<table>
<thead>
<tr>
<th>Stage 1 The Desired Results</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standards</strong></td>
<td><strong>SS2G1</strong>: The student will locate major topographical features of Georgia and will describe how these features define Georgia’s surface.</td>
</tr>
<tr>
<td></td>
<td>a. Locate all the geographic regions of Georgia: Blue Ridge Mountains, Piedmont, Coastal Plain, valley and Ridge, and Appalachian Plateau.</td>
</tr>
<tr>
<td><strong>Specific Learning Objective(s)</strong></td>
<td>The student will be able to locate major topographical features in Georgia by labeling them on a map.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Stage 2 Assessment Evidence</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment Instrument (Ex. Test, Poster, Presentation, Picture, etc.)</strong></td>
<td>Students will be giving a map to complete and identify and color each region. Blue Ridge Mountains, Coastal Plain, the Piedmont, the Valley and Ridge, the Appalachian Plateau, on an individual blank map of Georgia.</td>
</tr>
<tr>
<td><strong>Evaluation (Grading) Instrument (Ex. Point System, Rubric, Checklist, etc.)</strong></td>
<td>The teacher will have an enlarged map of Georgia on chart paper and the students will label it as a whole group. The teacher will determine whether or not the students understood the assignment. I will have a checklist for grading.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Stage 3 Learning Plans</th>
<th></th>
</tr>
</thead>
</table>
| **Materials**         | - Artifact bag  
                        - Georgia song by Ray Charles  
                        - Power Point  
                        - Markers  
                        - paper of blank map of Georgia  
                        - chart paper (with outline of Georgia)  
                        - index cards with Blue Ridge Mountains, Coastal Plain, the Piedmont, the Valley and Ridge, the Appalachian Plateau, on them  
                        - tape |
| **Sequence of Teacher Actions** | The teacher will call on students to pull something from the artifact bad and tape them to the board. The teacher will ask the students how each item relates to the others.  
                                 After the students have guessed what we are discussing today I will play the “Georgia” song by Ray Charles to let them know that they |
The teacher will introduce material by presenting a PowerPoint describing the geographic regions of Georgia.

Students have previously discussed Georgia region.

After we have reviewed the geographic regions of Georgia I will then hand out a work sheet of a blank map of Georgia and instruct the students to label the map in the correct places individually. The teacher will have the students draw and color what each feature looks like after it is labeled.

The teacher will bring the students back to whole group and go over the worksheet as a class by having an enlarged map of Georgia on chart paper. The teacher will have index cards of the features and let the students come to the chart paper to let them place the index cards in the correct spots.

<table>
<thead>
<tr>
<th>Sequence of Student Actions</th>
<th>The students will observe the artifact bag and try to guess the topic of discussion.</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Explain How Students Are Engaged During Lesson</em></td>
<td>Students will be eager and engaged to figure out what we are learning today with using the clues from the artifact bag. (context clues)</td>
</tr>
<tr>
<td>* Explain How Students Discuss or Present Results of What They Did During the Lesson*</td>
<td>Students will participate on answering questions.</td>
</tr>
<tr>
<td></td>
<td>Student will listen to song.</td>
</tr>
<tr>
<td></td>
<td>Student will actively be involved in the PowerPoint and answer more questions.</td>
</tr>
<tr>
<td></td>
<td>The students will get a blank map of Georgia and label the Ridge Mountains, Coastal Plain, the Piedmont, the Valley and Ridge, the Appalachian Plateau, followed by drawing and coloring it.</td>
</tr>
<tr>
<td></td>
<td>The students will go over their individual work by labeling an enlarged map of Georgia on chart paper with index cards of the terms with the teacher.</td>
</tr>
<tr>
<td><strong>Teacher’s Lesson Closure/Wrap-Up/Transition</strong></td>
<td>To wrap it up, The teacher will bring the class back together and go over the key features of Georgia as class making sure the students understand.</td>
</tr>
<tr>
<td><strong>Adaptations for Exceptional Students (Anyone who requires)</strong></td>
<td>Allow students to work in partners.</td>
</tr>
<tr>
<td>Modifications for their needs</td>
<td>Allow students with physical disabilities to get help with putting index cards on the chart paper. Teacher will also walk around to help the students with their maps.</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Related Activities/Extensions</td>
<td>Allow students to get on the computer to find out more facts about Georgia to present to the class.</td>
</tr>
</tbody>
</table>
| (What can students do who need more than is in the lesson? Should be related to lesson.) | **Connections to Other Disciplines**  
Literature, writing, map skills and Music                                                                                           |

**Candidate’s Reflection After the Lesson:**

**Submit Lesson Plan Agenda with this Lesson Plan**

**Essential Question:**

1. What are the land regions of Georgia?
2. How do we identify the regions of Georgia?
3. Where is each region located?

**Agenda**

1. Artifact bag
2. Georgia Song
3. PowerPoint
4. Individual map Worksheet
5. Group map sheet
Agenda

1. Artifact bag
2. Georgia Song
3. PowerPoint
4. Individual map
   Worksheet
5. Group map sheet
Direction: “SMARTIE BEE”s
Locate and identify the Georgia regions and color them.