

Ledyard Public Schools Social Studies Curriculum Grade 9-12

Elective (1.0): Anthropology

I. Description and Purpose of the course

Anthropology is an elective full credit course in the Social Studies department open to grades 9-12 and is aligned to the National Council for Social Studies and the college career and civic life (C3) framework for social studies state standards: guidance for enhancing the rigor of K-12 civics, economics, geography, and history.

Anthropology is an introductory course investigating humankind through its physical, cultural, and archeological past and present. The central focus will be cultural behavior, a feature unique to humans. Topics investigated may include theories of evolution, early man, kinship, excavation, and other cultural variables, including the study of religions, food, and economics of cultures around the world. Reading, communication, and analytical skills are emphasized.

II. Academic Expectations

Anthropology students are expected to:

- 1) Read and write critically and effectively for a variety of purposes.
- 2) Communicate information clearly and effectively in a variety of settings.
- 3) Demonstrate critical thinking and problem solving skills effectively.
- 4) Employ effective research and study skills.

LPS Social Studies Curriculum Unit Planner

Grade Level: 9-12

Unit One: Introduction to Anthropology

Timeline: 2 Weeks

Unit Overview and Objective: In this unit, students will explore and evaluate the four major fields in anthropology. The introduction will include an overview of archaeology, physical anthropology, linguistics, and cultural anthropology.

Theme(s):

Theme 1 - Culture: Through the study of culture and cultural diversity, learners understand how human beings create, learn, share, and adapt to culture, and appreciate the role of culture in shaping their lives and society, as well the lives and societies of others.

Theme 9 - Global Connections: The realities of global interdependence require an understanding of the increasingly important and diverse global connections among world societies.

Essential Questions

1. How does anthropology reflect both the sciences and the humanities?

Supporting Questions

1. What are the four fields of anthropology?
2. How does each field reflect the sciences and/or the humanities?

Vocabulary

physical anthropology, archeology, ethnography/cultural anthropology, linguistics, human universalism, holism, integration, adaptation, cultural relativism, ethnocentrism

Teacher Notes

This introduction unit provides students with an opportunity to begin and practice the inquiry process while providing a general overview of the four fields of anthropology. Those fields will then become the units students delve into throughout the course in more detail.

Dimension 1 - Developing Disciplinary Questions: Students are expected to examine the key aspects of the study of Anthropology using inquiry created by themselves and/or the teacher.

Dimension 2 - Applying Disciplinary Concepts: Students are expected to determine ways that Anthropology relates to culture, politics, economics, and society.

Inquiry Standards: (C3 Frameworks for Social Studies)

D1.1 9-12 Explain how a question reflects an enduring issue in the field.

D1.4 9-12 Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

D1.5.9-12 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources

Priority Disciplinary Standards:

This is an elective course that does not solely fit under a specific lens of social studies (Civics, Economics, Geography, History). Therefore, the priority standards come from the supporting standards from one or more of the four lenses.

Supporting Disciplinary Standards: (C3 Frameworks for Social Studies)

D2.Geo.4.9-12. Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.

D2.His.13.9-12. Critique the appropriateness of the historical sources used in a secondary interpretation.

Key Concepts/Content to be addressed:	<ul style="list-style-type: none"> - What is anthropology - The four fields of anthropology - Cultural Relativism versus Ethnocentrism
Instructional Activities and Skills:	<ul style="list-style-type: none"> - Inquiry lesson on what is anthropology and the four fields - Guess what field it is; review activity - Nacirema reading activity (cultural relativism) - 4 Modern anthropologists (connection to real world uses)
Formative Performance Tasks	<p>Entrance and exit tickets</p> <p>Informal review assessments</p>

Dimension 3 - Using Evidence: Students are expected to use and evaluate evidence from a wide variety of credible sources.

Dimension 4 - Communicating Conclusions: Students are expected to take informed action to communicate conclusions using relevant data and information to answer questions posed for each unit.

Priority Standards: (C3 Frameworks for Social Studies)

D3.1.9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

D4.2.9-12. Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).

D4.3.9-12 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

D4.6.9-12 Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

[CCSS.ELA-LITERACY.RH.11-12.2](#)

[CCSS.ELA-LITERACY.RH.11-12.7](#)

Summative Assessments	End of unit quiz
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Resources	<i>Anthropology Text Ember and Ember and Peregrine 2016 14th edition</i> Nacirema reading Modern day anthropologist readings
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LPS Social Studies Curriculum Unit Planner

Grade Level: 9-12

Unit Two: Archaeology

Timeline: 6 Weeks

Unit Overview and Objective: In this unit students will explore the field of archaeology. Students will be able to examine the processes used in the field and in the lab. As well as apply their knowledge in real world examples.

