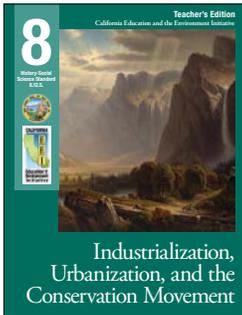




## TEACH COMMON CORE STANDARDS WITH THE EEI CURRICULUM

Created with your needs in mind, this document shows the correlation between the EEI Curriculum and the California Common Core State Standards. By teaching the EEI unit lessons in your classroom, you will be simultaneously addressing the Common Core standards depicted in this guide.

### 8.12.5.—Industrialization, Urbanization, and the Conservation Movement



In this unit, students examine how industrialization correlates with urbanization and immigration, and they consider how these synchronous processes affected the nation's natural systems. Students explore the history of conservation in California, and America's conservation movement. They examine maps that illustrate urbanization and immigration, focusing on the growth of New York City and Chicago. Students interpret images and maps of San Francisco and discuss how its growth affected natural systems. The unit concludes with analysis of primary source documents, including the 1908 Conservation Conference.

|                        |                        | RH.6–8.1 | RH.6–8.2 | 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.6–8.1 | WHST.6–8.2 | WHST.6–8.4 | WHST.6–8.6 | WHST.6–8.9 | SL.8.1 | SL.8.2 | L.8.1 | L.8.4 | L.8.6 |
|------------------------|------------------------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|------------|------------|------------|------------|------------|--------|--------|-------|-------|-------|
| <b>LESSONS</b>         | California Connections |          | ✓        |          | ✓        | ✓        | ✓        |          |          | ✓         |            | ✓          |            |            |            |        |        | ✓     | ✓     |       |
|                        | 1                      | ✓        | ✓        | ✓        |          |          |          |          |          | ✓         |            |            |            |            |            |        | ✓      |       | ✓     |       |
|                        | 2                      | ✓        | ✓        | ✓        |          |          | ✓        |          |          |           |            | ✓          |            |            | ✓          |        | ✓      |       | ✓     | ✓     |
|                        | 3                      | ✓        | ✓        | ✓        |          |          | ✓        |          |          |           |            | ✓          |            |            | ✓          | ✓      | ✓      |       | ✓     |       |
|                        | 4                      | ✓        | ✓        | ✓        |          |          | ✓        |          |          |           |            | ✓          |            |            | ✓          | ✓      | ✓      |       | ✓     |       |
|                        | 5                      | ✓        |          | ✓        |          | ✓        |          | ✓        | ✓        | ✓         | ✓          |            |            |            |            | ✓      | ✓      |       | ✓     |       |
|                        | Traditional Assessment |          | ✓        |          |          |          |          |          |          |           |            | ✓          |            |            | ✓          |        |        |       |       |       |
| Alternative Assessment | ✓                      | ✓        |          |          |          |          |          |          |          |           | ✓          | ✓          | ✓          | ✓          | ✓          |        |        |       |       |       |

**Note:** For your reference, the list of California Common Core State Standards abbreviations is on the following page.

## Using the EEI-Common Core Correlation Matrix

The matrix on the front page identifies a number of Common Core standards that are supported by this EEI unit. However, the check marks in the matrix do not necessarily signify that the Common Core standards checked will be taught to mastery by using this EEI unit alone. Teachers are encouraged to select which Common Core standards they wish to emphasize, rather than teaching to every indicated standard. By spending more time on selected standards, students will move toward greater Common Core proficiency in comprehension, critical thinking and making reasoned arguments from evidence. Teaching this EEI unit will provide opportunities for teachers to implement the shift in instructional practice necessary for full Common Core implementation.

