

The Earliest Human Societies

Before You Read: K-W-L

K-W-L stands for what you know, what you want to know, and what you have learned.

- What do you already know about early human societies?
- Study the map and the time line. What do they tell you about where early humans lived?
- What do you want to learn about the earliest human societies?

Big Ideas About the Earliest Human Societies

Culture Ways of living change as humans interact with one another.

The first humans hunted animals and gathered plants for food. Then, as they interacted with one another, they developed tools and weapons to aid them in these activities. New, more settled ways of living developed as people shared ideas.



Integrated Technology

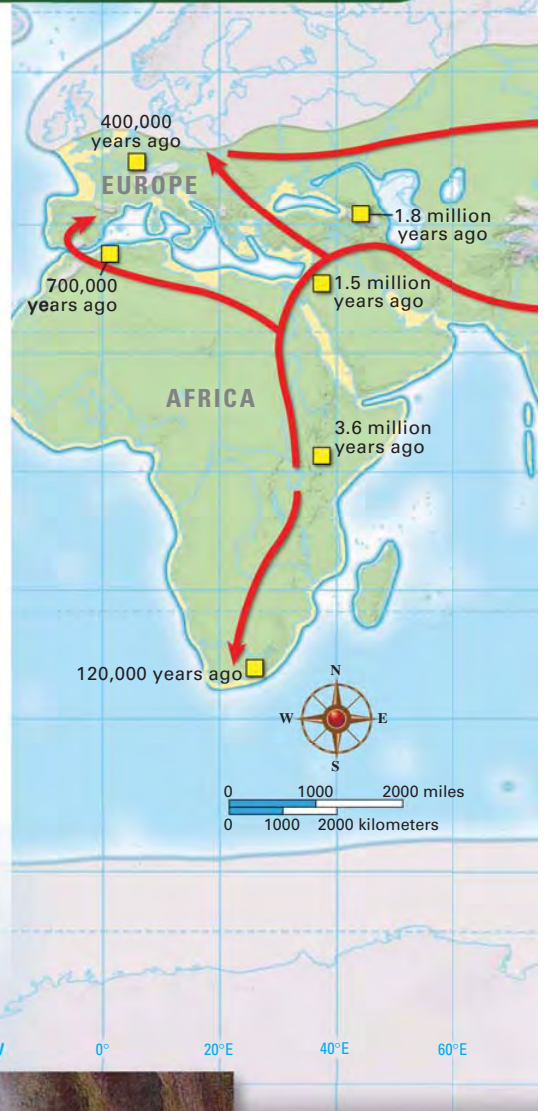
eEdition

- Interactive Maps
- Interactive Visuals
- Starting with a Story



INTERNET RESOURCES

- Go to ClassZone.com for
- WebQuest
 - Homework Helper
 - Research Links
 - Internet Activities
 - Quizzes
 - Maps
 - Test Practice
 - Current Events



160°W 140°W 120°W 100°W 80°W 60°W 40°W 20°W 0° 20°E 40°E 60°E

500,000 B.C.

Early humans learn how to control fire.
(19th-century lithograph) ▶



WORLD

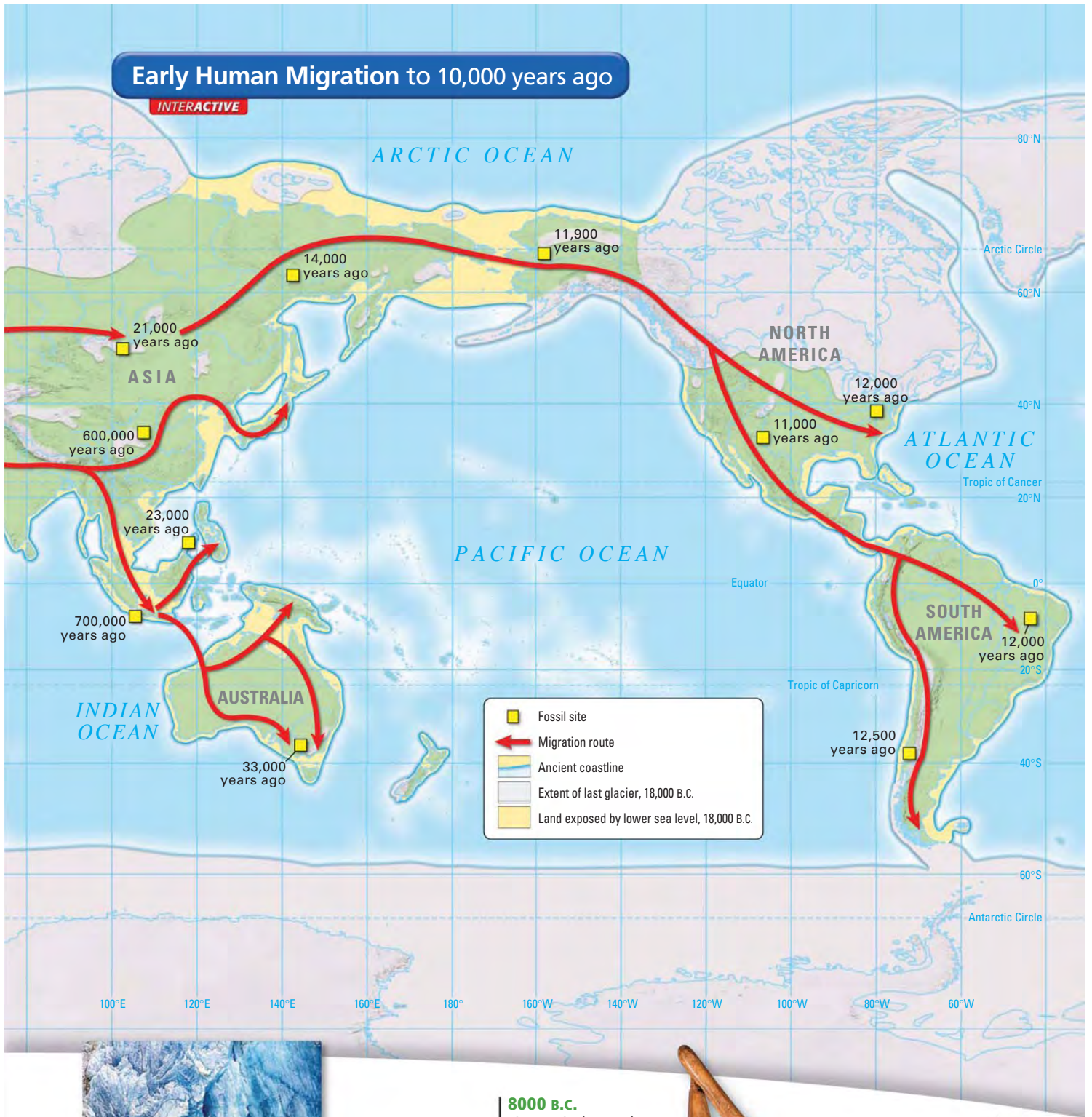
500,000 B.C.

40,000 B.C.

Cro-Magnons appear.

Early Human Migration to 10,000 years ago

INTERACTIVE



10,000 B.C.

10,000 B.C.

Last ice age ends.

▲ (glacier dividing, Alaska)

9000 B.C.

Domestication of animals begins.

8000 B.C.

First agriculture takes place with tools such as this wooden plow. ▶



6000 B.C.

◀ Improved farming methods lead to larger settlements, such as Catal Huyuk, from which this bronze deer comes.

5000 B.C.

First cities begin to develop.

