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Name:_____ Class:_____ Date:_____

Chapter 01 The Peopling of the World, to 4000 BCE

Multiple Choice

1. What made *Homo sapiens* and other hominins different from Neanderthals?
   a. They primarily pursued art and agriculture, not hunting.
   b. They were centralized in South Africa.
   c. They had smaller braincase characteristics than modern humans.
   d. They used tools and skills to radically change their environment.

ANSWER: d

2. How do scientists view the differences in skulls found at sites such as Jebel Irhoud and Herto in Ethiopia?
   a. As an indication of migratory patterns
   b. As an indication of humans breaking off from other species
   c. As an indication of religion and common beliefs
   d. As an indication of changes in diet

ANSWER: b

3. Which concept is based on the idea that there are permanent, transmissible changes to genetic material that cause DNA to change?
   a. Isolation
   b. Genus
   c. Family and species
   d. Evolution

ANSWER: d

4. What makes scientists think that early anatomically modern humans practiced religion?
   a. There is evidence of burial rituals.
   b. There is evidence of stone markers.
   c. There are cave paintings that show burial rituals.
   d. Mummified bodies have been discovered.

ANSWER: a

5. What evidence was found on the site of Blombos Cave in South Africa that showed a capacity for symbolic thinking?
   a. Cave paintings that depict stories
   b. Boats carved from wood
   c. Ritualistic burial ceremonies
   d. The production of red ocher art objects

ANSWER: d

6. What did the animal remains from South Africa, and the tools used to hunt them, indicate to scientists?
   a. Use of animals as sacrificial offerings
   b. An ability to form work groups
   c. That women hunted while men tended to families
   d. Higher levels of cognitive thinking

ANSWER: d

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Chapter 01 The Peopling of the World, to 4000 BCE

7. What do scientists believe to be the most important indicator of human behavior?
   a. The ability to live in communities
   b. The ability to plan ahead
   c. The ability to hunt
   d. The ability to make tools

ANSWER: b

8. Which distinguishing feature helped scientists realize that skulls found at the site of Jebel Irhoud were from anatomically modern humans and not some other species?
   a. Recessed brows
   b. An elongated skull
   c. A small larynx
   d. A large brain case

ANSWER: d

9. Why do scientists believe that anatomically modern humans developed the ability to speak sometime between 100,000 and 50,000 BCE?
   a. Based on indications of complex human activity such as organizing hunting parties
   b. Based on the practice of making art
   c. Based on the establishment of trade routes
   d. Based on the movement of anatomically modern humans into new regions

ANSWER: a

10. What effect did a colder planetary climate have on the ability of ancient humans to travel?
   a. Ancient humans remained in warmer equatorial regions.
   b. Ancient humans were limited in which crops could be grown.
   c. Sea levels of the oceans were far lower than those of today.
   d. Ancient humans were less likely to leave regions of Africa and populate new areas.

ANSWER: c

11. While there is evidence of earlier migration, why do scientists believe that only between 100,000 and 50,000 BCE did modern humans successfully expand outside of Africa?
   a. Those who migrated earlier likely ran into polar ice caps and were forced to return to their original homes.
   b. Those who migrated earlier likely lacked the cognitive ability to develop routes.
   c. Those who migrated earlier likely did not have descendants who survived.
   d. Those who migrated earlier likely did not have access to food and water.

ANSWER: c

12. When do scientists think early anatomically modern humans began to leave Africa?
   a. Around 50,000 BCE
   b. Around 100,000 BCE
   c. Around 125,000 BCE
   d. Around 200,000 BCE

ANSWER: b

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Chapter 01 The Peopling of the World, to 4000 BCE

13. What would have been needed to accomplish long-distance migration from Africa to Asia?
    a. Improved farming techniques
    b. The elimination of land bridges
    c. Forward planning and speech abilities
    d. Communication routes between the two continents

ANSWER: c

14. How do archaeologists believe people living in Africa reached India?
    a. By crossing into modern-day Europe before heading south to India
    b. By traveling by water around the southern tip of Africa
    c. Through the intermixing of coastal communities
    d. By crossing the land bridge where the modern Suez Canal is located

ANSWER: d

15. Based on DNA evidence, where do scientists believe the first people in many Asian countries migrated from?
    a. Eastern Africa
    b. Australia
    c. Europe
    d. The Netherlands

ANSWER: b

16. What do archeologists believe prompted the first construction of rafts and boats?
    a. Exploration
    b. Fishing
    c. Migration
    d. Warfare

ANSWER: b

17. Why were the remains of Mungo Man an important archaeological discovery?
    a. He was buried with seeds that originated in Africa.
    b. He was buried with tools, artwork, and religious symbols also found in Africa.
    c. His remains were the earliest human remains found in Australia.
    d. His mitochondrial DNA matched that of mitochondrial Eve.

ANSWER: c

18. What is the significance of the shell beads worn by early settlers of Australia?
    a. They indicate the establishment of a hierarchical form of government within the communities.
    b. They indicate burial rituals that include gifts for the next life.
    c. They indicate the establishment of long-distance trade networks.
    d. They indicate a strong reliance on fishing and coastal living.

ANSWER: c

19. Why were Neanderthals not considered part of the same species as *Homo sapiens*?
    a. They descended from earlier hominins and did not mate with *Homo sapiens.*

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b. They were more primitive than *Homo sapiens*.
c. They had different hair and eye colors.
d. They relied on fishing instead of hunting.

