Grade 6 - Unit 1

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

Important Vocabulary

primary source

secondary source

archaeology

archaeologist

historian

artifact

fossil

prehistory

hominid

hunter-gatherer

migration

continent

state

Lascaux cave

BC/AD

Targeted Standards

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

Rationale & Transfer Goals

Learners should be able to identify the location of critical sites, such as New Jersey, the United States, the seven continents and Africa as the origin of human civilization. Learners should be able to appreciate jobs such as archaeologists that allow us to understand and learn from the past.

Learners should be able to differentiate between primary and secondary sources and be able to evaluate the credibility of each when learning new information or participating in social media.

Learners should be able to mentally visualize and create timelines that trace important events, in this case the development of innovations such as fire, tool-making, cave painting, language and migration.

Learners should be able to write a compare/contrast paragraph in which they explain similarities and differences between ancient people and us today.

Learners should be able to trace the development of societal roles for men vs women and explain how those roles are ever-changing as society advances.

Learners should be able to research a contributing Hispanic American and appreciate their contributions to society.

Enduring Understandings - What are the most essential conclusions that students should be guided towards throughout this unit?

-Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth's surface.

-Social and political systems have protected and denied human rights (to varying degrees) throughout time.

The physical and human characteristics of places and regions are connected to human identities and cultures.

-An individual's perspective is impacted by one's background and experiences.

-Perspectives change over time.

-Historical contexts and events shaped and continue to shape people's perspectives.

-Chronological sequencing helps us understand the interrelationship of historical events.

Historical sourcing and evidence are based on a review of materials and sources from the past.

-Historians analyze claims within sources for perspective and validity.

-Historians develop arguments using evidence from multiple relevant historical sources.

Essential Questions - What are the questions that will guide critical thinking about the content in this unit? Essential Questions should be thought starters toward the enduring understandings.

How do physical geography, human geography, and the human environment interact to cause the development of cultures, societies, and nations? (geography of the world; the first people; migration)

How can the study of different perspectives, beliefs systems, and cultures help us understand and challenge public actions in our diverse world? (Hispanic Heritage Month)

Content/Objectives

Content - What students will know

-Geographic terms

-Location of key places in the world

-Key vocabulary (see below)

-4 types of hominids

-How archaeologists work

-How to use multimedia tools such as Canva, Flipgrid, or Google Slides

-The accomplishments of particular Hispanic Americans

-The difference between the roles of men vs women in hunter-gatherer communities

-How the first cave paintings were created, and later, discovered

-Why cave paintings existed

-ancient timeline structure (BC/AD)

-The development of early human skills, such as fire and language

Skills - What students will be able to do

- -Analyze a map using various tools such as map keys, compass directions

  -Identify location of key places

  -identify and label a source as primary or secondary

  -Explain 3 jobs of an archaeologist

  -Write a compare/contrast paragraph

  -Comprehend a primary source about children who discovered the first cave painting

  -Create a multimedia presentation

  -Read and write an ending to a story about cave paintings

  -The meanings of BC and AD

  -How to calculate “how long ago” using BC and AD timelines

  -Create a timeline of skills

Instructional Activites

Evidence (Assessments) - How we know students have learned

Mastery of Unit 1 Benchmark

Exemplary Compare/Contrast paragraph

Multimedia presentation

Creation of timelines

Informal assessments

Assessments

Activities/Strategies - How we teach content and skills

-Guided Reading passages

-Online Textbook

-Kahoot Games

-Quizizz Lessons

-Hispanic Heritage Month Research activity

-Map analysis activities

-Brainpop: Agricultural Revolution

-Films: The Croods; Ice Age

-Reading in Get Epic, Readworks, Newsela

-Model writing a fiction story ending to an excerpt

-Math calculations of BC vs “negative years”

Spiraling for Mastery - Where does this unit spiral back to other units or previous years?

Content or Skill for this Unit

Compare/Contrast Paragraph or Essay or Narrative Piece to Finish

Instructional Activity

- -Students should email teacher their 5th grade practice in Google Drive for compare/contrast & narrative writings

  -SPED/ELL students should be provided sentence frames and word banks to help construct the paragraph

  -Some ELL students will need models in L1

Spiral Focus from Previous Unit

5th Grade Compare/Contrast Paragraph or Essay and Narrative writing

21st Century Skills - What are the 21st Century Skills that are a part of this unit?

Creativity and Innovation:

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, 6.1.8.CivicsPD.2).

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.

Global and Cultural Awareness:

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Information and Media Literacy:

9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

Technology Literacy:

9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

Key Resources

- Magazine 2

-Guided Reading passages (Google Drive Folder)

-Unit 1 Quizizz Lessons

-Continent and Ocean online games

-Hispanic Heritage Presentation Template

-Get EpicIce Age Collection

-Lascaux cave discovery

-Boy of the Painted Cave story

-Cave Painting Commission cards

Lascaux (EdSitement)

Cave Art (EdSitement)

Smithsonian: Fossils in 3D

Image Bank Fossil Hominins

Timeline of Human Evolution

Fundamentals fact sheet: hominin species

Process of discovery

Dating Fossils

Fossilized Footprints

Hominin Behaviors 1

Hominin Behaviors 2

Hominin Behaviors 3

Ice Age or Not?

Ice Age Plants and Animals

Ice Age Art

Interdisciplinary Connections - How does this content impact the following groups

-ELA: IRA texts featuring Hispanic characters; Compare/contrast writing; Finish a fiction story "Boy of the Painted Cave"

(W.6.7 Conduct short research projects to answer a question, drawing on several sources; W.6.3 Write narratives to develop real or imagined experiences).

-Math: Spatial Reasoning of timelines; calculation of "ago" on BC/AD timelines

6.NS.C.5: Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.

-Science: Living vs Nonliving things (artifact vs fossil); The use of carbon dating for archaeologists

(MS-LS4-1: Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past. [Clarification Statement: Emphasis is on finding patterns of changes in the level of complexity of anatomical structures in organisms and the chronological order of fossil appearance in the rock layers.] [Assessment Boundary: Assessment does not include the names of individual species or geological eras in the fossil record.]

MS-LS1-1: Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells. [Clarification Statement: Emphasis is on developing evidence that living things are made of cells, distinguishing between living and non-living things, and understanding that living things may be made of one cell or many and varied cells.]

-Art: Creation of cave paintings to show items of cultural value

VA:Re.7.1.6a : Identify and interpret works of art or design that reveal how people live around the world and what they value.

Intersections of History

Black: Crispus Attucks, the role of African Americans in the American Revolutionary War, https://www.pbs.org/wgbh/aia/part2/narrative_txt.html

Phillis Wheatley - https://libguides.nypl.org/c.php?g=1176173&p=8696799

Hispanic: Governor and General Bernardo De Galvez

https://aldianews.com/en/thought-leaders/thought-leaders/op-ed-latino-patriots

Women: Daughters of Liberty, Abigail Adams, Mercy Otis Warren, Deborah Sampson, Betsy Ross, Esther de Berdt Reed

LGBTQ: Baron Friedrich von Steuben, The Public Universal Friend (Jemima Wilkinson) https://libguides.nypl.org/c.php?g=1176173&p=8789749