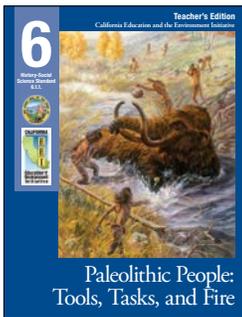




TEACH COMMON CORE STANDARDS WITH THE EEI CURRICULUM

Created with your needs in mind, this document shows the correlation between the EEI Curriculum and the California Common Core State Standards. By teaching the EEI unit lessons in your classroom, you will be simultaneously addressing the Common Core standards depicted in this guide.

6.1.1.— Paleolithic People: Tools, Tasks, and Fire



Students explore the essential characteristics of hunter-gatherer societies, including the development of tools and the use of fire. The lessons delve into the interactions between hunter-gatherer societies and the natural systems. Paleolithic period people used tools made from natural materials they found in the ecosystems in which they lived. They used these tools to extract, harvest, transport, and consume ecosystem goods. Students begin their study of hunter-gatherer societies by reading **California Connections: Gathering Resources from the Sea**, a piece that explores ways in which humans, dating back to the earliest people, have hunted and gathered goods from the marine environment. In the next three lessons, students examine tools, techniques, and reliance upon goods and services obtained from natural systems. In the final lesson, students explore several hypotheses to explain the cause of very large numbers of species going extinct at the end of the Paleolithic period.

LESSONS	COMMON CORE STANDARDS																			
	RI.6.1 and RH.6–8.1	RI.6.2 and RH.6–8.2	RI.6.3 and RH.6–8.3	RI.6.4 and RH.6–8.4	RI.6.5 and RH.6–8.5	RI.6.6 and RH.6–8.6	RI.6.7 and RH.6–8.7	RI.6.10 and RH.6–8.10	W.6.1 and WHST.6–8.1	W.6.2 and WHST.6–8.2	W.6.6 and WHST.6–8.6	W.6.7 and WHST.6–8.7	SL.6.1	SL.6.2	SL.6.3	SL.6.4	SL.6.5	SL.6.6	L.6.4	
California Connections		✓	✓	✓			✓													
1		✓		✓			✓	✓		✓			✓		✓				✓	✓
2		✓		✓	✓	✓	✓	✓	✓	✓				✓				✓	✓	✓
3				✓			✓						✓			✓			✓	✓
4				✓			✓						✓	✓		✓				✓
5	✓	✓		✓			✓	✓		✓			✓	✓						✓
Traditional Assessment		✓								✓										
Alternative Assessment							✓		✓		✓	✓						✓		

Note: For your reference, the list of California Common Core State Standards abbreviations is on the following page.

Using the EEI-Common Core Correlation Matrix

The matrix on the front page identifies a number of Common Core standards that are supported by this EEI unit. However, the check marks in the matrix do not necessarily signify that the Common Core standards checked will be taught to mastery by using this EEI unit alone. Teachers are encouraged to select which Common Core standards they wish to emphasize, rather than teaching to every indicated standard. By spending more time on selected standards, students will move toward greater Common Core proficiency in comprehension, critical thinking and making reasoned arguments from evidence. Teaching this EEI unit will provide opportunities for teachers to implement the shift in instructional practice necessary for full Common Core implementation.

California Common Core State Standards Abbreviations

- **CCSS:** California Common Core State Standards
- **L:** Language Standards
- **RH:** Reading Standards for Literacy in History/Social Studies
- **RI:** Reading Standards for Informational Text
- **SL:** Speaking and Listening Standards
- **W:** Writing Standards
- **WHST:** Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

Note: Since each Common Core standard includes a breadth of skills, in this correlation, the portion of the standard description that is featured in the Common Core standards applications is cited, using “...” to indicate omitted phrases. For a list of the complete standard descriptions, please see the Common Core Reference Pages located on pages 19–20 of this document.

Note for Sixth Grade Units: English Language Arts Standards and their corresponding Literacy Standards are combined in the matrix on page 1 and in each lesson table. The verbiage from the standard that most specifically matches the activity is used to represent both standards, since usually both differ only slightly. Where the standards have significant differences in how they apply to the lesson activity, they are listed separately.

A Note about Common Core Speaking and Listening Standards

Throughout this unit, students participate in various learning structures and groups to analyze, discuss, and synthesize data, which supports the skill in Speaking and Listening Standard 1 “Participate effectively in a range of collaborative discussions (one-on-one, groups...) with diverse partners.” With prior instruction on collaborative discussions, these various groupings and the materials students examine lend themselves to prime discussion material for collaborative discussions. Learning structures with tasks for pairs and groups are in the following lessons:

- **Lesson 1:** Whole class, small group
- **Lesson 2:** Whole class, partners
- **Lesson 3:** Whole class, partners
- **Lesson 4:** Whole class
- **Lesson 5:** Whole class, small group

National Geographic Resources

- **Natural Regions** wall map (Lesson 1)
- **Political** wall map (Lesson 1)

