

TEST DATE: _____

Name: _____

Date: _____

Learning About the Past and Hunter-Gatherer Societies Resource Packet



Cave painting, Lascaux, France, 15,000 to 10,000 B.C.

In this chapter, we will learn about three types of social scientists who study the past: archaeologists, historians, and geographers. We will analyze and evaluate different sources of information about the Ancient World, including cave paintings made by our earliest ancestors.

Then we will explore the lives of five early “hominids”, and examine the evolution of beliefs, language, technology, and culture of Hunter-Gatherer societies in the Paleolithic Era (“Old Stone Age”).

BIG QUESTIONS:

- How does geography influence people?
- How do people use resources to meet their wants and needs?
- Are advancements in technology good for society?

Textbook:

Chapter 1: "Investigating the Past"

Chapter 2: "Early Hominids"

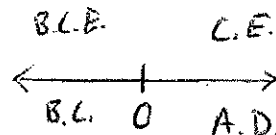
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A note about dates:

New sources, like your History Alive! textbook, use the abbreviations BCE ("Before the Common Era") and CE ("Common Era") to indicate years before "zero" (BCE) and after "zero" (CE).

Older sources, like the texts photocopied in this packet, use the abbreviations BC ("Before Christ"), and AD ("*anno domini*") to describe years before and after "zero".



To avoid confusion, remember this:

BCE = BC = before "zero", like negative numbers

CE = AD = after "zero", like positive numbers

Glossary (Vocabulary):

Archeology (and “archeologist”) -

Artifact -

Australopithecus afarensis -

Biped -

Capability -

Fossil -

Geographer -

Historian -

Hominid -

Homo erectus -

Homo habilis -

Homo sapien neanderthalensis -

Homo sapien sapien -

hunter-gatherer -

land bridge -

migrate -

Oral Tradition -

Prehistory (and “prehistoric”) -

Primary Source -

Ritual -

Secondary Source -

Social Scientist -

Technology -



READING NOTES 1

In this activity, you will try to discover what six cave artifacts reveal about early humans. Carefully examine each photograph from the cave. Match it to one of these images. Complete that section of the Reading Notes.

Transparency 1: Cave Painting of a Human

Find evidence: Label three details in the image that may offer clues about why the artist created this painting.

Our hypothesis: We think the artist created this because...

Read Section 1.4. Why do social scientists think this painting was created?

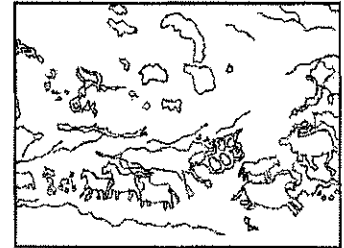


Placard 1A: Cave Painting of Animals

Find evidence: Label two details in the image that may offer clues about why the artist created this painting.

Our hypothesis: We think the artist created this because...

Read Section 1.5. Why do social scientists think this painting was created?

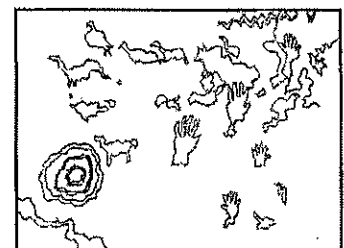


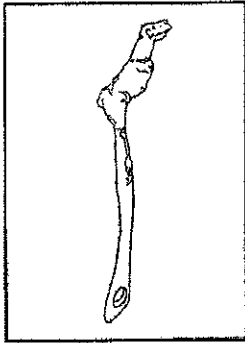
Placard 1B: Cave Painting of Shapes and Handprints

Find evidence: Label three details in the image that may offer clues about why the artist created this painting.

Our hypothesis: We think the artist created this because...

Read Section 1.6. Why do social scientists think this painting was created?



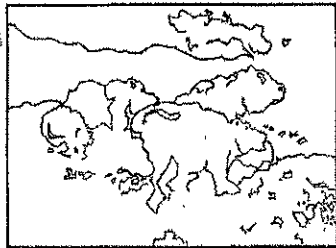


Placard 1C: Spear Thrower

Find evidence: Label two details in the image that may offer clues about why the artist created this tool.

Our hypothesis: We think the artist created this because...

Read Section 1.7. Why do social scientists think this tool was created?

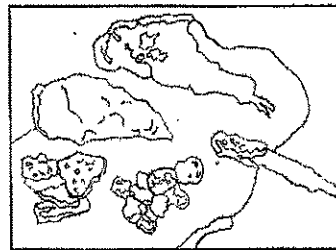


Placard 1D: Clay Sculptures

Find evidence: Label two details in the image that may offer clues about why the artist created these sculptures.

Our hypothesis: We think the artist created these because...

Read Section 1.8. Why do social scientists think these sculptures were created?



Placard 1E: Cave Art Tools

Find evidence: Label three details in the image that may offer clues about why the artist created these tools.

Our hypothesis: We think the artist used these tools to...

Read Section 1.9. What do social scientists think these tools were used for?

Understanding History

THINKING LOGS

How do historians learn about the past?

Key Terms

- prehistory
- fossil
- artifact
- oral tradition
- primary source
- secondary source

► During the eruption, many people were buried in volcanic ash. The bodies later decayed, but the impressions left were preserved in the hardened ash. Archaeologists then filled the impressions with plaster to make casts of the victims, like the one shown here.

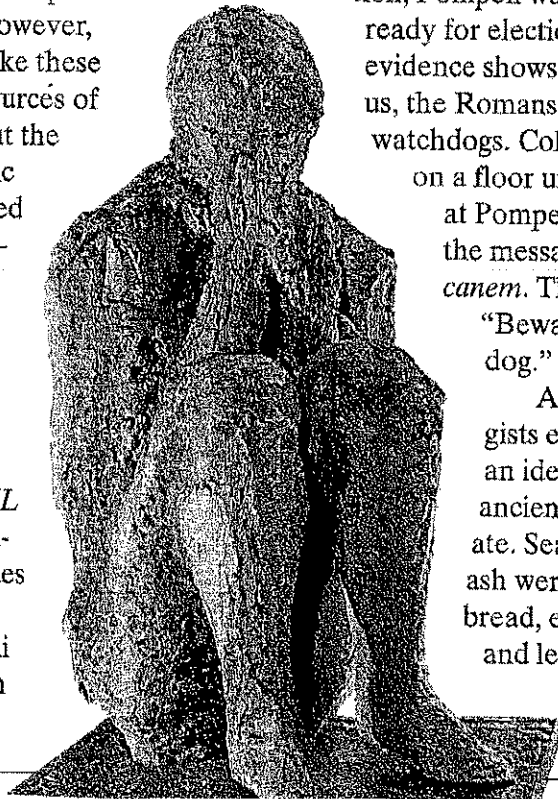
My mother now began to beg, urge, and command me to escape as best I could. . . . I replied that I would not be saved without her. Taking her by the hand, I hurried her along. . . . And now came the ashes, but at first sparsely. I turned around. Behind us, an ominous thick smoke, spreading over the earth like a flood, followed us. . . . To be heard were only the shrill cries of women, the wailing of children, the shouting of men. Some were calling to their parents, others to their children, others to their wives—knowing one another only by voice.

Pliny the Younger, from letters written to the historian Tacitus

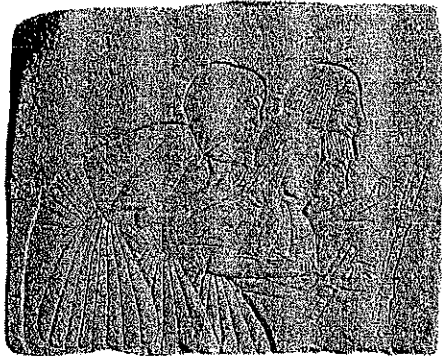
Pliny the Younger wrote this about the eruption of the volcano Mount Vesuvius in A.D. 79, when he was just 18 years old. His letters give valuable information about the disaster that destroyed the Roman cities of Pompeii and Herculaneum. However, written records like these aren't the only sources of information about the eruption. Volcanic lava and ash sealed Pompeii and Herculaneum exactly as they were almost 2,000 years ago, so the cities are like time capsules. Archaeologists (*ahr kee AHL uh jihsts*) have uncovered many clues that tell how the people of Pompeii and Herculaneum lived.

