



GEOGRAPHY  
WARM-UP  
15 MINUTES

Google

# GEOGRAPHY PASSPORT WARM UP GUIDE

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## GOOGLE EARTH USAGE OVERVIEW:

Teachers will use [I'm Feeling Lucky](#) and [Street View](#) in Google Earth to randomly select a location in the world and relate it to geography concepts. Teachers can also choose to preselect a location that lends itself well to relevant standards and objectives using [Search](#) or [Voyager Stories](#).

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## LESSON SUMMARY:

- Passport Warm Up is an engaging daily routine in which students **review** geography objectives.
  - This activity is designed to be **independent practice** for students that requires minimal to no direct instruction on the part of the teacher.
  - Teachers can choose from the standards based example questions listed below, or use them as inspiration to generate their own questions.
  - To stay within the 15 minute time frame, teachers should use **1-2 questions per subject**.
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## LEARNING OBJECTIVES:

Students will engage in daily review of grade level geography concepts.

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# SUGGESTED STANDARDS

## GRADES 4 - 8

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- GRADE 4: [Geography Essential Elements and Standards, Grade 4, Places and Regions, Standard 5-](#) That people create regions to interpret the Earth's complexity.
- [Geography Essential Elements and Standards, Grade 4, Physical Systems, Standard 7-](#) The physical processes that shape the patterns of Earth's surface.
- [Geography Essential Elements and Standards, Grade 4, Human Systems, Standard 10-](#) The characteristics, distribution and complexity of Earth's cultural mosaics.
- [Geography Essential Elements and Standards, Grade 4, Human Systems, Standard 12-](#) The processes, patterns and functions of human settlement.
- [Geography Essential Elements and Standards, Grade 4, Environment and Society, Standard 14-](#) How human actions modify the physical environment.
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- GRADE 5: [Geography Essential Elements and Standards, Grade 5, Places and Regions, Standard 5-](#) That people create regions to interpret the Earth's complexity.
- [Geography Essential Elements and Standards, Grade 5, Human Systems, Standard 11-](#) The patterns and networks of economic interdependence on Earth's surface.
- [Geography Essential Elements and Standards, Grade 5, Human Systems, Standard 12-](#) The processes, patterns and functions of human settlement.
- [Geography Essential Elements and Standards, Grade 5, Environment and Society, Standard 15-](#) How physical systems affect human systems.
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- GRADE 6: [Geography Essential Elements and Standards, Grade 6, World in Spatial Terms, Standard 3-](#) How to analyze the spatial organization of people, places and environments on the Earth's surface.
- [Geography Essential Elements and Standards, Grade 6, Environment and Society, Standard 14-](#) How humans modify the physical environment.
- [Geography Essential Elements and Standards, Grade 6, Environment and Society, Standard 15-](#) How physical systems affect human systems.
- [Geography Essential Elements and Standards, Grade 6, Uses of Geography, Standard 16-](#) How to apply geography to interpret the past.
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# SUGGESTED STANDARDS

## GRADES 4 - 8 Continued

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GRADE 7:

[Geography Essential Elements and Standards, Grade 7, The World in Spatial Terms, Standard 1](#)- How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information.

[Geography Essential Elements and Standards, Grade 7, Physical Systems, Standard 7](#)- The physical process that shape the patterns of Earth's surface.

[Geography Essential Elements and Standards, Grade 7, Human Systems, Standard 13](#)- How the forces of cooperation and conflict among people influence the division and control of Earth's surface.

[Geography Essential Elements and Standards, Grade 7, Environment and Society, Standard 14](#)- How human actions modify the physical environment.

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GRADE 8:

[Geography Essential Elements and Standards, Grade 8, The World in Spatial Terms, Standard 1](#)- How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information.

[Geography Essential Elements and Standards, Grade 8, Geographic Skill 4](#)- Analyzing geographic information.

[Geography Essential Elements and Standards, Grade 8, Physical Systems, Standard 7](#)- The physical process that shape the patterns of Earth's surface.

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TIME: 15 minutes

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MATERIALS NEEDED:

- Access to Google Earth [“I’m Feeling Lucky”/Voyager](#).
- Student copies of Passport Warm Up Student Response Template.

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IMPLEMENTATION GUIDE:

1. Select the subjects, standards and questions that are appropriate to your class.
2. Provide each student in your class with a copy of the Passport Warm Up Student Response Template (below).
3. Use [I’m Feeling Lucky](#) to “roll the dice” and randomly select a location in the world OR pre-select a location using [Search](#) or a [Voyager Story](#).
4. Students respond to the questions using a print out of the Student Response Template (below) OR teachers can share the Student Response Template using [Google Classroom](#).
5. When relevant, use [Street View](#), [Google Search](#) and [Wikipedia](#) to gather the information needed for students to answer the questions about that location. Students can work independently or with a partner to search for information needed.
6. Allow time for students to share their answers with the class.
7. Quick Tip: Track your classroom’s “travels” using [Google Tour Builder](#)!

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CREDITS: Written by Sarah Schwartz Johnson in collaboration with Jason Wallis, Dennis Puhr, Kevin Graham and Kelly O’Connor.

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\*Note - this template is designed for teachers to modify for use with their grade level and standards.

# GEOGRAPHY STANDARDS BASED EXAMPLE QUESTIONS

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GRADE 4:

- Name the country and continent of this location.
  - Are people currently living in this region? Is this an ideal location for people to live? Why or why not?
  - Have humans changed the physical environment of this location? (i.e. paving over vegetated areas, constructing buildings, building bridges, installing culverts or drainage ditches, removing or adding trees or shrubs). If so, what have they changed? Why do you think they changed it?
  - Describe the physical characteristics of this region. What is the climate? Are there mountains? How is this similar or different to the region in which you live?
  - Is this location near or far from the Earth's Equator? How does that affect the temperature and/or climate of this location?
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GRADE 5:

- Name the country and continent of this location. Name the surrounding bodies of water.
  - What activities can be accessed based on the physical characteristics of this location? (For example, there are mountains for skiing, lakes for fishing, etc.)
  - Describe the physical characteristics of this region. How are they similar or different to the region in which you live?
  - What natural hazards might pose a threat to this location? How can they be prevented?
  - Is this an advantageous location for people to settle? Why or why not? What resources does this location provide access to?
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GRADE 6 - 8:

- Name the region, country and continent of this location. Name the surrounding bodies of water.
  - What is the latitude and longitude of this location? Name the hemisphere in which it is found.
  - Describe this location relative to where you are using cardinal directions. Be precise.
  - Identify an example of how humans have changed the physical environment of this location. What is one positive outcome of this change? What is one negative outcome of this change?
  - Name one opportunity and one constraint to human activities that this environment provides. (i.e. weather, landscape, terrain, etc.)
  - What natural physical borders surround this location? What human created borders surround this location?
  - Describe the physical characteristics of this location. How have environmental patterns influenced this landscape?
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# ELA STANDARDS BASED EXAMPLE QUESTIONS CONTINUED

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GRADE 6 - 8  
CONT'D:

- ([Select Map Style : Clean](#)) What is the purpose of this map? What information can we gain from studying it? ([Select Map Style: Exploration](#)) What is the purpose of this map? What information can we gain from studying it? ([Select Map Style: Everything](#)) What is the purpose of this map? What information can we gain from studying it?
  - Analyze this location for it's access to water resources. Does this location have access to sea water, fresh water or both? Will water access be problematic in the future?
  - Are the effects of climate change evident in this location? Give examples to support your reasoning.
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STUDENT RESPONSE TEMPLATE:

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Welcome to:

<p><b>GEOGRAPHY</b></p>	
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