

## Activity Page 1.1

## Use with Chapter 1

## Letter to Family

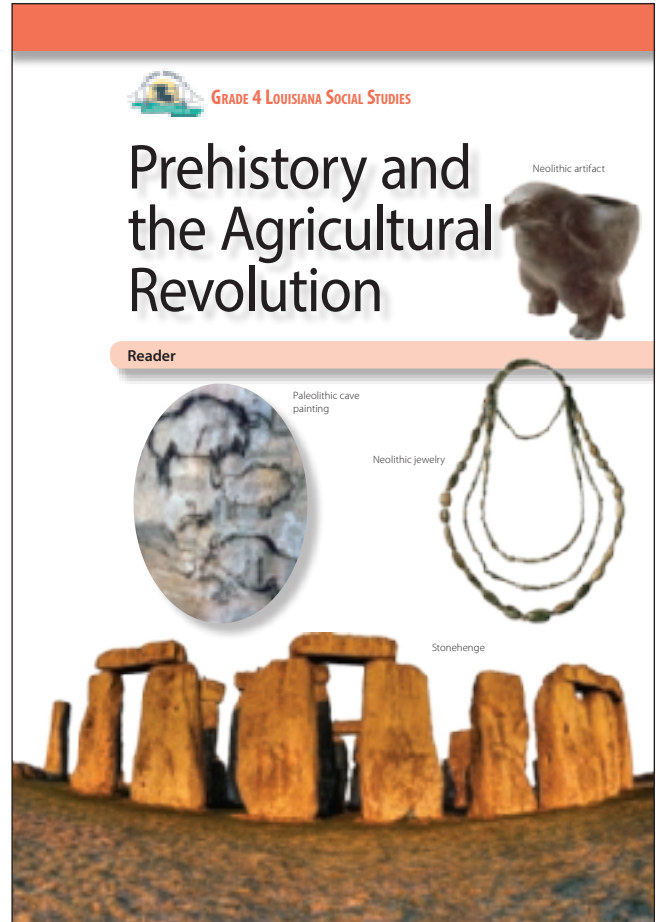
During the next few weeks, as part of our study in the Bayou Bridges Louisiana Social Studies Curriculum, your child will be learning about human life during prehistory and the Agricultural Revolution. They will learn about how scientists believe the first humans lived in Africa and spread from there around the world. During the Agricultural Revolution, humans transitioned from being nomadic hunter-gatherers to farmers. Civilizations developed as human settlements grew larger and formed connections with others.

In this unit, students will begin to develop their historical thinking skills and practices as they learn to examine artifacts and other primary sources and draw conclusions from them. They will learn to use what they've read and examined to make a claim and support it with relevant evidence.

As part of their exploration of early human history, students will also learn a little about how early civilizations and cultures developed. This information is presented in a factual, age-appropriate way rather than in a manner that suggests the value or correctness of any particular viewpoint or culture. The goal is to foster understanding of and respect for people and communities that may be different from those with which students are familiar.

Sometimes students have questions regarding how the information they are learning relates to themselves and their own experiences. In such instances, we will encourage each student to discuss such topics with you. We recognize that the best place to find answers to those types of questions is with your family and the adults at home.

Please let us know if you have any questions.



Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 1.2**

**Use with Chapter 2**

**Artifact Study**

**Describe the artifact.**

1. What type of object is it? \_\_\_\_\_
2. Where is it from? \_\_\_\_\_
3. When was it made? \_\_\_\_\_
4. What color is it? \_\_\_\_\_
5. What shape is it? \_\_\_\_\_
6. What size is it? \_\_\_\_\_
7. What is it made of? \_\_\_\_\_

**Think about the artifact.**

8. What knowledge or experience was needed to create it?  
\_\_\_\_\_  
\_\_\_\_\_
9. Why was it made? What is its purpose?  
\_\_\_\_\_  
\_\_\_\_\_
10. Could it have been made by one person, or did it require a group?  
\_\_\_\_\_
11. How has the artifact changed over time?  
\_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 1.2 (continued)**

**Use with Chapter 2**

**Think about context.**

**12.** What do you know about the time when and the place where the artifact was created?

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**Draw a conclusion about the artifact.**

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Date \_\_\_\_\_

**Activity Page 1.2**

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Name \_\_\_\_\_

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**Activity Page 1.2 (continued)**

