TCM Teacher Created Materials

EXPLORING Social Studies Wisconsin

Grade 3

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EXPLORING Social Studies

Grade 3

WISCONSIN

Teacher's Guide

TCM Teacher Created Materials

Table of Contents

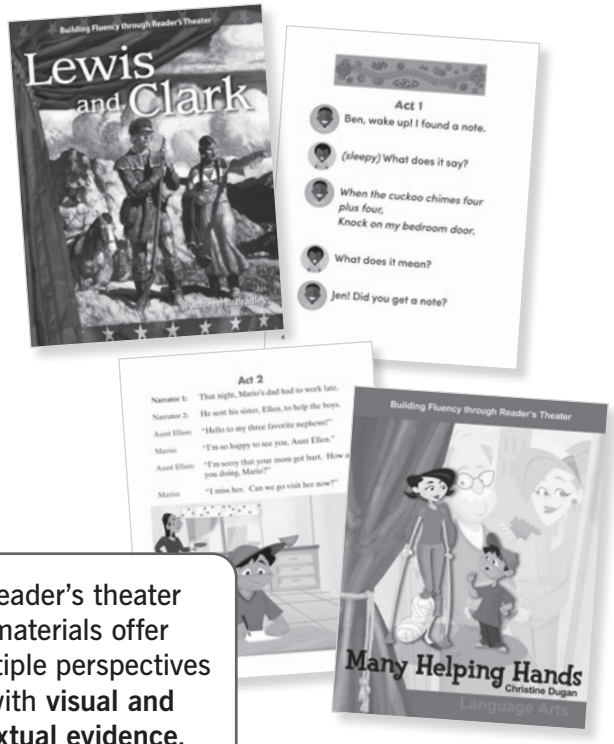
PROGRAM DESCRIPTION

STUDENT TEXTS

Content-Area Readers

Content-area readers **integrate** history, geography, economics, and civics **information**.

Reader's Theater Scripts

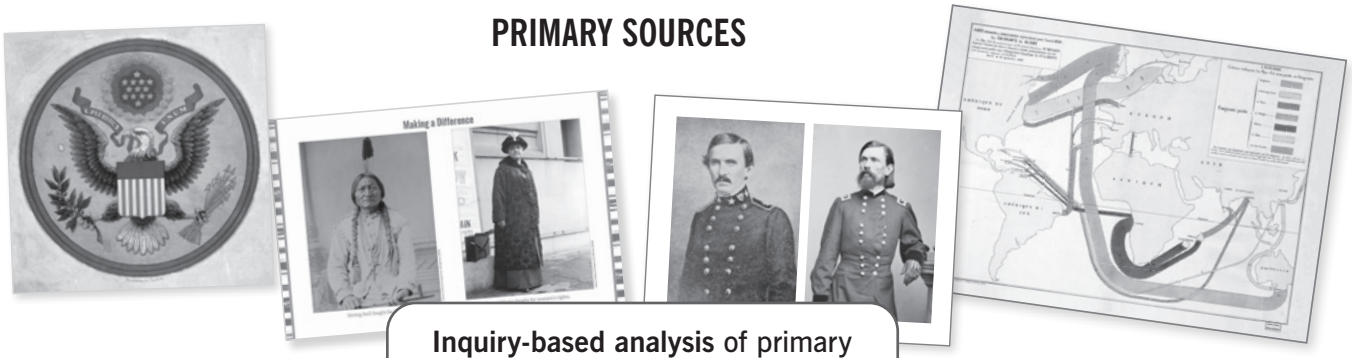


Reader's theater materials offer multiple perspectives with **visual and textual evidence**.

STUDENT GUIDED PRACTICE BOOKS

Student Guided Practice Books include **primary sources and activities** to support every lesson.

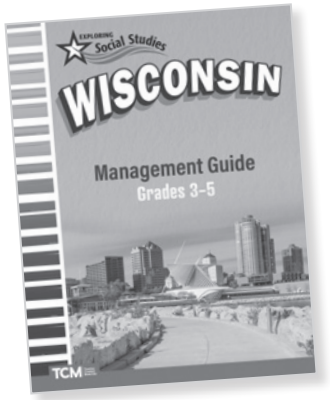
PRIMARY SOURCES



Inquiry-based analysis of primary sources allows students to build deep understandings of history.

TEACHER RESOURCES

Management Guide



Teacher's Guides

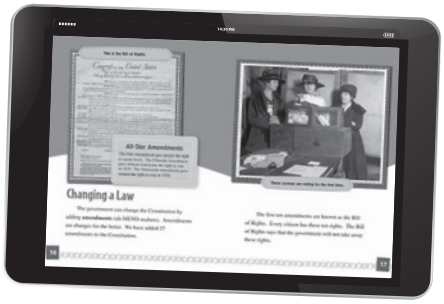
Management Guide provides **program information** and **research-based** teaching ideas.

Teacher's Guides include key **instruction**, essential **questions**, and constructed-response **assessments**.

READ-ALOUD LIBRARY

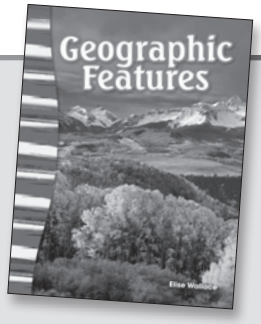
Ten additional books are included in each level to supplement lessons throughout the year.

Digital Learning Resources



Ebooks, audio recordings, and English learner support **increase student engagement** and enhance instruction.

Geographic Features



Essential Question

How do geographic regions affect how people live?

Standards

- **Content:** Know the location of places, geographic features, and patterns of the environment.
- **Reading:** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- **Writing:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **English Language Development:** Read closely literary and informational texts and view multimedia to determine how meaning is conveyed explicitly and implicitly through language.

Materials

- *Geographic Features* books
- *Student Guided Practice Book* (pages 6–12)
- scissors
- construction paper
- coloring supplies
- glue sticks

Lesson Timeline

Day 1 → Day 2 → Day 3 → Day 4 → Day 5

Day 1	Day 2	Day 3	Day 4	Day 5
Primary Source Activity (page 7)	**Before Reading** (page 8)	**During Reading** (page 9)	**After Reading** (page 10)	**End-of-Lesson Activities** (page 11)
Summary Students learn about geographic regions shown on a map and write postcards.	**Summary** Students preview photos and maps in the book and record what they learn from them.	**Summary** Students engage with the book by answering *what, when, where*, and *why* questions.	**Summary** Students draw landforms on maps of Wisconsin.	**Summary** Students add to their postcards, sing songs, write poems, and/or take the assessments.

Geographic Features *(cont.)*

Primary Source Activity

Historical Background

The San Francisco Bay Area went undiscovered by explorers for hundreds of years. Foggy weather conditions and the bay's small opening were largely responsible for keeping it hidden until 1769. However, Bay Area Indians were well aware of the area because they had lived there for hundreds of years. Spanish explorers eventually discovered the area when a land expedition stumbled upon it by accident.

About the Primary Source

This map, drawn by Spaniards, shows the Bay Area and many of its geographic features in 1777.

Procedure

1. Display the primary source *San Francisco Bay Map* from page 6 in the *Student Guided Practice Book*.
2. Ask students to carefully observe the primary source. Use these questions to guide a discussion with students:
   - What language are the words written in?
   - Where do you think the explorers were from?
   - What kinds of geographic features are detailed on the map?
3. Share key points from the historical background information.
4. Have students name geographic features they identify on the map (mountains, bay, rivers, ocean) as you write them on chart paper or the board. Below each feature, have students dictate ways that feature would benefit settlers. For example, a bay would offer protection from storms and hostile explorers and would also be a place to fish for food. So, below the heading *Bay,* you would list *protection from weather, protection from attack*, and *food.*
5. Have students meet in pairs to discuss why explorers found it important to document their land discoveries by drawing maps.
6. Assign the activity *Wish You Were Here* from page 7 in the *Student Guided Practice Book* by having students imagine they are explorers who have just arrived in the San Francisco Bay Area. What would they tell someone about it? Have students write postcards to friends or family members telling about this imaginary experience.

Geographic Features *(cont.)*

English Language Proficiency Support

Use these strategies throughout the lesson.

Level 1	Level 2	Level 3
Discuss specific examples that demonstrate how the author of *Geographic Features* conveys meaning through the use of images that support the language used in the book (e.g., the landform images on page 7).	Help students find and discuss specific examples that demonstrate how the author of *Geographic Features* conveys meaning through the use of images and captions that support the language used in the book.	Have students find and analyze specific examples that demonstrate how the author of *Geographic Features* conveys meaning through the use of images, captions, and bolded text that support the language used in the book.

Before Reading Procedure

1. Provide students with sheets of paper for drawing. Have each student draw a picture of a land feature (mountain, river, hills, ocean, canyon).
2. Explain that the book they will read is about geographic features and that each of their drawings represents a kind of geographic feature.
3. Review the following vocabulary words from the book's glossary, and write them on chart paper or the board. Have each student write a description of his or her drawing using at least one of the vocabulary words.
   - Have **English learners** preview the book, and direct them to the images in the book that support the vocabulary words.

Vocabulary Words

- ★ **adapt**
- **culture**
- ★ **diverse**
- **drought**
- **fertile**
- **industry**
- **inland**
- **plateau**
- **ports**
- **prairies**

4. Gather students together, and have them share their drawings and written descriptions.
5. Distribute copies of the *Geographic Features* books. Explain that students will use page 8 in the *Student Guided Practice Book* to record what they learn from photos and maps in the book. Provide an example by pointing to the map on page 4 of the book. Tell students that by looking at the map and reading the caption, you learn about U.S. 101 that runs along the west coast.
6. Have students skim through the book, looking at the photos and illustrations. Have them record the kind of graphic they find in the first column and what they learn from it in the second column.
7. Tell students that as they read, they will look for information to answer the questions *When? Where? Why?* and *How?* They will also take note of how the photos and illustrations provide additional and clarifying information.

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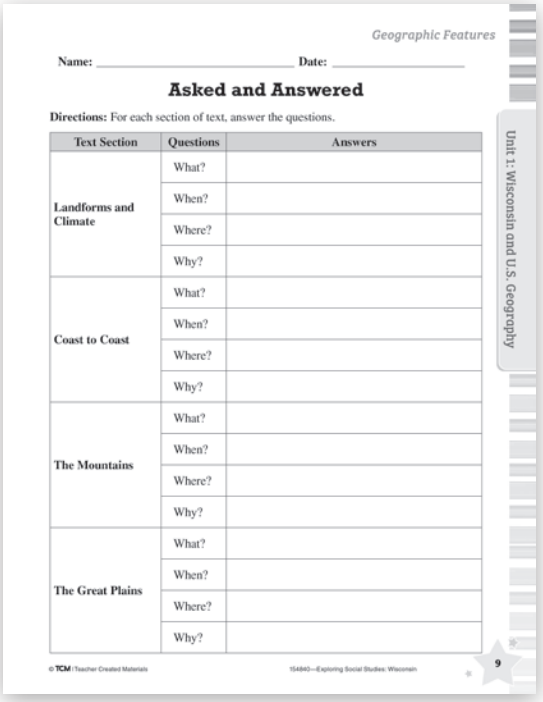
Geographic Features *(cont.)*

During Reading Procedure

1. Distribute copies of *Geographic Features* to the group. Explain to students that one way to engage with the text is to answer questions about it. *What? When? Where? Why?* Tell them that you will focus on answering these questions as you read page 4 aloud.
2. Explain to students that you were able to identify the following: *What*—geography; *Where*—the United States; *Why*—to explore and to learn how humans connect with the land. Explain that, on this page, there really isn't a clear answer for the question asking *when*.
3. Have students use *Asked and Answered* from page 8 in the *Student Guided Practice Book* to record their answers to *What? When? Where? Why?* for designated sections of the text. Explain that, on some pages, there really isn't a clear answer for the question asking *when*.
4. After completing the activity, have students meet in pairs to discuss, revise, and add to their answers.
5. Draw a web on chart paper or the board. In the center circle, write *Our Region*. In the outer circles, have students dictate as you write the features of your geographic region.
6. Engage students in a discussion about the kinds of things they do as a result of living in your particular geographic region.
   - Have **English learners** reflect on geographic features of the area by encouraging them to write words they know that are related to your area.
   - Provide **above-level support** by challenging learners to investigate tourism opportunities in your geographic region.

Talk About It!

Ask students to describe the geographic features of your area. Have them discuss the ways these geographic features affect them.



Geographic Features

Name: _____ Date: _____

Asked and Answered

Directions: For each section of text, answer the questions.

Text Section	Questions	Answers
Landforms and Climate	What?	
	When?	
	Where?	
	Why?	
Coast to Coast	What?	
	When?	
	Where?	
	Why?	
The Mountains	What?	
	When?	
	Where?	
	Why?	
The Great Plains	What?	
	When?	
	Where?	
	Why?	

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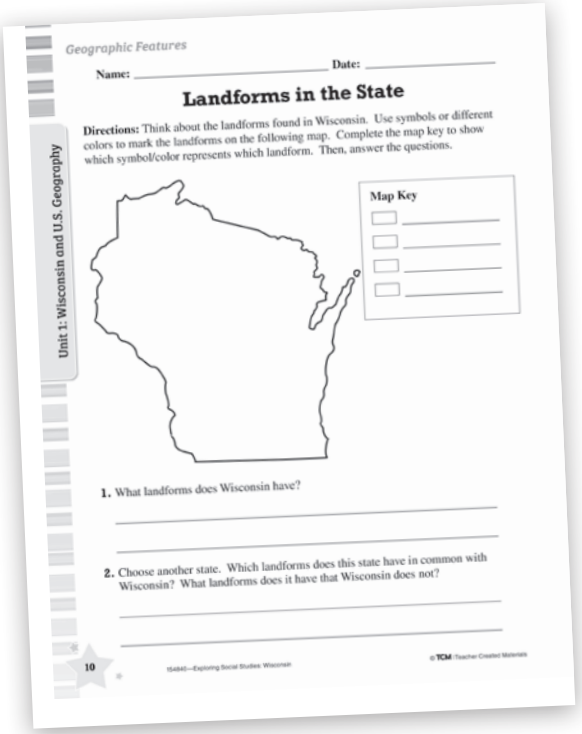
Geographic Features *(cont.)*

After Reading Procedure

1. Explain to students that the internet is a useful resource for gathering more information about a wide variety of topics. They can conduct quick research projects from key word searches, but it is important that the information they gather comes from reputable sources. Explain the difference between a reputable source, such as National Geographic or the United States Geologic Survey (USGS), as opposed to an opinion piece or blog post.
2. Have students work in pairs to locate information about landforms in Wisconsin. In the search window, have them type a term such as *Wisconsin geographic features*.
3. Show students how they can look at the title of the site and the web address below the title to determine whether or not the site would be reputable.
4. Have students complete *Landforms in the State* from page 10 in the *Student Guided Practice Book* by including facts gathered from research.
   - Offer **below-level support** by providing learners with color maps of Wisconsin to use as reference as they complete the activity.
5. Have students share and discuss their completed Wisconsin maps with partners.
6. As you prepare for Day 5, use the primary source from Day 1, in conjunction with the reading, to discuss students' responses to the essential question.



Geographic Features

Name: _____ Date: _____

Landforms in the State

Directions: Think about the landforms found in Wisconsin. Use symbols or different colors to mark the landforms on the following map. Complete the map key to show which symbol/color represents which landform. Then, answer the questions.

Unit 1: Wisconsin and U.S. Geography

Map Key

1. What landforms does Wisconsin have?

2. Choose another state. Which landforms does this state have in common with Wisconsin? What landforms does it have that Wisconsin does not?

10

Geographic Features *(cont.)*

Primary Source Activity Revisit

1. Revisit the *San Francisco Bay Map* that was studied on Day 1. Ask students what they learned about geography and landforms that could be added to the postcards they wrote.
2. Have students add this information to the postcards on their *Wish You Were Here* pages.

Assessment

1. A short post-assessment, *Geographic Features Quiz*, is provided on page 11 in the *Student Guided Practice Book* to assess student learning from the book.
2. A document-based assessment is provided on page 12 in the *Student Guided Practice Book*. This can be used to assess students' abilities to analyze a primary source, or it can be used as another opportunity for primary source analysis instruction.

Activities from the Book

The book contains three enrichment activities. Review each activity, and decide which would be beneficial for students to complete.

- **Sing It! Activity**—Read aloud the prompt from page 28 of the book. Students use information gathered from the book to write raps or songs about their favorite region.
- **Your Turn! Activity**—Read aloud the activity from page 32 of the book. Students will write about the geography of their state and write a poem about how geography affects where they live.
- **Read and Respond**—The inside back cover includes six questions requiring various levels of critical thinking. The *Read and Respond* questions are excellent for small-group work or individual reflection.

Geography

Our Changing Land

Learning Outcomes

- Students will understand and describe physical and human geography.

Photograph Card

Students will describe land features made by both nature and humans.

Facsimile

Students will understand what a physical map is and determine whether a physical or political map should be used.

Connections

Students will make cross-curricular connections and take assessments.

Materials and Preparation

- *Geography* photograph card (geography.pdf)
- *Physical Map* facsimile (physicalmap.pdf)
- *Student Guided Practice Book* (pages 13–17)
- Read *Background Information for the Teacher* (page 16), and use the information to supplement your class discussions.
- *Creativity in Communities* book (*optional*)

Introductory Activity

1. Begin a web by writing the word *geography* on the board. Ask students to brainstorm words they think of when they see the word *geography*. If they need help getting started, give them examples, such as *maps*, *roads*, or *mountains*. Add to the web using students' responses.
2. Tell students that geography can be divided into two categories: physical and human. Physical geography refers to natural features on Earth. Human geography refers to how people affect or change Earth's surface.
3. Look back over the web with students. Label words on the web with a *P* or an *H* to identify them as parts of physical or human geography. Allow students time to add to the web as they think of more examples.

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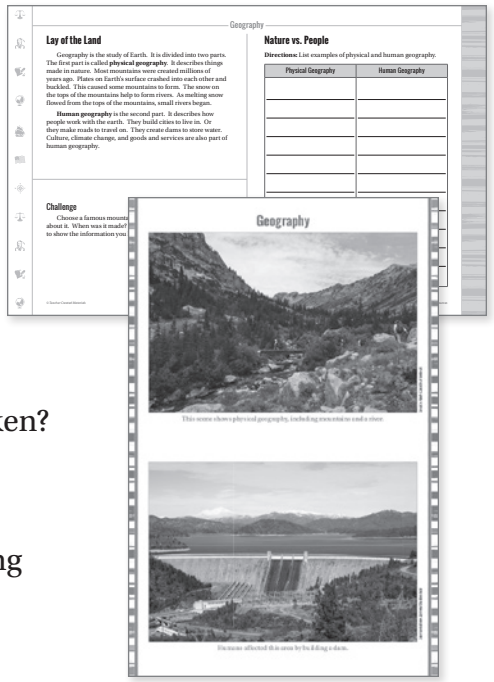
Our Changing Land *(cont.)*

Discussion Questions



Photograph 1: Show students the photograph of the hikers in the Tetons. Use the following questions to guide a group discussion:

- What examples of physical geography do you see?
- Where might this picture have been taken? Why do you think so?
- At what place could this picture not have been taken? Why do you think so?

Photograph 2: Show students the photograph of the Shasta Dam in northern California. Use the following questions to guide a group discussion:

- What examples of human geography do you see?
- Why would people build the structure?
- What physical geography do you see?

Using the Photograph Card

1. Tell students the first picture shows a mountain scene, but the location is not given. Direct students to look at the river in the foreground of the photograph, and ask students how the shape of the river might have been made. Share with students that the second picture shows the Shasta Dam in northern California. Talk about the contrast between natural changes and human impact. Ask students to share what they know about dams.
2. Read the information from the back of the photograph card as students look at the photographs on the front of the card. Or, students can use page 13 from the *Student Guided Practice Book* to read independently, read in pairs, or follow along as you read.
3. Re-create the graphic organizer that is on the back of the photograph card. Label the left side *Physical Geography* and the right side *Human Geography*. Have students work with partners to complete the activity. Encourage them to think of examples from different places around the world, including where they live.
4. Encourage students to share their examples of physical and human geography. Using a world or U.S. map, help students point out where some of the features they mentioned are located.

Our Changing Land *(cont.)*

Discussion Questions

Show students the *Physical Map* facsimile. Use the following questions to guide a group discussion:

- What information does this map give?
- How could someone use this type of map?
- How is this map different from other U.S. maps you have seen? How is it the same?

Using the Facsimile

1. Together, read through the information from page 14 in the *Student Guided Practice Book*. Point out this is a physical map, which means it is a type of map that shows physical geography, such as mountains and valleys. Encourage students to study the map in depth. Can they point out high and low elevation areas? Can they find large rivers? What do they notice about the locations of the majority of mountains in the country? Point out the Great Lakes on the map.
2. Assign the activity, *What Kind of Map?* from page 15 in the *Student Guided Practice Book*. Look at the information about physical and political maps together. Then, allow students time to answer the questions. Ask students what is similar between both maps. What is different?
3. When students are finished, have them discuss their answers with partners.

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Our Changing Land *(cont.)*

School-Home Connection

- Explain the assignment on page 16 in the Student Guided Practice Book to students, and answer any questions they have. You may choose to make copies of this page for students to complete and take home, or students can share the completed page in the book with someone at home. Have students write the greeting name(s) and date on the letter. Then, ask them to sign the letter. Have students share their posters on the scheduled date.

Content-Area Connections

- **Mathematics**—Take a class walk around the school grounds, and tally how many examples of physical and human geography you see. Create a bar graph of the results.
- **Science**—Have students research types of animals living in different regions on a physical map.
- **Art**—Use green or brown foam to make 3-D physical maps. Have students cut out foam pieces that are the same shape but in a range of sizes. Then, have students glue the pieces together from largest to smallest to show elevations.

Read-Aloud Books

- Alexander, Heather. 2010. *A Child's Introduction to the World: Geography, Cultures, and People—From the Grand Canyon to the Great Wall of China*. Black Dog & Leventhal Publishers.
- Beaty, Andrea, and David Roberts. 2016. *Iggy Peck, Architect*. Abrams Books for Young Readers.
- Vieira, Linda. 1997. *Grand Canyon: A Trail Through Time*. Walker & Company.
- Zuehlke, Jeffrey. 2017. *The Hoover Dam*. Lerner Publications.

Document-Based Assessment

- Have students complete *Pennsylvania Avenue* from page 17 in the *Student Guided Practice Book*. Have students demonstrate comparing and contrasting physical and human geography in then and now photographs. These particular pictures show Pennsylvania Ave. in Washington, DC.

Read Aloud from the Library!

You may choose to read aloud *Creativity in Communities* to supplement the lesson.

Background Information for the Teacher

Physical geography covers features such as mountains, rivers, canyons, climate, vegetation, and glaciers that occur naturally on Earth. Each feature is formed in its own way.

Some mountains are formed by pieces of Earth's surface, called tectonic plates, colliding with each other. Plate tectonics is the process of these plates moving and affecting the surface of Earth. The collision of plates causes the surface of the earth to buckle. Most plate tectonic movement happened millions of years ago. This movement left mountains all over the world. Some of the most famous mountain ranges are the Himalayas in Asia, the Rockies in North America, and the Andes in South America.

A mountain can help create a river when the snow on top melts and flows down the mountainside. A river can also begin when a lake has a small stream coming off from it or when water bubbles up from an underground stream. As a river grows larger, it can begin to change the land. A famous example of this is the Grand Canyon in Arizona. Over millions of years, the Colorado River flowed and slowly eroded the land, creating the deep and beautiful canyon.

People also have the capacity to change the earth. This is called human geography, and there are five main branches: social, political, economic, cultural, and historical. Within the cultural area is the study of urban and rural geography. Urban geography includes human changes, such as dams, road construction, and city development. A variety of topics, such as ethnicity and religion, goods and services, and overgrazing and climate change, are covered in the other branches.

The Photographs

The first photograph shows both physical and human geography in Wyoming at Grand Teton National Park. The photograph features mountains, hills, and a river. You can also see hikers, backpacks, and a human-made bridge.

The photograph of Shasta Dam in northern California shows an example of human geography. The dam was completed in 1945 and helps irrigate crops, prevents flooding, and prevents salty ocean water from leaking into the freshwater.

The Facsimile

This physical map of the United States shows topography. The green color shows lower elevation. The brown color indicates higher elevation. Bodies of water are also shown clearly.

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EXPLORING Social Studies

Grade 3

WISCONSIN

Student Guided Practice Book

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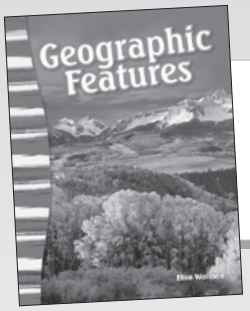
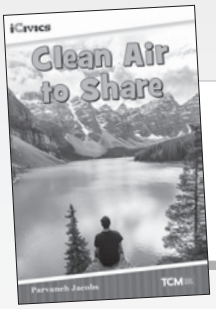
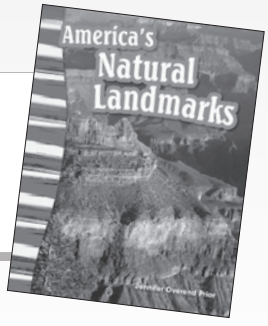
Unit 1: Wisconsin and U.S. Geography

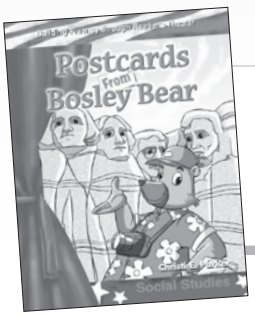
Essential Question

How do geographic regions influence the ways we live?









Name: _____ Date: _____

San Francisco Bay Map

Name: _____ Date: _____

Wish You Were Here

Directions: Imagine you are an explorer who has just arrived in the San Francisco Bay Area. Draw a picture of the area in the top box. In the bottom box, write 3–5 sentences describing the area to a friend or family member. Be sure to include at least one geographic feature.

front of the postcard

back of the postcard

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Name: _____ Date: _____

Photos and Maps

Directions: Identify three photos and three maps in the book. List them and the pages where they were found. Then, write what you learned from each one.

Photo	Page #	What I Learned

Map	Page #	What I Learned

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Name: _____ Date: _____

Asked and Answered

Directions: For each section of text, answer the questions.

Text Section	Questions	Answers
Landforms and Climate	What?	
	When?	
	Where?	
	Why?	
Coast to Coast	What?	
	When?	
	Where?	
	Why?	
The Mountains	What?	
	When?	
	Where?	
	Why?	
The Great Plains	What?	
	When?	
	Where?	
	Why?	

Name: _____ **Date:** _____

Landforms in the State

Directions: Think about the landforms found in Wisconsin. Use symbols or different colors to mark the landforms on the following map. Complete the map key to show which symbol/color represents which landform. Then, answer the questions.

Map Key

☐ _____

☐ _____

☐ _____

☐ _____

1. What landforms does Wisconsin have?

_____

_____

2. Choose another state. Which landforms does this state have in common with Wisconsin? What landforms does it have that Wisconsin does not?

_____

_____

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Name: _____ Date: _____

Geographic Features Quiz

Directions: Read each question. Choose the best answer. Fill in the bubble.

1. What is geography?

- (A) people traveling to other states
- (B) finding people on a map
- (C) using a map to find a country
- (D) natural features of the land

2. What is the main reason why people move to the coasts?

- (A) mild climate
- (B) freedom of religion
- (C) to live far from water
- (D) to live where it is crowded

3. Which of these is a bad effect of tourism?

- (A) pollution
- (B) noise
- (C) scaring wildlife
- (D) all of the above

4. What is the Great Plains region mostly used for?

- (A) fishing
- (B) farming
- (C) climbing
- (D) sailing

5. Which of these is NOT a landform?

- (A) plains
- (B) hills
- (C) snow
- (D) deserts

6. Ships bring goods and people to cities known as _____.

- (A) prairies
- (B) ports
- (C) plateaus
- (D) regions

Name: _____ **Date:** _____

Living in Nature

Directions: Answer the questions about the photo.

1. List at least two geographic features in this photo.

_____

_____

2. Why have people built homes here? How do you know?

_____

_____

_____

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Name: _____ Date: _____

Lay of the Land

This scene shows physical geography, including mountains and a river.

Humans affected this area by building a dam.

Geography is the study of Earth. It is divided into two parts. The first part is called **physical geography**. It describes things made in nature. Most mountains were created millions of years ago. Plates on Earth's surface crashed into each other and buckled. This caused some mountains to form. The snow on the tops of the mountains help to form rivers. As melting snow flowed from the tops of the mountains, small rivers began.

Human geography is the second part. It describes how people work with the earth. They build cities to live in. Or they make roads to travel on. They create dams to store water. Culture, climate change, and goods and services are also part of human geography.

Name: _____ **Date:** _____

Physical Map

a physical map of the United States

This map shows different types of land in the United States. The lighter shades show lower elevation. Darker shades show higher elevation. This map also shows major lakes and rivers.

The Sierra Nevada and Rocky Mountain ranges cover the western half of the United States. The Great Lakes are clearly seen on the border between the United States and Canada. This map also shows the Appalachian Mountain range.

The purpose of a physical map is to show landforms such as mountains, deserts, plains, and bodies of water. Can you find some of these landforms on this map?

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Name: _____ **Date:** _____

What Kind of Map?

Directions: Review this information about physical and political maps. Circle the type of map you would use to find the answers to the questions.

Physical Maps

- show land features (mountains, rivers, etc.) and elevation (height of land)
- often use browns and greens
- example:

Political Maps

- show borders and place names
- often label major cities
- example:

1. Which part of the country has the highest elevation?

physical political

2. What is the capital of a state?

physical political

3. What state is west of Nevada?

physical political

4. Where are large rivers located?

physical political

Name: _____ **Date:** _____

Geography School-Home Connection Letter

Dear _____,

We are learning about physical and human geography. Physical geography studies things that naturally change Earth's surface, such as mountains and rivers. Human geography studies things that humans do to change Earth's surface, such as build bridges and roads.

What types of physical and human geography do we have around our city, state, or region?

_____

_____

_____

Please help me find examples of each and make a poster to show what I learned.

I will share my poster with the class on _____ .

Thank you for helping me with this activity.

Love,

_____

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Name: _____ Date: _____

Pennsylvania Avenue

Directions: Look at the pictures closely. Then, answer the questions about the pictures.

Both of these pictures show Pennsylvania Ave. in Washington, DC.

