Chapter 1 Key Concepts

LESSON 1: Early Gatherers and Hunters
- We use archaeology to learn about early peoples.
- Archaeologists use tools to help dig up the past.
- The prehistoric period is before people began to write.
- Beringia forms almost 12,500 years ago; early people survive as hunters and gatherers.
- Improvements in technology allowed hunters to become more skilled in tool making as they looked for better materials.
- Healers have the responsibility of helping patients avoid suffering and get well.

LESSON 2: Early Farmers
- Communities began to develop during the Stone Age.
- During the Stone Age, people mostly used stone tools and weapons.
- The village of Skara Brae existed about 4,000-5,000 years ago.
- Grains were the first domesticated plants and nonfood plants, such as jute, were also domesticated.
- Humans began to domesticate animals (dogs, goats, cattle, sheep, and chickens) and used them for food, clothing, and plowing.
- Insects, including silkworms and bees, were also domesticated.

LESSON 3: Developing Cultures
- We use archaeology to learn about early cultures.
- Evidence suggests that cultures from islands in the Pacific had contact with prehistoric settlements in the Americas because both grew sweet potatoes.
- Cave paintings show how prehistoric cultures lived from about 32,000-5,000 years ago.
- A variety of landforms, climate, and soil has produced many diverse cultures.
- Corn, beans, and squash were some of the earliest crops grown in the Americas.
A Migration Path (p. 14-15)

Directions: Write the details below in the correct order in the sequence chart.

- People followed the animals to hunt food.
- An area of land stretched from Asia to North America.
- Over time, people traveled from Asia to the tip of South America.
- During the Ice Age, seas were lower than they are today.
- Animals migrated between Asia and North America.

Diagram: [Sequence chart with arrows connecting the statements in the correct order]
**Lesson 2 Review** (p. 18-23)

**Directions:** Write the details below in the correct box of the chart.

- Farmers and herders raised surplus food.
- Polished rock tools came into widespread use.
- One family was able to raise more food than it needed.
- Seeds of wild plants spread easily.

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<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humans made improvements in technology during the New Stone Age.</td>
<td>People chose plants to grow that would not lose seeds.</td>
</tr>
<tr>
<td>Cattle contributed to the raising of crops.</td>
<td>Social divisions were formed in villages.</td>
</tr>
</tbody>
</table>
**Lesson 3 Review** [p. 26-29]

**Directions:** Complete the chart by writing details from the lesson that support the main idea.

- Sharp-pointed spears indicate that hunting and fishing were part of Stone Age culture.

- Artifacts tell us how the people of prehistoric cultures lived.

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- [Blank]
How to Read a Timeline (p. 24-25)

Fill in the missing information using page 24 of your textbook.

The letters B.C. stand for ______________ ____________. Sometimes these dates are labeled as B.C.E. which stands for ______________ ____________ ____________.

The letters A.D. stand for the latin words ______________ ____________ which mean "________ __________ __________ __________ ____________." Sometimes these dates are labeled as C.E. which stands for ______________ ____________.

Some events take place at a general time. We then use the letter c. which stands for the Latin term ______________ which means "___________."

Remarks: For the A.D. years, sometimes we can omit 'AD' to make things simple. For B.C. years, however, we must not do that.

1. Be able to determine the amount of years represented on a time line.
   a. Start with the biggest number (it will be at one of the ends) and then subtract the smallest number (it will be at the other end). This will be your answer.

2. Be able to locate events on a time line and be able to sequence events in chronological order.
DISCOVER ARCHAEOLOGY

Directions: As a group, explore the Archaeology resource your group was given. Look at the pictures, read the captions, read the articles that interest you, etc. Then, as a group, write down 3 interesting facts you learned from your exploration. Be sure to write the page number where you found your fact. Be prepared to share these findings with the class.

Page # 1.

Page # 2.

Page # 3.

As you listen to other groups share out their findings, write down 2 interesting facts you learned from your classmates.

1.

2.
Broken Pots

Your group will need to work together to correctly locate and reconstruct a historical artifact. You will then analyze the artifact to make inferences regarding the culture that made and used the artifact. Remember an artifact is any object made by human beings that is often used to understand past cultures.

1. Excavation Grid

Directions: You will need to record/draw on the grid below the exact location of each artifact piece. After finding all pieces, try to reconstruct the pot just like a puzzle.
2. Observations of Artifact

Directions: Record FIVE observations. What do you see?

- 
- 
- 
- 
- 

3. Artifact Sketch

Directions: Draw your pot after you have reconstructed it. Be sure to include the pictures that are found on the pots.
4. Cultural Inferences

Directions: Make some inferences about the culture that created/used the artifact. Be sure to give as much information about the culture as possible, include a created name of the people/group and evidence to support your inferences.
CHAPTER 1: DIGGING UP THE PAST

1. What information did I learn that was new to me? **Explain and be specific.**

2. Was completing the work assigned for Chapter 1 easy or difficult for me? **Explain and be specific.**

3. Rate your effort at meeting the folder expectations (**circle ONE**):

<table>
<thead>
<tr>
<th>Excellent Effort</th>
<th>Acceptable Effort</th>
<th>Some Effort</th>
<th>Little to No Effort</th>
</tr>
</thead>
<tbody>
<tr>
<td>I completed every page.</td>
<td>I completed every page.</td>
<td>I completed most of the pages.</td>
<td>I did not complete several pages.</td>
</tr>
<tr>
<td>Pages were completed neatly and to the best of my ability.</td>
<td>Pages were completed accurately, and somewhat neatly.</td>
<td>Some pages were not completely accurate, answers missing, and page numbers off.</td>
<td>Many pages were not accurate, were missing answers, and page numbers were off.</td>
</tr>
<tr>
<td>I asked questions if I was unsure about something, and participated often.</td>
<td>Sometimes I asked questions if I was unsure about something, and sometimes I participated.</td>
<td>Not my neatest work.</td>
<td>Work was not neat.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I rarely asked questions if I was unsure about something, and rarely participated.</td>
<td>I did not ask questions if I was unsure about something, and did not participate.</td>
</tr>
</tbody>
</table>

**Teacher Feedback:**

Chapter 1 Folder Grade _____________  Chapter 1 Summative Exam Grade _____________

Comments: