

# California Education and the Environment Initiative

Increasing Environmental Literacy for K–12 Students...

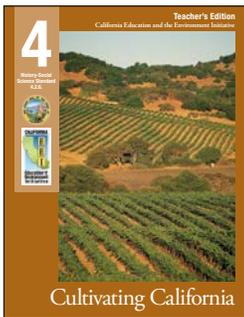
Because the Future is in Their Hands



## 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.

### 4.2.6.—Cultivating California



Students discuss the role of the Franciscan missionaries in changing the economy of California. Students explore how people use the land and its resources as they recognize the far-reaching influence of the state's economic transition from a hunter-gatherer society to an agricultural society. They develop critical thinking skills as they analyze available evidence, including both physical artifacts and primary written sources.

		RI.4.1	RI.4.3	RI.4.4	RI.4.5	RI.4.7	RF.4.4	W.4.2	W.4.4	W.4.8	W.4.9	SL.4.1	SL.4.4	L.4.1	L.4.2	L.4.3	L.4.4	L.4.6
<b>LESSONS</b>	California Connections	✓					✓					✓						
	1	✓	✓	✓	✓	✓	✓	✓	✓			✓		✓	✓	✓	✓	✓
	2	✓	✓	✓	✓	✓		✓	✓	✓		✓	✓	✓	✓	✓	✓	✓
	3			✓	✓		✓				✓	✓	✓				✓	✓
	4	✓	✓	✓	✓	✓		✓	✓			✓		✓	✓	✓	✓	✓
	5	✓		✓			✓		✓			✓			✓	✓	✓	✓
	6	✓		✓		✓	✓		✓			✓			✓	✓	✓	✓
	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
- **RF:** Reading Foundational Skills 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 21–22 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, groups of 3, whole class, individual
- **Lesson 2:** Whole class, groups of 4, whole class
- **Lesson 3:** Whole class, individual
- **Lesson 4:** Whole class, individual
- **Lesson 5:** Whole class, 6 groups, individual
- **Lesson 6:** Whole class, pairs

## National Geographic Resources

- **Human Geography** wall map (Lesson 1)
- **Political** wall map (Lessons 3, 4, and 6)

## Unit Assessment Options

Assessments	Common Core Standards and Applications
<b>Traditional Assessment</b>	
<p>The traditional assessment is comprised of multiple-choice and short answer questions that assess students' achievement of the unit's learning objectives. Students discuss the role of the Franciscans in changing the economy of California from a hunter-gatherer economy to an agricultural economy.</p>	<p><b>L.4.6:</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases...</p> <p><b>RI.4.7:</b> Interpret information presented visually... (e.g., in charts, graphs, diagrams...) and explain how the information contributes to an understanding of the text in which it appears.</p> <p><b>W.4.2:</b> Write informative/explanatory texts...</p> <p><b>W.4.4:</b> Produce clear and coherent writing...</p>
<b>Alternative Assessment</b>	
<p>Students write an essay that explains the role of the Franciscans in changing California from a hunter-gatherer economy to an agricultural economy.</p>	<p><b>L.4.1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing...</p> <p><b>L.4.2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L.4.3:</b> Use knowledge of language and its conventions when writing...</p> <p><b>L.4.6:</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases...</p> <p><b>W.4.2:</b> Write informative/explanatory texts...</p> <p><b>W.4.4:</b> Produce clear and coherent writing...</p> <p><b>Suggestion:</b> For struggling students, provide an essay template with sentence stems. Examples of sentence stems include:  <i>California was _____ before the Franciscans arrived. The economy was based upon _____. The environment only had _____.</i>  <i>Continue with sentence stems for each of the paragraphs.</i></p>

## Lesson 1: California's Changing Economy

Students become acquainted with how California's land use has changed. They read about the development of two theme parks and examine maps of land cover. They begin their investigation of California's transition from a hunter-gatherer economy to an agricultural economy.



## National Geographic Resources

- **Human Geography** wall map

Use this correlation in place of the **Procedures** on pages 36–37 of the Teacher's Edition.

Procedures	Common Core Standards and Applications
<b>Vocabulary Development</b>	
<p>Use the <b>Dictionary</b> and the vocabulary <b>Word Wall Cards</b> to introduce new words to students as appropriate. These documents are provided separately.</p> <p><b>Tip:</b> If <b>Dictionary Workbooks</b> need to be reused from year to year, students should not write in them.</p> <p><b>Tip:</b> <b>Word Wall Cards</b> may be used at the beginning, as the words come up in the lesson, or as a review at the end.</p>	<p><b>L.4.4c:</b> Consult reference materials (e.g., dictionaries, glossaries...)...to find the pronunciation and determine or clarify the precise meaning of key words and phrases...</p> <p><b>L.4.6:</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases...that are basic to a particular topic...</p> <p><b>RI.4.4:</b> Determine the meaning of general academic and domain-specific words or phrases...</p>
<b>Step 1</b>	
<p>Introduce the unit by telling students that the ways people have used land in California have changed continuously. Point out that, geographically California is a very large state (the 3rd largest in our nation after Alaska and Texas.) Tell students that it is also a diverse state; people have settled here from all over the world for hundreds of years. Explain that as the population has grown, humans have drastically changed the landscape of California.</p> <p>Distribute a <b>Student Edition</b> to each student. Tell students to turn to <b>California Connections: From Grapevines to Theme Parks</b> (Student Edition, pages 2–6). Using student volunteers, have the class read the story aloud.</p> <p><b>Tip:</b> Download digital copies of the Visual Aids from <a href="http://www.californiaeei.org/curriculum">www.californiaeei.org/curriculum</a> before class and confirm the projection works smoothly.</p>	<p><b>RF.4.4:</b> Read with sufficient accuracy and fluency to support comprehension.</p>

