

**From Hunter-Gatherers to The Agricultural Revolution**  
**10 Day Unit for 6<sup>th</sup> Grade Social Studies**

## **From Hunter-Gatherers to The Agricultural Revolution**

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## **Overview**

This curriculum plan is for a 6<sup>th</sup> Grade Social Studies class. It would be the second unit taught in the school year. The previous lessons would give an overview of eras in history, human-like species from “Lucy” to Homo sapiens, and an introduction to archeology. This unit will cover early humans as they turned from hundreds of thousands of years as hunter-gatherers and launched the Neolithic period by practicing agriculture and domestication of animals. It also includes the various environments and climates early human societies adapted to and the development of the four major river valley civilizations. The unit following this one will cover those early civilizations in-depth.

## **Rationale**

Students will learn how this era of history significantly changed the world from mostly nomadic hunter-gatherer communities into the development of the four advanced river valley civilizations. This basic human history is foundational knowledge that is the starting point for the rest of the Social Studies curriculum. When this unit is complete, students should be able to compare and contrast the differences between hunter-gatherer and agricultural societies and identify how the natural environment of climate and water influenced those communities. Students should also be able to distinguish the impact of the Agricultural Revolution and explain how it led to the development of the first four major cultures. Students will also develop practical and critical thinking that gives them the tools to apply this material to the rest of history. They will be able to practice inquiring skillfully, formulating good questions and problems, trying on multiple points of view, and going back and forth between the parts and the whole, all key skills in the study of history. Lastly, in this unit they will have the opportunity to practice general abilities that are important for all students, such as listening attentively to the teacher, being respectful of other students’ work, and cooperating when working in groups.

Students will achieve these objectives through a variety of teacher lecture, class discussion, group projects, enrichment lessons, practice, and formative assessments. They will benefit from learning this way because it will include multiple intelligences and incorporate opportunities for various learning styles. Students will be highly engaged, as they will be able to put themselves in the place of the communities in that era of time and see the advantages and disadvantages of changing over from a nomadic lifestyle to a settled one. Especially through role-playing games and the performance assessment of building a game from Neolithic daily life, students should be able to connect these lessons to the information from the previous unit that introduced the evolution of homo-sapiens and then follow it through to the more detailed study of the first four major civilizations that will come in the unit after this one. Learning this material will give them practice at seeing how everything is connected in Social Studies, and hopefully cultivate an appreciation for how events of the past influence us today.

## **Reaching Students and Adaptation**

I do not feel that the content of this unit will be difficult for students to comprehend. I do however believe there are prior skills required for them to successfully complete this unit. They should be able to:

- Read informational text with comprehension at 5<sup>th</sup> grade level
- Express thought verbally and in writing at 5<sup>th</sup> grade level
- Work cooperatively

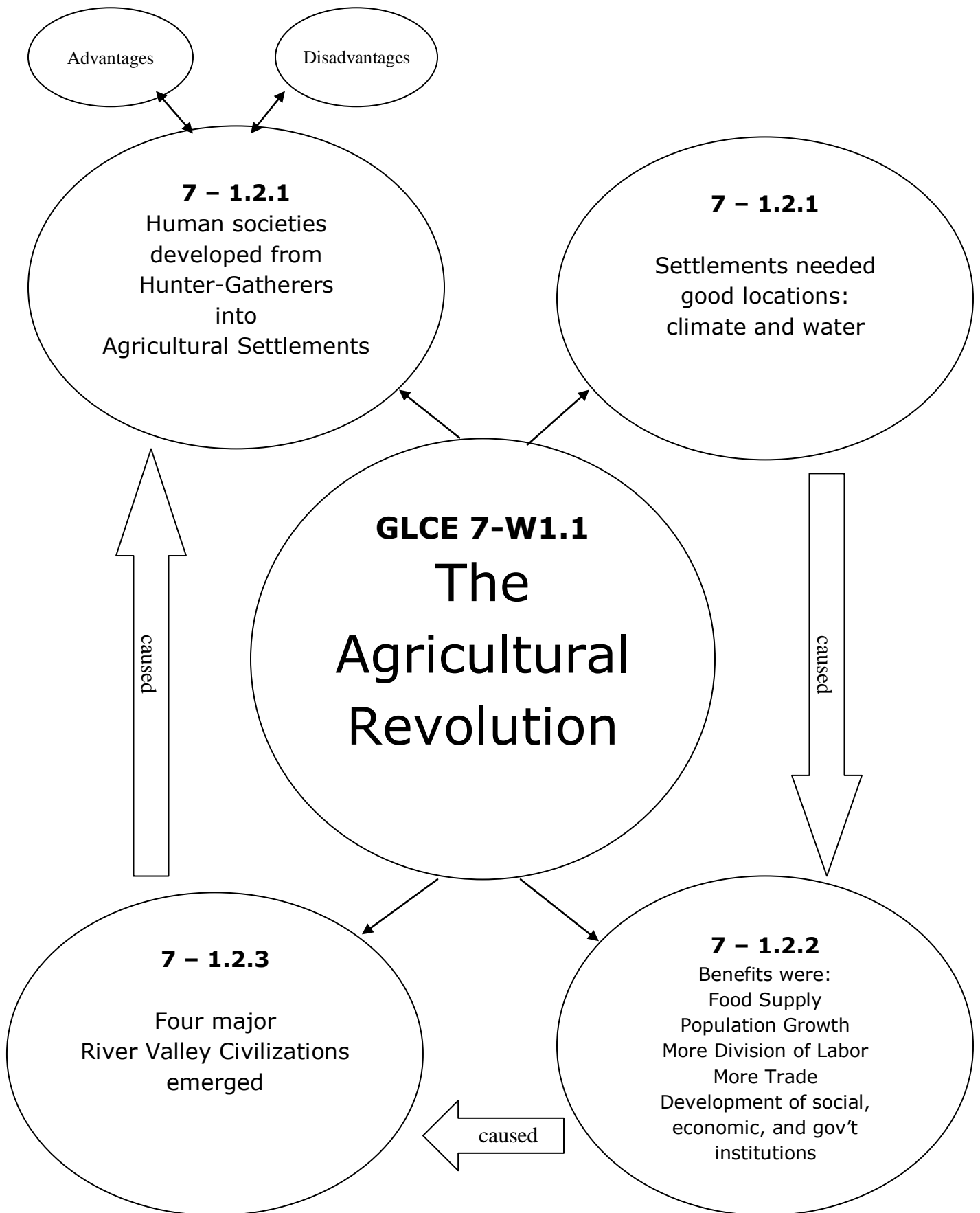
The ability to “work cooperatively” would be ideal, but if students have not had a lot of practice with that, they will have several opportunities in this unit and will gain a great deal of experience before they are done. Other than that lack of familiarity, students who do not have these skills will require some adaptation throughout this unit.

