

Human Origins in Africa through the Neolithic Age

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CHAPTER

1

Human Origins in Africa through the Neolithic Age

CHAPTER OUTLINE

- 1.1 Introduction to Ancient Civilization
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-

Human Origins in Africa through the Neolithic Age: Students analyze the geographic, political, economic, and social structures of early Africa through the Neolithic Age which led to the development of civilizations.

Standards:

6.1 ... Identify sites in Africa where archaeologists and historians have found evidence of the origins of modern human beings and describe what the archaeologists found.

6.2 ... Provide textual evidence that characterizes the nomadic hunter-gatherer societies of the Paleolithic Age (their use of tools and fire, basic hunting weapons, beads and other jewelry).

6.3 ... Explain the importance of the discovery of metallurgy and agriculture.

6.4 ... Evaluate the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter.

6.5 ... Summarize the impact of agriculture related to settlement, population growth, and the emergence of civilization.

6.6 ... Identify and explain the importance of the characteristics of civilizations, including:

- the presence of geographic boundaries and political institutions
- an economy that produces food surpluses
- a concentration of population in distinct areas or cities

- the existence of social classes
- developed systems of religion, learning, art, and architecture
- a system of record keeping
- technology

6.7 ... Recognize time designations and the abbreviations, including:

- B.C.
- B.C.E.
- A.D.
- C.E.
- circa (c. or ca), decades, centuries, prehistoric, historic

Primary Documents and Supporting Texts to Read: Digital collections of early African art and tools, including cave paintings and spears

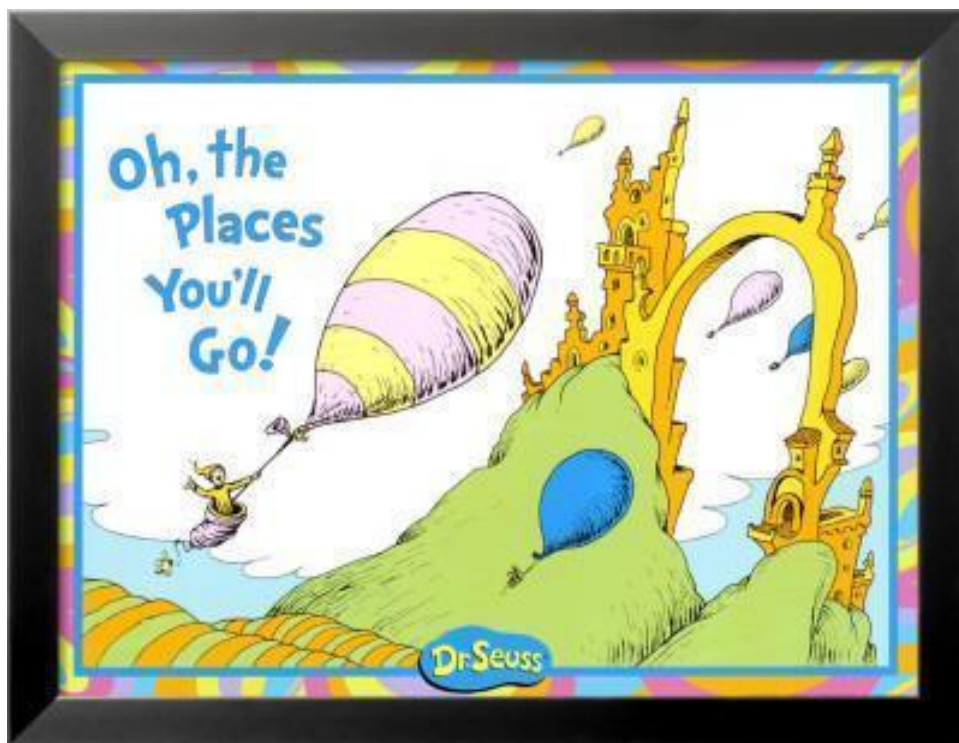
1.1 Introduction to Ancient Civilization

Ancient Civilizations

Let's set the stage for some fun with "The Stone Age Song!"

<https://www.youtube.com/watch?v=6Sn911TNR4M>

To borrow from Dr. Seuss's book title, "Oh the Places You'll Go!"



Here's a coming attraction of the people, places, ideas, and things coming at you: Your 3.2 million-year-old human ancestor Lucy, mummies, pyramids, Cleopatra, "an eye for an eye", the birth of major religions Judaism, Christianity, Islam, Hinduism, and Buddhism, the birth of democracy, the first Olympics, Julius Caesar, gladiators, the invention of writing, paper, and the wheel, kingdoms built of stone in Africa, the Great Wall of China, the introduction of such concepts as zero, time, and monotheism (the belief in one god), Samurai, martial arts, palaces of gold, and even the Sphinx. Whew!

The study of ancient civilizations and people raises some profound questions. Who are humans? Where did we come from? Where are we going?

As you explore these civilizations, see if you can make sense of this Sphinx like statement from author William Faulkner: "The past is never dead. It's not even past." It may help you see where you are going.

Knowledge of history is empowering. An event is but the furthest ripple of an ever-expanding wave that may have started eddying outward hundreds of years ago. One who "sees" history is able to harness the power of that wave's entire journey.

The United States and our world today represents the latest chapter in the book that is history. This course presents many of the chapters that led up to our chapter. Here is much of the back-story that helps us all understand our historical inheritance and the choices we may make.

As Seuss promises later in that same book, "Will you succeed? Yes, you will indeed. ($98\frac{3}{4}\%$ guaranteed.)"

This is WHY we study history!!

http://www.youtube.com/watch?v=vgmNkYUL_Cw

1.2 Early Civilization Videos and Songs

Stone Age Song

<https://www.youtube.com/watch?v=6Sn911TNR4M>

Stone Age - Stories From the Stone Age

http://www.youtube.com/watch?v=MYbDJF_gMtw

Mesopotamia: The Development of a Written Language

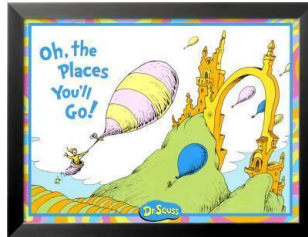
<https://www.youtube.com/watch?v=AA0KPyxHfSQ>

Discover Mesopotamia with Bugs Bunny

<http://www.youtube.com/watch?v=y4NkTbjrez8>

1.3 Standard 6.1 Lesson

Ancient Civilizations



Standard 6.1 Lesson: Identify sites in Africa where archaeologists and historians have found evidence of the origins of modern human beings and describe what the archaeologists found.

Take a visit back to the Stone Age and enjoy this video!

“Stone Age Song”

<https://www.youtube.com/watch?v=6Sn911TNR4M>

Key Vocabulary:

- anthropology - the study of how human beings behave and live together in a group
- archaeologist - study human life and examine the past through items that people have left behind
- prehistory - the time in our history before people had a written language
- fossils - hardened remains of living things from long ago
- geologists - scientists who study the earth processes and materials of the earth, such as soil and rocks artifacts
 - objects made and used by humans

Modern human appeared about 100,000 years ago. Most historians, anthropologists, and archaeologists agree that the origins of modern man began on the continent of Africa.



The map above shows sites where fossils and evidence of tools have been found and identified. At Olduvai Gorge, in 1959, John and Mary Leakey found the first evidence that human life may have begun in Africa. In 1974,

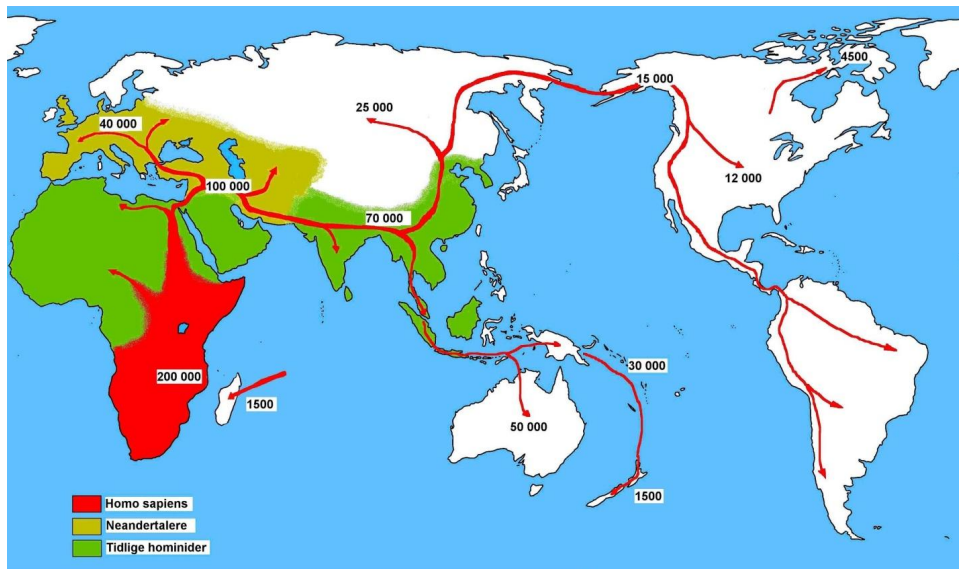
Paleoanthropologist Donald Johanson and his team found evidence of early man in the country of Ethiopia, a country in eastern Africa. While listening to Elton John's hit "Lucy in the Sky with Diamonds," pieces of a skeleton were discovered. Over a period of two weeks, Johanson and his team of archaeologists discovered hundreds of pieces of bone that all belonged to the same individual. Only forty percent of skeleton was found and from her legs, pelvis, ankle, and spine, but Johanson established that the skeleton was human and that she walked upright on two legs. This 3.5 foot tall woman, from 3.2 million years ago was then named Lucy!

