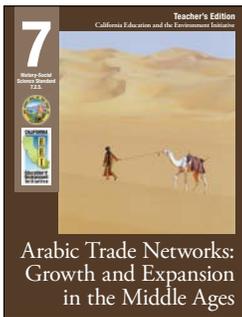




## TEACH COMMON CORE STANDARDS WITH THE EEI CURRICULUM

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.

### 7.2.5.—Arabic Trade Networks: Growth and Expansion in the Middle Ages



This unit explores the expansion of trade and the establishment of trading networks in and around the Arabian Peninsula during the Middle Ages (476–1450 CE). Students examine relationships between the components of the natural systems in the part of the world and the growth of cities and trade. Students analyze data, make inferences from evidence, and conclude that the trade networks established by Arab people influenced cultures, lives, and natural systems throughout the medieval world. The lessons provide rich visual and textual experiences to support student learning. Students analyze maps and read accounts from poets, explorers, and traders to describe how the growing international trade affected the population and settlements across three continents. Students see the ways in which human communities operate and influence the very natural systems that those communities depend upon for their operation and expansion.

		RH.6–8.1	RH.6–8.2	RH.6–8.3	RH.6–8.4	RH.6–8.5	RH.6–8.6	RH.6–8.7	RH.6–8.8	RH.6–8.9	RH.6–8.10	WHST.6–8.2	WHST.6–8.4	WHST.6–8.9	SL.7.1	SL.7.4
<b>LESSONS</b>	California Connections				✓	✓	✓		✓		✓	✓				
	1		✓		✓	✓		✓			✓			✓	✓	✓
	2				✓			✓			✓	✓	✓	✓	✓	✓
	3				✓			✓					✓	✓	✓	✓
	4	✓		✓	✓			✓	✓				✓	✓	✓	✓
	5		✓	✓	✓			✓					✓	✓	✓	✓
	Traditional Assessment		✓									✓				
	Alternative Assessment		✓						✓	✓	✓	✓		✓		
		<b>COMMON CORE STANDARDS</b>														

**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 page 18 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:** Pairs
- **Lesson 3:** Groups of 8, whole-class sharing of analysis
- **Lesson 4:** Pairs, whole class discussion
- **Lesson 5:** Whole class

## National Geographic Resources

- **Afroeurasian Trade Routes** student map (Lessons 1 and 2)
- **Human Geography** wall map (Lesson 1)
- **Political** wall map (Lesson 1)

## Unit Assessment Options

Assessments	Common Core Standards Applications
<b>Traditional Assessment</b>	
<p>Students answer 10 multiple-choice questions about information from the unit. Then they answer 5 short-answer questions based on the Afroeurasian trade routes and their influences on trade, Arab population expansion, and the spread of the plague.</p>	<p><b>RH.6–8.2:</b> Determine the central ideas...of a...source...</p> <p><b>WHST.6–8.2b:</b> Develop the topic with relevant, well-chosen facts, definitions, concrete details...or other information and examples.</p>
<b>Alternative Assessment</b>	
<p>Students analyze a case study to show what they have learned about Arab trade routes in the Middle Ages and their influence on the world. They write responses to five statements.</p>	<p><b>RH.6–8.2:</b> Determine the central ideas or information of a... source; provide an accurate summary...</p> <p><b>RH.6–8.8:</b> Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p><b>RH.6–8.9:</b> Analyze the relationship between a primary and secondary source on the same topic.</p> <p><b>RH.6–8.10:</b> ...read and comprehend history/social studies texts...independently and proficiently.</p> <p><b>WSHT.6–8.2b:</b> Develop the topic with relevant, well-chosen facts, definitions, concrete details...or other information and examples.</p> <p><b>WHST.6–8.9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>

## Lesson 1: Networking the Golden State

Students read about the development of the trade and travel “network” linking the communities in California over time. They then use what they know to examine a map of medieval trade routes and commerce centers in and around the Arabian Peninsula.



