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AP World History - Stearns
Chapter 1 – From Human Prehistory to the Early Civilizations

I. Introduction

- A. Human origin – 2.5 million years ago
 - 1. 1/4000 of earth's existence – 24 hour day – last 5 minutes
- B. Human negatives and positives
 - 1. Aggressiveness, long baby time, back problems, death fears
 - 2. Grip, high/regular sex drive, omnivores, facial expressions, speech
- C. Paleolithic (Old Stone) Age – 2.5 million to 12000 B-CE
 - 1. Simple tools – increase in size, brain capacity – Homo erectus

II. Late Paleolithic Developments

- A. Homo sapiens sapiens – 120,000 years ago – killed off others?
 - a. Population growth required change – 1 square mile to hunt/gather for 2 people
 - i. Long breast feeding – limit fertility
 - ii. Relative gender equality – women harder, but both contributed
 - b. Rituals for death, explain environment, rules for social behavior
 - c. Greatest achievement – spread over earth
 - i. Fire/animal skin
 - ii. 14,000 Great ice age ended
 - d. Tools – sharpen animal bones, rafts
 - e. Domesticated animals
 - f. Conflicts w/ others – bone breaks/skull fractures
- B. Knowledge based on cave paintings, tool remains, burial sites

III. Neolithic (New Stone) Age Revolution

- A. Agriculture changed everything – could support more people
 - 1. Settle one spot – focus on economic, political, religious goals
 - 2. 14,000-10,000 BCE – 6 million to 100 million people
- B. Causes of Agriculture
 - 1. Population increase – better climate
 - 2. Big game animals decreasing – hunting yield declined
 - 3. Gradual change – harvesting wild grains to planting seeds
- C. New animals domesticated – pigs, sheep, goats, cattle
 - 1. Meat, skins, dairy
 - 2. Advantage to Europe?
- D. Why Middle East?
 - 1. Water source, fertile area, not forested, lacked animals
- E. "Revolution" gradual – many combined changes w/ hunting gathering – 1000 years
- F. Effects
 - 1. Longer work week – labor intensive
 - 2. Build houses, villages
 - 3. Varied clothing
- G. Resistance – too complicated, boring, difficult
 - 1. Disease – those in villages developed immunity – nomads died off/joined
 - 2. Some isolated societies still avoid
 - a. Harsh climate, no exchange of knowledge
 - b. Tough, nomadic invaders

History Stearns Student Review Manual

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The Wiley International Handbook of History Teaching and Learning Scott Alan Metzger, Lauren McArthur Harris, 2018-03-02 A comprehensive review of the research literature on history education with contributions from international experts The Wiley International Handbook of History Teaching and Learning draws on contributions from an international panel of experts Their writings explore the growth the field has experienced in the past three decades and offer observations on challenges and opportunities for the future The contributors represent a wide range of pioneering established and promising new scholars with diverse perspectives on history education Comprehensive in scope the contributions cover major themes and issues in history education including policy research and societal contexts conceptual constructs of history education ideologies identities and group experiences in history education practices and learning historical literacies texts media and social spaces and consensus and dissent This vital resource Contains original writings by more than 40 scholars from seven countries Identifies major themes and issues shaping history education today Highlights history education as a distinct field of scholarly inquiry and academic practice Presents an authoritative survey of where the field has been and offers a view of what the future may hold Written for scholars and students of education as well as history teachers with an interest in the current issues in their field The Wiley International Handbook of History Teaching and Learning is a comprehensive handbook that explores the increasingly global field of history education as it has evolved to the present day Manual of General History John Jacob Anderson, 1872 **Reference Handbook for Readers, Students, and Teachers of English History** E. Henry Gurney, 1890 **Teaching World History: A Resource Book** Heidi Roupp, 2015-03-04 A resource book for teachers of world history at all levels The text contains individual sections on art gender religion philosophy literature trade and technology Lesson plans reading and multi media recommendations and suggestions for classroom activities are also provided Book Review Digest, 1915 The Presbyterian and Reformed Review Benjamin Breckinridge Warfield, 1894 Includes section Reviews of recent theological literature **General Catalogue of the Books** Detroit Public Library, 1889 **The Cumulative Book Index**, 1922 **The New World History** Ross E. Dunn, Laura J. Mitchell, Kerry Ward, 2016-08-23 The New World History is a comprehensive volume of essays selected to enrich world history teaching and scholarship in this rapidly expanding field The forty four articles in this book take stock of the history evolving literature and current trajectories of new world history These essays together with the editors introductions to thematic chapters encourage educators and students to reflect critically on the development of the field and to explore concepts approaches and insights valuable to their own work The selections are organized in ten chapters that survey the history of the movement the seminal ideas of founding thinkers and today s practitioners changing concepts of world historical space and time comparative methods environmental history the big history movement globalization debates over the meaning of Western power and ongoing questions about the intellectual premises and assumptions that have shaped