For example, one wall painting in Pompeii shows the games that were being held in the local sports arena. Campaign slogans on other walls within the city show that, at the time of the volcano's eruption, Pompeii was getting ready for elections. Other evidence shows that, like us, the Romans kept watchdogs. Colored tiles on a floor uncovered at Pompeii spell out the message *cave canem*. This means, "Beware of the dog."

Archaeologists even have an idea of what ancient Romans ate. Sealed in the ash were loaves of bread, eggs, nuts, and lentils.



Historical Evidence



Pliny's letter and the wall paintings at Pompeii are examples of the two kinds of sources historians use to study the past: written sources and nonwritten sources. To learn about the past, historians must seek out as many different sources as they possibly can, both written and nonwritten, and then try to find out what they mean.

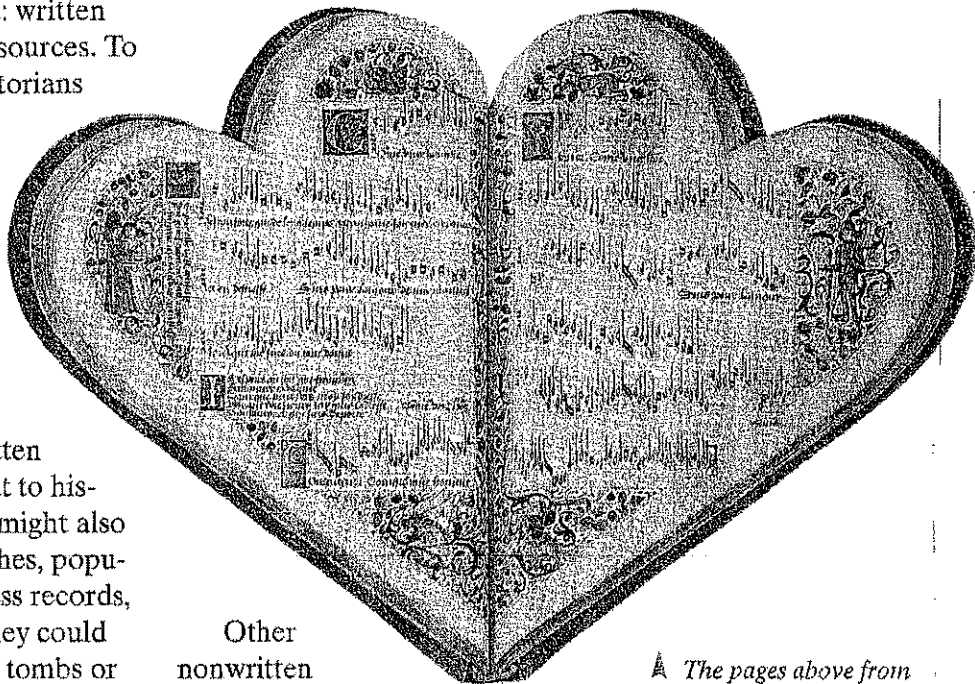
Kinds of Sources

To most people, written sources mean books. But to historians, written sources might also be letters, diaries, speeches, popular songs, poems, business records, or campaign slogans. They could be the marks on ancient tombs or old calendars and maps—anything with writing on it.

Anything written down can give historians clues about the people and events of the past. However, written sources only go back to about 3000 B.C. That's

when writing developed in Mesopotamia, an ancient country in what is now the Middle East. History before the development of writing is called **prehistory**. To learn about prehistoric times, historians must rely completely on nonwritten sources.

Nonwritten sources include **fossils**—the remains or imprints of once-living plants or animals. Dinosaur fossils, for example, can tell about the kinds of dinosaurs that lived in a certain time and place.