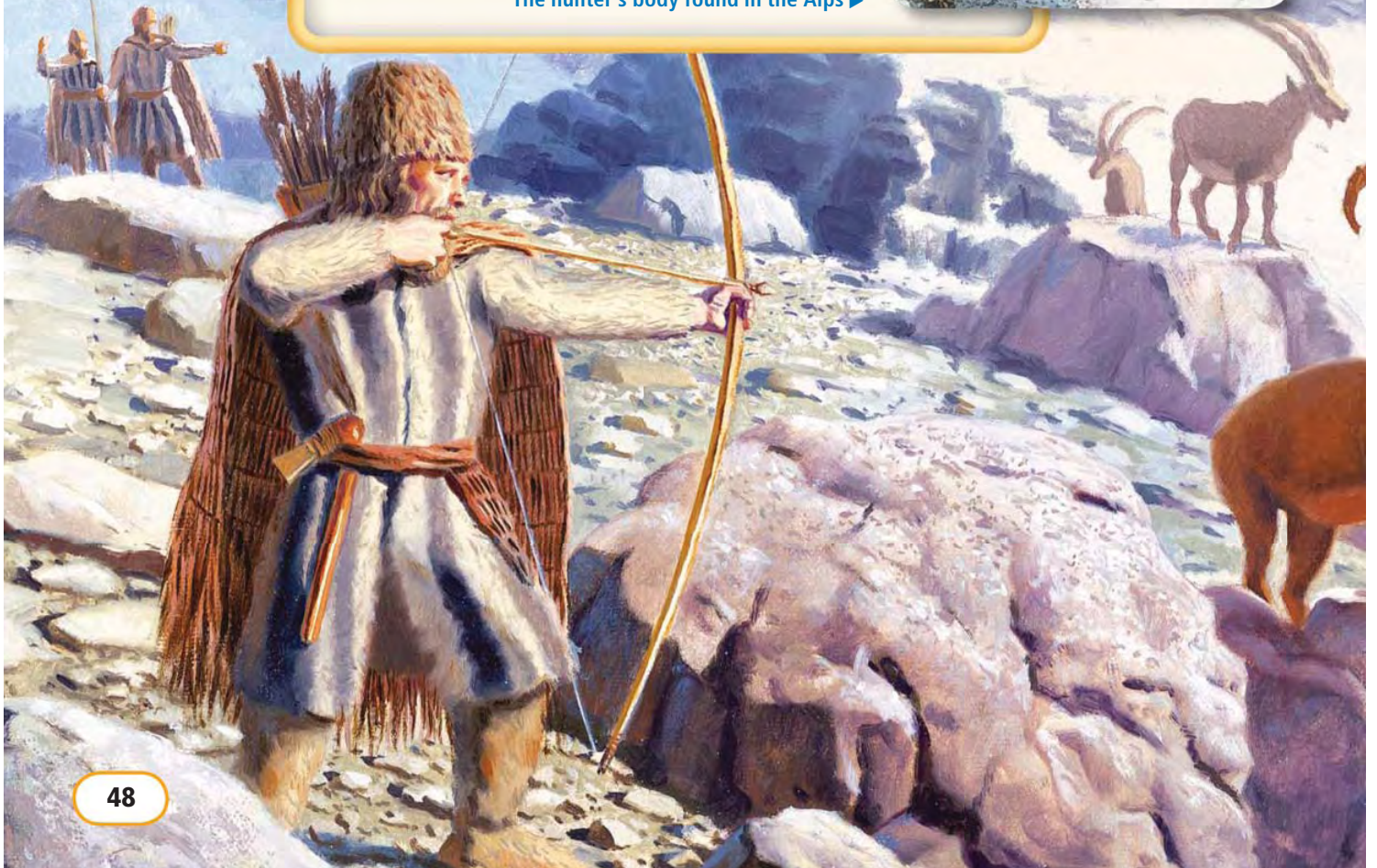
5000 B.C.

The Hunter OF THE Alps

Background: In 1991, a couple hiking in the Alps in Europe discovered the frozen body of a man. Ancient-looking tools and weapons lay near the body. A scientist studying early humans announced that this hunter was 5,300 years old. His body and belongings were well preserved by the cold.

Scientists nicknamed him the Iceman. They found an arrowhead in his shoulder. The contents of his stomach showed that his last meal, eaten just hours before his death, had included deer, barley, and wheat.

The hunter's body found in the Alps ►





The hunter had been walking since dawn. The air in the Alps was cold, but the morning fog had cleared up during the course of the day. He was glad of his warm fur hat, goatskin clothes, and grass cloak.

P **Primary Source Handbook**
See the excerpt from
The Man in the Ice,
page R36.

He had spent most of his life walking in these mountains. He had worn out many pairs of deerskin shoes. The ones he was wearing had soles of bearskin.

On this day, the mountain seemed steeper than usual. It might have been his age. The hunter was over 40, one of the oldest people in his community. But he could still easily carry everything he needed. His leather quiver contained a bow, arrow shafts, and arrows with flint heads. He was also carrying a flint dagger and an ax made of wood from a yew tree, with a copper blade. His belt pouch held three flint tools, a bone awl, and a piece of tinder. He also carried a medicine kit in case he became sick or injured.

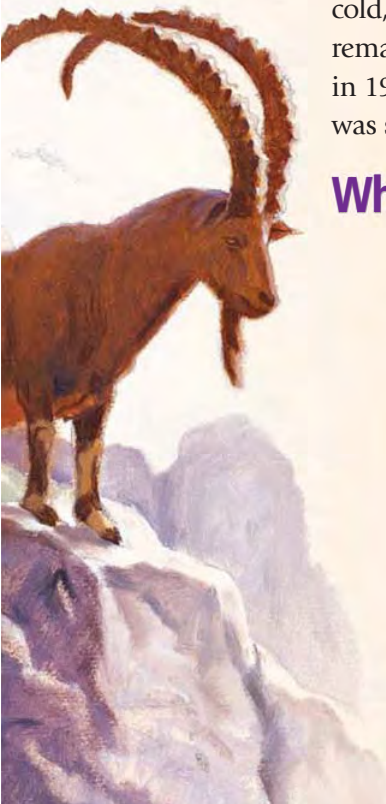
Suddenly a man lunged toward him. The hunter struggled with him in an attempt to escape. He managed to free himself from the man's grasp and knock the ax out of his hand. He bounded away across the icy landscape. As he looked back, he saw that others had joined the pursuit.

As the hunter turned to run, he felt a searing pain in his shoulder. He'd been shot from behind with an arrow. With his last bit of strength, he struggled farther up the mountain. He found a narrow cave in the ice and managed to hide from his enemies. As night approached, it turned very cold, and snow began to fall. Snow covered the dying hunter, and his body remained undisturbed for more than 5,000 years. He was discovered by hikers in 1991, when an unusually warm year caused the ice to thaw. His body then was studied by scientists, revealing much about how prehistoric people lived.

What do you think life was like for early humans?

Reading & Writing

- 1. READING: Reading Aloud** One way to read text fluently and accurately is to rehearse it. With a partner, read the text aloud. Practice those parts that give you trouble to gain the full dramatic effect.
- 2. WRITING: Description** Imagine that you are going to make a documentary film about the hunter. Write a brief description of the film.



Lesson

1

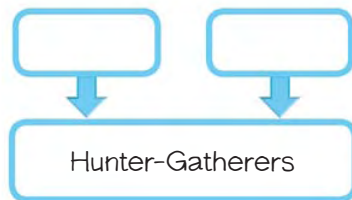
MAIN IDEAS

- 1 Geography** Early humans adapted to the natural environment.
- 2 Culture** Humans created tools to ensure survival and to improve life.
- 3 Culture** Early humans developed language, religion, and art.

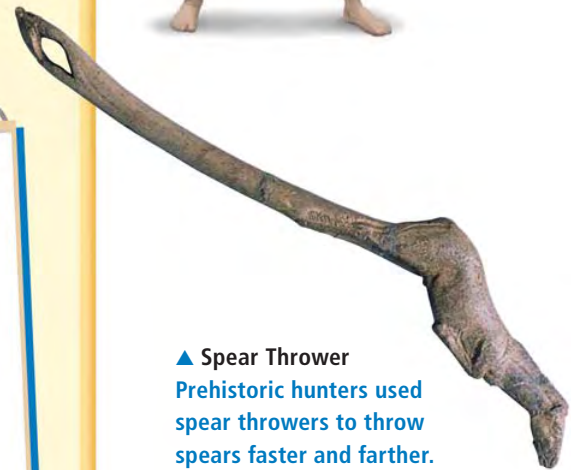
TAKING NOTES

Reading Skill: Summarizing

To summarize is to condense information into fewer words. Identify the main ideas and important details in this lesson. Then put them into your own words and record them in a graphic organizer like the one below.



 Skillbuilder Handbook, page R3



▲ **Spear Thrower**
Prehistoric hunters used spear throwers to throw spears faster and farther. These devices greatly improved their ability to hunt animals.

Words to Know

Understanding the following words will help you read this lesson:

band a group of people or animals acting together (page 52)

Small bands of hunters searched for animals to kill for their meat and skins.

community a group of people with close ties living in one area (page 52)

Hunters provided meat for the new communities, which had grown large.

apply to put into action or use (page 53)

They were able to apply their knowledge of stone carving to make tools and weapons.

spirit the part of a being believed to control thinking and feeling; the soul (page 54)

He asked the tree's spirit to forgive him before he took its bark to use for his shelter.

Hunters and Gatherers

TERMS & NAMES

hunter-gatherer
nomad
migration
technology
religion

Build on What You Know Have you ever gone camping? How would you survive if you got lost in the woods? Where would you find food and water? In this chapter, you will learn how early humans got food to eat, how they lived, and what tools they used.

Early Humans' Way of Life

1 ESSENTIAL QUESTION How did early humans interact with the environment?

Like early humans, you interact with the natural environment every day, often without thinking about it. You interact with the weather by wearing boots in the snow or sunglasses in the sunshine. Even your food is a product of the environment.

Hunter-Gatherers Adapt to Environments Early humans were **hunter-gatherers**. They hunted animals and gathered plants for food. When hunter-gatherers no longer had enough to eat, they moved to another location.

Early humans also depended on the natural environment for shelter. Some groups lived in caves and rock shelters. People who lived on plains or in desert areas may have made shelters out of branches, plant fibers, or animal skins.

African Savannah
This photograph shows the kind of landscape over which the first hunter-gatherers roamed. Savannahs cover 40 percent of the African continent. ▼



Small Bands Hunter-gatherers lived together in small bands, each made up of several families. The size of a group—probably around 30 people—reflected the number of people who could live off the plants and animals in a given region. Men hunted and fished. Women gathered foods, such as berries and nuts from plants that grew wild. They cared for the children, who also worked.

Early Humans on the Move Hunter-gatherers were **nomads**, people who move from place to place. Movement often was limited. Groups returned to the same places with the changes of seasons. At certain times of the year, these early bands joined together, forming larger communities. There was probably time for storytelling, meeting friends, and finding marriage partners.

Early humans also moved to new and distant lands. The act of moving from one place to settle in another is called **migration**. Migrations may have been the result of people's following animals to hunt. By around 15,000 B.C., hunter-gatherers had migrated throughout much of the world. They even traveled across a land bridge connecting Siberia and Alaska. In this way, they entered the Americas.

**Distribution of Hunter-Gatherers,
15,000 B.C.–A.D. 2000**

INTERACTIVE

15,000 B.C.



A.D. 1500



 Hunter-gatherer peoples

**GEOGRAPHY SKILLBUILDER
INTERPRETING MAPS**

Movement What has happened to the distribution of hunter-gatherers between 15,000 B.C. and the present?

A.D. 2000



The arrival of a migrating group in the territory of another people could lead to both good and bad outcomes. Everyone benefited when knowledge and tools were shared. However, people sometimes turned violent when they felt threatened by newcomers. They feared that the newcomers might try to take their territory. Sometimes they may have feared them just because they were different.

REVIEW Why did hunter-gatherers move often?

The Development of Tools

2 ESSENTIAL QUESTION What were some tools created by early humans?

Imagine that you are planning a camping trip. Think about what tools you will take to make sure your trip is safe and enjoyable. Like you, early humans relied on tools.

The Use of Fire Around 500,000 years ago, early humans learned to make and control fire. Fire provided heat and light, and it enabled people to cook food. A good fire offered protection from animals. Early humans also used fire to temper, or harden, tools made of metal.

The Development of Technology **Technology** consists of all of the ways in which people apply knowledge, tools, and inventions to meet their needs. Technology dates back to early humans. At least 2 million years ago, people made stone tools for cutting. Early humans also made carrying bags, stone hand axes, awls (tools for piercing holes in leather or wood), and drills.

In time, humans developed more complex tools, such as hunting bows made of wood. They learned to make flint spearheads and metal tools. Early humans used tools to hunt and butcher animals and to construct simple forms of shelter. Technology—these new tools—gave humans more control over their environment. These tools also set the stage for a more settled way of life.

REVIEW How did early humans use fire?



▲ **Early Tools** Among the tools used by early humans were the mattock (a digging tool), the harpoon, and the ax.

Vocabulary Strategy

You can figure out what *technology* means from its **root** and **suffix**. The Greek root *techn* means "craft" or "skill." The suffix *-logy* means "study of." *Technology* means "the study and application of crafts or skills."

Early Human Culture

3 ESSENTIAL QUESTION What kind of culture did early humans create?

What sets humans apart from other creatures? Art, language, and religion are special to humans and help create their culture.

Language Human language probably developed as a result of the need for people to work together. One theory suggests that the need for cooperation during the hunt spurred language development. Hunters needed to be able to talk to one another in order to outsmart, trap, and kill animals for food. Another theory suggests that the cooperation needed to gather and share food led to the development of language.

Religion Religion is the worship of God, gods, or spirits. Early humans probably believed that everything in nature, including rocks, trees, and animals, had a spirit. Some archaeologists believe that early cave paintings of animals were made to honor the spirits of animals killed for food.

Comparisons Across Cultures

Prehistoric Cave Art

Prehistoric people in different parts of the world painted scenes on cave walls. Such rock paintings are among the oldest art in the world.

The cave art on the top was done by a Native American artist in Utah. The painting shows a holy man holding a snake. Snakes were seen as links between the human and underground worlds.

The painting at the bottom was done by an Australian Aboriginal artist. It shows a dreamtime spirit. Dreamtime is a supernatural past in which ancestor spirits shaped the natural world.

SKILLBUILDER

INTERPRETING VISUALS

Making Inferences What do these examples tell you about early human art? On the basis of their art, how important does religion seem to have been in the lives of prehistoric peoples?



Art Prehistoric art gives us insights into humans' daily life and shared beliefs. Early humans created art in caves and rock shelters. They also created art they could carry with them.

More than 200 sites of early cave art have been discovered in France and Spain. Cave paintings thousands of years old show lively images of bulls, stallions, and bison. Prehistoric art exists in Africa, Asia, Europe, Australia, and the Americas.

Jewelry and figurines are examples of portable art. Early humans may have worn these items. Other items may have had religious meaning. Art also included music, dance, and stories—art that could be performed anywhere.

Antler Headdress This red-deer antler headdress, which is about 9,500 years old, may have been used as a disguise in hunting or worn in hunting ceremonies. ▼

REVIEW What were the main elements of prehistoric culture?

Lesson Summary


- Hunter-gatherers were nomads.
- Fire and tools improved lives.
- Early humans created language, religion, and art.



Why It Matters Now . . .

Early humans created the first tools. Today technology continues to improve our lives and help us survive.

1 Lesson Review

 **Homework Helper**
ClassZone.com

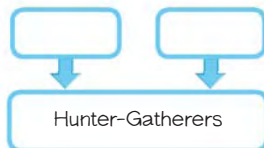
Terms & Names

1. Explain the importance of
hunter-gatherer migration religion
nomad technology

Using Your Notes

Summarizing Use your completed graphic organizer to answer the following question:

2. How did hunter-gatherers live?



Main Ideas

3. How did prehistoric people use available natural resources for food, housing, and clothing?
4. How did the development of tools change the life of early humans?
5. Where are some of the places that prehistoric art has been found?

Critical Thinking

6. **Comparing and Contrasting** How was cave art different from other kinds of art created by early humans?
7. **Drawing Conclusions** What does their art tell us about early humans?

Activity

Making a Map Use the map on pages A6-A7 of the Atlas to sketch a world outline map. You will add to this map in later units. Use the map on page 52 to mark the location of the hunter-gatherer group closest to where you live.

