North Africa and the Middle East
Geography Skills
Analyze the maps in “Setting the Stage” for Unit 1 in the Student Text. Then answer the following questions and fill out the map as directed.

1. Locate the continent of Africa on the outline map. Label it. Which continent lies to the north of Africa? Which continent lies to the northeast of Africa?

2. Locate the Nile River and label it on your map. Into which body of water does the Nile River flow?

3. Locate the Nile River valley. Shade and label it on your map.

4. What is the Fertile Crescent?

Locate the Fertile Crescent on your map. Shade and label it. Which river(s) runs through the Fertile Crescent?

5. Label the body of water off the west coasts of Europe and Africa. Also label the bodies of water off the east and north coasts of Africa.

6. Check the map in the Unit 1 “Setting the Stage” in the Student Text to find an early human fossil discovery that was made in the Great Rift Valley. On your outline map, use an X to mark the location of that discovery.

7. Label the Sahara and the Arabian Desert on your map. Then circle the following features: Syrian Desert, Nubian Desert, Libyan Desert.

8. Most of the land of North Africa and the Middle East is desert. How did this affect the settlement of early people?
Critical Thinking
Answer the following questions in complete sentences.

9. Considering the geographical physical features, why do you think early humans migrated eastward to the Fertile Crescent, rather than north to Europe?

10. One region in the Middle East is called Mesopotamia. This name means “the land between the rivers.” Where do you think this region lies?

11. The Fertile Crescent was made up mostly of grassy plains. While this area was good for farming, it lacked resources such as stone, wood, and metal. What hardships might these shortages have caused for the people who lived there?

12. Why did most early civilizations develop near a water supply?
Investigating the Past

How do social scientists interpret the past?

PREVIEW

In the space below, quickly sketch one object that you currently own and that you think someone might find 20,000 years from now.

Suppose that you are a social scientist living 20,000 years from now. You have just discovered the object above. What might the object tell you about the person who left it behind? Write your thoughts in a short paragraph below.

READING NOTES

Social Studies Vocabulary
As you complete the Reading Notes, use these terms in your answers.

- archaeologist
- geographer
- prehistoric
- historian
- artifact
- ritual
Section 1

1. Complete the matrix below to compare three types of social scientists.

<table>
<thead>
<tr>
<th></th>
<th>Archaeologists</th>
<th>Historians</th>
<th>Geographers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What do they do?</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>What questions do they ask?</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Symbol for their work</strong></td>
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</tr>
</tbody>
</table>

2. In a complete sentence, answer the following question: How are social scientists like detectives?

Section 2

1. List three things social scientists can learn from cave paintings.

2. Sketch and label two artifacts that have been found in caves.
Section 3

1. Before reading, label three details in the image that may offer clues about why the artist created this painting.

2. Write a hypothesis stating why you think the artist created this painting.

3. Read Section 3. Label any additional important items in the image.

4. Why do social scientists think this painting was created?

Section 4

1. Before reading, label two details in the image that may offer clues about why the artist created this painting.

2. Write a hypothesis stating why you think the artist created this painting.

3. Read Section 4. Label any additional important items in the image.

4. Why do social scientists think this painting was created?
Section 5

1. Before reading, label three details in the image that may offer clues about why the artist created this painting.

2. Write a hypothesis stating why you think the artist created this painting.

3. Read Section 5. Label any additional important items in the image.

4. Why do social scientists think this painting was created?

Section 6

1. Before reading, label two details in the image that may offer clues about why the artist created this tool.

2. Write a hypothesis stating why you think the artist created this tool.

3. Read Section 6. Label any additional important items in the image.

4. Why do social scientists think this tool was created?
**Section 7**

1. Before reading, label two details in the image that may offer clues about why the artist created this sculpture.

2. Write a hypothesis stating why you think the artist created this sculpture.

3. Read Section 7. Label any additional important items in the image.

4. Why do social scientists think this sculpture was created?

![Image of a sculpture](image)

**Section 8**

1. Before reading, label two details in the image that may offer clues about why the artist created these tools.

2. Write a hypothesis stating what you think the artist did with these tools.

3. Read Section 8. Label any additional important items in the image.

4. What do social scientists think these tools were used for?

![Image of tools](image)
Social scientists learn about the past by asking questions and conducting inquiries. You can be a “history detective” too!

What is something that you wonder about the past? You might wonder why an event happened or how something got to be the way it is today. Write your question below.

My compelling question: _______________________________________

Now plan an inquiry to answer your question.

- Think of one specific question each of the social scientists below might ask. These questions should help answer your bigger, compelling question.
- Brainstorm sources where you could find information to answer these supporting questions.

<table>
<thead>
<tr>
<th>Supporting Questions</th>
<th>Sources of Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Archaeologist</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Historian</strong></td>
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