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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—
<p>Students' answers will vary, depending on the two regions they choose to compare.</p>	

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: Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).




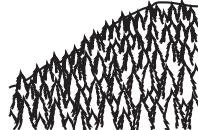

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Resources of the Region

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

Students' responses will vary. Possible answers are noted below.

Name of Resource Soil 	Name of Resource Forests 	Name of Resource Water 
Soil is an important resource because crops need it to grow.	Forests are an important resource because they provide lumber for building things and for making paper. California's forests bring tourists to our state.	Water is an important resource because people drink it and use it to water crops. Also, water power can produce electricity.

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: Trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline).



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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?

Students might suggest California Indian groups such as the Modoc, Yuki, Pomo, Chumash, Washo, Yuma, and Mojave.

What did California Indians eat long ago?

California Indians used the resources around them they for food. Many ate fish, fruits, nuts, and seeds, and hunted.

What kinds of houses did California Indians build long ago?

California Indians used natural resources in the area in which they lived to build houses. Some used the bones and hides of animals; others used wood from trees. Some groups in the mountains lived in homes dug out of the hillsides.

What traditions do California Indians keep?

California Indians pass down their traditions through folklore and perform ceremonies.

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

H-SS 3.2.1: Describe national identities, religious beliefs, customs, and various folklore traditions.



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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.

Students' responses will vary. Possible answers are noted below.

Coast:

Fish and shellfish to eat; sea grasses to make clothes; whale and seal meat and hides

Mountain:

Nuts, acorns, berries to eat; timber to build with; fresh water from streams; animals—especially deer—to hunt for food, hides, and bones for tool making

Valley:

Fresh water from rivers; small animals to hunt for food and hides; fruits and berries to eat; reeds for building homes

Desert:

Antelope and small animals to hunt for food and hides; enough water to grow corn; clay from the earth to make bricks for houses

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

H-SS 3.2.2: Discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their natural environment (e.g., how they obtained food, clothing, tools).



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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.

Students' descriptions will vary. Students should include the name of the California Indian group, provide a description of its practices in government, and 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: Describe the economy and systems of government, particularly those with tribal constitutions, and their relationship to federal and state governments.



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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.

Changes Caused by European Settlement	→	How the Changes Affected Many California Indians
Europeans took land from California Indians for grazing and farming.		Many California Indians lost their land to settlers.
Europeans needed workers to build homes and farm the land.		Settlers forced many California Indians to work for them and leave their hunter-gatherer way of life.
Europeans spoke European languages.		Many California Indians had to learn to speak Spanish and other European languages.
Europeans brought new diseases that were new to California Indians.		Many California Indians became ill and died because of the new diseases.

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: Discuss the interaction of new settlers with the already-established Indians of the region.



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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.

Students' answers will vary. See sample answers noted below.



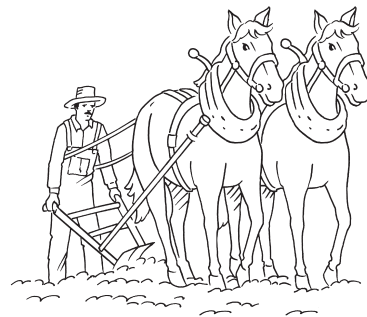
After gold was discovered in 1848, people
came to California to try to get rich.



People came to California to teach a new way
of life.



People came to find work, such as jobs building
the rail lines.



People came to find good land to farm.

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: Research the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including their cultural and religious traditions and contributions.



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Early Settlers and the Economy

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

Students' responses will vary. Possible answers are noted below.

<p>Father Antonio Cruzado</p> <p>In 1804, he planted the region's first orange grove. Today, California leads the country in fruit production.</p>	<p>James Marshall</p> <p>His discovery of gold nuggets in 1948 was the beginning of the California Gold Rush.</p>
<p>Levi Strauss</p> <p>He opened a drygoods store that sold supplies to miners. The strong pants he helped make became popular in California and the United States.</p>	<p>Cecil B. DeMille</p> <p>He was a filmmaker who came to California for its open spaces and warm climate. Many people in the motion-picture business followed him to California. Today, movie making is still important to California.</p>

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.

H-SS 3.3.2: Describe the economies established by settlers and their influence on the present-day economy, with emphasis on the importance of private property and entrepreneurship.



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Communities Grow

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

Students' answers will vary. Possible answers are noted below.

