

# Unit 1: Origins of Civilization

Content Area: **Social Studies**  
Course(s): **Social Studies Gr. 6**  
Time Period: **September**  
Length: **4-6 weeks**  
Status: **Published**

## **Title Section**

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## **Department of Curriculum and Instruction**



**Belleville Public Schools**

**Curriculum Guide**

**Social Studies Ancient History - Sixth Grade**

**Unit 1: Origins of Civilization**

**Belleville Board of Education**

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Board Approved: 7/16/2018

## **Unit Overview**

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This unit is about how we learn about the past, the early hominids and their development from hunter-gatherers to farmers, and 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 Understanding**

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Enduring understandings for this unit include:

U1: Archaeologists discovered the hominins and how the hominins lived.

U2: Early humans migrated over thousands of years from Africa into Europe and adapted to new environments.

U3: Humans learned how to domesticate plants and animals in order to develop a more complexed society.

U4: The first cities begin to form as farming became for advanced.

U5: As civilizations developed, cities became larger and people engaged in more job specialization, trade, public works, art, and architecture.

## **Essential Questions**

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Essential questions for this unit include:

Q1: How much does Geography shape people's lives?

Q2: How and why did scientists use fossils and artifacts to draw conclusions about early humans?

Q3: How do we know about the characteristics of modern humans and Neanderthals?

Q4: How did the evidence reveal how these human societies became more complex?

Q5: How farming helped people develop specialized skills?

Q6: How did the environmental factors help shape and grow the early civilizations?

## **Exit Skills**

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By the end of Unit 1 Origins of Civilizations, 6th Grade Social Studies Students should be able to:

- Explain why 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 why 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-S)**

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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.B.2.b	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.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

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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 the unit on the Origins of Civilization, students will be able to:

- After completing the unit on Early Humans and the Rise of Civilization, students will be able to:
- identify how historians, archaeologists, and geographers use many kinds of clues to understand how people lived in the past.
- 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.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



## Suggested Activities & Best Practices

Suggested Activities for the Unit include:

- Graphic Organizer Comparing and Contrasting the Neolithic and the Paleolithic Ages
- Analyzing Cave Paintings to determine what was life like before written history
- Comic Strip between the Neolithic and Paleolithic Time Periods
- Creating your own civilization based on the 7 characteristics learned in the Chapter

## **Evidence of Student Learning - Checking for Understanding (CFU)**

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- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

## **Primary Resources & Materials**

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The resources available to you that are located either within the district or that can be obtained by district resources are:

1. MyWorld Interactive Textbook
2. MyWorld Interactive Textbook Online
3. Scholastic news Subscription

## **Ancillary Resources**

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Other resources available to strengthen your lesson include:

1. PearsonRealize Subscription
2. Current Events Websites (Newsela, Yahoo News, CNN, FoxNews)
3. Youtube Videos
4. BrainPOP

## **Technology Infusion**

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The following forms of technology can be used in this unit to enhance learning:

Originally taken from <http://www.coetail.com/vzimmer/files/2013/02/IPadagogy-Wheel.001.jpg>  
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Wikipedia  
Skydrive  
Lync  
SkyMap  
Skype  
Office 365  
Puzzle Touch  
Easy QR  
Memorylage  
Life Moments  
Word Cloud Maker

Ted Talks  
Record Voice Pen



## **Alignment to 21st Century Skills & Technology**

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Mastery of key subjects and 21st century themes is essential for all students in the 21st century.

Key subjects include:

- English, reading or language arts
- World languages
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

## **21st Century Skills/Interdisciplinary Themes**

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- Global Awareness .
- Civic Literacy .
- Health Literacy.
- Environmental Literacy

## **21st Century Skills**

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- Communication and Collaboration
- Information Literacy
- ICT (Information, Communications and Technology) Literacy

- Life and Career Skills
- Creativity and Innovation
- Critical thinking and Problem Solving

## **Differentiation**

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### **Differentiations for the Unit include:**

- 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

## **Intervention Strategies**

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- 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 work presented 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

## **Special Education Learning**

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- 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

- 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)**

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- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- 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 work presented 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

## **Sample Lesson**

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Unit Name: Unit 1: Origins of Civilizations

NJSLS: see links below

**Interdisciplinary Connection:** Cross disciplinary includes language arts where students are identifying through their research the 8 characteristics of a civilization and how it applies to the civilization they create.

**Statement of Objective:** After discussing the constructed response in regards to a civilization and the eight features that make it up, students will be able create a diagram of life in their civilization displaying the 8 characteristics of a civilization through illustrations we discussed.

**Anticipatory Set/Do Now:** How did the creation of agriculture/farming affect the early civilizations? What did this creation lead to?

Learning Activity: 1) Discuss and Collect Constructed Responses 2) Directions for Diagrams on creating an early civilization completed in groups 3) Create a diagram of a civilization identifying the 8 characteristics of a civilization.

Student Assessment/CFU's: Exit Card Question

Materials: Constructed Responses, Directions for Diagrams, Sheet of Computer Paper or Poster Board, Notes for Unit, Colored Pencils or Markers, Glue, Laptop

21st Century Themes and Skills: see links below

Differentiation/Modifications: Differentiation includes working together in groups to demonstrate knowledge of Unit 1 through diagrams.

Integration of Technology: Technology includes use of research to support how they plan to display the 8 characteristics of a civilization in order to ensure their diagrams represent a civilization.

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.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LA.RST.6-8.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
LA.RST.6-8.5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
LA.RST.6-8.7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
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.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.