ANSWER: a

20. Based on DNA evidence, when do scientists believe humans mated with Neanderthals?
a. They didn't
b. Only after arriving in modern-day Australia
c. Only after leaving Africa
d. Around 300,000 BCE

ANSWER: c

21. How did the Neanderthals honor their dead?
a. By decorating their graves with pigments such as ocher
b. By painting the bodies and placing them in specialized dwellings
c. By burying their bodies in a ritualist ceremony
d. By releasing them to the sea where all life began

ANSWER: a

22. What did scientists surmise from the cave sites in Lascaux and Chauvet?
a. Ancient hunters used all parts of the animal, including for food and shelter.
b. Ancient hunters targeted different animals during different seasons.
c. Ancient hunters relied less on wild game and more on fish and vegetables.
d. Women did the hunting, while men processed the animal.

ANSWER: b

23. How did the lives of Cro Magnon bands change as they searched for game and fish?
a. They developed new types of housing.
b. They spent less time on rivers and along the coast.
c. They became more migratory.
d. They relied less on trade and more on the land.

ANSWER: a

24. Why was the bone needle an important innovation for the Cro Magnon?
a. They no longer had to depend on nets for fishing.
b. They could now sew warm fur clothing.
c. They now had a valuable resource for trade.
d. Bone needles were easier to transport than other tools.

ANSWER: b

25. How did the Andes Mountains shape settlements in Monte Verde, Chile?
a. They promoted agriculture instead of a hunter-gatherer society.
b. They forced people to rely on fighting instead of hunting.
c. They formed a barrier that was difficult to get past.

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d. They allowed people to live in isolation, creating a unique DNA sequence.

ANSWER: c

26. What did the footprints of a child or teenager found at Monte Verde tell scientists about life in that area?
    a. Humans stayed in the area to gather vegetation before retreating to the mountains.
    b. Monte Verde was the first settlement in what is now known as the Americas.
    c. Humans occupied the area around 12,600 BCE.
    d. Humans occupied the area but left before 15,000 BCE.

ANSWER: c

27. How did residents of Monte Verde live?
    a. In private structures with communal gathering spaces
    b. In tents made of animal skins that could easily be carried
    c. In caves along the coastline
    d. In a shared structure heated with fire

ANSWER: d

28. What is the significance of White Sands National Park in New Mexico?
    a. The discovery of over a mile of human footprints that may date back to 23,000 years ago
    b. The discovery of a stone used to tally trade goods
    c. The discovery of DNA that matches the Athabascan people of modern-day Alaska
    d. The uncovering of an entire settlement of houses, medical structures, and dining rooms

ANSWER: a

29. What does the unusual preservation of wood at Monte Verde mean for scientists?
    a. They can determine the hierarchy of authority for the first Americans.
    b. They can determine the primary source of food for the first Americans.
    c. They can determine which tools were used by the first Americans.
    d. They can determine the size and population of the original settlement.

ANSWER: c

30. How was the atlatl used by the people at Monte Verde?
    a. As a weapon to hunt large game
    b. As a tool in the practice of medicine
    c. To fish for whales and seals
    d. As a tool for planting crops

ANSWER: a

31. When anatomically modern humans traveled to Alaska via Beringia, what was Beringia like?
    a. It was covered in ice and treacherous for migrants.
    b. It contained woodlands and meadows.
    c. It was a small island in the Bering Sea.
    d. It was a sandy strip only visible at low tide.

ANSWER: b

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32. Who are the modern descendants of Xach'itee'aanenh T'eede Gaay and other Ancient Beringians?
    a. They died out, leaving no modern descendants.
    b. The became the Cro Magnon.
    c. They became the Athabascans of Alaska.
    d. They continued to migrate south and became part of the Native American tribes.

ANSWER: a

33. How did boats covered by animal skins affect the lives of the ancient settlers of the Americas?
    a. They could move inland to fish for salmon.
    b. They could more easily move through the Bering Sea to the Upper Sun River Valley.
    c. They could follow the coast to South America.
    d. They were better able to navigate deep waters far off the coast.

ANSWER: c

34. How did the atlatl used by residents of Monte Verde differ from those used by Neanderthals and *Homo sapiens* in Europe?
    a. They were made with stone spear points.
    b. They were considered to be the first trade good in the Americas.
    c. They were brought from Europe and Africa.
    d. They were made from flint rock.

ANSWER: a

35. Why did the ancestors of the modern Indigenous people of the Americas live in almost total isolation from the rest of the world?
    a. The world's climate warmed quickly and cut off the Beringia land bridge between Siberia and Alaska.
    b. The development of agriculture was fragile, and the introduction of new diseases could kill entire crops.
    c. The Athabaskan overfished the salmon, the main food source for Beringia.
    d. The mountains formed a natural barrier that kept migrants away.

ANSWER: a

36. What is one theory scientists have to explain the gap between the settlement of Eurasia and the Americas?
    a. Food sources in the Americas were unappealing to Eurasians.
    b. Early humans stayed on Beringia for thousands of years instead of moving inward toward the American continent.
    c. Athabascans and other Native Americans continuously drove away Eurasian migrants.
    d. Beringia was too inhospitable to cross until boats became more common.

ANSWER: b

37. What was a direct outcome of the shift from hunter-gatherer societies to ones based on agriculture?
    a. Domestication of animals for food and work
    b. Establishment of trade and communication routes
    c. Emergence of social classes
    d. Taming of animals as household pets

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ANSWER: a

38. What is required for a society to be considered an agricultural society?
    a. Developing alternative means of watering crops and replenishing the soil
    b. Trading of goods in community markets
    c. Rotating crops based on seasons and increases in human population
    d. Planting seeds in a specific location and raising select animals for food and work

ANSWER: d

39. What happened to the human population in those societies that adopted agriculture and the cultivation of crops?
    a. People lived in small farming villages that then grew into towns.
    b. People grew crops primarily as a source of food, not trade.
    c. People built walls around farms and towns to protect crops.
    d. People lost the ability to hunt.

