

## 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.

# World History Guided Reading Activity Answers

**R Sanford**



## World History Guided Reading Activity Answers:

*Pageant World History* Gerald Leinwand,1990 Dear students I want to share a dream with you I dreamed that a young person of 14 whom I was going to be teaching would become president of the United States during the first half of the twenty first century As a teacher I was struck by this immense responsibility What should I teach my student about the world as preparation for this awesome task How could my world history class help this person to mature into an intelligent and humane president and leader of the free world

**Focus on World History** Kathy Sammis,2002-09 Active Reading Beth McGuire,2008-12-30 Teacher Librarian Beth McGuire provides librarians and teachers with reproducible activities to encourage students to think about discuss and provide a purpose for reading current star reviewed and award winning literature while practicing their comprehension strategies Activities reinforce comprehension of the material and include an extension activity for going beyond the text allowing the students to practice their higher level thinking skills Librarians and teachers can make copies of the activities to directly incorporate into their lessons in the content areas Titles included are organized by level and by curricular area Usable for grades 6 8 Document-Based Assessment Activities for Global History Classes Theresa C. Noonan,1999 Covers all significant eras of global history Encourages students to analyze evidence documents and other data to make informed decisions Develops essential writing skills

**History 101, Modern World History** ,1986 *The Principal as Instructional Leader* Sally J. Zepeda,2013-10-02 In the updated third edition of this highly successful book leadership expert Sally Zepeda offers savvy advice to both new and seasoned principals and assistant principals You get practical tools and strategies along with real world examples to help you improve teacher effectiveness and boost student achievement This edition features valuable resources for teacher evaluation and professional development programs including Tools and procedures for conducting classroom observations and pre and post observation conferences How to steps for assessing the culture and climate of your school Strategies to address marginal teaching Techniques to support adult learning and professional development Related News Media Dr Doug Green featured a book summary of *The Principal as Instructional Leader A Practical Handbook 3rd Edition* on his website The Principal as Instructional Leader A Practical Handbook 3rd Edition by Sally J Zepeda was reviewed in *The 21st Century Principal*

**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      Resources in Education ,2001-10      **Teaching World History Using the Internet** Carol Krup,2000 Reproducible activities for the classroom With teachers guide      Research in Education ,1974      **Gender: Gender History Gr. 6-Adult** Taryn McKenna,2019-07-01 This is the chapter slice Gender History Gr 6 Adult from the full lesson plan Gender Students will see gender identity as a spectrum Understand that gender does not end with the assignment of sex at birth It is a complex interrelationship between a person s body identity and expression Students will learn that gender is personal it is how we see ourselves Unravel gender expression and gender identity throughout world History as well better understand what is Transgender Students will become familiar with the different forms of gender that one can identify as and how it differs from sexual orientation Written in a simplified vocabulary and comprised of reading passages graphic organizers real world activities crossword word search and comprehension quiz We constantly strive to update the terminology in this series as required      **Culture, Society & Globalization: International Human Rights Law Gr. 5-8** Erika Gombatz-Gasper,2016-08-01 This is the chapter slice International Human Rights Law Gr 5 8 from the full lesson plan Culture Society Globalization Help students make informed decisions about civil matters and lifestyle choices that affect themselves and the world Our resource provides students with the building blocks to understand the debates and issues surrounding globalization Go back in time to experience the influence of the Ottoman Empire on the greater world Debate the pros and cons of globalization in today s world Conduct a survey at your school to find out whether mother languages are being passed down to current generations Explore the negative impacts of the spread of Western culture to the rest of the world Plan international vacations for people that minimize the negative impacts of tourist activity on indigenous and local populations Find out how globalization can cause the spread of infectious diseases to occur more quickly Watch the world come together to deal with the global issue of Climate Change Represent a nation during a United Nations meeting to draft additions to human rights law Aligned to your State Standards and written to Bloom s Taxonomy additional hands on activities crossword word search comprehension quiz and answer key are also included      *Catalog of Copyright Entries. Third Series* Library of Congress. Copyright Office,1968 Includes Part 1 Number 2 Books and Pamphlets Including Serials and Contributions to Periodicals July December      **Holt People, Places, and Change** Robert J. Sager,2003      *Reading and Learning Strategies* Susan Davis Lenski,Mary Ann Wham,Jerry L. Johns,2006-06-22      *Make Key Stage 3 Matter in English* Liz Hillier,2017-04-27 The KS3 curriculum plays a critical part in giving students the best possible start to their secondary education and preventing the need for intervention later on This timely book provides detailed guidance on how to develop a robust multifaceted inclusive and challenging KS3 curriculum in English that provides a secure and progressive link between KS2 and KS4 Featuring examples of curriculum models and audits of current practice chapters cover key topics such as developing the planning cycle transitioning between primary and secondary English assessment in KS3 English creating a model that supports and challenges students of all levels LAC and SPAG divisive or

cohesive abbreviations speaking and listening in the KS3 English curriculum using multimodal texts examples of how meaningful homework can successfully embed itself in a KS3 English curriculum model Make Key Stage 3 Matter in English will be an invaluable resource for KS3 English coordinators teachers and all those involved in the planning and delivery of the KS3 English curriculum *World History* Elisabeth Gaynor Ellis,Anthony Esler,2014 *Teaching World History in the Twenty-first Century: A Resource Book* Heidi Roupp,2015-02-12 This practical handbook is designed to help anyone who is preparing to teach a world history course or wants to teach it better It includes contributions by experienced teachers who are reshaping world history education and features new approaches to the subject as well as classroom tested practices that have markedly improved world history teaching **Culture, Society & Globalization: Cultural Homogenization Gr. 5-8** Erika Gombatz-Gasper,2016-08-01 This is the chapter slice Cultural Homogenization Gr 5 8 from the full lesson plan Culture Society Globalization Help students make informed decisions about civil matters and lifestyle choices that affect themselves and the world Our resource provides students with the building blocks to understand the debates and issues surrounding globalization Go back in time to experience the influence of the Ottoman Empire on the greater world Debate the pros and cons of globalization in today s world Conduct a survey at your school to find out whether mother languages are being passed down to current generations Explore the negative impacts of the spread of Western culture to the rest of the world Plan international vacations for people that minimize the negative impacts of tourist activity on indigenous and local populations Find out how globalization can cause the spread of infectious diseases to occur more quickly Watch the world come together to deal with the global issue of Climate Change Represent a nation during a United Nations meeting to draft additions to human rights law Aligned to your State Standards and written to Bloom s Taxonomy additional hands on activities crossword word search comprehension quiz and answer key are also included **Culture, Society & Globalization Gr. 5-8** Erika Gasper-Gombatz,2010-01-01 Help students make informed decisions about civil matters and lifestyle choices that affect themselves and the world Our resource provides students with the building blocks to understand the debates and issues surrounding globalization Go back in time to experience the influence of the Ottoman Empire on the greater world Debate the pros and cons of globalization in today s world Conduct a survey at your school to find out whether mother languages are being passed down to current generations Explore the negative impacts of the spread of Western culture to the rest of the world Plan international vacations for people that minimize the negative impacts of tourist activity on indigenous and local populations Find out how globalization can cause the spread of infectious diseases to occur more quickly Watch the world come together to deal with the global issue of Climate Change Represent a nation during a United Nations meeting to draft additions to human rights law Aligned to your State Standards and written to Bloom s Taxonomy additional hands on activities crossword word search comprehension quiz and answer key are also included

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