the field **Teaching World History in the Twenty-first Century: A Resource Book** Heidi Roupp, 2015-02-12 This practical handbook is designed to help anyone who is preparing to teach a world history course or wants to teach it better It includes contributions by experienced teachers who are reshaping world history education and features new approaches to the subject as well as classroom tested practices that have markedly improved world history teaching **History Education and the Construction of National Identities** Mario Carretero, Mikel Asensio, María Rodríguez-Moneo, 2013-01-01 How is history represented As just a record of the past as a part of a present identity or as future goals This book explores how historical contents and narratives are presented in school textbooks and other cultural productions museums monuments etc and also how they are understood by students in the context of increasing globalization In these contemporary conditions the relation between history learning processes in and out of school and the construction of national identities presents an ever more important topic It is being studied by looking at the appropriation of historical narratives which are frequently based on the official history of a nation state Most of the chapters in this volume are educational studies about how the learning of history takes place in school settings of different countries such as Canada France Germany Latin America Spain the Netherlands the United Kingdom and the United States Covering such a broad sample of cultural and national contexts they provide a rich reflection on history as a subject related to patriotism cosmopolitanism both or neither **The Book Buyer** , 1899 **Teaching History for Justice** Christopher C. Martell, Kaylene M. Stevens, 2021 Learn how to enact justice oriented pedagogy and foster students critical engagement in today's history classroom Over the past 2 decades various scholars have rightfully argued that we need to teach students to think like a historian or think like a democratic citizen In this book the authors advocate for cultivating activist thinking in the history classroom Teachers can use Teaching History for Justice to show students how activism was used in the past to seek justice how past social movements connect to the present and how democratic tools can be used to change society The first section examines the theoretical and research foundation for thinking like an activist and outlines three related pedagogical concepts social inquiry critical multiculturalism and transformative democratic citizenship The second section presents vignettes based on the authors studies of elementary middle and high school history teachers who engage in justice oriented teaching practices Book Features Outlines key components of justice oriented history pedagogy for the history and social studies K 12 classroom Advocates for students to develop thinking like an activist in their approach to studying the past Contains research based vignettes of four imagined teachers providing examples of what teaching history for justice can look like in practice Includes descriptions of typical units of study in the discipline of history and how they can be reimaged to help students learn about movements and social change **Book Buyer** , 1899 *Host Bibliographic Record for Boundwith Item Barcode 30112075860889 and Others* , 1890 [Ancient History](#) Celestia Angenette Bloss, 1875 **The Student's Handbook to the Theological Seminary of the Evangelical Lutheran Church at Chicago, Illinois** Chicago

Lutheran Theological Seminary, 1909 **Book Reviews** , 1900 History Teacher's Magazine , 1914 *Bridging Theory and Practice in Teacher Education* , 2007-01-01 This book addresses both the concerns of teacher candidates and their misconceptions about the relation of theory and practice in education The contributors to this volume share the belief that theories provide teachers with a frame of reference and a language with which to name and critically analyze many of the problems they face daily The significance of theory is in its ability to define the problems that teachers face clarify their confusions and suggest possible solutions to these problems Once educational theories are viewed as guides to thought and instruments of interpretation rather than as established facts it becomes clear that they cannot simply be plugged into a particular classroom Instead a theory must be applied in more nuanced and contextual ways taking into account the social historical context in which it was created as well as the various particulars of each classroom situation Experienced educators and scholars in the field have been recruited to write essays that speak to the relevance of different theories in philosophy psychology sociology English history science art technology and multiculturalism for the practice of teaching This book would appeal to teacher educators teacher candidates and teachers in general

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