

# The Stone Ages and Early Cultures



## California Standards

### History—Social Science

**6.1** Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.

### Analysis Skills

**CS 1** Understand how events are related in time.

**HI 1** Explain central issues and problems from the past.

### English—Language Arts

**Writing 6.1.2** Conclude with a detailed summary linked to the purpose of the composition.

**Reading 6.2.4** Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.

### FOCUS ON WRITING



**A Storyboard** Prehistoric humans did not write. However, they did carve and paint images on cave walls. In the spirit of these images, you will create a storyboard that uses images to tell the story of prehistoric humans. Remember that a storyboard tells a story with simple sketches and short captions.



### 4–5 million

Early humanlike creatures called *Australopithecus* develop in Africa.

### 5 MILLION YEARS AGO



### 2.6 million

Hominids make the first stone tools.

### History's Impact

▶ video series

Watch the video to understand the impact of the early human migrations to North America.



#### What You Will Learn...

In this chapter you will learn about the earliest people. You will see how they learned to make tools, hunt, gather food, and even create art. The cave painting above is in France and is more than 15,000 years old!

**500,000**

By this time, hominids live all across Europe.

**11,000**

Humans occupy all of the continents except Antarctica.

**8,500**

More than 5,000 people live in Çatal Hüyük, Turkey.



**500,000 YEARS AGO**

**11,000 YEARS AGO**

**5,000 YEARS AGO**



**200,000**

The first modern humans appear in Africa.

**10,000**

Ice ages end. People begin to develop agriculture.



Economics

Geography

Politics

Religion

Society  
and Culture

Science and  
Technology

**Focus on Themes** In this chapter you will learn about the earliest humans and how they lived. You will read about scientists who work constantly to learn more about this mysterious time. As you read, you will see the beginnings of human

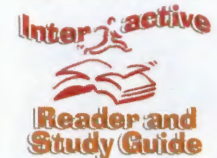
**society and culture**—the making of tools, the use of fire, and the creation of language. You will also read about the **geography** of the world and how it shaped where and how early people lived.

## Chronological Order

**Focus on Reading** History, just our like our lives, can be seen as a series of events in time. To understand history and events, we often need to see how they are related in time.

**Understanding Chronological Order** The word **chronological** means “related to time.” Events discussed in this history book are discussed in **sequence**, in the order in which they happened. To understand history better, you can use a sequence chain to take notes about events in the order they happened.

Additional reading support can be found in the



### Sequence Chain



Writers sometimes signal chronological order, or sequence, by using words or phrases like these:

*first, before, then, later, soon, after, before long, next, eventually, finally*



**HSS Analysis CS 1** Understand how events are related in time.

**ELA Reading 6.2.4** Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.

# Key Terms and People

## You Try It!

The following passage is from the chapter you are about to read. Read the sentences carefully and think about order of events.

### Scientists Study Remains

One archaeologist who made important discoveries about prehistory was Mary Leakey. In 1959 she found bones in East Africa that were more than 1.5 million years old. She and her husband, Louis Leakey, believed that the bones belonged to a hominid, an early ancestor of humans . . .

In 1974 anthropologist Donald Johanson found bones from another early ancestor . . . Johanson named his find Lucy. Tests showed that she lived more than 3 million years ago . . .

In 1994 anthropologist Tim White found even older remains. He believes that the hominid he found may have lived as long as 4.4 million years ago.

*From  
Chapter 2,  
pages  
28–29*

After you read the sentences, answer the following questions.

1. Draw a three-part sequence chain on your own paper.
  - a. What are the three dates that tell you the chronological order of the three discoveries?
  - b. Where do the discoveries go in your sequence chain?
2. Study the sequence chain you've made. Leakey made her find in 1959. The bones she found were about 1.5 million years old. Johanson found bones in 1974 that were more than 3 million years old. White made his find in 1994 and the bones he found were 4.4 million years old. Why do you think that as time continued anthropologists were able to find older and older bones?
3. Create another sequence chain. Sequence the discoveries in the order of the age of the bones, oldest to youngest.

## Chapter 2

### Section 1

- prehistory (p. 28)
- hominid (p. 28)
- ancestor (p. 28)
- tool (p. 30)
- Paleolithic Era (p. 31)
- society (p. 33)
- hunter-gatherers (p. 33)

### Section 2

- migrate (p. 36)
- ice ages (p. 36)
- land bridge (p. 36)
- Mesolithic Era (p. 38)

### Section 3

- Neolithic Era (p. 41)
- domestication (p. 41)
- agriculture (p. 42)
- megaliths (p. 42)

### Academic Vocabulary

Success in school is related to knowing academic vocabulary—the words that are frequently used in school assignments and discussions. In this chapter, you will learn the following academic words:

- distribute (p. 33)
- development (p. 42)

As you read Chapter 2, look for words that indicate the order in which events occurred.

# The First People

## If YOU were there...

You live 200,000 years ago, in a time known as the Stone Age. A local toolmaker has offered to teach you his skill. You watch carefully as he strikes two black rocks together. A small piece flakes off. You try to copy him, but the rocks just break. Finally you learn to strike the rock just right. You have made a sharp stone knife!

## How will you use your new skill?

**BUILDING BACKGROUND** Over millions of years early people learned many new things. Making stone tools was one of the earliest and most valuable skills that they developed. Scientists who study early humans learn a lot about them from the tools and other objects that they made.

## Scientists Study Remains

Although humans have lived on the earth for more than a million years, writing was not invented until about 5,000 years ago. **Historians call the time before there was writing prehistory.** To study prehistory, historians rely on the work of archaeologists and anthropologists.

One archaeologist who made important discoveries about prehistory was Mary Leakey. In 1959 she found bones in East Africa that were more than 1.5 million years old. She and her husband, Louis Leakey, believed that the bones belonged to an early **hominid** (HAH-muh-nuhd), an early ancestor of humans. **An ancestor is a relative who lived in the past.**

In fact, the bones belonged to an Australopithecus (aw-stray-loh-PI-thuh-kuhs), one of the earliest ancestors of humans. In 1974 anthropologist Donald Johanson (joh-HAN-suhn) found bones from another early ancestor. He described his discovery:

“We reluctantly headed back toward camp ... I glanced over my right shoulder. Light glinted off a bone. I knelt down for a closer look ... Everywhere we looked on the slope around us we saw more bones lying on the surface.”

