

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 19 2 World History Answers

Kathleen Armour



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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 The American Journey Joyce Oldham Appleby, Alan Brinkley, James M. McPherson, 2003

World History Larry S. Krieger, Kenneth Neill, Steven L. Jantzen, 1994-02 Hollywood or History? Thomas E. Malewitz, Adam P. Zoeller, 2023-01-01 Teaching and learning through Hollywood or commercial film and television productions is anything but a new approach and has been something of a mainstay in the classroom for nearly a century However purposeful and effective instruction through film is not problem free and many challenges accompany classroom applications of Hollywood motion pictures In response to the problems and possibilities associated with teaching through film we are developing a collection of practical classroom ready lesson ideas that might bridge gaps between theory and practice and assist teachers endeavoring to make effective use of film in their classrooms We believe that film can serve as a powerful tool in the social studies classroom and where appropriately utilized foster critical thinking and civic mindedness The NCSS College Career and Civic Life C3 framework represents a renewed and formalized emphasis on the perennial social studies goals of deep thinking reading and writing Our hope is that this edited book might play a small role in the larger project of supporting practitioners specifically 6 12

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Table of Contents Guided Activity 19 2 World History Answers

1. Understanding the eBook Guided Activity 19 2 World History Answers
 - The Rise of Digital Reading Guided Activity 19 2 World History Answers
 - Advantages of eBooks Over Traditional Books
2. Identifying Guided Activity 19 2 World History Answers
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Guided Activity 19 2 World History Answers
 - User-Friendly Interface
4. Exploring eBook Recommendations from Guided Activity 19 2 World History Answers

- Personalized Recommendations
 - Guided Activity 19 2 World History Answers User Reviews and Ratings
 - Guided Activity 19 2 World History Answers and Bestseller Lists
5. Accessing Guided Activity 19 2 World History Answers Free and Paid eBooks
- Guided Activity 19 2 World History Answers Public Domain eBooks
 - Guided Activity 19 2 World History Answers eBook Subscription Services
 - Guided Activity 19 2 World History Answers Budget-Friendly Options
6. Navigating Guided Activity 19 2 World History Answers eBook Formats
- ePub, PDF, MOBI, and More
 - Guided Activity 19 2 World History Answers Compatibility with Devices
 - Guided Activity 19 2 World History Answers Enhanced eBook Features
7. Enhancing Your Reading Experience
- Adjustable Fonts and Text Sizes of Guided Activity 19 2 World History Answers
 - Highlighting and Note-Taking Guided Activity 19 2 World History Answers
 - Interactive Elements Guided Activity 19 2 World History Answers
8. Staying Engaged with Guided Activity 19 2 World History Answers
- Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Guided Activity 19 2 World History Answers
9. Balancing eBooks and Physical Books Guided Activity 19 2 World History Answers
- Benefits of a Digital Library
 - Creating a Diverse Reading Collection Guided Activity 19 2 World History Answers
10. Overcoming Reading Challenges
- Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Guided Activity 19 2 World History Answers
- Setting Reading Goals Guided Activity 19 2 World History Answers
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Guided Activity 19 2 World History Answers

- Fact-Checking eBook Content of Guided Activity 19 2 World History Answers
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning
- Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
14. Embracing eBook Trends
- Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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