PART ONE

FIRST THINGS FIRST:
Beginnings in History, to 500 B.C.E.

Chapter 1—First Peoples; First Farmers: Most of History in a Single Chapter, to 4000 B.C.E.

Chapter 2—First Civilizations: Cities, States, and Unequal Societies, 3500 B.C.E.–500 B.C.E.

OUTLINE: THE BIG PICTURE:
TURNING POINTS IN EARLY WORLD HISTORY

I. The Emergence of Humankind
   A. Most scholars in the post-Darwinian world regard human beginnings in the context of biological change.
      1. Archeologists and anthropologists believe that the lines of descent leading to Homo sapiens and chimpanzees diverged around 5 million–6 million years ago.
      2. The hominid family emerged in eastern and southern Africa, with 20–30 different related species.
         a. They were bipedal (walked on two legs).
   B. The hominids developed over time.
      1. Brain size increased.
      2. Around 2.3 million years ago, Homo habilis began to use stone tools.
      3. By 1 million years ago, some hominid species, especially Homo erectus, began to migrate from Africa.
         a. They knew how to use fire.
      C. Of the hominid species, only Homo sapiens still survives.
         1. Emerged in Africa around 250,000 years ago; around 100,000 years ago began to migrate beyond Africa.

II. The Globalization of Humankind
   A. Today humans occupy every significant landmass.
      1. 500,000 years ago didn’t exist.
      2. 100,000 years ago fewer than 10,000 individuals.
      3. Remarkably become a worldwide and increasingly dominant presence.
   B. Initial migrations from Africa took place in the Paleolithic Era.
      1. Gatherers and hunters.
      2. Paleolithic era continued until around 11,000 years ago.
         a. The Paleolithic era accounts for over 95 percent of human time on earth.
         b. Accounts for about 12 percent of the total number of people who have lived.
   C. No other large species created homes in every environmental niche as Homo sapiens did.
      1. Slowly developed technology.
      2. Slowly imposed meaning through art, ritual, and religion.
III. The Revolution of Farming and Herding

A. 7 billion people in the world today; almost all live from domesticated plants and animals.

B. Domestication first occurred in several regions about 11,000 years ago.
1. it was the most significant and enduring transformation of humankind
2. provided the foundation for almost all subsequent change
3. the period from 11,000 years ago to around 1750 C.E. can be regarded as a single age—the age of agriculture
4. allowed for a large increase in the human population

C. Food production laid the foundation for enduring divisions within human communities.
1. some regions were luckier in terms of climate and plants/animals available for domestication
2. the Americas were disadvantaged by the lack of large animals to be domesticated
3. in the Afro-Eurasian world, conflicts between agriculturalists and pastoralists became an enduring pattern

IV. The Turning Point of Civilization

A. The most prominent human communities that emerged were “civilizations”: societies based in cities and governed by powerful states.

B. Almost everyone in the world now lives in a state with a formal political authority.

C. The first cities and states emerged around 3500 B.C.E.
1. well after 1000 C.E. substantial numbers still lived in communities without any state or urban structures
2. state- and city-based societies have been the most powerful and innovative human communities
   a. they have given rise to empires
   b. they have created enduring cultural and religious traditions
   c. they have created new technologies
   d. they have bred sharp class inequalities, patriarchy, and large-scale warfare
3. The earliest civilizations emerged in at least seven different locations between 3500 and 500 B.C.E.

V. A Note on Dates

A. A recent convention encourages dating by B.C.E. and C.E., not B.C. and A.D.
1. B.C.E. = before the Common Era = B.C. (before Christ)
2. C.E. = the Common Era = A.D. (Anno Domini, Latin for “year of the Lord”)

B. B.C.E./C.E. dating is an effort to get away from Christian-centered and Eurocentric thinking.

C. Societies have reckoned time in many different ways.
1. China: dated by the reign of particular emperors
2. Muslim calendar: Year 1 marks Muhammad’s emigration to Medina in 622 C.E.
CHAPTER 1

First Peoples; First Farmers: Most of History in a Single Chapter to 4,000 B.C.E.

CHAPTER LEARNING OBJECTIVES

• To familiarize students with the spread of human societies in the Paleolithic era
• To explore the conditions of life in gathering and hunting societies
• To examine factors that eventually led to change in gathering and hunting societies
• To make students aware that agriculture evolved independently in several regions of the world
• To trace the development of agriculture and its local variations
• To consider the social implications of the Agricultural Revolution

B. For 95 percent of human history, the means of life was gathering and hunting.
   1. food collection, not food production
   2. has been labeled “Paleolithic” (old stone age) era

C. 12,000 years ago new shift in Eurasia, Africa and the Americas
   1. deliberate cultivation of plants and domestication of animals
   2. known as Agricultural or Neolithic Revolution
   3. implications for every aspect of human life
   4. Paleolithic and Neolithic periods represent all but last 5500 years of human history

D. History courses often neglect Neolithic and Paleolithic periods
   1. start with civilizations instead
   2. argue earlier periods largely unknowable
   3. pace of change relatively slow
   4. little of significance happened

E. It’s wrong to ignore the first 200,000 years of human existence
   1. archeologists, biologists, demographers, linguists, and anthropologists cast light on the period.
   2. achievements of Paleolithic peoples important

CHAPTER OUTLINE

I. Opening Vignette
   A. The Hazda of Tanzania are one of the last gathering and hunting societies on earth.
      1. likely to disappear soon
      2. will mark the end of what was universal human existence until 10,000–12,000 years ago
a. settled the planet
b. created the earliest human societies
c. were the first to reflect on issues of life and death

3. achievements of Neolithic peoples important as well
   a. agriculture arguably the most profound transformation of human life in all of history

4. while achievements slow compared to civilizations, quick compared to other species
   a. changes cultural or learned, rather than biological
   b. foundation on which all subsequent history was constructed

II. Out of Africa to the Ends of the Earth: First Migrations
   A. Homo sapiens emerged in eastern and southern Africa 250,000 years ago.
      1. stayed there exclusively for about 150,000 years
      2. Africa was home to the “human revolution,” in which culture became more important than biology in shaping human behavior
      3. humans began to inhabit environments not touched by earlier hominids
      4. technological innovation: use of stone and bone tools
      5. hunting and fishing, not just scavenging
      6. patterns of exchange
      7. use of ornaments, perhaps planned burials
         a. earliest evidence ochre processing in Blombos Cave, South Africa, circa 100,000 years ago
      8. between 100,000–60,000 years ago: beginning of migrations out of Africa
         a. adapted to nearly every environment on earth
         b. much took place in the difficulties of the last Ice Age
   B. Into Eurasia
      1. humans started migrating into the Middle East around 45,000 years ago
      2. the best evidence of early European settlement comes from southern France and northern Spain
         a. settlers in northern Europe were pushed southward into warmer areas around 20,000 years ago
         b. developed new hunting habits, new hunting technologies
      3. the earliest Europeans left hundreds of cave paintings: depictions of animals and humans and abstract designs
      4. development of new technologies in Ukraine and Russia
         a. needles, multilayered clothing, weaving, nets, storage pits, baskets, pottery, etc.
         b. partially underground dwellings made from mammoth remains
         c. suggests semipermanent settlement
         d. creation of female figurines (“Venus figurines”); earliest dated at least 35,000 years ago
   C. Into Australia
      1. humans reached Australia about 60,000 years ago from Indonesia
      2. very sparse settlement; estimated 300,000 people in 1788
      3. development of some 250 languages
      4. still completely a gathering and hunting economy when Europeans arrived in 1788
      5. complex worldview: the Dreamtime
         a. stories, ceremonies, and art tell of ancestral beings
         b. everything in the natural order is an echo of ancient happenings
         c. current people are intimately related to places and events in past
      6. major communication and exchange networks
a. included stones, pigments, wood, pituri (psychoactive drug)
b. also included songs, dances, stories, and rituals

D. Into the Americas
1. when settlement of the Americas began is still argued over (somewhere between 30,000 and 15,000 years ago)
a. mode of migration (Bering Strait or by sea down west coast of North America) also still argued about
b. how many migrations and how long they took also argued over
c. evidence of humans in southern Chile by 12,500 years ago
2. Clovis: the first clearly defined and widespread culture of the Americas
a. name comes from the Clovis point, a kind of projectile point
b. flourished briefly around 13,000 years ago
c. hunted large mammals (mammoths, bison)
d. disappeared at the same time as the extinction of a number of large mammals
3. next stage: much greater cultural diversity, as people adapted to the end of the Ice Age in different ways

