

## Extended Activities

### Activity #1 California Region Essay

Materials needed for each student:

- Copy of *Handout # EA 1 California Region Essay Outline* and *Handout #EA 2 California Region Rubric*
- Retrieval chart *Handout # 2* developed in Activity #2 of Lesson 2, textbook, reference books, internet websites

#### **Procedure:**

Using a copy of *Handout #EA 1 California Region Essay Outline*, model how to complete each section of the outline. This is a time-consuming process and requires extensive teacher modeling. To shorten the project, complete one region together with the students. Once they have learned the process, assign regions to individual students and have them complete the essay for just that one region. Refer to *Handout #EA 2 California Region Rubric*.

### Activity # 2 Writing a Summary Paragraph

**Prompt:** The natural regions of California have different physical and human features. Write a summary that explains the differences in the physical and human features among the regions. Tell how the features of each region affect people living in the region. Make sure to include specific details and to express main ideas in your summary.

Steps for students to follow:

- Before writing your summary, review the information on your retrieval chart and look for differences in the regions.
- Look in the textbook for pictures of each of the natural regions and look for the differences in the regions.
- Find in the textbook descriptions of the physical and human features of each region.
- For each region, create a list of the ways in which its features affect the lives of people who live there.
- Use the list and the retrieval chart to write a draft of the summary. Make sure it describes the differences among the regions and explain how each region's physical and human geographic features have affected life in the region.
- Review your work to make sure you have used correct grammar, spelling, punctuation, and capitalization.
- Make all necessary changes, and prepare your final summary.

### Activity # 3 Visit and Write a Post Card from a Region of California

Materials needed: variety of postcards

Materials needed for each student: Copy of *Handout #EA 3 Let's Take a Trip*, ruler for determining the distance traveled, a driving map of California with a scale of miles, 6" X 9" sheet of white construction paper, colored pencils (preferred) or crayons

## Procedure:

**Planning the Trip:** For this assignment, each student selects, or is assigned, a geographic region of California. Using a copy of *Handout #2.5 Let's Take a Trip*, a California driving map, and a ruler, each student completes the plans for his/her trip. Reference books and internet sites may be of assistance as students determine the locations, the sights to see, and the tourist attractions to visit. Note that students may only average 50 miles per hour and may travel no more than 250 miles in one day or 1750 miles for the week.

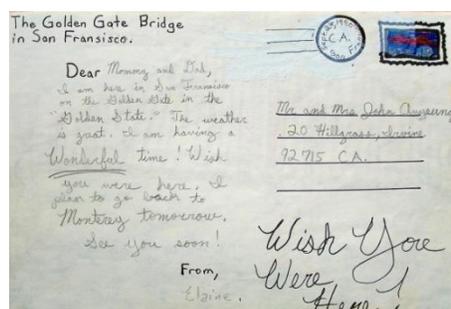
## Planning to write the Postcard – Prewriting Activities:

- Distribute a variety of post cards for students to review.
- Discuss the photo and type of writing on the front side of the post card.
- On the reverse side, discuss the format of the left side and the right side of a postcard before anything has been written on it.
- Discuss the location and price of the postage stamp and the location and content of a cancellation stamp.
- Review the types of messages often written on a typical postcard, including the date, greeting, body of the text, and the signature.
- Review the format used to address a post card, including the rules for punctuation and capitalization.
- Work together to design a rubric for a completed postcard



## Writing the Postcard:

It is recommended that students first write a rough draft of the address side of their postcard and have it edited and approved before proceeding with the rest of the postcard. You may also wish to have students do a rough draft of the message.



Once the rough draft of the postcard is completed, students may write the final version on the white construction paper. Finally, students may begin to work on the picture side of the postcard. Students tend to want to do the picture first, but it is strongly recommended you save this until the last step after the greeting and address side have been completed.

## Alternative Activity: California Guidebook

As an alternative to the postcard activity, students may work individually or as a group to design a California Guidebook describing the state's four regions. In the guidebook, students must explain what makes each natural region unique and what a tourist in California might expect if he or she visited that region. Have students think about what information they would like to have if they were planning to visit a place they have never been before. The guidebook should provide potential visitors with information as well as make them look forward to discovering California's diverse landscape.

