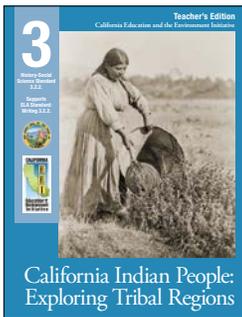




TEACH COMMON CORE STANDARDS WITH THE EEI CURRICULUM

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.

3.2.2.— California Indian People: Exploring Tribal Regions



In this unit students will explore the natural habitats and natural resources available to California Indians that lived where their school is located. They will learn how California Indians managed and used these resources, and how they were influenced by their natural region and available resources. First, students will be introduced to their local Indian tribal region using detailed wall maps. They will examine artifacts and elements of their natural region using colorful and authentic visual aids and read about their tribe and their region with illustrated readers. They will conclude by learning how the California Indians shaped the landscape to provide sufficient resources to a broad diversity of cultures.

LESSONS

	RI.3.1	RI.3.2	RI.3.3	RI.3.4	RI.3.7	RF.3.4	W.3.2	W.3.3	SL.3.1	SL.3.2	SL.3.3	SL.3.6	L.3.1	L.3.2	L.3.3	L.3.4	
California Connections	✓	✓	✓	✓	✓											✓	
California's Natural Regions Reader	✓	✓			✓											✓	
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
- **L:** Language Standards
- **RF:** Reading Foundational Skills Standards
- **RI:** Reading Standards for Informational Text
- **SL:** Speaking and Listening Standards
- **W:** Writing Standards

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 and 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 page 15 of this document.

A Note about Common Core Speaking and Listening Standards

Many of the EEI units provide various learning structures, materials, and groupings that lead toward students working in pairs or small groups to discuss concepts and ideas. This 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 in collaborative discussion techniques, students can be placed in pairs or small groups to discuss the lesson topics. To aid in teacher planning, the lessons are listed below along with their learning structures for whole class, pairs/partners, and/or small groups:

- **Lesson 1:** Whole class, partners/pairs
- **Lesson 2:** Whole class, small groups
- **Lesson 3:** Whole class, pairs
- **Lesson 4:** Whole class, small groups
- **Lesson 5:** Whole class, pairs, and small groups

National Geographic Resources

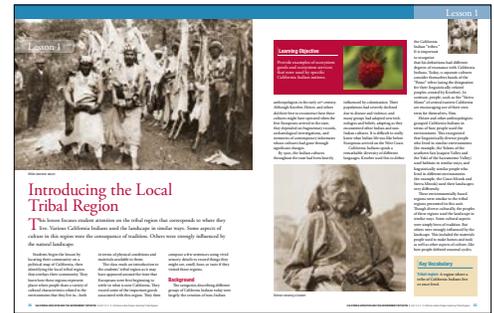
- **California Tribal Regions** wall map (Lessons 1, 2, 3, and 4)
- **Natural Regions** wall map (Lesson 2)
- **Political** wall map (Lesson 1)

Unit Assessment Options

Assessments	Common Core Standards and Applications
Traditional Assessment	
<p>Students use words from a word bank to fill in blanks in sentences. Then they write sentence answers to questions which ask for explanations or descriptions. They also answer multiple choice questions.</p>	<p>L.3.3: Use knowledge of language and its conventions when writing...</p> <p>RI.3.1: ...answer questions to demonstrate understanding...</p> <p>RI.3.3: Describe the relationship between a series of historical events...using language that pertains to time, sequence, and cause/effect.</p>
Alternative Assessment	
<p>Students write a short story describing a day of life in the local tribal region long ago. They will discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their natural environment (for example, how they obtained food, clothing and tools).</p>	<p>L.3.3: Use knowledge of language and its conventions when writing...</p> <p>RI.3.1: ...answer questions to demonstrate understanding of a text...</p> <p>RI.3.3: Describe the relationship between a series of historical events...using language that pertains to time, sequence...</p> <p>W.3.2: Write informative/explanatory texts to...convey ideas and information clearly.</p> <p>b) Develop the topic with facts, definitions, and details.</p> <p>Suggestion: For a Common Core enhancement, in addition to the criteria described in the Alternative Unit Assessment, give students the rubric (Teacher's Edition, page 31) outlining the criteria to help guide and evaluate their writing.</p>

Lesson 1: Introducing the Local Tribal Region

On a map, students identify the tribal region where their school is located. They listen to a description of the environmental aspects of the region, answer questions about the region, and write a detailed description of sights, smells, tastes, and sounds they might experience there.



