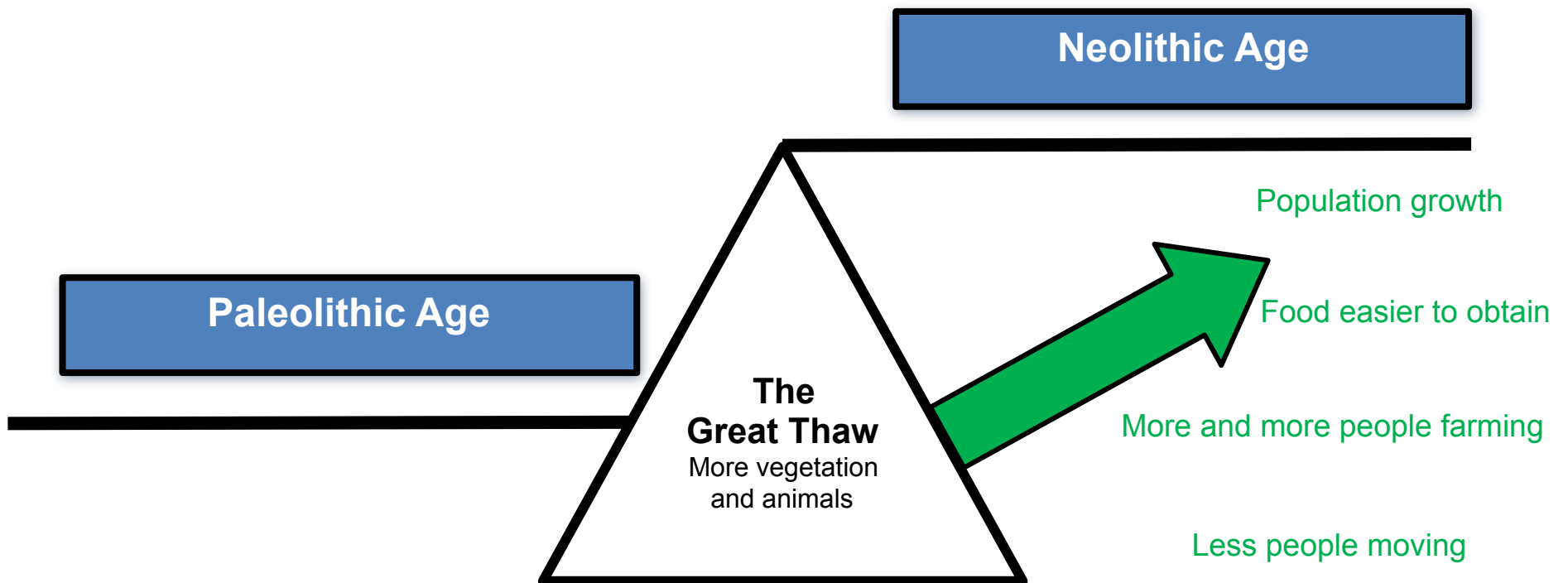


## Graphic Organizer



**Big Idea Card****Big Ideas of Lesson 6, Unit 2**

- The end of the Paleolithic Era coincided with the last Ice Age, and by this time, humans had spread across most of the earth.
- The end of the last Ice Age is known as the Great Thaw, occurring about 10,000 years ago, and it generated warmer, wetter, and more productive climates.
- These changes marked one of the major turning points in human history, a gradual shift from a time when all humans gathered their food (foraging) to one in which most humans produced their food (agriculture).
- Settled agriculture appeared independently in several different regions of the world that were well suited for farming because of environmental factors and population patterns. However, some groups remained foragers (in fact foragers still exist today).



