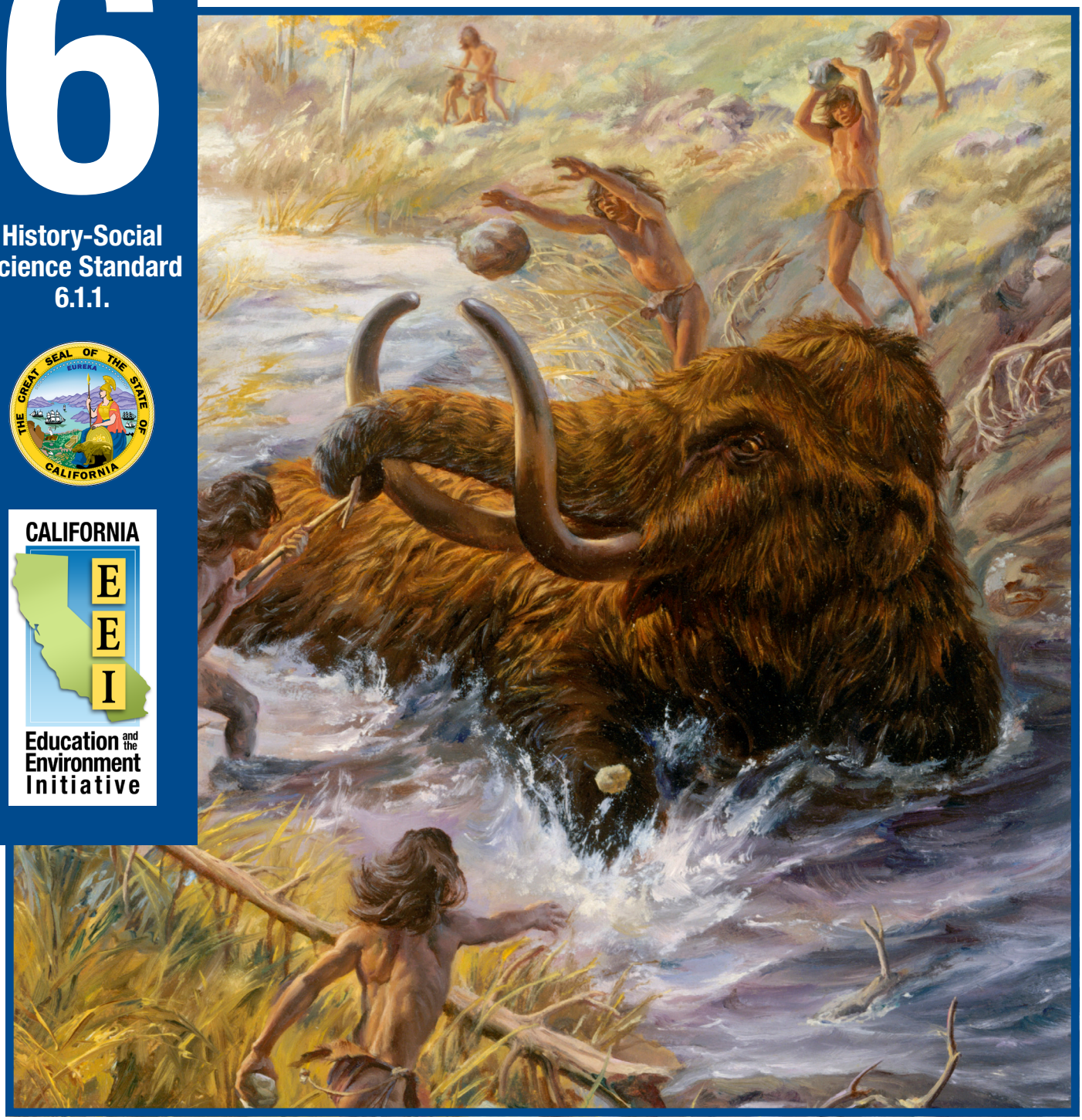
6

History-Social Science Standard 6.1.1.

Teacher's Masters

California Education and the Environment Initiative



Paleolithic People: Tools, Tasks, and Fire

California Education and the Environment Initiative

Approved by the California State Board of Education, 2010

The Education and the Environment Curriculum is a cooperative endeavor of the following entities:

California Environmental Protection Agency
California Natural Resources Agency
Office of the Secretary of Education
California State Board of Education
California Department of Education
California Integrated Waste Management Board

Key Leadership for the Education and Environment Initiative:

Linda Adams, Secretary, California Environmental Protection Agency
Patty Zwarts, Deputy Secretary for Policy and Legislation, California Environmental Protection Agency
Andrea Lewis, Assistant Secretary for Education and Quality Programs, California Environmental Protection Agency
Mark Leary, Executive Director, California Integrated Waste Management Board
Mindy Fox, Director, Office of Education and the Environment, California Integrated Waste Management Board

Key Partners:

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Contents

Lesson 1 Hunting and Gathering

None required for this lesson.

Lesson 2 Life in Paleolithic Times

None required for this lesson.

Lesson 3 Investigating Implements

None required for this lesson.

Lesson 4 Fabulous Fire

None required for this lesson.

Lesson 5 Mastodons and Modern Times

None required for this lesson.

