It's Not a Ford...It's a Fjord! Learning Landforms and Bodies of Water through Word Association

Students learn a creative method of remembering geographic terms and then locating examples of the terms on a map.

**Author:** Barbara Martin
**Grade Level:** 6-8
**Duration:** 2 class periods

<table>
<thead>
<tr>
<th>National Geography Standards</th>
<th>Arizona Geography Strand</th>
<th>Other Arizona Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELEMENT TWO:</strong> PLACES AND REGIONS</td>
<td><strong>Grade 6</strong></td>
<td><strong>ELA Common Core Standards</strong></td>
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<td>4. The physical and human characteristics of places.</td>
<td><strong>Strand 4 Geography Concept 1 The World in Spatial Terms</strong></td>
<td>6-8 Reading Standards for Literacy in History/Social Studies</td>
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<td></td>
<td><strong>PO 4 Locate physical and human features in the United States and in regions of the world on a map (e.g., continents, significant waterways, mountain ranges, cities, countries).</strong></td>
<td><strong>Craft and Structure</strong></td>
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<td><strong>Grade 7</strong></td>
<td>6-8.RH.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</td>
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<td><strong>Strand 4 Geography Concept 1 The World in Spatial Terms</strong></td>
<td><strong>Integration of Knowledge and Ideas</strong></td>
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<td><strong>PO 4 Locate physical and cultural features (e.g., continents, cities, countries, significant waterways, mountain ranges, climate zones, major water bodies, landforms) throughout the world.</strong></td>
<td>6-8.RH.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</td>
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<td><strong>Concept 2 Places and Regions</strong></td>
<td><strong>6-8 Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects</strong></td>
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<td><strong>PO 1 Describe the human and physical characteristics of places and regions.</strong></td>
<td><strong>Production and Distribution of Writing</strong></td>
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<td><strong>Grade 8</strong></td>
<td>6-8.WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
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<td><strong>Strand 4 Geography Concept 1 The World in Spatial Terms</strong></td>
<td>a. Produce clear and coherent functional writing (e.g., formal letters, envelopes, procedures, labels, timelines, graphs/tables, experiments, maps, captions, charts, diagrams) in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
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It's Not a Ford...It's a Fjord!

| bodies of water, landforms, mountain ranges, climate zones) throughout the world. |
| Concept 2 Places and Regions |
| PO 1 Identify common characteristics of contemporary and historical regions on the basis of climate, landforms, ecosystems, and culture. |

Overview

Very often elementary students lack knowledge of basic geography vocabulary terms associated with landforms and bodies of water. This lesson, which can be done throughout the school year, provides a method for students to become familiar with geographical terms as they appear in their geography studies.

Purpose

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

Materials

- Age appropriate atlases, geography books, dictionaries, glossaries, and other reference materials that provide information about landforms and bodies of water
- A large physical wall map of the world
- It's not a Ford, It's a Fjord worksheets (color coded: tan for landforms and light blue for bodies of water)
- Transparency of It's not a Ford, It's a Fjord! worksheet
- Colored pencils, markers, or crayons
- Possible Word Association Sheet
- Laminated Map Labels for use with wall maps to locate specific landforms and bodies of water.
- Masking tape or double stick tape.

Objectives

The student will be able to:

- define various geographic terms.
- use reference materials to learn about different landforms and bodies of water.
- use atlases to determine the locations of these landforms and bodies of water.

Procedures

SESSION ONE

Introduce this lesson by providing the students with a definition of a landform and a body of water. For example, "a landform is a feature of the earth's surface attributable to natural causes" (Webster's Seventh Collegiate Dictionary), or "a landform is a piece of land that was formed by nature". The major landforms are mountains, hills, plateaus, and plains.

1. 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 and about 97% of it 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 in underground layers of rock. (Geography The World And Its People, National Geographic, Glencoe, 1998).

3. Students should work in pairs to complete a T-chart on landforms and bodies of water with which they are already familiar.
It's Not a Ford...It's a Fjord!

5. Pairs share with class and list on overhead transparency or board.

6. Discuss types of landforms and bodies of water listed and show examples of each.

SESSION TWO
1. Present 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 of water are located around the world.

2. Students should complete a sample worksheet with one of the terms with which they are already familiar.

3. Students stick an arrow on their landform or body of water on the wall map. (Teacher may choose to have the arrows laminated beforehand.)

4. Assign different landforms or bodies of water to research and then share with the class.

Assessment

The student will be assessed on the finished worksheet(s) for the terms that were assigned. 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 newspapers and magazines 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.

Once again, this learning strategy can be used all through the year as new landforms and water bodies are learned.