

Unit 02: Global Prehistory, 30,000-500 B.C.E.

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **FY**
Status: **Published**

Standards Alignment

New Jersey Student Learning Standards

LA.RH.11-12	Reading History Key Ideas and Details
LA.RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
LA.K-12.NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.RH.11-12.2	Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
LA.K-12.NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.K-12.NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LA.RH.11-12.3	Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. Craft and Structure
LA.K-12.NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LA.RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.K-12.NJSLSA.R5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
LA.RH.11-12.5	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
LA.RH.11-12.6	Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
LA.K-12.NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text. Integration of Knowledge and Ideas
LA.RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and

	media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
LA.K-12.NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
LA.RH.11-12.8	Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
LA.K-12.NJSLSA.R8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
LA.RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
LA.K-12.NJSLSA.R9	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
	Range of Reading and Level of Text Complexity
LA.K-12.NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
LA.RH.11-12.10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.
SOC.6.1.12	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
SOC.6.1.12.1	Colonization and Settlement (1585-1763)
SOC.6.1.12.2	Revolution and the New Nation (1754-1820s)
SOC.6.1.12.5	The Development of the Industrial United States (1870-1900)
SOC.6.1.12.7	The Great Depression and World War II (1929-1945)
SOC.6.1.12.9	Contemporary United States (1970-Today)
SOC.6.1.12.D.1.a	Assess the impact of the interactions and conflicts between native groups and north American settlers.
SOC.6.1.12.D.2.a	Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.
SOC.6.1.12.D.5.a	Analyze government policies and other factors that promoted innovation, entrepreneurship, and industrialization in New Jersey and the United States during this period.
SOC.6.1.12.D.5.b	Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.
SOC.6.1.12.D.9.a	Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.
SOC.6.1.12.D.9.b	Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities.
SOC.6.1.12.D.10.a	Analyze how other nations responded to the Great Depression.
SOC.6.1.12.D.16.a	Analyze the impact of American culture on other world cultures from multiple perspectives.
SOC.6.2.12	World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible.

SOC.6.2.12.1	The Emergence of the First Global Age (1350-1770)
SOC.6.2.12.2	Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350-1700)
SOC.6.2.12.3	Age of Revolutions (1750-1914)
SOC.6.2.12.4	A Half-Century of Crisis and Achievement (1900-1945)
SOC.6.2.12.D.1.c	Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.
SOC.6.2.12.D.2.a	Determine the factors that led to the Renaissance, the significance of the location of the Italian city-states as the center of the Renaissance, and the impact on the arts.
SOC.6.2.12.D.2.b	Determine the factors that led to the Reformation and the impact on European politics.
SOC.6.2.12.D.2.c	Justify how innovations from Asian and Islamic civilizations, as well as from ancient Greek and Roman culture, laid the foundation for the Renaissance.
SOC.6.2.12.D.2.d	Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
SOC.6.2.12.D.2.e	Assess the impact of the printing press and other technologies developed on the dissemination of ideas.
SOC.6.2.12.D.3.a	Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.
SOC.6.2.12.D.3.b	Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.
SOC.6.2.12.D.3.e	Analyze the impact of the policies of different European colonizers on indigenous societies, and explain the responses of these societies to imperialistic rule.
SOC.6.2.12.D.4.a	Analyze the extent to which nationalism, industrialization, territory disputes, imperialism, militarism, and alliances led to World War I.

Integration of 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.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

Technology / Integration of Computer Science and Design Thinking

Interdisciplinary Connections: NJSLS for ELA, Social Studies, Science and/or Math Section

Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media LiteracyNew Section

see Crosswalks

21st Century Life and Careers

Stage I: Desired Results

Transfer/Overview/Rationale

Transfer / Overview / Rationale

Unit Rationale

The purpose of this unit...

Meaning

Essential Questions

Essential Questions

1) What are the significant art periods?

- 2) How did religion affect artwork?
- 3) What are the ways that men and women were portrayed in art?
- 4) How did people represent themselves individually and as a group?
- 5) How was art/architecture influenced by society's needs?

Enduring Understanding/Indicators of Understanding

Enduring Understanding/Indicators of Understanding

- 1) Human expression existed across the globe before the written record. While prehistoric art of Europe has been the focus of many introductions to the history of art, very early art is found worldwide and shares certain features, particularly concern with the natural world and humans' place within it.
- 2) First instances of important artistic media, approaches, and values occurred on different continents, with Africa and Asia preceding and influencing other areas as the human population spread.
- 3) Over time, art historians' knowledge of global prehistoric art has developed through interdisciplinary collaboration with social and physical scientists.

Acquisition (Student Learning Objectives)

Knowledge

Knowledge

Students will know...