ANSWER: a

40. Why were the Natufians considered Neolithic people?
    a. Who are considered to be the first people who learned how to plant seeds, domesticate animals, and cultivate crops?
    b. They were the first to use animals for trade.
    c. They used stone tools and practiced agriculture.
    d. They stayed near their crops so the crops could be replanted.

ANSWER: c

41. How did the Natufians manage to replace basic elements of their diet with grain?
    a. They intentionally stopped planting staples such as figs.
    b. They stopped feeding domesticated animals grain.
    c. They intentionally developed a grain that was easier to harvest and winnow.
    d. They grew wild figs and other fruits to trade for grain.

ANSWER: c

42. Why was it important that people learned to domesticate wild animals?
    a. Settlers lost their hunting and gathering skills and had no alternative.
    b. The animals were needed to harvest crops on a regular basis.
    c. The animals could provide meat, skins, and labor.
    d. Wild animals frequently destroyed crops.

ANSWER: c

43. What does the size of excavated Natufian sites suggest to archaeologists?
    a. Groups were larger than traditional hunter and gathering bands.
    b. A shift to agriculture caused a sharp decline in the population.
    c. A plague likely killed all members of the community.
    d. They were the largest population in the world at that time.

ANSWER: a

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44. What was the primary advantage of a crop such as figs to early Natufians?
    a. They could continue to hunt and then visit the fig tree to collect the fruit.
    b. They could trade branches from the fig tree for other seeds.
    c. The crop was indestructible and needed little tending.
    d. They could feed the fruit to domesticated animals.

ANSWER: a

45. For Natufian farmers, what did they learn was the first step in domesticating wild animals?
    a. Stop killing young females.
    b. Feed them on a regular basis.
    c. Develop breeding programs.
    d. Kill all animals that could no longer breed.

ANSWER: a

46. Why might the people of Jericho have built wide ditches and walls around their settlement?
    a. To bury and honor their dead
    b. To protect resources
    c. To allow them to commune with the dead as a form of ritual sacrifice
    d. To keep invading armies out

ANSWER: b

47. What advantage did early farmers in western Turkey have over other settlements?
    a. Protection of the mountains
    b. Enough rainfall to support their crops
    c. Advanced use of farming implements
    d. External walls and moats for protection

ANSWER: b

48. How did family life at Catalhoyuk differ from that of hunting bands who lived communally all the time?
    a. The people of Catalhoyuk were dependent on hunting bands for trade.
    b. The people of Catalhoyuk offered their dead as sacrifices to the gods.
    c. The people of Catalhoyuk lived together all the time.
    d. The people of Catalhoyuk enjoyed privacy and trade.

ANSWER: d

49. In Catalhoyuk, houses looked similar on the outside, but anthropologists have identified differences on the inside. What does that indicate?
    a. The form of government used in the community
    b. Social stratification
    c. That not all people supported the community
    d. The worship of idols

ANSWER: b

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Chapter 01 The Peopling of the World, to 4000 BCE

50. How was obsidian used by people around the world?
    a. To build and shape houses
    b. To make medicines
    c. To make knives and jewelry
    d. To make idols for religious worship

ANSWER: c

51. In Ain Ghazal, archeologists found human figurines made from plaster. What might that suggest about the people of Ain Ghazal?
    a. The formation of a highly organized religion
    b. The worship of deities that would protect and provide for them
    c. A belief in the ability of healers to act as gods
    d. A ritual belief in communicating with and commemorating the dead

ANSWER: d

Subjective Short Answer

52. Identify and explain the historical significance of ocher.
ANSWER: Answers will vary.

53. Identify and explain the historical significance of Xach'itee'aanenh T'eede Gaay.
ANSWER: Answer will vary.

54. Identify and explain the historical significance of *Homo sapiens*.
ANSWER: Answer will vary.

55. Identify and explain the historical significance of hominins.
ANSWER: Answer will vary.

56. Identify and explain the historical significance of evolution.
ANSWER: Answer will vary.

57. Identify and explain the historical significance of mitochondrial Eve.
ANSWER: Answer will vary.

58. Identify and explain the historical significance of religion.
ANSWER: Answer will vary.

59. Identify and explain the historical significance of paleontologists.
ANSWER: Answer will vary.

60. Identify and explain the historical significance of Charles Darwin.
ANSWER: Answer will vary.

61. Identify and explain the historical significance of DNA.
ANSWER: Answer will vary.

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Chapter 01 The Peopling of the World, to 4000 BCE

62. Identify and explain the historical significance of the Blombos Cave.
ANSWER: Answer will vary.

63. Identify and explain the historical significance of Mungo Man.
ANSWER: Answer will vary.

64. Identify and explain the historical significance of Neanderthals.
ANSWER: Answer will vary.

65. Identify and explain the historical significance of the Cro Magnon.
ANSWER: Answer will vary.

66. Identify and explain the historical significance of the Chauvet caves.
ANSWER: Answer will vary.

67. Identify and explain the historical significance of *Homo floresiensis.*
ANSWER: Answer will vary.

68. Identify and explain the historical significance of Beringia.
ANSWER: Answer will vary.

69. Identify and explain the historical significance of Carbon-14.
ANSWER: Answer will vary.

70. Identify and explain the historical significance of Monte Verde, Chile.
ANSWER: Answer will vary.

71. Identify and explain the historical significance of the Clovis technological complex.
ANSWER: Answer will vary.

72. Identify and explain the historical significance of agriculture.
ANSWER: Answer will vary.

73. Identify and explain the historical significance of Natufians.
ANSWER: Answer will vary.

74. Identify and explain the historical significance of Neolithic.
ANSWER: Answer will vary.

75. Identify and explain the historical significance of Jericho.
ANSWER: Answer will vary.

76. Identify and explain the historical significance of Catalhoyuk.
ANSWER: Answer will vary.

77. Identify and explain the historical significance of obsidian.
ANSWER: Answer will vary.

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Chapter 01 The Peopling of the World, to 4000 BCE

78. Identify and explain the historical significance of the plaster statues of Ain Ghazal.
ANSWER: Answer will vary.

Essay

79. Identify mitochondrial Eve and explain why this person is important in understanding anatomically modern humans.
ANSWER: Answers will vary.

