

2: Looking at Landforms

Based on the Washington quarter reverse



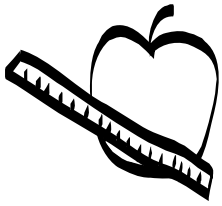
OBJECTIVES

Students will understand that some natural resources are renewable and some are nonrenewable. Students will identify various landforms.



MATERIALS

- 1 overhead projector
- 1 overhead transparency of the “Washington Quarter Reverse” page
- 1 class map of the United States
- 1 overhead transparency of the “Name That Landform” worksheet
- Locate a copy of a text that provides basic information about Mount Rainier and the state of Washington, such as:
 - *A True Book Mount Rainier National Park* by Sharlene and Ted Nelson
 - *America the Beautiful: Washington* by R. Conrad Stein
 - *Portrait of America: Washington* by Kathleen Thompson
 - *Mount Rainier National Park: Realm of the Sleeping Giant* by Tim McNulty
 - *E is for Evergreen: A Washington State Alphabet* by Roland Smith
- Locate copies of texts that provide basic information about landforms, such as:
 - *World’s Wonders: Landforms* by Elizabeth Raum
 - *Earth’s Land and Water* by Bonnie Beers and Gail Suanders-Smith
 - *Land* by Emma Nathan
- Copies of the “Name That Landform” worksheet
- Chart paper
- Markers
- White construction paper
- Pencils
- Images of landforms
- Large sheets of paper
- Writing paper
- Variety of art materials (markers, colored pencils, water colors and oil pastels)
- Tape



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PREPARATIONS

- Make copies of the “Name That Landform” worksheet (1 per student).
- Make an overhead transparency of the following:
 - “Washington Quarter Reverse” page
 - “Name That Landform” worksheet
- Locate texts that give basic information about Mount Rainier and the state of Washington (see examples under “Materials”).
- Locate texts that give basic information about landforms (see examples under “Materials”).
- Gather images of various landforms found in the United States (mountain, plateau, hill, desert, and plain) to use in Session 2.



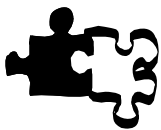
GROUPINGS

- Whole group
- Small groups
- Individual work



CLASS TIME

Three 30- to 45-minute sessions



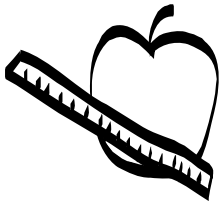
CONNECTIONS

- Social Studies
- Language Arts
- Art



TERMS AND CONCEPTS

- Obverse (front)
- Reverse (back)
- Mountain
- Plateau
- Renewable
- Nonrenewable
- Mount Rainier



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BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

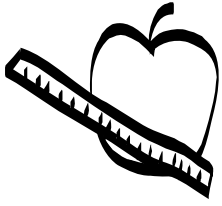
- Landforms
- Environment
- Desert
- Natural resources
- Hill
- Plain



STEPS

Session 1

1. Describe the 50 State Quarters® Program for background information, if necessary, using the example of your own state, if available. Display the “Washington Quarter Reverse” overhead transparency. Locate Washington on a classroom map. Note its position in relation to your school’s location.
2. With the students, examine the design on this coin’s reverse. Tell the students that the back of the coin is also called the reverse, and “obverse” is another name for the front of a coin. Have the students identify the words and images in this coin design, including Mount Rainier, salmon, evergreens, and the words “The Evergreen State.”
3. As a class, discuss the images on the coin. Tell the students they represent important symbols of the state of Washington. Ask the students why they think that the images might be important to Washington, and accept all responses.
4. Explain to the students that Washington is called “The Evergreen State” because of its many forests. Show them the date at the top of the coin and tell them that is the year that Washington became a state and it is the only state to be named after a president.
5. Ask the students where you would find the items depicted on the coin. Student responses should include “in nature.” Tell the students that the images are all examples of natural resources (things found in nature that are useful to people.) All of these images are part of the environment (water, air, soil, and living things around you.)
6. On a piece of chart paper, have the students brainstorm a list of natural resources found in the environment.
7. Explain to the students that some of the resources are renewable (can restore themselves) like fruit. Other natural resources are nonrenewable (cannot readily restore themselves) like oil. Review the list of natural resources on the chart paper. As a class, write “R” next to the ones that are renewable and “NR” next to those that are nonrenewable. Have the students



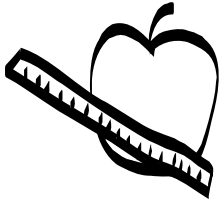
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talk about these natural resources and how people can use them.

8. Tell the students that people often live where there are natural resources they can use. Display the “Washington Quarter Reverse” overhead transparency again and have the students look at the natural resources.
9. Divide the class into small groups and give each group a piece of construction paper. Have them either write the words “Mount Rainier,” “Salmon,” or “Evergreens” at the top. There may be some repeats depending on the class size. Use examples from the renewable and nonrenewable chart as a model with the students.
10. Have the students work together and decide if their group’s resource is renewable or nonrenewable and write down some ways people can use this natural resource.
11. Introduce the students to the selected text about Mount Rainier and the state of Washington. As a group, preview the text and illustrations to generate observations about what is occurring at different points in the text. Read the selected text to the class and attend to any unfamiliar vocabulary.
12. During the reading, add any other natural resources discussed in the text to the chart and decide whether these are renewable or nonrenewable.

