Unit 1: Origins of Civilization

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Belleville Public Schools

Curriculum Guide

Sixth Grade Social Studies

Unit 1: Origins of Civilization

Belleville Board of Education

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Unit Overview

This unit is about how we learn about the past, the early hominids and their development from hunter-gatherers to farmers, the formation of the first civilization, and the characteristics which are necessary for a civilization. Students should expect to learn how humans developed from pre-historic times to modern times, how they transitioned from hunter-gatherers to farmers, and the importance of certain characteristics in order to create a civilization.

Unit 1 is divided into 5 Topic Lessons

Lesson 1: The Distant Past

Lesson 2: Humans Spread Out

Lesson 3: Developing Complex Culture

Lesson 4: New Ways of Life

Lesson 5: The Rise of Civilizations

Enduring Understandings

Students will understand that...

- archaeologists discovered the hominins and how the hominins lived.
- early humans migrated over thousands of years from Africa into Europe and adapted to new environments.
- humans learned how to domesticate plants and animals in order to develop a more complex society.
- the first cities begin to form as farming became more advanced.
- as civilizations developed, cities became larger and people engaged in more job specialization, trade, public works, art, and architecture.

Essential Questions

- How much does geography shape people's lives?
- How and why did scientists use fossils and artifacts to draw conclusions about early humans?
- How do we know about the characteristics of modern humans and Neanderthals?
- How did the evidence reveal how these human societies became more complex?
- How did farming help people develop specialized skills?
- How did the environmental factors help shape and grow the early civilizations?

Exit Skills

By the end of Unit 1: Origins of Civilizations, students should be able to...

- explain how geography shaped peoples lives.
- compare similarities and differences in the ways groups, societies, and cultures meet human needs and concerns.
- explain and give examples of how language, literature, the arts, architecture, other artifacts, traditions, beliefs, values, and behaviors contribute to the development and transmission of culture.
- explain how individuals and groups respond differently to their physical and social environments and/or changes to them on the basis of shared assumptions, values and beliefs.

New Jersey Student Learning Standards (NJSLS)

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.A.2.a	Explain how/why different early river valley civilizations developed similar forms of government and legal structures.
SOC.6.2.8.A.2.b	Determine the role of slavery in the economic and social structures of early river valley civilizations.
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.2.a	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.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.C.2.a	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.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.
SOC.6.2.8.D.2.b	Explain how the development of written language transformed all aspects of life in early river valley civilizations.
SOC.6.2.8.D.2.c	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	Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.
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.
SOC.6.2.8.CS2	Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations: 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.

Interdisciplinary Connections

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.6-8.4	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.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
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.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
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.6-8.1	Write arguments focused on discipline-specific content.
LA.WHST.6-8.1.A	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LA.WHST.6-8.1.D	Establish and maintain a formal/academic style, approach, and form.
LA.WHST.6-8.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
LA.WHST.6-8.2.A	Introduce a topic and organize ideas, concepts, and information using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.
LA.WHST.6-8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

Learning Objectives

After completing Unit 1: Origins of Civilization, students will be able to...

- identify how historians, archaeologists, and geographers use many kinds of of clues to understand how people lived in the past
- show how the continent of Africa has provided the setting for the beginning of the human race AMISTAD
- determine how prehistoric people learned to adapt to their environment, to make simple tools, to use fire, and to use language.
- explain how the domestication of plants and animals created a stable food supply and led to important changes in shelter, communities, jobs, and trade.
- create a drawing on the early civilizations based off of the 8 characteristics of a civilization, through the information and skills learned in Unit 1.

