

# State Research Project



Graphic Organizers

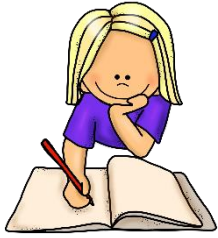
Informational  
Writing

Lesson Plans

GCSS Aligned



# Teacher's Page



This project is meant to incorporate writing skills and research skills while integrating a component of social studies. Additionally, depending on your discretion, technology can be incorporated with the final project.

To begin, I provide all students with the states research project explanation. I have provided two different versions for you. One includes a technology component where students will also put together five slides of fun facts of their state in a Power Point Presentation. The other sheet does not have this. Depending on your time frame, access to computers, and so on, I wanted to make this optional. You'll also find two different rubrics to represent these choices.

Next you can have students either choose a state or you can pick one for them. I have even placed state names in a hat for students to draw. I do not allow students to have the same state, however that is at your discretion. I then write in the names of each student in the state. I have also provided a list of state names where you can just write the student's name next to it.

After all students have their assigned state, I personally check out books related to the state. I typically choose the America the Beautiful Books. You can find these in your local library. The reason I choose these are because they all follow the same format and provide the same consistent information. Additionally, I have students place their folders inside this book and stack them behind my desk. These books never leave my classroom. Nearly the entire project is done in my class. Students will spend a few days preparing and researching through these books. Occasionally, I will use the internet for fun facts. I have provided a few links we use.

I provide each student with the Research Map for them to collect all their information on. I use large white copy paper, sized 11 x 17. I place the two pages side by side so it can be folded into one page. (See example on the Resource Page.) On the back of this page, I copy the United State Map (included) and have students label each state for the upcoming state test. (I have provided one already labeled if desired. Once students have placed all their information on the Research Map, we begin writing our research papers. I model this day by day using the lessons provided.

Finally, I do not have students work on their t-shirts at school. That is their home project. We also do not type our papers, but you may. We write ours in the newly learned cursive. I do have student present their t-shirts. Once the entire project is done, I test students on where each state is located. That has also been provided.



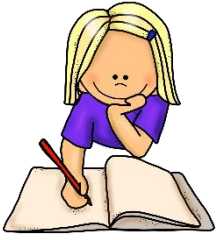
# Daily Lesson Plans

## Continued

<p>Day 5 Writing a Good Hook</p>	<ul style="list-style-type: none"> <li>•Look back at yesterday's written paragraph and explain to students that it's important that our paragraphs do not start with generic sentences such as, "I'm going to tell you about the weather in Georgia." Instead we should create a hook that grabs the reader's attention and makes them want to read more. We can do this by asking a question or describing something.</li> <li>•Provide examples for students such as, "Let's explore together...", "It's hard to believe...", or "It's fascinating to learn..."</li> <li>•Model for students creating a hook in your next paragraph on a new topic.</li> </ul>
<p>Day 6 Using Strong Words</p>	<ul style="list-style-type: none"> <li>•Each day while you are teaching the mini-lesson, students should be creating a new paragraph and applying the newly taught skill to that paragraph. If students take more than a day to complete a paragraph, they will likely get behind.</li> <li>•Choosing a new topic, demonstrate for students how to use strong word choice in their writing. Model this in your writing.</li> </ul>
<p>Day 7 Using Transition Words</p>	<ul style="list-style-type: none"> <li>•Remind students that as we write our paragraphs, we want it to sound smooth, not choppy. One way we can do this is by using transitions.</li> <li>•Explain that transitions are words that connects one sentence (or paragraph) to another.</li> <li>•Model for students using transition words to connect ideas.</li> <li>•Examples of transition words: "additionally," "also," "another," "for example."</li> </ul>
<p>Day 8 Adding Voice</p>	<ul style="list-style-type: none"> <li>•Discuss with students that adding voice is critical so that the paper sounds personable rather than robotic. One way students can do this is by adding in personal experiences, offering ideas, making connections, or asking questions.</li> <li>•Demonstrate for students using another topic and writing a paragraph.</li> <li>•This should also be the last topic they write a paragraph for.</li> </ul>



# State Research Project



Dear families,

In class we are concluding our study of the United States. To extend the learning process, we will be doing a four part project, with at least one part done at home.

The homework part of the project is intended to be a fun extension of the knowledge between home and school. Each student has a different U.S. state to learn about.

## Part I: State Research

We will be collecting important research related to our assigned states. Information they will be research are related to: interesting places to visit; weather; manufacturing and natural resources; state symbols, and fun facts.

## Part II: Writing a Research Paper

Students will begin writing their research paper after we finish our research. We will be writing a total of seven paragraphs. We will be modeling paragraphs and then students will be writing on their own. In order to keep students on schedule, some may need to be completed at home.

## Part III: PowerPoint Presentation

This portion of the project will allow students to utilize their computer skills while learning how to use the PowerPoint software. They will be making five slides about the "Fun Facts" they discovered while researching their state.

