

California Education and the Environment Initiative

Increasing Environmental Literacy for K–12 Students...

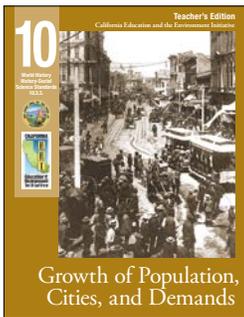
Because the Future is in Their Hands



TEACH COMMON CORE STANDARDS WITH THE EEI CURRICULUM

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

10.3.3.—Growth of Population, Cities, and Demands



In this unit, students learn about the relationship between the Industrial Revolution and the growth of urban centers around the world. The unit presents three important factors related to urban growth: depopulation of rural areas and migration to urban areas; a shift from agrarian-based society to manufacturing-based society; and a change in the pressures society places on natural resources. Students explore independently, in pairs, and in collaborative groups the demands human populations and their consumption rates place on natural systems. They examine information about the population growth in Los Angeles and apply that learning globally. Students continue to learn how the American standard of living has roots in the Industrial Revolution, and they analyze the Industrial Revolution in other countries.

		RH.9–10.1	RH.9–10.2	RH.9–10.3	RH.9–10.4	RH.9–10.5	RH.9–10.7	RH.9–10.10	WHST.9–10.1	WHST.9–10.2	WHST.9–10.4	SL.9–10.1	SL.9–10.3	SL.9–10.4	L.9–10.4	
LESSONS	California Connections	✓	✓	✓	✓	✓	✓			✓						
	1	✓	✓		✓	✓	✓	✓		✓		✓			✓	
	2	✓	✓		✓	✓				✓		✓		✓	✓	
	3				✓		✓	✓		✓		✓			✓	
	4	✓	✓	✓	✓	✓				✓	✓	✓		✓	✓	
	5			✓	✓	✓			✓		✓	✓	✓		✓	
	Traditional Assessment											✓				
Alternative Assessment										✓	✓			✓		
		COMMON CORE STANDARDS														

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

Using the EEI-Common Core Correlation Matrix

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

California Common Core State Standards Abbreviations

- **CCSS:** California Common Core State Standards
- **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 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 pages 20–21 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, individual.
- **Lesson 2:** Whole class, small groups, individual
- **Lesson 3:** Whole class, individual
- **Lesson 4:** Whole class, pairs, individual
- **Lesson 5:** Whole class, small groups, individual

National Geographic Resources

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

Unit Assessment Options

Assessments	Common Core Standards Applications
Traditional Assessment	
Students complete short-answer, multiple-choice and fill-in-the-blank questions on the unit topics.	WHST.9–10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Alternative Assessment	
<p>Students design and present a Public Service Announcement (PSA) on population growth, city growth, or rural to urban migration related to the Industrial Revolution.</p> <p>Suggestion: Review sample PSAs online and ask students to rate them on an effectiveness scale.</p>	<p>RH.9–10.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>SL.9–10.4: Present information, findings, and supporting evidence clearly...</p> <p>a) Plan and deliver an informative/explanatory presentation...CA</p> <p>WHST.9–10.2: Write informative/explanatory texts...</p> <p>b) Develop the topic with-chosen, relevant...facts...</p> <p>WHST.9–10.4: Produce clear and coherent writing...</p>

Lesson 1: Los Angeles on the Move

Students analyze a map of the human imprint in California. Then they read about the development of transportation in Los Angeles. They document the natural resources consumed and affected by the growth of the city and its transportation system.



National Geographic Resources

- **Human Imprint** wall map
- **Political** wall map

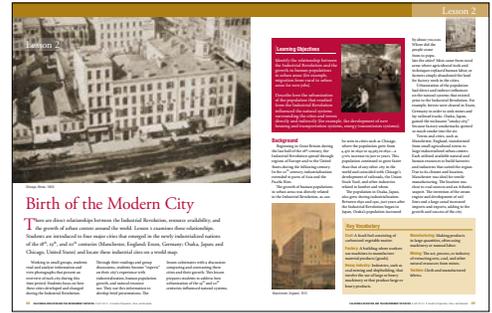
Use this correlation in conjunction with the **Procedures** located on pages 38–39 of the Teacher’s Edition. Only procedure steps with a Common Core correlation are included in the table below.

