

June 8, 2020

Welcome to AP World History (also referred to as WHAP). This course is an exciting journey through history, beginning at 1200 CE and continuing to the present—all in less than 180 days of school. This course is a challenging course that will ask you to read and think critically as well as analyze sources and create your own understanding of history. I am excited that you are here and hope you enjoy the course as much as I do!

This course will require writing. We will work on specific historical writing skills like historical argumentation, critical thinking, historical reasoning, document-based questions, comparison and contrast, and change-over-time. This course will also require thinking. You will be asked to make connections, figure out causes and effects that span centuries, determine the significance of people and events, and determine why things are the way that they are. My goal is to give you a strong foundation and background of world history this year in an effort to prepare you to enter into the college classroom. Working hard and maintaining focus will equip you with the necessary tools and skills to feel comfortable doing college level work.

Summer Assignment: Purpose For many of you, this will be the first AP history course or first AP course entirely. This course requires a great deal of skill work as well as content knowledge in history. Part of entering an AP class is an assumption of a certain level of background knowledge and skills. With this in mind, the course requires the completion of a summer assignment. This will allow you to “hit the ground running” when you return to school in August. It is essential that you come to class prepared, with the completed assignment and the background information necessary. You must complete all parts of the assignment, which is due on the first day of classes; therefore, begin now and do a little each day. I expect to see quality work. If you have a good handle on the historical thinking skills necessary for the course before you come in, you will be ahead of the game and will be well prepared for success. Additionally, I want to warn each of you that the summer assignment is designed to preclude students from leaving the assignment until the last few days of summer break

Things to consider this summer... I am very excited for you to be here joining me on this WHAP journey. I have very high expectations for you! This course will be unlike any school course you have ever taken. It will be challenging and will require reading outside of class and think critically every single day. You will be responsible for content that we do not cover during class time. You will have to participate in class and you will be asked to have a mature attitude and work ethic. You will have to pull your weight and do what is expected of you to be successful. This will not be a cake walk! It will be a very difficult course. I want each of you to gain a deeper understanding of world history and, hopefully, earn college credit while doing so. Welcome to the WHAP journey!

During my summer break, I am always available to help students via email. Students, and parents, may feel free to email me at: jamiebailey@anderson5.net. I will usually respond within 24 hours of receiving your email however, I will be travelling extensively this summer. If you email, please be specific about whom you are and what exactly you need help with. I am looking forward to meeting you in August!

Ms. Jamie Bailey

AP World History: Modern Summer Assignment Checklist

Please complete the following assignments. All work is due on the first day of school. All links are available on my school webpage

_____ **PART I: Summer Reading: *Salt: A World History***

_____ **PART II: AP World History Scavenger Hunt + Answer Sheets Directions:** Use *Answer Sheet* to record your answers and turn in on Tuesday, August 18, 2020. Do not add binder paper for any answers. Use the College Board website, [Link: World History: Modern College Board Website](#), or the PDF file of the AP World History: Modern [Link: APWH Course & Exam Description PDF](#) p. 195-198.

_____ **PART III: The Agricultural Revolution Crash Course and Questions.** Please watch John Green's Crash Course video and answer the question.

_____ **PART IV: *The Worst Mistake in the History of the Human Race* article annotations**

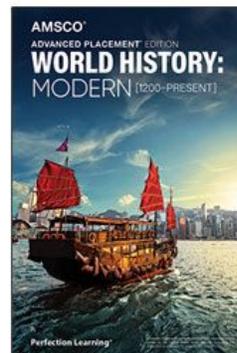
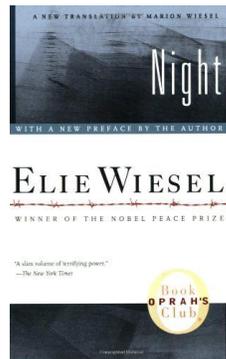
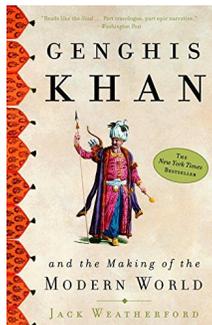
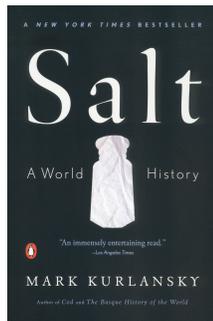
Turn all assignments, stapled together in the following order:

