Chapter 1: The Beginnings of Civilization

CHAPTER SUMMARY
1. Sharpened stones and spear throwers were used to hunt animals for food.
2. The tools of hunter-gatherers were used to hunt animals while the tools of farmers were more advanced and used to prepare fields and harvest crops.
3. Artists in early cities produced a greater variety of art because they had more materials to work with. Examples included statues for temples and metal objects. Artists who were hunter-gatherers made cave paintings and carvings.
4. Answers will vary. The student might answer that he or she would have preferred to be a farmer because farmers had more advanced tools and artwork than the hunter-gatherers.

SECTION 1
Taking Notes
studying the past: anthropology, archaeology
human origins: Mary Leakey — Australopithecine, Donald Johanson — Lucy, Louis Leakey — Homo habilis, Homo erectus, Homo sapiens
early migration: ice ages cause water level to drop, revealing land bridges; Neanderthals, Cro-Magnons
Stone Age: nomads, hunter-gatherers, development of tools, clothing, shelter, art, religion, animism

Section Summary
1. Students should include two of the following: Mary Leakey discovered the bones of hominids that were over 1.5 million years old. Donald Johanson found a skeleton in Ethiopia over 3 million years old. He named his discovery Lucy. Louis Leakey found hominid remains he called Homo habilis.
2. Human ancestors crossed land bridges created during the last ice age.
3. Students will circle six of the following seven: tools from chipped stones, wood, and bone, spears, bow and arrow, fishing hooks, canoes, needles for sewing clothes from animal skins, and shelters called pit-houses.
4. Hunter-gatherers ate meat and the fruit, seeds, and nuts of wild plants.
5. Hunter-gatherers painted images of people and animals on rocks and in caves, and carved figures out of animal teeth and bone.

SECTION 2
Taking Notes
Hunter-gatherers learn to domesticate plants and animals; Seeds are saved after harvest to use again; More food is available; Population increases; Early farming societies develop

Section Summary
1. People shifted from hunting and gathering food to farming.
2. The end of the ice age helped to bring about farming because growing crops became easier in the warmer climate.
3. Students will circle “dogs, cattle, goats, pigs, and sheep.”
4. By about 7000 BC some settlements grew into towns.
5. As people produced extra food and products, trade increased. Settlements traded with each other to obtain materials and products that they lacked.
6. Students will circle “Warfare increased as societies fought over land and resources. Crop failures made life difficult for people dependant on farming. Disease increased and spread rapidly among groups of people.”
7. Ötzi the Iceman is a 5,300 year-old frozen hunter found by hikers in the Italian Alps in 1991. The cold had preserved his clothing and belongings, adding to scholars’ information about this time period.
Vocabulary Builder

SECTION 1
1. artifacts
2. culture
3. hominid
4. Paleolithic Era
5. nomads

Answers will vary but should be a summary of the section that uses five of the following terms: culture, artifacts, Mary Leakey, hominid, Donald Johanson, Louis Leakey, Paleolithic Era, nomads, hunter-gatherers, animism.

SECTION 2
1. The shift from hunting and gathering to farming is called the Neolithic Revolution. It occurred because the climate became warmer and drier, and new plants and animals appeared. Over time, people learned to farm.
2. Agriculture caused some people to begin living as nomadic pastoralists, people who ranged over wide areas and kept herds of livestock on which they depended for food and other materials.
3. The Bronze Age occurred after the Stone Age. This era was marked by people learning to use metal.
4. adaptation; modification
5. huge stones
6. New Stone Age

SECTION 3
1. T
2. F; traditional economy
3. T
4. F; artisans
5. F; civilization
6. deficit
7. primitive culture
8. scientist
9. keeping cultural traits contained
10. keep something in its place

Biography

Marcel Ravidat
1. Marcel Ravidat’s dog got stuck in a hole that was an opening to the cave. Marcel and his friends entered the cave and discovered that the walls were covered with paintings of animals.
2. Possible response: Closing the cave might help re-create the original atmospheric conditions that preserved the art for thousands of years.

ACTIVITY
Students’ diary entries should include details from the biography about the discovery and should demonstrate an understanding of the discovery’s significance.

Kathleen Kenyon
1. Kenyon used an improved version of the stratigraphic method of excavation.
2. Possible response: By carefully separating soil layers and the objects they contained and by keeping exact records of the layers and their contents, Kenyon was probably able to get a clearer picture of the sequence of settlements and their dating relative to each other.

