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)
   b. **Do**: 1.a. Identify Utah’s climate, natural resources, landforms, and regions using a variety of geographic tools. 2.a. Identify population concentrations in the state and infer casual relationships between population and physical geography. 2.e. Examine the interactions between physical geography and public health and safety (e.g. inversions). 3.a. Describe how and why humans have changed the physical environment of Utah to meet their needs (e.g. reservoirs, cities). 3.b. Explain viewpoints regarding environmental issues (e.g. land use).

III. Preparation (teacher materials, student materials, etc.)
   a. **Teacher**: fake microphone, easel to rest posters on (place in presenting order), grading rubric for each student, CD player, and CD with song “Utah, This is the Place,”
   b. **Teacher additional materials for second day**: cake cut and frosted in the shape of Utah and “landform” decorations (taffy, licorice, Hershey’s Kisses), plates, forks, knife, napkins.
   c. **Student**: travel posters finished and ready to present
   d. **Vocabulary Use**: Utah, landforms, tourism, transportation, region

IV. Technology Use:
   a. **CD player**

V. Instructional Procedures:
   a. **Song**: Spend 5 minutes practicing Utah song.
b. Pre-assessment/Hook: Students who will be presenting for the first day take finished posters out. Pull a few sticks with student’s names and ask a few of them to tell the class one interesting fact they wrote down on their poster. (2 minutes)

c. Formative assessment: Before students present travel posters to other fourth grade classes, have them warm up by peer sharing their posters. Look for student use of poster questionnaire. (3 minutes)

d. Push back all tables and chairs. Have fourteen chairs lined up on one side of the room for the panel of travel experts on “The Travel Channel Presents—Utah” show. The other 14 students will present on following day to second fourth grade class.

e. One fourth grade class comes in and sits in chairs.

f. Have one student who is not presenting introduce the travel show. Students sing Utah song then begin presenting. After half or seven students have presented, pause for a commercial break and have the preselected students (who are not presenting on this day) perform a quick 30 second skit. (I asked students, if they desired, to get into groups on their own time and come up with commercials that advertise things needed on a trip in Utah. They performed their skits in front of me during a recess break to obtain approval. Three commercials work well).

g. While students are presenting, fill out student’s rubric and grade accordingly.

h. Activity on Second Day—When presentations are over and other class leaves, bring out Utah shaped cake with “landforms” to place on top. Have students sit around you so all can see. Pull out each “landform” one at a time and ask for volunteers to direct where it belongs in relation to the state of Utah.

i. Examples of “landforms”:
   1. Roll out colored taffy in a sandwich bag for lakes (blue), salt flat (white), plateaus (peach).
   2. Hershey’s Kisses for mountain ranges.
   3. Blue licorice for rivers.

ii. Cut cake and enjoy!

VI. Accommodation(s) for Diverse Learner(s)
   a. Learning through peer teaching. Assessment through presentation of travel poster.

VII. Evaluation of Student Progress
   a. Pre-assessment—Students take finished posters out. Pull sticks with student’s names and ask a few of them to tell the class one interesting fact they wrote down on their poster.

   b. Formative Assessment—Before students present travel posters to other fourth grade classes, have them warm up by peer sharing their posters. Look for student use of poster questionnaire.

   c. Summative Assessment—Students will be able to understand the relationship between the physical geography in Utah and human life by creating a travel poster that displays their chosen location and identifies present landforms, specifies the correct region, lists three interesting historical facts, lists three activities to
participate in while there, lists how humans have modified the physical environment and describes how the physical geography of Utah affects the humans in Utah.

UNIT ASSESSMENT

Enduring Understanding: Standard I—Students will understand the relationship between the physical geography in Utah and human life.

Essential Questions:  
1. What are the major physical geographic attributes of Utah?  
2. How can physical geography affect human life in Utah?  
3. How can human actions modify the physical environment?

Unit Performance Assessment: For the next three weeks we will be learning all about one of the groups you made here on the board—“landforms”. Part of this is learning about Utah’s regions, population, and how to use a map. You will have the opportunity to spend class time looking through many travel brochures of natural places outside in Utah like Lake Powell or Bryce Canyon and decide and plan where you want to go on a trip. I want this place to be somewhere where you have never traveled to before. You will each make a travel poster that tells about your location with information like, interesting facts, and things to do. We will present our travel destinations to the other fourth grade classes in three weeks on the last two days I’m here with you. It will be like we are on the travel channel with a show called Travel Utah Today. I need your help to think of a funny travel related commercial we can act out during the travel show as well so be thinking! Your travel posters will be graded on these elements:
Name______________________________________________________________

Travel Poster—UNIT Presentation Assessment:

RUBRIC for Performance Assessment: 100 points possible

<table>
<thead>
<tr>
<th></th>
<th>Excellent—13-20 points each</th>
<th>Standard—5-12 points each</th>
<th>Missing—0-4 points each</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Travel Poster Display</strong></td>
<td>Poster has title and at east 4 pictures of location.</td>
<td>Poster has title and 1-3 pictures of location.</td>
<td>Poster has no title and no pictures.</td>
</tr>
<tr>
<td><strong>Interesting Historical Facts</strong></td>
<td>Poster accurately lists 3 interesting facts.</td>
<td>Poster accurately lists 1-2 interesting facts.</td>
<td>Poster lists no Interesting facts.</td>
</tr>
<tr>
<td><strong>Activities to Participate In</strong></td>
<td>Poster accurately lists 3 activities to participate in.</td>
<td>Poster accurately lists 1-2 activities to participate in.</td>
<td>Poster lists no activities to participate in.</td>
</tr>
<tr>
<td><strong>Identified Landforms and Region</strong></td>
<td>Poster accurately identifies at least one landform and one region.</td>
<td>Poster identifies either one landform or one region but not both.</td>
<td>Poster does not identify a landform or region.</td>
</tr>
<tr>
<td><strong>Geographical Affects</strong></td>
<td>Poster correctly identifies one way the physical geography of their chosen location affects human life in Utah.</td>
<td>Poster partially identifies one way the physical geography of their chosen location affects human life in Utah.</td>
<td>Poster does not identify one way the physical geography of their chosen location affects human life in Utah.</td>
</tr>
<tr>
<td><strong>Human Effects</strong></td>
<td>Poster correctly identifies one way the physical geography of their chosen location has been modified by humans.</td>
<td>Poster partially identifies one way the physical geography of their chosen location has been modified by humans.</td>
<td>Poster does not identify one way the physical geography of their chosen location has been modified by humans.</td>
</tr>
<tr>
<td><strong>Stays Focused on topic by using the question outline</strong></td>
<td>Student stays focused on topic by effectively using question outline (reading or memorization.)</td>
<td>Student stays partially focused on topic and only reads or refers to half of the question outline.</td>
<td>Student is not focused and does not use question outline. Words spoken do not represent topic.</td>
</tr>
</tbody>
</table>

Total Score______________/100