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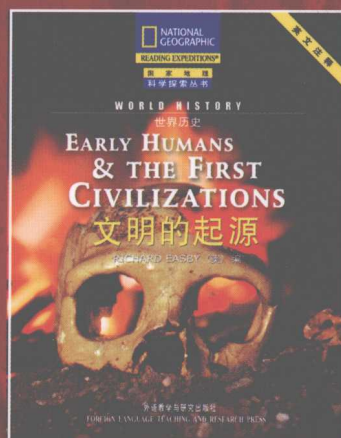
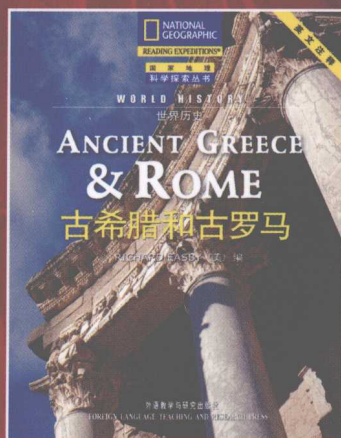
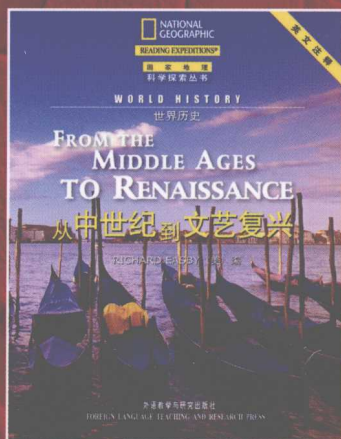
SOCIAL STUDIES

社会科学

World History 世界历史

TEACHER'S GUIDE & ASSESSMENTS

教师指导与评估手册



外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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社会科学

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TEACHER'S GUIDE & ASSESSMENTS

教师指导与评估手册

美国国家地理学会 编著

Lesson Notes

课程教案

Activity Masters

课堂活动

Teacher Resources

教学资源

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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Series Overview

系列概述

简介 (Introduction)

“世界历史”系列介绍史前直至17世纪早期世界历史演变洪流中的重要事件、人物和地点。本系列共三本书，都以极具冲击力的视觉形式将标准科学的社会研究内容展现给大家。

- 每本书的组织方式有利于帮助学生构建阅读理解的基本框架。
- 每本书包括两大部分，每个部分开篇都对该时空特定文明的背景情况、历史年代及其在世界历史中的演进作了简要介绍，并配有一幅体现本部分主题的跨页彩图。
- 每个部分按照三大“中心思想”(Big Ideas)来组织，分别用8~9篇文章集中展开和体现，是对具体文明或历史阶段的精辟阐释。
- 每篇文章末尾设有一个“联想今日”(Why It Matters Today)版块，将讨论的话题与当今社会相联系。
- 各部分结尾的“综述”(Overview)为长约七页的参考资料，是对前文涉及的历史背景的简练总结。

本系列还富有如下几点对学生深具启发性的特色：

- “识古通今”(Past to Present)讲述过去历史中的事物与现在的关系，如奥林匹克运动会。
- “文化之间”(Across Cultures)将文章中的信息与其他文明和时代相联系，帮助学生了解所有人类文明的共性。
- “历史中的艺术”(Art in History)向学生介绍的艺术作品不仅是该时代文明的代表，也是为全世界所认可的杰作。

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注重读写能力 (Focus on Literacy)

培养阅读理解技巧

本系列专为培养、锻炼和扩充学生的基本阅读技巧而设计。学生们可以运用这些阅读理解技巧学习非小说类文本特有的各种文本结构、形式和图表，如：

比较和对比 Compare and contrast	词语关联 Relate words
区分事实和观点 Distinguish fact from opinion	识别顺序 Sequence
得出结论 Draw conclusions	概括总结 Summarize
识别主题和细节 Identify main ideas and details	运用情节线索 Use context clues
识别问题和解决办法 Identify problems and solutions	作出推论 Infer
作出判断 Make judgments	运用图形辅助理解 Use images to aid comprehension
识别因果关系 Recognize cause-and-effect relationships	

理解非小说类作品的体裁、文本特征和图表

善于从非小说类作品中获得信息的读者对这类作品的各种体裁和格式都很熟悉。“世界历史”系列中涵盖了众多帮助理解非小说类作品的要素，如照片、地图、时间轴和图表；目录和注释；小标题、标注和图片说明文字。

