



Unit 2: Early Civilizations (Neolithic Time)

Social Studies 5

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Stage 1: Desired Results	
General Information In this unit, students will gain a general understanding of the changes from early human nomadic lifestyles to farming, and the establishment of the first settled communities later on.	Essential Question(s) <ul style="list-style-type: none">• How did early complex societies emerge from humans adapting to, modifying, and exploiting their environment? How do climate and geography force humans to live differently according to their available resources and location?• In what ways did the Agricultural Revolution change the lives of hunter-gatherer societies by creating permanent settlements?• What are the differences in shelters and lifestyles between Paleolithic Age people and Neolithic Age people? How did these changes reflect advancements in human civilization?• What are the causes and consequences of migrations? How do physical attributes such as location, climate, and landforms influence migration patterns, especially in the context of the United States?
Enduring Understanding/Knowledge Students will understand: <ul style="list-style-type: none">• How humans adapt to, modify, protect, and exploit the environment.• What parallels and divergences can be observed between the dwellings and lifestyles of Paleolithic and Neolithic peoples, and how these reflect broader shifts in human civilization.• How the transition from hunting and gathering to agriculture reshaped the social fabric and daily routines of early human communities.• In what ways the shift from nomadic lifestyles to settled agricultural societies impacted the development of culture and technology.• What factors influenced the selection of settlement locations within river valley regions, and how these choices shape the trajectory of human history in these areas.• How the analysis of maps detailing the physical attributes of the United States, such as location, climate, and landforms, help explain patterns of migration within the country.• What factors contribute to the challenges faced by migrants in a new country, and how the provision of resources and support mitigate these challenges.	Vocabulary <ul style="list-style-type: none">• Neolithic Time• culture• location• place• movement• region• physical geography• human geography• geographic characteristics• physical attributes• thematic maps• civilization• adaptation• modification• exploitation• nomads• migration• agriculture (systematic)• Agricultural Revolution• hunter-gatherers• technology

Connections to Catholic Identity / Other Subjects

Religion/Catholic Identity:

- Evaluating how early societies adapted to their environment reflects the Catholic principle of stewardship, emphasizing the importance of respecting and caring for God's creation.
- Assessing the causes and consequences of migrations encourages empathy and compassion towards migrants, aligning with the Catholic teachings on welcoming people and providing support and resources to those in need.
- Exploring the impact of migration on culture emphasizes the beauty of diversity and the interconnectedness of humanity, echoing the Catholic belief in the unity of all people as children of God.
- Where in the world did God's people live? Look at a world map/globe.
- Read about the nomadic life of [Abraham](#). Where did he travel? What was his motivation? What drives us to make our living choices today?

Sacred Art Connection:

- Go over the creation story in the beginning of Genesis. (Use this image) [Michelangelo's Creation of Adam](#)
 - God created us uniquely, out of love. We each bear His image. What part of others seems like an "imprint" of God? What part of you?



Michelangelo's creation of Adam in the Sistine Chapel. (n.d.).
<https://www.thesistinechapel.org/the-creation-of-adam>

ELA:

- In a Brief Constructed Response (BCR) answer the question: How did the development of agriculture change daily life in the Neolithic Age? Explain how one of the key changes from Paleolithic to Neolithic life paved the way for modern society.

Differentiation

- Have students complete a graphic organizer comparing Paleolithic vs. Neolithic Time lifestyles in the following areas: making permanent shelters, establishing a stable food supply, establishing communities, developing new jobs, and beginning trading. Differentiate this activity by providing varying levels of support, such as partially completed charts for students needing more guidance, and blank charts for those able to conduct independent research. See the "Teaching Ideas and Resources" for graphic organizers.

Standards & Benchmarks

Evaluate how the regional and local growth of early complex societies emerged from humans adapting to, modifying, and exploiting their environment.

- **Analyze** how the agricultural revolution altered the lives of hunter-gatherer societies in creating permanent settlements.
- **Compare** shelters and the lifestyle of the Paleolithic Age people and the Neolithic Age people.
- **Analyze** the geographic characteristics that make some communities unique (e.g. this is an introduction to the Four River Valley Civilizations that we will study later on: Nile River (Egypt), Indus River (India),

Tigris-Euphrates (Mesopotamia), and Huang He River (China).

Assess the causes and consequences of migrations.

- **Examine** maps to determine the physical attributes of the United States including physical location, climate, and landforms to determine potential causes of migrations.
- **Formulate** an explanation that addresses the challenges faced by migrants in a new country. (i.e. What resources or support would they need?)
- **Explore** the impact of migration on the culture of a country (i.e. how migration contributes to cultural diversity and the movement of goods and ideas around the world).

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Teaching Ideas/Resources

Teaching Ideas:

- Create a comic book about two Stone Age characters based on the Neolithic development of agriculture.

Websites/Resources:

- [Content Area Expert Resources](#)
- [Becoming a Stone Age Hunter and Gather Activity](#) – Re-enact the lifestyle of those hardy hunters and head outside for some practical, hands-on learning about our ancestors.
- [Stone Age Survival Activity](#) – Hide copies of the plants around your school grounds. Challenge your class to become Stone Age hunter-gatherers. Will you find enough to make a meal?
- [Stone Age Paper Axe Instructions](#) – See the activity below.
- [Stone Age Paper Axe Activity](#)
- [Paleolithic, Mesolithic, Neolithic Information Poster](#)
- [Stone Age Information Sheet](#)
- [Graphic organizer \(The Frayer Model\)](#)
- [Graphic organizer \(Venn Diagram\)](#)
- [Graphic organizer \(3-Circle Venn Diagram\)](#)
- [Graphic Organizer \(Concept Map 2\)](#) – This allows students to build a concept map with you. Circles may need to be pre-drawn for some students.