## Word Cards

**Word Cards from previous lessons needed for this****lesson:**

- Society – Word Card #2 from Lesson 1
- Culture – Word Card #4 from Lesson 1
- Archaeology – Word Card #5 from Lesson 1
- Anthropology – Word Card #6 from Lesson 1
- Stone Age – Word Card #12 from Lesson 2
- Evidence – Word Card #18 from Lesson 2
- Artifact – Word Card #19 from Lesson 2
- Human Migration – Word Card #25 from Lesson 4
- Paleolithic Age or Era – Word Card #26 from Lesson 5
- Foragers – Word Card #27 from Lesson 5

5

**32**  
**the Great Thaw**

an event that happened about 10,000 years ago when the Earth's climate warmed and regions of the planet became more temperate

**Example:** After the Great Thaw many plants and animals began to flourish due to the warmer climate.

(SS070206)

**33**  
**agrarian**

a type of society or culture based around farming and raising livestock

**Example:** Thomas Jefferson saw the United States as an agrarian society.

(SS070206)

<p><b>34</b> <b>turning point</b></p> <p>an event or occurrence which causes a very significant change</p> <p><b>Example:</b> The Agricultural Revolution was a turning point in human history.</p> <p>(SS070206)</p>	<p><b>35</b> <b>Neolithic Age or Era</b></p> <p>a term that means “new stone age” and refers to period when humans came to live in agricultural communities</p> <p><b>Example:</b> The Neolithic Age began nearly 10,000 years ago.</p> <p>(SS070206)</p>
<p><b>36</b> <b>Agricultural Revolution (or Neolithic Revolution)</b></p> <p>a turning point that began about 10,000 years ago when humans began to live in settled communities and raise plants and animals</p> <p><b>Example:</b> The development of new technology that allowed humans to become more efficient farmers is called the Agricultural Revolution.</p> <p>(SS070206)</p>	<p><b>37</b> <b>BCE</b> <b>Before Common Era</b></p> <p>a non-religious alternative to the use of <u>B.C.</u>, the era of prehistory and much of antiquity</p> <p><b>Example:</b> My textbook uses the annotation, BC, but scholarly work refers to that period as BCE.</p> <p>(SS070206)</p>

**38**  
**CE**  
**Common Era**

an alternative and non-religious method of notation to the traditional A.D., or *Anno Domini*

**Example:** The period referred to CE or AD is the time frame starting with 0 on the Gregorian calendar.  
(SS070206)

**39**  
**region**

a geographic area considered as a unit for geographical, functional, social, or cultural reasons

**Example:** The Great Lakes region is comprised of all the places that border the Great Lakes.

(SS070206)

### **Previously On.....**

- What were the key features of foraging communities?
- What would a day in the life be like for someone living in a foraging community?
- What tools would they have used?
- What types of activities would be most important during the day?
- What type of home would they have had?
- How big would a community be and who would be in it?
- What questions do you still have about humans in the foraging era?



## Handout 1, Artifact Observation Sheet



Archaeologists found the artifacts above at a site in eastern Europe between the Dnieper and Dneister Rivers, in what is now Ukraine. These artifacts came from between 6000 and 3000 BCE.

1) What do you think these artifacts are? What observations helped you make this guess?

