

Salt Dreams

Reflections from the Downstream West

Photographs of the Salton Sea by Joan Myers
Text by William deBuys



Education Materials

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INTRODUCTION

Thank you for choosing to share the exhibition *Salt Dreams: Reflections from the Downstream West* with your students. Through this exhibit, you can address many curriculum topics including California history, with themes of immigration, water issues, and agriculture, as well as themes in life sciences (ecology and ecosystems) and natural sciences (geology and water).

Museum visits enrich classroom learning and provide some of students' most memorable experiences. We hope you and your students enjoy the exhibit and find meaning in its themes.

Overview of Exhibition

The exhibition, *Salt Dreams: Reflections from the Downstream West*, is based on the book, *Salt Dreams: Land and Water in Low-Down California*, by writer and scholar William deBuys and photographer Joan Myers. DeBuys and Myers began a collaborative journey together in 1991 on a visit to the Salton Sea – a place Myers had explored for several years prior in search of the essence of this strange place.

The Salton Sea, in the lower Colorado Desert in Southern California, is the accidental result of a flooded irrigation system, whose architects naively thought that they could tame the mighty red river. In 1905, the Colorado River flooded its banks and unprotected irrigation headings allowed the rushing water to pour into irrigation canals and onto the floodplain. After two years, the unheeded floodwater eventually filled up this valley – the Salton Sink – forming the Salton Sea.

Salton Sea became a collecting pond for agricultural run-off from the Imperial Valley, and real estate and resort developers saw the new body of water as a potential desert oasis for those who sought sun-drenched leisure. The giant lake became an important habitat for migrating birds – today, an estimated 380 species pass through at some point during the year.

But just as the Colorado River runs through this low-lying land, the river of dreams of those who saw the inland sea as a desert paradise end there as well. The resort has never boomed; the water is becoming too salty to support fish and birds; and the dreams of many who came there lie dormant. Still, the Salton Sea reflects the California Dream – the dream of what can be. As you will see from Myers' vivid and haunting images of the Salton Sea, this region is clinging to a former imagined glory.

Purpose of Packet

This packet was designed to give you, as educators, information to guide you in preparing your students to view the exhibition *Salt Dreams*. Keep in mind that many of the activities contained in this packet can be done with your class even if you are unable to visit the exhibit. The topics can be covered throughout the school year, or in any order, as well. Unless otherwise indicated as a student worksheet, the material contained here is designed for you to use as a resource. Please feel free to make photocopies of the materials and to share this resource with your colleagues. This material is divided into three main sections for use before, during, and after your visit to the exhibit.

Meeting Educational Standards

You choose to visit museums and other special places in your community to give your students special opportunities, to enrich their learning experiences, and to have fun! Most importantly, you want to bring to life the concepts you teach in the classroom. Because your museum visit is a valuable commitment of time and resources, the content of the exhibits and programs must supplement your classroom curriculum.

The information in this packet complements the California State Content Standards for fourth grade history/social studies, California: A Changing State. As the State Board of Education suggests for fourth grade students, “they will learn the story of their state.” In addition to augmenting the history/social studies frameworks, the materials address life and earth sciences. *Salt Dreams* tells the story of the Salton Sea – a region shaped by geological and hydrological forces, as well as by human activities – immigration, development, and agriculture.

Specifically, these educational materials augment the following framework topics:

History/Social Studies

1. California’s physical and human geographic features that define places and regions
2. How communities in California vary in land use, vegetation, wildlife, climate, population density, architecture, services, and transportation
3. Immigration issues including early land routes to the region
4. Reasons for growth
5. California as an agricultural power
6. California’s water system

Life and Earth Sciences

1. How organisms depend on one another and their ecosystem for survival
2. Water shapes and reshapes the Earth’s surface

Acknowledgements

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Section One – BEFORE YOUR VISIT

