Standard 3-1: The student will demonstrate an understanding of places and regions and the role of human systems in South Carolina.

Indicator 3-1.3 Categorize the six geographic regions of South Carolina – the Blue Ridge Mountain Region, the Piedmont, the Sand Hills, the Inner Coastal Plain, the Outer Coastal Plain, and the Coastal Zone – according to their different physical and human characteristics. (G)
**Instructional Progression:**
In the future, students will need to understand how the different physical characteristics of the North and the South played a crucial role in the split of our nation prior to the Civil War (4-6.1, 4-6.3, 8-3.1, USHC 1.1 and 4.1). Students will need to understand how physical differences of regions affect ways of life. That understanding will be crucial to the students’ ability to understand ancient history and the development of the first civilizations. These issues will be studied extensively in sixth grade and Global Studies.

**Taxonomy level of indicator:**
B 2 Understand / Conceptual knowledge

**Content Overview:**
It is essential for students to know and identify on a map the six geographical regions (landform regions) of South Carolina: Blue Ridge, Piedmont, Sand hills, Inner Coastal Plain, Outer Coastal Plain and Coastal Zone. Students will learn about the human characteristics of the different regions in later standards and indicators as they learn about the development of the human settlements and systems throughout South Carolina history. Teachers should consistently refer to the characteristics of the geographic regions as they teach later indicators.

The **Blue Ridge Region** is mountainous and has many hardwood forests, streams, and waterfalls.

The **Piedmont Region** is the foothills of the mountains and includes rolling hills and many valleys. The region was once a productive farming area but poor farming practices led to the erosion of the topsoil. The red clay that was left is not good for farming. Waterfalls and swift flowing rivers provided the water power for early mills and the textile industry.

The **Sand Hills Region** is the region that in ancient times was the seacoast and therefore includes relatively flat lands with sandy soil that is not good for growing crops. The Sand Hills region follows the fall zone of the state’s rivers where a drop in elevation results in rapids.

The Coastal Plain includes the **Inner Coastal Plain** and the **Outer Coastal Plain** and makes up two-thirds of South Carolina. Large stands of trees promoted the development of timbering in the region. Well-drained soil, sufficient annual rainfall and a long growing season promoted agriculture.

The **Coastal Zone** is a ten mile wide stretch of land from the Atlantic coast inland. It includes barrier islands that protect the coast from erosion due to tides and storms. The coastal zone includes a number of natural harbors. It also includes marshes that were used for growing rice during the 1700s. Today, the region relies heavily on the tourism industry which includes historic sites, golf, and the beach itself.
Introduction to the lesson:
Objective: The student will categorize the six geographic regions of South Carolina – the Blue Ridge Mountain Region, the Piedmont, the Sand Hills, the Inner Coastal Plain, the Outer Coastal Plain, and the Coastal Zone – according to their different physical and human characteristics.

The students will work in cooperative learning groups to study pictures and determine the physical and human characteristics for one of the six geographic regions. They will become “experts” on their region and create a visual product to teach the others students.

Lesson time:
Lesson 1—40 minutes
Lesson 2—50 minutes

Materials Needed:
A packet of pictures depicting each geographical feature are necessary, or students may use the Internet to locate the pictures.

Blue Ridge
(Pictures should show mountains, streams, forests, and waterfalls.)
From the University of South Carolina Libraries Primary Sources for K-12 Pilot Project:
    Table Rock [http://digital.tcl.sc.edu/u/?sk12,67]
    Oconee Mountains [http://digital.tcl.sc.edu/u/?sk12,49]
    White Water Falls [http://digital.tcl.sc.edu/u/?sk12,46]
    Caesar’s Head [http://digital.tcl.sc.edu/u/?sk12,247]
*See picture of a stream in the Blue Ridge Mountain Region section found at the bottom of this lesson.

Piedmont
(Pictures should show the foothills of the mountains, rolling hills, many valleys, erosion of top soil, red clay, waterfalls, and rivers.)
From the University of South Carolina Libraries Primary Sources for K-12 Pilot Project:
    House and Eroded Lands [http://digital.tcl.sc.edu/u/?sk12,43]
    Spartanburg Road to Landrum North [http://digital.tcl.sc.edu/u/?sk12,246]
    Aerial view of Graniteville Showing the River
[http://digital.tcl.sc.edu/u/?sk12,40]
*See pictures of rolling hills, valleys, red clay, waterfalls, and rivers in the Piedmont Region section found at the bottom of this lesson.

