

Middle School Lesson Plan - Lesson 1

Theme: An Introduction to Human Impact on the LA River

Subject: Physical, Life, and Social Sciences

<p>Objective</p>	<p>Students understand the history of the River, and that humans and nature are interconnected. By understanding the past, humans have the ability to change the present and future of their environment.</p>
<p>Standards</p>	<p>SS 6.1.2 Identify the locations of human communities ...and describe how humans adapted to a variety of environments.</p> <p>SS 6.2.1 Locate and describe the major river systems and discuss the physical settings that supported...early civilizations.</p> <p>SS 6.1.3 Discuss the climatic changes and human modifications of the physical environment...</p> <p>SS 8.8.4 Examine the importance of the great rivers and the struggle over water rights.</p> <p>SS 8.12.1 Trace patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets, and trade and locate such development on a map.</p> <p>SS 8.12.2 Identify the reasons for the development of federal Indian policy and the wars with American Indians and their relationship to agricultural development and industrialization.</p> <p>NGSS STANDARDS</p> <p>MS-LS2-5. Evaluate competing design solutions for maintaining biodiversity and ecosystem services.*</p>
<p>Vocabulary</p>	<p>Indigenous people The first inhabitants of a particular area, sometimes called Native Americans. They live in harmony with nature.</p> <p>Colonization The action or process of settling among and establishing control over over an area.</p> <p>Engineer A person who designs, builds, or maintains engines, machines, or public works.</p>

	<p>Channelization The process of filling up the River with concrete.</p>
<p>Materials</p>	<ul style="list-style-type: none"> • If you are a Source to Sea Scholar, pre-assessments must be taken before the start of Lesson 1. Students have the option to either complete them online or as physical copies to be returned to the FoLAR team. It should not be graded in class. • Projector • Lesson 1 presentation • Lesson 1 worksheets • Go over River Rover behavioral expectations
<p>Key Points</p>	<ul style="list-style-type: none"> • The Tongva are one of several groups of Indigenous people of the Los Angeles Basin. • Over 3,000 years ago, Indigenous people thrived on the resources of the River and coexisted with the habitat. They adapted to the habitat, instead of altering it. • This is a stark contrast to how Angelenos have related to the River in the last 200 years. • When the Spanish arrived in Southern California in the 1800s, they sought fertile land to produce crops. • We live on the same land as the Tongva did, but have much less biodiversity due to human impact. • The expansion of the railroad brought an influx of people and the River's resources could not sustain the new population. • In the 1930s, in response to flooding of businesses and communities along the River's floodplain, The Army Corps of Engineers covered the LA River in concrete, straightened it, and narrowed it. • Human impact has altered the environment and affected organisms' ability to reproduce and survive. Impacted species die or migrate to find resources. Some have adapted, like the native coyote.
<p>Possible Extensions</p>	<ul style="list-style-type: none"> • https://www.latimes.com/projects/la-me-tongva-study-guide/ • https://www.latimes.com/projects/la-me-tongva-words/ • Have students prepare questions to ask friends and family what they know about the LA River. Share in class. • Create a class mural illustrating the web of life of the LA River 3,000 years ago • Ask students to imagine and write a story about what it might have been like to live in a Tongva Village along the LA River 1,000 years ago.