## California Common Core State Standards Abbreviations

- **CCSS:** California Common Core State Standards
- **L:** Language Standards
- **RH:** Reading Standards for Literacy in History/Social Studies
- **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 17–18 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, partners
- **Lesson 2:** Whole class, partners (optional)
- **Lesson 3:** Whole class, partners (optional)
- **Lesson 4:** Whole class, partners (optional)
- **Lesson 5:** Whole class, partners (optional)
- **Lesson 6:** Whole class, small groups

## National Geographic Resources

- **Political** wall map (Lesson 1)

## Unit Assessment Options

| Assessments  | Common Core Standards Applications  |
|--|---|
| <b>Traditional Assessment</b>  |   |
| <p><b>Development of the Conservation Movement</b> (Traditional Unit Assessment Master) is comprised of multiple-choice, sequencing, and short-answer questions.</p>   | <p><b>RH.6–8.2:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p><b>WHST.6–8.2d:</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>WHST.6–8.9:</b> Draw evidence from informational texts to support analysis, reflection, and research.</p>  |
| <b>Alternative Assessment</b>  |   |
| <p><b>The Rise of the Conservation Movement</b> (Alternative Unit Assessment Master) has students work in small groups to answer review questions, then write individual essays about the conservation movement in the late 19th and early 20th centuries.</p> <p><i>Tip: Papers can be completed manually or digitally.</i></p> | <p><b>RH.6–8.1:</b> Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><b>RH.6–8.2:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p><b>SL.8.1a:</b> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p><b>WHST.6–8.2:</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ol style="list-style-type: none"> <li>Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>Establish and maintain a formal style and objective tone.</li> <li>Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ol> <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.6–8.6:</b> Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p><b>WHST.6–8.9:</b> Draw evidence from informational texts to support analysis, reflection, and research.</p> |

## Lesson 1: California's Conservation Movement

Students distinguish between “preservation” and “conservation,” and read about these environmental approaches in a history of conservation in California. Using a graphic organizer, students begin a chronological record of key events and people in the American conservation movement.



## National Geographic Resources

- Political wall map

Use this correlation in conjunction with the **Procedures** located on pages 42–43 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>L.8.4c:</b> Consult...reference materials... to...determine [a word’s] meaning...</p> <p><b>RH.6–8.4:</b> Determine the meaning of words and phrases as they are used in a text...</p>   |
| <p><b>Step 1:</b> Ask students a series of questions, clarifying the difference between the two vocabulary words “conserve” and “preserve.”</p>   | <p><b>RH.6–8.4:</b> Determine the meaning of words and phrases as they are used in a text...</p>   |
| <p><b>Steps 2 and 3:</b> Students read <i>California Connections: Californians Join the Conservation Movement</i> (Student Edition, pages 2–5) with a partner, making note of every date in the story, and paying attention to the previously discussed vocabulary words. When finished, the class discusses the differences between wilderness conservation and preservation.</p> <p><b>Suggestion:</b> Refer to the <i>Reading California Connections Using a Common Core Reading and Writing Focus</i> on pages 12–16 to view specific suggestions for integrating Common Core standards while reading this selection not only for content, but for text structure as well.</p> <p>In addition to providing support for Reading Literacy standards, the <b>California Connections</b> 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. Once familiar with the process, students can identify these structural elements as they read independently.</p> | <p><b>RH.6–8.2:</b> Determine the central ideas or information of a primary or secondary source...</p> <p><b>RH.6–8.10:</b> ...read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p> |
| <p><b>Step 6:</b> Students analyze a primary source photograph and determine why Hetch Hetchy became an issue between preservationists and conservationists.</p>  | <p><b>RH.6–8.1:</b> Cite specific...evidence to support analysis of primary...sources.</p>   |
| <p><b>Step 7:</b> Students use critical thinking to discuss and answer questions presented on page 43 of the <b>Teacher’s Edition</b>.</p> <p><b>Suggestion:</b> Discussion can first be done in pairs to increase involvement.</p>   | <p><b>SL.8.2:</b> Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>                           |

| Student Tasks  | Common Core Standards Applications   |
|--|--|
| <p><b>Step 8:</b> Students complete <b>Chronology of the American Conservation Movement</b> (Student Workbook, pages 3–6).</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.6–8.1:</b> Cite specific textual evidence to support analysis of primary and secondary sources.</p> |

## Lesson 2: The Growth of a City

Students examine maps from between 1850 and 1892 that graphically illustrate historic processes, such as urbanization and immigration. They focus on the example of New York City in detail and compare maps and graphs to understand the city's growth.