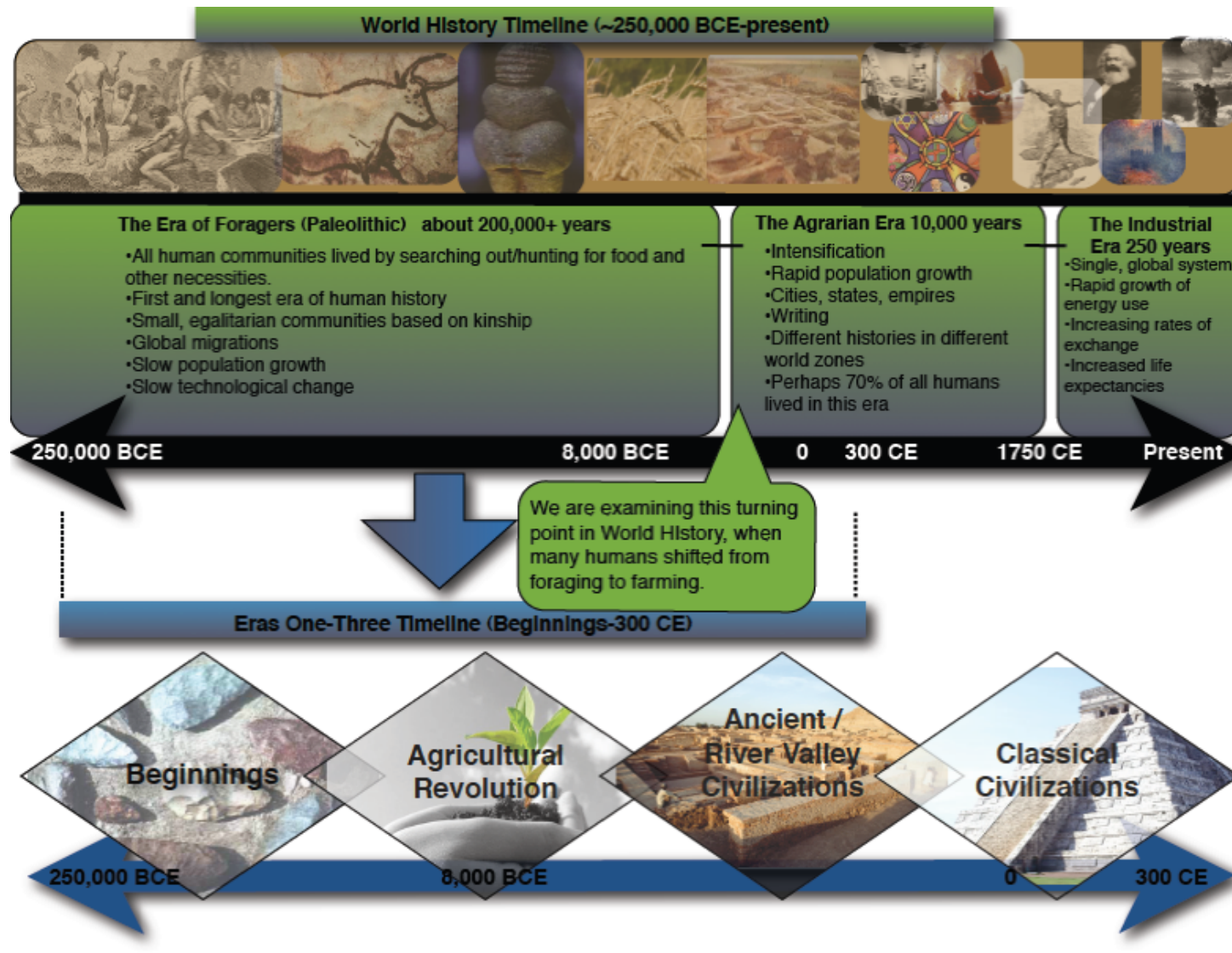
2) Do you think these artifacts came from a foraging community or a settled farming community? Why?

3) How do you think archaeologists and historians figure these questions out?

4) What can these artifacts tell us about how people changed the way they lived?

Big Era. *World History for Us All*. San Diego State University. 20 April 2012 <<http://worldhistoryforusall.sdsu.edu/eras/era3.php>>

## World History Timeline



## Student Handout #2

### World History Timeline Interpretation Guide

*Work with a partner to answer these questions based on the World History Timeline your teacher has shared with you. Both of you should write down your answers on your own sheet. Be prepared to share your answers, and to explain the thinking behind your answers (how you arrived at your answer).*

- 1) BCE means Before Common Era. What does CE mean? \_\_\_\_\_

Have you heard other terms for BCE and CE? What are they? \_\_\_\_\_

- 2) What year is it now? \_\_\_\_\_

How many years ago was the year 0? \_\_\_\_\_

How many years ago was 300 Common Era? \_\_\_\_\_

How about 8,000 BCE? \_\_\_\_\_

- 3) There are three different eras, each in a green text box, on this timeline.  
What are the names of the eras and how much time did each of them last?