Suggested Activities & Best Practices

- Compare and contrast the Neolithic and the Paleolithic Ages using a graphic organizer
- Analyze cave paintings to determine what life was like before written history
- Create a comic strip depicting events between the Neolithic and Paleolithic Time Periods
- Design a civilization based on the characteristics explained in the chapter
- Analyze how geography had a tremendous influence on the development of civilizations and great civilizations in Africa, as it had in all other regions of the world - AMISTAD

Assessment Evidence - Checking for Understanding (CFU)

- Compare & Contrast
- Explaining
- Illustration
- Quizzes
- Study Guide
- Think, Write, Pair, Share
- Unit tests

Primary Resources & Materials

MyWorld Interactive Textbook, MyWorld Interactive Textbook Online, online component of the PearsonRealize subscription, Scholastic news subscription

Ancillary Resources

- Current Events Websites (Newsela, Yahoo News, CNN, FoxNews)
- AMISTAD CURRICULUM - introduction to Ancient Africa and Early Man - http://www.njamistadcurriculum.net/history/unit/ancient-africa
- Youtube Videos - EARLY HUMANS...IN 5 MINUTES OR LESS https://www.youtube.com/watch?v=JLblq9ZvutE
- Flocabulary - TIMELINES AND CHRONOLOGY - https://www.flocabulary.com/unit/timelines-chronology/video/
- Khan Academy - THE ORIGINS OF HUMANS AND EARLY HUMAN SOCIETIES https://www.khanacademy.org/coach/class/6339350701113344/content
- ReadWorks Article a Day - DIGGING UP THE PAST https://www.readworks.org/article/Digging-Up-the-Past/2cb2a788-641e-42ed-908f-ae3a32d8fc6d#!articleTab:content/contentSection:dad72e10-0590-4c6f-814f-3c7014e30b0d/

Technology Infusion

- PearsonRealize subscription
- Google classroom - docs, sheets, slides, questions, assignments, material
- DOGO News - interactive vocabulary and articles related to the subject matter - students can post comments on articles - https://www.dogonews.com/2019/2/19/ancient-human-ancestor-little-foot-sparks-debate-on-hominid-classification
- Smithsonian Tween Tribune https://www.tweentribune.com/custom/?query=early+humans
- kahoot!
- Jeopardy

Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP11	Use technology to enhance productivity.
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.
TECH.8.1.8.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.8.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
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.

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

- Review game activity that can be played at home to help the students prepare for an assessment (kahoot!, Jeopardy, etc.)
- Small group assignment - have students work in small groups on making a timeline

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas

- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

Recommended interventions include providing a copy of teacher notes and/or a completed study guide, and giving the students who need additional support the essay questions prior to the test so they can complete that portion of the assessment at home with an open book and their notes.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding

- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

- Allow students to produce a product to demonstrate their learning rather than a written test.
- Use true/false, multiple choice, and matching tests, rather than essay tests.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

- Modify tests - reduce number of answer choices on multiple choice questions
- Modify tests - give them a choice of which essay questions they will answer.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

- Design a model of the civilization they designed in class.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments

- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name: Early Humans and the Rise of Civilization

NJSLS: linked to curriculum

Interdisciplinary Connection: ELA

Statement of Objectives:

- Explore how geography shapes people's lives.
- Draw conclusions based on text, photos, illustrations, timelines, maps.
- Compare-contrast the different hominins.
- Identify main ideas in the text.
- Have students summarize the text.

Anticipatory Set/Do Now: Have students make inferences based on a photo showing the remains of a Neolithic settlement in France.

Learning Activity:

1. Provide guiding questions and have students use the (cause and effect) graphic organizer in their active journal to take notes as we read the lesson.
2. Do the vocab activity in their active journal.
3. Have students compare and contrast the different types of hominins identified in a Google form posted to Google classroom and turn in.

Student Assessment/CFU's: discussion, active journal

Materials: online text, interactive workbooks, writing utensil

21st Century Themes and Skills: communication and collaboration, creative thinking and innovation, critical thinking and problem solving

Differentiation: Provide sentence stems/starters, fill in the blank responses, or meet with struggling students in a small group for the note-taking assignment in the ACTIVE JOURNAL.

Integration of Technology: online textbook, Google classroom

SOC.6.2.8.D.1.c	Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.
SOC.5-8.1.1.1	Construct timelines of the events occurring during major eras including comparative events in world history for the different civilizations.
SOC.5-8.1.1.2	Explain how major events are related to one another in time.
SOC.5-8.1.3.1	Compare and contrast differing interpretations of current and historical events.