

World History Introduction

Mr. Cegielski

- **What is History? Why study it and why should we care?**
- "What experience and history teach is this—that people and governments never have learned anything from history, or acted on principles deduced from it." G. W. F. Hegel
- "The function of the historian is neither to love the past nor to emancipate himself from the past, but to master and understand it as the key to the understanding of the present." E. H. Carr
- "If you do not like the past, change it." William L. Burton
- "Who controls the past controls the future; who controls the present controls the past." George Orwell
- "The first lesson of history is the good of evil." Ralph Waldo Emerson



First, Who am I? How do I teach? What do I expect?

- My name is Mr. Cegielski (or Mr. C.)!
- I have a Master's degree in History, and I have been teaching for over 8 years.
- I develop innovative lessons which challenge you to get creative and to use your critical thinking skills.
- I have a technology focus, which may require you to use PowerPoint and other media formats.
- When I present a PowerPoint presentation to you, you should listen actively and take notes.

Why Study History?

- History helps you discover how your world evolved.
- History trains your mind and teaches you how to think and process info.
- The pursuit of historical events and people is fun - a form of time travel.
- A lack of historical knowledge prevents people from truly understanding the world they live in



Why Study History?

- History helps you understand the origins of modern political and social problems.
- History lets you learn how and why people behaved as they did, whether they are Elizabeth I, Hitler or John Lennon...
- History makes you appreciate that people in the past were not just 'good' or 'bad', but motivated in complex and inconsistent ways, just like us.



Why Study History?

- History helps you make sense of most other subjects.
- History provides you with the skills employers are looking for.
- History gives you back your past.
- Without an understanding of the past, the present doesn't make much sense

Why Study History?

**"Those who cannot
remember the past
are condemned
to repeat it."**

What do you think this statement means?
Do you agree with it? Why/not?

History Students that Became Famous

Edward Norton

- Famous actor
- studied History at Yale



History Students that Became Famous

Mira Sorvino

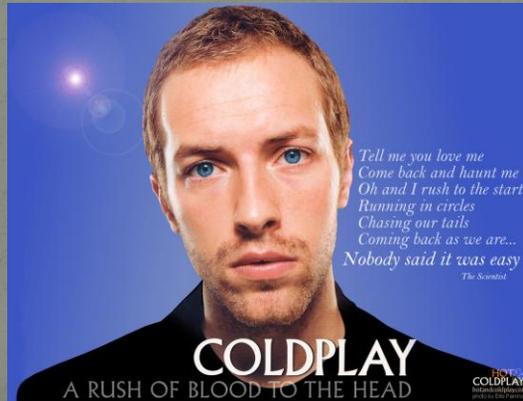
- Famous actress
- studied History at Harvard



History Students that Became Famous

Chris Martin

- Band: Coldplay
- Stuied UCL



History Students that Became Famous

Sting

- Famous musician
- History teacher



World History and Related Disciplines

- History is the study of past human events and activities.
- Anthropology- the study of human beings, their distribution, origins, classification, cultures, etc.
- Physical Anthropologists- study, specifically, the physical remains of people (bones, etc.) to determine how they looked.



World History and Related Disciplines

- Archaeology- the study of material remains of people, called artifacts, such as tools and weapons, to determine what their lives were like
- Geology- the study of the planet earth- its history as it is recorded in itself (its rocks, rock formations, etc.)



Are Historians like Scientists?



- **Scientist**- A learned investigator who uses the scientific method of study: theory & investigation and/or experimentation & collection of data= scientific conclusion.

The Earth's Beginning

A) 10-35 seconds (about 15 billion years ago): The Big Bang

The universe begins with a cataclysm that generates space and time, as well as all the matter and energy the universe will ever hold. For an incomprehensibly small fraction of a second, the universe is an infinitely dense, hot fireball.

10-6 seconds: The Universe Takes Shape

One millionth of a second after the Big Bang, the universe continues to expand but not nearly so quickly. As it expands, it becomes less dense and cools. The most basic forces in nature become distinct: first gravity, then the strong force, which holds nuclei of atoms together, followed by the weak and electromagnetic forces. By the first second, the universe is made up of fundamental particles and energy: quarks, electrons, photons, neutrinos and less familiar types. These particles smash together to form protons and neutrons.

3 seconds: Formation of Basic Elements

Protons and neutrons come together to form the nuclei of simple elements: hydrogen, helium and lithium. It will take another 300,000 years for electrons to be captured into orbits around these nuclei to form stable atoms.

