

Standard 4 - Lesson 2

Lesson Title: My Region

Length: 1 Hour

Age Group: 8-9

Materials Needed: worksheets attached, music, blank sheets of paper for each student

Geography Standard 4

Learning Objectives:

Cognitive	Affective	Artistic
Students will be able to recognize features that makes their own region unique.	Students will work in groups to create phrases.	Students will create and perform shapes and movements associated with their personal regions. Students will create a full-length piece based on these phrases in relation to their own map.

Assessment Criteria:

Cognitive	Affective	Artistic
Students will complete a written assessment which asks them to recall the icons which form their local community.	Students will complete a peer and self assessment which rate their ability to work in and as a group.	Students will be assessed in the form of a written response. Students will also be assessed on their final performance.

Target Learning:

To students, the most relevant region is the region in which they live. It is important for them to recognize the components of their own community. This exercise will ask students to take the time to understand which components make up their community and what role they play in relation to their own life. It will broaden students' communities by introducing them to locations they were previously unaware of. Finally, it will encourage students to consider they, as citizens, can maintain and improve their community.

Integrated Activities:

Exploration Activities

A. Zooming In: The universe is an infinite place and the classroom students are gathered in is just a tiny little region. To help them ponder this, ask students to complete the worksheet entitled “Zooming In.”

B. My Community: If you feel comfortable doing so, use your own home and surrounding area as an example. Use the “My Community” worksheet to indicate your home in the middle. Use the surrounding area to draw icons of the places that make up your local community. Perhaps the grocery store you often visit, a park, or an ice-cream stand. Brainstorm as many icons as possible. Now ask students to do the same with their own homes. When they have finished, ask them to circle three of their favorites and write some descriptive words for each. They will use these three in the following exercises.

C. “Guided” Free Movement: Having previously learned the various elements of dance, use this as a review. Put some music on and lead some “Guided Free Movement.” Ask students to dance around in their personal space using different levels, tempos, methods of locomotor and non-locomotor movements. When students are moving freely, without being timid, and are sufficiently warm, ask them to recall photographs of the regions. Naming a region, encourage students to pantomime in response while you prompt them with questions. Remind students that “Movement Time” is a time to respond through movement, not using words!

Target Activities:

A. “My Community”

Now that students have a sense of the components of their own community, ask them to write a short story about visiting three places. They should include the following details:

- How do you get there? (walk, drive, skip, bike, etc)
- What do you do there? (shop, swing, eat, etc)
- Who do you see there? (animals, workers, friends, family, etc)
- What do you like about this place? (delicious food, space to run around, etc)

B. “Caring for My Community”

This activity emphasizes social responsibility for caring for the community we live in. Ask them to think about one of their locations and what they can personally do to help keep it clean and in good condition. Have students discuss in pairs. They should describe their location, which aspect they want to protect, and how they can accomplish this. Ask them to write a concluding sentence about this in their short stories.

C. “Know Your Neighbors”

The objective of this activity is for students to have an idea of who lives nearby and shares the same favorite places. This information will be particularly helpful in the culminating activity.

Have students stand in a big circle. Ask them to recall their three locations and the movements they developed during free movement. One student begins in the center and performs movements to represent their location. Students with the same places in mind can join that student and become “neighbors.” A second student then demonstrates their second location, and students respond accordingly, either matching that student’s movements or rejoining the circle. This process continues for several rounds, though not every student needs to demonstrate all three of their locations.

Culminating Activity:

Students will work in groups of three to compose a full-length piece based on their personal regions and neighbors, and how they can reach out and care for these things.

- Divide students into groups of three. Try to organize groups so that all of the group members have at least one location in common.
- Ask students to compare their personal maps and construct one large map which incorporates all the locations.
- Students must decide on a plan for their pathways. The group can start all together or at individual locations. They can travel all at once, or one at a time. They can travel in different directions, or all go to the same place. Give students 2 minutes to decide and label the following on their map:
 - At which location to start (individual location or common location?).
 - Which location is second.
 - Which location is third.
 - At which location to end.
- Now ask students to recall their shapes, actions, and locomotor movements associated with each location. If a student is interested in visiting another student’s location, they can learn its movements and maybe add their own ideas. As students do this, start playing some music to help them move around.
- Call for a first rehearsal. Tell students they have two minutes (which is a long time!) to start in their first spot, locomotor to the next, dance at their second spot, locomotor again, dance at their third spot, and locomotor to their final spot. Be sure they keep their short stories in mind. Start the music and let students run their piece, encouraging them to interact with friends (wave hello as you skip past your friend!).
- Finally, ask students to once more work as a group to choreograph a concluding movement that represents something they’d like to take care of. This might be picking up trash in the park, or flowing like the water they want to keep clean.

Tell students that once they get to their ending spots, all three students will do this concluding phrase.

- Allow students a final rehearsal of the entire piece.
- Each group performs their routine with the class as an audience. Using the rubric, assess each group as they perform.

Assessment:

- Students will complete the **Written Assessment – Lesson 2**.
- Students will be assessed on their performance using the **Performance Assessment** rubric.
- Students will complete a written **Peer and Self Assessment**.

Zooming In

My House



My Town



My County



My State



My Country

1. What is the name of our county?

2. What is the name of our state?

3. What is the name of our **county**?

4. Name three locations that make up your community.
 - 1.
 - 2.
 - 3.

5. Name one classmate who lives near you.

6. What is one way you can help protect your community?