

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

OFFICE OF CURRICULUM AND INSTRUCTION

SOCIAL STUDIES DEPARTMENT

ANTHROPOLOGY

Grade Level: 10-12

Credits: 2.5

BOARD OF EDUCATION ADOPTION DATE:

AUGUST 27, 2012

[SUPPORTING RESOURCES AVAILABLE IN DISTRICT RESOURCE SHARING](#)

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Anthropology - Introduction

Introduction

Course Philosophy

Anthropology is a semester course that provides students with the knowledge and skill sets necessary to understand the full sweep and complexity of humanity. By examining the origins of human ancestry the student must not only consider the social, cultural, and historical aspect of civilization, but must also use scientific skills to evaluate theories and piece together the story of our past. Anthropology allows the learner to gain an appreciation of how far the human species has evolved, and creates an application of knowledge to the solution of human problems. This examination will ultimately create more socially aware and responsible citizens.

Course Description

Anthropology offers an in depth examination of the cultural, physical, and social aspects of civilization. Additionally, this course incorporates authentic learning experiences throughout the curriculum including an archeological simulation. The skills of artifact recovery, interpretation, and preservation, are carried over into the cultural as well as forensic units and help to inform modern legal application. By the end of the course, students will have obtained greater knowledge and fuller respect for the diverse cultures of the world in the past, present, and future. Students' skill sets will be enriched and improved to include formulating scientifically sound hypotheses and educated opinions, primary source research and analysis, and real-world application of anthropological knowledge.

Course Map and Proficiencies/Pacing

Course Map

Relevant Standards	Enduring Understanding	Essential Questions	Assessments		
			Diagnostic	Formative	Summative
6.1.12 D.14.e 5.3.12 E.1, E.2, E.3, and E.4 LA.11-12.RH.11-12.1 LA.11-12.RH.11-12.7 LA.11-12.WHST.11-12.1.a LA.11-12.WHST.11-12.7	All societies attempt to explain the nature of human existence.	How has Darwin's Theory of Evolution sparked debate and controversy throughout history? What common themes can be found in ancient and modern belief systems? What are the major elements of the debate between evolution and creationism?	About Me Surveys Discussion Based Questions Warm Up/Do Now Questions Reading Comprehension of scholarly articles	Elements of Creation Beliefs Comparison Charles Darwin-Theory of Evolution Quiz Daily Journal Entries Examination of Scopes Monkey Trial	Persuasive Essay- Social Impact of Darwinism Project Based Assessment- Theories on the Creation of the Universe Unit Test
6.2.12 D.4.k 6.2.12 B.6.a LA.11-12.RH.11-12.2 LA.11-12.RH.11-12.8 LA.11-12.WHST.11-12.4	Every society has culture.	What are cultural universals? What are similarities and differences between cultures? How can we better promote cultural acceptance?	Snapshot of Me Project- Personal Culture Show & Tell KWL Chart Prewrite Activities	Class Discussion Cultural Anthropology Readings Elements of Culture Quizzes Multimedia Presentations	Create-A-Culture Project Unit Test Careers in Anthropology Project
6.2.12 D.2.d 5.1.12 A.1 LA.11-12.RH.11-12.3 LA.11-12.RH.11-12.9 LA.11-12.WHST.11-12.6	Evidence is open to cultural and scientific interpretation.	How do personal beliefs impact individual interpretation of historical evidence? How have the standards of evidence in the legal system changed over time? How can a complete and thorough analysis be achieved when evidence is lacking?	Prewrite Activities KWL Chart Pre-test Remote Responders	Streaming Video Document Analysis Quizzes Debates Online Forums	Crime Scene Project Unit Test Essays Crime Journal Archaeological Dig Simulation