Essential Knowledge 1-1a. Periods of time before the written record are often defined in terms of geological eras or major shifts in climate and environment. The periods of global prehistory, known as lithic or stone ages, are Paleolithic (“old stone age”), Mesolithic (“middle stone age”), and Neolithic (“new stone age”). A glacial period produced European ice ages; Saharan agricultural grassland became desert; and tectonic shifts in southeast Asia created land bridges between the continent and the now-islands of the Pacific south of the equator. Human behavior and expression was influenced by the changing environments in which they lived.

Essential Knowledge 1-1b. Globally, the earliest peoples were small groups of hunter-gatherers, whose paramount concern was sheer survival, resulting in the creation of practical objects. From earliest times, these practical tools were accompanied by objects of unknown purpose: ritual and symbolic works perhaps intended to encourage the availability of flora and fauna food sources. People established many artistic media, from the first fired ceramics, to painting and incised graphic designs (primarily on rock surfaces), sculpture (notably female and animal figurines), and architecture (stone megalithic installations).

Essential Knowledge 1-2a. In many world regions — including those not in direct contact with one another — art shows humans’ awareness of fundamental, stable phenomena, from the macrocosmic (e.g., astronomical cycles, such as equinoxes and solstices) to the microcosmic (e.g., exploitation of permanent materials available in local environments, such as stone, hardened clay, and jade).

Essential Knowledge 1-2b. Humanity is understood to have begun in Africa and radiated outward. Beginning around 77,000 years ago, the first “art” was created in the form of rock paintings and carved natural materials, such as ochre. Geometric patterns and representations of life forms, usually human and animal, were typical two-dimensional creations. Three-dimensional forms were sculpted, and monuments,

large-scale objects, and environments were assembled and/or constructed. Art making was associated with activities such as food production (hunting, gathering, agriculture, animal husbandry) and patterns of behavior, such as settlement, demonstration of status, and burial. For example, places of gathering or settlement and/or objects found in such places may be painted and/or incised with imagery related to their use.

Essential Knowledge 1-2c. Humans established Paleolithic communities in West, Central, South, Southeast, and East Asia between 70,000 and 40,000 B.C.E. Paleolithic and Neolithic cave paintings featuring animal imagery are found across Asia, including in the mountains of Central Asia and Iran and in rock shelters throughout central India. In prehistoric China, ritual objects were created in jade, beginning a 5,000-year tradition of working with the precious medium. Ritual, tomb, and memorializing arts are found across Neolithic Asia, including impressive funerary steles from Saudi Arabia and Yemen. Asia’s greatest contribution to early world art is in ceramic technology, with some of the earliest pieces (dating to 10,500 B.C.E) produced by the Jomon culture in Japan. Even earlier pottery continues to be found, particularly in China. Ceramics were also produced in Iran beginning in the eighth millennium B.C.E., and refined vessel forms arose from the adoption of the potter’s wheel in the fourth millennium B.C.E.

Essential Knowledge 1-2d. In the Pacific region, migrations from Asia approximately 45,000 years ago were possible because of lowered sea levels and the existence of land bridges. The earliest created objects have been dated to about 8,000 years ago. The Lapita peoples, who moved eastward from Melanesia to Polynesia beginning about 4,000 years ago, created pottery with incised geometric designs that appear across the region in multiple media today.

Essential Knowledge 1-2e. Paleolithic and Neolithic Europe’s artistic statements were made in small human figural sculptures (central Europe), cave paintings (France and Spain), and outdoor, monumental stone assemblages (British Isles). These provide glimpses into the beginnings of ritual life (15,000 B.C.E.) as people tried to influence and integrate with the natural cycles of the cosmos and promote both human and animal fertility. These works establish the dynamic interplay of naturalism and abstraction found throughout art’s history.

Essential Knowledge 1-2f. On the American continent, from the Arctic to Tierra del Fuego, indigenous peoples who had recently migrated from Asia (before 10,000 B.C.E.) first made sculptures from animal bone and later from clay, with animals and sacred humans as dominant subject matter. Similar to European expressions, ancient American art adapts animal images to the natural contours of the chosen materials and features fecund females. The fact that female figurines may also display unusual or supernatural characteristics suggests the importance of shamanic religion brought from Asia very early in human history.

Essential Knowledge 1-3a. Ongoing archaeological excavations and use of carbon-14 dating has illuminated interconnections of art across the world. Due to the understandably small number of surviving and located monuments, however, reasons for similarity or difference in form remain largely conjectural. Nonetheless, comparisons of groups of objects and the application of ethnographic analogy (considering modern traditional cultural practices as models for ancient ones) and reconstruction of religious history (noting shamanism as the earliest, most persistent worldwide spiritual approach) can be applied to help establish general theories of the function and meaning of prehistoric art.

