

**Social Studies Curriculum  
Union 61/Tantasqua Schools  
Grade 6**

**Theme: Early Humans**

<p><i>Students will demonstrate an understanding of the following vocabulary/concepts and/or skills::</i></p> <p>Identify multiple causes and effects when explaining historical events. (H)</p> <p>Compare information shown on modern and historical maps of the same region. (G)</p> <p>Describe ways of interpreting archaeological evidence from societies leaving no written records. (H)</p> <p>Use correctly the words or abbreviations for identifying time periods or dates in historical narratives (<i>decade, age, era, century, millennium, AD/CE, BC/BCE, c., and circa</i>).</p> <p>Identify in BC/BCE dates the higher number as indicating the older year (<i>that is, 3000 BC/BCE is earlier than 2000 BC/BCE</i>) (H)</p> <p>Construct and interpret timelines of events and civilizations studied. (H)</p> <p><b>RELATED SOFTWARE AND WEBSITES:</b></p> <p><a href="http://www.marcopolo.org">http://www.marcopolo.org</a> has the following website:</p> <p><i>Mesopotamia 8,000 to 2,000 B.C.</i></p>	<p><b>STUDENT LEARNING OUTCOMES*</b></p> <p><i>A student will be able to:</i></p> <p><b>6.1</b> Describe the great climatic and environmental changes that shaped the earth and eventually permitted the growth of human life. (H)</p> <p><b>6.2</b> Identify sites in Africa where archaeologists have found evidence of the origins of modern human beings and describe what the archaeologists found. (G, H)</p> <p><b>6.3</b> Describe the characteristics of the hunter-gatherer societies of the Paleolithic Age (their use of tools and fire, basic hunting weapons, beads and other jewelry). (H)</p> <p><b>6.4</b> Explain the importance of the invention of metallurgy and agriculture (the growing of crops and the domestication of animals). (H)</p> <p><b>6.5</b> Describe how the invention of agriculture related to settlement, population growth, and the emergence of civilization. (H)</p>	<p><b>ASSESSMENT STRATEGIES/ACTIVITIES</b></p> <p><i>Students will demonstrate their knowledge/skill by:</i></p> <p><i>Create a poster of trade items: shells, salt, flint, red ocher. Discuss why these items have value in Neolithic times.</i></p> <p><b>SUGGESTED TEACHING STRATEGIES &amp; LEARNING ACTIVITIES</b></p> <p>Inquiry and investigation   Essays   mobiles Power point presentations</p> <p>Make a poster showing universal signs and symbols today.</p> <p>Make a poster of body decoration based on Neolithic concepts of jewelry, tattoos, clothes, body painting that send a message about a person.</p> <p>Find a drawing or other visual that tells a story like the early cave paintings.</p> <p><b>SUGGESTED INSTRUCTIONAL MATERIALS &amp; RESOURCES</b></p> <p><i>History Alive!</i> Unit 1 Lessons 1,2,3</p> <p>Literature Link <i>Maroo of the Winter Cave</i> by Ann Turnbull <i>Sound of Thunder</i> short story by Ray Bradbury</p>
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*\* Numbers correspond to Learning Standards from the Massachusetts History and Social Science Framework August, 2003 pp.27-32*