

# In Search of Virginia's Regions

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## Overview

**Topic:** Regions of Virginia. This lesson will help students identify various products and geographic features in each of the regions of Virginia, and then have them put the items into categories. It is an introductory lesson for studying Virginia's regions including natural resources, transportation, industry, and geographic features. This lesson would come after some study of natural resources. Students will learn through the Web about Virginia's state parks.

## Length of Lesson

3 45-minute lessons

## Video/Technology Hardware & Software

*Virginia Pathways* #2, Making the Move

TV/VCR with remote control

One classroom computer with Internet access and

TV hook-up (or a computer lab).

(Assessment) Power Point software

email access for students (or teacher account)

Websites:

<[state.vipnet.org/dof/index.html](http://state.vipnet.org/dof/index.html)>

<[www.state.va.us/~dcr/parks/parkindx.htm](http://www.state.va.us/~dcr/parks/parkindx.htm)>

## Web Applications

**Research:** Students will use this site to gather more information about the four regions of Virginia to add to their maps and Power Point presentations.

**Interpersonal Exchange:** Question and Answer Activity (Action Plan)

## Learning Objectives

The student will be able to:

- identify each of the four regions of Virginia
- identify products, industry, and geographic features of each region
- place products, industry, and geographic features in the appropriate region on a map of Virginia
- compare characteristics of the different regions
- construct a paragraph describing one of the regions

(This lesson addresses Va. SOLs Social Sciences 3.6, 4.1, 4.2; Science 4.8; English 3.7, 4.7, 4.9, 5.8; (Assessment) Computer/Technology 5.2, 5.4)

## Materials and Teacher Preparations

For each student:

- laminated map of Virginia (worksheet #1 Virginia)
- overhead markers (any color)
- extra non-laminated copy of map of Virginia (worksheet #1, Virginia)
- water color paints
- pencil
- Social Studies notebook or paper



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For the teacher:

- chart paper (lined)
- class-size map of Virginia
- deck of playing cards with a picture of Virginia on one side and a region colored in on the other side (Copy Worksheet #2, playing cards, on to colored tag board. Make enough cards for each student to have one.)

### Pre-Viewing Activities

1. Can you locate where we are on the class map? Have students put a post-it note flag on the map.
2. Lead students in a discussion to define natural resources (resources found in nature that we use, such as coal, soil, water, etc.), products (what is produced, such as corn, tobacco, etc.) and industry (the producing of a product, such as shipbuilding, farming, textiles, etc.). Ask students to list natural resources in Virginia and where they occur.
3. Ask students why natural resources might be found in some areas and not in other areas. (Examples: coal not found along the shore of Virginia, fish not found in the mountains)
4. Ask: Where did you place coal, water, tobacco, and etc.? Have students share their responses, and mark these on the class map.

### Focus for Viewing

Tell students you're going to show them a video and they're going to check to see if they correctly placed the natural resources on their map. They will learn about which cities grew the quickest and what influenced this growth. Ask them to see if they can find five more resources than what they already have on their maps. Make a list of the resources the class has already included.

### Pause vs. Stop

When using a video interactively with students, teachers need to decide when to use **PAUSE** and when to use **STOP**. **PAUSE** the video when the anticipated discussion or activity will take less than two minutes. **STOP** for longer periods. Pausing for too long at one time can cause video heads on the VCR to become clogged which may require cleaning to correct.

### Time Cues

To synchronize your VCR with the time cues that are included with this lesson, zero/reset your time counter at the very beginning of the program, before the introduction and titles. Time cues are expressed as "minutes:seconds;" for example, 3:15 means three minutes and fifteen seconds.

### Viewing Activities

1. **Focus:** In this first, segment you're going to see many images of Virginia. See how many you can name. **START** when images of Virginia start coming on and **PAUSE** at 00:17, the Virginia sign. **REWIND** to the beginning and show the clip again as the images come very quickly. Record answers on chart paper.
2. **Refocus:** What are the waterways in Virginia called? **FAST FORWARD** to 2:28, when the canoe in the water comes on. **PAUSE** at 2:37 at the map of rivers. Ask: What were the waterways in Virginia? At this point have the students draw the waterways mentioned in the video on to their maps.
3. **Focus:** Now we are going to watch to see what the regions of Virginia are called and where they are located. **RESUME. STOP** at 2:57 after the ship. Ask: What is the region that is mentioned? (Tidewater) Why do you think it was named Tidewater? Where is it on your map?
4. **Focus:** As you watch this next segment listen for what a natural resource is. **FAST FORWARD** to the waterfall, 3:29. **PAUSE** at 4:01, after coal is

shown. Ask: What is a natural resource? (timber, fertile soil, and coal)

**5. Focus:** See if you can name another region.

**RESUME. PAUSE** at 4:40, at the scene with the carriages. Ask: What is this region? Label it on your map. What natural resources did they use? Why do you think they moved to this region?

