



Prehistory and the Agricultural Revolution

Neolithic artifact



Teacher Guide



Paleolithic cave painting

Neolithic jewelry



Stonehenge



Prehistory and the Agricultural Revolution

Teacher Guide



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Prehistory and the Agricultural Revolution

Table of Contents

Introduction	1
<i>Prehistory and the Agricultural Revolution</i> Sample Pacing Guide	10
Chapter 1 TOPIC: Early Humans and the Paleolithic World	13
Chapter 2 TOPIC: The Agricultural Revolution	21
Chapter 3 TOPIC: The Characteristics of Civilization	29
Teacher Resources	34

Prehistory and the Agricultural Revolution

Teacher Guide

Bayou Bridges Louisiana Social Studies, Grade 4

Introduction

ABOUT THIS UNIT

The Big Idea

Early humans migrated out of Africa, domesticated plants and animals, and developed the first civilizations.

Today's civilizations were preceded by many other civilizations, stretching back throughout recorded history. Even in prehistory—the time before events were recorded—*Homo sapiens* lived on Earth. To understand the civilizations we know today, we need to answer many questions about their origins. How did early humans develop from nomads who foraged or scavenged for food into settlers who produced their own stable food supply? How did they spread from small, isolated settlements to cover the globe?

In this unit, students will study the stages of development from the Stone Age through the Agricultural Revolution to the earliest known civilizations. They will explore the natural, geographic, climatic, and human factors that affected the physical, social, and technological development of early human life, and they will also consider how some of those same factors continue to affect life today.

What Students Should Already Know

Students using Bayou Bridges should already be familiar with:

Kindergarten through Grade 3

- how to use maps
- the importance of studying the past
- the first inhabitants of Louisiana and North America

What Students Need to Learn

- where the first humans lived
- characteristics of nomadic hunter-gatherer societies, including
 - hunting weapons
 - use of fire
 - shelter
 - use of tools
- early human migration out of Africa, first to Europe and Asia, then to the Americas and Australia
- characteristics of the Agricultural Revolution
- effects of the Agricultural Revolution, including
 - barter economy
 - food surpluses
 - domestication of plants and animals
 - specialization
 - growth of permanent settlements
- characteristics of civilization, including
 - culture
 - specialization
 - cities and infrastructure
 - stable food supply
 - government
 - technology
 - belief systems
 - writing
 - social structure

Time Period Background

This timeline provides an overview of key events related to the content of this unit. Use a classroom timeline with students to help them sequence and relate events that occurred from 160,000 years ago to 3000 BCE.

160,000 years ago	Herto Man, some of the earliest humans, live in Africa.
60,000–90,000 years ago	Humans begin to migrate out of Africa.
15,000 years ago	Humans migrate from Asia to North America.
10,000 BCE	Some nomadic hunter-gatherers settle as farmers.
10,000–3000 BCE	The Agricultural Revolution takes place.
3000 BCE	The first civilizations develop.

AT A GLANCE

The most important ideas in Unit 1 are the following:

- Scientists believe the first humans lived in Africa and spread from there across the world.
- Early humans were hunter-gatherers who developed and used tools.
- During the Agricultural Revolution, humans began to build more permanent shelters, keep domestic animals, and plant and harvest crops.
- Agriculture produced enough food so that people could share and cooperate, building social networks.
- Division of labor meant that people could specialize in different tasks, which led to a barter economy.
- Civilizations developed as permanent settlements became larger and more complex.
- The earliest civilizations generally developed in river valleys.
- Characteristics of civilization include settlements, stable food supply, domestication, division of labor, social classes, barter or trade systems, shared communication (usually but not always written), infrastructure, technology, government, and belief systems.

WHAT TEACHERS NEED TO KNOW

Each chapter of the Teacher Guide is accompanied by a brief What Teachers Need to Know document that provides background information related to the chapter content. The background information will summarize the chapter content and provide some additional details or explanations. These documents are not meant to be complete histories but rather memory refreshers to help provide context for what students are learning. For fuller, more detailed explanations, see the list of recommended books in this Introduction.

To find the What Teachers Need to Know documents, look for the link to download the Bayou Bridges Online Resources at the beginning of each chapter.

UNIT RESOURCES

Student Component

Prehistory and the Agricultural Revolution Student Reader—three chapters

Teacher Components

Prehistory and the Agricultural Revolution Teacher Guide—three chapters. The guide includes lessons aligned to each chapter of the *Prehistory and the Agricultural Revolution* Student Reader, with a daily Check for Understanding and Additional Activities—such as vocabulary practice, primary source analysis, literature connections, and virtual field trips—designed to reinforce the chapter content. Chapter Assessments, a Performance Task Assessment, and Activity Pages are included in Teacher Resources, beginning on page 34.

- The Chapter Assessments test knowledge of each chapter using standard testing formats.
- The Performance Task Assessment requires students to apply and share the knowledge learned during the unit through either an oral or a written presentation.
- The Activity Pages are designed to support, reinforce, and extend content taught in specific chapters throughout the unit.

Prehistory and the Agricultural Revolution Timeline Card Slide Deck—six individual images depicting significant events, locations, and artifacts related to prehistory and the Agricultural Revolution. In addition to an image, each card contains a caption, a chapter number, and the Framing Question, which outlines the focus of the chapter. The Teacher Guide will prompt you, lesson by lesson, as to which card(s) to display. The Timeline Cards will be a powerful learning tool, enabling you and your students to track important themes and events as they occurred within this expansive time period.

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific link to the Timeline Card Slide Deck may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

You may wish to print the Timeline Cards to create a physical timeline in your classroom. To do so, you will need to identify available wall space in your classroom on which you can post the Timeline Cards over the course of the unit. The timeline may be oriented either vertically or horizontally, even wrapping around corners and multiple walls—whatever works best in your classroom setting. Be creative—some teachers hang a clothesline so that the image cards can be attached with clothespins!

A collection of eight different types of stone arrowheads, including various sizes and shapes like broadheads, fletching, and points.

A world map illustrating the distribution of *Homo sapiens*. The map shows the continents of Europe, Asia, North America, South America, and Australia. A pink shaded area in Africa represents the origin of *Homo sapiens*. Red arrows indicate migration routes from Africa to Europe, Asia, and Australia. Population estimates are provided for each continent: Europe (50,000), Asia (25,000), North America (12,000), South America (10,000), and Australia (50,000). A scale bar indicates 0 to 2,000 miles.

Neolithic Implements

Others to illustrate the Neolithic period

Stone implement (cutting tool)

Stone pick

Stone hammer

Stone mallet

Flint-knife

Arrow-heads

Acupuncture of polished stone

A world map showing the major centers of civilization. The map is color-coded with yellow for land and blue for water. Red shaded areas indicate the locations of major civilizations: Europe, Africa, Asia, and Australia. The map includes labels for the Atlantic Ocean, Indian Ocean, Pacific Ocean, and a compass rose showing North (N), South (S), East (E), and West (W). A scale bar indicates 0 to 2,000 miles.

5

Time to Talk About Time

Before you use the Timeline Cards, discuss with students the concept of time and how it is recorded. Here are several discussion points that you might use to promote discussion. This discussion will allow students to explore the concept of time.

1. What is time?
2. How does nature show the passing of time? (Encourage students to think about days, months, and seasons.)
3. How do we measure time?
4. How do we record time?
5. What is a timeline?
6. What is a specific date?
7. What is a time period?
8. What is the difference between a specific date and a time period?
9. What does *BCE* mean?

USING THE TEACHER GUIDE

Pacing Guide

The *Prehistory and the Agricultural Revolution* unit is one of six history and geography units in the Grade 4 Bayou Bridges Louisiana Social Studies Curriculum. A total of twenty-five days has been allocated to the *Prehistory and the Agricultural Revolution* unit. We recommend that you do not exceed this number of instructional days to ensure that you have sufficient instructional time to complete all Grade 4 units.

At the end of this Introduction, you will find a Sample Pacing Guide that provides guidance as to how you might select and use the various resources in this unit during the allotted time. However, there are many options and ways that you may choose to individualize this unit for your students, based on their interests and needs. So we have also provided you with a blank Pacing Guide that you may use to reflect the activity choices and pacing for your class. If you plan to create a customized pacing guide for your class, we strongly recommend that you preview this entire unit and create your pacing guide before teaching the first chapter.

Reading Aloud

Cognitive science suggests that even in the later elementary grades and into middle school, students' listening comprehension still surpasses their independent reading comprehension (Sticht, 1984).

For this reason, in the Bayou Bridges Curriculum Series, reading aloud continues to be used as an instructional approach in these grades to ensure that students fully grasp the content presented in each chapter. Students will typically be directed to read specific sections of each chapter quietly to themselves, while other sections will be read aloud by the teacher or student volunteers. When you or a student reads aloud, always prompt students to follow along. By following along in this way, students become more focused on the text and may acquire a greater understanding of the content.

Picture This

During the reading of each section of the chapter, pause periodically to check student comprehension. One quick and easy way to do this is to have students describe what they see in their minds when reading a particular paragraph. Students who struggle to identify images may need a bit more support.

Turn and Talk

After reading each section of the chapter, whether silently or aloud, Guided Reading Supports will prompt you to pose specific questions about what students have just read. Rather than simply calling on a single student to respond, provide students with opportunities to discuss the questions in pairs or in groups. Discussion opportunities will allow students to more fully engage with the content and will bring to life the themes or topics being discussed. This scaffolded approach—reading manageable sections of each chapter and then discussing what has been read—is an effective and efficient way to ensure that all students understand the content before proceeding to the remainder of the chapter.

For more about classroom discussions, including an evaluation rubric, download the Bayou Bridges Online Resource “About Class Discussions and Debates”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Primary Sources

Most chapters include a Student Reader feature and Additional Activities built around the exploration of primary sources. Primary sources are an essential part of understanding history. They are a window to the past and provide a deeper understanding of the human experience. Students are encouraged to explore these sources through the structured activities provided in each chapter.

For more about primary sources, download the Bayou Bridges Online Resource “About Teaching with Primary Sources”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

To facilitate student engagement with these primary sources, an artifact study worksheet and a primary source analysis worksheet have been provided in the Teacher Resources for this unit. You may also wish to explore the primary source analysis worksheets from the National Archives, the UCI History Project, the Library of Congress, and the U.S. House of Representatives Archives, links to which can be found in the Online Resources for this unit.

Framing Questions

At the beginning of each Teacher Guide chapter, you will find a Framing Question that is also found at the beginning of each Student Reader chapter. The Framing Questions are provided to help establish the bigger concepts and to provide a general overview of the chapter. The Framing Questions, by chapter, are:

Chapter	The Framing Question
1	Why did early humans migrate out of Africa?
2	How did the Agricultural Revolution change the way people lived?
3	What is a civilization?

Core Vocabulary

Domain-specific vocabulary, phrases, and idioms highlighted in each chapter of the Student Reader are listed at the beginning of each Teacher Guide chapter, in the order in which they appear in the Student Reader. Student Reader page numbers are also provided. The vocabulary, by chapter, are:

Chapter	Core Vocabulary
1	fossilized, <i>Homo sapiens</i> , hunter-gatherers, millennia, scavenge, vegetation, nomadic, communal, migration, collectively, permanent
2	competition, cultivate, domesticate, surplus, specialize, textiles, barter, infrastructure
3	civilization, architecture, division of labor, canal

Activity Pages


The following Activity Pages can be found in Teacher Resources, pages 48–53. They are to be used with the chapter specified for either Guided Reading Support, Additional Activities, or homework. Be sure to make sufficient copies for your students prior to conducting the guided reading or activities.

