

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.

Guided Activity 2answers World History

Sally J. Zepeda



Guided Activity 2answers World History:

Hands-On History: World History Activities Garth Sundem, Kristi Pikiewicz, 2006-04-25 Making learning fun and interactive is a surefire way to excite your social studies students This book includes game formatted activities for major historical topics While the goal of these activities is to create excitement and to spark interest in further study they are also standards based and include grading rubrics and ideas for assessment Encouraging teamwork creativity intelligent reflection and decision making the games of Hands on History Activities will help you take an active approach to teaching while inspiring your students to make their own explorations of history This resource is aligned to the interdisciplinary themes from the Partnership for 21st Century Skills 204pp

Instructional Supervision Sally J. Zepeda, 2025-06-03 This essential text for prospective school leaders enrolled in instructional supervision and evaluation courses provides the knowledge and practical tools to improve teacher effectiveness Melding theory and practice this book is a definitive guide to successful classroom observations pre and post observation conferences and approaches such as action research peer coaching and mentoring The fifth edition of this text has been thoroughly updated to meet the needs of school leaders in today s educational climate Features new to this edition include Two new chapters on culturally responsive supervision and using virtual spaces and video analysis to improve instruction Expanded discussions of SEL differentiated instruction and addressing marginal teachers Updated chapter features including revised Extended Reflections Suggested Activities and Suggested Readings New citations and references throughout to reflect the current educational climate A wealth of downloadable classroom observation tools accessible by visiting www.routledge.com 9781032638003 This book offers effective and innovative strategies to work with teachers at all stages in their careers laying a strong foundation for effective instructional supervision in PreK 12 schools

Focus on World History Kathy Sammis, 2002-09 Topics include Early human communities Emergence of agricultural societies Civilizations of Mesopotamia Egypt the Indus Valley and Greece The great empires of Persia China India and Rome The emergence of major religions

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Resources in Education , 1999-04

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

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, Hollywood or History? Scott L. Roberts, Charles J. Elfer, 2021-01-01 The challenges of teaching history are acute where we consider the world history classroom Generalized world history courses are a part of many if not most K 12 curricular frameworks in the United States While United States history tends to dominate the

scholarship and conversation there are an equally wide number of middle level and secondary students and teachers engaged in the study of world history in our public schools And the challenges are real In the first place if we are to mark content coverage as a curricular obstacle in the history classroom generally then we must underscore that concern in the world history classroom and for obvious reasons The curricular terrain to choose from is immense and forever expanding dealing with the development of numerous civilizations over millennia and across a wide geographic expanse In addition to curricular concerns world historical topics are inherently farther away from most students lives not just temporally but often geographically and culturally Thus the rationale for the present text Hollywood or History An Inquiry Based Strategy for Using Film to Teach World History The reviews of the first volume Hollywood or History An Inquiry Based Strategy for Using Film to Teach United States History strategy have been overwhelmingly positive especially as it pertains to the application of the strategy for practitioner Classroom utility and teacher practice have remained our primary objectives in developing the Hollywood or History strategy and we are encouraged by the possibilities of Volume II and the capacity of this most recent text to impact teaching and learning in world history We believe that students connection to film along with teachers ability to use film in an effective manner will help alleviate some of the challenges of teaching world history The book provides 30 secondary lesson plans grades 6-12 that address nine eras in world history Hands-On History--Europe in the Middle Ages Garth Sundem, Kristi Pikiewicz, 2014-01-01 Make studying history fun and interactive to motivate your students Encourage teamwork creativity reflection and decision making Take an active approach to teaching while inspiring your students to make their own explorations of world history A Beginner's History of Philosophy (Vol. 1&2) Herbert Ernest Cushman, 2023-11-23 Herbert Ernest Cushman's A Beginner's History of Philosophy Vol 1-2 offers a comprehensive and accessible exploration of philosophical thought from antiquity to modern times Cushman's pedagogical style is characterized by clarity and conciseness making complex ideas digestible for novices The work is organized chronologically allowing readers to engage with the evolution of philosophical concepts whilst situating them within their historical contexts This dual volume serves not only as a primer for those new to philosophy but also as a reference for seasoned scholars seeking to revisit foundational ideas presented in a straightforward manner Cushman an esteemed educator and philosopher dedicated much of his career to the dissemination of philosophical knowledge His teaching experience and passion for philosophy informed his approach in writing these volumes aiming to inspire a love for philosophical inquiry among students and lay readers alike His background reflects an era that sought to make philosophy more democratized and accessible countering prevailing notions that such discourse was reserved solely for the elite This book is highly recommended for anyone seeking to understand the trajectory of philosophical thought regardless of prior knowledge Cushman's engaging narrative not only fosters intellectual curiosity but also encourages readers to reflect critically on the ideas that have shaped human understanding throughout history Content-Area Vocabulary Social Studies--Bases the(o)- and de(i)-, divin- Timothy

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