Module 1

The Beginnings of World History

Essential Question
How has the way that we think about and study world history changed over time?

In this module you will learn about how new archaeological finds and technology continue to change our understanding of early human life.

What You Will Learn …
Lesson 1: The Study of World History ........................................ 4
The Big Idea The study and our understanding of world history are affected by place and time and are constantly changing.
Lesson 2: Human Origins in Africa ........................................ 11
The Big Idea Fossil evidence shows that the earliest humans originated in Africa and spread across the globe.
Lesson 3: Humans Try to Control Nature .................................... 20
The Big Idea The development of agriculture caused an increase in population and the growth of a settled way of life.
Lesson 4: Neolithic Cultures ........................................ 29
The Big Idea Early cultures did not form advanced civilizations, but they left behind artifacts that have contributed greatly to our understanding of the past.

About the Photo: A researcher examines hominid fossils from Rising Star Cave in South Africa.

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Graphic Organizers
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Image Carousel: Survival Tools in the Neolithic Age
Image with Hotspots: Çatal Hüyük
4,000,000 BC First hominids appear in Africa. (early hominid footprint)

2,500,000 BC Paleolithic Age begins. (Paleolithic lunar calendar)

1,600,000 BC Homo erectus appears.

200,000 BC Neanderthals appear.

<40,000 BC Cro-Magnons emerge.

8000 BC Neolithic Age begins; first agriculture takes place.

7000 BC Community at Jericho is wiped out.

3000 BC Yangshao culture flourishes in central China.

2500 BC Neolithic villagers abandon Skara Brae.

2500 BC World
The Study of World History

The Big Idea
The study of world history and our understanding of it are affected by place and time and are constantly changing.

Why It Matters Now
As new discoveries and technological advancements are made, what we learn and understand about world history can change.

Key Terms and People
historiography
civilization
artifact
hominid

Setting the Stage
Historiography is the study and writing of history with an emphasis on the careful examination of information or data, often from the analysis of evidence. Historians, archaeologists, and other social scientists piece together information in this way to write explanations about how people lived in the past. The writers may have different perspectives. Where they live, new interpretations of old discoveries, or new evidence can all affect their perspective. As new discoveries are made, historical interpretations and theories often change. History is constantly being revised.

An archaeologist carefully wipes away layers of dirt from artifacts at an ancient tomb site of the Ichsma culture in Lima, Peru.
Geography

Geography can affect historiography, as well as the course of events that happen throughout world history. Geography includes physical, human, and cultural characteristics. When studying history, social scientists consider these aspects of geography but also factors such as who made a discovery and the place and time where the discovery occurred. These factors are important in the study of world history and our understanding of the past because they can influence people's interpretations and theories. Not everyone understands or interprets a historical event in the same way.

The Impact of Geography

Scholars have tried to address the role and impact of geography in world history. In his Pulitzer Prize–winning book *Guns, Germs, and Steel*, Jared Diamond examines the role of geography in the success and failure of civilizations, or complex cultures that developed at least five key characteristics. These characteristics include advanced cities, specialized workers, complex institutions, record keeping, and advanced technology. In addition, Diamond points to several factors that made Eurasian civilizations successful in conquering other civilizations. He suggests that Eurasia's location and climate provided good conditions for agriculture, resistance to certain germs that wiped out or decimated other civilizations, and the ability to develop stronger and better technology and social institutions. Other civilizations that developed outside of this geographic area were unable to surmount these challenges that many Eurasian civilizations were able to overcome.

But what other geographic factors affect the development and success of civilizations? A civilization that is landlocked and does not have access to bodies of water is posed with certain challenges for survival. On the other hand, civilizations that are surrounded entirely by water face other challenges. Yet, sometimes those challenges have been used to their advantage.

An Island Nation in the East

Island nations are, for the most part, isolated, and throughout history they have developed differently. Japan, for example, was largely isolated from the West. Before the mid-1800s when Commodore Matthew Perry arrived with a fleet to “open” Japanese trade with the United States, Japan had very limited trade with the West. The Japanese had traded with the Chinese and the Dutch, but it was limited and controlled. After the Japanese began to trade with the United States and other Western countries, they wanted to modernize and Westernize their own country. By the early 1900s, the Japanese had engaged in war with the Russians and defeated them. The former isolated island nation had now entered the world stage and was considered a world power.

An Island Nation in the West

The island nation of Great Britain developed differently than Japan. It also became a world power, but at a much earlier time. We can examine its interaction with Rome, for example, to better understand how geography has impacted its history. In ancient
times when Rome became a republic and later expanded into an empire, many lands came under its rule, including Britain. Yet, because Britain is an island, it took the Romans much longer to conquer it compared to other places that became part of its empire. Another example of how geography impacts the history and development of a place is to look at Britain’s role in the Age of Exploration in the 1500s and 1600s. It joined other European nations in the quest to start colonies in the Americas, Asia, and Africa between the 1600s and 1800s. By the late 19th century, it had built a vast empire around the world. As an island nation, Britain developed into a formidable sea power. This was due in large part to its geography and its need to protect its empire, which spanned the globe.

**Beyond Location** In studying history, one should examine not only place and time in assessing the role of geography. Climate must also be considered. Climate can affect food availability and variety, as well as other natural resources. Along with physical features such as mountains and bodies of water, climate can enable or discourage migration. It can be a factor in wiping out a civilization if successive crop yields are poor. It can also cause involuntary migration, in which people are forced to move because a place that was once suitable for humans is no longer livable.

Scientists know from their research that a phenomenon known as the Little Ice Age started between 1100 and 1250. It had devastating effects across Europe, causing crop failures, famines, forced migration, and the failure of settlements. Even though by this time peoples and civilizations had been successfully using agriculture to meet their food needs for centuries, they could not control the weather. Cold weather over long periods of time wiped out crops. To avoid starvation, some people had to abandon growing crops and go back to relying on hunting and gathering.

One example of the effects of the Little Ice Age can be seen in the study of Greenland. In 2011, researchers presented their conclusions after examining ice cores from lakes in western Greenland. They determined that Norse Vikings may have left their settlements over time because of the plunge in temperatures, but they could have abandoned them for other reasons. The cooler weather was gradual, but it made the growing season shorter and possibly caused lower crop yields. The cooler temperatures may have also created more sea ice, which could have hampered trade.
Role of Archaeology

Archaeology plays a key role in historiography because it deals with the study of artifacts, or human-made objects, and other evidence from the past. Archaeologists use this evidence to discover clues about how people lived, developed, and interacted with their environment.

Archaeology and Perception  Archaeological discoveries have revealed evidence from prehistory to the modern era, in all parts of the world. They have provided DNA evidence of the Neanderthal genome, uncovered the terra cotta soldiers of China’s first emperor Shi Huangdi, and revealed clues to how the bubonic plague spread through Asia and Europe, to name just a few important discoveries.

Often archaeologists work with people from other disciplines to help piece together the past. They work with genetic scientists to describe human history. They work with environmental scientists to understand resource allocation and land degradation. People from different fields of science often work together. They show that the interpretation of history is affected not only by the perspective of various disciplines, but also by the contrasting perceptions of people living in different areas of the world. In other words, the same event or time period may be perceived in distinctive ways. For example, when discussing a war, the defeated and the victor may retell the course of events differently. In a similar way, one archaeological discovery may be interpreted differently from one discipline to another.

Archaeologists work at a site in Denisova Cave, Siberia, to uncover Paleolithic bone fragments of an early hominid.
Reading Check
Summarize: How do archaeologists work with other disciplines to explain and interpret the past?

Other Disciplines  Archaeology takes an important role in historiography but also relies on evidence gathered by other disciplines. In addition to archaeology, discoveries are made in areas such as cultural anthropology, genetics, linguistics, physics, and others. People who practice these disciplines use different tools and often take on different perspectives when they “dig up” and study the past. At the same time, each discovery they make is subject to criticisms within and outside of the discipline.

Flexible History
When historians write about and interpret history, they know that their interpretations are subject to change. They draw conclusions based on evidence, such as artifacts, other primary sources, and secondary sources that are available at the time. They may also have biases in their interpretations, which can be based on where they live, the time in which they live, how history is taught where they live, and their own connection to the subject matter. For this reason, it is important to remember not only that history can change, but that it is also flexible and must be evaluated carefully to consider bias and perspective.

Changing and Revising History  How does historiography change over time? As new discoveries are made, our understanding and piecing together of the past also change. Conclusions that are drawn from past discoveries are often updated and modified by newer discoveries and investigations. Theories based on earlier evidence are rivaled by newer theories based on more recent evidence. Essentially, history is written, revised, and rewritten based on these new finds. Sometimes ancient languages when they are first discovered cannot be translated. Over time, historians and

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<tr>
<th>Discipline</th>
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<th>Investigations Revealed</th>
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<tr>
<td>Physical Anthropology</td>
<td>Prehistory</td>
<td>how the mummy “Ice Man” died and what happened to him before his death; development of human race (hominins/hominids) in South Africa</td>
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<tr>
<td>Genetics</td>
<td>Prehistory</td>
<td>DNA evidence of the Neanderthal genome; Denisova Cave in Siberia</td>
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<tr>
<td>Linguistics</td>
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<td>deciphering of Mayan glyphs show cultural aspects of Maya civilization in Mesoamerica</td>
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<tr>
<td>Physics/Remote Sensing</td>
<td>Neolithic Age</td>
<td>information about Neolithic settlements such as Skara Brae in Scotland</td>
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<tr>
<td>Archaeology and Forensic</td>
<td>Modern Era</td>
<td>crimes against humanity from mass graves in Bosnia during “ethnic cleansing”</td>
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Disciplines of Study
other scientists are able to decode or translate the language, which helps them to interpret past civilizations. For example, it took a very long time to fully decipher Mayan glyphs. Once scholars could read the language, they were able to learn and understand more about the Mayan culture and ways of life.

Artifacts That Speak
Sam Wineburg is a professor of history at Stanford University. He describes the unique nature of artifacts and how they contribute to historical understanding.

“How do you read something that has no words? This is precisely the dilemma of archaeologists who study ‘prehistoric’ cultures that leave us with objects but no written records. Even without such records, we can ask questions of objects that allow us access to the societies that produced them thousands of years ago. . . . By interrogating ancient objects and asking questions similar to those we would ask of any historical find—Who produced it? What does it tell us of the society at large?—we can read objects that have no words. Just because objects don’t talk doesn’t mean they have no story. It is our job to make them speak.”

—Sam Wineburg
**History in Depth**

**A Rising Star?**

In November 2013, a team of scientists made up of female archaeologists, anthropologists, and paleontologists began exploring the Rising Star cave in South Africa. Over time, the team excavated some 1,550 hominid fossils.

Getting through the narrow passage to the cave’s Dinaledi Chamber, where thousands of fossils still remain, is a physical challenge. The passage narrows to less than 10 inches high and the chamber sits more than 100 feet away from the cave’s entrance.

Among the Rising Star fossils studied so far, a new species, called *Homo naledi*, was discovered. This has changed previously held theories about human evolution, making it more complex and puzzling than ever before.

**Newer Finds Replace Old Theories**  One example of changing history, theories, and interpretations is based on the discovery made at Olduvai (OH-luv-ay) Gorge in northern Tanzania, Africa. The discovery of a hominid fossil there in 1960 revealed information about the tools that early humans made and how they developed technology to survive. A hominid is a human or other creature that walks upright. Yet, later discoveries of early human fossils or early human tools, such as points and stone blades at Chinpuihuapi Creek (1977) in Monte Verde, Chile; Liang Bua Cave (2004) on Flores Island; Buttermilk Creek Complex (2006) in central Texas; Denisova Cave (2008) in Siberia; and Rising Star Cave (2013) in South Africa revealed more about early humans and how they lived. These discoveries changed earlier interpretations and theories that scientists and other researchers had developed about human species after studying evidence at Olduvai Gorge.

**Reading Check**

**Draw Conclusions**

Why must history be flexible?

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**Lesson 1 Assessment**

1. **Organize Information**  Create a timeline of the Little Ice Age.

   - event one
   - event two
   - event three
   - event four

   Make a mental map of the areas affected by the Little Ice Age. Write a paragraph explaining how the Little Ice Age caused people to migrate and adapt their ways of life.

2. **Key Terms and People**  For each key term or person in the lesson, write a sentence explaining its significance.

3. **Draw Conclusions**  Why does history change?

4. **Analyze Effects**  How has geography affected the course of history?

5. **Analyze Effects**  Was the migration caused by the Little Ice Age voluntary or involuntary, and what were the consequences of the migration? Explain.

6. **Form and Support Opinions**  Do you think the fact that Britain and Japan are islands enabled or deterred migration to and from those places? Explain.

7. **Analyze Effects**  How might the discovery of fossils at Rising Star cave affect history?
Human Origins in Africa

The Big Idea
Fossil evidence shows that the earliest humans originated in Africa and spread across the globe.

Why It Matters Now
The study of early human remains and artifacts helps in understanding our place in human history.

