



## On Your Mark, Get Set, GO!!!

### National Standards> Social Studies>Geography

#### **NSS-G.K-12.1 The World in spatial terms.**

- Understand how to use maps and other geographic representations, tools, and technologies to acquire, process and report information from a spatial perspective.
- Understand how to analyze the spatial organization of people, places, and environments on Earth's surface.

### National Standards> Social Studies>Physical Systems

#### **NSS-G.K-12.3 The World in spatial terms.**

- Understand the characteristics and spatial distribution of ecosystems on Earth's surface.

### Kentucky: Social Studies> Geography Standard

#### **SS-4-G-1**

- Understand that all places on Earth have an absolute and relative location.

#### **SS-4-G-3, SS-5-G-1, SS-6-G-1**

- Use various representations of the Earth (e.g., maps, globes, mental maps) to find and explain human and physical geographic features in Kentucky and regions in the United States; use a variety of tools to obtain and present geographic information (e.g., landforms, natural resources, natural disasters) about the United States and its close neighbors (e.g., Canada and Mexico); examine patterns on Earth's surface, using geographic tools to identify where things are, how they are arranged, and why they are in particular locations.

#### **SS-6-G-2**

- Analyze the physical and human characteristics of places and regions.

### Ohio: Social Studies>Geography Standard

- Use knowledge of geographic locations, patterns, and processes to show the interrelationship between the physical environment and human activity, and to explain the interactions that occur in an increasingly interdependent world.

#### **Benchmark(s)**

##### **Grades 4 & 5**

- A. Use map elements or coordinates to locate physical and human features on North America.
- B. Identify the physical and human characteristics of places and regions in North America.

##### **Grade 6**

- A. Identify on a map the location of major physical and human features of each continent.
- B. Define and identify regions using human and physical characteristics.

## **We're Off!**

A racetrack is a designed course or path for following to get from one place to another. It may be a straight line or complete with curves, hills, and valleys. If one gets off course, he or she may find themselves asking the question, "Where am I?" The use of geographical coordinates will aid Tortoise and Hare to stay on course and complete the race. May the best man (or animal win)!

### **Objective**

Students will recognize physical landforms and draw a picture of them on a map.  
Students will use coordinates to locate landforms on a map.  
Students will write directions using coordinates to guide the Tortoise and the Hare through a racetrack.

### **Vocabulary**

- Coordinates
- Landforms
- Ocean
- Island
- Lake
- Hill
- Mountain
- Beach
- Stream
- River
- Canyon
- Plateau

### **Vocabulary Exercise**

#### **Teacher will:**

- Distribute the student handout that lists North American landforms.
- Illustrate landforms using pictures.
- Ask students to identify the type of landform in each picture.

### **Resource**

Pictures of Landforms

<http://www.qa.gov.au/education/facts/landforms/>

### **Materials**

- Pictures of landforms
- Handout, *Landform List*
- Handout, *Coordinate Grid Map*
- Crayons, Markers, or colored pencils

### **Task 1**

#### **Activity**

#### **Teacher will:**

- Facilitate the vocabulary exercise.
- Distribute the Handout, *Coordinate Grid Map*, that represents the Tortoise's and the Hare's racetrack.
- Locate the A1 coordinate on the map, the location of the racetrack starting gate.  
*Refer to the Handout, Landform List.*

- Model for the students how to locate the C1 coordinate on the grid.
- Have students complete the Handout, *Coordinate Grid Map* by drawing and locating the appropriate landforms.

**Students will:**

- Locate the C1 coordinate on the grid and draw a picture of a hill in the box.
- Locate coordinates and draw pictures of the other landforms on the grid.

**Task 2**

**Students will:**

- Help the Tortoise and the Hare make their way through the racetrack by locating the correct grid points and writing them down in sequential order from the beginning of the race, *A1*, to the end, *D4*. *Students will refer to the Handout, Landform List.*

**Performance Assessment**

**Teacher will evaluate students' abilities to:**

- Locate and draw a picture of the appropriate landform in the correct box on the coordinate grid.
- Write the grid coordinates in the sequential order from the start to finish on the racetrack.

**Technology**

Students use clip art or the Internet to research additional landforms that are not listed on the map. Print out pictures and make a collage of landforms on a piece of paper.

Microsoft Clip Art

<http://office.microsoft.com/home/default.aspx>

Play Landform Games

<http://www.edu.pe.ca/southernkings/facegame.htm>

**Resources**

**Academic Standards:**

Education World> National and State Standards

<http://www.educationworld.com>

Kentucky Department of Education

<http://www.education.ky.gov>

Ohio Department of Education

<http://www.ode.state.oh.us>

National Council of Teachers of English

<http://www.ncte.org>

National Council of Teachers of Mathematics

<http://www.nctm.org>

National Science Teachers Association

<http://www.nsta.org>

National Council for the Social Studies

<http://www.ncss.org>



## Landform List

Name \_\_\_\_\_

Directions: Draw a picture for each listed landform in the appropriate box on the grid and handout, *Coordinate Grid Map*. (Some landforms locations exist in more than one box.)

### Landforms

### Coordinates

Hill	C,1
Ocean	C,4 and D,4
Island	D,4
Lake	A,2
Mountain	B,1
Beach	C,4 and D,4
Stream	A,1
River	A,3 and A,4
Canyon	D,2
Plateau	D,1



## Coordinate Grid Map

Name \_\_\_\_\_

	1	2	3	4
A				
B				
C				
D				