

EARTH'S PHYSICAL FEATURES

Performance Standard 17A.B

Create a three-dimensional model of simple physical features of Earth and locate those features on a map accordingly:

- *Knowledge:* Identify and describe five simple physical features of Earth.
- *Reasoning:* Use descriptions of Earth's physical features to locate them on a map.
- *Communication:* Create a realistic model of a physical feature of Earth; express all ideas in a way that provides evidence of knowledge and reasoning processes.

Procedures

1. ***In order to locate, describe and explain places, regions and features on Earth (17A)***, students should experience sufficient learning opportunities to develop the following skills:
 - Identify similar physical characteristics of Earth using the globe and pictures.
 - Create models of Earth's physical features.

Note: At a minimum, students should be able to describe the features of mountains, valleys, rivers, lakes, and islands and locate them on a map. For example, display pictures of some physical features of Earth (e.g., mountains, rivers, lakes, valleys, etc). Make word cards naming and describing the features. Have students match the cards with the pictures of Earth's physical features.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Ask each student to create a 3-D model of one of the physical features in a medium such as clay, play dough, or *papier mâché*. Students should add color to their model and label the physical features.
4. Ask each student to define five physical features and locate them on the wall map. Teachers may want to create cards with descriptions of the physical features and have students match them to the appropriate features on a map.
5. Determine if the model effectively represents the shape of the feature (e.g., mountain looks like a mountain).
6. Assess student's understanding of where the physical feature can be found.
7. Evaluate each student's work using the Social Science Rubric as follows and add the scores to determine the performance level:
 - *Knowledge:* Description and identification of five or more of the Earth's physical features was thorough and accurate.
 - *Reasoning:* The matching of descriptions of the physical features to physical features on a map was complete and accurate.
 - *Communication:* The 3-D model accurately represented the shape of the feature; the knowledge and reasoning were communicated completely and effectively in the model.

