Unit of Study:
Regions of the United States
Where in the World Am I?

Cypress-Fairbanks Independent School District
Integrated Social Studies, Grade 4

Unit 2 - Week at a Glance

Week	INSS Instructional Focus	Reading Workshop	Writing Workshop	Revising & Editing
1	**Map Skills**	**Drama** **(BOY Reading DPM)**	**Personal Narrative**	**Singular & Plural Nouns** **(BOY R&E DPM)**
2	**Types of Regions (Population, Political, Economic)**	**Fiction -** use fiction selections from Appendix A as read alouds for the week.		**Irregular Personal Nouns**
3	**Geographic Regions of Texas** **Landforms & Climate**			**Subject-Verb Agreement**
4	**U.S. Regions** **Texas Towns Past & Present**			**Verb Tense**
5	**Technology Project** **(**separate document in iXplore)	**Nonfiction**	**Prompt-based Personal Narrative**	**Apostrophes in Contractions & Possessives**

GENERAL INFORMATION ABOUT UNIT

★ The lessons in this unit are geared toward the 4th grade TEKS. Teachers are encouraged to modify these activities as needed and choose resources that best fit their needs. **INSS objectives should be visible.** Lessons should be integrated into the reading/writing workshop schedule during the following times; poetry, read aloud with accountable talk (20 minutes), independent reading and writing, group or share time. See the suggested schedule in iXplore.

★ Please refer to **Dates of Remembrance** document in iXplore.

★ Vocabulary & current events resources are located in iXplore in INSS Resources.

★ In the Unit Overview, the Bloom's verbs have been underlined and critical skills have been color coded.

★ You can access Journey's materials through the [Think Central](#) website. Some examples of materials you can use for read a-louds include; the student e-book, leveled readers, vocabulary readers, decodable readers, and the write-in reader.

★ Brain Pop has a new site called Brian Pop Educators. It is free to join and has some great resources and lesson plans for all subjects. http://www.brainpop.com/educators/home/

★ If you have a Discovery Education account, you will need to sign-in before viewing the video clips listed as resources.

Grade 4 Integrated Social Studies Curriculum

Unit 2: Regions of the United States	Unit Length: 4 Weeks

Conceptual Lens: Locations and Patterns

Social Studies TEKS:
4.6(A) apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps

4.6(B) translate geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps

4.7(A) describe a variety of regions in Texas and the United States such as political, population, and economic regions that result from patterns of human activity

4.7(B) identify, locate, and compare the geographic regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains, including their landforms, climate, and vegetation;

4.7(C) compare the geographic regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains) with regions of the United States and other parts of the world

4.8(B) describe and explain the location and distribution of various towns and cities in Texas, past and present

4.8(C) explain the geographic factors such as landforms and climate that influence patterns of settlement and the distribution of population in Texas, past and present

Unit Overview: Students will conduct a thorough study of regions in Texas and North America resulting from human activity and physical features. The location, distribution, and patterns of economic activities and settlement in Texas further enhance the concept of regions. Also, the students will use geographic tools to collect, analyze, and interpret data.

Literature Selections: Teachers may choose a variety of literature for the read aloud selections to develop students' understanding of the social studies concepts. See Appendix A for suggested titles.

Map Skills Overview: Week 1

Enduring Understandings/Generalizations	Guiding/Essential Questions
Geographic tools are used to collect, analyze, and interpret data.	- What is the purpose of a map? - What is scale and how is it used on a map? - What is a key of legend on a map? - Why are there symbols on a map legend? - What is a compass rose and why do we use it when reading a map? - How do you read a grid map? - How do you use geographic tools to construct and interpret maps?

Students will . . .

- participate in discussions and express ideas in a written format about the unit's enduring understandings and guiding questions
- use primary and secondary sources to gain information about a topic
- understand key vocabulary terms
- apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps

Instructional Resources-Week 1

Teacher Materials	Teacher Notes	Assessments (%)	Technology

Horizons Textbook-can be used as a read aloud or independent reading to practice reading skills.
    p. A2-3: Read a Map
    p. 6-7: Why Geography Matters?
    p. 20-25: Where on Earth is Texas?
    p. 52-53: Map Making Tools   - Appendix B-Geography Review   - Appendix C-Map Guidelines   - Map Vocabulary PPT (iXplore)   - Blank U.S. Map (iXplore)
	- An anchor chart can be made for use during the week. - Students can take notes, draw pictures, or make a vocabulary foldable of the tools and place in their ISN for future reference. - Teachers may choose to incorporate R&E skills into the writing activities in this unit.	- RA discussion and participation, including "turn and talks" and/or "stop and jots" - Appendix D-Interpreting a Map - Student created map - Writing activity	- Map Maker - Types of Maps - Glossary of Map Terms - Grids

Map Skills Pacing Guide : Week 1				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Vocabulary Review	**Interpret Maps**	**Map Construction**		**Writing**
• Teacher can use Appendix B to review geography and map skills and their purpose. ✓ Grid system ✓ Legend ✓ Symbol ✓ Scale ✓ Compass rose ✓ Interpret (to read) ✓ Construct (to make) ✓ Apply	• Reading a map is similar to reading informational text such as an article or biography. We do so to gain information. • Discuss the meaning of "interpret". • Explain to student they will be showing their ability to interpret or read a map for information by completing Appendix D: Interpreting a Map. **(%)**	• What does it mean to construct or create something? • Teacher will review the guidelines for creating a map in Appendix C. • Students will construct a simple map of a familiar area such as the schoolyard or the classroom, using basic map symbols and a map legend! • *Enrichment*: students can come up with 2-3 questions about their map to use for tomorrow's lesson on interpreting maps. Have students pair up and answer the questions about their partner's map created in the previous day's lesson. Place in their ISN. **(%)**		• In their writer's notebook, write a short paragraph describing the parts of the map and explaining the functions of each part of reading a map. Have them take turns reading their paragraph to a partner and adding information if needed. **(%)** • **Today is American Indian Heritage Day.**

