



Anthropology: Physical and Cultural Humanness

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Introduction to Anthropology, Psychology and Sociology
HSP3M
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Anthropology: Physical and Cultural Humanness

Beth Mackenzie
Ellen Webber
Michael Griffith
Chris Osigbemhe



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**A) IMAGE OF LEARNER**

Evergood #123, established in 1896, is located in the heart of the OhSoFine School District in a gradually transforming neighbourhood from traditionally working class to middle class. This has traditionally been a middle class African Canadian neighbourhood with a recently growing mainland Chinese, Vietnamese and a now increasing middle class "Euro-Canadian" population. In addition to a strong Fine Arts programme, and University and College preparation courses, our school offers an alternative programme for students of Native Heritage and a Native Learning Centre. Students, staff and parents are very involved in extracurricular and club activities such as sports, arts, the environment, and community outreach.

The student population of 1200 (2005), consists of 48% females and 52% males. Seventy-five percent of the students have a primary language other than English, while 12% of the students have lived in Canada for less than two years and 18% have lived in Canada for less than 3-5 years. Approximately 30% of students have IEPs, primarily requiring accommodations rather than course modifications. An increasing number of students are pursuing post-secondary education (60%) and enrolment in the social sciences and humanities senior courses are increasing, perhaps reflecting close community spirit and cultural awareness programs active in the school such as an empowering school culture is now being promoted in response to the diversifying demographics. Students enrolled in the HSP3M course range in age from 16 to 17 and have a strong maturity level along with rich life experiences.

B) UNIT OVERVIEW

Our unit, titled “**Anthropology: Physical and Cultural Humanness**” occurs at the beginning of the HSP3M course because the key questions and concepts of the unit focus on the aspects of human characteristics, such as what are the anthropological aspects that define us as human? This unit assumes that the course will generally look at each of the social sciences independently, beginning with Anthropology.

Students are interested in who they are and to come to an understanding of self and their place in the “universe”, it is necessary for them to understand their roots and origins. Knowing this gives each one of us a sense of self and a foundation from which to move forward. Through the course of the unit students will look at the development of the species, the creation of social groups through social organization and social institutions, human relationships to their environment, and finally understand that change is fluid.

The students will explore these key topics through research, presentations, and a visit to a community centre. The unit will culminate in a project by which the students will apply their knowledge of change and cultural and environmental needs through the design of a community centre.



C) ENDURING UNDERSTANDINGS & UNIT EXPECTATIONS CHART

Enduring Understandings	Essential Questions	Overall Expectations	Specific Expectations
<p>1 There are a number of different explanations of human physical change.</p>	<ul style="list-style-type: none"> ➤ What are the anthropological aspects that define us as human? ➤ What are the major contributions of anthropologists to our understanding of self in relation to others? ➤ What evidence can we find that support aspects of being human? ➤ What are the similarities and differences among theories of evolution? ➤ What are the differences/similarities between scientific and socially constructed explanations? ➤ What are the differences/similarities between scientific and socially constructed explanations? 	<p><i>SOV.01 · describe some differences and similarities in the approaches taken by anthropology, psychology, and sociology to the concept of self in relation to others;</i></p>	<p><i>SO1.01 – demonstrate an understanding of the major questions related to “self and others” that are posed by anthropologists (e.g., What are the cultural patterns that help to define the self?)</i></p> <p><i>IS1.02 – define the concepts that are central to anthropology (e.g., evolution, diffusion, culture),</i></p> <p><i>SO2.01 – identify and assess the major influences that contribute to an individual’s personal and social development (e.g., heredity, environment, race, gender)</i></p> <p><i>SO1.02 – evaluate the major contributions to our understanding of the idea of self in relation to others made by at least one of the leading practitioners in each of anthropology (e.g., Franz Boas, Margaret Mead, Ruth Benedict)</i></p>
		<p><i>ISV.02 · conduct research to determine the critical differences and similarities among the approaches and concepts of anthropology, psychology, and sociology, and summarize their findings;</i></p>	<p><i>IS1.01 – correctly use the terminology of anthropology, psychology, and sociology (e.g., functionalism, behaviouralism, feminism);</i></p> <p><i>IS1.03 – demonstrate an understanding of the factors that explain human behaviour from the perspective of anthropology (e.g., myth, kinship),</i></p> <p><i>IS2.05 – evaluate the relevance and validity of information gathered through research</i></p>



