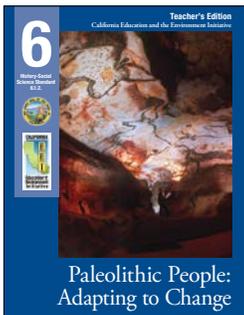




## TEACH COMMON CORE STANDARDS WITH THE EEI CURRICULUM

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

### 6.1.2.—Paleolithic People: Adapting to Change



Students learn about the hunter-gatherer societies of the Paleolithic period and identify the locations of prehistoric human communities. They provide examples of the factors that influenced early human migration and life in early human settlements. The unit begins with a lesson that explores the peoples that have come to and settled in California to the people who still migrate here to settle today. Students read about and discuss from where these people have come, how they traveled, and why. In the second lesson, students use and build upon their knowledge of physical geography and basic human needs to analyze why humans migrated to and settled in particular locations, and what their migration routes were. Lesson 3 introduces students to the Pleistocene epoch, which was the time of great ice ages on Earth. In the final lesson, students compare and contrast the lifestyles and cultures of three different Late Paleolithic peoples that occupied three very different regions on Earth. Students work in teams to learn about one of the three Paleolithic peoples and then share their “expertise” with other students in the class. To summarize their learning, students write about the similarities and differences of Paleolithic peoples living in various regions of the world, and their dependence on natural systems for survival.

LESSONS	COMMON CORE STANDARDS																	
	RI.6.1 and RH.6–8.1	RI.6.2 and RH.6–8.2	RI.6.3 and RH.6–8.3	RI.6.4 and RH.6–8.4	RI.6.5 and RH.6–8.5	RI.6.7 and RH.6–8.7	RI.6.8 and RH.6–8.8	RI.6.10 and RH.6–8.10	W.6.2 and WHST.6–8.2	W.6.6 and WHST.6–8.6	W.6.7 and WHST.6–8.7	W.6.10 and WHST.6–8.10	SL.6.1	SL.6.2	L.6.1	L.6.3	L.6.4	
California Connections		✓	✓	✓	✓	✓	✓											
1		✓		✓		✓		✓					✓	✓		✓	✓	✓
2	✓			✓		✓							✓		✓			✓
3		✓		✓		✓							✓	✓				✓
4	✓	✓		✓				✓	✓				✓					✓
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
- **RI:** Reading Standards for Informational Text
- **RH:** Reading Standards for Literacy in History/Social Studies
- **SL:** Speaking and Listening Standards
- **W:** Writing Standards
- **WHST:** Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

**Note:** Since each Common Core standard includes a breadth of skills, in this correlation, the portion of the standard description that is featured in the Common Core standards applications is cited, using “...” to indicate omitted phrases. For a list of the complete standard descriptions, please see the Common Core Reference Pages located on pages 16–17 of this document.

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

## A Note about Common Core Speaking and Listening Standards

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

- **Lesson 1:** Whole group, pairs
- **Lesson 2:** Whole group, small groups, individuals
- **Lesson 3:** Whole group, pairs
- **Lesson 4:** Whole group, small groups

## National Geographic Resources

- **Human Geography** wall map (Lesson 1)
- **Natural Regions** wall map (Lesson 1)

## Unit Assessment Options

Assessments	Common Core Standards Applications
<b>Traditional Assessment</b>	
<p>The traditional assessment is comprised of ten multiple-choice and four short-answer questions that assess students' achievement of the unit's learning objectives</p>	<p><b>RI.6.2</b> and <b>RH.6–8.2:</b> Determine a central idea of a text... provide a summary of the text...</p> <p><b>W.6.2</b> and <b>WHST.6–8.2:</b> Write informative/explanatory texts...</p>
<b>Alternative Assessment</b>	
<p>The alternative assessment asks students to recall important details about Paleolithic people, their migration out of the African continent and across the globe, and their ability to adapt to a variety of environments. Using this information, students create travel brochures.</p> <p><b>Suggestion:</b> Provide students with a sample of the rubric and brochure sample located in the Teacher's Edition, pages 24–25.</p> <p><b>Suggestion:</b> Students should take advantage of available technology and create a digital brochure.</p> <p><b>Tip:</b> Prepare materials, if needed, for a low technology brochure. Include: colored markers, construction paper, crayons or colored pencils, rulers.</p>	<p><b>RI.6.2</b> and <b>RH.6–8.2:</b> Determine a central idea of a text... provide a summary of the text...</p> <p><b>W.6.2</b> and <b>WHST.6–8.2:</b> Write informative/explanatory texts...</p> <p><b>W.6.6</b> and <b>WHST.6–8.6:</b> Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p><b>W.6.7</b> and <b>WHST.6–8.7:</b> Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>