—Donald Johanson, from *Ancestors: In Search of Human Origins*

## What You Will Learn...

### Main Ideas

1. Scientists study the remains of early humans to learn about prehistory.
2. Hominids and early humans first appeared in East Africa millions of years ago.
3. Stone Age tools grew more complex as time passed.
4. Hunter-gatherer societies developed language, art, and religion.

### The Big Idea

Prehistoric people learned to adapt to their environment, to make simple tools, to use fire, and to use language.

### Key Terms

prehistory, p. 28

hominid, p. 28

ancestor, p. 28

tool, p. 30

Paleolithic Era, p. 31

society, p. 33

hunter-gatherers, p. 33



**HSS 6.1.1** Describe the hunter-gatherer societies, including the development of tools and the use of fire.

## Early Hominid Sites



### AFRICA

● Australopithecus remains found

0 300 600 Miles  
0 300 600 Kilometers



Donald Johanson discovered the bones of Lucy, an early hominid that lived more than 3 million years ago.



Mary Leakey found some of the earliest ancestors of humans in Olduvai Gorge.

### GEOGRAPHY SKILLS

#### INTERPRETING MAPS

**Location** On which continent are all of these sites located?

Johanson named his find Lucy. Tests showed that she lived more than 3 million years ago. Johanson could tell from her bones that she was small and had walked on two legs. The ability to walk on two legs was a key step in human development.

In 1994 anthropologist Tim White found even older remains. He believes that the hominid he found may have

lived as long as 4.4 million years ago. But some scientists disagree with White's time estimate. Discoveries of ancient bones give us information about early humans and their ancestors, but not all scientists agree on the meaning of these discoveries.

**READING CHECK** **Drawing Inferences** What can ancient bones tell us about human ancestors?

## Hominids and Early Humans

Later groups of hominids appeared about 3 million years ago. As time passed they became more like modern humans.

In the early 1960s Louis Leakey found hominid remains that he called *Homo habilis*, or “handy man.” Leakey and his son Richard believed that *Homo habilis* was more closely related to modern humans than Lucy and had a larger brain.

Scientists believe that another group of hominids appeared in Africa about 1.5 million years ago. This group is called *Homo erectus*, or “upright man.” Scientists think these people walked completely upright like modern people do.

Scientists believe that *Homo erectus* knew how to control fire. Once fire was started by natural causes, such as lightning, people used it to cook food. Fire also gave them heat and protection against animals.

Eventually hominids developed characteristics of modern humans. Scientists are not sure exactly when or where the first modern humans lived. Many think that they first appeared in Africa about 200,000 years ago. Scientists call these people *Homo sapiens*, or “wise man.” Every person alive today belongs to this group.

### FOCUS ON READING

Dates in a text can help you keep events in order in your mind.

**READING CHECK** **Contrasting** How was *Homo erectus* different from *Homo habilis*?

## Stone Age Tools

The first humans and their ancestors lived during a long period of time called the Stone Age. To help in their studies, archaeologists divide the Stone Age into three periods based on the kinds of tools used at the time. To archaeologists, **a tool is any handheld object that has been modified to help a person accomplish a task.**

## Early Hominids

### QUICK FACTS

Four major groups of hominids appeared in Africa between 5 million and about 200,000 years ago. Each group was more advanced than the one before it and could use better tools.

**Which early hominid learned to control fire and use the hand ax?**

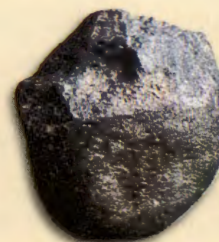
### Australopithecus

- Name means “southern ape”
- Appeared in Africa about 4–5 million years ago
- Stood upright and walked on two legs
- Brain was about one-third the size of modern humans



### Homo habilis

- Name means “handy man”
- Appeared in Africa about 2.4 million years ago
- Used early stone tools for chopping and scraping
- Brain was about half the size of modern humans



An early Stone Age chopper

The first part of the Stone Age is called the **Paleolithic** (pay-lee-uh-LI-thik) **Era**, or **Old Stone Age**. It lasted until about 10,000 years ago. During this time people used stone tools.

### The First Tools

Scientists have found the oldest tools in Tanzania, a country in East Africa. These sharpened stones, about the size of an adult's fist, are about 2.6 million years old. Each stone had been struck with another rock to create a sharp, jagged edge along one side. This process left one unsharpened side that could be used as a handle.

Scientists think that these first tools were mostly used to process food. The sharp edge could be used to cut, chop, or scrape roots, bones, or meat. Tools like these, called choppers, were used for about 2 million years.

### Later Tools

Over time people learned to make better tools. For example, they developed the hand ax. They often made this tool out of a mineral called flint. Flint is easy to shape, and tools made from it can be very sharp. People used hand axes to break tree limbs, to dig, and to cut animal hides.

People also learned to attach wooden handles to tools. By attaching a wooden shaft to a stone point, for example, they invented the spear. Because a spear could be thrown, hunters no longer had to stand close to animals they were hunting. As a result, people could hunt larger animals. Among the animals hunted by Stone Age people were deer, horses, bison, and elephantlike creatures called mammoths.

**READING CHECK** Summarizing How did tools improve during the Old Stone Age?

#### Homo erectus

- Name means "upright man"
- Appeared in Africa about 2–1.5 million years ago
- Used early stone tools like the hand ax
- Learned to control fire
- Migrated out of Africa to Asia and Europe



A hand ax



#### Homo sapiens

- Name means "wise man"
- Appeared in Africa about 200,000 years ago
- Migrated around the world
- Same species as modern human beings
- Learned to create fire and use a wide variety of tools
- Developed language



A flint knife





# Hunter-Gatherers

Early people were hunter-gatherers. They hunted animals and gathered wild plants to survive. Life for these hunter-gatherers was difficult and dangerous. Still, people learned how to make tools, use fire, and even create art.

## Hunting

Most hunting was done by men. They worked together to bring down large animals.

## Art

People painted herds of animals on cave walls.

## Gathering

Most gathering was done by women. They gathered food like wild plants, seeds, fruits, and nuts.

## Fire

People learned to use fire to cook their food.

## Tools

Early people learned to make tools such as this spear for hunting.

ANALYSIS  
SKILL

ANALYZING VISUALS

What tools are people using in this picture?

## Hunter-gatherer Societies

As early humans developed tools and new hunting techniques, they formed societies.

A **society** is a community of people who share a common culture. These societies developed cultures with languages, religions, and art.

### Society

Anthropologists believe that early humans lived in small groups. In bad weather they might have taken shelter in a cave if there was one nearby. When food or water became hard to find, groups of people would have to move to new areas.

