

Vocabulary: Landform Terms

OVERVIEW & OBJECTIVES	GRADES
<p>Students will engage in a vocabulary activity to learn landform terms while they make a model of the terms. Students then make a map of the landscape adding TODALS. This lesson is adaptable to multiple grade levels.</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Define, illustrate, and apply landform terms • Explain landform terms 	2 nd – 6 th
	TIME
	2 class periods
	REQUIRED MATERIALS
<ul style="list-style-type: none"> ✓ Clay, newspapers, cardboard ✓ Blank paper, ruler, colored pencils ✓ Student atlases ✓ Handout: “Landform Terms” 	

MINNESOTA SOCIAL STUDIES STANDARDS & BENCHMARKS

(GRADE 2)

Standard 1. People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.

2.3.1.1.2 Locate key features on a map or globe; use cardinal directions to describe the relationship between two or more features.

(GRADE 3)

Standard 1. People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.

3.3.1.1.2 Create and interpret simple maps of places around the world, local to global; incorporate the “TODALS” map basics, as well as points, lines and colored areas to display spatial information.

(GRADE 4)

Standard 1. People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.

4.3.1.1.1 Create and use various kinds of maps, including overlaying thematic maps, of places in the United States, and also Canada or Mexico; incorporate the “TODALS” map basics, as well as points, lines and colored areas to display spatial information.

(GRADE 5)

Standard 1. People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.

5.3.1.1.1 Create and use various kinds of maps, including overlaying thematic maps, of places in the North American colonies; incorporate the “TODALS” map basics, as well as points, lines and colored areas to display spatial information.

(GRADE 6)

Standard 1. People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.

6.3.1.1.1 Create and use various kinds of maps, including overlaying thematic maps, of places in

Minnesota; incorporate the “TODALSS” map basics, as well as points, lines and colored areas to display spatial information.

SUGGESTED PROCEDURE

Suggested Procedure

Teacher’s Note: Students will become familiar with the vocabulary of selected landforms. They will work with a partner to complete a handout of the terms, make a model of each term creating a landscape, share the model with other students, and then make a map of the landscape adding TODALS. This lesson is designed to be hands-on with continuous teacher instruction and assistance as students work with a partner. Students will construct each landform out of clay using an atlas as a guide while the handout, “Landform Terms”, is completed.

The teacher pre-selects at least 10 landform terms for students based on their grade level, which may include the following terms: mountain, hill, plain, plateau, valley, island, peninsula, isthmus, cliff, cave, and canyon. This lesson may be modified from landform terms to topography terms so that bodies of water could be included, such as: river, lake, delta, tributary, waterfall, and pond.

The teacher models and assists students as each landform term is presented one at a time. The teacher begins by seeking definitions from the students when introducing each of the terms. The teacher then assists and checks the students as they fill in the handout while one landform at a time is made out of clay and checked along with the handout. Students also use the atlas or page from an atlas that shows drawings of landforms as they complete each landform. Students also refer to a map that shows where the landform would be located, such as Florida for the term “peninsula”.

Students place each of the 10 landforms on the cardboard to create a landscape. When all models are completed, one partner will stay with the landform model and the other student will identify landforms on the next landform, teaching/instructing the student at the landform model as the student explains the various features through an interactive exchange.

Next, students will work with their partner to make a paper map of the landform model they created. Each feature will be labeled creatively with the term (e.g. Soccer Valley, Chocolate Mountain). Students will complete the map by including TODALS (Title, Orientation, Date, Author, Legend, Scale).

Students’ homework assignment is to make “Me Maps” of themselves with landforms using their own devised names.

Extension

Students could have a booklet of several pages instead of a handout to record information about each landform term. Students would complete at least the first page with direct teacher support and guidance and then could complete other pages with their partners.

Assessment

Student discussions

“Landform Terms” handout

Landform Map