1. What examples of physical and human geography do you see in the pictures?

_____

_____

_____

_____

2. What differences do you see in the pictures?

_____

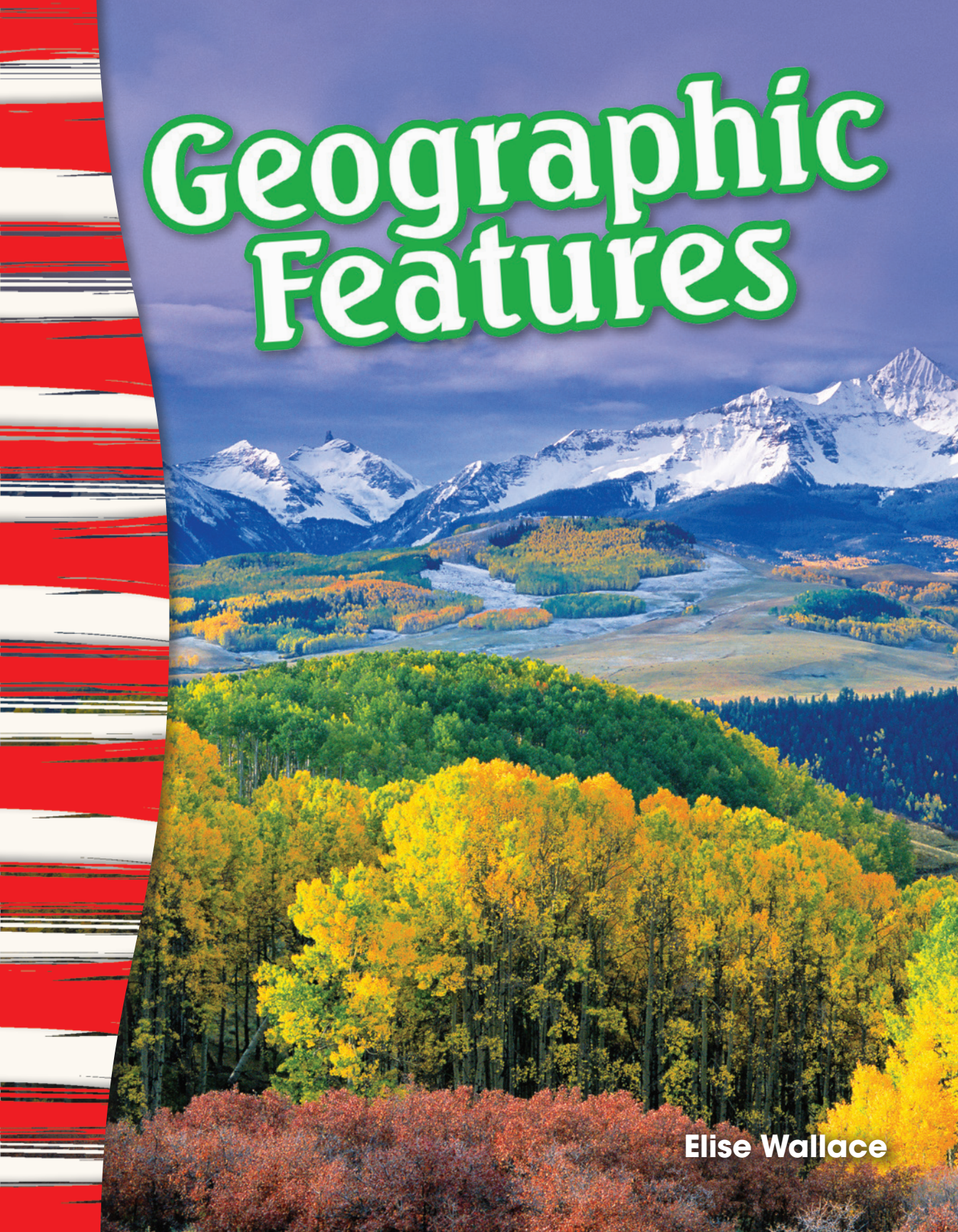
_____

_____

_____

_____

Geographic Features



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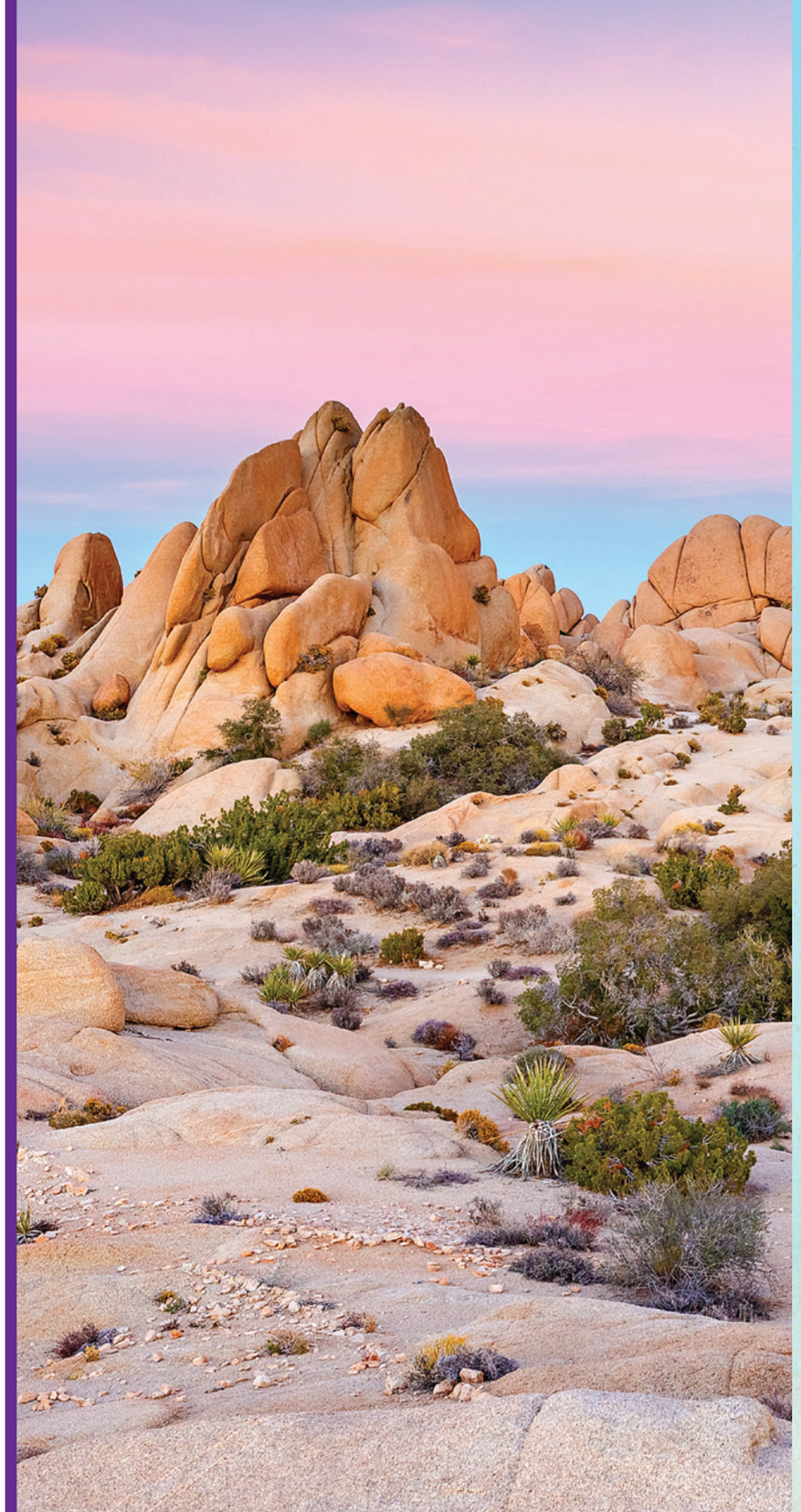


Table of Contents

What Is Geography?

The United States has it all. There are beaches and mountains. There are forests and deserts. It is a very **diverse** land.

There are many ways to look at the country's land. First, it can be explored by its physical geography, or the land's natural features. These include landforms, climate, wildlife, and **resources**.

The second way is through human geography. This is the study of how humans connect with the land. It includes how we **adapt** and change the land. We will use these two ways to explore the country's **regions**. The regions are coasts, mountains, plains, and deserts.

Ocean Views

One of the best ways to explore the West Coast is to drive on U.S. Route 101. This road runs along the coast. It is over 1,500 miles (2,414 kilometers) of breathtaking views!

The United States is part of North America.

Landforms and Climate

The physical geography of the United States has many features. The country is bordered on the east and west by oceans. These are huge bodies of salt water. They cover most of the world. There are also smaller bodies of water in the country. One example is lakes. Lakes are surrounded by land.

Two land features in the United States are mountains and hills. Mountains are landforms that tower over the surrounding land. Hills are also landforms. They are like mountains but not as high.

Across the country, you can also find plains and deserts. Plains are large areas of land with few trees. They are found between mountains and hills. Deserts are large areas that are lower than the surrounding land. They are dry. Not much grows there.

The Great Lakes

The five Great Lakes are on the border the United States shares with Canada. They provide one-fifth of the world's fresh water. The five lakes combined are larger than the state of Texas!


ocean


lake


mountains


hills


plains


desert

Anchorage, Alaska, is on the coast. This makes it easy to ship oil from there.

Climate is a type of physical feature. It is the **typical** weather of a place over a long time. Natural resources are also a physical feature. They are things such as clean water and good soil. These things are used for farming. They make it easier for people to live in an area. People also sell resources, such as oil and salt.

Climate and resources affect where people live. Some people choose to live in places where the weather is not too hot or too cold. They move to places that have access to the resources they need.

Extreme Cold

How cold does it get in your state? Almost every state has logged nights when the temperature dipped below zero. Only one state hasn't. It is Hawai'i. The coldest temperature there was 12°F (-11°C).

