

GUIDING QUESTION #2: HOW ARE LOCATIONS REPRESENTED ON A MAP?



Lesson #2.3: How do people use the system of latitude and longitude to find locations in California and the world?

Lesson Overview:

In this lesson students will learn about lines of latitude and longitude and will learn how to use them to find locations on maps.

Resources/Materials:

- ∞ Treasure Hunt Game
- ∞ Student Social Studies Text

Estimated time: 45 minutes

Lesson Details:

1. Recognize Longitude and Latitude

- ∞ In this part of the lesson the teacher will explain why we have lines of longitude and latitude on a map. He or she will also describe how they are used. Teacher will describe what a coordinate is.
- ∞ A phrase that helps students distinguish between the two is “Latitude is Fat or Flat” (and you stretch your arms out horizontally) and “Longitude is Long” (and stretch your arms out up and down). The teacher should go over latitude being in degrees N and S and Longitude being in E and W. Since students are familiar with the equator and hemispheres it is a good time to show how these lines tie in with these vocabulary words.

2. Find These Coordinates

- ∞ In this activity students will be using p. R2 – R5 of their social studies textbooks. The teacher will be calling out a page number, and longitude and latitude coordinates for students to find on their maps. Students will need to tell the teacher what country/city/physical feature is at that point. It is a good idea to let students know that they will have a certain amount of time (30 seconds) to find this point and that they should not raise their hands before time is up. This will ease the pressure for students that are struggling to find the location. When time is up the teacher can pick students in the way that he or she prefers.
- ∞ Students can then pair off to quiz each other on coordinates.

3. Identify points where longitude and latitude intersect.

- ∞ The game is used to get students to practice reading latitude and longitude. It can be used as a “May Do” so that students will continually practice this skill. In the game students lay out cubes on a map. The goal of the game is to pick up as many “treasures” as possible. Each student picks a longitude and latitude coordinate in hopes of landing on a treasure. The student who picks up the most treasures is the winner.

Assessments: Observation

GUIDING QUESTION #3: HOW ARE CALIFORNIA REGIONS DIFFERENT FROM AND SIMILAR TO EACH OTHER?



Lesson #3.1: What are the various California regions and what are their characteristics?

Lesson Overview:

The purpose of this lesson is for students to research and identify characteristics of the California regions using their textbooks.

Resources/Materials:

- ∞ Social Studies textbook
- ∞ “The Regions of California” guided reading worksheet
- ∞ “Differentiated Regional Characteristics” worksheet
- ∞ Postcard directions

Estimated time:

- ∞ Two 45 min class periods

Lesson Details:

1. View map and discuss to gain knowledge about California Regions:

- ∞ Instruct students to look at “Natural Regions of California” map on page 20 in their textbooks.
- ∞ Set the stage for this upcoming lesson by posing the guiding questions: “What are the various regions of California? What are their characteristics?”
- ∞ Lead a discussion using these guiding questions: **Discuss the four regions, how does the map show you this, and what do you notice about the size and location of regions.** This discussion is based solely on visual and prior knowledge.

2. Guided Reading

- ∞ Teacher will be leading a guided reading lesson for Chapter 1 Lesson 2 in the students’ textbooks to better understand how to find information in the textbook and learn about regions of California.
- ∞ All students will need a copy of “The Regions of California” guided reading worksheet. Teacher will prompt students to fill in the worksheet. Teacher will point to first section titled “California’s Natural Wonders,” and ask students: “Where do you think you will find the information to fill in the blanks?” Students should point to the subheading of the same name on page 19 of their textbooks.
- ∞ Teacher will then go over what information they are looking for in that section. Teacher will then direct students to listen/follow along in their own text as the teacher reads the section aloud. When the students hear information that should fill in a blank, they should raise their hand. The teacher will then stop, go over the information, and students will fill in the blank. Teacher and student will do the entire first section together like this.

- **Differentiation/Readiness:**

- ∞ If teacher feels students are ready they may continue on in this manner individually or in small groups independent of teacher's help. If teacher feels struggling students need more attention, she can form a small group instruction and do more guided reading.

