

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.

Answer Key For World History Guided Activity

Julia Schneider



Answer Key For World History Guided Activity:

The Twentieth Century Kathy Sammis, 2002 Topics include Reform and revolution in China Russia and Mexico World War I The world between wars World War II Post World War II to current times *Books in Print Supplement*, 2002

Resources in Education, 1999-04, **Teaching Social Studies to English Language Learners** Bárbara Cruz, Stephen J. Thornton, 2013 Teaching Social Studies to English Language Learners provides readers with a comprehensive understanding of both the challenges that face English language learners ELLs and ways in which educators might address them in the social studies classroom The authors offer context specific strategies for the full range of the social studies curriculum including geography U S history world history economics and government These practical instructional strategies will effectively engage learners and can be incorporated as a regular part of instruction in any classroom An annotated list of web and print resources completes the volume making this a valuable reference to help social studies teachers meet the challenges of including all learners in effective instruction Features and updates to this new edition include An updated and streamlined Part 1 provides an essential overview of ELL theory in a social studies specific context Teaching Tips offer helpful suggestions and ideas for creating and modifying lesson plans to be inclusive of ELLs Additional practical examples and new pedagogical elements in Part 3 include more visuals suggestions for harnessing new technologies discussion questions and reflection points New material that takes into account the demands of the Common Core State Standards as well as updates to the web and print resources in Part 4 *El-Hi Textbooks & Serials in Print*, 2005, 2005 **Children's Books in Print** R R Bowker Publishing, Bowker, 1999-12 *World History: Connections to Today* Elisabeth Gaynor Ellis, Pearson/Prentice Hall, 2003-12 **Content-Area 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 *A History with a Difference* Mathew T. Downey, James R. Giese, Fay D. Metcalf, *Children's Books in Print*, 2007, 2006 *El-Hi Textbooks and Serials in Print*, 2006 **Call to Freedom** Sterling Stuckey, 2003 Teaches U S history employing the themes geography economics government citizenship science technology and society culture Constitutional heritage and global relations **Christian Home Educators' Curriculum Manual** Cathy Duffy, 2000 Reviews goal setting what to teach learning styles how to teach planning and record keeping resource addresses Cover **Buen Viaje!** Conrad J. Schmitt, Protase E. Woodford, 2008 Step up to success with Buen viaje Buen viaje is a comprehensive three level program that encourages meaningful practical communication by immersing your students in the language and culture of the Spanish speaking world The text and its integrated technology resources help you meet the needs of every student in your diverse classroom Buen viaje Level 1 has 14 manageable chapters Chapters 13 and 14 are repeated as Chapters 1 and 2 in Level 2 for flexible pacing Topics provide students with the skills they need to

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Vision, Unit 9 Resources** McGraw-Hill Staff,2002-05 **Holt People, Places, and Change** Robert J. Sager,2003
 Herald and Presbyter ,1918 **School Library Media Activities Monthly** ,1998 *Social Studies in the Senior High
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Table of Contents Answer Key For World History Guided Activity

1. Understanding the eBook Answer Key For World History Guided Activity
 - The Rise of Digital Reading Answer Key For World History Guided Activity
 - Advantages of eBooks Over Traditional Books
2. Identifying Answer Key For World History Guided Activity
 - 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 Answer Key For World History Guided Activity
 - User-Friendly Interface
4. Exploring eBook Recommendations from Answer Key For World History Guided Activity
 - Personalized Recommendations
 - Answer Key For World History Guided Activity User Reviews and Ratings
 - Answer Key For World History Guided Activity and Bestseller Lists
5. Accessing Answer Key For World History Guided Activity Free and Paid eBooks
 - Answer Key For World History Guided Activity Public Domain eBooks
 - Answer Key For World History Guided Activity eBook Subscription Services
 - Answer Key For World History Guided Activity Budget-Friendly Options
6. Navigating Answer Key For World History Guided Activity eBook Formats
 - ePub, PDF, MOBI, and More
 - Answer Key For World History Guided Activity Compatibility with Devices
 - Answer Key For World History Guided Activity Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Answer Key For World History Guided Activity
 - Highlighting and Note-Taking Answer Key For World History Guided Activity
 - Interactive Elements Answer Key For World History Guided Activity
8. Staying Engaged with Answer Key For World History Guided Activity

- Joining Online Reading Communities
- Participating in Virtual Book Clubs
- Following Authors and Publishers Answer Key For World History Guided Activity
- 9. Balancing eBooks and Physical Books Answer Key For World History Guided Activity
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Answer Key For World History Guided Activity
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Answer Key For World History Guided Activity
 - Setting Reading Goals Answer Key For World History Guided Activity
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Answer Key For World History Guided Activity
 - Fact-Checking eBook Content of Answer Key For World History Guided Activity
 - 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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