Introduction to the Basic Physical Features of Oregon

Overview:
Students will learn to locate and label features on an Oregon map using verbal clues. This lesson follows previous lessons that taught “following verbal clues.” This lesson will extend those skills to locate and label features on a map.

Geographic Question:
How are students able to use verbal clues to locate places or other features on a map?

Connection with Curriculum:
Learning Level (K-2) Geography

Objectives:
Students will follow verbal directions to find these features on a map:

- Three mountain ranges: Cascade Range, Coast Range, Blue Mountains
- Crater Lake
- Four rivers: Snake, Columbia, Willamette, and Deschutes
- The Pacific Ocean
- Three cities: Portland, Salem, and their own city

Students will label each feature with a specified color and symbol.
Students will paste magazine pictures, which represent these features, on a large classroom wall map of Oregon.

National Geography Standards:
#1: How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information.

Oregon Geography Standards:
K.7. Identify and compare and contrast pictures, maps, and globes.
K.11. Use terms related to location, direction, and distance (e.g. over/under, here/there, left/right, above/below, forward/backward, between).
1.10. Locate and identify important places in the community (school, library, fire department, etc.).
2.10. Use and apply cardinal directions; locate and identify physical and human features on maps (e.g. oceans, cities, continents).

English Language Proficiency Standards for ELD:
Explaining - Students will learn to develop and use explanations using appropriate verb forms, declarative and complex sentences and adverbs of manner.
Language Objectives:
*Function:* Explaining
*Form:* Declarative sentences
Beginning - Not Applicable
Intermediate - ______ (base form of verb) (adverb).
   *Drive through the Cascades in winter carefully.*
Advanced - ______ (base form of verb) (adverb), and ________.
   *Drive through the Cascades in winter carefully, and carry chains.*

Targeted Language Skills:
*Reading:* Students will review maps from the Student Atlas.
*Writing:* Students will label a blank outline map of Oregon.
*Speaking:* Students will participate in class discussions on maps.
*Listening:* Students will follow verbal clues to color features on a map.

Vocabulary: Provide pictures or some way to teach * items.
symbol* mountain title*
globe* north* city
river south*
ocean east*
lake west*

Materials:
- **Student Atlas of Oregon:** [http://studentatlasoforegon.pdx.edu/](http://studentatlasoforegon.pdx.edu/)
- Copy the following maps (see below) and assemble into a packet for each student or, if your class has access to them, use hard copies of the Student Atlas of Oregon. Hard copies can be purchased from [http://geog.pdx.edu/nga/oga/Hard_copy_order_form.doc](http://geog.pdx.edu/nga/oga/Hard_copy_order_form.doc)
- **General Reference Map**
- **Ecoregions Map** - This map shows the mountain ranges in easy-to-read colored sections.
- **Topography Map**
- **Rivers and Lakes Map**
- Overhead transparencies of these maps (adapt to overlay and adjust size ratio on copier)
- A student map consisting of an 8 ½ X 11 inch outline map of Oregon. Create the map by using the Rivers and Lakes map from the Student Atlas of Oregon. Add symbols for the cities and mountain ranges you will discuss and remove any undesired rivers or lakes using a corrective fluid.
- Outline maps of Oregon can be found at: [http://geog.pdx.edu/nga/](http://geog.pdx.edu/nga/)
  Consider adding bordering states, the Pacific Ocean, and continuing the Snake River through Washington.
- Create a large blank outline map of Oregon using the ‘Rivers and Lakes’ map in the Student Atlas of Oregon. Create a transparency of a blank outline map of Oregon. Project it onto a large piece of butcher paper and trace it. Add features used in the lesson and glue on student-selected features.
• Pictures of rivers, lakes, oceans, mountains and cities cut from magazines
• Glue
• Scissors
• Crayons
• Pencils

Presentation Steps:
Introduction
1. Pre-Teach vocabulary by displaying vocabulary words (post words around the classroom) and asking students to place a picture next to the word that their picture identifies.
2. Using the maps from the Student Atlas of Oregon, as well as the large classroom map, the following concepts from previous lessons will be reviewed:
   • Each map has a title
   • Each map has the four directions noted: N, S, E, W
   • Rivers, lakes, cities, mountains, and the Pacific Ocean will be identified through teacher direction
3. Using the Student Atlas of Oregon, explore the following maps:
   • General Reference Map
   • Ecoregions Map (This map will show the mountain ranges in easy-to-read colored sections)
   • Topography Map
   • Rivers and Lakes Map

