

SOCIAL STUDIES

Ledyard Public Schools

CURRICULUM FOR

ANTHROPOLOGY

Grades 9-12

Social Studies K-12 Themes

1. How and why do people define their values and beliefs?
2. How are social and political institutions structured to address the rights and responsibilities of individuals and groups of people?
3. How does the interaction among people, technology, and the environment influence history?
4. How does society deal with unlimited wants and limited resources?
5. How do cooperation and conflict influence civilization?
6. What is the relationship (patterns or interaction) among geography, history, and culture.
7. What can we learn from analyzing major historical events?

COURSE TITLE: ANTHROPOLOGY
GRADE 9-12
Essential Questions

1. What role does anthropology play in the world today?
(Themes 1, 3, 4)
2. How has geography played a role in the evolution of man?
(Themes 4, 6)
3. How does culture influence human behavior?
(Themes 1, 3, 6)
4. How has archeology contributed to the understanding of man?
(Themes 3, 4)
5. What are the universal trends within culture and how do these trends affect society as a whole?
(Themes 1, 2, 3)
6. What factors contributed to mans evolution?
(Themes 4, 6, 7)
7. How does culture create and establish cultural norms?
(Themes 1, 2, 5)
8. How does anthropology reflect both the sciences and humanities?
(Themes 1, 3)

**COURSE TITLE: ANTHROPOLOGY
GRADE 9-12 Overview
UNIT AND FOCUS QUESTIONS**

Unit 1: Archaeology (Three Weeks)

FQ1: What is the archaeological process and purpose?

FQ2: What are some of the major archaeological finds and their impact?

Unit 2: Physical Anthropology (Four Weeks)

FQ1: How has the evolutionary theory developed over time?

FQ2: What are the differences between the early stages of man?

Unit 3: Cultural Anthropology (Eight Weeks)

FQ1: What are cultural universals?

FQ2: How is culture affected by its environment?

FQ3: What is the ethnographic process and purpose?

Unit 4: Modern Anthropology (Four Weeks)

FQ1: What is applied anthropology and how can it explain global social problems?

**COURSE TITLE: ANTHROPOLOGY
GRADE 9-12
UNIT AND FOCUS QUESTIONS**

Academic expectations met:

#2: Speak clearly and communicate ideas accurately in a variety of settings.

#4: Employ effective research and study skills

Unit 1: Archaeology

FQ1: What is the archaeological process and purpose? (EQ 1, 4)

Goals of Archaeology

Types of Archaeology

Dating Techniques

Excavation

S4, PS3: The students will be active learners at cultural institutions such as museums and historical exhibitions through visiting and encounter with museum and staff.

FQ2: What are some of the major archaeological finds and their impact? (EQ 1, 4, 6)

Lucy

Pitldown Hoax

Current finds

S3, PS3: The students will demonstrate an understanding of the ways that cultural encounters and the interactions of people of different cultures in pre-modern as well as modern times have shaped new identities and ways of life through classroom reading and written focus questions as well as hands on activities with “artifacts” and internet exercises and writing article analysis.

NOTES TO TEACHER:

This unit works best with hands on experience. Utilize the “Doing archaeology” text. Take the students outside to set up a dig site. Visit the Museum and get a behind the scenes tour with Kevin McBride. Also all material bins and sand to run a “mock dig” are in the book closet.

RESOURCES:

Provided resources

Classrooms Texts:

Anthropology 12th edition (internet activities at end of each chapter)

Doing Archaeology: a hands on lab manual

Outside readings and handouts

Documents

Computers

SUGGESTED ACTIVITIES:

1. Mock Dig
2. Fossil and lab team member’s article and memory card game.
3. How we map a site (outside activity)
4. Seriation activity (cups from Mycenae)
5. Modern Archaeology: “Rubbish, Trash, and Garbage experiment”
6. Internet Archaeology packet
7. Field Trip to Mashantucket Museum Archaeology Department
8. Archaeology magazine article analysis

ASSESSMENTS:

Essential Questions

Focus questions

Test/Quizzes

Performance Tasks

Teacher observations
Formative assessments
CRISS strategies

Unit 2: Physical Anthropology

FQ1: How has the evolutionary theory developed over time?

(EQ 2, 6)

Forensic Anthropology
Early Evolution History and Theories
Natural Selection
Punnett Square
Contemporary Evolutionary Thought
Geological Time Chart

S1, PS4: The students will evaluate data within the historical, social, political and economic context in which it was created, testing its credibility and evaluating its bias through research and whole group discussion.

S2, PS2: The students will evaluate data within the historical, social, political and economic context in which it was created, testing its credibility and evaluating its bias.

S4, PS5: The students will describe relationships between historical subject matter and other subjects they study, current issues and personal concerns in writing.

