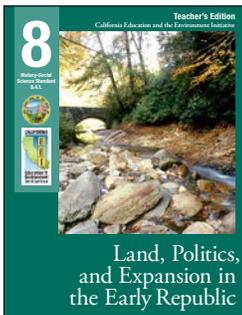




## TEACH COMMON CORE STANDARDS WITH THE EEI CURRICULUM

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.

### 8.4.1.—Land, Politics, and Expansion in the Early Republic



In this unit, students explore land use today and in the Early Republic. Students discuss how laws and policies influence the use of natural systems both today, by looking at the Cosumnes River Preserve, and in the Early Republic, by studying the land ordinances of 1785 and 1787. Students investigate the early ideal of “civic virtue” and its relationship to farming. Completing a mapping exercise, students discover the significance of the Ohio River Valley, and they read primary source diary and letter excerpts to discover how the valley’s location and resources motivated American settlement of the area. Students study five problems that Congress considered in the distribution of western lands and match problems with solutions. Students investigate how policy becomes law by matching excerpts from the land ordinances of 1785 and 1787 with corresponding congressional land policies. Students predict how the ordinances might have influenced the natural systems and resources of the Ohio River Valley. Finally, students analyze images and text to learn how the land ordinances of 1785 and 1787 changed the natural systems of the Ohio River Valley. They evaluate the effect of the ordinances on various stakeholders and natural systems.

		RH.6–8.1	RH.6–8.2	RH.6–8.3	RH.6–8.4	RH.6–8.5	RH.6–8.7	RH.6–8.10	WHST.6–8.1	WHST.6–8.2	WHST.6–8.4	WHST.6–8.9	SL.8.1
<b>LESSONS</b>	California Connections			✓	✓	✓	✓			✓	✓		
	1		✓		✓			✓		✓	✓		✓
	2		✓		✓	✓	✓	✓	✓		✓	✓	✓
	3	✓	✓		✓			✓	✓		✓		✓
	4	✓	✓		✓			✓	✓		✓		✓
	5	✓	✓		✓			✓	✓		✓	✓	✓
	6		✓		✓		✓	✓		✓	✓	✓	
	Traditional Assessment		✓							✓			
Alternative Assessment		✓							✓	✓			
		<b>COMMON CORE STANDARDS</b>											

**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
- **RH:** Reading Standards for Literacy in History/Social Studies 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 22–23 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, groups of 3
- **Lesson 2:** Whole class, pairs
- **Lesson 3:** Whole class, groups of 3
- **Lesson 4:** Whole class, independent work
- **Lesson 5:** Whole class, pairs
- **Lesson 6:** Groups of 4

## National Geographic Resources

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

## Unit Assessment Options

Assessments	Common Core Standards Applications
<b>Traditional Assessment</b>	
<p>Students answer multiple-choice questions as well as several matching questions and a short essay question.</p>	<p><b>RH.6–8.2:</b> 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><b>WHST.6–8.2:</b> Write informative/explanatory texts...</p> <p>b) Develop the topic with relevant, well-chosen facts, definitions, concrete details...or other information and examples.</p>
<b>Alternative Assessment</b>	
<p>Students write a five paragraph essay explaining the necessity of the Land Ordinances of 1785 and the Northwest Ordinance of 1787. Additionally, students describe how the Ordinances helped the United States to expand, and the effect on natural systems.</p> <ol style="list-style-type: none"> <li>1) Briefly introduce the topic and main thesis.</li> <li>2) Explain why the land ordinances were needed. Include information about how natural systems in the Ohio River Valley influenced expansion. Provide and discuss at least two examples.</li> <li>3) Discuss at least three factors Congress considered when developing the ordinances.</li> <li>4) Give two examples of what the ordinances provided and how they helped the United States expand.</li> <li>5) Analyze how settlement influenced the natural systems in the Ohio River Valley by providing and discussing at least two examples.</li> </ol>	<p><b>RH.6–8.2:</b> 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><b>WHST.6–8.2:</b> Write informative/explanatory texts...</p> <ol style="list-style-type: none"> <li>a) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose...</li> <li>b) Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c) Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d) Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e) Establish and maintain a formal style and objective tone.</li> <li>f) Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ol> <p><b>WHST.6–8.4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>

## Lesson 1: Exploring Land Use at the Cosumnes River Preserve

Students discuss the different ways people and wildlife use land. They read **California Connections: Habitat for Humans and Wildlife**, and learn about conservation easements. They discuss how laws and policies can influence the use of natural systems.