Use this correlation in conjunction with the **Procedures** located on pages 58–60 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>L.8.4c:</b> Consult...reference materials... to...determine [a word’s] meaning...</p> <p><b>RH.6–8.4:</b> Determine the meaning of words and phrases as they are used in a text...</p>  |
| <p><b>Steps 2–4:</b> After reading through the procedures of Steps 2 and 3, have students interpret the maps in pairs or small groups before whole class discussion.</p>   | <p><b>L.8.6:</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>RH.6–8.1:</b> Cite specific...evidence to support analysis of primary and secondary sources.</p>  |
| <p><b>Step 5:</b> Introduce students to the term “population density” and compare major cities such as Los Angeles and New York.</p>   | <p><b>SL.8.2:</b> Analyze the purpose of information presented in diverse media and formats...</p>  |
| <p><b>Steps 6 and 7:</b> Students observe and analyze a series of pictures, showing differences in New York City.</p> <p><b>Suggestion:</b> <i>There are a number of analysis questions presented in these two steps. Have students stop and draw conclusions about the information presented in the series of pictures.</i></p> <p><b>Suggestion:</b> <i>Students can answer questions with a partner to increase individual participation throughout the lesson.</i></p> | <p><b>RH.6–8.1:</b> Cite specific...evidence to support analysis of primary and secondary sources.</p> <p><b>SL.8.2:</b> Analyze the purpose of information presented in diverse media and formats...</p>   |
| <p><b>Step 8:</b> Students answer a series of short-answer questions based on the information they learned in this lesson.</p>   | <p><b>RH.6–8.2:</b> Determine the central ideas or information of a primary or secondary source...</p> <p><b>RH.6–8.7:</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p><b>WHST.6–8.2d:</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> |

| Student Tasks              | Common Core Standards Applications   |
|----------------------------|--|
| <b>Step 8 (Continued):</b> | <b>WHST.6–8.9:</b> Draw evidence from informational texts to support analysis, reflection... |

## Lesson 3: The Reach of a City

Students continue analyzing the growth of industry and American cities. They record and discuss events in the growth of Chicago and apply a von Thünen geographic model to a study of the city and its surroundings. They add new dates and events to their chronologies of the American conservation movement.



Use this correlation in conjunction with the **Procedures** located on pages 76–78 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>L.8.4c:</b> Consult...reference materials... to...determine [a word’s] meaning...</p> <p><b>RH.6–8.4:</b> Determine the meaning of words and phrases as they are used in a text...</p>  |
| <p><b>Step 1:</b> Students identify and recall regional resources and geographical features that enabled development of a city in this location.</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>Steps 2–4:</b> Students analyze a von Thünen model while geographic features are added for the purpose of analysis.</p>  | <p><b>RH.6–8.1:</b> Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><b>RH.6–8.7:</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information...</p>   |
| <p><b>Steps 5–8:</b> Students use their listening skills for these steps. Throughout the presentation, have students summarize the main ideas and details, and how the ideas are related to each other, as well as how the visual and oral information contributes to understanding the concept. They can do this with partners, in small groups, or with the whole class.</p> | <p><b>SL.8.1:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners...</p> <p><b>SL.8.2:</b> Analyze the purpose of information presented in diverse media and formats...</p>   |
| <p><b>Step 9:</b> Students complete <b>Chicago’s Surroundings, 1907</b> (Student Workbook, page 8).</p>  | <p><b>RH.6–8.2:</b> Determine the central ideas or information of a primary or secondary source...</p> <p><b>RH.6–8.7:</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p><b>WHST.6–8.2d:</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>WHST.6–8.9:</b> Draw evidence from informational texts to support analysis, reflection...</p> |

## Lesson 4: Cities and Natural Systems

Students interpret a variety of period images including a political cartoon, illustrations of the transcontinental railroad, and maps of San Francisco showing its growth, water supply, and transportation systems. With each image, students discuss how the activities depicted affected natural systems.



