

Landforms Dinosaur

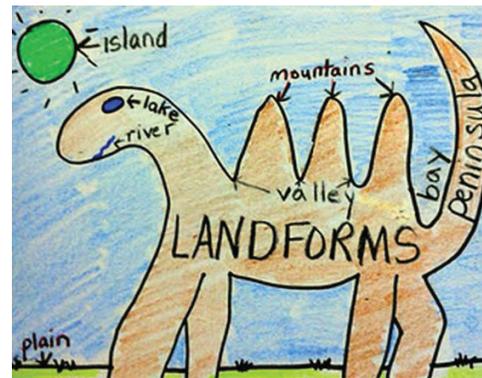
Subjects: Geology, Geography, Earth Science

Location: Classroom, homework

Duration: 30-45 minutes

Vocabulary: geography, landform, butte, valley, mountain

Curriculum Standards: 2-ESS1; 2-ESS2; VA:Cr1.2.2a; CCSS.ELA-LITERACY.W.2.8



Objectives: By completing this activity, students will be able to identify several types of landforms. They will use creative drawing skills and writing skills to make a model that shows different landforms. Students will label their model based on the common features which we use to identify landforms.

Materials:

- Drawing materials (pencils, crayons, markers, etc.)

Background: The natural features of the Earth, known as landforms, have characteristics which separate them from one another. Identifying and differentiating between landforms is foundational to studying geography and geology. Students will use an image of a dinosaur to learn many of the common landforms. They will label and color this model to represent these natural features. This lesson plan can be used as a pre-visit activity for your Ranger in the Classroom program.

Procedures:

If necessary, review common landforms with your students (reference the “Labels” worksheet included in this document for a list of landforms used in this lesson). Print or display the “Labels” worksheet for students to use. Print enough copies of the “Landforms Dinosaur” drawing for each student (or give as an example and students may draw their own dinosaur).

Note: it may be necessary to define what is a “butte.” A butte is a hill with very steep sides and mostly flat top. Devils Tower is one example of a butte, and a similar shape is included on the worksheet.

Know that the Tower is unique in many ways, and buttes can look very different than the Tower. Buttes are also common in badlands formations.

Using their own knowledge about landforms, as well as the supplied labels, have students begin to label landforms by writing on/around their dinosaur. They should use each label at least once. Reference the “Key” so you are familiar with which parts of the dinosaur correspond to which landforms. Check that students are labeling the worksheet correctly. Work can be done individually or in teams.

As students finish labeling their dinosaur, they can begin to color. Allow for creativity in color choice or extra details. If necessary, this portion may be completed at home.

Evaluation & Extension:

Students may share their Landforms Dinosaur with the class. Drawings can be displayed in the classroom or another part of the school. Discuss other types of landforms not included in this activity, and think of ways to include those in “dinosaur format.”

This concept could be used to create a flip-book that shows how landforms change over time. Students can draw a series of pictures to show the dinosaur’s body changing to represent erosion of mountains and other landform changes.