## National Geographic Resources

- Political wall map

Use this correlation in conjunction with the **Procedures** located on page 38 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>RH.6–8.4:</b> 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><b>Steps 3 and 4:</b> In groups of 3 and as a whole class, students read and discuss <b>California Connections: Habitat for Humans and Wildlife</b> (Student Edition, pages 2–5) with a Common Core Focus. In addition, students in groups of 3 complete Part 1 of Student Workbook and discuss the questions in Part 2, taking notes to contribute to class discussion.</p> <p><b>Suggestion:</b> Refer to the <b>Reading California Connections Using a Common Core Reading and Writing Focus</b> on pages 17–21 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>RH.6–8.2:</b> Determine the central ideas or information of a . . . secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p><b>RH.6–8.10:</b> . . . read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p> <p><b>SL.8.1:</b> Engage effectively in a range of collaborative discussions (. . . in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts and issues</i>, building on others’ ideas and expressing their own clearly.</p> <p>c) Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence. . .</p>

Student Tasks	Common Core Standards Applications
<p><b>Step 5:</b> Students complete Part 3 of Student Workbook.</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>RH.6–8.2:</b> Determine the central ideas or information of a . . .secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p><b>WHST.6–8.2d:</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>WHST.6–8.4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>

## Lesson 2: Land Use in the Early Republic

Students explore the early American ideal of “civic virtue” and its relationship to farming. They gather information about how different groups of people used land. They analyze this information and speculate about which group would benefit most from U.S. expansion.



Use this correlation in conjunction with the **Procedures** located on pages 50–51 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>RH.6–8.4:</b> 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><b>Step 3:</b> In pairs, students interpret a primary source image by answering questions in the section <b>Civic Virtue and the Pursuit of Agriculture</b> (Student Workbook, pages 5–6).</p>	<p><b>RH.6–8.2:</b> Determine the central ideas or information of a primary...source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p><b>RH.6–8.7:</b> Integrate visual information (e.g., in...photographs...) with other information in print...</p> <p><b>WHST.6–8.1:</b> Write arguments focused on <i>discipline-specific content</i>.</p> <p>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.</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><b>WHST.6–8.9:</b> Draw evidence from informational texts to support analysis, reflection...</p>
<p><b>Step 4:</b> The class engages in whole class discussion of a primary source quote and a primary source magazine image.</p>	<p><b>SL.8.1:</b> Engage effectively in a range of collaborative discussions (...teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p>

Student Tasks	Common Core Standards Applications
<p><b>Step 6:</b> Students read <b>Three Views on Land Use</b> (Student Edition, pages 6–8) with a Common Core focus. After reading, students complete Parts 1 and 2 of <b>Land Use in the Early Republic</b> (Student Workbook, pages 7–8).</p> <p><b>Suggestion:</b> <i>Students who have been familiarized with text structure may be asked to identify the structure the author uses to organize the information.</i></p>	<p><b>RH.6–8.2:</b> 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><b>RH.6–8.5:</b> Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p><b>RH.6–8.10:</b> ...read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p> <p><b>WHST.6–8.4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p><b>Steps 7 and 8:</b> The teacher checks for understanding by leading a whole class review and filling in <b>Characteristics of Land Use</b> (Visual Aid #6) using student responses.</p> <p><b>Suggestion:</b> <i>Students with prior training in collaborative conversations could discuss the aspects of the chart in medium-sized groups, with students serving as discussion leaders. Groups could then fill out and share their charts with the whole class.</i></p>	<p><b>SL.8.1:</b> Engage effectively in a range of collaborative discussions (...in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>a) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b) Follow rules for collegial discussions...</p> <p>c) Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>d) Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>

Student Tasks	Common Core Standards Applications
<p><b>Step 9:</b> Students independently complete Part 3 regarding vocabulary usage, and Part 4, in which they make a prediction about which group had the most to gain from westward expansion.</p>	<p><b>RH.6–8.4:</b> 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><b>WHST.6–8.1:</b> Write arguments focused on <i>discipline-specific content</i>.</p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>c) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>d) Establish and maintain a formal style.</li> <li>e) Provide a concluding statement or section that follows from and supports the argument.</li> </ul>

## Lesson 3: “A World Within Ourselves”

Students complete a brief mapping exercise to discover the significance of the Ohio River Valley’s location. They read diary and letter excerpts to learn about its natural resources, and they reflect on how the valley’s location and resources motivated American settlement of the area.

