

Seventh Grade Social Studies

Unit 5: Era I: The Beginnings of Human Society: Beginnings to 4000 B.C.E.

Big Picture Graphic

Overarching Question:

How did early humans adapt to a wide variety of environments?

Previous Unit:

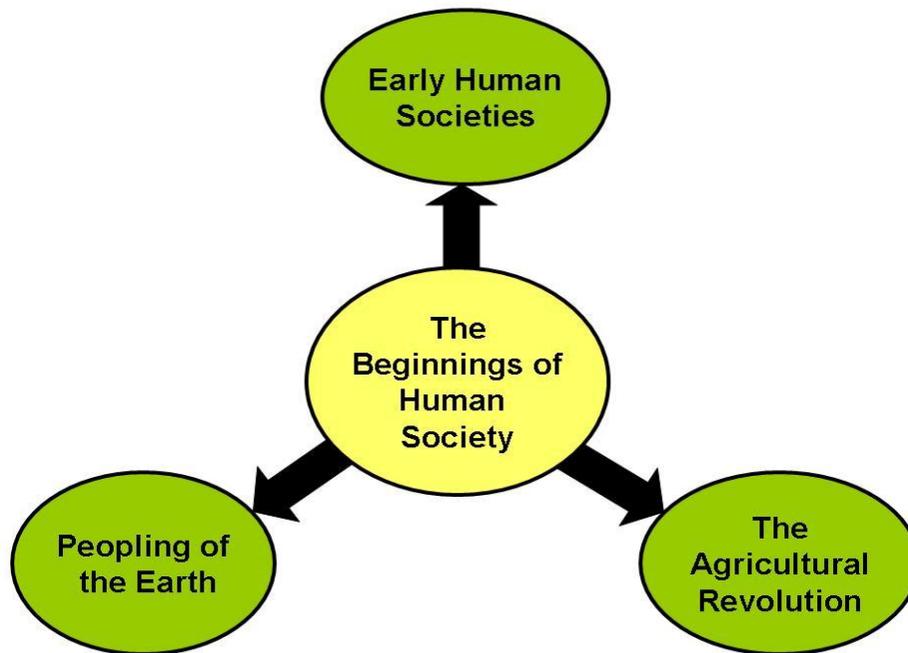
**Eastern Asia: People,
Places, and Issues**

This Unit:

**Era I: The Beginnings of Human Society:
Beginnings to 4000 B.C.E.**

Next Unit

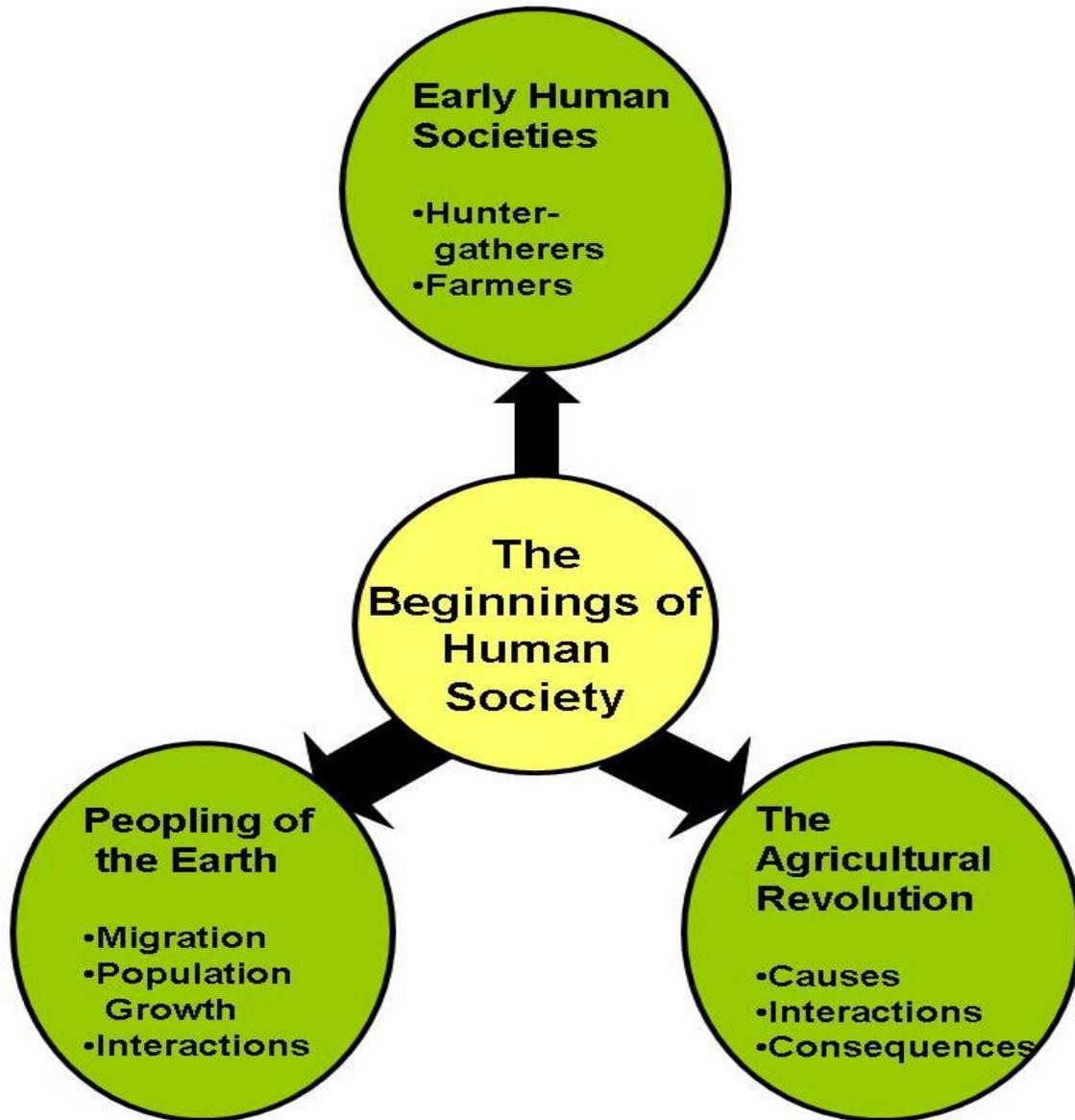
**Era II: Early
Civilizations and
Cultures and the
Emergence of Pastoral
Peoples: 4000 to 1000
B.C.E.**



Questions to Focus Instruction and Assessment:

1. Why did people migrate and settle throughout the world?
2. How were the first hunter-gatherer societies and the first farming societies similar and how were they different?
3. What were the major causes and consequences of the Agricultural Revolution?

Graphic Organizer



High School Foundations (see WHG F1 and F2)

Explain and use conceptual devices of world historians and geographers to organize temporal and spatial frames.

Understand basic features and differences between various systems of human organization with respect to:

- Hunter-gather societies and early agrarian societies
- Changing interactions with the environment
- Changes brought on by the Agricultural Revolution

Unit Abstract

This unit lays the foundation for the subsequent seventh grade world history units as well as the high school world history course. It begins with an introduction to historical inquiry in which students explore approaches used in the study of history relating to time and space, followed by an examination of the processes and goals of historical inquiry. A brief artifact-based inquiry activity completes this introduction. Next, students look at cultural adaptations including technological advances and the development of language and investigate how these adaptations may have resulted in the migration of people to new regions of the world. Building on this knowledge they study the characteristics of early hunter-gatherer societies and explore how social scientists such as archaeologists gather evidence from the distant past. Students then explore the causes of the Agricultural Revolution and the characteristics of early agrarian societies. To illustrate the importance of comparison in understanding world history they compare hunter-gatherer societies and early farming societies. Finally, students investigate the consequences of the Agricultural Revolution and gather evidence to develop an argument for or against the claim that the Agricultural Revolution was a major turning point in world history.

