

# Student Workbook

California Education and the Environment Initiative

# 4

History-Social  
Science Standards  
4.1.3. and 4.1.5.



# Reflections of Where We Live

## California Education and the Environment Initiative

Approved by the California State Board of Education, 2010

### The Education and the Environment Curriculum is a cooperative endeavor of the following entities:

California Environmental Protection Agency  
California Natural Resources Agency  
Office of the Secretary of Education  
California State Board of Education  
California Department of Education  
California Integrated Waste Management Board

### Key Leadership for the Education and Environment Initiative:

**Linda Adams**, Secretary, California Environmental Protection Agency  
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### Key Partners:

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## Contrasting Regions

### Lesson 1

Name: \_\_\_\_\_

**Instructions:** Write the name of your local natural region and the natural region you are going to compare it with. Fill in the correct information in each column. (1 point each)

	Local Natural Region:	Other Natural Region:
<b>Major landforms</b>		
<b>Major bodies of water</b>		
<b>Types of vegetation</b>		
<b>Climate</b>		
<b>How area is used for recreation</b>		
<b>Other ways people use area resources</b>		
<b>Examples of wildlife</b>		

Name: \_\_\_\_\_

**Part 1**

**Instructions:** Read about your assigned region in *California Connections: California's Natural Regions*. Use information from the reading and your maps to fill in the blanks. (4 points each)

Assigned Natural Region: \_\_\_\_\_

Major landforms in this region:

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Major bodies of water in this region:

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Types of vegetation in this region:

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Type of climate in this region:

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Example of wildlife in this region:

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How is the area used for recreation:

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Name: \_\_\_\_\_

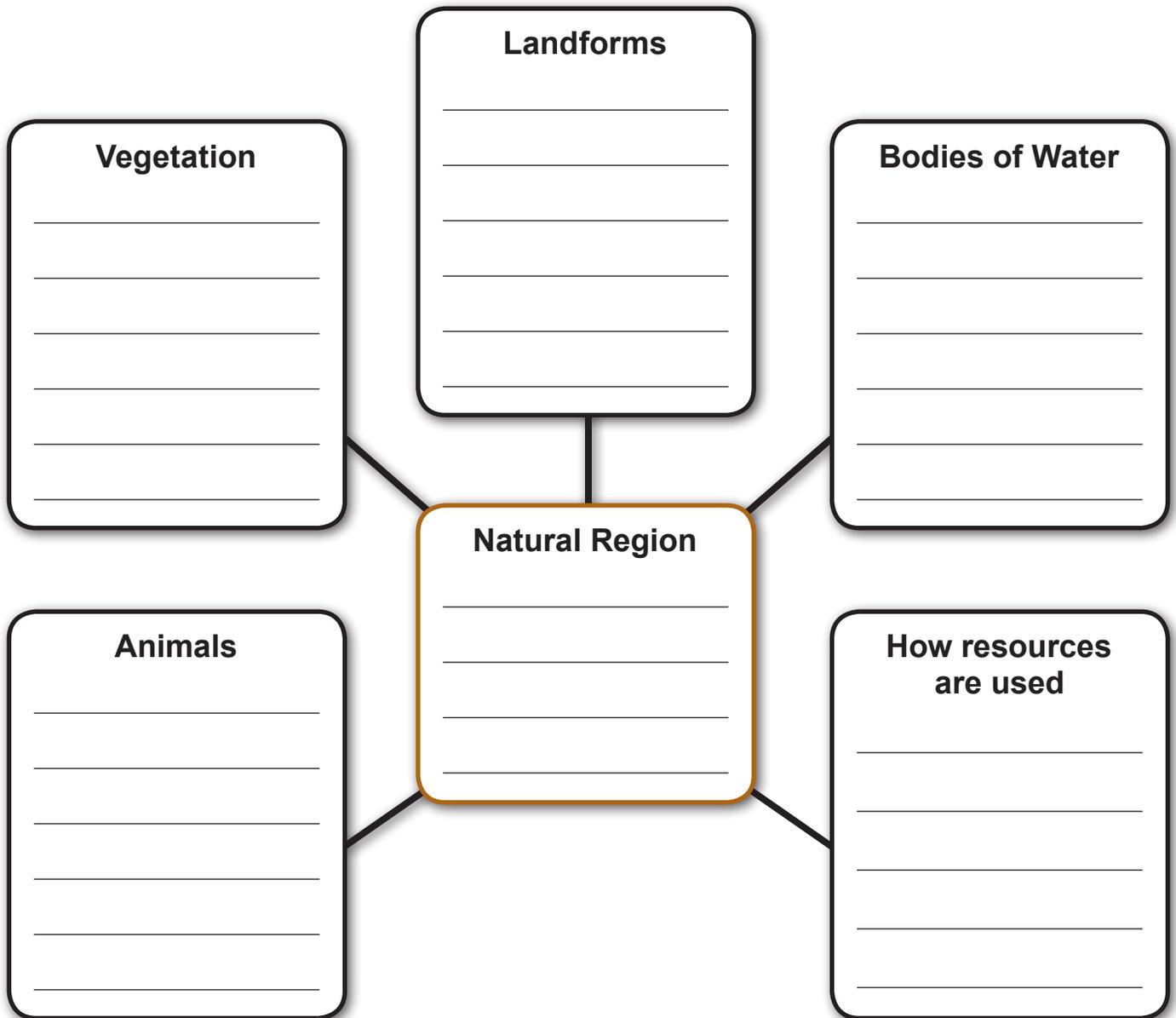
Other ways resources in the area are used:

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**Part 2**

**Instructions:** Create a diagram that shows the main ideas from Part 1. Start by writing the name of your assigned natural region in the middle. Fill in the other boxes with information about the region. (3 points for each box)



## Human Activities, Climate, and Natural Resources

### Lesson 3

Name: \_\_\_\_\_

**Instructions:** Use **Human Geography, Natural Regions, and California Climate Zones** student maps, and **Political** wall map, along with the **California Connections: California's Natural Regions** reader to complete the tasks below. Locate examples of your assigned natural region on all four maps.

Record your answers about the about the natural region your group has been assigned in the chart below.

- Write the name of your assigned natural region in the chart.
- Use the **California Climate Zones** map to describe the climate of the natural region.
- Identify one type of human activity or land use in the natural region.
- Identify four natural resources that are used as part of this human activity or land use.

## Human Activities, Climate, and Natural Resources

Natural Region	Climate	Human Activity	Natural Resources

Write a sentence explaining how a change in the natural resources could affect human activity or land use.

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Name: \_\_\_\_\_

**Instructions:** Use **Human Geography**, **Natural Regions**, and **California Climate Zones** student maps, and **Political** wall map to find the local region around the city of Redding. Then answer the following questions. (5 points each)

1. Name two natural regions in this area.

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2. Name two ways people use land in this area.

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3. How might climate affect what people do in this area?

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4. How might landforms affect what people do in this area?

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5. How might water affect what people do in this area?

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## Population Map

Lesson 4 | page 1 of 3

Name: \_\_\_\_\_

**Instructions:** Use the following table to complete your work. Check the words in the “Location” column that describe the location of each town or city. (1 point each)

### Population Table

City/Town	Population	Population Density	Location (Check all that apply)		
<b>Oakland</b>	400,000	7,120 people per square mile	urban rural suburban	north south	inland coastal
<b>Rancho Peñasquitos (a neighborhood in San Diego)</b>	49,000	4,480 people per square mile	urban rural suburban	north south	inland coastal
<b>Sacramento</b>	463,000	4,823 people per square mile	urban rural suburban	north south	inland coastal
<b>Markleeville</b>	200	9 people per square mile	urban rural suburban	north south	inland coastal

Source: U.S Census Bureau, *American FactFinder*, 2008.