Procedures	Common Core Standards and Applications
<b>Step 2</b>	
<p>Allow a few minutes for students to discuss their personal experiences visiting Disneyland, Knott’s Berry Farm, or other theme parks. <i>(Note: It is possible that students have not visited either of these theme parks. If so, ask students to share some of their other experiences with amusement parks.)</i> Ask students how they got to the theme park. <i>(By airplane or by car)</i> Ask them to describe any signs of the area’s former land use (farming or agriculture) that they might have noticed.</p>	<p><b>SL.4.1d:</b> Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>
<b>Step 3</b>	
<p>Call students’ attention to the <b>Human Geography</b> wall map. Point out coastal Southern California and the approximate location of Orange County (south of Los Angeles). Point to the “California Today” map key and explain that the different colors on the map show the different ways land is used. Point out the Central Valley; note that it is largely light green, meaning that most of the region is used for agriculture. Use the <b>Word Wall Cards</b> to define “agriculture” and “crop” for the students. Explain that agriculture is one of the biggest human uses of California’s land today.</p> <p>Use the <b>Word Wall Cards</b> to introduce the term “economy.” Ask students why agriculture is important to California’s economy. <i>(Farmers raise crops and livestock to sell to people in California and around the world. This brings a lot of money into the state.)</i></p>	<p><b>L.4.6:</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases...that are basic to a particular topic...</p> <p><b>RI.4.4:</b> Determine the meaning of general academic and domain-specific words or phrases...</p> <p><b>RI.4.7:</b> Interpret information presented visually...(e.g., in charts, graphs, diagrams...) and explain how the information contributes to an understanding of the text in which it appears.</p> <p><b>SL.4.1:</b> Engage effectively in a range of collaborative discussions (...in groups, and teacher-led)..., building on others’ ideas and expressing their own clearly.</p> <p><b>Suggestion:</b> Use think/pair/share and have students share the answers to these questions.</p>
<b>Step 4</b>	
<p>Ask students, “What areas, besides agricultural land in California, are important to the economy?” <i>(Cities)</i> Explain that the brown areas on the map are cities. Ask students to name some of the cities in California. <i>(Anaheim, Bakersfield, Fresno, Los Angeles, Sacramento, San Diego, San Jose, San Francisco)</i> Ask students, “Why are urban areas important to California’s economy?” <i>(Industries like computers, tourism, movie production, manufacturing, and retail sales are most often located in cities. These activities bring a lot of money into the state.)</i></p> <p>Ask students, “Have these cities always looked the way they do now?” <i>(No)</i> Ask, “What might have been in the area before the cities grew?” <i>(Farms, agriculture, open space for wildlife)</i></p>	<p><b>RI.4.7:</b> Interpret information presented visually...(e.g., in charts, graphs, diagrams...) and explain how the information contributes to an understanding of the text in which it appears.</p> <p><b>SL.4.1:</b> Engage effectively in a range of collaborative discussions (...in groups, and teacher-led)..., building on others’ ideas and expressing their own clearly.</p>
<b>Step 5</b>	
<p>Use the <b>Word Wall Cards</b> to introduce the terms “environment” and “land use” to students. Organize students into groups of three and have them work together to find each of the five <b>Word Wall Cards</b> for this lesson in <b>California Connections: From Grapevines to Theme Parks</b>.</p>	<p><b>L.4.4c:</b> Consult reference materials (e.g., dictionaries, glossaries...)...to find the pronunciation and determine or clarify the precise meaning of key words and phrases...</p> <p><b>L.4.6:</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases...that are basic to a particular topic...</p>

Procedures	Common Core Standards and Applications
<b>Step 5 (Continued):</b>	
	<p><b>RF.4.4c:</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p><b>RI.4.4:</b> Determine the meaning of general academic and domain-specific words or phrases...</p> <p><b>Suggestion:</b> <i>Students could either read sentences aloud after finding them, write the sentences in which the words appear, or count the number of times the word appears in the text.</i></p>
<b>Step 6</b>	
<p>Explain to students that in this unit they will learn about an early change in how people used land in California: the change from hunting and gathering to agriculture. Review what students know about California Indians before the Spanish and other Europeans arrived.</p> <p>Focus on a California Indian group that your class might have studied and ask the following questions about the native economy:</p> <ul style="list-style-type: none"> <li>■ How did they get their food? (<i>Typically, by hunting and gathering</i>)</li> <li>■ Did they practice agriculture? (<i>Most did not, although some groups near the Colorado River did farm</i>)</li> <li>■ How did they get the other resources they needed? (<i>From the local environment or through trade</i>)</li> </ul>	<p><b>SL.4.1:</b> Engage effectively in a range of collaborative discussions (...in groups, and teacher-led)..., building on others' ideas and expressing their own clearly.</p> <p><b>Suggestion:</b> <i>Use think/pair/share and have students share the answers to these questions.</i></p>
<b>Step 7</b>	
<p>Distribute a <b>Student Workbook</b> to each student. Tell them to turn to <b>Exit Slip</b> (Student Workbook, page 2) and review the instructions with the class. Tell students to individually complete <b>Exit Slip</b>.</p> <p>Collect <b>Student Editions</b>.</p> <p>Collect <b>Student Workbooks</b> and use <b>Exit Slip</b> for assessment.</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>L.4.1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing...</p> <p><b>L.4.2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L.4.3:</b> Use knowledge of language and its conventions when writing...</p> <p><b>L.4.6:</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases...</p> <p><b>RI.4.1:</b> Refer to details and examples in a text...</p> <p><b>RI.4.3:</b> Explain events, procedures, ideas, or concepts in a historical...text...</p> <p><b>RI.4.5:</b> Describe...chronology, comparison, cause/effect, problem/solution)...of events...</p> <p><b>W.4.2:</b> Write informative/explanatory texts...</p> <p><b>W.4.4:</b> Produce clear and coherent writing...</p>

## Lesson 2: Hunters, Gatherers, Farmers, and Franciscans

Students work in groups to identify collections of objects from one of two archaeological sites: a California Indian site or a Franciscan mission. They discuss each object as a class and what the artifacts tell them about the economies of the two cultures.



