

Geography	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Objective</b>	Content Objective: TSWBAT analyze informational text to answer content questions. (Chapters 2 & 3 of <i>The Story of the World</i> )	Content Objective: TSWBAT analyze informational text to answer content questions. (Chapters 2 & 3 of <i>The Story of the World</i> )	Content Objective: TSWBAT apply content knowledge of cuneiform to clay.  Clay will dry over a 24/48 hour period based on humidity in the building.	Objective: <b>Formative Assessment</b> part of the test taken last week based on an <b>item analysis</b> of the test as a whole.	Content Objective: TSWBAT use the information given in direct instruction in the Cornell Note organizer  Content Objective: TSWBAT summarize and discuss current events and identify for the 5 Themes of Geo in the netcast.
	Language Objective ( <b>SIOP</b> ): Students will exercise language skills in guided note taking (i.e. Cornell Notes) & in creating projects throughout the <b>unit</b> .  Language Objective ( <b>SIOP</b> ): <i>Gourmet Curriculum Press</i> language work. See attached worksheets for specifics.  Please note the visuals included with the text.	Language Objective ( <b>SIOP</b> ): Students will exercise language skills in guided note taking (i.e. Cornell Notes) & in creating projects throughout the <b>unit</b> .  Language Objective ( <b>SIOP</b> ): <i>Gourmet Curriculum Press</i> language work. See attached worksheets for specifics.  Please note the visuals included with the text.	Language Objective ( <b>SIOP</b> ): Students will exercise language skills in guided note taking (i.e. Cornell Notes) & in creating projects throughout the <b>unit</b> .  Language Objective ( <b>SIOP</b> ): <i>Gourmet Curriculum Press</i> language work. See attached worksheets for specifics.  Please note the visuals included with the text.	Language Objective ( <b>SIOP</b> ): Students will exercise language skills in guided note taking (i.e. Cornell Notes) & in creating projects throughout the <b>unit</b> .  Language Objective ( <b>SIOP</b> ): <i>Gourmet Curriculum Press</i> language work. See attached worksheets for specifics.  Please note the visuals included with the text.	Language Objective ( <b>SIOP</b> ): Students will exercise language skills in guided note taking & in creating projects throughout the <b>unit</b> . Language Objective ( <b>SIOP</b> ): TSWBAT summarize current events from the Channel One netcast with a John Collins Type 2 two and a half minute timed writing.  Language Objective ( <b>SIOP</b> ): <i>Gourmet Curriculum Press</i> language work. See attached worksheets for specifics.
<b>Assessment</b>	Cornell Notes- Observational assessment. Notes to be used to study for test.	<b>Application</b> of Chapter 3.	Application of Chapter 3	Pretest on successive chapters as opportunity presents itself.  Formative assessment using GradeCam.	Channel One Type 2 writing: summarize 3 events from the netcast.
<b>Closing Activity</b>	Oral assessment of lecture.  <a href="http://www.electoral-vote.com">www.electoral-vote.com</a>	oral assessment in preparation for the test.  <a href="http://www.electoral-vote.com">www.electoral-vote.com</a>	Application of Chapter 3 and writing.  <a href="http://www.electoral-vote.com">www.electoral-vote.com</a>	Test  <a href="http://www.electoral-vote.com">www.electoral-vote.com</a>	Type 2 Writing.  <a href="http://www.electoral-vote.com">www.electoral-vote.com</a>
<b>Vocabulary</b>	pharaoh Nile flood agrarian cuneiform heiroglyphics Upper Egypt Lower Egypt Aswan Dam Nubia				
<b>Strategy</b>	DI: Visual, Auditory, Action: Defining and decoding.	DI: Visual, Auditory, Bodily Kinesthetic Action: Defining and decoding.	DI: Visual, Auditory, Action: Defining and decoding.	DI: Visual, Auditory, Action: Defining and decoding.	DI: Visual, Auditory, Action: Defining and decoding.
<b>Published to:</b>	<a href="http://www.mrmcgirr.com/downloads-9/index.html">http://www.mrmcgirr.com/downloads-9/index.html</a> RI4gvTBHWo0				

