## World Civilizations

### Implement Start Year (2013-2014)

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### Unit #1: Origins of Humans

#### Stage 1 – Desired Results

<table>
<thead>
<tr>
<th>Established Goals</th>
<th>21st Century Themes</th>
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</thead>
</table>
| 6.2.8.A.1.a Compare and contrast the social organization of early hunters/gatherers and those who lived in early agrarian societies. | _x_ Global Awareness  
___Financial, Economic, Business and  
   Entrepreneurial Literacy  
___Civic Literacy  
_x_ Health Literacy  
_x_ Environmental Literacy |
| 6.2.8.B.1.a Explain the various migratory patterns of hunters/gatherers who moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies. |  |
| 6.2.8.B.1.b Compare and contrast how nomadic and agrarian societies used land and natural resources. |  |
| 6.2.8.C.1.a Relate the agricultural revolution (including the impact of food surplus from farming) to population growth and the subsequent development of civilizations. |  |
| 6.2.8.C.1.b Determine the impact of technological advancements on hunter/gatherer and agrarian societies. |  |
| 6.2.8.D.1.a Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time. |  |
| 6.2.8.D.1.b Relate the development of language and forms of writing to the expression of ideas, creation of cultural identity, and development of more complex social structures. |  |

### 21st Century Skills

#### Learning and Innovation Skills:
- _x_ Creativity and Innovation
- _x_ Critical Thinking and Problem Solving
- ___Communication and Collaboration

#### Information, Media and Technology Skills:
- _x_ Information Literacy
- ___Media Literacy
- ___ICT (Information, Communications and Technology) Literacy

#### Life and Career Skills:
- _x_ Flexibility and Adaptability
- _x_ Initiative and Self-Direction
- ___Social and Cross-Cultural Skills
- _x_ Productivity and Accountability
- ___Leadership and Responsibility
6.2.8.D.1.c
Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.

Common Core Standards for Literacy in Social Studies
(http://www.corestandards.org/the-standards/english-language-arts-standards/history-social-studies/grades-9-10/)

RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

RH.9-10.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

RH.9-10.6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author’s claims.

RH.9-10.9. Compare and contrast treatments of the same topic in several primary and secondary sources.

RH.9-10.10. By the end of grade 10, read and comprehend history/social
studies texts in the grades 9–10 text complexity band independently and proficiently.

**Enduring Understandings:**

*Students will understand that . . .*

*EU 1*
Mass movements of people occur due to internal and/or external societal pressure.

*EU 2*
Historians use physical, cultural, and written records to analyze human development.

*EU 3*
Access to resources impacts political, economic, and social development.

*EU 4*
Technology has impacted society in helpful and harmful ways.

*EU 5*
Art addresses and expresses universal and regional themes of the human experience.

**Essential Questions:**

*EU 1*
- Why do people leave known locations for unknown locations?

*EU 2*
- How do archaeologists and anthropologists use evidence to draw conclusions about human life?

*EU 3*
- How do resources help determine the settlement patterns of humans?
- How has settled village life influenced humanity?

*EU 4*
- How do technological advancements of early hominids correlate with their physical development?

