

NAME _____ **BLOCK** _____

PREHISTORY LEARNING PACKET



WORLD HISTORY

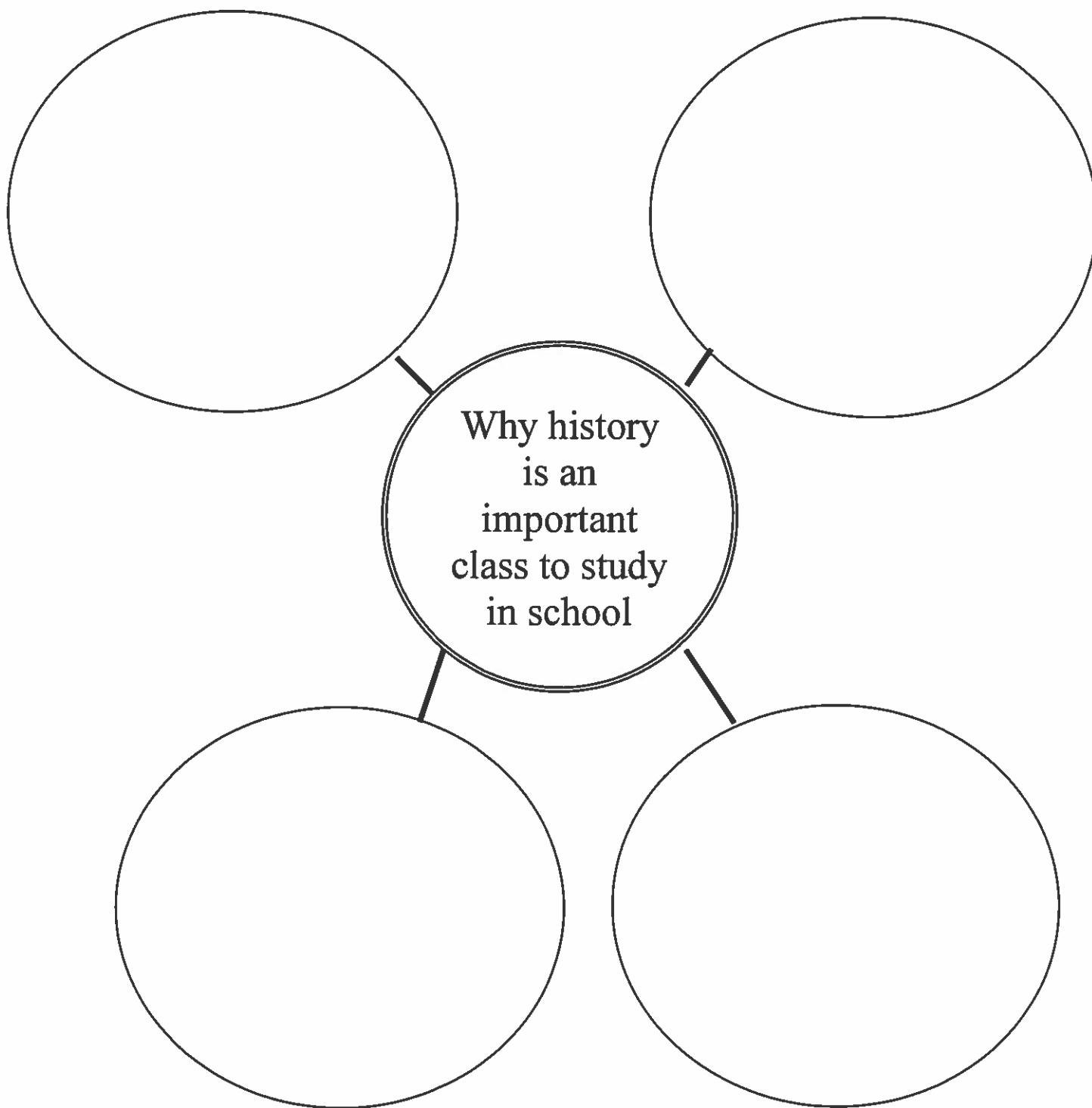


Student Name _____ Period _____

M.A.P. Moment "History Is"

Directions

Use the information in the video "History Is" to complete the assigned task.



World History

Unit: Prehistory/Research Skills for History Day: 2

<p>Questions answered by notes</p> <p>Explain the difference between Prehistory and History</p> <p>What are the sources of information for Prehistory?</p> <ul style="list-style-type: none"> • Anthropologists/Skeletons • Archaeologists/Artifacts • What is culture? • What was prehistoric culture like? • How do we know how old something is? • A different earth/Pangea • Plate Tectonics-constant change 	<p style="text-align: center;">Notes</p>
<p style="text-align: center;">Summary of Notes: (1-2 sentences)</p> <p>Which artifacts from modern culture would best show modern ways of life, beliefs, and values to archaeologists and anthropologists?</p> <p>What do you believe those artifacts would tell them about our culture?</p>	

