



- consider ways in which individuals' cultural identity can be affected by local climate and geography.

*Early Grades: 3h, 4b*

*Middle Grades: 3h, 4b*

- explore ways in which people living in certain geographic areas can create their own culture.

*Early Grades: 3g, 4b*

*Middle Grades: 3g, 4b*

## Vocabulary

*Words preceded by an asterisk (\*) were introduced earlier in the series and are included here for review.*

**choreography** — The arrangement of performers' steps and movement in a dance or show, such as a circus.

**cropping system** — The manner and design of a garden, often reflecting environmental resources and needs, as well as the gardener's cultural background.

**\*culture** — A way of life; something everyone has. It includes the behavior patterns, arts, beliefs, institutions, and all other products of human work and thought. Culture is complex and ever-evolving.

**\*diversity** — Variety.

**\*ethnic** — A group of people sharing a common and distinctive racial, national, religious, linguistic, or cultural heritage.

**\*expression** — The act of showing your feelings by writing, saying, or doing something.

**inspiration** — The act of filling someone with an emotion, idea, or attitude; encouraging someone to do something.

**landscape** — A large area of land that can be viewed from one place; a landscape can be natural or human-made.

**menomin (men-noh-min)** — Literally, "the good seed"; wild rice. Also *menomin*. [Ojibwe]

**mural** — A painting on a wall. This word is used in Program 3 to describe mosaics made from tiles.

**sense of place** — Special feelings people have for a certain place; a relationship between a place and a person or people.

**sloughs (slews)** — Marshes along coasts and rivers where water levels fluctuate. Wild rice thrives in the sloughs on the Bad River Indian Reservation.

**social** — To do with people coming together in a friendly way.

**spiritual** — To do with religion or faith.

**stewardship** — Protecting and preserving resources.

**tiles** — Flat squares of clay painted with glaze and heated in a kiln.

**\*traditional** — Ideas, customs, and beliefs handed down from one generation to the next.

## Before-Viewing Activities

*To meet the needs of diverse learning styles, be flexible in using these activities. In addition to writing, offer other options of expression.*



### Focus Questions for Class Discussion

- How does the environment influence culture?
- How do people in rural settings and urban settings interact with the environment?
- How does moving to a new place impact cultural expressions?

### Focus Activity

Provide each student with a copy of the **Favorite Places flip-up** (see the template on page 19). Ask students to:

1. identify four of their favorite places in their state or province, two two indoors and two outdoors. (Examples might include places in or near their homes, their community, their school, or vacation destinations.)
2. draw or write the name of a favorite place on each flap.
3. write a brief explanation of why they chose that place under each corresponding flap.

*Teaching note:* This activity is referenced in the student assessment activity; see page 14 in the **Teacher Summary**.

### *Geography Connection*

Make a list on the chalkboard of some of the students' favorite outdoor places in their state or province. Then, facilitate a discussion around this question: How has the geography, climate, and landscape of the state or province created or influenced these favorite places?

## Viewing Activities

### **Bad River Indian Reservation Segment**

The reservation of the Bad River Band of Lake Superior Chippewa (Ojibwe) is located along Lake Superior. These lands were reserved by the ancestors of modern Ojibwe people. More than 95 percent of the reservation's 124,234 acres remain undeveloped and wild.

For many generations, Ojibwe people have harvested wild rice from the Kakagon and Bad River sloughs, which compose 16,000 acres of high-quality Lake Superior wetlands. Wild rice, fish, wildlife, and other resources of the sloughs provide for both the spiritual and physical needs of the Bad River Band. In return, the Indian people protect and preserve the sloughs. Young people participate in the annual rice harvest, called ricing, usually done in August.

#### *Viewing/Observation Points*

Pause the video before this segment begins and ask students to keep the following question in mind as they watch. At the conclusion of the segment, pause the video and ask the question again to assess students' observations.

