NOTE: This lesson, developed by the Virginia Geographic Alliance, focuses on the development of geographic understandings, knowledge, and skills. It incorporates selected portions of the Commonwealth of Virginia Department of Education, History and Social Science Enhanced Scope and Sequence, World History and Geography to 1500 A.D. (C.E.), Copyright 2010.

ORGANIZING TOPIC

The Paleolithic Era to the Agricultural Revolution

Standard(s) of Learning

WHI.2 The student will demonstrate knowledge of early development of humankind from the Paleolithic Era to the agricultural revolution by
   a) explaining the impact of geographic environment on hunter-gatherer societies;

Essential Understandings, Knowledge, and Skills

Skills (to be incorporated into instruction throughout the academic year)

Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past to 1500 A.D. (C.E.).

Identify major geographic features important to the study of world history to 1500 A.D. (C.E.).

Analyze trends in human migration and cultural interaction from prehistory to 1500 A.D. (C.E.).

Content

Explain that the life in early hunter-gatherer societies was shaped by their physical environment.

Explain that Homo sapiens emerged in east Africa between 100,000 and 400,000 years ago.

Explain that Homo sapiens migrated from Africa to Eurasia, Australia, and the Americas.

Explain that early humans were hunters and gatherers whose survival depended on the availability of wild plants and animals.

Sample Resources

Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.


“Lascaux (Lascaux Caves)” http://www.lascaux.culture.fr/site_map.php?lng=en. This site provides a virtual tour of the Lascaux Caves in France and numerous pictures of cave art.


Session 1: Explaining How Physical Geography Influenced the Lives of Early Humans

Materials
- Attachment A: World Map and World Image Map
- Attachment B: Comparing Paleolithic and Neolithic Peoples
- Attachment C: Placards for Paleolithic and Neolithic Eras
- Attachment D: Placards Answer Key on Comparative Table of Paleolithic and Neolithic Eras
- Attachment E: Background Knowledge and Teacher Notes
- Attachment F: Additional Maps

Instructional Activities
1. Introduction to lesson:
   In this lesson, students examine images in order to determine how early humans used the environment. Students use skills of observation to identify details in the images and then place them in eight categories: location, migration, physical geography, shelter, settlements, food acquisition, technological advancements, and social advancements. After students have learned the characteristics of the Neolithic and Paleolithic eras, they determine whether or not the images depict life in the Paleolithic or Neolithic Era. Throughout this learning activity students are challenged to make inferences and draw conclusions supported by evidence from the images. Throughout the lesson, focus student attention on the following questions:
   - How did early humans use the environment to meet their basic needs?
   - How did hunter gatherer and agricultural societies differ in their use of the land?

2. Begin the lesson by providing students an overview of the world's environments by projecting Attachment A: World Image Map. Have students predict how the world's mountains, rivers, and deserts influenced migration patterns.

3. The teacher may select one of the following two strategies for the lesson:
   Strategy 1: Gallery Walk
   - Prepare the classroom by posting Attachment C: Placards for Paleolithic and Neolithic Eras on the classroom walls, tables, or desks "gallery style," in a way that provides space for several students to cluster around each placard.
   - Distribute Attachment B: Comparing Paleolithic and Neolithic Peoples to student pairs or groups.
   - Discuss with students the eight categories and key questions on the Attachment B table - location, migration, physical environment, shelter, settlements, technological advancements, social interaction, and food acquisition.
   - Use placard Image 5 and to conduct a "think-aloud" to verbally walk students through the example provided for location. In a "think-aloud" the teacher says what she or he is thinking and models how to complete Attachment B.
   - Direct the student pairs to stand in front of one of the fourteen remaining placards. Allow students one to two minutes to examine each placard, determine the category they think it best represents, and record their observations in Column 1 of Attachment B. Remind students to draw no conclusions, simply state what is observed. The students continue the Gallery Walk by rotating through each of the fourteen placards. Use a bell or music to signify movement between placards and keep the activity on task.
   - As a whole class activity, students check answers. Remind students they are making observations, not drawing conclusions.
   - The teacher uses readings, notes, artifacts, the placards, etc. to explore with students the differences in the Paleolithic and Neolithic eras. The teacher models completion of the "location" category in Column 2, as was done in Column 1.
   - Working in pairs or whole class, students complete Column 2 of Attachment B.
Strategy 2: Whole class activity