The early humans of the Stone Age were **hunter-gatherers**—people who hunt animals and gather wild plants, seeds, fruits, and nuts to survive. Anthropologists believe that most Stone Age hunters were men. They hunted in groups, sometimes chasing entire herds of animals over cliffs. This method was both more productive and safer than hunting alone.

Women in hunter-gatherer societies probably took responsibility for collecting plants to eat. They likely stayed near camps and took care of children.

### Language, Art, and Religion

The most important development of early Stone Age culture was language. Scientists have many theories about why language first developed. Some think it was to make hunting in groups easier. Others think it developed as a way for people to form relationships. Still others think language made it easier for people to resolve issues like how to **distribute** food.

Language wasn't the only way early people expressed themselves. They also created art. People carved figures out of stone, ivory, and bone. They painted and carved images of people and animals on cave walls. Scientists still aren't sure why people made art. Perhaps the cave paintings were used to teach people how to hunt, or maybe they had religious meanings.

### ACADEMIC VOCABULARY

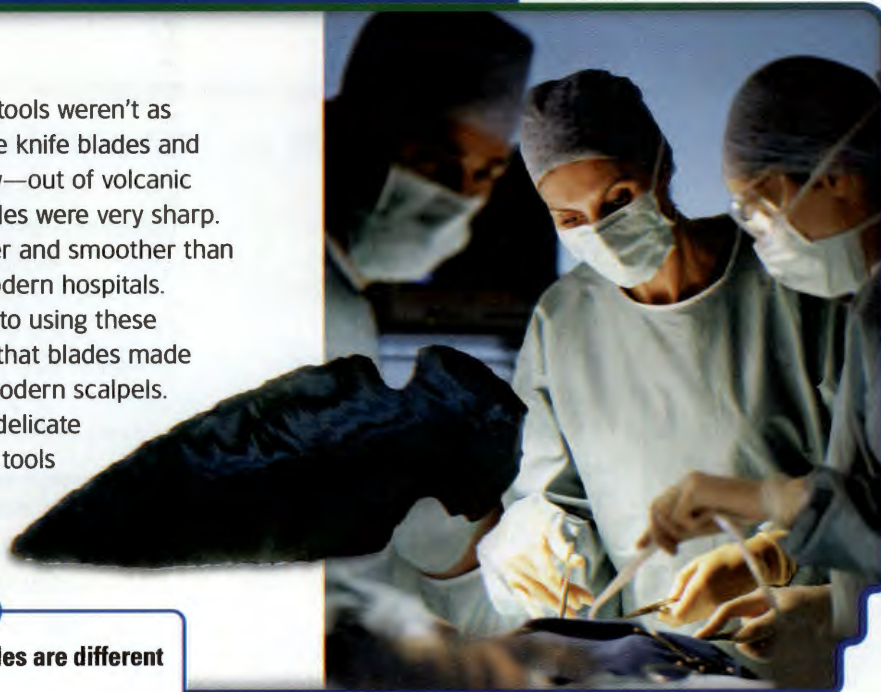
**distribute**  
to divide among a group of people

## LINKING TO TODAY

### Stone Tools

Did you know that Stone Age people's tools weren't as primitive as we might think? They made knife blades and arrowheads—like the one shown below—out of volcanic glass called obsidian. The obsidian blades were very sharp. In fact, they could be 100 times sharper and smoother than the steel blades used for surgery in modern hospitals.

Today some doctors are going back to using these Stone Age materials. They have found that blades made from obsidian are more precise than modern scalpels. Some doctors use obsidian blades for delicate surgery on the face because the stone tools leave “nicer-looking” scars.



ANALYSIS SKILL

ANALYZING INFORMATION

How do you think modern obsidian blades are different from Stone Age ones?



### Cave Paintings

Thousands of years ago, early people decorated cave walls with paintings like this one. No one knows for sure why people created cave paintings, but many historians think they were related to hunting.

*Why do you think this cave painting may be connected to hunting?*

Scholars know little about the religious beliefs of early people. Archaeologists have found graves that included food and artifacts. Many scientists think these discoveries are proof that the first human religions developed during the Stone Age.

**READING CHECK** Analyzing What was one possible reason for the development of language?

**SUMMARY AND PREVIEW** Scientists have discovered and studied the remains of hominids and early humans who lived in East Africa millions of years ago. These Stone Age people were hunter-gatherers who used fire, stone tools, and language. In the next section you will learn how early humans moved out of Africa and populated the world.

## Section 1 Assessment

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Online Quiz

KEYWORD: SQ6 HP2

### Reviewing Ideas, Terms, and People **HSS** 6.1.1

- a. **Identify** Who found the bones of Lucy?

b. **Explain** Why do historians need archaeologists and anthropologists to study **prehistory**?
- a. **Recall** What is the scientific name for modern humans?

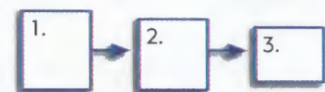
b. **Make Inferences** What might have been one advantage of walking completely upright?
- a. **Recall** What kind of **tools** did people use during the **Paleolithic Era**?

b. **Design** Design a stone and wood tool you could use to help you with your chores. Describe your tool in a sentence or two.
- a. **Define** What is a **hunter-gatherer**?

b. **Rank** In your opinion, what was the most important change brought by the development of language?

### Critical Thinking

- Evaluate** Draw a graphic organizer like the one at right. Use it to rank the three most important advancements, such as the ability to control fire, made in the Paleolithic Era. Next to your organizer, write a sentence explaining why you ranked the advancements in that order.



### FOCUS ON WRITING

- Listing Stone Age Achievements** Look back through this section and make a list of important Stone Age achievements. Which of these will you include on your storyboard? How will you illustrate them?

# The Iceman

## Why was a Stone Age traveler in Europe's highest mountains?

**When did he live?** about 5,300 years ago

**Where did he live?** The frozen body of the Iceman was discovered in the snowy Ötztal Alps of Italy in 1991. Scientists nicknamed him Ötzi after this location.

**What did he do?** That question has been debated ever since Ötzi's body was found. Apparently, he was traveling. At first scientists thought he had frozen to death in a storm. But an arrowhead found in his shoulder suggests that his death was not so peaceful. After he died, his body was covered by glaciers and preserved for thousands of years.