Key Terms and People
- culture
- Paleolithic Age
- Neolithic Age
- technology
- Homo sapiens

Setting the Stage
What were the earliest humans like? Many people have asked this question. Because there are no written records of prehistoric peoples, scientists have to piece together information about the past. Teams of scientists use a variety of research methods to learn more about how, where, and when early humans developed. Interestingly, recent discoveries provide the most knowledge about human origins and the way prehistoric people lived. Yet, the picture of prehistory is still far from complete.

Scientists Search for Human Origins
Written documents provide a window to the distant past. For several thousand years, people have recorded information about their beliefs, activities, and important events. Prehistory, however, dates back to the time before the invention of writing—roughly 5,000 years ago. Without access to written records, scientists investigating the lives of prehistoric peoples face special challenges.

Scientific Clues  Archaeologists are specially trained scientists who work like detectives to uncover the story of prehistoric peoples. They learn about early people by excavating and studying the traces of early settlements. An excavated site, called an archaeological dig, provides one of the richest sources of clues to the prehistoric way of life. Archaeologists sift through the dirt in a small plot of land. They analyze all existing evidence, such as bones and artifacts. Bones might reveal what the people looked like, how tall they were, the types of food they ate, diseases they may have had, and how long they lived. Artifacts such as tools and jewelry might hint at how people dressed, what work they did, or how they worshiped.
Understanding Culture

In prehistoric times, bands of humans that lived near one another began to develop shared ways of doing things: common ways of dressing, similar hunting practices, favorite animals to eat. These shared traits were the first beginnings of what anthropologists and historians call *culture*.

Culture is the way of life of a group of people. Culture includes common practices of a society, its shared understandings, and its social organization. By overcoming individual differences, culture helps to unify the group.

**COMPONENTS OF CULTURE**

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<thead>
<tr>
<th>Common Practices</th>
<th>Shared Understandings</th>
<th>Social Organization</th>
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<tbody>
<tr>
<td>what people eat</td>
<td>language</td>
<td>family</td>
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<tr>
<td>clothing and adornment</td>
<td>symbols</td>
<td>class and caste structure</td>
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<td>sports</td>
<td>religious beliefs</td>
<td>relationships between individual and community</td>
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<td>tools and technology</td>
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<td>social customs</td>
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<td>work</td>
<td>political beliefs</td>
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**HOW CULTURE IS LEARNED**

People are not born knowing about culture. Instead, they must learn culture. Generally, individuals learn culture in two ways. First, they observe and imitate the behavior of people in their society. Second, people in their society directly teach the culture to them, usually through spoken or written language.

**Critical Thinking**

1. **Form and Support Opinions**  In U.S. culture, which shared understanding do you think is the most powerful? Why?

2. **Make Inferences**  Which do you think has a greater impact on culture, observation and imitation or direct teaching? Explain your answer.
Scientists called anthropologists study culture, or a people’s unique way of life. Anthropologists examine the artifacts at archaeological digs. From these, they re-create a picture of early people’s cultural behavior. (See Analyze Key Concepts on culture on the following page.)

Other scientists, called paleontologists, study fossils—evidence of early life preserved in rocks. Human fossils often consist of small fragments of teeth, skulls, or other bones. Paleontologists use complex techniques to date ancient fossil remains and rocks. Archaeologists, anthropologists, paleontologists, and other scientists work as a team to make new discoveries about how prehistoric people lived.

**Early Footprints Found** In the 1970s, archaeologist Mary Leakey led a scientific expedition to the region of Laetoli in Tanzania in East Africa. (See map on page 17.) There, she and her team looked for clues about human origins. In 1978, they found prehistoric footprints that resembled those of modern humans preserved in volcanic ash. These footprints were made by humanlike beings now called australopithecines (aw•stray•loh•pih•thih•ih•synz) which lived from about 4.1 to 1.8 million years ago. The Laetoli footprints provided striking evidence about human origins.

**The Discovery of “Lucy”** While Mary Leakey was working in East Africa, U.S. anthropologist Donald Johanson and his team were also searching for fossils. They were exploring sites in Ethiopia, about 1,000 miles to the north. In 1974, Johanson’s team made a remarkable find—an unusually complete skeleton of an adult female hominid. They nicknamed her “Lucy” after the Beatles song “Lucy in the Sky with Diamonds.” She had lived around 3.5 million years ago—the oldest hominid found to that date.

**DOCUMENT-BASED INVESTIGATION**

**Finding Lucy**

Donald Johanson and his team had been conducting a search in Hadar, Ethiopia, when they discovered a forearm and other bones that seemed to be related.

**Analyze Historical Sources**

1. **Compare** How was the discovery of “Lucy” similar to Mary Leakey’s discovery in Tanzania?

2. **Draw Conclusions** Do you think that Johanson and his team knew they had made a significant find when they found “Lucy”? Explain.

“We reluctantly headed back toward camp. Along the way, I glanced over my right shoulder. Light glinted off a bone. I knelt down for a closer look . . . Everywhere we looked on the slope around us we saw more bones lying on the surface . . . The find launched a celebration in camp.”

—Donald Johanson

from Ancestors: In Search of Human Origins
**Hominids Walk Upright**  Lucy and the hominids who left their footprints in East Africa were species of australopithecines. Walking upright helped them travel distances more easily. They were also able to spot threatening animals and carry food and children.

These early hominids had already developed the opposable thumb. This means that the tip of the thumb can cross the palm of the hand. The opposable thumb was crucial for tasks such as picking up small objects and making tools. (To see its importance, try picking up a coin with just the index and middle fingers. Imagine all of the other things that cannot be done without the opposable thumb.)

**The Old Stone Age Begins**

The invention of tools, mastery over fire, and the development of language are some of the most impressive achievements in human history. Scientists believe these occurred during the prehistoric period known as the Stone Age. It spanned a vast length of time. The earlier and longer part of the Stone Age, called the Old Stone Age or **Paleolithic Age**, lasted from about 2.5 million to 8000 BC. The oldest stone chopping tools date back to this era. The New Stone Age, or **Neolithic Age**, began about 8000 BC and ended as early as 3000 BC in some areas. People who lived during this second phase of the Stone Age learned to polish stone tools, make pottery, grow crops, and raise animals.

Much of the Paleolithic Age occurred during the period in the earth’s history known as the Ice Age. During this time, glaciers alternately advanced and retreated as many as 18 times. The last of these ice ages ended about 10,000 years ago. By the beginning of the Neolithic Age, glaciers had retreated to roughly the same area they now occupy.
Reading check

Recognize Effects

How did **Homo erectus** use fire to adapt to the environment?

