

Period 1: Technological and Environmental Transformations, to c. 600 B.C.E.

Key Concept 1.1. Big Geography and the Peopling of the Earth

The term *Big Geography* draws attention to the global nature of world history. Throughout the Paleolithic period, humans migrated from Africa to Eurasia, Australia, and the Americas. Early humans were mobile and creative in adapting to different geographical settings from savanna to desert to Ice Age tundra. By making an analogy with modern hunter-forager societies, anthropologists infer that these bands were relatively egalitarian. Humans also developed varied and sophisticated technologies.

I. Archeological evidence indicates that during the Paleolithic era, hunting-foraging bands of humans gradually migrated from their origin in East Africa to Eurasia, Australia, and the Americas, adapting their technology and cultures to new climate regions.

- A. Humans used fire in new ways: to aid hunting and foraging, to protect against predators, and to adapt to cold environments.
- B. Humans developed a wider range of tools specially adapted to different environments from tropics to tundra.
- C. Economic structures focused on small kinship groups of hunting/foraging bands that could make what they needed to survive. However, not all groups were self-sufficient; they exchanged people, ideas, and goods.

Key Concept 1.2. The Neolithic Revolution and Early Agricultural Societies

In response to warming climates at the end of the last Ice Age, from about 10,000 years ago, some groups adapted to the environment in new ways, while others remained hunter-foragers. Settled agriculture appeared in several different parts of the world. The switch to agriculture created a more reliable, but not necessarily more diversified, food supply. Agriculturalists also had a massive impact on the environment through intensive cultivation of selected plants to the exclusion of others, through the construction of irrigation systems, and through the use of domesticated animals for food and for labor. Populations increased; family groups gave way to village life and, later, to urban life with all its complexity. Patriarchy and forced labor systems developed, giving elite men concentrated power over most of the other people in their societies. Pastoralism emerged in parts of Africa and Eurasia. Pastoral peoples domesticated animals and led their herds around grazing ranges. Like agriculturalists, pastoralists tended to be more socially stratified than hunter-foragers. Because pastoralists were mobile, they rarely accumulated large amounts of material possessions, which would have been a hindrance when they changed grazing areas. The pastoralists' mobility allowed them to become an important conduit for technological change as they interacted with settled populations.

I. Beginning about 10,000 years ago, the Neolithic Revolution led to the development of new and more complex economic and social systems.

- A. Possibly as a response to climatic change, permanent agricultural villages emerged first in the lands of the eastern Mediterranean. Agriculture emerged at different times in Mesopotamia, the Nile River Valley and Sub-Saharan Africa, the Indus River Valley, the Yellow River or Huang He Valley, Papua New Guinea, Mesoamerica, and the Andes.
- B. Pastoralism developed at various sites in the grasslands of Afro-Eurasia.
- C. Different crops or animals were domesticated in the various core regions, depending on available local flora and fauna.
- D. Agricultural communities had to work cooperatively to clear land and create the water control systems needed for crop production.
- E. These agricultural practices drastically impacted environmental diversity. Pastoralists also affected the environment by grazing large numbers of animals on fragile grasslands, leading to erosion when overgrazed.

II. Agriculture and pastoralism began to transform human societies.

- A. Pastoralism and agriculture led to more reliable and abundant food supplies, which increased the population.
- B. Surpluses of food and other goods led to specialization of labor, including new classes of artisans and warriors, and the development of elites.
- C. Technological innovations led to *improvements in agricultural production, trade, and transportation*. Required examples of *improvements in agricultural production, trade, and transportation*: Pottery, Plows, Woven textiles, Metallurgy, and Wheels and wheeled vehicles
- D. In both pastoralist and agrarian societies, elite groups accumulated wealth, creating more hierarchical social structures and promoting patriarchal forms of social organization.

Key Concept 1.3. The Development and Interactions of Early Agricultural, Pastoral, and Urban Societies

From about 5,000 years ago, urban societies developed, laying the foundations for the first civilizations. The term *civilization* is normally used to designate large societies with cities and powerful states. While there were many differences between civilizations, they also shared important features. They all produced agricultural surpluses that permitted significant specialization of labor. All civilizations contained cities and generated complex institutions, such as political bureaucracies, armies, and religious hierarchies. They also featured clearly stratified social hierarchies and organized long-distance trading relationships. Economic exchanges intensified within and between civilizations, as well as with nomadic pastoralists. As populations grew, competition for surplus resources, especially food, led to greater social stratification, specialization of labor, increased trade, more complex systems of government and religion, and the development of record keeping. As civilizations expanded, they had to balance their need for more resources with environmental constraints such as the danger of undermining soil fertility. Finally, the accumulation of wealth in settled communities spurred warfare between communities and/or with pastoralists; this violence drove the development of new technologies of war and urban defense.

I. Core and foundational civilizations developed in a variety of geographical and environmental settings where agriculture flourished.

Students should be able to identify the location of all of the following required examples of *core and foundational civilizations*: Mesopotamia in the Tigris and Euphrates River Valleys, Egypt in the Nile River Valley, Mohenjo-Daro and Harappa in the Indus River Valley, Shang in the Yellow River or Huang He Valley, Olmecs in Mesoamerica, Chavín in Andean South America

II. The first states emerged within core civilizations.

- A. States were powerful new systems of rule that mobilized surplus labor and resources over large areas. Early states were often led by a ruler whose source of power was believed to be divine or had divine support and/or who was supported by the military.
- B. As states grew and competed for land and resources, the more favorably situated — including the Hittites, who had access to iron — had greater access to resources, produced more surplus food, and experienced growing populations. These states were able to undertake territorial expansion and conquer surrounding states.
- C. Early regions of state expansion or empire building were Mesopotamia, Babylonia, and the Nile Valley.
- D. Pastoralists were often the developers and disseminators of *new weapons* and *modes of transportation* that transformed warfare in agrarian civilizations.

III. Culture played a significant role in unifying states through laws, language, literature, religion, myths, and monumental art.

- A. Early civilizations developed *monumental architecture and urban planning*.
- B. Elites, both political and religious, promoted *arts and artisanship*. Teach one illustrative example of *new weapons*, either from the list below or an example of your choice: Compound bows, Iron weapons. Example of *new modes of transportation*: Chariots, Horseback riding. Example of *monumental architecture and urban planning*: Ziggurats, Pyramids, Temples, Defensive walls, Streets and roads, Sewage and water systems. Example of *arts and Artisanship*: Sculpture, Painting, Wall decorations, Elaborate weaving
- C. *Systems of record keeping* arose independently in all early civilizations and subsequently were diffused.
- D. States developed legal codes, including the Code of Hammurabi, that reflected existing hierarchies and facilitated the rule of governments over people.
- E. *New religious beliefs* developed in this period continued to have strong influences in later periods. Required examples of *new religious beliefs*: The Vedic religion, Hebrew monotheism, Zoroastrianism
- F. *Trade expanded* throughout this period *from local to regional and transregional*, with civilizations exchanging goods, cultural ideas, and technology. Required examples of *trade expansion from local to regional and transregional*: Between Egypt and Nubia, Between Mesopotamia and the Indus Valley.
- G. Social and gender hierarchies intensified as states expanded and cities multiplied.
- H. *Literature* was also a reflection of culture. Example of *systems of record keeping*: Cuneiform, Hieroglyphs, Pictographs, Alphabets, Quipu. Example of *literature*: The “Epic of Gilgamesh”, *Rig Veda*, *Book of the Dead*.

TEKS 113.42 Social Studies, World History

History:

(c) Knowledge and skills.

