

## 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 12 1 Answers World History

**Eva Crane**



## **Guided Reading Activity 12 1 Answers World History:**

## Unveiling the Power of Verbal Artistry: An Mental Sojourn through **Guided Reading Activity 12 1 Answers World History**

In some sort of inundated with screens and the cacophony of quick connection, the profound power and mental resonance of verbal beauty frequently fade in to obscurity, eclipsed by the regular assault of sound and distractions. Yet, located within the lyrical pages of **Guided Reading Activity 12 1 Answers World History**, a captivating work of fictional splendor that pulses with organic thoughts, lies an unique journey waiting to be embarked upon. Written by a virtuoso wordsmith, this exciting opus courses readers on a psychological odyssey, lightly exposing the latent potential and profound affect stuck within the complicated web of language. Within the heart-wrenching expanse of the evocative examination, we shall embark upon an introspective exploration of the book is central themes, dissect their interesting publishing type, and immerse ourselves in the indelible impact it leaves upon the depths of readers souls.

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