10,000 years: The Radiation Era

The first major era in the history of the universe is one in which most of the energy is in the form of radiation -- different wavelengths of light, X rays, radio waves and ultraviolet rays. This energy is the remnant of the primordial fireball, and as the universe expands, the waves of radiation are stretched and diluted until today, they make up the faint glow of microwaves which bathe the entire universe.

Birth of Stars and Galaxies

300 million years

Gravity amplifies slight irregularities in the density of the primordial gas. Even as the universe continues to expand rapidly, pockets of gas become more and more dense. Stars ignite within these pockets, and groups of stars become the earliest galaxies. This point is still perhaps 12 to 15 billion years before the present. Most of the basic 109 elements are formed.

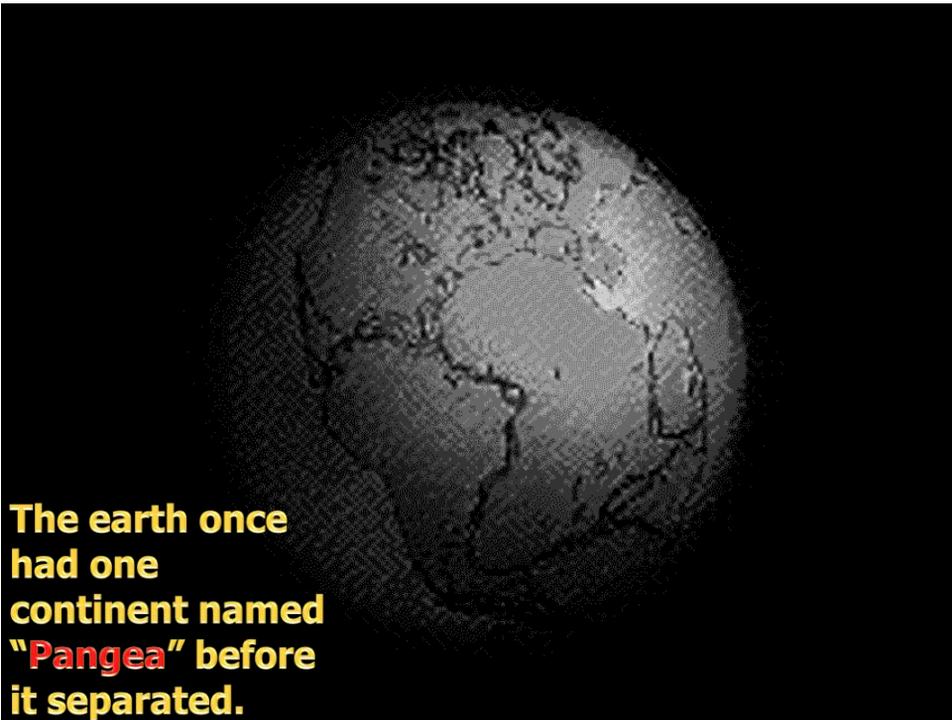
Birth of the Sun

5 billion years before the present (BP)

The sun forms within a cloud of gas in a spiral arm of the Milky Way Galaxy. A vast disk of gas and debris that swirls around this new star gives birth to planets, moons, and asteroids.

How old is the Earth?

- I. The earth is approximately **5 billion** years old.



The earth once had one continent named "**Pangea**" before it separated.

Early Life



- The first living things, one-celled water dwelling plants/animals first appeared approximately **4 billion** years ago.
- A. They advanced to multi-celled creatures
- B. **Amphibians**-- creatures that can live on land and in water, like frogs, brought creatures onto land.

Pre Cambrian Era

600 million to 4.5 billion years BP

The Earth's crust is developed.

The first mountains are built.

Bacteria and algae were early life forms.

Palaeozoic Era

350 to 600 million years BP

The Age of Fish

The world is covered by many shallow seas.

The first land plants

The first insects

Mesozoic Era

70 to 350 million years BP

The Age of the Dinosaurs

The continent Pangea is formed and began to break up.

The first birds

The first mammals

The first flowering plants

Cenozoic Era

0 to 70 million years BP

The Age of Mammals

Present continents take shape

The Rockies, the Alps, and the Himalayan Mountains were formed.

