Nov. Ch. 3 Hunters, Gatherers, Farmers

Content Area: **Social Studies**
Course(s):
Time Period: **November**
Length: **1.5 Weeks**
Status: **Published**

Unit Overview

This unit looks at how the development of agriculture change daily life in the Neolithic Age.

Enduring Understandings

Agricultural progress was instrumental in changing the way people lived in the Neolithic Age.

Essential Questions

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

Instructional Strategies & Learning Activities

Day 1	Day 2	Day 3	Day 4	Day 5
Aim: Assess C2; introduce C3 vocabulary. **Assessment:** C2 quiz; C3 vocab GT;	**Aim:** Identify Neolithic settlements and explain the reason for their location. **Assessment:** Packet Preview Activity C3 Vocab Sheet	**Aim**: Compare the lives of hominids during the Paleolithic and Neolithic Ages. **Assessment:** Packet 3.3 and 3.4	**Aim:** Compare the lives of hominids during the Paleolithic and Neolithic Ages. **Assessment:** Packet 3.5 and 3.6	**Aim:** Review and extend the Paleolithic and Neolithic Ages. **Assessment:** Packet 3.7; PPT notes

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Day 6	Day 7
Aim: Review the C3 Essential Question: *How did the development of agriculture change daily life in the Neolithic Age?* **Assessment:** Paleolithic Age to Neolithic Age Changes; Index cards Q & A	**Aim:** Evaluate Chapter 3 **Assessment:** Chapter 3 Test; C4 Vocabulary Sheet

Integration of Career Readiness, Life Literacies and Key Skills

Cooperative groups

9.4.8.CI	Creativity and Innovation
9.2.8.CAP	Career Awareness and Planning
	An individual's strengths, lifestyle goals, choices, and interests affect employment and income.
	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
9.4.8.CI.4	Explore the role of creativity and innovation in career pathways and industries.
9.4.8.CT	Critical Thinking and Problem-solving
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
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.

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

Interdisciplinary Connections

LA.RH.6-8	Reading History and Social Studies
LA.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
LA.RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LA.RH.6-8.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
	Craft and Structure
LA.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.RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
LA.RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.
LA.RI.6	Reading Informational Text
LA.RI.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LA.RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
LA.RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
LA.RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
LA.RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
LA.RI.6.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Differentiation

- 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:

HA Chapter 3 Differentiation

Provide Sample Cartoons For the Preview activity, prepare a sample cartoon strip to show as a model. Your example might be student work saved from the previous year. You might also show samples of comic strips from the newspaper to demonstrate the use of speech bubbles.

Complete the Reading Notes as a Class Rather than have pairs read and take notes on Sections 3.3 to 3.7 at one time, do the following for each section to guide the class to complete the Reading Notes:
• Ask, *What is the title of this section? What do you see in the image? What do you think this section will talk about?*
• Have students read the first paragraph in the section and fill in the first Reading Notes question about the Paleolithic Age. Review the answer as a class.
• Then ask, *How do you think daily life will change in the Neolithic Age?* Tell students to read the rest of that section to see if their guesses are correct. Then have students complete their Reading Notes.
• Have volunteers read their speech bubbles about Neolithic changes.

Support the Reading Notes Provide a Word Bank for each section of notes. Tell students that they should include the following terms or phrases in their answers:
Section 2: hunter-gatherer, food, shelter, fertile
Section 3: dangerous, food supply, milk, meat, crops
Section 4: tents, wild animals, mud, cooking pit, protection
Section 5: settle, communities, defend
Section 6: food, specialized skills, beautiful, variety
Section 7: nearby, trade, travel, resources, spread ideas

Advanced Learners

Writing Assignment

Add the following item to the directions on Student Handout 3A:
Include one additional story page on which you explain how one of the key changes from Paleolithic to Neolithic life paved the way for modern society. For example, Modern Maria might explain that because Neolithic Nel and Nick began to specialize in one job, people in our modern society attend college or technical schools to learn specific skills.

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.
Modifications and Accommodations used in this unit:

Additional modifications located in individual IEP's.

Technology

online textbook and features

Google Classroom

Benchmark Assessments

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Additional Benchmarks used in this unit:

Formative Assessments

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:

See assessment imbedded in daily lesson plans above.

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:

See assessment imbedded in daily lesson plans above.

Instructional Materials

See materials listed in daily lesson plans.

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.HistoryCC.1.d	Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.
6.2.8.HistorySE.1.a	Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.