

**Englewood Public School District**  
**World History**  
**Grade 5**  
**First Marking Period**

**Unit 1 - Early Humans and Society**

**Overview:** During this unit, students will explore how, during the beginnings of mankind to 5000 BC, humankind originated in East Africa and developed societal structures with the advent of climate change, use of tools and agriculture.

**Time Frame:** 30 to 35 Days

**Enduring Understandings:**

*Historians use many kinds of clues to understand how people lived in the past.*

*Physical geography and human geography contribute to the study of history.*

*Prehistoric people learned to adapt to their environment, to make simple tools, to use fire, and to use language.*

*As people migrated around the world they learned to adapt to new environments.*

*The development of agriculture brought great changes to human society.*

**Essential Questions:**

*Why do scholars study the people, events, and ideas of long ago?*

*How did humans' ways of living change as they interacted and adapted?*

Standards	Topics and Objectives	Activities	Resources	Assessments
<p>Early Humans and Societies (Beginnings to 5,000 years ago):</p> <p>6.2.8. A.1.a Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies.</p>	<p><b>Topics/Objectives</b></p> <p>Students will:</p> <p>Explore how history is the study of the past.</p> <p>Identify how we can improve our understanding of the peoples' actions and beliefs through the study of history.</p>	<p><b><u>Skills Development:</u></b></p> <p>History and Geography- Human Communities, Agriculture and Animals</p> <ul style="list-style-type: none"> <li>Social Studies Skills- Personal Convictions and Bias, Identifying Central Issues</li> </ul>	<p>World History, Holt McDougal – Houghton Mifflin Harcourt, 2012, Chapters 1 and 2 – pages 1 to 47</p> <p><b><u>On Line Book Pages:</u></b></p> <ul style="list-style-type: none"> <li>Section Audios-select arrow near main (Also see Audios, includes Spanish Summaries.)</li> </ul>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>Section Assessments</li> <li>Section Online Quizzes</li> </ul> <p><b>Benchmark Assessments:</b></p> <p>Exact Path</p>

<p>6.2.8. B.1.a Explain the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas, and describe the impact of migration on their lives and on the shaping of societies.</p> <p>6.2.8. C.1.a Describe the influence of the agricultural revolution (e.g., the impact of food surplus from farming) on population growth and the subsequent development of civilizations.</p> <p>6.2.8. C.1.b Determine the impact of technological advancements on hunter/gatherer and agrarian societies.</p> <p>6.2.8. D.1.a Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.</p> <p>6.2.8. D.1.b Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.</p>	<p>Summarize how historians use and clues from various sources to learn about the past.</p> <p>Show why geography is the study of places and people.</p> <p>Share how studying location is important to both physical and human geography.</p> <p>Outline how scientists study the remains of early humans to learn about prehistory.</p> <p>Review how hominids and early humans first appeared in East Africa millions of years ago.</p> <p>Summarize how Stone Age tools grew more complex as time passed.</p> <p>Review how hunter-gatherer societies developed language, art, and religion.</p> <p>Recall how people adapted to new environments by making</p>	<p>Focus on Writing-Job Description, A Story Board (W2)</p> <p><b><u>Graphic Skills:</u></b> Reading Check and Section Assessment (NJSLSA.R1)</p> <p><b><u>Reading Support:</u></b></p> <ul style="list-style-type: none"> <li>Guided Reading, Spanish and English</li> <li>Vocabulary Builder, general and modified</li> <li>Flash Cards (NJSLSA.R1, NJSLSA.R4)</li> </ul> <p><b><u>Online Book Pages:</u></b></p> <ul style="list-style-type: none"> <li>Animated Geography and History –Early Human Migration</li> <li>Primary Resources- History Makers, What Geography Means, Views of Migration to the Americas (CRP2, 8.1.5.A.1)</li> </ul> <p><b><u>Holt McDougal Social Studies, e- Activities</u></b></p> <ul style="list-style-type: none"> <li>Animated Geography- Animated History-Early Human Migration</li> <li>Be an Archaeologist!!</li> <li>Know Your Sources</li> <li>Early Innovations</li> </ul>	<ul style="list-style-type: none"> <li>Taking Notes-Graphic organizer idea headers for each section.</li> </ul> <p><b><u>e-Activities:</u></b></p> <ul style="list-style-type: none"> <li>Videos- Cult of Djedfre, Impact of Archeology, Stone Age Weapons</li> </ul> <p><b><u>Teacher Resources:</u></b></p> <ul style="list-style-type: none"> <li>Section Lesson Plan</li> <li>“Do Now”-Daily Bell ringer Transparencies</li> <li>Chapter Power Points Presentation</li> <li>Differentiated Instruction Lesson plans-ELLs. Special Ed, and Advanced/Gifted and Talented</li> <li>Quick Facts Transparencies- Uncovering the Past: Visual Summary, Early Hominids, The Stone Ages and Early Cultures: Visual Summary</li> <li>Map Transparencies- California: Physical, California, Climates, California: Populations, California: Roads, Early Hominid Sites, Early Human Migration, Early Domestication</li> </ul>	<p><b>Summative Assessment:</b></p> <ul style="list-style-type: none"> <li>Chapter Review: Pages 21-22 &amp; 45-46</li> <li>Standardized Test Practice: Pages 23 &amp; 47</li> <li>Chapter Review, general and modified</li> <li>Chapter Tests Forms A &amp; B</li> <li>Modified Chapter Test</li> </ul> <p><b>Alternative Assessments:</b></p> <p>Portfolio of student work</p> <p>Oral presentations</p> <p>Self-evaluation, Peer evaluation</p> <p>Graphic Organizers: <a href="https://www.nationalgeographic.org/topics/graphic-organizer/">https://www.nationalgeographic.org/topics/graphic-organizer/</a></p>
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6.2.8. D.1.c Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.)

