

Lesson Sequence - GIANTS.7th.U2.Lesson 1

At A Glance: **Unit 2: Era 1: Chronological approach to peopling the Earth**

Introduction Vocabulary	
Compelling Questions: How does geography determine destiny? Which has a greater impact: the environment on people or people on the environment?	
Content Expectations Addressed:	7 – W1.1.1 Explain how and when human communities populated major regions of the world and adapted to a variety of environments. (G) 7 – W1.1.2 Explain what archaeologists have learned about Paleolithic and Neolithic societies. 7 – W1.2.1 Describe the transition from hunter gatherers to sedentary agriculture (domestication of plants and animals). 7 – W1.2.2 Explain the importance of the natural environment in the development of agricultural settlements in different locations. 7 – W1.2.3 Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements). (G) 7 – C3.6.2 Compare and contrast various forms of government in the eras under study. (<i>Introduced and integrated to a point, yet might not be explicitly taught.</i>)

Step	Instructions	Resources
1 1 day	<ol style="list-style-type: none"> 1. Begin the lesson with open discussions about the two compelling questions: How does geography determine destiny, and which has the greater impact: the environment on people or people on the environment? 5-10 minute discussion. 2. Go over or put up the lesson targets: After today's lesson I can understand and use the majority of new vocabulary that will help me answer the two big ideas. 3. Either have students go directly to the quizlet website to access vocabulary along with the learning activities or you go to the website and print off the vocabulary list either in list form or flash card form. 15 minutes. 	Vocabulary Activity

2 2 days	<ol style="list-style-type: none"> 1. After you either go over the vocabulary words as a whole class or allow the students to play with them on the website move on to the activity to help them to better understand the terms. I recommend working on this list each day for the week instead of trying to finish in one day or assigning as homework. 2. Hand out the activity Effects of Geography on Pop Culture. Have students work together in small groups to try to come up with the answers. This is just a starting point to make sure students have the same background information before beginning the Unit. 	Effects of Geography activity Vocabulary Template:
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Formative/Summative Assessment
<p>Exit Note for vocabulary:</p> <p>Give the definition of two new words you struggled with the most. If you knew them all give the definition of two words you feel others may struggle with. Or which two words do you feel are the most important in understanding this chapter?</p> <p>Exit Note for Effects of Geography at the end of activity: See handout Effects of Geography activity</p>