

# California Education and the Environment Initiative

Increasing Environmental Literacy for K–12 Students...

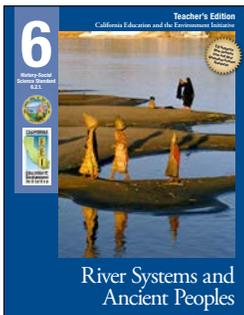
Because the Future is in Their Hands



## 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.

### 6.2.1.—River Systems and Ancient Peoples



In this unit, students focus on the ways physical geography made the world’s first human settlement possible. This unit forms the prelude for lessons that detail the rise of agriculture and civilization. Students connect science knowledge regarding the cycles, flow, and role of rivers in ecosystems to the history of the rise of the world’s oldest cities. Students learn how the deposition and seasonal cycles of the Nile and Tigris-Euphrates rivers provided the biological richness to support civilizations, and they begin to see how physical settings and related ecosystem goods and services fostered the beginnings of settled life. They are introduced to the specific geography of the two rivers, their watersheds, mountain ranges, plateaus, deltas, and deserts by creating maps of the region. Students learn how the seasonal cycles of plants and animals in these regions depended on the river systems’ flood cycles, and how the rivers benefited humans and led to permanent settlements. Students explore the effects of river systems on early social, cultural, political, and economic patterns. Then they present news reports in which they identify the importance of the river to that city’s success.

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.6.4 and WHST.6–8.4	W.6.8 and WHST.6–8.8	SL.6.1	SL.6.2	SL.6.4	L.6.4	
California Connections	✓	✓	✓		✓	✓	✓			✓							
1				✓			✓	✓		✓			✓				✓
2				✓			✓						✓				✓
3				✓			✓		✓	✓		✓	✓	✓			✓
4		✓		✓						✓			✓	✓			✓
5		✓		✓			✓						✓	✓	✓		✓
Science Background				✓			✓						✓				✓
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 18–19 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
- **Lesson 2:** Whole class, partners
- **Lesson 3:** Whole class, and groups of 4
- **Lesson 4:** Whole class, pairs
- **Lesson 5:** Whole class, 6 groups
- **Lesson 6:** Whole class

## National Geographic Resources

- **View from Space** wall map (Lesson 1)
- **Natural Regions** wall map (Lesson 2)
- **Water for Life** wall map (Science Background)

## Unit Assessment Options

Assessments	Common Core Standards Applications
<b>Traditional Assessment</b>	
<p>Students fill in blanks and give short answers to questions.</p>	<p><b>RI.6.2</b> and <b>RH.6–8.2:</b> Determine the central ideas or information... of a ...source provide an accurate summary of the source...</p> <p><b>W.6.2</b> and <b>WHST.6–8.2:</b> Write informative/explanatory texts...</p> <p>b) Develop the topic with relevant, well-chosen facts, definitions, concrete details,...or other information and examples.</p> <p>d) Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>
<b>Alternative Assessment</b>	
<p>Using <b>River Systems of the Ancient World</b> (Alternative Unit Assessment Master), students write an essay describing the major river systems and the physical settings that supported permanent settlement and early civilizations.</p> <p><b>Suggestion:</b> <i>Some students or classes may find this writing assignment challenging, due to the scope of the writing prompt. Or, you may have a range of writing competency in your class. Teachers can make writing this essay more accessible by using a graphic organizer tied to the rubric, or simply a copy of the rubric itself.</i></p>	<p><b>RI.6.2</b> and <b>RH.6–8.2:</b> Determine the central ideas or information... of a ...source; provide an accurate summary of the source...</p> <p><b>WHST.6–8.1:</b> Write arguments focused on <i>discipline-specific</i> content.</p> <p><b>W.6.2</b> and <b>WHST.6–8.2:</b> Write informative/explanatory texts...</p> <p>a) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information...</p> <p>b) Develop the topic with relevant, well-chosen facts, definitions, concrete details,...or other information and examples.</p> <p>c) Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d) Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e) Establish and maintain a formal style and objective tone.</p> <p>f) Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p><b>W.6.4</b> and <b>WHST. 6–8.4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>

## Lesson 1: The Importance of the Bay Delta to California

Students read about the history of the Sacramento-San Joaquin River Delta region. They identify ways in which people have used the Bay Delta over time. Students then locate major rivers on a world map and discuss reasons why people settled along rivers.



