

**Unit Title: Neolithic Revolution and Early Civilizations**

**Grade Level: 9th Grade**

**Subject Area: World History**

**Duration/Length/Number of class periods: Five to Six Class Periods**

**Description:**

Students are introduced to the cultures of prehistoric times and the emergence of the first civilizations.

**Established Goals (National, State, Local):**

World History Standards:

9.4.3.7.2: Compare and contrast the cultural differences between the hunter gatherer and early agricultural societies. (Early Civilizations and the Emergence of Pastoral Peoples: 8000 BCE—2000 BCE)

9.4.3.6.1: Develop a timeline that traces the migration of the earliest humans from Africa to other world regions, including the Americas; analyze the environmental factors that enabled their migration to other world regions and the ways in which they adapted to different environments. (The Beginnings of Human History: 200,000—8000 BCE)

**What Enduring Understandings are desired?**

Students will understand how environmental factors affect human migration and adaptation.

**What Essential Questions will be considered?**

How do environmental factors affect human migration?

How did the development of agriculture affect human adaptation to the environment?

How do civilizations develop?

**Students will know / be able to:** *Analyze how the environment affected human migration and adaptation.*

I can analyze how the environment affected human migration out of Africa.

I can analyze how human adaptation helped develop early Civilizations.

| <b>Description</b><br><br><i>Units must include at least one of each formative, summative, introductory activity and learning activity. Check the appropriate box; one per row.</i>   | <a href="#">Formative</a> | <a href="#">Summative</a> | Introductory Activity | Learning Activity | Student Technology Used | Teacher Technology Used | ISTE Standards |
|---|---------------------------|---------------------------|-----------------------|-------------------|-------------------------|-------------------------|----------------|
| <b>Day 1</b><br>Warm Up: Use <a href="#">Quizlet</a> and <a href="#">Quizlet Live</a> to preview vocabulary<br>Discuss the major topics of Paleolithic Culture and theories of human migration using <a href="#">NearPod</a> .<br><br>Formative Assessment:<br>Students will use <a href="#">FlipGrid</a> to identify key aspects and advantages/disadvantages of Paleolithic society.  | X                         |                           | X                     |                   | X                       | X                       | II, VI         |
| <b>Day 2</b><br>Discuss the major topics of Neolithic Revolution and development of neolithic society using <a href="#">NearPod</a> .<br><br>Formative Assessment:<br>Map the migration of humans and the creation of the first civilizations using <a href="#">scribble maps</a> .<br>Or<br>Using <a href="#">Canva</a> , create an infographic that describes the shift during the Neolithic Revolution, why some groups made the change, and where the first civilization developed. | X                         |                           |                       | X                 | X                       | X                       | I, II, III     |
| <b>Day 3</b><br>Students will engage in <a href="#">Third World Farmer</a> to simulate the decisions of early farming after the paleolithic revolution.<br><br>Optional Assignment using a <a href="#">Google Drawings</a> in small groups to create a timeline of the key events and creation of early civilizations.  | X                         |                           | X                     |                   | X                       |                         | I, IV          |
| <b>Day 4</b><br>Formative Assessment and research:<br>Students will create a <a href="#">KidBlog</a> entry with citations on which theory they believe is more likely to be true between the Out of Africa Theory and Multiregional theory based on class materials and their own research.   |                           | X                         |                       |                   | X                       |                         | I, II, III, V  |

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|---|--|---|--|--|---|---|-----------|
| In class: Students will respond on KidBlog to at least four peers and provide feedback to blog posts.   |  |   |  |  |   |   |           |
| Day 5<br>Students will review using <a href="#">Padlet</a> to review key ideas discussed over last four days.<br>Summative Assessment<br>Students will engage in <a href="#">summative quiz</a> over information, but can be used a formative assessment if needed. |  | X |  |  | X | X | II, V, VI |

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| <b>Materials, tools and resources</b><br>Chromebooks, projector, SMART Board, Quizlet, Quizlet Live, Near Pod, Scribble Maps, Third World Farmer Game, KidBlog, Flip Grid, Padlet, and Google Forms. |
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| <b>Additional credit given to</b> Riley Sinn for help finding and developing resources for this unit.  |