Since that time, an American anthropologist, Tim White, also found human remains from 4.4 million years ago. From a single tooth, White put together a nearly complete skeleton of a woman that he called "Ardi."

Many scientists believe that humans began in Africa about 4.5 million years ago, but some believe that human life may have started separately in other parts of the world. A French archaeologist, Michael Brunet, believes that human life did start in Africa, but not in the areas that others believe. Brunet found a human like skull in the present day country of Chad. Scientists will continue researching and searching for clues to our ancient beginnings.

Standard 6.1 Lesson www.resourcesforhistoryteachers.wikispaces.com

Identify sites in Africa where archaeologists and historians have found evidence of the origins of modern human beings and describe what the archaeologists found.

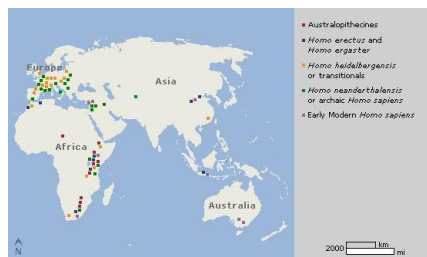


Focus Questions

- Where in Africa have archaeologists found evidence of the origins of modern human beings?
- How do these findings alter previous knowledge of the origin of modern humans?

Archaeologists and scientists have made, and continue to make, groundbreaking fossil discoveries that greatly increase our knowledge of the true origins of our species.

Among the oldest fossil finds of what are thought to be anatomically modern humans come from a number of excavated sites near the Omo River at Omo National Park in southwestern Ethiopia. These bones were first found from 1967 to 1974 by a team led by Richard Leakey. They were first estimated to be about 130,000 years old, but later findings in 2005 suggested that they were actually about 195,000 years old, making them the oldest known examples of anatomically modern humans. The cranial capacity and pelvis shape were sufficiently different from examples of other Homo species that they were classified as Homo sapiens. This was tremendous support for the idea that anatomically modern humans first originated in Africa.



(*Pictured Above: Sites of Human Remains*)

Out of Africa Hypothesis

The "Out of Africa Hypothesis" is the theory that all human beings have come from a small group in Africa and subsequently moved to other regions of the world. This theory originated in the 1990s through "mitochondrial DNA studies." The Aborigines and Melanesians have been found to share genetic features that were found in Africans 50,000 years ago. This theory indicates that Australia and New Guinea were linked by a land bridge, which early humans used to travel.

Click here for [more material on the Out of Africa theory](#)

Thanks to the lovers of history around the world and YouTube for some really fun things!! Enjoy!

Stoneage Song

<https://www.youtube.com/watch?v=6Sn911TNR4M>

Discover Mesopotamia with Bugs Bunny

<http://www.youtube.com/watch?v=y4NkTbjrez8>

1.4 Standard 6.2 Lesson

Standard 6.2 Lesson: Provide textual evidence that characterizes the nomadic hunter-gatherer societies of the Paleolithic Age.

[Click Here to View the PowerPoint for Lesson](#)

Key Terms

- **hunter-gatherer** - early humans who lived by hunting animals and gathering plants
- **technology** - skills and tools that make life easier for people and items that people use to meet their daily needs
- **culture** - different elements that makes up our way of life
- **nomad** - people who move from place to place

Could you survive in the wild? TV shows like “Survivor” and books and movies like “Lord of the Flies” ask this question. Small groups of people are set down on a deserted island and left to fend for themselves. They have none of the things we take for granted, such as easy access to food, shelter, clothing, or video games. There are no cities, no roads, no tools, no doctors, no computers, and no malls or grocery stores.



FIGURE 1.1

These shows are interesting to us because it is interesting to ponder how each of us would do in such a setting. Could you create tools, make rules, gather food, or work with wood? Could you weave clothes, protect your toes, fight off a beast, or know which direction is east?

The earliest people lived during the Old Stone Age. These people were nomads. In order to find food, these people often had to move from place to place, hunting and gathering. Because of the lack of food and the constant moving, populations tended to be small. These people usually died at a very early age because of hunger, disease, or injury.

Early people were quite smart. They developed tools that made life easier for them. They were simple tools but they were able to use stones, sticks, bones, and other things to make weapons for hunting and defense. Although these were prehistoric times, they left cave paintings behind. These paintings have helped us understand the lives and religious beliefs of these people.



FIGURE 1.2

Uncontrolled fire terrified our ancestors and still has that power today. Forest fires, or houses being burnt to the ground are still frightening problems. There is some debate about how and when humans began to control fire. They may have rubbed two sticks together generating enough heat to start a blaze. The early humans 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.

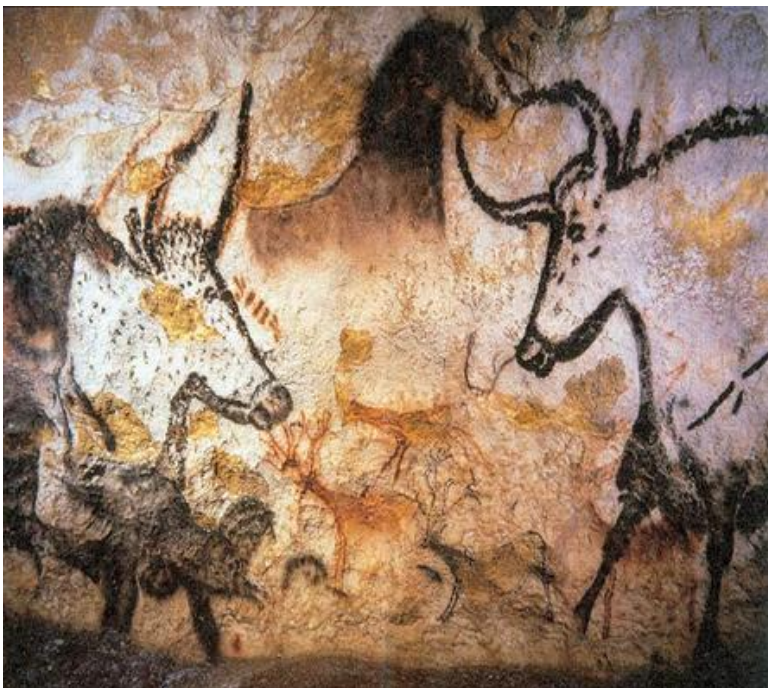


FIGURE 1.3

(Above is an example of a cave painting from the Paleolithic Era.)

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! 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 and to laugh and to relax.

Watch the following video - Stone Age - "Stories of the Ice Age"

http://www.youtube.com/watch?v=MYbDJF_gMtw

When Paleolithic people had a successful hunt, they would use every part of the animal they killed. They would use the meat for food, the skins for clothing, and the bones for tools or weapons. If they were unable to find the shelter of a cave, they might also use the bones and skins to make simple huts.

Early Tools - Tooling Around :)



FIGURE 1.4

These are example of tools that have been found from the Paleolithic Era.

Some of the preferred materials to make tools and weapons included obsidian, flint, quartzite, and jasper because they could easily be shaped. Archaeologists have found Stone Age tools, from various places around the world, that date from 25,000 - 50,000 B.C. 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. 25,000 years ago, men were using tools such as 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.

"Stories From the Stone Age" - Part II

<https://www.youtube.com/watch?v=-XD9ehC6MWo&index=2&list=PL9BB248CA3F85D500>

Paleolithic people also developed religious beliefs. They believed all living things had spirits. They also believed in life after death and because of this, they took special care in burying their dead. To ensure that their dead would have what they needed in the afterlife, they would often bury their dead with food, tools, and weapons.


"Stories From the Stone Age" - Part III

<https://www.youtube.com/watch?v=PqHNQ9bvCfQ&index=3&list=PL9BB248CA3F85D500>

Because populations were small, both men and women were important in these early societies. It is believed that men were probably the leaders of these little tribes. The eldest man ruled until his death. At that point, power would move to the next oldest male. Women, however, had the most important roles during this time. They were the “gatherers.” They found nuts and berries while the men hunted. Most times the men were unsuccessful in finding food while the women weren’t.

Additional Information for Standard 6.2 Lesson: <http://www.resourcesforhistoryteachers.wikispaces.com>

TABLE 1.1:

figure*

Excavation of a Stone Age Cave, Island of Gotland, 1891

Hunter-gatherer societies were marked by the use of tools and fire, basic hunting weapons, beads and other jewelry. These societies also had a basic form of social organization, a concept that applies to all human societies throughout time. Students need to understand how different groups organized themselves to sustain their lives economically, socially, politically, and philosophically.

