1.2 Oregon's Diverse Ecoregions

Overview:
The purpose of this lesson is to improve and refine knowledge of Oregon’s Ecoregions. Designed as an introductory lesson, learners will be using atlases and informational materials to research and discover varying aspects of defined Oregon Ecoregions. Extensions are listed to amplify and support this information.

Objectives:
Define Oregon Ecoregion characteristics by independently researching (or presenting with speaking and writing) an assigned Ecoregion, and collecting data from peer presenters.

Vocabulary:
- ecoregion
- valley
- topography
- basin
- plateau
- mountain
- range
- plain
- arid
- humid
- features
- temperate
- marine
- gorge
- characteristics
- climate

Materials:
- 1.2 Ecoregions Outline map handout
- The completed map from 1.1 Our Oregon activity
  - Ecoregions
  - Ecoregions in pictures
  - Vegetation Zones
  - Forests
  - Wildlife
- Two laminated cut-outs of Oregon by Ecoregions (or individual 8 1/2x11” map**)
- Map of Oregon, Ecoregions depicted
- Individual “Region Worksheet” found at the end of the lesson
- Atlas of Oregon (see bibliography)
- For Older Learners – on-line Resources
  - Oregon Blue Book (optional), http://bluebook.state.or.us/
  - Oregon Department of Fish and Wildlife (ODFW) Conservation Strategy for Ecoregions in the e-learning module 1.2 Ecosystems at the Resources tab and at http://www.oregonconservationstrategy.org/ecoregions/
- Markers, highlighters, pens or pencils

Presentation Steps:
1. Hand out the Learner Atlas of Oregon, Atlas of Oregon, and Oregon Blue Book (if used), or make computers available for Student Atlas of Oregon, Oregon Blue Book and ODFW’s Conservation Strategies access. Also, hand out leveled readers and photo
vocabulary cards. Use this time to have learners familiarize themselves with the research materials. Review previously introduced vocabulary and posters in the room. Highlight characteristics of an ecoregion: flora, fauna, climate and physical features.

2. Divide the class into nine groups, each focusing on one ecoregion. Also, provide groups with materials for researching their ecoregion. These groups will become the “Expert Groups”. Learners should record the information on 1.2 Oregon’s Diverse Ecoregions Handout and the Ecoregions map following instructions on the handout.

3. Following the data collection period, each group of learners will present the information gathered to the full group.

4. As groups report, the other learners should fill out their map for the Forest Zones and Wildlife in each region.

5. As a whole group, learners will then discuss the similarities and differences between the Ecoregions of Oregon. This is teacher-facilitated, using the large ecoregion map (class).

6. Using photo vocabulary cards, learners will then label the class map with characteristics of each region.

Assessment:
The Handout and Map the learners fill out, while sharing regional information, will assess spatial knowledge and recall information by requiring learners to place appropriate information in the correct spaces. Open-ended questions will assess the learners’ ability to apply the content. Learners’ answers will vary, dependent upon the level of analysis appropriate to their grade.

Extensions:
- Further projects can include the utilization of Counties opposed to geographic Ecoregions, as well as a “Mock Museum Display” or persuasive pamphlet to entice new visitors or habitants
- Language Arts: Persuasive letter to encourage tourism or migration
- History: History of the region. Family, native populations, events etc.
- AG/Science: How was that region created? Population and pollution levels, soil composition, water levels, etc.
- Life Skills: Cooking lessons- creating menu using Oregon specific crops
- Teachers from alternate states/countries: Preview the Learner Atlas of Oregon before this lesson and choose the maps you would find the most pertinent to the purpose of your objective
- Short on Time and resources? Instead of making cut-outs of Ecoregions, print out the blank Ecoregion map of Oregon provided.
- Learners can use photo vocab cards as a matching memory game
- Learners can create a PowerPoint of photos with vocabulary words as titles

Bibliography:


Adapted from the Oregon Geographic Alliance [http://www.pdx.edu/geography-education/model-lessons](http://www.pdx.edu/geography-education/model-lessons)

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1.2 Oregon's Diverse Ecoregions Handout

Our group’s ecoregion is:______________________________________

Locate the information for each question below for your ecoregion using the resources provided by your teacher or club leader.

1) List 3 cities in your region. Which one has the largest population? How do you know?

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2) List all major geographic features of your ecoregions including rivers and mountains. Refer to the map you completed for activity 1.1 Our Oregon.

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3) Write the name of the forest zone(s) found in your region on the Ecoregions Activity map handout.

4) Write the names of vegetation found in your region.

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5) Write the names of wildlife found in your region on the Ecoregions Activity map handout.

6) Using the Oregon Department of Fish and Wildlife (ODFW) Conservation Strategy for Ecoregions (http://www.oregonconservationstrategy.org/ecoregions/) list habitat types found in your ecoregion.

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