Student Tasks	Common Core Standards Applications
<p>Vocabulary Development: For depth of understanding, vocabulary may be featured within the context of the unit instead of or in addition to the beginning of the lesson.</p> <p>Tip: If <i>Student Workbooks</i> need to be reused from year to year, students should not write in them. Some strategies teachers use to preserve the workbooks are:</p> <ul style="list-style-type: none"> ■ Have students use binder paper or other lined or unlined paper ■ Have students use a sheet protector over the page and write with a whiteboard marker ■ Do together as a class on a projector or chart paper ■ Project the digital fill-in version and do together as a class ■ Students use digital devices to fill in the digital version found on the website. ■ Make student copies when necessary 	<p>L.9–10.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>RH.9–10.4: Determine the meaning of words and phrases as they are used in a text,...</p>
<p>Steps 1 and 2: Students study the Human Imprint wall map, Political wall map, and Los Angeles Today (Visual Aid #1) to learn density concepts and promote thoughts regarding transportation and the use of natural resources.</p>	<p>RH.9–10.2: Determine the central ideas or information...</p> <p>WHST.9–10.2: Write informative/explanatory texts...</p> <p>a) Introduce a topic and organize ideas, concepts, and information...</p>

Student Tasks	Common Core Standards Applications
<p>Steps 3 and 4: Students read <i>California Connections: Los Angeles on the Move</i> (Student Edition, pages 2–5) and discuss the history and evolution of transportation in the Los Angeles area. Attention is focused on energy sources of specific transportation options and the use of natural resources.</p> <p>Suggestion: Refer to the <i>Reading California Connections Using a Common Core Reading and Writing Focus</i> on pages 15–19 to view specific suggestions for integrating Common Core standards while reading the selection not only for content, but for text structure as well.</p>	<p>RH.9–10.5: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> <p>RH.9–10.10: ...read and comprehend history/social student texts... independently and proficiently.</p> <p>SL.9–10.1: Initiate and participate effectively in a range of collaborative discussions...</p> <p>a) Come to discussions prepared, having read...material under study...</p> <p>c) Propel conversations by posing and responding to questions...</p>
<p>Step 5: Students complete a culminating activity by completing a Transportation and Natural Resources timeline to show their understanding of this lesson's concepts.</p>	<p>RH.9–10.1: Cite specific textual evidence to support analysis of primary and secondary sources...</p> <p>RH.9–10.7: Integrate quantitative or technical analysis...</p> <p>WHST.9–10.2: Write informative/explanatory texts...</p> <p>a) Introduce a topic and organize ideas, concepts, and information...</p>

Lesson 2: Birth of the Modern City

Students read about four major cities that developed as a result of the Industrial Revolution. Working in small groups, they analyze documents and make presentations regarding the development of those cities. Individually, they write responses to questions about developing industries and resources needed to support these industries.



Use this correlation in conjunction with the **Procedures** located on pages 52–53 of the Teacher’s Edition. Only procedure steps with a Common Core correlation are included in the table below.

Student Tasks	Common Core Standards Applications
<p>Vocabulary Development: For depth of understanding, vocabulary may be featured within the context of the unit instead of or in addition to the beginning of the lesson.</p>	<p>L.9–10.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>RH.9–10.4: Determine the meaning of words and phrases as they are used in a text...</p>
<p>Steps 1 and 2: Students become familiar with the different cities that will be analyzed and presented. Students are assigned to study one particular city.</p> <p>Suggestion: Before assigning this task, have students complete a study of the nearest city. The teacher should model to provide an example students can refer to when working on their own City Analysis in the next step.</p>	<p>RH.9–10.2: Determine the central ideas or information...</p>
<p>Step 3: Students begin to study their city and prepare a presentation. Students read, take notes, and answer set questions: “How did this city become urbanized?” and “Why did this city become industrialized?”</p>	<p>RH.9–10.5: Analyze how a text uses structure...</p> <p>SL.9–10.1: Initiate and participate effectively in a range of collaborative discussions...</p> <p>c) Propel conversations by posing and responding to questions...</p>
<p>Step 4: Students complete City Analysis (Student Workbook, page 5) in groups, but turn it in as individuals. Students also review and complete Group Presentation (Student Workbook, page 6). A pertinent question to answer in the presentation is, “What was the relationship between the Industrial Revolution and the population growth in this city?”</p>	<p>RH.9–10.5: Analyze how a text uses structure to emphasize key points...</p> <p>SL.9–10.1: Initiate and participate effectively in a range of collaborative discussions...</p> <p>c) Propel conversations by posing and responding to questions...</p> <p>WHST.9–10.2: Write informative/explanatory texts...</p> <p>b) Develop the topic with well-chosen, relevant, and sufficient facts...</p>