文章对比阅读

最近关于学生阅读行为和水平的调查结果显示，让学生有机会阅读和对比多篇文章有助于提高他们的阅读技巧。本系列围绕同一个主题——不同文明的特征——组织了不同的文章，为学生提供了对比阅读的绝好机会。学生可以就如下问题展开讨论：

对比 (Compare) ——这几本书各自的结构是怎样的？它们之间有哪些相同点和不同点？

评价 (Evaluate) ——这些信息表述得是否清楚？哪些辅助手段最有用？

注重社会研究 (Focus on Science Studies)

本系列对世界历史中的以下核心概念和主题进行了解释和发展:

“早期人类”

- 旧石器时代的猎人显示出了基本的人类特征,包括制造工具、形成社会群体以及艺术创造。
- 新石器时代农民种植农作物,喂养动物,并且建造永久居住地,从而推动了人类文化的发展。
- 新的发现使考古学家不断改变或者丰富他们关于早期人类的想法。

“最早的文明”

- 美索不达米亚地区发展了文明的基本要素——写作、文学和一部法典。
- 尼罗河以及对死后生活的关注塑造了埃及文明。
- 考古学家通过研究古代的美索不达米亚地区和古埃及来了解文明的进程。

“希腊文明”

- 被地形分隔的古希腊人靠共有的生活方式联系在一起。
- 希腊文明在艺术、政治学和科学等领域创造了不朽的成就。
- 希腊传说从远古以来一直令人们倾倒。

“古罗马”

- 军事实力使罗马从一个小城邦成长为伟大的帝国。
- 罗马面临来自帝国内外的挑战。
- 罗马创造了一个强大的文明,其影响力与魅力持续至今。

“中世纪”

- 教会对中世纪社会的影响最大。
- 贸易的复兴带来了城镇的发展和一种新型的经济。
- 中世纪开始实行一些变革,这些变革后来影响了现代生活。

“文艺复兴”

- 文艺复兴始发于意大利一些富有而强大的城邦。
- 文艺复兴在文理科学中分别引发了新风格和新思想。
- 宗教改革对天主教会的变革引发了新教各派的兴起。

培养交流技巧

阅读和交流信息的能力直接关系到生活各个方面。本系列三本书的课程教案设置了很多与书中重要内容相关的写作练习。学生运用各种题材和格式进行交流表达,从而掌握写作的步骤和方法。比如:

1. 准备采访提纲(“早期人类”)
2. 运用故事结构图创作一个英雄的传说(“最早的文明”)
3. 为某历史人物写一篇讣告(“希腊文明”)
4. 写一份研究报告(“古罗马”)
5. 写一篇说明文(“中世纪”)
6. 创作一份旅游小册子(“文艺复兴”)

Lesson Overview

课程概述

课程概述 (Overview) —— 帮助教师快速选书备课

概要 (Summary)

此处简要概括每个部分的三大中心思想。

背景知识

(Background)

此处就书中涉及的历史阶段给出补充信息，为学生阅读提供背景知识。

学习目标

(Learning Objectives)

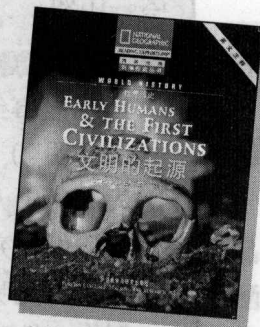
此处列出了非小说类作品的特点、体裁、阅读、写作以及社会研究技能等方面的重点学习目标，方便教师备课。

Early Humans & the First Civilizations

文明的起源

Early Humans 早期人类

"Early Humans" explores what scientists have learned (and continue to learn) about life in prehistoric times. The text is organized around three Big Ideas: Becoming Human; The First Farmers; and New Discoveries, New Ideas.



Overview

Summary

Becoming Human describes how making and using tools, forming social groups, and creating art set the earliest humans apart from other animals. Articles include: "Get Sharp"; "Who Were the Neandertals?"; "Really Big Game Hunters"; and "The Cave Artists."

The First Farmers explores the beginnings of agriculture, the domestication of animals, and the first cities. This section includes: "Animals Join the Family" and "At Home in Catalhuyuk."

