

Unit 1: Geography, Archaeology and the Rise of Civilization

Unit #:	APSDO-00025709	Duration:	4.0 Week(s)	Date(s)	
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Team:
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Grade(s)
7

Subject(s)
Social Studies

Unit Focus

In this unit, students will begin to understand how the story of history is uncovered and told. To achieve this understanding, students will be introduced to, and begin to develop skills of the various disciplines of Social Studies and begin to explore content through political, social, religious and economic lenses. They will examine how, why and where people began to settle as organized communities and will analyze how the environment affects human migration and settlement using their prior knowledge of the five themes of geography. In addition to standard quizzes and tests, students will engage in a archaeological simulation, drawing conclusions to tell the story based on their findings. Primary instructional materials for this unit include maps, artifacts and the Holt McDougal's *World History* textbook.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p>Common Core <i>History/Social Studies: 7</i></p> <ul style="list-style-type: none"> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. <i>CCSS.ELA-LITERACY.RH.6-8.4</i> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. <i>CCSS.ELA-LITERACY.RH.6-8.7</i> 	<p>T1 (T3) Use textual evidence to form generalizations, make predictions and draw conclusions.</p> <p>T2 (T6) Evaluate how individuals and groups influence or change society.</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
	<p>U1 (U401) The ways people interact with their environment affect the development and sustainability of the area.</p> <p>U2 (U402) Movement of population depends upon availability of resources and perception</p>	<p>Q1</p> <p>How do historians uncover what happened in the past?</p>

<ul style="list-style-type: none"> Draw evidence from informational texts to support analysis reflection, and research. <i>CCSS.ELA-LITERACY.WHST.6-8.9</i> <p>Connecticut Goals and Standards <i>Social Studies : 7</i></p> <ul style="list-style-type: none"> Construct explanations using reasoning, correct sequences, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations. <i>INQ.6-8.11</i> Evaluate the influences of long-term, human-induced environmental change on conflict and cooperation. <i>GEO.6-7.8</i> Explain the connections between the physical and human characteristics of a region and the identity of individuals and cultures living there. <i>GEO.6-7.5</i> Use maps, satellite images, photographs and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics. <i>GEO.6-7.2</i> 	of security.	Q2 (Q402) Why do people move?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<p>K1 Geography influences how people live and work and has shaped human history.</p> <p>K2 Civilization emerged as a response to the challenges of human survival.</p> <p>K3 Six aspects of civilization include geography, religion, achievements, political systems, economies and social structures.</p> <p>K4 The five themes of geography include location, place, human-environment interactions, movement and regions.</p>	<p>S1 Use tools and techniques of archaeology to establish a foundation for examining artifacts</p> <p>S2 Describe how a text presents information (sequentially, comparatively and causally)</p>