

California Education and the Environment Initiative

Increasing Environmental Literacy for K–12 Students...

Because the Future is in Their Hands



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.

8.8.4.—Struggles with Water



In this unit, students learn about the significant role water has played in the development of the United States. In Lesson 1, students learn about the role of the Colorado River in the Southwest. In Lesson 2, students play the role of homesteaders traveling across the continent during the 19th century, and they learn how rivers influenced settlement. In Lessons 3 and 4, students explore water conflicts among various stakeholders, and the legal, political, and cultural issues involved. Finally, students investigate the effect of technology on water management policies.

LESSONS	COMMON CORE STANDARDS																													
	RL.8.1	RL.8.2	RL.8.4	RI.8.2	RI.8.3	RI.8.7	RH.6–8.1	RH.6–8.2	RH.6–8.4	RH.6–8.7	RH.6–8.8	RST.6–8.1	RST.6–8.2	RST.6–8.4	RST.6–8.6	RST.6–8.7	RST.6–8.8	RST.6–8.9	RST.6–8.10	W.8.1	W.8.4	WHST.6–8.2	WHST.6–8.4	WHST.6–8.9	SL.8.1	SL.8.3	SL.8.4	SL.8.5	L.8.6	
California Connections	✓					✓		✓				✓	✓	✓	✓	✓														
1			✓	✓	✓			✓	✓	✓									✓			✓			✓	✓			✓	
2			✓				✓		✓																✓					
3			✓						✓		✓									✓			✓	✓	✓					
4			✓						✓							✓	✓	✓							✓		✓	✓	✓	
5			✓						✓												✓	✓								
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
- **RI:** Reading Standards for Informational Text
- **RL:** Reading Standards for Literature
- **RST:** Reading Standards for Literacy in Science and Technical Subjects
- **SL:** Speaking and Listening Standards
- **W:** Writing Standards
- **WHST:** Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

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

A Note about Common Core Speaking and Listening Standards

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

- **Lesson 1:** Whole class, pairs of students
- **Lesson 2:** Whole class, small groups
- **Lesson 3:** Whole class, groups of 3
- **Lesson 4:** Whole class, groups of 3
- **Lesson 5:** Whole class, pairs of students

National Geographic Resources

- **Water for Life** wall map (Lesson 1)

Unit Assessment Options

Assessments	Common Core Standards Applications
Traditional Assessment	
<p>The Struggles with Water is comprised of multiple-choice and short-answer questions that assess students' achievement of the units, learning objectives.</p>	<p>RL.8.2: Determine a theme or central idea of a text and analyze its development over the course of the text...</p> <p>RI.8.2: Determine a central idea of a text and analyze its development...; provide an objective summary of the text.</p> <p>W.8.1: Write arguments to support claims with clear reasons and relevant evidence.</p> <p>b) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p>
Alternative Assessment	
<p>Students take on the role of a newspaper columnist from the 1800s to write an editorial about a water issue from a particular region. They then move forward in time to the 1900s and write another editorial about the Colorado River and how water struggles have changed as a result of technological advances.</p>	<p>WHST.6–8.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>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.</p> <p>b) Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c) Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d) Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e) Establish and maintain a formal style and objective tone.</p> <p>f) Provide a concluding statement or section that follows from and supports the information or explanation presented.</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 1: California and the Colorado

Students read about the Colorado River, create questions for a fishbowl discussion, and take part in a dialogue about issues surrounding the Colorado River. After the discussion, students individually complete sentence starters about the influence of the Colorado River in the Southwest during the 19th century.



