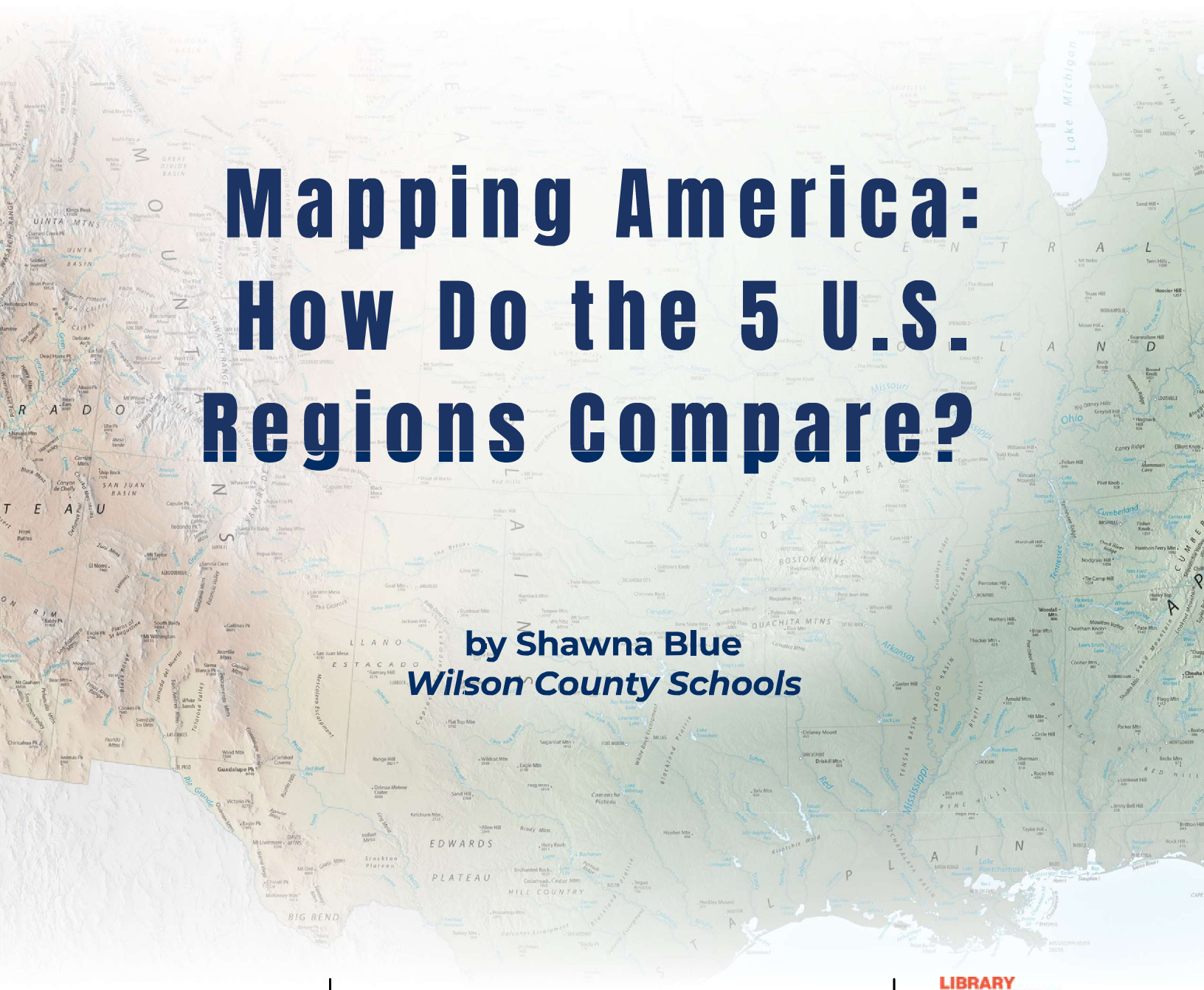
TN Standard 5 40 Social Studies

Mapping Student Possibilities: Navigating Primary Resources

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Mapping America: How Do the 5 U.S. Regions Compare?

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TGA

This is an Open Educational Resource (OER) designed to provide inquiry-based lessons aligned with Tennessee 5th grade Social Studies Standards. This project bridges the gap between the new state standards and actual classroom implementation. Each lesson will help students transition from passive readers to active geographers, fostering the critical thinking and civic literacy essential for the next generation of Tennesseans. The Tennessee Geographic Alliance, Tennessee Council for the Social Studies, and Wilson County Schools Social Studies Department were instrumental to the process.

