

The Beginnings of World History

LESSON 1

As You Read

Students should make note of the lesson's main ideas and details. See the answers to the Graphic Organizer.

Summary

1. Japan was not part of the Roman Empire and was farther away from Europe.
2. They can share ideas and compare their perspectives.
3. how early humans made tools that helped them survive

Graphic Organizer

1. Suggested: Location and climate provide good or bad conditions for agriculture.
Suggested: Access to water helps civilizations survive.
Suggested: Being isolated or attached to continents can affect whether a country is invaded.
2. Suggested: The researchers all have different perspectives.
Suggested: People with different training use different tools.
Suggested: Researchers criticize discoveries made in and outside of their field.
3. Suggested: New discoveries are always being made.
Suggested: Researchers are sometimes biased.
Suggested: Understanding new languages or codes help understand past discoveries.

LESSON 2

As You Read

Students should use the chart to compare the hominids and time periods discussed. See the answers to the Graphic Organizers.

Summary

1. hominids; East Africa
2. *Homo erectus*, because they developed technology, used fire, and had a language.
3. *Homo sapiens* had more skills and developed a culture.

Graphic Organizers

1. Australopithecines: Brain size was 500 cubic centimeters; walked upright and had opposable thumbs; traveled great distances; carried food and children; could pick up small objects and make tools
2. *Homo habilis*: Brain size was 700 cubic centimeters; made tools from stone and lava to cut meat, crack open bones, and protect themselves
3. *Homo erectus*: Brain size was 1,000 cubic centimeters; made more sophisticated tools to dig and protect themselves; migrated from Africa to parts of Europe and Asia; used fire; developed basic spoken language
4. Neanderthals: Brain size was 1,450 cubic centimeters; powerfully built with strong muscles and thick bones; tried to explain and control their world; had ritual burials; very resourceful
5. Cro-Magnons: Brain size was 1,400 cubic centimeters; looked like modern *Homo sapiens*; stood about five-and-one-half feet tall; created art; planned hunts; had advanced language skills

Paleolithic Age: 2.5 million BC; 8000 BC; Oldest stone chopping tools were made in this time.

Neolithic Age: 8000 BC; 3000 BC; People in this time learned to polish stone tools, make pottery, grow crops, and raise animals.

LESSON 3

As You Read

Students should make note of the lesson's main ideas and details. See the answers to the Graphic Organizer.

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M Walker



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Human Heritage Miriam Greenblatt, Peter S. Lemmo, 2001 A world history textbook chronicling the rise of Western and Eastern civilizations Includes photos art illustrated charts vocabulary exercises and review questions

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World History: Connections to Today Elisabeth Gaynor Ellis, Pearson/Prentice Hall, 2003-12

Instructional Supervision Sally J. Zepeda, 2013-09-27 This highly regarded book is a must have resource for all graduate level students and prospective school leaders enrolled in courses in instructional supervision It is also a valuable guide for anyone currently in a leadership position with responsibility for supervising student teachers Dr Zepeda provides both practical tools and strategies needed for classroom observations and pre and post observation conferences laying a strong foundation for effective instructional supervision in preK 12 schools The updated third edition includes research supported strategies to help supervisors work successfully with teachers authentic case studies classroom examples and field experiences in depth coverage of professional development and its link to teacher evaluation reflection prompts pragmatic tips self assessments and suggested activities

Holt People, Places, and Change Robert J. Sager, 2003

World History, 2000

Geography McGraw-Hill Staff, Richard G. Boehm, 2001-11

The Professional Needs of Teachers of English Willis Branson Coale, 1928

Teacher's Guide for World History Societies of the Past Linda McDowell, Marilyn MacKay, 2005 World History Teacher's Guide is a comprehensive resource filled with fun captivating and thought provoking hands on activities In each chapter you will find practical hands on activating and acquiring applying activities useful teacher reference notes and organizational techniques vocabulary building exercises assessment ideas and activities review activities fun puzzles engaging word games and easy to prepare games suggested resources for both teachers and students many useful blackline masters such as activities maps and graphic organizers

The New York Times Index, 1927

English Unlimited Upper Intermediate A Combo with DVD-ROMs (2) Alex Tilbury, Leslie Anne Hendra, David Rea, Theresa Clementson, Rob Metcalf, Chris Cavey, Alison Greenwood, 2013-07-18 English Unlimited is a six level A1 to C1 goals based course for adults Centred on purposeful real life objectives it prepares learners

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Comprehensive Textbook of AIDS Psychiatry Paul Volberding,2017 The Comprehensive Textbook of AIDS Psychiatry provides insight into the interface between the psychiatric medical and social dimensions of HIV and AIDS and the need for a compassionate integrated and approach to the HIV pandemic with an emphasis on humanizing destigmatizing HIV

Readers' Guide to Periodical Literature ,1922 *Index Medicus* ,2002 Vols for 1963 include as pt 2 of the Jan issue Medical subject headings

God, Revelation, and Faith Catechist Guide Chris Wardwell,2009-02 This faith formation program introduces young Catholic adolescents to Jesus Christ in a new way and inspires them to follow him Fostering the faith of young adolescents involves helping them to make connections between the Catholic faith and everyday life

Geography Teaching Ideas: Set 2 Erinn Corson,2009-09-01 Bring the world into your classroom with this one of a kind resource that covers teaching strategies for Geography These strategies have been classroom tested and are designed to encourage higher level thinking as students play games complete puzzles adn more Assessment forms and student achievement certificates are also included

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Library of the World's Best Literature: Guide to systematic reading Charles Dudley Warner,1902

The United States Catalog Mary Burnham,Carol Hurd,1928

A Guide for Using Anne Frank "The Diary of a Young Girl" in the Classroom Mari Lu Robbins,Mari Lu ROBBINS,1996 Journal of a Jewish teenager describes the joys and torments of daily life and typical adolescent thoughts throughout two years spent in hiding with her family during the Nazi occupation of Holland

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