
Lesson Developed: by: Patricia King Robeson

Literature Annotation: This book is an introduction to physical and human-made features using the song "America the Beautiful."

Grade Level: 2 - 3

Duration: 2 class periods

Geography Concepts: Physical and Human-made Features, Map Elements

Maryland Learning Outcomes

Social Studies Skills: Students will demonstrate an understanding of historical and current events using chronological and spatial thinking, develop historical interpretations, and frame questions that include collecting and evaluating information from primary and secondary sources.

• Find, interpret, and apply information from primary and secondary sources including pictures, graphics, maps, atlases, artifacts, and timelines.

Geography: Students will use geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities and spatial connections throughout time.

• Describe and classify physical and human-made features of places and regions.

Objectives:

Students will be able to:

• identify map elements.
• use pictures to identify physical features located in the U.S.
• use pictures to identify human-made features located in the U.S.
• locate physical and human-made features on a U.S. map

Vocabulary: physical features - landforms and bodies of water
human-made features- modifications people have made to the land

Materials:

Book: America the Beautiful
U.S. Map
Ruler
"America the Beautiful" Song - make a transparency
"America the Beautiful Physical and Human-made Features" - make a transparency
Handout: "America the Beautiful" pictures – one set for each student
Handout: "Physical and Human-made Features" – one set for each group of four students
Handout: "Looking at a Place" - one for each student

Teacher Background:

Knowledge of the physical features and human-made features of the Earth.


Note: Before beginning this lesson you may want to cut out pictures and definition cards from handout, "Physical and Human-made Features" for use in the closure activity and place them in envelopes. You will need one set of pictures and definitions for each group of four students. You could also have students cut out the cards.
Lesson Development:
Review/Motivation:
Setting for the story:
1. Show the students a globe and ask them what two things make up the surface of the Earth (land and water). Explain that the surface of our planet also has smaller pieces of land and bodies of water and that these are called physical or natural features. Write the term "Physical Features" on the board. Ask students to identify physical features (mountain, lake, valley, hill, ocean, river, etc.)

2. Write the term "human-made features" on the board and explain that human-made features are modifications people have made to the land. Have students name human-made features (bridge, building, tunnel, street, etc.)

3. Read the book, America the Beautiful, to the students.

Foldout Book Activity:
1. Give each student a sentence strip and the handout, "America the Beautiful." Instruct students to cut out pictures.
2. Have the students sing the song, "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 crown thy good with brotherhood
   From sea to shining sea!

3. Tell the students that about one hundred years ago Katharine Lee Bates wrote this poem, which later was made into a song by Samuel A. Ward. Write the words from the song on the board using the model below. Discuss the song with the students and beside each phrase of the song, match the picture that goes with it. If you do not have the book, use the list below for this activity. Ask students to identify physical and human-made features that make our country beautiful. Help students locate these places on a U.S. map. Tell the students that they are now going to make a foldout book of the song.

4. Give each student a 3" x 24" sentence strip. Next, tell students that they are going to use a ruler to measure the sentence strip. Tell students to mark the sentence strip every 3 1/2". Now tell students to fold their sentence strip on the first mark. Next, they are to fold the sentence strip backward on the second mark. Tell students to fold the strip back and forth to make a foldout book. Students should continue doing this until the end of the strip. At the end, they will have one fold that is only 2" wide.

5. Instruct students to paste the pictures in the order below spacing them neatly on the sentence strip. When students have completed pasting their pictures on one side of the sentence strip they should turn it over and continue on the other side. On the 2" fold they are to paste the title box.