Setting the Context - Vocabulary

These vocabulary words are found throughout this material:

agriculture – the growing of crops and raising of livestock

canal – a stream made by people to irrigate crops

crops – fruits, vegetables, and other plants grown by farmers

cultivate – to prepare land for crops

delta – flat land at the mouth of river as it empties into the ocean or a lake

desert – a dry region where little rain falls

ecosystem – an environment and the plants and animals that depend on it

erosion – when water, waves, wind, or glaciers wear away the surface of the earth

evaporation – when something like water turns into vapor

farmer – a person who grows crops for food, fiber, and other plant products

flood – when a river overflows its banks

food chain – the relationships between animals eating other animals and plants

geology – the study of the earth

habitat – a place where animals and plants live

immigrant – someone who comes to a new place to live

immigration – to come to a new land or country to live

irrigate – to bring water to crops, usually by ditches or canals

migratory – when an animal (often a bird) moves from one location to another in search of food or better weather

native – belonging to a place

plankton – tiny plants (phytoplankton) and animals (zooplankton) that float in water

river – a natural stream of water, usually fairly large

salinity – how much salt is in something like water

sediment – sand and other materials left behind as water moves along

silt – fine sand carried along in water and left behind as sediment

sink – a low-lying area

wetland – soggy or wet land, marsh, swamp (often places where birds nest)

Setting the Context – The Salton Sea

Geology

The Salton Sea is located in the Colorado Desert Province of California. The dominant geologic feature in this province is the Salton Sink or Salton Trough that stretches from the San Geronio Pass (near Palm Springs) south to the head of the Gulf of California. The lower end of this sink is in Mexico and contains the Colorado River Delta. California's Imperial Valley is also located in the sink. This valley is a major agricultural region and is irrigated by water from the Colorado River.

The Salton Sink is an active seismic area known as a rift valley. Here new crust is being formed along the southern-most end of the San Andreas fault as the North American Plate and the Pacific Plate form a divergent plate boundary. The western side of the boundary is moving northeast at roughly 8 cm per year, forming more basin floor. The area has volcanic vents, hot springs, and much geothermal activity. Rocks in the area are granite and volcanic. There are also thousands of feet of marine sediment left behind from a time when the area was ocean floor.

Approximately 30 million years ago the region was the northern edge of the Gulf of California. Eventually, as the Colorado River emptied into the ocean, sediment built up in the delta, creating a berm that separated the basin from the Gulf. Here in the basin, river water collected forming Lake Cahuilla on occasion. When the river would change its course, the lake, having no other major water supply, would evaporate. The native peoples, who would depend on it, spoke of the giant lake's sporadic appearances. The latest occurrence of the large ancient lake was between 300 and 500 years ago, although smaller lakes were reported in the 1800s by travelers. It is estimated that 9 billion tons of salt have been left as a result of the evaporative cycle of the lake.

Salton Sea Facts

Size: Approximately 30 miles long by 12 miles wide
 The largest inland body of water in California
Surface elevation: 228 feet *below* sea level
Depth: Average of 31 feet, maximum of 51 feet
Annual precipitation: Less than 3 inches
Temperature: Exceeds 100° F more than 110 days a year
Salinity: 44 parts per thousand (ppt), compared to 280 ppt for Utah's Great Salt Lake, and 35 ppt for the Pacific Ocean.



People in the region

- The Salton Sea region is the ancestral homeland of Yuma-speaking people: the Cahuilla, Quechan, and Cucupa. These desert dwelling peoples were dependent on spring water and the occasional Lake Cahuilla. Staple foods included game, yucca, agave, tule potatoes (roots), sun-dried fruits, blossoms, buds, and seeds. Competitive games were popular, including foot races, archery, juggling, and balancing objects. The 1863 small pox epidemic reduced the Cahuilla population from 3,000-4,000 to just 1,200. Today, descendants live throughout the region.
- Spanish explorers began passing through the area in the 1500s. In 1539, Francisco de Ulloa sailed up the Gulf of California in search of a route to California. Hernan de Alarcon, part of Coronado's land expedition, traveled up the Colorado River in 1540, and in the same year, Melchoir Diaz mounted a land expedition into present-day Imperial Valley. Finding no gold, and little to entice more exploration, the Spanish lost interest in the area.
- Approximately 10,000 49ers in search of gold crossed the brutal desert on their way to California's gold mines. Some made and some did not.
- In the 1850s, the United States Army was charged with finding a suitable route for the building of a railroad west. Army geologist, William Phipps Blake, determined on his 1853 trip to the region, that the Salton Sink was below sea level and was an ancient sea floor. He also suggested that should the area be irrigated, the soil was ripe for agriculture.
- Colorado River explorer, John Wesley Powell, in 1891, also saw the potential of the area for farming. He called it the "Egypt of America," as it was "the land of the date palm."
- Farmers and the birth of the Salton Sea

