



INTERNATIONAL
TENNIS HALL OF FAME

North American Geography

Lesson 2: My Country 'tis of Thee

Unit Overview: As students work through the activities in this unit they will be introduced to the United States in general, different regions of the United States, map symbols, Hall of Famer Jack Kramer, and his Barnstorming Tour of the 1950s. They will explore, through varied learning experiences, the significance of Kramer's tour to the game of tennis while learning about different parts of the country. The activities that accompany this unit are geared towards the students' multiple intelligences and will provide academic challenges at multiple levels of cognitive complexity while satisfying the goal of working towards mastery of grade appropriate common core standards of Literacy, Geography, and Mathematics.

Objectives:

Students will be able to-

- Gain background knowledge through vocabulary activities and comprehension activities (such as guided questioning and using appropriate graphic organizers) the geography of the United States and its regions, along with what it was like in the 1950s.
- Form an understanding of the contribution that Jack Kramer made to the sport of tennis.
- Demonstrate what they have learned about the geography of the United States, map skills, Jack Kramer and his significance to the game of tennis, and his place in history by successfully completing guided questioning activities, group organizers, and by taking part in meaningful classroom discussions.

Common Core Standards:

CCSS.ELA - Literacy RI 4.3 - Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

CCSS.ELA - Literacy RI 4.7 - Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or

interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

CCSS.ELA – LiteracyW.4.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA – LiteracyW.4.7 -Conduct short research projects that build knowledge through investigation of different aspects of a topic.

CC.3.MD.1 – Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.

CC.3.MD.5 – Geometric measurement: understand concepts of area and relate area to multiplication and to addition. Recognize area as an attribute of plane figures and understand concepts of area measurement.

CC.4.MD.4 – Represent and interpret data. Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.

Rhode Island Department of Education Standards

G 1: The World in Spatial Terms: Understanding and interpreting the organization of people, places, and environments on Earth's surface provides an understanding of the world in spatial terms.

G 1 (3-4) – 1 Students understand maps, globes, and other geographic tools and technologies by:

- accurately using maps to identify locations.
- identifying relationships between time, space, and distance.
- organizing information about people, places, and environments in a spatial context (e.g., the school is to the east of the store; the house is northeast of the mountains).

G 1 (3-4) –2 Students identify the characteristics and features of maps by:

- applying map skills to represent a location (e.g., design a map).
- identifying and describing locations.

G 2: Places and Regions: Physical and human characteristics (e.g., culture, experiences, etc.) influence places and regions.

G 2 (3-4) – 1 Students understand the physical and human characteristics of places by:

- explaining ways in which geographical features determine how people live and work (e.g., living near the ocean gives opportunity to be fishermen or marine biologist).

- explaining how natural/physical features and human-made features makes a place unique.

G 2 (3-4) -2 Students distinguish between regions and places by:

- defining a region and its associated places (e.g., the region of New England includes the city of Providence; a city can have several neighborhoods).

- explaining the difference between regions and places (e.g., a desert region is dry, rainforest regions are wet; Providence is densely populated, Exeter is sparsely populated).

Grades 3 and 4 Mathematics: Measurements and Data

- Solve problems involving measurement and estimation of intervals of time, liquid, volumes, and masses of objects

- Geometric measurement: understand concepts of area and relate area to multiplication and addition

Lesson Time Suggested: Two class periods

Possible Sources:

- *The Complete Book of Maps and Geography: Grades 3-6* by American Education Publishing
- *Smart About the Fifty States (Smart About History)* by Jon Buter, et. al.
- *National Geographic Kids United States Atlas* by National Geographic
- Song “Fifty Nifty United States”

Materials Needed:

- Vocabulary Builder #2
- Large map of the United States with state names
- Map handout with state names
- Map handout without state names
- Song “Fifty Nifty United States”

Vocabulary:

- **State-** one of the important units of a nation having a federal government
- **Country-** an area of land that is controlled by its own government
- **United States of America-** country in North America bordering on Atlantic, Pacific, & Arctic oceans; a federal republic

Lesson & Activity

Teaching/Model

1. Vocabulary Builder: Each student will receive a Vocabulary Builder graphic organizer. The teacher will read each word and ask the students to fill in bubble 1 if they have never heard the word before, bubble 2 if they have heard the word but are unsure of the definition or bubble 3 if they know the word and can give the definition and use it in a sentence.
2. The teacher will work collaboratively with the students to come up with a working definition of the words on the graphic organizer and a sentence using the words as they pertain to the lesson at hand.
3. The teacher will present the large map of the United States to the class and go over the states with the students’ map of the United States in front of them.
4. The teacher will play “Fifty Nifty United States” with the students and then sing the song along with them once.
5. ****Students who exceed or meet expectations:**
 - a. The students will independently work to fill in their blank maps with the different state names.

- b. Students will take home blank maps and work to memorize all of the state names and locations of all of the states.
 - c. In the next class period, students will be quizzed on their ability to locate the states and their names.
6. ****Students who partially meet or did not yet meet expectations:**
- a. The teacher will hand out the lyrics to the song “Fifty Nifty United States” and have the students sing the verse of the song with the names of the fifty states.
 - b. The students will take home filled in maps and the lyrics and work to memorize the song with the state names.
 - c. In the next class period, the students will be quizzed on their ability to name all of the states.

United States of America



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United States of America

Name the State!

www.graphicmaps.com



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|----------|----------|----------|----------|
| 1 _____ | 13 _____ | 25 _____ | 37 _____ |
| 2 _____ | 14 _____ | 26 _____ | 38 _____ |
| 3 _____ | 15 _____ | 27 _____ | 39 _____ |
| 4 _____ | 16 _____ | 28 _____ | 40 _____ |
| 5 _____ | 17 _____ | 29 _____ | 41 _____ |
| 6 _____ | 18 _____ | 30 _____ | 42 _____ |
| 7 _____ | 19 _____ | 31 _____ | 43 _____ |
| 8 _____ | 20 _____ | 32 _____ | 44 _____ |
| 9 _____ | 21 _____ | 33 _____ | 45 _____ |
| 10 _____ | 22 _____ | 34 _____ | 46 _____ |
| 11 _____ | 23 _____ | 35 _____ | 47 _____ |
| 12 _____ | 24 _____ | 36 _____ | 48 _____ |

49 _____

50 _____

Fifty Nifty United States

Fifty nifty United States from thirteen original colonies;
Fifty nifty stars on the flag that billows so beautif'ly in the breeze.
Each individual state contributes a quality that is great.
Each individual state deserves a bow, we salute them now.

Fifty nifty United States from thirteen original colonies,
Shout 'em, scout 'em, Tell all about 'em,
One by one till we've given a day to ev'ry state in the U.S.A.

Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut;
Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana;
Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts,
Michigan;
Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada;
New Hampshire, New Jersey, New Mexico, New York, North Carolina,
North Dakota, Ohio;
Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South
Dakota, Tennessee, Texas;
Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming.

North, south, east, west, in our calm, objective opinion,
(name of home state) is the best of the
Fifty nifty United States from thirteen original colonies,
Shout 'em, scout 'em, Tell all about 'em,
One by one till we've given a day to ev'ry state in the good old U. S. A.