

## Geography of Virginia

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**Name:** Wilma W. Tyler – 4<sup>th</sup> Grade Virginia Studies

**Major Topic for the Unit of Instruction:** Relative Location of Virginia, Regions, and Water Features

**Length of Unit:**

Fifteen 45 minute class periods

### **STAGE 1: DESIRED RESULTS**

Standards of Learning: VS.2– The Student will demonstrate knowledge of the physical geography and native peoples, past and present, 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, and Appalachian Plateau.
- c) locating and identifying water features important to the early history of Virginia (Atlantic Ocean, Chesapeake Bay, James River, York River, Potomac River, Rappahannock River, and Lake Drummond and the Dismal Swamp).

**Major understanding:**

Students will understand that:

Locations of places can be described in relative terms that show connections between two places, such as next to, near, and bordering. Water features were important to the early history of Virginia. Many early Virginia cities developed along the Fall Line, the natural border between the Coastal Plain (Tidewater) and the Piedmont regions, where the land rises sharply and waterfalls prevent further travel on the river. The four major rivers that flow into the Chesapeake Bay are separated by peninsulas. The Chesapeake Bay separates the Eastern Shore from the mainland of Virginia.

**Essential Question(s):**

What is relative location? What are some ways that relative location can be described? What large bodies of water border Virginia? What states border Virginia? What regions? What are the five geographic regions of Virginia? How do the geographic regions of Virginia differ? Where are the geographic regions of Virginia located? What other water features located in Virginia?

**Student Objectives:**

Students will be able to:

- Locate Virginia in a United States Map
- Identify the states that border Virginia
- Identify and locate and label the five regions of Virginia using a map of Virginia
- Describe and discuss each region’s characteristics
- Compare/contrast regions

- Identify and evaluate water features that influenced the development of Virginia

### **Bloom's Taxonomy Skills**

The Bloom's Skills are: Understanding, remembering, applying, analyzing, and creating

### **21<sup>st</sup> Century Learning Skills**

*Creativity, analyzing, evaluating*

### **STAGE 2: ASSESSMENT EVIDENCE**

#### **Rubric to assess three dimensional map (located on last page of unit plan)**

#### **List the Performance Task(s)**

- Create a flipchart using ActivInspire or create a Power Point or Google Presentation of the five regions of Virginia to include products, climate, elevations, and landforms
- Create a "Virginia Water Feature" Booklet
- Create a three dimensional map of the bordering states, regions, and waters features of Virginia. Also include a map legend and a compass rose.
- Unit Test - to be created by instructor to meet class needs
- Multiple choice and short answer quizzes to be created by instructor to meet class needs

### **STAGE 3: LEARNING PLAN**

## **Lesson 1: Virginia and Its Relative Location**

### **Materials**

- Wall maps of the world, the United States, and Virginia
- Heavy paper and markers for making four signs
- Sticky notes
- Promethean board or other interactive whiteboard (this unit can be adapted for use without the interactive whiteboard)
- United States map for each student

The following websites will be used throughout the unit:

- *Virginia: Facts, Maps, and State Symbols:* <http://www.enchantedlearning.com/usa/states/virginia/>.
- *Review Virginia Facts:* [www.solpass.org](http://www.solpass.org) (as review material before testing)
- *Virginia Places:* <http://www.virginiaplaces.org/>. (resource for research)
- *Primary sources:* <http://itweb.fcps.edu/connections/index.cfm> (resource for research)
- *Maps:* <https://maps.google.com/>
- *Geography and History of Virginia:* <http://vastudies.pwnet.org>
- *Activities:* [www.prometheanplanet.com](http://www.prometheanplanet.com) (search flipcharts for Regions of Virginia to use with ActivInspire and Promethean board) <https://maps.google.com/>

