

Document 1

From Food Gathering To Food Producing

. . . Paleolithic men could not control their food supply. So long as they relied on foraging, hunting, fishing, and trapping, they were dependent on the natural food supply in a given area to keep from starving. But while Paleolithic men continued their food-gathering pattern of existence in Europe, Africa, and Australia, groups of people in the Near East began to cultivate edible plants and to breed animals. Often described as the “first economic revolution” in the history of man, this momentous change from a food-gathering to a food-producing economy initiated the Neolithic Age. Paleolithic man was a hunter; Neolithic man became a farmer and herdsman. . . .

Source: T. Walter Wallbank, et al., *Civilization: Past and Present*, Scott, Foresman and Company

- 1 According to the authors of this passage, what is *one* significant change that occurred between the Paleolithic Age and the Neolithic Age? [1]

Score

WHY HUNT? WHY GATHER? JOIN THE **NEOLITHIC REVOLUTION!**

How goes the **hunt**?

Not so great. How's **gathering**?


So-so.



Look! A **village!**
I wonder what they **do** over there ...?



Excuse me.
I couldn't help but **overhear.** Let me tell you about living the **Neolithic Way!**



First off – we don't just **look around** for our food ... we actually **grow** some of it ourselves, **where we live!**

Gasp!



Plant and animal **domestication** is the **key.** We grow **edible plants** ourselves, right out of the **ground,** time after time!

Yum!



Animals, too! We **control** their reproduction to select **desirable characteristics** and eliminate bad ones.

Wow! How can we live the **Neolithic way?**



You can start by **joining us** in the village! **Leave your troubles behind!***

*Some hunting and gathering may be necessary to maintain dietary variety and avoid famine.



Your KEYS to a BETTER LIFE!

Harness Plant Power!

- Learn how the seeds you drop can become next fall's crop!
- Use seed selection to make future plants more productive and easier to harvest!
- Preserve and store surpluses for hard times!
- Invent new ways of preparing and cooking plant foods!

Put Animals To Work For You!

- Learn which species are slow and submissive!
- Use food and fences to keep them around!
- Influence their choice of mates!
- Breed the best and eat the rest!



Special offer!
Free booklets!
The Pleasures of Porridge
Earn Your Animals' Respect
How to Tell a Weed

Source: Mysteries of Çatalhöyük!, Science Museum of Minnesota, www.smm.org/catal (adapted)

