

Unit 1 Early Humans and the Rise of Civilization

Content Area: **Social Studies**
Course(s): **Social Studies 6**
Time Period: **Marking Period 1**
Length: **5 weeks**
Status: **Published**

Course Pacing Guide

This pacing guide should include the vision and mission of the course. It will be the same for all units in your course.

The simpler, the better. Pacing guide flaws come when they are too constricting, so big ideas is best (Cobb, McClain, de Silva Lamberg, & Dean, 2003; Wiggins, Wiggins, & McTighe, 2005)

Model - remove/replace information in this table with information from your course --

Unit	Marking Period	Weeks
Early Humans & Rise of Civilization	MP 1	5 Weeks
Ancient Egypt & the Middle East	MP 1, 2	5 Weeks
Ancient India	MP 2, 3	5 Weeks
Ancient China	MP 3	5 Weeks
Ancient Greece	MP 4	5 Weeks
Ancient Rome	MP 4	5 Weeks

Unit Overview

In this unit, students will learn about early humankind and the development of human societies, including

- the emergence of early humans and language.
- early human migrations and adaptations to the environment.
- hunting and gathering and the division of labor.
- the domesticating of plants and animals and the effects of village agriculture.

Enduring Understandings

- Hunter/gatherers adapted to their physical environments using resources, the natural world, and technological advancements.
- The agricultural revolution led to an increase in population, specialization of labor, new forms of social organization, and the beginning of societies.
- Archaeology provides historical and scientific explanations for how ancient people lived.
- Early river valley civilizations (e.g., Mesopotamia, Egypt, Indus River [modern Pakistan and northwestern India], and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies.

Essential Questions

- How did the environment influence the migrations of early humans? How did early humans adapt to new environments and climate changes?
- How did people live by the gathering and hunting way of life?
- Why did some people develop agriculture and pastoral nomadism? What were the effects of these new ways of life?

New Jersey Student Learning Standards (No CCS)

SOC.6.2.8 - [Standard] - All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

SOC.6.2.8.CS1 - [Content Statement] - Hunter/gatherers adapted to their physical environments using resources, the natural world, and technological advancements. The agricultural revolution led to an increase

in population, specialization of labor, new forms of social organization, and the beginning of societies. Archaeology provides historical and scientific explanations for how ancient people lived.

SOC.6.2.8.A.1.a - [Cumulative Progress Indicator] - Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies.

SOC.6.2.8.C.1.a - [Cumulative Progress Indicator] - Describe the influence of the agricultural revolution (e.g., the impact of food surplus from farming) on population growth and the subsequent development of civilizations.

SOC.6.2.8.C.1.b - [Cumulative Progress Indicator] - Determine the impact of technological advancements on hunter/gatherer and agrarian societies

SOC.6.2.8.D.1.a - [Cumulative Progress Indicator] - Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.

SOC.6.2.8.D.1.b - [Cumulative Progress Indicator] - Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.

SOC.6.2.8.D.1.c - [Cumulative Progress Indicator] - Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.

SOC.6.2.8.CS2 - [Content Statement] - Early river valley civilizations (e.g., Mesopotamia, Egypt, Indus River [modern Pakistan and northwestern India], and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies.

SOC.6.2.8.A.2.b - [Cumulative Progress Indicator] - Determine the role of slavery in the economic and social structures of early river valley civilizations.

SOC.6.2.8.B.2.a - [Cumulative Progress Indicator] - Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.

SOC.6.2.8.B.2.b - [Cumulative Progress Indicator] - Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China), and determine the geopolitical impact of these civilizations, then and now.

SOC.6.2.8.C.2.a - [Cumulative Progress Indicator] - Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river

valley civilizations.

SOC.6.2.8.D.2.a - [Cumulative Progress Indicator] - Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.

SOC.6.2.8.D.2.b - [Cumulative Progress Indicator] - Explain how the development of written language transformed all aspects of life in early river valley civilizations.

SOC.6.2.8.D.2.c - [Cumulative Progress Indicator] - Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.

