

Title	<b>U.S. Geography: The Midwest</b>
Grade	3-5
Objectives	Given a map and a YouTube video students will be able to identify the location of the Midwest, describe its geography, discuss the importance of agriculture to the Midwest economy and create a billboard for advertising agricultural products grown in the Midwest.
Materials	<ul style="list-style-type: none"> <li>• YouTube video <ul style="list-style-type: none"> <li>◦ <a href="http://www.youtube.com/watch?v=P9LfDQ16eEU">http://www.youtube.com/watch?v=P9LfDQ16eEU</a></li> </ul> </li> <li>• Pencils, erasers, and rulers\</li> <li>• Colored pencils, markers, or crayons</li> <li>• White posterboard or large mural paper</li> <li>• Computer with Internet access (optional)</li> <li>• <i>U.S. Geography: The Midwest</i> video and VCR</li> <li>• Atlases and other library resources</li> <li>• Advertisements for agricultural products---see the "Got Milk" (<a href="http://www.whymilk.com">http://www.whymilk.com</a>) and "California Cheese" (<a href="http://www.califdairy.com/">http://www.califdairy.com/</a>) Web sites for examples</li> </ul>
Procedures	<ul style="list-style-type: none"> <li>• Open the lesson by discussing the term "America's Breadbasket" with students.</li> <li>• Discuss the Midwest's geography, how topographical features such as the Great Lakes were formed, and why this region is so closely associated with farming and agriculture.</li> <li>• To introduce the Midwest, show the YouTube video. <ol style="list-style-type: none"> <li>1. This video will give your students basic knowledge about the Midwest as well as give you topics to discuss and build off of after the video.</li> </ol> </li> <li>• After watching the video, review some of the agricultural products the Midwest is known for (wheat, dairy, cranberries, cattle, and corn).</li> <li>• Discuss the three sections of the Midwest--the Lake states, Northern Plains states, and Corn Belt. <ol style="list-style-type: none"> <li>1. Ask students: <ol style="list-style-type: none"> <li>1. Why are certain products grown in one region more than the others?</li> <li>2. How important is agriculture to the Midwest's economy?</li> </ol> </li> </ol> </li> <li>• Share magazine advertisements for agricultural products with students, and discuss how advertisers use slogans like "Got Milk?" to draw attention to their products. <ol style="list-style-type: none"> <li>1. Ask students: <ol style="list-style-type: none"> <li>1. How do advertising campaigns help promote and sell specific products?</li> <li>2. In what ways can they be used to inform people about unfamiliar or</li> </ol> </li> </ol> </li> </ul>

	<p style="text-align: center;">new products?</p> <ul style="list-style-type: none"> <li>• Divide students into groups, and have each group make a billboard advertising an agricultural product found in the Midwest. Allow groups to choose their own products, but make sure that all the major products you've discussed are covered by the class. Students' billboards should be creative but must include the following: <ul style="list-style-type: none"> <li>- A product slogan</li> <li>- Drawings, photographs, or some form of illustration</li> <li>- Uses for the product</li> <li>- The Midwest state(s) where the product was grown or produced</li> <li>- Details about how the product was made</li> </ul> </li> <li>• Give students time in class to begin researching products and creating their billboards. Have them complete the billboards as homework. Students may use magazines, atlases and other library resources, and the Internet to conduct their research. These Web sites are good resources: <ul style="list-style-type: none"> <li>_ <a href="http://www.geobop.com/World/NA/Topics/Industry/Ag/States/">http://www.geobop.com/World/NA/Topics/Industry/Ag/States/</a></li> <li>_ <a href="http://www.startribune.com/stories/1282/53020.html">http://www.startribune.com/stories/1282/53020.html</a></li> <li>_ <a href="http://www.cmp.ucr.edu/photography/harvest/#">http://www.cmp.ucr.edu/photography/harvest/#</a></li> <li>_ <a href="http://www.cyberspaceag.com/">http://www.cyberspaceag.com/</a></li> <li>_ <a href="http://www.iowafarmer.com/">http://www.iowafarmer.com/</a></li> <li>_ <a href="http://www.campsilos.org/mod4/students/index.shtml">http://www.campsilos.org/mod4/students/index.shtml</a></li> <li>_ <a href="http://www.usembassy.de/usa/travel-regions.htm#midwest">http://www.usembassy.de/usa/travel-regions.htm#midwest</a></li> </ul> </li> <li>• Have the groups "pitch" the completed billboards to the class, explaining their advertising strategy. Allow time for student questions about each group's product and billboard.</li> </ul>
Standards	<p><i>The National Council for the Social Studies (NCSS) has developed national standards to provide guidelines for teaching social studies. To become a member of the NCSS, or to view the standards online, go to <a href="http://www.socialstudies.org">http://www.socialstudies.org</a> .</i></p> <p>This lesson plan addresses the following standards:</p> <ul style="list-style-type: none"> <li>_ Culture</li> <li>_ People, Places, and Environments</li> <li>_ Production, Distribution, and Consumption</li> <li>_ Global Connections</li> </ul> <p><i>The National Council for Geographic Education (NCGE) provides 18 national geography standards that the geographically informed person knows and understands. To view the standards online, go to <a href="http://www.ncge.org">www.ncge.org</a>.</i></p> <p>This lesson plan addresses the following standards:</p> <ul style="list-style-type: none"> <li>_ Places and Regions</li> <li>_ Physical Systems</li> <li>_ Human Systems</li> <li>_ Environment and Society</li> </ul>
Evaluation	<p>Use the following three-point rubric to evaluate students' work during this lesson.</p> <p><b>3 points:</b> Students actively participated in class discussions and their group's advertising sales pitch; worked cooperatively in billboard groups; created good and colorful billboards that met all five criteria; attentively listened to the presentations.</p> <p><b>2 points:</b> Students somewhat participated in class discussions and their group's advertising sales pitch; worked somewhat cooperatively in billboard groups; created</p>

	<p>a presentable billboard that met three criteria; somewhat listened to the presentations.</p> <p><b>1 point:</b> Students worked somewhat cooperatively in billboard groups; created a presentable billboard that met two or fewer criteria; hardly listened to the presentations.</p>
Copyright and Source	<i>Tamar Burris, freelance education writer and former elementary teacher</i> Lesson Plan from <i>www.Discoveryschool.com</i> Lesson Plan adapted by Anne Iovinelli