

# Do Now!



In the year 2450, a major storm hit the entire world causing major flooding and damage to the world's electric supply. Electricity ceased to exist. The storm killed billions and destroyed most civilizations.

**You're an archaeologist** in the year 3050 and you've just discovered an artifact (penny) in the region of North America.

Write a history! Examine the artifact: What are some characteristics of this object? Make conclusions as to how this object might have been used and by whom? What does the object reveal to you about the culture of the people who made it and used it? Think about **What? Who? Where? When? How?**

If you don't leave anything behind... it's as if you've  
never existed!

# Terms, People, and Places

- Prehistory: The period of time before writing was invented
- Historian: A person who studies how people lived in the past
- Artifact: An object made by human beings
- Anthropology: The Study of the origins and development of people and their societies
- Culture: The way of life of a society (the knowledge, beliefs, customs, and values of a group of people), which is handed down from one generation to the next by learning & experience
- Archaeology: The study of people and cultures through their material remains
- Economist:
- Technology: The skills and tools people use to meet their basic needs
- Primary Source:
- Secondary Source:
- Bias:

# Lesson Objectives:

- Learn how historians study the historical past
- Find out how archeologists and other scientists contribute to our knowledge of history
- Understand how discoveries in Africa and beyond have influenced anthropologists' views about early humans and their ancestors

**READING CHECK**

What is anthropology?

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**VOCABULARY STRATEGY**

What does the word *technique* mean in the first underlined sentence? Look for the word *technology* in the second underlined sentence. Notice that these two words have a common root. Use these related words to help learn what *technique* means.

**READING SKILL**

**Summarize** In your own words, summarize the important discoveries made by anthropologists Mary and Louis Leakey at Olduvai Gorge.

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The long period before the invention of writing is called **prehistory**. Then about 5,000 years ago, humans invented writing and recorded history began.

**Historians** learn details of the past from **artifacts**, such as clothing, coins, and artwork. However, most rely on written evidence, such as letters or tax records. Historians must also evaluate evidence to determine if it is reliable. Then they interpret it to explain why an event, such as a war, happened. Historians help us understand what happens today and what may happen in the future.

**Anthropology** is the study of the development of people and their societies. Some anthropologists study human bones to understand how physical traits have changed. Others study **cultures** from the past and present. **Archaeology**, a specialized branch of anthropology, is the study of past cultures through material remains, including buildings and artifacts. In the past, archaeologists might just choose a likely site and start digging to try to find ancient artifacts. Today they work with experts in many fields, such as geology and biology. They also use modern innovations, such as computers and aerial photography. A technique for measuring radioactivity helps these scholars determine the age of objects.

Before the 1950s, anthropologists knew little about early humans and their ancestors. Anthropologists **Mary and Louis Leakey** searched for clues in East Africa at **Olduvai Gorge**. There they found many ancient stone tools. The tools showed that whoever had made them had developed the skills and tools, or **technology**, to survive. Early human relatives, or hominids, must have made them. Then, in 1959, after two decades of searching, Mary Leakey found the skull of an early hominid. In 1974, anthropologist **Donald Johanson** found pieces of a hominid skeleton in Ethiopia. “Lucy” was at least 3 million years old. Discoveries like these helped establish that a number of different groups of hominids, such as *Homo habilis* and *Homo erectus*, lived over the course of several million years. Two groups of *Homo sapiens* arose. One group—the Neanderthals—disappeared between 50,000 and 30,000 years ago. Early modern humans were then the only hominids on Earth.

**Review Questions**

1. What evidence do historians study to learn about the past?

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2. What have stone tools taught anthropologists about early humans?

