

CARLISLE AREA SCHOOL DISTRICT

Carlisle, PA 17013

**ANTHROPOLOGY**

**GRADES 11 and 12**

Date of Board Approval:

# CARLISLE AREA SCHOOL DISTRICT

## PLANNED INSTRUCTION COVER PAGE

Title of Course: Anthropology Subject Area: Social Studies Grade Level: 11-12

Course Length: (Semester/Year): Year Duration: 50 min. Frequency: 5 pds/wk

Prerequisites: None Credit: 1 Level: Elective

### **Course Description/Objectives:**

This course is an introduction to the discipline of anthropology. The primary focus is an examination of human beings and their culture, both past and present. Anthropology looks at the characteristics and origins of the cultural, social and physical development of humans. The course will present students with a broad introduction to the study of anthropology, but will focus on the fields of cultural anthropology and archaeology. Students will be introduced to a variety of activities to gain an understanding of what this field of study can offer and learn to apply their observational skills to real-life studies, both in the classroom setting and “in the field.”

### **Major Text(s)/Resources:**

Haviland, William A., Prins, Harald E.L., Walrath, Dana, & McBride, Bunny. (2010). The Essence of Anthropology (2nd Edition). Belmont, CA: Wadsworth.

### **Curriculum Writing Committee:**

Seth Roper Kevin Wagner

## Course Timeline

<b><u>Unit #</u></b>	<b><u>Unit Name</u></b>	<b><u>Length</u></b>
Unit 1	Introduction to Anthropology	5 days
Unit 2	Physical Anthropology - Human Origins	15 days
Unit 3	Physical Anthropology - Modern Humans	18 days
Unit 4	Cultural Anthropology - Characteristics of Culture	10 days
Unit 5	Cultural Anthropology - Kinship	15 days
Unit 6	Cultural Anthropology - Marriage and Family	15 days
	Review & Midterm Examination	3 days
Unit 7	Cultural Anthropology - Religion	15 days
Unit 8	Globalization	10 days
Unit 9	Introduction to Archaeology	15 days
Unit 10	Archaeological Processes	15 days
Unit 11	Archaeological Fieldwork	18 days
Unit 12	Applied Anthropology	10 days
	Review & Final Examination	4 days

Unit #1: Introduction to Anthropology		Subject Area: Social Studies	Grade: 11 - 12
Standards	Performance Indicators	Suggested Assessments/Learning Activities	
<p><u>NCSSS #1 – Culture</u>  (3) Culture is an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs, values, and behavior patterns</p> <p>(4) Culture develops and changes in ways that allow human societies to address their needs and concerns</p> <p><u>NCSSS #4 - Individual Development and Identity</u>  (3) Factors both genetic and environmental contribute to individual development and identity</p> <p>(4) The complex and varied interactions among individuals, groups, cultures, and nations contribute to the dynamic nature of personal identity</p> <p><u>NCSSS #8 Science, Technology, and Society</u>  (7) Findings in science and advances in technology sometimes create ethical issues that test our standards and values</p>	<ul style="list-style-type: none"> <li>– Define the four fields of Anthropology: Cultural Anthropology, Physical Anthropology, Archaeology, Linguistic Anthropology</li> <li>– Arrange a primate family tree displaying branches and pictures of all members</li> <li>– Simulate the process of gene fixation in a population</li> <li>– Outline the five characteristics of culture</li> <li>– Interpret the results of a sample field survey</li> <li>– Create a gridded and numbered archaeological site</li> </ul>	<ul style="list-style-type: none"> <li>– Using definitions, arrange questions and scenarios under each field of anthropology</li> <li>– Use pictures and descriptions to create a primate family tree displaying all eight members on poster board</li> <li>– Participate in a gene simulation using two different colored beans to simulate population percentages in a given location</li> <li>– Design a collage that displays pictures and symbols for each characteristic of culture</li> <li>– Using graph paper, design a gridded and numbered archaeological site along the x,y axis</li> <li>– Map a sample archaeological site that has been set up by classmates using oversized toys</li> <li>– Analyze the results of a field survey and map from a location around the school</li> <li>– Write a newspaper account of the split between humans and chimpanzees</li> </ul>	

