**Chapter 1**

**Guided Reading**  
**Humans Try to Control Nature**

**Section 2**

**A. Summarizing**  
As you read this section, take notes to answer questions about the development of agriculture.

People of the Old Stone Age were nomads who wandered from place to place in search of food.

<table>
<thead>
<tr>
<th>1. How did hunter-gatherers use technology to improve their chances of survival?</th>
<th>2. What types of art did Paleolithic people create?</th>
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About 10,000 years ago, an agricultural revolution began.

<table>
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<th>3. What factors led to the agricultural revolution?</th>
<th>4. How did farming develop and spread worldwide?</th>
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Farming led to a settled way of life.

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<tr>
<th>5. What were some of the cultural achievements of Neolithic villagers?</th>
<th>6. What problems did early villagers face?</th>
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**B. Identifying Problems and Solutions**  
On the back of this paper explain how stone age peoples used **slash-and-burn farming** and the **domestication** of animals to produce a steady source of food.
Among the many ancient settlements of human beings in the world was the village of Catal Huyuk. Founded approximately 8,000 years ago in the hills of what is now Turkey, Catal Huyuk lasted for nearly 2,000 years before mysteriously disappearing.

The settlement was the world’s most advanced human center of the first agricultural age. However, Catal Huyuk did not develop near a major river system, as might have been expected of a farming village. Instead, it developed near a small stream in the shadow of three menacing volcanoes.

The people of Catal Huyuk fortified themselves against invaders and wild animals by building a village that contained no doors or streets. Instead, inhabitants used a hole in the roof to enter and exit and people simply moved around on top of each other’s dwellings. Families constructed their houses with strong mud-dried brick. The roofs were made of woven reeds and mud and were connected on one or more sides to the units next to them. Each family dwelling contained an open hearth, an oven in the wall, and clearly defined sleeping areas.

The residents of Catal Huyuk appeared to be a religious people. Elaborate shrines were constructed in the same fashion as the dwellings, and contained four or five rooms. Paintings filled the walls of these shrines and often included the chief deity, who was believed to be a goddess. This goddess was frequently depicted giving birth, nursing a child, or living as an old woman accompanied by a vulture.

The economic base of Catal Huyuk was also highly sophisticated for the time. Like their ancestors, these people still hunted, but they also bred goats, sheep, and cattle. In addition, they produced many different types of foods, including peas, several grains, berries, and berry wine. However, like other prehistoric humans, the people of Catal Huyuk did not live much past their twenties.
Interpreting Text and Visuals

1. What does the illustration reveal about the way that the people of Catal Huyuk entered their dwellings and moved from house to house?

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2. Where was Catal Huyuk located?

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3. Describe the physical surroundings of Catal Huyuk.

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4. Explain how the village of Catal Huyuk was constructed.

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5. What role did religion play in the lives of the people of Catal Huyuk?

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6. If Catal Huyuk had been built near a major river system, how might life have been different?

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7. Look again at the illustration. Explain what you think the inhabitants of Catal Huyuk gained by constructing their settlement in this manner.

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PRIMARY SOURCE  Lascaux Cave Painting

A prehistoric artist painted this bull in the Lascaux Cave in France. What can this cave painting tell you about prehistoric life?

Research Options

1. **Interpreting Visual Sources**  Find and compare photographs of cave paintings like this one that have been found in France, Spain, South America, and Africa. What do these paintings have in common? How are they different? With classmates, create a bulletin board display to illustrate a variety of Stone Age art.

Using Research in Writing

2. Find out more about how prehistoric artists made their cave paintings. What tools did they use? How did they make colored paints? Share your findings with classmates.

3. Cave art provides important clues to prehistoric life. With a partner, research what is being done to protect and preserve cave paintings.
Jean-Marie Chauvet is no scientist and certainly no archeologist. In fact, he left school at the age of 14, worked as a stonemason, a hardware-store clerk and, finally, as a caretaker on the government payroll.

But the 42-year-old Frenchman has devoted nearly every weekend for the past three decades to his life’s passion: digging inside the sheer rock faces of the Ardeche Gorge in southern France in the faint hope of discovering a path back through time in dark, hidden caves.

Thousands of spelunkers like Chauvet have spent years exploring the many caves of Europe, trying to become the first modern man or woman to lay eyes on, say, a particular fragment of rock art or, perhaps, a set of Stone Age footprints.

“It’s always the unknown that leads us,” Chauvet explained. “When you’re walking along in a cave, you don’t know what you’re going to find. Will it end around the next corner, or will you discover something fantastic?”

So it was that Chauvet and two friends were digging inside a cave near here one Sunday evening in December, seeking the source of a steady, warm draft of air. They opened a narrow hole, wriggled through, crawled a few feet along a passage and then dropped 30 feet by ladder to a soft floor.

As their flashlights scanned the walls, they were rendered speechless.

“I kept thinking, ‘We’re dreaming. We’re dreaming,’ ” Chauvet remembered.

“But, ” he added, shaking his head, “for a spelunker like me, this was the summit.”

Or, as Jean Clottes, the leading French authority on prehistoric art, put it later: “They hit the jackpot.”

What Chauvet and his colleagues discovered was one of the more important, best preserved and most unusual prehistoric finds of the century. Clottes and other experts now say. Some experts say the discovery is as significant a find as the caves of Lascaux in France and Altamira in Spain, both of which hold stunning examples of Paleolithic art.

Scientists will be studying the Chauvet Cave, as it is already being called, for years. It will be some time before a full inventory of its contents is made; some parts have yet to be explored.

But already French scientists say the cave’s chambers, which together measure the length of five football fields, contain more than 300 paintings and engravings, dating back 17,000 to 21,000 years.