National Geographic Resources

- **California Tribal Regions** wall map
- **Political** wall map

Use this correlation in place of the **Procedures** on page 38 of the Teacher’s Edition.

Procedures	Common Core Standards and Applications
Vocabulary Development	
<p>Use the Dictionary Workbook and the vocabulary Word Wall Cards to introduce new words to students as appropriate. Ask students to write their name in the space provided in the Dictionary Workbook. These documents are provided separately.</p> <p>Tip: If Dictionary Workbooks need to be reused from year to year, students should not write in them.</p> <p>Tip: Word Wall Cards may be used at the beginning, as the words come up in the lesson, or as a review at the end.</p>	<p>L.3.4d: Use glossaries or beginning dictionaries...to determine or clarify the precise meaning of key words and phrases...</p> <p>RI.3.4: Determine the meaning of general academic and domain-specific words and phrases in a text...</p>
Step 1	
<p>Ask students to think about the people that lived in California a long time ago. Ask students to share what they know about the people referred to as “Indians” that lived in California a long time ago. Explain to students that there are California Indians living in the state who still do many of the things that their ancestors used to do a long time ago.</p> <p>Draw students’ attention to the California Tribal Regions wall map. Ask students to name the seven different tribal regions on the map. (<i>Northwest, Northeast, North Central, South Central, East, Southwest, and Southeast</i>)</p> <p>Explain that this map shows where different groups of Indians lived at around the time Europeans and others were beginning to explore and settle California. Tell students that each one of these tribal regions is an area where people had many things in common, such as food, clothing, and tools. Explain to students that there are still California Indians alive today and that, though many things have changed (like the kind of houses they live in and the clothes they wear), they continue many of their important traditions. Tell students that they will be studying about how California Indians lived in this area, long before California became a state.</p>	<p>RI.3.7: Use information gained from illustrations (e.g., maps...)...to demonstrate understanding...</p> <p>Suggestion: Model how to locate and identify the correct tribal region on the California Tribal Regions wall map and their town on the Political wall map.</p>

Procedures	Common Core Standards and Applications
Step 1 (Continued):	
<p>On the Political wall map, ask students to find the town where their school is located, and ask them to use the California Tribal Regions wall map to identify the corresponding tribal region near where their town and school are located. Tell students that this is the area they will be learning about, and about people who lived here (<i>Note: These are the tribal names, shown in grey, on the wall map.</i>) long ago.</p>	<p>RI.3.7: Use information gained from illustrations (e.g., maps...)...to demonstrate understanding...</p> <p>Suggestion: <i>Model how to locate and identify the correct tribal region on the California Tribal Regions wall map and their town on the Political wall map.</i></p>
Step 2	
<p>Distribute a Student Edition to each student. Tell students to turn to California Connections: Exploring Tribal Regions (Student Edition, pages 2–3, 4–5, 6–7, 8–9, 10–11, 12–13, or 14–15 depending on the local tribal region). Ask students to listen carefully as you read about the tribal region long ago, and to think about what it might have been like to visit it. Ask them to imagine what they might see, feel, hear, smell and taste during their visit.</p> <p>Read aloud the appropriate section of California Connections: Exploring Tribal Regions to the class.</p>	<p>L.3.3a: Choose words and phrases for effect.*</p> <p>RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>Suggestion: <i>Reread the text, this time having students identify the resources that are described and how they are used. (Close Reading)</i></p> <p>RI.3.3: Describe the relationship between a series of historical events...or concepts...in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>Suggestion: <i>During or after reading the text, have students compare the differences in the way the Indians used resources back then to how we use the same resources today.</i></p> <p>RI.3.7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>
Step 3	
<p>After they have finished reading, have students choose a partner to work with. Distribute a Student Workbook to each student. Tell students to turn to the Tribal Region Information Sheet (Student Workbook, page 2) and work with their partner to complete it.</p> <p>Gather Student Editions.</p> <p>Collect Student Workbooks and use Tribal Region Information Sheet for assessment.</p> <p>Tip: <i>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:</i></p> <ul style="list-style-type: none"> ■ <i>Have students use binder paper or other lined or unlined paper</i> ■ <i>Have students use a sheet protector over the page and write with a whiteboard marker</i> ■ <i>Do together as a class on a projector or chart paper</i> ■ <i>Project the digital fill-in version and do together as a class</i> ■ <i>Students use digital devices to fill in the digital version found on the website</i> ■ <i>Make student copies when necessary</i> 	<p>L.3.3: Use knowledge of language and its conventions when writing...</p> <p>a) Choose words and phrases for effect.*</p> <p>RI.3.1: ...answer questions to demonstrate understanding of a text...</p> <p>RI.3.7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text...</p>

