

# PROJECT OVERVIEW

<b>Name of Project:</b>	<b>Amazing Race: U.S. Regions</b>	<b>Duration: 3-4 Weeks</b>
<b>Subject/Course: Social Studies</b>	<b>Teacher(s): Myla Lee</b>	<b>Grade Level: 4<sup>th</sup> grade</b>
<b>Other subject areas to be included, if any:</b>	Writing, Reading Listening and Speaking Technology	
<b>Project Idea</b> Summary of the issue, challenge, investigation, scenario, or problem:	<p>As a class, the students will create an Amazing Race challenge for another class. Students are put into production groups to create a show segment for The Amazing Race. Each group will</p> <ul style="list-style-type: none"> <li>• represent the different United States regions.</li> <li>• investigate the various types of geographical regions (e.g., political regions, economic regions, landform regions, vegetation regions)</li> <li>• create a digital poster or poster board presentation to be posted on classroom wiki for study reference</li> <li>• include an “artifact” (e.g. geographic tools/technologies, stories, songs, and pictures) to further describe their specific region.</li> </ul> <p>As a class, students will present their final product and regional artifacts to another class as an Amazing Race challenge. Ultimately, the students will reflect on what they learned and write about how do other regions in the United States influence their lives?</p>	
<b>Driving Question</b>	How do other regions in the United States influence my life?	
<b>Content and Skills Standards</b> to be addressed:	<p><i>Use geographic representations to acquire, process, and report information from a spatial perspective.</i></p> <p>4 – G1.0.1 Identify questions geographers ask in examining the United States (e.g., Where is it? What is it like there? How is it connected to other places?).</p> <p>4 – G1.0.2 Use cardinal and intermediate directions to describe the relative location of significant places in the United States.</p> <p>4 – G1.0.3 Identify and describe the characteristics and purposes (e.g., measure distance, determine relative location, classify a region) of a variety of geographic tools and technologies (e.g., globe, map, satellite image).</p> <p>4 – G1.0.4 Use geographic tools and technologies, stories, songs, and pictures to answer geographic questions about the United States.</p> <p>4 – G1.0.5 Use maps to describe elevation, climate, and patterns of population density in the United States.</p> <p><i>Understand how regions are created from common physical and human characteristics</i></p> <p>4 – G2.0.1 Describe ways in which the United States can be divided into different regions (e.g., political regions, economic regions, landform regions, vegetation regions).</p> <p>4 – G2.0.2 Compare human and physical characteristics of a region to which Michigan belongs (e.g., Great</p>	

		Lakes, Midwest) with those of another region in the United States.					
		T+A	E			T+A	E
<b>21<sup>st</sup> Century Skills</b> to be explicitly <i>taught and assessed</i> (T+A) or that will be <i>encouraged</i> (E) by project work, but not taught or assessed:	Collaboration	X		Other:			
	Presentation	X					
	Critical Thinking:		X				
						<b>Presentation Audience:</b>	
<b>Culminating Products and Performances</b>	<b>Group:</b>	Students will work together in groups to create a digital poster showing the human characteristics, economics, vegetation, landforms, and culture of their specific regions. In addition, each group will need to decide on and explain “an artifact” of that region. The final presentation to the audience will also be a group project.				Class:	X
						School:	X
						Community:	X
	<b>Individual:</b>	Individual students will be responsible for the work that will be taught by the teacher to introduce new skills and concepts. In addition, students will be responsible for reflective journal entries and a final paper about how regions influence their own lives.				Experts:	
						Web:	X
						Other:	
<b>PROJECT OVERVIEW</b>							
<b>Entry event</b> to launch inquiry, engage students:	Watch an episode of <i>The Amazing Race</i> . Tell the class that in groups they will be making segments for the show. Each segment will take the racers across the regions of the United States. The final challenge will be for another class to actually try their challenge.						
<b>Assessments</b>	<b>Formative Assessment (During Project)</b>	Quizzes/Tests	X	Practice Presentations		X	
		Journal/Learning Log	X	Notes		X	
		Preliminary Plans/Outlines/Prototypes		Checklists		X	
		Rough Drafts	X	Concept Maps			
		Online Tests/Exams		Other:			

