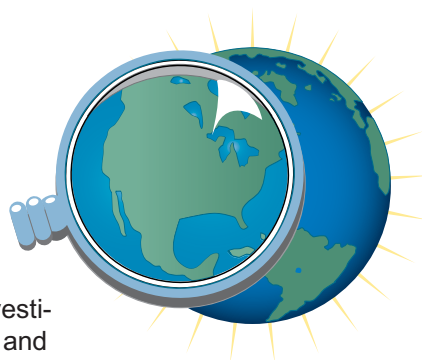




## What is there to see from sea to shining sea?



### Investigation Overview

This investigation builds on the first investigation in this module. Students locate and identify physical and human-made features in the United States using images from space and create their own U.S. maps that are illustrated with NASA images. The song “America the Beautiful” is used to help students recognize that our country has many different regions and that the landscape of our country is very diverse.

Time required: Two 45-minute sessions

### Materials/Resources

Atlases or U.S. maps (one for each group of four)

Log 1: How many physical and human-made features can you find? (one for each group of four)

Log 2: What features make our country a special place? (one for each group of four)

Log 3: What features make our country a special place? (answer page) (one for each group of four)

Log 4: Sea to shining sea—Images (one for each student)

Poster board (one for each group)

Masking tape

Wall map

### Content Preview

Places on Earth are characterized by their physical and human properties. Their natural physical features include climate, landforms, soils, bodies of water, vegetation, and animal life. Their human characteristics include language, religion, political systems, economic systems, population distribution, and the features people construct such as cities, airports, roads, bridges, and canals. Both natural environmental features and human-made features are visible from space.

### Classroom Procedures

#### ***Beginning the Investigation***

1. Divide students into groups of four and give each group an atlas and a copy of **Log 1**. Review the definition of physical and human-made features. (*Physical features describe the natural features of the land such as landforms and water bodies, and human-made features are the characteristics of a place or region that are made by people.*) Tell them to look carefully at the satellite image and ask if anyone can identify the city. It is San Francisco, California. Now tell students to locate San Francisco on the wall map and describe its location. (On

### Geography Standards

#### ***Standard 1: The World in Spatial Terms***

***How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective***

- Identify and describe the characteristics and purposes of geographic representation, tools, and technologies.

#### ***Standard 4: Places and Regions***

***The physical and human characteristics of places***

- Use a variety of graphic materials and data sources to describe the physical and human characteristics of a region.

### Geography Skills

#### ***Skill Set 2: Acquire Geographic Information***

- Make and record observations about the physical and human characteristics of places.

#### ***Skill Set 4: Analyze Geographic Information***

- Use texts, photographs, and documents to observe and interpret geographic trends and relationships.

*the west coast, near the Pacific Ocean, on a bay, etc.)* Have them list the kinds of physical and human-made features they can see in the satellite image. Discuss and compare their lists.

- Have the students find a physical map of the United States in the atlas and help them to identify the physical features they see on the map by name. (*Various mountain ranges, major lakes and rivers, deserts, etc.*) If the wall map shows these features, there is no need to use the atlases.

### Developing the Investigation

- Divide the class into groups and give each group an atlas and a copy of **Logs 2 and 3**. Tell the students to cut out the three boxes in **Log 3** and match them to the three correct images in **Log 2**. Have the students look at the images and discuss the kinds of physical and human-made features they can see. Ask them to determine whether the features are mostly physical or mostly human-made and circle the answer. Then have them list examples of these features. When students have completed the activity, discuss their answers.
- Tell the students that about 100 years ago Katharine Lee Bates wrote a poem which later was made into a song by Samuel A. Ward. This song describes the United States' wide skies, rich farmlands, mountains, and more. Ask if anyone can name the song. Have the class sing "America the Beautiful."

#### America the Beautiful

*O beautiful for spacious skies,  
For amber waves of grain,  
For purple mountain majesties  
Above the fruited plain!  
America! America!  
God shed His grace on thee  
And crowned thy good with brotherhood  
From sea to shining sea!*

- Use the wall map to discuss the song. Have students help identify the places in the United States that we associate with "amber waves of grain" (*the Great Plains*); "purple mountain majesties" (*coastal ranges, Sierra Nevadas, Cascades, Rockies, Appalachians*); "the fruited plain" (*south-eastern coastal plain including Florida*).

### Concluding the Investigation

- Have the students work in their groups to draw an outline map of the United States on a large posterboard using an overhead projector. Instruct them to cut out the images from **Log 4**. Have them work in small groups to decide where each image belongs on their maps. They should check the locations on the wall map or in an atlas. Have each group attach its images on the posterboard map with tape. Discuss the map as a class and correct any misplaced images.

This activity can be extended by having students affix magazine pictures and postcards to the map.

- Ask each group to collaborate and write a poem that will describe the images on the map. Suggest that they identify and describe the geographic features they learned about, and that they include information on ways we can protect our country's environment from "sea to shining sea." Display the poems in the classroom.

