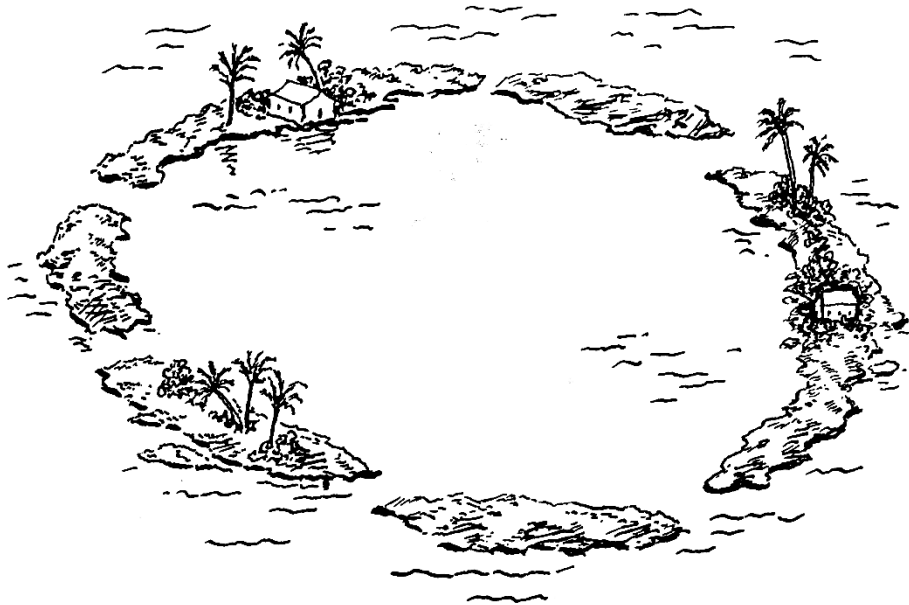


# Land Forms & Bodies of Water



An Introduction to Geographical Features

~A Guided Study~

by Lisa Kelly



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## Teaching Notes

In this study, students will focus on land forms and bodies of water, which is nicely organized and illustrated in Jack Knowlton's *Geography from A to Z*. Christy Hale's *water land* focuses on some of the relationships which can be found in many water and land forms by focusing on their outline shapes. There are 36 lessons for this study, since it was designed to be used once per week for a general 3 term year. You can certainly alter this by doing more lessons per week –thereby completing it sooner.

For this study, the following will be needed:

- *Geography from A to Z* by Jack Knowlton
- *water land* by Christy Hale
- *Land Forms & Bodies of Water: A Guided Study* by Lisa Kelly
- a journal-style composition notebook, ruled with primary level lines [journal style =half unlined/half lined]for each student
- pencils and colored pencils [or crayons]
- access to supplies needed to create models [see the following notes for suggestions for different ways to create these models]

### *water land*

Students will learn how many land and water forms can be paired together in a simplified set of illustrations, demonstrating how they are similar in design, but opposite of each other in meaning. For example, while a **peninsula** is a body of land surrounded on most sides by water, a **gulf** is a body of water which is mostly surrounded by land. It is part of an ocean or sea extending into the land, while a peninsula is a part of the land extending into the water. Additionally, while an **isthmus** is a narrow piece of land which connects two larger landforms, a **strait** is a narrow body of water which connects two larger bodies of water. These pairs will be further illustrated in Christy Hale's *water land*.

### *Geography from A to Z*

Knowlton's *Geography from A to Z* presents the meanings of many geographical words relating to land forms and bodies of water, along with a clearly drawn picture illustrating each word. These colorful illustrations lend well to lessons involving a sand and water tray. By touching, seeing and smelling the sand and water as they mold these models, they are better able to unite their senses with their understanding of each concept. Charlotte Mason specifically wished young children to work with the latter resources, allowing for a deeper connection to them. The ability to form these geographical terms into three-dimensional models allows them to really see the way the land is shaped or formed. They can see the differences for themselves in how a plateau differs from a hill or the way the land and water meet when illustrating a bay. Creating models are never replacements for real life

experiences, although it is sometimes helpful to augment them. On the other hand, not every geographical formation is available for every child to actually experience; models are good supplements for this reality.

Charlotte Mason wrote:

**Definitions.**—But definitions should come in the way of recording his experiences. Before he is taught what a river is, he must have watched a stream and observed that it flows; and so on with the rest.

Children easily simulate knowledge, and at this point the teacher will have to be careful that nothing which the child receives is mere verbiage, but that every generalization is worked out somewhat in this way:—The child observes a fact, as, for example, a wide stretch of flat ground; the teacher amplifies. He reads in his book about Pampas, the flat countries of the north-west of Europe, the Holland of our own eastern coast, and, by degrees, he is prepared to receive the idea of a *plain*, and to show it on his tray of sand.

-*Home Education*, 277

Typically, some of the types of land forms created with the sand and water tray used in Charlotte Mason's Form I included: islands, isthmuses, straits, mountains, lakes, valleys, rivers, hills, peninsulas, headlands, seas, bays, gulfs, plains, plateaus, etc. All of these features and more are included in *Geography from A to Z*. Your students will be creating models for the terms in this book, along with keeping an accompanying notebook. You will need to complete approximately 1-3 geographical terms from the book per week.

While students should create models for most of the terms presented in the book, you may wish to illustrate only some of these —approximately 1 illustration per 2-3 models. Of course, if your students are interested and time is available, then please do more entries.

A journal-style composition notebook, ruled with primary level lines, will be needed. This notebook should consist of pages in which the top half is blank for illustrations and the bottom half is lined for primary or beginning writers.

Have students create a model for the geographical word presented. After the model has been checked, then the model can be drawn into the notebook. Each student should copy the geographical word neatly underneath the picture, using the top line of the ruled lines on that page. If you wish, you may write for your student a brief rewording of the definition on the remaining lines. If you have a proficient writer, you might consider writing this more concise definition on the board and have your student copy it into the notebook. Sometimes the definitions in this book are short enough to write as they are, but others are lengthy and can be shortened. Allow your students to use the book as a reference when creating the geographical word entries, especially if the model is more difficult for them to translate into an illustration than the two dimensional picture already given in the book.

## Lesson 1

Read *water land* by Christy Hale. Students will learn how some land and water forms can be paired together in a simplified set of illustrations, demonstrating how they are similar in design, but opposite of each other in meaning.

Note: Hale's *water land* includes a large folded poster at the back of the book. Be sure to make use of and enjoy this helpful resource!

After the reading, complete the lesson for Island/Lake Pair. Students will be creating models which coordinate with the pairs. For further notes about these lessons, **including suggestions for different ways to create these models**, see the teaching notes at the beginning of this guide.

### Island/Lake Pair

Make a clay model of a small piece of land in a shallow pan showing an island. Pour in water to represent the sea [or use blue construction paper or scattered pieces of blue tissue paper]. Point to the **island** and show that it has water all round it.

Have students remove the island and pour some of the water into a small bowl, pouring out any extra water. Add to and stretch the model until it represents a slightly larger piece of land and place this into the same pan. Students should then place the bowl of water into the middle of their land, creating a shallow hole in which to place it, to show that it now represents a lake. Point to the **lake** and show that it has land all around it.

Show how a lake and island are opposites. While a lake is a body of water surrounded by land, an island is a land form surrounded by water.