Unit 01: World History Introduction

Content Area: **Social Studies**
Course(s): **Social Studies**
Time Period: **Week 1**
Length: **4 Weeks**
Status: **Published**

Unit Overview

This unit is about early human technology and society during the Neolithic period. The unit also relates several broad introductory topics of social studies education such as: geography, archeology, culture, and social studies terminology to prior student learning. These general topics will be connected to prior learning and developed for further understanding and use throughout the course.

Standards

LA.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
LA.RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LA.RH.6-8.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
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.WHST.6-8.1	Write arguments focused on discipline-specific content.
LA.WHST.6-8.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
LA.WHST.6-8.1.D	Establish and maintain a formal/academic style, approach, and form.
LA.WHST.6-8.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
LA.WHST.6-8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SOC.6.2.8.A.1.a	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.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.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.D.1.a	Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.
SOC.6.2.8.D.1.b	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	Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.

Essential Questions

- 1. How can culture be defined?
- 2. By what methods do historians investigate the past?
- 3. What role has geography played in human history?

Application of Knowledge and Skills...

Students will know that...

- 1. The difference between primary and secondary sources
- 2. Archeologists look for primary sources
- 3. The significance of the “Iceman” discovery
- 4. Catal Huyuk is the oldest known city yet discovered
- 5. Define the following map terms: latitude, longitude, map symbols, prime meridian, equator, absolute location, scale, locators, political map, physical map, distribution map, and historical map
- 6. Early civilizations developed in large part because of their ability to settle down and grow crops near their homes.

Students will be able to...

- A. Identify main ideas and supporting details while reading
- B. Outline a lesson by separating information into headings, subheadings, and details
- C. Compare and contrast written and video resources
- D. Identify connections between historical customs and modern culture
- E. Use map terms: latitude, longitude, map symbols, prime meridian, equator, absolute location, scale, locators, political map, physical map, distribution map, and historical map
- F. Identify the ways in which the locations of early civilizations facilitated the development of large scale agriculture.

Assessments

- Diagnostic: Map Terms - Using prior knowledge, define cartographic terms as a pre-reading activity.
- Formative: Culture Hearths - Have the students list the culture hearths on a piece of paper and leave room for notes under each one. They should then write down their observations for each culture hearth using the information from the Early Culture Hearths map, Global Climates map, World Vegetation map, and Per Capita Water Availability map.
- Formative: Finding Latitude and Longitude - Identify the latitude and longitude of a given location.

- Formative: Reading for Understanding - Read, identify, and explain key historical understandings: culture, archeology, regions, and culture change
- Formative: Reading Latitude and Longitude - Find a location on a map given its latitude and longitude.
- Formative: What Happend? - Ticket-to-Go
- Summative: Introduction to World History Test - Test encompassing world geography and the beginnings of human civilization in the late Paleolithic and Neolithic period.

Activities

- Learning how to outline by modeling, working individually, working in groups, and practice
- Crossword: Geography terms
- Reading different kinds of maps: political, physical, distribution, or historical
- Finding latitude and longitude
- Identify main ideas in reading passages
- Interpreting graphic organizers
- Visual and written depiction of Catal Huyuk
- Watch "What happened to the Iceman" (unitedstreaming)
- Simulated flaking demonstration
- Have the students list culture hearths (early civilizations) on a piece of paper and leave room for notes under each one. They should then write down their observations for each culture hearth using the information from the Early Culture Hearths map, Global Climates map, World Vegetation map, and Per Capita Water Availability map (see specified link) http://www.maps101.com/index.php? option=com_flexicontent&view=items&id=3284% 3Aculture-hearths-and-early-agricultural-civilizations- grades-6-8&cid=164%3A6-8&Itemid=11
- http://www.maps101.com/index.php? option=com_flexicontent&view=items&id=3284%3Aculture-hearths-and-early-agricultural-civilizations-grades-6- 8&cid=164%3A6-8&Itemid=11

Activities to Differentiate Instruction

Differentiation for students with diverse needs (including special education, ELL, and gifted):

- **General modifications based on student motivation may include:**

  - Activity choice
  - Personally meaningful activities
  - Hands-on, multimodal activities
  - Involvement in goal setting and assessment activities
  - Response options

- **General modifications based on instructional presentation may include:**

  - Previewing information/materials
  - Questioning techniques
  - Brainstorming and webbing
  - Preteaching or reviewing strategies
  - Visual demonstrations, illustrations, or models

- **General modifications based on instructional monitoring may include:**

  - Timelines for assignments
  - Think-alouds, self-talk
  - Journal entries
  - rubrics and checklists
  - peer reviews and coaching

- **General modifications based on classroom organization may include:**

  - Cooperative learning groups
  - Buddy systems
  - Group roles (timekeeper, recorder, encourager, materials messenger, illustrator)
  - Prompt-cue
  - Gesture-signal
  - Variety of workspace arrangements
  - Organizational tools – labeled bins or cabinets for materials
  - Seating arrangements – minimize distractions, provide positive student models

- **General modifications based on student response may include:**

  - Extended time
  - Practice exercises
  - Use of preferred response mode

Content specific modifications for students with special needs may include:

- Modifications & accommodations as listed in the student's IEP
- Students may work in pairs at some activities
- Support reading comprehension activities by supplementing with videos
- Preview difficult vocabulary Use matching activities to pair reading passages with visual representations
- Use relative location as a substitute grading metric for absolute

Content specific modifications for ELL's may include:

- tap the student's prior knowledge and experience, which may be different from other students in the class
- Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include: latitude, longitude, map symbols, prime meridian, equator, absolute location, scale, locators, political map, physical map, distribution map, and historical map, Paleolithic Era, Hunter-Gatherers, flaking, Neolithic Era, agriculture, domestication, Catal Huyuk

Content specific modifications to extend learning for gifted students may include:

- Students may present their outlines as exemplars (challenge activity)

Integrated/Cross-Disciplinary Instruction

Language arts teachers may support student reading comprehension and their grasping of the outlining principles and concepts by reinforcing these classroom activities in small groups in their own classrooms.

Resources

- Macmillan/McGraw-Hill Our World textbook (c)2005
- Macmillan/McGraw-Hill Our World Practice and Activities Workbook isbn:0021499926
- "What happened to the Iceman?" video http://player.discoveryeducation.com/index.cfm?guidAssetId=FCE16EC3-2139-45C2-9E30- AEDA41CBBB2E&blnFromSearch=1&productcode=US
- http://www.maps101.com/

21st Century Skills

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.