Realizing the potential of the area for agriculture, the California Development Company (CDC) began to develop a vast system of irrigation to bring the Colorado River to the desert floor. By 1900, about 1,000 people lived in the Imperial Valley (named that by CDC's George Chaffey but once called *Kamia* by native people). The CDC built over 400 miles of canals to bring the Colorado River's water north from Mexico to these farmers. Some 100,000 acres were in cultivation by 1902. But the land began to silt-up and so the CDC cut more canals and planned to make control gates to manage the river water more effectively. But nature did not wait for this construction.

In early 1905, a flood burst through the company's unprotected irrigation headings and by summer, nearly 16% of the river was rushing into the canal system. By October, nearly the entire river was emptying onto the valley floor. For two years the river flowed into the Salton Sink, thus forming the Salton Sea.

By 1907, the Southern Pacific Railroad Company built control gates finally to tame the waters of the mighty Colorado. This insured that the company's railways would not again be flooded.

Two of the region's other rivers, the New and the Alamo were widened and deepened by the flood and became more prominent rivers. Ironically, the irrigation canals became dry as the New and Alamo took on more water. Carrying run-off from croplands, these rivers drained into the Salton Sea.

At that time, the Salton Sea was approximately 80 feet deep, but over the years, evaporation decreased the level to 30 feet and if nothing was done, the lake would evaporate entirely, just as the ancient Lake Cahuilla had done so many times before. So in the 1930s engineers diverted more water from the Colorado River to offset the annual evaporation, thus stabilizing the depth of the Salton Sea. Also during the 1930s, the Hoover Dam and the All-American Canal were constructed upriver. This gave engineers even more control over the water. Today the water level is kept stabilized by inflows from agricultural run-off, the New and Alamo rivers, some rainwater, ground water, and other surface water.

➤ Real Estate Developers and Snowbirds

In the late 1950s land speculators and real estate developers believed that the Salton Sea could be transformed into an inexpensive version of the resort community Palm Springs (to the north). Developers spent millions of dollars investing in and building marinas, resort areas, and a golf course. They planned for small communities along the waterfront.

Although briefly popular in the 1950s and 1960s, the "Salton Riviera" never truly materialized because of the lack of industry in the area and inadequate infrastructure for development. Additionally, the isolation of the desert, the extreme heat, and the frequent foul odor from the lake also prevented the Salton Sea from becoming a popular destination. There are those "snowbirds" who still vacation there and some have made it their home. However, while over one million people live in the region (including the Imperial and Coachella Valleys), the failed subdivisions and resort communities of the Salton Sea are sparsely populated.

Salton Sea Ecology

Since the formation of the Salton Sea in the early 1900s, it has become an unusual ecosystem – one that began as freshwater habitat and is now a semi-marine environment dominated by non-native species. The lake includes open water, estuaries, salt marshes, and riparian corridors. Other characteristics include large populations of single species, short food chains, and frequent die-offs.

Today the lake is home to several species of non-native saltwater fish including the corvina, croaker, and sargo, which were introduced to the lake for sport fishing purposes. The most abundant fish in the lake, the non-native tilapia, was introduced inadvertently through irrigation canals from farms where they were used to eat aquatic weeds. The only native fish in the lake is the endangered desert pupfish.

Over 90% of Southern and Central California's wetlands have been destroyed, leaving migratory birds few places to stop on their journeys north and south. Thus, the Salton Sea is a resting place for hundreds of species of migratory birds en route along the Pacific Flyway. These include pelicans, ducks, geese, gulls, and flamingoes. It is estimated that approximately 380 species of birds depend on the lake. For example, nearly the entire western population of American White Pelican, some 26,000 birds, were seen at the Salton Sea one day in March 1998.

