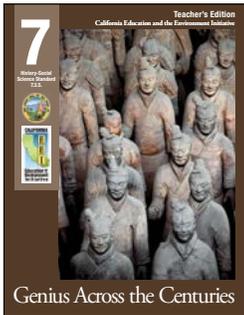




TEACH COMMON CORE STANDARDS WITH THE EEI CURRICULUM

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.

7.3.5.—Genius Across the Centuries



In this unit, students explore the influence of selected Chinese inventions on the natural and human systems of medieval China, and how these inventions are still used today to meet human needs. They begin with a study of an iconic American invention—blue jeans—and move on to the ancient inventions of tea, paper-making and printing, the compass, and gunpowder. As students work through the lessons in this unit, they explore the natural regions of ancient China to find the sources of these inventions. They then study the methods used to extract, harvest, and transport resources associated with the inventions. Students trace the influence of these discoveries on human social systems in China during the Middle Ages, the diffusion of the inventions throughout the world, and how the inventions continue to meet the needs of modern society.

		RH.6–8.1	RH.6–8.1	RH.6–8.2	RH.6–8.4	RH.6–8.5	RH.6–8.7	RH.6–8.8	RST.6–8.7	WHST.6–8.1	WHST.6–8.2	WHST.6–8.4	WHST.6–8.6	WHST.6–8.7	WHST.6–8.9	WHST.6–8.10	SL.7.1	SL.7.4	L.7.4
LESSONS	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
- **RH:** Reading Standards for Literacy in History/Social Studies
- **RST:** Reading Standards for Literacy in Science and Technical Subjects
- **SL:** Speaking and Listening 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 20–21 of this document.

A Note about Common Core Speaking and Listening Standards

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

- **Lesson 1:** Whole class, pairs
- **Lesson 2:** Whole class, 5 groups
- **Lesson 3:** Whole class, 5 groups, individual
- **Lesson 4:** Whole class, 5 groups
- **Lesson 5:** Whole class, 5 groups
- **Lesson 6:** Whole class, 5 groups

National Geographic Resources

No maps or posters are used with this unit.

Unit Assessment Options

Assessments	Common Core Standards Applications
Traditional Assessment	
<p>Students answer 10 multiple-choice questions about information from the unit, then they complete 7 short-answer questions about how Chinese inventions influenced natural systems and world history.</p>	<p>RH.6–8.2: Determine the central ideas or information of a primary or secondary source...</p> <p>WHST.6–8.2b: Develop the topic with relevant, well-chosen facts, definitions, concrete details,...or other information and examples.</p>
Alternative Assessment	
<p>Students prepare questions about a Chinese invention on the Inventions Game worksheet in order to play a quiz-show format game demonstrating their knowledge of Chinese inventions.</p>	<p>RH.6–8.2: Determine the central ideas or information of a primary or secondary source...</p> <p>SL.7.1: Engage effectively in a range of collaborative discussions...with diverse partners..., building on others' ideas and expressing their own clearly.</p> <p>c) Pose questions that elicit elaboration and respond to others' questions and comments with relevant...ideas...</p> <p>SL.7.4: Present claims and findings (e.g., argument, narrative, summary presentations), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. CA</p> <p>WHST.6–8.9: Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST.6–8.10: Write routinely over...shorter time frames (a single sitting or a day or two) for a range of disciplinespecific tasks, purposes, and audiences.</p>

Lesson 1: Inventing the Standard

Students read about the invention of blue jeans and their influence on American life and the fashion industry. They complete a flowchart with information from the reading and are introduced to five important Chinese inventions of the Middle Ages.



Use this correlation in conjunction with the **Procedures** located on page 32 of the Teacher’s Edition. Only procedure steps with a Common Core correlation are included in the table below.