# Lesson 1: Migration Mysteries

Students are introduced to theories regarding migration of early humans to the Americas and list the factors that most likely influenced Paleolithic people to move here long ago. Additionally, students will consider why people move and relocate to different areas in modern times, including California.



## National Geographic Resources:

- **Human Geography** wall map
- **Natural Regions** wall map

Use this correlation in conjunction with the **Procedures** located on pages 34–35 of the Teacher’s Edition. Only procedure steps with a Common Core correlation are included in the table below.

Student Tasks	Common Core Standards Applications
<p><b>Vocabulary Development:</b> For depth of understanding, vocabulary may be featured within the context of the unit instead of or in addition to the beginning of the lesson.</p> <p><b>Tip:</b> If <i>Dictionary Workbooks</i> need to be reused from year to year, students should not write in them.</p>	<p><b>L.6.4c:</b> Consult reference materials... to...determine [a word’s] meaning...</p> <p><b>RI.6.4 and RH.6–8.4:</b> Determine the meaning of words and phrases as they are used in a text...related to history/social studies.</p>
<p><b>Step 1:</b> Students share where they or their family members moved, and why they moved. On the board, make a list of the reasons why students and their families may have moved.</p> <p><b>Suggestion:</b> To provide additional writing opportunities, this activity can be completed as a quick-write.</p> <p><b>Suggestion:</b> This can also be done as a quick writing assignment, if desired.</p>	<p><b>L.6.1:</b> Demonstrate command of the conventions of standard English grammar and usage when...speaking.</p> <p><b>L.6.3:</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a) Vary sentence patterns for meaning, reader/ listener interest, and style.</p> <p><b>SL.6.1:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)...</p>
<p><b>Steps 2 and 3:</b> Project the <b>Natural Regions</b> and <b>Human Geography</b> wall maps. Have students explain why they think California has and continues to be a popular place for people to relocate.</p> <p>Read <i>California Connections: Waves of Migration</i> (Student Edition, pages 2–5) together and focus students on the groups of people and the reasons for why they came to California. Students create a list that identifies the groups of people and the reasons they came.</p> <p><b>Suggestion:</b> Provide students with the list of groups of people to help scaffold the activity.</p> <p><b>Suggestion:</b> Refer to the <i>Reading California Connections Using a Common Core Reading and Writing Focus</i> on pages 11–15 to view specific suggestions for integrating Common Core standards while reading the selection not only for content, but for text structure as well.</p>	<p><b>RI.6.2:</b> Determine a central idea of a text and how it is conveyed through particular details...</p> <p><b>RI.6.4 and RH.6–8.4:</b> Determine the meaning of words and phrases as they are used in a text...history/social studies.</p> <p><b>RI.6.7 and RH.6–8.7:</b> Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p><b>RI.6.10 and RH.6–8.10:</b> ...read and comprehend history/social studies texts...independently and proficiently.</p>