Phytoplankton (such as diatoms, dinoflagellates, and green algae), zooplankton (such as rotifer and copepods) and many species of invertebrates (such as pileworms and barnacles) are at the bottom of this short food chain.

There are many threats to the Salton Sea habitat including rising levels of salinity, organic nutrients, and other contaminants. The sea does not have an outlet, so everything that enters the water stays in the lake. The high evaporation rate also contributes to high concentrations of salts and other substances.

Changes in water temperature (due to shallow water) and fluctuations in nutrient concentrations cause massive die-offs of fish. The changing nutrient levels cause algal blooms, which lead to anaerobic conditions that kill fish. Diseases and parasites also weaken fish populations, which may also contribute to the massive die-offs.

Birds are also victims of these large die-offs, and since the early 1990s, the number of deaths has been particularly high. For example, avian botulism killed an estimated 150,000 birds in one year. It is these events that have drawn attention to the Salton Sea as concern rises about the lake's future.

Future of the Salton Sea

It is hoped that the problems facing the Salton Sea can be solved once there is a better understanding of this unique ecosystem. Economic issues further complicate decisions about the lake because it is an important part of the region's agricultural system. Water rights issues must be addressed, as the Salton Sea is part of the complicated web of Colorado River water allocation. Native Americans, who have rights to land in the region, must be involved in solving the problems.

In 1998, the Salton Sea Reclamation Act was passed, which allocated funds for research. Over \$20 million in federal and state funds were allocated in the late 1990s to study and address the issues. As part of the overall effort, the Salton Sea Restoration

Project calls for the lake to be kept as an agricultural sump, to enhance recreational and wildlife values, and to increase the economic potential of the area. But until the region is better understood, decisions about the lake remain unclear.

The Salton Sea as a Symbol

The situation at the Salton Sea also reflects what is happening in many ecosystems throughout the state and the country that are being altered by human actions. Joan Myers, the photographer, suggests that “the Salton Sea is emblematic of California (and the West) as a whole. In my view, the problems that exist there are no different from elsewhere--they are just more visible, since there is little but desert as a context.”

As you study the Salton Sea, consider similar issues in your own community. How are the problems facing the inland lake similar to what may be happening in your area? How is the problem being solved, or is it? What are the difficulties in resolving environmental degradation in the face of economic and political concerns? While the Salton Sea may be a unique ecosystem with peculiar problems, the overall issues are not uncommon as humans continue to alter the landscape.

Lesson 1 – Geology A River Runs Through It

Activity 1

Learning with photographs

This activity introduces students to the Colorado Desert region. They will learn that water is an important, if not rare, element in the desert.

1. Use the photograph found on the next page for this lesson:

“Seventeen Palms, an oasis in the Anza-Borrego badlands”

2. As a class, discuss what is depicted in this picture.

- Discuss characteristics of a desert: temperature, precipitation, aridity, lack of vegetation, etc.
- Discuss the lack of water in a desert. Where do these palm trees get water? Why do the small plants grow apart from each other?
- Discuss flooding, erosion, and silt. The trees are growing in a dry riverbed – How can you tell water once flowed there? Which river may have carved this stream?
- Discuss the rivers in the Colorado Desert Province – the Colorado, New, and Alamo. Using the map on page 7, trace the path of the river from its headwaters in the North, to its delta at the Gulf of California.
- Discuss how the Salton Sea was formed by accident when the Colorado River flooded irrigation canals and filled the Salton Sink



Activity 2

Erosion by Water

This activity introduces students to the concept of erosion and water as an agent of change.

Materials needed:

Large container (baking pan or dish, aquarium)
Sand or dirt
Rocks
Running water or pitcher of water

1. Fill the container with sand or dirt
2. Tilt the container
3. Slowly allow the water to flow in at one end of the container to demonstrate how the running water changes the surface of the sand, forming channels
4. Add rocks to the sand and show how the presence of such obstacles alters the course of the flowing water
5. Vary the speed at which the water flows to show how the depth of the channels can be altered
6. Discuss water as an agent of erosion – for example, the Colorado River formed the Grand Canyon through erosion
7. What are other agents of erosion? – wind, waves, glaciers
8. While your container does not have an outlet, in actuality where would river water normally go?

