

Course: *World Civilizations*
Unit #1: *Origin of Humans*

Year of Implementation: 2022-2023

Curriculum Team Members Michelle Kaighn (mkaighn@lrhsd.org) Casey McHugh (cmchugh@lrhsd.org) Ryan Walsh (rwalsh@lrhsd.org)

Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

<https://www.state.nj.us/education/cccs/2020/>

Unit Standards

- **Content Standards**

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.

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.

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).

6.2.8.HistoryCC.1.b: Determine the impact of technological advancements on hunter/gatherer and agrarian societies.

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.

6.2.8.HistoryCC.1.d: Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.

6.2.8.HistorySE.1.a: Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.

- **21st Century Life & Career Standards**

9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.

9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.

9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience.

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.

- **English Companion Standards**

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

RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

- **Interdisciplinary Content Standards**

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

8.2.8.ITH.2: Compare how technologies have influenced society over time.

1.3.12.D.3: The artist's understanding of the relationships among art media, methodology, and visual statement allows the artist to use expressionism, abstractionism (nonobjective art), realism/naturalism, impressionism, and other genre styles to convey ideas to an audience

○ **NJ Statutes:**

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

For additional information, see

NJ Amistad Curriculum: <http://www.njamistadcurriculum.net/>

Transfer Goal: Students will be able to independently use their learning to and work collaboratively as they apply their knowledge from the development of early humans to address/solve present-day social issues with specialization in trade, the emergence of institutions, and the impacts of social stratification.

As aligned with LRHSD long term learning goal(s):

1. Choose and analyze appropriate sources to gain content knowledge
2. Apply acquired content to connect past and present day events
3. Collaborate and interact with others in a diverse and ever-changing world
4. Independently formulate and effectively defend and articulate opinions on historical, political, economic, and social science topics
5. Communicate effectively through written, oral, and visual means

Enduring Understandings

Essential Questions

<p>Students will understand that . . .</p> <p><i>EU 1</i> mass movements of people occur due to internal and/or external societal pressure.</p> <p><i>EU 2</i> historians use physical, cultural, and written records to analyze human development.</p> <p><i>EU 3</i> access to resources impacts political, economic, and social development.</p> <p><i>EU 4</i> technology has impacted society in helpful and harmful ways.</p> <p><i>EU 5</i> art addresses and expresses universal and regional themes of the human experience.</p>	<p><i>EU 1</i></p> <ul style="list-style-type: none"> ● Why do people leave known locations for unknown locations? ● How does migration impact the availability of resources? ● How do shifting patterns of populations affect cultural norms? <p><i>EU 2</i></p> <ul style="list-style-type: none"> ● How do archaeologists and anthropologists use evidence to draw conclusions about human life? ● How can historians develop a complex analysis of a society? ● Why do historians analyze artifacts? <p><i>EU 3</i></p> <ul style="list-style-type: none"> ● How do resources help determine the settlement patterns of humans? ● How has settled village life influenced humanity? ● How do humans respond when resources are scarce? <p><i>EU 4</i></p> <ul style="list-style-type: none"> ● How do technological advancements of early hominids correlate with their physical development? ● How does technology impact development? ● How do communities respond to new technology? <p><i>EU 5</i></p> <ul style="list-style-type: none"> ● How do historians draw assumptions about early hominid culture through analyzing their art? ● What is art? ● How can art reflect the norms of an era?
<p><u>Knowledge</u> Students will know . . .</p>	<p><u>Skills</u> Students will be able to . . .</p>

EU 1

- the patterns of human migration within the time period. (6.2.8.GeoPP.1.b)

EU 2

- the tools and science used to analyze ancient evidence. (6.2.8.HistoryCC.1.b, 9.4.12.CT.2)
- the different types of physical evidence that historians use. (6.2.8.HistorySE.1.a)

EU 3

- the geographic factors related to settlement. (6.2.8.GeoPP.1.a, 9.2.12.CAP.13)
- the ways that early permanent settlements interacted with their environment. (6.2.8.HistoryCC.1.a)

EU 4

- the key advances in Paleolithic technology. (6.2.8.HistoryCC.1.b)
- how advances in technology affected early humans. (6.2.8.HistoryCC.1.b)

EU 5

- the subject matter and medium of Paleolithic and Neolithic art. (6.2.8.HistoryCC.1.c, 9.4.12.IML.8)

EU 1

- map locations and movements of pre-historical societies. (6.2.8.GeoPP.1.b)
- test the validity of the information, using criteria as source, objectivity, technical correctness, and currency. (RH.11-12.9)
- create a timeline to outline early hominids. (6.2.8.HistorySE.1.a)