- Chapter 1—Letter to Family (AP 1.1)
- Chapter 1—Primary Source Analysis (AP 1.3)

- Chapter 2—Claims and Evidence (AP 1.4)
- Chapter 2—Artifact Study (AP 1.2)
- Chapter 3—Domain Vocabulary: Chapters 1–3 (AP 3.1)

Additional Activities and Website Links

A link to Additional Activities may be found at the end of each chapter in this Teacher Guide. While there are multiple suggested activities for this unit, you should choose activities to complete based on your available instructional time and your students' interests and needs. Many of the activities include website links, and you should check the links prior to using them in class.

Many chapters include activities marked with a . This icon indicates a preferred activity. We strongly recommend including these activities in your lesson planning.

Books

Hibbert, Clare. *50 Things You Should Know About Prehistoric Britain*. London: QED Publishing, 2015.

Huey, Lois Miner. *Children of the Past: Archaeology and the Lives of Kids*. Minneapolis: Millbrook Press, 2017.

Janulis, Klint. *Stone Age*. DKfindout! New York: DK Publishing, 2017.

Lock, Deborah. *Secrets of the Cave*. DK Adventures. New York: DK Children, 2015.

McCully, Emily Arnold. *The Secret Cave: Discovering Lascaux*. New York: Farrar, Straus and Giroux, 2010.

Oachs, Emily Rose. *The Cave of Altamira*. Digging Up the Past. Minnetonka, MN: Bellwether Media, 2019.

Owings, Lisa. *Skara Brae: The Lost Neolithic Village*. Abandoned Places. Minnetonka, MN: Bellwether Media, 2020.

Robertshaw, Peter, and Jill Rubalcaba. *The Early Human World*. New York: Oxford University Press, 2005.

Walmsley, Naomi. *Live like a Hunter Gatherer: Discovering the Secrets of the Stone Age*. Berkeley, CA: Button Books, 2022.

Weitzman, Elizabeth. *Mysteries of Stonehenge*. Ancient Mysteries. Minneapolis: Lerner Publications, 2017.

Wilkinson, Philip. *Early Humans*. DK Eyewitness. New York: DK Publishing, 2005.

PREHISTORY AND THE AGRICULTURAL REVOLUTION SAMPLE PACING GUIDE

For schools using the Bayou Bridges Curriculum Series

TG—Teacher Guide; SR—Student Reader; AP—Activity Page;
NFE—Nonfiction Excerpt

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

Prehistory and the Agricultural Revolution

"Making an Argument" (TG, Chapter 1 Additional Activities, AP 1.4)	"Early Humans and the Paleolithic World" Core Lesson (TG & SR, Chapter 1)	"Primary Source: Paleolithic Cave Painting" (TG & SR, Chapter 1, AP 1.3)	"The Human Odyssey" (TG, Chapter 1 Additional Activities)	"Virtual Field Trip: Lascaux" (TG, Chapter 1 Additional Activities)
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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

Prehistory and the Agricultural Revolution

"Nomadic Life" (TG, Chapter 1 Additional Activities)	"Nomadic Life" (TG, Chapter 1 Additional Activities)	"Nomadic Life" (TG, Chapter 1 Additional Activities)	"Nomadic Life" (TG, Chapter 1 Additional Activities)	"Nomadic Life" (TG, Chapter 1 Additional Activities)
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Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

Prehistory and the Agricultural Revolution

Chapter 1 Assessment	"The Agricultural Revolution" Core Lesson (TG & SR, Chapter 2)	"Primary Source: Neolithic Artifact" (TG & SR, Chapter 2, AP 1.2)	"How Farming Planted Seeds for the Internet" (TG, Chapter 2 Additional Activities, AP 1.4)	"Domestication of Animals" (TG, Chapter 2 Additional Activities, NFE 1, AP 1.4)
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Week 4

Day 16



Day 17

Day 18

Day 19

Day 20

Prehistory and the Agricultural Revolution

"Artifact Study: Neolithic Vessel" (TG, Chapter 2 Additional Activities, AP 1.2)	 "Artifact Study: Çatalhöyük (Turkey)" (TG, Chapter 2 Additional Activities, AP 1.2)	 "Artifact Study: Çatalhöyük (Turkey)" (TG, Chapter 2 Additional Activities, AP 1.2)	Chapter 2 Assessment	"The Characteristics of Civilization" Core Lesson (TG & SR, Chapter 3)
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Week 5

Day 21

Day 22

Day 23

Day 24

Day 25

Prehistory and the Agricultural Revolution

"Domain Vocabulary: Chapters 1–3" (TG, Chapter 3 Additional Activities, AP 3.1)	"The Evolution of Ancient Writing" (TG, Chapter 3 Additional Activities)	Chapter 3 Assessment	Unit 1 Performance Task Assessment	Unit 1 Performance Task Assessment
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PREHISTORY AND THE AGRICULTURAL REVOLUTION PACING GUIDE

_____ 's Class

(A total of twenty-five days has been allocated to the *Prehistory and the Agricultural Revolution* unit in order to complete all Grade 4 history and geography units in the Bayou Bridges Curriculum Series.)

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

Prehistory and the Agricultural Revolution

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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

Prehistory and the Agricultural Revolution

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Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

Prehistory and the Agricultural Revolution

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Week 4

Day 16 **Day 17** **Day 18** **Day 19** **Day 20**

Prehistory and the Agricultural Revolution

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Week 5

Day 21 **Day 22** **Day 23** **Day 24** **Day 25**

Prehistory and the Agricultural Revolution

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CHAPTER 1

TOPIC: Early Humans and the Paleolithic World

The Framing Question: Why did early humans migrate out of Africa?

Primary Focus Objectives

- ✓ Describe characteristics of nomadic hunter-gatherer societies, including their use of hunting weapons, fire, shelter, and tools. (4.9)
- ✓ Describe early human migration out of Africa. (4.10)
- ✓ Examine a cave painting to better understand early humans. (4.2, 4.2.a)
- ✓ Understand the meaning of the following domain-specific vocabulary: *fossilized*, *Homo sapiens*, *hunter-gatherer*, *millennia*, *scavenge*, *vegetation*, *nomadic*, *communal*, *migration*, *collectively*, and *permanent*.

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About Early Humans and the Paleolithic World”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Materials Needed

Activity Pages



AP 1.1

AP 1.2

- individual student copies of Letter to Family (AP 1.1)
- globe
- individual student copies of Primary Source Analysis (AP 1.2)
- National Geographic “Prehistory 101: Cave Art” video

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific link to the video may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

fossilized, adj. having been preserved in a hard form (2)

Example: Coal is basically fossilized plant matter that has been worn down by natural heat and pressure.

Variations: fossilize (v.), fossilization (n.), fossil (n.)

***Homo sapiens*, n.** the species to which humans belong (2)

Example: Although we all look different, every person alive today is a member of the species *Homo sapiens*.

hunter-gatherers, n. people who travel from place to place and live by hunting and foraging (4)

Example: Before people built homes and settled in villages, they lived as hunter-gatherers, traveling to find the best food sources.

Variations: hunter-gatherer

millennia, n. a period of time lasting thousands of years (4)

Example: Some deserts were covered with water many millennia ago.

Variations: millennium

scavenge, v. to collect food by searching through what has been left behind (4)

Example: The stray cat learned that it could scavenge under the picnic tables for scraps that picnickers may have dropped.

Variations: scavenges, scavenging, scavenged, scavenger (n.)

vegetation, n. plant life found in a particular area (4)

Example: The vegetation in a rainforest, where there is little sunshine and much moisture, is very different from vegetation in the desert, which has a lot of sunshine and little moisture.

nomadic, adj. moving around often, usually in search of food and water; not settled in one place (5)

Example: The retirees sold their house and bought an RV to enjoy a nomadic lifestyle.

Variations: nomad (n.)

communal, adj. shared by all the members of a group or community (6)

Example: At one time, every village had a water pump with a communal cup so that anyone who was thirsty could take a drink.

Variations: communally (adv.)

migration, n. movement of a group of people to live in a new place (6)

Example: A common cause of migration is famine, which forces people to leave their regions and seek a new life where there is more food.

Variations: migrations, migrant, migrate (v.)

collectively, adv. as part of a group (7)

Example: We'll have better success reaching our goal if we work collectively rather than individually.

Variations: collective (n.), collective (adj.), collectivize (v.)

permanent, adj. lasting for a long time and staying unchanged (9)

Example: He labeled his sports equipment using a permanent marker so that his name would not rub off.

Variations: permanently (adv.), permanence (n.)

THE CORE LESSON 35 MIN

Introduce *Prehistory and the Agricultural Revolution* Student Reader

5 MIN

Distribute copies of the *Prehistory and the Agricultural Revolution* Student Reader. Suggest students take a few minutes to look at the cover and flip through the Table of Contents and the images in the book. Ask students to brainstorm individual words or simple phrases describing what they notice in the Table of Contents and various illustrations; record this information in a list on the board or chart paper. Students will likely mention a girl with cows, maps, arrowheads, sculptures, a cave painting, and early humans.

Introduce “Early Humans and the Paleolithic World”

5 MIN

Point out the term *prehistory* in the unit title, and explain its word parts and their meaning. History is a record of past events in the order that they happened. The prefix *pre-* means before. Ask students to identify or define other words that use the prefix *pre-*, such as *prepare* or *preview*. Explain that the time period covered in this unit is considered prehistory because it occurred before written records. In this chapter, students will learn about the oldest prehistorical era: the Paleolithic period. Point out the word *paleolithic* in the chapter title. Explain that *paleo-* means old and *-lithic* means “related to stone.” We use the label *paleolithic*, therefore, to mean “Old Stone Age.”

Call students’ attention to the Framing Question: “Why did early humans migrate out of Africa?” Tell students to look for reasons that early humans moved out of Africa as they read.

Guided Reading Supports for “Early Humans and the Paleolithic World”

25 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

"A New Discovery," pages 2–4

Scaffold understanding as follows:

Invite volunteers to read aloud the section on pages 2–4.

CORE VOCABULARY—Point out the vocabulary terms *fossilized*, *Homo sapiens*, and *hunter-gatherers*, and explain their meanings. Call attention to the term *Homo sapiens*, explaining that it literally means wise person, because *sapiens* comes from the Latin word for the state of being wise or intelligent, and *homo*, the Latin word for man, is now used for human.

SUPPORT—Emphasize that even though the name *Herto Man* is singular, it does not refer to one individual. It's a term used for one type of early humans. Point out that the earliest known *Homo sapiens* lived in Africa.

After the volunteers read the text, ask the following questions:

LITERAL—What theory was supported by the discovery of Herto Man? (4.5.a, 4.10)

- » The discovery of Herto Man supported the theory that modern humans first lived in Africa and then migrated to other parts of the world.

