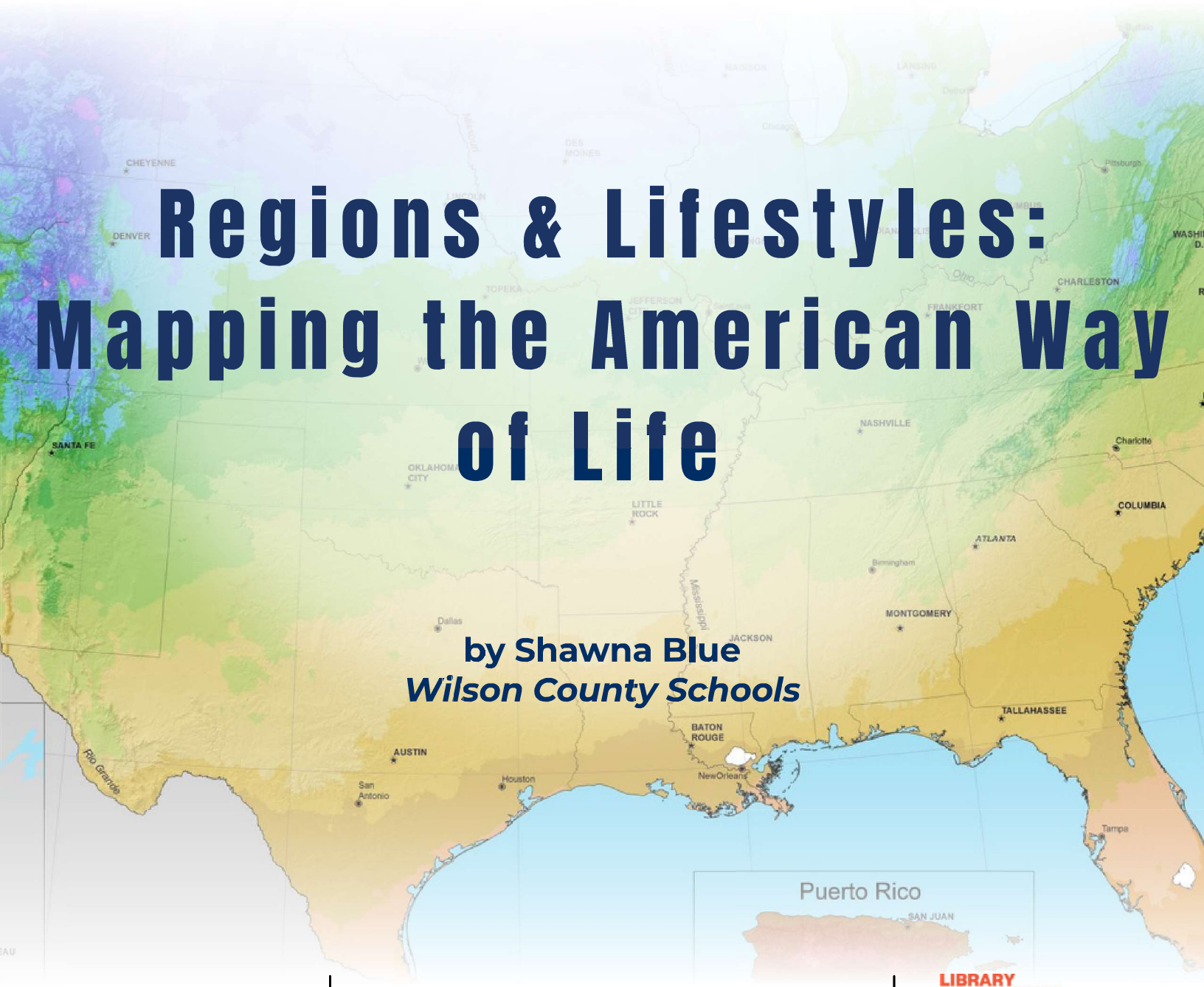
TN Standard 5 41 Social Studies

Mapping Student Possibilities: Navigating Primary Resources

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Regions & Lifestyles: Mapping the American Way of Life

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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.

TGA

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Regions & Lifestyles: Mapping the American Way of Life	
Grade Level:	5th
Duration Time:	60 Minutes (can be made into two 30-minute lessons)

Brief Lesson Overview
Students will analyze how a region's location, climate, and physical features impact daily human life by writing a short comparative response evaluating differences in food, clothing, shelter, or recreation.

Standard: List the full standard including standard number
5.41 Analyze the regions of the United States and the locational effects on life, including food, clothing, shelter, transportation, and recreation.
Success Criteria: I will know I am successful when I can…
• Understand how regional locations affect the food people eat, the clothing they wear, types of shelter, transportation, and available recreation

Assessment : Formative and Summative
Formative: Exit Ticket Summative: Lesson 5.40 & 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) USDA Plant Hardiness Zone Map (LOC)
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. (from previous lesson) Mystery Packing List Notecatcher (one per student) Clipboards and pencils for each student. Regional Passport (from previous lesson 5.40) Exit Ticket (one per student) Teacher's Guide: Analyzing Maps (LOC) Teacher's Guide: Analyzing Primary Sources (LOC)

Cognitive Interest Cue: directly related to the standard and learning outcomes

Observe, Reflect, Question (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

5 US Regions: Retrieval Practice **(5 Minutes)**

Introduce Learning Objective and Success Criteria
LO: Students will be able to analyze how a region's location, climate, and physical features impact daily human life by writing a short comparative response evaluating differences in food, clothing, shelter, or recreation.
SC: I will know I am successful when I can…

- understand how regional locations affect the food people eat, the clothing they wear, types of shelter, transportation, and available recreation.