New Discoveries, New Ideas describes the work of archaeologists and shows how new discoveries cause them to add to or change their ideas about the distant past. Articles in this section are: "What Do Archaeologists Do?"; "What Killed the Iceman?"; and "The Search for the First Americans."

Background

Prehistoric humans first appeared during the Stone Age, which began about 2.5 million years ago and lasted until the last Ice Age began, about 100,000 years ago. During the Ice Age, humans were hunters-gatherers. They lived in groups, produced art, used language, and made finely crafted tools. By the time the Ice Age ended, humans had learned to control the growth of grain crops and domesticate animals. An important effect of the planting and harvesting of crops was the development of permanent settlements. The growth of these settlements led to a division of labor, which set the stage for the first "true" civilizations.

Learning Objectives

Genre/Text Features

- expository
- article titles and subheads
- sidebars
- contents, notes and overview
- maps and time lines
- illustrations and photographs with captions

Reading Skills

- Skill Focus**
 - identify main ideas and details
 - distinguish fact from opinion
 - use context clues
- Supporting Skills**
 - sequence
 - identify cause and effect
 - draw conclusions

Writing/Communication Skills

- Writing**
 - prepare an interview guide
 - write a script for a documentary
 - outline a mystery story
- Speaking/Listening**
 - broadcast a TV news story

Social Studies Skills

- relate the importance of technology to early humans
- explain the role of art in a developing culture
- identify the stages that led to the formation of early cities
- interpret a time line
- describe processes and tools archaeologists use

注重文本阅读 (Focus on Content Area Reading) ——关于帮助学生 在阅读前后及阅读过程中培养技巧的建议

Focus on Content Area Reading

Before Reading

Activate Prior Knowledge

Refer students to the title page and write the word *human* on the board. Ask:

What does it mean to be human?

What are some characteristics that are unique to humans?

Write student responses on the board around the word *human*, creating a web. Then ask students to read pages 6-9.

Introduce the concept of prehistory and ask students how we know about the lives of early humans if they left behind no written records.

Preview

Give students a few minutes to thumb through "Early Humans" to see how it is organized. Guide students to recognize how exploring the three Big Ideas will give them insights into what it means to be human.

Point out the Overview on pages 56-62 and ask them how they might use this feature to enhance their reading.

Set Purpose

Help students to identify some practical reasons for learning about the lives of early humans. Ask:

How can the study of early humans give us a greater appreciation of the ways we live today?

Use this discussion to guide students to recognize a connection between modern and prehistoric times. Tell students that they will find other links in the Why It Matters Today feature at the end of each article.

Vocabulary Strategy: Use Context Clues

Activity Master, page 16

Refer students to the terms **prehistory** and **Ice Age** on pages 6-7.

Call on a volunteer to define each term, using context clues given in the text. Then have students complete the activity master independently and check their definitions in the notes.

Strategy Tip: Use Images to Aid Comprehension

Because the concepts of time and place may be difficult to understand, have students examine the time line on pages 6-7, the map on page 7, and the illustration of Neandertals on page 17. Discuss with students the information presented in these visuals and how they relate to the text. Make sure students understand how to extract information from visuals and captions to aid reading comprehension.

阅读之前 (Before Reading)

每篇文章都设置了独立的教案, 并附有阅读前后和阅读过程中的练习活动。

知识热身 (Activate Prior Knowledge)

这些用来热身的知识常常可以用图形工具进行组织。

词汇 (Vocabulary Strategy)

学生练习理解应用课文中的关键词汇。

技巧点拨 (Strategy Tip)

这些实用性提示专为提高阅读理解力设计。

My Notes

注重阅读 (Focus on Reading) ——关于帮助学生在阅读前后及阅读过程中培养技巧的建议

预习

(Preview)

此处提供多种技巧帮助学生在阅读前把握内容。

阅读技巧

(Read Strategically)

每一种重要的阅读理解技巧都配有相应的课堂活动培养阅读能力。

课堂互动

(Respond)

此处的讨论问题可以帮助学生考查书中的主要观点。

Focus on Content Area Reading (continued)

What Do Archaeologists Do?

(pages 40-43)

Preview

Have students look at the illustrations and captions in this article to suggest answers to the title question. Challenge students to identify some of the tools archaeologists use to study prehistoric remains.

Read Strategically: Sequence

Graphic Organizer, page 85

Have students use the flow chart to sequence the steps that archaeologists follow once they have identified a site where prehistoric people were present. Then ask:

Why do you think it is important for archaeologists to follow a particular set of steps in investigating remains left by early humans?

