The Evolution of Human Society and the Domestication of Dogs

Subject: High School World History

Grade Level: 9-12

Time: approximately 120 minutes [some aspects may be done for homework or the entire lesson may be completed during class time.]

World History Standards: [www.nchs.ucla.edu/history-standards/world-history-content-standards/]

World History Era 1:
- Standard 1A – Interrogate Historical Data; Establish Temporal Order in Constructing Historical Narrative
- Standard 1B - Evaluate Major Debates Among Historians
- Standard 2A - Appreciate Historical Perspectives
- Standard 2B - Evaluate Major Debates Among Historians
- Standard 2B - Compare and contrast differing behaviors and institutions

Resources:

1. Podcast: NPR Interview with Mark Derr, author of *How the Dog Became the Dog* [20 minutes]
2. “How Hunting With Wolves Helped Humans Outsmart Neanderthals” by Robin McKie in *The Guardian* [includes interview with professor and author Pat Shipman]
3. “An evolutionary tale about dogs and humans” by Jessica Alfaro, *UCLA Institute for Environment and Sustainability Newsroom*
4. “We Didn’t Domesticate Dogs. They Domesticated Us” by Brian Hare and Vanessa Woods, *National Geographic News*

Materials:
- Computer/ipod/phone/speaker for podcast
- Printed articles
- Worksheets

Learning Activities and Strategies:

1. Either together as a class or individually for homework the night before, listen to the podcast interview with author Mark Derr. Take notes on the author’s main arguments about how dogs came to be domesticated and how their domestication shaped human society. [30 minutes total; 20 minute podcast, 10 minutes notes]
2. Read each of the articles; in pairs or small groups students should discuss the attached comprehension questions and jot down answers individually in note form. This portion may also be done as a JIGSAW, so different students are responsible for each article and they report back to other students in their group about their assigned article. [30-45 minutes]
3. As a class go over students’ responses to the comprehension questions. [Teacher directed; time will vary]
4. Written Assessment. Students will write a well-developed paragraph in response to one of the prompts below [see assessment sheet.] Paragraphs should include a direct, specific topic sentence, and specific references to the assigned resources. They should indicate an
understanding of historical context, and historiography. May be done in class or for homework.
[40 minutes]

Extension Activities:
1. Have students make a timeline of the emergence and migration of early humans and dogs.
2. Have students label a map with early human/Neanderthal populations & migrations as well as locations of ancient dog breeds [requires internet for independent research]