Discuss Vocabulary (5 Minutes)
Climate (noun)- The long-term pattern of weather conditions in a specific region.
Adaptation (noun)- How humans change their choices (clothing, housing, fun) to fit their environment.

The Mystery Packing List Gallery Walk (10 Minutes)

- **Kid A**: Puts on shorts, flip-flops, and grabs a surfboard for after school.
- **Kid B**: Puts on a heavy parka, thermal boots, and grabs snow goggles.
- **Kid C**: Puts on a raincoat, waterproof boots, and packs a fresh seafood lunch.

"All three kids live in the United States, so why are their daily lives so wildly different today?"

Groups will return to yesterday's gallery walk to gather evidence and determine what region each kid lives in based on the mystery packing list using the note catcher.

Written Response (20 Minutes)
Directions: Choose **two contrasting regions** from your passport notes and notecatcher. Write a short comparative response evaluating how their location, climate, and physical features force humans to live differently. You must choose at least **two human elements** (Food, Clothing, Shelter, Transportation, or Recreation) to compare.

Debrief (10 Minutes)

- *Class Discussion*: Based on your passport data, which region is each kid from?
  - Kid A (Surfboard) = **The West** (California/Hawaii)
  - Kid B (Parka/Snow goggles) = **The West/Northeast** (Rocky Mountains or northern states)
  - Kid C (Raincoat/Seafood lunch) = **The Northeast/Northwest** (Coastal regions)

Exit Ticket (5 Minutes)
Exit Ticket

Suggested Scaffolds

- **Visual Match**: Include color-printed icons at each station matching the categories (a fork icon for food, a hanger for clothing, a house for shelter, a car for transportation, a basketball for recreation) so students know exactly where to find each fact.
- **Graphic Organizer Transition**: Before writing the final paragraph, give struggling students a simple T-Chart to sort their raw station notes into "Region 1" vs "Region 2".:
- **Sentence Starters:**
  *"The climate of the **[Region 1]** is very _____, which forces people to wear _____. On the other hand, the **[Region 2]** has a _____ climate, meaning people there wear _____. When it comes to shelter, homes in the **[Region 1]** are built with _____ because of the physical terrain, while homes in the **[Region 2]** need _____."*

Extension or Cross-Curricular Opportunities

Students select one extreme U.S. regional environment (e.g., humid Southeast coast, arid Southwest desert, or snowy Upper Midwest) and design a home tailored specifically to that location.

- **Design Requirements:** Students must include at least 3 engineered features that directly adapt to the region's climate or physical features.
- **Visual Output:** A labeled floor plan or 3D sketch showing how materials, shelter structure, and surrounding land interact.

MYSTERY PACKING LIST: REGIONAL DETECTIVE NOTE CATCHER

Directions: Use your regional knowledge and evidence from yesterday's Gallery Walk posters to figure out where Kid A, Kid B, and Kid C live. Complete the chart below by gathering evidence for each student.

	KID A	KID B	KID C
PACKING LIST CLUES	SHORTS, FLIP-FLOPS, SURFBOARD	HEAVY PARKA, THERMAL BOOTS, SNOW GOGGLES	RAINCOAT, WATERPROOF BOOTS, FRESH SEAFOOD LUNCH
EVIDENCE 1: CLIMATE & WEATHER			
EVIDENCE 2: PHYSICAL FEATURES			
EVIDENCE 3: DAILY LIFE CONNECTION			
IDENTIFIED U.S. REGION			

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:_____

1) Read the description below and answer the question that follows.

In the **Pacific Northwest (West Region)**, heavy rain and thick evergreen forests are common. Families often wear waterproof rain jackets, live in homes built with sturdy timber to protect against damp weather, and spend their free time hiking or kayaking. Because of the rocky soil and wet weather, seafood like salmon is a primary local food rather than large-scale wheat farming.

How does the climate and geography of the Pacific Northwest directly affect the everyday life of the people living there?

A) It forces people to build stilt houses and rely on horses for primary daily transportation.

B) It shapes local clothing choices, house construction materials, outdoor activities, and main food sources.

C) It requires residents to wear heavy arctic winter gear year-round and live in underground shelters.

D) It leads residents to eat mostly tropical fruits and avoid outdoor recreation due to dry heat.

2) Read the scenario below and answer the question that follows.

Marcus lives in a region with flat, wide-open land and extremely cold, snowy winters. To get around town after a heavy storm, his family uses a four-wheel-drive truck equipped with a snowplow. During the winter, his favorite weekend activities are ice fishing on frozen lakes and snowmobiling across the countryside.

Which region does Marcus most likely live in, and which lifestyle factor is primarily highlighted in the story?

A) The Southeast; highlighting tropical recreation

B) The Southwest; highlighting desert shelter styles

C) The Midwest; highlighting winter transportation and recreation

D) The West; highlighting coastal food choices

Answer Key & Grading Rubric for Teachers:

- **1) B** (The description shows how wet climate and forest geography directly influence clothing, housing materials, activities, and food).
- **2) C** (Flat plains, severe snow, ice fishing, and snowplows describe winter life in the Midwest).