### ***Instructional Activities***

1. In this session, students will identify the relative location of Virginia in relation to the bordering states (Maryland, Kentucky, Tennessee, West Virginia, and North Carolina) and the bordering bodies of water (Atlantic Ocean and Chesapeake Bay).
2. Review cardinal and intermediate directions by using a compass rose on a map. Label the walls of the classroom with large signs of the cardinal directions, and have students practice facing north, east, south, and west. Have students label a wall map of Virginia with the cardinal directions, using sticky notes.
3. Review with students relative-location words (e.g., *near*, *next to*), which are used to describe spatial relationships between objects. Choose pairs of students to stand at their desks. Ask the class where “John” is in relation to “Sally.” The students should respond, for example, “John is *next to* Sally,” “*behind* Sally,” “*in front of* Sally,” or “*near* Sally.” Reinforce that these terms describe relative location.
4. Use a world map to have students locate the United States. Review the shape of the United States. Display a United States map, and ask students to locate Virginia. Explain Virginia is located in the eastern United States next to the Atlantic Ocean. Identify Virginia and label it. Have students outline Virginia on their individual United States maps.
5. Tell students that certain states and bodies of water border Virginia. Using a United States wall map, have students identify the states and bodies of water that border Virginia. List student responses on the board, and have students label the bordering states and bodies of water on their maps.
6. Ask students whether Virginia is surrounded by land. Lead students to recognize that on the eastern coastline there are two bodies of water, the Atlantic Ocean and the Chesapeake Bay, that provide the eastern border.
7. The students will identify the Atlantic Ocean and Chesapeake Bay and label them on their maps. Discuss the differences between an ocean and a bay.
8. The students will learn an acronym that will help them remember the bordering states – (**M**rs. **W**ashington **K**issed **T**he **N**eighbor) Maryland, West Virginia, Kentucky, Tennessee, North Carolina

## **Lesson 2: Reviewing the Parts of a Map**

### ***Materials***

- Sample maps, each with a title, map legend, compass rose, and intermediate directions
- Aerial/satellite photographs of a state, a country, and/or a continent
- Google Earth or Google Maps <https://maps.google.com/>
- Flat maps of the same areas shown in the aerial/satellite photographs
- World map with a title, map legend, and compass rose
- Virginia map with a title, map legend, and compass rose

### ***Instructional Activities***

1. Have students define the following terms and identify and locate them on a sample map:
  - title: The name or kind of map
  - map legend: A list of shapes and symbols used on a map, with an explanation of what each stands for
  - compass rose: A symbol that shows cardinal direction (north, east, south, and west) on a map
  - intermediate directions: northeast, southeast, northwest, and southwest
2. Explain to students that a map is a drawing that shows what places look like from above and where they are located. Ask students to close their eyes and pretend they are up in space in a space shuttle. Ask them to imagine looking down on the Earth from space, and have them describe what the Earth looks like from the shuttle. Ask what details they can see (e.g., oceans, continents, islands). Use Google Maps or Google Earth to show students aerial/satellite photographs of a state, a country, and/or a continent, and have them compare one of the images to a flat map of the same area. Ask them to locate places (e.g., cities, bodies of water, mountains) on both the aerial/satellite photograph and the map. Ask them what the differences are between a satellite image of a place and a flat map of the same place (e.g., on a satellite image, there is no title, map legend, compass rose, visible borders, labels, or symbols).
3. Discuss briefly the uses of satellite images of Earth (e.g., for mapmaking, weather forecasting, environmental studies, land planning, surveillance).
4. Use available classroom maps to review the parts of a map. Discuss why the title, map legend, and compass rose are important to the person reading a map.

## **Lesson 3: Virginia's Five Geographic Regions**

### ***Materials***

- Index cards
- Chart paper and markers, or board
- Pictures of various landforms and bodies of water found in Virginia
- Wall map of Virginia
- String or yarn
- Tape to attach the yarn
- Sticky notes
- Virginia map for each student (Geographic Regions of Virginia available at <http://www.enchantedlearning.com/usa/states/virginia/>)
- Crayons

### ***Instructional Activities***

1. Review the borders of Virginia by handing out cards with the names of the bordering states and bodies of water. Identify one student as "Virginia," and have the student stand in the center of the classroom. Ask remaining students to reference the cardinal direction wall signs from Session 1, Step 2 to arrange themselves and their cards according to their location in relation to Virginia.

