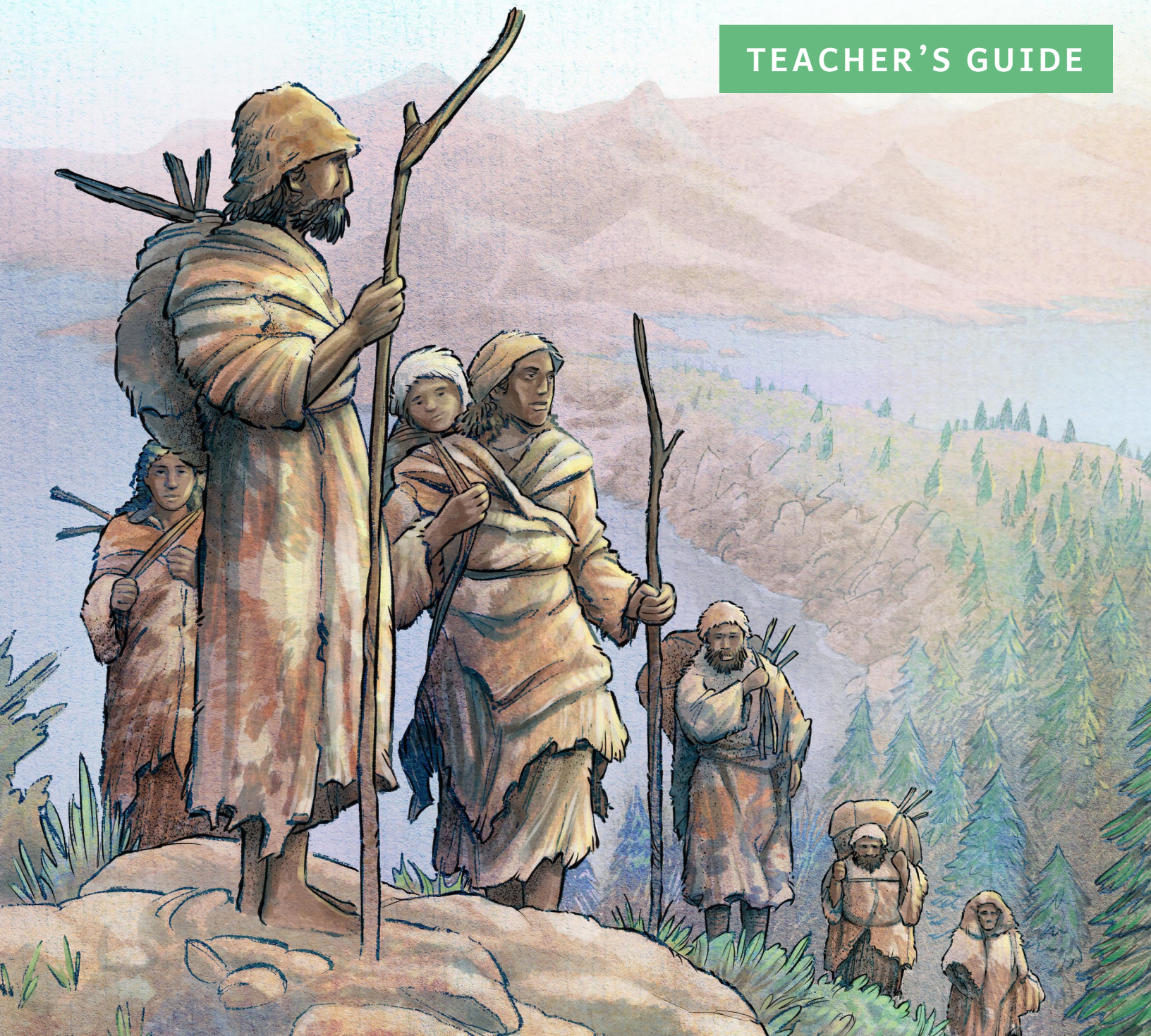


THE HISTORIAN'S TOOLKIT, YEAR 1

One Family, Many Stories

A Global Journey through Deep Human History

TEACHER'S GUIDE



THE LEARNER'S TOOLKIT SERIES

The Historian's Toolkit

Year 1

One Family, Many Stories



A Global Journey Through Deep History

SEA Publishing



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The Learner's Toolkit Series

The Learner's Toolkit is a series of evidence-based curricula built on Hochman Method principles of explicit, scaffolded instruction. Each toolkit provides systematic teaching that respects both child development and parent/teacher capabilities.

The Critical Thinker's Toolkit Level 1 teaches students to evaluate evidence, identify assumptions, trace causal reasoning, recognize bias, and revise conclusions when evidence warrants.

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Other Books by Sherri Mehta

Freedom Fighters, Freedom Writers: Lives, Letters, and Service, Unit Study and Course Workbook.

**This book is dedicated to all of your ancestors who came before you,
so that you could be here now learning their history!**

Our thanks as well to Bobbie Johnson, Kat Hutcheson, and Tiffany Petty for their careful feedback and generous support along the way.