Examples of Student Work follow

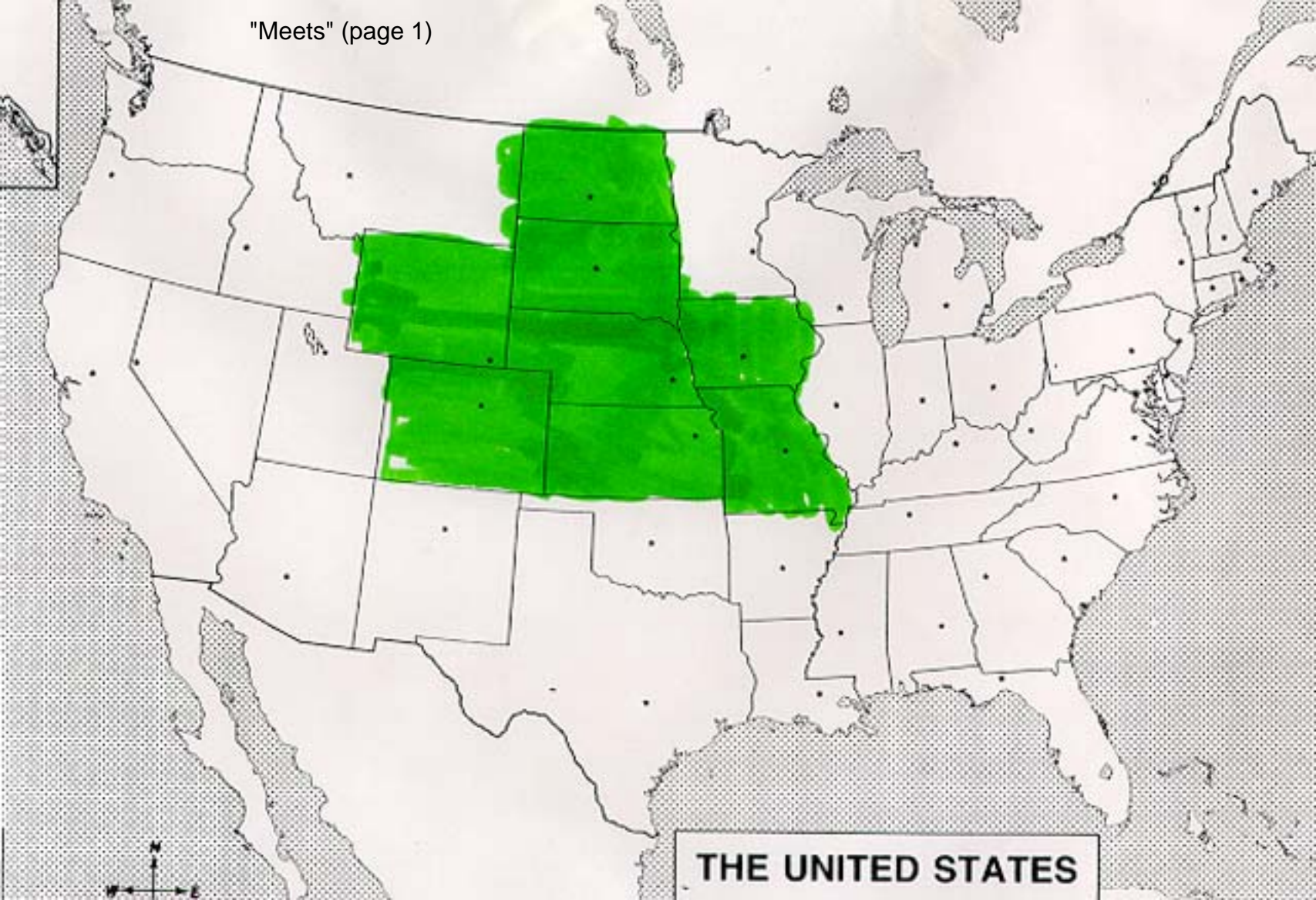
Time Requirements

- Three class periods

Resources

- Card stock for words and descriptions
- Pictures of physical features
- Wall map with physical features
- Medium to build 3-D models, such as, clay, *papier mâché*, play dough
- Paints or markers
- Social Science Rubric

"Meets" (page 1)



THE UNITED STATES

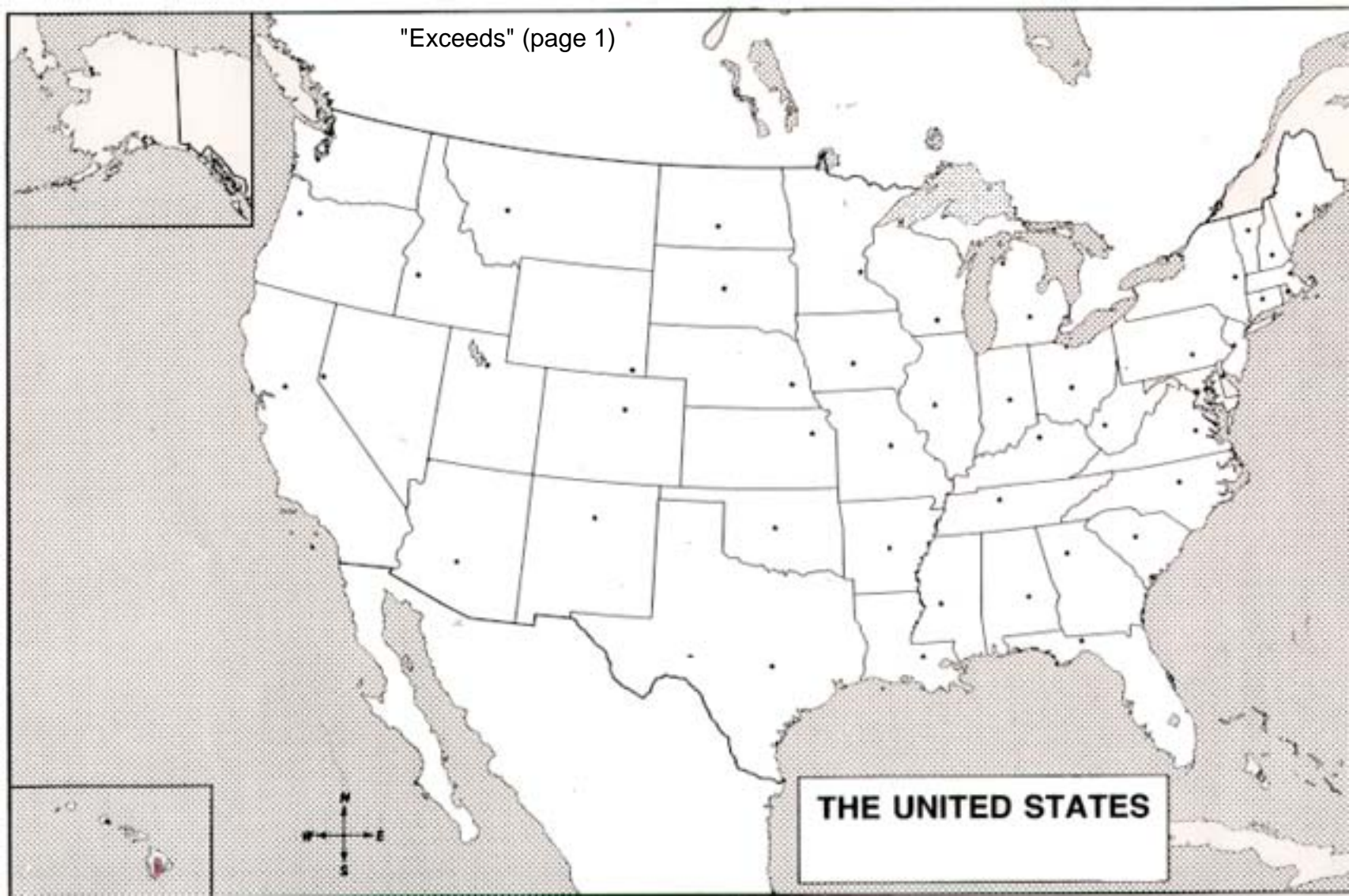
"Meets" (page 2)



Prairie



"Exceeds" (page 1)



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"Exceeds" (page 2)