Unit #2: Physical Anthropology - Human Origins		Subject Area: Social Studies	Grade: 11 - 12
Standards	Performance Indicators	Suggested Assessments/Learning Activities	
<p><u>NCSSS #1 - Culture</u>            (3) Culture is an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs, values, and behavior patterns</p> <p>(4) Culture develops and changes in ways that allow human societies to address their needs and concerns</p> <p><u>NCSSS #4 - Individual Development and Identity</u>            (3) Factors both genetic and environmental contribute to individual development and identity</p> <p>(4) The complex and varied interactions among individuals, groups, cultures, and nations contribute to the dynamic nature of personal identity</p> <p><u>NCSSS #8 Science, Technology, and Society</u>            (7) Findings in science and advances in technology sometimes create ethical issues that test our standards and values</p>	<ul style="list-style-type: none"> <li>– Compare the abilities and development of bipeds and quadrupeds</li> <li>– Label the bipedal characteristics of the human skeleton</li> <li>– Identify the characteristics and features of the different early humans</li> <li>– Analyze the tools constructed by early man</li> <li>– Assess the purpose for art drawn and created by early man</li> <li>– Analyze the opposing theories on Human Development</li> </ul>	<ul style="list-style-type: none"> <li>– Create Olympic style events to be completed by bipeds and quadrupeds</li> <li>– Outline the parts of the human skeleton that classify it as bipedal: foramen magnum, spinal column, pelvis, symmetrical knee joints, arched feet</li> <li>– Create a matrix that compares and contrasts the characteristics of Australopithecus, Homo Habilis, and Homo Erectus</li> <li>– Recreate the Laetoli Footprints using appropriate measurements and sizes</li> <li>– Write a first-person account of the passing of both Australopithecus at Laetoli</li> <li>– Design a review puzzle using early man matrix and switch with classmates</li> <li>– Using antlers and rocks, create stone tools using metarhyolite</li> <li>– Design two pieces of art similar to those found with Homo Erectus and Neandertal</li> <li>– Validate one of the theories of Human Origins with a three paragraph persuasive blog</li> </ul>	

Unit #3: Physical Anthropology - Modern Humans		Subject Area: Social Studies	Grade: 11 - 12
Standards	Performance Indicators	Suggested Assessments/Learning Activities	
<p><u>NCSSS #1 - Culture</u>  (3) Culture is an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs, values, and behavior patterns</p> <p>(4) Culture develops and changes in ways that allow human societies to address their needs and concerns</p> <p><u>NCSSS #2 - Time, Continuity, and Change</u>  (8) Knowledge of the past is important in understanding the present and making informed decisions about the future</p> <p><u>NCSSS #4 - Individual Development and Identity</u>  (3) Factors both genetic and environmental contribute to individual development and identity</p> <p>(4) The complex and varied interactions among individuals, groups, cultures, and nations contribute to the dynamic nature of personal identity</p>	<ul style="list-style-type: none"> <li>– Rate the accuracy and reliability of ancient weapons</li> <li>– Analyze the transition from hunters and gatherers to modern humans and cities</li> <li>– Examine the domestication of plants and animals</li> <li>– Document the lives of those who lived in cities</li> <li>– Examine primary source documents from early civilizations</li> <li>– Analyze theories on how/why civilizations develop</li> </ul>	<ul style="list-style-type: none"> <li>– Design a test for the atlatl and rate it for its possible uses</li> <li>– Create a T-Chart describing the similarities and differences between hunters and gatherers and city dwellers</li> <li>– Create a comic strip about a hunter and gatherer and a city dweller</li> <li>– Write a story that documents a day in the life of a person in an early city using facts and information from class</li> <li>– Using past techniques, grind flour for use in pancakes</li> <li>– Complete a talking to the text activity using a diary from a Mesopotamian teen</li> <li>– Create an organizer on the hydraulic theory of the development of civilizations</li> <li>– Develop a personal theory on the development of civilizations using steps for theory creation</li> </ul>	

