

What Am I? Human or Physical Feature

Author Janet Deppe
Grade Level 4
Duration 3-4 class periods

National Standards

GEOGRAPHY STANDARDS
Element Two: Places and Regions
4. The physical and human characteristics of places

Common Core Standards (Arizona's College and Career Ready Standards)

ELA
Reading
Informational Text
4.RI.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.
Range of Reading and Level of Text Complexity
4.RI.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Writing
Vocabulary Acquisition and Use
4.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Other Arizona Standards

SOCIAL STUDIES STANDARDS
Concept 1: The World in Spatial Terms
PO 5. Describe characteristics of human and physical features:
a. physical (i.e., river, lake, mountain range, coast, sea, desert, gulf, bay, strait, plain, valley, volcanoes, isthmus, canyon, plateau, mesa, oasis, dunes)
b. human (i.e., Equator, four hemispheres, city, state, country, harbor, dams, territory, county)
PO 6. Locate physical and human features using maps, illustrations, images, or globes:
a. physical (i.e., river, lake, mountain range, coast, sea, desert, gulf, bay, strait)
b. human (i.e., Equator, four hemispheres city, state, country, roads, railroads)
PO 7. Locate physical and human features in Arizona using maps, illustrations, or images:
a. physical (e.g., Grand Canyon, Mogollon Rim, Colorado River, Gila River, Salt River)

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		<p>b. human (e.g., Phoenix, Yuma, Flagstaff, Tucson, Prescott, Hoover Dam, Roosevelt)</p> <p>Concept 2: Places and Regions PO 1. Describe how the Southwest has distinct physical and cultural characteristics.</p> <p>Technology Standards Strand 3: Research and Information Literacy Concept 2: Processing PO 1. Use multiple search strategies to locate information. PO 5. Follow copyright laws when using text, images, videos and/or other sources and obtain permission to use the work of others, and cite resources appropriately.</p>
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SIOP Elements		
<p>Preparation Adapting content Linking to background Linking to past learning Strategies used</p>	<p>Scaffolding Modeling Guided practice Independent practice Comprehensible input</p>	<p>Grouping Option Whole class Small groups Partners Independent</p>
<p>Integrating Processes Reading Writing Speaking Listening</p>	<p>Application Hands on Meaningful Linked to objectives Promotes engagement</p>	<p>Assessment Individual Group Written Oral</p>

TESOL Standard(s)
<p>ESL: English For Content Through The Use Of ESL Methodologies, The Student Will: EFC-A. Create, read and interpret visual information relating to science, social studies and math. A5. Create visuals to present information. EFC-C. Compose in a variety of forms. C1. Use Math, Social Studies, and Science target vocabulary.</p>

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C3. Write descriptions using Math, Science, and Social studies target vocabulary.

EFC-E. Comprehend reading materials.

E1. Read a variety of Math, Science, and Social Studies materials.

E6. Scan material for relevant information.

Arizona English Language Proficiency Standards

Stage III Reading

Basic

Listening and Speaking

Standard 2: The student will express orally his or her own thinking and ideas.

B-8: presenting with a group, a variety of oral reports (*e.g., expository, cause and effect, persuasive, etc.*) containing an introduction, body, conclusion and transitions, with instructional support.

Comprehending Text

Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. The student will demonstrate reading comprehension by:

B-20: identifying content vocabulary within math, science, and social studies texts.

Overview

Arizona has many human features and physical features throughout the state. Some human features are the Hoover Dam and cities such as Phoenix, Arizona. Some of Arizona's physical features include the Grand Canyon and the Colorado River.

Purpose

In this lesson, students will learn the differences between physical and human features through discussion and creating their own landmark or feature. Students will then apply Internet technology to learning more about these features/landmarks. This lesson includes strategies for diverse learners (ELLs).

Key Vocabulary

physical features: things that have been made by nature.

human features: things that have been made by people.

map: a flat representation of the Earth

illustration: a picture that helps to explain something

location: a place

Materials

- Landmarks in Arizona Map
- Information Gathering Sheet
- Computer lab

- Vocabulary Worksheet and Answer Key
- Vocabulary Cards
- Vocabulary Test and Answer Key
- Scoring Guide for Arizona Landmark/Feature Presentation
- Art Supplies (tinfoil, clay, paper, glue, etc)
- Optional: Harcourt Social Studies Textbook (pages 16-18)
- Session 1-- Ticket Out the Door
 - Name 1 feature from today's lesson?
 - Is it a physical or human feature?
- Session 2 -- Ticket Out the Door
 - Why is it important to be able to locate physical and human features in Arizona?
 - Name 1 feature from today's lesson.

