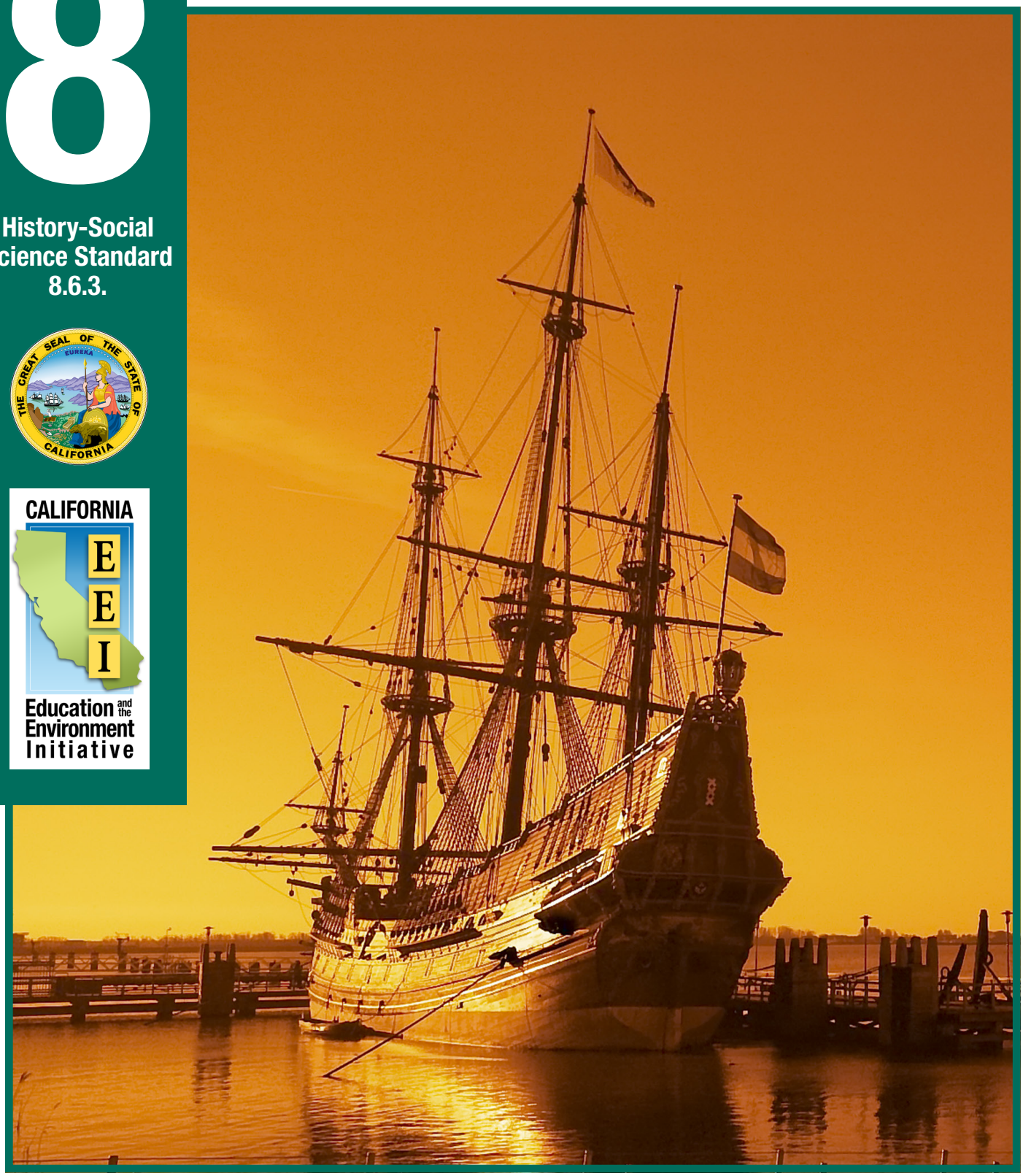
8

History-Social Science Standard 8.6.3.

Teacher's Masters

California Education and the Environment Initiative



America Grows

California Education and the Environment Initiative

Approved by the California State Board of Education, 2010

The Education and the Environment Curriculum is a cooperative endeavor of the following entities:

California Environmental Protection Agency
California Natural Resources Agency
Office of the Secretary of Education
California State Board of Education
California Department of Education
California Integrated Waste Management Board

Key Leadership for the Education and Environment Initiative:

Linda Adams, Secretary, California Environmental Protection Agency
Patty Zwarts, Deputy Secretary for Policy and Legislation, California Environmental Protection Agency
Andrea Lewis, Assistant Secretary for Education and Quality Programs, California Environmental Protection Agency
Mark Leary, Executive Director, California Integrated Waste Management Board
Mindy Fox, Director, Office of Education and the Environment, California Integrated Waste Management Board

Key Partners:

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Office of Education and the Environment
1001 I Street • Sacramento, California 95812 • (916) 341-6769
http://www.calepa.ca.gov/Education/EEI/

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Contents

Lesson 1 In Search of Ecosystem Goods and Ecosystem Services

None required for this lesson.

Lesson 2 Blowin' in the Wind

None required for this lesson.

Lesson 3 Across the Sea: U.S. Cities in the 1800s

None required for this lesson.

Lesson 4 Settling In and Moving On

None required for this lesson.