Suggested maps students could construct:
Regions of Texas
American Indians in Texas
First missions in Texas
Battles of Texas Revolution
Major cities in Texas

Types of Regions Overview: Week 2	
Enduring Understandings/Generalizations	**Guiding/Essential Questions**
Some areas of land are divided into several types of regions based on patterns in geography, politics, natural resources, and population.	• What is a region? • How are political, economic, and population regions determined? • How do geographers use the different regions? • Why is it important to understand the patterns that determine each of these types of regions?
Students will . . .	
• participate in discussions and express ideas in a written format about the unit's enduring understandings and guiding questions • use primary and secondary sources to gain information about a topic • understand key vocabulary terms • think like a geographer and describe a variety of regions in Texas and the United States such as political, population, and economic regions that result from patterns of human activity	

Instructional Resources-Week 2			
Teacher Materials	**Teacher Notes**	**Assessments (%)**	**Technology**

• *Horizons* textbook- can be used as a read aloud or independent reading to practice reading skills.
  pp. A4-5: Political map of the world
  p.6 - Regions
  p. A8: Political map of Western Hemisphere
  pp. A10-11: U.S. Map
  pp. A12-13: Political map of U.S.
  p. A16: Political map of Texas
  pp. 48-51:Political Regions
  pp. 54-57: Population Regions
  pp. 60-65: Economic Regions
• Appendix E-Regions Concept Map
• Texas Counties PDF (iXplore)
	• A great introduction to this unit is the Johnny Cash song I've *Been Everywhere* (iXplore).
	• During the week, use a U.S. map to show students the different regions being discussed.
		• RA discussion and participation, including "turn and talks" and/or "stop and jots"
		• Appendix E: Regions Concept Map
			• http://www.sheppardsoftware.com/web_games.htm
			• Political maps

Types of Regions Pacing Guide : Week 2				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Vocabulary	**Political Regions**	**Population Regions**	**Economic Regions**	**Current Events**
- Prior to the lesson, create an anchor chart titled "Types of Regions" or use Appendix E (see instructions below) - Discuss the term "region" - regions are usually determined by shared patterns. - Add the definition to the chart. - Other Vocabulary Terms ✓ Political region ✓ Population region ✓ Economic region	- Political regions usually share the same government and leaders. Types of political regions include countries (USA), states (Texas), counties (Harris, and cities (Houston). - Conduct a RA that describes the location of places in the U.S. using political regions. - Have students "turn and talk" during the RA to discuss whether a place is being described by its natural or political region and what text evidence they have to back-up their answer.	- Natural, economic, cultural, and political patterns usually determine population regions. - Conduct a RA that describes the location of places in the U.S. using population regions. - Have students "turn and talk" during the RA to discuss whether a place is being described by its natural or population region and what text evidence they have to back-up their answer.	- Patterns of natural resources and industries usually determine economic regions. - Conduct a RA that describes the location of places in the U.S. using economic regions. - Have students "turn and talk" during the RA to discuss whether a place is being described by its natural or economic region and what text evidence they have to back-up their answer.	

Directions for Appendix E
- Have students complete a web showing the 4 types of regions that are found in the U.S.
- Have students label the center of the web "The Regions of the U.S."
- Have students label the four spokes with one of the types of region, political, economic, and population.
- Have students complete the web by adding the definition and examples of each type of region.
- Have students write a response on the back of their web that answers these questions;
    - How will understanding the types of regions and their patterns help you in your study of Texas history?
    - How will understanding the types of regions and their patterns help you and your family in everyday life?

Geographic Regions of Texas Overview: Week 3	
Enduring Understandings/Generalizations	**Guiding/Essential Questions**
The concept or regions, how they are alike and different, and how they influence patterns of settlement.	• How are the four major regions of the U.S. alike and different? • Where is each region located? • What are some of the characteristics of each of the four regions? • Why is it important to understand the patterns that determine the four major regions of the U.S.? • Which region is Houston located in?
Students will . . .	
• participate in discussions and express ideas in a written format about the unit's enduring understandings and guiding questions. • understand key vocabulary words and concepts • use primary and secondary resources • <u>identify, locate, and compare</u> the geographic regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains), including their landforms, climate, and vegetation • <u>explain</u> the geographic factors such as landforms and climate that influence patterns of settlement and the distribution of population in Texas, past and present	

Instructional Resources – Week 3			
Teacher Materials	**Teacher Notes**	**Assessments (%)**	**Technology**
• Mountains and Basins PPT (iXplore) • North Central Plains PPT (iXplore)- students can use as a resource • Texas Regions Pictures PPT (iXplore)- students can use images for their project if needed. • Regions of Texas Field Trip (iXplore)- teachers can use as a RA • Appendix G-Generic Grading Rubric (feel free to adjust as necessary) • Appendix H-Regions of Texas Information Sheets • Appendix I-Regions Quiz	• Students can use this research again in Unit 3 - Native American Groups. • There are maps that show 7 regions of Texas as opposed to the major 4.	• RA discussion and participation, including "turn and talks" and/or "stop and jots" • Appendix F-Note Taking sheet • Region Poster Regions Quiz	• U.S. Geographic Regions • Tour Texas: Texas Regions • Texas Parks and Wildlife: Regions of Texas • Discovering the Regions of Texas • Enchanted Learning-Natural Features of Texas • Eyes on Texas • Escape to Texas • Landforms

Geographic Regions of Texas Pacing Guide : Week 3				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Read Aloud	**RA/Independent Reading & Writing**	**RA/Independent Reading & Writing**	**RA/Independent Reading & Writing**	**RA/Independent Reading & Writing**
Mountains and Basins **Landforms** – mountains, canyons, and dry plateaus **Climate** – hot summers, cold winters **Vegetation** – cactus, shrubs	Great Plains **Landforms** – plains, plateaus, escarpments, canyons **Climate** – hot summers, cold winters, dry **Vegetation** – cotton, wheat, short grasses, shrubs	North Central Plains **Landforms** – rolling prairies, forests, rivers **Climate** – hot summers, cool winters, known for tornadoes, dry **Vegetation** – grasses, shrubs, small trees	Coastal Plains **Landforms –** plains, rivers, hills, desert, islands along the coast, bayous, escarpments **Climate** – mild winters and summers, humid **Vegetation** – short grasses, forests, shrubs	Present Posters- Have each group share their poster and explain the various elements illustrated on their region of Texas. Students should listen carefully so they can choose a region to compare to the one they researched. Optional Activity: Complete the Anthropologists PPT slide. (iXplore)

- Conduct a RA using the Regions of Texas Field Trip PPT. Explain that students will be studying the four different regions of Texas.

- Divide the students into four separate groups (region investigators) and assign them a region. Hand out the note-taking sheet (Appendix F) and the information sheets for each region (Appendix G). The note-taking sheet can be glued, taped or stapled into the ISN.

- Students will read the information sheets to complete the note-taking sheet. They can also visit the informational websites linked to the regions mentioned above or have access to the PPTs in the Teacher materials section.

- Students will use the information they learned about their region and decorate their poster, illustrating landforms, climate, animals, plants, and major cities of that region. Students can use markers, map pencils, or crayons to draw landforms, animals, plants and to mark major cities. Students can tear up construction paper or crumble up colored paper to illustrate landforms such as forests (green), mountains (brown), deserts (yellow), or water (blue), etc. Students can print out pictures of animals and plants found in their region via the internet, and glue them onto the poster board.

- Teacher can monitor students while they read and take notes about the regions. Assist with reading and note taking as needed.

U.S. Regions & Texas Towns Overview: Week 4	
Enduring Understandings/Generalizations	**Guiding/Essential Questions**
Regions have similarities and differences across the state, country and the world. Location and distribution of towns in Texas depends on many factors.	• What region of the U.S. is Texas in? • Are there similarities in how the regions are divided? • How does the past reflect the present? • Is change good or bad? • What makes a town or city grow and prosper and what causes it to become a ghost town? • How does climate play a part in how cities are formed? • How do natural landforms affect where a city is formed?

Students will be able to . . .

- participate in discussions and express ideas in a written format about the unit's enduring understandings and guiding questions.
- understand key vocabulary words and concepts
- use primary and secondary resources
- <u>describe and explain</u> the location and distribution of various towns and cities in Texas, past and present
- <u>explain</u> the geographic factors such as landforms and climate that influence patterns of settlement and the distribution of population in Texas, past and present
- <u>compare</u> the geographic regions of Texas with regions of the United States and other parts of the world

Instructional Resources- Week 4			
Teacher Materials	**Teacher Notes**	**Assessments (%)**	**Technology**
• *Horizons* textbook- Houston, p. 39, 51, 57, 221, 229, 251, 306, 321, 329, 343 Austin, p. 57, 221, 230, 231, 239, 336, 376, 424 • Appendix J-Map of Texas, U.S., and world Regions – use for compare and contrast activity • Appendix K-The story of Bammel, Texas-ghost town • TFK Teachers Guide p. 41-44	•	• RA discussion and participation, including "turn and talks" and/or "stop and jots." • Venn Diagram participation	• States and Regions Interactive • ThinkQuest U.S. Regions Information site – click on the region and see information about that region. • Ghost Towns of the Gulf Coast • Houston's Days of Yore

| U.S. Regions & Texas Towns Pacing Guide: Week 4				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Holiday	**Vocabulary**	**Read Aloud w/ Accountable Talk**	**Read Aloud/Independent Reading**	
Columbus Day	Teacher can conduct activities using suggested vocabulary words to build background knowledge. ✓ Compare ✓ Contrast ✓ Location ✓ Distribution Review the following concepts: ✓ Region ✓ Climate ✓ Landforms	Focus: • Prior to the lesson, teachers need to create a Venn diagram on chart paper or use an electronic version. • Have students think back to the information from last week's lessons. • Look at the region maps of Texas and the U.S. (Appendix J) • Start a discussion using the following questions. ✓ What region of the U.S. is Texas in? • Are there similarities in how the regions are divided?	Focus: Texas Cities Now and in the Past – there are many factors that cause a town grow and prosper or dwindle and fail. • What makes a town or city grow and prosper and what causes it to become a ghost town? Give students a chance to brainstorm some ideas about factors that would make people move to a city and factors that would make people move away. • In their ISN, have students write as many Texas towns as they can. Give them 2-3 minutes on a timer. Call on a few students to tell what they wrote down. • Think about cities like Houston, Austin, Dallas, and San Antonio. Are they prosperous, successful cities? Why? • Have you ever heard of Bammel, Tx? Conduct a read aloud using the story of Bammel, TX (a ghost town) from Appendix K.	