LITERAL—What did scientists find along with the fossilized skull of Herto Man? What conclusion did they draw from this find? (4.5.a, 4.5.c)

- » Scientists found a lot of stone tools and the scratched-up bones of a hippopotamus. They concluded that Herto Man knew how to kill large animals and butcher them for their meat.

INFERENTIAL—How did scientists conclude that Herto Man knew how to kill large animals and butcher them for their meat? (4.5.a, 4.5.c)

- » *Possible answer:* Because the tools and scratched bones were found together, the scientists concluded that the tools had caused the scratching on the bones, and they inferred that the scratching had been caused by people separating meat from the bones to get food.

"Hunter-Gatherers," pages 4–6

Scaffold understanding as follows:

Read aloud the first paragraph of the section on pages 4–5.

CORE VOCABULARY—Point out the vocabulary terms *millennia*, *scavenge*, *vegetation*, and *nomadic*, and explain their meanings. Note that the word *millennia* is plural. It refers to more than one period of a thousand years. A single period of a thousand years is called a millennium.

SUPPORT—Call attention to the term *scavenge*, adding that in this context, the hunter-gatherers were probably collecting the remaining meat from animals that had been killed by predators.

Invite volunteers to read aloud the rest of the section on pages 5–6.

CORE VOCABULARY—Point out the vocabulary term *communal*, and explain its meaning.

SUPPORT—Have students study the image of arrowheads on page 6. What do they notice about the arrowheads? (*Students should notice the different colors and shapes.*) What do the different colors suggest? (*They were made from different kinds of stones.*) What do the different shapes suggest? (*Possible answers: They were made by different people or groups; they were made for different purposes, such as for arrowheads or spearheads.*) Then have them think about what tools, skills, and knowledge would have been needed to create the arrowheads. (4.9)

After the volunteers read the text, ask the following questions:

LITERAL—What tools and weapons did hunter-gatherers develop? (4.9)

- » Hunter-gatherers developed sharp stones and bones for cutting, then simple axes. Later, they are believed to have carved wooden spears. Eventually, spears with sharp stone tips were used. They invented fishhooks, bows and arrows, and even ivory needles.

EVALUATIVE—How did hunter-gatherers know where to find the animals they hunted? (4.9)


- » They knew the habits and patterns of the animals they hunted.

“Early Migration,” pages 6–9

Scaffold understanding as follows:

Invite students to read the first two paragraphs of the section on pages 6–7 with a partner.

CORE VOCABULARY—Point out the vocabulary term *migration*, and explain its meaning.

 **SUPPORT**—The second paragraph of the section mentions the Northern Hemisphere. Use a globe to point out the hemispheres (Northern, Southern, Eastern, and Western). Ask students which hemispheres they live in (*Northern and Western*). (4.6)

Read aloud the rest of the section on pages 7–9.

SUPPORT—Point out the phrase “waves of migration” in the third paragraph of the section. Explain that the word *waves* has more than one meaning. Students are likely familiar with waves as moving swells of water,

as they would experience at the beach. Here, though, the use of *waves* refers to large numbers of people moving in the same direction.



SUPPORT—Direct students to the map of human migration on page 8. Have them trace the routes described in the last paragraph of the section as you reread the paragraph aloud. (4.6, 4.10)

SUPPORT—Point out the word *migrants* in the last sentence of the section. Explain the connection between the word *migrants* and the Core Vocabulary term *migration*. Both are variations of the verb *to migrate*. Migrants are the ones who migrate, and *migration* is the noun for what migrants do.

SUPPORT—Point out the word *courageous* in the last sentence of the section. Explain that courageous means very brave or bold. It might mean being without fear, but it can also mean facing one's fears, as when someone takes a risk to save another person's life. Ask students why the migrants might be described as courageous. (4.10)

After reading the text, ask the following questions:

LITERAL—In which directions did the first groups who left Africa travel out of the continent? (4.10)

» The first groups who left Africa traveled north and east.

LITERAL—How did humans get from Asia to North America? (4.10)

» Humans got from Asia to North America by crossing a land bridge that is now under the sea or traveling by boat along the shoreline.

"Adapting to New Places," pages 9–10

Scaffold understanding as follows:

Read aloud the section on pages 9–10.

CORE VOCABULARY—Point out the vocabulary term *permanent*, and explain its meaning.

SUPPORT—Point out the word *adapting* in the section title. Explain that to adapt is to change to fit a purpose or situation.

After reading the text, ask the following questions:

LITERAL—When the first migrants left Africa, what conditions were similar in the new places where they arrived? (4.10)


» The first migrants most likely ended up in new places with climates similar to Africa. This provided them with similar types of food.

EVALUATIVE—When the first migrants out of Africa reached new places, why did they begin to construct more permanent homes and build settlements? (4.3, 4.10)

- » *Possible answer:* Because there was an abundance of animals for food in the new places, the migrants from Africa did not have to move around in search of food. Because they could settle, they could construct permanent homes.

Primary Source Feature: “Paleolithic Cave Painting,” page 11

Scaffold understanding as follows:

 **Background for Teachers:** This cave painting shows a wounded bison, drawn in black pigment about thirteen thousand to fourteen thousand years ago. Located in Ariège, France, in the Pyrenees mountains, it was first discovered by modern humans in 1864. The wounded bison is in an area within the cave called the Salon Noir, or Black Room.

Direct students to the Primary Source Feature on page 11. Give them a few moments to study the image. Then ask: What do you see in the image? What do you think about it? What do you wonder about it?

Explain that this is an image of a Paleolithic cave painting. Early humans left paintings like this one in different places around the world.

Show students the National Geographic video “Prehistory 101: Cave Art” (03:19).

After the video, have students return to the Primary Source Feature in their Student Readers. Have them identify the number of animals in the painting. (four) The three larger animals are bison. The smaller one appears to be a type of deer. **Point out the lines extending from the sides of three of the animals. Explain that these lines are spears, tools that early humans used in hunting.**

Ask the following questions:

EVALUATIVE—Now that you know more about cave art, what does this painting tell you? (4.2, 4.2.a)

- » *Possible answers:* The people who made the painting hunted bison; the painting is made with black pigment from rock; the painting appears to have been painted directly on the cave wall; the people who created the painting hunted with spears.

INFERENTIAL—This image is called “Injured Bison.” Why do you think it is called that? (4.2, 4.2.a)

- » *Possible answer:* Two of the bison seem to have spears in their sides. They would have been injured by the spears.

Distribute Primary Source Analysis (AP 1.3) and have students complete the Activity Page with a partner using what they learned in the activity and class discussion.

Activity Page



AP 1.3

Timeline Card Slide Deck

- Show students the Chapter 1 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Invite students to note any comparisons with events previously studied or any examples of change or continuity that they notice. (4.1)
- Review and discuss the Framing Question: “Why did early humans migrate out of Africa?”



CHECK FOR UNDERSTANDING 10 MIN



Ask students to:

- Write a short answer to the Framing Question: “Why did early humans migrate out of Africa?”
 - » Key points students should cite include: hunter-gatherers migrated in search of food; natural events such as droughts made food scarce; people migrated seeking better conditions.
- Choose one of the Core Vocabulary terms (*fossilized*, *Homo sapiens*, *hunter-gatherers*, *millennia*, *scavenge*, *vegetation*, *nomadic*, *communal*, *migration*, *collectively*, or *permanent*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.



Note: Distribute copies of Letter to Family (AP 1.1) for students to take home.

Additional Activities

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

TOPIC: The Agricultural Revolution

The Framing Question: How did the Agricultural Revolution change the way people lived?

Primary Focus Objectives

- ✓ Explain the effects of the Agricultural Revolution, including the barter economy, food surpluses, domestication of plants and animals, specialization, and the growth of permanent settlements. (4.11)
- ✓ Understand the meaning of the following domain-specific vocabulary: *competition, cultivate, domesticate, surplus, specialize, textiles, barter, and infrastructure*.

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About The Agricultural Revolution”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Materials Needed

Activity Page



AP 1.2

- individual student copies of Artifact Study (AP 1.2)

Core Vocabulary (Student Reader page numbers listed below)

competition, n. demand by two or more groups for a resource that is in short supply (15)

Example: Heavy bidding made the auction a serious competition.

Variations: competitions, competitor, compete (v.), competitive (adj.)

cultivate, v. to help grow (15)

Example: She plans to cultivate a variety of unusual plants in her greenhouse.

Variations: cultivates, cultivating, cultivated, cultivation (n.)

domesticate, v. to adapt and use for agricultural or other purposes (15)

Example: It is very difficult and often dangerous to domesticate a wild-caught animal or bird as a pet.

Variations: domesticates, domesticating, domesticated, domestication (n.)

surplus, n. an extra amount beyond what is needed (18)

Example: When a product doesn't sell well, the store may offer the surplus at bargain prices.

Variations: surpluses

specialize, v. to develop a specific set of skills for a single purpose (19)

Example: Some surgeons specialize in particular parts of the body.

Variations: specializes, specializing, specialized, specialization (n.), specialist (n.)

textiles, n. cloth or fabric (19)

Example: Clothes made of different textiles may have different washing instructions.

Variations: textile

barter, v. to trade goods without using money (19)

Example: She brought some of her handmade bracelets to the swap meet, hoping to barter them for collectible cards.

Variations: barters, bartering, bartered (n.)

infrastructure, n. the public works system that includes roads, bridges, irrigation, public transportation, etc. (20)

Example: The old city needs money to update its infrastructure.

Variations: infrastructures

THE CORE LESSON 35 MIN

Introduce “The Agricultural Revolution”

5 MIN

Remind students that in Chapter 1, they learned that the earliest *Homo sapiens* lived in Africa at least 160 millennia ago. They were nomadic hunter-gatherers who moved about to follow their food supply. As climate conditions changed, they gradually migrated north and spread into Asia and Europe. Finding areas where food was plentiful, they traveled less, learned to plant crops, and began to gather in settlements. In this chapter, students will discover the many great changes the Agricultural Revolution caused for human life.

Call students' attention to the Framing Question: “How did the Agricultural Revolution change the way people lived?” Tell students to look for details about how the Agricultural Revolution changed people's lives as they read.

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“New Settlements Form” and “What Does BCE Mean?,” pages 12–15

Scaffold understanding as follows:

Read aloud the first paragraph of the section “New Settlements Form” on page 12.

SUPPORT—Point out the phrase *Fertile Crescent*. Explain that fertile soil is soil that is rich in nutrients and can be used to grow crops. A crescent is the curved shape of the waxing or waning moon. You may want to draw or display a crescent for your students to see. The Fertile Crescent is a crescent-shaped area of fertile soil in Mesopotamia.

Have students to read the rest of the section on pages 14–15 with a partner.

SUPPORT—Point out the word *revolution* in the third paragraph of the section. Explain that a revolution is a sudden and marked change in how something is done. It is related to the Latin word *revolutio*, which means to turn around.


Read aloud the sidebar “What Does BCE Mean?” on page 15.

Note: While it was once common to use the designations BC and AD, today most scholars prefer BCE and CE. The usage of BC and AD began in the Middle Ages in Europe and is closely tied to Christianity. (BC means before Christ, and AD means anno Domini—“the year of our Lord,” referring to Jesus’s birth.) BCE and CE still use the birth of Jesus as the focal point, but they use more religiously neutral language: before the Common Era (BCE) and Common Era (CE).

