

California Education and the Environment Initiative

Increasing Environmental Literacy for K–12 Students...

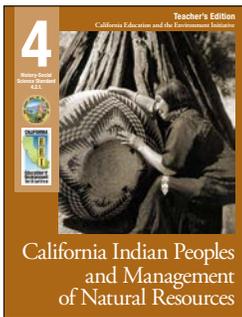
Because the Future is in Their Hands



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.

4.2.1.—California Indian Peoples and Management of Natural Resources



In this unit, students learn about the California Indians and their interactions with the natural regions within the state. They learn how the California Indians shaped the landscape to ensure an abundance of resources needed by their diverse communities. Students start by developing an understanding of the importance of trade. They use predicting skills, followed by evidence to support their ideas in order to build awareness of the extensive trade network created by the Indians to move goods within and around the state. They continue their predicting skills and studies on how Indians used the resources of the natural regions to build their dwellings. Students compare and contrast how these natural resources were managed in the different tribal regions. Next, they examine the connection between Indian cultures and natural resources by investigating the creation and uses of basketry and legends to express how they viewed the world around them. Students conclude the unit by learning about the management of plant growth and use of fire specific to the tribal regions.

		RI.4.1	RI.4.3	RI.4.4	RI.4.6	RI.4.7	RI.4.9	RF.4.4	W.4.2	W.4.3	W.4.4	W.4.10	SL.4.1	SL.4.2	SL.4.4	SL.4.5	SL.4.6	L.4.2	L.4.3	L.4.4	L.4.6
LESSONS	California Connections	✓	✓	✓		✓		✓					✓	✓						✓	
	1	✓	✓	✓		✓		✓			✓		✓	✓				✓	✓	✓	
	2	✓	✓	✓		✓		✓					✓	✓	✓				✓	✓	
	3	✓	✓	✓		✓	✓	✓					✓		✓		✓		✓	✓	
	4	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓		✓		✓	✓	✓	✓	✓
	5	✓	✓	✓		✓			✓		✓	✓	✓			✓	✓	✓	✓	✓	✓
	6		✓	✓		✓								✓					✓	✓	✓
Traditional Assessment		✓						✓													✓
Alternative Assessment	✓	✓			✓	✓		✓							✓	✓					

COMMON CORE STANDARDS

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
- **RI:** Reading Standards for Informational Text
- **SL:** Speaking and Listening Standards
- **W:** Writing Standards

***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 and 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 23–24 of this document.*

A Note about Common Core Speaking and Listening Standards

Many of the EEI units provide various learning structures, materials, and groupings that lead toward students working in pairs or small groups to discuss concepts and ideas. This 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 in collaborative discussion techniques, students can be placed in pairs or small groups to discuss the lesson topics. To aid in teacher planning, the lessons are listed below along with their learning structures for whole class, pairs/partners, and/or small groups:

- **Lesson 1:** whole class
- **Lesson 2:** whole class, seven groups
- **Lesson 3:** whole class, four groups
- **Lesson 4:** whole class, seven groups
- **Lesson 5:** whole class, partners
- **Lesson 6:** whole class, same seven groups from Lesson 2

National Geographic Resources

- **California Tribal Regions** wall map
- **Natural Regions** wall map (Lessons 1, 2, and 4)

Unit Assessment Options

Assessments	Common Core Standards and Applications
Traditional Assessment	
<p>Students answer a multiple choice and short answer question test about the California Indian People and Management of Natural Resources.</p>	<p>L.4.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that...are basic to a particular topic.</p> <p>RI.4.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>b) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p>
Alternative Assessment	
<p>Students create a story board using the guidelines of Living in the Grasslands (Alternative Unit Assessment Master) and California Connections: California's Natural Regions reader (pages 26–29). The guidelines are specific to what should go in each cell of the story board. Students will then draw a picture and label supporting the details of the Grasslands.</p> <p>California Tribal Regions wall map is used to show the students the region they will be reporting on with their story boards.</p>	<p>RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>RI.4.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines...).</p> <p>RI.4.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>Suggestion: <i>Students can report on their finished product to the class.</i></p> <p>SL.4.4: Report on a topic or text...using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>Suggestion: <i>If students have access to digital technology, they can use an application like Storykit take a picture of each cell and then record their voice about the given cell and present to class.</i></p> <p>SL.4.5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p>W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>

Lesson 1: Tied Through Trade

Students observe a map of seven tribal regions in California and share what they know about how the California Indians from their local region lived and the natural resources they relied on. They read about how trade facilitated resource distribution and how important shells were to people in various tribal regions.



National Geographic Resources

- **California Tribal Regions** wall map
- **Natural Regions** wall map

Use this correlation in place of the **Procedures** on pages 34–35 of the Teacher’s Edition.