---

---

---

- 4) In what era did a person living in 1515 CE live? \_\_\_\_\_

In what era did a person living in 2050 BCE live? \_\_\_\_\_

How about you? In what era do you live? \_\_\_\_\_

Which era has been the longest? \_\_\_\_\_

- 5) Read the bullets in each of the boxes. What seems to be the biggest difference or change between the Era of Foragers and the Agrarian Era?

---

---

---

- 6) What seems to be the biggest change or difference between the Agrarian Era and the Industrial Era? In which era do you think technology changed the fastest and the most? Why do you think this?

---

---

---

---

---

- 7) How does the timeline on the bottom relate to the timeline on top? How do you know? How did you figure this out?

---

---

---

- 8) Look at the pictures on the top of the timeline. Why do you think the person who made this timeline chose them? Pick one picture that you think lines up with each time period and talk about it with your partner. What does the picture have to do with the era?

---

---

---

---

---

## **Answer Guide**

### **World History Timeline Interpretation Guide**

*Work with a partner to answer these questions based on the World History Timeline your teacher has shared with you. Both of you should write down your answers on your own sheet. Be prepared to share your answers, and to explain the thinking behind your answers (how you arrived at your answer).*

- 1) BCE means Before Common Era. What does CE mean? Common Era

Have you heard other terms for BCE and CE? What are they? B.C., A.D.

*Explain to the students that BCE is equivalent to BC and CE is the same as AD. BC stands for Before Christ, and AD stands for Anno Domini (after the year of our Lord). The terms BCE and CE were developed as more secular (non-religious) descriptions for our system of keeping track of years.*

- 2) What year is it now? Example: 2012

How many years ago was the year 0? two-thousand and twelve years ago

How many years ago was 300 Common Era? 1811 years ago (one-thousand eight hundred and twelve)

How about 8,000 BCE? 10,012 years ago (2012 + 8000=10,012)

- 3) There are three different eras, each in a green text box, on this timeline.  
What are the names of the eras and how much time did each of them last?

- *The Era of Foragers, about 200,000 years*
- *The Agrarian Era, about 10,000 years*
- *The Industrial Era, about 250 years*

- 4) In what era did a person living in 1515 CE live? The Agrarian Era

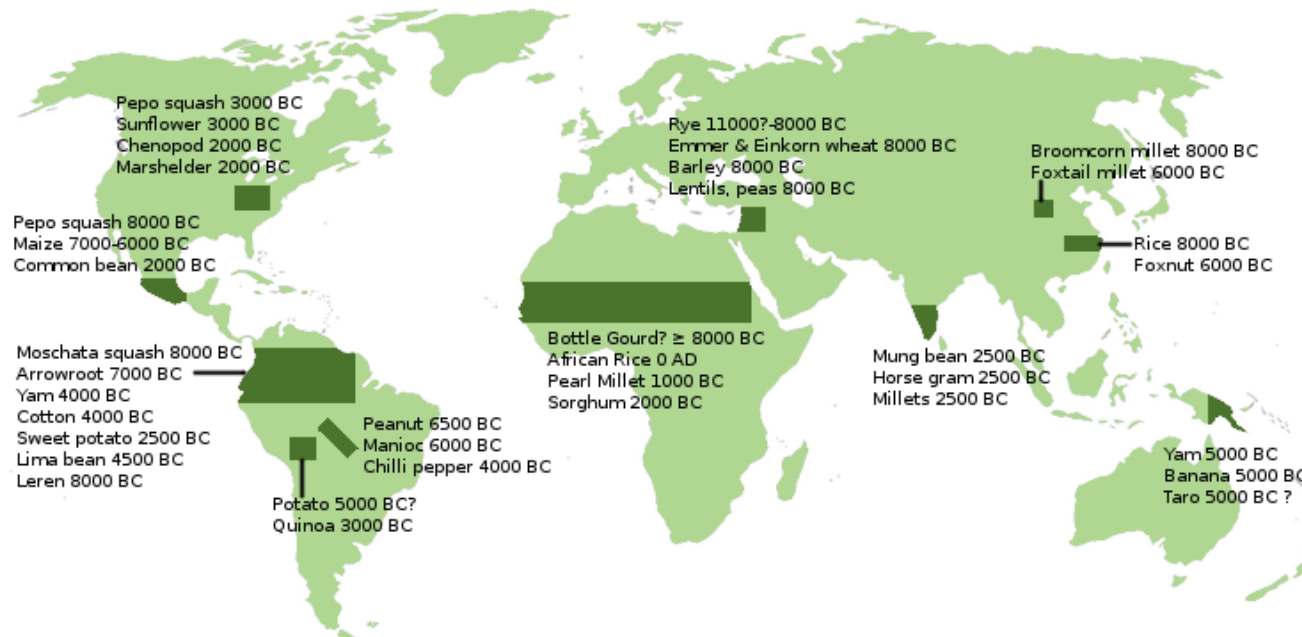
In what era did a person living in 2050 BCE live? The Agrarian Era

