

## Lesson 5: Changing the Physical Environment

### Focus Question:

How have people changed or modified the physical environment of San Diego?

### Activity #1 Communityville - a Long Time Ago, Growing, and Today

Materials needed: For each student or pairs of students, a copy of *Communityville a Long Time Ago* (Handout #5.1a), *Communityville Growing* (Handout #5.1b) and *Communityville Today* (Handout #5.1c). (Optional) magnifying glasses

#### Procedure:

Step 1: Using a document camera or transparency, display a copy of *Communityville a Long Time Ago* (Handout #5.1a) and distribute copies to students. It is helpful to discuss one quadrant of the map at a time. Fold the map in fourths and label the top quadrants A1 and A2 and the bottom quadrants B1 and B2. Provide each student or pair of students time to explore the map.

Step 2: Using magnifying glasses, have students examine the map to note the major symbols (trees, rivers, buildings, streets, the lake, railroad, etc.) Develop the following table on the chalkboard:

#### Continuity and Change

##### Before People Came to Live in Communityville

trees  
river  
land

##### After People Came to Live in Communityville

buildings  
roads  
railroad

The items listed in the table that existed before people came to live in Communityville are called physical features. Items listed after people came are called human-made features.

Step 3: Distribute, copies of *Communityville Growing* (Handout #5.1b). Fold the map and label the quadrants. Have students analyze how the community has grown as they compare and contrast the changes between this map and the map of Communityville – A Long Time Ago. Ask what things in the physical environment have stayed the same and what things have changed. Note that the lake dried and now a muddy lowland exists, oil has been discovered, and trees have been removed with the enlargement of the saw mill, the school, and the café. Other buildings have been added and School Street has been extended. A bridge has been built over the river and a ball park has been added next to the school. The road to the cabin is gone. Ask students why they think these changes occurred.

Step 4: Project or distribute copies of *Communityville Today* (Handout #5.1c). Fold the map and label the quadrants. Analyze what physical features still remain and which have changed. Thus far, some trees and the lowland have disappeared. What has taken their place? Three new roads have been built, the hotel has been enlarged, the school has been enlarged and there is a park next to the library. The saw mill has been enlarged. The doctor's house has disappeared and a medical center now exists on that land. Some trees behind the house were removed in order to build a hospital. What new industries have been added? Ask, "Why have these changes occurred?" "Would you like to live in *Communityville a Long Time Ago*, in *Communityville Growing*, or *Communityville Today*? Why?"

(The Communityville lesson has been adapted from *The Community Publishing Company* by Diane Wilcox Reinke. It is published by the Joint Council on Economic Education.)

## Activity #2 Changes in San Diego – a Class Discussion

Discuss with students:

- What do you think the land in San Diego looked like long ago before it was settled?
- What are some ways that people have changed the physical environment of San Diego (e.g., built roads, bridges, canals; bulldoze a hillside; construct flood control channels)?
- What are some of the attributes of San Diego’s physical environment that makes it an attractive location (e.g. near the ocean, mountains close-by)?
- From what you know about the physical features of San Diego, why do you think the early settlers might have come to San Diego? Why do people come today?
- Are there any major areas of the physical environment that are used for jobs or as natural resources, (e.g., tourism, fishing, farming and recreation)?
- Are there any products that come from San Diego? (e.g., fish, apples, avocados, flowers)
- What are some ways that you and your family enjoy the physical environment?

## Activity # 3 Changes in San Diego - Interview a Long-term Resident

Materials needed: One or more copies for each student of *Changes in San Diego* (Handout #5.2).

Explain to students that one way we can find out more information about how people have changed or modified the physical environment is to ask residents who have lived here for a long time.

### Procedure:

Step 1: Have the students ask you the questions listed below and record the information on an interview sheet, *Changes in San Diego* (Handout #5.2). If students are not experienced with conducting interviews, model for them the use of interview techniques. To provide more practice, invite the school principal, the secretary and/or the custodian in for an interview.

- What is your name?
- How many years have you lived in San Diego?
- What changes have you seen in the physical environment of San Diego?
- Do you have any old pictures of San Diego you are willing to share?

Step 2: Assign students to **interview** one or more residents who have lived locally for many years. Ask questions such as those listed on **Handout #5.2**. Record the responses. Allow at least one week for students to conduct their interviews.

Step 3: Following the interviews, have students record their results on a class chart, *Changes in San Diego*. Refer to the *sample* chart below.

**Changes in San Diego**

Student’s Name	Name of the person you interviewed	# of years in region	Changes to the physical environment

Step 4: Display photos obtained from the student interviews and from resource books or historical societies or museums. Whenever possible, include a photograph of the same location today.

## Activity# 4 Compare and Contrast Paragraph

Explain to students that writers use certain **signal words** when they write compare and contrast sentences.