Procedures	Common Core Standards and Applications
Vocabulary Development	
<p>Use the Dictionary and the vocabulary Word Wall Cards to introduce new words to students as appropriate. These documents are provided separately.</p> <p>Tip: If Dictionary Workbooks need to be reused from year to year, students should not write in them.</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>L.4.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases...</p> <p>c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning...</p> <p>RI.4.4: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p>
Step 1	
<p>Draw students’ attention to the California Tribal Regions wall map. Ask them to name the seven different tribal regions. (<i>Northwest, Northeast, North Central, South Central, East, Southwest, and Southeast.</i>)</p> <p>Ask students to identify the region where their present-day community is located. (<i>Answers will vary.</i>) Ask students to share what they remember from their study of the California Indians of their region in third grade. In particular, ask students what resources were important to the people, how those resources were obtained, and how they were used. (<i>Answers will vary based on students’ prior knowledge. If they have no knowledge of the people from the tribal region in which their present-day community is located, make sure that the class examines all seven tribal regions in subsequent lessons.</i>)</p>	<p>RI.4.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p>

Procedures	Common Core Standards and Applications
Step 2	
<p>Explain that trade allowed California Indians from one tribal region to get resources and products made by other people from distant places. On the board, list the most popular items traded by California Indians:</p> <ul style="list-style-type: none"> ■ Seashells and seashell beads ■ Food (acorns, dried meat and seafood, seeds, berries, bulbs, salt) ■ Animal skins ■ Bows and arrows ■ Baskets <p>Ask students, “Which item on this list do you think was the most popular item traded long ago?” Tally their votes next to each of the five items. Tell students that they are about to learn the answer in a story they will read together as a class.</p>	<p>SL.4.1: Engage effectively in a range of collaborative discussions...building on others’ ideas and expressing their own clearly.</p>
Step 3	
<p>Distribute a Student Edition to each student. Tell them to turn to California Connections: Seashells in the Desert (Student Edition, pages 3–6). Read the piece together as a class. When completed (or during the reading), project Clamshell Beads from California, Olivella Shell Beads from California, and Dentalia Shell Beads from California (Visual Aids #1–3) and discuss the images with students.</p> <p>Return to the list of items traded by California Indians. Erase the tally marks. Have students vote again for the item they think was most often traded. Tally the votes and then write the following ranks next to each item on the list:</p> <ol style="list-style-type: none"> 2. Seashells and seashell beads 1. Food (acorns, dried meat and seafood, seeds, berries, bulbs, salt) 4. Animal skins 5. Bows and arrows 3. Baskets 	<p>L.4.4: Determine or clarify the meaning of unknown and multiple-meaning words...</p> <p>Suggestion: While reading from California Connections: Seashells in the Desert, stop and have the students paraphrase a section of the text to check for comprehension.</p> <p>RF.4.4: Read with sufficient accuracy and fluency to support comprehension.</p> <p>Suggestion: While reading California Connections: Seashells in the Desert refer to vocabulary words in the text to gain meaning. For example, page 5 describes the word – trade. Ask students to give context clues to this word meaning.</p> <p>RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>RI.4.7: Interpret information presented visually, orally, or quantitatively...and explain how the information contributes to an understanding of the text in which it appears.</p> <p>SL.4.1: Engage effectively in a range of collaborative discussions...</p> <p>SL.4.2: Paraphrase portions of a text read aloud or information presented...orally.</p> <p>Suggestion: Create a graph comparing the three answers from the class results from Step 2, then what they found in Step 3 and then the actual.</p>

Procedures	Common Core Standards and Applications
Step 4	
<p>Refer students to the Natural Regions and California Tribal Regions wall maps. Explain that because the areas of California are so different, foods and other environmental resources varied by region. Ask students, “Where do you think people lived if they found and used a lot of shells and shell beads?” (<i>In the regions along the coast—the Northwest, North Central and Southwest.</i>) “Where might people have lived if they made baskets and items out of animal skins?” (<i>Answers will vary, but should include the idea that people living in most of the regions would have made those items. The basket materials and animals may have varied.</i>)</p> <p>Tell students that they will explore the seven different regions and learn how the California Indians lived there long ago.</p>	<p>RI.4.7: Interpret information presented visually, orally, or quantitatively...</p> <p>SL.4.1: Engage effectively in a range of collaborative discussions...building on others’ ideas and expressing their own clearly.</p>
Step 5	
<p>Distribute a Student Workbook to each student. Tell students to turn to Show What You Know (Student Workbook, page 2). Give students the remainder of the period to complete Show What You Know.</p> <p>Gather Student Editions.</p> <p>Collect Student Workbooks and use Show What You Know for assessment.</p> <p>Tip: <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"> ■ <i>Have students use binder paper or other lined or unlined paper</i> ■ <i>Have students use a sheet protector over the page and write with a whiteboard marker</i> ■ <i>Do together as a class on a projector or chart paper</i> ■ <i>Project the digital fill-in version and do together as a class</i> ■ <i>Students use digital devices to fill in the digital version found on the website.</i> ■ <i>Make student copies when necessary</i> 	<p>L.4.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.4.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>W.4.4: Produce clear and coherent writing...in which the development and organization are appropriate to task, purpose, and audience...</p>

Lesson 2: Comparing Aspects of California's Tribal Regions

Students observe photographs of several California Indian dwellings and make predictions about the environments in which they were used and the natural resources used to build them. They then investigate the characteristics of a California tribal region other than the one in which they are located.



National Geographic Resources

- **California Tribal Regions** wall map
- **Natural Regions** wall map

Use this correlation in place of the **Procedures** on pages 46–47 of the Teacher's Edition.

