Section 2

1. Social scientists are like detectives because they examine clues, ask questions, make observations, and come up with theories about how humans came to be.

<table>
<thead>
<tr>
<th>Type of Social Scientist</th>
<th>What do they do?</th>
<th>What questions do they ask?</th>
<th>Symbol that represents their work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Archaeologists</td>
<td>Study the past by examining artifacts such as tools and coins.</td>
<td>Who lived in this place? When did they live here? What were they like?</td>
<td>Answers will vary.</td>
</tr>
<tr>
<td>Historians</td>
<td>Record the past. Study artifacts and documents.</td>
<td>What happened in the past? Why did events happen the way they did?</td>
<td>Answers will vary.</td>
</tr>
</tbody>
</table>

2. Social scientists are like detectives because they examine clues, ask questions, make observations, and come up with theories about how humans came to be.

Section 3

1. From cave paintings, social scientists can learn what kinds of animals roamed the Earth, what methods people used to hunt them, and what people believed.
2. Sketches will vary but may include bits of rope, lamps, and tools for painting and engraving.

Section 4

1.2. Labels and hypotheses will vary.
3. Additional important items students may label: mammoth or bison, spear, insides of the animal, birdlike mask, long stick with bird on top (spear thrower).
4. Many social scientists think that this painting was created as part of a hunting ritual. The artist may have been either asking for a successful hunt or recording something that actually happened.

Section 5

1.2. Labels and hypotheses will vary.
3. Additional important items students may label: bulls, bison, horses, ledge.
4. Social scientists’ ideas include that the artist may have been trying to either capture the animals’ “magical powers” or honor or please spirits. This painting may have also been used in a religious ceremony.

Section 6

1.2. Labels and hypotheses will vary.
3. Additional important items students may label: circular shape, sticklike animal, handprints.
4. Many social scientists think that the handprints were a way for artists to sign their paintings. The geometric shapes may have had special meanings in rituals.

Section 7

1.2. Labels and hypotheses will vary.
3. Additional important items students may label: leaping horse carved into the top, hundreds of tiny dashes in horse’s head.
4. Some social scientists think that this tool was created for hunting. The horse carving may have been a good-luck symbol. It may have had some relation to the hunter’s name or clan. Or it may have just been a decoration.
Section 8
1,2. Labels and hypotheses will vary.
3. Additional important items students may label: bison, gold-colored clay, carved lines for animal faces, coat markings, and fur.
4. Social scientists think these sculptures may have been created to show that the cave belonged to a certain clan or that an important coming-of-age ceremony took place there.

Section 9
1,2. Labels and hypotheses will vary.
3. Additional important items students may label: two piles of colored, rock-hard minerals; grindstone; sculptor’s pick; engraving tool.
4. Social scientists think that the grindstone was used for grinding minerals into powder to make paints. The sharpened stone might have been used for sculpting and engraving.