

Section 1  
Geography and History

## Objectives

1. Learn what tools are used to understand history.
2. Find out how geography and history are connected.



## Target Reading Skill

**Preview and Set a Purpose** Reading a textbook is different from reading a novel or the newspaper. To read to learn effectively, you must preview and set a purpose for your reading.

Before you read this section, take a moment to preview it. Look at the title “Geography and History” and the objectives. Now flip through the next two pages. Read each heading. They tell you about the section’s contents. They tell you what to expect to learn from each section. As you preview, use this information to give yourself a reason to read the section. Are you curious about anything in the section, like how people learn about history? Read to satisfy that curiosity—that’s your purpose for reading.

## Vocabulary Strategy

**Using Context Clues** Words work together to explain meaning. The meaning of a word may depend on its **context**. A word’s context is the other words and sentences that surround it. The context gives you clues to a word’s meaning.

Try this example. Say that you do not know the meaning of the word *history* in the following sentence:

“History began when people started to keep written records of their experiences.”

You could ask yourself: “What information does the sentence give me about the word?” Answer: “I know that history began when people started writing down their experiences. This tells me that history must be the written record of human experience.”

## Section 1 Summary

- <sup>1</sup> In 1991 two hikers found the frozen body of a man in the Alps. They called the frozen man the Iceman. Scientists studied his clothing, tools, and body. They hoped to learn about the Iceman's life and death. The
- <sup>5</sup> scientists learned that he lived about 5,000 years ago. The most important clue was the Iceman's copper ax. Europeans first used copper in about 4000 B.C. The ax told scientists that the Iceman lived after people had learned to use copper.

### Understanding History

- <sup>10</sup> Humans want to know what life was like long ago. About 5,000 years ago, people began writing down what happened to them. That was the beginning of **history**. The time before people learned to write is called **prehistory**.
- <sup>15</sup> To learn about life in prehistoric times, scientists can't study written records. They must use other kinds of clues. **Archaeologists** are scientists who study objects to learn about the past. Objects such as bones and tools tell them how people lived. For example, the
- <sup>20</sup> size of a spear point can tell whether it was used to kill a large or small animal.
- Historians don't just use objects to learn about the past. They also study written records. Many written records began as **oral traditions**. They were passed
- <sup>25</sup> down by word of mouth. They tell stories about heroes or things that happened. Not all oral stories are accurate. People often mix facts with tall tales about heroes. Still, oral stories tell historians how people lived and what they thought was important. ✓

#### Key Terms

**history** (HIS tuh ree) *n.* the written events of people

**prehistory** (pree HIS tuh ree) *n.* time before writing was invented

**archaeologist** (ahr kee AHL u jist) *n.* a scientist who studies objects to learn about the past

**oral traditions** (AWR ul truh DISH unz) *n.* stories passed down by word of mouth

### Target Reading Skill

If you want to learn about studying history, how does reading about archaeologists help you meet your goal?

---

---

---

### ✓ Reading Check

Why are historians interested in oral traditions?

---

---

---

## Linking Geography and History

<sup>30</sup> It is important to know when something happened. But historians want to know more. They want to understand *why* things happened. To do this, they often look at **geography**. Geography is the study of the earth's surface and how it was shaped. It also refers to <sup>35</sup> a place's climate, landscape, and location.

Often geography and history are linked. Many things affect people's lives. Whether a place is hot or cold affects the lives of the people who live there. So does its water supply. For example, the geography of <sup>40</sup> Egypt helps explain why the ancient Egyptians had a successful civilization.

Egyptian civilization was built on the banks of the Nile River in Africa. Each year, the Nile flooded. Rich soil was left on the river banks. Because of this, <sup>45</sup> Egyptian farmers were able to grow large crops. They were able to feed large numbers of people in cities. That meant that not everyone had to farm. Some people could do other kinds of jobs. That helped develop the civilization. Without the Nile and its floods, <sup>50</sup> Egyptian civilization would not have done so well. This is one way geography affects history. ✓

## Review Questions

1. What do scientists study to learn about prehistory?

---

---

---

2. How can geography help us understand history?

---

---

---

### Vocabulary Strategy

What does the word *civilization* mean in the underlined sentence? What clues can you find in the surrounding words, phrases, or sentences? Circle the words in this paragraph that could help you learn what *civilization* means.



### ✓ Reading Check

Give one example of geography's effect on history.

---

---

---

### Key Term

**geography** (jee AHG ruh fee) *n.* the study of Earth's surface and how it is shaped

## Objectives

1. Discover how hunter-gatherers lived during the Stone Age.
2. Learn about the beginning of farming.

 Target Reading Skill

**Preview and Predict** Making predictions about what you will learn from your text helps you set a purpose for reading. It also helps you remember what you have read. Before you begin reading, preview the section. Look at the section title and objectives above, then the headings. Then predict what the section will tell you. Based on your preview, you will probably predict that this section will tell you about how early humans lived.