## National Geographic Resources

- **View from Space** wall map

Use this correlation in conjunction with the **Procedures** located on pages 34–35 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><b>Vocabulary Development:</b> 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.</p> <p><b>Tip:</b> <i>If Dictionary Workbooks need to be reused from year to year, students should not write in them.</i></p>	<p><b>L.6.4c:</b> Consult reference materials...to... determine...[a word’s] meaning...</p> <p><b>RI.6.4 and RH.6–8.4:</b> Determine the meaning of words and phrases as they are used in a text...</p>
<p><b>Step 1:</b> Display the <b>View From Space</b> wall map. Ask students to locate bodies of fresh water (rivers and lakes) on the map. Discuss the differences among bodies of fresh water. Point out the Bay Delta, Lake Shasta, Mono Lake, Lake Tahoe, and the Salton Sea.</p> <p>Direct students back to the Bay Delta area on the map and elicit prior knowledge of this body of water. Important ideas are listed in this step in the <b>Teacher’s Edition</b>.</p>	<p><b>RI.6.7 and RH. 6–8.7:</b> 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.</p>

Student Tasks	Common Core Standards Applications
<p><b>Steps 2 and 3:</b> Distribute a <b>Student Edition</b> and <b>Student Workbook</b> to each student. Have students turn to <b>California Connections: The Giving Power of the Bay Delta</b> (Student Edition, pages 2–5) and <b>People and the Bay Delta</b> (Student Workbook, page 2).</p> <p>Project <b>The Sacramento-San Joaquin River Delta</b> (Visual Aid #1). Point out key features on the map as you read <b>California Connections: The Giving Power of the Bay Delta</b> with the class.</p> <p>Ask students to find examples in the reading that show how people have used the Bay Delta or resources from the Bay Delta throughout California history. Have students fill in each empty circle on <b>People and the Bay Delta</b> (Student Workbook, page 2) with a different answer.</p> <p>Have students share their examples while you record responses on <b>People and the Bay Delta</b> (Visual Aid #2).</p> <p><b>Suggestion:</b> <i>Another way to review this information graphically would be using a timeline.</i></p> <p><b>Tip:</b> <i>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:</i></p> <ul style="list-style-type: none"> <li>■ <i>Have students use binder paper or other lined or unlined paper.</i></li> <li>■ <i>Have students use a sheet protector over the page and write with a whiteboard marker.</i></li> <li>■ <i>Do together as a class on a projector or chart paper.</i></li> <li>■ <i>Project the digital fill-in version and do together as a class.</i></li> <li>■ <i>Students use digital devices to fill in the digital version found on the website.</i></li> <li>■ <i>Make student copies when necessary.</i></li> </ul> <p><b>Suggestion:</b> <i>Refer to the Reading California Connections Using a Common Core Reading and Writing Focus on pages 13–17 to view specific suggestions for integrating Common Core standards while reading the selection not only for content, but for text structure as well.</i></p>	<p><b>RH.6–8.4:</b> Determine the meaning of words and phrases as they are used in a text...</p> <p><b>RI.6.7</b> and <b>RH.6–8.7:</b> 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.</p> <p><b>RI.6.10</b> and <b>RH.6–8.10:</b> ...read and comprehend history/social studies texts... independently and proficiently.</p> <p><b>SL.6.1c:</b> Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic...</p> <p><b>W.6.2</b> and <b>WHST.6–8.2:</b> Write informative/explanatory texts...</p>
<p><b>Steps 4–6:</b> Project <b>Major Rivers of the World</b> (Visual Aid #3). Explain to students that this map shows major rivers on the planet. Point out that there is at least one major river system on six of the seven continents. Use the questions listed in the <b>Teacher’s Edition</b> (page 34) to lead a discussion about the effects these rivers have had on people.</p> <p>Point out that just as California’s history was shaped by a river system, so were the histories of the first civilizations in other parts of the world. Explain that over the next few class sessions, students will be exploring two of the earliest civilizations on Earth, and will learn about the river systems they relied upon.</p> <p>Collect <b>Student Editions</b> and <b>Student Workbooks</b> and use <b>People and the Bay Delta</b> for assessment.</p>	<p><b>RI.6.7</b> and <b>RH. 6–8.7:</b> 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.</p>

## Lesson 2: Physical Features of a Fertile Landscape

Students locate the major rivers in California on a map and describe their importance to settlement in the state. Students learn that the world's first civilizations were located beside the rivers of the Fertile Crescent, and they complete maps of the Tigris-Euphrates and Nile River valleys.



## National Geographic Resources

- **Natural Regions** wall map

Use this correlation in conjunction with the **Procedures** located on pages 46–47 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><b>Vocabulary Development:</b> 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.</p>	<p><b>L.6.4c:</b> Consult reference materials... to...determine...[a word’s] meaning...</p> <p><b>RI.6.4:</b> and <b>RH.6–8.4:</b> Determine the meaning of words and phrases as they are used in a text...</p>
<p><b>Step 1:</b> Draw students’ attention to the <b>Natural Regions</b> wall map. Ask students to brainstorm a list of the most important and attractive natural resources in California, and why these resources led people to settle in the state. Ask students to identify the most important natural resource in the southern part of California, where the climate is especially warm and dry (<i>water</i>). Explain that in the next few lessons, students will be learning about a part of the world with a similar climate that became the location of the world’s earliest cities along the Tigris-Euphrates and Nile rivers.</p>	<p><b>RI.6.7</b> and <b>RH. 6–8.7:</b> 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.</p>
<p><b>Steps 2 and 3:</b> Have students compare rivers with other bodies of water. Discussion points are found on page 46 of the <b>Teacher’s Edition</b>. Project <b>The Fertile Crescent and the World</b> (Visual Aid #4). Explain that some of the earliest humans lived in this area of the world. Tell students they will be exploring the physical features of these two river valleys in this lesson.</p> <p>Distribute <b>Student Workbooks</b>. Have students turn to <b>Ancient River Valleys</b> (Student Workbook, pages 3–4). Tell students that the Nile and the Tigris-Euphrates river valleys have features that are similar—for example, tributaries, deltas, and cataracts. Ask students to identify these features on the map.</p>	<p><b>RI.6.4</b> and <b>RH.6–8.4:</b> Determine the meaning of words and phrases as they are used in a text...</p> <p><b>RI.6.7</b> and <b>RH. 6–8.7:</b> 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.</p> <p><b>SL.6.1:</b> Engage effectively in a range of collaborative discussions...with diverse partners..., building on others’ ideas and expressing their own clearly.</p>
<p><b>Steps 4 and 5:</b> Tell students they will be building a map of one of these river valleys. Give each student a set of either the <b>Map Squares (Egypt)</b> or <b>Map Squares (Mesopotamia)</b>. Explain that each square matches an area on one of the two maps on <b>Ancient River Valleys</b>. Ask students to search the maps and find the area that matches their squares. When they have located the area, ask them to place their squares in the correct places on top of the appropriate map. Students will glue their squares on top of the color map.</p> <p>When finished, students should find a partner that put together the same map as they did and check each other’s work.</p>	<p><b>RI.6.7</b> and <b>RH. 6–8.7:</b> 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.</p> <p><b>SL.6.1:</b> Engage effectively in a range of collaborative discussions...with diverse partners..., building on others’ ideas and expressing their own clearly.</p>

Student Tasks	Common Core Standards Applications
<p><b>Steps 6–8:</b> Provide crayons or colored pencils to each pair of students and ask them to identify and label some important physical features in each of the river valleys. Project <b>Nile River Valley</b> and <b>Tigris-Euphrates River Valley</b> (Visual Aids #5–6).</p> <p>Direct students to locate, label, and color these areas in on the maps that they constructed. Tell students to use blue for the seas and gulf, purple for the rivers, brown for the deserts, and green for mountains and hills.</p> <p>Draw students’ attention again to the <b>Natural Regions</b> wall map and use the discussion points on page 47 of the <b>Teacher’s Edition</b> to have students think about why humans would want to settle in these regions.</p> <p>Collect <b>Student Workbooks</b> and use <b>Ancient River Valleys</b> for assessment.</p>	<p><b>RI.6.7</b> and <b>RH. 6–8.7:</b> 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.</p> <p><b>SL.6.1:</b> Engage effectively in a range of collaborative discussions...with diverse partners..., building on others’ ideas and expressing their own clearly.</p>

## Lesson 3: Seasonal Cycles and Soil Renewal

After viewing a presentation about the flood cycles along the Tigris-Euphrates and Nile rivers, students work in teams to match cyclical events with the season of each event's occurrence. Then they summarize the main events of each season in the two river valleys.



Use this correlation in conjunction with the **Procedures** located on pages 62–63 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><b>Vocabulary Development:</b> 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.</p> <p><b>Suggestion:</b> <i>One way to increase vocabulary development and support writing is to have students create sentences using the lesson vocabulary words to describe similarities and differences between Mesopotamia and the Bay Delta.</i></p>	<p><b>L.6.4c:</b> Consult reference materials... to...determine...[a word's] meaning...</p> <p><b>RI.6.4 and RH.6–8.4:</b> Determine the meaning of words and phrases as they are used in a text...</p>
<p><b>Steps 1 and 2:</b> Prepare to project <b>Seasonal Cycles of the Fertile Crescent</b> (Visual Aids #7–26). While projecting <b>The Fertile Crescent</b> (Visual Aid #8), explain that while there is almost no rain in the areas where the Egyptians and Mesopotamians farmed and built cities, the rivers continued to flow. Elicit from students the idea that upstream rain and snow fed the rivers.</p> <p>Review the concept of seasonal cycles. Explain that the river systems and flood cycles of the Tigris-Euphrates and the Nile created lush ecosystems upon which humans and wildlife depended.</p>	<p><b>RI.6.7 and RH. 6–8.7:</b> 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.</p> <p><b>SL.6.2:</b> Interpret information presented...(visually,...orally) and explain how it contributes to a topic...</p>
<p><b>Step 3:</b> Distribute <b>Student Workbooks</b>. Have students turn to <b>Seasonal Cycles Student Notes</b> (Student Workbook, pages 5–8). Instruct students to complete the chart on page 4 during the presentation.</p> <p>Continue projecting <b>Seasonal Cycles of the Fertile Crescent</b> (Visual Aids #9–14). Use the questions on page 62 of the <b>Teacher's Edition</b> to help students make their notes. After you have finished the presentation, give students time to complete the chart on page 4 of <b>Seasonal Cycles Student Notes</b>.</p> <p><b>Suggestion:</b> <i>Add art to this lesson by having students make a Four Seasons poster to summarize their notes.</i></p>	<p><b>RI.6.7 and RH. 6–8.7:</b> 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.</p> <p><b>W.6.8 and WHST.6–8.8:</b> Gather relevant information from multiple print and digital sources;...and quote or paraphrase the data and conclusions of others...</p>
<p><b>Steps 4–6:</b> Organize students into groups of four. Give each group a set of <b>Season Match</b> (Informational Cards #1–4). The cards are spring, summer, fall, winter. Tell students that for each seasonal event you read aloud, they should: discuss the event and decide as a team in which season the event would take place (they may use their <b>Seasonal Cycles Student Notes</b>) select the correct card and give it to one member of the team; and have the team representatives reveal the season they have selected.</p> <p>Project <b>Season Match, Round 1</b> (Visual Aid #27), covering all the items with a blank sheet of paper. Reveal the first item to play the first round of the game. Award teams one point for each correct match. Continue play, revealing one item at a time on <b>Season Match, Rounds 2 and 3</b> (Visual Aids #28–29).</p> <p><b>(Note:</b> An Answer Key and Sample Answers for <b>Season Match, Rounds 1–3</b> are provided on pages 64–66 of the Teacher's Edition.)</p>	<p><b>SL.6.1:</b> Engage effectively in a range of collaborative discussions...with diverse partners..., building on others' ideas and expressing their own clearly.</p> <p><b>SL.6.2:</b> Interpret information presented...(visually,...orally) and explain how it contributes to a topic...</p>

Student Tasks	Common Core Standards Applications
<p><b>Steps 7 and 8:</b> After the game, review how seasonal cycles were important to these early people. Add that the cycles also formed the basis of great civilizations because political, economic, cultural, and religious practices and beliefs were connected to the river systems.</p> <p>Call students attention to the questions on pages 1 to 3 of <b>Seasonal Cycles Student Notes</b>. Have students complete the questions in class or for homework.</p>	<p><b>WHST.6–8.1:</b> Write arguments focused on <i>discipline-specific content</i>.</p> <p><b>W.6.2.d</b> and <b>WHST.6–8.2.d:</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>

## Lesson 4: Growing by the Banks

After connecting religious beliefs to the flood cycles in each area, students read and compare short primary source excerpts of flood myths and laws from the Tigris-Euphrates and Nile River cultures. They write first-person journal entries about life by the river.

