Authentic Activity 1

“Using Historical Footage”

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Standard- Grade 6: History: Describe the early cultural development of humankind from the Paleolithic Era to the revolution of agriculture.

**Before Planning:**

The ingredients for using historical footage successfully include:

1. Use a non-fiction video clip no longer than 15 minutes to get students thinking about a core question.
2. Build on the students’ background knowledge before watching the video.
3. Supplement the video clip with historical sources to deeper engage students in the core question.
4. Identify a historical thinking focus, which identifies one or two aspects of how we know what we know about the past.

**Goals:**

The goals of using historical footage are to:

1. Deepen students’ historical understanding of particular topics.
2. Have students question film just like any other historical accounts.

**Teacher Preparation:**

1. Topic: “Why did prehistoric people shift from the hunting-gathering lifestyle to more of a domestic, agriculture lifestyle?
2. Resources:
   1. Video:
      1. <http://www.schooltube.com/video/4b32cbf4ad4c5c1740c0/Neolithic-Revolution> (Main video--School Tube)
   2. Supplementary Resources:
      1. <http://www.brainpop.com/socialstudies/worldhistory/agriculturalrevolution/preview.weml> (Brain Pop clip)

**Lesson Development:**

1. Before the video:
   1. Start the discussion with talking about how we get our food today. Many students will say the grocery store. Have them work in groups to brainstorm how grocery stores get the food. Is it from farms? Is it from hunting? Etc.
   2. Share their ideas with the class. Ideas brought up should include farming, raising animals, hunting, etc.
   3. Review what they have learned about prehistoric people. Review that they were hunters and gathers. Ask students if we still are hunters and gathers. How do we get most of our food? (Farming)
   4. Explain that there was a shift from hunting/gathering to farming during the Paleolithic Era.
2. During the video:
   1. Students will view two different videos. The first will be a Brain Pop video about the agricultural revolution. This will answer some basic questions about the shift.
   2. The next video students will watch is the School Tube video. Students will again look at reasons for the shift and look at an excavation of one of the first settlements.
   3. Have students think about these questions during the two videos:
      1. “Why did people turning to farming as a main source of food?”
      2. “*How* do we know there was a shift from hunting and gathering to farming?” –archeology from the second video
3. After the video:
   1. As a class, discussion some answers to the questions the students were looking for during the video.
   2. After discussing the answers, have the students view the videos again. This time have students think about the answers we talked about. I believe this is important to do because one of the key ingredients to success is to have a short video that students are able to watch multiple times. By watching the videos again, after talking about the questions, students will gain a better understanding of the two questions. This would especially be helpful for students who take longer with processing information.
4. Assessment:
   1. Students will work in groups of three to discuss three different questions:
      1. “How did changing from hunter/gather to farmer affect the lifestyle of the people? Name at least three examples.”
         1. This question lets students think critically about the shift would have affected
      2. “How did this shift shape the world we have today?”
      3. “Do you believe the archeologist who said the building he found was a granary? Why do you believe him? Why might you be skeptical?"
   2. Students will work together to answer these questions. They must write down their answers in sentences.
   3. When finished, each student will act as a representative on a panel for their groups during different discussions.
   4. Since the students were divided into groups of three, each student will pick a question that they will be “representing”.
   5. When talking about the first question, the students representing that question will form a “panel” in the front of the room. They each will share their ideas with the class. Students will be able ask the students their reasoning and comment on their ideas.
   6. This allows all the groups to share their ideas and it allows students to comment and explore others’ thinking.