Students listen to and discuss a story about two contrasting cities in California (Mount Shasta City and Oceanside) and ways in which people’s lives differ in the two locations. Students develop tables outlining some of the human characteristics of each location. Students then describe, through drawings and in written format, the kind of place where they would like to live, and they explain their choice in relation to location, weather, and physical environment.

Contrasting two different locations and comparing how people live in these locations help students appreciate the environmental factors that create specific conditions which influence people’s choices about clothing, shelter, transportation, and recreation. These activities and the concepts they present deepen student appreciation of the underlying connection between people and the natural environment. This theme is further developed in follow-up lessons, where students analyze how both natural events and human activities can change natural systems, and how these changes can affect how people live.
People and Places

**Learning Objective**

Describe how location, weather, and the physical environment interact to create specific conditions that determine what humans use for food, clothing, shelter, transportation, and recreation.

**Background**

The location and natural features of a place play significant roles in determining climate and weather conditions. California offers contrasting landscapes and diverse topography. These contrasts can be easily observed along the coastline, where the Coast Ranges rise from the shore in steep cliffs and terraces. In the southern part of the state, wide, sandy beaches are more typical. The Coast Ranges include many smaller mountain ranges with valleys separating them. Also located in the Coast Ranges are the coast redwoods (*Sequoia sempervirens*) and the San Andreas Fault.

The highest temperature recorded in California is 134° F (57° Celsius); the lowest, -45° F (-43° C). The climate throughout the state is varied. Along the coast, the climate tends to be mild. The central and northern coastal areas are usually cooler, while southeastern California is hot and dry. Most of California has only two distinct seasons; a rainy season and a dry season.

Mount Shasta City is located in the northern part of California, on the southwest slopes of Mount Shasta. The area is a popular destination for tourists, as it offers a wide variety of recreational activities, including trout fishing in the nearby rivers, and hiking, climbing, and skiing in the mountains. Mount Shasta City gets more precipitation than the semiarid region to the north. Over the winter, it gets an average of 104 inches (264 centimeters) of snowfall, despite its low (3,600-foot or 1,097-meter) elevation. To the East of the city, Mount Shasta forces moisture out of the air as it ascends and cools.

Oceanside is a beachfront community located on the Pacific Coast in the southern part of California. The mainstays of the Oceanside economy have been tourism and the proximity of Camp Pendleton, a large military base. Manufacturing in the area also includes a variety of sporting and recreational goods, as well as biotech and med-tech products. Agriculture, too, is important to Oceanside’s economy. The warm climate of Oceanside supports the growth of tomatoes, avocados, citrus fruit, and plants sold in nurseries.

**Key Vocabulary**

**Coast:** The area along the shores of oceans and bays.

**Inland:** Areas away from the coast of the ocean or the shore of a lake.

**Recreation:** Things people do for fun, like camping.

**Transportation:** The act of moving people or things from one place to another.
**Toolbox**

### Summary of Activities

Students listen to and discuss a story about contrasting California cities and how people live in each. Students gather information from a map about places in California. They describe where they live in terms of location, weather, and physical environment.

### Prerequisite Knowledge

**Students should know about:**
- characteristics of mountains, rivers, oceans, valleys, deserts, and local landforms.

### Advanced Preparation

**Gather and prepare Materials Needed.**

**Gather and prepare A-V Materials:**
- Wall Maps
  - Post the People and the Environment and Political wall maps side-by-side in a location visible to all students.

**Begin a Word Wall:**
- Prepare a wall or bulletin board in the classroom on which to post the vocabulary Word Wall Cards.

**Make Life in Mount Shasta City and Life in Oceanside Charts:**
- On chart paper or the board, make a Life in Mount Shasta City Chart and Life in Oceanside Chart based on the samples provided below Step 4 in Session 1, and Step 2 in Session 2, respectively.

