Unit 1 - Humans and First Civilizations

Content Area: **Social Studies**
Course(s):
Time Period: **Marking Period 1**
Length: **10 weeks**
Status: **Published**

Summary

In the World History course, students study early humans and civilizations through the Middle Ages in Europe, Africa, and Asia. Using a frame-case approach in each unit, students engage in comparative analysis, especially in terms of geographic regions, and consider continuities and changes over time. Throughout the course, students practice critical reading in order to analyze increasingly complex sources and effectively synthesize material to respond to analytical writing prompts. Furthermore, to foster an enduring understanding and demonstrate their command of the content, students are challenged with project-and problem-based activities and analytical writing tasks.

This unit is part of the larger aforementioned course sequence and specifically focuses on early humans and first civilizations. In this unit, students will learn how early civilizations developed language and forms of writing to express ideas, which led to the creation of a shared cultural identity and the development of more complex social structures. Students will also understand how agrarian societies developed during the Neolithic Revolution by using new technologies to settle in fixed locations. By the end of this unit, students will be able to explain how humans adapted to and used their surroundings and identify and rank major catalysts for change.

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Standards

6.2.8.GeoPP.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.

6.2.8.GeoPP.1.b: Use maps to examine the impact of the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas.

6.2.8.HistoryCC.1.a: Describe the influence of the agricultural revolution on population growth and the subsequent development of civilizations (e.g., the impact of food surplus from farming).

6.2.8.HistoryCC.1.b: Determine the impact of technological advancements on hunter/gatherer and agrarian

societies.

6.2.8.HistoryCC.1.c: Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.

6.2.8.HistoryCC.1.d: Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.

6.2.8.HistorySE.1.a: Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

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

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.

RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

WHST.6-8.1. Write arguments focused on discipline-specific content.

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.

B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

D. Establish and maintain a formal/academic style, approach, and form.

E. Provide a concluding statement or section that follows from and supports the argument presented.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

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.

B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

E. Establish and maintain a formal/academic style, approach, and form.

F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well

purpose and audience have been addressed.

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.

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.

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.

WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.

WHST.6-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).

9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, c6.1.8.CivicsPD.2).

9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.

This unit is aligned to the English Language Development (ELD) standards for kindergarten through grade 12 since multilingual learners develop content and language concurrently, with academic content in a classroom

where the language of instruction is English. As a result, language learning and language as a means for learning academic content are interchangeable. The following ELD standards are relevant for this unit and course of study:

- Standard 1: Language for Social and Instructional Purposes: English language learners communicate for social and instructional purposes within the school setting.
- Standard 5: Language for Social Studies: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

The standards in this unit reflect a developmental progression across grade levels and make interdisciplinary connections across content areas including the humanities, technology, career readiness, cultural awareness, and global citizenship.

Essential Questions and Enduring Understandings

Essential Questions:

- To what extent does geography impact the development of civilizations?
- How does the archeological record shape our understanding of prehistoric and early humans?
- How did the Neolithic Revolution change political, social, and economic organization?
- How did the first humans adapt to and modify their environment?

Enduring Understandings:

- Early civilizations developed language and forms of writing to express ideas, which led to the creation of cultural identity and the development of more complex social structures.
- Humans developed into agrarian societies during the Neolithic Revolution and used new technologies to settle in fixed locations.

Objectives

Students will know:

- Terms, concepts and individuals (including, but not limited to): archeologist, archeology, artifacts, chronology, hominid, Lucy, the Rift Valley, Land Bridge, migration, Stone Age, environment, resources, Paleolithic Era, Neolithic Revolution, nomadic, pastoralism, semi-sedentary, sedentary settlement, hunter/gatherer, herding/farming, types of shelter, belief systems, art, architecture, cultural

identity, domestication of animals

- The modification of the physical environment and adaptations of it by the first humans.
- The contribution of available resources and environment led to a distinct way of life.
- Archaeology provides historical and scientific explanations for how ancient people lived.
- The agricultural revolution led to an increase in population, specialization of labor, new forms of social organizations and the beginning of societies.
- Complex societies began to form at the end of the Neolithic Revolution (language/writing systems, belief systems, art and architecture, technology, job specialization, social hierarchy, gender roles, etc)

Students will be skilled at:

- Analyzing archaeological discoveries and artifacts to develop and enhance understanding of life prior to written records.
- Determining the impact of technological advancements on hunter/gatherer and agrarian societies.
- Using maps to examine the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas.
- Comparing and contrasting the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies.
- Comparing the Paleolithic Age, which lasted millions of years, to the Neolithic Age and all other ages since, which were much shorter.
- Comparing and contrasting the Paleolithic Age, when early humans worked in cooperative bands in order to survive, to the Neolithic Age when people began specializing in jobs (artisans) that defined their roles in society.
- Evaluating the influence of the agricultural revolution (ex: impact of food surplus from farming) on population growth and subsequent development of civilizations.
- Analyzing early forms of Cave Art to illustrate social growth and diversification of early prehistoric societies.
- Describing how early humans were nomadic, following resources and migrating from Africa to other continents during the ice ages of the prehistoric era.
- Analyzing how humans created increasingly complex tools to hunt, domesticate animals, and cultivate crops.

Learning Plan

This unit includes, but is not limited to, the following learning strategies:

Google Earth Reimagination: Students use Google Earth to imagine how the places would have been different in ancient times.

Intro to Course Timeline: Students define vocabulary and organize major events in human history in chronological order by creating a timeline.

Archaeological Records and Discovery: Students will analyze various archaeological records and explain how we use it to understand human life prior to written records

Case Study - Lucy: Students will observe, analyze and form a hypothesis about Lucy's skeleton and compare and contrast it to a modern human skeleton. Students will discuss the role of fossils and artifacts then create and support a claim regarding whether it is more important to preserve Lucy or share her remains with the world.

