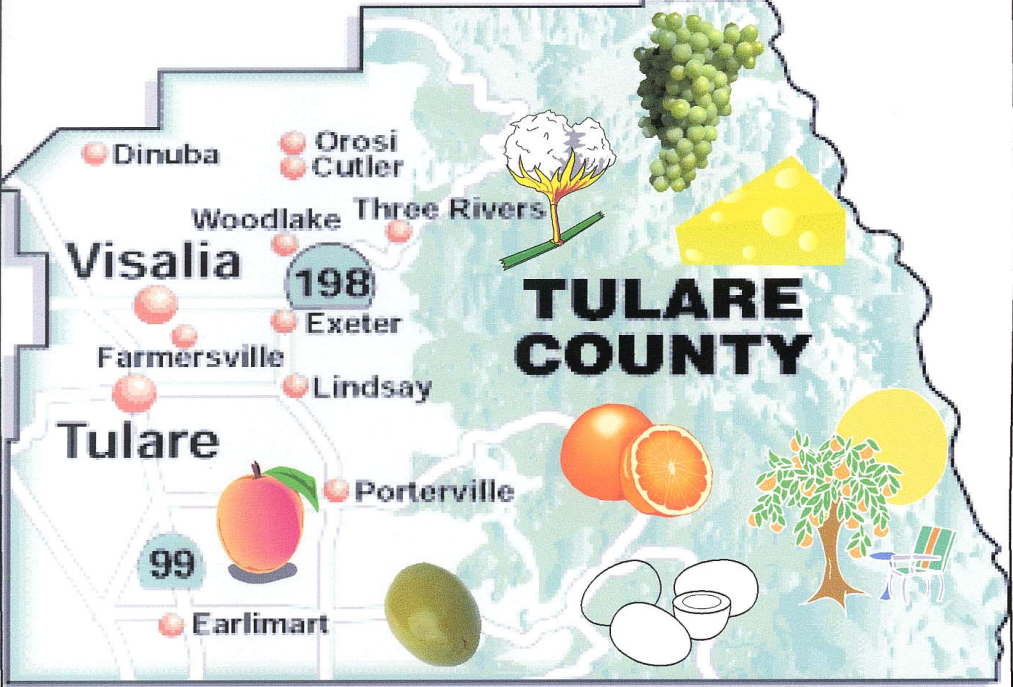




LET'S GET PHYSICAL



An Integrated, Interdisciplinary, Third Grade
Thematic Social Studies Unit

Continuity and Change - Physical Geography

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OVERVIEW

I. CONTENT:

Our physical geography is measured in many ways. Physical geography is measured through landforms, maps, and coordinates. Physical geography has changed throughout the ages. Studying these changes is important to understand how geography impacts the world and our lives.

Changes in our geographical environment can be brought about naturally, or by human intervention. People use the resources in their area to meet their needs. People also change their environments to make survival easier. Both natural and “human” changes to the environment affect the people, animals and plants that live in the area and these changes have long term effects, both positive and negative. It is important that the student understands the effects these changes have over time, and the connection between living organisms and their environments. Through such understanding, the student understands how changes affect the future of environments.

The concept of continuity and change is relative to geographical features and the use of natural resources. Students will learn to understand how people have used resources in their local regions and how they have modified their physical environments to meet the needs of their communities. Students will be able to compare and contrast the physical and human geographies of their local regions from past to present. They will also understand the co-dependent relationship between geography (environment) and the living organisms which inhabit them.

II. PROCESS:

Through cooperative learning, hands on activities, observations, individual projects, and group interactions involving research and problem solving, students gain an understanding into the impact of human intervention on physical geography which in turn affect ecosystems and natural resources of an area.

III. PRODUCT:

Students will have a deeper understanding of the physical geography and natural resources of their area from the past to the present, and of how changes have affected the ecology of the area. Students will gain an appreciation of their local geography and its importance in the future of life in the area.

Unit Overview: Alignment with National / State / District Pupil Performance Standards

Overarching Benchmarks / Standards / Goals for **COMPLETE unit of study:**

3.1 STUDENTS WILL DESCRIBE THE PHYSICAL AND HUMAN GEOGRAPHY AND USE MAPS, MTABLES, GRAPHS, PHOTOGRAPHS, AND CHARTS.

Benchmark 1: Students will understand the concept of continuity and change relative to geographical features and use of natural resources.

Benchmark 2: Students will identify geographical features in their local region.

Benchmark 3: Students will understand the ways in which people have used the resources of the local region and modified the physical environment.

Benchmark 4: Students will discover the co-dependent relationship between geography and the plants and animals...including humans, in the area.

I-SEARCH INDEPENDENT RESEARCH PROJECTS FOR GIFTED AND TALENTED STUDENTS

1. PARADOXES:

Miles away from developed areas, the Sierra Nevada mountain range is thought to be nearly pristine, same as 100 years ago. Research shows acid rain and air pollution is damaging the trees. Make transparencies to show the damage suffered to trees in their bark, etc. and how the research was done.

2. ATTRIBUTES:

Maps have a legend/key. Compile a list of as many symbols as you can find using a variety of maps and explain what each symbol means.

3. ANALOGIES:

Compare the continuity and change of Mono Lake water transported to Los Angeles water system to our local water resources transported to farms on the West side of our valley.

4. DISCREPANCIES:

The Sierra Nevada Mountains were long thought to have pushed upward to formation. New evidence suggests the mantle fell off and land sank. While this mountain range was thought to be “boring” it now appears to have been created in a new and exciting way. Students will perform a press conference to share this breaking news and interview scientists with their theories.

5. PROVOCATIVE QUESTIONS:

We have many National Parks today. What would have happened if we had never developed/protected these environments? Students will debate the pros and cons of deforestation and urban sprawl.

6. EXAMPLES OF CHANGE:

We live in farmland. Over time, continuity and change have affected farmers. Students create a timeline showing the changes/improvement (as well as things that have stayed the same) in farm equipment over time.

7. EXAMPLES OF HABIT:

People came to our area originally seeking gold and minerals to “get rich quick.” Once they arrived, they realized the beauty of the land and fertile ground was a place to stay and raise a family. Students will create a puppet show demonstrating the difference in thinking between the gold miner who came and left and a farmer who stayed and prospered.

8. ORGANIZED RANDOM SEARCH

All living things/creatures have seven characteristics. Research the seven characteristics of living creatures. Make five groups, each from the kingdoms of the living (plant, animal, fungi, protist, prokaryote). Create a diagram of characteristics for each of the five groups

9. SKILLS OF SEARCH

National Parks have allowed for extensive public use on foot and transportation. Unfortunately, this has harmed the environment/habitats. Design a new plan for Sequoia National Park to protect/preserve the environment and provide public access.

10. TOLERANCE FOR AMBIGUITY:

You have just gone back in time 100 years in our county looking for gold, and realize it is great farmland. Maintain a day by day journal about your life today and as a pioneer. Compare the continuity and change between life today and life in pioneer times.

11. INTUITIVE EXPRESSION:

Julia 'Butterfly' Hill lived in a tree for two years to prevent it from being cut down by loggers. Later, someone cut the tree in half and it still survives today. Students will role play Julia and Luna, the tree.

12. **ADJUSTMENT TO DEVELOPMENT:**

Cities have developed using valuable farmland, instead of using other land. Make a filmstrip you would present to city/county planners to preserve precious farmland and provide for population growth.

13. **STUDY CREATIVE PEOPLE AND PROCESS:**

Visalia was widely known throughout California for its Visalia Saddle. Study the artwork and process of making the Visalia Saddle and why it was so desired. Students will create a poster labeling its parts. They will also create a new design/artwork to decorate the saddle.

14. **EVALUATE SITUATIONS:**

In the 1960's, a dam was built in Woodlake/Three Rivers, California. This dam dried up the Tule Lake and displaced the Yokut Indians living there. It also buried what artifacts we had from the Wukchumni, one of the Yokut tribes. Students will role play a Yokut/Wukchumni Indian responding to the news of the construction of the dam.

15. **CREATIVE READING SKILL:**

Students will read the book *The History of Tulare County*, *Los Tulares Newsletter*, *Mineral King Preservation Society Newsletter*, etc. After reading the literature, students will create their own newsletter about our county.

16. **CREATIVE LISTENING SKILL:**

Listen to the tape of a rainstorm. Students will dramatize a raindrop up in the Sierra Mountains, joining rivulets, streams, rivers, waterfalls, Lake Kaweah, Terminus Dam, canals, farmland, etc.

17. **CREATIVE WRITING SKILL:**

Write a play to show the Native Americans teaching today's politicians, farmers, city planners, etc. how to live one with nature.

18. **VISUALIZATION SKILL:**

List the major geographical landforms and list some plants and animals that live in those areas. Design a mobile to show that information.