Finding Main Ideas

Goal: To identify the main idea of a passage in order to better understand hunter-gatherer societies

Learn the Skill

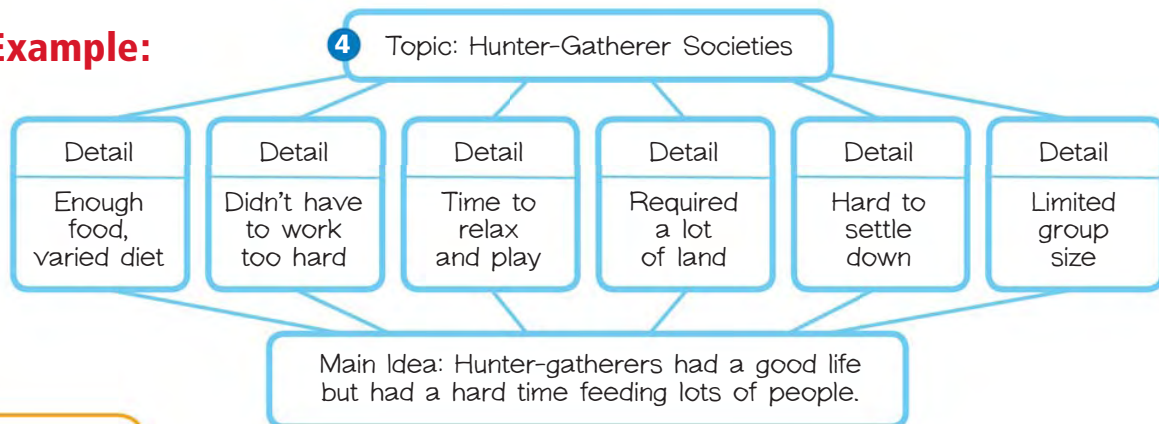
A main idea is the most important point in a paragraph or a passage. A main idea may or may not be stated in so many words. In the example to the right, the main idea is not stated. To find the main idea of a passage, identify the topic. Then, as you read, ask yourself this question: What main idea do the details and examples support?

 See the Skillbuilder Handbook, page R2.

Practice the Skill

- 1 Ask yourself what the passage at right, titled "Hunter-Gatherer Societies," is about. Identify the topic by first looking at the title. The title tells you this passage is about what hunter-gatherer societies were like.
- 2 Look at the first and last sentences of each paragraph. These sentences often give clues to the main idea. See if any one sentence sums up the point of the whole passage. In this passage the main idea comes from combining the ideas in these sentences.
- 3 Read the entire passage. Look for details about the topic. What main idea do they explain or support? This passage contains details about both the good and the bad parts of hunter-gatherers' lives.
- 4 Use a chart like the one below to state the topic and list the supporting details. Use the information you record to help you state the main idea. This chart is based on the passage you just read.

Example:



Secondary Source

Ideas about life in hunter-gatherer societies have changed since the 1960s. Until then, most scholars thought that ancient peoples' lives were very hard. Now many scholars have changed their minds. They have based their ideas on studies of hunter-gatherers in the modern world—groups who still live by hunting animals and gathering plants for food.

1 *Hunter-Gatherer Societies*

2 Many scholars now believe that the lives of most hunter-gatherers were quite good. Their environment gave them all the kinds of food they needed. They had a varied diet of meat, fish, fruit, and wild plants. This diet was healthy and balanced. Usually, hunting and gathering did not require too much time and energy. People had time to relax, visit with friends, and play games. 2

3 2 Yet there were limits to the hunter-gatherer way of life. A lot of land was required to support a group of people. The group needed to roam across 7 to 500 square miles per person to get enough food. It was hard to settle in villages because people needed to move often to find food. They owned only what they could carry, and their houses had to be very simple. The groups had to be small, probably no more than about 30 people. As groups consumed the food in various areas, it became harder for societies to feed their people just by hunting and gathering. 2



▲ Game Animals This rock painting in Tanzania shows the possible favorite game animals of hunters.

Apply the Skill

Turn to Chapter 1, Lesson 2, pages 17–19. Read “Different Maps for Different Purposes.” Make a chart like the one at left to help you find the main ideas. Identify the topic, the most important details, and the main idea of the passage.

MAIN IDEAS

- 1 **Science and Technology** New technologies supported an agricultural revolution.
- 2 **Culture** Agriculture made a big change in how people lived.
- 3 **Geography** Farming developed independently in many areas of the world.

TAKING NOTES

Reading Skill: Understanding Cause and Effect

Identifying causes and effects will help you understand the relationships among events in this lesson. In Lesson 2, look for the effects of the cause listed in the chart below. Record them in a chart of your own.

Cause	Effects
Agricultural revolution	1.
	2.
	3.

 Skillbuilder Handbook, page R26



▲ Pottery This pottery figure from Hungary is holding a sickle, a farming tool. The figure represents a deity, or god, and dates back to about 4500 B.C.

Words to Know

Understanding the following words will help you read this lesson:

grazing animal an animal that feeds on growing grass (page 59)
Humans could keep herds of grazing animals after they learned to grow grasses.

develop to grow or cause to grow (page 60)
As the number of villages in the region increased, a more complex economy developed.

fertile good for plants to grow in (page 60)
Few people lived in the desert because it lacked water and fertile soil.

Learning to Farm and Raise Animals

TERMS & NAMES

domesticate

agriculture

slash-and-burn

irrigation

Build on What You Know In the United States today, few people are farmers. However, in early human societies, almost everyone was a farmer. Today, because of technology, one farmer can raise enough food to feed many people.

The Beginnings of Agriculture

- 1 ESSENTIAL QUESTION** What new farming tools and methods did early farmers invent?

Early humans were nomadic. They moved around in search of food. By around 8000 B.C., though, they had learned to modify the environment by growing plants and raising animals.

Climate Changes Global warming resulted in the retreat of the Ice Age glaciers. This retreat meant that early humans could move into new areas. As temperatures rose, the growing season became longer. Wild grasses spread and were **domesticated** by humans—that is, humans learned to grow and tend the grasses. This skill provided humans and grazing animals with more grain to eat.

Connect to Today

Peru A shepherd tends her sheep in the Andes Mountains of Peru. Sheep were among the first animals that humans learned to domesticate. ▼



The Domestication of Animals Early humans learned to domesticate animals such as sheep and goats around 9000 B.C. People raised them for food and clothing.

Domesticated animals offered a reliable source of meat and milk products. After people killed an animal, they used its skin to make clothing and shelters. They made harpoons, needles, and other tools from the bones.

The Agricultural Revolution Food gatherers noticed that grain sprouted from spilled seed. Around 8000 B.C., people got the idea of **agriculture**—planting seeds to raise crops.

Agricultural revolution is the name given to the shift from food gathering to food raising. The agricultural revolution brought about changes in tools and technology. People made hoes to loosen the soil, sticks to dig holes, and sickles to harvest grain.

Early farmers practiced **slash-and-burn** agriculture. They cut and then burned trees and brush to clear land for crops. After a number of growing seasons, soil often became poor. People then moved on to a new location.

REVIEW What was the impact of new tools on early humans?