Name _____

Period _____

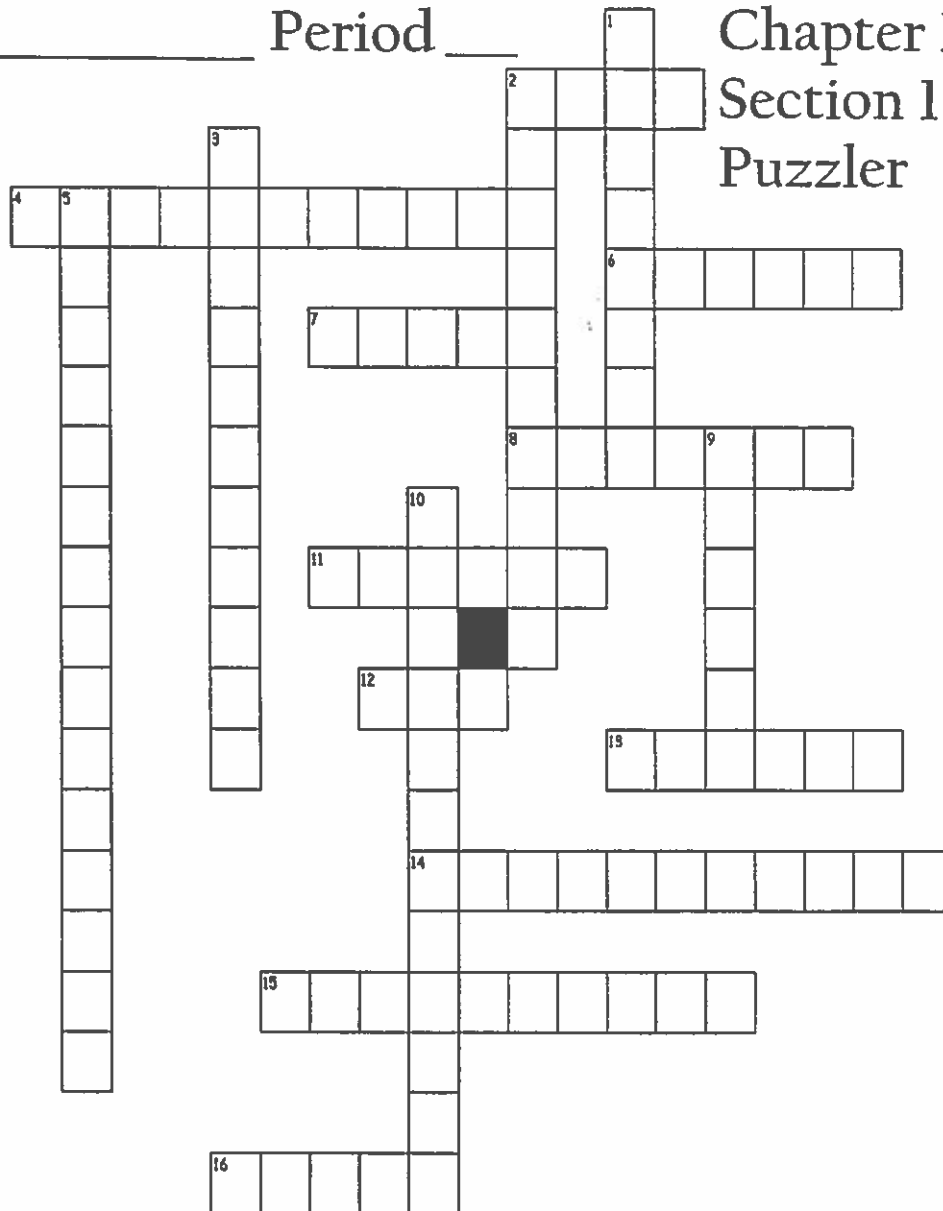
Chapter 1

Section 1

Puzzler

**13 ACROSS**

Big Leakeys

**ACROSS**

2. Archaeologist, Schliemann found this city in Asia Minor after years of digging.21
4. Term that means "Old Stone".22
6. These are people who move from place to place.23
7. In 1879, ancient Stone Age paintings were found in a cave in this country.19
8. French cave which contains over 300 prehistoric paintings of large animals.25

11. The most recent one of these ended around 8000 B.C. (2 words). 24
12. Acronym for deoxyribonucleic acid.21
13. Famous husband and wife archeologists.18
14. This dating process is used to determine the age of artifacts and fossils.20
15. Period before writing was developed.19
16. The first people to live in cold climates found shelter in these.24

DOWN

1. They were the first humans to walk upright and make simple stone tools.21
2. This is the ability for human beings to make things that sustain them and give them some control over their environment.23
3. These were the first people that intestinally made fire (2 words). 24

5. These people study human fossils to determine how people lived.20
9. Homo Erectus were the first humans to leave this continent.21
10. These were the first humans to bury their dead.21

The Discovery of Lucy

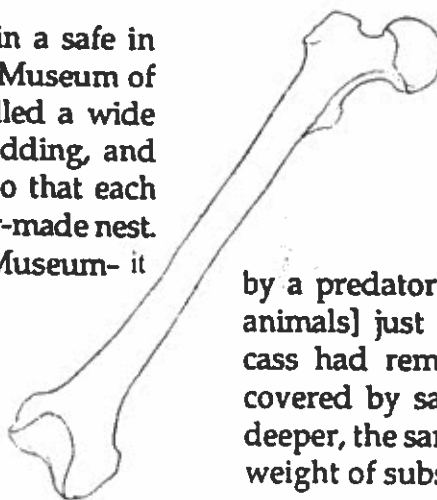
In the mid 1970s, anthropologist Donald Johanson and his colleagues discovered an almost complete hominid skeleton in Hadar, a region in east Africa. Hominids are two-legged primates, including all forms of humans. Johanson called the skeleton Lucy. Analyzing Lucy gave anthropologists new evidence about how hominids lived. In the following excerpt from his book about Lucy, Johanson describes the skeleton and his luck in discovering it.



For five years I kept Lucy in a safe in my office in the Cleveland Museum of Natural History. I had filled a wide shallow box with yellow foam padding, and had cut depressions in the foam so that each of her bones fitted into its own tailor-made nest. Everybody who came to the Museum— it seemed to me—wanted to see Lucy. What surprised people was her small size.

Her head, on the evidence of the bits of skull that had been recovered, was not much larger than a softball. Lucy herself stood only three and one-half feet tall, although she was fully grown. That could be deduced [figured out] from her wisdom teeth, which . . . had been exposed to several years of wear. My best guess was that she was between twenty-five and thirty years old when she died. She had already begun to show the onset [beginnings] of arthritis or some other bone ailment, on the evidence of deformation of her vertebrae. If she had lived much longer, it probably would have begun to bother her.

Her surprisingly good condition—her completeness—came from the fact that she had died quietly. There were no tooth marks on her bones. . . . She had simply settled down in one piece right



where she was, in the sand of a long-vanished lake edge or stream—and died. Whether from illness or accidental drowning, it was impossible to say. The important thing was that she had not been found

by a predator [an animal that feeds on other animals] just after death and eaten. Her carcass had remained inviolate [whole] slowly covered by sand or mud, buried deeper and deeper, the sand hardening into rock under the weight of subsequent depositions [layers]. She had lain silently in her adamant [stone] grave for millennium [one thousand years] after millennium until the rains at Hadar had brought her to light again.

That was where I was unbelievably lucky. If I had not followed a hunch that morning with Tom Gray, Lucy might never have been found. Why the other people who looked there did not see her, I do not know. Perhaps they were looking in another direction. Perhaps the light was different. Sometimes one person sees things that another misses, even though he may be looking directly at them. If I had not gone to Locality 162 that morning, nobody might have bothered to go back for a year, maybe five years. Hadar is a big place, and there is a tremendous amount to do. If I had waited another few years, the next rains might have washed many of her bones down the gully [a hollow worn by running water]. They would have been lost, or at least badly scattered; it



would not have been possible to establish that they belonged together. What was utterly fantastic was that she had come to the surface so recently, probably in the last year or two. Five years earlier, she still would have been buried. Five years later, she would have been gone. As it was, the front of her skull was already gone, washed away somewhere. We never did find it. Consequently, the one thing we really cannot measure accurately is the size of her brain.

