

LESSON 1

NEOLITHIC REVOLUTION

INTRODUCTION:

Neolithic means “new stone”. However it was not just the technology of stone instruments which was new. There were other important changes.

In Palaeolithic times, people relied on hunting and gathering, and had less food in winter. In the Neolithic Age, human beings learned how to domesticate animals and cultivate plants.

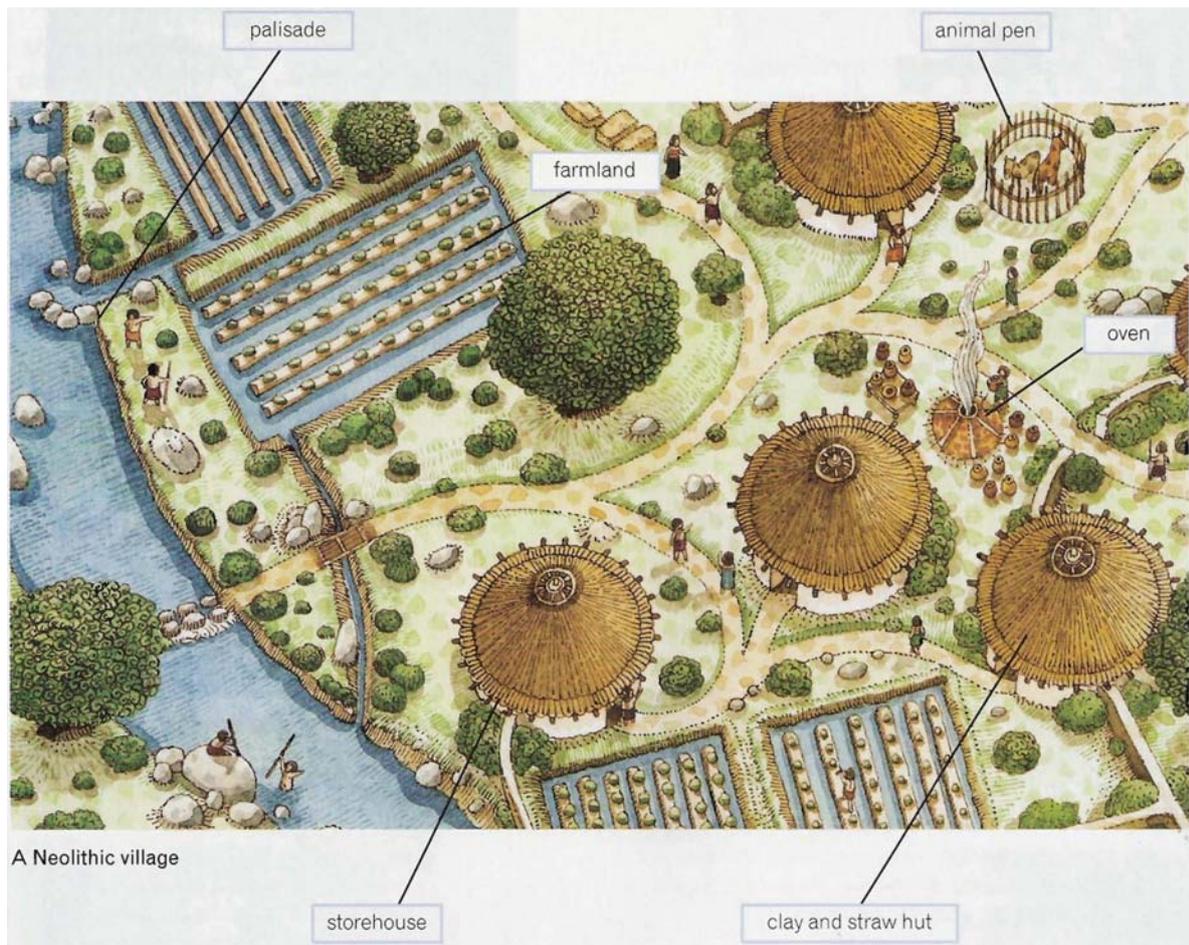
The discovery of agriculture took place about 11,000 years ago. Human beings observed that plants grew when seeds fell on the ground. This is how agriculture started.

Cereals were cultivated:

- Wheat was cultivated in the Middle East and Europe.
- Rice was cultivated in Asia
- Corn was cultivated in America.

In this period goats, sheep, oxen, horses and dogs were domesticated.

Animal raising and agriculture made it possible for people to settle in a particular area. When they had enough food, they started to store it. They became sedentary and built villages, generally located near rivers. This series of changes is called the **Neolithic Revolution**



Subject : Social Sciences (History)

Task 1: (5-10 minutes)

- *What was the way of iving in Palaeolithic times?*

- *How do we know about prehistoric times?*

- *Can you think of some changes in Nature through time?*

- *Have you ever come across the word "revolution"? What do you understand by revolution?*

- *Could you name any revolution in human History?*

Task 2 (30 minutes):

The students sit in pairs. They work individually during this activity.

After the reading the text and watching the video on neolithic revolution ([From Hunter Gatherer to Farmer...](#)),

1. Each student must draw a table with the differences and similitudes he/she can recognize between the Palaeolithic (taking into account their previous knowledge on this) and the Neolithic ways of life.
2. In pairs, compare your table with your partner's by asking question one to the other about the different features you have written down in your tables.
3. In pairs, draw an outline of the sequence of changes happened in the neolithic revolution, trying to create a chain of causes and consequences.
4. One student by each pair, will stand up and explain to the rest of students the outline produced.
5. If you realised differences with other pairs' outlines, stand up and debate about them with the rest of the students.

Suggested Features Table:

Feature	Paleolithic Age	Neolithic Age

Task 3: (10 minutes)

Life in a Neolithic village

Most villages were next to rivers and encircled by a fence which protected them from animals and other human beings. They had animal pens for the animals and storehouses for grain.

There were three important technical changes during this age:

- They started to use polished stone to make tools: hoes, sickles and mills.
- They started making textiles using thread or wool from their animals.
- They invented pottery. They used clay vessels to store cereal and bowls to eat and drink.

Work became specialised in the villages. Some people worked the land, other people raised cattle, and the rest were artisans.

The students sit in pairs. They work individually during this activity.

After reading the text on a neolithic village:

6. Look at the picture of a Neolithic village for a couple of minutes. Then, tell your partner student about the way of life in a Neolithic village.
7. Write down in a piece of paper, discoveries and technical changes that happened in the Neolithic Age.
8. After writing down, discuss some of them with your partner.

Task 4: (Homework)

Human as a force of change in nature: selective breeding in plants.

At home, watch this [video on man-made fruits and vegetables](#), and write a short composition about those changes and the cause of them. Use at least three plants from the video to comment on in your compositions (100 words)

Evaluation of the lesson

	poor	satisfactory	good	excellent
<i>1) Do you think the aim of the lesson was achieved?</i>				
<i>2) Do you think the time was enough for the lesson?</i>				
<i>3) Were the activities motivating for the students?</i>				
<i>4) Was the lesson interactive?</i>				
<i>5) Do you think the lesson helped the students improve their specific vocabulary on the lesson topic?</i>				
<i>6) Do you think the lesson helped the students improve their speaking skills?</i>				
<i>7) writing skills?</i>				
<i>8) listening skills?</i>				
<i>9) reading skills?</i>				