

Anthropology (Grades: 9-10)

Prerequisite: Instructor Approval

Credit: 1 year, 1 credit, elective

Course Overview:

The discovery of a Stone Age tribe in the Pacific has sparked a renewed interest in less advanced civilizations. Indeed, from the Eskimo of the Polar wastelands to the natives of tropical Brazil, Africa and Australia, a variety of primitive peoples surround us. Anthropology is an attempt to learn what we once were as well as to gain insight into our own complex society. The course will be divided into two parts. The first half contains a concentration on paleoanthropology and archeology, the study of the origins of man and Stone Age society. Part two is an examination of culture and how it varies around the world.

Social Studies Content Strands

The following strands contain instructional elements integrated throughout the social studies grade and subject level content standards and benchmarks. Focus areas for integrated elements are 1) participation and application skills and 2) citizenship skills. The depth of implementation in each strand area varies with grade/subject and developmental levels of students. The outlined elements will also help students understand the use of communication skills in learning information in all content areas.

I. Participation and Application Skills

A. Study and Organization Skills

1. Notetaking and Outlining

- Classroom lecture/discussion material
- Suggested methods in classroom materials and those explained by the instructor

2. Demonstrating a Sense of Chronology

- Through the development and diversification of primates to modern man and the future of mankind
- Timeline activities

3. Identifying, Classifying and Summarizing Ideas

- Identification and classification of trends in the development and evolution of man
- Determining the cultural factors and their implications on mankind past and present

B. Communication Skills

1. Writing and Research

- Book reports and group projects

(Content Strands cont.)

- Group discussions
- Audio-visual material analysis and discussion
- 2. Listening and Oral
 - Attend lectures and participate in classroom discussions
 - Oral class presentation on current events in anthropological publications
 - Group discussion
 - Interpretation of audio-visual material presented to class
- 3. Reading and Vocabulary
 - Reading and text comprehension
 - Associated terms/concepts
 - Supplementary reading materials
- C. Map and Globe Skills
 - Identify the geographical development and diversification of man and ancestors
 - Continental drift theory
 - Voyage of Charles Darwin on the H.M.S. Beagle
- D. Group Participation Skills
 - 1. Conflict Resolution
 - Theories on the origin of life
 - 2. Simulations
 - Simulated dig
 - Artifact construction
 - Artifact interpretation
 - 3. Class Discussion
 - Ongoing throughout the course of study
 - Discussion of new information found in the archeological field

II. Citizenship Skills

- A. Comparing and Evaluation of Political Process
 - Relate how politics had often either hindered or furthered the development of new trends in anthropology
- B. Investigating Historical and Geopolitical Interrelationships
 - Destruction of fossils and artifacts in global conflicts
 - Sharing of ideas and techniques as well as international efforts in joint archeological digs (i.e., the Franklin Expedition)
- C. Evaluating the Contributions of Cultures and Regions
 - Ongoing throughout the course in lecture, discussion, and assignments
 - Culture universals in simulated dig
- D. Comparing Different Values, Traditions and Religious Beliefs
 - Ongoing throughout the unit on cultural anthropology
 - Myth and religion in primitive culture and modern society
 - Values and tradition in relation to environment
 - Growth, diversification and importance of culture universals

(Content Strands cont.)

- E. Exploring Social, Psychological and Economic Forces
 - Implications on the development of mankind from bipedal locomotion, tool use, family, home-base, fire, loss of estreus, weapons, big game hunting, agriculture, leisure time and modern technological advances
- F. Critical and Analytical Skills
 1. Drawing Inferences
 - From archeological data
 - During simulated dig
 2. Distinguishing Fact, Bias and Propaganda
 - Piltdown man
 - From analyzing text, periodicals, broadcast media and lecture/discussion
 - Ongoing throughout the course
 3. Understanding cause and effect relationships
 - Through interaction, analysis, and interpretations during simulated dig
 - Ongoing throughout the course
 4. Interpreting charts, graphs, tables, diagrams, and visuals
 - Critique and discuss audio-visuals on primates, development of man and Eskimo culture
 - Ongoing throughout the course
 5. Developing hypotheses and gathering and evaluating data
 - Creation of culture during dig
 - Artifact construction
 - Evaluation of archeological data
 - Ongoing throughout the course
 6. Using primary and secondary sources
 - Through the use of guest speakers, fossils and artifacts interpretation, periodicals, and audio-visuals
 - Internet use and research
 7. Relating the past to the present
 - Ongoing throughout the course
 - Re-creation of past cultures
 - Interpretation of archeological data
 - Study of existing primitive people
 8. Predicting the future using past and present trends
 - Inaccuracies of past predictions
 - Class discussions of new trends and techniques in the field

Social Studies Content Standards and Benchmarks

Standard 1: Students will analyze and discuss the various theories and historical background on the possible origins of life and its diversification on earth. (SSCS—1-4, 6)

Benchmarks

1.1 Students will recognize the importance of man’s need and desire to comprehend his origins. (1.12.2, 2.12.7, 3.12.1-3, 3.12.4, 4.12.2, 6.12.1-2, 6.12.7)

Students will:

	Essential Learnings	Assessment	Map
1.1.1	analyze and discuss the theories of biogenesis, creation, and spontaneous generation.	V, W	I, D for all.
1.1.2	compare and contrast the importance and function of myths and legends in respect to primitive and modern man.	V, W, P	
1.1.3	discuss the role of scientists such as Redi, Pasteur, Carl Sagen and theologians in relation to theories on the origin of life.	V, W	

1.2 Students will analyze and discuss the theory of evolution. (1.12.1-3, 3.12.6, 4.12.4-5, 6.12.7-8)

Students will:

	Essential Learnings	Assessment	Map
1.2.1	recognize the contributions and theories of Charles Darwin on evolution, adaptation, natural selection, mutation and survival of the fittest.	V, W, P	D
1.2.2	examine and discuss Darwin’s studies and travels on the Galapagos Islands and how this led to the writing of <u>Origin of the Species</u> and <u>The Descent of Man</u> .	V, W	I, D
1.2.3	discuss the controversy of teaching evolution and other theories on the origin of life from the Scopes Trial to the present. (video—“Inherit the Wind”)	V, W, O, P	I, D

1.3 Students will evaluate and analyze the various methods used in dating archeological information. (1.12.1-2, 3.12.2, 3.12.6, 4.12.1, 4.12.3, 6.12.2)

Students will:

	Essential Learnings	Assessment	Map
1.3.1	recognize the various relative and absolute dating techniques such as tree rings, stratigraphy, Carbon-14 and Pottassium-argon.	V, W, P	I
1.3.2	relate dating methods to the type of information to which they are applied.	V, W, P	I, D

1.3.3	compare and contrast the reliability and application of relative and absolute dating techniques.	V, W	D
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1.4 Students will apply dating techniques to the information and fossils that are continually discovered and analyzed from the Mesozoic Era. (3.12.1, 3.12.3-4, 4.12.1, 4.12.4)

Students will:

Essential Learnings		Assessment	Map
1.4.1	recognize and discuss the different time periods and cataclysmic events that occurred in the Mesozoic Era.	V, W, P	I, D
1.4.2	discuss the various forms of life and their versatility and adaptability to the changing world around them.	V, W	I
1.4.3	analyze the information on extinction in relation to cause and effect.	V, W	I, D
1.4.4	Compare and contrast the various theories regarding the end of the Mesozoic Era.	V, W, P	D

1.5 Students will compare and contrast the methods that today’s anthropologists use to evaluate how primordial man survived and diversified. (1.12.1, 1.12.3, 3.12.2-4, 4.12.1-4, 6.12.7)

Students will:

Essential Learnings		Assessment	Map
1.5.1	recognize how an anthropologist may gain information from archeological digs, re-creation of the past, and studying contemporary Stone Age tribes.	V, W, O, P	I, D
1.5.2	analyze and discuss how the field of anthropology is a continuous process of examining and interpreting the existing complexities and missing elements of evolution.	V, W	I, D
1.5.3	recognize and discuss existing and potential errors in the evaluation and interpretation of anthropological information.	V, W	D
1.5.4	discuss the process of historical inquiry as it relates to anthropology.	V, W	I
1.5.5	evaluate and synthesize Horace Milner’s essay “The Nacirema”.	W, O, P	I, D

Standard 2: Students will analyze and discuss the origin, sub-orders, physical characteristics, social characteristics and niches in which primates prosper drawing inferences to the possibility of apes and man sharing a common ancestry. (SSCS—1, 3, 4, 6)

2.1 Students will compare and contrast the differences and similarities between various primates. (1.12.1-2, 3.12.2, 3.12.6, 4.12.1, 6.12.3)

Students will:

Essential Learnings		Assessment	Map
2.1.1	recognize how pro-simii, old world monkeys, new world monkeys, as well as apes and man share physical and social	V, W, O, P	I, D for all.

