

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

Content Area: **Social Studies**
Course(s): **Social Studies 6**
Time Period: **September**
Length: **12 weeks**
Status: **Published**

Unit Overview

In this first unit of study, we will be concentrating on establishing classroom routines and expectations for the year, a review of content, so that we can evaluate the students' prior knowledge, and introducing concepts, terms, and skills for the year. This unit also covers the evolution of man from primate, to human, to permanent settlement with agriculture.

This unit starts off by going over the Course Expectations handout and previewing the textbook. Throughout the unit, we will be reviewing the standards in every lesson.

The unit then explores the 5 Themes of Geography. Students will then be assigned a mini (group) project that incorporates the themes, reading/using maps, using primary and secondary sources, and timeline terms are then reviewed and incorporated throughout the year.

This unit clearly demonstrates to students how humans have evolved their skills, both physically and intellectually, from walking on 4 legs to being able to accurately use their fine motor skills to advance their living conditions. It also covers human advancements, as well as the effects 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 permanent settlement.

This foundation will be referred to throughout the course of the year. Without the skills that humans accrued during this time, 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 is the study of the past through the study of artifacts. Students will investigate the importance of properly excavating artifacts, and how scientists use those artifacts to determine the age of artifacts that we can fill in the gaps in history. Written records can also be verified through the study of these artifacts.

Priority Standards

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 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

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

Unit Learning Goals

Students will be able to:

- Analyze how the agricultural revolution led to an increase in population, specialization of labor, new forms of social organization, and the beginning of societies.
- Analyze how the agricultural revolution led to an increase in population, specialization of labor, new forms of social organization, and the beginning of societies.
- Compare and contrast how hunter/gatherers adapted to their physical environments using resources, and primitive technological advancements.
- Determine the central ideas or information of a primary or secondary source
- Identify major geographic features important to the study of world history.
- Identify the major stages in the evolution of man.
- Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history.
- Identify, explain, and investigate the 5 Themes of Geography.
- Understand that archaeology provides historical and scientific explanations for how ancient people lived.
- Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past.
- Use observation and inference to create conclusions about the past.

Unit Learning Targets

Students can:

- Analyze the causes and impacts of the invention of farming on human lives.
- Apply note taking strategies and determine the central ideas or information
- Compare and contrast primary and secondary sources.
- Define and apply relevant academic vocabulary
- Describe the lives of hunter-gatherers and the cultures they created.
- Distinguish between observation and inference.
- Examine how early cultures adapted to the environment
- Examine how physical geography and human geography contribute to the study of the past
- Explain how advancements during the Neolithic Era helped early humans to survive.
- Explain how our understanding of history may change over time.
- Explain the process of human evolution from hominids to homo sapiens.
- Identify and accurately use the parts of a map.
- Identify and describe the 5 Themes of Geography.
- Identify and use geographic terms that will be used throughout the year.
- Map and illustrate patterns of human migration over the past 50,000 years.
- Understand the difference between BC and BCE, and AD and CE.

Cross Curricular Connections

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.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
LA.RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
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).
LA.RI.6.10	By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
LA.W.6.1	Write arguments to support claims with clear reasons and relevant evidence.
LA.W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
LA.W.6.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.W.6.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
LA.W.6.10	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

Learning Plan (Pacing Guide)

Time Frame (# of weeks & time of year)	Units of Study	Learning Goals (Unpacked standards) I can...	Lessons/Activities	Print & Technology Resources	Assessments Administered
1st Trimester (63 days)	Unit 1				
Weeks 1 & 2	5 Themes of Geography	Goals <ul style="list-style-type: none"> • Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the 	<ul style="list-style-type: none"> • Go over Course Expectations • Assign vocabulary • 5 Themes of Geography PowerPoint • Assign 5 Themes of Geography project • Open Book/Notebook Test 	<ul style="list-style-type: none"> • History Alive! The Ancient World, TCI • http://www.mrdonn.org/geography.html • http://www.mrgrayhistory.com/ • Daily Geography Practice, Grade 6+, Evan-Moor Educational Publishers • https://www.khanacademy.org/partner-content/big-history-project/early-humans • http://humanorigins.si.edu/ • https://genographic.nationalgeographic.com/human-journey/ 	<ul style="list-style-type: none"> • Five Themes of Geography Project • Open Notebook Geography Quiz • Worksheets • Exit Tickets