 Houston History: "The city began on August 30, 1836, when Augustus Chapman Allen and John Kirby Allenqqv ran an advertisement in the Telegraph and Texas Register for the "Town of Houston." The townsite, which featured a mixture of timber and grassland, was on the level Coastal Plain in the middle of the future Harris County, at 95.4° west longitude and 30.3° north latitude."

| Topic	Suggested Literature
Map Skills	• _Got Geography_ by Lee Bennett Hopkins • _The Journey of Oliver K. Woodman_ by Darcy Pattison • _The Little Man in the Map_ by E. Andrew Martonyi • _Armadillo form Amarillo,_ Lynne Cherry
Regions: Population Political Economic Geographic	• _From Here to There_ by Margery Cuyler • _Kate Heads West_ by Pat Brisson • _Kate on the Coast_ by Pat Brisson • _Your Best Friend, Kate_ by Pat Brisson • _LaRue Across America: Postcards From the Vacation_ by Mark Teague • _Wow! America_ by Robert Neubecker • _Flat Stanley_ books by Jeff Brown • _Americana Adventure by Michael Garland_ • _My America: A Poetry Atlas of the United States by Lee Bennette Hopkins_ • _This Land is Your Land by Woody Guthrie_ • _How to Make a Cherry Pie and see the U.S.A. by Marjorie Priceman_ • _All Around Texas: Regions & Resources, Mary Dodson Wade_
Texas Towns	• TFK Reader: Austin, Texas

Review of Geographic Tools

Maps use a **key**, or **legend** to explain the meaning of each of the **symbols** used in the map.
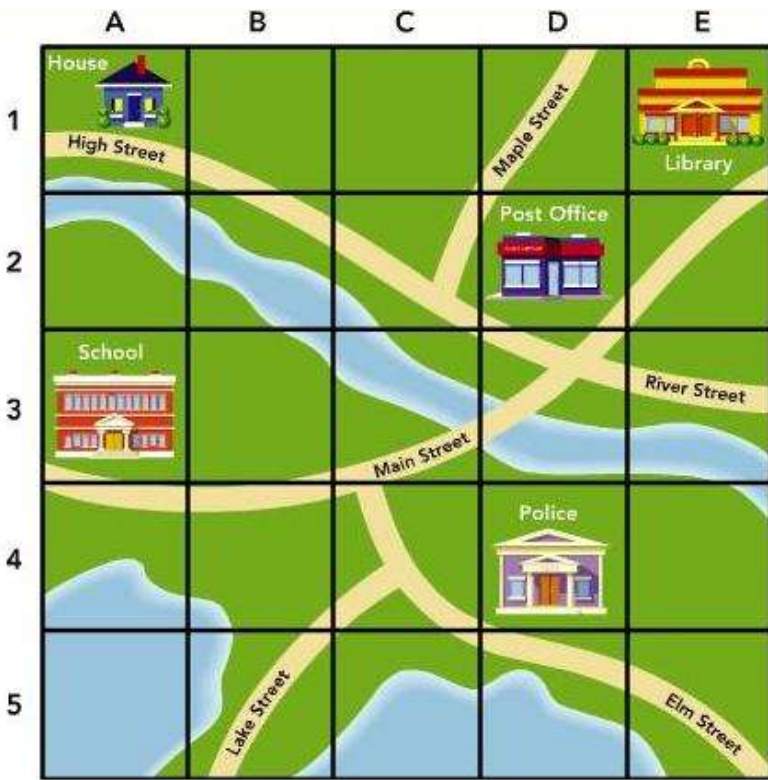
A **compass rose** is used for showing cardinal directions.

A **grid** is a series of evenly spaced imaginary lines that intersect with one another at right angles. One set of lines are distributed across the globe horizontally, and one set of lines are distributed vertically.

Scale (map): The scale of a map is defined as the ratio of a distance on the map to the actual distance on the ground.
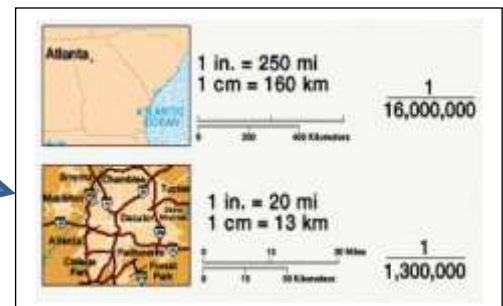
Many maps can have a **title.**

Map Guidelines

Your map should include the following elements:

- A neatly drawn map of any environment such as your classroom, school, neighborhood, or place you have visited.

- All areas or features of the map must be correctly labeled and capitalized (use best handwriting)

- Students can choose to create a scale map with the same requirements.

- A **map title** of your creation that is capitalized correctly

- A **compass rose** with cardinal directions

- A **map scale**

- A **map key** with symbols that match areas shown on the map (Use different colors to make is easier to read)

