

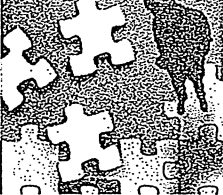
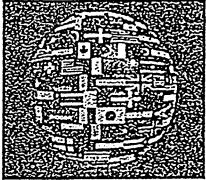




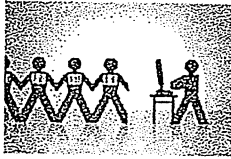


## Big Ideas Card

### Big Ideas for Lesson 1, Unit 2

- There are a variety of strategies good readers use to help them understand what they read.
- Good readers are metacognitive -- they think about their own thinking while they read.
- Good readers think about what they are reading by summarizing, predicting, questioning, clarifying, and visualizing.
- Good readers connect what they are reading to what they already know or have already experienced.
- Good readers monitor their own understanding as they read and notice confusion.
- Good readers use different strategies when they are confused, such as using context clues to make sense of what they read, re-reading, asking questions, or using textual aids (pictures, tables, glossaries, etc.).

## Word Cards

<p><b>1</b> <b>comprehension monitoring</b></p>  <p>being aware of what you are reading, and when you are not understanding what you are reading</p> <p><i>Example:</i> Good readers constantly check their understanding of the text and are aware when they read something they do not understand.</p> <p>(SS070201)</p>	<p><b>2</b> <b>society</b></p>  <p>the community of people living in a particular country or region and having shared customs, laws and organizations</p> <p><i>Example:</i> Language, the legal system, and shared folklore are a few of the elements that bond American society together.</p> <p>(SS070201)</p>
<p><b>3</b> <b>reconstruct</b></p>  <p>to put something together, to build again,</p> <p><i>Example:</i> To reconstruct the past, to understand what happened in earlier times, we have to put together information from a lot of different sources.</p> <p>(SS070201)</p>	<p><b>4</b> <b>culture</b></p>  <p>the beliefs, customs, and institutions of a particular group, society, place, or time</p> <p><i>Example:</i> Culture includes our food, music, art, clothing, and language. Our beliefs and religions are also part of culture.</p> <p>(SS070201)</p>
<p><b>5</b> <b>archaeology</b></p>  <p>the scientific study of ancient cultures through the examination of artifacts, buildings, and other remaining material evidence.</p> <p><i>Example:</i> Archaeologists help us understand life in Ancient Egypt by studying the pyramids and all of the objects left inside them.</p> <p>(SS070201)</p>	<p><b>6</b> <b>anthropology</b></p>  <p>the scientific study of humankind, especially the study of human ancestry and culture over time and across the world.</p> <p><i>Example:</i> Anthropologists study the ways that foragers – or hunters and gatherers – still live today and then they make theories about how people lived in the past.</p> <p>(SS070201)</p>

<p><b>7</b> <b>Census</b></p>  <p>the official process of counting the number of people in a country, state, or town, and collecting information about them.</p> <p><i>Example:</i> In the 2010 census in the United States, we found out that Michigan has fewer people now than it did in the year 2000.</p> <p>(SS070201)</p>	<p><b>8</b> <b>logs</b></p>  <p>the record of events or day to day activities; also a record of a ship's speed, course, and progress.</p> <p><i>Example:</i> In the Star Trek TV show and movies, the captains keep a recorded log of their travels and adventures.</p> <p>(SS070201)</p>
<p><b>9</b> <b>documentation</b></p>  <p>providing written evidence to support a claim or a point of view.</p> <p><i>Example:</i> If you want a job that requires special skills or education, you may have to provide documentation that you have met the requirements.</p> <p>(SS070201)</p>	




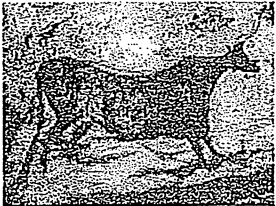
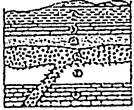
### **Big Ideas of Lesson 2, Unit 2**

- The universe is 13 billion years old and the earth is probably between 4 and 5 billion years old. However, modern humans are relatively new to the planet.
- World history is a field of study concerned with global processes and patterns of humanity over time. World history both integrates the experiences of people all over the world and highlights differences among them.
- Archaeologists construct accounts of the past from artifacts left behind by early humans.
- The story of pre-history can be found in clues from a wide range of sources from traces of DNA to murals in Ice Age caves.
- The questions archaeologists and historians ask of these artifacts shape our understanding of the past.
- Collaboration between archaeologists and historians allows us to study a past with no textual artifacts.