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

Procedures	Common Core Standards and Applications
<b>Vocabulary Development</b>	
<p>Use the <b>Dictionary</b> and the vocabulary <b>Word Wall Cards</b> to introduce new words to students as appropriate.</p>	<p><b>L.4.4c:</b> Consult reference materials (e.g., dictionaries, glossaries...)...to find the pronunciation and determine or clarify the precise meaning of key words and phrases...</p> <p><b>L.4.6:</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases...that are basic to a particular topic...</p> <p><b>RI.4.4:</b> Determine the meaning of general academic and domain-specific words or phrases...</p> <p><b>Suggestion:</b> Provide multiple collaborative discussion opportunities during the question and answer segments to engage students. Examples of collaborative conversations include think/pair/share and small groups.</p>
<b>Step 1</b>	
<p>Remind students of what they learned in Lesson 1 about the changes that took place in the landscape around Anaheim. Ask them, “What are some of the ways we know what happened a long time ago?” (<i>Read books, people tell stories</i>) Tell students that an important way of learning about the past, whether it is a few years ago or thousands of years ago, is by looking at objects that people left behind. Use the <b>Word Wall Cards</b> to define the term “archaeology” and discuss the role of archaeology as a primary source of information about people and events that do not show up in written records. Have students brainstorm some examples of when archaeology might be the only way to get this information. (<i>For example, California Indians before Europeans arrived, or any group’s unrecorded history and daily life.</i>)</p>	<p><b>L.4.6:</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases...</p> <p><b>RI.4.4:</b> Determine the meaning of general academic and domain-specific words or phrases...</p> <p><b>SL.4.1:</b> Engage effectively in a range of collaborative discussions (...in groups, and teacher-led)..., building on others’ ideas and expressing their own clearly.</p>

Procedures	Common Core Standards and Applications
<b>Step 2</b>	
<p>Show students the following <b>Word Wall Cards</b>: “archaeological site,” “artifact,” “natural object,” and “natural resources.” Review the definitions and use the terms as you explain that students will explore two simulated archaeological sites from coastal California. Explain that archaeologists found three collections of objects at each site. Students will analyze six items from each collection in much the same way as archaeologists do.</p>	<p><b>L.4.6:</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases...</p> <p><b>RI.4.4:</b> Determine the meaning of general academic and domain-specific words or phrases...</p>
<b>Step 3</b>	
<p>Organize students into groups of four. Redistribute students’ individual <b>Student Workbooks</b>. Tell them to turn to <b>Archaeological Analysis</b> (Student Workbook, pages 3–4). Distribute an envelope with a set of <b>Collection of Objects A</b> (Information Cards #1–6) and an envelope with a set of <b>Collection of Objects B</b> (Information Cards #7–12) to each group. Tell students that each envelope contains photographs of six objects found at an archaeological site.</p> <p>Instruct students that in their group they will analyze each picture and complete the <b>Archaeological Analysis</b>. Specifically, they will discuss and record: what the object is made of, whether it is an artifact (an object made by humans, such as a tool), or a natural object (an object, such as an animal bone, shell, or seed, that was used, but not made by humans), and what the original object may have been used for. (<i>Note: An Answer Key and Sample Answers for Archaeological Analysis are provided on pages 51–52.</i>)</p> <p><b>Tip:</b> Prepare 4 sets of <b>Collection of Objects A &amp; B</b> and put them in envelopes ahead of time for each group.</p>	<p><b>SL.4.1:</b> Engage effectively in a range of collaborative discussions (...in groups, and teacher-led)..., building on others’ ideas and expressing their own clearly.</p> <p><b>W.4.8:</b> Recall relevant information from experiences or gather relevant information from print...;...categorize information...</p>
<b>Step 4</b>	
<p>As groups finish analyzing the collections of objects, have students discuss the evidence that the artifacts and natural objects give about the people who lived at the site, and what the people did to obtain or make the object. Use the <b>Word Wall Cards</b> to define the terms “agricultural economy” and “hunter-gatherer economy.” Ask groups to decide whether their collections of objects were left by people who had a hunter-gatherer economy or by people who had an agricultural economy. (<i>Answers will vary.</i>)</p>	<p><b>L.4.6:</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases...</p> <p><b>SL.4.1:</b> Engage effectively in a range of collaborative discussions (...in groups, and teacher-led)..., building on others’ ideas and expressing their own clearly.</p> <p><b>SL.4.4:</b> Report on a topic...</p>
<b>Step 5</b>	
<p>Project <b>Collection of Objects A</b> (Visual Aid #1) and tell students that these objects are artifacts from people with a hunter-gatherer economy. Point to each artifact and ask students to describe it. Ask these guiding questions:</p> <ul style="list-style-type: none"> <li>■ What is the name of the object?</li> <li>■ Is the object an artifact or a natural object?</li> <li>■ What natural resources is each object made of?</li> <li>■ What do you think each object was used for?</li> </ul>	<p><b>RI.4.7:</b> Interpret information presented visually...</p> <p><b>SL.4.1:</b> Engage effectively in a range of collaborative discussions (...in groups, and teacher-led)..., building on others’ ideas and expressing their own clearly.</p>