There are shockingly beautiful renderings, in black, red and ochre earth pigments, of woolly rhinoceroses, cave bears, lions, mammoths, horses and even a panther and a hyena.

“As I studied them, I realized I was in the presence of the work of a great artist,” said Clottes, a scientific adviser to the French Culture Ministry and president of the International Committee of Rock Art. “It was like finding the work of an unknown Leonardo da Vinci. In prehistoric times, as now, great artists were rare.” . . .

Like so many such discoveries, the Chauvet Cave raises many questions for which there are no answers—and may never be answers.

from Los Angeles Times, February 14, 1995

Activity Options

1. Writing Narrative Paragraphs Imagine that you are Jean-Marie Chauvet. Write a diary entry about your discovery and share it with classmates.

2. Forming and Supporting Opinions With your classmates, hold an informal debate about whether the public should or should not have unlimited access to the Chauvet cave. Draw on information in your textbook and on independent research on cave art to prepare your argument.
Two storms and two walks in the mountains combined to give archaeologists one of their most treasured finds in recent history. Around 3000 B.C., a lone man was walking through the Alps, a mountain range in south-central Europe. For some reason, he lay down to rest. While he was sleeping, a sudden storm dropped snow on him, and he froze to death. Yet the blanket of snow that caused his death preserved the man’s body for thousands of years. It cushioned him from the great weight of the Alps’ glaciers as they moved over his resting place.

In recent years warmer weather has melted those glaciers, revealing the snow underneath. Then, in the fall of 1991, came the second storm—a dust storm in the Sahara Desert, far away in Africa. It was so large that dust blew north to the Alps. The dust absorbed the heat of the sun, causing the snow to melt. Days later, a German couple strolled along this mountain trail and saw a human head and shoulders. After a long undisturbed rest, the Iceman was revealed to the world.

An archaeologist later commented on the timing of the couple’s walk. “We think [the Iceman] was found only three days after he had melted out,” the scientist said, “and three days later, the snow fell again—enough to have buried him. He was out of the ice, then, only six days, at maximum.”

At first, no one knew what a treasure the Iceman was. Some thought he was a modern mountain climber who had died of the cold. Police tried to remove the body using a jackhammer, which tore away a piece of the Iceman’s hip. Workers finally pried the body out using ski poles and wooden sticks. Then archaeologist Konrad Spindler arrived. Seeing a copper ax found with the body, Spindler realized that the Iceman could be thousands of years old. He also saw that contact with the air had caused fungus to grow on the body. He ordered the mummy placed in a freezer to save it for further study.

As the scientists examined the body, local people named him Ötzi, they called him, after the nearby Ötztal Valley. He was five feet two inches tall and had brown curly hair. He had tattoo marks on his back, one kneecap, and one foot. Since all these areas would have been covered by clothing, scientists think the tattoos were not decorations but had spiritual meaning. His pants and jacket were made from the skin of animals. He also wore a long cape made of grass. His leather shoes had been stuffed with grass to help keep his feet warm in the cold mountains. In the tatters of his clothing, the scientists spotted some grains of wheat that grew only at low altitudes. The few pieces of charcoal he carried were made of trees that now grow in a valley just a few hours walk to the south.

Scientists also studied his tools. The Iceman had a six-foot long bow that had not yet been strung. He carried 14 arrows, two of which had stone arrowheads and feathers. His deerskin quiver excited the scientists—they had never seen such an object from this period. He carried a small stone-point knife and several pieces of flint that were ready to be sharpened into arrowheads or other points. A long stick ended in a piece of deer antler. Scientists think it was used to sharpen the flint into points. He had a backpack and carried two mushrooms that are known to have value as medicines. Most spectacular was the Iceman’s ax. It had a wooden handle that curved at the top, where notches were made to fit the ax blade. The blade itself was solid copper, putting the Iceman in the period archaeologists call the Copper Age.

Scientists continue to work on the Iceman and his tools. They keep Ötzi’s body frozen to preserve it, only removing it from the freezer for periods of 20 minutes at a time. As the scientists revisit this remarkable mummy, though, they add more and more to our understanding of the human past.

Questions

Determining Main Ideas
1. How was the body revealed?
2. How did the Iceman try to protect himself from the cold?
3. Drawing Conclusions Based on the evidence, what could you say about the Iceman’s diet?
Multiple Choice

1. Highly mobile people who moved from place to place searching for new food sources were called
   a. neanderthals.
   b. hominids.
   c. nomads.
   d. farmers.

2. People whose food supply depended on hunting animals and collecting plant foods were called
   a. nomads.
   b. a culture group.
   c. Cro-Magnons.
   d. hunter-gatherers.

3. Discoveries of artistic works from early men and women include all of these except
   a. polished beads made from mammoth tusks.
   b. cave paintings.
   c. watercolor paintings.
   d. necklaces of seashells.

4. Another name for the Neolithic Revolution is the
   a. industrial revolution.
   b. agricultural revolution.
   c. New Stone Age.
   d. technological revolution.

5. Early farmers used slash-and-burn methods because
   a. the ashes fertilized the soil and brought renewed growth after a few years.
   b. they didn’t want their neighbors to be able to use the land.
   c. it produced the largest crops in the shortest period of time.
   d. lack of rain made it the only method possible.

6. The taming of animals in order to raise them as a constant source of food was known as
   a. the agricultural revolution.
   b. domestication.
   c. herding.
   d. ranching.

7. The agricultural village known as Catal Huyuk was best known for its
   a. obsidian products.
   b. religious artifacts.
   c. fossilized animal skeletons.
   d. strong social organization.

8. One drawback to the new settled way of life of people in villages such as Catal Huyuk was
   a. boredom.
   b. crowded conditions.
   c. easily spread diseases.
   d. overproduction of food.