## Population Map

Lesson 4 | page 2 of 3

Name: \_\_\_\_\_

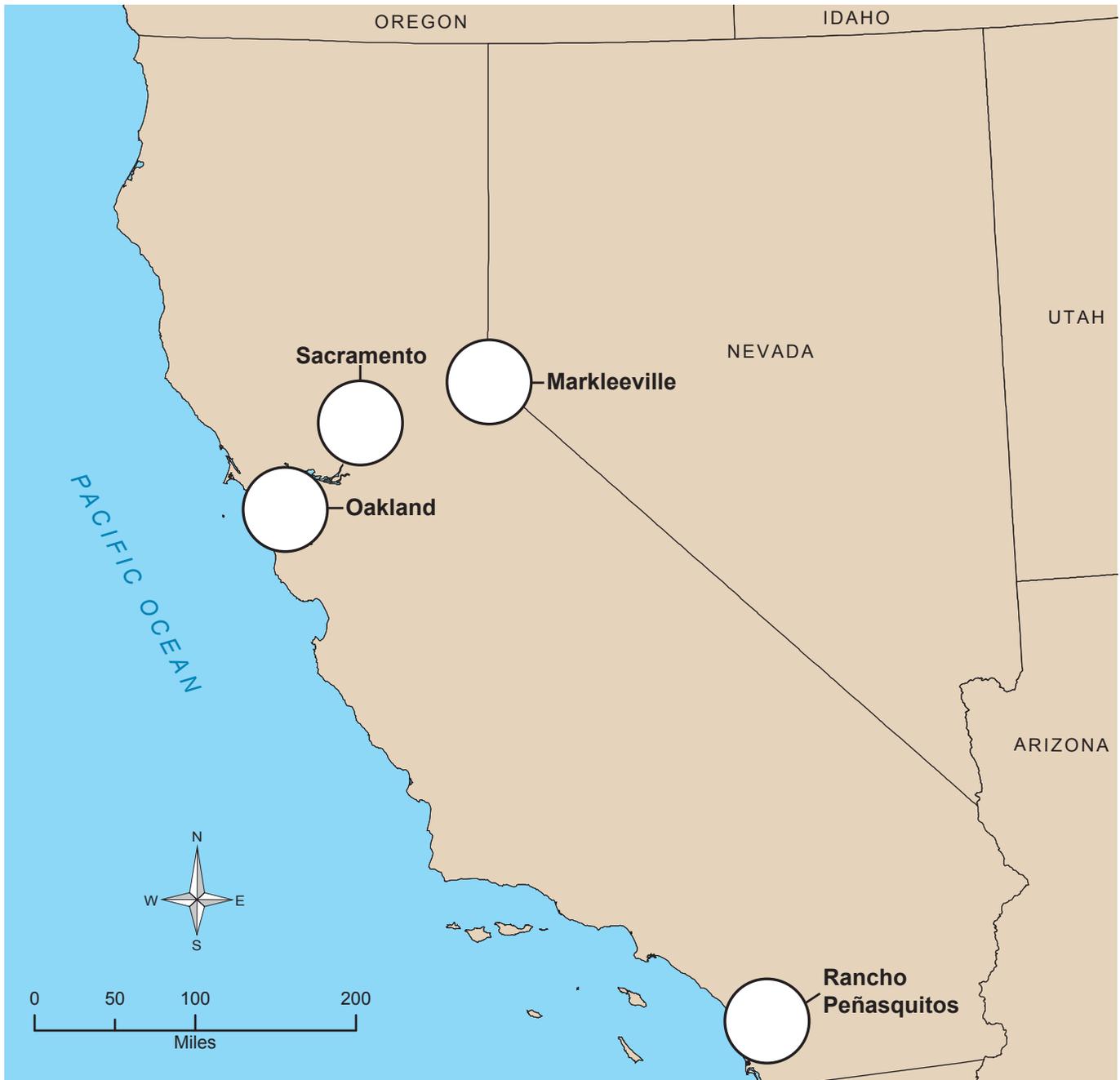
**Instructions:** Put the following symbols on the map to show the population of each town or city. (2 points per circle)

\* = 100,000 people

● = 1,000 people

▲ = 10,000 people

■ = 100 people



Source: U.S. Census Bureau, *American FactFinder*, 2008.

Name: \_\_\_\_\_

**Instructions:** Answer the following questions. (2 points each)

1. Why do you think more people live in Oakland than in Markleeville?

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2. Why do you think more people live in Rancho Peñasquitos than Markleeville?

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3. Which place is located in a rural area?

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4. Which place has the highest population density? Why? What is its population density?