Lesson 2 – History/Social Studies Immigrating or Just Passing Through?

Activity 1

Why would people come to the Colorado Desert?

Students will learn about the different people who inhabited and traveled through the Colorado Desert. Some were in search of fortune, others in search of a home.

1. For this lesson use the *Student Worksheet* on the next page, which asks students to decide what factors might have drawn people to the region.
2. Discuss with the class the various groups of people who passed through or settled in the lower Colorado Desert. Include the native Yuma-speaking peoples, Spanish explorers, 49ers, farmers, developers, vacationers, etc.
3. In small groups, have the students discuss the following questions and complete the worksheet: Why would people come to the Colorado Desert? What was the dream of these people? Who stayed? Who passed through and why didn't they stay? Students may use the Internet to research these topics. See the bibliography on page 27 for links.
4. Have each group pick one population to present information about to the rest of the class.
5. Now that the class knows a little about the people who were drawn to the desert, have each student write more about a population of his or her choice. Have each student imagine that he/she was a member of that population and write a mock-journal entry about what it must have been like. Students may present their stories to classmates.

Name: _____

Immigrating or Just Passing Through?

1 - Instructions: Complete the following chart with information you have learned in class about the lower Colorado Desert.

People who came to the lower Colorado Desert:	What time period were these people in the desert?	What were they doing there?	What problems did they face there?	Were they immigrants or just passing through?
Native Americans				
Spanish				
49ers				
Farmers				
Real estate developers				
Snowbirds and retirees				

2 - Instructions:

1. Choose a group above. Write down which one you chose: _____
2. Imagine that you lived in the past with these people.
3. Imagine that you are keeping a journal about your daily life.
4. Imagine what you might do in a day. What would it be like to travel through the desert or to live there?
5. Write about this imaginary day in your journal.

Lesson 3 – Life Science

Salton Sea Food Chains

Activity 1

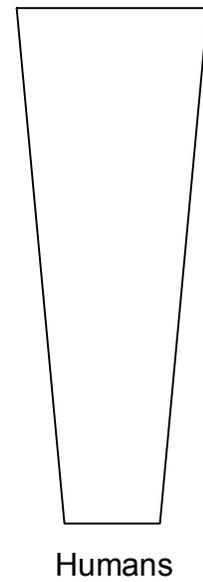
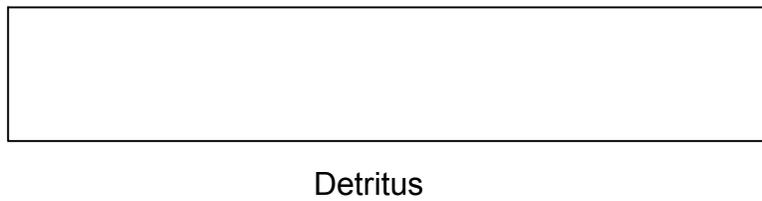
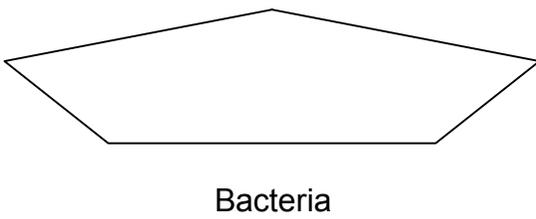
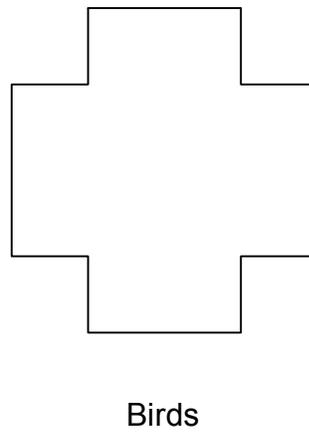
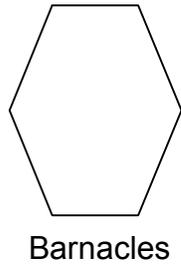
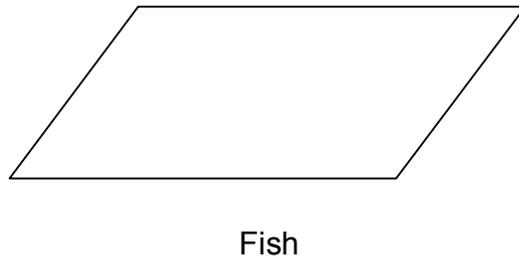
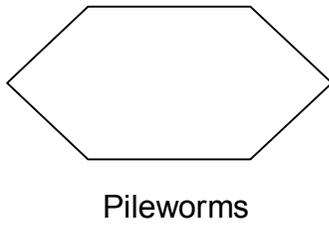
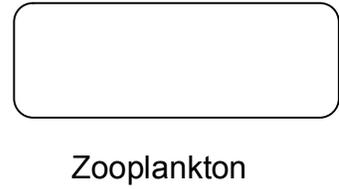
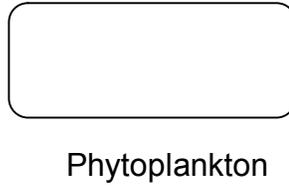
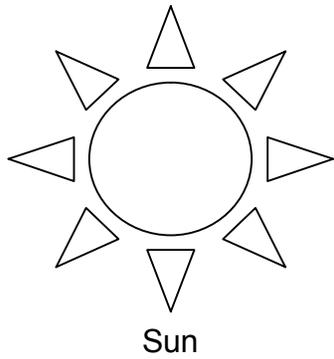
Salton Sea food chain

