

The Story of the Crescenta-Cañada Valley



Post-Visit Packet



Big Idea: Utilize facts, oral histories, and primary sources from the Lanterman House to demonstrate understanding of how La Cañada has changed over time.

Standards Addressed: This project will target CCSS reading, language, and writing standards as well as California Social Science Standards as listed below.

CCSS.ELA-LITERACY.RI.3.7

Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

CCSS.ELA-LITERACY.W.3.2.B

Develop the topic with facts, definitions, and details.

CCSS.ELA-LITERACY.L.2.2.B

Use commas in greetings and closings of letters.

CCSS.ELA-LITERACY.L.3.2.B

Use commas in addresses

Social Studies - Continuity and Change
Standard 3.3.3

Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.

3. Trace why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing on maps, photographs, oral histories, letters, newspapers, and other primary sources.

Materials Needed:

(1) post card per child

List of student address if you intend to mail postcards

Postcard student page

Glue

Crayons

Scissors

Project:

After the visit to the Lanterman House, students will create a postcard. The student may select one of four images to color, cut, and glue to the front of the post card. The writing will then connect to the selected image using information learned during the home tour. Students may then address the postcard and it can be teacher mailed or displayed.