## National Geographic Resources

- **Afroeurasian Trade Routes** student map
- **Human Geography** wall map
- **Political** wall map

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><b>Vocabulary Development:</b> 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><b>RH.6–8.4:</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>
<p><b>Steps 2 and 3:</b> Students read <i>California Connections: Beyond the “Royal Road”</i> (Student Edition, pages 2–5). Students learn the origins, development, and growth of trade routes in California, and later make a connection between these and the Afroeurasian trade routes. Using visual aids, students contrast and compare the trade routes of California in 1820, 1900, and 1950. Students also make note of the changes in natural resources with increased population, and the effect on life styles of each era.</p> <p><b>Suggestion:</b> <i>In addition to providing support for Reading Literacy standards, this selection provides a writing model for the Writing Literacy standards. As students read for content, explicitly point out the text structures the author uses to convey the information.</i></p> <p><b>Suggestion:</b> <i>Refer to the Reading California Connections Using a Common Core Reading and Writing Focus on pages 13–17 to view specific suggestions for integrating Common Core standards while reading this selection not only for content, but for text structure as well.</i></p>	<p><b>RH.6–8.2:</b> Determine the central ideas or information of a...source; provide an accurate summary...</p> <p><b>RH.6–8.5:</b> Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p><b>RH.6–8.7:</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information...</p> <p><b>RH.6–8.10:</b> ...read and comprehend history/social studies texts... independently and proficiently.</p> <p><b>SL.7.1:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners..., building on others’ ideas and expressing their own clearly.</p> <p><b>SL.7.4:</b> Present claims and findings..., emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples...</p>

Student Tasks	Common Core Standards Applications
<p><b>Step 5: The Growth of Trade</b> (Student Workbook, page 3) assesses students' achievement of the learning objective: "Describe how the growth of human populations and cities led to the establishment of trade routes in California." Students independently complete a graphic organizer with ideas generated from class reading and discussion.</p> <p><b>Tip:</b> If <b>Student Workbooks</b> 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"> <li>■ Have students use binder paper or other lined or unlined paper.</li> <li>■ Have students use a sheet protector over the page and write with a whiteboard marker.</li> <li>■ Do together as a class on a projector or chart paper.</li> <li>■ Project the digital fill-in version and do together as a class.</li> <li>■ Students use digital devices to fill in the digital version found on the website.</li> <li>■ Make student copies when necessary.</li> </ul>	<p><b>RH.6–8.2:</b> Determine the central ideas... of a...source; provide an accurate summary of the source...</p> <p><b>WHST.6–8.9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>

## Lesson 2: Change and Trade in the Arab World

Students examine a physical map of the Arabian Peninsula and then read about elements of life and the beginnings of trade in the area. They answer questions about the natural resources available to the Arab people and the areas where permanent settlements were established.



## National Geographic Resources

- Afroeurasian Trade Routes student 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><b>Vocabulary Development:</b> 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><b>RH.6–8.4:</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>
<p><b>Step 1:</b> Students engage in teacher-led discussion based on the <b>Physical Map of the Arabian Peninsula</b> (Visual Aid #4) to determine that water was the factor that had the biggest influence on how people lived in Arabia.</p>	<p><b>RH.6–8.7:</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information...</p> <p><b>SL.7.1:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners..., building on others’ ideas and expressing their own clearly.</p> <p><b>SL.7.4:</b> Present claims and findings..., emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples...</p>
<p><b>Steps 2–4:</b> Students (in pairs) read <b>Life and Trade on the Arabian Peninsula</b> (Student Edition, pages 6–9) as they use their <b>Afroeurasian Trade Routes in the Middle Ages</b> student map to locate the places and trace the routes mentioned in the reading.</p> <p><b>Suggestion:</b> In addition to providing support for Reading Literacy standards, this selection provides a writing model for the Writing Literacy standards. As students read for content, explicitly point out the text structures the author uses to convey the information.</p>	<p><b>RH.6–8.7:</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information...</p> <p><b>RH.6–8.10:</b> ...read and comprehend history/social studies texts... independently and proficiently.</p> <p><b>SL.7.1:</b> 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>

