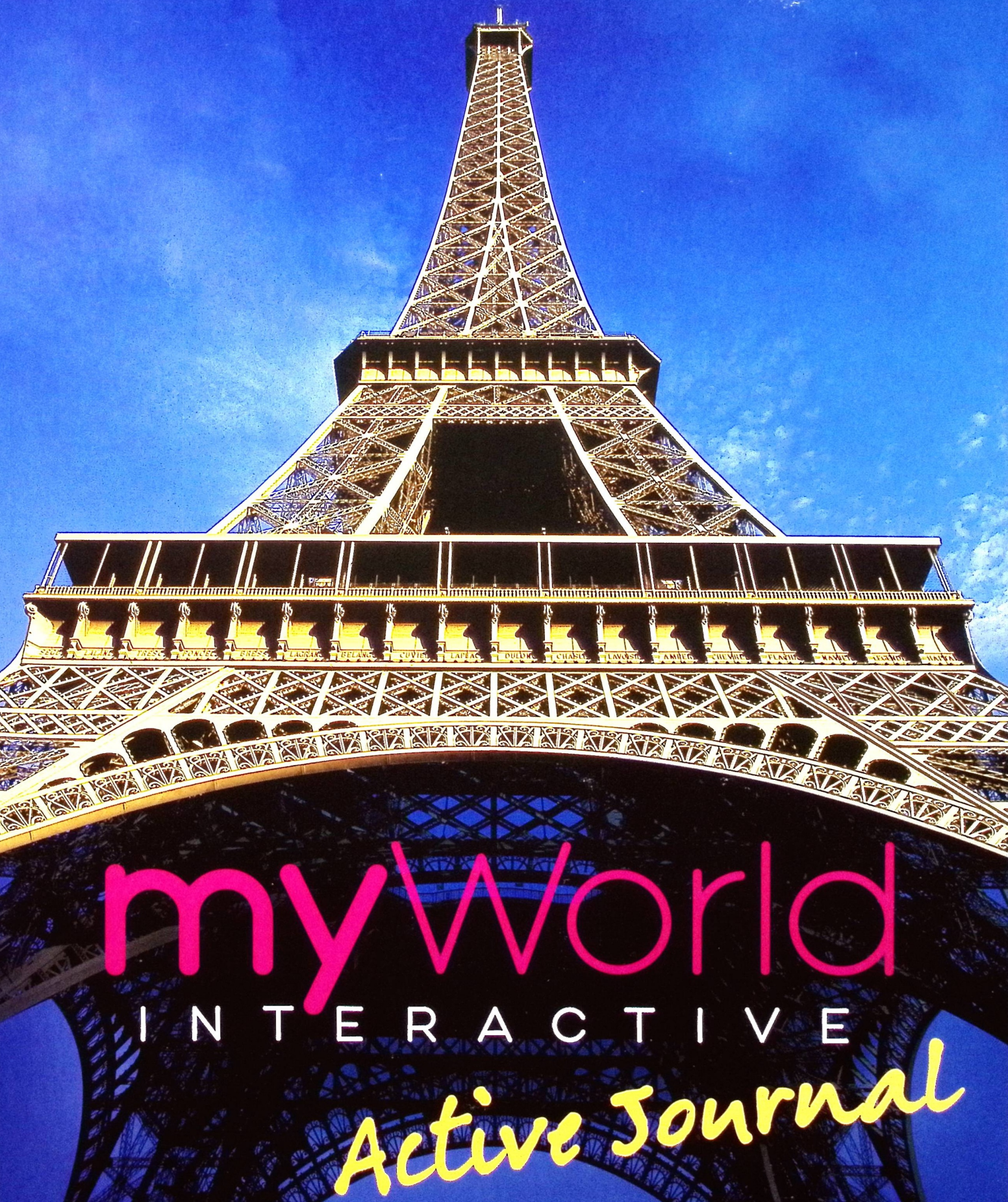


WORLD HISTORY



myWorld

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Take Notes

Literacy Skills: Analyze Cause and Effect Use what you have read to complete the organizer. For each event, write the cause in the box to the left and the effect in the box to the right. The first one has been completed for you.