- Part I
- Part I Rubric (page 4)
- Part II (pages 5 and 6)
- Part III (pages 7 and 8)
- Part IV (pages 10 to 14)

REQUIRED MATERIALS:

There are some materials that I will provide for you in my classroom (such as scissors, construction paper, hole-punch, pencil sharpener, markers, highlighters, map pencils, etc.). However, **YOU NEED TO BRING THE FOLLOWING ITEMS EVERY DAY:**

- X 3 Subject College-Ruled Spiral Notebook
(*this is not for notes*)
- X Blue and/or Black Pens
- X 12 Dividers
- X Binder
- X Lined notebook paper/spiral notebook for notes
- X *Genghis Khan and the Making of the Modern World* by Jack Weatherford (1st semester)
- X *Night* by Elie Wiesel (2nd semester)
- X AMSCO AP World History: Modern



AP WORLD HISTORY: MODERN SUMMER READING

Salt: A World History
By Mark Kurlansky

INSTRUCTIONS:

As you read the book, highlight passages that correspond with the 5 historical themes in the colors indicated below. I have included examples for each theme. For example, in **DEVELOPMENT AND INTERACTION OF CULTURES**, you can highlight something that pertains to religion, science, or art. You **DO NOT** need to find something for each letter under a theme. You may focus on one element of a theme, if you choose.

GUIDELINES:

You should have at least three different colors highlighted in each chapter. You should have each color highlighted somewhere in your book.

Themes:

1. Interaction between humans and the environment (red)

- a. Demography and Disease
- b. Migration
- c. Patterns of Settlement
- d. Technology

2. Development and Interaction of Cultures (green)

- a. Religions
- b. Belief Systems, Philosophies, and Ideologies
- c. Science and Technology
- d. The Arts and Architecture

3. State Building, Expansion, and Conflict (blue)

- a. Growth or decline of population
- b. Division of population on the basis of race, creed, or economic status
- c. Movement or migration of people
- d. The study of population based on age or gender

4. Creation, Expansion, and Interaction of Economic Systems (purple)

- a. Agricultural and pastoral production
- b. Trade and Commerce
- c. Labor Systems
- d. Industrialization
- e. Capitalism and Socialism

5. Development and Transformation of Social Structures (orange)

- a. Gender Roles and Relations
- b. Family and Kinship
- c. Racial and Ethnic Constructions
- d. Social and economic classes

ASSIGNMENTS:

- 1) Essay: Write a short essay discussing how salt has formed, changed, and impacted world civilizations.
 - a) Type in 12 Times New Roman font, double spaced, and in correct MLA writing format with a name heading at the top, left corner of the paper, be sure to include correct MLA citation in your paper - See attached rubric
 - b) Bring a printed copy of your essay on **DAY 1 of class (August 18, 2020)**
- 2) Test: You will have a test over *Salt* the first week of school.

Rubric for *Salt* Book Review

I. Content

Points ____/20

What are some interesting/significant historical/cultural things you learned from the book? Specify. This should be your main focus of your paper. You need to discuss the story line, but only minimally. Be sure to discuss the historical matter on which the book is focusing as well as the additional historical information about that time period that appears in the background.

II. Questions on the book

Points ____/15

What historical questions were raised for you about this topic? What in the book inspired these questions? You need to come up with some answers. No questions is not an option.

III. Overall opinion of the book

Points ____/15

How did you like the book overall? Would you recommend this book for next year's summer reading list? Why or why not? Saying you did not like the book will not negatively affect your grade.