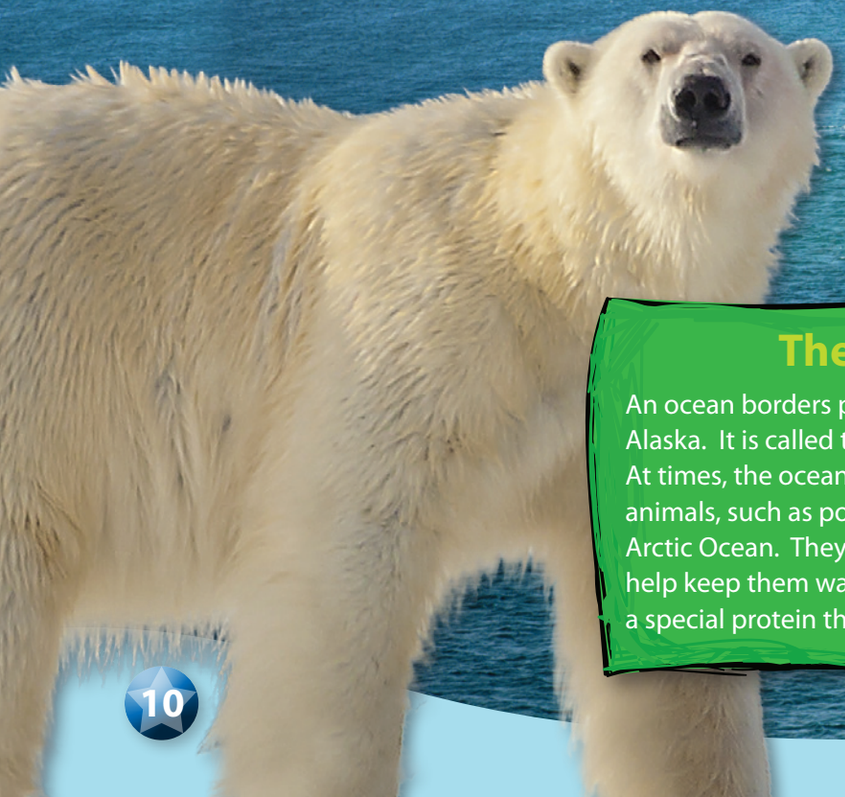
Coast to Coast

Water surrounds most of the United States. Oceans border almost two-thirds of the country. Along the East Coast is the Atlantic Ocean. It was the first ocean to be crossed by ship and by plane. Along the West Coast is the Pacific Ocean. It is the largest ocean in the world. The Ring of Fire is located here. It has most of the world's active volcanoes.

Both oceans supply the country with resources. These include oil and natural gas. Fishing is a key **industry**. Cod and lobster are caught in the Atlantic. Salmon and tuna are caught in the Pacific. The oceans help trade, too. Huge ships travel to and from the **ports** on both coasts. These ships deliver goods to other countries.

Oceans border much of the United States.

A ship moves goods to ports around the world.



The Arctic

An ocean borders part of the state of Alaska. It is called the Arctic. It is very cold. At times, the ocean is covered in ice. Some animals, such as polar bears, live near the Arctic Ocean. They have thick blubber to help keep them warm. The Arctic cod has a special protein that keeps it from freezing.

Living on the Coast

The Atlantic coast was the first part of the country to be explored by people from Europe. The first settlers came in the 1600s. They came to start new lives. They wanted to be able to practice their religion freely. As more and more people moved there, the coast became crowded. Cities grew larger. Some people moved farther **inland**.

Fountain of Youth

Florida's Atlantic coast is home to the oldest city in the country. It is St. Augustine. In 1513, an explorer landed there. He was searching for the Fountain of Youth. Today, people can visit the spring he found. Visitors can try their luck and drink the water!

Spanish settlers came to the Pacific coast in the 1700s. After the Spanish claimed the land, they mapped out the coast. The land's early **culture** grew out of churches called missions. Towns and farms were built around these places.

Today, most people in the United States live near the coasts. They are drawn by the mild climates. They move for work, too. There are many jobs at ports on both coasts. Tourists from all over the world come to enjoy the beaches.

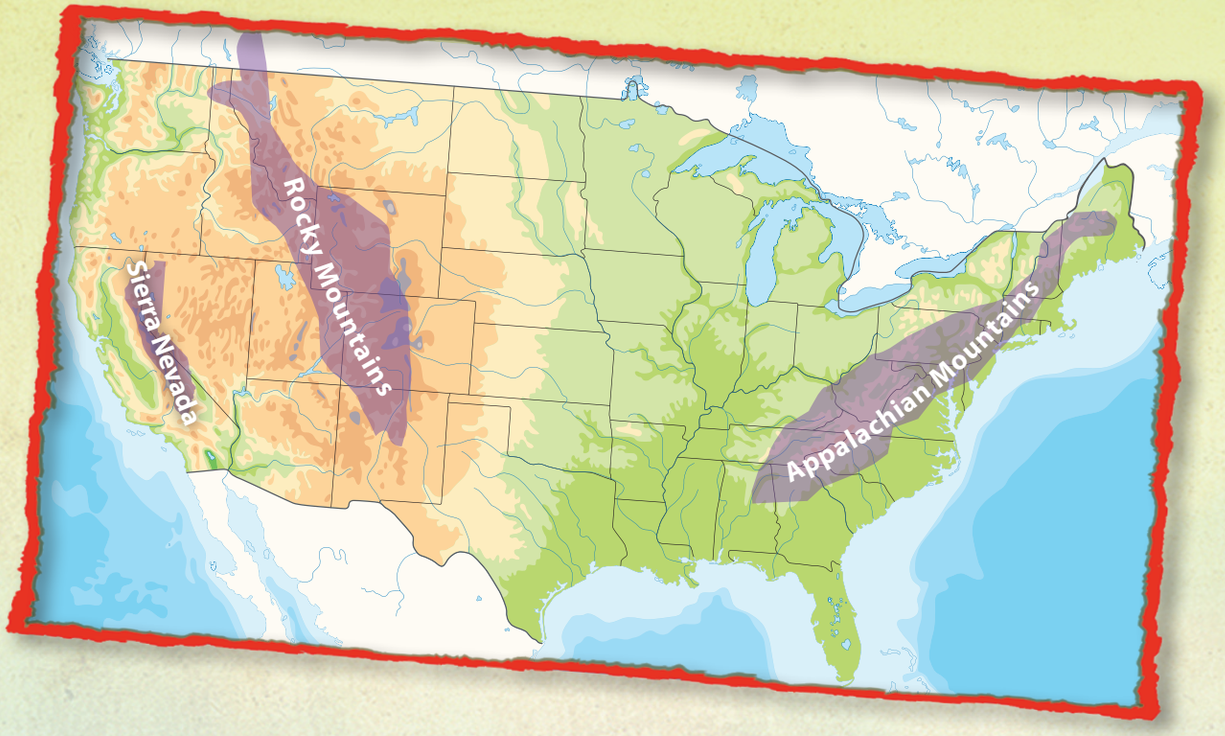
Mission San Luis Rey was called King of the Missions because of its size and amount of land.

The Mountains

Mountains make up a large part of the United States. They are home to many kinds of plants and creatures.

The Appalachian Mountains are about 2,000 miles (3,200 kilometers) long. This range has the longest marked hiking trail in the country. The trail goes from Georgia to Maine!

The Rocky Mountains are found between the Great Plains and the West Coast. This range goes through six states and into Canada. It is 3,000 mi. (4,800 km) long. Pikes Peak is found in this range. It is the second-most visited peak in the world!



The Sierra Nevada are in California. This range is over 250 mi. (400 km) long. Its tallest mountain is Mount Whitney. That is the most climbed peak in this range.

All three ranges are home to several national parks. Millions of people visit them each year.

Mt. Whitney

The Home of Big Foot

Ever heard of the legend of Big Foot? For hundreds of years, people have spoken of a tall, hairy beast. It is said to lurk in the forests of the Colorado Rockies. Some describe him as 10 feet (3 meters) tall!

BIG FOOT XING

Living in the Mountains

After settling on the coasts, people began moving inland. To get there, they sometimes had to cross mountain ranges. In the 1800s, people began moving east to west for more land. They stopped in mountain passes. **Trading posts** were built along the trails. Towns and cities grew from these trading posts.

