

Lesson 4: Human-Made Features of San Diego

Focus Question:

What are the human-made features of the San Diego region?

Activity #1 Human-Made Features of San Diego

Materials needed: chart paper; (optional, but helpful – postcards or photos of San Diego) For each student, a copy of *Lesson Structure: Previewing the Organization of a Lesson* (Handout #1.3) or *Scavenger Hunt* (Handout # 1.4). *Reflections Lesson 3* “Human-Made Features” pages 26-29.

Procedure:

Step 1: Explain that a **human-made feature is something people have built, such as a building, a bridge, or a road.** Our school and our homes are all human-made features. Preview and read *Reflections Lesson 3* “Human-Made Features” pages 26-29. Complete Handout #1.3 or Handout #1.4.

Step 2: Ask students, “What are some ways people have changed the San Diego landscape?” Generate a list of human-made features. As students share, compile the list on a class chart, *Human-Made Features of San Diego*. If available, display photographs of human-made features found in the San Diego region. (Note: Post cards are a good source of visuals.) Ask students to each make a list of at least 5 specific human-made features that can be found in San Diego. Examples include interstate highways; highways; railroad; reservoir; aqueduct; buildings; and, bridges.

Step 3: Go to the website <http://www.elcivics.com/state-lessons/sacramento-1> scroll down and click on San Diego video for a slideshow of landmarks in San Diego.

Step 4: For each human-made feature, discuss what symbol could be used on the legend of a map.

Activity #2 Human-Made Features on a Map of the San Diego Region

Materials needed: Multiple copies of maps of the San Diego region

Procedure:

Step 1: Using various maps of the San Diego region, have students locate some of the human-made features in the San Diego area, including major freeways and streets, bridges, railroads, schools, favorite store or shopping center, communities, etc. Discuss any correlations between the human-made features in relation to physical features.

Step 2: Review the features on a map that help us “read the map.”

Locate the following:

- **map title.** The title tells the subject of the map.
- **compass rose,** or direction marker. The compass rose shows directions. The cardinal directions are north, south, east and west.
- **map legend.** The map legend, or key, explains the symbols on the map. Symbols may be colors, patterns, lines, or other special marks.
- **map scale.** The map scale compares the distance on the map to a distance in the real world. It helps you find the real distance between places on the map.

Step 3: From Lesson 3, use a document camera to display some of the student’s *Maps- Physical Features of San Diego*. Discuss where human-made features might be added.

Activity #3 Map of the Geographical (Physical and Human) Features of San Diego

Materials needed: For each student, a copy of the assessment prompt and rubric *Map of the Geographical (Physical and Human) Features of San Diego* (Handout #4.1), copies of maps of the San Diego region, 12” x 18” construction paper, colored pencils or crayons

Prompt: Label a blank outline map of the San Diego area with at least 7 physical features and at least 3 human-made features. In labeling your map, you may refer to a map of San Diego. Locations should be labeled in pen or pencil. The map may be shaded lightly using colored pencils or crayons.

On your map, include the following:

1. Title of the map
2. A compass rose to show cardinal directions
3. Label at least 7 physical features, including:
 - Pacific Ocean
 - San Diego Bay
 - Point Loma
 - Coronado
 - Mission Bay
 - Mission Valley
 - San Diego River
4. Label at least 3 of the following human-made features:
 - Your school
 - Freeways, such as Highway 163, Interstate 5, 8, 15, and/or 805
 - San Diego International Airport
 - Your community or neighborhood
 - Coronado Bridge
5. Include a map legend with at least 4 symbols, such as the San Diego River and the human-made features shown on you map.

Rubric:

Indicator: Knowledge of Geographic Content and Spatial Thinking

Assessment:

Student work to be assessed from this lesson and this unit includes:

Map of the Geographical (Physical and Human) Features of San Diego. Refer to the rubric indicator *Knowledge of Geographic Content and Spatial Thinking* (Activity 3).

It is recommended you save student work to be included in the unit project, *An Atlas of San Diego*.

(Optional) English Language Learner Extension: Human-Made Features of San Diego

- **Booklet** (a companion ELL activity to the Optional Landform Booklet developed in Lesson 3)

Using the list of human-made features (Activity #1), have students (or the teacher) create a booklet that includes pictures or photographs of human-made features found in San Diego region.

Students or the teacher can collect illustrations of human-made features from magazine pictures, travel posters, postcards, or, take photographs of different human-made features. Students label the pictures and assemble them into a booklet, “Human-Made Features of San Diego.” As an alternative, display the photographs on a classroom bulletin board. A local map can be included with markers showing where the photos were taken, i.e. where the human-made features are located.

Map of the Geographical (Physical and Human) Features of San Diego

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INDICATORS	ADVANCED	PROFICIENT	BASIC	BELOW BASIC
KNOWLEDGE OF GEOGRAPHIC CONTENT and SPATIAL THINKING	Student demonstrates an in-depth understanding of the geographic content and spatial thinking.	Student demonstrates a clear understanding of the geographic content and spatial thinking.	Student demonstrates a limited understanding of the geographic content and spatial thinking.	Student demonstrates little understanding of the geographic content and spatial thinking.