2. Explain to students that *regions* are geographic areas defined by certain unifying characteristics. For example, a *local region* is a rather small area such as a school district (zoning area that determines, for example, which school you will attend) or zip code area. A *global region* is a large area with a common religion, language, or climate. A *physical region* is an area with distinctive landforms, vegetation, or climate. The state of Virginia can be divided into five geographic regions that have distinctive characteristics based on their physical features, such as landforms, bodies of water, and resources. Landforms are the ups and downs of the Earth's surface—the different shapes of the land. Landforms include mountains, valleys, hills, plateaus, and plains. Virginia has all of these landforms.
3. Have students describe the types of landforms and bodies of water in the region where they live and list responses on the board, helping students to understand the characteristics of the different landforms and bodies of water. Ask students whether they have traveled to other places in the state, and ask them about their observations of the land. Did they see hills or mountains, or was the land flat? Were there any large lakes? Could they see a bay or the ocean? Show pictures of various landforms and bodies of water in Virginia, and ask students about characteristics of the land and bodies of water in other Virginia regions they have visited. Post students responses with matching pictures.
4. Display a wall map of Virginia, and guide students in identifying each of the five geographic regions of Virginia. Use string or yarn, straight pins or tape, and large sticky notes to label the regions on the map with their names and physical characteristics, discussing the characteristics of each region as you go.

The students will color the five regions on their Virginia map, selecting one color for each and making a map key with information about each region. For example: Color: green. Region: Coastal Plain (Tidewater). Characteristics: flat land, location near Atlantic Ocean and Chesapeake Bay (including Eastern Shore), east of the Fall Line.

## Lesson 4: The Fall Line in Virginia

### Materials

- Wall map of Virginia
- String or yarn
- Tape to attach the yarn
- Virginia map for each student (available at <http://www.enchantedlearning.com/usa/states/virginia/>)
- Black crayons
- Virginia atlas
- Google Earth or Google Maps <https://maps.google.com/>

### Instructional Activities

1. Explain to students that a distinctive Fall Line, marked by waterfalls and/or rapids across the major rivers, divides the Coastal Plain (Tidewater) from the Piedmont in Virginia. Virginia's flat Tidewater area consists of deep, unconsolidated deposits of sand, gravel, fossil shells, and clay.

The basement formation of granite, exposed at the Fall Line, is buried under 2,900 feet of sediment at the Atlantic Coast.

2. Describe how falls occur where the underlying geology changes—for example, in the Eastern United States, the change from the hard rock of the Appalachian Piedmont to the softer Coastal Plain. Ask students why a fall line, although not conducive to easy passage, was nonetheless an attractive site for a town, as was the case for Richmond. Answers might include that the falls provided mill power, or were the basis for a trade center where travelers had to stop to portage, or were an exchange point for products coming from different environments on either side of the falls.
3. Use Google Earth or Google maps to explore the Fall Line in Virginia. Then identify the Fall Line on a map of Virginia. Explain the Fall Line is an imaginary line where there is a natural border between the Coastal Plain (Tidewater) and the Piedmont regions. Also, the Fall Line is where waterfalls prevent further travel on the river. Attach yarn or string to the wall map so students can easily locate the Fall Line. Use a black crayon to draw the Fall Line on students' maps, and label the Fall Line. Refer to a Virginia atlas for photographs of the Fall Line.
4. Have students work in small groups to lay out a town on a map of Virginia at a given site on the Fall Line.

## Lesson 5: Learning about the Coastal Plain (Tidewater) Region

### Materials

- Virginia atlas
- Wall map of Virginia
- Virginia map for each student (available at <http://www.enchantedlearning.com/usa/states/virginia/>)
- Coastal Plain (Tidewater) Graphic Organizer (attached)
- <http://vastudies.pwnet.org/vs2/index.htm>

### Instructional Activities

1. Explain the Coastal Plain (Tidewater) region is a lowland region about 100 miles wide that extends north and south along the Atlantic Ocean and the Chesapeake Bay. The region is divided by the Chesapeake Bay into a western mainland and a large peninsula called the Eastern Shore. It is bordered on the west by the Fall Line. This region begins at sea level and rises to about 200 feet above sea level along the zone of the Fall Line. The land is mostly flat.
2. Locate and label the Coastal Plain (Tidewater) region on a map of Virginia. Locate the Chesapeake Bay on the map, and explain a bay is a part of an ocean that projects into the land.
3. Locate the Eastern Shore on the map, and explain the Eastern Shore is a peninsula. Define *peninsula* as a piece of land bordered by water on three sides. The Eastern Shore is crisscrossed by rivers, and it contains many salt marshes and wetlands. Define *wetland* as the area between dry land and a body of water, such as a river, lake, or bay.
4. Locate and label the Dismal Swamp on a map of Virginia. Explain the Dismal Swamp is a forested wetland located partly in the southeastern part of the Coastal Plain (Tidewater) region of Virginia and extending partly into the northeast area of North Carolina.
5. Have students complete The Coastal Plain (Tidewater) Graphic Organizer. (attached)