### Instructional Support

### Materials Needed

<table>
<thead>
<tr>
<th>Activity Supplies:</th>
<th>Big Book:</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ sticky notes: 3” x 3”</td>
<td>■ California Connections:</td>
</tr>
<tr>
<td></td>
<td>■ Two Different Places,</td>
</tr>
<tr>
<td></td>
<td>provided separately</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class Supplies:</th>
<th>Dictionary Workbook:</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ chart paper</td>
<td>■ provided separately</td>
</tr>
<tr>
<td>■ colored markers</td>
<td></td>
</tr>
<tr>
<td>■ pencils</td>
<td></td>
</tr>
<tr>
<td>■ tape or thumbtacks</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Workbook:</th>
<th>Word Wall Cards:</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Where I Live, pages 2–3</td>
<td>■ provided separately</td>
</tr>
</tbody>
</table>

### Audio-Visual Materials

<table>
<thead>
<tr>
<th>Wall Maps:</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ People and the Environment, provided separately</td>
</tr>
<tr>
<td>■ Political, provided separately</td>
</tr>
</tbody>
</table>

### Duration

<table>
<thead>
<tr>
<th>Preparation Time</th>
<th>Instructional Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 min.</td>
<td>Session 1 - 30 min.</td>
</tr>
<tr>
<td></td>
<td>Session 2 - 30 min.</td>
</tr>
</tbody>
</table>

### Safety Notes

None
Procedures

Vocabulary Development

Use the Dictionary Workbook and the vocabulary Word Wall Cards to introduce new words to students as appropriate. Ask students to write their name in the space provided in the dictionary. These documents are provided separately.

Session 1

Step 1

Show the title on the front cover of California Connections: Two Different Places. Tell students that this book is about two different places with different natural environments in California and about the people who live in these places. Say to the students, “Look at the picture on the front cover. What do you see?” Prompt students to use descriptive words by asking for more specific details. Ask students, “How are these two places different?” (The weather is different; there are different kinds of trees.)

Step 2

Call attention to the People and the Environment and Political wall maps. Point to an inland, mountainous area in northern California and a coastal area in the Southern California. Ask students, “What are some ways in which these two places may be different?” (One is in the mountains and may have lots of trees. One is by the ocean and may have a sandy beach.)

Using the Political wall map as a reference, locate and mark the locations of the cities of “Oceanside” and “Mount Shasta” (the city) on the People and the Environment wall map with sticky notes. Tell students that they are now going to read about what life is like in these two areas.

Step 3

Read Part One of California Connections: Two Different Places aloud to students. Have students describe something about the natural environment around Mount Shasta City. Prompt them to use descriptive words. (It has very high mountains, lots of tall evergreen trees, and a very large lake.) Have students describe something about the weather in Mount Shasta City. (It is cold and snowy in the winter.)

Step 4

Call students’ attention to the Life in Mount Shasta City Chart. Have students use information presented in the text and photographs of California Connections: Two Different Places to fill in the columns of the chart with words and phrases. (Note: Sample Answers have been provided in the chart below.)

<table>
<thead>
<tr>
<th>Food</th>
<th>Clothes</th>
<th>Transportation</th>
<th>Homes</th>
<th>Recreation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peaches</td>
<td>Winter coats</td>
<td>Buses</td>
<td>Fireplace</td>
<td>Camping</td>
</tr>
<tr>
<td>Plums</td>
<td>Gloves</td>
<td>Cars</td>
<td></td>
<td>Fishing</td>
</tr>
<tr>
<td>Nuts</td>
<td>Winter hats</td>
<td>Trucks</td>
<td></td>
<td>Skiing</td>
</tr>
<tr>
<td>Tomatoes</td>
<td>Jeans</td>
<td>Tractors</td>
<td></td>
<td>Hiking</td>
</tr>
<tr>
<td>Blackberries</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fish</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 1

Session 2

Step 1
Remind students that in the last session they learned about what life was like for people living in a city in the northern part of California. Ask students to name the city they learned about. (*Mount Shasta City*)

Read Part Two of *California Connections: Two Different Places* aloud to students. Have students describe something about the natural environment around Oceanside. Prompt them to use descriptive words. (*It is by the ocean and has a very large sandy beach. It has a long wooden pier that reaches far out into the ocean.*) Have students describe the kind of weather Oceanside has. (*It is sunny and warm all year.*)

Step 2
Call students’ attention to the *Life in Oceanside Chart*. Have students use information presented in the text and photographs of *California Connections: Two Different Places* to fill in the columns on the chart with words and phrases. (*Note: Sample Answers are provided on the chart below.*)