Lesson 2: The Local Landscape Long Ago

Students look at maps and identify the natural regions that make up their local tribal region, and then answer questions about how the different goods available in the tribal region were used to meet people’s needs long ago.



National Geographic Resources

- **California Tribal Regions** wall map
- **Natural Regions** wall map

Use this correlation in place of the **Procedures** on page 56 of the Teacher’s Edition.

Procedures	Common Core Standards and Applications
Vocabulary Development	
Use the Dictionary Workbook and the vocabulary Word Wall Cards to introduce new words to students as appropriate.	<p>L.3.4d: Use glossaries or beginning dictionaries...to determine or clarify the precise meaning of key words and phrases...</p> <p>RI.3.4: Determine the meaning of general academic and domain-specific words and phrases in a text...</p>
Step 1	
<p>Spend a few minutes talking about the seasonal weather where students live. Is it hot or cold? At what times of the year? How much does it rain or snow? (<i>Answers will vary based on where students live.</i>)</p> <p>Project California Indian Houses (Visual Aid #1). Explain that these were homes built in the traditional style of California Indians from two different tribal regions. Ask students to look at these homes and imagine what it would feel like to stand inside them. Would it be bright or dark? Hot or cold? Closed or open? Prompt students to evoke sensory details in their descriptions.</p> <p>Share that these homes reflect the weather and resources available in the regions they come from. Point to the area labeled “Yurok” on the California Tribal Regions wall map (in the Northwest Tribal Region). Tell students that the Yurok people made their houses out of redwood boards. Explain that it was important to build houses out of wood because along the northern coast of California it is often cold and raining.</p> <p>Point to the area labeled “Cahuilla” (Kah-wee-yah) on the California Tribal Regions wall map (in the Southeast Tribal Region). Tell students that the Cahuilla made their houses from palm fronds (the leaves of palm trees). Explain that these houses had walls and ceilings that were loose and open, allowing breezes to pass through, which made them comfortable for living in the hot, dry desert.</p>	<p>SL.3.1: Engage effectively in a range of collaborative discussions (...teacher-led)...building on others’ ideas and expressing their own clearly.</p> <p>SL.3.2: Determine the main ideas and supporting details of... information presented in diverse media and formats, including visually...</p>

Procedures	Common Core Standards and Applications
Step 2	
<p>Tell the class that in this lesson, they will be finding out how the weather, landscape, and native plants and animals of their local region shaped the lives of California Indians.</p> <p>Ask students to name the basic things that all people need. (<i>Food, water, shelter [clothes, housing]</i>) Explain that California's natural regions provided all of these things for California Indians. Tell students that these people were affected by the areas in which they lived. Explain that the weather, as well as the landscape, and the types of plants and animals in a place affected the things people did. The objects people made and invented in that place were also influenced by where the California Indians lived.</p>	<p>SL.3.1: Engage effectively in a range of collaborative discussions (...teacher-led) building on others' ideas and expressing their own clearly.</p>
Step 3	
<p>Draw students' attention to the Natural Regions wall map. Review the nine natural regions shown on the map, and have students share the names of some animals and plants associated with each.</p> <p>Ask students what natural region (vegetation) makes up most of the local tribal region. (<i>Answers will vary based on where students live.</i>) After they have identified the vegetation that covers a majority of the local tribal region, distribute a copy of the California Connections: California's Natural Regions reader to each student, locate the section of the reader that describes that area, and read the appropriate section with students.</p>	<p>RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI.3.7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>
Step 4	
<p>Redistribute the students' individual Student Workbooks. Tell them to turn to Natural Features of the Local Tribal Region (Student Workbook, pages 3–4, 5–6, 7–8, 9–10, 11–12, 13–14, or 15–16 depending on the local tribal region). Using the California Tribal Regions and Natural Regions wall maps, complete Part 1 together.</p>	<p>RI.3.7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>
Step 5	
<p>After the class has completed Part 1 of Natural Features of the Local Tribal Region, ask them to use the section of the California Connections: California's Natural Regions reader that they read to complete Part 2 individually. If time permits, allow students to share what animals and plants might have been useful to the people living in the local tribal region long ago.</p> <p>Gather the California Connections: California's Natural Regions readers.</p> <p>Collect Student Workbooks and use Natural Features of the Local Tribal Region for assessment.</p>	<p>L.3.3: Use knowledge of language and its conventions when writing...</p> <p>RI.3.1: ...answer questions to demonstrate understanding of a text...</p> <p>RI.3.7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text...</p> <p>Suggestion: This step could be done using small collaborative groups.</p>