SOC.6.2.8.D.2.d - [Cumulative Progress Indicator] - Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.

Amistad Integration

Remove/replace the text in this section - this is for your reference (link -- <https://nj.gov/education/amistad/about.htm>)

Purpose:

The Amistad Commission ensures that the Department of Education and public schools of New Jersey implement materials and texts which integrate the history and contributions of African-Americans and the descendants of the African Diaspora.

Goals:

- 1) To infuse the history of Africans and African-Americans into the curriculum in order to provide an accurate, complete and inclusive history.
- 2) To ensure that New Jersey teachers are equipped to effectively teach the revised social studies core curriculum content standards.
- 3) To create and coordinate workshops, seminars, institutes, memorials and events which raise public awareness about the importance of the history of African-Americans to the growth and development of American society in global context.

SOC.6.2.8.A.3.b

Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.

SOC.6.2.8.A.3.d

Compare the status (i.e., political, economic, and social) of groups in the Ancient World to

those of people today and evaluate how individuals perceived the principles of liberty and equality then and now.

Holocaust/Genocide Education

Remove/replace the text in this section - this is for your reference (link -- https://nj.gov/education/holocaust/about_us/mandate.html)

RE: N.J.S.A. 18A:35-28, Holocaust/Genocide Education

- a.** Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils.
- b.** The instruction shall enable pupils to identify and analyze applicable theories concerning human nature and behavior: to understand that genocide is a consequence of prejudice and discrimination: and to understand that issues of moral dilemma and conscience have a profound impact on life. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Interdisciplinary Connections

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine the central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. reasoning and relevant and sufficient evidence.

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Research to Build and Present Knowledge

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Technology Standards

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

TECH.8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

TECH.8.1.8.B.CS1 - Apply existing knowledge to generate new ideas, products, or processes.

TECH.8.1.8.B.CS2 - Create original works as a means of personal or group expression.

TECH.8.1.8.C.CS1 - Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.

TECH.8.1.8.C.CS4 - Contribute to project teams to produce original works or solve problems.

TECH.8.1.8.D.4 Assess the credibility and accuracy of digital content.

TECH.8.1.8.F.CS2 - Plan and manage activities to develop a solution or complete a project.

21st Century Themes/Careers

SOC.6.2.8.C.2.a - [Cumulative Progress Indicator] - Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.

Financial Literacy Integration

Remove/replace the text in this section - this is for your reference -- (link to helpful resources: <https://www.nj.gov/education/aps/cccs/career/FLResources.pdf>)

An Act concerning public school instruction on financial literacy and supplementing chapter 35 of Title 18A of the New Jersey Statutes.

Be It Enacted by the Senate and General Assembly of the State of New Jersey:

1. The State Board of Education shall require that a school district incorporate in each of the grades ¹[kindergarten] six¹ through eight financial literacy instruction to pupils enrolled in those grades. The purpose of the instruction shall be to provide ¹[elementary and]¹middle school students with the basic financial literacy necessary for sound financial decision-making.

The instruction shall meet the requirements established by the State board and shall:

- a. be appropriate to, and reflect the age and comprehension of, the students enrolled in the particular grade level; and
- b. include content on budgeting, savings, credit, debt, insurance, investment, and other issues associated with personal financial responsibility as determined by the State board.

PFL.9.1.8.A.4 - Relate earning power to quality of life across cultures.

PFL.9.1.8.A.5 - Relate how the demand for certain skills determines an individual's earning power.

PFL.9.1.8.B.6 - Evaluate the relationship of cultural traditions and historical influences on financial practice.

SOC.6.2.8.A.2.b - [Cumulative Progress Indicator] - Determine the role of slavery in the economic and social structures of early river valley civilizations.

