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Lesson Title:

Where in the USA?

Subject Area:

Social Studies

Grade Level:

k-6

Lesson Summary:

An imaginary trip to all 50 of the United States. The students will study all aspects of the states: geography, climate, social, leisure, history, etc. This lesson will be taught/learned in as many modalities and mediums as possible: computer, hands-on, guest speakers, e-mail pals, Internet research, WEB site, local library, discussions, and most importantly, imagination and creativity.

Objective/Content Standard/Benchmark:

The students are from a homogeneous community (the pueblo), and may never venture from this community. With this lesson I hope to expose them to the rest of the United States and develop their understanding of other people and places. As they travel this country of theirs and learn their heritage, I'd like the students to develop a sense of Nationalism and patriotism. English is the second language for these students, so in requiring oral presentation for all the projects, this skill should become improved. CONTENT STANDARDS/BENCHMARKS: - The students will be able to apply geography to interpret the past, present and plan the future. - The students, by accumulating facts about each state can begin to make generalizations and recognize patterns. - The students, as they travel the U.S., will be exposed to cultural diversity, cohesion, social patterns and geography. - The students will be able to acquire, process, and report information about people and places, and they can analyze spatial organization. - The students will know the physical and human characteristics of places. - The student will understand how culture and experience influence people's perceptions of places.

### Approximate Time Needed:

The entire year

### Prerequisite Skills:

Basic computer knowledge, keyboarding skills, library research skills, reading, writing and listening skills, basic map skills, basic math skills, basic social skills and communication/speaking skills.

### Materials and Resources Required:

#### Technology:

Cassette player and tapes, Hewlett Packard 333 MHz computer-Microsoft Office 97, Microsoft Publisher 98, Internet Access, Hewlett Packard color printer, computer disks.

#### Printed Materials:

Sheet music of the 50 state songs, handouts, textbook, Tourism information from the states.

### Supplies:

Art supplies, piano, pen/pencil, paper, notebook.

### Others:

### Procedures:

As this is a yearlong unit, I will start with a class introductory warm-up with the handout "Who Am I?" I will hand out a broad view syllabus for the students to share with their guardians. We'll spend two days going through the instructions for the unit. This will be done with a PowerPoint presentation introduction, which includes a corresponding handout. There are two required assignments for every state, to design a patch or bumper sticker and to fill out a Travelog Data Sheet. The students will be given a choice in completing the data sheet from the template in the computer or using paper handouts. We will discuss the instructions for the 13 projects, if possible I'd like to have a completed example of each to show to the class. As a class we will study the state of Hawaii, using the instructions given so that each student may become familiar with what is expected. I will explain the workstation that will be set up for the Hawaii Worksheet package and the instructions for use. We will spend two to five days in the computer lab to refresh on computer use and etiquette. While we are working with the computers we will look up the unit WEB site and the history links located in this site. The students will hold a class discussion on their views of the Pledge of Allegiance and the US flag and what they represent and mean to them. At all times the unit will be enhanced with reading from the text and guest speakers. Samples of all projects/instructions are attached.

### Modifications for Differentiated Instruction:

#### For the special needs student:

Working with the special needs teacher, IEP, and parent--modifications will be made as determined. Teaching in several modalities should benefit all students.

### For the gifted student:

The student may write a play and cast it, about the Pledge of allegiance, the US flag, or the history of the White House. Then perform the play as a Readers' Theater for the class, possibly the school. They may choose to assist a specials needs student in the completion of their project.

### Student Assessment:

The projects themselves, rubrics will be provided to the students for the projects. The teacher and the class will evaluate the oral presentations. Quizzes/tests about the reading material from text and guest speakers.

### Lesson Evaluation:

Did the students reach acceptable levels of achievement? What resources should be added before this lesson is taught again? How could this lesson be improved? Does the lesson need to be adapted to better fit the time allowed?

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