<b>Unit #4: Cultural Anthropology: Characteristics of Culture</b>		<b>Subject Area: Social Studies</b>	<b>Grade: 11 - 12</b>
<b>Standards</b>	<b>Performance Indicators</b>	<b>Suggested Assessments/Learning Activities</b>	
<p><u>NCSSS #1 - Culture</u>  (5) Individuals learn the elements of their culture through interpersonal and collective experience</p> <p>(6) People from different cultures develop diverse cultural perspectives and frames of reference</p> <p><u>NCSSS #4 - Individual Development and Identity</u>  (3) Factors both genetic and environmental contribute to individual development and identity</p> <p><u>NCSSS #5 Individuals, Groups, and Institutions</u>  (4) The various forms of groups and institutions change over time</p> <p>(6) The beliefs of dominant groups tend to become the norms of society</p>	<ul style="list-style-type: none"> <li>– Evaluate the benefits and drawbacks of dependence and independence training</li> <li>– Analyze the process of enculturation in the United States and abroad</li> <li>– Demonstrate the importance of naming ceremonies and other rites of passage</li> <li>– Measure the limits of cultural relativism</li> </ul>	<ul style="list-style-type: none"> <li>– Create a personal list of the processes involved in enculturation in the United States or country of origin</li> <li>– Create an enculturation self-portrait using pictures, words, and phrases</li> <li>– Watch a video clip of a Yanomamo village and list elements of enculturation</li> <li>– Design a diagram that displays methods of dependence and independence training</li> <li>– Write an editorial on the child rearing practices in the United States citing evidence from diagram</li> <li>– Read an account of female genital mutilation and Eskimo infanticide</li> <li>– Create a position brochure in favor of or against FGM or Infanticide</li> </ul>	

Unit #5: Cultural Anthropology - Kinship		Subject Area: Social Studies	Grade: 11 - 12
Standards	Performance Indicators	Suggested Assessments/Learning Activities	
<p><u>NCSSS #1 - Culture</u>  (3) Culture is an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs, values, and behavior patterns</p> <p>(5) Individuals learn the elements of their culture through interpersonal and collective experience</p> <p><u>NCSSS #4 - Individual Development and Identity</u>  (4) The complex and varied interactions among individuals, groups, cultures, and nations contribute to the dynamic nature of personal identity</p> <p><u>NCSSS #5 Individuals, Groups, and Institutions</u>  (5) The cooperation between individuals, groups, and institutions displays the impact of tensions with their different belief systems</p> <p>(6) The beliefs of dominant groups tend to become the norms of society</p>	<ul style="list-style-type: none"> <li>– Identify symbols used in diagramming kinship</li> <li>– Define and chart lineal, lateral, matrilineal, and patrilineal kinship systems</li> <li>– Analyze and chart the six different kin term systems used around the world</li> <li>– Examine cultures using matrilineal and patrilineal systems</li> </ul>	<ul style="list-style-type: none"> <li>– Create a code sheet listing and defining symbols for kinship</li> <li>– Create a mini-flip chart displaying matrilineal and patrilineal kinship</li> <li>– Diagram the six different kin term systems around the world: Sudanese, Crow, Omaha, Eskimo, Hawaiian, and Iroquois</li> <li>– Design a color-coded personal family tree for matrilineal and patrilineal kinship</li> <li>– Outline the kin system for and Akan and Yanomamo family</li> <li>– Using Flip-Cams, interview an Akan or Yanomamo family with students playing the parts of family members</li> <li>– Write four diary entries from someone discussing their life in a matrilineal or patrilineal family</li> </ul>	



