

The Beginnings of Human Society

Chapter Preview

In this chapter you will find out how archaeologists learn about the past. You will also learn about the connections between geography and history.

Section 1
Geography and History

Section 2
Prehistory

Section 3
The Beginnings of Civilization



Target Reading Skill

Reading Process In this chapter you will focus on previewing to help you understand and remember what you read.

► Cave painting from about 5000 B.C., Argentina

Early Migration of Modern Humans



Movement Modern humans may have originated more than 100,000 years ago in Africa before spreading to other parts of the world. This migration most likely took place over many thousands of years. **Identify** What landmass did modern humans cross to travel from Asia into North America? **Infer** Why did the migration of humans from Africa to the rest of the world take place so slowly? Explain your answer.

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Geography and History

Prepare to Read

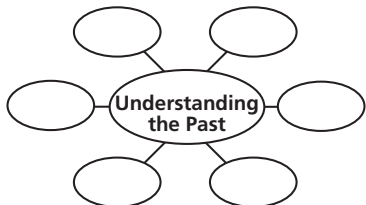
Objectives

In this section you will

1. Learn what tools are used to understand history.
2. Find out about the connections between geography and history.

Taking Notes

As you read, look for details that tell how people learn about the past. Copy the concept web below, and use it to record your findings. Add more ovals as needed.



Target Reading Skill

Preview and Set a Purpose

Purpose When you set a purpose for your reading, you give yourself a focus. Before you read this section, preview the headings and pictures to find out what the section is about. Then set a purpose for reading this section. Your purpose might be to find out about the study of history, or to learn about the connections between geography and history. Finally, read to meet your purpose.

Key Terms

- **history** (HIS tuh ree) *n.* written and other recorded events of people
- **prehistory** (pree HIS tuh ree) *n.* time before writing was invented
- **archaeologist** (ahr kee AHL uh jist) *n.* a scientist who examines objects to learn about the human past
- **oral traditions** (AWR ul truh DISH unz) *n.* stories passed down by word of mouth
- **geography** (jee AHG ruh fee) *n.* the study of Earth's surface and the processes that shape it



A scientist recovers the body of the ancient Iceman from a glacier in the Alps.

He is called the Iceman. His frozen body was found in a mountain pass in the Alps, on the Italian-Austrian border in Europe.

Two hikers discovered the Iceman by chance in 1991. His body and possessions were taken to a laboratory, where scientists learned more about him. His clothing, tools, and his body were well preserved. They provided clues about the Iceman's life and death. Scientists used these clues to build a story of his life. To learn how the Iceman died, see the Links to Science on the next page.

Scientists determined that the Iceman lived about 5,000 years ago, in about 3000 B.C. The Iceman's finely stitched animal skins showed that he probably came from a community that included people who were skilled in sewing.

The most important clue about the Iceman's life was his copper ax. Copper was the first metal used by Europeans, beginning about 4000 B.C. The ax left no doubt that the Iceman lived after people had learned to use copper. In many ways, the story of the Iceman helps us to understand the story of our past.

Understanding History

The scientists' curiosity about the Iceman's life was natural. As human beings, we are curious about our earliest origins. What was life like many thousands of years ago?

Before and After Writing About 5,000 years ago, peoples in Southwest Asia and in Africa developed systems of writing. They began to keep written records of their experiences. These developments marked the beginning of **history, the written and other recorded events of people**. By adding the prefix *pre-*, which means “before,” you form the word *prehistory*. **Prehistory is the time before history**. Prehistory is the period of time before writing was invented.

Prehistory: Digging Up the Past To learn about life in prehistoric times, scientists must rely on clues other than written records. **Archaeologists (ahr kee AHL uh jists)** are scientists who examine objects to learn about past peoples and cultures. They sift through the dirt of prehistoric camps to find bones, tools, and other objects. These objects may tell them something about the people who lived there. For example, the size of stone spear points shows what kinds of game the people hunted. To kill big game, such as bears, hunters had to use large, heavy spear points. Such points, however, would not work very well with birds and small animals.