**Homo habilis May Have Used Tools** Before the australopithecines eventually vanished, new hominids appeared in East Africa around 2.4 million years ago to 1.5 million years ago. In 1960, archaeologists Louis and Mary Leakey discovered a hominid fossil at Olduvai (OHL•duh•vy) Gorge in northern Tanzania. The Leakeys named the fossil *Homo habilis*, which means “man of skill.” The Leakeys and other researchers found tools made of lava rock. They believed *Homo habilis* used these tools to cut meat and crack open bones. Tools made the task of survival easier.

**Homo erectus Develops Technology** About 1.9 million years ago to 50,000 years ago, before *Homo habilis* left the scene, another species of hominids appeared in East Africa. This species is now known as *Homo erectus*, or “upright man.” Some anthropologists believe *Homo erectus* was a more intelligent and adaptable species than *Homo habilis*. *Homo erectus* people used intelligence to develop **technology**—ways of applying knowledge, tools, and inventions to meet their needs. These hominids gradually became skillful hunters and invented more sophisticated tools for digging, scraping, and cutting. They also eventually became the first hominids to migrate, or move, from Africa. Fossils and stone tools show that bands of *Homo erectus* hunters settled in India, China, Southeast Asia, and Europe.

According to anthropologists, *Homo erectus* was the first to use fire. Fire provided warmth in cold climates, cooked food, and frightened away attacking animals. The control of fire also probably helped *Homo erectus* settle new lands.

*Homo erectus* may have developed the beginnings of spoken language. Language, like technology, probably gave *Homo erectus* greater control over the environment and boosted chances for survival. The teamwork needed to plan hunts and cooperate in other tasks probably relied on language. *Homo erectus* might have named objects, places, animals, and plants and exchanged ideas.
The Dawn of Modern Humans

Many scientists believe *Homo erectus* eventually developed into *Homo sapiens*—the species name for modern humans. *Homo sapiens* means “wise men.” While they physically resembled *Homo erectus*, *Homo sapiens* had much larger brains. Scientists have traditionally classified Neanderthals and Cro-Magnons as early groups of *Homo sapiens*. However, in 1997, DNA tests on a Neanderthal skeleton indicated that Neanderthals were not ancestors of modern humans. They were, however, affected by the arrival of Cro-Magnons, who may have competed with Neanderthals for land and food. Yet more current research and testing of DNA has proved this conclusion wrong. In 2013, scientists began to sequence the DNA from fossils that were found in a cave in the Atapuerca Mountains in Spain. After two years of research, they concluded that *Homo sapiens* may have branched out from Neanderthals and Denisovans about 550,000 to 765,000 years ago.

**Neanderthals’ Way of Life** In 1856, as quarry workers were digging for limestone in the Neander Valley in Germany, they spotted fossilized bone fragments. These were the remains of Neanderthals, whose bones were discovered elsewhere in Europe and Southwest Asia. These people were powerfully built. They had heavy slanted brows, well-developed muscles,

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**History in Depth**

**Timeline of Planet Earth**

Imagine the 102 stories of the Empire State Building as a scale for a timeline of the earth’s history. Each story represents about 40 million years. Modern human beings have existed for just a tiny percentage of the life of this planet. Yet, since those prehistoric days of making stone tools and learning to control fire, the technology of modern humans has advanced considerably.

![Cro-Magnons and Neanderthals made fire by striking flint against a stone, usually one that contained iron.](image-url)
and thick bones. To many people, the name “Neanderthal” calls up the comic-strip image of a club-carrying caveman. However, archaeological discoveries reveal a more realistic picture of these early hominids, who lived roughly between 200,000 and 30,000 years ago.

Evidence suggests that Neanderthals tried to explain and control their world. They developed religious beliefs and performed rituals. About 60,000 years ago, Neanderthals held a funeral for a man in Shanidar Cave, located in northeastern Iraq. Some archaeologists theorize that during the funeral, the Neanderthal’s family covered his body with flowers. This funeral points to a belief in a world beyond the grave.

Neanderthals were also resourceful. They survived harsh Ice Age winters by living in caves or temporary shelters made of wood and animal skins. Animal bones found with Neanderthal fossils indicate the ability of Neanderthals to hunt in subarctic regions of Europe. To cut up and skin their prey, they fashioned stone blades, scrapers, and other tools. The Neanderthals survived for some 170,000 years and then mysteriously vanished about 30,000 years ago.
Cro-Magnons Emerge  About 40,000 years ago, a group of prehistoric humans called Cro-Magnons appeared. Their skeletal remains show that they are identical to modern humans. The remains also indicate that they were probably strong and generally about five-and-one-half feet tall. Cro-Magnons migrated from North Africa to Europe and Asia.

Cro-Magnons made many new tools with specialized uses. Unlike Neanderthals, they planned their hunts. They studied animals’ habits and stalked their prey. Evidently, Cro-Magnons’ superior hunting strategies allowed them to survive more easily. This may have caused Cro-Magnon populations to grow at a slightly faster rate and eventually replace the Neanderthals. Cro-Magnons’ advanced skill in spoken language may also have helped them to plan more difficult projects. This cooperation perhaps gave them an edge over the Neanderthals.

New Findings Add to Knowledge

Scientists are continuing to work at numerous sites in Africa. Their discoveries change our views of the still sketchy picture of human origins in Africa and of the migration of early humans out of Africa.

Fossils, Tools, and Cave Paintings  Newly discovered fossils in Chad and Kenya, dating between 6 and 7 million years old, have some apelike features but also some that resemble hominids. Study of these fossils continues, but evidence suggests that they may be the earliest hominids. A 2.33-million-year-old jaw from Ethiopia is the oldest fossil belonging to the line leading to humans. Stone tools found at the same site suggest that toolmaking may have begun earlier than previously thought.

New discoveries also add to what we already know about prehistoric peoples. For example, in 1996, a team of researchers from Canada and the United States, including a high school student from New York, discovered a Neanderthal bone flute 43,000 to 82,000 years old. This discovery hints at a previously unknown talent of the Neanderthals—the gift of musical expression. The finding on cave walls of drawings of animals and people dating back as early as 35,000 years ago gives information on the daily activities and perhaps even religious practices of these peoples.

Early humans’ skills and tools for surviving and adapting to the environment became more sophisticated as time passed. As you will read in the next lesson, these technological advances would help launch a revolution in the way people lived.

Discovery at Denisova Cave  In 2008, a discovery of hominin artifacts was made in the Altai Mountains. They were found in Denisova Cave in Russia. At first, researchers believed the artifacts to be part of a new group of hominins, called the Denisovans. To find out if the artifacts were the remains of early modern humans or Neanderthals, a group of scientists used recent technology to sequence the DNA genome from a finger bone.
Chad Discovery

In 2002, an international team of scientists announced the discovery of a 6- to 7-million-year-old skull in northern Chad. The skull is similar in size to a modern chimpanzee, with a similar brain capacity. (See photograph.) The team reported that the skull, nicknamed Toumai, or “hope of life,” was the earliest human ancestor so far discovered. Its date is, in fact, millions of years older than the previous oldest-known hominin. The skull dates from the time that scientists believe the ancestors of humans split from the great apes. Whether the skull is actually human or ape will require further study.