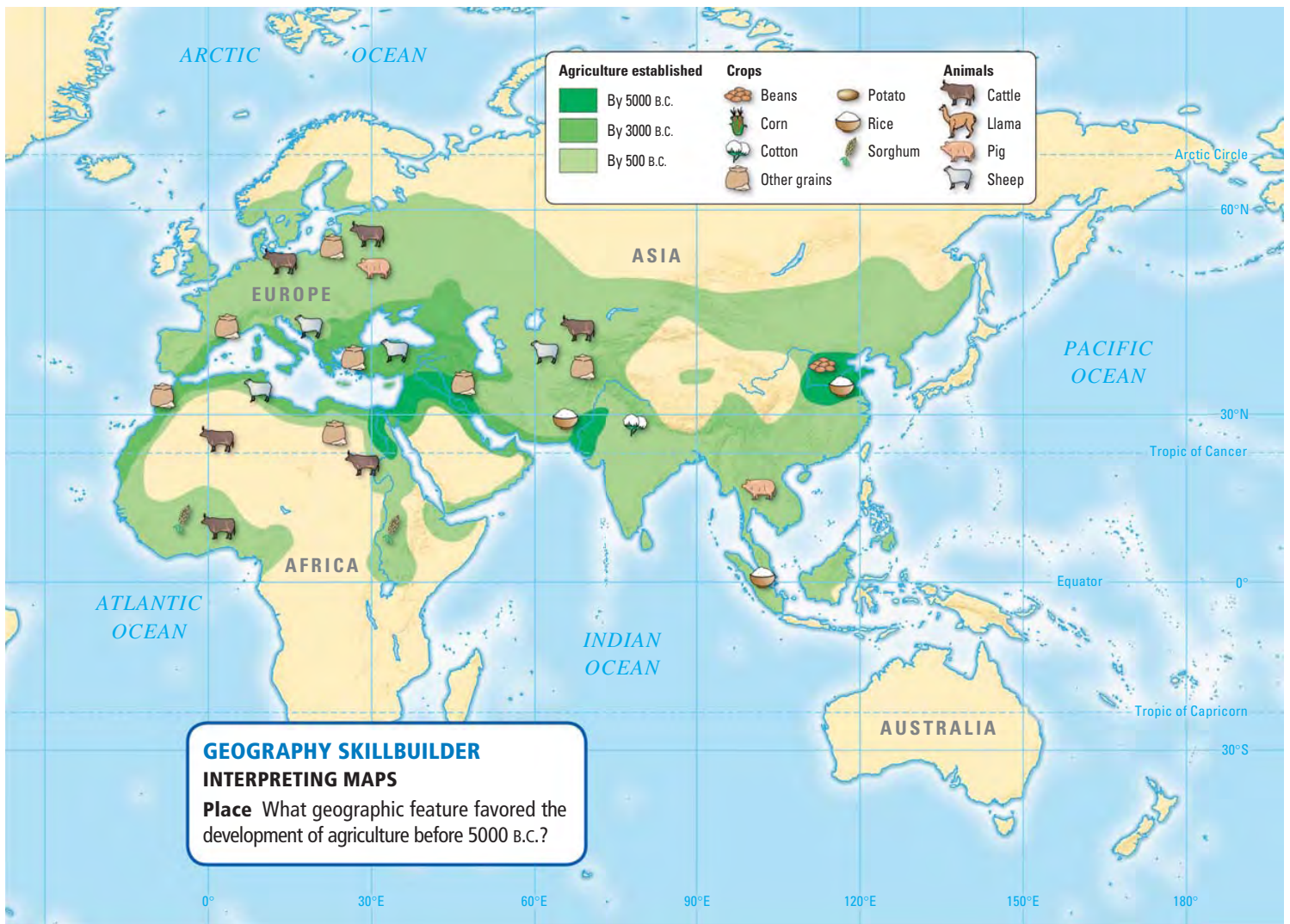
Settlements Begin

2 ESSENTIAL QUESTION Why did villages develop?

People learned to be better farmers as their tools improved. Groups often remained in the same areas instead of moving around every few years. They began to develop permanent settlements.

Farming Villages Develop Fertile soil produced bigger and better crops. This attracted farmers. River valleys had soil that was especially rich. Their soil was better than that in fields that had been cleared by slashing and burning. Farmers settled in villages and went out to the fields to work. Villages grew to hold several thousand people. People lived in shelters made of mud, bricks, logs, and hides.





Village life provided many advantages. Food was more plentiful. People living in larger groups could more easily withstand attacks by nomadic bands. Village life also had disadvantages, including the risks of fire, disease, and flood.

REVIEW How did farming change the way people lived?

Farming Develops in Many Places

3 ESSENTIAL QUESTION Where did farming develop?

About 8000 B.C., people in different parts of the world began to develop farming. Early farmers invented new methods of farming.

River Valleys in Africa and Asia Early farming developed in areas where water was available, such as in river valleys. These included the Huang He in China and the Nile in Africa. African farmers along the Nile were among the first to use **irrigation**—the watering of crops. They built irrigation systems of dikes and canals.

Uplands in the Americas Farming in the Americas developed later than in the rest of the world. It developed mainly in upland regions—plateaus and other flat areas at fairly high elevations. Farmers in the Americas developed techniques suited to the environment. The terracing of land to create flat areas helped adapt the land for raising crops such as corn, beans, potatoes, and squash.

REVIEW What crops did early farmers raise in the Americas?

Lesson Summary

- After the Ice Age, humans learned to domesticate animals and plant crops.
- As people learned to be better farmers, farming villages developed.
- Farming developed independently in many parts of the world.

Why It Matters Now . . .

The development of farming led to a great increase in human population. Today most people depend on agriculture for their food. In some parts of the world, such as Africa and India, most people are still farmers who live in villages.

2 Lesson Review



Terms & Names

1. Explain the importance of

domesticate	slash-and-burn
agriculture	irrigation

Using Your Notes

Understanding Cause and Effect Use your completed chart to answer the following question:

2. What new technologies developed for growing and harvesting grain?

Cause	Effects
Agricultural revolution	1.
	2.
	3.

Main Ideas

3. What farming techniques were part of the agricultural revolution?
4. How did agriculture change the way people lived together?
5. In what geographical regions did farming develop in Asia, Africa, and the Americas?

Critical Thinking

6. **Cause and Effect** How did the end of the Ice Age affect the way people lived?
7. **Comparing and Contrasting** Compare the areas in which farming developed in Asia and Africa with those in which farming developed in the Americas. How were they different and similar?

Activity

Internet Activity Use the Internet to research farming techniques used by early farmers. Design one scene or panel of a mural on a blank sheet of paper.

INTERNET KEYWORD: *prehistoric farming tools*

Activity

Extend Lesson 2

Grow a Plant

Goal: To understand the development of agriculture

Prepare

Your teacher will assign you to work in a group. He or she will recommend some fast-growing seeds. For each type of seed, you will learn about the effects of soil, light, and water.

Soil	potting soil	sand	subsoil
Sunlight	full sunlight	partial sunlight	minimal or no sunlight
Water	daily	every 3 days	every 5 days

Materials & Supplies

- plant pots, paper cups, or milk cartons
- potting soil
- sand
- subsoil (found 50–60 cm beneath topsoil)
- water
- three types of fast-growing seeds
- plastic wrap
- rubber bands

Do the Activity

- 1 Attach a label to each of the pots being used. Fill each pot with soil and moisten the soil. Plant two seeds in each pot. Cover each pot with plastic wrap, secured by a rubber band.
- 2 Once shoots appear, remove the plastic wrap. Pots being used to test for sunlight should be placed in locations that get different amounts of light. The amount of sunlight for all other pots should remain constant.
- 3 Record your observations over 4–6 weeks. Observations should include plant height, number of leaves, and greenness.

Follow-Up

- 1 At the end of the period, which plant was healthiest? What challenges do your observations suggest early farmers faced?
- 2 How have technological advances helped farmers?

Extension

Making a Presentation Each group should display its plants. As a class, discuss the ideal conditions for growing seeds.



Lesson 3

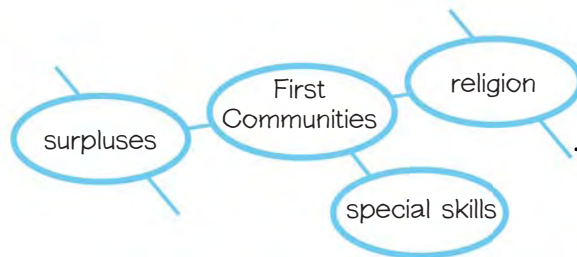
MAIN IDEAS

- 1 Culture** Some simple farming villages expanded and developed into more complex villages.
- 2 Culture** A cultural pattern involving early forms of government, specialized workers, and social classes began to develop in complex villages.
- 3 Culture** The way of life in a complex village was different from that in a simple farming village.

TAKING NOTES

Reading Skill: Categorizing

Sorting information into groups helps you understand differences among the groups. In Lesson 3, look for the following three categories of information about the first communities. Record examples or details for each category in a web diagram.



 Skillbuilder Handbook, page R6



▲ **Brooch** This prehistoric brooch was used for fastening a cloak at the neck. It was found on the bank of the Thames River in England.

Words to Know

Understanding the following words will help you read this lesson:

potter a person who makes objects, such as pots, from moist clay hardened by heat (page 66)

The potter gave plates and bowls to the farmer.

encourage to help to bring about; to foster (page 66)

Great increases in food production encouraged population growth.

inhabitant a resident of a place (page 67)

Artifacts found in the ancient city give clues about the religious life of its inhabitants.

suggest to show indirectly (page 68)

The presence of certain kinds of rocks would suggest that a volcano was located nearby.

The First Communities

TERMS & NAMES

surplus
specialization
artisan
social class
government

Build on What You Know Do you live in the country, a small town, a city, or a suburb? In the distant past, simple farming villages developed, over hundreds of years, into more complex villages and eventually into cities.