Procedures	Common Core Standards and Applications
<b>Step 5 (Continued):</b>	
<p>Project <b>Collection of Objects B</b> (Visual Aid #2), and tell students that these are artifacts from people with an agricultural economy. Point to each artifact and have students discuss it using the four guiding questions above.</p>	<p><b>RI.4.7:</b> Interpret information presented visually...</p> <p><b>SL.4.1:</b> Engage effectively in a range of collaborative discussions (...in groups, and teacher-led)..., building on others' ideas and expressing their own clearly.</p>
<b>Step 6</b>	
<p>When students have finished discussing the objects from both economies, ask:</p> <ul style="list-style-type: none"> <li>■ Why does it help to have more than one collection of objects from a site? (<i>They show a clearer picture of the people who once lived at the site.</i>)</li> <li>■ What evidence is there that the site was located on the California coast? (<i>Accept any answers.</i>)</li> <li>■ Who do you think lived at their sites? (<i>California Indians or Spanish missionaries</i>)</li> <li>■ Which of these sites showed more human changes to the land? Why? (<i>Franciscan missionaries; there are more artifacts on this site, and the natural objects were either used for labor or part of organized agriculture.</i>)</li> </ul>	<p><b>SL.4.1:</b> Engage effectively in a range of collaborative discussions (...in groups, and teacher-led)..., building on others' ideas and expressing their own clearly.</p>
<b>Step 7</b>	
<p>Project <b>Comparing Economies</b> (Visual Aid #3) and tell students to turn to <b>Comparing Economies</b> (Student Workbook pages 5–6). Point out the information in each section on the Venn diagram to compare and contrast the life of the California Indians and the Franciscan missionaries. Ask the following questions:</p> <ul style="list-style-type: none"> <li>■ What is the same about these economies? (<i>They both involve food, water, shelter, and trading something for other goods.</i>)</li> <li>■ What is different about these economies? (<i>How they got and used the natural resources to meet their needs.</i>)</li> </ul> <p>After the discussion, have students answer the questions on page 2 of <b>Comparing Economies</b>.</p> <p>Gather <b>Student Editions</b> and information cards from each group.</p> <p>Collect <b>Student Workbooks</b> and use <b>Comparing Economies</b> for assessment.</p>	<p><b>L.4.1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing...</p> <p><b>L.4.2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L.4.3:</b> Use knowledge of language and its conventions when writing...</p> <p><b>L.4.6:</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases...</p> <p><b>RI.4.1:</b> Refer to details and examples in a text...</p> <p><b>RI.4.3:</b> Explain events, procedures, ideas, or concepts in a historical...text...</p> <p><b>RI.4.5:</b> Describe...chronology, comparison, cause/effect, problem/solution)...of events...</p> <p><b>SL.4.1:</b> Engage effectively in a range of collaborative discussions (...in groups, and teacher-led)..., building on others' ideas and expressing their own clearly.</p> <p><b>W.4.2:</b> Write informative/explanatory texts...</p> <p><b>W.4.4:</b> Produce clear and coherent writing...</p>

## Lesson 3: Documents of Changing Lives

Students review what they know about Franciscan missions. They read excerpts from primary documents that date before, during, and after the missions were established and make drawings that reflect the sequence of changes described.



## National Geographic Resources

- **Political** wall map

Use this correlation in place of the **Procedures** on page 64 of the Teacher's Edition.

Procedures	Common Core Standards and Applications
<b>Vocabulary Development</b>	
<p>Use the <b>Dictionary</b> and the vocabulary <b>Word Wall Cards</b> to introduce new words to students as appropriate.</p>	<p><b>L.4.4c:</b> Consult reference materials (e.g., dictionaries, glossaries...)...to find the pronunciation and determine or clarify the precise meaning of key words and phrases...</p> <p><b>L.4.6:</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases...that are basic to a particular topic...</p> <p><b>RI.4.4:</b> Determine the meaning of general academic and domain-specific words or phrases...</p> <p><b>Suggestion:</b> <i>In order to engage all students, use a variety of discussion structures, including think/pair/share or small group discussion. Because information is presented orally, help students develop a note-taking guide to keep track of the discussion items.</i></p>
<b>Step 1</b>	
<p>Call students' attention to the <b>Political</b> wall map. Point out the 21 mission symbols that show where the Alta California missions are located. Ask students the following questions to review what students have learned about the missions:</p> <ul style="list-style-type: none"> <li>■ How many missions were built in California? (21)</li> <li>■ Where were they located? (<i>Along the coast and foothills of southern and central California.</i>)</li> <li>■ Why was it important to locate missions near the coast? (<i>To access supplies carried by ship from Mexico.</i>)</li> <li>■ What other geographic and economic factors influenced where the Franciscans established the missions? (<i>Being near fresh water, fertile land, and California Indian settlements.</i>)</li> <li>■ How far apart were the missions? (<i>About one day's long ride on horseback: 30 miles or 48 kilometers</i>)</li> <li>■ What connected the missions? (<i>El Camino Real and other dirt roads and trails.</i>)</li> </ul>	<p><b>SL.4.1:</b> Engage effectively in a range of collaborative discussions (...in groups, and teacher-led)..., building on others' ideas and expressing their own clearly.</p> <p><b>Suggestion:</b> <i>Before reading the selection and while reviewing the map, have students identify new or challenging vocabulary. Create a word wall and group words by categories.</i></p>

Procedures	Common Core Standards and Applications
<b>Step 2</b>	
<p>Tell students they will read short, translated portions of documents written just before, during, and after the missions were established. Distribute a <b>Student Edition</b> to each student. Tell them to turn to <b>Reflections from 1769–1827</b> (Student Edition, pages 7–9). Project <b>Reflections from 1769</b> (Visual Aid #4) to show the students the style of writing used in these primary sources. Remind the students to use the <b>Dictionary</b> and <b>Word Wall Cards</b> to define unfamiliar terms as they occur.</p> <p>Tell students to try to form mental pictures of what the documents describe because later they will make drawings of the sequence of changes.</p>	<p><b>L.4.4c:</b> Consult reference materials (e.g., dictionaries, glossaries...)...to find the pronunciation and determine or clarify the precise meaning of key words and phrases...</p> <p><b>L.4.6:</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases...that are basic to a particular topic...</p> <p><b>RI.4.4:</b> Determine the meaning of general academic and domain-specific words or phrases...</p>
<b>Step 3</b>	
<p>Have student volunteers read aloud each selection in <b>Reflections from 1769–1827</b>. When all “reflections” have been read, ask students who they think might have written the document, and why. (<i>Spanish explorers, missionaries, and other European visitors wrote the documents to record facts and express their opinions.</i>) Ask the class what each reflection shows about the California Indians and Franciscan missions. Mention to the students that the lack of written records by California Indians at the time makes archaeological information important.</p>	<p><b>RF.4.4:</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>SL.4.1:</b> Engage effectively in a range of collaborative discussions (...in groups, and teacher-led)..., building on others’ ideas and expressing their own clearly.</p>
<b>Step 4</b>	
<p>Redistribute students’ individual <b>Student Workbooks</b>. Tell them to turn to <b>Sequence of Change</b> (Student Workbook, page 7). Have students draw a chronological sequence that illustrates how the daily lives of native and nonnative people changed because of the shift from a hunter-gatherer economy to an agricultural economy. Direct students to draw one picture illustrating daily life with a hunter-gatherer economy, one picture illustrating daily life just after the missions were first established, and one picture illustrating daily life after the shift to an agricultural economy.</p> <p>Ask students to use examples from the readings in their drawings. Mention that each section of the reading in <b>Reflections from 1769–1827</b> describes a different time: the hunter gatherer economy; life just after the establishment of the missions; and life in an agricultural economy.</p>	<p><b>RI.4.5:</b> Describe the overall structure (e.g., chronology,... cause/effect...) of events, ideas, concepts...</p> <p><b>W.4.9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
<b>Step 5</b>	
<p>Have students share their completed <b>Sequence of Changes</b> with the class. Remind them that the transition from hunting and gathering to agriculture affected peoples’ ways of life on and around the missions, but it also affected natural systems in California.</p> <p>Gather <b>Student Editions</b>.</p> <p>Collect <b>Student Workbooks</b> and use <b>Sequence of Changes</b> for assessment.</p>	<p><b>SL.4.4:</b> Report on a topic...</p>