IV. Organization/Writing

Points ____/10

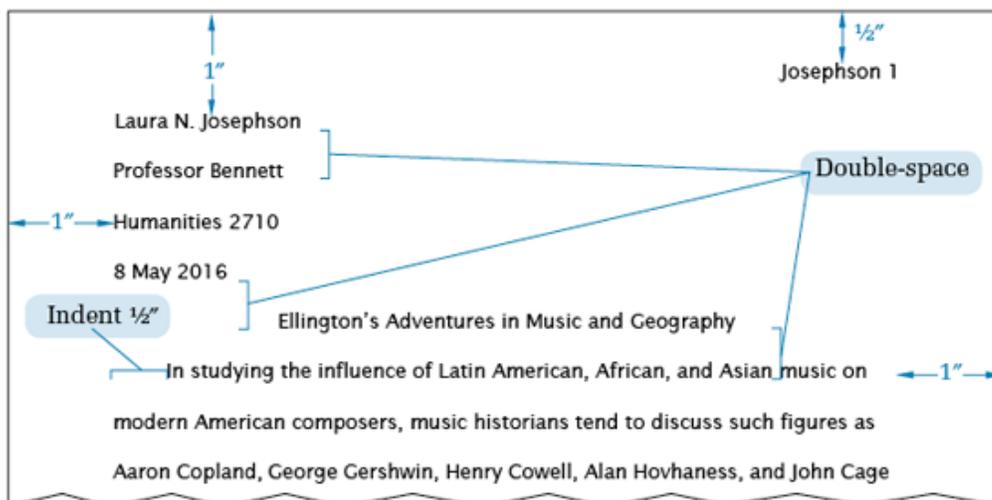
Coherence - logical development of paragraphs.

Organization - paper is well organized and focused.

Spelling/Grammar

MLA writing format - included in-text citations to support your claims

TOTAL POINTS: ____/60



WHAP- SCAVENGER HUNT: - PLEASE COMPLETE IN BLUE OR BLACK INK

USE THE *AP WORLD HISTORY COURSE & EXAM DESCRIPTION PDF* FILE BELOW, OR THE AP WORLD HISTORY WEBSITE TO ANSWER THE FOLLOWING QUESTIONS: [LINK: AP WORLD HISTORY COURSE & EXAM DESCRIPTION PDF](#) (p. 195-198, PDF) [LINK: WORLD HISTORY: MODERN COLLEGE BOARD WEBSITE](#)

1. LIST THE 6 THEMES OF AP WORLD HISTORY

2. LIST THE TITLES OF THE 9 UNITS AND THEIR DATES:

3. LIST THE NAMES OF THE AP WORLD HISTORY REGIONS (p. 31 PDF)

4. (p. 195, PDF, OR WEBSITE) EXAM STRUCTURE: THE EXAM IS _____, 2021

5. THE EXAM IS _____ HOURS AND _____ MINUTES LONG, DIVIDED INTO _____ SECTIONS

EXAM SECTION 1 HAS 2 PARTS- PART A AND PART B

6. WHAT TYPE OF QUESTIONS ARE IN PART A? _____

OF QUESTIONS _____, % OF EXAM SCORE _____, TIME LIMIT _____ MINUTES

7. WHAT TYPE OF QUESTIONS ARE IN PART B _____

OF QUESTIONS _____ WHAT OPTION DO YOU HAVE FOR THIS SECTION? _____

% OF EXAM SCORE _____ TIME LIMIT _____ MINUTES

(EXAM BREAK)

EXAM SECTION II WRITING/FREE RESPONSE/SPECIAL ESSAYS

8. TYPE OF ESSAY? #1: _____ ESSAY, _____ % OF SCORE

9. DBQ SUGGESTED TIME: _____ MINUTES (+ _____ MINUTES READING PERIOD)

10. TYPE OF ESSAY? #2, 3, 4 ARE ALL _____

11. HOW MANY OF #2, 3, 4 DO YOU HAVE TO ANSWER? _____ % OF SCORE

12. SUGGESTED TIME: _____ MINUTES

13.. WHEN/HOW ARE EXAM SCORES AVAILABLE? _____

Directions: Please watch the Crash Course videos listed with this assignment. Answer the following questions for the videos using. PLEASE COMPLETE IN BLUE OR BLACK INK

