

HUNTER/GATHERERS

Performance Standard (16CW/16EUS/16EW).D

Create a chart listing how a North American hunter/gatherer groups, and a hunter/gatherer group from another part of the world, uses the environment for food, shelter, clothing and tools accordingly:

- *Knowledge*: identify how the environment is used to obtain food, shelter, clothing and tools;
- *Reasoning*: compare the information to write a summary showing the similarities and differences in the two groups; and
- *Communication*: create a chart and write a summary that is well-organized, well-focused and well-detailed; express all ideas in a way that provides evidence of knowledge and reasoning processes.

Procedures

1. ***In order to understand the development of economic systems (16CW), and understand Illinois, United States, and world environmental history (16E)***, students should experience sufficient learning opportunities to develop the following:
 - Identify the differences between an agricultural society and a hunting/gathering way of life,
 - Describe how hunter-gatherer cultures in the pre-colonial Illinois country and other regions of North America used the environment in terms of securing food, shelter, clothing, and tools (technology), and
 - Describe how hunter-gatherer cultures used the environment in terms of securing food, shelter, clothing, and tools (technology).
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Discuss and list the differences between an agricultural society and a hunting/gathering way of life. Guide students with reading of an article about a North American hunter/gatherer group and an article about a hunter/gatherer group from another part of the world. Have students pay attention to how they get food, clothing, shelter, and the kinds of tools (technology) they use.
4. Have students read the first article and enter on the chart the name of the group, what their environment is like, how they get food, clothing, shelter, and the kinds of tools (technology) they use.
5. Have students read the second article and enter on the chart the name of the group, what their environment is like, how they get food, clothing, shelter, and the kinds of tools (technology) they use.
6. Have students use the information on the chart to write a summary comparing and contrasting the two groups.
7. Evaluate each student's work using the Social Science Rubric as follows and add the scores to determine the performance level:
 - *Knowledge*: the identification of the environment, food, clothing, shelter, and the tools of each group are complete and accurate.
 - *Reasoning*: the comparison showing the similarities and differences of the two groups is thorough and well-reasoned.
 - *Communication*: the chart and summary are well-organized, well-focused, and well-detailed; the knowledge and reasoning were completely and effectively communicated.

Examples of Student Work not available

Time Requirements

- Two class periods

Resources

- Board space.
- Article on a North American hunter/gatherer group.
- Article on a hunter/gatherer group from another area of the world.
- Chart to record information.
- Pen or pencil and paper to write summary
- Internet sites to try
 - <http://tjjunior.thinkquest.org/Generalinfo>
 - <http://www.baka.co.uk>
 - <http://holly.colostate.edu/~shadow32>
 - <http://mcclungmuseum.utk.edu/specez/yupik>
- Social Science Rubric

Teacher reference only (chart sample)

Hunter/Gatherer in North America

Hunter/Gatherer in Another Area

Name of Group

Name of Group

Type of Environment

Type of Environment

Food

Food

Clothing

Clothing

Shelter

Shelter

Kinds of tools (technology)

Kinds of tools (technology)