

# Unit of Instruction

## Instructional Message Design

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### Emergence of Civilization

#### 1. Unit Goals

Emergence of Civilization is the first unit that I teach each year in my World Civilizations course. Through this unit students start to better understand the elements of survival, characteristics of pre-historic peoples, the development of agriculture, development and characteristics of settlements that are the foundation of our world today. It is the first step in the evolutionary (not technically, but figuratively) path to a modern world.

This unit addresses the following school department objectives:

- 1 - Understand the 5 Themes of Geography and their relationship to 'History'.
- 2 - Understand the characteristics of the Paleolithic, Neolithic and Mesolithic Eras.
- 3 - Understand the agricultural revolution and how its development led to the "Beginning of Civilization".
- 4 - Know the characteristics of early civilizations.

#### 2. State Curriculum Goals

This unit is tied to the *Utah State Social Studies World Civilizations* core:

**Standard 1:** Students will gain an understanding of early civilizations and their contributions to the foundations of human culture.

**Objective 1:** Speculate about the factors that led to civilized society.

- a. Investigate hunters and gatherers.
- b. Explore man's domestication of plants and animals.
- c. Examine the role of irrigation in early agriculture.

**Objective 2:** Assess the impact of geography on the locations of early civilizations.

- a. Examine why early civilizations developed in river environments.

#### 3. Student Characteristics

This unit is intended for high school sophomores taking the required World Civilizations. Student ages range between 15 and 16 years old. There is a range of reading proficiency levels but most all will have sufficient skills to read and understand the information provided in the course and through the textbook.

#### 4. Student's Present Level of Performance and Knowledge

Overall students should have limited familiarity with some basic aspects of the unit from previous history courses. As a general rule all students have a minimum competence level in using the computer to create documents and access the internet. A small percentage of the students will struggle with reading level. All students should be able to complete the unit work.

## **5. Classroom Layout and grouping of students**

Learning will take place in the classroom. Students will be working individually and at times in groups. When doing group work desks will be arranged for all members to be able to face and interact with each other.

## **6. Introductory procedures**

All units start with a quick verbal introduction to the unit topic and objectives. Students will copy unit objectives (what will be assessed at the end of the unit) and start working on unit vocabulary (supports objectives).

## **7. Materials and Media**

Students will have use of an android tablet lab, course textbook and teacher delivered materials.

## **8. Visuals**

### **Visual 1 – Unit Title**

Uses a font that has a ‘Survivor’ caveman feel, on what, I hope, looks like a block of stone to tie into the overall unit content of the Stone Ages.

### **Visual 2 – Unit Overview –**

Show the main topics, Stone Ages and 5 Characteristics of Civilization in a single graphic overview of what students will be learning in the lessons they will be progressing through.

### **Visual 3 – Requirements for Survival, food, water and shelter**

This graphic uses the four elements of CARP (Color, Alignment, Repetition, and Proximity) to show the relationship of food, water, and shelter for human survival.

### **Visual 4 – Historical Timeline**

This graphic presents the historical timeline to from the beginning of the Old Stone Age up to the present. This graphic helps to re-enforce the large span of years which is called the Stone Ages, but also breaks the period up in the smaller, easier to manage chunks of time.

### **Visual 5 – Food population cycle**

Uses color to show progression within the cycle that represents the connection between an adequate food supply and an increase in population.

### **Visual 6 – 5 Characteristics of Civilization – Graphic Organizer**

This graphic organizer is for students to be able to collect their recorded information as they study the 5 Characteristics of Civilization. Text boxes are separated (physically and visually) by topic while associated based upon the similarity of the shapes and colors.

### **Visual 7 – Polytheism**

This graphic offers a visual definition of polytheism while giving examples of some of the forces of nature early people believed the gods controlled, which was the basis for early religions. This graphic uses repetition in shape and contrast in color to show that each is similar in status yet different in function or responsibility.

### **Visual 8 – Social Class Pyramid**

This graphic uses a progression of color and size to represent individual social classes within in society and a relative representation of population in each.

### **9. Assessment and evaluation of learner understanding**

#### Formal – After unit

Final Unit Test – Multiple Choice, Matching, short answer, sequence arranging and essay.

Vocabulary Cards – 5 W's (Who/What, When, Where, Why Imp.)

Other unit supportive work (Handouts/Notes)

#### Informal – during unit

Group Vocabulary – Check of understanding for parts of definition, and discussion of visual representations.

### **10. Relate assessment instruments to the outcomes stated in the goals.**

Test questions are directly tied to the overall unit objectives. Students will need to be able to recognize the characteristics of the Stone Ages and match them with the appropriate age. Student will need to be able to describe the 5 themes of geography and discuss how the themes relate to history. Students will need to be able to recognize and discuss the characteristics of civilization and make connections between the agricultural revolution and the emergence of cities.

\* Adapted from Unit Plan at [http://edtech.tennessee.edu/~bobannon/unit\\_plans.html](http://edtech.tennessee.edu/~bobannon/unit_plans.html)