## Lesson 4: Mission San Gabriel's Influence

Students examine a picture illustrating a self-sufficient mission's lands and then consider the example of Mission San Gabriel. They analyze data about crop production and livestock, and view images illustrating how mission agriculture influenced changes to natural systems.



## National Geographic Resources

- Political wall map

Use this correlation in place of the **Procedures** on pages 76–78 of the Teacher's Edition.

Procedures	Common Core Standards and Applications
<b>Vocabulary Development</b>	
<p>Use the <b>Dictionary</b> and the vocabulary <b>Word Wall Cards</b> to introduce new words to students as appropriate.</p>	<p><b>L.4.4c:</b> Consult reference materials (e.g., dictionaries, glossaries...)...to find the pronunciation and determine or clarify the precise meaning of key words and phrases...</p> <p><b>L.4.6:</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases...that are basic to a particular topic...</p> <p><b>RI.4.4:</b> Determine the meaning of general academic and domain-specific words or phrases...</p>
<b>Step 1</b>	
<p>Ask students to brainstorm about how constructing permanent buildings and introducing new plants, animals, and farming methods might change the environment. Point out the additions to the <b>Word Wall Cards</b>. Use the terms "irrigate," "livestock," "reservoir," "self-sufficient," and "surplus" as you explain that the Franciscans brought from Spain (by way of Mexico) all of the domesticated crops they grew and the livestock they raised. When the missions became successful in agriculture, they could provide for themselves without Spain's help, which means they became self-sufficient.</p>	<p><b>L.4.6:</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases...</p> <p><b>SL.4.1:</b> Engage effectively in a range of collaborative discussions (...in groups, and teacher-led)..., building on others' ideas and expressing their own clearly.</p>

Procedures	Common Core Standards and Applications
<b>Step 2</b>	
<p>Redistribute students' individual <b>Student Workbooks</b>. Tell them to turn to <b>A Self-Sufficient Mission's Lands</b> (Student Workbook, page 8).</p> <p>Project <b>A Self-Sufficient Mission's Lands</b> (Visual Aid #5). Show students the legend. As you point out and explain each feature, instruct students to find each feature on their own picture and write its number (from the legend) in the appropriate circle. <i>(Note: An Answer Key and Sample Answers for A Self-Sufficient Mission's Lands are provided on page 81.)</i></p> <ul style="list-style-type: none"> <li>■ Cemetery (1)</li> <li>■ Dry farming (2)</li> <li>■ Grain storerooms (3)</li> <li>■ Irrigated fields (<i>where grains and beans grew for mission use and for sale to presidios</i>) (4)</li> <li>■ Irrigation canals (<i>to bring water to the buildings, gardens, and fields</i>) (5)</li> <li>■ Land for grazing cattle, horses, and sheep (6)</li> <li>■ Olive presses (7)</li> <li>■ Orchard (8)</li> <li>■ Padres' rooms (9)</li> <li>■ Reservoir (<i>to store water</i>) (10)</li> <li>■ Roads (<i>to the coast, forts, and nearby missions</i>) (11)</li> <li>■ Sheep pens (12)</li> <li>■ Tanning vats (13)</li> <li>■ Vineyard (14)</li> <li>■ Work shops (<i>for processing and preparing the crops and livestock products, including structures, such as gristmills for grinding grain into flour, olive presses, and tanning vats</i>) (15)</li> <li>■ California Indians' homes (<i>for use at the mission only</i>) (16)</li> </ul>	<p><b>RI.4.7:</b> Interpret information presented visually... (e.g., in charts, graphs, diagrams...) and explain how the information contributes to an understanding of the text in which it appears.</p>
<b>Step 3</b>	
<p>Call students' attention to the <b>Political</b> wall map with the attached mission symbols. Point out Mission San Gabriel on the map. Explain that, as a class, you will discuss events that affected agricultural production at Mission San Gabriel over several years. Tell the students that between 1771–1821 this mission saw many changes in agricultural production and became one of the most successful missions through its growth of crops and livestock. It is a good example of how Franciscan missions changed the natural systems in different regions of California.</p>	<p><b>RI.4.7:</b> Interpret information presented visually... (e.g., in charts, graphs, diagrams...) and explain how the information contributes to an understanding of the text in which it appears.</p>