Links to

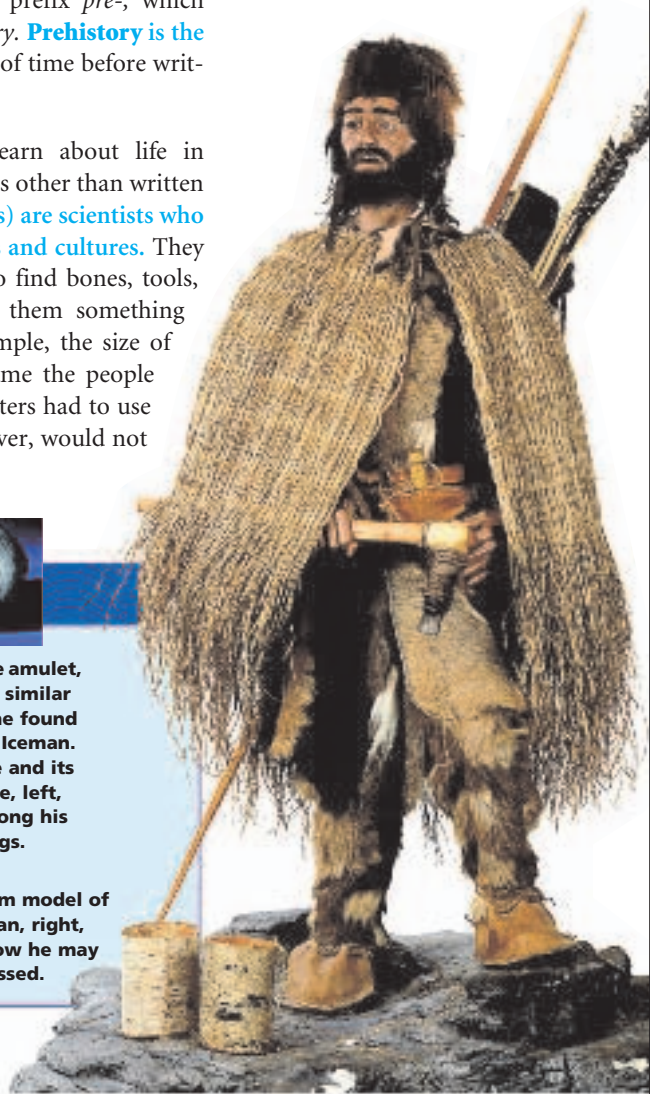
Science

Cause of Death At first, scientists believed that the Iceman had frozen to death. But ten years after the discovery of the Iceman, scientists found an arrowhead lodged in his shoulder. Later, they found a knife wound on his hand. Now scientists believe the Iceman may have died from injuries he received during an armed struggle.



The stone amulet, above, is similar to the one found with the Iceman. The knife and its grass case, left, were among his belongings.

A museum model of the Iceman, right, shows how he may have dressed.





Prehistoric rock painting in South Africa

History: A Record in Writing Historians do not rely only on the objects discovered by archaeologists to learn about the past. They also study the written records of human life and accomplishments to understand a society—its wars, its religion, and its rulers, among other things. Historians also look at what other groups living at the same time wrote about that society.

A Record of the Spoken Word The written records studied by historians often began as **oral traditions, stories passed down by word of mouth**. Oral traditions can include a family's history, such as stories of parents, grandparents, and great-grandparents. They can also tell stories about heroes or events in the past.

Oral traditions are still an important part of many societies today. Not all oral stories are historically accurate. Stories often change as they are told and retold. Like myths and legends, they often contain facts mixed with personal beliefs and exaggerations about heroes. Still, oral traditions tell how a society lived and what the people considered important.

✓ Reading Check **Why are historians interested in oral traditions?**



Set a Purpose

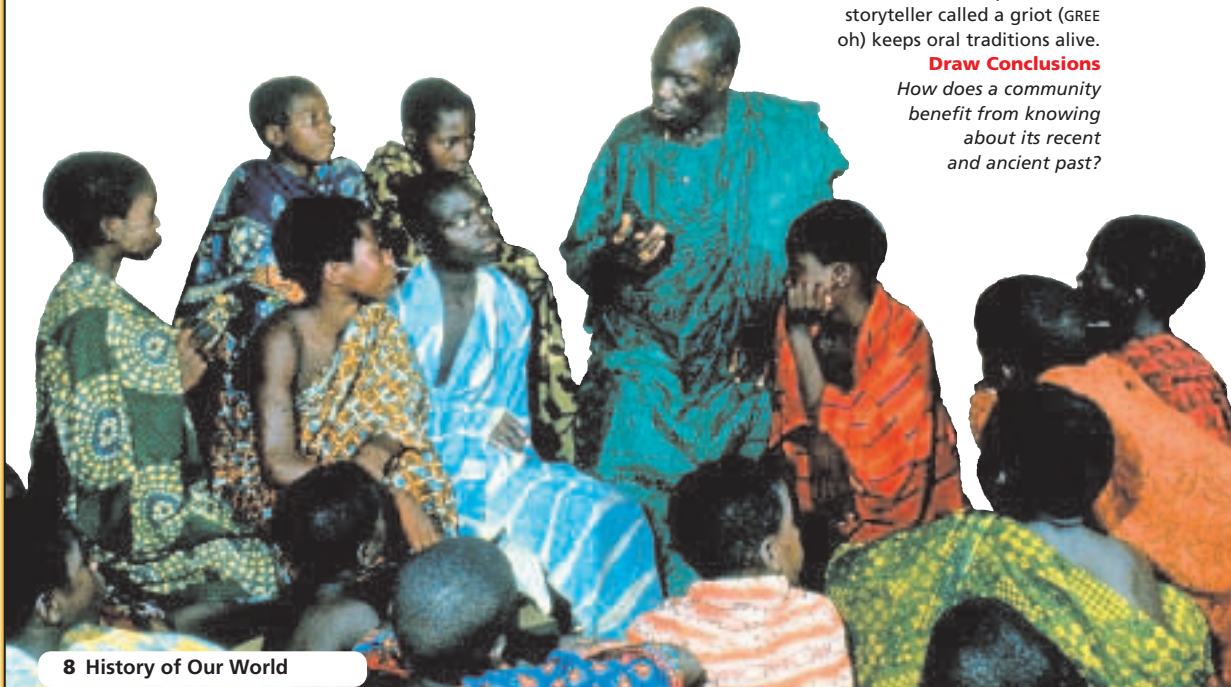
If your purpose is to learn about the study of history, how does reading about oral traditions help you to achieve your purpose?

Carrying on a Tradition

In West Africa, a professional storyteller called a griot (GREE oh) keeps oral traditions alive.

Draw Conclusions

How does a community benefit from knowing about its recent and ancient past?



Linking Geography and History

Knowing when something happened is important. Understanding why historic events took place is also important. To do this, historians often turn to **geography, the study of Earth's surface and the processes that shape it**. Geography also refers to the features of a place, including its climate, landscape, and location. Knowing the connections between geography and history is often the key to understanding why events happened. Weather patterns, the water supply, and the landscape of a place all affect the lives of the people who live there. For example, to explain why the ancient Egyptians developed a successful civilization, you must look at the geography of Egypt.

Egyptian civilization was built on the banks of the Nile River in Africa. Each year the Nile flooded, depositing soil on its banks. Because the soil was rich, Egyptian farmers could grow enough crops to feed the large numbers of people in the cities. That meant everyone did not have to farm, so some people could perform other jobs that helped develop the civilization. Without the Nile and its regular flooding, Egyptian civilization would not have become so successful.



