# 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

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

#### Graphic Organizer

 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.

- 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.
- Suggested: New discoveries are always being made.
   Suggested: Perspechage are constimer.

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
- Homo crectus, because they developed technology, used fire, and had a language.
- Homo supiens had more skills and developed a culture.

#### Graphic Organizers

- 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
- Homo habilis: Brain size was 700 cubic centimeters; made tools from stone and lava to cut meat, crack open bones, and protect themselves
- Homo crectus: 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
- 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
- Cro-Magnons: Brain size was 1,400 cubic centimeters: looked like modern Homo sapiens; stood about five-andone-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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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 Young Men's Era 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 **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 World History: Connections to Today Elisabeth Gaynor Ellis, Pearson/Prentice Hall, 2003-12 meeting standards

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