List two facts that you expect to learn about how early humans lived.  
Prediction 1: \_\_\_\_\_

Prediction 2: \_\_\_\_\_

As you read, check your predictions. Were they right? If they were not very accurate, you may need to pay closer attention while you preview the section.

## Vocabulary Strategy

**Using Context Clues** Sometimes you can pick up clues about an unfamiliar word's meaning from the words, phrases, and sentences around it. The underlined words in the paragraph below give clues to the meaning of the word *nomad*.

Many of our Old Stone Age ancestors were **nomads**. They moved around to places where they thought they would find food. They stayed there for several days. When they had gathered all the food around them, they moved on.

A nomad is a person who travels from place to place instead of settling in one place. The underlined phrases told you that information.

## Section 2 Summary

### Stone Age Hunting and Gathering

1 The **Stone Age** was the earliest known period of human culture. People began using stone to create tools. They also made tools from wood and animal bones. The Stone Age continued until people learned  
5 to use metal for tools.

Archaeologists divide the Stone Age into three periods: the Old Stone Age, the Middle Stone Age, and the New Stone Age. During the Old Stone Age, early humans did not yet know how to farm. They lived by  
10 hunting animals and gathering wild plants. Over time they learned to hunt in groups. Most of human prehistory took place during the Old Stone Age.

Early humans first learned to use fire between  
1,400,000 and 500,000 years ago. Humans later learned  
15 to create fire. With fire to keep them warm, people could move to areas with cold climates.

As our ancestors learned to use tools, they left their original homes in Africa. This may have occurred as early as one million years ago. Many of our Old Stone  
20 Age ancestors were **nomads**. They moved around to places where they thought they would find food. When they had finished gathering all the food around them, they moved on. ✓

Humans eventually spread over much of Earth.

When	Event
At least 500,000 years ago	Human ancestors are living in Asia and Europe
More than 100,000 years ago	Modern humans originated in Africa
About 30,000 years ago	Humans cross Asia to North America

#### Key Terms

**Stone Age** (stohn ayj) *n.* a period of time during which people made tools and weapons from stone

**nomad** (NOH mad) *n.* a person who has no settled home

### Target Reading Skill

Based on what you have read so far, are your predictions on target? If not, change your predictions now.

New Predictions: \_\_\_\_\_

---

---

---

### ✓ Reading Check

What was life like during the Stone Age?

---

---

---

## The Beginning of Farming

25 People lived by hunting and gathering food for tens of thousands of years. During the Middle Stone Age, people learned to make better tools. About 11,000 years ago, people learned to grow their own food. This was the beginning of the New Stone Age. They no longer  
30 had to be nomads.

At the same time, some people became pastoral nomads. Pastoral nomads raised livestock. They traveled in search of grass for their animals. There are still pastoral nomads in some countries today.

35 In most societies, women were in charge of farming. Men were usually hunters.

Some places were better for farming than others. Soil in some areas was very **fertile**. In several places around the world, the soil, water, and length of grow-  
40 ing seasons were good for plants. People there became farmers. Over time, people learned how to grow better, more useful plants.

During the New Stone Age, humans learned to **domesticate** animals. Dogs were used for hunting.  
45 Sheep, goats, and pigs gave meat, milk, wool, and skins. By about 2400 B.C., cattle, camels, horses, and donkeys were used to carry heavy loads. Domesticated animals helped people make sure they would have a steady supply of food. ✓

### Review Questions

1. What important skills did people of the Old Stone Age use to find food?

---

---

---

2. What marked the start of the New Stone Age?

---

---

---

### Key Terms

**fertile** (FUR tu) *adj.* able to grow plants well

**domesticate** (duh MES tih kayt) *v.* tame wild plants and animals for human use

### Vocabulary Strategy

Look at the phrase *pastoral nomads* in the underlined sentence. The term is not defined for you. But there are clues to what it means. Write the definition below, then circle the words or phrases that helped you learn its meaning.



---

---

---

### ✓ Reading Check

What skills did people develop during the New Stone Age?

---

---

---

# CHAPTER 1

## Prepare to Read

### Section 3 The Beginnings of Civilization

#### Objectives

1. Find out the advantages people gained from settling in one place.
2. Learn about the growth of early cities.
3. Understand how the first civilizations formed and spread.



#### Target Reading Skill

**Preview and Ask Questions** Before you read this section, preview the section title, objectives, and headings to see what the section is about. What do you think are the most important concepts in the section? How can you tell?

After you preview the section, write two questions that will help you understand or remember important concepts or facts in the section. For example, you might ask yourself

- How did the first cities grow?
- How did early civilizations form?

Find the answers to your questions as you read.

Keep asking questions about what you think will come next. Does the text answer your questions? Were you able to predict what would be covered under each heading?

#### Vocabulary Strategy

**Using Context Clues** Many English words have more than one meaning. You can use context clues to figure out the meaning of these words. For example, in the sentences below, the word *back* is used in two different ways.

