Student Workbook

Explorer's Journal

California Education and the Environment Initiative
History Social Science Standard 5.4.1.

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
Patty Zwarts, Deputy Secretary for Policy and Legislation, California Environmental Protection Agency
Andrea Lewis, Assistant Secretary for Education and Quality Programs, California Environmental Protection Agency
Mark Leary, Executive Director, California Integrated Waste Management Board
Mindy Fox, Director, Office of Education and the Environment, California Integrated Waste Management Board

Key Partners:

Special thanks to **Heal the Bay,** sponsor of the EEI law, for their partnership and participation in reviewing portions of the EEI curriculum.

Valuable assistance with maps, photos, videos and design was provided by the **National Geographic Society** under a contract with the State of California.

Office of Education and the Environment
1001 I Street • Sacramento, California 95812 • (916) 341-6769
http://www.calepa.ca.gov/Education/EEI/

© Copyright 2010 by the State of California
All rights reserved.
This publication, or parts thereof, may not be used or reproduced without permission from the Office of Education and the Environment.

These materials may be reproduced by teachers for educational purposes.

Contents

Lesson 1 Coast to Coast Connections: Settlement and Natural Resources

A Settlement Story 2

Settlements Along the Eastern Seaboard 3

Lesson 2 The Role of the Naturalist

Naturalist Notes 5

Using Ecosystem Goods and Ecosystem Services 7

Lesson 3 An Ocean of Services

Atlantic Ocean Services 8

Lesson 4 The Development of Colonial Economies

Colonial Economies Chart 10

Colonial Report 13

Lesson 5 Colonial Differences

Colonial Comparisons 14

Three Regions of Colonial America 16

Name: _____

Instructions: Answer the following questions using information from ***California Connections: Settling Temecula*** and what you know about the settlement of California long ago.

