

## 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 Answers

**G Psacharopoulos**



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*Preparing Teachers for Deeper Learning at Trinity University* Roneeta Guha, Steven K. Wojcikiewicz, 2019-05-28 The Trinity University case is one of seven that form the basis for the arguments and analyses presented in *Preparing Teachers for Deeper Learning* Each case outlines the context vision and practices guiding a particular program s enactment and includes sample curricula assessment and feedback forms and the program details that have contributed to its success The cases are valuable reading for educators involved in developing teacher candidates who are self directed collaborative social justice focused and prepared to meet the needs of today s students and a changing society

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Bellert, 2015-01-15 The book provides readers with the knowledge and skills to be confident and effective inclusive teachers

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*Culturally Responsive Literacy Instruction* Dorothy J. O'Shea,Festus E. Obiakor,2009 Improve reading achievement for students from diverse backgrounds with research supported practices and culturally responsive interventions in phonemic awareness phonics decoding fluency vocabulary and comprehension

*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*

**Planning Powerful Instruction, Grades 6-12** Jeffrey D. Wilhelm,Rachel Bear,Adam Fachler,2019-10-05 Are you ready to plan your best lessons ever With so many demands and so much content available for teachers we need to put a higher value on an often overlooked skill planning learning experiences that will both engage and inspire our students by design over time *Planning Powerful Instruction* is your go to guide for transforming student outcomes through stellar instructional planning Its seven step framework the EMPOWER model gives you techniques proven to help students develop true insight and understanding You ll have at your fingertips the real reasons why students engage and what you must do to ensure they do a framework to help you create plan and teach the most effective units and lessons in any subject area more than 50 actionable strategies to incorporate right away suggestions for tailoring units for a wide range of learners downloadable ready to go tools for planning and teaching Whether you are a classroom teacher an instructional leader or a pre service teacher *Planning Powerful Instruction* will forever change the way you think about how you teach and the unique value you bring to your learners

**International Handbook of Research on Children's Literacy, Learning and Culture** Kathy Hall,Teresa Cremin,Barbara Comber,Luis C. Moll,2016-10-31 *The International Handbook of Research in Children s Literacy Learning and Culture* presents an

authoritative distillation of current global knowledge related to the field of primary years literacy studies Features chapters that conceptualize interpret and synthesize relevant research Critically reviews past and current research in order to influence future directions in the field of literacy Offers literacy scholars an international perspective that recognizes and anticipates increasing diversity in literacy practices and cultures **Catholic World** ,1890 Thinking Through Project-Based Learning Jane Krauss,Suzie Boss,2013-03-20 Everything you need to know to lead effective and engaging project based learning Are you eager to try out project based learning but don t know where to start How do you ensure that classroom projects help students develop critical thinking skills and meet rigorous standards Find the answers in this step by step guide written by authors who are both experienced teachers and project based learning experts Thinking Through Projects shows you how to create a more interactive classroom environment where students engage learn and achieve Teachers will find A reader friendly overview of project based learning that includes current findings on brain development and connections with Common Core standards Numerous how to s and sample projects for every K 12 grade level Strategies for integrating project learning into all main subject areas across disciplines and with current technology and social media and Ways to involve the community through student field research special guests and ideas for showcasing student work Whether you are new to project based learning or ready to strengthen your existing classroom projects you ll find a full suite of strategies and tools in this essential book Journal of Education and School World ,1886 **Princeton Alumni Weekly** ,1949

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i introduction gym and club management systems provide fitness businesses the functionality to manage schedules memberships and facilities the capabilities of gym management systems include storing member information in a database managing financial records scheduling classes and reserving facilities

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operationally excellent management system the authors discuss each fundamental in detail and provide the supporting training and workshop materials that are essential for integrating these fundamentals into the business processes of the organization

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1 introduction gym management system is software designed to help the gym to keep the track of the day to day activities which take place in the gym the main purpose of this project is to automate a gym or a fitness center it is a user friendly

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may 16 2017 this work presents a design for online database and transactions management the design system can manage employee member facilities payroll receipts and products information

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the system requirements are very low system resources and the system will work in almost all configurations 4 fit has the following objectives enhancement the main objective of smart gym management system is to enhance and upgrade the existing system by increasing its efficiency and effectiveness

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jun 30 2010 in the study we propose a rfid enabled gym management system by the system the manager of gym can track and trace the exercise status of member for the purpose of gym it can apply an exercise prescription for each member when they come in fitness the system not only can reduce the waste of human resources and enhance the efficiency of

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gym management system is to provide a system which handles the information of the people coming into the gym and maintaining their health care it takes care of all their health information it even maintains the data of what and all medicines used by the people who join the gym data will be stored in the database