Lesson 3: Making Use of the Local Region's Resources

Students watch a presentation about how California Indians made boats from tule reeds. Then they create a drawing of plant and animal resources used by the California Indians from their local tribal region to make other tools and objects.



National Geographic Resources

- **California Tribal Regions** wall map

Use this correlation in place of the **Procedures** on page 78 of the Teacher's Edition.

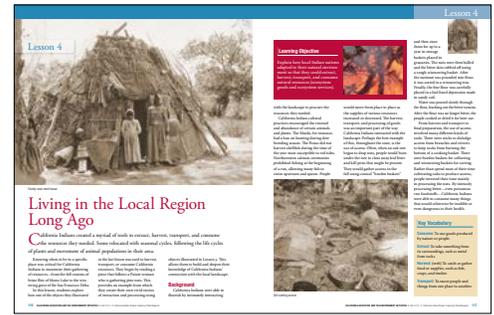
Procedures	Common Core Standards and Applications
Vocabulary Development	
<p>Use the Dictionary Workbook and the vocabulary Word Wall Cards to introduce new words to students as appropriate.</p>	<p>L.3.4d: Use glossaries or beginning dictionaries...to determine or clarify the precise meaning of key words and phrases...</p> <p>RI.3.4: Determine the meaning of general academic and domain-specific words and phrases in a text...</p>
Step 1	
<p>Begin by asking students to recall the names of animals and plants from the natural regions found in the local tribal region and how people may have used these as food, fuel, and building materials.</p> <p>Tell the class that there is one natural feature that every California Indian group used no matter where they lived. Ask students what they think it is. (<i>Water, rivers, and lakes</i>) Why do they think so? (<i>People need water to live.</i>)</p> <p>Project Plains Miwok Houses (Visual Aid #2) and explain that this shows some of the houses of people who spoke a language called 'Plains Miwok' who lived around the Sacramento Delta and lower Sacramento River. Point out this area and the name of these people on the California Tribal Regions wall map.</p> <p>Ask students what they notice about where these villages were located. (<i>They were all next to rivers or other water.</i>) Explain that people all over California tended to live near rivers, because fresh water was so important to peoples' lives. Ask students to describe what the houses are made out of. (<i>Wood</i>) Explain that people tended to settle where there was wood and other materials that could be used for shelter.</p>	<p>RI.3.7: Use information gained from illustrations (e.g., maps, photographs)...to demonstrate understanding...</p> <p>SL.3.2: Determine the main ideas and supporting details of... information presented in diverse media and formats, including visually...and orally.</p> <p>SL.3.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>SL.3.6: Speak in complete sentences...</p> <p>Suggestion: Have students "think, pair, share" to recall names of animals and plants and how people may have used these as food, fuel, and building materials.</p>