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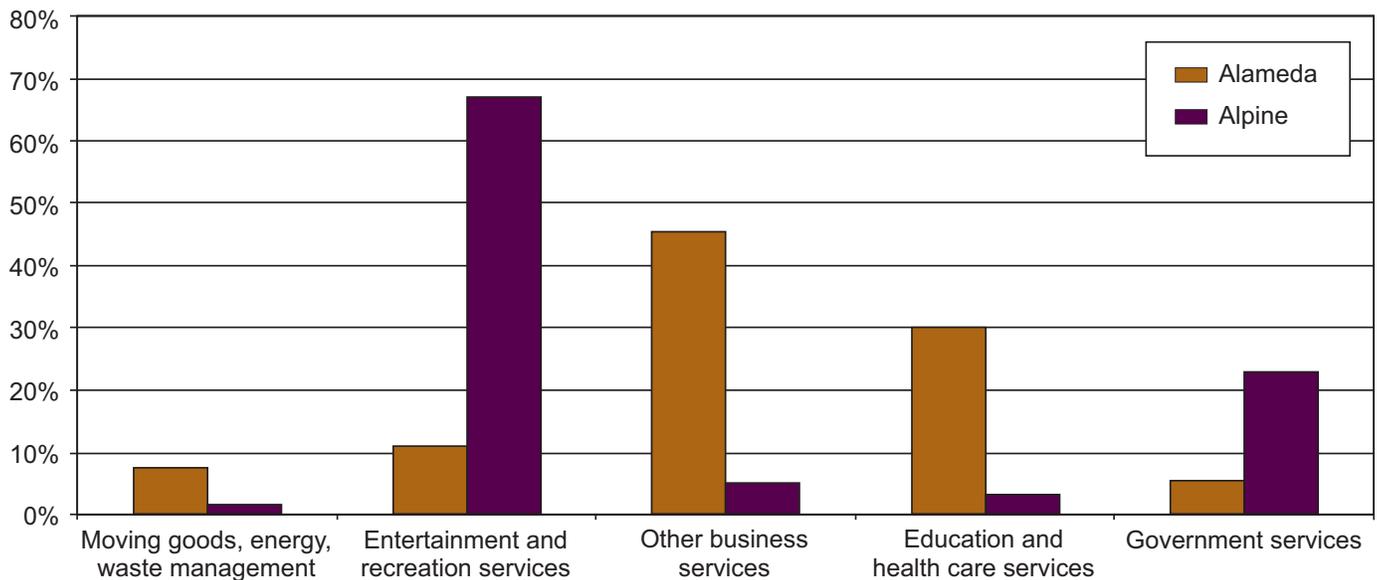
Name: \_\_\_\_\_

**Instructions:**

- Review the **Services in Alameda and Alpine Counties** graph.
- Identify the percentage of each type of service in each county.
- Record the percentages on the county charts in Part 1 and Part 2.
- Answer the questions in Part 1 and Part 2 with your group.

This graph shows the percentages of different service industries that are part of the economies of Alameda and Alpine counties.

**Services in Alameda and Alpine Counties**



Source: U.S. Census Bureau. "2007 County Business Patterns."

<http://censtats.census.gov/cgi-bin/cbpnaic/cbpsel.pl>

Name: \_\_\_\_\_

### Part 1

#### Alameda County



Population: 1,443,741

Population Density: 1,956 people per square mile

Source: U.S Census Bureau, *American FactFinder*, 2008.

Services	Percentage
Moving goods, energy, waste management	
Entertainment and recreation	
Other businesses	
Education and health care	
Government	

1. Which two industries provide the most services in this county?

\_\_\_\_\_

\_\_\_\_\_

2. Why are there a lot of other business services in this county?

\_\_\_\_\_

\_\_\_\_\_

3. Why are so many education and health care services provided?

\_\_\_\_\_

\_\_\_\_\_

4. What are some government services that you think are provided?

\_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

**Part 2**

**Alpine County**



Population: 1,145

Population Density: 1.65 people per square mile

Source: U.S Census Bureau, *American FactFinder*, 2008.

Services	Percentage
Moving goods, energy, waste management	
Entertainment and recreation	
Other businesses	
Education and health care	
Government	

1. Which two industries provide the most services in this county?

\_\_\_\_\_

\_\_\_\_\_

2. Why are there so many entertainment and recreation services?

\_\_\_\_\_

\_\_\_\_\_

3. Why is there a low percentage of education and health care services?

\_\_\_\_\_

\_\_\_\_\_

4. What are some government services that you think are provided?

\_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

**Part 3**

**Instructions:** Answer these questions with the class.

1. Why are there more entertainment and recreation services in Alpine County than in Alameda County?

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2. Why are there fewer businesses in Alpine County than in Alameda County?