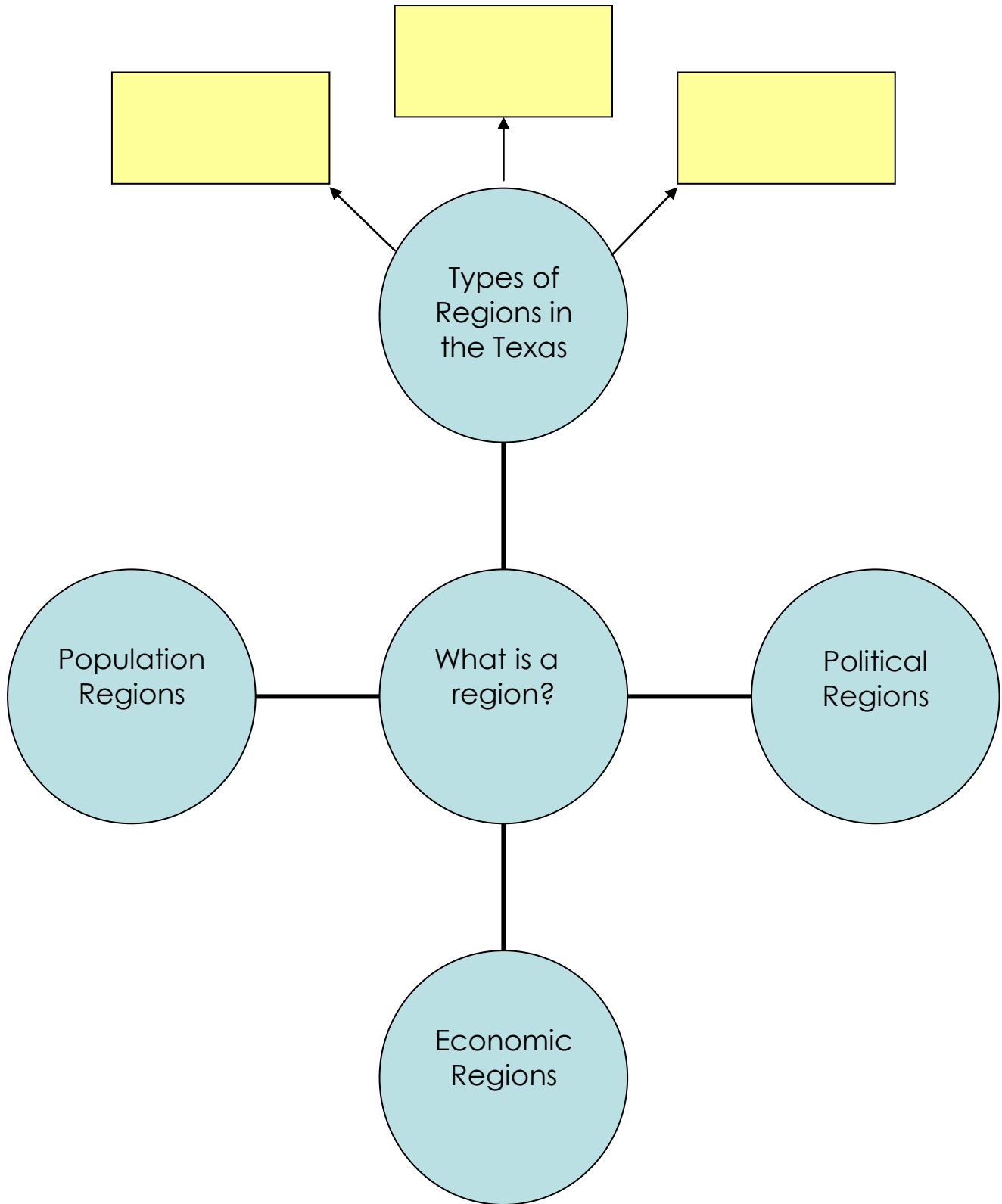Rubric:

Name: _____   Date: _____

Interpreting a Map
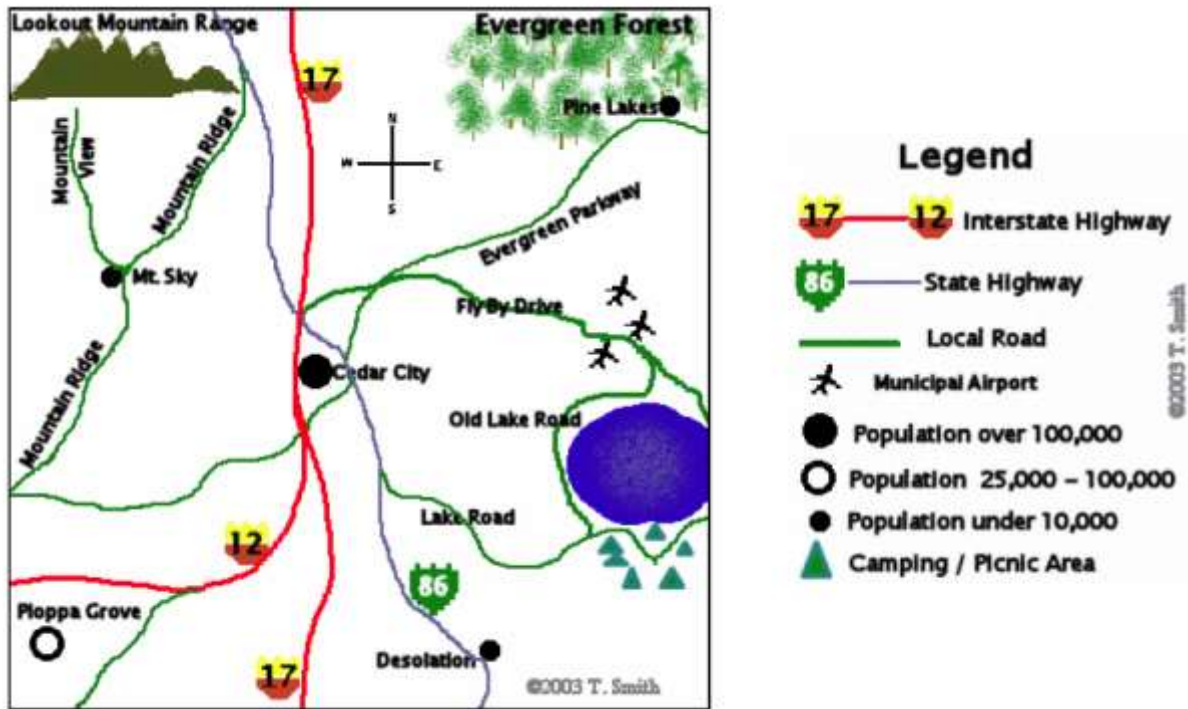
Use the map and legend on this page to answer the following questions.