Geography	Monday	Tuesday	Wednesday	Thursday	Friday	
CCS	<p><b>RH.6-8.1.</b> Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><b>RH.6-8.2.</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p><b>RH.6-8.3.</b> Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p><b>RH.6-8.4.</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p><b>RH.6-8.5.</b> Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p><b>RH.6-8.6.</b> Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p><b>RH.6-8.7.</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p><b>RH.6-8.8.</b> Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p><b>RH.6-8.9.</b> Analyze the relationship between a primary and secondary source on the same topic.</p> <p><b>RH.6-8.10.</b> By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p>	<p><b>RH.6-8.1.</b> Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><b>RH.6-8.2.</b> Determine the central ideas or information of a primary or secondary source; 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31a Plans Note: 31a Staff may be reassigned by the office to cover other classes without notice. In such cases, these plans do not apply.	The Aide Will Be Able To (TAWBAT) administer such needs as required by the students qualifying under the Title 1 Program as applied for in FS-4731-A (Page 4) under section C. No 31a Aide has been assigned at this time.	The Aide Will Be Able To (TAWBAT) administer such needs as required by the students qualifying under the Title 1 Program as applied for in FS-4731-A (Page 4) under section C. No 31a Aide has been assigned at this time.	The Aide Will Be Able To (TAWBAT) administer such needs as required by the students qualifying under the Title 1 Program as applied for in FS-4731-A (Page 4) under section C. No 31a Aide has been assigned at this time.	The Aide Will Be Able To (TAWBAT) administer such needs as required by the students qualifying under the Title 1 Program as applied for in FS-4731-A (Page 4) under section C. No 31a Aide has been assigned at this time.	The Aide Will Be Able To (TAWBAT) administer such needs as required by the students qualifying under the Title 1 Program as applied for in FS-4731-A (Page 4) under section C. No 31a Aide has been assigned at this time.	

Enrichment	Monday	Tuesday	Wednesday	Thursday	Friday
Objective	Content Objective: TSWBAT infer meaning and orally express meaning from a text.  Language Objective (SIOP): oral practice of speech.	Content Objective: TSWBAT infer meaning and orally express meaning from a text.  Language Objective (SIOP): oral practice of speech.	Content Objective: TSWBAT infer meaning and orally express meaning from a text.  Language Objective (SIOP): oral practice of speech.	Content Objective: TSWBAT infer meaning and orally express meaning from a text.  Language Objective (SIOP): oral practice of speech.	Content Objective: TSWBAT infer meaning and orally express meaning from a text.  Language Objective (SIOP): oral practice of speech.
Assessment	Student will be assessed on a reader's theater rubric from ReadThinkWrite.	Student will be assessed on a reader's theater rubric from ReadThinkWrite.	Student will be assessed on a reader's theater rubric from ReadThinkWrite.	Student will be assessed on a reader's theater rubric from ReadThinkWrite.	Student will be assessed on a reader's theater rubric from ReadThinkWrite.
Activity	Student will create a Reader's Theater piece from a work they have read this semester.	Student will create a Reader's Theater piece from a work they have read this semester.	Student will create a Reader's Theater piece from a work they have read this semester.	Student will create a Reader's Theater piece from a work they have read this semester.	Student will create a Reader's Theater piece from a work they have read this semester.
Vocabulary	Varies	Varies	Varies	Varies	Varies
Strategy	Group work, oral interpretation, <b>relationship</b> building with fellow students, <b>relevant</b> material to the Social Studies Curriculum	Group work, oral interpretation, <b>relationship</b> building with fellow students, <b>relevant</b> material to the Social Studies Curriculum	Group work, oral interpretation, <b>relationship</b> building with fellow students, <b>relevant</b> material to the Social Studies Curriculum	Group work, oral interpretation, <b>relationship</b> building with fellow students, <b>relevant</b> material to the Social Studies Curriculum	Group work, oral interpretation, <b>relationship</b> building with fellow students, <b>relevant</b> material to the Social Studies Curriculum
CCS	SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.  L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases choosing flexibly from a range of strategies.	SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.  L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases choosing flexibly from a range of strategies.	SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.  L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases choosing flexibly from a range of strategies.	SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.  L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases choosing flexibly from a range of strategies.	SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.  L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases choosing flexibly from a range of strategies.
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agrarian society

## agrarian

Agrarian means relating to land, the ownership of land or to farming. (adjective)

A town based around farming is an example of an agrarian community.

