Two worlds: Early human history and beyond

Historians approach the story of humans with observations, inferences, research, and eventually an account of “what happened” support by evidence. When examining the Neolithic Revolution, a significant turning point in history, we will look at, or examine, current events, historian accounts, and your own experiences.

Activity 1: Historian Interpretations

History is not told alone by primary sources. Secondary sources are valuable sources in understanding the past, present, and future. We will analyze two historian’s perspectives on the Neolithic Revolution.

Activity 2: DBQ Analysis

Now we will look at primary sources to determine what we think is the story of the Neolithic Revolution.

Activity 3: Interactive homework

Thinking about this idea of two different worlds, you will interview a parent, guardian, relative, or adult about their world when they were teenagers. You can ask them about **Economics, Society, and/or Politics.**  Then write down what your world is like as a teenager. Or you can complete what your world is like and ask the adult to describe what their world was like in terms of the topics you identified. For example, as teenager I live in a multicultural society. This was not the case of my grandparents who grow up in a homogenous society, meaning almost all people practiced the same religion, spoke the same language, and practice the same norms.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Economics | Society  | Politics |
| Adult |  |  |  |
| You |  |  |  |

Activity 5:

After reading the book, secondary sources, completing the DBQ, you now have knowledge about the Paleolithic world and Neolithic Revolution. Complete the chart below and be prepared to share your responses with the class.

|  |  |  |  |
| --- | --- | --- | --- |
| World | Characteristics |  |  |
|  | Economics | Society | Politics |
| Paleolithic |  |  |  |
| Neolithic |  |  |  |

If your opinion, which world was most equal? Support with almost two pieces of evidence.