

United States Landforms

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Grade Level (Req.): 4th	Content Area (Req.): Social studies/geography	Unit (Opt.): Landforms of the United States
Connections to Other Disciplines (Opt.): <ul style="list-style-type: none"> • Art- 3D maps showing landforms • • 		
Time Frame (Req.): 4- 45 minute sessions	Goal (Req.): Students will recognize and locate different landforms of U.S.	
	Objective (Req.): Students will correctly locate and define U.S. landforms using geography resources.	
Materials Needed (Req.): <ul style="list-style-type: none"> • Internet • Promethean Board • Regions- social studies text • Poster board • U.S. maps • Colored pencils/markers • Student Atlas 	New Vocabulary (Opt.): <ul style="list-style-type: none"> • plateau • mountains • canyon • desert • plain 	
Anticipatory Set/Introduction [Inquiry Question is required] (Req.): What various landforms make up the U.S.? (List their ideas on board) Define the 5 vocabulary words together. Show visuals of each using Internet. Locate the areas using a large map on board.		
Instructional Sequence/Procedure (Req.): <ol style="list-style-type: none"> 1. Show a blank map of the U.S. on the Promethean Board. What landforms do you think belong in each area shown? 2. Share answers in class. Write down their ideas. 3. Use a map key to identify and label the 5 landforms. 4. Students make their own map and key of U.S. landforms using colored pencils. 5. Day 2- Divide the class into groups of 3-4 students. 6. Assign each group a different landform to research using reference materials (Internet, text, atlas) Information should include; climate, plant life, animal life, crops, minerals. 7. Collect their notes after 1-2 days of study. 8. Facts will be put on a poster board using words, captions, photos, drawings, maps. 9. Day 4- groups share their finished posters about the landform information with the entire class. 10. Display the posters at fall conferences in the hall or classroom. 11. 12. 13. 14. 15. 		

18. 19. 20.	
Formative Evaluation (Req.): Class participation. Finished U.S. map with a key and correct landform placement using reference materials.	Assessment (Req.): Small groups of 3-4 students research information on a specific landform and present posters about their landform. Teamwork and completeness of posters.
Iowa Core Curriculum Standards Used (Req.): <ul style="list-style-type: none"> • Geography1., grade 3-5: Understand the use of geographic tools and locate and analyze information about people, places, and environments. • • • • • • • • • 	
Common Core Curriculum Standards Used (Opt.): <ul style="list-style-type: none"> • • • • • 	
NGS Standards Used (Req.): <ul style="list-style-type: none"> • 1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective. • 3. How to analyze the spatial organization of people, places, and environments on the Earth’s surface. • 8. The characteristics and spatial distribution of ecosystems on Earth’s surface. • • • • • • 	
Five Themes of Geography Used (Req.): <ul style="list-style-type: none"> • Place • Region • Location • • 	School District Standards and Benchmarks (Opt.): <ul style="list-style-type: none"> • S2B1: Understand the regions of the United States have general characteristics • S1B1: Understand that a variety of visual aids and models supply information about our World. •
21 st Century Universal Constructs (Opt.): Collaboration and creativity	

Other Disciplinary Standards (Opt.):

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Other Essential Information (Opt.):

Other Resources (Opt.):

- Internet Websites- www.eduplace.com, worldlandforms.com, MrNussbaum.com, worldatlas.com
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