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With Contributions from Amy Sharony

Amy Sharony was a historian, educator, and curriculum writer who founded and edited *home|school|life* magazine. She authored *The A+ Homeschool Planner* and taught history, literature, and philosophy. Her work promoted inclusive, rigorous history education that deepened understanding, strengthened critical thinking, and helped learners understand migration and change over time. Amy believed that education could help create a more just and generous world. Her light shines through these pages.

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How to Use This Course

Part 1: Getting Started

The course contains thirty-four lessons. It begins with family history in the present, travels through deep history from *Australopithecus afarensis* 3.2 million years ago to communities managing plants, animals, and water 6,500 years ago, and returns to the present in Lesson 34. Your learner becomes the Time Traveler and records the journey in a Time Travel Passport.

The Teacher's Guide provides the preparation, instructions, historical context, questions, and answers needed for each lesson. Read this section before beginning, then return to it when you need guidance about pacing, writing, or adapting the work.

CONSISTENT ORGANIZATION

Every lesson in the Teacher's Guide follows the same order. The **Objective** states what your learner will do and identifies the historical-thinking and writing skills taught in the lesson. The **Materials** list is organized by activity. The **Suggested Schedule** divides most lessons into three short sessions and opens with **Advance Prep**, which identifies anything that must be arranged or gathered before a session begins. After the first few lessons, the order of the Text, activities, Passport, thinking work, vocabulary, and writing will be familiar.

Using the Time Travel Passport tells you what to add to the Passport. The remaining sections follow the Workbook activities in order and provide the historical background, directions, questions, expected responses, and answers needed to teach them.

Some lessons include two teaching prompts. **Say** provides wording you may use as written or put into your own words. **Ask** identifies a question for your learner to answer. Give your learner time to examine the information and work through an answer before offering help.

QUICK START: YOUR FIRST WEEK

You need only a few things to begin.

Day 1: Prepare. Read this Getting Started section. Then read the Objective, Materials, Advance Prep, and Suggested Schedule for Lesson 1. Arrange for your learner to interview a grandparent, older relative, family friend, or neighbor.

Day 2: Begin Lesson 1. Read Lesson 1 and set up the Time Travel Passport together. Lesson 1 begins at home, so home is the first place your learner marks.

Day 3 and after: Complete the lesson. Follow the Suggested Schedule through the interview activity, Think Like a Historian, and Words to Know. When Writing About History begins in Lesson 3, complete it after the other lesson work because it draws on the history your learner has already read and investigated.

Part 2: The Big Picture

WHAT YEAR 1 TEACHES

Year 1 covers most of the history of the human family, from 3.2 million years ago to 6,500 years ago. Artifacts, fossils, footprints, DNA, oral tradition, environmental records, art, and other forms of evidence provide information about this distant past.

The course examines biological adaptations, learned skills, migration, climate change, symbolic thinking, relationships among different kinds of humans, oral tradition, plant cultivation, animal management, and aquaculture. Each lesson examines how people used knowledge, technology, cooperation, and the resources available in a particular environment. The course does not rank any group or way of living.

Your learner also studies how conclusions about the past are formed. They distinguish fact from interpretation, evaluate the relevance and strength of evidence, trace causes and effects, identify assumptions and confirmation bias, consider perspective, and separate what can be known from what remains uncertain.

Part 3: How the Course Works

THE LESSON SEQUENCE

The Text introduces the lesson's people, place, evidence, and central historical idea. During the Time Travel Passport ritual, your learner touches the Passport, closes their eyes, and opens them in another time and place.

After reading the Text, follow the Suggested Schedule through the Workbook activities. A typical lesson includes a hands-on investigation or model, a Passport entry, Think Like a Historian, Words to Know, and Writing About History. The first two lessons establish the course method before Writing About History begins.

Questions within the Text are meant for discussion. Pause and let your learner answer, but do not require a written response. These questions help your learner notice evidence, compare possibilities, and prepare for the Workbook activity that follows.

HOW EVIDENCE IS PRESENTED

A lesson may identify artifacts, fossils, DNA, oral tradition, environmental records, or results from scientific dating and analysis. It also distinguishes between what the evidence establishes and what scientists or historians interpret it to mean. Think Like a Historian returns to that evidence and asks your learner to analyze it. At Laetoli, for example, the footprints establish that hominins walked on two feet, but the size of one print does not establish that its maker was a child. The Text provides the historical account. The Workbook requires your learner to examine how that account is supported.

HISTORICAL SCENES AND RECONSTRUCTION

The sites, dates, artifacts, environmental conditions, and technologies in the Text are based on historical and scientific evidence. The individual children and families in the historical scenes are reconstructions written to help your learner picture how people may have lived.

THE TIME TRAVEL PASSPORT

The Time Travel Passport is a separate downloadable PDF that comes with the Text. It is the primary mapping exercise for the course.

Part 4: Think Like a Historian and Writing About History

THINK LIKE A HISTORIAN

Most lessons have a Think Like a Historian page. Each one names a single thinking tool and applies it to a real problem from that lesson. The answer key gives you the reasoning, as well as the answer.

