

WS/FCS

Unit Planning Organizer

<b>Subject(s)</b>	Social Studies	<b>Conceptual Lenses</b> <ul style="list-style-type: none"> <li>• Migration</li> <li>• Settlement patterns</li> <li>• Innovation &amp; Technology</li> <li>• Quality of Life</li> </ul>
<b>Grade/Course</b>	6 <sup>th</sup> Grade	
<b>Unit of Study</b>	Early Humans & Rise of Civilizations	
<b>Unit Title</b>	"Caves to Cities"	
<b>Pacing</b>	12 days	

**Unit Overview**

The points of focus in this unit include the evidence we have about early man, the effects of the *availability and scarcity of resources* on early *patterns of migration and settlement*, and how the Neolithic Revolution changed life for humans.

- **Paleolithic Era- Early Man**
  - Evidence & Artifacts
  - Lifestyle- hunter-gatherer, nomadic depending on resources, family-based clans, oral language
- **The Great Migration**
  - Climate change- Ice Age
  - Push/Pull factors
  - Why new locations were selected- Fertile Crescent, China, Indus River Valley
- **Neolithic Revolution**
  - Farming & domestication of animals
  - Shared labor & pooling of resources
  - Metallurgy- tools & weapons
  - Religion- polytheism, creation stories
  - Government- leaders & divine right
  - Positive changes brought by revolution- Compare/Contrast Paleolithic & Neolithic

<b>Unit Enduring Understanding(s)</b>	<b>Unit Essential Question(s)</b>
<ul style="list-style-type: none"> <li>• The availability or scarcity of resources may affect the migration and settlement of people.</li> <li>• The needs of mankind result in the development of technology to make life easier.</li> </ul>	<ul style="list-style-type: none"> <li>• How does the availability or scarcity of resources affect the migration and settlement of people?</li> <li>• How did innovation and new technologies make life easier for early humans?</li> </ul>

**Essential State Standards**

Priority Objectives	Supporting Objectives
<ul style="list-style-type: none"> <li>• <b>6.H.2.3 Explain</b> <u>how innovation and/or technology transformed civilizations, societies and regions over time.</u></li> <li>• <b>6.G.1.1 Explain</b> <u>how the physical features and human characteristics of a place influenced the development of civilizations, societies and regions.</u></li> <li>• <b>6.G.1.2 Explain</b> the factors that influenced the <u>movement of people, goods, and ideas</u> and the <u>effects of that movement on societies and regions</u> over time.</li> <li>• <b>6.G.1.4 Explain</b> how and why civilizations, societies and regions have used, modified and adapted to their environments.</li> <li>• <b>6.E.1.1 Explain</b> <u>how conflict, compromise, and negotiation over the availability of resources impacted the economic development of various civilizations, societies and regions.</u></li> </ul>	<ul style="list-style-type: none"> <li>• <b>6.H.2.1 Explain</b> how <u>invasions, conquests, and migrations affected various civilizations, societies, and regions.</u></li> </ul>

<b>“Unpacked” Concepts</b> (students need to know)	<b>“Unpacked” Skills</b> (students need to be able to do)	<b>COGNITION</b> (RBT Level)
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<ul style="list-style-type: none"> <li>• <b>6.H.2.3</b> <u>how innovation and/or technology transformed civilizations, societies and regions</u></li> <li>• <b>6.G.1.1</b> <u>how the physical features and human characteristics of a place influenced the development of civilizations, societies and regions.</u></li> <li>• <b>6.G.1.2</b> the factors that influenced the <u>movement of people, goods, and ideas</u> and the <u>effects of that movement on societies and regions</u></li> <li>• <b>6.G.1.4</b> how and why civilizations, <u>societies and regions have used, modified and adapted to their environments.</u></li> <li>• <b>6.E.1.1</b> <u>how conflict, compromise, and negotiation over the availability of resources impacted the economic development of various civilizations, societies and regions.</u></li> </ul>	<ul style="list-style-type: none"> <li>• <b>6.H.2.3 Explain</b> the impact of innovation and/or technology</li> <li>• <b>6.G.1.1 Explain</b> the impact of physical features and human characteristics of a place</li> <li>• <b>6.G.1.2 Explain</b> the movement of people, goods, and ideas</li> <li>• <b>6.G.1.4 Explain</b> adaptation to the environment.</li> <li>• <b>6.E.1.1 Explain</b> conflict, compromise, and negotiation over the availability of resources.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>6.H.2.3</b> Understand</li> <li>• <b>6.G.1.1</b> Understand</li> <li>• <b>6.G.1.2</b> Understand</li> <li>• <b>6.G.1.4</b> Understand</li> <li>• <b>6.E.1.1</b> Understand</li> </ul>
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Unit “Chunking” & Enduring Understandings	Suggested Lesson Essential Questions	Potential Factual Content	North Carolina Essential Standards
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<p><b>Early Man</b> The needs of mankind result in the development of technology to make life easier.</p>	<p>How does archeology provide knowledge of early human life?</p>	<ul style="list-style-type: none"> <li>• Cave art</li> <li>• Artifacts- tools &amp; weapons</li> <li>• Homo sapiens</li> <li>• Africa- Cradle of Mankind</li> <li>• New evidence in Qesem cave</li> </ul>	<p><b>6.H.2.3</b> Explain how innovation and/or technology transformed civilizations, societies and regions over time.</p>
	<p>What were the characteristics of life in the Paleolithic Era?</p>	<ul style="list-style-type: none"> <li>• Hunter/gatherers</li> <li>• Family based clans</li> <li>• Nomadic lifestyle based on availability of resources</li> <li>• Simple tools &amp; weapons</li> <li>• Oral language</li> </ul>	<p><b>6.G.1.2</b> Explain the factors that influenced the movement of people, goods, and ideas and the effects of that movement on societies and regions over time.</p> <p><b>6.G.1.4</b> Explain how and why civilizations, societies and regions have used, modified and adapted to their environments.</p>
<p><b>The Great Migration</b> The availability or scarcity of resources may affect the migration and settlement of people.</p>	<p>What were the push/pull factors that influenced the movement of people throughout the world?</p>	<ul style="list-style-type: none"> <li>• Climate change</li> <li>• Ice Age</li> <li>• Availability of resources</li> </ul>	<p><b>6.G.1.2</b> Explain the factors that influenced the movement of people, goods, and ideas and the effects of that movement on societies and regions over time.</p>
	<p>What factors influenced the location of the earliest civilizations?</p>	<ul style="list-style-type: none"> <li>• Fertile Crescent</li> <li>• Yellow River Valley</li> <li>• Indus River Valley</li> </ul>	<p><b>6.G.1.1</b> Explain how the physical features and human characteristics of a place influenced the development of civilizations, societies and regions.</p>
<p><b>Neolithic Revolution</b> The ability to farm and grow food enabled the creation of permanent settlements.</p>	<p>What are the characteristics of the Neolithic Revolution?</p>	<ul style="list-style-type: none"> <li>• Farming</li> <li>• Domestication of Animals</li> <li>• Shared Labor &amp; Pooled Resources</li> <li>• Metallurgy- tools &amp; weapons</li> </ul>	<p><b>6.H.2.3</b> Explain how innovation and/or technology transformed civilizations, societies and regions over time.</p> <p><b>6.E.1.1</b> Explain how conflict, compromise, and negotiation over the availability of resources impacted the economic development of various civilizations, societies and regions.</p>