ACADEMIC / CRITICAL THINKING SKILLS
ANALYZING HUMAN ACTIVITIES! (AHA!)

STATE STANDARD # SS 3.1 STUDENTS WILL BE ABLE TO understand the concept of continuity and change in their local physical geography.

ESSENTIAL QUESTION: How does the Universal Theme of **Producing, Exchanging and Distributing** create mastery learning of essential concepts in this unit?

1. **PRODUCING, EXCHANGING, AND DISTRIBUTING** [ECONOMICS]

Textbook or Database: *Anna's Brand New Coat*, *Milk Makers*, *Dairy Cattle*, *Almonds Growing and Harvest*

KNOWLEDGE:

Anticipatory Set: Read the book *Anna's Brand New Coat* by Harriet Ziefert

Students will: define and compare the resources of the past, present, and future of their geographic area. They will understand the ways in which people have used the resources of the local region and modified the physical environment.

COMPREHENSION:

Students will make a cause and effect chart on the natural resources in their local region from the past to the present.

APPLICATION:

Anticipatory Set: Read the Milk Makers by Gail Gibbons and watch “Dairy Cattle” and “Almonds Growing and Harvest” by United Streaming

Students will: choose a resource from their local area and demonstrate their knowledge about that resource.

Class/team product: Students will make a book, bring a finished product using their resource, or make a web of the different things the resource could be used for.

Multicultural and/or ESL and/or Bilingual Link: Students will start a multicultural picture dictionary then add recipes using resources from your local area.

Mathematics/Science Link and/or Humanities Link: Make one of the recipes from above.

School-to-Career/Tech Prep Link: Interview a person who produces, exchanges, or distributes a resource from your local area.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anticipatory Set: Show students different types of maps (political, resource, and topography). As a class, make a natural resource map of the local area from the past and present.

Students will: make a map of natural resources for their local area then compare and contrast past and present map.

Class/team/individual product: Share their map with the class.

INDIVIDUAL JOURNAL ASSIGNMENT:

Given a variety of natural resources, (cotton, oranges, rocks, water, etc.) students will be blindfolded and then they will describe the resource using sensory words.

HOMELINK:

With your family, list all the finished products that could have come from your local region.

STATE STANDARD # SS 3.1 STUDENTS WILL BE ABLE TO understand the concept of continuity and change in their local physical geography.

ESSENTIAL QUESTION: How does the Universal Theme of **Transportation** create mastery learning of essential concepts in this unit?

2. TRANSPORTATION

Textbook or Database: *History of Transportation: Automobiles and Trucks, Oranges*

KNOWLEDGE:

Anticipatory Set: Play the song “I Get Around” by the Beach Boys and show movie clip “Away We Go” by United Streaming.

Students will: understand how people adapted their mode of transportation depending on the physical change of the geography of their area.

COMPREHENSION:

Using pictures of geographical landforms students will explain reasons for transportation used in varying geographic areas at various times in history.

APPLICATION:

Anticipatory Set: Show pictures of different forms of transportation past and present and then match transportation to pictures of our area past and present.

Students will: create a form of transportation that they could use in a specific topography.

Class/team product: The students will create one of the following; diorama, collage, drawing, and/or a three dimensional model about the transportation used in their area past or present.

Multicultural and/or ESL and/or Bilingual Link: Students will add to their picture dictionary the different modes of transportations in different languages.

Mathematics/Science Link and/or Humanities Link: Make a Venn diagram of the modes of transportation linked to changes in their geographical area from the past, present, and future.

School-to-Career/Tech Prep Link: Transportation careers of past, present, and future.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anticipatory set: Show following two video clips from United Streaming, “History of Transportation: Automobiles and Trucks.” and “Oranges”.

Students will: work in cooperative groups and then choose a product they will transport from their local area across the USA.

Class/team/individual product: Student will give an oral presentation using visuals to show how their product would be packaged and method of transportation(s).

INDIVIDUAL JOURNAL ASSIGNMENT:

Write about a destination you would like to visit and describe three modes of transportation you could use to get there.

HOMELINK:

Draw pictures of all forms of transportations they use at home and where they use them.

STATE STANDARD # SS 3.1 STUDENTS WILL BE ABLE TO understand the concept of continuity and change in their local physical geography.

ESSENTIAL QUESTION: How does the Universal Theme of **Communications** create mastery learning of essential concepts in this unit?

3. COMMUNICATIONS

KNOWLEDGE:

Anticipatory Set: Play “I Heard it Through the Grapevine” by Marvin Gaye and “The Letter” by the Boxtops. Present pictures of communications such as mail, horse, messenger, and telegraph.

Students will: define communication and list forms of communications. They will brainstorm the forms of communication in the past, present, and the future and explain how geography effected communication.

COMPREHENSION:

Given pictures of different forms of communication, students will categorize them in the past, present, and future on a three column chart.

APPLICATION:

Anticipatory Set: Play song, “Call Me” by Blondie

Students will: understand the importance of communication over time.

Class/team product: Students will be given a time period, geographical location, and a situation requiring an immediate emergency need in which they will create a form of communication in order to receive help.

Multicultural and/or ESL and/or Bilingual Link: Compare the languages spoken today and the past in their area.

Mathematics/Science Link and/or Humanities Link: Compare the music of the past, present, and future then discuss how music is the universal language.

School-to-Career/Tech Prep Link: Research the careers of communications used today.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anticipatory set: As a class, students will devise and present a timeline of the evolution of the technology of communication.

Students will: solve the following problem: You live in Tulare County (your local area) and your sister lives in New York. How would you communicate with your sister in the years of 1870, 1940, and 2004? How long would it take for your sister to receive your message in each of those time periods?

Class/team/individual product: Students will research, create a detailed illustration, and present the forms of communications from the 1870, 1940, and 2004.

INDIVIDUAL JOURNAL ASSIGNMENT:

Reflect and generate a diagram listing the advantages and disadvantages of the forms of communications of the past and present.

HOMELINK:

Discuss and generate a list with your family all of the forms of communications used at home?

STATE STANDARD # SS 3.1 STUDENTS WILL BE ABLE TO understand the concept of continuity and change in their local physical geography.

ESSENTIAL QUESTION: How does the Universal Theme of **Protecting and Conserving** create mastery learning of essential concepts in this unit?

4. **PROTECTING AND CONSERVING**

Textbook or Database: *Forest, National Park*

KNOWLEDGE:

Anticipatory Set: Video of National Park

Students will: understand the importance of conserving our beautiful local environment through national and state parks. Students will identify where our national and state parks are located in our county.

COMPREHENSION:

Students will identify the special resources located in the national park, and then explain how the resources are being protected today for the future.

APPLICATION:

Anticipatory Set: Play video “Forest” from United Streaming.

Students will: prepare a skit to teach others how to protect and conserve our national resources such as, plants, animals, water, and Earth.

Class/team product: Present skit to the class.

Multicultural and/or ESL and/or Bilingual Link: Students will add to their multicultural picture dictionary using conservation words.

Mathematics/Science Link and/or Humanities Link: Explore the different ecosystems in your local area then make a mural and label the five main parts of an ecosystem.

School-to-Career/Tech Prep Link: Research an occupation that pertains to protecting and conserving your local resources.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anticipatory set: Sing “This is Your Land” by Woody Guthrie

Students will: generate a plan to protect and conserve the resources in their community.

Class/team/individual product: Create a bumper sticker reminding their community to protect and conserve the resources.

INDIVIDUAL JOURNAL ASSIGNMENT:

Write a letter to your city council sharing your plan to protect and conserve the resources in your local area.

HOMELINK:

Share your conservation plan with your family, and together decide how to put your plan into action.

STATE STANDARD # SS 3.1 STUDENTS WILL BE ABLE TO understand the concept of continuity and change in their local physical geography.

ESSENTIAL QUESTION: How does the Universal Theme of **Providing Education** create mastery learning of essential concepts in this unit?

5. PROVIDING EDUCATION

KNOWLEDGE:

Anticipatory Set: Pass out travel brochures for each of the seven continents.

Students will: understand that a continent is a large body of land. They will realize that they live on one of the seven continents of the world. The students will be able to locate the seven continents and four oceans on a map and globe.

COMPREHENSION:

Students will match the brochure to the proper continent and locate the four oceans on the world map and globe.

APPLICATION:

Anticipatory Set: Show a relief map of our country and state.

Students will: produce salt dough world map.

Class/team product: Students will paint and label each of the seven continents and oceans.

Multicultural and/or ESL and/or Bilingual Link: Given a world map, students will find their country of family origin and connect it with yarn to their location today.

Mathematics/Science Link and/or Humanities Link: Students will order continents according to land area from greatest area to least.

School-to-Career/Tech Prep Link: Students will identify international businesses that deal with our community resources.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anticipatory set: Sing Disney's "It's a Small World"

Students will: compose a song, make a game, write a story or poem, and prepare a skit to help the class identify the continents and oceans.

