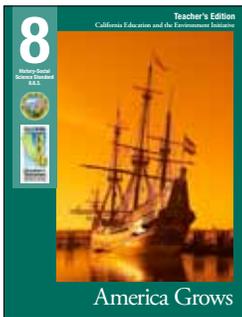




TEACH COMMON CORE STANDARDS WITH THE EEI CURRICULUM

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.

8.6.3.—America Grows



In this unit, students journey from Europe to the United States during the first half of the 19th century. Students gain an understanding of natural systems and human social systems and how they influence each other. Students examine case studies focusing on the “Great Irish Famine” and the “Year Without a Summer” to learn how the interactions of natural and social systems forced large numbers of Irish and Germans to immigrate to the United States. Students read narratives about different European families facing difficulties that cause them to consider emigration as a solution. They read about how and why the Basque people traveled from France and Spain to Argentina and then the United States. Students participate in a City Planners meeting to address issues caused by population growth due to immigration that affected the distribution of natural systems, and discover that many of these changes caused people to migrate across the United States. After exploring the options the Louisiana Purchase presented to people, and the effects of the discovery of gold, students examine U.S. Census maps from the 1880s to determine where immigrants settled.

		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	SL.8.1	SL.8.2	SL.8.4
LESSONS	California Connections		✓	✓	✓		✓	✓		✓				
	1	✓	✓					✓				✓		
	2	✓	✓					✓				✓		✓
	3	✓	✓			✓		✓	✓			✓		✓
	4		✓			✓						✓	✓	
	Traditional Assessment	✓									✓			
Alternative Assessment	✓									✓	✓			
		COMMON CORE STANDARDS												

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
- **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 13–14 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:** Groups of 4
- **Lesson 2:** Class divided in half; part of the lesson could be done in medium sized groups for discussion
- **Lesson 3:** 6 groups and 4 groups; Session 2: 4 groups
- **Lesson 4:** Whole class (part of the lesson could be done in pairs or groups to facilitate collaborative conversations)

National Geographic Resource

- **View from Space** wall map (Lesson 1)

Unit Assessment Options

Assessments	Common Core Standards Applications
Traditional Assessment	
<p>Students answer multiple choice questions, and then they write three different paragraphs explaining how events in Europe caused the U.S. population to grow, how the increase in population affected natural resources, and how various factors influenced people to settle in specific areas.</p>	<p>RH.6–8.2: Determine the central ideas or information of a... source; provide an accurate summary...</p> <p>WHST.6–8.2: Write informative/explanatory texts...</p> <ul style="list-style-type: none"> b) Develop the topic with relevant, well-chosen facts, definitions, concrete details...or other information and examples. d) Use precise language and domain-specific vocabulary to inform about or explain the topic.
Alternative Assessment	
<p>Students take on the role of a city resident of the U.S. and in a Vox Populi (Voice of the People) exercise, they create an informational product using a medium that would have been present in the 1860s. In this pamphlet, newspaper article, poster, speech or political cartoon, students focus on a specific problem affecting natural resources and natural systems in the area, describing the effects and explaining at least one possible solution.</p>	<p>RH.6–8.2: Determine the central ideas or information of a... source; provide an accurate summary...</p> <p>WHST.6–8.2: Write informative/explanatory texts...</p> <ul style="list-style-type: none"> b) Develop the topic with relevant, well-chosen facts, definitions, concrete details...or other information and examples. d) Use precise language and domain-specific vocabulary to inform about or explain the topic. <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 1: In Search of Ecosystem Goods and Ecosystem Services

Students read about the Basques in California and consider reasons humans emigrate and settle in particular areas. Using maps, students identify similarities between the natural systems in the Basques' homeland and in the places they have settled after migrating.



National Geographic Map Resource

- View from Space wall map

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

Student Tasks	Common Core Standards Applications
<p>Vocabulary Development: For depth of understanding, vocabulary may be featured within the context of the unit instead of or in addition to the beginning of the lesson.</p>	<p>RH.6–8.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history-social studies.</p>
<p>Step 3: Reading <i>California Connections: Basques, the Shepherds Who Flocked to California</i> (Student Edition, pages 2–5)</p> <p>As students read for content, explicitly point out the text structures the author uses to convey the information.</p> <p>Suggestion: Refer to the <i>Reading California Connections Using a Common Core Reading and Writing Focus</i> on pages 10–12 to view specific suggestions for integrating Common Core standards while reading this selection not only for content, but for text structure as well.</p>	<p>RH.6–8.10: ...Read and comprehend history-social studies texts... independently and proficiently.</p>
<p>Steps 4–7: Students work in groups of 4 to define key terms and observe similarities in map locations where the Basque lived. Students discuss the “push” and “pull” factors of migration, and complete The Push and Pull of Basque Migration (Student Workbook, page 3).</p>	<p>RH.6–8.2: Determine the central ideas or information of a...source; provide an accurate summary...</p> <p>RH.6–8.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history-social studies.</p> <p>SL.8.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)...building on others’ ideas and expressing their own clearly.</p>

Lesson 2: Blowin' in the Wind

Students read about two natural events that had catastrophic effects on the quantity and quality of resources people relied on in the 1800s. They identify connections between changes in natural systems and human social systems and read about the experiences of several German and Irish families.



