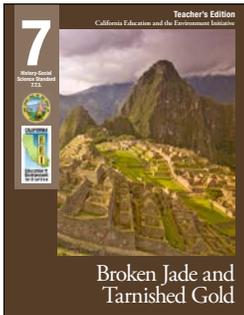




TEACH COMMON CORE STANDARDS WITH THE EEI CURRICULUM

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.

7.7.3 – Broken Jade and Tarnished Gold



This unit encourages students to apply what they know about the geographical and biological diversity of Central and South American regions and the people that inhabited them prior to colonization. The lessons explore the resource base of both the Aztec and Inca empires, as well as their decision-making structures, which were designed to maintain the richness of the resource base that allowed their empires to flourish. Students also come to understand that the needs of the Spanish to explore the “New World” were based upon a similar desire—to sustain their own economic and political systems in the “Old World.” By the end of this unit, students will be able to describe where and how the Inca and Aztec empires rose and how the Spanish could ultimately defeat them, including the spread of disease to a culture without any resistance.

		RL.7.6	RH.6–8.2	RH.6–8.4	RH.6–8.5	RH.6–8.6	RH.6–8.7	RH.6–8.8	RH.6–8.10	WHST.6–8.1	WHST.6–8.2	WHST.6–8.4	WHST.6–8.7	WHST.6–8.9	SL.7.1	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
- **RL:** Reading Standards for Literature
- **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 page 19 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 group
- **Lesson 2:** Whole group, 2 class groups, pairs
- **Lesson 3:** Whole group, individual, three class groups
- **Lesson 4:** Whole group, individual
- **Lesson 5:** Whole group, individual, pairs
- **Lesson 6:** Whole group, small groups

National Geographic Resources

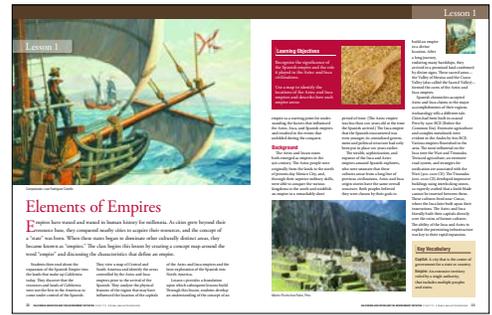
- **Political** wall map (Lesson 1)

Unit Assessment Options

Assessments	Common Core Standards Applications
Traditional Assessment	
<p>Students complete a map showing the area of each of the Aztec and Inca empires and answer multiple-choice questions. Then they write four essays explaining how and where each empire arose and how the Aztec and Inca empires were defeated by the Spanish.</p>	<p>RH.6–8.2: Determine the central ideas or information of a... source; provide an accurate summary...</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...</p> <p>b) Develop the topic with relevant, well-chosen facts, definitions, concrete details...or other information and examples.</p> <p>d) Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <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>
Alternative Assessment	
<p>Students complete a map showing the area of each of the Aztec and Inca empires, plus the capital for each region. Next, students answer brief questions concerning the valuable resources for each empire and Spain. Finally, students explain the Spanish success in overcoming both empires.</p> <p>In addition to a teacher-provided short press release; the final product will be a student-created newspaper article based on the information gained from the unit.</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>RH.6–8.8: Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>WHST.6–8.2: Write informative/explanatory texts...</p> <p>b) Develop the topic with relevant, well-chosen facts, definitions, concrete details...or other information and examples.</p> <p>d) Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <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.6–8.7: Conduct short research projects to answer a question...[allowing] for multiple avenues of exploration.</p> <p>WHST.6–8.9: Draw evidence from informational texts to support analysis, reflection, and research.</p>

Lesson 1: Elements of Empires

Students help develop a class concept map about what constitutes an “empire.” They read about the Spanish exploration of California, and the expansion of the Spanish empire into familiar lands. They recognize that California’s lands were not the first lands in the Americas to be brought under Spanish control, and identify the location and capitals of the Inca and Aztec empires on a map.