Class/team/individual product: Perform skit in front of class.

INDIVIDUAL JOURNAL ASSIGNMENT:

Write about the continent you would like to visit and why.

HOMELINK:

Interview someone who took a trip to another country and ask them at least 12 specific questions with at least five questions dealing with geography.

STATE STANDARD # SS 3.1 STUDENTS WILL BE ABLE TO understand the concept of continuity and change in their local physical geography.

ESSENTIAL QUESTION: How does the Universal Theme, **Use of Technology**, create mastery learning of essential concepts in this unit?

6. USE OF TECHNOLOGY

Textbook or Database: *Creature Features: Changes to Environment*

KNOWLEDGE:

Anticipatory Set: Read articles from the internet about conservation efforts in their area.

Students will: record the internet sites they navigated and summarize all the information they learned

COMPREHENSION:

Using the internet sites they collected, students will research the different vocations, paid or volunteer, that are available to personnel who wish to conserve and preserve their local area.

APPLICATION:

Anticipatory Set: Show a PowerPoint to convince students the need for conservationists.

Students will: get into groups of no more than three and use internet sites to research conservationists in their area and around the world.

Class/team product: Students will present a two slide PowerPoint about their conservationist of choice.

Multicultural and/or ESL and/or Bilingual Link: Students will add to their multicultural picture dictionary tools or supplies a conservationist would use.

Mathematics/Science Link and/or Humanities Link: Solve this problem: A group of three conservationists are going to speak at a lecture in Washington D.C. They are going to ask a community service group for donations in order to participate in the convention. Your job is to figure out how much money the conservationists need to ask for. The air flight is \$775.00 each, hotel \$215.00 a night (4 night stay), car rental \$85.00, and tour of Washington D.C. \$55.00 each. How much money should the group of conservationists ask for?

School-to-Career/Tech Prep Link: Invite a conservationist to speak to the class about their job and the benefits.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anticipatory set: Show clip “Creature Features: Changes to Environment” from United Streaming

Students will: develop an advertisement using Microsoft Word or PowerPoint with illustrations using clip art, predicting what your local area would look like if the community isn’t careful about conserving and preserving their local area.

Class/team/individual product: Computer advertisement

INDIVIDUAL JOURNAL ASSIGNMENT:

Write a lecture you would present at the convention as a conservationist speaker, and you are trying to educate others about conserving and preserving.

HOMELINK:

Take your conserving advertisement home and have a discussion with your family and explain why conserving is so important. Then have someone in your family take you to a supermarket and ask if you can post your advertisement in their store, or post it on a nearby pole.

STATE STANDARD # SS 3.1 STUDENTS WILL BE ABLE TO understand the concept of continuity and change in their local physical geography.

ESSENTIAL QUESTION: How does the Universal Theme of **Recreation** create mastery learning of essential concepts in this unit?

7. RECREATION

Textbook or Database: *Champions of the Land – John Muir, History of Tulare County*

KNOWLEDGE:

Anticipatory Set: Show short clip “Champions of the Land – John Muir” by United Streaming.
Students will: learn the different forms of recreation specific to the geographic landforms past and present in their area.

COMPREHENSION:

Given pictures of geographic landforms in our area students will give examples of recreation activities for that area past and present.

APPLICATION:

Anticipatory Set: Sing campfire songs
Students will: plan a backpacking trip for their area. (Where, when, what they need, and how long)
Class/team product: Share your backpacking agenda including places you would like to explore.
Multicultural and/or ESL and/or Bilingual Link: Research the origin of the names of recreational places in our area and add them to your picture dictionary.
Mathematics/Science Link and/or Humanities Link: Using a topographical map, plan a hiking trip through a geographical area noting the elevation gain and decline.
School-to-Career/Tech Prep Link: Research on the web the High Sierra Trail Group.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anticipatory set: Parent Trap Movie – Disney – the end of the movie, when they are on a camping trip.
Students will: understand how human recreation changed from past to present depending on the geography around them, transportation, and technology.
Class/team/individual product: Using *History of Tulare County* by Sabin H. Gray, the students will make a chart of the growth of Tulare County including, the local physical geography, transportation, and technology of the past and present. They will then add recreation to the chart, taking into consideration geography of the area, transportation and technology.

INDIVIDUAL JOURNAL ASSIGNMENT:

Write a three day journal entry of your backpacking journey, emphasizing sensory details.

HOMELINK:

Interview someone who has been camping or hiking at a local area.

STATE STANDARD # SS 3.1 STUDENTS WILL BE ABLE TO understand the concept of continuity and change in their local physical geography.

ESSENTIAL QUESTION: How does the Universal Theme of **Organizing and Governing** create mastery learning of essential concepts in this unit?

8. **ORGANIZING AND GOVERNING**

Textbook or Database: *Introduction to Geography, The Region’s Physical Features*

KNOWLEDGE:

Anticipatory Set: Sing “If I Had a Hammer” by Peter, Paul, and Mary (Warner Brothers) and review classroom and school rules.
Students will: learn the importance of having rules and governing the modifications of physical geography of the past, present, and future.

COMPREHENSION:

Present a cause and effect chart of the physical changes in geography in the Pre-1800's, Post-1800's and 2004 caused by the government of the area. Students will defend the governing bodies' reasons for the changes of the physical geography.

APPLICATION:

Anticipatory Set: Show the following two videos from United Streaming, "Introduction to Geography," and "The Region's Physical Features."

Students will: draw the key points that changed the physical geography before 1800's, post 1800, and 2004.

Class/team product: A mural of the physical geography changes.

Multicultural and/or ESL and/or Bilingual Link: Compare and contrast the government of their local area to their native country. Then add unknown vocabulary words to their multicultural picture dictionary.

Mathematics/Science Link and/or Humanities Link: What are the geometrical figures that you can find on your local area map?

School-to-Career/Tech Prep Link: Invite a local historian to talk to the class about the changes in their local area.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anticipatory set: Form a classroom council with an election and have students vote for their classroom representatives.

Students will: present a persuasive speech on what changes will be made in the classroom and why the class should vote for them.

Class/team/individual product: Persuasive speech

INDIVIDUAL JOURNAL ASSIGNMENT:

Reflect and write about the advantages and disadvantages on the physical geographical changes in their local area.

HOMELINK:

Have your family help you make a poster promoting yourself for classroom council.

STATE STANDARD # SS 3.1 STUDENTS WILL BE ABLE TO understand the concept of continuity and change in their local physical geography.

ESSENTIAL QUESTION: How does the Universal Theme of **Moral, Ethical and Spiritual Behavior** create mastery learning of essential concepts in this unit?

9. **MORAL, ETHICAL AND SPIRITUAL BEHAVIOR**

Textbook or Database: *Native Americans: In the Forest, History of Mineral King*

KNOWLEDGE:

Anticipatory Set: PowerPoint timeline of land formations in our area and the changes over time (mountains, ocean, glaciers, rivers, plants, animals, people, and cities today).

Students will: outline the timeline of land formation in our area.

COMPREHENSION:

Students will debate the changing of our land to accommodate increased population and manufacturing/businesses.

APPLICATION:

Anticipatory Set: Video about Indians living off the land, "Native Americans: In the Forest."

Students will: get into groups representing conservationists, politicians, and business leaders then generate reasons to support their view for the future of our geography and natural resources.

Class/team product: Designed posters which they will present to defend their position to the class.

Multicultural and/or ESL and/or Bilingual Link: Discuss the changes over time and how they affected the way of life for Native Americans, migrant farm workers, etc.

Mathematics/Science Link and/or Humanities Link: Make a graph about the change in human population overtime and discuss its relation to our changing geography over time.

School-to-Career/Tech Prep Link: Students explore the internet websites dealing with conservation and ecology (Woodsy Owl, Smokey the Bear, Kids Corner-Endangered Species, etc.)

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anticipatory set: Video on “History of Mineral King” and then discuss the 1970 Disney plan to develop the area into a ski resort.

Students will: reconstruct the future of Mineral King two ways. One, if Disney ski resort had been built in 1970 and prepare a drawing or written report about it. Two, tell about the future of Mineral King as it is being preserved today and continues into the future.

Class/team/individual product: Compare and contrast the Disney Ski Resort and the future of Mineral King. Present the drawings and reports with the class.

INDIVIDUAL JOURNAL ASSIGNMENT:

What is your opinion about the moral/ethical/spiritual behaviors about the changing of our geographical landforms and natural resources?

HOMELINK:

Ask your family about what they think about our changing geography and resources.

STATE STANDARD # SS 3.1 STUDENTS WILL BE ABLE TO understand the concept of continuity and change in their local physical geography.

ESSENTIAL QUESTION: How does the Universal Theme of **Aesthetic Needs** create mastery learning of essential concepts in this unit?

