

California Education and the Environment Initiative

Increasing Environmental Literacy for K–12 Students...

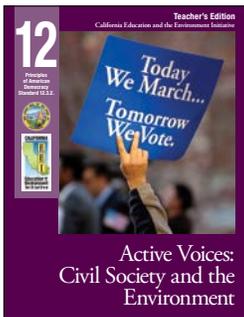
Because the Future is in Their Hands



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.

12.3.2.—Active Voices: Civil Society and the Environment



This unit gives a comprehensive look at four different examples of Californians inciting change within civil society. It shows students what civil disobedience is and how it can be an effective (albeit not always successful) means for change. It begins with describing change that started with what should be a familiar and positive organization, the United Farm Workers, and ends with a discussion of how students can make positive change within civil society in their own lives.

		RH.11–12.1	RH.11–12.2	RH.11–12.3	RH.11–12.4	RH.11–12.5	RH.11–12.6	RH.11–12.7	RH.11–12.8	RH.11–12.9	RH.11–12.10	WHST.11–12.1	WHST.11–12.2	WHST.11–12.4	WHST.11–12.6	WHST.11–12.7	WHST.11–12.9	SL.11–12.1	SL.11–12.2	SL.11–12.3	SL.11–12.4	
LESSONS	California Connections	✓			✓	✓							✓									
	1		✓	✓	✓					✓	✓		✓	✓				✓				
	2		✓	✓	✓			✓					✓	✓			✓	✓	✓			
	3	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓		✓	✓	✓			✓	✓
	4		✓		✓		✓	✓		✓		✓		✓		✓		✓	✓	✓		
	5		✓		✓					✓				✓				✓	✓			
	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 21–22 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
- **Lesson 2:** Whole class, groups of 3
- **Lesson 3:** Whole class, 4 groups
- **Lesson 4:** Whole class
- **Lesson 5:** Whole class

National Geographic Resources

- **Political** wall map (Lessons 2 and 3)
- **View from Space** wall map (Lessons 2 and 3)

Unit Assessment Options

Assessments	Common Core Standards Applications
Traditional Assessment	
<p>Students answer multiple choice questions and respond to provided questions in paragraph form.</p>	<p>RH.11–12.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>RH.11–12.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources</p> <p>WHST.11–12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
Alternative Assessment	
<p>Students create an action plan after choosing from one of three provided issues. It can be presented in a variety of formats, including a written report, a multi-media presentation, a display, or a presentation board.</p> <p>Suggestion: Provide students a copy of the Action Plan Assignment Scoring Tool and review the components on the rubric. Have students assess their own projects prior to asking for feedback.</p>	<p>RH.11–12.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>RH.11–12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.11–12.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>RH.11–12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11–12.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>WHST.11–12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.11–12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>

Lesson 1: California Farm Workers—Speaking with a Powerful Voice

Students define “civil society” based on analysis of their own voluntary associations. They read an article about César Chávez and the United Farm Workers—one example of civil society—and discuss the ways citizens voice opinions and garner rights in a democracy.



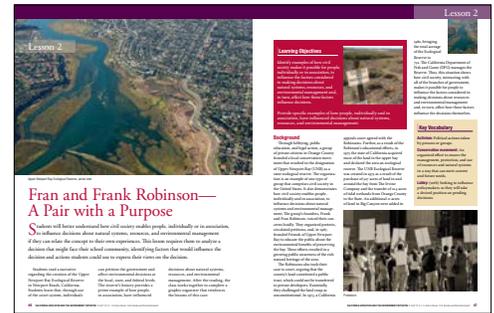
Use this correlation in conjunction with the **Procedures** located on pages 36–37 of the Teacher’s Edition. Only procedure steps with a Common Core correlation are included in the table below.