Today, many people visit the mountains. They like to spend time in the great outdoors. They want to see the trees, plants, and wildlife found there. The country's mountain regions have large parks. Tourists come from all over the world. They want to spend time at forest resorts. The government protects much of the land in the parks.

Still, tourism has taken its toll on some of these places. Lakes and streams have become polluted. Campfires and cars pollute the air. The noise people and cars make can scare wildlife.

Yellowstone National Park has had more than one million visitors every year since 1948.

Protect the Parks

Yellowstone National Park asks visitors to take the Yellowstone Pledge. It says that people should not do any harm to the parks. It tells them to travel safely and respect wildlife. Guests pledge to dispose of trash properly and to find a ranger if someone is doing something dangerous in the park.

The Great Plains

The Great Plains region is a large **plateau**. It is known for its grasslands. Some parts are very flat and covered by **prairies**. There are also low hills and valleys. There are even tree-covered mountains, such as the Black Hills of South Dakota. Parts of ten states make up the Great Plains.

Rivers run through the Great Plains. The two most important ones are the Mississippi and Missouri rivers. They are used to move people, goods, and water to other parts of the country.

The climate of the Great Plains can be extreme. The summers can be scorching hot, and the winters can be freezing cold.

Food for Everyone

Many people farm in the Great Plains. Another place for farming is the Central Valley in California. It is famous for its **fertile** farmland. About one-fourth of the country's food is grown there. Fruits such as pears, grapes, and plums grow in the Central Valley. Other crops include grains and nuts.

Bison have lived on the Great Plains for thousands of years.

Living on the Great Plains

Many years before people from Europe settled on the Great Plains, it was home to large herds of bison. American Indians hunted the bison. No part went to waste. The hides were used to make clothing or to cover homes. Meat was dried and eaten. Even the hair and hooves were used.

In the late 1800s, settlers and ranchers forced the American Indian tribes to adapt to their way of life or move off the land. Cattle replaced the bison. Wheat farmers began to crowd the cattle ranchers. In the 1930s, a **drought** made it hard to grow crops. Many farmers left to find work in other places.

Today, the Great Plains region is used mostly for farming. Wheat, cotton, corn, and hay are grown there. Cattle and sheep are raised there, too.

Going Batty

Austin, the capital of Texas, is in the Great Plains. It has the most bats of any urban area in the country. More than one million bats **migrate** in the spring to live under a bridge in the city. Visitors come at dusk to watch the bats as they leave to find food.

The Deserts

The two largest deserts in the United States are in the western half of the country. The Great Basin Desert is the largest. It is between the Rocky Mountains and the Sierra Nevada. The climate there is quite cold, unlike most deserts. Snowfall is common.

This desert is home to many animals. These include mountain lions, coyotes, and bighorn sheep. Bristlecone pine trees are found here. They are the oldest living things in the world.

One of the most well-known deserts is the Mojave. It is in California, Arizona, and Nevada. The climate here can change from day to day. On some days, the heat is brutal. On others, the weather is cool.

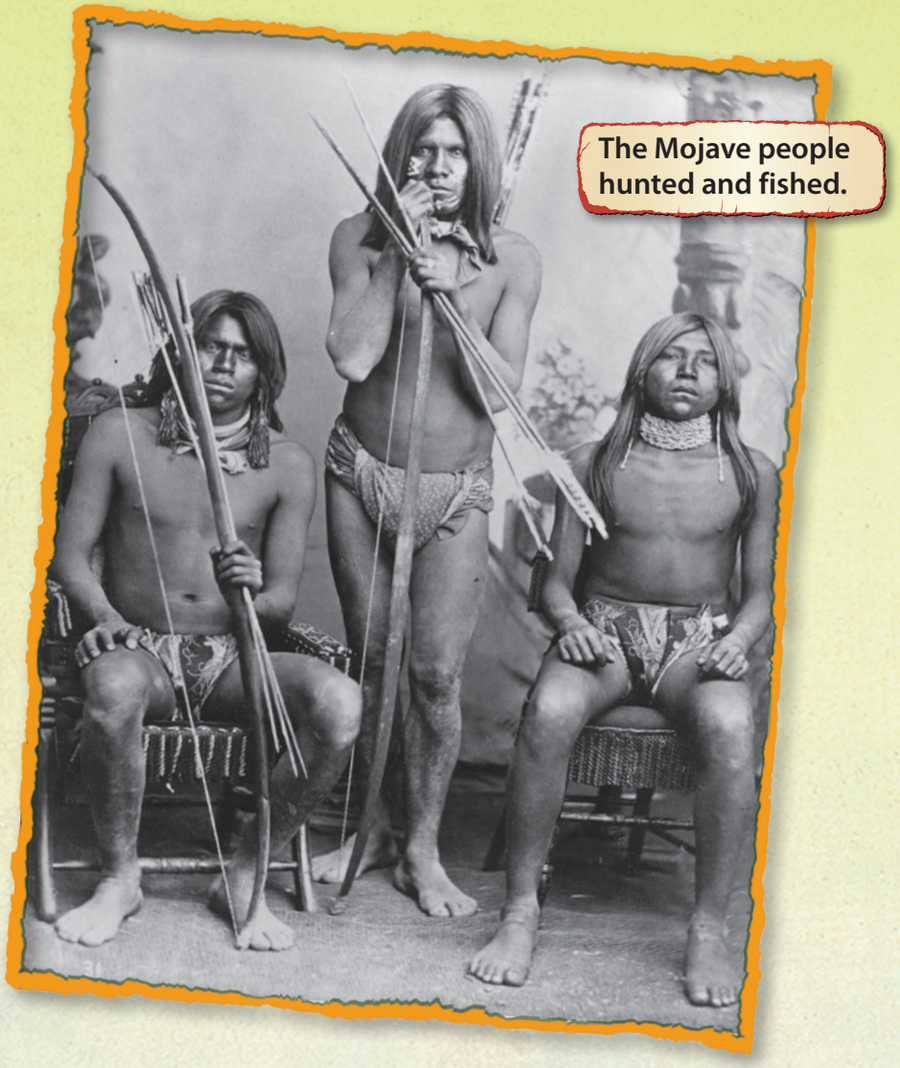
The Mojave is home to lizards, bats, foxes, and other creatures. Plants are sparse in this region. Only a few plants, such as cacti, grow there. All desert life must be able to adapt to the changing climate.

Chihuahuan Desert

The United States shares a desert with Mexico. It is the Chihuahuan Desert. Carlsbad Caverns National Park is located here. There aren't any rivers or streams in the park. But, there are over 119 caves to explore. A main attraction is the Big Room. It's bigger than six football fields!

Living in the Desert

American Indians were the first people to live in the deserts. The Mojave Desert is named after a native tribe. The Mojave people lived in the Southwest. They lived off the land. They used the Colorado River as a water source for farming. When the river flooded, it watered their crops.



The Mojave people hunted and fished.

Today, most of the Mojave is undeveloped. This means that not many people live in the region. The climate is too hot for most people. The desert is used as a natural resource. In 2013, a large solar farm was built in the Mojave. This farm harvests sunlight. The sunlight is used to power homes. There are also wind farms in the desert. Some of these wind farms are the largest in the country.

A Diverse Land

The United States is big and stunning. Its physical geography has many features. The country has oceans, mountains, plains, and deserts. It has many resources. People have used and adapted these resources to survive.

