

**6th Grade Unit 1: Introduction to 6th Grade Social Studies & Geography, & The Beginnings of Human Society: Paleolithic and Neolithic Ages**

**Mission Statement**

The primary goal of the Swedesboro-Woolwich School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff.

Guiding this mission will be Federal mandates, including No Child Left Behind, the New Jersey Core Curriculum Content Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring PTO and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

**Unit 1/Module Overview**

- In this first unit of study, we will be concentrating on establishing classroom routines and expectations for the year. The actual content we will cover is a combination of a review of content, so that we can evaluate the students' prior knowledge, and introducing concepts, terms, and foundations that will be used throughout the course of the year. This unit also covers the evolution of man from primate, to human, to permanent settlement with agriculture, to civilization.
- This unit starts off by going over the Course Expectations handout and previewing the textbook. Throughout the unit, the teacher will reinforce the Course Expectations in every lesson.
- The unit then explores the 5 Themes of Geography. Students will then be assigned a mini (group) project that involves digging deeper into the themes. Geographic terms, reading/using maps, using primary and secondary sources, and timeline terms are then reviewed and investigated, as these skills and terms will be needed throughout the year.
- This unit clearly demonstrates to students how humans have evolved their skills, both physically and intellectually, over the course of history. Humans have grown from walking on 4 legs to being able to accurately use their fine motor skills to advance their living conditions. We examine each step of the progression of our advancements, as well as they effect they have on our world at the time.
- As humans evolved the ability to use tools, they then take that skill to improve their lives. This progression leads to learning to farm and being able to sustain a permanent settlement.
- This foundation will be referred to throughout the course of the year. Without the skills that humans accrued during the beginning stages of their

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development, they wouldn't be where they are today. Skills accumulate and build off of each other.

- We also explore how we know what occurred during prehistory (the time prior to written records). Archaeology plays a major role in our knowing about our past. Students will investigate the importance of properly excavating artifacts, and how scientists use those artifacts to determine events in the past. It is through the study of artifacts that we can fill in the gaps in history. Written records can also be verified through the study of these artifacts.

**Standards Covered in Current Unit/Module**

Related Standards and Learning Goals

- SOC.6.1.8.GeoSV.3.a Use maps and other geographic tools to construct an argument on the impact of geography on the developments and outcomes of the American Revolution including New Jersey's pivotal role.
- SOC.6.1.8.GeoSV.4.a Map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans.
- 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.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.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.HistoryCC.1.b Determine the impact of technological advancements on hunter/gatherer and agrarian societies.
- 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.HistoryCC.1.d Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.
- 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.EconGE.3.a Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.
- SOC.6.2.8.GeoHE.4.a Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.
- SOC.6.2.8.GeoHE.4.b Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.
- SOC.6.2.8.GeoHE.4.c Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.
- SOC.6.3.8.CivicsPI.3 Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the

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media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.

### Essential Questions

- What is the difference between a primary and secondary source?
- How can geography help us learn about the past?
- What are the 5 Themes of Geography?
- What is the importance of using a variety of sources in history?
- How do we know what we know when there's no written record?
- How did geography and climate determine the lives of early humans?
- What made humans human?
- How did technology change the way people lived?
- Why farming was considered a "REVOLUTION?"
- What six elements make a society civilized?
- How does geography impact a civilization's culture?
- How does agriculture change the nature of society?
- What has been the lasting impact of the ancient civilizations on current society?

### Unit/Module Weekly Learning Activities and Pacing Guide

#### Trimester 1

Time Frame	Units of Study	Learning Goals (Unpacked standards)  I can...	Lessons/Activities	Print & Technology Resources	Assessments Administered
Weeks 1 & 2	5 Themes of Geography	Goals <ul style="list-style-type: none"> <li>• Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Go over Course Expectations</li> <li>• Assign vocabulary</li> <li>• 5 Themes of Geography PowerPoint</li> <li>• Assign 5 Themes of Geography project</li> </ul>	<ul style="list-style-type: none"> <li>• History Alive! The Ancient World, TCI</li> <li>• <a href="http://www.mrdonn.org/geography.html">http://www.mrdonn.org/geography.html</a></li> <li>• <a href="http://www.mrgrayhistory.com/">http://www.mrgrayhistory.com/</a></li> </ul>	<ul style="list-style-type: none"> <li>• Five Themes of Geography Project</li> <li>• Open Notebook Geography Quiz</li> <li>• Worksheets</li> <li>• Exit Tickets</li> </ul>