Later, in 2013, a group of evolutionary anthropologists drew new conclusions based on a new genome from the same cave. They said that based on this genome, they believe that the Denisovans and Neanderthals interacted.

of one of the specimens found in Denisova Cave. They concluded that the Denisovans came from a common ancestor that dates back before the Neanderthal. They believe that these hominins lived in Denisova Cave some time between 50,000 and 170,000 years ago.

Lesson 2 Assessment

1. **Organize Information** Complete the diagram with details about hominids and Cro-Magnons. Which advance by a hominid group do you think was the most significant? Explain.

   ![Diagram](image)

2. **Key Terms and People** For each term in the lesson, write a sentence explaining its significance.

   - Hominid Group
   - Cro-Magnons

3. **Draw Conclusions** What clues do bones and artifacts give about early peoples?

4. **Summarize** What were the major achievements in human history during the Old Stone Age?

5. **Recognize Effects** Why was the discovery of fire so important?

6. **Make Inferences** Why will specific details about the physical appearance and the customs of early peoples never be fully known?

7. **Synthesize** How do recent findings keep revising knowledge of the prehistoric past?
Cave Paintings

Cave paintings created by primitive people are found on every continent. The oldest ones were made about 35,000 years ago. Cave paintings in Europe and Africa often show images of hunting and daily activities. In the Americas and Australia, on the other hand, the paintings tend to be more symbolic and less realistic.

Scholars are not sure about the purpose of cave paintings. They may have been part of magical rites, hunting rituals, or an attempt to mark the events during various seasons. Another theory is that cave paintings (especially the more realistic ones) may simply be depictions of the surrounding world.

CAVE PAINTINGS AT TASSILI N’AJER, ALGERIA

These paintings depict women, children, and cattle. Located in Algeria, the Tassili n’Ajer (tah·SEEL·ee-nah·ZHEER) site contains more than 15,000 images. They depict shifts in climate, animal migrations, and changes in human life. The oldest paintings date back to about 6000 BC. Images continued to be painted until around the second century AD.

CAVE PAINTINGS AT CUEVAS DE LAS MANOS IN ARGENTINA

Cuevas de las Manos (Cave of the Hands) is located in the Rio Pinturas ravine, northeast of Santa Cruz, Argentina. Its rock walls display numerous hand paintings in vivid colors. The Tehuelches (tuh·WEHL·cheez) people created the paintings between 13,000 and 9,500 years ago. The cave is about 78 feet deep and, at the entrance, about 48 feet wide and 32 feet high.
**Critical Thinking**

1. **Analyze Motives**  Why do you think primitive peoples used the walls of caves for their paintings?  
2. **Compare and Contrast**  How are these paintings similar to or different from public murals created today?

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**REPLICA OF LASCAUX CAVE PAINTING, FRANCE**

Discovered in 1940, the Lascaux (lah-SKOH) cave contains more than 600 painted animals and symbols. These works were probably created between 15,000 and 13,000 BC. In 1963, the cave was closed to the public. The high volume of visitors and the use of artificial lighting were damaging the paintings. A partial replica of the cave was created and is visited by about 250,000 people a year.

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**AUSTRALIAN ABORIGINAL CAVE PAINTING**

This Aboriginal cave painting is in Kakadu (KAH-kuh-doo) National Park, Australia. Aboriginal people have lived in this area for at least 25,000 years. The painting depicts a Barramundi (bahr-uh-MUHN-dee) fish and a Dreamtime spirit. In the Aboriginal culture, Dreamtime is a supernatural past in which ancestral beings shaped and humanized the natural world.
Humans Try to Control Nature

The Big Idea
The development of agriculture caused an increase in population and the growth of a settled way of life.

Why It Matters Now
New methods for obtaining food and the development of technology laid the foundations for modern civilizations.

Key Terms and People
nomad
hunter-gatherer
Neolithic Revolution
slash-and-burn farming
domestication

Setting the Stage
About 40,000 years ago, Cro-Magnons began to emerge and become fully modern in their physical appearance. With a shave, a haircut, and a suit, a Cro-Magnon man would have looked like a modern business executive. However, over the following thousands of years, the way of life of early humans underwent incredible changes. People developed new technology, artistic skills, and most importantly, agriculture.

Early Advances in Technology and Art
Early modern humans quickly distinguished themselves from their ancestors, who had spent most of their time just surviving. As inventors and artists, more advanced humans stepped up the pace of cultural changes.

Tools Needed to Survive For tens of thousands of years, men and women of the Old Stone Age were nomads. Nomads were highly mobile people who moved from place to place foraging, or searching, for new sources of food. Nomadic groups whose food supply depends on hunting animals and collecting plant foods are called hunter-gatherers. Prehistoric hunter-gatherers, such as roving bands of Cro-Magnons, increased their food supply by inventing tools. For example, hunters crafted special spears that enabled them to kill game at greater distances. Digging sticks helped food gatherers pry plants loose at the roots.

Early modern humans had launched a technological revolution. They used stone, bone, and wood to fashion more than 100 different tools. These expanded tool kits included knives to kill and butcher game, and fish hooks and harpoons to catch fish. A chisel-like cutter was designed to make other tools. Cro-Magnons used bone needles to sew clothing made of animal hides.

This birch-bark container was preserved in ice near the remains of a Neolithic hunter nicknamed the "Ice Man."
Artistic Expression in the Paleolithic Age The tools of early modern humans explain how they met their survival needs. Yet their world best springs to life through their artistic creations. Necklaces of seashells, lion teeth, and bear claws adorned both men and women. People ground mammoth tusks into polished beads. They also carved small realistic sculptures of animals that inhabited their world.

As you read in the Cave Paintings feature, Stone Age peoples on all continents created cave paintings. The best known of these are the paintings on the walls and ceilings of European caves, mainly in France and Spain. There, early artists drew lifelike images of wild animals. Cave artists made colored paints from charcoal, mud, and animal blood. In Africa, early artists engraved pictures on rocks or painted scenes in caves or rock shelters. In Australia, they created paintings on large rocks.

