

# World History

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# Timeline of Life

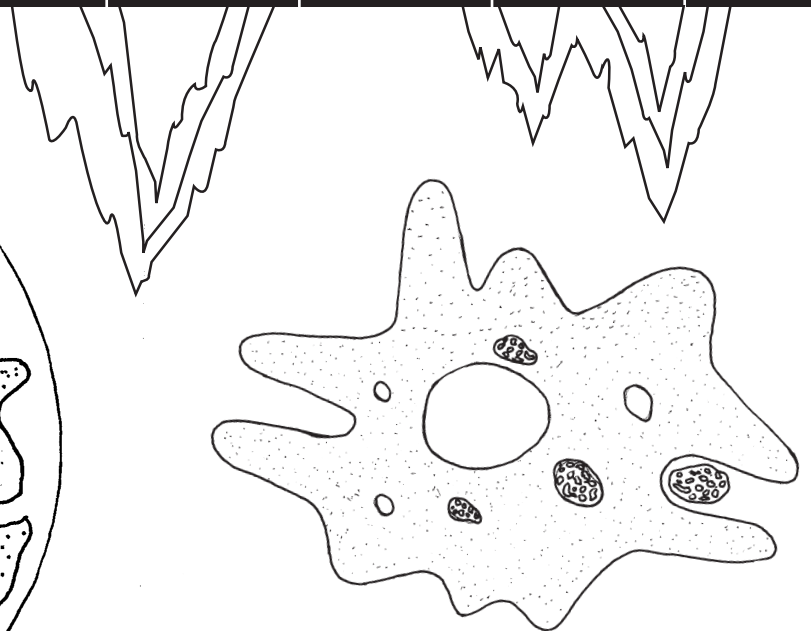
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# Precambrian Era

pre = before Cambria = Roman name for Wales



4600 MYA

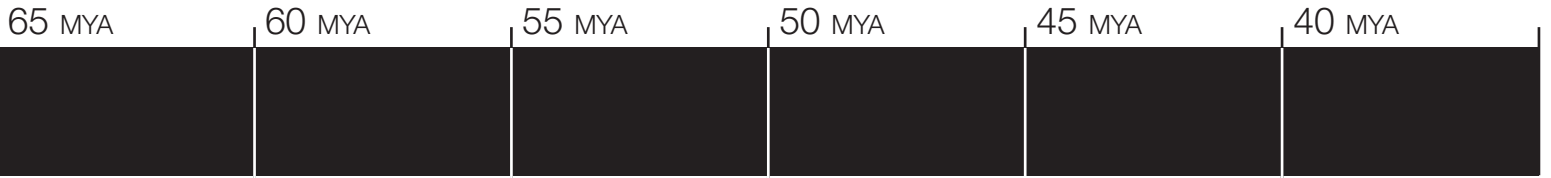


Prokaryote, single-celled organism

The earth along with the rest of the solar system were formed approximately 4.6 billion years ago. The Precambrian Era totals about 4 billion years, which is more than 80 percent of all geologic time.

The earth's atmosphere formed, its crust hardened, rain fell and volcanoes formed, and the oceans were filled with minerals. Continents were formed on plates. Plant-like life began in the water.

Few fossils of life forms have been found from this time.



# Cenozoic Era

kainos = new    zoe = life

Sea levels changed and continental drift formed the lands of today. The Alps, Himalayas, and Andes mountain ranges developed during this era.