2.1.2	characteristics. discuss the early misconceptions on monkeys and apes that were perpetuated by man.	V, W	
2.1.3	describe the different niches in which primates survive and thrive.	V, W, P	

2.2 Students will analyze the rise and growth of the field of primatology. (1.12.1, 1.12.3, 4.12.4, 6.12.1, 6.8.12)

Students will:

	Essential Learnings	Assessment	Map
2.2.1	analyze and recognize the contributions of primatologists such as Eugene Marais, George Schaller, Diane Fossey, and Jane Goodall.	V, W, P	I, D
2.2.2	recognize and interpret current data on gorillas, chimps, and orangutans.	V, W, P	I, D
2.2.3	explain and analyze the relevance of recent studies on social carnivores in relation to better understanding the development of early man on the open savanna.	V, W	I, D

Standard 3: Students will recognize the information available on the evolution of man and his primate ancestors. (SSCS—1-4, 6)

3.1 Students will evaluate and analyze the evolution, development and diversification of man.. (1.12.1-2, 2.12.6, 3.12.6, 4.12.1, 4.12.3-4, 6.12.1)

Students will:

	Essential Learnings	Assessment	Map
3.1.1	describe the “arboreal theory” and relate its connection to specific physical characteristics of monkeys, apes, and humans.	V, W	I, D
3.1.2	evaluate the theories of man’s ancestors descending from an arboreal environment.	V, W, P	I, D
3.1.3	recognize how life in a terrestrial environment may have benefited from the development of bipedal locomotion.	V, W, P	I, D
3.1.4	describe and evaluate the development, diversification, and impact of tools, weapons, scavenging, big game hunting, distribution of labor, loss of estreus, domestication of fire, agriculture, domestication of animals to the development of man.	V, W, O, P	I, D

3.2 Students will identify and evaluate the geographical origins and development of mankind. (1.12.1-3, 3.12.6, 4.12.1-3, 6.12.1-2, 6.12.7)

Students will:

	Essential Learnings	Assessment	Map
3.2.1	analyze fossil discoveries in Africa, Asia, the Middle East and Europe.	V, W, O, P	I, D
3.2.2	recognize the contributions of anthropologists such as L S. B. Leakey, Mary Leakey, Richard Leakey, Eugene Dubois, Raymond Dart and Margaret Mead.	V, W	I, D
3.2.3	compare and contrast the development and characteristics of australopithecus, homo habilis, homo erectus, Neanderthal, cro-Magnon, and modern man.	V, W, P	I, D
3.2.4	evaluate and compare the skeletal structure of the gorilla, australopithecus, homo erectus, Neanderthal to that of modern man.	V, W, P	I, D
3.2.5	discuss man's vestigial organs such as the coccyx, appendix, and tonsils.	V, W	I

Standard 4: Students will develop an understanding and appreciation of the cultural diversity that exists throughout the world. (SSCS—1-4, 6)

- 4.1** Students will develop an appreciation of the necessity to retain objectivity and a non-judgmental approach in studying world cultures. (1.12.2, 2.12.6, 3.12.3-4, 3.12.6, 4.12.2, 4.12.4-5, 6.12.6, 6.12.8)

Students will:

	Essential Learnings	Assessment	Map
4.1.1	recognize that culture is a reflection of the environment in which one lives.	V, W	I, D
4.1.2	develop an open-minded approach and avoid value judgments as well as comparisons in studying other societies and cultures.	V, W, P	D
4.1.3	discuss and analyze the problems that may occur due to a xenophobic, ethnocentric, discriminatory or racist mindset.	V, W, P	D
4.1.4	develop an understanding that the practical applications of cultural anthropology can result in a better understanding of ourselves and the world around us.	V, W, O, P	I, D
4.1.5	appreciate how acceptance of diversity can aid the global village in addressing issues such as overpopulation, food distribution, and technological change.	V, W, O, P	D

Standard 5: Students will evaluate and analyze how the Inuit successfully adapt and survive in the harsh Artic regions. (SSCS—1-6)

- 5.1** Students will develop an appreciation of the necessity to retain objectivity and a non-judgmental approach in studying world cultures. (1.12.2, 2.12.6, 3.12.1-5, 4.12.3-4, 5.12.6, 6.12.1-2, 6.12.4, 6.12.7)

