

## 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 Answer Key Reteaching Activity World History

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Brinkley, James M. McPherson**



## Guided Answer Key Reteaching Activity World History:

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 El-Hi Textbooks & Serials in Print, 2000, 2000 **World History** Larry S. Krieger, Kenneth Neill, Steven L. Jantzen, 1994-02 *Children's Books in Print* R R Bowker Publishing, Bowker, 1999-12 *Books in Print Supplement*, 2002 **World History: Connections to Today** Elisabeth Gaynor Ellis, Pearson/Prentice Hall, 2003-12 A History with a Difference mathew T. Downey, James R. Giese, Fay D. Metcalf, *Resources in Education*, 1997 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 **Learning That Sticks** Bryan Goodwin, Tonia Gibson, Kristin Rouleau, 2020-06-05 In far too many classrooms the emphasis is on instructional strategies that teachers employ rather than on what students should be doing or thinking about as part of their learning What s more students minds are something of a mysterious black box for most teachers so when learning breaks down they re not sure what went wrong or what to do differently to help students learn It doesn t have to be this way Learning That Sticks helps you look inside that black box Bryan Goodwin and his coauthors unpack the cognitive science underlying research supported learning strategies so you can sequence them into experiences that challenge inspire and engage your students As a result you ll learn to teach with more intentionality understanding not just what to do but also when and why to do it By way of an easy to use six phase model of learning this book Analyzes how the brain reacts to stores and retrieves new information Helps you zoom out to understand the process of learning from beginning to end Helps you zoom in to see what s going on in students minds during each phase Learning may be complicated but learning about learning doesn t have to be And to that end Learning That Sticks helps shine a light into all the black boxes in your classroom and make your practice the most powerful it can be This product is a copublication of ASCD and McREL **The American Journey** Joyce Oldham Appleby, Alan Brinkley, James M. McPherson, 2003 **Motion, Forces** Prentice-Hall Staff, 1994 Reviewed in *The Textbook Letter* 3 4 94 *World of Reading*, 1991 **Mentoring History Teachers in the Secondary School** Victoria Crooks, Laura London, Terry Haydn, 2023-12-07 Mentoring History Teachers in the Secondary School supports mentors to develop the knowledge skills and understanding essential to the successful mentoring of beginning history teachers who are undertaking their initial teacher training or being inducted into the profession as early career teachers The authors critically explore models of mentoring and place subject specificity at the heart of every chapter offering practical mentoring strategies rooted in the best evidence and research from the history teaching community This book is a vital source of encouragement and inspiration for all those involved in developing the next

generation of history teachers providing accessible summaries of history specific thinking on a range of topics alongside mentoring support Key topics include Understanding what being a subject specific mentor of beginning history teachers involves Establishing a dialogic mentor mentee relationship Supporting beginning teachers to develop the substantive and disciplinary knowledge they need to become excellent history teachers Guiding beginning history teachers through the lesson planning process Conducting subject specific lesson observations and pre and post lesson discussions Supporting beginning history teachers to consider the purpose of history education and how they can navigate this in relation to values education the use of ICT and the teaching of controversial and sensitive issues Mentoring History Teachers in the Secondary School offers an accessible and practical guide to mentoring beginning history teachers with ready to use strategies to support and inspire both mentors and beginning teachers alike

**Todd & Curti's the American Nation** Paul S. Boyer,1995 This book explores seven broad themes central to American history global relations the Constitutional heritage democratic values technology and society cultural diversity geographic diversity and economic development They provide a context for the historical events which will help the student understand the connections between historical events and see how past events are relevant to today s social political and economic concerns Themes in American history Throughout the book the student is asked to think critically about the events and issues that have shaped U S history Helping the student develop critical thinking skills is a key goal of the text Critical thinking and the study of history

A More Perfect Union [kit].: A more perfect union : teachers edition ,1991

History of the United States Thomas V. DiBacco,Lorna C. Mason,Christian G. Appy,1991

**Pivoting Your Instruction** Bruce M. Mackh,2021-08-23 This practical guide for college and university instructors explains how to design and prepare your courses to be adaptable for a full range of learning environments whether that s online hybrid or face to face traditional campus teaching Author Bruce M Mackh unpacks a comprehensive instructional design approach to curriculum and instruction that is suitable for all modalities and allows you to pivot quickly regardless of how the course will be delivered Chapters provide quick takeaways and cover challenges and opportunities adapting high impact practices across instructional models and fostering a culture of care The book also encourages faculty members to adopt a student centered mindset as they employ the principles of Design Thinking User Experience Design Instructional Design and Learning Experience Design to create a high quality course The strategies at the heart of this book will help both new and experienced faculty save time ensure instructional continuity during transitions and achieve excellence in teaching

*Parade of Life* PH Inc. Staff,1994

*TM/A World in Transition G 7 2003* Holt Rinehart & Winston,2002-04

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