WRITING ABOUT HISTORY

Writing About History draws on the history your learner has just read and investigated. Each page includes explicit instruction for the writing skill being practiced, and the sequence builds from one sentence about Lucy to a full paragraph across the year. If your learner cannot remember the history when they reach the page, go back to the lesson and talk it through, then return.

Part 5: Adjusting the Level of Support

READING AND WRITING IN THIS COURSE

The course teaches history, historical thinking, and writing. Reading stamina, handwriting fluency, and spelling should not prevent a learner from working with the historical content or expressing the reasoning they understand. Some learners will read portions of the Text independently and write complete responses. Others will listen to the Text, answer orally, and dictate their writing. Both approaches can preserve the same historical question. Evaluate whether your learner identified the evidence, distinction, cause, or interpretation the task required, not how many words they placed on the page without help.

If handwriting or spelling prevents your learner from expressing the history they understand, act as their scribe. Ask your learner to formulate the complete sentence aloud, then write exactly what they say. You may read the sentence back and ask whether it says what they intended. Your learner may also dictate an answer, complete a sentence frame orally, draw part of a response, or divide a page across two sessions. Adjust how the answer is recorded while keeping the historical question and reasoning task intact.

SAFETY AND SUPERVISION

Review the Materials and Advance Prep sections before each lesson. Provide adult supervision for cooking, cutting, outdoor activities, and any activity involving heat, blades, small objects, or materials that may cause an allergic reaction. Substitute ingredients and materials when needed for your learner's age, abilities, and health.

MODELING THE HISTORIAN'S HABITS

Let your learner hear how you examine a question. You may say, "I do not know what this tool was used for. I am going to look at its shape and where it was found." If you notice that you made an assumption, say, "I decided that before checking the evidence. I need to go back."

You may also change your mind in front of your learner when another clue supports a better interpretation. Historians do not demonstrate expertise by refusing to revise a conclusion. They compare the conclusion with the available evidence and revise it when the evidence requires that.

USING THE COURSE IN A CO-OP OR GROUP

The Text and hands-on activities can be completed as a group. Learners may complete Workbook pages during the meeting or at home, depending on the available time.

Discuss Think Like a Historian before moving to the next lesson. Ask learners to identify the evidence behind their answers and compare different interpretations. When two answers differ, return to the question and determine which evidence each learner used. This allows the group to examine reasoning.



UNIT 1:

History Starts With You

Unit 1: History Starts with You

Lessons 1 and 2, from living memory into deep history.

The course begins with your learner's own family because their life and the lives of people they know are part of history. History is not limited to rulers, wars, and important dates. It includes how people lived, what they experienced, what they knew, what they made, and how they understood their world.

Lesson 1 begins with living memory. Your learner interviews someone about an experience from the past and records that person's account, preserving part of history that might otherwise be forgotten. Lesson 1 also makes your learner a Time Traveler and gives them the Time Travel Passport. The Passport marks every crossing in the course. Your learner touches it, closes their eyes, and opens them in another time, and every arrival in every lesson is announced this way. The first destination marked in the Passport is home.

Your learner then examines the thinking used during the interview. Some parts of listening and responding happen automatically. Others require a strategy chosen on purpose, such as listening for important information, asking a follow-up question, or deciding what to write down. This begins a practice that continues through the course: noticing not only what you think, but how you arrived at it.

Living memory reaches only as far as the people who can tell us what they experienced. Lesson 2 moves past that limit by introducing artifacts and the questions historians ask of them: What does this evidence show? What might it suggest? What can it not tell us?

Your learner applies those questions to a mystery house and to a fluting iron. The fluting iron shows how the evidence available changes with time depth. The purpose of the fluting iron can be checked against an account written while fluting irons were still in use. For objects from deep history, the evidence is the object itself and what was found around it. Your learner also colors one of the oldest known artifacts, a stone tool shaped at Lomekwi 3 in Kenya about 3.3 million years ago. A fossil of an extinct hominin was found in the same area, and scientists do not know whether that hominin made it. Your learner works through four ways of checking something: ask someone who still knows what it was for, look closely at what is left, try it and see what happens, and look it up in something someone wrote down at the time.

Together these lessons establish the method your learner uses for the rest of the course. Deep history is part of the same human history as their family history. What changes is the evidence available.

Lesson 1:

History Starts with You

OBJECTIVE

In this lesson, your learner collects a piece of family history by interviewing someone about a memory, and uses Metacognition to notice the difference between thinking that happens automatically and thinking chosen on purpose.

MATERIALS

For A Story from the Past:

- ☐ Pencil
- ☐ Print out of the Time Travel Passport. **It is a separate downloadable PDF that comes with the Text**
- ☐ Optional: a way to record the conversation

Suggested Schedule

Advance Prep: Choose a grandparent, older relative, family friend, or neighbor to interview. Arrange a time for Session 2. Set up recording equipment if it will be used.