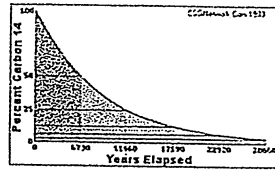
## Word Cards

### Word Cards from previous lessons needed for this lesson:

- Archaeology – Word Card #5 from Lesson 1

<p><b>10</b> <b>world history</b></p> <p>the field study concerned with global processes and patterns of humanity over time.</p> <p><i>Example:</i> Studying how different societies in different places changed to from hunter-gathering to farming is a global pattern that is examined in world history.</p> <p>(SS070202)</p>	<p><b>11</b> <b>prehistoric</b></p>  <p>the time or period before recorded or written history</p> <p><i>Example:</i> Prehistoric man used tools made of stone.</p> <p>(SS070202)</p>
<p><b>12</b> <b>Stone Age</b></p>  <p>the earliest known period of human culture, marked by the creation and use of stone tools</p> <p><i>Examples:</i> The Stone Age lasted during the Paleolithic and Neolithic periods because during both humans used tools.</p> <p>(SS070201)</p>	<p><b>13</b> <b>topographical map</b></p>  <p>a type of map characterized by large-scale detail and contour lines representing elevation changes.</p> <p><i>Example:</i> I can tell the difference between mountains and valleys on a topographical map.</p> <p>(SS070201)</p>
<p><b>14</b> <b>cave paintings</b></p>  <p>paintings on cave walls and ceilings, especially those dating from prehistoric times.</p> <p><i>Example:</i> The Cave Paintings of Lascaux were created in prehistoric times.</p> <p>(SS070202)</p>	<p><b>15</b> <b>relative dating</b></p>  <p>determining the age of an object based upon surrounding fossils and geological deposits</p> <p><i>Example:</i> Through relative dating, one could determine that the stone tools found beneath several layers of sediment were older than the artifacts found near the surface.</p> <p>(SS070202)</p>

**16**  
**absolute dating**  
**(carbon dating /**  
**radioactive dating)**

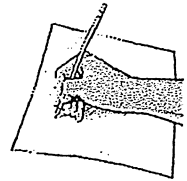


the process of determining a specific date of an artifact based on physical or chemical properties of the object

*Example:* The archaeologist used carbon dating to determine the date of the skull found at the site.

(SS070202)

**17**  
**claim**



a statement about what someone thinks is true, especially when open to question

*Example:* The historian made a claim about how prehistoric people used stone tools.

(SS070202)

**18**  
**evidence**

information used to support a claim



*Example:* The historian used evidence such as a fragment of Egyptian papyrus to support her claim about communication patterns.

(SS070202)

**19**  
**artifact**

any object made or used by mankind.



*Example:* The archaeologist found a falcon sculpture at the site.

(SS070202)

## Big Ideas Card

### Big Ideas of Lesson 3, Unit 2

- Anthropologists work with archaeologists to gain knowledge about early humans and their evolution.
- Anthropologists and archaeologists have methods they use to analyze evidence about human beings in the past, the ways they have changed, and how they lived their lives.
- Hominids/early humans changed over time.

## Word Cards

### Word Cards from previous lessons needed for this lesson:

- Archaeology – Word Card #5 from Lesson 1
- Anthropology – Word Card #6 from Lesson 1

<p><b>20</b> <b>human evolution</b></p> <p>represents the evidence-based, scientific understanding of the origin and development of humanity</p> <p><i>Example:</i> The Nakalipithecus fossil found in Kenya thought to be the last common ancestor between apes and humans.</p> <p>(SS070203)</p>	<p><b>21</b> <b>hominid</b></p> <p>humans and their closest relatives.</p> <p><i>Example:</i> Humans, chimpanzees, gorillas, and orangutans are all hominids.</p> <p>(SS070203)</p>
<p><b>22</b> <b>bipedalism</b></p> <p>a form of motion where an organism moves by means of its two rear limbs.</p> <p><i>Example:</i> An ostrich is a bipedal bird.</p> <p>(SS070203)</p>	



## Big Idea Card

### Big Ideas of Lesson 4, Unit 2

- Humans were able to move out of their original habitat while other species did not.
- Human migration over the planet took thousands and thousands of years.
- As humans migrated, they learned to live in more varied environments such as deserts and dense forests.
- Humans migrated to new biomes to find food, escape weather patterns, and find space for a growing population.
- Language might have developed in Africa, anywhere between 50,000 and 100,000 years ago. As humans migrated and moved, language likely became more complex and helped people solve new problems.

