

6

History-Social
Science Standard
6.2.2.



CALIFORNIA



Education and the
Environment
Initiative



Agricultural Advances in Ancient Civilizations

California Education and the Environment Initiative

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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

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Key Partners:

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Lesson 1 The Power of Agriculture

None required for this lesson.

Lesson 2 Radical Revolution: Ancient Agricultural Advancements

None required for this lesson.

Lesson 3 Subsistence to Surplus

None required for this lesson.

Lesson 4 Crowding Out the Crops

Crowding Out the Crops Role Cards 2

Lesson 5 Sinking Civilizations

None required for this lesson.

Assessments

Agricultural Advances in Ancient Civilizations—Traditional Unit
Assessment Master 5

Cities Grow From Agriculture—Alternative Unit Assessment Master 9



Farmer



Artisan



Decision Maker



Villager



Family Member



City Dweller

Name: _____

Part 1

Instructions: Select the best answer and circle the correct letter. (2 points each)

1. Two of the earliest types of writing in the ancient world were _____.
 - a. pictograms and characters
 - b. letters and numbers
 - c. hieroglyphics and cuneiform
 - d. clay tablets and painting

2. Which of the following correctly describes how ancient cities grew?
 - a. harvest, surplus, irrigation, civilization, population growth
 - b. population growth, harvest, irrigation, surplus, civilization
 - c. civilization, irrigation, harvest, population growth, surplus
 - d. irrigation, harvest, surplus, population growth, civilization

3. Which of the following is the name archeologists gave to the place where agriculture first developed?
 - a. The Fertile Crescent
 - b. The Nile River Valley
 - c. The Floodplain
 - d. The Great Central Valley

4. When salt builds up in the soil it is called _____.
 - a. arable land
 - b. salinization
 - c. irrigation
 - d. drought

5. Which of the following inventions did not help increase agricultural production?
 - a. sickle
 - b. plow
 - c. potter's wheel
 - d. shaduf

6. Ancient farmers used seasonal cycles to _____.
 - a. choose the best way to irrigate their crops
 - b. wash away soil
 - c. decide how much food to grow
 - d. predict planting and harvesting times

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Name: _____

7. Which of the following natural cycles helped ancient humans with agriculture?
 - a. choosing which plants to sow in a particular location
 - b. the location of irrigation channels
 - c. migration of birds and other animals
 - d. all of the above

8. When ancient people settled in one area and created cities, what was one result?
 - a. They could predict when the river would flood.
 - b. They began to import food from farther away.
 - c. They stopped farming.
 - d. They used different tools to harvest their crops.

9. With a surplus of food, ancient people were able to _____.
 - a. specialize in crafts and art
 - b. begin irrigating more land
 - c. control the flooding and drought cycles
 - d. stop farming

10. Which of the following came about from ancient people observing natural cycles?
 - a. digging stick
 - b. irrigation
 - c. plow
 - d. ibises

Part 2

Instructions: Read the questions carefully and write complete answers in the spaces provided.

1. Can humans farm only in areas where there is a river? Why or why not? (5 points)

Agricultural Advances in Ancient Civilizations

Traditional Unit Assessment Master | page 4 of 4

Name: _____

Farming methods:

Division of labor:

Decision making:

Cities Grow From Agriculture

Alternative Unit Assessment Master | page 1 of 2

Name: _____

Instructions: The important events in the chart on the next page need to be put in order, need examples, and need a picture or drawing of some kind to describe them. Your job is to complete the chart with all that you know and have learned about the beginnings of agriculture and the emergence of cities as centers of culture and power.

Follow these steps to complete the assignment:

- Number the events to show the order in which they occurred, starting with 1 (as the earliest). (1 point each)
- Give two examples for each event. (2 points each)
- Draw a picture of each event. (5 points each)

Your work is due on: _____



Name: _____

Event or Situation	Examples	Illustration (Picture)
<p># _____ As agricultural techniques improved, food production increased, and more humans moved to emerging cities, there were direct and indirect effects on the environment.</p>		
<p># _____ The development of new farming and irrigation tools resulted in a surplus of agricultural products.</p>		
<p># _____ Early humans learned more about natural systems and used this knowledge to develop new agricultural techniques.</p>		
<p># _____ As humans settled in cities and populations grew, they had to import food and other goods from farther away.</p>		
<p># _____ Improvements to agricultural practices resulted in the growth of populations and the development of towns.</p>		



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