Student Tasks	Common Core Standards Applications
<p>Vocabulary Development: For depth of understanding, vocabulary may be featured within the context of the unit instead of or in addition to the beginning of the lesson.</p>	<p>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.</p>
<p>Steps 2 and 3: In pairs, students read <i>California Connections: The First Jeans</i> (Student Edition, pages 2-5) and complete four informational sections on their Blue Jeans Flowchart (Visual Aid #1).</p> <p>Tip: Download Visual Aids from http://californiaeei.org for easy access during the lesson.</p> <p>Suggestion: Refer to the <i>Reading California Connections Using a Common Core Reading and Writing Focus</i> on pages 15–19 to view specific suggestions for integrating Common Core standards while reading this selection not only for content, but for text structure as well.</p> <p>Suggestion: Students should identify new vocabulary in the reading selection and discuss them during the reading. One way to do this is to have students read in small groups to allow for discussion, then have students re-read the selection independently.</p>	<p>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.</p> <p>SL.7.1: Engage effectively in a range of collaborative discussions...with diverse partners..., building on others’ ideas and expressing their own clearly.</p>
<p>Steps 4 and 5: Project each of the Scenes from Medieval China: Tea; Paper and Printmaking; The Compass and Shipbuilding; Iron and Steel; and Gunpowder (Visual Aids #2–6) with the titles covered. Ask students to identify each invention and speculate on the ways these inventions are like Levi’s blue jeans. Discuss what the world would be like if these things were never invented. List discussion points on the board.</p> <p>Tip: Students may be unfamiliar with some of these materials in their raw form, or why China had such a key role in making the raw materials usable. Discuss the materials and processes needed for each of the inventions in the pictures. For example, Chinese tea is unique due to the ancient processing techniques used.</p>	<p>SL.7.1: Engage effectively in a range of collaborative discussions...with diverse partners..., building on others’ ideas and expressing their own clearly.</p>

Lesson 2: Going to the Source

Students observe illustrations involving five important Chinese inventions and make predictions about what social and material needs these inventions met. In groups, they begin to research one of the five inventions and report on the sources of the raw materials used in each.

Session 1

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

Student Tasks	Common Core Standards Applications
<p>Vocabulary Development: For depth of understanding, vocabulary may be featured within the context of the unit instead of or in addition to the beginning of the lesson.</p>	<p>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.</p>
<p>Step 2: Students identify different regions on China’s Natural Regions (Visual Aid #7) and predict which natural resources were used and valued by the Chinese people. <i>Tip:</i> Describe the difference between natural regions and regions defined by political boundaries.</p>	<p>RH.6–8.7: Integrate visual information... with other information in print and digital texts.</p>
<p>Steps 3 and 4: Using the Student Edition, groups work together to read about the needs that led to the invention that has been assigned to them, the resources used to make each invention, and where the Chinese people got those resources. They fill in information in the top right-hand box of My Invention Flowchart. When they have filled in their own piece of the flowchart, one group member copies the information on Part 1: Group Invention Flowchart. <i>Suggestion:</i> To add coverage of standard RH.6–8.1, have students underline (or label with sticky notes) the sections used to create their flowchart.</p>	<p>RH.6–8.1: Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>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.</p> <p>RST.6–8.7: Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart,...).</p> <p>SL.7.1: Engage effectively in a range of collaborative discussions...building on others’ ideas and expressing their own clearly.</p>

Session 2

Use this correlation in conjunction with the **Procedures** located on page 50 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>Steps 1–3: Students continue reading and filling in Group Invention Flowchart. Students use a Chinese Provinces Spelling Guide to assist with spelling and pronunciation of areas on the China’s Natural Regions poster.</p>	<p>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.</p> <p>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.</p> <p>RH.6–8.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>WHST.6–8.2: Write informative/explanatory texts, including...technical processes.</p> <p>WHST.6–8.7: Conduct short research projects to answer a question...drawing on several sources...</p> <p>WHST.6–8.9: Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST.6–8.10: 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>
<p>Step 4: Students share one location on China’s Natural Regions poster from which resources for their invention came.</p> <p>Suggestion: <i>Before gathering the student readers, refer back to the map and have students explain how the information from the map and the reader text work together to help readers understand the main ideas and details.</i></p>	<p>RH.6–8.7: Integrate visual information... with other information in print and digital texts.</p>

Lesson 3: Getting and Making Things

Students read about how the invention they are studying was made and used. They record their findings individually, and each group presents a “How To” explanation about their invention to the class.



