|  |  |
| --- | --- |
| Lesson Topic | Making a Physical Relief Map of China, Mongolia, Japan, and Korea |
| Class/Grade | 6th Grade Social Studies |
| Activity Type | Artifact Creation |
| Lesson Objectives | Identify the different landforms of China, Japan, and Korea  Identify the densely populated areas |
| Essential Questions | How do environments impact societies?  How do societies impact environments? |
| Standards/  Benchmarks | KSDE Social Studies: 5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.  KSDE Literacy/Common Core: CCSS.ELA-LITERACY.RH.6-8.7 |
| Sources Used | <http://www.worldatlas.com/>  <http://www.worldbook.com/> (requires an account)  Images of relief maps: <https://www.google.com/search?q=relief+maps&ie=utf-8&oe=utf-8> |
| Required Materials | Google Earth  Physical maps |
| Time Requirement | 3-6 class periods |

|  |  |
| --- | --- |
| Procedure |  |
| Pre-lesson Preparation | This would be a culminating activity to be completed after a unit of study on East Asia. |
| Lesson introduction | Day One-- Planning   1. Go to Earth Google and let them see what China, Japan, Mongolia and Korea look like from the satellite perspective. 2. Explain that we are going to make a relief map of these countries. 3. Show the students a sample of a relief map depicting another country. Show them how the mountain ranges are built, how forest areas and water are represented. Brainstorm what might be used to represent different geography and topography. How would they label their relief map? 4. Assign small groups to different sections of China, Japan, and Korea. Give them a list of cities, rivers, mountains, and other geographic and topographic forms that must be included on their map.   Day 2—Preparation for map making   1. Bring in the plywood already prepped with an outline of China, Mongolia, Japan, and Korea 2. Have groups research a variety of physical maps of their area. 3. Students will work in their groups to draw and color the different landforms on poster board that they will create in relief on the plywood. They will also determine how their legend will work. Students will generate a list of every landform and area they plan to include. This can be very detailed if they like. This list will be used to generate labels on the final map. |
| Activity | Day Three—Putting it together   1. Have decide how they will represent each feature, for example, do they want to use a mirror or paint or dried blue clay to represent water? Will they build the Great Wall out of Legos? Represent highly populated areas using small cardboard jewelry boxes for buildings? Use vegetation models for densely forested areas or draw and cut out their own forests? How will they represent Mount Fuji? Each group will create a poster board, full-color drawing of their section as well as the relief map itself. 2. Have students gather their supplies and start by building the foundation of their relief using clay that will dry hard and that can be painted. While the clay is soft, students will apply buildings, shrubs, water, toothpick labels, etc.   3. Have students create their legend and imbed that in the soft clay too. |
| Wrap-up | Display maps |
| Extension/  Assessment | Posters of their Physical Map  The Relief Map  Written response: Which of the physical features on you map do you think impact people most, and why? |