SUPPORT—Explain that BCE dates are counted backward. The numbers get larger the further back in time they go. That means 12,000 BCE happened ten thousand years before 2000 BCE, and 2000 BCE is closer to our time than 12,000 BCE.

SUPPORT—Point out the BCE dates in the last paragraph of the section “New Settlements Form.” Explain that 10,000 BCE means ten thousand years before the birth of Jesus and 3000 BCE means three thousand years before the birth of Jesus. Ask: Which date is further back in history? (10,000 BCE)

After reading the text, ask the following questions:

 **LITERAL**—Where did the nomads from Africa first settle? (4.10, 4.11)

- » The nomads from Africa first settled in the Fertile Crescent, between the Tigris and Euphrates Rivers.

EVALUATIVE—How did the tools people made change when they began to live in settlements? (4.11)

- » Once people began to live in settlements, they needed tools to use for agriculture. The first farmers would have developed these tools and pottery as different needs arose.

**“Animal and Plant Domestication” and “Training Ancient Crops,”
pages 15–17**

Scaffold understanding as follows:

Read aloud the section “Animal and Plant Domestication” and the sidebar “Training Ancient Crops” on pages 15–17.

CORE VOCABULARY—Point out the vocabulary terms *competition*, *cultivate*, and *domesticate*, and explain their meanings. Make note of the connection between *cultivate* and *domesticate*, both of which have to do with humans having an effect on nature.

SUPPORT—Point out the word *domestication* in the section title. Explain that it is related to the Core Vocabulary word *domesticate*. *Domesticate* is a verb. It means to adapt and use for agricultural or other purposes. *Domestication* is a noun. It means the process of adapting and using for agricultural or other purposes.

SUPPORT—Point out the claim in the first paragraph of the section that the reason humans stopped hunting and gathering and decided to farm *could have been* increased population. Ask what reasoning supports this claim. (*More people would have created more competition for food and a reason to cultivate crops.*) Ask students to identify a counterclaim to this explanation. (*Possible answer: Humans had begun to depend on the plants and animals that they domesticated.*) Ask what reasoning supports this counterclaim. (*Possible answer: Planting crops required staying nearby to tend and harvest them.*) Invite students to discuss which claim they find more plausible. (4.5, 4.5.a, 4.5.c, 4.5.d)

SUPPORT—On the board or chart paper, create two lists: the foods hunter-gatherers ate (*animals they hunted, wild vegetation such as grains and berries*) and the foods that settlers cultivated or domesticated (*grains such as barley and wheat, lentils, peas, rice, millet, pigs, sheep, cattle*). Ask students to compare the two lists. What do they notice? (*greater variety in the cultivated and domesticated foods than in the hunter-gatherers’ foods*) (4.4)

SUPPORT—Direct students’ attention to the sidebar on page 16. Have students explain the process for domesticating plants in their own words. (4.11)



SUPPORT—Direct students to the map of plant and animal domestication on page 17. Guide them to notice any patterns, such as grains growing near water sources. (4.6)

After reading the text, ask the following questions:

EVALUATIVE—Why might humans have decided to stop living as hunter-gatherers? (4.11)

- » Humans might have stopped living as hunter-gatherers because increased population might have created more competition for food and a reason to cultivate crops, or humans may have come to depend on the plants and animals that they domesticated.

EVALUATIVE—Why was plant domestication a slow process? (4.11)

- » Plant domestication was a slow process because it involved many repeated cycles of planting, growing, selecting the most desirable varieties, and collecting their seeds for the next planting.

“Growth of the First Communities,” pages 18–19

Scaffold understanding as follows:

Read aloud the section on pages 18–19.

CORE VOCABULARY—Point out the vocabulary terms *surplus*, *specialize*, and *textiles*, and explain their meanings.

SUPPORT—Have students consider the chain of causes and results described in the first paragraph of the section, starting with “Over time, crops began to thrive.” What happened first? (*Students should notice the need for a way to store the surplus.*) How did having a consistent food supply affect the population? (*The population could grow.*) What would a larger population mean? (*Possible answers: It would be more difficult to travel; communities would become larger and more permanent; people would interact more.*) Then have them think about what effect permanent settlements would have on the way people lived together. (*Possible answer: They would need and be able to communicate and cooperate more, causing them to build the first social bonds and networks.*) (4.1, 4.3, 4.11)

SUPPORT—Have students examine the image of Neolithic jewelry on page 18. What do they think it is made of? (*It is made of stones.*) What tools and skills would have been needed to make it? (*a tool to shape and grind the beads and a tool to polish the beads*) How does it compare to the jewelry that people wear today? (4.2, 4.2.a)

After reading the text, ask the following questions:

LITERAL—When did people begin to store food? (4.11)

- » People began to store food when harvests yielded more than what was used in a season.

EVALUATIVE—How did living in a community with a surplus of food change what work people did? (4.11)

- » When a community had a surplus of food, not everyone had to spend their time producing food. Some people began specializing in different tasks, such as making artwork, textiles, tools, weapons, or pottery.

“First Economies,” pages 19–20

Scaffold understanding as follows:

Invite volunteers to read the section on pages 19–20 aloud.

CORE VOCABULARY—Point out the vocabulary terms *barter* and *infrastructure*, and explain their meanings. When introducing the term *infrastructure*, have students identify examples of infrastructure in their own communities.

SUPPORT—Ask students if they have ever traded something with a friend or classmate. Maybe they traded fruit snacks in their lunch for a bag of chips, or maybe they traded one collectible card for another. Explain that when they made these trades, they were bartering.

SUPPORT—Call attention to the word *merchants* in the first paragraph of the section, and explain what a merchant is. A merchant is someone who buys and sells things to make a living.

SUPPORT—Direct students to the image of Neolithic tools on page 20. Ask if any of the tools look like tools we use today. (*Students may notice that the axe and the hammer look like the axes and hammers we use today.*)

After the volunteers read the text, ask the following questions:

LITERAL—When farming was developed, how did it change the way humans lived? (4.3, 4.11)

- » When humans developed farming, they shifted from a nomadic way of life to a settled life in which they had more than they needed.

EVALUATIVE—What does it tell archaeologists that obsidian from Neolithic-era Turkey has been found near Jerusalem? (4.3, 4.11)

- » Finding that a material from Turkey was brought to Jerusalem in Neolithic times indicates that some long-distance trade routes existed during that period.

Scaffold understanding as follows:



Background for Teachers: This animal-shaped pottery food vessel is from the Yangshao culture in China. It is a tripod, meaning that it has three legs. It was made during the Neolithic period.

Direct students to the Primary Source Feature on page 21. Have students look at the image. Ask: What do you see in the image? What do you think about it? What do you wonder about it?

Explain that this is an image of an animal-shaped food vessel. This pottery is from the Yangshao culture in China. Early humans left pottery and vessels like this one in different places around the world.

Point out that the artifact is both useful and beautiful. When humans began to specialize, their skills grew, and they could add artistic touches to their everyday tasks.

Explain to students that the shape of the vessel means that the person who made it likely lived in a place where a similar-looking bird lived. We do not know if the bird was important to the culture or if the craftsperson just liked the way it looked.

Ask the following questions:

INFERENTIAL—What material is the artifact made of? (4.2, 4.2.a)

- » The artifact is a pottery food vessel; it is made of clay.

EVALUATIVE—Why would a vessel like this have three legs? (4.2.a)

- » Having three legs makes it stable so it won't tilt and spill its contents.

INFERENTIAL—Why do you think the craftsperson chose to make the vessel in the shape of a bird? (4.2, 4.2.a, 4.3)

- » *Possible answers:* The craftsperson had seen similar birds near where they lived; the bird was important to the culture; the craftsperson just liked the way it looked.

INFERENTIAL—What evidence does this vessel provide about the division of labor in Neolithic societies? (4.2, 4.2.b, 4.3)

- » *Possible answer:* The high quality of the vessel provides evidence that Neolithic societies had people who specialized as artisans. The artisan's skill probably could not have been developed by someone who had to spend all their time farming, hunting, making and maintaining farming and hunting tools, preparing food, making fires, and so on.



Distribute Artifact Study (AP 1.2), and have students complete the Activity Page with a partner, using what they learned in the activity and class discussion.

Timeline Card Slide Deck

- Show students the Chapter 2 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Invite students to note any comparisons with events previously studied or any examples of change or continuity that they notice. **(4.1)**
- Review and discuss the Framing Question: “How did the Agricultural Revolution change the way people lived?”



CHECK FOR UNDERSTANDING 10 MIN



Ask students to:

- Write a short answer to the Framing Question: “How did the Agricultural Revolution change the way people lived?”
 - » Key points students should cite include: the development of a barter economy; food surpluses; domestication of plants and animals; specialization; the growth of permanent settlements.
- Choose one of the Core Vocabulary terms (*competition, cultivate, domesticate, surplus, specialize, textiles, barter, or infrastructure*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

TOPIC: The Characteristics of Civilization

The Framing Question: What is a civilization?

Primary Focus Objectives

- ✓ Explain how physical geography influenced the development of early civilizations. (4.7)
- ✓ Identify and explain the importance of the following key characteristics of civilizations: culture, specialization, infrastructure, stable food supply, government, technology, belief systems, writing, and social structure. (4.12)
- ✓ Understand the meaning of the following domain-specific vocabulary: *civilization*, *architecture*, *division of labor*, and *canal*.

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About The Characteristics of Civilization”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Core Vocabulary (Student Reader page numbers listed below)

civilization, n. a society, or group of people, with similar religious beliefs, customs, language, and form of government (24)

Example: Modern technology is making civilization much more complex than it was in the Neolithic period.

Variations: civilizations, civilize (v.)

architecture, n. the style and construction of a building (24)

Example: We admired the architecture of the buildings in the historic city.

Variations: architect, architectural (adj.)

division of labor, n. the breakdown of work into specific tasks performed by different people; often considered a way to make workers more efficient (24)

Example: We used division of labor to set up our campsite so we could have dinner sooner.

Variations: divisions of labor

canal, n. a channel dug by people; used by boats or for irrigation (27)

Example: Children sat by the canal and waved at people on the passing boats.

Variations: canals

THE CORE LESSON 35 MIN

Introduce “The Characteristics of Civilization”

5 MIN

Remind students that in Chapter 2, they learned how life changed for humans after they settled in one place and began to grow food for themselves. They domesticated plants and animals. They built communities where they shared food and resources and developed a division of labor and a barter system to meet their needs. As populations grew, societies became more organized. All of this set the stage for the development of complex societies, or civilizations. In this chapter, students will learn about the characteristics commonly found in these complex societies.

Call students’ attention to the Framing Question: “What is a civilization?” Tell students to look for details that describe a civilization as they read.

Guided Reading Supports for “The Characteristics of Civilization” 30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“The Early Harvests,” pages 22–24

Scaffold understanding as follows:

Read the section on pages 22–24 aloud.

CORE VOCABULARY—Point out the vocabulary term *civilization*, and explain its meaning.

SUPPORT—Point out the image on page 23 of the clay tablet with Sumerian cuneiform (/kyoo*nee*uh*form/) writing on it. This early form of writing arose in Mesopotamia around 3200 BCE and was the main writing system in the area until about 100 BCE. The earliest examples appear to be

lists or records of goods, numerals, and personal names. Students will learn more about Mesopotamia and cuneiform in Unit 2.