Unit Assessment Options

Assessments	Common Core Standards Applications
Traditional Assessment	
<p>The traditional assessment is comprised of multiple-choice questions and short-answer questions that assess students' achievement of the unit's learning objectives.</p>	<p>RI.6.2 and RH.6–8.2: Determine a central idea of a text...; provide a summary of the text.</p> <p>W.6.2 and WHST.6–8.2: Write informative/explanatory texts...</p>
Alternative Assessment	
<p>The alternative assessment asks students to describe life in hunter-gatherer societies of the Paleolithic period, including the development and use of tools and interactions between humans and natural systems and to depict this in the creation of posters.</p> <p>Suggestion: <i>Students should take advantage of available digital technology to create a poster.</i></p>	<p>RH.6–8.7: Integrate visual information (e.g.,...maps) with other information in print and digital texts.</p> <p>SL.6.5: Include multimedia components (e.g., graphics) and visual displays in presentations to clarify information.</p> <p>W.6.1 and WHST.6–8.1: Write arguments focused on <i>discipline-specific content</i>.</p> <p>W.6.6 and WHST.6–8.6: Use technology, including the internet to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p>W.6.7 and WHST.6–8.7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>

Lesson 1: Hunting and Gathering

Students read and discuss how modern humans hunt and gather resources from the sea, and how practices, tools, and technology used in the fishing industry have influenced natural systems off the California coast.



National Geographic Resources:

- **Natural Regions** wall map
- **Political** wall map

Use this correlation in conjunction with the **Procedures** located on page 38 of the Teacher’s Edition. Only procedure steps with a Common Core correlation are included in the table below.

Student Tasks	Common Core Standards Applications
<p>Vocabulary Development: For depth of understanding, vocabulary may be featured within the context of the unit instead of or in addition to the beginning of the lesson. Use the Dictionary and the vocabulary Word Wall Cards to introduce new words to students as appropriate.</p> <p>Tip: Word Wall Cards may be used at the beginning, as the words come up in the lesson, or as a review at the end.</p> <p>Tip: If Dictionary Books need to be reused from year to year, students should not write in them.</p>	<p>L.6.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading</i>...</p> <p>RI.6.4 and RH.6–8.4: Determine the meaning of words and phrases as they are used in a text...related to history/social studies.</p>
<p>Step 1: Begin by asking students where they got the food and water they ate today. List responses. Then ask where our ancestors got these things 200 years ago, 2000 years ago, and 20,000 years ago. List and discuss responses.</p>	<p>SL.6.1: Engage effectively in a range of collaborative discussions...on <i>grade 6 topics, texts, and issues</i>, building on others’ ideas...</p>
<p>Step 2: Post the Natural Regions and Political wall maps. Tell students they will read and discuss how modern humans hunt and gather resources from the sea and how the fishing industry has influenced natural systems off the California coast, and how humans long ago began using these resources. Point out where San Diego harbor is.</p>	<p>RH.6–8.7: Integrate visual information (e.g.,...maps) with other information in print and digital texts.</p>
<p>Step 3: Students read California Connections: Gathering Resources from the Sea (Student Edition, pages 2–5) as a class.</p> <p>Suggestion: Refer to the Reading California Connections Using a Common Core Reading and Writing Focus on pages 14–18 to view specific suggestions for integrating Common Core standards while reading the selection not only for content, but for text structure as well.</p>	<p>RH.6–8.2: Determine the central ideas...of the source distinct from prior knowledge or opinions.</p> <p>RI.6.10 and RH.6–8.10: ...read and comprehend history/social studies texts...independently and proficiently.</p>

Student Tasks	Common Core Standards Applications
<p>Step 4: In groups of three, students discuss each of the questions in Focus on Fishing (Student Workbook, pages 2–3). Each student should record their responses individually. The class should share answers and students can add to or adjust their responses.</p> <p>Tip: If Student Workbooks need to be reused from year to year, students should not write in them. Some strategies teachers use to preserve the workbooks are:</p> <ul style="list-style-type: none"> ■ Have students use binder paper or other lined or unlined paper. ■ Have students use a sheet protector over the page and write with a whiteboard marker. ■ Do together as a class on a projector or chart paper. ■ Project the digital fill-in version and do together as a class. ■ Students use digital devices to fill in the digital version found on the website. ■ Make student copies when necessary. 	<p>RH.6–8.2: Determine the central ideas...of the source distinct from prior knowledge or opinions.</p> <p>SL.6.3: Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>SL.6.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate...</p> <p>W.6.2 and WHST.6–8.2: Write informative/explanatory texts...</p>

Lesson 2: Life in Paleolithic Times

Students review a timeline of the Paleolithic period and read about life among Early and Late Paleolithic peoples. They complete a Venn diagram describing the distinct lifestyles of these peoples at the two different times. Through discussion, students compare how the hunter-gatherers used resources from their surroundings to meet their survival needs.



Use this correlation in conjunction with the **Procedures** located on pages 48–49 of the Teacher’s Edition. Only procedure steps with a Common Core correlation are included in the table below.