6. Students will begin creating Jeopardy questions and will continue throughout the lessons about the regions

## **Lesson 6: Learning about the Piedmont Region**

### ***Materials***

- Virginia atlas
- Wall map of Virginia
- Virginia map for each student (available at <http://www.enchantedlearning.com/usa/states/virginia/>)
- Piedmont Graphic Organizer (attached)
- <http://vastudies.pwnet.org/vs2/index.htm>

### ***Instructional Activities***

1. Explain the Piedmont region is located east of the Blue Ridge Mountains and that the word *piedmont* means “foot of the mountains.” The Piedmont extends eastward to the Fall Line. This region covers about one third of the state. It is approximately 140 miles wide in the southern part of the state and only 40 miles wide in the northern part. In some places, its elevation is more than 1,000 feet above sea level. The land in this region is mostly hilly. Near some parts of the Blue Ridge Mountains, there are high hills and deep valleys. In other areas it consists of a plain.
2. Locate and label the Piedmont region on a map of Virginia. Review that many rivers and streams flow across the Piedmont region. The James River is one river that flows across the Piedmont region. Rivers and streams that flow across this region break into a transition zone of low waterfalls and rapids along the eastern boundary of the region known as the Fall Line. The Fall Line is between the Piedmont region and the Coastal Plain (Tidewater) region.
3. Review the Fall Line and the fact that Virginia has several important cities that developed along the Fall Line as transportation centers. These centers shipped and received goods. Richmond, our state capital, is one of these cities. Locate and label the Fall Line on a map of Virginia.
4. Have students complete The Piedmont Graphic Organizer.

## **Lesson 7: Learning about the Blue Ridge Mountains Region**

### ***Materials***

- Virginia atlas
- Wall map of Virginia
- Virginia map for each student (available at <http://www.enchantedlearning.com/usa/states/virginia/>)
- Blue Ridge Mountains Graphic Organizer (attached)
- <http://vastudies.pwnet.org/vs2/index.htm>

### ***Instructional Activities***

1. Explain the Blue Ridge Mountains region consists of a ridge of mountains stretching from Pennsylvania to Georgia. It is part of a larger range of mountains known as the Appalachians. The region lies between the Valley and Ridge region and the Piedmont region. In the northwestern part of Virginia, the Blue Ridge is a narrow mountain ridge approximately 1,300 feet above sea level. In the southwestern part of the state, the Blue Ridge Mountain region widens into a series of mountains, uplands, and ravines. Virginia's highest peaks of over 5,000 feet are located in the southern Blue Ridge Mountain region. Mount Rogers, the highest elevation in Virginia, is located in the Blue Ridge Mountains region and is over 5,700 feet high
2. Locate and label the Blue Ridge Mountains region on a map of Virginia. Explain the early settlers established railroads and highways using three water gaps, or water pathways, as passages through the Blue Ridge Mountains. The three water gaps are the Potomac, James, and Roanoke rivers.
3. Ask students how many of them have ever driven along the Blue Ridge Parkway. Ask those who have what it looks like. Locate the Blue Ridge Parkway on the map, and explain the United States government built this parkway to largely follow the high ridges of the Blue Ridge Mountains. Ask students why they think it was built. Is it like most roads that are built so people can travel from one place to another? Explain the Appalachian Trail, a hiking trail that is about 2,000 miles long, runs parallel to the Blue Ridge Parkway but is much longer than the parkway. (Review the meaning of the term *parallel*.) The Appalachian Trail begins in the state of Maine and follows the high mountains south to the state of Georgia; therefore, the part of the trail that is in Virginia is only a small part of the whole trail. Ask students what it would be like to hike the Appalachian Trail in Virginia. Would it be very difficult with lots of climbing?
4. The students will complete The Blue Ridge Mountains Graphic Organizer.