Theme(s):

Theme 1 - Culture: Through the study of culture and cultural diversity, learners understand how human beings create, learn, share, and adapt to culture, and appreciate the role of culture in shaping their lives and society, as well the lives and societies of others.

Theme 3 - People, Places, and Environments: This theme helps learners to develop their spatial views and perspectives of the world, to understand where people, places, and resources are located and why they are there, and to explore the relationship between human beings and the environment.

Theme 8 - Science, Technology, and Society: By exploring the relationships among science, technology, and society, students develop an understanding of past and present advances in science and technology and their impact.

Compelling Questions	1. How has archeology contributed to the understanding of man?
Supporting Questions	1. What are the steps in the archeological process and how do they work? 2. What are examples of well known archaeology sites and what do they tell us about humankind?
Vocabulary	excavation, preliminary site map, datum point, grid, site surface map, artifact, ecofact, feature, fossil, context, midden, stratification, radiocarbon dating, seriation, dendrochronology, geologist, draftsman, surveyor, paleoanthropologist, geochemist, palynologist, pedologist, petrologist, paleontologist,
Teacher Notes	In this unit the teacher will provide an overview of an excavation and the jobs/tasks that will be needed to complete one. Students will have the opportunity to practice the different types of mapping and analysis of artifacts leading up to the idea of how this process creates context about the artifacts and the people that used them. The end of the unit will culminate with a field trip with the Mashantucket Museum to do a real life excavation. This ties to local Native American history and culture.

Dimension 1 - Developing Disciplinary Questions: Students are expected to examine the key aspects of the study of Anthropology using inquiry created by themselves and/or the teacher.

Dimension 2 - Applying Disciplinary Concepts: Students are expected to determine ways that Anthropology relates to culture, politics, economics, and society.

Inquiry Standards: (C3 Frameworks for Social Studies)

D1.1 9-12 Explain how a question reflects an enduring issue in the field.

D1.4 9-12 Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

D1.5.9-12 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources

Priority Disciplinary Standards:

This is an elective course that does not solely fit under a specific lens of social studies (Civics, Economics, Geography, History). Therefore, the priority standards come from the supporting standards from one or more of the four lenses.

Supporting Disciplinary Standards: ([C3 Frameworks for Social Studies](#))

D2.Geo.5.9-12 Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions

D2.Geo.6.9-12 Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.

D2.His.1.9-12 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

D2.His.8.9-12 Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.

D2.His.16.9-12 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

Key Concepts/Content to be addressed:	<ul style="list-style-type: none"> - Process of archaeology (steps involved) - Application of this process (both real world and historical examples)
Instructional Activities and Skills(Suggested)	<ul style="list-style-type: none"> - Webquest on archaeology basics - Matching game on jobs at the dig and lab - Preliminary site map creation - Piedmont map (site surface map activity) - Cactus Ruin (paper excavation simulation) - Artifact analysis activities - Dating techniques and practice - Famous archaeology excavation around the world project - Archaeology Magazine article analysis
Formative Performance Tasks	<p>Entrance and exit tickets</p> <p>Informal review assessments</p>

Dimension 3 - Using Evidence: Students are expected to use and evaluate evidence from a wide variety of credible sources.

Dimension 4 - Communicating Conclusions: Students are expected to take informed action to communicate conclusions using relevant data and information to answer questions posed for each unit.

Priority Standards: ([C3 Frameworks for Social Studies](#))

D3.1.9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

D4.2.9-12. Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).

D4.3.9-12 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

D4.6.9-12 Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

[CCSS.ELA-LITERACY.RH.11-12.2](#)

[CCSS.ELA-LITERACY.RH.11-12.7](#)

Summative Assessment/	- End of unit assessment on Archaeology
Featured Sources	<p><i>Anthropology Text Ember and Ember and Peregrine 2016 14th edition</i></p> <p>How do you decide where to dig? Video</p> <p>The Excavation Process video</p> <p>Starting an archaeological dig video</p>

LPS Social Studies Curriculum Unit Planner

Grade Level: 9-12

Unit Three: Physical Anthropology

Timeline: 4 Weeks

Unit Overview and Objective: In this unit students will explore the evolution of earth and mankind using the geological record and fossil evidence of early man. Critical thinking and evidence analysis will be woven throughout.

Theme(s):

Theme 3 - People, Places, and Environments: This theme helps learners to develop their spatial views and perspectives of the world, to understand where people, places, and resources are located and why they are there, and to explore the relationship between human beings and the environment.

Theme 8 - Science, Technology, and Society: By exploring the relationships among science, technology, and society, students develop an understanding of past and present advances in science and technology and their impact.