Procedures	Common Core Standards and Applications
<b>Step 4</b>	
<p>Tell students that they will look at two examples of what was produced at Mission San Gabriel: wheat and livestock. Project <b>Agricultural Production at Mission San Gabriel</b> (Visual Aid #6). (Note: Cover both tables and uncover as needed to discuss with students.) Tell students that you will first look at “Wheat Production” data from seven years of the Mission’s early history. Then you will look at the numbers of “Livestock” (cattle and sheep) that were raised at the mission. Introduce students to the term “fanega” using the <b>Word Wall Cards</b>. Explain that a “fanega” is a Spanish unit of volume, used mostly for dry goods, such as grains. A fanega is equal to about 1.5 U.S. bushels, or 12 gallons.</p> <p><b>Wheat</b></p> <p>Ask students to read the table and think about what events affected wheat production. Have students raise their hands to share their predictions about how these events might have influenced the wheat crop. Next, go over how the crop was actually affected by the event.</p> <p>1771: The wheat was planted without any irrigation. (<i>Very little wheat was planted or harvested.</i>)</p> <p>1773: More than 150 California Indians lived and worked at the mission. (<i>More wheat was planted than before.</i>)</p> <p>1775: The number of “fanegas” planted reached a new high. (<i>Wheat production increased to over 100 fanegas for the first time.</i>)</p> <p>1777: The wheat was irrigated. (<i>Wheat production increased.</i>)</p> <p>1795: More than 1,200 California Indians lived and worked at the mission. (<i>More wheat was planted than before.</i>)</p> <p>1807: At least 10 granaries were available for storing grains. (<i>Large amounts were planted and harvested.</i>)</p> <p>1821 and after: Climate conditions and soil fertility deteriorated. (<i>After wheat production was the highest ever, it dropped.</i>)</p> <p><b>Livestock</b></p> <p>Ask the following questions, take student responses, and reveal the correct answers.</p> <ul style="list-style-type: none"> <li>■ When did the mission have the highest number of cattle? (1829)</li> <li>■ When did the mission have the highest number of sheep? (1829)</li> <li>■ Did the number of cattle and sheep generally go up or down? (Up)</li> <li>■ What happened to the number of cattle after 1811? (<i>Their numbers greatly increased.</i>)</li> <li>■ Over the years, what happened to the number of horses compared to the number of cattle? (<i>After 1811, there was a larger difference between the number of horses compared to the number of cattle.</i>)</li> <li>■ Why were horses important in the raising of cattle? (<i>Cattle moved over a large, unfenced territory, and people needed to use horses to round them up. If there were not enough horses compared to cattle, then the cattle could not be caught.</i>)</li> </ul>	<p><b>L.4.6:</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases...</p> <p><b>RI.4.7:</b> Interpret information presented visually... (e.g., in charts, graphs, diagrams...) and explain how the information contributes to an understanding of the text in which it appears.</p> <p><b>SL.4.1:</b> Engage effectively in a range of collaborative discussions (...in groups, and teacher-led)..., building on others’ ideas and expressing their own clearly.</p> <p><b>Suggestion:</b> Have students respond in other ways, such as using individual whiteboards. To include more peer-peer interaction, allow students to share their answers in teams and pick one person from the team to report.</p>

Procedures	Common Core Standards and Applications
<b>Step 5</b>	
<p>Project <b>Mission San Gabriel in 1800</b> (Visual Aid #7). Encourage students to look closely at the painting and answer the following questions.</p> <ul style="list-style-type: none"> <li>■ What was the landscape around San Gabriel like? (<i>Dry and open, chaparral-covered mountains in the background with snow-covered peaks.</i>)</li> <li>■ Where were the agricultural fields? (<i>Cannot tell; not very close to the mission.</i>)</li> <li>■ What kind of houses did the California Indians live in? (<i>Houses of branches and grass</i>)</li> </ul> <p>Using the <b>Word Wall Cards</b>, define the term “natural systems.” Ask students to consider how additions to the mission over the decades (for example, added farm lands, more people living on the property) might have changed the natural systems in the surrounding area.</p>	<p><b>L.4.6:</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases...</p> <p><b>RI.4.7:</b> Interpret information presented visually... (e.g., in charts, graphs, diagrams...) and explain how the information contributes to an understanding of the text in which it appears.</p> <p><b>SL.4.1:</b> Engage effectively in a range of collaborative discussions (...in groups, and teacher-led)..., building on others’ ideas and expressing their own clearly.</p>
<b>Step 6</b>	
<p>Project <b>Native Plants and Natural Systems, Livestock and Natural Systems, Wild River, and Water Control and Natural Systems</b> (Visual Aids #8–11) one after the other, and read aloud the captions. Use the visual aids to prompt a discussion about how changing the economy of California from a hunter-gatherer economy to an agricultural economy changed the natural systems in different regions. Ask students the following guiding questions:</p> <ul style="list-style-type: none"> <li>■ How did agricultural plants influence natural systems? (<i>They were planted where native plants used to grow. They competed with and replaced native grasses. Without crop rotation or soil fertilization, much land had to be abandoned, to be reclaimed by nonnative species instead of native grasses and trees.</i>)</li> <li>■ How did mission livestock influence natural systems? (<i>Livestock, such as cattle and sheep, spread across the landscape. As their numbers increased, they moved further from the missions in search of grazing lands and food. They ate native plants, competed with wild deer and elk, eroded hillsides with their trails, polluted streams with their feces, and carried seeds from nonnative [European] weeds in their hooves and wool.</i>)</li> <li>■ How did the control of water influence natural systems? (<i>It changed the flow of natural streams and rivers, affected fisheries and other animals that lived in the habitat, and created still-water breeding areas for mosquitoes.</i>)</li> </ul>	<p><b>RI.4.7:</b> Interpret information presented visually... (e.g., in charts, graphs, diagrams...) and explain how the information contributes to an understanding of the text in which it appears.</p> <p><b>SL.4.1:</b> Engage effectively in a range of collaborative discussions (...in groups, and teacher-led)..., building on others’ ideas and expressing their own clearly.</p>