### Evaluation

#### \*Log 1: How many physical and human-made features can you find?

Physical features: bay, ocean, strait, peninsula, island

Human-made features: city, buildings, bridges, streets, parks, roads, airport

#### \*Log 3: What features make our country a special place?

Grand Canyon—image #1

Lanai, Hawaii—image #4

Lake Michigan and Chicago, Illinois—image #6

#### \*Log 4: Sea to shining sea

- San Francisco
- Mount Rainier
- Sonoran Desert
- Great Salt Lake—Salt Lake City
- Rocky Mountains
- Albuquerque, New Mexico
- New Orleans
- Great Lakes
- Cape Canaveral, Florida
- Chesapeake Bay
- New York City



## Module 3, Investigation 2: Log 1

How many physical and human-made features can you find?

Name \_\_\_\_\_ Date \_\_\_\_\_



Physical Features	Human-Made Features

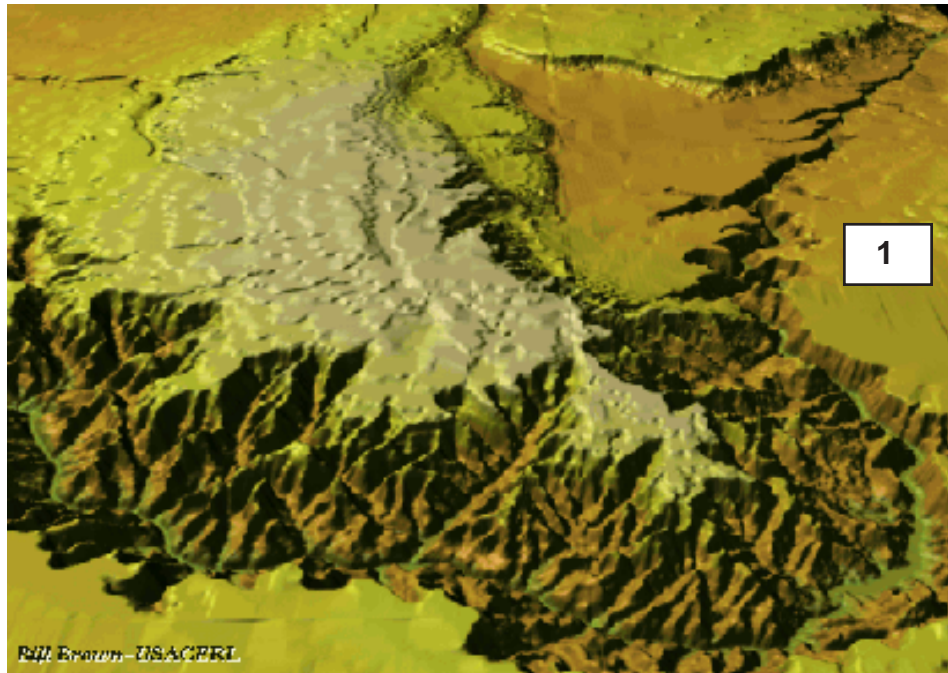




## Module 3, Investigation 2: Log 2

### What features make our country a special place?

**Directions:** Cut out the boxes on Log 3. Match them to the three correct images.





## Module 3, Investigation 2: Log 2

What features make our country a special place?

