

## 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.

# History Guided Activity 8 3 Answer Key

**Peipei Pang**



### **History Guided Activity 8 3 Answer Key:**

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      **Cambridge Global English Stage 4**

**Teacher's Resource** Nicola Mabbott,Claire Medwell,Jane Boylan,2014-06-19 Cambridge Global English is a nine stage language rich course for learners of English as a Second Language following the Cambridge International Examinations curriculum framework Teacher s Resource 4 provides step by step guidance notes for teachers for each lesson in every unit to support teaching the content of Learner s Book 4 Notes on Activity Book 4 are also included A unit overview provides a snapshot of lesson objectives and the language and skills covered The notes include answer keys to activities in the Learner s Book and Activity Book complete audio scripts suggestions for differentiation and assessment cross curricular links portfolio opportunities and additional unit linked photocopiable activities and unit based wordlists      **Language Power: Grades 6-8**

**Level C Teacher's Guide** Emily Wojdyla-Corbin,2012-10-30      The American Journey Joyce Oldham Appleby,Alan Brinkley,James M. McPherson,2003      **Reading Simplified G** ,2024-12-31 This resource is for grades 6 8 and aligns to the International Reading Association IRA and National Council of Teachers of English NCTE Standard 1 2 and 3 Learning to read is one of life s most important skills Becoming an accomplished reader greatly enhances a person s chances for success in school in work and in leisure activities Success in any endeavor requires insight effort and practice This series Reading Simplified provides an opportunity for students to satisfy those requirements Insight comes with the understanding of steps and structure The structure of reading is broken down into its many steps or skills letter sound recognition kinesthetic discrimination phonics word structure vocabulary comprehension oral reading study skills and content area reading Effort usually comes from within but students efforts are sparked and sustained by the variety of motivating activities found in each book Practice is at the heart of these books Proper sequencing and progressive recapping of skills and approaches lead students toward reading mastery      **Role Development in Professional Nursing Practice** Kathleen Masters,2024-10-15

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*Vocabulary Social Studies--Bases human- and anthrop(o)-* Timothy Rasinski, Nancy Padak, 2014-09-01 Make learning social studies vocabulary fun with a roots approach This resource geared towards secondary grades focuses on root words for social science and includes tips and strategies standards based lessons and student activity pages      **Natural Sciences Gr8 T/g ,      Framework English** Geoff Reilly, Wendy Wren, 2003 The aim of Nelson Thornes Framework English is to develop students confidence and achievement in writing With its unique range of rich fiction and non fiction texts and comprehensive coverage of the core skills Nelson Thornes Framework English Skills in Fiction and Non Fiction targets students doing well in years 7 10      Eerdmans Commentary on the Bible: Ezekiel John Goldingay, 2019-06-18 This extract from the Eerdmans Commentary on the Bible provides Goldingay s introduction to and concise commentary on Ezekiel The Eerdmans Commentary on the Bible presents in nontechnical language the best of modern scholarship on each book of the Bible including the Apocrypha Reader friendly commentary complements succinct summaries of each section of the text and will be valuable to scholars students and general readers Rather than attempt a verse by verse analysis these volumes work from larger sense units highlighting the place of each passage within the overarching biblical story Commentators focus on the genre of each text parable prophetic oracle legal code and so on interpreting within the historical and literary context The volumes also address major issues within each biblical book including the range of possible interpretations and refer readers to the best resources for further discussions      **Eerdmans Commentary on the Bible: Daniel** Iain Provan, 2019-06-18 This extract from the Eerdmans Commentary on the Bible provides Provan s introduction to and concise commentary on Daniel The Eerdmans Commentary on the Bible presents in nontechnical language the best of modern scholarship on each book of the Bible including the Apocrypha Reader friendly commentary complements succinct summaries of each section of the text and will be valuable to scholars students and general readers Rather than attempt a verse by verse analysis these volumes work from larger sense units highlighting the place of each passage within the overarching biblical story Commentators focus on the genre of each text parable prophetic oracle legal code and so on interpreting within the historical and literary context The volumes also address major issues within each biblical book including the range of possible interpretations and refer readers to the best resources for further discussions

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