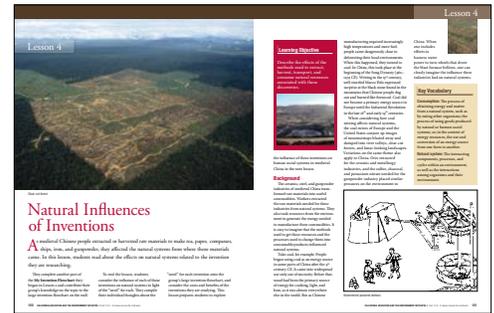
Use this correlation in conjunction with the **Procedures** located on pages 86–87 of the Teacher’s Edition. Only procedure steps with a Common Core correlation are included in the table below.

Student Tasks	Common Core Standards Applications
<p>Vocabulary Development: For depth of understanding, vocabulary may be featured within the context of the unit instead of or in addition to the beginning of the lesson.</p>	<p>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.</p>
<p>Step 2: Using the Student Edition, students finish reading The Facts About: _____ . In groups, students make a list of materials and tools needed for their invention. Each student will complete How to Make _____ Manual.</p> <p>Suggestion: To cover standard WHST.6–8.6, students can create the How to Make _____ Manual using online collaborative tools to create a digital manual including the same information as found on the worksheets.</p>	<p>RH.6–8.2: Determine the central ideas or information;...provide an accurate summary...</p> <p>RH.6–8.7: Integrate visual information... with other information in print and digital texts.</p> <p>SL.7.1: Engage effectively in a range of collaborative discussions...building on others’ ideas and expressing their own clearly.</p> <p>WHST.6–8.2: Write informative/explanatory texts, including...technical processes.</p> <p>WHST.6–8.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p>WHST.6–8.7: Conduct short research projects to answer a question...drawing on several sources...</p> <p>WHST.6–8.9: Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST.6–8.10: 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>

Student Tasks	Common Core Standards Applications
<p>Steps 3 and 4: In pairs, students share their findings from the How to Make _____ Manual. Students answer a series of questions to gauge learning:</p> <ul style="list-style-type: none"> ■ What resources did you hear in these reports that were common to many (or all) of them? ■ Were there any methods of extracting or transporting these raw materials that were similar? ■ Did you hear any similarities in the way that people made, or processed, these inventions? <p>Suggestion: <i>Have students cite the text or presentation sections that support their answers.</i></p>	<p>RH.6–8.1: Cite specific textual evidence to support analysis...</p> <p>SL.7.4: Present claims and findings (e.g., argument, narrative, summary presentations), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. CA</p>
<p>Step 5: For homework, students use My Invention Flowchart to describe what the “need” for their invention was. They will use this to share with the class during the next class period.</p>	<p>RH.6–8.2: Determine the central ideas or information;...provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>WHST.6–8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.6–8.9: Draw evidence from informational texts to support analysis reflection, and research.</p>

Lesson 4: Natural Influences of Inventions

Students read about influences on the natural systems of medieval China as they relate to the making or use of the invention they are studying, discuss the influences, and record them on a flowchart. The class also discusses the “need” for each invention or innovation.



Use this correlation in conjunction with the **Procedures** located on pages 104–105 of the Teacher’s Edition. Only procedure steps with a Common Core correlation are included in the table below.