Lucy always managed to look interesting in her little yellow nest—but to a nonprofessional, not overly impressive. There were other bones all around her in the Cleveland Museum . . . hundreds of them from Hadar alone. In that stupefying [unbelievable] array of bones, I kept being asked, "What was so special about Lucy? Why had she, as another member of the expedition put it, 'blown us out of our little anthropological minds for months'?"

"Three things," I always answered. "First: what she is—or isn't. She is different from anything that has been discovered and named before. She doesn't fit anywhere. She is just a very old, very primitive, very small hominid. Somehow we are going to have to fit her in, find a name for her."

"Second," I would say, "is her completeness. Until Lucy was found, there just weren't any very old skeletons. The oldest was one of those Neanderthals I spoke of a little while ago. It is about seventy-five thousand years old.

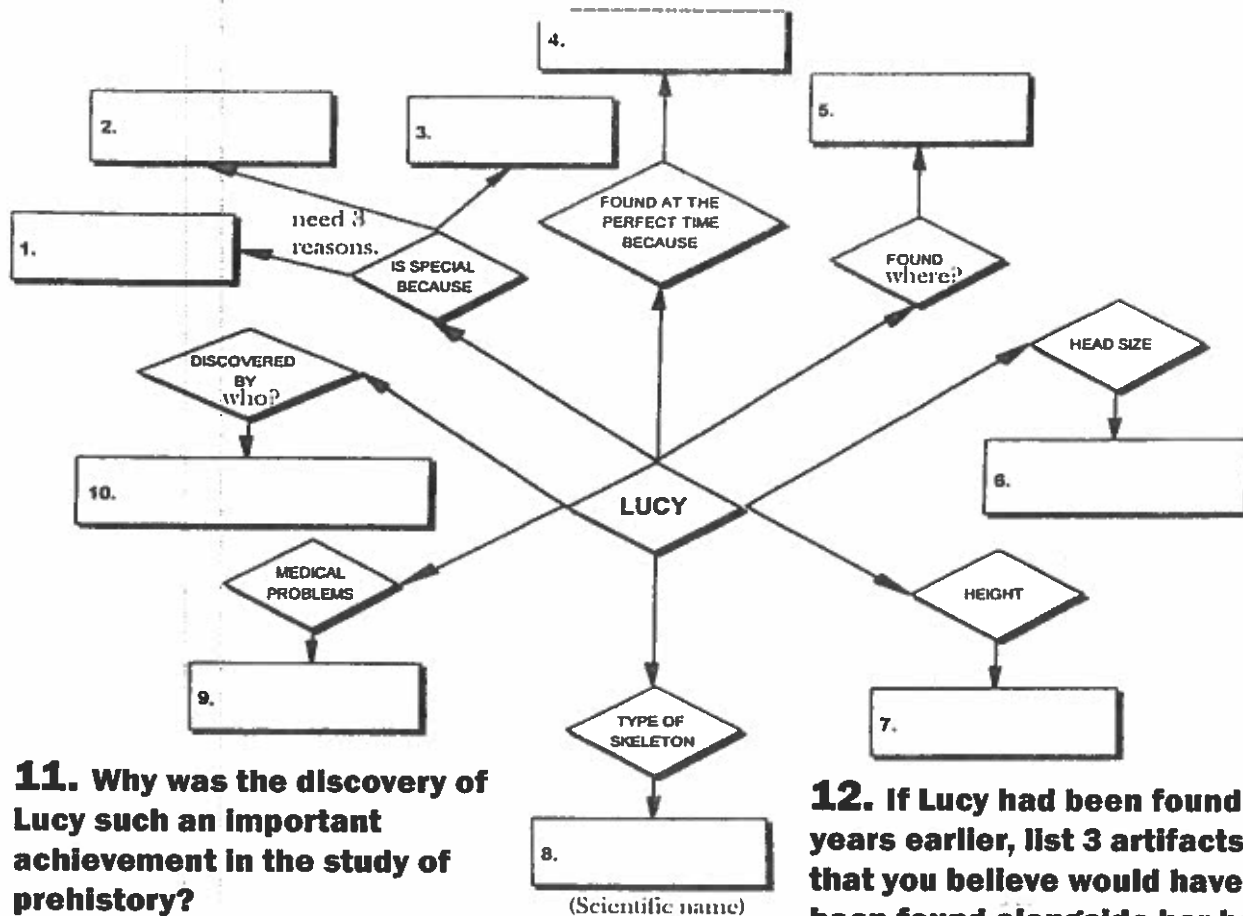
Yes, there *are* older hominid fossils, but they are all fragments. Everything that has been reconstructed from them has had to be done by matching up those little pieces—a tooth here, a bit of jaw there, maybe a complete skull from somewhere else, plus a leg bone from some other place. The fitting together has been done by scientists who know those bones as well as I know my own hand. And yet, when you consider that such a reconstruction may consist of pieces from a couple of dozen individuals who may have lived hundreds of miles apart and may have been separated from each other by a hundred thousand years in time—well, when you look at the complete individual you've just put together you have to say to yourself, 'Just how real is he?' With Lucy you know. It's all there. You don't have to guess.

You don't have to imagine an arm bone you haven't got. You *see* it. You see it for the first time from something older than a Neanderthal."

"How much older?"

"That's point number three. The Neanderthal is seventy-five thousand years old. Lucy is approximately 3.5 million years old. She is the oldest, most complete, best-preserved skeleton of any erect-walking human ancestor that has ever been found."

That is the significance of Lucy; her completeness and her great age . . . make her unique in the history of hominid fossil collecting.





Student Name _____ Block _____

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M.A.P. Moment "Pangaea"

Directions

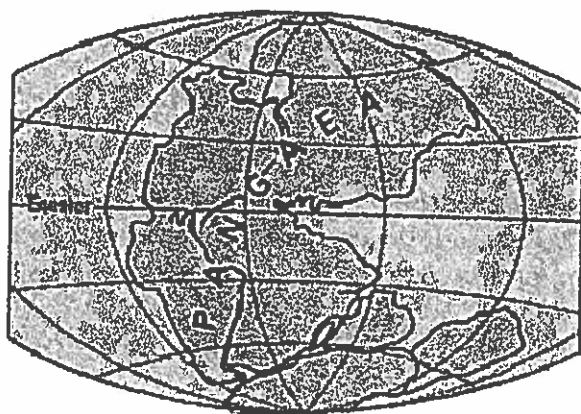
Use the information in the reading and maps to complete the following questions.

