



Daily Warm-Ups

# WORLD HISTORY

v1.0

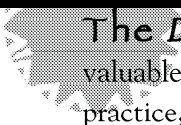
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Level II

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The *Daily Warm-Ups series* is a wonderful way to turn extra classroom minutes into valuable learning time. The 180 quick activities—one for each day of the school year—review, practice, and teach world history facts. These daily activities may be used at the very beginning of class to get students into learning mode, near the end of class to make good educational use of that transitional time, in the middle of class to shift gears between lessons—or whenever else you have minutes that now go unused. In addition to providing students with fascinating historical information, they are a natural path to other classroom activities involving critical thinking.

*Daily Warm-Ups* are easy-to-use reproducibles—simply photocopy the day's activity and distribute it. Or make a transparency of the activity and project it on the board. You may want to use the activities for extra-credit points or as a check on the historical and critical-thinking skills that are built and acquired over time.

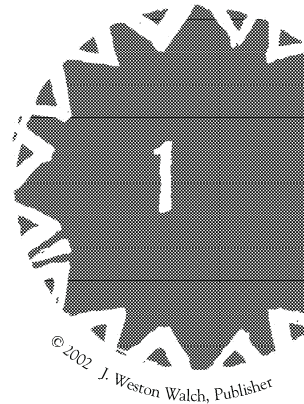
However you choose to use them, *Daily Warm-Ups* are a convenient and useful supplement to your regular lesson plans. Make every minute of your class time count!



One afternoon in 1959, **anthropologist** Mary Leakey was walking in Olduvai Gorge, Tanzania. Her husband and partner, Louis, lay in his tent with a fever. Suddenly, in the slanting sunlight, Mary saw a piece of a **hominid** jawbone. This proved to be the creature they had been seeking for 28 years. They named it *Zinjanthropus*.

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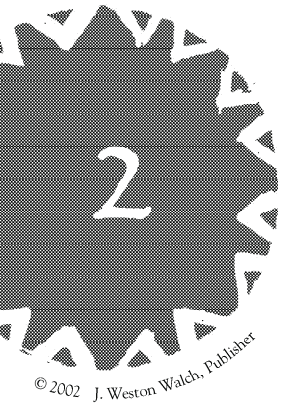
What was the significance of the Leakeys' find? Why did it startle the scientific community and lead toward a new direction in analyzing the history of early humans?



An important **Neanderthal** burial site is the Shanidar Cave in northern Iraq. One Neanderthal skeleton found there was of a man who had been seriously disabled by a birth defect.

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How do you think this man was able to reach adulthood in his community? What does this tell us about Neanderthals' level of humanity?

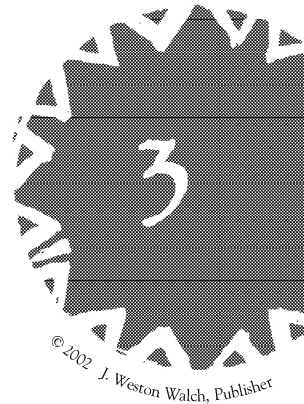




Believe it or not, the cartoon character Fred Flintstone represents a breakthrough in the history of human development. Scientists found “flint stones” in caves that had been inhabited by Neanderthals. From this, they knew that these ancestors to modern humans had achieved an important step in history.

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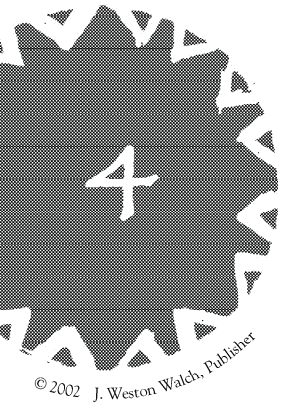
What was this step? How did it enable Neanderthals to progress over previous human forerunners?



During the **Neolithic Revolution**, around 6000 B.C.E., women were the primary breadwinners. As game grew scarce and reliance on crops grew, the men continued to hunt. They were often unsuccessful. Meanwhile, women planted grain and other domesticated plants.

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When did this role reversal end and the more “traditional” gender roles begin?

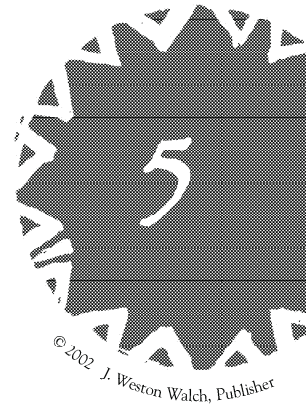




The ability to make pottery was an important technological development in early human societies. When **archaeologists** dig at the site of an early human community, they find many pottery pieces known as **shards**.

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What remains of our civilization do you think archaeologists will find hundreds or even thousands of years from now?  
Why is archaeology sometimes described as “looking at other people’s garbage”?

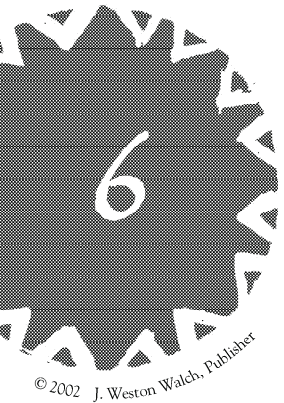




The first town that we know about from **excavation** is Jericho, in modern-day Jordan. Jericho was settled by 7000 B.C.E. It was rebuilt many times in its long history. The walls were 15 feet high, and there was a stone tower about 25 feet high. The people of Jericho were farmers, but they also traded and hunted.

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What geographical features would you look for if you were planning to build a town starting from scratch? How did Jericho's location match up with the features you identified?



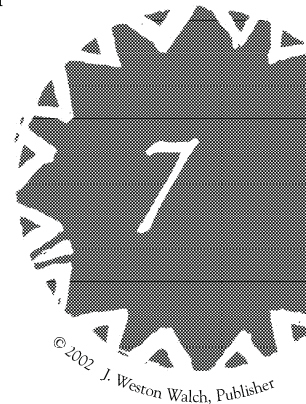


The *Epic of Gilgamesh* is the earliest known **epic** poem.

Written in Sumer perhaps as early as 3000 B.C.E., the poem tells the story of a god–hero, Gilgamesh, and his quest to escape death and achieve immortality. One section of this epic tells of Utnapishtim. The gods tell Utnapishtim to build a boat and take with him his family and “the seed of all living things.” They will escape a flood that will wipe out all life on earth.

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Have you heard another version of this story? What does the appearance of this story in other cultures tell us about communication between early Middle Eastern and Mediterranean cultures?



One of the strangest fads in seventeenth-century Europe was the desire for mummy powder. This was made from the bodies of mummified Egyptians. Mummy powder was supposed to be a cure for many ills—broken bones, headaches, ulcers, liver disorders, and rashes. The demand for this powder caused many mummies to be brought from Egypt and destroyed.

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Why was the craze for mummy medicine so damaging to our knowledge of Egypt? What can modern scientists learn from mummies?

