Unit I: PREHISTORY
(Hominids, Archaeology, Characteristics Civilizations)
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*highlighted portion denotes HW assignment

Packet Worth +25 Points
Human Origins in Africa Notes

Introduction: Examining the Issues

1. What did early humans need to do to survive?

2. What physical actions would these tools help humans do?

Hominids

Archaeologists

Aim of archaeology?

What challenges do you think archaeologists face today?

Artifacts

*Video questions 5-7 (Video by Faith Haney, courtesy of YouTube)*

In the video Faith says that if an artifact is over ______ years old, it’s worth checking out. This is because archaeologists can study almost anything as long as the artifact in question is over 50 years old.

When do archaeologists dig? There are two reasons excavations take place. They may uncover what is underground to protect it from __________ like building a freeway. Or simply you may have a dig to learn more about what they saw on the surface during a ____________.

Many things you may have seen in a ____________ come from an archaeological dig.

Anthropology

Mary Leakey discovered what? Why is that important?

BCE

Century practice: yr1642= what century? ___

yr1989= what century? ___

yr 8 = what century? ___

CE
On the morning of November 30, 1974, I woke, as I usually do on a field expedition, at daybreak. I was in Ethiopia, camped on the edge of a small muddy river, the Awash, at a place called Hadar, about a hundred miles northeast of Addis Ababa. I had been there for several weeks, acting as coleader of a group of scientists looking for fossils. It was still relatively cool, not more than 80 degrees. The air had the unmistakable crystalline smell of early morning on the desert, faintly touched with the smoke of cooking fires. Some of the Afar tribesmen who worked for the expedition had brought their families with them, and there was a small compound of dome-shaped huts made of sticks and grass mats about two hundred yards from the main camp.

Tom Gray joined me for coffee. Tom was an American graduate student who had come out to Hadar to study the fossil animals and plants of the region, to reconstruct as accurately as possible the kinds and frequencies and relationships of what had lived there at various times in the remote past and what the climate had been like. My own target—the reason for our expedition—was hominid fossils: the bones of extinct human ancestors and their close relatives. I was interested in the evidence for human evolution. But to understand that, to interpret any hominid fossils we might find, we had to have the supporting work of other specialists like Tom.

"So, what's up for today?" I asked.

Tom said he was busy marking fossil sites on a map.

"When are you going to mark in Locality 162?"

"I'm not sure where 162 is," he said.

"Then I guess I'll have to show you." I wasn't eager to go out with Gray that morning. I had a tremendous amount of work to catch up on. I should have stayed in camp that morning—but I didn't. I felt a strong subconscious urge to go with Tom, and I obeyed it. I wrote a note to myself in my daily diary: Nov. 30, 1974. To Locality 162 with Gray in A.M. Feel good.

As a paleoanthropologist—one who studies the fossils of human ancestors—I am superstitious. Many of us are, because the work we do depends a great deal on luck. The fossils we study are extremely rare, and quite a few distinguished paleoanthropologists have gone a lifetime without finding a single one. I am one of the more fortunate. This was only my third year in the field at Hadar, and I had already found several. I know I am lucky, and I don't try to hide it. That is why I wrote "feel good" in my diary.

... Gray and I got into one of the expedition's four Land-Rovers and slowly jounced our way to Locality 162. ... Although the spot we were headed for was only about four miles from camp, it took us half an hour to get there because of the rough terrain. When we arrived it was already beginning to get hot. ... 

Gray and I parked the Land-Rover on the slope of [a gully]. We were careful to face it in such a way that the canvas water bag that was hanging from the side mirror was in the shade. Gray plotted the locality on the map. Then we got out and began doing what most members of the expedition spent a great deal of their time doing: we began surveying, walking slowly about, looking for exposed fossils.

Some people are good at finding fossils. Others are hopelessly bad at it. It's a matter of practice, of training your eye to see what you need to see. I will never be as good as some of the Afar people. They spend all their time wandering around in the rocks and sand. They have to be sharp-eyed; their lives depend on it. Anything the least bit unusual they notice. ...

Tom and I surveyed for a couple of hours. It was now close to noon, and the temperature was approaching 110. We hadn't found much. ...
“I’ve had it,” said Tom. “When do we head back to camp?”
“Right now. But let’s go back this way and survey the bottom of that little gully over there.”

The gully in question was just over the crest of the rise where we had been working all morning. It had been thoroughly checked out at least twice before by other workers, who had found nothing interesting. Nevertheless, conscious of the “lucky” feeling that had been with me since I woke, I decided to make that small final detour. There was virtually no bone in the gully. But as we turned to leave, I noticed something lying on the ground partway up the slope.