### Life in Oceanside Chart

<table>
<thead>
<tr>
<th>Food</th>
<th>Clothes</th>
<th>Transportation</th>
<th>Homes</th>
<th>Recreation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ice cream</td>
<td>Sunglasses</td>
<td>City buses</td>
<td>Swimming pool</td>
<td>Fishing</td>
</tr>
<tr>
<td>Fish</td>
<td>Swimsuits</td>
<td>Cars</td>
<td>Swimming</td>
<td>Swimming</td>
</tr>
<tr>
<td>Strawberries</td>
<td>Straw hats</td>
<td>Trucks</td>
<td>Surfing</td>
<td>Surfing</td>
</tr>
<tr>
<td>Dates</td>
<td>Sandals</td>
<td>Walking</td>
<td>Having picnics</td>
<td>Having picnics</td>
</tr>
<tr>
<td>Avocados</td>
<td>Shorts</td>
<td></td>
<td>Whale watching</td>
<td>Whale watching</td>
</tr>
</tbody>
</table>

Step 3
Compare the two charts. Encourage students to notice what makes these two places the same. (*People, eat fruit, use buses and cars to get around, and fish for recreation.*) Ask them to describe what makes them different. (*One is cold, the other warm. One is rural, the other urban.*)

Step 4
Distribute a *Student Workbook* to each student. Tell students to turn to *Where I Live* (Student Workbook, pages 2–3). Read the instructions and allow 10 minutes for students to complete the work independently.

Collect *Student Workbooks* and use *Where I Live* for assessment.
Lesson Assessment

**Description**

*Where I Live* (Student Workbook, pages 2–3) assesses students’ achievement of the learning objective: “Describe how location, weather, and the physical environment interact to create specific conditions that determine what humans use for food, clothing, shelter, transportation, and recreation.” To demonstrate what they have learned, students make a drawing and complete several sentences.

**Suggested Scoring**

An Answer Key and Sample Answers for *Where I Live* are provided on pages 37–38. The drawing is worth five points and each correct sentence completion is worth 2 points. There are 15 total points possible.
Instructions: Draw a picture of where you live. Label the parts. (5 points)

Students’ drawings could include many different things: a beach, a mountain, a river, a city park.
Where I Live
Lesson 1  |  page 2 of 2

Name: ______________________________

Instructions: Fill in the blanks to complete each sentence. (2 points each)

1. Where I live the weather is __________________________.
   
   Answer will appropriately reflect the usual weather where the student lives (hot, cold, windy, snowy, rainy).

2. Where I live, we wear __________________________.
   
   Answer will appropriately reflect the usual clothing where the student lives (shorts, tank tops, sweaters, scarves, flip flops, boots).

3. Where I live, we use __________________________ for transportation.
   
   Answer will appropriately reflect the available transportation where the student lives (buses, cars, trucks, tractors, trolley, boat).

4. I live in a __________________________.
   
   Answer will appropriately reflect the usual shelters where the student lives (apartment with swimming pool, house with fireplace).

5. Where I live, we __________________________ for fun.
   
   Answer will appropriately reflect the usual recreational activities where the student lives (horseback ride, swim, hike, fly kites, watch fireworks).
Where People Live

Students use a map to locate prominent physical features of California (such as oceans, mountains, and lakes) and to identify some of the physical features (such as forests, farmland, and bodies of water) surrounding urban areas. They gather information from text and pictures about the history of California Indians and other settlers in the Mount Shasta City and Oceanside areas.

They list some of the natural resources used by the areas’ early people for activities such as hunting, gathering, farming, and fishing. As a concluding activity, students draw a picture and complete related sentences demonstrating their understanding that human communities are often located in close proximity to the natural systems that provide the ecosystem goods and ecosystem services upon which humans depend. These activities reinforce concepts relating to humans’ use of, and dependence on, natural systems and prepare students for following lessons on how changes to natural systems can affect how people live.
Lesson 2

Learning Objective

Recognize that human communities are generally located in close proximity to the natural systems (for example, forests, farmland, bodies of water) that provide the goods and ecosystem services upon which humans depend.

Background

The Okwanuchu tribe once occupied the site of Mount Shasta City. They lived in small villages, in homes made of planks built partially underground. Their food was gathered primarily from plants, with acorns, seeds, and roots, making up most of their diet. Fish, particularly salmon, was also an important part of their food supply.

The Okwanuchu tribe first came in contact with people of European descent when fur traders, early in the 19th century, trapped in their territory. Soon after, gold mining prospects brought many other non-Indian people to the area. Later, lumber mills, a stagecoach road, a hotel, and the arrival of the railroad brought more people to Mount Shasta. Tourism and lumbering continue to play a critical role in the economy of Mount Shasta.