Respond

Tell students to imagine that they are reporting from an archaeological dig on the day when the archaeologists have found an important artifact. Have students write a TV news story about this event in which they answer the questions: *Who? What? Where? When?* and *Why?*

Call on volunteers to assume the role of TV reporter and “broadcast” their story to the class.

What Killed the Iceman?

(pages 44-49)

Preview

Have students study the picture and read the text on page 44. Ask:

Who was the Iceman?

Where was he found?

Why was the discovery of the Iceman important?

Challenge them to predict how the Iceman actually died before they read the article.

Read Strategically: Identify Main Ideas and Details

Ask students to write the three text subheads from this article on a sheet of paper, leaving enough space beneath each one for notes. As they read each section, have students list facts about it. When they have finished a section, ask them to write a sentence stating the main idea and the details that support it.

Respond

Invite students to prepare an outline or synopsis for a short mystery story entitled “What Killed the Iceman?” The story, based on the article students just read, should include a setting, characters, clues, and an original solution. Encourage students to write the story as an independent project.

The Search for the First Americans (pages 50-55)

Preview

Refer students to the map on page 55 and ask them to describe what it shows. Ask:

If any of these routes are accurate, what technology did the early people need to travel these distances?

Read Strategically: Summarize

Ask students to write this question in their notebooks.

Why have archaeologists developed new ideas about when early humans reached the Western Hemisphere?

As students read the article, have them take notes that can help them answer it. When they have finished reading, ask them to write a summary paragraph responding to the question.

Respond

Initiate a discussion to assess reading comprehension. Ask:

What are some possible routes early humans may have taken to reach the Americas? (See map on page 55.) (summarize)

Why do archaeologists think that the Clovis people were in the Western Hemisphere as early as 11,500 years ago? (See page 52.) (draw conclusions)

What new evidence changed archaeologists’ theories about where and when early humans arrived in the Western Hemisphere? (See page 53.) (main ideas and details)

阅读之后 (After Reading) —— 注重技能、测试和拓展活动 为教学提供了丰富内容

After Reading/Assess

Focus on Skills

Investigate World History: Reading a Time Line

Activity Master, page 19

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Remind students that the time lines show a period of time before the Common Era. Explain that this period is often written B.C., because it represents the time before the presumed birth of Jesus. Point out that the years following Jesus's birth are usually written A.D.

Writing and Research: Prepare an Interview Guide

Have students choose an archaeologist identified in one of the articles to interview about his findings. Have them prepare an interview guide, identifying the topics they would like to cover—for example, biographical data about the archaeologist, what work was done at the dig site, what was found there, and the significance of the findings—and then listing questions that will give them the answers.

Ask students to exchange papers with a classmate and use the information in the selected articles to answer each other's questions. Tell students that some answers may need further research. If time permits, student pairs can role-play their interview.

Assessment Options

Questions

Use the following questions during individual conferences, or ask students to write the answers in their notebooks:

- 1 Why is the history of early humans called "prehistory"?
- 2 What uniquely human characteristics did early humans develop?
- 3 Who was the Iceman and how did he die?
- 4 What tools do archaeologists use in their work?
- 5 What factors led to the development of settlements such as Catalhuyuk?
- 6 What is the most recent theory of when and how early humans first reached the Western Hemisphere?

Assessment Activity

Have students use pictures and captions to represent each of the three Big Ideas highlighted on page 9 of this book.

Students can cut pictures from magazines, create their own illustrations, or print visuals from the Internet. Remind students that each caption should not only describe the picture, but also explain how it relates to one of the Big Ideas.

Multiple-choice Test

Use the multiple-choice test on page 76.

Home-school Connection

Students and family members can look for newspaper and magazine articles as well as recently published books describing the work of archaeologists and new evidence that they have unearthed about early humans. As they review these materials, students and their families can focus on the increasingly complex accomplishments of prehistoric humans. Students should be prepared to share their ideas with the class.