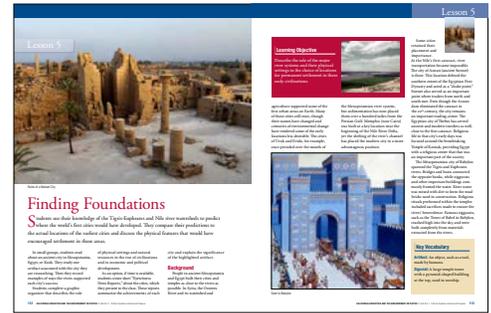


Use this correlation in conjunction with the **Procedures** located on pages 102–103 of the Teacher’s Edition. Only procedure steps with a Common Core correlation are included in the table below.

Student Tasks	Common Core Standards Applications
<p><b>Vocabulary Development:</b> 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.</p>	<p><b>L.6.4c:</b> Consult reference materials... to...determine...[a word’s] meaning...</p> <p><b>RI.6.4 and RH.6–8.4:</b> Determine the meaning of words and phrases as they are used in a text...</p>
<p><b>Steps 1 and 2:</b> Briefly review seasonal cycles from Lesson 3. Use the discussion points on page 102 of the <b>Teacher’s Edition</b> to discuss the belief systems of the Egyptians and the Mesopotamians as they relate to the rivers.</p>	<p><b>SL.6.1:</b> Engage effectively in a range of collaborative discussions...with diverse partners..., building on others’ ideas and expressing their own clearly.</p> <p><b>SL.6.2:</b> Interpret information presented...(visually,...orally) and explain how it contributes to a topic...</p>
<p><b>Steps 3 and 4:</b> Distribute <b>Student Editions</b> and <b>Student Workbooks</b>. Have students turn to <b>River People: Myths and Laws</b> (Student Workbook, pages 9–11). Tell students they will compare the influence of the rivers by looking at myths and laws. As students read stories and laws created by the Mesopotamians and Egyptians, they will look for ways that geographical features—particularly rivers—played a role in these stories and laws.</p> <p>Pair students and give them 20 minutes to read, discuss, and complete responses in <b>River People: Myths and Laws</b>.</p>	<p><b>RI.6.2 and RH.6–8.2:</b> Determine the central ideas of...a source; provide an accurate summary of the source...</p> <p><b>SL.6.1:</b> Engage effectively in a range of collaborative discussions...with diverse partners..., building on others’ ideas and expressing their own clearly.</p>
<p><b>Steps 5–7:</b> When time is up, ask students what patterns they noticed in these flood myths and laws. In class or for homework, have students complete a journal entry from the perspective of a young girl or boy living along the Tigris-Euphrates or Nile rivers in ancient times. The entry should include their view of the gods and the laws of their land and include specific examples from <b>River People: Myths and Laws</b>.</p> <p>Collect <b>Student Editions</b> and <b>Student Workbooks</b> and use <b>River People: Myths and Laws</b> for assessment.</p> <p><b>Suggestion:</b> To support VAPA standards, student pairs could script and present these journal entries.</p>	<p><b>SL.6.1:</b> Engage effectively in a range of collaborative discussions...with diverse partners..., building on others’ ideas and expressing their own clearly.</p> <p><b>W.6.2:</b> 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, quotation, or other information and examples.</p>

## Lesson 5: Finding Foundations

Students predict, and then discover, where ancient cities developed along the Tigris-Euphrates and Nile rivers. Student groups read about one ancient city and an artifact from that city. Students complete a graphic organizer that explains the role of the river in the success of their city.