Procedures	Common Core Standards and Applications
<b>Step 7</b>	
<p>Tell students to turn to <b>The Effects of Mission Agriculture</b> (Student Workbook, page 9). Read the instructions to the class and work with students to come up with three ways in which the missions changed the environment and the effects of those changes on the land and waterways in California.</p> <p>Collect <b>Student Workbooks</b> and use <b>The Effects of Mission Agriculture</b> for assessment.</p>	<p><b>L.4.1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing...</p> <p><b>L.4.2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L.4.3:</b> Use knowledge of language and its conventions when writing...</p> <p><b>L.4.6:</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases...</p> <p><b>RI.4.1:</b> Refer to details and examples in a text...</p> <p><b>RI.4.3:</b> Explain events, procedures, ideas, or concepts in a historical...text...</p> <p><b>RI.4.5:</b> Describe...chronology, comparison, cause/effect, problem/solution)...of events...</p> <p><b>RI.4.7:</b> Interpret information presented visually...(e.g., in charts, graphs, diagrams...)...</p> <p><b>W.4.2:</b> Write informative/explanatory texts...</p> <p><b>W.4.4:</b> Produce clear and coherent writing...</p>

## Lesson 5: Changing Natural Systems

Student groups discuss how different agricultural practices changed the natural systems of California. They also consider the effects of these changes on the Franciscan missionaries and on the California Indians who lived in the regions around the missions.



Use this correlation in place of the **Procedures** on page 94 of the Teacher's Edition.

Procedures	Common Core Standards and Applications
<b>Vocabulary Development</b>	
<p>Use the <b>Dictionary</b> and the vocabulary <b>Word Wall Cards</b> to introduce new words to students as appropriate.</p>	<p><b>L.4.4c:</b> Consult reference materials (e.g., dictionaries, glossaries...)...to find the pronunciation and determine or clarify the precise meaning of key words and phrases...</p> <p><b>L.4.6:</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases...that are basic to a particular topic...</p> <p><b>RI.4.4:</b> Determine the meaning of general academic and domain-specific words or phrases...</p>
<b>Step 1</b>	
<p>Introduce and define the vocabulary terms “nonnative species” and “native species” using the <b>Word Wall Cards</b>. Ask students to name some native species in California. (<i>Oak trees, pine trees, deer, elk</i>) Remind students of the discussion at the end of Lesson 4 and ask, “Do you think cattle are native to California?” (<i>No, cattle were introduced to California and the rest of North America from elsewhere.</i>) Note that some of the effects from mission agriculture on natural systems were intentional, but many were not.</p>	<p><b>L.4.6:</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases...</p> <p><b>SL.4.1:</b> Engage effectively in a range of collaborative discussions (...in groups, and teacher-led)..., building on others’ ideas and expressing their own clearly.</p>
<b>Step 2</b>	
<p>Divide the class into six groups and explain that each group will read about and discuss a different scenario related to the introduction of agriculture in California. (<i>Note: Assign at least one high-level reader to each group.</i>) Tell students that the changes described in each scenario had effects on California’s natural systems and on the people who lived there, particularly the California Indians.</p>	<p><b>L.4.2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L.4.3:</b> Use knowledge of language and its conventions when writing...</p> <p><b>RI.4.1:</b> Refer to details and examples in a text...</p> <p><b>SL.4.1:</b> Engage effectively in a range of collaborative discussions (...in groups, and teacher-led)..., building on others’ ideas and expressing their own clearly.</p> <p><b>W.4.4:</b> Produce clear and coherent writing...</p>

Procedures	Common Core Standards and Applications
<b>Step 2 (Continued):</b>	
<p>Redistribute students' individual <b>Student Workbooks</b>. Tell them to turn to <b>Adobe Houses, Cattle, Far and Wide, Grain Crops, No Burning, Roads and Livestock, and Water Supply</b> (Student Workbook, pages 10–15). Assign one of the six scenarios to each group. Instruct the groups to read their assigned scenario and discuss the effects it would have had on the California Indians and on the Franciscan missionaries, respectively. Tell students that, after discussing the reading with their group, they should answer the questions below the reading. Explain that all group members should be prepared to discuss their group's topic and ideas. Give the groups 15 minutes to complete the task.</p>	<p><b>L.4.2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L.4.3:</b> Use knowledge of language and its conventions when writing...</p> <p><b>RI.4.1:</b> Refer to details and examples in a text...</p> <p><b>SL.4.1:</b> Engage effectively in a range of collaborative discussions (...in groups, and teacher-led)..., building on others' ideas and expressing their own clearly.</p> <p><b>W.4.4:</b> Produce clear and coherent writing...</p>
<b>Step 3</b>	
<p>When time is up, read aloud <b>Adobe Houses, Cattle, Far and Wide, Grain Crops, No Burning, Roads and Livestock and Water Supply</b>. As you read each selection, have students from the group which was assigned that reading share their "expert" opinions regarding the changes that mission agriculture brought to natural systems and to the resources upon which the California Indians relied. (<i>Note: An Answer Key and Sample Answers for Adobe Houses, Cattle, Far and Wide, Grain Crops, No Burning, Roads and Livestock, and Water Supply are provided on pages 97–102.</i>) After each group has shared their ideas, ask the class, "What choices did California Indians living near the missions have?" (<i>They could live at and work for the mission, relying on agricultural resources; they could stay at home with a smaller population, having difficulty finding the natural resources they needed because there were fewer exchanges between Indian groups; or, they could leave the area, but then they might come into conflict with another tribal group on whose lands they would be encroaching.</i>)</p>	<p><b>RF.4.4a:</b> Read on-level text with purpose and understanding.</p> <p><b>SL.4.1:</b> Engage effectively in a range of collaborative discussions (...in groups, and teacher-led)..., building on others' ideas and expressing their own clearly.</p>
<b>Step 4</b>	
<p>Tell students to turn to <b>Changes in Daily Life</b> (Student Workbook, page 16). Review the instructions with students and remind them to use specific examples from what they have learned. For example, perhaps they used to gather seeds from native grasses, and now those grasses are gone and nonnative weeds grow their place. If necessary, allow students to complete the writing assignment as homework.</p> <p>Collect <b>Student Workbooks</b> and use <b>Changes in Daily Life</b> for assessment.</p>	<p><b>L.4.2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L.4.3:</b> Use knowledge of language and its conventions when writing...</p> <p><b>RI.4.1:</b> Refer to details and examples in a text...</p> <p><b>Suggestion:</b> <i>Students should refer to specific sections in the text that supports their answers. Students can use sticky notes or underline the specific sections.</i></p> <p><b>SL.4.1:</b> Engage effectively in a range of collaborative discussions (...in groups, and teacher-led)..., building on others' ideas and expressing their own clearly.</p> <p><b>W.4.4:</b> Produce clear and coherent writing...</p>

## Lesson 6: The End of Hunting and Gathering

This lesson uses the contemporary example of Orange County's shift from agricultural to urban economy to further explore California's transition from the Indians hunter-gatherer society to an agricultural economy. In pairs, students complete a chart explaining the effects of this transition on natural systems and people.