Student Tasks	Common Core Standards Applications
<p>Vocabulary Development: For depth of understanding, vocabulary may be featured within the context of the unit instead of or in addition to the beginning of the lesson.</p> <p>Tip: If <i>Student Workbooks</i> 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>RH.11–12.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text...</p>
<p>Steps 1 and 2: Project An Organized Life (Visual Aid #1), pointing out that it shows all of the organizations to which one particular California teacher belongs. For each, ask students to identify or hypothesize the common purpose or focus of each organization.</p> <p>Ask students, “What do these organizations have in common?” (If necessary, ask some prompting questions, such as: “Are these organizations part of the government?” (No) “Are people forced to join these organizations?” (No) “Do the people in each organization all have something in common?” (Yes, they have a shared interest, value, and/or purpose.) “Do the people in all the organizations have something in common?” (Students’ initial responses may vary, but help them understand that all the group members share a commitment to membership in an organization; they believe they can achieve something by belonging to the organization, whether it is a political or personal purpose, that they could not achieve alone.)</p>	<p>SL.11–12.1: Initiate and participate effectively in a range of collaborative discussions (...teacher-led)...</p>

Student Tasks	Common Core Standards Applications
<p>Step 3: Students read <i>California Connections: Farm Workers Organize for Change</i> and answer questions on California Connections Question Sheet (Student Workbook, pages 3–4).</p> <p>Suggestion: Refer to the <i>Reading California Connections Using a Common Core Reading and Writing Focus</i> on pages 16–20 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>RH.11–12.2: Determine the central ideas or information of a . . . secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.11–12.10: By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently.</p> <p>WHST.11–12.2: Write informative/ explanatory texts, including the narration of historical events. . .</p> <p>WHST.11–12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p>Step 4: Discuss questions from the California Connections Question Sheet completed in the previous step.</p> <p>Suggestion: With prior training in collaborative conversations, student leaders could facilitate the discussion, and encourage students to extend the connections they make.</p>	<p>RH.11–12.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence. . .</p> <p>SL.11–12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p>
<p>Steps 5 and 6: Discuss with students the knowledge gained from the reading and compare with The First Amendment (Visual Aid #2).</p>	<p>RH.11–12.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>RH.11–12.10: By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently.</p> <p>SL.11–12.1: Initiate and participate effectively in a range of collaborative discussions. . ., building on others’ ideas and expressing their own clearly and persuasively.</p>

Lesson 2: Fran and Frank Robinson—A Pair with a Purpose

After analyzing a hypothetical school-based issue, students read about the battle to preserve the Upper Newport Bay and fill out a chart summarizing the reading and the strategies used by the activists in the case.



National Geographic Resources

- **Political** wall map
- **View from Space** wall map

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>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.11–12.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text...</p>
<p>Step 2: In groups of three, have students read and discuss A School’s Water Dilemma (Student Workbook, pages 5–6), then chart responses on provided document.</p> <p>Suggestion: Assign each group a question to answer. As each group shares their answer, have them direct the other students in the class to find the text that supports their answers. Discuss with students how interpretation of the text can vary depending upon prior knowledge and experiences.</p>	<p>RH.11–12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.11–12.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>SL.11–12.1: Initiate and participate effectively in a range of collaborative discussions (...in groups, and teacher-led)...</p> <p>WHST.11–12.9: Draw evidence from informational texts to support analysis, reflection, and research.</p>
<p>Step 3: Review the three rights guaranteed by the First Amendment, and review student answers while placing them in one of three corresponding columns on the board. Tell students they are going to review a case in which a group in California used the legal system to petition the government to take certain actions to affect the environment.</p>	<p>SL.11–12.1: Initiate and participate effectively in a range of collaborative discussions (...teacher-led)...</p>

Student Tasks	Common Core Standards Applications
<p>Step 4: Point out the area and location of the Upper Newport Bay on the Political and View from Space wall maps. Project the Upper Newport Bay Map (Visual Aid #3) and have students share what they observe. Tell them to turn to The Upper Newport Bay Ecological Reserve (Student Edition, pages 6–8) and Charting What Happened (Student Workbook, pages 7–8). Read over the instructions with the groups, telling students they will fill out the chart as a class, after they complete the reading.</p>	<p>RH.11–12.2: Determine the central ideas or information of a...secondary source...</p> <p>RH.11–12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>SL.11–12.1: Initiate and participate effectively in a range of collaborative discussions...</p> <p>SL.11–12.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>
<p>Step 5: Begin filling out Charting What Happened (Visual Aid #4) as a class and have students complete it on their own.</p> <p>Suggestion: Have students discuss issues that they think need addressing at their own school and what actions they could take to address them.</p> <p>Suggestion: Increase the Common Core elements in the discussion by encouraging students to build on each others' ideas, cite evidence from the text, and pose questions that probe reasoning and evidence in the text and in each others' comments. Prior to the discussion, review the criteria for collaborative discussions in standard SL.11–12.1.</p>	<p>SL.11–12.1: Initiate and participate effectively in a range of collaborative discussions...</p> <p>WHST.11–12.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.11–12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>

Lesson 3: Julian Chávez Ravine—Take Me Out of the Ball Game

Students work in groups to read about the case of Julian Chávez Ravine in Los Angeles, learn about the interests of multiple stakeholders in the case, participate in a “press conference” to present the perspectives, and write op-ed columns regarding the outcome.