SUPPORT—Emphasize the point that “the term *civilization* is not used to mean that one society is better than another.” Make sure students understand that the word *civilization* can be and has been used to express judgment or indicate superiority. However, the word should only be used to refer to societies that demonstrate certain characteristics, not to indicate worth or value.

After reading the text, ask the following questions:

LITERAL—What three major changes resulted from the Agricultural Revolution? (4.11)

- » Surpluses, specialization of work, and bartering all resulted from the Agricultural Revolution.

LITERAL—Where and when did the first civilizations emerge?

- » The first civilizations emerged in Mesopotamia around 3000 BCE.

“Characteristics of Civilizations,” pages 24–26

Scaffold understanding as follows:

Have students read the section on pages 24–26 with a partner.

CORE VOCABULARY—Point out the vocabulary terms *architecture* and *division of labor*, and explain their meanings.

SUPPORT—Explain that not every civilization has all of the nine characteristics—culture, specialization, infrastructure, stable food supply, government, technology, belief systems, writing, and social structure. Each civilization develops differently. Different civilizations feature different characteristics based on local conditions and people’s needs.

After the students read the text, ask the following questions:

LITERAL—What social development was a result of division of labor? (4.3, 4.12)

- » A result of division of labor was that social classes developed over time.

EVALUATIVE—Why was the development of a shared language vital to the development of civilization? (4.3, 4.12)

- » The development of a shared language was vital because everything in a civilization, including trade, technology, and government, depends on communication.


"The Growth of Agriculture," pages 26–28


Scaffold understanding as follows:

Read aloud the section on pages 26–28.


CORE VOCABULARY—Point out the vocabulary term *canal*, and explain its meaning.

Note: Huang He is pronounced /hwang/huh/.


 **SUPPORT**—Explain the term *cradle of civilization*. Ask student volunteers to explain what a cradle is. (*a bed for a baby*) Then guide them to understand how these places on the map were like cradles—these locations supplied what civilizations needed to remain safe and to grow. (4.7)

 **SUPPORT**—Reread the first paragraph of the section. As you read the name of each location, have students point to that location on the map of cradles of civilization on page 26. (4.6, 4.7)

After reading the section, ask the following questions:

 **LITERAL**—The earliest civilizations developed in or near what geographical feature? (4.7)

» The earliest civilizations developed in river valleys, near rivers.

 **LITERAL**—What five rivers were important in the development of the earliest civilizations? (4.6, 4.7)

» The Nile, Huang He, Tigris, Euphrates, and Indus Rivers were key to the development of the earliest civilizations.

EVALUATIVE—Why were technologies such as dams and canals important to the development of civilizations? (4.7, 4.12)

» Technologies such as dams and canals were important to the development of civilizations because once irrigation was developed, farmers were not restricted to small crops they had to water by hand.

"Early Government and Religion," pages 28–29

Scaffold understanding as follows:

Have students read the section on pages 28–29 independently.

SUPPORT—Call attention to the word *hearth* in the last paragraph of the chapter. Explain that a hearth is the fireproof floor of a fireplace, often made of stone or brick. The word is often used as a symbol of home and comfort. Point out how the phrase "communal fire" serves as a context clue to the meaning of *hearth*. Remind students that they learned the

word *communal* in Chapter 1. Guide them to recall that *communal* means something that is shared by all the members of a group or community. So a communal fire is a fire shared by everyone in a group or community.

After students read the text, ask the following questions:

LITERAL—When settlements grew large enough to need leadership, which group of people first filled the need? (4.3, 4.12)

» Religious figures like priests filled the first governing roles.

EVALUATIVE—How did the power structure change when settlements grew into larger city-states? (4.3, 4.4, 4.12)

» When settlements grew into larger city-states, each of them was governed by a king.

Timeline Card Slide Deck

- Show students the Chapter 3 Timeline Card. Read and discuss the caption, making particular note of any dates.
- Invite students to note any comparisons with events previously studied or any examples of change or continuity that they notice. (4.1)
- Review and discuss the Framing Question: “What is a civilization?”



CHECK FOR UNDERSTANDING 10 MIN



Ask students to:

- Write a short answer to the Framing Question: “What is a civilization?”
 - » Key points students should cite include: a society that has most or all of the following characteristics: stable food supply, social structure, specialization, infrastructure, government, technology, belief system, and writing.
- Choose one of the Core Vocabulary terms (*civilization*, *architecture*, *division of labor*, or *canal*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

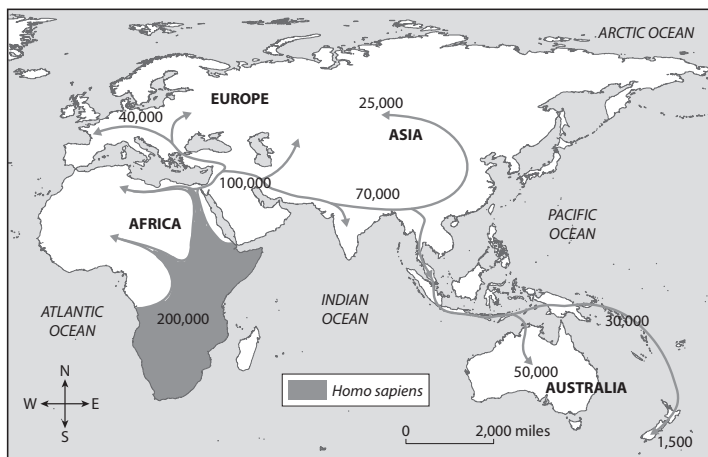
Teacher Resources

Chapter Assessments: <i>Prehistory and the Agricultural Revolution</i>	35
• Chapter 1: Early Humans and the Paleolithic World	35
• Chapter 2: The Agricultural Revolution	38
• Chapter 3: The Characteristics of Civilization	41
Performance Task: <i>Prehistory and the Agricultural Revolution</i>	45
• Performance Task Scoring Rubric: <i>Prehistory and the Agricultural Revolution</i>	46
• Performance Task Activity: <i>Prehistory and the Agricultural Revolution</i>	47
Activity Pages	48
• Letter to Family (AP 1.1)	48
• Artifact Study (AP 1.2)	49
• Primary Source Analysis (AP 1.3)	51
• Claims and Evidence (AP 1.4)	52
• Domain Vocabulary: Chapters 1–3 (AP 3.1)	53
2022 Louisiana Student Standards for Social Studies: Grade 4	54
Answer Key: <i>Prehistory and the Agricultural Revolution</i>— Chapter Assessments and Activity Pages	58

Assessment: Chapter 1—“Early Humans and the Paleolithic World”

A. On your own paper, write the letter that provides the best answer.

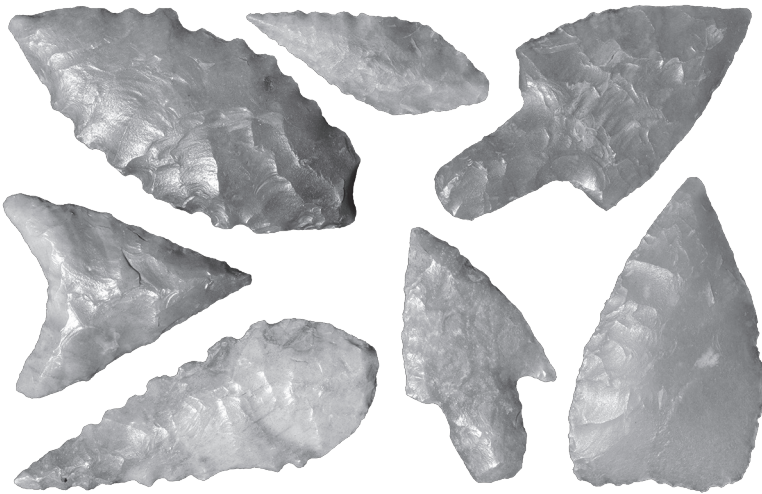
1. What was most likely the regular diet of the earliest hunter-gatherers? Select the **two** correct answers. (4.9)
 - a) crops they planted
 - b) domesticated farm animals
 - c) small animals they could find
 - d) large animals they caught in traps
 - e) wild plants they could pick
2. What climate conditions do scientists believe caused the earliest humans to migrate during the Paleolithic period? (4.10)
 - a) ice ages
 - b) warm winters
 - c) severe floods
 - d) intense storms
3. What occurred about sixty thousand to ninety thousand years ago? (4.1, 4.10)
 - a) Humans began settling in large civilizations.
 - b) Humans began migrating from Africa.
 - c) Humans created rafts and boats.
 - d) Herto Man lived.
4. Use the map to answer the question.



Where did the first humans live? (4.6, 4.10)

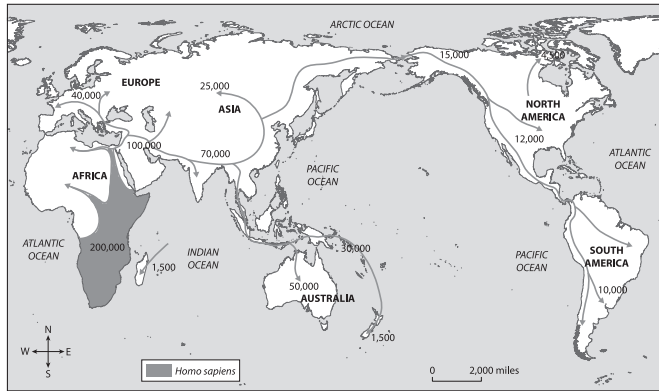
- a) Australia
- b) Arabia
- c) Africa
- d) Asia

5. What enabled early humans to come together and solve problems? (4.3)
- a) language
 - b) bartering
 - c) scavenging
 - d) settling in villages
6. Why were human hunter-gatherers nomadic? (4.9)
- a) They scavenged.
 - b) They were escaping ice storms.
 - c) They followed migrating animals.
 - d) They did not know how to build permanent homes.
7. Use the image to answer the question.



- How did hunter-gatherers use the tools shown in this image? (4.9)
- a) to travel long distances
 - b) to make cave drawings
 - c) to pick wild vegetation
 - d) to hunt large animals
8. What kind of natural disaster pushed the first migrants to leave Africa? (4.10)
- a) There was a heat wave.
 - b) There was an earthquake.
 - c) There was extreme drought.
 - d) There was widespread flooding.

9. Use the map to answer the question.



Which continent did humans reach by a now nonexistent land bridge? (4.6, 4.10)

- a) North America
- b) Australia
- c) Europe
- d) Asia

10. Use the image to answer the question.



What does the photo of a Paleolithic cave painting suggest about how early humans lived? (4.2, 4.2.a, 4.9)

- a) They depended on animals for survival.
- b) They lived in caves with animals.
- c) They had advanced artistic skills.
- d) They spent all their time in caves.