clothing and new types of tools.

Express how the first farmers learned to grow plants and raise animals in the Stone Age.

Recognize how farming changed societies and the way people lived.

- In Her Shoes: Mary Leakey
- Archaeological Discoveries (NJSLSA.R7, RL.5.1)

#### **Enrichment Activities (See Student Resources):**

- Biographies-Howard Carter, Jean-Francois Champollion
- Biographies- The Leakey Family, Donald Johnson and Tim White
- Literature-Who Cares About Great-Uncle Edgar? by Lila Perl, Boy of the Painted Cave, by Justin Denzel (NJSLSA.R2)

#### **Primary Resources:**

- The Discovery of the Tomb of Tutankhamen by Howard Carter
- Photographs from King Tutankhamen's Tomb
- The Discovery of Chauvet Cave
- Objects from Catel Huyuk (NJSLSA.R10)

#### **Political Cartoons:**

- Pre-AP *Activity*- The Stone Ages and Early

#### **Teacher One Stop:**

- *Browser Unit by Chapter*
- *Browser Unit by Resources Type*-Daily Bell Ringer, Constitutional Study Guide, U.S. Supreme Court Law Cases, etc.
- *Internet Resources*
- *Interactive Teacher's Edition*-unit preview, chapter-planning guide, differentiated instruction (ESL, Special Ed., and Advanced/Gifted) etc.

#### **Holt McDougal Social Studies e-Chapter Enrichment Links**

#### **Uncovering the Past**

##### **Section 1**

##### **How Archaeologists Work**

Visit this Web site for information about how archaeologists work - what they do and how they do it.

##### **Section 2**

##### **Why Become a Historian?**

Here you can read essays by actual historians about what

Cultures, Civilization in Mesopotamia and Egypt, Ancient India, Ancient China, The Hebrews and Judaism, Ancient Greece, The Roman World, The Islamic, Early African Civilization, China, The Early Americas, The Later Middle Ages, and The Renaissance and Reformation (CRP2)

### **Social Studies Skills**

#### **Activities:**

- Personal Convictions and Bias
- Identifying Central Issues ( NJSLSA.W8)

### **History and Geography:**

Human Communities

### **Focus on Writing:**

Job Description, A Storyboard (9.2.8.B.3)

### **e- Activities,**

#### **Writing About History:**

- Notetaking Wizard
- Autobiographical Narratives
- Fictional Narratives
- Expository Writing
- Persuasive Writing
- Research Writing

history and being a historian means to them.

### **The Stone Ages and Early Cultures**

#### **Section 1**

#### **Hominid Species**

Learn about each of the hominid species. See artifacts and fossils, view a time line and find out what the earliest peoples were like.

#### **Section 2**

#### **Cracking the Ice Age**

This site examines the causes of the Ice Age and the glacial cycles within it, including the collision of India and Asia, which led to the uplift of the Tibetan Plateau and the Himalayas.

#### **Section 3**

#### **The First Farmers**

Follow along as this site walks you through how humans went from hunting and gathering to growing their own foods. Learn about what was grown, where they grew it, and who the earliest farmers were.

Teacher's One Stop Planner- Internet Resources, Teacher Resources, Fold Notes

- Summaries of Reading Materials
- Current Events

**Student Premium Resources**

**Multimedia Connections:**

- What is History
- Early Agriculture (8.1.5.A.3, CRP11)

Appendix-- Pyramid, Double Door, Booklet, Layered Book, Key-Term Fold, Four-corner Fold, Three-Panel Flip Chart, Table Fold, Two-Panel Flip Chart, and Tri-Fold

**Additional Resources:**

Primary Source documents:  
<http://www.loc.gov/exhibits/>

Games and Animations for students:  
<http://besthistorysites.net/general-history-resources/games-animations/>

National Geographic Prehistory:  
<https://www.nationalgeographic.com/search?q=timeline%20prehistoric>

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**Amistad**

Consider how people moved out of Africa as earth's climate changed.

