

Road Trip USA!



In this learning pack you will be exploring the USA!

All resources that you will need can be found in the accompanying resources pack.

1. Geography task – exploring the states
2. CLL (English) – road trip
3. Creative Arts – making a dream catcher
4. Science – material properties
5. Maths – TT rockstars

OUR WORLD - Geography



1. Getting Ready

You will be exploring **14 different US states** from home. You don't need a big space—just a safe area indoors or in your garden.

You will need:

- 14 pieces of paper
- A pencil or pen
- The picture-card tickets (from your teacher)
- The blank digital map of the USA

2. Make Your State Markers

On each piece of paper, write **one state abbreviation**:

NY, MN, ND, WA, ID, CA, AZ, CO, NE, TX, LA, FL, TN, VA

These match the tickets in your pack.

Place the papers around your home—on a chair, under a book, on a door, on the sofa—anywhere safe. Spread them out so you can “travel” between them.

3. Your Mission

You are going on a **mini road trip** around your home. Your job is to:

1. Visit each state marker.
2. Match it with the **correct ticket** from your pack.
3. Collect all 14 tickets.

Take your time. You can do this in short bursts if you need a break.

4. Put Your Tickets in Order

When you've collected all 14 tickets, lay them out on the floor or a table.

Put them in **number order from 1 to 14**. Each ticket shows:

- the number
- the full state name
- the Native American tribe linked to that state (e.g., "New York – Iroquois")

5. Find the States on a Map

Use a map of the USA (paper or online). Look carefully for each of the 14 states.

GoogleMaps link: [United States - Google Maps](#)

You can do this slowly—one state at a time.

If you get stuck, try:

- looking at the first letter
- checking nearby states
- taking a short break and coming back

6. Plot the States on the Digital Map

Open the blank digital map your teacher gave you.

For each state:

- find the correct place
- write the **number** (1–14) in that spot

You don't need to be perfect—just try your best.

7. Share Your Map

When you're finished, send your teacher a photo or screenshot of your completed map.

They will check:

- Are the states in the right places?
- Are the numbers correct?

- Have you matched the right tribe to each state?

This is your chance to show what you've learned.

8. The 14 States and Their Tribes

Here is your full list to help you:

| Number | State | Tribe |
|--------|--------------|-----------|
| 1 | New York | Iroquois |
| 2 | Minnesota | Sioux |
| 3 | North Dakota | Cree |
| 4 | Washington | Chinook |
| 5 | Idaho | Nez Perce |
| 6 | California | Chumash |
| 7 | Arizona | Navajo |
| 8 | Colorado | Ute |
| 9 | Nebraska | Cheyenne |
| 10 | Texas | Kiowa |
| 11 | Louisiana | Choctaw |
| 12 | Florida | Calusa |
| 13 | Tennessee | Cherokee |
| 14 | Virginia | Powhatan |

EXTENSION TASKS

Select one of the states to explore further:

- Using the internet, find out what the flag for that state looks like
- Draw a picture of the flag or print it out
- Find out some more information about the Native American tribe that is linked to that state
- Find out some more information about the geographical features of the state – is it very rainy? Does it have lots of mountains? How many people live in the state? What temperature is it there in the summer compared to the winter?



The United States of America - map

CLL – Communication, Language and Literacy (English)



1. Looking at Maps of the USA

You will be exploring different maps of the United States. You can use:

- printed maps from this pack
- online maps
- an atlas if you have one at home

Take your time. Look at the shapes of the states, where they sit, and how they join together.

2. Choose Your Road Trip Route

Imagine you are planning a **big journey** across the USA.

Your job is to:

- choose a starting state
- choose an ending state
- look at the maps and decide **which states you would travel through** on the way

You can draw a simple line on a printed map or just point with your finger.

There is no right or wrong answer—this is your adventure.

3. Think About the Journey

Now think about what it might feel like to travel such a long distance.

You might like to think about:

- **Advantages** (good things)
 - seeing new places
 - meeting new people
 - trying new foods
 - exploring different landscapes

- **Disadvantages** (tricky things)
 - long hours sitting in a car or plane
 - missing home
 - feeling tired
 - not knowing what to expect

You can write your ideas down, draw them, or talk them through with an adult.



4. Listen to Someone's Travel Story

Ask an adult at home to tell you about:

- a journey they have taken
- a holiday they remember
- or, if possible, a trip they took in the United States

While they talk, you can listen for:

- where they went
- what they enjoyed
- what was difficult
- how they felt

If you feel comfortable, you can ask simple questions like:

- “What was your favourite part?”
- “Was anything surprising?”
- “Would you go again?”

If talking feels too much, you can write your questions down or choose just one to ask.

5. Share What You Learned

When you're ready, you can send your teacher:

- a photo of your chosen route
- a few sentences about how the journey might feel
- or a short note about the story you heard

You can choose whichever way feels easiest for you.

EXTENSION TASKS

Use the 'tourist map of the USA' sheet in the resources pack to see what each state is famous/well known for.

- Identify a route that you might take from the Atlantic Ocean (on the east coast of the USA) to the Pacific Ocean (on the west coast)
- Which states would you travel through?
- What might you see on the way?
- Try to write a sentence about each state.
 - eg: As I travel through Mississippi I will go on a paddleboat down the river.
- Say how you will feel about this, or what you might see on this part of the journey.
 - eg: The water will be splashing up as we travel down the river. I might even spot some alligators swimming by. That would be really exciting!