National Geographic Resources

- Political wall map

Use this correlation in conjunction with the **Procedures** located on page 36–37 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... history/social studies.</p>
<p>Step 1: Students create a Cluster Diagram based on the term “empire” and its attributes.</p> <p>Suggestion: <i>Students could conduct a short research project on the ancient empires of Persia, India, China, and Rome, and then compare and contrast the founding, expansion and political organizations of these ancient empires to those of Central and South Americas.</i></p>	<p>RH.6–8.4: Determine the meaning of words and phrases as they are used in a text...</p> <p>SL.7.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p>
<p>Step 2: The teacher leads a discussion concerning prior knowledge of ancient empires, the reason for each expansion, and how that expansion was accomplished.</p>	<p>SL.7.1: Engage effectively in a range of collaborative discussions...building on others’ ideas and expressing their own clearly.</p>
<p>Steps 3 and 4: The teacher leads a discussion using Political wall map of empire expansions in California.</p> <p>Students independently read California Connections: Golden Dreams of the Spanish Empire (Student Edition, pages 2–5).</p> <p>Suggestion: <i>Refer to the Reading California Connections Using a Common Core Reading and Writing Focus on pages 14–18 to view specific suggestions for integrating Common Core standards while reading the selection not only for content, but for text structure as well.</i></p> <p>The teacher leads a class discussion on the empires of Russia and Spain in regards to California.</p> <p>Suggestion: <i>Before the teacher-led discussion, have students summarize the main idea and supporting details with a partner.</i></p>	<p>RH.6–8.2: Determine the central ideas or information of a...source; provide an accurate summary...</p> <p>RH.6–8.10: ...read and comprehend history/social studies texts... independently and proficiently.</p> <p>SL.7.1: Engage effectively in a range of collaborative discussions...</p>

Student Tasks	Common Core Standards Applications
<p>Steps 5 and 6: Students label a map with empire locations and capital cities using Empires in the Americas (Student Workbook, pages 3-4) and Aztec and Inca Empires and Capitals (Visual Aid #1).</p> <p>Teacher leads discussion on the attributes of the capital cities of the Incas and Aztecs and their governance.</p> <p>Students independently answer two questions in Part 2 of Empires in the Americas.</p> <p><i>Tip:</i> Download Visual Aids from http://californiaeei.org for easy access during the lesson.</p>	<p>RH.6–8.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information...</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.6–8.4: 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 2: Rich Goods from Diverse Lands

Students view photographs and maps that highlight the resources valued by the Inca and Aztec empires. They then investigate how the environment influenced choices made by these empires regarding resource use and expansion of their borders.



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... history/social studies.</p>
<p>Step 1: The teacher leads a discussion using Physical Map of Central America and South America (Visual Aid #2) concerning the physical features of both areas.</p>	<p>SL.7.1: Engage effectively in a range of collaborative discussions...building on others’ ideas and expressing their own clearly.</p>
<p>Steps 2–4: The class is divided into two groups—the Incas or the Aztecs—they sit before the applicable empire poster.</p> <p>Using the appropriate set of information cards—Aztec Resources (Information Cards #1–17) or Inca Resources (Information Cards #18–35)—students chart the resources of their empire on Aztec and Inca Resources (Student Workbook, pages 5–7).</p> <p>Next, students pair up with a student from the other empire to complete the second chart on Aztec and Inca Resources.</p>	<p>RH.6–8.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information...</p> <p>SL.7.1: Engage effectively in a range of collaborative discussions...building on others’ ideas and expressing their own clearly.</p>
<p>Step 5: The teacher leads a discussion using Aztec and Inca Empires and Capitals (Visual Aid #1) to illustrate that the Inca and Aztec leader kept good records that enabled leaders to make decisions for expansion and location of cities.</p> <p>Define the terms <i>codex</i> and <i>quipu</i>.</p> <p>Tip: Students could create their own codex to use in a mathematical situation.</p>	<p>RH.6–8.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to... history/social studies.</p> <p>SL.7.1: Engage effectively in a range of collaborative discussions...building on others’ ideas and expressing their own clearly.</p>
<p>Step 6: Students answer the questions in Part 3 of Aztec and Inca Resources (Student Workbook, page 7).</p> <p>Using the Student Edition, students will read the myth of their empire: Aztec Origins: The Children of Huitzilopochtli (Student Edition, pages 6–7) or Inca Origins: The Children of Inti (Student Edition, pages 8–9).</p>	<p>RH.6–8.10: ...read and comprehend history/social studies texts... independently and proficiently.</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 3: Vast and Varied Realms

