UbD Template 2.0

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Course/ Grade: 7

Lesson Title: Beginnings of Human Society

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| **Stage 1 Desired Results** | | |
| ESTABLISHED GOALS  National Standards in World History.  Era I:The beginnings of human society.  [Standard 1](http://www.nchs.ucla.edu/Standards/world-history-standards/world-era-1#section-1): The biological and cultural processes that gave rise to the earliest human communities [Standard 2](http://www.nchs.ucla.edu/Standards/world-history-standards/world-era-1#section-2): The processes that led to the emergence of agricultural societies around the world  Era 2: Early Civilizations and the emergence of Pastoral Peoples, 4000-1000 BCE  Standard 1: The biological and cultural processes that gave rise to the earliest human communities.   |  |  | | --- | --- | |  | [Standard 1](http://www.nchs.ucla.edu/Standards/world-history-standards/world-era-2#section-1): The major characteristics of civilization and how civilizations emerged in Mesopotamia, Egypt, and the Indus valley  [Standard 2](http://www.nchs.ucla.edu/Standards/world-history-standards/world-era-2#section-2): How agrarian societies spread and new states emerged in the third and second millennia BCE [Standard 3](http://www.nchs.ucla.edu/Standards/world-history-standards/world-era-2#section-3): The political, social, and cultural consequences of population movements and militarization in Eurasia in the second millennium BCE [Standard 4](http://www.nchs.ucla.edu/Standards/world-history-standards/world-era-2#section-4): Major trends in Eurasia and Africa from 4000-1000 BCE |   Brunswick R-II Curriculum Goals:  SS6 Relationships to the individual and groups to institutions and cultural traditions.  SS7 The use of tools of social science inquiry (such as surveys, statistics, maps, documents) | ***Transfer*** | |
| *Students will be able to independently use their learning to…*   1. Investigate trends in cultural development. 2. Discover methods used by experts in sociology, history and archeology. 3. Develop critical thinking skills by analyzing maps, artifacts, and historical information. | |
| ***Meaning*** | |
| UNDERSTANDINGS  *Students will understand that…*   1. How people would have been affected by land, climate and resources. 2. Political, cultural, and environmental factors can encourage or discourage migration. 3. Geography affects civilizations. 4. Archeologists use various clues to understand how early civilizations lived. | ESSENTIAL QUESTIONS   1. What are the reasons individuals chose to settle near water sources? 2. What were some factors in determining whether or not to move to another place? 3. How would technology (or lack thereof) effect survival? 4. How do archaeologists use clues to learn about prehistoric people. |
| ***Acquisition*** | |
| *Students will know…*  1, How to infer from archaeological evidence the characteristics of early African hunter-gatherer communities, including tool kits, shelter, diet, and use of fire  2. Types of evidence and methods of investigation that anthropologists, archaeologists, and other scholars have used to reconstruct early human evolution and cultural development.  3. The approximate chronology, sequence, and territorial range of early civilizations.  4. Infer from archaeological evidence the characteristics of Cro-Magnon hunter-gatherer communities of western Eurasia including tool kits, shelter, clothing, ritual life, aesthetic values, relations between men and women, and trade among communities | *Students will be skilled at…*   1. Researching information about early humans and how they lived. 2. Using a time line to determine the development and advancements of the earliest cities and civilizations. 3. Analyzing current and past theories regarding the emergence of Homo sapiens and the processes by which human ancestors migrated from Africa to the other major world regions. |
| **Stage 2 - Evidence** | | |
| **Evaluative Criteria** | **Assessment Evidence** | |
| 1, Locate, illustrate, express.  2. Create, design, interpret.  3 Describe, summarize, develop, explain, compose.  4 Create, analyze, evaluate, summarize, illustrate.  5 Describe, express, construct, locate, organize.  6 Create, illustrate, prepare, explain.  7 Organize, create, construct, compare and contrast.  8 Create, recall, construct. | PERFORMACE TASK(S):   1. **Creating a Civilization**: Have students think of themselves as people who are to part of one of the first human colonies on another planet. Ask them to list things they would take. Have them list the first things they would build or create. Urge them to think about social institutions as well as physical structures. Give students a chance to discuss their ideas in small groups and with the class as a whole. 2. **Comic Relief**: Students will discuss the stereotypes they see or have about prehistoric peoples. Using a computer they will create a cartoon strip that portrays those stereotypes. Then ask them to create a second cartoon strip that present more realistic information about people who lived in prehistoric times. Students are encouraged to upload the cartoons they designed onto the school website under the link for 7th grade. Google images is a good website to find comic strips. 3. **Research a site**: Students will research an archaeological site that has provided information about early humans and how they lived. Students will report to the class on what archaeologists or other scientists actually found at the site. What methods did they use to analyze or understand what they found? What conclusions did students draw from the objects found? <http://www.archaeology.org/> 4. **Pot painting**: Students will write down at least four things that are important to them. Next have students paint these things on small clay pots. After the pots dry put them in individual paper bag with each student’s name clearly written on the bag. Gently use a hammer to break the pots into several large pieces. Trade these bags and have students piece a pot together and note what picture is drawn on the pot and what these pictures might tell an “archeologists” about the civilization values. 5. **Living in the past:** Place students in groups of three or four. Have each group choose an ancient civilization such as China, Turkey, Mesopotamia, Egypt, etc. and have students research the daily life in that civilization. Students will share the results with classmates by presenting a diorama, painting, poster or giving a report. 6. **For Sale**: Review with students the role of the climates and geography in the development of ancient civilizations. Also, show students ancient structures from Stone Age peoples. These structures may include, but not be limited to: Stone Hedge, Great Sphinx, Parthenon, Library at Celsius. Ask students to create a real estate advertisement using a computer explaining the advantages of these two elements in the rise of civilizations. 7. **Timeline**: Students will create a color coded timeline for at least two or more ancient civilizations. They will use information gained from group research. Because some of these civilizations overlap in time and accomplishments colors may overlap. This activity will help students compare and contrast ancient civilizations. 8. **Map**: Have students create a map showing where major ancient civilizations developed. | |
| Recall, differentiate, define, summarize, interpret, apply. | OTHER EVIDENCE:  8. Vocabulary assignments from the two textbook chapters covered.  9. Reading questions over the two textbook chapters covered.  10. Monitoring class discussion.  11. Tests (multiple choice and essay) over the two chapters covered. | |
| **Stage 3 – Learning Plan** | | |
| *Summary of Key Learning Events and Instruction*  1Creating a Civilization: Some of the questions for students to ponder may include A. Around what physical features would someone build their civilization? B. What buildings or structures would be needed/wanted? C. How would geography affect a civilization? D. What type of government system would be preferable? E. What role would religion play?  2. Comic Strip - see description above.  3. Researching an archeological site. This may lead into a discussion about jobs related to archeology. To further study this, students may want to visit [www.**archaeology**fieldwork.com/](http://www.archaeologyfieldwork.com/)  4. Pot painting: See detailed description on attachment.  5. Living in the past. See detailed description above.  6. For Sale: Students will need to view descriptions of various buildings for sale. Obviously, famous buildings are not for sale, but this will be a good lesson in architecture around the world.  7. Timeline: See detailed description.  8. Map: Students may want to research how maps political maps have changed over time.  *9*. Organized class sessions of lecture and reading textbook materials.  10. Reading questions covered during this time frame.  11. Informal assessment from classroom discussions and class participation.  12. Unit test. | | |