Cause	Event	Effect
200,000 years ago, the last new group of humans appeared: Homo sapiens.	Homo sapiens developed the skill of complex language.	Language skills gave these modern humans an advantage in the struggle to survive.
	Glaciers form.	
	Sea levels drop, exposing "land bridges."	
	About 15,000–18,000 years ago, humans enter North America by crossing a land bridge from Asia.	



INTERACTIVE

For extra help, review the 21st Century Tutorial: **Analyze Cause and Effect**.

Practice Vocabulary

Vocabulary Quiz Show Some quiz shows ask a question and expect the contestant to give the answer. In other shows, the contestant is given an answer and must supply the question. If the blank is in the Question column, write the question that would result in the answer in the Answer column. If the question is supplied, write the answer.

Question

1. What happens when people leave their homeland to live elsewhere?

2. 

3. What do you call it when you change your way of life to suit a new environment?

Answer

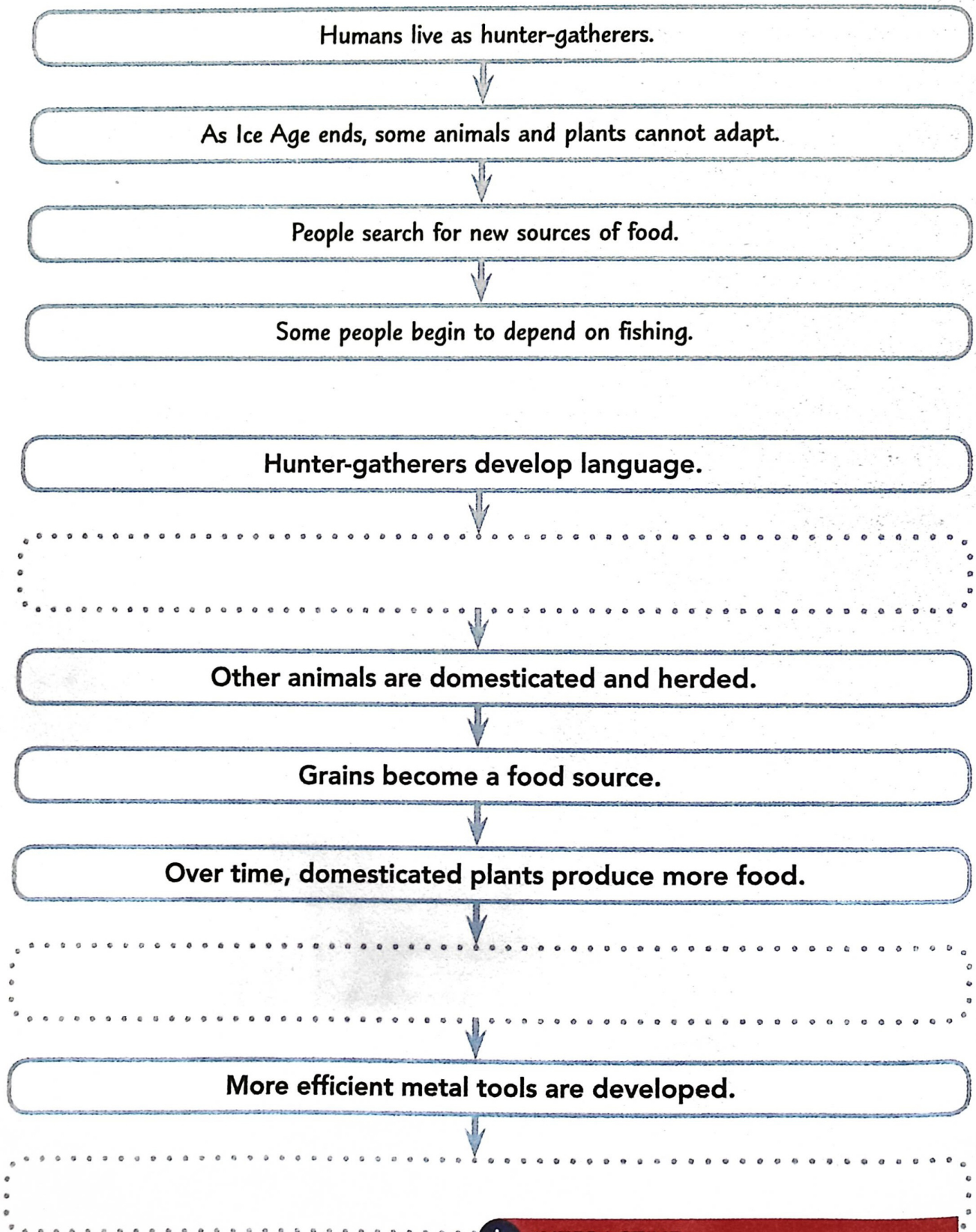
1. 