Other nonwritten sources are **artifacts**, or objects made by humans. Ancient jewelry, tools, coins, and toys teach about the customs and beliefs of people of the past.

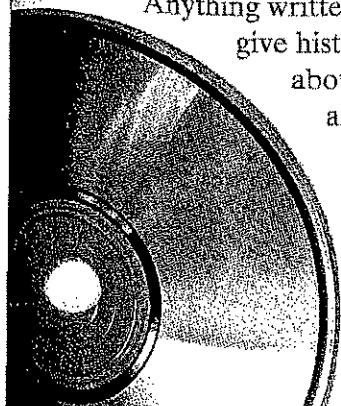
Still other nonwritten sources are tombs, monuments, and even entire cities. The streets and buildings of Pompeii, preserved beneath the ashes, give a picture of life as it was in A.D. 79.

Another important nonwritten source is a culture's **oral tradition**,

◀ This ancient carving of Egyptian scribes is a nonwritten source. The carving shows that the Egyptians wrote with penlike instruments.

▲ The pages above from a French songbook of 1470 are a valuable written source. They show how music was written down at the time.

◀ Will today's compact discs like the one at left be a nonwritten source for historians of the future?



the legends, myths, and beliefs passed on by word of mouth from generation to generation. Over time, many myths and legends have been written down. For example, the legend of King Odysseus was part of the ancient Greek oral tradition. It was finally written down by the Greek poet Homer between 800 and 700 B.C., and it is Homer's version that is known today.

The Historian's Job

Historians do not just collect facts. They also must examine the information they collect and then decide how to interpret it. Doing this carefully often can take a long time. For example, in the 400s B.C., a Greek historian named Thucydides (*thoo SID ih deez*) spent 27 years studying the war between the Greek city-states of Athens and Sparta. Here is how Thucydides

described the difficult job of the historian:

He must not be misled by the exaggerated fancies of the poets, or by the tales of chroniclers who seek to please the ear rather than speak the truth. . . . At such a distance of time he must make up his mind to be satisfied with conclusions resting upon the clearest evidence which can be had. . . . Of the events of the war I have not ventured to speak from any chance information, nor according to any notion of my own; I have described nothing but what I either saw myself, or learned from others of whom I made the most careful and particular enquiry. The task was a laborious one, because eye-witnesses of the same occurrences gave different accounts of them, as they remembered or were interested in the actions of one side or the other.

Thucydides, 400s B.C.

The Interpretation of Sources

As Thucydides says, sources are open to interpretation. Has one of your teachers ever asked you to tell your side of the story after a disagreement with another student? Did your version differ from your friend's?

Now consider two written records of a war—one from the winner's point of view; one from the loser's. How might the two be different?

Historians must keep in mind that everyone has his or her own point of view. Whether or not the author of a source is a man or a woman, rich or poor, or young or old will affect the way he or she sees and describes an event.

Nonwritten sources are, of course, also open to interpretation. Suppose, for example, that archaeologists uncover the remains of an ancient walled structure. Some historians might think it is a fort. Others, however, might argue it is a cattle corral. ■

The Evaluation of Sources

Historians ask questions about a source to determine how accurate and useful it is. A historian studying Pliny's account of the eruption would start by asking these questions:

Who was the writer? Pliny was a well-educated young man from a wealthy family. He had studied science under his uncle. As a result, his description of the process of the eruption is very valuable to historians. They want to know how the writer's background might affect his or her account.

What kind of source is it? Pliny's account was one of many

letters he wrote about life in the Roman Empire. His letters have given historians valuable information about the life and politics of the Roman Empire.

Different kinds of sources offer different kinds of information. Letters or diaries, for example, may tell a great deal about people's daily lives. Political speeches, on the other hand, might help explain a government's policies.

When was the source produced? Pliny wrote his description of the eruption shortly after it happened. Sources produced during the same time period as the events

they describe are called **primary sources**. Materials that were created later by people who studied the original sources are called **secondary sources**. The photo at the top of this page shows the eruption of Mt. Vesuvius in 1944. Because the photo records an event at the time of the event, it is a primary source. The painting of Mt. Vesuvius on the next page shows the eruption of A.D. 79. However, the painting wasn't made until 1785, so it's a secondary source.

