

Social Studies 6-1-Prehistory

Grade	6	Theme	Ancient Civilizations	Unit	Prehistory	Length	4 weeks
Essential Questions							
<p>What do archaeologists study to learn about early humans? Which hominid developed into Homo sapiens? Why is our understanding of the lives of early hominids subject to change? How did hunter-gatherers interact with the environment? Why was the development of technology important to early humans? How did the domestication of animals affect people's lives? How did environmental conditions influence the locations of early farms? What factors caused simple villages to develop into complex villages? In what ways was life in Catal Huyuk more complex than life in a simple farming village? As early communities grew larger, how did village life change? How did the development of tools affect agriculture? What were some of the changes that occurred in the way people lived as they changed from a nomadic to a settled way of life?</p>							

Standards	Benchmarks	Topics	Days	Objectives
<i>World History</i>				
Standard 1. Understands the biological and cultural processes that shaped the earliest human communities	1. Understands scientific evidence regarding early hominid evolution in Africa 2. Understands the social and cultural characteristics of hunter-gatherer communities in various continental regions	1. How archaeologists study the past: the Stone Age (HU3.1) 2. Hunters and gatherers (WH1.2, G15.1) 3. Learning to farm and raise animals (WH2.1, G14.1) 4. The first communities (WH2.2)	6 4 4 3	<ul style="list-style-type: none"> • Describe the tools used by archaeologists to study and understand human history. • Summarize current knowledge about the history of humanlike beings. • Summarize the current knowledge about the Stone Age.
Standard 2. Understands the processes that contributed to the emergence of agricultural societies around the world	1. Understands the role of agriculture in early settled communities 2. Understands the development of early agricultural communities	5. Revision and unit test	3	<ul style="list-style-type: none"> • Describe the way of life of the hunter-gatherer. • Trace the evolution of the earliest types of tools used by prehistoric peoples. • Summarize the development of key cultural features among prehistoric

<p><i>Historical Understanding</i></p> <p>Standard 1. Understands and knows how to analyze chronological relationships and patterns</p> <p>Standard 3. Understands the historical method</p> <p><i>Geography</i></p> <p>Standard 15. Understands how physical systems affect human systems</p> <p>Standard 14. Understands how human actions modify the physical environment</p>	<p>1. Knows how to diagram the temporal structure of events in autobiographies, biographies, literary narratives, and historical narratives, and understands the differences between them</p> <p>1. Understands methods historians and archaeologists use to study ancient civilizations</p> <p>1. Knows the ways in which human systems develop in response to conditions in the physical environment</p> <p>1. Understands the environmental consequences of people changing the physical environment</p>		<p>peoples.</p> <ul style="list-style-type: none"> • Describe the development and spread of agriculture among humans. • Trace the impact of farming on the development of settlements among early peoples. • Describe the processes by which the first significant communities in human history emerged. • Describe what life was like in these early complex villages.
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TESOL Goals and Standards	Interdisciplinary Connections	Resources
<p>While a variety of relevant TESOL goals will be addressed, this unit will focus on developing Goal 2 of the TESOL standards, “To use English to achieve academically in all content areas.”</p>	<p>Science: scientists have long been trying to figure out why early humans became bipedal. Students review the scientific evidence surrounding this issue, and find out the adaptive advantages of walking on 2 legs.</p> <p>English: students engage in narrative writing on a different</p>	<p>Textbook World History- Ancient Civilizations, McDougal Littell. Pp. 4-73. For a wide range of readings, questions and activities relevant to the unit. Especially useful for homework/practice.</p>

Standard 1: *Students will use English to interact in the classroom.* Grouping will ensure ELLs work with other ELLs as well as with native speakers.

Standard 2: *Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.* ELLs will be held to the same content knowledge expectations as other students, and given explicit vocabulary to master in this unit:

hunter-gatherer
 nomad
 irrigation
 slash-and-burn
 specialization
 artisan
 Homo-Habilis
 Homo Erectus
 Homo Sapien
 migration
 Division of labor
 domestication
 adaptation
 archaeology
 Paleolithic
 Neolithic
 fossil
 artifact

Language Objectives

topic concurrently with the narrative writing segment of this unit to reinforce the key points of the genre.

Art: students create and label a diorama of a Neolithic village to reinforce the objective “*Describe what life was like in early complex villages.*”

Other Print Resources

Breaking Away from the Textbook I, Scarecrow Education. Pp. 1-24. For an excellent series of creative activities exploring prehistory; great for class activities.

THE NEOLITHIC REVOLUTION: The First Farmers and Shepherds, National Center for History in the Schools

Early Humans. Teacher Created Materials, Inc.

Web

[Caveman Challenge](#) – a good way to assess student knowledge of early hominids after viewing *Walking with Cavemen*.

Films

Walking with Cavemen, BBC 3-part series.