The Pangaea theory is one that states that all present continents were once together and collectively known as a "super continent" called a Pangaea. The word "Pangaea" means "all lands" in Greek, accurately defining the way the continents were 200 millions years ago before it split up. These split-up pieces drifted slowly apart and became the way they are today. Even until now, the shape of the Earth surface is still changing, and it will be forever, as long as the mantle underneath the Earth's crust gets heated and convection currents in the magma keeps dragging the plates. The theory of how the plates have dragged the continents apart is known as continental drift.

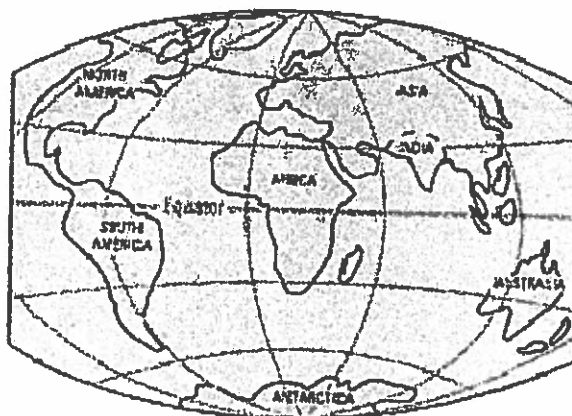
The surface of the Earth is broken into rigid plates. These plates are 100 to 120 kilometers thick and include the crust and a small part of the upper mantle. Many plates contain both continental and oceanic crust. Scientists often refer to this crust/upper mantle layer as the lithosphere. The plates sit on top of a softer, more plastic layer of the mantle called the asthenosphere (from the Greek word "weak").

There are 12 major plates plus a number of minor ones. The plates are named after the regions where they are located. The North American plate, the Pacific plate, and the Caribbean plate are examples.

All of the plates are in constant motion, some moving faster than others. They move in different directions at about the same rate as your fingernails grow, approximately five centimeters each year on average. That might seem slow, but over millions of years; the plates and the continents riding on them move a long way.



PERMIAN
225 million years ago



PRESENT DAY

RT (Right There) When did Pangaea exist?

TS (Think and Search) List FOUR facts from the reading about (Tectonic) plates.

OYO (On Your Own) Using the maps provided to you, explain what you believe the Earth will look like in 100 million years.

World History
Unit Prehistory/Research Skills for History Day 4

<p>Questions answered by notes</p> <p>Early Humanlike Creatures/ The First People</p> <ul style="list-style-type: none"> • Eastern Africa/Lucy • Skeletal evidence • Differences to today's humans 	<p>Notes</p>
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	Early Humanlike Creatures	The First People
Physical characteristics		
Where they Lived		
Tools they Used		
Important Accomplishments		

Sequential Order Worksheet

In order to understand what you are reading, you must be able to arrange events in sequential order. This means organizing the events into a logical, orderly pattern based on when they happened. Creating a time line is one of the best ways to arrange events sequentially. A time line is a graphic illustration that shows events in order of occurrence over a particular period of time. It is easier to understand the order of events and their relationship to one another if the events are seen in chronological sequence on a time line.

* Learning to Arrange Events in Sequential Order

Use the following steps to understand how events are arranged in sequential order on a time line:

- Read the time line's title to determine its purpose.
- Look at the span of years and the number of events.
- Identify the relationships among the events.
- Draw conclusions or inferences from your study.

• Practicing the Skill

Study the example of a time line below to complete the activity that follows.

Prehistoric Times

- | | |
|-------------------|---|
| c. 2,500,000 B.C. | Early humans made the first stone tools. |
| c. 1,400,000 B.C. | Early humans discover fire. |
| c. 100,000 B.C. | Neanderthals spread from Africa into Europe and Asia. |
| c. 50,000 B.C. | Early humans acquire language. |
| c. 10,000 B.C. | Last Ice Age ends. |
| c. 8,000 B.C. | Agriculture begins in various places. |
| c. 5,500 B.C. | Humans invent writing. |

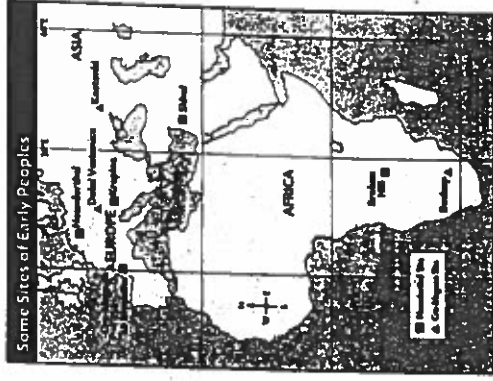
Using the time line above, answer the following questions.

- Which event occurred first?
 - ending of the last Ice Age
 - rise of agriculture
 - discovery of fire
 - acquiring of knowledge
- Which entry on the time line comes before "Early humans discover fire"?
 - "Humans invent writing"
 - "Last Ice Age ends"
 - "Early humans make the first stone tools"
 - "Early humans acquire language"

World History- Test Practice

Directions- Choose the best answer to each of the following multiple-choice questions. If you have trouble answering a question, use the process of elimination to narrow your choices. Circle the answer that you believe is correct.

Use the map below and your knowledge of History to answer questions 1 and 2.



- absolute location
- accurate size of continents
- true direction
- elevation

Test Taking Tip: A Mercator projection is one way of representing a round Earth on a piece of paper. It is made by wrapping a piece of paper around a globe and tracing the features. The parts of the map that are farthest from the Equator become distorted on this type of map. However, it does show true direction (this type of map is often used by sailors) so answer H can be eliminated.

3. During the Neolithic Revolution, people settled in communities instead of wandering as nomads. Which of the following was the most important factor in bringing about this change?

- The invention of stone hunting tools
- The shift from a hunting to an agricultural society
- The use of fire for cooking and warmth
- The creation of calendars

Test Taking Tip: Remember to choose the most important factor. For example, the invention of hunting tools may have improved people's living conditions, but since hunters are usually nomadic-travelling to where the food supply is- answer A cannot be the most important factor.

1. Which Neanderthal site is northeast of Broken Hill?

- Dolni Vestonice
- Boskop
- Sikhul
- Kostenki

Test Taking Tip: In order to determine relative Location, look for a compass rose or an arrow Pointing to N (north). Since northeast is an Intermediate direction, you will first need to Determine north and east. Northeast will be In between these two directions.