Primary sources are generally more valuable to historians than

How useful is this source?
What does it really tell us?

?

are secondary sources. They are likely to be more accurate because they were recorded when the event was fresh in people's minds.

Where was the source produced? Pliny's account was an eyewitness account. Therefore, it is more valuable to historians than one written by someone who merely heard about the disaster. Even if a source was produced during the time period of the event, historians want to know if the author was actually at the event.

Why was the source produced? Pliny wrote about the eruption in let-

ters to the Roman historian Tacitus. Most of Pliny's letters were a mix of historical information and literature. Writing such letters was a fashionable thing for wealthy young Roman men to do.

Writers have many different reasons for writing. One writer may just want to describe an event. Another might want to prove a point, impress someone, or make someone else look bad. Understanding why a source was produced helps historians judge the accuracy of the information that is presented. ■

Primary or Secondary?

For each item listed, study the image in the handout provided. On this paper, circle whether it is a primary or secondary source, and briefly explain your reasoning in the space provided.

1. The ancient Roman coin is a primary/secondary source, because...
2. Anne Frank's "Diary of a Young Girl" is a primary/secondary source, because...
3. Jackie Kennedy's inaugural gown is a primary/secondary source, because...
4. The film "Flight 93" is a primary/secondary source, because...
5. History Alive! The Ancient World is a primary/secondary source, because...
6. The recipe for Rabbit Soup from a magazine from the civil war is a primary/secondary source, because...
7. The photograph from 9/11/01 is a primary/secondary source, because...
8. The diary entry of President Eisenhower is a primary/secondary source, because...
9. The grave of President Kennedy at Arlington National Cemetery is a primary/secondary source, because...
10. The painting of Washington crossing the Delaware is a primary/secondary source, because...



READING NOTES 2

Sections 2.2 and 2.3

1. Write the name of this hominid:



2. Color the rectangle that matches the time period in which this hominid lived.

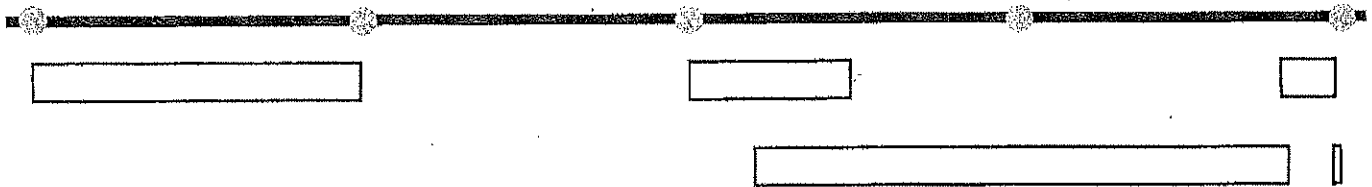
4 million
years B.C.E.

3 million
years B.C.E.

2 million
years B.C.E.

1 million
years B.C.E.

Today



3. Color or draw and label the key capabilities of this hominid.



4. Explain why these capabilities were important.



READING NOTES 2



Sections 2.4 and 2.5



1. Write the name of this hominid:

2. Color the rectangle that matches the time period in which this hominid lived.

4 million
years B.C.E.

3 million
years B.C.E.