A farm in Egypt's Nile delta

✓ Reading Check Give one example of geography's effect on history.



Section 1 Assessment

Key Terms

Review the key terms at the beginning of this section. Use each term in a sentence that explains its meaning.

Target Reading Skill

How did having a reading purpose help you understand this section?

Comprehension and Critical Thinking

- (a) **Recall** What do scientists study to learn about prehistory?
(b) **Generalize** What do we know about societies that leave behind written records?

(c) **Draw Inferences** Analyze the clothes you wear and the things you carry to school. What do they say about your life? How does your story compare to the Iceman's story?

2. (a) **Identify** Name some examples of familiar geographic features.

(b) **Explain** How can geography help us to understand history?

(c) **Identify Cause and Effect** What effect has geography had on the way people in your community live?

Writing Activity

Ask a classmate to share a story with you. The story should be about an important event in the person's life. Write the story from your classmate's point of view.

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Prepare to Read

Objectives

In this section you will

1. Discover how hunter-gatherers lived during the Stone Age.
2. Learn about the beginning of farming.

Taking Notes

As you read, look for details about survival during the Stone Age. Copy the table below, and use it to record your findings.

Topic	Details
Tools	
Hunting	
Gathering	
Fire	
Settlement	
Farming	
Animals	


Target Reading Skill

Preview and Predict

Making predictions about your text helps you to remember what you read. Before you read this section, preview it by looking at the headings and pictures. Then predict what the text might discuss about prehistory. For example, you might predict that the text will explain important events that happened in prehistory. As you read, connect what you read to your prediction. If what you learn doesn't support your prediction, revise your prediction.

Key Terms

- **hominid** (HAHM uh nid) *n.* a modern human or a member of an earlier group that may have included ancestors or relatives of modern humans
- **Stone Age** (stohn ayj) *n.* a period of time during which hominids made lasting tools and weapons mainly from stone; the earliest known period of prehistoric culture
- **nomad** (NOH mad) *n.* a person who has no settled home
- **domesticate** (duh MES tih kayt) *v.* to adapt wild plants or tame wild animals and to breed them for human use

About three and a half million years ago, a huge explosion shook a part of East Africa. A volcano spit out clouds of fine ash that fell on the surrounding land. Then rain came. It turned the blanket of ash into thick mud. Before the mud dried, two individuals walked across the landscape. As they walked, they left their footprints in the mud.

In 1976, a group of scientists discovered the footprints, preserved in stone. They were amazed at their find. The footprints are almost identical to those made by modern humans walking in wet sand. Such evidence may help scientists understand early **hominids, a term that refers both to modern humans and to earlier groups that may have included ancestors or relatives of modern humans.**

Scientists think that hominids made these footprints about 3.5 million years ago.

Stone Age Hunting and Gathering

A million years after the footprints were made, early hominids began making stone tools. By studying these tools, we learn about the development of prehistoric culture.

Stone Age Culture The first use of stone to create tools began the earliest period of human culture: the Stone Age. **The Stone Age was a period during which hominids, including modern humans, made lasting tools mainly from stone.** They also made tools from wood and animal bones. Scientists think that the Stone Age continued for hundreds of thousands of years, until people learned to use metal for tools.

Archaeologists divide the Stone Age into three periods: the Old Stone Age, the Middle Stone Age, and the New Stone Age. During the Old Stone Age, modern humans and other hominids did not yet know how to farm. They were hunter-gatherers who survived by hunting animals and gathering wild plants. Almost all of human prehistory took place during the Old Stone Age.

Fire! Between about 1,400,000 and 500,000 years ago, early hominids learned how to use fire. No one knows for sure how they learned. Perhaps one day a small band of hunters saw a grass fire caused by lightning on the open plain. Although terrified by the fire, they learned how to keep it going. With fire, they could ward off dangerous animals, who were also afraid of the flames.

Finally, early hominids discovered how to create fire. They probably did this by rubbing two sticks together or by striking stones together to produce a spark. The ability to create fire was an important step for our ancestors. With this great advance, they could move to areas with colder climates.

Links to

Science

How Old Is It? After archaeologists find bones, tools, or other objects, they ask themselves that question. Scientists use different tests for dating different objects. One very useful test is called radiocarbon dating. All plants and animals have tiny amounts of a substance called radiocarbon in their bodies. After they die, the radiocarbon changes into another substance. Scientists know how long this change takes. They have tests that measure how much radiocarbon remains. Scientists can then calculate the age of the material. Because the ancient comb, below, is made from the antler of a deer or an elk, radiocarbon dating could be used to determine its age.



A wildfire on the grasslands of Africa





Predict

Based on what you have read so far, is your prediction on target? If not, change your prediction now.



Settling New Areas As early hominids developed the use of tools, they left their original homes in Africa. Their move may have begun as early as one million years ago. Many early hominids were nomads. **Nomads are people who have no settled home.** They moved around to places where they thought they would find food and stayed there for several days. When they had gathered all the food around them, they moved on.

Early hominids eventually spread out over much of Earth. There is evidence that early hominids were living in Asia and Europe at least 500,000 years ago. Many scientists believe that modern humans originated more than 100,000 years ago in Africa and then spread to other parts of the world. Perhaps 30,000 years ago humans crossed from Asia into North America. By 10,000 B.C., humans had reached Chile in South America. Compared with today, humans then were few in number. But as we can today, they survived in all sorts of geographical conditions. They lived in the steamy rain forests of Africa and Asia, the cold lands near the Arctic Circle, and the high altitudes of the Andes in South America.

✓ Reading Check What was life like during the Stone Age?