The Beginnings of Agriculture

For thousands upon thousands of years, humans survived by hunting game and gathering edible plants. They lived in bands of 25 to 70 people. The men almost certainly did the hunting. The women gathered fruits, berries, roots, and grasses. They usually migrated to areas where they could find the resources that they needed to survive. Then about 10,000 years ago, some of the women may have scattered seeds near a regular campsite. When they returned the next season, they may have found new crops growing. This discovery would usher in the Neolithic Revolution, or the agricultural revolution—the far-reaching changes in human life resulting from the beginnings of farming. The shift from food-gathering to food-producing culture represents one of the great breakthroughs in history.

Agriculture Causes Population Growth

Peter N. Stearns, Professor of History at George Mason University, explained the importance of agriculture to human population growth during the Neolithic Age.

Analyze Historical Sources
1. Compare and Contrast What were the costs and benefits of agriculture over hunting and gathering?
2. Draw Conclusions Do you think that this source is a credible secondary source? Explain your reasoning.

“The Neolithic Revolution was one of the great changes in human history. Agricultural existence had a number of drawbacks compared to hunting-gathering, including greater inequalities, more vulnerability to disease and harder work. But it had huge advantages in terms of food supply, allowing rapid population increase. Different dates describe the advent and spread of agriculture in different places. Agriculture generated some similar changes wherever it developed, including patriarchal gender systems and (usually) village clustering.”

—Peter N. Stearns
Causes of the Agricultural Revolution  Scientists do not know exactly why the agricultural revolution occurred during this period. Change in climate was probably a key reason. (See chart on page 26.) Rising temperatures worldwide provided longer growing seasons and drier land for cultivating wild grasses. A rich supply of grain helped support a small population boom. As populations slowly rose, hunter-gatherers felt pressure to find new food sources. Farming offered an attractive alternative. Unlike hunting, it provided a steady source of food.

Early Farming Methods  Some groups practiced slash-and-burn farming, in which they cut trees or grasses and burned them to clear a field. The ashes that remained fertilized the soil. Farmers planted crops for a year or two, then moved to another area of land. After several years, trees and grass grew back, and other farmers repeated the process of slashing and burning.

History in Depth

The Neolithic Ice Man

In 1991, two German hikers made an accidental discovery that gave archaeologists a firsthand look at the technology of early toolmakers. Near the border of Austria and Italy, they spotted the mummified body of a prehistoric traveler, preserved in ice for some 5,000 years.

Nicknamed the “Ice Man,” this early human was not empty-handed. The tool kit found near him included a six-foot longbow and a deerskin case with 14 arrows. It also contained a stick with an antler tip for sharpening flint blades, a small flint dagger in a woven sheath, a copper ax, and a medicine bag.

Scientific research on the body concluded that the Ice Man was in his 40s when he died in the late spring or early summer. It revealed that he was likely murdered after engaging in hand-to-hand combat two days before he bled to death. Scientists also determined that before his death, he ate wild goat, red deer, and grains. The Ice Man is housed in a museum in Bolzano, Italy.

Analyze Visuals

1. Draw Conclusions  How do you think scientists determined the circumstances that led to the Ice Man’s death?

2. Make Inferences  Why does knowing what the Ice Man ate and the tools that he used help us better understand history?
Domestication of Animals  Food gatherers’ understanding of plants probably spurred the development of farming. Meanwhile, hunters’ expert knowledge of wild animals likely played a key role in the domestication, or taming, of animals. They tamed horses, dogs, goats, and pigs. Like farming, domestication of animals came slowly. Stone Age hunters may have driven herds of animals into rocky ravines to be slaughtered. It was then a small step to drive herds into human-made enclosures. From there, farmers could keep the animals as a constant source of food and gradually tame them.

Not only farmers domesticated animals. Pastoral nomads, or wandering herders, tended sheep, goats, camels, or other animals. These herders moved their animals to new pastures and watering places.

Agriculture in Jarmo  Today, the eroded and barren rolling foothills of the Zagros Mountains in northeastern Iraq seem an unlikely site for the birthplace of agriculture. According to archaeologist Robert Braidwood, thousands of years ago the environmental conditions of this region favored the development of agriculture, but not anymore. Wild wheat and barley, along with wild goats, pigs, sheep, and horses, had once thrived near the Zagros Mountains.

In the 1950s, Braidwood led an archaeological dig at a site called Jarmo. He concluded that an agricultural settlement was built there about 9,000 years ago. The Jarmo farmers, and others like them in places as far apart as Mexico and Thailand, pioneered a new way of life. Villages like Jarmo marked the beginning of a new era and laid the foundation for modern life.

Villages Grow and Prosper  The changeover from hunting and gathering to farming and herding took place not once but many times. Neolithic people in many parts of the world independently developed agriculture, as the map on the next page shows. Roles of men and women shifted with the advent of agriculture. Both men and women farmed the land, depending on the culture. Their former roles as hunters and gatherers were no longer the focus of everyday tasks.

Farming Develops in Many Places  Within a few thousand years, people in many other regions, especially in fertile river valleys, turned to farming.

• **Africa**  The Nile River Valley developed into an important agricultural center for growing wheat, barley, and other crops.

• **China**  About 8,000 years ago, farmers along the middle stretches of the Huang He (Yellow River) cultivated a grain called millet. About 1,000 years later, farmers first domesticated wild rice in the Chang Jiang River delta.

• **Mexico and Central America**  Farmers cultivated corn, beans, and squash.

• **Peru**  Farmers in the Central Andes were the first to grow tomatoes, sweet potatoes, and white potatoes.

From these early and varied centers of agriculture, farming then spread to surrounding regions.
Agricultural Revolution

Temperature

Population

Analyze Maps and Charts

1. Place  What geographic feature favored the development of agricultural areas before 5000 BC?

2. Cause and Effect  What effect did the agricultural revolution have on population growth? Why?
Catal Huyuk  In 1958, archaeologists discovered the agricultural village now known as Catal Huyük (chuh-TUL hoo-YOOK), or the “forked mound.” It was located on a fertile plain in south-central Turkey (about 30 miles from modern-day Konya), near a twin-coned volcano. Catal Huyük covered an area of about 32 acres. At its peak 8,000 years ago, the village was home to 5,000 to 6,000 people who lived in about 1,000 dwellings. These rectangular-shaped houses were made of brick and were arranged side-by-side like a honeycomb.

Catal Huyük showed the benefits of settled life. Its rich, well-watered soil produced large crops of wheat, barley, and peas. Villagers also raised sheep and cattle. Catal Huyük’s agricultural surpluses supported a number of highly skilled workers, such as potters and weavers. But the village was best known at the time for its obsidian products. This dark volcanic rock, which looks like glass, was plentiful. It was used to make mirrors, jewelry, and knives for trade.