## Part IV: State T-Shirt Poster

This is a visual component for your student's state project. Each student will design their own t-shirt to represent their state. Students will use poster board to cut out a t-shirt. These shirts should be decorated (with very little white space left) and include unique facts and information about the state being researched.

## Helpful Hints:

Use up as much space as possible on the poster board. Students can use a variety of materials such as stickers, paint, artificial flowers, beads, coins, fabric, etc. Be creative, but please do not spend a lot of money on this. Please make them look nice. Students will be graded on creativity, content, neatness, and use of captions. Have fun!

Thank you!



# State Research Project

## Grading Rubric

Name \_\_\_\_\_

State Researched: \_\_\_\_\_



	Total Points	Points Earned
<b>Research Map</b> (for complete and accurate information)	50	
<b>State T-Shirt</b> (for neatness and completeness including captions)	50	
<b>Presentation of Report and T-Shirt</b> (for explaining the state piece loudly and clearly and focusing on the audience)	25	
<b>Power Point Slide Show</b> (for slides and creativity)	25	
<b>Research Paper</b> (Research Rubric Total Points Transferred Here)	100	
<b>Total Points</b>	250	

Comments:



# Picture of a Completed Research Map

Name \_\_\_\_\_

Date Due \_\_\_\_\_

## Interesting Places to Visit

- 1.) State Park : Stone Mtn
  - Boulder w/ carvings
  - Carvings of civil war generals
  - World's largest bas-relief
- 2.) Georgia's Aquarium
  - Largest in world
  - Holds 10000 fish
  - 10 million gallons of H<sub>2</sub>O

## State Weather

- Records: Hi 112°F Low: -17°F
- Hot humid summers Cool winters
- Occasionally get snow, sleet, freezing rain, & ice storms.
- Sometimes tropical storms & hurricanes

## State Symbols

- State bird: Brown Thrasher
- State fossil: Shark Tooth
- State Tree : Live oak
- State Flower: Cherokee Rose

## My State

**Georgia**

## My Sources

- Book: "Georgia" by G.S. Prentiss
- www.worldbookonline.com
- www.50states.com

## Manufacturing & Natural Resources

- Carpet
- Paper Products
- Aircraft
- Peaches
- Peanuts
- Cotton

## Fun Facts

- Largest mass of granite
- Chicken capital of world in Gainesville - illegal to eat chicken w/ fork!
- 39th President - Jimmy Carter home

Students will write one paragraph about each of the five topics. Your child should be researching and taking notes on their state. Each of the subject boxes should be filled in with information to help them construct their paragraphs.

Please only write notes, not complete sentences. Specific websites and books should be listed in the sources box.



# Picture of a Completed Cover

## The State of Georgia



Written By: The Teacher



# Picture of a Completed State T-Shirt





# Weather



Topic Sentence

Detail # 1

Detail # 2

Detail # 3

Conclusion Sentence

PREVIEW

Name Teacher Sample

## Interesting Places to Visit

1.) Stone Mountain Park

- \*Big boulder with carvings
- \*Carvings of Generals Civil War
- \*World's largest bas-relief sculpture

2.) Georgia Aquarium

- \*Largest in world
- \*Holds more than 100,000 fish
- \*10 million gallons of water

2 Places - 3 details each

## State weather

1.) Record High: 112 F Low: -17 F

Hot/Humid Summers; Cool Winters

3.) Occasionally get snow, sleet, freezing rain, and ice storms. Sometimes they get tropical storms and hurricanes.

2 - 3 interesting facts

## State

1.) State bird:

2.) State fossil:

3.) State tree:

4.) State flower:

4 - 5

My

Georgia

My

\*Book: "Georgia"

\*worldbookonline

\*50states.com

Students will write one paragraph about each of the five topics. Your child should be researching and taking notes on their state. Each of the subject boxes should be filled in with information to help them construct their paragraphs.



Name \_\_\_\_\_

## Do You Know Your States?



Write on each line below the name of the state with that number. Remember to use capitals and to spell correctly.

1. \_\_\_\_\_
  2. \_\_\_\_\_
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48. \_\_\_\_\_
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50. \_\_\_\_\_

# A Special Thank You

Thank you for purchasing my product! I hope you found this resource useful.

I know your time and money are important, so therefore I try to create products that are worth both. Anytime you see something that could be improved upon or any errors, please inform me, as I desire to do well. Feel free to contact me if you have any questions, ideas, or concerns at [deshawtammy@gmail.com](mailto:deshawtammy@gmail.com).

Keep an eye out for more resources that are free or reasonably priced, as I am always creating new products!

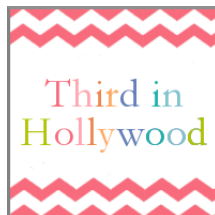
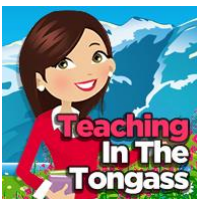
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Happy Teaching!

Tammy

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