Use the NJ Amistad Commission Interactive Curriculum:

<http://www.njamistadcurriculum.net/history/unit/ancient-africa>

**Formative Assessment:**  
Timeline

Ancient Africa Interactive  
Timeline.

Have students create a  
timeline of Ancient Africa

<http://www.njamistadcurriculum.net/history/unit/ancient-africa/content/3456/7418>

<http://www.njamistadcurriculum.net/history/unit/ancient-africa>

**Key Vocabulary:** history, culture, archaeology, fossil, artifacts, primary source, secondary source, geography, landforms, climate, environment, region, resources, prehistory, hominid, ancestor, tool, Paleolithic Era, society, hunter-gatherers, prehistory, hominid, ancestor, tool, Paleolithic Era, society, hunter-gatherers, Neolithic Era, domestication, agriculture, megaliths

**Academic Vocabulary:** values, features, distribute, development

**Accommodations and Modifications:**

***Students with special needs:*** Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

**ELL/ESL students:** Students will be supported according to the recommendations for “can do’s” as outlined by WIDA – [https://www.wida.us/standards/CAN\\_DOs/](https://www.wida.us/standards/CAN_DOs/). This particular unit has limited language barriers due to the physical nature of the curriculum.

**Students at risk of school failure:** Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed o determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

**Gifted and Talented Students:** Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity in planning and carrying out investigations and analyzing and interpreting data.

<b>English Language Learners</b>	<b>Special Education</b>	<b>At-Risk</b>	<b>Gifted and Talented</b>
<ul style="list-style-type: none"> <li>● Speak and display terminology</li> <li>● Teacher modeling</li> <li>● Peer modeling</li> <li>● Provide ELL students with multiple literacy strategies.</li> <li>● Word walls</li> <li>● Use peer readers</li> <li>● Give page numbers to help the students find answers</li> <li>● Provide a</li> </ul>	<ul style="list-style-type: none"> <li>● Utilize modifications &amp; accommodations delineated in the student’s IEP</li> <li>● Work with paraprofessional</li> <li>● Use multi-sensory teaching approaches.</li> <li>● Work with a partner</li> <li>● Provide concrete examples</li> <li>● Restructure lesson using UDL principals (<a href="http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA">http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA</a>).</li> <li>● Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques- auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).</li> </ul>	<ul style="list-style-type: none"> <li>● Using visual demonstrations, illustrations, and models</li> <li>● Give directions/instructions verbally and in simple written format. Oral prompts can be given.</li> <li>● Peer Support</li> <li>● Increase one on one time</li> <li>● Teachers may modify instructions by modeling what the student is expected to do</li> <li>● Instructions may be printed out in large print and hung up for the student to see during the time of the</li> </ul>	<ul style="list-style-type: none"> <li>● Curriculum compacting</li> <li>● Inquiry-based instruction</li> <li>● Independent study</li> <li>● Higher order thinking skills</li> <li>● Adjusting the pace of lessons</li> <li>● Interest based content</li> <li>● Real world scenarios</li> <li>● Student Driven Instruction</li> <li>● Use project-based learning</li> <li>● Structure the learning around explaining or solving a social or community-based issue.</li> <li>● Collaborate with after-school programs or clubs to extend learning opportunities.</li> <li>● William and Mary Social Studies curriculum for gifted learners: <a href="https://k12.kendallhunt.com/program/william-mary-gifted-social-studies-curriculum">https://k12.kendallhunt.com/program/william-mary-gifted-social-studies-curriculum</a></li> </ul>

computer for written work <ul style="list-style-type: none"> <li>● Provide two sets of textbooks, one for home and one for school</li> <li>● Provide visual aides</li> <li>● Provide additional time to complete a task</li> <li>● Use graphic organizers</li> </ul>		lesson. <ul style="list-style-type: none"> <li>● Review behavior expectations and make adjustments for personal space or other behaviors as needed.</li> <li>● Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.</li> <li>● Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).</li> </ul>	
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#### Career Ready Practices

**CRP2:** Apply appropriate academic and technical skills.

**CRP11:** Use technology to enhance productivity.

#### Integration of Technology Standards NJSL 8:

**8.1.5.A.3:** Use a graphic organizer to organize information about problem or issue.

#### Integration of 21st Century Standards NJSL 9:

**9.2.8.B.3:** Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular

activities for use in a career

**Interdisciplinary Connections: ELA-NJSLS/ELA:**

**Anchor Standards:**

**NJSLSA.R1:** Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**NJSLSA.R2:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**NJSLSA.R4:** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**NJSLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**NJSLSA.R10:** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

**NJSLSA.W8:** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**Grade 5:**

**RL.5.1:** Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.