E. Into the Pacific
1. the last phase of the great human migration, started ca. 3,500 years ago
2. migration by water from the Bismarck and Solomon islands and the Philippines
3. very quick migration over very long distances
4. migrants spoke Austronesian languages (can be traced to southern China)
5. settled every habitable area of the Pacific basin within 2,500 years
a. also settled the island of Madagascar
b. made Austronesian the most widespread language family
c. completed initial human settlement of the world ca. 1000–1300 C.E. with occupation of Aotearoa (New Zealand)

6. Pacific settlers
a. took agriculture with them, unlike other migrations
b. apparently followed a deliberate colonization plan
c. created highly stratified societies or chiefdoms (e.g., Hawaii)
d. massive environmental impact on previously uninhabited lands

III. The Ways We Were
A. The First Human Societies
1. societies were small, bands of 25–50 people
2. very low population density (because of available technology)
a. very slow population growth
b. 70,000 years ago population dropped to about 10,000
c. grew to 500,000 by 30,000 years ago
d. reached 6 million 10,000 years ago
3. Paleolithic bands were seasonally mobile or nomadic
a. moved in regular patterns to exploit wild plants and animals
b. since they moved around, they couldn’t accumulate goods
4. societies were highly egalitarian
a. perhaps the most free people in human existence
b. did not have specialists, so most people had the same skills
c. relationships between women and men were far more equal than in later societies
   i. rape, wife beating, and the sexual double standard all unknown in San culture
   ii. San mostly live in monogamous relationships and divorce is common among young adults
5. James Cook described the gathering and hunting peoples of Australia as tranquil and socially equal
a. but tensions do exist
b. European settlers observed physical competition among Australian males, and wife beating

c. some Aboriginal myths explain how men achieved power over women

d. in San culture the distribution of meat, perceived laziness, stinginess, rivalry for women all cause tension

6. Paleolithic societies had clearly defined rules
a. men hunted, women gathered
b. clear rules about distribution of meat from a kill
c. rules about incest and adultery

B. Economy and the Environment
1. gathering and hunting peoples used to be regarded as “primitive” and impoverished
a. modern studies point out that they worked fewer hours
b. wanted or needed little
c. but life expectancy was low (35 years on average)

2. alteration of natural environments
a. deliberately set fires to encourage growth of certain plants
b. extinction of many large animals shortly after humans arrived
c. gradual extinction of other hominids, like the Neanderthals (Europe) and Flores man (Indonesia)

C. The Realm of the Spirit
1. it is difficult to decipher the spiritual world of Paleolithic peoples
a. lack of written sources
b. art is subject to interpretation
c. contemporary gathering and hunting peoples may not reflect ancient experience

2. Paleolithic peoples had a rich ceremonial life
a. led by part-time shamans (people especially skilled at dealing with the spirit world)
b. frequent use of psychoactive drugs to contact spirits

3. apparent variety of beliefs
a. some societies were seemingly monotheistic
b. others saw several levels of supernatural beings
c. still others believed in an impersonal force running throughout the natural order
d. Venus figurines make some scholars think that Paleolithic religion was strongly feminine, with a great goddess
e. many peoples probably had a cyclical view of time
f. many made no sharp distinction between the material and spiritual worlds

D. Settling Down: The Great Transition
1. gradual change as populations grew, climates changed, and peoples interacted

2. collection of wild grains started in northeastern Africa around 16,000 years ago

3. last Ice Age ended 16,000–10,000 years ago
a. followed by a “global warming” period
b. richer and more diverse environment for human societies
c. population rise
d. beginnings of settlement

4. settlement led to societal change
a. larger and more complex societies
b. storage and accumulation of goods led to inequality

5. settling-down process occurred in many areas 12,000–4,000 years ago
a. Jomon culture in Japan
b. Scandinavia, Southeast Asia, North America, Middle East
c. bows and arrows were invented independently in Europe, Africa, and Middle East

6. Göbekli Tepe archeological complex in southeastern Turkey
a. ceremonial site comprising 20 circles made up of carved limestone pillars
b. gatherer hunter builders lived at least part of the year in settled villages
c. example of monumental construction by gatherer hunters

7. Chumash gather hunters in southern California
   a. developed substantial permanent structures
   b. hereditary political elites
   c. elements of a market economy
   d. the beginnings of class distinctions

8. settled gatherer hunter communities
   a. major turn away from small group nomadic communities
   b. placed greater demand on the environment
   c. agriculture emerged in these more complex gathering and hunting societies

IV. Breakthroughs to Agriculture

A. Agriculture is the second great human process after settlement of the globe.
   1. called the Neolithic (New Stone Age) or Agricultural Revolution
      a. started about 12,000 years ago
      b. deliberate cultivation of plants and domestication of animals
      c. gradually replaced gathering and hunting in most parts of the world.
      d. transformed human life across the planet
   2. agriculture brought new relationship between humans and other living things
      a. actively changing what they found in nature rather than just using it
      b. shaping the landscape
      c. selectively breeding animals
   3. “domestication” of nature created new mutual dependence
      a. many domesticated plants and animals came to rely on humans
      b. humans lost gathering and hunting skills
   4. “intensification” of living: getting more food and resources from much less land
      a. more food led to more people
      b. more people led to greater need for intensive exploitation

B. Common Patterns
   1. Agricultural Revolution happened independently in several world regions
      a. Fertile Crescent of Southwest Asia
      b. several areas in sub-Saharan Africa
      c. China
      d. New Guinea
      e. Mesoamerica
      f. the Andes
      g. eastern North America
      h. all happened at about the same time, 12,000–4,000 years ago
         i. scholars have struggled with the question of why agriculture developed so late in human history
   2. Agricultural Revolution coincided with the end of the last Ice Age
      a. global warming cycle started around 16,000 years ago
      b. Ice Age was over by about 11,000 years ago
      c. end of Ice Age coincided with human migration across earth
      d. extinction of some large mammals: climate change and hunting
      e. warmer, wetter weather allowed more wild plants to flourish
   3. gathering and hunting peoples had already learned some ways to manage the natural world
      a. “broad spectrum diet”
      b. development of sickles, baskets, and other tools to make use of wild grain in the Middle East
      c. Amazon: peoples had learned to cut back some plants to encourage growth of the ones they wanted
      d. Australians had elaborate eel traps
   4. women were probably the agricultural innovators
   5. gathering and hunting peoples started to establish more permanent villages
      a. especially in resource-rich areas
b. population growth perhaps led to a “food crisis”

6. the need to supply food to those who built and maintained Göbekli Tepe may have stimulated agriculture

C. Variations

1. agriculture developed in a number of regions, but with variation
   a. depended on the plants and animals that were available
   b. only a few hundred plant species have been domesticated
   c. only fourteen large mammal species were domesticated

2. the Fertile Crescent was the first to have a full Agricultural Revolution
   a. presence of large variety of plants and animals to be domesticated
   b. transition to agriculture triggered by a cold and dry spell between 11,000 and 9500 B.C.E.
   c. transition apparently only took about 500 years
   d. much more societal sophistication (mud bricks, monuments and shrines, more elaborate burials, more sophisticated tools)

3. at about the same time, domestication started in the eastern Sahara (present-day Sudan)
   a. the region was much more hospitable 10,000–5,000 years ago
   b. domestication of cattle there about 1,000 years before Middle East and India
   c. in Africa, animals were domesticated first; elsewhere, plants were domesticated first
   d. emergence of several widely scattered farming practices
   e. African agriculture was less productive than agriculture in the Fertile Crescent

4. separate development of agriculture at several places in the Americas
   a. absence of animals available for domestication

b. lacked cereal grains, instead relied on maize or corn

2. result: replacement of gathering and hunting with agriculture took 3,500 years in Mesoamerica

4. Americas are oriented north/south, so agricultural practices had to adapt to distinct climate zones to spread

V. The Globalization of Agriculture

A. Agriculture spread in two ways:
   1. diffusion: gradual spread of techniques and perhaps plants and animals, but without much movement of human population
   2. colonization or migration of agricultural peoples
   3. often both processes were involved

B. Triumph and Resistance

1. language and culture spread with agriculture
   a. Indo-European languages probably started in Turkey, are spoken today from Europe to India
   b. similar process with Chinese farming
   c. spread of Bantu language in southern Africa
   d. similar spread of Austronesian-speaking peoples to Philippines and Indonesian islands, then to Pacific islands and Madagascar