Focus Questions

1. Why did people migrate and settle throughout the world?
2. How were the first hunter-gatherer societies and the first farming societies similar and how were they different?
3. What were the major causes and consequences of the Agricultural Revolution?

Content Expectations

- 7 – H1.1.1: Explain why and how historians use eras and periods as constructs to organize and explain human activities over time. *See also 6 – H1.1.1.*
- 7 – H1.1.2: Compare and contrast several different calendar systems used in the past and present and their cultural significance (e.g., Olmec and Mayan calendar systems, Aztec Calendar Stone, Sun Dial, Gregorian calendar – B.C. /A.D.; contemporary secular – B.C.E. /C.E.; Chinese, Hebrew, and Islamic/Hijri calendars). *See also 6 – H1.1.2.*
- 7 – H1.2.1: Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis). *See also 6 – H1.2.1.*
- 7 – H1.2.5: Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes.
- 7 – H1.4.2: Describe and use themes of history to study patterns of change and continuity. *See also 6 – H1.4.2.*

- 7 – *W1.1.1*: Explain how and when human communities populated major regions of the Earth and adapted to a variety of environments. *See also 6 – W1.1.1.*
- 7 – *W1.1.2*: Explain what archaeologists have learned about Paleolithic and Neolithic patterns of living in Africa, Western Europe, and Asia.
- 7 – *W1.2.1*: Explain the importance of the natural environment in the development of agricultural settlements in different locations (e.g., available water for irrigation, adequate precipitation, and suitable growth season). *See also 6 – W1.2.2.*
- 7 – *W1.2.2*: Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements). *See also 6 – W1.2.3.*
- 7 – *W2.1.1*: Describe the importance of the development of human language, oral and written, and its relationship to the development of culture
- verbal vocalizations
 - standardization of physical (rock, bird) and abstract (love, fear) words
 - pictographs to abstract writing (governmental administration, laws, codes, history and artistic expressions)

Sixth Grade Content Expectations Also Addressed

- 6 – *W1.1.2*: Examine the lives of hunting and gathering people during the earliest eras of human society (tools and weapons, language, fire).
- 6 – *W1.2.1*: Describe the transition from hunter gatherers to sedentary agriculture (domestication of plants and animals).

Key Concepts

agrarian societies
Agricultural Revolution
archaeology
cause and effect
cultural adaptation
culture
historical inquiry
hunter-gatherer societies
migration
turning point
world history

Duration: 4 weeks

Lesson Sequence

- Lesson 1: Introduction to World History
- Lesson 2: Historical Inquiry
- Lesson 3: The Peopling of the Earth
- Lesson 4: Language and Culture
- Lesson 5: Investigating Hunter-Gatherer Societies
- Lesson 6: How Do Historians Know?
- Lesson 7: The Agricultural Revolution
- Lesson 8: Comparing Hunter-Gatherer Communities and Early Farming Communities
- Lesson 9: Consequences of the Agricultural Revolution
- Lesson 10: Was the Agricultural Revolution a Major Turning Point in World History?

Assessment

Selected Response Items

Constructed Response Items

Extended Response Items

Develop an argument for or against the claim that the Agricultural Revolution was a major turning point in world history.

Performance Assessments

Resources

Equipment/Manipulative

Student Resource

Archaeology for Students. 13 March 2008. <<http://www.archaeologystudent.com/>>.

The Field Museum, "Evolving Planet: Tour through Time". 13 March 2008

<http://www.fieldmuseum.org/evolvingplanet/hominids_10.asp>.

Image gallery and information on hominid artifacts

Jacobs, Heidi Hayes and Le Vasseur, Michal. *The Ancient World*. Boston, Massachusetts: Prentice Hall, 2008.

The Journey of Mankind: the Peopling of the World. Bradshaw Foundation. 13 March 2008

<<http://www.bradshawfoundation.com/journey/>>.

Map of Human Migration. 13 March 2008.

<http://www.pbs.org/newshour/indepth_coverage/science/dna/timeline_flash.html>.