Procedures	Common Core Standards and Applications
Step 2	
<p>Share that, in addition to the water, the California Indians used many animals and plants that lived in and around the rivers and lakes in the tribal regions, such as fish, birds, willow, cattails, and reeds.</p> <p>Tell students that tule reeds are long, round, hollow-stemmed plants that grow in shallow fresh water throughout California. Explain that California Indians used tule reeds for many things. Point to the inset pictures on the California Tribal Regions wall map. Explain that the Pomo and Tachi boats pictured were made out of tule reeds, and the Chumash, Yokut, and Pomo homes were thatched with tule reeds.</p> <p>Project the Making a Tule Boat (Visual Aids #3–13) presentation.</p> <p>As you project the last visual aid in Making a Tule Boat (How Did You Do?, Visual Aid #13), make sure students understand that just as the tule reeds went through a many-step process to become the final boat, each object pictured went through many steps to go from a raw material to a finished product. Explain that the willow branches were cut, sized, soaked, and woven into the basket; the rabbit was captured, the skin was made into long strips and then these were woven together into the blanket; flickers (birds) were captured and plucked; their feathers were stripped, drilled, then woven together with cord into the headdress.</p>	<p>RI.3.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>RI.3.7: Use information gained from illustrations (e.g., maps, photographs)...to demonstrate understanding...</p>
Step 3	
<p>Distribute the Student Editions and tell students turn to Tools Made by California Indians of the Local Tribal Region (Student Edition, pages 16–17, 18–19, 20–21, 22–23, 24–25, 26–27, or 28–29 depending on the local tribal region). Read aloud the tool descriptions while students locate the tool being described in the illustration on the facing page.</p> <p>Redistribute the students' individual Student Workbooks. Tell them to turn to California Indians in the Local Tribal Region Drawing (Student Workbook, page 17). Read the instructions at the top of the page. Explain to students that they will draw one of the tools made by the Indians that lived in their local region long ago in the center of the page, and pictures of the natural resources that were used to make that tool around the outside.</p> <p>Tell students to turn to Important Resources for California Indians in the Local Tribal Region (Student Edition, page 30, 31, 32, 33, 34, 35, or 36 depending on the local tribal region). Explain that the photographs show the important natural resources used by the local California Indians to make tools. Tell students to use the details in the photographs to help them draw and label the resources that they will include in their drawings.</p>	<p>RI.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.7: Use information gained from illustrations (e.g., maps, photographs)...to demonstrate understanding...</p>

Procedures	Common Core Standards and Applications
Step 4	
<p>Give students the remaining class time to finish their drawings. Have them label all parts of their drawing with the names of the artifact they chose and the natural resources used to make it.</p> <p>Gather Student Editions.</p> <p>Collect Student Workbooks and use California Indians in the Local Tribal Region Drawings for assessment.</p>	<p>RI.3.7: Use information gained from illustrations (e.g., maps, photographs)...to demonstrate understanding...</p>

Lesson 4: Living in the Local Region Long Ago

Students read about the uses of a winnowing tray and learn how another tool made by people from the local tribal region was used. They then write a paragraph describing what it would be like to use this tool if they were a California Indian living in their local region long ago.



National Geographic Resources

- California Tribal Regions wall map

Use this correlation in place of the **Procedures** on pages 120–121 of the Teacher’s Edition.

Procedures	Common Core Standards and Applications
Vocabulary Development	
Use the Dictionary Workbook and the vocabulary Word Wall Cards to introduce new words to students as appropriate.	<p>L.3.4d: Use glossaries or beginning dictionaries...to determine or clarify the precise meaning of key words and phrases...</p> <p>RI.3.4: Determine the meaning of general academic and domain-specific words and phrases in a text...</p>
Step 1	
Redistribute the students’ individual Student Workbooks and the Student Editions . Have students look at the drawings they made in the last lesson on California Indians in the Local Tribal Region Drawing (Student Workbook, page 17) and the rest of the artifacts pictured on Tools Made by California Indians from the Local Tribal Region (Student Edition, pages 16–17, 18–19, 20–21, 22–23, 24–25, 26–27, or 28–29 depending on the local tribal region). Tell students that they will now be learning how California Indians used some other tools to harvest, transport, or consume natural resources.	<p>RI.3.7: Use information gained from illustrations (e.g., maps, photographs)...to demonstrate understanding...</p>
Step 2	
<p>Tell students that the first tool they will be learning about is called a winnowing tray. Point to the “East” inset on the California Tribal Regions wall map and to the Paiute winnowing tray (above the seedbeater). Tell students that the Paiute people lived in many regions of California, mainly in the Northeast, the East, and the Southeast tribal regions. Explain that the winnowing tray was a very important tool used by these people.</p> <p>Tell students to turn to Using a Paiute Winnowing Tray (Student Edition, page 37). Read the story together as a class.</p>	<p>RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI.3.4: Determine the meaning of general academic and domain-specific words and phrases in a text...</p> <p>RI.3.7: Use information gained from illustrations (e.g.,... photographs)...to demonstrate understanding...</p> <p>Suggestion: Have students read the story silently to themselves before reading as a class. Ask students to write down a prediction of what the word “winnowing” means before reading and discussing the story as a class. Then, have them revise their definitions after the discussion.</p>