		<p>past.</p> <ul style="list-style-type: none">• Identify major geographic features important to the study of world history.• Identify, explain, and investigate the 5 Themes of Geography. <p>Targets</p> <ul style="list-style-type: none">• Identify and accurately use the parts of a map.			
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		<ul style="list-style-type: none"> Identify and describe the 5 Themes of Geography. Identify and use geographic terms that will be used throughout the year. 			
Weeks 3, 4, & 5	Historic Thinking Skills	<p>Goals</p> <ul style="list-style-type: none"> Use maps, globes, artifacts, and pictures to analyze the physical and 	<p>PowerPoint:</p> <ul style="list-style-type: none"> Map skills Geographic features BC, AD, BCE, & CE Review test answers Discuss proper way to answer extended response 	<ul style="list-style-type: none"> History Alive! The Ancient World, TCI http://www.mrdonn.org/geography.html http://www.mrgrayhistory.com/ Daily Geography Practice, Grade 6+, Evan-Moor Educational Publishers https://mnliteracy.org/sites/default/files/curriculum/social_studies_week_6.pdf 	<ul style="list-style-type: none"> Worksheets Exit Tickets

		<p>cultural landscapes of the world and interpret the past.</p> <ul style="list-style-type: none">• Determine the central ideas or information of a primary or secondary source• Understand the importance of archaeological finds as they relate to deter	question		
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		<div>mini ng even ts duri ng prehi story .</div> <div>Targets</div> <ul style="list-style-type: none">• Defi ne and appl y relev ant acad emic voca bular y• Appl y note takin g strat egies and deter mine the centr al ideas or infor mati on• Com pare and contr ast prim ary and			
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		<p>secondary sources.</p> <ul style="list-style-type: none"> • Understand the difference between BC and BCE, and AD and CE. 			
Week 6	Archaeology	<p>Goals</p> <ul style="list-style-type: none"> • Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and 	<ul style="list-style-type: none"> • Discuss what is history/prehistory • Assign vocabulary • PowerPoint • Assign Archaeology project 	<ul style="list-style-type: none"> • History Alive! The Ancient World, TCI • http://www.virtualmuseum.ca/sgc-cms/expositions-exhibitions/esprits-spirits/English/Dig/digdown.html • http://www.mrgrayhistory.com/ 	<ul style="list-style-type: none"> • Archaeology Project • Close Reading • Worksheets • Exit Tickets

		<p>interpret the past.</p> <ul style="list-style-type: none">• Understand the importance of archaeological finds as they relate to determining events during prehistory. <p>Targets</p> <ul style="list-style-type: none">• Identify and accurately use the parts of a map.• Distinguish between obse			
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		rvati on and infer ence <ul style="list-style-type: none"> • Expl ain how our unde rstan ding of histo ry may chan ge over time. • Exa mine how phys ical geog raph y and hum an geog raph y contr ibute to the stud y of the past 			
WEEK 7	Early Man	Goals <ul style="list-style-type: none"> • Use maps, glob 	<ul style="list-style-type: none"> • PowerPoint : <ul style="list-style-type: none"> ○ Map skill 	<ul style="list-style-type: none"> • History Alive! The Ancient World, TCI • http://www.mrdonn.org/geography.html 	<ul style="list-style-type: none"> • Worksheets • Exit Tickets