80. Describe evidence of distinctly human behavior dating to around 75,000 BCE and explain what these behaviors suggest about ancient humans' belief in a divine power or powers.
ANSWER: Answers will vary.

81. Describe characteristics of *Homo* sapiens skulls from 300,000 years ago and outline evolutionary changes that led to the anatomically modern human.
ANSWER: Answers will vary.

82. Explain the importance of the climate and its effects on the movements of humans before 50,000 BCE.
ANSWER: Answers will vary.

83. Explain why archaeologists believe the movement of people from the coast of Africa to Asia between 80,000 to 60,000 BCE required forward planning and most likely speech.
ANSWER: Answers will vary.

84. Describe what archaeologists learned about the peopling of Australia from the burial site of Mungo Man in modern New South Wales, Australia.
ANSWER: Answers will vary.

85. Explain why Neanderthals were not originally classified as a separate species from *Homo sapiens* and describe the evidence that led to belief to change.
ANSWER: Answers will vary.

86. Describe the innovations of the Cro Magnon and explain how these innovations were the result of their food-gathering practices.
ANSWER: Answers will vary.

87. Explain why archaeologists believe humans had a settlement at Monte Verde, Chile dating to 12,600 BCE even though no human remains have been found.
ANSWER: Answers will vary.

88. Explain why the Beringian "Stand-still" model may solve for the long time gap between the settlement of Eurasia and the Americas.
ANSWER: Answers will vary.

89. Describe the Clovis technological complex and identify what Clovis sites may suggest about how they lived.
ANSWER: Answers will vary.

90. Describe the difference between the development of agriculture and the creation of an agricultural society.
ANSWER: Answers will vary.

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Chapter 01 The Peopling of the World, to 4000 BCE

91. Describe why the Natufians are considered a Neolithic society and describe how they began to cultivate grain.
ANSWER: Answers will vary.

92. Compare and contrast how settlements were constructed at Jericho and at Catalhoyuk.
ANSWER: Answers will vary.

93. Compare and contrast practices regarding the dead in Jericho, Ain Ghazal, and Catalhoyuk.
ANSWER: Answers will vary.

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Instructor Manual

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Chapter 1: The Peopling of the World, to 4000 BCE

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PURPOSE AND PERSPECTIVE OF THE CHAPTER

CHAPTER TRAVELER: XACH'ITEE'AANENH T'EEDE GAAY

Xach'itee'aanenh T'eede Gaay was a six-week-old infant buried 11,500 years ago at the Upper Sun River site in Alaska. Her remains were discovered in 2013 by a team of archaeologists from the University of Alaska at Fairbanks. The local Indigenous community gave her the name, which means Sunrise Girl-Child.

SEEING THE BIG PICTURE: MIGRATION AS A SIGN OF HUMAN DEVELOPMENT

The people who cremated the body of the six-week-old girl named Xach'itee'aanenh T'eede Gaay 11,500 years ago were part of a wave of human migration that had begun around 100,000 BCE. Living in Africa, these early humans moved first to Asia, then to Europe and Australia, and finally to the Americas. All these anatomically modern humans behaved like modern humans—planning for the future, imagining an afterlife, and engaging in multistep activities, such as planning long-distance journeys. Anatomically modern humans had arisen in northwestern Africa sometime around 300,000 BCE, and they began to behave in recognizably human ways some 200,000 years later, when they hunted large game, crafted the world's first art objects, built large trade networks, and started to speak.

When *Homo sapiens* entered Europe in 50,000 BCE, they had to adjust to colder temperatures, and they mated with the Neanderthals already living there, leaving traces in the DNA of people living in Europe and Asia today. The trip from Alaska down the west coast of the Americas, which also required boat travel, occurred around 15,000 BCE.

The total worldwide population of humans remained low—an estimated 10,000–20,000—as they settled all of the world's regions except for the islands of the Pacific. The population only began to increase after the introduction of agriculture. Many peoples of the world continued to hunt and gather as the major way of securing food.

The Natufians were the first to shift to agriculture, around 9500 BCE, and their settlements at Jericho and Ain Ghazal were larger than any earlier human settlements. Catalhoyuk, the largest early settlement, was the result of the spread of agriculture to Turkey. In a few places in the world, the development of agriculture led to the rise of complex societies, as we will see in Chapters 2 through 5.

The movement of humans from Africa to almost every corner of the globe was a long one, requiring over 100,000 years. One theme is constant: our ancestors were always on the move. They followed herds, crossed rivers, traveled by boat, and ultimately covered enormous distances at a time when their most powerful weapon was a stone hand ax and the fastest means of locomotion was running. From their beginnings, humans have always been voyagers who traveled the world.

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CHAPTER OBJECTIVES

After having read the chapter, students should be able to:

- Outline the process of evolution and recognize early evidence of human evolution.
- Identify when anatomically modern humans arose in Africa and when they first behaved in recognizably human ways.
- Describe how and when the first humans settled Asia, Australia, Europe, and the Americas.
- Summarize how and where humans began to cultivate plants.
- Explain how the impact of agriculture varied around the world.
- Discuss the development of early technologies and social patterns.
- Analyze the concept of migration, both of peopling and ideas.