National Geographic Resources

- **Political** wall map
- **View from Space** wall map

Use this correlation in conjunction with the **Procedures** located on pages 66–67 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.11–12.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text...</p>
<p>Step 1: Review the environmental successes studied in previous lessons and introduce the concept that conflict and failure can result as well. Introduce The Julian Chávez Ravine Dilemma (Student Workbook, pages 9–12).</p>	<p>SL.11–12.1: Initiate and participate effectively in a range of collaborative discussions...with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p>
<p>Step 2: Read the introduction of The Julian Chávez Ravine Dilemma (Student Workbook, pages 9–12) and orally check for understanding by asking students:</p> <ul style="list-style-type: none"> ■ What is the decision being made in this case? (What to do with the land in Julian Chávez Ravine.) ■ Who are the stakeholders in this case? (People who already were living in the ravine; people who supported redeveloping the area and building public housing there; people who opposed redevelopment and building public housing there; and the people wanting to use the land for a new baseball stadium.) 	<p>RH.11–12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>SL.11–12.1: Initiate and participate effectively in a range of collaborative discussions (...teacher-led)...</p>
<p>Steps 3 and 4: Divide the class into four groups representing each stakeholder interest. Distribute one of the following to each of the students in the appropriate group: Ravine Residents (Teacher’s Masters, pages 2–3), Supporters of the Housing and Redevelopment Plan (Teacher’s Masters, pages 4–5), Opponents of the Housing and Redevelopment Plan (Teacher’s Masters, pages 6–7), or Baseball Boosters (Teacher’s Masters, pages 8–9). Review instructions with them and check for understanding. Conduct student “press conference” presentations while taking notes along with them on The Julian Chávez Ravine Dilemma.</p>	<p>RH.11–12.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>RH.11–12.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p>

Student Tasks	Common Core Standards Applications
<p>Steps 3 and 4 (Continued):</p> <p>Project Key Points in the Julian Chávez Ravine Dilemma (Visual Aid #5) and announce that the “press conference” will begin. Tell students watching the presentations to take notes about each stakeholder’s key points on their copies of The Julian Chávez Ravine Dilemma.</p> <p>Suggestion: <i>Require students to cite text from their readings to support their position. Discuss the difference between fact and opinion prior to students completing the reading assignment and after the presentations. Ask students whether emotional appeal or rhetoric was part of their presentation and discuss how rhetoric is used in political speech.</i></p>	<p>RH.11–12.6: Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.</p> <p>RH.11–12.8: Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>RH.11–12.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>RH.11–12.10: By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently.</p> <p>SL.11–12.4: Present information, findings, and supporting evidence (e.g., reflective, historical investigation...), conveying a clear and distinct perspective and a logical argument, such that listeners can follow the line of reasoning..., and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks...</p> <p>WHST.11–12.1: Write arguments focused on discipline-specific content.</p> <p>WHST.11–12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience...</p> <p>WHST.11–12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem...</p> <p>WHST.11–12.9: Draw evidence from informational texts to support analysis, reflection, and research.</p>
<p>Step 5: Conduct a class discussion reviewing the findings of the “press conference” using the provided questions, and asking which group was most persuasive and why.</p> <p>Suggestion: <i>With prior training in collaborative conversations, student leaders could facilitate this discussion, encouraging their fellow students to extend the connections they make.</i></p>	<p>SL.11–12.1: Initiate and participate effectively in a range of collaborative discussions...with diverse partners...</p> <p>SL.11–12.3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>SL.11–12.4: Present information, findings, and supporting evidence...</p>

Student Tasks	Common Core Standards Applications
<p>Step 6: Assign Write All About It! (Student Workbook, pages 13–15) for homework.</p>	<p>WHST.11–12.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.11–12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.11–12.9: Draw evidence from informational texts to support analysis, reflection, and research.</p>

Lesson 4: People’s Park—A Case of Civil Disobedience

Students view and discuss a presentation on the history of People’s Park in Berkeley, identifying how the activists in the case used civil disobedience to influence decisions about natural resources. They take part in a survey on civil disobedience and write an essay about its role in a democracy.