			<p>ISV.02 · conduct research to determine the critical differences and similarities among the approaches and concepts of anthropology, psychology, and sociology, and summarize their findings;</p>	<p>SO1.01 – demonstrate an understanding of the major questions related to “self and others” that are posed by anthropologists; SO2.01 – identify and assess the major influences that contribute to an individual’s personal and social development (e.g., heredity, environment, race, gender);</p>
2	Culture describes how humans negotiate physical needs with their environment.	<ul style="list-style-type: none"> ➤ How do humans organize their environment to address their needs? ➤ How do humans create adaptations that address their needs? ➤ What kinds of adaptations are present among North American Indian communities? ➤ What do artifacts and physical layout tell us about historical groups? 	<p>ORV.01 · demonstrate an understanding of the characteristics of groups in Canadian society as identified by anthropology (e.g. what needs teenagers has and where do they get these needs in the urban environment)</p>	<p>SO2.03 – explain why behaviour varies depending on context and on the individuals involved (e.g., at work, within a family, in sports, in a crowd, in a large city or small town).</p>
			<p>SOV.02 · demonstrate an understanding of the social forces that influence and shape behaviour as described by anthropologists</p>	<p>OR3.01 – identify examples of bureaucratic organizations (e.g., the military, non-governmental organizations), and describe their characteristics (e.g., cooperative, authoritarian);</p>
			<p>ISV.01 · use appropriate social science research methods effectively and ethically;</p>	<p>IS2.01 – describe the steps involved in social science research and inquiry, including developing and testing a hypothesis;</p>
			<p>ISV.03 · effectively communicate the results of their inquiries.</p>	<p>IS2.02 – demonstrate an understanding of various research methodologies for conducting primary research (e.g., interviews, surveys and questionnaires, observations); IS3.02 – effectively communicate the results of their inquiries, using a variety of methods and forms (e.g., graphs, charts, diagrams, lab reports, oral presentations, written reports, essays, newspaper-style articles, video presentations).</p>



<p>3</p>	<p>Humans will continue to change in response to physiological needs and environmental forces.</p>	<ul style="list-style-type: none"> ➤ What kinds of human needs are addressed in the community centre today? ➤ What adaptations do we build into our community centres that address these needs? ➤ What features and services should be included to address human physical and social needs in the future? ➤ What adaptations to a community centre environment are made for able and disabled groups? 	<p><i>SSV.02 · compare how selected social institutions function in a variety of cultures; - in this case cultures of disabled persons in the urban environments they participate in a community centre environment</i></p>	<p><i>SO2.03 – explain why behaviour varies depending on context and on the individuals involved (e.g., at work, within a family, in sports, in a crowd, in a large city or small town). – in this case, a community centre in the urban neighbourhood.</i></p>
		<p><i>ORV.03 · describe the characteristics of bureaucratic organizations. - In this case the community centre as a bureaucratic environment</i></p>	<p><i>SO3.02 – identify the primary and secondary agents of socialization (e.g., family, school, community centre, peers, media, work) and evaluate their influence;</i></p>	
		<p><i>ISV.01 · use appropriate social science research methods effectively and ethically;</i></p>	<p><i>IS3.02 – effectively communicate the results of their inquiries, using a variety of methods and forms (e.g., graphs, charts, diagrams, lab reports, oral presentations, written reports, essays, newspaper-style articles, video presentations).</i></p>	
			<p><i>IS2.01 – describe the steps involved in social science research and inquiry, including developing and testing a hypothesis;</i></p>	
<p>4</p>	<p>Humans are agents of change.</p>	<p><i>This enduring understanding runs throughout the unit. There are no specific questions.</i></p>		