B. On your own paper, write a well-organized paragraph in response to the following prompt:

Hunter-gatherers lived a nomadic lifestyle. Explain how this lifestyle led to migration out of Africa. Use evidence from the chapter to support your response. (4.3, 4.9, 4.10)

Assessment: Chapter 2—“The Agricultural Revolution”

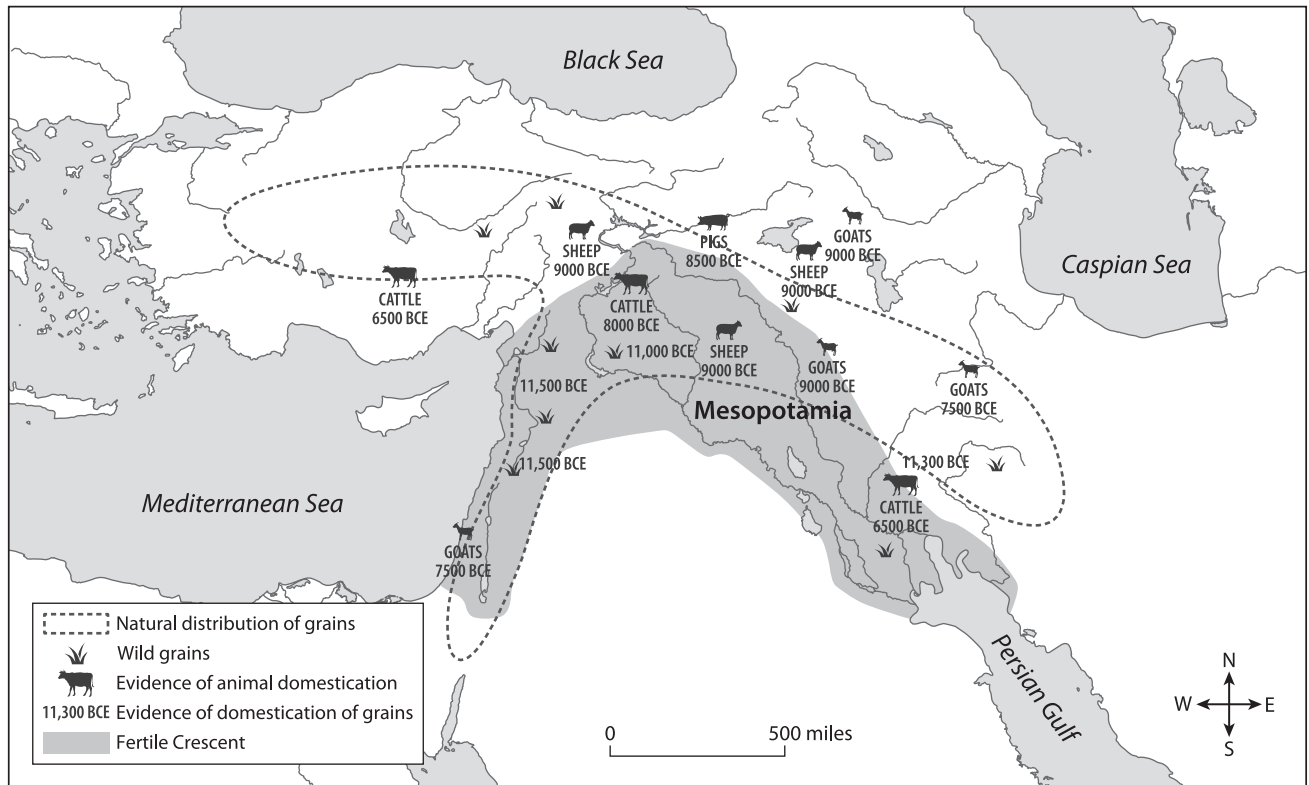
A. On your own paper, write the letter that provides the best answer.

1. Where did the first permanent human settlements form? (4.11)
 - a) India
 - b) China
 - c) Egypt
 - d) Mesopotamia
2. Why did early humans find crops growing in the camps they returned to? (4.11)
 - a) Grains were found in the wild everywhere.
 - b) They had dropped seeds of grains the previous year.
 - c) They had developed a system of agriculture to grow grains.
 - d) Grains had naturally grown there without human involvement.
3. What was one effect of settling in one place? (4.11)
 - a) Humans did not need tools for agriculture anymore.
 - b) Humans lived in smaller communities.
 - c) Humans built permanent homes.
 - d) Humans had fewer children.
4. According to the chapter, “The Neolithic period, or New Stone Age, lasted from 10,000 BCE to 3000 BCE. This was a period of significant change for the people who lived during these times, as their entire way of life shifted.”

How can the changes that happened during the Neolithic period be characterized? (4.11)

- a) People transitioned from agricultural societies to nomadic life.
 - b) People transitioned from nomadic life to agricultural societies.
 - c) People transitioned from not having language to having language.
 - d) People transitioned from many civilizations to one global civilization.
5. What developed during the Neolithic period? Select the **two** correct answers. (4.11)
 - a) large permanent settlements
 - b) migration across continents
 - c) bartering and trade
 - d) hunting with tools
 - e) metalworking

Use the map to answer questions 6 and 7.



6. By which geographic feature were wild grains most likely to grow? (4.6)
 - a) mountains
 - b) deserts
 - c) oceans
 - d) rivers
7. Which happened first?
 - a) specialization of society
 - b) domestication of animals
 - c) development of large civilizations
 - d) domestication of plants and grains
8. What was one effect of the domestication of animals? (4.11)
 - a) It led to the extinction of many species.
 - b) It had no significant effect on human societies.
 - c) It provided humans with reliable milk, food, and labor.
 - d) It led to a decrease in human population due to the spread of disease from the animals.
9. What happened when farmers grew more crops than they could use in a season? (4.11)
 - a) They burned the surplus.
 - b) They built ways to store the surplus.
 - c) They planted less the following year.
 - d) They gave the surplus to their neighbors.

10. Use the image to answer the question.



What conclusion can we draw about the Neolithic people who created this vessel? (4.2, 4.2.a)

- a) They worshipped birds.
- b) They had longer, beak-shaped noses.
- c) They were advanced engineers who used modern technology to create pottery.
- d) They had a specialized society that allowed for the development of pottery and art.

B. On your own paper, write a well-organized paragraph in response to the following prompt:

How did the surplus of food, tools, weapons, and beads help spread ideas and knowledge? Make a claim and support it with relevant evidence from your reading and chapter activities.

(4.5, 4.5.a, 4.5.c, 4.11)

Assessment: Chapter 3—“The Characteristics of Civilization”

A. On your own paper, write the letter that provides the best answer.

1. Which of the following are characteristics of civilizations? Select the **three** correct answers. (4.12)
 - a) tools
 - b) infrastructure
 - c) division of labor
 - d) nomadic lifestyle
 - e) organized government
 - f) absence of specialization
2. Use the image to answer the question.



This image shows cuneiform, or the characters used in ancient writing systems of Mesopotamia. What conclusion can be made about the people of Mesopotamia from this image?

- a) They sang many songs as part of their harvest celebrations.
- b) They had complex architecture.
- c) They had a shared language.
- d) They followed the same laws.

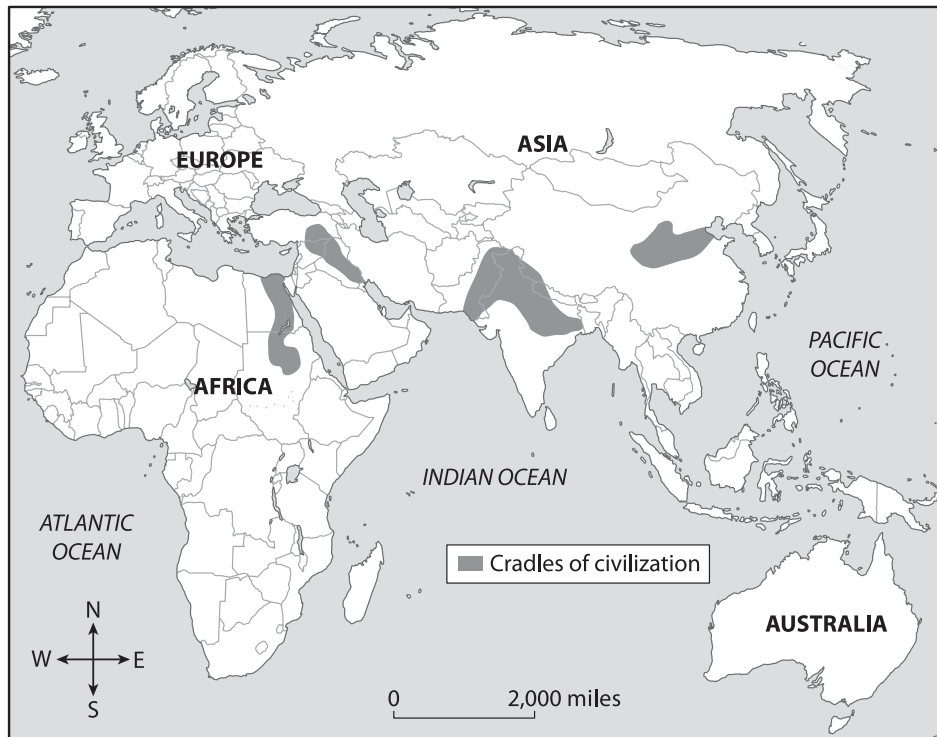
3. Why do civilizations need a form of communication? (4.3, 4.12)
- a) People need communication to eat.
 - b) Communication helps people play games.
 - c) Communication allows for leaders to rule over civilizations.
 - d) Communication allows people to work with one another and solve problems.
4. Use the image to answer the question.



This Mesopotamian figure shows a person playing a harp. What conclusion can be made about the Mesopotamian civilization? (4.12)

- a) There were distinct social classes.
 - b) They bartered for what they needed.
 - c) There was a common language.
 - d) They had a specialized civilization.
5. Why was it important for humans to domesticate plants? (4.3, 4.12)
- a) Domesticating plants allowed humans to develop new architecture.
 - b) Domesticating plants allowed humans to develop reliable sources of food.
 - c) Domesticating plants allowed humans to control poisonous plants to use as weapons.
 - d) Domesticating plants helped humans control natural disasters like extreme weather.

6. Use the map to answer the question.



What geographical feature was common to the earliest civilizations? (4.6, 4.7)

- a) wood or oil for fuel
 - b) level ground for buildings
 - c) nearby rivers and floodplains
 - d) nearby mountains with caves
7. What makes early civilizations unique compared to those that followed later? (4.4)
- a) Early civilizations were all similar.
 - b) Early civilizations did not have a model to follow.
 - c) Everyone grew their own food and had enough to eat.
 - d) People came together from many different backgrounds.
8. How did early civilizations control floodwaters? (4.7, 4.12)
- a) waterfalls
 - b) rainforests
 - c) dams and canals
 - d) seasonal migration
9. What advancement in technology allowed farmers to practice larger-scale agriculture? (4.3, 4.12)
- a) public transportation
 - b) pottery wheel
 - c) irrigation
 - d) writing

10. Use the image to answer the question.



This carved stone from Mesopotamia records a gift of land from a king. What were early forms of writing like this used for? (4.2.a)

- a) land and other property records
- b) fiction stories
- c) report cards
- d) recipes

B. On your own paper, write a well-organized paragraph in response to the following prompt:

Which key characteristic of civilization was the most important in the development of civilization in the Fertile Crescent? Use evidence from the chapter to support your claim.

Performance Task: *Prehistory and the Agricultural Revolution*

Teacher Directions: The Neolithic period lasted from 10,000 BCE to 3000 BCE. This was a time of significant change for the people who lived through it, as the Neolithic period's Agricultural Revolution changed the way people lived. The transition from nomadic life to established agricultural societies took place over thousands of years.