In today’s classrooms there are a variety of learning and physical disabilities and reasons for students to have IEP’s or 504 plans. All of these may require and be specific with modifications for that child, which I will follow. In addition, some students do not have either of these plans but simply may be struggling with ADHD, academic skills, support and resources from home, or social skills. In this case they may need some general adaptations that would work across all these lessons.

For example, if a student did not have the requisite 5<sup>th</sup> grade reading and writing skills for their notes, summaries, or assessments, the unit could easily accommodate that. I would allow students to write at a lower level of writing, bullet notes and assignments instead of writing them in sentences, type them, record them, or simply tell me verbally. These alternatives should provide options to each student.

If a student did not have access to supplies that may be needed for assignments, they could easily use materials available in the classroom already. I will have a stock of basic school supplies such as pens and markers, as well as bins of various three-dimensional materials for use with projects. I will have these supplies available to all students. If students have difficulty with social skills, I would address that on an individual basis as needed. Maybe I would arrange seating, assign groups myself, or allow smaller groups or individual work. If they did not have the skills to work in groups, I would check in with that group frequently and guide or direct them toward good cooperation and mutual respect.

I would be in communication with parents of struggling students, and be open to discussing accommodations. These adaptations should ensure the opportunity for success for all students.



Standard <sup>1</sup>	Expectation (GLCE <sup>2</sup> )	Outcome (SWBAT <sup>3</sup> )	Assessment Cognitive Complexity <sup>4</sup>			Total
			Low	Medium	High	
<p><b>GLCE W1.1 Peopling The Earth</b> In the first era of human history, people spread throughout the world. As communities of hunters, foragers, or fishers, they adapted creatively and continually to a variety of contrasting, changing environments in Africa, Eurasia, and Australia.</p>	<p><b>GLCE 7 – 1.1.1</b> Explain how and when human communities populated major regions of the Eastern Hemisphere and adapted to a variety of environments.</p>	<p>1. Describe when the first human communities populated major regions.  2. Identify the variety of environments the first human communities adapted to.</p>	<p><b>Formative</b> Warm up Class Discussion Whiteboard Homework Trivia Games Small Group Activities Ticket out the door Venn Diagram Mapping Graphic Organizers Writing</p> <p><b>Summative</b> Multiple choice Binary Interpretation Matching Fill in the Blank</p> <p>5%</p>	<p><b>Formative</b> Warm up Class Discussion Whiteboard Homework Trivia Games Small Group Activities Ticket out the door Venn Diagram Mapping Graphic Organizers Writing</p> <p><b>Summative</b> Multiple choice Binary Interpretation Matching Short answer Fill in the Blank</p> <p>5%</p>	<p><b>Formative</b> Warm up Class Discussion Whiteboard Homework Trivia Games Small Group Activities Ticket out the door Venn Diagram Mapping Graphic Organizers Writing</p> <p><b>Summative</b> Multiple choice Binary Matching Interpretation Short Answer Essay Performance Assessment</p> <p>5%</p>	<p>15%</p>
<p><b>GLCE W1.2 Agricultural Revolution</b> The Agricultural Revolution was a major turning point in history that resulted in people and civilizations viewing and using the land in a systematic manner to grow food crops, raise animals, produce food surpluses, and the development of sedentary settlement.</p>	<p><b>GLCE 7 – 1.2.1</b> Explain the importance of the natural environment in the development of agricultural settlements in different locations (available water for irrigation, adequate precipitation, and suitable growth season). <b>GLCE 7 – 1.2.2</b> Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements). <b>GLCE 7 – 1.2.3</b> Compare and contrast the environmental, economic, and social institutions of two early civilizations from different world regions (Yangtze, Indus River, Tigris/Euphrates, and Nile).</p>	<p>3. Distinguish the factors of the natural environment and why they were necessary for these communities to succeed.  4. Compare and contrast the differences between hunter-gatherer and agricultural communities.  5. Summarize the impact of the Agricultural Revolution on civilization.  6. Identify the four major river valley civilizations.  7. Compare and contrast the environmental, economic, and social institutions of at least two early of these early civilizations.</p>	<p><b>Formative</b> Warm up Class Discussion Whiteboard Homework Trivia Games Small Group Activities Ticket out the door Venn Diagram Mapping Graphic Organizers Writing</p> <p><b>Summative</b> Multiple choice Binary Interpretation Matching Fill in the Blank</p> <p>25%</p>	<p><b>Formative</b> Warm up Class Discussion Whiteboard Homework Trivia Games Small Group Activities Ticket out the door Venn Diagram Mapping Graphic Organizers Writing</p> <p><b>Summative</b> Multiple choice Binary Interpretation Matching Short answer Fill in the Blank</p> <p>25%</p>	<p><b>Formative</b> Warm up Class Discussion Whiteboard Homework Trivia Games Small Group Activities Ticket out the door Venn Diagram Mapping Graphic Organizers Writing</p> <p><b>Summative</b> Multiple choice Binary Matching Interpretation Short Answer Essay Performance Assessment</p> <p>35%</p>	<p>85%</p>
<p><b>Total number: 2</b></p>	<p><b>Total number: 4</b></p>	<p><b>Total number: 7</b></p>	<p><b>30%</b></p>	<p><b>30%</b></p>	<p><b>40%</b></p>	<p><b>100%</b></p>