D) MAJOR ASSESSMENT TASK/CULMINATING ACTIVITY

Culminating Activity: Teacher Guide

TASK	The students' task is to take on the role of anthropologists and design a new community centre in a competition. The students will be provided with criteria from which they must create an environment that meets the cultural, social and, physical needs of the community.
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EXPECTATIONS	<p>Overall Expectations:</p> <p>SOV.01 · describe some differences and similarities in the approaches taken by anthropology</p> <p>ISV.02 · conduct research to determine the critical differences and similarities among the approaches and concepts of anthropology, psychology, and sociology, and summarize their findings;</p> <p>ISV.03 · effectively communicate the results of their inquiries.</p> <p>ISV.01 · use appropriate social science research methods effectively and ethically;</p> <p>SOV.02 · demonstrate an understanding of the social forces that influence and shape behaviour as described by anthropologists</p> <p>ORV.01 · demonstrate an understanding of the characteristics of groups in Canadian society as identified by anthropology (e.g. what needs teenagers has and where do they get these needs in the urban environment)</p>
	<p>Specific Expectations:</p> <p>IS1.01 · correctly use the terminology of anthropology, psychology, and sociology (e.g., functionalism, behaviouralism, feminism);</p> <p>IS1.03 · demonstrate an understanding of the factors that explain human behaviour from the perspective of anthropology (e.g., myth, kinship),</p> <p>IS2.05 · evaluate the relevance and validity of information gathered through research</p> <p>IS2.01 · describe the steps involved in social science research and inquiry, including developing and testing a hypothesis;</p> <p>IS2.02 · demonstrate an understanding of various research methodologies for conducting primary research (e.g., interviews, surveys and questionnaires, observations);</p> <p>SO1.01 · demonstrate an understanding of the major questions related to “self and others” that are posed by anthropologists (e.g., What are the cultural patterns that help to define the self?)</p>

GOAL	<p>Students will:</p> <ol style="list-style-type: none"> 1. Produce a brochure outlining their proposal for the community. 2. Write a maximum 2 page proposal for the selection committee outlining the rationale for the choices and the benefits of the design. 3. Give a PowerPoint Oral presentation to the selection committee. 4. Produce a floor plan of the centre (poster, model, diagram)
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<p>Procedure:</p> <ol style="list-style-type: none"> 1. In earlier lessons, students have been sent to a community centre and have produced a brochure. 2. Students work in computer lab their PPT/Poster -model/proposal and final brochure. Students had done PowerPoint Presentations in grade 10 and are given a 20 minute reminder demonstration lesson and handout on creating effective PowerPoint presentations. 3. All work is handed in. 4. PowerPoint Presentations will occur over two days. 5. Students will erect an Exhibition of all design proposals. 6. Balloting will determine the winning design team.
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Culminating Activity: Student Handout

Grade: 11 Course: HSP3M Unit: Anthropology: The Physical and Cultural Human

Your Task: It's your lucky day!

The government has generously allocated funds to build a new community centre in your neighbourhood because of the high proportion of disabled people, a large ageing population and ethnically diverse peoples. The residents have been asked to participate in the design of the centre and the centre will be named after the design winning team.

As a consulting anthropologist would, your design must create an environment that meets the cultural, social and physical need of the community.

Use the data you collected and your brochure information as a guide for your final design.

At the completion of the competition, the members of the class will act as the final selection committee and vote for the winning project.

To achieve this, please consider the following:

- Consideration of the disabled, specifically hearing, sight and physically challenged.
- Access to fitness facilities.
- Social services such as day care, events space.
- Medical services such as a clinic, visiting nurse and dental services.
- A small retail centre.
- Social and cultural needs to foster self worth.
- Address the needs of teenagers.

Each team will consist of 3 or 4 members. We will decide as a class if the teacher or students will make the groups. Group members will take on the culminating tasks according to their strengths.

The final Products:

1. **Floor Plan** of the centre (poster, model, diagram).
2. **Brochure** for the community outlining the services (selling the community centre).
3. A maximum **2 page proposal** for the selection committee outlining your rationale for your choices and the benefits of your design.
4. **PowerPoint presentation** of your design to the selection committee.

Brochure	Proposal	Floor Plan presentation	PowerPoint Presentation Peer evaluation Self Evaluation
Due: _____	Due: _____	Due: _____	Due: _____

Thursday and Friday _____ Computer Lab is reserved for PPT preparation.



1. Floor Plan model / design: 10%

On Tues. and Wed. there will be a "Store Front" exhibit by each Design Team. A table will be set up where you present either a Model or a poster showing the design of your community centre. The winner of the design competition will be selected by ballot.

