Early Humans and the Rise of Civilization

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Early Humans Geography Challenge

Overview

This activity challenges students to read and interpret a specialty map to learn about early hominids. Working in pairs, students answer questions while labeling and drawing on a world map. Afterward, they discuss their answers with the class.

Objectives

Students will

• label and interpret a specialty map.
• map the development of early hominids, Neolithic towns, Sumerian city-states, and early empires.
• locate and label the major river systems.

Materials

• *History Alive! The Ancient World*
• Interactive Student Notebooks
• Geography Challenge Handout 1 (3 copies, cut apart)
• colored pencils or markers

**Geography Challenge**

1 **Before class, cut the cards from copies of Geography Challenge Handout 1: Geography Challenge Cards.** *(Note: You may want to laminate the cards for future use.)*

2 **Introduce the activity.** Tell students that in this unit they will be learning about the development of early hominids. In this Geography Challenge, they will review some basic world geography information and map important geographic features related to early hominids and the development of the earliest towns, city-states, and empires.

3 **Place students in mixed-ability pairs.** You may want to prepare a transparency to show them where they will sit and with whom they will work.

4 **Give each pair one Geography Challenge card.** Have pairs turn to the map in *History Alive! The Ancient World* indicated on the card and open their Interactive Student Notebooks to Geography Challenge 1. Review the directions with them.

5 **Monitor students’ work.** Use Guide to Geography Challenge 1 to check their responses. Then have pairs exchange cards until all pairs have completed most of the questions.

6 **Lead a class discussion.** Review the answers with the class, and then ask, *What do you now know about early hominids that you didn’t know before? What information from this map do you think will be most important in our study of the development of hominids? What are some questions you now have about early hominids?*
### Early Humans Question 1
(Use the world map on pages 378 and 379.)

What is the name of the horizontal line that divides Earth’s Northern and Southern Hemispheres? What vertical (up and down) line divides the Eastern and Western Hemispheres? Label those two lines and all four hemispheres.

### Early Humans Question 2
(Use the world map on pages 378 and 379.)

What are the names of the seven continents? Label them on your map.

### Early Humans Question 3
(Use the world map on pages 378 and 379.)

What are the names of the four oceans? Label them on your map.

### Early Humans Question 4
(Use the regional map on page 3.)

On which continent have the oldest fossils of early hominids been found?

On the world map, label one location where fossils were found, and lightly shade the continent.

### Early Humans Question 5
(Use the regional map on page 3.)

Identify three Neolithic towns.

In your map key, create a label and symbol (or color) for Neolithic towns. Use it to draw and label at least two Neolithic towns on your map.

### Early Humans Question 6
(Use the regional map on page 3.)

Identify three Sumerian city-states.

In your map key, create a label and symbol (or color) for Sumerian city-states. Use it to draw and label at least two Sumerian city-states.

### Early Humans Question 7
(Use the regional map on page 3.)

Identify two early empires.

In your map key, create a label and symbol (or color) for early empires. Use it to draw the boundaries of these two early empires.

### Early Humans Question 8
(Use the regional map on page 3.)

Near what two rivers are the majority of Neolithic towns, Sumerian city-states, and early empires located? Draw and label them.
To complete each Geography Challenge card, answer the questions in complete sentences.
Label the map on the opposite page as directed. Questions 5–8 are on page 6.

**Question 1** The horizontal line that divides the Northern and Southern Hemispheres is the equator. The vertical line that divides the Eastern and Western Hemispheres is the prime meridian.

**Question 2** The seven continents are North America, South America, Europe, Asia, Africa, Australia, and Antarctica.

**Question 3** The four oceans are the Atlantic, Pacific, Indian, and Arctic.

**Question 4** The oldest fossils of early hominids were found on the continent Africa.
To complete each Geography Challenge card, answer the questions in complete sentences.
Label the map on the opposite page as directed. Questions 1–4 are on page 4.

**Question 5** Three Neolithic towns are Catal Hoyuk, Jarmo, and Jericho.

**Question 6** Three Sumerian city-states are Ur, Kish, and Lagash.

**Question 7** Most Neolithic towns, Sumerian city-states, and early empires were located near the Tigris and Euphrates Rivers.

