2017 Unit 3: Geography and Early Humans

Content Area: **Social Studies**
Course(s): **Social Studies 8**
Time Period: **October**
Length: **4**
Status: **Published**

Unit Overview

As geography had tremendous influence on the development of early civilizations and continues to impact modern society, students need to improve their spatial thinking by examining the elements of geography on which human history took place. This unit examines the Earth's geographic formations, human migration, human environment and interaction, relative and absolute locations, place, and how people have created regional divisions over time to meet political and economic needs. This unit will further discuss the development of early humans as they adapted to their geography to not only survive but eventually flourish and develop the civilizations on which modern society is founded.

Enduring Understandings

- Cartographers have mapped the globe allowing humans to understand spatial placement of countries and their inter-dependency.

- Geography has influenced human interaction, adaptation, and culture

- The physical characteristics on Earth's surface impacted human development.

Essential Questions

- How do natural resources affect the course of history?

- How does geography influence human migration, adaptation, and interaction?

- What are the major geographic characteristics making up the Earth's surface?

- Why do people create regional divisions?

Standards/Indicators/Student Learning Objectives (SLOs)

- Analyze the spatial organization of people, places, and environments on Earth's surface.

- Analyze why people create regions to interpret Earth's complexity which influences culture and experience.

- Examine how physical systems affect human systems.

- People create regions to interpret Earth's complexity.

Standards/Indicators

SOC.6.2.8   World History/Global Studies: 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.B.1.a	Explain the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies.
SOC.6.2.8.B.3.a	Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
SOC.6.2.8.B.4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.
SOC.6.2.8.B.4.b	Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.
SOC.6.2.8.B.4.c	Determine how Africa's physical geography and natural resources presented challenges and opportunities for trade, development, and the spread of religion.
SOC.6.2.8.B.4.d	Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.
SOC.6.2.8.B.4.e	Analyze the motivations for civilizations to modify the environment, determine the positive and negative consequences of environmental changes made during this time period, and relate these changes to current environmental challenges.
SOC.6.2.8.B.4.f	Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.
SOC.6.2.8.C.1.a	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	Determine the impact of technological advancements on hunter/gatherer and agrarian societies.
SOC.6.2.8.CS1	The Beginnings of Human Society: Paleolithic and Neolithic Ages: 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.

Lesson Titles

- Vocabulary
- How do geographers study the world? (5 Themes of Geography)
- Continental mapping
- The Personality of Earth's surface (Nation Culture Project and student presentations)
- Early Humans and their Migration (Old & New Stone Ages)

21st Century Skills and Career Ready Practices

- Communication and Collaboration
- Critical Thinking and Problem Solving
- Economic, Health & Civic Literacy

- Global Awareness

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CAEP.9.2.8.B.2	Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Inter-Disciplinary Connections

- Anthropology
- Archeology
- English Language Arts
- Science
- Sociology

LA.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
LA.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.
LA.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LA.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.
LA.WHST.6-8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.WHST.6-8.4	Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
LA.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.
LA.WHST.6-8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LA.WHST.6-8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LA.WHST.6-8.9	Draw evidence from informational texts to support analysis, reflection, and research.
6-8.MS-LS4	Biological Evolution: Unity and Diversity
6-8.MS-LS2-1.LS2.A	Interdependent Relationships in Ecosystems
SOC.9-12.1.2.1	Impact of social context on human behavior

SOC.9-12.1.2.2	Social construction of reality
SOC.9-12.2.1.2	Material culture
SOC.9-12.2.3.1	Social institutions such as: family, education, religion, economy, and government
SOC.9-12.2.3.2	Social statuses and roles
SOC.9-12.2.4	Students will assess how social institutions and cultures change and evolve.