3. Characteristics of Regions of California

- ∞ Teacher organize students in homogenous groups (no more than 4 students per group; there may be several groups at the same level) based on informal assessment of readiness level and independent reading level.
 - **Differentiation/readiness:** Teacher will pass out a version of the “Differentiated Regional Characteristics” worksheet based on student readiness. As a group, students will work to fill in the missing information. They will find the missing information in their textbooks on pages 18 to 45.
- ∞ Whole class will come back together for group share. Teacher will pose question “What are the characteristics of the California regions?” Teacher will put overhead of the lowest level worksheet up. As students supply information that they found in their group, teacher will record.
- ∞ Quiz: On blank paper, write the four regions and 2 facts you know about each. Quiz can be **differentiated** by giving the two regions to lower students or by changing required amount of facts. **High achieving students can tackle higher order questions beyond facts, such as:**

Extension Activities:

1. California Postcard Project:

1. Students will go home and get a stamped and addressed envelope to someone in California.
2. In class, students will write a letter to the person/people requesting a scenic postcard with 3 facts about their area. Student will use teacher name and school address as return address. Teacher will proofread all letters before being sent out. (See attached directions for more details).
3. To tie into regional theme, teacher will need to mark on a map of California where the postcards are coming back from. Continued discussion as postcards come in about the region they are coming from and any overall trends noticed.

Assessments:

- ∞ Observation
- ∞ Quiz

∞ **GUIDING QUESTION #3: HOW ARE CALIFORNIA
REGIONS DIFFERENT FROM AND SIMILAR TO EACH
OTHER?**



**Lesson #3.2: How do I use various maps and charts to find
information about California regions?**

Lesson Overview:

This lesson teaches students how to read and interpret various types of maps and tie this information to their knowledge of regions.

Resources/Materials:

- ∞ Scavenger Hunt Worksheet
- ∞ Social Studies Text. p. 27 - 39

Estimated time:

45 Minutes

Lesson Details:

1. Use other Resources to Find More Information About the Regions

1. The teacher will introduce this lesson by talking about how we were able to find information about the regions by reading text. Next, he or she will explain that there are other ways to find information about regions. Together they will look at the elevation map on page 27 and talk about how it is read and how it is used. We will go over the parts of the map and how to read the information contained in it. The teacher will ask how this map helps us get information about the regions.

2. Map and Chart Treasure Hunt

1. In heterogeneous pairs students will get the Scavenger Hunt Worksheet. They will work together to find the information that it asks for. After students finish their scavenger hunt they will return to their desks to answer a journal prompt. The prompt will be: "Pick two maps and explain what they tell us about the California regions.". Once they are finished, they should find a group to share the results of their scavenger hunt and their journal prompt. At the end of the lesson the teacher will ask students to share and go over what the maps information is useful for.

Extension Activities:

Looking at the maps/charts students can come up with their own Scavenger Hunt question.

Assessments:

The teacher will review the journal prompts and listen to student discussions.

Region Map/Chart/Diagram Scavenger Hunt

Look through pages 27 - 39 in your social studies textbook to find your answers. Always give the page and title of where you found your information. Some questions need specific answers.

1. Where do I find where the most populated city in California is?

_____ page
_____ title
_____ city

2. What is the diagram on pages 32 and 33 about?

_____ title

3. This map tells me how high or low areas of California are.

_____ page
_____ title

4. This map tells me how warm it normally is in the Central Valley in July.

_____ page
_____ title
_____ temperature

5. List 3 cities that are in an area that has more than 100 people per square mile.

_____ page
_____ title
_____ city
_____ city
_____ city

6. How much precipitation (rain) does Sacramento usually get per year?

_____ page
_____ title
_____ inches

7. About how cold is San Francisco in January?

_____ page
_____ title
_____ temperature

GUIDING QUESTION #3: HOW ARE CALIFORNIA REGIONS DIFFERENT FROM AND SIMILAR TO EACH OTHER?



Lesson #3.3: What aspects of life are different based on the region you live in? How does the region in which a person lives affect his/her lifestyle?