- Why are the rice sloughs important to Ojibwe people? (Responses might include they were a gift from the Great Spirit; ricing helps young people feel connected to their ancestors; all people, animals, and plants are related and must be treated with respect; ricing provides food; ricing is a part of Ojibwe culture.)

#### **Community Gardens Segment**

The community gardens in this segment are located near the Eagle Heights community of the University of Wisconsin-Madison. Because many Eagle Heights residents are graduate students from all over the world, this community is the most diverse in Wisconsin. More than 60 countries are represented among the gardeners. Visitors can hear between 60 to 80 languages spoken in the gardens, as well as see plants and cropping systems from countries and cultures worldwide.

#### *Viewing/Observation Points*

Pause the video before this segment begins and ask students to keep the following questions in mind as they watch. At the conclusion of the segment, pause the video and ask the questions again to assess students' observations.

- What do the Korean and Malawi-American families have in common? (Responses could include gardening is an activity involving the whole family, families grow some crops that remind them of their ethnic heritage.)
- Why do these families enjoy the time they spend in their gardens? (Observations might include intergenerational sharing, it's fun, time to tell stories, garden is a quiet and peaceful place to be, snacking on vegetables.)

### **Circus School Segment**

The École nationale de cirque (National Circus School) in Montreal, Quebec, Canada, offers students from all over the world an opportunity to study circus arts in a setting where rigorous discipline and wild originality go hand in hand. The school provides comprehensive professional training and is the only one of its kind in North America. Its programs are designed to bring out the students' unique talents, cultivating a new generation of performers who are both creators and interpreters. One young student, Meaghan, left her home and family in Ontario to attend the circus school and pursue her dream of becoming a circus artist.

#### *Viewing/Observation Points*

Pause the video before this segment begins and ask students to keep the following questions in mind as they watch. At the conclusion of the segment, pause the video and ask the questions again to assess students' observations.

- Why does Meaghan like Montreal? (Responses might include its beauty, the street performers, the opportunity to pursue her personal goals.)
- What connections might Meaghan feel toward the gym where she trains? (Responses might include professional connections, personal connections, recreational connections.)

### **Commercial Fishing Segment**

Commercial fishing is a way of life for Mr. Fick and his young son Jonathan, who fish the Columbia River for salmon and sturgeon. They also devote much of their time to the family's fish-processing plant on the banks of the Columbia River in Astoria, Oregon, USA. The decline in fish populations has made the family acutely aware of the need to protect the river. Viewers will learn how the Ficks interact with their environment daily, and they will come to appreciate how the Fick family's culture has been shaped by where the family lives.

#### *Viewing/Observation Points*

Pause the video before this segment begins and ask students to keep the following questions in mind as they watch. At the conclusion of the segment, pause the video and ask the questions again to assess students' observations.

- Why is the Columbia River important to the Ficks? (Responses might include it provides their income, it has given Jonathan the opportunity to learn a trade at an early age, it is beautiful, it allows Jonathan

and his father to spend time together, Jonathan enjoys being on the fishing boat, it has helped them develop a sense of stewardship for the river and its resources.)

- What connections might Jonathan feel toward the Columbia River? (Responses might include familial connections, economic connections, professional connections, recreational connections.)

### **Mural Segment**

The mission of [Space One Eleven](#) in Birmingham, Alabama, USA, is to provide professional opportunities for visual artists, create a forum for public understanding of contemporary art, and offer arts education to area youth. Artists teach classes throughout the year to youth who would not otherwise have an opportunity to take part in quality visual arts education.

When the mayor's office issued a call for proposals to beautify a large blank public wall, students of the Space One Eleven art program worked with the directors to develop their idea to decorate the wall with a large mural of mosaic tiles. They presented their idea and won the commission. Student artists made each of the mural's 20,000 tiles by hand, creating a mythical creature that represents the nurturing of Birmingham's families and their children, the growth of Birmingham out of its industrial past, and the hope that racial harmony will arise.