Use this correlation in conjunction with the **Procedures** located on pages 48–50 of the Teacher's Edition. Only procedure steps with a Common Core correlation are included in the table below.

Student Tasks	Common Core Standards Applications
<p>Vocabulary Development: For depth of understanding, vocabulary may be featured within the context of the unit instead of or in addition to the beginning of the lesson.</p>	<p>RH.6–8.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history-social studies.</p>
<p>Session 1, Steps 3–5: Half the class reads It All Started with Ashes (Student Edition, pages 6–7) while the other half reads One Potato, Two Potato (Student Edition, pages 8–9) with individuals taking notes. Then students share information from their readings to answer questions about the changes that each event caused and how people were affected. They fill in a Venn diagram on Comparing Two Natural Disasters (Student Workbook, page 4) to see the differences and similarities in both events.</p> <p>A suggested Alternate Learning Structure for Steps 3–5: Student groupings could be modified for this lesson in order to facilitate Collaborative Conversations that meet Common Core standards. After students read their assigned selection individually, students could be placed in small- to medium-sized groups with members from each reading. After being reminded of collaborative conversation techniques learned previously through practicing Speaking and Listening Standard 1, they could then be given the questions from the Teacher's Edition, pages 48–49 Step 4, as well as a general prompt to compare and contrast the two events, and generate a discussion amongst themselves about the two events being examined. After some discussion has taken place, they could be given the Venn diagram in Comparing Two Natural Disasters (Student Workbook, page 4), with directions to complete it together.</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.8.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners..., building on others' ideas and expressing their own clearly.</p> <p>b) Follow rules for collegial discussions and decision-making...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>
<p>Session 2, Step 1: Students summarize the main ideas of the two articles read in Session 1.</p>	<p>RH.6–8.2: ...Provide an accurate summary...</p>

Student Tasks	Common Core Standards Applications
<p>Session 2, Steps 2–3: The class is divided into 6 groups, with each group reading a story about one of the families from Family Backgrounds (Student Edition, pages 10–21). Based on their readings, each group prepares a presentation following the Presentation Instructions (Visual Aid #5). Students take notes during each group’s presentation. Before students begin preparing their presentations, remind them of the Speaking and Listening SL.8.4 presentation criteria.</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.8.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners..., building on others’ ideas and expressing their own clearly.</p> <p>b) Follow rules for collegial discussions and decision-making...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> <p>SL.8.4: Present claims and findings..., emphasizing salient points in a focused, coherent manner with...well chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>

Lesson 3: Across the Sea: U.S. Cities in the 1800s

Taking the role of city planners, students observe the challenges that growing populations created in U.S. cities of the 1800s. As participants in a “City Planners’ Meeting,” they also examine the effects of growing urban populations on the natural resources and natural systems on which humans relied.



Use this correlation in conjunction with the **Procedures** located on pages 78–79 of the Teacher’s Edition. Only procedure steps with a Common Core correlation are included in the table below.

Student Tasks	Common Core Standards Applications
<p>Vocabulary Development: For depth of understanding, vocabulary may be featured within the context of the unit instead of or in addition to the beginning of the lesson.</p>	<p>RH.6–8.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history-social studies.</p>
<p>Session 1, Steps 2–3: Students become “city planners” and are divided into four groups. Each group is assigned a city and given a “City Pack” that includes information about their city and two maps showing changes over time.</p> <p>Students use the instructions in City Planning Pages (Student Workbook, pages 7–8) to complete in preparation for a “City Planners’ Meeting” that will be conducted in the next session.</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...</p> <p>RH.6–8.10: ...Read and comprehend history-social studies texts... independently and proficiently.</p> <p>SL.8.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners..., building on others’ ideas and expressing their own clearly.</p>
<p>Session 2, Steps 2–3: Students prepare their presentations for the City Planners’ Meeting using the City Planners’ Meeting Agenda (Student Workbook, page 9) as a guide.</p> <p>Suggestion: Remind students to apply the criteria in SL.8.4 as they plan their presentations.</p>	<p>SL.8.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners..., building on others’ ideas and expressing their own clearly.</p> <p>SL.8.4: Present claims and findings..., emphasizing salient points in a focused, coherent manner with relevant evidence, sound...reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>