Lesson Overview:

In this lesson, students will discuss what is "lifestyle." They will apply their knowledge of the regions of California to determine how lifestyles may be different in different region.

Resources/Materials:

- ∞ Completed "Differentiated Regional Characteristics" worksheet (previous lesson)
- ∞ Student text: Reflections. Pages 40 – 45
- ∞ Three Part Graphic Organizer (provided)

Estimated time:

30 minutes

Lesson Details:

1. What is lifestyle?

1. Teacher will pose the question to students, "When you hear lifestyle, what does it make you think of?" "What do you think your lifestyle is?" "For example, my lifestyle is ..."
Students will do a think-pair-share with these questions. We will wrap up this introduction to lifestyle with a class discussion about what we think lifestyle is. Teacher will make sure that the students understand that lifestyle includes: careers/industry, recreation, and eating habits.
2. The teacher will request that students take out the "Differentiated Regional Characteristics" worksheet. The teacher will break the class into four groups based on the four regions. Using the information about each region and the student text, students will use the three part graphic organizer (included) to hypothesize how the region affects the lifestyle of its inhabitants. Example: in the mountain region, recreation would include skiing whereas in the dessert it may be that people engage in more indoor activities.
3. Students will come back together as a class to share what they believe what the lifestyle of the people in their region is. The class will discuss whether they agree or disagree with each groups' findings. The teacher will record the information on chart paper to be posted in the classroom.
4. The lesson will be wrapped up with a discussion about the information displayed. What are some trends that they notice?

Extension Activities:

Students can take the role of a person that lives in a different region. They can write a story, play, or draw a picture from this person's point of view.

Assessments:

Exit Cards: Students will respond to "What parts of lifestyle are different for each region. Why do you think this is so?"

GUIDING QUESTION #3: HOW ARE CALIFORNIA REGIONS DIFFERENT FROM AND SIMILAR TO EACH OTHER?



Lesson #3.4: How are California regions similar and different?

Lesson Overview:

In this lesson students will show their knowledge of the various regions of California. They will compare and contrast the characteristics of these regions.

Resources/Materials:

- ∞ “What Region Am I” Worksheet (included)
- ∞ Completed “Differentiated Regional Characteristics” Worksheet (previous lesson)
- ∞ “Semantic Feature Analysis” Worksheet (extension lesson)

Estimated time:

30 Minutes

Lesson Details:

Pre-Assessment: Hold Up Number Fingers

1. The teacher will tell students that he or she will be seeing what they know about the regions. The teacher will be reading about characteristics of different regions while students hold up their fingers to indicate which region is being described by the statements (see attached “What Region Am I” worksheet). The teacher will display the statements and read them aloud as he or she goes. Students will be asked to hold their fingers at chest level so that the teacher can get an idea of where everyone is at.

Compare and Contrast Region Characteristics

2. Students will be asked to use their knowledge of the regions (and reference the “Differentiated Regional Characteristics” worksheet) to create Venn Diagrams to individually compare and contrast the regions. This lesson will be differentiated by giving students the option to draw pictures, use words, or write sentences to demonstrate their knowledge. Students that demonstrate little knowledge of regional characteristics will be asked to compare the two regions of their choice. Students that seem to have a grasp on the characteristics of the regions will be asked to compare three regions. And students that have a good understanding of the regional characteristics will be asked to compare all four regions.

Extension Activities:

Students will create a “Semantic Feature Analysis” about the regional characteristics.

Assessments:

Teacher will do an informal pre-assessment at the beginning of the lesson and will collect the Venn Diagrams to review.

What Region?