Student Tasks	Common Core Standards Applications
<p>Step 5: Presentations take place. Students complete and turn in Modern Cities Note-Taking Chart (Student Workbook, page 7) with notes from all presentations.</p> <p>Suggestion: <i>Students should locate the city they are researching on the map and identify it with a map pin. Students could also create a comparison chart that records the similarities and differences between the cities that are presented, in addition to or instead of using the Modern Cities Note-Taking Chart.</i></p>	<p>SL.9–10.4: Present information, findings, and supporting evidence clearly...</p> <p>a) Plan and deliver an informative/explanatory presentation...CA</p> <p>WHST.9–10.2: Write informative/explanatory texts...</p> <p>e) Establish and maintain a formal style and objective tone...</p>
<p>Steps 6 and 7: Facilitate a class discussion related to the presentations. Discuss the relationship to the Industrial Revolution, urbanization, and effects on natural resources, including similarities and differences between the cities. Collect all books and student work.</p>	<p>SL.9–10.1: Initiate and participate effectively in a range of collaborative discussions...</p> <p>a) Come to discussions prepared, having read and researched material...</p> <p>c) Propel conversations by posing and responding to questions...</p>

Lesson 3: How Modern Cities Influence Natural Systems

Students participate in a cost-benefit analysis to learn that human activities have costs. They listen, take notes, discuss, and analyze the challenges faced and benefits reaped by the newly industrialized cities in the late 19th and early 20th centuries. They write a paragraph describing how urbanization of populations affected the local natural systems.



Use this correlation in conjunction with the **Procedures** located on pages 80–82 of the Teacher’s Edition. Only procedure steps with a Common Core correlation are included in the table below.

Student Tasks	Common Core Standards Applications
<p>Vocabulary Development: For depth of understanding, vocabulary may be featured within the context of the unit instead of or in addition to the beginning of the lesson.</p>	<p>L.9–10.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>RH.9–10.4: Determine the meaning of words and phrases as they are used in a text...</p>
<p>Step 1 (optional): Create a T-chart with students comparing costs and benefits of socializing rather than studying for a test. Relate this discussion to industrialization of cities and their growth.</p> <p>Suggestion: Make a second T-chart with the results of the discussion.</p>	<p>SL.9–10.1: Initiate and participate effectively in a range of collaborative discussions...</p> <p>c) Propel conversations by posing and responding to questions...</p>
<p>Step 2: Conduct a class discussion on the Industrial Revolution, population growth in cities, and problems related to growth.</p>	<p>SL.9–10.1: Initiate and participate effectively in a range of collaborative discussions...</p> <p>a) Come to discussions prepared, having read and researched material under study...</p> <p>c) Propel conversations by posing and responding to questions...</p> <p>d) Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement...</p>

Student Tasks	Common Core Standards Applications
<p>Step 3: Review previously-completed student workbook pages. Project and discuss Manchester’s Waterways and Chicago’s Waterways (Visual Aids #4–5) and review expectations for completing City Analysis (Student Workbook, pages 8–9) and Modern Cities Note-taking Chart (Student Workbook, page 7).</p>	<p>SL.9–10.1: Initiate and participate effectively in a range of collaborative discussions...</p> <ul style="list-style-type: none"> a) Come to discussions prepared, having read and researched material under study... c) Propel conversations by posing and responding to questions... d) Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement...
<p>Steps 4–6: Discuss Questions 1–3 on Urbanization and Natural Systems (Student Workbook, pages 8–9). Ask for examples in a class discussion. Students finish the workbook assignment individually.</p>	<p>SL.9–10.1: Initiate and participate effectively in a range of collaborative discussions...</p> <ul style="list-style-type: none"> a) Come to discussions prepared, having read and researched material under study... c) Propel conversations by posing and responding to questions... d) Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement... <p>WHST.9–10.2: Write informative/explanatory texts, including the narration of historical events...</p> <ul style="list-style-type: none"> b) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions...
<p>Step 7: Read aloud, discuss, and summarize The Alkali Act of 1863 and Robert Angus Smith (Student Edition, page 14) and Pollution in Chicago (Student Edition, page 15). Review the accompanying Visual Aids, 7–8. Discuss Question 4: “How might the population increase in urban areas have affected the natural systems in and near the cities?” (Student Workbook, page 9). Students complete the workbook assignment individually.</p> <p>Suggestion: <i>Students should be encouraged to cite text to support their answer to Discussion Question 4.</i></p>	<p>RH.9–10.7: Integrate...technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p>RH.9–10.10: ...read and comprehend history/social student texts... independently and proficiently.</p> <p>SL.9–10.1: Initiate and participate effectively in a range of collaborative discussions...</p> <ul style="list-style-type: none"> a) Come to discussions prepared, having read and researched material under study... c) Propel conversations by posing and responding to questions... d) Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement...