[Inventing the Stone Age](#) , an interactive timeline from John H. Lienhard at the University of Houston.

[African RockArt](#) from the Metropolitan Museum of Art.

Paleolithic Age (Up to - 10,000 BCE)

This age can be defined as beginning with the use of raw stone tools and ending with the beginning of civilization. The people of the Paleolithic Age, or the Old Stone Age, lived in hunter-gatherer communities. This meant that food was found on a day to day basis, as opposed to the modern day agricultural methods of food production and preservation.

Habitat

Early man sought safety from the environment and predators in natural shelters such as caves and rock overhangs. Eventually, early men learned to better their caves with stone floors, walls at the entrances to block out competitors and invaders, and fire pits. Ultimately, they began fashioning entirely new habitats in areas that did not have naturally occurring shelter. Usually, these crude buildings were made out of wood and stone and were built in the shape of tents. The manufacture of such habitats may have been influenced by the cold weather of the ice ages which went hand in hand with the Paleolithic age.

TABLE 1.2:

figure*



Location map of Homo Sapiens Aurignacian culture, between 37,000 and 28,000 BP. French version. Author: #
Carte_Neandertaliens_classiques.svg: User:120

Hunting

The people of the Paleolithic Age were nomadic. They would have traveled on foot, possibly over large tracts of land, to gather and hunt for food, migrating between different encampments at different times of the year. Animals including fish and birds were the main source of food for these people. It would have been difficult to rely on plant food during the Ice Age, so most people had to rely on a consistent supply of meat. Bones from archaeological sites prove every part of the animal was used, as all parts were considered essential to the survival of the society. After the meat was cut from the bones, they were shattered in order to obtain sustenance from the marrow. Eating fat is a great way of storing energy, and due to the cold climate, the parts of the animal that were high in fat would be most valued. Storing food would have also been essential to the community due to its inconsistent source. Meat could have been covered up and frozen, cut up into strips and dried in the wind, or smoked above a fire.

The possible effect of the hunter-gatherer lifestyle on our brains today.

Modern hunter-gatherer societies

Could You Survive as a Hunter-Gatherer?

Tools and Fire

Footwear was created to withstand the cold temperatures of the Ice Age. Bast shoes were made out of birch bark or linden tree. Harpoons were constructed in order to hunt larger mammals, such as wooly mammoths. The blade would be made from sharpened, unpolished stone while the shaft would be made from wood. Crude flutes have been found that were made from either mammoth tusk or animal bone. Dishware would have been made from stone or wood as well.



FIGURE 1.5

People of the Old Stone Age would have needed fire for many things: cooking, defense, comfort, etc. At this early stage of man's history, embers were taken from a previously known source of fire (Volcanic rock, lightning) and then were carefully safeguarded, for it was not yet possible for humans to create fire. The use of fire for cooking greatly magnified the diversity of food available to man, just as its heat in winter extended their habitat. Eventually, Stone Age peoples learned how to make fire from flint.

[Fun website with cartoons on the discovery of fire](#)

[More info about what happened to man when he discovered fire](#)

[Match the Tools to their Uses](#)

Beads

Hunters and gathers during the Paleolithic age took pride in their beads as they were displays of success in hunting.

TABLE 1.3:

figure*




This is an example of a burin.

Beads were often made of by-products from the hunt - largely bones, teeth, tusks and shells. The beads of the Paleolithic Age were often fastened from the same materials in the making of their tools. The wearer of these beads felt they had some control over the animal spirit and by extension some control of the tumultuous and often dangerous environment they lived in. These beads were crafted using a tool called a burin. The burin was unlike other tools

of the Paleolithic Age because it was not used to cut meat or kill animals, but instead used to craft other tools and products like beads.

TABLE 1.4:

figure*

Beads made from shells

Click [here](#) to see artifacts from the Paleolithic Age.

Click [here](#) for a New York Times article on finding artwork in a cave.

Lesson from [World History For UsAll](#) " [Getting the Grip On the Food Supply: Domestication and Its Results, 10000-4000 BC](#) " Includes comparison between hunter and gatherers to farmers.

Jared Diamond considers the transition from hunting and gathering to farming " [The Worst Mistake in the History of the Human F](#) "

Book Recommendations:

The Best Book of Early People by Margaret Hynes, Kingfisher Publications. 2003. ISBN: 0-7534-5577-3

Walking the Earth: The History of Human Migration by Tricia Andryszewski, Twenty-First Century Books. Minneapolis, MN. 2007. ISBN: 0-7613-3458-0

Links:

http://www.metmuseum.org/toah/hd/rock/hd_rock.htm

http://www.wsu.edu:8001/vwsu/gened/learn-modules/top_longfor/timeline/timeline.html

<http://donsmaps.com/indextools.html>

<http://donsmaps.com/musicalinstruments.html>

<http://www.historyworld.net/wrldhis/PlainTextHistories.asp?historyid=ab10>

<http://teachers.redclay.k12.de.us/mary.tise/stoneagelinks.html>

<http://www.mama.org/exhibits/ancient/>

<http://www.turizm.net/turkey/history/paleolithic.html>

http://www.wordle.net/show/wrdl/4753310/paleolithic_age_

Tool Production

It's not like they were just randomly whacking away and knocking off whatever happens to come off, reported a member of the team that discovered a 2.34 million-year-old "tool factory" in Kenya. The findings show that our pre-human ancestors were more technologically advanced than we had thought.

Early Modern Human Culture

From axes to sewing needles, everything you need to know about prehistoric tools and art is here. Palomar College provides pictures of the process of making the tools as well as the finished products. Don't miss the handy glossary which includes sound files so that you can learn to pronounce the terms.

Stalking the Ancient Dog

As it turns out, prehistoric dogs may have been pals with humans for more than 100,000 years. Fossil remains of "man's best friend" have been found beside human bones dating back to those early years. Read about the evolution of dogs from wolves, and the domestication of early dogs, and much more at Science News Online.

1.5 Standard 6.3 Lesson

Standard 6.3 Lesson: Explain the importance of the discovery of metallurgy and agriculture.

Key Terms

- **revolution:** a complete change of the way of thinking, working, or living
- **domesticate:** to change the growth of plants or changing animal behavior to become useful for humans
- **surplus:** more than what is needed
- **specialization:** people spent most of their time doing one job



People of the Paleolithic Era or Old Stone Age lived as hunter gatherers. They followed herds of animals and were unable to stay in one place for a very long period of time. They owned very few possessions. They had to carry everything they owned, food supplies were not certain, and their lives were short and dangerous.

"Stories From the Stone Age"

<https://www.youtube.com/watch?v=-7bqi70B3tE>

About 12,000 years ago, about 10,000 B.C, an important discovery was made. Humans learned how to farm. This became known as the Neolithic Period or the New Stone Age. The Neolithic Revolution - also known as the agriculture revolution - was a major turning point in history. In addition to learning to farm, man learned to domesticate (tame) animals. In doing so, life drastically changed for mankind.

Once man learned to farm, they began to settle. Permanent settlements began to develop in river valleys. The rivers provided fertile soil and water for irrigation. In order to farm more effectively, man developed new skills and tools. They made tools that were more complex and made farming easier. Man's first tools were made out of stone and animal bones. As time went on, people developed tools and weapons out of bronze and iron. Historians refer to different time periods based on the metals used for tools and weapons – Iron Age, Bronze Age!

"Who Were the First Farmers?"

<http://www.youtube.com/watch?v=1P3jyqdWQJ0>

"Neolithic Agricultural Revolution"

<http://www.youtube.com/watch?v=NTgIDO1hLQ4>

Early farmers quickly learned that animals could be used to do work. In addition, they developed ways to measure their seed for planting, keep track of time, build stronger homes, and build boats that could be used for trade and travel.

All of these changes made work more specialized. Unlike the Paleolithic Era where humans only hunted or gathered, now there were many jobs that could be completed. When farmers began growing a surplus of food supplies, people became artisans, took up a trade, became merchants, priests, or another necessary job. Some families may have been strictly farmers, while others took care of the animals, another family may have been responsible for gathering wood or other building materials. In order for communities to function efficiently, it was important that each person perform his or her role in the community. The status of women soon changed. Men became more powerful and some men took on more distinct roles as community leaders.

Farming spread from river valleys in Asia, to Africa, to the Indus River Valley of South Asia, and the Huang He River Valley of East Asia. Early people used irrigation to manage the necessary water for crops in arid regions.

Since more food was available, populations began to grow. Soon small societies developed into villages and eventually they became large advanced societies called civilizations. As these civilizations grew, they began to accumulate more personal property and distinct cultures began to develop. Language became more sophisticated and people soon learned to write. Animal skin clothing was replaced by cloth, caves and simple shelters became wood or clay homes. As more communities emerged, there was greater interaction among the people and, in time, humans began to trade with one another. Life was changed rapidly during this time.