### *Viewing/Observation Points*

Pause the video before this segment begins and ask students to keep the following question in mind as they watch. At the conclusion of the segment, pause the video and ask the question again to assess students' observations.

- Why do the young men enjoy working on this mural? (Responses might include it gives them a chance to express their cultural identity, it connects them to their ethnic heritage, it gives them a sense of belonging, it helps them personalize their community, they feel that they are making a positive contribution to their community, it represents leaving behind negative aspects of Birmingham's past.)

## **After-Viewing Activities**



### **Questions for Class Discussion**

- What did your students learn about the relationship between culture and place from viewing Program 3, "Places with Faces"?
- What strategies for learning about culture did students observe in Program 3?

- What elements of culture do students share as a class? How do they feel about their classroom space? What did they do to personalize their school space?

### Students' Culture Journals

Ask students to respond to these questions in their culture journals:

- Where is my favorite place in my state or province? Describe that place, using at least three of the five senses.
- Why is it my favorite place?
- What do I do when I'm there?
- How do I feel when I'm there?

### Class Activity

After students complete the journaling questions (above), distribute copies of the **Favorite Places graphic organizer** (p. 20). Explain to students that they will be thinking more about their favorite place.

Invite students to describe their favorite place to their classmates. This sharing should be optional, as some students' experiences may be too personal to share.

As each student identifies his or her favorite place, guide students to begin classifying the places into categories on the **Favorite Places** graphic organizer: Natural Environment, Human-made Environment, or Combination.

*Variation:* Ask students to share photographs or artwork of their favorite place, and arrange the images into collages based on these categories.

*Teaching note:* This activity and Culture Journal writing, above, are referenced in the student assessment activity; see page 14 in the **Teacher Summary**.



### Quick Version

Complete the **Favorite Places** graphic organizer by using some of the favorite places cited in Program 3. Categorically, these include:

- **Natural Environment** — a hiking trail, the rice sloughs of the Bad River Indian Reservation, the Columbia River
- **Human-made Environment** — a basketball court, Space One Eleven art studio, the National Circus School, a school auditorium stage, family camper
- **Combination** — a backyard swing or homemade pond, garden plots, powwow grounds

## Technology Links

- Ask students to make a videotape of their favorite place.  
*Teaching tip:* Student videos can be edited with simple software. Ask your school's technology coordinator for assistance.
- Provide inexpensive cameras for students' use; several students can share one camera. Ask them to photograph their favorite place. For students unable to photograph their favorite place, suggest options such as bringing a photo from home or creating artwork.

## Student Activity for Assessment

Using students' lists of favorite places, have them work collaboratively to explore these places and express how they interact with them. Activity details are provided in the [Teacher Summary](#), pages 13 through 15.

## Extension Activities

*These activities correlate to the video segments cited in [Viewing Activities](#) (pp. 3-6) and allow for follow-up on particular themes.*

### Bad River Indian Reservation Segment

Help students identify and map the reservations or reserves of Native American tribes and bands in their state or province. Have students investigate which natural resources have been, and continue to be, important to Native Americans on nearby reservations or reserves.

### Community Gardens Segment

- Engage students in talking about gardening with their families. Have any plants been in the family for a long time? Does the family grow or eat vegetables or fruits that reflect its ethnic background? Invite students to bring samples to share.
- Ask students to create a map of their ideal garden, including their favorite vegetables, fruits, and flowers.

### Circus School Segment

Conduct a survey to learn which students are involved in theater, dance, or other performance arts. Ask them to share how they feel about the spaces where they practice and perform. For example:

- What connections do they feel to that place?
- How many of the students hope to become professional performers?
- How many perform for fun?
- How many for other reasons?
- If they wanted to continue their studies to gain professional skill, would they have to move elsewhere, as Meaghan did?

