



It's Not a Ford...It's a Fjord!

Learning Landforms and Bodies of Water through Word Association

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Grade Level	6
Duration	2 class periods

National Standards

GEOGRAPHY

Element 2: Places and Regions

4. The physical and human characteristics of places.

AZ Standards

ELA

Vocabulary Acquisition and Use

6.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Arizona Social Science Standards

GEOGRAPHY

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

6.G1.1 Use and construct maps, graphs, and other representations to explain relationships between locations of places and regions. Key concepts include major landforms and water bodies, countries, cities, ecosystems, climate, languages, religion, economic systems, governmental systems, population patterns, disease, trade routes, and settlement patterns

Overview

The world map displays a large group of vocabulary words to identify landforms and water bodies. How is a gulf different from a bay? What makes a lake different from a reservoir?

Purpose

In this lesson, students will learn the terms for various landforms and bodies of water increasing their geographic vocabulary, as well as, identifying and locating the world's landforms and water bodies on a map.

Materials

- Age appropriate atlases, online resources, dictionaries, and other reference materials that provide information about landforms and water bodies
- A large physical wall map of the world

- It's Not a Ford, It's a Fjord worksheets
 - Printed on **tan** paper for landforms
 - Printed on **light blue** paper for bodies of water
- Colored pencils or markers
- Projection device
- Possible Word Association Sheet (for teacher use)
- Map arrows (laminated on white cardstock)
- Masking tape

Objectives

The student will be able to:

- Define various geographic terms.
- Use reference materials to learn about different landforms and bodies of water.
- Locate landforms and water bodies on a map.

Procedures

SESSION ONE

It's Not a Ford...It's a Fjord!

1. Introduce this lesson by providing the students with a definition of a landform and a body of water. For example, "a landform is a piece of land that was formed by nature." The major landforms are mountains, hills, plateaus, and plains. Tell the students that they will be learning about the landforms just named, as well as other less familiar landforms.
2. Explain that Earth is about 70% water. About 97% of this water is ocean water and salty. Only about 3% of Earth's water is fresh and that 2% of the fresh water is in glaciers and ice caps. The other 1% is in lakes and rivers or stored underground in layers of rock.
3. Create a T Chart on the whiteboard or use a projection device. Distribute paper for students to make their own T Chart. Label one side of the T Chart "Landforms" and the other side "Water Bodies." Have the class contribute all of the names that they know for each.
4. Project an example of It's Not a Ford, It's a Fjord! worksheet and explain to the class that they will be learning about other less familiar landforms and bodies of water, and where these landforms and bodies water are located around the world.
5. As a practice, have the class select a water body or landform and complete the example worksheet.
 - Create a fun association (Ford/fjord)
 - Research a definition
 - Research what it looks like and where one is located in the world
 - Draw an illustration
 - Put arrow on World map

SESSION TWO

Prior to the lesson: Post a World map (physical) to the classroom wall where students can reach. Laminate the arrows on white cardstock and have a container to hold the arrows. Place masking tape near map.

1. Divide students into pairs. Model for the students how to draw a laminated arrow out of a container. Then have the class determine if the

arrow is for a water body or landform. Then select the corresponding color (blue or tan) worksheet reflecting the arrow that names a water body or landform. Remind students of the yesterday's instructions on how to complete the worksheet.

2. Have partner groups draw out of the container and complete their worksheet.
3. As a group finishes putting their arrow on the World map, have them select a different arrow from the container and do a different landform or body of water until the container is empty.

Assessment

Geography and ELA

The student will be assessed on the finished worksheet(s). The assessment will include checking for the correct definition of the term, spelling, and an appropriate drawing to illustrate the term. The teacher will also check to see if the student listed correct locations of the designated landform or body of water. Students should have completed their worksheets and found locations with an accuracy of 80% or higher to be considered mastery.

Extensions

Students could use blank maps of the world to label specific landforms or bodies of water.

Students could play a concentration/match game with terms, definitions, and illustrations. They could create their own cards or use cards created by the teacher.

Students could locate examples of landforms and bodies of water in current events articles and make posters showing their locations.

Students could write an adventure story using a set number of landforms or bodies of water. These can be predetermined by the teacher or chosen by the student from those already covered in class.