How about you? In what era do you live? The Industrial Era

Which era has been the longest? The Foraging Era

- 5) Read the bullets in each of the boxes. What seems to be the biggest difference or change between the Era of Foragers and the Agrarian Era?  
*Answers will vary but should focus on the development of settled villages and agriculture as a key means of food getting as opposed to hunting and gathering.*
- 6) What seems to be the biggest change or difference between the Agrarian Era and the Industrial Era? In which era do you think technology changed the fastest and the most? Why do you think this?  
*Answers will vary, but students should discuss the development of industrial technologies, an increasing rate in the exchange of energy use, and globalization of exchange and production. Answers to the second part of the question about technology change will also vary as students are being asked to make inferences, but students should provide a logical rationale for their answer.*
- 7) How does the timeline on the bottom relate to the timeline on top? How do you know? How did you figure this out?  
*Answers will vary, but students should observe that the timeline on the bottom presents a magnified or expanded timeline of a portion of the timeline on top. Students should use the labels to figure this out.*
- 8) Look at the pictures on the top of the timeline. Why do you think the person who made this timeline chose them? Pick one picture that you think lines up with each time period and talk about it with your partner. What does the picture have to do with the era?  
*Answers will vary, but students should connect specific objects or representations in the pictures to the dominant ways of life for each time period. For example, students might note that there is a cave painting connected to the Paleolithic Era or growing grain representing the Agrarian Era.*

**Student Handout #3 – The Development of Agriculture Across Time and Space**



There are many different names for different regions of the world. The list below has one set of names. There are different names for these regions, but we will use these for now.

Use an atlas or your prior knowledge to find the regions listed below on your map and place the corresponding number on your map:

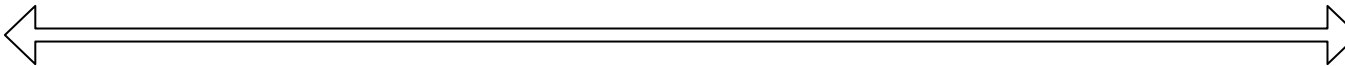
- 1) Southeast Asia
- 2) Mesoamerica
- 3) North America, Mid-Atlantic
- 4) Southern Europe
- 5) Sub-Saharan Africa
- 6) Fertile Crescent, (Mesopotamia)

## 7) South America, Andean Highlands

“The Origins of Agriculture.” The University of Sheffield. 20 April 2012. <<http://aps.group.shef.ac.uk/apsrtp/aps-rtp-2010/kluyver-thomas/project.html>>

**Student Handout #3 (continued)**

Using the information on the map and the region names you found, fill in the information below the timeline. You might not need to write in every space. In some spaces, you will write more than one answer. For example, in the time period around 10,000 BCE, where did agriculture develop and what crops emerged? Write that information in the table beneath 10,000 BCE.