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK

- Retesting
- Organizational Managment
- Peer Mentoring
- Academic Enrichment

- Assorted Map Projections
- Blooms: Remembering, Understanding, Applying, Analyzing, Evaluating
- Cornell Notes
- Geographer's Apprentice Activity Pack(s)
- Google Slides Presentation
- MR HELP (5 Themes of Geography)
- Thematic Maps
- Triple Entry Vocabulary

Modifications

ELL Modifications

- Examine the geography of native country
- Discuss and compare local and regional geography to native country
- Digital translators
- Front load information in native language
- Focus on domain specific vocabulary and keywords
- Use manipulatives where possible
- Use visuals
- Use graphic organizer
- Tap prior knowledge
- Assess ELL students continuously using formative assessment methods
- 1:1 testing
- Repeat, reword, clarify
- Intentional scheduling/grouping with student/teacher who speaks the same language if possible
- Offer alternate/or modify assessments
- Be flexible with time frames and deadlines
- Offer resources for specific topics in primary language (Youtube web resources)

- Provide academic (Tier III) vocabulary

IEP & 504 Modifications

- **Testing modifications:**
  - modified project requirements
  - options for type of project related to content
  - rewording questions so that there are not higher level vocabulary within the question (you are testing for understanding of the content not the ability to understand the question)
  - less questions per page (so not visually overwhelming) divide matching into smaller sections or limit to ten
  - less none of the above, all of the above, which of the following apply, or which do not apply type questions (again it is testing for understanding of the question not the content) OR fewer options such as A - C only
  - word banks, multiple choice, matching questions help when possible
  - less questions overall if the student takes so much extra time that they are going into future days (then missing instruction) to take the test
  - if not directly testing directly for reading comprehension offering paraphrasing of quotes, etc... if the student is expected to be testing on understanding that paragraph or quote to answer future questions. Use with historical documents.
  - allowing student to correct mistakes or answer wrong questions correctly for additional credit if failed the first test (another way to re-teach material)
  - Maps with keys/ word banks
  - Current events can be watched or read
  - Read test aloud
  - Retesting

- **Instructional modifications/accommodations:**
  - teaching the main ideas/concepts (limiting not needed details)to be taught and repeating them in several different ways over several different days (goal is 7 different ways same concept for students with learning disabilities)
  - providing students with content vocabulary prior to teaching a lesson including that vocabulary (pre-teaching) Varied instruction: Quizlet
  - providing study guides that don't lead the student to study too much extraneous information (less unnecessary details)/scaffolded study guides. Completed study guides can be offered by teacher. Digital review such as kahoots can also be used.
  - scaffolded notes
  - allowing student to take notes in class for reinforcement but also providing a copy (digital or print) of completed/correct notes to study from
  - modeling and showing lots of examples
  - if not in a co-teaching setting allowing time in the schedule for a special education teacher to consult with general education teachers on what specifically can be modified or how to paraphrase things in a different way specific to that lesson
  - speaking to students privately when redirecting behaviors
  - reducing homework length to just those most important for review
  - breaking larger assignments/projects into shorter tasks with clear deadlines for each section

- monitoring student moods/behavior fluctuation patterns to report to case manager
- Students who prefer to work individually will be permitted to
- Oral presentations to small groups or teacher only
- Preferential Seating
- Use visuals
- Use graphic organizer
- Tap prior knowledge
- Be flexible with time frames and deadlines
- Repeat reword and clarify
- Provide academic (Tier III) vocabulary
- Organizational Managment
- Academic Enrichment
- Peer Mentoring

G&T Modifications

- Encourage students to research project nation more in depth (provide additional resources)
- Determine where students' interests lie and capitalize on their inquisitiveness. (Is there a Invite students to explore different points of view on a topic of study and compare the two.
- Refrain from having them complete more work in the same manner.
- Employ differentiated curriculum to keep interest high.
- Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning. Encourage students to make connections through historical time periods/linkage.
- Effective questioning techniques (focus on what's important, provide processing time, require higher order thinking
- ELA - Self-evaluation of writing with teacher or student-generated rubrics. Evaluation sheets or color coding can work well for this
- ELA/History: provide rationale for thinking
- Close reading: historical texts, poetry, speeches, primary sources, etc.
- Student led/directed discussions
- Inquiry based learning
- Journal article analysis
- Analysis of current events to understand origins from historical periods.
- Options for type of project relating to content
- Retesting
- Organizational Managment
- Peer Mentoring
- Academic Enrichment

At Risk Modification

- Academic Enrichment
- Collaboration with guidance/CST/Case Manager

- Contact with SAC Coordinator
- Retesting
- Organizational managment
- Peer Mentoring
- Phone calls home
- IR&S referral
- Confer with colleagues and administration
- Homework clinic
- Allowing student to correct mistakes or answer wrong questions correctly for additional credit if failed the first test (another way to re-teach material)
- allowing student to take notes in class for reinforcement but also providing a copy of completed/correct notes to study from
- modeling and showing lots of examples
- Extra time for assignments
- Speaking to students privately when redirecting behaviors
- Reducing homework length to just those most important for review