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adjective

1. relating to land or to the ownership or division of land
2. of agriculture or farmers generally
3. promoting land reform or the interests of farmers

noun

a person who advocates agrarian reform, esp. a more equitable division of land

**Related Forms:**

- [agrarianism](#) noun

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See agrarian in American Heritage Dictionary 4

(ə-grār'ē-ən)

adjective

1. Relating to or concerning the land and its ownership, cultivation, and tenure.
2. a. Relating to agricultural or rural matters.

## society

All lesson plans are tentative and subject to change without notice.

*"Studium decendae voluntatae quae cogi non potest constat"* - Cicero

A society is a group of people living as a community or an organized group of people for a common purpose. (noun)  
noun *pl.* societies

1. a group of persons regarded as forming a single community, esp. as forming a distinct social or economic class
2. the system or condition of living together as a community in such a group: an agrarian *society*

## Agricultural Revolution

### Agricultural transition

The beginning of this process in different regions has been dated from perhaps 8000 BC in [Melanesia](#)[5][6] to 2500 BC in Subsaharan Africa, with some considering the developments of 9000-7000 BC in the [Fertile Crescent](#) to be the most important. This transition everywhere seems associated with a change from a largely nomadic [hunter-gatherer](#) way of life to a more [settled](#), agrarian-based one, with the inception of the [domestication](#) of various plant and animal species—depending on the species locally available, and probably also influenced by local culture.

There are several competing (but not mutually exclusive) theories as to the factors that drove populations to take up agriculture. The most prominent of these are:

- The **Oasis Theory**, originally proposed by [Raphael Pumpelly](#) in 1908, popularized by [Vere Gordon Childe](#) in 1928 and summarised in Childe's book *Man Makes Himself*.[\[7\]](#) This theory maintains that as the climate got drier due to the Atlantic depressions shifting northward, communities contracted to oases where they were forced into close association with animals, which were then domesticated together with planting of seeds. However, today this theory has little support amongst archaeologists because climate data for the time actually shows that at the time, the climate of the region was getting wetter rather than drier.[\[8\]](#)
- The **Hilly Flanks** hypothesis, proposed by Robert Braidwood in 1948, suggests that agriculture began in the hilly flanks of the [Taurus](#) and Zagros mountains, where the climate was not drier as Childe had believed, and fertile land supported a variety of plants and animals amenable to domestication.[\[9\]](#)
- The **Feasting** model by [Brian Hayden](#)[\[10\]](#) suggests that agriculture was driven by ostentatious displays of power, such as giving feasts, to exert dominance. This required assembling large quantities of food, which drove agricultural technology.
- The **Demographic theories** proposed by Carl Sauer[\[11\]](#) and adapted by [Lewis Binford](#)[\[12\]](#) and Kent Flannery posit an increasingly sedentary population that expanded up to the carrying capacity of the local environment and required more food than could be gathered. Various social and economic factors helped drive the need for food.
- The **evolutionary/intentionality theory**, developed by [David Rindos](#)[\[13\]](#) and others, views agriculture as an evolutionary adaptation of plants and humans. Starting with domestication by protection of wild plants, it led to specialization of location and then full-fledged domestication.
- [Ronald Wright](#)'s book and Massey Lecture Series [A Short History of Progress](#)[\[14\]](#) makes a case for the development of agriculture coinciding with an increasingly stable climate.
- The postulated Younger Dryas impact event, claimed to be in part responsible for megafauna extinction, and which ended the last [ice age](#), could have provided circumstances that required the evolution of agricultural societies for humanity to survive. The agrarian revolution itself is a reflection of typical overpopulation by certain species following initial events during extinction eras; this overpopulation itself ultimately propagates the extinction event.

In contrast to the [Paleolithic](#) (2.6 million years ago to 10,000 BC) in which several hominid species existed, only one (*Homo sapiens*) reached the Neolithic. All lesson plans are tentative and subject to change without notice.