## Activity # 4 Climate and Weather

(Definitions: **Climate** is defined here as the meteorological conditions, including temperature, precipitation and wind, that characteristically prevail in a particular region. **Weather** is the state of the atmosphere at a given time and place. A **region** is a large, indefinite portion of the earth's surface.

Discuss the climate and weather of the local region.

- What is the temperature range in the desert area?
- How much rain (precipitation) falls annually?
- What are the wind conditions?

Ask students to describe how the local environment changes as the seasons change. Explain that knowing the environment of an area throughout the year, such as climate, availability of water, types of plants and animals is important in understanding the culture of native people. (**Culture** refers to socially transmitted behavior patterns, art, belief, institutions, and all other products of human work and thought.)

Have students keep a **Daily Weather Log** of the temperature, precipitation, wind velocity and direction, and barometric pressure over time to explain some of the factors that affect weather in the local area. Local newspapers generally report on local weather conditions and are a good information source for the weather log.

**Daily Weather Log**

Date/Time Location	Temperature	Precipitation	Wind Velocity/ Direction	Barometric Pressure

**How Does Climate Affect Our Lives?** This activity is designed to help students develop observation skills through the observation of how things are related to one another.

Use the Students' Daily Weather Logs as a learning tool. Begin a chart, *How the Climate Affects Our Lives*. Ask questions such as:

- What impact does the climate of our local area have on our daily activities? (clothing, shelter, etc. ) Add observations to the chart.
- How do we change our daily life if we have a hot day? a cold day?
- What do we do differently when it rains?
- What impact does a windy day have on us?
- How do you think the climate affected the lives of the Indians of this region?

Ask students questions about the physical landforms in the local region.

- How does living in the desert affect our lives?
- How do you think living in the desert affected the lives of the Indians of this region?

## Activity #5 Daily Sentence Writing

Think of Daily Sentence Writing as a warm-up activity to build fluency in writing and to develop the flow of writing. You may wonder where you will get the time but with practice this activity can be done within a few minutes daily.

## **Procedure:**

**Step 1: Pre-writing.** Select one or more of the words from your history-social science standards, usually nouns. In this case, focus each day on one of the different geographic regions of California: the coastal region, the mountain region, the Central Valley region, and the desert region.

To begin, list “the coastal region” on the board. Point to a map of California to show where the “coastal region” is located. A description of the region needs to be taught if students are unfamiliar with the term. With your students brainstorm words that go with the coastal region. To enhance this prewriting phase, have students search through their social studies textbook to review the sections related to the coastal region. Have students who have been to the coastal region describe their experience.

**Step 2: Write.** Have students write 3 separate sentences with each one containing the words *coastal region*. (If desired, the word “coast” may be used and the word “region” may be omitted.) Students are not to write a paragraph, just 3 separate sentences. Each sentence must contain the focus word. For added scaffolding, provide a sentence frame(s): *in the coastal region...*

Once students get the hang of writing 3 sentences daily, increase the expectations. Add new rules one at a time. Some favorites are:

- NTSBWT SW (No two sentences begin with the same word.)
- Each sentence must have at least 5 words, later increase this to 7 words.
- No sentence may begin with “A,” “An,” or “The.” (This one really gets them!)

**Step 3: Peer edit.** Have each student star ONE sentence to share with his/her group of 4. Group members can make suggestions on ways to improve the sentence in the area of content and/or mechanics.

**Step 4: Class Share.** Do a “once-around” and have one person from each group orally read one of their group’s sentences. Don’t skip this step. It is the fun part for the students. They love to hear each others’ work and when students know their sentence might be read aloud they will work harder and harder each day to make interesting sentences.

