



# Print Partner

Name \_\_\_\_\_

## Compare and Contrast Regions

Choose two of California's regions. Think about what you have read and heard about these regions. Then fill in the chart to tell how the regions are alike and different.

I will compare and contrast the \_\_\_\_\_ region and the \_\_\_\_\_ region.

The two regions are alike because—	The two regions are different because—

**Instructions:** Have students work through the activity. When finished, have volunteers share their work. If comparisons of all regions have not been treated, work together with students to compare and contrast those that are missing.

H-SS 3.1.1: What are the land and water like in your area?






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## Resources of the Region

Look closely at each illustration. What resource does each show? Why is each resource important to Californians?  
Write your answers next to each picture.

Name of Resource 	Name of Resource 	Name of Resource 

**Instructions:** Read the directions along with students. When they have finished the activity, ask them to share what they have written.

H-SS 3.1.2: How have people used the land in your region?



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## Learning About California Indians

Answer each question below in the empty space.

**What groups of people lived in California before Europeans arrived?**

**What did California Indians eat long ago?**

**What kinds of houses did California Indians build long ago?**

**What traditions do California Indians keep?**

**Instructions:** Have students respond to each of the questions. You might have students review the video to check their responses.

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H-SS 3.2.1: How can we put events in order?



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## Living in California's Environments

What natural resources did California Indians use for food, shelter, and clothing? List the natural resources that people of the coast, mountain, valley, and desert used to meet their daily needs.

**Coast:**

**Mountain:**

**Valley:**

**Desert:**

Instructions: Have students work through the page. When finished, invite students to share their responses.

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H-SS 3.2.2: How are California Indians in your region alike and different?