Student Tasks	Common Core Standards Applications
<p><b>Step 4:</b> Project <b>Migration Routes to the Americas</b> (Visual Aid #1) and trace migration routes of people between North and South America.</p>	<p><b>RI.6.7 and RH.6–8.7:</b> Integrate information presented in different media or formats...to develop a coherent understanding of a topic or issue.</p>
<p><b>Step 5:</b> Students review the <b>Paleolithic Events Timeline</b> (Student Edition, pages 6–8) and complete <b>What I Know About Paleolithic People</b> (Student Workbook, pages 2–3).</p> <p><b>Suggestion:</b> Provide students an opportunity to pair/share their responses before turning in the sheet as an exit ticket.</p> <p><b>Tip:</b> If <b>Student Workbooks</b> need to be reused from year to year, students should not write in them. Some strategies teachers use to preserve the workbooks are:</p> <ul style="list-style-type: none"> <li>■ Have students use binder paper or other lined or unlined paper</li> <li>■ Have students use a sheet protector over the page and write with a whiteboard marker</li> <li>■ Do together as a class on a projector or chart paper</li> <li>■ Project the digital fill-in version and do together as a class</li> <li>■ Students use digital devices to fill in the digital version found on the website.</li> <li>■ Make student copies when necessary</li> </ul>	<p><b>RI.6.2 and RH.6–8.2:</b> Determine a central idea of a text...; provide a summary of the text distinct from personal opinions or judgments.</p> <p><b>RI.6.7 and RH.6–8.7:</b> Integrate information presented in different media or formats...to develop a coherent understanding of a topic or issue.</p> <p><b>W.6.10 and WHST.6–8.10:</b> Write routinely over...shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

## Lesson 2: Where the People Were

Students identify the population concentrations of early hominids, using maps to compare Early and Late Paleolithic sites. Students are introduced to environmental factors that influenced the settlement of early human communities in a variety of environments.



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

Student Tasks	Common Core Standards Applications
<p><b>Vocabulary Development:</b> For depth of understanding, vocabulary may be featured within the context of the unit instead of or in addition to the beginning of the lesson.</p>	<p><b>L.6.4c:</b> Consult reference materials... to...determine [a word’s] meaning...</p> <p><b>RI.6.4 and RH.6–8.4:</b> Determine the meaning of words and phrases as they are used in a text...related to history/ social studies.</p>
<p><b>Steps 1 and 2:</b> Students recall information about the influences on humans to migrate by reviewing <b>California Connections: Waves of Migration</b> (Student Edition, pages 2–5). Students are redirected to <b>Paleolithic Events Timeline</b> (Student Edition, pages 6–8) to identify the locations where Paleolithic people moved and settled. Discuss how archaeologists use artifacts and fossils as evidence for their conclusions.</p> <p><b>Tip:</b> <i>Students may have never seen an artifact or fossil. There are many websites and local colleges that provide students with access to exhibits. One site to visit is National Geographic’s site: <a href="http://science.nationalgeographic.com/science/archaeology">http://science.nationalgeographic.com/science/archaeology</a></i></p>	<p><b>RI.6.1:</b> Cite textual evidence to support... what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RI.6.7 and RH.6–8.7:</b> Integrate information presented in different media or formats...to develop a coherent understanding of a topic or issue.</p> <p><b>SL.6.2:</b> Interpret information presented in diverse...formats...and explain how it contributes to a topic, text, or issue under study.</p>
<p><b>Steps 3 and 4:</b> Students work with partners to complete <b>Paleolithic Migration Routes and Settlements</b> (Student Workbook, page 4) using a key that correlates to different information on their maps.</p> <p>Project <b>Paleolithic Settlements</b> (Visual Aid #2) while students open to <b>Early/Lower Paleolithic Settlements</b> (Student Edition, page 9) to plot and name the location of early Paleolithic settlements.</p> <p>Finally, project <b>Late/Upper Paleolithic Settlements</b> (Visual Aid #3) while students turn to <b>Late/Upper Paleolithic Settlements</b> (Student Edition, page 10). They plot locations of later settlements and draw rectangles around these modern locations on their map.</p> <p><b>Suggestion:</b> <i>Complete this activity over a couple of days to allow students time to analyze and understand the information they are creating. Before starting each new map, have students summarize in a quick-write the information they can find in the map.</i></p>	<p><b>RI.6.7 and RH.6–8.7:</b> Integrate information presented in different media or formats...to develop a coherent understanding of a topic or issue.</p> <p><b>SL.6.2:</b> Interpret information presented in diverse...formats...and explain how it contributes to a topic, text, or issue under study.</p>

