6th Grade Social Studies
2019-2020
Scope & Sequence
Notes & How to Use this Document

This document is intended to replace the Louisiana Department of Education Scope & Sequence for the Jefferson Parish Schools’ 6th Grade Social Studies course. Please use this in conjunction with the JPS Curriculum Map and LDOE Companion Document, both of which have been incorporated into this scope and sequence. This document goes with the 2019-2020 Student Resource Book.

This Scope and Sequence guides your teaching with pacing, priority content information and a sample of activities to support and extend learning. As you deliver initial instruction, you may choose to implement the activities found here (Student Version is the Student Resource Book) and/or use your own activities. The activities found in this document/student version DO NOT cover every GLE in the priority content. Anything in black in this document is what students see in their books (1 per unit).

Imperative to any instruction is teaching the grade level expectations with fidelity.

As stated in the Louisiana Scope and Sequence Documents:

To be productive members of society, students must be critical consumers of information they read, hear, and observe and communicate effectively about their ideas. They need to gain knowledge from a wide array of sources and examine and evaluate that information to develop and express an informed opinion, using information gained from the sources and their background knowledge. Students must also make connections between what they learn about the past and the present to understand how and why events happen and people act in certain ways.

To accomplish this, students must:

1. Use sources regularly to learn content.
2. Make connections among people, events, and ideas across time and place.
3. Express informed opinions using evidence from sources and outside knowledge.

Teachers must create instructional opportunities that delve deeply into content and guide students in developing and supporting claims about social studies concepts.

For access to all documents, additional resources and the 6-12 social studies community of Jefferson Parish Schools, please join the Google Classroom- JP Social Studies Teachers 6-12 (class code: axsa5q).
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<td>• Influences on Civilizations</td>
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<td>• Early Humans</td>
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<td>District/Teacher-created that mimics the LEAP 2025</td>
<td>The Silk Road: Recording the Journey</td>
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<td>24 Days Feb. 17-Mar. 27</td>
<td>District/Teacher-created that mimics the LEAP 2025</td>
<td>How did the Renaissance change man's view of the world? (after LEAP 2025)</td>
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<tr>
<td>Topics:</td>
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<td>Medieval Europe</td>
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<td>March 30-May 1</td>
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Extension Activities & Projects
Through the end of the Semester

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# Unit 1 Essential Content

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<tr>
<th>Grade-Level Expectations (GLEs)</th>
<th>Priority Content and Concepts</th>
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<tr>
<td><strong>6.2.1</strong> Analyze the relationship between geographical features and early settlement patterns using maps and globes.</td>
<td>● Use maps and globes to compare geographical features, early human migration routes, and areas of settlement to draw conclusions about the relationship between settlement patterns and geographical features.</td>
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</tbody>
</table>
| **6.2.2** Examine how the achievements of early humans led to the development of civilization. | ● Identify the characteristics of civilizations (large population centers, monumental architecture and unique art, writing and record keeping, complex institutions, specialization/complex division of labor, and social classes/structures).  
● Describe the life of early humans (organization in social groups, obtaining food, diet, dangers and difficulties of everyday life).  
● Explain how the lives of early humans were affected by their achievements (mastery over fire, development of spoken language, invention and use of tools and technology, development of agriculture and domestication, religious beliefs and rituals, artistic expression).  
● Analyze the importance of the Neolithic/Agricultural Revolution (the wide-scale transition from nomadic, hunting and gathering to a settled, agrarian life) to the development of civilization.  
● Explain how the Neolithic era/agricultural revolution changed society (permanent settlements, social classes, animal domestication, new technology, social equality and gender roles).  
● Explain the benefits and drawbacks of a society based on hunting and one based on farming.  
● Compare and contrast hunter-gatherer and agricultural societies, including the benefits and drawbacks of each.  
● Explain the benefits and drawbacks of domesticating animals, and how animal domestication impacted society.  
● Describe early settlements such as Catalhoyuk or Jarmo, and their characteristics (settlement dwellings, use of mounds, relationships between dwellings and society, and the achievements of settled societies using farming, tools, religion, and social structure). Explain how these early settlements begin to reflect the characteristics of a civilization. |
<table>
<thead>
<tr>
<th>6.3.4</th>
<th>Determine world migration patterns and population trends by interpreting maps, charts, and graphs.</th>
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<tbody>
<tr>
<td></td>
<td>● Use maps, charts, and graphs to analyze trends in climate and population, and draw conclusions about ways climate affected early humans.</td>
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<td>● Use maps to determine the migration patterns of early humans from Africa to other continents, including migration across the Bering land bridge.</td>
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<table>
<thead>
<tr>
<th>6.4.1</th>
<th>Identify and describe physical features and climate conditions that contributed to early human settlement in regions of the world.</th>
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<tbody>
<tr>
<td></td>
<td>● Describe the changes in climate conditions from the Ice Age through the Bronze Age, including ways the Ice Age affected early humans.</td>
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<td>● Describe the characteristics of different climate zones and explain how physical features, the environment, and climate conditions affected early human migration, settlement, and developing civilizations.</td>
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<td>● Explain how early humans and developing civilizations adapted to their environment, such as Otzi the Iceman, Catalhoyuk, or Jarmo.</td>
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<td>● Explain the relationship between geography and the development of agriculture in early settlements.</td>
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<td>● Explain how different physical features and climate conditions were beneficial and detrimental to early humans, and how they contributed to the success or failure of early human groups and developing civilizations.</td>
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<thead>
<tr>
<th>6.4.2</th>
<th>Explain how world migration patterns and cultural diffusion influenced human settlement.</th>
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<td>● Explain the causes and effects of migration (push factors, pull factors) and location of settlements for early humans.</td>
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<td>● Use maps and globes to locate early human settlements and paths of migration.</td>
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<tr>
<th>6.4.3</th>
<th>Explain the connection between physical geography and its influence on the development of civilization.</th>
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<tbody>
<tr>
<td></td>
<td>● Explain how geography influences human settlement and the rise of civilization.</td>
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<td>● Explain which geographical features are beneficial and which are detrimental to civilization (use factors such as stability, climate, location, and resources including proximity to water).</td>
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</table>
### Unit 1 Ancillary Content

<table>
<thead>
<tr>
<th><strong>6.1.1</strong> Produce clear and coherent writing for a range of tasks, purposes, and audiences by completing the following tasks:</th>
<th>Options to address 6.1.1 in Unit 1:</th>
</tr>
</thead>
</table>
| - Conducting historical research  
- Evaluating a broad variety of primary and secondary sources  
- Comparing and contrasting varied points of view  
- Determining the meaning of words and phrases from historical texts  
- Using technology to research, produce, or publish a written product | - Use technology to conduct research on early human settlements.  
- Analyze artifacts from early humans of the Paleolithic age through the development of civilizations.  
- Compare and contrast early human life in the Paleolithic (Old Stone Age), Mesolithic, Neolithic (New Stone Age), and Bronze Age.  
- Produce written claims on how geography and environmental changes impacted human life and settlement. |

| **6.1.2** Construct and interpret a parallel timeline of key events in the ancient world. |  
| ● Create a timeline relating to early humans and developing civilizations including the Stone Age (Paleolithic, Mesolithic, and Neolithic, Stone Age-Old/New Stone Age, Bronze Age).  
● Create a timeline using appropriate dates, including B.C.E./B.C. and C.E./A.D. |

| **6.1.3** Analyze information in primary and secondary sources to address document-based questions. |  
| ● Describe the work and contribution to historical study of archaeologists, geologists, and climatologists.  
● Analyze artifacts and secondary sources from the Paleolithic, Mesolithic, and Neolithic, Stone Age-Old/New Stone Age, Bronze Age to answer questions about the achievements of early humans.  
● View artifacts and explain what they reveal about the activities of early humans. |

| **6.1.4** Identify and compare measurements of time in order to understand historical chronology. |  
| ● Compare/contrast measurements of time including years, decades, centuries, millennia, time periods, eras, and events.  
● Examine timelines of key Unit 1 content recognizing measurements of time, sequencing, chronology, location, distance, and duration.  
● Define terms related to measurements of time and chronology (B.C.E./B.C., C.E./A.D., circa or c., prehistoric/prehistory). |

| **6.3.1** Identify and label major lines of latitude and longitude using a world map or globe to determine climate zones and time zones. |  
| ● Use maps and globes to compare the location of major lines of latitude (Equator, Tropic of Capricorn, Tropic of Cancer, Arctic Circle) and climate zones and types including tropical, dry, mild, continental, and polar.  
● Describe the relationship between latitude and climate. |
<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>6.3.2</strong></td>
<td>Plot coordinates of latitude and longitude to determine location or change of location.</td>
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<tr>
<td></td>
<td>● Plot coordinates of latitude and longitude for locations of early human settlement and recognize hemispheres, continents, and oceans.</td>
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<td><strong>6.3.3</strong></td>
<td>Compare and contrast physical and political boundaries of civilizations, empires, and kingdoms using maps and globes.</td>
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<td>● Determine the difference between a physical boundary and a political boundary.</td>
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<td>● Explain the relationship between physical features and political boundaries.</td>
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<td><strong>6.6.1</strong></td>
<td>Explain the impact of job specialization in the development of civilizations.</td>
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<td>● Discuss job specialization in developing civilizations and its effects.</td>
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<td><strong>6.6.2</strong></td>
<td>Analyze the progression from barter exchange to monetary exchange.</td>
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<td>● Analyze a system of barter exchange and discuss reasons for bartering.</td>
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Description
You will learn how environmental changes and geography impact human settlement, early humans, and eventually the development of the first settlements.

Claim
How do environmental changes impact human life and settlement?

Key Connections
- Geographic factors shaped the development of ancient civilizations.
- Tools and technologies aided the advance of civilizations.
- Basic characteristics of civilization are shared by all civilizations.
- Past civilizations influence later civilizations.

Topics
1- Influences on Civilization
2- Early Humans
3- Agricultural Revolution
Essential Grade Level Expectations (GLEs):

6.2.1 Analyze the relationship between geographical features and early settlement patterns using maps and globes.
6.2.2 Examine how the achievements of early humans led to the development of civilization.
6.3.4 Determine world migration patterns and population trends by interpreting maps, charts, and graphs.
6.4.1 Identify and describe physical features and climate conditions that contributed to early human settlement in regions of the world.
6.4.2 Explain how world migration patterns and cultural diffusion influenced human settlement.
6.4.3 Explain the connection between physical geography and its influence on the development of civilization.

