

MOUNTAINS, MUSSELS, AND MOONPIES

Overview:

Students will explore Tennessee's resources as a springboard for learning about the physical features of the state and to enrich their knowledge of its incredible history, culture, and people.

Connections to the Curriculum:

- Geography
- Social Studies
- Language Arts (Writing and Grammar)
- Art

Connections to the National Geography Standards:

- Standard 1: How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.
- Standard 16: The changes that occur in the meaning, use, distribution, and importance of resources.

Time:

- 5 class periods (45 minutes each)

Materials Required:

- Small Posterboard
- Art Supplies (markers, colored pencils, construction paper, glue, scissors, etc.)
- *Mountains, Mussels, and Moonpies* (billboard activity instructions)
- *Tennessee Encyclopedia of History and Culture* (reference book, web site, or printed web pages; teacher-created resource questions to be answered as research)
- Computer with Internet access (optional)
- Tennessee Outline Maps (one, large map for classroom and small, individual maps for students)

OBJECTIVES:

As stated in the Tennessee curriculum guide, the learner will...

1. Select the major resources, industrial, and agricultural products from the three grand divisions from a map of Tennessee.
2. Identify the major river systems of Tennessee.
3. Select the natural resources found in the three grand divisions of Tennessee (coal, copper, timber, plants, and animals).
4. Identify the six natural regions of Tennessee (i.e., Unaka Mountains, Valley and Ridge, Cumberland Plateau, Highland Rim, Central Basin, and Gulf Coastal Plain).

ADDITIONAL OBJECTIVES:

The learner will...

1. Define service industry
2. Understand the differences between mineral, industrial, and agricultural resources
3. Identify the natural regions of Tennessee located within each of the three grand divisions
4. Use the Internet and/or other reference materials to locate selected information

Geographic Skills:

- Acquiring Geographic Information
- Organizing Geographic Information
- Analyzing Geographic Information

Suggested Procedure:

Opening:

Place several items on a table in the front of the room or display pictures using PowerPoint. Ask students if they know what all the items have in common. Allow time for responses. If no one gives the correct answer, inform students that all of the items are made or produced in the state of Tennessee. Tell students the city/county where each item is made or produced and place them in their correct locations on a state map. Ask students to brainstorm resources and/or products found in their county/city.

Development:

Ask students to define the following terms: natural resource, mineral, manufacturing, service industry, agriculture. Briefly discuss the meaning of each term. Categorize the items/pictures used during the opening activity into one of the defined groups. Inform students that each type of resource is important to the state's economy. They will be learning about additional resources found in Tennessee and completing an activity that they will then share with the class as a way to teach others about the item researched.

Introduce students to the assignment titled, *Mountains, Mussels, and Moonpies* and to the *Tennessee Encyclopedia of History and Culture*. Using this reference, they will be working with a partner to complete the activity as a cooperative learning exercise. Each set of partners will locate information online or be provided information pertaining to one resource included in the encyclopedia. Students will read the information together and answer the accompanying, teacher-created questions. Using the answered questions as a guide, students will write a one-paragraph summary about the resource. (Students may also use other selected websites to find additional information.)

Next, students will work with their partner to design a "billboard advertisement" for the assigned resource. Billboard advertisements will be based on the previously completed research and completed on a small piece of posterboard. This activity will provide an opportunity for students to demonstrate their creativity. The teacher will provide an example of a completed "billboard" that students will be expected to create,

pointing out each element of the finished product and reminding students that each was addressed in the instructions (*Mountains, Mussels, and Moonpies*).

Answer any questions students may have regarding the billboard activity. The teacher should give clear instructions concerning the distribution, use, collection, and clean up of art supplies. To keep students on task, set completion goals for each day of the project.

Closing:

Completed billboard advertisements will be presented to the class and locations of each resource will be shown on a state map. During the presentations, students will share the information displayed on the billboard and discuss additional, such as the following: identifying the resource in one of the categories discussed at the beginning of the lessons, economic importance of the resource, and how the resource's location may be related to the physical features of the region.

Suggested Student Assessment:

- Completed resource research questions
- One-paragraph resource summary
- Completed "billboard advertisement"
- Class presentation
- Test: Tennessee's Resources

Extending the Lesson:

Have students write a song/jingle for their assigned resource to accompany the billboard advertisement. Teachers may offer suggestions for tunes or allow students to choose their own. Students may then perform the song/jingle as part of the billboard (commercial) presentation.

Students may also study more than one resource and work independently or cooperatively to create alphabet books detailing information and graphics of the various resources found in Tennessee.

Related Links:

- <http://tennesseencyclopedia.net/>
- <http://picktnproducts.org/>