**Use with Chapter 2**

**Think about context.**

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**Draw a conclusion about the artifact.**

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Name \_\_\_\_\_ Date \_\_\_\_\_

**Primary Source Analysis**

<p><b>Describe the source.</b></p>	<p><b>Connect the source to what you know.</b></p>
<p><b>Understand the source. Identify its message, purpose, and/or audience.</b></p>	<p><b>Draw a conclusion from or about the source.</b></p>

**SOURCE:**



Name \_\_\_\_\_ Date \_\_\_\_\_

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**SOURCE:**

Name \_\_\_\_\_

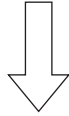
Date \_\_\_\_\_

Activity Page 1.4

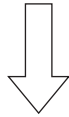
Use with Chapter 1, Chapter 2, Performance Task Assessment

**Claims and Evidence**

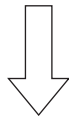
**STATE THE CLAIM** *What opinion or position are you defending?*



**STATE THE REASON** *Why should someone agree with this claim?*



**IDENTIFY THE EVIDENCE** *What details from the text and sources support the reason?*



**RECOGNIZE A COUNTERCLAIM** *What different opinion or position might someone have? What argument might be used against you?*

**ANSWER THE COUNTERCLAIM** *How will you disprove the counterclaim?*

Name \_\_\_\_\_

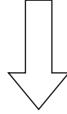
Date \_\_\_\_\_

**Activity Page 1.4**

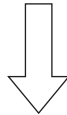
**Use with Chapter 1, Chapter 2, Performance Task Assessment**

**Claims and Evidence**

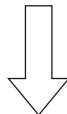
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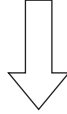
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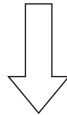
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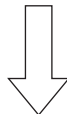
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## Activity Page 3.1

## Use with Chapter 3

## Domain Vocabulary: Chapters 1–3

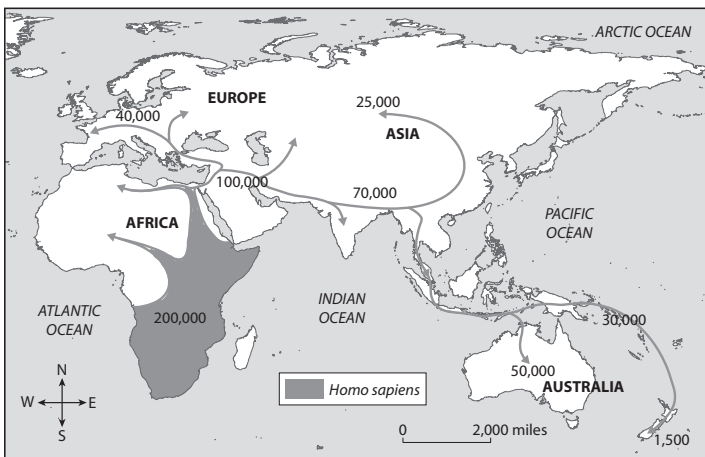
For each word, write the letter of the definition.

- |       |                         |   |
|-------|-------------------------|---|
| _____ | 1. architecture         | a) the species to which humans belong   |
| _____ | 2. barter               | b) movement of a group of people to live in a new place   |
| _____ | 3. canal                | c) lasting for a long time and staying unchanged  |
| _____ | 4. civilization         | d) the public works system that includes roads, bridges, irrigation, public transportation, etc.                                  |
| _____ | 5. collectively         | e) demand by two or more groups for a resource that is in short supply  |
| _____ | 6. communal             | f) to adapt and use for agricultural or other purposes  |
| _____ | 7. competition          | g) as part of a group   |
| _____ | 8. cultivate            | h) shared by all the members of a group or community  |
| _____ | 9. division of labor    | i) people who travel from place to place and live by hunting and foraging   |
| _____ | 10. domesticate         | j) an extra amount beyond what is needed  |
| _____ | 11. fossilized          | k) having been preserved in a hard form   |
| _____ | 12. <i>Homo sapiens</i> | l) to trade goods without using money   |
| _____ | 13. hunter-gatherers    | m) plant life found in a particular area  |
| _____ | 14. infrastructure      | n) to help grow   |
| _____ | 15. migration           | o) moving around often, usually in search of food and water; not settled in one place   |
| _____ | 16. millennia           | p) to develop a specific set of skills for a single purpose   |
| _____ | 17. nomadic             | q) cloth or fabric  |
| _____ | 18. permanent           | r) a period of time lasting thousands of years  |
| _____ | 19. scavenge            | s) a society, or group of people, with similar religious beliefs, customs, language, and form of government                       |
| _____ | 20. specialize          | t) the style and construction of a building   |
| _____ | 21. surplus             | u) the breakdown of work into specific tasks performed by different people; often considered a way to make workers more efficient |
| _____ | 22. textiles            | v) to collect food by searching through what has been left behind   |
| _____ | 23. vegetation          | w) a channel dug by people, used by boats or for irrigation   |

## Assessment: Chapter 1—“Early Humans and the Paleolithic World”

### A. On your own paper, write the letter that provides the best answer.

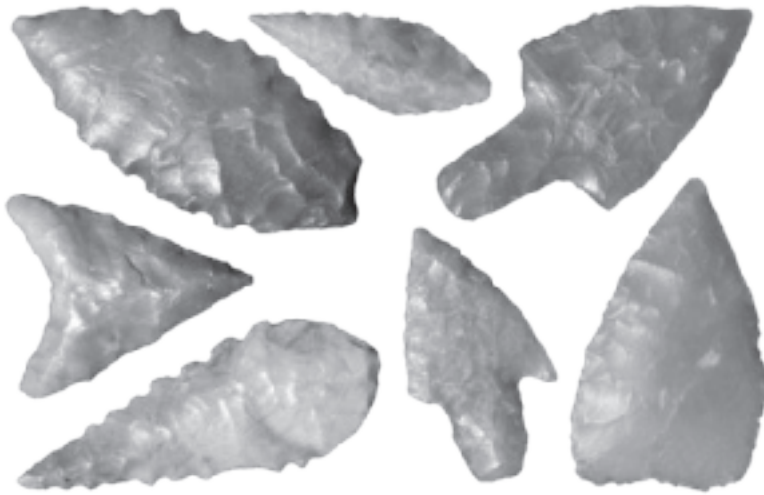
1. What was most likely the regular diet of the earliest hunter-gatherers? Select the **two** correct answers. (4.9)
  - a) crops they planted
  - b) domesticated farm animals
  - c) small animals they could find
  - d) large animals they caught in traps
  - e) wild plants they could pick
2. What climate conditions do scientists believe caused the earliest humans to migrate during the Paleolithic period? (4.10)
  - a) ice ages
  - b) warm winters
  - c) severe floods
  - d) intense storms
3. What occurred about sixty thousand to ninety thousand years ago? (4.1, 4.10)
  - a) Humans began settling in large civilizations.
  - b) Humans began migrating from Africa.
  - c) Humans created rafts and boats.
  - d) Herto Man lived.
4. Use the map to answer the question.



Where did the first humans live? (4.6, 4.10)

- a) Australia
- b) Arabia
- c) Africa
- d) Asia

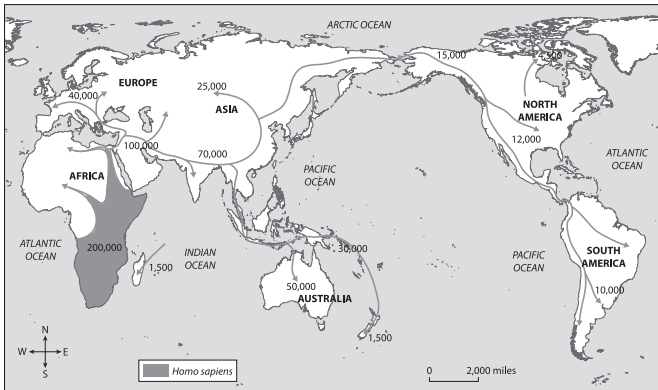
5. What enabled early humans to come together and solve problems? (4.3)
- a) language
  - b) bartering
  - c) scavenging
  - d) settling in villages
6. Why were human hunter-gatherers nomadic? (4.9)
- a) They scavenged.
  - b) They were escaping ice storms.
  - c) They followed migrating animals.
  - d) They did not know how to build permanent homes.
7. Use the image to answer the question.