## Commercial Fishing Segment

- As a class, investigate occupations in their community that are dependent on the natural landscape and environment. If possible, invite community members involved in such occupations to visit the class, or help students arrange interviews with them. Ask the visitors/interviewees to describe how natural resources foster their way of life and cultural identity.
- Guide students through an exploration of a community project that threatens natural resources, such as the development of a new neighborhood or shopping center. Ask students to write a report or prepare a class presentation that depicts different perspectives and offers suggestions for finding balance.
- Many fish populations are declining around the world, while demand for harvested fish grows. Guide students through an investigation of this issue by examining media reports and industry news. Have students work in small groups to brainstorm possible solutions, then allow time for the groups to share their ideas.

## Mural Segment

- Lead a discussion about class culture. What habits, routines, customs, or activities do students share? What makes the class unique? Follow up by helping students design and create a mural, sculpture, or other work of art that expresses their feelings about their classroom.
- Guide students through a study of the growth of public art — particularly mosaics and murals — which provide an opportunity for self-expression for artists whose work might otherwise go unnoticed. Ask students to work in teams to determine a suitable topic and then create a design for a mural or mosaic in their own community. Collaborate with your school’s art teacher to help students complete their projects on poster board or butcher paper. See References and Resources section, below, for helpful books.

## Guide Resources

- **Favorite Places** flip-up template ([page 19](#))
- **Favorite Places** graphic organizer ([page 20](#))

## References and Resources

### For Teachers

*Crafts of Many Cultures: 30 Authentic Craft Projects from around the World*, by Aurelia Gomez. Scholastic Trade Books, 1996, ISBN 0590491822 (paperback). A step-by-step illustrated guide of easy-to-do art projects using readily available materials. It also

includes cultural background information and extension activities. For information about Huichol yarn paintings, see pp. 24-26.

*A Guide to Chicago's Murals*, by Mary Lackritz Gray and Franz Schulze. University of Chicago Press, 2001, ISBN 0226305961 (hardcover); ISBN 0226305996 (paperback). This handbook illustrates 200 murals and mosaics, and describes almost 500 more, dating back to 1893. It includes histories of the murals and biographies of more than 150 artists.

*Painting the Towns: Murals of California*, by Robin J. Dunitz and James Prigoff. R.J.D. Enterprises, 1997, ISBN 0963286250 (hardcover); ISBN 0963286242 (paperback). Full-color photographs and artist statements showcase 300 of California's public murals. Includes a comprehensive bibliography.

*Signs from the Heart: California Chicano Murals*, by Eva Sperling Cockcroft. University of New Mexico Press, 1993, ISBN 0826314481 (paperback). This volume reveals the unique contributions Chicano artists have made to California's public art.

*Toward a People's Art: The Contemporary Mural Movement*, by John Pitman Weber, James Cockcroft, Eva Sperling Cockcroft, and Ben Keppel. University of New Mexico Press, 1998, ISBN 0826320058 (hardcover); ISBN 0826319327 (paperback). An updated study of the community-based mural movement that produced hundreds of large-scale wall paintings in the United States and Canada. It provides a comprehensive discussion of the muralists, the murals' effects on the community, and the funding these works received.

*Walls of Heritage, Walls of Pride: African American Murals*, by James Prigoff and Robin J. Dunitz. Pomegranate, 2000, ISBN 0764913395 (hardcover). This collection highlights African-American murals from across the U.S. urban landscape. Includes narratives about the art, artist profiles, and an extensive state-by-state listing of murals.

### **For Students**

*All the Places to Love*, by Patricia MacLachlan, illustrated by Mike Wimmer. HarperCollins Juvenile Books, 1994, ISBN 0060210982 (hardcover); HarperCollins Children's Books, 1994, ISBN 0060210990 (library binding). This picture book tells the fictional story of Eli, who is born into a close-knit, extended family whose farm is surrounded by rolling hills and woods. As Eli grows into childhood, he learns to cherish the people and places around him.