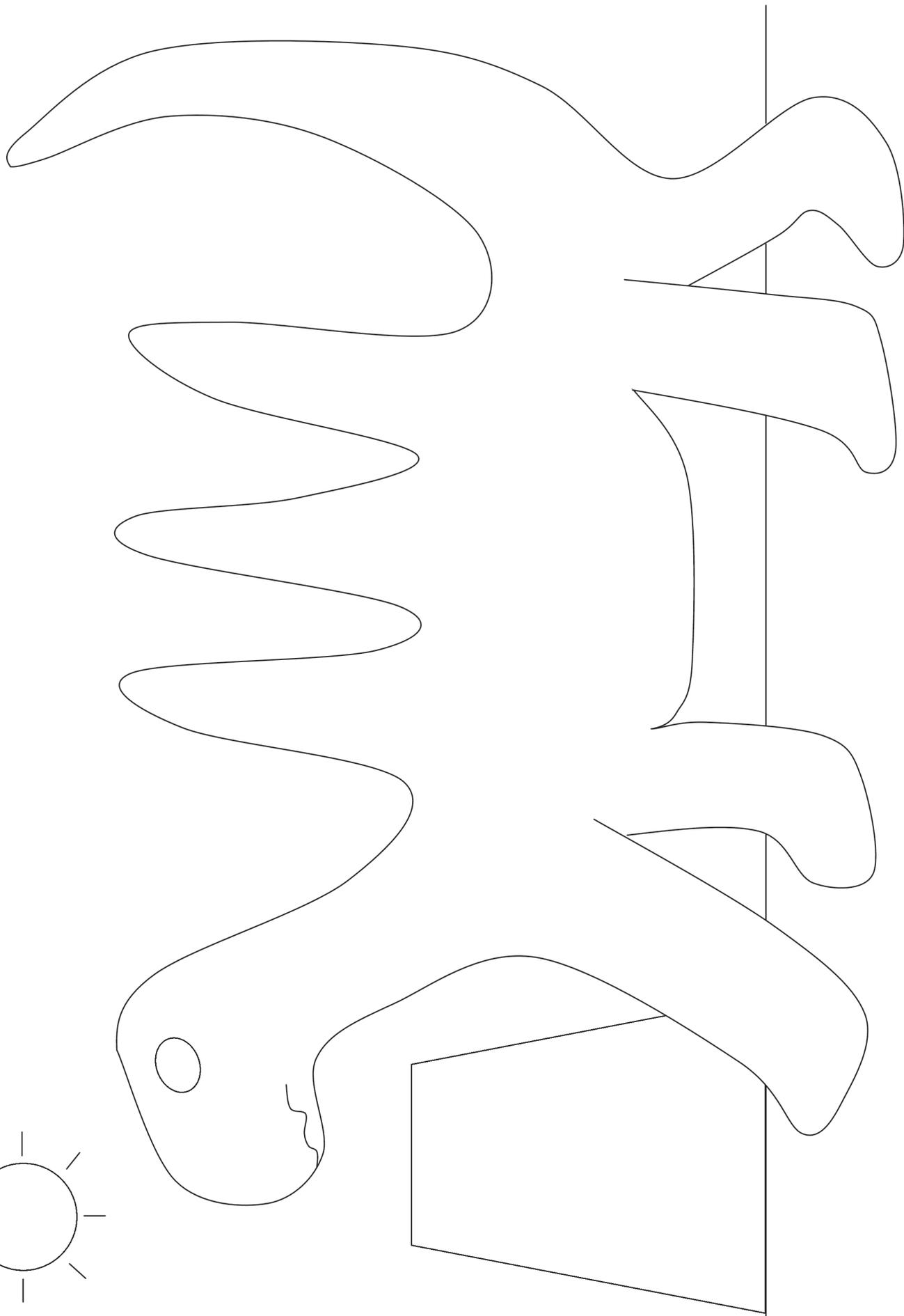
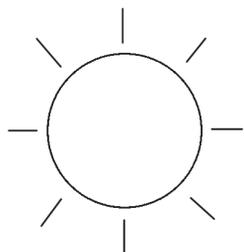
For schools within 100 miles driving distance from Devils Tower, considering requesting a Ranger in the Classroom (RIC) program from the park. A ranger can visit your classroom to teach more about landforms, erosion, and why these concepts are important to humans. Schools too far for an RIC program can invite a ranger into the classroom via a Distance Learning program.

Find and Label:

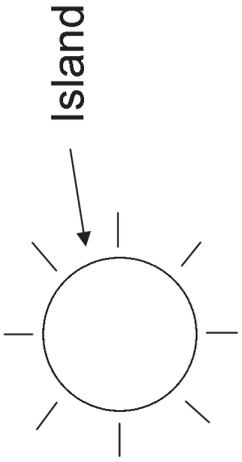
- **Island**
- **Plain**
- **Lake**
- **River**
- **Mountain**
- **Valley**
- **Peninsula**
- **Bay**
- **Butte**

Find and Label:

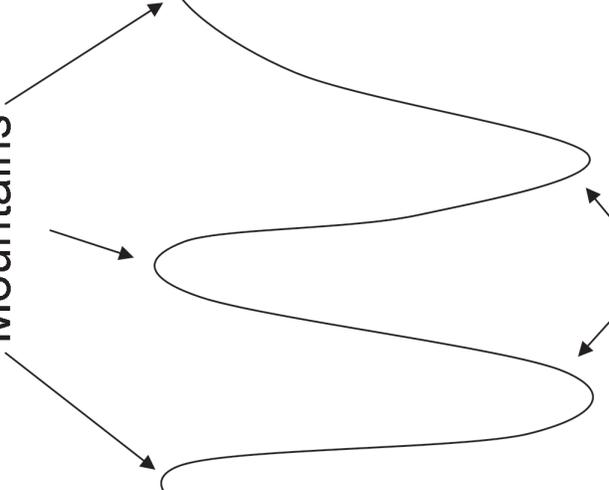
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- **Lake**
- **River**
- **Mountain**
- **Valley**
- **Peninsula**
- **Bay**
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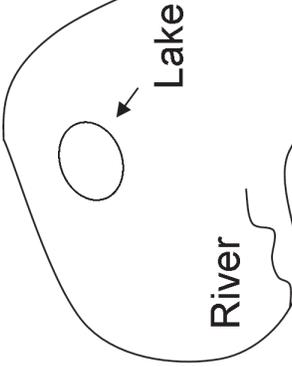
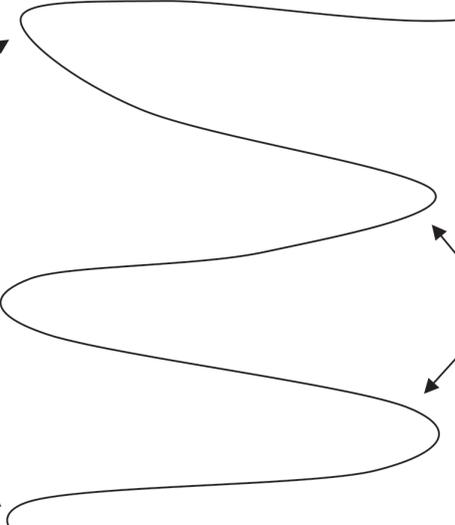
Key



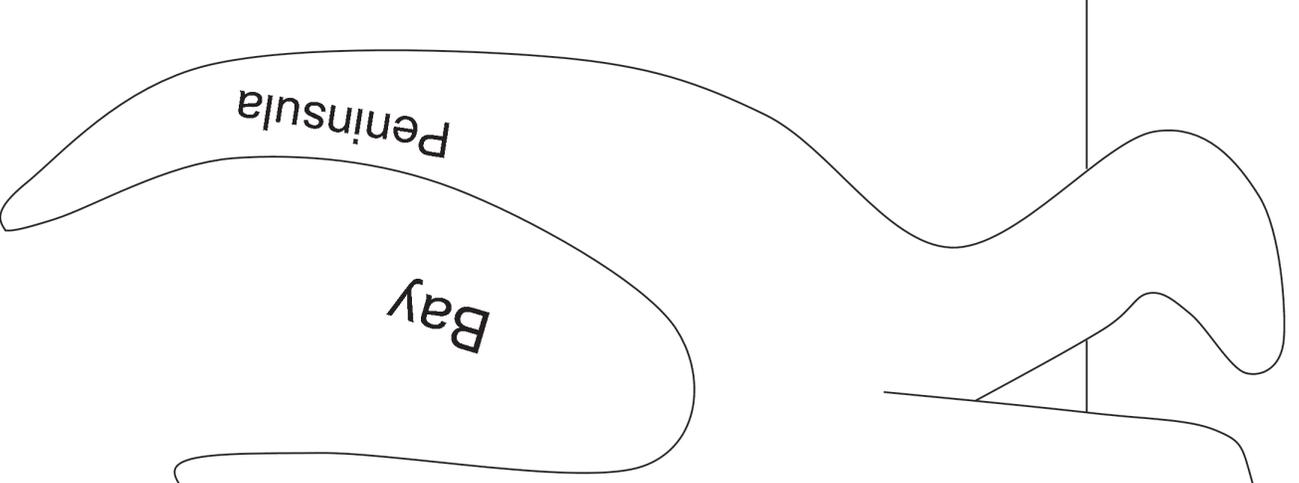
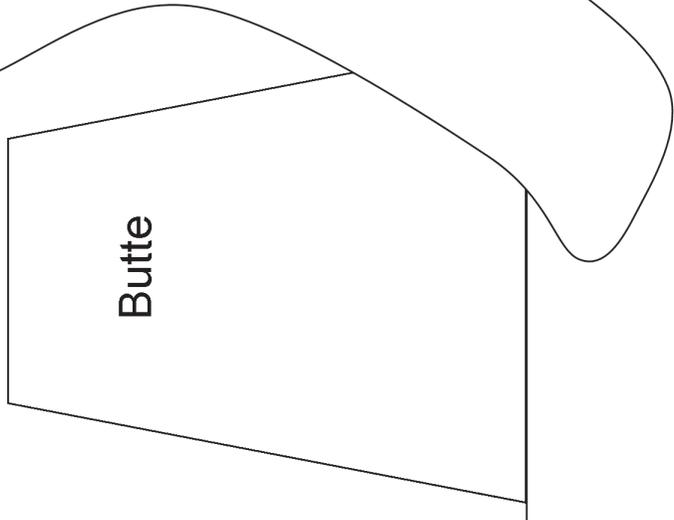
Mountains



Valleys



River



Peninsula