Early Humans

注重技能 (Focus on Skills)

通过有利于培养重点阅读和社会研究技能的实践活动来帮助学生通过新的方法理解书的内容。这部分也配有相关的“课堂活动”(Activity Master)。

测试 (Assessment Options)

运用讨论问题、评估活动和多项选择题对学生进行评估,考查他们对书中重要概念的理解。

家庭—学校链接

(Home-school Connection)

此处提供一些活动建议,让学生与家人一起讨论学到的内容。

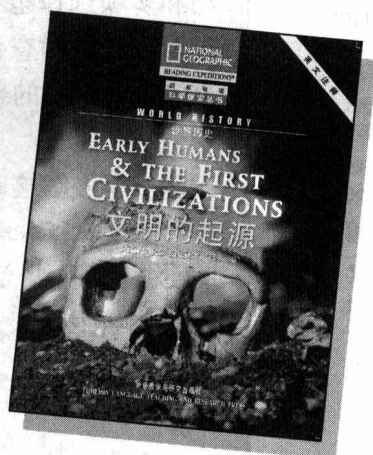
Summary

Background

Early Humans & the First Civilizations 文明的起源

Early Humans 早期人类

"Early Humans" explores what scientists have learned (and continue to learn) about life in prehistoric times. The text is organized around three Big Ideas: **Becoming Human**; **The First Farmers**; and **New Discoveries, New Ideas**.



Becoming Human describes how making and using tools, forming social groups, and creating art set the earliest humans apart from other animals. Articles include: "Get Sharp"; "Who Were the Neandertals?"; "Really Big Game Hunters"; and "The Cave Artists."

The First Farmers explores the beginnings of agriculture, the domestication of animals, and the first cities. This section includes: "Animals Join the Family" and "At Home in Catalhuyuk."

New Discoveries, New Ideas describes the work of archaeologists and shows how new discoveries cause them to add to or change their ideas about the distant past. Articles in this section are: "What Do Archaeologists Do?"; "What Killed the Iceman?"; and "The Search for the First Americans."

Prehistoric humans first appeared during the Stone Age, which began about 2.5 million years ago and lasted until the last Ice Age began, about 100,000 years ago. During the Ice Age, humans were hunters-gatherers. They lived in groups, produced art, used language, and made finely crafted tools. By the time the Ice Age ended, humans had learned to control the growth of grain crops and domesticate animals. An important effect of the planting and harvesting of crops was the development of permanent settlements. The growth of these settlements led to a division of labor, which set the stage for the first "true" civilizations.

Learning Objectives

Genre/Text Features

- expository
- article titles and subheads
- sidebars
- contents, notes and overview
- maps and time lines
- illustrations and photographs with captions

Reading Skills

Skill Focus

- identify main ideas and details
- distinguish fact from opinion
- use context clues

Supporting Skills

- sequence
- identify cause and effect
- draw conclusions

Writing/Communication Skills

Writing

- prepare an interview guide
- write a script for a documentary
- outline a mystery story

Speaking/Listening

- broadcast a TV news story

Social Studies Skills

- relate the importance of technology to early humans
- explain the role of art in a developing culture
- identify the stages that led to the formation of early cities
- interpret a time line
- describe processes and tools archaeologists use

Focus on Content Area Reading

Before Reading

Activate Prior Knowledge

Refer students to the title page and write the word *human* on the board. Ask:

What does it mean to be human?

What are some characteristics that are unique to humans?

Write student responses on the board around the word *human*, creating a web. Then ask students to read pages 6-9.

Introduce the concept of prehistory and ask students how we know about the lives of early humans if they left behind no written records.

Preview

Give students a few minutes to thumb through "Early Humans" to see how it is organized. Guide students to recognize how exploring the three Big Ideas will give them insights into what it means to be human.

Point out the Overview on pages 56-62 and ask them how they might use this feature to enhance their reading.

Set Purpose

Help students to identify some practical reasons for learning about the lives of early humans. Ask:

How can the study of early humans give us a greater appreciation of the ways we live today?

Use this discussion to guide students to recognize a connection between modern and prehistoric times. Tell students that they will find other links in the Why It Matters Today feature at the end of each article.



Vocabulary Strategy: Use Context Clues

Activity Master, page 16

Refer students to the terms **prehistory** and **Ice Age** on pages 6-7.

Call on a volunteer to define each term, using context clues given in the text. Then have students complete the activity master independently and check their definitions in the notes.

Strategy Tip: Use Images to Aid Comprehension

Because the concepts of time and place may be difficult to understand, have students examine the time line on pages 6-7, the map on page 7, and the illustration of Neandertals on page 17.

Discuss with students the information presented in these visuals and how they relate to the text. Make sure students understand how to extract information from visuals and captions to aid reading comprehension.