## National Geographic Resources

- **Political** wall map

Use this correlation in place of the **Procedures** on page 108 of the Teacher's Edition.

Procedures	Common Core Standards and Applications
<b>Vocabulary Development</b>	
<p>Use the <b>Dictionary</b> and the vocabulary <b>Word Wall Cards</b> to introduce new words to students as appropriate.</p>	<p><b>L.4.4c:</b> Consult reference materials (e.g., dictionaries, glossaries...)...to find the pronunciation and determine or clarify the precise meaning of key words and phrases...</p> <p><b>L.4.6:</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases...that are basic to a particular topic...</p> <p><b>RI.4.4:</b> Determine the meaning of general academic and domain-specific words or phrases...</p>
<b>Step 1</b>	
<p>Call students' attention to the <b>Political</b> wall map and the lands that once belonged to Mission San Gabriel. Point out that the mission owned land reaching all the way to the coast. Also, draw students' attention to the location of the city of Anaheim, so they understand that this land was once a part of Mission San Gabriel.</p>	<p><b>RI.4.7:</b> Interpret information presented visually...(e.g., in charts, graphs, diagrams...) and explain how the information contributes to an understanding of the text in which it appears.</p>
<b>Step 2</b>	
<p>Distribute a <b>Student Edition</b> to each student. Tell students to turn to <b>California Connections: From Grapevines to Theme Parks</b> (Student Edition, pages 2–6). Give students time to silently reread the story. Ask students the following review questions. Allow them to refer to the story to find the answers.</p> <ul style="list-style-type: none"> <li>■ When German settlers first came to Anaheim, what did they grow? (<i>Grapes</i>)</li> <li>■ What crop later became the most successful in the area? (<i>Oranges</i>)</li> <li>■ What happened in the 1950s to change the basis of Anaheim's economy? (<i>Disneyland opened</i>)</li> <li>■ How did the natural environment in Orange County change? (<i>Large portions were paved over.</i>)</li> </ul>	<p><b>RF.4.4:</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>RI.4.1:</b> Refer to details and examples in a text...</p> <p><b>SL.4.1:</b> Engage effectively in a range of collaborative discussions (...in groups, and teacher-led)..., building on others' ideas and expressing their own clearly.</p> <p><b>Suggestion:</b> <i>Have students work in teams and assign each team a question. Remind students that when they share their responses they will need to cite text to support their position.</i></p>

Procedures	Common Core Standards and Applications
<b>Step 2 (Continued):</b>	
<ul style="list-style-type: none"> <li>■ Would it be possible to have orange groves as the focus of Orange County’s economy again? (<i>Probably not</i>)</li> <li>■ Why? (<i>The agricultural land is covered with freeways and houses.</i>)</li> </ul>	<p><b>RF.4.4:</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>RI.4.1:</b> Refer to details and examples in a text...</p> <p><b>SL.4.1:</b> Engage effectively in a range of collaborative discussions (...in groups, and teacher-led)..., building on others’ ideas and expressing their own clearly.</p> <p><b>Suggestion:</b> <i>Have students work in teams and assign each team a question. Remind students that when they share their responses they will need to cite text to support their position.</i></p>
<b>Step 3</b>	
<p>Review what students have learned about the earlier changes in California’s economy by asking the following questions:</p> <ul style="list-style-type: none"> <li>■ What kind of economy did California have when just the California Indians lived here? (<i>A hunter-gatherer economy</i>)</li> <li>■ When did it change? (<i>When Franciscan missionaries arrived in 1769.</i>)</li> <li>■ How did it change? (<i>The Franciscans introduced an agricultural economy.</i>)</li> <li>■ After California’s economy changed to an agricultural economy, was it possible to go back to a hunter-gatherer economy? (<i>No</i>)</li> <li>■ Why not? (<i>The natural environment had been changed, and the California Indians’ social systems had changed.</i>)</li> </ul>	<p><b>SL.4.1:</b> Engage effectively in a range of collaborative discussions (...in groups, and teacher-led)..., building on others’ ideas and expressing their own clearly.</p>
<b>Step 4</b>	
<p>Redistribute the students’ individual <b>Student Workbooks</b>. Tell them to turn to <b>Effects of California’s Changing Economy</b> (Student Workbook, page 17). Discuss the questions on the assignment with the class and fill in the first row of the chart together. (<i>Note: An Answer Key and Sample Answers for Effects of California’s Changing Economy are provided on page 110.</i>) Pair students and have them work together to complete the second row of their charts. Tell them to include at least five examples in each category. If time permits, have students share their answers for the second row of the chart with the rest of the class.</p> <p>Gather <b>Student Editions</b>.</p> <p>Collect <b>Student Workbooks</b> and use <b>Effects of California’s Changing Economy</b> for assessment.</p>	<p><b>L.4.2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L.4.3:</b> Use knowledge of language and its conventions when writing...</p> <p><b>SL.4.1:</b> Engage effectively in a range of collaborative discussions (...in groups, and teacher-led)..., building on others’ ideas and expressing their own clearly.</p> <p><b>W.4.4:</b> Produce clear and coherent writing...</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.4.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **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.
  - a) Read on-level text with purpose and understanding.
  - c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

#### 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.4.5:** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- **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.

#### 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.
  - d) Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- **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.

### Writing Standards

- **W.4.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **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.4.8:** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, paraphrase, and categorize information, and provide a list of sources.
- **W.4.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.