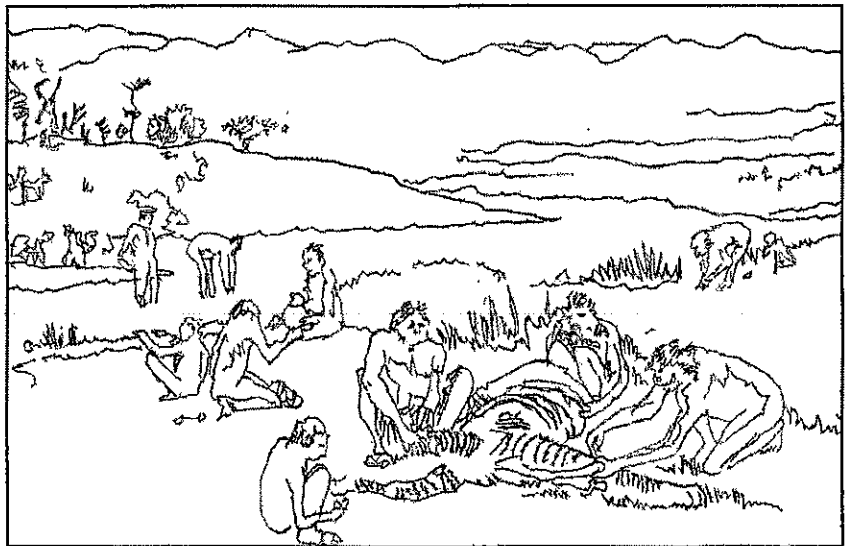
2 million
years B.C.E.

1 million
years B.C.E.

Today



3. Color or draw and label the key capabilities of this hominid.



4. Explain why these capabilities were important.



READING NOTES 2

Sections 2.6 and 2.7

1. Write the name of this hominid:



2. Color the rectangle that matches the time period in which this hominid lived.

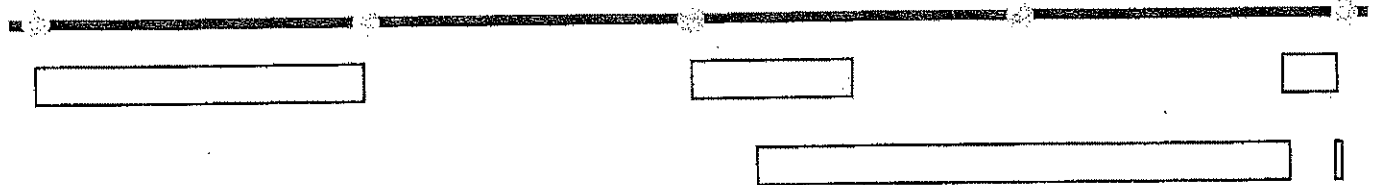
4 million
years B.C.E.

3 million
years B.C.E.

2 million
years B.C.E.

1 million
years B.C.E.

Today



3. Color or draw and label the key capabilities of this hominid.



4. Explain why these capabilities were important.

READING NOTES 2



Sections 2.8 and 2.9

1. Write the name of this hominid:

2. Color the rectangle that matches the time period in which this hominid lived.

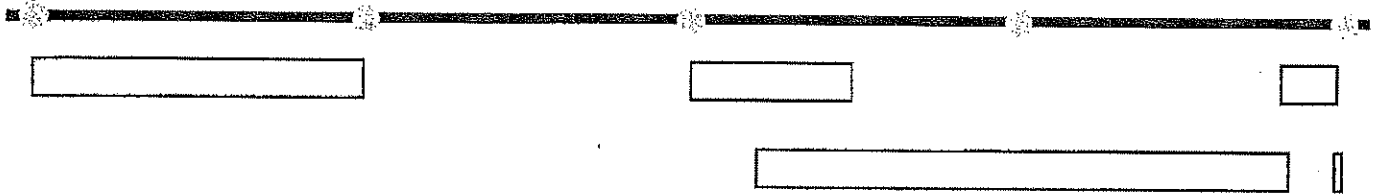
4 million
years B.C.E.

3 million
years B.C.E.