The railroad helped California grow. How did it help?

The transcontinental railroad connected the East and West Coasts. This let people and goods travel to California more easily and more quickly.

Businesses helped California to grow. How did it help?

People began new businesses in California.
People went to California to find jobs.

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, letters, and newspapers, that might be available to support their responses.

H-SS 3.3.3: Trace why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing on maps, photographs, oral histories, letters, newspapers, and other primary sources.





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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.

Students' answers will vary. Possible responses are noted below.

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>It keeps people safer in accidents. It makes the roads safer for everyone.</p>
<p>Children between the ages of six and eighteen must attend school.</p> 	<p>It is important that people have an education.</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: Determine the reasons for rules, laws, and the U.S. Constitution; the role of citizenship in the promotion of rules and laws; and the consequences for people who violate rules and laws.



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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.

Students' answers will vary. Possible answers are noted in the circles below.

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

At School

I know our class rules and follow them.

Rules: 1 Share.
2 Be polite.
3 Respect each other.
4 Raise your hand.

In My Neighborhood

**I pick up trash from my yard and throw
it away. I help out on park clean up day.**



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

H-SS 3.4.2: Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.



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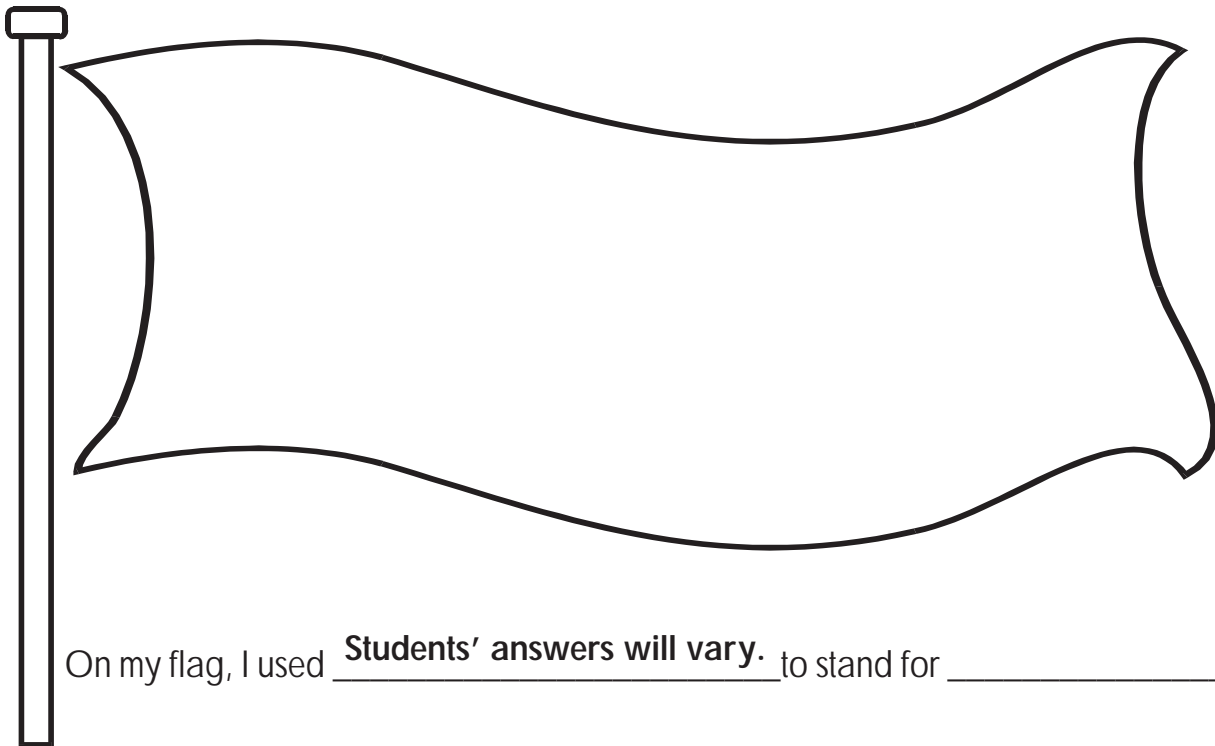
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Important Flags

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 stripes, which stand for the thirteen colonies. It also has fifty stars, one for each of the nation's states. California's flag has only one star. A mighty bear, standing for strength, walks across the flag.



On my flag, I used Students' answers will vary. to stand for _____.