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		<p><b>Targets</b></p> <ul style="list-style-type: none"> <li>· Identify major geographic features important to the study of world history.</li> <li>· Identify, explain, and investigate the 5 Themes of Geography.</li> <li>· Identify and accurately use the parts of a map.</li> <li>· Identify and describe the 5 Themes of Geography.</li> <li>· Identify and use geographic terms that will be used throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>● Open Book/Notebook Test</li> </ul>	<ul style="list-style-type: none"> <li>● · Daily Geography Practice, Grade 6+, Evan-Moor Educational Publishers</li> <li>● · <a href="https://www.khanacademy.org/partner-content/big-history-project/early-humans">https://www.khanacademy.org/partner-content/big-history-project/early-humans</a></li> <li>● · <a href="http://humanorigins.si.edu/">http://humanorigins.si.edu/</a></li> <li>● · <a href="https://genographic.nationalgeographic.com/human-journey/">https://genographic.nationalgeographic.com/human-journey/</a></li> </ul>	
Weeks 3, 4, & 5	Historic Thinking Skills	<p><b>Goals</b></p> <ul style="list-style-type: none"> <li>· Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past.</li> <li>· Determine the central ideas or information of a primary or secondary source</li> <li>· Understand the importance of archaeological finds as they relate to</li> </ul>	<p><b>PowerPoint:</b></p> <ul style="list-style-type: none"> <li>· Map skills</li> <li>· Geographic features</li> <li>· BC, AD, BCE, &amp; CE</li> <li>· Review test answers</li> <li>· Discuss proper way to answer extended response question</li> </ul>	<ul style="list-style-type: none"> <li>● · History Alive! The Ancient World, TCI</li> <li>● · <a href="http://www.mrdonn.org/geography.html">http://www.mrdonn.org/geography.html</a></li> <li>● · <a href="http://www.mrgrayhistory.com/">http://www.mrgrayhistory.com/</a></li> <li>● · Daily Geography Practice, Grade 6+, Evan-Moor Educational Publishers</li> <li>● · <a href="https://mnliteracy.org/sites/default/files/curriculum/social_studies_week_6.pdf">https://mnliteracy.org/sites/default/files/curriculum/social_studies_week_6.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>● · Worksheets</li> <li>● · Exit Tickets</li> </ul>

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		<p>determining events during prehistory.</p> <p>Targets</p> <ul style="list-style-type: none"> <li>· Define and apply relevant academic vocabulary</li> <li>· Apply note taking strategies and determine the central ideas or information</li> <li>· Compare and contrast primary and secondary sources.</li> <li>· Understand the difference between BC and BCE, and AD and CE.</li> </ul>			
Week 6	Archaeology	<p>Goals</p> <ul style="list-style-type: none"> <li>· Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past.</li> <li>· Understand the importance of archaeological finds as they relate to determining events during prehistory.</li> </ul> <p>Targets</p> <ul style="list-style-type: none"> <li>· Identify and accurately</li> </ul>	<ul style="list-style-type: none"> <li>· Discuss what is history/prehistory</li> <li>· Assign vocabulary</li> <li>· PowerPoint</li> <li>· Assign Archaeology project</li> </ul>	<ul style="list-style-type: none"> <li>• •History Alive! The Ancient World, TCI</li> <li>• • <a href="http://www.virtualmuseum.ca/sgc-cms/expositions-exhibitions/esprits-spirits/English/Dig/digdown.html">http://www.virtualmuseum.ca/sgc-cms/expositions-exhibitions/esprits-spirits/English/Dig/digdown.html</a></li> <li>• • <a href="http://www.mrgrayhistory.com/">http://www.mrgrayhistory.com/</a></li> </ul>	<ul style="list-style-type: none"> <li>• • Archaeology Project</li> <li>• • Close Reading</li> <li>• • Worksheets</li> <li>• • Exit Tickets</li> </ul>

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		<p>use the parts of a map.</p> <ul style="list-style-type: none"> <li>· Distinguish between observation and inference</li> <li>· Explain how our understanding of history may change over time.</li> <li>· Examine how physical geography and human geography contribute to the study of the past</li> </ul>			
Week 7	Early Man	<p><b>Goals</b></p> <ul style="list-style-type: none"> <li>· Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past.</li> <li>· Understand the importance of archaeological finds as they relate to determining events during prehistory.</li> </ul> <p><b>Targets</b></p> <ul style="list-style-type: none"> <li>· Identify and accurately use the parts of a map.</li> <li>· Explain the process of human evolution from hominids to homo</li> </ul>	<ul style="list-style-type: none"> <li>· PowerPoint: <ul style="list-style-type: none"> <li>o Map skills</li> <li>o Evolution of man</li> <li>o Importance of adapting</li> <li>o Hunters/gatherers</li> <li>o Migrations across the world</li> </ul> </li> <li>· Donald Johanson &amp; "Lucy"</li> <li>· Homo habilis</li> <li>· Homo erectus</li> <li>· Homo sapiens</li> </ul>	<ul style="list-style-type: none"> <li>• History Alive! The Ancient World, TCI</li> <li>• <a href="http://www.mrdonn.org/geography.html">http://www.mrdonn.org/geography.html</a></li> <li>• <a href="http://www.mrgrayhistory.com/">http://www.mrgrayhistory.com/</a></li> <li>• Daily Geography Practice, Grade 6+, Evan-Moor Educational Publishers</li> <li>• <a href="https://www.khanacademy.org/partner-content/big-history-project/early-humans">https://www.khanacademy.org/partner-content/big-history-project/early-humans</a></li> <li>• <a href="http://humanorigins.si.edu/">http://humanorigins.si.edu/</a></li> <li>• <a href="https://genographic.nationalgeographic.com/human-journey/">https://genographic.nationalgeographic.com/human-journey/</a></li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Exit Tickets</li> </ul>