The image shows a page from a textbook titled "Lesson 3: 'A World Within Ourselves'". It features a historical photograph of a man leading two donkeys on a dirt path. To the right is a map of the Ohio River Valley. Below the map are sections for "Learning Objectives", "Background", and "Key Vocabulary". The "Background" section discusses the importance of the Ohio River Valley and the challenges of settlement. The "Key Vocabulary" section lists terms like "settlement", "frontier", and "migration".

Use this correlation in conjunction with the **Procedures** located on pages 70–71 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>RH.6–8.4:</b> 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><b>Step 7:</b> In groups of 3, students read and sort primary source quotes about the Ohio River Valley to determine what attracted people to the area.</p>	<p><b>RH.6–8.2:</b> 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><b>RH.6–8.10:</b> ...read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p> <p><b>WHST.6–8.4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>SL.8.1:</b> Engage effectively in a range of collaborative discussions (...in groups...), with diverse partners on <i>grade 8 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <p>a) ...explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b) Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c) Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</p>

Student Tasks	Common Core Standards Applications
<p><b>Step 7 (Continued):</b></p>	<p>d) Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>
<p><b>Step 8:</b> Students complete Part 2 analyzing what John Gardiner meant when he said that the United States could be “a world within ourselves” and addressing what is meant by the concept of “civic virtue.”</p>	<p><b>RH.6–8.1:</b> Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><b>WHST.6–8.1:</b> Write arguments focused on <i>discipline-specific content</i>.</p> <p>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.</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>

## Lesson 4: Congress Considers Expansion

Students study five problems that Congress considered in the distribution of western lands. They match solutions with the problems they were designed to address. Students determine which of the stakeholders discussed in Lesson 2 benefited most from the new policies.



Use this correlation in conjunction with the **Procedures** located on pages 90–92 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>RH.6–8.4:</b> 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><b>Steps 5–9:</b> Students summarize the land distribution problems that the U.S. government faced in <b>The Problem of Distributing Western Lands</b> (Student Workbook, pages 13–14).</p>	<p><b>RH.6–8.2:</b> 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><b>WHST.6–8.4:</b> Produce clear and coherent writing...</p>
<p><b>Step 11:</b> Students read through 5 government policies and match policies to land distribution problems previously summarized in <b>The Problem of Distributing Western Lands</b> (Student Workbook, pages 13–14).</p>	<p><b>RH.6–8.2:</b> Determine the central ideas or information of a...secondary source...</p> <p><b>RH.6–8.10:</b> ...read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p>
<p><b>Step 12:</b> The teacher checks for understanding by leading a whole class review.</p> <p><b>Suggestion:</b> <i>Students with prior training in collaborative conversations could discuss the review questions with students serving as discussion leaders. Groups could write responses on sentence strips and post them on chart paper headed with each question.</i></p>	<p><b>SL.8.1:</b> Engage effectively in a range of collaborative discussions (...in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts and issues</i>, building on others’ ideas and expressing their own clearly.</p> <p>a) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b) Follow rules for collegial discussions...</p> <p>c) Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</p>

Student Tasks	Common Core Standards Applications
<p><b>Step 12 (Continued):</b></p>	<p>d) Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>
<p><b>Step 13:</b> Students consider how various groups benefitted from Congress' land policies, and rank them from who benefitted most to who benefitted least, justifying their rankings.</p>	<p><b>RH.6–8.1:</b> Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><b>WHST.6–8.1:</b> Write arguments focused on <i>discipline-specific content</i>.</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>

## Lesson 5: The Land Ordinances of 1785 and 1787

Students investigate how policy becomes law by matching excerpts from the land ordinances of 1785 and 1787 with the corresponding congressional land policies. They predict how the ordinances might have influenced the natural systems and resources of the Ohio River Valley.