Sand Hills
(Pictures should show flat lands with sandy soils, and a drop in elevation resulting in rapids.)
From the University of South Carolina Libraries Primary Sources for K-12 Pilot Project:
    Flat Rock Fall, Graniteville, SC #2 [http://digital.tcl.sc.edu/u/?sk12,37]
Sand River [http://digital.tcl.sc.edu/u?/sk12,13]
*See pictures showing the rapids, sandy soils, and flat lands in the Sand Hills Region section found at the bottom of this lesson.

Inner and Outer Coastal Plains
(Pictures should show many forests or stands of trees, well-drained soil, and beautiful plants.)
From the University of South Carolina Libraries Primary Sources for K-12 Pilot Project:
  - Berkeley County Santee-Cooper [http://digital.tcl.sc.edu/u?/sk12,34]
  - Stumps and Out Buildings [http://digital.tcl.sc.edu/u?/sk12,31]
  - Black and White Men in Tobacco Field [http://digital.tcl.sc.edu/u?/sk12,28]
  - Planting Cotton http://digital.tcl.sc.edu/u?/sk12,25

Coastal Zone
(Pictures should show barrier islands, natural harbors, beaches, and marshes.)
From the University of South Carolina Libraries Primary Sources for K-12 Pilot Project:
  - Folder: Charleston County: Views Misc. Places (1-10)
    - Isle of Palms [http://digital.tcl.sc.edu/u?/sk12,19]
    - Legareville marsh [http://digital.tcl.sc.edu/u?/sk12,55]
    - Beach Landscape at Folly in the 1930’s [http://digital.tcl.sc.edu/u?/sk12,22]
  *See pictures of barrier islands and harbors in the Coastal Region section found at the bottom of this lesson.
  - Marsh and Forest [http://digital.tcl.sc.edu/u?/sk12,16]
  - Sand Dunes at Myrtle Beach [http://digital.tcl.sc.edu/u?/sk12,10]
  - Myrtle Beach Aerial View [http://digital.tcl.sc.edu/u?/sk12,52]
  - Charleston Peninsula—aerial view http://digital.tcl.sc.edu/u?/sk12,7

Teaching the Lesson
Procedure:
Student Inquiry—approximately 50 minutes

1. The teacher should have the lesson’s objective written on the board. The teacher should tell the children they are going to become historians by studying “real” pictures that were taken in SC. Historians must make very careful observations when looking at a primary resource document, such as pictures. Thus, the children are expected to do the same. She will remind students of the expectations for appropriate behavior. (1-2 minutes)

2. The teacher should divide the class into small groups of 4. Each group will need a recorder/reporter to list the group’s discoveries and present the group’s findings to the class, a leader/encourager to ensure everyone is participating and to encourage on-task behavior, and a manager to gather and return materials. (1-2 minutes)
3. Since a rubric will be used to grade the project, the rubric should be explained to the students before beginning the project.

The teacher will explain how the students will study a set of pictures representative of a region in SC to make discoveries about the features of the region, including soil, plant growth, landforms, and land features (forests, marshes, harbors). The students may find it helpful if the teacher has previously recorded all of the possibilities on the board in random order or projects the “word bank” sheet, so they will have some assistance in their investigation. A Word Bank is attached.

Each group manager will retrieve a packet of digital pictures representing one of the regions, or they will utilize the Internet to look at various digital pictures from each geographic region in SC. Be sure each region is represented: Blue Ridge, Piedmont, Sand Hills, Inner and Outer Coastal Plains, and Coastal Zone. Every member should study each picture to determine what physical feature is being represented. Then s/he should record this information on a sheet of paper. When all pictures have been studied, the members of the group will share their findings to ensure everyone in their cooperative group has a complete list of features. (15 minutes)

4. The manager retrieves the packet of pictures (or gains access to a computer where they may retrieve digitized pictures) representing the area. The students will determine and record what they would see in their region, i.e. forests via group discussions. Then they will create a poster or some other visual image (PowerPoint, Microsoft Paint, a brochure, etc.) to show their findings. The group will use the poster or other visual image to teach the rest of the class about their region during the next day’s lesson. (15 Minutes)

5. Ask each student to score him/herself as to how well s/he participated in the project. Collect these sheets. As the students present the visual images, grade the project according to the rubric found in the assessment section of this lesson plan. (5 minutes)

Extensions

Differentiation
Choice is utilized when the students determine the type of visual to create.