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## Domestication of plants

### Neolithic grind stone for processing grain

Once agriculture started gaining momentum, cereal grasses (beginning with [emmer](#), einkorn and [barley](#)), and not simply those that would favour greater caloric returns through larger seeds, were selectively bred. Plants that possessed traits such as small seeds or bitter taste would have been seen as undesirable. Plants that rapidly shed their seeds on maturity tended not to be gathered at harvest, thus not stored and not seeded the following season; years of harvesting selected for strains that retained their edible seeds longer. Several plant species, the "pioneer crops" or [Neolithic founder crops](#), were the earliest plants successfully manipulated by humans. Some of these pioneering attempts failed at first and crops were abandoned, sometimes to be taken up again and successfully domesticated thousands of years later: [rye](#), tried and abandoned in Neolithic [Anatolia](#), made its way to Europe as weed seeds and was successfully domesticated in Europe, thousands of years after the earliest agriculture.<sup>[15]</sup> Wild lentils present a different challenge that needed to be overcome: most of the wild seeds do not germinate in the first year; the first evidence of lentil domestication, breaking dormancy in their first year, was found in the early Neolithic at Jerf el-Ahmar, (in modern Syria), and quickly spread south to the Netiv HaGdud site in the [Jordan Valley](#).<sup>[15]</sup> This process of [domestication](#) allowed the founder crops to adapt and eventually become larger, more easily harvested, more dependable in storage and more useful to the human population.

### A [Sumerian](#) Harvester's [sickle](#) dated to 3000 BC

[Figs](#), barley and, most likely, oats were cultivated in the Jordan Valley, represented by the early Neolithic site of [Gilgal](#), where in 2006<sup>[16]</sup> archaeologists found caches of seeds of each in quantities too large to be accounted for even by [intensive gathering](#), at strata dateable c. 11,000 years ago. Some of the plants tried and then abandoned during the Neolithic period in the Ancient Near East, at sites like Gilgal, were later successfully domesticated in other parts of the world.

Once early farmers perfected their agricultural techniques, their crops would [yield](#) surpluses that needed storage. Most hunter gatherers could not easily store food for long due to their migratory lifestyle, whereas those with a sedentary dwelling could store their surplus grain. Eventually [granaries](#) were developed that allowed villages to store their seeds longer. So with more food, the population expanded and communities developed specialized workers and more advanced tools.

The process was not as linear as was once thought, but a more complicated effort, which was undertaken by different human populations in different regions in many different ways.

## Agriculture in Asia

The Neolithic Revolution is believed to have become widespread in southwest [Asia](#) around 8000 BC–7000 BC, though earlier individual sites have been identified. Although archaeological evidence provides scant evidence as to which of the genders performed what task in Neolithic cultures, by comparison with historical and contemporary hunter-gatherer communities it is generally supposed that hunting was typically performed by the men, whereas women had a more significant role in the gathering. By extension, it may be theorised that women were largely responsible for the observations and initial activities that began the Neolithic Revolution, insofar as the gradual selection and refinement of edible plant species was concerned.<sup>[citation needed]</sup>

The precise nature of these initial observations and (later) purposeful activities that would give rise to the changes in [subsistence](#) methods brought about by the Neolithic Revolution are not known; specific evidence is lacking. However, several reasonable speculations have been put forward; for example, it might be expected that the common practice of discarding food refuse in [middens](#) would result in the regrowth of plants from the discarded seeds in the ([fertilizer-enriched](#)) soils. In all likelihood, a number of factors contributed to the early onset of agriculture in Neolithic [human societies](#).

## Agriculture in the Fertile Crescent

Generalised agriculture apparently first arose in the [Fertile Crescent](#) because of many factors. The [Mediterranean climate](#) has a long dry season with a short period of rain, which made it suitable for small plants with large seeds, like wheat and barley. These were the most suitable for domestication because of the ease of harvest and storage and the wide availability. In addition, the domesticated plants had especially high [protein](#) content. The Fertile Crescent had a large area of varied geographical settings and altitudes. The variety given made agriculture more profitable for former hunter-gatherers. Other areas with a similar climate were less suitable for agriculture because of the lack of geographic variation within the region and the lack of availability of plants for domestication.

archeology

# archeology

## Listen See in a sentence

Archeology is an area of science that studies people and animals from the past and/or the things they leave behind in order to gain a better understanding of their lives. (noun)

ar·chae·ol·o·gy or ar·che·ol·o·gy (ärk-l-j) n.

The systematic study of past human life and culture by the recovery and examination of remaining material evidence, such as graves, buildings, tools, and pottery.

