

WORLD HISTORY STUDY GUIDE

PRE-UNIT : Introduction to World History

In World History you will develop a greater understanding of the evolution global processes and contacts including interactions over time. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among other societies. The course will give a broad overview of World Religions and Ancient/Medieval influences over the modern world.

Students will develop relevant enduring understandings of current world issues and relate them to their historical, political, economic, geographical and cultural contexts. As students examine the historical roots of significant events, ideas, movements, and phenomena, they encounter the contributions and patterns of civilizations of the past and societies around the world. Students taking this course will broaden their historical perspectives as they explore ways societies have dealt with continuity and change, exemplified by concepts such as civilization, revolution, government, economics, war, stability, movement, technology, etc.

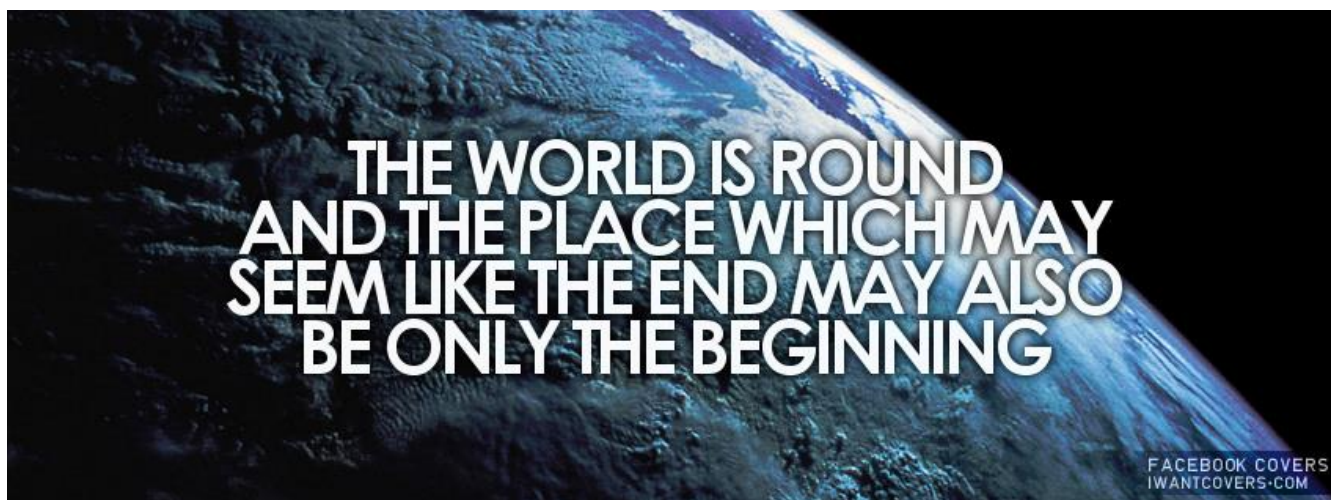
Included within this study guide is a summary of the information that may appear on the World History Semester and Final Exams. Although this review packet is intended to familiarize you with material that you are likely to encounter on the multiple-choice portion of the test, studying this information will also provide you with the background knowledge needed to write successful thematic, Constructive Response Questions and/or D.B.Q. essays.

STANDARDS

WH.H.1 Apply the four interconnected dimensions of historical thinking to the United States History Essential Standards in order to understand the creation and development of the United States over time.

Concept(s): Historical Thinking, Creation, Development

Human Legacy pages H6-H49



PRE-UNIT: INTRODUCTIONS TO WORLD HISTORY

WHY STUDY HISTORY???

- **History Helps Us Understand People and Societies**
- **History Helps Us Understand Change and How the Society We Live in Came to Be**
- **The Importance of History in Our Own Lives**
- **History Contributes to Moral Understanding**
- **History Provides Identity**
- **Studying History Is Essential for Good Citizenship**
- **History Is Useful in the World of Work**

What Skills Does a Student of History Develop?

1. *The Ability to Assess Evidence.*
2. *The Ability to Assess Conflicting Interpretations.*
3. *Experience in Assessing Past Examples of Change.*

SO WHY STUDY HISTORY?

The answer is because we virtually must, to gain access to the laboratory of human experience. When we study it reasonably well, and so acquire some usable habits of mind, as well as some basic data about the forces that affect our own lives, we emerge with relevant skills and an enhanced capacity for informed citizenship, critical thinking, and simple awareness. The uses of history are varied. Studying history can help us develop some literally "salable" skills, but its study must not be pinned down to the narrowest utilitarianism. Some history—that confined to personal recollections about changes and continuities in the immediate environment—is essential to function beyond childhood. Some history depends on personal taste, where one finds beauty, the joy of discovery, or intellectual challenge. Between the inescapable minimum and the pleasure of deep commitment comes the history that, through cumulative skill in interpreting the unfolding human record, provides a real grasp of how the world works.