**6. Focus:** During this segment you will be looking for a part of the state that is separated from the mainland. Say: Can you locate it on your map?

**RESUME. STOP** after cucumbers, 5:07. What is this part of the state called? (Eastern Shore) Have students label the Eastern Shore on their maps.

**7. Focus:** Now we're going to look for what caused Virginia's cities to grow. **FAST FORWARD** to 7:20, and **PLAY**, right after the scene of children with the train engine. What cities did the railroad pass through? **PAUSE** at 8:04, where the map of Virginia with the railroads is shown. Have the students draw the railroads on their maps.

**8. Focus:** Now we are going learn the role the railroads played in Virginia's cities. **RESUME** until 9:02, the next map of railroad system. Ask: What cities showed tremendous growth due to the train system? (Roanoke, Newport News, Danville, Charlottesville, Norton, Lynchburg) How did the railroad system help these cities? Have students draw railroads and label at least two cities.

**9. Focus:** Now we are going to look for how Virginia's natural resources provided jobs. **FAST FORWARD** to 13:42, after the boat wheel. **PLAY. PAUSE** at 14:23, after the scene with the seafood cages. Ask: What industry is at the Chesapeake Bay? Why is fishing an industry instead of a natural resource?

**10. FAST FORWARD** to 14:40, after the word "consumer" is defined. **Focus:** In this next segment I want you to see if you can name at least one product or industry from each region. **PLAY. PAUSE** at 15:30, when the train goes off. Ask: Which products or industry can you name from each region?

**11. FAST FORWARD** to 16:54, after the flag.

**Focus:** Now we are going to find out about an industry that is in more than one region. **PLAY. PAUSE**, at 17:23 after the beach. What is the industry? (tourism) How does tourism help Virginia? What are some tourist spots in our region? (Lead students to parks being a part of tourism.)

**12. Focus:** Let's look at another map. Show website <[www.state.va.us/~dcr/parks](http://www.state.va.us/~dcr/parks)> to students. Ask: What do the numbers on the map stand for? How do parks help Virginia?

**13. Focus:** Say: We are now going to look for other industry that has had an impact on Virginia.

**RESUME. STOP** at 17:43, at map after medicine bottle. What is this industry? (medicine) Why do we need this industry?

**14. Focus:** Now we are going to see another important industry. **RESUME. STOP** at 17:49, the map of textile industry cities. Have students draw symbols for where fabric is made.

**15.** Have students work in groups to compare their maps so that each student ends up with a complete map.

## Post-Viewing Activities

**1.** Have students construct questions about the regions, that require thinking and do not have a right or wrong answer, for a discussion group about the regions. Divide students into groups of four or five to discuss their questions. The discussions should be similar to students discussing a favorite movie or book. After each group has had time to discuss their questions have the students share some of their discussion with the rest of the class, (e.g., Why do you think Virginians started building ships at Newport News?).

**2.** Have students remain in groups to give support to each other. Give each student a playing card with one of the regions colored. Each student in the group should have a different region. There may be some groups where two students have the same region, but all regions should be represented in each

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group. Have students write a paragraph about the region they were given. They may use the information they learned from the discussion group (Activity #1) and from the video.

3. Use laminated maps to use as a reference for painting paper map including products, railroads, industry, and geographic features of each region. Students should do this activity individually. (The paper map is another copy of worksheet #1, map of Virginia.)

### Assessment

Have students present the information they have gathered in a Power Point presentation. Students should include geographic features, industries, transportation influences, and products of the regions of Virginia. Each student will have his/her own presentation. Have students outline what they will include in each slide on index cards before using the computer.

### Action Plan

1. Take students on a field trip to a wetlands area, or to Jamestown to see how these areas differ from where they live.
2. Have a farmer in the area come in to talk about preparing the soil for planting and how he/she determines which crops to plant.
3. Plant Virginia crops at your school such as tobacco, corn, and peanuts.
4. Go to [state.vipnet.org/dof/index.html](http://state.vipnet.org/dof/index.html) and write to a Park Ranger of your choice to ask questions about one of the state parks.

### Extensions

#### Language Arts:

- Have students revise paragraphs that were written in Post-Viewing Activities. Look for descriptive

words, complete sentences, and punctuation errors and correct. (English SOLs 4.8, 5.7)

- Have students read folk stories from the different regions of Virginia. (English SOLs 3.6, 4.4)

**Math:** Have students determine if it would be best to use area or perimeter to compare the different regions. Work in groups to compute which method of measurement was best. Which region contains the most land? Which region would it take the longest to walk around? etc. (Math SOLs 4.14, 5.10)

**Physical Education:** Have students work with the physical education teacher to perform folk dances from Virginia.

**Art:** Have students construct a relief map of Virginia using salt dough.

#### Special Needs Students Modifications:

- For Post-Viewing Activity #2, provide special needs students with appropriate modifications based on their IEP.
- For the laminated maps, let these students use abbreviations for the cities' names.
- For the Power Point presentation, have the students record their voices instead of typing their information, depending on the level of modification required by their IEP.