Student Tasks	Common Core Standards Applications
<p>Vocabulary Development: For depth of understanding, vocabulary may be featured within the context of the unit instead of or in addition to the beginning of the lesson. Use the Dictionary and the vocabulary Word Wall Cards to introduce new words to students as appropriate.</p>	<p>L.6.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading</i>...</p> <p>RI.6.4 and RH.6–8.4: Determine the meaning of words and phrases as they are used in a text...related to history/social studies.</p>
<p>Step 1: Students examine the Paleolithic Events Timeline (Student Workbook, pages 4–6). Use a World wall map to point out where humans were during the Early and Late Paleolithic periods. Have students find when the Late Paleolithic period began.</p> <p>Suggestion: Provide students with individual world maps of the continents and have them indicate human migration during the Early Paleolithic period and use a separate map for migration during the Late Paleolithic Period. When finished, have students share and compare their maps, checking for accuracy and fixing mistakes.</p>	<p>RI.6.2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions.</p> <p>SL.6.5: Include multimedia components (e.g., graphics) and visual displays in presentations to clarify information.</p>
<p>Step 2: With a partner, have students turn to Comparing and Contrasting Cultures (Student Workbook, page 7), read the instructions, and think about the questions. Redistribute a Student Edition to each student. Have them turn to Petra, an Early Paleolithic Girl (Student Edition, pages 6–7) and Peter, a Late Paleolithic Boy (Student Edition, pages 8–9). Use a world wall map to point out the areas where each story takes place. As students read, they work with their partner to complete the compare-and-contrast activity.</p> <p>Suggestion: After reading about Petra and Peter, ask students to explain why certain pictures were included in the two stories. (They show maps, hunting, tools, and shelter.) Ask students what pictures they would add to the stories if they were authors.</p>	<p>RI.6.2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions.</p> <p>RI.6.5: Analyze how a particular sentence...or section fits into the... development of the ideas.</p> <p>RI.6.6: Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p> <p>RI.6.10 and RH.6–8.10: ...read and comprehend history/social studies texts...independently and proficiently.</p> <p>SL.6.2: Interpret information presented in diverse...formats...and explain how it contributes to a topic, text, or issue under study.</p>

Student Tasks	Common Core Standards Applications
<p>Step 3: Students share details they added to their Venn diagrams. Discuss life during Paleolithic times using the following questions:</p> <ul style="list-style-type: none"> ■ How did people of the Paleolithic period depend on the environment to meet their needs? <i>(The foods they ate, the tools they used, the places they slept, their sources of warmth, and the water they drank, all were gathered or hunted from the environment around them.)</i> ■ How did life for people change from the Early <i>(Petra)</i> to the Late <i>(Peter)</i> Paleolithic? <i>(As time passed, people developed more and more tools. This made it possible to use more and different resources. Containers made it possible to harvest more foods and transport them home. They could hunt more safely with long-handled spears instead of pouncing on animals to try to catch them. They used fire to keep warm.)</i> <p>Suggestion: <i>After the Venn diagrams, have students work in small groups of 2 to 4 to list as many living things that they can think of that were used as natural resources. Then, list as many nonliving things that they can think of that were used as natural resources.</i></p>	<p>RI.6.7 and RH.6–8.7: Integrate information presented in different media or formats...as well as in words to develop a coherent understanding of a topic or issue.</p> <p>SL.6.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate...</p> <p>W.6.2 and WHST.6–8.2: Write informative/explanatory texts...</p>
<p>Step 4: Independently, students will answer the questions below the Venn diagram on Comparing and Contrasting Cultures (Student Workbook, page 7).</p>	<p>WHST.6–8.1b: Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p>

Lesson 3: Investigating Implements

Students match information cards of Paleolithic tools to the purposes they served. They explore how the tools helped Paleolithic people extract, harvest, transport, and consume goods and use ecosystem services more efficiently compared to their earlier relatives.



Use this correlation in conjunction with the **Procedures** located on pages 64–65 of the Teacher’s Edition. Only procedure steps with a Common Core correlation are included in the table below.

Student Tasks	Common Core Standards Applications
<p>Vocabulary Development: For depth of understanding, vocabulary may be featured within the context of the unit instead of or in addition to the beginning of the lesson. Use the Dictionary and the vocabulary Word Wall Cards to introduce new words to students as appropriate.</p>	<p>L.6.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading</i>...</p> <p>RI.6.4 and RH.6–8.4: Determine the meaning of words and phrases as they are used in a text...related to history/ social studies.</p>
<p>Steps 1–3: Review what the class has learned about the Early and Late Paleolithic Period. You may want the answer key and sample answers for Comparing and Contrasting Cultures (Student Edition, page 7) on hand to assist students in discussing the differences.</p> <p>Explain that the stone tools humans first developed were the kind that Petra’s family used; they may have been rocks and stones that naturally had a certain shape and the people used them as they were. By the Late Paleolithic, tools were much more complex. Hold up the envelopes (see Advanced Preparation) containing the sets of Paleolithic Tools (Information Cards #1–9) and Tool Descriptions (Information Cards #10–18).</p> <p>Tell students that they will work in pairs to match photographs of nine tools made and used by Paleolithic people to the cards that name and describe each tool. Give students 15 minutes to complete the task. When the time is up, call on pairs of students to show one of the tools and to read its name and description aloud to the class.</p> <p>Suggestion: <i>Students may have never seen an artifact or fossil. There are many websites and local colleges that provide students with access to exhibits. One site to visit is National Geographic’s site: http://science.nationalgeographic.com/science/archaeology</i></p>	<p>RI.6.7: Integrate information presented in different media or formats...as well as in words to develop a coherent understanding of a topic or issue.</p> <p>SL.6.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate...</p>