Villages Around the World

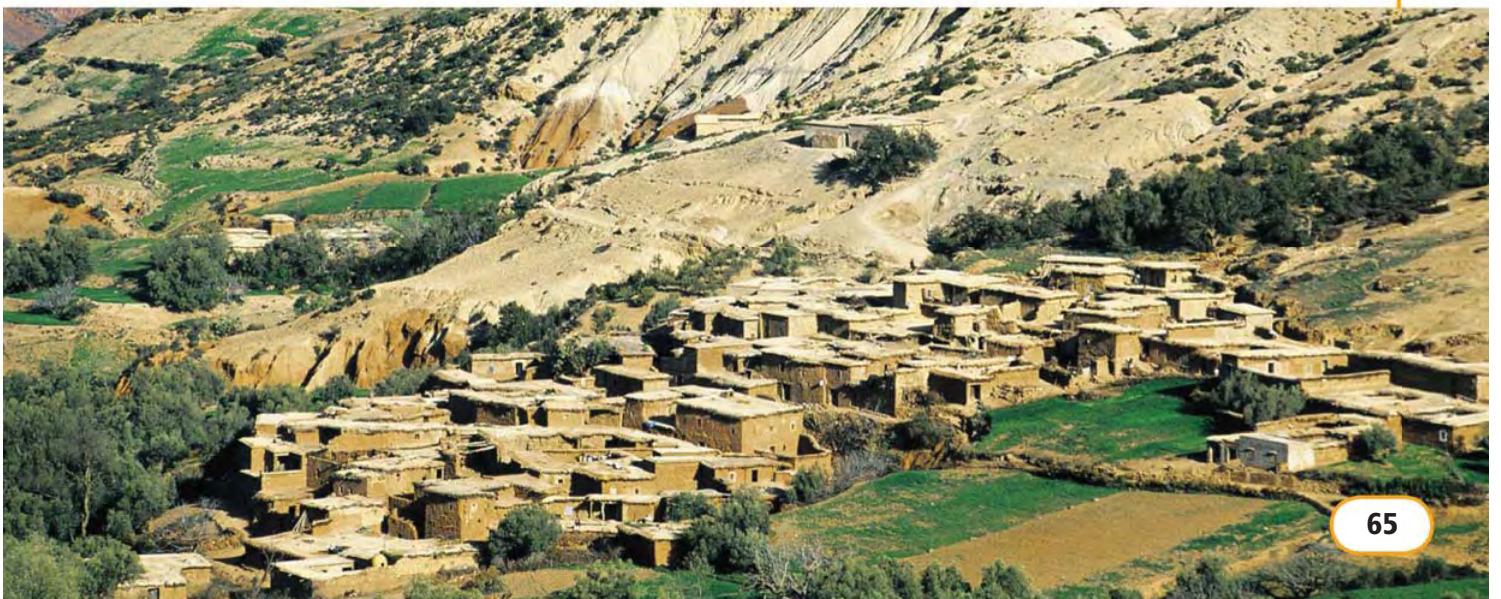
1 ESSENTIAL QUESTION How did farming villages develop?

When villages prospered, they were able to support more people. Their populations grew. People's skills became more specialized. Village economies became more varied.

Surpluses Boost Development As agricultural techniques improved, farmers sometimes produced **surpluses**—more than what they needed to survive. For example, farmers might grow more grain than their families or village could use. The extra was an economic surplus.

Surpluses in early farming villages were not limited to food. Surpluses also included materials for making cloth and other products. Sheep raisers, for example, may have had surplus wool. Surpluses of food and other materials in good seasons helped villages survive bad seasons.

Moroccan Village
This modern village in the Atlas Mountains of Morocco in North Africa continues a way of life that has lasted for thousands of years. ▼



People Develop Different Skills As farmers began producing surpluses, not everyone had to raise food. People began specializing in other kinds of work. A **specialization** is a skill in one kind of work.

Potters and weavers probably were among the first to specialize. They made products that everyone could use. Potters made vessels for carrying and storing water and food. Weavers created cloth from spun cotton, wool, and flax—the plant from which linen is made. Potters and weavers traded their products for food.

Certain people in a community were regarded as holy. These holy people, or shamans, interpreted natural events such as rain or fire. They explained the meaning of a good or bad harvest. They were also healers. They were thought to be in contact with the spiritual world. Such people evolved into the priests of the first cities.

The way of life in a village was new and very different. Hunter-gatherers led a nomadic life, moving from place to place. Villagers settled in one place and no longer depended on hunting and gathering for food. Instead, farmers worked to raise enough food for everyone in the village. Work became more specialized, with nonfarmers trading their goods and services for food.

REVIEW How did surpluses affect village life?

Simple Villages Grow More Complex

2 ESSENTIAL QUESTION How did life in villages become more complex?

Surpluses and specialization led to the growth of villages. Life became more complex in certain villages as they developed.

A Changing Way of Life Extra food and other supplies meant that more people could live together. In this way, surpluses encouraged the growth of villages and populations. Surpluses also led to increased trade. People in one village might trade their surplus food for the surplus tools in another village.



▲ **Necklace and Pottery** People with special skills made different objects. The pottery jar was made about 1800 B.C. The necklace is roughly the same age. Both were produced by early civilizations in Southwest Asia.



Workers became more specialized. Potters, weavers, and other craftspeople often spent years learning their skills. People trained in skills or crafts are called **artisans**. Carpenters, toolmakers, cloth makers, and potters are all artisans. People with similar skills developed into occupational classes. In this way, specialization led to the development of social classes. A **social class** is a group of people with similar customs, background, training, and income, such as farmers, craftspeople, priests, or rulers.

As ancient communities grew into larger villages, people felt the need for laws and leadership to keep order and settle disputes. People developed early forms of **government**—that is, ways of creating order and providing leadership. Early humans made laws to make their communities both safer and more stable.

From Simple to Complex Villages A complex village had a larger population than a simple village, with people living closer together. The larger population had a greater supply of skills, ideas, and needs. As a result, life in a complex village was more varied and complicated than that in a simple village.

REVIEW What are some examples of specialized labor?

Vocabulary Strategy

Artisan means “a skilled worker or craftsperson.” Its **antonym**, or opposite, is *unskilled worker*. The movement from unskilled to skilled workers represented an important change.

Life in a Complex Village

3 ESSENTIAL QUESTION How did life in a complex village compare with that in a simple village?

Complex villages were not like the cities of today. Although one of these villages may have had as many as 5,000 people, it would be quite small by today’s standards. However, thousands of years ago, a village with a population of 5,000 would have been very large.

Technology was still in its early stages. Electricity, rapid transit, sewer systems, and concrete buildings support today’s huge city populations. In ancient times, these tools and technologies had not yet been invented. Most farming villages had only a few hundred inhabitants.

Characteristics of Complex Villages

Larger populations	thousands of people
Beginnings of government	leaders; laws or other means of settling disputes
Public buildings	shrines and other accommodations for gatherings of people
Specialized workers	artisans and other skilled workers
Social classes	groups with similar trainings and incomes
Trade	exchange of surplus goods

Primary Source

Artifacts

Primary sources include artifacts, or objects, from the past. Artifacts include tools, weapons, sculptures, and jewelry made by human beings. These objects can tell us much about ancient peoples and cultures.

- The seal at the top was found in a burial site in Catal Huyuk. (chah•TAHL hoo•YOOK) It was used as a stamp to show ownership. None of the designs is repeated on the many seals that have been found.
- The dagger at the bottom was also found in Catal Huyuk. It has a snake handle. The blade is made of flint imported from Syria. It was probably used in religious ceremonies or rituals.

DOCUMENT-BASED QUESTION

What conclusions can you draw about the life of the people in Catal Huyuk by looking at these artifacts?



Catal Huyuk Catal Huyuk is an example of a complex village. Its ruins are at least 8,000 years old, and it had a population of about 5,000. Archaeologists began unearthing and studying Catal Huyuk in 1961.

Catal Huyuk is located in Turkey, where agriculture developed fairly early. (See map on page 61.) The bones of many water birds found at Catal Huyuk suggest that the village was built in a marshy area. Farming probably took place in outlying areas.