Students read about the political structures of the Aztec, Inca, and Spanish empires. They then complete a Venn diagram comparing each empire’s power and decision-making processes to the other two. The class contemplates what would result from a meeting between the leaders of the empires.



Use this correlation in conjunction with the **Procedures** located on pages 82–83 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... history/social studies.</p>
<p>Step 1: Students from the two groups from Lesson 2 share the highlights of their myth.</p> <p>Students compare and contrast the myths of origin from the Incas and Aztecs.</p> <p>Suggestion: Have students create a Venn Diagram comparing and contrasting the two origin myths.</p>	<p>RH.6–8.2: Determine the central ideas or information of a...source; provide an accurate summary...</p> <p>SL.7.1: Engage effectively in a range of collaborative discussions...building on others’ ideas and expressing their own clearly.</p>
<p>Step 2: Using three visual aids—The Aztec Empire in 1519 (Visual Aid #3), The Inca Empire in 1532 (Visual Aid #4), and The Spanish Empire in 1470 (Visual Aid #5)—students are asked to consider how the physical environment might have affected each culture.</p>	<p>RH.6–8.2: Determine the central ideas or information of a...source; provide an accurate summary...</p> <p>RH.6–8.7: Integrate visual information... with other information...</p> <p>SL.7.1: Engage effectively in a range of collaborative discussions...</p>
<p>Steps 3 and 4: Students are divided into three groups to independently read and view graphs about the political systems of one of the three empires: Empire Pack: Aztec (Student Edition, pages 10–12), Empire Pack: Inca (Student Edition, pages 13–15), or Empire Pack: Spanish (Student Edition, pages 16–18).</p> <p>Students take notes to become an “expert,” and share out notes within their own “empire” group.</p>	<p>RH.6–8.2: Determine the central ideas... provide an accurate summary...</p> <p>RH.6–8.4: Determine the meaning of words and phrases...</p> <p>RH.6–8.7: Integrate visual information...</p> <p>SL.7.1: Engage effectively in a range of collaborative discussions...</p>

Student Tasks	Common Core Standards Applications
<p>Step 5: The teacher projects Comparing Three Empires (Visual Aid #6) to the class while students turn to Comparing Three Empires (Student Workbook, pages 8–9). The teacher records information on a Venn diagram for each of the three empires as students share their reading notes. Students record the shared information in their workbooks.</p> <p>The teacher leads a discussion about the possible influence of each empire upon one of the other’s political system.</p>	<p>RH.6–8.2: Determine the central ideas or information of a . . . source; provide an accurate summary. . .</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.6–8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p>Step 6: Students create an essay based on comparing and contrasting the Aztec, Inca, and Spanish empires.</p> <p>Suggestion: <i>Before students write, discuss linking words and phrases they can use to connect more than one idea and make their writing flow. With students, generate a short list of terms they should use in their answers. Discuss the difference between vague details and specific details, giving an example of an answer using each.</i></p>	<p>WHST.6–8.1: Write arguments focused on <i>discipline-specific content</i>.</p> <p>WHST.6–8.9: Draw evidence from informational texts to support analysis, reflection, and research.</p>

Lesson 4: Resources and Decision Making

Students put pieces of Aztec and Inca history in order to form a map on which they plot the routes taken by the conquistadors to the Aztec and Inca capitals. They discuss the varying perspectives and goals of the persons involved in decision-making at the time of contact.