Procedures	Common Core Standards and Applications
Vocabulary Development	
Use the Dictionary and the vocabulary Word Wall Cards to introduce new words to students as appropriate.	<p>L.4.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases...</p> <p>c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses)...</p> <p>RI.4.4: Determine the meaning of general academic and domain-specific words...</p>
Step 1	
<p>Call students' attention to the Natural Regions wall map. Ask students to describe (briefly) how the regions on the map are different in terms of their characteristics. (<i>Elevation, vegetation, types of animals, weather/climate.</i>) Call students' attention to the California Tribal Regions wall map and ask them to think about how living in the Southeastern tribal region would be different than living in the Northwestern tribal region, due to the differences in the natural regions in those areas.</p> <p>Project Four California Indian Homes (Visual Aid #4). Explain that these homes were built in the traditional style of California Indians that lived in four different regions of the state.</p> <p>Tell students that you can learn a lot about the region where people live by examining how they build their houses and other buildings. Ask students to look at the pictures and observe the materials and methods of construction. Ask students:</p> <ul style="list-style-type: none"> ■ Which house do you think was built in a place that gets a lot of rain? (<i>The house labeled A.</i>) Why? (<i>The house is solid and sturdy and looks waterproof.</i>) ■ Which house do you think was built in a place that gets little rain? (<i>House C.</i>) Why? (<i>The materials do not fit together, so the walls are not solid; they would not keep out rain.</i>) 	<p>RI.4.7: Interpret information presented visually, orally, or quantitatively...</p> <p>SL.4.1: Engage effectively in a range of collaborative discussions...building on others' ideas and expressing their own clearly.</p> <p>SL.4.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>

Procedures	Common Core Standards and Applications
Step 1 (Continued):	
<p>Explain that the four houses show the natural resources that were available to different peoples. Ask students which house was built from each of the following materials:</p> <ul style="list-style-type: none"> ■ Leaves from palm trees (palm fronds) (<i>House C</i>) ■ Reeds and grasses (<i>House B</i>) ■ Redwood (<i>House A</i>) ■ Tree bark (<i>House D</i>) <p>Refer to the Natural Regions and California Tribal Regions wall maps. Ask students to identify the region associated with each house. (<i>House A is a Yurok house from the Northwest Region; House B is an Ohlone house from the South Central Region; House C is a Cahuilla house from the Southeast Region; and House D is a Maidu house from the Northeast Region.</i>)</p>	<p>RI.4.7: Interpret information presented visually, orally, or quantitatively...</p> <p>SL.4.1: Engage effectively in a range of collaborative discussions...building on others' ideas and expressing their own clearly.</p> <p>SL.4.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
Step 2	
<p>Explain that the ways people live are often shaped by their natural region and its available natural resources. Tell students that they will learn about the natural regions inside a certain tribal region. They will also learn about the natural resources in those natural regions so that they can understand how the available resources shaped the way California Indians lived long ago.</p> <p>Place the Tribal Region Cluster Diagrams for each of the tribal regions being studied in the predetermined work areas. Assign students to each of the seven tribal region groups and instruct them to move to their designated work areas. Tell students to bring a pencil with them.</p>	n/a
Step 3	
<p>Once students are settled in their tribal region work areas, redistribute students' individual Student Workbooks and a Student Edition to each student. Tell them to turn to Introducing a Tribal Region (Student Workbook, page 3). Explain that students will use Introducing a Tribal Region to record important information about their assigned tribal region. Read aloud the questions on Introducing a Tribal Region so that students clearly understand the assignment.</p>	<p>L.4.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.4.4: Determine or clarify the meaning of unknown and multiple-meaning words...</p> <p>RF.4.4: Read with sufficient accuracy and fluency to support comprehension...</p> <p>RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>RI.4.4: Determine the meaning of general academic and domain-specific words or phrases in a text...</p>

Procedures	Common Core Standards and Applications
Step 3 (Continued):	
<p>Tell students in each group to turn to the appropriate reading for their assigned tribal region: Northwest Tribal Region: Towering Forests and Rushing Rivers (Student Edition, pages 7–8), Northeast Tribal Region: Volcanoes and Blooming Meadows (Student Edition, pages 9–10), North Central Tribal Region: Hills, Valleys, and Coasts (Student Edition, pages 11–12), South Central Tribal Region: Oaks, Grasses, and Pines (Student Edition, pages 13–14), Eastern Tribal Region: Cold Winds and Scents of Sagebrush (Student Edition, pages 15–16), Southwest Tribal Region: Sunny Beaches and Burning Bushes (Student Edition, pages 17–18), or Southeast Tribal Region: River Farms and Palm Oases (Student Edition, pages 19–20). Tell students that they may read together or individually. However, they should work as a group to complete Introducing a Tribal Region.</p> <p>Allow students 25 minutes to complete the reading and Introducing a Tribal Region.</p>	<p>L.4.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.4.4: Determine or clarify the meaning of unknown and multiple-meaning words...</p> <p>RF.4.4: Read with sufficient accuracy and fluency to support comprehension...</p> <p>RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>RI.4.4: Determine the meaning of general academic and domain-specific words or phrases in a text...</p>
Step 4	
<p>When time is up, give a marker to each group. Ask each student in each group to write the answer to one of the four questions from Introducing a Tribal Region on the Tribal Region Cluster Diagram for their tribe. Have that student then pass the marker to another student in the group, who will write the answer to another question on the cluster diagram. Continue until the cluster diagram has answers for all four questions from Introducing a Tribal Region.</p>	<p>RI.4.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>SL.4.1: Engage effectively in a range of collaborative discussions...</p>
Step 5	
<p>When the cluster diagrams are complete, ask the student who wrote the fourth answer to choose another student to share the group's information with the class. The student presenter may refer to the cluster diagram as a guide. Ask another student from the group to hold up the chart paper for the rest of the class to view.</p> <p>When all the tribal region groups have shared, ask students the following questions:</p> <ul style="list-style-type: none"> ■ What are some differences between the different tribal regions? (<i>They were made up of different natural regions; different resources were available; people got resources in different ways.</i>) ■ Did any of the regions share characteristics? (<i>Some regions had similar habitats; the people in some regions used common resources in similar ways.</i>) 	<p>SL.4.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>
Step 6	
<p>Gather Student Editions and the Tribal Region Cluster Diagrams.</p> <p>Collect Student Workbooks and use Introducing a Tribal Region for assessment.</p>	n/a