1. What made the Temecula Valley a place where people long ago wanted to settle?

_____

_____

_____

2. Who were the first people to settle in the Temecula Valley? Who came to the valley after they did?

_____

_____

_____

3. How did farming change the Temecula Valley over time?

_____

_____

_____

4. What two things made it easy for people to get to Temecula?

_____

_____

_____

5. As Temecula grew, what happened to the American Indians living in the valley?

_____

_____

_____

_____

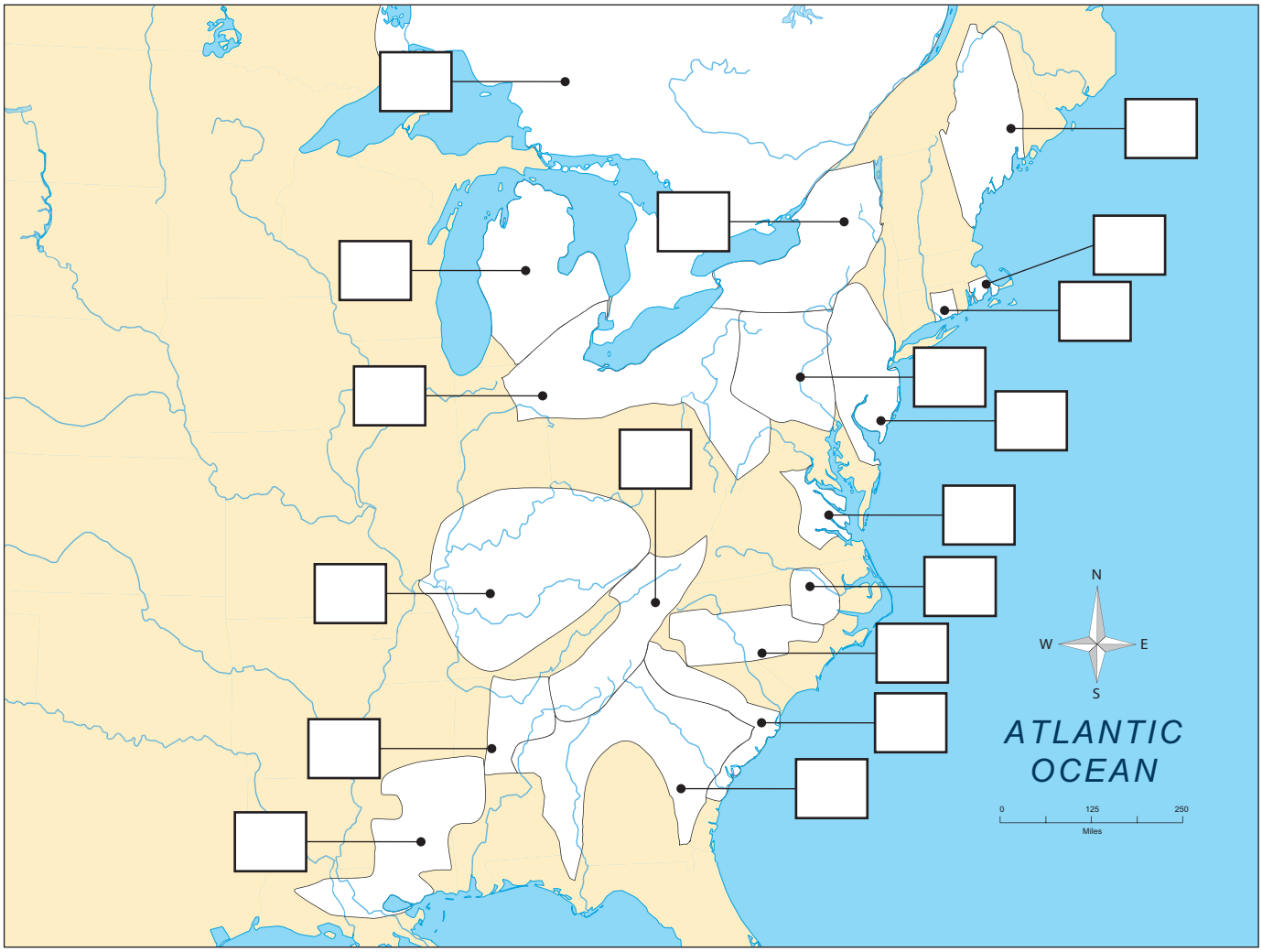
Name: _____

Instructions: Color the lands of each American Indian nation and use the numbers in the key to label each nation on the map below. (1 point each)

Key

1 = Abenaki	6 = Delaware Indians	11 = Shawnee	16 = Pequot
2 = Creek	7 = Powhatan	12 = Cherokee	17 = Tuscarora
3 = Potawatomi	8 = Wanpanoags	13 = Iriquois	18 = Muskogee
4 = Tuskegee	9 = Catawba	14 = Susquehannock	
5 = Algonquin	10 = Erie	15 = Choctaw	