## Lesson 8: Learning about the Valley and Ridge Region

### Materials

- Virginia atlas
- Wall map of Virginia
- Virginia map for each student (available at <http://www.enchantedlearning.com/usa/states/virginia/>)
- Valley and Ridge Graphic Organizer (attached)
- <http://vastudies.pwnet.org/vs2/index.htm>

### Instructional Activities

1. Explain the Valley and Ridge region is west of the Blue Ridge Mountains region and includes portions of the Allegheny Mountains that extend northeast and southwest along Virginia's western border. This region contains the Great Valley of Virginia. The Great Valley of Virginia is actually a series of five separate river valleys. The largest of these is the Shenandoah Valley in the north. The other river valleys that make up the Valley of Virginia are Roanoke, New River, Holston, and James. The landforms of this region have many different elevations. Much of the land is 1,000 to 4,000 feet above sea level.



2. Locate and label the Valley and Ridge region on a map of Virginia. Explain valleys are places that are lower than the land around them. Some valleys were formed by rivers thousands of years ago. Water running through the valleys eroded the land away. Other valleys were formed by movements of Earth's surface. The fertile soil of these valleys allows farmers to grow fruit, corn, and wheat and to raise cattle and sheep.
3. Explain rivers flow from high land to low land. The place where a river begins is called the "source." The James River has its source in this region.
4. The students will complete The Valley and Ridge Graphic Organizer.

## **Lesson 9: Learning about the Appalachian Plateau Region**

### ***Materials***

- Virginia atlas
- Wall map of Virginia
- Virginia map for each student (available at <http://www.enchantedlearning.com/usa/states/virginia/>)
- Appalachian Plateau Graphic Organizer (attached)
- <http://vastudies.pwnet.org/vs2/index.htm>

### ***Instructional Activities***

1. Explain the Appalachian Plateau region is located in the southwestern part of Virginia. This mountainous, rugged, forested land stretches west from the Valley and Ridge region. Some parts of the plateau are relatively flat. There are many valleys and stream hollows, making it very hilly and rugged. A plateau is an area of high, level land. Much of the Appalachian Plateau is about 2,000 feet above sea level. Part of it is in Virginia, but most of it is in neighboring states of Ohio, West Virginia, Kentucky, Tennessee, and into Alabama. The region is made up of different plateaus, such as the Cumberland and the Kanawha plateaus.
2. Locate and label the Appalachian Plateau region on a map of Virginia. Explain much of the Appalachian Plateau region is very rugged, even though it also has many level areas. Many streams flow westward through the region, and in some places, streams have cut deep gorges. A gorge is a narrow valley that is often steep and rocky. Until 1750, the high plateau blocked westward travel because of the deep gorges there.
3. Explain the Appalachian Plateau region is not a large area in Virginia, but it is very important to Virginia's economy. It contains rich mineral deposits. The most important of these is coal. There are also deposits of lead, zinc, and manganese. Timber is another important natural resource of the region. Discuss the uses of coal and timber and why they are important resources.
4. Have students complete The Appalachian Plateau Graphic Organizer.
5. Have students compare and contrast the Coastal Plain (Tidewater) and the Appalachian Plateau Regions.

## Lesson 10: Water Features Important to the Early History of Virginia

### Materials

- Wall map of Virginia
- Blank outline Virginia map for each student
- Blue yarn cut into six-inch pieces
- Chart paper and markers, or Promethean board
- Water in Virginia overhead transparency (Overhead projector) or digital version on projector

### Instructional Activities

1. Review with students the explorers they studied in third grade, and ask them to recall the countries that sponsored the explorers (Christopher Columbus, Spain; Juan Ponce de Leon, Spain; Jacques Cartier, France; and Christopher Newport, England). Ask students how the explorers traveled to the new lands (by sailing in ships across the Atlantic Ocean). Remind students that Virginia was settled by Europeans who crossed the Atlantic Ocean, sailed through the Chesapeake Bay, and settled in the Coastal Plain (Tidewater).
2. Guide students in locating on a map of Virginia the Atlantic Ocean, Chesapeake Bay, Potomac River, James River, York River, Rappahannock River, Lake Drummond, and Dismal Swamp.
3. Explain many early Virginia cities developed along the Fall Line, the natural border between the Coastal Plain (Tidewater) and the Piedmont regions, where the land rises sharply and waterfalls prevent further travel on the river.
4. Define the term *peninsula* as a piece of land bordered by water on three sides. Ask students to locate any peninsulas they see on the Virginia map. Point out that the four major rivers that flow into the Chesapeake Bay are separated by peninsulas. Have students locate the Chesapeake Bay, and explain the Chesapeake Bay separates the Eastern Shore from the mainland of Virginia; thus the Eastern Shore is a large peninsula.
5. Provide students with the following background information on Virginia's water features, and have students create a "Virginia Water Features" booklet as they learn about each. Students may use art materials or create a virtual booklet using a web based program such as <http://edu.flipsnack.com/product.html> (freemium site). Explain each river was a source of food and provided a pathway for exploration and settlement of Virginia.

