Read the USA: Passport to Regions

Students create passports about the five regions of the U.S. after reading trade books from each region.

(adapted from a lesson by Judy Phillips)

<table>
<thead>
<tr>
<th>National Geography Standards</th>
<th>Arizona Geography Strand</th>
<th>Other Arizona Standards</th>
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</thead>
<tbody>
<tr>
<td>ELEMENT TWO: PLACES AND REGIONS</td>
<td>Concept 2 Places and Regions</td>
<td>ELA Common Core Standards</td>
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<td>4. The Physical and Human Characteristics of Places.</td>
<td>Grade 4</td>
<td>Reading</td>
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<td>PO 1 Describe how regions, such as the Southwest, have distinct physical and cultural characteristics</td>
<td>Literature</td>
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<td>Grade 5</td>
<td>Key Ideas and Details</td>
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<td>PO 1 Describe how the following regions exemplify the concept of region as an area with unifying human or natural factors:</td>
<td>4.RL.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</td>
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<td>b. West, Midwest, Northeast, Southeast, and Southwest</td>
<td>Range of Reading and Level of Text Complexity</td>
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<td>4.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</td>
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<td>Informational Text</td>
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<td>Key Ideas and Details</td>
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<td>4.RI.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</td>
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<td>Range of Reading and Level of Text Complexity</td>
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<td>4.RI.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</td>
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<td>5.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.</td>
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</tbody>
</table>

Writing

Production and Distribution of Writing
## Overview

Children's literature provides a wealth of information on United States life and regions, both past and present. By using the five themes of geography, students will increase their geographic knowledge as well as their understanding, and enjoyment of any book.

## Purpose

In this lesson, students will create a passport to the United States by reading and sharing trade books. They will receive stamps by connecting the geographic themes (location, place, human environment interaction, movement, and regions) to literature.

## Materials

- The Five Themes of Geography Information Sheet and graphic organizer
- Passport worksheet
- A variety of trade books from different regions of the United States (This lesson uses Alejandro’s Gift).
- Colored pencils

## Objectives

The student will be able to:
- identify the five themes of geography (location, place, human/environment interaction, movement, and region) and apply them to literature about the regions of the United States.
- use available reference material, including the Internet, to clarify details.

## Procedures

As a prerequisite, students should have a working knowledge of the five themes of geography. Either have an overhead of the five themes and/or copy one of the information sheets included in the files for each student. Students also need to know the five regions of the United States.

### 4.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

### AZ.4.W.4 Produce clear and coherent functional writing (e.g., friendly and formal letters, recipes, experiments, notes/messages, labels, graphs/tables, procedures, invitations, envelopes) in which the development and organization are appropriate to task and purpose.

### AZ5.W.4 Produce clear and coherent functional writing (e.g., formal letters, recipes, experiments, notes/messages, labels, timelines, graphs/tables, procedures, invitations, envelopes) in which the development and organization are appropriate to task and purpose.

### Research to Build and Present Knowledge

#### 4.W.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

#### 5.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

- Visa stamp or stickers (teacher created)
- Student Photograph (optional)
- Reference materials containing maps: atlases or websites
- A real passport (optional)
- Map of US Regions (extension idea)
Read the USA: Passport to Regions

1. Ask students what they know about passports. Show them one, if possible.

2. Give each student or group of students, the passport worksheet.

3. Fold the sheet horizontally (hamburger style). Show the passport cover to students so they can copy its design.

4. Read the book Alejandro’s Gift aloud to the students. Students should recognize that the region is the Southwest. However, students may need to research the setting of the book to determine its region.

5. Students write the book title above the region on their passports and complete the five themes of geography referring to the Information Sheet as it relates to the book. The students should be using complete sentences with no errors in conventions or spelling. Upon receiving 80% or higher on the geography and writing criteria, they receive a “visa.”

6. For subsequent visas, have the students research other regions of the US and add pages to their passport. They will receive a visa for that region and continue researching until all five regions have been traveled.

Assessment

Geography and Reading

For each region there are 5 themes. Each theme correctly described is worth up to 4 points or a maximum of 20 points/region.

Writing

For each region there are 5 themes. Correctly capitalized, punctuated and spelled sentences on each theme receive 1 point per region or a maximum of 5 points/region.

Mastery will be considered 80% or higher.

Extensions

If using a novel and the main character travels, students could make a passport for the character and note each change of “settings” with a separate visa page.

Fourth grade students could do a passport on their state and accumulate visas for the regions of that state.

Students could design and send a postcard from a region in their passport.

Students could tally the number of books they read from each region on the Regions of the US map.

Sources

Passports to Geography: Exploring Places and Regions lesson by Judy Phillips, Teacher Consultant, Arizona Geographic Alliance, Sierra Vista, AZ