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		<p>sapiens.</p> <ul style="list-style-type: none"> <li>· Map and illustrate patterns of human migration over the past 50,000 years.</li> </ul>			
Weeks 8 & 9	Hunters and Gatherers	<p>Goals</p> <ul style="list-style-type: none"> <li>· Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past.</li> <li>· Understand the importance of archaeological finds as they relate to determining events during prehistory.</li> <li>· Analyze the impact geography has on culture.</li> <li>· Compare and contrast how hunter/gatherers adapted to their physical environments using resources, and primitive technological advancements.</li> </ul> <p>Targets</p> <ul style="list-style-type: none"> <li>· Identify and accurately use the parts of a map.</li> </ul>	<ul style="list-style-type: none"> <li>· PowerPoint: <ul style="list-style-type: none"> <li>o Map skills</li> <li>o Technological advances</li> <li>o Economic &amp; social change</li> <li>o Adapting to your environment</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• History Alive! The Ancient World, TCI</li> <li>• <a href="http://www.mrdonn.org/geography.html">http://www.mrdonn.org/geography.html</a></li> <li>• <a href="http://www.mrgrayhistory.com/">http://www.mrgrayhistory.com/</a></li> <li>• Daily Geography Practice, Grade 6+, Evan-Moor Educational Publishers</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Exit Tickets</li> </ul>

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		<ul style="list-style-type: none"> <li>· Describe the lives of hunter-gatherers and the cultures they created.</li> <li>· Map and illustrate patterns of human migration over the past 50,000 years.</li> </ul>			
Week 10	Neolithic Agricultural Revolution	<p><b>Goals</b></p> <ul style="list-style-type: none"> <li>· Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past.</li> <li>· Understand the importance of archaeological finds as they relate to determining events during prehistory.</li> <li>· Analyze the impact geography has on culture.</li> <li>· Analyze how the agricultural revolution led to an increase in population, specialization of labor, new forms of social organization, and the beginning of societies.</li> </ul>	<ul style="list-style-type: none"> <li>· PowerPoint:                         <ul style="list-style-type: none"> <li>o Map skills</li> <li>o Benefits of agriculture &amp; domestication of animals</li> <li>o Adapting to your environment</li> </ul> </li> <li>· Technological advances</li> <li>· Economic &amp; social change</li> </ul>	<ul style="list-style-type: none"> <li>· History Alive! The Ancient World, TCI</li> <li>· <a href="http://www.mrdonn.org/geography.html">http://www.mrdonn.org/geography.html</a></li> <li>· <a href="http://www.mrgrayhistory.com/">http://www.mrgrayhistory.com/</a></li> <li>· Daily Geography Practice, Grade 6+, Evan-Moor Educational Publishers</li> </ul>	<ul style="list-style-type: none"> <li>· Worksheets</li> <li>· Exit Tickets</li> </ul>



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		<p>Targets</p> <ul style="list-style-type: none"> <li>· Compare and contrast how hunter/gatherers adapted to their physical environments using resources, and primitive technological advancements.</li> <li>· Identify and accurately use the parts of a map.</li> <li>· Explain how advancements during the Neolithic Era helped early humans to survive.</li> <li>· Analyze the causes and impacts of the invention of farming on human lives.</li> </ul>			
Weeks 11 & 12	Early Cities	<p>Goals</p> <ul style="list-style-type: none"> <li>· Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past.</li> <li>· Understand the importance of archaeological finds as they relate to determining events</li> </ul>	<ul style="list-style-type: none"> <li>· PowerPoint: <ul style="list-style-type: none"> <li>o Map skills</li> <li>o Benefits of agriculture &amp; domestication of animals</li> <li>o Adapting to your environment</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>· History Alive! The Ancient World, TCI</li> <li>· <a href="http://www.mrdonn.org">http://www.mrdonn.org</a></li> <li>· <a href="http://www.mrgrayhistory.com/">http://www.mrgrayhistory.com/</a></li> <li>· Daily Geography Practice, Grade 6+, Evan-Moor Educational Publishers</li> </ul>	<ul style="list-style-type: none"> <li>· Worksheets</li> <li>· Exit Tickets</li> <li>· Vocabulary Test</li> <li>· Content Test</li> <li>· Close Reading</li> <li>· Unit 1 Benchmark Assessment</li> </ul>