*EU 5*
- How do historians draw assumptions about early hominid culture through analyzing their art?
<table>
<thead>
<tr>
<th>Knowledge:</th>
<th>Skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will know . . .</td>
<td>Students will be able to . . .</td>
</tr>
<tr>
<td></td>
<td><strong>EU 1, EU 2, EU 3, EU 4, EU 5</strong></td>
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<tr>
<td><strong>EU 1</strong></td>
<td>- Determine the chronology of key advances in human development based off of evidence (EU 2)</td>
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<tr>
<td>- The patterns of human migration within the time period</td>
<td>- Read and analyze primary source documents to determine different points of view</td>
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<tr>
<td></td>
<td>- Map locations and movements of pre-historical societies (EU 1)</td>
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<tr>
<td><strong>EU 2</strong></td>
<td>- Draw inferences from factual material</td>
</tr>
<tr>
<td>- The difference between an archaeologist and an anthropologist</td>
<td>- Recognize and interpret different points of view</td>
</tr>
<tr>
<td>- The tools and science used to analyze ancient evidence</td>
<td>- Compare and contrast the credibility of differing ideas, elements, or accounts</td>
</tr>
<tr>
<td>- The different types of physical evidence that historians use</td>
<td>- Test the validity of the information, using criteria as source, objectivity, technical correctness, and currency</td>
</tr>
<tr>
<td><strong>EU 3</strong></td>
<td><strong>EU 1, EU 2, EU 3, EU 4, EU 5</strong></td>
</tr>
<tr>
<td>- The geographic factors related to settlement</td>
<td>- Determine the chronology of key advances in human development based off of evidence (EU 2)</td>
</tr>
<tr>
<td>- The ways that early permanent settlements interacted with their environment</td>
<td>- Read and analyze primary source documents to determine different points of view</td>
</tr>
<tr>
<td><strong>EU 4</strong></td>
<td>- Map locations and movements of pre-historical societies (EU 1)</td>
</tr>
<tr>
<td>- The key advances in Paleolithic technology</td>
<td>- Draw inferences from factual material</td>
</tr>
<tr>
<td>- How advances in technology affected early humans</td>
<td>- Recognize and interpret different points of view</td>
</tr>
<tr>
<td><strong>EU 5</strong></td>
<td>- Compare and contrast the credibility of differing ideas, elements, or accounts</td>
</tr>
<tr>
<td>- The subject matter and medium of Paleolithic and Neolithic art</td>
<td>- Test the validity of the information, using criteria as source, objectivity, technical correctness, and currency</td>
</tr>
</tbody>
</table>
**Stage 2 – Assessment Evidence**

**Recommended Performance Tasks:** *Each unit must have at least 1 Performance Task. Consider the GRASPS form.*

*EU 1, EU 2, EU 3, EU 4, EU 5*

- You are a writer for National Geographic Magazine. You have been given the task of analyzing the findings from an archaeological site. You will review the artifacts and fossils from the site and write an article for your magazine. (Teachers may develop an artifact ‘packet’, or use media specialist to develop a web quest to provide evidence to students) You must describe to your readers the type of hominid or early human who lived here and their place on our timeline. Using the historical theory that life began in Africa, you must explain why this group of people moved and chose this site for settlement. You must determine keys aspects of their culture and technology. You must describe their living conditions, habits, and daily activities. You must explain why this permanent settlement developed in the geographic location it did. You must explain how you used each piece of evidence to come to your conclusions.

**Other Recommended Evidence:** *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- Essays
- Quizzes
- Tests
- Presentations
- Research Projects
**Stage 3 – Learning Plan**

**Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:** Consider the WHERE TO elements. Each learning activity listed must be accompanied by a learning goal of **A= Acquiring basic knowledge and skills**, **M= Making meaning and/or a T= Transfer**.

- Develop definitions for common terms used by historians. (A)
- Complete a map covering the migration patterns of early hominids. (A)
- Write an essay explaining the psychological development of each hominid based off of Maslow’s Hierarchy of Needs. (A, M, T)
- Create a cause/effect chart regarding the major advancements in hominid life (stone tools, fire, and language). (A, M)
- Build a class timeline, including each major hominid phase of evolution. (A, M)
- Create a “want ad” searching for an anthropologist or an archaeologist. (A)
- Read and critique Horace Miner’s *Body Ritual Among the Nacirema*. [Sourcetext as PDF: <http://tinyurl.com/792mf5g>]. (M)
- “Alien Anthropologist” Activity: Interpret and analyze modern day ‘artifacts’ from the present day from the perspective of an alien race. (A, M, T)
- Create cave art. Students will model the themes expressed in cave art from the Mesolithic Era. (M)
- Create a compare/contrast chart for Nomadic/Sedentary lifestyles of Paleolithic Age. (A,M)
- Write a diary entry from a citizen’s point of view living in the first large Neolithic settlement. (M)
- Write an essay evaluating the value of the agricultural revolution to humanity. (A, M)