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CHAPTER OUTLINE

Chapter 1 The Peopling of the World, to 4000 BCE

1-1 The First Anatomically Modern Humans in Africa, ca. 300,000 BCE

1-1a The Earliest Evidence of the First Anatomically Modern Humans

1-1b Anatomically Modern Humans

1-1c The Beginnings of Modern Human Behavior

1-2 How Modern Humans Populated Asia, Australia, and Europe

1-2a The Settling of Asia, 80,000–60,000 BCE

1-2b The Settling of Australia, circa 50,000 BCE

1-2c The Settling of Europe, 50,000–25,000 BCE

1-2d Coexisting With Neanderthals

1-3 The Settling of the Americas, ca. 20,000–12,000 BCE

1-3a Monte Verde, Chile: How the First Americans Lived, 12,600 BCE

1-3b The Rise of Clovis and Other Regional Traditions, 11,000 BCE

1-4 The Emergence of Agriculture, 9500–3000 BCE

1-4a The Domestication of Plants and Animals, ca. 9500–7000 BCE

1-4b The First Larger Settlements, 7000–3000 BCE

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LEARNING OBJECTIVES

The following objectives are addressed in the MindTap and textbook content for this chapter. They come from the complete Cengage World History Course Objective Hierarchy (COH). Objective numbering from the COH applies to a text-agnostic survey course in World History. It is not text-specific; therefore, objective numbering does not necessarily correspond to chapter numbering within this text.

Chapter Section	Learning Objectives	Description
1-1	1.1.2	Identify the key characteristics of modern humans.
	1.1.3	Describe some of the early lifeways of modern humans.
	1.1.4	Describe the differences between modern humans and other early humans, such as Neanderthals.
	1.1.5	Identify the geological era in which modern humans arose.
1-2	1.2.2	Describe the characteristics of early human communities in Asia to ca. 4000 BCE.
	1.2.3	Describe the characteristics of early human communities in Oceania to ca. 4000 BCE.
	1.2.4	Describe the characteristics of early human communities in Africa to ca. 4000 BCE.
	1.2.5	Describe the characteristics of early human communities in Europe to ca. 4000 BCE.
1-3	1.2.6	Describe the characteristics of early human communities in South America to ca. 4000 BCE.
	1.2.7	Describe the characteristics of early human communities in North America to ca. 4000 BCE.
1-4	1.3.6	Describe the consequences of domestication to ca. 4000 BCE.
	1.4.2	Describe the characteristics of complex human communities in Asia to ca. 4000 BCE.
	1.5.1	Describe how complex human communities cooperated with one another economically to ca. 4000 BCE.
	1.5.2	Describe how complex human communities cooperated with one another politically to ca. 4000 BCE.

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	1.5.3	Describe how complex human communities shared culture with one another to ca. 4000 BCE.
MindTap Activity Skills-Based Objectives		
"Why Does It Matter?"	36.3.1	Identify concepts in scholarly arguments.
	36.5.1	Identify a problem that historical methods can solve.
Collaborative Writing Activity	36.3.3	Describe the thesis of an argument.
	36.3.4	Describe the evidence used by an author to advance a thesis.
	36.3.6	Evaluate the validity of an author's thesis.
	36.5.5	Given relevant evidence, develop a thesis.

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COMPLETE LIST OF CHAPTER ACTIVITIES AND ASSESSMENTS

MINDTAP ACTIVITIES

Activity/Assessment	Folder Location in MindTap	Related Learning Objective(s)	Duration
Why Does Neolithic Food Production Matter to Me?	MindTap Chapter Opener	See MindTap Skills above	5-10 min.
Learn It 1-1: The First Anatomically Modern Humans in Africa, ca. 300,000 BCE	Learn It	See 1-1 LOs above	10 min.
Learn It 1-2: How Modern Humans Populated Asia, Australia, and Europe	Learn It	See 1-2 LOs above	10 min.
Learn It 1-3: The Settling of the Americas, ca. 20,000-12,000 BCE	Learn It	See 1-3 LOs above	10 min.
Learn It 1-4: The Emergence of Agriculture, 9500-3000 BCE	Learn It	See 1-4 LOs above	10 min.

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Apply It: The Peopling of the World, to 4000 BCE	Apply It	See all LOs above	45 min.
Collaborative Writing Activity: The Original Paleo Diet	Apply It	See MindTap Skills above	45-60 min.

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MindTap v3.0 Activity Type Descriptions

Why Does Neolithic Food Production Matter to Me?: These readings and associated questions engage students by connecting events and themes from today's world to the textbook chapter's events and time period. The questions encourage student involvement, require no prior knowledge, and can help students expand their perspective in relating personal experience to historical events and ideas.

> ***Teaching Tip*:** Assign this practice (ungraded) activity to give students a chance to warm up their historical thinking minds, whether on their own or in discussions, in-person or online.

Learn It: Learning modules in every chapter align with chapter sections and provide a short formative Concept Check assessment to reinforce student understanding of the textbook reading.

> ***Teaching Tip*:** Assign these graded activities to bolster student understanding of key concepts, events, and themes presented in the chapter.

Apply It: As an end-of-chapter graded activity, students synthesize what they have learned in the chapter reading and the Learn Its by investigating the full scope of the chapter through auto-graded questions that require critical thinking. Apply It activities incorporate Primary Source Activities and Map Activities in most chapters.

> ***Teaching Tip*:** Use these to help students solidify their understanding across the chapter reading and the Learn Its. Assign to quiz students on their comprehension of the chapter presentation, or use as a ready-made in-class or online review activity to identify gaps in understanding before an end-of-chapter assessment.

Collaborative Writing Activity: Each chapter includes a Collaborative Writing Activity. In it, students are given a link to a secondary source reading related to chapter contents, are asked to reflect on that reading and take notes through a series of prompts, and then complete a short writing activity (2 paragraphs) while engaging with their peers.