For this activity, students will create a simple food chain, based on the Salton Sea ecosystem.

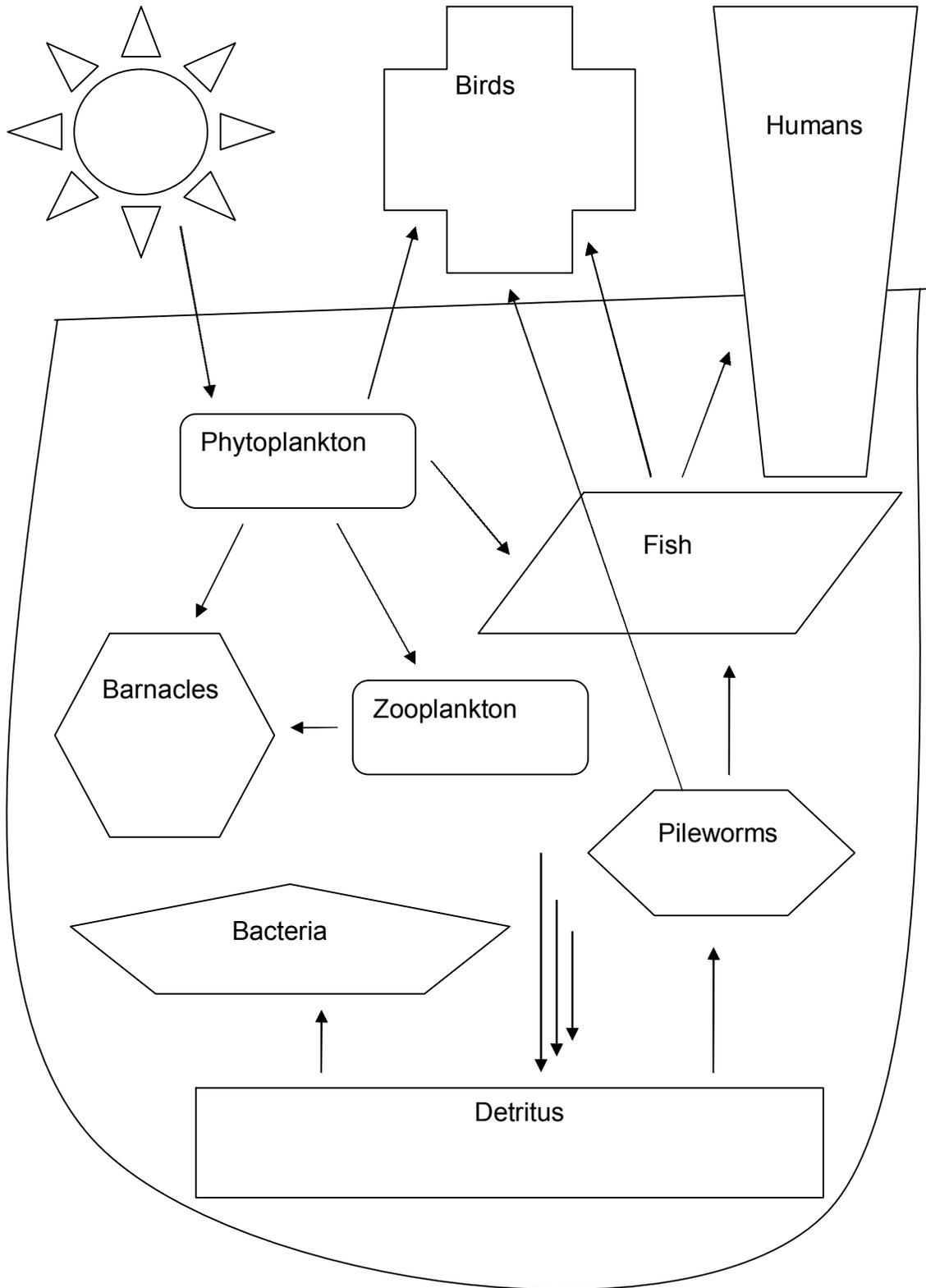
1. Using the template on the next page, make enough photocopies for each student in your class.
2. Have students cut out the shapes that represent the various parts of the food chain and discuss the role of each within the food chain. They may also draw these creatures on the shapes.
3. On a plain sheet of paper, have students draw a large half circle to represent a “cut away” look at the Salton Sea.
4. Next, have students place (tape or glue if desired) each part of the food chain, according to where these would be in nature on their Salton Sea picture – for example, the sun at the top of the page as if in the sky.
5. Finally, have students draw arrows between the parts of the food chain to represent the flow of energy – for example, an arrow from the sun to the phytoplankton.
6. Note that the Salton Sea supports very short food chains. Other ecosystems such as forests or the open ocean are much more complex and have many more levels of predation.
7. A complete food chain here should include:

Sunlight providing energy for phytoplankton
Zooplankton eating phytoplankton
Barnacles eating plankton
Stilts, ducks, grebes, sandpipers, etc. eating plankton
Fish-eating birds eating fish
The carnivorous corvina fish also eating fish
Fish and fish-eating birds eating pileworms
Pileworms eating detritus at bottom
Bacteria decomposing detritus at bottom
Humans fishing

The Salton Sea Food Chains



The Salton Sea Food Chains



Activity 2 Learning with Photographs

This activity augments the food chain activity above and also encourages students to use their imagination and recall their own experiences.

1. Use the photographs on the next two pages for this activity:

“Fishing for tilapia”
“Pelican”

2. After doing the food chain activity, students decide what the pelican and the woman in these pictures are going to catch.
3. Discuss the techniques used by humans to catch fish. How does this differ from the way pelicans and other birds catch prey? Discuss the differences in anatomy. What does the pelican have that makes it such a good fisher?
4. Humans fish for food, but also do it for sport. Have students share their own “it got away” fishing tales. Where have they gone fishing? Imagine fishing or vacationing at the Salton Sea where it is very hot, has little shade, and often smells bad from the massive fish die-offs.





Section Two – AT THE MUSEUM

The photographs in *Salt Dreams* are organized into three main themes: *Antediluvia*, *The Great Diversion*, and *Consequences*. The following briefly describes these sections and lists some of the photographs you will see in the exhibit. The photographs are also found in the book, *Salt Dreams: Land and Water in Low-Down California*, which is available at your local library, in the museum gift shop, and at most bookstores.

As you will see, these three sections correspond with the content of the three in-class lessons (from above). Your students' museum visit can be enhanced by making these connections and reinforcing what you discussed in class. The worksheet that follows can be completed by your students while at the museum. Please remember to have them use pencils and not pens, as this is preferred by museum staff for the safety of the artwork.

The Photographs

Antediluvia (relates to geology content from Lesson One)

Here we are introduced to the Salton Sea region – its location in the Colorado Desert, its topography, and its earliest inhabitants. The term “antediluvia” refers to that time before the Salton Sea was accidentally created, when natural processes still shaped the land.

