Unit 1: Early Humans and the Rise of Civilization

Content Area: **Social Studies**
Course(s): **Social Studies 6 Accelerated**
Time Period: **SeptOct**
Length: **10 weeks**
Status: **Published**

Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Social Studies Advanced: Grade 6

Unit 1: Early Human and the Rise of Civilization

Belleville Board of Education

102 Passaic Avenue

Belleville, NJ 07109

Prepared by: Linda McKay

Dr. Richard D. Tomko, Superintendent of Schools

Dr. Giovanni Cusmano, Director of Curriculum and Instruction Mathematics and Science K -8

Mr. George Droste, Director of Curriculum and Instruction Mathematics and Science 9 - 12

Mr. Carmine Guinta, Director of Curriculum and Instruction Language Arts and Social Studies K - 12

Board Approved: August 22, 2016

Unit Overview

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.

NJSLS

LA.RL.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
LA.RL.6.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
LA.RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

LA.W.6.1	Write arguments to support claims with clear reasons and relevant evidence.
LA.W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
LA.SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LA.SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
SOC.6.2.8.1	The Beginnings of Human Society
SOC.6.2.8.2	Early Civilizations and the Emergence of Pastoral Peoples (4000-1000 BCE)
SOC.6.2.8.A	Civics, Government, and Human Rights
SOC.6.2.8.A	Civics, Government, and Human Rights
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	Geography, People, and the Environment
SOC.6.2.8.B	Geography, People, and the Environment
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	Economics, Innovation, and Technology
SOC.6.2.8.C	Economics, Innovation, and Technology
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	History, Culture, and Perspectives
SOC.6.2.8.D	History, Culture, and Perspectives
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.a	Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.
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.

Exit Skills

By the end of Unit 1 Early Humans and the Rise of Civilization 6th Grade Social Studies Students should be able to:

- 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

Enduring Understanding

Enduring Understandings for this unit include:

- U1: Early cultures paved the way for future generations.
- U2: Basic human needs led them towards the beginnings of civilized society.
- U3: Basic elements of survival led to a successful civilization.
- U4: The agricultural revolution led to an increase in population, specialization of labor, new forms of social organization, and the beginnings of societies.

Essential Questions

Essential questions for this unit include:

- Q1: How does knowing early cultures affect me presently?
- Q2: How have basic human needs and activities been fulfilled throughout history?
- Q3: How do humans and the environment affect each other?
- Q4: How are the elements of a successful civilization important to the formation of civilizations in the future?

Learning Objectives

After completing the unit on Early Humans and the Rise of Civilization, students will be able to:

- identify how historians and archaelogists use many kinds of 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.
- justify how the domestication of plants and animals created a stable food supply and led to important changes in shelter, communities, jobs, and trade.
- develop a civilization, based on the 7 characteristics of a civilization, through the information and skills learned in Chapter 5.

Interdisciplinary Connections

LA.RL.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RI.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.W.7.1	Write arguments to support claims with clear reasons and relevant evidence.
LA.W.7.2.A	Introduce a topic clearly, previewing what is to follow; 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).
LA.W.7.7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
LA.SL.7.1.A	Come to discussions prepared, having read or researched material under study; explicitly

	draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
LA.SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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.8.1.8.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.2.8.C	Design: The design process is a systematic approach to solving problems.
TECH.8.2.8.E	Computational Thinking: Programming: Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.

Alignment to 21st Century Skills & Technology

Key SUBJECTS AND 21st CENTURY THEMES

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

Key subjects include:

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

21st Century/Interdisciplinary Themes

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

21st Century Skills

- Communication and Collaboration
- Creativity and Innovation

- Critical thinking and Problem Solving

- ICT (Information, Communications and Technology) Literacy

- Information Literacy

- Life and Career Skills

Technology Infusion

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

Win 8.1 Apps/Tools Pedagogy Wheel

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

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

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

Where's Waldo?
MS Excel   Office 365
Flipboard   Nova Mindmapping

Ted Talks
Record Voice Pen
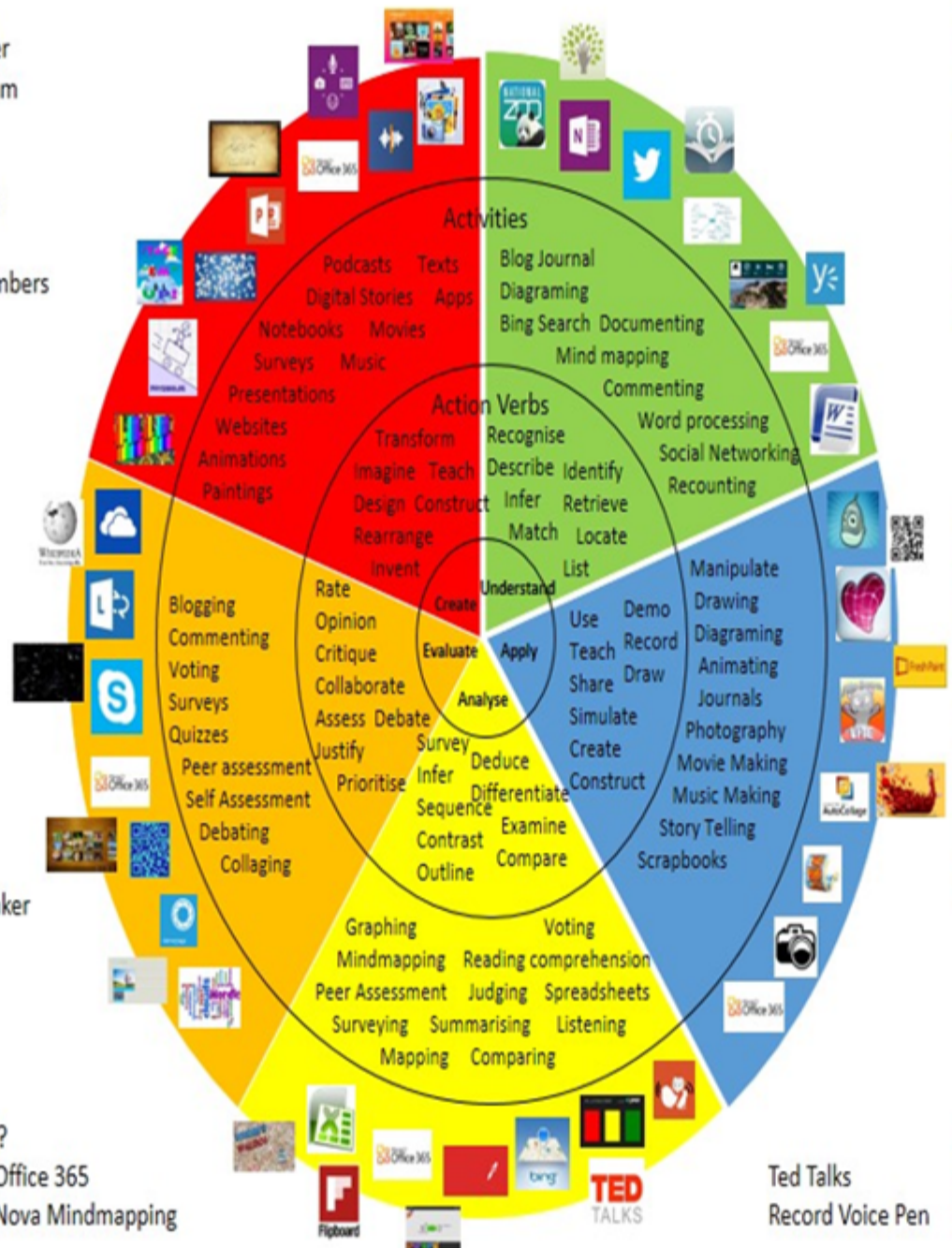
Differentiation

Differentiation for this unit includes:

- Create note cards for short bursts of information

- Digital formats for presentation of material
- Vary arrangement of components or layout of material
- Provide dictionaries (digital, graphic, or book version) available to learner
- Brainstorm examples of use of new terms or symbols making real-world applications
- Utilize tech options
- Connect to prior knowledge and learning
- Allow students to make predictions for outcomes based upon introduction to material

Special Education

- 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

ELL

- 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

Intervention Strategies

- 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

Evidence of Student Learning-CFU's

Please list ways educators may effectively check for understanding in this secion.

- 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

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

- Holt World History Ancient Civilizations (http://samples.hmhco.com/mid_school_world_history/index.php)
- History Alive TCI The Ancient Civilizations Resources (CD)
- Internet Ancient History Sourcebooks (http://legacy.fordham.edu/halsall/ancient/asbook.asp).

Ancillary Resources

Other resources available to strengthen your lesson include:

- Holt Rinehart and Winston World Geography Textbook.
- Junior Scholastic Monthly Magazines (http://junior.scholastic.com/)

Sample Lesson

Unit Name: Early Humans and Rise of Civilization

NJSLS: see above

Interdisciplinary Connection: Cross disciplinary includes language arts where students are identifying through their research the 7 characteristics of a civilization and how it applies to the civilization they create.

Statement of Objective: After discussing the constructed response in regards to if Ancient Sumer was a civilization based on chosen characteristics, students will be able create a diagram of life in their civilization displaying the 7 characteristics of a civilization through illustrations we discussed with 50 percent completion.

Anticipatory Set/Do Now: Explain how the two major inventions the Sumerians created influenced their lives.

Learning Activity: 1) Discuss and Collect Constructed Responses 2) Directions for Diagrams of Ancient Sumer completed in groups 3) Create a diagram of a civilization identifying the 7 characteristics of a civilization.

Student Assessment/CFU's: Exit Card

Materials: Constructed Responses, Directions for Diagrams, Sheet of Computer Paper or Poster Board, Notes for Chapter 5, Colored Pencils or Markers, Glue

21st Century Themes and Skills: see below

Differentiation/Modifications: Differentiation includes working together in groups to demonstrate knowledge of Chapter 5 through diagrams.

Integration of Technology: Technology includes use of research to support how they plan to display the 7 characteristics of a civilization in order to ensure their diagrams represent a civilization.

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.