



Prehistory and the Agricultural Revolution

Neolithic artifact



Student Workbook



Paleolithic cave painting

Neolithic jewelry

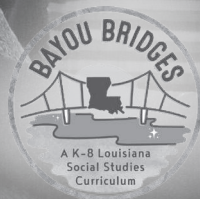


Stonehenge



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Prehistory and the Agricultural Revolution

Chapter 1: Early Humans and the Paleolithic World

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Check for Understanding 5

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Student Reading Notes 6

Primary Sources

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Chapter 1: Early Humans and the Paleolithic World

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

Student Reading Notes

Use the information in your Student Reader to fill in the chart.

Section	Notes
A New Discovery	
Hunter-Gatherers	

Early Migration	
Adapting to New Places	

PRIMARY SOURCE A: PALEOLITHIC CAVE PAINTING



NOTE: Go to page 11 of the Student Reader to see this source in full color.

Name _____ Date _____

Primary Source Analysis

Describe the source.	Connect the source to what you know.

SOURCE:

Chapter 1 Check for Understanding: Why did early humans migrate out of Africa?

[illegible]

Chapter 2: The Agricultural Revolution

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

Student Reading Notes

Use the information in your Student Reader to fill in the chart.

Section	Notes
New Settlements Form	
Animal and Plant Domestication	

Growth of the First Communities	
First Economies	

PRIMARY SOURCE B: NEOLITHIC ARTIFACT



NOTE: Go to page 21 of the Student Reader to see this source in full color.

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.

Chapter 2 Check for Understanding: How did the Agricultural Revolution change the way people lived?

[illegible]

Chapter 3: The Characteristics of Civilization

Framing Question: What is a civilization?

Student Reading Notes

Use the information in your Student Reader to fill in the chart.

Section	Notes
The Early Harvests	
Characteristics of Civilizations	

The Growth of Agriculture	
Early Government and Religion	

Chapter 3 Check for Understanding: What is a civilization?

[illegible]

Name _____

Date _____

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 |

Date _____

How was the Neolithic period's 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)

Name _____

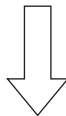
Date _____

Activity Page 1.4

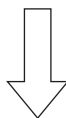
Use with Chapter 1, Chapter 2, Performance Task Assessment

Claims and Evidence

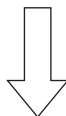
STATE THE CLAIM *What opinion or position are you defending?*



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?*

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