Student Tasks	Common Core Standards Applications
<p>Step 7: Read aloud, discuss, and summarize The Alkali Act of 1863 and Robert Angus Smith (Student Edition, page 14) and Pollution in Chicago (Student Edition, page 15). Review the accompanying Visual Aids, 7–8. Discuss Question 4: “How might the population increase in urban areas have affected the natural systems in and near the cities?” (Student Workbook, page 9). Students complete the workbook assignment individually.</p> <p>Suggestion: <i>Students should be encouraged to cite text to support their answer to Discussion Question 4.</i></p>	<p>WHST.9–10.2: Write informative/explanatory texts, including the narration of historical events...</p> <p>b) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions...</p>
<p>Steps 8 and 9: Discuss this question: “What were the direct and indirect effects of industrialization on natural systems in and around these cities?” Have students complete Urbanization and Natural System (Student Workbook, page 9) by writing a paragraph summarizing this discussion and including examples from previous lessons and discussions.</p> <p>Suggestion: <i>Write the discussion topics as two separate questions on the whiteboard, or project the question, bolding or underlining the words “direct” and “indirect”.</i></p>	<p>SL.9–10.1: Initiate and participate effectively in a range of collaborative discussions...</p> <p>a) Come to discussions prepared, having read and researched material under study...</p> <p>c) Propel conversations by posing and responding to questions...</p> <p>d) Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement...</p> <p>WHST.9–10.2: Write informative/explanatory texts, including the narration of historical events...</p> <p>b) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions...</p>

Lesson 4: Laws and Policies to Manage Natural Resources

Students observe maps and focus on the Chicago River and Lake Michigan. Through a lecture, they learn about water quality issues resulting from growth, and discuss strategies, laws, and policies implemented. Students respond in writing about how Chicago addressed water quality issues resulting from industrialization.



Use this correlation in conjunction with the **Procedures** located on pages 98–100 of the Teacher’s Edition. Only procedure steps with a Common Core correlation are included in the table below.

Student Tasks	Common Core Standards Applications
<p>Vocabulary Development: For depth of understanding, vocabulary may be featured within the context of the unit instead of or in addition to the beginning of the lesson.</p>	<p>L.9–10.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>RH.9–10.4: Determine the meaning of words and phrases as they are used in a text...</p>
<p>Step 1: Discuss and review the last lesson, regarding unsanitary conditions in northern England and Chicago. Pose the question, “If you were a leader in one of these cities at that time, how would you have addressed these problems?” Pair student to share ideas and come up with an answer to share with the class.</p>	<p>SL.9–10.1: Initiate and participate effectively in a range of collaborative discussions...</p> <p>c) Propel conversations by posing and responding to questions...</p> <p>WHST.9–10.2: Write informative/explanatory texts, including the narration of historical events...</p> <p>b) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions...</p>
<p>Step 2: Project City of Chicago, 1880 (Visual Aid #9) and Clarke Letter (Visual Aid #10). Point out the water sources for Chicago to students and the timeframe of ‘clean’ water, according to the letter.</p> <p>Suggestion: Provide each student with a copy of Visual Aid #9, removing all words and the map key. During the discussion, walk students through completing the visual.</p>	<p>RH.9–10.2: Determine the central ideas or information of a primary or secondary source...</p> <p>RH.9–10.3: Analyze in detail a series of events described in text...</p>
<p>Step 3: Review City of Chicago, 1880 (Visual Aid #9) and discuss the Chicago River’s flow into Lake Michigan. Review timeframes, waste disposal methods, industrialization, and sewage disposal.</p>	<p>SL.9–10.1: Initiate and participate effectively in a range of collaborative discussions...</p> <p>c) Propel conversations by posing and responding to questions...</p>