Stone Age Technology Evaluation: Students will analyze and discuss the development of tools and technology by hominids. Students will compare and contrast and evaluate the importance of Stone Age tools and technology.

Mapping Human Migration: Students will analyze maps to identify historical patterns of migration and discuss ways geography influences human migration and cultural development. Students will be provided a series of between push and pull factors for migration, which they will classify.

Cause and Effects of Neolithic Revolution: Students will read a secondary text about the causes for the Neolithic Revolution and come up with the effects it will have on society moving forward.

Was the Neolithic Revolution Beneficial?: Students will analyze charts and excerpts from texts that discuss the effects of the Revolution. Students will use their annotation skills to gather data and complete a graphic organizer that they will use for their writing piece.

Note: Other strategies to address the learning objectives may include, but are not limited to direct instruction, think-pair-share activities, creating visual representations, debates, video analysis, Socratic seminars, small group discussions, simulations, jigsaw activities, web quests, and/or inquiry or problem based learning projects.

Assessment

When taking a Social Studies course, students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Many of the performance tasks below can be implemented as formative and/or summative assessments. As teachers strive for students to demonstrate proficiency, they will need to create additional or alternative assessments based on demonstration or absence of skill.

Formative Assessments:

- Google Earth analysis of regions then and now
- Timeline activity to understand chronology throughout history and major events covered this year
- Archaeological analysis - critical readings, analyze artifacts (ex: Lucy, cave art), use/need for it
- Compare and Contrast Stone Age technology graphic organizer
- Map analysis of human migration and discussion of how geography influences migration and culture/push pull factors
- Text analysis of sources regarding events of Neolithic Revolution (including benefits and detriments)
- Paleolithic vs Neolithic Comparison

Summative Assessments:

- Analytical Writing Responses
    - To what extent were early humans advanced?
    - Is it more important to preserve or share artifacts with the world?
    - Discuss and explain two ways why the Neolithic Revolution is considered a turning point in history.
- Tests including multiple choice questions document stimulus questions, analytical writing responses, and/or historical thinking skills application
- Neolithic Village Advertisement - Students will create a Neolithic Village and argue why people should move from their Paleolithic village
- Prehistoric Menu Project - Students will choose a time period to open a restaurant in and will create a

menu based on the time period. The menu and food must be tied into the lifestyle of the time period

Benchmark Assessments:

- Historical Thinking Skills (contextualization, point of view, purpose, cause and effect, turning point, similarity/difference)

Alternative Assessments:

- World History Concepts Curation Project - Throughout the course, students can select key artifacts from various forms of media to highlight key historical concepts as related to the unit. For each artifact, they must compose a narrative explaining how the curated piece reflects the assigned concept.

Materials

he design of this course allows for the integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available In addition to the materials below, the following link connects to district approved textbooks and resources utilized in this course: Core Book List.

The following are approved resources that teachers can include to further unit related objectives:

- Migration and Paleolithic (Lessons 1-3) https://msh.councilforeconed.org/table-of-contents.php
- From Hunters to Farmers: A revolution in human history http://teachmiddleeast.lib.uchicago.edu/foundations/origins-of-civilization/essay/essay-01.html
- Origins of Human Society: Beginnings to 4000 BCE https://online.infobase.com/HRC/LearningCenter/BrowseByCenter/7?lcid=181
- Maps and Charts https://online.infobase.com/HRC/Browse/MapsCharts/7?SelectedRecordType=181
- Google Earth
- What is Archeology?
- Readings on early civilizations https://www.khanacademy.org/humanities/world-history/world-history-beginnings
- Prehistoric Art - https://www.khanacademy.org/humanities/art-history#prehistoric-art
- “Big Era Two.” World History for Us All: Key Theme Three

https://whfua.history.ucla.edu/eras/era2.php

- Prehistoric Hunter-Gather Societies https://www.worldhistory.org/article/991/prehistoric-hunter-gatherer-societies/
- NewsELA (articles can vary and be leveled)
- Writing in History https://www.worldhistory.org/writing/
- Teaching Resources for Students and Teachers: https://whyy.pbslearningmedia.org/
- Human Migration (National Geographic)
- Introduction to History video https://www.oerproject.com/OER-Materials/OER-Media/Videos/SBH/Unit-7/7-2-Ways-of-Knowing-Ag-and-Civilization/Intro-History
- The Great Human Migration https://www.smithsonianmag.com/history/the-great-human-migration-13561/
- Agricultural Revolution Crash Course Video
- Various Texts covering topics all year https://courses.lumenlearning.com/atd-herkimer-westerncivilization/
- First Civilizations Lessons https://curriculum.newvisions.org/social-studies/course/9th-grade-global-history/the-first-civilizations/
- Human Prehistory - Agriculture Rocks our World https://www.youtube.com/watch?v=IVHD9wGlbho

Any additional resources that are not included in this list will be presented to and reviewed by the supervisor before being included in lesson plans. This ensures resources are reviewed and vetted for relevance and appropriateness prior to implementation.

Suggested Strategies for Modification

This link includes content specific accommodations and modifications for all populations:

https://docs.google.com/spreadsheets/d/1Pp6EJOCsFz5o4-opzsXpQDQoa6aClW-bkRGPDRHXVrk/edit?usp=sharing

These additional strategies are helpful when learning Social Studies content and skills:

- Highlighter for close reading and annotation strategies
- Bolded terms in directions
- Read texts aloud for students to assist in comprehension and analysis
- Provide opportunities for text-to-speech for written responses.
- Use visual presentations of all materials and include graphic organizers for writing.