Student Tasks	Common Core Standards Applications
<p>Session 2, Step 5: Students complete Growing Cities (Student Workbook, pages 12–14) which includes writing an opinion essay stating which city they thought solved their problem in the best way.</p> <p>Suggestion: Review the criteria in WHST.6–8.1 before students write the opinion essay.</p>	<p>WHST.6–8.1: Write arguments focused on <i>discipline-specific content</i>.</p> <ul style="list-style-type: none"> a) Introduce claim(s) about a topic... and organize the reasons and evidence logically. b) Support claim(s) with logical reasoning and relevant, accurate... evidence that demonstrates an understanding of the topic... c) Use words, phrases, and clauses to create cohesion and clarify the relationships among...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.

Lesson 4: Settling In and Moving On

Students explore the migration and settlement options that influenced the U.S. population between 1800 and 1850. They hypothesize where the bulk of the Irish and German immigrant groups moved to and then check their hypotheses against data from the 1880 U.S. Census.



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

Student Tasks	Common Core Standards Applications
<p>Vocabulary Development: For depth of understanding, vocabulary may be featured within the context of the unit instead of or in addition to the beginning of the lesson.</p>	<p>RH.6–8.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history-social studies.</p>
<p>Steps 1–4: Much of this lesson is presented orally. Students could be grouped in pairs to periodically summarize the presented information to each other in order to increase comprehension and recall. Students could also be placed in groups to interpret the visual information.</p> <p>Steps 5 and 6: When students analyze the 1880 U.S. Census Data: German Settlement (Visual Aid #9) and the 1880 U.S. Census Data: Irish Settlement (Visual Aid #10) maps, have them integrate the information with the information they have read and discuss how the visual information increases understanding of the topic.</p> <p>Suggestion: Before the lesson, review listening skills with the class and direct them to interpret the information presented orally and visually and analyze the purpose of each.</p>	<p>RH.6–8.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information...</p> <p>SL.8.1: Engage effectively in a range of collaborative discussions (...teacher-led)...</p> <p>SL.8.2: Analyze the purpose of information presented in diverse media and formats (...orally)...</p>

Unit Assessment

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

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

Reading

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

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

Note: Standard descriptions from the *Reading Standards for Literacy in 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.

Attention Grabber:
Introduce a subject in a way that creates interest.

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

- Cause and effect

California Connections: Basques, the Shepherds Who Flocked to California
Lesson 1 | page 1 of 4

Basques, the Shepherds Who Flocked to California



It takes all your strength to pull open the heavy door with its bent metal pull. Once inside, you face a long table, groaning with huge bowls of lamb, beef, chicken, and shellfish. There are beans seasoned with garlic and onion, and fresh loaves of shepherd bread baked in heavy Dutch ovens. Your new friend, Amador, raises his glass when he sees you.

Everyone around the table follows his lead. "To my new friend," he says. "Welcome!" You have never felt so welcomed in your life.

You met Amador when you were hiking with your family on the east side of the Sierra Mountains. You rounded a bend in the trail, and suddenly he was there, walking along with his trusted sheepdog by his side. On the hills above him were a thousand grazing sheep. You were amazed at the way he and his dog could keep them in line! You asked Amador a few questions about sheepherding, and soon he was telling you about how the Basque people had come to live in California.

When you asked where he was from, Amador smiled. His people were a people



Sheep dog guarding sheep

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

- Narrative

RH.6–8.10: ...Read and comprehend history-social studies texts... independently and proficiently.

Suggestion: While reading the text, have students apply reading strategies to aid comprehension of the social studies content.

California Connections: Basques, the Shepherds Who Flocked to California
Lesson 1 | page 2 of 4



Basque children dancing

of human beings. The Basque people speak a language like no other. Though they are from Europe, their native language is not related in any way to European languages.

Reasons to Emigrate

Why did the Basque people come to North America? Amador told you that it was difficult to stay in the Pyrenees in the mid-1800s for several reasons. A period of drought caused crops to fail, and people did not have enough food for themselves or their many children. An ancient Basque custom also forbade the breaking up of land for inheritance. As older people died, this left some adult children without a home or any way to support their families. Finally, new laws were passed that caused the Basques to lose their rights. After this, many Basque people believed that they might find a new and better life somewhere else in the world.