- How did hunter-gatherers use the tools shown in this image? (4.9)
- a) to travel long distances
  - b) to make cave drawings
  - c) to pick wild vegetation
  - d) to hunt large animals
8. What kind of natural disaster pushed the first migrants to leave Africa? (4.10)
- a) There was a heat wave.
  - b) There was an earthquake.
  - c) There was extreme drought.
  - d) There was widespread flooding.



9. Use the map to answer the question.



Which continent did humans reach by a now nonexistent land bridge? (4.6, 4.10)

- a) North America
- b) Australia
- c) Europe
- d) Asia

10. Use the image to answer the question.



What does the photo of a Paleolithic cave painting suggest about how early humans lived? (4.2, 4.2.a, 4.9)

- a) They depended on animals for survival.
- b) They lived in caves with animals.
- c) They had advanced artistic skills.
- d) They spent all their time in caves.

**B. On your own paper, write a well-organized paragraph in response to the following prompt:**

Hunter-gatherers lived a nomadic lifestyle. Explain how this lifestyle led to migration out of Africa. Use evidence from the chapter to support your response. (4.3, 4.9, 4.10)

## Assessment: Chapter 2—“The Agricultural Revolution”

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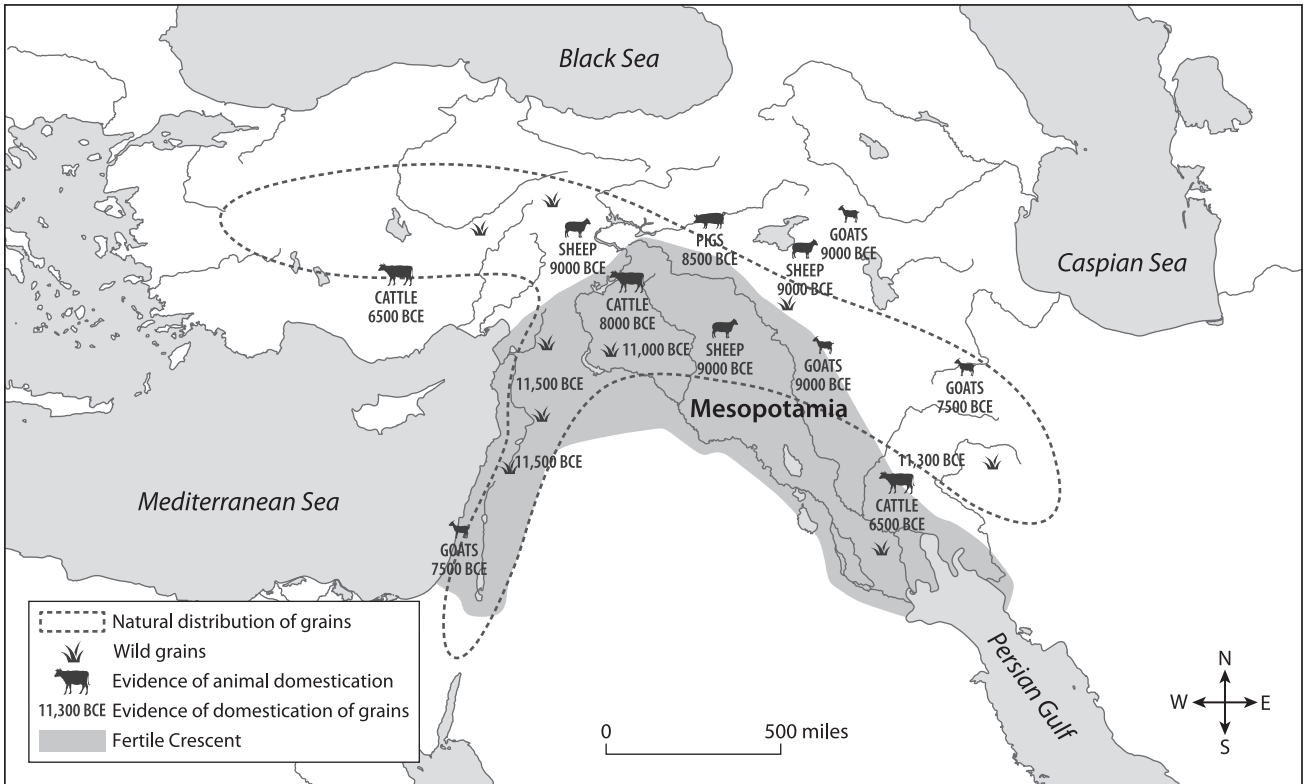
### A. On your own paper, write the letter that provides the best answer.

