I. Utah State Core Curriculum Standard(s)
   a. **Understand**: Standard 1—Students will understand the relationship between the physical geography in Utah and human life.

II. Lesson Objective(s)/Goal(s)
   a. **Know**: Objective 1. Classify major physical geographic attributes of Utah
   b. **Do**: 1.a. Identify Utah’s regions using a variety of geographic tools.

III. Preparation (teacher materials, student materials, etc.)
   a. **Teacher**: Two large paper maps (make them out of butcher paper—about 6’ x 4’) of Utah with region names and dividing lines drawn, sticky tack in small balls all over map, 20 Utah landform pictures of each region (cut out of travel guides so pictures are primary sources), song lyrics photocopied onto five different colored papers, three transparencies of Utah on globe, Utah in US, and Utah regions
   b. **Students**: song lyrics
   c. **Vocabulary**: region, population

IV. Technology Use:
   a. CD player, overhead projector

V. Instructional Procedures:
   a. Sing state of Utah song
      i. **Sing state of Utah song**: Pass out lyrics copied onto five different colored papers with specific verses boxed off. Group the students into five groups. Scaffold learning by demonstrating the first verse.
      ii. **Demonstrate thinking aloud how to look at first verse and come up with movements that go with the words. Play music and demonstrate moving to first verse.**
      iii. **Give students three minutes to come up with movements to their verse in each group. Play song from second verse with everyone singing and one group performing. Pause song between verses to let groups get into place.**
iv. For last two verses allow students to move together in free
dance/movement.

b. **Pre-assessment/Hook:** What do snow covered mountains, dry desserts, and steep
der canyons all have in common? (You can find all of them in our state. They are
each in a region.)

i. **Teacher information:** The Great Basin, located mainly in Nevada and Utah, is
the northern part of the larger Basin and Range province. Parallel mountain
ranges and the valleys between them characterize this province. It is an area
that is being pulled apart by tectonic forces. The surface of the Great Basin is
broken into blocks, separated by normal faults. The basin is not one basin,
but many separated by mountain ranges created by the faults. The Great
Basin has drainage unlike other areas in the United States. None of its rivers
empty in the sea. One-fifth of the American West, roughly 200,000 square
miles drains into the Great Basin. Mostly an arid region, the basin features
many playas that remain after water has evaporated. Water that does not
stand and evaporate in the basin sinks into the ground to become
groundwater (water that fills the pore spaces and openings in rocks
underneath Earth's surface). In Utah, a large portion of the Great Basin is
called the Bonneville Basin. At one time, the area lay beneath ancient Lake
Bonneville. In the present day, the Great Salt Lake (one-tenth the size of
Bonneville Lake) covers the lowest part of the Bonneville Basin and of the
Great Basin. The surface of the Great Salt Lake is about 4,200 feet (1,280
meters) above sea level.

ii. **Begin by showing transparency of Utah’s location on globe then transparency
of Utah’s location in US. Draw lines showing how large the Basin and Range,
Colorado Plateau, and Rocky Mountain Regions are and how they include
other states besides our own. Finish with the transparency of the state of
Utah’s region map.**

iii. **Place on each student’s desk three pictures of landforms found in the regions
of Utah.**

iv. **Tell students that you are going to describe one region at a time. As you are
describing the region, they need to be looking at their picture(s) to see if
their landform matches the description. If they think they have a match ask
them to bring the picture up and stick it to the map and wait until you are
finished reading the description. (Place small balls of sticky tack all over map
before hand.)**

v. **Descriptions:** (Add more descriptive words to the below information. Use
words that reflect the pictures like red steep cliffs, green rolling hills...)

1. **Rocky Mountain Region**—two distinct ranges of mountains, Wasatch
Mountains running North and South; and Uinta Mountains running
East and West.

2. **Colorado Plateau**—an area lifted up, mostly flat, carved over time by
water and wind. It includes the state's hottest desert. There are many

Prepared by Erica Fordiani
unusual rock formations carved in the limestone and sandstone. Plateau means large high mountain plain.

3. **Great Basin**—a basin is an area of land that is low like a bowl. The Great Basin is a desert region, getting less than ten inches of water a year. It is the area that Lake Bonneville once covered.

vi. After reading first region and students have all placed the pictures they thought would fit with that region up, go over with the class if all the pictures are correct.

vii. Continue with other two regions. When they have placed all the pictures up (or after each region) point to the pictures and reinforce how that area’s geography looks. Make reference to how there are very different areas of our state. Ask volunteer to take all pictures off map. Mix up pictures and put an equal amount in two bins.

c. **Formative assessment**: As students are placing pictures in regions, teacher will provide corrective feedback.

d. **Activity**: Sort and Search game.

i. Put up second map in class (you could move both maps outside or in gym). Line students up in two equal lines and place an equal pile of mixed up landform pictures in front of each line on the floor in two bins.

ii. Students pick up picture then run up to where the map is, decide which region to place the picture in, then run back and tag the next person. (Alternate—You could pass out the pictures while the students are in line so they can have time to decide where to place them.)

e. First team done earns 25 points, second teams earns 20 points. For each incorrectly place picture, minus off one point. The group with the most points wins. Inform students that their ending score will be the grade they receive for this activity. They should help each other out and work together.

i. Play again with the goal of 100% accuracy. Record better score from either game. Also, record players names from each team for grading purposes.

VI. **Accommodation(s) for Diverse Learner(s)**: Minimal teacher lecturing, hands on activity with visual pictures.

VII. **Evaluation of Student Progress**

a. **Pre-assessment**—What do snow covered mountains, dry desserts, and steep red canyons all have in common? You can find all of them in our state. They are each in a region.

b. **Formative assessment**—As students are placing pictures in regions, teacher will provide corrective feedback.

c. **Post assessment**—Students will be able to identify Utah’s regions and determine which landforms belong to which region by participating in a sort and search game where they have to decide the correct region to place various Utah landform pictures. Points for grades will be earned as a group.
Make into transparencies—from Utah Atlas by Craig & Carr