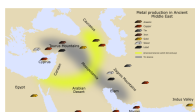
Additional resources and information can be found at the following:

<http://resourcesforhistoryteachers.wikispaces.com/7.4>

What is Metallurgy?

TABLE 1.5:

Metal production in Ancient Middle East



Metallurgy is the process of working metal into artifacts such as tools and toys. Its history can be traced back to around 6000 B.C.E. Of course, its form at that time was primitive, but the shaping of metals became extremely important to many ancient human societies. Metallurgy was used in early societies and greatly benefited their civilization.

More Information on Metallurgy

- [Click here for an overview of metallurgy](#) from David K. Jordan, Department of Anthropology, University of California, San Diego.
- [Click here for a map of metal production in the ancient Middle East.](#)
- [Click here for a flowchart on metallurgy](#) through several ages along with detailed history of the craft.

Timeline of Metal Usage

1. [Gold](#) : c.6000BCE
2. [Copper](#) : c.4200BCE
3. [Silver](#) : c.4000BCE
4. [Lead](#) : c.3500BCE
5. [Tin](#) : c.1750BCE
6. [Iron](#) : c.1500BCE
7. [Mercury](#) : c.750BCE



FIGURE 1.6

The image above shows examples of ancient copper tools

Uses and Importance of Metals

Gold and silver were used mostly in rings, bracelets, and other jewelry. Gold (and silver) was very malleable and could be smelted at relatively low temperatures. This means they could be extracted and worked easily. They were also both quite rare and beautiful and gold specifically was most suitable for ornamental uses since it was very soft. Gold and silver had intrinsic value and became the first forms of currency in the form of coins.

Copper had a much wider usage than gold, as it was harder but still fairly simple to manipulate. The oldest metal weapons and tools were made out of copper.

Lead was easy to extract because it would collect at the bottom of a campfire. Tin was not used directly, but it was alloyed with copper to become bronze which was extremely important in the manufacture of ancient weapons. Metals, being stronger than stone, made it possible for primitive people to advance technologically, to create stronger weapons, tools, and more ornate and esthetically pleasing forms of art.

Ancient Agriculture

For new research, see [Maize May Have Fueled Ancient Andean Civilization](#)

[Youtube documentary on agriculture](#)

Before agriculture, people lived by hunting wild animals and gathering edible plants. When the herds were plentiful and the plants flourishing, life was easy and comfortable. But when the herds migrated to other parts of the world, people had to follow them and often discovered a whole new set of plants to supplement their diet.

Intensive food gathering, in which the local inhabitants of a region set up permanent residences and made extensive use of already present plants, seems to have started in the Near East around 9000 - 7000 B.C.E. The abundance of the harvest from domesticated plants allowed major increases in population. Having all of one's plants and animals in one place allowed the agriculturist to move from random caves and makeshift huts into permanent or semi-permanent villages with homes made from stones or wood. An early example is the Biblical city of Jericho. It started as such a village around 9000 B.C. and has been a settlement of one sort or another ever since.

TABLE 1.6:

figure*



Notice the "Fertile Crescent" area, in which agriculture flourished in ancient times.

Many of the early civilizations began along major river systems. For example, Egyptians settled along the Nile River, Harappan culture along the Indus River, Chinese Empire along the Huang River and the Mesopotamian City-States along the Tigris and Euphrates rivers. The river systems of these areas provided these early civilizations with a consistent source of nutrient-rich soil from the floods, not to mention water for the crops. The soil was like natural fertilizer, bringing new minerals to enrich the crop-depleted soil. Despite having a near-river location, agriculture would not have been able to thrive throughout Mesopotamia without the use of irrigation systems. Irrigation allowed Mesopotamians to live farther away from the river banks and to expand their living situations into a village layout.

In ancient Egypt, the harvesting of crops was regimented and stored through the use of a granary, where crops from fertile years could be stored and kept accounted for in case of future years of drought or bad harvest. This system also allowed officials to keep tight control over the crops through taxation by calculating the potential yield of lands and checking them against accrued totals.

TABLE 1.7:

figure*



Model of a granary

In Africa, agriculture supported the cultures of the Mali, Ghana, Nok, Ife and Benin. These cultures predominantly grew cereals, oil crops, and vegetables. They also cultivated medicinal plants used in their religious ceremonies. Ancient Ghana also became very dependent on the gold and salt trade. They were located on major trade routes for the two and they made most of their empire profit from the gold fascination.

Multimedia Timeline on Agriculture <http://www.metmuseum.org/toah/ht/?period=02region=eus>

[Click here for mystery game activity on IronAge](#)

[Click here for a unit](#) including resources and videos on the Agricultural Revolution

More Information on the Origins and Growth of Agriculture

<http://www.historyworld.net/wrldhis/PlainTextHistories.asp?historyid=ab16>

<http://schoolscience.rice.edu/duker/garden/gardenhis.html>

<http://neon.mems.cmu.edu/cramb/Processing/history.html>

<http://www.nal.usda.gov/ref/aghist.htm>

<http://historylink101.com/lessons/farm-city/story-of-farming.htm>

Jared Diamond considers the transition from hunting and gathering to farming " [The Worst Mistake in the History of the Human Race](#) "

RationalSkepticism.org has a [discussion](#) of Diamond's article and a link to a Ted Talk about violence among hunter-gatherers

More Information on Metallic Advancement through the Ages

- [Encyclopedia Britannica: The Bronze Age](#)
- [Encyclopedia Britannica: The Iron Age](#)

TABLE 1.8:

figure*



Bronze Tool, estimated to be from 1000-800 B.C

Metals are the substances by which which man has defined himself and have enabled him to take control of his environment as no other creature has. The history of the progress of early man can be clearly traced by observing his ability to gather, refine, improve, shape and mold various metals in different periods of time. Innovations in the uses of these metals set civilizations apart in the creation of valuable ornaments made of precious metals and more importantly tools made of workable metals which created advantages in weaponry, agriculture, transportation and household items. New ways of working with metals eventually ushered in the Industrial Revolution and a host of innovations we take for granted today.

Neolithic man began shaping copper into knives and sickles, replacing those made of stone, around 7000 BC. These tools were lighter, stronger, held an edge better and lasted longer than stone. By 3800 BC the metal was being smelted and cast and demand for it led to the first instance of mining. This early use of copper tools formed the bridge between the Stone Age and the Bronze Age which began some thousand years later. Bronze is an alloy of copper and tin which is much stronger than either component in its pure form. Its discovery has been traced to the Middle East but by 1500 BC it could be found all over Europe and China as well. The fact that items of such value could be made relatively compact and lightweight led to increased trade around Eurasia and beyond.

Sources

Cramb, A A Short History of Metals. Retrieved February 7, 2007, Web site: <http://neon.mems.cmu.edu/cramb/Processing/history>

Cramb, A A Short History of Metals. Retrieved February 7, 2007, Web site: <http://neon.mems.cmu.edu/cramb/Processing/history>

Dukerich, P (1996). Junior Masters Gardners. Retrieved February 7, 2007, from History of Agriculture Web site: <http://schoolscience.rice.edu/duker/garden/gardenhis.html>

Rymer, E (2000). Retrieved February 7, 2007, from Africa Farming Development Web site: <http://historylink101.com/lessons/f>

historyworld.net Kibbutz Reshafim. "Agriculture and Horticulture in Ancient Egypt". Retrieved February 9th 2013 from: <http://www.reshafim.org.il/ad/egypt/timelines/topics/agriculture.htm>

Butler, Chris. "The Birth of Metallurgy and its Impact". Retrieved February 9th 2013 from: <http://www.flowofhistory.com/units/pre/1/FC8>

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1.6 Standard 6.4 Lesson

Standard 6.4 Lesson: Evaluate the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter.

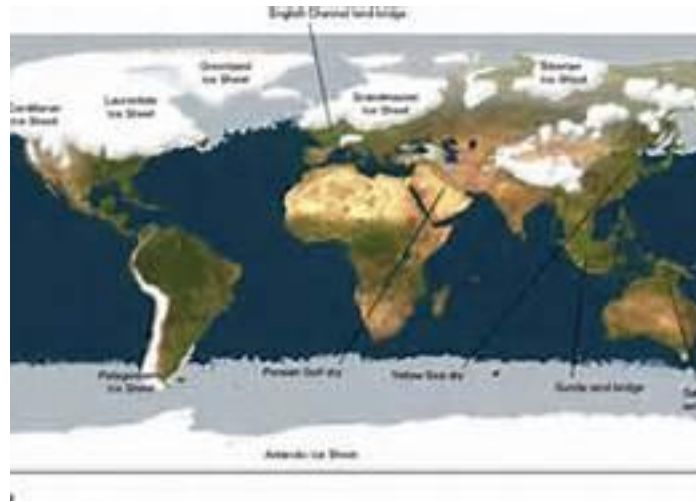
[Click Here to View the PowerPoint for the Lesson](#)



The last Ice Age ended about 12,000 years ago! Before we get started, please enjoy “The Sid Shuffle” from the movie *Ice Age*! https://www.youtube.com/watch?v=ycq_E6sN3CI&feature=player_detailpage

Anthropologists believe that changes in climate, along with advanced technology, allowed humans to migrate from Africa, Europe, and Asia to all over the world. Between 65,000 B.C. and 20,000 B. C., it is believed that humans used boats to travel to Australia and to many of the islands of the Pacific.