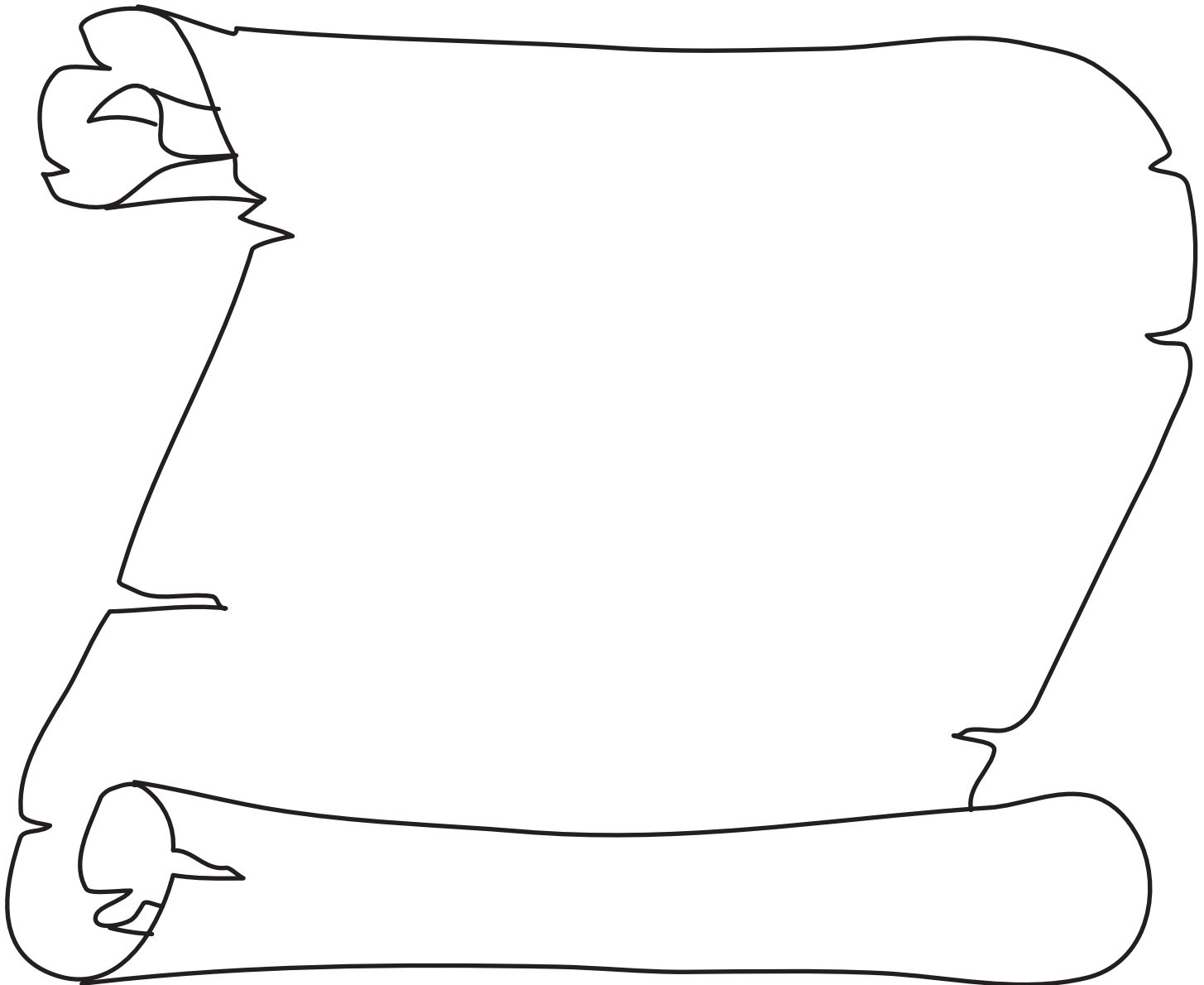


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## Life on a Reservation

Choose one of the California Indian groups you learned about in this lesson. Write a description of its government. Also include information about its economy.



**Instructions:** Talk with students about California Indian tribal governments that they learned about in the lesson. Then have them choose one group to write about. Some students might want to research the topic in greater depth. When finished, invite students to share what they wrote.

H-SS 3.2.3: How do California Indian groups function?



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## Causes and Effects of European Settlement

California Indians' way of life changed when European settlers came here. Complete the cause-and-effect chart below by describing the changes that European settlement caused.

<b>Changes Caused by European Settlement</b>	→	<b>How the Changes Affected Many California Indians</b>
Europeans took land from California Indians for grazing and farming.		
Europeans needed workers to build homes and farm the land.		
Europeans spoke European languages.		
Europeans brought new diseases that were new to California Indians.		

**Instructions:** Ask students to read each of the changes the settlers made. Then have them write how the change affected the California Indians. When finished, have students share their responses.

H-SS 3.2.4: How did Europeans change life for California Indians?



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## Early Settlements

What drew early people across water and land to California? Look at each picture below. On the lines beneath each picture, explain what the people were looking for.



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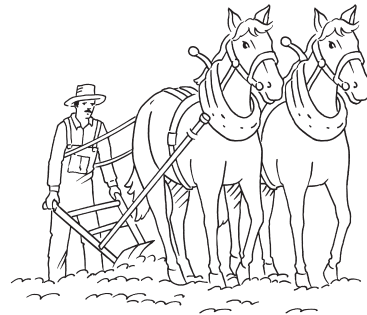
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**Instructions:** Have students look at each picture and tell what the people were looking for. When finished, ask students to share their responses.

H-SS 3.3.1: Who has come to your region?



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## Early Settlers and the Economy

Tell how each of the people below influenced California's early economy.

<b>Father Antonio Cruzado</b>	<b>James Marshall</b>
<b>Levi Strauss</b>	<b>Cecil B. DeMille</b>

**Instructions:** Students will write about four people who had an impact on California's early economy. When finished, discuss ways the state's economy has changed since the years of settlement.

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H-SS 3.3.2: How did early settlers affect your region's economy?





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## Communities Grow

How did California's early communities grow? Read each sentence. Then answer the question.

**The railroad helped California grow. How did it help?**

**Businesses helped California to grow. How did it help?**

**Instructions:** Have students read the statements and respond to the questions. When finished, have students suggest the kinds of primary and secondary source materials, such as photographs and letters, that might be available to support their responses.

H-SS 3.3.3: How have people helped places in your region grow?





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## Good Citizens Follow Laws

Good citizens understand that laws exist to help people live together safely. Read each law below. Then tell how this law helps keep people safe.

What the Law Says	How the Law Helps
<p>Drivers and passengers must use seat belts. Children who are too young for adult seat belts must use car seats.</p> 	
<p>Children between the ages of six and eighteen must attend school.</p> 	

Instructions: Ask students to consider how breaking each of the laws affects people. When students have finished, review their responses.