Session 1 Read the lesson. Set up the Time Travel Passport.

Session 2 A Story from the Past. Think Like a Historian.

Session 3 Words to Know.

Using the Time Travel Passport

Read this once. Later lessons will give you only a line or two.

The Time Travel Passport is your learner's running record of the whole course. It holds four things that build across the year:

- ☐ The World Map, where every place you visit gets marked.
- ☐ A line for each journey, naming the people and the date.
- ☐ The family tree, where you add a leaf each time you meet a new kind of human relative.
- ☐ Stamps, one for each journey.

Keep it somewhere it will survive the year. It gets handled a lot.

Lesson 1 is the setup. Your learner writes their name on the cover, decorates it, and makes the first mark on the map: a star or a house where they live, labeled "Home" with today's date. Nothing is stamped yet, because you have not traveled yet.

Almost every lesson from Lesson 3 on follows the same three steps: mark the map, write the people and the date, add the stamp. A few lessons add a leaf to the family tree.

A note on leaves and stamps: throughout the course, your learner may either draw each leaf and stamp or cut it out from the Stamps Sheet PDF and glue it in. Later lessons give the action only and do not repeat this.

A Story from the Past

Say: Today, you are learning that you can collect history by asking people about their memories. Your first adventure as a Time Traveler begins at home.

Let your learner choose one or two questions. The goal is to hear one memory and listen closely to how the person tells it.



Think Like a Historian

This page asks your learner to identify which parts of the interview happened without a deliberate choice and which actions they chose. This is metacognition: noticing and describing how you thought about something. The interview gives your learner a familiar experience to examine.

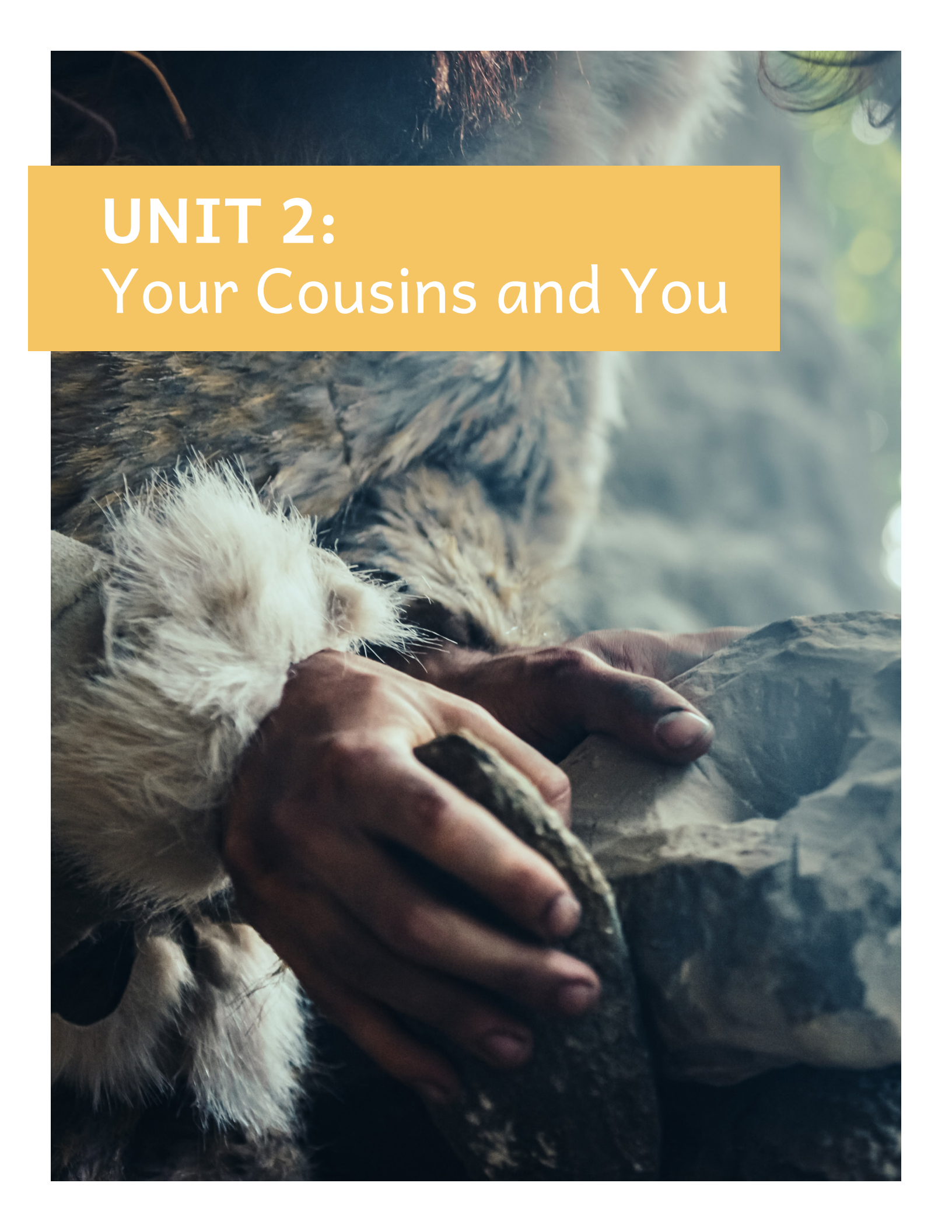
1. Hearing their voice: automatic. Knowing who they are: automatic. Picturing the place they told you about: Answers vary, since a learner may picture it without effort or may choose to build the picture on purpose.
2. Answers vary.
3. A historian was not there, so they must work it out on purpose.