Student's Friend. 13 March 2008. <<http://www.studentsfriend.com/sf/part1see/unit1-1.html>>.

Teacher Resource

The Agricultural Revolution. Washington State University. 13 March 2008.

<http://www.wsu.edu/gened/learn-modules/top_agrev/agrev-index.html>.

Archaeology Magazine. 13 March 2008. <<http://www.archaeology.org/>>.

Artlex.com. 13 March 2008, <<http://www.artlex.com/ArtLex/s/stoneage.html>>.

Best of History Websites, "Prehistory" 13 March 2008 < www.besthistorysites.net>.
Warehouse of links to websites for this time period

The Origins of Language. Language in Use. 13 March 2008.
<<http://www.putlearningfirst.com/language/01origin/01origin.html>>.

Traditions & Encounters: A Global Perspective on the Past. Volume I: From the Beginning to 1500
(McGraw-Hill: Boston, 2006).

World History: Connection for Today. 13 March 2008.
<<http://www.stegen.k12.mo.us/tchrges/sghs/rschelp/documents/StoneAge.ppt>>.
PowerPoint for Era 1

World History for Us All. 13 March 2008. <<http://worldhistoryforusall.sdsu.edu/dev/default.htm>>.

Resources for Further Professional Knowledge

Bain, Robert B. "Building and Essential World History Tool," in *Teaching World History: A Resource Book*. (M.E. Sharpe: Armonk, NY, 1997).

National History Standards, Era I. 13 March 2008.
<<http://nchs.ucla.edu/standards/worldera1.html>>.

Reilly, Kevin. *Worlds of History: A Comparative Reader Volume One: To 1550*. (Boston: Bedford/St. Martin, 2002).

Traditions & Encounters: A Global Perspective on the Past. Volume I: From the Beginning to 1500
(McGraw-Hill: Boston, 2006).

World History: Patterns of Interaction (McDougall-Littell: Evanston, 1999).

Instructional Organization

Lesson 1: Introduction to World History

Content Expectations:

- 7 – H1.1.1: Explain why and how historians use eras and periods as constructs to organize and explain human activities over time. *See also 6 – H1.1.1.*
- 7 – H1.1.2: Compare and contrast several different calendar systems used in the past and present and their cultural significance (e.g., Olmec and Mayan calendar systems, Aztec Calendar Stone, Sun Dial, Gregorian calendar – B.C. /A.D.; contemporary secular – B.C.E. /C.E.; Chinese, Hebrew, and Islamic/Hijri calendars). *See also 6 – H1.1.2.*

Key Concepts: world history

Abstract: The first lesson in this unit lays a foundation for this and subsequent middle school and high school world history units. It begins with an introduction to historical inquiry in which students explore approaches used in the study of history relating to time and space. Students access prior knowledge about how to study local history, Michigan history, and early U.S. history and explore how historians approach world history by comparing it to their prior historical studies. The students study methods historians use to organize time, looking at the Gregorian calendar and comparing it to other systems found in history. The teacher will model the last activity in which students select an event in history they want to explore. They identify and describe the spatial level(s) (global, interregional and/or regional) and the time period in which the event took place.

Lesson 2: Historical Inquiry

Content Expectations:

- 7 – H1.2.1: Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis). *See also 6 – H1.2.1.*
- 7 – H1.2.5: Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes.
- 7 – H1.4.2: Describe and use themes of history to study patterns of change and continuity. *See also 6 – H1.4.2.*

Key Concepts: cause and effect, historical inquiry

Abstract: In this lesson the students explore the processes and goals of historical inquiry. In a short inquiry activity, the teacher shows the students one or more artifacts or alternatively a picture of one obtained from the internet. The students ask a historical question about the artifact. They look for evidence to answer the question (locating and analyzing relevant sources). They construct a historical interpretation of an event in which such an artifact might figure and what the time period would be to answer the question. They take the answers to these questions and write a paragraph about what may have led to the development of this artifact (cause) and how it was used (effect). Once students have shared their answers, they discuss other sources they could access to confirm their hypotheses.