	10,000 BCE	9,000	8,000	7,000	6,000	5,000	4,000	3,000	2,000	1,000 BCE
--	---------------	-------	-------	-------	-------	-------	-------	-------	-------	--------------

Regions where agriculture developed around this time										
Agricultural products or crops that emerged during this time										

*Using the map and the chart, answer the following questions. You may still work with a partner. Be ready to share and explain!*

**Student Handout #3 (continued)**

- 1) Looking at the map, what parts of the world did not experience the development of agriculture during this time frame?

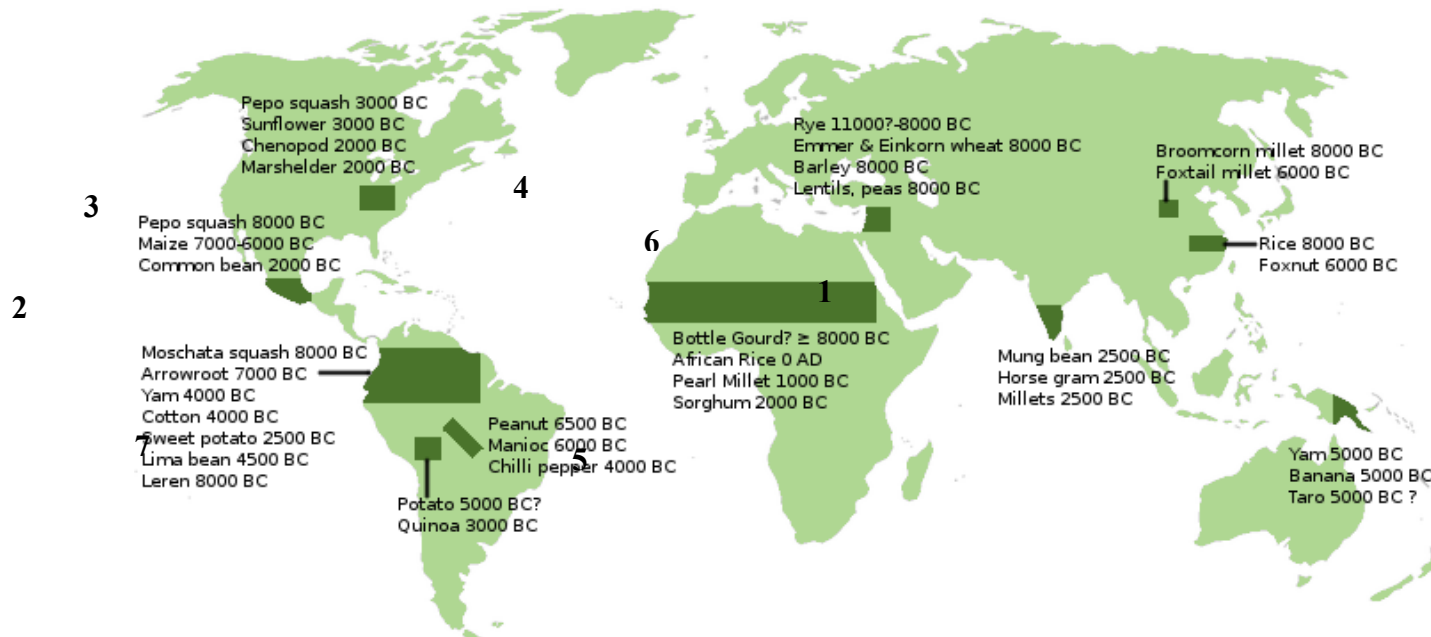
Why do think this might be so? What might be different about those regions?

- 2) Which crops were developed first?

