Oct. Ch. 2 Early Hominids Gr. 6

Content Area: **Social Studies**
Course(s):
Time Period: **October**
Length: **2 Weeks**
Status: **Published**

Unit Overview

This unit is the study of early Hominids and their survival.

Enduring Understandings

Hominids are a key to understanding how life developed on this planet.

Essential Questions

What capabilities helped hominids survive?

Instructional Strategies & Learning Activities

Day 1	Day 2	Day 3	Day 4
Aim: Explore superhero and define the Chapter 2 vocabulary. **Assessment:** Early Man KWL, C2 preview and vocab	**Aim**: Identify and understand the key capability of Australopithecus (2.2) **Assessment:** C2 Packet Preview	**Aim:** Review 2.2 Australopithecus; identify key capabilities of Homo habilis (2.3) **Assessment:** Australopithecus Entrance Slip; Packet 2.3	**Aim:** Review Australopithecus and Homo habilis; identify capabilities of Homo erectus (2.4) **Assessment:** 2.2-2.3 entrance slip; Packet 2.4

Day 6	Day 7	Day 8	Day 9
Aim: Identify key capabilities of Homo sapiens sapiens (2.6) **Assessment:** Packet 2.6; Neanderthal/HSS Exit Slip	**Aim**: Review and synthesize the early hominids **Assessment:** C2 quiz	**Aim:** Review the five Early Hominids **Assessment:** Early Hominids Chart; *Matrix of Knowledge*	**Aim:** Complete C2 Quiz **Assessment:** Chapter 2 Quiz

Integration of Career Readiness, Life Literacies and Key Skills

Cooperative groups to generate a finished product

9.2.8.CAP	Career Awareness and Planning
9.2.8.CAP.1	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
9.2.8.CAP.4	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
9.4.8.CT	Critical Thinking and Problem-solving
	Multiple solutions often exist to solve a problem.
	An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.
9.4.8.DC.1	Analyze the resource citations in online materials for proper use.
9.4.8.DC.2	Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).
9.4.8.DC.4	Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences.
9.4.8.DC.5	Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure.
9.4.8.GCA	Global and Cultural Awareness
	Awareness of and appreciation for cultural differences is critical to avoid barriers to

	productive and positive interaction.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML	Information and Media Literacy
	Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).

Technology and Design Integration

Online textbook and features

Online maps

Google Classroom

	Troubleshooting a problem is more effective when knowledge of the specific device along with a systematic process is used to identify the source of a problem.
8.1.8.CS.4	Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in computing systems.

Interdisciplinary Connections

LA.6-8.CCSS.ELA-Literacy.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
LA.6-8.CCSS.ELA-Literacy.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.
LA.6-8.CCSS.ELA-Literacy.RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
LA.6-8.CCSS.ELA-Literacy.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
LA.6-8.CCSS.ELA-Literacy.RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
LA.6-8.CCSS.ELA-Literacy.RH.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

Differentiation

Preteach the Term **Capability**

Before class, display images of various superheroes. On the board, write the statement: “One capability of _____ is that s/he can _____.” For each superhero, ask, What is one capability of this superhero? Have volunteers answer by filling in the statement. Model an example for students: “One capability of Superman is

that he can fly." Then have students complete the Preview activity in their Interactive Student Notebooks.

Scaffold the Reading Notes

Use Guide to Reading Notes 2 to model the note taking for each section.
• For Section 3, provide all answers.
• For Section 4, provide the answer to Question 4, omitting key words for students to fill in: "Because Upright Man had _____, they were able to walk long distances. This allowed them to _____ from Africa to Asia and Europe. They used _____ to cook animal meat, survive the cold, and protect themselves from _____. They created shelters with tools like the _____. Shelters allowed Upright Man to live in _____ climates and in areas without caves or other natural shelters."
• For Section 5, have students complete the following sentence openers from Question 4:

"Because Neanderthals lived in groups, they. . .

With their spears, they . . .

Neanderthals showed a sense of community because . . .

This capability would have given them the benefit of . . ."
• Students complete Section 6 on their own. Color Code the Reading Notes to show students how color can enhance memory. By choosing a different color for each hominid group to color in the timeline and the relevant parts of the image, students may be better able to recall associations between each hominid group and its capabilities.

Advanced Learners:
Create a Hominid Flowchart

Have students create an illustrated flowchart to show the progression of advancements from one early hominid group to the next. Have students make their chart on large sheets of construction paper.

The flowchart should include
• the name of each group of early hominids.
• the approximate time period in which these hominids lived.
• an explanation in both words and pictures of the specific advancements that distinguish each group from the one that preceded it.

Modifications & Accommodations

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of

words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- **Definitions of Differentiation Components**:
    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

Follow IEP's

See differentiation above

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

Additional Benchmarks used in this unit:

Sentence construction; map analysis

Formative Assessments

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Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and

can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Discussion

Quizzes

rough drafts

Summative Assessments

- **Summative assessments** evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Final drafts and

Poster

Instructional Materials

See embedded lists in lesson plans above

Standards

	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.
	Relationships between humans and environments impact spatial patterns of settlement and movement.
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.
	Historical events and developments are shaped by social, political, cultural, technological, and economic factors.
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.
	Chronological sequencing helps us understand the interrelationship of historical events.
6.2.8.HistoryCC.1.d	Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.
	Examining historical sources may answer questions but may also lead to more questions.
6.2.8.HistorySE.1.a	Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.