10. AESTHETIC NEEDS

Textbook or Database: *Pocahontas, Dear Children of the Earth,*

KNOWLEDGE:

Anticipatory Set: Play, “America the Beautiful” and “I am Pretty, Oh so Pretty” by Julie Andrews while watching a slide-show of pictures of the geographical landscape of their county.

Students will: understand that beauty is relative. They will recognize the beauty of our local environment by looking at pictures of geographical landscapes and articulating the beauty they see. They will classify pictures (have a variety of pictures from past to present, include pictures of dumps, deforestation, and smog) as either beautiful or visually disagreeable.

COMPREHENSION:

Students will be shown before and after pictures of the geography of their area. They will compare and contrast pictures of their county from the past and present and articulate the differences. They will discuss how people have changed the geographic landscape (deforestation, dams, urban sprawl) because of need and how those changes have caused differences in aesthetic beauty

APPLICATION:

Anticipatory Set: Film clip from Disney’s “Pocahontas” where they are chopping down the trees in a forest to use the wood for building.

Students will: understand how people can change local geographical features and in doing so, change the aesthetic beauty of the area.

Class/team product: Use photos from their geographic area along with magazine clippings of geographical scenery that students find “beautiful” to create a collage. They will share their collage

while articulating the aesthetic qualities of the images they chose. They will then discuss how the beauty of those places can change through time.

Multicultural and/or ESL and/or Bilingual Link: Students will look at different geographical images from all over the world. They will discuss the beauty of the geography of the earth.

Mathematics/Science Link and/or Humanities Link: Read the book, Dear Children of the Earth by Schim Schimmel

School-to-Career/Tech Prep Link: Talk about artists from around the world who are famous for capturing the beauty of the earth.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anticipatory set: Show Ansel Adams landscape paintings and other landscape artwork from artists of the area.

Students will: appreciate the beauty around them by taking some time to contemplate and appreciate their geographical region.

Class/team/individual product: Students will choose scenery from their geographic area and paint a landscape portrait. They will then share their landscape painting and articulate the aesthetic qualities that made them choose that particular geographic scene. As a class they will discuss the many beautiful landscapes around their county and how humans may affect changes to that beauty in the future.

INDIVIDUAL JOURNAL ASSIGNMENT:

Students will journal their thoughts about the changes in their environment over time.

HOMELINK:

Students will interview adults at home and ask them their favorite local landscapes, and what visual qualities make them beautiful.

STATE STANDARD # SS 3.1 STUDENTS WILL BE ABLE TO understand the concept of continuity and change in their local physical geography.

ESSENTIAL QUESTION:

How does the discipline/sub-discipline of **Literature** create mastery learning of essential concepts in this unit?

11. Literature

Textbook or Database: *Julia ‘Butterfly’ Down to Earth, Aani and the Tree Huggers, The Great Kapok Tree, The Lorax, Legacy of Luna*

KNOWLEDGE:

Anticipatory Set: Show video from “Julia ‘Butterfly’ Down to Earth” -- KRON Ch. 4 San Francisco, 12/18/1999

Students will: understand personal narrative. They will connect this story of courage to the concept of how humans (through deforestation) alter the physical geography, and in turn affect all the living creatures within the destroyed ecosystem. Teacher will read The Legacy of Luna, a true story of a girl living in a Giant Redwood tree in her efforts to save it.

COMPREHENSION:

Students will keep a response journal on their thoughts about “Luna”, the tree in the story. They will keep track of all the animals living within her, including Julia “Butterfly” Hill. They will respond to her efforts to stop deforestation, and evaluate Julia’s stand against loggers.

APPLICATION:

Anticipatory Set: Video of Julia “Butterfly” Hill living on Luna.

Students will: understand that by saving Luna, Julia is saving many more living creatures. They will also understand that when humans change their environment, they are affecting all living creatures in that area.

Class/team product: Students will make a three dimensional representation of Luna in the classroom. They will add the living creatures living in Luna to the paper tree as they learn about them in class. They will then discuss how altering the physical landscape, alters the living creatures among them. The students will then write a persuasive essay on Julia and her efforts as an environmental activist.

Multicultural and/or ESL and/or Bilingual Link: Research other environmental activists from around the world, and what they are doing in their area.

Mathematics/Science Link and/or Humanities Link: Read [Aani and the Treehuggers](#) by Jeannie Atkins, [The Great Kapok Tree](#) by Lynne Cherry and [The Lorax](#) by Dr. Seuss.

School-to-Career/Tech Prep Link: Students will research what Julia “Butterfly” Hill is doing now.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anticipatory set: Clip from Julia “Butterfly” Hill

Students will: become environmental activists and search the web for a cause they would like to research and help.

Class/team/individual product: After choosing a cause, they will create a video explaining their passion for the cause, and what they are planning to do to help their cause. They will also explain why their cause is important to the world.

INDIVIDUAL JOURNAL ASSIGNMENT:

Write a critique of the book [Legacy of Luna](#).

HOMELINK:

Explain what an environmental activist is, and discuss their efforts to join a cause they are passionate about.

STATE STANDARD # [SS 3.1](#) STUDENTS WILL BE ABLE TO understand the concept of continuity and change in their local physical geography.

ESSENTIAL QUESTION:

How does the discipline/sub-discipline of **Geography** create mastery learning of essential concepts in this unit?

12. **Geography**

Textbook or Database: *Geography Basics: Landforms and Living Patterns, Geography for Everyone*

KNOWLEDGE:

Anticipatory Set: Play song and video of “This Land is Your Land” by Woody Guthrie

Students will: locate, identify, and label the physical geography of their local area. They will also show the relationship of the local region to the continent and ocean in their area.

COMPREHENSION:

Students will identify the landforms of the physical geography in their local region.

APPLICATION:

Anticipatory Set: Show video clip, “Geography Basics: Landforms and Living Patterns” from United Streaming.

Students will: present a timeline showing the changes of the physical geography from the past, present, and future.

Class/team product: Present their timeline and share their information with the class.

Multicultural and/or ESL and/or Bilingual Link: Students will make a map of their native country identifying the ocean and continents nearby.

Mathematics/Science Link and/or Humanities Link: Identify the types of rocks and soil found in their local region.

School-to-Career/Tech Prep Link: Research careers in geography.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anticipatory set: Show “Geography for Everyone” by United Streaming

Students will: work in cooperative groups and select a landform of their choice and make a three dimensional landform.

Class/team/individual product: Present their three dimensional landform and discuss the unique qualities of the landform chosen.

INDIVIDUAL JOURNAL ASSIGNMENT:

Reflect on how they would modify their nearby park, in terms of beauty and safety.

HOMELINK:

Family and child will write and draw an illustration of their favorite landform.

STATE STANDARD # SS 3.1 STUDENTS WILL BE ABLE TO understand the concept of continuity and change in their local physical geography.

ESSENTIAL QUESTION:

How does the discipline/sub-discipline of **Agriculture** create mastery learning of essential concepts in this unit?

13. Earth Science - Agriculture

Textbook or Database: *When I Grow Up I want to be a Farmer, Kids visit a Dairy Farmer*

KNOWLEDGE:

Anticipatory Set: Show video “When I Grow Up I want to be a Farmer” by United Streaming.

Using a pictorial input, show illustrations of the lakes, dam, cotton, crops, and dairies in the county.

Students will: learn the history of continuity and change of agriculture.

COMPREHENSION:

Present a chart on how the consumer demands crops and how farmers provide the supply. Students will distinguish the roles and responsibilities of the farmers.

APPLICATION:

Anticipatory Set: Show the clip, “Kids visit a Dairy Farmer” by United Streaming and then take a field trip to a nearby dairy.

Students will: work in cooperative groups and research the internet for information on the history of the dairy industry.

Class/team product: Using third grade strategies, students will write a paragraph and draw an illustration of what they learned using Paint on Microsoft.

Multicultural and/or ESL and/or Bilingual Link: Add new words related to nutrition and agriculture to the multicultural picture dictionary.

Mathematics/Science Link and/or Humanities Link: Using food coupons or newspaper ads, students will classify, using a Venn diagram, the food they eat and determine if they come from plants or animals.

School-to-Career/Tech Prep Link: Research careers in agriculture.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anticipatory set: Select a hands-on lesson from the California Foundation for Agriculture in the Classroom website. (www.cfaito.org)

Students will: participate in the agriculture lessons throughout the year.

Class/team/individual product: They will maintain a diary of their observations of plants, animals, landforms, and dairy.

INDIVIDUAL JOURNAL ASSIGNMENT:

They will reflect on the advantages and disadvantages of growing crops in their area.

HOMELINK:

They will discuss and invite their family to the classroom to see all their work on geography.

STATE STANDARD # SS 3.1 STUDENTS WILL BE ABLE TO understand the concept of continuity and change in their local physical geography.

