

**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?

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# World History Guided Reading Activity 19 3

**Joyce Oldham Appleby, Alan  
Brinkley, James M. McPherson**

### **World History Guided Reading Activity 19 3:**

**Holt People, Places, and Change** Robert J. Sager,2003     *The Professional Needs of Teachers of English* Willis Branson Coale,1928     **The American Journey** Joyce Oldham Appleby,Alan Brinkley,James M. McPherson,2003

**Geography** McGraw-Hill Staff,Richard G. Boehm,2001-11     **The New York Times Index** ,1927     **World History** ,2000     **The Professional Needs of Teachers of English** Willis Branson Coale,1972     **Classroom Connect Newsletter** ,2002     **Readers' Guide to Periodical Literature** ,1916 Author and subject index to a selected list of periodicals not included in the Readers guide and to composite books     *Readers' Guide to Periodical Literature* Anna Lorraine Guthrie,Bertha Tannehill,Neltje Marie Tannehill Shimer,1910 An author subject index to selected general interest periodicals of reference value in libraries     **Contributions to Education** Columbia University. Teachers College,1928

**Cyclopaedia Bibliographica** James Darling,1859     **The Illustrative Lesson Notes for 1907** Ismar John Peritz,Frank Milton Bristol,Robert Remington Doherty,1906     **A.L.A. Catalog** American Library Association,1904     Reader's Guide to Periodical Literature Supplement ,1928     The Epworth Herald ,1891     Book Review Digest ,1919     **Library Bulletin** Somerville Public Library (Mass.),1897     **New York Magazine** ,1993-02-01 New York magazine was born in 1968 after a run as an insert of the New York Herald Tribune and quickly made a place for itself as the trusted resource for readers across the country With award winning writing and photography covering everything from politics and food to theater and fashion the magazine s consistent mission has been to reflect back to its audience the energy and excitement of the city itself while celebrating New York as both a place and an idea     *Bibliographic Guide to Education* ,1991 lists publications cataloged by Teachers College Columbia University supplemented by The Research Libraries of The New York Public Library

The book delves into World History Guided Reading Activity 19 3. World History Guided Reading Activity 19 3 is a vital topic that needs to be grasped by everyone, from students and scholars to the general public. This book will furnish comprehensive and in-depth insights into World History Guided Reading Activity 19 3, encompassing both the fundamentals and more intricate discussions.

1. The book is structured into several chapters, namely:

- Chapter 1: Introduction to World History Guided Reading Activity 19 3
- Chapter 2: Essential Elements of World History Guided Reading Activity 19 3
- Chapter 3: World History Guided Reading Activity 19 3 in Everyday Life
- Chapter 4: World History Guided Reading Activity 19 3 in Specific Contexts
- Chapter 5: Conclusion

2. In chapter 1, the author will provide an overview of World History Guided Reading Activity 19 3. The first chapter will explore what World History Guided Reading Activity 19 3 is, why World History Guided Reading Activity 19 3 is vital, and how to effectively learn about World History Guided Reading Activity 19 3.

3. In chapter 2, the author will delve into the foundational concepts of World History Guided Reading Activity 19 3. The second chapter will elucidate the essential principles that need to be understood to grasp World History Guided Reading Activity 19 3 in its entirety.

4. In chapter 3, the author will examine the practical applications of World History Guided Reading Activity 19 3 in daily life. This chapter will showcase real-world examples of how World History Guided Reading Activity 19 3 can be effectively utilized in everyday scenarios.

5. In chapter 4, this book will scrutinize the relevance of World History Guided Reading Activity 19 3 in specific contexts. The fourth chapter will explore how World History Guided Reading Activity 19 3 is applied in specialized fields, such as education, business, and technology.

6. In chapter 5, this book will draw a conclusion about World History Guided Reading Activity 19 3. The final chapter will summarize the key points that have been discussed throughout the book.

The book is crafted in an easy-to-understand language and is complemented by engaging illustrations. It is highly recommended for anyone seeking to gain a comprehensive understanding of World History Guided Reading Activity 19 3.

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