

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 Activity 12 2 Answers World History

Miriam Greenblatt, Peter S. Lemmo



Guided Activity 12 2 Answers World History:

The Principal as Instructional Leader Sally J. Zepeda, 2013-10-02 In the updated third edition of this highly successful book leadership expert Sally Zepeda offers savvy advice to both new and seasoned principals and assistant principals You get practical tools and strategies along with real world examples to help you improve teacher effectiveness and boost student achievement This edition features valuable resources for teacher evaluation and professional development programs including Tools and procedures for conducting classroom observations and pre and post observation conferences How to steps for assessing the culture and climate of your school Strategies to address marginal teaching Techniques to support adult learning and professional development Related News Media Dr Doug Green featured a book summary of *The Principal as Instructional Leader A Practical Handbook 3rd Edition* on his website The *Principal as Instructional Leader A Practical Handbook 3rd Edition* by Sally J Zepeda was reviewed in *The 21st Century Principal* **Instructional Supervision** Sally J. Zepeda, 2011-01-11 First published in 2012 Routledge is an imprint of Taylor Francis an informa company *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 *X-kit FET Grade 12 History* Patrick John McMahon, 2007 **Holt People, Places, and Change** Robert J. Sager, 2003 *Focus on World History* Kathy Sammis, 2002-09 Topics include Empires and societies of Eurasia European Renaissance and Reformation Causes and consequences of the age of revolutions Interactions and conflicts between Europe and Asia **The American Journey** Joyce Oldham Appleby, Alan Brinkley, James M. McPherson, 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 *El-Hi Textbooks & Serials in Print, 2005* ,2005 **Resources in Education** ,1999-04 *Service Bulletin of the FREC.* ,1939 *Pageant World History* Gerald Leinwand,1990 Dear students I want to share a dream with you I dreamed that a young person of 14 whom I was going to be teaching would become president of the United States during the first half of the twenty first century As a teacher I was struck by this immense responsibility What should I teach my student about the world as preparation for this awesome task How could my world history class help this person to mature into an intelligent and humane president and leader of the free world *Eerdmans Commentary on the Bible: First and Second Samuel* Graeme Auld,2019-06-18 This extract from the Eerdmans Commentary on the Bible provides Auld s introduction to and concise commentary on First and Second Samuel 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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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: Jeremiah and Lamentations A. R. Pete Diamond, David J. A. Clines, 2019-06-18 This extract from the Eerdmans Commentary on the Bible provides Diamond and Clines introduction to and concise commentary on Jeremiah and Lamentations 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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major issues within each biblical book including the range of possible interpretations and refer readers to the best resources for further discussions Making Sense of History: 1901-present day Neil Bates,Alec Fisher,John D. Clare,Richard Kennett,2015-09-25 Deliver engaging enquiry driven lessons and help pupils gain a coherent chronological understanding of and across periods studied with this complete offering for Key Stage 3 History Designed for the 2014 National Curriculum this supportive learning package makes history fun and inspiring to learn Making Sense of History consists of four Pupil s Books with accompanying Dynamic Learning Teaching and Learning resources Structured around big picture overviews and in depth enquiries on different topics the course develops pupils understanding of history and their ability to ask and explore valid historical questions about the past Help pupils come to a sound chronological understanding of the past and identify the most significant events connections and patterns of change and continuity with specifically tailored big pictures of the period and of the topics within it Develop pupils enquiry skills and help them become motivated and curious to learn about the past with purposeful and engaging enquiries and a focus on individuals lives Ensure pupils progress in their historical thinking through clear and balanced targeted coverage of the main second order concepts in history Support and stretch your pupils with differentiated material including writing frames to support literacy and ideas for more challenge provided in the Dynamic Learning Teaching and Learning Resources Make assessment become a meaningful and manageable process through bespoke mark schemes for individual pieces of work

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