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The following lessons were created by Brenda Most, a teacher participating in a National Endowment for the Humanities Summer Institute for Teachers entitled Touch the Past: Archaeology of the Upper Mississippi River Region.

Lesson Focus **Early Humans**
Competency Goal 1

Questions to Ask:

- What is Prehistory?
- Who were the earliest humans?
- What do archaeologists and anthropologists study? Why is their work important?
- What are the stages of development for early man?
- How did environmental changes affect the ability of hunters and gatherers to expand outwards?
- How did the Neolithic Revolution bring more competition and conflict to human society?

Bell Ringer:

List four tools used by modern man. What effect(s) has each had on humanity?

Activation Activity:

- Read two stories about the creation of Earth and beginning of mankind.
- Cartoon Overhead – Caveman and son's report card

Indigenous American, Chinese, Mayan

Students will pair up share and compare the facts of the stories with those stories they are familiar with.

This will then lead into a discussion about:

- the different theories of how life began
- how it is studied
- the similarities of stories in different stories
- evidences found to substantiate stories

Instructional Focus:

- I. Every culture has a story about the creation mankind. You will find many similarities in each one.

Ask the students for some of the correlations they found.

Who were the earliest humans?

- Australopithecines
- Homo Erectus
- Neanderthals
- Homo Sapien Sapiens

What developments and adaptations took place with each stage?

What time periods did each thrive in?

What evidences are available to corroborate scientists' theories?

Video Segment: "Before History"

Identifying/Organizing Activity

Graphic Organizers of the time periods, the hominids and identifying developments.

Nomadic Patterns to Systematic Agriculture

- Domestication
- Artisans
- Use of Metals
- Roles of Men and Women

How are civilizations different from simpler cultures?

Comprehending Activity

State, Date and Illustrate Murals

- Paleolithic
- Ice Age
- Neolithic
- Bronze

Summarizing Activity

Comparison Chart beside Bell Ringer Chart

List four tools used by prehistoric man and how it changed man's lifestyle.

Readings

“Who was the Ice Man?”
Mary and Louis Leakey

Lesson Focus Development of Civilizations

Competency Goal 1

Questions to Ask:

- Why did the first cities emerge?
- What characteristics are critical for a society to become a civilization?
- How do cultures spread and change?

Bell Ringer:

What is meant by the quote, “Civilization is a race between education and catastrophe.” ?
Offer specific examples in your response.

Activation Activity

- Name that Culture
- Examples from various cultures are shown or played for students. What culture is represented?
- What are the basic features that all civilizations have?

Instructional Focus:

I. Definition of civilization

Locations of cities determined survival of a city/civilization
Locating near water for water & food source, transportation
Surplus of food helped populations expand

- River Valley
 - Tigris and Euphrates – Middle East
 - Indus – India
 - Huang He – China
- Americas
 - First cities began as religious centers
 - Highlands of Mexico and Peru
 - River valleys not sought out as much as on other continents

II. Features of Civilization

How did civilizations differ from smaller farming societies?

What did the early civilizations that rose in different parts of the globe have in common?

Eight Basic Features

- Organized Governments
 - Controlled Public Works
 - Established taxation system
 - Made laws
 - Maintained defense systems
 - Powered held first by priests
 - Strong link between religion and government rule
 - Warrior Kings later emerge as rulers
 - Took over the powers of the old council of elders
 - Set themselves up as hereditary rulers
- Complex Religions
 - Most ancient peoples were polytheistic
 - Believed that spirits controlled natural elements
 - Established rituals to gain favor
 - Ceremonies
 - Dances
 - Prayers
 - Sacrifices
 - Building of temples
- Social Classes
 - People were ranked according to their job.
 - Priests and Nobles
 - Warriors
 - Wealthy Merchants
 - Artisans
 - Laborers – Peasant Farmers
 - Slaves
 - Often sold by their family members to pay debts
 - Prisoners of War
 - Women
 - Children
- Job Specialization
 - Many new crafts and techniques developed , a single individual could master all the skills needed to make tools, weapons or other goods.
 - Pottery

- Metallurgy
 - Woodworking
 - Brick Masonry
 - Weaving
 - Entertainment
- Arts and Architecture
 - The arts and architecture reflected the beliefs and values of the people who created them
 - Temples and palaces were dominant.
 - Public Works
 - Irrigation Systems
 - Infrastructures
 - Roads
 - Bridges
 - Defense walls
 - Art
 - Religious tributes
 - Functional pieces
- Writing
 - May have begun in the temples for record keeping purposes
 - Grain collection
 - Tax information
 - Seasonal occurrences
 - Prayers and rituals
 - Pictograms
 - Use of symbols
 - Creative Expression

Identifying/Organizing Activity:

Dump and Clump Vocabulary

Comprehending Activity:

Concept Circles

Summarizing Activity:

Learning Logs

Give three examples and their origins that show cultural diffusion in today's society. Why do you think cultural changes occur more quickly than in the past?

Resource Information

Useful websites

Smart Board Information

Adaptable Handout Samples

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Presentation Resource Sites

http://www.mna.inah.gob.mx/muse1/mna/muse1/muna/mna_ing/main.html

National Museum of Anthropology, Mexico City, Mexico

Excellent interactive timeline, site is still in development phase in some areas, but rich as resource

http://www.crowcanyon.org/EducationProducts/archaeologists_online/01_archaeologists_online.htm

A very useful site sponsored by the Crow Canyon Archaeological Center
Very User Friendly

<http://www.abc.net.au/science/holo/dembone.htm>

I love this site! Students work in the boneyard, putting together prehistoric skeletons. For other interactive games, click on *The Holodek* at the bottom of the page.