Ancillary Grade Level Expectations (GLEs):

6.1.1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by completing the following tasks:
  • Conducting historical research
  • Evaluating a broad variety of primary and secondary sources
  • Comparing and contrasting varied points of view
  • Determining the meaning of words and phrases from historical texts
  • Using technology to research, produce, or publish a written product
6.1.2 Construct and interpret a parallel timeline of key events in the ancient world.
6.1.3 Analyze information in primary and secondary sources to address document-based questions.
6.1.4 Identify and compare measurements of time in order to understand historical chronology.
6.3.1 Identify and label major lines of latitude and longitude using a world map or globe to determine climate zones and time zones.
6.3.2 Plot coordinates of latitude and longitude to determine location or change of location.
6.3.3 Compare and contrast physical and political boundaries of civilizations, empires, and kingdoms using maps and globes.
6.6.1 Explain the impact of job specialization in the development of civilizations.
6.6.2 Analyze the progression from barter exchange to monetary exchange.
Key Terms

- Agricultural Revolution
- Archaeologist
- Archaeology
- Artifacts
- Before Common Era (BCE) / BC
- Carbon-14 Dating
- Civilization
- Climate
- Common Era (CE)/ AD
- Continental Drift
- Economy
- Fossils
- Geography
- Geologists
- Hunter-Gatherers
- Ice Age
- Infrastructure
- Mesolithic
- Neolithic
- Paleolithic
- Political
- Prehistoric
- Surplus
- Technology
- Tribute
- Latitude
- Longitude
- Equator
- Prime Meridian
- Time Zones
- International Date Line
Topic One
Influences on Civilizations
(6.1.1, 6.2.1, 6.4.1, 6.4.3)

Connections to the Unit Claim
You will explore the factors that influence civilizations including climate, physical geography, and availability of natural resources.

To Explore These Key Questions
- What are the basic characteristics shared by civilizations?
- How are civilizations changed by various factors?
Task One:  
**Influences on Civilization**

You will consider the shared Characteristics of Civilizations and learn about multiple factors that influence the development, advancement, and decline of civilizations.

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**Instructional Process:**

*(anything to be read or completed is in the Student Resource Book)*

1. Have students write their definition of civilization and share with a partner.
2. Write the word *civilization* on the board and read or project the following definitions:  
   - The stage of human social development and organization that is considered most advanced.
   - The process by which society or place reaches an advanced stage of social development and organization.
   - The society, culture, and way of life of a particular area.
   - The comfort and convenience of modern life, regarded as available only in towns and cities.
3. Say: “According to many of these definitions, *civilization* is defined by advancement. However, consider the definition: ‘the society, culture, and way of life of a particular area.’ What is different about this definition from the other definitions we’ve read?”
4. Say: “This year we will explore the factors that influence the development, advancement, and decline of civilizations. As we learn about the development and evolution of civilizations across world history, we will analyze the different factors that allowed each civilization to flourish and what factors led to their decline.”
5. Have students complete the *Characteristics of Civilizations handout* to students. Say: “Before we start thinking about the factors that change or impact civilizations, let’s review the basic characteristics shared by civilizations.”
6. Organize the class for fishbowl discussions. Instruct students to alternate their roles as speaker and listener by rows on the worksheet. For example:  
   - Student fishbowl group A acts as speakers to discuss Centralized Government/State Systems. Students discuss a definition and examples. All students (speakers and listeners) record ideas shared by the group.
   - Student fishbowl group A then acts as listeners to fishbowl group B. Fishbowl group B clarifies the definition or adds examples to Centralized Government/State Systems, then discusses the definition of and examples for Organized Religion.
   - Fishbowl Groups B and A switch roles and discussion continues until all rows on the worksheet have been completed.
7. Say: “As we study civilizations of the world throughout the year, we will first examine the geographic factors that supported the development of each civilization before analyzing the

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1 From [https://www.google.com/#q=civilization+definition](https://www.google.com/#q=civilization+definition)
specific characteristics that formed each civilization’s culture. We will also examine the factors that contributed to the decline of each civilization that we encounter.”

8. Read aloud *Geographical Factors that Affect Development*. Pause at the conclusion of each section for students to record notes on their graphic organizer.

9. Have students read *Why do Civilizations Collapse?* by Robert Lamb from *How Stuff Works* and *Collapse Why do Civilizations Fall?* from *Annenberg Learner*.

10. Have students answer these questions:
    a. How does environment impact human settlement?
    b. How does geography impact human settlement and development of civilizations?
    c. What geographic or environmental factors are beneficial to the development of human civilizations?
    d. What geographic factors might make a civilization unique?
    e. Is trade between civilizations necessary to advance a civilization’s technology or culture?
    f. What might cause a civilization to regress or fall?
    g. What factors might help a civilization to renew itself?

11. Following the discussion, explain to students that they will explore the factors that influence the development, advancement, and decline of civilizations throughout the school year in social studies. Tell them that they will study various world civilizations to consider the circumstances that helped them flourish as well as the conditions that lead to their decline.

12. Say, "Consider what we read and discussed about how civilizations develop. Make a list of the factors that must be present for civilizations to develop in the left column of the *Factors of Civilization T-chart*. Use the *Characteristics of Civilizations* reading for reference as you brainstorm." For example, students should consider the factors contribute to a community having a surplus of food (i.e., agriculture which needs the right climate and geography) or the factors that contribute to a community having planned infrastructure (i.e., natural resources and tools/innovation or some sort of community organization and a willingness to work together).

13. Once students have completed the left side of the T-chart say, "Now, think about what factors contribute to the fall of civilizations." Instruct students to complete the right side of the T-chart.

14. Then ask, "What is the relationship between the factors that contribute to the development of civilization and the factors that contribute to the decline of civilizations?" Instruct students to answer the question at the bottom of their T-chart.
A) What is civilization? Compare your answer with your partner.

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B) In your fishbowl groups, discuss and complete the chart on Characteristics of Civilizations.

### Characteristics of Civilizations

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<thead>
<tr>
<th>Characteristic</th>
<th>Description/Definition</th>
<th>Modern-Day Examples</th>
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<td>Centralized government/state systems</td>
<td></td>
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<tr>
<td>Organized religion</td>
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<tr>
<td>Economy and job specialization</td>
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<tr>
<td>System of tribute</td>
<td></td>
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<tr>
<td>Surplus food</td>
<td></td>
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</tr>
<tr>
<td>Planned infrastructure</td>
<td></td>
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</tr>
<tr>
<td>Trade</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accumulated learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Characteristics of Civilizations (Completed)

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Description/Definition</th>
<th>Modern-Day Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Centralized government/state systems</td>
<td>Central authority or power has control over other people/areas; people under control follow established laws/rules and have protection against enemies or other powers from taking control; social classes exist based on various factors (e.g., religion, wealth, power)</td>
<td>dictators</td>
</tr>
<tr>
<td>Organized religion</td>
<td>The belief system of a civilization</td>
<td>Any modern religion (Judaism, Christianity, Islam, etc.)</td>
</tr>
<tr>
<td>Economy and job specialization</td>
<td>Economy is the resources of a civilization and how they produce and use them to develop wealth/currency that sustains and advances the civilization; job specialization is when individuals concentrate on a particular area, which can lead to better productivity allowing for leisure time activities to develop; social classes develop from job specialization and accumulation of wealth</td>
<td>US manufacturing and agricultural exports, neurosurgeons, history teacher</td>
</tr>
<tr>
<td>System of tribute</td>
<td>Collection of “taxes” or some kind of payment to the government to provide services; a food surplus supports a system of tribute (if food is used as tribute)</td>
<td>Federal income taxes, state income taxes, taxes on goods and services</td>
</tr>
<tr>
<td>Surplus food</td>
<td>Having access to more food than a civilization needs, through farming, hunting, etc., which allows the civilization to sustain and advance itself; the geography of a place often dictates how food is produced or gathered (e.g., settling around waterways provides drinking water and water for animals and crops)</td>
<td>Food processing factories</td>
</tr>
<tr>
<td>Planned infrastructure</td>
<td>Physical and organizational structures, such as buildings, roads, tombs, etc. needed for a civilization to function; planned roads or transportation via waterways support trade and expansion, both of which help sustain and advance a civilization</td>
<td>Baton Rouge or any other planned city, interstate system</td>
</tr>
<tr>
<td>Trade</td>
<td>Exchange of a good or service for something else (typically a monetary exchange); goods must be moved easily (e.g., via waterways or roads); a food surplus results in trade opportunities</td>
<td>debit, credit, mutual funds, bonds, ports, like New Orleans</td>
</tr>
<tr>
<td>Accumulated learning</td>
<td>Gathering of knowledge that results in achievements in communication (e.g., language, writing), math, science, and technology/innovation</td>
<td>public education</td>
</tr>
</tbody>
</table>
C) Read “Geographical Factors that Affect Development” and complete the graphic organizer.

Geographical Factors That Affect Development²

Climate
One of the most important factors in development is geography, where the country is in the world, and climate. It’s no coincidence that the poorest countries are in the tropics, where it is hot, the land is less fertile, water is more scarce, where diseases flourish. Conversely, Europe and North America profit from huge tracts of very fertile land, a temperate climate, and good rainfall. In extremes of climate, either hot or cold, too much energy goes into the simple business of survival for there to be much leftover energy for development. You have to work twice as hard to get enough to eat out of the ground, you have to irrigate where others can depend on rainfall. It may be too hot to work between 11 and 2, so you lose three hours out of every day. Rain patterns may give you a short growing season, while others can get two harvests in one year. Some countries are just at a natural disadvantage.

Location
Secondly, geographical location plays a part in access to markets. All the great empires have been based around trade routes, and these are almost always maritime. There are notable exceptions, the medieval Mongol empire was based on the Silk Road from China to the west, but Jeffrey Sachs sums it up well in his important book The End of Poverty: ‘Many of the world’s poorest countries are severely hindered because they are landlocked; situated in high mountain ranges; or lack navigable rivers, long coastlines, or good natural harbours.’

China has three of the world’s busiest ports, and so does the US. With ports you can raise money through tolls and shipping services. If you have no access to the coast, not only do you miss out on these services, you have to transport everything by land, which is much more expensive. And what if your neighbours don’t like you? Ice-bound on its northern coastlines, Russian has squabbled for centuries over access to a warm water port, the Crimean War being the most serious. Countries like Afghanistan,
Rwanda, Malawi, or Bolivia are all hindered by access to ports. Other countries, like Ethiopia or Lesotho, are not only landlocked, but mountainous as well, making trade even more expensive.

**Resources**
Thirdly, every country has been dealt a hand in natural resources. It takes infrastructure to capitalise on these, but some places have a distinct advantage over others. Oil is the most obvious. Nobody is any doubt about how Saudi Arabia or UAE make their money. Among other advantages, gold and diamonds have helped South Africa build the most successful economy on the continent. These are all non-renewable resources – once they’re gone, they’re gone, but while stocks last there is wealth to be made.

Besides these there are renewable resources – forests, fish, stocks that, if correctly managed, will refresh themselves. Much South American development has been based on the Amazon rainforest, in natural rubber and then timber.

Finally, there are what are sometimes called ‘flow resources’. These are renewables that need no management, wind, tide and solar resources. The Earth Policy Institute describes the American Great Plains as ‘the Saudi Arabia of wind energy’, while sunshine-rich places like California, Sicily and Portugal are able to invest in solar power. No natural resource is a license to print money, and there are plenty of poor countries who are rich in resources, but it is a factor.

**Stability**
Finally, environmental stability can be a factor in development. Some countries are more stable than others. Mohammad Yunus makes this point in describing his book *Banker To The Poor*: ‘Bangladesh is a land of natural disasters, so this is unfortunately an important factor in our doing business here.’ If you are regularly beset by monsoons, floods and landslides, like Bangladesh or the Philippines, things are going to be harder for you. You may be in an earthquake zone, and we’ve all seen what a tsunami can do to a country.