Words to Know

history: Accept any true event from the learner's past, including a move, birthday, trip, or first day at a new school.

ancestor: Accept any named parent, grandparent, great-grandparent, or earlier ancestor, together with one fact about that person.

A close-up photograph of a person's hands holding a small, white, fluffy dog. The person's hands are dark-skinned and are gently cradling the dog. The background is a blurred, rocky landscape with some green foliage visible in the upper right corner. The overall mood is warm and affectionate.

UNIT 2: Your Cousins and You

Lesson 5:

Fire Keepers

790,000 years ago, Gesher Benot Ya'aqov, Southwest Asia

OBJECTIVE

In this lesson, your learner marks seven sites on a Journey Map and places reconstructed faces beside them, and uses Cause and Effect to trace fire from one cause to four effects and then along a chain. Your learner also expands a sentence with who, where, and what, and turns a statement into a question.

MATERIALS

For The Journey Map:

- ☐ Journey Map page
- ☐ Star stickers or small star stamps
- ☐ Red crayon or red stickers for the fire clues
- ☐ Crayons or colored pencils

For Faces of the Past:

- ☐ Faces of the Past page
- ☐ Scissors
- ☐ Glue

Suggested Schedule

Advance Prep: Before Session 2, gather the map materials, scissors, and glue. Locate the Journey Map and Faces of the Past pages.

Session 1 Read the lesson. Time Travel Passport.

Session 2 The Journey Map. Faces of the Past. Think Like a Historian.

Session 3 Words to Know. Writing About History.

Using the Time Travel Passport

Write: Homo erectus, 790,000 years ago.

Stamp: Keepers of the Fire.

Leaf: *Homo habilis*, *Australopithecus afarensis*, and *Homo erectus*.

The Journey Map

Follow the directions in the workbook. As your learner marks the sites, explain that the shaded region represents many movements across many generations. It does not show one route traveled by one person or family.

The sites contain different kinds of evidence. Some preserve human fossils. Some preserve evidence of fire. Some preserve tools or other traces of human activity.

Ask: Why would fire be useful for humans living in many different kinds of places? How might fire have made it possible for humans to live in colder regions?

Faces of the Past

The page contains six reconstructions of *Homo erectus* and one reconstruction of *Homo antecessor*. Have your learner place the faces on the Journey Map according to the workbook directions. These pictures are artist reconstructions based on fossils. They represent one careful idea of what these humans may have looked like. They do not mean that scientists found the pictured individual. When the map is complete, point out that more than one kind of human lived on Earth during this period.



Think Like a Historian

This page asks your learner to identify four effects of controlled fire and then place several causes and effects in order. One cause can have several effects, and one effect can cause another change.

1. All four. Lines from fire to warmth, cooked food, light after dark, and predators kept away.
2. Answers vary. Any of the four with a reason. The reason is the work, not the choice.
3. B.
4. fire, warmth, stayed safe, could live in colder places.

Fire was one factor that made movement into colder regions possible. People also moved in response to food, water, climate, animals, rivers, and coastlines. If your learner is not ready to construct a causal chain, complete the first three questions and return to the chain later.



Words to Know

Homo erectus: *Homo erectus* controlled and kept fire in hearths. Also accept that *Homo erectus* spread far beyond Africa.

hearth: A small fire in a shallow pit or ring of stones. The drawing might also show ash, charcoal, or burned stones.



Writing About History

This exercise asks your learner to add who, where, and what details to sentences and then turn a statement into a question. Historians use specific questions because different questions require different evidence.

who: *Homo erectus*.

where: at Gesher Benot Ya'aqov.

Expanded sentence: *Homo erectus* were cold at Gesher Benot Ya'aqov.

what: fire.

Expanded sentence: To stay warm, *Homo erectus* used fire.

Question: Answers vary. Who learned to control fire? What did *Homo erectus* learn to control?

Watch for: proper nouns without capital letters. Accept reasonable spelling of unfamiliar names as long as they are capitalized.

Watch for: a statement written where a question was asked.



UNIT 3: Great Journeys

Lesson 12:

Journey Out of Africa

70,000 years ago, Bab el-Mandeb Crossing

OBJECTIVE

In this lesson, your learner compares maps of the Bab el-Mandeb crossing at two sea levels, weighs four reasons families may have crossed there, and uses Fact and Interpretation to separate what DNA settles from what it leaves open. Your learner also expands a sentence with why and how, writes a because sentence, and repairs a fragment.