Splashy Sight

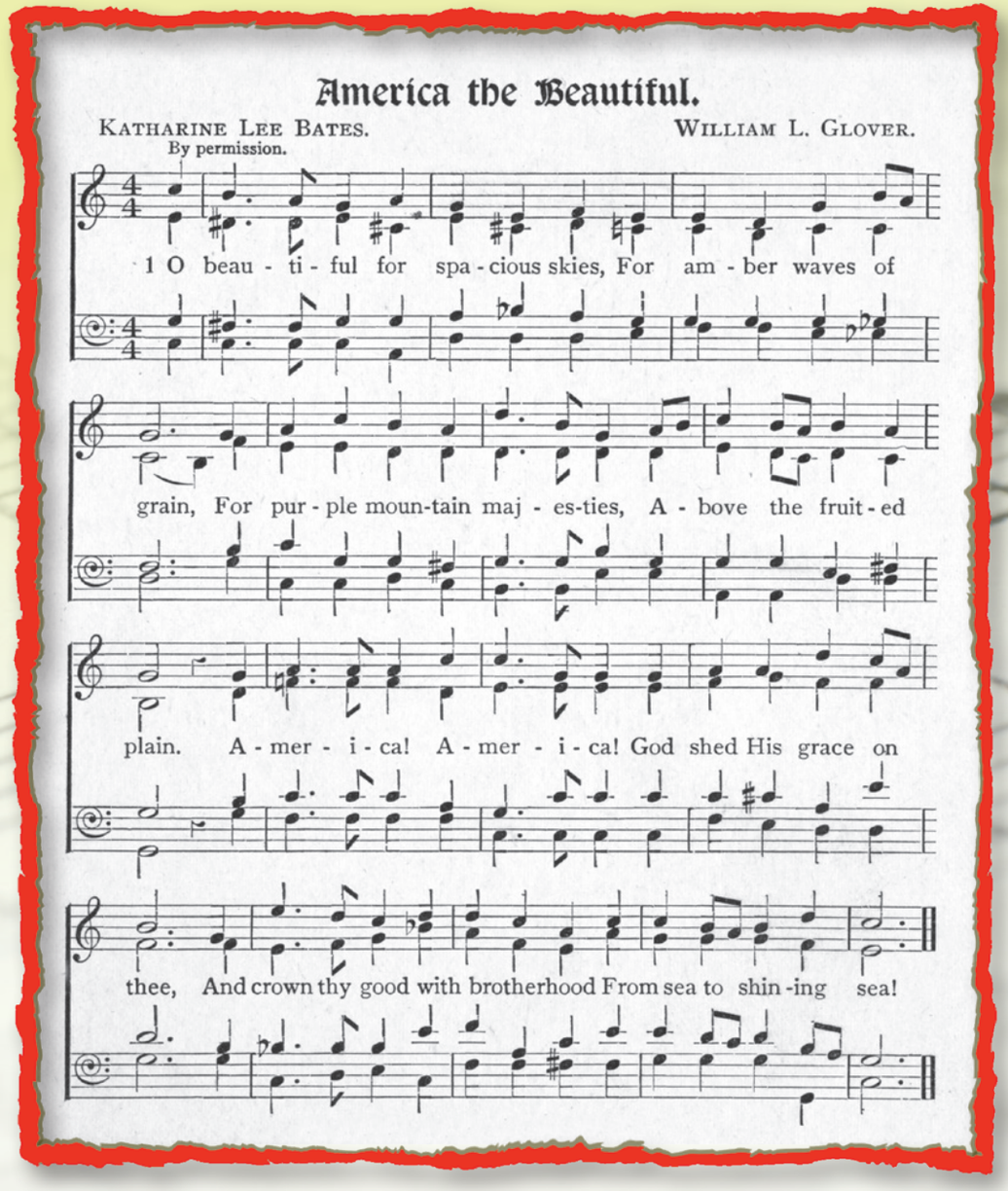
Yosemite National Park is in California. Many people come to the park to see its waterfalls. They are some of the world's tallest falls. They are created by snow that has melted.

Think about where you live. What is the climate like? Is it warm or cold? Do you know the resources found in your town? Think about the landforms and bodies of water. Do you have mountains and lakes?

Every place has its own features and resources. That is what makes each place unique. People settle in places for many reasons. The first people who settled in your town thought about climate and resources. They stayed because the land allowed them to **thrive**!

Sing It!

Pick your favorite region that you read about in this book. Do some research on it. Then, write a rap or song about its natural wonders. Sing your rap or song to your friends and family.



America the Beautiful.

KATHARINE LEE BATES. By permission. WILLIAM L. GLOVER.

O beau - ti - ful for spa - cious skies, For am - ber waves of

grain, For pur - ple moun-tain maj - es-ties, A - bove the fruit - ed

plain. A - mer - i - ca! A - mer - i - ca! God shed His grace on

thee, And crown thy good with brotherhood From sea to shin - ing sea!

Glossary

adapt—to change something so it serves a different or better purpose

culture—the beliefs and ways of a group of people

diverse—made up of things that are different from each other

drought—a long time without rain

fertile—capable of supporting the growth of many plants

industry—group of businesses that provide specific products or services

inland—away from a coast

migrate—to move from one place to another at a certain time of year

plateau—a big area of land higher than the land around it

ports—cities where ships bring goods and people

prairies—large, flat lands covered mostly with grasses

regions—parts of a country that are different from other parts

resources—things that a country has and can use to make money

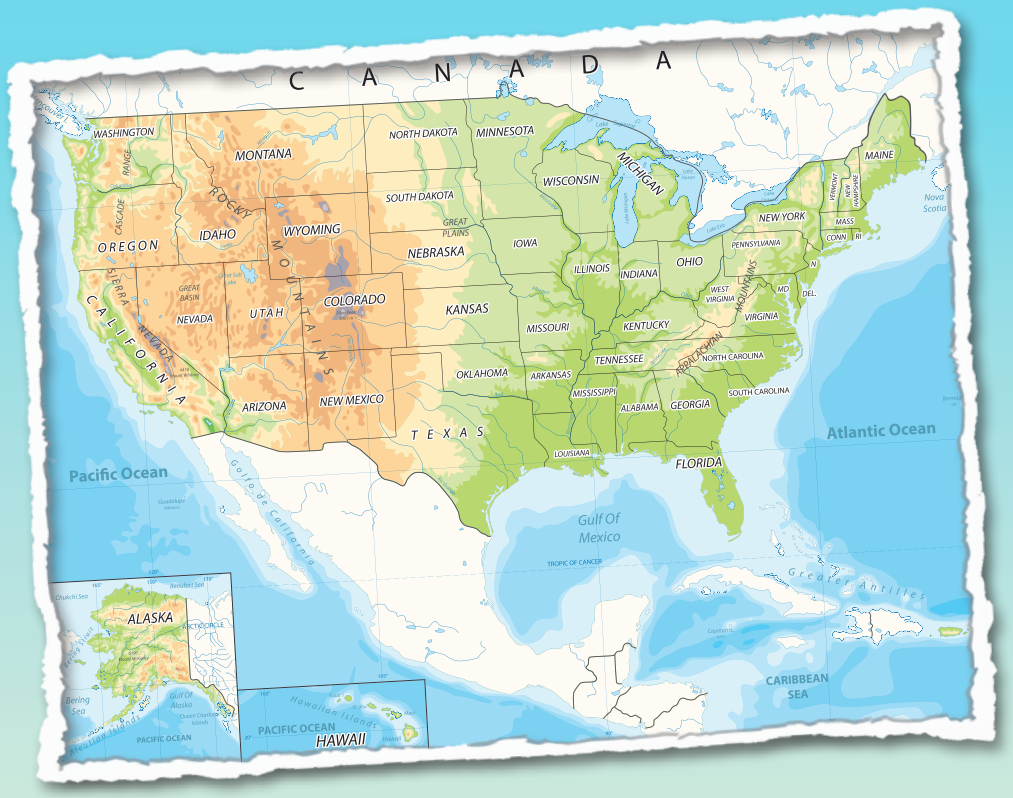
thrive—to have great success

trading posts—stores set up in areas with few people to trade

typical—usual or normal for that area

Index

Your Turn!



Find your home state on the map above. What land forms and bodies of water are nearby? What is the climate? Write a poem about how geography affects where you live.

Geography

Source: Kevin Cass/Shutterstock

This scene shows physical geography, including mountains and a river.

Source: Andrew Zarivny/Shutterstock

Humans affected this area by building a dam.

Lay of the Land

Geography is the study of Earth. It is divided into two parts. The first part is called **physical geography**. It describes things made in nature. Most mountains were created millions of years ago. Plates on Earth's surface crashed into each other and buckled. This caused some mountains to form. The snow on the tops of the mountains help to form rivers. As melting snow flowed from the tops of the mountains, small rivers began.

Human geography is the second part. It describes how people work with the earth. They build cities to live in. Or they make roads to travel on. They create dams to store water. Culture, climate change, and goods and services are also part of human geography.

Challenge

Choose a famous mountain range or river and learn more about it. When was it made? How was it made? Make a poster to show the information you learned.

Nature vs. People

Directions: List examples of physical and human geography.

Physical Geography	Human Geography

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