<p>6.1.12 D.3.a, 6.2.12 D.1.a 6.2.12 B.6.a LA.11-12.RH.11-12.2 LA.11-12.RH.11-12.8 LA.11-12.WHST.11-12.4</p>	<p>Culture is a human adaptation to the environment.</p>	<p>How does culture evolve and adapt over time? How does geography impact culture? What is Cultural Relativism?</p>	<p>Elements of Culture Pre-Test Identify/Describe the elements in modern teenage culture</p>	<p>Primary Source Document Analysis Comparative Cultures Assignments such as Venn-Diagrams or quizzes Streaming Video/Documentary Viewing quizzes and/or discussions</p>	<p>Create-A-Culture Project (can be used in conjunction with the Archaeological Dig Project) Evolution of Culture Performance Assessment</p>
<p>6.2.12 D.2.d 6.2.12 C.6.d LA.11-12.R.CCR.7 LA.11-12.W.CCR.1 LA.11-12.WHST.11-12.1.b LA.11-12.WHST.11-12.6 LA.11-12.WHST.11-12.7</p>	<p>Science is a catalyst for social change.</p>	<p>How has Scientific Theory changed over time?</p>	<p>Pre-Test Discussion Examination of historic evidence</p>	<p>Timeline of scientific discoveries Expository Essay Debate Streaming Video/Documentary Viewing quizzes and/or discussions</p>	<p>Modern Scientific Discovery Presentation Evidence Evaluation Assessment Writing a Scientific Research Grant</p>
<p>6.2.12 D.6.a 9.1.12 A.3 9.1.12 B.1 LA.11-12.W.CCR.5</p>	<p>Understanding human qualities is a vital social skill.</p>	<p>What are major similarities and differences among cultures?</p>	<p>Discussion Student resume</p>	<p>Job Interview Simulation Geographic Impact Survey Guest Speaker Q/A</p>	<p>Job/Careers in Anthropology Portfolio or Presentation Project Mock Resume Project</p>

Proficiencies and Pacing

It is recommended that the culture unit precede the archaeology unit. However, the placement of these units may depend upon the weather. The archaeology unit should be conducted either in marking period 1 or in marking period 4 due to the outdoor element of the "Big Dig" project. If it is not possible to conduct an archeological dig outside, please follow the Semester #2 schedule.

Unit Title	Unit Understanding(s) and Goal(s)	Recommended Duration
Unit 1: Cultural Anthropology	<p>Understandings:</p> <p>Culture is a human adaptation to the environment.</p> <p>Evidence is open to cultural and scientific interpretation.</p> <p>Every society has culture.</p> <p>All societies attempt to explain the nature human existence.</p> <p>Goals:</p> <ol style="list-style-type: none"> 1. Students will be able to describe the evolution of man from nomadic hunter-gatherer societies to sedentary farming civilizations. 2. Students will be able to compare and contrast the successes of independent invention and cultural diffusion. 3. Students will be able to identify, compare/contrast cultural universals across space and time. 4. Students will be able to identify common themes in historical creation stories. 5. Students will be able to create a fictitious culture. 6. Students will be able to examine evidence and artifacts to analyze the culture of a fictitious civilization. 7. Students will be able to evaluate the costs and benefits of modernization on human civilization. 	4-5 Weeks

Unit 2: Archeology	<p>Understandings: Culture is a human adaptation to the environment. Every society has culture. Evidence is open to cultural and scientific interpretation.</p> <p>Goals:</p> <ol style="list-style-type: none"> 1. Students will be able to write a grant proposal. 2. Students will be able to analyze artifacts to draw conclusions regarding a fictitious culture. 3. Students will be able to conduct an archaeological dig simulation or experience a virtual excavation. 	5 Weeks
Unit 3: Physical Anthropology	<p>Understandings: All societies attempt to explain the nature of human existence. Science is a catalyst for social change.</p> <p>Goals:</p> <ol style="list-style-type: none"> 1. Students will be able to describe the process of human evolution. 2. Students will be able to examine and evaluate historic and scientific evidence supporting the theory of evolution. 3. Students will be able to discuss and debate the significance of the Scopes Monkey Trial. 4. Students will be able to evaluate the modern impact of Darwin's Theory of Evolution. 	5 Weeks
Unit 4: Forensic Anthropology/Career Studies	<p>Understandings: Understanding human qualities is a vital social skill. Every society has culture.</p> <p>Goals:</p> <ol style="list-style-type: none"> 1. Students will be able to identify basic elements of Forensic Anthropology. 2. Students will be able to research different career options in the field of Anthropology. 3. Students will be able to identify colleges that specialize in the field of Anthropology. 	3-4 Weeks

Unit 01: Cultural Anthropology

Unit Plan

Enduring Understandings:

Every society has culture.

Evidence is subject to cultural and scientific interpretation.

Culture is a human adaptation to the environment.

Essential Questions:

What are cultural universals?

What are the similarities and differences between cultures?

How can we better promote cultural acceptance?

How can a complete and thorough analysis be achieved when evidence is lacking?

How does culture evolve and adapt over time?

How does geography impact culture?

Unit Goals:

1. Students will be able to describe the evolution of man from nomadic hunter-gatherer societies to sedentary farming civilizations.
2. Students will be able to compare and contrast the successes of independent invention and cultural diffusion.
3. Students will be able to identify, compare/contrast cultural universals across space and time.
4. Students will be able to identify common themes in historical creation stories.
5. Students will be able to create a fictitious culture.
6. Students will be able to examine evidence and artifacts to analyze the culture of a fictitious civilization.
7. Students will be able to evaluate the costs and benefits of modernization on human civilization.