1 - Coastal Region

2 - Mountain Region

3 - Desert Region

4 - Central Valley Region

5 - Unsure

- a. Low mountains, called the Coast Range, run through much of this region.
- b. This region has very fertile soil which is good for growing crops.
- c. Some parts of this region are too hot and dry for people to live there.
- d. Fishing is an important industry in this region.
- e. Between the high peaks of this region, are deep valleys, like Yosemite Valley.
- f. This region is very popular for sports, such as skiing, hiking, and rock climbing.
- g. Only plants that do not require a lot of water, like cacti, can grow in this region.
- h. The warm weather in this region allows farmers to have a longer growing season

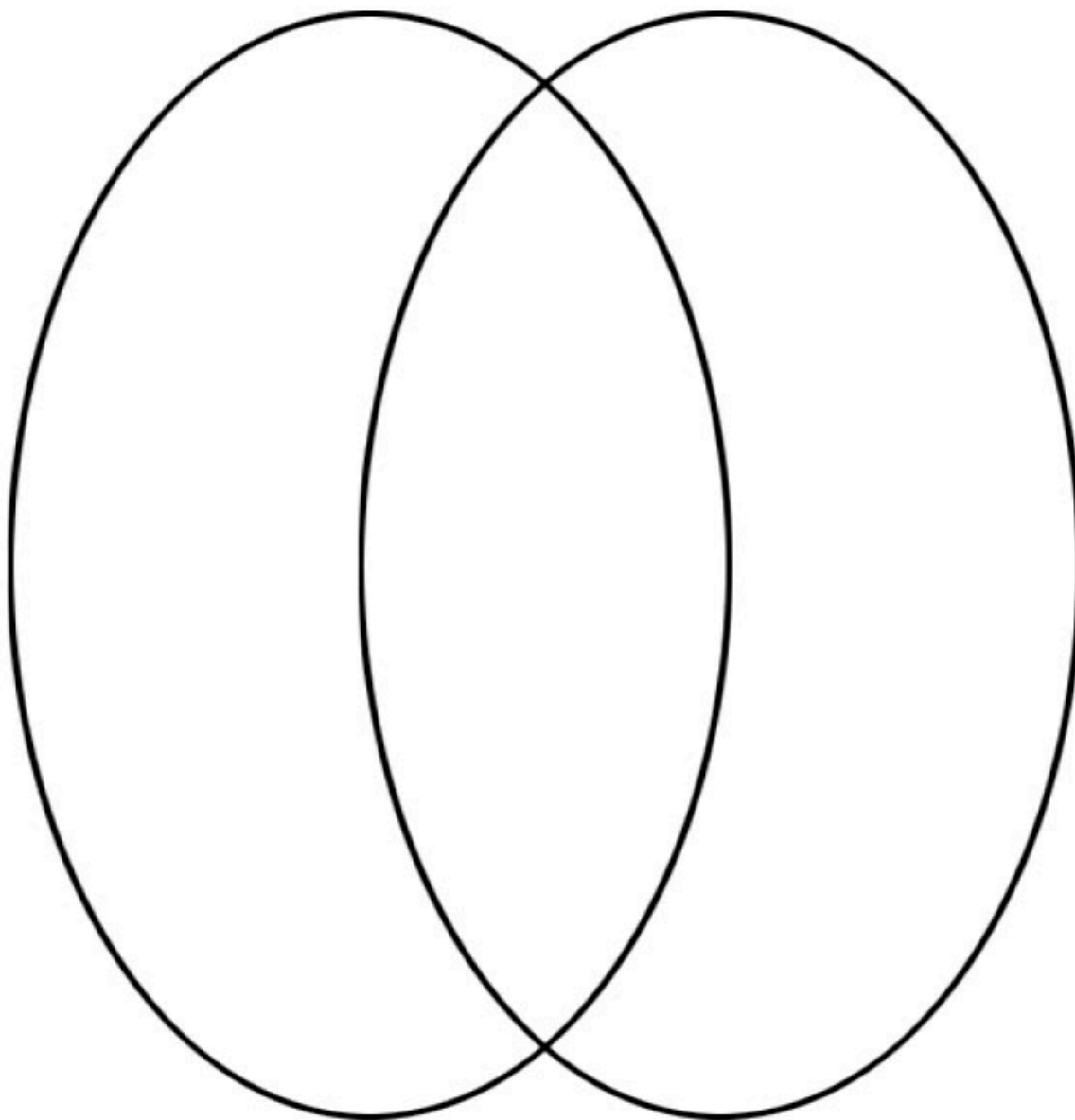
Name

Date

Period

Venn Diagram

Directions: In the two outer areas list the characteristics of two issues.
In the middle area list their shared characteristics.