*Bridge to Terabithia*, by Katherine Paterson, illustrated by Donna Diamond. HarperCollins Children's Books, 1978, ISBN 0690013590

(hardcover); HarperTrophy, 1987, ISBN 0064401847; Harper Audio, 2001, ISBN 0694524522 (unabridged); Library Reproduction Services, 2000, ISBN 1581180535 (large print). A boy and girl find solace in a secret kingdom they create in a woods named Terabithia.

*Chasing Redbird*, by Sharon Creech. HarperCollins Juvenile Books, 1997, 0060269871 (hardcover); 1998, ISBN 0064406962 (paperback). Zinnia, the quiet and often-overlooked middle child of a busy family, discovers a hidden pathway leading away from her family's farm. Determined to learn where the path leads, she takes on the task of clearing every inch of the path of its weeds and brambles.

*City Street*, by Douglas Florian. Greenwillow, 1990, ISBN 0688095445. This picture book features watercolor illustrations depicting the diverse, child-centered activities that make up life on a city street, where skateboards roll, pigeons fly, and traffic moves.

*Dinner from Dirt: Ten Meals Kids Can Grow and Cook* by Emily Scott, Catherine Duffy, and Emily Duffy. Gibbs Smith Junior Book, 1998, ISBN 0879058404. Illustrated garden plans and growing instructions are included in this book, which features such kid favorites as pizza gardens, sandwich gardens, and spaghetti gardens.

*Fun with Gardening: 50 Great Projects Kids Can Plant Themselves*, by Clare Bradley, photographs by John Freeman. Hermes House, 2000, ISBN 184215138X (spiral binding). Includes projects suitable for indoor and outdoor environments, in all climates and all conditions.

*Gardening Wizardry for Kids*, by L. Patricia Kite, illustrated by Yvette Santiago Banek. Barrons Juveniles, 1995, ISBN 0812013174 (paperback). This book features more than 300 easy-to-follow experiments and projects for home or school, with history, arts and crafts, and science connections. It also contains a glossary, reading list, and full-color how-to illustrations. A bonus chapter lists seed catalogs that kids can obtain from sources in the United States and Canada.

*A River Ran Wild: An Environmental History*, by Lynne Cherry. Harcourt Brace, 1992, ISBN 0152005420 (school/library binding); Houghton Mifflin College, 1995, ISBN 0395732409 (hardcover). This pictorial history of New England's Nashua River covers 7,000 years. Each double-spread focuses on one period and the way different people have used the river. It culminates in current efforts to clean up pollution.

*The Sacred Harvest: Ojibway Wild Rice Gathering*, by Gordon Regginti, photos by Dale Kakkak. Lerner, 1992, ISBN 0822526506 (library binding), 0822596202 (paperback); Econo-Clad Books,

1999, ISBN 0833596713 (library binding). In this nonfiction photo essay, Glen Jackson, Jr., an 11-year-old Ojibway Indian on the Leech Lake Reservation in Minnesota, goes with his father to harvest wild rice for the first time.

*Wake Up World! A Day in the Life of Children around the World*, by Beatrice Hollyer. Henry Holt, 1999, ISBN 0805062939 (school/library binding). Eight children living in different countries around the world (Australia, Vietnam, Russia, India, Ghana, Brazil, United States, and the United Kingdom) share their daily routines. This picture book also provides information about each country's history, climate, language, customs, and traditions.

## Places with Faces assessment activity

### Learning Goal

Students will consider the ways in which their state or province's climate and geography have contributed to the evolution of local cultures and lifestyles.

### Correlations with NCSS Curriculum Standards

#### People, Places, and Environments

- *Early Grades:* 3h — examine the interaction of human beings and their physical environment, the use of the land, building of cities, and ecosystem changes in selected locales and regions.
- *Middle Grades:* 3h — examine, interpret, and analyze physical and cultural patterns and their interactions, such as land use, settlement patterns, cultural transmission of customs and ideas, and ecosystem changes.

### Activity Overview

By focusing on ways that state or provincial climate and geography contribute to the inhabitants' cultures, students will discover various ways in which people interact with their physical environment. They begin by selecting favorite places that are natural or are combinations of natural and human-made environments.