Student Tasks	Common Core Standards Applications
<p>Step 4: Once the tools and descriptions have been correctly matched, conduct a class discussion using the following questions:</p> <ul style="list-style-type: none"> ■ How do you think these tools affected the way Paleolithic people lived? (<i>They made it easier for people to obtain food and build shelters. They helped people survive better.</i>) ■ What did Paleolithic people use to make these tools? (<i>Parts of animals and plants; natural resources</i>) ■ Many anthropologists believe that humans developed languages during the Late Paleolithic period. Do you think there is a connection between language and these other tools? What do you think it is? (<i>Answers may include: As people began to get better and better at finding and using resources, hunting animals, and gathering plants, they may have wanted to share their knowledge. Language helped Paleolithic people communicate with one another about how to develop better tools, hunt in a certain way, or where to find resources they needed.</i>) 	<p>RI.6.7 and RH.6–8.7: Integrate information presented in different media or formats...to develop a coherent understanding of a topic or issue.</p> <p>SL.6.1: Engage effectively in a range of collaborative discussions...on <i>grade 6 topics, text, and issues</i>, building on others' ideas and expressing their own clearly.</p>
<p>Step 5: Redistribute students' individual Student Workbooks. Tell them to turn to Important Implements (Student Workbook, page 8). Have students discuss their ideas with their partner and then complete the chart and answer the question. Partners can then share with the class which tools they had in common, if any, for most important and least important, and which ones they differed on. Students should be prepared to answer why they placed more importance on some tools and less on others.</p>	<p>RI.6.7 and RH.6–8.7: Integrate information presented in different media or formats...to develop a coherent understanding of a topic or issue.</p> <p>SL.6.4: Present claims and findings..., sequencing ideas logically and using pertinent...facts, and details...; use appropriate eye contact, adequate volume, and clear pronunciation. CA</p>

Lesson 4: Fabulous Fire

In groups, students discuss ways in which they use fire in their own lives and ways in which Paleolithic people may have used fire. Students discuss the different theories surrounding the mastery and use of fire by Paleolithic people and write about other useful tools that Paleolithic people may have discovered.



Use this correlation in conjunction with the **Procedures** located on pages 86–87 of the Teacher’s Edition. Only procedure steps with a Common Core correlation are included in the table below.

Student Tasks	Common Core Standards Applications
<p>Vocabulary Development: For depth of understanding, vocabulary may be featured within the context of the unit instead of or in addition to the beginning of the lesson. Use the Dictionary and the vocabulary Word Wall Cards to introduce new words to students as appropriate.</p>	<p>L.6.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading</i>...</p> <p>RI.6.4 and RH.6–8.4: Determine the meaning of words and phrases as they are used in a text...related to history/ social studies.</p>
<p>Steps 1 and 2: Ask students to think about how we use fire today (<i>To keep warm, to cook for light...</i>) Make a list of student’s responses on the board. Ask students, “What do you think Paleolithic people used fire for?” (Many of the same things.)</p> <p>Project Paleolithic Uses of Fire (Visual Aid #2). Cover the picture of fire being used to hunt (bottom right). Have students volunteer to describe how fire is being used by Paleolithic people in the three illustrations they can see. (<i>Clockwise from top left: for heat/to stay warm, to cook food, to hunt, and for light.</i>) Uncover the fourth illustration and ask students to describe how fire is being used. (<i>People are using fire to catch or hunt animals; people are setting fires to the land.</i>)</p> <p>Explain to students that one of the ways fire was used by Paleolithic people was to hunt. The same fear of fire that most humans have, most animals do, too. After discovering this, Paleolithic people would often take torches with them to hunt large animals, and use the torches to move the animal in a certain direction, usually toward the arrows and spears of other hunters in the clan. Tell students that Paleolithic people also learned that if they set a fire in a grassland or forest, the animals living there would run from the fire in one direction or another. If the hunters waited outside the burning area in the right direction, the animals would come to them.</p> <p>Suggestion: <i>Have students work in small groups to list 5 advantages to hunting this way and then list 5 disadvantages to hunting this way. Give them about 5 minutes to compile their list. Afterwards, have a class discussion and share the advantages and disadvantages to this method of hunting.</i></p>	<p>RI.6.7 and RH.6–8.7: Integrate information presented in different media or formats...to develop a coherent understanding of a topic or issue.</p> <p>SL.6.4: Present claims and findings..., sequencing ideas logically and using pertinent...facts, and details...; use appropriate eye contact, adequate volume, and clear pronunciation. CA</p>