[French archéologie, from New Latin archaeologia, from Greek *arkhaiologi*, *antiquarian lore* : *arkhaio-*, *archaeo-* + *-logi*, *-logy*.]

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archaeology, **archeology** [ə:kɪ'ɒlədʒɪ] n

(Social Science / Archaeology) the study of man's past by scientific analysis of the material remains of his cultures See also [prehistory](#), [protohistory](#) [from Late Latin *archaeologia*, from Greek *arkhaiologia* study of what is ancient, from *arkhaios* ancient (from *arkhe* beginning)]

[Collins English Dictionary – Complete and Unabridged](#) © HarperCollins Publishers 1991, 1994, 1998, 2000, 2003

archaeology or **archeology** (ärk-l-j)

The scientific study of past human life and culture by the examination of physical remains, such as graves, tools, and pottery.

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**archaeology, archeology**

the scientific study of human remains and artifacts. — **archaeologist, archeologist, n.** — **archeologie, archaeologic, archeological, archaeological, adj.**

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“*Studium decendae voluntatae quae cogi non potest constat*” - Cicero

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cause and effect

# Cause And Effect definitions

the reason something happens and the result of it happening.

a relationship in which change in one variable causes change in another

determining the reason something happens as well as the result of that cause; the cause happens first and the event happens after; events in a plot are often connected by cause and effect

this is the relationship between two or more events in which one event brings about another.

two events are related to each other when one event brings out the other the first event is the cause the last event is the effect

a relationship in which change in one variable (the independent variable) causes change in another (the dependent variable)

every action results in a reaction

cause statements stem from actions and events; effects are what happens as a result of the action or event

determining the reason something happens as well as the result of that cause; the cause happens first and the event happens after; events in a plot are often connected by cause and effect.

cultural adaptation

# Cultural Adaptation definitions

the positive reaction where by the foreigner readily accepts the new culture as part of his life and practice.

**96 sets**

2

adjusting a translation based on the cultural environment of the target language

**19 sets**

3

a complex of ideas, activities, and technologies that enables people to survive and even thrive in their environment

**18 sets**

4

the strategies that human groups employ to live successfully as part of their natural environment (air conditioning, irrigation, style of dress)

**17 sets**

5

the complex strategies human groups employ to live successfully as part of a natural system.

**16 sets**

6

a complex of ideas, activities, and technologies that enable people to survive and even thrive in their environment.

**8 sets**

7

a process by which individuals learn the rules and customs of new cultural contexts

**8 sets**

8

a complex of ideas, activities, and technologies that enables people to survive and even thrive in their environment.

**7 sets**

9

a complex of ideas, activities, and technologies that enable people to survive and even thrive

From Quizlet.com

## culture

Although culture impacts our lives deeply, it is very difficult to define culture. Actually, even more than half a century ago Kroeber and Kluckhohn gathered 164 different definitions of culture and the number is going up since then. At [Dino Lingo](#) we compiled more than 35 definitions of “culture” including the most recent to better understand the influence of this unique concept on languages. Enjoy

Culture can be defined as...

“The act of developing the intellectual and moral faculties especially by education” **Merriam Webster Dictionary**

“The quality in a person or society that arises from a concern for what is regarded as excellent in arts, letters, manners, scholarly pursuits, etc.”  
**Dictionary.com**

“The training and refinement of mind, tastes, and manners; the condition of being thus trained and refined; the intellectual side of civilisation.” **Oxford Dictionary**

“Colere, which means “to cultivate” in Latin” Harper, Douglas (2001). **Online Etymology Dictionary**

“The system of shared beliefs, values, customs, behaviours, and artifacts that the members of society use to cope with their world and with one another, and that are transmitted from generation to generation through learning” Bates and Plog (1990)

## cultural

**adj** Cultural means relating to a particular society and its ideas, customs, and art.  
*usu ADJ n*

## historical inquiry

Asking a series of questions about history and seeking those answers in primary sources.

