

## 4<sup>th</sup> Grade – We Are Nebraska – Lesson 2

<b>Grade 4</b>	<p><b>Theme: We Are Nebraska</b></p> <p><b>Lesson Title: Regions of Nebraska</b></p> <p><b>Literacy Strategies: Pair-Share, Quick Write, Text tagging, Think Aloud</b></p> <p><i>Request the Gigantic Nebraska Map Trunk from the MTC and pair lessons with “We Are Nebraska” Lessons 1 &amp; 2.</i></p>
<b>Objectives / Learning Targets</b>	<ol style="list-style-type: none"> <li>1. I can restate facts about various <b>regions of</b> Nebraska by reading about the regions and completing two-column notes with important facts and sketches.</li> <li>2. I can create a model of one Nebraska landform using play-dough and other materials.</li> <li>3. I can describe the Nebraska region and the landmark/landform represented by my model by writing a description of the region, including two facts about the landmark/landform.</li> <li>4. I can identify the Nebraska region represented by my model by shading the region on a map of Nebraska.</li> </ol>
<b>Background Information</b>	<p>In the center of the continental United States, Nebraska is a land of plains; the Dissected Till Plains in the eastern part of the state rise to the Great Plains in the north central and northwest parts of the state.</p> <p>The Dissected Till Plains cover the eastern fifth of Nebraska. This area consists of rolling hills criss-crossed by streams and rivers. The Dissected Till Plains are farm country and fields of corn, soybeans, sorghum grain, and other crops blanket the region. The northern section is referred to as the Loess Hills. Loess is a buff to yellowish-brown loamy dust that is found in North America. Loess is distributed across an area by the wind.</p> <p>The Great Plains of Nebraska lies to the west of the Till Plains and extends across the state into Wyoming and Colorado. Loess covers the central and south-central Great Plains. This area can be rough and hilly. A relatively flat area in the southeastern section, interspersed with lakes and wetlands, is farmed intensely. This area, about 7,000 square miles, is called The Loess Plains. This region is also sometimes referred to as the Rainwater Basin or the Rain basin.</p> <p>One might think of sand dunes as belonging near an ocean of one of the Great Lakes. But, north of the Platte River in central Nebraska lies the largest area of sand dunes in North America. This area, about 20,000 square miles, is created of fine sand formed into hills by the wind. Most of the sand in the so-called Sand Hills is held in place by grass. Exceptions occur due to overgrazing of cattle and this is cattle country supported by streams and abundant well water.</p> <p>North and west of the Sand Hills are the High Plains, characterized by rising land up to over a mile above sea level in the west along the Wyoming border. This area receives little rainfall although some farming is accomplished with irrigation techniques. Rougher sections of the High Plains are used for cattle grazing. The beautiful Wildcat and Pine Ridges are covered with evergreen trees. The highest point in Nebraska, at 5,426 feet above sea level is found in southwestern Kimball County.</p> <p>In the northwestern corner of Nebraska is a small area of Badlands. In this area of Nebraska, wind and water have sculpted the sandstone and clay into strange and beautiful natural formations. This unusual landscape is characterized by steep hills laid bare by the wind to reveal sandstone and siltstone structures including pedestals shaped like mushrooms. <u>Toadstool Park</u>, in the Oglala National Grasslands, is an attraction of the Nebraska Badlands.</p> <p>Nebraska Geography from NETSTATE. (n.d.). Retrieved from</p>

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	<p><a href="http://www.netstate.com/states/geography/ne_geography.htm">http://www.netstate.com/states/geography/ne_geography.htm</a></p> <p>Go to “The Geography of Nebraska” for more facts about Nebraska geography.  <a href="http://www.netstate.com/states/geography/ne_geography.htm">http://www.netstate.com/states/geography/ne_geography.htm</a></p>
<p><b>Materials &amp; Resources</b></p>	<p><i>The Nebraska Adventure</i> textbook, landform postcards (in SharePoint), sticky notes, play dough (make in advance or have students make), paper plates, markers and/or paint, “Regions of Nebraska” Assessment (1 copy per student)</p>
<p><b>Content Standards/ Indicators</b></p>	<p><b>Social Studies</b>  <b>SS 4.3.2.b</b> Classify regions and places within the state of Nebraska using physical and human features (e.g., Sandhills, Pine Ridge, Loess Hills, Platte River Valley, rural/urban/suburban)  <b>SS 4.3.3.a</b> Identify physical processes that shape Nebraska’s features and patterns (e.g., weathering, erosion)  <b>SS 4.3.3.b</b> Identify examples of ecosystems located in Nebraska (e.g., forests, wetlands, grasslands, and rivers located in Nebraska)  <b>ELA</b>  4.1.6 Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.</p>
<p><b>Procedures &amp; Routines</b></p> <p><b>Gradual Release of Instruction</b></p>	<p><b><u>Anticipatory Set: (Day 1)</u></b>  Show student postcards from across the state of Nebraska (in SharePoint filed by regions). Ask students if they have ever been to or seen any of these images before. Allow time for students to share out. Explain as we celebrate our 150<sup>th</sup> Birthday as a state, we will learn about and create landforms that make us unique, because “We Are Nebraska.”</p> <p>(M) Teacher will read aloud page 52 in <i>The Nebraska Adventure</i>, “Two Land Regions” and “The Till Plains.” The teacher will <i>model</i> two-column combination notes (see combination notes template) for “The Till Plains” and have students record the same notes in their social studies notebook. <i>Teacher/student notes may also include information gained from analysis of pictures or other texts including postcard images for each region in SharePoint.</i> (S) Teacher and class will add to two-column notes by reading page 54, “The Great Plains” and drawing/labeling a approximated map of “The Other Parts of the Great Plains.” (G) Students will then read pages 54-57 with a partner, identifying the three regions (Sandhills, High Plains, Badlands) and 2-3 important facts about each of these three regions using their two-column notes. The teacher will provide descriptive feedback and assistance to students.</p> <p><b><u>EXAMPLES:</u></b></p> <p><b><u>Till Plains</u></b></p> <ul style="list-style-type: none"> <li>• Greatest rainfall in Nebraska</li> <li>• Bluffs near the Missouri River where erosion has taken place</li> <li>• Good soil for farming</li> <li>• More trees than the Great Plains region and its sub-parts</li> <li>• The Platte River and the Missouri River meet in this region</li> </ul> <p><b><u>Great Plains</u></b></p> <ul style="list-style-type: none"> <li>• Grasses used to be so tall a man on top of a horse might be hidden</li> <li>• Very good soil for farming</li> <li>• Majority of corn and soybeans are grown</li> <li>• Relatively flat</li> </ul>

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### Sandhills

- Extremely unique in that soil has a great deal of sand, most probably from the ancient sea
- Winds can blow the sand in dunes
- Fragile grasses anchor the sand
- Excellent cattle grazing land
- Ranchers have to be particularly good at keeping the number of cattle just right so that they don't eat too much grass in any one place

### High Plains

- Little rain fall
- Higher elevation
- Plants are smaller and varieties include yucca and sagebrush
- Rocky formations do occur
- Famous landmarks include Chimney Rock in Scottsbluff

### Badlands

- Arid with very limited desert-like plant life
- Hoodoos (toadstool-like landforms) are created from the erosion of wind and some water
- Not soil for farming or ranching
- No rivers, although the White River is the border between the Badlands and the High Plains near Chadron, Nebraska

### Summary

Ask the students to think about what they just read about landforms in Nebraska and do a Quick Write in their journals about a connection they can make to one of the landforms. (Ex. *I saw landforms on a globe that look like the High Plains or I've been to the Grand Canyon which has rock formations or I hope to visit Chimney Rock someday because...*)

### Day 2:

#### Anticipatory Set:

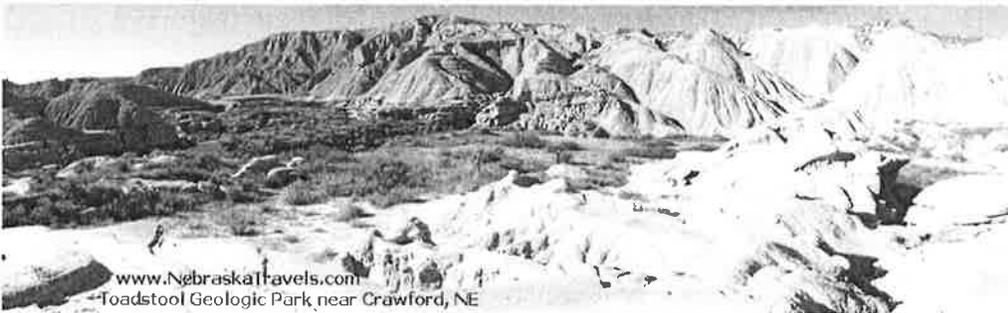
Have students Stand up-Hand up-Pair up and take turns naming each of the five (5) regions of Nebraska and 1-2 facts about that region.

### Gradual Release of Instruction

(M/S) Teacher will then hand out copies of landform postcards or project them on a screen for students. Explain that different regions of Nebraska are known for their landforms and that some regions have landforms that are also **landmarks** (and object or feature of a place that is easily seen or recognized from a distance; especially one that helps you establish your location). Point out different well-known landforms represented on the postcards (listed in order seen below): 1. Chimney Rock, 2. Sandhills (2), 3. Courthouse Rock & Jailhouse Rock, 4. Smith Falls, 5. Fort Falls, 6. Snake River Falls, 7. Wildcat Hills, 8. Toadstool Geologic Park.



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(S) Ask students to identify a favorite postcard/region, one that they would like to learn more about for the next day project. Have students share their favorite with an elbow partner, explaining why they are interested in this region/landform/landmark.

(M) Teacher will review various landforms with students and state today they will be building one of the landforms they learned about on the previous day. Model/discuss expectations for what a completed landform project should look like.

Pass out all needed supplies and let students knead dough. Have students create the landform of their choice (students should have identified one earlier in the lesson) using the paper plate as the base and play dough as the landform. Students can then paint or use marker to add color

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and create scenery on their paper plate. When students finish making the model, have them write on an index card 1) their name, 2) name of the landform and 3) the region where it is located (the notecard will be placed beside the landform plate as a label). Once all students have finished invite students to go on a Gallery Walk to view their peers' work (Students place their models on their desks and then walk around to view each other's models. Take pictures and post on your "We Are Nebraska" bulletin board.

If time allows, have students look up additional information and pictures about their chosen landform. Direct students to these sites:

<http://thenebraskasandhills.com/Home.html> (Sandhills)

<http://www.nebraskatravels.com/toadstool-geologic-park.html> (Badlands - toadstools)

<http://www.onlyinyourstate.com/nebraska/nebraska-waterfalls/> (Nebraska waterfalls)

<http://www.onlyinyourstate.com/nebraska/wildcat-hills-ne/> (Wildcat Hills)

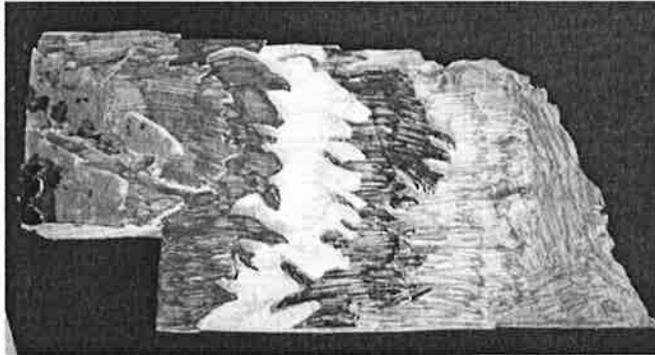
<http://ogallalacommons.org/high-plains-facts-and-figures/> (High Plains)

<http://www.westnebraska.com/Where-To-Go/> (Sandhills, High Plains, Badlands)

[http://visitnebraska.com/destinations/search/see\\_and\\_do?by\\_interest=Nature](http://visitnebraska.com/destinations/search/see_and_do?by_interest=Nature) (Various Nebraska sites)

### Extension Activity:

Have students create a relief map by layering pieces of foam board colored and cut to represent the various elevation levels in Nebraska.



**Summary** Have students complete the "Regions of Nebraska" assessment. This can be used as a summative assessment. (See Landform rubric for scoring.)