2 Based on this comic, state *two* effects of the Neolithic Revolution. [2]

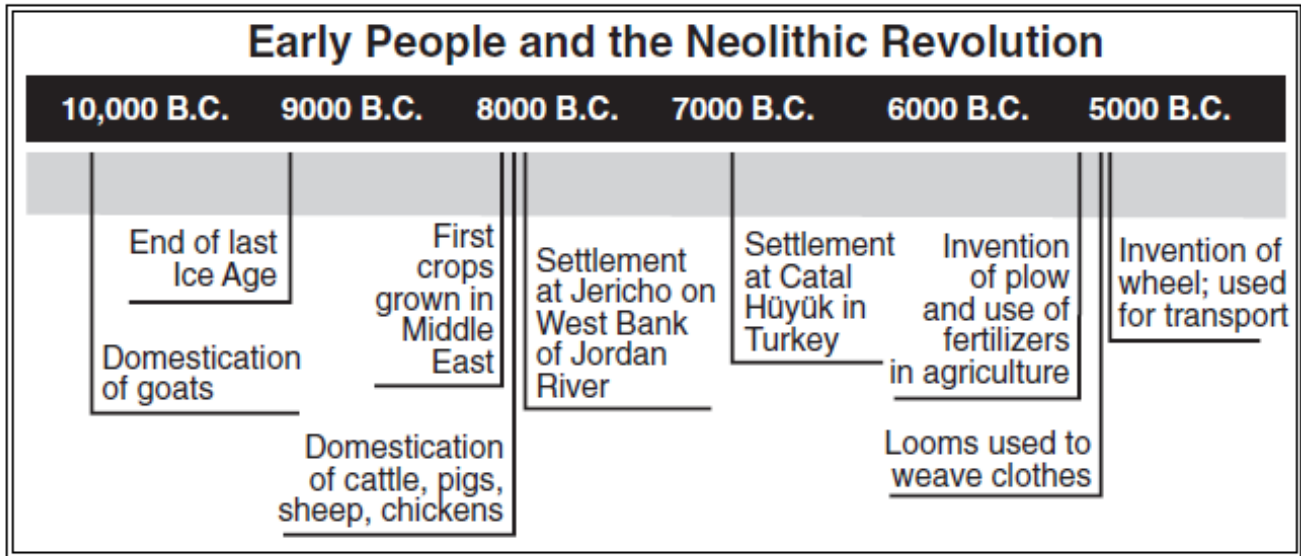
(1) _____

Score

(2) _____

Score

Document 4



Source: Vivienne Hodges, *New York State Global History Regents Coach*, Educational Design, Inc. (adapted)

Based on this time line, identify *two* ways that people's lives changed during the Neolithic Revolution. [

(1) _____

Score

(2) _____

Score

Document 5

My name is Ogg, and I am a hunter. I usually walk a great distance each day to find my food. . . .

I continue to hunt for a living, even though many of my friends have given up. They have learned to plant crops and keep animals. They live in houses made of brick, stone, and grass.

One day, while returning from the hunt, I happened to pass the field of my friends Ulana and Lute. . . .

“Look how well we live,” Ulana replied. “We have a steady supply of meat, milk, vegetables, and wool. In fact, we have everything we need.” . . .

“We are not afraid, nor are we hungry. We all work together and help one another. Some till the soil. Others care for the animals. Still others make weapons and tools. We trade goods with people in other villages. You should give up the hunt and join us, Ogg. You will have a better life.” . . .

I left Ulana and continued to hunt for my food. But last week I returned from the hunt empty-handed every day. I was cold, tired, and hungry. . . .

Source: Henry Abraham and Irwin Pfeffer, *Enjoying Global History*, AMSCO

Identify *one* way that progress during the Neolithic Revolution helped Ulana and her friends. [1]

Score

Document 9

This extract summarizes the findings of several archaeologists in the 1950s and 1960s.

. . . The first archaeological evidence for the domestication of cereals, and some of the earliest evidence for the domestication of animals, comes from a broad region stretching from Greece and Crete in the west to the foothills of the Hindu Kush south of the Caspian in the east. Here are found the wild plants from which wheat and barley were domesticated, whilst it is only in this zone that the wild progenitors [ancestors] of sheep, goats, cattle and pigs were found together, for the latter two had a much broader distribution than wild sheep and goats. By the tenth millennium B.C. peoples who relied upon hunting and gathering were reaping wild barley and wild wheat with knives, grinding the grain and using storage pits. By the sixth millennium there is evidence of village communities growing wheat and barley, and keeping sheep and goats, in Greece and Crete in the west, in southern Turkey, the Galilean uplands of the eastern littoral [coastal region] of the Mediterranean, in the Zagros mountains of Iran and Iraq, the interior plateaux of Iran, and in the foothills south east of the Caspian. Subsequently the number of domesticated plants grown was increased, including flax, for its oil rather than for fibre, peas, lentils and vetch [plants used for food]. By the fourth millennium the olive, vine and fig, the crops which give traditional Mediterranean agriculture much of its distinctiveness, had been domesticated in the eastern Mediterranean. Cattle and pigs are thought to have been domesticated after sheep and goats. Cattle were used as draught animals, and for meat; not until the late fourth millennium is there evidence of milking in South West Asia. . . .

Source: D. B. Grigg, *The Agricultural Systems of the World*, Cambridge University Press

3 Based on this document, state *two* changes in agriculture that occurred during the Neolithic Revolution. [2]

(1) _____

Score

(2) _____

Score