Students then work collaboratively in small groups to explore and express how they interact with these special places. They also discuss how these places are affected by climate and geography. Finally, the groups make similar explorations of one of their state or provinces physical regions and share their discoveries.

### Materials Needed

- Students' Culture Journals
- Student copies of the **Places with Faces assessment rubric** (page 16)
- Student copies or a transparency of the **People and Places sample activity** (page 17)
- Student copies of the **People and Places activity sheet** (page 18)

### Teacher Instructions

#### The Assessment Rubric

At the beginning of the assessment activity, distribute the rubric to students and explain how you will use it to measure their achievement. Since there are several components to this assessment, it is best to review pertinent sections of the rubric with students as you move through the activity. Be sure that they understand the relevance of the criteria before proceeding with each part of the assessment.

### 1. Review

Ask students to review the responses they wrote in their Culture Journals to these questions (page 7):

1. What is my favorite place in my state or province? Describe that place, using at least three of the five senses.
2. Why is it my favorite place?
3. What do I do when I'm there?
4. How do I feel when I'm there?

While students are reviewing their Culture Journals, compile and share with the class a list of students' favorite outdoor places using one of these two resources:

- The "Outdoor Place" sections of the **My Favorite Places** flip-ups that students made for the Before-Viewing focus activity (page 3)
- The "Natural Environment" and "Combination Environment" columns on the **Favorite Places** graphic organizer that students completed for the After-Viewing class activity (page 7)



### Quick Version

Ask students to read aloud their response to the journaling question "What is my favorite place in my state or province?" Record their responses on the chalkboard.

### 2. Sharing with Classmates

Using the list you compiled, encourage students to share with the class their answers to these questions:

- What do I do when I'm there?
- How do I feel when I'm there?

Based on their responses, make a list of how these students interact with their physical environment. You also may wish to remind students of these examples from Program 3:

- Skylar likes looking for deer on the hiking trail near his home.
- Anastasia feels calm and free in her garden because it is quiet.
- Waylan and Jesse feel connected to their ancestors when they go ricing in the sloughs on the Bad River Reservation.
- Paul shares stories with his brother and sister while they work in their garden.
- Jonathan loves to work on the water with his father.

### 3. Small-Group Activity: Favorite Places

Explain to students that they will be working collaboratively in groups to explore places of their choice. Distribute the assessment rubric and read through it as a class, making sure students understand the way in which their performance is being measured.

Assist students in forming small groups; you may wish to assign each group a name or number. Distribute or display the sample activity and discuss it with the class. Then, distribute the **People and Places** student activity sheet.

Tell students to begin by listing the group members' favorite outdoor places in the left column of the activity sheet. They then will discuss these places using the questions at the top of the middle and right columns. Have the groups record their comments in the appropriate columns.

List geographic areas or regions in your state or province on the board. You can define the regions for students, or use geographical regions established in state or provincial curriculum materials. Ask the groups to determine how many regions are represented within their small group's favorite places. Follow by recording how many of your students' favorite places fall within each region. Lead a discussion about the geographic diversity within your state or province and how it has affected the cultural identity of its residents.

#### **4. Optional Extension of Small-Group Activity: A Physical Region**

In this portion of the activity, students will explore a physical region in their province or state. Make maps, textbooks, and other materials available to them, and facilitate visits to the school's media center and/or computer lab, if possible.

Keep the student groups together and inform them that they are going to study an outdoor place of the group's choosing. Encourage them to select a physical region different from the one in which they live.

Display the following questions to the class and ask students to record them on a sheet of paper, writing one question on the front of the sheet and the other on the back:

1. How do people interact with this place?
2. How has geography and climate affected this place?

Explain that each group will use these questions as the focus of its research as the group explores the landscape, people, and places of its selected region. Tell the groups that, after conducting their research, they are to cite examples for each question in respect to the following:

- the ways people use the land in their selected region
- the locations of the region's communities
- the construction and design of the region's buildings

Have each group share with the class the information learned about its region. If you wish to extend this activity after the sharing is complete, ask students to compare and contrast their information by region.