- (1) **History.** The student understands traditional historical points of reference in world history. The student is expected to:
- (A) identify major causes and describe the major effects of the following events from 8000 BC to 500 BC: the development of agriculture and the development of the river valley civilizations;
- (2) **History.** The student understands how early civilizations developed from 8000 BC to 500 BC. The student is expected to:
- (A) summarize the impact of the development of farming (Neolithic Revolution) on the creation of river valley civilizations;
 - (B) identify the characteristics of civilization; and
 - (C) explain how major river valley civilizations influenced the development of the classical civilizations.
- (15) **Geography.** The student uses geographic skills and tools to collect, analyze, and interpret data. The student is expected to:
- (A) create and interpret thematic maps, graphs, and charts to demonstrate the relationship between geography and the historical development of a region or nation; and
 - (B) analyze and compare geographic distributions and patterns in world history shown on maps, graphs, charts, and models.
- (16) **Geography.** The student understands the impact of geographic factors on major historic events and processes. The student is expected to:
- (A) locate places and regions of historical significance directly related to major eras and turning points in world history;
 - (B) analyze the influence of human and physical geographic factors on major events in world history, including the development of river valley civilizations
 - (C) interpret maps, charts, and graphs to explain how geography has influenced people and events in the past.
- (17) **Economics.** The student understands the impact of the Neolithic and Industrial revolutions and globalization on humanity. The student is expected to:
- (A) identify important changes in human life caused by the Neolithic Revolution and the Industrial Revolution;
 - (B) summarize the role of economics in driving political changes as related to the Neolithic Revolution and the Industrial Revolution
- (20) **Government.** The student understands how contemporary political systems have developed from earlier systems of government. The student is expected to:
- (B) identify the impact of political and legal ideas contained in the following documents: Hammurabi's Code, the Jewish Ten Commandments
- (21) **Citizenship.** The student understands the significance of political choices and decisions made by individuals, groups, and nations throughout history. The student is expected to:
- (A) describe how people have participated in supporting or changing their governments;
 - (B) describe the rights and responsibilities of citizens and noncitizens in civic participation throughout history; and
 - (C) identify examples of key persons who were successful in shifting political thought
- (22) **Citizenship.** The student understands the historical development of significant legal and political concepts related to the rights and responsibilities of citizenship. The student is expected to:
- (A) summarize the development of the rule of law from ancient to modern times
- (23) **Culture.** The student understands the history and relevance of major religious and philosophical traditions. The student is expected to:
- (A) describe the historical origins, central ideas, and spread of major religious and philosophical
 - (B) identify examples of religious influence on various events referenced in the major eras of world history.
- (24) **Culture.** The student understands the roles of women, children, and families in different historical cultures. The student is expected to:
- (A) describe the changing roles of women, children, and families during major eras of world history
- (26) **Culture.** The student understands the relationship between the arts and the times during which they were created. The student is expected to:
- (A) identify significant examples of art and architecture that demonstrate an artistic ideal or visual principle from selected cultures;
 - (B) analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced; and
 - (C) identify examples of art, music, and literature that transcend the cultures in which they were created and convey universal themes.
- (27) **Science, technology, and society.** The student understands how major scientific and mathematical discoveries and technological innovations affected societies prior to 1750. The student is expected to:
- (A) identify the origin and diffusion of major ideas in mathematics, science, and technology that occurred in river valley civilizations
- (29) **Social studies skills.** The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
- (A) identify methods used by archaeologists, anthropologists, historians, and geographers to analyze evidence;

(B) explain how historians, when examining sources, analyze frame of reference, historical context, and point of view to interpret historical events;

(C) explain the differences between primary and secondary sources and examine those sources to analyze frame of reference, historical context, and point of view;

(D) evaluate the validity of a source based on language, corroboration with other sources, and information about the author;

(E) identify bias in written, oral, and visual material;

(F) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time;

(G) construct a thesis on a social studies issue or event supported by evidence; and

(H) use appropriate reading and mathematical skills to interpret social studies information such as maps and graphs.

(30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(A) use social studies terminology correctly;

(B) use standard grammar, spelling, sentence structure, and punctuation;

(C) interpret and create written, oral, and visual presentations of social studies information; and

(D) transfer information from one medium to another.

(31) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and

(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.