

## Unit 1: Chapter End Questions & Exam Outline

There are two tests for unit 1. The first test is based solely on the introduction. The second test's focus is the Peopling of the World reading from the text.

### Part One: The Glossary

Write down definitions for all the terms listed in the table below. Students are tested on these terms in part 1 of the unit end exam. Mastering these terms is achieved by making use of the review activities on the course website at [www.vcanada2.com](http://www.vcanada2.com). You can use Google Docs to store the definitions for your glossary terms and the answers to your section end questions (see part 2).

### Introduction

Students will need to know or be able to discuss the following concepts and terms from the unit's introduction.

1. Social Studies is the study of **worldview**. Why?
2. Social Studies is the study of **cultural perspectives**. Why?
3. Social Studies is the study of **cultural identity**. Why?
4. How does a **future-oriented** society fundamentally differ from a **past-oriented** society? Explain.

### Introduction Glossary

- **Symbols** carry a specific meaning recognized and shared in common by an entire culture, e.g. the cross to Christians, a Canadian flag to Canadians, a stop light to drivers.
- **Values** are cultural standards people use to decide what is good or bad, right or wrong; they serve as ideals and guidelines; they are transmitted through interactions between parents and children, e.g. parents teach children religious values.
- **Norms** are the rules and expectations guiding individual behavior within a particular society.
- **Culture** reflects the *thinking* of a people reflected in their religion, literature, language, music, art, food, clothing, customs and the place they live.
- **Socialization** is a social process where individuals learn about and adopt the values of their specific society and culture.
- An **in-group** is a social group to which a person psychologically identifies as being a member.
- An **out-group** is a social group that an individual does not belong to or identify with.
- **Idiom** is a group of words (called a phrase or saying) that only makes sense to a particular culture. These phrases always mean more than they literally express, e.g. kill two birds with one stone, you can lead a horse to water but you can't make him drink, etc.
- A **worldview** is a person's way they see and understand the world (especially regarding issues such as politics, philosophy and religion).
- The **parent culture** is the one in which a person is born into which shapes their understanding of the world.
- **Ethnocentrism** is the belief that one's own ethnic group or culture is superior to other ethnic groups and cultures.

Terms				
Section 1	Section 2	Section 3		
Artifacts (p.5)	Nomads (p.14)	Civilization (p.20)		
Culture (p.5)	Neolithic Revolution (p.15)	Specialization (p.20)		
Mary Leakey (p.7)	Slash-and-burn farming (p.15)	Artisans (p.20)		
Hominids (p.7)	Domestication (p.16)	Institution (p.20)		
Lucy (p.7)		Scribes (p.20)		
Paleolithic Age (p.7)		Cuneiform (p.20)		
<i>Homo habilis</i> (p.8)		Bronze Age (p.21)		
Technology (p.8)		Barter (p.23)		
<i>Homo sapiens</i> (p.8)		Ziggurat (p.23)		

**Part Two: Written Questions & Tasks**

Be prepared to answer questions related to the following questions. Also, there isn't near enough room to answer these questions by just writing underneath them. Put in the work required to compose a meaningful and detailed answer.

**Section 1: Human Origins in Africa**

- 1.1. Scientists have identified three components of culture. From the three column chart on page 6 of the reading identify *one* characteristic from each of the following categories, e.g. common practices, shared understandings, social organization (critical thinking).
- 1.2. What are the two ways in which culture is learned (transmitted) (p. 6)?
- 1.3. From the list of cultural influences listed on page 6—media, family, friends, government, religious institutions, school, and workplace—create a numbered list organizing these influences from strongest to weakest. Specifically, if you think family has the strongest influence over our thinking then select it as number 1 and if you think the workplace has the absolute weakest influence than number it last (or 6th). Be prepared to defend your decision-making (critical thinking).
- 1.4. What is the theory of evolution (Google)?
- 1.5. Why do anthropologists believe *Homo erectus* to be more intelligent than *Homo habilis* (p.8)?
- 1.6. Approximately how old are the oldest known *Homo sapien* fossils (Google)?
- 1.7. How did Neanderthals and Cro-magnons differ from the hominids that came before them (p.9-11)?
- 1.8. Some critics of evolutionary theory ask the question: if humans evolved from monkeys, why are there still monkeys?" What is the problem with reasoning (thinking) in this specific question (Google and critical thinking). Use this website to help in developing your response (<https://link.springer.com/article/10.1007/s12052-010-0293-2>).

**Section 2: Humans Try to Control Nature**

- 2.1. Early modern humans not only developed tools and technology to survive. They also expressed themselves artistically through the creation of small sculptures, large cave paintings and music. Art is not *necessary* (you do not need it to survive). Why, in your opinion, did early humans use precious resources and time just to express themselves artistically (critical thinking)?
- Note:** if you're struggling to find an answer using Google then think of it this way, "Why would *you* use your limited resources needed to survive to paint, sculpt or play music?"

- 2.2. What was the Neolithic Revolution and why was it important to humankind (p.15)?
- 2.3. What are some reasons scientists think the Agricultural Revolution began in the first place when it did (p.15)?
- 2.4. The ancient settlement of Catal Huyuk was discovered in the 1950s by archaeologists. The settlement was permanent (meaning people remained in one spot year round). The settlement is thought to have been home to approximately 5000 people at its height. What are two benefits of living in such a large permanent settlement and what are two drawbacks (p.18)?

### **Section 3: Civilization**

- 3.1. What is a paradox (Google)?
- 3.2. Civilization developed in large part because humans were able to grow increasing amounts of food. Increased amounts of food meant more people could be fed. Why is an ever-growing population a paradox—both beneficial and detrimental—at one and the same time (critical thinking)?
- 3.3. What are three important economic changes that took place from growing food surpluses (p.19)?
- 3.4. What is one reason why social classes started to emerge in early civilizations (p.19)?
- 3.5. What set the Sumerians apart from their neighbors (p.20)?