Procedures	Common Core Standards and Applications
Step 3	
<p>After reading the story, ask students how it might have felt to be gathering and processing pine nuts long ago, using the winnowing tray. Ask them to imagine the cold frost on the ground, sticky pine sap, hot coals, and other sensory details, as they consider the use of the winnowing tray.</p> <p>Call students' attention to the questions written on chart paper. Ask the class each question and call on students to answer. As they answer, write their answers on the chart paper. Then weave the answers together into a simple paragraph on the board, so that students have an example for the activity in Step 5.</p> <ul style="list-style-type: none"> ■ What natural resource did Paiute people collect with the winnowing tray? (<i>Pine nuts</i>) ■ How did Paiute people harvest pine nuts? (<i>Boys climbed into trees to help shake cones down. Men used long hooks to knock down cones.</i>) ■ How did Paiute people transport pine nuts? (<i>Women gathered the cones in baskets and brought them back to where they lived.</i>) ■ How did Paiute people consume pine nuts? (<i>The nuts were toasted and the shells were cracked and removed. They were ground into sticky flour. This was cooked into a hot mush in a basket and eaten with finger.</i>) 	<p>RI.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>Suggestion: <i>Have students work in groups to come up with answers, and have the students write their answers on sentence strips. Place the strips on the board to form a paragraph.</i></p>
Step 4	
<p>Explain to students that they will now read about how the people used another tool to collect resources in the local tribal region long ago. Tell students to turn to Hunting and Gathering Resources in the Local Tribal Region (Student Workbook, page 18, 19, 20, 21, 22, 23, or 24 depending on the local tribal region). Read the instructions and about the tool with the class and answer any questions students have.</p>	<p>RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>
Step 5	
<p>Tell students to complete their story, using sensory details, about what it would be like to use this tool, in the space at the bottom of Hunting and Gathering Resources in the Local Tribal Region. Explain that they can use any information in their Student Workbook or Student Edition to help them. Tell students to use the paragraph written on the board (about the winnowing tray) as an example.</p> <p>Give students class time to complete this task.</p> <p>Gather Student Editions.</p> <p>Collect Student Workbooks and use Hunting and Gathering Resources in the Local Tribal Region for assessment.</p>	<p>L.3.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>W.3.3: Write narratives to develop real...events using effective technique, descriptive details, and clear event sequences.</p>

Lesson 5: Changing the California Landscape

Students view a presentation and predict how the life and activities of California Indians changed the environment. They draw illustrations showing ways Indians changed their local tribal region. Students then discuss how these changes resulted from actions taken by California Indians.



Use this correlation in place of the **Procedures** on pages 136–137 of the Teacher’s Edition.

Procedures	Common Core Standards and Applications
Vocabulary Development	
<p>Use the Dictionary Workbook and the vocabulary Word Wall Cards to introduce new words to students as appropriate.</p>	<p>L.3.4d: Use glossaries or beginning dictionaries...to determine or clarify the precise meaning of key words and phrases...</p> <p>RI.3.4: Determine the meaning of general academic and domain-specific words and phrases in a text...</p>
Step 1	
<p>Redistribute the students’ individual Student Workbooks. Tell them to turn to Hunting and Gathering Resources in the Local Tribal Region (Student Workbook, page 18, 19, 20, 21, 22, 23, or 24 depending on the local tribal region). Select several students to read aloud the paragraphs they completed in Lesson 4.</p> <p>After they have shared, facilitate a class discussion using the following questions:</p> <ul style="list-style-type: none"> ■ Were there always people in the place we now call California? (<i>No</i>) ■ When the first people arrived in California thousands of years ago, what kinds of things do you think might have been different from today? (<i>There were fewer people, or no people; there were different animals and plants living here and in different locations than they are now; there were no roads, freeways, or towns like there are now.</i>) <p>Tell students that people were not always a part of the California landscape. Explain that scientists called archaeologists agree that people were in California by about 10,000 years ago. They came up with this date by finding out how old the objects were that people left behind, like spear points or the remains of campfires.</p> <p>Explain that it is thought that the first people to come to California came from Asia to hunt large animals like mammoths (long-tusked relatives of elephants) that no longer live here (are extinct).</p> <p>Explain that these people changed the landscape wherever they went by hunting, gathering, building fires, and making shelters. Tell students that, like all people, California Indians used the resources around them to live, and in doing so, changed the environment.</p>	<p>L.3.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>RF.3.4: Read with sufficient accuracy and fluency to support comprehension.</p> <p>SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners...building on others’ ideas and expressing their own clearly.</p> <p>SL.3.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)</p>