The first grasses

Modern types of mammals and birds

The Great Ice Age

0 to 2 million years BP

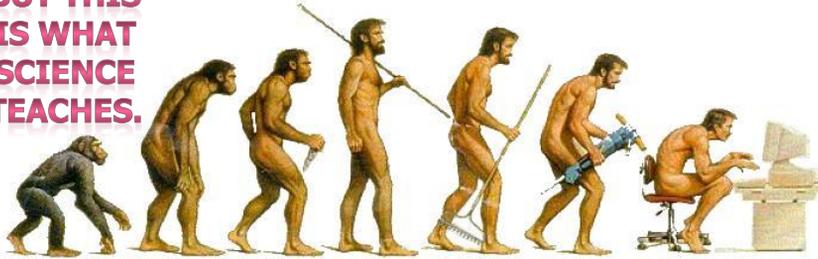
Stone Age Man

Modern Man

0 to 50 000 years BP

**NOTE: I AM
NOT ASKING
YOU TO
BELIEVE IN
EVOLUTION,
BUT THIS
IS WHAT
SCIENCE
TEACHES.**

Evolution



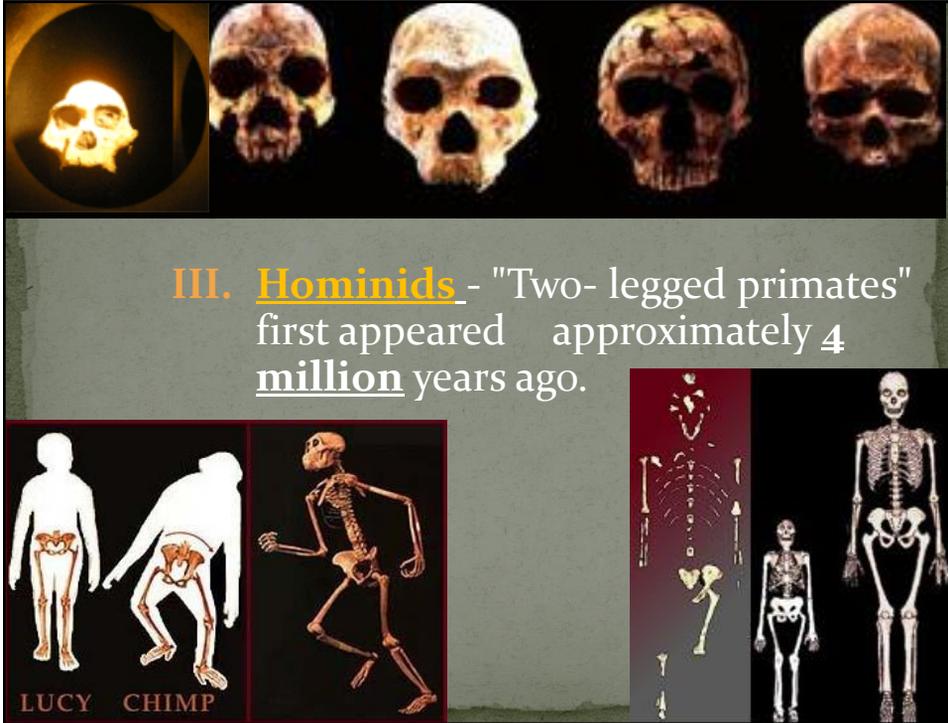
**RELIGIOUS
INTERPRETATIONS
WILL BE
CONSIDERED
LATER.**

(OR is it?)

What is Evolution?



- **Evolution** – The theory that all living things change, or evolve, through time in order to adapt to their environments.
- The scientist **Charles Darwin** developed the theory of evolution during the 1800's. He argued that only the strongest, most well-adapted organisms will survive while others will go extinct, or die out.
- Organisms change by developing mutations. Mutations that prove successful remain.
- According to scientists, humans and primates emerged from a common ancestor. Through time, humans evolved by gaining the ability to walk upright as well as bigger brains.



Homo Erectus

Pre-human hominids called Homo Erectus used fire and made tools. They lived approximately 2 million years ago.