Assessments

Paleolithic People: Tools, Tasks, and Fire—
Traditional Unit Assessment Master 2

Anthropological Conference: Paleolithic Tools Poster Session—
Alternative Unit Assessment Master 6

Poster Session Q&A—Alternative Unit Assessment Master 7

Name: _____

Part 1

Instructions: Circle the best answer for each question. (2 points each)

1. Which of these developed during the Paleolithic period in human history?
   a. fishing
   b. glaciers
   c. stone tools
   d. forest fires

2. What happened to mastodons and mammoths toward the end of the Paleolithic period?
   a. their populations grew
   b. they went extinct
   c. humans hunted them all
   d. they migrated to North America

3. Which of the following was not a way that Paleolithic people used fire?
   a. reading at night
   b. hunting animals
   c. cooking and drying food
   d. keeping warm

4. _____ was invented by Late Paleolithic people living in Asia.
   a. Fire
   b. The bow
   c. Clothing
   d. Hunting

5. Which of the following tools was not invented by Paleolithic people?
   a. the awl
   b. the needle
   c. mortar and pestle
   d. the purse seine

Name: _____

6. Which is true about people in the Paleolithic period?
   a. People in the Early Paleolithic were hunter-gatherers; people in the Late Paleolithic were farmers.
   b. People in the Early Paleolithic lived in Africa; people in the Late Paleolithic did not.
   c. People in the Early Paleolithic did not have a language; people in the Late Paleolithic did.
   d. People in the Early Paleolithic fished using hooks; people in the Late Paleolithic did not.

7. Paleolithic people used animals for _____.
   a. pets
   b. food
   c. transportation
   d. work

8. Paleolithic people did not _____.
   a. use language
   b. use fire
   c. migrate and settle in different places
   d. grow crops

9. Which of the following modern tools is most like a bow and arrow?
   a. a rifle
   b. a lampara
   c. a fishing pole
   d. a pencil

10. Which of the following was not a way Paleolithic people preserved food?
    a. cooking it
    b. salting it
    c. grinding it
    d. freezing it

Name: _____

Part 2

Instructions: Answer each question with a sentence or a short paragraph. (5 points each)

11. Why was the development of tools important to Paleolithic people?

_____

_____

_____

_____

_____

12. What does it mean to be a hunter-gatherer? How does a hunter-gatherer depend on the environment around him/her?

_____

_____

_____

_____

_____

13. How were the Early and Late Paleolithic people alike and how were they different?

_____

_____

_____

_____

_____

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_____

_____

Name: _____

14. Choose a tool used by Paleolithic people. Describe it and explain what it was used for.

_____

_____

_____

_____

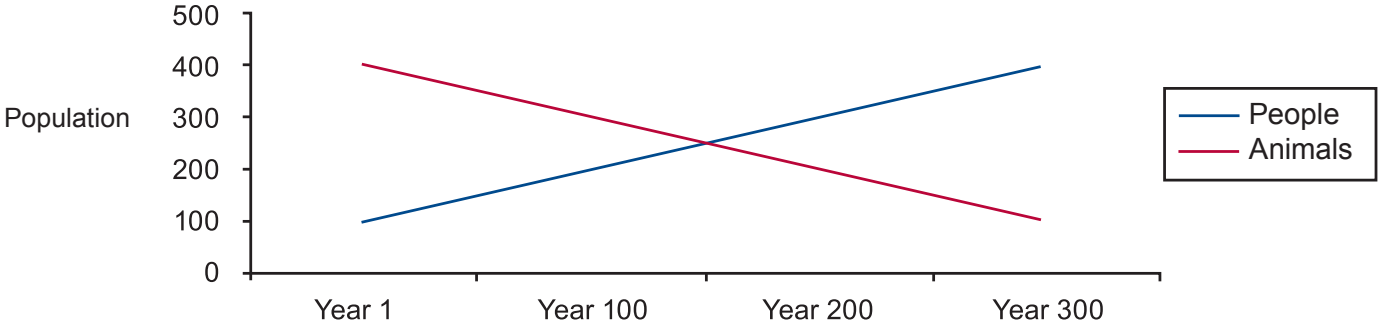
_____

_____

_____

Part 3

Instructions: Use the information on the graph to answer the question below. (10 points)



Does the graph above show what happened to animals during the Late Paleolithic, what happened to the populations of fish and dolphins off the California coast during modern times, or both? Explain your answer in the space below.

_____

_____

_____

_____

_____

_____

_____

_____

Name: _____

Instructions: Choose one tool from the Late Paleolithic period. Create a poster to be shared at a class "Anthropological Conference." Your poster should use at least three vocabulary words from this unit to do the following:

- List the name of the tool. (2 points)
- Provide an illustration of the tool. (*Draw the tool or find a picture of the tool that you can use.*) (2 points)
- Describe the materials used to make the tool. (*List the materials and where Paleolithic people got those materials.*) (4 points)
- Describe the purpose of the tool. (*Describe why the tool was developed or how the tool was used.*) (6 points)
- Describe how the tool helped Paleolithic people meet their needs. (*Be specific about what basic human survival needs this tool helped Paleolithic people meet.*) (6 points)
- Describe a modern tool used in the same way. (4 points)
- Describe how the development or use of the Paleolithic tool might have influenced natural systems. (*Explain how plant and animal populations might have changed in size, how food sources might have changed, and how the places where people, plants, or animals lived might have changed. Be creative.*) (6 points)

During the next class session, be prepared to display your poster, answer questions about your research, and ask other students questions about their posters.

Name: _____

Instructions: Review the posters being presented by your classmates. Come up with two questions that you would like to ask two different student scientists about their research. The questions might be about the tool they researched, the way it was used, the modern tool that is similar to it, or the way the use of the tool might have influenced natural systems. Your questions should be interesting and require some thought. (They should not be "yes" or "no" questions.)

Question 1

I asked _____ the following question about _____.
Name of student — Name of tool

Question:

_____

_____

Response:

_____

_____

_____

_____

Question 2

I asked _____ the following question about _____.
Name of student — Name of tool

Question:

_____

_____

Response:

_____

_____

_____

_____

California Education and the Environment Initiative

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