Teacher Page

Introduction

In this WebQuest, your students will learn about the 5 different regions of Virginia, as well as the products and commodities in each region. Activity sheets can be printed under each corresponding part, and their rubrics can be found under the evaluation section.

Unit Notes and Process

Part 1: Vocabulary and Introduction

Here is the introduction vocabulary sheet. Your students will each need a copy of it. Encourage them to guess or use a reference material (dictionary, etc.) to help them match the definitions.

Part 2: Regions

Your students will each need a copy of the graphic organizer for each region. Or, if you choose for the students to work in groups, you could assign each group a region and have them share what they found.

Each student will need:

- Copy of each graphic organizer
- Pencil
- Colored pencils
- Online access to regions website

Here you can find each graphic organizer to print:

- Coastal Plain
- Piedmont
- Blue Ridge
- Valley and Ridge
- Appalachian Plateau

You can print the blank map to color here.

Part 3: Products

Each student will need:

- Copy of the question sheet
- Copy of the charting sheet
- Pencil
- Colored pencils
- Online access to products websites

Here is the product question sheet to supplement the Agriculture facts website:

Here is the product graphing and charting activity sheet to print.

Conclusion

Materials needed for brochure:

- Rulers
- Pencils
- Coloring items
- Piece of paper (1 per student)
- Completed region organizers and product map

Extender: Have the students orally present their brochure to the class.

Evaluation and Grading

- Brochure Rubric

SOLs

Please visit the SOL page to find the standards listed by grade and subject that are supported by this Webquest.

Credits

This WebQuest was created by Kelly Henaghan for Virginia's Agriculture in the Classroom. WebQuests are made possible through a grant from Monsanto.

Name:_____ **Date:**_____

Regions and Products: Vocabulary Activity

Match the vocabulary word with the correct definition. All definitions will only be used once, and everyone will be used.

1. Artifact _____
2. Climate _____
3. Coastal Plain _____
4. Commodity _____
5. Fall Line _____
6. Geography _____
7. Physical Region _____
8. Product _____
9. Region _____
10. Sea Level _____

A. An item of trade or commerce

B. A large indefinite area or range of land

C. The study of the Earth and its features; the physical characteristics of land

D. The natural division between the Coastal Plain (Tidewater) and Piedmont regions due to the increased elevation of land.

E. The level of the surface on the ocean

F. Area on a map that have similar characteristics

G. Any object made by people in the past such as arrowheads and pottery

H. The kind of weather a place has over a long period of time.

I. A thing produced by labor: of farm or factory

J. Low land that lies along an ocean

Questions for "A look at Virginia Agriculture"

Name:_____ Date:_____

Directions: Answer the following questions after you read the website, "A look at Virginia Agriculture." The sections follow the website. 5 points each.

Climate

1. What is the average temperature in Virginia? _____

2. Annual rainfall totals can vary from _____ inches to more than _____ inches.

Crops

3. What was Virginia's number one cash crop in 2008? _____

4. Most of the _____ grown in Virginia is used to feed cattle, horses, poultry, and dairy cows.

5. Tobacco is Virginia's _____ ranked cash crop and tenth ranked commodity.

6. Cotton grows so well in Virginia because it is _____ resistant.

Soil

7. Pamunkey soil comes from the _____ River.

General

8. _____ and Forestry are Virginia's number one industry. Combined, they add _____ billion to the state's income.

