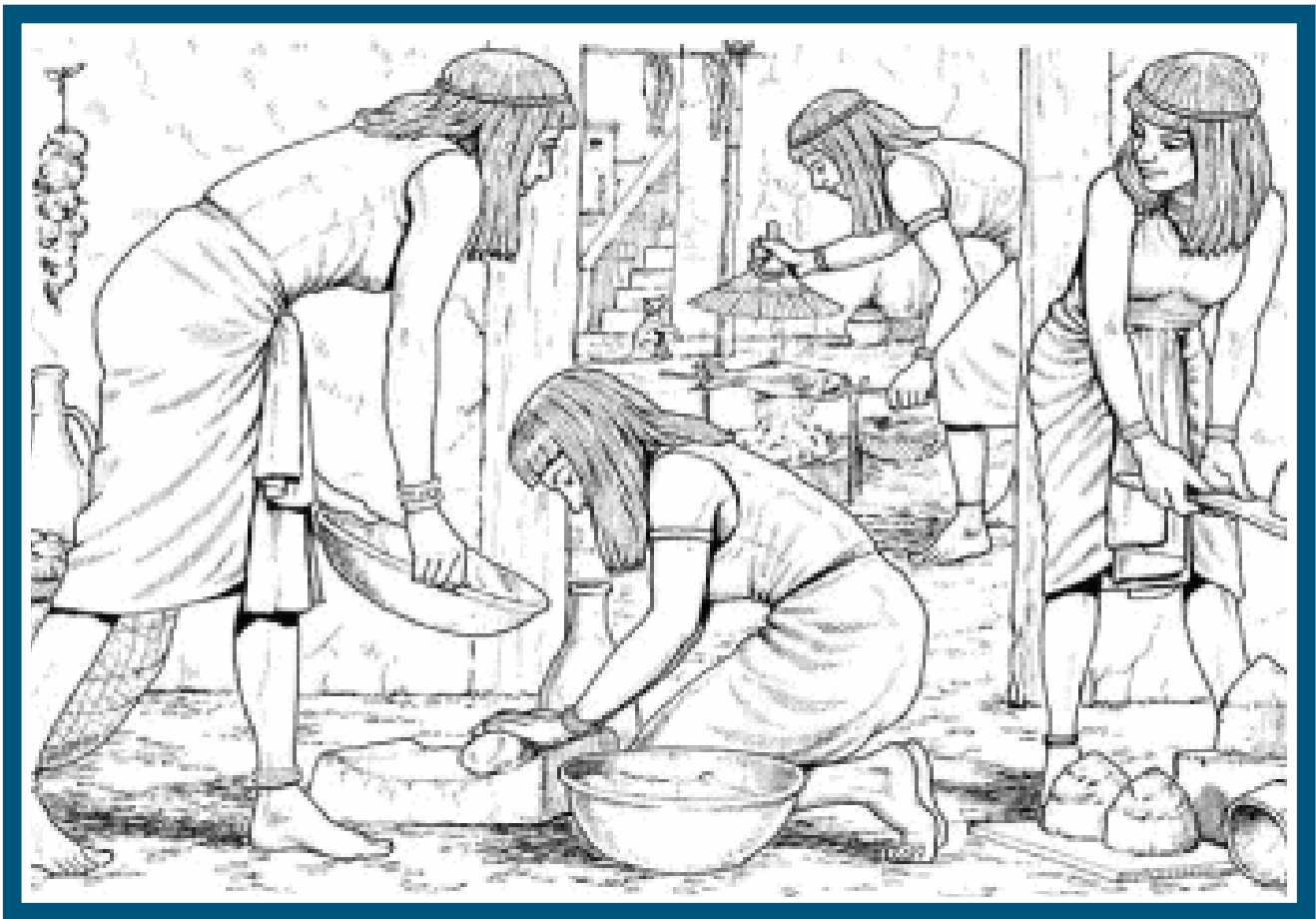


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# Do Methods Of Food Production Determine Who Has Power In Societies?



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## Supporting Questions

1. What can disciplinary lenses tell us about how foraging groups met their needs?
2. What can disciplinary lenses tell us about how early agrarian groups met their needs?
3. How is the method of food production reflected in the structure of each type of society?

7th Grade Inquiry

Compelling Question

<p><b>Michigan Content Expectations:</b></p>	<p>7 – W1.1.2 Explain what archaeologists have learned about Paleolithic and Neolithic societies.                  7 – W1.2.1 Describe the transition from hunter gatherers to sedentary agriculture (domestication of plants and animals).                  7 – W1.2.2 Explain the importance of the natural environment in the development of agricultural settlements in different locations. (G)                  7 – W1.2.3 Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements). (G)                  7 – W1.2.4 Compare and contrast the environmental, economic, and social institutions of two early civilizations (societies). (G, C, E)                  6 – E3.3.1 Explain the economic and ecological costs and benefits of different kinds of energy used in the eras under study.                  6 – C1.1.2 Examine what it meant to be a group member (order, protection, safety) during the Paleolithic era and the Neolithic era.                  7 – H1.4.1 Use social institutions to describe human characteristics of an era (time) and a region (space).                  7 – H1.4.2 Describe and use themes of history to study patterns of change and continuity.                  7 – H1.4.3 Use historical perspectives to analyze global issues faced by humans long ago and today.</p>
<p><b>Staging the Compelling Question:</b></p>	<p>Clip from Wall-e - The scene in which Wall-e first arrives on the ship and encounters the humans in their moving chairs. Ask students as they view: in this society: Who are the producers? Who are the consumers? Who has the power?  <a href="#">Food, Inc. Trailer</a></p>