1. Standards taken from the Grade Level Content Expectation (GLCE) at the Michigan Department of Education (MDE) website at: [http://www.michigan.gov/mde/0,4615,7-140-28753\\_64839\\_38684\\_28761---,00.html](http://www.michigan.gov/mde/0,4615,7-140-28753_64839_38684_28761---,00.html)
2. Expectations taken from the Grade Level Content Expectation (GLCE) at the Michigan Department of Education (MDE) website at: [http://www.michigan.gov/mde/0,4615,7-140-28753\\_64839\\_38684\\_28761---,00.html](http://www.michigan.gov/mde/0,4615,7-140-28753_64839_38684_28761---,00.html)
3. SWBAT = Students will be able to...
4. Cognitive Complexity is based on Bloom's Taxonomy of cognitive learning complexity.

## **Content Analysis**

Outcomes from the blueprint are taken from the Michigan GLCE's:  
Students will be able to . . .

1. Describe when the first human communities populated major regions. (Day 1)
2. Identify the variety of environments the first human communities adapted to. (Day 1)
3. Distinguish the factors of the natural environment and why they were necessary for these communities to succeed. (Day 1-Day 10)
4. Compare and contrast the differences between hunter-gatherer and agricultural
5. communities. (Day 2-Day 10)
6. Summarize the impact of the Agricultural Revolution on civilization. (Day 3-Day 10)
7. Identify the four major river valley civilizations. (Day 4-Day 10)
8. Compare and contrast the environmental, economic, and social institutions of at least two early of these early civilizations. (Day 4-Day 10)

In addition, there are affective outcomes that are not directly from the GLCE's. These affective outcomes will be modeled and encouraged as part of class each day:  
Students will be able to . . .

9. Listen attentively in class and participate in class discussions.
10. Ask relevant questions.
11. Work cooperatively during group projects and respect each other's work.
12. Develop an appreciation for how events in history shaped our modern world.



September 9, 2013

Dear Families,

Your 6<sup>th</sup> Grade student is about to embark on one of the greatest journeys ever: the journey of the first Homo sapiens from caves to civilization. It will be a fascinating trip, and there will be many activities along the way as your student learns about the impact of the first Agricultural Revolution, a critical shift in human history.

We will have a culminating activity at the end of this unit. If you have any small boxes, cereal boxes, or other "building materials" the students could use to build a Neolithic community, please send them in. They will be using them next week.

Thank you for all your support and cooperation, you can always reach me at [cbrenne1@emich.edu](mailto:cbrenne1@emich.edu). I will get back to you within a day.

Sincerely,

Mrs. Brenner

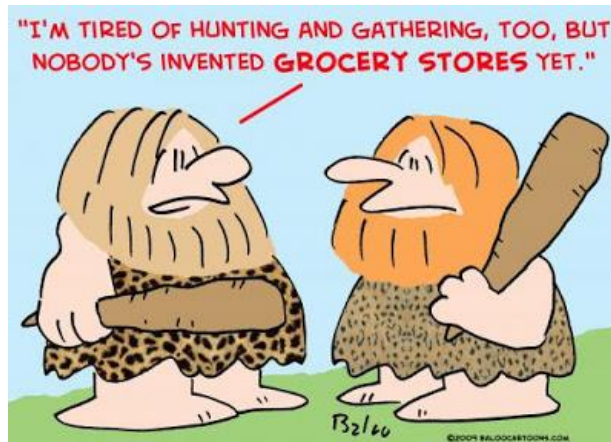
P.S. When you read this, be sure to ask your student if they would prefer to be a Hunter-gatherer or a Farmer! They can tell you all about it.

The pre-assessment I will use for this unit is simple. For each class I am introducing a new topic, I will have a warm up activity for the day. These will be in the form of a greeting and question on the board when the students arrive, and they will be told to read it and answer the question as soon as they come in.

For example, on the second day of the unit I will be teaching a direct lesson on the advantages and disadvantages of hunter-gatherers and agricultural communities. The warm-up for that lesson will be projected on the board (see attachment from direct lesson):

“Dear Fellow Historians, Today we will be learning about the Agricultural Revolution. If you lived in 5000 BC, would you prefer to be a hunter-gatherer or live in an agricultural settlement? Why?”

They will have a few minutes to think about their answers and write down a comments or thoughts on it. Then I will call on several students and we will discuss their opinions, as I write their reasons on the board. As this will take place before I have taught the lesson, it serves as a pre-assessment. I prefer these to be at the beginning of each lesson as opposed to a pre-test on the whole unit. I think that makes the students nervous and they may not really understand that it is not a “test” but to see what they know in advance. I feel that pre-assessing them on a per-lesson basis makes the pieces smaller, and also gives me the opportunity to ask them for their reasoning or why they think what they do about a topic. With a standard pre-test that is not feasible.



Dear Fellow Historians,

Today we will be learning about the Agricultural Revolution. If you lived in 5000 BC, would you want to be a hunter-gatherer or a farmer?