9. There are _____ farms in the state of Virginia.

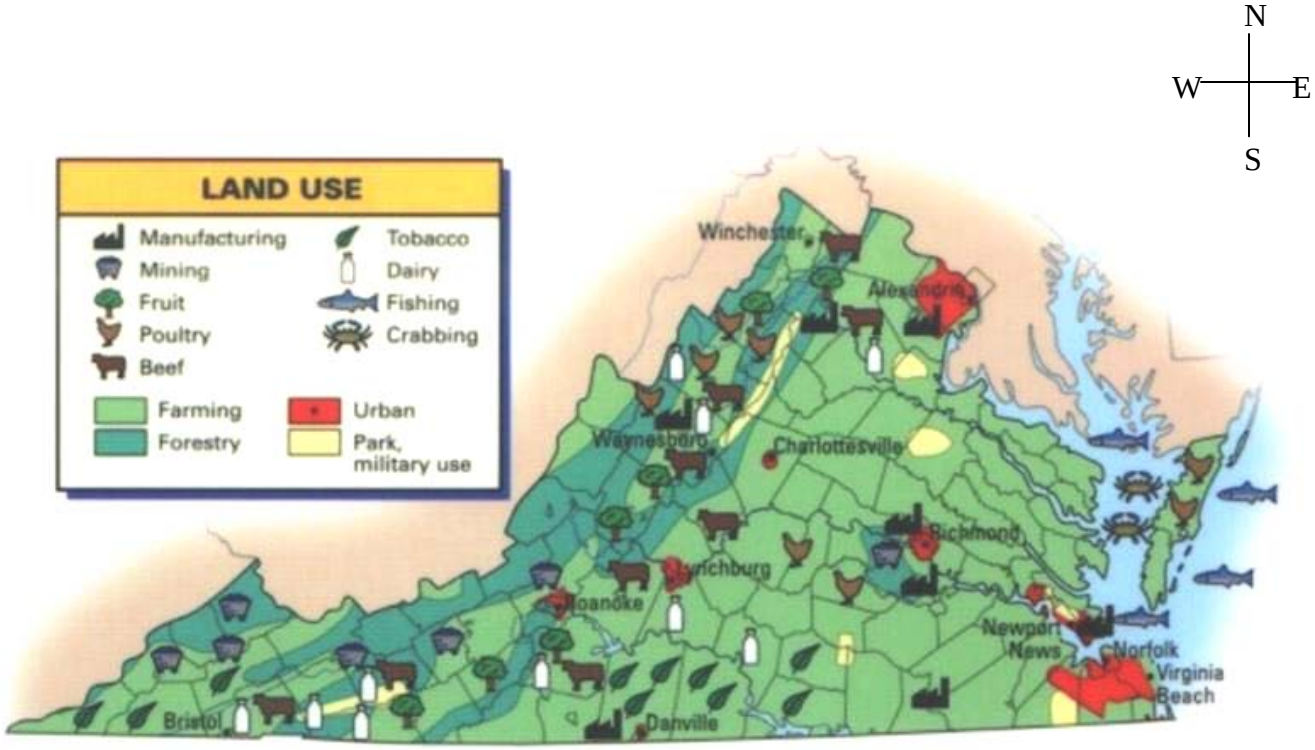
Animals

10. There are 102,000 _____ _____ in Virginia. Milk is Virginia's third largest commodity.

11. Virginia has _____ million cattle, making it the second biggest commodity of the state.

12. _____ are Virginia's most valuable agricultural product.

BONUS: (10 points)
Name the crop that <u>used to be</u> Virginia's number one cash crop. _____



Mapping the Products

Use the map above to help you with the tasks below.

Charting

Create a chart of how many pictures there are for each product. The chart below needs to have the name of the product (in the big column), and the amount of locations on the map (in the small column). Be sure to title your chart, and label each column. The first one has been done for you.

Example: If you count only 4 milk bottles (Dairy), you will write a 4 in the Dairy line of your chart.

Title:

Manufacturing	8

Graphing

Now, turn the chart into a bar graph. Be sure to make a legend and label everything.

Product Analysis: Answer each question using your map, chart, or graph.

What products are grown or raised in the most places around the state? Why?

_____

_____

_____

_____

Find the fruit locations. What region of the state do you think the fruit orchards are? How do you know?

_____

_____

_____

_____

Why do you think there are not crabbing and fishing locations in the Appalachian Plateau?

_____

_____

_____

_____

Look at the location of where the tobacco is grown around the state. Is it grown in the north or the south of the state? What can you guess about the temperature it best grows in?

_____

_____

_____

_____

_____

The dark green on the map shows the forestry industry. What two land use icons seems to best follow and fit with the forestry shown on the map? Why do you think those two industries are in forests?

_____

_____

_____

_____

Brochure Rubric

You are going to make a travel brochure to promote one of Virginia's regions. You want to highlight the main attractions and products of the region in your brochure.

Regions and Products – Brochure Rubric

Student Name:_____ **Date:**_____

Brochure Criteria	F	D	C	B	A
Brochure is clean and neat (wrote in straight lines, etc.)	6	7	8	9	10
Student folded paper and numbered pages correctly	6	7	8	9	10
Correct info included on page 1 (region name, picture, student name)	6	7	8	9	10
Correct info included on page 2 (5 sentences, title, location, features, products, places, small map)	6	7	8	9	10
Correct info included on page 3 (3 sentences, title, 2 attractions, picture, label)	6	7	8	9	10
Correct info included on page 4 (3 sentences, title, 2 products, picture, label)	6	7	8	9	10
Correct info included on page 5 (3 new facts, title, picture, label)	6	7	8	9	10
Correct info included on page 6 (title, phone number, agency name, student name, company logo)	6	7	8	9	10
Students used complete sentences	2	3	4	4.5	5

Student used correct spelling	2	3	4	4.5	5
Student followed directions (used pencil, underlined title, wrote in straight lines, used color)	2	3	4	4.5	5
Student concentrated throughout activity – evidence of creativity	2	3	4	4.5	5

Points earned: **/100**

Comments:

SOLs by Grade

Third Grade

History

3.6 The student will interpret geographic information from maps, tables, graphs, and charts.

3.7 The student will explain how producers use natural resources (water, soil, wood, and coal), human resources (people at work), and capital resources (machines, tools, and buildings) to produce goods and services for consumers.

3.8 The student will recognize the concepts of specialization (being an expert in one job, product, or service) and interdependence (depending on others) in the production of goods and services...