National Geographic Resources

- **Water for Life** wall map

Use this correlation in conjunction with the **Procedures** located on page 36 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>RL.8.4: Determine the meaning of words and phrases as they are used in a text, including...connotative meanings...</p>
<p>Steps 1 and 2: Have students examine the Water for Life wall map and develop an understanding of where Californians get their water and what they use it for.</p> <p>Project The Colorado River Basin (Visual Aid #1) to show the location and course of the river.</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>Steps 3 and 4: In pairs, students read California Connections: California and Colorado (Student Edition, pages 2–5) with a Common Core Focus. When they finish reading, pairs of students create Fishbowl Discussion Questions (Student Workbook, page 3).</p> <p>Suggestion: Refer to the Reading California Connections Using a Common Core Reading and Writing Focus on pages 11–15 to view specific suggestions for integrating Common Core standards while reading the selection not only for content, but for text structure as well.</p> <p>Tip: If Student Workbooks 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"> ■ Have students use binder paper or other lined or unlined paper. ■ Have students use a sheet protector over the page and write with a whiteboard marker. ■ Do together as a class on a projector or chart paper. ■ Project the digital fill-in version and do together as a class. ■ Students use digital devices to fill in the digital version found on the website. ■ Make student copies when necessary. 	<p>L.8.6: Acquire and use accurately grade-appropriate general academic...words and phrases...</p> <p>RH.6–8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>RST.6–8.10: ...read and comprehend science...texts...independently and proficiently.</p>

Student Tasks	Common Core Standards Applications
<p>Step 5: Conduct fishbowls discussion with the class.</p> <p>Tip: Use <i>Teacher’s Edition</i> page 36 to review with students the instructions and protocols for a Fishbowl Discussion.</p>	<p>RI.8.2: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>RI.8.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events...</p> <p>SL.8.1: Engage effectively in a range of collaborative discussions (...in groups...) with diverse partners..., building on others’ ideas and expressing their own clearly.</p> <p>SL.8.3: Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>
<p>Step 6: Students turn to Sentence Starters (Student Workbook, page 5) and complete the sentences.</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>WHST.6–8.2d: Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>WHST.6–8.2f: Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>

Lesson 2: Heading West

Students role-play settlers traveling across the continent and stopping in places that were influenced by the great rivers of North America. At each location, students read about how the river in the area influenced development and settlement patterns.



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

Student Tasks	Common Core Standards Applications
<p>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>RL.8.4: Determine the meaning of words and phrases as they are used in a text, including...connotative meanings...</p>
<p>Step 1: Students work as a class to describe the trails used by early pioneers and settlers. Then students work in small groups to read the introductory paragraphs and instruction of Become a Homesteader (Student Workbook, pages 6–8).</p>	<p>RH.6–8.1: Cite specific textual evidence to support analysis of...sources.</p> <p>RH.6–8.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>
<p>Step 2: In groups of four, students work together to answer Questions 1–10 on their individual copies of Become a Homesteader.</p> <p>With prior training in collaborative discussions, students can use these prompts as a springboard for connecting ideas with each other’s and posing and answering new questions related to the topics. Encourage students to make connections with what they have learned about the act of homesteading.</p>	<p>RH.6–8.1: Cite specific textual evidence to support analysis of...sources.</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...</p>
<p>Step 3: Students share responses to Question 11 from Become a Homesteader.</p>	<p>RH.6–8.1: Cite specific textual evidence to support analysis of...sources.</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...</p>

Lesson 3: American Indians and Water Rights

Students read about conflicts over water rights and access that arose between American Indians and new inhabitants of North America. Students discuss and document the background, conflict, and influences on economic, political, and legal systems in three specific case studies.