My Notes

Focus on Content Area Reading (continued)

Get Sharp

(pages 10–13)

Preview

Have students read the introductory words and the first paragraph on page 10. Discuss some of the tools students use today. Then ask:

In general, what are the purposes of tools?

Why would early humans want to make and use tools?

Explain that in this article, students will explore how the use of tools helped early humans to survive.

Read Strategically: Sequence

Graphic Organizer, page 85

Distribute copies of the flow chart. Have students use it to track the stages in the development of toolmaking.

Respond

Initiate a discussion to assess reading comprehension. Ask:

What were two results of using tools for hunting? (See page 13.) (cause and effect)

How does toolmaking set humans apart from other animals? (See pages 10–13.) (draw conclusions)

What are some tools that people use today that can be traced back to Stone Age hunters? (See pages 12–13.) (main ideas and details)

Who Were the Neandertals?

(pages 14–19)

Preview

Ask students to share their impressions of early humans such as the Neandertals. Have students scan the article, reading the introductory words and looking at the photos and their captions to get a sense of how ideas about the Neandertals continue to change. Ask:

What evidence helps explain our views of Neandertals?

Tell students that in this article they will explore what scientists have learned about the Neandertals.

Read Strategically: Identify Main Ideas and Details

Activity Master, page 17

As students read the article, have them think about the main ideas or important concepts in the article, and the details or important facts that support the main ideas. Then have students read the five statements on the Activity Master and follow the directions to help clarify the differences between main ideas and details.

Respond

Have students reread the article and take notes on what they find most interesting or distinctive about the Neandertals. Ask them to use their notes to write a descriptive paragraph, poem, or rap about the Neandertals.

Really Big Game Hunters

(pages 20–23)

Preview

Ask students what the word *game* means as it is used in the title of the article. If necessary, explain that *game* refers to wild animals, fish or birds that are hunted for food or sometimes for sport. Tell students to look at the picture on pages 20–21 and identify what game this article will describe.

Read Strategically: Identify Details

Have students write these two main ideas in their notebooks.

Early humans learned to work together to hunt and kill woolly mammoths.

Early humans learned to use every part of a dead woolly mammoth.

As students read the article, ask them to write details supporting each main idea.

Respond

Tell students to imagine that they have been asked to create a full-page advertisement to attract Ice Age hunters to join in a woolly mammoth hunt. Ask students to identify ways in which this huge mammal, once killed, can make life more comfortable for the hunters. Encourage students to design their own ads as an independent project.

Focus on Content Area Reading (continued)

The Cave Artists

(pages 24-29)

Preview

Give students a few minutes to skim the article. Ask:

Why do you think these cave paintings are so important in the study of early humans?

Have students read the article to check their answers.

Read Strategically: Draw Conclusions

Write the following on the board:

What do the cave paintings reveal about the people who created them?

As they read the article, have students take notes that will help them answer the question. When they have finished reading, ask them to list conclusions they can draw about early humans based on their paintings. Remind students that when they draw conclusions, they combine information they read with what they know to come up with a logical response.

Respond

Ask students to imagine they are writing the script for a documentary film about the caves at Lascaux. Have them work in small groups to create a script (or storyboards) explaining: (1) *how the cave paintings were discovered*; (2) *what the pictures show*; (3) *techniques the artists used*; and (4) *the historical significance of the paintings*.

Animals Join the Family

(pages 30-33)

Preview

Write the terms *wild animals* and *domestic animals* on the board. Ask students to define these terms and give examples. Have students read page 31 and ask:

Why was the taming of wild animals such a significant achievement for early humans?

Have students read the article to find out how domesticating animals changed the lives of early humans.

Read Strategically: Recognize Cause-and-effect Relationships

Graphic Organizer, page 87

Ask students to fill in the following causes on the graphic organizer:

Humans developed a relationship with dogs.

Early farmers domesticated wild sheep, goats and cattle.

Farmers tamed horses, donkeys and camels.

As students read the article, have them fill in the effects of each cause. Encourage them to add any other causes and effects described in the article.

Respond

Have students select three photographs in this article and use information in the text to write a new caption for each photo.

At Home in Catalhuyuk

(pages 34-39)

Preview

Discuss with students why cities are important to civilizations. Ask students to speculate on what the first cities might have been like, how they might have developed, and how these places affected the lives of early humans who lived there.