Student Tasks	Common Core Standards Applications
<p>Vocabulary Development: For depth of understanding, vocabulary may be featured within the context of the unit instead of or in addition to the beginning of the lesson.</p>	<p>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.</p>
<p>Steps 1 and 2: Students engage in a teacher-led group discussion about how natural regions and natural systems are related.</p>	<p>SL.7.1: Engage effectively in a range of collaborative discussions...with diverse partners..., building on others’ ideas and expressing their own clearly.</p> <p>SL.7.4: Present claims and findings... emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples.</p>
<p>Step 3: In their groups, students continue reading The Facts About: _____—specifically, the section titled “The Influence of _____ on Natural Systems.” Students fill in the “On Natural Systems” portion of My Invention Flowchart and Part 2: Group Invention Flowchart.</p>	<p>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.</p> <p>RH.6–8.7: Integrate visual information... with other information in print and digital texts.</p> <p>WHST.6–8.2: Write informative/explanatory texts, including...technical processes.</p> <p>WHST.6–8.7: Conduct short research projects to answer a question...drawing on several sources...</p> <p>WHST.6–8.9: Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST.6–8.10: 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>

Student Tasks	Common Core Standards Applications
<p>Steps 5–7: Students engage in a discussion of findings from Part 2: Group Invention Flowchart. Students discuss the costs that the new inventions brought to the people of China and whether the costs outweighed the benefits.</p> <p>Suggestion: <i>Students should use the resources they created in addition to the text to support their answers.</i></p>	<p>RH.6–8.1: Cite specific textual evidence to support analysis...</p> <p>RH.6–8.8: Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>WHST.6–8.1: Write arguments focused on discipline-specific content.</p> <p>b) Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>SL.7.1: Engage effectively in a range of collaborative discussions...with diverse partners..., building on others' ideas and expressing their own clearly.</p>

Lesson 5: Social Influences of Inventions

Students read about the influence of important inventions on life in medieval China and identify the social systems affected by each. They then complete the last part of a flowchart on the invention they have been studying.



Use this correlation in conjunction with the **Procedures** located on pages 114–115 of the Teacher’s Edition. Only procedure steps with a Common Core correlation are included in the table below.

Student Tasks	Common Core Standards Applications
<p>Vocabulary Development: For depth of understanding, vocabulary may be featured within the context of the unit instead of or in addition to the beginning of the lesson.</p>	<p>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.</p>
<p>Steps 1 and 2: Students view Timeline of Chinese Dynasties 1 and 2 and Scenes from Medieval China to better understand Key Vocabulary terms and social systems in China. Ask students to think about whether the inventions they have been studying had any influence on how China changed during this time. Explain to students that social systems make up all human communities. Tell students that today’s lesson focuses on whether these inventions had any effect on the four types of social systems listed on the board: Economy, Government/Politics, Communication, and Transportation.</p>	<p>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.</p> <p>RH.6–8.7: Integrate visual information... with other information in print and digital texts.</p>
<p>Steps 3 and 4: Students read the section “The Influence of on Social Systems” in The Facts About: _____. They complete this section on their group and individual My Invention Flowchart.</p>	<p>RH.6–8.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print...</p> <p>SL.7.1: Engage effectively in a range of collaborative discussions...building on others’ ideas and expressing their own clearly.</p> <p>WHST.6–8.2: Write informative/explanatory texts, including...technical processes.</p> <p>WHST.6–8.7: Conduct short research projects to answer a question...drawing on several sources...</p> <p>WHST.6–8.9: Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST.6–8.10: 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>

Student Tasks	Common Core Standards Applications
<p>Steps 5 and 6: Students summarize the influences of their invention on social systems. They share their ideas as a class on Analyzing the Effects (Visual Aid #11). They then add to the “Influences” section on My Invention Flowchart.</p> <p>Suggestion: <i>Have students provide the textual citation for each of the pieces of information they include on the chart. Students should also identify if the information was gathered directly from text or inferred from charts, maps, or visuals.</i></p>	<p>RH.6–8.1: Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RH.6–8.7: Integrate visual information... with other information in print and digital texts.</p> <p>RH.6–8.8: Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>SL.7.1: Engage effectively in a range of collaborative discussions...building on others’ ideas and expressing their own clearly.</p>

Lesson 6: The Influence of Chinese Genius on the World

Students read about events related to the worldwide diffusion of their inventions and sequence those events chronologically into a timeline. They then summarize the effects of their invention on world history.



