



# California Geographic Alliance Lesson Plan

## “Where Are California’s Commodities Produced?” (2-day lesson version)

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<b>Grade:</b>	4th
<b>Subject:</b>	Geography, Language Arts, Fine Arts
<b>California Academic Content Standards:</b>	<b>History-Social Science:</b> <b>Standard 4.4.6:</b> Describe the development and locations of new industries since the turn of the century, such as the aerospace industry, electronics industry, large-scale commercial agriculture and irrigation projects, the oil and automobile industries, communications and defense industries, and important trade links with the Pacific Basin.
<b>Objectives:</b>	Using the appropriate CGA CA atlas maps: <ul style="list-style-type: none"> <li>• Students will identify and locate the CA regions that produce one of the state’s leading agricultural commodities.</li> <li>• Students will describe and summarize (orally and in writing) the physical geography and climate of the commodity’s production region</li> </ul>
<b>Instructional Strategy:</b>	<ul style="list-style-type: none"> <li>• Summarizing and note taking</li> <li>• Reinforcing effort and providing recognition</li> <li>• Cooperative learning</li> <li>• Setting objectives and providing feedback</li> <li>• Cues, questions, and advance organizers</li> </ul>
<b>Teacher Background:</b>	Teachers will need to familiar with the vocabulary <i>commodity</i> and <i>yield</i> . They should also be familiar with the commodity and its background information used for instruction and guided practice.
<b>Student Background:</b>	Students should have basic map reading skills and knowledge of the regions of California. Students need to be familiar with collaborative group skills.
<b>Essential Question:</b>	How is land organized?
<b>Instructional Materials:</b>	Blank California County map - 1 per student/team <a href="#">Link to printable map</a>  Blank world map (Pacific Ocean center) - 1 per student/team <a href="#">Link to printable map</a> Chart paper for commodity brainstorm; Vocabulary chart for <i>commodity</i> and <i>yield</i> ; Commodity samples/pictures



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	Commodity fact sheet Assessment rubric Pencils
<b>Resources:</b>	CGA California Atlases – 1 for every two students <u>Specific Maps:</u> Agricultural Products 2000 (page 39) Physical Geography (page 12) Urban and Agricultural Lands 2000 (page 38) Minimum January Temperatures (page 16) Maximum July Temperatures (page 17) Annual Precipitation (page 19) Agricultural Exports of California and the Top 15 Importing Countries, 2006 (page 40) Internet access
<b>Duration:</b>	This lesson can be done in two 45-minute periods for instruction and for student team research time.
<b>Procedures</b>	
<b>Introduction/ Anticipatory Set:</b>	Display brainstorm chart and picture or sample commodity.
<b>Instruction:</b>	<ol style="list-style-type: none"> <li>1. Introduce standard and objectives for the lesson.</li> <li>2. Ask students what they know about a sample commodity and write comments on chart paper/lined paper for graphic organizer.</li> <li>3. Explain that strawberries are something that are bought and sold, or a <i>commodity</i>. The berries produced to be sold/bought can also be called the <i>yield</i>.</li> <li>4. Looking at the CA Leading Producers and a labeled county map, point out unique features and have students locate the leading counties for that commodity.</li> <li>5. Record the information on the Commodity Fact sheet.</li> <li>6. Look at a physical map of CA and determine in which region this commodity thrives and add this information to the Commodity Fact sheet.</li> <li>7. Look at the Urban Areas and Agricultural Lands map. Try to determine whether the land is predominately urban, agricultural, or other in nature. Add this information to the commodity fact sheet.</li> <li>8. Read the Temperature maps with the class and record temperature information on fact sheet.</li> <li>9. Read Precipitation map with class, pointing out the</li> </ol>



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	<p>station location portion of the map to use as an approximate example (Los Angeles for San Diego).</p> <p>10. Provide export information for commodity to be added to fact sheet.</p>
<b>Guided Practice:</b>	<p>11. Give each table group a sample commodity, a commodity fact sheet, and map sets to use for research.</p> <p>12. Direct table groups to use their maps and fact sheets to generate a commodity summary for their sample.</p> <p>13. The teacher calls on groups to share information from their tables.</p>
<b>Independent Practice:</b>	<p>14. Students will now choose their own commodity to research.</p> <p>15. Once the students have chosen their commodity, explain that they will complete a new commodity fact sheet that summarizes what they have learned from their research.</p> <p>Review elements of assessment rubric with students, so they will be aware of the levels of expectation.</p> <p>Set a deadline for teamwork to be completed and ready to share.</p>
<b>Closure:</b>	<p>Review concepts and lesson progression. Answer any questions posed.</p> <p>On due date for graphic organizer and writing, have students share and display their work.</p>
<b>Assessment:</b>	<p>During instruction, circulate through cooperative groups to identify efforts to be shared, clarified, and explored further.</p> <p>Use a rubric to assess final artwork, writing, and presentation. (Sample provided)</p> <p>Provide an opportunity for students to reflect on the development of their understanding, and use of these skills in their future learning. (See reflection template provided)</p>
<b>Extension Activities:</b>	<p><i>For students who have difficulty writing</i>, provide permission to use computers for word processing to cut and paste into the appropriate sections of the graphic organizer.</p> <p><i>For English Language Learners</i>, be ready to add unfamiliar vocabulary to your classroom word wall or on a piece of chart paper. Once the lesson is over the students can add the words from the chart to their personal dictionaries (I use composition books for this purpose). Also, the paragraph frame included in the lesson will provide structure for those students who require additional support in their writing skills.</p>



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<b>Reflection:</b>	<p>Which themes need additional support? Where can I add clarification for these points in the next lesson? Based on rubric scores, what patterns for remediation become apparent?</p> <p>* Make sure to display maps on wall space for future discussion and provide a reference sheet for student binder.</p>
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Commodity Fact Sheet for _____					
Leading Counties Producing this Commodity	Region of the state	Majority of land in this county is urban, agricultural, undefined	Minimum January Temperature	Maximum July Temperature	Annual Precipitation

**Advantages**

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**Disadvantages**

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\_\_\_\_\_ % of this commodity is exported to the following countries:

Country					
Percent					

**Other interesting information**

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## “Where Are California’s Commodities Produced?” Rubric

Score	4	3	2	1
<b>Geography Content</b>	Uses and cites more than two appropriate maps and reference materials. Synthesizes the above material to provide an accurate interpretation of geographic content.	Uses and cites at least two appropriate maps and reference materials. Synthesizes the above material to provide an adequate interpretation of geographic content.	Uses and cites single source. Synthesizes the above material to provide an interpretation of geographic content.	Uses reference materials, but fails to cite source. Synthesizes the above material to provide an accurate interpretation of geographic content.
<b>Speaking</b>	Speaker makes an excellent presentation using appropriate volume, rate, and articulation.	Speaker makes a good presentation using appropriate volume, rate, and articulation.	Speaker makes a minimal presentation using appropriate volume, rate, and articulation.	Speaker makes a poor presentation using appropriate volume, rate, and articulation.

### Student Reflections

Before the lesson I \_\_\_\_\_  
\_\_\_\_\_

Now I \_\_\_\_\_  
\_\_\_\_\_

I'd like to learn more about \_\_\_\_\_  
\_\_\_\_\_

Teacher Reflections \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_