**Title of Lesson:** Salt Dough Map

**Topic:** Geographical Land Features of the United States

**Subject Area(s):** Social Studies, Language Arts

**Grade Level:** Third

**Description or Outcome Statement:** Students will be able to identify and list characteristics of the major geographical land features in the United States. Students will be able to research and write a short informative writing piece on a geographical feature. Students will then share and present their projects.

**Georgia Performance Standards/Common Core State Standards:**

**SS.3.G1:** Locate major geographical features of the United States.

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| **ELACC3W2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.   1. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. |
| 1. Develop the topic with facts, definitions, and details. |
| 1. Use linking words and phrases (e.g., also, another, and, more, but*)* to connect ideas within categories of information. |
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**ELA.CC.3.W7:**Conduct short research projects that build knowledge about a topic

[**ELA.CC.3.SL4**](http://www.corestandards.org/ELA-Literacy/SL/3/4/)**:**Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

**Specific Lesson Objective:** After learning about the major geographical features of the United States, students will create and label the features on a salt dough map of the United States with 100% accuracy. Following that, students will research and write a short informative piece (a pretend postcard)on a feature of their choice including at least five important facts about the feature that they chose.

**Language Objective**: Students will present information on their topic by articulating proper speaking skills and using descriptive details about the researched topic.

**Essential Question(s):**

Why should we be able to locate the major geographical features of the United States?

How can we use research tools to help us build and present knowledge?

**Materials Needed:**

* Brain Pop video on map skills
* Google Earth website
* PowerPoint on the major geographical features
* Relief map placemats (5)
* Salt dough (enough for 19 students)
* 19 copies of a list of the major geographical features
* 200+ toothpicks
* Scotch tape and glue
* 19 pizza boxes
* Acrylic paint in an assortment of colors

**Technology:** The teacher will be using aPowerPoint on the major geographical features of the United States. The teacher will guide the students through a map using the Google Earth website. The students will be using computers to research information on the land feature of their choice.

**Procedures**(40 minutes)**:**

1. **Motivation**(5 minutes)**:**The teacher will use the webpage Google Earth and show the students Clarkdale Elementary. This will give students an example of how perspectives are shown when recognizing the different ways that maps are used.
2. **Statement of Purpose:**It is important for students to be able to locate the major geographical features of the United States because it provides the development of the students’ understanding of the interrelationships of their community and country.
3. **Academic Language:**The following wordsrepresent the vocabulary that students will need to know throughout the lesson

Relief map

Geographical features

The Great Lakes

The Great Plains

Ohio River

Hudson River

Mississippi River

Rio Grande River

Colorado River

Rocky Mountains

Appalachian Mountain

1. **Body of the Lesson:**

* **Teacher modeling or Demonstration:**The teacher will show an example of a salt dough map that has already been started. She will go through the steps of what the students will be doing to complete the activity. She will tell them that they will have to sculpt and design their map based off of what the feature is. For example, if the students are sculpting the Appalachian Mountains, the teacher will show them that they need to sculpt their salt dough to look like an actual mountain range. Creating an upward *V* shaped formation. The teacher will then demonstrate these steps with each of the other features as well.
* **Teacher Input of Content/Information To Be Presented**: The teacher will be using the Smart Board to present the major geographical features of the United States to the class. Each slide on the Power Point will cover a specific geographical feature. A picture, definition and location will be included on each slide. Vocabulary words will be introduced on the slide of the features.
* **Check for Understanding:** After the PowerPoint, the teacher will gather the class for a group discussion. The teacher will begin by asking her students the following questions:

**Higher Order Thinking Skills Questions**:

* + - Could you provide a definition for a geographical feature? (Knowledge)
    - How did you use your research skills to find information on your feature? (Application)
    - Why is it important to be able to locate important geographical features? (Comprehension)
    - What does a raised/textured surface on a relief map symbolize? (Application)
* **Guided Practice or Activity:** Once the teacherhas completed the Power Point presentation, the teacher will then explain the instructions of the activity. The students will be given a relief map placemat to refer to during the sculpting process of their maps.
* **Independent Practice or Activity:** Looking at a topographical map of the United States, students will sculpt a textured map from a layer of salt dough that will be serving as the map. They will use a relief map placemat provided and texture techniques modeled by the teacher to display mountains, rivers, the Great Plains and the Great Lakes.
* After they are done sculpting the features on their maps, the students will then cut out the typed-up features provided with scissors.They will use these pieces of paper to label each feature with its corresponding name. The relief map placemats will be taken up at this time, so that students can truthfully show their understanding of the location of the major geographical features of The United States.

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| **If a Writing Component is planned, consider:**   * **Before writing—**The students will be researching their geographical land feature using the computer. They will brainstorm a minimum of 5 important facts on their feature. * **During writing—**The students will be drafting their writing on a piece of notebook paper. They will then transfer their writing onto a “postcard” index card. * **After writing—**After creating their postcards, students will present their information on their geographical land feature to the class. |

**Assessment:** When assessing the salt dough maps created by each student, the teacher will use a checklist to make sure that each student has labeled each of the geographical features of the United States including the 5 major rivers (Hudson, Ohio, Rio Grande, Colorado, and Mississippi), the Great Plains, the Great Lakes, the Appalachian and Rocky Mountain ranges. When assessing the informative writing piece (postcard), the teacher will use a rubric to assess each student’s understanding of their topic. (Rubric and checklist posted below)

**Closure**(2 minutes):The teacher will display a large map of the United States in the front of the class. She will start by pointing out specific geographical features. She will call on students to identify the features. After she has had the students identify each feature, she will then ask the students to come up and point to a feature and name it. This activity will help students summarize and reflect what they have learned throughout the lesson.

**Accommodations:** There are no students in this class that are diagnosed with learning impairments. For the student that have trouble staying on task and following directions, they will be re-directed and their behavior will be noted onto their daily behavior sheets.

**Re-teaching:**For students who did not successfully meet the Georgia Performance Standard(s) identified in this lesson, the teacher will provide a large map/floor mat of the United States. In small groups, the students will gather at the floor mat and recognize the large topographical map of the United States. The students are to take their shoes off. They will be asked to walk around the map. When the teacher calls out a feature, the students are to stand on that corresponding feature. This game will be played until all features are covered and each student has displayed their understanding of the location of the geographical features of the United States. This strategy will help the students who struggled with the previous lesson because it is fun, engaging, and a good review of the geographical features of the United States.

**Extensions:**For students who successfully met the Georgia Performance Standard(s) identified in the lesson, the students can create a poster of the United States. They will color and decorate the map according to the geographical features of the United States. Once they are done, they can tape their postcards onto the map. They are to place their postcards with its corresponding feature on the map.

Geographical Feature Checklist

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| Name | The student labeled therivers correctly | The student labeled the 2 mountain ranges | The student labeled the Great Plains | The student labeled the Great Lakes |
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| Geographical Feature Postcard Rubric  Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **1. Brainstorming 3 2 1**  -an outline or concept map was used |
| **2. Drafting 3 2 1**  -rough draft written first  -evidence of editing |
| **3. Illustration 3 2 1**  - creative and original |
| **4. Presentation 3 2 1**  -appropriate and relevant facts  -descriptive details  -speaking clearly at an understandable pace |
| **5.Mechanics 3 2 1**   |  | | --- | | -Use linking words and phrases to connect ideas | | - Develop the topic with facts, definitions, and details | |