Use this correlation in conjunction with the **Procedures** located on pages 92–93 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>L.8.4c:</b> Consult...reference materials... to...determine [a word’s] meaning...</p> <p><b>RH.6–8.4:</b> Determine the meaning of words and phrases as they are used in a text...</p>  |
| <p><b>Steps 2–6:</b> Students use their listening skills for these steps. Throughout the presentation, have students summarize the main ideas and details, and how the ideas are related to each other, as well as how the visual and oral information contributes to understanding the concept. They can do this with partners, in small groups, or with the whole class.</p>   | <p><b>SL.8.1:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners...</p> <p><b>SL.8.2:</b> Analyze the purpose of information presented in diverse media and formats...</p>   |
| <p><b>Steps 7–9:</b> Students analyze multiple photographs of San Francisco and the surrounding areas. Students use their listening skills for these steps. Throughout the presentation, have students summarize the main ideas and details, and how the ideas are related to each other, as well as how the visual and oral information contributes to understanding the concept. They can do this with partners, in small groups, or with the whole class.</p> | <p><b>RH.6–8.1:</b> Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><b>SL.8.1:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners...</p> <p><b>SL.8.2:</b> Analyze the purpose of information presented in diverse media and formats...</p>  |
| <p><b>Step 10:</b> Students complete <b>Effects of Urbanization</b> (Student Workbook, pages 9–10).</p>  | <p><b>RH.6–8.2:</b> Determine the central ideas or information of a primary or secondary source...</p> <p><b>RH.6–8.7:</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p><b>WHST.6–8.2d:</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>WHST.6–8.9:</b> Draw evidence from informational texts to support analysis, reflection...</p> |

## Lesson 5: America's Conservation Movement

Students view images of natural wonders that focused the conservation movement's efforts. They complete their chronologies of the American conservation movement as they read and compare excerpts from the 1908 Conservation Conference with a modern statement from NOAA.



Use this correlation in conjunction with the **Procedures** located on pages 112–114 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>L.8.4c:</b> Consult...reference materials... to...determine [a word's] meaning...</p> <p><b>RH.6–8.4:</b> Determine the meaning of words and phrases as they are used in a text...</p>   |
| <p><b>Step 1:</b> Students will compare and contrast the motivation for two pictures about lumber/trees.</p>   | <p><b>SL.8.2:</b> Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>   |
| <p><b>Steps 2 and 3:</b> While looking at an 1898 picture of Yellowstone Geyser, students analyze and discuss how this picture inspired Congress to establish a national system of parks referring back to previous lesson discussion on “conserving” and “preserving.”</p> <p><b>Suggestion:</b> <i>This lesson lends itself to an argument essay, in which students take on the role of preservationist, conservationist, or city designer. They research the pros and cons from the perspective of their role, and present them in writing and/or a presentation.</i></p> | <p><b>SL.8.1c:</b> Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</p> <p><b>SL.8.2:</b> Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> |
| <p><b>Steps 4 and 5:</b> Review how urbanization, immigration, and industrialization affected the ecosystem goods and ecosystem services that America relied on, as well as how and why cities needed more resources, and the effect on those limited resources.</p>   | <p><b>SL.8.1:</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly.</p>   |

| Student Tasks   | Common Core Standards Applications  |
|---|---|
| <p><b>Steps 6–8:</b> While teaching and explaining the information in these steps, be sure to ask students to summarize the information with a partner to increase comprehension.</p>   | <p><b>L.8.4c:</b> Consult...reference materials... to...determine [a word's] meaning...</p> <p><b>RH.6–8.1:</b> Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><b>RH.6–8.6:</b> 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).</p> <p><b>RH.6–8.8:</b> Distinguish among fact, opinion, and reasoned judgment in a text.</p>   |
| <p><b>Steps 9–11:</b> Introduce “NOAA” to students and discuss the terms “marine” and “sustainable.” In small groups students read, discuss, and answer the questions on <b>Studying Natural Resources in the 21st Century</b> (Student Workbook, pages 11–12).</p> | <p><b>L.8.4c:</b> Consult...reference materials... to...determine [a word's] meaning...</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>SL.8.1a:</b> Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p><b>WHST.6–8.1b:</b> Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</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.

**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.6–8.10:** By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

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

**Suggestion:** Describe how the author sets the scene by taking the reader back in time to a stark contrasting time.

**L.8.1a:** Explain the function of verbals (...infinitives) in general and their function in particular sentences.

California Connections: Californians Join the Conservation Movement  
Lesson 1 | page 1 of 4

## Californians Join the Conservation Movement



The first European settlers who came to California saw a very different landscape than we see today. Our forests had trees so impressive that John Muir compared them to cathedrals; others saw them as timber and money. Our meadows exploded with colorful wildflowers. Our wild rivers were silver with salmon. Antelope and elk wandered the grasslands while condors filled the skies.