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		<p>during prehistory.</p> <ul style="list-style-type: none"> <li>Analyze how the agricultural revolution led to an increase in population, specialization of labor, new forms of social organization, and the beginning of societies.</li> <li>List and explain the essential elements of every civilized society.</li> <li>Identify enduring effects of early civilizations on today's world.</li> </ul> <p>Targets</p> <ul style="list-style-type: none"> <li>Identify and accurately use the parts of a map.</li> <li>Analyze the causes and impacts of the invention of farming on human lives.</li> <li>Examine how physical geography and human geography contribute to the study of the past</li> <li>Examine how early cultures adapted to the environment</li> </ul>	<ul style="list-style-type: none"> <li>Technological advances</li> <li>Economic &amp; social change</li> <li>Settlements</li> <li>Division of labor</li> <li>Cities &amp; civilizations</li> <li>Study Guide</li> <li>Close Reading Assignment</li> <li>Chapter Tests                             <ul style="list-style-type: none"> <li>Content</li> </ul> </li> <li>Geography Skills</li> <li>Vocabulary</li> </ul>		
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Materials and Resources	Possible Assessments	Technology Integration	21st Century Life & Career Ready Practices
<ul style="list-style-type: none"> <li>History Alive! The Ancient World, TCI</li> <li>Daily Geography Practice, Grade 6+, Evan-Moor Educational Publishers</li> <li><a href="https://mnliteracy.org/sites/default/files/curriculum/social_studies_week_6.pdf">https://mnliteracy.org/sites/default/files/curriculum/social_studies_week_6.pdf</a></li> <li><a href="http://www.mrgrayhistory.com/">http://www.mrgrayhistory.com/</a></li> <li><a href="https://www.khanacademy.org/partner-content/big-history-project/early-humans">https://www.khanacademy.org/partner-content/big-history-project/early-humans</a></li> <li><a href="http://humanorigins.si.edu/">http://humanorigins.si.edu/</a></li> <li><a href="http://www.virtualmuseum.ca/sgc-cms/expositions-exhibitions/esprits-spirits/English/Dig/digdown.html">http://www.virtualmuseum.ca/sgc-cms/expositions-exhibitions/esprits-spirits/English/Dig/digdown.html</a></li> <li><a href="https://genographic.nationalgeographic.com/human-journey/">https://genographic.nationalgeographic.com/human-journey/</a></li> <li><a href="http://www.mrdonn.org/geography.html">http://www.mrdonn.org/geography.html</a></li> </ul>	<ul style="list-style-type: none"> <li>Five Themes of Geography Project</li> <li>Open Notebook Geography Quiz</li> <li>Geography Skills Test</li> <li>Vocabulary Test</li> <li>Content Test</li> <li>Archaeology Project</li> <li>Close Reading</li> <li>Unit 1 Benchmark Assessment</li> <li>Notebook check</li> <li>Primary vs. Secondary Sources worksheet</li> <li>Map Skills worksheets</li> <li>Exit Tickets</li> </ul>	<ul style="list-style-type: none"> <li>Use Chromebooks</li> <li>Use Google Docs/Slides/Sheets</li> <li>Use Google Classroom</li> <li><a href="#">CS.6-8.8.1.8.DA.1</a> - Organize and transform data collected using computational tools to make it usable for a specific purpose.</li> <li><a href="#">CS.6-8.8.1.8.IC.1</a> - Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.</li> <li><a href="#">CS.6-8.8.1.8.IC.2</a> - Describe issues of bias and accessibility in the design of existing technologies.</li> <li><a href="#">CS.6-8.8.1.8.NI.1</a> - Model how information is broken down into smaller pieces, transmitted as addressed packets through multiple devices over networks and the Internet, and reassembled at the destination.</li> <li>CS.6-8.8.2.8.ITH.2 - Compare how technologies have influenced society over time.</li> <li>CS.K-12.2.a - Cultivate working relationships with individuals possessing diverse perspectives, skills, and personalities.</li> </ul>	<p>CRP.K-12.CRP2.1 Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.</p> <p>CRP.K-12.CRP4 Communicate clearly and effectively and with reason.</p> <p>CRP.K-12.CRP9 Model integrity, ethical leadership and effective management.</p> <p>CAEP.9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>CAEP.9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p>

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		CS.K-12.2.b - Create team norms, expectations, and equitable workloads to increase efficiency and effectiveness.	
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[Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc](#)

[ELA Enduring Understanding Statements](#)