MATERIALS

For Leaving Africa:

- ☐ Crayons or colored pencils

For Where in the World? and History Mystery:

- ☐ Pencil

Suggested Schedule

Advance Prep: None

Session 1 Read the lesson. Leaving Africa. Time Travel Passport.

Session 2 Where in the World? History Mystery. Think Like a Historian.

Session 3 Words to Know. Writing About History.

Using the Time Travel Passport

Page 1: Map: Find the Bab el-Mandeb Strait and color the arrow showing people crossed there.

Write: Journey Out of Africa, 70,000 years ago. **Stamp:** Across the Narrow Water.

Page 2: Leaf: *Homo erectus*, *Homo habilis*, *Australopithecus afarensis*, *Homo sapiens*, Neanderthals, Denisovans, and *Homo floresiensis*

Leaving Africa

The illustration is simplified and is not drawn to scale. No one knows exactly what the rafts looked like, so the image shows one plausible design.

Where in the World?

Labeling the large map:

Africa is the big landmass filling most of the map; **Arabia** is to the east; the rectangle marks **Bab el-Mandeb**.

Compare the two maps:

- The water between East Africa and Arabia is much narrower on the 70,000-years-ago map, and wider today.

6. On the older map the islands are larger and closer together; today they are smaller and farther apart. Same cause as the ocean-levels lab: at lower sea level, more water was locked in glaciers, so the ocean dropped and more land, including more of the islands, rose above the water.

History Mystery

There is no single right hypothesis. All four reasons are plausible, and scientists do not know which mattered most or whether they worked together. The point is the reasoning, not the pick.

What would you do? Accept any of the four reasons, as long as your learner gives a reason for their choice. A strong answer connects to a clue: the crossing was short, the coast had food, the family knew the coast, or they could see the far shore. This choice is itself an interpretation, which is exactly what Think Like a Historian names next.



Think Like a Historian

This page asks your learner to identify what DNA evidence shows and what it does not show. DNA evidence shows that a large and lasting movement of *Homo sapiens* left Africa. It does not show exactly which route each group followed, so more than one route remains possible.

1. Fact.
2. Interpretation.
3. Yes.
4. Which route they took, and why.
5. Answers vary. The fact is checkable and everyone who checks agrees. The interpretation is reasoned from clues, careful people can differ, and a new clue can change it.



Words to Know

Answers vary. Look for:

ice age: colder winters, more snow, or ice covering ground that is bare today. Anything real about their own place.

glacier: any drawing of a sheet of ice sitting on land.

sea level: it drops, because water frozen into glaciers is water that left the ocean. And today, rising, because warming melts that ice back into the sea.



Writing About History

This exercise asks your learner to expand a sentence with why and how, finish a sentence with because, and repair a fragment. When writing about history it is important to include details about who, what, when, where, why, and how. The fragment here is "Left Africa," which has an action but nobody performing it.

why: because the inland had gone dry, or because food was easier to get from the ocean.

how: on a raft, or by crossing at a narrow, shallow place.

Expanded sentence: The families crossed the water on a raft because food was easier to get from the ocean.

Scientists know that many people living outside Africa today trace part of their ancestry to those travelers because DNA shows threads leading back to Africa.

Fix the fragment: The families left Africa. Some *Homo sapiens* left Africa.



UNIT 4: Finding Home

Lesson 18:

The Cave of Animals

36,000 years ago, the Ardèche Valley, southern France

OBJECTIVE

In this lesson, your learner colors animals using colors based on pigments found at Chauvet Cave and makes a hand stencil modeled on one at El Castillo Cave. Your learner uses Know It or Believe It? to separate claims that can be checked against surviving evidence from beliefs about meaning or motive. Your learner also identifies topic sentences and supporting details.

MATERIALS

For The Animals of Chauvet Cave coloring page:

- ☐ The coloring page in the workbook
- ☐ Crayons or colored pencils: black or dark brown, and red, orange, or reddish brown

For The Hand on the Wall:

- ☐ A piece of tan, brown, gray, or cream paper
- ☐ Washable red or ochre-colored paint, or red chalk
- ☐ A small sponge, stiff brush, or cotton ball
- ☐ A shallow dish if using paint
- ☐ Tape

Suggested Schedule

Advance Prep: Before Session 2, gather the paper, paint or chalk, applicator, and tape. If using paint, pour a small amount into a shallow dish.

Session 1 Read the lesson. The Animals of Chauvet Cave coloring page. Time Travel Passport.

Session 2 The Hand on the Wall. Think Like a Historian.

Session 3 Words to Know. Writing About History.

Using the Time Travel Passport

Map: Find the Ardèche Valley in southern France and mark it.

Write: The Cave of Animals, 36,000 years ago.

Stamp: The Artists of Chauvet Cave.

The Animals of Chauvet Cave

The Chauvet artists did not use black for outlines and red for shading on the same animal. Each animal is one or the other. Pale amber or golden yellow behind the animals is an optional modern addition that suggests torchlight. It does not represent a pigment the artists used.