1. What city is between Pine Lakes and Ploppa grove? _____

2. Is Fly By Drive north or south of Lake Road? _____

3. What is the population of Mt. Sky? _____

4. Is the campground north or south of the airport? _____

5. In which direction does Interstate 17 run? _____

6. What town is located on State Highway 86? _____

7. What road would you take if you were heading south from Mt. Sky. _____

8. What is the population of Ploppa Grove? _____

9. What is the name of the largest city shown on the map? _____

10. What interstate highway is north of Ploppa Grove? _____

11. Desolation lies between what two roads? _____

Regions Concept Map

```
┌──────────┐          ┌──────────┐          ┌──────────┐
│          │          │          │          │          │
│          │          │          │          │          │
└──────────┘          └──────────┘          └──────────┘
```

Types of Regions in the Texas

Population Regions — **What is a region?** — **Political Regions**

Economic Regions

Name :   Other Group Members:

Name of Region:

Location	
Climate and Weather:	
Landforms:	
Natural Resources:	
Industries:	
Major Cities:	
Why would a person choose to live in this region?	
Places of Interest:	

Generic Poster Grading Rubric

Use of Class Time	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project OR often distracted others.
Graphics - Originality	Several of the graphics used on the poster reflect an exceptional degree of student creativity in their creation and/or display.	One or two of the graphics used on the poster reflect student creativity in their creation and/or display.	The graphics are made by the student, but are based on the designs or ideas of others.	No graphics made by the student are included.
Required Elements	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but 1 of the required elements is included on the poster.	Several required elements were missing.
Content - Accuracy	At least 7 accurate facts are displayed on the poster.	5-6 accurate facts are displayed on the poster.	3-4 accurate facts are displayed on the poster.	Less than 3 accurate facts are displayed on the poster.
Grammar	There are no grammatical mistakes on the poster.	There is 1 grammatical mistake on the poster.	There are 2 grammatical mistakes on the poster.	There are more than 2 grammatical mistakes on the poster.
Labels	All items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away.	Almost all items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away.	Several items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away.	Labels are too small to view OR no important items were labeled.

Central Plains Information Sheet
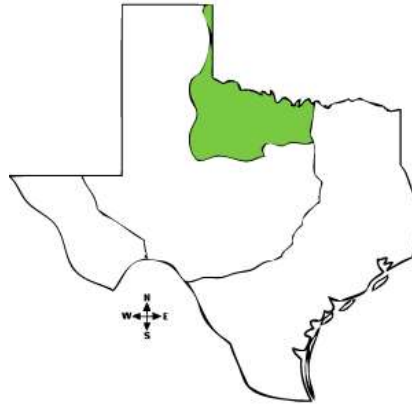
Sub-Regions
Grand Prairie
Cross Timbers
Rolling Plains
Prairie & Lakes

The Central Plains is usually hot in the summer and can get pretty cold in the winter. Sometimes it might even snow! The region can get anywhere from 20 to more than 40 inches of rain a year. This region is part of "Tornado Alley" which means that sometimes bad storms can bring tornados. A tornado is a fierce and swirling funnel of wind.

This region is bound by the Caprock Escarpment to the west, the Edwards Plateau to the south, and the Eastern Cross Timbers to the east. This area includes the cities of Abilene, Wichita Falls, Fort Worth, Grand Prairie, and Dallas.

With about 35 to 50 inches annual rainfall, gently rolling to hilly forested land is part of a larger pine-hardwood forest of oaks, hickories, elm, and gum trees. Soils vary from coarse sands to tight clays or red-bed clays and shales.

The only National Park in this region is the Lake Meredith National Recreation Area.

http://en.wikipedia.org/wiki/Geography_of_Texas#Interior_Lowlands

Great Plains Information Sheet

Sub-Regions
 High Plains
 Edwards Plateau
 Llano Basin (Hill Country)

 The Great Plains is hot in the summer, but can get very cold in the winter. During the fall and winter, storms from Canada can blow through the area bringing a type of weather called a "blue northern". A "northern" is a powerful mass of cold air. These freezing blasts turn the sky a bluish-black color. It can make the temperature drop 50 degrees in just two hours!

 These "northerners" can often bring blizzards, a storm with high winds, snow and ice. Between 1886 and 1887, a severe blizzard hit the area and nearly ruined the cattle industry by freezing many cows to death. This area can also see tornados as it is part of an area of the country called "tornado alley".

 This region includes the Llano Estacado, the Panhandle, Edwards Plateau, Toyah Basin, and the Llano Uplift. It is bordered on the east by the Caprock Escarpment in the panhandle and by the Balcones Fault to the southeast.

 Cities in this region include Austin, San Angelo, Midland, Odessa, Lubbock, and Amarillo. The Hill Country is a popular name for the area of hills along the Balcones Escarpment and is a transitional area between the Great Plains and the Coastal Plains.

 With about 15 to 31 inches annual rainfall, the southern end of the Great Plains are gently rolling plains of shrub and grassland, and home to the dramatic Caprock Canyons and Palo Duro Canyon state parks.

 National Parks in this area are the Lyndon b. Johnson National Historical Park and the San Antonio Missions National Historical Park.

http://en.wikipedia.org/wiki/Geography_of_Texas#Great_Plains

Gulf Coastal Plains Information Sheet

Sub-Regions
  Piney Woods
  Gulf Coastal Plains
  South Texas Plain
  Post Oak Belt
  Blackland Prairie

The Gulf Coastal Plains is very hot during the summer, reach temperatures over 100 degrees. It also gets the most rainfall of all the regions of Texas. The region can get anywhere from 20 to more than 50 inches of rain a year.

Because the region is right along the coast, the Gulf Coastal Plains will sometimes be hit by hurricanes. Hurricanes are violent storms with high winds and heavy rains. In 1900, a huge hurricane wiped out the city of Galveston, destroying buildings and killing more than 6,000 people. More than 100 years later, many consider it to be one of the worst natural disasters in United States history.