<http://www.goodearthgraphics.com/virtcave/index.html>

Virtual Tours of various cave formations; excellent site for geology, earth/environmental classes.

Smart Board Resources Sites

<http://smarttech.com/>

This is the company our district uses. They have an excellent website for information on the interactive white boards. There are also a variety of grants available through the company for all levels of education. (Professional Teacher Development Organizations would apply for a PREP Grant) There are other companies and grants out there as well.

<http://www.fsdb.k12.fl.us/rmc/tutorials/whiteboards.html>

A very useful site! It offers information, tutorials, lessons and links.

<http://technology.usd259.org/resources/index.htm>

<http://www.center.k12.mo.us/Edtech/SB/resources.htm>

Useful resource sites with tutorials, troubleshooting, lessons and interactive activities

Other Cool Resource Sites

<http://library.thinkquest.org/5751/?tqskip=1>

A thinkquest with good information, activities and interesting links

<http://www.wfsd.k12.ny.us/WebQuest/Paleolithic%20and%20Neolithic%20Era.htm>

Another webquest, this one deals specifically with paleolithic and neolithic patterns

http://www.caves.org/committee/education/virtual_cave_tours.htm

A virtual fieldtrip (tour) of notable caves, such as Lascaux, Clossal and Lechuigilla Cave

<http://www.internet4classrooms.com/vft.htm>

This site is the 'How to' on virtual field trips. It will answer your questions, offer lesson/activity ideas and a great list to get you started.

**REMEMBER: Google can be a teacher's best friend!
BUT, some sites are more reputable than others.
Before showing a site or virtual trip in your
classrooms, preview it first, This so there are no
surprises and so you will be able to transition
without any problems.**

An example of a Dump and Clump activity.

Geography Dump and Clump

Categorize each of the following words in the appropriate column.

Be able to defend your choice of placement.

Compass Rose

Continent

Savannah

Ocean

Sea

Plains

Delta

Peninsula

Basin

Longitude

Plateau

Valley

Prime Meridian

Tributary

Isthmus

Elevation

Sound

River

Latitude

Mesa

Lake

Equator

Mountain

Glacier

Island

Volcano

Legend

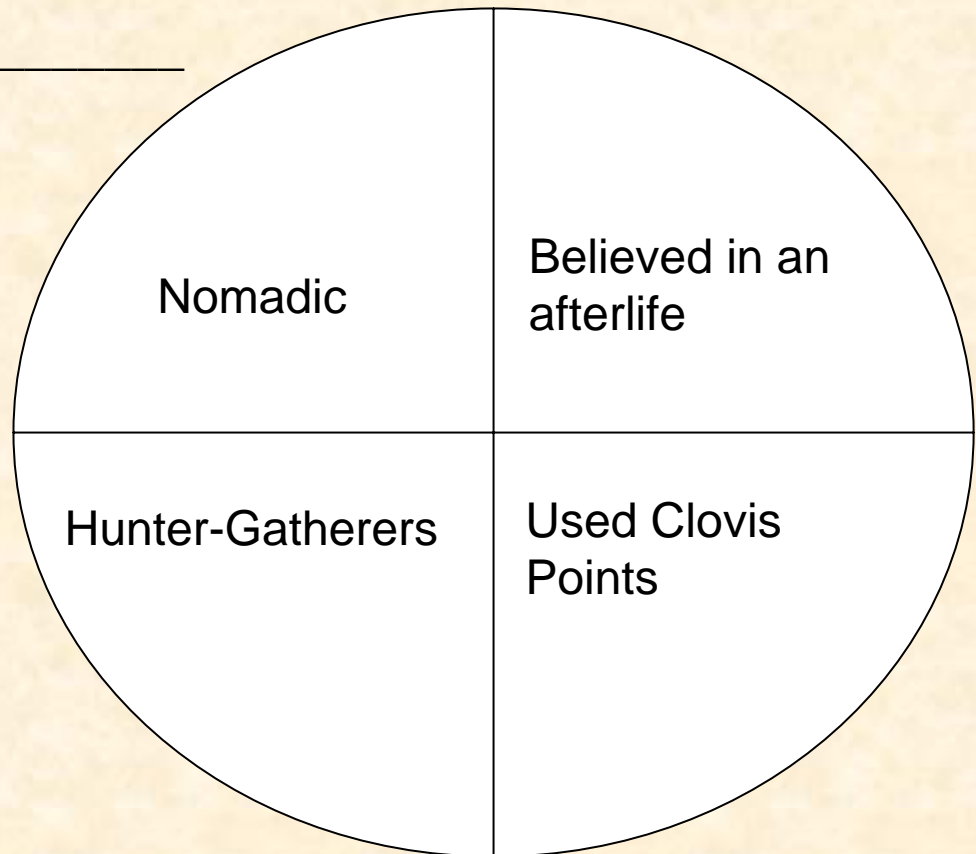
Landforms	Bodies of Water	Map Elements

Concept Circles

Concept circles can be used by students to record their ideas about a vocabulary word. The circles can be divided into as many equal parts as you might want. The student writes the concept and then fills the sections of the circle with examples or descriptors.

Paleo Indians

Concept: _____



This is a generic chart students complete as they read and study.
The sheets can then be used when comparing cultures

Peoples Analysis Sheet

Name of Group	
Time Period	
Location (Specific & Relative)	
Important Neighbors	
Strengths	
Weaknesses	
Impact on Neighbors	
Legacy	