The Hand on the Wall

Accept any answer. The work is in the last sentence of the prompt, which says the answer is a belief. If your learner states it as a fact, ask how they would check it.

The name for this kind of print is a negative stencil. The shape appears because the pigment goes around the hand rather than on it.



Think Like a Historian

This page asks your learner to distinguish claims that can be checked against surviving evidence from beliefs about meaning or motive. Keeping this distinction clear matters because the paintings can show what the artists made and some of how they made it, but they do not explain why the artists made them. The use of charcoal and red pigment can be checked; explanations for why people painted deep inside the cave remain interpretations.

1. K. K. B. K. B. B.
2. Measuring the stencils, listing which animals are on the walls, or testing the pigments.
3. Historians must say that it is a belief, a possibility, or an interpretation, not a fact.
4. Know: the size and shape of the hand. Believe: who made it, how old the maker was, why the maker made it, or how the maker felt.

Scientists have used hand measurements to argue that children and young people helped make some cave art. That argument rests on evidence, but the age of any one stencil maker cannot be checked.



Words to Know

Answers vary. Look for:

charcoal: the black lumps. The powder is ash, wood that burned all the way.

ochre: Travel to a place where ochre is in the ground, dig it, and carry a supply back. Accept trading for it with people who lived nearer a source.

symbolic thinking: both. Something stands for something else whether or not it looks like it. If your learner says the painting is only a picture, ask whether the picture is the lion.



Writing About History

This exercise asks your learner to find the topic sentence in each group. Distinguishing a claim from its support matters in history because details alone may not make the paragraph's main point clear. Scraping the wall smooth and spreading charcoal with a pad are both evidence; the painters of Chauvet Cave were skilled artists is the claim they support.

Group 1: the second sentence.

Group 2: the last sentence.

Watch for: a learner who circles a detail that is true but narrow. Ask whether the other three sentences are about that one, or whether that one is about the other three.

Lesson 21:

How Wolves Became Dogs

23,000 years ago, the Ice Age north (Siberia and Beringia)

OBJECTIVE

In this lesson, your learner reads a dog's whole body rather than one signal at a time and learns what to do when a dog asks for space, colors one of the first dogs into her place at a human camp and uses Cause and Effect to trace a scientific model of how wolves became dogs, and, much later, how people shaped the many kinds of dogs alive today. Your learner also combines pairs of sentences with and.

MATERIALS

For Reading Dog Language:

- ☐ Three or four pictures of dogs showing clearly different body language (printed or on a screen), ideally one relaxed, one alert, one scared, and one giving a warning; or a real dog to watch

For How Wolves Became Dogs coloring page:

- ☐ Crayons or colored pencils

Suggested Schedule

Advance Prep: Before Session 2, choose three or four photographs from a veterinary or animal welfare body language guide, one relaxed, one alert, one worried, and one asking for space. Pick photographs that show the whole dog, not a close-up of a face or tail. You may also watch a familiar dog going about its ordinary day. Do not provoke or test a real dog to produce any of these behaviors.

Session 1 Read the lesson. How Wolves Became Dogs coloring page. Time Travel Passport.

Session 2 Reading Dog Language. Think Like a Historian.

Session 3 Words to Know. Writing About History.

Using the Time Travel Passport

Map: Find the Ice Age north, Siberia and Beringia, and color it.

Write: How Wolves Became Dogs, 23,000 years ago.

Stamp: The First Domestication.

Reading Dog Language

Humans had to learn what a wolf's movements, sounds, and facial expressions meant, and wolves had to learn to read humans. After thousands of years, dogs became very good at reading human faces and gestures, and people became very good at reading dogs.

Show the pictures (or watch the dog) one at a time. For each, ask what the dog is feeling and how your learner can tell, using the chart on the workbook page (tail, ears, body, mouth, eyes). Then use the two reflection questions on the page: why reading a wolf mattered to a hunter-gatherer, and why reading a human mattered to a wolf.

Make the connection lightly. People and dogs have paid close attention to each other for a very long time. We cannot know which signals passed between them at the beginning, only that the attention itself is old.



Think Like a Historian

This page asks your learner to put the causes and effects of dog domestication in order. The sequence shows that domestication occurred through changes across many generations. Much later, people selected dogs for different kinds of work.

1. In the order printed: 3, 1, 4, 2.
2. Both sides changed, the wolves and the people.
3. Dogs suited to different work.
4. Answers vary.



Words to Know

Answers vary. Look for:

domestication: not domestication, only taming; the change has to appear across generations in a whole group.

atlatl: greater distance, so the hunter stays farther from a large animal.

Last Glacial Maximum: south, into Spain and Italy, where the winters were milder.



Writing About History

This exercise asks your learner to combine four sentence pairs with and. Joining related ideas can show that two actions or changes belong to the same historical relationship. In the final pair, combining the sentences keeps the changes in wolves and humans together and emphasizes that the partnership affected both.

