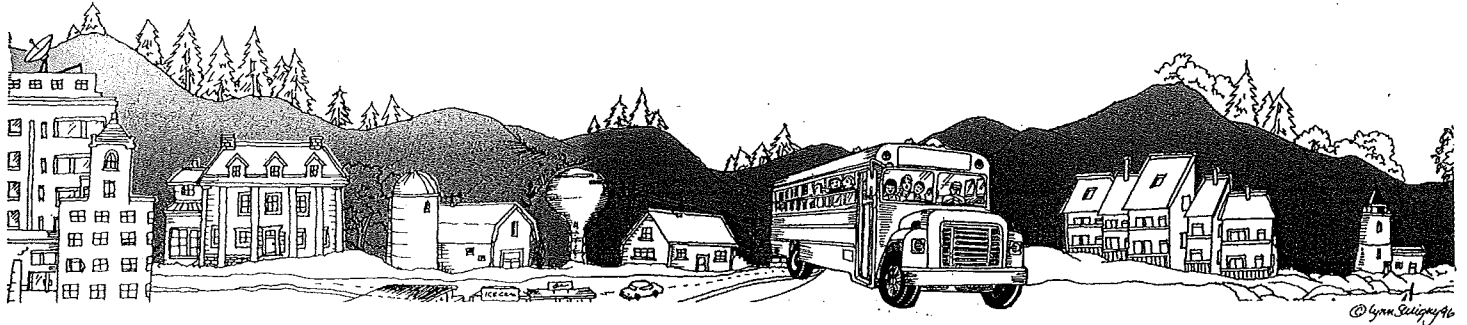


# ACROSS THESE UNITED STATES

DISCOVERING THE DIVERSITY OF LANDSCAPES IN THE U.S.A.



## SUBJECTS

Language Arts  
Math  
Science  
Social Studies

## SKILLS

Comparing  
Inferring  
Listening  
Observing  
Recording  
Synthesizing  
Writing

## MATERIALS

### For The Class:

- Postcard set (Included)
- Map of United States

### For Each Student:

- Worksheet, *Across These United States*

## FOCUS

*Using a collection of postcards or pictures (representing landscapes one might see on a cross country bus trip), students study the variety of visual environments throughout the United States. They identify key components of each landscape and compare and contrast them.*

## TIME

*Inside: 60 minutes*

## OUTCOMES

1. Students become aware of the variety of visual environments that exist throughout the United States.
2. Students discover that some landscape components are specific to a region, while others are generic across the country.

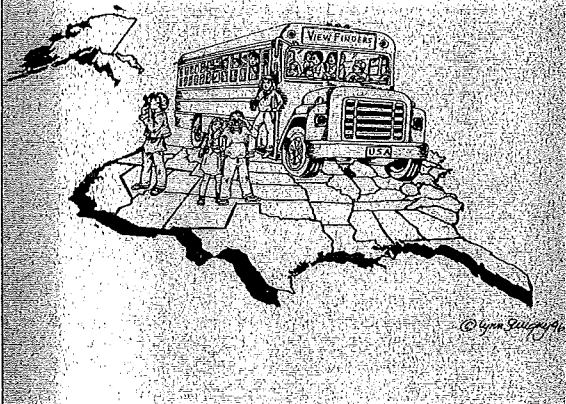
## TEACHER PREPARATION



- Place a map of the United States where everyone can see it easily.
- Arrange the postcards in order around the classroom as if the class was taking a bus trip across the country. Number the postcards.
- Make copies of the worksheet for each student.
- Make an enlarged worksheet which will be used for the classroom tally.