	<b>Summative Assessments (End of Project)</b>	Written Product(s), with rubric: Personal Narrative "How my region influences my life?" Individual task challenge – comparison of regions	X	Other Product(s) or Performance(s), with rubric: Digital Poster and task	X
		Oral Presentation, with rubric		Peer Evaluation	X
		Multiple Choice/Short Answer Test		Self-Evaluation	X
		Essay Test		Other:	
<b>Resources Needed</b>	<b>On-site people, facilities:</b>	School Building			
	<b>Equipment:</b>	Computers, SmartBoard,			
	<b>Materials:</b>	Various Maps of the United States			
	<b>Community resources:</b>				
<b>Reflection Methods</b>	<b>(Individual, Group, and/or Whole Class)</b>	Journal/Learning Log	X	Focus Group	
		Whole-Class Discussion	X	Fishbowl Discussion	
		Survey	X	Other:	

## PROJECT TEACHING AND LEARNING GUIDE

Project: U.S. Regions – The Amazing Race	Course/Semester:
Knowledge and Skills Needed by Students to successfully complete culminating products and performances, and do well on summative assessments	Scaffolding / Materials / Lessons to be Provided by the project teacher, other teachers, experts, mentors, community members
Read informational/expository text.	<p>→ Review how to read informational/expository text structures during reading and language arts period.</p>
Read different kinds of maps	<p>→ Provide opportunities and real-world situations prior to this unit to use various types of maps (school, neighborhood). Have students bring maps in as examples to compare.</p> <p>Mini-lesson on map reading. (Review of 2<sup>nd</sup> grade skills)</p>
Use glogster ( <a href="http://www.glogster.com/">http://www.glogster.com/</a> ), create a PowerPoint show, or make a posterboard display	<p>→ Mini lesson on how to use Glogster and create a digital poster. Review PowerPoint skills taught in media class.</p>
Use cardinal and intermediate directions	<p>→ Review of cardinal and intermediate directions.</p> <p>Mini-lesson on how to use to read maps.</p>
Understand the premise and rules of “The Amazing Race” television show	<p>→ Show television segments of “The Amazing Race” and give and discuss rules of the show.</p>
Know concepts and definitions of location, landform, body of water, elevation, climate, human characteristics, population density, and natural resource.	<p>→ Mini-lessons embedded before each research day that will help guide teams with their project.</p>
Know how to use Google Maps	<p>→ Mini lesson on how to use Google Maps</p>

# PROJECT CALENDAR

**Project: U.S. Regions – The Amazing Race**

**Start Date:**

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

## PROJECT WEEK ONE

Grabber: Show two segments of The Amazing Race.

Explain the logistics of the race and how it works.

Introduce project idea: As a class, the students will create an Amazing Race challenge for another class. The race will be called “The Amazing Race Regions of the US.” The class will be divided into production groups for each of the American regions.

Assign each group their specific region. Hand them their group project folder.

Explain the contract agreement and final project expectations. Give students time to discuss, complete, and sign contracts.

*Preparation*  
Mini-Lesson: What is location?

Each region group will:  
(1) research about the location of their region and record absolute/relative location of their region

(2) color the states in their region on a blank map of the united states **or**

Technology: use Google maps to create a map of their region or

*Preparation*  
Mini-Lesson: What is a landform? What is a body of water? What is elevation?

Each region group will:  
(1) research about the various landforms and bodies of water in their region

(2) record and define any new landform / bodies of water vocabulary words

(3) mark the bodies of water and major landforms on a blank regional map or

Technology: use Google maps to mark major bodies of water/landforms on regional map

*Preparation*  
Mini-Lesson: What is climate?

Each region group will:

(1) research about the climate in their region

(2) record and define any new vocabulary words relating to climate

(3) complete a *climate recording sheet*

*Preparation*  
Mini-Lesson: What are human characteristics of a region? What is population density?

Each region group will:

(1) research about the human characteristics in their region

(2) record and define any new vocabulary words relating to human characteristics of their region

