

## CONNECT

## 2 | Looking at Landscape

GRADE LEVEL

K-8

45 minutes



*Developmental Modifications: Follow K-3 or 4-8 procedure and Journal Pages.*

**summary**

Students observe the local landscape then use journaling and discussion to explore its impact on their lives.

**subjects**

Geology, Social Studies

**standards**

This Great Lakes in My World activity is aligned to the Common Core State Standards and to state learning standards in:

Illinois  
Indiana  
Michigan  
Minnesota  
New York  
Ohio  
Pennsylvania  
Wisconsin

This alignment is available on your Great Lakes in My World CD in the "Standards" folder and on-line at <http://www.greatlakes.org/GLiMWstandards>.

**objectives**

- Discuss the importance of observation and using senses to collect information. (K-3)
- Describe the local landscape and explain its influence on human lives.
- Reflect on the impact of the Great Lakes landscape on the lives of people who settled in the region.
- List reasons the Great Lakes are important.

**prerequisite**

Timelines, Watershed Orientation (Lakes Unit) recommended

**vocabulary**

*Landscape:* the land that can be seen

*Observation:* the gathering of information by noting facts or occurrences

**materials**

- Journals
- Pencils
- Crayons or Markers

**setting**

## background

On a daily basis, our landscape influences the actions we are able to take, the modes of transportation we use, and our access to resources. Historically, the presence of the Great Lakes influenced people's decisions to settle in the area.

Today, the lakes and their surrounding landscapes are still essential to the people who live around them. The Great Lakes are necessary for drinking water, recreation, shipping and other water uses that impact the people of the region.

## procedure

- (K-3) Ask students to list the different ways people learn. *Watching, listening, asking questions, reading, doing an activity, using their senses.*
- (K-3) Ask for examples of how they use each sense to learn.
- (K-3) Tell students that they will be using their eyes, or sense of sight, to learn about where they live.
- (All) Take students outside (the schoolyard will work, but someplace where they can see a lake, wetland or river is preferable). If you cannot see a Great Lake, ask students to talk about how Great Lakes are part of our landscape, even if we cannot see them.
- (K-3) Have students look around them and draw a picture of everything they can see, as far as they can see.  
(4-8) Have students look around and record the landscape features they see, as far as they can see; then sketch the landscape.
- (All) Share journal drawings with the large group—are there any parts of the landscape some students noticed and others did not?
- (All) Discuss as a class:  
What is the general shape of the landscape?  
What are the major landforms or features? *For example, hills, ridges, water bodies, plains.*

What do you think is the shape of the land under your nearest Great Lake? *Bowl-shaped depression to hold the water?* What do you do with the features you see from day to day? For example, do you swim in the lake, ride your bike over the hill, walk along the stream, etc?

(4-8) Additional questions: How have these features influenced your life? How do your interactions with the landscape compare with people's experiences in other parts of the world? What are some of the forces that are constantly changing the Earth? Which forces create change more quickly? *Examples include: wind, sunlight, storms, plate tectonics, rivers, wave action.* Why do you think many cities and towns are located near bodies of water? *Using the Great Lakes as an example, it was a draw for many Native American communities and European settlers - it offered drinking water, food and transportation to other places. Today, it might influence people's decisions to move to the area because of recreation, beauty, or drinking water.*

- As students discuss the reasons the Great Lakes are important, create an ongoing list that can be added to throughout the time the class studies the Great Lakes.

## wrap-up

- Let the students use their imaginations. They may draw or write in their journals as you give them the following scenario based on Timelines: Think back to the timeline, to the space between the end of the Precambrian Era (at 87 meters down the track straightaway or hallway) and the dinosaurs (at 95 meters). Can you imagine this landscape during this time? *It looked much different then. In fact, the Great Lakes were not here, and marine seas often flooded the land.* How would your life be different if the landscape had not changed since then?
- How did the landscape come to be what it is today? How did the Great Lakes form? Use this question to gain a sense of students' previous knowledge of this topic.

## extension

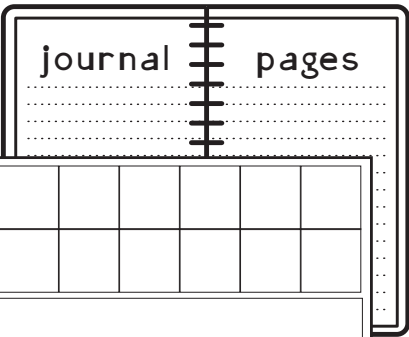
Students locate the landforms they have drawn on local maps or geologic contour maps, available at: [www.topozone.com](http://www.topozone.com).

Discuss:

- How did the landscape come to be what it is today?
- How did the Great Lakes form?

## assessment

Rubric on page 462



# 2 | Looking at Landscape

FIRST NAME																				
LAST NAME																				

[1] Draw the landscape as far as you can see.

[2] How do you think the Great Lakes were formed?

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# 2 | Looking at Landscape

FIRST NAME																				
LAST NAME																				

[3] Draw a picture of yourself doing an activity outside on the land or in the water .

[4] Why are the Great Lakes important?

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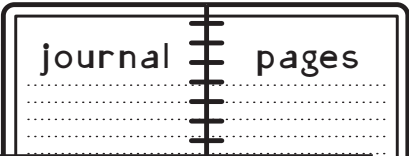
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# 2 | Looking at Landscape

FIRST NAME																				
LAST NAME																				

[1] Make a list of all of the geologic features you can see, as far as you can see.

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[2] Sketch the landscape.

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# 2 | Looking at Landscape

FIRST NAME

LAST NAME

[3] How do you interact with these features day to day? For example, do you swim in the lake, ride your bike over the hill, walk along the stream, etc?

[4] How have these geologic features influenced your life?

[5] How do your interactions with your local landscape compare with people's experiences in other parts of the world?

[6] What are some of the forces that are constantly changing the Earth? Which forces create change quickly? Which forces create change slowly?

[7] Why are cities/town located near bodies of water?

[8] List 2 reasons the Great Lakes are important.

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