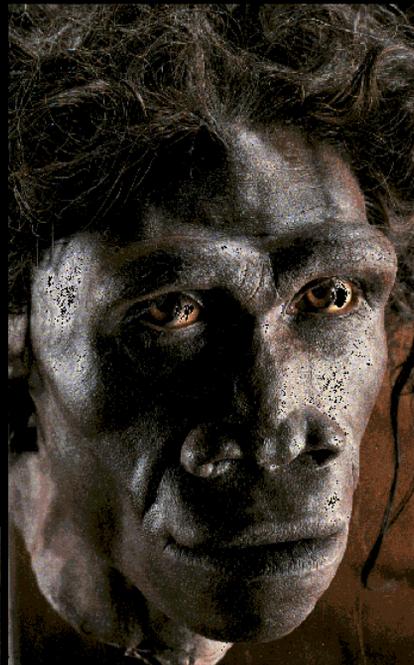


Reconstruction of *Homo erectus*.

Homo erectus lived from 2 million years ago to about 100,000 years ago.



Homo erectus



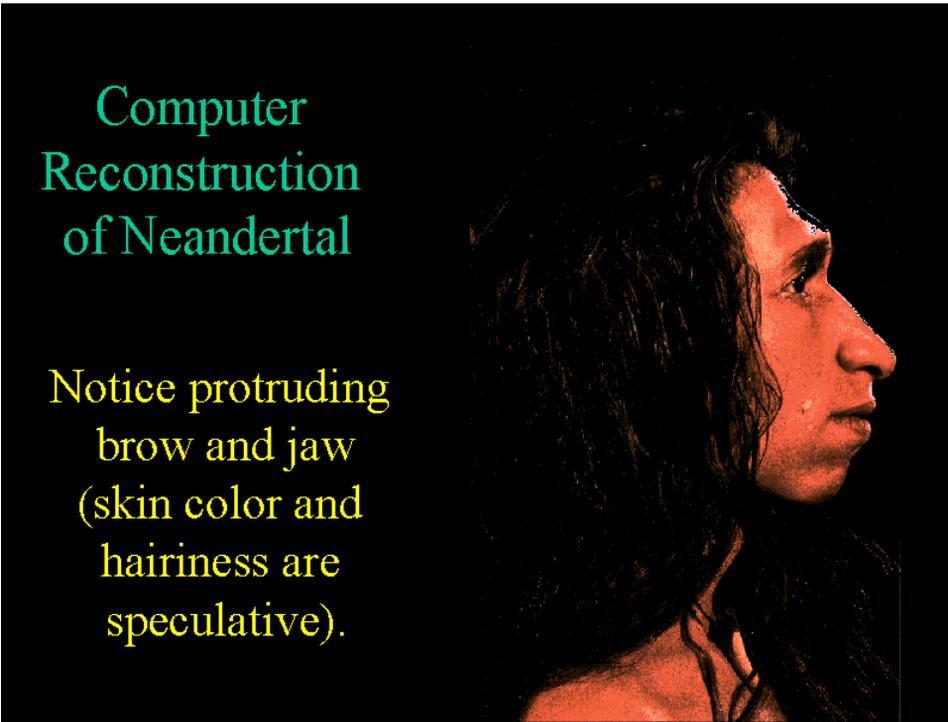
The first "true" human

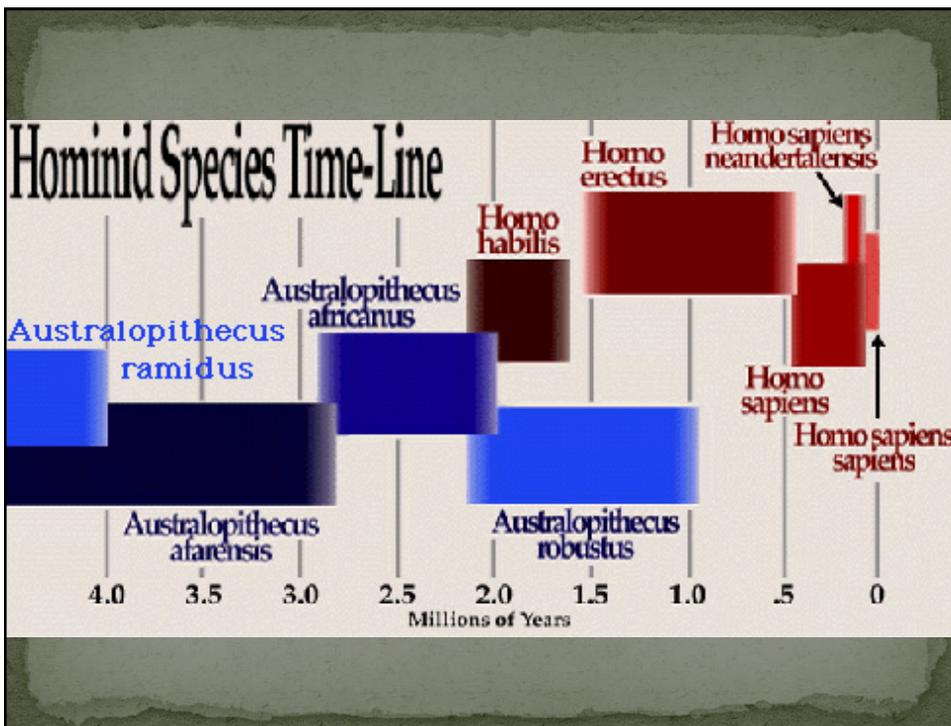
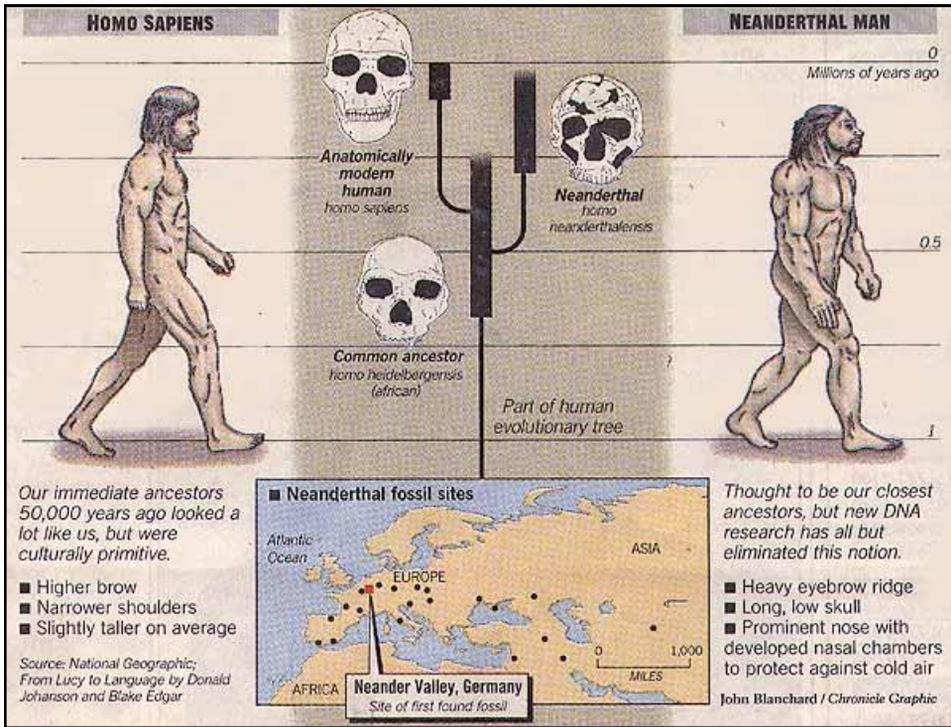
- B. *Homo Sapiens*, true humans, first appeared approximately 100,000 years ago.
 - 1. *Neanderthal* - died out
 - 2. *Cro-Magnon* - our ancestors.



Computer Reconstruction of Neandertal

Notice protruding brow and jaw (skin color and hairiness are speculative).