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... history/social studies.</p>
<p>Step 1: The teacher leads a review and students share essays from Lesson 3.</p> <p>Suggestion: <i>Students can identify and research aspects of pre-Columbian Mexican and Andean culture that continue into the present day. Students analyze the factors that allowed some traditions to continue unaltered and others to disappear altogether. Did the Spanish encourage the continuation of any particular traditions, and if so, why?</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 on <i>grade 7 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p>
<p>Steps 2 and 3: Students reformulate a map puzzle using Map Puzzle 1: The Aztec Empire or Map Puzzle 2: The Inca Empire (Teacher’s Masters, pages 2–3 and pages 4–5). Students cut apart the events, and then tape the events in the correct sequential order. Students are able to self-check by turning over the taped events to view a correctly assembled map of that empire.</p> <p>Students then color the area of each particular empire and label the appropriate capitals.</p> <p>While projecting Spanish Path to Tenochtitlan (Visual Aid #7) tell students who completed Map Puzzle 1: The Aztec Empire to plot the route taken by the Spanish on their map.</p> <p>Then project Spanish Path to Cuzco (Visual Aid #8) and tell students who completed Map Puzzle 2: The Inca Empire to plot the route taken by the Spanish on their map.</p>	<p>RH.6–8.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information...</p>
<p>Step 4: Students orally recount the correct sequential order of events while the teacher projects images of conquistadors and native leaders of each empire.</p> <p>Project Montezuma II and Hernan Cortes (Visual Aid #9) while students who completed Map Puzzle 1: The Aztec Empire orally summarize the events leading up to and including the arrival of the conquistadors in Tenochtitlan.</p> <p>Project Atahualpa and Francisco Pizarro (Visual Aid #10) while students who completed Map Puzzle 2: The Inca Empire orally summarize the events leading up to and including the arrival of the conquistadors in Cuzco.</p>	<p>SL.7.1: Engage effectively in a range of collaborative discussions...building on others’ ideas and expressing their own clearly.</p>
<p>Step 5: The teacher leads a discussion concerning the influence of gold on the relationships of conquistadors and the Aztec and Inca empires.</p>	<p>SL.7.1: Engage effectively in a range of collaborative discussions...building on others’ ideas and expressing their own clearly.</p>

Student Tasks	Common Core Standards Applications
<p>Step 6: Students answer questions based on the material presented in Lesson 4 in Different Perspective, Different Decisions (Student Workbook, page 10). The questions cover the topics of natural resources, conquistador routes, and the goals of native leaders.</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>

Lesson 5: Flame and Fever: Conquest and Disease

Students participate in a simulation to observe the effects of differing disease resistance in European and Native American populations with regard to smallpox, revealing the devastating consequences of introducing a new disease into a previously unexposed population.



Use this correlation in conjunction with the **Procedures** located on pages 120–121 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... history/social studies.</p>
<p>Steps 1 and 2: The teacher leads a discussion about the disease chicken pox, including symptoms, susceptibility, and natural resistance.</p>	<p>SL.7.1: Engage effectively in a range of collaborative discussions...building on others’ ideas and expressing their own clearly.</p>
<p>Steps 3 and 4: The teacher leads a simulation of the spread of the smallpox disease in Europe then in the Americas to show the different rates of survivorship on each continent against a back drop of the image of a Victim of Smallpox (Visual Aid #11). The teacher leads a debriefing of the simulation.</p>	<p>SL.7.1: Engage effectively in a range of collaborative discussions...building on others’ ideas and expressing their own clearly.</p>
<p>Steps 5 and 6: Projecting Waves of Death: Epidemics in the Valley of Mexico (Visual Aid #12), the teacher relates and clarifies information.</p> <p>Working in pairs, students graph information from the visual aid to Death in the Valley of Mexico (Student Workbook, pages 11–12). Students then answer questions in their workbooks based on the graphed information.</p> <p>Projecting Population Changes Over Time—Valley of Mexico (Visual Aid #13), the teacher leads a discussion illustrating the loss of population due to disease.</p> <p>Suggestion: Students could research childhood diseases or epidemics within Central America, South America, and Spain that affect children in the 21st century, and then plot the impact on the population over a given period of time.</p>	<p>RH.6–8.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information...</p> <p>SL.7.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p>
<p>Step 7: Students complete the questions on page 12 of the Student Workbook using the projection Waves of Death: Epidemics in the Valley of Mexico (Visual Aid #12).</p>	<p>RH.6–8.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information...</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>