Procedures	Common Core Standards and Applications
Step 2	
<p>Explain to students that they are going to look at pictures of and listen to some information about a few natural resources that have been part of California for a long, long time. Tell them to listen to the information that you read about each resource. Explain that after reading about each resource, you will be asking them a question. Tell students to raise their hands if they think there was more of this resource after people arrived in California, or keep their hands down if they think there were fewer or less of the particular resource. Then show the answer on the next visual aid. Repeat with each resource in the presentation.</p> <p>Project the More or Fewer (Visual Aids #14–39) presentation.</p> <p>When the presentation is concluded, ask students, “How did people change California long ago?” (<i>There were fewer of some resources and more of others, depending on what people did and what resources they needed and used.</i>)</p>	<p>RI.3.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>SL.3.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>
Step 3	
<p>Project Before and After (Visual Aid #40). Ask students to describe the changes to the landscape as shown in the two pictures. (<i>In the “Before” picture, mountains are covered with forest and chaparral. There is a river with many salmon in it. A bear is fishing. There are trees and vegetation all over the river. You can barely see a deer antler hidden behind one of the trees.</i>)</p> <p>(<i>In the “After” picture, most of the land is covered with grass, with only a few patches of forest and chaparral visible. Show a tree that has recently been cut back. Many rabbits, quail, and deer are visible in the grass and meadows. Tule huts with smoke coming out of them sit next to the river. There is a net [weir] across the river with salmon caught in it. A controlled fire is burning one of the remaining patches of chaparral in the distance.</i>)</p> <p>As a class, discuss their ideas regarding ways that their local region looked before and after California Indians settled in the area. Again, ask students: “When the first people arrived in California thousands of years ago, what kinds of things do you think might have been different from today?”</p>	<p>RI.3.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>SL.3.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>
Step 4	
<p>Tell students to turn to People Changing the Landscape (Student Workbook, pages 25–26). Ask them to draw before and after pictures similar to the ones on display in Before and After, showing how the environment of their region may have looked before and after the California Indians settled there. Tell students to use any information they have learned about their local region and the people that lived here long ago to help them to write captions under their illustrations. Give students class time to complete the task.</p> <p>Collect Student Workbooks and use People Changing the Landscape for assessment.</p>	<p>RI.3.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Suggestion: <i>Students can make an artifact from their local tribe and prepare a short oral presentation on what resources were used to make it, how they made it, and what might happen if that resource was no longer available to the tribe.</i></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.

California Common Core State Standards Descriptions

Language Standards

- **L.3.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.3.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **L.3.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a) Choose words and phrases for effect.*
- **L.3.4:** Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies.
 - d) Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases **in all content areas. CA**

Reading Foundational Skills Standards

- **RF.3.4:** Read with sufficient accuracy and fluency to support comprehension.

Reading Standards for Informational Text

- **RI.3.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **RI.3.2:** Determine the main idea of a text; recount the key details and explain how they support the main idea.
- **RI.3.3:** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- **RI.3.4:** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*. (**See grade 3 Language standards 4–6 for additional expectations.**) **CA**
- **RI.3.7:** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Speaking and Listening Standards

- **SL.3.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
- **SL.3.2:** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- **SL.3.3:** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- **SL.3.6:** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)

Writing Standards

- **W.3.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - b) Develop the topic with facts, definitions, and details.
- **W.3.3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.