Session 1

Use this correlation in conjunction with the **Procedures** located on page 132 of the Teacher’s Edition. Only procedure steps with a Common Core correlation are included in the table below.

Student Tasks	Common Core Standards Applications
<p>Vocabulary Development: For depth of understanding, vocabulary may be featured within the context of the unit instead of or in addition to the beginning of the lesson. Ask these questions:</p> <ul style="list-style-type: none"> ■ How long ago were blue jeans invented? ■ Do blue jeans still influence our lives today? ■ Have only Californians been influenced by blue jeans? ■ How have blue jeans influenced life in other parts of the world? 	<p>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.</p>
<p>Step 1: Students revisit the invention of blue jeans from Lesson 1 to illustrate the Key Vocabulary term “diffusion.”</p>	<p>RH.6–8.4: Determine the meaning of words and phrases as they are used in a text...</p>
<p>Steps 2 and 3: In groups, students trace the diffusion of their invention using the Timeline Bags, reconstructing the timeline in the correct order. They discuss what to say in a two minute summary and present that summary to the class.</p> <p>Suggestion: Have students use a digital tool such as Prezi or Powerpoint to create their presentations and include the timeline within the presentation. Encourage students to cite at least two sources within the presentation.</p>	<p>RH.6–8.1: Cite specific textual evidence to support...</p> <p>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.</p> <p>RH.6–8.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>WHST.6–8.1: Write arguments focused on discipline-specific content.</p> <p>a) Introduce claim(s) about a topic or issue..., and organize the reasons and evidence logically.</p> <p>b) Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p>

Student Tasks	Common Core Standards Applications
<p>Steps 2 and 3 (Continued):</p>	<p>WHST.6–8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.6–8.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p>WHST.6–8.9: Draw evidence from informational texts to support analysis, reflection, and research.</p>

Session 2

Use this correlation in conjunction with the **Procedures** located on page 133 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>Step 1: Groups prepare to give their summaries from Session 1. Each group presents the influence of their invention on world history.</p>	<p>SL.7.4: Present claims and findings (e.g., argument, narrative, summary presentations), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. CA</p>
<p>Step 2: Students view the large group invention flowcharts and participate in a teacher-led discussion about modern “needs” related to the inventions they have studied.</p> <p><i>Note: Questions to guide discussion are found on page 133 of the Teacher’s Edition.</i></p>	<p>SL.7.1: Engage effectively in a range of collaborative discussions (one on one, in groups, and teacher-led) with diverse partners...building on others’ ideas and expressing their own clearly.</p>

Unit Assessment

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

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

Reading

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

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

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

Writing

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

Using the *California Connections* Selection

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

RH.6–8.2: Determine the central ideas or information of a primary or secondary source...

Suggestion: While reading the text, have student pairs note information from the article on relevant sections of their **Blue Jeans Flowchart**.

WHST.6–8.2a: Introduce a topic clearly...

WHST.6–8.2d: Use precise language and domain-specific vocabulary...

Suggestion: For example, distinguish between

- waist overalls
- 501 trousers
- jeans

California Connections: The First Jeans
Lesson 1 | page 1 of 4

The First Jeans



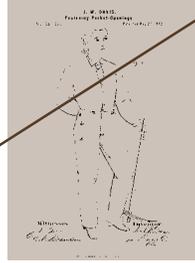
An astute businessman, Levi Strauss knew opportunity when it came knocking. At the age of 24, he moved to San Francisco from New York. There, near the docks, he opened a shop that sold dry goods. His customers were people arriving in California hoping to strike it rich in the "Golden State." Strauss also imported fabric from around the world. As a wholesaler, he resold the cloth to local customers and people in other states.