**Question 8** Most Neolithic towns, Sumerian city-states, and early empires were located near the Tigris and Euphrates Rivers.
Investigating the Past

Overview
In this lesson, students learn how social scientists reconstruct the lives of early hominids by examining the art and artifacts they left behind in caves. In an Experiential Exercise, students enter a “cave” to take “pictures” of what they see inside. Working in pairs, they examine six images of cave paintings and other objects found in or near caves in Europe and South America. After making their own observations and hypotheses, students read what social scientists say about the images. Then students discuss what the images reveal about early hominids. Finally, they create and display cave paintings about their own lives.

Objectives
Students will
• describe how social scientists such as archeologists, historians, and geographers investigate the past.
• make observations about the lives of early hominids and compare their ideas with those offered by social scientists.
• describe several important aspects of the lives of early hominids.

Materials
• History Alive! The Ancient World
• Interactive Student Notebooks
• Transparency 1
• Information Master 1A
• Information Master 1B (1 transparency)
• Placards 1A–1E (4 sets)
• CD Track 1
• masking tape
• butcher paper
Preview

1 Have students complete the Preview assignment in their Interactive Student Notebooks. Have students turn to Preview 1 in their Interactive Student Notebooks. Review the directions for the assignment, and answer any questions.

2 Have volunteers share their drawings. Ask several students to share the object they drew, tell why they think it will last 20,000 years, and explain what it might reveal about our lives today.

3 Facilitate a brief discussion. Ask,
   - Will people living tens of thousands of years from now find it difficult to tell a complete story about our lives today? Why or why not?
   - Do you think they might reach conclusions that are only partly true or are incorrect? Explain.

4 Preview the study of ancient hominids. Tell students that in this unit they will be studying ancient hominids, some of whom lived 4 million years ago. People living that long ago left very little behind. The conclusions that social scientists reach are actually very educated guesswork that is subject to change as each new discovery is made. Social scientists have to be good detectives who seek out new clues and are open to new ideas. One of the things that makes studying early hominids so interesting is that each new discovery leads to new questions—and the learning never stops.

Graphic Organizer

1 Have students read Section 1.1 in History Alive! The Ancient World. Make sure they understand the meanings of the boldfaced key terms, which are defined in the Glossary at the back of History Alive! The Ancient World. (Note: You may want to have students use the Prereading Handout on page xvii of this Lesson Guide to conduct a prereading of the chapter.)

2 Introduce the graphic organizer. Ask students to examine the graphic organizer on page 5. Ask, What do you see here? Who do you think this person is? What might social scientists find inside a cave? What might they learn about ancient peoples by studying their cave art? Explain that social scientists examine the art and artifacts found in caves to learn about the past. Tell students that in this lesson they will learn about the detective work that social scientists do by exploring a “cave” themselves. In the process, they will make observations and develop hypotheses much like professional social scientists do.
Reading for Understanding

Have students read Section 1.2. Afterward, review the terms social scientist, archeologist, historian, and geographer, and answer any questions students have. Emphasize the idea that social scientists are detectives of the past.

Experiential Exercise

1 Set up the classroom for the activity. Follow the directions on Information Master 1A: Setting Up the Classroom. (Note: Alternatively, create a fun, cave-like environment using your imagination. Light just one or two desk lamps, and turn off the overhead lights. Tape two or three of each of Placards 1A–1E on the wall in the same general area to create stations for several students to work together. You might provide or ask students to bring in flashlights to help them explore the “cave.”)

2 Introduce students to the activity. Tell students they will be visiting a cave once inhabited by early hominids. While there, they will play the role of detectives of the past and learn a great deal about how early hominids lived.

3 Arrange students in mixed-ability pairs. If necessary, prepare a transparency that shows students with whom they will work.

4 Introduce students to the importance of cave studies. Read Section 1.3 aloud to provide students with appropriate background information. (Note: Alternatively, you might share with students only the highlights of Section 1.3.)

5 Review the directions for the activity. Project a transparency of Information Master 1B: Directions for Exploring the Cave, and review the steps with the class.