**Why is he important?** Ötzi is the oldest mummified human ever found in such good condition. His body, clothing, and tools were extremely well preserved, telling us a lot about life during the Stone Ages. His outfit was made of three types of animal skin stitched together. He wore leather shoes padded with grass, a grass cape, a fur hat, and a sort of backpack. He carried an ax with a copper blade as well as a bow and arrows.

**Drawing Conclusions** Why do you think the Iceman was in the Alps?

Scientists examine the Iceman's body in 1991, before it was removed from the glacier.

The Iceman's dagger and the scabbard, or case, he carried it in



# Early Human Migration

## What You Will Learn...

### Main Ideas

1. People moved out of Africa as the earth's climates changed.
2. People adapted to new environments by making clothing and new types of tools.

### The Big Idea

As people migrated around the world they learned to adapt to new environments.

### Key Terms

migrate, p. 36

ice ages, p. 36

land bridge, p. 36

Mesolithic Era, p. 38

## If YOU were there...

Your tribe of hunter-gatherers has lived in this place for as long as anyone can remember. But now there are not enough animals to hunt. Whenever you find berries and roots, you have to share them with people from other tribes. Your leaders think it's time to find a new home in the lands far beyond the mountains. But no one has ever traveled there, and many people are afraid.

**How do you feel about moving to a new home?**

**BUILDING BACKGROUND** From their beginnings in East Africa, early humans moved in many directions. Eventually, they lived on almost every continent in the world. People probably had many reasons for moving. One reason was a change in the climate.

## People Move Out of Africa

During the Old Stone Age, climate patterns around the world changed, transforming the earth's geography. In response to these changes, people began to **migrate**, or **move**, to new places.

### The Ice Ages

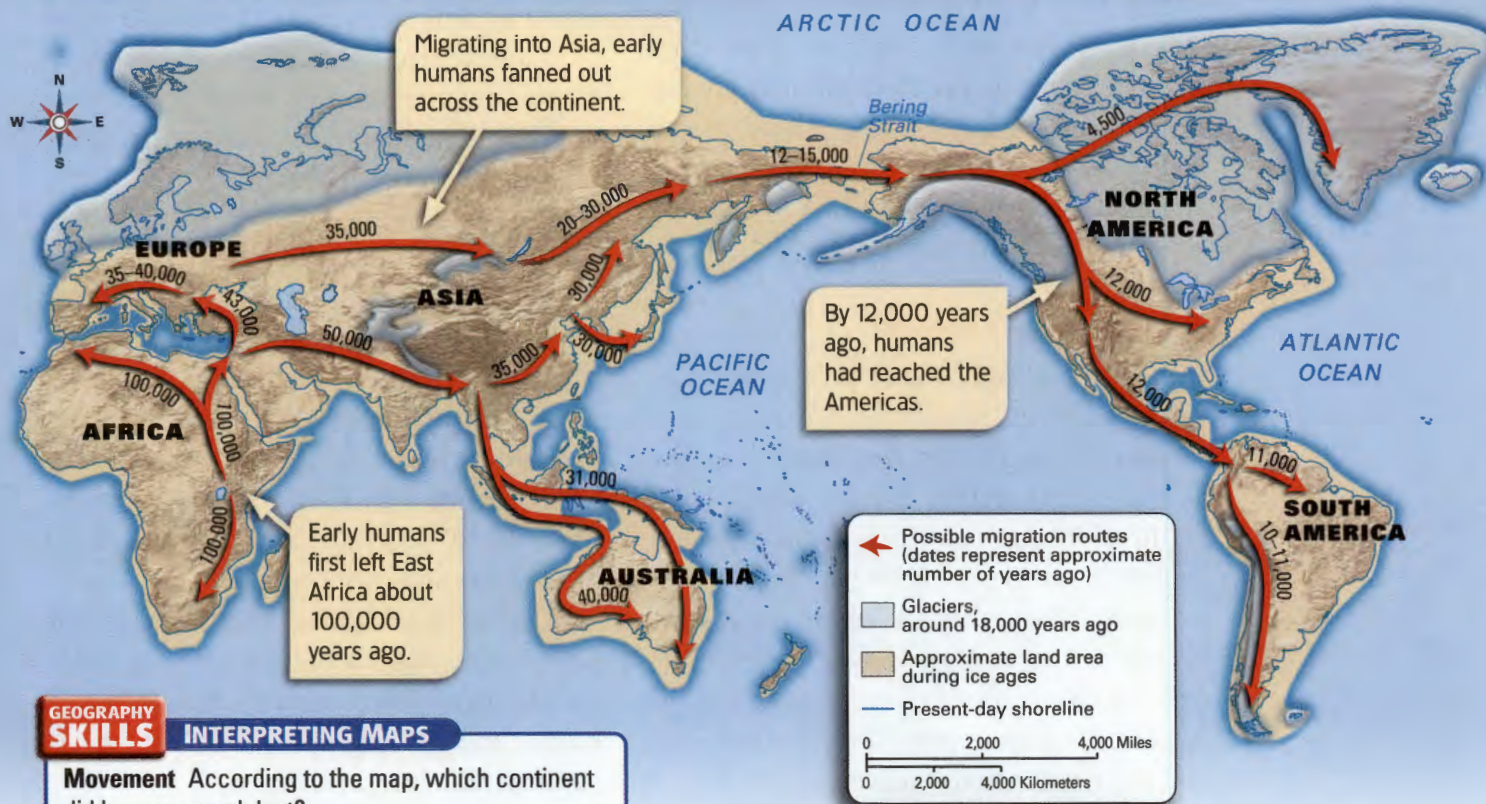
Most scientists believe that about 1.6 million years ago, many places around the world began to experience long periods of freezing weather. **These freezing times are called the ice ages.** The ice ages ended about 10,000 years ago.

During the ice ages huge sheets of ice covered much of the earth's land. These ice sheets were formed from ocean water, leaving ocean levels lower than they are now. Many areas that are now underwater were dry land then. For example, a narrow body of water now separates Asia and North America. But scientists think that during the ice ages, the ocean level dropped and exposed a **land bridge**, a strip of land connecting two continents. Land bridges allowed Stone Age peoples to migrate around the world.



**HSS 6.1.2** Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments.

## Early Human Migration



### Settling New Lands

Scientists agree that migration around the world took hundreds of thousands of years. Early hominids, the ancestors of modern humans, migrated from Africa to Asia as early as 2 million years ago. From there, they spread to Southeast Asia and Europe.

Later, humans also began to migrate around the world, and earlier hominids died out. Look at the map to see the dates and routes of early human migration.