English

3.6 The student will continue to read and demonstrate comprehension of nonfiction.

- c) Ask and answer questions about what is read.
- e) Organize information and events logically.
- f) Summarize major points found in nonfiction materials.

3.7 The student will demonstrate comprehension of information from a variety of print resources.

- a) Use dictionary, glossary, thesaurus, encyclopedia, and other reference books, including online reference materials.
- b) Use available technology.

3.10 The student will write stories, letters, simple explanations, and short reports across all content areas.

- a) Use a variety of planning strategies.
- b) Organize information according to the type of writing.
- d) Revise writing for specific vocabulary and information.
- e) Use available technology.

3.11 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.

- a) Use complete and varied sentences.
- h) Use correct spelling for high-frequency sight words, including irregular plurals.

Science

3.8 The student will investigate and understand basic patterns and cycles occurring in nature. Key concepts include

- a) patterns of natural events (day and night, seasonal changes, phases of the moon, and tides); and
- b) animal and plant life cycles.

3.10 The student will investigate and understand that natural events and human influences can affect the survival of species. Key concepts include

a) the interdependency of plants and animals;
b) the effects of human activity on the quality of air, water, and habitat;
c) the effects of fire, flood, disease, and erosion on organisms; and
d) conservation and resource renewal.

3.11 The student will investigate and understand different sources of energy. Key concepts include

a) the sun's ability to produce light and heat energy;
b) sources of energy (sunlight, water, wind);
e) fossil fuels (coal, oil, natural gas) and wood;

Math

3.21 The student, given grid paper, will

a) collect and organize data on a given topic of his/her choice, using observations, measurements, surveys, or experiments;
b) construct a line plot, a picture graph, or a bar graph to represent the results. Each graph will include an appropriate title and key.

3.22 The student will read and interpret data represented in line plots, bar graphs, and picture graphs and write a sentence analyzing the data.

Fourth Grade

History

VS.1 The student will develop skills for historical and geographical analysis including the ability to

i) analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events.

VS.2 The student will demonstrate knowledge of the geography and early inhabitants of Virginia by

a) locating Virginia and its bordering states on maps of the United States;
b) locating and describing Virginia's Coastal Plain (Tidewater), Piedmont, Blue Ridge Mountains, Valley and Ridge, and Appalachian Plateau;

VS.9 The student will demonstrate knowledge of twentieth century Virginia by

a) describing the economic and social transition from a rural, agricultural society to a more urban, industrialized society, including the reasons people came to Virginia from other states and countries;

VS.10 The student will demonstrate knowledge of government, geography, and economics by

b) describing the major products and industries of Virginia's five geographic regions;

English

4.5 The student will read and demonstrate comprehension of nonfiction.

e) draw conclusions, using information from texts.

f) summarize content of selection, identifying important ideas and providing details for each important idea.
i) identify new information gained from reading.

4.6 The student will demonstrate comprehension of information resources to research a topic.

a) Construct questions about a topic.
b) Collect information, using the resources of the media center, including online, print, and media resources.

4.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, and sentence structure.

h) Use correct spelling for frequently used words, including common homophones.

Science

4.8 The student will investigate and understand important Virginia natural resources. Key concepts include

a) watershed and water resources;
b) animals and plants;
c) minerals, rocks, ores, and energy sources; and forests, soil, and land.

Math

4.20 The student will collect, organize, and display data in line and bar graphs with scale increments of one or greater than one and use the display to interpret the results, draw conclusions, and make predictions.

Fifth Grade

History

USI.1 The student will develop skills for historical and geographical analysis, including the ability to

c) make connections between the past and the present;
f) analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events;

USI.2 The student will use maps, globes, photographs, pictures, and tables to

b) locate and describe the location of the geographic regions of North America: Coastal Plain, Appalachian Mountains, Canadian Shield, Interior Lowlands, Great Plains, Rocky Mountains, Basin and Range, and Coastal Range

USI.8 The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by

d) describing the impact of inventions, including the cotton gin, the reaper, the steamboat, and the steam locomotive, on life in America

English

5.6 The student will read and demonstrate comprehension of nonfiction.

g) Identify new information gained from reading.

5.7 The student will demonstrate comprehension of information from a variety of print resources.

a) Develop notes that include important concepts, summaries, and identification of information sources.
b) Organize information on charts, maps, and graphs.

5.8 The student will write for a variety of purposes: to describe, to inform, to entertain, and to explain.

a) Choose planning strategies for various writing purposes.
b) Organize information.
g) Use available technology to access information.

5.9 The student will edit writing for correct grammar, capitalization, spelling, punctuation, and sentence structure.

h) Edit for clausal fragments, run-on sentences, and excessive coordination.

Math

5.18 The student will, given a problem situation, collect, organize, and display a set of numerical data in a variety of forms, using bar graphs, stem-and-leaf plots, and line graphs, to draw conclusions and make predictions.