Unit 1: History Skills/Early Humans (Weeks 1-5)

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **Weeks 1-5**
Status: **Published**

UNIT RATIONALE

In this unit, students will understand how to read and create a timeline, tell the difference between a primary & secondary source, analyze and use maps for gathering information, and be introduced to the 5 themes of Geography. Also, in this unit, students will be able to analyze early human migrations and the influence the agricultural revolution had on early human history.

ESSENTIAL QUESTIONS

1. What are the skills and resources historians use to analyze and understand history?

2. What are the 5 Themes of Geography?

3. How did the development of agriculture change daily life in the Neolithic Age?

STANDARDS

21st Century Standards

CAEP.9.2.8.B.2	Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
CAEP.9.2.8.B.4	Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
CAEP.9.2.8.B.6	Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.

NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.

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.
CAEP.9.2.8.B.4	Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
CAEP.9.2.8.B.5	Analyze labor market trends using state and federal labor market information and other resources available online.
TECH.8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
TECH.8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
TECH.8.1.12.A.4	Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.
TECH.9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

New Jersey (NJSLS) - Grades 6-8 - Social Studies (2020)

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.HistorySE.1.a:

Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.

6.2.8.GeoSV.2.a:

Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China).

6.2.8.HistoryCC.2.a:

Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.

6.2.8.CivicsDP.3.a:

Compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal system (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law).

SOC.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.

SOC.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).
SOC.6.2.8.HistoryCC.1.b	Determine the impact of technological advancements on hunter/gatherer and agrarian societies.
SOC.6.2.8.HistoryCC.1.d	Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.
SOC.6.2.8.HistorySE.1.a	Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.
SOC.6.2.8.GeoSV.2.a	Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China).
SOC.6.2.8.HistoryCC.2.a	Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.
SOC.6.2.8.CivicsDP.3.a	Compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal system (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law).
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.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.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.

NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

CS.6-8.8.2.8.ITH.2	Compare how technologies have influenced society over time.

PRE-ASSESSMENTS

Pre-Unit 1 Assessment of Skills & Prior Knowledge

Common Lit Reading Comprehension Assessment

INSTRUCTIONAL PLAN

AAPI : **https://drive.google.com/drive/folders/1TCbM_2v-Ut4yEWfH-tZBJwYLgWMOGflv**

LGBT/Disabled Americans Folder: **https://drive.google.com/drive/folders/10SYTqd0QHgAsj6BAT-w0HSfA5lOm-ye3**

Crosswalk Folder: **https://collsk12.oncoursesystems.com/#curriculum**

Lesson 1: History Skills

Student Learning Intentions (SLI) WALT: (We are learning to…)	.....read and create a timeline, tell the difference between a primary & secondary source, and analyze and use maps for gathering information so that we can use these skills over the school year.
Student Learning Strategies	Students will... ...view a google slides presentation and take notes on the skills o reading a timeline, reading a map, and understanding the difference between primary & secondary resources. ...work in pairs to analyze reading passages on each of the skills and complete critical thinking questions that correspond with each assignment. ...assess their knowledge with mini-quizzes on each of the skills.
Success Criteria	I can explain how to read a timeline. I can explain how to read a map. I can explain the difference between Longitude & Latitude. I can explain how to tell the difference between primary & secondary sources.
Formative Assessment (drives instructional decisions)	History Skills Mini-Quizzes
Activities and Resources	EdPuzzle - Why Study History? History Skills Google Slides Timelines: Ancient Civilizations Activity Using the Atlas Activity Longitude & Latitude Activity

Suggested Modifications	**Risk of Failure:** ~Modify Directions ~Peer Support ~Increase 1-on-1 Instruction ~Contactt Home **Gifted & Talented:** ~Extension/Enrichments ~Modify/Change Activities ~Higher Reading Level Material **504:** ~Chunking ~Checking for Understanding ~Extra Time **IEP:** ~Chunking ~Checking for Understanding ~Extra Time ~Oral Reading ~Timers **English Language Learners:** ~Native Language Support ~Adjusted Speech ~Visuals