Student Tasks	Common Core Standards Applications
<p>Step 3: Inform students that scientists believe that Paleolithic people learned about fire about one million years ago.</p> <p>Project Fuels (Visual Aid #3) and review each type of fuel with the class. Explain to students that “tar” is like very thick crude oil and that, like oil, tar burns very well. Ask students what they see dripping off meat when someone is cooking it. (<i>Fat, grease</i>) Paleolithic people used the fat and grease that dripped from meat as they cooked it. Ask students what they think the Paleolithic people did with the grease. (<i>They collected the grease. They both ate the grease and burned it as fuel. The meat releases the grease, which can be collected and used.</i>) Ask students what else they think Paleolithic people might have burned. (<i>Wood, dry grass</i>)</p>	<p>RI.6.7 and RH.6–8.7: Integrate information presented in different media or formats...to develop a coherent understanding of a topic or issue.</p>
<p>Steps 4 and 5: Explain to students that the ability to cook with fire allowed Paleolithic people to eat better. Heat kills bacteria that lives in food. Also explain that fire was used to preserve meat by smoking and drying it. Explain that the meat that is smoked or dried (like jerky) can last a long time. Seeds and nuts were roasted and dried too, making them last longer. Fire was an important means for Paleolithic people to preserve food for times when they could not hunt or find seeds and nuts to gather.</p> <p>Ask students to think of other tools we use today, that maybe we could not live without, that Paleolithic people may have discovered. (<i>Accept any answer, including refrigerators, stoves, and ovens.</i>) Redistribute students’ individual Student Workbooks. Tell them to turn to The Present and the Past (Student Workbook, page 9). Read over the instructions with students and give students time to answer the questions. Call on volunteers to share their answers with the class.</p>	<p>RI.6.7 and RH.6–8.7: Integrate information presented in different media or formats...to develop a coherent understanding of a topic or issue.</p> <p>SL.6.1: Engage effectively in... discussions...building on others’ ideas and expressing their own clearly.</p> <p>SL.6.2: Interpret information presented in diverse...formats...and explain how it contributes to a topic, text, or issue under study.</p>

Lesson 5: Mastodons and Modern Times

Students use a timeline to identify the extinctions of animals during the Paleolithic period and view images of animals that were hunted and gathered by Paleolithic people. They explore the various theories regarding the extinction of these species and revisit the effects of the fishing industry in modern-day San Diego on marine animals in California waters.



Use this correlation in conjunction with the **Procedures** located on pages 96–97 of the Teacher’s Edition. Only procedure steps with a Common Core correlation are included in the table below.

Student Tasks	Common Core Standards Applications
<p>Vocabulary Development: For depth of understanding, vocabulary may be featured within the context of the unit instead of or in addition to the beginning of the lesson. Use the Dictionary and the vocabulary Word Wall Cards to introduce new words to students as appropriate.</p>	<p>L.6.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading</i>...</p> <p>RI.6.4 and RH.6–8.4: Determine the meaning of words and phrases as they are used in a text...related to history/social studies.</p>
<p>Step 1: Redistribute students’ individual Student Workbooks. Tell them to turn to the Paleolithic Events Timeline (Student Workbook, pages 4–6). Have them locate the years 48,000–44,000 BCE (in the Geological [Earth] Events column). Read aloud the event that occurred at that time. Point out or have a student locate Australia on the World wall map.</p> <p>Ask students what it means to go extinct. (<i>To die out, to no longer exist.</i>) Ask students to share names of some species that they know are extinct. (<i>Answers will vary.</i>)</p>	<p>RI.6.1: Cite...evidence...</p> <p>RI.6.2 and RH.6–8.2: Determine a central idea of a text...; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RI.6.10 and RH.6–8.10: ...read and comprehend history/social studies texts...independently and proficiently.</p>
<p>Step 2: Have students locate the sections on Paleolithic Events Timeline that show 11,000 BCE and 10,900 BCE (in the Geological [Earth] Events column).</p> <p>Read aloud the two events that occurred at those times. Point out or have students locate North America on the World wall map. Tell students that once again, scientists believe that these wildfires had something to do with these extinctions; however, they also think humans had an influence on these species.</p> <p>Project Mastodon (Visual Aid #5). Explain that the mastodon is one example of a mammal that became extinct around 10,900 BCE. Explain that the mastodon is an ancient relative of the modern elephant, but a different species than the woolly mammoth, which also went extinct around the same time. Tell students that the mastodon was only found on the North American continent and was smaller than its mammoth cousin. Tell students that the mastodon was an herbivore that was hunted for its meat, hide, and sinew by Paleolithic people.</p> <p>Explain to students that scientists have studied evidence to try to explain what might have caused the extinction of the mastodon. Not everyone agrees on the reasons, and the available evidence does not clearly prove or disprove any of the theories that scientists have suggested.</p> <p>Tell students that they are going to get a chance to read about those theories and decide which they think is the most likely.</p>	<p>RI.6.10 and RH.6–8.10: ...read and comprehend history/social studies texts...independently and proficiently.</p>