ESSENTIAL QUESTION:

How does the discipline/sub-discipline of **Biology** create mastery learning of essential concepts in this unit?

14. Biology

Textbook or Database: *The Lorax, The Great Kapok Tree, Creature Features: Changes to Environment, Mother Earth, Emerging Careers: Environmental Occupations: Professional, Lost: Sorting the Rescued Animals, The Effects of a Dam on a Former Paradise, and The Loss of 300,000 Acres*

KNOWLEDGE:

Anticipatory Set: Show a video clip from Dr. Seuss, “The Lorax.”

Students will: understand that all living things (plants, animals) have needs and that the environment supplies living creatures with everything they need to survive. Students will also discuss the needs of people. They will understand the co-dependent relationship between geography and living creatures. They will compare the needs of the people who lived in their area long ago to their needs today. The students will discuss how humans have changed their geographical environment (deforestation, dams, etc.) to meet their needs over time. They will comprehend how those changes have affected the living creatures in their area.

COMPREHENSION:

Students will create a Venn diagram comparing the needs of people to the needs of all living things. They will comprehend that all living creatures (plants, animals) need food and an environment (ecosystem), which supplies food and shelter to survive. They will then predict what would happen to the living creature if the environment was destroyed or taken over by another living creature.

APPLICATION:

Anticipatory Set: Read The Great Kapok Tree by Lynne Cherry. Discuss all the living creatures that live on the one tree to survive. Show “Creature Features: Changes to Environment” by United Streaming.

Students will: choose a specific local geographic landform (forest, lake, river, or mountain) and discuss all the possible living creatures (plant, animal, etc.) that live in the ecosystem. They will answer the questions, “How does the ecosystem supply the living creatures with shelter and food?” and “What would happen if the ecosystem was destroyed?”

Class/team product: Students will create a book similar to, “The Great Kapok Tree.” Instead of a tree, they will choose a local geographic landform which is threatened by human intervention. They will have all the living creatures affected by the change then voice their opinions to help save their homes.

Multicultural and/or ESL and/or Bilingual Link: Read a non-fiction book on the rainforests in South America. Discuss deforestation and how it affects all living creatures living among the trees.

Mathematics/Science Link and/or Humanities Link: Read the book, Mother Earth by Nancy Luenn and water color a picture that illustrates one of the main scenes/ideas.

School-to-Career/Tech Prep Link: Watch “Emerging Careers: Environmental Occupations: Professional” by United Streaming. Discuss the role of conservationists in our world.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anticipatory set: Show video clips “Paradise Lost: Sorting the Rescued Animals, The Effects of a Dam on a Former Paradise, and The Loss of 300,000 Acres” from United Streaming.

Students will: predict what may happen to their area if all the land is taken over or destroyed.

Class/team/individual product: Students will create a futuristic geographic area where the land is altered and scarce because of human intervention. They will list ways people may adapt to survive and how all their needs will be met. Students will include the living creatures that have also needed to adapt to survive and how they have adapted to meet their needs.

INDIVIDUAL JOURNAL ASSIGNMENT: Students will respond to the question, “What would you do if you were an animal living in an area being developed for human homes?”

HOMELINK:

Students will discuss with their family their journal assignment and ask them their point of view.

STATE STANDARD # SS 3.1 STUDENTS WILL BE ABLE TO understand the concept of continuity and change in their local physical geography.

ESSENTIAL QUESTION:

How does the discipline/sub-discipline of **Math** create mastery learning of essential concepts in this unit?

15. **Math**

Textbook or Database: *As the Crow Flies, ET, There’s a Map in My Lap*

KNOWLEDGE:

Anticipatory Set: Read aloud As the Crow Flies by Gail Hartman and look at different geographical areas from the perspective of an eagle, rabbit, and crow. After a read aloud, make a six column chart listing the crow, eagle, rabbit, horse, sea gull, and man.

Students will: find the coordinates on a map or globe for a variety of geographical locations.

COMPREHENSION:

Students will be able to locate the hemispheres, latitude, longitude, and coordinates when given a specific city in the world.

APPLICATION:

Anticipatory Set: Show clip from “ET” from Steven Spielberg.

Students will: Play” The Aliens Have Landed” a floor game using bean bags and a large coordinate floor map and “Battleship” by Milton Bradley.

Class/team product: Create a game similar to “Battleship”.

Multicultural and/or ESL and/or Bilingual Link: Students will find cities using coordinates in each of the seven continents.

Mathematics/Science Link and/or Humanities Link: Students will draw a perfect copy of a picture by using coordinates. Coordinates are drawn on the picture as well as on a blank piece of construction paper. Students will then draw one square (coordinate) at a time until the picture is finished.

School-to-Career/Tech Prep Link: Use Excel to draw a map of their local area, using coordinate points.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anticipatory set: Read There’s a Map in My Lap! by Dr. Seuss.

Students will: understand geographical features, coordinates, etc.

Class/team/individual product: Students will create their own planet with hemispheres, landmasses, bodies of water, and coordinates.

INDIVIDUAL JOURNAL ASSIGNMENT:

Write about what is unique about their planet.

HOMELINK:

With their family they will find the coordinates for their country of origin.

STATE STANDARD # SS 3.1 STUDENTS WILL BE ABLE TO understand the concept of continuity and change in their local physical geography.

ESSENTIAL QUESTION:

How does the discipline/sub-discipline of **Ecology** relate to mastery learning of essential concepts in this unit?

16. Ecology

Textbook or Database: *A Log's Life, Biomes: Our Earth's Major Life Zones – Introduction, Damn Being Built, One Small Square, Backyard, One Small Square, Pond, Elements of Biology: Ecosystems: Organisms and Their Environment, The Threat to Biodiversity*

KNOWLEDGE:

Anticipatory Set: Read A Log's Life by Wendy Pfeiffer. Show video clip “Biomes: Our Earth's Major Life Zones - Introduction” by United Streaming.

Students will: understand that biomes are different ecological systems within a geographic landscape. They discover that these biomes sustain many different life forms (plant, animal, protist, fungi, and bacteria) that depend on it for survival. They will learn to observe and recognize that biomes are everywhere, and that there can be more than one biome in one geographic area. They will understand that by destroying the biome, they are destroying the life within them.

COMPREHENSION:

Students match pictures of biomes to pictures of geographic areas...for example, a decomposing log can be matched to a lake or a valley...a pond can be matched to a mountainous region. Students will learn that each geographic region can be filled with different biomes...a pond, decomposing wood, a tree can all be found on a mountain.

Students will also match living creatures to the biomes they live in. They will have a multitude of pictures of living creatures they could match to a biome. They will soon realize that a small area like a backyard can have hundreds of different living organisms. They will also discover that a living creature can live in different biomes. They will also discover that biomes are everywhere.

APPLICATION:

Anticipatory Set: Video “Damn Being Built”

Students will: explore the school's biomes...field, tree, whatever biomes are near. They will observe and record all the living creatures within the biomes.

Class/team product: They will create a poster of one of the biomes, including all the living creatures (plants and animals) that live within the biome.

Multicultural and/or ESL and/or Bilingual Link: Students explore pictures of different biomes from different continents.

Mathematics/Science Link and/or Humanities Link: Read One Small Square, Backyard, and One Small Square, Pond by Donald M. Silver.

School-to-Career/Tech Prep Link: Learn about the entire science involved in learning about geography, plants, and animals.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anticipatory set: Biome video, “Elements of Biology: Ecosystems: Organisms and Their Environment” and “The Threat to Biodiversity” by United Streaming.

Students will: work in groups to write an ecology play where they act as if they are animals. They will include information about their biomes and how to communicate to humans the best methods to protect their biomes.

Class/team/individual product: Present the play.

INDIVIDUAL JOURNAL ASSIGNMENT:

Write a thank you letter to the Sierra Club thanking them for attending their plays.

HOMELINK:

As a family look in magazines for pictures that depict nature scenery.

STATE STANDARD # SS 3.1 STUDENTS WILL BE ABLE TO understand the concept of continuity and change in their local physical geography.

ESSENTIAL QUESTION:

How does the discipline/sub-discipline of **Art** create mastery learning of essential concepts in this unit?

17. Arts

KNOWLEDGE:

Anticipatory Set: Show pictures of murals and sculptures found in our area. Play music by Sons of the San Joaquin.

Students will: describe the various art forms, the qualities of each, and the process of making them. Students will match the artwork to a geographical location or natural resource in our area.

COMPREHENSION:

Using the internet and reference books, students will find more examples of sculptures, murals, music, and other artwork found in our area.

APPLICATION:

Anticipatory Set: Students will have a “Class Art Show” showing what they found on the internet and books.

Students will: relate their favorite art form to a geographical landform or natural resource (mountain picture, redwood carving, and marble artwork).

Class/team product: Students will write a short article relating their favorite art form to a geographical landform or natural resource.