Nomadic Herding

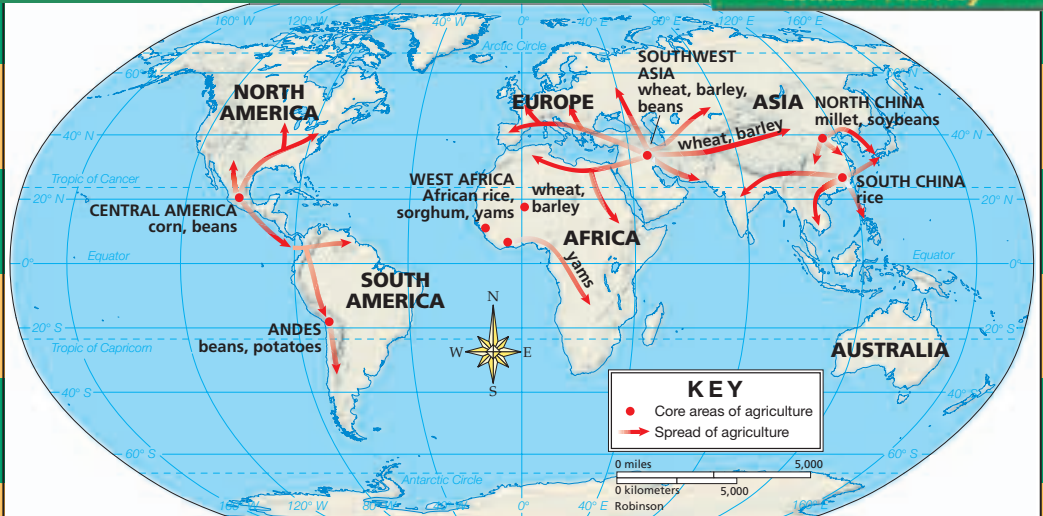
A young shepherd guides her flock to graze in the Taza Province of Morocco in North Africa. **Predict** *What factors might influence this nomad's decision to move her sheep from one area to another?*

The Beginning of Farming

For tens of thousands of years, our ancestors continued to live as hunter-gatherers. However, some societies entered the Middle Stone Age, which was characterized by the use of more refined, or advanced, tools. Those who began the practice of farming would enter the New Stone Age.



The Spread of Agriculture



Human-Environment Interaction As farming peoples settled in new areas, they brought seeds and farming techniques with them.

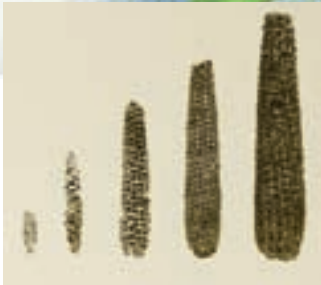
Identify What crops originated in Southwest Asia? **Predict** What do you think happened when people tried to settle on land that was not suitable for farming?

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 lbp-2122 for step-by-step
 map skills practice.

Early Farmers About 11,000 years ago, people in Southwest Asia made an amazing discovery. They learned that if they planted the seeds of wild grasses, new crops of grasses would come up. Thus began the New Stone Age in Southwest Asia. It was called the New Stone Age because people began to grow their own food. They did not have to be nomads, although they still depended on stone tools. However, in many other parts of the world, the Old and Middle Stone Ages continued for many thousands of years. In some areas, Old Stone Age societies even existed into the 1900s.

At the same time that people began to grow their own food, some people became pastoral nomads. That is, they raised livestock and traveled from place to place in search of grazing areas for their animals. Many people, such as the desert-roaming Bedouins of present-day Iraq, Syria, and other areas, are still pastoral nomads.

In most societies, women were responsible for gathering plants and seeds. Therefore they may have been the first to plant seeds. Men usually were the hunters. Women began planting and harvesting their crops in the same place year after year.



Farming Techniques

Over time, people have made important advances in farming. In Bali, Indonesia, top, farmers build terraces, or platforms, into the hillsides for growing rice. In 5000 B.C., people grew ears of corn, above left, about 1 inch (2.5 cm) long. By A.D. 1500, years of careful breeding produced much larger corn, above right, about $5 \frac{1}{3}$ inches (13.6 cm) long.

Analyze Images *What advantages do farmers gain from such techniques as terrace farming and plant breeding?*

Farming Around the World Some places were better for farming than others. Soil in some areas was very fertile, or rich in the substances that plants need to grow. Because plants also need light and warmth, areas that had long springs and summers were good places to farm. Gentle rains are important sources of water for plants. People gradually discovered that the soil, the water, and the length of the growing seasons in several places around the world were good for plants. These people took up the farming way of life.

About 9,000 years ago, Chinese farmers began planting rice and other crops. A little later in Central America, people began to grow corn, beans, and squash. The map on page 15 shows where certain crops were first planted and how their use spread.

Plant Selection While the kinds of plants grown by those first farmers are still important today, the plants looked very different then. When people first began to plant crops, they carefully chose seeds from the biggest, best-tasting plants. In doing so, they began to domesticate plants, or adapt wild plants for human use. Very gradually, this careful selection of seeds and roots from each crop led to the kinds of food that we eat today. The photograph of ears of corn on this page shows the domestication of corn over time.

Raising Animals Just as humans learned to domesticate plants, they also learned to domesticate animals. During the New Stone Age, humans learned to tame wild animals and breed them for human use. The first domesticated animals may have been dogs, because they were valuable in hunting. By taming larger animals such as sheep, goats, and pigs, people developed ready sources of meat, milk, wool, and skins. Through gradual and careful breeding, herders developed animals that were gentler than their wild ancestors and provided more milk or wool. By about 2500 B.C., cattle, camels, horses, and donkeys were trained to carry heavy loads.

The Challenge of Domestication Over the course of history, humans have tried and failed to domesticate many species. Since ancient times, many animals have been captured in the wild and tamed. The people of ancient India tamed wild elephants for use in battle. Ancient Assyrians and Egyptians trained wild cheetahs for hunting. But these animals and many other species are not easy to breed in captivity. In fact, only a few species of large animals have been suitable for use in agriculture or transportation.