Student Tasks	Common Core Standards Applications
<p><b>Step 5:</b> Students (in pairs) discuss and answer five short-answer questions in <b>Change in Arabia</b> (Student Workbook, pages 4–6) to determine achievement of the learning objective: “Describe how the natural resources available to the Arab people and the areas where permanent settlements were established led to the trade routes.” Students reread <b>Life and Trade on the Arabian Peninsula</b> (Student Edition, pages 6–9) and use the visual aid <b>Afroeurasian Trade Routes in the Middle Ages</b> to discuss and answer the questions.</p>	<p><b>RH.6–8.7:</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information...</p> <p><b>SL.7.1:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners..., building on others’ ideas and expressing their own clearly.</p> <p><b>WHST.6–8.2:</b> Write informative/explanatory texts...</p> <p>b) Develop the topic with relevant, well-chosen facts, definitions, concrete details...or other information and examples.</p> <p>d) Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>WHST.6–8.4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>WHST.6–8.9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>

## Lesson 3: What Traveled on the Trade Routes

Students analyze photographs of products transported across Afroeurasian trade routes and use resources to describe them. They identify their origin, the source of the materials of which they were made, their possible use, and the routes across which they were transported.



Use this correlation in conjunction with the **Procedures** located on page 66 of the Teacher's Edition. Only procedure steps with a Common Core correlation are included in the table below.

Student Tasks	Common Core Standards Applications
<p><b>Vocabulary Development:</b> 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><b>RH.6–8.4:</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>
<p><b>Step 1:</b> Students are led through an overview of the lesson. Review <b>Afroeurasian Trade Routes in the Middle Ages</b> (Visual Aid #5), locating the city Kilwa on the map. Describe the archaeological retrieval of cargo from a 14<sup>th</sup> or 15<sup>th</sup> century dhow near the city of Kilwa. Project <b>Artifacts From the Sunken Dhow</b> (Information Cards #1–8).</p>	<p><b>SL.7.1:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners..., building on others' ideas and expressing their own clearly.</p>
<p><b>Steps 2–5:</b> In groups of eight, have students turn to <b>Goods and Products Key</b> (Students Edition, pages 10–11) and to <b>Product Analysis Notes</b> (Student Workbook, pages 7–8). Provide students a set of <b>Artifacts From the Sunken Dhow</b> (Information Cards #1–8) to analyze and help complete questions.</p> <p>Students will then share his or her group analysis with the class while tracing the route each product was traveling when the dhow sank.</p>	<p><b>RH.6–8.7:</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information...</p> <p><b>SL.7.1:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners..., building on others' ideas and expressing their own clearly.</p> <p><b>SL.7.4:</b> Present claims and findings..., emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples...</p> <p><b>WHST.6–8.4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>WHST.6–8.9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>

## Lesson 4: They Saw It with Their Own Eyes

In pairs, students read and interpret a journal account describing a flourishing commercial center in the Middle Ages, as seen by an Arab traveler. They answer questions about the influence of Arab culture on these cities and examine census data from key locations along the trade routes during the late medieval period.



Use this correlation in conjunction with the **Procedures** located on pages 84–85 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><b>Vocabulary Development:</b> 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><b>RH.6–8.4:</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>
<p><b>Step 1:</b> Preview the lesson by covering the changes caused by living things in the environment in which they live, noting that some of these changes are detrimental and some are beneficial. Project <b>Afroeurasian Trade Routes in the Middle Ages</b> (Visual Aid #5) with the cities of Mecca, Baghdad, and Cairo identified. Discuss why these three cities were the biggest centers of trade in the world, and under Arab control.</p>	<p><b>SL.7.1:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners..., building on others’ ideas and expressing their own clearly.</p> <p><b>SL.7.4:</b> Present claims and findings..., emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples...</p>