H-SS 3.4.1: How do rules and laws help people live together?



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## Good Citizens

Think about what you have learned about good citizens. Then think about ways you practice good citizenship. Complete the web below. Tell what you do to show you are a good citizen.

I am a good citizen at school  
and in my neighborhood.

At School

In My Neighborhood



**Instructions:** Have students complete the web. When finished, ask volunteers to share their work.

H-SS 3.4.2: Why is being a good citizen important?



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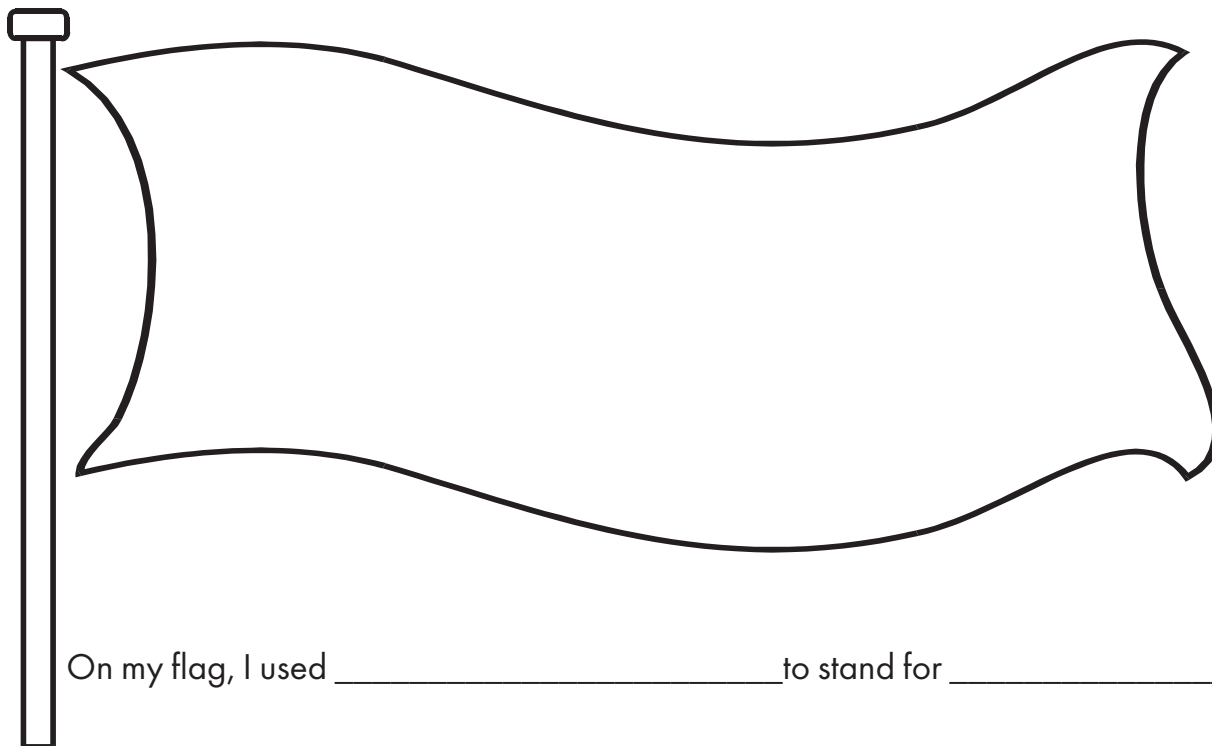
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## Important Flags

Show what you have learned about flags. Choose words from the word bank below to complete the sentences that follow. Then design a flag for your community or school.

**stripes bear stars states strength**

The American flag has thirteen \_\_\_\_\_, which stand for the thirteen colonies. It also has fifty \_\_\_\_\_, one for each of the nation's \_\_\_\_\_. California's flag has only one star. A mighty \_\_\_\_\_, standing for \_\_\_\_\_, walks across the flag.



On my flag, I used \_\_\_\_\_ to stand for \_\_\_\_\_.

**Instructions:** Have students complete the page. When finished, have them share their work.

H-SS 3.4.3: What brings our communities and country together?