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><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>RH.6–8.4:</b> 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><b>Steps 5 and 6:</b> In pairs, students match excerpts from land ordinances to the problem each ordinance was intended to address in <b>The Problem of Distributing Western Lands</b> (Student Workbook, pages 13–14) using <b>Excerpts from Land Ordinances</b> (Student Edition, pages 10–11). Students then engage in a whole class discussion presenting arguments for their matches. Students correct answers if necessary.</p>	<p><b>RH.6–8.1:</b> Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><b>RH.6–8.2:</b> Determine the central ideas or information of a primary or secondary source...</p> <p><b>RH.6–8.10:</b> ...read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p> <p><b>SL.8.1:</b> Engage effectively in a range of collaborative discussions (one-on-one,... and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p> <p>a) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b) Follow rules for collegial discussions...</p> <p>c) Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</p> <p>d) Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>

Student Tasks	Common Core Standards Applications
<p><b>Step 7:</b> Students work with a partner to predict possible effects the land ordinances had on the natural resources and systems in the Ohio River Valley.</p> <p><b>Suggestion:</b> For each prediction, have students cite a reason(s) for the prediction from the problems they summarized in <b>The Problem of Distributing Western Lands</b> (Student Workbook, pages 13–14).</p>	<p><b>WHST.6–8.1:</b> Write arguments focused on <i>discipline-specific content</i>.</p> <p>a) Introduce claim(s) about a topic or issue...</p> <p><b>WHST.6–8.9:</b> Draw evidence from informational texts to support analysis, reflection...</p>
<p><b>Step 8:</b> Students work independently to write an essay predicting the effect of land ordinances on natural resources and systems in the Ohio River Valley.</p>	<p><b>WHST.6–8.1:</b> Write arguments focused on <i>discipline-specific content</i>.</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> <p>c) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s),... reasons, and evidence.</p> <p>d) Establish and maintain a formal style.</p> <p>e) Provide a concluding statement or section that follows from and supports the argument presented.</p> <p><b>WHST.6–8.4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>WHST.6–8.9:</b> Draw evidence from informational texts to support analysis, reflection...</p>

## Lesson 6: The Land Ordinances Bring Change

Students analyze images and text to learn how the land ordinances of 1785 and 1787 changed the natural systems of the Ohio River Valley. They evaluate whether the ordinances had beneficial, negative, or neutral effects on various stakeholders and natural systems.



Use this correlation in conjunction with the **Procedures** located on page 116 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>RH.6–8.4:</b> 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><b>Step 4:</b> Working in groups of 4, students read information cards and share notes on Part 1 of <b>How Expansion Changed the Land in the Ohio River Valley</b> (Student Workbook, pages 17–18) with one another.</p>	<p><b>RH.6–8.2:</b> 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><b>RH.6–8.7:</b> Integrate visual information (e.g., in charts, graphs, photographs, . . . or maps) with other information in print. . .</p> <p><b>RH.6–8.10:</b> . . . read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p> <p><b>WHST.6–8.4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>WHST.6–8.9:</b> Draw evidence from informational texts to support analysis, reflection. . .</p>

Student Tasks	Common Core Standards Applications
<p><b>Step 5:</b> Students independently write an essay explaining how expansion under the land ordinances influenced the natural systems of the Ohio River Valley.</p>	<p><b>WHST.6–8.2:</b> Write informative/explanatory texts, including the narration of historical events...</p> <ul style="list-style-type: none"> <li>a) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose...</li> <li>b) Develop the topic with relevant, well-chosen facts, definitions, concrete details,... or other information and examples.</li> <li>c) Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d) Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e) Establish and maintain a formal style and objective tone.</li> <li>f) Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>

## 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.

## Habitat for Humans and Wildlife



A free-flowing river—the last of its kind—winds through 80 miles of rich habitat. Down the western side of the Sierra Nevada and across the Central Valley, the Cosumnes (Cuh-**sum**-ness) River flows through farmland, pastures, rare oak woodlands, and wetlands that support migrating birds. Because no dams block its flow, salmon still spawn in its waters.