> ***Teaching Tip*:** Use these activities to promote connections between past and present and to help students see broader meaning in studying the past through leveraging "social learning," whether offered in-person or online. You can also use this activity to develop student peer relationships, which tend to cultivate long-term support networks in class and encourage greater engagement with course material in general.

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Recent History Tutorial: Analyzing Recent World Events in Historical Context
This activity, which occurs once at the beginning of the course's learning path, shows students that historical methods can help them understand how seemingly unexplainable contemporary events are rooted in the past. This activity provides a brief overview of the recent history of major issues, events, and systems of today's world. Moreover, it gives a quick introduction to a couple of the different ways that scholars, commentators, organizations, and public intellectuals of the twenty-first century have interpreted the historical and future meaning of these issues, events, and systems.

> ***Teaching Tip*:** Use this module to help bring students into your world history course through the personal connections and meanings one draws from bearing witness to history=in-the-making. Whether in groups, as a whole class, or on their own, the activity presents a series of primary sources and assessments meant to demonstrate how historical methods can help make sense of recent major events.

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POWERPOINT ACTIVITIES

Activity/Assessment	Duration
Think, Pair, Share	5 min. +
Knowledge Checks	1-2 min. +
Reflection	5-10 min. +
Discussion	5 min. +
Self-Assessment	varies

POWERPOINT ACTIVITY TYPE DESCRIPTIONS

PowerPoint slides have been created to cover the content. In addition to content slides, you will find a variety of activity slides to help students thoughtfully engage with the content.

Think, Pair, Share: This icebreaker activity is designed to get students thinking about major chapter themes, their own ideas or pre-knowledge about events mentioned in the chapter, and about new perspectives on well-known phenomena (~5 minutes +).

> ***Teaching Tip***: Assign to facilitate a quick warm-up or a more extensive class discussion based on the day's lecture or one of the week's broader themes.

Knowledge Check: These quick-check activities are designed to act as a checkpoint to gauge student comprehension of (or confusion about) key topics and concepts presented in a chapter. They typically echo the Focus Questions appearing in the textbook at the beginning of each

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section of the chapter, and consist of two parts: the question prompt slide and an answer slide (~1–2 minutes +).

> ***Teaching Tip***: Use Knowledge Check activities as simple formative assessments embedded in your lectures, or to support class discussions. These can also provide an opportunity to foster important content connections through deeper analysis.

Reflection: The written reflection provides students with an opportunity to practice writing responses to prompts exploring key concepts and issues presented in the chapter. Prompts are crafted to support short, bullet-point notes as answers or can be used to support longer writing exercises (~5–10 minutes +).

> ***Teaching Tip***: Assign to provide a space for written analysis of the content under discussion. Use this as a journaling activity to give students an opportunity to slow down and reflect on key events and concepts, or use it as a lead-up to small-group or broader class discussions. For an added point of interaction, students might be asked to read each other's writing and compare their responses.

Discussion: This activity is designed to get students thinking about major chapter themes. It asks students to think about a prompt, discuss it with one or more of their classmates, and finally share what they have learned (~5 minutes +).

> ***Teaching Tip***: Assign these activities to support a wide variety of discussion formats: whole-class discussions, group discussions with a later share-out session, or even discussion in pairs. These encourage students to practice their public speaking skills.

Self-Assessment: These slides encourage students to think about what they have learned, what questions the chapter raises for them, and what they are still uncertain about after going through a chapter. They give students the chance to make connections and extend their thinking about the ideas presented in the chapter.

> ***Teaching Tip***: Invite students to **contact you** to seek remediation or further clarification if necessary. Consider preparing suggestions for student remediation on known areas of difficulty in this chapter, for example, the resources provided in Cengage Unlimited's study tools, available to any student with a Cengage Unlimited subscription. Students might also benefit from referral to campus writing centers or the library information desk.

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KEY HISTORICAL TERMS

Key Terms for the chapter are listed here alphabetically, with page numbers in parentheses. For students, the terms and page references are listed in the textbook end-of-chapter material by order of appearance, and in-place margin definitions appear throughout the textbook pages.

agriculture (16): The planting of seeds and harvesting of crops using domesticated animals.

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Beringia (14): Landmass now submerged below water that connected the tip of Siberia with the northeastern corner of Alaska.

Carbon-14 (14): Isotope of carbon whose presence in organic material can be used to determine the approximate age of archaeological samples.

Catalhoyuk (21): The world's largest early settlement, with a population of 5,000 in 6000 BCE, located in modern Turkey. Its houses gave their residents privacy for the first time in history.

Clovis technological complex (15): The characteristic stone spear points that were in use around 11,000 BCE across much of modern-day America.

evolution (4): Model proposed by Charles Darwin to explain the development of new species through genetic mutation and natural selection.

hominins (4): Term referring to all humans and their ancestors but not to chimpanzees, gorillas, or orangutans.

***Homo sapiens* (4):** Biological term for anatomically modern human beings belonging to the genus *Homo* and species *sapiens*.

Jericho (20): The first walled settlement, built between 8300 and 7500 BCE, with a population of around one thousand people.

mitochondrial Eve (5): The first female ancestor shared by all living humans, who was identified by analysis of mitochondrial DNA.

Monte Verde, Chile (15): Earliest site in the Americas, where evidence of human occupation has been found, dating to 12,600 BCE.

Mungo Man (9): Remains of a male found near Mungo Lake in the southeastern Australian state of New South Wales, dated to about 40,000 BCE. The earliest human remains found in Australia.

Natufians (18): The first people to cultivate crops and domesticate animals, ca. 9500 BCE, who lived in Palestine and southern Syria.

Neanderthals (10): Group of premodern humans who lived between 100,000 and 25,000 BCE in western Asia and Europe, eventually replaced by *Homo sapiens*.

