

The Beginnings of World History**Lesson 1**

The Study of World History

Key Terms and People

historiography the study and writing of history

civilization a culture with advanced cities, specialized workers, complex institutions, record keeping, and advanced technology

artifacts remains, such as tools, jewelry, and other human-made objects

hominid human or other creature that walks upright

Before You Read

In this lesson, you will read about how and why we study history.

As You Read

Use a diagram to organize the lesson's main ideas and details.

GEOGRAPHY

How does geography affect how a civilization develops?

The people who study history are also the people who write about history. They piece together the information they find in order to understand people from the past. Their field of study is called **historiography**.

Social scientists also use geography to study history. The book *Guns, Germs, and Steel* looks at how geography helped and hurt civilizations in the past. Jared Diamond, the book's author, explained the three factors that helped Eurasian civilizations succeed: good temperatures and locations for agriculture, resistance to certain deadly germs, and the ability to develop technology.

Where a group of people settle can affect how, when, and in what way they

develop. The island nation of Japan was very isolated from the West before the mid-1800s. By the early 1900s, Japanese people were trading with the West and the country was considered a world power. Great Britain, also an island nation, developed much earlier. Britain was part of the Roman Empire. It later joined other European countries to start colonies around the world. The British had to develop a strong navy in order to protect its own empire around the globe.

1. Why did Japan develop later than Great Britain?

World History Guided Reading Activity

Angela O'Dell



World History Guided Reading Activity :

World History McGraw-Hill Staff, 2000-12-01 **World History: Connections to Today** Elisabeth Gaynor Ellis, Pearson/Prentice Hall, 2003-12 Focus on World History Kathy Sammis, 2002-09 **Library of the World's Best Literature: Guide to systematic reading** Charles Dudley Warner, 1902 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* *Thesaurus of ERIC Descriptors* , 1990 4th 7th eds contain a special chapter on The role and function of the thesaurus in education by Frederick Goodman *Teaching History with Film* Alan S. Marcus, Scott Alan Metzger, Richard J. Paxton, Jeremy D. Stoddard, 2018-07-04 *Teaching History with Film* provides a fresh engaging and clear overview of teaching with film to effectively enhance social studies instruction Using cases of experienced teachers to illustrate accomplished history teaching through movies this text provides pre and in service teachers with ideas for implementing film based lessons in their own classrooms and offers a deeper understanding of the thorny issues involved in using film to teach history The second edition is completely revised and updated including two entirely new case studies a new chapter focusing on using international film and incorporating a more global view in the classroom and additional material on using film to tackle difficult and controversial issues as well as updates to all of the cases Each section of the book focuses on how teachers can effectively support the development of students historical film literacy through topics such as using film to develop interpretive skills to explore controversial issues and to develop historical empathy By developing the skills students need to think critically about the past or what they think they know about history the lessons in this book illustrate how to harness the pedagogical power of film to provide the tools necessary for rigorous inquiry and democratic citizenship Special features include Reflection on the Case following each chapter analyzing and discussing the strengths and limitations of the teacher s approach as well as providing strategies for using and choosing films specific to the educational outcome Sample unit outlines descriptions of class texts and films worksheets essay questions viewer guides and exercises for the classroom throughout Discussion of the practical considerations facing classroom teachers including juggling time restraints issues of parental permission and meeting standards *The World's Story 2 (Teacher Guide)* Angela

O'Dell,2018-09-06 The vital resource that provides all assignments for The World s Story Volume 2 course which includes Materials lists for each chapter oral and written narration prompts critical thinking questions copywork sketching map activities timeline exercises Dig Deeper research prompts and other fun projectsReview sections craft suggestions special project ideas art and architecture studies and answer keys OVERVIEW Students will learn all about medieval history and civilizations The course includes 28 chapters and 4 built in reviews making it easy to finish in one school year The activity pages include a variety of fun engaging assignments Both oral and written narration are key elements of the course as well Students are also encouraged to participate regularly in fun research assignments further reading crafts and more

FEATURES The calendar provides daily lessons with clear objectives and activities **Catalog of Copyright Entries.**