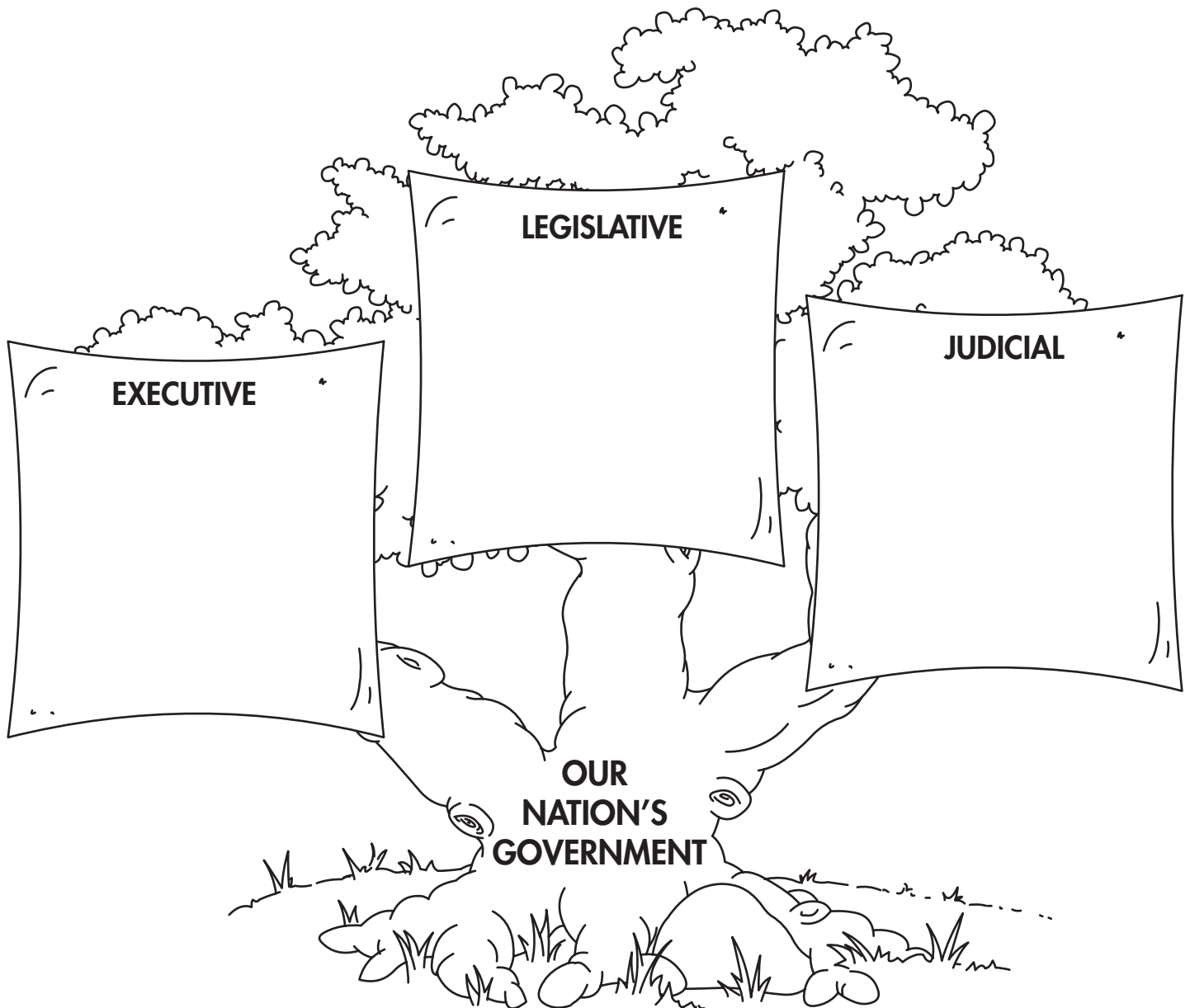
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## Branches of Government

Use what you learned from the lesson to label the branches of the tree below.

Tell what each branch of the government does.



**Instructions:** Have students complete the activity. When finished, have them share their responses.

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H-SS 3.4.4: How does government work?



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## Governments Working Together

Use the boxes below to tell about national, state, and tribal governments and their laws.

**National Government:**

**California State and Other States Government:**

**Tribal Government:**

**Instructions:** Have students tell about national, state, and tribal governments. When finished, ask students how American Indian groups participate in the federal system of government.

H-SS 3.4.5: How do states, American Indians, and our country's government work together?