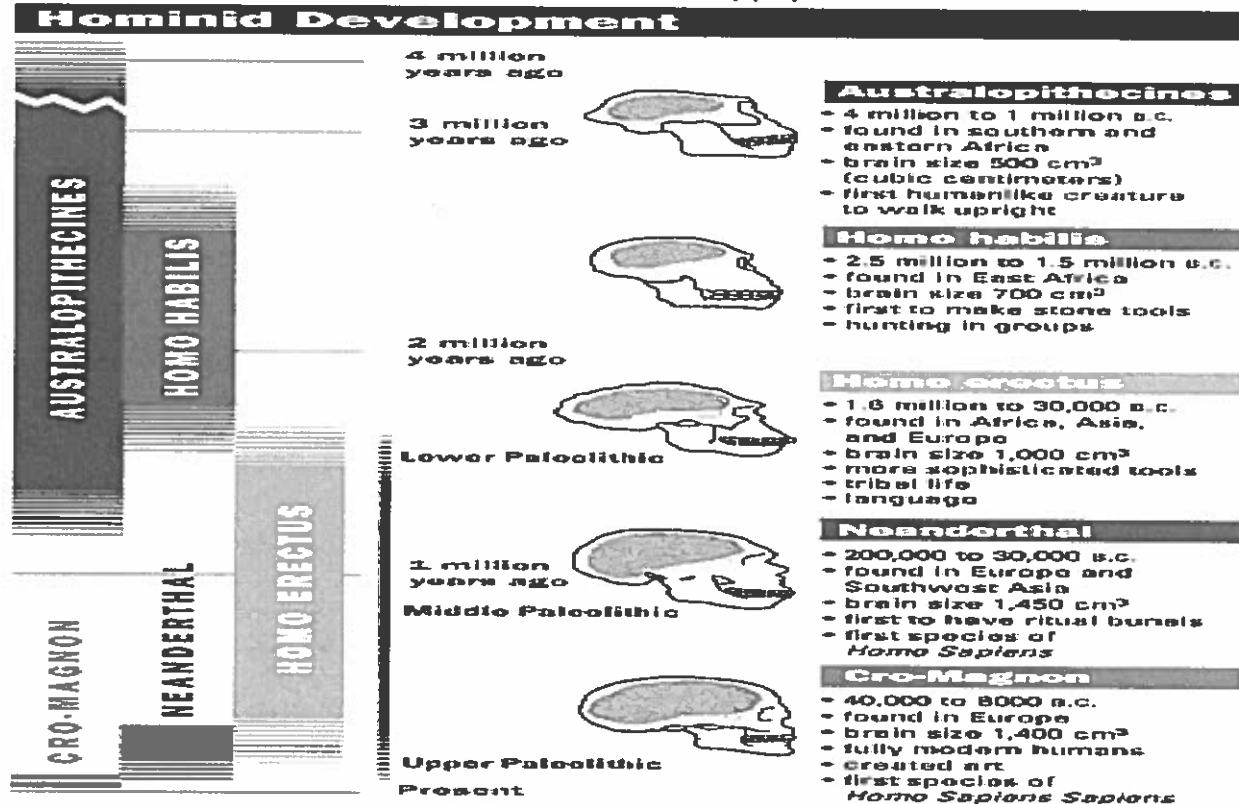
M.A.P. Moment "Before History"

Directions

Use the information in the reading and timeline to complete the following questions.

Prehistory is the period of human history before writing was developed. Because there are no writings to tell us what happened during this time, scientists must study other things to learn about early humans. Archaeology is the study of past societies through an analysis of what people left behind. Archaeologists dig up and study the tools, pottery, paintings, weapons, buildings, and household items that people used. These objects are called artifacts. Anthropology is the study of human life and culture. Anthropologists use artifacts and human fossils (the remains of humans) to find out how early people lived.

Archaeologists and anthropologists use scientific methods to help them with their work. For example, they learn what early people ate by analyzing the bones, skins, and plant seeds they find. They also need to determine how old the objects are. This is called dating a find. One method is radiocarbon dating. This method dates (determines the age of) an object by measuring the amount of radioactive carbon (C-14) left in it. This method can only be used for dating objects that are less than 50,000 years old. Scientists have also begun to use biological methods, such as DNA testing, to learn more about the lives of early people.



RT (Right There) Which two types of scientists help us learn information about history?

TS (Think and Search) Describe how radiocarbon dating helps these scientists.

AY (Author and You) Explain why learning about humans before the development of writing is vague.

World History

Unit: Prehistory/Research Skills for History Day: 5

Questions answered by notes

- Ice Ages Info

- Staying Warm

- Land Bridges

- Far From the Equator

	Neanderthal People	Euro-Magnon People
Physical characteristics		
Where they Lived		
Tools they Used		

Summary of Notes: (1-2 sentences)

Period

- # Frozen Treasure

Bronze Age Body Found In Glacier

Ice man

From page one

Flashed by the wind and preserved in ice. Scientists said he had been nibbled by animals, but only slightly.

They were hoping to find more pieces of ancient equipment or clothing belonging to the dark-brown man, who appears to have been between 20 and 40 years old and measured 5 feet.

Tattoos in the form of crosses and lines were found on the corner's skin.

"The man wore weatherproof clothing of leather and fur, lined with bay. The fine leather is tanned, the pieces stitched together with fine thong,"

"His equipment consisted of a sort of wooden backpack, a leather pouch hanging from his belt with a five-foot, probably a bow, a stone rectangle, a