### Signal words when you write compare sentences:

too	alike	both	the same as
resemble	as well as	have in common	

### Signal words when you write contrast sentences:

but	different	yet	does not appear
however	instead	otherwise	even though
in contrast			

### Procedure:

**Step 1:** Using the information listed on the class chart, *Changes in San Diego*, constructed in the last activity, help students write compare and contrast sentences using the signal words. Assist students with the punctuation of the sentences. After writing several compare and contrast sentences, ask students why they think these changes have occurred. As an assessment, have each student write at least three sentences in answer to the prompt “How has San Diego changed over time?”

**Step 2:** To provide practice writing a paragraph, assign each student to write a compare and contrast paragraph with a topic sentence and at least three sentences with supporting details that describe how the region has changed over time. (Writing Strategies Standard 1.1) Add the compare/contrast paragraph to the *Atlas of the Coachella Valley* compiled at the end of the unit.

**Note to the Teacher:** If the interview activity was not completed, the lesson may be assessed by having students use the maps of *Communityville – A Long Time Ago, Yesterday and Today* to write the compare and contrast paragraph.

### Assessment:

Assessment of this lesson is integrated with the instruction and occurs throughout the lesson. The focus question provides a framework for the evaluation of the lesson. It is recommended you save student work to be included in the unit project, *An Atlas of San Diego*. Student work to be assessed from this lesson includes:

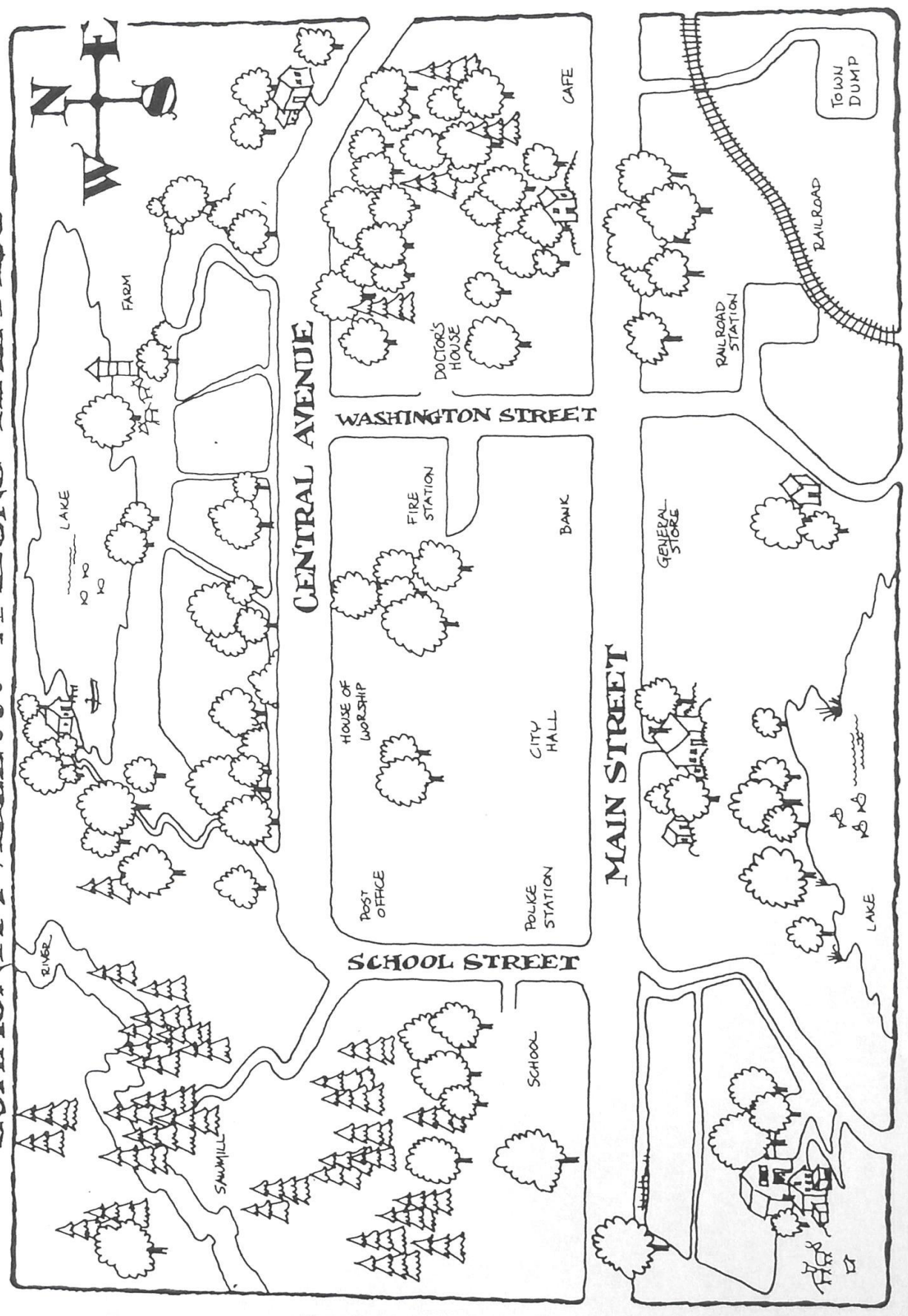
- Changes in San Diego - Interview of a Long-Term Resident (Activity #3)
- Compare/Contrast Paragraph (Activity #4)