Student Tasks	Common Core Standards Applications
<p><b>Step 5:</b> Students draw migration routes in red colored pencil on their maps while viewing <b>Paleolithic Migration Routes and Settlements</b> (Student Edition, page 11) and <b>Paleolithic Migration Routes and Settlements</b> (Visual Aid #3). Students are asked questions about their completed maps with regard to terrain, commonality, location, etc. They make inferences based on their background knowledge and their map evidence.</p> <p><b>Suggestion:</b> <i>As students prepare to leave, pose the question, “What was the global event that was happening that affected where humans traveled and settled?” Have students share their responses prior to starting the next step, and provide evidence to support their line of reasoning.</i></p>	<p><b>RI.6.7</b> and <b>RH.6–8.7:</b> Integrate information presented in different media or formats...to develop a coherent understanding of a topic or issue.</p>
<p><b>Step 6:</b> Students complete <b>Where the People Were</b> (Student Workbook, page 5), using the information on <b>Paleolithic Migration Routes and Settlements</b> and the <b>Paleolithic Events Timeline</b>.</p> <p><b>Suggestion:</b> <i>This step may be completed in small groups or as an individual assessment.</i></p>	<p><b>RI.6.1:</b> Cite textual evidence to support... what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RI.6.7</b> and <b>RH.6–8.7:</b> Integrate information presented in different media or formats...to develop a coherent understanding of a topic or issue.</p> <p><b>W.6.10</b> and <b>WHST.6–8.10:</b> Write routinely over...shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

## Lesson 3: Responding to Change

Students examine maps depicting the climate zones on Earth and the extent of glacial coverage during glacial and interglacial periods of the Pleistocene epoch. They discuss the effect of climate on Paleolithic peoples and consider the relationship between climate change and early human migrations and settlement.



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

Student Tasks	Common Core Standards Applications
<p><b>Vocabulary Development:</b> For depth of understanding, vocabulary may be featured within the context of the unit instead of or in addition to the beginning of the lesson.</p>	<p><b>L.6.4c:</b> Consult reference materials... to...determine [a word’s] meaning...</p> <p><b>RI.6.4 and RH.6–8.4:</b> Determine the meaning of words and phrases as they are used in a text...related to history/ social studies.</p>
<p><b>Steps 1–3:</b> Prior knowledge from Lessons 1 and 2 is activated, with the teacher asking questions about migration routes, settlements, and locations.</p> <p>Inquire about student’s knowledge of climate and climate change. Project <b>Earth’s Climate Zones</b> (Visual Aid #5.) Students describe in their own words the various climate zones on Earth. Give students a description of the Pleistocene epoch. Discuss the characteristics of climate zones best suited for survival of living things. Project <b>Map of Pleistocene Ice</b> (Visual Aid #6) and continue discussion on the duration of the ice age, and the behaviors of ice. Compare Visual Aid #6 with Visual Aid #7, <b>Map of Present Day Ice</b>.</p>	<p><b>RI.6.7 and RH.6–8.7:</b> Integrate information presented in different media or formats...to develop a coherent understanding of a topic or issue.</p> <p><b>SL.6.1d:</b> Review the key ideas expressed and demonstrate understanding... through reflection and paraphrasing.</p>
<p><b>Steps 4 and 5:</b> Students read from <b>Paleolithic Events Timeline</b> (Student Edition, pages 6–8). They read about the alternating geologic and anthropologic events on the timeline in chronological order from the Paleolithic period through the beginning of the Holocene epoch. Display and review information gained through Visual Aids #2–3 and 6–7. Students infer, how the Pleistocene climate may have affected human migration and settlement.</p> <p>Students turn to <b>Paleolithic Migration Routes and Settlements</b> (Students Workbook, page 4) while discussing how the dramatic changes in ocean levels affected migration routes of animals and early humans.</p>	<p><b>RI.6.2 and RH.6–8.2:</b> Determine...a central idea of a text...; provide a summary of the text distinct from personal opinions or judgments.</p> <p><b>RI.6.7 and RH.6–8.7:</b> Integrate information presented in different media or formats...to develop a coherent understanding of a topic or issue.</p>
<p><b>Step 6:</b> Students complete the graphic organizer, <b>Climate, Migration, and Settlement</b> (Student Workbook, page 6).</p> <p><b>Suggestion:</b> <i>The graphic organizer may also be used as a summative assessment.</i></p>	<p><b>RI.6.2 and RH.6–8.2:</b> Determine a central idea of a text...; provide a summary of the text distinct from personal opinions or judgments.</p> <p><b>W.6.10 and WHST.6–8.10:</b> Write routinely over...shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

## Lesson 4: Adapting to New Places

Students review what they know about how Paleolithic people lived and accomplished tasks. Then, in small groups, they read information about different Late Paleolithic cultures and complete a diagram that compares and contrasts the people's resource use and dependence on their environment.