<table>
<thead>
<tr>
<th>America the Beautiful</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Niagara Falls</td>
<td>O beautiful</td>
</tr>
<tr>
<td>Rocky Mountains</td>
<td>For spacious skies</td>
</tr>
<tr>
<td>Fields of Corn</td>
<td>For amber waves of grain</td>
</tr>
<tr>
<td>Yosemite</td>
<td>For purple mountain majesties</td>
</tr>
<tr>
<td>Plains Midwest</td>
<td>Above the fruited plain</td>
</tr>
<tr>
<td>Appalachian Mountains</td>
<td>America</td>
</tr>
<tr>
<td>Grand Canyon</td>
<td>America</td>
</tr>
<tr>
<td>Mesa Verde</td>
<td>God shed His grace on thee</td>
</tr>
<tr>
<td>Chimney Rock</td>
<td>And crown thy good with brotherhood</td>
</tr>
<tr>
<td>Mt. Rushmore</td>
<td>From sea</td>
</tr>
<tr>
<td>Golden Gate Bridge</td>
<td>To shining sea.</td>
</tr>
<tr>
<td>Statue of Liberty</td>
<td></td>
</tr>
</tbody>
</table>
Closure:
Review the terms "physical and human-made features" with the students. Divide the students into groups of four and give each group an envelope containing picture cards and definitions "Physical and Human-made Features." Tell students to work in their group and match the picture cards and definitions. Discuss each picture and definition.

Assessment:
1. Give each student a copy of the handout "Look at a Place." Tell students to look carefully at the pictures and to list all the physical features and human-made features they see in the pictures.

2. Tell students to choose one of the pictures and write a paragraph describing this place as a setting for a story.

Scoring Tool:
2 points - Student identified at least two physical features.
2 points - Student identified at least two human-made features.
2 points - Student’s paragraph included a description of at least two physical or human-made features.

Students can receive a total of six points if all parts of the Assessment are completed correctly. Students lose one point for each incomplete item.

Possible Answers:
Physical Features - Picture 1: mountain, river, lake, forest, plain
Human-made Features - Pictures 1: cabin/building
Physical Features - Picture 2: river, lake
Human-made Features - Picture 2: buildings, roads, parking lot, park, railroad tracks, swimming pool
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 crown thy good with brotherhood
    From sea to shining sea!
America the Beautiful

Niagara Falls        O beautiful
Rocky Mountains      For spacious skies
Fields of Corn       For amber waves of grain
Yosemite             For purple mountain majesties
Plains Midwest       Above the fruited plain
Appalachian Mountains America
Grand Canyon         America
Mesa Verde           God shed His grace on thee
Chimney Rock         And crown thy good
Mt. Rushmore         With brotherhood
Golden Gate Bridge   From sea
Statue of Liberty    To shining sea.
Statue of Liberty
New York
to shining sea

Rocky Mountains

for spacious skies

Chimney Rock
Nebraska

And crown thy good

Appalachian Mountains

America!

Mesa Verde
Colorado

God shed His grace on thee

America the Beautiful

Yosemite
California

For purple mountain majesties
Golden Gate Bridge California

From Sea

Grand Canyon Arizona

America!

Mt. Rushmore South Dakota

with brotherhood

Niagara Falls New York

O Beautiful

Plains Midwest

Above the fruited plain!

Fields of Grain

For amber waves of grain

O Beautiful

with brotherhood

For amber waves of grain
Physical and Human-made Features
Physical and Human-made Features
Physical and Human-made Features

**Desert**
a land area having very little or no moisture or vegetation

**Island**
an area of land surrounded by water

**Mountain**
a natural elevation of the earth’s surface; higher than a hill

**Forest**
a large area of land covered with trees

**Volcano**
a hill or mountain formed when melted rock is forced through the earth’s surface

**Ocean**
a larger body of salt water that surrounds the continents

**Waterfall**
a steep or vertical fall of water

**Lake**
a large inland body of water
Physical and Human-made Features

**City**
a settlement with a large number of people

**Bridge**
a structure built over a body of water to carry a walkway, road or railroad

**Building**
any structure with a roof and sides

**Road**
a surface on which people, animals, cars, and other vehicles travel

**Monument**
a structure built in memory of a person or event

**Cultivated Land**
land plowed and planted with crops

**Dam**
a structure that stops or slows the flow of a stream

**Village**
a settlement with a small number of people usually in a rural area
Looking at a Place

List the physical features you see in the pictures above.

Picture 1: ___________________________________________________________

Picture 2: ___________________________________________________________

List the human-made features you see in the pictures above.

Picture 1: ___________________________________________________________

Picture 2: ___________________________________________________________

Choose one of the pictures and write a paragraph describing this place as a setting for a story.