Photographs in this section include:

- Colorado Desert
- Seventeen-Palm Oasis
- Travertine Point
- Horse intaglio made by Quechan
- Torres-Martinez Reservation
- Palm Spring

The Great Diversion (relates to history/social studies content from Lesson Two)

As the great Colorado River was diverted into irrigation canals, the region was transformed into an agricultural area. The Imperial Valley became home to those in search of the American Dream – whether as farmers or as those in search of leisure in the desert sun.

Photographs in this section include:

- Imperial Valley
- Geothermal energy plant
- Mud volcanoes
- Salton Sea developments
- The Slabs, a community
- Leonard Knight, a resident
- Salton City golf course

Consequences (relates to life science content from Lesson Three)

Today, the Salton Sea is struggling for survival. Rising levels of salinity and organic nutrients from Imperial Valley agricultural run-off, massive fish die-offs, and waves of wildlife diseases are contributing to a threatened habitat for the creatures that depend on the lake.

Photographs in this section include:

- Pelicans
- Tilapia
- Salt-encrusted door
- Salton Sea Yacht Club motel and gardens
- Flooded sign
- Norm Niver, a resident
- Salton Sea Test Base

Name: _____

My Visit to the Museum to see the Exhibit:
“Salt Dreams”

Instructions:

1. This exhibit has many photographs taken by a photographer named Joan Myers.
2. Look at these photographs carefully.
3. The list below describes some of Joan Myers’ photographs.
4. When you see one of these photographs, check the box to mark that you saw it.

An old door covered with salt – the Salton Sea is very salty

A flooded fence – the water level at the Salton Sea changes sometimes

Dead fish – sometimes many fish die in the Salton Sea from disease

An empty swimming pool – some people thought that the Salton Sea could make a nice vacation area, but this idea wasn’t very popular

A little boy – some families live near the Salton Sea

Pelicans – hundreds of species of birds depend on the Salton Sea

Next, use the list above to answer these questions:

1. Underline the picture that made you think about a bad smell
2. Circle the picture that shows that the Salton Sea is a habitat for birds
3. Put a star by the picture that shows that people have made the Salton Sea home
4. Put an “X” by your favorite picture

Section Three – After Your Visit

Once you have returned to class, it is a good idea to “debrief” with your students by reinforcing some of the concepts expressed in the exhibition and by allowing them to express their opinions about some of the photographs they saw. You may also wish to do this activity in the museum after your tour, over lunch, or on the bus ride home.

Points for Discussion

1. Begin by asking them about their overall experience at the museum. What did you enjoy most about the tour? What did you like about the tour guides? What did you like about the building? What was your favorite thing you saw or did? What would you like to do when you go back to the museum?
2. Show the students some of the photographs from these materials to prompt their memory. What pictures did you see at the exhibit? Did you notice anything different when you saw the pictures hanging on the wall in the museum that you hadn't noticed before? If you were a photographer like Joan Myers, what would you photograph? What would it feel like to have a museum exhibit displaying your own artwork?
3. Recap the main themes:
 - The topography of the Colorado Desert was shaped by geologic and hydrologic forces
 - The Colorado River flooded irrigation canals in the basin, forming the Salton Sea
 - People passed through the region in search of fortune and some stayed to farm the land
 - Some people wanted the Salton Sea to become a resort town, but this California Dream was never fully realized
4. Review their worksheets:
 - Discuss the photographs showing the wildlife – fish and birds
 - Discuss the photographs showing the characteristics of the Salton Sea – salty, a desert region yet has the presence of water (naturally from rivers and from human-made irrigation)
 - Discuss the people who live in the region – snowbirds, farmers
 - Have the students talk about their favorite pictures and tell why they liked these images
 - Why would you like to visit the Salton Sea?

Bibliography

Books

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Websites

Salton Sea Information:

<http://www.salttonsea.ca.gov/>

<http://www.salttonsea.statepark.org/>

<http://www.salttonseainfo.com/>

To learn more about the photographer, Joan Myers, visit www.joanmyers.com.