Recommended Duration: 5 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
What is culture?	Defining Cultural Universals including: Language/Communication Ethnicity Family Marriage Gender Social Classes Subcultures Rites of Passage Arts Government Economy Taboos	Internet websites that examine cultural elements in-depth Text Streaming video/documentary on subcultures, rites of passage, and taboos	Discuss modern American society and have students identify the primary elements of American culture Students may also conduct family interviews to determine the culture of their ancestors Round robin volunteering of examples for each cultural universal Show National Geographic documentaries on varying global cultures	Quiz on the Cultural Universals Family History Research Project Create a public service announcement illustrating cultural differences and promoting greater tolerance Individual presentations of in depth cultural universal examination from teacher-generated/approved list of topics such as taboo, hazing, gender roles, Title IX, social hierarchy, divorce
What is Cultural Relativism?	Cultural Acceptance Cultural Relativism	Streaming video/comedy special on cultural relativism Video camera for student filming of presentations Multimedia presentation exhibiting cultural interactions and promoting cultural tolerance	Create comedy skits for different elements of American culture View notes on Cultural Relativism	Comedy skit presentations Cultural perspective quiz in which two viewpoints are presented and the student must identify cultural relativism, evaluate levels of acceptance, and describe bias
How are holidays celebrated around the world?	Religious/secular holidays Customs and Traditions	Internet websites that demonstrate cultural celebrations Streaming video that exhibits cultural demonstrations Multimedia presentation to illustrate customs and traditions	Use graphic organizers for students to take notes on religious and secular holidays and to compare their similarities and differences View streaming videos of holiday celebrations around the world	Cultural holiday multimedia presentation that includes the creation of an appropriate greeting card Create a flyer to hang up around the school each week of class to educate the student body about celebrations taking place around the world Video analysis questions

<p>What are the similarities and differences between ancient cultures?</p>	<p>Identify cultural universals in ancient and modern day societies</p> <p>Describe independent invention</p> <p>Explain the global shift from nomadic hunter/gatherers to sedentary farmers</p> <p>Development of ancient cultures</p> <p>Compare and Contrast ancient cultures</p>	<p>Internet to research modern day societies</p> <p>Streaming video/documentary on nomadic hunter/gathers</p> <p>Streaming video/documentary on ancient civilizations</p> <p>Text</p> <p>Cultural encyclopedias</p>	<p>Create Venn diagram poster</p> <p>Timeline of the evolution from nomadic hunters/gatherers to sedentary farmers to advanced civilizations should be presented to the class</p> <p>Students can be assigned ancient and modern civilizations and can teach each other in small groups using the Jigsaw method</p>	<p>Global cultures examination (recommended format would include an objective section and the creation of a map with cultural-coded legend)</p>
<p>How and why do modern cultures vary so greatly from ancient ones?</p>	<p>Trace the development of a civilization over time</p> <p>Identify and explain causes of cultural turning points</p> <p>Explain the costs and benefits of modernization</p> <p>Impact of Technology</p> <p>Impact of Geography</p>	<p>Internet websites that describe specific civilizations</p> <p>Cultural encyclopedia</p> <p>Text</p> <p>Streaming video/documentary on ancient civilizations</p>	<p>An in depth examination of a civilization over time (teacher's choice: Egypt, Japan, Mexico recommended)</p> <p>Discussion on the impact of modernization</p> <p>View maps of international trade routes and wars to develop hypotheses that explain the causes of cultural turning points</p> <p>A costs/benefits evaluation chart can be created as students facilitate class discussion</p> <p>Examine evidence that has been used to determine the history of ancient civilizations</p>	<p>Culminating activity for the entire unit should be the creation of a fictitious civilization that is actually feasible given year, climate, and available technology.</p> <p>Creation of artifacts that accurately depict the civilizations that the student groups will create for the archaeology unit.</p> <p>Position paper on the costs and benefits of modernization</p>

SOC.9-12.6.1.12.D.3.a	Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.
SOC.9-12.6.2.12.D.1.a	Assess the political, social, and economic impact of the Columbian Exchange of plants, animals, ideas, and pathogens on Europeans and Native Americans.
SOC.9-12.6.2.12.D.4.k	Analyze how the arts represent the changing values and ideals of society.
SOC.9-12.6.2.12.B.6.a	Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.
SOC.9-12.6.2.12.C.6.d	Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.
SOC.9-12.6.3.12.1	Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives.
LA.11-12.R.CCR.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
LA.11-12.R.CCR.6	Assess how point of view or purpose shapes the content and style of a text.
LA.11-12.W.CCR.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.11-12.W.CCR.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LA.11-12.W.CCR.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LA.11-12.W.CCR.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
LA.11-12.W.CCR.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
LA.11-12.RH.11-12.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
LA.11-12.RH.11-12.3	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
LA.11-12.RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
LA.11-12.RH.11-12.10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.
LA.11-12.WHST.11-12.2.b	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