2. environment

3. 

Take Notes

Literacy Skills: Sequence Use what you have read to complete the flowcharts to show the sequence of events. The first flowchart has been completed for you.



INTERACTIVE

For extra help, review the 21st Century Tutorial: **Sequence**.

Practice Vocabulary

Sentence Builder Finish the sentences below with a key term from this section. You may have to change the form of the words to complete the sentences.

Word Bank

animism nomad revolution
domesticate populate

1. Due to centuries of migrations, there were few places on Earth that humans did not

.....

2. The adoption of farming led to so many changes that it has been called a(n)

.....

3. The wolf was one of the first animals that humans were able to

.....

4. The belief that the natural world is full of spirits is known as

.....

5. A person with no permanent home who moves from place to place is known as a(n)

.....

Quick Activity Explore Cave Paintings

With a partner or small group, study these prehistoric paintings.



Team Challenge! With your partner or group, answer these questions: What colors did the artists use? Why? What kinds of animals, people, or activities are shown in the paintings? What was important to the people who created these paintings? How do you know? Why do you think the artists created these paintings? Share your answers orally with the class.

Take Notes

Literacy Skills: Analyze Cause and Effect Use what you have read to complete the organizer. For each event, write the cause in the box to the left and the effect in the box to the right. The first one has been completed for you.

Cause	Event	Effect
1. Farming begins.	1. People settle in one place.	1. People develop permanent shelters.
	2. People learn how to make clothes from cotton, flax, and other plants.	
	3. Some farming families raise a surplus of food.	
	4. Specialization develops.	

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INTERACTIVE

For extra help, review the 21st Century Tutorial: **Analyze Cause and Effect.**

Practice Vocabulary

Matching Logic Using your knowledge of the underlined vocabulary words, draw a line from each sentence in Column 1 to match it with the sentence in Column 2 to which it logically belongs.

Column 1	Column 2
1. The villagers traded their <u>surplus</u> crops for pottery made in a nearby settlement.	Some people became skilled at weaving, pottery, or toolmaking.
2. <u>Specialization</u> led to a more complex society and an increase in trade.	The community had a system to produce and distribute goods and services.
3. The city of Uruk had a complex <u>economy</u> .	The good harvest supplied them with more than they could eat.

Quick Activity Explore Ancient Innovations

In prehistoric times, people developed new tools and practices that changed societies by increasing the population and improving the standard of living. What innovations do you see in the painting? Write your ideas in the space below.