Session 2

1. Display the chart paper and review the material covered in the previous session.
2. Display the “Washington Quarter Reverse” overhead transparency, pointing out Mount Rainier.
3. Show the students pictures of various landforms (mountain, plateau, desert, hill, and plain) describing the unique details of each. Display them in the classroom.
4. Distribute a “Name That Landform” worksheet to each student. Tell the students there are descriptions of landforms and a list of vocabulary words. They will be drawing a picture and writing a definition of each landform in the box that matches each word.
5. Display the “Name That Landform” overhead transparency. As a class, read each vocabulary word and definition. Do the first one together.
6. Have the students work independently to complete the worksheet. Review the answers as a class.
7. Divide the class into small groups of 3 or 4. Explain to the students that they will be creating a landform mural with a written description of each item. Tell the students to also include natural resources in the mural.
8. As a class, discuss possible landforms and natural resources that could be included. Tell the students they will be writing descriptions of their mural in the next session. The students should draw the images with a pencil before adding color.

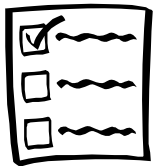


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9. Have a variety of art materials available such as markers, colored pencils, water colors, and oil pastels on a center table. Let each group decide which medium they will use for the mural. Distribute large sheets of paper to each group.
10. Allow the students sufficient time to create their mural.
11. Set the murals aside to dry (if necessary) and collect the students' worksheets.

Session 3

1. Have the students get into their groups from Session 2. Distribute the murals and the "Name That Landform" worksheet to the students. Invite the students to briefly discuss their murals with the class.
2. Distribute a piece of writing paper to each member of the group. Remind the students that they are individually writing to describe the landforms and natural resources they included in their mural.
3. Display the charts as a reference for the students to use while writing.
4. Have students write 5 or 6 sentences explaining what landforms and natural resources are shown in their mural.



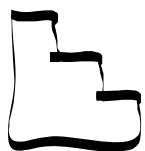
ASSESSMENT

- Take anecdotal notes about the students' participation in class discussions.
- Use the students' worksheets, paragraph, and mural to evaluate whether they have met the lesson's objectives.



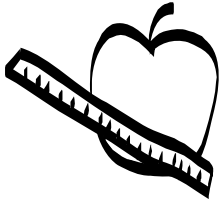
ENRICHMENT/EXTENSIONS

- Using classroom resources, have students locate examples of states that have landforms similar to the state of Washington.
- Using modeling clay, invite the students to create mountains, plateaus, and hills explaining the differences and similarities of each.

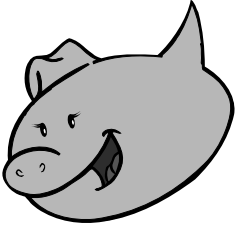


DIFFERENTIATED LEARNING OPTIONS

- Allow students to use a scribe for written responses.
- Provide various pictures of landforms already labeled for the students.



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CONNECTION TO WWW.USMINT.GOV/KIDS

- Have students read more about another famous mountain, Mount Rushmore, with the Mt. Rushmore Anniversary \$5 Gold Coin at <http://www.usmint.gov/kids/index.cfm?fileContents=coinNews/cotm/2001/03.cfm>
- Have students learn more about natural resources with the Nevada lesson plan “How Resourceful Are You?” at <http://www.usmint.gov/kids/components/50sqLessonPlans/pdf/200623-1.pdf>.
- Have students learn more about landforms by visiting the Colorado quarter lesson I plans for grades K and 1 found at www.usmint.gov/kids/components/50sqLessonPlans/pdf/2006k-13.pdf.
- Have students learn more about landforms by visiting the Ocean in View Nickel lesson plan for grades k-1 found at www.usmint.gov/kids/components/nickelLessonPlans/pdf/2005-2Nickel1.pdf.



Name _____

Name That Landform

Directions: Above each definition, write the vocabulary word that it defines. Draw the landform in the corresponding box.

VOCABULARY

Mountain Plateau
Hill Plain
Desert

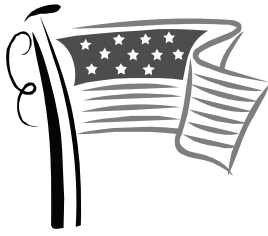
1. _____
An area of land that is very flat.

2. _____
An area of high land that often has steep sides and can be flat or hilly on top.

3. _____
A raised mass of land, smaller than a mountain.

4. _____
An area that is often hot during the day and cooler at night. Few plants grow here.

5. _____
A large area of land that rises high and often has sharp peaks.



Washington Quarter Reverse

