

Hominids Website Lesson Plan

Software required: *Compatible with all major browsers (i.e., Netscape, Firefox, Internet Explorer, Safari, etc.). Note; some browsers may not support all JavaScript features.*

Hardware required: *Internet connected computers and display device.*

Audience: *Sixth grade history students. Group may include ELL students.*

Curricular Integration

For the Student: 6th Grade History Content Standards.

6.1 Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.

- Describe the hunter-gatherer societies, including the development of tools and the use of fire.
- Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments.
- Discuss the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter.

For the Teacher: ISTE Professional Technology Standards

III. TEACHING, LEARNING, AND THE CURRICULUM.

Teachers implement curriculum plans, that include methods and strategies for applying technology to maximize student learning. Teachers:

- A. facilitate technology-enhanced experiences that address content standards and student technology standards.
- B. use technology to support learner-centered strategies that address the diverse needs of students.
- C. apply technology to develop students' higher order skills and creativity.
- D. manage student learning activities in a technology-enhanced environment.

Prerequisites *Student must be able to navigate in a website (i.e., follow hyperlinks, click on graphics, use navigation tools such as arrows, etc.).*

Objectives *When completing this interactive site, students will:*

- 1. Have some conceptual knowledge of hominids and human-like creatures that shaped modern man.*
- 2. Be able to describe hunter gatherer behaviors and their societies.*
- 3. Be able to describe the effects weather and location had on the physical development of the hominid branches.*

Lesson/Presentation Description *(1 hour in lab, independent study time outside of class)*

- 1. Students will be seated in pairs (for online quiz and answering “out of the box” questions.*
- 2. Students will be directed to find website on their computers. If not live, they will be asked to open the site found on their desktop by double clicking on the shortcut link. (5 min.)*
- 3. Teacher will review the 6th grade content standards with the students and emphasize on their expected learning outcomes as found in the index page of the website. (5 min.)*
- 4. Teacher will show students how to follow the hyperlinks on the different icons found in the site in order to keep navigation of website efficient. (5 min.)*
- 5. Students will be directed to the “Australopithecus Afarensis” page where the teacher will review the interactivity features found on the page (i.e., links to freedictionary.com, completing the online quiz, and answering the “out of the box” questions). (10 min.)*
- 6. Teacher will ask students to read independently or in pairs before answering quiz questions as found on each webpage. Because students’ reading abilities must be taken into consideration, not every group will be on the same webpage when time elapses. (35 min.)*
- 7. Teacher will assign remaining quizzes and “out of the box” questions for independent study that can be completed at students’ leisure.*

Assessment

- 1. Responses and results for online quizzes for each webpage in the Hominids website will be printed by students and collected by the teacher.*
- 2. Students will be asked to write a one paragraph response to each “out of the box” question found at the bottom of each webpage.*