Objectives

The student will be able to:

1. describe and locate physical and human features in Arizona.
2. locate information on the Internet.
3. properly cite the sources of information found on the Internet.
4. identify content vocabulary.

Procedures

Prerequisite Knowledge: Students have had some practice with Internet research and citing sources.

SESSION ONE

Engage:

1. Project the Arizona Landmark map. Have students locate and identify any human or



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physical features they already know. **(Preparation: Linking to background)**

- Record the student responses on the whiteboard.
- Set the room up for a Harkness Discussion (two circles of seats--one inside the other).
- Ask the question: "What do you know about human and physical features in Arizona?" **(Preparation: Linking to background)**
- The inside circle discusses the question out loud for 5 minutes. The outside circle observes and then gives feedback to inside circle. Reverse roles and do it again.

Explore:

- Hand out Vocabulary Cards and Vocabulary Worksheet. Explain each card and have the students fill in the blanks for the definitions (2nd box) on the Vocabulary Worksheet. They also need to write in box 1, "I didn't know" or "I knew a little" etc. from the choices at the bottom of the page. **(Preparation: Linking to past learning, Grouping Option: Independent, Scaffolding: Comprehensible input)**
- Then have them create a physical movement to represent each vocabulary word. Have them describe the movement in the 5th box. **(Application: Hands on and Promotes engagement)**
- Have the students complete boxes 3 (sentence) and 4 (illustration). What is not finished, can be homework.
- Assign Ticket Out the Door and gather as students leave. **(Assessment: Written)**

SESSION TWO

Explain:

- Look back at the student responses from Session One that were recorded on the whiteboard. Hand out Arizona Landmarks Maps to each student (or pairs of students). **(Grouping Option: Independent or Partners)**
- Have students find a picture of one of the landmarks from the map either in a magazine or on the Internet. Make sure they know the location of this picture. (Note: to avoid having all students do the same location on the map, you can have students "draw out of a hat" or sign up so more of the state is represented.)
- Pass out the Information Gathering Sheet and explain the assignment. Have student research the location of this picture and the feature itself. (Example: Yuma Territorial Prison is the feature.

Location is Yuma, AZ.) **(Integrating Processes: Writing and Linked to Objectives)**

- Have students print an Arizona map that shows where their feature is located or they can highlight their feature on the Arizona Landmarks Map.
- Remind students to document the websites they have been using to gather information.
- Have students complete Session 2 -- Ticket Out the Door. **(Assessment: Individual)**

SESSION THREE AND FOUR

Elaborate:

- Review Vocabulary words. **(Preparation: Linking to past learning)**
- Share the Scoring Guide for Arizona Landmark/Feature Presentation so students understand how they will be assessed. **(Scaffolding: Comprehensible input)**
- Pass out art supplies (tin foil, clay, toothpicks, etc). Have student refer to their research from Session Two and create a 3-D version of their feature/landmark. Enforce a 10-minute time limit. **(Application: Hands on and Promotes engagement)**

Evaluate:

- Have students (or student pairs) share their features/landmarks with the class--both what they researched and their 3-D versions of the landmark/feature. **(Integrating Processes: Speaking and Listening)**
- Have students complete the self-evaluation portion of the Scoring Guide for Arizona Landmark/Feature Presentation. **(Assessment: Individual)**

Assessment

- Student knowledge of vocabulary can be tested. A score of 80% or higher on the Vocabulary Test will be considered mastery.
- Use the Scoring Guide for Arizona Landmark/Feature Presentation to score the 3-D model and their oral presentations. Mastery will be considered 51 points or higher on the scoring guide.
- Tickets Out the Door can be graded for completeness.
- Information Gathering Sheet can be graded for completeness.

Extensions

- To learn about climate/weather in your state, look at local newspapers for statewide

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forecasts. Have students comment on what human and physical features might be impacted by or create this climate/weather.

Sources

Landmarks in Arizona Map- Retrieved from <http://geoalliance.asu.edu/azga/sites/default/files/maps>



Education Studies Department
Teachers of Language Learners Learning Community (TL²C)

