

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 Activity 9 1 Answers

Raffaela Di Napoli



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The Practice of University History Teaching Alan Booth, Paul Hyland, 2000 This work provides a guide to good practice and its development in the teaching and learning of history in universities and colleges It examines recent thinking on the teaching of the subject surveys practices and provides advice to teachers **Sunday School Times** ,1893 Cumulated Index Medicus ,1976 *El-Hi textbooks in print* R. R. Bowker LLC, 1983 *Inquiry into the Future of Lifelong Learning in the UK* Peter Jarvis, 2014-06-11 This volume offers a comprehensive international response to the National Institute of Adult Continuing Education NIACE s inquiry into the future of lifelong learning in the UK The book focuses upon some of the main themes of the inquiry and analyses them from very broad perspectives undertaken by some of the world s leading scholars It provides an excellent introduction to significant debates about lifelong learning such as ecology migration morality happiness and poverty Each chapter raises issues of policy and practice with clear areas of discussion thus assisting readers in truly engaging with the issues The final chapter contains a response by Tom Schuller one of the NIACE s inquiry authors This book is essential reading for students of lifelong learning especially educational policy makers This book was originally published as a special issue of the International Journal of Lifelong Education Visualizing Elementary Social Studies Methods John K. Lee, 2007-09-17 This debut edition of Visualizing Elementary Social Studies offers students a unique way to explore issues and ideas about how to teach social studies using text pictures and graphics brought together in a stimulating and thoughtful design In this book content and pedagogy are blended to take advantage of the rich visual context that National Geographic images provide Students who use this book will explore central teacher education topics in elementary social studies along with concepts and ideas from social studies disciplines including history geography political science economics and behavioral sciences Visualizing Elementary Social Studies is infused with explorations of how to teach in subject matter contexts given the democratic purposes of social studies This Wiley Visualizing title is a unique book that combines Wiley s expertise in creating top quality textbooks with rich visual resources such as photographs maps illustrations diagrammatic art and videos and the content and teaching expertise of new and current authors and unique partnerships Visualizing Elementary Social Studies relies heavily on the integration of these visuals with text to elucidate concepts for students and solidify their understanding of them The goal is to help students understand the world around them and interpret what they see in a meaningful accurate and exciting way The content design and layout of the titles take advantage of the full capacity in which students process information visual as well as verbal Looking for a more cost effective way to purchase this text

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