

# “Unloching” Scottish Geography Using Photographs

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**Grade Level** 2  
**Duration** 1 class period

Adapted from a lesson by Sari Bennett and Patricia King Robeson  
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## National Geography Standards

### Element 1: The World in Spatial Terms

2. How to use mental maps (a person's internalized picture of a part of Earth's surface) to organize information about people places, and environments in a spatial context

3. How to

Analyze the spatial organization of people, places, and environments on Earth's surface

### Element 2: Places and Regions

4. The physical and human characteristics of places

## AZ Standards

### ELA

#### Reading

##### Key Ideas and Details

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

##### Craft and Structure

**2.RI.4** Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

## Arizona Social Science Standards

### The use of geographic representations and tools help individuals understand their world.

2.G1.1 Use and construct maps, graphs, and other geographic representations of familiar and unfamiliar places in the world; and locate physical and human features. Key physical features include but are not limited to seven continents, oceans, lakes, rivers, mountain ranges, coasts, seas, and deserts. Key human features include but are not limited to equator, hemispheres, North and South Pole, cities, states, countries, regions, and landmarks

### Global interconnections and spatial patterns are a necessary part of geographic reasoning.

2.G4.1 Identify different physical and cultural regions in the world.

## Overview

Forming mental maps of the world requires students to have images imbedded in their memory. The primary grades are a great place to start with forming these images so that their mental maps will increase as they learn about more regions of the world.

## Purpose

This lesson will give students practice in using their visual skills to identify geographic terms for landforms and water bodies. This use of

photographs of Scotland will aid in the students making and recording observations. Through this lesson, students will learn that Scotland is similar to other parts of the world in terms of its landforms and water bodies, but the geographic terms might have unique names in Scotland.

## Materials

- ✓ Photo Clues worksheet and answer key
- ✓ Photos (printed in color and laminated if possible) Page One and Page Two
- ✓ “Unloching “ Scottish Geography Using Photographs—Power point (optional way to show photographs and avoid paper copies)

## “Unloching” Scottish Geography Using Photographs

### Objectives

The student will be able to:

1. Recognize physical and human features from photographs
2. Identify landforms and water bodies
3. Make and record observations

### Procedures

*Prerequisite Skills:* The students should have a familiarity with the following geographic terms: lake, bay, globe, valley, mountains, population density, canal, harbor, physical features, human features, and grazing.

1. Have the students find Scotland on a world map.
2. Ask the students what the word “unlock” means. (To open something that has been locked.) Explain that sometimes this word is used to mean that you are going to solve a puzzle.
3. Then project the power point presentation of the photos of Scotland. If the power point cannot be used, distribute the paper copies of the photo gallery.
4. Just go through the slides/photos like they were a slide show without much explanation. Have the students get into groups of 2 or 3 students. Tell the groups that they are going to “unlock” or solve the puzzle by matching the photograph to its description, but also tell them that “Unloch” is a play on words, since a loch is a Scottish lake, and they will be look for a loch in one of the pictures.
5. Then distribute the Photo Clues worksheet. Note: If using the power point, go through it again.
6. Have each group complete the worksheet.

### Assessment

#### Geography and ELA

Photo Clues worksheet can be graded for accuracy with 80% or higher being considered mastery.

The photos can be renumbered and used as a quiz for an individual assessment of the vocabulary terms. Mastery would be considered 80% or higher.

### Extensions

The analyzing of photographs can be an on-going activity. It is especially good when introducing a new place or region to the students.

Students could draw their own illustrations of the terms with both the Scottish labels and the English labels. This could be assembled as a flipbook atlas of geography terms.

Have the students look at a detailed map of Scotland such as this one.

<http://ontheworldmap.com/uk/scotland/detailed-map-of-scotland.html>

See how many of these Scottish landform and water body terms the students can find.

aber, abhair = mouth of a river  
achadh = field  
ard, aird = high point  
allt = river  
bealach = pass  
ben = mountain  
caol, caolas = strait  
drum, druim = ridge  
glen = valley  
loch = lake  
meall = round hill  
oban, uig, or cam = bay  
ros, ross = promontory or moorland  
stob = peak  
uisage = water

Geoguessr is an electronic version of this lesson. A photo is shown and the viewer will submit a guess as to the location of where the photo was taken. It will then compute how far the guess was from the actual location and assign points based on the distance (closer the guess, the more points). While the website is designed for adults, it will be fun for a class to play using their combined backgrounds to guess the locations. <https://geoguessr.com/>

### Sources

Photos were provided by Carol Warren and Gale Ekiss, as well as by Mike and Lauren Mitterman, Scotland

Blundell, Nigel. *Scotland*. Barnes and Noble, 2004 ISBN 0760710260

Digital library from the National Library of Scotland <http://www.nls.uk/digitallibrary/index.htm>