

Landform Properties

Overview: Students will use the landscape paintings to identify various landforms and describe their properties.

Goals: This lesson will

Support concepts and skills: recognize landforms, supporting hypotheses with evidence

Fulfill Learning Standards: Earth and Space Science (for grades 6-8) 1, 6, and 7

Practice: use of landforms vocabulary, recording data

Familiarize students with: landscape paintings



Sunlit Moraine
Paul Doherty

Objectives for Students: Students will

Be able to: use landforms vocabulary appropriately; write descriptive sentences describing the properties of landforms

Understand: how things can be described in terms of their properties

Key Questions (to be answered by students):

1. What properties are characteristic of different landforms?
2. How do painters show or depict different properties of landforms?

Materials Needed: Landforms Activity sheet; Landforms Vocabulary sheet; Pencils; Clipboards

Museum Objects:

Landscape paintings, including:

- Object shown is *Sunlit Moraine* by Paul Doherty, oil on panel, 1913, Gift of Mrs. Carleton S. Coon (1980.59)
- *Platte Valley, Colorado* by William Chapman, oil on canvas, c. 1894 (1982.9)
- *Monadnock Afternoon* by Rockwell Kent, oil on canvas, 1909 (1983.69)

Pre-Museum Visit -- Review what it means to describe something in terms of its properties. Give an example. (Students work well—hair, clothing, height, etc.) Review vocabulary: landscape, canyon, channel, meander, plateau, valley, mountain, plain, property (texture, size, shape, color, etc.)

At the Museum -- Distribute activity sheet and allow 15 minutes to complete. Discuss as many pieces as time allows. Some students may disagree on which landforms are present in various paintings. Encourage students to back up their responses with evidence. (i.e. “I think it is a [name of landform] because [list some of its characteristics/properties].”) After teacher leads one or two of the brief discussions, it may be possible to have a student lead his or her own dialogue.

Post-Museum Visit – If students disagree about which landforms were represented in the paintings, direct them to work in small groups to research more about the landforms in question. Consider any information known about the setting of the painting.

Supportive Material: Landforms Vocabulary sheet; Landforms Activity sheet

Documentation and Assessment Options: Assess students on their written responses, use of vocabulary, and discussion. Keep their worksheets to compare to work done later in their study of landforms.

Links to Other Curriculum: FOSS Landforms Science Kit, Investigation 2

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Landforms Vocabulary

Basin – Any reservoir for water, natural or artificial; a whole tract of country drained by a river and its tributaries.

Canyon – A narrow valley with steep sides, formed by erosion.

Channel – A bed of a stream or a waterway; a wide strait, as between a continent and an island.

Drumlin – An elongated mound of glacial material.

Dune – A hill or ridge of sand formed by wind, and most often found near lakes and oceans or in deserts.

Hill – A natural elevation of the earth's surface much smaller than a mountain.

Landform – a specific shape of land made by natural forces over time.

Mountain – A mass of earth rising higher than a hill above the level of the adjacent land.

Plain – An area of level land, usually dry.

Plateau – A broad, flat-topped area of elevated land.

Valley – Any hollow or surface depression of the earth bounded by hills or mountains; the great extent of land drained by a river.

Landforms Activity sheet

Name: _____

1. Please list the different landforms you see in this gallery.

Landform	Location (Title of Painting)

2. Choose three of the landforms you listed above and describe their properties.

Landform	Properties