Student Tasks	Common Core Standards Applications
<p><b>Steps 2–4:</b> Using primary source materials <b>Nasir Khusraw’s Account of Tripoli</b> (Student Edition, page 12), <b>Ibn Battuta’s Account of Sarai</b> (Student Edition, page 13), or <b>Ibn Battuta’s Account of Malaga</b> (Student Edition, page 14) and <b>Afroeurasian Trade Routes in the Middle Ages</b> (Visual Aid #5) students will work in pairs to answer questions on <b>Journal Account Study Guide</b> (Student Workbook, page 9).</p> <p>Students share out to the whole group the name of the place in their account and something interesting they learned about the place through the account. Students add to their individual notes as other students share. The teacher points out the particular city as each student shares.</p>	<p><b>RH.6–8.1:</b> Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><b>RH.6–8.3:</b> Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p><b>RH.6–8.7:</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information...</p> <p><b>RH.6–8.8:</b> Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p><b>SL.7.1:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners..., building on others’ ideas and expressing their own clearly.</p> <p><b>SL.7.4:</b> Present claims and findings..., emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples...</p> <p><b>WHST.6–8.4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>WHST.6–8.9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
<p><b>Step 5:</b> Introduce the concept of “census.” Project <b>Population Data for Arab Cities in the Middle Ages</b> (Visual Aid #6). Students analyze the data and its significance.</p>	<p><b>RH.6–8.4:</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p><b>SL.7.1:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners..., building on others’ ideas and expressing their own clearly.</p> <p><b>SL.7.4:</b> Present claims and findings..., emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples...</p>

## Lesson 5: The Silent Traveler

Students review what they have learned about human adaptation to natural systems on the Arab trade routes. They read about how the plague spread along the trade routes in the 1300s, and complete a graphic organizer that shows they understand the causes, transmission, and consequences of the plague.



Use this correlation in conjunction with the **Procedures** located on pages 96–97 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><b>Vocabulary Development:</b> 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><b>RH.6–8.4:</b> Determine the meaning of words and phrases as they are used in a text including vocabulary specific to domains related to history/social studies.</p>
<p><b>Step 1:</b> Students conduct a lesson review covering trade networks in the Middle Ages using <b>Natural Systems and Human Systems on the Arabian Peninsula: A Review</b> (Student Workbook, page 10) and <b>Natural Systems and Human Systems: A Review</b> (Visual Aid #7).</p>	<p><b>RH.6–8.2:</b> Determine the central ideas or information of a...source; provide an accurate summary...</p> <p><b>SL.7.1:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners..., building on others’ ideas and expressing their own clearly.</p> <p><b>SL.7.4:</b> Present claims and findings..., emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples...</p> <p><b>WHST.6–8.4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>WHST.6–8.9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
<p><b>Steps 2–4:</b> Students read <b>The Silent Traveler</b> (Student Edition, pages 15–16) aloud as a class.</p> <p>Project <b>The Spread of the Plague</b> (Visual Aid #8) Students learn that the plague traveled along Afroeurasian trade routes and killed about one-third of the population in Arabia, Europe, and parts of Asia and North Africa.</p> <p>Project <b>Population Data for Arab Cities in the Middle Ages</b> (Visual Aid #6) for students to see the correlation in population dips and the presence of the plague.</p> <p>Students complete a cause-and-effect diagram in <b>Causes and Effects of the Plague</b> (Student Workbook, page 11) to assess what they have learned.</p>	<p><b>RH.6–8.2:</b> Determine the central ideas or information of a...source; provide an accurate summary...</p> <p><b>RH.6–8.3:</b> Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p><b>RH.6–8.7:</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information...</p>

Student Tasks	Common Core Standards Applications
<p><b>Steps 2–4 (Continued):</b></p>	<p><b>SL.7.1:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners..., building on others' ideas and expressing their own clearly.</p> <p><b>WHST.6–8.4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>WHST.6–8.9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>

## Unit Assessment

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

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

#### Reading

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

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

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

California Connections: Beyond the "Royal Road"  
Lesson 1 | page 1 of 4

## Beyond the "Royal Road"



At 7:00 a.m., Roberto Ruiz sits patiently in his car as he does every weekday morning. He looks out over the long lines of cars, vans, and trucks all around him waiting to cross the border from Mexico to the United States. People traveling on foot gather alongside the road, laughing and chatting.