- Students are provided copies of Attachment B table and Attachment C placards and/or the teacher projects the placards in the numerical order noted on Attachment D answer key.
- The teacher discusses the eight categories and key questions on the Attachment B table - location, migration, physical environment, shelter, settlements, technological advancements, social interaction, and food acquisition.
- Students examine the placards, make observations, and complete Column 1 of Attachment B. Remind students to draw no conclusions, simply state what is observed. The teacher uses a "think-aloud" to verbally walk students through the example provided for the "location" category.
- The teacher uses readings, notes, artifacts, the placards, etc. to explore the differences in the Paleolithic and Neolithic eras.
- Students complete Column 2 of the Attachment B table.


Review by distributing the placards randomly to students and asking them to stand and explain why they think their placard is evidence to prove the following statements:

- Life in early hunter-gatherer societies was shaped by their physical environment.
- Homo sapiens emerged in east Africa between 100,000 and 400,000 years ago.
- Homo sapiens migrated from Africa to Eurasia, Australia, and the Americas.
- Early humans were hunters and gatherers whose survival depended on the availability of wild plants and animals.

To assess, students are directed to use the information from Attachment B and write a response to the following question: How did early humans overcome the limits set by their environment? Students must use the following terms in their response:

- technology
- hunter-gatherer
- nomadic
- agriculture
- domestication

<table>
<thead>
<tr>
<th>Attachment A: World Map</th>
<th>Attachment A: World Image Map</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="World Map" /></td>
<td><img src="image2.png" alt="World Image Map" /></td>
</tr>
</tbody>
</table>

Maps may be customized by turning specific layers on or off before display. [Link to explanation of layered pdfs.](#)
Attachment B: Comparing Paleolithic and Neolithic Peoples

Name: ___________________________ Date: ___________________

Directions: Visit each Placard and record your observations in column 1. In column 2 decide whether the image best illustrates the Paleolithic or Neolithic Era. Use class notes or other instructional resources to complete the chart.

<table>
<thead>
<tr>
<th>Category (Key Questions)</th>
<th>Column 1: Describe only what you see on the placards. (Do not draw conclusions.)</th>
<th>Column 2: Are the placards evidence of the Paleolithic Era or the Neolithic Era? (Base your conclusions on your class notes and readings.)</th>
</tr>
</thead>
</table>
| Location (Where is this in the world?) | Examples: Image 5  
• map of Africa  
• includes picture of Great Rift Valley in Africa | Paleolithic: Image ___  
Evidence: |
|                         | Image 7  
• map of Africa  
• arrows point to the south and west | Neolithic: Image ___  
Evidence: |
| Migration (What were their travel routes?) | Image ___: | Paleolithic: Image ___  
Evidence: |
|                         | Image ___: | Neolithic: Image ___  
Evidence: |
| Physical Geography (What does the physical environment look like?) | Image ___: | Paleolithic: Image ___  
Evidence: |
|                         | Image ___: | Neolithic: Image ___  
Evidence: |
| Characteristics of Shelter/Settlements (What did the shelter look like?) | Image ___: | Paleolithic: Image ___  
Evidence: |
|                         | Image ___: | Neolithic: Image ___  
Evidence: |
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<td>Examples of Settlements (What are the names of some specific places?)</td>
<td>Image ___:</td>
<td>Paleolithic: Image ___ Evidence:</td>
</tr>
<tr>
<td></td>
<td>Image ___:</td>
<td>Neolithic: Image ___ Evidence:</td>
</tr>
<tr>
<td>Technological Advancements (What tools did they use?)</td>
<td>Image ___:</td>
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</tr>
<tr>
<td>Food Acquisition (What did they eat? How did they acquire it?)</td>
<td>Image ___:</td>
<td>Paleolithic: Image ___ Evidence:</td>
</tr>
<tr>
<td></td>
<td>Image ___:</td>
<td>Neolithic: Image ___ Evidence:</td>
</tr>
</tbody>
</table>
African Origins

Source: Map content adapted from Journey of Man interactive map, http://www.bradshawfoundation.com/journey/ Basemap, from ESRI ArcGISonline.
Movement of man from the hearth in eastern Africa, which occurred over thousands of years, was accompanied by an ever increasing population in all of the river valley and coastal regions once settled. Population growth in Mesopotamia, the Nile Valley, etc. was the basis for additional migration. After settling and prospering in these early hearths, migration took place along trade routes to the east, west, and north.
Physical landscapes of the early Neolithic Era (New Stone Age) inhabited by man were primarily river valleys where climate, water for agriculture, and transportation opportunities contributed to the development of civilization.
Humans used and adapted to their environment over thousands of years and in many different ways. Likewise, what was used for shelter early in the Paleolithic Era may have been dictated by availability (e.g. rock overhang, cave, etc.). With subsequent generations, knowledge of different materials used for shelter, and gradual movement to the middle and high latitudes, the variety/complexity of shelters multiplied. No small set of images can capture the variety. What can be understood from many images is climate (wet-dry, hot-cold, etc.).
Çatalhöyük is located southeast of the present-day city of Konya, Turkey. It was a settlement location for almost 2,000 years (7500 BC-6700 BC). The former settlement site is today an eroded mound which would have risen about 66 feet above the plain at the time of the latest Neolithic occupation. The prehistoric mound settlements were abandoned before the Bronze Age. It was composed entirely of domestic buildings with no obvious public buildings or ceremonial spaces. The population is estimated at between 5,000 and 10,000 people at its peak. The inhabitants lived in mud-brick houses that were crammed together with no footpaths or streets. The maze of connected buildings with common walls was entered by holes in the roofs and ladders from the ground level. Those same roof access holes provided ventilation from summer heat and chimneys for simple cooking hearths.
Weaving and basketry are crafts that cannot be directly recorded because their end products are organic and therefore perishable. The practice of these crafts is indirectly confirmed from our knowledge of flora (reeds, flax) and fauna (sheep and goats) of this period and from imprints left on the base of clay vases and recovered bone needles. The main weaving fibers were flax and wool. The use of flax came earlier than that of wool and dominated during the Neolithic Period. Coarse textiles were used in the manufacture of vases with their imprints on the base and sides surviving the ravages of time. Basketry was a related craft but less time-consuming than weaving. An earlier form of weaving was that associated with construction of roofs for shelter, baskets for storing goods, straw mats for resting, and thick mats used as partitions in houses. Imprints from straw mats have survived on the bases of coarse ware, which were assumed to have been placed on straw mats or rough textiles to dry.

The development of the plow can be traced back to Neolithic times with the domestication of plants and use of draft animals. The plow was a very simple tool, little more than a suitably forked branch with a sharp point. Applying metal to the plow and use of draft animals allowed deeper plowing and over larger fields.
The Neolithic Revolution, sometimes called the Agricultural Revolution, not only gave man the security of regular food production but also the freedom to settle in villages. This changeover from a migratory life of hunting, gathering, and herding took place not once, but repeatedly over time and at different locations.

The release of people from food production to other endeavors led to artisans better prepared for building trades, tool making, commerce, and to the development of village governance, defense, and religion. Most evidence of social developments comes from artifacts and study of permanent villages/cities. One such city is Çatalhöyük (Turkey).

Some believe that this city (estimates of 6,000 to 10,000 people) was little more than a collection of domestic buildings without streets/paths to separate buildings. Archeological digs have yet to discover public buildings, temples, streets, central source of water, or indicators of a defense (i.e., walls, defensive towers, etc). The opposing opinion is that Çatalhöyük was indeed planned and “shows” many indicators of an advanced society.

Another city of the Neolithic Age that has been saved/reconstructed with numerous artifacts is Aleppo, Syria. Planning is evident with the outer walls, defensive towers, limited entry gates, and construction of the Citadel higher than the surrounding city. The central location of this Citadel within Aleppo is also characteristic of planning during the Medieval period.
Knowledge of food consumption during the Neolithic Age comes from archeological discoveries of animal bones, pottery art, cave art, village garbage disposal sites, and written records. Because of the Neolithic’s long time span of over 5,000 years and the immense area occupied, a complete list of foods consumed would not be possible. In addition, the warming climate after the last ice age, further development of domesticated plants and animals, as well as the evolving adaptability of the human system, all contribute to the complexity.
Group Burial:

Source: [http://www.fotocommunity.de/pc/pc/display/23925903](http://www.fotocommunity.de/pc/pc/display/23925903), Neanderthal Museum, Germany
### Attachment D: Placards Answer Key on Comparative Table of Paleolithic and Neolithic Eras

See Attachment C for source information.

<table>
<thead>
<tr>
<th>Location (Where is this in the world?)</th>
<th>Paleolithic</th>
<th>Neolithic</th>
</tr>
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<tbody>
<tr>
<td>East Africa, Great Rift Valley (Image 5)</td>
<td>Humans live in Africa (Image 7)</td>
<td></td>
</tr>
</tbody>
</table>

- **Location**: The African Rift Valley divides Africa into a West and East African portion. Large grasslands in the eastern part were instrumental for human evolution.

- **Migration (What were their travel routes?)**
  - **Nomadic, daily and seasonal movement (Image 12)**
    - Daily migration: cave to water source
    - Seasonal migration: dry plains to moist uplands
  - **Pathways from East Africa to Eurasia, Australia, and the Americas (Image 10)**
    - To Australia and the Americas

Archaeological evidence says over 160,000 years ago humans lived in Africa. Groups traveled as hunter-gatherers south to the Cape of Good Hope, southwest to the Congo Basin and west to the Ivory Coast.
| Physical Geography (What does the physical environment look like?) | Grasslands (Image 4) | Typical East African landscape, Savanna |
| | | |
| | | Rivers, coastlines (Image 14) |
| | | Tigris in Diyarbakir, Turkey |
| Characteristics of Shelter (What did shelter look like?) | Temporary shelter using locally available materials (Image 8) |
| | Temporary shelter made of mammoth bones; reconstructed in France |
| | Stable communities, permanent shelter, defensive structures (Image 1) |
| | Thatched hut |
| | Skara Brae |
Examples of Settlements (What are the names of specific places?)

Caves (Image 15)

http://www.lascaux.culture.fr/site_map.php?lng=en
This site provides a virtual tour of the cave.

Lascaux (Lascaux Caves) is the setting of a complex of caves in southwestern France famous for its Paleolithic cave paintings. The original caves are located near the village of Montignac, in the department of Dordogne. They contain some of the best-known Upper Paleolithic art. These paintings are estimated to be 17,300 years old. They primarily consist of images of large animals, most of which are known from fossil evidence to have lived in the area at the time.

Settlements (Image 9)

Shelter outside citadel at Aleppo.

Stonehenge

Jericho

Çatalhöyük

. Map and directions to use a layered pdf found in Attachment F
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<td></td>
<td>Pottery, plow, weaving, agricultural tools,</td>
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<td></td>
<td>advanced weapons (Image 16)</td>
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<tr>
<td></td>
<td>Basket</td>
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<tr>
<td></td>
<td>Pottery</td>
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<td>Stable communities, small cities (Image 6)</td>
</tr>
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<td>Aleppo – a planned city.</td>
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</tbody>
</table>
Food Acquisition (What did they eat? How did they acquire it?)

Hunter-Gatherer, resources from nature (Image 11)
- Fruits, berries, nuts
- Meat eaters - animal bones
- Cave painting shows hunting deer.

Agriculture (Image 2)
- Domestication of plants and animals
- Grain harvest
- Date palm
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<td></td>
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</tbody>
</table>
| Ancient Egyptian Plowing

The plow is of wood, drawn by two cows. Notice how the two are shown, — a convention of Egyptian art.

Aleppo – a planned city.
Attachment E: Background Knowledge and Teacher Notes

Author: Dr. Joseph D. Enedy

LOCATION:
The Neolithic Age or New Stone Age cannot be “located” as accurately as was the Paleolithic in the region of the Great Rift Valley of Africa. The 5,000 years of the Neolithic was characterized by the fastest population growth up to that time, migration to almost all continents, and advancements in all aspects of the economy, governance, religion, transportation, etc.

MIGRATION:
Movement of man from the hearth in eastern Africa over thousands of years was accompanied by an ever increasing population in all of the river valley and coastal regions once settled. Population growth in Mesopotamia, the Nile Valley, etc. was the basis for additional migration. After settling and prospering in these early hearths, migration took place along trade routes to the east, west, and north.

PHYSICAL GEOGRAPHY:

Diyarbakir, Turkey Physical landscapes of the early Neolithic Era (New Stone Age) inhabited by man were primarily river valleys where climate, water for agriculture, and transportation opportunities contributed to development of civilization.