Sincerely,  
Your Favorite History Teacher



## Direct Lesson

### Advantages and Disadvantages of Hunter-Gatherers vs. Agricultural Communities

**After this lesson, students will be able to:**

- a. Compare and contrast hunter-gatherer and agricultural communities.
- b. Identify the key characteristics of each way of life
- c. Explain there were advantages and disadvantages to each

**Review:** From the previous lesson, students should be able to identify the basic human needs that all communities had to fulfill, as we still do today. (Water, Shelter, Food)

**Warm-up:** For a pre-assessment, I will have a question on the board for the students to answer when they come in. I will say “Today we are going to learn about hunter-gatherers and the beginning of agricultural. Let’s begin with the question on the board.” A PowerPoint (see attached), will be on the board that reads, “Dear Fellow Historians, Today we will be learning about the Agricultural Revolution. If you lived in 5000 BC, would you prefer to be a hunter-gatherer or live in an agricultural settlement? Why?” After a few minutes for them to think about it, I will ask for their answers out loud and write them all on the board as a brainstorm session. This will serve to both introduce and get them excited about the lesson topic, and to pre-assess what they already know about it. 10 minutes.

**Objective:** “Today you will learn that nomadic life and foraging for food had both advantages and disadvantages, as did settling down in one location to build shelters and grow food. You will learn the differences between them and it will help you discover how and why civilizations began with this ‘revolution’.”

**Input:** Early people gradually started farming and herding animals for many different reasons in different climates and environments over thousands of years. First, scientists thought that the development of agriculture was so big that it must have started in one place and then spread around the world, but now, they think it evolved in different cultures and climates between 15,000 and 1,000 B.C.E. It is also interesting that a few cultures, such as Aborigines in Australia and the Inuit in North America never abandoned foraging as a way of life and kept it up until modern times.

Foraging was a successful way of life for cultures around the world for about 100,000 years. Hunting and gathering had many advantages. One was that it kept groups relatively small and stable. They could move around, usually having small families for that reason, finding the seasonal fruits, vegetables and nuts in their area. They also followed the herds they hunted as seasons and even environments changed. This meant that they were not too dependent on one

crop or species of animal and less likely to have famine. If extinction of an animal, weather, or a disease wiped out one of their food groups, they had others to use and could adapt. (Ask if the students have any questions.) The key advantage was being portable.

In contrast, once humans began to settle into agricultural life, it brought them a lot of new problems. It took more work to build permanent homes. Herding animals together caused disease for the animals and people. Growing food, usually one or two crops, meant they were at the mercy of the weather and had less variety of food. If their crop failed or their herds died, there was likely to be famine. It took more labor to cultivate their food than to gather it. Even if the crops were successful, they had problems of how to store the surplus for off-season use or in times of famine. Then they had to guard the surplus. Settlements sometimes had conflicts with neighboring settlements, as well as the groups that kept to their foraging ways, over territory and resources. That required some kind of government, and eventually military, to manage the resources and resolve conflicts. That sometimes invited harsh governments or oppression. On the other hand, the advantages were a generally more stable food supply, bigger families, and the division of labor. More people could do more things. The population went up, and then they needed to produce more food. In general, the development of agriculture caused many new issues for humans, and they had to find ways to overcome them. 10 minutes

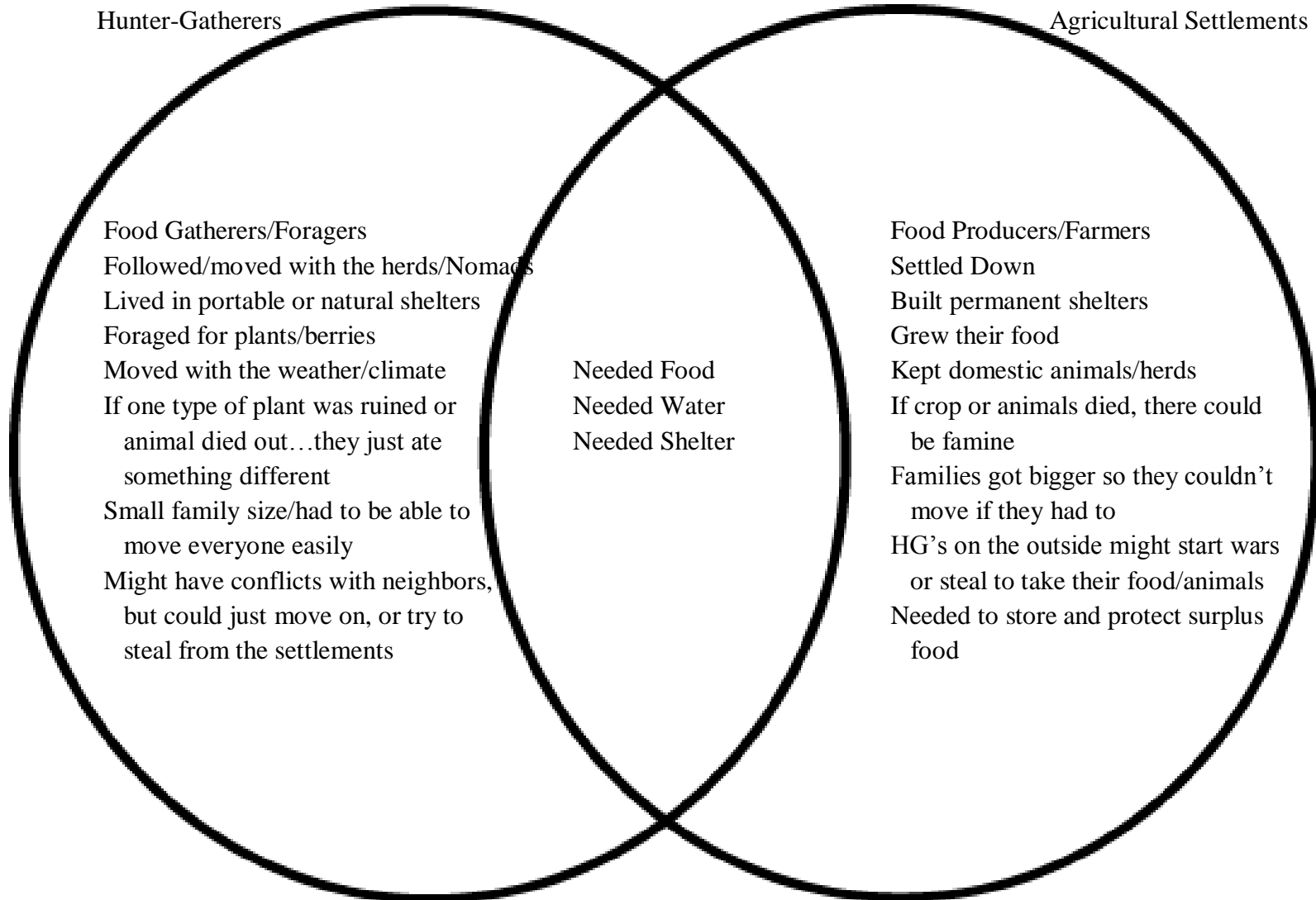
**Check for understanding:** We will fill out a Venn diagram on the board. I will give them the chance to give all the information they want, and then prompt them if they missed any important points. A sample with possible answers is attached. 5 minutes