## Tertiary Period (Age of Mammals)

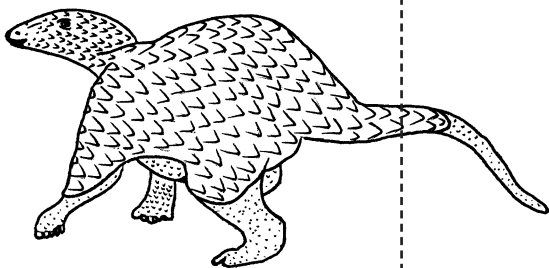
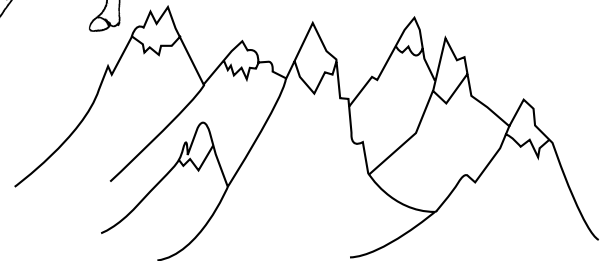
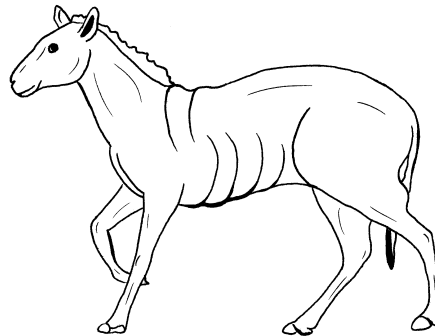
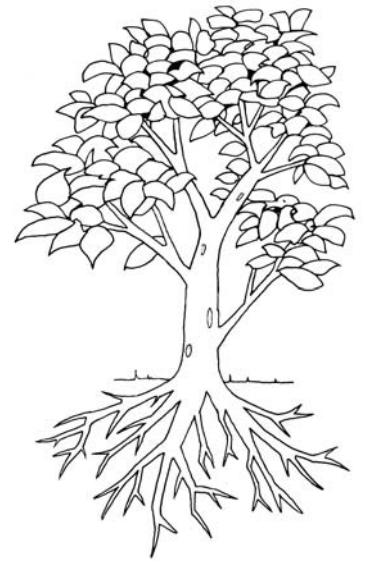
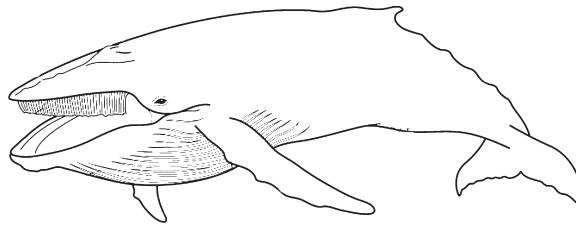
65 MYA

56 MYA



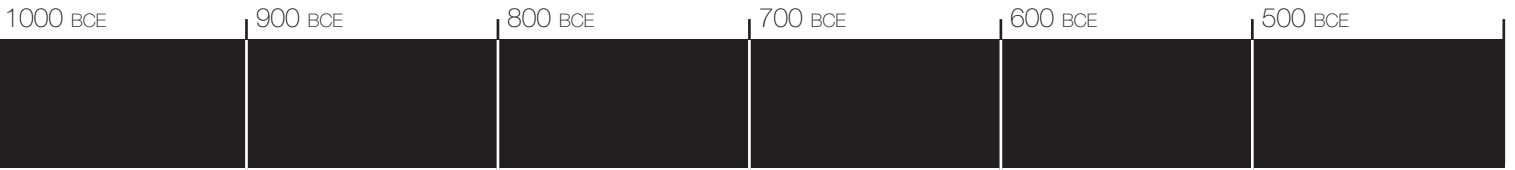
Flowering plants (angiosperms), invertebrates, fish, amphibians, reptiles and small mammals were common. Coal, gas, and oil formed in clays, limestone, and sands.

Fruits, grains, grasses and trees developed. Primitive bats, camels, cats, horses, monkeys, rhinoceroses, and whales appeared. Geological changes include the formation of the Pyrenees mountains and the continent now called Asia.



### Paleocene Epoch

### Eocene Epoch



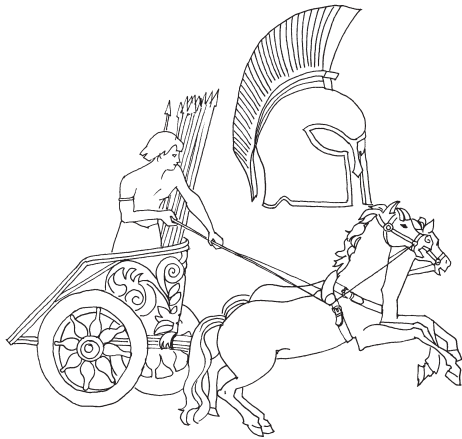
# The Iron Age

(1000 BCE - 450 CE)

1000 BCE

## Ancient Roman Civilizations

Iron came into use around 1000 BCE as the general material for tools and weapons, prompting large-scale migrations of people across Asia and Europe.