Multicultural and/or ESL and/or Bilingual Link: Using the internet and text, look for pieces of artwork that depict multicultural people living/working in our area (farm workers, Indians).

Mathematics/Science Link and/or Humanities Link: Classify the collected artwork into the different types of media used. Students develop three factual math statements from the graph.

School-to-Career/Tech Prep Link: Talk about the different types of jobs such as graphic designer, sculptor, painter, etc.

HIGHER ORDER THINKING SKILLS (H.O.T.S.):

Anticipatory set: Listen to more songs by the Sons of the San Joaquin.

Students will: create original lyrics to music.

Class/team/individual product: Using music of their choice, write new lyrics that include the changes over time in our local geography or natural resources.

INDIVIDUAL JOURNAL ASSIGNMENT:

What kind of art in this study did you especially like and why?

HOMELINK:

Tell your parents about your favorite art project or art form studied. Talk about the different careers you could explore in art.

**MORAL / ETHICAL / SPIRITUAL
REASONING AND DILEMMAS
FOR CHARACTER EDUCATION**

TEN ETHICAL DILEMMAS

(Must be set in context of unit, but must also relate to the lives of today's students)

STATE STANDARD # SS 3.1

ESSENTIAL QUESTION: How does the content of this unit reflect **character education** through Moral and Ethical dilemmas?

1. **Producing, Exchanging, and Distributing** [Economics]

ESSENTIAL QUESTION: How does the **Human Activity** of **Producing, Exchanging and Distributing** create moral/ethical dilemmas?

DILEMMA:

Is it within acceptable limit for farmers to use pesticides even though it causes cancer, asthma, and other physical problems in humans?

2. **Transportation**

ESSENTIAL QUESTION: How does the **Human Activity** of **Transportation** create moral/ethical dilemmas?

DILEMMA:

Creating new forms of transportation changes our environment through pollution which can hurt living creatures. Should we continue to create large machines that pollute?

3. **Communications**

ESSENTIAL QUESTION: How does the **Human Activity** of **Communications** create moral/ethical dilemmas?

DILEMMA:

There are people now living in our geographical area who do not have access to modern forms of communications because of poverty. Should basic telephone and computer service be free?

4. **Protecting and Conserving**

ESSENTIAL QUESTION: How does the **Human Activity** of **Protecting and Conserving** create moral/ethical dilemmas?

DILEMMA:

Over population causes urban sprawl which takes over farmland. Should cities limit their population growth and should humans limit the amount of children each family could have?

5. **Providing Education**

ESSENTIAL QUESTION: How does the **Human Activity** of Providing Education create moral/ethical dilemmas?

DILEMMA:

Oceans belong to all living creatures. Some countries use the ocean to dispose unwanted waste. This waste pollutes and kills living sea organisms. Should countries be allowed to dispose their trash in the oceans?

6. **Using Technology**

ESSENTIAL QUESTION: How does the **Human Activity** of Using Technology create moral/ethical dilemmas?

DILEMMA:

While you are researching a project on the internet, how do you determine the information is reliable? How would you know? Can the internet be unreliable and dangerous? Why?

7. **Recreation**

ESSENTIAL QUESTION: How does the **Human Activity** of Recreation create moral/ethical dilemmas?

DILEMMA:

At state parks, people are polluting by bringing their boats, motor homes, and ATV's, etc. Should people be allowed to bring these toys into the state parks?

8. **Organizing and Governing**

ESSENTIAL QUESTION: How does the **Human Activity** of Organizing and Governing create moral/ethical dilemmas?

DILEMMA:

Should your county board be elected by demographic representation (race) or geographical representation (boundaries)?

9. **Moral, Ethical and Spiritual Behavior**

ESSENTIAL QUESTION: How does the **Human Activity** of Moral, Ethical and Spiritual Behavior create moral/ethical dilemmas?

DILEMMA:

Walt Disney wanted to build a ski resort in Mineral King in 1970 which would have effected our population, farmland, and economy. The ski resort would have created many jobs and brought in a lot of revenue and helped our economy. What do you think should have happened?

10. **Aesthetic Needs**

ESSENTIAL QUESTION: How does the **Human Activity** of Aesthetic Needs create moral/ethical dilemmas?

DILEMMA:

Our beautiful Earth is changing (overpopulation, pollution)...all human made problems. Is it acceptable for humans to treat the Earth like a possession?

<p style="text-align: center;">PRODUCTIVE THINKING SKILLS DIVERGENT / CREATIVE THINKING</p>
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1. **BRAINSTORM MODEL**

A. BRAINSTORM ALL OF THE _____.

- AHA #1: Ways fruit is picked.
- AHA #2: Methods of transportation used on a farm.
- AHA #3: Ways you can communicate with a friend.
- AHA #4: Items that can be recycled.
- AHA #5: Bodies of water on the Earth.
- AHA #6: Ways you can follow directions without street names.
- AHA #7: State Parks in the valley.

B. BRAINSTORM AS MANY _____ AS YOU CAN THINK OF.

- AHA #8: Jobs in government.
- AHA #9: Endangered species.
- AHA #10: Famous pieces of artwork.
- AHA #11: Ways to help the environment.
- AHA #12: Landforms.
- AHA #13: Crops grown in the San Joaquin Valley (CA).
- AHA #14: Living creatures.

C. HOW MANY WAYS CAN YOU COME UP WITH TO _____?

- AHA #15: Make a map from your home to your school.
- AHA #16: Landscape your garden.
- AHA #17: Sculpt.
- Random Brainstorm: Ways animals defend themselves.
- Random Brainstorm: Feelings.
- Random Brainstorm: Signs the weather is changing.
- Random Brainstorm: Signs a person is sick.

2. **VIEWPOINT MODEL (Human or Animate) (Use Cultural Literacy Words)**

A. HOW WOULD _____ LOOK TO A(N) _____?

- AHA #1: Tractor/Mountain
- AHA #2: Boat/River
- AHA #3: Telephone/Early Visalia (CA) settler
- AHA #4: Chainsaw/Tree
- AHA #5: Map/Earth
- AHA #6: Record Player/CD Player
- AHA #7: Ski Resort/Bear
- AHA #8: Immigrants (Settlers)/Established Citizens

B. WHAT WOULD A _____ MEAN FROM THE VIEWPOINT OF A(N) _____?

- AHA #9: Zoo/Wild Animal
- AHA #10: Dump/Landscape Artist
- AHA #11: Forest/Logger
- AHA #12: Lake/Ocean
- AHA #13: Grocery Store/Orange Tree
- AHA #14: Chainsaw/Bird
- AHA #15: Map/Tourist
- AHA #16: Contractors (Builders)/Ground Squirrel
- AHA #17: Paint and Paintbrushes/Logger

C. HOW WOULD an early settler VIEWS THIS?

(Use one person from history here)

- 1: Cell Phone
- 2: Tractor
- 3: Air Conditioner
- 4: Swimming Pool
- 5: Movie Theatre

6: Television

3. **INVOLVEMENT MODEL (Personification / Inanimate object brought to life)**

A. HOW WOULD YOU FEEL IF YOU WERE _____?

AHA #1: a quart of milk

AHA #2: railroad track

AHA #3: bird on a telegraph line

AHA #4: Redwood Tree standing next to a lumberjack

AHA #5: a continent next to an ocean

AHA #6: a Pentium computer sitting next to the telephone

AHA #7: backpack hiking up in the forest.

B. IF YOU WERE A _____, WHAT WOULD YOU (SEE, TASTE, SMELL, FEEL, etc.)?

AHA #8: town....say to the city council

AHA #9: a Native American Indian....say to the white founders of your city

AHA #10: an eagle ...different geographical images would you see

AHA #11: a Giant Sequoia....feel towards to a Naturalist

AHA #12: a landform ...what piece of history would you talk about

AHA #13: a bale of cotton....see and say as you are being transported

AHA #14: a living creature....say to a plant how to survive

C. YOU ARE A _____. DESCRIBE HOW IT FEELS.

AHA #15: world map

AHA #16: biome

AHA #17: mural

Random Involvement / Personification: cell phone

Random Involvement / Personification: telephone line

Random Involvement / Personification: television

Random Involvement / Personification: cattle steer

4. **CONSCIOUS SELF-DECEIT MODEL**

A. SUPPOSE _____. WHAT _____.

AHA #1: You could create a new food crop. What would it be?

AHA #2: You could invent a new form of transportation. What would it be?

AHA #3: The Native Americans had been able to communicate by telephone. What would have happened to the building of missions along the coast?

AHA #4: You could protect one animal. What would it be?

AHA #5: You could be John Muir. What would you teach children?

AHA #6: You were a tractor. What would be your job?

AHA #7: You were a pack mule. Where would you go?

AHA #8: You were our Mayor. How would you promote recycling?

AHA #9: You saw fish dying in our local river. What would you do?