1. Wolves watched the camp and waited for scraps.
2. The girl and the elder watched Shadow.
3. The dog helped the hunters and trotted back to camp.
4. Wolves and humans changed because of their partnership.

UNIT 5: Settling In



Lesson 32:

Farming at Altitude

6,500 years ago, the Andes Mountains, in Peru

OBJECTIVE

In this lesson, your learner researches where potatoes and quinoa came from and how many kinds of potato the Andes still hold, and uses Evidence to work out what a slow change leaves behind and how to go looking for it. Your learner also writes a paragraph about how the people of the Andes used each height of the mountains, choosing the details that support the point.

MATERIALS

For Potatoes and Quinoa in the Andes:

- ☐ Pencil
- ☐ Books about potatoes, quinoa, or the Andes, or internet access

For Lemon-Lime Quinoa Vegetable Bowl:

- ☐ 1 cup quinoa
- ☐ 2 cups water or vegetable broth
- ☐ 1/2 teaspoon salt
- ☐ 1 tablespoon olive oil
- ☐ 1 cup corn, peas, diced cucumber, diced tomato, or chopped bell pepper
- ☐ 1/2 cup cooked black beans or lentils, optional
- ☐ 2 tablespoons lemon or lime juice
- ☐ 1 tablespoon chopped parsley or cilantro, optional
- ☐ 1/4 teaspoon cumin, optional

For Pastel de Papa:

- ☐ 6 medium yellow potatoes (Yukon Gold-type), peeled and cut into chunks
- ☐ 2 tablespoons butter
- ☐ 1/2 cup milk (more as needed)
- ☐ 1 1/2 cups shredded mild cheese (mozzarella, Monterey Jack, or similar)
- ☐ 2 hard-boiled eggs, sliced (optional but traditional)
- ☐ Salt and pepper to taste
- ☐ 1 egg yolk, beaten with 1 teaspoon water (for brushing the top, optional)

Suggested Schedule

Advance Prep: Before Session 1, have books about potatoes, quinoa, or the Andes on hand, or internet access, for the research questions. Before Session 3, buy the quinoa and the potatoes, and hard-boil the eggs for the Pastel de Papa if you are using them. The quinoa bowl needs a pot and a stove; the potato bake needs an adult at the oven.

- Session 1** Read the lesson. Time Travel Passport. Potatoes and Quinoa in the Andes.
- Session 2** Think Like a Historian. Words to Know.
- Session 3** Writing About History. Lemon-Lime Quinoa Vegetable Bowl. Pastel de Papa.

Using the Time Travel Passport

Map: Find the Andes and color them.

Write: Farming at Altitude, 6,500 years ago.

Stamp: Vertical Farming.

Potatoes and Quinoa in the Andes

Dates are approximate. Accept reasonable answers in the right range rather than one exact number.

1. The high Andes of South America, in the region around Lake Titicaca.
2. Both are hardy and stand up to cold, thin air, and frost that would kill most crops.
3. Around 7,000 years ago, well established by the time of this lesson.
4. Potatoes all over the world. Quinoa still mostly in the Andes, though now planted in many other countries.
5. More than 4,000 native varieties. Accept thousands.



Think Like a Historian

This page asks your learner to decide what evidence would support llama domestication before reading what archaeologists found. Domestication happened across many generations, so archaeologists look for evidence of repeated animal penning rather than one event. Thick beds of dung in a dry cave are strong evidence because the dung shows that animals were kept together and the dry cave preserved it.

1. The change happened over many generations, so there was never a single moment to find.
2. Thick beds of dung packed in one place where animals were penned close together.
3. Dry ground keeps the dung from rotting away, so it can last thousands of years.
4. Not much by itself. A wall could hold animals, but it could have other uses. It becomes strong evidence when the dung is found with it.
5. Answers vary. Look for the dung named as the clue, the dry cave named as the reason it survived, and the wall named as evidence that becomes useful when found with the dung.



Words to Know

Answers vary. Look for:

altitude: The mountain field is colder, because higher land is colder. Look for altitude rather than season doing the work, since both fields sit the same distance from the equator.

puna: Carry wood up from lower down, or burn something else, such as dung or dry grass. There are no trees on the puna.

quinoa: The seeds keep through the cold months, so there is food when nothing is growing.

vicuña: They have to find and catch an animal that runs from them, and they have to do it again from scratch the next time they need wool. An animal living alongside people can be sheared whenever the wool grows back. Either half is a full answer. Same idea as the herd in Lesson 31.



Writing About History

This exercise asks your learner to choose three relevant details from five true statements. Relevant details must support the topic sentence. The softness of vicuña wool is true, but it does not show how people used different elevations.

Details that belong: they grazed animals on the high grass; they grew hardy potatoes high on the cold slopes; they brought wood and wild passionfruit from the warm valleys below.

Details that do not: the softness of vicuña wool is about wool, not about using different heights. The cold air high in the mountains describes the mountain, not something people did with it.

Consumable Workbook Pages

Lesson 5



*Homo
erectus*



*Homo
antecessor*