ASSIGNMENT: Human Evolution

- 1) Go to the website www.becominghuman.org.
- 2) Download the program on a pc.
- 3) Watch all segments of the program and explore the other features, such as the anatomy of “early humans.”
- 4) Completing all 19 questions and the “Final Assignment” on the worksheet, downloadable from my website www.historyscholars.weebly.com.

Mr. Cegielski
World History

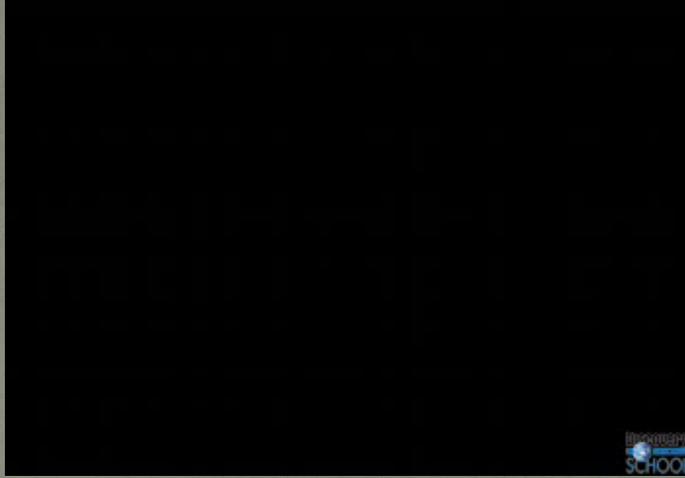
Student's Name: _____
Period #: _____

Complete a Chart on Human Evolution and Draw Graphic Illustrations of Human Ancestors!

