UNIT 1: THE RISE OF CIVILIZATIONS

CHAPTER 1 - 1.1-RISE OF HUMANS

Chapter 2: Agriculture and Settlement

Chapter 1 - Essential Question: Why did the development of agriculture change human civilization?

Lesson Overview

Lesson Objectives:

By the end of this lesson, students should be able to

- explain the processes used by archaeologists to understand ancient history
- analyze the development of hominins in Africa and how their development relates to the rise of *Homo erectus* and draw conclusions about change over time
- connect patterns of early human settlement to the physical geography of settled regions

Lesson Essential Question:

- How do we learn about prehistoric societies?

Key Vocabulary:

archaeologists, *bipedal*, *climate*, *culture*, *dig sites*, *evolution*, extracted, *hominin*, *Homo sapiens*, protocols, *savanna*, *technology*

Teacher Preparation

Background for the Teacher

We learn about prehistoric and ancient societies by studying their remains. Archaeologists study remains such as fossilized bone and ancient artifacts to find clues about the lives and activities of early humans. Each artifact is like a puzzle piece that helps to reveal a bigger picture. Based on such studies, archaeologists have come to the conclusion that modern humans are closely related to prehistoric and ancient species of hominins. By analyzing the bones and artifacts of hominins, scientists come closer to understanding the origins of modern humanity. In addition, by analyzing the climate, geography, and physical characteristics of specific regions, as well as fossil evidence that reveals what those regions were like in the past, archaeologists have been
able to determine not only where prehistoric and ancient societies lived but also why they lived there or why they moved.

The concept begins by providing a brief history of archaeology and then launches into a more thorough description of the tools and processes archaeologists use to learn about prehistoric and ancient societies. Archaeologists do research to select a dig site, excavate the site, extract artifacts, and record information about each artifact. Later, they spend an enormous amount of time studying the artifacts in laboratories and comparing them to previously discovered artifacts. Eventually, archaeologists may report their findings in books or articles or share them with the public in other ways, such as in museum displays.

The concept then explains what archaeologists’ studies have revealed about prehistoric and ancient hominins in Africa. Archaeologists think that by studying the development of hominins, whom they believe to be closely related to modern humans, they will learn more about the origins of modern humans. Archaeologists think that one of the various species within the genus Homo may have evolved into Homo sapiens, which is the species to which modern humans belong.

Finally, the concept explains early hominins’ need to live in close proximity to sources of food and water. Therefore, factors such as climate and geography dictated where hominins settled. In addition, humans’ ability to adapt to their environment—for example, by changing locations as seasons changed or by learning ways to better control their environment, such as with fire—eventually led to their dispersion across the globe.

DAY 1 - GO TO DISCOVERY EDUCATION.COM

DEFINE : KEY TERMS - USE THE VOCABULARY ORGANIZER – AND DISCOVERY EDUCATION TO DEFINE WORDS AND WATCH VIDEOS

INTRODUCE : 1.1. RISE OF EARLY HUMANS

Unit 2: The Rise of Civilizations

- KWL Chart
- Rise of Humans PowerPoint
- Rise of Humans Study Guide
- DAY 2
- Early Humans PowerPoint
Early Humans Study Guide

DAY 3 - INTRODUCE CHAPTER 2
DEFINE WORDS- USING VOC. ORGANIZER AND DISCOVERY EDUCATION

CHAPTER 2       2.1 NEOLITHIC REVOLUTION
2.1 EARLY AGRICULTURAL CIVILIZATIONS

Lesson Overview

Lesson Objectives
By the end of this lesson, students should be able to

• analyze the impact of the Neolithic Revolution, which brought on the evolution from nomadic hunter-gatherer civilizations to the rise of stable, permanent civilizations

Lesson Essential Questions
In what ways did the Agricultural Revolution change human’s way of life?

Key Vocabulary

Neolithic, hunter-gatherer, agrarian, Neolithic Revolution, agricultural revolution, Ice Age, climates, nomad, migration, Fertile Crescent, Tigris River, Euphrates River, agriculture, cultivate, domesticate, descended, Çatalhöyük, Bronze Age, environment, Jericho, pastoral, Central Asia, North Africa, subsistence

DAY 4

Reading Handout- Whats So Great About Fire

• Neolithic Revolution PowerPoint
• Neolithic Revolution Study Guide

Reading Handout- Domesticating Animals

• Reading Handout- Technology Then and Now
• Early Agricultural Civilizations PowerPoint
• Early Agricultural Civilizations Study Guide