Student Tasks	Common Core Standards Applications
<p>Step 4: Display Chicago Water Crib (Visual Aid #11). Explain what a water crib is, how the original crib helped Chicago’s drinking water, how effective the crib was for how long, what catalyst made the replacement of the crib necessary, and what methods were taken to try to ensure clean water for the city in the future.</p> <p>Suggestion: Have students discuss different methods of recording information and encourage them to create a note-taking guide to share with their peers.</p>	<p>RH.9–10.2: Determine the central ideas or information of a primary or secondary source...</p> <p>SL.9–10.4: Present information, findings, and supporting evidence clearly...</p> <p>a) Plan and deliver an informative/explanatory presentation...CA</p>
<p>Step 5: Display Map of Chicago River Reversal (Visual Aid #12), Osgood Steam Shovel (Visual Aid #13), and Chicago Sanitary and Ship Canal Construction, 1899 (Visual Aid #14). Explain and discuss with the class what Chicago’s options were for ensuring clean water for its residents. Explain the pros and cons and cost of the final decision to reverse the flow of the Chicago River.</p> <p>Suggestion: Have students use another method of note-taking shared with them in the previous step.</p>	<p>RH.9–10.2: Determine the central ideas or information of a primary or secondary source...</p> <p>SL.9–10.4: Present information, findings, and supporting evidence clearly...</p> <p>a) Plan and deliver an informative/explanatory presentation...CA</p> <p>WHST.9–10.4: Produce clear and coherent writing in which the development, organizations, and style...</p>
<p>Step 6: Display Clean Water for Chicago (Visual Aid #15) and summarize the sequence of events in the Industrial Revolution that led to the events that ensured clean drinking water for Chicago.</p> <p>Suggestion: Give each student a blank flow chart and have them complete it individually while you display each section one step at a time.</p>	<p>RH.9–10.5: Analyze how a text uses structure to emphasize key points...</p> <p>WHST.9–10.2: Write informative/explanatory texts, including the narration of historical events...</p> <p>b) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions...</p>
<p>Step 7: Assign Chicago’s Water Problem: Government Solutions (Student Workbook, pages 10–11) for all students to complete independently.</p>	<p>WHST.9–10.2: Write informative/explanatory texts, including the narration of historical events...</p> <p>b) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions...</p>

Lesson 5: Governments Respond to Managed Growth

Students learn about human interactions with the Rhine River during the Industrial Revolution and discuss laws and policies that were enacted to protect and manage its natural resources. They share opinions about these actions and write about the roles of government and individuals in managing this important natural system.



Use this correlation in conjunction with the **Procedures** located on pages 116–117 of the Teacher’s Edition. Only procedure steps with a Common Core correlation are included in the table below.

Student Tasks	Common Core Standards Applications
<p>Vocabulary Development: For depth of understanding, vocabulary may be featured within the context of the unit instead of or in addition to the beginning of the lesson.</p>	<p>L.9–10.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>RH.9–10.4: Determine the meaning of words and phrases as they are used in a text...</p>
<p>Step 1: Students provide written responses to three key questions summarizing unit learning.</p> <p>Suggestion: Assign each group one question and provide an opportunity for groups to share their answers with each other.</p>	<p>RH.9–10.3: Analyze in detail a series of events described in text...</p> <p>WHST.9–10.4: Produce clear and coherent writing in which the development, organizations, and style are appropriate...</p>
<p>Step 2 and 3: Review Map of the Rhine River (Visual Aid #16), Rhine River in Amsterdam (Visual Aid #17) and Germany’s Rhine (Visual Aid #18). Hypothesize uses of the Rhine river in a class discussion. Students read individually in the Student Edition (pages 16–19) and complete Facts and Opinion (Student Workbook, pages 12–13) and Exploring the Rhine (Student Workbook, pages 16–19). Have students share and discuss their answers after everyone is finished.</p>	<p>RH.9–10.5: Analyze how a text uses structure to emphasize key points...</p> <p>SL.9–10.1: Initiate and participate effectively in a range of collaborative discussions...</p> <p>a) Come to discussions prepared, having read and researched...</p> <p>c) Propel conversations by posing and responding to questions...</p> <p>WHST.9–10.1: Write arguments focused on <i>discipline-specific content</i>.</p> <p>a) Introduce precise claim(s), distinguish the claim(s)...</p>