MODULE 2

Lesson 2: The 5 Themes of Geography

Student Learning Intentions (SLI) WALT: (We are learning to…)	....understand the 5 themes of geography so that we can understand how geography has influenced human lives.
Student Learning Strategies	Students will... ...analyze videos on the 5 themes of geography. ...research and infer reasons why geography may affect everyday human life in a mini-research activity.
Success Criteria	I can name all 5 themes of geography: location, place, region, movement, and human-environment interaction. I can explain how geography affects everyday human life.
Formative Assessment (drives instructional decisions)	EdPuzzle Assessment
Activities and Resources	The Five Themes of Geography Video Themes of Geography Ed Puzzle
Suggested Modifications	**Risk of Failure:** ~Modify Directions ~Peer Support ~Increase 1-on-1 Instruction ~Contactt Home **Gifted & Talented:** ~Extension/Enrichments ~Modify/Change Activities ~Higher Reading Level Material **504:** ~Chunking ~Checking for Understanding ~Extra Time **IEP:** ~Chunking ~Checking for Understanding ~Extra Time ~Oral Reading

~Timers

English Language Learners:

~Native Language Support

~Adjusted Speech

~Visuals

Lesson 3: Early Human Migration & the Development of Agriculture

Student Learning Intentions (SLI) WALT: (We are learning to…)	... analyze how the development of farming changed people's lives between the Paleolithic Age and Neolithic Age so that we can explain how this led to a stable food supply, shelters & communities the creation of specialized jobs, and trading with other communities
Student Learning Strategies	Students will... ...analyze and view a google slide presentation on how the Neolithic development of agriculture led to a stable food supply, permanent shelters, larger communities, specialized jobs, and trade. ...use this knowledge to create a comic book page about two Stone Age characters acting out and discussing one of these changes. ...use this knowledge to write a RACER response on one of the changes. ...assess this knowledge with a quiz on the changes.
Success Criteria	I can explain how humans populated the world through migration. I can explain that this migration led to the development of agriculture. I can explain the differences between the Paleolithic Age and the Neolithic Age. I can explain the development of agriculture as the growing of crops and the domestication of animals. I can explain that the development of agriculture led to a stable food

	supply, shelter, communities, specialized jobs, and trade.
Formative Assessment (drives instructional decisions)	EdPuzzle - 'What Happened Before History Human Origins?' People Migrate Across the Earth ATLAS ACTIVITY Lesson Activity - Comic Book Lesson 3 RACER Response
Activities and Resources	Human Family Tree Google Slides People Migrate Across the Earth ATLAS ACTIVITY From Paleolithic to Neolithic Google Slides Lesson 3 Textbook Comic Book Activity
Suggested Modifications	**Risk of Failure:** ~Modify Directions ~Peer Support ~Increase 1-on-1 Instruction ~Contactt Home **Gifted & Talented:** ~Extension/Enrichments ~Modify/Change Activities ~Higher Reading Level Material **504:** ~Chunking ~Checking for Understanding ~Extra Time **IEP:** ~Chunking ~Checking for Understanding ~Extra Time ~Oral Reading ~Timers **English Language Learners:** ~Native Language Support ~Adjusted Speech

	~Visuals

REFLECTIONS

After completing this unit in full, these lessons exceeded the time given and took about 6 weeks to complete. Overall, each success criteria was met.

INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS

ELA.L.SS.6.1.A	Ensure that pronouns are in the proper case (subjective, objective, possessive).
ELA.L.SS.6.1.B	Use intensive pronouns (e.g., myself, ourselves).
ELA.L.SS.6.1.C	Recognize and correct inappropriate shifts in pronoun number and person.
ELA.L.SS.6.1.D	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
ELA.L.VL.6.3.D	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
ELA.L.VL.6.3.E	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
ELA.L.VI.6.4.A	Interpret figures of speech (e.g., personification) in context.
ELA.L.VI.6.4.B	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
ELA.L.VI.6.4.C	Analyze the impact of a specific word choice on meaning and tone.
ELA.W.AW.6.1.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.
ELA.W.AW.6.1.C	Use words, phrases, and clauses to link and clarify the relationships among claim(s), reasons and evidence.
ELA.W.AW.6.1.D	Establish and maintain a formal/academic style, approach, and form.
ELA.W.AW.6.1.E	Provide a concluding statement or section that follows from the argument presented.
ELA.W.IW.6.2.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 aid in comprehension.
ELA.W.NW.6.3.A	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
ELA.W.NW.6.3.B	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
ELA.W.WP.6.4	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

ELA.W.SE.6.6	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.
ELA.W.RW.6.7	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.
ELA.SL.II.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
ELA.SL.ES.6.3	Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
ELA.SL.PI.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).
ELA.SL.UM.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.