A Village Develops Although Catal Huyuk had a small population, its site has yielded evidence of the complex life of its dwellers. The layout of the village shows that people lived in clusters of permanent buildings. Houses had similar floor plans, although the bricks used to build them varied in size.

Other buildings served as shrines, where religious ceremonies took place. Wall paintings in the shrines have religious meaning. Small amounts of charred grain and other offerings to the gods show that these buildings were sacred sites.

The people of Catal Huyuk developed special skills, such as making tools. Artisans also created luxury items, such as mirrors and metal beads. They produced cloth, wooden vessels, and simple pottery. Artists created murals on the clay walls of many buildings. Specialization established Catal Huyuk as a center of trade, culture, and influence.



REVIEW What characteristics of Catal Huyuk identify it as a complex village?

▲ **Wall Painting**
This painting shows a red bull surrounded by humans. It was painted on the inside wall of a shrine in the village of Catal Huyuk.

Lesson Summary

- Improved farming techniques enabled village farmers to grow surplus food.
- Simple villages sometimes grew into complex villages.
- Catal Huyuk is the site of an early complex village.

Why It Matters Now . . .

The development of complex villages was an important step in the change from simple villages to cities.

3 Lesson Review

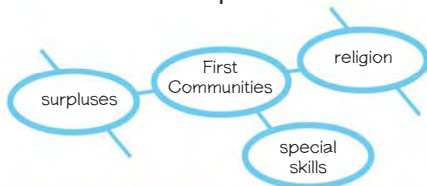
Terms & Names

1. Explain the importance of surplus, artisan, government, specialization, and social class.

Using Your Notes

Categorizing Use your completed web diagram to answer the following question:

2. Why were pottery and weaving among the first skills to be developed?



Activity

Planning a Museum Display Plan a museum display showing specializations that people practiced in early villages. On a poster, make a two-column chart. List the display items on the left. Opposite each item, write a brief description.



Main Ideas

3. Why did surpluses lead to the growth of trade?
4. What are the basic characteristics of a complex village?
5. How does its inhabitants' way of life indicate that Catal Huyuk was a complex village?

Critical Thinking

6. **Comparing and Contrasting** What would be the pros and cons of living as a nomad? in a simple village? in a complex village?
7. **Making Inferences** How did specialization help to establish social classes?