**Guided Practice:** Students will break into two groups, Hunter-Gatherers and Farmers. Their assignment is to discuss the things they feel are important to their community and what their work and worries would be every day. Each group will have 10 minutes to discuss, and then 5 minutes each to present their ideas the class. I will give comments and questions when they get or miss a key concept. My questions will be variable, based on their presentation.

**Independent Practice:** They will write a few sentences on if they still prefer the choice they made at the beginning of class and why. They can turn it in as they leave class; it's the ticket-out-the-door. 5 minutes

Paleolithic  
Hunter-Gatherers

Neolithic  
Agricultural Settlements



Food Gatherers/Foragers  
Followed/moved with the herds/Nomads  
Lived in portable or natural shelters  
Foraged for plants/berries  
Moved with the weather/climate  
If one type of plant was ruined or  
animal died out...they just ate  
something different  
Small family size/had to be able to  
move everyone easily  
Might have conflicts with neighbors,  
but could just move on, or try to  
steal from the settlements

Needed Food  
Needed Water  
Needed Shelter

Food Producers/Farmers  
Settled Down  
Built permanent shelters  
Grew their food  
Kept domestic animals/herds  
If crop or animals died, there could  
be famine  
Families got bigger so they couldn't  
move if they had to  
HG's on the outside might start wars  
or steal to take their food/animals  
Needed to store and protect surplus  
food

## Inductive Lesson

### Natural Environments and Early Agricultural Communities

**Materials:** Textbook, encyclopedias, access to the internet, and other resources from the library.  
Poster boards and markers

**Purpose:** The purpose of this lesson is for students to be able to discover and then explain the importance of the natural environment in the development of agricultural settlements in different locations (available water for irrigation, adequate precipitation, and suitable growth season).

**Objectives:** Students will be able to:

1. Identify the variety of environments the first human communities adapted to.
2. Distinguish the factors of the natural environment and why they were necessary for these communities to succeed.

**Procedures:** Break students into 3 groups.

**Engage:** How do you think early communities ended up foraging or farming? What factors in the environment may have influenced them? You are going to be different communities, about 5,000 BC, and will have to decide to be nomads and gather your food or settle down and grow food. You each have an environment you are near, and have to research what that means for your group. There are resource books in the back of the room, or you can use the internet. Spend about 30 minutes discovering your options for food and shelter, then decide what you will do. Take a poster board and markers. Illustrate why you made your choice on a poster and be prepared to explain it to the class.

Your posters must include:

- Your choice of forager or farmer
- What environmental features led to your choice
- How those environmental features affected your choice

**Explore:** In small groups, students will explore the internet or other resources to discover what environmental factors influenced early human communities and decide which would be best for them given their conditions. Group one lives near a border of cold, barren land, but a couple days walk opens to mild grassland with a narrow river. Group two lives near a desert with a few water holes and a few dessert animals. Group three lives near grassland with a wide river running through it that floods and then subsides regularly.

**Explain:** Each group will verbally give a summary of what they chose for their community.

**Elaborate:** What factor had the biggest influence on early communities?

**Evaluate:** Each group will do a presentation of their poster describing the environmental factors they felt were most important to them, and why. This is a formative assessment and will not be graded, but will give me a check of their mastery of this unit. I can adjust my teaching for the next class if I see they have missed any key concepts.



## Cooperative Lesson

### The Beginning of Law and Government

- 1) **Standard:** This lesson will help students master the Michigan GLCE W1.2 about the importance of communities changing from hunter-gathers to agricultural societies, and the impact of the Agricultural Revolution.
- 2) **Materials needed:** Poster boards and markers
- 3) **Expectations:** The student will be able to compare and contrast environmental, economic, and social institutions of hunter-gatherer vs. agricultural societies. Students will also be able to work together synthesize a group course of action, listen attentively to each other, take turns, and respect each other's ideas.
- 4) **Engagement:** When agricultural communities first began forming from traditional hunter-gathers, they had a lot of changes to deal with. They had to decide the best ways to grow food and take care of their animals, what to do with surplus food (store it, guard it?), who should do which jobs, what to do in a famine, and what to do about hostile neighbors or nomads that may steal from them or attack for their resources of food and water. This meant they need some kind of leadership or social hierarchy, the beginnings of government, to make these decisions. They probably experimented with different kinds of leadership as they learned to work out problems together.
- 5) **Exploration:** For this assignment, you will work in groups of four to form a council or other leadership of a new settlement trying to solve its problems. You will make policies about some of the issues facing your community. This is the beginning of government and law. To accomplish this, you will have to listen to each person's opinion, be respectful of each other, take turns, and work together to produce one policy or law.

You will each pick a role to play: the farmer, the herder, the baker, the potter, the weaver, the musician, etc. Pick a role for yourself, and then meet as a council. Discuss the following three issues:

- There is a surplus from the crops, what should you do with it?
- Hunter-gatherer nomads in the area have been stealing your animals at night, what should you do about it?
- Members of the community often have disagreements, how should that be handled?