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Name \_\_\_\_\_

Class \_\_\_\_\_

Date \_\_\_\_\_

CHAPTER

1

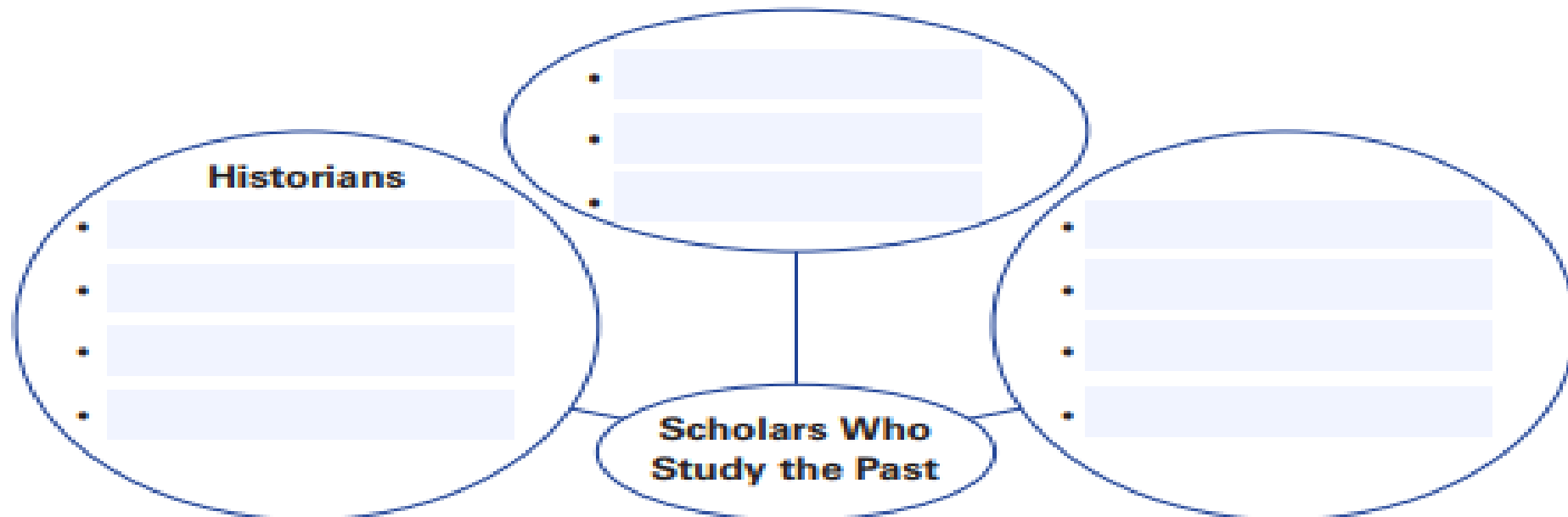
SECTION 1

## Note Taking Study Guide

### UNDERSTANDING OUR PAST

**Focus Question:** What have scholars learned about the ancestors of humans, and how have they done so?

**A.** *As you read "Studying the Historical Past" and "Investigating Prehistory," complete the following graphic organizer, identifying the types of scholars who study the past. Then summarize what each type does.*



# Summary

## “The Study of History”

Archeologists, historians, and other scholars are learning about our ancient human past through careful research. When the evidence they find is gathered, pieced together and interpreted, a fascinating story of the emergence of civilization unfolds. Archaeologists analyze artifacts to trace how early people developed new technologies and ways of life. Historians also study how people lived in the past, but they rely more heavily on written evidence to interpret past events. Geographers use the themes of location, place, human environment interaction, movement, and region to explain the impact of geography on the human story.

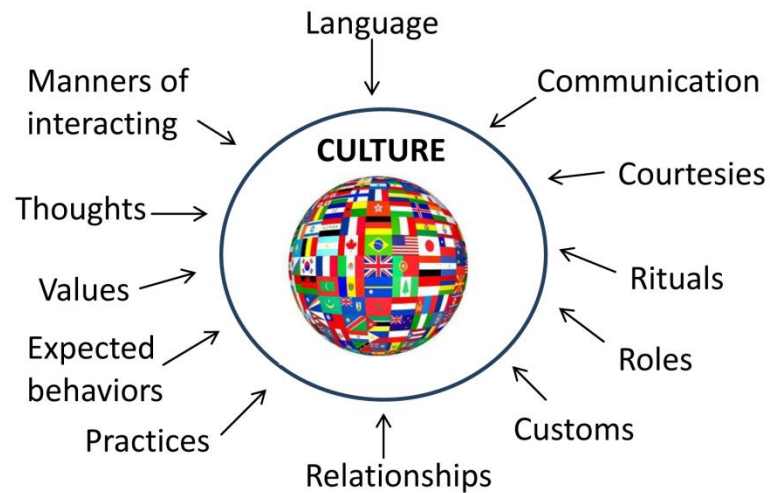
## Aim #2: How do social scientists study history?





# Anthropologists/Archaeologists Study the Past

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# Archaeologists use two methods to determine the age of artifacts.

<b>Relative Dating</b>	<b>Absolute Dating</b>
Artifact styles change over time.	Bones lose certain chemical elements at a set rate.
Newer artifacts are buried on top of older ones.	The age of wood can be determined.
Associated geologic features can be a clue.	Carbon-14, an element in all previously living things, decays at a set rate.