Use this correlation in conjunction with the **Procedures** located on page 66 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>RL.8.4: Determine the meaning of words and phrases as they are used in a text, including...connotative meanings...</p>
<p>Steps 1 and 2: Students think about the hypothetical situation: “How would you feel if a new government took over the United States and forbade people to use electricity from 3 p.m. to 9 p.m.?”</p> <p>Students view U.S. Physical Features (Student Edition, page 6) to locate the various areas.</p> <p>Suggestion: Before the lesson, review listening skills with the class.</p>	<p>SL.8.1: Engage effectively in... discussions...with diverse partners on <i>grade 8 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p>
<p>Step 3: In three groups, students are assigned one of three case studies. Students record their thoughts and summaries on Case Study Pyramid: Background, Conflict, and Influence (Teacher’s Masters, page 4).</p>	<p>RH.6–8.8: Distinguish among fact, opinion, and reasoned judgment in a text.</p>
<p>Step 5: Students complete Influences of Economics, Politics, and Law (Student Workbook, page 9).</p> <p>Suggestion: During this activity, encourage students to consider the organization of their essay. Students should note the words and phrases that the author used to support his/her point of view and organize their material to properly defend their opinion.</p>	<p>W.8.1: Write arguments to support claims with clear reasons and relevant evidence.</p> <p>WHST.6–8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.6–8.9: Draw evidence from informational texts to support analysis, reflection, and research.</p>

Lesson 4: Comparing the Cases

Student experts teach each other about the three case studies involving American Indian water rights from Lesson 3. They record information on case study pyramids and use the diagrams to compare and analyze the three case studies.



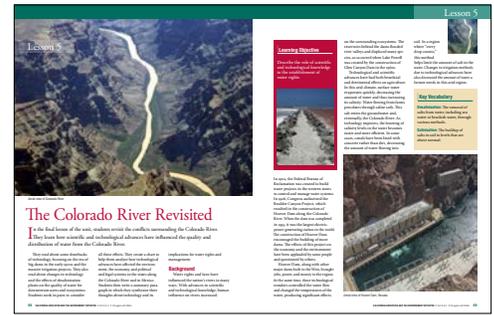
Use this correlation in conjunction with the **Procedures** located on page 82 of the Teacher’s Edition. Only procedure steps with a Common Core correlation are included in the table below.

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>RL.8.4: Determine the meaning of words and phrases as they are used in a text, including...connotative meanings...</p>
<p>Steps 1–3: Students review their Case Study Pyramids from the previous lesson. Reorganize students into new groups. As students teach their new group members about their case study, have students complete a new Case Study Pyramid: Background, Conflict and Influence.</p> <p>Suggestion: Before the lesson, review listening skills with the class.</p>	<p>L.8.6: ...use accurately grade-appropriate general academic and domain-specific words and phrases...</p> <p>SL.8.1: 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>...</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>d) Acknowledge new information expressed by others...</p> <p>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</p> <p>SL.8.5: Integrate...visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>

Student Tasks	Common Core Standards Applications
<p>Step 5: Students work together in groups to complete Compare and Contrast (Student Workbook, pages 10–12). Discuss student answers in class.</p>	<p>RST.6–8.7: Integrate...information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p> <p>RST.6–8.8: Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</p> <p>RST.6–8.9: Compare and contrast the information...gained from reading a text...</p>

Lesson 5: The Colorado River Revisited

In this lesson, students read about the influences of technology on the flow and quality of water in river systems. Students create a chart about these influences and write a one-paragraph conclusion about how technology influences water rights.



Use this correlation in conjunction with the **Procedures** located on page 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>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>RL.8.4: Determine the meaning of words and phrases as they are used in a text, including...connotative meanings...</p>
<p>Step 2: Students read Technology and the Colorado River (Student Edition, pages 10–11) and complete Part 1 of Problems, Solutions, and Effects (Student Workbook, 13–14).</p>	<p>W.8.4: Produce clear and coherent writing...</p>
<p>Step 3: Students complete Part 2 of Problems, Solutions, and Effects.</p>	<p>WHST.6–8.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <ul style="list-style-type: none"> a) Introduce a topic clearly... 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. 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.

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.

RL.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Suggestion: Throughout the selection, have students cite evidence that supports what it says explicitly as well as explaining inferences that can be drawn. Have students explain the details that work together to create inferences.

California Connections: California and the Colorado
Lesson 1 | page 1 of 4

California and the Colorado



The Colorado River travels through some of the hottest, driest, most rugged country in the nation. It begins in the Rocky Mountains and ends its journey in Mexico. Along the way, it flows through seven states. This river is a major source of water for the arid Southwest.

Urbanized Southern California historically has relied about 60% on imported water, with the Colorado River making up over half of the imported water. This important water source was unpredictable. Before the construction of modern dams, the river's flow could change within days from a trickle to a deluge that sent water and silt barreling down the riverbed. But today the flow in the main stem is closely controlled.

Now, as in the Past
Many American Indians relied on the Colorado River's natural ebb and flow. In California, the Kamia people took advantage of the river's floods to water their crops. When gold miners settled in California's Colorado River basin in the mid-1800s, they diverted river water to capture gold and to cultivate crops.



Aerial view of Colorado River

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RST.6–8.7: Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually...

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.

RST.6–8.2: Determine the central ideas or conclusions of a text; provide an accurate summary of the text...

Suggestion: After reading each section, ask students to summarize the central idea and note how it is conveyed.

RST.6–8.7: Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually...

RST.6–8.2: Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

RST.6–8.6: Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

California Connections: California and the Colorado
Lesson 1 | page 2 of 4

Then, in 1892, a developer named Charles Rockwood had a vision. He imagined building a canal to bring Colorado River water from the state’s eastern edge into the heart of Southern California. This canal would turn some of the driest land in the United States into fertile fields for agriculture. All he needed was money.

An investor from Los Angeles, George Chaffey, provided \$150,000 for the project. In 1901, developers cut an opening into the river channel. This opening diverted a large part of the river to the low valley some called the “Valley of the Dead.” To attract settlers, Rockwood changed the name to Imperial Valley. Within a year, 2,000 new people had settled there, and the town of Imperial was born. By 1904, 7,000 people were living in the Imperial Valley. The once-dry valley floor was now green with fruits, vegetables, and pasturelands. All of this was watered by the Colorado River.

California’s “Water Grab”
At first, nobody complained about what people in California were doing with the river. For almost eight years, California



Colorado River canal, California

took as much water as it could from the Colorado. The law at the time said that the first person (or people) to “develop” a water source had more rights to the water than any users who came later. While California’s population was booming, other areas in the southwest had fewer people and a lot less agriculture. But the Colorado River ran through six other states and another country. California did not add a single drop to its flow. Some people in the other states grew worried. If California established first

water rights to the Colorado, the other six states would never get their fair share of the water.

Leaders from all seven states (but not Mexico) met in 1922. Their goal was to come to an agreement about how to use the river fairly. They argued for 11 months before reaching a compromise. Their agreement, ratified by each state’s Legislature and by Congress, is called the Colorado River Compact. It divides the Colorado River States into an Upper Basin

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RI.8.7: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

RST.6–8.1: Cite specific textual evidence to support analysis of science and technical texts.

RST.6–8.2: Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

California Connections: California and the Colorado
Lesson 1 | page 3 of 4

and a Lower Basin. The states in the Upper Basin are Arizona, Colorado, New Mexico, Utah, and Wyoming. The states in the Lower Basin are Arizona, California, Nevada, New Mexico, and Utah. (As defined in the compact, three states, Arizona, New Mexico, and Utah, each have land within both basins.) According to the Compact, the Upper Basin and the Lower Basin would receive the 7.5 million acre-feet of water, and the Lower Basin would further receive the right to an additional 1 million acre-feet of surplus water, when available.

