

The Story of the Crescenta-Cañada Valley



Pre-Visit Packet



September 2019

Dear Colleagues,

It was my pleasure to work with Laura Verlaque and the Educational Team at Lanterman House this past summer. The team looked at the pre-visit materials, house tour, and post visit materials. With time at a premium, I always appreciate an engaging activity that also supports third grade standards.

During the slide show, the students will listen and take notes. These notes, in conjunction with the La Cañada Flintridge student book, can be used as a foundation for one paragraph or a multiple paragraph piece.

We hope that you find the new format a usable tool for teacher and student. Laura and her team are eager to bring our local history to life.

Sincerely,
Deborah Pruden
La Cañada Elementary

Objective: Students will take notes while watching a slide presentation. These notes can then be used as an organizational tool for a multi-paragraph informative text.

Standards:

CCSS.ELA-LITERACY.W.3.2

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

CCSS.ELA-LITERACY.W.3.2.A

Introduce a topic and group related information together; include illustrations when useful to aid comprehension.

CCSS.ELA-LITERACY.W.3.2.B

Develop the topic with facts, definitions, and details.

CCSS.ELA-LITERACY.W.3.2.C

Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

CCSS.ELA-LITERACY.W.3.2.D

Provide a concluding statement or section.

Materials:

(1) 4-column note organizer per student

Writing paper or Chromebook

La Cañada Flintridge student book by June Dougherty for additional information

Activity - Note Taking:

The slide presentation covers four areas of La Cañada’s past: Location-Geography, People, Natural Resources, Community Life & Events. As the students watch the slideshow, notes will be taken and organized on the planner.

Writing Process: There are 2 ways to use the organizer. The teacher sample copy has been colored coded for you. I find that the color helps the children as well. If you have highlighters, choose 2 colors and highlight the organizer.

1. Beginning Skills – One paragraph

- Create a title for the paragraph
- Use each header name (Location-Geography, People, Natural Resources, Community Life & Events) as a **claim** sentence.
- The **notes** in the column become the **facts** to back up the **claim**.

2. Advanced Skills – Multi-paragraph 4 to 6 paragraphs

- Each column will become a paragraph.
- The **header name**, such as, **Natural Resources**, becomes the foundation for the **topic sentence**.
- The **notes in the column become the claims and/or facts**.
- An opening and closing paragraph are constructed to frame the body paragraphs.

La Cañada History Slide Show

Name: _____

Location - Geography	People	Natural Resources	Community Life & Events

La Cañada History Slide Show

Name: _____

Location - Geography	People	Natural Resources	Community Life & Events
<p>Southern California</p> <p>Crescenta-Cañada Valley</p> <p>Located between 2 mountains</p> <p>Located between 2 missions</p> <p>farm land</p> <p>dusty and windy</p>	<p>Tongva and Gabrielino tribes didn't stay</p> <p>Spanish came in 1700s and built missions</p> <p>1821 Mexico acquired California</p> <p>Ranchos were owned</p> <p>Homestead Act</p> <p>Theodore Pickens</p> <p>Health Seekers</p> <p>Lanterman family came</p> <p>Dr. Briggs</p>	<p>Water was scarce</p> <p>Ralph Moses</p> <p>Water keeper</p> <p>Lanterman started first water company</p> <p>Agriculture</p> <p>oranges, honey</p>	<p>First school house had 15 students</p> <p>First church was Community Church</p> <p>Stage coach service</p> <p>Bridge built to connect to Pasadena</p> <p>JPL opened</p> <p>1955 – Water came!</p> <p>Community began to grow</p> <p>1972 freeway opened</p> <p>1976 La Cañada became a city</p>