Where I grew up in Madagascar, the annual cyclone season regularly swept away roads and bridges, damaged railways and refineries, and took the roofs of houses and hotels all along the east coast. How do you build and sustain infrastructure in those conditions? It’s not impossible, but these are problems most countries don’t have to face.
Geographic Features That Affect Development

- Stability
- Climate
- Resources
- Location
Geographic Features That Affect Development (Completed)

- **Stability**
  - Good = reliable weather
  - Poor = Natural disasters

- **Climate**
  - Poor = Tropics & Polar; less fertile soil, scarce water
  - Good = Temperate; fertile land + rainfall

- **Resources**
  - All areas have resources
  - Good = forests, fish & renewable resources or valuable resources.

- **Location**
  - Good = near trade routes, river, coastlines or natural harbors
  - Poor = landlocked, high mountains
D) Read “Why do civilizations collapse?” and “Collapse: Why do Civilizations Fall.” Then, answer the questions.

Why do civilizations collapse?

BY ROBERT LAMB

Cambodia’s Bayon temple is a relic of the Khmer empire.

IAN WALTON/GETTY IMAGES NEWS/GETTY IMAGES

Nearly every continent has its ruins -- places where only stones tell the tale of fallen civilizations. They might lay buried under the Earth, in the shade of jungle canopy or amidst the teeming industry of a modern city. Yet they all raise the same questions: How could something so great all but vanish? Why do civilizations collapse?

Before we ponder how a civilization falls, let's take a look at how one thrives. A fire, for example, demands oxygen and fuel. Remove either from the equation and the flame gutters out. Civilizations are far more difficult to define, but still demand a number of requirements to thrive.

Historians offer varying lists of criteria for civilization, but most of the lists include the following important factors:

- A large, centralized population
- A surplus of food
- A centralized government
- Religious unity
- A complex division of labor
- Money collected through taxes
This list hardly covers everything, but it should give you an idea of the various glues holding a civilization together, as well as what can go wrong.

Naturally, any harm to that large, centralized population can potentially lead to a civilization's collapse. Such a blow might come in the form of genocidal warfare, epidemic disease or geological upheaval. The Mayan civilization, for instance, faded from prominence after the 16th century Spanish invasion brought warfare, disease and a foreign culture intent on spreading its own systems of faith and governance. The Mayan population was severely diminished, and what was left changed under the rule of its conquerors. This pattern exists throughout recorded history, dating back even to the earliest known civilization of Sumer, in Mesopotamia, which collapsed under the strain of recurring invasions in the second millennium B.C.

Environmental changes can also wipe out a civilization, especially if they impact the food supply. Archaeologists believe a 300-year drought decimated the Akkadian empire (also in Mesopotamia) between 2200 B.C. and 2500 B.C. Scientists also cite drought as the reason for the fall of Cambodia's Khmer civilization between the 9th and 14th centuries.

Other collapses elude easy categorization and entail various factors playing out over centuries. It's impossible to put a finger on a single reason that the Roman Empire fell, but discussion often leads scholars to discussions of outer attrition by barbarian tribes and inner decay.

The Roman economic engine depended on conquest and slavery, which proved unsustainable in the long run. Less conquest eventually meant fewer cheap slaves, which in turn meant fewer human resources to keep the wheels of industry, agriculture and infrastructure turning. Meanwhile, Rome's rulers debased the currency through oppressive taxation and inflation.

The ancient Anasazi, or Pueblo, people of North America pose yet another interesting model for civilization collapse. They practiced agriculture and astronomy. They built elaborate cliff dwellings yet eventually abandoned them. Historians point to numerous factors in their decline, including warfare and cooler temperatures in A.D. 900 that hampered farming. Still other studies attribute their downfall to a divisive religious crisis that caused many of the Puebloans to migrate south to follow a new evangelical faith.

From population to religion, a number of factors play into the subsistence of civilization. If enough of them fail, however, things inevitably fall apart.

https://science.howstuffworks.com/environmental/green-science/civilizations-collapse.htm
Collapse: Why do Civilizations Fall?

Hundreds of years ago in what is now modern Honduras, Copán was a thriving civilization, a center of the cultural life of the Maya. Tens of thousands of people made their home in the Copán Valley. Yet despite its importance, Copán went into decline. Across the vast territory of the ancient Maya, other important sites were sharing a similar fate. Classic Maya civilization was collapsing.

Why did this great civilization fall? The history of humankind has been marked by patterns of growth and decline. Some declines have been gradual, occurring over centuries. Others have been rapid, occurring over the course of a few years. War, drought, natural disaster, disease, overpopulation, economic disruption: any of these or a combination of these events can bring about the collapse of a civilization. Internal causes (such as political struggles or overfarming) can combine with external causes (such as war or natural disaster) to bring about a collapse. What does this mean for modern civilizations? What can we learn from the past?

The Maya

The ancient Maya once occupied a vast geographic area in Central America. Their civilization extended to parts of what is now Mexico, Honduras, and El Salvador, and most of Guatemala and Belize. From the third to the ninth century, Maya civilization produced awe-inspiring temples and pyramids, highly accurate calendars, mathematics and hieroglyphic writing, and a complex social and political order. Looking at the impressive remains of ancient Maya civilization, it's hard to imagine how such a society could collapse.

Looking for clues at Copán

Clues to this collapse can be found at Copán, a Maya site in western Honduras. Copán was once a Classic Maya royal center, the largest site in the southeastern part of the Maya area. Covering about 29 acres, it was built on the banks of the Copán River on an artificial terrace made of close to a million cubic feet of dirt. Over time, people spread out from the central core and built homes in outlying areas that had formerly been used for crops. Copán's nobles built smaller, rival complexes on sites that were increasingly further from the core.

In spite of its wealth, power, and size, Copán collapsed. No monuments seem to have been produced after A.D. 822. Does this mean that the collapse was sudden? Or is it possible that the society collapsed more gradually? To explore why Copán collapsed, try an archaeological activity and discover what scientists recently found when they examined the site.

Mali and Songhai

Sometimes history seems to repeat itself. The rise and fall of two medieval kingdoms of West Africa is an example of this. Mali and Songhai, as well as the smaller kingdom of Ghana before them, were once great trading kingdoms famous for their gold. Yet despite their greatness, they each declined for similar reasons.
The rise and fall of Mali and Songhai

The empire of Mali, which dated from the early thirteenth century to the late fifteenth century, rose out of what was once the empire of Ghana. Mali had been a state inside of the Ghanaian empire. After Ghana fell because of invading forces and internal disputes, Mali rose to greatness under the leadership of a legendary king named Sundiata, the "Lion King." Later, another great leader named Mansa Musa extended the empire. After his death, however, his sons could not hold the empire together. The smaller states it had conquered broke off, and the empire crumbled.

As Mali’s power waned, Songhai asserted its independence and rose to power in the area. Songhai had been an important trade center within Mali’s empire, just as Mali had once been ruled by Ghana. Great Songhai kings such as Sunni Ali Ber and Askia Mohammed Toure extended the Songhai kingdom farther than Ghana or Mali had before it and brought an organized system of government to the area. It was the largest and most powerful kingdom in medieval West Africa. The riches of the gold and salt mines drew invaders, though, and in the late sixteenth century a Moroccan army attacked the capital. The Songhai empire, already weakened by internal political struggles, went into decline.

Timbuktu: A pattern of conquest

Looking at the city of Timbuktu, now part of the modern African state of Mali, brings this pattern of turmoil and conquest to light. In medieval times, Timbuktu was a central spot on the trade routes. During the height of ancient Mali, Timbuktu was one of its most important cities. When Mali declined, Timbuktu was taken over by the Songhai. After the decline of the Songhai empire, Timbuktu was briefly occupied by Moroccan forces, then taken over by the Fulani people and later by the French. Timbuktu’s history mirrors the rise and decline of civilizations in the area.

How do we know what happened?

How do we know what happened in Mali and Songhai? Like most of what we know about history, the evidence has come from a variety of sources. Arab traders and scholars of the time wrote accounts of these great empires and their important cities, such as Timbuktu. African griots (storytellers) pass on legends of great kings and their battles. Archaeologists are finding evidence at sites such as Timbuktu and Jenne-Jono, another ancient city, that helps to explain how people lived and provide information about dates. All of these methods are helping scholars to understand how these once great African kingdoms rose to power — and why they collapsed.

https://www.learner.org/interactives/collapse/

1. How does environment impact human settlement?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
2. How does geography impact human settlement and development of civilizations?

3. What geographic or environmental factors are beneficial to the development of human civilizations?

4. What geographic factors might make a civilization unique?

5. Is trade between civilizations necessary to advance a civilization’s technology or culture?

6. What might cause a civilization to regress or fall?

7. What factors might help a civilization to renew itself?
E) Complete the following T-Chart based on what you’ve read.

### Factors of Civilization T-chart

<table>
<thead>
<tr>
<th>Factors that contribute to the development of civilizations</th>
<th>Factors that contribute to the decline of civilizations</th>
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<tbody>
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</tbody>
</table>

What is the relationship between the factors that contribute to the development of civilization and the factors that contribute to the decline of civilizations?
## Factors of Civilization T-chart (Completed)

<table>
<thead>
<tr>
<th>Factors that contribute to the development of civilizations</th>
<th>Factors that contribute to the decline of civilizations</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Geography</td>
<td>● War</td>
</tr>
<tr>
<td>● Climate</td>
<td>● Drought</td>
</tr>
<tr>
<td>● Agriculture</td>
<td>● Natural disasters</td>
</tr>
<tr>
<td>● Natural resources</td>
<td>● Disease</td>
</tr>
<tr>
<td>● Development of tools/innovation</td>
<td>● Overpopulation</td>
</tr>
<tr>
<td>● Organized communities</td>
<td>● Economic disruption</td>
</tr>
<tr>
<td></td>
<td>● Political struggles</td>
</tr>
<tr>
<td></td>
<td>● Overfarming</td>
</tr>
<tr>
<td></td>
<td>● Warfare or invasion, disease, natural disaster, internal social, political or religious conflict, etc.</td>
</tr>
</tbody>
</table>

**What is the relationship between the factors that contribute to the development of civilization and the factors that contribute to the decline of civilizations?**

*Geography plays a role in both the development and decline of civilizations. A favorable climate attracts settlement while natural disasters can destroy a civilization. Order and organization also seem to be significant characteristics. A good political or fair social system can promote harmony within a civilization while internal conflicts could lead to uprisings or war, and possibly invasion or the decline of civilization from within.*
**Topic Two**

**Early Humans**

(6.1.1-2, 6.1.4, 6.2.1-2, 6.4.1, 6.4.3)

**Connections to the Unit Claim**
You will explore primary and secondary sources about what life was like for early humans in order to build your understanding of how the environment impacts human life and settlement.

**To Explore These Key Questions**
- How do we learn about prehistoric people?
- How did geography impact life and culture of the hunter-gatherer societies?
- How did Paleolithic people influence later people?
Task Two:

**Learning about Early Humans**

You will investigate artifacts to build an understanding of how early humans lived.

**Instructional Process:**
*(anything to be read or completed is in the Student Resource Book)*

1. Say: “In the previous task, we learned about the factors that contribute to the development and decline of civilizations. Next, we will examine early human settlement and the fields that help us study them to understand how modern historians arrive at their conclusions about the development of early humans.”

2. Divide students into groups. Assign each group to research one of the following: archaeologists and geologists.

3. Have each group research the type of work done by their assigned career. Students should consider the following as they research:
   1. the work they do
   2. the tools they use/how they do their work
   3. what we learn from their work
   4. a specific historic example of information learned by this field

4. Once students have conducted their research, have each group compare information, if multiple groups researched the same field, to organize a presentation on what they learned from their research. Encourage students to take notes during presentations.

5. After presentations have concluded, have students write a summary paragraph explaining how all three fields contribute to our study of history.

6. Say: “We have already heard some details about early humans from our research. Let’s continue this discussion into the period referred to as prehistoric.”

7. Write the word *prehistoric* on the board.

8. Have students discuss the meaning of the word with a partner and develop a working definition. Encourage students to break down the word into prefix and root.

9. Visually break down the word on the board as students share their definitions.

10. Say: “Since early humans have no written records, we have to depend on artifacts to learn about them. We will practice the work of archaeologists as we look at some artifacts of early humans.”

11. Have students complete the *Mystery Artifacts graphic organizer* with a shoulder partner.

12. Have a class discussion on the artifacts.

13. Have analyze the *Stone Age Toolkit*.

14. Have students complete a quick write to explain what these artifacts reveal about the activities of early humans. Encourage students to approach this writing as if they are describing how a
community of people are living in an area. Grade student writing using the claims rubric (Google Classroom- make copies and handout to students to keep in their notebooks).

15. Say: “We’re going to explore deeper into the activities of early humans. Continue considering how archaeology, geology, and climatology help clarify the world of early humans.”

16. Have students annotate as they read The World of Hunter-Gatherers and take notes on Hunting and Gathering Culture according to an established classroom routine.

17. Have students answer the following questions orally or in writing. Ensure students use quoted evidence from the articles to support their responses. If responses are provided in writing, be sure students accurately quote from the text.
   1. How did early humans organize themselves into social groups, and for what purposes?
   2. How did early humans obtain enough food to survive in small groups?
   3. What do early belief systems reveal about the dangers and difficulties of life for early humans?
   4. How did the development of new technologies improve early human life?

18. Say: “Think about the climate and environment in which early humans lived. What was needed to survive in such environments? Provide students with time to brainstorm ideas. Record student ideas on the board during review.


20. Have students write about how the first “technologies” helped sustain human life through the ice ages and led to the development of the first civilizations.

21. Have students read Ice Ages to identify the impact of Ice Ages on hunter-gatherers.

22. Conduct a class discussion on the impact of climate on the development of early humans.

23. Explain to students that archaeologists can determine if artifacts were used by early humans by using carbon dating.

24. Have students read Carbon-14 Dating to build understanding of the process used to date artifacts.

25. Have students read Stone Age to gain insight into the characteristics of the era.

26. Say: “We will be creating timelines throughout the school year, but is important to understand dates and time.”

27. Have students read Historians and their Time.

28. Have students complete the timeline activity.
A) Explore these careers related to history and consider the following:

1. the work they do
2. the tools they use/how they do their work
3. what we learn from their work
4. a specific historic example of information learned by this field

Archaeologists

Archaeology is the study of the past by looking for the remains and artifacts (historical things) left by the people who lived long ago. These remains can include old coins, tools, buildings, and garbage. Archaeologists, the people who study archaeology, use these remains to understand how people lived.

- Archaeology is a science that studies past cultures and the way people lived based on the things they left behind. Archaeology helps us understand not only where and when people lived on the earth, but also why and how they have lived.
- The things that people leave behind are called artifacts. Archaeologists can tell a lot about people by looking at their houses, clothes, bones, and even their garbage. In fact, a garbage site is one of the best places to find artifacts of the past.
- Most artifacts are buried in the ground and archaeologists must dig them up. This process is called excavation.
- Any place where human activity occurred and where artefacts are found is called an archaeological site.
- There are two kinds of archaeological sites. One is called a prehistoric site. The other is called a historic site.
- The prehistoric site is one where the artifacts that are found are dated before people began writing records. These sites are more difficult because scientists can’t look up information in any type of book or encyclopedia. At a historic site, archaeologists can look up information about the objects they find.
- Archaeologists dig in a scientific way with neat, organized, square holes on a grid system. By doing this they can record everything they find and where the items were found.
The goal of archaeological research is to find cause and effect explanations of human behavior over the centuries. Studying the past actually helps scientists understand the present and can sometimes help scientists predict the future.

The archaeologist uses many tools in order to excavate a site. They use: handpicks, brushes, pointed bricklayer’s trowels, hand shovels, dustpans, whisk brooms, stakes, string, cameras, notebooks and pencils. Sometimes they even use a bulldozer.

For a long time, scientists thought the beginning of civilization began in Mesopotamia’s Fertile Crescent. However, archaeologists now know the earliest known human remains were found around the ancient rock formation of Kibish, Ethiopia. The facts that early human remain were found there makes many believe that the first humans came from Africa.

Geologists

The word “geology” comes from the Greek word “ge” meaning rocks and “logos” meaning knowledge.

Geology is the study of the Earth and what it is made of.

Geologists also study events that have changed and shaped the Earth over time. They basically tell us the Earth’s story dating back billions of years.

Geologists study the rocks, minerals, fossils, landforms and the layers of the Earth’s surface.

Geologists spend a lot of time in the field collecting samples to study.

In order to collect samples, the geologists work with many of the same tools as the archeologist. They use: handpicks, brushes, pointed bricklayer’s trowel, hand shovel, dustpan, whisk broom, stakes, string, cameras, notebooks and pencils. Sometimes they even use a bulldozer.

Geologists discovered the different layers of the Earth’s surface.

Earthquakes, volcanoes and soil erosion affect all the people of the Earth, even if the geological event occurs halfway around the world. These events can change weather and air quality. They can also affect the oceans and other water features around the world.

Food grown in the mid-western United States depends on accurate soil sampling. They also count of geologists to monitor soil erosion and water drainage.

When certain kinds of fish seem to disappear, fishermen look to geologists to explain why. The geologist will look to activity in the ocean to find the reason.
B) Working with a partner, identify each object and describe who used it and how it was used in the past. Then, indicate if there is a modern object that is used in the same way.

**Graphic Organizer: Mystery Artifacts**

<table>
<thead>
<tr>
<th>What is it?</th>
<th>Who used it and how was it used?</th>
<th>What do we use today?</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Image" /></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image2.png" alt="Image" /></td>
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</tr>
<tr>
<td><img src="image3.png" alt="Image" /></td>
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</tbody>
</table>

What do these artifacts tell us about the lives of the people who used them in the early 1600s?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
<table>
<thead>
<tr>
<th>Artifact</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>thimble</strong></td>
<td>Used by English colonists (both male and female) while sewing to protect a finger from the needle. We still use thimbles today. Though they still have the same shape and design, they are often made from plastic.</td>
</tr>
<tr>
<td><strong>Virginia Indian projectile points</strong></td>
<td>Used by Virginia Indians. Bows and arrows were their primary weapon for both hunting and defense. Projectile points were also given as gifts.</td>
</tr>
<tr>
<td><strong>English silver coin</strong></td>
<td>Used by English colonists. Such coins had value in England but, except for their trade value with the Virginia Indians, were worth very little in Jamestown. Coins are still a standard part of our monetary system today.</td>
</tr>
<tr>
<td><strong>iron axe head</strong></td>
<td>Used by English colonists and Virginia Indians. The colonists used this indispensable English tool for clearing land, cutting timber, and constructing buildings. Axes were also highly prized by the Virginia Indians as trade goods.</td>
</tr>
</tbody>
</table>
C) Examine the Stone Age Toolkit and then answer the following question.

STONE AGE TOOLKIT
About 40,000 years ago, near the dawn of the 30-millennia-long period known as the Upper Paleolithic, the first anatomically modern humans suddenly and mysteriously revolutionized their cultures with dozens of specialized tools, weaponry, and other artifacts. They became deft hunters capable of bringing down massive animals, they tolerated harsh environmental conditions, and they equipped themselves to travel vast distances in search of new frontiers. Many questions still remain about these peoples, including when and how they journeyed to the New World, but experts agree that the answers could someday crystallize from the ever-emerging technological evidence Stone Age humans left behind. Here, consider what roles 10 different kinds of primitive artifacts from Europe and North America played for our earliest ancestors.

—Lexi Krock

Blade Core
This artifact was used to provide stone blades. Blade cores provided a portable source of stone or obsidian for manufacturing different kinds of tools by flaking off pieces from the core. The basis of many Upper Paleolithic tool forms from both the Old and New Worlds was the blade flake, a thin, parallel-sided flake that is at least twice as long as it is wide. Blade flakes were "pre-forms" that could be fashioned into knives, hide scrapers, spear tips, drills, and other tools.

End Scraper
This artifact was used for scraping fur from animal hides. For European and American Stone Age peoples, end scrapers served as heavy-duty scraping tools that could have been used on animal hides, wood, or bones. Once the hide was removed from an animal, an end scraper could take the hair off the skin's outer layer and remove the fatty tissue from its underside. End scrapers were sometimes hafted, or attached to a wooden handle, but could also be handheld.
**Burin**

This artifact was used for carving bone, antler, or wood. Burins are among the oldest stone tools, dating back more than 50,000 years, and are characteristic of Upper Paleolithic cultures in both Europe and the Americas. Burins exhibit a feature called a burin spall—a sharp, angled point formed when a small flake is struck obliquely from the edge of a larger stone flake. These tools could have been used with or without a wooden handle.

**Awl**

This artifact was used for shredding plant fibers.
Awls were small, pointed hand tools employed in both the Old and New World to slice fibers for thread and fishing nets, and to punch holes in leather and wood. Stone Age peoples may also have sliced animal hides to make clothing using awls. These tools could be made from stone or bone and were highly sharpened for maximum efficiency.

**Antler Harpoon**

This artifact was used for hunting large marine animals. Upper Paleolithic cultures in Europe between 20,000 and 10,000 years ago hunted seals, whales, and even swimming land mammals such as reindeer using antler harpoons. In the New World, these harpoons appeared only around 6,000 years ago in the arctic cultures of Alaska and Canada. Experts believe antler harpoons were used in tandem with wooden launchers known as atlatls to help the harpoon penetrate prey with more force.
**Clovis Point**
This artifact was used for killing mammoths and other megafauna. Clovis refers to this particular style of stone spear point and to the culture of the North American people who used such weapons to devastating effect against large game. Clovis points are leaf-shaped and have a wide groove, or flute, on both sides of the base for fitting into short wooden or bone spear shafts. The largest spear point ever found, measuring nine inches long, was a Clovis point made of chalcedony, a kind of quartz.

**Bone Flute**
This artifact was used for playing music. Made of bone, this wind instrument dates to around 14,000 years ago in France. Hunters may have carried such flute-like instruments in their mobile toolkits or been buried with them, perhaps for the afterlife. Other artistic relics of Stone Age peoples, especially in the Old World, include carved figurines, cave paintings, and beaded clothing. France's Solutrean culture of 23,000 to 18,000 years ago is noted for its artistic tradition.