Make decisions together and come up with policies to deal with these issues. Write your decisions and reasons out on a poster. You will present your policies to the class

“community”, and we will discuss them. Every person is expected to participate and practice the skills of taking turns and listening to others. I will be moving around the class to see how well you are working together and help if you need it. At the end of class, I will ask you to write about what ideas you contributed and your feeling of how the group worked together. How would you rate each other member, and yourself, on your social skills?

- 6) **Positive Interdependence:** Through this activity, the students will work together as a group to learn from each other’s ideas and come up with decisions. This will give them practice at cooperative skills such as listening, taking turns, and working in a group.

**Individual Accountability:** Each student is expected to participate in the activity. They will turn in a written form with what they contributed to the activity, and how they felt the group worked, or did not work, together.

- 7) **Assessment:** The teacher will assign a grade based on observations of that student’s contribution to the project, self-assessment, and assessment of the other members based on the rubric below.

Rubric for Cooperative Lesson				
Criteria	0 pts	1 pt	2 pts	3 pts
Participation	Contributed nothing to group policy	Contributed one idea to the group policy	Contributed two ideas to the group policy	Contributed three or more ideas to the group policy
Social Skills as observed by the teacher	Did not practice social skills required	Practiced some social skills required, had trouble with group cooperation	Practiced some social skills required	Practiced all social skills required
Social Skills as observed by other group members	Other members felt student did not practice social skills required	One other member felt student did practice social skills required	Two other members felt student did practice social skills required	Three other members felt student did practice social skills required

## Enrichment Lesson (Performance Assessment)

### The Neolithic Game of LIFE

- 1) **Standard:** This lesson will help students master the Michigan GLCE W1.2 about the importance of communities changing from hunter-gathers to agricultural societies, the differences between them, and the impact of the Agricultural Revolution.
- 2) **Expectations:** The student will be able to compare and contrast environmental, economic, and social institutions of hunter-gatherer vs. agricultural societies. Students will also be able to work together synthesize a group course of action, listen attentively to each other, take turns, and respect each other's ideas.
- 3) **Engagement:** It's time to play! Remember last week when everyone got to play a part of the community? Well now you are going to make a game about your community. Think of it as "The Game of LIFE" for the Neolithic period. What happened every day? What work did you do? What problems happened from the weather, or neighbors, or disease? What did you do to solve the problems? What kind of leadership did you have in your community? What did you eat? This is what your game will be about.
- 4) **Exploration:** For this assignment, you will work in groups to create a board game [I will bring in LIFE to show as an example]. You will all get the chance to play each other's game when we have game day, (with snacks!) at the end. The final group project needs to include:
  - a board with spaces to move around
  - structures as part of the board
  - different environments (both hunter-gatherers and settled communities on the board)
  - game pieces to move around the board
  - game cards with events that tell the player what the next move is
  - a title and basic instructions on how to play

Each of you will contribute to your group's game. You are each required to participate in the group's work. This project is worth 40 points. You will be graded on:

- 8 game cards each of you will write that demonstrate your knowledge of Neolithic life
  - contribution of at least one structure or significant portion to the game board
  - a written summary of the experience and what you have learned about hunter-gatherers and the beginning of agriculture
- 5) **Positive Interdependence:** Through this activity, the students will work together as a group to learn from each other's ideas and come up with ideas. This will give them

practice at cooperative skills such as listening, taking turns, and working in a group. They can work on their game cards, which is really how they will show me their knowledge, together or separately. I will give them time in class over several days to work on it together, but if they want to work together outside of class it will make it easier for all of them. I will encourage them to do that if they are able.

**Individual Accountability:** Each student is expected to participate in the activity and contribute to the final product. They will be responsible for their own game cards and will turn in a written summary about what they have learned in this unit and their experience working with the group. It will need to include what they contributed to the project, and how they felt the group worked together.

- 6) **Assessment:** The teacher will assign a grade based on observations of that student's contribution to the project, the self reported contribution to the final product, the game cards they create, and the written summary. It will also serve as a review and reinforcement of the unit for the summative test that comes at the end of this lesson.

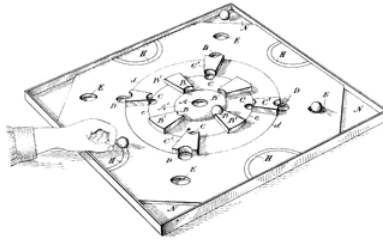
<b>Rubric for the Neolithic Game of LIFE</b>		<b>40 POINTS POSSIBLE</b>		
Criteria	0 pts	1 pt	3 pts	5 pts
Participation X 2	Contributed nothing to group ideas/project	Contributed minimally to the group ideas/project	Contributed reasonably to the group ideas/project	Contributed significantly to the group ideas/project
Game Cards Showing Knowledge X 3	Did not write game cards or they did not demonstrate any knowledge of the subject	Game cards showed a basic or low level of knowledge or understanding of the subject	Game cards showed a medium level of knowledge or understanding on the subject	Game cards showed a high level of knowledge and understanding of the subject
Written Summary X 3	Did not write about experience or key concepts	Wrote about either experience or key concepts	Wrote about experience and some key concepts	Wrote about experience in a self-assessing manner demonstrates knowledge of key concepts

A=36-40 points B=32-35 points C=28-31 points D=24-27 points F=23 points or less

**\*\*The following 3 pages are the actual directions, rubric, and timeline for the enrichment/performance assessment, which would be given to students to work from.**

**\*\*The pages after that are the actual summative test that would be given to students on the day after the "game day" completes and provides review for the unit.**

# The Neolithic Game of LIFE



You will be working in groups to create a board game based on the lives of hunter-gatherers and early farmers! This will help you to review the important characteristics we have been studying and really connect to what happened in their daily lives. For this project, you will:

- As a Group: build a board game with pieces, game cards, and directions that the class can really play
- Individually: write a summary of the group experience and what you have learned in this unit