(3) write notes on a group recording sheet

PROJECT WEEK TWO

<p><i>Preparation</i> Mini-Lesson: What is a natural resource?</p>	<p><i>Re-Energize</i></p> <p>Recap the premise of <i>The Amazing Race</i> show by showing a segment of actual footage.</p> <p>Revisit the project idea.</p>	<p><i>Teamwork/ Work Time</i></p> <p>Students will need to review group contract and decide who will create the tasks/questions for the Amazing Race Challenges and the final presentation (digital poster, PowerPoint, or poster board) written sections for the following:</p> <ul style="list-style-type: none"> <li>• Landform/Bodies of water</li> <li>• Climate</li> <li>• Human characteristics</li> <li>• Natural resources</li> <li>• Location</li> </ul>	<p><i>Work Time</i></p> <p>Students will continue to work on their individual section of the project using a graphic organizer to guide them. Teacher will do spot checks and to provide guidance during this time.</p>	<p><i>Work Time/ Check In</i></p> <p>Students will continue to work on their individual section of the project using a graphic organizer to guide them. Teacher will do spot checks and to provide guidance during this time.</p>
<p>Each region group will:</p> <p>(1) research about the natural resources of their region</p> <p>(2) mark the natural resources on their regional map <b>or</b></p> <p><u>Technology</u>: use Google maps to mark a map of their region</p>	<p>Share example of a Challenge that has a variety of tasks.</p>	<p>Students will work on their individual section of the project using a graphic organizer to guide them. Teacher will do spot checks and to provide guidance during this time.</p>		<p>Each region group will “check in” with teacher to explain the status of their group work behavior and their group project.</p> <p>*Those who have completed their written essays and challenge tasks for each section (landform/bodies of water, climate, human characteristics, natural resources, and location) at this point can participate in a lesson on how to create a digital poster using Glogster.</p>

PROJECT WEEK THREE

<p><i>Work Time/ Check In</i></p> <p>Students will continue to work on their individual section of the project using a graphic organizer to guide them. Teacher will do spot checks and to provide guidance during this time.</p> <p>Each region group will “check in” with teacher to explain the status of their group work behavior and their group project.</p> <p>*Those who have completed their written essays and challenge tasks for each section (landform/bodies of water, climate, human characteristics, natural resources, and location) at this point can choose to create a PowerPoint presentation or a poster board presentation.</p>	<p><i>Work Time/ Check In</i></p> <p>Students will continue to work on their individual section of the project using a graphic organizer to guide them. Teacher will do spot checks and to provide guidance during this time.</p> <p>Each region group will turn in the following:</p> <ul style="list-style-type: none"> <li>• Challenge including 4 tasks representing landform/bodies of water, climate, human characteristics, natural resources, and location. Answers must be provided for each task that requires one.</li> <li>• A clue to lead the teams from one region to their region.</li> </ul> <p>**Teacher or parent adult will format tasks and clues so that all will look similar.</p>	<p><i>Final Preparation for presentation board and the Amazing Race</i></p> <p><b>PRESENTATION</b> As a team, students will work together to finalize digital poster, PowerPoint or poster board presentation. The final product will be posted on the classroom wiki as a study aid for an at home assignment.</p> <p><b>REGION CHALLENGE</b> Each region group will “check in” with the teacher to make sure each region challenge has all the needed materials.</p> <p><b>TEAMWORK PLAN</b> Teams need to discuss how they will work as a team during the Amazing Race. How will they decide who will perform each task?</p>	<p><i>The Amazing Race &amp; Reflection</i></p> <p>Class will be divided into 5 teams.</p> <p>Each team will receive their first clue. This clue will take each of the 5 teams to a different region. (Prior preparation: Make sure each of the clues takes teams to different region so that there won’t be more than one team at a region challenge.)</p> <p>After each challenge, each team is to go their designated “Pit Stop” to debrief and check answers to challenge tasks and to receive clue for next region challenge.</p> <p>When teams finish the race, they are to complete a reflection page and receive their final Individual Task Challenge that will be completed at home using the presentations (digital poster, PowerPoint, or poster board) that will be posted on the team wiki page.</p>	<p><i>Individual Task Challenge and Task Processing</i></p> <p>Students will be given the following individual task challenge to complete at home:</p> <p>Go to the Class Wiki Page and answer the following question on the activity sheet.</p> <p>“Visit a major city in two different regions other than the one you researched. What would you pack in your suitcase for your journey? What are some of the landforms/bodies of water would you expect to see? Compare those two regions in terms of natural resources and industries.”</p> <p>Class Discussion Debriefing and processing “The Amazing Race”</p>
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	<b>Exemplary</b>	<b>Proficient</b>	<b>Satisfactory</b>	<b>Unsatisfactory</b>
<b>Focus on the Task</b>	<p>Stays on task all of the time without reminders.</p> <p>A true team member who works hard and helps others in the group.</p>	<p>Stays on task most of the time. Group members can count on this person.</p> <p>A strong group member who tries hard!</p>	<p>Stays on task some of the time. Group members must sometimes remind this person to do the work.</p> <p>Sometimes an active group member, but needs to try harder.</p>	<p>Hardly ever stays on task. Let's others do the work.</p> <p>Sometimes chooses not to help out and does not complete tasks.</p>
<b>Work Habits</b>	<p>Completes assigned tasks and does not depend on others to do the work.</p>	<p>Completes most assigned tasks.</p>	<p>Does not follow through on most tasks and sometimes counts on others to do the work.</p>	<p>Does not complete tasks. Depends on others to do all of the work.</p>
<b>Listening, Questioning, and Discussing</b>	<p>Respectfully listens, discusses, asks questions and helps direct the group in solving problems.</p>	<p>Respectfully listens, discusses and asks questions.</p>	<p>Has trouble listening with respect, and takes over discussions without letting other people have turn.</p>	<p>Does not listen with respect, argues with teammates, and does not consider other ideas. Blocks group from reaching agreement.</p>
<b>Research and Information Sharing</b>	<p>Gathers information and shares useful ideas for discussions. All information fits the group's goals.</p>	<p>Usually provides useful information and ideas for discussion.</p>	<p>Sometimes provides useful information and ideas for discussion.</p>	<p>Almost never provides useful information or ideas for discussion.</p>
<b>Problem Solving</b>	<p>Actively seeks and suggests solutions to problems.</p>	<p>Improves on solutions suggested by other group members.</p>	<p>Does not offer solutions, but is willing to try solutions suggested by other group members.</p>	<p>Does not try to solve problems or help others solve problems.</p>
<b>Group/ Partner Teamwork</b>	<p>Works to complete all group goals.</p> <p>Always has a positive attitude about the task and work of others.</p> <p>All team members contributed equally to the finished project.</p> <p>Performed all responsibilities of assigned team role and</p> <p>Consistently contributed knowledge, opinions, and skills to share with the team.</p> <p>Always did the assigned work.</p>	<p>Usually helps to complete group goals.</p> <p>Usually has a positive attitude about the task and the work of others.</p> <p>Assisted group/partner in the finished project.</p> <p>Performed nearly responsibilities all of assigned team role and</p> <p>Contributed knowledge, opinions, and skills to share with the team.</p> <p>Completed most of the assigned work.</p>	<p>Occasionally helps to complete group goals.</p> <p>Sometimes has a positive attitude about the task or the work of others.</p> <p>Finished individual task but did not assist group/partner during the project.</p> <p>Performed a few responsibilities of assigned team role and</p> <p>Contributed a small of knowledge, opinions, and skills to share with the team.</p> <p>Completed some of the assigned work.</p>	<p>Does not work well with others and shows no interest in completing group goals.</p> <p>Never has a positive attitude about the task or the work of others.</p> <p>Contributed little to the group effort during the project.</p> <p>Did not perform any responsibilities of the assigned team role and</p> <p>Did not contribute knowledge, opinions, and skills to share with the team.</p> <p>Relied on others to do the work.</p>