INTERPRETING THE PAST

Anthropologists: Anthropology is the study of humans, past and present. To understand the full sweep and complexity of cultures across all of human history, anthropology draws and builds upon knowledge from the social and biological sciences as well as the humanities and physical sciences. A central concern of anthropologists is the application of knowledge to the solution of human problems. Historically, anthropologists in the United States have been trained in one of four areas: sociocultural anthropology, biological/physical anthropology, archaeology, and linguistics.

Archaeologists study past peoples and cultures, from the deepest prehistory to the recent past, through the analysis of material remains, ranging from artifacts and evidence of past environments to architecture and landscapes. Material evidence, such as pottery, stone tools, animal bone, and remains of structures, is examined within the context of theoretical paradigms, to address such topics as the formation of social groupings, ideologies, subsistence patterns, and interaction with the environment. Like other areas of anthropology, archaeology is a comparative discipline; it assumes basic human continuities over time and place, but also recognizes that every society is the product of its own particular history and that within every society there are commonalities as well as variation.

HISTORY SHOULD NOT BE BIAS

BIAS: is an inclination of temperament or outlook to present or hold a partial perspective, often accompanied by a refusal to even consider the possible merits of alternative points of view. People may be biased toward or against an individual, a race, a religion, a social class, or a political party. Biased means one-sided, lacking a neutral viewpoint, not having an open mind. Bias can come in many forms and is often considered to be synonymous with prejudice or bigotry.

Primary vs. Secondary Sources:

What's the difference between these?

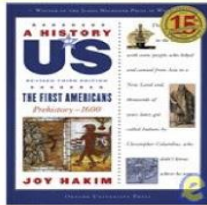
Primary Source: a document or physical object which was written or created during the time under study. These sources were present during an experience or time period and offer an inside view of a particular event. Examples:



- ORIGINAL DOCUMENTS (excerpts or translations acceptable): Diaries, speeches, manuscripts, letters, interviews, news film footage, autobiographies, official records
- CREATIVE WORKS: Poetry, drama, novels, music, art
- RELICS OR ARTIFACTS: Pottery, furniture, clothing, buildings



Secondary Source: these interpret and analyze primary sources. These sources are one or more steps removed from the event. Secondary sources may have pictures, quotes or graphics of primary sources in them. Example:



--> PUBLICATIONS: Textbooks, magazine articles, histories, criticisms, commentaries, encyclopedias



Primary vs. Secondary



HIGHLIGHT – UNDERLINE – CIRCLE VOCABULARY – CHUNKING – *ASTERISKS / STARS* – QUESTION MARKS???

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

HISTORY HAS **S.P.I.C.E**

A) There are “5” Themes that we will focus on

1. **SOCIAL:** Of or relating to human society and its modes of organization: social classes; social problems; a social issue.

2. **POLITICAL:** Of, relating to, or dealing with the structure or affairs of government, politics, or the state.

3. **INNOVATIONS:** a creation (a new device or process) resulting from study and experimentation

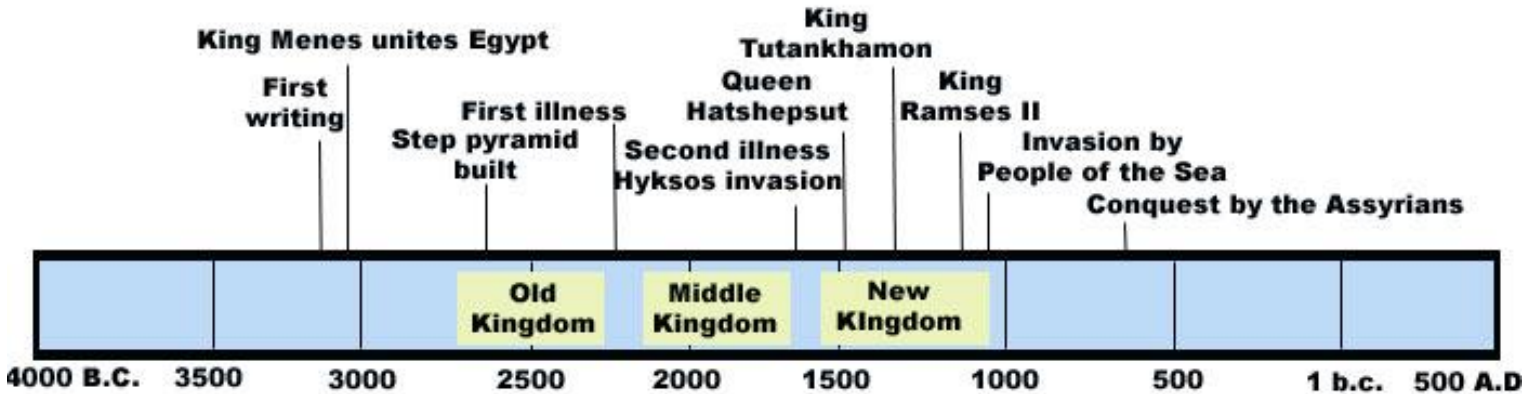
4. **CULTURAL:** The totality of socially transmitted behavior patterns, arts, beliefs, institutions, and all other products of human work and thought.