2. the globalization of agriculture took about 10,000 years
   a. did not spread beyond its core region in New Guinea
   b. did not spread in a number of other regions
   c. was resisted where the land was unsuitable for farming or where there was great natural abundance

3. by the beginning of the Common Era, gathering and hunting peoples were a small minority of humankind

C. The Culture of Agriculture

1. agriculture led to much greater populations

2. changes in world population
a. 10,000 years ago: around 6 million people
b. 5,000 years ago: around 50 million people
c. beginning of Common Era: around 250 million people

3. effects on the environment
   a. fields and grazing land replaced forests and grasslands
   b. humans modified the genetic composition of plants and animals through selection
   c. civilization brought even more intensive agriculture

4. farming did not necessarily improve life for ordinary people
   a. meant much more hard work
   b. health deteriorated in early agricultural societies
   c. new diseases from interaction with animals
   d. the first epidemics appeared due to larger communities
   e. new vulnerability to famine, because of dependence on a small number of plants or animals

5. new constraints on human communities
   a. all agricultural people settled in permanent villages
   b. the case of Banpo in China (settled ca. 7,000 years ago)

6. explosion of technological innovation
   a. pots
   b. textiles
   c. metallurgy

7. “secondary products revolution” started ca. 4000 B.C.E.: a new set of technological changes
   a. new uses for domesticated animals, including milking, riding, hitching to plows and carts
   b. only available in the Eastern Hemisphere

8. widespread brewing of alcohol emerged with the agricultural revolution

VI. Social Variation in the Age of Agriculture

A. Pastoral Societies
   1. some regions relied much more heavily on animals, because farming was difficult or impossible there
   2. pastoral nomads emerged in central Asia, the Arabian Peninsula, the Sahara desert, parts of eastern and southern Africa
   3. relied on different animals in different regions
      a. horses were domesticated by 4000 B.C.E.; encouraged the spread of pastoral peoples on Central Asian steppes
      b. domesticated camels allowed human life in the inner Asian, Arabian, and Saharan deserts
   4. no pastoral societies emerged in the Americas
   5. relations between nomadic herders and their farming neighbors has been an enduring theme in Afro-Eurasian history
      a. often conflict as pastoralists sought access to agricultural products and competed for land
      b. but also peaceful exchanges of technology, ideas, products and peoples
   6. relative equality between men and women persisted in pastoral societies
      a. women essential in milking animals, processing milk and making textiles
      b. some participate in battle

B. Agricultural Village Societies
   1. most characteristic form of early agricultural societies, like Banpo or Jericho
   2. maintenance of equality and freedom (no kings, chiefs, bureaucrats, aristocrats)
   3. Çatalhöyük, in southern Turkey
      a. population: several thousand
      b. dead buried under their houses
      c. no streets; people moved around on rooftops
      d. many specialized crafts, but little sign of inherited social inequality
e. no indication of male or female dominance
4. in horticultural villages women relatively equal to men
a. roles in farming and weaving may explain
b. some villages used matrilineal family lines, others patrilineal
c. in Europe and China evidence of preference for male children
5. village-based agricultural societies flourished into the nineteenth century
a. organized by kinship or lineage groups
b. lineage system performed the functions of government
c. possessed modest levels of social inequality
d. elders sometimes sought to exploit labor of junior members and control women’s reproductive powers
e. “title societies” brought prestige to members but were not hereditary

C. Chiefdoms
1. chiefs, unlike kings, usually rely on generosity, ritual status, or charisma to govern, not force
2. chiefdoms emerged in Mesopotamia sometime after 6000 B.C.E.
3. anthropologists have studied recent chiefdoms in the Pacific islands
a. chiefs usually claim descent from first son of an imagined ancestor
b. fulfill secular and religious roles
c. collect tribute and redistribute it to privileged groups
d. keep part of tribute to sustain status
4. chiefdoms such as Cahokia emerged in North America
5. Agricultural Revolution transformed the trajectory of human journey and evolution of life on earth
a. humankind came to dominate nature
b. increasingly some people dominated others

VII. Reflections: The Uses of the Paleolithic
A. The study of history is about those who tell it today, not just about the past.
1. views of the past reflect our own smugness or disillusionment
2. Paleolithic era is sometimes regarded as a golden age
a. admired by feminists, environmentalists, antimaterialists
3. scholars have looked to the Paleolithic era in questioning explosive population and economic growth of recent past
4. gathering and hunting peoples of today have looked to Paleolithic era in an effort to maintain or recover their identities
B. A basic question: “What have we lost in the mad rush to modernity?”
C. Nobody can be completely detached when studying the past.

CHAPTER QUESTIONS
Following are answer guidelines for the Big Picture Questions, Seeking the Main Point Question, Margin Review Questions, Portrait Question, and Documents and Visual Sources Feature Questions that appear in the textbook chapter. For your convenience, the questions and answer guidelines are also available in the Computerized Test Bank.

The Big Picture Questions
1. In what ways did various Paleolithic societies differ from one another, and how did they change over time?
   • While all Paleolithic humans shared a lifestyle of gathering and hunting, different variations in their environments and their different food supplies did create differences among groups that became increasingly pronounced as humankind spread across the globe. For instance, the spread of humankind into the Pacific islands required the development of seaworthy canoe technologies that other Paleolithic groups did not develop, and the cold and lack of caves in parts of Eastern Europe spurred the development of multilayered clothing and partially
underground dwellings constructed from the bones and tusks of mammoths.

• A key differentiation occurred after the end of the last Ice Age between 16,000 and 10,000 years ago. As many plants and animals thrived, providing humans with a larger and more secure food source, some Paleolithic groups were able to settle down in more permanent settlements or villages. Others continued their nomadic existences. Those societies that settled down became larger and more complex. Settlement meant households gained the ability to store and accumulate goods to a greater degree than their nomadic ancestors. This accumulation of goods led to inequality and a wearing away of the egalitarianism found in more nomadic Paleolithic groups.

2. The Agricultural Revolution marked a decisive turning point in human history. What evidence might you offer to support this claim, and how might you argue against it?

In support of the claim, students might note the following:

• The ability of humankind after the Agricultural Revolution to support much larger populations
• The beginning of the dominance of the human species over other forms of life on the planet
• An explosion of technological innovation, including techniques for making pottery and weaving textiles and metallurgy
• The growing impact of humans on their environments

In opposition to the claim, students might argue that:

• the Agricultural Revolution was a long-term process rather than a turning point, and that even today it is not practiced universally by all humankind.
• the Agricultural Revolution was part of a longer process of more intense human exploitation of the earth that began long before the first permanent agricultural settlements took shape. The development of techniques and technologies during this process proved important for the transition to settled agriculture, and the need to develop these new techniques and technologies also explains in part why the Agricultural Revolution occurred so late in human history.

3. How did early agricultural societies differ from those of the Paleolithic era?

• Agricultural societies were larger and more densely settled than gathering and hunting societies.
• Agricultural societies, with the exception of pastoral societies, were less mobile than their Paleolithic counterparts.
• Agricultural societies developed more advanced technologies than did Paleolithic societies, including techniques for making pottery and weaving textiles and metallurgy.
• Everyday life and health was not necessarily better in agricultural societies than in Paleolithic societies. Farming involved more and harder work than gathering and hunting. Agricultural diets were often nutritionally poorer than those of Paleolithic societies, and agricultural societies were often more vulnerable to famine should their crops fail.

4. Was the Agricultural Revolution inevitable? Why did it occur so late in the story of humankind?

• Only after more favorable climatic conditions emerged following the last Ice Age did the Agricultural Revolution begin. While it is impossible to discount the possibility that an agricultural revolution would have happened even without improved weather conditions, the revolution as it occurred required favorable climatic conditions and therefore cannot be seen as inevitable.
• Aside from climatic conditions, the Agricultural Revolution was part of a longer process of more intense human exploitation of the earth that began long before the first permanent agricultural settlements took shape. The development of techniques and technologies during this process proved important for the transition to settled agriculture, and the need to develop these new techniques and technologies also explains in part why the Agricultural Revolution occurred so late in human history.

5. “The Agricultural Revolution provides evidence for ‘progress’ in human affairs.” How would you evaluate this statement?