American Indian Nations on the Eastern Seaboard in 1600



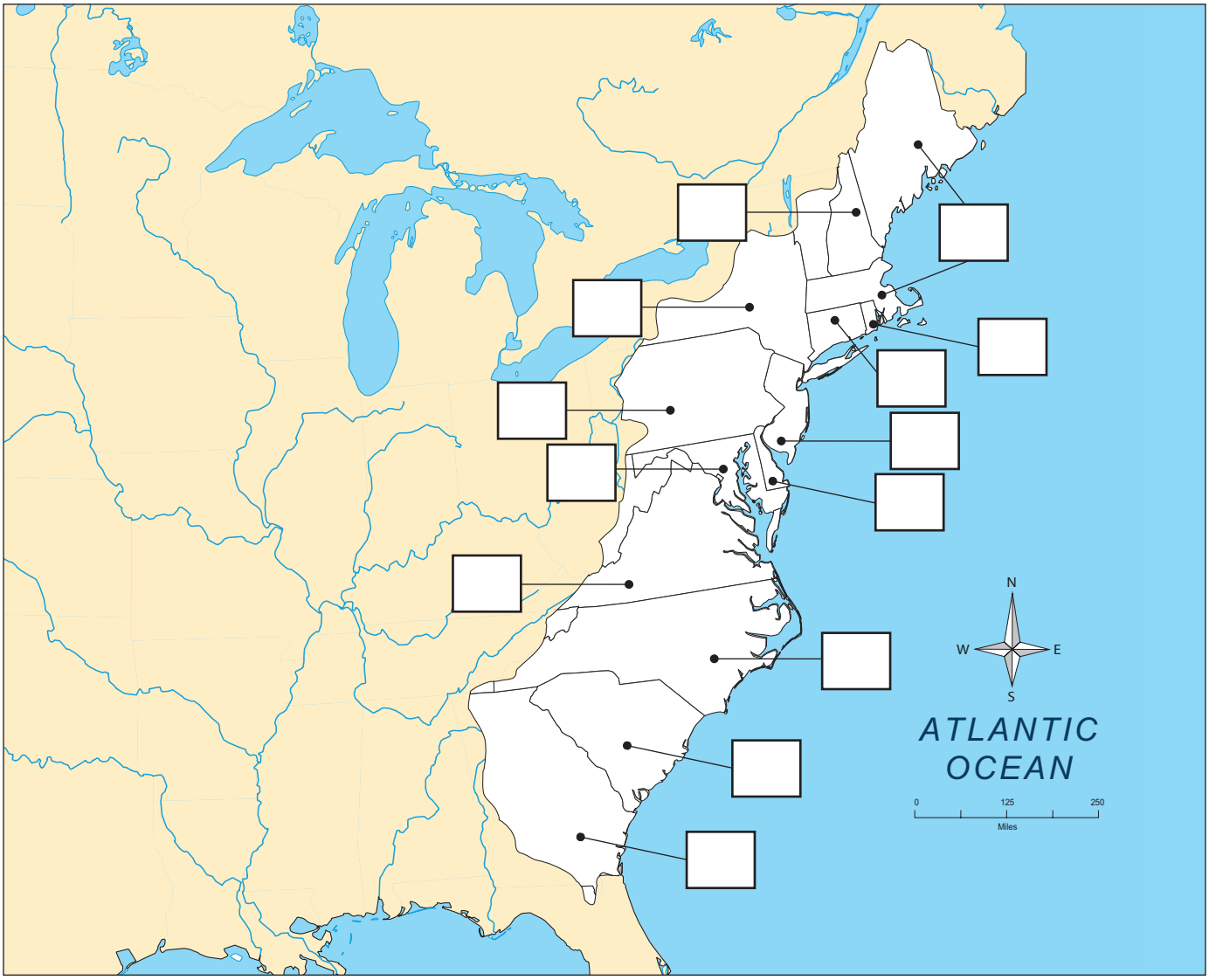
Name: _____

Instructions: Color the lands of each colony and use the numbers in the key to label each colony on the map below. (1 point each)

Key

1 = South Carolina	5 = New Hampshire	9 = Massachusetts	13 = Pennsylvania
2 = North Carolina	6 = New York	10 = Delaware	
3 = Connecticut	7 = New Jersey	11 = Virginia	
4 = Maryland	8 = Georgia	12 = Rhode Island	

The 13 Colonies in 1763



Name: _____

Instructions: As a naturalist on the East Coast of North America, your job is to record information about the natural resources in the ecosystems around you. In the chart below, record information about ten of the most popular ecosystem goods on the eastern seaboard. (1 point per box)

Resource	What is it?	How is it used?	Who used this resource, American Indians or Europeans?
Sturgeon			
Cranberries			
Tobacco			
Turkey			
Corn (Maize)			

Name: _____

Resource	What is it?	How is it used?	Who used this resource, American Indians or Europeans?
Hickory			
Beaver			
Witch Hazel			
White Pine			
Ginseng			