Assessments

America Grows—Traditional Unit Assessment Master 2

Vox Populi: The Voice of the People—
Alternative Unit Assessment Master 6

Name: _____

Part 1

Instructions: Select the best answer and circle the correct letter. (2 points each)

1. People rely on the _____ they get from the natural systems, both for survival and in order to earn a living.
   a. volcanoes and ash
   b. resources
   c. fungus
   d.“Year Without a Summer”

2. People often _____ to seek out new ecosystem goods and ecosystem services.
   a. harvest
   b. conduct a census
   c. immigrate
   d. start a famine

3. During the 1800s, Europeans experienced change in _____.
   a. the types of potatoes they grew
   b. ocean currents in the Atlantic
   c. the Louisiana Purchase
   d. natural systems and related ecosystem goods and ecosystem services

4. Many Europeans immigrated to the Americas for _____.
   a. freedom
   b. survival
   c. jobs
   d. All of the above.

5. Which of the following caused changes in the natural systems of Ireland?
   a. volcanic eruptions in Indonesia
   b. a fungus blown on the wind
   c. a drought
   d. war in Germany

Name: _____

6. The potato blight in Ireland caused a _____.
   a. fungus from the Americas
   b. pollution
   c. poor sanitation
   d. famine

7. Colder temperatures and too much rain caused _____ on the European continent.
   a. crops to fail
   b. the fungus to spread
   c. pollution
   d. revolution

8. In which city did most Irish and German immigrants first set foot in the United States before 1850?
   a. San Francisco
   b. London
   c. Washington, D.C.
   d. Philadelphia

9. U.S. Census data from 1860 shows that _____.
   a. only Irish and Germans were immigrating to the United States during that time
   b. the population on the East Coast of the United States was decreasing
   c. a large percentage of immigrants to the United States were from Ireland and Germany
   d. All of the above.
   e. None of the above.

10. Which of the following resulted from an increase in the population of U.S. cities during the 1800s?
   a. changes in the natural resources available to people living in the cities
   b. human migration from the cities to other parts of the United States
   c. Both a and b.
   d. Neither a nor b.

Name: _____

Part 2

Instructions: Read each question and write your answers in the spaces provided. (10 points each)

11. Explain how events in Europe during the 1800s caused the population of the United States, as well as its individual communities, to grow.

12. How did the increase in the population of U.S. cities cause changes in the natural resources of the cities? Use one of the cities you studied in your answer.

Name: _____

13. Describe the factors that influenced people's decisions to migrate and settle in particular areas of the United States in the 1800s.

_____

_____

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Name: _____

Instructions: As a resident of the United States in 1860, you are worried about the natural resources and natural systems in the area where you live. You want to educate people about a specific problem you see. You also want to inform them about a possible solution.
To do so, you will need to create a way to share your thoughts and ideas with the public. Remember, TV, radio, and the Internet did not exist in the 1800s. People conveyed their ideas to others through:

- posters (called broadsheets)
- educational flyers
- political cartoons
- speeches
- government reports
- newspaper editorials

You have the same choices for "voicing" your concern and sharing the solution you are proposing. Pick one of these methods and think about the materials you will need to create it.
You may use any of your work from this unit to complete this project.

Due date:
You must work individually and complete your project by _____.

Grading:
Aspects of your project to be graded include the information you provide in each of the four steps listed below, as well as the detail and creativity you use. Use the **Vox Populi Scoring Tool** to guide your writing.

Elements of informational product:
The product you produce must include the following four items:

1. Identification of one of the four cities the class studied and a description of physical geography and population increases.
2. Description of at least one effect that the increasing population is having on the city's local natural systems.
3. Description of the cause of the problem and how it affects the people living in the city.
4. Explanation of at least one potential solution to the problem facing the growing city population and the use or misuse of natural resources.

The scoring tool below will be used to score your presentation.

Vox Populi Scoring Tool

Component	3 points	2 points	1 point
Identification and description of city, including population increases and physical geography	Identifies and describes city's physical geography, natural systems, and population, including changes in all three.	Identifies and describes two of the following: city's physical geography, natural systems, and population. Includes changes in both.	Identifies city with limited description, and provides no information or discussion of population growth or changes in natural systems or physical geography.
Description of at least one concern or effect that the increase in population is having on the city's natural systems	Describes in detail one or more effects of the increasing population on the city's natural systems.	Describes one effect of the increasing population on the city's natural systems.	Identifies one concern facing the city's natural systems but does not link it to the increasing population.
Description of the problem, why it is a problem, and how it affects the people	Describes in detail the causes of the problem and how it affects the people.	Gives at least two reasons for the problem and mentions one way it affects the people.	Gives one reason for the problem or mentions one way it affects the people.
Explanation of at least one solution to the problem faced by the growing needs of the city's population or the use or misuse of the natural resources	Explains in detail one or more proposed solutions to the problem facing the growing city population.	Provides several details about one proposed solution.	Identifies a solution but provides little detail about it.
Creativity in the approach chosen and detail in completing the project	Produces a creative poster, flyer, cartoon, speech, government report, or newspaper editorial that is well planned, colorful, and neat.	Produces a creative poster, flyer, cartoon, speech, government report, or newspaper editorial that is somewhat colorful, attractive, and neat.	Produces a poster, flyer, cartoon, speech, government report, or newspaper editorial, but shows little attention to presentation.

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