

Grade:	6
Subject:	Social Studies
Duration	60 minutes
Theme:	The physical environment and its impact on human activities
Attainment Target:	Understand the processes and forces that have influenced the physical and built environment
Focus Question:	How are mountains important to people's lives and how human activities do affect mountain environments?
Resources:	paper glue, cartridge paper, permanent markers, pictures of mountains, hills, valleys, textbook, and dictionary http://www.primaryhomeworkhelp.co.uk/mountains.htm
Prior Learning:	Check that students: Can define the term relief, landforms Name and locate rivers and plains in Jamaica
Objectives: Points to Note:	<ul> <li>By the end of the lesson students should be able to: <ul> <li>Develop working definitions for and use correctly the following concepts/terms: mountain, mountain range, hill, valley, plateaux, landforms, plains, summit, slopes</li> <li>Gather information from three sources</li> <li>Evaluate sources used to gather information</li> <li>Critique the work and ideas of classmates</li> <li>Show respect for contribution of all group members</li> </ul> </li> <li>The pictures to be used in this lesson are attached. The labels should not be</li> </ul>
Foints to Note.	given to students. An extract from a website and a dictionary are also attached. Students must be allowed to use these or similar resources to define the term mountain.

## **Engagement:** How can I get students interested in this? How do I elicit prior learning? How do I set the ground work for upcoming activities in the lesson?

#### Teacher will:

- Organise the students into collaborative groups of 4-6 students
- Distribute pictures and give instructions.
- Monitor groups and ask questions to check students' understanding of the task and to guide the making of the chart.

#### Students will:

- Work in groups to identify and name the features
- Organise pictures into groups using criteria they develop
- Label groups of pictures
- Paste pictures on a sheet of cartridge paper.
- Select an appropriate name for the chart that they created

## **Exploration:** How do I get students involved in the topic? What tasks/activity/questions can I use to help students analyse and think while extracting information?

Teacher will:

- Instruct students to use at least three sources to check the information on the chart
- Ask students to evaluate the sources used- Why was the source selected? What information was gathered from the source?

Students will:

- Identify three sources that may be used to check the information on the chart.
- Justify the selection of each source.
- Use sources to define, describe and label features.

# **Explain:** What have the students learnt so far? How can I help students make sense of their observations? How will students communicate what they have learnt so far? How do students correct misconceptions? How do I correct misconceptions?

Teacher will:

- Guide the presentations
- Ask questions for clarification
- Correct misconceptions

Students will:

- Share their charts with their classmates
- Identify the features and explain the groups they created
- Justify the sources selected
- Tell the information they gathered from each source

<u>Extend/Elaborate</u>: Extend/Elaborate: How can my students apply their new knowledge to other situations? How can students apply their knowledge to real world situations?

Teacher will: Assign and explain task. Students will: Identify and classify highlands in Jamaica, Caribbean and the world

## **Evaluate:** How much learning has taken place? How can I help my students self-evaluate and reflect on the teaching and learning? How can I evaluate the students learning of concepts and skills?

Teacher will: Design and explain the rubric to be used. Use the rubric to evaluate the charts

Students will: Use rubric to assess the charts done by their classmates.



plain



valley



plateau



hills







hills



mountain



mountain



valley



river



lake/pond



flat top hill



plateau



valley



valley





valley

hill



hill

http://www.primaryhomeworkhelp.co.uk/mountains.htm



## Environment

How are Mountains formed? Types of Mountains Tallest Mountains World Mountains Mountain Ranges Uses of Mountains Climate and mountains Nature and mountains People and Tourism Quick Facts about Mountains

Mountains

#### Volcanoes

What is a volcano? Volcano Eruptions Parts of a volcano Volcano Vocabulary Largest Active Volcano Types & Shapes of Volcanoes

### What is a Mountai n?

The dictionary defines a mountain as that which is `*higher and steeper than a hill*'.



A mountain is a landform that rises high above the surrounding terrain in a limited area. They are made from rocks and earth.

Generally, mountains are higher than 600 metres. Those less than 600 metres are called hills.

# What do Mountains look like?

Mountains usually have steep, sloping sides and sharp or slightly rounded ridges and peaks.

Mountains can be rocky and barren. Some have trees growing on their sides and very high mountains have snow on their peaks.

Some common features of mountains include the following:

• the summit, or the top of a mountain;

- the slope, or side of the mountain; and
- a very steep valley between young mountains, known as a gorge.

# Where are Mountains found?

Mountains exist on every continent and even beneath our great oceans.



## mountain

### noun, often attributive

## moun tain | \ 'maun-ten \ **Definition of** *Mountain*

**1a:** a landmass that projects conspicuously above its surroundings and is higher than a hill The sun set behind the *mountains*.**b:** an elongated ridge

2a: a great mass a *mountain* of a man—E. K. Brownb: a vast number or quantity a *mountain* of mail

https://www.merriam-webster.com/dictionary/mountain