Unit #6: Cultural Anthropology - Marriage and Family		Subject Area: Social Studies	Grade: 11 - 12
Standards	Performance Indicators	Suggested Assessments/Learning Activities	
<p><u>NCSSS #1 - Culture</u> (5) Individuals learn the elements of their culture through interpersonal and collective experience</p> <p>(9) The cultural values and beliefs of societies influence their analysis of challenges and their responses to these challenges</p> <p><u>NCSSS #4 - Individual Development and Identity</u> (4) The complex and varied interactions among individuals, groups, cultures, and nations contribute to the dynamic nature of personal identity</p> <p><u>NCSSS #5 Individuals, Groups, and Institutions</u> (4) The various forms of groups and institutions change over time</p> <p>(8) Groups and institutions work to meet individual needs and can promote the common good and address persistent social issues</p>	<ul style="list-style-type: none"> <li>– Define and assess the impact of polyandry, polygamy, and group marriage</li> <li>– Analyze the benefits and drawbacks of all three forms of marriage</li> <li>– Distinguish between gender roles in western societies and traditional societies</li> <li>– Analyze the prevalence of divorce around the world</li> <li>– Assess the benefits and problems that exist in nuclear and extended families</li> </ul>	<ul style="list-style-type: none"> <li>– Create a chart that includes definitions and benefits/drawbacks of the different forms of marriage</li> <li>– Participate in a Socratic discussion regarding marriage laws in the United States</li> <li>– Write a letter to a congressman regarding current laws dealing with marriage in Pennsylvania or the United States</li> <li>– Design a marriage website on paper that provides “links” to marriage forms</li> <li>– Complete a talking to the text activity on the reading “When Brother’s Share a Wife.”</li> <li>– Research divorce statistics in the United States and around the world using the internet and selected websites</li> <li>– Design an organizer for nuclear and extended families</li> <li>– Create a floor plan of house or apartment and traditional village - color code each area for male, female, and shared duties</li> </ul>	

Unit #7: Cultural Anthropology - Religion		Subject Area: Social Studies	Grade: 11 - 12
Standards	Performance Indicators	Suggested Assessments/Learning Activities	
<p><u>NCSSS #1 - Culture</u>  (3) Culture is an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs, values, and behavior patterns</p> <p>(6) People from different cultures develop diverse cultural perspectives and frames of reference</p> <p><u>NCSSS #5 Individuals, Groups, and Institutions</u>  (4) The various forms of groups and institutions change over time</p> <p>(8) Groups and institutions work to meet individual needs and can promote the common good and address persistent social issues.</p> <p><u>NCSSS #6 Power, Authority, and Governance</u>  (5) Governments meet the needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions</p>	<ul style="list-style-type: none"> <li>– Analyze similarities and differences between mainstream religions and traditional religions</li> <li>– Examine the creation stories of modern and traditional cultures</li> <li>– Evaluate the impact of myths and legends of different groups around the world</li> <li>– Compare monotheism, polytheism, and animism</li> <li>– Rate the importance of Shamanism and Evangelism in societies</li> <li>– Judge the importance of the environment and nature across different belief systems</li> </ul>	<ul style="list-style-type: none"> <li>– Using PowerPoint or Word, design an overview of a mainstream religion and a traditional religion</li> <li>– Create a matrix that compares the religions researched by classmates</li> <li>– Read the creation stories of Judeo-Christians, Cherokee, Yoruba, and Hopi cultures</li> <li>– Write a creation story for today's culture that "explains" 4 aspects of our society</li> <li>– Select and read a myth or legend from a country around the world</li> <li>– Present myths and legends to classmates in a small group setting</li> <li>– Watch video "Return to the Land of Souls" to view shamanism and revival scene from "Leap of Faith" to view evangelism</li> <li>– Create a "You Might Be a Shaman Quiz" or "You might be an Evangelist Quiz"</li> <li>– List belief systems on a "World Meter" to display importance of environment</li> </ul>	

Unit #8: Globalization		Subject Area: Social Studies	Grade: 11 - 12
Standards	Performance Indicators	Suggested Assessments/Learning Activities	
<p><u>NCSSS #7 - Production, Distribution, and Consumption</u></p> <p>(3) Regulations and laws affect incentives for people to produce and exchange goods and services</p> <p>(5) The roles of institutions are designed to support and regulate the economy</p> <p>(6) Factors such as changes in the market, levels of competition, and the rate of employment cause changes in prices of goods and services</p> <p><u>NCSSS #9 - Global Connections</u></p> <p>(3) Conflict and cooperation among the peoples of the earth influence the division and control of the earth's surface</p> <p>(4) The actions of people, communities, and nations have both short and long-term effects on the earth and its ability to sustain life</p>	<ul style="list-style-type: none"> <li>– Identify the five stages of modernization and appraise the importance of each</li> <li>– Analyze the positive and negative effects of globalization around the world</li> <li>– Examine the different manifestations of structural violence</li> <li>– Outline the different forms of hard power and assess the consequences of each</li> <li>– Outline the different forms of soft power and assess the consequences of each</li> </ul>	<ul style="list-style-type: none"> <li>– Using definitions of each stage of modernization, list one positive and one negative effect of each</li> <li>– Design a pie chart that shows the importance in percentages of each stage of modernization</li> <li>– Using Excel, create a weighted measurement of developing countries using six statistical measurements from CIA World Factbook</li> <li>– Create an organizer that outlines the process of globalization</li> <li>– Examine six political cartoons that show the positive and negative sides of globalization</li> <li>– Read a first person account of a worker in a U.S. company controlled factory in Asia</li> <li>– Write a letter home to a family member from a factory making a U.S. product</li> <li>– Design Protest posters for and against global companies</li> <li>– Create a Hard and Soft power “How To Guide”</li> </ul>	