**Historical inquiry requires that students ask one or more good questions. Good questions are those that launch an investigation into the data, and require students to analyze the data in order to find an answer. Good questions are therefore probing questions. For example, students' questions might indicate what they want to learn more about, verbalize a problem they are having trouble understanding, identify an issue to resolve, or explore cause and effect over time.**

Promoting Historical Inquiry: GATHER Model

Lynne Anderson-Inman, Director, Center For Advanced Technology In Education

Phil Kessinger, Content Coordinator, Web De Anza Project

## Historical

In the Historical Mode of Inquiry, students will study a broad topic or major geographic area over an extended period of time and will demonstrate competence in one or more of the following areas, which characterize the work of historians:

- thinking in terms of causation, change over time, contingency, context, and chronological frameworks;
- drawing upon and synthesizing the content and methodologies of humanistic and social-scientific disciplines to study and interpret the past;
- analyzing the interplay between choices individuals have made and the developments societies have undergone; and
- understanding the social and aesthetic richness of different cultures.

**hunter-gatherer societies**

hunt·er·gath·er·er (hntr-gr-r)

*n.*

A member of a people subsisting in the wild on food obtained by hunting and foraging.

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hunter-gatherer *Anthropol*

*adj*

(Social Science / Anthropology & Ethnology) (of a society, lifestyle, etc.) surviving by hunting animals and gathering plants for subsistence

*n*

(Social Science / Anthropology & Ethnology) a member of such a society

[Collins English Dictionary – Complete and Unabridged](#) © HarperCollins Publishers 1991, 1994, 1998, 2000, 2003

Thesaurus**Legend:** Synonyms Related Words Antonyms

**Noun**

**1.**

**hunter-gatherer** - a member of a hunting and gathering society

[hunting and gathering society](#), [hunting and gathering tribe](#) - group that supports itself by hunting and fishing and by gathering wild fruits and vegetables; usually nomadic

[barbarian](#), [savage](#) - a member of an uncivilized people

## migration

mi·gra·tion (m-grshn)

*n.*

1. The act or an instance of migrating.
2. A group migrating together.
3. *Chemistry & Physics*
  - a. The movement of one atom or more from one position to another within a molecule.
  - b. The movement of ions between electrodes during electrolysis.

**mi·gra·tion·al adj.**

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migration [maɪ'greɪʃən]

*n*

1. the act or an instance of migrating
  2. a group of people, birds, etc., migrating in a body
  3. (Chemistry) *Chem* a movement of atoms, ions, or molecules, such as the motion of ions in solution under the influence of electric fields
- migrational adj**

[Collins English Dictionary – Complete and Unabridged](#) © HarperCollins Publishers 1991, 1994, 1998, 2000, 2003

migration (m-grshn)

1. The seasonal movement of a complete population of animals from one area to another. Migration is usually a response to changes in temperature, food supply, or the amount of daylight, and is often undertaken for the purpose of breeding. Mammals, insects, fish, and birds all migrate. The precise mechanism of navigation during migration is not fully understood, although for birds it is believed that sharp eyesight, sensibility to the Earth's magnetic field, and the positions of the Sun and other stars may play a role.
2. The movement of one atom or more, or of a double bond, from one position to another within a molecule.
3. The movement of ions between electrodes during electrolysis.

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*“Studium decendae voluntatae quae cogi non potest constat”* - Cicero

**turning point**

turning point

*n.*

1. The point at which a very significant change occurs; a decisive moment.
2. *Mathematics* A maximum or minimum point on a curve.

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turning point

*n*

1. a moment when the course of events is changed the turning point of his career
2. a point at which there is a change in direction or motion
3. (*Mathematics*) *Maths* a stationary point at which the first derivative of a function changes sign, so that typically its graph does not cross a horizontal tangent
4. (*Mathematics & Measurements / Surveying*) *Surveying* a point to which a foresight and a backsight are taken in levelling; change point

World English Dictionary

**turning point**

a moment when the course of events is changed: *the turning point of his career*

a point at which there is a change in direction or motion

*maths* a stationary point at which the first derivative of a function changes sign, so that typically its graph does not cross a horizontal tangent

*surveying* a point to which a foresight and a backsight are taken in levelling; change point

1.

2.

3.

4.

## world history

things that have affected or changed the world

history that covers events that happened throughout the world not a specific region

World History looks for common [patterns](#) that emerge across all cultures. World historians use a [thematic](#) approach, with two major focal points: [integration](#) (how processes of world history have drawn people of the world together) and difference (how [patterns](#) of world history reveal the diversity of the human experience).