The Pechanga Band of Luiseño Indians once occupied the site of Oceanside. The staple food of the Luiseños was acorns, but during winter and spring, when numerous annual plants were available, many greens were also eaten. Additionally, the seeds of many plants were used for food, along with a variety of fruits and berries.

Luiseño people call themselves Payomkowishum, meaning “People of the West.” The name “Luiseño” was given to the tribe by the Spanish because of their proximity to the Mission San Luis Rey de Francia. A small town grew up around the mission in the San Luis Rey Valley, and going to the “ocean side” soon became a popular weekend retreat for rancho (agricultural) families living in the warmer inland areas.

The first pilings for the construction of a wooden pier in Oceanside were driven in 1888. Shortly after, the wharf was destroyed by a storm. Over the years, other piers were built, lost to storms, and rebuilt. The current Oceanside Pier is the longest wooden pier on the western United States coastline. The harbor, which continues to attract many tourists, is used extensively for both pleasure and sport-fishing boats.

Key Vocabulary

Farming: Raising crops or animals or both.

Natural resources: Things plants and animals, including humans, use from nature such as water, wood, and soil.

Urban: Related to a city.
Summary of Activities

Students use information from a map and photographs to discover that human communities are often located in close proximity to certain natural features and resources. Students identify some of the ecosystem goods and services provided by natural systems and used by humans in California.

Students should know about:
- how people lived in earlier times and how their lives would be different today.
- characteristics of mountains, rivers, oceans, valleys, deserts, and local landforms.
- resources from earth and how they are used by people.

Students should be able to:
- distinguish between land and water on maps.

Prerequisite Knowledge

Advanced Preparation

Gather and prepare Materials Needed.

Gather and prepare A-V Materials:
- Wall Maps:
  - Post the People and the Environment wall map in a location visible to all students.

Add new vocabulary to Word Wall.

Instructional Support

### Lesson 2

#### Materials Needed

**Activity Supplies:**
- acorns (optional)
- clay soil (optional)
- ice (shaved or powdered, if possible) or snow
- pine cones, needles, bark, or wood (optional)
- rock (optional)
- sand (optional)

**A-V Equipment:**
- projection system, screen

**Class Supplies:**
- pencils

**Student Workbook:**
- Where People Live, pages 4–5

#### Audio-Visual Materials

**Visual Aids:**
- California Indians at Mount Shasta, Visual Aid #1
- Logging at Mount Shasta, Visual Aid #2
- Mining Near Mount Shasta, Visual Aid #3
- Farming Near Mount Shasta, Visual Aid #4
- California Indians Near Oceanside, Visual Aid #5
- Farming and Ranching Near Oceanside, Visual Aid #6
- Enjoying the Beach Near Oceanside, Visual Aid #7
- San Luis Rey Mission Near Oceanside, Visual Aid #8

#### Duration

**Preparation Time**
- 15 min.
  (longer if acquiring optional activity supplies)

**Instructional Time**
- 45 min.

#### Safety Notes
- None
Vocabulary Development

Use the Dictionary Workbook and the vocabulary Word Wall Cards to introduce new words to students as appropriate.

Step 1

Introduce the vocabulary word “urban” and point to and name some of the major urban areas on the People and the Environment wall map (Sacramento, San Francisco, Fresno, Los Angeles, San Diego, and Redding). Call on individual students to identify an ecosystem close to each of these urban areas. (There are rivers by Sacramento and Fresno; ocean and coast by San Francisco and Los Angeles; ocean and a river by San Diego; and mountains and a river by Redding.) Remind students that historically many people in California lived in areas that were more natural than they are today. They were able to live there and use the goods and services offered by the environment. Ask:

■ How could they use the ocean, the forests, and the rivers? (Food could come from the oceans and rivers; they could get logs from the forests; the ocean and rivers could be used for shipping.)

Step 2

Using the People and the Environment wall map, point to the places where Mount Shasta City and Oceanside are located. Have students identify some of the ecosystems close to each of these cities. (Mount Shasta City has mountains, lakes, and forests. Oceanside has the ocean and coast.) Ask students to recall (from Lesson 1) and name some of the ways people use these natural environments. (We go fishing, camping, and surfing.) If not identified by the students, point out that close to each of these areas is land used for agriculture (farming and ranching) and that near Mount Shasta City there are forests which people use for logging.