A caravan of camels used by nomads in Iran



✓ Reading Check What skills did people develop during the New Stone Age?



Section 2 Assessment

Key Terms

Review the key terms at the beginning of this section. Use each term in a sentence that explains its meaning.

Target Reading Skill

What did you predict about this section? How did your prediction guide your reading?

Comprehension and Critical Thinking

1. (a) **Recall** Describe how hominids of the Old Stone Age survived.

(b) **Infer** What important skills did hominids of the Old Stone Age use to find food?

(c) **Synthesize** How did survival skills change as people began to settle?

2. (a) **Identify** What marked the beginning of the New Stone Age?

(b) **Contrast** How was life in the New Stone Age different from life in the Old Stone Age?

(c) **Apply Information** What are the effects of geography and climate on farming?

Writing Activity

Suppose you are a hunter-gatherer. You think of an idea for growing your own food. Write a journal entry describing what gave you the idea, and how your idea might affect your people.

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Section 3

The Beginnings of Civilization

Prepare to Read

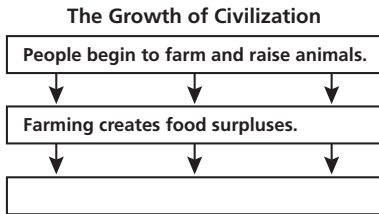
Objectives

In this section you will

1. Find out about the advantages people gained from settling down in one place.
2. Learn about the growth of early cities.
3. Understand how the first civilizations formed and spread.

Taking Notes

As you read, summarize changes that lead to the growth of civilization. Copy the chart below, and use it to record your findings.



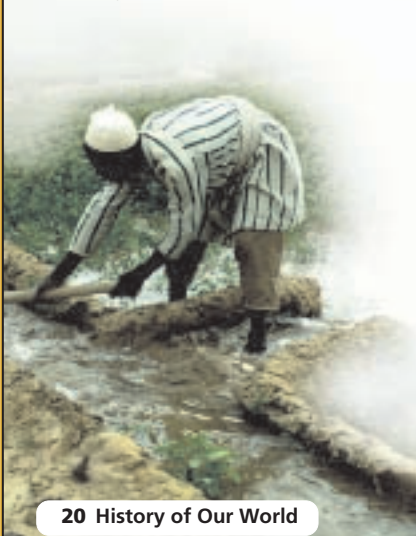
Target Reading Skill

Preview and Ask Questions Before you read this section, preview the headings and pictures to find out what the section is about. As you read, write two questions that will help you remember something important about the beginnings of civilization. For example, you might ask yourself, What is a city? Or, How did early civilizations form? Find the answers to your questions as you read.

Key Terms

- **irrigation** (ih uh GAY shun) *n.* supplying land with water through a network of canals
- **surplus** (SUR plus) *n.* more than is needed
- **artisan** (AHR tuh zun) *n.* a worker who is especially skilled at crafting items by hand
- **civilization** (sih vuh luh ZAY shun) *n.* a society with cities, a central government, job specialization, and social classes
- **social class** (SOH shul klas) *n.* a group of people with similar backgrounds, incomes, and ways of living

Caring for irrigation trenches in Libya, North Africa



Under a fierce desert sun, long lines of people are digging a trench that will soon become a deep canal. Other people lift heavy baskets of dirt dug from the canal onto their shoulders. They dump the dirt near the river where another crew is building a huge earthen dam.

These are some of the world's first construction workers. They are building a system of **irrigation, supplying land with water from another place using a network of canals**. One person directs the work at each site. Like the big construction projects of today, this job takes teamwork.

Soon, the dam will hold back the spring floodwaters of the river. A group of people are building wooden gates in the dam. Officials will open the gates in the dry season, allowing water to flow through the canals and irrigate the growing crops. Farming techniques like this irrigation system were important in creating early communities.

Advantages of a Settled Life

Farming was much harder work than hunting and gathering. However, it had far greater rewards. People who produced their own food could have a steady supply of food year-round. This meant they no longer had to travel from place to place. People often even had a food **surplus—more than what is needed**. Surplus food could be stored for use at another time.

The Population Grows Having surplus food also affected the size of families. The hunting-gathering life did not allow parents to have many children. How could they feed them all? Now, food surpluses would feed many more people.

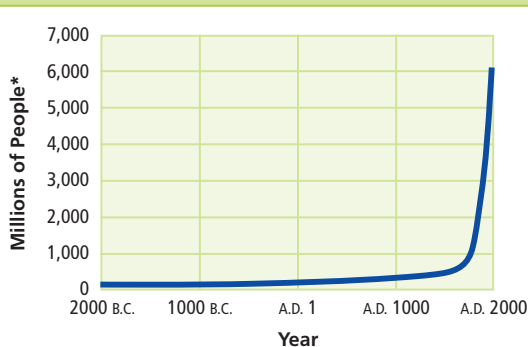
Larger families brought rapid population growth. Scientists estimate that about 10,000 years ago, the population of the world was about 5 million people, which is about the number of people living in Minnesota today. By 7,000 years ago, many people had settled into the farming life. The world's population then was as much as 20 million.

Early Villages and Towns People lived in New Stone Age farming settlements for many centuries. Gradually, as the population increased, the settlements grew into towns.

With food surpluses, people did not have to spend all their days producing food. Some people were able to switch from farming to other kinds of work. For example, some people became artisans. **An artisan is a worker who is especially skilled in crafting items by hand**. Artisans make items such as baskets, leather goods, tools, pottery, or cloth.

✓ Reading Check What effect did food surpluses have on people living in settlements?

World Population Growth



* Figures are estimates. SOURCE: Data compiled by U.S. Census Bureau

Graph Skills

By A.D. 1000, the world's population had reached about 275 million.

Identify By what date had the population reached more than 6 billion?