Lesson 3: On It One Makes a Basket

Students look at photographs of four baskets created and used by California Indians, read clues to identify a particular basket among them, and then work to identify the people and tribal regions associated with such a basket.

Lesson 3

On It One Makes a Basket

Learning Objectives

Background

Vocabulary

National Geographic Resources

- California Tribal Regions wall map

Use this correlation in place of the **Procedures** on pages 76–77 of the Teacher’s Edition.

Procedures	Common Core Standards and Applications
Vocabulary Development	
Use the Dictionary and the vocabulary Word Wall Cards to introduce new words to students as appropriate.	<p>L.4.4: Determine or clarify the meaning of unknown and multiple-meaning words...</p> <p>c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses)...</p> <p>RI.4.4: Determine the meaning of general academic and domain-specific words...</p>
Step 1	
<p>On the board, write the word “culture” in the center of a circle. Review the definition with students.</p> <p>Have the class brainstorm different aspects of culture. To begin the discussion, ask students, “What makes U.S. and Chinese cultures different? Do we eat the same foods? Listen to the same music? Speak the same language? Celebrate the same holidays?” (<i>Answers will vary; the point is that differences exist between cultures.</i>)</p> <p>Write the following words around the outside of the circle, creating a cluster diagram about culture: “food,” “clothing,” “house shape and size,” “beliefs,” “games,” “language,” “songs,” and “art.” Explain to students that these are all parts of a group’s culture.</p>	<p>SL.4.1: Engage effectively in a range of collaborative discussions...building on others’ ideas and expressing their own clearly.</p>

Procedures	Common Core Standards and Applications
Step 2	
<p>Explain that our culture is shaped by the environment around us, and that the environment is changed by our culture. Tell students that they will work in groups to investigate the culture of a group of California Indians from a particular tribal region. The name of the group of people is a secret; tell students that they must work with their group and use the clues they are given to identify the California Indian group. Call students' attention to the California Tribal Regions wall map, and tell students that their mystery group could be any of the groups whose names are shown in gray on the map. Point out the Tribal Region Cluster Diagrams and explain that students may use the diagrams to help them find out the name of their group.</p>	<p>RI.4.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams...).</p>
Step 3	
<p>Project Four California Indian Baskets (Visual Aid #5). Ask students, "What do the photographs show?" (<i>Baskets</i>.) Have students recall the houses they looked at in Lesson 2. Tell students that in all regions of California, people built houses with the different resources available to them, in the way that worked best for the weather in their region, and according to their culture. Explain that, like the houses, the four baskets were made and used by a particular group of people from a certain tribal region, using the resources in that environment.</p> <p>Tell students that they will receive a set of clues about one of the baskets shown—how it was made or used. (<i>Note: Tell students that they will work on only one basket.</i>) Explain that students should read the clues carefully and decide, as a group, which basket matches the clues they have been given. When a group reaches a decision, the students should place all the clue cards underneath or on top of the photograph of that basket. Then they should raise their hands quietly. Explain that you will come to the group and check the students' work.</p> <p>Tell students that if their group has correctly identified the basket, they will then get the clues they need to determine which group of California Indians made and used that basket. When they have identified the people, they should look at the California Tribal Regions map to find the region in which that group lived. (<i>Note: See the Basket Photographs on page 78 for the correct names of the baskets.</i>)</p>	<p>SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>Suggestion: Create a chart with the students on the board to refresh their memories of the houses from Lesson 2. Then, have them predict which basket goes with which house, you may want to cover their predictions before they start their project.</p>