Student Tasks	Common Core Standards Applications
<p>Step 4: Divide students into small groups and assign a “Fact” from their workbook. Students will discuss their fact and opinion, brainstorming alternatives and validity. Have students share their findings with the class.</p> <p>Suggestion: <i>Students may need an additional session to discern between fact and opinion.</i></p>	<p>SL.9–10.1: Initiate and participate effectively in a range of collaborative discussions...</p> <p>a) Come to discussions prepared, having read and researched...</p> <p>c) Propel conversations by posing and responding to questions...</p> <p>SL.9–10.3: Evaluate a speaker’s point of view, reasoning, and use of evidence...</p> <p>WHST.9–10.1: Write arguments focused on <i>discipline-specific content</i>.</p> <p>a) Introduce precise claim(s), distinguish the claim(s)...</p>
<p>Step 5: Discuss the roles of government in managing natural resources related to industrialization and growth. Brainstorm students’ opinions on the government’s role in current industrial growth and have students’ make revisions to Facts and Opinions (Student Workbook, page 13).</p>	<p>RH.9–10.5: Analyze how a text uses structure to emphasize key points...</p> <p>SL.9–10.1: Initiate and participate effectively in a range of collaborative discussions...</p> <p>a) Come to discussions prepared, having read and researched...</p> <p>c) Propel conversations by posing and responding to questions...</p> <p>WHST.9–10.1: Write arguments focused on <i>discipline-specific content</i>.</p> <p>b) Develop claim(s) and counterclaims fairly, supplying data and evidence for each...</p> <p>WHST.9–10.4: Produce clear and coherent writing in which the development, organizations, and style are appropriate...</p>

Unit Assessment

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

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

Reading

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

- Note how the author cites evidence to support main points and analysis; note any gaps or inconsistencies; note the date and origin of the source and whether it is primary or secondary. **(RH.9–10.1)**
- Note how the author sets up the central ideas or information; trace the relationship among key details and ideas; summarize how key events or ideas develop over the course of the text. **(RH.9–10.2)**
- Analyze a series of events described in the text; evaluate various explanations for actions or events; determine which explanation best accords with textual evidence; determine whether earlier events caused later ones or simply preceded them; acknowledge where matters are left uncertain. **(RH.9–10.3)**
- Note how the author explains and refines the meaning of key terms, symbols, domain-specific words, and phrases. **(RH.9–10.4)**
- Analyze how the structure is used to emphasize key points or advance an explanation or analysis and how key sentences, paragraphs, and larger portions of the text contribute to the whole. **(RH.9–10.5)**
- Compare and evaluate the point of view of the author(s); note which details are included and emphasized; assess the author's claims, reasoning, and evidence; compare the text with other authors on the same topic. **(RH.9–10.6)**
- Note how the information in the *California Connections* text integrates with information provided throughout the unit in diverse visual, quantitative, and qualitative formats, including tables, charts, research data, and maps, in print or digital texts. **(RH.9–10.7)**
- Assess whether the author's extent of reasoning and evidence in a text support the author's claim; evaluate the author's premises, claims, and evidence. **(RH.9–10.8)**
- When other documents are included, compare and contrast findings presented in this text to those in other sources, noting when the findings support or contradict previous explanations, and identify any discrepancies. **(RH.9–10.9)**
- Note comprehension strategies for understanding text. **(RH.9–10.10)**

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.9–10.5: Analyze how a text uses structure to emphasize key points...

Suggestion: Prior to reading the selection, students should review why informational text is organized in this manner. Have students identify headings, subheadings, and captions.

RH.9–10.3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

California Connections: Los Angeles on the Move
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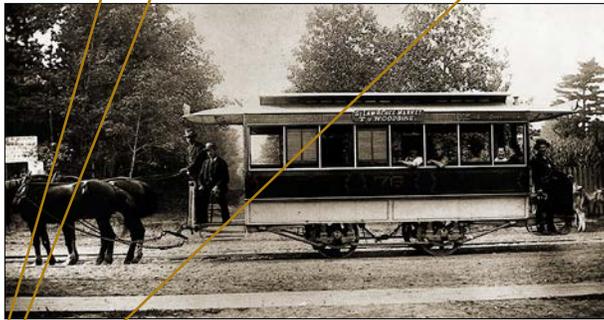
Los Angeles on the Move

Industrial Revolutions Create Cities



The Industrial Revolution of the 18th and 19th centuries dramatically changed how people live and work. In the late 1700s, the Industrial Revolution transformed farming and manufacturing with steam and water-powered machinery. People from rural areas migrated into the cities, where they were able to find work in factories. The second Industrial Revolution, which began in the mid-19th century, was marked by the advent of iron and steel manufacturing and electric power.