Lesson 6: Retribution and Providence: The Effects of Disease

Students observe a demonstration that illustrates how the death of key members of society from introduced diseases precipitated the collapse of Native American civilizations. They then read fictional journal entries that emphasize the psychological role of diseases in the conquest.



Use this correlation in conjunction with the **Procedures** located on page 134–137 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... history/social studies.</p>
<p>Steps 1–3: The teacher leads an interactive simulation demonstrating the effect of disease on the Aztec and Inca empires in comparison to European empires using Toppling Temple blocks. Teacher-led debriefing.</p>	<p>SL.7.1: Engage effectively in a range of collaborative discussions...building on others’ ideas and expressing their own clearly.</p>
<p>Steps 4–6: In groups of 4, students read and discuss one of three perspectives of a fictional account from an Aztec, Inca, or Spaniard from Three Perspectives on Disease in the Americas (Student Edition, page 19).</p> <p>On a teacher-created Perspectives Chart, students from each group respond to three questions for their group. The teacher fills in the corresponding information for each perspective on the Perspectives Chart.</p> <ol style="list-style-type: none"> Does your passage represent an Aztec, Inca, or conquistador perspective or point of view? What did the narrator of your passage believe was the cause of disease? How might this perspective have affected the ways they acted? <p>Suggestion: Have students, create their own fictional narrative of a child their age who was the sole survivor of smallpox as it went through his or her capital city.</p>	<p>RH.6–8.5: Describes how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>RH.6–8.6: Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>RH.6–8.8: Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>RH.6–8.10: ...read and comprehend history/social studies texts... independently and proficiently.</p> <p>RL.7.6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p>SL.7.1: Engage effectively in a range of collaborative discussions...</p>

Student Tasks	Common Core Standards Applications
<p>Step 7: Students complete one essay from a choice of three prompts found in Writing About the Effects of Disease (Student Workbook, pages 13–14).</p> <p>Suggestion: <i>Students could incorporate digital media in their presentations to add interest and enhance their findings.</i></p> <p>Suggestion: <i>Students should be provided the scoring tool prior to the assignment.</i></p>	<p>WHST.6–8.2: Write informative/explanatory texts...</p> <p>b) Develop the topic with relevant, well-chosen facts, definitions, concrete details...or other information and examples.</p> <p>d) Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <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>

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

Reading

Social studies and 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 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)**
- Distinguish among fact, opinion, and reasoned judgment in a text. **(RH.6–8.8)**

Note: Standard descriptions from the Reading Standards for Literacy in Science and Technical subjects 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....

Suggestion: Have students periodically pair-share a summary of the text information as well as explain the central idea of each section.

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

Suggestion: Discuss how the author uses an attention grabber to introduce a topic in a way that creates interest.

California Connections: Golden Dreams of the Spanish Empire
Lesson 1 | page 1 of 4

Golden Dreams of the Spanish Empire



By the mid-1500s, Spain was one of the most powerful kingdoms in the world. The country was in a period of expansion that would build their empire and leave few parts of the world untouched. The Spanish believed they had a divine right to rule the people they conquered and to convert them to Christianity. They also believed in their right to take land and riches and to use these resources to increase their power in both the "Old World" and in the "New World."