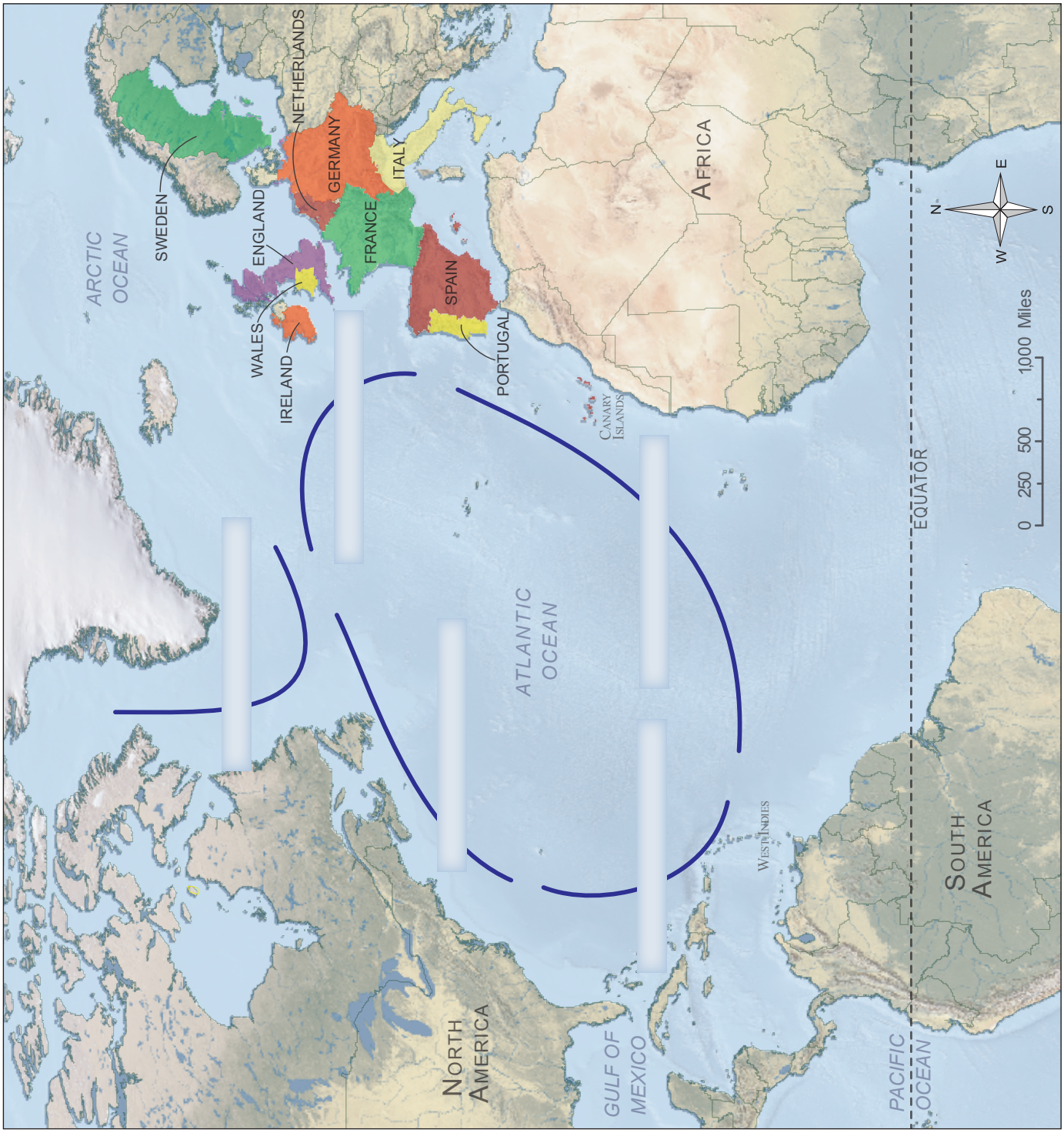
Name: _____

Instructions: Answer the following question using a complete paragraph. (10 points)

How could the colonists use these natural resources to survive on the eastern seaboard?

Name: _____

Instructions: Write the names of the major ocean currents on the map below. Draw arrow heads on each to show in which direction they are moving. (10 points)



Name: _____

Instructions: Use information from today's lesson to answer the following question. (10 points)

You are the leader of a colony on the eastern seaboard. The naturalist in your colony has just told you about the Gulf Stream. You decide to share this information with the rest of the people in the colony. What will you tell them and why it is important that they know about it?

Name: _____

Instructions: Complete the chart below by filling in information about each colony. Start by filling in the row for your colony. Fill in the rest of the rows on your chart as other groups share information about their colonies. (2 points per box)

1. What natural resources are available in this colony?
2. What types of businesses developed in this colony?

Colony	Natural Resources	Types of Businesses
Massachusetts		
New Hampshire		
Rhode Island		

Colony	Natural Resources	Types of Businesses
Connecticut		
New York		
Pennsylvania		
New Jersey		
Delaware		

Name: _____

Colony	Natural Resources	Types of Businesses
Maryland		
Virginia		
North Carolina		
South Carolina		
Georgia		

Name: _____

Instructions: You are a colonist and want to start a new business in the colony you have been assigned. Write a letter to your sponsor in Europe, telling them about the business you want to start and why. Use information from your **Colonial Economies Chart** in your letter. (10 points)

Name: _____

Part 1

Instructions: Complete the chart below by answering the questions about each of the colonies in your colonial region.

Our colonial region: _____

Colony	What were the main industries in this colony?	What were the main natural resources in this colony?	What were the physical features of this colony?