ACTIVITY
Students’ résumés should incorporate relevant information from the biography and demonstrate an understanding of Kenyon’s accomplishments in the field of archaeology.

Charles Leonard Woolley
1. Woolley published many volumes reporting on the excavations, as well as several other books about Ur.
2. Answers will vary. Students should identify a discovery mentioned in the biography and support their point of view with specific details and logical reasoning.

ACTIVITY
Students should demonstrate an understanding of the extent of the excavations, the
The Beginnings of Civilization

significance of the discoveries there, and the cooperation of the people involved. Students should include pertinent information from the biography in their remarks.

Literature

Before Adam
1. They had a limited number of sounds that changed in tone and pitch and depended on pantomime. If someone had a new idea to communicate, he or she would try to invent a new sound and pantomime.
2. Possible response: Prehistoric people rarely had abstract thoughts, so they rarely communicated anything more than simple, concrete thoughts or observations.

Primary Source

Painting at Lascaux Cave, France
1. Given that the horses are running, the painting could be a depiction of a stampede.
2. Possible response: The image reveals that people near Lascaux had the artistic skills to paint realistic color images of the animals in their area.
3. Possible response: The artist may have painted the image to honor animal spirits or an animal deity.

History and Geography

The First Civilizations
1. Students will label the area of the Fertile Crescent.
2. Students will color the path of the Nile River and indicate the Nile Delta with a triangle.
3. Students will color the paths of the Tigris and Euphrates rivers.
4. Students will color the areas of the Sahara and Syrian deserts.
5. Students will update the map legend to include the desert areas colored on the map.
6. The course of the Nile River flows over the Sahara Desert.
7. The Zagros Mountains form the eastern border of the Fertile Crescent.
8. The area is known as the Fertile Crescent because of its arc or crescent shape.
9. These civilizations did not develop far beyond the banks of the Nile, Tigris, and Euphrates rivers because beyond them was nothing but harsh desert.

EXTENSION ACTIVITY

The Nile River flows from south to north. The Tigris and Euphrates rivers flow from north to south. Students should create a map that correctly identifies with arrows the directions in which these three rivers flow.

Social Studies Skills

Interpreting Time Lines
1. approximately 2.6 million years
2. 2.1 million years; 300,000 years; 191,000 years; 3,000 years
3. The events relate to the early development of humans.

Writing About History

The Neolithic Revolution and Prehistoric Societies
Students’ essays should be evaluated using the scoring rubric provided in the activity.

Chapter Review
1. Mary and Louis Leakey
2. hominids
3. domestication
4. division of labor
5. cultural diffusion
6. surplus
7. artisans
8. Neolithic Revolution
9. Australopithecine
10. Ice Ages
11. language
12. domestication
13. farming villages
The Beginnings of Civilization

14. hunting and gathering
15. Paleolithic Era
16. science and technology
17. arts and ideas
18. society
19. economic systems
20. migration and diffusion
21. geography and environment
22. belief systems

Economics and History

Farming in Ancient Mesopotamia

1. The instructions focus on growing barley.
2. One of the harvesters worked as a reaper; a second worker bundled the mown barley; a third worker set up the sheaves.
3. The passage reveals that irrigation was vital to farming in ancient Mesopotamia. The Sumerians developed a system of dikes, ditches, and mounds to irrigate their fields.
4. The passage suggests that religion was very important to Sumerians. They believed that praying to the gods was necessary to ensure a successful harvest. Moreover, the instructions in the passage are presented as being handed down by a god.
5. Sumerian farmers used different resources in their agricultural operations. They needed land and seed to plant their crops. Farmers relied on an irrigation system to water their fields. Oxen were used for trampling and plowing the ground. Sumerian farmers needed human workers (including family members, artisans, and hired laborers) to help with tool maintenance, planting, and harvesting. The tools and implements used by Sumerian farmers included plows, yoke bars, whips, and axes.

ACTIVITY

Essays will vary but should compare and contrast ancient and modern farming techniques.
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22. Essay should describe the difference in size, population, job specialization, government, trade, religion, arts and architecture between farming villages and civilizations.

### Chapter 2: The Ancient Near East

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21. Essay should include specific accomplishments of each reign. Essay should highlight the fact that during the three reigns Israel was a united country.

### Chapter 3: Nile Civilizations

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20. Essay should show the Kushites saw themselves as guardians of the Egyptian culture. It should include examples of both the Egyptian and Kush traditions they maintained and the way they blended these cultures together.