Under the reigns of King Ferdinand and Queen Isabella and their successors, conquistadors set out to claim new lands for the Spanish Empire. Vasco Núñez de Balboa was one of them. After many other adventures at sea, he organized a small expedition to cross what is now the Isthmus of Panama. As he reached the center of the Isthmus, he climbed a mountain and looked out over the Pacific Ocean. He claimed all the land and the sea he could see in the name of Spain.

An Island of Gold
A few years later, a Spanish-appointed governor of the country we know today as Guatemala, heard a story about an incredible island where only women lived. A queen, Queen Califa, ruled this land. The land overflowed with gold and pearls, and the women made weapons of pure gold because there was no other metal on the island. Then the governor heard a second story. It was about the Seven Cities of Cibola. These cities had streets paved with gold and silver, and were to the north.



Vasco Núñez de Balboa

After hearing these stories, the governor set off to look for the "golden" island. Leaving the west coast of mainland Mexico, his men soon came upon and claimed what the governor named "Santa Cruz Island" for Spain; however, neither he nor his men found any gold there. The governor sent Francisco de Ulloa north, up the Gulf of California to search for the seven cities of gold. Ulloa discovered that "Santa Cruz Island" was not an island at all, but a finger of desert land connected to a larger piece

2 CALIFORNIA EDUCATION AND THE ENVIRONMENT INITIATIVE | Unit 7.7.3 | Broken Jade and Tarnished Gold | Student Edition

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

Suggestion: For example, note the use of narrative.

RH.6-8.8: Distinguish among fact, opinion, and reasoned judgment in a text.

Suggestion: Have students trace the support throughout the text for this claim.

RH.6-8.8: Distinguish among fact, opinion, and reasoned judgment in a text.

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

RH.6-8.6: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language...).

California Connections: Golden Dreams of the Spanish Empire
Lesson 1 | page 2 of 4



Columbus with King Ferdinand and Queen Isabella

of the continent (what is now called Baja California).

Meanwhile, the king of Spain was finding it difficult to govern the new lands in Spain's Empire from the other side of the globe. Some of the governors were not sending the riches they were finding back to Spain. To get more control of the Spanish colonies in the Americas, the king put a leader, called a viceroy, in charge of all of "New Spain." His name was Antonio de Mendoza. Mendoza sent a

conquistador, Juan Rodríguez Cabrillo, to explore and claim the lands of the west coast of California for Spain.

Alta California

In 1542, Cabrillo sailed into what is now called San Diego Bay. Without the promise of gold, silver, and riches, he saw no reason to claim the lands north of Mexico for Spain. However, fur traders from Russia had landed on the coast of what is today Alaska. When the viceroy of

New Spain heard this, he sent his military commanders and Franciscan monks to settle "Alta California" to keep it from being claimed by Russia.

In 1769, the conquistador Gaspar de Portolà led the first Spanish settlers to San Diego. He built a presidio (fortress) there. Then he continued up the coast. Father Junipero Serra, a Franciscan, went with him. Serra founded Catholic missions along the way; eventually the Franciscans would establish 21 missions in

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

Suggestion: Ask, "Why did the author choose 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...

Suggestion: For example, define "presidio."

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

Suggestion: For example, note the use of "Meanwhile..."

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

Suggestion: For example, note the use of chronology in the narrative.

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

Suggestion: For example, note the use of cause and effect.

California Connections: Golden Dreams of the Spanish Empire
Lesson 1 | page 3 of 4



Father Junipero Serra

the roofs. The viceroy gave lands to Spanish individuals and families for farming and ranching, and to soldiers as a reward for military service. These "gifts" of land were called "Rancho Grants."

When people back in Spain heard about these gifts, many more settlers wanted to come to Alta California to make their fortunes.