- 3) Why do you think some crops grew in one place but not another? What factors might affect what plants grow where?

4) What crops do you think more useful or helpful to a growing village? Why?

**Teacher Reference Guide for Handout #3  
The Development of Agriculture Across Time and Space**



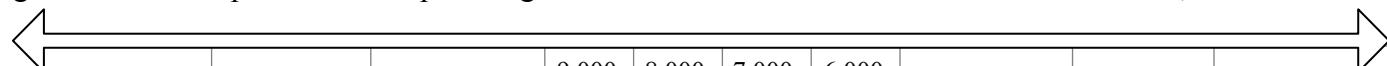
There are many different names for different regions of the world. The list below has one set of names; there are different names for these regions, but we will use these for now.

Use an atlas or your prior knowledge to find the regions listed below on your map and place the corresponding number on your map:

- 1) Southeast Asia
- 2) Mesoamerica
- 3) North America, Mid-Atlantic
- 4) Southern Europe
- 5) Sub-Saharan Africa
- 6) Fertile Crescent, (Mesopotamia)
- 7) South America, Andean Highlands

### Teacher Reference Guide for Student Handout #3 (continued)

Using the information on the map and the region names you found, fill in the information below the timeline. You might not need to write in every space. In some spaces, you will write more than one answer. For example, in the time period around 10,000 BCE, where did agriculture develop and what crops emerged? Write that information in the table beneath 10,000 BCE.



	10,000 BCE	9,000	8,000	7,000	6,000	5,000	4,000	3,000- 2,000	1,000 BCE
Regions where agriculture developed around this time	Mesopotamia (Fertile Crescent)					Southeast Asia	Southern Europe	North America, Mid-Atlantic	

						Mesoamerica	South America, Andean Highlands	Sub-Saharan Africa	
Agricultural products or crops that emerged during this time	Wheat Barley Lentils Chickpeas Dates Peas		Rice				Asparagus Cabbage Grapes Lettuce Olives Pears	Goosefoot <sup>1</sup> Gourds Sunflowers Marsh Elder <sup>2</sup>  <i><sup>1</sup>Similar to spinach <sup>2</sup>A shrub, produces edible seeds</i>	
						Maize Beans Cacao Chili peppers Avocados Squash Tomatoes	Gourds Squash Potatoes Lima Beans Quinoa Chili peppers	Millet Sorghum Yams Oil palm Coffee	

**Teacher Reference Guide for Student Handout #3 (continued)**

*Using the map and the chart, answer the following questions. You may still work with a partner. Be ready to share and explain!*

**0**

- 1) Looking at the map, what parts of the world did not experience the development of agriculture during this time frame?

*Answers may vary, but students should observe that more northern and southern regions of the world (Australia, southern Africa, Russia, Canada, etc.) did not experience the development of agriculture in this time frame.*

Why do think this might be so? What might be different about those regions?

*Answers may vary, but students should make observations about latitude and climate.*

- 2) Which crops were developed first?

- *Wheat*
- *Barley*
- *Lentils*
- *Chickpeas*
- *Dates*
- *Peas*

- 3) Why do you think some crops grew in one place but not another? What factors might affect what plants grow where?

*Answers may vary, and students might struggle with this question. The teacher may need to use probing questions to help students think about variables such as access to water, climate, soil quality, and available native plant species. They may also think about human*

*characteristics such as population density. Teachers might ask students what crops grow in their area (apples in Michigan, for example) and also what crops don't grow in their area. Why don't bananas or oranges grow naturally in Michigan?*

4) What crops do you think more useful or helpful to a growing village? Why?

*Answers may vary, but students should think about the nutritional value of different crops, their ability to be used in different ways (wheat to make flour), their ability to be stored and transported, etc. Teachers can help students by asking probing questions like, "Do you think chili peppers or wheat would be more important for the survival of a village?" "What would last longer in storage, corn or lettuce?" The teacher can also help students think about the technology needed to process and store different crops.*