



3rd Grade – Social Studies/ELA/Art

Standard (subject, number, text):

SS-CONTINUITY AND CHANGE 3.1

Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.

- a. Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).
- b. Trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline).

CCSS.ELA-LITERACY.RI.3.3

Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

CCSS.ELA-LITERACY.W.3.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, and details.
- c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- d. Provide a concluding statement or section.

VPA.ARTISTIC PERCEPTION.1.0

Identify and describe how foreground, middleground, and background are used to create the illusion of space.

Identify and describe elements of art in works of art, emphasizing line, color, shape/form, texture, space, and value.

Objective(s):

Students will visit the trail to write three journal entries observing the environment in which people have used the resources of the local region and modified the physical environment to benefit their needs. Then they will research a landmark and write about it. Then draw a map of the Napa Valley.

6Cs:



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- **Communication** - Students will share their journal entries with partners.
- **Critical Thinking** - Students will use their research skills to decide what is an important change that people have made to the natural resources/environment in Napa and to include details on why those changes were made.
- **Collaboration** - Students will collaborate with a partner to add or change information from their journal to make them more detailed.
- **Creativity** - Students will use their creativity to design and draw their map to demonstrate an understanding of geography, place, and distance, while maintaining their own creativity using elements of color, design and size.
- **Character** - Students will treat each other with respect during partner work.
- **Global Citizenship** - Students will participate in the Vine Trail using the features of AgRespect which encourage participants to “Respect the farmers. Protect our heritage and future. Love the land!”

Materials:

- Journal or notebook for each student.
- Pencil for each student.
- See also the [Vine Trail Teacher Info Sheet](#) for more recommendations of what to bring.

Prerequisite Knowledge (Vocabulary, part of trail, technology, etc):

Teachers need to research the best area of the trail with the most interesting places to observe for human changes that is closest to their school site.

- Mountain range
- Valley
- Viticulture
- Agriculture
- Dam
- Historic
- Compass rose
- Resources
- Napa State Hospital
- Tannery Row

Lesson Summary (5-7 sentences): (list time of year if necessary)



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- On the trail, students will walk the section in pairs.
- Students will verbally note the changes they observe to the natural environment.
- Students will discuss in pairs along the walk.
- At two-three points during the hike/walk, students will be asked to pick an area in which they have observed change to the natural environment. They will be asked to write a journal entry describing what they think it looked like before, and describing how it looks now.
- Then they will share their entry with a partner. The partner will share additional details they may have noticed that the student can add to their journal.
- Then students will add at the bottom *why* they think humans have made these changes. How does it benefit humans? How does it impact the environment? Does it impact animals, plants, water flow? Does it contribute to pollution or does it help preserve the environment?
- Students can research one important area or landmark and describe how humans have used the natural resources or have changed the environment to work towards their needs and write one paragraph including the information they learned.
 - Ideas include: quarry, Napa State Hospital*, library, Napa Valley Opera House, Tannery Row*, Wappo Mortero on Third and Brown Street*, Wine Train, [Grist Mill](#), [George C. Yount Pioneer Cemetery and Ancient Indian Burial Grounds](#)*, Christian Brothers/Justin Sienna*, Greystone*, Veteran's Home*, bridges, dams, [natural hot springs](#), hills, streams, rivers, [particular viticulture in certain soil areas](#)), etc. (* = items will have an [interpretive information panel](#) on the trail).
- Then they will draw their own map/drawing of the Napa Valley on an 8x12 piece of drawing paper, illustrating in colored pencils the important physical features of the valley including mountains (Mayacamas and Vaca ranges), valleys, rivers (Napa River), and creeks (Tulocay Creek, Milliken Creek, Mill Creek, Napa Creek, Putah Creek), and lakes (Lake Berryessa, Lake Hennessey). It should include the major cities along the valley and Putah Creek and the accompanying Monticello Dam. Elements of design, should be included (see Art standards above).
- Students will add the important landmark to their maps based upon research.



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- Advanced students could include a compass rose, a key, and the map of the Vine Trail. Students with special needs could be given a pre-drawn map with a checklist of items to fill in.

Map of Trail (state if zone specific): All zones.

Additional Resources: A Napa Coloring Book by Marie Dolcini and Mary Ann Henderson from the Napa County Landmarks, using the following pages for pre-teaching: Napa River, Stone Bridges, Monticello Dam, Viticulture, Agricultural Preserve, Historic Landmarks.