Instructional Strategies & Learning Activities

- Introduce students to THIEVES strategy - students will look at Titles, Headings, Introduction, Every first sentence, Visuals/Vocab, End of unit questions, and Summary to preview unit.
- Visual discovery activity - students work in differentiated/homogeneous groups to identify common characteristic amongst set of images leading to one of the stages in the progression of human development. Students then jigsaw to put stages in correct order.
- Interpret images of paintings and artifacts found in caves once inhabited by prehistoric humans.
- Students play the role of detectives of the past to discover and interpret clues about how prehistoric humans lived
- Students read texts and analyze images of various hominin groups and explore how physical and cultural adaptations gave later hominin groups advantages over earlier groups.
- Students learn how the Neolithic development of agriculture led to a stable food supply, permanent shelters, larger communities, specialized jobs, and trade. Students use this knowledge to compare and contrast the Paleolithic and Neolithic ages.
- students take on the role of Paleoanthropologists to investigate the murder of Otzi, the Iceman, 5,300 years ago. Students will analyze remains, texts detailing discovery and death theories. Students will work collaboratively to determine likely death scenario and present their findings.
- students take on the roles of ancient Mesopotamians facing a series of problems. For each problem, students learn about the issue, propose a solution, and then read to find out how Mesopotamians responded to the problem.
- students learn about the characteristics of civilization and analyze artifacts to determine how each

related to characteristics of ancient Sumer.

- Students illustrate steles with words or symbols to represent the most important achievements of the 4 Mesopotamian empires.
- Students evaluate and grade the achievements of the four Mesopotamian empires, while providing evidence that supports their decisions.
- Students create a 3D Ziggurat for review of GRAPES for civilization. Government, Religion, Achievements, Politics, Economy, and Social Structure of Mesopotamian Civilization.

Differentiated Instruction

Examples may include:

- Curriculum Map
- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Sentence & Discussion Stems
- Tiered Learning Targets
- Learning through play
- Meaningful Student Voice & Choice
- Relationship-Building & Team-Building
- Self-Directed Learning
- Choice Boards
- Debate
- LMS use
- Mock Trial
- The Hot Seat/Role-Play
- Student Data Inventories
- Mastery Learning (feedback toward goal)
- Goal-Setting & Learning Contracts
- Game-Based Learning
- Grouping
- Socratic Seminar
- Genius Hour
- Rubrics
- Learning Menus
- Jigsaws
- Learning Through Workstations
- Concept Attainment
- Flipped Classroom
- Mentoring
- Assessment Design & Backwards Planning
- Student Interest & Inventory Data

*Add or remove any of these as you see fit.

Formative Assessments

- TCI Geography Challenge
- Student Interactive Notebook Activities
- TCI lesson games
- NEWSELA quiz questions and open responses
- Commonlit quiz questions and open responses
- Analysis of painting and artifacts via cave art activity
- Create a comic book comparing and contrasting the Paleolithic Age vs. the Neolithic Age
- Analyze images of hominin groups and explore how adaptations gave later hominin groups advantages over earlier groups.
- 3D Ziggurat for review of GRAPES for civilization. Government, Religion, Achievements, Politics, Economy, and Social Structure of Mesopotamian Civilization.
- TCI Timeline Challenge

Summative Assessment

- TCI lesson quizzes
- TCI unit tests - multiple choice, short answer, picture analysis, timeline analysis, map analysis, paragraph writing

Benchmark Assessments

- Link It Assessments
- Departmental Diagnostic Assessments

Alternate Assessments

- teacher modified TCI lesson quizzes
- teacher modified TCI unit tests
- Kahoot
- Google Forms

Resources & Technology

- TCI Textbook History Alive! The Ancient World copyright 2017
- teachtci.com (online textbook)
- Student Chromebooks
- Promethean Board
- newsela.com
- commonlit.org
- activelylearn.com
- ducksters.com
- PBS Learning Media interactives
- National Geographic Videos
- TED-Ed.com
- flocabulary.com
- Kahoot.com
- Ancient History Encyclopedia: <https://www.ancient.eu/>

BBC Bitesize World History: <https://www.bbc.co.uk/bitesize/topics/z9jxhyc>

BOE Approved Texts

- Before We Ruled the Earth: Hunt or Be Hunted (Early Humans documentary)
- Mystery Beneath the Ice (Otzi the Iceman PBS/Nova documentary)
- Arizona Smith Ancient Mesopotamia