Student Tasks	Common Core Standards Applications
<p>Steps 3 and 4: Redistribute a Student Edition to each student. Tell them to turn to A Mastodon Mystery (Student Edition, pages 10–11). Divide students into groups of four. Give groups 15 minutes to read all four theories described in A Mastodon Mystery and choose the one they think most likely led to the extinction of the mastodon. When time is up, ask each group to share which theory they think holds sway over the others and why. Allow 10 to 15 minutes for the groups to debate the theories with each other.</p> <p>Then, conduct a class discussion using the following questions:</p> <ul style="list-style-type: none"> ■ How did the tools used by the fishing industry cause a change in the number of tuna and the number of dolphins? (<i>The use of better nets, faster boats, and following dolphins with planes and helicopters allowed fishermen to catch more tuna, but dolphins, too.</i>) ■ How did people’s demand for tuna change the number of tuna and the number of dolphins in the sea? (<i>The more people wanted tuna, the more fishermen went hunting for them. When people decided that they didn’t want tuna from boats that used nets that caught dolphins, the fishermen changed the way they caught tuna.</i>) ■ How does this relate to what happened to the mastodon? (<i>As Paleolithic tools were getting better and the people were getting more experienced at hunting, they were killing more mastodons. As the people demanded more and more mastodons, the hunters caught and killed even more of them. One theory holds that they were hunted to extinction.</i>) 	<p>RI.6.1: Cite...evidence...</p> <p>RI.6.7 and RH.6–8.7: Integrate information presented in different media or formats...to develop a coherent understanding of a topic or issue.</p> <p>RI.6.10 and RH 6–8.10: ...read and comprehend history/social studies texts...independently and proficiently.</p> <p>SL.6.1: Engage effectively in... discussions...building on others’ ideas and expressing their own clearly.</p> <p>SL.6.2: Interpret information presented in diverse...formats...and explain how it contributes to a topic, text, or issue under study.</p>
<p>Step 5: Have students locate the section on Paleolithic Events Timeline that shows 9,000 BCE (on the Anthropological [Human] Events column). Read aloud the event that occurred at that time. Explain to the class that 5 million is less than the number of people living in Los Angeles County today, but was the largest number of humans on Earth up to that point. Ask students what the human population on Earth is today. (<i>Over 6 billion people, on all seven continents.</i>) Ask students to consider, if less than 5 million humans possibly had this much influence on the animals during the Paleolithic period, what influence 6 billion people are having on the Earth today.</p> <p>Redistribute students’ individual Student Workbooks. Tell them to turn to Influencing Natural Systems (Student Workbook, page 10). Read the instructions with the class, and ask students to support their answer with what they have learned.</p>	<p>RH.6–8.7: Integrate visual information (e.g.,...maps) with other information in print and digital texts.</p> <p>W.6.2 and WHST.6–8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>b) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p>

Unit Assessment

Refer to the introduction pages at the front of this document for information regarding the Traditional and Alternative Assessments for this unit and their Common Core correlations.

Reading *California Connections* using a Common Core Reading and Writing Focus

History teachers can further enhance the teaching of Common Core Reading Literacy Standards by noting the suggestions below and in the following pages while reading the *California Connections* selection for content. Explicitly teach students to pay attention to the structure of the text by noting the following:

- Note how the author cites evidence to support main points and analysis. **(RH.6–8.1)**
- Note how the author sets up the central ideas or information; and provide an accurate summary of the text distinct from prior knowledge or opinions. **(RH.6–8.2)**
- Identify key steps in a text’s description of a process related to history. **(RH.6–8.3)**
- Note how the author explains the meaning of key words, phrases, and vocabulary related to history/social studies. **(RH.6–8.4)**
- Analyze the structure the author uses to organize the text; describe how a text presents information (e.g., sequentially, comparatively, causally). **(RH.6–8.5)**
- Analyze the author’s point of view and purpose, including watching for loaded language and inclusion or avoidance of particular facts. **(RH.6–8.6)**
- Note how the information in the *California Connections* text integrates with information provided throughout the unit in diverse formats, including charts, graphs, photographs, videos, or maps. **(RH.6–8.7)**
- Distinguish among fact, opinion, and reasoned judgment in a text. **(RH.6–8.8)**
- Analyze the relationship between a primary and secondary source on the same topic. **(RH.6–8.9)**
- Note comprehension strategies for understanding text. **(RH.6–8.10)**

Note: Standard descriptions from the *Reading Standards for Literacy in History/Social Studies* are paraphrased and combined, using terminology that applies to reading a *California Connections* selection.

Writing

Many *California Connections* selections can be used as a model for future student writing tasks applying the Writing Literacy Standards by noting how the author structures the text, organizes the ideas, and provides well-chosen relevant and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.

Using the *California Connections* Selection

The following pages note specific places where the *California Connections* selection provides examples for specific Writing Literacy Standards, using this selection as a writing model. They also provide suggestions for teaching students to analyze text structure using the Reading Literacy Standards. Teachers can incorporate more suggestions from the list above.

RI.6.4 and RH.6–8.4:
Determine the meaning of words and phrases as they are used in a text, including...history/social studies.

- *descendants*
- *agave*
- *tule reed*
- *breakers*
- *mission*

Suggestion: Provide a display area for the entire unit that includes a word wall and maps.

California Connections: Gathering Resources from the Sea
Lesson 1 | page 1 of 4

Gathering Resources from the Sea



Thousands of years ago, the San Dieguito Paleo-Indians lived along the shores of the San Diego Bay. This was the earliest known culture in California. The Indian people spent part of each year inland, near the mountains, and the rest of the year along the coast. There were many sources of food on land and in the shallow waters of the bay. In tide pools and lagoons, the people gathered abalone, mussels, scallops, and clams. The San Dieguito made tools from stone, shell, and bone to help them hunt and fish.