Generalize How would you describe the rate of population growth before the year A.D. 1?

The ruins of Çatal Hüyük in Turkey, a settlement from around 7000 B.C.





Ask Questions

Ask (and answer) a question about how settlements grew into cities.

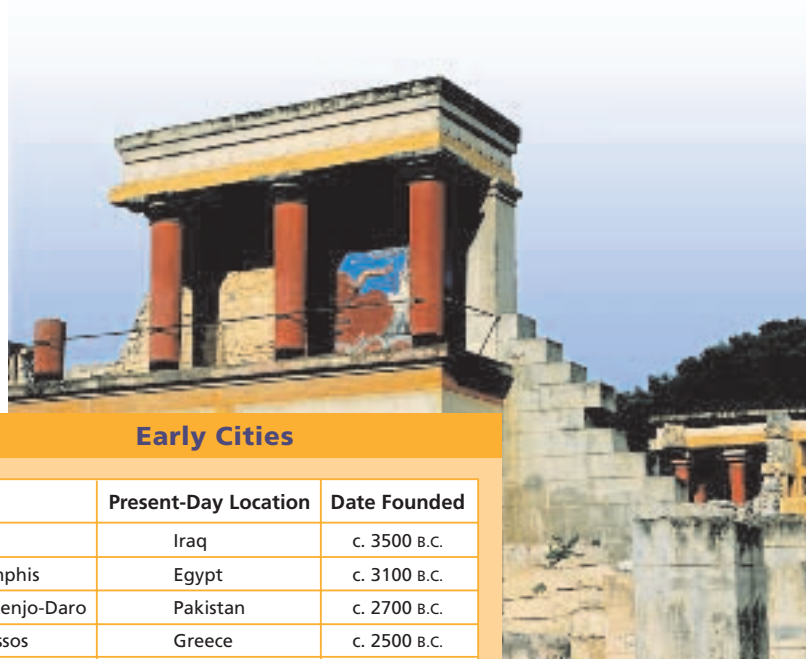


The Growth of Cities

Although some farming settlements grew into cities, many others did not. Cities were more likely to develop in areas where rich soil created large surpluses of food. People also needed a dependable source of drinking water and materials to build shelters. Some of the earliest cities grew up along large rivers, such as the Nile in Egypt, the Tigris (TY gris) and Euphrates (yoo FRAY teez) in Iraq, the Huang (hwahng) in China, and the Indus (IN dus) in Pakistan. Cities grew up in these areas because the soil for farming is rich near riverbeds.

The Earliest Cities Look at the table titled Early Cities. The table shows when some of the first cities developed in Asia, Africa, and Europe. You will learn more about some of these cities later.

Early cities were different from farming villages in some important ways. Cities were larger, of course. Cities also had large public buildings. There were buildings to store surplus grain, buildings for the worship of gods, and buildings where people could buy and sell goods. In villages, most people were farmers. In cities, workers had a wide variety of occupations. Most worked at a craft. As new skills developed, so did new occupations.



Early Cities

City	Present-Day Location	Date Founded
Ur	Iraq	c. 3500 B.C.
Memphis	Egypt	c. 3100 B.C.
Mohenjo-Daro	Pakistan	c. 2700 B.C.
Knossos	Greece	c. 2500 B.C.
Anyang	China	c. 1700 B.C.

Chart Skills

Cities arose at different times in different places. Ruins from Knossos, right, are part of a palace built circa, or around, 1550 B.C. In the table, *c.* stands for *circa*.

Identify Where were the cities of Ur and Anyang located, and when were these cities founded?

Compare In the text, you learned about the geographic conditions in the areas where the earliest cities developed. What geographic factor do you think the cities of Ur and Anyang had in common?

Governments Form As the population of cities grew, governments formed. Governments kept order in society and provided services. They also settled disputes and managed public building and irrigation projects.

✓ **Reading Check** Along which rivers did early cities grow?

The First Civilizations

Over time, some New Stone Age societies grew into civilizations. A **civilization is a society that has cities, a central government run by official leaders, and workers who specialize in various jobs.** Writing, art, and architecture also characterize a civilization.

The Bronze Age By 6600 B.C., artisans in Europe and Asia had learned a key skill. They discovered that melting a certain rock at high temperatures would separate the metal copper from the rock. By 3000 B.C., artisans had learned to mix copper with another metal, tin, to make a mixture called bronze. Ancient peoples may have discovered bronze-making by accident. In nature, small amounts of tin are sometimes found with copper deposits. This discovery marked the beginning of the Bronze Age.

The first people to refine copper with tin had discovered a valuable new metal. Because bronze is much harder than copper, it could be used to make items more durable, or long-lasting. For example, bronze was used to make weapons, tools, helmets, and shields more durable.

Trade and the Spread of Ideas Traders took valuable items such as pottery, tools and weapons, baskets, cloth, and spices to faraway cities. They traded these items for food and goods that people at home wanted.

By around 3500 B.C., some civilizations had developed a simple but amazing invention: the wheel and axle. An axle is a rod on which a wheel turns.

With the wheel and axle, trade goods could be loaded into carts and pushed through the city to market. More goods could be transported farther and more easily.



Bronze Tools

Shown are half of a stone mold for pins and a bronze pin, top, from Switzerland, around 1000 B.C., and a bronze razor from Denmark, bottom. **Infer** How are these tools signs of early civilizations?



Social Status

Ancient jewelry can provide clues to the social status of its owner or to the type of artisans in a society. The decorative bracelet above comes from the area of present-day Iran.

Infer What does the bracelet tell us about the ancient society it came from?

Trade over water also developed. Merchant ships now carried goods across seas and rivers. With all this travel, people of many different cultures came into contact with one another. New tools and ideas from one society soon spread to other societies as people traded information along with goods.

