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History-Social Science Standard 8.8.4.

Student Workbook

California Education and the Environment Initiative

Struggles with Water

California Education and the Environment Initiative

Approved by the California State Board of Education, 2010

The Education and the Environment Curriculum is a cooperative endeavor of the following entities:

California Environmental Protection Agency
California Natural Resources Agency
Office of the Secretary of Education
California State Board of Education
California Department of Education
California Integrated Waste Management Board

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Key Partners:

Special thanks to **Heal the Bay,** sponsor of the EEI law, for their partnership and participation in reviewing portions of the EEI curriculum.

Valuable assistance with maps, photos, videos and design was provided by the **National Geographic Society** under a contract with the State of California.

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Canal: A human-made channel used to move water from one place to another.

Commodity: A good that is mined, grown, or manufactured, and then bought or sold.

Desalinization: The removal of salts from water, including sea water or brackish water, through various methods.

Economic system: The ways societies use to manage the production, distribution, exchange, and consumption of goods and services, including income, expenses, and labor.

Ecosystem: A specific area, such as a kelp forest, that contains a characteristic set of interdependent species that interact with each other and the abiotic components found there.

Indian Claims Commission (ICC): A panel created by the federal government in 1946 to hear claims made by American Indians against the government.

Irrigation: Supplying water to plants by means of artificial ditches, channels, or sprinkler or drip systems.

Legal system: The means and methods of establishing, interpreting, and enforcing laws.

Manifest Destiny: The political belief that emerged in the 1840s in which the United States claimed its inevitable right to extend its territory from coast to coast.

Perspective: The point of view from which someone understands or judges something.

Political system: The means and methods by which governments are managed, including decision-making processes, such as elections.

Salinity: The measure of the amount of salts dissolved in water.

Salinization: The buildup of salts in soil to levels that are above normal.

Sovereignty: The exclusive right of an individual or group to control a government, a country, or group of people.

Treaty: A legally binding agreement between two or more nations.

Tributary: A small river or stream that flows into a larger one.

U.S. Forest Service (USFS): The agency within the U.S. Department of Agriculture that manages public lands in national forests and grasslands.

Water rights: The legal rights to own, control, or use water from a stream, river, or lake.

Watershed: The land area that drains water into a particular body of water, such as a stream, river, lake, or ocean.

Name: _____

Instructions: After reading ***California Connections: California and the Colorado*** (Student Edition, pages 2–5), write three questions about what you read. These questions will be used in a class discussion. They should generate discussion rather than ask about facts. Use "why" or "how" questions instead of "what" or "where" questions. When you have finished writing your questions, cut them out and place them in the fishbowl (or other container) that your teacher has.

Question #1:

Question #2:

Question #3:

Name: _____

Instructions: Complete the following sentences using what you learned in this lesson. Include ideas from the reading, as well as the fishbowl discussion. (5 points each)

1. The water from the Colorado River is used for

2. The water from the Colorado River has changed the landscape in California by

3. The water from the Colorado River has changed the economy in California by

4. Conflict has arisen over the Colorado River because

5. Water quality is an issue, in part, because

6. Water quantity is an issue because

Name: _____

Imagine you are a homesteader in the 1800s during the period of Westward Expansion. You are traveling across the country, stopping at various locations along the way. At each site, you will read about how water in the local area influenced travelers and settlers. Complete the tasks below to understand the importance of water in American history.