Catal Huyük’s prosperity also supported a varied cultural life. Archaeologists have uncovered colorful wall paintings depicting animals and hunting scenes. Many religious shrines were dedicated to a mother goddess. According to her worshipers, she controlled the supply of grain.
The new settled way of life also had its drawbacks—some of the same ones that had affected hunter-gatherer settlements. Floods, fire, drought, and other natural disasters could destroy a village. Diseases, such as malaria, spread easily among people living closely together. Jealous neighbors and roving nomadic bands might attack and loot a wealthy village like Catal Huyuk.

Despite problems, these permanent settlements provided their residents with opportunities for fulfillment—in work, in artistic pursuits, and in leisure time. Some early villages expanded into cities. These urban centers would become the setting for more complex cultures in which new tools, art, and crafts were created.

Lesson 3 Assessment

1. **Organize Information** Complete the details in the outline. Which effect of the development of agriculture was the most significant?

<table>
<thead>
<tr>
<th>Humans Try to Control Nature</th>
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<tbody>
<tr>
<td>I. Early Advances in Technology and Art</td>
</tr>
<tr>
<td>A.</td>
</tr>
<tr>
<td>B.</td>
</tr>
<tr>
<td>II. The Beginnings of Agriculture</td>
</tr>
</tbody>
</table>

2. **Key Terms and People** For each term in the lesson, write a sentence explaining its significance.

3. **Make Inferences** What kinds of problems did Stone Age peoples face?

4. **Summarize** In what ways did Neolithic peoples dramatically improve their lives?

5. **Hypothesize** Why do you think the development of agriculture occurred around the same time in several different places?

6. **Form and Support Opinions** What were the most significant consequences of the Agricultural Revolution?
The Big Idea
Early cultures that did not form advanced civilizations have contributed greatly to our understanding of the past.

Why It Matters Now
New discoveries made about cultures from the Neolithic Age help us better understand the development of cultures from the past to the present.

Key Terms and People
excavation

Setting the Stage
The discovery of Catal Huyuk changed the way scientists thought about human life in Neolithic times. It provided information about the way Neolithic people lived, including their daily activities, religion, appearance, and clothing. Other Neolithic cultures were also complex and have furthered our understanding of the development of early societies.

Pre-Civilization Cultures
Some people have the perception that early cultures are not as important as civilizations and therefore studying them is not as valuable to archaeologists, historians, and other social scientists. This is not true, since in many ways, we have learned a great deal from Neolithic cultures. For one, we can make comparisons between pre- and post-Neolithic peoples. We can also compare these societies to modern-day cultures and ways of life as scholars have done with Catal Huyuk.

Jericho  The townspeople of Jericho—in the modern-day West Bank, near the Jordan River—stood back to admire their hard work. A massive stone wall with a 30-foot-high watchtower now encircled their town. Jericho’s residents had every right to be proud. Around 8000 BC, when the Neolithic Age began, most people still lived as nomads, but Jericho was a walled town. It may have been the first walled town to exist. To build such a wall took engineering skill, planning, and leadership.

Located in the modern-day West Bank, near the Jordan River, ancient Jericho was an oasis in an otherwise arid land. A spring at the site provided a continuous source of water. This water allowed the people of Jericho to grow barley and wheat and herd sheep and goats. In addition, the townspeople traded across the region. Jericho’s mighty wall, agriculture, and trade represented the first steps toward civilization. Yet, in the end, the wall failed to protect the town.

This figure of a deer was uncovered at Catal Huyuk.
Sometime during the 7000s BC, the community at Jericho ceased to exist. Over time, many other groups settled at Jericho and rebuilt its wall. Even so, Jericho never developed into a civilization—the first civilization was still to come—but archaeological excavations have revealed important information about the people who lived here and the culture they developed.

**Skara Brae** More than 2,500 miles away from Jericho, in present-day Scotland, sits the remains of the ancient village of Skara Brae. This 5,000-year-old Neolithic village provides clues about the early people and cultures that lived there. Stone houses that once held roofs stand on a hillside by the Bay of Skaill.

Archaeologists first excavated four buildings in Skara Brae in the 1860s. Later excavations were made in the 1920s. The remains of a tiny village, in which people and families lived close together and relied on one another, were discovered there. Archaeologists have found flint pieces, probably from stone axes and spear points. Their research has shown that the people of Skara Brae made beautifully decorated clay pots, clothing from animal skins, and jewelry from bone beads.

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**DOCUMENT-BASED INVESTIGATION**

**Lasting Materials**

Archaeologist Ian Hodder has led the excavation at Catal Huyuk, a Neolithic village, since 1993. In the following excerpt from the article “This Old House” in the June 2006 edition of *Natural History* magazine, Hodder describes why the Catal Huyuk site is such an archaeological gold mine.

“How much can be learned from what is perhaps the most intriguing feature of all about Catalhoyük: that the site was built and rebuilt over the centuries in ways that provide an unusually rich record of the minutiae [small details] of daily life? The main reason for the abundance of the archaeological record [at Catalhoyük] was that the Catalhoyükans used a particular kind of construction material. Instead of making hard, lime floors that held up for decades (as was the case at many sites in Anatolia and the Middle East), the inhabitants of Catal Huyuk made their floors mostly out of a lime-rich mud plaster, which remained soft and in need of continual resurfacing. Once a year—in some cases once a month—floors and wall plasters had to be resurfaced. Those thin layers of plaster, somewhat like the growth rings in a tree, trap traces of activity. . . . The floors even preserve such subtle tokens of daily life as the impressions of floor mats.”

—Ian Hodder

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**Analyze Historical Sources**

1. **Main Idea and Details** What aspect of Catal Huyuk has provided archaeologists with a wealth of information?

2. **Make Inferences** Based on what you have read about other excavations of Neolithic finds, do you think that luck plays a role in archaeological research? Explain.
The excavations have shown that the people of Skara Brae buried the dead in the earth, surrounding them with stone walls. What these and other finds have revealed is a distinction between social classes in the ancient Skara Brae culture, which did not exist formally until the rise of civilizations. From this evidence we have learned about the beginnings of social institutions and how they fulfilled basic needs of the people of Skara Brae.

**Early Chinese Cultures** Evidence of advanced Neolithic cultures in Asia has also helped archaeologists learn about the past. Archaeologists have found painted pottery pieces from the Yangshao (yahng•show) culture in central China that date between about 5000 BC and 3000 BC. Many of the pots have geometric shapes or designs. Other kinds of pottery, which are painted red and black, have been discovered in north-central China. These have been attributed to the Banshan, Majiayao (muh•ghee•ib•yow), and Machang cultures, which came after the Yangshao. Jade has also been found as well as pottery in the form of tripod pots and thin pots, which demonstrates that these cultures may have developed a pottery wheel.