Use this correlation in conjunction with the **Procedures** located on pages 76–77 of the Teacher’s Edition. Only procedure steps with a Common Core correlation are included in the table below.

Student Tasks	Common Core Standards Applications
<p><b>Vocabulary Development:</b> For depth of understanding, vocabulary may be featured within the context of the unit instead of or in addition to the beginning of the lesson.</p>	<p><b>L.6.4c:</b> Consult reference materials... to...determine [a word’s] meaning...</p> <p><b>RI.6.4 and RH.6–8.4:</b> Determine the meaning of words and phrases as they are used in a text...related to history/social studies.</p>
<p><b>Step 1:</b> Students review <b>What I Know About Paleolithic People</b> (Student Workbook, pages 2–3). Guided questions are asked to prepare students for Step 2.</p>	<p><b>RI.6.2 and RH.6–8.2:</b> Determine a central idea of a text...; provide a summary of the text distinct from personal opinions or judgments.</p> <p><b>SL.6.1:</b> Engage effectively in... discussions..., building on others’ ideas and expressing their own clearly.</p>
<p><b>Steps 2 and 3:</b> Students “jigsaw” read. They focus on one of three major groups of the Late Paleolithic people from different areas. They study the area with their “expert” group for 20 minutes, then reassemble into triads (paired with 2 others from different groups) to teach the other members about their groups of Paleolithic people.</p> <p>Group 1: Late Paleolithic of East Africa (Student Edition, pages 12–13)</p> <p>Group 2: Late Paleolithic of Middle East (Student Edition, pages 14–15)</p> <p>Group 3: Late Paleolithic of Eastern Europe (Student Edition, pages 16–17)</p> <p>All groups use <b>Notes on Late Paleolithic People</b> (Student Workbook, pages 7–8).</p> <p><b>Suggestion:</b> To extend the Common Core Connection, have students identify the text that supports their interpretation of the reading selection with post-it notes or underlining. Have students record their thoughts to prepare for the next section.</p>	<p><b>RI.6.1:</b> Cite...evidence...</p> <p><b>RI.6.2 and RH.6–8.2:</b> Determine a central idea of a text...; provide a summary of the text distinct from personal opinions or judgments.</p> <p><b>RI.6.10 and RH.6–8.10:</b> ...read and comprehend history/social studies texts...independently and proficiently.</p> <p><b>W.6.2 and WHST.6–8.2:</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>b) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p>

Student Tasks	Common Core Standards Applications
<p><b>Step 4:</b> Triads share their “expert” knowledge with members from the two other groups. Using <b>Compare Late Paleolithic Cultures</b> (Students Workbook, pages 9–10), they will compare and contrast and log information on a Venn Diagram.</p>	<p><b>SL.6.1:</b> Engage effectively in... discussions..., building on others’ ideas and expressing their own clearly.</p> <p><b>W.6.2</b> and <b>WHST.6–8.2:</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>
<p><b>Step 5:</b> Students demonstrate their knowledge by writing a paragraph on <b>Comparing Late Paleolithic Cultures</b> (Student Workbook, page 10). Assessment may be used from pages 9 and 10 of <b>Comparing Late Paleolithic Cultures</b>.</p>	<p><b>W.6.2:</b> Write informative/explanatory texts...organizing ideas...compare and contrast...</p>

## Unit Assessment

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

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

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

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

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

### Writing

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

### Using the *California Connections* Selection

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

## California Connections: Waves of Migration



Humans have been migrating across the globe for tens of thousands of years. Some people migrate to a place for a short time. They may move somewhere for a winter or summer season. Others move somewhere once and stay. Still others migrate many times during their lives.