Instructions: As a group, read **Scenario Card #1**. Locate the areas discussed on the card on **U.S. Physical Features** (Student Edition, page 6). Answer the questions associated with **Scenario #1**. Then read the next **Scenario Card** and continue in the same way until you have answered all of the questions. (3 points each)

Scenario #1: The Erie Canal

1. What was the Erie Canal?

2. Why was the Erie Canal important for development in the region?

Scenario #2: St. Louis and the Mississippi River

3. Why did St. Louis grow as a city?

Name: _____

4. How did the steamboat change the city?

Scenario #3: The Platte River and the Oregon Trail

5. Why did settlers follow river valleys west?

6. Why was the Sweetwater River valley an important trail west?

Scenario #4: The Mormons and the Las Vegas Valley

7. Why were people drawn to the Las Vegas Valley?

Name: _____

8. How did the water in the valley influence people and development?

Scenario #5: The American River and Sutter's Mill

9. Why was Coloma a good place for a sawmill?

10. How did the American River influence the growth of population in the area?

Instructions: After completing questions 1-10 with your group, answer the following question. (5 points)

11. How did the rivers and waterways in the U.S. influence people and development during the era of Westward Expansion?

Name: _____

Instructions: Work independently to answer the question below that relates to the case study you read. (10 points)

Case study: _____

How was the conflict over water rights in the case of the **Ojibwa** influenced by the economic and legal systems?

How was the conflict over water rights in the case of the **California Indians** influenced by the economic and legal systems?

How was the conflict over water rights in the case of the **Taos Pueblo** influenced by the economic and political systems?

Name: _____

Instructions: Using the **Case Study Pyramids**, analyze and summarize the factors that were involved in each case, and the influence those factors had on the U.S. economic, political, and legal systems. Answer the questions in column 1 for each case study.

	Fishing Rights in the Great Lakes	Access to Irrigation Water in California	The Battle for Blue Lake
What, if any, cultural factors were involved in the case?			
What, if any, economic factors were involved in the case?			

Name: _____

	Fishing Rights in the Great Lakes	Access to Irrigation Water in California	The Battle for Blue Lake
What, if any, political factors were involved in the case?			
What, if any, legal factors were involved in the case?			

Name: _____

	Fishing Rights in the Great Lakes	Access to Irrigation Water in California	The Battle for Blue Lake
How did the conflicts over water influence economic, political, and legal systems?			

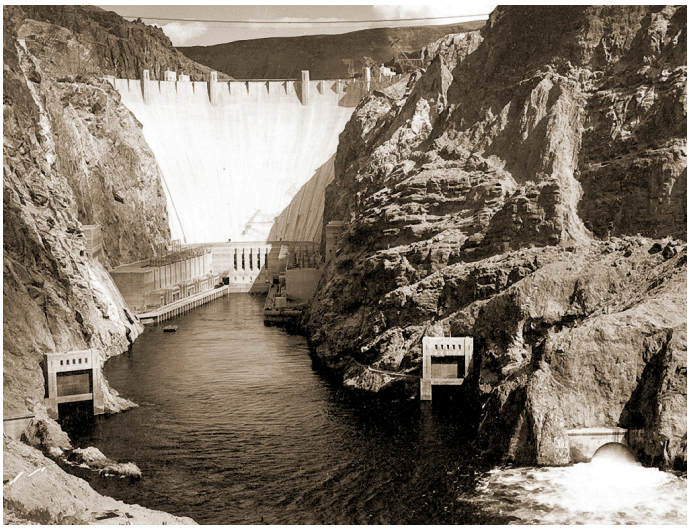
Name: _____

Part 1

Instructions: As you read **Technology and the Colorado River** (Student Edition, pages 10–11), complete the chart below. Remember that there can be positive and negative effects for each solution. (10 points)

Problem	Solution	Effect on Environmental, Political, Economic, and/or Legal Systems
Not enough/ Need more energy to power new and growing cities in the United States		
Not enough/ Need more food to feed the growing population in the United States		
Mexico receives little water from the Colorado and most of it is too salty to use		

Name: _____



Hoover Dam, Nevada, 1942

Part 2

Instructions: You are an editor for a well-known science and technology magazine. You must write a concluding paragraph for an article on technology and water laws. Using information from the lesson, write a paragraph addressing the following question:

How has technology affected water laws regarding the Colorado River? (10 points)

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