. What is a quarry? _____
4. How thick are glaciers? _____
5. Drift is made of a combination of _____, _____, _____ and larger _____.
6. How did Wisconsin get its mitten shape? _____
7. The driftless area has rocky _____ and deep _____
8. How is a glacial lake formed? _____

9. The Wisconsin Dells were formed by _____
10. Name the 5 Great Lakes
 - _____ • _____
 - _____ • _____
 - _____
11. What is a wetland? _____

12. What is a pollutant? _____

13. How is a watershed formed? _____

14. River systems are formed by larger rivers and _____

Learning from the Land – Wisconsin Land Use Pages 2-6

1. What is a geologist? _____

2. What is bedrock? _____

3. Four hundred million years ago, Wisconsin was covered with a _____

4. What is a glacier? _____

5. The first glaciers were in Wisconsin how many years ago? _____

6. Wisconsin can be divided into two areas

- _____

- _____

7. Glaciers or ice sheets _____, _____ and

_____ rocks and soils along with them when they moved.

8. As the glaciers shrank they left behind _____

9. Vilas and Oneida Counties in northeast Wisconsin contain nearly _____ lakes.

10. Southwest Wisconsin is unglaciated. We call it the _____ area.

11. What is topography? _____

12. What is a gorge? _____

13. What is a geographer? _____

14. Name the 5 regions of Wisconsin

1. _____

2. _____

3. _____

4. _____

5. _____

The Wisconsin Journey Textbook

1. What do we call the study of location, land, water, plants, animals and people of a place?

2. What continent do you live in?

3. What country and state do you live in?

4. What do we call the place where a river starts?

5. Name 4 states that border Wisconsin?

1. _____

2. _____

3. _____

4. _____

6. Name the 2 Great Lakes that touch Wisconsin

1. _____

2. _____