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Mapping America: How Do the 5 U.S. Regions Compare?	
Grade Level:	5th
Duration Time:	60 Minutes (can be made into two 30-minute lessons)

Brief Lesson Overview
Students will compare and contrast two U.S. regions by analyzing differences in their climate, physical features, major cities, and population size using a graphic organizer and written response.

Standard: List the full standard including standard number
5.40 Compare and contrast regions of the United States (i.e., Southeast, Northeast, Midwest, Southwest, and West) in terms of climate, physical features, states, major cities, and population size.
Success Criteria: I will know I am successful when I can…
• Identify the 5 regions of the United States • Compare and contrast how the regions are similar in terms of climate, physical features, states, major cities, and population size

Assessment: Formative and Summative
Formative Assessment: Exit Ticket Summative: Paired with 5.41 Regions Google Slides Project (To be completed final day of unit)

Resource Materials:(Include links sources-at least one source MUST be from the Library of Congress)
Primary Source Analysis Tool (LOC) The contiguous United States: featuring plan-oblique relief and cross-blended hypsometric tints (LOC) 5 Regions Map (National Geographic) Extension Activity
Other Materials: (anything else a student would need to complete this lesson)
5 Chart papers taped in different corners/walls of the room with regional map/information (Stations). Print the regional maps to make charts for stations or use as a slideshow. Regional Passport (one per student) Clipboards and pencils for each student. Exit Ticket (one per student) Teacher's Guide: Analyzing Maps Teacher's Guide: Analyzing Primary Sources

Cognitive Interest Cue: directly related to the standard and learning outcomes
Observe, Reflect, Question Protocol (Map) **(5 Minutes)**

Primary Source Analysis Tool
Examine the primary source for 1 minute.
Prompts:
What type of source is this?
Describe what you see.
Why do you think this map was made?
What questions do you have about this map?

Instruction: Step by step procedures for lesson

Introduce Learning Objective and Success Criteria
LO: Students will be able to compare and contrast two U.S. regions by analyzing differences in their climate, physical features, major cities, and population size using a graphic organizer and written response.
SC: I will know I am successful when I can…

- Identify the five regions of the contiguous United States
- Compare and contrast how the regions are similar in terms of climate, physical features, states, major cities, and population size

Discuss Vocabulary (5 Minutes)
Contiguous (adj)- touching, sharing a common border
Region (noun)- a specific area with common traits like climate, language, or terrain.

Watch Video (5 Minutes)
5 Regions of the United States

Regional Gallery Walk with Passport Notecatcher (25 Minutes)
Divide the class into 5 small groups. Assign each group a starting station. Set a timer for **4–5 minutes per station**.

- Students walk to their assigned region station.
- They will discuss their findings about each region within their group and fill out their passport.
- At the chime, groups rotate clockwise to the next region until they complete all 5 stations.

Debrief (10 Minutes)

- What are some of the major differences between the regions?
- Which two regions that rely heavily on different natural resources to make a living?
- How do the climate (weather patterns) and geography (landforms) of the Southwest contrast with the Northeast?
- Why do you think the Midwest is better suited for large-scale farming than the Northeast?

Exit Ticket (10 Minutes)
Exit Ticket

Suggested Scaffolds

- **Assigned Group Roles**: Give specific structured roles within the small groups to keep participation equitable:
  - *The Navigator*: Reads the station text aloud to the group.
  - *The Timekeeper*: Watches the clock to ensure the group logs all details before the chime.

    - *The Resource Manager*: Ensures everyone has their passport open to the correct region page.
    - *The Discussion Director:* Keeps the discussion on task and ensures everyone answers each question.
- **Structured Peer Matching**: Pair striving readers or language learners with strong peer models who can help clarify vocabulary during station discussions.
- **Sentence Starters for the Debrief**: Provide a separate sheet or a board projection of sentence frames for the final analytical questions:
    - *"The Midwest is better suited for farming than the Northeast because the land is _____ and the Northeast has more _____."*
    - *"The economy of the Southwest relies on _____, while the economy of the Northeast relies on _____."*
- **Word Banks**: Provide a small, reusable regional vocabulary card at each desk featuring directional and descriptive words (e.g., *arid, humid, mountainous, plains, industrial, agricultural*).
- **Partially Completed Passports**: For students with writing accommodations, provide a copy where state names or city lists are already partially filled in, allowing them to focus their processing energy entirely on the comparative analysis questions.

Extension or Cross-Curricular Opportunities

5 Regions Map (National Geographic)
Students can use this printed map to add each region's identifying features or the online questions on the National Geographic webpage.