5. **ECONOMICS:** the science that deals with the production, distribution, and consumption of goods and services, or human welfare.

1. What event occurred in 3200 B.C.?

INTERPRETING TIMELINES

Now that you know how timelines are put together, try your eye at interpreting a timeline of Ancient Egypt. Do what is requested in the area below the timeline.



2. This timeline is divided into equal segments. How many years does each segment represent?
 5 years - 50 years - 500 years - 5000 years

3. How many years are represented on this timeline? Click on the
 500 years - 5000 years - 450 years - 4500 years

4. What does the writing above the timeline represent?
 Events - Years Place - Works of Art

5. When did King Hatshepsut rule Ancient Egypt?
 1100 - 1250
 1500 - 3100

6. Much of this part of Egyptian history is divided into historical periods. What were these periods? **REIGNS - INVASIONS - KINGDOMS - ILLNESSES**

7. How do you know when the event occurred?
 a. The words intersect the line at the time it occurred.
 b. A line is drawn from the event to intersect with the timeline at the time it occurred.
 c. The numbers below the line identify the exact time that an event occurred.
 d. All of the events occur at the divisions of the timeline.

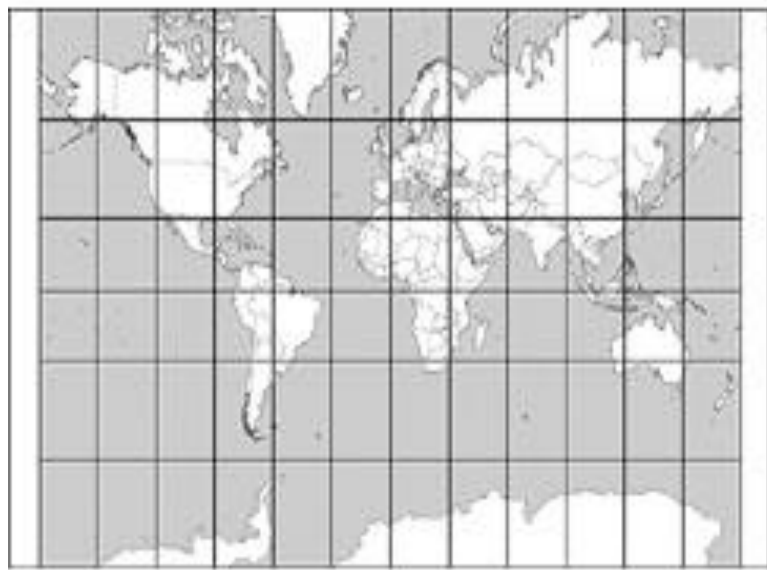
8. Now that you know that much of Ancient Egyptian history was divided into periods or kingdoms, let's see if you can determine why. Look at the events that occurred around the times of these kingdoms. What could have caused these kingdoms to end?

9. As you have seen, timelines can be very informative and useful. Timelines would be useful in which of the following situations.

John wants to keep track of his bills.	Dr. Morris is studying the Native American history of his county and wants to show important events.	Mrs. Johnson wants to show the birth dates of her students so they can see any patterns.	Mary wants to show the percent of people who died during the Great Plague.
During the 1800s, visual art in the West changed drastically. Art historians want to show the events of this time and how they affected the lives and work of these painters.	The last five years of Sonja's life have been very hectic. She wants to see how these events relate to each other, so that she might not make some of the same mistakes	Sheila wants to chart her spending habits over time to be able to see any trends that might have occurred.	Chef Imondi wants to be able to keep track of the recipes that he has been accumulating for years.