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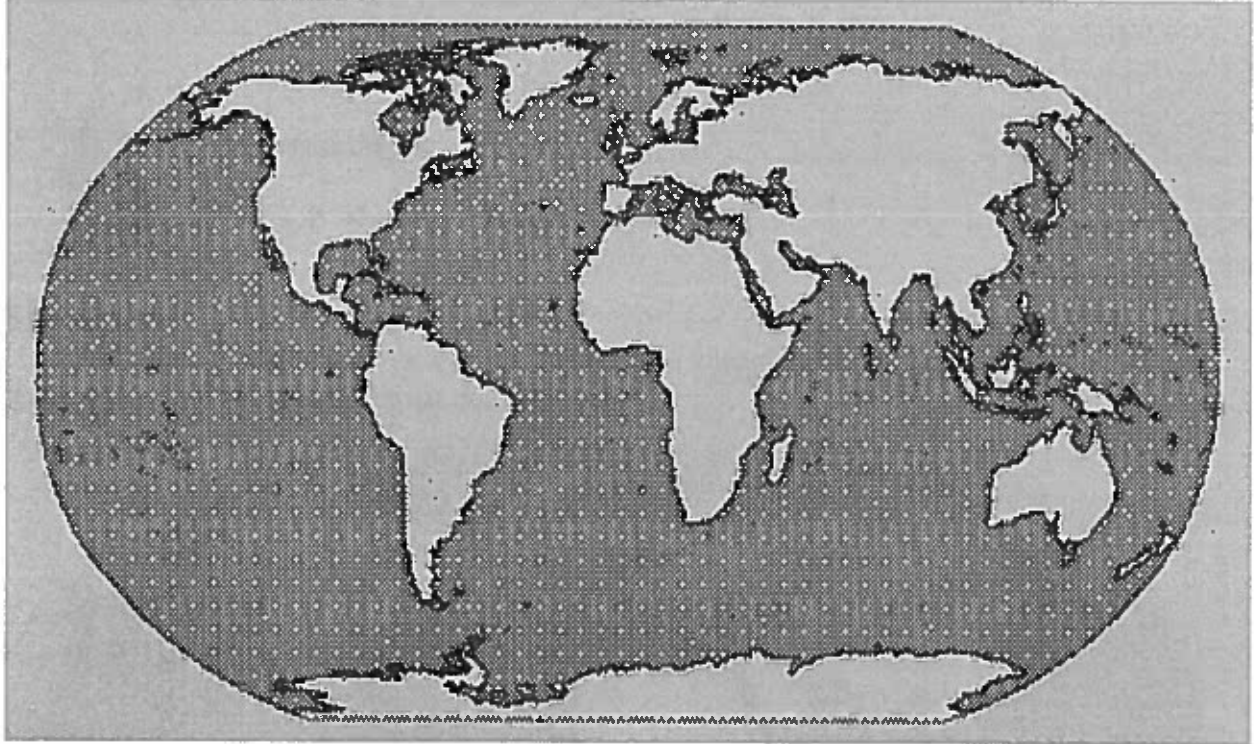
Student Name _____ Block _____

M.A.P. Moment "World Maps"

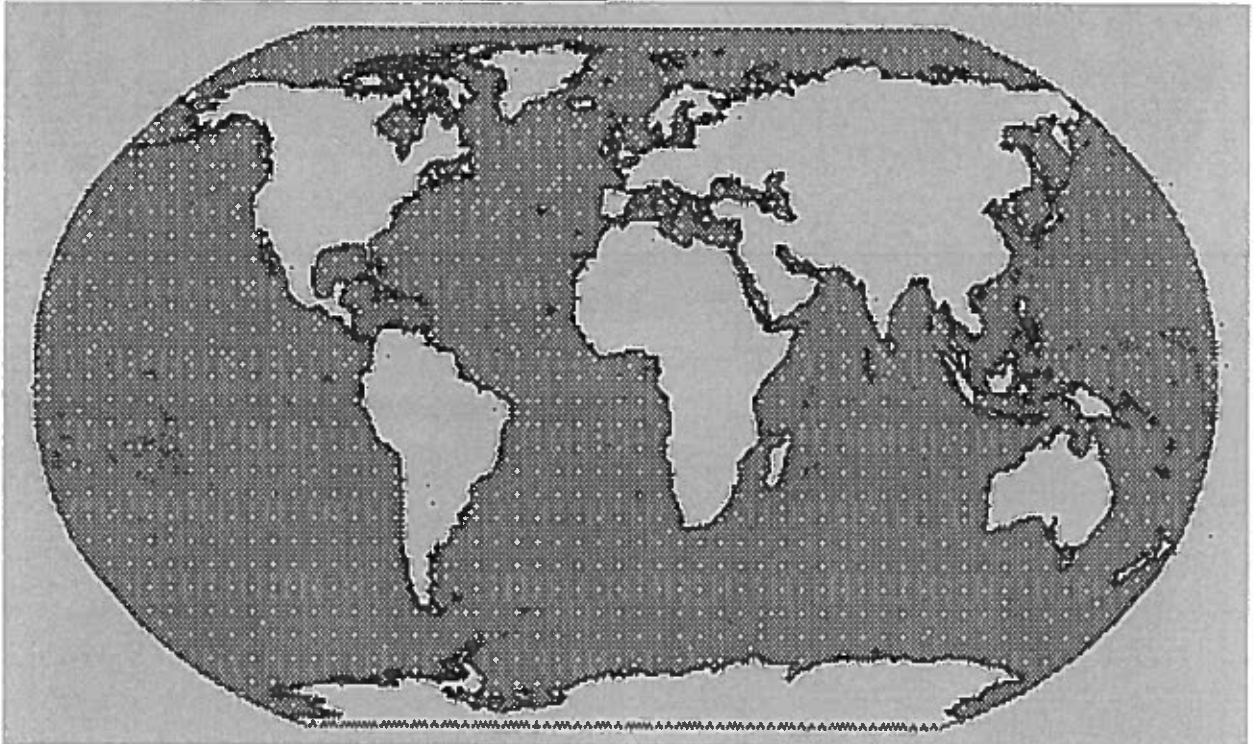
Directions

Use the information in your textbook to complete the assigned tasks.

Task #1- Label all continents on the map below.



Task #2- Label all oceans on the map below.



World History

Unit: Prehistory/Research Skills for History Day: 6

Questions answered by notes

<p>Cro-Magnon-</p> <ul style="list-style-type: none"> • 35,000 years ago • Hunters • Antarctica <p>Middle Stone Age-</p> <ul style="list-style-type: none"> • Last Ice Age • Animals • Unintentional Agriculture <p>New Stone Age-</p> <ul style="list-style-type: none"> • Intentional Agriculture • Domestication of Animals • Permanent Settlements • Neolithic Revolution 	<p>Notes</p>
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Lifestyle	Advantages	Disadvantages
<p>Settled Communities</p>		

Summary of Notes: (1-2 sentences)

Mysteries of Mankind Video

Choose the best answer to the questions below.