Name: _____

Part 2

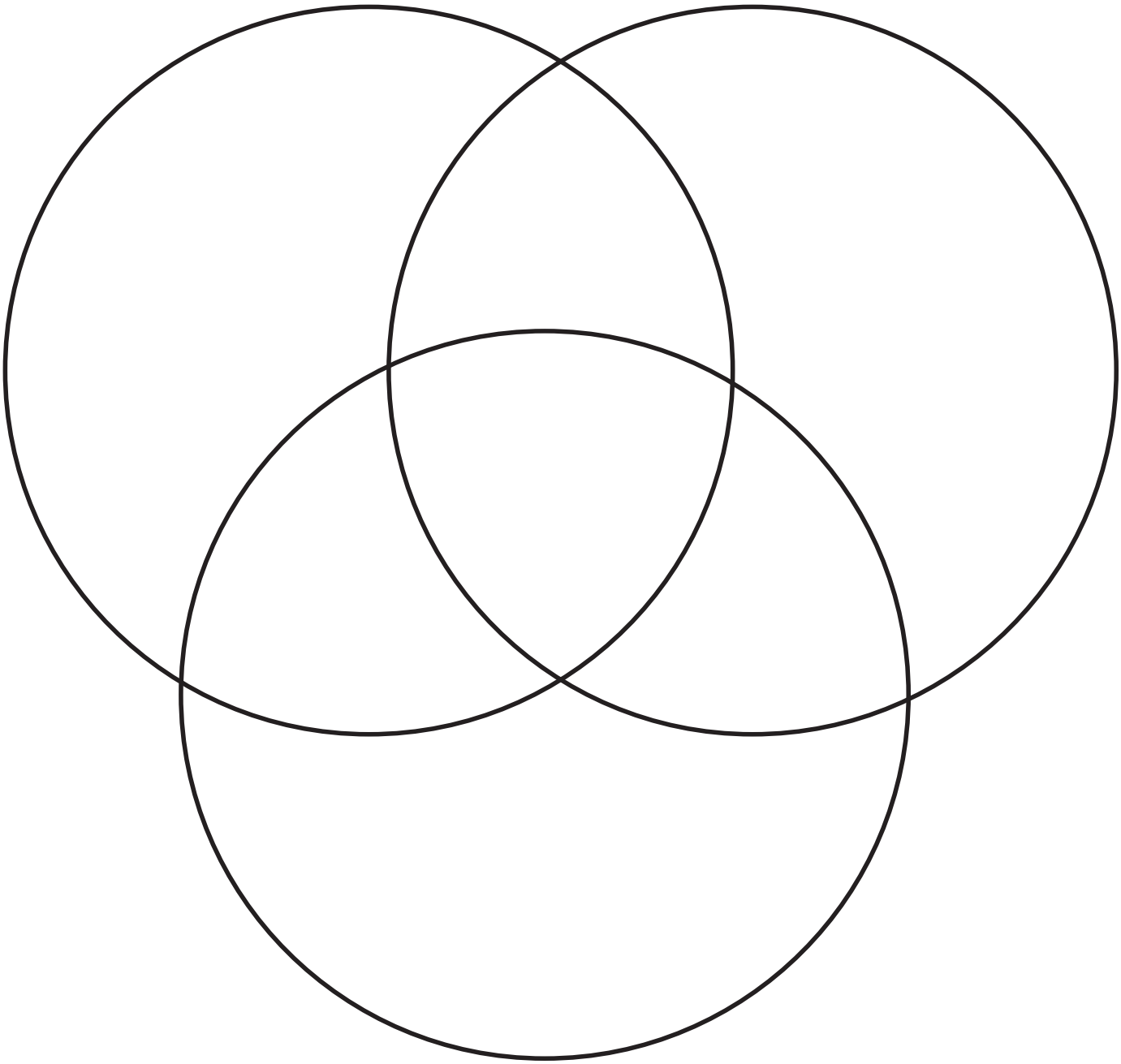
Instructions: Read and answer the question below.

What do the colonies in your region have in common? List at least five similarities. Think about the ways they made money, the types of farms they had, and the ecosystem goods and ecosystem services on which they relied.

Name: _____

Instructions: Fill in the diagram below with information about the colonies in the three colonial regions. List what the regions have in common in the overlapping sections. List what is unique to each region in the outer parts of their circles. (15 points total)

NEW ENGLAND COLONIES **MIDDLE COLONIES**



SOUTHERN COLONIES

Unit Title: **Human Settlement and the Natural Regions of the Eastern Seaboard**
Grade: **5**

History-Social Science Standard 5.4.1.

© Copyright 2010 by the State of California
All rights reserved.
This publication, or parts thereof, may not be used or reproduced without permission
from the Office of Education and the Environment.
These materials may be reproduced by teachers for educational purposes.

California Education and the Environment Initiative

Printed on post-consumer recycled paper