# Historians Study the Past



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HOW DO WE KNOW?

WHAT QUESTIONS DO WE ASK OF THE PAST? HOW? WHAT? WHERE? WHEN? WHY? WHO?

HOW DO WE KNOW?

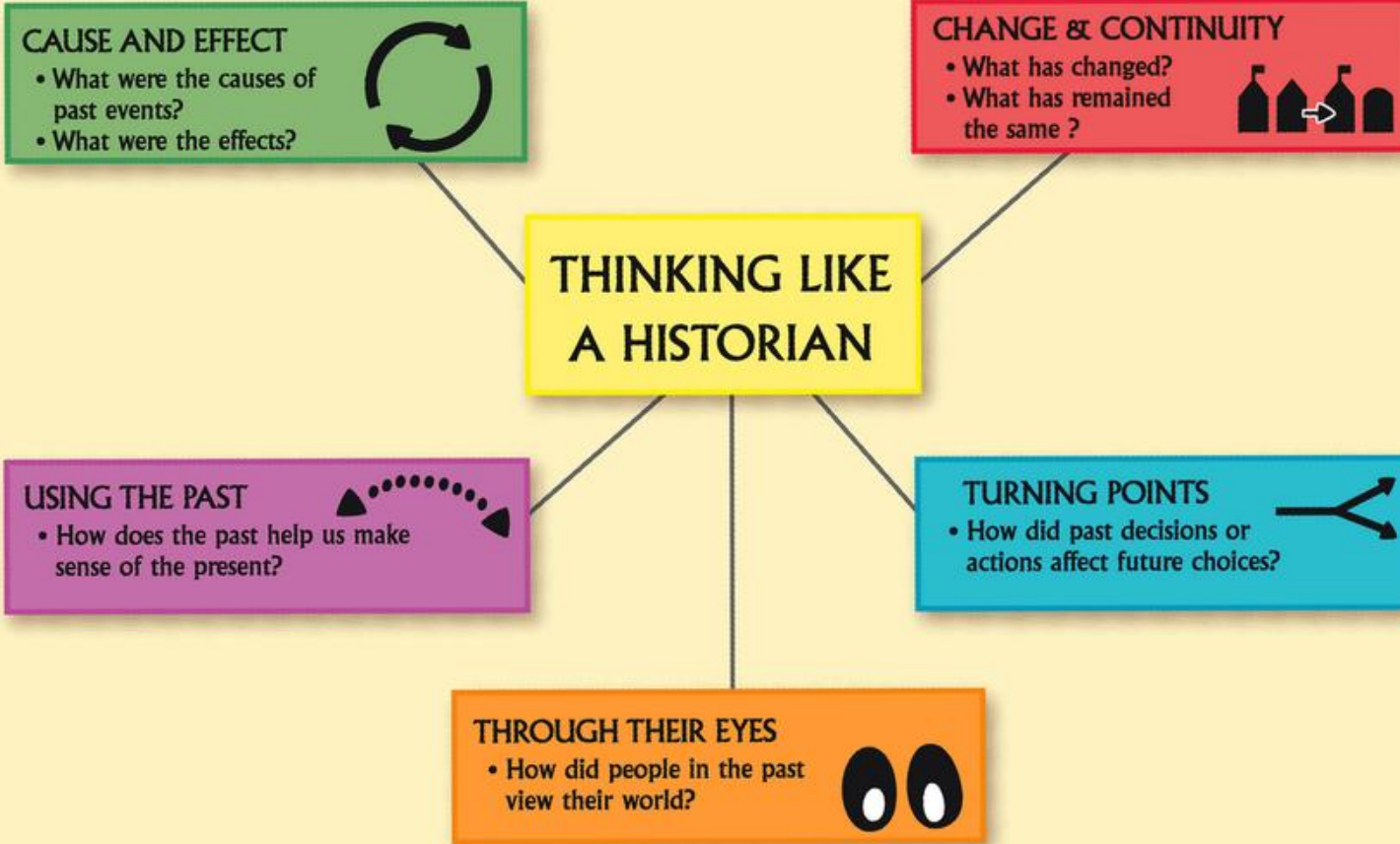
HOW CAN WE FIND OUT? HOW DO WE EVALUATE THE EVIDENCE?

WHAT MATTERS? WHY DOES IT MATTER?

WHAT QUESTIONS DO WE ASK OF THE PAST? HOW? WHAT? WHERE? WHEN? WHY? WHO?

HOW CAN WE FIND OUT? HOW DO WE EVALUATE THE EVIDENCE?