Read Strategically: Distinguish Fact from Opinion

Activity Master, page 18

As students read the article, have them use the Activity Master as a study guide to help them distinguish fact from opinion. Remind them that facts can be proven true or false, while opinions state beliefs or feelings.

Respond

Initiate a class discussion to assess reading comprehension. Ask:

What was daily life like for the people who lived in Catalhuyuk? (See pages 36 and 39.)

(summarize)

What led to the division of labor among the people who lived in this early town? (See page 39.)

(cause and effect)

What were the advantages of the location of Catalhuyuk? (See page 39.) (draw conclusions)

Focus on Content Area Reading (continued)

What Do Archaeologists Do?

(pages 40–43)

Preview

Have students look at the illustrations and captions in this article to suggest answers to the title question. Challenge students to identify some of the tools archaeologists use to study prehistoric remains.



Read Strategically: Sequence

Graphic Organizer, page 85

Have students use the flow chart to sequence the steps that archaeologists follow once they have identified a site where prehistoric people were present. Then ask:

Why do you think it is important for archaeologists to follow a particular set of steps in investigating remains left by early humans?

Respond

Tell students to imagine that they are reporting from an archaeological dig on the day when the archaeologists have found an important artifact. Have students write a TV news story about this event in which they answer the questions: *Who? What? Where? When?* and *Why?*

Call on volunteers to assume the role of TV reporter and “broadcast” their story to the class.

What Killed the Iceman?

(pages 44–49)

Preview

Have students study the picture and read the text on page 44. Ask:

Who was the Iceman?

Where was he found?

Why was the discovery of the Iceman important?

Challenge them to predict how the Iceman actually died before they read the article.



Read Strategically: Identify Main Ideas and Details

Ask students to write the three text subheads from this article on a sheet of paper, leaving enough space beneath each one for notes. As they read each section, have students list facts about it. When they have finished a section, ask them to write a sentence stating the main idea and the details that support it.

Respond

Invite students to prepare an outline or synopsis for a short mystery story entitled “What Killed the Iceman?” The story, based on the article students just read, should include a setting, characters, clues, and an original solution. Encourage students to write the story as an independent project.

The Search for the First Americans (pages 50–55)

Preview

Refer students to the map on page 55 and ask them to describe what it shows. Ask:

If any of these routes are accurate, what technology did the early people need to travel these distances?

Read Strategically: Summarize

Ask students to write this question in their notebooks.

Why have archaeologists developed new ideas about when early humans reached the Western Hemisphere?

As students read the article, have them take notes that can help them answer it. When they have finished reading, ask them to write a summary paragraph responding to the question.

Respond

Initiate a discussion to assess reading comprehension. Ask:

What are some possible routes early humans may have taken to reach the Americas? (See map on page 55.) (summarize)

Why do archaeologists think that the Clovis people were in the Western Hemisphere as early as 11,500 years ago? (See page 52.) (draw conclusions)

What new evidence changed archaeologists’ theories about where and when early humans arrived in the Western Hemisphere? (See page 53.) (main ideas and details)

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Vocabulary: Use Context Clues

When you do not know what a term means, you can often use the context, the words that come before or after the unknown term, to figure out its meaning. Circle the words in each sentence that help you determine the meaning of the term in italics. Write what you think the term means. Then check your definition against the definition in the notes of the text and the dictionary.

1. Because writing had not yet been invented, scientists must study the remains left by early humans to learn about *prehistory*.

Meaning from context: _____

2. *Archaeologists*, people who study the remains of prehistoric times, often begin by identifying a place where prehistoric people were present.

Meaning from context: _____

3. Early farmers were the first to *domesticate* and raise wild animals such as the ancestors of dogs, goats and sheep.

Meaning from context: _____

4. Much of what is today Arctic Russia was the *habitat* of an elephant-type animal that could survive the cold climate.

Meaning from context: _____

5. The scientists began to *excavate* by carefully removing layers of soil from the site.

Meaning from context: _____

6. Many people living in the first cities became *artisans*, such as potters, weavers and carpenters.

Meaning from context: _____

7. The *Neolithic Age* is a much shorter period of time than the Old Stone or Paleolithic Age which began 2.5 million years ago.

Meaning from context: _____

8. The earliest forms of *technology* were stone tools and weapons created by early humans.

Meaning from context: _____