Neolithic (18): "New Stone Age," the archaeological term for societies that used stone tools and practiced agriculture.

obsidian (22): A naturally occurring volcanic black glass used to make sharp knives and jewelry that was traded throughout the ancient world.

ocher (2): A reddish-brown iron-based pigment that ancient peoples used to color the soil and to decorate cave walls.

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religion (6): Belief system that holds that divine powers control the environment and people's futures.

Xach'itee'aanenh T'eede Gaay (2): A six-week-old infant who was buried 11,500 years ago at the Upper Sun River site in Alaska. The local indigenous community gave her the name, which means Sunrise Girl-Child.

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Additional Lecture/Discussion Topics

The following are lecture and/or discussion topics that do not appear in the text, PPTs, or MindTap—these are for you to use as you wish. You can assign these questions several ways: in a discussion forum in your LMS; as whole-class discussions in person; or as a partner or group activity in class.

1. Discuss the theory of evolution, how it applies to humans, and how humans change. For example, the social and technological changes enabled by the development of speech.
2. Discuss how archeologists and anthropologists analyze and interpret physical remains as social and historical evidence.
3. Describe the nomadic lifestyle. Have the students theorize about the possibilities and problems of being nomadic. Ask them to describe their own changes in location (i.e., ask if any of them have moved from one geographic region to another and what that move meant for their lifestyle).
4. Discuss what burial practices reveal about early human's religious beliefs.
5. Ask the students about the differences agriculture has made for human development, including the development of human society. Discuss the advantages and the disadvantages of the switch from a hunter-gatherer culture to a settled, agricultural society.
6. Discuss the different migration and settlement patterns in Asia, Africa, Australia, and the Americas. Note any similarities as well.

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Additional Activities and Assignments

Class Activities and Writing Assignments

1. Discuss the role of migration in human development. Why did early humans change locations, and what did they get out of it?
2. Discuss the creation and use of tools. Show images of primitive stone tools and (if possible) bring in simple tools (such as an arrowhead or flint) for students to hold. Have the students

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discuss their own use of tools, describing what kinds of tools they use and how these tools affect their ability to perform tasks.

3. Have students discuss the domestication of animals and plants, asking them how they might have domesticated animals they are familiar with (like dogs) or how they would have taught themselves to plant food crops.
4. Ask students to write an essay that explores cultural variation from one region to another. Ask them if climate and local geographic circumstances seem to account for most of the differences between one society and another.
5. Have students write an essay about the impact of agriculture on human creativity. Have students review art objects like the Blombos Cave Abalone Shells or the Woman with a Horn from Laussel Cave. Ask whether a nomadic or settled life is more likely to produce art, considering time, energy, and materials.

Analyzing Primary Sources

1. Show maps of early human settlements and discuss how those societies were organized differently. Discuss how cities are different from smaller settlements.
2. Display images of early human art, such as the cave paintings at Chauvet and Lascaux. Discuss why humans feel the need to create art and what that art reveals about early human daily life. Ask the students to consider: if they could only draw one thing, what would they draw and why.
3. Display images of the Venus of Willendorf and other female figurines from the Paleolithic period. At first, tell the students to describe what they see in detail without any interpretation. Ask the students to compare the images and discuss possible reasons why these figures were created and what they might have been used for. Use these images as an opportunity to discuss gender and how cultures depict gender.
4. Discuss the concept of the migration of ideas, as well as of people. Use the cave paintings, the Clovis group's movement of stone tools, or any of the visual images associated with the earliest humans.
5. Have students think about what the discoveries at the Blombos Cave in South Africa reveal about early human societies. Why were shells used in so many ways? Then ask them, considering all the materials discovered at Blombos, which evidence they find most convincing about the earliest indications of people becoming recognizably human.

Activities for the Traveler: Xach'itee'aanenh T'eede Gaay

1. Ask the students why Xach'itee'aanenh T'eede Gaay's burial site is an important find for archeologists and anthropologists. Why are burial practices important to study, and what do burial practices reveal about early human cultures, particularly religion?

2. The Beringia land bridge once existed between Siberia and Alaska. How might the environment on the land bridge compared to the region today explain the gap between the settlement of Eurasia and the Americas? Discuss how archeologists and anthropologists look for evidence of settlement.

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3. Archeologists and anthropologists have to draw conclusions about early human behavior based on their tools, remains, and locations. Have the students discuss the conclusions in the text and develop some ideas of their own to explain the evidence. Discuss how competing theories might be compared and evaluated.

GEOGRAPHY QUESTIONS

Using the maps and information in the textbook, answer the following questions concerning geography:

1. Why did most migration follow water? Are there any exceptions?
2. How did living in Europe differ from life in Africa, and what changes did humans have to make to their lifestyles to move from Africa to Europe?
3. What is the relationship between geography and early artistic expression?
4. Why did humans reach the Americas later than other land masses? What were the geographic impediments to settling the Americas?
5. What role did the Rocky and Andes Mountains play in the settlement of the Americas?