- Atlantic Ocean
  - Provided transportation links between Virginia and other places (e.g., Europe, Africa, the Caribbean)
- Chesapeake Bay
  - Provided a safe harbor
  - Was a source of food and transportation
- James River
  - Flows into the Chesapeake Bay

**Comment [H1]:** More info on how to create this booklet.

- Richmond and Jamestown located along the James River
  - York River
    - Flows into the Chesapeake Bay
    - Yorktown located along the York River
  - Potomac River
    - Flows into the Chesapeake Bay
    - Alexandria located along the Potomac River
  - Rappahannock River
    - Flows into the Chesapeake Bay
    - Fredericksburg located along the Rappahannock River
6. Provide students with the following background information on two unique water features located in the Coastal Plain (Tidewater) region:
- Lake Drummond
    - Located in the Coastal Plain (Tidewater) region
    - Shallow natural lake surrounded by the Dismal Swamp
  - Dismal Swamp
    - Located in the Coastal Plain (Tidewater) region
    - Home to a wide variety of wildlife
7. Have students read additional background information on the Dismal Swamp and Lake Drummond from the U.S. Fish and Wildlife Service Web site at <http://www.fws.gov/>
8. Review the water features by placing a blank map of Virginia on the overhead. Have students locate the Atlantic Ocean, Chesapeake Bay, Potomac River, James River, York River, Rappahannock River, Lake Drummond, and Dismal Swamp. As the students review, have them locate the water features on their blank map of Virginia. Once the water features are added to their maps, give each student eight pieces of six-inch blue yarn, and have students glue the pieces on the eight water features.
9. Review the waterways students have studied and the reasons these waterways were important in the past as well as in the present. Make a list of student responses on a chart. A Google spreadsheet can be utilized to display student responses. Use a Virginia atlas to review the landforms of the Coastal Plain (Tidewater) region, and have students list the characteristics of the land west of the Fall Line. Guide students to understand that the land rises higher and higher west of the Fall Line. Use Water in Virginia overhead transparency to have students identify the water features that were important to the early history of Virginia.
10. Have students learn the acronym (**P**lease **R**emember **Y**our **J**acket) for identification and location of Rivers Potomac, Rappahannock, York, and James River

Comment [H2]: ??

Rubric for Assessing Three Dimensional Map of Virginia

	3	2	1
Title	Title is distinctly identified at the top of the Map	Title is included but distinctly identified at the top	Title is not at the top of the map
Bordering States	Bordering states area represented and properly labeled	Bordering states are included but not properly labeled	All Bordering states are not represented and properly labeled
Regions	Regions area represented by distinct colors and labeled	Regions are represented but not with distinct colors	All Regions are not labeled and represented with distinct colors
Water Features	Water features are represented and labeled	Water features are represented but not properly labeled	All Water Features are not represented and properly labeled
Compass Rose	The map includes a compass rose that is properly labeled	A Compass rose is included but not properly labeled	Compass rose is not properly represented
Map Legend	The map includes a Map Legend with all features of the map indicated	The map includes a map legend but does not includes all the features of the map	Map Legend is not properly represented

