

7th Grade Student History Conference **“Ancient Man in Asia”**

Purpose:

To have students learn about the newest scientific advances in archaeology and anthropology

To have students analyze and synthesize information about major historical developments by **a**: interpreting data **b**: evaluating sources of information **c**: identifying and comparing experiences and perspectives from multiple cultural perspectives

To allow students to learn about, produce a product for and to participate in an academic conference in innovative ways

To use technology in a true meaningful learning environment

To provide an enriching and challenging long term project on an independent study basis, thus providing for individual differentiation for all students

Essential Questions: Have students use Inquiry Questions to help develop their topic: Where, When, Why, How, Who What?

Think About: physical characteristics, Art, Rites, architecture, artifacts, type of culture, climate and physical characteristics.

The question of Peking Man vs. new evidence of DNA showing the migration out of Africa into Asia

Rationale:

Expose students to archaeology findings in China, Japan and Korea

Expose students to the newest scientific findings in the area of paleoanthropology

Materials:

Syllabus Packet: “Topic Ideas to Research”

Letter to parents for student sign up for email account

List of Archaeological terms

Copies of two grading rubrics

Instruction sheets on use of Easy Bib, online bibliographic tool
Instruction sheets on basic PowerPoint construction
Video tape “The Journey of Man: The Story of the Human Species” PBS
Book: “The Journey of Man: A Genetic Odyssey” by Spencer Wells

Websites:

www.Donnclass/EarlyMan.html

www.chineseprehistory.org//links.htm

www.ancieneastasia.org/special/chinesearchhist.html

www.dushkin.com/catalog/0072491124.mhtml?SECTION=TOC

Activities:

After going through the regular 7th grade curriculum relating to basic archaeology procedures and why we study civilizations and man’s journey through time, present the syllabus as an independent long term research project for a period of time of 4-6 weeks depending upon how quickly basic lessons and materials are covered.

Introduce the project with the PBS video and allow those students who wish read the book

Schedule times for class research in the school library but stress that much research and info gathering will be done independently out of school (work closely with the librarian and language arts teacher/social studies teacher regarding research skills and the writing process)

Pass out parent permission letter for establishing an email account for their student. Email accounts are an integral part of the process of accountability. Students email the teacher with questions after school hours and the teacher can monitor progress. Have students keep copies of all email correspondence as proof of appropriate email use for the project. Make contacting the teacher with attachments of

- writing examples should be a requirement. Contact should be made at least once a week until final project.
- Make sure students and parents have due dates for rough drafts and final papers as well as copies of email correspondence.
- If some students do not have computer access at home, be sure to book times at the school allowing them to type their 2-3page paper and construct their bibliography. Encourage public library use. Be aware that some students may wish to have a PowerPoint presentation when presenting at the conference. This use of technology should be encouraged as PowerPoint is used by adults in all forms of presentations.
- Schedule the school library (or other appropriate facility) for final conference date and presentations by students of their research findings. **Be sure the students understand that there are academic conferences held to present NEW material to audiences, not just a “rehash” of encyclopedic information.**
- Have a speaker from a local university, museum, archaeological site be present and possibly the keynote speaker for the conference. This lends a tone of academic seriousness and authenticity to the gathering.
- Give students “freebies” (pencils, bookmarkers, coupons) at the Conference to given them a memento as well as atmosphere of an adult history conference
- Have participants fill out an evaluation sheet at the end of the day, again like an adult conference.

Assessment: Completion of the research paper with oral discussion, copies of email correspondence, teacher graded rubrics, and final copies of student evaluations of the Conference will be the basis of the assessment

Grade: The target grade is 7th, but these students are identified GT.
This lesson could easily be expanded into high school World History courses.

Standards:

Grade 7: Reading:

Acquisition of Vocabulary-8

Reading Process-1-7,9

Reading Application: Informal, Technical & persuasive Text-1,3-5,8

Grade 7: Writing:

Writing Processes1-17

Writing Applications 4

Writing Conventions1-8

Research 1-8

Oral communication 1-3,6,8,9

Grade 7: Social Studies:

History A&B

People in Societies A-C

Geography A-C

Economics –C

Social Studies Skills and Methods A-D

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