Agriculture evolved/changed over time in all the early river valley hearths of Indus, Tigris-Euphrates, Nile, and Yellow. New crops and practices, the availability of water, and soil renewal continue in locations such as that shown near Diyarbakir, Turkey. The modern landscape retains the original profile of broad river floodplain, surrounding hills, and the obvious semi-arid (here about 18” of precipitation) climate. Row crops, tree crops, and forage on the distant hill slopes characterize most of the riverine environments.

CHARACTERISTICS OF SHELTER:
Humans used and adapted to their environment over thousands of years and in many different environments. Likewise, what was used for shelter early in the Paleolithic may have been dictated by availability (e.g., rock overhang, cave, etc.).

With the passage of human generations, knowledge of different materials used for shelter, and gradual movement to the middle and high latitudes, the variety/complexity of shelters multiplied. No small set of images can capture the variety. What can be understood from many images is climate (wet-dry, hot-cold, etc.).

Shelter during the early years of the Neolithic Era was made of locally available materials shaped to provide basic shelter. As knowledge, tools, and other materials became available, the once temporary shelters and settlements evolved into more permanent shelter/settlements.

The artist’s depiction is of an early Neolithic camp, wood shelter, use of fire, and stone tool for chipping.

Source: http://www.panoramio.com/photo/39666905

Source for Luxor: DJZ
EXAMPLES OF SETTLEMENTS:

Çatalhöyük is located southeast of the present-day city of Konya, Turkey. Archeologists estimate that the site was a settlement location for almost 2,000 years (i.e. 7500 B.C.E.-6700 B.C.E.).

The former settlement site is today an eroded mound which would have risen about 66 feet above the plain at the time of the latest Neolithic occupation. Archeological research continues at the site with as many as eighteen “layers” of settlement already documented. The prehistoric mound settlements were abandoned before the Bronze Age. Çatalhöyük was composed entirely of domestic buildings with no obvious public buildings or ceremonial spaces. The population has been estimated at between 5,000 and 10,000 people at its peak. The inhabitants lived in mud-brick houses that were crammed together with no footpaths or streets. The maze of connected buildings with common walls was entered by holes in the roofs and ladders from ground level. Those same roof access holes provided ventilation from summer heat and chimneys for simple cooking hearths.

Aleppo: The Citadel is a large medieval fortified palace in the center of the old city of Aleppo, northern Syria. It is considered to be one of the oldest and largest castles in the world. Usage of the Citadel hill dates back at least to the middle of the 3,000s B.C.E.. Subsequently occupied by many civilizations, the majority of the construction as it stands today is thought to originate from the Ayyubid period. Dominating the city, the Citadel is part of the Ancient City of Aleppo, a UNESCO World Heritage Site since 1986.

TECHNOLOGY:

Weaving and basketry are crafts that cannot be directly recorded through archaeology because their end products are organic and therefore perishable. The practice of these crafts is indirectly confirmed from our knowledge of flora (reeds, flax) and fauna (sheep and goats) of this period and from imprints left on the base of clay vases and recovered bone needles.

The main weaving fibers were flax and wool. The use of flax came earlier than that of wool and dominated during the Neolithic Period. Coarse textiles were used in the manufacture of vases and their imprints remain on the base and sides. Basketry was a craft related to but less time-consuming than weaving. An earlier form of weaving was that associated with construction of roofs for shelter, baskets for storing goods, straw mats for resting, and thick mats used as partitions in
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**SOCIAL ADVANCES:**

Historians usually place the end of the Paleolithic Age about 8000 B.C.E., followed by significant developments and a transition into Neolithic Age that ends 3000 B.C.E. (i.e., 5,000 years later). The Neolithic Revolution, sometimes called the Agricultural Revolution, not only gave man the security of regular food production but also the freedom to settle in villages. This changeover from a migratory life of hunting, gathering and herding took place not once, but repeatedly over time and at different locations.

The security and confidence of dependable food production allowed humanity to advance all aspects of their respective cultures. The release of people from food production to other endeavors ultimately led to artisans better prepared for building trades, tool making, commerce, etc. and those organizing village dwellers in local governance, defense, and religion.