**Beads**
This artifact was used for personal ornamentation. It's impossible to know definitively, but experts think beads made of bone, ivory, shells, and teeth were decorative and might also have been traded as currency, based on what they know about the cultures of contemporary native peoples. They have unearthed necklaces, pendants, bracelets, and anklets at Stone Age weapons caches and burial sites in Europe and the Americas.
**Needle**
This artifact was used for stitching hides. Stone Age technology included delicate sewing needles made of bone with punched eyeholes. They were probably used in tandem with thread fashioned from plant fibers or animal sinew. Archeologists have found bone needles dating to within the past 20,000 years in Europe and North America, where they might have facilitated clothing and boat production.

**Bone Point**
This tool was used for launching at animals during hunting. Bone projectile points were flexible, light, general-purpose weapons for hunting large land animals. To be as lethal as possible, their tips were chiseled to exquisite sharpness. This is a North American point, but bone points hafted onto wooden or bone handles were also common in the Stone Age Old World. A deep groove cuts into the base of the point, where a hunter would have inserted a wooden thrower and secured it with resin.

What do these artifacts reveal about the activities of early humans?

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The World of Hunter-Gatherers

Introduction

Before the coming of farming, people gained their food by foraging for nuts, berries and insects, hunting wild game, large and small, and fishing.

A few hunter-gatherer peoples survive to this day, but the world of the hunter-gatherers, in which most ancient people followed this mode of life, is long gone. It disappeared in the millennia following 10,000 BC, as farming and pastoralism gradually spread across the world.

Family Groups

The ancient hunter-gatherers lived in small groups, normally of about ten or twelve adults plus children. They were regularly on the move, searching for nuts, berries and other plants (which usually provided most of their nutrition) and following the wild animals which the males hunted for meat.

Each group had a large “territory” over which it roamed – large, because only a small proportion of the plants in any given environment were suitable for people to eat, and these came into fruit at different times of the year meaning a large area of land was needed to meet the food needs of a small number of people. The group’s territory had regular places where it stopped for a while. These might be caves or areas of high or level ground giving them a good all-round vision of approaching animals (and hostile neighbours), and where they would build a temporary encampment.

The Clan

These family groups belonged to larger “clans” of 50 to 100 adults, spread over a wide area and whose members regarded themselves as a “people”, descended from a common ancestor. Kinship was crucially important. This more than anything else gave them their identity and defined their place in the world. More practically, it told them who their friends and allies were, and governed whom they could or could not marry (incest, though differently defined at the margins, was universal taboo, but marriage outside the clan was also restricted). Myths gave them their world view – how the universe was born, how humans came to be and so on – and there is clear evidence for spiritual beliefs, and indeed for belief in some kind of life after death.

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This work by TimeMap of World History is used with permission. The original work is available at [https://www.timemaps.com/encyclopedia/hunter-gatherer/](https://www.timemaps.com/encyclopedia/hunter-gatherer/).
**Hunter-gatherer society**

There may well have been individuals within clans particularly revered for their wisdom and judgement, or even credited with special magical powers; but it is highly unlikely that anyone exercised any significant authority over any group larger than the family group. There were no kings or chiefs in such societies. Moreover, the hunter-gatherer style of life prohibited the accumulation of more wealth by some individuals as opposed to others. For a start, there simply was not the necessary abundance of food to create surpluses. Moreover, the collective nature of hunting and foraging, and the reliance members of the group had to place on each other, meant that no one person could take a disproportionate share of the food. As a result, all members of a group shared more or less equally.

This equality in terms of material wealth may well have been reflected in an equality of status between men and women. In modern hunter-gatherer societies, at least, women tend to have a more respected place than is generally the case in traditional farming communities. Perhaps this a reflection of the fact that as the foragers rather than the hunters, women provided most of the nutritional needs for the group.

**Religion**

The religious practices of hunter-gatherer peoples must have differed enormously from group to group. Animistic beliefs (in which many features of the natural environment are imbued with spirits) were probably common, and ancestor worship. It should be emphasised, that the concept of “religion” as a separate element of life and culture would have been foreign to our hunter-gatherer ancestors: for them, the spiritual dimension infused all activities, and all things.

The practice of both these religious traditions involves shamans. Shamans may well have been the most respected figures in hunter-gatherer society. Their sphere of activity would have gone well beyond what we consider religious; they would have been healers, judges, perhaps even law-makers and war leaders.

**Technology**

By 10,000 BC, humans had a range of technologies to aid them in their exploitation of the environment. The most fundamental of these was the ability to make and maintain fire. Fire played an important part in the mythologies of later societies – the Greeks told the story of Prometheus, the great benefactor of mankind, stealing fire from the gods. This suggests that humans invested this capability with great reverence, tinged with fear.

Fire was certainly of enormous significance to their lives. It gave them warmth and light, extending their geographical habitat to the colder latitudes as well as into dark environments such as caves. It enabled them to continue communal life after nightfall, and must therefore have strengthened their ability to tell stories round the hearth – a key element in human culture. Fire allowed people to cook their food, thus expanding their source of nutrition to less digestible or tasty plants. It was also used to
harden wooden spears, making it possible to kill larger animals.

The hunter-gatherer people of 10,000 BC used stone, wood, bone and antlers for their weapons and implements. Some groups practiced primitive mining, or more strictly quarrying, for flint, digging shallow pits and trenches. People wore clothing made from animal skins, which they sewed together using intricately-crafted bone needles. They had mastered the use of cords and threads fashioned from plant materials to aid them in making their clothes as well as for making baskets. They wove baskets to carry things in.

Their weaponry included spears, bows and arrows, and harpoons. This last brought the food resources of lake, river and shore within their grasp, and indeed coastal peoples ventured some distance out to sea in small boats made from reeds or logs. They had already domesticated one species of animal, the dog (probably around 15,000 BC), which they used for hunting.

Some societies of 10,000 BC already had distinctive styles of art. These ranged from crude patterns on their weapons and tools, through modelled clay figurines of animals and women (presumably fertility spirits), to the wonderful sequence of cave paintings of animals and mysterious symbols found in southwestern France and northern Spain, dating from 35,000 BC to 9,000 BC.

The impact of the hunter-gatherer lifestyle on the environment was far less than that of agriculture, but this is not the say that it was non-existent. Unwanted plants were cleared to allow more useable plants to grow, and in some cases whole areas are cleared by fire to allow game to thrive.

In a few favoured locations hunter-gatherer peoples were able to establish permanent villages. These were usually on the coast, where communities could exploit abundant year-round marine resources as well as terrestrial plants and animals. Notable examples were to be found in ancient China, Japan and North America. In all these areas some quite large communities of some thousand inhabitants or more were able to develop.

The sedentary lifestyle in such settlements anticipated that of the early farmers. Indeed, some features of farming communities did appear here: the earliest pottery so far found by archaeologists comes from the Jomon culture, in Japan. For most hunter-gatherers, with their more mobile mode of life, clay pots would have been too heavy and fragile to carry.

**A World Slowly Changing**

In the world of 10,000 BC, a man might live all his life without meeting anyone from another group or tribe. This meant that ideas and techniques spread very slowly, taking lifetimes to travel long distances. This was a world where change was imperceptible. But this did not mean that it was not taking place.
Hunter-Gatherer

Hunter-gatherer, also called forager, any person who depends primarily on wild foods for subsistence. Until about 12,000 to 11,000 years ago, when agriculture and animal domestication emerged in southwest Asia and in Mesoamerica, all peoples were hunter-gatherers. Their strategies have been very diverse, depending greatly upon the local environment; foraging strategies have included hunting or trapping big game, hunting or trapping smaller animals, fishing, gathering shellfish or insects, and gathering wild plant foods such as fruits, vegetables, tubers, seeds, and nuts. Most hunter-gatherers combine a variety of these strategies in order to ensure a balanced diet.

Many cultures have also combined foraging with agriculture or animal husbandry. In pre-Columbian North America, for instance, most Arctic, American Subarctic, Northwest Coast, and California Indians relied upon foraging alone, but nomadic Plains Indians supplemented their wild foods with corn (maize) obtained from Plains villagers who, like Northeast Indians, combined hunting, gathering, and agriculture. In contrast, the Southwest Indians and those of Mesoamerica were primarily agriculturists who supplemented their diet by foraging.

A foraging economy usually demands an extensive land area; it has been estimated that people who depend on such methods must have available 7 to 500 square miles (18 to 1,300 square km) of land per capita, depending upon local environmental conditions. Permanent villages or towns are generally possible only where food supplies are unusually abundant and reliable; the numerous rivers and streams of the Pacific Northwest, for instance, allowed Native Americans access to two unusually plentiful wild resources — acorns and fish, especially salmon — that supported the construction of large permanent villages and enabled the people to reach higher population densities than if they had relied upon terrestrial mammals for the bulk of their subsistence.

Conditions of such abundance are rare, and most foraging groups must move whenever the local supply of food begins to be exhausted. In these cases, possessions are limited to what can be carried from one camp to another. As housing must also be transported or made on the spot, it is usually simple, comprising huts, tents, or lean-tos made of plant materials or the skins of animals. Social groups are necessarily small, because only a limited number of people can congregate together without quickly exhausting the food resources of a locality. Such groups typically comprise either extended family units or a number of related families collected together in a band. An individual band is generally small in number, typically with no more than 30 individuals if moving on foot, or perhaps 100 in a group with horses or other means of transport. However, each band is known across a wide area because all residents of a given region are typically tied to one another through a large network of kinship and reciprocity; often these larger groups will congregate for a short period each year.


Where both hunting and gathering are practiced, adult men usually hunt larger game and women and their children and grandchildren collect stationary foods such as plants, shellfish, and insects; forager mothers generally wean their children at about three or four years of age, and young children possess neither the patience nor the silence required to stalk game. However, the capture of smaller game and fish can be accomplished by any relatively mobile individual, and techniques in which groups drive mammals, birds, and fish into long nets or enclosures are actually augmented by the noise and movement of children.

The proportion of cultures that rely solely upon hunting and gathering has diminished through time. By about 1500 CE, many Middle and South American cultures and most European, Asian, and African peoples relied upon domesticated food sources, although some isolated areas continued to support full-time foragers. In contrast, Australia and the Americas were supporting many hunting and gathering societies at that time. Although hunting and gathering practices have persisted in many societies—such as the Okiek of Kenya, some Australian Aborigines and Torres Strait Islanders of Australia, and many North American Arctic Inuit groups—by the early 21st century hunting and gathering as a way of life had largely disappeared.

The Editors of Encyclopaedia Britannica
This article was most recently revised and updated by Adam Augustyn, Managing Editor.
https://www.britannica.com/print/article/277071
Answer the following questions. Be sure to cite evidence from the previous articles.

1. How did early humans organize themselves into social groups, and for what purposes?

2. How did early humans obtain enough food to survive in small groups?

3. What do early belief systems reveal about the dangers and difficulties of life for early humans?

4. How did the development of new technologies improve early human life?
People of the Stone Age had to invent tools and harness the power of fire. But it was their experiments in tool-making that ultimately led to TV, cell phones, and computers.

Living in the computer-driven Information Age, we don’t necessarily think of fire or tools as technologies. But by definition technology refers to the "practical application of knowledge in a certain area." Learning how to tame and use fire proved an invaluable technological advance in human development.

