

## Standard 4 - Lesson 1

Lesson Title: Region Identification

Length: 2 Hours

Age Group: 8-9

Materials Needed: Photos of various regions of Delaware, projector, masking tape, music, worksheets and assessments attached

Geography Standard 4

Learning Objectives:

Cognitive	Affective	Artistic
Students will be able to recognize a specific region by a corresponding icon and correctly locate them on a map.	Students will work in groups to create phrases.	Students will create and perform shapes and movements associated with icons in relation to regions of Delaware. Students will create a full-length piece based on these phrases in relation to a map.

Assessment Criteria:

Cognitive	Affective	Artistic
Students will complete a written assessment which tests their ability to recall and place the regions of Delaware and match them to their corresponding icons.	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:

A **region** is defined as “a place that has features that are alike in some way.” This indicates that different regions have different, unique features what set it apart from its surrounding areas. The major regions of Delaware include the beach, swamp, farmland, urban, and woodland. Each of these regions can be identified by distinct icons such as

waves, trees, fields of wheat, etc. Associating these icons with corresponding regions will help students use visual clues to identify location in a geographical context.

### Integrated Activities:

#### **Exploration Activities:**

**A. Photographs:** To ensure students have visuals of all the different regions, it is important to show them a variety of photographs. Have students use worksheet provided to write some descriptive words or draw pictures to help them remember details. Ask students to observe these places and take their notes as if they, themselves, were there. Encourage students to note not just what they see, but speculative details such as if it's windy, noisy, crowded, etc. Be certain to include location and county of each region. At the end of the slideshow, lead a group discussion in which students may volunteer their words or images. Students should use all five senses in their descriptions.

**B. “Guided” Free Movement:** Having previously learned the various elements of dance, this is just 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 dance in response but prompting them with questions. Remind students that “Movement Time” is a time to respond through movement, not using words!

- Woodland – *How do the trees look? What can you do among the trees?*
- City – *How tall are the buildings? Is it busy or slow? Are there cars?*
- Farm – *What kinds of things do we do on a farm? What is growing there?*
- Swamp – *How deep is the water? Is it clean or muddy?*
- Beach – *What can we do on the beach? What about in the water?*

**C. Freeze Dance:** Conclude the activity by playing a “Freeze Dance” version of the guided movement exercise. Put some music on and let students move around freely. When the music stops, the leader yells out a region and students must freeze in an appropriate shape. Repeat until all of the regions are visited.

### **Target Activities:**

#### **A. : “Hen Hunt Through Delaware”**

A take on the echo game “Going on a bear hunt...” since the Delaware state bird is the Blue Hen. Please note, we do not actually “kill” the bird, in this game, we are just looking for one. The leader speaks first while slapping thighs alternating as if making a marching sound. Others follow.

- **Leader:** *Going on a hen hunt!* (students echo)  
*Gonna find a big one!* (students echo)

*I'm not scared!* (students echo)

*Look we're in New Castle County! Oh my, what's that ahead? It's a swamp!*

*Can't go over it.* (students echo)

*Can't go around it.* (students echo)

*Gotta go through it!* (students echo)

- Leader then mimics walking through a swamp (complete with sound effects if desired), students do the same. Allow this pantomime to go on for about a minute.

**Leader:** *Phew! We made it!*

- Leader then goes back to the beginning substituting other regions in place of "swamp." Regions include:

- Swamp
- Beach
- Farm
- Woodland
- City

- When final region has been explored, conclude with the following dialogue:

- **Leader:** *Going on a hen hunt!* (students echo)

*Gonna find a big one!* (students echo)

*I'm not scared!* (students echo)

*Oh my, what's that ahead? It's a giant blue hen! And it's angry because we woke it up! Ruuuuun! Back through the* (hurriedly revisit each region in the reverse order you found them in).

*There's the house! Run inside, close the door! Phew! We made it!*

## **B. "Where Am I?"**

Use the masking tape to draw the shape of Delaware on the floor. Make the shape as large as possible, but be sure it can be recognized and navigated by students. Students begin standing at the southern end of the map.

- Show students where each of the region is located. Ask students to note which county each region is in, and possibly remember any unique geographic shapes to help them remember where the region is located.
- One student begins by performing a locomotor movement in place, followed by movement associated with one of the regions. In response, students perform the locomotor movement to the correct region, and pretend they are actually there.
- Example: A student might skip in place, and then use their arms to "swim." In response, students skip to the coastline of Sussex County and pretend they are at the beach by swimming or playing the sand.
- The leading student may choose a volunteer to state which region they are in and in which county it is located. If the student answers correctly, that student becomes the new leader.

**Culminating Activity:** Students will choreograph and perform a short piece in ABA format based on the movements developed in the exploration and target activities.

- Divide students into groups of 5.
- Give each group a map of Delaware (diagram 1).

- Pick one students from each group to draw a squiggly line inside the state lines with a distinct start and end.
- As a group, have students start at one end of the line and determine which regions the line visits. For each region it travels through, students chose a representative shape. Encourage them to use different levels in relation to where the region is located. Perhaps a region in lower Delaware has a low shape.
- When students have a shape for each region visited, ask them to chose a locomotor action to connect the shapes.
- Once shapes and connecting actions are chosen, allow each group time to rehearse their “routine” on the large map on the floor.
- Each routine should have the following components:
  - Starting shape in region 1.
  - Locomotor movement to shape in region 2.
  - Locomotor movement to shape in region 3.
  - Locomotor movement to shape in region 4.
  - Locomotor movement to final shape in region 5.
- Feel free to provide music. It may be the same song for the entire group, or different songs for each group.
- 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 1**.
- Students will be assessed on their performance using the **Performance Assessment** rubric.
- Students will complete a written **Peer Assessment**.

**Regions of Delaware**  
**Descriptive Words and Images**

**Woodland**

**City**

**Farm**

**Swamp**

**Beach**



1. What is the name of our state?

2. What are the three counties?

1.

2.

3.

3. What are two landforms found in our state?

1.

2.

4. I see fields of tall corn, cows, and tractors. Which county am I in?

5. I see sandy beaches and ocean waves. Which county am I in?