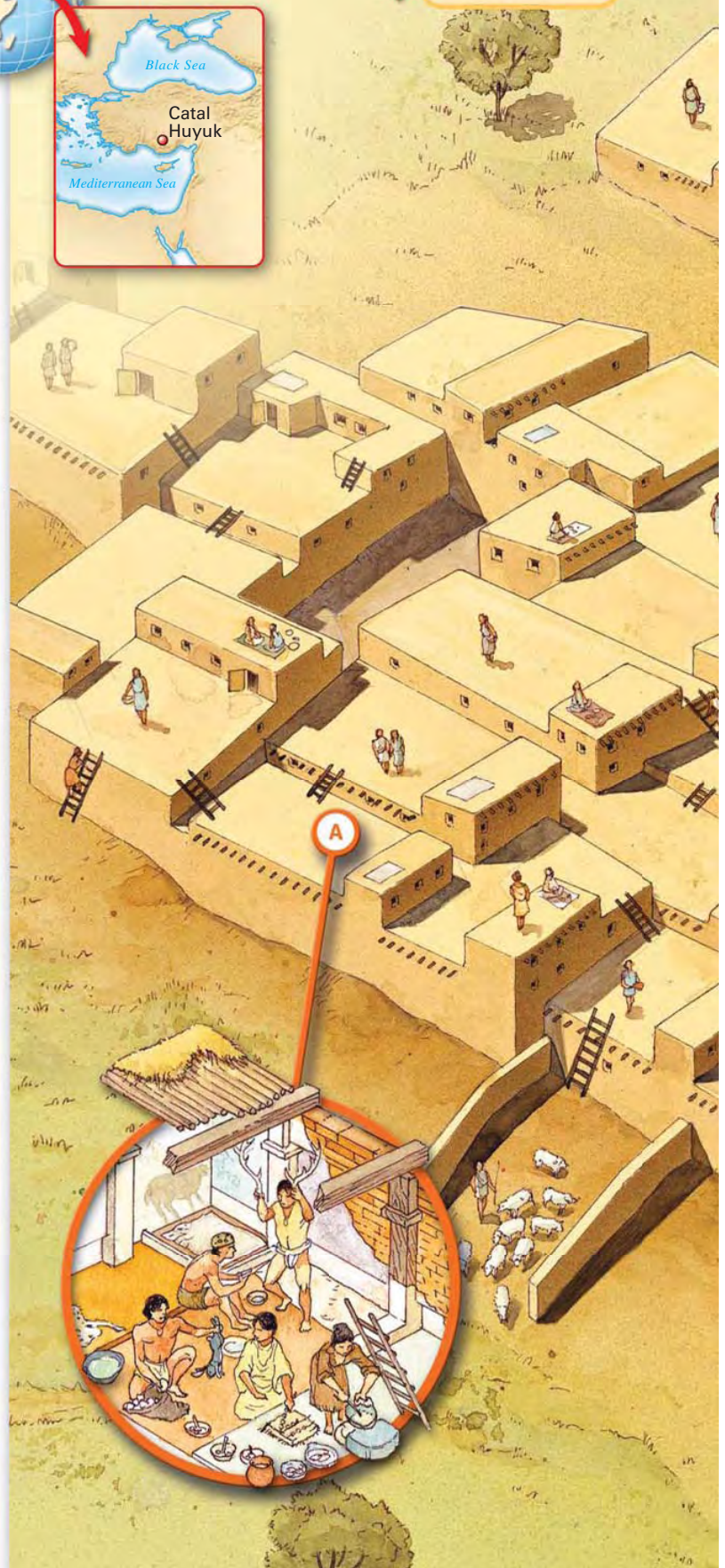


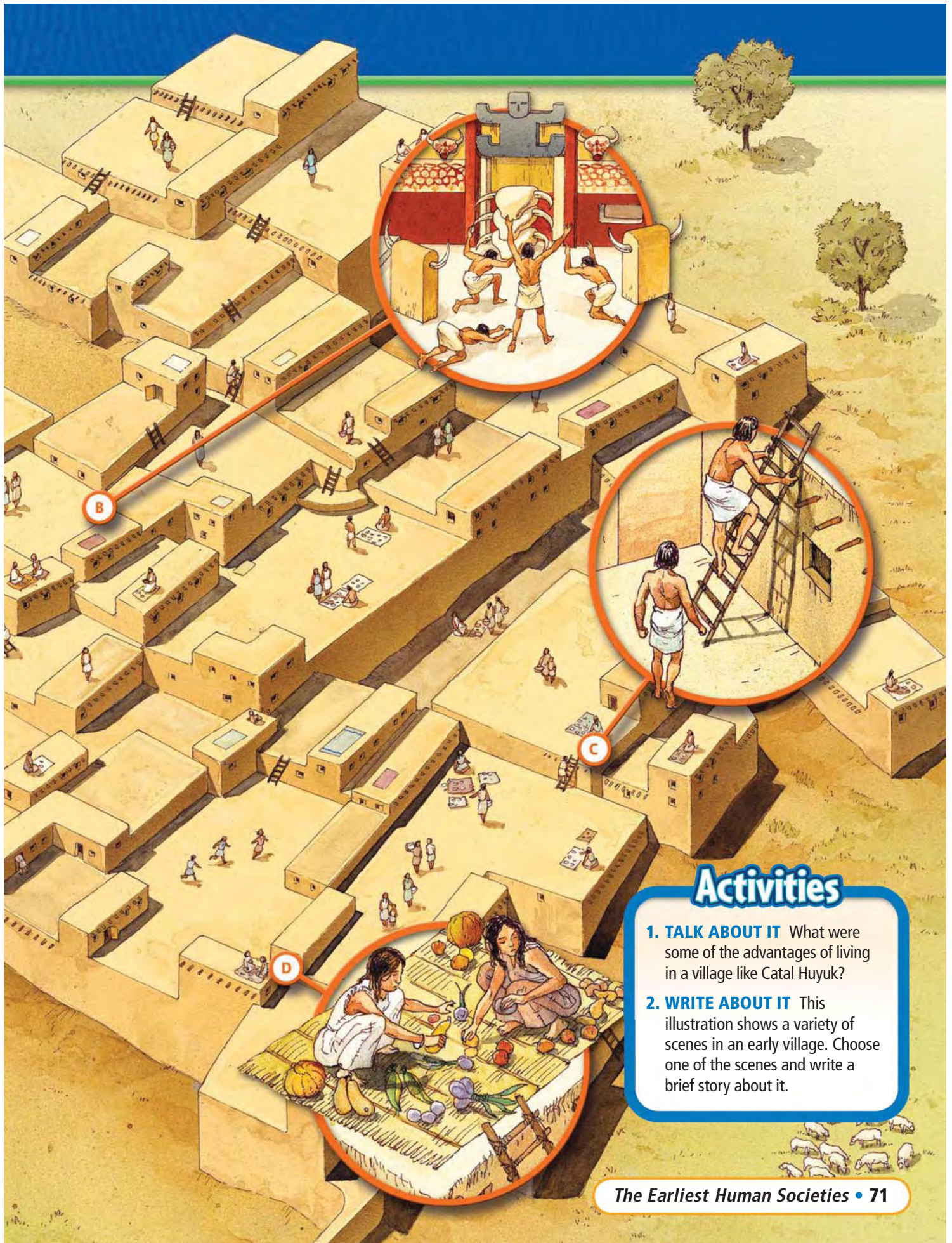
Living in a Complex Village

Purpose: To learn about life in a village around 7000 B.C.

Catal Huyuk was located on a river in a plain that was well suited for growing crops. As the settlement prospered, permanent homes were built of mud brick. Around 7000 B.C., perhaps as many as 5,000 or 6,000 people lived in the town, which contained more than a thousand houses. Many different activities were part of daily life in the town.

- A House Interiors** The houses had windows and doors. Within the houses, people attended to their daily chores, including the preparation of food. The clay hearths and ovens were built in and had curbs around them to prevent embers from spreading.
- B Shrines** Shrines contained bulls' heads and horns. These were common religious symbols in the village.
- C Houses with Ladders** Over a thousand houses were packed together. No streets or alleys separated the houses. For security, people used ladders to enter the village.
- D Rooftops** People used the rooftops for a variety of purposes. They traveled across roofs. They slept on the roofs in hot weather. They also used the roofs to dry their crops in the sun.





Activities

- 1. TALK ABOUT IT** What were some of the advantages of living in a village like Catal Huyuk?
- 2. WRITE ABOUT IT** This illustration shows a variety of scenes in an early village. Choose one of the scenes and write a brief story about it.

Chapter 2 Review

VISUAL SUMMARY

The Earliest Human Societies

Geography

- Early humans adapted to their environment.
- Hunter-gatherers lived a nomadic life in pursuit of animals.
- Farming developed in many parts of the world.



Science & Technology

- Humans desire to explore the world and solve problems.
- Weapons and tools helped hunter-gatherers to survive.
- New technologies developed to support the agricultural revolution.



Culture

- Early humans developed language, religion, and art.
- Agriculture caused a change in how people lived.
- Simple farming villages developed into complex villages.



TERMS & NAMES

Explain why the words in each pair below are linked with each other.

1. **hunter-gatherer** and **nomad**
2. **irrigation** and **slash-and-burn**
3. **specialization** and **artisan**

MAIN IDEAS

Hunters and Gatherers (pages 50–57)

4. How did hunter-gatherers interact with the environment?
5. Why was the development of technology important to early humans?

Learning to Farm and Raise Animals (pages 58–63)

6. How did the domestication of animals affect people's lives?
7. How did environmental conditions influence the locations of early farms?

The First Communities (pages 64–71)

8. What factors caused simple villages to develop into complex villages?
9. In what ways was life in Catal Huyuk more complex than life in a simple farming village?

CRITICAL THINKING

Big Ideas: Culture

10. **FINDING MAIN IDEAS** As early communities grew larger, how did village life change?
11. **UNDERSTANDING CAUSE AND EFFECT** How did the development of tools affect agriculture?
12. **UNDERSTANDING CONTINUITY AND CHANGE** What were some of the changes that occurred in the way people lived as they changed from a nomadic to a settled way of life?



ALTERNATIVE ASSESSMENT

1. WRITING ACTIVITY Choose one of the examples of early art shown in this chapter. Write one or two paragraphs about an event that might have inspired the work of art or about a story that the art is attempting to tell.

2. INTERDISCIPLINARY ACTIVITY—SCIENCE Make a chart comparing early farming in the Americas with that in African and Asian river valleys. Include the following factors: type of terrain, crops grown, and farming techniques. Use books and the Internet to find information.

3. STARTING WITH A STORY



Review the description you wrote of your documentary. Create a storyboard with simple sketches of the scenes you will include. Write a brief caption for each.

Technology Activity

4. CREATING A MULTIMEDIA PRESENTATION

Use the Internet or library resources to research an early complex village, such as Catal Huyuk. Jericho is another example of a complex village. Create a multimedia presentation that includes

- information and visuals of the layout of the village and its buildings and structures
- images of artifacts and other evidence of culture
- a map showing the village's location
- text for each slide
- documentation of your sources



Research Links
ClassZone.com

Reading Charts Use the chart below to answer the questions.

The Domestication of Animals

Animal	Location	Use
llama	South America	transport, meat
turkey	North America	meat
guinea pig	South America	meat
horse	Asia (southwestern steppes)	transport
dog	Asia (possibly China)	guarding, herding, hunting
camel	Asia (central and Near East)	transport
cat	Africa	killing mice and rats
sheep	Europe, Asia, Africa	meat, wool
goat	Asia	milk, meat
pig	Europe, Asia	meat
cattle	Europe, Asia, Africa	milk, meat
chicken	Asia (southeastern)	meat, eggs

1. How were turkeys, guinea pigs, and pigs used?

- A. protection
- B. meat
- C. transport
- D. clothes

2. Which animals were domesticated in South America?

- A. turkey, pig
- B. horse, goat
- C. llama, guinea pig
- D. camel, cattle



Test Practice
ClassZone.com

Additional Test Practice, pp. S1–S33

Writing About History

Narratives: A Story About Early Humans

Purpose: To write a narrative for a class magazine about early humans

Audience: Your class

In this unit, you read stories about teenagers who discovered cave paintings, anthropologists who found Lucy's skeleton, and the ice man's fate. Another name for a story is a **narrative**.

Some narratives are based mostly on imagination. Historians, though, write narratives about events that really happened. Their stories are based on facts. But without the ability to interpret information, a historian could not turn the factual evidence from artifacts into a story of the past.



▲ Lascaux Cave painting and prehistoric tool

Organization & Focus

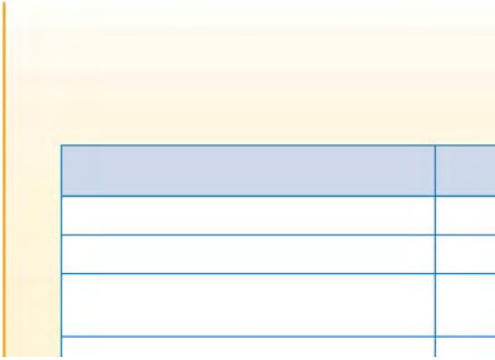
Your assignment is to write a narrative about early humans. A narrative has three basic parts. The **beginning** sets the scene and starts the action. The **body** presents a conflict. The **resolution** settles the conflict and ends the story. The first step in writing a narrative is to focus on a topic.

Choosing a Topic Here are some ways to help you think of topics about early humans to write about.

- Note facts or ideas from Chapters 1 and 2 that might make a good narrative.
- Review the images in these chapters. What story might exist behind each one?
- Talk to a classmate. Share ideas that might work as good stories.

Identifying Purpose and Audience For this writing assignment, your purpose and audience are provided above. In general, to plan a narrative, consider the following two questions:

- Why are you writing this story? Thinking about what interests you about this topic will help you decide on your purpose.
- Who will read this story? Your writing will change based on the ages, education levels, and interests of your audience.



A table with 2 columns and 4 rows. The top row has a light blue background. The table is set against a yellow background with a vertical orange line on the left side.