Use this correlation in conjunction with the **Procedures** located on pages 90–91 of the Teacher’s Edition. Only procedure steps with a Common Core correlation are included in the table below.

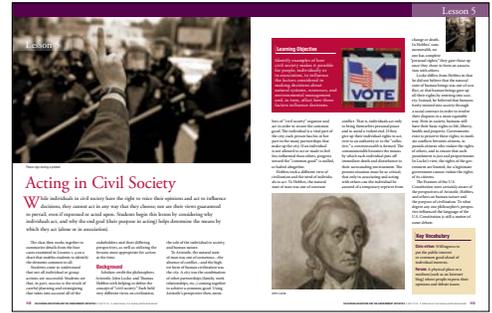
Student Tasks	Common Core Standards Applications
<p>Vocabulary Development: For depth of understanding, vocabulary may be featured within the context of the unit instead of or in addition to the beginning of the lesson.</p>	<p>RH.11–12.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text...</p>
<p>Steps 2 and 3: Guide students as they complete Notes on the Evolution of People’s Park (Student Workbook, page 16). Then discuss civil disobedience in relation to the People’s Park case while presenting The Evolution of People’s Park (Visual Aids #7-21).</p> <p>Suggestion: Show only the pictures, not the text of the visual aids, so that students take notes from the oral and media component only. Ask them to evaluate what they can discern from the visual aid, and then give a “mini-lecture” about each visual aid. After each visual aid is presented, reveal the text. This way, the temptation to simply copy the slides can be avoided.</p>	<p>SL.11–12.1: Initiate and participate effectively in a range of collaborative discussions (...teacher-led)...</p> <p>SL.11–12.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually,...orally)...</p> <p>SL.11–12.3: Evaluate a speaker’s point of view, reasoning, and use of evidence...</p> <p>WHST.11–12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p>Steps 4 and 5: Explain to students that they will show their thinking about the use of civil disobedience in a democracy by completing a Survey Continuum. Have seven or eight volunteers show their thinking by standing somewhere on the continuum after each of the following statements is read. The remainder of the class will “interpret” the data created by the volunteers.</p> <ul style="list-style-type: none"> ■ Statement 1: Civil disobedience should not be used by members of civil society in the United States because it is nothing more than breaking the law and calling it a protest. ■ Statement 2: Members of a civil society group are discussing how to protest a proposal to drill for oil in an environmental preserve. As their first act of protest, they plan to chain themselves together and block the road leading into the preserve. This use of civil disobedience is justified. 	<p>RH.11–12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.11–12.6: Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.</p> <p>RH.11–12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>

Student Tasks	Common Core Standards Applications
<p>Steps 4 and 5 (Continued):</p> <ul style="list-style-type: none"> ■ Statement 3: Members of a civil society group have been testifying and protesting at various meetings for several months. They object to a company that the city has recruited to build a chemical plant in the city. The company has a long history of air and water pollution. Tonight the city council will vote on tax breaks for the company. If the city council votes for the tax breaks, the group plans to disrupt the meeting by jeering loudly for as long as possible. If asked to stop, they will not do so. If removed from the meeting, they will remain nonviolent. This use of civil disobedience is justified. ■ Statement 4: A lot owned by the city parks department has been vacant for three years. It is full of trash. Citizens have written letters, circulated a petition, and testified at a city council meeting, trying to get the city to do something about the lot. They even volunteered to fix up the lot, but city officials told them to stay out of it. Finally, the citizens decide to clean up the lot on their own, allowing neighborhood children to play there and apartment-dwellers in the area to plant gardens. This use of civil disobedience is justified. ■ Statement 5: A group of citizens are concerned about the government’s policies on global climate change. They have taken part in protests, written letters to Congress and the President, and signed petitions. They decide not to pay their federal income taxes until the government changes its policies. This use of civil disobedience is justified. 	<p>RH.11–12.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>SL.11–12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> a) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d) Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. <p>SL.11–12.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems...</p> <p>SL.11–12.3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric...</p>

Student Tasks	Common Core Standards Applications
<p>Step 6: Students complete Is Civil Disobedience Justified? (Student Workbook, pages 17–18).</p> <p>Suggestion: Guide students through further research of People’s Park, and extend the prompt to “Did the ends justify the means of civil disobedience in the People’s Park case?” and have them write a full process research paper.</p>	<p>WHST.11–12.1: Write arguments focused on <i>discipline-specific content</i>.</p> <ul style="list-style-type: none"> a) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. b) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims... c) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify... d) Establish and maintain a formal style and objective tone... e) Provide a concluding statement or section... <p>WHST.11–12.7: Conduct short as well as more sustained research projects to answer a question...; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>

Lesson 5: Acting in Civil Society

Students discuss what makes people act, and whether the end goal determines whether they act alone or with others. The class summarizes details about the four case studies presented previously and analyzes the components they have in common.