WHAT MATTERS? WHY DOES IT MATTER?



WHAT QUESTIONS DO WE ASK OF THE PAST? HOW? WHAT? WHERE? WHEN? WHY? WHO?  
HOW CAN WE FIND OUT? HOW DO WE EVALUATE THE EVIDENCE?  
WHAT MATTERS? WHY DOES IT MATTER?

HOW DO WE KNOW?

HOW CAN WE FIND OUT? HOW DO WE EVALUATE THE EVIDENCE?

HOW DO WE KNOW?

WHAT QUESTIONS DO WE ASK OF THE PAST? HOW? WHAT? WHERE? WHEN? WHY? WHO?

# WHAT QUESTIONS DO WE ASK OF THE PAST?

## THINKING LIKE A HISTORIAN



### CAUSE AND EFFECT

What were the causes of past events?

What were the effects?

- Who or what made change happen?
- Who supported change?
- Who did not support change?
- Which effects were intended?
- Which effects were accidental?
- How did events affect people's lives, community, and the world?



### CHANGE AND CONTINUITY

What has changed?

What has remained the same?

- Who has benefited from this change?
- Who has not benefited? And why?



### TURNING POINTS

How did past decisions or actions affect future choices?

- How did decisions or actions narrow or eliminate choices for people?
- How did decisions or actions significantly transform people's lives?



### USING THE PAST

How does the past help us make sense of the present?

- How is the past similar to the present?
- How is the past different from the present?
- What can we learn from the past?



### THROUGH THEIR EYES

How did people in the past view their world?

- How did their worldview affect their choices and actions?
- What values, skills and forms of knowledge did people need to succeed?



★★★★★  
**PRIMARY  
SOURCE**

Created during time of study

# Sources: Primary & Secondary

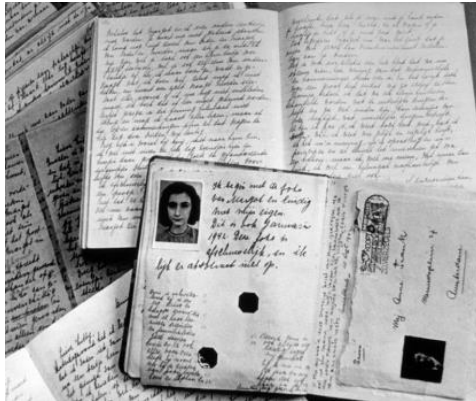
<https://www.youtube.com/watch?v=cqXHO7bTPnw>

**SECONDARY  
SOURCE**

Created after the fact

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- **Examples:**

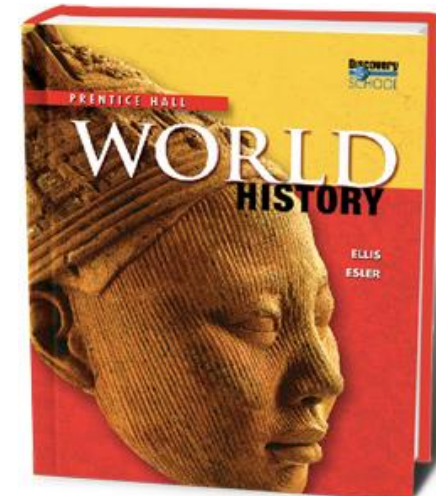
- Journals
- Diaries
- Letters
- Transcripts
- Legislation
- Carvings on Walls
- Ancient Scrolls
- Speeches
- Photographs/Art/film footages
- Poems
- Artifacts