The Persians took Egypt and Babylon for their empire by the 6th century BCE. The Greeks stopped the Persians from overrunning Europe at the Battle of Marathon in 490 BCE.



Greek civilization was rich with culture, developing art, architecture, philosophy, and government.



Buddhism begins in India. Confucianism and Taoism begin in China.

## Basic research questions

**Ancient Civilization:** \_\_\_\_\_

**Historical Timeframe:** \_\_\_\_\_

### (1) Historical Timeframe

What were the dates during which this civilization developed, flourished, and declined?

What other major civilizations were in existence during this period?

How many centuries ago did this civilization flourish?

For how many centuries did this civilization last?

### (2) Natural Environment

Where is this civilization on a map, in an atlas, and on a globe?

What rivers provided water for the agriculture of this civilization?

What was this civilization's land like during this period?

What was this civilization's climate like during this period?

What plants and animals were present in this part of the world at this time?

### (3) Daily Life

How did the people of this civilization dress?

What did they eat?

What kinds of homes and other structures did they build?

How did they furnish and decorate their homes?

What tools and utensils did they use?

What was their family structure like?

How did they educate their children?

## Summary of steps involved in writing a final research report

- Make an outline (sentence or topic). The outline produces the skeleton or blueprint for the research paper. Once the outline is made, details can be added until the report is done. Year 4 students might find it easier to use a sentence outline to build a report. Older students with longer and more complex projects might find it easier to start with a topic outline, then expand it to sentences and paragraphs.
- Use the main headings in the outline to create the headings of the final research report.
- Write, revise, cut, and paste until the paper has a smoothly flowing order that starts with the title and an introductory sentence, presents in the middle what the research found, and ends with the closing.
- Place quotes and illustrations in the report.
- List in full all references used, using the format and information from the research cards.
- Make headings and subheadings (e.g., Introduction, Findings, Conclusion, References) stand out in the report by bolding or underlining them.
- Create a title page showing student's name, the date, and the title of the report and place it on top of the report.
- Use the headings and subheadings to create a table of contents and place it right after the title page. A table of contents usually shows two kinds of information: the major headings and subheadings in a report and the page numbers of major headings and subheadings.
- Read the report at least three times: (1) checking that it flows smoothly, sentence to sentence and paragraph to paragraph, (2) making sure that it contains interesting facts related to the main research question, (3) looking for and correcting spelling and grammar errors (perhaps you can trade reports with someone else in the class and check each other's spelling and grammar).
- When everything seems complete and no more changes are expected, number each page of the report, starting with the page after the table of contents (that is, do not count the title page or the table of contents page).
- If you make a change near the end, remember that changes made in the report could change the pagination. Check that the page numbers are still correct and make any changes needed in the table of contents.
- Refer to the research report checklist to make sure that the report contains all the parts required.
- Use a staple or paper clip to hold the report together. (If required, place it in a binder.)

## Example of a simple research report

### Homer the Famous Greek Poet

by Kim Leung

But the Greeks could not take Patroclus' body away, for again the Trojan chariots overtook them, and Hector, in Achilles' armor, was fighting like a flame. Three times he came up and took hold of Patroclus' feet, and three times the two Ajaxes threw him back. — from *The Iliad* by Homer

Even though the Greek poet Homer lived long ago, around 846 BCE, he is still famous today.

What made him famous were *The Iliad* and *The Odyssey*, which are called epic poems. Epic poems are very long stories, usually about a hero who does exciting things like fight in wars, sail in ships, do magic, and have many adventures.

Most epic poems are legends. That means they combine fact and fiction. Homer's epic poems are good examples of legends because they talk about imaginary gods and goddesses as well as wars that really happened.



A drawing of a bust of Homer

*The Iliad* is about the Trojan War that happened between Greece and Troy about 400 BCE. *The Odyssey* is about the adventures of Odysseus, who was the ruler of the island of Ithaca and one of the leaders of the Greek army in the Trojan War. Both poems are 24 books long.

The Greeks liked Homer's poems because he told them a bit about their history in an exciting way. Many people today still read Homer's poems because they are exciting and because they tell what life was like long ago.

### References

*Encarta Reference Library 2004* (Microsoft), search words: Homer, Iliad, Odyssey, epic, epic poem, legend, bust.

Rega, Jenny. *A Child's Translation of Homer's Iliad*. San Diego, California: Northcott Press, 1988, page 6.