Compelling Questions	1. What factors contributed to man's evolution?
Supporting Questions	1. What role does physical anthropology play in the world today? 2. How has geography played a role in the evolution of man? 3. How has evolutionary theory developed over time? 4. What are the differences between the early stages of man?
Vocabulary	Proterozoic, Paleozoic, Mesozoic, Cenozoic, fossils, primatology, natural selection, Gradualism, Punctuated Equilibrium, Darwin, Lamarck, dominant and recessive genes, gene flow, genetic drift, pangea, australopithecines, homo groups, bipedal, mandible, pelvis, calipers
Teacher Notes	Students will research both the physical and cultural development of man overtime. Additionally, they will look at how that same skeletal information can be used in modern day with Forensic Anthropology as a real world application. It is important to note that Anthropology as a discipline promotes both the scientific view of evolution and the cultural view of religion when exploring mankind's origins.

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Dimension 2 - Applying Disciplinary Concepts: Students are expected to determine ways that Anthropology relates to culture, politics, economics, and society.

Inquiry Standards: (C3 Frameworks for Social Studies)

D1.1 9-12 Explain how a question reflects an enduring issue in the field.

D1.4 9-12 Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

D1.5.9-12 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources

Priority Disciplinary Standards:

This is an elective course that does not solely fit under a specific lens of social studies (Civics and Government; Modern World History; United States History) Therefore, the priority standards are in effect the supporting standards from one or more of the three lenses.

Supporting Disciplinary Standards: (C3 Frameworks for Social Studies)

D2.Geo.6.9-12 Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.

D2.Geo.7.9-12 Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.

D2.Geo.12.9-12 Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.

D2.His.8.9-12 Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.

Key Concepts/Content to be addressed:	<ul style="list-style-type: none"> - Process of Earth's evolution - Fossil evidence - Man's evolution (physical and cultural)
Instructional Strategies and Skills (Suggested)	<ul style="list-style-type: none"> - Geological Timeline of Earth (different eras, periods, epochs and what it looked like) - Different evolutionary ideas/theories ending with Natural selection (text reading) - Heredity and Genes (text reading) - Physical/social differences of nonhuman primates and man (Center for Learning and Nat. Geo video) - Early man migration (maps from Center for learning) - Early Man project - Early homo sapiens ("Mankind: Story of All of Us" video) - Modern application: forensic anthropology (Body Farm, webquest, No bones about it lab)
Formative Performance Tasks:	<ul style="list-style-type: none"> - Entrance and exit tickets - Informal review assessments

Dimension 3 - Using Evidence: Students are expected to use and evaluate evidence from a wide variety of credible sources.

Dimension 4 - Communicating Conclusions: Students are expected to take informed action to communicate conclusions using relevant data and information to answer questions posed for each unit.

Priority Standards: (C3 Frameworks for Social Studies)

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D4.3.9-12 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

D4.6.9-12 Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

[CCSS.ELA-LITERACY.RH.11-12.2](#)

[CCSS.ELA-LITERACY.RH.11-12.7](#)

Summative Assessment/Extensions with evidence based claims	<ul style="list-style-type: none"> - Physical Anthropology Unit Test - Early Man project
Featured Sources	<p><i>Anthropology Text Ember and Ember and Peregrine 2016 14th edition</i></p> <p>Anthropology The Center for Learning 2011</p> <p>National Geographic video: Monkeys, Apes and Man</p> <p>Mankind: The Story of All of Us: Inventors (episode 1) found in LHS Library and online in Edpuzzle</p>

LPS Social Studies Curriculum Unit Planner

Grade Level:9-12

Unit Four: Cultural Anthropology

Timeline: 20 + Weeks

Unit Overview and Objective: In this unit, students will explore how every society has universal cultural components but because of social norms, environment, resources, history, etc these universal aspects may be varied around the world. Students will also apply the knowledge and skills they have acquired to research and present on several case studies of different indigenous groups.

Theme(s):

Theme 1 - Culture: Through the study of culture and cultural diversity, learners understand how human beings create, learn, share, and adapt to culture, and appreciate the role of culture in shaping their lives and society, as well the lives and societies of others.

Theme 3 - People, Places, and Environments: This theme helps learners to develop their spatial views and perspectives of the world, to understand where people, places, and resources are located and why they are there, and to explore the relationship between human beings and the environment.

Theme 4 - Individual Development and Identity: Personal identity is shaped by family, peers, culture, and institutional influences. Through this theme, students examine the factors that influence an individual's personal identity, development, and actions.

Theme 5 - Individuals, Groups, and Institutions: Institutions such as families and civic, education, governmental, and religious organizations, exert a major influence on people's lives. This theme allows students to understand how institutions are formed, maintained, and changed, and to examine their influence.