Differentiation

Instructional differentiation can be achieved through the use of music, art, and tangible evidence to illustrate cultural universals. Students may conduct research through a variety of materials such as readable, audible, and visual via internet resources. Differentiated assessment can be achieved by offering a variety of options to complete the cultural presentations, including the use of multimedia presentations as well as by offering a variety of publication formats and presentation styles. Small group instruction can be utilized on a variety of projects and activities throughout the unit and delayed due dates can be assigned on an individual student basis to accommodate student learning needs.

Technology

Students may use approved social networking to gather information on varying cultures. Multimedia websites can be used to research individual cultures as well as to share presentations that encourage cultural tolerance.

College and Workplace Readiness

Students should be encouraged to formulate and share their opinions in a forum setting. Research skills are crucial to this unit. Students will have to differentiate between valid and invalid websites. They will also have to identify bias and propose solutions to counteract the effect of bias in research. Students will engage in a number of different activities that promote cultural appreciation. Additionally students will develop time management skills to balance the demands of projects and varied assessments throughout the unit.

Unit 02: Archaeology

Unit Plan

Enduring Understandings:

Every society has culture.
Evidence is open to cultural and scientific interpretation.
Culture is a human adaptation to the environment.

Essential Questions:

What are cultural universals?
How do personal beliefs impact individual interpretation of historical evidence?
How can a complete and thorough analysis be achieved when evidence is lacking?
How does geography impact culture?
How can evidence be gathered to ensure its integrity?

Unit Goals:

1. Students will be able to write a grant proposal.
2. Students will be able to analyze artifacts to draw conclusions regarding a fictitious culture.
3. Students will be able to conduct an archaeological dig simulation or experience a virtual excavation.

Recommended Duration: 4 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
<p>What elements of culture does every society share? (the Cultural unit examines this question in a foundational way; The Archaeological unit will apply that foundational knowledge in the student creation of a feasible, fictitious culture.)</p>	<p>Government Economy Social Hierarchy Spiritual Belief Systems Language Customs/Traditions Arts Taboos</p>	<p>Multimedia presentations to illustrate examples of cultural universals Family members as a resource Prior knowledge (from the 9th grade geography/culture unit and the Non-Western Cultures unit of the curriculum)</p>	<p>Use student knowledge to begin creating cultural comparison T-charts or Venn diagrams Internet research on cultures of the student's choice National Geographic modern tribal cultures videos - students fill in a cultural universals graphic organizer Snapshot of Me Project Introduction: Teacher should present a "snapshot" of him/her to model the topics and expectations for the Snapshot of Me Project Presentations. Presentation should include several tangible items that represent the elements of the teacher's culture</p>	<p>Students will work cooperatively in groups to create a fictitious civilization. The civilizations should be assessed on completion of the elements of culture, and logical feasibility of the civilization Cultural Universals exam/quiz (from unit 1) Snapshot of Me Project presentation</p>
<p>How does land and climate affect elements of culture?</p>	<p>Physical Geography Human Geography Natural Resources Trade Routes Independent Invention</p>	<p>Large-scale maps of the world and geographic/climate zones Desk atlases that illustrate geographic/climate zones Text Remote responders used to demonstrate independent invention throughout geographic/climate zones</p>	<p>Remote responder presentation of trade routes with lecture notes T-chart or Venn diagram comparison of ancient cultures around the globe</p>	<p>Students should be assessed on the plausibility and logical association of the cultural universals of the civilizations they create for the Big Dig Simulation</p>
<p>How can you identify bias in interpretation?</p>	<p>Validity Drawing conclusions Inference Perspective Empathetic -Understanding Ethnocentrism</p>	<p>News/magazine articles from any topic of teacher choice that demonstrates perspective Documentary video on any topic of teacher choice that demonstrates bias (such as ethnocentrism)</p>	<p>"Nacirema" story should be used to introduce "perspective" Cultural Profile Simulation: Students should be given a varying global identity card and should interpret the same pieces of evidence using the persona of their global identity such as Japanese banker, Medieval serf, American slave, Inuit, etc.</p>	<p>Biased interpretation reading/short answer test</p>