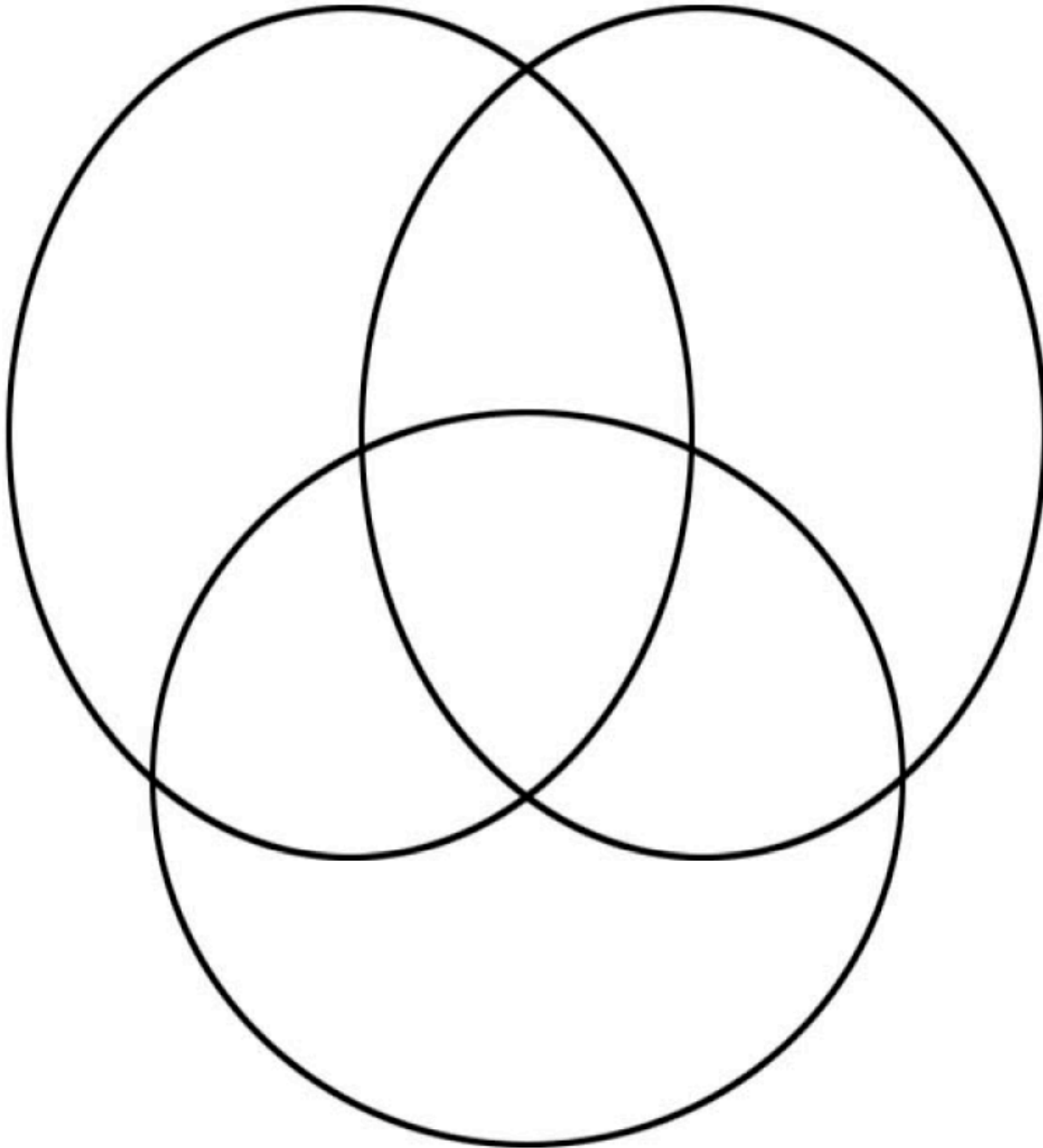
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Name

Date

Period

Triple Venn Diagram



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