The Coastal Plains includes the barrier islands off the coast of Texas. This region stretches from Paris to San Antonio to Del Rio.

This region has about 20 to 58 inches annual rainfall making a wide variety of vegetation plentiful. The area is a nearly level, drained plain dissected by streams and rivers flowing into estuaries and marshes. Sand, dunes, grasslands and salt marshes make up the areas nearest to the sea.

This region is home to the Big Thicket National Preserve, Padre Island National Seashore, and Palo Alto Battlefield National Historic Site.

http://en.wikipedia.org/wiki/Geography_of_Texas#Gulf_Coastal_Plains

Mountains and Basins Information Sheet
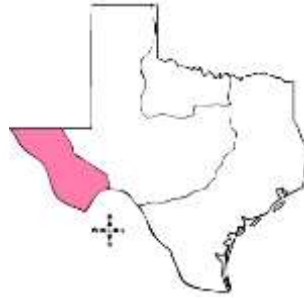
Sub-Regions
West of Pecos River
Upper Rio Grande Valley

     The Mountains and Basins region is the driest area of Texas. Desert covers much of the region. Up in the mountain areas, the temperature can get really cold in the winter and mild in the summer, but down in the desert, it can reach well over 100 degrees in the summer. The area receives less than 10 inches of rain a year.

     The region is in extreme western Texas, west of the Pecos River beginning with the Davis Mountains on the east and the Rio Grande to its west and south.

     The region is the only part of Texas regarded as mountainous and includes seven named peaks in elevation greater than 8,000 feet. With less than 12 inches annual rainfall, this region includes sand hills, desert valleys, wooded mountain slopes and desert grasslands.

     The vegetation diversity includes at least 268 grass species and 447 species of woody plants.
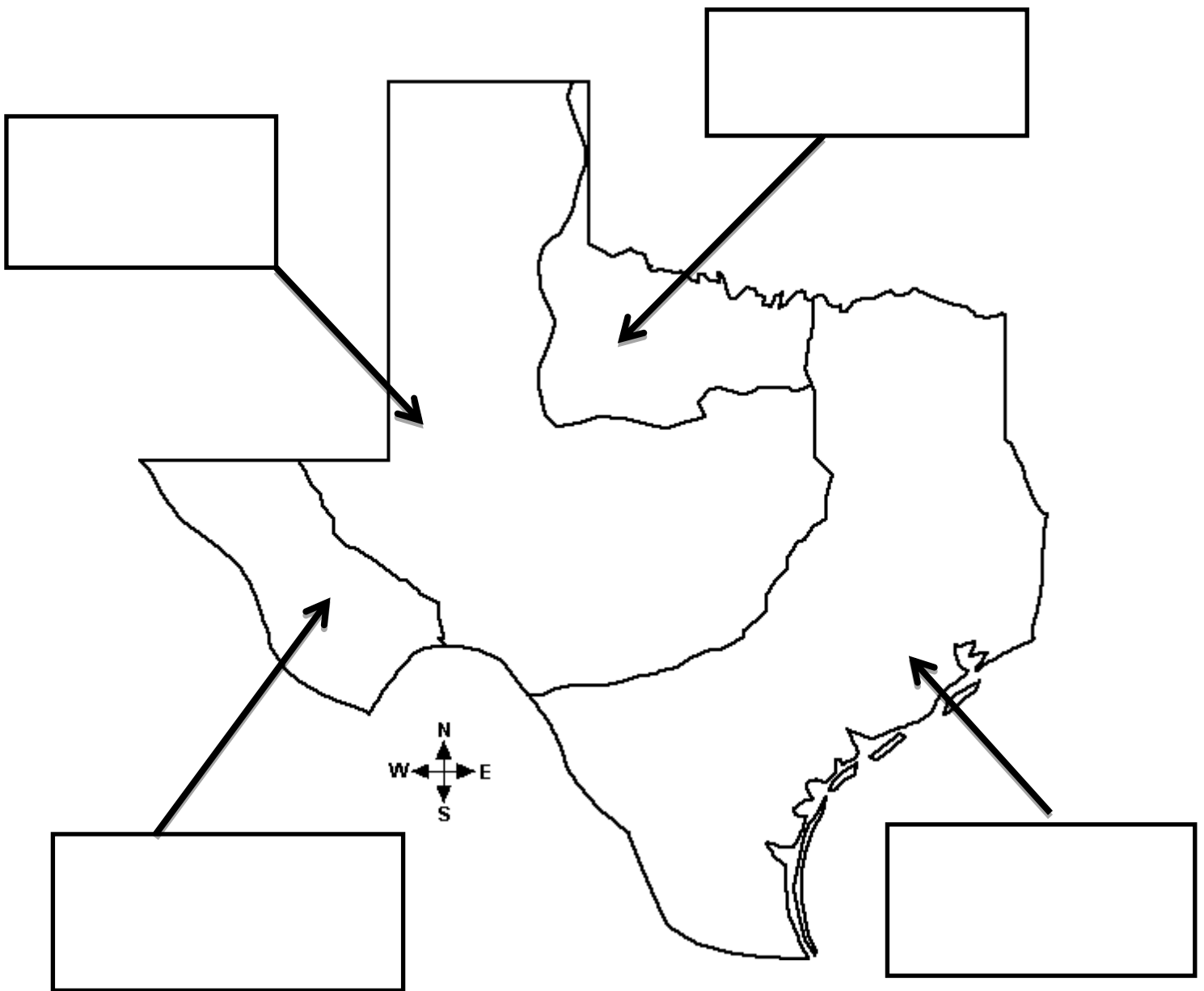
     National Parks include the Guadalupe Mountains National Park, Rio Grande Wild and Scenic River, and Fort Davis National Historic Site.

