

Lesson Plan Title: **Passport**

**Developed by:**

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**Discipline / Subject:**

Multi-disciplinary

**Topic:**

Travel Journal Writing, Research, Measuring, Environmental Studies

**Grade Level:**

3-6

**Resources / References / Materials Teacher Needs:**

Teacher will need to make copies of the Passport pages needed for this project (copy pages 1 & 2 and 3 & 4 front and back, then one single copy of page 4 for every place visited) – Fold pages, then staple to make book

- Passport copy sheets to make a book
- Copy “My Route Log” one per student
- Copy “North America Map” – print from [http://www.eduplace.com/ss/maps/pdf/n\\_america\\_pol.pdf](http://www.eduplace.com/ss/maps/pdf/n_america_pol.pdf)

**Lesson Summary:**

Students will embark on an imaginary tour of the United States (Florida, Alaska, and their own state). In their travels, they will be learning about the various locations they will be visiting.

**Standard’s Addressed: (Local, State, or National)**

1. Students use the reading process effectively
2. Students write to communicate ideas and information effectively
3. Students use electronic technology to create, revise, and verify information
4. Students understand the effects of operations on numbers and the relationship among these operations, selects appropriate operations, and computes for problem solving.
5. Students select and use appropriate units and instruments for measurement to achieve the degree of precision and accuracy required in real-world situations.
6. Students understand the world in special terms

<p><b>Learning objectives:</b> Students will:</p> <ol style="list-style-type: none"> <li>1. research various geographical locations using the internet and print material</li> <li>2. will record pertinent information</li> <li>3. measure and calculate data</li> <li>4. become familiar with the environment of certain locations throughout the continental United States and Alaska</li> <li>5. create and present a passport of their findings</li> </ol>	<p><b>Assessment:</b></p> <p>Accuracy of the measurements and calculations of “My Route Log” - checking air distance and total distance traveled</p> <p>The Passport can be scored using a rubric looking for completeness and attention to detail</p>
<p><b>Procedural Activities</b></p> <ol style="list-style-type: none"> <li>1. Students complete the front personal information of the Passport</li> <li>2. They will find the state/city they live in, labeling it on the “United States Map”</li> <li>3. Using the Internet, or print material, students begin researching their state/city focusing on: <b>Flag/Symbol, Climatic Region, New Words, Plants/Animals from Location, Things Learned</b></li> <li>4. Students then record information in their Passports</li> <li>5. Students complete row 1 on “My Route Log”</li> <li>6. Using the Internet, or print material, students begin researching Florida (Vero Beach) focusing on previously mentioned areas (see number 3) - Students record information in their Passports</li> <li>7. From here, students locate and label Florida (Vero Beach) on the “North America Map”</li> <li>8. Using a ruler and the map scale, they will measure and calculate the air distance from their city and state to Vero Beach, Florida</li> <li>9. Students continue this procedure for Anchorage, Alaska – repeating all steps from above</li> </ol>	
<p><b>Materials Students Need:</b></p> <ul style="list-style-type: none"> <li>• “Passport”</li> <li>• “My Route Log”</li> <li>• “North America Map”</li> <li>• Computers with Internet</li> <li>• Centimeter rulers</li> <li>• Colored pencils</li> </ul>	
<p><b>Technology Utilized to Enhance Learning:</b> Internet</p>	

**Other Information**

Use this activity to travel along the trail visiting each checkpoint or other cities in Alaska

These activity works best when students continue to travel throughout the year – use locations from stories read, various climatic regions, or other places studied in class

Allow students to color the Passport cover, and complete the Passport by telling about their favorite climatic region to which they traveled

**Modifications for special learners/ Enrichment Opportunities**

Accommodations:

- Provide outlined information on locations traveled
- Work with students to take detailed notes on locations traveled

Enrichment:

- Use a world map to travel around the world visiting various countries
- Discuss the difference between the map scales

**Notes:**

Ask the following questions:

- What is the total distance traveled?
- Which location was your favorite? Why?
- What was the farthest distance traveled on one leg of their journey?

Students should share interesting facts learned from their travels

This a good activity to become familiar with the students' city/state, the city/state where the 2007 Wells Fargo Teacher on the Trail is living, Alaska, as well as the checkpoints along the trail.