1. Where did the first permanent human settlements form? (4.11)
  - a) India
  - b) China
  - c) Egypt
  - d) Mesopotamia
2. Why did early humans find crops growing in the camps they returned to? (4.11)
  - a) Grains were found in the wild everywhere.
  - b) They had dropped seeds of grains the previous year.
  - c) They had developed a system of agriculture to grow grains.
  - d) Grains had naturally grown there without human involvement.
3. What was one effect of settling in one place? (4.11)
  - a) Humans did not need tools for agriculture anymore.
  - b) Humans lived in smaller communities.
  - c) Humans built permanent homes.
  - d) Humans had fewer children.
4. According to the chapter, “The Neolithic period, or New Stone Age, lasted from 10,000 BCE to 3000 BCE. This was a period of significant change for the people who lived during these times, as their entire way of life shifted.”

How can the changes that happened during the Neolithic period be characterized? (4.11)

  - a) People transitioned from agricultural societies to nomadic life.
  - b) People transitioned from nomadic life to agricultural societies.
  - c) People transitioned from not having language to having language.
  - d) People transitioned from many civilizations to one global civilization.
5. What developed during the Neolithic period? Select the **two** correct answers. (4.11)
  - a) large settlements
  - b) migration across continents
  - c) bartering and trade
  - d) hunting with tools
  - e) architecture

Use the map to answer questions 6 and 7.



6. By which geographic feature were wild grains most likely to grow? (4.6)
  - a) mountains
  - b) deserts
  - c) oceans
  - d) rivers
  
7. Which happened first?
  - a) specialization of society
  - b) domestication of animals
  - c) development of large civilizations
  - d) domestication of plants and grains
  
8. What was one effect of the domestication of animals? (4.11)
  - a) It led to the extinction of many species.
  - b) It had no significant effect on human societies.
  - c) It provided humans with reliable milk, food, and labor.
  - d) It led to a decrease in human population due to the spread of disease from the animals.
  
9. What happened when farmers grew more crops than they could use in a season? (4.11)
  - a) They burned the surplus.
  - b) They built ways to store the surplus.
  - c) They planted less the following year.
  - d) They gave the surplus to their neighbors.

10. Use the image to answer the question.



What conclusion can we draw about the Neolithic people who created this vessel? (4.2, 4.2.a)

- a) They worshipped birds.
- b) They had longer, beak-shaped noses.
- c) They were advanced engineers who used modern technology to create pottery.
- d) They had a specialized society that allowed for the development of pottery and art.

**B. On your own paper, write a well-organized paragraph in response to the following prompt:**

How did the surplus of food, tools, weapons, and beads help spread ideas and knowledge? Make a claim and support it with relevant evidence from your reading and chapter activities.

(4.5, 4.5.a, 4.5.c, 4.11)

## Assessment: Chapter 3—“The Characteristics of Civilization”

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A. On your own paper, write the letter that provides the best answer.

1. Which of the following are characteristics of civilizations? Select the **three** correct answers. (4.12)
  - a) tools
  - b) infrastructure
  - c) division of labor
  - d) nomadic lifestyle
  - e) organized government
  - f) absence of specialization
2. Use the image to answer the question.



This image shows cuneiform, or the characters used in ancient writing systems of Mesopotamia. What conclusion can be made about the people of Mesopotamia from this image?

- a) They sang many songs as part of their harvest celebrations.
- b) They had complex architecture.
- c) They had a shared language.
- d) They followed the same laws.