Directions: For this assignment, you will complete two tasks. *First complete the chart on human evolution—the scientific theory that human beings once shared a common ancestor with the ape family but then evolved, or changed, over time in order to adapt to their changing environment. Identify (3) three important aspects for each species. These aspects can include: physical traits (i.e., a small brain and body size), technological innovations, social behaviors, place of origin, living environments.

Australopithecus	Homo Habilis	Homo Erectus	Neandertal	Cro-Magnon
1.	1.	1.	1.	1.
2.	2.	2.	2.	2.
3.	3.	3.	3.	3.

Video: “Toward Civilization (54:00)”



Prompt: According to scientists, how did the changing environment force early hominids to evolve? What factors determined the success or extinction of a species? Are you convinced by the “Eve” theory? Explain.

Prehistory

Understanding Goal:
Adaptation leads to progress.



Mayan Flask



Oracle Bones

Investigative Question:

How did life change from the Paleolithic era to the first settlements?

Explore: Think about qualities that make us human. How do the artifacts pictured above represent some of these human attributes?

Connect: In addition, how does each of the artifacts represent human adaptation to the environment? What other relics from around the world are symbols of how societies have adapted to their environment?

Different Eras of the Stone Age

- **Paleolithic era** (Old Stone Age)
 - 2 million B.C. – 8,000 B.C.
- **Mesolithic** (Middle Stone Age)
 - 8,000 B.C – 6,000 B.C.
- **Neolithic** (New Stone Age)
 - 6,000 B.C – 3,000 B.C.

Paleolithic— Characteristics

- 1. tools and weapons of stone and bone
- 2. used fire
- 3. music and art
- 4. traded
- 5. language
- 6. religion

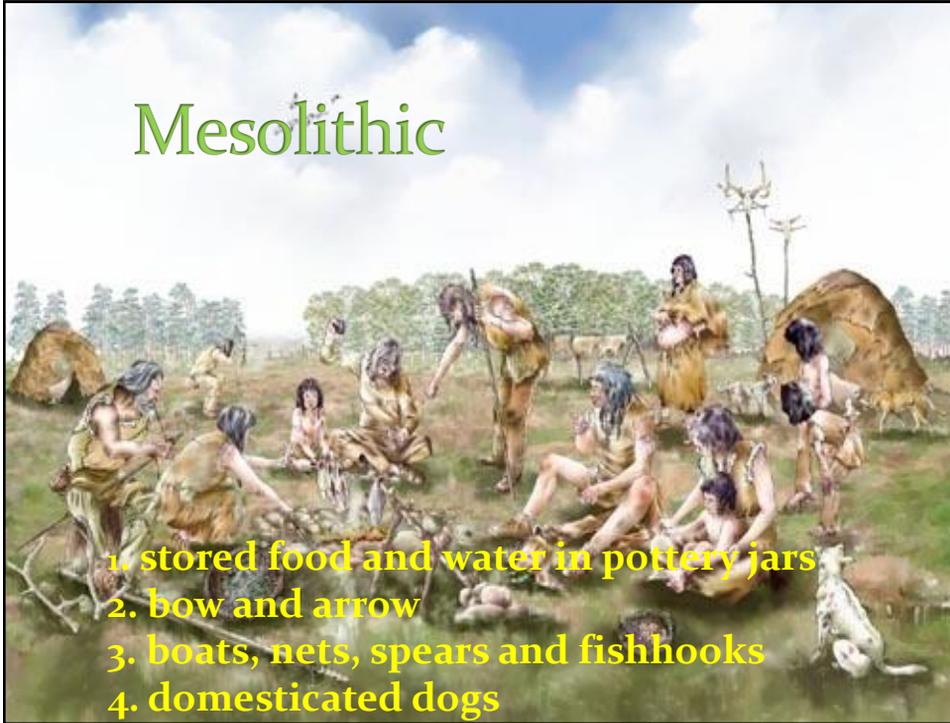
How Stone Age Humans Made Hand Axes



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Mesolithic



1. stored food and water in pottery jars
2. bow and arrow
3. boats, nets, spears and fishhooks
4. domesticated dogs

Neolithic



- 1. agriculture, crops, and livestock
- 2. permanent settlements
- 3. specialization of labor
- 4. irrigation
- 5. weaving
- 6. government
- 7. metal working
- 8. writing

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RECONSTRUCTED IRON-AGE HOUSES

Castell Henllys
Pembrokeshire

The Bronze Age

- I. Tin and Copper melted together in the proper amounts make bronze.