Essential Knowledge 1-3b. Since it was first practiced circa 1900, modern stratigraphic archaeology (recording precisely each level and location of all objects) has served as a basis for art historical studies. Archaeology supports understandings of how people, culture, and therefore art travelled across the globe well before highly organized societies were formed. Important monuments, such as the caves at Lascaux, and media, particularly ceramics, were first discovered and described by archaeologists and then became available for interpretation by art historians — the two disciplines are highly complementary.

Essential Knowledge 1-3c. The function of artistic expression prior to written records is inferred from evidence of technology and survival strategies and based on the relation of tools and their function (whether task related or expressive), available food sources, the rise of sophisticated culture, and humans’ capacity to shape and manage the environment. Basic art historical methods can be applied to prehistoric art by comparing works of art, imagery, materials, and techniques to identify patterns (such as a prevalence of transformational animal–human iconography), then ethnographic approaches can be used to propose hypotheses (e.g., that certain iconography is shamanic in nature). Cross-cultural comparison can help establish wider generalizations (e.g., that South African, Asian, and indigenous American peoples all participated in rock/cave expressions of a visionary aesthetic). In this way, the apparent paucity of evidence can be mitigated and theories proposed, tested, refined, and potentially rejected by conflicting evidence or new information, as in other periods of art history and in other disciplines.

Skills

Skills

Student will be skilled at ...

- Students differentiate the components of form, function, content, and/or context of a work of art.
- Students explain how artistic decisions about art making shape a work of art.
- Students describe how context influences artistic decisions about creating a work of art.
- Students analyze form, function, content, and/or context to infer or explain the possible intentions for creating a specific work of art.
- Students analyze form, function, content, and/or context to infer or explain the possible intentions for creating a specific work of art.
- Students explain how and why specific traditions and/or changes are demonstrated in a single work or group of related works.
- Students analyze the influence of a single work of art or group of related works on other artistic production.
- Students identify a work of art.
- Students analyze how formal qualities and/or content of a work of art elicit(s) a response.
- Students analyze how contextual variables lead to different interpretations of a work of art.
- Students justify attribution of an unknown work of art.
- Students analyze relationships between works of art based on their similarities and differences.

Stage 3: Learning Plan

Resource and Mentor Texts

Resources and Mentor Texts

- 1) Art Through the Ages- textbook

- 2) Posters, slides, internet gallerys

- 3) Videos

- 4) Books

- 5) Museum Trips

Formative Assessment Strategies

Formative Assessment Strategies

teacher/ student discussions

Q&A periods

Online discussions

Learning Activities/Unit of Study

Learning Activities/Unit of Study

- 1) 2 weekly cumulative pop quizzes - ex. compare and contrast, name art piece, short answer, multiple choice, identify date and style (all based on ap test styles)

- 2) Chapter outline

- 3) Create picture file book

- 4) Vocabulary

- 5) Class oral quizzing on terms and artwork

- 6) Timeline project

- 7) Online blog- Vanishing Point- view videos

Works Covered

1. Apollo 11 stones. Namibia. c. 25,500–25,300 B.C.E. Charcoal on stone.
2. Great Hall of the Bulls. Lascaux, France. Paleolithic Europe. 15,000–13,000 B.C.E. Rock painting.

3. Camelid sacrum in the shape of a canine. Tequixquiac, central Mexico. 14,000–7000 B.C.E. Bone.

4. Running horned woman. Tassili n'Ajjer, Algeria. 6000–4000 B.C.E. Pigment on rock.
5. Bushel with ibex motifs. Susa, Iran. 4200–3500 B.C.E. Painted terra cotta.
6. Anthropomorphic stele. Arabian Peninsula. Fourth millennium B.C.E. Sandstone.

7. Jade *cong*. Liangzhu, China. 3300–2200 B.C.E. Carved jade.
8. Stonehenge. Wiltshire, UK. Neolithic Europe. c. 2500–1600 B.C.E. Sandstone.

9. The Ambum Stone. Ambum Valley, Enga Province, Papua New Guinea. c. 1500 B.C.E. Greywacke.

10. Tlatilco female figurine. Central Mexico, site of Tlatilco. 1200–900 B.C.E. Ceramic.

11. Terra cotta fragment. Lapita. Solomon Islands, Reef Islands. 1000 B.C.E. Terra cotta (incised).

[aparhistory week 2.doc](#)

[aparhistory week 3.doc](#)

Modifications and/or Accommodations

Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.