During the Industrial Revolution, cities became more dense and complex, with industrial and residential areas interwoven. As more people moved to the cities, transportation systems evolved to meet their needs. In turn, the transit systems and vehicles evolved as new power sources became available. Horse-drawn streetcars were replaced by electric trains, which were then replaced by automobiles. The Los Angeles transit system's history provides a glimpse into the changing environment in what would become California's largest city.



1870's horse-drawn streetcar

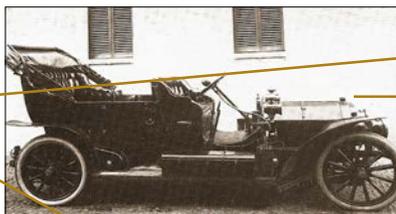
CALIFORNIA EDUCATION AND THE ENVIRONMENT INITIATIVE | Unit 10.3.3 | Growth of Population, Cities, and Demands | Student Edition

RH.9–10.4: Determine the meaning of words and phrases as they are used in a text...

- interwoven
- evolved
- glimpse

RH.9–10.7: Integrate...technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

Suggestion: Have students discuss why the horse drawn streetcar is used as a symbol of the Industrial Revolution.



Early automobile, 1902

Los Angeles: From Village to Metropolis

Before the "City of Angels" was founded in the late 1700s by the Spanish, local Indian tribes lived off the land. People did not regularly travel great distances, and goods were moved by horse, cart, or foot. As Spanish settlers and Mexican ranchos moved in and claimed land, they brought with them the agricultural lifestyle, raising cattle herds and trading hides for supplies. This society required new methods to move people and goods, but the transportation changes did not require significant quantities of local natural resources.

As of 1850, Los Angeles, by then a part of the United States, began to transition to the ways of the nation as a whole in relation to its use of natural resources and movement toward industrialization. In the 1870s, only about 6,000 people lived in

Los Angeles. (That is the size of two large Los Angeles high schools today!) A decade later, there were twice as many people, and, by 1890, the population had increased tenfold to more than 50,000. With the increase in population came the need for new and innovative ways of moving people and goods. As new transportation systems emerged, local natural systems were altered and the demand on natural resources increased. By the late 1800s, the first oil wells in the city had been drilled, and streetcars carried people to work and shopping areas. The Port of Los Angeles had opened the city to trade with other coastal cities and countries. Railways connected Los Angeles to San Francisco and to the east, bringing commerce and people to the city. The port and railways also supported new industries, such as fishing, canning,

shipbuilding, and movie making. Immigration continued at a rapid pace, and, by 1930, one million people called Los Angeles home.

While this rapid increase in population reflected the prosperity of the area, it created pressures on the city and its residents. People needed reliable and affordable transportation to carry out their daily lives. The second Industrial Revolution's innovations facilitated the continued growth of Los Angeles by providing power, transportation, and natural resources.

The Emergence of Mass Transit

As industry moved into the city, so did people. Suburbia grew around the city center, giving birth to the "commuter" lifestyle. Hollywood and its motion picture industry made Los Angeles a very popular place to live in, work in, and visit. The Los Angeles area transit system would evolve, from horse- and mule-drawn streetcars to electric railways and automobiles.

In 1873, the City granted the first franchise for a streetcar system. Horses and mules powered the early streetcars. By the 1890s, cable cars had become more widespread. The cables that pulled the streetcars were laid underground in a continuous loop. Coal-fired steam engines pulled the cables. The

RH.9–10.5: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

Suggestion: Focus on the progression of the dates.

WHST.9–10.2: Write informative/explanatory texts, including the narration of historical events...

a) ...includes... multimedia when useful to aiding comprehension.

Suggestion: Discuss how the author uses the pictures as well as the writing structure to aid comprehension. Have students identify those practices in their own writing.

RH.9–10.4: Determine the meaning of words and phrases as they are used in a text...

- Industrialization
- Suburbia
- Street car

RH.9–10.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

- viaducts
- droughts
- demise
- tar seeps

RH.9–10.3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

California Connections: Los Angeles on the Move
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cable cars traveled across a large network of street rails and viaducts (long elevated roadways that usually consist of a series of short spans supported on arches, piers, or columns). Cable car operators worked very long days, and the cars were often crowded.

As Los Angeles continued to grow, homes and businesses needed more water and power. In the early 1900s, city leaders began looking for both. The first aqueducts were built shortly thereafter to import water from lakes high in the mountains, like Mono and Owens lakes to the north. Eventually, water was imported hundreds of miles from the Colorado River. In 1936, the Hoover Dam was

completed and began supplying Los Angeles with hydroelectric power. New supplies of water and electricity created new transportation options, such as electric railways, and expanded the aviation and oil industries in the area. However, droughts and energy shortages, coupled with the introduction of the automobile and relatively cheap gas, brought about the demise of the electric railways.