Even though he lives in Tijuana, Mexico, Roberto works in San Diego. He crosses the international border at San Ysidro, the busiest border crossing in the Western Hemisphere. On some days, he may wait in the line of traffic for

more than an hour. When Roberto finally moves past the border officials, he is happy to see the straight lanes of Interstate 5 (I-5) stretching out before him. He puts his foot on the gas and picks up speed, hoping that he will not be late for work.

Roberto will only be traveling on I-5 to and from work today. He knows, however, that this highway stretches all the way to the Canadian border. It is 1,381 miles long and connects many important cities and the capitals of California, Oregon, and Washington along its length.



Wheat field

### Following Old Paths

Interstate 5 follows the same paths used by people long before there were countries and the borders between them in this part of the world. American Indians first forged these paths to look for game and to gather food in different seasons. Then, in 1769, a few settlers and Catholic *padres* arrived from Spain and Mexico. They built *presidios* (forts) and missions in central and Southern California. The

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

■ *Narrative*

**Suggestion:** Point out to students that while this is informational text it is written in narrative style.

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

**RH.6–8.10:** ...read and comprehend history/social studies text...independently and proficiently.

**Suggestion:** Have students analyze how the author switches between a narrative and explaining details about Interstate 5.

**RH.6–8.4:** Determine the meaning of words...

- *Padres*
- *El Camino Real*

*padres* and soldiers traveled along a narrow footpath from mission to mission and from fort to fort. They carried supplies and news. The path started in Baja California Sur (Mexico), where the first two missions were built. They named the path *El Camino Real*, which means "The Royal Road" or "King's Road."

Where *El Camino Real* ended, other paths continued north. Hunters and trappers traveled from the Central Valley in California to Oregon on an ancient route called the Siskiyou Trail. The trail climbed up one side of Mt. Shasta. Then it wound down the steep mountain to the valley below. In 1837, Ewing Young drove 700 cattle north over this trail. He delivered the cattle to families who had recently settled in Oregon. A few years later during the Gold Rush, many more people would use this trail to come south and seek their fortunes in California.

By the 1860s, people were traveling *El Camino Real* and the Siskiyou Trail by wagon and stagecoach. The paths had become trenched and pitted with holes. Roads were graded and holes filled.



I-5 in California

People could move freely from one end of the state to the other. It took another 50 years, however, for people to begin paving these roads. It was not until 1912, that the first section of *El Camino Real* was paved. It became one of California's first state highways.

**Paving New Roads**

In 1915, the Pacific Highway was dedicated. ("Pacific" means peaceful.) The new automobile route stretched from Canada to Mexico over parts of the Siskiyou Trail and *El Camino Real*. Travel on the Pacific Highway, however,

was a wild adventure because most of the road was rough and difficult to drive on. As automobile travel and trade increased between California, Oregon, Washington, Canada, and Mexico, the U.S. federal government stepped in. They helped create a system of numbered "interstate highways" to help people and goods travel more quickly and safely. Signs on these roads would all be the same, even as they crossed state lines (but not international borders).

U.S. Route 101 (Highway 101) was one of the first major routes to be commissioned. It

**RH.6–8.5:** Describe how a text presents information... (sequentially...).

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Peace Arch at the I-5 U.S.A./Canada border

was built on much of the old Pacific Highway. But it ended before reaching the Canadian border. Highway 101 is the most western route in the U.S. highway system. In the past, it was a major artery for commerce moving up and down the coast. It is still a favorite route for those traveling to San Francisco and the northern coasts of California, Oregon, and Washington.