“That’s a bit of a hominid arm,” I said.
“Can’t be. It’s too small. Has to be a monkey of some kind.”
We knelt to examine it.
“Much too small,” said Gray again.
I shook my head. “Hominid.”
“What makes you so sure?” he said.
“That piece right next to your hand. That’s hominid too.”

... He picked it up. It was the back of a small skull. A few feet away was part of a femur: a thighbone. We stood up, and began to see other bits of bone on the slope: a couple of vertebrae, part of a pelvis—all of them hominid. An unbelievable, impermissible thought flickered through my mind. Suppose all these fitted together? Could they be parts of a single, extremely primitive skeleton? No such skeleton had ever been found—anywhere.

“Look at that,” said Gray. “Ribs.”
A single individual?
“I can’t believe it,” I said. “I just can’t believe it.”
“By God, you’d better believe it!” shouted Gray.
“Here it is. Right here!” His voice went up into a howl. I joined in. In that 110-degree heat we began jumping up and down. With nobody to share our feelings, we hugged each other, sweaty and smelly, howling and hugging in the heat-shimmering gravel. . . .

“We’ve got to stop jumping around,” I finally said. “We may step on something. Also, we’ve got to make sure.”
“Aren’t you sure . . . ?”
“I mean, suppose we find two left legs. There may be several individuals here, all mixed up. Let’s play it cool until we can come back and make absolutely sure that it all fits together.”

We collected a couple of pieces of jaw, marked the spot exactly and got into the blistering Land-Rover for the run back to camp. On the way we picked up two expedition geologists who were loaded down with rock samples they had been gathering.

“Something big,” Gray kept saying to them.
“Something big. Something big.”
“Cool it,” I said.

But about a quarter of a mile from camp, Gray could not cool it. He pressed his thumb on the Land-Rover’s horn, and the long blast brought a scurry of scientists who had been bathing in the river. “We’ve got it,” he yelled. “. . . We’ve got it. We’ve got The Whole Thing!”

That afternoon everyone in camp was at the gully, sectioning off the site and preparing for a massive collecting job that ultimately took three weeks. When it was done, we had recovered several hundred pieces of bone (many of them fragments) representing about forty percent of the skeleton of a single individual. Tom’s and my original hunch had been right. There was no bone duplication.

But a single individual of what? On preliminary examination it was very hard to say, for nothing quite like it had ever been discovered. The camp was rocking with excitement. That first night we never went to bed at all. We talked and talked. We drank beer after beer. There was a tape recorder in the camp, and a tape of the Beatles song “Lucy in the Sky with Diamonds” went belting out into the night sky, and was played at full volume over and over again out of sheer exuberance. At some point during that unforgettable evening—I no longer remember exactly when—the new fossil picked up the name of Lucy, and has been so known ever since, although its proper name—its acquisition number in the Hadar collection—is AL 288-1.


Discussion Questions
1. **Summarizing** Where did Johanson and Gray find Lucy?
2. **Making Inferences** Why do you think Johanson and Gray felt that they had discovered "something big"?
3. **Drawing Conclusions** What important clues do you think fossils like Lucy provide about the past?
Lucy: The Beginnings of Humankind
Homework Discussion Questions

1. Where did Johanson and Gray find Lucy?

2. Why do you think Johanson and Gray felt that they had discovered "something big"?

3. What important clues do you think fossils like Lucy provide about the past?

4. List three things that you learned in this primary source and why they might be significant.
   
   •
   
   •
   
   •
**Retracing Activity** Human Origins in Africa

**Determining Main Ideas**
The following questions deal with the development of a culture. Answer them in the space provided.

1. What do anthropologists mean when they use the term *culture*?

2. What are some common practices that a culture shares?

3. What are some examples of the social organization of a culture?

4. From what institutions or groups in a society do individuals learn their culture?

**Reading Comprehension**
Find the name or term in the second column that best matches the description in the first column. Then write the letter of your answer in the blank.

5. _____ human-made objects  
   a. technology
   b. hominids
   c. *Homo sapiens*
   d. Lascaux
   e. Paleolithic Age
   f. artifacts

6. _____ humans and other creatures that walk upright

7. _____ another name for the Old Stone Age

8. _____ ways of applying knowledge, tools, and inventions to meet human needs

9. _____ species name for modern humans

10. _____ famous discovery of cave paintings
World History
The Quest to Survive—Civilization Style

Name____________________

Hour______________________

Date______________________

Directions: Follow the steps below and clear the required obstacles to create a successful civilization. You must get the approval of the all-powerful Emperor of Room 186 before you can move on to the next challenge.