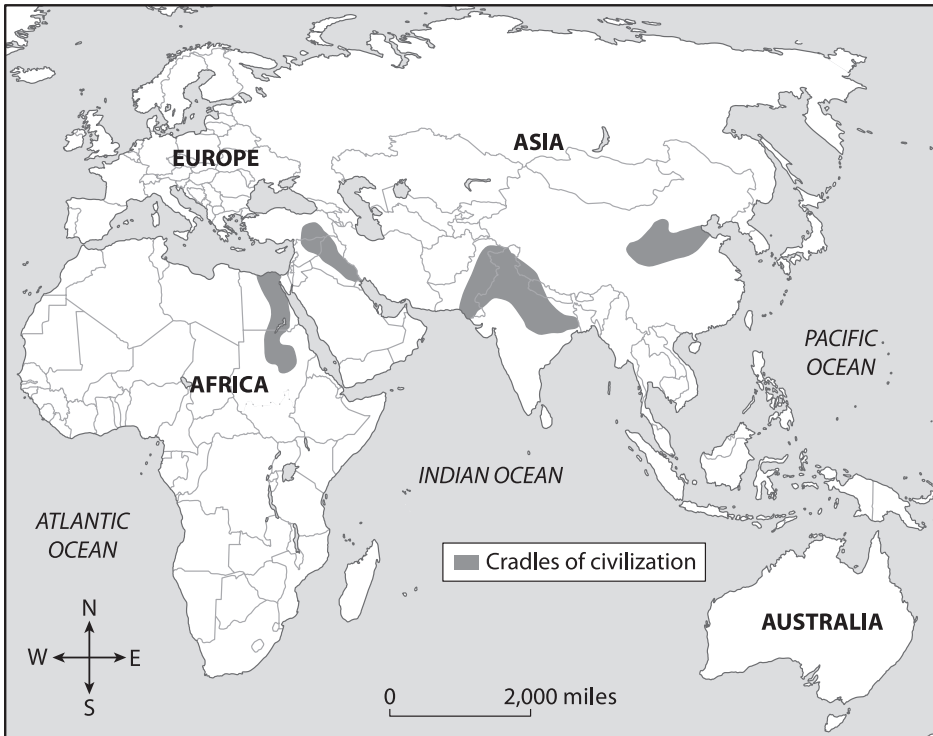
3. Why do civilizations need a form of communication? (4.3, 4.12)
- a) People need communication to eat.
  - b) Communication helps people play games.
  - c) Communication allows for leaders to rule over civilizations.
  - d) Communication allows people to work with one another and solve problems.
4. Use the image to answer the question.



This Mesopotamian figure shows a person playing a harp. What conclusion can be made about the Mesopotamian civilization? (4.12)

- a) There were distinct social classes.
  - b) They bartered for what they needed.
  - c) There was a common language.
  - d) They had a specialized civilization.
5. Why was it important for humans to domesticate plants? (4.3, 4.12)
- a) Domesticating plants allowed humans to develop new architecture.
  - b) Domesticating plants allowed humans to develop reliable sources of food.
  - c) Domesticating plants allowed humans to control poisonous plants to use as weapons.
  - d) Domesticating plants helped humans control natural disasters like extreme weather.

6. Use the map to answer the question.



What geographical feature was common to the earliest civilizations? (4.6, 4.7)

- a) wood or oil for fuel
  - b) level ground for buildings
  - c) nearby rivers and floodplains
  - d) nearby mountains with caves
7. What makes early civilizations unique compared to those that followed later? (4.4)
- a) Early civilizations were all similar.
  - b) Early civilizations did not have a model to follow.
  - c) Everyone grew their own food and had enough to eat.
  - d) People came together from many different backgrounds.
8. How did early civilizations control floodwaters? (4.7, 4.12)
- a) waterfalls
  - b) rainforests
  - c) dams and canals
  - d) seasonal migration
9. What advancement in technology allowed farmers to practice larger-scale agriculture? (4.3, 4.12)
- a) public transportation
  - b) pottery wheel
  - c) irrigation
  - d) writing

10. Use the image to answer the question.



This carved stone from Mesopotamia records a gift of land from a king. What were early forms of writing like this used for? (4.2.a)

- a) land and other property records
- b) fiction stories
- c) report cards
- d) recipes

**B. On your own paper, write a well-organized paragraph in response to the following prompt:**

Which key characteristic of civilization was the most important in the development of civilization in the Fertile Crescent? Use evidence from the chapter to support your claim.



Name \_\_\_\_\_

Date \_\_\_\_\_

### **Performance Task Activity: Prehistory and the Agricultural Revolution**

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How was the Neolithic period's Agricultural Revolution a turning point in history? Make a claim, and support your claim with reasons and evidence from the unit's reading and activities. (4.3, 4.5.a-d, 4.11)

Use the Claims and Evidence Activity Page (AP 1.4) and the lines below to take notes and organize your thoughts. Remember to include details from the chapters and primary sources in *Prehistory and the Agricultural Revolution* as well as from the sources and resources in the unit activities.

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