Learning how to sharpen a flint, attach a flint to a piece of wood to create a spear, then understanding how to use flint on other pieces of wood to create digging tools were all technological leaps.

**Playing With Fire**

Uncontrolled fire terrified our ancestors and still has the power to terrify today. Forest fires, or houses being burnt to the ground are still vexing problems. However, take time to think of all of the practical uses of fire or its subsequent substitutes. Where would we be today without it? What was its importance to early people?

There is heavy debate as to exactly when humans first controlled the use of fire. If early humans controlled it, how did they start a fire? We do not have firm answers, but they may have used pieces of flint stones banged together to created sparks. They may have rubbed two sticks together generating enough heat to start a blaze. Conditions of these sticks had to be ideal for a fire. The earliest humans were terrified of fire just as animals were. Yet, they had the intelligence to recognize that they could use fire for a variety of purposes. Fire provided warmth and light and kept wild animals away at night. Fire was useful in hunting. Hunters with torches could drive a herd of animals over the edge of a cliff.

**What's Cooking?**

People also learned that they could cook food with fire and preserve meat with smoke. Cooking made food taste better and easier to swallow. This was important for those without teeth!
The early humans of 2 million years ago did not have fire-making skills, so they waited until they found something burning from a natural cause to get fire. A nightly campfire became a routine. What was once comfort and safety, was now also a social occasion. People would collect around the fire each night to share stories of the day’s hunt and activities, to laugh and to relax.

The earliest evidence found in Swartkrans, South Africa and at Chesowanja, Kenya Terra and Amata, France suggests that fire was first used in stone hearths about 1.5 million years ago.

**Tooling Around**

Archaeologists have found Stone Age tools 25,000-50,000 year-old all over the world. The most common are daggers and spear points for hunting, hand axes and choppers for cutting up meat and scrapers for cleaning animal hides. Other tools were used to dig roots, peel bark and remove the skins of animals. Later, splinters of bones were used as needles and fishhooks. A very important tool for early man was flakes struck from flint. They could cut deeply into big game for butchering.

Cro-Magnons, who lived approximately 25,000 years ago, introduced tools such as the bow and arrow, fishhooks, fish spears and harpoons that were constructed from bones and antlers of animals. Logs were hollowed out to create canoes. Crossing rivers and deep-water fishing became possible.

**Farm System**

Advances in tool-making technology led to advances in agriculture. And farming revolutionized the world and set prehistoric humans on a course toward modernity. Inventions such as the plow helped in the planting of seeds. No longer did humans have to depend on the luck of the hunt. Their food supply became much more certain. Permanent settlements were soon to follow. Animals were raised for food as well as to do work. Goats, for instance, were sources of milk and meat. Dogs were used to aid in hunting wild animals.

Modern, civilized societies began to emerge around the globe. Human life as we know it started to flourish.
How did the first “technologies” help sustain human life through the ice ages and lead to the development of the first civilizations?

G) Read the information on Carbon14 Dating, the Stone Age and Historians and Their Time.

**Carbon-14 Dating**

Carbon-14 dating, also called radiocarbon dating, method of age determination that depends upon the decay to nitrogen of radiocarbon (carbon-14). Carbon-14 is continually formed in nature by the interaction of neutrons with nitrogen-14 in the Earth’s atmosphere; the neutrons required for this reaction are produced by cosmic rays interacting with the atmosphere.

Radiocarbon present in molecules of atmospheric carbon dioxide enters the biological carbon cycle: it is absorbed from the air by green plants and then passed on to animals through the food chain. Radiocarbon decays slowly in a living organism, and the amount lost is continually replenished as long as the organism takes in air or food. Once the organism dies, however, it ceases to absorb carbon-14, so that the amount of the radiocarbon in its tissues steadily decreases. Carbon-14 has a half-life of 5,730 ± 40 years—i.e., half the amount of the radioisotope present at any given time will undergo spontaneous disintegration during the succeeding 5,730 years. Because carbon-14 decays at this constant rate, an estimate of the date at which an organism died can be made by measuring the amount of its residual radiocarbon.

The carbon-14 method was developed by the American physicist Willard F. Libby about 1946. It has proved to be a versatile technique of dating fossils and archaeological specimens from 500 to 50,000 years old. The method is widely used by Pleistocene geologists, anthropologists, archaeologists, and investigators in related fields.

[https://www.britannica.com/print/article/94839](https://www.britannica.com/print/article/94839)
From the dawn of our species to the present day, stone-made artifacts are the dominant form of material remains that have survived to today concerning human technology.

The term “Stone Age” was coined in the late 19th century CE by the Danish scholar Christian J. Thomsen, who came up with a framework for the study of the human past, known as the “Three Age System”. The basis of this framework is technological: it revolves around the notion of three successive periods or ages: Stone Age, Bronze Age, and Iron Age, each age being technologically more complex than the one before it. Thomsen came up with this idea after noticing that the artefacts found in archaeological sites displayed regularity in terms of the material that they were made with: stone-made tools were always found in the deepest layers, bronze artefacts in layers on top of the deepest layers, and finally iron-made artefacts were found closest to the surface. This suggested that metal technology developed later than stone-made tools.

This “Three Age System” has received some criticism. There are scholars who believe that this approach is too technologically oriented. Others say that this stone-bronze-iron pattern has hardly any meaning when applied outside Europe. Despite the critics, this system is still largely used today and, although it has limitations, it can be helpful as long as we remember that it is a simplified framework.

**CHRONOLOGY OF THE STONE AGE**

The Stone Age begins with the first production of stone implements and ends with the first use of bronze. Since the chronological limits of the Stone Age are based on technological development rather than actual date ranges, its length varies in different areas of the world. The earliest global date for the beginning of the Stone Age is 2.5 million years ago in Africa, and the earliest end date is about 3300 BCE, which is the beginning of Bronze Age in the Near East.

There is evidence suggesting that the 2.5 million year limit for stone tool manufacture might be pushed further back. The reason is that the capacity of tool use and even its manufacture is not exclusive of our species: there are studies indicating that bonobos are capable of flaking and using stone tools in order to gain access to food in an experimental setting. Nevertheless, there are differences between the tools produced by modern apes and those produced by the early toolmakers, who had better biomechanical and cognitive skills and produced more efficient tools. The difference, however, is of degree, not of nature. In fact, the earliest tools pre-date the emergence of the Homo genus, and it is believed that some of the Australopithecines were the first tool makers.

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5 This passage is excerpted from a work by Cristian Violatti which is licensed under a Creative Commons Attribution License. The original work is available at [http://www.ancient.eu/Stone_Age/](http://www.ancient.eu/Stone_Age/).
In addition, some researchers have claimed that the earliest stone tools might even have an earlier origin: 3.4 million years ago. Although no stone tools that old have been found, some bones showing signs of striations and gouges have been found in Ethiopia, which might represent cut marks made with stone tools. This view, however, is not widely accepted: the marks have also been interpreted to be the result of crocodile predation or animal trampling. The Stone Age is also divided into three different periods.

1. **Paleolithic or Old Stone Age**: from the first production of stone artefacts, about 2.5 million years ago, to the end of the last Ice Age, about 9,600 BCE. This is the longest Stone Age period.

   The main types of evidence are fossilized human remains and stone tools, which show a gradual increase in their complexity. On the basis of the techniques employed and the quality of the tools, there are several stone industries (sometimes referred to as “lithic” industries). The earliest of these (2.5 million years ago) is called Oldowan, which are very simple choppers and flakes. About 1.7 million years ago, we find another type of lithic industry called Acheulean, producing more complex and symmetrical shapes with sharp edges. There are several other types of lithic industries until finally towards the end of the Paleolithic, about 40,000 years ago, we see a “revolution” of lithic industries where many different types coexisted and developed rapidly. Around this same time, we also have the first recorded expressions of the artistic life: personal ornaments, cave paintings, and mobilary art.

2. **Mesolithic or Middle Stone Age**: In purely scientific terms, the Mesolithic begins at the end of a period known in geology as the Younger Dryas stadial, the last cold snap, which marks the end of Ice Age, about 9,600 BCE. The Mesolithic period ends when agriculture starts. This is the time of the late hunter-gatherers.

   Because agriculture developed at different times in different regions of the world, there is no single date for the end of the Mesolithic period. Even within a specific region, agriculture developed during different times. For example, agriculture first developed in Southeast Europe about 7,000 BCE, in Central Europe about 5,500 BCE, and Northern Europe about 4,000 BCE. All these factors make the chronological limits of the Mesolithic somehow fuzzy. Moreover, some regions do not have a Mesolithic period. An example is the Near East, where agriculture was developed around 9,000 BCE, right after the end of the Ice Age.

   During the Mesolithic period, important large-scale changes took place on our planet. As the climate was getting warmer and the ice sheets were melting, some areas in the northern latitudes rose as they were being freed from the weight of the ice. At the same time, the sea levels rose, drowning low-lying areas, resulting in major changes in the land worldwide: the Japanese islands were separated from the Asian mainland, Tasmania from Australia, the British Isles from continental Europe, East Asia and North America became divided by the flooding of the Bering Strait, and Sumatra separated from Malaysia with the correspondent formation of
the Strait of Malacca. Around 5,000 BCE, the shape of the continents and islands was very much those of the present day.

3. **Neolithic or New Stone Age**: begins with the introduction of farming, dating variously from c. 9,000 BCE in the Near East, c. 7,000 BCE in Southeast Europe, c. 6,000 BCE in East Asia, and even later in other regions. This is the time when cereal cultivation and animal domestication was introduced.

In order to reflect the deep impact that agriculture had over the human population, an Australian archaeologist named Gordon Childe popularized the term “Neolithic Revolution” in the 1940s CE. Today it is believed that the impact of agricultural innovation was exaggerated in the past: the development of Neolithic culture appears to have been more gradual rather than a sudden change.

Agriculture brought major changes in the way human society is organized and how it uses the earth, including forest clearance, root crops, and cereal cultivation that can be stored for long periods of time, along with the development of new technologies for farming and herding such as plows, irrigation systems, etc. More intensive agriculture implies more food available for more people, more villages, and a movement towards a more complex social and political organization. As the population density of the villages increases, they gradually evolve into towns and finally into cities.

Towards the end of the Neolithic era, copper metallurgy is introduced, which marks a transition period to the Bronze Age, sometimes referred to as Chalcolithic or Eneolithic era.
"On the 24th of August ... between 2 and 3 in the afternoon my mother drew his attention to a cloud of unusual size and appearance...I can best describe its shape by likening it to a pine tree. It rose into the sky on a very long "trunk" from which spread some "branches"...The sight of it made the scientist in my uncle determined to see it from closer at hand."
–Pliny the Younger describing his uncle's death in the eruption of Mt. Vesuvius, 79 C.E.

There wasn't any history before 3000 B.C.E.

In a literal sense that is true. Historians mostly rely on written documents to reconstruct the past. Before 3000 B.C.E. writing did not exist, as far as we know. Accordingly, events earlier than this time are referred to as "pre-history," before written history!