## Regions of Nebraska Assessment

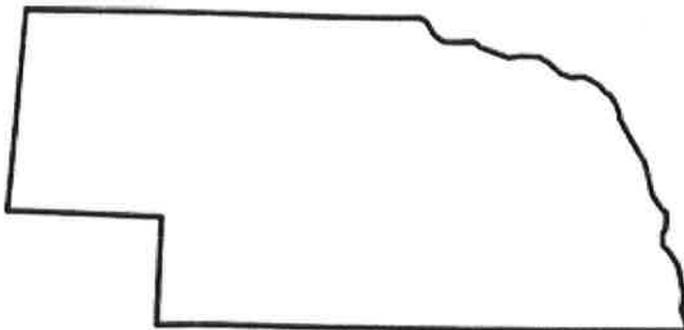
You may use your 2-column notes to complete this assessment.

What is the name of the Nebraska region represented by your model?

Write a paragraph describing this region using complete sentences. Include at least 3 facts about the region.

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Where is this region located in Nebraska? Shade this region on the map below.



Draw and label the types of landforms found in this region.

## Regions of Nebraska Assessment

You may use your 2-column notes to complete this assessment.

List 3 facts about your landform.

1.

2.

3.

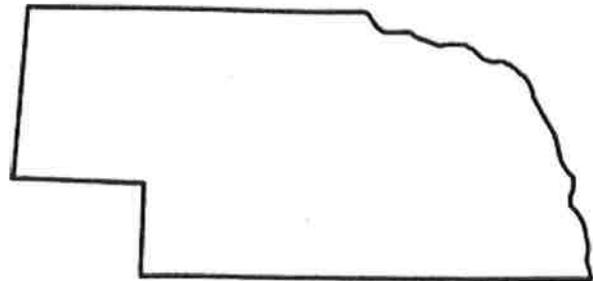
## Nebraska Regions Combination Notes

(left-hand column: informal notes/right-hand column: sketch/picture)

**The Till Plains** (p. 52)

**Summary:**

**The Great Plains** (p. 54)



**Summary:**

**The Sandhills** (p. 55)

## Nebraska Regions Combination Notes

(left-hand column: informal notes/right-hand column: sketch/picture)

<b>Summary:</b>	

<b>The High Plains</b> (p. 56)	
<b>Summary:</b>	

<b>The Badlands</b> (p. 56)	
<b>Summary:</b>	

**Landform Rubric (completed by teacher)**

	<b>Advanced - 4</b>	<b>Proficient - 3</b>	<b>Basic - 2</b>
<b>Landform Representation (optional)</b>	Landform created is an accurate representation of the named landform in Nebraska. The student added additional details to show more about features of the region.	Landform created is an accurate representation of the named landform in the Nebraska region.	Landform may not accurately reflect a landform found in the named Nebraska region.
<b>Region Facts</b>	Student writes 3 or more facts about the region are written in complete sentences and in paragraph form.	Student writes 2-3 facts about the region in complete sentences.	Student writes 1-2 facts and may not be in complete sentences.
<b>Region on the map</b>	Student correctly shades and labels the region on the map.	Student correctly shades the region on the map.	Student incorrectly shades the region on the map.
<b>Examples of Landforms</b>	Student accurately draws and names 2 or more examples of landforms found in this region and 3 or more facts about the landform.	Student accurately draws and labels 2 landforms found in this region and lists 2-3 facts about the landform.	Student draws and labels one landform found in this region and lists 1-2 facts about the landform.

## NO BAKE PLAY DOUGH RECIPE

Ingredients Needed (you can find all of these materials in the science kits, except flour)

- large mixing bowl
- 1 cup water
- 4 cups flour
- 2 to 4 tablespoons of cooking oil
- 1 1/2 cups of salt
- food coloring (optional)
- glitter (optional)

### Instructions

- **Pour water** into a large mixing bowl.
- **Next add food coloring.** Once you add the food coloring to the water, stir well.
- **Add the dry ingredients** (flour and salt) to the mix. You can stir a little at this point to begin blending the ingredients.
- **Next add 2 to 4 tablespoons of oil.** You can add more oil later if the mix seems to dry. Oil is the secret to keeping this "no cooking required" recipe soft! If you don't add enough oil, the mix will be very crumbly.
- **Optional:** Add generous amounts of glitter to your mix and begin mixing everything together.
- **Knead the ingredients together** until a soft dough is formed.