Enrichment
Students may extend the lesson by conducting additional research about their region at www.sciway.com.

Interventions
The Word Bank may help students having difficulties with the task.

Assessing the Lessons:
Day 1—Formative—The rubric on the next page could be used as a daily quiz grade. The first part of the attached rubric was found at the link below: http://www.readwritethink.org/lesson_images/lesson95/coop_rubric.pdf
<table>
<thead>
<tr>
<th>Contribution to group goals</th>
<th>5</th>
<th>10</th>
<th>15</th>
<th>20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Works toward group goals only when prompted</td>
<td>Works toward group goals with occasional prompting</td>
<td>Works toward group goals by staying focused; accepts and fulfills individual role within group; willing to assist others</td>
<td>Stays focused; willingly accepts and fulfills individual role within group; willing to assist and values the knowledge of others</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contribution of knowledge</th>
<th>5</th>
<th>10</th>
<th>15</th>
<th>20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contributes information to the group only when prompted</td>
<td>Contributes information to the group with occasional prompting or reminding</td>
<td>Contributes knowledge, opinions, and skills without reminding</td>
<td>Consistently and actively contributes knowledge, opinions, and skills without reminding</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher's Evaluation</th>
<th>5</th>
<th>10</th>
<th>15</th>
<th>20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>The content is inaccurate or overly general. Listeners are unlikely to learn anything or may be misled</td>
<td>The content is generally accurate, but incomplete.</td>
<td>The content is accurate, but one important and obvious fact is missing</td>
<td>The content is accurate and complete. Listeners are likely to gain new insights about the topic</td>
</tr>
<tr>
<td>Visual Image</td>
<td>The image is unorganized and not attractive</td>
<td>The image is not organized, but it is somewhat attractive</td>
<td>The image is organized, but not attractive</td>
<td>The image is very organized and very attractive</td>
</tr>
<tr>
<td>Overall Performance</td>
<td>Contributed reluctantly to the group</td>
<td>Contributed occasionally during group work, but had to be reminded</td>
<td>Contributed during group work, but occasionally had difficulties</td>
<td>Showed personal best during all group work</td>
</tr>
</tbody>
</table>

Comments:
Day 2
Student Presentations and Teacher Guided—50 minutes
The reporter for each group will present the group’s findings to the class. Begin with the Blue Ridge. After all groups have presented their project, show the Regions PowerPoint. The PowerPoint contains pictures and the descriptions of each region. Remember to present only one region at a time. Then have the students draw a picture and write about the region presented in their Regions Books. (Approximately 10 minutes/region)

The Regions Book could be three sheets of paper stapled together to form a book. It could be a step book, or it could be a notebook. It is important to have all students draw and write this information. This will enable them to recall the information at a later date, and it will accommodate more Multiple Intelligences. Follow the same format as above for each of the geographic regions of SC. Collect the regions books and score them using the attached rubric found in the assessment section of this lesson plan.

Extensions
Enrichment
Students may research one or more of the other regions using the packets or the Internet. www.sciway.com has many wonderful pictures and descriptions of the regions in SC.

Interventions
Day 2—Students may revisit the PowerPoint and/or have a peer tutor to review previously taught information. Students may label drawings with geographic features instead of writing sentences and/or paragraphs.

Assessing the Lessons:
Day 2—Formative—The attached rubric could be used as a daily grade or as a project grade.
South Carolina Regions Project

1. The following information is included for each of the geographical regions:
   - The region is labeled.
   - All of the region’s landforms are identified.
   - All of the region’s human characteristics are identified, when applicable.

Each landform or human characteristic is worth 3 points. Words from the “Word Bank” should be used.

2. There is a picture that matches the described region. Each picture is worth 3 points. The Inner and Outer Coastal Plains are studied as one region, since they are very similar.

3. The project is completed in a timely fashion. It is attractive and organized.

Teacher Comments:
Unless otherwise noted, all of the additional pictures below were found at www.sciway.net.

Blue Ridge Mountain Region

Piedmont Region
The picture of red clay below was found at http://www.shutterstock.com/pic-30306586/stock-photo-ploughed-red-clay-soil-agriculture-fields-ready-to-sow.html

Sand Hills
The photo below can be found at http://www.google.com/search?hl=en&q=rapids+pictures&aq=0&oq=rapids+picture&aqi=g1g-m3
The picture below can be found at
Coastal Zone

The picture below was found at http://ask.reference.com/pictures?q=barrier%20island&o=100049.