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

H-SS 3.4.3: Know the histories of important local and national landmarks, symbols, and essential documents that create a sense of community among citizens and exemplify cherished ideals (e.g., the U.S. flag, the bald eagle, the Statue of Liberty, the U.S. Constitution, the Declaration of Independence, the U.S. Capitol).



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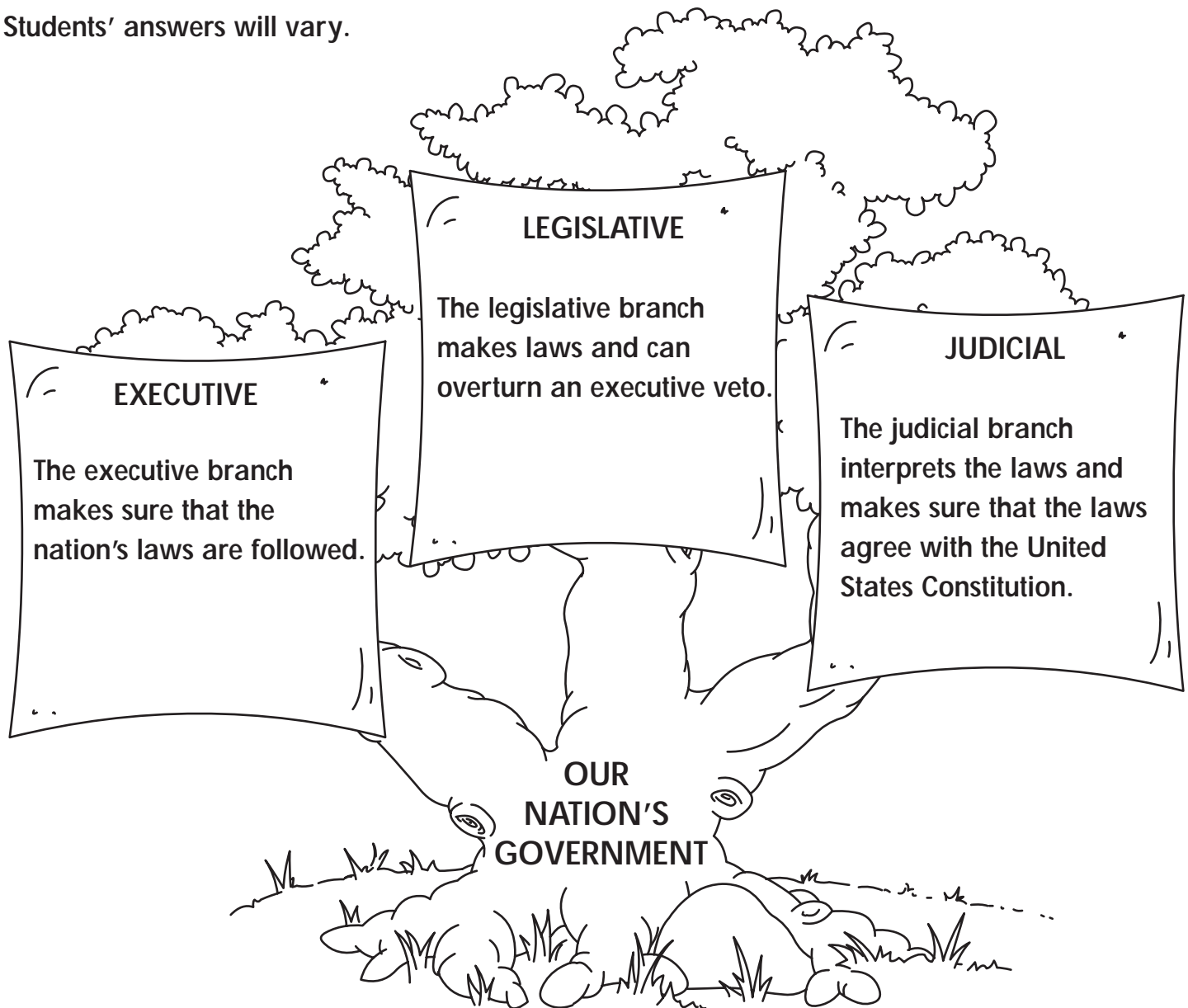
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Branches of Government

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

Tell what each branch of the government does.

Students' answers will vary.



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

H-SS 3.4.4: Understand the three branches of government, with an emphasis on local government.