## Places with Faces assessment rubric

Name \_\_\_\_\_

Date \_\_\_\_\_ ID# \_\_\_\_\_

How have the climate and geography of my state or province contributed to the evolution of local cultures and lifestyles?

ACTIVITY	RESULTS		
	Just Beginning 1 point	On My Way 2 points	Almost There 3 points
<b>Favorite Places</b>			<b>Well Done 4 points</b>
<i>Name Your Favorite Places</i>	1 student took part.	2 students took part.	All students took part.
<i>Discuss/Respond to Questions</i>	1 student took part.	2 students took part.	All students took part.
<i>Share Information with the Class</i>	1 student shared.	2 students shared.	All students shared.
<b>Physical Region</b>			
<i>Answer Both Questions about Selected Region</i>	Gave 1 example. Example not understandable.	Gave 2 examples. Examples vague.	Gave 3 examples. Examples understandable.
<i>Share Information with the Class</i>	1 student shared.	2 students shared.	All students shared.

- Correlations to NCSS Curriculum Standards for Social Studies — People, Places, and Environments*
- Early Grades: 3h — examine the interaction of human beings and their physical environment, the use of the land, building of cities, and ecosystem changes in selected locales and regions.
  - Middle Grades: 3h — examine, interpret, and analyze physical and cultural patterns and their interactions, such as land use, settlement patterns, cultural transmission of customs and ideas, and ecosystem changes.

# People and Places

		QUESTION 2	
		QUESTION 1	
Favorite Places in <u>Wisconsin</u>	How do people interact with this place?	How has geography and climate affected this place?	
1. Jesse: Wild rice sloughs	We harvest wild rice and make sure that some of the rice falls back into the water for reseeded.	Wild rice grows best in cold, clear water. Because these sloughs are located in the far northern part of the state, the water there is cold.	
2. Tiffany: Deer camp	My dad and I go every fall during deer hunting season.	The western part of the state contains a lot of forested areas. That provides habitat for the deer.	
3. Joe: My back yard	This is where my family has cookouts, plays games, and works in the garden.	Because we have long winters, we really enjoy warm weather. My mom has to be careful about what plants she puts in her garden because we late frosts.	