<p>How do you make educated inferences?</p>	<p>Cultural Universals</p> <p>Using Modern Cultural and Geographic Equivalents to deduce findings</p>	<p>Children's puzzles</p> <p>Cultural simulation packets illustrating artifacts</p> <p>Graphic organizers to compare ancient evidence and modern examples to draw conclusions</p>	<p>Missing Puzzle Piece Activity: Have students complete children's puzzles that are missing pieces and ask them to describe what the missing piece looks like</p> <p>Artifact analysis practice</p>	<p>Written grant proposal</p> <p>Creation of a 3D artifact that would accurately demonstrate the cultural elements of their fictitious civilizations</p> <p>Interpretation of artifact evidence from the Big Dig Simulation presented to a "grant committee" in student-chosen format</p>
<p>What are the current methods of artifact excavation?</p>	<p>Artifacts</p> <p>Ecofacts</p> <p>Features</p> <p>Formulation of Research</p> <p>Implementation of Research</p> <p>Data Acquisition</p> <p>Data Processing</p> <p>Data Analysis</p> <p>Data Interpretation</p> <p>Publication</p> <p>Grid</p> <p>Vertical and Horizontal</p> <p>Provenience</p> <p>Datum</p>	<p>Streaming video/documentary that illustrates the excavation process</p> <p>If authentic outdoor dig is feasible and approved, the following tools will be necessary: PVC Pipe cut into 14-16 in segments, with 1/4 in hole drilled through the top portion approximately 1 inch from the top; fluorescent-colored twine to string through the holes in the PVC to create the excavation site grid; rubber mallets to hammer the PVC into the ground; 1 trowel per student; 3 sieves per group to sift through the removed dirt; graph paper for documenting artifact locations; 3 spades per group to remove top layer of excavation site; 2 tape measures per group; assorted brushes for cleaning off artifacts</p> <p>If circumstances do not permit the authentic dig, a virtual dig should be conducted using multimedia resources (Prezi is recommended for its three-dimension display capabilities)</p>	<p>Pre-test on tool usage</p> <p>Tool usage demonstrations</p> <p>Outdoor archaeological "Big Dig" simulation if feasible</p> <p>Virtual excavation if authentic outdoor simulation is not possible. Teacher should model the virtual excavation site using multimedia resources</p>	<p>Tool usage quiz that requires students to explain how the tool will be used in the excavation simulation, and how the tools compare to the more advanced tools used in genuine excavations</p> <p>Participation in the Big Dig Authentic or virtual excavation which includes the creation of artifacts, creation of an excavation site, writing a grant proposal, formulation of research, implementation of research, data acquisition, processing, analysis, interpretation, and multimedia publication</p>
<p>What are scientific methods for cleaning, interpreting, restoring, and preserving artifacts?</p>	<p>Chemical Solutions</p> <p>Carbon Dating</p>	<p>Text</p> <p>Streaming Video/Documentary that demonstrates the cleaning, restoring, and preserving of artifacts and carbon dating</p>	<p>Graphic organizers on how to clean and preserve specific materials</p> <p>Show video demonstrations of cleaning and preservation techniques from streaming video</p>	<p>Careers in archaeology presentation and reflection</p> <p>Excavation/preservation simulation</p>

SOC.9-12.6.2.12.D.2.d	Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
SOC.9-12.6.2.12.C.6.d	Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.
LA.11-12.R.CCR.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
LA.11-12.W.CCR.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.11-12.W.CCR.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA.11-12.WHST.11-12.1.b	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
LA.11-12.WHST.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LA.11-12.WHST.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Differentiation

This is an extremely hands-on unit that can be differentiated by student interest. Students will work within a variety of modalities including visual, kinesthetic, auditory, and spatial during the authentic or virtual dig. Verbal and written instructions are easily supplemented with images and multimedia presentations. For the culture-creation and excavation simulation components students can be arranged in multi-level learner groupings and assigned specific roles. Presentations can be made using student choice of format.

Technology

Videos will be useful for instruction prior to the Big Dig Simulation. If possible, coordinate with your school's science teachers to see if an artifact preservation simulation would be possible using school-approved materials. Students can be required to present a multimedia grant proposal or presentation on their findings from the Big Dig Simulation.

College and Workplace Readiness

This unit requires a great deal of inferential thinking and requires the student to draw conclusions. Writing a Grant Proposal is a skill that can be easily adapted to résumé writing, scholarship applications, and work proposals. The Big Dig Excavation and Artifact Analysis simulations are career specific to archaeology, however, the excavation process and maintaining the integrity of evidence is a useful skill in law enforcement and litigation.

