

# P.Cert.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
<b>Aim:</b> Assess C2; introduce C3 vocabulary.  <b>Assessment:</b>  C2 quiz; C3 vocab GT;	<b>Aim:</b> Identify Neolithic settlements and explain the reason for their location.  <b>Assessment:</b>  Packet Preview Activity  C3 Vocab Sheet	<b>Aim:</b> Compare the lives of hominids during the Paleolithic and Neolithic Ages.  <b>Assessment:</b>  Packet 3.3 and 3.4	<b>Aim:</b> Compare the lives of hominids during the Paleolithic and Neolithic Ages.  <b>Assessment:</b>  Packet 3.5 and 3.6	<b>Aim:</b> Review and extend the Paleolithic and Neolithic Ages.  <b>Assessment:</b>  Packet 3.7; PPT notes

a

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

## **Integration of 21st Century Themes and Career Exploration**

---

Cooperative groups

CRP.K-12.CRP5.1

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP.K-12.CRP4.1

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

## **Benchmark Assessments**

---

Sentence construction

## **Interdisciplinary Connections**

---

CCSS.ELA-Literacy.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
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.
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.
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.
CCSS.ELA-Literacy.WHST.6-8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.WHST.6-8.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CCSS.ELA-Literacy.SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CCSS.ELA-Literacy.SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
CCSS.ELA-Literacy.L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-Literacy.L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Differentiation

---

### 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**

---

Additional modifications located in individual IEP's.

### **Technology**

---

online textbook and features

Google Classroom

TECH.8.1.8

Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

### **Benchmark Assessments**

---

### **Formative Assessments**

---

See assessment imbedded in daily lesson plans above.

## Summative Assessments

---

See assessment imbedded in daily lesson plans above.

## Instructional Materials

---

See materials listed in daily lesson plans.

## Standards

---

SOC.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).
SOC.6.2.8.C.1.b	Determine the impact of technological advancements on hunter/gatherer and agrarian societies.
SOC.6.2.8.C.1.a	Describe the influence of the agricultural revolution (e.g., the impact of food surplus from farming) on population growth and the subsequent development of civilizations.
SOC.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.
SOC.6.2.8.D.1.a	Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.
SOC.6.2.8.HistoryCC.1.b	Determine the impact of technological advancements on hunter/gatherer and agrarian societies.
SOC.6.2.8.HistorySE.1.a	Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.
SOC.6.2.8.HistoryCC.1.d	Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.
SOC.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.
SOC.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.
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.