Use this correlation in conjunction with the **Procedures** located on pages 116–117 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.11–12.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text...</p>
<p>Step 1: Lead a class discussion according to provided questions to introduce the unit.</p>	<p>RH.11–12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.11–12.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>SL.11–12.1: Initiate and participate effectively in a range of collaborative discussions (...teacher-led)...</p>
<p>Steps 2 and 3: Guide students to fill out their copy of Acting in Civil Society (Student Workbook, pages 19–20) as the class discusses and takes notes together.</p>	<p>SL.11–12.1: Initiate and participate effectively in a range of collaborative discussions (...teacher-led)...</p> <p>WHST.11–12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.11–12.9: Draw evidence from informational texts to support analysis, reflection, and research.</p>
<p>Step 5: Discuss the similarities and differences of the four examples studied and then ask students to apply the themes presented to personal experiences of acting within civil society.</p> <p>Suggestion: <i>Canvas the class to identify an issue that concerns them, and then add it to the chart and discuss how they could act upon it within civil society.</i></p>	<p>SL.11–12.1: Initiate and participate effectively in a range of collaborative discussions...with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</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; note any gaps or inconsistencies; note the date and origin of the source and whether it is primary or secondary. **(RH.11–12.1)**
- Note how the author sets up the central ideas or information; trace the relationship among key details and ideas; summarize how key events or ideas develop over the course of the text. **(RH.11–12.2)**
- Analyze a series of events described in the text; evaluate various explanations for actions or events; determine which explanation best accords with textual evidence; determine whether earlier events caused later ones or simply preceded them; acknowledge where matters are left uncertain. **(RH.11–12.3)**
- Note how the author explains and refines the meaning of key terms, symbols, domain-specific words, and phrases. **(RH.11–12.4)**
- Analyze how the structure is used to emphasize key points or advance an explanation or analysis and how key sentences, paragraphs, and larger portions of the text contribute to the whole. **(RH.11–12.5)**
- Compare and evaluate the point of view of the author(s); note which details are included and emphasized; assess the author's claims, reasoning, and evidence; compare the text with other authors on the same topic. **(RH.11–12.6)**
- Note how the information in the *California Connections* text integrates with information provided throughout the unit in diverse visual, quantitative, and qualitative formats, including tables, charts, research data, and maps, in print or digital texts. **(RH.11–12.7)**
- Assess whether the author's extent of reasoning and evidence in a text support the author's claim; evaluate the author's premises, claims, and evidence. **(RH.11–12.8)**
- When other documents are included, compare and contrast findings presented in this text to those in other sources, noting when the findings support or contradict previous explanations, and identify any discrepancies. **(RH.11–12.9)**
- Note comprehension strategies for understanding text. **(RH.11–12.10)**

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.

RH.11–12.5: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

Suggestion: Ask students to identify the overall structure of the text and other structures they notice within this text.

WHST.11–12.2: Write informative/explanatory texts, including the narration of historical events...

a) Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it...

b) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

- Paragraph 2 builds on information presented in paragraph 1.

- Californian students are likely to have prior knowledge of the UFW slogan and symbol.

California Connections: Farm Workers Organize for Change
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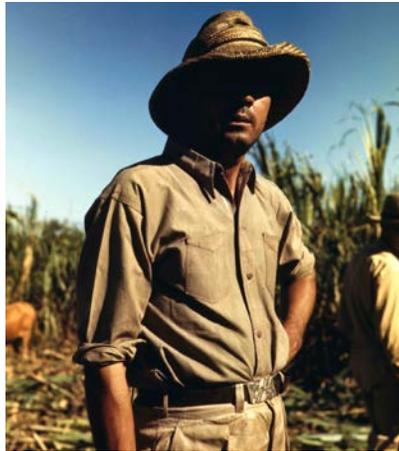
Farm Workers Organize for Change



Supporters of the farm workers movement still chant “¡Sí, se puede!” as they gather to demonstrate. Emboldened by the symbol for the United Farm Workers (UFW), a black Aztec eagle against a red background, this movement’s success illustrates how a group of people committed to a cause can effect social change.

