Unit 1 - The Beginnings of Human Society

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

Unit Overview

This unit, introduces the study of world history, geography and development of civilizations in the 21st Century. Students will identify important geographic themes. Students will explain ways in which geography has influenced the course of history. Students will understand how scientists work together to learn about the past with the help of modern technology. It also discusses how scientists uncover clues that help them piece together what happened in the distant past. During the Paleolithic Age, people began to develop technology, or knowledge that is applied to help people. Creation of tools that help them survive in different locations. As the world transitioned from the Ice Age to the Neolithic Era, humans had to address many challenges to survive. As food supplies begin stabilize through farming, hunter-gatherer groups begin to settle in one place and form societies, with distinct characteristics.

Enduring Understandings

The five themes historians use to study the earth are location, place, human/environmental interaction, movement, regions.
How geography played a role in the start of all civilization.
Humans migrate for a variety of reasons.
Archaeologists discover evidence such artifacts and fossils, which help them analyze the lives of early humans. The artifacts that archaeologists find are primary sources.
Early man had to adapt to his surroundings.
The earliest settlements were along rivers.
Culture is important in identifying who we are and is influenced by many factors.

Essential Questions

How do time and place impact the development of a culture and/or civilization?
How history can repeat itself, and correlates to the modern world?
How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
Why and how do we study the past?
How did geography impact the development of civilizations?
What are the elements of civilized society? Did the first civilizations possess them?
In order to survive, a society must be able to work together, and rely upon each other for a greater common good. Both men and women had roles in hunting and gathering.

Learning Objectives

Identify and explain what is geography and why do we need it?
Identify and explain five themes do geographers use to study the earth?
Explain how do landforms, waterways, climate, and natural resources shape the history we know?
Explain why history important?
Using maps and other geographic representations, students will compare people, places, regions, and environments.
Explain why we study history?
How can you research history?
Identify and explain primary and secondary sources, and how historians use them to study the past.
Analyze, and interpret primary and secondary sources.
Write and respond to open-ended questions.
Identify different hominid groups, and explain their differences in regards to survival, technology, and other physical adaptations.
Explain the significance of the Neolithic Revolution and how it led to the formation of civilization.
Explain a challenge that Early Humans faced and how they over came it.
Explain the importance of food surplus and the domestication of animals in relation to the development of society and civilization
Explain how myths were used to explain natural phenomena.
Describe the pros and cons of river flooding.
Compare and contrast the social organization of early hunters and gatherers to early agrarian societies.
Explain migratory patterns of hunters/gatherers from Africa.
Evaluate the impact of migration on early humans' life.
Evaluate the impact of the agricultural revolution on population growth and the development of civilizations.
Construct timelines of the events occurring during major eras.
Use maps and other documents to explain historical migration of people, expansion and disintegration of empires, growth systems.
The Mystery of Maya, Seventh Grade Reading Passage (DEI)

Standards: Content

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.
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.
6.2.8.GeoSV.2.a	Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations,

then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China).

Standards: Interdisciplinary

RI.CR.6.1	Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
RI.CI.6.2	Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
RI.TS.6.4	Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.
RL.MF.6.6	Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.
RI.MF.6.6	Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.
RI.CT.6.8	Compare and contrast informational texts in different forms, by different authors, or from different genres (e.g., a memoir written by and a biography on the same person, historical novels and primary source documents, infographics and scientific journals) in terms of their approaches to similar themes and topics.
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).
W.IW.6.2	Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.IW.6.2.A	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
W.IW.6.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
W.IW.6.2.F	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.
W.SE.6.6	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
SL.II.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.
SL.UM.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
MS-ESS3-5	Ask questions to clarify evidence of the factors that have caused climate change over the past century.

ESS3.D	Global Climate Change Human activities, such as the release of greenhouse gases from burning fossil fuels, are major factors in the current rise in Earth's mean surface temperature (global warming). Reducing the level of climate change and reducing human vulnerability to whatever climate changes do occur depend on the understanding of climate science, engineering capabilities, and other kinds of knowledge, such as understanding of human behavior and on applying that knowledge wisely in decisions and activities.

Assessment Evidence

Formative	Teacher observations, Class discussions, activities, Key concepts and vocabulary quizzes, Do Nows, Open Ended Responses, Modeling, Simulations, Vocabulary Responses, Exit Questions, Textbook, Human Heritage- A World History, Glencoe
Summative	Tests, Quizzes, Projects, Written and Oral Responses
Alternative & Benchmark	Alternative – Project Based Learning, Modified assessments based on student needs and dependent on the topic, concepts, projects or unit of study. Student portfolio, Orally administered assessments Benchmark – Teacher generated unit assessments.
Assessment Evidence Resource	

Instructional Resources

Smartboard, Computers, iPads, websites and digital interactives/models, Multi-media presentations, video streaming, Brain Pop, People and Places by Macmillan/McGraw-Hill, Microsoft 365, Primary and Secondary Source Documents
Interactive Human Migration Map | PBS LearningMedia
Digging Up the Past, Text Set (readworks.org)
The Mystery of Maya, Seventh Grade Reading Passage (readworks.org) (DEI)
Newsela - Deeper into the cave: Scientists share new details on prehistoric artworks
Social Studies Primary Source List

Instructional Resource List

Curricular Mandates

Below are the curricular requirements as defined in NJ Administrative Code and Statute

	Amistad	X	Diversity, Equity, and Inclusion
	Holocaust		LGBT and Disabilities (Grades 6-12)

	Climate Change		Asian American & Pacific Islander

Social Emotional Learning (SEL) Competencies

NJ Social and Emotional Learning Competencies & Sub-Competencies

X	Self-Awareness		Relationship Skills
	Responsible Decision-Making		Social Awareness
	Self-Management		

21st Century Skills & Themes

X	Global and Cultural Awareness	X	Technology Literacy		Planning and Budgeting
X	Creativity and Innovation		Financial Institutions		Risk Management and Insurance
X	Information and Media Literacy		Digital Citizenship		Economic and Government Influences
X	Critical Thinking and Problem Solving		Credit Profile		Career Awareness and Planning
	Civic Financial Responsibility		Financial Psychology		