Lesson 3: The Peopling of the Earth

Content Expectations:

7 – W1.1.1: Explain how and when human communities populated major regions of the Earth and adapted to a variety of environments. See also 6 – W1.1.1.

Key Concepts: cultural adaptation, migration

Abstract: In this lesson the students study factors related to migration and the peopling of the Earth. Using a variety of sources from world history books and the internet, the students study our earliest human ancestors noting such things as early tools, simple social organization, and the control of fire. The students log on to *The Journey of Mankind: the Peopling of the World*. <<http://www.bradshawfoundation.com/journey/>> for a global example of early migrations. They look at both a regional example of migration within Africa and an interregional example of migration over the land bridge between Asia and North America. The teacher guides a debate about various historical developments; specifically, did the developments cause migration or were they the result of migration.

Lesson 4: Language and Culture

Content Expectations:

7 – W2.1.1: Describe the importance of the development of human language, oral and written, and its relationship to the development of culture

- verbal vocalizations
- standardization of physical (rock, bird) and abstract (love, fear) words
- pictographs to abstract writing (governmental administration, laws, codes, history and artistic expressions).

Key Concepts: cultural adaptation, culture

Abstract: This lesson explores the impact of the development of language and the connections between language and culture. Students first review the concept of culture. They then do a “Stop

and Jot” in their journals or on notepaper, creating a list of questions about language and language development. The teacher facilitates the identification of questions from the lists. The students divide into teams to pursue one or more questions, searching out the answers in their books and online. The teacher then leads a discussion, stressing when or how language developed, the connections to physical factors (brain size, brain structure) and cultural factors (shared symbols), and the consequences of language development (closer social bonds, ability to share knowledge, and the ability to pass on knowledge to new generations.) The students then do a quick write to answer the questions: “How are language and culture related? Can culture exist without language?” They discuss their answers in small groups.

Lesson 5: Investigating Hunter-Gatherer Societies

Content Expectations:

6 – *W1.1.2*: Examine the lives of hunting and gathering people during the earliest eras of human society (tools and weapons, language, fire).

Key Concepts: cultural adaptation, culture, hunter-gatherer societies

Abstract: Students perform an individual quick write, summarizing what they know about people who might live as hunters and gatherers. Using their individual responses, students work in small groups, creating a graphic organizer that categorizes their information. This chart is the basis for class discussion, broadening and correcting the information contained in the student charts. Students are placed back into groups and provided a list of environments/places where hunter-gatherers lived. For each location/environment, students predict what adaptation would be necessary to live there (Siberia and similar climates would require people to become expert hunters as plant life is scarce, they would also wear animal hides and use earth/dirt to construct dwellings). As an exit task, students summarize how environmental differences influence the development of cultures.

Lesson 6: How Do Historians Know?

Content Expectations:

7 – *H1.2.1*: Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis). See also 6 – *H1.2.1*.

7 – *W1.1.2*: Explain what archaeologists have learned about Paleolithic and Neolithic patterns of living in Africa, Western Europe, and Asia.

Key Concepts: archaeology, historical inquiry

Abstract: Students brainstorm a list of things they might want to know about a society that exists today. Using that information brainstorm problems historians might have trying to learn about

people who lived thousands of years ago (Paleolithic and Neolithic times). Students read a summary about Stone Age peoples from *Student's Friend*, number 12, <<http://www.studentsfriend.com/sf/part1see/unit1-1.html>>. Guide a class discussion about how we know these things. Students then create a graphic organizer defining archeology, anthropology, and history including descriptions of the kinds of artifacts and/or materials each field of study would include. Using the organizer, students answer the question 'How do we learn about early people when they lived thousands of years ago?'