Humans began to migrate from East Africa to southern Africa and southwestern Asia around 100,000 years ago. From there, people moved east across southern Asia. They could then migrate to Australia. Scientists are not sure exactly how the first people reached Australia. Even though ocean levels were lower then, there was always open sea between Asia and Australia.

From southwestern Asia, humans also migrated north into Europe. Geographic features such as high mountains and cold temperatures delayed migration northward into northern Asia. Eventually, however, people from both Europe and southern Asia moved into that region.

From northern Asia, people moved into North America. Scientists disagree on when and how the first people arrived in North America. Most scholars think people must have crossed a land bridge from Asia to North America. Once in North America, these people moved south, following herds of animals and settling South America. By 9000 BC, humans lived on all continents of the world except Antarctica.

**READING CHECK Analyzing** How did the ice ages influence human migration?

## People Adapt to New Environments

As early people moved to new lands, they found environments that differed greatly from those in East Africa. Many places were much colder and had strange plants and animals. Early people had to learn to adapt to their new environments.

### Clothing and Shelter

Although fire helped keep people warm in very cold areas, people needed more protection. To keep warm, they learned to sew animal skins together to make clothing.

In addition to clothing, people needed shelter to survive. At first they took shelter in caves. When they moved to areas with no caves, they built their own shelters. The first human-made shelters were called pit houses. They were pits in the ground with roofs of branches and leaves.

Later, people began to build homes above the ground. Some lived in tents made of animal skins. Others built more permanent structures of wood, stone, or clay or other materials. Even bones from large animals such as mammoths were used in building shelters.

### New Tools and Technologies

People also adapted to new environments with new types of tools. These tools were smaller and more complex than tools from the Old Stone Age. They defined the **Mesolithic (me-zuh-LI-thik) Era, or the Middle Stone Age**. This period began more than 10,000 years ago and lasted to about 5,000 years ago in some places.

During the Middle Stone Age, people found new uses for bone and stone tools. People who lived near water invented hooks and fishing spears. Other groups invented the bow and arrow.

## Primary Source

### POINTS OF VIEW

## Views of Migration to the Americas

*For many years scientists were fairly certain that the first Americans came from Asia, following big game through an ice-free path in the glaciers.*

“Doubtless it was a formidable [challenging] place . . . an ice-walled valley of frigid winds, fierce snows, and clinging fogs . . . yet grazing animals would have entered, and behind them would have come a rivulet [stream] of human hunters.”

—Thomas Canby,

1979, quoted in *Kingdoms of Gold, Kingdoms of Jade* by Brian M. Fagan

*New discoveries have challenged beliefs about the first Americans. Some scientists now are not so sure the first Americans came along an ice-free path in the glaciers.*

“There’s no reason people couldn’t have come along the coast, skirting [going around] the glaciers just the way recreational kayakers do today.”

—James Dixon,

quoted in *National Geographic*, December 2000



ANALYSIS SKILL

ANALYZING PRIMARY SOURCES

Why might a scientist change his or her mind about a long-held belief?

## A Mammoth House

Early people used whatever was available to make shelters. In Central Asia, where wood was scarce, some early people made their homes from mammoth bones.

Heavy mammoth bones were used as a frame for the shelter.

The frame was probably covered with animal hides to form a solid roof and walls.



In addition to tools, people developed new technologies to improve their lives. For example, some learned to make canoes by hollowing out logs. They used the canoes to travel on rivers and lakes. They also began to make pottery. The first pets may also have appeared at this time. People kept dogs to help them hunt and for protection. Developments like these, in addition to clothing and shelter, allowed people to adapt to new environments.

### READING CHECK Finding Main Ideas

What were two ways people adapted to new environments?

**SUMMARY AND PREVIEW** Early people adapted to new environments with new kinds of clothing, shelter, and tools. In Section 3 you will read about how Stone Age peoples developed farming.

## Section 2 Assessment

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Online Quiz

KEYWORD: SQ6 HP2

### Reviewing Ideas, Terms, and People HSS 6.1.2

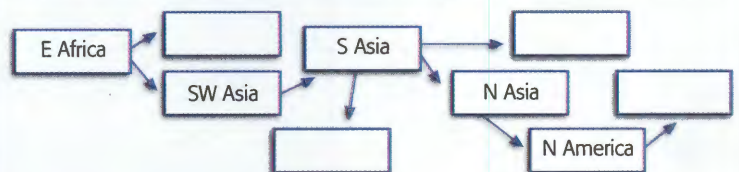
- a. Define** What is a **land bridge**?

**b. Analyze** Why did it take so long for early people to reach South America?
- a. Recall** What did people use to make tools in the **Mesolithic Era**?

**b. Summarize** Why did people have to learn to make clothes and build shelters?

### Critical Thinking

- Sequencing** Draw the graphic organizer below. Complete it to show the order of human migration around the world.



### FOCUS ON WRITING

- Illustrating** How will you illustrate early migration on your storyboard? Draw some sketches. How does this information relate to your ideas from Section 1?



# Beginnings of Agriculture

## What You Will Learn...

### Main Ideas

1. The first farmers learned to grow plants and raise animals in the Stone Age.
2. Farming changed societies and the way people lived.

### The Big Idea

The development of agriculture brought great changes to human society.

### Key Terms

Neolithic Era, p. 41  
 domestication, p. 41  
 agriculture, p. 42  
 megaliths, p. 42



**HSS 6.1.3** Discuss the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter.

## If YOU were there...

As a gatherer, you know where to find the sweetest fruits. Every summer, you eat many of these fruits, dropping the seeds on the ground. One day you return to find new plants everywhere. You realize that the plants have grown from your dropped seeds.

## How could this discovery change your way of life?

**BUILDING BACKGROUND** The discovery that plants grew from seeds was one of the major advances of the late Stone Age. Other similar advances led to great changes in the way people lived.

## Early Domestication



■ Origin of domesticated animals and plants

0 750 1,500 Miles  
 0 750 1,500 Kilometers

## The First Farmers

After the Middle Stone Age came a period of time that scientists call the **Neolithic (nee-uh-LI-thik) Era, or New Stone Age**. It began as early as 10,000 years ago in Southwest Asia. In other places, this era began much later and lasted much longer than it did there.

During the New Stone Age people learned to polish stones to make tools like saws and drills. People also learned how to make fire. Before, they could only use fire that had been started by natural causes such as lightning.

