

# Unit: Beginning of Civilization (Grade 5)

Content Area: **Generic Content Area**  
Course(s): **Generic Course, Social Studies, Science, Social Studies 1**  
Time Period: **1 marking period**  
Length: **Weeks**  
Status: **Published**

## Unit Overview

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At the end of the Ice Age, humans had to find new ways to adapt to their environment. Ice Age people faced many challenges living in their environment.

## Transfer

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Students will be able to independently use their learning to:

- Connect ways that government affects their lives every day to how government has in the past.
- Discuss how their lives have changed from younger children until now. Predict how their communities may change through growth just as ancient villages grew into cities.
- List steps food must take from farm to table, such as growing, harvesting, shipping, buying, and preparing.

## Meaning

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## Understandings

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Students will understand that...

- Certain events are called revolutions because they change the way people live and think.
- Each society has its own unique features, but all of them have certain elements in common.
- Throughout history, humans have developed technology and skills to help them survive.

## Essential Questions

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Students will keep considering...

- Is there such a thing as too much government?
- What should governments do?

## **Application of Knowledge and Skill**

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### **Students will know...**

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Students will know:

- agriculture led to permanent settlements and specialized roles
- common features of all early civilizations
- domesticating plants and animals changed human life
- how villages became cities and then civilizations
- understand the role of primary and secondary sources in the archaeological process.

### **Students will be skilled at...**

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Students will be skilled at...

- analyzing cause and effect links between agriculture and early human societies
- drawing conclusions about the future needs of an early agricultural settlement
- identify evidence that two specific cultures are civilizations
- summarizing features of early civilizations

## **Academic Vocabulary**

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- revolution

- civilization
- domesticate
- economy
- religion
- resource
- social class

## Learning Goal #1

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The Agricultural Revolution led to an increase in population, specialization of labor, new forms of social organization, and the beginning of societies.

LA.W.5.1.A	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
LA.W.5.1.B	Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
LA.W.5.1.C	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
LA.W.5.1.D	Provide a conclusion related to the opinion presented.
LA.RI.5.1	Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
LA.RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
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.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.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.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.
TECH.8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
TECH.8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
TECH.8.1.5.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.5.D.CS2	Demonstrate personal responsibility for lifelong learning
TECH.8.1.5.D.CS3	Exhibit leadership for digital citizenship.

## Target 2

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Trace the migratory patterns of hunter-gatherers led to the spread of farming.

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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.
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## Target 3

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Identify the costs and benefits of farming.

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.
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## Target 4

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Explain how farming led to new ways of living.

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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.

## **Learning Goal #2**

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Early river civilizations developed due to favorable geographic conditions. They created centralized systems of government and advanced societies.

LA.W.5.2.A

Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.

LA.W.5.2.B

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

LA.W.5.2.C

Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).

LA.W.5.2.D

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

LA.W.5.2.E

Provide a conclusion related to the information of explanation presented.

LA.RI.5.1

Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

LA.RI.5.2

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

LA.RI.5.3

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

CRP.K-12.CRP1.1

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP.K-12.CRP11.1

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP.K-12.CRP12.1

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

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.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.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.
TECH.8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
TECH.8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
TECH.8.1.5.D.2	Analyze the resource citations in online materials for proper use.
TECH.8.1.5.D.4	Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.
TECH.8.1.5.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.5.D.CS2	Demonstrate personal responsibility for lifelong learning
TECH.8.1.5.D.CS3	Exhibit leadership for digital citizenship.

## **Target 1**

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Identify where the first cities appeared.

SOC.6.2.8.A.2.a	Explain how/why different early river valley civilizations developed similar forms of government and legal structures.
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## **Target 2**

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Explain why many early civilizations arose in river valleys.

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.
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## **Target 3**

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Describe the eight basic features of a civilization.

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.
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## **Summative Assessment**

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Summative Assessmrent via Linkit!

WMS Gr5 Ch2 Test 2015

Pearson myWorld Chapter Assessments: Forms A & B

## **Formative Assessment and Performance Opportunities**

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Pearson myWorld etext- Chapter 2:

Audio Review

Hip Hop History

Know It Show It Self-Test

myWorld Activity: The Road to Civilization

Online Chapter Posttest

- Class Discussion
- Quizzes
- Social Studies Notebook Check
- Student displays and presentations
- Student journal workbook pages

## **21st Century Life and Careers**

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CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP11	Use technology to enhance productivity.
TECH.8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
TECH.8.1.5.A.CS1	Understand and use technology systems
TECH.8.1.5.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

## **Accommodations and Modifications**

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Essential Question Writer's Workshop- Review of the four basic steps of the writing process: prewrite, draft,

revise, present

Chapter Review: Audio Review

myWorld Activity: The Road to Civilization (modifiable)

ELL Accommodations:

Audio Review: Spanish

PEarson etext- Chapter 2 Spanish Edition

Hip Hop History in Spanish

Essential Question Writer's Workshop: Spanish

Enrichment opportunities: Advanced Social Studies 5-8; more complex text; student research opportunities

Differentiation: 504 accommodations and IEP modifications; text to speech option in online text and for other informational text - online tools are available: (<https://www.naturalreaders.com/>)

Every 5th grade students takes the Fertile Crescent Assessment. Students who are reading below grade level are provided a passage that is on their reading level. Student who are reading on an advanced level are provided with the advanced passage.

Content Vocabulary: Academic Word Finder - <http://achievethecore.org/academic-word-finder/>

## **Unit Resources**

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- Activity Cards
- Black Line Masters



- Essential Question Posters
- Google Expedition
- Guest Speakers
- Interactive White Board
- Internet
- myWorld History Wall Maps
- myworldhistory.com
- Primary Source Documents: Mini DBQ Project Binders
- Proguide
- Social Studies Notebook
- Student Journal
- Supplemental Textbooks
- Teacher Resources
- The Big History Project: <https://www.bighistoryproject.com/home>
- Videos

## Interdisciplinary Connections

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TECH.8.1.5.A.3

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