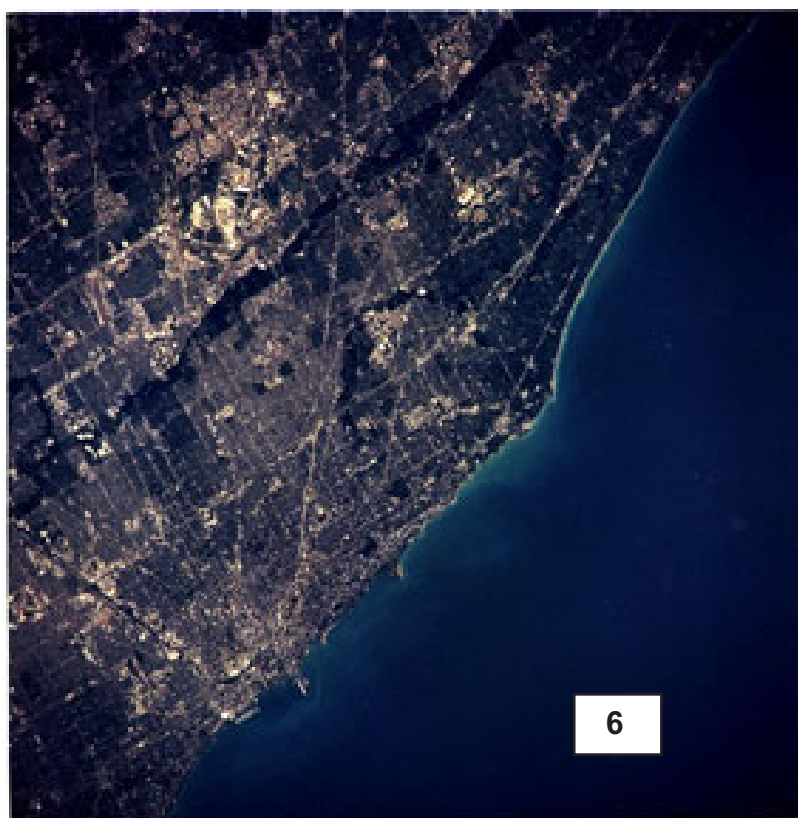






## Module 3, Investigation 2: Log 2

### What features make our country a special place?





## Module 3, Investigation 2: Log 3

### What features make our country a special place?

Name \_\_\_\_\_ Date \_\_\_\_\_

#### Directions

1. After you have matched the satellite images, look at each image to see if it has “mostly physical” or “mostly human-made” features. Circle your answer.
2. Identify the kinds of physical and human-made features you can see.

#### Grand Canyon, Arizona

- 1)      Mostly Physical                      Mostly Human-Made

- 2) Identify the features you see:

Physical

Human-Made

_____	_____
_____	_____
_____	_____

#### Lanai Island, Hawaii

- 1)      Mostly Physical                      Mostly Human-Made

- 2) Identify the features you see:

Physical

Human-Made

_____	_____
_____	_____
_____	_____

#### Lake Michigan and Chicago, Illinois

- 1)      Mostly Physical                      Mostly Human-Made

- 2) Identify the features you see:

Physical

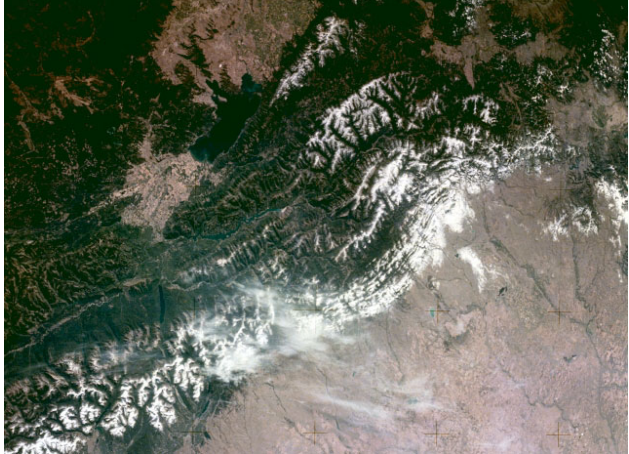
Human-Made

_____	_____
_____	_____
_____	_____



## Module 3, Investigation 2: Log 4

### Sea to shining sea—Images



Rocky Mountains



Cape Canaveral, Florida



San Francisco, California, and surrounding areas



Salt Lake City, Utah, and Great Salt Lake



The Great Lakes



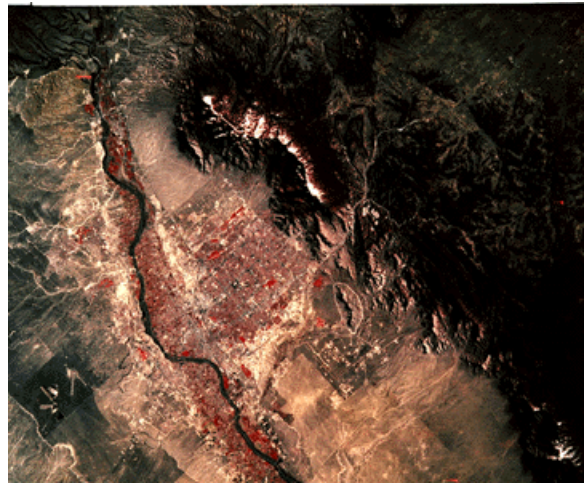


## Module 3, Investigation 2: Log 4

### Sea to shining sea—Images



Long Island, New York



Albuquerque, New Mexico



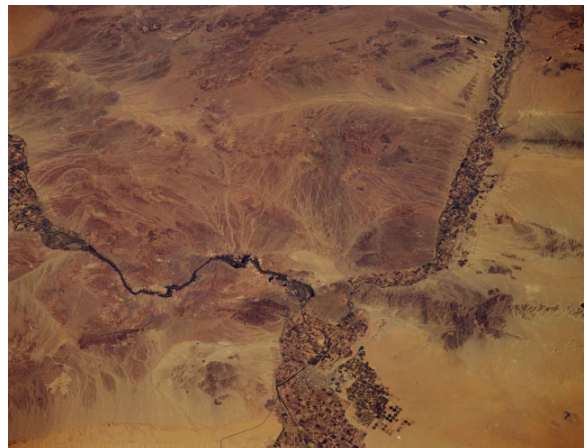
New Orleans, Louisiana, and Lake Pontchartrain



Chesapeake Bay



Mount Rainier, Washington



Southwest corner of the Sonoran Desert