Use this correlation in conjunction with the **Procedures** located on pages 116–117 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><b>Vocabulary Development:</b> 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.</p>	<p><b>L.6.4c:</b> Consult reference materials... to...determine...[a word’s] meaning...</p> <p><b>RI.6.4 and RH.6–8.4:</b> Determine the meaning of words and phrases as they are used in a text...</p>
<p><b>Steps 1–3:</b> Distribute <b>Student Workbooks</b>. Have students turn to <b>Ancient River Valleys</b> (Student Workbook, pages 3–4). Review why people settled by the rivers. Ask students to use their knowledge of the geography of these regions and look carefully at both maps on <b>Ancient River Valleys</b> and choose three locations within each river system where, according to what they know about rivers and river valleys, the world’s earliest cities likely arose. Have student pencil these in on their <b>Ancient River Valleys</b> maps.</p> <p>Project <b>Ancient Cities of the Fertile Crescent</b> (Visual Aid #30). Instruct students to mark their maps with the location and names of the cities. If their prediction matches the map, have them tell why they chose that place.</p>	<p><b>RI.6.7 and RH. 6–8.7:</b> 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.</p> <p><b>SL.6.2:</b> Interpret information presented in diverse media and formats...and explain how it contributes to a topic...</p>
<p><b>Steps 4 and 5:</b> Distribute <b>Student Editions</b>. Have students turn to <b>Ancient Cities by the River</b> (Student Edition, pages 10–15) and <b>Role of the River</b> (Student Workbook, page 12) for note taking. Organize students into six groups and have each group focus on one of the six cities in <b>Ancient Cities by the River</b>. Ask students to read about their city and artifact and to work together to fill in each circle on <b>Role of the River</b> with one way the river helped make that city successful. Review the instructions on <b>Role of the River</b>, pointing out the types of connections students might describe. Give students 20 minutes to read and take notes. Students may add more circles if necessary.</p> <p>When time is up, ask students to summarize the main reasons why certain physical settings influenced where ancient people settled and enabled early cities to thrive.</p> <p>Project <b>Modern Cities of the Fertile Crescent</b> (Visual Aid #31) to show where important urban centers are in this area of the world today. Discuss why some cities survived and some have died out.</p>	<p><b>RI.6.2 and RH.6–8.2:</b> Determine the central ideas of...a source; provide an accurate summary of the source...</p> <p><b>SL.6.1:</b> Engage effectively in a range of collaborative discussions...with diverse partners..., building on others’ ideas and expressing their own clearly.</p>
<p><b>Steps 6 and 7:</b> (Note: This step is optional.) Ask each group to prepare a four-minute “Eyewitness News Report” about their ancient city and its artifact. Detailed instructions are on page 117 of the <b>Teacher’s Edition</b>. Have students share their “Eyewitness News Report” with the class.</p> <p>Collect <b>Student Editions</b> and <b>Student Workbooks</b> and use <b>Role of the River</b> for assessment.</p> <p><b>Suggestion:</b> Another way to check for understanding in this lesson would be to have students write “Real Estate” ads giving information on where to locate your home.</p>	<p><b>SL.6.4a: Plan and deliver and informative/explanatory presentation that: develops a topic with relevant facts, definitions, and concrete details;...uses precise language and domain specific vocabulary; and provides a strong conclusion. CA</b></p>

## Science Background: Introducing a River System

Students learn vocabulary related to rivers and read about the Sacramento-San Joaquin River Delta. They discuss how humans benefit from the dynamic nature of rivers and streams in ways that are essential to human life and to the functioning of our economies and cultures.



## National Geographic Resources

- **Water For Life** wall map

Use this correlation in conjunction with the **Procedures** located on pages 134–135 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><b>Vocabulary Development:</b> 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.</p> <p><b>Suggestion:</b> You can increase practice with vocabulary by creating a list of words and definitions for a Round Robin.</p>	<p><b>L.6.4c:</b> Consult reference materials... to...determine...[a word’s] meaning...</p> <p><b>RI.6.4 and RH.6–8.4:</b> Determine the meaning of words and phrases as they are used in a text...</p>
<p><b>Step 1:</b> Call students’ attention to the <b>Water For Life</b> wall map. Ask students what they know about water in California and where their fresh water supply comes from. Have students identify the major rivers in California. Write the names of these rivers on the board.</p>	<p><b>RI.6.7 and RH. 6–8.7:</b> 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.</p>
<p><b>Steps 2 and 3:</b> Project <b>The Sacramento-San Joaquin River Delta</b> (Visual Aid #32) and explain that this area is home to one of the largest river systems in California. Distribute a sheet of writing paper to each student. Have students read <b>California Connections: The Sacramento-San Joaquin River Delta</b> (Student Edition, pages 17–20). Direct students to use the writing paper to note any terms related to rivers as the class reads the article.</p> <p>After the class has read the article together, project <b>The Sacramento-San Joaquin River Delta</b> (Visual Aid #1) and point out the physical features listed on page 134 of the <b>Teacher’s Edition</b>.</p>	<p><b>RI.6.4 and RH.6–8.4:</b> Determine the meaning of words and phrases as they are used in a text...</p> <p><b>RI.6.7 and RH. 6–8.7:</b> 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.</p>
<p><b>Steps 4 and 5:</b> Using the questions on page 135 of the <b>Teacher’s Edition</b>, lead a discussion about the Bay Delta river system.</p> <p>Collect student materials.</p>	<p><b>SL.6.1:</b> Engage effectively in a range of collaborative discussions...with diverse partner..., building on others’ ideas and expressing their own clearly</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