## The Coastal Plain (Tidewater) Region

**Fall Line:**

**Land:**

**Location:**

## The Piedmont Region

**Fall Line:**

**Land:**

**Location:**

## The Blue Ridge Mountains Region

**Information:**

**Land:**

**Location:**

## The Valley and Ridge Region

**Information:**

**Land:**

**Location:**



## The Appalachian Plateau Region

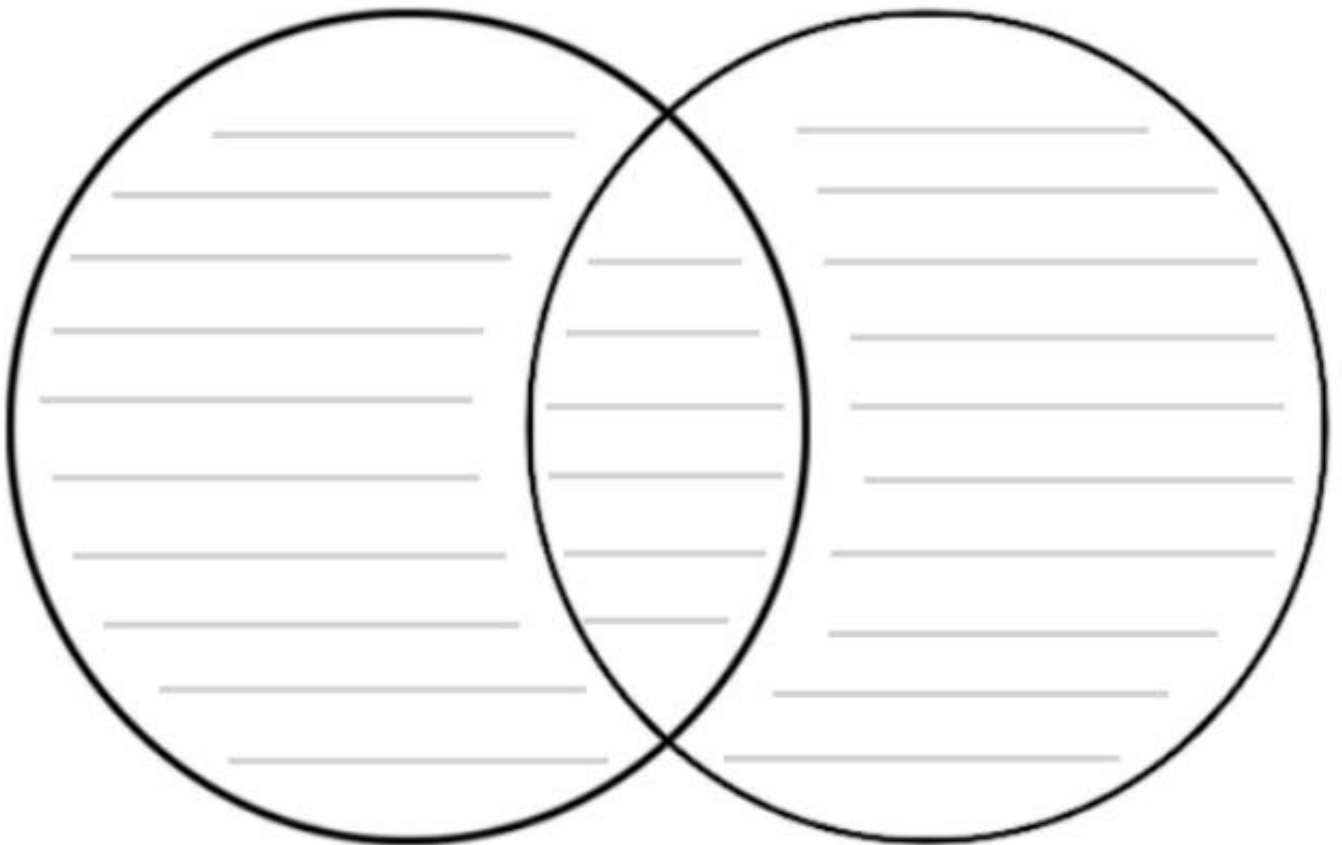
**Information:**

**Land:**

**Location:**

Name: \_\_\_\_\_

Directions: Compare and Contrast the Coastal Plain and the Appalachian Plateau



## Rubric for Digital Presentation of Thomas Jefferson

Created by Wilma Tyler

	<b>Target</b>	<b>Acceptable</b>	<b>Unacceptable</b>
<b>Research</b>	Student used 3 or more internet and printed sources for information	Student used 2 internet and printed sources for information	Student used only 1 source for information
<b>Prosody (clarity of speech)</b>	Student spoke with exceptional rhythm, stress, and intonations	Student spoke with minimal rhythm, stress, and intonations	Student spoke with poor rhythm, stress, and intonations
<b>Digital Presentation</b>	Student enhanced presentation with exceptional effects, transitions and sound in frames	Student enhanced presentation with minimal effects, transitions and sound in frames	Student enhanced presentation with basic effects and transitions in frames
<b>Graphics</b>	Student used attractive graphics that support the content of the presentation	Student used some attractive graphics that support the content of the presentation	Student used unattractive graphics that detract from the content of the presentation