Third Series Library of Congress. Copyright Office,1965 Includes Part 1 Number 2 Books and Pamphlets Including Serials and Contributions to Periodicals July December **World History** ,2000 **World History: Patterns of Interaction**

Grades 9-12 Holt McDougal,2010-12 *Instructional Supervision* Sally J. Zepeda,2013-09-27 This highly regarded book is a must have resource for all graduate level students and prospective school leaders enrolled in courses in instructional supervision It is also a valuable guide for anyone currently in a leadership position with responsibility for supervising student teachers Dr Zepeda provides both practical tools and strategies needed for classroom observations and pre and post observation conferences laying a strong foundation for effective instructional supervision in preK 12 schools The updated third edition includes research supported strategies to help supervisors work successfully with teachers authentic case studies classroom examples and field experiences in depth coverage of professional development and its link to teacher evaluation reflection prompts pragmatic tips self assessments and suggested activities *World History* Mounir Farah,2001

Inquiry-Based Lessons in World History Jana Kirchner,Andrew McMichael,2021-09-03 Spanning the time period from 750 CE to the present day Inquiry Based Lessons in World History Vol 2 focuses on creating global connections between people and places using primary sources in standards based lessons With sections on the world in transition the era of revolutions imperialism and global war and the modern world this book provides teachers with inquiry based ready to use lessons that can be adapted to any classroom and that encourage students to take part in the learning process by reading and thinking like historians Each section contains chapters that correspond to the scope and sequence of most world history textbooks Each inquiry lesson begins with an essential question and connections to content and literacy standards followed by primary source excerpts or links to those sources Lessons include step by step directions incorporate a variety of literacy strategies and require students to make a hypothesis using evidence from the texts they have read Grades 7 10 *World History* McGraw-Hill Staff,2001-01-01 **The Global History of Childhood Reader** Heidi Morrison,2013-03-05 The Global History of Childhood Reader provides an essential collection of chapters and articles on the global history of childhood The Reader is structured thematically so as to provide both a representative sampling of the historiography as well as an

overview of the key issues of the field such as childhood as a social construct commonalities and differences globally and why the twentieth century was not the century of the child for most of the world's children The Reader is divided into four parts Theories and methodologies of the history of childhood Constructions of childhood in different times and places Children's experiences in different times and places Usage of the past to articulate solutions to problems facing children today Topics covered include theories and methodologies in the global history of childhood sources for writing a global history of childhood education gender disability race class and religion the individual in history and emotions violence labour and illiteracy With introductions that contextualize each of the four parts and the articles further reading sections and questions this is the perfect guide for all students of the history of childhood **History 101, Modern World History**, 1986

Resources in Education, 2001-04 The Ordinary Parent's Guide to Teaching Reading (The Ordinary Parent's Guide) Jessie Wise, Sara Buffington, 2004-10-17 A plain English guide to teaching phonics Every parent can teach reading no experts need apply Too many parents watch their children struggle with early reading skills and don't know how to help Phonics programs are too often complicated overpriced gimmicky and filled with obscure educationalese The Ordinary Parent's Guide to Teaching Reading cuts through the confusion giving parents a simple direct scripted guide to teaching reading from short vowels through supercalifragilisticexpialidocious This one book supplies parents with all the tools they need Over the years of her teaching career Jessie Wise has seen good reading instruction fall prey to trendy philosophies and political infighting Now she has teamed with dynamic coauthor Sara Buffington to supply parents with a clear direct phonics program a program that gives them the know how and confidence to take matters into their own hands The Everything Guide to Informational Texts, K-2 Kathy H. Barclay, Laura Stewart, Deborah M. Lee, 2014-02-20 Your resource for best texts and best practices Kathy Barclay and Laura Stewart have written the book that teachers like you have been pleading for a resource that delivers the what I need to know to engage kids in a significant amount of informational text reading experiences No filler no lofty ideals about college and career readiness but instead the information on how to find lesson worthy texts and create developmentally appropriate instructional plans that truly help young readers comprehend grade level texts What you'll love most The how to's on selecting informational texts High impact comprehension strategies Model text lessons and lesson plan templates An annotated list of 449 informational texts

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