



# Read the USA: Passport to Regions

(adapted from a lesson by Judy Phillips)

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**Grade Level** 5  
**Duration** 1-2 class periods

## National Standards

### GEOGRAPHY

#### Element 2: Places and Regions

- 4. The physical and human characteristics of places
- 6. How culture and experience influence people's perceptions of places and regions

## AZ Standards

### ELA

#### Reading

#### Range of Reading and Level of Text Complexity

**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.

#### Writing

#### Production and Distribution of Writing

**5.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

**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.

## Other Arizona Standards

### GEOGRAPHY

#### The use of geographic representations and tools help individuals understand their world.

**5.G1.1** Use and construct maps and graphs to represent changes in the United States. Key concepts include but are not limited to physical and human features of the United States, the regions of the United States and their characteristics, geographic location of major events, the growth of the United States through territorial expansion, demographic changes, and the states and their capitals

## SIOP Elements

SIOP Elements		
<b>Preparation</b> Adapting content <b>Linking to background</b> Linking to past learning Strategies used	<b>Scaffolding</b> <b>Modeling</b> <b>Guided practice</b> <b>Independent practice</b> <b>Comprehensible input</b>	<b>Grouping Option</b> <b>Whole class</b> Small groups <b>Partners</b> Independent
<b>Integrating Processes</b> Reading <b>Writing</b> Speaking <b>Listening</b>	<b>Application</b> Hands on <b>Meaningful</b> <b>Linked to objectives</b> <b>Promotes engagement</b>	<b>Assessment</b> <b>Individual</b> Group <b>Written</b> Oral

## Read the USA: Passport to Regions

### Arizona ELP Standards

#### Grade 5

#### Basic

#### Speaking and Writing

Standard 3 By the end of each language proficiency level, an English learner can speak and write about grade appropriate complex literary and informational texts and topics.

B-3 compose informational text that includes details to develop a topic while using appropriate conventions.

B-5: use examples of precise language and domain-specific vocabulary within informative texts.

Standard 5 By the end of each language proficiency level, an English learner can adapt language choices to purpose, task, and audience when speaking and writing.

B-1 demonstrate awareness of the need to adapt language choices according to purpose, task, and audience.

B-2: use grade-appropriate general academic and content specific words, phrases, and expressions with developing control.

#### Listening, Speaking, Reading, and Writing

Standard 7 By the end of each language proficiency level, an English learner can conduct research and evaluate and communicate findings to answer questions or solve problems.

B-1: gather information from multiple provided resources to answer questions.

B-2: sort evidence into categories.

## Overview

The United States is a vast country with many physical and human aspects. One way for students to spatially analyze the U.S. is through an examination of regions. What is the landscape of the Northeast? What types of cultures make up most of the West?

## Purpose

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

## Key Vocabulary

**location:** where a place is

**movement:** how people or things move from one place to another

**place:** what you see when you are there

**region:** an area that has similar features

**human/environment interaction:** how people change an area and/or how the environment affects people

## Materials

- The Five Themes of Geography information sheet

- Passport worksheet
- A variety books about different regions of the United States (*The included bibliography of books features fictional books for the most part. This lesson is appropriate for non-fiction books as well.*)
- Glue sticks and scissors
- Region stamp or stickers (teacher created—a different one for each U.S. region)
- Student Photograph (optional)
- Reference materials containing maps, books, or websites
- [Alexandro's Gift](#) or similar book about the Southwest
- A real passport (optional)
- Map of US Regions (with labels)  
[https://geoalliance.asu.edu/sites/default/files/maps/US\\_Regions\\_Teacher\\_Key.pdf](https://geoalliance.asu.edu/sites/default/files/maps/US_Regions_Teacher_Key.pdf)
- Map of US Regions (without labels)  
[http://geoalliance.asu.edu/sites/default/files/maps/US\\_Regions\\_state-names.pdf](http://geoalliance.asu.edu/sites/default/files/maps/US_Regions_state-names.pdf)
- Vocabulary Cards

## 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 the regions of the United States.
- use available reference material, including the Internet, to gather information.

## Procedures

## Read the USA: Passport to Regions

As a prerequisite, students should have a working knowledge of the five themes of geography. A good lesson for learning the five themes can be found at <https://geoalliance.asu.edu/5Themes>

Students also need to know the five regions of the United States.

[https://geoalliance.asu.edu/sites/default/files/maps/US\\_Regions\\_Teacher\\_Key.pdf](https://geoalliance.asu.edu/sites/default/files/maps/US_Regions_Teacher_Key.pdf)

1. Write the lesson objectives on the board. Ask a student to read the objectives. Have a word bank with the key vocabulary words listed.
2. Ask students what they know about passports. Show them one, if possible. **(Preparation: Linking to past learning)**
3. Distribute both pages of the Passport worksheet and have students cut out the 4 parts—making them the same size. Model how to glue the page of personal information to the Passport cover page and the SOUTHWEST region page to the 4<sup>th</sup> page, so it appears after the personal information page. Have students then fold into a passport and secure with a stapler or more glue. **(Scaffolding: Modeling)**
4. Distribute the Vocabulary Cards and identify each picture. Choral read the words with the group **(Grouping: Whole Group)** followed by calling on a few students at random to read individually. **(Scaffolding: Guided Practice; Integrating Processes: Writing, and Listening; Application: Meaningful, Linked to Objectives, Promotes engagement)**.
5. Project the SOUTHWEST region page on a document camera and explain how the vocabulary words will be identified in a story. Help students complete the information page. **(Scaffolding: Comprehensible input)**
6. Read the book *Alejandro's Gift* aloud to the students. **(Grouping: Whole Group)**
7. Using the doc camera, model how to complete the five themes of geography referring to the book. Upon completion, as determined by the level of the learner, the student receives a stamp in their passport. **(Scaffolding: Modeling)**
8. Have the students research other regions of the US and add pages to their passport. They will receive a sticker or stamp for that region and continue researching until all five regions have

been traveled. Students could also read books with partners and earn stickers/stamps for their passport. **(Scaffolding: Independent practice, Grouping Option: Partners)**

9. Have students then complete the region map without labels to see if they know the 5 regions.

## Assessment

### Geography and ELA

For each region there are 4 themes besides naming the region. Each of the 4 themes correctly described is worth up to 5 points or a maximum of 20 points/region. Identifying the regions on the unlabeled map with count for another 20 points. Mastery will be considered 80 points or higher on the passport with map assignment. **(Assessment: Individual, Written)**

## 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.

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

Possible Websites to use

US Geography regions  
[https://www.ducksters.com/geography/us\\_states/us\\_geographical\\_regions.php](https://www.ducksters.com/geography/us_states/us_geographical_regions.php)

Regions of the USA (4.10 min)

[https://www.youtube.com/watch?v=-Kk\\_xtlVUQo](https://www.youtube.com/watch?v=-Kk_xtlVUQo)