At some point between 20,000 and 15,000 years ago, it is believed that humans crossed the Bering Land Bridge that connected Asia with present day Alaska. At that time, the migration for humans to settle on every continent, except Antarctica, had begun. Watch the following to watch exactly where humans first lived and where they migrated.



http://www.classzone.com/cz/books/ms_wh_aemt/resources/html/animations/wh01_humanmigration.html

About 11,000 B.C., it is believed that the last Ice Age ended. During the Ice Age, Europe, Asia, and North America were covered in sheets of ice called glaciers. As the climate warmed, many changes happened. Ice was replaced with forests and grasslands and food became more plentiful. People learned how to gather grains and eventually plant the seeds, cultivate the plants, and harvest their crops. Because there was a more reliable food supply, ancient peoples did not have to live a nomadic lifestyle and be on the move searching for food.

This new life allowed people to live together in communities. These early communities were near water sources and areas for wild foods. Gradually, farming began. These new farmers began growing grains such as rice, millet, barley, and wheat. Using items in their environment became very important to people who farmed and lived in early settlements. They built homes using their resources, grew the food they had learned to domesticate, and they began to raise and domesticate animals for food or for farm labor.

<http://www.kidspast.com/world-history/0022-agricultural-revolution.php> (www.kidspast.com)

Watch the following BrainPop over the Agriculture Revolution and complete the on-line test.

<http://www.brainpop.com/socialstudies/worldhistory/agriculturalrevolution/> (Subscription paid for by Tullahoma City Schools)

http://www.classzone.com/cz/books/ms_wh_aemt/resources/html/interactive_review/preloader_mswh_01.html (Book adoption enables Tullahoma City Schools to use this source.)

Standard 6.4 Lesson: Interactive Map from Classzone

The migration of man at about 10,000 BC

(Permission to access site by Tullahoma City Schools adoption of textbook)

[Ancient Civilization Migration Classzone](#)

Standard 6.4 Lesson - Migrations of Early Man

After humans made their way outside of Africa to the Middle East, some bands made their way throughout southeast Asia.

Around 40,000 years ago, as a result of the Ice Age, the sea levels became lower than they are now. Men were able to cross the short distances between islands using primitive rafts, and eventually early man made his way to the continent of Australia. As the climate changed and the weather warmed, the Ice Age ended because the ice melted! The water level in the ocean again rose leaving people on the continent of Australia.



FIGURE 1.7

Migrations of Early Man



FIGURE 1.8

Later Migrations



There has been more than one Ice Age on Earth. The last major Ice Age occurred about 20,000 years ago and then began the melting process. The impact on the Earth and on its early people was unbelievable. The northern oceans were frozen and much of North America, Europe, and Asia was covered in ice. This caused a change in the type of animals that were hunted by humans, it caused the lowering of the sea level of the oceans that weren't frozen, and it forced a migration of people from continent to continent.



Around 40,000 to 20,000 years ago, humans followed the large animals (mammoth) across northern Europe and Asia into present day Siberia. These people were quite tough because the temperatures in Siberia reached 40 degrees below zero. Life changed for these people. They had to adjust to cold temperatures by making warmer clothes. The needle may have been used for the first time by these humans. They had to build fires and create more advanced weapons to successfully kill the animals for their food supply.

Because of the lowered sea level, these people crossed Beringia - known today as the the present day Bering Strait. Beringia connected Asia to North America. As the ice melted and the glaciers retreated, these bands of humans became “trapped” in North America and began to migrate southward. Humans eventually reached Central and South America about 10,000 years ago.

These migrations of humans between 60,000 to 20,000 years ago, changed population patterns and lives of early people. The people who were “left” in Australia lived on that continent in isolation from other people for the next 20,000 years. This migration has helped to create the cultural and ethnic differences found in mankind today.

Later Migrations

1. After coming out of Africa, where were the first two places humans settled?

2. How were humans able to make their way to Australia?
3. What happened to the people who migrated to Australia?
4. When did the humans migrate into Siberia? Why did they migrate there?
5. How did they survive in that climate?
6. What is Beringia?
7. What happened to the humans who crossed Beringia?
8. How long did it take humans to migrate to South America?

<http://www.kidspast.com/world-history/0022-agricultural-revolution.php> (www.kidspast.com)

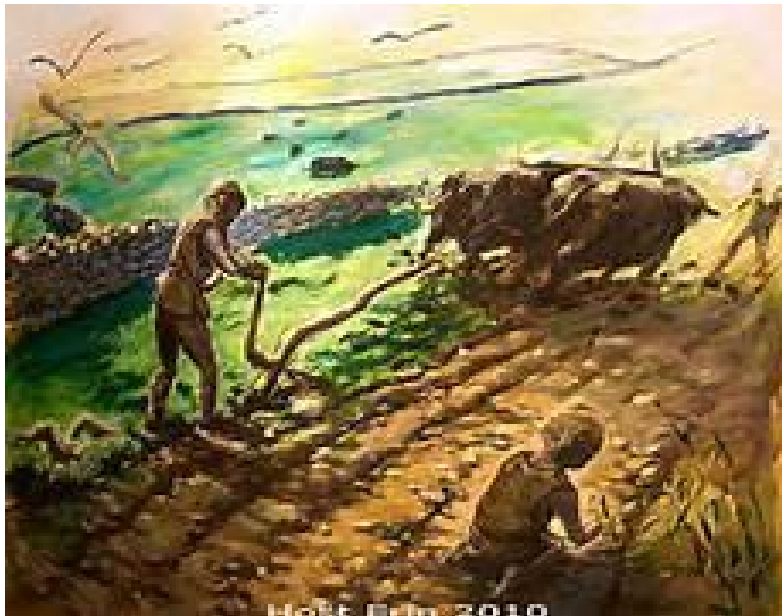
Watch the following BrainPop over the Agriculture Revolution and complete the on-line test.

<http://www.brainpop.com/socialstudies/worldhistory/agriculturalrevolution/> (Subscription paid for by Tullahoma City Schools)

http://www.classzone.com/cz/books/ms_wh_aemt/resources/html/interactive_review/preloader_msw_01.html (Book adoption enables Tullahoma City Schools to use this source.)

1.7 Standard 6.5 Lesson

Standard 6.5 Lesson: Summarize the impact of agriculture related to settlement, population growth, and the emergence of civilization.



During this class we will study the ancient civilizations of our world - Mesopotamia, Egypt, Indus River Valley, and China. With these early people, we will study their technology, the written language, their religion, and all of the things that made their cities and settlements a civilization.

The British Museum is a valuable source for us. Their websites will guide us through many civilizations and events in history. This will help us begin this journey with the study of the beginning of ancient man creating civilizations.

Click below to take you to the British Museum link.

http://www.ancientcivilizations.co.uk/home_set.html

Before farming, people lived nomadic lives by hunting wild animals and gathering wild plants. When the food “ran out” or the animals migrated to a new place - the people had to move on also. Farming meant that people no longer had to hunt for food or be on the move continually. They were able to settle in communities and grow crops and raise animals on nearby land. They built stronger, more permanent homes and surrounded their farming settlements with walls to protect themselves. This changed their lives so much that it is often referred to as the “agriculture revolution.”

"Stories From the Stone Age" - Part VIII

<https://www.youtube.com/watch?v=vyMCLKE1ChI&list=PL9BB248CA3F85D500&index=8>

Over time, people figured out how to grow certain types of grasses and how to domesticate animals so that they could be used to benefit the lives of humans. Whether it was as a food source, or dogs providing help or companionship for them, humans used these new skills to mark the birth of farming.

"Stories From the Stone Age" - part IV

<https://www.youtube.com/watch?v=gUsbt3IXYKQ&list=PL9BB248CA3F85D500&index=4>

New technology in the form of new farming tools helped early farmers be more productive. They used axes to cut down trees for farmland and sickles to harvest the grain and other crops. New, more durable and efficient tools were made out of new materials such as bronze and iron.

The first farming settlements started around 10,000 years ago in southwestern Asia. Farming then spread to Africa, north into Europe, and eastward into the Indus River Valley. In the southern part of present day China, farmers domesticated rice.

This transition from hunting to farming did not happen quickly. It took time. There were problems connected to farming. What if a crop failed, or there was bad weather or disease? Farming was dangerous. Floods from nearby rivers or attacks from wandering bands of nomads sometimes affected their crop supply. However, farming offered some benefits to the early people. Farming produced more food than did hunting and gathering. An early family would only need about six acres of land to raise enough wheat or corn for a family to feed themselves for a year.

Around 9,000 B.C., people were storing grain to last during the winter. They were growing a surplus and were able to trade their surplus for other items that they needed or wanted. Specialization of labor also began. People began having other jobs such as craft workers and traders.