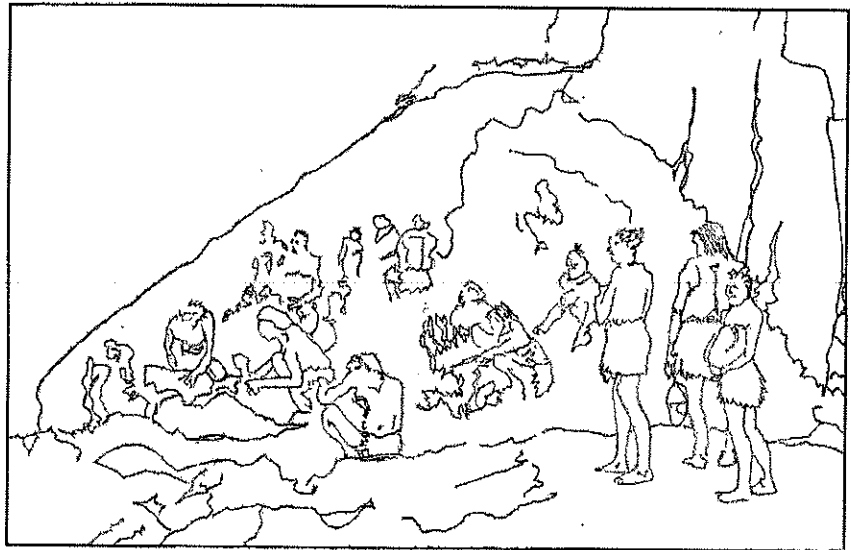
2 million
years B.C.E.

1 million
years B.C.E.

Today



3. Color or draw and label the key capabilities of this hominid.



4. Explain why these capabilities were important.



READING NOTES 2

Sections 2.10 and 2.11

1. Write the name of this hominid:



2. Color the rectangle that matches the time period in which this hominid lived.

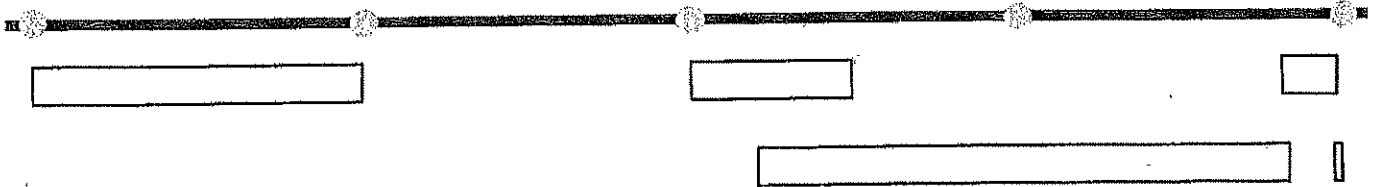
4 million years B.C.E.

3 million years B.C.E.

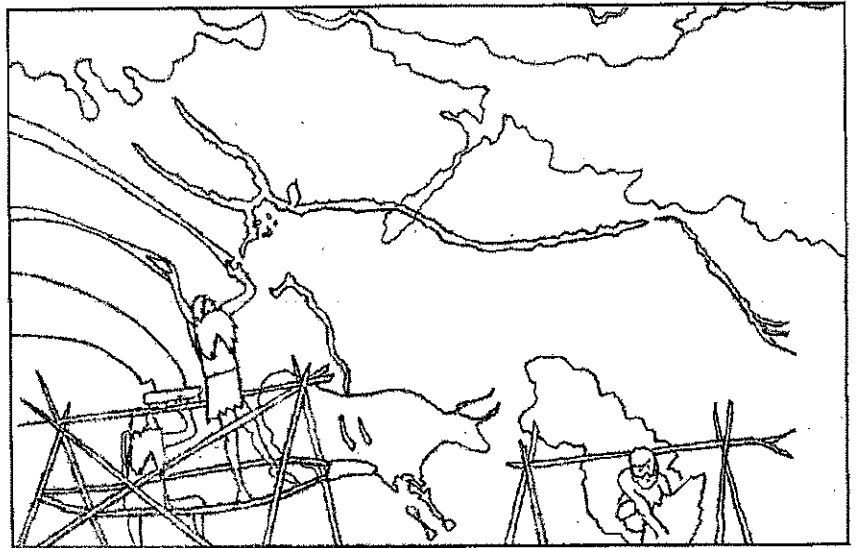
2 million years B.C.E.

1 million years B.C.E.

Today



3. Color or draw and label the key capabilities of this hominid.



4. Explain why these capabilities were important.