## **Additional Activities:**

- Compose an acrostic poem using the name of a region. Students use words and phrases that describe the area’s geographic physical features.
- Using the style of California Impressionist landscape painter, create paintings depicting the natural landscape of the regions of California.
- Create crayon and watercolor compositions after viewing art prints of landscapes.
- Create an adaptation of *Geography From A to Z* by Jack Knowlton using the geographical features of the area.
- Play the game *California Bingo*. It may be purchased at A+ Teaching Materials for \$13.95 or from [www.lucybingogames.com](http://www.lucybingogames.com) The box contains 6 colorful picture boards, 42 informative cards, and chips for 2 to 6 players. To play with the entire class, use duplicates of the 6 picture boards. The information on the back of the cards is worthwhile and the photos will aid English Language Learners. Three versions of the game are described with winners having their chips in a “C” for condor, “A” for Alcatraz, or “L” for La Brea. The first player to have a California Bingo yells *Eureka!*

## Outline: California Region Essay

Name \_\_\_\_\_ Date \_\_\_\_\_

I. Topic Sentence: California \_\_\_\_\_

A. Location \_\_\_\_\_

B. Number of regions \_\_\_\_\_

C. Names of the regions \_\_\_\_\_

II. Coast Region

A. Location \_\_\_\_\_

B. Climate \_\_\_\_\_

C. Natural Features \_\_\_\_\_

D. Natural Resources \_\_\_\_\_

E. Industry \_\_\_\_\_

F. Recreation (fun) \_\_\_\_\_

III. Mountain Region

A. Location \_\_\_\_\_

B. Climate \_\_\_\_\_

C. Natural Features \_\_\_\_\_

D. Natural Resources \_\_\_\_\_

E. Industry \_\_\_\_\_

F. Recreation (fun) \_\_\_\_\_

IV Central Valley Region

A. Location\_\_\_\_\_

B. Climate\_\_\_\_\_

C. Natural Features\_\_\_\_\_

\_\_\_\_\_

D. Natural Resources\_\_\_\_\_

E. Industry\_\_\_\_\_

F. Recreation (fun)\_\_\_\_\_

V. Desert Region\_\_\_\_\_

A. Location\_\_\_\_\_

B. Climate\_\_\_\_\_

C. Natural Features\_\_\_\_\_

\_\_\_\_\_

D. Natural Resources\_\_\_\_\_

E. Industry\_\_\_\_\_

F. Recreation (fun)\_\_\_\_\_

VI. If you could visit any region, which one would it be? \_\_\_\_\_

A. Why would you visit this region? (Things you like about it)

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

Based on the work of Erika Weiss and Pam West, San Diego Unified School District

# California Region Rubric

Name \_\_\_\_\_ Total Score \_\_\_\_\_

1. Paragraph one includes the location of California, the number of regions, the names of the regions, and the name of the region in which you live.

1                      2                      3                      4

2. Paragraph two includes information about the Coast Region, its location, climate, natural features, natural resources, industry, and recreation.

1                      2                      3                      4

3. Paragraph three includes information about the Mountain Region, its location, climate, natural features, natural resources, industry, and recreation.

1                      2                      3                      4

4. Paragraph three includes information about the Central Valley Region, its location, climate, natural features, natural resources, industry, and recreation.

1                      2                      3                      4

5. Paragraph three includes information about the Desert Region, its location, climate, natural features, natural resources, industry, and recreation.

1                      2                      3                      4

6. Paragraph six includes which region you would like to visit and includes five reasons why.

1                      2                      3                      4

7. All paragraphs begin with a topic sentence.

1                      2                      3                      4

8. There are few if any spelling and grammar errors and it is written neatly.

1                      2                      3                      4

Handout # EA 3

## Let's Take a Trip

Name \_\_\_\_\_ Region \_\_\_\_\_ Date \_\_\_\_\_

Grab on to your map and let's plan a trip. You are to travel by car to several locations. First, select a beginning location in one of the regions of California. Second, map out where you would like to travel for the next 7 days. You do not have to return to the same location where you begin. Plan to average no more than 50 miles per hour. So that you have time for sightseeing, you may not travel more than 5 hours per day.

What is the scale of the map you are using? \_\_\_\_\_

Complete the following:

	Leave from:	Destination:	Number of miles	Some sights I will see and/or visit along the way:
Day 1				
Day 2				
Day 3				
Day 4				
Day 5				
Day 6				
Day 7				

**Prompt:** Design a postcard you will send while you are on your trip. On one side, write your greeting and properly address the postcard. If desired, add a cancellation mark and a stamp. Once this has been edited and approved, draw a picture on the reverse side of the card.