		<p>es, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past.</p> <ul style="list-style-type: none"> • Understand the importance of archaeological finds as they relate to determining events during prehi 	<p>s</p> <ul style="list-style-type: none"> ○ Evolution of man ○ Importance of adapting ○ Hunters/gatherers ○ Migrations across the world <ul style="list-style-type: none"> • Donald Johanson & “Lucy” • Homo habilis • Homo erectus • Homo sapiens 	<ul style="list-style-type: none"> • http://www.mrgrayhistory.com/ • Daily Geography Practice, Grade 6+, Evan-Moor Educational Publishers • https://www.khanacademy.org/partner-content/big-history-project/early-humans • http://humanorigins.si.edu/ • https://genographic.nationalgeographic.com/human-journey/ 	ts
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		<p>story</p> <p>.</p> <p>Targets</p> <ul style="list-style-type: none">• Identify and accurately use the parts of a map.• Explain the process of human evolution from hominids to homo sapiens.• Map and illustrate patterns of human migration over the past 50,000			
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		years.			
Wee ks 8 & 9	Hunte rs and Gathe rs	<p>Goals</p> <ul style="list-style-type: none"> • Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. • Understand the importance of archaeological finds as they relat 	<ul style="list-style-type: none"> • PowerPoint : <ul style="list-style-type: none"> ○ Map skills ○ Technological advances ○ Economic & social change ○ Adapting to your environment 	<ul style="list-style-type: none"> • History Alive! The Ancient World, TCI • http://www.mrdonn.org/geography.html • http://www.mrgrayhistory.com/ • Daily Geography Practice, Grade 6+, Evan-Moor Educational Publishers 	<ul style="list-style-type: none"> • Worksheets • Exit Tickets

		<p>e to deter mini ng even ts duri ng prehi story .</p> <ul style="list-style-type: none">• Anal yze the impa ct geog raph y has on cultu re.• Com pare and contr ast how hunt er/ga there rs adap ted to their phys ical envir onm ents usin g reso urce s, and prim			
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		<div>itive tech nolo gical adva nce ment s.</div> <div>Targets</div> <ul style="list-style-type: none">• Ident ify and accu ratel y use the parts of a map.• Desc ribe the lives of hunt er- gath erers and the cultu res they creat ed.• Map and illust rate patte rns of hum an migr ation over			
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		the past 50,000 years.			
Week 10	Neolithic Agricultural Revolution	<p>Goals</p> <ul style="list-style-type: none"> • Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. • Understand the importance of archaeological 	<ul style="list-style-type: none"> • PowerPoint : <ul style="list-style-type: none"> ○ Map skills ○ Benefits of agriculture & domestication of animals ○ Adapting to your environment • Technological advances • Economic & social change 	<ul style="list-style-type: none"> • History Alive! The Ancient World, TCI • http://www.mrdonn.org/geography.html • http://www.mrgrayhistory.com/ • Daily Geography Practice, Grade 6+, Evan-Moor Educational Publishers 	<ul style="list-style-type: none"> • Worksheets • Exit Tickets

		<p>finds as they relate to determining events during prehistory.</p> <ul style="list-style-type: none">• Analyze the impact geography has on culture.• Analyze how the agricultural revolution led to an increase in population, specialization of labor			
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		<p>, new forms of social organization, and the beginning of societies.</p> <ul style="list-style-type: none">• Compare and contrast how hunter/gatherers adapted to their physical environments using resources, and primitive technological advancement			
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		<p>s.</p> <p>Targets</p> <ul style="list-style-type: none">• Identify and accurately use the parts of a map.• Explain how advancements during the Neolithic Era helped early humans to survive.• Analyze the causes and impacts of the invention of farm		
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		ing on hum an lives .			
Weeks 11 & 12	Early Cities	<p>Goals</p> <ul style="list-style-type: none"> • Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. • Understand the importance of archaeological 	<ul style="list-style-type: none"> • PowerPoint : <ul style="list-style-type: none"> ○ Map skills ○ Benefits of agriculture & domestication of animals ○ Adapting to your environment • Technological advances • Economic & social change • Settlements • Division of labor • Cities & 	<ul style="list-style-type: none"> • History Alive! The Ancient World, TCI • http://www.mrdonn.org • http://www.mrgrayhistory.com/ • Daily Geography Practice, Grade 6+, Evan-Moor Educational Publishers 	<ul style="list-style-type: none"> • Worksheets • Exit Tickets • Vocabulary Test • Content Test • Close Reading • Unit 1 Benchmark Assessment