He wrote his answers on the **back** of the worksheet.

From the rest of the sentence, you can figure out that *back* means “reverse side.”

She asked her friends to **back** her plan.

By using context clues, you can figure out that in this sentence, *back* means “support.”

## Section 3 Summary

### Advantages of a Settled Life

1 Farming was hard work. But it had advantages. People who grew their own food could stay in one place. They could store **surplus** food for later use. People could have larger families. The world's population grew  
5 quickly. About 10,000 years ago, the population of the world was about 5 million people. By 7,000 years ago, the world's population had grown to as much as 20 million.

10 People lived in New Stone Age farming settlements for many centuries. Settlements grew into towns. With food surpluses, people did not have to spend all their days getting food. Some people switched to other kinds of work. Some became **artisans**. They made things such as baskets, tools, pottery, and cloth. ✓

### The Growth of Cities

15 Not all farming settlements grew into cities. Cities started in areas with rich soil. Rich soil led to large surpluses of food. People also needed plenty of drinking water and materials to build homes. Some of the earliest cities grew along rivers, such as the Nile in Egypt.

20 Cities grew there because the soil is rich near rivers. ✓

Early cities were different from farming villages. They were larger. They had large public buildings. Some buildings were used to store crops. Other buildings were for worshiping the gods. Still others were  
25 places where people could buy and sell goods. In villages, most people were farmers. In cities, most people worked at a craft.

As the population grew, governments formed. Governments kept order. They settled disputes and  
30 managed **irrigation** projects.

#### Key Terms

**surplus** (SUR plus) *n.* more than is needed

**artisan** (AHR tuh zun) *n.* a worker who is especially skilled at crafting items by hand

**irrigation** (ih uh GAY shun) *n.* supplying land with water through a network of canals

#### ✓ Reading Check

What effect did food surpluses have on people living in towns?

---

---

---

#### ✓ Reading Check

Why did cities often grow up along rivers?

---

---

---

#### Target Reading Skill

Ask and answer a question about how settlements grew into cities.

Question: \_\_\_\_\_

\_\_\_\_\_

Answer: \_\_\_\_\_

\_\_\_\_\_

## The First Civilizations

Over time, some New Stone Age societies became **civilizations**. A civilization has cities, a central government, and specialized workers. It also has writing, art, and architecture.

<sup>35</sup> By 6600 B.C., artisans in Europe and Asia had learned to get copper from certain rocks. By 3000 B.C., they mixed copper and tin to make bronze. This was the start of the Bronze Age. Bronze was much harder than copper and was used to make longer-lasting  
<sup>40</sup> weapons, tools, and shields.

Traders took precious items to faraway cities. They traded for goods that people at home wanted. Then they brought these goods back home. Around 3500 B.C.,  
<sup>45</sup> the wheel and axle were invented. Now goods could be carried farther and more easily. Merchant ships carried goods across seas and rivers. New ideas spread from one society to another. ✓

Cities developed **social classes**. In the large cities, the king was the most powerful person. Next were two  
<sup>50</sup> other classes. One was the priests of the city's religion. The other was made up of nobles. They were government officials and military officers. Below them were artisans and merchants. At the bottom were workers and farmers. Slaves, or human beings who are owned  
<sup>55</sup> by other people, ranked below free people.

## Review Questions

1. What helped villages grow into cities?

---

---

2. What happened as societies grew into civilizations?

---

---

### Vocabulary Strategy

The word *noble* has several meanings. You may already know one of its meanings. Read the underlined sentences below. What is its meaning in this context?

---

---

---

### ✓ Reading Check

What skills and practices were important in the growth of early civilizations?

---

---

---

### Key Terms

**civilization** (suh vuh luh zay shun) *n.* a society with cities, a central government, job specialization, and social classes

**social class** (soh shul klas) *n.* a group of people with similar backgrounds, income, and ways of living

## Chapter 1 Assessment

1. The time before writing was invented is known as
  - A. oral tradition.
  - B. history.
  - C. prehistory.
  - D. geography.
2. Historians often look at geography to tell them
  - A. when people lived.
  - B. about religion.
  - C. about wars and rulers.
  - D. how a location affected the lives of the people who lived there.
3. When did early humans cross from Asia to North America?
  - A. more than a million years ago
  - B. about 30,000 years ago
  - C. more than 100,000 years ago
  - D. 500,000 years ago
4. Which of the following describes the Old Stone Age?
  - A. People learned to domesticate animals.
  - B. People began to grow their own food.
  - C. Some people became pastoral nomads.
  - D. People survived by hunting animals and gathering wild plants.
5. What did people need to grow farming settlements into cities?
  - A. a large supply of slaves
  - B. tame animals and grazing land
  - C. rich soil, drinking water, and building materials
  - D. large public buildings

### Short Answer Question

How did the start of farming change people's lives?

---

---

---

---

---