Creative Art



1. Look and Notice

Look at one or two pictures of Native American dreamcatchers. Notice the **circle**, the **web**, and the **feathers**. Choose one thing you like about how they look.



2. Make the Shape

Use soft wire (or a cardboard ring) to make a **circle**. Wrap it with masking tape so it feels smooth. Add a few pieces of string or wool across the middle in any pattern you like.

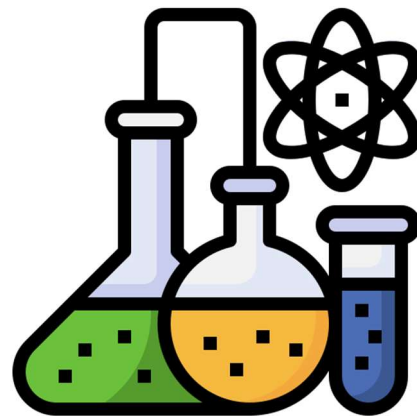
3. Add Decorations

Choose a few decorations—feathers, beads, wool, or anything you have. Tie them to the bottom of your dreamcatcher. Your design can be as simple or as colourful as you want.

Practical resources

- String
- Wool
- Feathers
- Beads
- Soft sculpting wire or cardboard
- Masking tape/sticky tape

Science



You're going to explore one of the materials you used when making your dreamcatcher.

Choose **one** from this list:

- string
- wool
- feathers
- beads
- masking tape

This small investigation helps you understand why Native Americans chose materials that were **strong, flexible, and long-lasting** for their dreamcatchers.

Step 1: Explore the Material

Hold your chosen material in your hands. Take a moment to notice:

- What does it feel like?
- Is it smooth, rough, soft, or firm?
- Is it light or heavy?

There's no rush—just notice.

Step 2: Test the Material

Now gently try three simple tests:

Pull it

- Does it stretch?
- Does it snap easily?
- Does it stay the same length?

Bend it

- Does it bend smoothly?
- Does it crease?
- Does it break?

Twist it

- Does it twist without tearing?
- Does it feel strong or weak?
- Does it change shape?

These tests help you understand how the material behaves.

Step 3: Record What You Found

You can write, draw, or say your answers out loud.

Try filling in these simple ideas:

- **Is it strong or weak?**
- **Is it stretchy or stiff?**
- **Is it soft or hard?**

You only need a few words.

Step 4: Link to Dreamcatchers

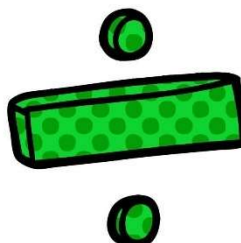
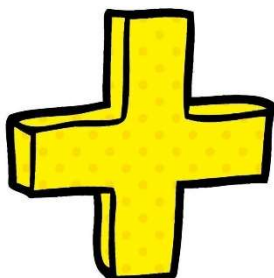
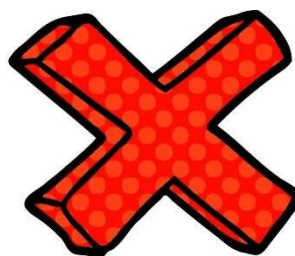
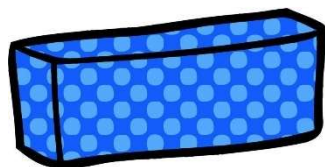
Think about why this material might have been useful for a dreamcatcher.

For example:

- **String** is strong and doesn't snap easily, so it's good for making the web.
- **Wool** is soft and colourful, so it adds decoration.
- **Feathers** are light and gentle, perfect for hanging at the bottom.
- **Beads** add weight and beauty.
- **Masking tape** helps hold the frame together without slipping.

Native Americans chose materials that would **survive the night**, stay strong, and hold the web in place so that good dreams could pass through.

Maths



TT rockstars

- [Times Tables Rock Stars: Play](#)
- Every student has a TT rockstars account - please ask your teacher for your username and password

Log into your account and explore some of the activities on TT rockstars!

EXTENSION TASK

Pick **any two** items you might need if you were taking a camping trip across the USA. For example:

- a **solar phone charger**
- a **wind-up torch**

You can choose different ones if you prefer.

2. Find the Prices

You can:

- look up the prices online,
- or use prices your teacher gives you in the resources pack
- or choose two pretend prices if that feels easier.

You only need **two numbers**.

3. Choose One Simple Maths Task

Now pick **one** of these easy options:

- **Option A: Which One Costs More?**
 - Look at the two prices. Point to or circle the one that is **higher**.
- **Option B: How Much More Does It Cost?**
 - Take the bigger price and the smaller price. Do a simple subtraction to find the difference. (Your teacher can help if needed.)
- **Option C: Add the Two Prices Together**
 - Add the two prices to find the **total cost** (as if you were buying both items for your camping trip).
- **Option D: Round the Prices**
 - Round each price to the **nearest pound**. This keeps the numbers simple and easy to compare.

4. Show Your Answer in Any Way You Like

Choose one:

- write the answer
- circle the bigger number
- draw two bars (one tall, one short)
- say your answer out loud
- make a quick sketch of the two items with their prices

Any of these counts as completing the task.