http://en.wikipedia.org/wiki/Geography_of_Texas#Basin_and_Range_Province

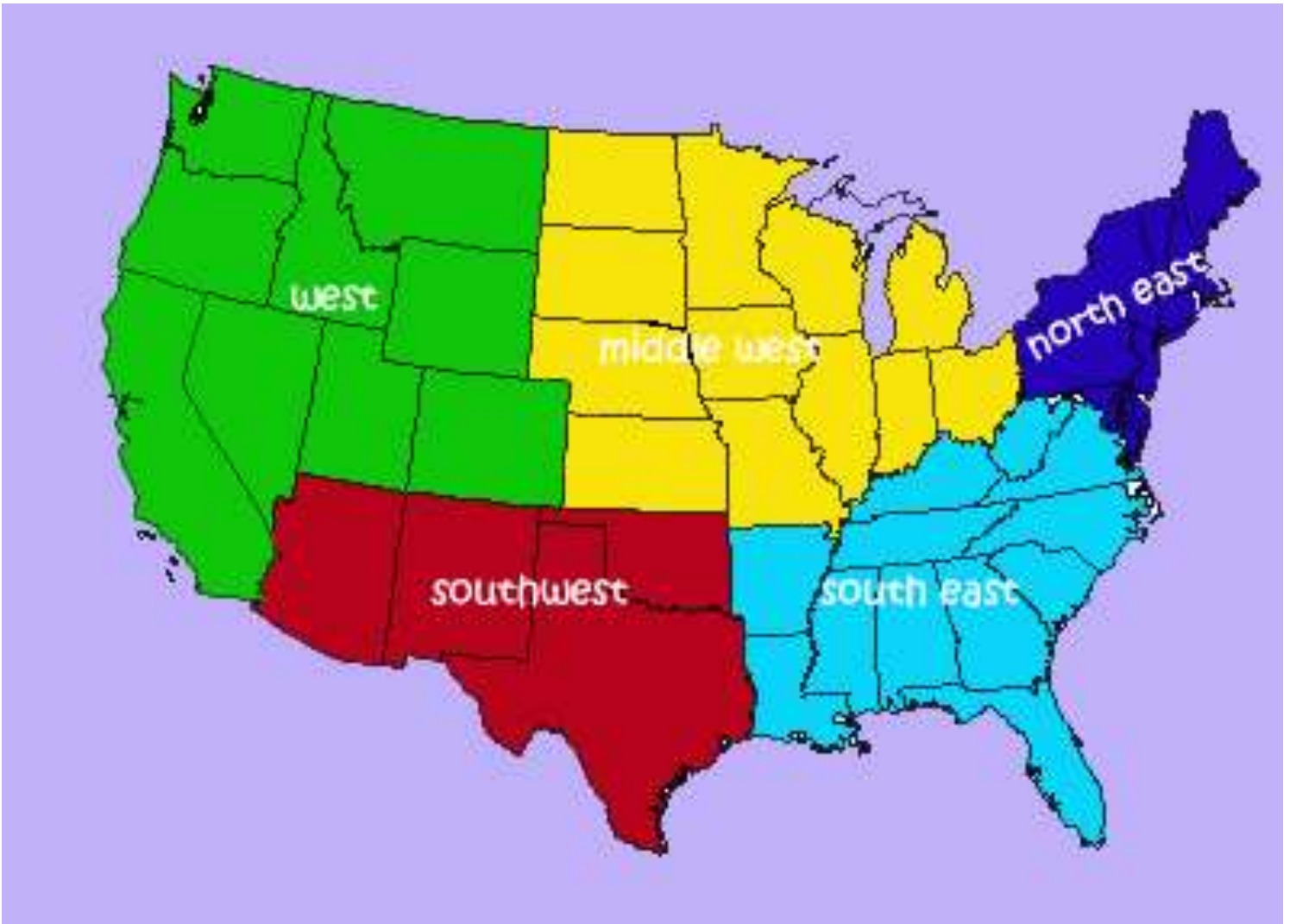Name: _____   Date: _____

Label and color the 4 different regions of Texas.

Compare and Contrast Regions of Texas, the U.S., and the World

Great Plains

Central Plains

Mountains and Basins Region

Coastal Plains

west

middle west

north east

southwest

south east

Map labels: Arctic Ocean, Greenland, Arctic Ocean, Russian Federation, NORTH AMERICA, North Pacific Ocean, EUROPE, Central Asia, ASIA, North Pacific Ocean, North Atlantic Ocean, Middle East, Middle America, Central America and the Caribbean, AFRICA, Arabian Sea, Bay of Bengal, Philippine Sea, SOUTH AMERICA, South Pacific Ocean, South Atlantic Ocean, Indian Ocean, South East Asia, OCEANIA, AUSTRALIA, South Pacific Ocean, © Nations Online Project, Southern Ocean, Southern Ocean, Southern Ocean, ANTARCTICA

Where Bammel once was
Photo courtesy Ken Rudine, May 2010

History in a Pecan Shell

The community dates from 1915 when Houstonian Charles Bammel and his business partner built the "Bammel and Kuehnle Merchandise Store." In 1916 there were enough residents to request a post office – and one was opened inside the store with Herman Kuehnle as postmaster.

The store burned in 1927 but was soon rebuilt. The post office, however, closed in 1929. Prior to 1929 there are no population estimates but 1929's rough estimate was about 50 people.

In 1938 there was an oil discovery which boosted the population to 200 by 1943. But the proximity to Houston left only 20 residents by the end of that decade.

The town has since been absorbed by Greater Houston.

Bammel is now considered a ghost town. Why?