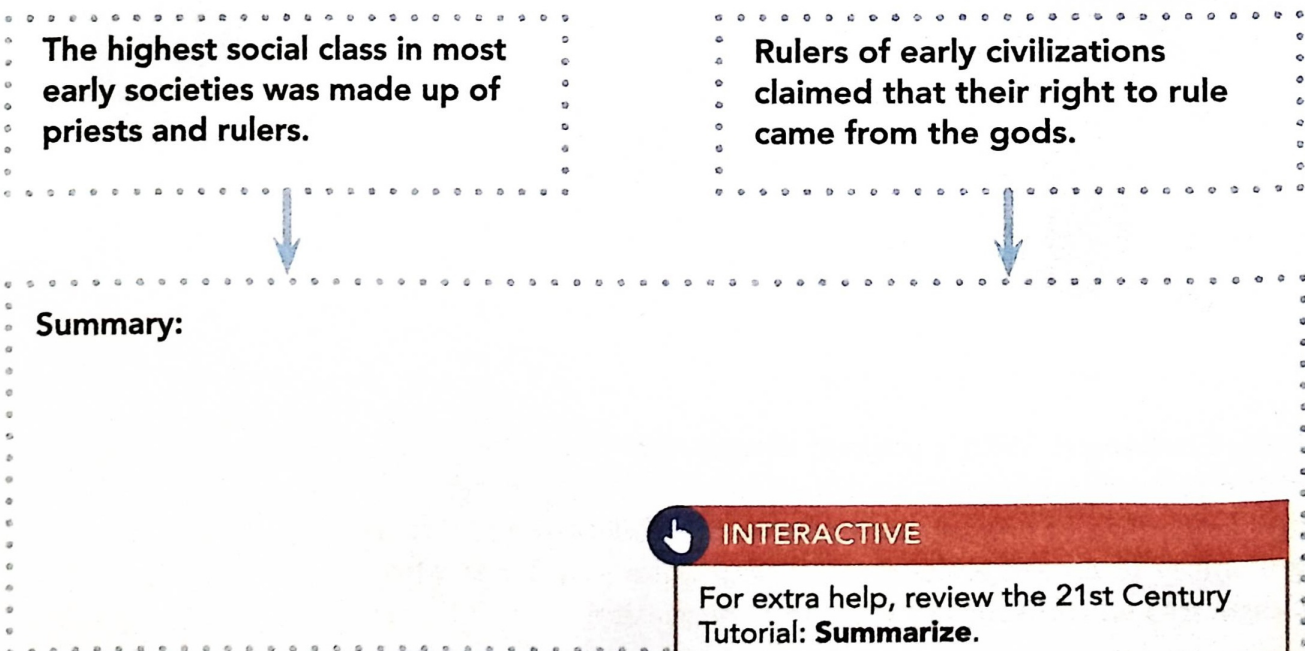
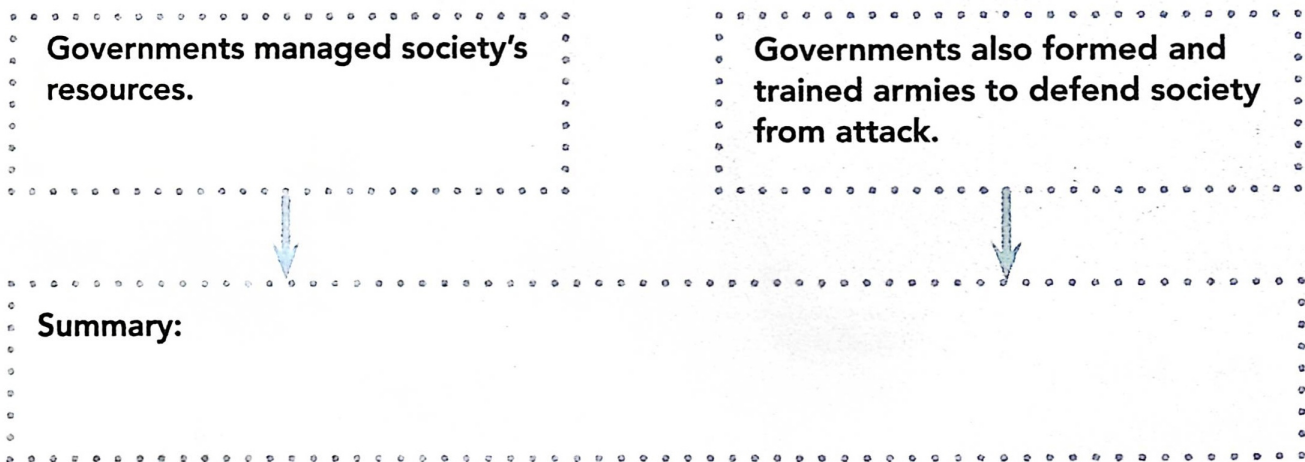
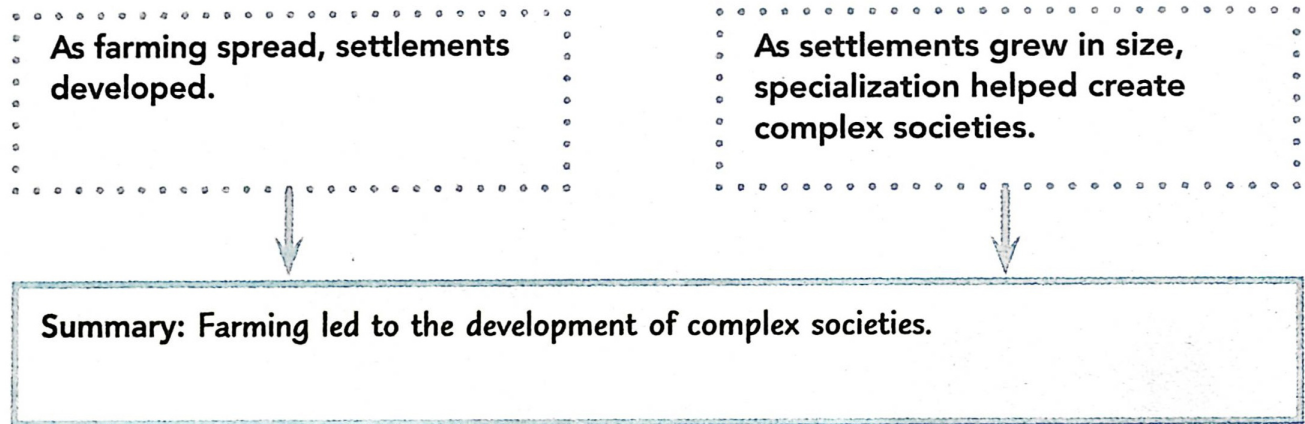
My Ideas