#1—Crash Course World History The Agricultural Revolution

1. In just _____ years, humans went from hunting and gathering to create such improbabilities as the airplane, the Internet, and the 99 cent double cheeseburger. 15,000 years ago, humans were _____ and hunters. Foraging meant gathering fruits, nuts, and also wild grains and grasses. Hunting allowed for a protein-rich diet, so long as you could find something with meat to kill.
2. While we tend to think that the lives of foragers (hunter/gatherers) were pretty bad, fossil evidence suggests that they actually had it pretty good. Their bones and teeth are healthier than those of _____; they actually work a lot fewer hours than the rest of us; and spend more time on _____, music, and _____.
3. It's important to note that cultivation of crops seems to have arisen independently over the course of millennia; using crops that naturally grew nearby—_____ in Southeast Asia, _____ in Mexico, _____ in the Andes, _____ in the Fertile Crescent, _____ in West Africa —people around the world began to abandon their foraging for agriculture.
4. Let's first take a look at the advantages and disadvantages of agriculture:
 - Advantage: _____ . You might have droughts or floods but if you're growing the crops and breeding them to be healthier and heartier, you get a bit more say in whether you starve.
 - Disadvantage: In order to keep feeding people as population grows, you have to radically change the _____.
 - Advantage: You can create a food surplus, especially if you grow grain, which makes _____ possible. Agriculture can support people not directly involved in the production of food, like, say, _____ who can devote their lives to creating better farming equipment (or _____).
 - Disadvantage: Some would argue the whole complexity of large and complex agricultural communities that can support cities are not actually beneficial to the _____ or even necessarily its human inhabitants.
 - Advantage: Agriculture can be practiced in many places all over the world, although in lots of places it requires extensive manipulation of the environment; e.g., _____ or _____.
 - Disadvantage: Farming is hard work—so hard that one is tempted to for instance claim _____ over other humans and then force them to till the land on your behalf—which is the kind of non-ideal social order that has tended to emerge again and again in agriculturalist communities.
5. _____ is a very good and interesting alternative to foraging. The upsides of herding are obvious: animals are not only _____ sources of meat and milk; they also help out with _____ by

providing wool and leather. On the downside, you have to _____ a lot because your herds always need new grass to eat, and it's hard to build cities when you're constantly moving. (These people are called _____.)

6. So why did the Agricultural Revolution occur? We don't have records, but historians love to make guesses:
 - Maybe _____ necessitated agriculture even though it was more work, or abundance gave people leisure time to experiment with domestication or planting originated as a fertility right or—as some historians have argued—people needed to domesticate grains in order to produce more _____. (*The History of the World in Six Glasses*)
 - Maybe the best theory is that there wasn't really an agricultural revolution at all but that it was part of an evolutionary desire to produce _____.
7. No doubt that the impact of the discovery and adoption of agriculture is probably the most momentous "event" in human and the planet's history. Without agriculture we couldn't have large groups of people in the same place (they'd starve) and therefore no _____ societies, cities, religions, _____, metalworking, ...
8. It's also true that without agriculture we wouldn't have all the bad things that come with complex civilizations, like _____, patriarchy, _____, and unfortunately, famine.
9. And as far as the planet is concerned, agriculture has been a big loser – without it humans would never have changed the environment so much, _____, moving rivers, building _____ to create and prevent floods, drilling wells for agriculture, and in the 20th and 21st century drilling for oil to process into _____.

How to Annotate Articles and Essays

1. Circle unknown words.

As you read, circle each word you come across that is unfamiliar. You may need to come back and reread the sentences before and after the word to get the meaning of the word. If you don't figure it out, look it up. Write the definition.

2. Mark definitions that are given in the text.

Highlight or circle sentences that provide you with a definition. It is useful to write "def" in the margin so you can locate the definition quickly. Also mark sentences that provide examples by marking an "X" next to the sentence.

3. Place a check or star next to important passages.

This is extremely helpful when taking a test that requires you to read a passage, because the questions that follow the reading will most likely refer back to these points.

4. Make notes to yourself in the margins.

As you read, write any questions or comments that crop up in your mind in the margin next to the passage.

5. Connect ideas.

Writers provide evidence or reasons to back up their main idea. Every time you come across a piece of data, an example, illustrating story, or a statistic, underline it. Then connect it with an arrow or a note in the margin to the point it supports.

6. Summarize your reading.

What is the main idea of the piece? (Write a main idea statement!)

The Worst Mistake in the History of the Human Race

By Jared Diamond

To science we owe dramatic changes in our smug self-image. Astronomy taught us that our earth isn't the center of the universe but merely one of billions of heavenly bodies. From biology we learned that we weren't specially created by God but evolved along with millions of other species. Now archaeology is demolishing another sacred belief: that human history over the past million years has been a long tale of progress. In particular, recent discoveries suggest that the adoption of agriculture, supposedly our most decisive step toward a better life, was in many ways a catastrophe from which we have never recovered. With agriculture came the gross social and sexual inequality, the disease and despotism, that curse our existence. At first, the evidence against this revisionist interpretation will strike twentieth century Americans as irrefutable. We're better off in almost every respect than people of the Middle Ages, who in turn had it easier than cavemen, who in turn were better off than apes. Just count our advantages. We enjoy the most abundant and varied foods, the best tools and material goods, some of the longest and healthiest lives, in history. Most of us are safe from starvation and predators. We get our energy from oil and machines, not from our sweat. What neo-Luddite among us would trade his life for that of a medieval peasant, a caveman, or an ape?