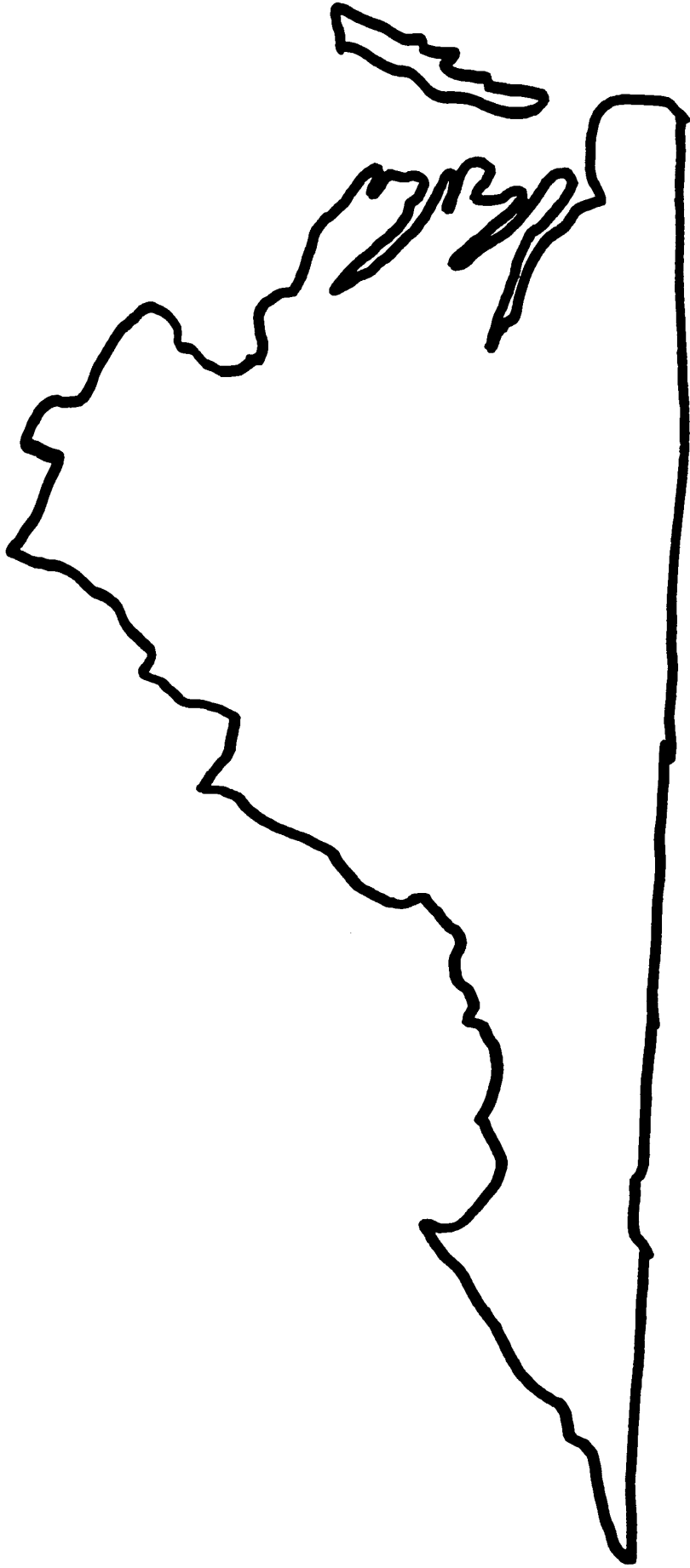
### About the Author

#### Rosemary Wagoner

Rosemary Wagoner is in her eleventh year of teaching with Waynesboro Public Schools. She is currently teaching at William Perry Elementary, which is a member of the Basic School Network. She has taught grades K-4, and is currently teaching fourth grade. Rosemary has taught in the Extended School Year program with Waynesboro Public Schools for nine years. She has also served on the Evaluation Committee, and Budget Review Team for the Waynesboro School Board. Rosemary has served on various school committees and is currently Chair of the Technology Committee at William Perry Element-

tary. She has used technology with her students for the past ten years. Rosemary is a member of the Waynesboro Education Association. She was awarded Outstanding Young Citizen in 1992, by the Waynesboro Jaycees. Rosemary received her Bachelor's degree from Bridgewater College and is currently working on her Master's degree from George Washington University in Educational Technology Leadership.

Virginia Map



# Virginia Playing Cards