Procedures	Common Core Standards and Applications
Step 4	
<p>Divide the class into four equal groups. Give a Basket Identification Kit to each group. Direct the groups to read the Basket Clues in their assigned Basket Identification Kits and decide which basket's materials are being described. Give students 10 minutes to work on this task together.</p>	<p>L.4.3: Use knowledge of language and its conventions when writing, speaking, reading...</p> <p>L.4.4: Determine or clarify the meaning of unknown and multiple-meaning words...</p> <p>RF.4.4: Read with sufficient accuracy and fluency to support comprehension.</p> <p>RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.3: Explain events, procedures, ideas, or concepts in a historical, scientific...text...</p> <p>RI.4.4: Determine the meaning of general academic and domain-specific words...</p> <p>SL.4.1: Engage effectively in a range of collaborative discussions...</p>
Step 5	
<p>As the groups raise their hands signalling that they have finished matching the clues to a basket photograph, check their conclusions. When a group has correctly identified their assigned basket, from the four Basket Photographs, redistribute students' individual Student Workbooks and tell students in that group to turn to the pages in the Student Workbook that go with their basket (A Woven Hat [Student Workbook, pages 4–5], A Winnowing Tray [Student Workbook, pages 6–7], A Gift Basket [Student Workbook, pages 8–9], or A Gambling Tray [Student Workbook, pages 10–11]). Tell students to read the instructions and story and to identify the California Indian people who used the basket they identified. Explain that students should refer to the California Tribal Regions wall map to find out where that group of people lived, once they know the name of the people.</p> <p>If any group does not correctly match the clues to the basket they were assigned, ask the students to reread the clue cards and to look more carefully at the photographs to find a better match. They should then raise their hands again.</p>	<p>L.4.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases...</p> <p>RI.4.4: Determine the meaning of general academic and domain-specific words...</p> <p>RI.4.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams...)</p> <p>SL.4.1: Engage effectively in a range of collaborative discussions...</p>
Step 6	
<p>When all students have correctly matched their clues to one of the four Basket Photographs, identified the people who made and used the basket, and in which tribal region those people lived in, have a volunteer from each group share information about the basket and the people they studied. They should tell what the basket was made from and how it was used in the culture of the people. Have all four groups share the information about their tribal region.</p>	<p>RI.4.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>SL.4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner...</p> <p>SL.4.6: Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion)...</p> <p>Suggestion: Go back to the student's predictions on the board and compare their results to the findings from the Basket Identification Kits.</p>

Procedures	Common Core Standards and Applications
Step 7	
<p>Gather Basket Identification Kits and Tribal Region Cluster Diagrams.</p> <p>Collect Student Workbooks and use A Woven Hat, A Winnowing Tray, A Gift Basket, or A Gambling Tray for assessment.</p>	n/a

Lesson 4: California Indians' Worldview

Students return to the idea of “culture” and discuss the role legends play in the culture of a people. Students “visit” one of the seven tribal regions in California and read a legend from the early people there, then identify the role of the natural world in California Indian mythology.



National Geographic Resources

- **California Tribal Regions** wall map
- **Natural Regions** wall map

Use this correlation in place of the **Procedures** on pages 106–107 of the Teacher’s Edition.

Procedures	Common Core Standards and Applications
Vocabulary Development	
Use the Dictionary and the vocabulary Word Wall Cards to introduce new words to students as appropriate.	<p>L.4.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases...</p> <p>c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses)...</p> <p>RI.4.4: Determine the meaning of general academic and domain-specific words...</p>
Step 1	
Ask students to think about the celebrations and ceremonies they read about in the last lesson. (<i>The Jump Dance, the pine-nut harvest, the Kuksu ceremony, and the game day when everyone got together after traveling.</i>) Ask students why people have celebrations and ceremonies. (<i>To recognize things are important to the people in that culture; they are important times or involve things that the people respect.</i>) Ask students to share some of the celebrations and ceremonies that take place in our cultures today. (<i>Answers will vary, but should include birthdays, weddings, graduations, and holidays.</i>)	<p>SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p>
Step 2	
<p>Call students’ attention to the California Tribal Regions and Natural Regions wall maps. Tell students that the beliefs and customs of the people that lived in the different tribal regions were shaped by the environment in which they lived. Explain that they celebrated the animals, plants, and parts of nature on which they depended.</p> <p>Tell students that one of the customs that early California Indians had in common was the telling of stories. Explain to students that storytelling was not only entertainment, but it was a way that the people celebrated and taught their beliefs and customs to one another. Parents and other adults in a community would tell stories during special times, to show respect for the living and nonliving things in the environment.</p>	<p>RI.4.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams...)...</p>

Procedures	Common Core Standards and Applications
Step 2 (Continued):	
<p>Explain to students that they will read a legend from a group of California Indians in one of the seven tribal regions, and look for the important parts of the environment that are in the story, as well as what the people believed about the environment and how it came to be.</p>	<p>RI.4.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams...).</p>
Step 3	
<p>Redistribute the students' individual Student Workbooks. Tell them to turn to Legends and Worldviews (Student Workbook, pages 12–13). Read over the instructions on the first page and make sure that students are clear on the directions.</p> <p>Distribute a Student Edition to each student. Divide the class into their seven tribal region groups. Tell the students in each group to turn to one of the seven California Indian legends: Coyote Creates the Ocean (Student Edition, pages 21–22), How Dolphins Came to Be (Student Edition, pages 23–24), Eagle, Crow, and Duck Make the Land (Student Edition, pages 25–26), The Moon Maiden (Student Edition, pages 27–28), The First Rainbow (Student Edition, pages 29–30), How Thunder and Earthquake Made Ocean (Student Edition, pages 31–32), or Why the North Star Stands Still (Student Edition, pages 33–34). Tell them to read the title and the name of the tribal group from which the legend comes. Call on a volunteer from each group to use the California Tribal Regions wall map to locate the tribal region in which that group of people lived. Once they have done so, place the appropriate sign for each tribal region in the area where each group is working. Have students fill out the first three cells in the first column on Legends and Worldviews with your assistance.</p> <p>When done, direct the groups to read the legend from their tribal region and work together to fill out the rest of the first column together. Give students 20 minutes to complete this task.</p>	<p>L.4.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.4.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>RF.4.4: Read with sufficient accuracy and fluency to support comprehension.</p> <p>RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly...</p> <p>SL.4.1: Engage effectively in a range of collaborative discussions...</p> <p><i>Suggestion: Create groups ahead of time. Have names of legends on sticky note and they can then apply them to the map.</i></p> <p><i>Suggestion: Have students rotate to hear about all the legends. Then have them create a summary based on all the legends and their meanings.</i></p>
Step 4	
<p>When time is up, tell students to choose a partner from a different tribal region with whom to “trade” information. Have the pairs of students sit together and remind them to help one another fill in the second column on their charts. Explain that students can tell their stories to one another, or they can read each other’s copy of the story to get the information that they need. Give the pairs of students 10 minutes to complete this task.</p>	<p>RI.4.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text...</p> <p>SL.4.1: Engage effectively in a range of collaborative discussions...</p> <p>SL.4.6: Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion)...</p>