### Chapter 4: Ancient India and China

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20. Essay should include the basic difference in the philosophies. Confucianism is based on respect for tradition and a desire to improve society. Daoism encourages people to retreat from the laws of society and yield to the laws of nature.
Diagnostic Test

1. a 51. b
2. a 52. d
3. c 53. a
4. b 54. b
5. c 55. c
6. d 56. c
7. c 57. d
8. a 58. c
9. b 59. a
10. c 60. d
11. c 61. d
12. d 62. a
13. a 63. d
14. a 64. b
15. b 65. b
16. d 66. c
17. a 67. a
18. c 68. c
19. d 69. d
20. c 70. c
21. b 71. b
22. b 72. a
23. a 73. d
24. a 74. c
25. b 75. b
26. d 76. d
27. c 77. c
28. d 78. a
29. d 79. c
30. b 80. c
31. c 81. b
32. a 82. b
33. d 83. d
34. b 84. b
35. b 85. d
36. c 86. b
37. d 87. a
38. d 88. b
39. a 89. d
40. a 90. c
41. a 91. b
42. c 92. d
43. b 93. c
44. c 94. b
45. b 95. c
46. d 96. a
47. d 97. b
48. b 98. c
49. a 99. d
50. b 100. d

Chapter 1: The Beginnings of Civilization

Section Quiz

SECTION 1

1. d 6. f
2. h 7. e
3. i 8. a
4. k 9. c
5. g 10. b

SECTION 2

1. d 6. b
2. c 7. e
3. b 8. d
4. c 9. c
5. a 10. a

SECTION 3

1. traditional
2. civilization
3. labor
4. artisans
5. abstract
6. F; The earliest civilizations grew up in fertile river valleys.
7. T
8. T
9. F; Priests were powerful figures, interpreting the will of the gods.
10. T

Chapter Test, Form A

1. b 14. f
2. a 15. j
3. d 16. c
4. b 17. i
5. a 18. d
6. c 19. h
7. c 20. e
8. c 21. artifacts
9. c 22. Neanderthals
10. c 23. tools
11. 1  24. surplus  
12. m  25. trade  
13. a

Chapter Test, Form B

Possible responses:

1. Scholars rely on material remains to learn about prehistory. Students should mention two of the following specialists: Archaeologists dig into ancient settlements to find objects used by early people called artifacts. Anthropologists study fossils, items or their imprints preserved in rock. Some anthropologists study human culture, the set of beliefs, knowledge, and patterns of living that a group of people develop.

2. In hunter-gatherer societies, most hunters were men who hunted in groups. Women took responsibility for collecting plants and fruits. They probably stayed near camps and took care of children.

3. Because farming allowed people to adopt settled lifestyles, communities grew. Simple governments were formed. As trade and wealth increased, social ranking became more defined, and people owned more private property.

4. Village populations consisted of a few families or clans; city populations were larger and more diverse, including migrants. Cities had large public buildings, well-defined centers, and boundaries. Cities and surrounding rural communities were interdependent; cities relied on farmlands for food, while they also acted as religious, economic, and cultural centers.

5. Cultural diffusion is the spreading of cultural traits from one society to another through trade (for example, merchants learned other languages to conduct trade with other groups), migration (for example, immigrants brought their languages, customs, and traditions with them to their new homeland), and invasion (civilizations often imposed their cultures on conquered peoples). As a result, societies changed. Cultural diffusion often brought new languages, writing, improved technology and farming techniques, as well as influencing artists and craftspeople.

6. Humans may have been able to make the journey from Asia to the Americas by crossing land that was exposed during an ice age. Because of the cold climate they would have needed tools to create warm clothes, the ability to make fire, and tools for hunting and gathering food.

Chapter 2: The Ancient Near East

Section Quiz

SECTION 1

1. m  6. l  
2. k  7. d  
3. e  8. b  
4. g  9. j  
5. h  10. c

SECTION 2

1. T
2. F; They used Sumerian cuneiform and developed a code of law similar to the Code of Hammurabi.
3. F; Assyrian power relied on military strength.
4. T
5. T

SECTION 3

1. Judaism  
2. Torah  
3. Exodus  
4. Ten Commandments  
5. covenant  
6. Canaan  
7. Saul  
8. Judah  
9. monotheism  
10. Talmud

SECTION 4

1. T