The New Stone Age ended in Egypt and Southwest Asia about 5,000 years ago, when toolmakers began to make tools out of metal. But tools weren't the only major change that occurred during the Neolithic Era. In fact, the biggest changes came in how people produced food.

## Plants

After a warming trend brought an end to the ice ages, new plants began to grow in some areas. For example, wild barley and wheat plants started to spread throughout Southwest Asia. Over time, people came to depend on these wild plants for food. They began to settle where grains grew.

People soon learned that they could plant seeds themselves to grow their own crops. Historians call the shift from food gathering to food producing the Neolithic Revolution. Most experts believe that this revolution, or change, first occurred in the societies of Southwest Asia.

Eventually, people learned to change plants to make them more useful. They planted only the largest grains or the sweetest fruits. **The process of changing plants or animals to make them more useful to humans is called domestication.**



# An Early Farming Society

The village of Çatal Hüyük in modern Turkey is one of the earliest farming villages discovered. Around 8,000 years ago, the village was home to about 5,000–6,000 people living in more than 1,000 houses. Villagers farmed, hunted and fished, traded with distant lands, and worshipped gods in special shrines.



Villagers used simple channels to move water to their fields.

Wheat, barley, and peas were some of the main crops grown outside the village.

## ACADEMIC VOCABULARY

development  
creation

The domestication of plants led to the **development** of **agriculture, or farming**. For the first time, people could produce their own food. This development changed human society forever.

## Animals

Learning to produce food was a major accomplishment for early people. But learning how to use animals for their own purposes was almost equally important.

Hunters didn't have to follow wild herds anymore. Instead, farmers could keep sheep or goats for milk, food, and wool. Farmers could also use large animals like cattle to carry loads or to pull large tools used in farming. Using animals to help with farming greatly improved people's chances of surviving.

### THE IMPACT TODAY

One famous megalith, Stonehenge in England, attracts millions of curious tourists and scholars each year.

### READING CHECK Identifying Cause and Effect

What was one effect of the switch to farming?

## Farming Changes Societies

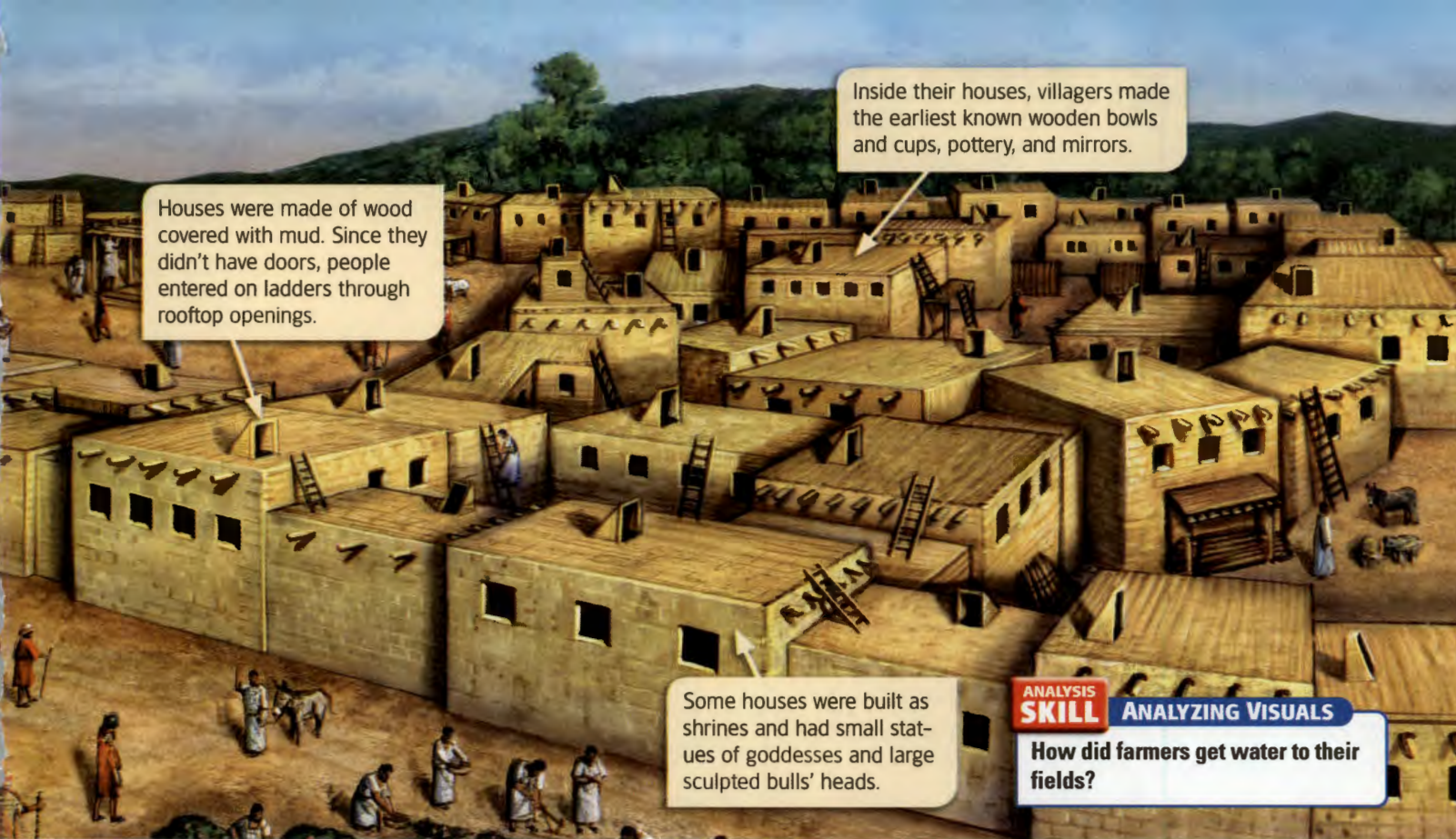
The Neolithic Revolution brought huge changes to people's lives. With survival more certain, people could focus on activities other than finding food.

Domestication of plants and animals enabled people to use plant fibers to make cloth. The domestication of animals made it possible to use wool from goats and sheep and skins from horses for clothes.

People also began to build permanent settlements. As they started raising crops and animals, they needed to stay in one place. Then, once people were able to control their own food production, the world's population grew. In some areas farming communities developed into towns.

As populations grew, groups of people gathered to perform religious ceremonies.

Some put up megaliths. **Megaliths** are huge stones used as monuments or as the sites for religious gatherings.