Procedures	Common Core Standards and Applications
Step 5	
<p>When time is up, conduct a class discussion using the following questions:</p> <ul style="list-style-type: none"> ■ What did you notice about the main characters in the legends you heard? <i>(Many of them are animals. Some are parts of nature, like the moon, thunder, and earthquakes. Some are gods and goddesses. Most of them seem to have special powers.)</i> ■ How were the settings different from legend to legend? <i>(The settings were the natural regions where the tribes lived. People that lived near the ocean had the ocean in their legends; the people that lived in the mountains had the mountains in their legends.)</i> ■ What do the legends tell you about the beliefs of the California Indians? <i>(That nature was very important and that some animals created many of the things in nature. Additionally, the people believed that some of the animals were their brothers and sisters.)</i> ■ Based on the legends you heard, what kinds of ceremonies and celebrations do you think took place in these California Indian communities? <i>(Answers will vary, but should include: ceremonies to honor certain animals, the moon, the ocean, the mountains, the rain and rainbows, and the stars.)</i> 	<p>SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>
Step 6	
<p>Have students turn to page 2 of Legends and Worldviews. Read aloud the instructions and questions to students. Direct students to answer the questions in the remaining class time, or for homework.</p> <p>Gather Student Editions.</p> <p>Collect Student Workbooks and use Legends and Worldviews for assessment.</p>	<p>L.4.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.4.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases...</p> <p>RI.4.6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>SL.4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner...</p> <p>W.4.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.4.4: Produce clear and coherent writing...</p> <p>W.4.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two)...</p> <p>Suggestion: <i>For homework, have the students create their own legend based on the region they were assigned along with a picture and present orally.</i></p>

Lesson 5: Managing the Pre-California Landscape

Students learn about four techniques used by California Indians to manage plant growth; read about and illustrate the basic steps used to manage willow growth; identify other management techniques specific to particular tribal regions; and illustrate one of those techniques.



National Geographic Resources

- **California Tribal Regions** wall map

Use this correlation in place of the **Procedures** on pages 130–131 of the Teacher’s Edition.

Procedures	Common Core Standards and Applications
Vocabulary Development	
<p>Use the Dictionary and the vocabulary Word Wall Cards to introduce new words to students as appropriate.</p> <p>Project the California Tribal Regions wall map in a location for all students to view for this lesson.</p>	<p>RI.4.4: Determine the meaning of general academic and domain-specific words...</p> <p>RI.4.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams...)...</p> <p>L.4.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases...</p>
Step 1	
<p>Project Four California Indian Baskets (Visual Aid #5) and ask students, “What kinds of materials did California Indians use to make the baskets?” (<i>Answers will vary, but should include: willow, redbud, hazelnut, deergrass, and sedge.</i>) “What do all of those materials have in common?” (<i>They come from plants.</i>)</p> <p>Explain to students that plants can grow in many different ways and that not all willow trees, sedge roots, or deergrass looked exactly the same. The plants did not naturally give the long, flexible roots, stems, and branches that California Indians needed. Tell students that to get what they needed from each plant they used, California Indians had to change the way those plants grew. Ask students, “What kinds of things can change the way plants grow?” (<i>Answers will vary, but should include: amount of light, amount of water, type of soil, gravity, cutting the plant, amount of space, and temperature.</i>)</p>	<p>SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p>