The state's first oil fields were in Southern California. California Indians and early settlers used the tar seeps to seal canoes. Later, researchers would find millions of fossils from the Pleistocene period in the La Brea tar pits. The first oil well in Los

Angeles was drilled in 1892. By 1923, California was the largest oil-producing state in the nation, providing more than one-quarter of the world's oil. In fact, Signal Hill, near Long Beach, was once one of the most productive oil fields in the world. Prospective homeowners who already owned lots on Signal Hill decided to build wells instead of homes. Surprisingly, most of these people actually made money on their investments.

The oil boom caused more people to settle and work in Los Angeles and it also brought wealthy investors, who joined the rail tycoons to develop the city's infrastructure and industry. Competition between



Signal Hill, California 1923



Los Angeles public transportation, 1953

Basin. In fact, Los Angeles has some of the dirtiest air in the world, leading to a myriad of public health issues.

By the 1990s, overwhelming public support brought mass transit by rail back into Los Angeles. Today's Los Angeles Metro System is comprised of a subway (heavy rail) and train (light rail) system. Approximately 300,000 people ride the Metro each day.

Today, 4 million people live in Los Angeles, making it California's most populous city and the second largest city in the nation. But with less than 1% of the city's population using mass transit, the Los Angeles traffic problem is not expected to get better. Perhaps the congestion will create nostalgia for train travel and resurgence in mass transit. And maybe we will see a third Industrial Revolution marked by innovations in transit sometime this century. California is already working to create more sustainable fuel sources, vehicles, and transit systems. Ironically, urban sprawl is now reversing the Industrial Revolution's immigration trend: People are migrating out of the cities to more rural areas. Coupled with the increasing costs of fuel, mass transit is now not only attractive but also imperative.

the railways became fierce. This competition spurred the transition from the steam locomotive to the faster interurban electric railway. By the 1920s, the Los Angeles rail system spanned 1,100 miles, making it the world's largest railway. The city's subway opened in 1928, but between the 1920s and 1940s, cars and buses became very popular. By the late 1940s, gas was cheap, owning an automobile was the "American Dream," and the first freeways were opened. As auto and bus use increased, rail transit diminished. In 1963, rail service ended in Los Angeles. For almost 30 years, the city would be without rail service.

The Car Culture

Most American cities, like Los Angeles, embraced the car culture in the 1950s and 1960s. As the city continued to grow in the 70s and 80s, congestion worsened. Today, Los Angeles is considered to have the worst traffic congestion in the nation. Movies, books, and television programs depict people getting frustrated sitting in Los Angeles "traffic jams." However, this wasted time is not the only consequence of the car culture. The exhaust from the cars and buses creates a semi-permanent layer of smog over the city, resulting in the deterioration of air quality in the Los Angeles

WHST.9–10.2a:
...include...graphics...
when useful to aiding
comprehension.

Suggestion: Discuss how
the picture on the first page
of this reading selection
compares to this picture.

RH.9–10.2: Determine
the central ideas
or information of a
primary or secondary
source; provide an
accurate summary
of how key events or
ideas develop over the
course of the text.

California Common Core State Standards Descriptions

Language Standards

- **L.9–10.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

Reading Standards for Literacy in History/Social Studies

- **RH.9–10.1:** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- **RH.9–10.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- **RH.9–10.3:** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- **RH.9–10.4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- **RH.9–10.5:** Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- **RH.9–10.7:** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- **RH.9–10.10:** By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

Speaking and Listening Standards

- **SL.9–10.1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
 - a) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - c) Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
 - d) Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- **SL.9–10.3:** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- **SL.9–10.4:** Present information, findings, and supporting evidence clearly, concisely, and logically (**using appropriate eye contact, adequate volume, and clear pronunciation**) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (**e.g., argument, narrative, informative, response to literature presentations**), audience, and task. **CA**
 - a) **Plan and deliver an informative/explanatory presentation that: presents evidence in support of a thesis, conveys information from primary and secondary sources coherently, uses domain specific vocabulary, and provides a conclusion that summarizes the main points. (9th or 10th grade.) CA**

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

- **WHST.9–10.1:** Write arguments focused on *discipline-specific content*.
 - a) Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
 - b) Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.
- **WHST.9–10.2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
 - a) Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
 - e) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- **WHST.9–10.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.