Unit 03: Physical Anthropology

Unit Plan

Enduring Understandings:

All societies attempt to explain the nature of human existence.
Science is a catalyst for social change.
Evidence is open to cultural and scientific interpretation.

Essential Questions:

What is Darwin's Theory of Evolution?
What common themes can be found in ancient and modern belief systems?
What are the major elements of the debate between evolution and creationism?
How has Scientific Theory changed over time?
How do personal beliefs impact individual interpretation of historical evidence?
How have the standards of evidence in the legal system changed over time?
How can a complete and thorough analysis be achieved when evidence is lacking?

Unit Goals:

1. Students will be able to describe the process of human evolution
2. Students will be able to examine and evaluate historic and scientific evidence supporting the theory of evolution
3. Students will be able to discuss and debate the significance of the Scopes Monkey Trial
4. Students will be able to evaluate the modern impact of Darwin's Theory of Evolution

Recommended Duration: 4-5 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
What is Anthropology?	Definition of Anthropology Four Branches of Anthropology Occupations in Anthropology	Internet websites highlighting the Four Branches of Anthropology Text Multimedia presentation on the definition of Anthropology and the Four Branches of Anthropology Streaming video clips showing examples occupations in each branch of Anthropology	Multimedia presentation on the comprehensive definition of Anthropology and the four (4) Disciplines of Anthropology Textbook reading: <i>Hot Asset- Anthropology Degree</i> by Del Jones Research and create a want advertisement for a possible career choices for a major in Anthropology	Pre-test on knowledge of Anthropology Want Advertisement project Class discussion
What are the different theories for the creation of the universe?	Discuss and debate the theories surrounding the creation of the universe, including: Theory of Evolution Creationism/Intelligent Design Ancient Myths on the creation of the universe Big Bang Theory Steady State Theory	Classroom debate and discussion on teaching evolution in the classroom Internet sources on evolution and intelligent design Multimedia presentations on the different theories of the creation of the universe Text	Classroom debate on the teaching of evolution in school Persuasive essay on the topic Evolution vs. Creationism/Intelligent Design Create a children's storybook including all of the ancient myths on the creation of the universe	Quiz on the theories of the creation of the universe Persuasive essay Classroom debate and debate prep Unit test Children's storybook project
What are the different theories on the origins of life on Earth?	Discuss and debate the theories surrounding the Origins of Life, including: Creationism Panspermia Materialism Vitalism Mechanism	Classroom debate and discussion on the different origins of life on Earth Internet to research theories of the origins of life on Earth for their Teacher for a Day Project Multimedia presentations to present information and complete Teacher for a Day Project Text	Jigsaw method of sharing on different theories/frameworks for the origins of life on Earth Graphic organizer to compare the varying theories Teacher for a Day Project: Students will create multimedia presentations to teach the class about their assigned theory. Include: notes, do now, lesson activity, and classroom interaction	Quiz Debate Analytical evaluation of the varying theories in a fictitious letter to a textbook editor

<p>How has Charles Darwin's Theory of Evolution changed the way people view the origins of life on Earth?</p>	<p>Natural Selection Social Darwinism</p>	<p>Magazine articles on Evolution</p> <p>Web quest, including Darwin's Theory of Evolution, Natural Selection, and Social Darwinism</p> <p>Text</p>	<p>Before/after comparison using a graphic organizer</p> <p>Highlight synopsis of prior theories and Evolution</p> <p>Discussion based on Social Darwinism theories (readings from George Fitzhugh can be used to enrich Black History Month)</p>	<p>Social Darwinism position paper</p>
<p>What impact has the Scopes Trial had on the legitimacy of creationist views?</p>	<p>Faith-based Beliefs v. Scientific Theory</p> <p>State by State guidelines for teaching evolution</p>	<p>Text</p> <p><i>Varying Viewpoints</i> reference books</p> <p>Newspaper clippings on recent debates on the teaching of evolution in schools</p> <p>Film analysis of <i>Inherit the Wind</i></p>	<p>Student gathering of information from online science curriculums</p> <p>Documentary viewing with guide</p> <p>Students will view the film <i>Inherit the Wind</i> on the Scopes Trial (Scene with Brady on the stand defending <i>The Holy Bible</i>)</p>	<p>Documentary viewing guide</p> <p>Reflection</p> <p>Film analysis questions/discussion</p>
<p>What is the significance of anatomy when discussing evolution?</p>	<p>Natural Selection Social Darwinism Vestigial body parts/organs Phenotype Genotype</p>	<p>Text</p> <p>Multimedia presentation on human vestigiality with photo evidence</p>	<p>View and take notes from a multimedia presentation and/or streaming video on human/primate anatomy</p> <p>"Survivor Simulation", using the pheno/geno types of students to create the "perfect/ideal" future generation</p>	<p>Quiz</p> <p>Participation</p> <p>Reflection</p> <p>"Futuristic Homo Sapiens" Project</p>
<p>What conclusions can be made from studying primate evolution?</p>	<p>Opposable Thumbs</p> <p>Primates: New World Monkeys Old World Monkeys Prosimians Gibbons Orangutans Gorillas Chimpanzees</p>	<p>Access to productivity suite to create graphic organizers on primates</p> <p>Films such as: <i>Jane Goodall: My Life with Chimpanzees</i> <i>Gorillas in the Mist</i></p> <p>Text</p>	<p>Discussion on different primate adaptations made over time</p> <p>Primate booklet: Outline primate lines leading to human beings</p> <p>View <i>Jane Goodall: My Life with Chimpanzees</i> or <i>Gorillas in the Mist</i> to compare and contrast humans and chimpanzees</p> <p>Create your own graphic organizer to organize notes on primates</p>	<p>Primate booklet project</p> <p>Film analysis</p>

