

Lesson Title:

- The Jomon People in a Neolithic World

Name:

- Megan Zahuranec

School Name:

- Downingtown East High School

Email:

- mzahuranec@dasd.org

Grade Level:

- Middle School
- High School

Time Frame:**Standards:**

- Standards from PDE
- 8.1.9.A: Compare patterns of continuity and change over time, applying context of events
- 8.4.9.A: Compare the role groups and individuals played in the social, political, cultural, and economic development throughout world history
- 8.4.9.B: Contrast the importance of historical documents, artifacts, and sites which are critical to world history
- 8.4.9.C: Analyze how continuity and change have impacted world history
 - Belief systems and religions
 - Commerce and industry
 - Technology
 - Politics and government
 - Physical and human geography
 - Social Organization

Objectives:

- Students will use teacher provided and online resources to compare and contrast Jomon people with other Neolithic Peoples.
- Students should be able to identify common characteristics between various Neolithic peoples.
- Students should be able to identify regional characteristics that are specific to Neolithic peoples.

Procedures:

- **Hook:**
 - Review with students from the previous lesson about characteristics of the Paleolithic Era. Ask the students to identify ways that Paleolithic people could progress and improve – lead them in to identifying characteristics of the Neolithic people.
- **Activity:**
 - Students will explore the characteristics of Neolithic people. Students will be able to determine defining characteristics of Neolithic people.
 - Using the links listed in the references and the attached PDF about the Jomon from a museum in Japan, students will complete a chart in which they compare general statements about Neolithic peoples and compare them to specific groups such as the Jomon and Yangshao of China.
- **Closure:**
 - Students will answer three concluding questions after completing their research. Students will identify similarities between the Jomon and other Neolithic peoples and the differences between the Jomon and other Neolithic peoples. Students will also decide if they would have preferred to live in the Paleolithic or Neolithic Eras.

Modifications:

- For a lower level class, teachers may choose to have students work in small groups or pairs, or conduct the activity as a jigsaw activity.

- For a higher level class, teachers may choose to have your students choose an additional Neolithic Civilization to add to their compare/contrast chart.

Extensions:

- Pretend Archaeological Dig Site:
 - With school permission, and with the assistance of your school’s maintenance department, dig a rectangular pit, 2-3 inches deep.
 - Using yarn and sticks/stakes create a grid pattern – create enough squares for each student
 - In each square, bury small objects such as buttons, broken pottery, marbles, etc.
 - Provide students with a small shovel and sifter (plastic preferably) and a paper bag (lunch bag sized)
 - Instruct students to dig in their assigned squares in use the sifter to sort out objects. Any objects found go into the bag.
 - Once everyone is finished, students can then work to classify and identify their items.
 - After cataloguing what was found in each location, organize students into groups. Ask them to think critically about what they have found. Help them to understand why it is important as an archaeologist to properly catalogue materials discovered.
 - Provide them with images of actual historical artifacts found at dig sites. Images should be of items that are not easily identifiable and that students may not know what they are. Have the groups create guesses as to what the objects are and how they were used.
 - Have students present their images and their educated guesses. Explain the actual usage of the item.
 - Conclude with questioning students about the purpose and usefulness of archaeology to the study of history. What can archaeology provide us with as historians? How is archaeology like solving a puzzle? What role can physical objects play in our understanding of history? What can archaeology help us to learn about culture?
 - Link to the Jomon: Many of the items we have from Jomon culture were found in trash pits. What can a culture or civilization’s trash teach us about their daily life?

References:

- Paul Dickler, FPRI
- Frank Chance, UPENN
- Jomon Japan – Jomon Archaeological Sites in Hokkaido and Northern Tohoku: <https://jomon-japan.jp/en/>
- Hakodate Jomon Culture Center: http://www.hjcc.jp/index_e.html
- Travel China Guide: https://www.travelchinaguide.com/intro/history/prehistoric/neolithic_age.htm
- China Through a Lens: <http://www.china.org.cn/english/2003/Mar/59043.htm>
- History.com: <https://www.history.com/topics/neolithic-revolution>
- Ancient-origins.net: <https://www.ancient-origins.net/history-important-events/neolithic-revolution-0010298>

Neolithic Peoples Chart - KEY

	Neolithic Peoples (General)	Jomon - Japan	Neolithic Peoples – China
Date Range	Neolithic period began around 10,000 BCE in the Fertile Crescent	Earliest Jomon people found around 13,000 BCE – Jomon ended around 300 BCE	10,000 BCE to 2,100 BCE
Locations – where can these people be found?	Ex: Fertile Crescent, Mesopotamia	Hokkaido and northern Tohoku	Henan Province

Example of an archaeological site	Catalhoyuk in southern Turkey	Shirakami-Sanchi and Shiretoko	Yangshao Village
Evidence of developing Agriculture	Humans began giving up the nomadic lifestyle and shifted to farming, wheat, rice, and millet are early examples of a domesticated crop	Minimal evidence of farming, focused more on hunting, gathering, and fishing – archaeologists have discovered nuts including chestnuts and walnuts, development of permanent settlements	Discovery of crop ruins in Hebei Province, bamboo buildings with railings and paddy ruins found in Zhejiang Province
Evidence of Livestock	Pigs were domesticated from wild boars, sheep, cattle, water buffalo, yak	No evidence of domesticating livestock	Animal husbandry
Evidence of Tools	Stone tools, often called the New Stone Age	Tools for hunting, gathering, and fishing – pots, bows, arrows, and fishhooks	Development of bronzeware
Evidence of Art	In Catalhoyuk, walls of homes were covered with murals	Bracelets made from shells, lacquerware, pottery	Bird shaped pottery found in Anhui Province
Evidence of Religion	In Catalhoyuk, the deceased were buried under the floors of their houses	Harmonious with nature, evidence of clay figurines, believed to be for rituals, stone circle monuments	Cemeteries found in Shaanxi Province, sacrificial altars
Interesting Fact You Learned	Open for student interpretation	Open for student interpretation	Open for student interpretation

Open for student interpretation

Concluding Questions:

- 1. What similarities did you see across the Neolithic peoples?**
- 2. What differences did you see across the Neolithic peoples?**
- 3. Think back to what you have learned about the Paleolithic people. What time period would you have preferred to live in and WHY?**