Beginning at 8,000 feet in the El Dorado National Forest, the Cosumnes River flows into the Mokelumne River, then into the Sacramento-San Joaquin Delta, and finally into the Pacific Ocean. More than a century has passed since other streams and rivers of the Sierras flowed freely into the Delta. Concrete dams now impound the water in the Sierras so it can be used to supply water to the Central Valley.

these oaks lost their leaves. Their bare branches offered resting places for birds that flew south along the Pacific Flyway and wintered along the lower part of the Cosumnes River. During the rainy season, the river often overflowed, flooding the land and depositing silt in the riparian habitats along its banks.

Until the 1800s, the Miwok, southern Maidu (Nisenan), Yokuts, and western Mono Indians lived on the rich peat soil of the Central Valley. They harvested the oaks' acorns, pounding them and soaking them in water to remove the tannin that made them bitter. These California Indians then cooked the ground acorns



Cosumnes River Preserve

**Before Europeans Arrived**  
Before farms, businesses, and homes divided the valley into parcels, this area was rich in natural systems where grass and thick groves of valley oaks covered the valley floor. During the hot summer months, the oaks shaded the grassy hills above the Cosumnes River. In winter,

**WHST.6–8.2a:** Introduce a topic clearly...include formatting (e.g., headings), graphics...

**RH.6–8.5:** Describe how a text presents information (e.g., sequentially...).

**WHST.6–8.2c:** Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

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

**Suggestion:** Have students note the specific supporting facts and concrete details in each paragraph.

**RH.6–8.5:** Describe how a text presents information (e.g.,...causally).

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into bread and mush. These people also harvested fish, game, waterfowl, tubers, and seeds. They used tule reeds (strong reeds that grow along waterways) to build huts. Trails and rivers connected villages, which traded their abundant food and supplies. These tribes still live in the region but have very different lifestyles.

**Changing Use**  
By the mid-1800s, Euro-American settlers had cleared most of the land around the Cosumnes River for farms and ranches. They planted fields of wheat and alfalfa on the floodplain. They cut the huge valley oaks as lumber for the growing city of Sacramento, 20 miles to the north. Wood from the oaks powered California's early steam locomotives. As the woodlands disappeared, wildlife that depended on the oaks, such as deer, jays, and salamanders, had to find new sources of food and shelter.

**Protecting Ecosystems**  
For more than 150 years, people chopped down the valley oaks and planted crops. By 1984, only 1,500 acres of oak trees remained, a fraction of the original. The Nature Conservancy, a nonprofit organization, wanted to restore and protect this disappearing ecosystem. The Nature Conservancy works to protect environmentally important land. In 1984, it bought 85 acres of valley oak woodland. By 1987, it had purchased more than 1,400 additional acres. The Conservancy established the Cosumnes River Preserve as an area where habitat and wildlife could survive undisturbed. Over the years, the preserve has continued to grow. Many groups have joined to protect the watershed of the Cosumnes River. (A watershed is a river, the streams that feed it, and the land around it.) These groups include nonprofit organizations, state and federal agencies, local governments, private landowners, and community volunteers. Each group has its own reason for joining the preserve. Ducks Unlimited got involved with the Cosumnes River Preserve in 1988. This nonprofit organization works to protect and restore wetlands. To protect wildlife on private lands, Ducks Unlimited offers "conservation easements" to landowners. A conservation easement is a legal agreement



Valley oak woodland

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**WHST.6–8.2d:** Use precise language and domain-specific vocabulary to inform about or explain the topic.

**RH.6–8.4:** Determine the meaning of words and phrases as they are used in a text...

**RH.6-8.7:** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

**Suggestion:** For an on-line field trip experience to enhance the reading selection, visit the website <http://www.cosumnes.org>. Students can analyze how the information in the California Connections selection and the on-line resources compare and contrast.

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made by a landowner. The landowner agrees to practice limited development on his or her land. For example, a landowner might agree not to divide a property for houses or build a strip mall on it. In exchange, an owner who has a conservation easement can save money each year on his or her taxes.