<p>What conclusions can be made from studying early human relatives?</p>	<p>Bi-ped "Lucy"</p> <p>Earliest Human Relatives: <i>Australopithecus Afarensis</i> <i>Australopithecus Africanus</i> <i>Australopithecus Robustus</i> <i>Australopithecus Boisei</i></p> <p>Early Human Relatives: <i>Homo Habilis</i> <i>Homo Erectus</i> Neanderthal Cro Magnon</p>	<p>Documentary: <i>Walking with Cavemen</i></p> <p>Text</p> <p>Internet websites on Early human relatives and Bi-pedalism</p>	<p>Reading on bi-pedalism</p> <p>View the documentary: <i>Walking with Cavemen</i></p> <p>Create an informative brochure outline early human relatives</p>	<p>Unit test</p> <p>Early human relatives quiz on each separate species</p> <p>Documentary analysis questions</p> <p>Classroom discussion</p> <p>Early human relative brochure project</p>
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- LA.11-12.RST.CCR.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- LA.11-12.WHST.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- LA.11-12.RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
- LA.11-12.RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
- SOC.9-12.6.1.12.D.14.e Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.
- SOC.9-12.6.2.12.D.2.d Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
- SOC.9-12.6.2.12.C.6.d Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.
- LA.11-12.WHST.11-12.1.b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- SCI.9-12.5.3.12.E.1 Account for the appearance of a novel trait that arose in a given population.
- SCI.9-12.5.3.12.E.2 Estimate how closely related species are, based on scientific evidence (e.g., anatomical similarities, similarities of DNA base and/or amino acid sequence).
- SCI.9-12.5.3.12.E.3 Provide a scientific explanation for the history of life on Earth using scientific evidence (e.g., fossil record, DNA, protein structures, etc.).
- SCI.9-12.5.3.12.E.4 Account for the evolution of a species by citing specific evidence of biological mechanisms.

Differentiation

This unit lends itself to ample visual representations to illustrate themes and vocabulary. Streaming Video can be used to supplement magazine/newspaper readings. Students can be placed in varying level groups for the jigsaw method of student learning. Graphic organizers should be used for comparison and evaluation of research. Graphic organizers can be provided for students or created by students dependent on student ability. The "Teacher for a Day" project offers a variety of different activities students can choose to present their topic to the class.

Technology

Internet should be used to examine online science curriculum to uncover their stance on teaching the theory of evolution in school. Various presentations tools should be used by students to create their “Teacher for a Day” presentations. National Public Radio (NPR) could be streamed to enhance class debate and initiate discussion. Streaming Video of *Walking with Cavemen* can be used to supplement readings and create a visual experience for students. Students can use Microsoft Suite to complete many of the projects assigned in class.

College and Workplace Readiness

Analytical Comparison of theories requires inferential thinking, and critical evaluation skills. Students will work on a variety of communication skills, including persuasion to support their own opinions on the Evolution vs. Creationism debate.

Unit 04: Forensic Anthropology/Career Studies

Unit Plan

Enduring Understandings:

Understanding human qualities is a vital social skill.

Evidence is open to cultural and scientific interpretation.

Essential Questions:

How do personal beliefs impact individual interpretation of historical evidence?

How have the standards of evidence in the legal system changed over time?

How can a complete and thorough analysis be achieved when evidence is lacking?

What are major similarities and differences among cultures?