Historians and archaeologists use the name Fertile Crescent to describe an area between the Mediterranean Sea to the area of land between the Tigris and Euphrates Rivers. In the area of Mesopotamia, the land flooded annually and the farmers developed irrigation methods that made this arid area a productive farming region.

"Irrigation in Ancient Mesopotamia"

<https://www.youtube.com/watch?v=5RP2KfewiJA>

"What is Irrigation?"

<https://www.youtube.com/watch?v=amrCMakolKA>



The Fertile Crescent ranged from the Mediterranean Sea through the present day area in Iraq between the Tigris and Euphrates Rivers.

One of the earliest communities was not in Mesopotamia, but was in present-day Turkey. It was known as Catal Huyuk.



FIGURE 1.9

This image indicates what archaeologists believe the homes looked like.

YouTube - "Welcome to Catal Hoyuk"

<http://www.youtube.com/watch?v=CNZRzKChn84>

One of the oldest farming communities was a village called Catalhoyuk (chah tahl hyoo yook). It was located in present day Turkey and was a thriving community more than 8000 years ago. Archaeologists believe that at this settlement's height, there were a few thousand people who lived there. The remains indicate that there were many homes packed tightly together. In fact, many houses connected directly to others and there were very few streets. People would access their homes by walking on the roofs of houses. Access to the homes was by ladders that led the inhabitants to doorways on the flat roofs of the homes. The rooms had hearths for heating and cooking, benches to sit and sleep on, and ovens for baking bread. The homes were constructed with wood and reed plastered with mud. The inhabitants buried their dead below the floors. How strange! Many walls were covered with artwork. Many subjects of their artwork were women. Some historians believe that indicates that a "mother goddess" may have been important in their worship.

**FIGURE 1.10**

This is a site of an archaeological dig in CatalHuyuk.

The farmers kept cattle and grew wheat, barley and peas. Catal Huyuk traded obsidian that was used to make high quality tools.

Farming spread and the small farming settlements grew into cities. As the villages grew, trade increased, and the early cities also grew in power. Some of these early cities became centers of civilizations.

Brain Pop - The Agriculture Revolution - subscription paid for Tullahoma City School use only.

<http://www.brainpop.com/socialstudies/worldhistory/agriculturalrevolution/>

Describe how the invention of agriculture related to settlement, population growth, and the emergence of civilization.

Additional information is included from the website - www.resourcesforhistoryteachers.wikispaces.com

[Mysteries of Catalhoyuk!](#) is a website that allows students to visit a archaeological dig of a 9,000 year-old town in Turkey.

[Agriculture And The Origins Of Civilization](#) is a website that explains the Neolithic Revolution in Africa and in the Middle East.



Before the invention of agriculture, humans were dependent upon hunting and gathering for their food and their

survival. By 8000 BC, however, this gradually changed and we saw the once dominant hunter-gatherer being supplanted by the invention of agriculture. With this, started the dawn of the Neolithic Revolution.

The shift from hunter gatherer to farmer was not one that happened overnight. Many scholars believe it was quite a gradual process, and although hard to pinpoint the a specific reason, changes in climate are considered to be instrumental in the shift.

[Paleolithic to Neolithic Revolution](#) from River Valley Civilizations shows the evolution of society and the emergence of civilization.

Neolithic Revolution's Impact on Settlement

The ability to stay in one place for a longer period of time, in contrast to the nomadic life of a hunter gatherer, allowed for surpluses in food. With the success of crops and reliance on agriculture, the first settlements were created. Domestication of animals, such as dogs, goats, sheep, and pigs were important for the development of farming.

Rise of villages

The modern village owes thanks to the Neolithic Revolution. With a sedentary lifestyle, settlements became formed, and this naturally led to the development of villages.

The Old Wall in Jericho is the first place that the Neolithic era started in the entire world. The Tel Es-Sultan springs was the first site to build homes, grow plants and keep animals in the world.



Tel Es-Sultan

- More sustainable, advanced, permanent homes were built.
- The building of community/ritual centers, better systems of food storage, and more attention to fortification also sprang up

Population Growth


With a sedentary lifestyle, humans found themselves with a more sustainable lifestyle

- Food was now in surplus
- Population was less exposed to the harshness of nature that hunter gatherers experienced; making survival and life expectancy greater

Population rates began to increase rapidly as a result.

TABLE 1.9:

TABLE 1.9: (continued)

figure*

Ancient Agricultural Tools

With the rise of villages and permanent settlements, specializations of trade arose.

- [Plastered skull and religious practices](#) gave rise to religious practices by the evidence of plaster skulls found in Levant area.
- skilled professions such as pottery, tool-making, weaving, and carpentry are examples.
- created a powerful hierarchy of merchants, quasi-class system
- Government structures arose
- ruling class enforced laws, commissioned public works, even imposed a tributary finance system to pay for their endeavors, i.e. taxes
- not everything about the birth of agriculture was good however.
- Women lost significant ground to men in matters of social and economic matters

The Creation of Social Classes

- During the Neolithic Revolution, it was generally the strongest men in society who would go out and hunt for food and fight off enemies.
- With that, they became the leaders of their respective villages, creating a social class in which they were the dominant ones
- Priests and Warriors were at the top of power in their villages, while farmers and other workmen were at the bottom
- [Regents Prep](#) ->Great link which summarized the Neolithic Revolution and the development of settlement through agricultural terms
- It is now believed that as a result of the growth of agricultural societies, women's roles in society declined. Hunter-gather societies are thought to have given women higher status in societies.

Conclusion: The introduction of agriculture created a surge in innovation and revolutionary techniques that created a more civilized, structured, and modern society. The advancements made in social, economic, and agricultural means during the Neolithic Revolution are for the most part, still prevalent in today's society. The way we live today - close to other people in towns and cities, eating farm foods grown on the farm, and using leisure time to learn, explore and invent were possible results of the Neolithic Revolution.

A great comparison to life before and after the Neolithic revolution; [River Valley Civilization Guide](#) .

Visit [here](#) for a fun way to encourage class participation for understanding the Neolithic Revolution and the importance of agriculture from The University of Chicago!

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1.8 Standard 6.6 Lesson

Standard 6.6 Lesson: Identify and explain the importance of the characteristics of civilizations, including:

- the presence of geographic boundaries and political institutions
- an economy that produces food surpluses
- a concentration of population in distinct area or cities
- the existence of social classes
- developed systems of religion, learning, art, and architecture
- a system of record keeping
- technology

Enjoy "Civilization" - a rewrite by some super cool history teachers!

<https://www.youtube.com/watch?v=c1g60SSGmeY>

The Rise of Civilizations

- A **civilization** is a complex society that has cities, a government, and workers with specialized job skills. The rise of civilizations came about with the **surplus** production of food.

Like the earliest farming villages, the earliest civilizations appeared in southwest Asia in the city-state of Sumer in Mesopotamia. Four of the early civilizations developed in the fertile river valleys that bordered four major river systems - the Tigris and Euphrates in southwest Asia, the Nile in northeastern Africa, the Indus in South Asia, and the Huang He in China.



FIGURE 1.11

This map shows the four ancient civilizations: Mesopotamia, Egypt, Indus River Valley, and China.

River valleys provided the perfect setting for settlements. In addition to the warm climate, the rivers flooded yearly and provided fertile soil to grow crops. Not all civilizations had their beginnings in warm river valleys. The Greek civilization was built on a rocky area in southern Europe. The Maya civilization began in the rain forests of Central America and the Inca civilization began in the Andes Mountains of South America.

Characteristics of Civilizations

"What is a Civilization?"

<https://www.youtube.com/watch?v=hpny3cvwWPE>

While there were early civilizations that arose in various areas of our world, they all had certain things in common. Early civilizations had eight basic features: organized governments, cities, job specialization, an organized religion, social classes, public works, art and architecture, and a written language.

Cities



FIGURE 1.12

This is an illustration of a city in the Sumer. This cities had walls built around them for protection, moats that also provided protection, a center of worship called a ziggurat, and people!

Cities served as the center of life for the civilization. It was the center of culture, religion, and government. The term *civilization* literally means “living in a city.” It originated from the Latin word for city - *civitas*. Some ancient cities are still major cities today.

Organized Government

A well organized government was necessary to make decisions for the well being of the entire community. This organization managed the city’s resources and made decisions to help the civilization survive. Governments were important when there was a need to form an army to defend the society or when a civilization wanted to expand its borders.

**FIGURE 1.13**

This is the remains of a Mesopotamian Ziggurat from the city-state of Ur in present day Iraq.

Established Religion



Praying statues from the ancient civilization of Mesopotamia, show how serious people were in their efforts to keep the gods happy! There were so many gods that they needed to worship that some people had statues made of themselves praying to various gods.