Another highway that was part of the federal plan was Highway 99. "Route 99" ran like a backbone through Central California. The highway began at the Mexican border. It followed El Camino Real as it passed through San Diego and through the L.A. basin. The road climbed over the Ridge Route and passed through the town of Bakersfield.

Leaving the Central Valley, the highway closely followed the old Siskiyou Trail to the border of the U.S. and Canada. Highway 99 carried most of the agricultural and industrial goods produced in California to other places over three decades.

**Constructing a System**

All interstate highways became part of the National Highway System in 1956. Roads under this system had to meet certain government standards: They had to connect to major cities and industrial centers. They had to follow the most direct route(s) from one city to the next. In case of disaster, they had to provide safe and efficient escape routes. They had to allow for the safe transport of military troops and equipment. And, (if possible) they had to provide crossing points for travelers and goods going into and coming from other countries (Canada and Mexico). From this system came the road we know today as Interstate 5.

Interstate 5 is the major north-south interstate highway on the West Coast. I-5 was built on top of much of the

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

- *cause and effect*

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

**RH.6–8.6:** Identify aspects of a text that reveal an author’s point of view or purpose...

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

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old Highway 99 through the Central Valley. From Mexico, through San Diego to Anaheim, it follows the original route of *El Camino Real*. From the Central Valley to the border of Canada, I-5 follows the old Siskiyou Trail.

Most of the goods that Californians use and make travel along I-5. It is the major artery carrying agricultural products to the cities outside of the state and to shipping centers in Stockton and Sacramento. Tourists use the interstate to reach their vacation destinations quickly and safely. Daily commuters, like Roberto Ruiz, drive from their homes to work using I-5. Around 299,000 people travel some distance on Interstate 5 each day. Each year, around 300 million people cross the international borders into Canada and Mexico, via I-5.

At 7:00 p.m., Roberto Ruiz is glad to be driving home after work. As he leaves San Diego, the Sun is setting. It will soon be dark. The traffic on Interstate 5 begins to back up before he reaches San Ysidro. Though he has waited until 7 in the evening, there are still people waiting to cross the border into Mexico. Roberto eases back into the seat of his car. He has heard that the border crossing will be expanded this year. More check points and lanes will be built to handle the travelers and trade crossing the border each day. Until then, he will just have to wait in line.



Bags of cement ready for shipping

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

**Suggestion:** Review the text, noting how overall, the information is mostly presented sequentially, with cause-and-effect and narrative embedded.

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

**Suggestion:** Discuss how the conclusion connects with the beginning of the article.

### California Common Core State Standards Descriptions

#### Reading Standards for Literacy in History/Social Studies

- **RH.6–8.1:** Cite specific textual evidence to support analysis of primary and secondary sources.
- **RH.6–8.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- **RH.6–8.3:** Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
- **RH.6–8.4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- **RH.6–8.5:** Describe how a text presents information (e.g., sequentially, comparatively, causally).
- **RH.6–8.6:** Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- **RH.6–8.7:** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- **RH.6–8.8:** Distinguish among fact, opinion, and reasoned judgment in a text.
- **RH.6–8.9:** Analyze the relationship between a primary and secondary source on the same topic.
- **RH.6–8.10:** By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

#### Speaking and Listening Standards

- **SL.7.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7 topics, texts, and issues*, building on others’ ideas and expressing their own clearly.
- **SL.7.4:** Present claims and findings (**e.g., argument, narrative, summary presentations**), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. **CA**

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

- **WHST.6–8.2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
  - b) Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
  - d) Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - f) Provide a concluding statement or section that follows from and supports the information or explanation presented.
- **WHST.6–8.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WHST.6–8.9:** Draw evidence from informational texts to support analysis, reflection, and research.