#### Reading

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.6.2:** Determine a central idea of a text and to how it is conveyed through particular details; provide a summary of the text distinct from personal opinions...

**Suggestion:** Throughout the selection, have students cite evidence that supports what it says explicitly as well as explaining inferences that can be drawn.

**RI.6.1:** Cite textual evidence to support analysis of what the text says explicitly as well as inference drawn from the text.

**Suggestion:** After reading each subheading section, ask students to summarize the central idea and how it is conveyed.

California Connections: The Giving Power of the Bay Delta  
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## The Giving Power of the Bay Delta



The river system of the Sacramento-San Joaquin River Delta (Bay Delta) region has supported California's human communities for thousands of years. American Indians settled in the region between 10,000 to 12,000 years ago. The Ohlone and the Miwok people enjoyed the natural abundance of the bays and the delta. In summer, the Ohlone and Miwok people made rafts and traveled the natural waterways.

They harvested fish, clams, mussels, and oysters and hunted waterfowl, deer, elk, and bears. In winter, when flooding rivers changed the landscape, the people would move east to the foothills of the Sierra Nevada. The native people collected acorns, which they ground into flour, and traded dried meats, including abalone, and the salt they harvested from the bays.

### Europeans Arrive

In spring 1772, Europeans traveled into the Bay Delta region for the first time. A Spanish expedition led by Captain Pedro Fages and Franciscan Father Juan Crespi investigated the East Bay and the Bay Delta. The visitors



Mussels attached to a rock

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**RI.6.5: ...Analyze the use of text features...CA**

**Suggestion:** Throughout the article, note the subheadings and how they contribute to the organization of the text.

**RI.6.3:** Analyze in detail how a key...idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

**Suggestion:** Have students observe how each section develops the concept of how the Bay Delta has shaped the history of California.

**W.6.2.a:** ...organize ideas, concepts, and information, using strategies such as... cause/effect...

**W.6.2.c:** Use appropriate transitions to clarify the relationships among ideas and concepts.

- many changes
- changed again

noted the lush valleys, plentiful water, and many Indian villages. The Spaniards were the first Europeans the Indians in the area had ever seen.

The Spanish built Mission San Jose in the region in 1797. The mission made use of the water and soil to grow crops and raise livestock. By 1833, it was the largest and most prosperous of all the Spanish missions. Missionaries at Mission San Jose controlled all the land west to the San Francisco Bay, north to where Oakland is now, east into the Livermore Valley, and up the Sacramento River. From the rich marshland, the Spaniards hunted ducks, geese, antelopes, deer, elk, and grizzly bears. The mission brought many changes to life in the Bay Delta region.

**The Lure of Gold**

Life in and around the Sacramento-San Joaquin River Delta changed again in 1848, when James Marshall discovered gold at Sutter's Mill, east of Sacramento. Within two years, nearly 90,000 people had moved to California, hoping to find their fortunes in gold from the Sierra Nevada. The Gold

Rush would change the ecosystem of the Bay Delta region to an extreme.

The gold mining operations used the Sacramento and San Joaquin waters. Using a method called hydraulic mining, miners put high-pressure nozzles on huge hoses and washed away the sides of mountains and hills to get to the gold.

The sediment washed into the rivers of the delta and into San Francisco Bay.

It changed the course of the rivers and raised the riverbed and the floor of the bay over three feet in some places. This caused the river to flood the Great Central Valley for many years, even after the Gold Rush ended around 1860.



Mission San Jose, California

**After Statehood**

Over 400,000 people came to California after the state joined the Union in 1850. Half of the people settled in the area around the Sacramento-San Joaquin River Delta. The rich soil and mild climate of the Sacramento and San Joaquin valleys attracted farmers from all over the world. Water from the rivers and the rich soil of the floodplains were soon more precious than gold had ever been. Thousands of acres in the Central Valley were planted with wheat and alfalfa. In 1850, the state government agreed to help farmers drain wetlands in the Bay Delta region and plant crops on that land. To stop the river water from coming back, the government had a system of levees built.