Activity Page



AP 1.4

Ask students to write an essay in response to the prompt below. Encourage students to use information from their Student Reader and Additional Activities in their responses. Have students use the Claims and Evidence worksheet (AP 1.4) to organize their thoughts and plan their presentations.

Prompt:

How was the Agricultural Revolution a turning point in history? Make a claim, and support your claim with reasons and evidence from the unit's reading and activities. (4.3, 4.5.a–d, 4.11)

A sample table, completed with possible notes, is provided below to serve as a reference for teachers, should some prompting or scaffolding be needed to help students get started.

Sample Claim:	The Agricultural Revolution was a turning point in history that changed how humans lived and set the stage for the development of complex societies of civilizations.
Reason:	Agriculture produced enough food that people could share and cooperate, building social networks.
Evidence:	Humans began to build more permanent shelters, keep domestic animals, and plant and harvest crops.
Counterclaim and Answer:	Other major events followed, such as the formation of civilizations and governments. These were more significant turning points.

Performance Task Scoring Rubric

Note: Students should be evaluated on the basis of their essay using the rubric.

Students should not be evaluated on the completion of the Claims and Evidence worksheet (AP 1.3), which is intended to be a support for students as they think about their written responses.

3	<p>Response is accurate, detailed, and persuasive. It addresses all parts of the prompt. The claim is clearly stated, well developed, and fully supported with relevant information that includes both content knowledge and source details. The response demonstrates sound, cohesive reasoning and analysis, making insightful and well-explained connections between the claim, information, and evidence. The writing is clearly articulated and focused, and it demonstrates a strong understanding of how the Agricultural Revolution changed how humans lived. A few minor errors in spelling, grammar, or usage may be present.</p> <p>Response may cite some or all of the following details:</p> <ul style="list-style-type: none">• barter economy• food surpluses• domestication of plants and animals• specialization• growth of permanent settlements
2	<p>Response is mostly accurate, is somewhat detailed, and addresses the prompt. The claim is clearly stated and sufficiently supported and developed with some relevant information that includes both content knowledge and source details. The response demonstrates a general understanding of how the Agricultural Revolution changed how humans lived, with analysis and reasoning that is somewhat cohesive and sound but may be uneven. Connections between the claim, information, and evidence are made, but some explanations may be missing or unclear. The writing is organized and demonstrates control of conventions, but some minor errors may be present.</p>
1	<p>Response shows effort but is incomplete or limited and only partially addresses the prompt. The claim may be inaccurate or vague, but it is supported by at least one piece of relevant supporting information or evidence. The response shows some understanding of how the Agricultural Revolution changed how humans lived, but analysis and reasoning, while accurate, are vague, incomplete, or lacking connections. The writing may also exhibit issues with organization, focus, and/or control of standard English grammar.</p>
0	<p>Response is too brief or unclear to evaluate. It lacks an identifiable claim, accurate or relevant supporting information, and accurate analysis or reasoning. The response demonstrates minimal or no understanding of how the Agricultural Revolution changed how humans lived. The writing may exhibit major issues with organization, focus, and/or control of standard English grammar.</p>

Activity Page 1.1

Use with Chapter 1

Letter to Family

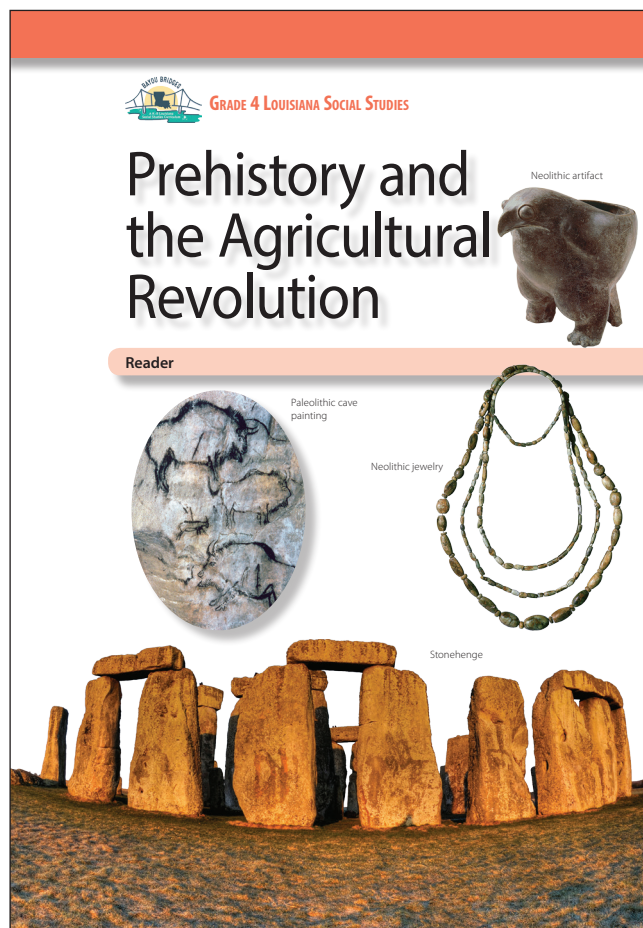
During the next few weeks, as part of our study in the Bayou Bridges Louisiana Social Studies Curriculum, your child will be learning about human life during prehistory and the Agricultural Revolution. They will learn about how scientists believe the first humans lived in Africa and spread from there around the world. During the Agricultural Revolution, humans transitioned from being nomadic hunter-gatherers to farmers. Civilizations developed as human settlements grew larger and formed connections with others.

In this unit, students will begin to develop their historical thinking skills and practices as they learn to examine artifacts and other primary sources and draw conclusions from them. They will learn to use what they've read and examined to make a claim and support it with relevant evidence.

As part of their exploration of early human history, students will also learn a little about how early civilizations and cultures developed. This information is presented in a factual, age-appropriate way rather than in a manner that suggests the value or correctness of any particular viewpoint or culture. The goal is to foster understanding of and respect for people and communities that may be different from those with which students are familiar.

Sometimes students have questions regarding how the information they are learning relates to themselves and their own experiences. In such instances, we will encourage each student to discuss such topics with you. We recognize that the best place to find answers to those types of questions is with your family and the adults at home.

Please let us know if you have any questions.



Name _____

Date _____

Activity Page 1.2

Use with Chapter 2

Artifact Study

Describe the artifact.

1. What type of object is it? _____
2. Where is it from? _____
3. When was it made? _____
4. What color is it? _____
5. What shape is it? _____
6. What size is it? _____
7. What is it made of? _____

Think about the artifact.

8. What knowledge or experience was needed to create it?

9. Why was it made? What is its purpose?

10. Could it have been made by one person, or did it require a group?

11. How has the artifact changed over time?

Name _____

Date _____

Activity Page 1.2 (continued)

Use with Chapter 2

Think about context.

12. What do you know about the time when and the place where the artifact was created?

Draw a conclusion about the artifact.

Name _____ Date _____

Primary Source Analysis

<p>Describe the source.</p>	<p>Connect the source to what you know.</p>
<p>Understand the source. Identify its message, purpose, and/or audience.</p>	<p>Draw a conclusion from or about the source.</p>

SOURCE:

Name _____

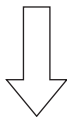
Date _____

Activity Page 1.4

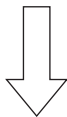
Use with Chapter 1, Chapter 2, Performance Task Assessment

Claims and Evidence

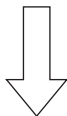
STATE THE CLAIM *What opinion or position are you defending?*



STATE THE REASON *Why should someone agree with this claim?*



IDENTIFY THE EVIDENCE *What details from the text and sources support the reason?*



RECOGNIZE A COUNTERCLAIM *What different opinion or position might someone have? What argument might be used against you?*

ANSWER THE COUNTERCLAIM *How will you disprove the counterclaim?*

Activity Page 3.1

Use with Chapter 3

Domain Vocabulary: Chapters 1–3

For each word, write the letter of the definition.

- | | | |
|-----------|---------------------|--|
| _____ 1. | architecture | a) the species to which humans belong |
| _____ 2. | barter | b) movement of a group of people to live in a new place |
| _____ 3. | canal | c) lasting for a long time and staying unchanged |
| _____ 4. | civilization | d) the public works system that includes roads, bridges, irrigation, public transportation, etc. |
| _____ 5. | collectively | e) demand by two or more groups for a resource that is in short supply |
| _____ 6. | communal | f) to adapt and use for agricultural or other purposes |
| _____ 7. | competition | g) as part of a group |
| _____ 8. | cultivate | h) shared by all the members of a group or community |
| _____ 9. | division of labor | i) people who travel from place to place and live by hunting and foraging |
| _____ 10. | domesticate | j) an extra amount beyond what is needed |
| _____ 11. | fossilized | k) having been preserved in a hard form |
| _____ 12. | <i>Homo sapiens</i> | l) to trade goods without using money |
| _____ 13. | hunter-gatherers | m) plant life found in a particular area |
| _____ 14. | infrastructure | n) to help grow |
| _____ 15. | migration | o) moving around often, usually in search of food and water; not settled in one place |
| _____ 16. | millennia | p) to develop a specific set of skills for a single purpose |
| _____ 17. | nomadic | q) cloth or fabric |
| _____ 18. | permanent | r) a period of time lasting thousands of years |
| _____ 19. | scavenge | s) a society, or group of people, with similar religious beliefs, customs, language, and form of government |
| _____ 20. | specialize | t) the style and construction of a building |
| _____ 21. | surplus | u) the breakdown of work into specific tasks performed by different people; often considered a way to make workers more efficient |
| _____ 22. | textiles | v) to collect food by searching through what has been left behind |
| _____ 23. | vegetation | w) a channel dug by people, used by boats or for irrigation |

- 4.1** Create and use a chronological sequence of related events to compare developments and describe instances of change and continuity.
- 4.2** Use a variety of primary and secondary sources to:
 - a)** Analyze social studies content.
 - b)** Explain claims and evidence.
 - c)** Compare and contrast multiple sources.
- 4.3** Explain connections between ideas, events, and developments in world history.
- 4.4** Compare and contrast events and developments in world history.
- 4.5** Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning in order to:
 - a)** Demonstrate an understanding of social studies content.
 - b)** Compare and contrast content and viewpoints.
 - c)** Explain causes and effects.
 - d)** Describe counterclaims.
- 4.6** Create and use geographic representations to locate and describe places and geographic characteristics, including hemispheres; landforms such as continents, oceans, rivers, mountains, and deserts; cardinal and intermediate directions; climate and environment.
- 4.7** Use geographic representations and historical information to explain how physical geography influenced the development of ancient civilizations and empires.
- 4.8** Describe the origin and spread of major world religions as they developed throughout history.
- 4.9** Describe the characteristics of nomadic hunter-gatherer societies, including their use of hunting weapons, fire, shelter and tools.
- 4.10** Describe early human migration out of Africa, first to Europe and Asia, then to the Americas and Australia.
- 4.11** Explain the effects of the Agricultural Revolution, including the barter economy, food surpluses, domestication of plants and animals, specialization, and the growth of permanent settlements.
- 4.12** Identify and explain the importance of the following key characteristics of civilizations: culture, specialization, infrastructure, stable food supply, government, technology, belief systems, writing, and social structure.
- 4.13** Describe the geographic, political, economic, and cultural structures of the ancient Near East.
 - a)** Identify and locate geographic features of the ancient Near East, including the Black Sea, Persian Gulf, Euphrates River, Tigris River, Mediterranean Sea, and Zagros Mountains.