<p><b>Summative Performance Task</b></p>	<p>Argument: Students will make a claim about food production and power in paleolithic and neolithic societies supported with evidence from featured sources.                  Extension: <a href="#">Foodopoly</a> Quiz. Students research food production in the modern era. What are the best methods to feed an exponentially growing global population?</p>
<p><b>Taking Informed Action</b></p>	<p>Write letters to your representatives in congress about agribusiness lobbying efforts.                  Sample positions:                  Yes, because foragers were egalitarian and later agrarians were stratified.                  No, because early agrarian settlements sometimes shared power.                  No, because not all foraging societies were strictly egalitarian.                  Yes, because early agrarian settlements developed hierarchical structures.                  No, the structure of the society determines how the food is produced instead of the other way around.</p>

Overview

This middle level inquiry for World History leads students through an investigation of food production in pre-historic societies and the effect of food production on the social classes of the time period. Students will read several secondary sources and ultimately answer the compelling question: Do methods of food production determine who has power in societies?

Staging the Compelling Question

In staging the compelling question, “Do methods of food production determine who has power in societies?” the students begin with a quick review of economic concepts of producers and consumers. Students then view a short clip from the film Wall-e and engage in a class discussion around the questions: Who are the producers? Who are the consumers? Who has the power? Students then view the trailer for Food, Inc. and engage in a class discussion regarding modern agrarian practices and agribusiness influence on legislative decisions. Discussion based on the questions: Why is it important to know where our food comes from and how it is produced? How much influence do we have over how our food is produced? Who controls our food system?

<p><b>Supporting Question 1</b></p> <p>What can disciplinary lenses tell us about how foraging groups met their needs?</p>
<p><b>Formative Performance Task</b></p> <p>Create a Prezi (graphic organizer) that describes and shows, using social science disciplinary lenses, how that type of society survived.</p>
<p><b>Featured Sources</b></p> <p>Source A: Excerpts from This Fleeting World-A Short History of Humanity. David Christian</p>

<p><b>Supporting Question 2</b></p> <p>What can disciplinary lenses tell us about how early agrarian groups met their needs?</p>
<p><b>Formative Performance Task</b></p> <p>Add to a Prezi (graphic organizer) that describes and shows, using social science disciplinary lenses, how that type of society survived.</p>
<p><b>Featured Sources</b></p> <p>Source A: Excerpts from This Fleeting World-A Short History of Humanity. David Christian</p>

<p><b>Supporting Question 3</b></p> <p>How is the method of food production reflected in the structure of each type of society?</p>
<p><b>Formative Performance Task</b></p> <p>Create a non-linguistic representation using Google Drawings of the structure of each type of society. Add this to the team Prezi. Comparison matrix focusing on power and authority.</p>
<p><b>Featured Sources</b></p> <p>Source A: Excerpts from An Edible History of Humanity. Tom Standage</p>



## Supporting Question 1 Overview

The first supporting question, “What can disciplinary lenses tell us about how foraging groups met their needs?” will lead students to use disciplinary thinking to examine human and environmental interaction, historical change and continuity, uses of energy to produce and distribute resources, and the uses of power and authority within foraging societies.

Strategy	What’s Happening?
Identify Critical Content	Students will use the learning progression and success criteria to determine what critical information will need to be found in sources in order to answer our compelling question. Monitoring will take place with class discussion using “Think-pair-share” and cold calls followed by an all response technique using Pear Deck to collect student evidence.
Previewing	Video
Processing	Students read Source A in pairs and answer embedded text-based questions. Monitoring will take place as students work with their partner to discuss and answer each question.
Elaborating	Students will respond to a series of questions that require elaboration on critical information from the text. The teacher can monitor with a cooperative learning structure called “Numbered Heads Together” to collect student evidence. More formal evidence can be collected using Pear Deck.
Reviewing	Students answer daily warm up questions in Pear Deck receiving immediate feedback as the teacher follows up with probing questions based on selected student responses.
Practice	Students are in teams of four with each student taking on the role of geographer, historian, economist, or political scientist. Portions of the text have been highlighted with colors that correspond to the disciplines. Each team will create a graphic organizer that contains critical information from the text. Individual team members will complete the portion of the graphic organizer using a particular disciplinary lens. Each student will partner with a team members from another team with the same disciplinary role.

## Supporting Question 1 - Featured Source A







# NORTHERN MICHIGAN INQUIRY HUB