<ul style="list-style-type: none"> • Use structural and context clues to define words to gain a deeper understanding of the information. • Complete cause and effect chains to derive the meaning of the text in the lesson. • Describe the occupations of people in the first communities. • Describe the occupations of people in the first communities. 		
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Summative Assessment	%	Formative Assessment
Unit test with questions mapped to benchmarks/objectives. matching, selected response, short and long free response, illustration and map work.	30	<p>N.B. Student responses to queues/quick-writes and quality of participation in group and class discussion are continuously evaluated throughout the unit.</p> <p><i>Begin with pre-test; compact as necessary. Students sign their contracts to complete a set number of agenda items during the 4-week unit.</i></p>
Completed agendas. At the beginning of the unit, each student will choose to complete 3 activities from a collection of 10 activities on the Stone Age menu. Each completed activity will constitute 33% of their agenda mark.	30	<p><i>Describe the tools used by archaeologists to study and understand human history.</i> Students draw a diagram of the stratigraphy of an archaeological site. Students engage in the archaeological process of artifact analysis. With reference to an “artifact” supplied by the teacher they must attempt to answer the following questions: 1. What does it look like? (a) Describe its color (b) Describe its size (c) Describe its shape (d) Describe its material (rock, bone, wood, metal, fabric, etc.) 2. Where was it found? (a) Type of climate or environment (b) Surrounding soil or rock (c) How shallow or deep 3. What could it have been used for? 4. How old could it be? (a) Describe its condition (effects of erosion, rust, decay, how fragile) (b) Material (consider how fast it might age in a given environment) (c) Best estimation of age 5. What do you think this artifact is?</p>
Narrative. This story is written and revised over 3 class periods and 1 weekend near the end of the unit, It must demonstrate knowledge of Stone Age society and economy.	20	<p><i>Summarize current knowledge about the history of humanlike beings.</i> After viewing <i>Walking with Cavemen</i>, students will take the online BBC quiz Caveman Challenge and record their scores on each section. Individual scores will be used as a guide to frame re-teaching on the objective.</p> <p><i>Summarize current knowledge about the Stone Age.</i> In 3 mixed readiness groups, students produce a prehistoric</p>

<p>Averaged points of all formative assessment products.</p>	<p>20</p>	<p>timeline poster based on a list of important social and economic events and changes in either the Paleolithic, Mesolithic or Neolithic Period (1 period/group). Students teach the content of their timelines to the other groups and then to grade 4/5.</p> <p><i>Describe the way of life of the hunter-gatherer.</i> Students will report to the class on research conducted into the lifestyle of hunter-gatherers in prehistory and today. Students will create a venn diagram comparing the lives of hunter-gatherers to the lives of farmers and submit it for evaluation.</p> <p><i>Trace the evolution of the earliest types of tools used by prehistoric peoples.</i> Students will complete the activity “Making Early Human Tools” in <i>Breaking Away from the Textbook</i></p> <p><i>Summarize the development of key cultural features among prehistoric peoples.</i> Students create a Powerpoint presentation, choosing to explore one or more factors from a given list of important prehistoric cultural traits. They give the class a short quiz on their topic and have their presentation evaluated through peer review.</p> <p><i>Describe the development and spread of agriculture among humans.</i> Students complete the activity “The Domestication of Plants and Animals” in <i>THE NEOLITHIC REVOLUTION: The First Farmers and Shepherds</i>.</p> <p><i>Trace the impact of farming on the development of settlements among early peoples.</i> Students complete the activity “Houses and Villages” in <i>THE NEOLITHIC REVOLUTION: The First Farmers and Shepherds</i>.</p> <p><i>Describe the processes by which the first significant communities in human history emerged.</i> Students complete a cause-and-effect chain for the emergence of the first significant communities based on their own research.</p> <p><i>Describe what life was like in these early complex villages.</i> Students will complete the activity “How to Rule a Neolithic Village” in <i>Breaking Away from the Textbook</i>.</p>
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Instructional Strategies

<p>Before</p>	<p>Activate prior knowledge: KWL charts, graphic organizers, brainstorming, concept webs, oral cues Pre-assessments to measure student readiness/compacting as required Group discussion to determine levels of student interest Preparation of contracts for agendas</p>
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During	Map-work, Flexible groups, Graphic organizers, Creation of models, Concept webs, Cause-and-effect chains, One-on-one, small group and whole-class discussions, Quick-write and queues, Illustration
After	Self and peer evaluation of agendas Presentations on project work to grade 4 One-on-one meetings to re-stress main ideas Subsequent reference and reuse of knowledge

Differentiation Strategies

Menu choices of products for student agendas
Flexible grouping based on readiness and interest
Multiple student assessment options on each topic
Each topic approached from at least three trajectories: auditory, visual, kinesthetic

Struggling readers: 1) help students clarify their understanding of hunter-gatherers by writing a diary entry from the perspective of a nomadic group. The entry should include references to the kind of work hunter-gatherers might do and some of the challenges a band might face. 2) Pair students and have them read the handout for “domestication webquest” out loud. Then, have each student write a one sentence summary and read it to their partner. Students take turns evaluating each others summary. 3) Have students make a t-chart on a blank sheet of paper, then list the pros and cons of village life for early people.

English learners: 1) Remind students that cause tells why an event happened and effect is the event that happened. Practice with cause and effect chains based on materials in the lessons. 2) Explain that details are facts that support or explain a main idea. The main idea is the most important point of a piece of writing, and is often found in the title or topic sentence. Have students extract main ideas from readings re: early humans and list them in their notebooks. 3) Have students work together to create a farming village mural showing crops and animals raised by early farmers. Students draw and label food, clothing, tools and technology that became available as a result of the agricultural revolution. Murals are presented to the class, then posted.

Inclusion: 1) Students with difficulty reading take a blank sheet of paper and divide it into thirds. Have students write down the sequence in which early tools were developed. 2) Have students with difficulty reading pair up in teams of two and student teach, taking turns to evaluate responses to review questions.

Gifted and talented: 1) student writes a brief report about the domestication of a single early farm animal, including where the animal was domesticated and what its uses were. 2) Student creates a plan for producing a useful tool, explaining the purpose of the tool, its materials and how it is constructed.