

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.

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Holt People, Places, and Change Robert J. Sager, 2003 **Human Heritage** Miriam Greenblatt, Peter S. Lemmo, 2001
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topic accompanied by an article discussing these publications with reference to their particular emphases strengths and limitations The New York Times Index ,1927 Cambridge IGCSE First Language English Coursebook with Free Digital Content Marian Cox,2014-07-10 Up to date resources providing full coverage of Cambridge IGCSE First Language English 0500 and 0522 for first examination in 2015 This Fourth edition Coursebook is designed to support the Cambridge IGCSE First Language English 0500 and Cambridge International Level 1 Level 2 Certificate First Language English 0522 It teaches all the skills required for the Cambridge IGCSE and includes activities on a variety of engaging topics set out in 14 lively full colour units All our supporting resources like audio files and answer sheets have now moved to Cambridge GO Go to Cambridge GO to register and access files for any of your Cambridge titles If you already have an account just log in and go to add new resources **Thesaurus of ERIC Descriptors** ,1984 Research in Education ,1970 **Cumulated Index Medicus** ,1985 Resources in Education ,2001-04 Leader's Guide for Primary Source Readings in Catholic Church History Michael Greene,2005-04 Primary Source Readings in Catholic Church History is designed to accompany Catholic Church history textbooks but may be used with any course It is a collection of significant primary sources through the Church s history Thirty chapters include select documents along with commentary on who wrote them and why how each document is significant to its time and why it has endured as an important writing in Church history The following are some of the historical writers included in this book Saint Perpetua Saint Augustine Pope Saint Gregory Saint Catherine of Siena Martin Luther Saint Theresa of Avila Saint Francis Junipero Serra Dorothy Day Second Vatican Council The teaching manual for Primary Source Readings in Catholic Church History offers teachers guidance on why and how to use primary sources It also includes review questions in depth questions with instructions for teachers take home activities and homework extenders well developed classroom activities **Readers' Guide to Periodical Literature** Anna Lorraine Guthrie,Bertha Tannehill,Neltje Marie Tannehill Shimer,1925 An author subject index to selected general interest periodicals of reference value in libraries New York Magazine ,1986-01-13 New York magazine was born in 1968 after a run as an insert of the New York Herald Tribune and quickly made a place for itself as the trusted resource for readers across the country With award winning writing and photography covering everything from politics and food to theater and fashion the magazine s consistent mission has been to reflect back to its audience the energy and excitement of the city itself while celebrating New York as both a place and an idea *Catalog of Copyright Entries. Third Series* Library of Congress. Copyright Office,1976 Library of the World's Best Literature: Guide to systematic reading Charles Dudley Warner,1902 *The Professional Needs of Teachers of English* Willis Branson Coale,1928

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