Closure

Such as:

- Snowstorm - Students write down what they learned on a piece of scratch paper and wad it up. Given a signal, they throw their paper snowballs in the air. Then each learner picks up a nearby response and reads it aloud.
- Parent Hotline - Give students an interesting question about the lesson without further discussion. Email their guardians the answer so that the topic can be discussed over dinner.
- DJ Summary - Learners write what they learned in the form of a favorite song. Offer to let one or two sing their summary.
- Gallery Walk - On chart paper, small groups of students write and draw what they learned. After the completed works are attached to the classroom walls, others students affix post-its to the posters to extend on the ideas, add questions.
- Sequence It - create timelines of major events discussed
- Low-Stakes Quizzes - Give a short quiz using technologies like Kahoot or a Google form.
- Have students write down three quiz questions (to ask at the beginning of the next class).
- Question Stems - Have students write questions about the lesson on cards, using [question stems framed around Bloom's Taxonomy](#). Have students exchange cards and answer the question they have acquired.
- Kids answer the following prompts: "What takeaways from the lesson will be important to know three years from now? Why?"
- Have students dramatize a real-life application of a skill.
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.
- Have kids orally describe a concept, procedure, or skill in terms so simple that a child in first grade would get it.
- Direct kids to raise their hands if they can answer your questions. Classmates agree (thumbs up) or disagree (thumbs down) with the response.
- Have kids create a cheat sheet of information that would be useful for a quiz on the day's topic.
- Kids write notes to peers describing what they learned from them during class discussions.
- Ask students to summarize the main idea in under 60 seconds to another student acting as a well-known personality who works in your discipline. After summarizing, students should identify why the famous person might find the idea significant.
- Have students complete the following sentence: "The [concept, skill, word] is like _____ because _____."
- Ask students to write what they learned, and any lingering questions on an "exit ticket". Before they leave class, have them put their exit tickets in a folder or bin labeled either "Got It," "More Practice, Please," or "I Need Some Help!"
- After writing down the learning outcome, ask students to take a card, circle one of the following options, and return the card to you before they leave: "Stop (I'm totally confused. Go (I'm ready to

move on.)" or "Proceed with caution (I could use some clarification on . . .)"

*Add to or remove any of these as you see fit.

ELL

Such as:

- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaries
- Google Translate

*Add to or remove any of these as you see fit.

Special Education

List is not inclusive but may include examples such as:

- Shorten assignments to focus on mastery of key concepts.
- Shorten spelling tests to focus on mastering the most functional words.
- Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc.)
- Specify and list exactly what the student will need to learn to pass.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Use a study carrel. (Provide extras so that the student is not singled out.)
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish tests.

- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Divide tests into small sections of similar questions or problems.
- Allow the student to complete an independent project as an alternative test.
- Give progress reports instead of grades.
- Grade spelling separately from content.
- Allow take-home or open-book tests.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Stand near the student when giving directions or presenting a lesson.
- Mark the correct answers rather than the incorrect ones.
- Permit a student to rework missed problems for a better grade.
- Average grades out when assignments are reworked, or grade on corrected work.
- Use a pass-fail or an alternative grading system when the student is assessed on his or her own growth.

*Add to or remove any of these as you see fit.

504

Examples of accommodations in 504 plans include but are not limited to:

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

*Add to or remove any of these as you see fit.

At Risk

Examples may include:

- Use of mnemonics
- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Use of a study carrel
- Assistance in maintaining uncluttered space

- Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
- Peer or scribe note-taking
- Lab and math sheets with highlighted instructions
- Graph paper to assist in organizing or lining up math problems
- Use of manipulatives
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Visual daily schedule
- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- Preview test procedures
- Film or video supplements in place of reading text
- Pass/no pass option
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring
- Have parent sign homework/behavior chart
- Chart progress and maintain data

*Add to or remove any of these as you see fit.

Gifted and Talented

Focus on effort and practice

Offer the Most Difficult First

Offer choice

Speak to Student Interests

Allow G/T students to work together

Encourage risk taking