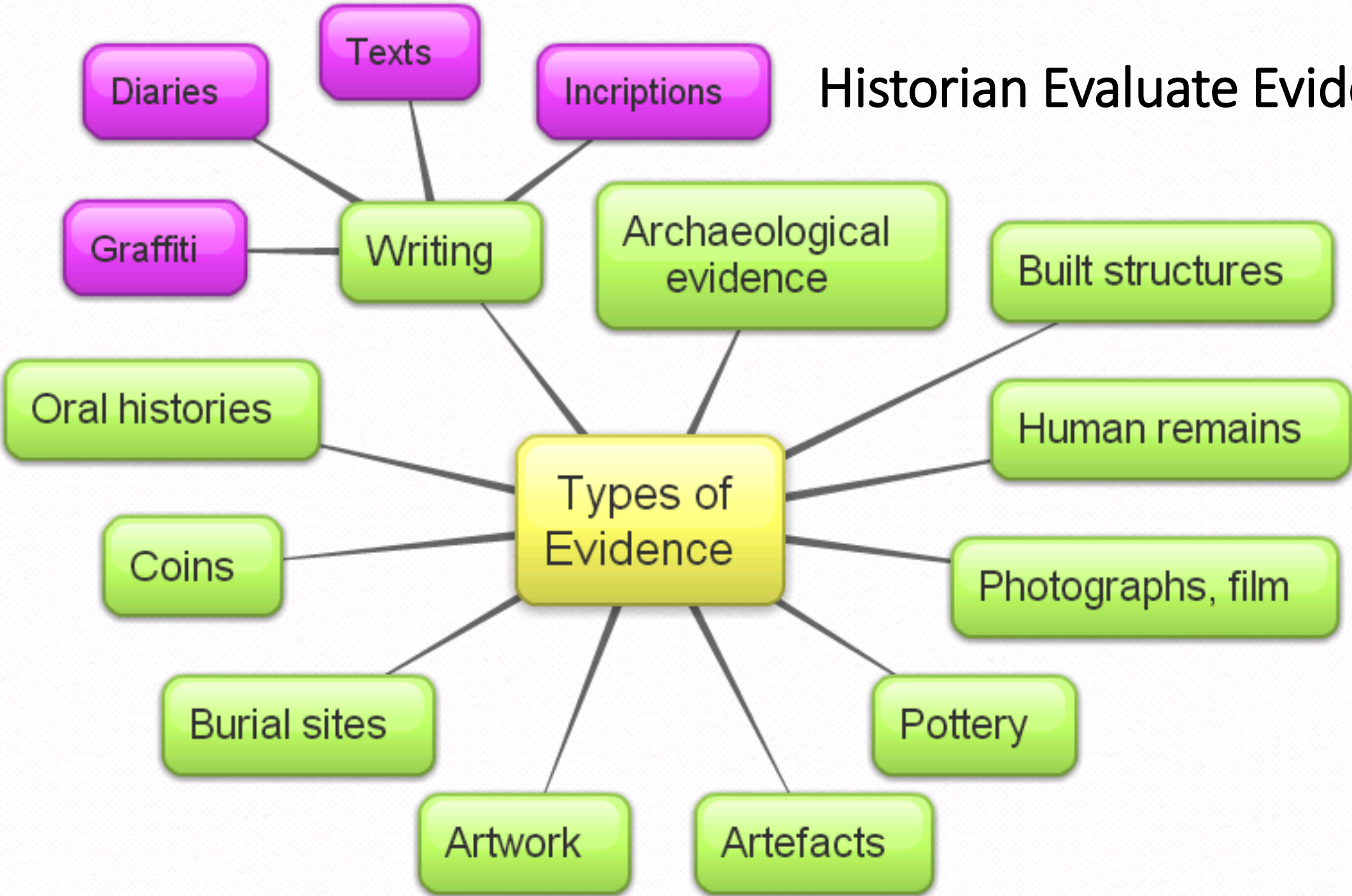
**\* Sources Can Be Misleading- Bias**

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- **Examples:**

- History textbooks
- Encyclopedias
- Biographies
- Reference books
- Journal articles



# Historian Evaluate Evidence





## Checkpoint

How do historians & archeologists study the past?



# Other Contributors of Social Studies

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# 5 Themes of Social Studies

History

what happened in the past

Historian

people's ways of life

Culture

Anthropologist

Economics

Economist

the way people use resources to meet their needs

Government

a system of leaders and laws that helps people live together

Geography

the study of Earth's surface and the way people use it

Geographer

Political Scientist

# Graphic Summary: *Learning About the Past*

	ARCHAEOLOGY	HISTORY	GEOGRAPHY
<b>What is it?</b>	Study of early people by examining things they left behind	Study of what happened and how people lived in the past	Study of Earth, its people and its Resources
<b>Who does it?</b>	Archaeologists	Historian	Geographer
<b>What do they do?</b>	Study artifacts, such as tools, weapons clothing, pottery	Study artifacts, especially Written documents	Study where people lived and why they lived there
<b>Why do they do it?</b>	To learn about the beliefs and activities of a group of people	To learn how events happened	To learn how places affect the way people live and how people move from place to place

Archaeologists, geographers, and historians all contribute to our knowledge of the past.



## **Checkpoint**

How do other social scientists contribute to the knowledge of history?



I don't get it...



I get it!

#### EXIT CARD

Please jot down what you have gotten from today's lesson and what you still have questions on.