## Word Cards

Word Cards from previous lessons needed for this lesson:

- Evidence – Word Card #18 from Lesson 2
- Artifact – Word Card #19 from Lesson 2

### 23 biome

a major ecological community that corresponds to a climate and is characterized by plants that live in that are adapted to that environment

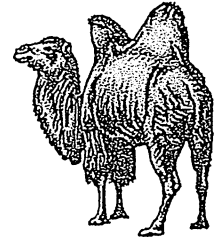


**Example:** Low latitude biomes include rainforest, savanna, and desert.

(SS070204)

### 24 adaptation

the process or state of changing to fit a new environment or different conditions

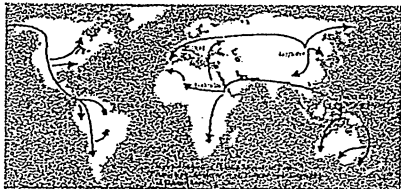


**Example:** Sherpas of Nepal have a higher number of red blood cells which allow them to live at higher Himalayan altitudes.

(SS070204)

### 25 human migration

The physical movement by humans from one area to another, sometimes over long distances or in large groups.



**Example:** Homo sapiens appear to have moved out of Africa around 70,000 years ago.

(SS070204)

## Big Idea Card

### Big Ideas of Lesson 5, Unit 2

- Historians use information from a variety of non-textual sources, including existing societies, to study the era of foragers.
- Artifacts such as tools and art help us understand some characteristics of Paleolithic societies.
- The behaviors of modern foraging societies can help us understand what life was like in the Paleolithic Age.
- The quality of life for foragers was dependent on environmental factors like climate, vegetation, and available game for hunting.

## Word Cards

### Word Cards from previous lessons needed for this lesson:

- Society – Word Card #2 from Lesson 1
- Culture – Word Card #4 from Lesson 1
- Archeology – Word Card #5 from Lesson 1
- Anthropology – Word Card #6 from Lesson 1
- Stone Age – Word Card #12 from Lesson 2
- Evidence – Word Card #18 from Lesson 2
- Artifact – Word Card #19 from Lesson 2

### 26 Paleolithic Age or Era

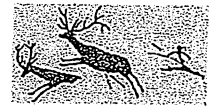


the period of the Stone Age that began about 2.5 to 2 million years ago, marked by the earliest use of tools made of chipped stone

**Example:** The Paleolithic Age is also known as the Old Stone Age.

(SS070205)

### 27 foragers



a group of people who survive by hunting and gathering over a large region

**Example:** Foragers spread to most parts of the globe following large mammals.

(SS070205)

### 28 linguistic artifacts



artifacts that are written language or have writing on them

**Example:** Linguistic artifacts provide textual information about the past.

(SS070205)

### 29 non-linguistic artifacts

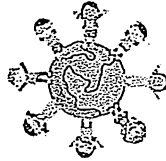


artifacts that do not have written language like stone tools or human remains

**Example:** Non-linguistic artifacts like arrowheads help us study prehistory.

(SS070205)

**30**  
**lifeways**



the ways in which a group of people live, find food, and behave

**Example:** Foraging lifeways were characteristic of the Paleolithic Age.

(SS070205)

**31**  
**social institutions**



organizations that large groups of humans (societies, cultures) create to help solve social problems

**Example:** Religion is one social institution that almost every culture has.

(SS070205)

## Big Idea Card

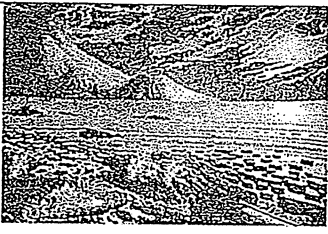
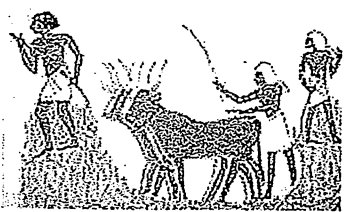

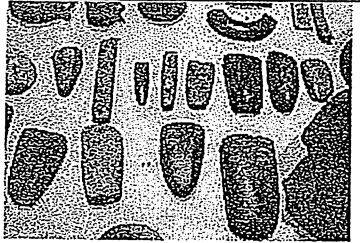
### Big Ideas of Lesson 6, Unit 2

- The end of the Paleolithic Era coincided with the last Ice Age, and by this time, humans had spread across most of the earth.
- The end of the last Ice Age is known as the Great Thaw, occurring about 10,000 years ago, and it generated warmer, wetter, and more productive climates.
- These changes marked one of the major turning points in human history, a gradual shift from a time when all humans gathered their food (foraging) to one in which most humans produced their food (agriculture).
- Settled agriculture appeared independently in several different regions of the world that were well suited for farming because of environmental factors and population patterns. However, some groups remained foragers (in fact foragers still exist today).