It is recommended the student work be saved for inclusion in the unit project, *Atlas of the Coachella Valley*, which will contain the major projects completed during this unit.

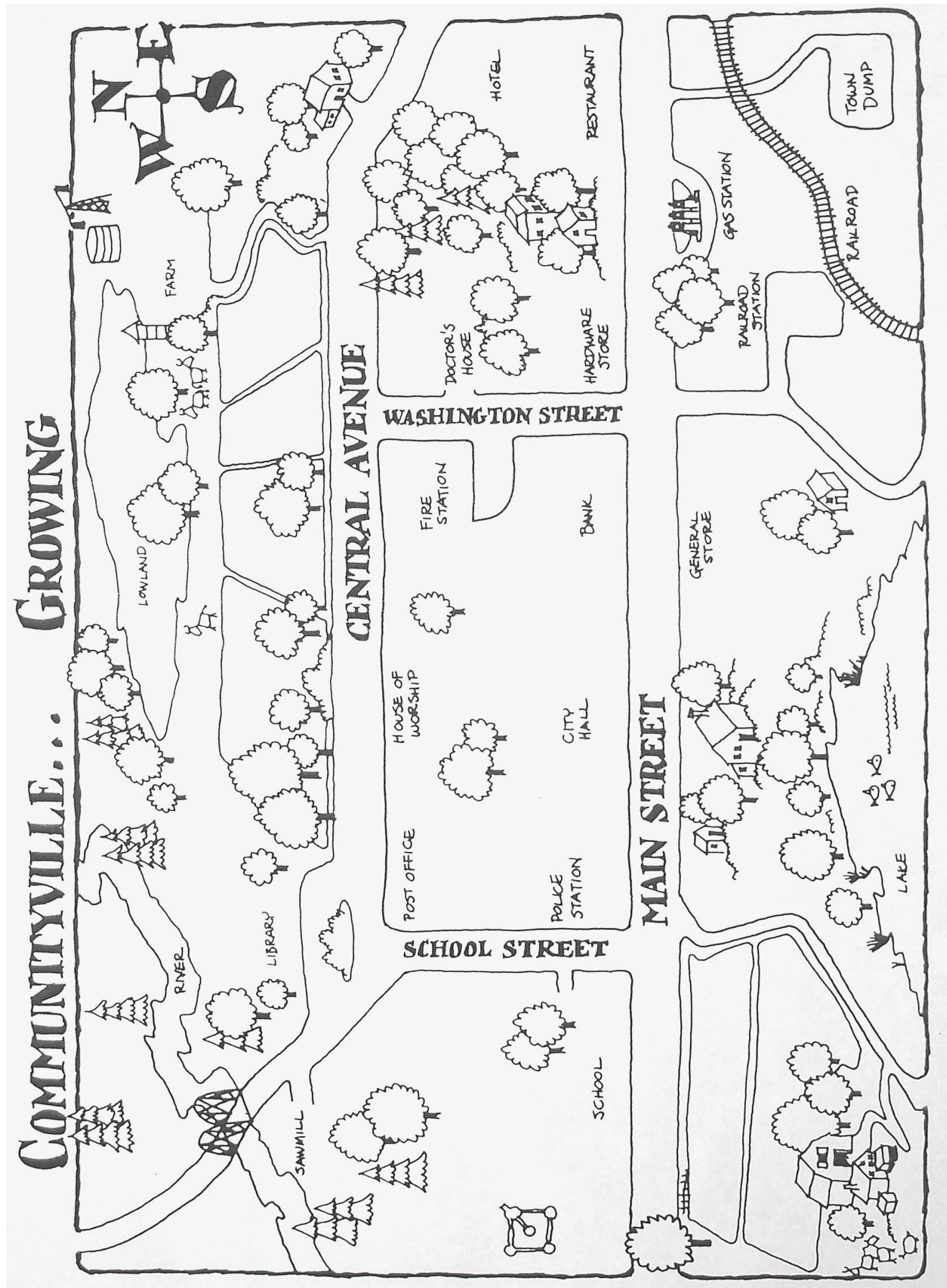
### (Optional) Geography Extension Activity – *Communityville...in the Future*