Students could point to a number of developments that could be considered “progress,” including:

• the growth of population.
• the beginning of the dominance of the human species over other forms of life on the planet.
• an explosion of technological innovation, including techniques for making pottery and weaving textiles and metallurgy.
However, students could also point to a number of developments associated with the Agricultural Revolution that may not be considered “progress,” including:

• growing social inequality.
• the emergence of the payment of tribute.
• a general decline in nutrition.
• the emergence of new and deadly diseases.

Seeking the Main Point Question

Q. What arguments does this chapter make for paying serious attention to human history before the coming of “civilization”?

• Before the emergence of civilization, humans spread across the globe, successfully settling almost every habitable region on the planet.
• They created the first human societies.
• They began to reflect on the great questions of life and death.
• They transitioned to agriculture, arguably the single most profound transformation of human life in all of history.
• The changes that Paleolithic and Neolithic humans wrought provided the foundation on which all subsequent human history was constructed.

Margin Review Questions

Q. What was the sequence of human migration across the planet?

• The earliest Homo sapiens emerged in Africa 250,000 years ago.
• The first human migration out of Africa occurred 100,000–60,000 years ago into Eurasia.
• Human entry into Australia happened 60,000–40,000 years ago.
• Human entry into Europe occurred about 45,000 years ago.
• Human entry into the Americas took place 30,000–15,000 years ago.
• Austronesian migration to the Pacific islands and Madagascar occurred 3,500–1,000 years ago.
• Human entry into New Zealand happened 700–1,000 years ago.

Q. How did Austronesian migrations differ from other early patterns of human movement?

• They occurred quite recently, beginning only about 3,500 years ago.
• They were waterborne migrations, making use of oceangoing canoes and remarkable navigational skills.
• They happened very quickly, over the course of about 2,500 years, and over a huge area of the planet.
• Unlike other migrations, they were undertaken by people with an agricultural technology who carried both domesticated plants and animals in their canoes.

Q. In what ways did a gathering and hunting economy shape other aspects of Paleolithic societies?

• Because gathering and hunting did not allow for the accumulation of much surplus, Paleolithic societies were highly egalitarian, lacking the inequalities of wealth and power found in later agricultural and urban life.
• Paleolithic societies also lacked specialists, with most people possessing the same set of skills, although male and female tasks often differed sharply.
• Relationships between women and men were usually far more equal than in later societies. This was in part the result of gathering women bringing in more of the food consumed by the family than hunting men.

Q. Why did some Paleolithic peoples abandon earlier, more nomadic ways and begin to live a more settled life?

• Climatic warming allowed many plants and animals upon which humans relied to flourish. The increased food stocks allowed some groups of humans to settle down and live in more permanent settlements.

Q. How do you understand the significance of the long Paleolithic era in the larger context of world history?

• During the Paleolithic era, humans created a way of life that sustained humankind over 95 percent of the time that our species has inhabited the earth and was not challenged by alternatives until 10,000 to 12,000 years ago.
• Paleolithic humans spread across the globe successfully, settling almost every habitable region on the planet.
• Paleolithic humans began reflection on the great questions of life and death.
• The changes that Paleolithic humans wrought provided the foundation on which all subsequent human history was constructed.

Q. What accounts for the emergence of agriculture after countless millennia of human life without it?
• The end of the last Ice Age brought a process of global warming around 16,000 years ago that by about 11,000 years ago made agriculture possible. The warmer, wetter, and more stable climatic conditions permitted the flourishing of more wild plants, especially cereal grasses, which humans would come to rely on.
• At the same time, this climate change, along with human hunting, pushed various species of large mammals, on which Paleolithic people relied, into extinction, adding to the need for new food sources.
• Humans were able to take advantage of favorable climatic changes because they had already developed a deep knowledge of the natural world and, in some cases, an ability to manage it actively. They had learned to make use of a large number of plants and animals.
• Moreover, they had developed techniques and technologies to encourage the growth of favored plants and to harvest wild plants and animals more easily.
• The need to increase food supplies to feed growing populations of humans also contributed to the emergence of agriculture.

Q. In what different ways did the Agricultural Revolution take shape in various parts of the world?
• In the Fertile Crescent of Southwest Asia, an extraordinary variety of wild plants and animals capable of domestication provided a rich array of species on which the now largely settled gathering and hunting people could draw. A cold and dry spell between 11,000 and 9500 B.C.E. seems to have forced the population toward agriculture. During the period, people domesticated figs, wheat, barley, rye, peas, lentils, sheep, goats, pigs, and cattle. Archeological evidence indicates that the transition in this region from gathering and hunting to a fully agricultural way of life occurred quickly, within as little as 500 years.
• At roughly the same time in Africa, domestication unfolded in the eastern part of what is now the Sahara Desert in present-day Sudan. During this period, rainfall was much higher. In this region, animal domestication preceded plant domestication, with cattle and donkeys being the first animals brought under human control. In Africa, different plants were domesticated in several different regions, including sorghum (eastern Sahara), teff and enset (Ethiopia), and yams, oil palm trees, okra, and kola nuts (West Africa). The more scattered nature of domestication in sub-Saharan Africa led to a less productive agriculture than in the more favored and compact Fertile Crescent.
• By 4000 to 3000 B.C.E., another pattern of domestication took shape in the Americas. As in Africa, domestication of plants in the Americas occurred separately in a number of locations. But what makes domestication most distinctive in the Americas was the absence of animals: the llama/alpaca was the only large mammal to be domesticated. This shaped how farming was conducted in the Americas, as farmers lacked animal power for plows or their manure for fertilizer. It also meant that hunting and fishing remained more important to agricultural people of the Americas. Moreover, the Americas lacked the rich cereal grains available elsewhere. Instead, maize was the key crop. But it required thousands of years of selective adaptation to become a productive crop in terms of calories and even then was nutritionally poorer than the protein-rich cereals of the Fertile Crescent. Because of the north-south orientation of the Americas and the relative isolation of agricultural regions, crops spread less successfully. The result was that full dependence on agriculture came more slowly in Mesoamerica, taking some 3,500 years.
• In China between 6500 and 5000 B.C.E. several key breakthroughs took place, with rice, millet, and soybeans being grown and pigs, chickens, and water buffalo being domesticated.
• In highland New Guinea between 7000 and 4000 B.C.E., taro, bananas, and yams were domesticated.

Q. In what ways did agriculture spread? Where and why was it sometimes resisted?
• Agriculture spread in two ways: through diffusion and through colonization. Diffusion refers to the gradual spread of the techniques of agriculture, and perhaps of the plants and animals themselves, but without the extensive movement of agricultural peoples. Colonization refers to the migration of agricultural peoples as growing populations and pressures to expand pushed them outward. Often this meant the conquest, absorption, or displacement of earlier gatherers and hunters.
Successful resistance to the encroachment of agriculture occurred in areas that were unsuitable to farming or in regions of particular natural abundance where the population did not need to farm intensively. It also helped to not be in the direct line of advance of a more powerful agricultural people. Many gathering and hunting peoples knew of the farming practices of their nearby neighbors but chose to resist them, preferring the freer life of their Paleolithic ancestors.

Q. What changes did the Agricultural Revolution bring in its wake?
- The ability to support much larger populations
- The beginning of the dominance of the human species over other forms of life on the planet
- An explosion of technological innovation, including techniques for making pottery, weaving textiles, and metallurgy
- The growing impact of humans on their environments
- Widespread brewing of alcohol

Q. What different kinds of societies emerged out of the Agricultural Revolution?
- Pastoral societies were societies that relied far more extensively on domesticated animals than on crops. Pastoral societies were common in regions where farming was difficult or impossible—arctic tundra, some grasslands, and deserts. Wherever pastoral societies arose, they were mobile, as they relied on moving seasonally, following the changing patterns of vegetation, in order to feed their animals. Relative equality between men and women persisted in these societies.
- Village-based agricultural societies consisted of settled farmers. Such societies retained much of the equality and freedom of gathering and hunting communities, as they continued to do without kings, chiefs, bureaucrats, or aristocracies. Instead they were usually organized in terms of kinship groups or lineages, within which large numbers of people could make and enforce rules, maintain order, and settle disputes. Some of these societies used matrilineal lines while others used patrilineal lines to define lineages. These societies sometimes developed modest social and economic inequalities.
- Chiefs typically led important rituals and ceremonies, organized the community for warfare, directed its economic life, and sought to resolve internal conflicts. They collected tribute from commoners in the form of food, manufactured goods, and raw material, which they redistributed to subordinates after keeping enough to maintain their prestige.