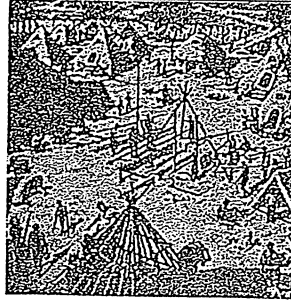
## Word Cards

### Word Cards from previous lessons needed for this lesson:

- Society – Word Card #2 from Lesson 1
- Culture – Word Card #4 from Lesson 1
- Archaeology – Word Card #5 from Lesson 1
- Anthropology – Word Card #6 from Lesson 1
- Stone Age – Word Card #12 from Lesson 2
- Evidence – Word Card #18 from Lesson 2
- Artifact – Word Card #19 from Lesson 2
- Human Migration – Word Card #25 from Lesson 4
- Paleolithic Age or Era – Word Card #26 from Lesson 5
- Foragers – Word Card #27 from Lesson 5

<p><b>32</b> <b>the Great Thaw</b></p>  <p>an event that happened about 10,000 years ago when the Earth's climate warmed and regions of the planet became more temperate</p> <p><i>Example:</i> After the Great Thaw many plants and animals began to flourish due to the warmer climate.</p> <p>(SS070206)</p>	<p><b>33</b> <b>agrarian</b></p>  <p>a type of society or culture based around farming and raising livestock</p> <p><i>Example:</i> Thomas Jefferson saw the United States as an agrarian society.</p> <p>(SS070206)</p>
<p><b>34</b> <b>turning point</b></p>  <p>an event or occurrence which causes a very significant change</p> <p><i>Example:</i> The Agricultural Revolution was a turning point in human history.</p> <p>(SS070206)</p>	<p><b>35</b> <b>Neolithic Age or Era</b></p>  <p>a term that means "new stone age" and refers to period when humans came to live in agricultural communities</p> <p><i>Example:</i> The Neolithic Age began nearly 10,000 years ago.</p> <p>(SS070206)</p>

**36**  
**Agricultural  
Revolution (or  
Neolithic  
Revolution)**

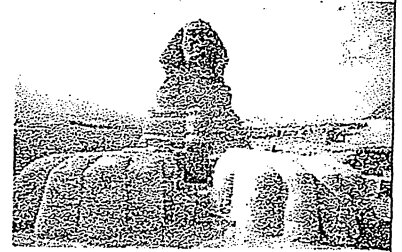


a turning point that began about 10,000 years ago when humans began to live in settled communities and raise plants and animals

**Example:** The development of new technology that allowed humans to become more efficient farmers is called the Agricultural Revolution.

(SS070206)

**37**  
**BCE  
Before  
Common Era**



a non-religious alternative to the use of B.C., the era of prehistory and much of antiquity

**Example:** My textbook uses the annotation, BC, but scholarly work refers to that period as BCE.

(SS070206)

**38**  
**CE  
Common Era**

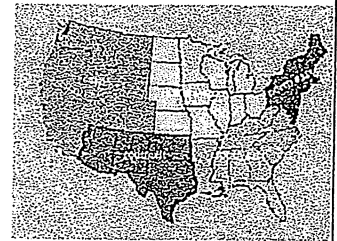


an alternative and non-religious method of notation to the traditional A.D., or *Anno Domini*

**Example:** The period referred to CE or AD is the time frame starting with 0 on the Gregorian calendar.

(SS070206)

**39**  
**region**



a geographic area considered as a unit for geographical, functional, social, or cultural reasons

**Example:** The Great Lakes region is comprised of all the places that border the Great Lakes.

(SS070206)



## Big Idea Card


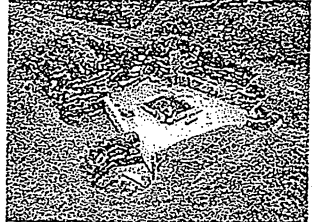
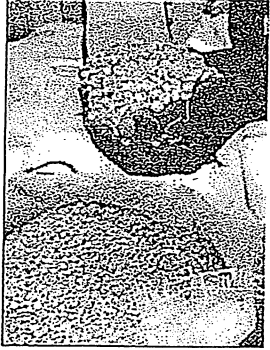

### **Big Ideas of Lesson 7, Unit 2**

- Farming allowed people to develop food surpluses and changes in technology allowed people to store food. These developments permitted population growth and resulted in the settlement of denser populations.
- Because there was a larger population with a food surplus, not everyone had to put their energy into food production. People began to specialize in new types of jobs that were needed in these agrarian, village based societies.
- New problems emerged as people lived in larger groups in settled villages, and social institutions changed and developed to respond to these changes.
- Settled villages required people to gather, produce, and use their resources in new ways.