In 1872, Levi received a letter from one of his regular customers, Jacob Davis. Davis was a tailor working in Reno, Nevada. In his letter, he described a new process for making a pair of durable work pants. These pants were made of *denim* with heavy yellow stitching on two cotton-lined back pockets. Copper rivets added strength to the corners of the seams. Rivets are small metal bolts used to fasten two pieces of cloth together. They were traditionally used to make tents and covers for wagons. The pants Davis had made were already very popular and sold for \$3 a pair (about 60 dollars today). Davis wanted to patent his design for these new pants, but did not have enough

money to do so. He invited Levi to file for the patent with him. Strauss quickly accepted the invitation and asked Davis and his family to move to San Francisco. Davis would supervise the manufacturing of the new pants by Levi Strauss & Co. Their patent was approved in May 1873, for what were originally called "waist overalls." The company designed them to be worn over regular clothes for protection while working. California's ranchers, gold miners, and sailors soon snapped up the sturdy denim trousers. At first, the "501" trousers made by Levi Strauss & Company were simply called "overalls." It wasn't until the 1950s, that teenagers began calling them "jeans."

Denim and Dye: Products of Natural Systems

Long ago, fabrics were often named for the place where they were created. In the 1600s, a French family made a heavy fabric called "serge de Nimes." This cloth was from the town of Nimes.



Original waist overall patent

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WHST.6–8.2c: Use appropriate and varied transitions...

RH.6–8.5: Describe how a text presents information...

Suggestion: Identify the cause (no money for a patent) and the effect (partnered with Levi).

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.

Suggestion: Throughout the reading, discuss with students strategies to use to increase comprehension.



Cowgirls in jeans

At first, it was made partly of wool.

A new fabric, made entirely from cotton, not wool, soon was developed in Nimes.

The name "de Nimes" stuck as the cloth was shipped from France to England for sale. This "de Nimes" cloth became popular because of its strength and durability. For this reason, the cloth had long been used for ship sails and military tents. Soon it was used to make trousers for working men.

The same raw materials used in the 1600s are used to make denim pants today,

although the manufacturing process has been modernized.

The yarn used in denim is made from cotton grown in warm climates. The southern United States, India, and China are major cotton producers. After the cotton bolls are harvested, they are cleaned and baled. The bales are then sold to textile mills. The mills comb the cotton fibers so they lay flat, side by side. The fibers are then twisted 2500 times to form yarn. Before denim cloth for blue jeans is made, this yarn must be dyed.

The characteristic blue color of denim jeans comes from

indigo dye. People have used indigo pigment for thousands of years. Historically, indigo plants were the most common source for the dye. The leaves of the indigo plant were crushed and fermented to create the desired blue pigment. By the 1900s, the



Uncut denim

RH.6–8.5: Describe how a text presents information...

Suggestion: Have students identify why cotton is found in the countries listed.

- explanation and description

L.7.4c: ...trace the etymology of words...

WHST.6–8.2a: ...include... graphics...when useful to aiding comprehension

Suggestion: Ask, "Why did the author select each graphic? How do they support the text?"

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.

Suggestion: Define

- durability
- trousers
- raw materials
- boils
- pigment

WHST.6–8.2b: Develop the topic with...concrete details...

WHST.6–8.2b: Develop the topic with... concrete details...

RH.6–8.5: Describe how a text presents information...

Suggestion: Have students identify the cause and effect of the dyeing process for jeans.

■ *cause and effect*

Suggestion: Have students describe how the blue jean manufacturing process looks different from when they were first manufactured. Have them discuss the advantages and disadvantages of the changed manufacturing processes.

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number of indigo plants could not keep up with the demand for the dye. In 1905, a man named Adolf Baeyer earned a Nobel Prize in chemistry for creating synthetic indigo. Synthetic indigo is what makes modern blue jeans blue. The yarn is dipped into the dye and dried 15–20 times. Blue jeans fade because the indigo layers gradually wash away.