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3. Why are there fewer education and health care services in Alpine County than in Alameda County?

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4. What government services do you think are the same in both counties?

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Name: \_\_\_\_\_

**Instructions:** Answer the questions next to each photograph. (2 points each)



1. Look at the shape of this house. How might it be helpful if you had a lot of snow?

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2. Look at the design of the roof on this house. How might it be helpful if you lived in a hot, sunny climate?

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3. If you used materials from your local region to build this house, where would you be living?  
(Select your answer.)

- a. in a desert
- b. in a forest
- c. on the coast

Home Tours

Name: \_\_\_\_\_



4. Look at the materials used to build this house. Where would you most likely see this house? (Select your answer.)
- a. in a Southern California desert
  - b. in a northern California forest

Why?

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5. Look at the size and shape of these buildings. Where would you most likely see these buildings? (Select your answer.)
- a. in the middle of a city
  - b. in a suburb or rural area

Why?

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6. Look at the size and shape of this house. Where would you most likely see this house? (Select your answer.)
- a. in the middle of a city
  - b. in a suburb or rural area

Why?

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**Home Tours**

Name: \_\_\_\_\_



7. Look at the design of this house. Where would you most likely see this house? (Select your answer.)
- a. in a desert
  - b. in a canyon
  - c. in a city

Why?

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8. Look at this yard. Where would you most likely see this yard? (Select your answer.)
- a. in northern California
  - b. in Southern California

Why?

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9. Where would you most likely see this fireplace? (Select your answer.)
- a. in a beach community
  - b. in the desert
  - c. in northern California

Why?

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Home Tours

Name: \_\_\_\_\_



10. Where would you most likely see this type of building? (Select your answer.)
- a. in a beach community in Southern California
  - b. in a forested area in northern California

Why?

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11. Where would you most likely see this type of building? (Select your answer.)
- a. northern California
  - b. Southern California

Why?

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12. Where would you see this building?  
(Select your answer.)
- a. northern California
  - b. Southern California

What makes you think so?

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Name: \_\_\_\_\_

**Instructions:** As a group, read the text and study the photographs. Use the information to answer the questions on the following page.



Mountain pass

Early settlers in the mid 1800s had to cross the Sierra Nevada range. The people looked for openings between the mountains. An opening between mountains is called a pass. Mountain passes are often narrow and very steep.

Many stories are told about the mountain passes. The first time people tried to get a wagon train through a pass, they had to leave their wagons behind. At a place called Roller Pass, people used long chains to pull wagons up. The people stuck a log at the edge of a sharp rock. They pulled the chains over the log. One group of people, called the Donner Party, got stuck in snow when crossing the mountains in winter. Forty-one people from that group died.



Snowplow

Many people traveled a long time to get to California. It often took four or five months to make this trip by land from the East Coast. Some people came by boat instead. This sea route still took over four months from the East Coast.

Today, there are many highways in California that go through mountains. It can still be dangerous to drive on steep and curved mountain roads. Tunnels sometimes make the travel safer.

Ice and snow also can make highways very dangerous. In some places, people put chains on their tires. That makes it safer to drive over snow and ice. Sometimes, people spread sand on icy roads so that the roads will not be as slippery.

## Highways Through the Mountains

Lesson 6 | page 2 of 2

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Name: \_\_\_\_\_

What do you see in these two photographs that show transportation challenges?

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What do people do today to deal with these challenges?

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What did early settlers do to get across the mountains?

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Name: \_\_\_\_\_

**Instructions:** As a group, read the text and study the maps. Use the information to answer the questions on the following page.



Siskiyou Trail

The Siskiyou Trail connected early settlements in California. Early California Indians walked this path on foot. The trail followed the path of some rivers. The Indians relied on fish from the rivers for food. Later, early settlers used this trail to go from one place to another. Some of them were hunters and trappers. They found animals near the rivers. Other settlers were miners. They mined for copper, iron, and gold. They also traveled on this trail.



Interstate 5

During the Gold Rush, thousands of people traveled the Siskiyou Trail. Today, parts of Interstate 5 follow the path of the Siskiyou Trail. Thousands of people travel this route every day. In some places, I-5 is close to rivers, forests, lakes, and farmland. Some trucks on I-5 carry produce from farms. Others carry logs from the forests.