Levee, New Orleans, Louisiana

**Flood Control**

These early levees were small and made of dirt. They were constructed using mules, Fresno scrapers (earth movers and spreaders), and human labor. Work was slow. Engineers first thought that levees 4 feet high and 12 feet wide would protect Bay Delta lands from flooding. They were wrong.

The natural peat soil was soft and light. It kept sinking, or blowing away when it was dry. Then contractors realized they could use steam-powered dredges to scoop heavier sediment from the river to build the levees. This sediment made stronger levees. The new steam-powered dredges

deepened and straightened the riverbeds.

After the flooding was stopped, many more farmers migrated to the area. They grew potatoes, onions, beans, tomatoes, and corn. Asparagus was introduced to the area at the turn of the twentieth century. The bountiful crops made the Bay

**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 ideas...

**RI.6.2:** Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text...

**Suggestion:** If using this unit in conjunction with **6.2.b: The Dynamic Nature of Rivers**, have students note that this unit focuses on the historical importance of the Bay Delta, while **6.2.b's "The Sacramento-San Joaquin River Delta"** focuses on the physical and scientific importance of the Bay Delta.

**W.6.2.a:** ...organize ideas, concepts, and information, using strategies such as...cause/effect...

**RI.6.6:** Determine the author's point of view or purpose in a text and explain how it is conveyed...

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Delta region famous. The availability of fertile land drew people like a magnet. At the same time, natural habitat for fish, migratory birds, and other wildlife disappeared under the farm plows. The deer and elk that once freely roamed the Bay Delta moved upriver, to higher ground.

**Farming Grows...**  
As agriculture grew, shipping by boat and by train became important to the region. Shipping companies wanted to use bigger ships in the Bay Delta and in the rivers, but the channels were much too shallow. Officials proposed dredging the channels to make them deeper. The city of Stockton dredged a 37-foot-deep channel in 1933, so that

larger ships could move goods to San Francisco. The city of Sacramento also dredged the river, creating a deepwater port in 1963. Beginning in 1937, the Sacramento-San Joaquin River Delta was tapped for another important resource: water. The Bay Delta is at the endpoint of California's largest watershed. State officials designed a system of canals, channels, and dams to provide fresh water and electricity to the communities in the Central Valley and Southern California. Both the Central Valley Project and State Water Project dramatically changed the course of Bay Delta waterways. Powerful pumping plants reversed the flow of the San Joaquin River. Half of the water that

normally flowed into the delta and bay was moved south to irrigate farmlands in Southern California.

**...And Cities Grow, Too**  
The Sacramento-San Joaquin River Delta region attracted more and more people in the mid-twentieth century. The cities of San Francisco and Sacramento continued to grow and expand with industry, agriculture, and housing. Stockton, at the southern end of the Bay Delta, became one of the country's most productive agricultural areas. New technologies were used to control the water in the Bay Delta and to protect the cities from flooding. These changes would affect the whole river system in ways that would not be known for a long time.



Port of Sacramento, California

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**W6.2.f:** Provide a concluding statement or section that follows from the information or explanation presented.

**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.6.5:** 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...

### 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.
  - c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

#### 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.
  - c) Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- **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.6.4:** 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**
  - a) **Plan and deliver an informative/explanatory presentation that: develops a topic with relevant facts, definitions, and concrete details; uses appropriate transitions to clarify relationships; uses precise language and domain specific vocabulary; and provides a strong conclusion. CA**

#### 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.
  - a) Introduce a topic **or thesis statement**; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. **CA**

- b) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
  - c) Use appropriate transitions to clarify the relationships among ideas and concepts.
  - d) Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - e) Establish and maintain a formal style.
  - f) Provide a concluding statement or section that follows from the information or explanation presented.
- **W.6.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
  - **W.6.8:** Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

### 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*.
- **WHST.6–8.2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
  - a) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
  - b) Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
  - c) Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
  - d) Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - e) Establish and maintain a formal style and objective tone.
  - f) Provide a concluding statement or section that follows from and supports the information or explanation presented.
- **WHST.6–8.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WHST.6–8.8:** Gather relevant information from multiple print and digital sources (**primary and secondary**), using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. **CA**