Activity One – Day One:
1. Students will be given the student map. Students will be instructed to:
   • Underline title
   • Circle the four rivers discussed: Deschutes, Willamette, Columbia, Snake
   • Draw a rectangle around Crater Lake
   • Draw an X on each mountain range: Blue, Cascades, Coast Range
   • Draw wavy lines in the Pacific Ocean
   • Draw a triangle around each of the three cities discussed: Portland, Salem, your own city
2. On the large map of Oregon displayed in the classroom, the teacher or selected students will label the map with the appropriate symbol when each feature is discussed.
3. Another activity while looking at the maps: Ask students to “Put your finger on…?” (Name rivers, lake, mountains, cities, ocean)
4. Questions to be asked during map exploration:
   • What do you notice about the location of these rivers? (The Snake and Columbia Rivers form the borders of Oregon, while the Willamette and Deschutes Rivers are inside of Oregon.)
   • Why do you think the dots for cities are different sizes?
   • Looking at the map, can you tell me what this is called? (Looking at Pacific Ocean). Or, hand out words or pictures and play, “Who has the word for….”?
• What do you notice about the similarities and differences of these maps?

5. Next, students will be asked to follow directions to color the following on their maps:
   • Mountains (brown)
   • Crater Lake, Rivers, Ocean (different shades of blue)
   • Cities (black)

**Activity Two – Day Two:**
1. The large classroom map and the features labeled on it will be reviewed.
2. Students will be assigned to one of these five groups:
   • Rivers
   • Lakes
   • Oceans
   • Cities
   • Mountains
3. Provide a selection of pictures for the students to use that represent their feature. These pictures will then be glued to the large wall map to create a physical features map collage.
4. After the pictures are glued, students will review the characteristics of each feature.

**Assessment:**
Self evaluation about how well students labeled maps and followed directions (see attached).
Evaluation of students' completed individual maps and class map (i.e. Did features get labeled with the right color? Did students select appropriate pictures to represent their land feature?).
Teacher observation of student work and attention to directions.

**Extensions:**
Create cookies using an Oregon-shaped cookie cutter from [www.coppergifts.com](http://www.coppergifts.com) and add candy to represent different features.
Use a blank map for students to label all features, instead of just coloring them.
Add more features, such as more major cities or rivers, or have students choose different features to add.
Use the *Topographical Map* in the *Student Atlas of Oregon* and have students explore the concept of elevation. Compare and contrast different elevations of Oregon.

Original Authors: Jane Bennett and Marilyn Soares
The final editing and adaptations for an ELL classroom were completed by the OGA Spanish Student Atlas of Oregon Task Force 2011.
**Student Self Evaluation**

Name: ________________________________

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<thead>
<tr>
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<tbody>
<tr>
<td>1. I underlined the title of each map.</td>
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<tr>
<td>2. I drew a circle around all of the rivers.</td>
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<tr>
<td>3. I drew a rectangle around Crater Lake.</td>
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<tr>
<td>4. I drew an X around each mountain range.</td>
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<td>5. I drew wavy lines in the Pacific Ocean.</td>
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<td>6. I drew a triangle around each city.</td>
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<tr>
<td>7. I colored the mountains brown.</td>
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<td></td>
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<tr>
<td>8. I colored Crater Lake blue.</td>
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<td></td>
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<tr>
<td>9. I colored the rivers blue.</td>
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<td></td>
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<tr>
<td>10. I colored the Pacific Ocean blue.</td>
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<td>11. I colored the cities black.</td>
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**Day 2**

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<thead>
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<tbody>
<tr>
<td>12. I found pictures for the large wall map.</td>
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<tr>
<td>13. I glued my pictures to the large wall map.</td>
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<td>14. I was a good listener.</td>
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<td>Descripción</td>
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</tr>
<tr>
<td>1</td>
<td>He subrayado el título de cada mapa.</td>
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<td>2</td>
<td>He circulado los ríos.</td>
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<tr>
<td>3</td>
<td>He dibujado un rectángulo alrededor de Crater Lake.</td>
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<tr>
<td>4</td>
<td>He dibujado una X en cada región de montaña.</td>
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<td>5</td>
<td>He dibujado una línea ondulada en el Océano Pacífico.</td>
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<tr>
<td>6</td>
<td>He dibujado un triángulo alrededor de cada ciudad.</td>
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<tr>
<td>7</td>
<td>He coloreado café a las montañas.</td>
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<td>8</td>
<td>He coloreado azul a Crater Lake.</td>
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<tr>
<td>9</td>
<td>He coloreado azul a los ríos.</td>
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<td>10</td>
<td>He coloreado azul al Océano Pacífico.</td>
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<tr>
<td>11</td>
<td>He coloreado negro a las ciudades.</td>
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<td><strong>Día 2</strong></td>
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<tr>
<td>12</td>
<td>He encontrado fotos para el mapa grande de la pared.</td>
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<tr>
<td>13</td>
<td>He pegado las fotos en el mapa grande de la pared.</td>
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<tr>
<td>14</td>
<td>He escuchado con atención.</td>
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