Name _____

1. According to the video, what is the mother of all inventions?
a. fire b. ship c. tool d. wheel
2. Most research and information on human ancestors has been obtained in the past
a. 20 years b. 30 years c. 40 years d. 50 years
3. Raymond Dart found a skull of an early humanlike creature in
a. Africa b. Asia c. Europe d. Australia
4. Olduvai Gorge is better known as the Grand Canyon of _____
a. Africa b. Humans c. History d. Evolution
5. Louis and Mary Leakey discovered a skeleton of a _____ in 1959.
a. young child b. adult male c. adult female d. teenage boy
6. The skeleton found by the Leakeys was dated at _____ million years old.
a. One b. Two c. Three d. Four
7. Dr. Vincent Sarich used genetics to show that chimpanzees and humans are _____.
a. 69% alike b. 79% alike c. 89% alike d. 99% alike
8. Scientist Jane Goodall found many similarities between humans and
a. Lizards b. Leopards c. Chimpanzees d. Elephants
9. The 3 million year old skeleton, Lucy, showed that she weighed about
a. 40 lbs. b. 50 lbs. c. 70 lbs. d. 90 lbs.
10. What does anthropologist, John Gurche do to pre-human skulls?
a. Piece them together b. Estimate brain size c. Sculpt their faces
11. What did Dr. Mary Leakey find in hardened volcanic ash in 1978?
a. 3 ½ million year old handprints b. 3 ½ million year old footprints
12. Richard Leakey found a skeleton of a _____ year old boy about 1 ½ million years old.
a. Eight b. Ten c. Twelve d. Fourteen

13. Human Erectus was the first pre-human to do what?
a. Bury dead b. Use fire c. Hunt food d. Grow food
14. Dr. Toth found that early humans used tools to what?
a. Start fires b. Plant crops c. Draw d. Skin animals
15. Homo Erectus DID NOT move to which area around 1 million years ago?
a. China b. Java c. Southern Europe d. North America
16. Neanderthals lived in what places?
a. Caves b. Huts c. Igloos d. Brick houses
17. Neanderthals were the first pre-humans to do what?
a. Skin animals b. Bury dead c. Use ships d. Build cities
18. Around 30,000 years ago, early humans used this for communication.
a. Speak languages b. Create artwork c. Write dictionaries
19. Dr. Cann used DNA to determine that all humans can trace their origins back to
a. Europe b. Asia c. North America d. Africa
20. How old is the scientific field of Anthropology?
a. 50 years b. 100 years c. 150 years d. 200 years
21. Which of these tools from the Old Stone Age probably developed first?

A.  ?

B.  ?

C.  ?

D.  ?

Archaeological Discovery Performance Event

HELPFUL HINTS

Directions: You are on an archaeological team that has just made a new discovery. Write a letter to the head of the team telling whether the discovery is from the Old Stone Age, the New Stone Age, or one of the four River Valley Civilizations. Base your opinion on your knowledge of the ancient civilizations listed above. In your letter, describe the artifacts you discovered and give at least five reasons telling how you know the artifacts are from the civilization you specified.

Step 1: Choosing your time period

Choose the era from which your artifacts originated (Old Stone Age, New Stone Age, one of the four River Valley Civilizations.)

Step 2: Identify Artifacts and justify their origin

Use the questions below to help you first identify objects from your chosen time period. Secondly, use the questions below to help you justify your claim that the artifacts originated from a particular point in history/prehistory.

Questions...

- What is the age of the artifact or what is the level of deterioration?
- Did you use any process to date the artifact such as radiocarbon dating, DNA testing, etc?
- Where was the artifact found (Africa, Asia, Europe, Egypt, Iraq, etc)?
- How deep in the soil was the artifact discovered?
- Were there any bones located near your artifacts? If so, can you classify the species of bone ("Southern ape, Homo Erectus, Homo Sapien)?
- Were there any traces of fire, writing (pictograms, hieroglyphics, or cuneiform), tools (stone, bronze, etc.), or weapons (stone arrow heads, spear, copper, bronze, etc.)?
- If you chose one of the first river valley civilizations, are there any clues that show that your artifact was made by people who had advanced technical skills, development of a calendar, some form of government, or division of labor.

Using a Time Line to Understand B.C. and A.D.

Directions

About 10,000 years ago, important changes occurred in the way prehistoric people lived. Place the events below on the time line in chronological order by drawing arrows to their correct location. Once you complete the time line, answer the questions on the following page.

- | | |
|--|-------------|
| 1. First Civilizations begin in four great river valleys: Nile; Tigris-Euphrates; Indus; Huang He (3000 B.C.) | 10,000 B.C. |
| 2. Beginning of Neolithic Age (8000 B.C.) agriculture; better tools and weapons; domestication of animals | 8,000 B.C. |
| 3. First forms of writing appear (3500 B.C.) | 7,000 B.C. |
| 4. Irrigation agriculture in river valleys (4500 B.C.) | |
| 5. The wheel is invented (3000 B.C.) | |
| 6. Early farming villages exist at Jarmo and Catal Huyuk (7000 B.C.) | 3,000 B.C. |
| 7. The Bronze Age in Nile and Tigris-Euphrates valleys (3000 B.C.); people invent bronze tools, marking end of Stone Age | 1,200 B.C. |
| 8. Beginning of Iron Age in Southwest Asia (1200 B.C.) | |
| 9. You were born (_____ A.D.) | A.D. 2000 |

Directions

Answer these questions after completing the Time Line on the previous page.

1. What period of time does this time line cover? _____
2. When did the Neolithic Age take place? _____
3. What important changes took place during the Neolithic Age? _____

4. How long after the invention of the wheel did writing appear? _____
5. When did the first farming villages spring up? _____
6. How many years after the appearance of the first farming villages at Jarmo and Catal Huyuk did the first civilizations develop? _____
7. What century marked the end of the Stone Age? _____
8. When did the Bronze Age begin? _____
9. Which occurred first, irrigation agriculture or the beginning of first civilizations? _____
10. What important event occurred in 1200 B.C.? _____
11. In what year were you born? _____
12. How long had humans been writing before you were born? _____