Some Basques immigrated to French Canada. Many others settled in Latin America, especially Chile and Argentina. Cattle and sheep industries in these countries allowed the Basque people

without a country—or at least without one to call their own. The Basque homeland, he explained, lies along the coast of the Bay of Biscay in the western Pyrenees Mountains. It consists of seven provinces along the border of two countries—four in Spain and three in France. People from this region are only considered Basque if they

speak Euskera, a language that is only spoken by Basque people and their ancestors. You asked Amador who his ancestors were. He told you that historians are not sure. The Basques may be related to ancient Berber tribes, the North and South American natives, the Celts, or even the ancient Egyptians.

Amador explained that his people are a very rare group

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

- Spatial organization (describing location)

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

Suggestion: Have students analyze how the author goes back and forth between a narrative about "you and Amador" and explaining details about the Basques.

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

- Cause and effect

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

- Nomads

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

- Sequential
- Cause and effect

California Connections: Basques, the Shepherds Who Flocked to California
Lesson 1 | page 3 of 4



Basque shepherd

For the Basques, the West that meant the Great Basin States—most of Nevada, over half of Utah, and parts of California, Idaho, Oregon, and Wyoming—as well as Montana and Washington state.

Sheepherding
Amador continued with his story. The Basques were already the prime sheepherders in southern California by the late 1850s. They moved their flocks as the seasons changed to find better pastures for grazing. In this way, they took advantage of the best the local natural systems had to offer at the best time of year. This practice brought large profits to Basque sheepherders.

"Raising sheep had advantages," Amador told you. They could survive in the semi-arid pastures of southern California and the high desert foothills east of the Sierras. At that time, there was an open grazing policy on public lands, a ready-made market for wool, and easy access to cheap land.

As their herds and operations grew, Basque sheepherders started a chain

of migration that brought thousands of Basques to the American West. The majority of Basque immigrants were semi-literate single men from rural areas. Basque herders were true nomads; they only had to invest in a tent, a bedroll, and a dog to make it as a shepherd.

Because of their isolated life, their limited knowledge of English did not keep them from being successful at work. They enjoyed job security in their sheepherding jobs. Herders often asked to be paid in sheep rather than money, so they could start their own herds. Some Basque herders sold their operations after a few years. They then had enough money to go back to the Pyrenees and establish a farm or other business in their homeland.

Hospitality
There was another secret to Basque success—the Basque hotel. "Hotel" is a loose term for a series of boarding houses, a home away from home for these workers. Besides offering lodging when the men were between jobs, they acted

California Connections: Basques, the Shepherds Who Flocked to California
Lesson 1 | page 4 of 4

as informal employment agencies, recreation centers, and social and cultural hubs. The owners of these "hotels" stored the shepherds' personal belongings while they tended their flocks. Basque hotels eased new immigrants into American life by reducing cultural shock and encouraging friendship and support. One such Basque hotel was the Uriz Hotel in Marysville, which was a Basque restaurant run by Victor Uriz for many years after the men moved out in the mid-20th century. The building is still standing between the railroad trestle and the levee on A Street between 4th and 5th.

Immigration Laws
Amador told you that Basque migration finally slowed in the 1920s when new laws limited the number of immigrants that could enter the United States. Soon, there were fewer Basques to run the sheepherding operations in California. The situation became critical as older herders began to retire, die, or return to Europe.

In 1950, the "Sheepherder Bills" removed some immigration roadblocks. The state changed the laws once more, allowing sheep operations to recruit herders from overseas. If employers could prove that the Basques

could do the job better than American workers, they could issue a renewable contract. Thousands of Basques took advantage of this new opportunity to immigrate to America.

Since the 1970s, conditions have improved in Europe. With better wages and politics, there is little reason to leave. After more than 125 years, the Basque migration is over—leaving nearly 48,000 Basques in the United States today—over half of them in California.

A Shared Past
Amador shows you a seat in the middle of the long table. You look around at the many smiling faces and then heap your plate with delicious food. The people that surround you are from many walks of life. Some are teachers, restaurant owners, and contractors. Some, like Amador, are still in the sheep industry. You can see that all that matters is that they are here together, celebrating their shared past. Amador leans over. "Help yourself," he tells you. Soon, there will be singing and dancing that will last into the night.



Basque men

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

- Proposition support

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

The conclusion connects with the beginning of this article.

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

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

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

Suggestion: Review the text, noting how overall, the information is mostly presented chronologically (sequentially), with cause and effect embedded to explain the relationships between events.

Have students analyze whether or not it was effective for the author to present the information in the form of a story about "you and Amador."

California Common Core State Standards Descriptions

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.

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.
 - 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.
- **SL.8.2:** Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- **SL.8.4:** Present claims and findings (**e.g., argument, narrative, response to literature presentations**), emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.**CA**

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.
 - b) Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - 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.