Portraits Questions
1. What accounts for the ability of Ishi’s people to survive into the twentieth century?
- Ishi’s people lived in a remote region that agricultural societies did not encroach upon until the mid-nineteenth century.
- When left in isolation their gatherer hunter way of life was sustainable given the resources on their traditional lands.

2. What emotional or moral posture toward Ishi’s life seems most appropriate? What perspectives does it lend to the larger story of the gradual erosion of gathering and hunting societies the world over?
- In terms of emotional or moral posture, there is no single correct answer. Sadness and empathy are understandable responses to Ishi’s loss of family and the collapse of his society.
- In terms of moral posture, one might question whether the outsiders who ultimately destroyed his people had the right to do so and whether they could have survived if left alone.
- In terms of the perspective that Ishi’s story lends, it provides a concrete example of how encroachment into territories by agricultural societies can lead to the collapse of gatherer hunter communities.
- It reveals the role that conflict played in these developments.
- It provides insight into why gatherer hunter groups were not able to resist such encroachments, given the small number of Yahi and their relative technological disadvantage.

Using the Documents and Visual Sources Features
Following are answer guidelines for the headnote questions and Using the Evidence questions that
appear in the documents and visual sources essays located at the end of the textbook chapter.

Headnote Questions

Document 1.1: A Paleolithic Woman in the Twentieth Century

Q. How useful do you find Nisa’s account for understanding the life of much earlier Paleolithic people? What evidence of contact with a wider world can you find in her story?

• While Nisa’s specific customs and experiences may not correlate exactly with those of our distant ancestors, her nomadic existence, world without accumulation of private property, traditions of sharing, relationships with men, and understanding of the supernatural all cast light on how a gatherer hunter society lifestyle shapes the material, social and intellectual world.
• However, with little other evidence to work with, it is difficult to establish how closely Nisa’s experiences correlate with those of earlier gatherer hunter peoples. Her contacts with and awareness of agricultural peoples undoubtedly impacted her understanding of the world and potentially the culture that she was part of.
• In terms of evidence of contact, Nisa reveals an awareness of agricultural society in the opening lines of the document when she declares that unlike village people she owns nothing and does not use a pack animal to carry her things.
• Nisa noted that they were visiting Tswana village the day that her husband died.
• The copper rings that were placed in Nisa’s hair at the healing ritual may have been acquired from agricultural peoples.

Q. What does her account indicate about San attitudes towards sex and marriage? How might you compare those attitudes with those of contemporary society?

• San marriages are often brokered by parents. Nisa wed young to an older man and was unready to wed at the time of her marriage.
• However, San marriages could be based on real affection, as reflected in Nisa’s love for her first husband that grew with time.
• Nisa indicates that the San believe that sex when young is different from sex when older. In particular, Nisa relates that the young are inclined to have sex frequently, but that as people age they should engage in sexual activity less frequently.

• There are no taboos concerning remarriage in San society, as Nisa’s frequent marriages reveal.
• Infidelity and multiple lovers were ubiquitous in San culture.
• According to Nisa, in San culture women having multiple lovers brought both practical and emotional benefits. For example, she explains that multiple lovers make sense both because of the gifts they bring and the fact that no one man has enough attention for you.
• Perhaps the most striking difference between San views on marriage and sex and those of contemporary societies is that the San do not have as pronounced a sexual double standard. It is more acceptable in San society for women to take on multiple lovers, even while married, than in modern societies. Infidelity may also be more common generally in San society than contemporary society.
• There are also similarities between the views of the San and contemporary society, in particular concerning marriage, the reality of infidelity, and the tensions that infidelity can spark between couples and in society as a whole.

Q. How does Nisa understand God, or the divine? How does she understand the purpose of the curing rituals in which she took part?

• In Nisa’s account, God is primarily a force that destroys life or brings conflict. For instance, in the section “Loss,” Nisa states that God was responsible for the deaths of loved ones; she resents God for her losses, as indicated by her statement “That’s the way it is. God is the one who destroys. It isn’t people who do it. It is God himself.” In the section “Lovers,” Nisa credits God with giving humans extramarital affairs and the conflicts that they cause. In the section “A Healing Ritual,” Nisa asserts that God can also stop the n’um healing power if he desires: “N/um is powerful, but it is also very tricky. Sometimes it helps and sometimes it doesn’t, because God doesn’t always want a sick person to get better.” She also implies in section six that God is in some way behind the trance-like state that is part of the n’um ritual.
• In terms of the healing ritual, n’um is powerful in that it is able to heal.
• N’um is transferred from the healer to the one in need of healing.
• To make this transfer the healer needs to go into a painful trance state that activates the n’um.
Q. How would you describe Nisa’s overall assessment of San life? Do you find it romanticized, realistic, or critical? What evidence from the passages supports your conclusions?

• A case could be made for each option. A strong answer would acknowledge that the account includes romanticized, realistic, and critical elements, though one may be more pronounced than the others.

• Overall, Nisa’s matter-of-fact assessment of San life comes across as realistic, but some elements are romantic and critical.

• Her fond memories of childhood, in the section “Life in the Bush,” which include comments like “There really wasn’t anything other than stingy people that made me unhappy,” might be considered romantic.

• Many passages read as realistic accounts, in particular her portrayal of her relationship with her brother in section one, her account of her family’s efforts to gather and hunt in “Life in the Bush,” her account of her wedding in section three, and her account of her healing ritual in section six.

• Nisa is particularly critical of San life in the passage from “Life in the Bush” concerning sharing of resources. Students might also see her account of her first marriage as critical of San customs.

**Visual Source 1.1: Lascaux Cave Painting**

Q. Based on this image as well as those on pp. 15 and 40, what information about Paleolithic life might historians derive from the rock art of gathering and hunting peoples?

• Visual Sources 1.1 and 1.2 provide insight into the central place that hunting played in these societies, the types of animals hunted, and the strategies and weapons used by hunters.

• Visual Source 1.3 provides evidence of the spiritual life of gatherer hunters.

• Visual Source 1.1 offers some indication of the dangers associated with hunting.

• Variations in style speak to multiple traditions of painting in gatherer hunter societies.

Q. No one knows for certain if the three figures in this image were painted at the same time. But if they were, it represents a very early narrative composition. How might you tell the story that the painting depicts? Is the man dead or wounded? What message would such a story convey?

**While this question asks the reader to speculate and therefore has no ‘correct’ answer, possible answers might include:**

• The composition depicts either the conclusion or the crucial moment in an encounter between a hunter and bison.

• If the conclusion, one might make the case that it depicts the two adversaries both mortally wounded from their encounter.

• If the crucial moment, one might make the case that it depicts the hunter having struck now finding himself in an exposed position prone on the ground with his spear broken and embedded in the bison. While the bison may be mortally wounded, its lowered head reveals an aggressive stance. It appears intent on goring the hunter.

• In terms of message, it may honor a fallen hunter; be didactic in purpose offering a lesson in hunting technique; represent the dangers and heroism associated with hunting.

Q. The explicit rendering of the penis indicates a male figure, but why might the artist have shown him with a bird-like face? How might he be related to the bird on the staff pictured beside him?

**This question is speculative, but working from the evidence one could reasonably make the argument that:**

• The bird-like face was associated with a specific individual and the individual possessed a staff or mace with a bird shaped head;

• that the face along with the staff identify the figure as a deity, perhaps one associated with hunting;

• bird features may symbolize certain hunting skills such as mobility.

Q. What differences do you notice between the portrayal of the human figure and that of the animals?

• The bison is a more complex and detailed drawing.

• The human figure is drawn using simple lines; the animal figures are depicted using a thicker line and shading.

• The human figure is drawn roughly in proportion to the beasts rather than unrealistically large or small.
Q. Do you respond to this image more as archaeological evidence for Paleolithic life or from the viewpoint of cultural and artistic appreciation?

There is no right answer to this question. Working from the evidence one could reasonably argue that:

- In terms of Paleolithic life the image offers insight into the centrality of hunting in these societies along with the dangers associated with it;
- the types of animals hunted;
- the possibility of narrative artistic representations.

- In terms of cultural and artistic appreciation, the very human story that is told in this series of images;
- the timelessness of the images;
- their naturalism;
- their accessibility despite being the product of a very different society.