6 Practice the activity with the class. Project Transparency 1: Cave Painting of a Human and tell students that you just “took” this picture inside the cave. Ask students to turn to Reading Notes 1 in their Interactive Student Notebooks. Have them read Section 1.4 and, as a class, complete the Reading Notes that correspond to this picture. Answer any questions they have.
Monitor students’ work. Project Information Master 1B again and leave it projected for students’ reference during the activity. Use Guide to Reading Notes 1 to check students’ work. If their answers are satisfactory, award them points (optional). Continue this process until most pairs have had a chance to examine all the images.

Wrap up the activity with a class discussion. Base the discussion on these questions:

- How did it feel to explore a cave and learn about early hominids?
- What do you think was similar about your cave exploration and what real social scientists do when they explore a cave? What do you think might be different?
- How did your interpretations of early hominids change as you uncovered new information?
- Based on the evidence you gathered, what do we know for certain about the early hominids who left their marks on these caves? (For example, we know something about the tools and materials cave artists used.)
- How have social scientists’ interpretations changed as new information was uncovered?
- What are some questions that still remain to be answered by future social scientists? (For example, why did early hominids paint? How did cave artists learn to paint?)

Processing

Have students complete Processing 1 in their Interactive Student Notebooks. Afterward, have them display their work on the walls of the classroom. Ask students to try to interpret one another’s cave art and then interview the artist to discover the accuracy of their interpretations.

Assessment

Masters for assessment follow the next page. You may want to have students finish Item 9 before distributing Item 10.

9. Archeologist: Answer must be examples of objects such as tools, weapons, clothing, and coins. Historian: Answer must be examples of written records such as diaries, legal notices, and books. Geographer: Answer must be examples of Earth’s natural features such as rivers, mountains, and volcanoes, or humanmade features such as bridges, maps, roads, and canals.
10. The bulleted points can serve as a rubric for this item.
Online Resources
For more information on Unit 1: Early Humans and the Rise of Civilization, refer students to Online Resources for *History Alive! The Ancient World* at www.historyalive.com/historyalive, where they will find the following resources and assignments:

- excerpts from primary sources and literature
- a biography of an individual important to the study of early civilization
- links to related Web sites for more in-depth exploration
- an Internet research project
- enrichment essays

Options for Students with Special Needs
See page 334 for tips on adapting this lesson to meet the needs of

- English language learners.
- learners reading and writing below grade level.
- learners with special education needs.
- advanced learners.
Fill in the bubble beside the best answer to each question.

1. People who study the past are most like
   ◆ teachers.
   ◆ artists.
   ◆ detectives.
   ◆ builders.

2. Which of these activities would an archeologist do?
   ◆ read documents
   ◆ study Earth’s features
   ◆ examine objects
   ◆ make maps

3. What is one example of a humanmade feature that a geographer might study?
   ◆ a cave
   ◆ a road
   ◆ a volcano
   ◆ a spear

4. Think about this: “Researchers tried singing inside one painted cave in France. They discovered that the sound was loudest in the areas that were painted.” What is the most accurate conclusion you can draw based on this evidence?
   ◆ People probably gathered to talk while they painted in these areas of the cave.
   ◆ These areas of the cave were where bison lived.
   ◆ People probably lived in these areas of the cave.
   ◆ These areas of the cave were often deep in the ground.

5. If you found artifacts and paintings in a cave, what question would be the hardest to answer?
   ◆ How did people paint on ceilings?
   ◆ What did people paint with?
   ◆ Why did people paint in caves?
   ◆ What did people paint pictures of?

6. If you found footprints of young people near these sculptures, what is the best conclusion you could reach?
   ◆ People died at young ages at that time.
   ◆ Children were not allowed in the caves.
   ◆ People used caves for protection from attack.
   ◆ Children took part in ceremonies.

7. You have found this spear thrower with its detailed carving. What does it say about the person who used it?
   ◆ Hunting was very important to this person.
   ◆ This person was very strong.
   ◆ Painting was very important to this person.
   ◆ This person prayed to animals.

8. In the area near cave paintings, archeologists have found what type of artifact?
   ◆ prayer books
   ◆ masks
   ◆ maps
   ◆ lamps
Use your knowledge of social studies to complete the item below.

9. Different types of experts study the past. Complete the table by
   • naming three types of experts.
   • giving two examples of evidence that each type of expert looks at.

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<tr>
<th>Expert Who Studies the Past</th>
<th>Evidence This Expert Uses</th>
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Follow the directions to complete the item below.