After the yarn is dyed, the denim cloth is woven using half dyed-blue yarn and half white yarn. The blue yarn runs horizontally through

the cloth and is called the *warp*. The white yarn runs vertically through the cloth and is called the *weft*. The overall color is blue as the blue threads are packed more tightly than the white threads. The Amoskeag Mill in Manchester, New Hampshire, made the original "Levi" denim. The denim cloth was then shipped to a San Francisco factory where the fabric was cut and sewn together with thick, yellow, cotton thread. Today, denim blue jeans are manufactured

all over the world by many different clothing companies.

The Power of the Blue Jean

More than 130 years after the first pair was described, Levi's blue jeans have a global presence and appeal that is as durable as the fabric they are made from. These pants have been copied, counterfeited, and even banned in certain countries. Interest in "jeans" was keen from the start. But the original blue jeans were



Manufacturing blue jeans

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RH.6-8.5: Describe how a text presents information.

Suggestion: Trace the support for this claim throughout the text.

WHST.6–8.2b: Develop the topic with...relevant, well-chosen facts...

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only available in the western United States. In the 1930s, Hollywood began producing movies featuring cowboys in "jeans." This created a buzz across the country. People from the East Coast traveled west for an authentic cowboy experience in California. As a souvenir, they bought their first pair of Levi's. It was not until the 1950s, that Levi's jeans were sold in stores east of the Mississippi River.

After 60 years of buying and selling Levi's in the United States, the jeans began trickling into countries in Europe and Asia. They traveled with soldiers and sailors during World War II. Magazines at that time spread the image of Americans in Levi's. British teenagers swarmed the docks when Merchant Marine ships pulled in. They bought blue jeans right off the sailors before the sailors could leave the ships.

In the 1950s, Communist countries banned Levi's from their markets to show their distaste for American culture. This created a "black market" for the jeans. Tourists traveling to Russia and other Communist countries often



Jeans

were offered more than \$100 for their blue jeans on Moscow street corners. In Western Europe, jeans became worth far more than they were in America. As late as the 1990s, Scandinavian stores were selling Levi's for over \$100 a pair.

This blue jean craze created new opportunities for other kinds of pants made from denim. The fashion industry responded with "designer" jeans. Many different styles of

jeans soon became available. Designers now personalize their jeans with sequins or stitching to differentiate them from the Levi's original.

In 1996, Levi's worldwide clothing sales were valued at \$7 billion dollars. Today, some form of the jean is either made or sold in most countries. In spite of their widespread popularity, the image of the blue jean will always be something uniquely American, woven into California history.

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WHST.6–8.2f: Provide a concluding statement... that follows from and supports the information or explanation presented.

RH.6–8.5: Describe how a text presents information...

Suggestion: After finishing the text, review it, observing the overall structure and how each section is organized to contribute to the reader's understanding of the overall concept.

California Common Core State Standards Descriptions

Language Standards

- **L.7.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.
 - c) Consult general and specialized 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 **or trace the etymology of words. CA**

Speaking and Listening Standards

- **SL.7.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7 topics, texts, and issues*, building on others' ideas and expressing their own clearly.
 - c) Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- **SL.7.4:** Present claims and findings (**e.g., argument, narrative, summary presentations**), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. **CA**

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.6–8.4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- **RH.6–8.5:** Describe how a text presents information (e.g., sequentially, comparatively, causally).
- **RH.6–8.7:** 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.

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

- **WHST.6–8.1:** Write arguments focused on *discipline-specific content*.
 - a) Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - b) Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- **WHST.6–8.2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
 - a) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - b) Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - c) Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - d) Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - f) Provide a concluding statement or section that follows from and supports the information or explanation presented.

Common Core Reference Pages

- **WHST.6–8.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WHST.6–8.6:** 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.6–8.9:** Draw evidence from informational texts to support analysis reflection, and research.
- **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.