The study of world history is in some ways a product of the current period of accelerated [globalization](#).

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### World History

**World History, Global History or Transnational history** (not to be confused with **Diplomatic or International History**) is a field of [historical study](#) that emerged as a distinct academic field in the 1980s. It examines history from a global perspective.

## Overview

World History looks for common [patterns](#) that emerge across all cultures. World historians use a [thematic](#) approach, with two major focal points: [integration](#) (how processes of world history have drawn people of the world together) and difference (how [patterns](#) of world history reveal the diversity of the human experience).

The study of world history is in some ways a product of the current period of accelerated [globalization](#).

## Organization

The advent of World History as a distinct field of study was heralded in the 1980s by the creation of the [World History Association \[1\]](#) and of graduate programs at a handful of universities. Over the past 20 years, scholarly publications, professional and academic organizations, and graduate programs in World History have proliferated. It has become an increasingly popular approach to teaching history in American high schools and colleges. Many new textbooks are being published with a World History approach.

The World History Association publishes the *Journal of World History* every quarter since 1990[\[2\]](#). The H-World discussion list[\[3\]](#) serves as a network of communication among practitioners of world history, with discussions among scholars, announcements, syllabi, bibliographies and book reviews.

The international Society for the Comparative Study of Civilizations ISCSC approaches world history from the standpoint of comparative civilizations. Founded at a conference in 1961 in Salzburg, Austria, that was attended by Othmar Anderlie, Pitirim Sorokin, and Arnold Toynbee, this is an international association of scholars that publishes a journal, Comparative Civilization Review, and hosts an annual meeting in cities around the world.

## Teaching

In college curricula, it became a popular replacement for courses on Western Civilization, beginning in the 1970s. Professors [Patrick Manning \(Professor\)](#), previously of Northeastern University and now at the University of Pittsburgh's World History Center; and Ross E. Dunn at San Diego State are leaders in promoting innovative teaching methods.[\[4\]](#)

## Theoretical and scholarly studies

[Herodotus](#) (5th century BC) was a world historian as well as founder of Greek historiography.[\[5\]](#) His *History* presents insightful and lively discussions of the customs, geography, and history of Mediterranean peoples, particularly the Egyptians.

One Arab scholar, [Ibn Khaldun](#) (1332–1406) broke with traditionalism and offered a model of historical change in *Muqaddimah*, an exposition of the methodology of scientific history. Ibn Khaldun focused on the reasons for the rise and fall of civilization, arguing that the causes of change are to be sought in the economic and social structure of society. His work was largely ignored in the Muslim world.

Group members:

Criteria Follows directions

Outstanding	Accomplished	Needs Improvement	Unsatisfactory	Score	4321
-------------	--------------	-------------------	----------------	-------	------

(individual grade)

Student followed the directions and also helped other students in the group who didn't know what to do.

Student followed the directions and stayed on task.

Student followed the directions, but had to be reminded to stay on task.

Student did not follow the directions, so did not know what to do and needed help.

### **Group cooperation and participation (group or individual grade)**

Group worked together to complete the project and shared responsibilities and ideas well.

Group worked together to complete the project.

Group could not agree on what to do and wasted time.

Group did not work on the project most of the time.

### **Use of resources**

Student independently used and referred to the resources provided throughout the project.

Student used and referred to the resources provided throughout the project with some help from others.

Student used and referred to some of the resources provided throughout the project with help from others.

Student rarely used or referred to the resources that were provided throughout the project.

### **(individual grade)**

## **Readers Theatre script (group grade)**

Group completed the Readers Theatre script in the required format and it contained no errors.

Group completed the Readers Theatre script in the required format, but it contained some errors.

Group completed the Readers Theatre script, but it was not in the required format or it contained errors.

Group did not complete the Readers Theatre script or it did not meet the required format.

## **Readers Theatre oral presentation (individual grade)**

Student read the script with confidence and expression, made gestures with good eye contact, and used props to add to the performance.

Student read the script with some expression, gestures, eye contact, and use of props.

Student read the script but used little expression, gestures, or eye contact.

Student had difficulty reading the script and could not be heard well.

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## **READERS THEATRE RUBRIC**

### **Overall Score:**



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*"Studium decendae voluntatae quae cogi non potest constat"* - Cicero

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