In 1542, explorer Juan Rodríguez Cabrillo sailed Spanish ships north along the Baja coast into California, landing in San Diego. There, the Spanish found plenty of scallops, clams, lobster, and crayfish in the waters. He and his men also met the Kumeyaay, descendants of the San Dieguito Paleo-Indians, then living around San Diego Bay. The Kumeyaay made nets and traps out of agave fiber to help them catch fish and the other sea life that was readily available. They wove tule reed boats, which they paddled out beyond the breakers. Out on the ocean they caught larger fish using sharp hooks carved from abalone shells and fishing lines made from yucca fibers. The Spanish settled in California, building the first mission and military fort near San Diego, where resources from the land and the sea quickly became famous back home in Spain.

Another popular fishing spot in California, for both Indian cultures and the people coming from Europe, was the San Francisco Bay. People from all over the world came to California during and after the Gold Rush, and many of them had experience in fishing. They settled in the San Francisco area and helped build a large fishing industry there. After an earthquake destroyed the city of San Francisco in 1906, many of these fishing families sailed south to San Diego.

The Mighty Sardine
These fishermen concentrated on gathering a fish that was not very popular at the time—the sardine.



Tule reed boat

2 CALIFORNIA EDUCATION AND THE ENVIRONMENT INITIATIVE | Unit 6.1.1 | Paleolithic People: Tools, Tasks, and Fire | Student Edition

RI.6.2 and RH.6–8.2:
Determine a central idea of a text...; provide a summary of the text distinct from personal opinions or judgments.

Suggestion: Have students predict what the central idea of the text will be. Have students identify text that supports their prediction as they read the text.

RI.6.3: Analyze in detail how [an]...event... is introduced...and elaborated in a text...

Suggestion: Make connections to the timeline of gathering resources from the sea. As students read the selection, have them add the events to the timeline and discuss areas of overlap between groups competing for resources.

RI.6.4 and RH.6-8.4:
Determine the meaning of words and phrases as they are used in a text, including...history/social studies.

- *lampara*
- *canning*
- *"big catch"*

Suggestion: Continue adding to the word wall the words that you continue to identify as significant in the text. Use these words in a culminating activity at the end of the selection to have students create a concept map that links the words together.

California Connections: Gathering Resources from the Sea
Lesson 1 | page 2 of 4

These little silvery fish lived in great numbers off the coast in San Diego waters. Sardine fishing had always been popular in the area, and a large boat was not necessary to do it. Rowing out in small boats, the fishermen spread nets on top of the kelp beds off Point Loma. The nets had small holes that caught sardines. The fishermen then handpicked the sardines out of the nets, one by one. Because this took so much time, a few hundred pounds of sardines was considered a "big catch."

Soon, fishermen developed a new net called the *lampara* (lam-pah-rah). With this net, a person could scoop out sardines without having to handpick them off the net. The fishermen could catch many more sardines, because it did not take as much time to unload their nets. In fact, they began to catch more fish than the local people would eat. To preserve the fish, people began canning sardines, using oil to preserve them. Two men, Alex Steele and Edward Hume, started the first sardine cannery in San Diego. Canning made it possible to ship sardines across the country. The popularity of

the little fish grew. In a few years, crews had harvested so many sardines that they had almost gone extinct. They became harder and harder for fishermen to find, and the sardine business declined.

Birth of an Industry

In 1908, fishermen began to buy boats with gasoline-powered engines. The engines made it easier to move in the bay and out into deeper waters. With the faster boats, the fishermen could now catch faster-swimming fish, like bluefin and albacore tuna. In 1911, the Pacific Tuna Company began to can albacore in San Diego. The company sold the fish

by advertising that it had a mild flavor, similar to chicken. People across the country started to buy tuna, and the tuna industry grew.

After sailing out to sea, fishing crews would drop live bait over the sides of their boats. The tuna went for the bait. Fishing crews then hooked the tuna on lines and brought them close to the boat. Then they pulled the fish over the side. There were so many tuna and the boats were more spacious, allowing the average boat to bring in 100 to 200 tons of fish at a time.

By the 1920s, San Diego fishermen were harvesting over 97,000 tons of tuna per year. The city became known



Tuna fisherman

RI.6.2: Determine a central idea of a text and how it is conveyed through particular details...

Suggestion: Revisit the students' prediction about what they thought was the main idea of the text. Ask them if they have changed their ideas. Have students summarize the reading selection, providing key pieces of text to support their claims.

California Connections: Gathering Resources from the Sea
Lesson 1 | page 3 of 4



Common dolphins

as the Tuna Capitol of the World. After World War II, large companies began to buy up the canneries in San Diego. These large companies helped small boat owners buy bigger boats. The new boats could travel 3,000 miles on a single tank of fuel. Most of the boats also had refrigerators on them to help keep the fish fresh on the way home. They also used a new kind of net, called a *purse seine* (purs-sen) net.

New Technology

These nets are over a mile long, and are shaped like a bag—closed at the bottom, with an opening at the top. The fishermen use the net to surround a school of tuna. When the net is full, the boat

crew closes the bottom and top, like a drawstring. This herds the fish into the center of the net. Then the workers use smaller nets to scoop the tuna into the boat. The tuna are refrigerated or frozen soon after they hit the deck.