EU 2

- determine the chronology of key advances in human development based on evidence. (6.2.8.HistorySE.1.a)
- recognize and interpret different points of view. (9.4.12.IML.8)
- compare and contrast the credibility of differing ideas, elements, or accounts. (6.2.8.HistorySE.1.a)

EU 3

- draw inferences from factual material. (RH.9-10.1)
- map the locations of natural resources. (6.2.8.GeoPP.1.a)
- develop a chart comparing life in hunting and gathering villages with agricultural villages. (6.2.8.HistoryCC.1.d)

EU 4

- draw inferences from factual material. (RH.9-10.1)
- identify technological advancements using a graphic organizer. (6.2.8.HistoryCC.1.b)
- hypothesize the purpose of technology via debate. (6.2.8.HistoryCC.1.b)

EU 5

- read and analyze primary source documents to determine different points of view. (9.4.12.IML.8, RH.11-12.2.)
- identify key locations and pieces of "cave art" via Webquest. (6.2.8.HistoryCC.1.c, 9.4.12.IML.8)

- hypothesize the purpose of “cave art” via class discussion. (6.2.8.HistoryCC.1.c, 9.4.12.IML.8)

Stage Two - Assessment

Stage Three - Instruction

Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: 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. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection

- Develop definitions for common terms used by historians. (A) (EU 2)
- View a presentation on early human ancestors (A) (EU 1)
- Use this [resource](#) to complete a map covering the migration patterns of early hominids. (A) (EU 1)
- Create a constructed response explaining the psychological development of each hominid based on Maslow’s Hierarchy of Needs. (A, M, T) (EU 2, 3, 4, 5)
- Create a cause/effect chart regarding the major technological advancements in hominid life. (A, M) (EU 4)
- Build a class timeline, including each major hominid phase of evolution. (A, M) (EU 3)
- Read the National Geographic article “Saving America’s Oldest Chronicles” to understand how modern technology is preserving at risk artifacts. (A) (EU 5)
- Watch NOVA video “Becoming Human” (available on YouTube). (A) (EU 1)
- Create a multimedia proposal to protect an at-risk archaeological site to be presented to a government body. (T) (EU 5)
- Investigative analysis of the jobs of archaeologists and anthropologists using “Lindow” or “Tollund” Man as a case study. (M) (EU 4)
- Read and critique [Horace Miner’s Body Ritual Among the Nacirema](#). (M) (EU 2)
- “Alien Anthropologist” Activity: Interpret and analyze modern day ‘artifacts’ from the present day from the perspective of an alien race. (A, M, T) (EU 4)
- Create cave art to model the themes expressed in cave art from the Mesolithic Era. (M) (EU 5)
- Create a compare/contrast chart for Nomadic/Sedentary lifestyles of Paleolithic Age. (A,M) (EU 3)

- Write a diary entry from a citizen's point of view living in the first large Neolithic settlement. (M) (EU 2)
- Evaluate Jared Diamond's article [The Worst Mistake in the History of the Human Race](#) for validity. (A, M) (EU 1, 2, 3, 4)
- Develop a constructed response evaluating the value of the agricultural revolution to humanity. (A, M) (EU 1, 3, 4, 5)
- Write a fictional account of an encounter with a modern nomadic society living in the Brazilian rainforest. This group has never come into contact with any modern technology such as mobile phones, cameras, digital music, and computers. Describe how a researcher would show this society how these technological devices are used today. (T) (EU 4)

Pacing Guide

Unit #	Title of Unit	Approximate # of teaching days
1	Origins of Humans	~~20-25 days
2	River Valley Civilizations	~~20-25 days
3	Transitions in Culture	~~20-25 days
4	The Classic Era	~~20-25 days
5	Empires in the Middle East	~~20-25 days
6	The Middle Ages/Medieval Europe	~~20-25 days

Instructional Materials

The teacher may include but are not limited to the following:

- https://why.pbslearningmedia.org/resource/tdc02.sci.life.evo.lp_humanevo/human-evolution/
- Horace Miner's Body Ritual Among the Nacirema
- Jared Diamond's article The Worst Mistake in the History of the Human Race
- National Geographic article "Preserving America's Oldest Chronicles"
- *ManKind: The Story of All of Us*
- NOVA video *Becoming Human* (available on YouTube)
- National Geographic's *Guns, Germs, and Steel* (available on YouTube)
- Primary Source Documents
- Textbooks:
 - Ancient World History

Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.