Procedures	Common Core Standards and Applications
Step 2	
<p>Review the vocabulary words for this lesson with students. Provide the accompanying examples that follow:</p> <ul style="list-style-type: none"> ■ Coppicing is cutting a tree to the ground. Plants such as hazelnut were cut this way. The plants would then grow long, even, flexible branches. ■ Pruning is the cutting off of old or diseased branches from a bush or a tree. Pruning encouraged long, straight branches in plants such as lemonadeberry. Plants were usually pruned during the winter. New branches grew where the old ones were removed. ■ Tilling means turning over the top layer of the ground (topsoil). Pine and spruce trees grew healthier when the ground around them was tilled. Years of weeding and tilling were needed to make good sedge patches. ■ Weeding is the removal of unwanted plants from an area. California Indians weeded the area around sedge plants so that the sedge bush would grow long, straight roots. <p>Ask students if they have ever changed plants this way, or seen these things being done. Explain that California Indians used these methods to change the way plants grew, so they could get the kinds of materials they needed.</p>	<p>L.4.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases...</p> <p>c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words...</p> <p>RI.4.4: Determine the meaning of general academic and domain-specific words...</p>
Step 3	
<p>Project Willow Tree (Visual Aid #6). Tell students that the willow was available to many California Indians. Explain that willow trees grow in areas that have mild summers and winters, water most of the year, and soil that drains well. Tell students that river areas are perfect places to find willow trees. Explain that river areas were used by the California Indians in all the tribal areas for many things, including the willow that grew in those areas.</p>	n/a
Step 4	
<p>Redistribute the students' individual Student Workbooks. Tell them to turn to Changing How Willow Grows (Student Workbook, pages 14–15). Project Changing How Willow Grows 1 (Visual Aid #7), and explain to students that they are going to see how California Indians made the willow grow in a certain way. (<i>Note: An Answer Key and Sample Answers for Changing How Willow Grows are provided on pages 138–139.</i>)</p> <p>Point to each illustration on Changing How Willow Grows 1 and 2 (Visual Aids #7–8) and read the captions aloud. On their copy of Changing How Willow Grows, have students draw their own pictures in each panel as you read the captions. Tell students to refer to the illustrations on the screen as examples.</p>	<p>RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>RI.4.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>SL.4.1: Engage effectively in a range of collaborative discussions...building on others' ideas and expressing their own clearly.</p>

Procedures	Common Core Standards and Applications
Step 4 (Continued):	
<p>When students have completed their illustrations, ask the following questions:</p> <ul style="list-style-type: none"> ■ How did California Indians change willow trees? (<i>They cut the trees all the way to the ground [coppicing] in the winter.</i>) ■ How did changing the willow produce resources that the people needed? (<i>It made the branches grow long and straight, so they could be used to make things.</i>) ■ What did the people use willow to make? (<i>Baskets, traps, houses and other items.</i>) 	<p>SL.4.5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>
Step 5	
<p>Tell students that they have already read about other ways in which California Indians changed their environment to get resources. Explain that when they worked in tribal groups to make the cluster diagrams about each tribal region, they read about a way the people in those regions changed the environment to make the gathering of plants and animals easier, or to make plants grow where they wanted.</p> <p>Tell students to turn to Changing the Natural Environment (Student Workbook, pages 16–17). Tell students to use what they know about California Indians and the environment in one of the seven tribal regions to draw how the California Indians in that region changed the environment by living there. Below each picture, tell students to write about how changing the environment in this way was important to the people.</p> <p>Tell students that they may use their work from Lesson 2, Introducing a Tribal Region (Student Workbook, page 3) and the Tribal Region Cluster Diagrams posted around the room to help them. Allow students to begin their drawings in the remaining class time, and finish them for homework.</p>	<p>L.4.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.4.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.4.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases...</p> <p>Suggestion: <i>Have students share their results with the class.</i></p> <p>RI.4.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text...</p> <p>SL.4.5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p>SL.4.6: Differentiate between contexts that call for formal English (e.g., presenting ideas)...</p> <p>W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.4.4: Produce clear and coherent writing...in which the development and organization are appropriate to task, purpose, and audience...</p> <p>W.4.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames...</p>
Step 6	
<p>Collect Student Workbooks and use Changing the Natural Environment for assessment.</p>	<p>n/a</p>

Lesson 6: A Burning Question—California Indians' Use of Fire

Students discuss the effects of fire on natural systems. In groups, they prepare and perform short skits that illustrate the many ways early California Indians used fire to shape the environment around them.



National Geographic Resources

- **California Tribal Regions** wall map

Use this correlation in place of the **Procedures** on pages 146–147 of the Teacher's Edition.

Procedures	Common Core Standards and Applications
Vocabulary Development	
<p>Use the Dictionary and the vocabulary Word Wall Cards to introduce new words to students as appropriate.</p>	<p>L.4.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases...</p> <p>RI.4.4: Determine the meaning of general academic and domain-specific words...</p>
Step 1	
<p>Remind students that California is a place where wildfires occur. Explain that sometimes these fires start naturally, by lightning for example, and sometimes they start by things people do.</p> <p>Ask students to share what they think happens to a natural region when a fire goes through it. (<i>Answers will vary, but should include: trees burn down; animals run away or are killed; the ground is covered with ash and becomes black; the air is full of smoke.</i>)</p> <p>Tell students that fire can be very destructive, yet fire can also benefit living things in some ways. Explain to students that early California Indians carefully used fire to manage the plants and animals in the environment around them.</p>	<p>SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>Suggestion: Ask how the people of today view fire. Discuss when and what are we allowed to burn. Continue with what has happened because we do not burn.</p>
Step 2	
<p>Call students' attention to the Reasons California Indians Used Fire List. Read Reason 1 and explain that the ash left behind when plants burn puts nutrients back into the soil that help new plants grow.</p> <p>Read Reason 2 and tell students that insects and other animals move away from fire when they sense it.</p> <p>Read Reason 3 to students. Ask, "How can fire keep plants from growing?" (<i>It can hurt the seeds or burn the plants.</i>) "Why would people want to do that?" (<i>Answers will vary, but should include the idea that burning unwanted plants would be an alternative to pulling them up or cutting them down.</i>)</p>	<p>SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>