If you live in California today, chances are that you, your parents, or your grandparents were born somewhere else. Your family may have migrated here from another state or another country. They may have come here in the 1950s, 1960s, 1970s, or even more recently.

In 2008, there were more people living in California than in any other state. Our state has many different kinds of people. It is the most diverse population in the country. There are over 200 languages spoken and read by the people who live here. Some of these languages are very old. They were the first languages used by the California Indians, who still speak them today.

### Migration Mysteries

When did people first migrate to our state? Where did they come from? Who were they? Scientists look for these answers by studying bones and objects that people used long ago. They try to learn as much as they can from the past to solve the mystery of who the first Californians were, and how they came to live here.

We know now that the first humans lived in Africa. Many thousands of years ago, they began to migrate. They first moved into Asia around 50,000–75,000 years ago. Later, some groups of people moved to the Middle East and settled there. Other groups kept moving. Some of these people made it to Australia. Five thousand years later, people settled in Europe and Siberia. When did people first come to the Americas? How did they get here? No one knows for sure.



Sign at border welcoming drivers to California

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

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

**RI.6.4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

**Suggestion:** Discuss how the author uses the questions to help the reader focus on important information in the text. Have students answer the questions orally as they read.

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

- Migrate

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

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

**Suggestion:** Discuss how the Gold Gate Bridge serves as a symbol to immigrants arriving on the West Coast in modern day society.

**RI.6.8:** Trace and evaluate the argument and specific claims in a text...

California Connections: Waves of Migration  
Lesson 1 | page 2 of 4



Sailing out of San Francisco

For many years, scientists thought there was only one way that humans could have reached the Americas: by walking from Asia across a bridge of land. This "bridge" appeared about 13,000 years ago. It formed when there were many glaciers, and the sea level was low. It was so low that new land was uncovered. This land connected Asia to Alaska at a place now known as the Bering Strait. After making the crossing, humans moved south. They hunted new animals and gathered strange new plants. Over the years, they populated many new areas.

**Reading the Fossil Record**  
In the last few years, scientists have begun to tell a new migration story. Fossil evidence shows that humans were living in the Americas earlier than first thought. Scientists recently found ancient human bones in Chile. Their discovery showed that humans were in South America around the same time the land bridge appeared. How could the people walk from the

Bering Strait to Chile so fast? This is one of the questions scientists could not answer. They began to wonder if humans migrated in boats, as well as on foot.

Are California Indians related to these early travelers? Did they migrate to California from Asia? There is some evidence that they did, but no one really knows. When the Russians and Spanish arrived on the West coast almost 500 years ago, they were greeted by diverse groups of people. These people had been living in California for thousands of years. They spoke many different languages that could be traced to an ancient past.

A few people from Spain settled in California in the 1700s. Some of them lived and worked in the Spanish missions. Others worked in and around the Spanish forts. Mexico gained independence from Spain in the early 1800s. After that, many Mexican and United States citizens migrated to California. They built large ranchos and farms. These people ranched and farmed the beautiful coastal areas and fertile inland valleys.

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**RI.6.4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

**Suggestion:** Discuss how the author uses the questions to help the reader focus on important information in the text.

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

- Ancient
- Land bridge
- Forts

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



Abandoned farm, Owens Valley, California

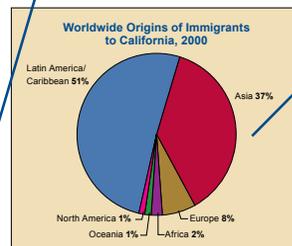
The first large wave of migration to California happened in 1849 and 1850. These were the years of the Gold Rush. Thousands of people came to California from other parts of the country and from all over the world. Most of them wanted to find gold. Others came to start businesses. Still others came to build roads and towns. Most of these people stayed and made California their permanent home.

**Moving to the Golden State**

After California became part of the United States in 1850, people from Asia again migrated to the west coast of North America. Some had come during the Gold Rush, but most came during the 1860's. They were looking for jobs and to start their own businesses. Many of these people worked in mines, for railroad companies, and in the agricultural industry. Others worked in the fishing industry. In the cities, many Chinese and Japanese people owned shops, restaurants, and hotels.