Houses were made of wood covered with mud. Since they didn't have doors, people entered on ladders through rooftop openings.

Inside their houses, villagers made the earliest known wooden bowls and cups, pottery, and mirrors.

Some houses were built as shrines and had small statues of goddesses and large sculpted bulls' heads.

**ANALYSIS SKILL** ANALYZING VISUALS  
**How did farmers get water to their fields?**

Early people probably believed in gods and goddesses associated with the four elements—air, water, fire, and earth—or with animals. For example, one European group honored a thunder god, while another group worshipped bulls. Some scholars also believe that prehistoric peoples also prayed to their ancestors. People in some societies today still hold many of these same beliefs.

**READING CHECK** Analyzing Information How did farming contribute to the growth of towns?

**SUMMARY AND PREVIEW** Stone Age peoples adapted to new environments by domesticating plants and animals. These changes led to the development of religion and the growth of towns. In the next chapter you will learn more about early towns.

## Section 3 Assessment

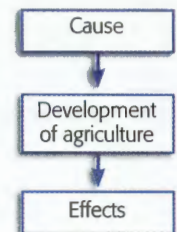
go.hrw.com  
**Online Quiz**  
 KEYWORD: SQ6 HP2

### Reviewing Ideas, Terms, and People HSS 6.1.3

1. **a. Define** What is **domestication** of a plant or animal?  
**b. Make Generalizations** How did early people use domesticated animals?
2. **a. Describe** What were gods and goddesses probably associated with in prehistoric religion?  
**b. Explain** How did domestication of plants and animals lead to the development of towns?

### Critical Thinking

3. **Identifying Cause and Effect** Copy the graphic organizer at right. Use it to show one cause and three effects of the development of agriculture.



### FOCUS ON WRITING

4. **Beginnings of Agriculture** Now that you've read about the birth of agriculture, you're ready to plan your storyboard. Look back through your notes from previous sections and the text of this one. Make a list of the events and ideas you will include on your storyboard. Then plan how you will arrange these items.



Analysis

Critical Thinking

Participation

Study

## Identifying Central Issues

### Understand the Skill

*Central issues* are the main problems or topics that are related to an event. The issues behind a historical event can be varied and complicated. Central issues in world history usually involve political, social, economic, territorial, moral, or technological matters. The ability to identify the central issue in an event allows you to focus on information that is most important to understanding the event.

### Learn the Skill

In this chapter you learned about prehistory. Some of the events you read about may not seem very important. It is hard for people in the computer age to appreciate the accomplishments of the Stone Age. For example, adding wooden handles to stone tools may seem like a simple thing to us. But it was a life-changing advance for people of that time.

This example points out something to remember when looking for central issues. Try not to use only modern-day values and standards to decide what is important about the past. Always think about the times in which people lived. Ask yourself what would have been important to people living then.

The following guidelines will help you to identify central issues. Use them to gain a better understanding of historical events.

- 1 Identify the subject of the information. What is the information about?
- 2 Determine the source of the information. Is it a primary source or a secondary source?
- 3 Determine the purpose of what you are reading. Why has the information been provided?

- 4 Find the strongest or most forceful statements in the information. These are often clues to issues or ideas the writer thinks are the most central or important.
- 5 Think about values, concerns, ways of life, and events that would have been important to the people of the times. Determine how the information might be connected to those larger issues.

### Practice and Apply the Skill

Apply the guidelines to identify the central issue in the following passage. Then answer the questions.

“What distinguished the Neolithic Era from earlier ages was people’s ability to shape stone tools by polishing and grinding. This allowed people to make more specialized tools. Even more important changes took place also. The development of agriculture changed the basic way people lived. Earlier people had been wanderers, who moved from place to place in search of food. Some people began settling in permanent villages. Exactly how they learned that seeds could be planted and made to grow year after year remains a mystery. However, the shift from food gathering to food producing was possibly the most important change ever in history.”

1. What is the general subject of this passage?
2. What changes distinguished the Neolithic Era from earlier periods?
3. According to this writer, what is the central issue to understand about the Neolithic Era?
4. What statements in the passage help you to determine the central issue?

## Visual Summary

Use the visual summary below to help you review the main ideas of the chapter.

QUICK FACTS



Hominids developed in Africa and learned how to use tools.

Early humans lived as hunter-gatherers.

Humans migrated around the world, adapting to new environments.

Eventually, people learned how to farm and raise animals.

## Reviewing Vocabulary, Terms, and People

For each group of terms below, write a sentence that shows how all the terms in the group are related.

1. prehistory  
ancestor  
hominid
2. domestication  
Neolithic Era  
agriculture
3. Paleolithic Era  
tool  
hunter-gatherers  
develop
4. land bridge  
ice ages  
migrate
5. society  
megaliths  
Neolithic Era

## Comprehension and Critical Thinking

### SECTION 1 (Pages 28–34) HSS 6.1.1

6. **a. Recall** What does *Homo sapiens* mean? When may *Homo sapiens* have first appeared in Africa?
- b. Draw Conclusions** If you were an archaeologist and found bead jewelry and stone chopping tools in an ancient woman's grave, what may you conclude?
- c. Elaborate** How did stone tools change over time? Why do you think these changes took place so slowly?

### SECTION 2 (Pages 36–39) HSS 6.1.2

7. **a. Describe** What new skills did people develop to help them survive?
- b. Analyze** How did global climate change affect the migration of early people?
- c. Evaluate** About 15,000 years ago, where do you think life would have been more difficult—in eastern Africa or northern Europe? Why?

**SECTION 3** (Pages 40–43) **HSS** 6.1.3

- 8. **a. Define** What was the Neolithic Revolution?
- b. Make Inferences** How did domestication of plants and animals change early societies?
- c. Predict** Why do you think people of the Neolithic Era put up megaliths instead of some other kind of monuments?

## Reviewing Themes

- 9. **Geography** What were three ways in which the environment affected Stone Age peoples?
- 10. **Society and Culture** How did the development of language change hunter-gatherer society?

## Using the Internet

[go.hrw.com](http://go.hrw.com)  
KEYWORD: SQ6 WH2

- 11. **Activity: Creating a Skit** In the beginning of the Paleolithic Era, or the Old Stone Age, early humans used modified stones as tools. As the Stone Age progressed, plants and animals became materials for tools too. Enter the activity keyword and research the development of tools and the use of fire. Then create a skit that tells about an early human society discovering fire, creating a new tool, or developing a new way of doing a task.

