

# 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.

# World History Guided Reading Activity 8 1 Answer Key

**Holt Rinehart & Winston**

## **World History Guided Reading Activity 8 1 Answer Key:**

*Nonfiction Readers: Grade 6: Assessment Guide* Jennifer Prior,2016-08-01 The Assessment Guide for TIME FOR KIDS Nonfiction Readers offers an exciting mix of support materials for science mathematics and social studies lessons plans Developed by one of the leading experts in reading research Timothy Rasinski this Assessment Guide provides evidence based methods to boost student reading skills The Assessment Guide features fluency and writing rubrics comprehension assignments for each reader as well as teacher best practices     *El-Hi Textbooks & Serials in Print, 2005* ,2005     **World History** ,2000     *El-Hi Textbooks and Serials in Print* ,2006     **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     *El-Hi Textbooks in Print* ,1984     *Resources in Education* ,2000     **The American Journey** Joyce Oldham Appleby,Alan Brinkley,James M. McPherson,2003     *Children's Books in Print, 2007* ,2006

*Instructional Materials Approved for Legal Compliance, 1987-88* California. State Department of Education,1987 The instructional materials listed in this document were reviewed by a California Legal Compliance Committee using the social content requirements of the Educational Code concerning the depiction of males and females ethnic groups older persons disabled persons and others to ensure that the materials were responsive to social concerns Included for all materials are publisher title International Standard Book Number copyright date grade level and Legal Compliance Committee termination date The materials are divided into the following subject areas 1 reading 2 literature 3 spelling and handwriting 4 dictionaries 5 English 6 science 7 health 8 art and music 9 mathematics 10 social sciences 11 foreign languages 12 English as a foreign language 13 kindergarten 14 computer software 15 miscellaneous and 16 bilingual bicultural materials PCB

**Public Places - Urban Spaces** Tim Heath,Taner Oc,Steve Tiesdell,2011-02-07 Public Places Urban Spaces 2e is a thorough introduction to the principles of urban design theory and practice Authored by experts in the fields of urban design and planning it is designed specifically for the 2 500 postgraduate students on Urban Design courses in the UK and 1 500 students on undergraduate courses in the same subject The 2e of this tried and trusted textbook has been updated with relevant case studies to show students how principles have been put into practice The book is now in full color and in a larger format so students and lecturers get a much stronger visual package and easy to use layout enabling them to more easily practically apply principles of urban design to their projects Sustainability is the driving factor in urban regeneration and new urban development and the new edition is focused on best sustainable design and practice Public Places Urban Spaces is a must have purchase for those on urban design courses and for professionals who want to update and refresh their knowledge     **Understanding Medical Education** Tim Swanwick,Kirsty Forrest,Bridget C. O'Brien,2018-10-02 Created in partnership with the Association for the Study of Medical Education ASME this completely revised and updated new edition of Understanding Medical Education synthesizes the latest knowledge evidence and best practice across the continuum of

medical education Written and edited by an international team this latest edition continues to cover a wide range of subject matter within five broad areas Foundations Teaching and Learning Assessment and Selection Research and Evaluation and Faculty and Learners as well as featuring a wealth of new material including new chapters on the science of learning knowledge synthesis and learner support and well being The third edition of Understanding Medical Education Provides a comprehensive and authoritative resource summarizing the theoretical and academic bases to modern medical education practice Meets the needs of all newcomers to medical education whether undergraduate or postgraduate including those studying at certificate diploma or masters level Offers a global perspective on medical education from leading experts from across the world Providing practical guidance and exploring medical education in all its diversity Understanding Medical Education continues to be an essential resource for both established educators and all those new to the field

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