Theme 9 - Global Connections: The realities of global interdependence require an understanding of the increasingly important and diverse global connections among world societies.

Compelling Questions	<ol style="list-style-type: none"> 1. How and why do people define their values and beliefs? 2. How does culture and geography influence human behavior
Supporting Questions	<ol style="list-style-type: none"> 1. What are the universal trends within culture and how do these trends affect society as a whole? 2. What is the relationship (patterns or interactions) among geography, history, and culture? 3. What is the ethnographic process and purpose?
Vocabulary	<p>Kinship: matri/patri lineage, residence patterns, polygamy, polygyny, polyandry</p> <p>Economics: per capita, reciprocity, horticulturist, pastoralist, food collector, industrial, market foragers</p> <p>Diet/Food: horticulturist, pastoralist, food collector, industrial</p> <p>Religion and magic: rites of passage, magic, shaman, ancestor spirits, polythesitic, monotheistic</p> <p>Arts: egalitarian, stratified</p> <p>Ethnographic research: participant observation, Yanamami</p>
Teacher Notes	<p>This unit focuses primarily on the humanities component of this course. It is here where students can explore areas and cultures of interest while broadening their worldview and simulations or experiences like International Food Day. Here they are challenged to embrace cultural relativism (seeing other cultures through that culture's eyes or views) and will apply this knowledge in multiple case study assignments.</p>

Dimension 1 - Developing Disciplinary Questions: Students are expected to examine the key aspects of the study of Anthropology using inquiry created by themselves and/or the teacher.

Dimension 2 - Applying Disciplinary Concepts: Students are expected to determine ways that Anthropology relates to culture, politics, economics, and society.

Inquiry Standards: (C3 Frameworks for Social Studies)

D1.1 9-12 Explain how a question reflects an enduring issue in the field.

D1.4 9-12 Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

D1.5.9-12 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources

Priority Disciplinary Standards:

This is an elective course that does not solely fit under a specific lens of social studies (Civics and Government; Modern World History; United States History) Therefore, the priority standards are in effect the the supporting standards from one or more of the three lenses.

Supporting Disciplinary Standards: (C3 Frameworks for Social Studies)

D2.Geo.2.9-12 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.

D2.Geo.5.9-12 Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.

D2.Geo.6.9-12 Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.

D2.Geo.11.9-12 Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.

D2.His.16.9-12 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

Key Concepts/Content to be addressed:	<ul style="list-style-type: none"> - Kinship and descent patterns (2 weeks) - Marriage practices worldwide (1 week) - Economics (Resources and their impact) (2 weeks) - Food and environment (2weeks) - Arts (1 week) - Language (influencers) (1 week) - Religions and Magic (2 weeks) - Government (1weeks) - Ethnographic research (3 weeks)
Instructional Strategies and Skills (Suggested)	<ul style="list-style-type: none"> - Different cultures origins stories - Kinship Diagrams - Marriage patterns and case studies - Trade simulation - World wide poverty project - Language Influencers and gestures - International Food Day - Cultural Food Case study

	<ul style="list-style-type: none"> - Hungry Planet activity - Water access simulation - Art traditions samples activity - Religions of the world case study - Rites of Passage samples activity - Ethnographic research (Yanamamo case study) - Fieldwork Ethical Dilemmas simulation - Indigenous people final project case study presentation
Formative Performance Tasks	<ul style="list-style-type: none"> - Entrance and exit tickets - Informal review assessments - Quizzes
<p>Dimension 3 - Using Evidence: Students are expected to use and evaluate evidence from a wide variety of credible sources.</p> <p>Dimension 4 - Communicating Conclusions: Students are expected to take informed action to communicate conclusions using relevant data and information to answer questions posed for each unit.</p>	
<p>Priority Standards: (C3 Frameworks for Social Studies)</p> <p>D3.1.9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p> <p>D4.2.9-12. Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).</p> <p>D4.3.9-12 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).</p> <p>D4.6.9-12 Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.</p> <p>CCSS.ELA-LITERACY.RH.11-12.2</p> <p>CCSS.ELA-LITERACY.RH.11-12.7</p>	
Summative Assessment/Extensions with evidence based claims	<ul style="list-style-type: none"> - Unit Test on Cultural Universals - Case Study on Indigenous people presentation
Featured Sources	<p><i>Anthropology Text Ember and Ember and Peregrine 2016 14th edition</i></p> <p>Anthropology The Center for Learning 2011</p> <p>Story of God TV series Episode (teacher hard copy; online Netflix)</p> <p>Living on a Dollar video (teacher hard copy; online Amazon video)</p> <p>Bizarre Foods with Andrew Zimmern (Mongolia)</p> <p>Yanamamo: Warriors of the Amazon (Teacher hard copy only)</p>