

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 Reading Activity 1 answers World History

Erika Gombatz-Gasper



Guided Reading Activity 1 answers World History:

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

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

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*

[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 **Reading and Learning**

Strategies Susan Davis Lenski,Mary Ann Wham,Jerry L. Johns,2006-06-22 **British History-Teacher** James P. Stobaugh,James Stobaugh,2012-03 This convenient teacher s guide includes perforated three hole punched assignments with answers learning objectives grading criteria and short essay questions to help the student comprehend and apply the information presented The following is included in this complete year of high school British history curriculum The teacher text has the student questions organized at the back for easy use in testing and reviews The course has been designed with 34 chapters representing 34 weeks of study Each chapter has 5 lessons each taking approximately 30 minutes a day The final lesson of the week is the exam covering the week s chapter A parent or teacher can grade assignments daily or weekly and keep track of this in their files This course is designed for the student to practice independent learning This is a solid educational process to help a student develop a Christian world view and form his her own understanding of history

History 101, Modern World History ,1986 Illinois History Teacher ,2006 **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 *Inquiry-Based Lessons in World History* Jana Kirchner,Andrew McMichael,2021-09-03 Spanning the time period from 750 CE to the present day Inquiry Based Lessons in World History Vol 2 focuses on creating global connections between people and places using primary sources in standards based lessons With sections on the world in transition the era of revolutions imperialism and global war and the modern world this book provides teachers with inquiry based ready to use lessons that can be adapted to any classroom and that encourage students to take part in the learning process by reading and thinking like historians Each section contains chapters that correspond to the scope and sequence of most world history textbooks Each inquiry lesson begins with an essential question and connections to content and literacy standards followed by primary source excerpts or links to those sources Lessons include step by step directions incorporate a variety of literacy strategies and require students to make a hypothesis using evidence from the texts they have read Grades 7 10

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