The U.S. Bureau of Land Management (BLM) also got involved with the preserve in 1988. The BLM is the federal agency responsible for managing large areas of public lands. At Cosumnes River Preserve, the BLM is creating freshwater wetlands to attract migrating birds.

While protecting the preserve's natural ecosystems, the Bureau also wants people to use and enjoy the preserve. It encourages people to use the land for agriculture, recreation and education. The BLM runs the visitor center, and people come to the preserve for bird watching, photography, nature study, hiking, and kayaking.

In 1990, the California Department of Fish and Game (DFG) added 640 acres of valley oak woodland and water channels to the preserve. The DFG protects and manages



Sandhill cranes

natural resources according to California law. To carry out the laws, it makes policies. The policies define how the DFG will reach its goals. When making policies, the DFG considers all of the parties and situations that a law will affect. The DFG may decide that one situation is more important than another. For example, it may decide that protecting the endangered sandhill crane is a priority over other issues.

The Wildlife Conservation Board (WCB) also works with the preserve. The WCB is part of the California Department of

Fish and Game. It encourages citizens, landowners, conservation groups, and local governments to work together to save streamside habitat. The rapid growth of cities in the Sacramento-San Joaquin Delta threatens this type of habitat.

The Sacramento County Department of Regional Parks also helps protect the Cosumnes River Preserve. It added 600 acres of land along the river to the preserve. Its volunteers restore streamside habitat, remove non-native trees, and replant native

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**RH.6-8.3:** Identify key steps in a text's description of a process related to history/social science...

grasses. Volunteers also lead nature hikes and river tours. They try to educate people about this natural treasure so close to Sacramento.

**Difficult Choices**

One important aspect of the Cosumnes River Preserve is how the preserve both depends upon and helps private landowners. Farmers and ranchers often face tough choices. Due to the increase in development, high land prices have made selling a farm and dividing the land into smaller pieces more profitable than farming. In addition, farmers can make more money planting orchards and vineyards instead of grazing cattle and growing seed crops. However, vineyards and orchards require “deep tilling”—ripping deeply through hard soil to break it up. Such tilling destroys soil structure and wetland habitat.

Farmers and ranchers who want to protect their land from development can work with the Cosumnes River Preserve to place an easement on their land. Then, even if they sell the land, it is protected. As an incentive for placing these limits on the use of the land,

they receive the benefit of paying lower taxes. Farmers and ranchers can also enlarge their farms and ranches by purchasing land that already has a conservation easement on it. They can also lease land from the preserve. A larger farm can help make more money. One farmer working with the preserve said, “Being a part of the preserve... made me a little closer to nature, and nature’s cycles... we can use our farm in a way that complements nature, and actually makes it more economically viable in the end.” (Allan Garcia, Farmer, Living Farms)

Today, the preserve protects more than 46,000 acres of

land. It includes important Central Valley habitats and the animals that depend on them. The Cosumnes River Preserve is one of the few conservation projects in the world that tries to protect an entire watershed.

Because all the partners work together, the Cosumnes River Preserve is a success. Even though every partner has a different focus, each wants to protect wildlife and restore important natural systems that had almost been lost. The success of the preserve proves that different groups can work together toward a common goal. The Cosumnes River Preserve can both inspire and guide future conservation projects.



Beavers

**WHST.6-8.4:** Produce clear and coherent writing...

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

**Suggestion:** After students have read the article for content, have students identify the land use sequentially over time.

**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.

- profitable
- incentive
- economically viable
- conservation

### California Common Core State Standards Descriptions

#### 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.6–8.5:** 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.6–8.10:** By the end of grade 8, read and comprehend history-social studies texts in the grades 6–8 text complexity band independently and proficiently.

#### Speaking and Listening Standards

- **SL.8.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics, texts, and issues*, building on others’ ideas and expressing their own clearly.
  - a) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
  - b) Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
  - c) Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
  - d) Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

### 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.
  - c) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
  - d) Establish and maintain a formal style.
  - e) Provide a concluding statement or section that follows from and supports the argument presented.
- **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.
  - e) Establish and maintain a formal style and objective tone.
  - 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.6–8.9:** Draw evidence from informational texts to support analysis, reflection, and research.