Grizzly bears were so numerous that they would become the symbol on our state flag. Settlers saw the abundance of natural resources in California as limitless and free for the taking. And take they did. They felled trees for their homesteads, plowed meadows to grow crops, and killed most of the large predators. The "pioneer mentality" viewed nature as something for humans to conquer.

**Taking Up the Cry**  
Early cries for nature conservation came first from the eastern states. One of these voices belonged to George Perkins Marsh, a congressman from Vermont. In 1847, he gave a speech on the destruction of nature. He called for people to conserve forests, soil, and water. The public viewed his opinions as radical. Western expansion



Yosemite National Park, California

continued at a steady rate as people forged ahead into the "frontier."  
The following year, in 1848, gold was discovered in California. Fortune-seekers streamed to the state by the tens of thousands. Soon gold mining began to damage stream channels, choking downstream

areas with silt. More people meant more trees cut, more animals hunted and, more areas cleared for crops and towns. Mining camps sprang up, neighboring towns grew into cities, and cities grew into industrialized urban centers.  
During this time, authors like the poet and philosopher Henry

2 CALIFORNIA EDUCATION AND THE ENVIRONMENT INITIATIVE | Unit 8.12.5. | Industrialization, Urbanization, and the Conservation Movement | Student Edition

**Attention Grabber:** Introduce a subject in a way that creates interest.

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

- *Sequential events*

**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).

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

**WHST.6–8.2c:** Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

**Suggestion:** Note transition sentences throughout the article.

California Connections: Californians Join the Conservation Movement  
Lesson 1 | page 2 of 4

David Thoreau wrote about the beauty of nature. Thoreau published his influential book, *Walden*, in 1854. Thoreau saw great spiritual value in nature. He scorned the Gold Rush in California because he believed that materialism would lead to the ruin of society.

In 1864, George Perkins Marsh published a book called *Man and Nature*. This book, based on his earlier speech,

began a “radical” cry for conservation in the East that echoed across the continent, reaching all the way to California. People began to notice the depletion of resources they had once viewed as limitless.

Also in 1864, Frederick Law Olmstead, one of the designers of Central Park in Manhattan, took a job as one of the first State Park Commissioners in California. The destruction

caused by the Gold Rush disturbed him. He opposed the destruction of public land for private profit. He grew concerned about the fate of Yosemite State Park and its giant sequoia trees. In 1865, he wrote a report for the state. He stressed the importance of nature for mental and spiritual well-being. He wrote that the government has a responsibility to protect areas of scenic beauty for all the people. He argued that land destroyed by mining should be restored. He planned to submit his report to the state legislature; however, other commissioners critical of his ideas accused him of being a radical. Olmstead never submitted the report, and his visionary ideas went unrecognized until decades later.

**The Cry Grows Louder**

Year after year, the voices for conservation grew louder. John Muir arrived in the Yosemite Valley in 1869. This was the same year that the transcontinental railroad linked California to the rest of the United States, opening the path for economic development and more growth. This growth put more pressure on California’s natural resources. Muir, a wilderness lover and author, wrote about the spiritual value



Sequoia trees

**RH.6-8.7:** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.



Aftermath of San Francisco earthquake

of nature. He warned of the dangers of private interests and the need for government protection. During his life, he wrote over 300 articles and books. *Century* magazine published many of his essays. This publicity influenced Congress to pass a law in 1890 that made Yosemite a national park. The same year, a census report stated that the "frontier line" had disappeared in the United States. Settlement had now spread completely from East to West.

**The Government Acts**

In 1891, Congress passed the Forest Reserves Act. This act gave the president power to set aside land for future use. However, a rift began to divide preservationists who wanted to preserve land untouched and conservationists who wanted to conserve it for future use. Muir was a preservationist. The following year, he founded the Sierra Club. This was the first organization dedicated solely to preservation. In 1897, Muir published two essays, "The

American Forests" and "The Wild Parks and Reservations of the West." In these essays, he opposed the use of our nation's protected resources.

Theodore Roosevelt became president of the United States in 1901. Conservation was one of his priorities. His administration set aside more land than had any president before him.