The pottery itself reveals details about the Yangshao culture, but where archaeologists uncovered the pots helps provide even more information. Archaeologists found pots and bowls buried with the dead. The dead were placed in designated graves, and the same kinds of pots and bowls were found with all of the dead. This helps archaeologists draw the conclusion that there was not a social structure that divided the wealthy from the poor or the common people.

**Neolithic Cultures Leave Their Mark**
Numerous monuments from cultures and civilizations have been discovered around the world, but probably one of the most recognizable is Stonehenge in present-day Wiltshire, England. Much of Stonehenge has stood in this location since construction of it began in about 3000 BC. The monument was built in several stages over a period of about 1,500 years.
Interpreting Stonehenge  Stonehenge is a circle of large standing stones paired with smaller bluestones in a field in southwestern England. But what these stones mean and what they stand for are still mysteries. Some scientists believe that they helped ancient people track Earth’s orbit around the sun and the change of seasons. Others say that the stones are a spiritual symbol or possibly a structure that was built to help heal the sick. Another theory is that Stonehenge was a place where leaders and other people with high status were cremated and buried.

Remote sensing technology has helped researchers better understand the meaning of the stone circle. New laser technology helps to support more recent theories that Stonehenge was built to align with the summer and winter solstices.

When scientists examined a small piece of earth near Stonehenge, they found many bluestone flakes. People may have chipped off these rock flakes from the monument, thinking they had healing properties. Scientists also discovered that many of the ancient corpses buried there died from diseases and were not from the area. From these findings, some researchers have concluded that the Neolithic people may have believed Stonehenge to be a place of healing.

Scientists used CT scanning to study the remains of more than a dozen women who were buried at Stonehenge. The women were believed to be of high status. This discovery has marked a change in our understanding of the roles of women and men. In Neolithic times, women were not given equal status to men, and female leaders were uncommon. The fact that the remains of both men and more women were found there suggests that there was some equality among men and women who held high positions.
Superhenge As scientists continued to research the area in and around Stonehenge, another significant discovery was made in 2015. Using high-resolution ground-penetrating radar technology, researchers have discovered large stone monuments that are similar to Stonehenge—but the stones are underground. The new discovery has been called “Superhenge.”

Archaeologists believe that “Superhenge” may have been built around the same time as Stonehenge, probably about 5,000 years ago. They think that there could be 30 to 90 large stones underground, standing in a row. Located about two miles from Stonehenge, this larger discovery may change previously held theories about Stonehenge’s meaning and purpose.

Lesson 4 Assessment

1. **Organize Information** Fill in the chart with the causes and effects of three discoveries that have affected our understanding of Neolithic culture.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
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<tr>
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</tbody>
</table>

Which find do you think was most valuable to understanding complex Neolithic cultures?

2. **Key Terms and People** For each key term or person in the lesson, write a sentence explaining its significance.

3. **Draw Conclusions** Why is learning about complex cultures important to our understanding of history?

4. **Make Inferences** How have archaeologists learned about Neolithic social classes from excavations at Skara Brae, Stonehenge, and Yangshou sites?

5. **Summarize** What tools have archaeologists used to make new discoveries that have helped them revise history, and where have they used these tools?

6. **Evaluate** Why is the discovery of “Superhenge” an example of how new discoveries can revise past discoveries?
Module 1 Assessment

Key Terms and People
For each term below, write a sentence explaining its connection to human prehistory.

1. artifact
2. culture
3. technology
4. hunter-gatherer
5. Neolithic Revolution
6. domestication
7. civilization
8. nomad
9. excavation
10. historiography

Main Ideas
Use your notes and the information in the module to answer the following questions.

The Study of World History
1. Why is geography important to the study of world history?
2. Did the Little Ice Age cause voluntary or involuntary migration? Explain.
3. Why must the study of world history be flexible?

Human Origins in Africa
4. What kinds of evidence do archaeologists, anthropologists, and paleontologists study to find out how prehistoric people lived?
5. Why did the ability to walk upright and the development of the opposable thumb represent important breakthroughs for early hominids?
6. Why is the prehistoric period called the Stone Age?
7. What evidence supports archaeologists’ beliefs that Neanderthals developed a form of religion?
8. Why do some archaeologists believe that women may have been the first farmers?
9. What role did the food supply play in shaping the nomadic life of hunter-gatherers and the settled life of farmers?
10. In what areas of the world did agriculture first develop?

Neolithic Cultures
11. What important aspects of Neolithic culture has the discovery and excavation of Catal Huyuk taught us besides early agriculture?
12. Why have scholars drawn the conclusion that there were no class divisions in the Yangshao culture?
13. Why do some historians think that Neolithic people believed Stonehenge was a place of healing?
Critical Thinking

1. **Compare** In a chart, show the differences between Paleolithic and Neolithic cultures.

<table>
<thead>
<tr>
<th>Source of food</th>
<th>Paleolithic</th>
<th>Neolithic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Means of living</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Type of community</td>
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</tbody>
</table>

2. **Form and Support Opinions** Which technology of the New Stone Age had the most impact on daily life? Explain.

3. **Recognize Effects** What effect did agriculture have on the roles of men and women?

4. **Synthesize** What event or development in early human history do you think is of particular significance? Why?

5. **Make Inferences** How did social institutions, such as family, religion, and social classes, fulfill the needs of Neolithic cultures?

6. **Analyze Causes** What geographic factors affected the migration of people during the Neolithic Age?

7. **Draw Conclusions** How did the geography of Japan affect its development?

8. **Make Inferences** Why do you think being a strong sea power has been important to island nations throughout history?

9. **Hypothesize** Do you think more advanced technology in the future will continue to help archaeologists dig up the past and revise history? Explain.

10. **Evaluate** How can DNA be used to advance archaeological theories?

Engage with History

You read in this module how interpretations of the past change as new discoveries are made. You also learned that these interpretations are limited because they represent the perspective of the people of the time. Discuss how these factors affect current interpretations by archaeologists and other scholars who have tried to reconstruct early human and cultural development.

Focus on Writing

Consider the religious practices of the Neanderthals and the villagers of Catal Huyuk, Skara Brae, and Yangshao. Write a two- or three-paragraph essay analyzing the development of religious beliefs over the course of the Stone Age. In your essay, consider the archaeological evidence that supports the conclusions about beliefs, practices, and organization.

Multimedia Activity

**Write a Documentary Script**

Write a documentary script and create a multimedia presentation about how the roles of women and men changed before and after the Neolithic Revolution. Then act out or film one scene from the documentary to share it with the class. Consider the following aspects as you create your script:

- introduction of agriculture
- geographic conditions
- political, social, and economic differences