10. You are living in 2203 C.E. You have just stumbled onto a schoolroom from the early 21st century. You walk around the room to identify evidence you can examine to try to understand what went on in this room.
   • Fill in the chart with five examples of evidence of interest to each type of expert.
   • Choose three of the examples from your chart. Circle them.
   • As a 23rd-century expert, what do these pieces of evidence tell you about 21st-century schools? Write your ideas in a short paragraph.

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<thead>
<tr>
<th>Archeologist</th>
<th>Historian</th>
<th>Geographer</th>
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<tbody>
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Information Master 1A

Follow these steps to set up the classroom for the activity:

Step 1: Push all the desks aside to clear a space in the center of the classroom.

Step 2: In the center of the room, create a grid with masking tape as shown in the diagram.

Step 3: Following the diagram, place pairs of desks at the “cave entrance” and “cave exit.” Place butcher paper across the pairs of desks to represent the roof of the cave.

Step 4: Place Placards 1A–1E in the appropriate grid squares.

Step 5: Neatly arrange the remaining desks around the room. Each pair will use one desk as a workstation during the activity.

Step 6: Cue CD Track 1, “Cave Sound Effects.”
Follow these steps for exploring the cave:

**Step 1:** Select one person from your pair to go through the cave entrance.

**Step 2:** Retrieve one picture from inside the cave. Be very careful not to disturb the contents of the cave.

**Step 3:** Leave through the cave exit and return to your research station.

**Step 4:** Follow the directions in your Interactive Student Notebooks and complete Reading Notes 1.

**Step 5:** Raise your hands for your teacher to check your work.

**Step 6:** Switch roles so the other partner enters the cave, returns the picture you just analyzed, and retrieves a new picture.

**Step 7:** Repeat the steps above until you have examined all the pictures.
In this activity, you will try to discover what six cave artifacts reveal about early humans. Carefully examine each photograph from the cave. Match it to one of these images. Complete that section of the Reading Notes.

**Transparency 1: Cave Painting of a Human**

**Find evidence:** Label three details in the image that may offer clues about why the artist created this painting.

**Our hypothesis:** We think the artist created this because...

Answers will vary.

Read Section 1.4. Why do social scientists think this painting was created?

Social scientist think this painting was created as part of a hunting ritual. The artist might have been asking for a successful hunt or recording something that actually happened.

**Placard 1A: Cave Painting of Animals**

**Find evidence:** Label two details in the image that may offer clues about why the artist created this painting.

**Our hypothesis:** We think the artist created this because...

Answers will vary.

Read Section 1.5. Why do social scientists think this painting was created? Social scientists have many theories about this. The artist might be trying to capture the animals' "magical powers" or to honor or please spirits. This painting might also have been used in a religious ceremony.

**Placard 1B: Cave Painting of Shapes and Handprints**

**Find evidence:** Label three details in the image that may offer clues about why the artist created this painting.

**Our hypothesis:** We think the artist created this because...

Answers will vary.

Read Section 1.6. Why do social scientists think this painting was created?

Social scientists think the handprints might have been a way to sign the painting. The geometric shapes might have had special meaning in rituals.
Placard 1C: Spear Thrower

Find evidence: Label two details in the image that may offer clues about why the artist created this tool.

Our hypothesis: We think the artist created this because...

Answers will vary.

Read Section 1.7. Why do social scientists think this tool was created?

Social scientists think this tool was created for hunting. The horse might have been for good luck, or related to the hunter’s name or clan, or just decoration.

Placard 1D: Clay Sculptures

Find evidence: Label two details in the image that may offer clues about why the artist created these sculptures.

Our hypothesis: We think the artist created these because...

Answers will vary.

Read Section 1.8. Why do social scientists think these sculptures were created?

Social scientists think these sculptures might have been created to show that the cave belonged to a certain clan or in a coming-of-age ceremony.

Placard 1E: Cave Art Tools

Find evidence: Label three details in the image that may offer clues about why the artist created these tools.

Our hypothesis: We think the artist used these tools to...

Answers will vary.

Read Section 1.9. What do social scientists think these tools were used for?

Social scientists think the grindstone was used for grinding minerals to be used as paints. The sharpened stone might have been used for sculpting and engraving.