**Transportation Routes**

Lesson 6 | page 2 of 2

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Name: \_\_\_\_\_

What food did early California Indians find close to the Siskiyou Trail?

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What natural resources did early settlers find close to the Siskiyou Trail?

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What cities are connected by parts of the Siskiyou Trail?

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What kinds of products are shipped on I-5 today?

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Name: \_\_\_\_\_

**Instructions:** As a group, read the text and study the map and photograph. Use the information to answer the questions on the following page.



Port of San Francisco, 1901



San Francisco, California

San Francisco is a city with water on three sides. The Pacific Ocean is on one side. The San Francisco Bay is on the other side. These waters are usually cool. It is often windy around San Francisco. Parts of the city are often covered with fog during spring and early summer. This makes it hard for drivers to see where they are going.

San Francisco is very hilly. There are more than 50 hills in the city. Cable cars are often used on the hills. Cable cars were first used in San Francisco after there was a terrible accident. Five horses were trying to pull a streetcar up a steep hill. The streetcar had a heavy load. The horses

could not make it up the hill. The horses and the streetcar rolled backward. All five horses died. A man who saw this accident said wire ropes should be used instead of horses to pull the streetcars.

Then and now, barges move heavy loads on the water. Long ago people discovered that they could travel faster and more easily on water than on land. On barges and ships, people could carry much more than they could with horses and wagons.

Name: \_\_\_\_\_

Look at the map. Find San Francisco.

What are some of the natural features near San Francisco that you read about?

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What did you see in the photograph or read about that shows transportation challenges?

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Why would fog be a transportation challenge?

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What might have been a transportation opportunity in this coastal area? Why?

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Why do people use barges?

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Name: \_\_\_\_\_

**Instructions:** As a group, read the text and study the map and photograph. Use the information to answer the questions on the following page.



Golden Gate Bridge

Interstate 5 does not go to San Francisco. Other major highways connect San Francisco to other parts of California. Drivers read maps to figure out which highway to take. People need more than cars and roads to get to all the places in the state. They need to use many kinds of paths connected to one another.

We call those connected paths a transportation system. Transportation systems can include travel by land, air,



San Francisco, California

and water. They also include places like airports, bus stops, and train stations. We use these systems to move people and goods from place to place.

Bridges are an important part of the transportation system in and around San Francisco. Several large bridges carry many cars across the San Francisco Bay. The most famous is the Golden Gate Bridge. Without the bridges, it would take a very long time for people to drive from one place to another.

Name: \_\_\_\_\_

Name some parts of a transportation system that you saw in the photograph or that you read about.

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Find Redding on the map. What parts of the transportation system do you see in the photograph that would not be in Redding?

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What transportation challenge did you see in the photograph or did you read about?

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What transportation opportunities did you see in the photograph or read about?

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## Lake Tahoe Wagon Road

Lesson 6 | page 1 of 2

Name: \_\_\_\_\_

**Instructions:** As a group, read the text and study the map and photographs. Use the information to answer the questions on the following page.



Mule-drawn wagon on Lake Tahoe Road



U.S. Highway 50 on a mountain curve



U.S. Highway 50

A long time ago, horses pulled wagons on the Lake Tahoe Wagon Road. They often carried produce from the farms in the Central Valley. The produce was sold in markets in other places.

Sometimes the road was very muddy. Sometimes it had lots of snow. Trips to the market could take a very long time. People wanted the road fixed. They wanted a road with pavement. They made signs that said, “Get the farmer out of the mud.”

The state of California bought the Lake Tahoe Wagon Road over one hundred years ago. The road became the first state highway. It is now called Highway 50.

**Lake Tahoe Wagon Road**

Lesson 6 | page 2 of 2

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Name: \_\_\_\_\_

What was the Lake Tahoe Wagon Road used for a long time ago?

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Look at the map and photographs. Name two things you saw that were transportation challenges on the Lake Tahoe Wagon Road.

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How did people want to make the road better?

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What transportation problems might people have today using parts of U.S. Highway 50?

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Name: \_\_\_\_\_

**Instructions:** Answer the following questions. (2 points each)

1. How could a river help with transportation?

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2. How could a river make it harder to transport people and goods?

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3. How could a tunnel help with transportation?

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4. Why is pavement used on most roads?

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5. Name two ways that weather conditions can affect transportation.

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California STATE BOARD OF  
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## California Education and the Environment Initiative