The United States entered the Great Depression in the 1930s, when the stock market and the economy "crashed." One-third of all Americans could not find work. Farmers in the middle of the country also struggled. It was hard to make a living. In certain areas, crops withered and nothing new would grow. Soil dried and blew away in dangerous dust storms.

The plains of the Midwest became known as the "Dust Bowl." When the farmers and others who could not find work heard about life in California, they wanted to move. Almost 400,000 people from the Midwest and eastern United States left their homes during that time. They came to work in the orchards and fields. This was the second big wave of migration to California.



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

**Suggestion:** Analyze the graph and discuss how the inclusion of the graph supports the text and provides additional information.

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

**Suggestion:** Make connections to the timeline of events that influenced immigration.

**Suggestion:** The length of this reading passage makes it an ideal passage for 'close reading'. Have students read first for first impressions. Students re-read looking for vocabulary. The third reading requires students to identify the use of graphics to support the text. Students read a final time looking for claims made by the author.

**RI.6.5: ...Analyze the use of text features (e.g., graphics, headers, captions) in popular media. CA**

California Connections: Waves of Migration  
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Chinese immigrants arriving in San Francisco, 1877

In the 1940s, World War II brought more people to California. The government built several military bases throughout the state. Soldiers came from all over the country. They trained and lived on the bases. Some of them brought their families with them. California companies also were busy during the war. Thousands of women and men came to work in factories that built ships, weapons, and manufactured supplies for the troops.

By that time, the entertainment business had also made its home in California. Actors, musicians, and comics migrated to Hollywood. They hoped to be “discovered” and to become stars in film and television, or as recording artists. Of course, all of these entertainers did not become famous. Many of them found other jobs, bought homes, and made new lives in our state.

**Endless Waves**

Migration has continued—non-stop—since World War II. More than two million people have moved to California in the last ten years alone. People came to design and build rockets for the aerospace industry. They came to design software or to build computers. Some came to drill for oil or gas; others to find new forms of energy from the Sun and wind. Some people came to build houses and schools. Many people came to work in agriculture. People came to California for every reason you can imagine. They migrated here, and most of them stayed.

California’s climate, rich soil, vast forests, mineral deposits, grasslands, and stunning natural beauty have drawn humans to this land for thousands of years. People will continue to migrate here, and to enjoy the state’s rich natural resources. In a way, California’s people have also become an important resource. Our combined experience, knowledge, and wisdom are worth more than gold. This valuable diversity can help us meet challenges and seize opportunities, now and in the future.

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

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

### California Common Core State Standards Descriptions

#### Language Standards

- **L.6.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.6.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - a) Vary sentence patterns for meaning, reader/ listener interest, and style.\*
- **L.6.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.
  - c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

#### Reading Standards for Informational Text

- **RI.6.1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RI.6.2:** Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **RI.6.3:** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- **RI.6.4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. **(See grade 6 Language standards 4–6 for additional expectations.) CA**
- **RI.6.5:** Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. **Analyze the use of text features (e.g., graphics, headers, captions) in popular media. CA**
- **RI.6.7:** Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- **RI.6.8:** Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
- **RI.6.10:** By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

#### Speaking and Listening Standards

- **SL.6.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly.
  - d) Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- **SL.6.2:** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

### Writing Standards

- **W.6.2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
  - b) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- **W.6.6:** Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
- **W.6.7:** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- **W.6.10:** 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.

### Reading Standards for Literacy in History/Social Studies

- **RH.6–8.1:** Cite specific textual evidence to support analysis of primary and secondary sources.
- **RH.6–8.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- **RH.6–8.3:** Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
- **RH.6–8.4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- **RH.6–8.7:** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- **RH.6–8.8:** Distinguish among fact, opinion, and reasoned judgment in a text.
- **RH.6–8.10:** By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

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

- **WHST.6–8.2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
- **WHST.6–8.6:** Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
- **WHST.6–8.7:** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- **WHST.6–8.10:** Write routinely over extended time frames (time for 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.