## PROCEDURE

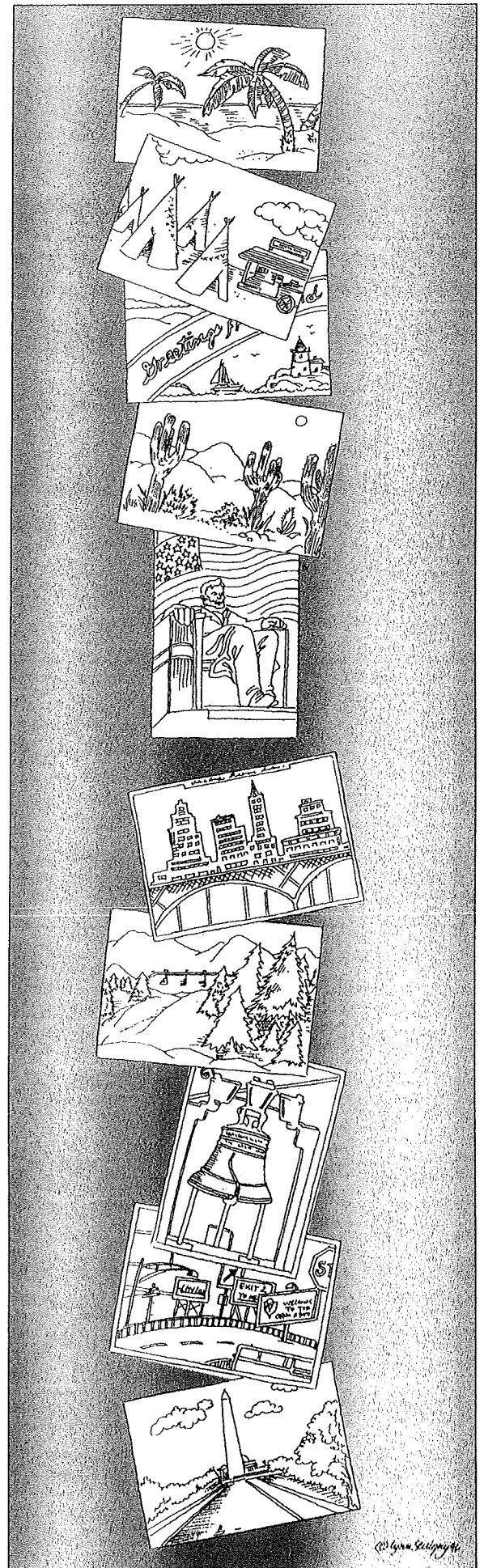
1. Discuss the visual environment surrounding the school. Is it urban, suburban or rural? (Make sure the students understand these words.) What are the key physical features? Are there geographical features such as mountains, the coast, a river or the prairie? Note the landscape components such as buildings, roads, farmland, natural areas and vegetation. Discuss how climate and location affect these components.
2. Get the class ready to think about a variety of landscapes. Stress the variety! Ask questions such as:
  - Where do grandparents or other relatives live?
  - What places have you visited?
  - What places have you seen in movies?
  - What do these places look like?
3. List the different types of landscapes mentioned on the chalk board.
4. Give each student a copy of the worksheet *Across These United States*.
5. Arrange the class into small groups of 2-3 students. Stand each group in front of a postcard for a few minutes. Have them rate the scene on their data sheet. Remind students to make sure the number on the postcard corresponds correctly to the worksheet number. Everyone does not begin at 1. Rotate students past each postcard as they complete the tally.



6. When the students finish rating all the postcards, direct them to answer the three questions on the worksheet.
7. On the large tally sheet, record the number of students who like, disliked or felt neutral about each picture.

## DISCUSSION

1. Discuss the findings on the classroom tally. Why were certain sites preferred to others?
2. Why are there different opinions?
3. Discuss the visual characteristics of each postcard. Why are certain objects the focus of the picture?
4. Explain why each landscape is unique. Discuss the differences between built and natural components.
5. Make a few comparisons between a postcard site and your community. Mention differences and similarities.
6. What are the common landscape components in the postcards?
7. Make informed guesses about the postcard sites concerning climate, activities, employment, industries, recreation, etc.



8. If you could choose one place to live, and one place to work or go to school, where would it be and why?
9. What makes a landscape special?

Worksheet 1-3

### ACROSS THESE UNITED STATES

TALLY SHEET

**IDENTIFICATION**

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Place an X in the column that best describes how you feel about the landscape shown in each postcard. Be sure you record your response in the correct row - remember, you may not be starting at postcard 1.

POSTCARD	LIKE VERY MUCH	LIKE A LITTLE	NO FEELINGS	DISLIKE A LITTLE	DISLIKE A LOT
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					

### ACROSS THESE UNITED STATES

WORKSHEET

1. Which landscape is most like your own?

2. Which landscape do you like the best?

What do you like about this scene?

3. Which landscape do you like the least?

What do you dislike about this scene?

## EXTENSIONS/ HOMEWORK



- Create a list on the chalk board of all the possible components in a landscape.
- Create a postcard of a site in your community, or of a favorite place. Use the postcard to write to a family member or a friend describing what you like about the place pictured. Ask this person to send a similar postcard back to you.
- Choose any of the postcards and pretend you are there. Write a letter about that place to your teacher.
- Look at a map of the United States. Choose a place to study and prepare a pictorial report about it.
- Start a postcard collection. Exchange postcards with penpals or students in another school.
- Write a short story or a poem about the local landscape.
- Research a landscape artist and bring in pictures of landscape art.
- Make a map of the USA with each state represented by pictures of its most distinctive landscapes.

# ACROSS THESE UNITED STATES

## TALLY SHEET






Place an X in the column that best describes how you feel about the landscape shown in each postcard. Be sure you record your response in the **correct row** - remember, you may **not** be starting at postcard 1.

**IDENTIFICATION**

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_



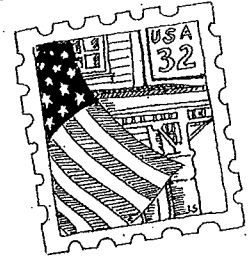
POSTCARD	 LIKE VERY MUCH	 LIKE A LITTLE	 NO FEELINGS	 DISLIKE A LITTLE	 DISLIKE A LOT
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					



# ACROSS THESE UNITED STATES

## WORKSHEET

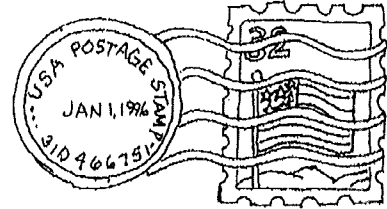
1. Which landscape is most like your own?



2. Which landscape do you like the best?

What do you like about this scene?

3. Which landscape do you like the least?



What do you dislike about this scene?