Unit #9: Introduction to Archaeology		Subject Area: Social Studies	Grade: 11 - 12
Standards	Performance Indicators	Suggested Assessments/Learning Activities	
<p><u>NCSSS #2 - Time, Continuity, and Change</u></p> <p>(4) Different interpretations of key historical periods and patterns change within and across nations, cultures, and time periods</p> <p>(7) The contributions of philosophies, ideologies, individuals, institutions, and key events shape history</p> <p><u>NCSSS #8 - Science, Technology, and Society</u></p> <p>(5) Decisions regarding the uses and consequences of science and technology are often complex because of the need to chose between or reconcile different viewpoints</p> <p>(6) Prediction, modeling, and planning are used to focus advances in science and technology for positive ends</p> <p>(11) Achievements in science and technology are increasing at a rapid pace and can have both planned and unanticipated consequences</p>	<ul style="list-style-type: none"> <li>– Outline the scientific method and use the process to examine archaeological scenarios</li> <li>– Evaluate the major questions and problems facing archaeologists</li> <li>– Validate hypothesis and questions against artifacts found in excavation</li> <li>– Inspect artifacts using low-level theory</li> <li>– Create experiments using middle-level theory</li> <li>– Distinguish between processual and postprocessual archaeology</li> <li>– Evaluate personal characteristics and beliefs using high-level theory</li> </ul>	<ul style="list-style-type: none"> <li>– Create a list of landmarks in Carlisle and determine what the future society would infer about our lives if only one remained</li> <li>– Read both Ozymandias poems</li> <li>– Watch an excerpt from the movie “The Body” and record questions/problems facing archaeologists</li> <li>– Create a chart that highlights the changing nature of archaeology through individuals</li> <li>– Read an explanation of the scientific method and rewrite each of the steps</li> <li>– Using sample scenarios and pictures of artifacts, work through each step of the scientific method</li> <li>– Develop low-level observations for seven different artifacts</li> <li>– Design and sketch experiments for four mystery objects</li> <li>– Complete a personal inventory to determine preferences processual and postprocessual paradigms</li> <li>– Write your own scenario and write the steps to be taken in scientific method and all four theories</li> </ul>	

Unit #10: Archaeological Processes		Subject Area: Social Studies	Grade: 11 - 12
Standards	Performance Indicators	Suggested Assessments/Learning Activities	
<p><u>NCSSS #2 - Time, Continuity, and Change</u></p> <p>(5) Nationalism, Imperialism, globalization, leadership, revolution, wars, and religion influence across time</p> <p>(6) Different interpretations exist on the influences of social, geographic, economic, and cultural factors on the history of local areas, states, nations, and the world</p> <p><u>NCSSS #8 - Science, Technology, and Society</u></p> <p>(5) Decisions regarding the uses and consequences of science and technology are often complex because of the need to chose between or reconcile different viewpoints</p> <p>(6) Prediction, modeling, and planning are used to focus advances in science and technology for positive ends</p> <p>(11) Achievements in science and technology are increasing at a rapid pace and can have both planned and unanticipated consequences</p>	<ul style="list-style-type: none"> <li>– Assess the importance of and the factors that contribute to context</li> <li>– Diagram and sketch the surface of a proposed site</li> <li>– Diagram and sketch artifacts found below the surface</li> <li>– Differentiate between cryoturbation, faunalturbation, floraturbation, argilliturbation, and graviturbation</li> <li>– Distinguish between Cultural Deposition, Reclamation, Cultural Disturbance, and Reuse Processes</li> </ul>	<ul style="list-style-type: none"> <li>– Read about the discovery of the Folsom site by George McJunkin</li> <li>– Using dig box, complete surface survey on 1 X 1 square</li> <li>– Sketch the five processes of nature that effect artifacts and their location</li> <li>– Create and prepare a natural process in dig box for other students to excavate and examine</li> <li>– Create an organizer that outlines the manners in which artifacts are entered into and removed from the archaeological record</li> <li>– Watch an episode of “Storage Wars” and compare the “artifacts” that are cached by modern man with recorded excavations</li> <li>– Write the story of an artifact that includes how it was introduced into the archaeological record and the human and natural processes that impacted it</li> <li>– Examine pictures and descriptions of artifacts that have been cached, interred, and discarded</li> </ul>	