Terms that Identify Periods of Time

<table>
<thead>
<tr>
<th>Decade</th>
<th>A period of 10 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Century</td>
<td>A period of 100 years</td>
</tr>
<tr>
<td>Age</td>
<td>A long period of time marked by a single cultural feature</td>
</tr>
<tr>
<td>Era</td>
<td>A long period of time marked by great events, developments, or features</td>
</tr>
<tr>
<td>Ancient</td>
<td>Very old, or from a long time ago</td>
</tr>
<tr>
<td>Circa or C.</td>
<td>A word used to show that historians are not sure of an exact date; it means “about”</td>
</tr>
<tr>
<td>BC</td>
<td>A term used to identify dates that occurred long ago, before the birth of Jesus Christ, the founder of Christianity; it means “before Christ.” On a timeline, BC dates get smaller as time passes, so the larger the number, the earlier the date.</td>
</tr>
<tr>
<td>AD</td>
<td>A term used to identify dates that occurred after Jesus’s birth; it comes from a Latin phrase that means, “in the years of our Lord.” Unlike BC dates, AD dates get larger as time passes, so the larger the number the later the date.</td>
</tr>
<tr>
<td>BCE</td>
<td>Another way to refer to BC dates; it stands for “Before Common Era”</td>
</tr>
<tr>
<td>CE</td>
<td>Another way to refer to AD dates; it stands for “Common Era”</td>
</tr>
</tbody>
</table>

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H) Explore the timeline to answer the following questions.

1. About when did the first modern humans appear in Africa?

2. When did the Ice Age end?

3. About how many years passed between the end of the Ice Ages and Catalhuyuk’s growth into a large town?
Topic Three
Agricultural Revolution
(6.1.1, 6.1.3, 6.2.1-2, 6.3.4)

Connections to the Unit Claim
You will learn about how early human societies were transformed by the Agricultural Revolution in order to develop and support a claim explaining how environmental changes impact human life and settlement.

To Explore These Key Questions
- How did environmental changes and new technologies affect the development of agriculture?
- How did the agricultural revolution impact people?
Task Three:

Agricultural Revolution

You will investigate the role of agriculture in the development of permanent civilizations.

Instructional Process:
(anything to be read or completed is in the Student Resource Book)

1. Say: “In the previous task, we learned how early humans were impacted by their climate and adapted to their environment. We will continue examining how environmental changes impacted people in this task.”

2. Say: “Although scientists and archaeologists are still debating the extent to which climate changes contributed to the development of agriculture, it is important to understand that agriculture started during a period of increasing temperatures. The chart uses the average global temperature today as a baseline to make comparisons to other points in history.

3. Have students examine the data in the Graph showing historical temperature data since 18,000 BCE.

4. Ask: “What trends in temperature do you see across time?”

5. Have students complete the “brainstorm” section of the Pros & Cons of Agriculture organizer.

6. Have students share their answers with a partner to identify shared and differing ideas, then have them share with another pair. Instruct students to add one new detail to their pro and con columns, or brainstorm with their group for additional ideas.

7. Say: “In the last task we completed a timeline on early humans of the Stone Age. What was the environment like in the last period of that age?”

8. Display the Stone Age migration map and identify for students to migration path of early humans.

9. Define neolithic and say: “As humans settled in various locations on the globe, they revolted against their neolithic lives in favor of a new way of living. What does it mean to revolt?” Allow students to suggest definitions, then say, “The Neolithic Revolution, sometimes called the Agricultural Revolution, was the wide-scale transition of many human cultures from a lifestyle of hunting and gathering to one of agriculture and settlement.”

10. Have students read the three agricultural texts in Neolithic Revolution Secondary Sources.

11. Read each of the texts aloud as students follow along. As you read each text aloud, have students annotate the document using the strategies below (or an established strategy):

   1. Circle: Words you do not know.
   2. Underline: the Main Idea.
   3. Questions: Place a question mark by any part of the passage that seems unclear
   4. +/−: Important Details/Evidence that demonstrate a pro or con of agriculture

12. Students will share out some of the annotations – especially the questions or unfamiliar vocabulary words.
13. After annotating each article in *Neolithic Revolution Secondary Sources*, have students complete that section of the *Neolithic Revolution Graphic Organizer* with a partner.

14. Display *Graph of population changes during the Neolithic period, “World Population Growth,” 12,000 to 1000 BCE* and discuss trends on the graph with students.

15. After reading all three articles, have students reflect on their original brainstormed pros & cons and compare them to the ones mentioned in their article. Have students write 3 sentences describing:
   1. A pro/con of agriculture they brainstormed that was supported by evidence from the text
   2. A pro/con of agriculture that was *refuted* (contradicted) by the text
   3. A pro/con of agriculture that was not mentioned and they are still curious about.

16. Have students answer the question: *What role did agriculture play in the development of permanent civilizations? Was the development of agriculture ultimately positive or negative for early human civilizations? Justify your claim with evidence from your sources.*
A) Examine the graph showing historical temperature data.

Historical Temperature Since 18,000 BCE

Adapted from J. A. Eddy, OIES, and R. S. Bradley, University of Massachusetts, Earthquest, Spring 1991.

The chart shows temperature change over the past 18,000 years. The horizontal axis indicates the years before common era. The vertical axis shows changes in temperature from the current average global temperature.

1. What trend does the map show at 6,000 and 2,000 BCE?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. How did the impact of climate change help the early humans decide where to live and grow food?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
B) Complete the Brainstorm section of the graphic organizer.

<table>
<thead>
<tr>
<th>Pros &amp; Cons of Agriculture</th>
<th>Pros</th>
<th>Cons</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Brainstorm:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What do you believe are</td>
<td></td>
<td></td>
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<tr>
<td>the pros and cons of</td>
<td></td>
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<td>early humans adopting</td>
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<tr>
<td>agriculture?</td>
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<tr>
<td>**“The Positive Effects</td>
<td></td>
<td></td>
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<tr>
<td>of Agriculture”</td>
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<tr>
<td>**“The Neolithic Revolution”</td>
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<td></td>
</tr>
<tr>
<td>**“Hunters to Herders”</td>
<td></td>
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</tr>
</tbody>
</table>
“The Worst Mistake in the History of the Human Race”

Summary
## Pros & Cons of Agriculture (Completed)

<table>
<thead>
<tr>
<th>Brainstorm: What do you believe are the pros and cons of early humans adopting agriculture?</th>
<th>Pros</th>
<th>Cons</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lots of food</td>
<td>Conflict over access to food supply</td>
</tr>
<tr>
<td></td>
<td>Less danger than hunting</td>
<td>Weather might damage crops</td>
</tr>
</tbody>
</table>

### “The Positive Effects of Agriculture”

<table>
<thead>
<tr>
<th></th>
<th>Pros</th>
<th>Cons</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Specialization allowed humans to become experts through the development of artists, leaders, scribes, etc.</td>
<td>1. Some members of society worked harder than others</td>
</tr>
<tr>
<td>2.</td>
<td>Domestication of wheat, corn, and rice</td>
<td>2. Wars and fighting may have sprung up over land ownership</td>
</tr>
<tr>
<td>3.</td>
<td>Agriculture lead to the creation of civilization</td>
<td></td>
</tr>
</tbody>
</table>

### “The Neolithic Revolution”

<table>
<thead>
<tr>
<th></th>
<th>Pros</th>
<th>Cons</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The development of permanent settlements</td>
<td>1. Too many people settled in one place</td>
</tr>
<tr>
<td>2.</td>
<td>The establishments of social classes</td>
<td>2. Women’s social status declined</td>
</tr>
<tr>
<td>3.</td>
<td>New technologies were developed</td>
<td></td>
</tr>
</tbody>
</table>

### “Hunters to Herders”

<table>
<thead>
<tr>
<th></th>
<th>Pros</th>
<th>Cons</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Nomadic people settle down</td>
<td>1. Staying in one place may affect the environment negatively</td>
</tr>
<tr>
<td>2.</td>
<td>Domestication of specific animals to provide meat</td>
<td>2. Raising animals expose humans to disease</td>
</tr>
<tr>
<td>3.</td>
<td>Cultivation of grain</td>
<td>3. Limited food choices</td>
</tr>
</tbody>
</table>
Summary:

Agriculture brought a variety of advantages to early human societies. It allowed nomadic communities to settle in an area and develop specialized information of the cultivation of plants. It also provided a larger and more varied food supply to these settlements. Expanded specialized knowledge emerged as settled humans invented new tools that improved life. Biologically, agriculture extended the lives of early humans.

Not all aspects of agriculture were beneficial however. Work was not evenly distributed in society, and required longer and more physically intensive work than hunting and gathering. Overpopulation of a settled area also created conflict if too little food supply was harvested or if natural disasters struck an area. Farming one area over large periods of time depleted the soil of vital nutrients and animals used to replenish nutrients through compost, though adding additional food sources, also spread disease.
C) Read and annotate the following articles documents. Then, answer the questions and complete the graphic organizer.

ARTICLE 1

“The Positive Effects of Agriculture”
Source - http://www.waldeneffect.org/blog/The_positive_effects_of_agriculture/

The results of the Neolithic Revolution were striking. On the positive side, a farmer was able to grow more food than he needed to feed his family, so for the first time in human history we saw specialization. Agricultural societies were able to support leaders, artists, craftsmen, priests, scribes, and soldiers, none of whom had to worry much about where their food came from.

We also had time to create new tools and technologies. The first example of writing sprang up in the Fertile Crescent, probably as a method of recording information about ownership and production of land. In fact, you can follow the trail of agriculture all the way to present, tracing the domestication of wheat, maize (corn), and rice forward to most of humanity's most striking accomplishments.

Agriculture basically created civilization, as we know it. In fact, using anthropologists' definition of civilization, farming was a prerequisite for civilization in every part of the world.

Question to Consider:
If there was one statement that is the most important in the passage above, what would it be? Underline/Circle it. Be prepared to justify your response.

specialization: The practice of mastering a skill so that they could focus on creating one thing really well instead of having to be really good at everything.

scribes: Usually elders who documented historical events and were record-keepers.

domestication: the process of taming, usually for human use.
ARTICLE 2

“The Neolithic Revolution”
Source: -
http://www.regentsprep.org/regents/global/themes/change/neo.cfm

The Neolithic Revolution was a fundamental change in the way people lived. The shift from hunting & gathering to agriculture led to permanent settlements, the establishment of social classes, and the eventual rise of civilizations. The Neolithic Revolution is a major turning point in human history.

Great Discoveries
About 10,000 BCE, humans began to cultivate crops and domesticate certain animals. This was a change from the system of hunting and gathering that had sustained humans from earliest times. As a result, permanent settlements were established. Neolithic villages continued to divide work between men and women. However, women's status declined as men took the lead in in most areas of these early societies. Villages were usually run by Council of Elders composed of the heads of the village's various families. Some of these villages may have had a chief elder as single leader. When resources became scarce, warfare among villages increased. During war, some men gained stature as great warriors. This usually transferred over to village life with these warriors becoming the leaders in society. Early social class divisions developed as a result. A person's social class was usually determined by the work they did, such as farmer, craftsman, priest, and warrior. Depending on the society, priests and warriors were usually at the top, with farmers and craftsman at the bottom.

New technologies developed in response to the need for better tools and weapons to go along with the new way of living. Neolithic farmers created a simple calendar to keep track of planting and harvesting. They also developed simple metal tools such as plows, to help with their work. Some groups even may have used animals to pull these plows, again making work easier. Metal weapons were developed as villages needed to protect their valuable resources.