Bumps in the Road

The canals in California that brought water to the Imperial Valley had burst several times. Croplands were flooded, and towns were destroyed. The Salton Sea was created between 1905 and 1907 when the Colorado River burst through irrigation controls and flooded the Salton Basin for a year and a half. For many years, California's government had asked the federal government to help build a dam to control the floodwaters of the Colorado. In 1928, the Boulder Canyon Project Act was passed. This act permitted the construction of a giant dam. The dam, completed in 1935, was called Hoover Dam. The act said California would get the majority of the Lower Basin's water. Arizona and Nevada, with fewer people and less development, were allocated less water. Once again, Mexico's rights to the Colorado were not considered. The conflict over the Colorado's water did not end. Soon, Mexico wanted its share. People in Arizona and Nevada complained about how little they had been given by the 1928 act. Fights broke out within California between agricultural groups and people in the cities of Southern California. Everyone wanted to use more water than was available. People in the Upper Basin states became anxious. They feared that if they did not start using more water, the Lower Basin states would win the rights to use all of it. The next few decades were marked by large projects in all seven states to develop the Colorado River. During this time, California had the right to use water not needed by Arizona and Nevada. In 2003, Arizona



Salton Sea, California

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RST.6–8.1: Cite specific textual evidence to support analysis of science and technical texts.

RST.6–8.2: Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

RST.6–8.4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context...

RST.6–8.4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context...

and Nevada began using their full allocations.

By the 1970s, people were concerned with more than just the amount of water they were getting from the Colorado River. Water quality was an issue as well. Salt levels in the river had become dangerously high from water diversion, agricultural runoff, and discharges of saline groundwater from highly saline geologic formations in Colorado and Utah. When water evaporated from reservoirs, the problem became more obvious as salt built-up in agricultural fields. In 1974, the Colorado River Basin Salinity Control Act was passed. That act set limits on the amount of salt in the Colorado River water reaching Mexico.

A Fragile Ecosystem

Another issue was the health of the ecosystem. As water from the river was used or changed, the living things in and around the river were affected. The Endangered Species Act of 1973 made it illegal to threaten the environment of an endangered species. Some of the endangered species are part of the Colorado River watershed. As water projects were stopped

to protect these species, conflicts over water use became even more heated. In the 1980s, recreation on the Colorado River became more popular. Rafters and kayakers wanted access to the river's rapids and they added their voices to the many already competing for the river's water.

Colorado River water issues continue. The Colorado River Basin recently experienced an eight-year drought, during which system reservoir storage dropped to about 50% capacity. Drought conditions

have ended and reservoir storage is recovering. Cities in Nevada and Arizona have grown and are using more water. Today, California is actively searching for other sources of water and seeking ways of cutting back on the amount of water that the state's farmers, residents, and businesses use. The challenge in the near future will be to find a balance between water use and ecosystem health. Finding that balance is crucial for everyone in the Southwest, including the people of Mexico.



Hoover Dam, Nevada

RI.8.7: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

California Common Core State Standards Descriptions

Language Standards

- **L.8.6:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Reading Standards for Informational Text

- **RI.8.2:** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- **RI.8.3:** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- **RI.8.7:** Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

Reading Standards for Literature

- **RL.8.1:** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- **RL.8.2:** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- **RL.8.4:** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. **(See grade 8 Language standards 4–6 for additional expectations.) CA**

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.
 - d) Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
- **SL.8.3:** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
- **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**
- **SL.8.5:** Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Writing Standards

- **W.8.1:** Write arguments to support claims with clear reasons and relevant evidence.
 - b) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- **W.8.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Reading Standards for Literacy in History/Social Studies

- **RH.6–8.1:** Cite specific textual evidence to support analysis of primary and secondary sources.
- **RH.6–8.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- **RH.6–8.4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- **RH.6–8.7:** 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.

Reading Standards for Literacy in Science and Technical Subjects

- **RST.6–8.1:** Cite specific textual evidence to support analysis of science and technical texts.
- **RST.6–8.2:** Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
- **RST.6–8.4:** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6–8 texts and topics*.
- **RST.6–8.6:** Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
- **RST.6–8.7:** Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
- **RST.6–8.8:** Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
- **RST.6–8.9:** Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
- **RST.6–8.10:** By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

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

- **WHST.6–8.2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
 - 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.