

Putnam History Museum

4th Grade Geography

Prepared by Nicholas Capicotto, utilizes materials from the New-York Historical Society traveling exhibition
Hudson Rising

Learning Activity: Comparing Representations of Hudson Valley Geography

Relevant NYS Standards

4.1 GEOGRAPHY OF NEW YORK STATE: New York State has a diverse geography. Various maps can be used to represent and examine the geography of New York State. (Standard: 3; Theme: GEO)

4.1a Physical and thematic maps can be used to explore New York State’s diverse geography. → Students will be able to identify and map New York State’s major physical features, including mountains, plateaus, rivers, lakes, and large bodies of water, such as the Atlantic Ocean and Long Island Sound. → Students will examine New York State climate and vegetation maps in relation to a New York State physical map, exploring the relationship between physical features and vegetation grown, and between physical features and climate.

Learning Objectives

SWBAT:

- Identify the differences between photographs, maps, and paintings of local and state geographic features.
- Hypothesize the different uses of photographs, maps, and paintings.

Introduction

This activity can be utilized during a unit on geography and mapping once basic map reading skills and geographic features have been taught. Explain that we can look at geographic features in different ways, including in paintings, photographs, and maps. The activity will help students learn the differences between paintings, photographs, and maps. First review these key vocabulary words with the class:

Mountain – A very tall hill.

Forest – Area of land where many trees grow

River – large stream of water that empties into a lake, another river, or ocean.

Coastal – land at the edge of a body of water.

Valley – low land between hills or mountains.

Geography – study of the earth’s surface and climate.

Describing Geography

Divide students into groups/breakout rooms and provide each group one of the three pages in the education materials file (Hudson River at Cold Spring, Little Stony Point, Adirondack Mountains.) Explain that each page

includes a map, photograph, and painting/drawing of the same area in New York. Instruct students to work together to write a description of each image on the page. Students should label geographic features with the previously reviewed vocabulary words and identify their area on the map. Finally, have students come up with a hashtag for each image.

Telling Images Apart

Check in with each group once they have completed the first task. Prompt them by asking how the 3 images are different from each other and ask students to hypothesize what they would be used for. Students should talk as a group and then complete the diagram on the worksheet below. Conclude the activity by having each group present their images and descriptions to the rest of the class. Then complete the diagram as a class using suggestions from each group.

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Name: _____

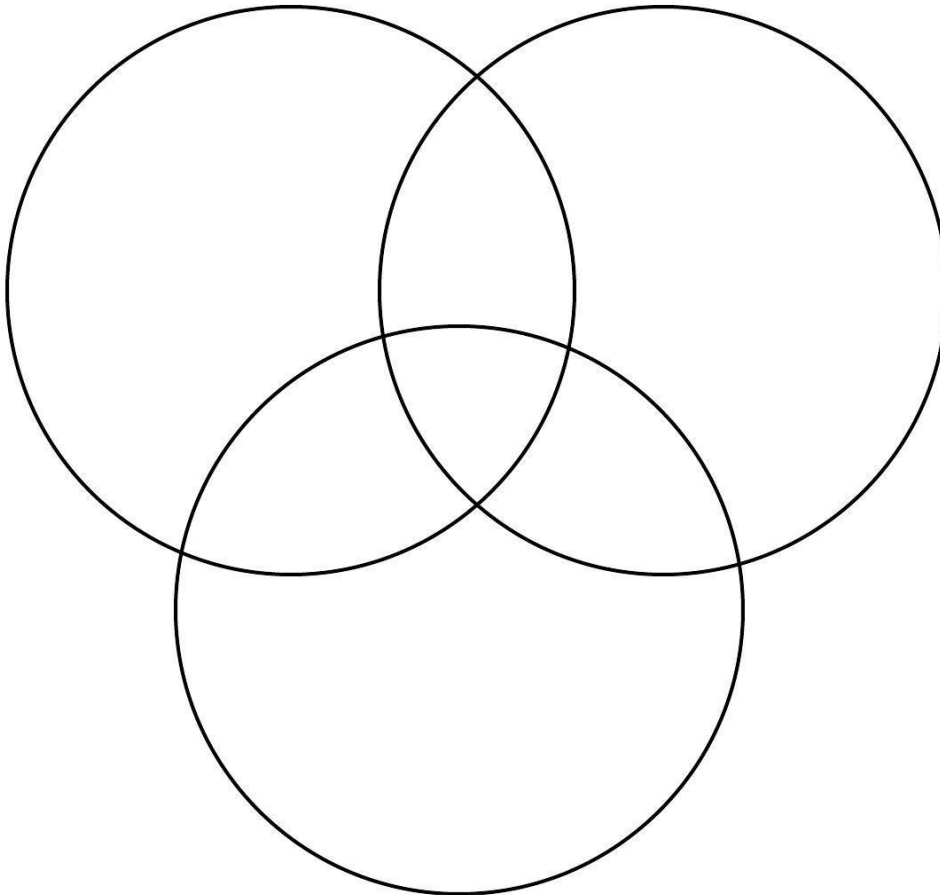
Geography Worksheet

Date: _____

Instructions: Fill in the diagram with similarities and differences between maps, photographs, and paintings/drawings.

Maps

Photographs



Paintings/Drawings