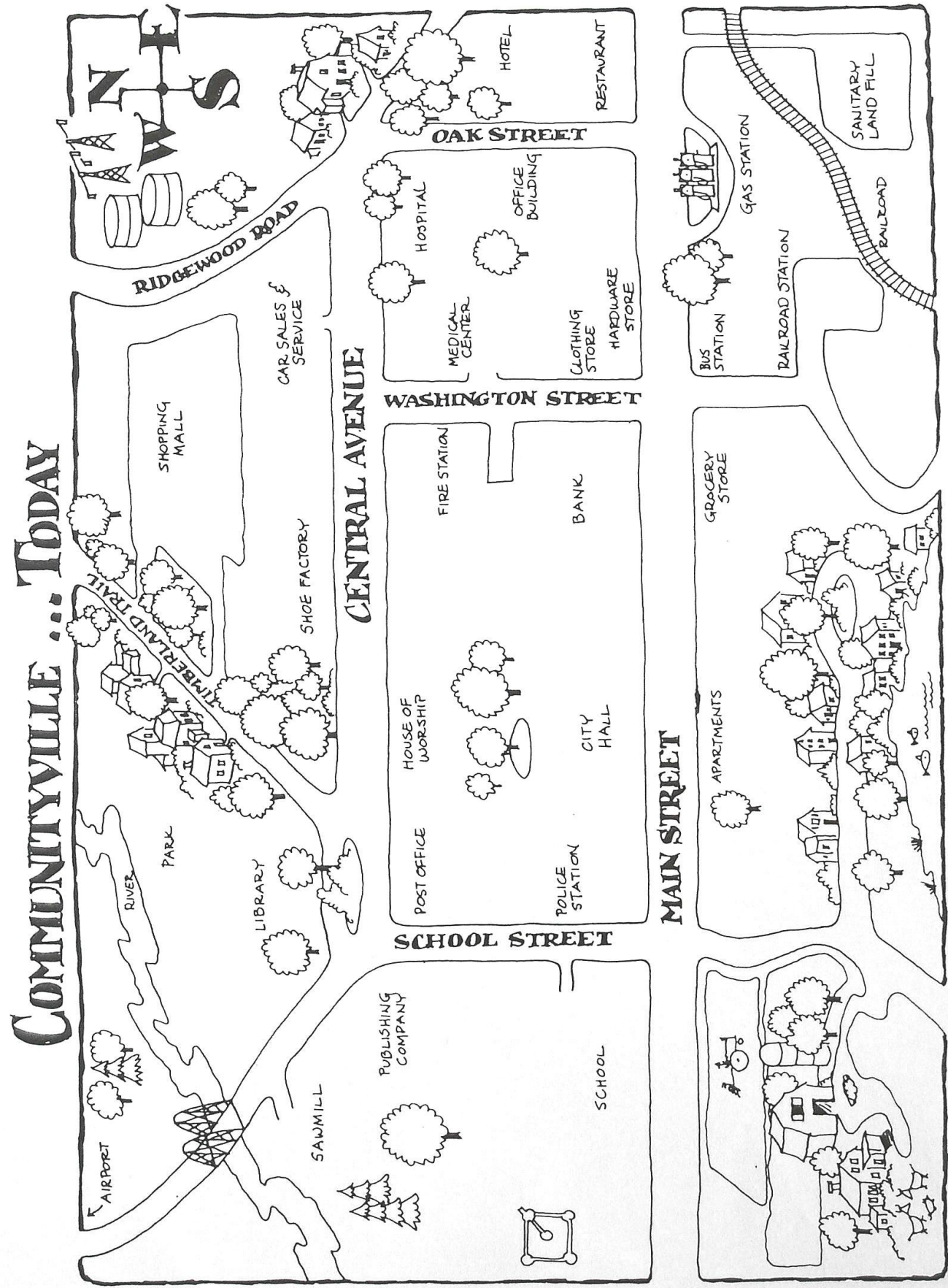
Using the format of the *Communityville* maps (Handout #5.1), have students draw a map of *Communityville...in the Future* depicting changes in the physical and human-made features, including new businesses they predict will be added in the years to come.

# COMMUNITYVILLE... A LONG TIME AGO









## Changes in San Diego

### Interview of a Long-Term Resident

**Task:** Find out information about how people have changed or modified the physical environment in San Diego. One way to do this is to interview people who have lived here for a long time. Complete one of the following forms for each person interviewed.

What is your name?
How many years have you lived in San Diego?
What changes have you seen in the physical environment of San Diego?
Do you have any old pictures of San Diego you are willing to share?

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How many years have you lived in San Diego?
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Student's Name \_\_\_\_\_ Date: \_\_\_\_\_