Mercator Projection

Robinson Projection



North Pole 90°

Arctic Circle 66.5°N

Prime Meridian 0°

Tropic of Cancer 23.5°N

Equator 0°

Tropic of Capricorn 23.5°S

Antarctic Circle 66.5°S

South Pole 90°

HIGHLIGHT - UNDERLINE - CIRCLE VOCABULARY - CHUNKING - *ASTERISKS / STARS* - QUESTION MARKS???

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES



HIGHLIGHT – UNDERLINE – CIRCLE VOCABULARY – CHUNKING – *ASTERISKS / STARS* – QUESTION MARKS???
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CORNELL NOTES



Topic/Objective:

S.P.I.C.E

Name:

Class/Period:

Date:

ESSENTIAL QUESTION:

Questions/Main Ideas/Annotations:

CHARLOTTE, NC

SOCIAL S:

POLITICAL

INNOVATIONS

CULTURAL

ECONOMICS

ON THE BACK SIDE

Create a Timeline of your Past, Present, & Future

CORNELL NOTES



Topic/Objective:

Name:

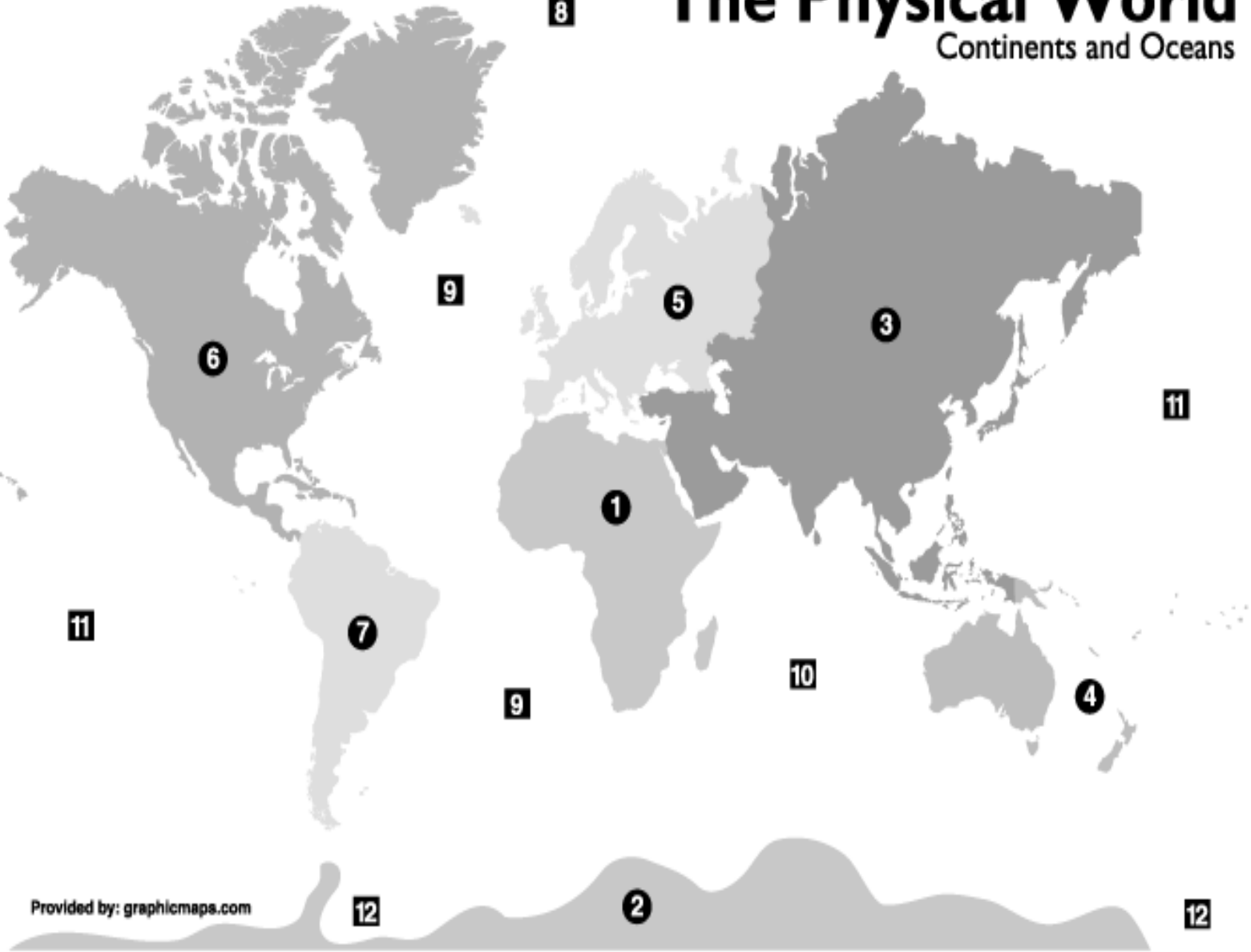
Class/Period:

Date:

ESSENTIAL QUESTION:

8 The Physical World

Continents and Oceans



Provided by: graphicmaps.com

Name the Continents

- | | | |
|---------|---------|---------|
| 1 _____ | 4 _____ | 6 _____ |
| 2 _____ | 5 _____ | 7 _____ |
| 3 _____ | | |

Name the Oceans

- | | |
|----------|----------|
| 8 _____ | 11 _____ |
| 9 _____ | 12 _____ |
| 10 _____ | |

HIGHLIGHT - UNDERLINE - CIRCLE VOCABULARY - CHUNKING - *ASTERISKS / STARS* - QUESTION MARKS???

NUMBER OF SENTENCES IN SUMMARY = NUMBER OF QUESTIONS IN NOTES

Topic/Objective:

PRE-UNIT QUIZ

(Open Notes Quiz)

Name:

Class/Period:

Date:

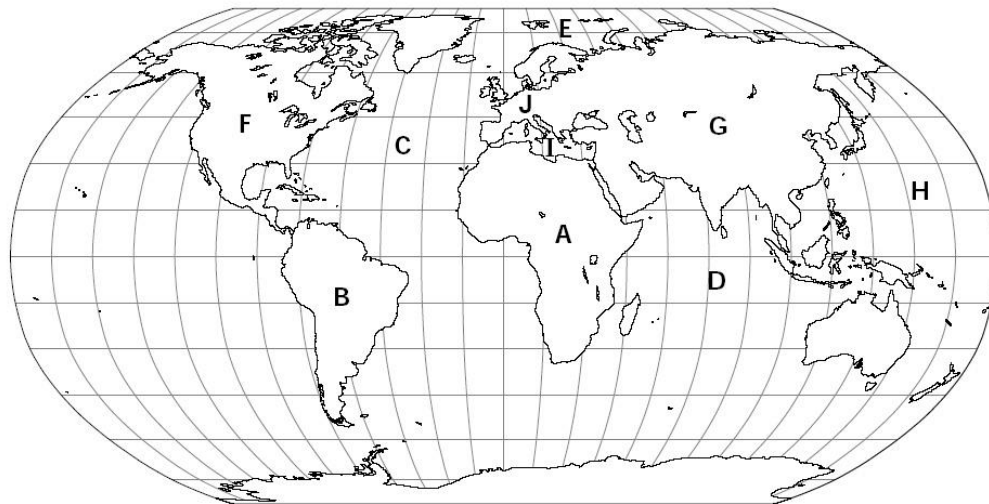
DIRECTIONS: Read each question carefully before selecting your response. Double check your answers when test is complete

USING THE MAP ANSWER QUESTIONS #1-3

1. What letter is the continent of Africa?
 (a) F (b) A (c) B (d) G

2. Which letter is the Indian Ocean?
 (a) C (b) E (c) D (d) H

3. On which continent do scientists believe that early man began?
 (a) North America (b) Europe
 (c) Asia (d) Africa



4. This person studies past peoples and cultures, from the deepest prehistory to the recent past, through the analysis of material remains, ranging from artifacts and evidence of past environments to architecture and landscapes.
 (a) Anthropologist (b) Psychologist (c) Archaeologist (d) Sociologist

5. An autobiography and a diary are examples of _____ Sources.
 (a) Primary (b) Secondary (c) Bias (d) Confidential

6. A person who is one-sided, lacking a neutral viewpoint, not having an open mind is considered to be _____.
 (a) Racist (b) Bigot (c) Stubborn (d) Bias

We will often use the acronym S.P.I.C.E. to refer to the themes in history.

7. The "S" and "C" stand for the following in S.P.I.C.E.
 (a) Society and Country (b) Social and Cultural (c) Seasons and Common Law (d) Science and Country

8. The "P" and "I" stand for the following in S.P.I.C.E.
 (a) Political and Innovations (b) Parliament and Inventions (c) Psychology and Inertia (d) Political and Inventions

Use the Timeline Below to answer #'s 9 & 10.

9. When did King Hatshepsut rule Ancient Egypt? (a) 1100 (b) 1250 (c) 1500 (d) 3100

10. Much of this part of Egyptian history is divided into historical periods. What were these periods?
 (a) REIGNS (b) INVASIONS (c) KINGDOMS (d) ILLNESSES