Formative Assessment

- **Warm Up**
    - Document/Image Analysis - link imagery to vocabulary terms (e.g. mountains, valleys, plains, oceans vs. seas, etc.)
    - Geography/Mapping - continental mapping, locate oceans, locate major mountain ranges, locate major world rivers
    - QuizletLIVE - Practice Geography Unit vocabulary terms
    - AnswerGarden - Vocabulary practice in reverse (provide definition for student to provide term), Compare Paleolithic and Neolithic Stone Ages

- **Anticipatory Set**
    - Current Events - relate world events to geography projects
    - Map Analysis - continents, oceans, mountains, rivers, archeological and anthropological sites for early humans (cave paintings in France, Otzi in the Alps, local prehistoric site in Gloucester County - Rowan Fossil Park)
    - Picture Prompt - link imagery to vocabulary terms (e.g. mountains, valleys, plains, oceans vs. seas, etc.)
    - Vocabulary - Additional terms that need defining (to come from students)
    - Warm-Up Discussion

- **Learning Activities**
    - Triple-entry Vocabulary Journal
    - Classroom Discussion
    - Exit Ticket - Vocabulary terms with which students seem to have difficulty
    - Pair/Share Grouping - Discuss geography concepts (MR. HeLP), Summary comparison after project presentations, Paleolithic vs. Neolithic Stone Ages

- o Teacher Observation
- o Video - *Otzi The Iceman* and *Before We Ruled The Earth*
- o Graphic Organizers - Organize student-centered project research
- o Quizlet - reinforce vocabulary

- **Closure**
    - o Cornell Notes Summary
    - o Exit Ticket - Vocabulary terms, MR. HeLP, project concerns, What has archeology and anthropology taught us about early humans?
    - o Pair/Share Activity - Vocabulary terms, MR. HeLP, etc.
    - o AnswerGarden - MR. HeLP, vocabulary concerns (terms)
    - o Poll Everywhere - student project concerns, MR. HeLP

Summative Assessment

- Vocabulary Quiz (unit-specific terms)
- Nation Culture Project: student research on various world nations using the 5 Themes of Geography (MR. HeLP) as a framework
- Geography Unit Assessment: unit-specific vocabulary, 5 Themes of Geography, Early Humans and Migration

Benchmark

Skills-based assessment

Reading responses

Writing responses

Alternative Assessments

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Resources & Materials

- Online dictionaries (student choice)
- *World History Journey Across Time*, McGraw-Hill, Geography Handbook, pages GH1-GH15
- *World History Journey Across Time*, McGraw-Hill, Chapter 1, Section 1, pages 8-15
- "In the Beginning-60,000 Years Ago," *Choosing Your Way Through the World's Ancient Past*, J. Weston Walsh (Publisher)
- Socrative Student Testing website
- Quizlet: Aligned to current unit
- National Geographic: MAPMACHINE
- Poll Everywhere
- AnswerGarden
- Nation Culture Project (Google Slides)
- YouTube Video: *Secrets of the Iceman - Otzi*
- YouTube Video: *Before We Ruled The Earth - Hunt or be Hunted*

Technology

- Chromebooks
- Promethean Board
- Google Classroom: Google docs (worksheets and notes)
- Socrative: student testing (https://b.socrative.com/)
- Quizlet: Unit-specific vocabulary set (https://quizlet.com/)
- Online dictionaries (student choice)
- National Geographic MAPMACHINE (http://www.nationalgeographic.com/kids-world-atlas/maps.html#)
- Poll Everywhere https://www.polleverywhere.com/
- AnswerGarden https://answergarden.ch/
- Google slides (Nation Culture Project)
- YouTube Video: *Secrets of the Iceman - Otzi* https://www.youtube.com/watch?v=0Q544IYnKos
- YouTube Video: *Before We Ruled The Earth - Hunt or be Hunted* https://www.youtube.com/watch?v=cEt24uA1AIs (4-part video on YouTube)

TECH.8.1.8	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.8.2.8   Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.