		<p>finds as they relate to determining events during prehistory.</p> <ul style="list-style-type: none">• Analyze how the agricultural revolution led to an increase in population, specialization of labor, new forms of social organization, and the beginning	<p>civilizations</p> <ul style="list-style-type: none">• Study Guide• Close Reading Assignment• Chapter Tests<ul style="list-style-type: none">◦ Content• Geography Skills• Vocabulary		
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		<p>g of socie ties.</p> <ul style="list-style-type: none">• List and expl ain the esse ntial elem ents of ever y civili zed socie ty.• Ident ify endu ring effec ts of early civili zatio ns on toda y's worl d. <p>Targets</p> <ul style="list-style-type: none">• Ident ify and accu ratel y use the parts of a map.• Anal			
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		<p>alyze the causes and impacts of the invention of farming on human lives .</p> <ul style="list-style-type: none">• Examine how physical geography and human geography contribute to the study of the past• Examine how early cultures adapted			
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		to the envir onm ent			
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Materials and Resources

- Daily Geography Practice, Grade 6+, Evan-Moor Educational Publishers
- History Alive! The Ancient World, TCI
- <http://humanorigins.si.edu/>
- <http://www.mrdonn.org/geography.html>
- <http://www.mrgrayhistory.com/>
- <http://www.virtualmuseum.ca/sgc-cms/expositions-exhibitions/esprits-spirits/English/Dig/digdown.html>
- <https://genographic.nationalgeographic.com/human-journey/>
- https://mnliteracy.org/sites/default/files/curriculum/social_studies_week_6.pdf
- <https://www.khanacademy.org/partner-content/big-history-project/early-humans>

Unit Assessments (Required)

- Archaeology Project
- Close Reading
- Content Test
- Five Themes of Geography Project
- Geography Skills Test
- Open Notebook Geography Quiz
- Unit 1 Benchmark Assessment
- Vocabulary Test

Unit Assessments (Formative)

- Exit Tickets
- Map Skills worksheets

- Notebook check
- Primary vs. Secondary Sources worksheet

Technology Integration

- Use Chromebooks
- Use Google Classroom
- Use Google Docs/Slides/Sheets

CS.6-8.8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.
CS.6-8.8.1.8.IC.1	Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.
CS.6-8.8.1.8.IC.2	Describe issues of bias and accessibility in the design of existing technologies.
CS.6-8.8.1.8.NI.1	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.
CS.6-8.8.2.8.ITH.2	Compare how technologies have influenced society over time.
CS.K-12.2.a	Cultivate working relationships with individuals possessing diverse perspectives, skills, and personalities.
CS.K-12.2.b	Create team norms, expectations, and equitable workloads to increase efficiency and effectiveness.

21st Century Life & Career Ready Practices

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.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
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.
CAEP.9.2.8.B.4	Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

Strategies to Support Students with Differentiation including At-risk, Special Education, and ELL

- Choice Boards/Menus
- Chunk assignments, tests, notes
- Copies of notes with fill in the blanks
- Extended Time
- Independent lesson extensions

- Modify assignments and variety of assignment options (tier)
- Modify assignments/assessments as needed
- Provide a variety of ways to learn - visual, auditory, kinesthetic
- Provide graphic organizers
- Provide word banks
- Provide written copy of notes
- Use color coding
- Utilize visual aids
- Vocabulary cards/lists with visuals & graphics

Supports for Gifted & Talented Students

- Additional articles with Newsela
- Challenge projects
- Educational games and websites
- Flexible groupings based on interest
- IXL Resources
- Mini projects with focus on choice of topics
- Webquests