Word Cards

Word Cards from previous lessons needed for this lesson:

- Society – Word Card #2 from Lesson 1
- Archaeology – Word Card #5 from Lesson 1
- Evidence – Word Card #18 from Lesson 2
- Artifact – Word Card #19 from Lesson 2
- Paleolithic Age – Word Card #26 from Lesson 4
- Foragers – Word Card #27 from Lesson 5
- Agrarian – Word Card #33 from Lesson 6
- Neolithic Age or Era – Word Card #35 from Lesson 6
- Agricultural Revolution or Neolithic Revolution – Word Card #36 from Lesson 6

<p><b>40</b>  <b>specialization /                  division of labor</b></p>  <p>when different people in society take on specific roles or jobs that require unique skill sets</p> <p><i>Example:</i> In healthcare, there are specializations like surgery, pediatrics, dentistry, and orthodontics.</p> <p>(SS070207)</p>	<p><b>41</b>  <b>settlement</b></p>  <p>a permanent community where people live</p> <p><i>Example:</i> Jericho, Çatalhöyük, and Tenta were early human settlements.</p> <p>(SS070207)</p>
<p><b>42</b>  <b>surplus</b></p>  <p>having more than you need (as opposed to more than you want).</p> <p><i>Example:</i> There was a surplus of cupcakes after the party, so the class gave the rest away to other teachers.</p> <p>(SS070207)</p>	<p><b>43</b>  <b>social organizations /                  institutions</b></p>  <p>an organized group or network in a society that exists to help meet the long-term needs of its people (food, clothing, shelter, education, rules, safety).</p> <p><i>Example:</i> Schools are organized to help prepare young people for adult life and work.</p> <p>(SS070207)</p>

44

### domestication

an approach to altering the genetic makeup of plants and animals to make them more useful to humans



**Example:** Humans domesticated plants by planting seeds from individual plants that seemed most desirable for their size, taste, and nutrition.

(SS070207)

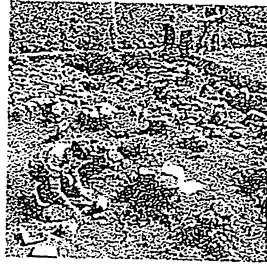
## Big Idea Card

### Big Ideas of Lesson 8, Unit 2

- Analyzing archaeological evidence allows us to learn about local as well as global patterns of technology development, agriculture, culture, and social institutions.
- Despite many differences, there were important similarities across early human settlements even though they were not in contact with each other. These similarities suggest independent development of similar forms of agriculture, specialization, and social structures.
- Global patterns of early human development were characterized by settled villages with greater numbers of people near important natural resources, growing dependence on agriculture and animal domestication, the development of social institutions and culture (e.g. burials, art and architecture, etc.), and specialization of labor.
- This global pattern suggests that a clear turning point in human history occurred around 10,000 years ago. This change was gradual but truly global, taking place in many different parts of the world independently.

**45**  
**archaeological site**

the place of an archaeological investigation where evidence of past activity is uncovered and preserved

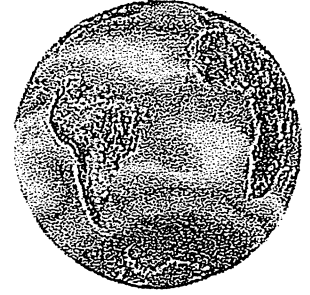


**Example:** They found human remains, stone tools, and other artifacts at the archaeological site.

(SS070208)

**46**  
**global patterns**

a frequent and widespread occurrences or similar events that happen in different places in the world



**Example:** The transition from foraging to agriculture is an example of a global pattern in world history.

(SS070208)

**47**  
**technology**

a branch of knowledge that relates to inventions and discoveries that help modernizing human lifestyle and surrounding environment



**Example:** Through technology humans were able to domesticate plants and animals.

(SS070208)