Effects
The Neolithic Revolution changed the way humans lived. The use of agriculture allowed humans to develop permanent settlements, social classes, and new technologies. Some of these early groups settled in the fertile valleys of the Nile, Tigris-Euphrates, Yellow, and Indus.
Rivers. This resulted in the rise of the great civilizations in Egypt, Mesopotamia, China, and India.

**Questions to Consider:**
1. What was the impact of agriculture on humans?
2. Did it create more opportunities for equality amongst gender roles?
3. What is the Neolithic Revolution? How did it drastically alter how we became farmers instead of hunters-gatherers?
Introduction
Bones unearthed from an ancient mound in Turkey suggest that humans there shifted their diet from hunting to herding over just a few centuries, findings that shed light on the dawn of agriculture, scientists say. Agriculture began in the Neolithic, or New Stone Age, about 11,500 years ago. Once nomadic groups of people settled down and began farming and herding, fundamentally changing human society and how people related to nature.

Domestication of Specific Animals
The research team discovered the people of the oldest levels of the site originally ate a broad diet of meat from creatures that populated the plains and meadows along the Melendiz River. This included diverse small animals, such as hares, fish, turtles, hedgehogs and partridges, as well as larger prey such as deer, boars, horse, goats, sheep, extinct wild oxen known as aurochs, and the onager, also known as the Asian wild donkey.

However, by 8200 B.C., the meat in the diet shifted overwhelmingly to sheep and goats. These animals once made up less than half of all skeletal remains at the site, but gradually increased to 85 to 90 percent of these bones, with sheep bones outnumbering goat remains by a factor of three or more. Young male sheep and goats were selectively killed, probably for their meat, leaving females and some males to breed more livestock.

Moreover, analysis of dung in the mound revealed that plant-eating animals were held captive inside the settlement, probably in between buildings. Altogether, these findings suggest the people in this area shifted from hunting to herding in just a few centuries.

Shifts in Lifestyle and Culture
The cultivation of grain may have played a major role in the move from hunting to herding, said lead study author Mary Stiner, an archaeologist at the University of Arizona in Tucson.
"If people become more sedentary to take advantage of grains, they have a tendency to eat what's nearby, and the best and largest kinds of..."
game will get targeted first," Stiner told Live Science. "Eventually, people will have to travel farther afield to get large animals. The alternative is to raise animals yourself."

In future studies, the researchers would like to examine the consequences of holding animals captive in the settlement for people.

"What advantages and problems did that bring?" Stiner said. "Did their nutrition and health improve? Did they suffer diseases that came from the livestock? How did the people reorganize their labor to make sure the animals were fed? What kinds of structural modifications were made within the site to protect and constrain these animals?"

Stiner, Özbaşaran and their colleagues detailed their findings online today (April 28) in the journal Proceedings of the National Academy of Sciences.

Questions to Consider:
1. How did domesticating animals help us to become healthier?
   Not ultimately because domesticated animals helped to spread disease.

2. What is significant about the kinds of animals that were domesticated?
   They all provide some type of food source or multiple food source for settled groups.

3. How did these new diets help with the establishment of communities?
   They provided additional sources of food, increasing the amount of available food in supply to a settled community.

Neolithic Revolution Graphic Organizer
D) As each passage is read out loud, annotate the passage using the following methods
1. Circle words you do not know.
2. Underline the Main Idea.
3. Questions: Place a question mark by any part of the passage that seems unclear.
4. Place a +/- next to Important Details/Evidence that demonstrate a pro or con of agriculture
**Instructions**: Using your close-read articles on Farming and Agriculture, complete the following questions below.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. According to the article entitled, “The Positive Effects of Agriculture”, list four advantages of agriculture.</td>
<td>a)</td>
</tr>
<tr>
<td></td>
<td>b)</td>
</tr>
<tr>
<td></td>
<td>c)</td>
</tr>
<tr>
<td></td>
<td>d)</td>
</tr>
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“The Positive Effects of Agriculture”
2. The second paragraph states, “In fact, you can follow the trail of agriculture all the way to present, tracing the **domestication** of wheat, maize (corn), and rice forward to most of humanity’s most striking accomplishments.”

Based on how the bolded word is used, what are other things that can be **domesticated**?

“The Neolithic Revolution”
3. The Neolithic Era produced several new ideas and concepts.

Write down two and explain how they were beneficial.

1. 
2. 

“The Neolithic Revolution”
4. According to paragraph 4, scarcity of resources was a problem. Cite evidence from the text that addresses this problem.
| “Hunters to Herders: Ancient Civilization Made Rapid Switch” |
| 5. According to the second paragraph, many smaller animals were hunted along the Melendiz River. |
| Based on this, why would a civilization be built along a water system? |

| “Hunters to Herders: Ancient Civilization Made Rapid Switch” |
| 6. Farming requires strategy and science. What kind of science and strategy did early farmers use to increase the animal population? |

| “Hunters to Herders: Ancient Civilization Made Rapid Switch” |
| 7. What is significant about the kinds of animals that were being consumed by farming peoples? What impact did that have on people forming communities? |

| “Hunters to Herders: Ancient Civilization Made Rapid Switch” |
| 8. Based on this article, “Have farming societies helped our diets?” Explain why or why not using one piece of evidence from your close-read articles. |

**Reflection Question:** The three articles mainly talk about the health benefits of hunter-gathering and farming societies. However, a society cannot merely be supported by *only* healthy people. What other necessities need to be addressed and how could these support and sustain the lifestyles of a society?
**Neolithic Revolution Graphic Organizer (Completed)**

**Directions:** As each passage is read out loud, annotate the passage using the following methods:

a. **Circle** words you do not know.

b. **Underline** the Main Idea.

c. Questions: Place a **question mark** by any part of the passage that seems unclear.

d. Place a +/- next to Important Details/Evidence that demonstrate a pro or con of agriculture

**Instructions:** Using your close-read articles on Farming and Agriculture, complete the following questions below.

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</tr>
<tr>
<td></td>
<td>b) New tools and technology</td>
</tr>
<tr>
<td></td>
<td>c) Domestication of wheat, corn, and rice.</td>
</tr>
<tr>
<td></td>
<td>d) More food is grown than needed to feed families</td>
</tr>
<tr>
<td>“The Positive Effects of Agriculture”</td>
<td>Based on the use of the word in this paragraph, animals can also be domesticated. And in some cases, so can people.</td>
</tr>
<tr>
<td>2. The second paragraph states, “In fact, you can follow the trail of agriculture all the way to present, tracing the domestication of wheat, maize (corn), and rice forward to most of humanity’s most striking accomplishments.”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Based on how the bolded word is used, what are other things that can be domesticated?</td>
</tr>
<tr>
<td>“The Neolithic Revolution”</td>
<td>The establishment of permanent settlements - this new concept allowed for a social system to be developed where there was enough food and the work was distributed.</td>
</tr>
<tr>
<td>3. The Neolithic Era produced several new ideas and concepts.</td>
<td>The development of new technologies - farmers created a simple calendar to track their planting and harvesting, developed farming tools, plows, and metal weapons to protect their resources.</td>
</tr>
<tr>
<td><strong>“The Neolithic Revolution”</strong></td>
<td>Warfare among villages over resources produced great warriors who became the leaders of their villages. This shift of power and influence in order to preserve the villages resources resulted in social class division. “A person’s social class was usually determined by the work they did, such as farmer, craftsman, priest, and warrior.”</td>
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<td><strong>“Hunters to Herders: Ancient Civilization Made Rapid Switch”</strong></td>
<td>Civilization was built along a water system in order to access the smaller, easier prey for meat. Being near water sources also offered fertile soil for planting and growing crops, as well as drinking water.</td>
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<tr>
<td>5. According to the second paragraph, many smaller animals were hunted along the Melendiz River. Based on this, why would a civilization be built along a water system?</td>
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<td><strong>“Hunters to Herders: Ancient Civilization Made Rapid Switch”</strong></td>
<td>Farmers were strategic in their breeding practices by carefully choosing which animals to slaughter for food. “Young male sheep and goats were selectively killed, leaving females and some males to breed more livestock.”</td>
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<tr>
<td>6. Farming requires strategy and science. What kind of science and strategy did early farmers use to increase the animal population?</td>
<td>Farmers were strategic in their breeding practices by carefully choosing which animals to slaughter for food. “Young male sheep and goats were selectively killed, leaving females and some males to breed more livestock.”</td>
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<td><strong>“Hunters to Herders: Ancient Civilization Made Rapid Switch”</strong></td>
<td>Farming people chose to domesticate and breed plant eating animals because they were easier to feed and hold captive within the settlements. This changed their diet from a variety of meat to the meats of mostly sheep and goat. The farming people became a sedentary society.</td>
</tr>
<tr>
<td>7. What is significant about the kinds of animals that were being consumed by farming peoples? What impact did that have on people forming communities?</td>
<td>Farming people chose to domesticate and breed plant eating animals because they were easier to feed and hold captive within the settlements. This changed their diet from a variety of meat to the meats of mostly sheep and goat. The farming people became a sedentary society.</td>
</tr>
<tr>
<td><strong>“Hunters to Herders: Ancient Civilization Made Rapid Switch”</strong></td>
<td>Although this article makes it clear that there was a shift from hunting to herding, it is not clear whether the researchers believe that this helped or hurt our diets. According to the text, “If people become more sedentary to take advantage of grains, they have a tendency to eat what’s nearby, and the best and largest kinds of game will get targeted first...” This shift did contribute to a more consistent diet through herding and farming but not necessarily a healthier one.</td>
</tr>
<tr>
<td>8. Based on this article, “Have farming societies helped our diets?” Explain why or why not using one piece of evidence from your close-read articles.</td>
<td>Although this article makes it clear that there was a shift from hunting to herding, it is not clear whether the researchers believe that this helped or hurt our diets. According to the text, “If people become more sedentary to take advantage of grains, they have a tendency to eat what’s nearby, and the best and largest kinds of game will get targeted first...” This shift did contribute to a more consistent diet through herding and farming but not necessarily a healthier one.</td>
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**Reflection Question:** The three articles mainly talk about the health benefits of hunter-gathering and farming societies. However, a society cannot merely be supported by only healthy people. What other necessities need to be addressed and how could those support and sustain the lifestyles of a society?

In order to support and sustain the lifestyle of a society, there needs to be a clear focus of social equality and equal opportunity. All members of a society should be viewed as having equal value. Also, a society must not view health as only being able to eat regularly but that food available to everyone helps them to live longer, stronger lives.

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**E) Reflect on your original brainstormed pros & cons and compare them to the ones mentioned in the articles. Write 3 sentences describing:**

1. A pro/con of agriculture they brainstormed that was supported by evidence from the text
2. A pro/con of agriculture that was refuted (contradicted) by the text
3. A pro/con of agriculture that was not mentioned and you are still curious about

_________________________________________________
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_________________________________________________
_________________________________________________
Graph of population changes during the Neolithic period, “World Population Growth,” 12,000 to 1000 BCE

F) Complete the bottom portion of the Pros and Cons graphic organizer.

What role did agriculture play in the development of permanent civilizations? Was the development of agriculture ultimately positive or negative for early human civilizations? Justify your claim with evidence from your sources.

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