S10, PS2: The students will explain the operation and interaction of different natural systems (such as climate and oceans) to understand global change and how it effected human migration and evolution through map work.

FQ2: What are the differences between the early stages of man?
(EQ 2, 3, 6)

Primate Connection

Australopithecines

Homos

Current Finds

Ice Man

Cave Paintings

S2, PS2: The students will locate the events, peoples, and places they have studied in time and place (e.g., on a timeline and map) through creation of children's book

S11, PS1: The students will describe the consequences of human population patterns and growth trends over time through reading and graph work.

NOTES TO TEACHER:

Make sure you stress that this is the “scientific” explanation and aspect of anthropology. Deal with the evolution and how anthropology allows for both explanation (cultural and scientific development of man). Focus on the Rise of Man aspect and how modern man emerge (different groups)

RESOURCES:

Provided resources:

Classroom text:

Anthropology 12th edition (internet activities at end of each chapter)

Field Guide to Early Man (classroom set)

Outside readings and handouts

Documents

Computers

SUGGESTED ACTIVITIES:

1. Osteointeractive (forensics)
2. Early Man children's book
3. Monkey's Ape and Man video
4. Iceman story
5. Laetoli footprints lab
6. Lucy reading

ASSESSMENTS:

Essential questions
Focus questions
Tests/quizzes
Performance Tasks
Formative assessments
Teacher observations
CRISS strategies

Unit 3: Cultural Anthropology

FQ1: What are cultural universals? (EQ3, 5, 7)

Religion & Magic

Politics

Economics

Food

Kinship & Marriage

Art

Communication & Linguistic Anthropology

S1, PS3: The students will interpret oral traditions and legends as histories through a small group comparison and questions as well as creation of their own myth

S3, PS1: The students will describe basic tenets of the world religions that have acted as major forces throughout history, including, but not limited to, Buddhism, Christianity, Hinduism, Islam and Judaism, and indigenous popular religions through internet research and presentation

S3, PS2: The students will give examples of the visual arts, dance, music, theatre and architecture of the major periods of history and explain what they indicate about the values and beliefs of various societies through power point presentation

S3, PS6: The students will demonstrate an understanding of the ways race, gender, ethnicity and class issues have affected individuals and societies in the past through reading, question and response, and internet research and power point (above)

FQ2: How is culture affected by its environment? (EQ3,5,7)

South and Central America

Africa

Middle East

Asia

South Pacific

Native Americans

CS9, PS4: The students will explain why places and regions are important to human and cultural identity and stand as symbols for unifying society produce a cultural documentary.

CS9, PS5: The students will analyze ways different groups in society view places and regions differently produce a cultural documentary.

FQ3: What is the ethnographic process and purpose? (EQ3,7)

How to conduct ethnographic fieldwork
Yanomamo Peoples

S4, PS4: The students will display empathy for people who have lived in the past through reading, questions and cartoon creation.

NOTES TO TEACHER:

Cover the cultural universals first. Then get into specific cultures and their histories. Can gear cultures covered to student interests.

RESOURCES:

Provided resources:

Classroom text:

Anthropology 12th edition (internet activities at end of each section)

World Cultures Textbook (class set)

Outside readings and handouts

Documents

Computers

SUGGESTED ACTIVITIES:

1. Kinship diagrams
2. Religions of the world fact sheets
3. World art show presentation
4. Indigenous/non-industrial cultural study power point
5. Case Study: Yanomamo reading, video, culture shock cartoon
6. Cultural documentary video production

ASSESSMENTS:

Essential questions

Focus questions

Tests/quizzes

Performance Tasks

Teacher observations
Formative assessments
CRISS strategies

Unit 4: Modern Anthropology

Forensic Anthropology
Ethics
Problem Areas
Medical Anthropology
Natural Disasters and Famine
Crime
War and Terrorism

FQ1: What is applied anthropology and how can it explain global social problems? (EQ1,5,8)

S4, PS5: The students will describe relationships between current issues and personal concerns through internet research, class discussion and visual presentations

S13,PS4: The students will define, defend and predict how the use of specific resources may impact the future reading, researching and writing about specific case studies

NOTES TO TEACHER: This is where students really get a chance to explore the issues facing societies around the world and how anthropology can make a difference.

RESOURCES:

Provided resources:

Classroom Texts:

Anthropology 12th edition (internet activities at end of each chapter)

Outside reading and handouts
Documents
Computers

SUGGESTED ACTIVITIES:

1. World poverty posters
2. Issue and solutions activity (how we can change the world- what can LHS do?)
3. Current Case Studies internet report

ASSESSMENTS:

Essential questions
Focus questions
Test/quizzes
Performance tasks
Teacher Observations
CRISS strategies