Unit #11: Fieldwork		Subject Area: Social Studies	Grade: 11 - 12
Standards	Performance Indicators	Suggested Assessments/Learning Activities	
<p><u>NCSSS #2 - Time, Continuity, and Change</u>  (5) Nationalism, Imperialism, globalization, leadership, revolution, wars, and religion influence across time</p> <p>(6) Different interpretations exist on the influences of social, geographic, economic, and cultural factors on the history of local areas, states, nations, and the world</p> <p><u>NCSSS #8 - Science, Technology, and Society</u>  (5) Decisions regarding the uses and consequences of science and technology are often complex because of the need to chose between or reconcile different viewpoints</p> <p>(6) Prediction, modeling, and planning are used to focus advances in science and technology for positive ends</p> <p>(11) Achievements in science and technology are increasing at a rapid pace and can have both planned and unanticipated consequences</p>	<ul style="list-style-type: none"> <li>– Assess validity of questions and hypothesis for site in Central Pennsylvania</li> <li>– Manage excavation process using sound archaeological techniques</li> <li>– Measure and sketch location of artifacts in site</li> <li>– Compile results of excavation in database</li> <li>– Appraise each artifact using low-level theory</li> </ul>	<ul style="list-style-type: none"> <li>– Create a series of questions and hypothesis for scenario about possible excavation site in Pennsylvania</li> <li>– Complete excavation of 2 X 2 site using tools and sound archaeological processes</li> <li>– Sketch and measure each artifact found for depth and distance from datum point</li> <li>– List three low-level theory observations for each artifact that is uncovered during dig</li> <li>– Write a process essay for a journal that outlines excavations and discoveries</li> </ul>	

Unit #12: Applied Anthropology		Subject Area: Social Studies	Grade: 11 - 12
Standards	Performance Indicators	Suggested Assessments/Learning Activities	
<p><u>NCSSS #5 Individuals, Groups, and Institutions</u>  (4) The various forms of groups and institutions change over time</p> <p>(8) Groups and institutions work to meet individual needs and can promote the common good and address persistent social issues.</p> <p><u>NCSSS #6 Power, Authority, and Governance</u>  (5) Governments meet the needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions</p> <p><u>NCSSS #8 - Science, Technology, and Society</u>  (6) Prediction, modeling, and planning are used to focus advances in science and technology for positive ends</p> <p>(11) Achievements in science and technology are increasing at a rapid pace and can have both planned and unanticipated consequences</p>	<ul style="list-style-type: none"> <li>– Evaluate the motives for applying and practicing anthropology</li> <li>– Outline the history and types of application used in Anthropology</li> <li>– Assess the ethics of Applied Anthropology and those who practice it</li> <li>– Identify the effects of planned change and evaluate the difficulties of its institution</li> <li>– Differentiate between Forensic Anthropology and Medical Anthropology</li> </ul>	<ul style="list-style-type: none"> <li>– Read a first person account from an anthropologist and report back to class</li> <li>– Create an organizer that shows the different types of anthropology through time</li> <li>– Write an editorial on the ethics of anthropology and its many fields</li> <li>– Create an ethical checklist to see how ethical people are</li> <li>– Choose a failing/struggling business and design changes for the future</li> <li>– Complete a word-liner using planned change</li> <li>– Interview an anthropologist through SAA website and report findings</li> <li>– Outline the key elements in medical and forensic anthropology</li> </ul>	