For most of our history we supported ourselves by hunting and gathering: we hunted wild animals and foraged for wild plants. It's a life that philosophers have traditionally regarded as nasty, brutish, and short. Since no food is grown and little is stored, there is (in this view) no respite from the struggle that starts anew each day to find wild foods and avoid starving. Our escape from this misery was facilitated only 10,000 years ago, when in different parts of the world people began to domesticate plants and animals. The agricultural revolution spread until today it's nearly universal and few tribes of hunter-gatherers survive.

From the progressivist perspective on which I was brought up, to ask "Why did almost all our hunter-gatherer ancestors adopt agriculture?" is silly. Of course they adopted it because agriculture is an efficient way to get more food for less work. Planted crops yield far more tons per acre than roots and berries. Just imagine a band of savages, exhausted from searching for nuts or chasing wild animals, suddenly grazing for the first time at a fruit-laden orchard or a pasture full of sheep. How many milliseconds do you think it would take them to appreciate the advantages of agriculture?

The progressivist party line sometimes even goes so far as to credit agriculture with the remarkable flowering of art that has taken place over the past few thousand years. Since crops can be stored, and since it takes less time to pick food from a garden than to find it in the wild, agriculture gave us free time that hunter-gatherers never had. Thus it was agriculture that enabled us to build the Parthenon and compose the B-minor Mass.

While the case for the progressivist view seems overwhelming, it's hard to prove. How do you show that the lives of people 10,000 years ago got better when they abandoned hunting and gathering for farming? Until recently, archaeologists had to resort to indirect tests, whose results

(surprisingly) failed to support the progressivist view. Here's one example of an indirect test: Are twentieth century hunter-gatherers really worse off than farmers? Scattered throughout the world, several dozen groups of so-called primitive people, like the Kalahari bushmen, continue to support themselves that way. It turns out that these people have plenty of leisure time, sleep a good deal, and work less hard than their farming neighbors. For instance, the average time devoted each week to obtaining food is only 12 to 19 hours for one group of Bushmen, 14 hours or less for the Hadza nomads of Tanzania. One Bushman, when asked why he hadn't emulated neighboring tribes by adopting agriculture, replied, "Why should we, when there are so many mongongo nuts in the world?"

While farmers concentrate on high-carbohydrate crops like rice and potatoes, the mix of wild plants and animals in the diets of surviving hunter-gatherers provides more protein and a better balance of other nutrients. In one study, the Bushmen's average daily food intake (during a month when food was plentiful) was 2,140 calories and 93 grams of protein, considerably greater than the recommended daily allowance for people of their size. It's almost inconceivable that Bushmen, who eat 75 or so wild plants, could die of starvation the way hundreds of thousands of Irish farmers and their families did during the potato famine of the 1840s.

So the lives of at least the surviving hunter-gatherers aren't nasty and brutish, even though farmers have pushed them into some of the world's worst real estate. But modern hunter-gatherer societies that have rubbed shoulders with farming societies for thousands of years don't tell us about conditions before the agricultural revolution. The progressivist view is really making a claim about the distant past: that the lives of primitive people improved when they switched from gathering to farming. Archaeologists can date that switch by distinguishing remains of wild plants and animals from those of domesticated ones in prehistoric garbage dumps.

How can one deduce the health of the prehistoric garbage makers, and thereby directly test the progressivist view? That question has become answerable only in recent years, in part through the newly emerging techniques of paleopathology, the study of signs of disease in the remains of ancient peoples.

In some lucky situations, the paleopathologist has almost as much material to study as a pathologist today. For example, archaeologists in the Chilean deserts found well preserved mummies whose medical conditions at time of death could be determined by autopsy (Discover, October). And feces of long-dead Indians who lived in dry caves in Nevada remain sufficiently well preserved to be examined for hookworm and other parasites.