Most evidence of social developments comes from archeological artifacts, study of permanent villages/cities, and the speculation based on artifacts uncovered. One such city is Çatalhöyük (Catal Hoyuk), located on the Anatolian Plateau of modern day Turkey. One school of thought maintains that this city (estimates of 6,000 to 10,000 people) was little more than a collection of domestic buildings without streets/paths to separate buildings. Archeological digs have yet to discover public buildings, temples, streets, a central source of water, or indicators of a defense (i.e. walls, defensive towers, etc.). The opposing opinion is that Çatalhöyük was indeed planned and “shows” many indicators of an advanced society.

Another city of the Neolithic Age that has been saved/reconstructed with numerous artifacts is Aleppo, Syria. Planning is evident with the outer walls, defensive towers, limited entry gates, and construction of the Citadel higher than the surrounding city. The central location of this Citadel within Aleppo is also characteristic of planning during the Medieval period.

**FOOD SOURCES:**

Knowledge of food consumption during the Neolithic Age come from archeological discovery of animal bones, pottery art, cave art, village garbage (i.e., middens) disposal sites, and written records. Because of the Neolithic era’s time span of over 5,000 years and the immense area occupied, a complete list of foods consumed would be impossible. In addition, the warming climate after the last ice age, further development of domesticated plants and animals, as well as the evolving adaptability of the human system, all contribute to the complexity.
Attachment A: Image World Map
Using Layered Portable Document Files (pdfs)

A layered pdf provides teachers with the opportunity to turn off and on layers during a presentation. In addition, the layered pdf format gives students access to layers of a geographic information system (GIS) without the use of additional software. As students investigate the maps they can provide responses to a variety of teacher-constructed questions.

1. Download the map from the source.
2. Open the map in Adobe Reader.
3. If the navigation panel, shown on the left, is not visible, right click on the map and select View Navigation Panel.
4. Use the third icon, the stack of papers to access the layers contained within the pdf.
5. Click on the plus sign next to the folder named Layers. There may be a separate folder for Labels. (There is not a separate folder for this example.)
6. Once the folder is open, click on the eye to the left of the layer’s name and the layer disappears. To turn it back on, click in the box again.
7. If you click on the eye next to the folder, the entire map disappears.

The map the left has all of the layers turned on. This is its initial state when opened. With the various layers turned off students can predict the pathways of migration within Africa, Europe, Asia, and North America.

This map illustrates the effect of having the various layers turned off.

Consider the type of questions that can be asked of this map.

- Which ocean is at the center of the map? Why?
- What types of physical barriers did the early migrants encounter when traveling from Africa to the Arabian peninsula?

Zooming into a selected area of the map

1. Right click on the map.
2. From the menu that opens, select Marquee Zoom. A check box will appear to its left. A new icon will appear on the top menu bar—the magnifying glass with the dotted box around it.
3. Click on the icon and while holding the left mouse key down, draw a square around the area of interest. The map zooms to that area. **Note:** when the map contains an image as the base map it may pixelate if you zoom in too far.
4. To return to the original map display change the percent back to 100.
5. Use the hand tool to move the zoomed-in area to the center of the display. (If the hand tool is not visible, right click on the map and select it. It will then appear on the top menu.)
## Additional Maps

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<th>Additional Map 1:</th>
<th>Additional Map 2:</th>
<th>Additional Map 3:</th>
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<tbody>
<tr>
<td>Early Settlements (rainfall) Outline Map</td>
<td>Early Settlements Topographic Map</td>
<td>Early Settlements Outline Map</td>
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<th>Additional Map 4:</th>
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<tbody>
<tr>
<td>Migration Paths Out of Africa</td>
<td>Pathways from East Africa to Eurasia</td>
<td>Pathways of Migration</td>
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Layered pdfs provide the opportunity to reveal and hide various map layers. Follow this link to Attachment F: Using Portable Document Files (pdfs).
Available Water Value

- Urban
- Barren/Desert
- Water Deficit
- 0 to 250 mm
- 250 to 500 mm
- 500 to 1,000 mm
- 1,000 to 1,700 mm
- Over 1,700 mm

Early Settlements

- Olduvai Gorge
- Catalhoyuk
- Aleppi
- Jericho
- Stonehenge
Pathways from East Africa to Eurasia

Possible Sequence
- African_Hearth
- First
- Second
- Third
Pathways of Migration