Unit Goals:

1. Students will be able to identify basic elements of Forensic Anthropology.
2. Students will be able to research different career options in the field of Anthropology.
3. Students will be able to identify colleges that specialize in the field of Anthropology.

Recommended Duration: 3 to 4 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
What is Forensic Anthropology?	Osteology Study of Skeletal remains Crime Scene Investigation	Internet resources on Forensic Anthropology and crime solving Multimedia presentation on an introduction to Forensic Anthropology Text Interactive white board for classroom presentations and video clips	Multimedia presentation on Forensic Science Discussion on Forensic Science and crime View clips from a <i>Forensic File</i> episode Forensic Anthropology acrostic poem	Class discussion questions Episode analysis questions Acrostic poem
What is Osteology?	Study of bones Differences between male and female bone structure	Text Multimedia presentation outlining bone structure and anatomy Photo analysis on bone structure and skulls, highlight male and female differences Streaming video clips of crime scene investigators in action	Multimedia presentation on Osteology Photo analysis of bone structure and skulls Reading: <i>Skeletons in the Cupboard: what a human bone specialist can tell from your bones</i> Create posters to label various body parts	Photo analysis chart Class discussion Poster project Bone structure quiz
How do Forensic Anthropologists assist with Crime Scene Investigation?	Crime Scene Investigation Crime Scene Procedure Job Description Role in Court	Legal and/or forensic television drama episode Internet to research crime scene procedure Streaming video with examples of crime scene investigation Crime scene simulation artifacts	View legal and/or forensic television drama and have students evaluate for feasibility, accuracy, and answer analysis questions Create crime scenes to analyze in small groups (provide evidence and review procedure) Multimedia presentation on crime scene methods and procedure	Episode analysis questions Crime scene simulations Crime scene methods quiz
What is the significance in advancements in DNA Testing?	DNA Technology DNA Testing Criminal Cases: Clyde Charles Earl Washington Joseph Roger O'Dell Roy Criner	Text Internet to access OJ Simpson Trial transcripts Streaming video of courtroom testimony from expert witnesses in famous criminal trials	Case Study: Find a recent criminal trial where DNA evidence was used to convict or prove the innocence of the accused. Students create journal entries of an innocent man/woman in prison Reading: <i>New Science for the Murder Victim Search</i> by Jessica Snyder Sachs	Essay on criminal trials and DNA testing Case study questions Journal

<p>What can you do with a Major/Minor in Anthropology?</p>	<p>Career Studies Resume Writing Job Descriptions Education College/Universities</p>	<p>Internet resources to research possible career choices in the field of Anthropology</p> <p>Multimedia presentations to present career projects to the class</p> <p>Streaming video clips of examples of experts in each career field</p> <p>Resume examples</p> <p>Interview Skills check list</p>	<p>Choose a career in Anthropology to research</p> <p>Create a resume to apply for a career in the field of anthropology</p> <p>View clips on various careers in Anthropology</p> <p>Mock interview assignment</p>	<p>Mock resume project</p> <p>Unit test</p> <p>Career research project and presentation</p> <p>Class discussion</p>
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- SOC.9-12.6.2.12.D.2.d Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
- LA.9-10.R.CCR.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- LA.9-10.R.CCR.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- LA.9-10.W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- LA.9-10.RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- LA.9-10.WHST.9-10.1.a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- LA.9-10.WHST.9-10.1.b Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- SCI.9-12.5.1.12.A.1 Refine interrelationships among concepts and patterns of evidence found in different central scientific explanations.
- SCI.9-12.5.1.12.A.c Revisions of predictions and explanations are based on systematic observations, accurate measurements, and structured data/evidence.

Differentiation

Students will engage in a number of different activities throughout the unit to reach a variety of different learning styles. Teachers can offer a variety of options for projects throughout the unit to reach different learning styles. A Bingo Board homework activity on Forensic Anthropology can be applied to this unit where students will have to choose three different mini projects to complete at home. The projects will cover a variety of learning styles and students will have their choice of any three.

Technology

Students will use many different forms of technology to help better their learning experience. Students will use: multimedia presentations to obtain and present information; streaming videos and movie clips will be used to address visual learners; the use of a teacher website will be utilized to remind students of important due dates; students will use blogs and online forums to post questions and comments in an open forum; video production software will be utilized to create advertisements for different career options. Students will also study advancements in DNA technology and the impact of those advancements in criminal law cases.

College and Workplace Readiness

Students will engage in a final project to research a career in Anthropology. Students will provide information, including: education, salary, job description, college/university options, famous practitioners, etc. Students will also learn how to create a proper resume for applying for a profession after college. Students will leave the class with a resumé template that they can take with them to college and use for job applications later in life.