Visual Source 1.2: Women, Men, and Religion in Çatalhüyük

Q. Without trying to interpret this statue, how might you describe it?

A good answer will include most of the following:

- The figure is seated.
- The figure possesses voluptuous features.
- Her breasts and belly are pronounced, perhaps indicating that she is pregnant.
- She is flanked by two lionesses or leopards.

Q. What features of this statue might support Mellaart’s view? What alternative understandings can you imagine?

In support of Mellaart’s view:

- The authoritative pose of the figure, enthroned and flanked by lionesses
- The accentuated female features of the statue
- The figure may be in the act of giving birth, symbolizing her role as mother goddess.

Some alternative explanations include:

- The figurine is in fact a female ruler or prominent person in Çatalhüyük.
- The figurine represents the consort of a ruler or wife of a prominent citizen and so does not represent female power at all.

Visual Source 1.3: Otzi the Iceman

Q. What elements of the above description are visible in the reconstructed drawing?

- leather leggings
- cape of woven grass
- bearskin cap
- waterproof shoes made of bearskin and deer hide
- copper ax
- several small baskets
- six-foot bow
- quiver
- wood-framed backpack

Q. Do you think that the inferences about his life made by scholars are justified based on the evidence available?

- A strong answer will recognize that some inferences like his age, diet, access to technologies, and the cause of his death are well substantiated by the evidence.
- More speculative are the motivations that drove his killers and that he was perhaps a herder.
Q. Create a story that takes account of what is known about Otzi, while imaginatively fleshing out something of his life and death. What additional archeological evidence would be useful in doing so?

While the creation of the story is a creative exercise, a good answer will:

- draw items found at the site and information gained from the scientific analysis of his body into the story;
- integrate his violent end into the plot.

In terms of additional archeological evidence, bodies of further victims of the encounter:

- the site of his home village.
- the site of a nearby campsite or settlement.

Visual Source 1.4: Stonehenge

Q. Have a close look at the aerial photograph of Stonehenge in Visual Source 1.4. How would you describe its major features to someone who had never seen it? What questions about the site come to mind?

Possible answers:

- Features:
  - the overall structure of two circles, one inside the other
  - its construction out of large stones
  - the sequences of standing stones, some with a large stone balanced on top spanning the space between the two standing stones
  - the fact that some stones are no longer standing
  - a particularly observant student might note the stones outside the circles in the background

- Questions:
  - What was the site used for?
  - Were these stone remains once part of a larger structure made of materials that have disappeared?

Q. What does a structure of the magnitude of Stonehenge suggest about the Neolithic societies that created it?

Possible answers:

- They were able of impressive engineering feats.
- Religious or political authorities may have emerged to direct such work.

Q. What kinds of additional evidence would be most useful to scholars seeking to puzzle out the mysteries of Stonehenge?

- Further archeological evidence, especially evidence that sheds light on the use of the site and its relationship to other sites in the landscape
- A better understanding of general religious and political life in Neolithic Britain
- More evidence about who moved these stones hundreds of miles to this spot, and how they did it
- A better understanding of neighboring sites, which in fact has been the focus of recent archeological work

Using the Evidence Questions

History Before Writing

1. Comparing sources: Which of these sources seems most useful in understanding human history before writing? Do you find Nisa’s contemporary account more or less insightful than the physical remains from long ago? What are the advantages and drawbacks of each?

In terms of which sources seem most useful, while there is no single correct answer to this question, a strong answer will consider the following factors:

- The types of questions that each source can shed light on
- The amount of interpretation or speculation required to use the source
- Whether the source is corroborated by other sources;
- Whether that source casts light on aspects of Paleolithic or Neolithic society that we know relatively little about.

In terms of the advantages and disadvantages of Nisa’s account versus physical remains, a strong answer will:

- recognize that while Nisa’s specific customs and experiences may not correlate exactly with those of our distant ancestors, her gatherer hunter existence, world without the accumulation of private property, traditions of sharing, relationships with men, and understanding of the supernatural all cast
light on how a gatherer hunter existence shapes the material and social world.

- recognize that her contacts with and awareness of agricultural peoples undoubtedly impacted on her understanding of the world and potentially the culture that she was part of.
- recognize that physical objects from the period provide direct evidence of the past, but frequently require considerable interpretation.
- recognize that the type of question asked may decide which source is stronger.

2. **Noticing the Great Transition:** How do these sources illustrate the transition from a Paleolithic gathering and hunting way of life (Nisa and the Lascaux rock art) to a Neolithic agricultural society?

- Nisa’s account of her life and the physical remains of Otzi and his worldly possessions illustrate the growth in the number and sophistication of personal possessions.
- The scale of Stonehenge has no equivalent in the Paleolithic sources, although the Göbekli Tepe site described in the chapter is a gatherer hunter site that rivals Stonehenge.

3. **Connecting past and present:** In what ways do these sources retain their ability to speak to people living in industrial societies of the twenty-first century? Or do they have meaning only for those who created them? Which sources do you relate to most strongly?

Possible answers include:

- People living in industrial societies today can appreciate the aesthetic values, the skills needed to produce them, and the human creativity that define visual sources 1.1, 1.2, and 1.4.
- Abstract elements and the importance of storytelling are also features found in modern artistic traditions.
- With study, people today could also appreciate the cultural contexts in which these sources were produced.
- While one could make a reasonable case for relating most strongly to any of the sources, a good answer will articulate specific reasons why.

4. **Reflecting on speculation:** Our understanding of all of these works is highly uncertain, inviting a considerable amount of speculation, guesswork, or imagination. Why are historians willing to articulate uncertain interpretations of these ancient sources? Is this an appropriate undertaking for historians, or should scholars remain silent when the evidence does not allow them to speak with certainty and authority?

Possible answers:

- The lack of other evidence forces historians to speculate, the alternative would be not to study the subject at all.
- The primary danger of relying on speculation, guesswork, or imagination is that the conclusions drawn from these studies are more likely to be wrong.
- A second danger is that interpretations by modern scholars that rely on guesswork or imagination often reflect the beliefs and understandings of their own times.
- Students might raise the issue that as long as the interpretative and speculative elements of studies are explicitly recognized, then the dangers of these types of studies can be mitigated.

**LECTURE STRATEGIES**

**Lecture 1: The Fertile Crescent then and now**

Modern Americans are more familiar with the territory known as the Fertile Crescent than ever before, thanks to U.S. involvement in Iraq. This modern familiarity can cause students confusion: except for oil, present-day Iraq and surrounding countries are poor and appear to be anything but “fertile.” So, why is the area called the “Fertile Crescent”? The objectives of this lecture strategy are:

- to explore the land and climate of the Fertile Crescent
- to investigate how conditions might have been different there at the time of the Neolithic Revolution
- to examine whether the conditions that are good for an agricultural revolution are the same as those that make modern states prosperous
- to discuss the deterioration of the land that has been caused by millennia of agriculture.

Start by identifying the Fertile Crescent clearly on a map and to go over what modern states are in the region. Then cover the following points:

- examine the weather and climate of the Fertile Crescent (access to water, lack of natural resources except soil, the need for irrigation in most areas)
• ask students to review the reasons given in the chapter for why conditions were good for an early agricultural revolution in the region (wild grains, large variety of animals to be domesticated, and a natural crisis to encourage innovation)
• consider what makes modern states prosperous: Can a state be prosperous without a strong underpinning of agriculture? Are economies that rely heavily on agriculture as their most significant element prosperous in modern terms?
• discuss what happened to lower the fertility of the Fertile Crescent over the centuries; some points to consider are salinization caused by excessive irrigation, erosion, the problem of overgrazing, and the role of political systems in undermining the agricultural capabilities of the region (the Mongols usually get a lot of the blame for letting the ancient irrigation system of Iraq fall into ruin, with permanent consequences)

Lecture Strategy 2: The world of the last Ice Age

The purpose of this lecture strategy is to explore in greater detail the challenges that faced human beings as they migrated in the conditions of the last Ice Age and how they overcame those challenges. Its objectives are to:

• teach students about the Ice Age, including presentation of the natural warming and cooling trends of the planet
• discuss what it meant that the earth had an Ice Age—the geographical, biological, and human effects
• present early human beings as problem solvers who managed to survive and adapt themselves to Ice Age environmental challenges

A good place to begin is with a map that shows the extent of the last Ice Age (readily available on the Internet). Go over the main species extinctions that occurred with the changing climate, how glaciation shaped much of the landscape, and the land bridges that were created by the lower sea level of the period. Then back up and discuss the earth’s natural pattern of warming and cooling (this is of course a good place to bring up the current global-warming trend and why scientists think it is different from the natural cycles of the past). From there, go on to consider humans and the Ice Age. Some points to include are:

• the need for teamwork in hunting large mammals (mammoths, bison)
• what sort of tools or weapons would have been developed to deal with the challenges
• the more pressing need for shelter (whether people in this age were really “cavemen,” and the other sorts of shelters they created)
• the need for clothing (and thus for means to fasten animal hides around themselves with fastening pins or sewing)
• what sort of adaptation must have taken place when the Ice Age ended

Lecture Strategy 3: How do we know? Digging up Homo sapiens

Many world civ. classes start with human evolution. While this text begins (rather more logically) with the Paleolithic era, this lecture strategy is an opportunity to give a brief overview of evolution, while keeping the focus on the modern human species. This lecture strategy’s objectives are:

• to examine how we know what we know about Paleolithic communities—what archaeology has discovered and the problems of interpretation
• to explore the evolution of modern Homo sapiens and how the process of discovering earlier hominid species provoked a firestorm of debate about human origins that continues today

The story of how archaeologists discovered human origins is an exciting one, and can be told in two basic ways: (1) chronologically by human species, thus starting with early australopithicenes and working your way to modern Homo sapiens; or (2) chronologically by discovery, starting with the discovery of the Neanderthal in 1856 and how that find provoked a search for human origins that is still turning up interesting discoveries today.

Especially when it comes to the Paleolithic era, images will come in handy to encourage discussion of how scholars have interpreted human artifacts. Some images to consider are:

• a typical Paleolithic tool—often indistinguishable from a rock, except to professionals
• an “advanced” Paleolithic tool—one that shows clear signs of human shaping
• a burial layout, showing careful positioning of the body, perhaps covered with ochre
• Paleolithic ornaments—beads, shells with a hole bored for hanging, etc.
• an image of a reconstructed hut made of mammoth bones and tusks
• the Willendorf Venus or another of the early Venus figurines
• cave art, such as that painted at Lascaux or Chauvet

Arm yourself with some of the current scholarly views on the meaning of these artifacts, and then encourage a discussion among the students about their meaning.

It may be useful to refer to the chapter’s visual sources feature in your lecture.

THINGS TO DO IN THE CLASSROOM

Discussion Topics

1. Misconception/Difficult Topic (large or small group). “Cavemen dragged women around by their hair.”

This would have just hurt and is a rather silly image perpetrated by cartoons. Encourage students to discuss why this hairy, grunting, dominant caveman image might have come about and why it is still popular. Students should be encouraged in this way to consider modern stereotypes and what they have to say about contemporary society. Some questions to ask:

• What contemporary images have you seen of grunting cavemen waving clubs, dragging women around, etc.?
• What were the contexts of those images? What point was the creator or creators of those images trying to make?
• Is there any evidence that Paleolithic humans actually behaved that way? What evidence is there that they didn’t?

2. Comparison (large or small groups). “Daily life in the Paleolithic and Neolithic eras.”

Divide the students into four groups, and ask each group to make an outline of the daily life of one of the following:

• a Paleolithic woman
• a Paleolithic man
• a Neolithic (sedentary) woman
• a Neolithic (sedentary) man

Then bring the groups together and ask the class to discuss essential similarities and differences.

3. Historical Analysis (large or small groups). “Disease, the domestication of animals, and the human connection.”

The domestication of animals, particularly of large mammals that live in herds, was one of the driving forces of the Agricultural Revolution, but for the people who domesticated them, these animals were both great assets and the bringers of new and deadly diseases.

Open the discussion by asking students to identify the advantages that the peoples of the Fertile Crescent received from their domestication of animals as compared to Mesoamerica, where no such large mammals were domesticated. Once students have laid out the advantages in terms of meat, milk, wool, fertilizer, and animal power, ask them if there were any drawbacks to the domestication of animals. Students might note the problems of animal-borne diseases that are mentioned at several points in the chapter. Take this opportunity to discuss the nature of human disease in order to emphasize that the Agricultural Revolution also brought a revolution in human disease. Both William McNeill, Plagues and Peoples (New York: Anchor, 1976), and Jared Diamond, Guns, Germs, and Steel (New York: Norton, 1997), provide useful overviews of human disease and its impact on human history.

Two key developments with important implications for disease occurred during the Agricultural Revolution. The first was true of all agricultural societies: living in higher concentrations of population facilitated the spread of some diseases. The second was true only of societies that domesticated animals, especially large herd mammals: humans first caught many of the most deadly and destructive diseases, including smallpox, flu, measles, chickenpox, malaria, tuberculosis, and rabies, from their domesticated animals. While humans at the time were probably unaware of this linkage, the emergence of these diseases was a heavy price to pay for the domestication of animals. It is useful at the end of the discussion to point ahead by noting how Mesoamerica largely escaped the worst human diseases until first contact with Europeans, when smallpox in particular spread among the populations of the Americas with devastating effect.
Classroom Activities

1. Map analysis (large or small group). “Tracing human migrations.”
   Using either a modern physical map or a map that shows the extent of the last Ice Age, ask students to trace out the probable lines of human migration from Africa. Emphasize the role of land bridges and where they lay during the Ice Age.

2. Role-playing exercise (small groups). “How to domesticate a plant.”
   You are gatherers and hunters, thinking that there has to be an easier way of getting food than wandering around looking for plants. There’s a great bulbous tuber that you like to eat; how would you go about making it grow where you want it, when you want it?

3. Clicker question.
   Taken as a whole, do you think the Agricultural Revolution was a good thing?

Class Discussion for the Documents and Visual Sources Features

History before Writing (small or large group)
Take the opportunity here to discuss how history was recorded during the periods before the invention of writing. Possible discussion starters include the following:

- One could say that history before writing is history without events. How does the focus on modern anthropological studies of gatherer hunter peoples, rather than the study of specific documents from the period, shape how the history of the Paleolithic age is written? Is this by necessity history without events?
- In what ways is Nisa’s account a useful source for historians? In what ways is it not useful?
- What images or additional archeological evidence help to complete our understanding of this age?
- How does engaging with the additional available sources change our understanding of the material covered in Chapter 1?

Contextualization (small or large group): The Paleolithic as the first “global age”

Some scholars have argued the controversial proposition that the Paleolithic era constituted the first “global” age in human history because of the extent to which societies across the globe shared technological and cultural traits. Cave painting provides an excellent entry into this debate, as students can engage without extensive knowledge of the individual regions of the Paleolithic era. This discussion will compare and contrast societies across the globe, and requires PowerPoint or a similar program to project images in the classroom.

In addition to the images from the chapter, incorporate several more images of Paleolithic cave art from around the world into the discussion; ask students to examine their similarities and differences. Then expand the discussion by introducing images of arrowheads, scrapers, and other Paleolithic tools. In each instance consider whether the similarities between regions constitute a global culture or are more circumstantial. Are the similarities less pronounced than advocates of this theory assert?

Questions to consider include:

- Could our reliance on material remains shape our conclusions?
- Does a lack of contact between these cultures undermine the claim that this was a global age?
- What does the universality of cave art tell us about human culture that more practical manifestations like tools cannot?

Comparing Paleolithic and Neolithic Art (small or large groups)

The Visual Sources in Chapter 1 allow students to engage with a great deal of informed speculation about art and what it can tell us about the societies that produced it. Allow your students to explore the strengths and weaknesses of art as a historical source by expanding on the Using the Evidence question 4. Ask students to list what they see as art’s greatest strengths as a historical source. What are its greatest weaknesses? What contexts strengthen the use of art as a source? For instance, is it strongest when it can be used in conjunction with written or archeological sources?
Classroom Activities for the Documents and Visual Sources Features

Role playing (small or large group): Anthropologists at work

Split the class into small groups. Ask students to interview each other, addressing some of the topics that Marjorie Shostak raised with Nisa. Then have students reflect on how their own culture and experiences shaped their answers. Ask them if they fully answered the questions or if they chose not to share some details with the interviewers. Conclude by asking how useful they think their interviews would be for future historians studying their culture. How might they be misinterpreted?

Interpreting Chauvet

This classroom activity serves three purposes: (1) it ask students to consider how the environment in which cave art was created can shape our interpretation of it; (2) it encourages students to focus on basic elements of cave art; and (3) it emphasizes that experts continue to disagree about the meaning of art. This activity requires either individual or group access to the excellent French government-sponsored Web site http://www.culture.gouv.fr/culture/arcnat/chauvet/en/index.html.