“¡Sí, se puede!” is loosely translated as “Yes, we can!” Through the leadership of one man and the commitment of thousands, the United Farm Workers of America (UFW) showed people in our society that if they unite, then indeed, “it can be done.”

Working Conditions in the 1950s and 1960s
California farm laborers in the 1950s and 1960s endured some of the worst working conditions in the nation. Receiving substandard wages, they stooped over crops for long hours without breaks. Most farm workers were migratory, following crop seasons throughout the fertile valleys of California. Thus, families were constantly uprooted, children transferred from school to school. After classes and on weekends, children worked beside their



Farm worker

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RH.11–12.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text...

- Substandard wages
- Migratory

WHST.11–12.2b: Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

- *The harshness of treatment is likely to concern readers and pique interest.*

California Connections: Farm Workers Organize for Change
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parents in the fields. Babies were strapped to their mothers’ backs or left beneath scant shade amidst flies and dirt. On one farm, the boss charged a quarter for a cup of water. On another, 67 field workers drank from a single cup—an empty beer can. Workers’ housing consisted of farm labor camps made up of sheet-metal tents, lean-tos, or derelict barns and stables. Rooms were commonly crowded with four or more people. Many of the “camps” had no running water, refrigeration, or toilets. In some cases, water sources were downstream from livestock, exposing occupants to waterborne diseases. Infants born in these “camps” sometimes died from dehydration caused by diarrhea.

Farm workers often faced racist attitudes from their bosses. Some bosses treated workers with less respect and care than their mechanical equipment or animals. While farm owners installed elaborate irrigation systems for their crops, they sometimes ignored the need for clean water in farm workers’ “camps.” Growers hired veterinarians to tend to sick animals yet refused medical care for sick workers. While some growers maintained their equipment and sheltered their animals in heated barns, workers lived in dilapidated shanties without heat or basic sanitation. In the years following World War II, farm workers also faced a new danger: the widespread use of chemical pesticides. Developed by scientists for biological warfare, organophosphate compounds entered the domestic market immediately following the war. They soon became the standard means of pest control on California farms. Organophosphates are neurotoxins, which kill by inhibiting enzymes critical to nervous system function. Effective at killing insects, these chemicals also affect humans—and farm workers began getting sick. In 1949, the California Department of Public Health (CDPH) recorded 300 cases of farm workers poisoned by pesticides; two workers died. Throughout the 1950s, the number of reported farm workers sickened from agricultural chemicals increased. In 1963, the issue made front-page news when almost a hundred peach pickers on a San Joaquin Valley orchard became seriously ill. Aside from the newspaper reports of this incident, most media coverage focused on the risk to consumers from toxic residues on the edible portion of crops. Meanwhile, pickers stood in plant foliage, absorbing pesticides into their skin and clothes. They breathed in toxic vapors, eyes stinging and throats burning as chemicals assaulted their bodies. CDPH reports



Migrant farm workers in California

CALIFORNIA EDUCATION AND THE ENVIRONMENT INITIATIVE | Unit 12.3.2 | Active Voices: Civil Society and the Environment | Student Edition 3

WHST.11–12.2d: Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

- *Juxtaposing the treatment of humans with non-humans is an effective technique.*

WHST.11–12.2b: Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

Suggestion: Note which facts and information the author chooses to include and discuss the reasons for choosing those particular facts as supporting details.

WHST.11–12.2a: Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- *The new section headings and the change to a more modern, color graphic instead of the previous black and white signifies a move forward for the reader, which corresponds to the later dates in the text.*



Grape boycott

showed that farm workers' rate of occupational disease was 50 percent higher than the rate for any other industry in California. It became clear that this was more than a medical issue. This was a political issue; the health and welfare of farm workers were being ignored.