# The Amazing Race of U.S. Regions Glogster Rubric



Name: \_\_\_\_\_

Region: \_\_\_\_\_

	Exemplary	Proficient	Partially Proficient	Satisfactory	Unsatisfactory
Required Elements	The Glog includes all required elements as well as additional information	All required elements are included on the Glog.	All but 1 of the required elements are included.	All but 2-3 elements are included.	More than 3 required elements are missing from the Glog.
Labels	All items of importance are clearly labeled with labels that can be read from at least 3 feet away.	Almost all items of importance are clearly labeled and labels can be read from at least 3 feet away.	Some items of importance are clearly labeled and labels can be read from at least 3 feet away.	Few items of importance are labeled and labels are difficult to read.	Labels are too small to view or no important items were labeled.
Graphics and Sounds Relevance	All graphics/sounds are related to the topic and make the Glog easier to read and understand.	Almost all graphics/sounds are related to the topic and most make the Glog easier to read and to understand.	Some graphics are related to the topic and make it easier to understand.	Few graphics relate to the topic.	No graphics relate to the topic.
Attractiveness	The Glog is exceptionally attractive in terms of design, layout, and neatness.	The Glog is attractive in terms of design, layout, and neatness.	The Glog is fairly attractive, but a bit messy.	The Glog is poorly designed and very messy.	The Glog is distractingly messy and unattractive.
Grammar	There are no grammatical – spelling mistakes on the Glog.	There is 1 grammatical – spelling mistake on the Glog.	There are 2-3 grammatical – spelling mistakes on the Glog.	There are 4 grammatical – spelling mistakes on the Glog.	There are more than 4 grammatical – spelling mistakes on the Glog.
Citations	All sources of information are cited correctly.	Some sources of information are cited correctly.	Some sources of information are cited incorrectly.	Few sources of information are cited correctly.	No sources are cited.