Early civilizations had a set of beliefs in gods or a god who created and ruled the world. Religious beliefs revolved around the seasons and the hopes for a successful harvest. Each civilization had myths and legends that made attempts to explain events and forces of nature. Religion and religious leaders were also political leaders. These rulers usually believed that they were given permission to rule by the gods. Many people feared their gods and priests were kept busy offering sacrifices to the gods and praying to the gods for good favor. The afterlife was connected to religion and people looked to religious leaders to help them with preparation for their next life.

Job Specialization

The “first” people in most civilizations were farmers. When the farmers produced a surplus of food, not every worker needed to be a farmer. People chose jobs such as priests, rulers, soldiers, potters, weavers, merchants,

**FIGURE 1.14**

Egyptians were very involved in the preparations for their afterlife. This wall painting shows the “weighing of the heart” to determine the fate for an individual’s afterlife.

**FIGURE 1.15**

This craftsman is making a cart using the wheel.

**FIGURE 1.16**

With food surpluses, not all people had to be farmers! There still needed to be some people who farmed - people had to eat!

traders, and others. Soldiers were important to protect the societies from outside threats and traders and merchants bought and sold goods in many areas of their known world. Having job specialization allowed people to develop skills to maintain a civilization for centuries.

Social Classes



This social pyramid shows that in our earliest civilizations, there was a division of social classes based on their jobs. Social classes are groups of people who have different jobs or roles in society. Class structures are often shown in an illustration resembling a pyramid with the smallest number of people at the top of the pyramid and the largest number of people shown at the bottom. The highest group included the priests and rulers. These people also had the most wealth and power. The social class in the middle included the farmers, merchants, and other skilled crafts workers. In most ancient civilizations, slaves and servants made up the lowest class.

Public Works

Governments and leaders organized workers to build roads, granaries, city walls for protection, water systems as well as other projects. These projects were necessary for different reasons. These public work projects used the labor of many workers. The projects benefited the society as a whole.

Arts and Architecture

Skilled workers created temples, tombs, and even luxury items for the wealthy in the civilization. Music and literature enriched the lives of the people.

Technology

Technology was changing even 5,000 years ago! New materials for tools and weapons helped crafts workers make items to improve many areas of life.

Written Language

Ancient Sumerians developed the first writing system called cuneiform. Only scribes were able to read and write because there were thousands of symbols used in their written language. They used a stylus to make the wedge

**FIGURE 1.17**

This is an example of the Egyptian language written in hieroglyphics.

**FIGURE 1.18**

This is another example of the Egyptian language written in hieroglyphics.

shaped symbols in wet clay.

Writing helped to keep track of business dealings and keep records of grain harvests, etc. In time, people used writing to record laws, prayers, and their history. Historians have learned about the ancient civilizations from their writing that they left behind. With the development of a written language, we passed from prehistoric times to historic times with a recorded history.


Identify the characteristics of civilizations.

- the presence of geographic boundaries and political institutions
- an economy that produces food surpluses

- c. a concentration of population in distinct areas or cities
- d. the existence of social classes
- e. developed systems of religion, learning, art, and architecture
- f. a system of record keeping.

Additional information is listed from www.resourcesforhistoryteachers.wikispaces.com .


TABLE 1.10:

figure*	
A schematic showing the spreading of humans in history.	

Characteristics of civilization:

- A. **Geographic Boundaries and Government**
- B. **Economy**
- C. **Population in Cities**
- D. **Social Classes**
- E. **Religion, Education, Art and Architecture**
- F. **Writing**

TABLE 1.11:

figure*	
Map of the Fertile Crescent of Mesopotamia	

A. Geographic Boundaries and Government

Geographic boundaries provide a set area for people to exist in as a society and also set up areas where certain ethnic groups fit in better than they would in other areas. The boundaries can also be related to landforms in the area because they provide premade boundaries. These geographic boundaries can also provide people with some natural protection from other, possibly harmful societies. Geographic boundaries may also provide a society with the necessities for life such as a river or fertile soil. A perfect example of this would be the fertile crescent surrounded

by the Tigris and Euphrates rivers which allowed for one of the first ancient civilizations to flourish.

Political institutions are formed in areas that have a certain group of people who have the same values and want the same things in life. Having that common bond makes people want to work together and become a community. These political institutions also serve as a form of rule and order in a society. The people belonging to these institutions usually have more power and control over the majority of the population. In theory, these institutions should act with society's best interests in mind.

B. Economics and Food Surpluses

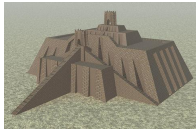
***Empires of Food: Feast, Famine and the Rise and Fall of Civilizations* . Evan D. Fraser Andrew Rimas. (Free Press, 2010).**

- Food empires are complex networks of farms and trading systems that expand and retract based on food supply.
- Origins, declines, institutions, social structures, and technological developments of civilizations are primarily directed by the need to feed and sustain a population.

Economies that produced extra food allowed for trade and the mixing of populations.

- This also meant people soon realized how to preserve foods and which types of crops to grow when and how.
- The preservation of food and growing of crops also allowed people to remain settled in one place rather than moving to where the food was. This allowed for cultures to grow and flourish. People no longer had to worry about what to eat next or think about survival. People could begin to explore and question the world in which they lived in.
- This allowed for societies and cultures to evolve into great civilizations. However, many of the problems with civilization, mainly malnutrition and disease, came about from the surplus of grains and their consumption.
- By switching from a hunting-gathering lifestyle to an agricultural one, humans lost the many health benefits that came from a balanced diet of plants, nuts, and meats.

TABLE 1.12:

figure*	
The Ziggurat temple in Ur, Mesopotamia	

C. Mobility of People

Now, as in the past, people tend to move or migrate where the jobs are located. A concentration of people in a distinct area such as a city, led to the blending of different ideas and ways of living. People were forced to cooperate with each other in order to survive together. Many people settling in one place created different opportunities for people to trade and master different specialties. This created jobs and each person has a different talent or specialty. All these different talents came together in the city.

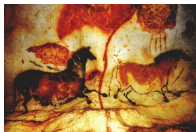
D. Social Classes

Social Classes began when people realized that they were different from the people around them. Some people had more land and wealth than others. This development of "classes" also created inequality among people. People with more land or "capital" believed they were somehow better than the people with less. The distribution of resources and power became one-sided and many people suffered. Even today, humans have the habit of categorizing the world around them. It allows us to make sense and organize our world. Unfortunately we end up categorizing different people too. We categorize by skin color, personal capital worth, religious beliefs and so on. This leads to certain groups oppressing other groups. Social classes can be found in every modern society today; this is just the way societies have evolved over the many centuries.

E. Religion, Education, Art, and Architecture

Religion started from people worshipping the earth and the "gods" they felt controlled them and the world around them. People developed learning because they wanted to find out what was happening in the world around them and learn about the many things they could not explain. Religion also offered meaning in peoples lives. It was a convenient way to explain the unknown which surrounded people in ancient civilizations. Whenever things went wrong or disasters occurred, people needed and wanted an explanation. Having superior beings to worship helped explain these different phenomena.

TABLE 1.13:

figure*	
The above image is of cave paintings in Lascaux, France.	

Art has been a way for humans to express themselves and keep records for thousands of years. Art allowed for creativity and talent to thrive and be shared. Humans could express their feelings, skills, ideas etc. through art. People drew on the walls of caves to tell their stories. Art was also a way for civilizations to express and share their beauty and success of their societies. Art was a way for people to share their opinions about the world or society in which they lived. Art was about people, nature, the unknown, and much more.

Architecture was needed in order to build dwellings and other places where people would gather to work and/or discuss life. Architecture also allowed for civilizations to expand and grow into more advanced and complex societies. Developing the ability to construct buildings and streets allowed for a more modern lifestyle. Architecture has been advancing along with the human race over the centuries. The cities and architecture we have today came from the examples of ancient civilizations such as Egypt, Greece, and Rome.

Education was also an important part of ancient civilizations as it is in our world today. The differences were not only between men and women, but with class as well - the wealthy always getting the best treatment.

F. System of Record Keeping

"Writing is a virtual necessity to the societies anthropologists call *civilizations* A civilization, with its taxation and tribute systems, its trade, and its public works, require a sophisticated system of record keeping. And so the early

civilizations of Mesopotamia, Egypt, China, Mesoamerica, and (probably) India all developed a system of writing." (The Writing Revolution: Cuneiform to the Internet. Amalia E. Gnanadesikan, Wiley-Blackwell, 2009)

The Rosetta Stone is an excellent example of early written language. Click here for [more on the Rosetta Stone](#).

TABLE 1.14:

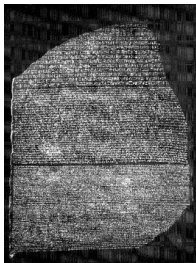

figure*	
The picture above is of the Rosetta Stone.	

TABLE 1.15:

figure*	
The image above shows the linguistic makeup of the Rosetta Stone.	

