

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 12 2 World History

Kathy Sammis



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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

World History: Connections to Today Elisabeth Gaynor Ellis, Pearson/Prentice Hall, 2003-12 Teaching Recent Global History Diana B. Turk, Laura J. Dull, Robert Cohen, Michael R. Stoll, 2014-03-05 Teaching Recent Global History explores innovative ways to teach world history beginning with the early 20th century The authors unique approach unites historians social studies teachers and educational curriculum specialists to offer historically rich pedagogically innovative and academically rigorous lessons that help students connect with and deeply understand key events and trends in recent global history Highlighting the best scholarship for each major continent the text explores the ways that this scholarship can be adapted by teachers in the classroom in order to engage and inspire students Each of the eight main chapters highlights a particularly important event or theme which is then complemented by a detailed discussion of a particular methodological approach Key features include An overarching narrative that helps readers address historical arguments Relevant primary documents or artifacts plus a discussion of a particular historical method well suited to teaching about them Lesson plans suitable for both middle and secondary level classrooms Document based questions and short bibliographies for further research on the topic This invaluable book is ideal for any aspiring or current teacher who wants to think critically about how to teach world history and make historical discussions come alive for students

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

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 **Teaching History with Film** Alan S.

Marcus, Scott Alan Metzger, Richard J. Paxton, Jeremy D. Stoddard, 2018-07-04 Teaching History with Film provides a fresh engaging and clear overview of teaching with film to effectively enhance social studies instruction Using cases of experienced teachers to illustrate accomplished history teaching through movies this text provides pre and in service teachers with ideas for implementing film based lessons in their own classrooms and offers a deeper understanding of the thorny issues involved in using film to teach history The second edition is completely revised and updated including two entirely new case studies a new chapter focusing on using international film and incorporating a more global view in the classroom and additional material on using film to tackle difficult and controversial issues as well as updates to all of the cases Each section of the book focuses on how teachers can effectively support the development of students historical film literacy through topics such as using film to develop interpretive skills to explore controversial issues and to develop historical empathy By developing the skills students need to think critically about the past or what they think they know about history the lessons in this book illustrate how to harness the pedagogical power of film to provide the tools necessary for rigorous inquiry and democratic citizenship Special features include Reflection on the Case following each chapter analyzing and discussing the strengths and limitations of the teacher s approach as well as providing strategies for using and choosing films specific to the educational outcome Sample unit outlines descriptions of class texts and films worksheets essay questions viewer guides and exercises for the classroom throughout Discussion of the practical considerations facing classroom teachers including juggling time restraints issues of parental permission and meeting standards *Holt People, Places, and Change* Robert J. Sager, 2003 **New International Dictionary of New Testament Theology**

Zondervan, 2017-10-17 This abridgment of Colin Brown s original four volume work is arranged with its entries in Greek alphabet order which makes it easy to find the discussion of a particular word All Greek words are transliterated into English and linked with their Goodrick Kohlenberger numbers This book was formerly titled The NIV Theological Dictionary of New Testament Words Now it has been reset in double columns and wider margins **Historical Outlook** , 1924 Focus on World History Kathy Sammis, 2002-09 Topics include Empires and societies of Eurasia European Renaissance and Reformation Causes and consequences of the age of revolutions Interactions and conflicts between Europe and Asia

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web jan 5 2016 explanation isotopes are atoms of the same element same atomic number i.e. same number of protons in the nucleus but different atomic masses different mass numbers due to different numbers of neutrons in the nucleus for example we may get an isotope of chlorine with 17 protons and 18 neutrons hence atomic mass 35

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web may 16 2018 explanation an atom is characterized as a particular element by the number of positively charged massive nuclear particles i.e. Z $Z=1$ we get hydrogen $Z=2$ we get helium $Z=3$ lithium $Z=47$ we get silver the nucleus can also contain

neutrons massive nuclear particles of zero charge

isotopes atomic structure aqa gcse combined science - Jan 14 2023

web atoms of the same element with different numbers of neutrons are called isotopes close isotope atoms of an element with the same number of protons and electrons but different numbers of neutrons

isotope examples definition britannica - Aug 21 2023

web oct 31 2023 an isotope is one of two or more species of atoms of a chemical element with the same atomic number and position in the periodic table and nearly identical chemical behavior but with different atomic masses and physical properties every chemical element has one or more isotopes

isotopes differ due to the number of what socratic - Apr 05 2022

web jul 18 2018 answer link due to the number of neutrons isotopes differ with respect to the number of neutrons their nuclei contain where neutrons are massive particles of zero charge a nucleus may contain variable numbers of neutrons and this gives rise to the phenomenon of isotopes

isotope wikipedia - Oct 11 2022

web isotopes are distinct nuclear species or nuclides as technical term of the same chemical element they have the same atomic number number of protons in their nuclei and position in the periodic table and hence belong to the same chemical element but differ in nucleon numbers mass numbers due to different numbers of neutrons in

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web verified by toppr correct option is d atoms having same atomic number but different atomic mass are known as isotopes the difference in the mass is due to the difference in their number of neutrons with the same number of electrons and protons

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web part i answer the questions based on the above reading what is an isotope isotopes are versions of the same element they have the same number of protons and electrons as the element but different mass numbers and number of neutrons what does the number next to isotopes signify the number indicates the isotope s mass number

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web nov 27 2016 explanation basically isotopes are nuclei that have the same number of protons and are thus the same element but have unequal numbers of neutrons answer link the nucleus differs as a result of the number of neutrons in the atom the actual structure doesn t differ all that much but its mass does differ thus its density is a little

solved isotopes differ from each other in what ways a they - Mar 04 2022

web chemistry questions and answers isotopes differ from each other in what ways a they have different numbers of

electrons outside the nucleus
b they have different atomic number
c they have different numbers of neutrons in the nucleus
d more than one response is correct
e they have different numbers of protons in the nucleus