Step 3

Project California Indians at Mount Shasta, Logging at Mount Shasta, Mining Near Mount Shasta, and Farming Near Mount Shasta (Visual Aids #1–4). Explain that these photographs give information about the Mount Shasta area in earlier times. Read aloud the text accompanying each visual aid. If acquired, distribute or display the clay soil, rock, ice, and pine cones, needles, bark or wood for students to view and feel. Tell students that many of the natural resources used by people who once lived in or near Mount Shasta are still used by people that live there today. (People use land for farming. People picked berries and nuts. People use trees for lumber.)

Step 4

Project California Indians Near Oceanside, Farming and Ranching Near Oceanside, Enjoying the Beach Near Oceanside, and San Luis Rey Mission Near Oceanside (Visual Aids #5–8). Explain that these photographs give information about the city of Oceanside in earlier times. Read aloud the text accompanying each visual aid. If acquired, pass a few acorns and some clay around for students to view and feel. Have students list some of the natural resources used by people who lived in or near Oceanside in earlier times. (The people took acorns and berries for food. People used soil and land for farming. They used clay and stone for buildings.)

Step 5

Redistribute the students’ individual Student Workbooks. Tell them to turn to Where People Live (Student Workbook, pages 4–5). Review the instructions and read the words in the Word Bank, and each of the questions to the students. Tell them to use the People and the Environment wall map to find some of the answers.

Collect Student Workbooks and use Where People Live in assessment.
Lesson 2

Lesson Assessment

Description

*Where People Live* (Student Workbook, pages 4–5) assesses students’ achievement of the learning objective: “Recognize that human communities are generally located in close proximity to the natural systems (for example, forests, farmland, bodies of water) that provide the goods and ecosystem services upon which humans depend.” To demonstrate what they have learned, students complete sentences using a word bank, and draw a picture.

Suggested Scoring

An Answer Key and Sample Answers for *Where People Live* are provided on pages 46–47. There are 12 total points possible.
Where People Live
Lesson 2 | page 1 of 2

Name: __________________________________________

Instructions: Use words from the Word Bank to fill in the answers below. (2 points each)

Word Bank

<table>
<thead>
<tr>
<th>coast</th>
<th>mountain</th>
<th>forest</th>
<th>wood</th>
</tr>
</thead>
<tbody>
<tr>
<td>fish</td>
<td>river</td>
<td>land</td>
<td></td>
</tr>
</tbody>
</table>

1. Oceanside is a city on the __________ coast. 
2. The city of Sacramento is near a __________ river. 
3. People that live near the ocean or a river can get __________ fish from the water. 
4. People that live near forests can get __________ wood from the trees. 
5. Farmers need __________ land to grow food.
6. Draw a picture of one natural resource that is used by people where you live. (2 points)

Student answers will vary but should accurately reflect a natural resource used in their community.
A long time ago, American Indians were the only people living by Mount Shasta. They got most of their food, such as berries and nuts, from plants. They used wood and bark to make their homes.
Some people started logging around Mount Shasta. They cut down the trees. The logs were used for buildings, bridges, and furniture.
Other people came looking for gold. They started mining around Mount Shasta.
Some people started farming. They had to cut down trees to make room for crops and cattle.
A long time ago, California Indians were the only people living in the place we call Oceanside. They mashed acorns to make flour. They also ate seeds, berries, and green leaves from some plants. They used stones, shells, bones, and wood for making things.
Other people came and started farming the land. Many of the farmers raised cattle.
Some farmers came to the ocean for vacations. They liked the water and the cool air. People used wood to make a very long pier.
Some people used clay, stone, and sand to make beautiful buildings.
Instructions: Look at the pictures. Use words from the Word Bank to answer the questions. (2 points each)

Word Bank

- fishing
- building
- trees
- boating
- river
- transportation
- watering
- houses
- farming
- recreation

1. How would some people use this place?

________________________________________________________________________

________________________________________________________________________

2. How might some people change this place?

________________________________________________________________________

________________________________________________________________________

3. How could fewer trees make your life different?

________________________________________________________________________

________________________________________________________________________
Instructions: Look at the pictures. Use words from the Word Bank to answer the questions. (2 points each)

Word Bank

- fishing
- trees
- river
- watering
- farming
- building
- boating
- transportation
- houses
- recreation

1. How would some people use this place?

____________________________________________________________________

____________________________________________________________________

2. How might some people change this place?

____________________________________________________________________

____________________________________________________________________

3. How could less water in the river make your life different?

____________________________________________________________________

____________________________________________________________________