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MAP ACTIVITY

Using the outline map of the world provided, locate the following features, places, and regions:

Antarctica	Chad
Africa	Malawi
Americas	Lascaux Caves
Australia	Turkey
Eurasia	Jericho
Atlantic Ocean	Kalahari Desert
Pacific Ocean	Sahara Desert
Mediterranean Sea	Sinai Peninsula
Bering Strait	Olduvai Gorge
Siberia	Great Rift Valley
South Africa	Neanderthal, Germany
Alaska	Kennewick, Washington
Ethiopia	Monte Verdi, Chile
Kenya	Catalhoyuk

On the same map, label the following routes:

Beringia

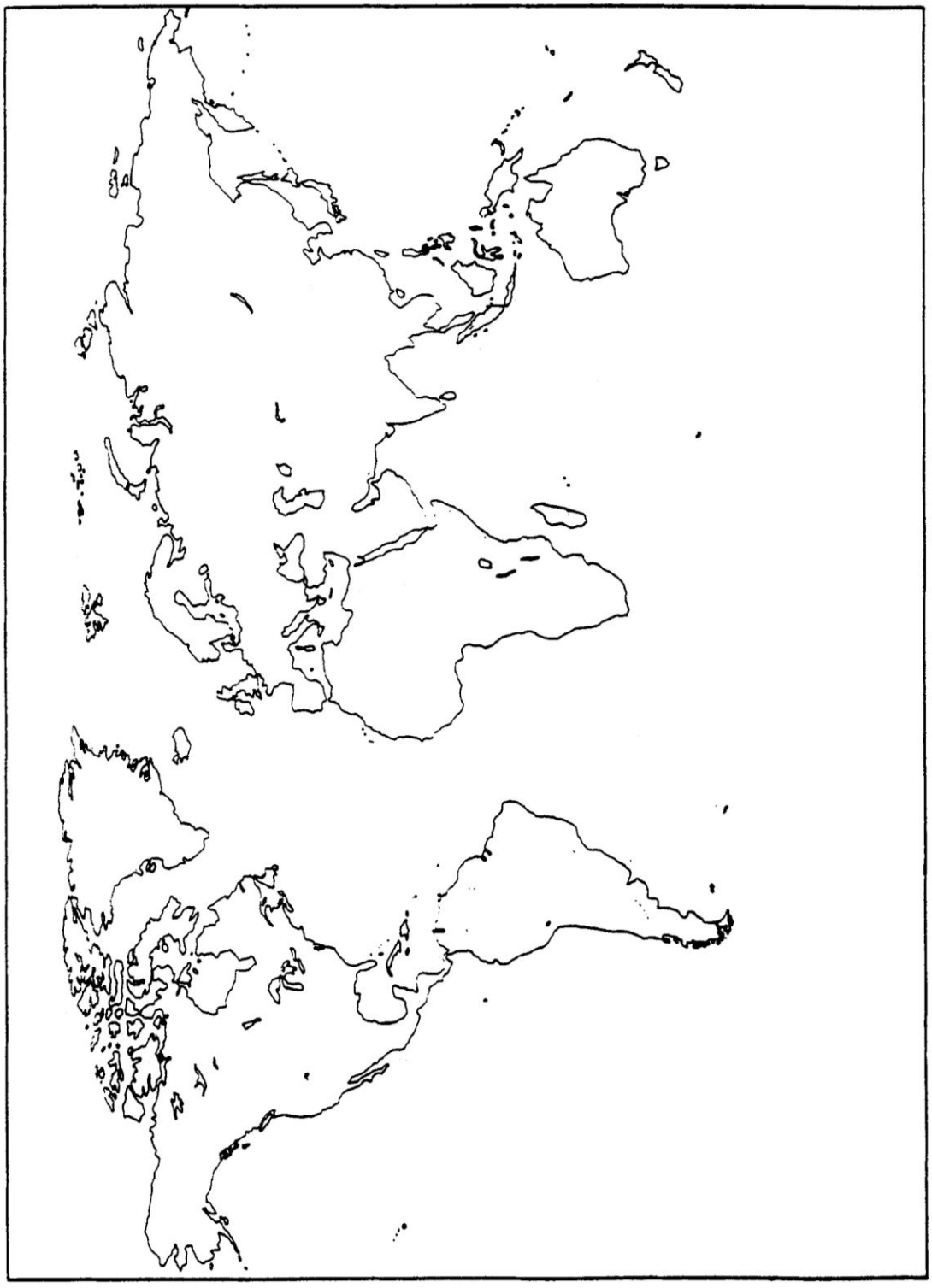
Western Asian land route from Africa to Eurasia

Land migration from western America to Monte Verde, Chile

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World Map



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ADDITIONAL RESOURCES

VIDEO RESOURCES

1. *Quest for Fire.* (100 mins. Color. Belstar Productions, 1981).
2. *The Real Eve.* (103 mins. Color. Granadia Media, 2002).
3. *Journey of Man: A Genetic Odyssey.* (120 mins. Color. National Geographic, 2003).
4. *NOVA: America's Stone Age Explores: Where did the First Americans Come From?* (60 mins. Color. WGBH, 2004).
5. *NOVA: Mystery of the First Americans.* (60 mins. Color. WGBH, 2000).
6. *Lascaux: The Prehistory of Art.* (60 mins. Color. Films Media Group, 2002).
7. Cave of Forgotten Dreams. (89 mins. Color. MPI Media Group, 2010).
8. *NOVA: Iceman Murder Mystery* (60 mins. Color. 2011)

INTERNET RESOURCES

1. Upward Sun River archaeological site:

   https://www.cnn.com/2018/01/05/health/ancient-population-discovery-alaska-trnd#:~:text=Both%20infants%20found%20in%20the,dawn%20twilight%20child%2Dgirl
2. Human evolution and early human culture: **http://www.becominghuman.org/**
3. Pushing back human origins: **https://asunews.asu.edu/20150304-asu-human-fossil-discovery**
4. Kennewick Man and the debate over ownership: **http://content.time.com/time/magazine/article/0,9171,1169905,00.html**
5. Early Americans and the Kennewick Man trial: **http://www.pbs.org/wgbh/nova/first**
6. Catalhoyuk: **http://www.catalhoyuk.com**
7. Lascaux – a virtual tour: **https://archeologie.culture.gouv.fr/lascaux/en**
8. Jericho: **http://www.imagesofanthropology.com/Ancient_Jericho.html**

Beringia: https://www.cbc.ca/news/canada/north/new-beringia-map-1.4999523

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