- Record keeping allowed for more advanced trade and for other businesses to flourish. Record keeping was generally accomplished in one of two ways: through the use of art or a written language.
- Records needed to be kept in order to organize a settlement and make sure that a recorded history was being kept. Record keeping also allowed for more trade and many more businesses to rise. Keeping records allowed people to go back and look at things later on. A system to keep track of things would be needed in order to make this system work. Without records, civilization as we know it today could not exist. Records are a way to keep track of important laws and rules that a society believes in.
- Records are kept in all societies. They allow for businesses to be run and for laws to be kept. Without records there would be no organization or rules and no history of prior civilizations

TABLE 1.16:

TABLE 1.16: (continued)

figure*	
Statue of King Gilgamesh	

With the development of record keeping systems came the development of writing; not just for "business" purposes, but for entertainment purposes as well.

The Epic of Gilgamesh is known as the oldest recorded story of all time, having been carved into stone tablets during the 7th century BCE in the kingdom of Ur in Mesopotamia. Not only is the creation of the story a mark of civilization, but the content and plot deal with the differences in a man once he is civilized and integrated into society.

An excellent article on early writing systems: David Burzillo, "[Writing and World History](#)", "[World History Connected](#)", May 2004

Social Class Retrieved February 7, 2007, Web site: <http://www.lepg.org/classes>

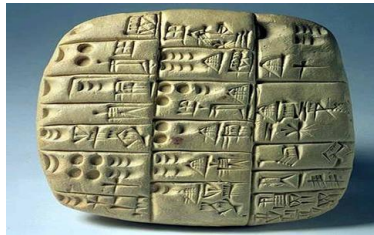
Contributions to <https://resourcesforhistoryteachers.wikispaces.com/> are licensed under a [Creative Commons Attribution Share-A](#).

1.9 Standard 6.7 Lesson

Standard 6.7 - Time Periods



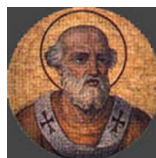
PREHISTORIC times refer to the time before the invention of a written language. Writing was first invented by the Sumerians in present-day Iraq. Sumer was a Mesopotamian city - state.



Around 5,500 years ago, the Sumerians invented a type of writing called cuneiform. Any time **AFTER** written language is called **HISTORIC**.



Another way to say 5,500 years ago, is to say that an event happened in 3,500 B.C. We date history in order to help us understand how historical events happened. For many years, people in the Western world used the birth of Christ to date historical events. This dating of time using the birth of Christ as a measurement, was started by a monk named Dionysius Exiguus.



His name means “Dennis the Little.” He named the year of Christ’s birth as 1 A.D. The year before Christ’s birth was known as 1 B.C. It was stated that people either lived before the birth of Christ...B.C. or after the the birth

of Christ. . . . A.D. A. D. means “in the year of our lord” in the Latin language. If an event happened in 400 B.C., it meant that the event happened 400 years BEFORE the birth of Christ. If an event happened in A.D. 500 - it meant that it happened 500 years AFTER the birth of Christ.



Another system, which is almost the same, uses the terms BCE - same as B.C., but stands for Before Common Era - and CE, the same as A.D., and stands for Common Era. You will find that BCE=BC and CE=AD. You just have to memorize this!

There are names for units of time. A year is 365 days...a week is 7 days...etc. A century is 100 years. A ten-year period is a decade. A thousand years is a millennium.

When we deal with centuries. we have to understand the counting! If an event happened in the 7th century, it would really be sometime during the 600s AD - 601 to 699 AD. If it happened in the 500s AD, it would be counted as in the 6th Century. The century is “1” up from the actual years. My birth year was in the 1900s, but I was born in the 20th century. You were born in the early 2000s AD, but your birth century was the 21st. The Pilgrims came in 1620 to the shores of Massachusetts, but they arrived in the 17th century. Columbus arrived in the Bahamas in 1492 A.D. and in the 15th century!

The items below will give you more practice and information to study!! Thank you to New York State Test Prep for these sites!!

<http://www.oswego.org/ocsd-web/match/term/matchgeneric2.asp?filename=rburgessstime>

<http://www.studyzone.org/testprep/ss5/b/comtimel.cfm>

<http://www.oswego.org/ocsd-web/match/term/matchgeneric2.asp?filename=rburgessstime>

<http://www.studyzone.org/testprep/ss5/b/comtimebcadquizli.cfm>

1.10 Standard 6.7 Time Periods

1. How many years are in a century?

- ☐ A. 1000 years
- ☐ B. 10 years
- ☐ C. 100 years
- ☐ D. 1 year

2. BC and BCE both refer to the time period that occurred

- ☐ A. before the end of the Roman Empire.
- ☐ B. after the Classical Period.
- ☐ C. during the Dark Ages.
- ☐ D. before the birth of Jesus of Nazareth.

3. Which term means the time before recorded history?

- ☐ A. BC
- ☐ B. prehistoric
- ☐ C. decade
- ☐ D. historic

4. Allan is writing a paper over Rome in 100 AD.

AD is an abbreviation for which of these?

- ☐ A. Anno Domini
- ☐ B. Annual Decade
- ☐ C. After Death
- ☐ D. All Decades

5. How many years are in a decade?

- ☐ A. 10 years
- ☐ B. 1000 years
- ☐ C. 100 years
- ☐ D. 1 year

6. Hakim is writing a paper over Egypt in 200 BC.

Which statement best defines 200 BC?

- ☐ A. 200 years before the birth of Jesus of Nazareth
- ☐ B. 200 years before the death of Jesus of Nazareth
- ☐ C. 200 centuries before the birth of Jesus of Nazareth
- ☐ D. 2 centuries after the birth of Jesus of Nazareth

Explanations

1. A century is defined as 100 years.

2. BC refers to historic events before the birth of Jesus of Nazareth. BCE stands for "Before Common Era." BC means "Before Christ." BCE is used mostly by non-Christians but refers to the same time period as BC.

3. Prehistoric refers to "prehistory," meaning the time period before ancient cultures could record their lives and detail the events of their civilizations.

4. AD is defined as any historic activity after the birth of Christ not after the death of Christ. Anno Domini means "Year of our Lord" in Latin.

5. A decade is made up of 10 years. "Deca-" is the prefix that means "10."

6. The number preceding BC is the number of years before the birth of Christ.

FIGURE 1.19

1.11 Primary Documents and Supporting Text Lesson

Human Origins in Africa Through the Neolithic Age:

[Click Here to View the PowerPoint for the Lesson](#)

When we study the origins of man, we must rely on clues and primary sources that are not written down or are first hand accounts of the event. Archaeologists must be good detectives to find out information about ancient people and the earliest civilizations.

Primary Documents and Supporting Texts to Read: Digital collections of early African art and tools, including cave paintings and spears.

http://wiki.answers.com/Q/What_are_the_ancient_weapons_used_by_the_early_man_in_stone_age?#slide=1

<http://humanorigins.si.edu/evidence/behavior/tools>



Do additional research on cave paintings throughout Africa and Europe at the following site http://en.wikipedia.org/wiki/Cave_paintings



Egyptian art is fascinating and it tells us of the beliefs and history of this ancient people. Look at these sites for more information!

<http://www.historyforkids.org/learn/egypt/>

<http://ancientegyptforkids.net/>

<http://www.ancientegypt.co.uk/menu.html>



Again, cave paintings are some of the few clues into the lives of these ancient people. Writing hadn't been invented and these paintings give us vast amounts of insight into the lives of early man.



<http://www.buzzle.com/articles/history-of-cave-paintings.html>

1.12 Primary Documents and Supporting Texts Test Prep Review

TABLE 1.17:

	I am a book written by a historian analyzing the lasting
I am a newspaper article from 1999, the year of the Columbine school shooting massacre, which lists the victims' names.	I am a newspaper article from 2009 that commemorates the deaths of the victims and follows up with the school on the 10 th anniversary.
I am <i>The Diary of Anne Frank</i> .	I am a biography of Anne Frank.
I am a court document from 1692 lists the deaths during the Salem Witch Trials.	I am a documentary that analyzes the causes and effects of the Salem Witch Trials.
	I am a chapter from a textbook that explains how Bunsen burners work.
I am a photograph of Betsy Ross and the first completed American Flag.	I am website explaining the purposes of the colors and patterns of the American Flag.
I am a map to the Fountain of Youth.	I am documentary that analyzes the myth of the Fountain of Youth.
I am the report of the election results for the 2012 primary.	I am a website that explains the different type of elections.
<i>Frankenstein</i>) discussing the unfair treatment of women authors during the 1800s.	I am a research paper that contrasts gender roles in history and today.
I am the Mona Lisa.	I am a biography of Da Vinci.
I am a pastor's sermon on religious tolerance and acceptance.	
I am the novel <i>The Watsons Go to Birmingham</i> by Christopher Paul Curtis.	I am <i>The Story of Alabama</i> , a textbook by Virginia Van der Veer Hamilton.
I am gold pan that was used in 1872 that you saw at the Idaho Historical Museum.	I am the textbook you use in class to study Idaho history has a chapter on gold mining.
I am the tape recordings from Presidents Nixon's scandal, Watergate.	
I am a blog site from a mother whose daughter was killed in a drunk driving accident.	I am a Nightly News with Tom Brokaw report describing the increasing problem with teen drinking and driving.