## Reading and Analysis Skills

**Understanding Chronological Order** Below are several lists of events. Arrange the events in each list in chronological order.

- 12. Mesolithic Era begins.  
Paleolithic Era begins.  
Neolithic Era begins.
- 13. *Homo sapiens* appears.  
*Homo habilis* appears.  
*Homo erectus* appears.
- 14. People make stone tools.  
People make metal tools.  
People attach wooden handles to tools.

## Social Studies Skills

**Identifying Central Issues** Read the primary source passage below and then answer the questions that follow.

“Almonds provide a striking example of bitter seeds and their change under domestication. Most wild almond seeds contain an intensely bitter chemical called amygdalin, which (as was already mentioned) breaks down to yield the poison cyanide. A snack of wild almonds can kill a person foolish enough to ignore the warning of the bitter taste. Since the first stage in unconscious domestication involves gathering seeds to eat, how on earth did domestication of wild almonds ever reach that first stage?”

—Jared Diamond, from *Guns, Germs, and Steel*

- 15. What is the main point of this passage?
- 16. What does the author suggest is the major issue he will address in the text?

## FOCUS ON WRITING

- 17. **Creating Your Storyboard** Use the notes you have taken to plan your storyboard. What images will you include in each frame of the storyboard? How many frames will you need to tell the story of prehistoric people? How will you represent your ideas visually?

After you have sketched an outline for your storyboard, begin drawing it. Be sure to include all significant adaptations and developments made by prehistoric people, and don't worry if you can't draw that well. If you like, you might want to draw your storyboard in the simple style of prehistoric cave paintings. As the last frame in your storyboard, write a detailed summary to conclude your story.

# Standards Assessment

**DIRECTIONS:** Read each question, and write the letter of the best response.

- 1** Use the map to answer the following question.



The region in which the first humans lived is shown on the map by the letter

- A W.  
B X.  
C Y.  
D Z.
- 2** The earliest humans lived
- A by hunting and gathering their food.  
B as herders of sheep and other livestock.  
C alone or in pairs.  
D in farming villages along rivers and streams.
- 3** The development of farming brought all of the following changes to the lives of early humans *except*
- A the first human-made shelters.  
B a larger supply of food.  
C the construction of permanent settlements.  
D new types of clothing.

- 4** The region of the world that was likely occupied *last* by early humans was

A northern Asia.  
B southern Asia.  
C North America.  
D South America.

- 5** Hunter-gatherer societies in the Old Stone Age possessed all of the following *except*

A fire.  
B art.  
C bone tools.  
D religious beliefs.

## Connecting with Past Learnings

- 6** You know that history is the study of people and events from the past. To learn about prehistory, historians would likely study all of the following *except*

A graves.  
B journals.  
C bones.  
D art.

- 7** Which of the following people that you studied in Grade 5 likely crossed a land bridge to get to the Americas?

A Pilgrims  
B colonists  
C Native Americans  
D Christopher Columbus



## Assignment

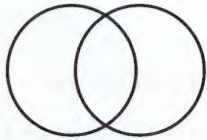
Write a paper comparing and contrasting two early human societies.

# Comparing and Contrasting Societies

**C**omparing means finding likenesses between or among things. Contrasting means finding differences. You often compare and contrast things to understand them better and see how they are related.

### TIP Using a Graphic Organizer

A Venn diagram can help you see ways that the two societies are similar and different.



**ELA Writing 6.2.2c** Follow an organized pattern appropriate to the type of composition.

## 1. Prewrite

### Getting Started

Unlike most essays, a compare and contrast paper has two subjects. However, it still has only one big idea, or thesis. For example, your idea may be to show how two societies dealt with the same problem or to show how two human societies changed over time.

Begin by choosing two subjects. Then identify specific points of similarities and differences between the two. Support each point with historical facts, examples, and details.

### Organizing Your Information

Choose one of these two ways to organize your points of comparison.

- Present all the points about the first subject and then all the points about the second subject: AAABBB, or block style
- Alternate back and forth between the first subject and the second subject: ABABAB, or point-by-point style

## 2. Write

This framework will help you use your notes to write a first draft.

## A Writer's Framework

### Introduction

- Clearly identify your two subjects.
- Give background information readers will need in order to understand your points of comparison between the societies.
- State your big idea, or main purpose in comparing and contrasting these two societies.

### Body

- Present your points of comparison in block style or point-by-point style.
- Compare the two societies in at least two ways, and contrast them in at least two ways.
- Use specific historical facts, details, and examples to support each of your points.

### Conclusion

- Restate your big idea.
- Summarize the points you have made in your paper.
- Expand on your big idea, perhaps by relating it to your own life, to other societies, or to later historical events.

### 3. Evaluate and Revise

#### Evaluating

Use the following questions to discover ways to improve your paper.

#### Evaluation Questions for a Comparison/Contrast Paper

- Do you introduce both of your subjects in your first paragraph?
- Do you state your big idea, or thesis, at the end of your introduction?
- Do you present two or more similarities and two or more differences between the two societies?
- Do you use either the block style or point-by-point style of organization?
- Do you support your points of comparison with enough historical facts, details, and examples?
- Does your conclusion restate your big idea and summarize your main points?

#### Revising

When you are revising your paper, you may need to add comparison-contrast clue words. They will help your readers see the connections between ideas.

Clue Words for Similarities	Clue Words for Differences
also, another, both, in addition, just as, like, similarly, too	although, but, however, in contrast, instead, on the other hand, unlike

### 4. Proofread and Publish

#### Proofreading

Before sharing your paper, you will want to polish it by correcting any remaining errors. Look closely for mistakes in grammar, spelling, capitalization, and punctuation. To avoid two common grammar errors, make sure that you have used the correct form of *-er* or *more* and *-est* or *most* with adjectives and adverbs when making comparisons.

#### Publishing

One good way to share your paper is to exchange it with one or more classmates. After reading each other's papers, you can compare and contrast them. How are your papers similar? How do they differ? If possible, share papers with someone whose big idea is similar to yours.

#### Practice and Apply

Use the steps and strategies outlined in this workshop to write your compare and contrast paper.

#### TIP

#### Help with Punctuation

Use the correct punctuation marks before and after clue words within sentences. Usually, a comma comes before *and*, *but*, *for*, *nor*, *or*, *so*, and *yet*, with no punctuation after the word. When they are in the middle of a sentence, clue words and phrases such as *however*, *similarly*, *in addition*, *in contrast*, and *on the other hand* usually have a comma before and after them.