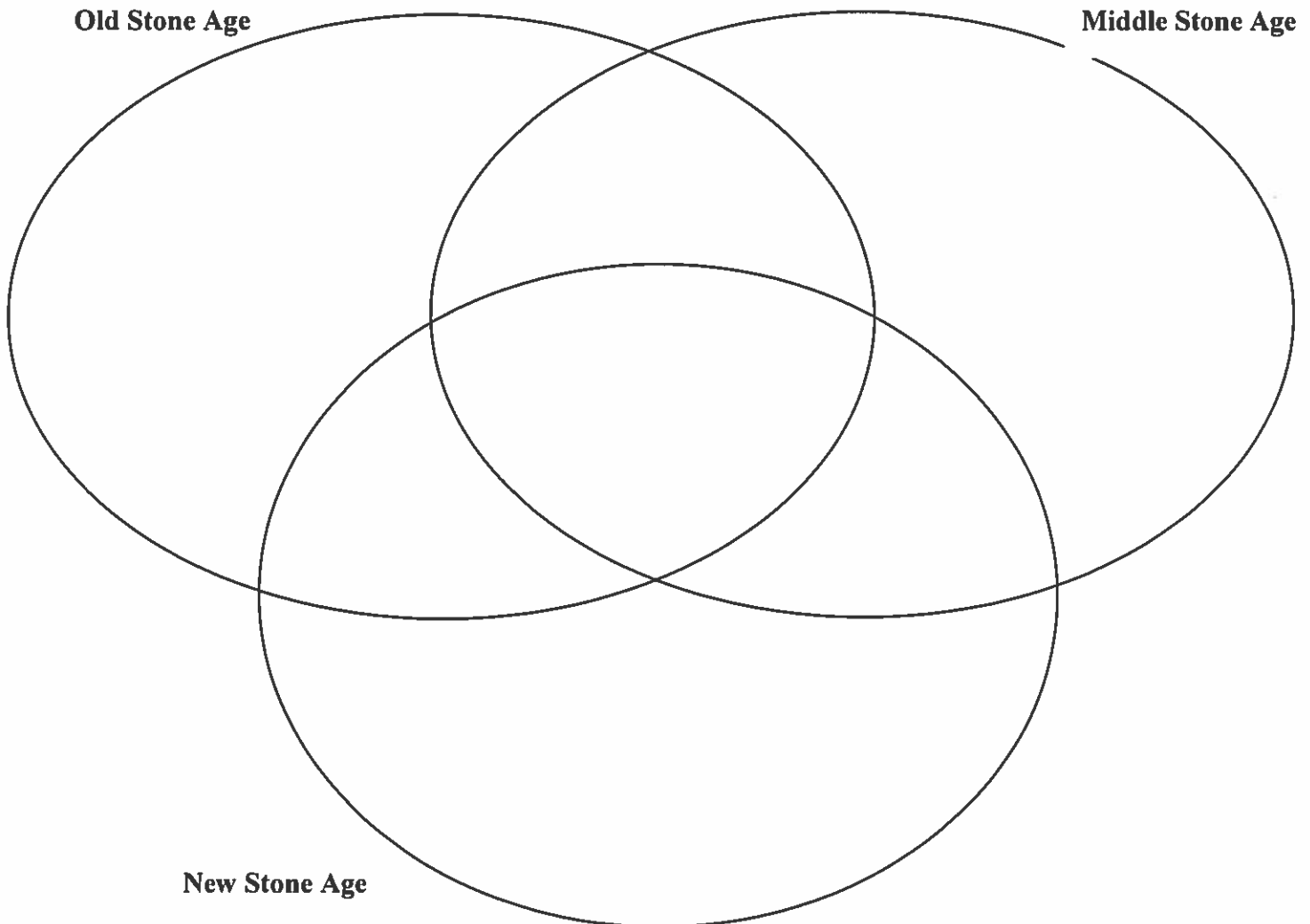


Student Name _____ Block _____

M.A.P. Moment "Stone Age Achievements"
Directions

Use the information below to complete the Venn Diagram at the bottom of the page.

Old Stone Age "Paleolithic"	Middle Stone Age	New Stone Age "Neolithic"
<ul style="list-style-type: none"> • 150,000 to 10,000 years ago • Weapons made of stone and wood • Hunted and fished for food • Sewed clothing of animal skins • Some lived in caves or other natural shelters • Used fire for warmth and cooking 	<ul style="list-style-type: none"> • 10,000 to 8,000 years ago • Weapons, food sources, clothing, living sites, and cooking remained the same as the Old Stone Age • Certain animals are domesticated (dogs and goats) 	<ul style="list-style-type: none"> • 8,000 to 6,000 years ago • Farming begins • Many animals are raised by humans and domesticated • Baskets are woven from plants • Clothing is made from plant fibers and wool • Clay pottery is made • Wheel is invented

Complete the Venn Diagram below.


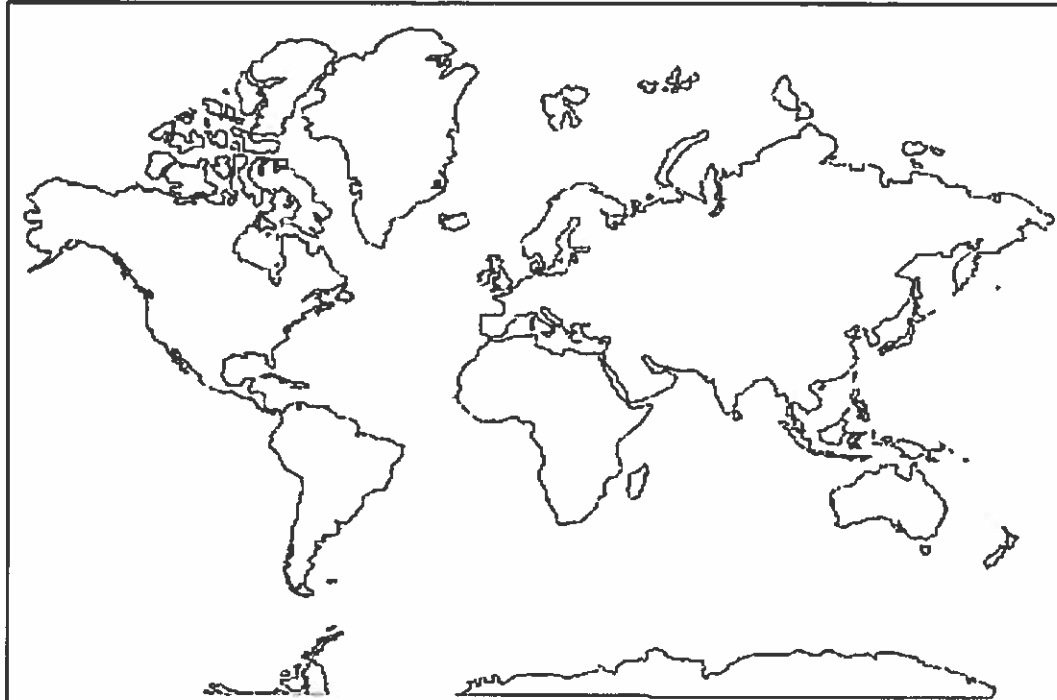
World History
Unit Prehistory/Research Skills for History Day 7

Questions answered by notes

Notes

4 River Valleys

WORLD



Characteristics of a Civilization

Summary of Notes: (1-2 sentences)

Consider the area that you live in today. What role has geography played in how your area has developed physically, commercially, and culturally?

Archaeological Discovery Name _____
Student Response Sheet
Performance Event Block _____

World History
Unit Prehistory/Research Skills for History Day 8

Questions answered by notes	Notes
Solutions for infrequent rainfall:	
Solutions for too much rainfall:	
Governments were created to-	
Division of Labor-	
Development of Calendars-	
Development of writing/Steps-	
<p style="text-align: center;">Summary of Notes: (1-2 sentences)</p> <p>Why is writing such an important accomplishment in human history?</p>	