- b) Explain how geographic and climatic features led to the region being known as the Fertile Crescent.
- c) Explain how irrigation, silt, metallurgy, production of tools, use of animals and inventions, such as the wheel and plow, led to advancements in agriculture.
- d) Describe how changes in agriculture in Sumer led to economic growth, expansion of trade and transportation, and the growth of independent city-states.
- e) Identify important achievements of the Mesopotamian civilization, including cuneiform, clay tablets, ziggurats, and the Epic of Gilgamesh as the oldest written epic.
- f) Describe the significance of the written law in the Code of Hammurabi, and explain the meaning of the phrase “an eye for an eye and a tooth for a tooth.”
- g) Describe the achievements of the ancient Israelites.

4.14 Describe the geographic, political, economic, and cultural structures of ancient Egypt.

- a) Identify and locate geographic features of ancient Egypt, including the Mediterranean Sea, Red Sea, Nile River and Delta, and the Sahara Desert.
- b) Explain the structure of ancient Egyptian society, including the relationships between groups of people and the role played by the pharaoh and enslaved people.
- c) Explain Egyptian beliefs about the afterlife, the reasons for mummification, and the use of pyramids.
- d) Describe the significance of key figures from ancient Egypt, including Queen Hatshepsut, Ramses the Great, and the significance of the discovery of Tutankhamun’s tomb on the modern understanding of ancient Egypt.
- e) Describe the achievements of ancient Egyptian civilization, including hieroglyphics, papyrus, and the pyramids and Sphinx at Giza.
- f) Describe the cultural diffusion of ancient Egypt with surrounding civilizations through trade and conflict.

4.15 Describe the geographic, political, economic, and cultural structures of ancient India.

- a) Identify and locate geographic features of ancient India, including the Ganges River, Indus River, Himalayan Mountains, Indian Ocean, and the subcontinent of India.
- b) Explain the emergence of civilization in the Indus River Valley as an early agricultural civilization and describe its achievements, including architecture built with bricks, roads arranged into a series of grid systems, and sewer systems.
- c) Identify the long-lasting intellectual traditions that emerged during the late empire of ancient India, including advances in medicine and Hindu-Arabic numerals.

4.16 Describe the geographic, political, economic, and cultural structures of ancient Greece.

- a) Identify and locate geographic features of ancient Greece, including the Mediterranean Sea, Athens, the Peloponnesian peninsula, and Sparta.
- b) Describe how the geographic features of ancient Greece, including its mountainous terrain and access to the Mediterranean Sea contributed to its organization into city-states and the development of maritime trade.
- c) Describe the concept of the polis in Greek city-states, including the ideas of citizenship, civic participation, and the rule of law.
- d) Explain the basic concepts of direct democracy and oligarchy.
- e) Explain the characteristics of the major Greek city-states of Athens and Sparta, including status of women, approaches to education, type of government, and the practice of slavery.

- f) Describe the causes and consequences of the Persian Wars, including the role of Athens and its cooperation with Sparta.
- g) Describe the polytheistic religion of ancient Greece.
- h) Identify Socrates, Plato, and Aristotle as great philosophers of ancient Greece and explain how ideas can spread through writing and teaching.
- i) Identify examples of ancient Greek architecture, including the Parthenon and the Acropolis.
- j) Identify Alexander the Great and explain how his conquests spread Hellenistic (Greek) culture.

4.17 Describe the geographic, political, economic, and cultural structures of ancient Rome.

- a) Identify and locate the geographic features of ancient Rome, including the Mediterranean Sea, Italian Alps, Rome, Italian Peninsula, and the Tiber River.
- b) Explain how the geographic location of ancient Rome contributed to its political and economic growth in the Mediterranean region and beyond.
- c) Describe the class system of ancient Rome, including the roles and rights of patricians, plebeians, and enslaved people in Roman society.
- d) Describe the polytheistic religion of ancient Rome and its connection to ancient Greek beliefs.
- e) Describe the characteristics of Julius Caesar's rule, including his role as dictator for life.
- f) Explain the influence of Augustus Caesar, including the establishment of the Roman Empire and its expansion during the Pax Romana.
- g) Describe how innovations in engineering and architecture contributed to Roman expansion, including the role of: aqueducts, domes, arches, roads, bridges, and sanitation.
- h) Describe the fall of the Western Roman Empire, including difficulty governing its large territory and political, military, and economic problems.

4.18 Describe the geographic, political, economic, and cultural structures of ancient China.

- a) Identify and locate geographic features of ancient China, including the Gobi Desert, Plateau of Tibet, Himalayan Mountains, Yangtze River, Pacific Ocean, and the Yellow River.
- b) Describe the influence of geographic features on the origins of ancient Chinese civilization in the Yellow River Valley, and explain how China's geography helped create a unique cultural identity.
- c) Describe problems prevalent in the time of Confucius and explain the concepts of filial piety (dutiful respect) and the Mandate of Heaven.
- d) Explain the significance of the unification of ancient China into the first Chinese empire by Qin Shi Huangdi.
- e) Describe how the size of ancient China made governing difficult and how early dynasties attempted to solve this problem, including the construction of the Grand Canal and the Great Wall.
- f) Explain the major accomplishments of the Han Dynasty, including the magnetic compass, paper making, porcelain, silk, and woodblock printing.
- g) Describe how the desire for Chinese goods influenced the creation of The Silk Road and began a process of cultural diffusion throughout Eurasia.

- 4.19** Describe the geographic, political, economic, and cultural structures of Indigenous civilizations of the Americas.
- a)** Identify and locate geographic features in the Americas, including Mississippi River and Delta, Amazon River, the Pacific Ocean, Appalachian Mountains, Gulf of America, Atlantic Ocean, South America, and the Yucatan Peninsula.
 - b)** Describe the cultural elements among Indigenous communities in the Americas, including housing, clothing, games/entertainment, dance, and how food was gathered/caught and cooked.
 - c)** Explain how nomadic groups of people first hunted and traveled throughout what would become Louisiana.
 - d)** Explain how people living in what would become Louisiana gradually moved towards seasonal hunting and gathering, using new tools and practices for hunting, and building large mounds for ceremonial and practical purposes.
 - e)** Describe key characteristics of Poverty Point culture, including art, hunting methods, dress, food, use of mounds, and resources traded there.
 - f)** Explain the major accomplishments of the Mayans, including advancements in astronomy, mathematics and the calendar, construction of pyramids, temples, and hieroglyphic writing.
 - g)** Describe the influence of geographic features on the origins of the Mayan civilization and explain theories related to the abandonment of their cities.

Answer Key: Prehistory and the Agricultural Revolution

Chapter Assessments

Chapter 1

- A. 1. c, e 2. a 3. b 4. c 5. a 6. c 7. d 8. c 9. a 10. a
- B. The nomadic lifestyle of hunter-gatherers in Africa led to their migration out of Africa because they had to follow the animals and plants that they depended on for survival. As these resources became scarce in one area due to drought or ice ages, they had to move to another region where they could find sufficient food and water. Over time, this constant movement led them to explore new territories and eventually migrate to other parts of the world.

Chapter 2

- A. 1. d 2. b 3. c 4. b 5. a, c 6. d 7. d 8. c 9. b 10. d
- B. With more abundant harvests and the ability to specialize, there was eventually a surplus of not only grains but also goods such as tools, weapons, and beads. People used bartering to access the items that they needed or wanted and did not have. Bartering not only provided items that people needed or wanted but also led to contact between different groups. This contact helped spread ideas and knowledge.

Chapter 3

- A. 1. b, c, e 2. c 3. d 4. d 5. b 6. c 7. b 8. c 9. c 10. a
- B. Answers will vary. Students should provide evidence for their claim.

Activity Pages

Primary Source Analysis (AP 1.3): Chapter 1 Primary Source Feature

Describe the source: The painting seems kind of fuzzy in parts but very precise in some places, such as the hairs on the back of their necks, the bottom one's horns, and the middle one's rear legs. The paintings are much more accurate than anything I could do.

Connect the source to what you know: I have seen bulls at the rodeo and buffalo in Wyoming that look somewhat like these. They are very strong and dangerous.

Understand the source: It feels like these animals were very important to the artist. If the artist was a hunter, they might have felt bad about killing these animals.

Draw a conclusion from or about the source: The artist must have done lots of similar paintings before these and maybe had a lot of time to do these. They certainly observed the animals very carefully. Maybe the animals were painted by different people at different times.

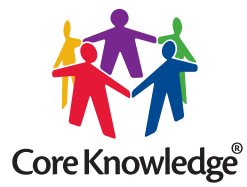
Artifact Study (AP 1.2): Chapter 2 Primary Source Feature

1. a sort of bowl
2. China
3. Neolithic period
4. black
5. It has a bird head, no feathers or wings, and three legs.
6. I cannot tell what size it is.
7. It looks like it is carved from stone, but it was formed from clay.
8. The creator must have seen birds that look like this. They also must have had experience carving and smoothing the material. They also knew how to use a tripod structure for stability.
9. It is clearly intended as a vessel, but it is also decorative.
10. It was probably made by one person.
11. It has been scratched some over time. Perhaps the leg has been cracked and repaired. If it was originally painted, all the paint has worn off.
12. It was made before people invented writing. I don't know what people in the culture at the time thought of birds of this kind; they may have enjoyed them, been annoyed by them, or admired them.

Conclusion: The bird on which the vessel is modeled may have been important to the artist's culture.

Domain Vocabulary: Chapters 1–3 (AP 3.1)

- | | |
|-------|-------|
| 1. t | 12. a |
| 2. l | 13. i |
| 3. w | 14. d |
| 4. s | 15. b |
| 5. g | 16. r |
| 6. h | 17. o |
| 7. e | 18. c |
| 8. n | 19. v |
| 9. u | 20. p |
| 10. f | 21. j |
| 11. k | 22. q |
| | 23. m |



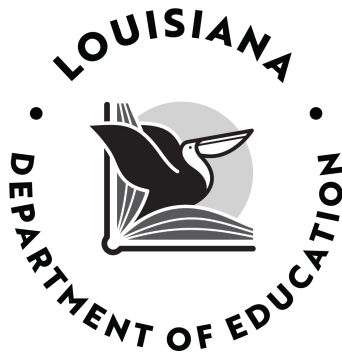
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Injured Bison, Magdalenian (cave painting)/Paleolithic/Grotte de Niaux, Ariège, Midi-Pyrenees, France/Index Fototeca / Bridgeman Images: Cover B, 37b, 48b

Mesopotamia. Terracotta figurine representing an harpist/Mesopotamian/State Hermitage Museum, St. Petersburg, Russia/Tarker / Bridgeman Images: 42

Nebuchadnezzar granting Marduk freedom from taxation depicted on a white limestone boundary stone/Universal History Archive/UIG / Bridgeman Images: 44

PjrStudio / Alamy Stock Photo: 5a, 36

Rob Whitworth / Alamy Stock Photo: Cover D, 48d

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