

# Print Partner

Name \_\_\_\_\_

## Compare and Contrast Regions

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

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

The two regions are alike because—	The two regions are different because—
<p><b>Students' answers will vary, depending on the two regions they choose to compare.</b></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.

<b>Name of Resource</b> Soil 	<b>Name of Resource</b> Forests 	<b>Name of Resource</b> 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.

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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.

<b>Changes Caused by European Settlement</b>	<b>→</b>	<b>How the Changes Affected Many California Indians</b>
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.



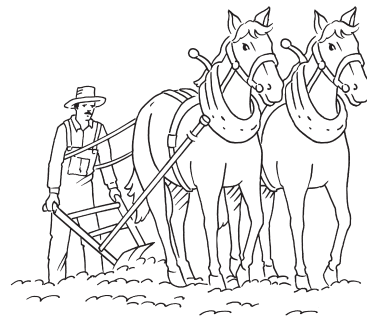
After gold was discovered in 1848, people  
came to California to try to get rich.



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><b>Father Antonio Cruzado</b></p> <p>In 1804, he planted the region's first orange grove. Today, California leads the country in fruit production.</p>	<p><b>James Marshall</b></p> <p>His discovery of gold nuggets in 1948 was the beginning of the California Gold Rush.</p>
<p><b>Levi Strauss</b></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><b>Cecil B. DeMille</b></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.