B. YOU CAN _____. WHAT _____?

AHA #10: Design the perfect city park. What would be important to you?

AHA #11: Write a news article about our Valley. What would you write?

AHA #12: Make an informational video about our local geography. What landform would you choose?

AHA #13: Farm your own crop. What would it be?

AHA #14: Build a fish hatchery. What kind of fish would you produce?

AHA #15: Be an inventor. What would you invent?

AHA #16: Bring an animal back from extinction. Which animal would you choose?

AHA #17: Create a sculpture of a geographic landmark. What would you make?

5. **FORCED ASSOCIATION MODEL (Use cultural literacy terms here)**

A. HOW IS _____ LIKE _____?

AHA #1: money a dairy
AHA #2: John Muir Trail Highway 99
AHA #3: letter newspaper
AHA #4: forest fires renewal
AHA #5: library internet
AHA #6: earthquake dynamite
AHA #7: gardening ranching

B. GET IDEAS FROM _____ TO IMPROVE _____.

AHA #8: presidential elections student council elections
AHA #9: character counts songs on the radio
AHA #10: Native Indians preserving the land for the future
AHA #11: water flumes hydroelectricity
AHA #12: rainfall/dams farmland irrigation
AHA #13: soil samples farm fertilizers/pesticides
AHA #14: annual bird count protected land/bird sanctuaries

C. I ONLY KNOW ABOUT _____. EXPLAIN _____ TO ME.

AHA #15: tostadas the Sierra Nevada topographical map
AHA #16: paper littering air/water/soil pollution
AHA #17: play dough The End of the Trail Statue
Random: cows making ice cream/butter
Random: the San Joaquin valley how a shark's tooth got there
Random: sedimentary rocks how the mountains rose higher
Random: cutting lumber the book Giving Tree to

6. REORGANIZATION / SYNECTICS MODEL

A. WHAT WOULD HAPPEN IF _____?

AHA #1: There was a great flood in our valley
AHA #2: no gasoline was available
AHA #3: we did not have computers using the internet
AHA #4: there was a great forest fire
AHA #5: we did not study ecology and conservation
AHA #6: we had no electricity
AHA #7: you became disabled and confined to a wheelchair

B. SUPPOSE _____ (HAPPENED) WHAT WOULD BE THE CONSEQUENCES?

AHA #8: we did not have laws
AHA #9: our rivers got polluted
AHA #10: all the people in our area moved away
AHA #11: Annie Mitchell had not kept a written history of our County
AHA #12: we had an earthquake
AHA #13: gold was discovered in large quantities in our area
AHA #14: the West Nile virus infected the local birds

C. WHAT WOULD HAPPEN IF THERE WERE NO _____?

AHA #15: topographical maps
AHA #16: county dumps
AHA #17: free expression of paintings allowed
Random: mountain ranges
Random: farmlands in our valley
Random: dams to collect water

Vocabulary

accommodate	energy	painting
advantages	engine	participate
advertisement	environment	past
agenda	ethical	people
agriculture	evolution	personnel
almonds	exchanges	pesticide
altering	fertilizer	physical
animal	flood	planet
apple	flume	plant
articles	foot	poem
asthma	forest	political
ATV	fungi	politician
automobile	future	pollution
backpack	gasoline	pond
backyard	generate	population
bacteria	geography	possession
beauty	geology	predicting
benefits	glacier	present
biomes	globe	produce
blindfolded	governing	producers
boats	grapes	product
build	grapevine	protecting
bumper sticker	graph	protist
business	ground squirrel	quantities
campfire	growing	railroad
cancer	habitat	recipes
career	harvest	recreation
categorize	hemisphere	reference books
cattle	highways	relationship
cause	hiking	relief map
CD player	historian	research
change	history	reservoir
city council	horses	resources
classify	igneous	responsibility
collage	illustration	rivers
communication	Indians	rocks
community	international	sanctuary
compare	internet	scarce
connect	intervention	sculpture
conserving	interview	sedimentary
consumers	journey	settler
contemplate	label	seven continents
continent	lake	shelter
continuity	land forms	ski resort
contrast	latitude	skit

cooperative	lecture	smog
coordinates	location	soil
cotton	logger	south
council	longitude	specific
coupons	lumber	spiritual
creatures	machine	square dancing
crops	mail	stagecoach
dairy	manufacturing	state Parks
dam	map	supermarket
debate	map making	supplies
decomposers	media	sustain
defend	message	technology
deforestation	messenger	telegraph
destroyed	mining	timeline
diary	modified	topography
dictionary	moral	tostada
diorama	motor home	train
dirt road	mountains	transportation
disabled	multicultural	travel brochure
disadvantages	mural	valley
discussion	music	various
distributes	national Park	visuals
donations	native Americans	vocations
dough	natural	volunteer
drawing	navigated	walking
dump	north	west
dynamite	nutrition	wheelchair
earth	occupation	world
earthquake	ocean	
effect	oranges	
election	organisms	
elevation	organizing	
emergency	package	

1. Names:

Annie Mitchell
 John Muir
 Julia Butterfly Hill
 Luna
 Smokey the Bear
 Walt Disney
 Woodsy Owl

2. Proper Names:

Africa	Kaweah Lake
America	Mineral King
Antarctica	Moro Rock
Arctic	North America

Asia
Atlantic Ocean
Australia
Crystal Cave
Europe
High Sierra Trail Group
Indian can

Pacific Ocean
Sequoia National Park
Sierra Nevada
South America
Success Lake
Tulare County
Tule Lake

3. Ideas:

adapted
annual bird count
arts
change (modifying environment)
clip art
co-dependent
community resource
community service group
conservation
cooperative groups
dictionary tools
earthquake
ecology
ecosystem
elevation gain
endangered species
environmental activists
family origin
graphic designer
hydroelectricity
land formations
landscape portrait
large body of land
marble artwork
Microsoft word

mode of transportation
native country
natural resources
newspaper ads
oral presentation
personal narrative
persuasive speech
physical geography
power point
presidential elections
recycling
redwood carving
response journal
sensory details
soil samples
three column chart
three dimensional model
time line
time period
universal language
urban sprawl
Venn diagram
waste
world map

4. Phrases

Acid rain
Animal kingdom

RESOURCES

I. BIBLIOGRAPHY –Teacher Resource

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Gibbons, Gail. Planet Earth, Inside Out, 1995
Ginsburg, Mirra. Across The Stream, 1982
Hartment, Gail. As the Crow Flies, 2003
Hines, Ann. Come to the Meadow, 1984
Kalbacken, Joan. Recycling, 1991
Lauber, Patricia. Who Eats What?, 1995
Leggett, Dennis. Troubled Waters, 1991
Lopez, Gary. Air Pollution, 1992
Luenn, Nancy. Mother Earth, 1992
Morgan, Jennifer. From Lava to Life, 2003
Paola, Tommie de. The Hunter and the Animals, 1981
Perez, L. King. First Day in Grapes, 2002
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Rabe, Tish. There's a Map on My Lap, 2004
Romanova, Natalia. Once There Was a Tree, 1985
Rozen, Aleksandrs. Environmental Destruction, 1967
Silver, Donald. One Small Square, Pond, 1994.
Silver, Donald. One Small Square, Backyard, 1993
Ziefert, Harriet. Anna's Brand New Coat, 1985
Zoehfeld, Kathleen. How Mountains Are Made, 1995.

III. **Educational Films / Videos**

Away We Go: All About Transportation. unitedstreaming.com
Biomes: Our Earth's Major Life Zones unitedstreaming.com
Clean Water. Schlessinger Video Productions, 2001
Concepts in Nature: Why Animals Love Geography. unitedstreaming.com
Creature Features: All Part of a Whole. unitedstreaming.com
Creature Feature: Creatures in Trouble unitedstreaming.com
Creature Features: Changes in Environment. unitedstreaming.com
Down on the Forest Floor. MBG Videos, 1998.
Elements of Biology: Ecosystems: Organisms and Their Environment unitedstreaming.com
Emerging Careers: Environmental Occupations: Professional unitedstreaming.com
Forest Animals. Sony Wonder, 1993
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Geologist. The Learning Division, 2000
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Mountains. DK Vision, 1997
Native Americans: People of the Forest. unitedstreaming.com
Native American Life. Schlessinger Video Productions, 1990.
Paradise Lose: Sorting the Rescued Animals unitedstreaming.com
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Paradise Lost: The Loss of 300,000 Acres: The Last of the Rescues unitedstreaming.com

Plants, Bill Nye the Science Guy. Disney Educational Products, 1999.
Rocks and Minerals. TMW Media Group, 1995.
The Puzzle of the Rotting Log. MBG Videos, 1995
The Ecosystem. TMW Sales Company, 1992.
Water Smart: Water As a Natural Resource. unitedstreaming.com
What's In Your Backyard. MBG Videos, 1995
Yellow Hat, The Health of the Planet and Its People. unitedstreaming.com