My US Regions Passport

Explorer Name: _____

Date of Travel: _____

Pre-Travel Checklist:

Identify each map station location

Gather all materials: passport, clipboard, and writing tool

Have a growth mindset and work together as a team!

Destination 1: The Northeast



States & Cities: List 3 states and 2 major cities you found at this station.

_____

Landscape & Weather: Describe the climate and physical geography features.

_____

Making a Living: What are the top industries, resources, or jobs here?

_____

Culture & History: Write down one historical event or cultural fact.

_____

Destination 2: The Southeast



States & Cities: List 3 states and 2 major cities you found at this station.

_____

Landscape & Weather: Describe the climate and physical geography features.

_____

Making a Living: What are the top industries, resources, or jobs here?

_____

Culture & History: Write down one historical event or cultural fact.

_____

Destination 3: The Midwest



States & Cities: List 3 states and 2 major cities you found at this station.

_____

Landscape & Weather: Describe the climate and physical geography features.

_____

Making a Living: What are the top industries, resources, or jobs here?

_____

Culture & History: Write down one historical event or cultural fact.

_____

Destination 4: The Southwest



States & Cities: List 3 states and 2 major cities you found at this station.

_____

Landscape & Weather: Describe the climate and physical geography features.

_____

Making a Living: What are the top industries, resources, or jobs here?

_____

Culture & History: Write down one historical event or cultural fact.

_____

Destination 5: The West



States & Cities: List 3 states and 2 major cities you found at this station.

_____

Landscape & Weather: Describe the climate and physical geography features.

_____

Making a Living: What are the top industries, resources, or jobs here?

_____

Culture & History: Write down one historical event or cultural fact.

_____

Region Google Slides Project

Name: _____

Directions: Use this recording sheet to help plan your region's Google Slides project

Introduction Slide (Slide 1 -2) – Include the name of your region.

Name of region and population size**:** _____

States in this region**:**

_____

_____

Land and Water Slides (Slides 3) – Include a picture of a landform and water on each of the slides.

- Landform: _____

What types:_____

_____

_____

_____

- Body of Water: _____

What types:_____

_____

_____

_____

Climate Slide (Slide 4) – Include a picture related to the information on the slide.
What is the climate like in the region? _____

_____

_____

How does the climate affect people or animals in the area? _____

_____

_____

<u>Products and Natural Resources</u> (Slide 5) -Include a picture related to the information on the slide.

What are the natural resources and products in this area? _____

_____

_____

_____

_____

_____

<u>Landmarks</u> (Slide 6) -Include a picture of a landmark you find interesting

Which landmark did you choose and why? _____

_____

_____

Where is it located? _____

<u>Culture and People</u> (Slide 7) - How does the region's location, climate, and physical features Impact daily human life?

Food_____

Clothing: _____

Shelter _____

Recreation_____

<u>Choose a different region and compare and contrast the major differences in climate, physical features, states, major cities, and population size. (Slide 8)</u>

_____

_____

_____

_____

_____

_____

Name:_____ **Date:**_____

Part 1: Multiple-Choice

Read the comparison below and answer the question that follows.

> **Region A:** Hot, dry climate with sparse vegetation; home to physical features like the Grand Canyon and major cities like Phoenix and Houston.
>
> **Region B:** Humid continental climate with cold winters; known for flat plains, fertile farmland, and major cities like Chicago and Minneapolis.

Which two regions of the United States are being compared?

A) Region A is the West; Region B is the Northeast

B) Region A is the Southwest; Region B is the Midwest

C) Region A is the Southeast; Region B is the Southwest

D) Region A is the Midwest; Region B is the West

Part 2: Short-Answer Writing (Cognitive Reasoning)

Explain *why* the physical features and climate of Region B make it better suited for large-scale farming than Region A. Use specific details from the descriptions above or your knowledge of U.S. regions to support your answer.

_____

_____

_____

_____

_____

_____

_____

_____

_____

Answer Key & Grading Rubric for Teachers:

- **Part 1 Key: B** (Region A = Southwest; Region B = Midwest)
- **Part 2 Rubric (3 points total):**
    - **3 Points:** Student clearly explains that Region B (Midwest) has fertile soil/flat plains and sufficient rainfall/moderate climate for growing crops, whereas Region A (Southwest) is too dry/arid and hot for easy farming without extensive irrigation.
    - **2 Points:** Student mentions a relevant physical feature or climate difference (e.g., "Midwest has good soil and rain, Southwest is too dry"), but lacks a complete comparison.
    - **1 Point:** Student provides a vague statement with minimal accurate detail.