6th Grade Agriculture and Human Civilization Inquiry

Was the Development of Agriculture Good for Humans?

Staging the Question: Make a list of the greatest innovations and write a statement about why particular innovations appear on the list.

Social Studies Practices	✔ Gathering, Using, and Interpreting Evidence ✔ Chronological Reasoning and Causation

Supporting Question 1	Supporting Question 2	Supporting Question 3
How did environmental changes and new technologies affect the development of agriculture?	How did the development of agriculture in Mesopotamia lead to the development of writing?	What were the consequences of agriculture for humans?
Formative Performance Task	**Formative Performance Task**	**Formative Performance Task**
Create a chart with information about how climate change and improved tools contributed to the development of agriculture.	Write a paragraph about how writing emerged in Mesopotamia and describe the implications of that development.	Develop a claim supported by evidence that agriculture had a range of consequences for human culture.

Integration of Inquiry Process and Skills

Connect: States what is known about great innovations and makes connections to prior knowledge to create own list of the greatest innovations.	**Connect: States what is known and makes connections to prior knowledge** about Mesopotamia and the development of writing.	**Connect: Identifies key words and ideas that appear in background information and class conversation** about the consequences of agriculture for humans.
Wonder: Ask questions to clarify topics or details about how climate change and improved tools affected the development of agriculture. **Graphic Organizer:** Wonder#6	**Wonder: Predicts answers to inquiry question** about how the development of agriculture in Mesopotamia led to the development of writing based on background knowledge and beginning experience. **Graphic Organizer:** Wonder#7	**Wonder: Determines what information is needed to support the investigation and answer the questions** about the consequences of agriculture for human culture.
Investigate: Interprets information taken from maps, graphs, charts, and other visuals by examining a timeline of agricultural-related events during the Neolithic period, a chart with historical temperature data, and an image bank of Neolithic farming tools.	**Investigate: Paraphrases and summarizes information that answers the question of** how the development of agriculture in Mesopotamia led to the development of writing while examining text and images related to Sumerian counting tokens, the Sumerian numeric system, and Sumerian cuneiform tablets. **Graphic Organizer:** Investigate#37	**Investigate: Participates in supervised use of search engines and pre-selected Web resources to access appropriate information** to determine the consequences of agriculture for human culture. **C3 Resources**
Construct: Identifies facts and details that support how climate change and improved tools contributed to the development of agriculture. **Graphic Organizer:** Construct#11	**Construct: Combines information and weighs evidence to draw conclusions and create meaning** around the implications of the development of writing in Mesopotamia. **Graphic Organizer:** Construct#19	**Construct: Organizes notes and ideas and develops an outline or graphic organizer using both print and electronic tools** of a claim about agriculture's range of consequences for human culture.
Express: Creates a chart with information about how climate change and improved tools contributed to the development of agriculture.	**Express:** Writes a paragraph about how writing emerged in Mesopotamia and describes the implications of that development.	**Express:** Develops a claim supported by evidence that agriculture had a range of consequences for human culture.
Reflect:	**Reflect:**	**Reflect: Identifies own strengths and sets goals for improvement.** **Graphic Organizer**: Reflect#14

Summative Performance Task: *Argument:* **Was the development of agriculture good for humans?** Construct an argument (e.g., detailed outline, poster, or essay) that addresses the compelling question using specific claims and relevant evidence from historical sources while acknowledging competing views. *Extension:* Conduct a Socratic dialogue addressing the compelling question.