# The Amazing Race of U.S. Regions PowerPoint Rubric



Name: \_\_\_\_\_

Region: \_\_\_\_\_

	Exemplary	Proficient	Partially Proficient	Satisfactory	Unsatisfactory
Required Elements	The PowerPoint includes all required elements as well as additional information	All required elements are included on the PowerPoint.	All but 1 of the required elements are included.	All but 2-3 elements are included.	More than 3 required elements are missing from the PowerPoint.
Labels	All items of importance are clearly labeled with labels that can be read from at least 3 feet away.	Almost all items of importance are clearly labeled and labels can be read from at least 3 feet away.	Some items of importance are clearly labeled and labels can be read from at least 3 feet away.	Few items of importance are labeled and labels are difficult to read.	Labels are too small to view or no important items were labeled.
Graphics and Sounds Relevance	All graphics/sounds are related to the topic and make the PowerPoint easier to read and understand.	Almost all graphics/sounds are related to the topic and most make the PowerPoint easier to read and to understand.	Some graphics are related to the topic and make it easier to understand.	Few graphics relate to the topic.	No graphics relate to the topic.
Attractiveness	The PowerPoint is exceptionally attractive in terms of design, layout, and neatness.	The PowerPoint is attractive in terms of design, layout, and neatness.	The PowerPoint is fairly attractive, but a bit messy.	The PowerPoint is poorly designed and very messy.	The PowerPoint is distractingly messy and unattractive.
Grammar	There are no grammatical – spelling mistakes on the PowerPoint.	There is 1 grammatical –spelling mistake on the PowerPoint.	There are 2-3 grammatical – spelling mistakes on the PowerPoint.	There are 4 grammatical – spelling mistakes on the PowerPoint.	There are more than 4 grammatical – spelling mistakes on the PowerPoint.
Citations	All sources of information are cited correctly.	Some sources of information are cited correctly.	Some sources of information are cited incorrectly.	Few sources of information are cited correctly.	No sources are cited.

# The Amazing Race of U.S. Regions Poster Board Rubric



Name: \_\_\_\_\_

Region: \_\_\_\_\_

	<b>Exemplary</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Satisfactory</b>	<b>Unsatisfactory</b>
<b>Required Elements</b>	The poster board includes all required elements as well as additional information.	All required elements are included on the poster board .	All but 1 of the required elements are included.	All but 2-3 elements are included.	More than 3 required elements are missing from the poster board .
<b>Labels</b>	All items of importance are clearly labeled with labels that can be read from at least 3 feet away.	Almost all items of importance are clearly labeled and labels can be read from at least 3 feet away.	Some items of importance are clearly labeled and labels can be read from at least 3 feet away.	Few items of importance are labeled and labels are difficult to read.	Labels are too small to view or no important items were labeled.
<b>Graphics and Sounds Relevance</b>	All graphics/sounds are related to the topic and make the poster board easier to read and understand.	Almost all graphics/sounds are related to the topic and most make the poster board easier to read and to understand.	Some graphics are related to the topic and make it easier to understand.	Few graphics relate to the topic.	No graphics relate to the topic.
<b>Attractiveness</b>	The poster board is exceptionally attractive in terms of design, layout, and neatness.	The poster board is attractive in terms of design, layout, and neatness.	The poster board is fairly attractive, but a bit messy.	The poster board is poorly designed and very messy.	The poster board is distractingly messy and unattractive.
<b>Grammar</b>	There are no grammatical – spelling mistakes on the poster board.	There is 1 grammatical –spelling mistake on the poster board.	There are 2-3 grammatical – spelling mistakes on the poster board.	There are 4 grammatical – spelling mistakes on the poster board.	There are more than 4 grammatical –spelling mistakes on the poster board.
<b>Citations</b>	All sources of information are cited correctly.	Some sources of information are cited correctly.	Some sources of information are cited incorrectly.	Few sources of information are cited correctly.	No sources are cited.