Date	Must Complete:	Done
Monday Sept. 16	Meet with group, decide on game concept	<input type="checkbox"/>
Tuesday Sept 17	Work with groups on board or game cards in class	
Thursday Sept 18	Bring in structure and board pieces	<input type="checkbox"/>
Friday Sept 20	Work with groups on board or game cards in class	
Monday Sept 23	Games and Cards Due Game Day! Snacks!	<input type="checkbox"/>
Tuesday Sept 24	Summaries Due	<input type="checkbox"/>

## Directions

- Meet with your group. Discuss what you want your game to look like, how the board will work, and what communities and environments you want to include. You can use the internet or any of our classroom resources for information or ideas. Decide on a concept.
- Work with your groups to build the board, assign environments and at least one structure each of you will contribute. Decide how and what you will use to construct your game.
- You will each write 8 game cards that have an event, disaster, or other activity that was part of Neolithic life. These will be the basis of the game. Players will pick cards that tell them what to do. An example would be: "A storm destroyed your wheat crop, go back 6 spaces." These should include more than one part of life such as what they ate, what problems they had with the water and agriculture, disease, famine, conflicts with neighbors, the beginning of law and military, or the development of specialized jobs in the community. Be creative and detailed: this is where you will show me what you have learned.
- Work with your group to build your structures and assemble your board. I will have some materials you may use, or you can use small boxes from home to build them. You will have time in class for this.
- Have your group game completed and own game cards written by Monday, which is **GAME DAY**. You will get the chance to actually play each other's games!
- Write a summary of the experience. You must include:
  - what you thought of the project and working in your group
  - what structures and ideas you contributed to your group's board
  - what you learned about the impact of the Agricultural Revolution



# Grading

Your grade will be based on the rubric and grading scale below. There are a total of 40 points for this project. This is the culminating project for this unit, so it is worth the same as a test grade. **Do your best!**

- Group Participation is worth 10 points
- Your own detailed and knowledgeable game cards are worth 15 points
- Your written summary is worth 15 points



Rubric for the Neolithic Game of LIFE		40 POINTS POSSIBLE		
Criteria	0 pts	1 pt	3 pts	5 pts
Participation X 2	Contributed nothing to group ideas/project	Contributed minimally to the group ideas/project	Contributed reasonably to the group ideas/project	Contributed significantly to the group ideas/project
Game Cards Showing Knowledge X 3	Did not write game cards or they did not demonstrate any knowledge of the subject	Game cards showed a basic or low level of knowledge or understanding of the subject	Game cards showed a medium level of knowledge or understanding on the subject	Game cards showed a high level of knowledge and understanding of the subject
Written Summary X 3	Did not write about experience or key concepts	Wrote about either experience or key concepts	Wrote about experience and some key concepts	Wrote about experience in a self-assessing manner demonstrates knowledge of key concepts

A=36-40 points   B=32-35 points   C=28-31 points   D=24-27 points   F=23 points or less

**Have FUN and be CREATIVE! On Game Day, we will have snacks and get to play all the games. I can't wait to see the games you invent.**

**Good Luck!**



Name \_\_\_\_\_

**Mrs. Brenner**

**Grade 7 Social Studies**

**Good luck!**

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**Test 2: The Agricultural Revolution**

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**Directions:** Read the question first and then all of the possible answers. Circle the letter of the correct answer. (1 point each)

1. What were the most important elements the first human communities needed to survive?
  - a) boats, horses, and temples
  - b) clothing, boats, food
  - c) food, water, and shelter
  - d) shelter, food, and boats
  
2. If a buffalo herd moved away from an area of hunter-gatherers, what would they most likely do?
  - a) move to a nearby village
  - b) pack up and follow the herd
  - c) stay in that place and build a village
  - d) wait for a new herd to come by
  
3. Many early civilizations were called "river valley civilizations". How did the rivers most contribute to the survival of these civilizations?
  - a) provided a fresh water source and rich soil for growing food
  - b) used as a route for transportation to other communities
  - c) formed a protective barrier around the civilizations
  - d) were a power source for mechanical devices like water wheels



4. Which of the following was a problem for the first agricultural settlements?
- a) development of a common culture
  - b) group protection against attackers
  - c) spread of disease among populations
  - d) the ability to grow surplus food
5. Which of the following was a characteristic of the Egyptian civilization?
- a) cuneiform writing
  - b) monsoon winds
  - c) pyramid building
  - d) terrace farming

**Directions:** Use the following story to answer questions 6-8. Circle the letter of the correct response. (1 point each)

One morning John woke up and went to his job guarding the food storage for the community. His son James went to his job. James's sister went to her job weeding in the wheat fields. When she got to the fields, she found that a storm had destroyed the wheat crop.

6. What type of community does this family live in?
- a) hunter-gatherer
  - b) agricultural
7. What is most likely to happen because of the destroyed wheat?
- a) they will pack up and move away
  - b) it may have a famine
8. What is more likely to be James' job?
- a) feeding the goats and sheep
  - b) hunting for animals to bring home

**Directions:** Circle T for true and F for false. . (1 point each)

- |   |   |  |
|---|---|--|
| T | F | 9. The Neolithic age came before the Paleolithic Age.  |
| T | F | 10. People had to adapt to warmer environments when they migrated out of Africa.                 |
| T | F | 11. The development of tools made it easier for people to hunt, farm, and build permanent homes. |
| T | F | 12. Hunter-gatherers were more susceptible to famine than agricultural settlements.              |
| T | F | 13. Regularly flooding rivers were a benefit to early civilizations.                             |

**Directions:** Write the correct answer on the line. (1 point each)

14. The Agricultural Revolution led to the development of \_\_\_\_\_.
15. \_\_\_\_\_ is the "land between two rivers".
16. The Neolithic Age began around the year \_\_\_\_\_ .
17. To have enough water for growing crops, ancient civilizations used \_\_\_\_\_ .
18. The \_\_\_\_\_ were the geographic feature that isolated Ancient China from other civilizations.