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Team Challenge! With a partner discuss the effect that one of the following innovations would have had on society: domestication of animals and plants; the ability to make tools; the ability to create art and music. Compare your ideas with classmates who discussed the same innovation.

Take Notes

Literacy Skills: Summarize Use what you have read to complete the flowcharts. Write a summary for each set of facts. The first flowchart has been completed for you.



INTERACTIVE

For extra help, review the 21st Century Tutorial: **Summarize**.

Practice Vocabulary

Words in Context For each question below, write an answer that shows your understanding of the boldfaced vocabulary term.

1. Why did different **social classes** emerge in the early cities?

2. What **resources** were important to farmers?

3. What are some characteristics of **civilization**?

4. What were some features of **religion** in early civilizations?

Writing Workshop Narrative Essay

Suppose you are visiting three different periods in the distant past to observe three different people: a hunter-gatherer, a herder, and a farmer. You will write a narrative essay describing the people you met and a few events in their lives. Although this assignment involves creative imagination, you should base the details and events on facts in the topic.

Lessons 1–3 Writing Task: Introduce Characters (See Student Text, pages 12, 19, and 26) Imagine how each character's life was shaped by his or her environment, way of life, and the time in which he or she lived. Write your ideas in the chart.

Character	Details
Hunter-gatherer	
Herder	
Farmer	

Lesson 4 Writing Task: Organize Sequence of Events (See Student Text, page 32) For each character, list the sequence of events you will include in your essay.

Character	Events
Hunter-gatherer	
Herder	
Farmer	

Lesson 5 Writing Task: Use Descriptive Details and Sensory Language
 (See Student Text, page 37)

Imagine the sights, sounds, and tasks that would have been a familiar part of each character's world. Make a list of descriptive phrases and adjectives that you can use for each character.

Character	Descriptive Details and Sensory Language
Hunter-gatherer	
Herder	
Farmer	

Writing Task (See Student Text, page 39)

Using the notes you have created on these pages, write a narrative essay about the lives of a hunter-gatherer, a herder, and a Neolithic farmer. Be sure to use evidence from your reading to support your response.

Writing Workshop Narrative Essay

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