Usually the only human remains available for study are skeletons, but they permit a surprising number of deductions. To begin with, a skeleton reveals its owner's sex, weight, and approximate age. In the few cases where there are many skeletons, one can construct mortality tables like the ones life insurance companies use to calculate expected life span and risk of death at any given age. Paleopathologists can also calculate growth rates by measuring bones of people of different

ages, examine teeth for enamel defects (signs of childhood malnutrition), and recognize scars left on bones by anemia, tuberculosis, leprosy, and other diseases.

One straight forward example of what paleopathologists have learned from skeletons concerns historical changes in height. Skeletons from Greece and Turkey show that the average height of hunter-gatherers toward the end of the ice ages was a generous 5' 9" for men, 5' 5" for women. With the adoption of agriculture, height crashed, and by 3000 B. C. had reached a low of only 5' 3" for men, 5' for women. By classical times heights were very slowly on the rise again, but modern Greeks and Turks have still not regained the average height of their distant ancestors.

Another example of paleopathology at work is the study of Indian skeletons from burial mounds in the Illinois and Ohio river valleys. At Dickson Mounds, located near the confluence of the Spoon and Illinois rivers, archaeologists have excavated some 800 skeletons that paint a picture of the health changes that occurred when a hunter-gatherer culture gave way to intensive maize farming around A. D. 1150. Studies by George Armelagos and his colleagues then at the University of Massachusetts show these early farmers paid a price for their new-found livelihood. Compared to the hunter-gatherers who preceded them, the farmers had a nearly 50 per cent increase in enamel defects indicative of malnutrition, a fourfold increase in iron-deficiency anemia (evidenced by a bone condition called porotic hyperostosis), a three fold rise in bone lesions reflecting infectious disease in general, and an increase in degenerative conditions of the spine, probably reflecting a lot of hard physical labor. "Life expectancy at birth in the pre-agricultural community was about twenty-six years," says Armelagos, "but in the post-agricultural community it was nineteen years. So these episodes of nutritional stress and infectious disease were seriously affecting their ability to survive."

The evidence suggests that the Indians at Dickson Mounds, like many other primitive peoples, took up farming not by choice but from necessity in order to feed their constantly growing numbers. "I don't think most hunter-gatherers farmed until they had to, and when they switched to farming they traded quality for quantity," says Mark Cohen of the State University of New York at Plattsburgh, co-editor with Armelagos, of one of the seminal books in the field, *Paleopathology at the Origins of Agriculture*. "When I first started making that argument ten years ago, not many people agreed with me. Now it's become a respectable, albeit controversial, side of the debate."

There are at least three sets of reasons to explain the findings that agriculture was bad for health. First, hunter-gatherers enjoyed a varied diet, while early farmers obtained most of their food from one or a few starchy crops. The farmers gained cheap calories at the cost of poor nutrition, (today just three high-carbohydrate plants -- wheat, rice, and corn -- provide the bulk of the calories consumed by the human species, yet each one is deficient in certain vitamins or amino acids essential to life.) Second, because of dependence on a limited number of crops, farmers ran the risk of starvation if one crop failed. Finally, the mere fact that agriculture encouraged people to clump together in crowded societies, many of which then carried on trade with other crowded societies, led to the spread of parasites and infectious disease. (Some archaeologists think it was the crowding, rather than agriculture, that promoted disease, but this is a chicken-and-egg argument, because crowding encourages agriculture and vice versa.) Epidemics couldn't take

hold when populations were scattered in small bands that constantly shifted camp. Tuberculosis and diarrheal disease had to await the rise of farming, measles and bubonic plague the appearance of large cities.

Besides malnutrition, starvation, and epidemic diseases, farming helped bring another curse upon humanity: deep class divisions. Hunter-gatherers have little or no stored food, and no concentrated food sources, like an orchard or a herd of cows: they live off the wild plants and animals they obtain each day. Therefore, there can be no kings, no class of social parasites who grow fat on food seized from others. Only in a farming population could a healthy, non-producing elite set itself above the disease-ridden masses. Skeletons from Greek tombs at Mycenae c. 1500 B. C. suggest that royals enjoyed a better diet than commoners, since the royal skeletons were two or three inches taller and had better teeth (on the average, one instead of six cavities or missing teeth). Among Chilean mummies from c. A. D. 1000, the elite were distinguished not only by ornaments and gold hair clips but also by a fourfold lower rate of bone lesions caused by disease.