Social Classes Develop Growing trade links brought new prosperity to the cities. Prosperity led to another major change in society—the development of social classes. **A social class is a group of people having similar backgrounds, incomes, and ways of living.**

In the large cities, the king was the most powerful person. Next in importance were two classes of people. One class was made up of the priests of the city's religion. The other class was made up of nobles, who were government officials and military officers. Below them were the artisans, small traders, and merchants. Common workers and farmers were the lowest ranked free members of society.

Slaves, human beings owned as property by other people, formed a separate social class. Most slaves worked in cities, often as household servants and as laborers. Their status, or rank, was beneath that of free people.

✓ Reading Check What skills and practices were important in the growth and spread of early civilizations?

Section 3 Assessment

Key Terms

Review the key terms at the beginning of this section. Use each term in a sentence that explains its meaning.

Target Reading Skill

What questions did you ask to help you learn or remember something about this section?

Comprehension and Critical Thinking

1. (a) **Describe** How did people's lives change when they began to produce their own food?

(b) **Identify Effects** What effects did food surpluses have on people and populations?

2. (a) **Recall** What resources were necessary for villages to grow into cities?

(b) **Compare and Contrast** What were the similarities and differences between villages and cities?

3. (a) **Name** What developments occurred as societies grew into civilizations?

(b) **Draw Conclusions** How did prosperity lead to the development of social classes?

Writing Activity

Suppose you are an early trader bringing tools and weapons made of bronze to people who have never seen bronze before. Write a speech in which you try to persuade these people to trade for your bronze goods.

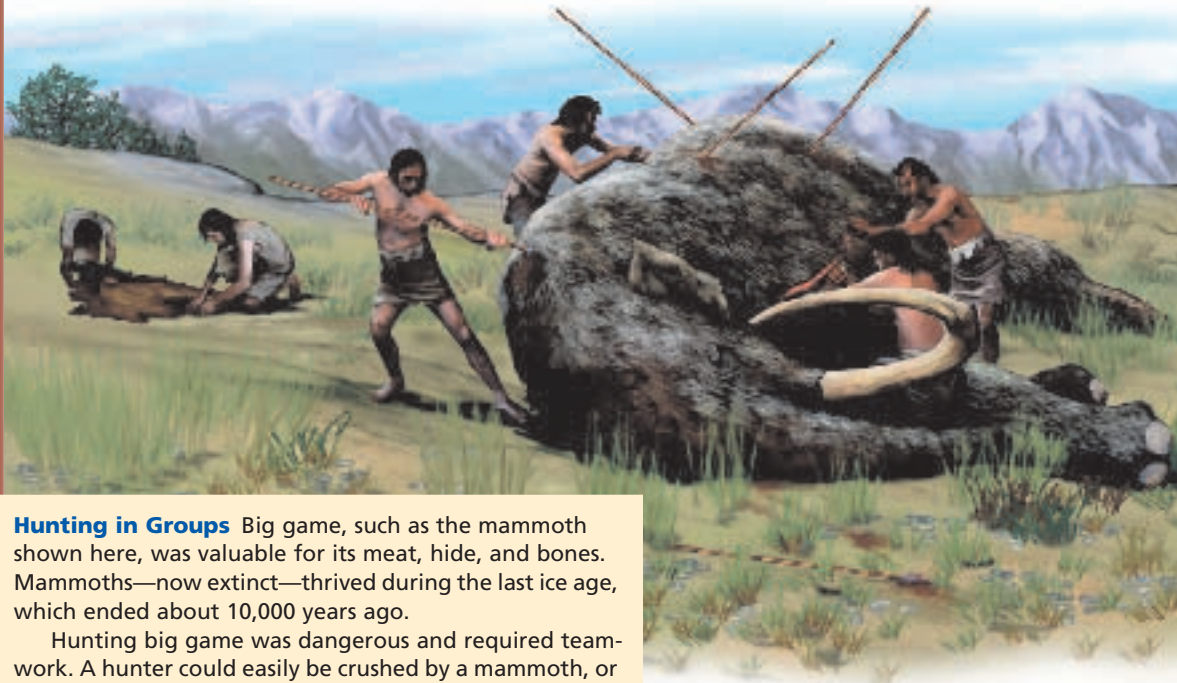
Writing Tip Write an opener for your speech that will grab the listener's attention. Write a list of reasons why bronze tools are better than tools made of copper. Refer to this list when writing your speech.



Focus On Hunter-Gatherers

Spears ready, they hide behind rocks and trees. Their hand axes have been sharpened to a fine edge. They are hungry, and the wait seems endless. Then one of them spies the prey and gives a signal to the group. The hunt is on!

Hunter-gatherers lived in the wild. They built their own shelter and made their own clothes. They ate fruits, roots, leaves, and nuts. When they wanted meat, hunting in groups worked best.



Hunting in Groups Big game, such as the mammoth shown here, was valuable for its meat, hide, and bones. Mammoths—now extinct—thrive during the last ice age, which ended about 10,000 years ago.

Hunting big game was dangerous and required teamwork. A hunter could easily be crushed by a mammoth, or speared by its sharp tusks.

Scientists have different ideas about how such game was hunted. The animals may have been wounded by spears and then lured into hidden pits and killed. Or, hunters may have attacked the animals near watering holes. Some evidence suggests that hunters would herd animals until they were forced over bluffs, falling to their deaths.

The illustration above shows the mammoth being butchered after a hunt. Once the hide was removed, it was stretched and scraped clean. Damaged weapons were then repaired and made ready for the next hunt.