	What did the religions of the early civilizations have in common?	<ul style="list-style-type: none"> <li>• Polytheism</li> <li>• Creation stories</li> </ul>	<b>6.C.1.1</b> Analyze how cultural expressions reflected the values of civilizations, societies and regions.
	How were most of the early civilizations governed?	<ul style="list-style-type: none"> <li>• King/monarch</li> <li>• Divine Right</li> </ul>	<b>6.C&amp;G.1.1</b> Explain the origins and structures of various governmental systems. <b>6.C&amp;G.1.2</b> Summarize the ideas that shaped political thought in various civilizations, societies, and regions.
	How did the Neolithic Revolution improve the lives of humans?	<ul style="list-style-type: none"> <li>• Positive benefits</li> <li>• Compare/Contrast Paleolithic and Neolithic</li> </ul>	<b>6.H.2.2</b> Compare historical and contemporary events and issues to understand continuity and change.  <b>6.E.1.2</b> Explain how quality of life is impacted by economic choices of civilizations, societies and regions.

<b>Sub Concepts</b>				
<b>HISTORY</b> Migration Civilization	<b>GEOGRAPHY</b> Region Movement	<b>CIVICS &amp; GOVERNMENT</b> Government	<b>ECONOMICS</b> Scarcity Needs & Wants	<b>CULTURE</b> Religion

<b>Essential Vocabulary</b>	<b>Enrichment Vocabulary</b>
<ul style="list-style-type: none"> <li>• nomadic</li> <li>• fertile</li> <li>• resources</li> <li>• polytheism</li> <li>• revolution</li> <li>• domesticate</li> </ul>	<ul style="list-style-type: none"> <li>• archaeologists</li> <li>• anthropologists</li> <li>• fossils</li> <li>• hominids</li> <li>• metallurgy</li> </ul>
	<b>Enrichment Factual Content</b>

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| <ul style="list-style-type: none"><li>• divine</li><li>• innovation</li></ul> |  |
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### Language Objective EXAMPLES

- **Key Vocabulary LO:** SWBAT define and explain the terms *migration, scarcity, empire and artifacts*.
- **Language Functions LO:** SWBAT explain how environments can influence the development of civilizations.
- **Language Skills LO:** SWBAT read two passages about life for early humans- one from the Paleolithic Era and one from the Neolithic Era, and identify the similarities and differences between the two. (*Reading passages should be chosen/modified in accordance with the LEP students' zone of proximal development*).
- **Grammar and Language LO:** SWBAT use comparatives in writing assignments (*more than, less than, greater, shorter, longer, etc.*) by comparing the location of two different societies. *Ex. The punishment for stealing in Babylon was much more harsh than it is today in our state.*
- **Lesson Tasks LO:** SWBAT read and summarize a creation story from an early civilization and explain this summary to a group.
- **Language Learning Strategy LO:** SWBAT develop a cause/effect graphic organizer analyzing and identifying the causes and effects of the Great Migration. (*The linguistic load will vary from LEP student to LEP student. Level 1-2 LEP students may need a word bank or other supplement to complete this activity using this strategy*).