Procedures	Common Core Standards and Applications
Step 3	
<p>Read Reason 4 to students and ask them if they know how fire can help plants. (<i>Answers will vary.</i>) Project Lodgepole Pine (Visual Aid #9). Explain to students that some conifers, like the lodgepole pine, rely on fire to open their cones so the seeds can come out and new trees can grow. Explain that fire also clears away plants beneath trees, making it easier for the seeds to find space to grow.</p> <p>Project Purple Needlegrass (Visual Aid #10). Explain to students that some grasses, like purple needlegrass, grow larger after being burned. Tell students that the fire burns the leaves of the grass, but not the roots underground. After the fire, the roots grow bigger and stronger, making bigger and stronger leaves above the ground during the next season.</p>	<p>SL.4.1: Engage effectively in a range of collaborative discussions...</p> <p>Suggestion: Involve the students in the Visual Aids by creating discussion about if they have seen these before, or similar items around where they live or places they have visited. If possible bring in an example of a cone that opens when exposed to heat, and what the seeds look like.</p>
Step 4	
<p>Tell students that California Indians burned the land very carefully—for example, by burning the land only at certain times of the year. Point to the Southwest region on the California Tribal Regions wall map and explain that the people in this region set fires when the bushes (chaparral and sage) were wet from the winter and spring rains. Tell students that the people were also careful to set the fires only when the wind would move the fire in the direction they wanted it to go.</p> <p>Tell students that because California Indians burned the land at least once a year, few dead twigs, leaves, and other plant parts lay on the ground in the areas that were burned. Therefore, the fires that California Indians set did not get out of control and burn areas the people did not set out to burn. Refer again to the four statements on the chart paper. Tell students that by using fire, the California Indians were able to manage the landscape in these four ways without facing the dangers that fires pose today.</p> <p>Tell students that California Indians used fire so often that the state looked very different from the way it looks today. Refer to the California Tribal Regions wall map and tell students that the hills in the Southwest region used to be covered with grasses instead of bushes. Burning eventually changed the kinds of plants that grew there. Explain that the redwood forests in the Northern Central region have many grassy meadows today because of the fires that the California Indians set in that region long ago.</p>	<p>RI.4.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams...)...</p>

Procedures	Common Core Standards and Applications
Step 5	
<p>Tell students that to show what they know, they will work in groups to act out—without using words or sounds—some of the reasons California Indians safely burned the land. Tell students that if the class can guess which of the four reasons they are acting out in their charade, each group will earn 10 points.</p> <p>Organize students into their tribal region groups from Lesson 2. Have students sit together and ask one student from each group to choose a script from the box Fire Mini-Dramas (Teacher’s Masters, pages 2–3).</p> <p>Explain that each group should read their script, make props, and plan and practice their charade. They may use the class supplies to create props or costumes. Tell the students that each group will have only one minute to perform their charade. Then the rest of the class will try to guess which reason for using fire the group acted out.</p> <p>Give the groups 20 minutes to read the scripts, practice their parts, and prepare any props or costumes.</p>	<p>RI.4.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p>
Step 6	
<p>When time is up, have the students take their seats. Call on the groups to perform, one at a time, by script number (Script 1 first, and so on). Give each group one minute to act out their script. After each performance, ask the class to guess which of the four reasons for using fire the group acted out. Continue until all groups have performed. (<i>Note: An Answer Key and Sample Answers for Fire Mini-Dramas are provided on pages 148–149.</i>)</p> <p>Redistribute the students’ individual Student Workbooks. Tell them to turn to California Indians’ Use of Fire (Student Workbook, page 18). Explain that students must use words or pictures to explain the reasons that California Indians used fire. Allow students the remaining class time to complete their work.</p> <p>Gather scripts from Fire Mini-Dramas and any props or costumes students created.</p> <p>Collect Student Workbooks and use California Indians’ Use of Fire for assessment.</p>	<p>L.4.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.4.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>RI.4.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>RI.4.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</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.

California Common Core State Standards Descriptions

Language Standards

- **L.4.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **L.4.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.4.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 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 and determine or clarify the precise meaning of key words and phrases **and to identify alternate word choices in all content areas. CA**
- **L.4.6:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation, and endangered* when discussing animal preservation).

Reading Foundational Skills Standards

- **RF.4.4:** Read with sufficient accuracy and fluency to support comprehension.

Reading Standards for Informational Text

- **RI.4.1:** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.4.3:** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- **RI.4.4:** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*. **(See grade 4 Language standards 4–6 for additional expectations.) CA**
- **RI.4.6:** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
- **RI.4.7:** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- **RI.4.9:** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Speaking and Listening Standards

- **SL.4.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
- **SL.4.2:** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- **SL.4.4:** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- **SL.4.5:** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- **SL.4.6:** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.)

Writing Standards

- **W.4.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - b) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- **W.4.3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- **W.4.4:** Produce clear and coherent writing (**including multiple-paragraph texts**) in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) **CA**
- **W.4.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.