As more and more boats used purse seine nets, the populations of tuna and other fish near shore went down. This meant that San Diego fishermen had to travel farther to find fish further out in the Pacific Ocean. On their long journeys out to sea, the tuna fisherman started to notice something—that when they would see dolphins around, the tuna were not far away. It was easy to spot schools of dolphins as they came to the

surface to breathe. The tuna crews discovered that tuna were usually swimming below the dolphins. The Eastern Pacific Ocean is the only place in the world where these two species swim together.

Using this new knowledge to help hunt for tuna, fishing crews began using new technique called “dolphin-set” fishing. A person in a plane (later on helicopters were used) would fly over the ocean, looking for dolphins. The fishing boats would be nearby on the surface of the water, waiting for the person in the plane to tell them where the dolphins were and where they were heading. Once they had this information, the crews got ahead of the dolphins

RI.6.3: Analyze in detail how [an]...event... is introduced...and elaborated in a text...

Suggestion: Have students continue to add to the timeline of events and discuss how resource management changed from the beginning of the selection to now. Ask students to predict what will happen by the end of the selection.

and set up purse seine nets around them. When the nets were full, the crews pulled the nets' bottoms together, and the tuna swimming underneath the dolphins were captured.

However, the nets caught the dolphins as well. If the dolphins did not jump out and over the tops of the purse seine nets, the nets would hold them underwater. The trapped dolphins could not get to the surface to breathe. Between 1950 and 1970, six million dolphins died in purse seine nets in the Pacific Ocean. People all over the world called for a change in the way tuna was being fished. To protect the dolphins, the U.S. Congress passed the Marine Mammal Protection Act in 1972. This Act made it illegal to "take" marine mammals in U.S. waters,

or for U.S. citizens to "take" them in other waters, or bring marine mammals and marine mammal products into the United States.

Changing Our Ways

This meant the tuna fishermen in California had to change their methods. They began using a new net called the Medina Panel. This net would not entangle the dolphins. They also began using a technique called "backing down." After they set the net, the crew pulled the nets lower in the water, out from under the dolphins, allowing the dolphins to escape. These new nets and techniques prevented the deaths of many dolphins. However, the 1980s were also hard on tuna fishermen for other reasons. In 1982 and 1983, the waters of the

Eastern Pacific Ocean got warmer (the El Niño effect). Tuna that had once lived close to the California coast moved to cooler, deeper waters further out in the Pacific. In the cooler waters, tuna and dolphins do not swim together. It became harder for the fishermen to find tuna and to travel such great distances to hunt for the fish. At the same time, many other countries around the world began fishing for tuna and opening their own canneries. It soon was less expensive for a shopper to buy tuna canned in other countries than to buy tuna canned in California.

Over the years, the fishing industry in California has had its ups and downs. Many people still hunt and gather fish and other resources from our coastal waters (to the extent that current laws allow), just as humans have for thousands of years. Other people have started to raise fish and other living things from the sea on farms. Although the tools and techniques for gathering them may be new, our needs for these resources from the sea have never changed.



Tuna fishing with purse seine

RI.6.7 and RH.6–8.7: Integrate information presented in different media or formats... to develop a coherent understanding of a topic or issue.

Suggestion: Analyze the picture and discuss how the inclusion of it supports the text and provides additional information.

RI.6.3: Analyze in detail how [an]...event...is introduced...and elaborated in a text...

Suggestion: The length of this reading passage makes it an ideal passage for 'close reading'. Have students read first for first impressions. Students re-read looking for vocabulary. The third reading requires students to identify the use of timelines to explain current conditions with ocean resources. Students read a final time looking for claims made by the author.

California Common Core State Standards Descriptions

Language Standards

- **L.6.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.

Reading Standards for Informational Text

- **RI.6.1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RI.6.2:** Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **RI.6.3:** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- **RI.6.4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. **(See grade 6 Language standards 4–6 for additional expectations.) CA**
- **RI.6.5:** Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. **Analyze the use of text features (e.g., graphics, headers, captions) in popular media. CA**
- **RI.6.6:** Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.
- **RI.6.7:** Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- **RI.6.10:** By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Speaking and Listening Standards

- **SL.6.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues*, building on others’ ideas and expressing their own clearly.
- **SL.6.2:** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- **SL.6.3:** Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
- **SL.6.4:** Present claims and findings **(e.g., argument, narrative, informative, response to literature presentations)**, sequencing ideas logically and using pertinent descriptions, facts, and details **and nonverbal elements** to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. **CA**
- **SL.6.5:** Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- **SL.6.6:** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

Writing Standards

- **W.6.1:** Write arguments to support claims with clear reasons and relevant evidence.
- **W.6.2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 - b) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- **W.6.6:** Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
- **W.6.7:** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

Reading Standards for Literacy in History/Social Studies

- **RH.6–8.1:** Cite specific textual evidence to support analysis of primary and secondary sources.
- **RH.6–8.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- **RH.6–8.3:** Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
- **RH.6–8.4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- **RH.6–8.5:** Describe how a text presents information (e.g., sequentially, comparatively, causally).
- **RH.6–8.6:** Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- **RH.6–8.7:** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- **RH.6–8.10:** By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

- **WHST.6–8.1:** Write arguments focused on *discipline-specific content*.
 - b) Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- **WHST.6–8.2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
 - b) Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- **WHST.6–8.6:** Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
- **WHST.6–8.7:** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.