Name \_\_\_\_\_

Date \_\_\_\_\_ ID# \_\_\_\_\_

# People and Places

## QUESTION 2

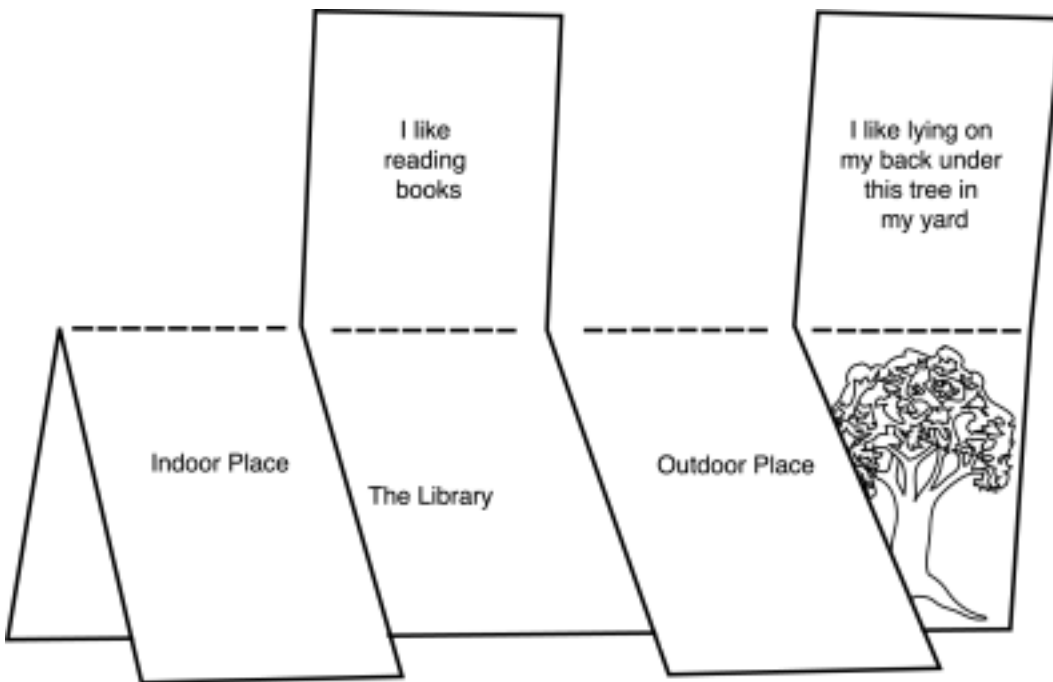
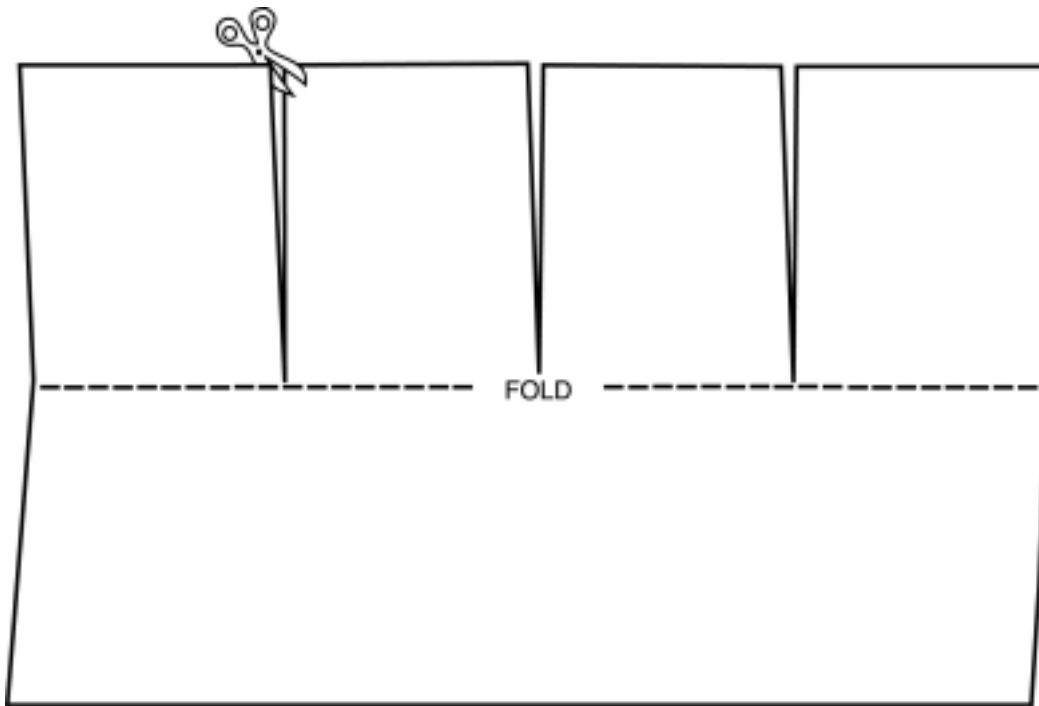
How has geography and climate affected this place?

## QUESTION 1

How do people interact with this place?

Favorite Places in \_\_\_\_\_


## My Favorite Places flip-up template



Name \_\_\_\_\_

Date \_\_\_\_\_ ID# \_\_\_\_\_

## Favorite Places

Use the columns below to organize examples of your favorite places.

NATURAL ENVIRONMENT	HUMAN-MADE ENVIRONMENT	COMBINATION ENVIRONMENT