I. Advanced Cities [_______]

On an 8.5x11 piece of white paper, design the layout of your capital city. When completed, attach the layout to this paper. Each place must be a different color. You must include (label):

- Religious temple
- Government building (must be next to Religious temple)
- Trade center or market
- Metal-working shop
- Potter’s shop
- Weaver’s shop
- Learning space (like a school, but much less formal)
- Farming space
- Space to keep domesticated (tamed so they can be kept by humans) animals
- Water source
- Housing (areas for people to live)

II. Specialized Workers [_______]

Your capital city can only support five artisans (skilled workers who make goods by hand). Circle the artisans below that you would like to keep and explain why.

Pottery maker  Teacher  Metalworker
Weaver  Jewelry maker  Clothing maker
Scribe  Grain grinder  Carpenter

Explanation:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

III. Complex Institutions [_______]

Agree on ten laws to govern your city (yes, exactly ten). You also must include punishments for breaking each law.
• Using a, 8.5x11 piece of white paper, create a city code sign that includes all of your laws and punishments.
• The team captain must sign this code.
• Attach the code to this paper.

IV. Record Keeping

Most early civilizations developed a system of writing, though some devised other methods of record keeping. Your civilization will be using symbols on rock tablets to maintain its economic and historical records. Use the space below to demonstrate what your civilization’s symbols would be for each word.

Water  Farming  Teacher

V. Improved technology

a) Your fields have become dry and it is becoming burdensome to carry water by hand. On your capital city design, add an irrigation system that connects the water source to the farming space. Make sure to label it on the map.

b) Your civilization is part of the Bronze Age (the time when people began using bronze, rather than copper and stone, to fashion tools and weapons), but the one metalworker in your capital city can’t keep up with demand. You are faced with a choice: should you produce bronze weapons, or bronze body armor for your army? Give three reasons why.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Last task... give your civilization a name: ____________________________________   [ ______ ]
Mr. Booth's Prehistory Webquest

Your Task: Answer the questions to the web quest on this document. To visit the webpages, simply click on the hyperlink and it should take you to the website you're looking for. Good luck!

Cave Art

1. Go to the Lascaux cave site here. [http://www.lascaux.culture.fr/#/fr/00.xml](http://www.lascaux.culture.fr/#/fr/00.xml)
2. Click on "Visite la Grotte," then "explorer" and watch.
3. You should find at least seven different images.
4. Explore the website further and then respond to the following questions on your answer sheet.

1. Describe what you see in detail. List at least five images that you see on the cave walls.

2. Who do you think created these paintings? Describe the person(s).

3. What kinds of technology did early humans need to create these paintings?

4. From these images, what can you tell about daily life of cave man?

5. From these images, what can you tell about the beliefs of the cave men? (i.e. what is important?)

6. Why do you think they painted these images?

7. What can you and archaeologists tell about early man from these artifacts?
Human Origin
Go to the National Geographic's Atlas of the Human Journey and explore the interactive map and answer the questions on your answer sheet.
https://genographic.nationalgeographic.com/genographic/atlas.html

8. How long ago did humans begin to venture out of Africa (introduction)

9. Between 200,000 and 60,000BCE, where had early man migrated?

10. What area of the world was populated in 60,000B.C.E.?

Out of Africa Migration Theory
Click on the map

11. How many years ago did hominids first migrate out of Africa?

12. Which hominid group initiated the migration?

13. How many years did it take to reach South America?

14. How did hominids arrive in the western hemisphere?

The Ice Age
Could you have survived the Ice Age?
15. Test your survival skills. Click on "more" and take the test. Write your score on the answer sheet.

16. Next, click on tools and materials. What tools did these Stone Age people use and where did they get the stuff to make them?

17. Finally, click on "food and hunting." What did they hunt and what did they eat?

Take the Quiz to show you knowledge about what you learned!

18. About how many years ago did hominids migrate out of Africa?
   □ 5,000,000 years ago
   □ 65,000 years ago
   □ 10,000 years ago
   □ 5,000 years ago

19. The cave paintings in Lascaux are images of
   □ mostly people
   □ mostly animals
   □ a combination of people and animals
   □ early writing

20. What can archaeologists best learn from cave paintings?
    □ What the landscape looked like at that time
    □ What religion early man practiced
    □ Confirmation of written records
    □ The Culture of hunter gatherer societies

21. What is true of Lucy?
    □ She had "modern" hands and used tools
    □ She was bipedal and had "modern" hands
    □ She was bipedal but lacked "modern" hands
    □ She did not walk upright but used tools