IV. Commercial Films / Videos

<u>A Girl of Limberlost</u>	<u>My Side of the Mountain</u>
<u>A River Runs Through It</u>	<u>Pocahontas</u>
<u>Adventures of Huckleberry Finn</u>	<u>Sign of the Beaver</u>
<u>Adventures of Tom Sawyer</u>	<u>Spirit</u>
<u>Anne of Green Gables</u>	<u>The Incredible Journey</u>
<u>Bambi</u>	<u>The Lorax</u>
<u>Born Free</u>	<u>The Parent Trap</u>
<u>Brown Wolf</u>	<u>The Pelican Brief</u>
<u>California</u> . Rand McNally, Video Traveler Collection, 1997	<u>The White Heron</u>
<u>ET, The Extra Terrestrial</u>	<u>The Wilderness Family</u>
<u>Gorillas in the Mist</u>	<u>Those Calloways</u>
<u>Grapes of Wrath</u>	<u>White Fang</u>
<u>Grizzly Adams</u>	<u>Winslow Homer</u>
<u>How the West Was Won</u>	
<u>Island of the Blue Dolphins</u>	
<u>Jedidiah Smith</u>	
<u>Little House on the Prairie</u>	
<u>Mineral King: The Heritage of a Community</u> , Mineral King District Association	

V. Literature / Language Arts (on reserve in Media Center for interest reading)

Fiction

Bennett, Kelly. Arbor Day, 2003
Brillhart, Julie. When Daddy Took Us Camping, 1997
Burns, Diane. Arbor Day, 1989
Byars, Betsy. Golly Sisters Go West
Cherry, Lynne. The Great Kapok Tree
Choi, Yangsook. Earthquake, 2001
Cooney, Barbara. Miss Rumphius, 1982
Douglas, Lloyd. Let's Get Ready for Earth Day, 2003
Hogan, Paula. The Oak Tree, 1979
Keats, Ezra Jack. Over in the Meadow, 1971
Levitin, Sonia. Nine For California, 1996
Locker, Thomas. Where the River Begins, 1984
Long, Earlene. Gone Fishing, 1984
Luenn, Nancy. Mother Earth, 1992
McDonnell, Janet. Celebrating Earth Day, 1994
Newton, James. A Forest is Reborn, 1982
Olson, Sigurd. The Hidden Forest, 1969
Pfeiffer, Wendy. A Log's Life
Seuss, Dr. The Lorax
Udry, Janice. A Tree is Nice, 1956

Yolen, Jane. Letting Swift River Go, 1992

Non-Fiction

Bergin, Mark. Pond Life, 1990
Blashfield, Jean. Recycling, 1991
Brimner, Larry. Valleys and Canyons, 2000
Brimmer, Larry. Mountains, 2000
Bruning, Nancy. Cities Against Nature, 1992
George, Micheal. Sequoias, 1992
Georges, D. V. Glaciers, 1986
Harris, Susan. Gems and Minerals, 1980
Johnson, Sylvia. Animals of the Mountains, 1976
Lauber, Patricia. Who Eats What?
Pringle, Laurence. Natural Fire, 1979
Richardson, Adele. Minerals, 2002
Ross, Kathy. Every Day is Earth Day, 1995
Simon, Noel. Vanishing Habitats, 1987
Souza, D. M. Endangered Plants, 2003
Stille, Darlene. Water Pollution, 1990
Trueit, Trudi. Earthquakes, 2003
Turck, Mary. Acid Rain, 1990
Wexo, John. Endangered Animals, 2001
Wilkes, Angela. My First Green Book, 1991

VI. Poetry

A Child's Garden of Verses, Robert Luis Stevensen
A Light in the Attic, Shel Silverstein
All the Small Poems, Valerie Worth
Brother Eagle, Sister Sky, Chief Seattle
Hailstones and Halibut Bones; Adventures in Color, Mary O'Neill
Hand in Hand; American History Through Poetry, Lee Bennett Hopkins
"Hurt No Living Thing" Christina Rossetti
Joyful Noise: Poems for Two Voices, Paul Fleischman
Ride a Purple Pelican, Jack Prelutsky
Side by Side, Lee Bennett Hopkins
"The Oaks of Tulare" Lillian H. Shuey, Porterville Recorder, 1920.
The Place My Words Are Looking For; What Poets Say About and Through Their Work, Paul Janeczko
The Random House Book of Poetry for Children, Jack Prelutsky

VII. Drama (Stage Productions)

"Big Yellow Taxi"/Peter Yates
"James and the Giant Peach" (dramatized)/Richard R. George
"Pushing Up The Sky"/Acorn Naturalists, Tustin, Ca.
"Save the Human"/David Wood, Tony Husband, Peter Pontzen
"The Plotters of Cabbage Patch Corner"/David Wood
GLAD Raps, Chants, and Poetry, Compiled Bev Mast, Visalia Unified School District
Plays Around the Year, Scholastic, 1994
Readers Theater, Grade 2, Evan-Moor Educational Publishers, 2003

VIII. Art Works

California Foothills/William Wendt

Children's Games/Pieter Bruegel
End of the Trail Statue/ Mooney Grove Park
High Sierra Lake/Edgar Payne
Historic Mineral King/Jana Botkin
Landscape/Maurice Braun
Milkmaid/Jan Vermeer
Mountain Stream/Hanson Puthuff
Path through Trees/Dedrick Stuber
Santa Barbara Hillside/Orrin A. White
Sierra Lake/Marion Wachtel
Snap the Whip/Winslow Homer
The Pioneer Statue/ Mooney Grove Park
Tumbling Water/Eanger Couse

IX. Music

After The Gold Rush, Neil Young
America The Beautiful
Blue Clear Sky, George Strait
Call Me, Blondie
Country Road, James Talyor
Coyotes Dane, Ancient Canyons, John Hullig
Daddy Won't Sell The Farm, Montgomery Gentry
Dave Van Ronk, Alacazam
Diamond in the Rough, Charlotte Diamond Music
I am Pretty, Oh so Pretty, Julie Andrews
I Heard It Through the Grapevine, *Marvin Gaye*
Indian Reservation, Paul Revere and Mark Lindsay
Kern River, Merle Haggard
Mammas Don't Let Your Babies Grow Up To Be Cowboys, Waylon Jennings
Mountain Music, Alabama
Pete Seeger For Kids, Sony Music
Pete Seeger's Family Concert, Sony Music
Rocky Mountain High, John Denver
Save the Planet, Merl Sanders and The Rainforest Band
Sons of the San Joaquin, Sony Music
Take Me Home Country Roads, John Denver
The West, Sony Music
This Land is Your Land, Woody Guthrie

X. Resource People / Mentors

Army Corps of Engineers at Kaweah Lake
Conservationists
Fireman
Local Artists
Rick Badgley (Three Rivers), handcrafted furniture
Lynne Bunt (Three Rivers), gourd art
Nikki Crain (Three Rivers), hand weaving

Jim Entz (Three Rivers), painter
Adrian Gregor-Green (Three Rivers), stone sculpture
Nancy Jonnum (Three Rivers), sculptor
Jim Mathias (Three Rivers), woodturning
Mike Perez (Three Rivers), sculptor
George Smith (Three Rivers), pottery
Tina St. John (Three Rivers), jewelry
Mineral King cabin owner, Buck Rogers
Musician, Lon Hannah
Park Ranger
Rock Hound
The Geographic Society
Tulare County Department of Forestry
Tulare County Historical Society

XI. **Field Trips**

Crystal Cave
Imagine U Museum in Visalia, Ca.
Kaweah Lake
Mooney Grove Park
Moro Rock
Murals in Exeter
Sequoia National Park
Success Lake
Terminus Dam
Three Rivers Art Galleries
Tulare County Museum
Tulare Historical Museum

XII. **Other Material** (CD-ROM, Laser Disc, Internet sites, etc.)

<http://bartleby.com>
<http://calflytech.com>
<http://cdec.water.ca>
<http://gorp.com>
<http://king.k12.ca.us>
<http://scaruffi.com>
<http://www.backcountryrangers.com>
<http://www.consrv.ca.gov>
<http://www.dfg.ca.gov>
<http://www.endangered.fws.gov/kids>
<http://www.fourdir.com/yokut.html>
<http://www.fs.fed.us/spf/Woodsy.com>
<http://www.kernkaweah.sierraclub.org>
<http://www.kidsecology.org>
<http://www.mineralking.org>
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<http://www.parks.ca.gov>
<http://www.sierravisions.com>
<http://www.sjvls.org>
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<http://www.unitedstreaming>
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Careers for Geoscientists (CD Rom), The Sloan Career Cornerstone Series
Ecology (CD Rom), Disney Channel School
Land and Water (CD Rom), Discovery Channel School
Rocks and Minerals (CD Rom), Discovery Channel School.