Lesson 7: The Agricultural Revolution

Content Expectations:

- 7 – W1.1.2: Explain what archaeologists have learned about Paleolithic and Neolithic patterns of living in Africa, Western Europe, and Asia.
- 7 – W1.2.1: Explain the importance of the natural environment in the development of agricultural settlements in different locations (e.g., available water for irrigation, adequate precipitation, and suitable growth season). See also 6 – W1.2.2.
- 6 – W1.2.1: Describe the transition from hunter gatherers to sedentary agriculture (domestication of plants and animals).

Key Concepts: agrarian societies, Agricultural Revolution, cause and effect

Abstract: Students make predictions about the term Agricultural Revolution and its causes, considering what they have learned about hunter-gatherers and the term revolution. Discuss their predictions as a class and guide students in determining what conditions need to be in place for farming to begin. Students are then placed in regional teams to research the development of agriculture in Mesoamerica, the Andes region of South America, West Africa and China, creating a graphic organizer that includes location, climate, crops, technology/innovation and organization. Groups present their findings to the class. The students complete a world map that shows all of these agricultural sites. They describe the patterns of development and connect to the previous lesson by explaining the causes of the Agricultural Revolution and how it is that we know this occurred.

Lesson 8: Comparing Hunter-Gatherer Communities and Early Farming Communities

Content Expectations:

- 7 – W1.1.2 Explain what archaeologists have learned about Paleolithic and Neolithic patterns of living in Africa, Western Europe, and Asia.
- 6 – W1.1.2: Examine the lives of hunting and gathering people during the earliest eras of human society (tools and weapons, language, fire).

6 – *W1.2.1*: Describe the transition from hunter gatherers to sedentary agriculture (domestication of plants and animals).

Key Concepts: hunter-gatherer societies

Abstract: Reviewing the charts developed in lesson five, students re-think their conclusions regarding the influence of environment on culture, specifically considering tools, weapons, language and fire. Using this information students hypothesize about what factors may have caused people to transition from hunter gathers to sedentary farmers, including a predication about the domestication of animals. The teacher provides information that explains what archaeologists have learned about Paleolithic and Neolithic patterns of living in Africa, Western Europe, and Asia. Students check their hypotheses and compare the hunter-gatherer communities of the Paleolithic Age with the early farming communities of the Neolithic Age using criteria that include how each group maintained order, interacted with the environment, and used various tools. The lesson concludes with students predicting the consequences of the development of farming communities. They save these predictions for reference in the next lessons.

Lesson 9: Consequences of the Agricultural Revolution

Content Expectations:

7 – *W1.2.2*: Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements). See also 6 – *W1.2.3*.

7 – *H1.4.2*: Describe and use themes of history to study patterns of change and continuity. See also 6 – *H1.4.2*.

Key Concepts: Agricultural Revolution, cause and effect

Abstract: In this lesson the students complete a small group project in which they predict probable consequences of the Agricultural Revolution. Referring to information gathered in the last lessons, students list and discuss the possible consequences of the transition to farming. Topics of discussion will include population growth, new methods of human organization, new technologies, new ways of working, stable food supply, surplus, trade, division of labor, and other topics students generate. Considering continuity and change and the discussion of consequences, students describe how and why some societies remained hunter-gatherers for a longer period than other groups. Finally they construct support for the statement, “The Agricultural Revolution resulted in increasingly complex human organization which led eventually to the development of cities and civilizations.”

Lesson 10: Was the Agricultural Revolution a Major Turning Point in World History?

Content Expectations:

7– W1.2.2: Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements). See also 6 – W1.2.3.

Concepts: Agricultural Revolution, turning point

Abstract: The last lesson in this unit lays a foundation for the subsequent middle school world history units and the high school world history course. Students begin with a discussion of the concept of ‘revolution’ and how world historians apply this term. The idea of a turning point in history is examined and familiar examples such as the American Revolution as a turning point in American History are used for comparison. After students have been introduced to the idea that the Agricultural Revolution may have been a similar revolution, they determine where they initially stand on this idea by physically moving to a continuum drawn on the wall or board. Students then defend their ‘stance’ with evidence from the previous lessons. Finally, students write an essay developing an argument for or against the following claim: “The Agricultural Revolution was a turning point in World History.”