

UNIT THROUGHLINES	LEARNING PROGRESSION
Enduring Understandings EU 1. Modern human beings (<i>Homo sapiens</i>) developed from hominids, shaped by the forces of evolution and shifts in the climate. In turn, they shaped their environment through foraging and hunting, the use of fire, migration, plant and animal domestication, metallurgy, and the building of permanent settlements. EU 2. Humans experienced many transformations on the way to becoming <i>Homo sapiens</i>, not least physical changes to nearly every part of the body and an increase in the size and cognitive complexity of the brain. The latter led to a capacity for symbolic language and expression through music and art, and greater possibilities for learning and cooperation, distinguishing features of modern human minds. EU 3. Spread across many thousands of millennia, the turning points of the Paleolithic Era created modern human beings, while the innovations of the Neolithic Era, condensed into the past 12,000 years, created the conditions for complex societies to emerge.	Studying the Distant Past 3 Lessons How do we study and represent the distant past? - L 1. Practice creating timelines to illustrate how these tools are used to measure and represent the past. - L 2. Apply knowledge about the work of different social scientists to a reading about prehistory. - L 3. Apply knowledge about the work of different social scientists through an exercise in archaeological thinking. The Evolution of Homo Sapiens in the Paleolithic Era 9 Lessons How did human bodies and activities change during the Paleolithic Era? - L 4. Evaluate the accuracy of claims about hominin evolution across seven million years. - L 5. Organize evidence from visuals and texts to build an understanding of who Neanderthals were and what they could do. - L 6. Argue a conclusion about how toolmaking was a turning point for hominins. - L 7. Draw evidence from texts to describe and analyze the effects of changes to the human body and brain during the Paleolithic Era. - L 8. Identify the effects of fire on human development and make an argument about which was most important. - L 9. Explain current theories of how human groups migrated from Africa to other continents, and how we know, by organizing information from multiple sources - L 10. Explain how cave art illustrates changes of the Paleolithic Cognitive Revolution. - L 11. Form a conclusion about how Paleolithic artmaking represented a turning point in human activities. - L 12. Accurately characterize elements of the Paleolithic lifestyle and argue which turning point of the era was most important. The Neolithic Era and Its Environmental Impact 11 Lessons What were the effects of domestication and metallurgy on people, human communities, and the environment? - L 13. Explain cause and effect relationships for the domestication of dogs and maize during the Neolithic Era.

Practice Standards

PS 3 Organize information and data from multiple primary and secondary sources using timelines, categorization, and notes.

PS 6. Argue or explain conclusions in the form of claims, cause-effect statements, and persuasive arguments, using valid reasoning and evidence.

Literacy Standards

RI 2. Determine the central ideas or information of a source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RI 7. Integrate visual information (e.g., charts, artifacts, photographs, videos, and maps) with other information in print and digital texts.

W9. Draw evidence from informational texts to support analysis, interpretation, reflection, and research.

- L 14. Organize and summarize information about the process of metallurgy and its effects on the life of a Copper Age man.
- L 15. Identify where agricultural revolutions took place and explain how they influenced different human communities.
- L 16. Derive a theory of the major changes happening in Neolithic village life from artifacts created at the time, and explain how the changes fit together.
- L 17. Identify the effects of Neolithic innovations on the environment.
- L 18/19 Inquiry Cycle: Generate inquiry supporting questions for the Guiding Question “Did farmers or foragers have a better life?” and read textual and graphic sources to answer them.
- L 20. Inquiry Cycle: Argue a conclusion to the question of whether farmers or foragers had a better life, and support it with evidence.
- L 21. After learning about the UN’s Sustainable Development Goals, organize evidence from past and present about how the goals apply to ways of life.
Summative Assessment — see below
- L 24/25 (Bridge Lessons) Learn and apply the characteristics of a complex society while building a representative model of such a society.

Summative Assessment | 2 Days

L22-23: Drawing upon their work throughout the unit, students work to answer the Essential Question, “What were the most important turning points in early human history?” They use their existing knowledge, research and chronological thinking skills to explain the significance of five turning points. Then they decide on one or two most important turning points to write their response. Step-by-step instructions guide them through the process of working on chronological thinking (timeline completion), taking notes, summarizing, explaining, and making a persuasive argument.