While exploring (individually or in groups) the various caverns in the interactive Chauvet cave site, students should consider the following:

- How do the locations of the artwork influence how we interpret it? The drawings are in dark and unpleasant spaces far removed from cave entrances, where humans usually spent their time. What does this imply about their purposes?
- Do these images imply a set of beliefs similar to the Dreamtime of Australia? What types of figures are missing? What can be inferred from the differences?
- What might the emphasis on animals tell us about the purpose of these images?
- Allow students to explore these questions and encourage debate. These questions are the subject of scholarly debate today, so the answers are less important than the process of critical interpretation.

WHAT’S THE SIGNIFICANCE?

Austronesian migrations: The last phase of the great human migration that established a human presence in every habitable region of the earth. Austronesian-speaking people settled the Pacific islands and Madagascar in a series of seaborne migrations that began around 3,500 years ago. (pron: aws-troe-NEEZH-an)

Banpo: A Chinese archeological site, where the remains of a significant Neolithic village have been found. (pron: bahn-poe)

Bantu migration: The spread of Bantu-speaking peoples from their homeland in what is now southern Nigeria or Cameroon to most of Africa, in a process that started ca. 3000 B.C.E. and continued for several millennia.

Çatalhüyük: An important Neolithic site in what is now Turkey. (pron: cha-TAHL-hoo-YOOK)

chiefdom: A societal grouping governed by a chief who typically relies on generosity, ritual status, or charisma rather than force to win obedience from the people.

Clovis culture: The earliest widespread and distinctive culture of North America; named from the Clovis point, a particular kind of projectile point.

diffusion: The gradual spread of agricultural techniques without extensive population movement.

Dreamtime: A complex worldview of Australia’s Aboriginal people that held that current humans live in a vibration or echo of ancestral happenings.

Fertile Crescent: Region sometimes known as Southwest Asia that includes the modern states of Iraq, Syria, Israel/Palestine, and southern Turkey; the earliest home of agriculture.

Flores man: A recently discovered hominid species of Indonesia.

Göbekli Tepe: A ceremonial site comprising 20 circles made up of carved limestone pillars located in southeastern Turkey. The site, which dates to 11,600 years ago, was built by gatherer hunters who lived at least part of the year in settled villages. (pron: goh-BEHK-lee TEH-peh)

Ishi: The last surviving member of a gathering and hunting group known as the Yahi who lived in northern California. His people were driven into extinction during the second half of the nineteenth century by the intrusion of farming and herding “civilized” societies.
megafaunal extinction: Dying out of a number of large animal species, including the mammoth and several species of horses and camels, that occurred around 11,000–10,000 years ago, at the end of the Ice Age. The extinction may have been caused by excessive hunting or by the changing climate of the era. (pron. meg-ah-FAWN-al)

“the original affluent society”: Term coined by the scholar Marshall Sahlins in 1972 to describe Paleolithic societies, which he regarded as affluent not because they had so much but because they wanted or needed so little.

Paleolithic settling down: The process by which some Paleolithic peoples moved toward permanent settlement in the wake of the last Ice Age. Settlement was marked by increasing storage of food and accumulation of goods as well as growing inequalities in society.

pastoral society: A human society that relies on domesticated animals rather than plants as the main source of food; pastoral nomads lead their animals to seasonal grazing grounds rather than settling permanently in a single location.

“secondary products revolution”: A term used to describe the series of technological changes that began ca. 4000 B.C.E., as people began to develop new uses for their domesticated animals, exploiting a revolutionary new source of power.

shaman: In many early societies, a person believed to have the ability to act as a bridge between living humans and supernatural forces, often by means of trances induced by psychoactive drugs.

stateless societies: Village-based agricultural societies, usually organized by kinship groups, that functioned without a formal government apparatus.

teosinte: The wild ancestor of maize. (pron. tay-oh-SIN-tay)

trance dance: In San culture, a nightlong ritual held to activate a human being’s inner spiritual potency (n/um) to counteract the evil influences of gods and ancestors.

Venus figurines: Paleolithic carvings of the female form, often with exaggerated breasts, buttocks, hips, and stomachs, which may have had religious significance.

FURTHER READING

• Art History Resources on the Web: Prehistoric Art, http://witcombe.sbc.edu/ARTHprehistoric.html. Provides links to a vast assortment of Paleolithic, Mesolithic, and Neolithic art.
• The Cave of Chauvet-Pont-d’Arc, http://www.culture.gouv.fr/culture/arcnat/chauvet/en/index.html. An excellent site about the Chauvet Cave, home to one of the finest collections of early cave art. Includes information about the cave’s discovery and a complete virtual tour of the cave, with high-quality images.
• Hovers, Erella, and Steven L. Kuhn, eds. Transitions Before the Transition: Evolution and Stability in the Middle Paleolithic and Middle Stone Age. New York: Springer, 2006. A collection of conference proceedings, with the latest scholarly understanding of important Paleolithic issues.
• Scarre, Chris, ed. The Seventy Wonders of the Ancient World. London: Thames and Hudson, 1999. Good discussion of how the great
Neolithic monuments were built, along with much more.


- Stonehenge, [http://www.english-heritage.org.uk/server/show/nav.876](http://www.english-heritage.org.uk/server/show/nav.876). A detailed site on Stonehenge, with reconstruction drawings, photos, and details about how the monument was constructed, provided by English Heritage.

**LITERATURE**

Paleolithic cultures have left us no literary tradition, but modern fiction authors have attempted to fill in the gap, creating an entire genre of “paleofiction.” Popular modern novels about life in the Paleolithic era include:


**FILM**

- *Agricultural and Urban Revolutions*. Insight Media, 2004. 30 minutes. Examines the social, technological, and cultural developments associated with the establishment of permanent human settlements.


- *Ancient Britons*. Films for the Humanities and Sciences, 1996. 48 minutes. Includes a useful segment about the Neolithic “Dawn People” from the Orkneys to Wessex.

- *First Contact*. Roadshow Home Entertainment, 1984. 52 minutes. Film footage and commentary on the first contact Australian prospectors made with the Stone Age peoples of Papua New Guinea in 1930.


**ADDITIONAL BEDFORD/ST. MARTIN’S RESOURCES FOR CHAPTER 1**

**PowerPoint Maps, Images, Lecture Outlines, and i>clicker Content**

These presentation materials are downloadable from the Media and Supplements tab at [bedfordstmartins.com/strayer/catalog](http://bedfordstmartins.com/strayer/catalog), and they are available on an Instructor’s Resource CD-ROM. They include ready-made and fully customizable PowerPoint multimedia presentations built around lecture outlines that are embedded with maps, figures, and selected images from the textbook and are supplemented by more detailed instructor notes on key points. Also available are maps and selected images in JPEG and
PowerPoint format; content for i>clicker, a classroom response system, in Microsoft Word and PowerPoint formats; the Instructor’s Resource Manual in Microsoft Word format; and outline maps in PDF format for quizzing or handouts. All files are suitable for copying onto transparency acetates.

Documents and Essays from Worlds of History: A Comparative Reader, Fifth Edition

The following documents, essays, and illustrations to accompany Chapter 1 are available in this reader by Kevin Reilly:

- Natalie Angier, Furs for Evening, But Cloth Was the Stone Age Standby
- Marjorie Shostak, Nisa: The Life and Words of a !Kung Woman
- Margaret Ehrenberg, Women in Prehistory
- Paleolithic and Neolithic Art from Europe, Africa, Asia, and the Middle East, c. 15,000–2,000 B.C.E.

Online Study Guide at bedfordstmartins.com/strayer

The Online Study Guide helps students synthesize the material from the textbook as well as practice the skills historians use to make sense of the past. Each chapter contains specific testing exercises, including a multiple-choice self-test that focuses on important conceptual ideas; a flashcard activity that tests students on their knowledge of key terms; and two interactive map activities intended to strengthen students’ geographic skills. Instructors can monitor students’ progress through an online Quiz Gradebook or receive email updates.

Computerized Test Bank

This test bank provides over fifty exercises per chapter, including multiple-choice, fill-in-the-blank, short-answer, and full-length essay questions. Instructors can customize quizzes, add or edit both questions and answers, and export questions and answers to a variety of formats, including WebCT and Blackboard. The disc includes correct answers and essay outlines.