Similar contrasts in nutrition and health persist on a global scale today. To people in rich countries like the U. S., it sounds ridiculous to extol the virtues of hunting and gathering. But Americans are an elite, dependent on oil and minerals that must often be imported from countries with poorer health and nutrition. If one could choose between being a peasant farmer in Ethiopia or a bushman gatherer in the Kalahari, which do you think would be the better choice?

Farming may have encouraged inequality between the sexes, as well. Freed from the need to transport their babies during a nomadic existence, and under pressure to produce more hands to till the fields, farming women tended to have more frequent pregnancies than their hunter-gatherer counterparts -- with consequent drains on their health. Among the Chilean mummies for example, more women than men had bone lesions from infectious disease.

Women in agricultural societies were sometimes made beasts of burden. In New Guinea farming communities today I often see women staggering under loads of vegetables and firewood while the men walk empty-handed. Once while on a field trip there studying birds, I offered to pay some villagers to carry supplies from an airstrip to my mountain camp. The heaviest item was a 110-pound bag of rice, which I lashed to a pole and assigned to a team of four men to shoulder together. When I eventually caught up with the villagers, the men were carrying light loads, while one small woman weighing less than the bag of rice was bent under it, supporting its weight by a cord across her temples.

As for the claim that agriculture encouraged the flowering of art by providing us with leisure time, modern hunter-gatherers have at least as much free time as do farmers. The whole emphasis on leisure time as a critical factor seems to me misguided. Gorillas have had ample free time to build their own Parthenon, had they wanted to. While post-agricultural technological advances did make new art forms possible and preservation of art easier, great paintings and sculptures were already being produced by hunter-gatherers 15,000 years ago, and were still

being produced as recently as the last century by such hunter-gatherers as some Eskimos and the Indians of the Pacific Northwest.

Thus with the advent of agriculture and elite became better off, but most people became worse off. Instead of swallowing the progressivist party line that we chose agriculture because it was good for us, we must ask how we got trapped by it despite its pitfalls.

One answer boils down to the adage "Might makes right." Farming could support many more people than hunting, albeit with a poorer quality of life. (Population densities of hunter-gatherers are rarely over one person per ten square miles, while farmers average 100 times that.) Partly, this is because a field planted entirely in edible crops lets one feed far more mouths than a forest with scattered edible plants. Partly, too, it's because nomadic hunter-gatherers have to keep their children spaced at four-year intervals by infanticide and other means, since a mother must carry her toddler until it's old enough to keep up with the adults. Because farm women don't have that burden, they can and often do bear a child every two years.

As population densities of hunter-gatherers slowly rose at the end of the ice ages, bands had to choose between feeding more mouths by taking the first steps toward agriculture, or else finding ways to limit growth. Some bands chose the former solution, unable to anticipate the evils of farming, and seduced by the transient abundance they enjoyed until population growth caught up with increased food production. Such bands outbred and then drove off or killed the bands that chose to remain hunter-gatherers, because a hundred malnourished farmers can still outfight one healthy hunter. It's not that hunter-gatherers abandoned their lifestyle, but that those sensible enough not to abandon it were forced out of all areas except the ones farmers didn't want.

At this point it's instructive to recall the common complaint that archaeology is a luxury, concerned with the remote past, and offering no lessons for the present. Archaeologists studying the rise of farming have reconstructed a crucial stage at which we made the worst mistake in human history. Forced to choose between limiting population or trying to increase food production, we chose the latter and ended up with starvation, warfare, and tyranny.

Hunter-gatherers practiced the most successful and longest-lasting lifestyle in human history. In contrast, we're still struggling with the mess into which agriculture has tumbled us, and it's unclear whether we can solve it. Suppose that an archaeologist who had visited from outer space were trying to explain human history to his fellow spacelings. He might illustrate the results of his digs by a 24-hour clock on which one hour represents 100,000 years of real past time. If the history of the human race began at midnight, then we would now be almost at the end of our first day. We lived as hunter-gatherers for nearly the whole of that day, from midnight through dawn, noon, and sunset. Finally, at 11:54 p.m. we adopted agriculture. As our second midnight approaches, will the plight of famine-stricken peasants gradually spread to engulf us all? Or will we somehow achieve those seductive blessings that we imagine behind agriculture's glittering facade, and that have so far eluded us?