- C. Metallurgy the making and shaping of metal, was "born."



The Bronze Age--Its Discovery:

- A. 3500 B.C. in the Middle East
1800 B.C. in China
1100 A.D. in the Americas



Bronze-Age Farming

- B. **Bronze is a stronger metal than copper. Bronze plows could be made from it.**
 1. **Irrigation ditches**
 2. **Larger cultivated areas**



Other Inventions:

- II. Other important inventions of this period included:
 - A. The sailboat
 - B. The potter's wheel

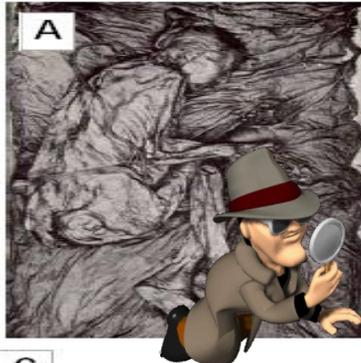


Optional In-Class Activity: Become a History Detective!

Learn how historians use science to unravel mysteries about ancient peoples



The Tollund Man Mystery



This body was found in a peat bog on Tollund Fen in Denmark in May 1950. Two men were digging peat for burning. As they worked they suddenly saw in the peat layer a face so fresh they thought they had come across a recent murder.

They called the police. The men carefully removed the peat from the body till more of him could be seen. The man lay on his right side as if he was asleep. He wore no clothes, except for a pointed skin cap and a smooth hide belt. His hair was cut short. Round the neck was a rope noose and an iron neck ring. It was drawn tight around his neck and throat.



These items were not found on the Tollund man but are similar to those around his neck. The item on the right is a rope noose and the item on the left is a neck ring. Iron Age people buried neck rings with their dead as an offering to the Spring Goddess.



An Earth Goddess of Spring Statue found in a Bog

The German tribes hang traitors from trees and drown cowards in fens under piles of sticks.

The German tribes worship the Goddess of Spring. Every Spring a cart carries a statue of the Goddess in a procession. Afterwards the cart and statue are washed by slaves, and then the slaves are sacrificed.

C SCIENTIFIC REPORT

AGE

The heart and other organs were healthy. The wisdom teeth had grown. These kinds of teeth appear in people around 20 years old.

THE STOMACH

The man had eaten soup at least 12 hours before he died. The soup was made up of seeds that were connected only with the Spring.

DATE OF BURIAL

When they dug the grave some plants had got trapped under the body. These type of plants were about 2,000 years old.

D

Tasks to complete

Quick questions (answer in a full sentence)

1. Who found the body?
2. Where was the body found?
3. What did they find on the body?

Detailed questions

4. What evidence in the SCIENTIFIC REPORT (source C) suggests that the man did not die of old age or disease?
5. Examine source B. What do you think killed this man?
6. How long ago do you think the body was buried and what is your evidence?

Going further

The text from source D was written around 97-98 A.D. by Tacitus, a Roman, in his book about Germanic tribes.

7. The German tribes once lived in Denmark. The body was a German, the smaller box from source D tells you why he might have been killed. Complete the following sentence:

"Source D suggests that the man might have been killed because..."

8. Now look at the larger box in Source D and E. Do they suggest a different reason why the Tollund Man was killed. What is this reason? Complete the following sentence:

"Yet, the other part of Source D and E suggests that the man was killed because..."

9. Now look back at the SCIENTIFIC REPORT (source C). Is there any evidence in it that agrees with the idea that Tollund Man was part of a sacrifice? Write a sentence explaining what the evidence is.

10. Now write a report about what YOU think happened to the Tollund Man. Remember to use evidence to back up your suggestions.

You might like to use the following sentences:

"I think ... happened because of what it says in Source..."

"In my opinion, I feel he was murdered - I think this because..."

"Whilst we can't be certain, Source ... makes me think he was ..."

