

Unit 2 Compelling Question: How do ideas and inventions change history?

Grade Level:	7th Grade
Michigan Grade Level Content Expectations:	<p>7 – W1.1.1 Explain how and when human communities populated major regions of the world and adapted to a variety of environments.</p> <p>7 – W1.1.2 Explain what archaeologists have learned about Paleolithic and Neolithic societies.</p> <p>7 – W1.2.1 Describe the transition of many cultures from hunter-gatherers to sedentary agriculture (domestication of plants and animals).</p> <p>7 – W1.2.2 Explain the importance of the natural environment in the development of agricultural settlements in different locations. Examples may include but are not limited to: the importance of available water for irrigation, adequate precipitation, fertile soil, locally available plants and animals, and adequate growing seasons.</p> <p>7 – W1.2.3 Explain the impact of the first Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements, changes to the environment, and changes to hunter-gatherer societies).</p>
C3 Indicators:	

Supporting Question 1	Supporting Question 2	Supporting Question 3
What key ideas and inventions allowed ancient people to move to changing environments around the world?	Why and where did ancient people try to find an alternative to hunting/gathering	How did floodplain agriculture lead to what we call “urban civilization”?
Literacy Resources	Literacy Resources	Literacy Resources
Instructional Sequence Lesson 1	Instructional Sequence Lesson 2	Instructional Sequence Lesson 3

Vocabulary Vocabulary is an essential part of this unit. Each lesson includes vocabulary cards ready for student use. A “Word” About Vocabulary (from the William & Mary School of Education) includes a variety of vocabulary strategies and activities you may want to consider using in your classroom. A "Word" About Vocabulary		