Prehistoric flint tool (left) and flaked stone spear tip (right)



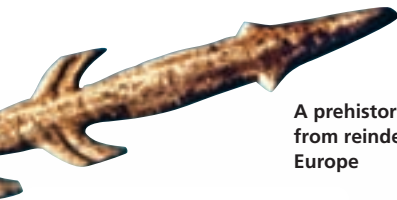
Ancient Art

During the last Ice Age, a time when glaciers covered much of Earth, hunter-gatherers painted animal forms and symbols on cave walls. Charcoal and other materials were used for pigments. Paintings have been found in Africa, Europe, and Australia. The painting above is from a cave in Alsace, France.



Tools

Hunter-gatherers made their own tools and weapons using stone, wood, bone, and animal sinew.



A prehistoric harpoon made from reindeer bone, found in Europe

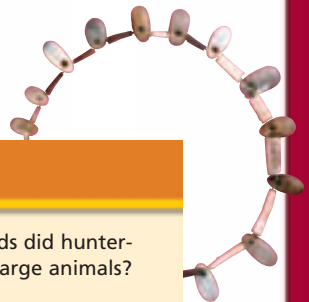


Creating Shelter

Hunter-gatherers lived in caves or human-made shelters. Long ago, hunter-gatherers in parts of Europe made huts of mammoth bones and tusks, like the model shown above. The shelters were probably covered by large animal hides. Firepits, dug into the hut floor, provided heat.

Go Online
PHSchool.com Use Web Code
mup-0815 for an interactivity
on life in the Ice Age.

A shell and bone
necklace found in
Israel



Assessment

Describe What methods did hunter-gatherers use to hunt large animals?

Infer Describe the importance of animals to the survival of hunter-gatherers long ago.

Using Timelines



A wall painting from the ancient city of Knossos, Greece, founded in 2500 B.C.



The post above was used to secure the reins on an animal's harness. It is from the ancient city of Ur, founded in 3500 B.C. in Mesopotamia.

When you study history, you must learn about many different events and the dates on which they occurred. However, a whole page filled with dates can be hard to follow. For that reason, writers often use a simple diagram called a timeline. A timeline shows the order in which events happened. At a glance, a timeline can give you a picture of a certain time period.

Learn the Skill

Refer to page 11 as you follow the steps below.

- 1 **Read the title of the timeline.** The title tells you what the timeline will show.
- 2 **Determine the time span.** Look at the beginning and the end-point of the timeline to determine the time span. If the timeline shows ancient history, it is sometimes divided into two parts. The dates on the left side are marked with the letters *B.C.* The dates on the right side are marked with the letters *A.D.* The letters *B.C.* are an abbreviation of “before Christ” and refer to the years before Jesus’ birth. The letters *A.D.* mean “anno Domini,” which is Latin for “in the year of our Lord.” The letters *A.D.* refer to the time after Jesus’ birth.

Notice that with *B.C.*, you count backward. The numbers get larger as you go backward in time. Also note the letter *c.* before some dates. An abbreviation for the Latin word *circa*, *c.* means “about.” Historians often use *circa* or *c.* before dates.

- 3 **Determine the intervals of time.** A timeline is divided into intervals of time that are marked by vertical lines. Determine how many years occur between the vertical lines. Timelines that show a long span of time have longer intervals, such as 100 or 1,000 years. Timelines that show a short span of time have shorter intervals, such as 10 or 20 years.
- 4 **Study the events on the timeline.** Each event has a date and is connected to the timeline by a dot and a line. Notice when each event happened. Be sure to notice whether a date has more than one event.

Practice the Skill

Use the timeline below to practice the skill.

- 1 Find the title of the timeline. Based on the title, do you think this timeline will show a long or a short time span?
- 2 Determine the time span. Find the beginning of the timeline at the left. Notice that the first date is followed by B.C. Next, find the endpoint of the timeline. Notice that the last date is preceded by A.D. What is the span of time between these two dates?
- 3 Determine the intervals. Look at the dates marked by vertical lines on the timeline. How far is one date from another?
- 4 Study the events on the timeline. Notice the kinds of events that are shown and whether they are connected. How can you tell whether some events occurred closer together than others? Look at the abbreviations used with the dates on this timeline.

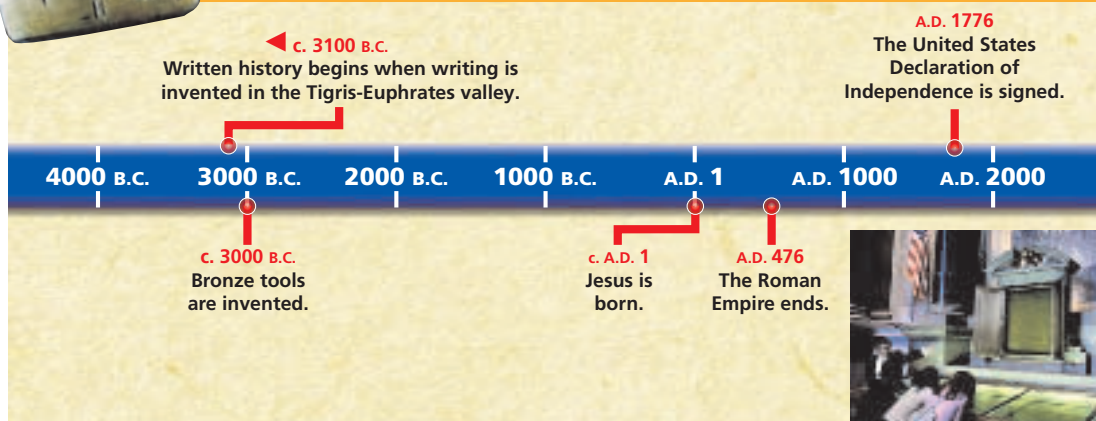
Why is the event “Jesus is born” an important event to show on this particular timeline?

Apply the Skill

Turn to the table titled Early Cities on page 22. Create a timeline based on the information in the table. Follow the steps you used to practice this skill to help you create your timeline.



From Prehistory to Today



National Archives Building, Washington, D.C., which houses the Declaration of Independence