Roots of the United Farm Workers of America

In 1962, César Chávez and Doris Huerta co-founded the National Farm Workers Association, which later became the UFW. Chávez saw the collective force of the numerous farm workers in the United States as a powerful vehicle for social change. Organizing farm workers across the state, he believed,

would give field laborers a greater voice in society, and thus greater influence in government decisions. Earlier attempts to organize field workers had failed because of major resistance from growers, the seasonal, migratory nature of the work, and the surplus of labor. Chávez, who himself was a former migrant farm worker, used a different technique than outside organizers had tried. He began organizing farm workers from within. Chávez started by traveling throughout California farm labor communities, talking to workers and recruiting them to join his union to resist poor wages and working conditions.

The UFW's goal was to obtain a union contract, which

would provide legal protection and guarantees to farm workers. But farm workers in the early 1960s had little financial or political power. They needed to harness the power of public support and sympathy. To achieve this goal, Chávez and his group drew inspiration from such leaders as Dr. Martin Luther King, Jr., and Mahatma Gandhi, using boycotts and other nonviolent methods to attract attention from newspapers and television networks. The farm workers organized walkouts, formed picket lines, led protest marches, and held "sit-ins." In some cases, they practiced civil disobedience, breaking the law or refusing to obey court orders,

RH.11–12.5: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

California Connections: Farm Workers Organize for Change
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that were obtained by growers, as a means of limiting picketing.

One of the farm workers' most effective tactics was an international boycott of California grapes that lasted from 1967 to 1970. This boycott, and the strikes associated with it, attracted national media attention. Once the public became aware of the farm workers' plight, the UFW won the support of student activists, religious groups, minority groups, powerful unions, and other American consumers. Farm workers convinced millions of Americans concerned about social justice to stop buying domestic grapes. In 1968, César Chávez went 25 days without food to rededicate his movement to nonviolence, again capturing the sympathy of the public for the farm workers' cause. On the last day of the fast, Senator Robert F. Kennedy visited him to show support. Newspapers quoted Kennedy as saying that Chávez was "one of the heroic figures of our time." Securing this position in the national spotlight allowed the UFW to gain a foothold in national affairs.

Large grape growers gave in to the economic and political pressure, and the UFW won the first real labor contracts in U.S. history. Once the contracts were in place, wages increased,

growers provided fresh water and toilets in the fields, the federal and state governments began regulating pesticide use after union agreements banned some of the most dangerous chemicals, and employers offered workers pensions and medical coverage. The UFW's continuing efforts included lobbying the California legislature to pass the 1975 California Agricultural Labor Relations Act, which protects the rights of farm workers to unionize and bargain collectively.

One of the UFW's greatest legacies is the mobilization

of a farm worker movement that continues today. From this association, a support system for farm workers has grown through organizations within the movement, including a three-state network of educational-style Spanish-language radio stations, high quality housing communities, and education programs. The activism of César Chávez and the United Farm Workers in California have given laborers the knowledge that they have a voice and can bring about social and environmental change.

"¡Sí, se puede!"



Selling grapes

WHST.11–12.2e: Provide a concluding statement or section that follows from and supports the information or explanation provided...

- *The conclusion brings the reader full circle as it echoes the powerful statement made at the beginning of the text.*

RH.11–12.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

Suggestion: While reading, have students summarize sections of the material, citing evidence from the text.

California Common Core State Standards Descriptions

Reading Standards for Literacy in History/Social Studies

- **RH.11–12.1:** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- **RH.11–12.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- **RH.11–12.3:** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- **RH.11–12.4:** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
- **RH.11–12.5:** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- **RH.11–12.6:** Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- **RH.11–12.7:** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- **RH.11–12.8:** Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- **RH.11–12.9:** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- **RH.11–12.10:** By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently.

Speaking and Listening Standards

- **SL.11–12.1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
 - a) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - b) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
 - c) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
 - d) Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- **SL.11–12.2:** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- **SL.11–12.3:** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- **SL.11–12.4:** Present information, findings, and supporting evidence (**e.g., reflective, historical investigation, response to literature presentations**), conveying a clear and distinct perspective **and a logical argument**, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. **Use appropriate eye contact, adequate volume, and clear pronunciation. CA**

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

- **WHST.11–12.1:** Write arguments focused on *discipline-specific content*.
 - a) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
 - b) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.
 - c) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e) Provide a concluding statement or section that follows from or supports the argument presented.
- **WHST.11–12.2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
 - a) Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
 - d) Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
 - e) Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
- **WHST.11–12.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WHST.11–12.6:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- **WHST.11–12.7:** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **WHST.11–12.9:** Draw evidence from informational texts to support analysis, reflection, and research.