

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 14 1 Answers

J Spring



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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*, 1892 Holt People, Places, and Change Robert J. Sager, 2003 **El-Hi Textbooks & Serials in Print, 2000**, 2000

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 **World History: Connections to Today** Elisabeth Gaynor Ellis, Pearson/Prentice Hall, 2003-12 The American Journey Joyce Oldham Appleby, Alan Brinkley, James M. McPherson, 2003 **USS Enterprise (CVN-65)** Mark L. Evans, 2022-07-12 This is the thrilling story of USS Enterprise CVN 65 the world's first nuclear powered aircraft carrier Her story spans 51 years 1961 2012 of active service from the brink of nuclear war during the Cuban Missile Crisis to the first global cruise by nuclear powered ships to the first strikes during the Vietnam War battles against the Iranians and Iraqis in the 1980s and 1990s a pivotal role during 9 11 and the Global War on Terrorism and hunting pirates off the Horn of Africa More than just an operational history of Enterprise this book recounts the experiences of the men and women who served on board the pilots who flew from the flight deck the men who fought to save the ship during a fire in 1969 the sailors who brought retribution against Al Qaeda terrorists with detailed descriptions of sorties through flak filled skies and harrowing escapes from capture behind enemy lines This book is dedicated to the men and women who have served on board Big E and

to those who paid the ultimate price for freedom **Cumulated Index Medicus** ,1968 Public Opinion ,1865
Resources in Education ,2001 **Congressional Record** United States. Congress,1963 The Congressional Record is the official record of the proceedings and debates of the United States Congress It is published daily when Congress is in session The Congressional Record began publication in 1873 Debates for sessions prior to 1873 are recorded in The Debates and Proceedings in the Congress of the United States 1789 1824 the Register of Debates in Congress 1824 1837 and the Congressional Globe 1833 1873 **Discovering the Universe** William J. Kaufmann,Neil F. Comins,2008-12-26 Discovering the Universe From the Stars to the Planets engages students with an inquiry based exploration of the universe and the scientific process Developed with a big picture approach the text first explains how the stars the galaxies and the entire universe formed and then discusses planets and other components of our solar system Students follow this natural conceptual progression within a proven learning method designed to address misconceptions and build a deep understanding of science and the world around us **Index Medicus** ,2004 Vols for 1963 include as pt 2 of the Jan issue Medical subject headings **Ebony** ,2002-09 EBONY is the flagship magazine of Johnson Publishing Founded in 1945 by John H Johnson it still maintains the highest global circulation of any African American focused magazine Sexual Difference, Gender, and Agency in Karl Barth's Church Dogmatics Faye Bodley-Dangelo,2019-10-03 This volume is a critical and constructive analysis of the sexually differentiated self in Karl Barth s Church Dogmatic It secures in his Christocentric pattern of human agency an untapped resource for unsettling and reimagining the heteropatriarchal structure of human fellowship at the heart of his theological anthropology Moving through Barth s doctrines of revelation creation theological anthropology and special ethics Faye Bodley Dangelo locates the human agent in his broader project aimed at re habilitating the subject of modern protestant theology She argues the human actor comes into view as the recipient of Christ s redemptive activity which redirects it out of self aggrandizing isolation and into relationships of dependency responsiveness and ethical responsibility to multiple sites of divine and creaturely alterity The book debates that Barth s model of human agency cannot on its own terms sustain his version of female subordination nor his repudiation of same sex relationships Rather it contains ethically oriented critical and reflective mechanisms that resist the sexist heterosexist dimension of his theological anthropology and lend themselves to an anti essentialist performative account of gender New Africa Social Sciences Sue Heese,2004
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