Over time, the people of New Spain began to think of themselves as separate from the Spanish Empire. Many of the Spanish conquistadors' children and grandchildren

had been born in the New World and had never seen Spain. They did not feel they owed anything to the king, or that they should send the resources of their land far away, to be used by people in a country they had never known.

War with Spain

In 1810, many Mexican-born Spanish colonists went to war with Spain. The people wanted their independence from the viceroys and governors that had been appointed by the king. The king of Spain

California. The Spanish also constructed other presidios for defense, and pueblos (towns) to develop the territory.

A Growing Climate

The missionaries and Spanish settlers brought seeds, fruit trees, grapevines, cattle, and other goods from Spain and Mexico to the lands of California. The climate in Alta California was mild, and there was plenty of rain in the winter. In a short time, the settlers' orchards and gardens overflowed with fruits and vegetables. The settlers built their homes out of adobe, a dark brown clay mined from the earth and mixed with straw. They made red tiles to put on



San Diego Mission bells

4 CALIFORNIA EDUCATION AND THE ENVIRONMENT INITIATIVE | Unit 7.7.3 | Broken Jade and Tarnished Gold | Student Edition

L.7.4a: Use context...as a clue to the meaning of a word or phrase.

Suggestion: For example, define "Rancho Grants."

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

Suggestion: For example, note the use of cause and effect.

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

Suggestion: For example, note the use of cause and effect.

RH.6–8.6: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Suggestion: Throughout the article, analyze the reasons the author presents the information in this way, and why certain facts are included.

California Connections: Golden Dreams of the Spanish Empire
Lesson 1 | page 4 of 4



Serra Museum on Presidio Hill

withdrew all his support from the missions, pueblos, and presidios throughout New Spain in the hope of ending the war, but the Mexican-born Spanish had many resources of their own. The war between the Mexican-born Spanish and Spain went on for 11 years, before the Treaty of Córdoba gave Mexico its independence in 1821. Direct control of the New World by a Spanish king suddenly came to an end, and California became the northern territory of a new nation.

Gold in Los Angeles

It was not many years after that when, in 1842, a Mexican rancher named Francisco

López, tired from herding cattle, one day took a nap in the shade of an oak tree in Placerita Canyon, about 35 miles north of the Pueblo de Los Angeles. It was his 40th birthday, and Francisco had a dream he was floating in a pool of gold. Legend has it that when he woke up, Francisco dug up some wild onions for a snack. There, clinging to the roots of the onions, were several nuggets of pure gold. Three hundred years after Cabrillo had sailed into San Diego Bay, had the gold that had eluded so many in the lands of California finally been found?

López's discovery, and the rush for gold that it caused, was small compared to the discovery made by James Marshall in 1848 and the more famous Gold Rush that followed it. The tree under which Francisco López took his famous nap has been preserved, bearing the name "Oak of the Golden Dream," a testament to the fact that James Marshall was not the first to dream of gold in California, and that the decisions that both individuals and empires make are often influenced by the need for and control of natural resources.

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

Suggestion: For example, note the use of proposition with support, and explanation of the reasoning behind the king's actions

RH.6–8.8: Distinguish among fact, opinion, and reasoned judgment in a text.

WHST.6–8.2f: Provide a concluding statement...

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

Suggestion: For example, note the use of "It was not many years after..."

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

Suggestion: Review the text noting the information is primarily organized in sequential order of historic events.

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.
 - a) Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

Reading Standards for Literacy in History/social Studies

- **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.6–8.6:** Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- **RH.6–8.7:** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- **RH.6–8.8:** 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.

Reading Standards for Literature

- **RL.7.6:** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

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.

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

- **WHST.6–8.1:** Write arguments focused on *discipline-specific content*.
- **WHST.6–8.2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
 - a) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - b) Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - c) Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - d) Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - f) Provide a concluding statement or section that follows from and supports the information or explanation presented.
- **WHST.6–8.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WHST.6–8.7:** 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.