When Roosevelt visited Muir in Yosemite, they talked about their beliefs and ideas about how to conserve nature. Unlike Muir, however, Roosevelt believed that natural resources should be conserved for future use. In 1905, Roosevelt started the U.S. Forest Service. The new agency would manage forest reserves under the Department of Agriculture. This marked a shift from forest preservation toward timber management and production. Roosevelt appointed Gifford Pinchot as head of the U.S. Forest Service.

In 1906, an earthquake hit San Francisco. The fire that followed caused extensive damage because the city had limited water supplies and lacked strong water pressure. The city needed to find new water and electricity supplies. Plans were drawn to dam the Tuolumne River and flood the Hetch Hetchy Valley in Yosemite National Park. John Muir led the Sierra Club

**L.8.4b:** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).

**Suggestion:** The Latin root *servare* means "to hold on to, to keep":

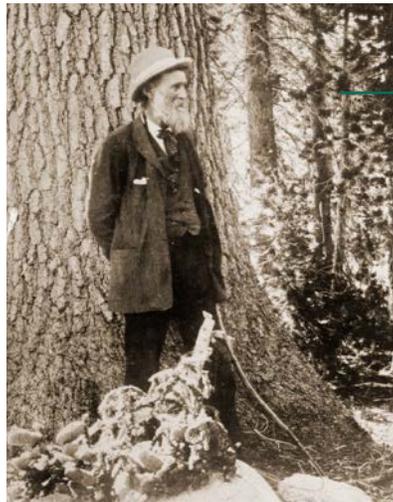
- *Conserve, conservation*
- *Reserve, reservation*
- *Preserve, preservation*

in a campaign to save Hetch Hetchy. Muir's editor, Robert Underwood, wrote an article titled "A High Price to Pay for Water." Published in *Century* magazine in 1908, it drew national attention. San Francisco newspapers criticized Muir as an "enemy of progress." The split between conservationists and preservationists widened. In 1910, Gifford Pinchot wrote, "Conservation means the greatest good to the greatest number of people for the longest time." In 1913, Congress decided that providing water and power would do more for the greater good than preserving land, and it approved the Hetch Hetchy dam. The following year John Muir died.

**Muir's Legacy**

The preservation movement that Muir had dedicated his life to did not die with him. Many others began to see the need to protect the nation's wild areas. People from around the country joined to campaign for a government agency to preserve national parklands. In 1916, the National Park Service was formed. Its mission: to protect and preserve parklands for future generations to enjoy.

The conservation movement in California has grown steadily since it began. Still, many of



John Muir, ca. 1910

the same controversies exist today. Because our state is a desirable place to live, more people move here every day. One of California's attractions is our beautiful environment. We face many challenges as our population grows. Development will continue, and urban areas

will expand. As human needs increase, so will industrialization. The difficulty lies in finding a balance between our use of natural resources and the conservation of our natural environment. The conservation movement will no doubt play a huge part in finding this balance.

**L.8.1a:** Explain the function of verbals (gerunds...) in general and their function in particular sentences.

**RH.6–8.7:** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

**WHST.6–8.2f:** Provide a concluding statement or section that follows from and supports the information or explanation presented.

### California Common Core State Standards Descriptions

#### Language Standards

- **L.8.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a) Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- **L.8.4:** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.
  - b) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).
  - c) Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech **or trace the etymology of words. CA**
- **L.8.6:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

#### Speaking and Listening Standards

- **SL.8.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics, texts, and issues*, building on others' ideas and expressing their own clearly.
  - a) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
  - c) Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- **SL.8.2:** Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

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

- **RH.6–8.1:** Cite specific textual evidence to support analysis of primary and secondary sources.
- **RH.6–8.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- **RH.6–8.4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- **RH.6–8.5:** 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.

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

- **WHST.6–8.1:** Write arguments focused on *discipline-specific content*.
  - b) Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- **WHST.6–8.2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
  - a) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
  - b) Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
  - c) Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
  - d) Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - e) Establish and maintain a formal style and objective tone.
  - f) Provide a concluding statement or section that follows from and supports the information or explanation presented.
- **WHST.6–8.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WHST.6–8.6:** Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
- **WHST.6–8.9:** Draw evidence from informational texts to support analysis, reflection, and research.