Students will:

	Essential Learnings	Assessment	Map
5.1.1	describe the hardships that constantly threaten survival in the Arctic through the discussion of climate, geography, and natural resources.	V, W	I, D
5.1.2	relate the success of Inuit adaptability through the examination of social structure, tools, weapons, division of labor, transportation, housing, clothing, technology, and rituals.	V, W, P	I, D
5.1.3	analyze and brainstorm possible methods of addressing current problems affecting Inuit culture such as whale and caribou depletion, pollution and acculturation.	V, W, P	I, D
5.1.4	identify future issues that will continue to threaten indigenous, Arctic culture such as technology, immigration, disenfranchisement and education.	V, W	I, D

Standard 6: Students will recognize the contributions and cultural history of Northwest Native Americans. (SSCS—1-6)

6.1 Students will develop a background and appreciation of the history and culture of specific Native American cultures. (1.12.1, 2.12.6, 3.12.1-3, 4.12.3-4, 5.12.6, 6.12.1-2, 6.12.4)

Students will:

	Essential Learnings	Assessment	Map
6.1.1	recognize and evaluate how specific cultures Tlingit/NW Coast and Blackfeet/High Plains were able to adapt and survive in their specific environment.	V, W	I, D
6.1.2	read and discuss the historical fiction of the Blackfeet Nation. (<i>Fool’s Crow</i> , James Welch).	V, W, O	I, D
6.1.3	discuss and describe the customs, rituals, tools, weapons, spirituality and social structure of the Blackfeet Nation.	V, W	I, D
6.1.4	evaluate and analyze the threats and destruction of indigenous cultures by white encroachment, exploitation, and genocidal policies.	V, W	I, D
6.1.5	discuss and brainstorm current problems and their solutions on issues impacting Native American culture today (i.e., alcoholism, unemployment, acculturation, racism, education and technology).	V, W, O, P	I, D

Standard 7: Students will recognize that cultural factors are directly related to the environment, adaptation, and survival. (SSCS—1, 3-6)

7.1 Students will examine the culture universals shared by mankind. (1.12.1-2, 3.12.3, 3.12.6, 4.12.1, 5.12.2, 6.12.2-4, 6.12.8)

Students will:

	Essential Learnings	Assessment	Map
7.1.1	compare and contrast the common aspects of culture that are shared worldwide.	V, W, P	I, D
7.1.2	delineate why culture universals are necessary and how they relate to the surrounding environment.	V, W	I, D
7.1.3	analyze how the existence and necessity of common aspects of culture impact the society around them.	V, W, P	I, D
7.1.4	examine and evaluate specific culture universals such as housing, food, belief in the supernatural, recreation, and family.	V, W, O, P	I, D
7.1.5	chart how adopted culture universals reflect adaptation to local environment and societal pressures.	V, W, P	D

Standard 8: Students will identify and apply the methodology and practices of archaeology. (SSCS—1, 3, 4, 6)

8.1 Students will create a mock society and culture based on evaluation of culture universals. (1.12.3, 3.12.6, 4.12.1, 4.12.5, 6.12.1-2, 6.12.8)

Students will:

	Essential Learnings	Assessment	Map
8.1.1	participate in the brainstorming process of creating a hypothetical culture and all of the related culture universals.	V, W, P	I
8.1.2	examine and clarify how the creation of specific artifacts (tools, weapons, clothing, etc.) will represent the particular culture that has been chosen to be depicted.	V, W, P	I, D
8.1.3	construct and assemble individual and group artifacts which depict a specific culture.	V, O, P	I, D

8.2 Students will excavate, analyze, and evaluate artifacts and fossils of specific group cultures. (1.12.3, 3.12.3, 4.12.1, 4.12.4, 5.12.4, 6.12.3, 6.12.7-8)

Students will:

	Essential Learnings	Assessment	Map
8.2.1	recognize the integral components of archaeology that enable the recreation of the past.	V, W, P	I, D
8.2.2	examine and practice archeological excavation techniques.	V, W, O, P	I, D
8.2.3	clarify nuances, complexities, and pitfalls that the archeologist faces in the interpretation of artifacts and fossils (i.e., Frisbee discovered in the rubble of a destroyed American city in 3091 A.D.—Is it a hat, toy, plate, rainwear, flying object, or religious symbol?)	V, W, P	I, D