**Directions:** Find the River from the "Rivers" column that matches one of the Civilization Locations (19-22). Write the letter of the answer on the line. (1 point each)

**Civilization Location**

- \_\_\_\_\_ 19. Fertile Crescent
- \_\_\_\_\_ 20. China
- \_\_\_\_\_ 21. India
- \_\_\_\_\_ 22. Egypt

<b>Rivers</b>
<b>a. Nile</b>
<b>b. Indus</b>
<b>c. Tigris/Euphrates</b>
<b>d. Yellow</b>

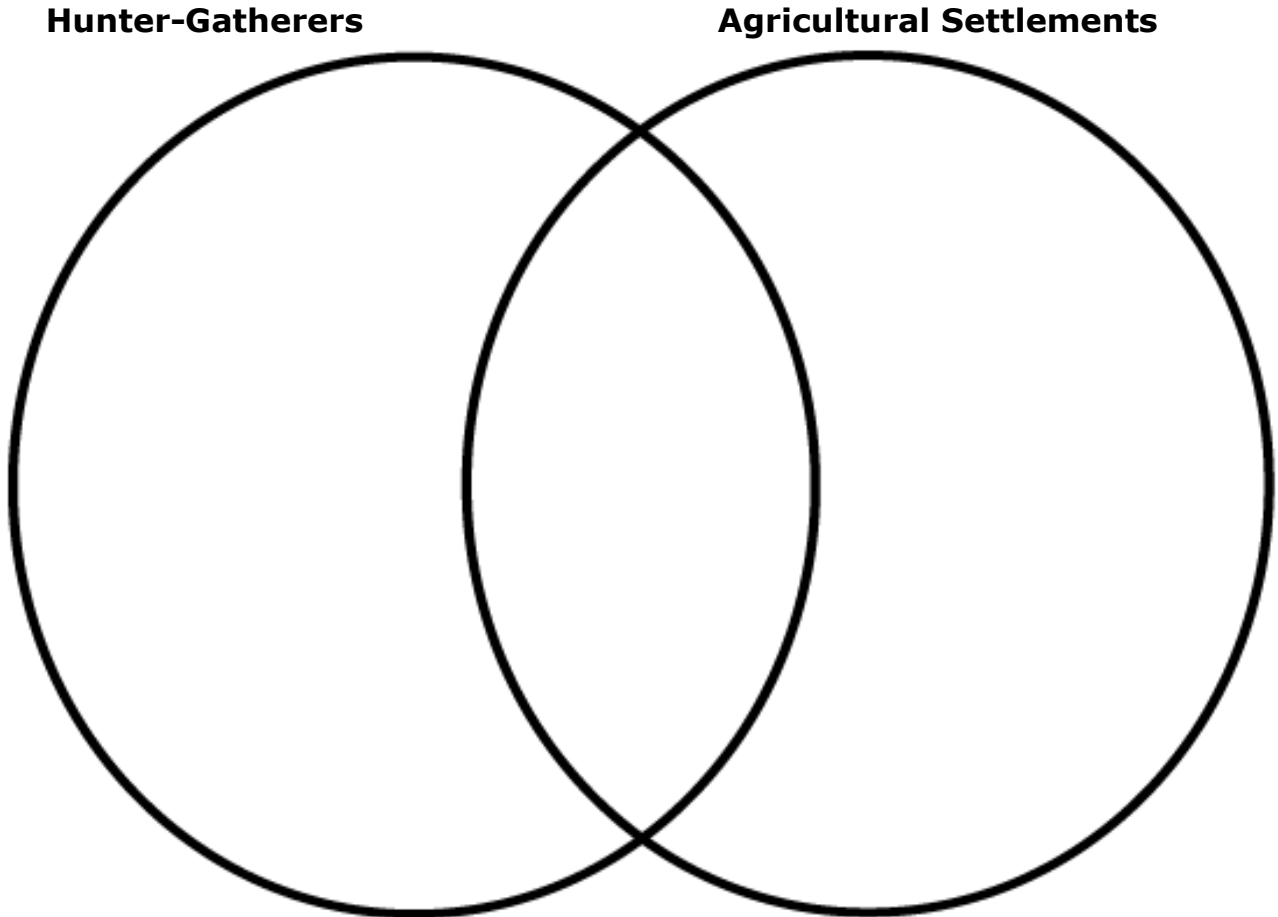
**Directions:** Answer the question in complete sentences in the space below. If you need more space, use the back of this sheet. Criteria for points are in the rubric below the diagram. (12 points)

23. Why was the Nile River Valley an ideal place for settlement?
- Be sure to include at least 3 reasons
  - Explain why they were important

<b>Rubric for Essay Question</b>				
<b>Criteria</b>	<b>0 points</b>	<b>2 point</b>	<b>4 points</b>	<b>6 points</b>
<b>Characteristics of why it was ideal</b>	0 characteristics listed	1 characteristic listed	2 characteristics listed	3 or more characteristics listed
<b>Explanation of the benefit</b>	0 benefits explained	1 benefit explained	2 benefits explained	3 or more benefits explained

**Directions:** Use the Venn diagram below for question 23. Criteria for points are in the rubric below the diagram. (9 points)

24. Fill in the Venn diagram with characteristics of the hunter-gatherers, the agricultural communities, and those common to both.



<b>Rubric for Venn Diagram</b>				
<b>Criteria</b>	<b>0 points</b>	<b>1 point</b>	<b>2 points</b>	<b>3 points</b>
<b>Features of Hunter-Gatherers</b>	0 features listed	1 feature listed	2 features listed	3 or more features listed
<b>Features of Agricultural Settlements</b>	0 features listed	1 feature listed	2 features listed	3 or more features listed
<b>Features Common to Both</b>	0 features listed	1 feature listed	2 features listed	3 or more features listed