Check List

- _____ Name of community Centre
- _____ Shows floor plan with each room, facility clearly marked
- _____ Clear lettering
- _____ Neat appearance
- _____ Spelling / Mechanics
- _____ Name of design firm / team
- _____ Members
- _____ Date

Each member must sign after they have checked the final product.

1. _____ 2. _____
3. _____ 4. _____

2. Brochure 15%: Your group of four will submit a final brochure based on the initial research carried out in pairs. This will reflect the consensus of your design team.(See previous instruction sheet) Rubric attached.

3. Proposal 35%: Your proposal will outline the rationale for the design of your community centre. It is intended for the selection committee and should be factual, outlining what you have chosen to do and why. Hand in a concept map. (Students had learned how to do concept maps in Grade 10 history).

Introduction:

Introduce the project and provide an overview of the services and facilities that are being proposed for the centre.

Body:

Your paragraphs must be clearly organized. The body must include the rationale for the inclusion of the various services and facilities you have selected.

Don't forget to include paragraph topic sentences.

Conclusion:

Sum up.

Check spelling, grammar and mechanics.



3. PowerPoint Presentation: 20% group mark and 20% individual

This presentation will present your entire concept to the selection committee and the community.

The group will create the presentation together, but each student will present for about 5 minutes. It is often at this stage that the selection committee makes its final decision. This is your final chance to sway the committee!

Check List

Organization / content

- ___ Title slide
- ___ Table of Contents
- ___ Logical order of presentation: Should follow a similar flow as the proposal
- ___ Includes all the services and facilities proposed for the community centre and why.

Appearance:

- ___ Appropriate background colour
- ___ Appropriate font size
- ___ Appropriate Font style
- ___ Pictures are clear
- ___ Bullets are consistent
- ___ Simple animation
- ___ Timing is good

Presentation

- ___ No or limited use of notes. **NO READING!!**
- ___ Eye contact.
- ___ Clear, loud voice.
- ___ Well rehearsed.
- ___ Shows interest and enthusiasm for the project.
- ___ Engages the audience.



EXEMPLAR

Culminating Task Tracking Sheet

Filled in and submitted at the end of every class by every member of your group.

NAME:		
DATE	Contribution	Action for tonight &/or tomorrow
<i>Example Sept. 10</i>	<p><u>(List what you have done on your projects.)</u></p> <p><i>With my group members we decided on what we wanted in the community centre.</i></p> <p><i>I asked my neighbours what they need at CC last night and today I shared my ideas.</i></p>	<p><i>I will ask my grandmother and grandfather what they would want.</i></p>



Culminating Task Tracking Sheet

Filled in and submitted at the end of every class by every member of your group.

NAME:		
DATE	Contribution	Action for tonight &/or tomorrow



Community Centre Design Competition

Group # _____

Why? Reason #1: _____

Reason #2: _____

Community Centre Design Competition

Group # _____

Why? Reason #1: _____

Reason #2: _____



Name: _____

Floor Plan Peer Evaluation

Group #	Liked	Needs Improvement

Proposal Evaluation

Comments

Introduction:	/5 marks	
Body: Content rationale and services/facilities	/15 marks	
Conclusion	/5 marks	
Spelling, grammar mechanics	/5 marks	
Organization	/5 marks	
Overall Impression	/5 marks	
	/40	



Team Assessment

Unit 1: Culminating Activity

Complete the following questions as a team.

	LEVEL			
	Fantastic	—————>		Weak
1. Did all the members of our group contribute ideas?	4	3	2	1
2. Did all the members of our group listen carefully to the ideas of other group members?	4	3	2	1
3. Did all the members of our group encourage other members to contribute their thoughts and ideas?	4	3	2	1

4. Three ways that we helped each other learn the material:

5. a) One difficulty our group had was (explain fully):

b) To resolve the difficulty we could:

Group signatures:



Unit 1: Culminating Activity

PowerPoint Presentation Rubric

A: Group B: Individual

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
A: Group Evaluation				
K/U/A/C Content conveys a synthesis and understanding of the factors that explain human behaviour from the perspective of anthropology	Content conveys a limited synthesis and understanding of the factors that explain human behaviour from the perspective of anthropology	Content conveys some synthesis and understanding of the factors that explain human behaviour from the perspective of anthropology	Content conveys a considerable synthesis and understanding of the factors that explain human behaviour from the perspective of anthropology	Content conveys a high degree of synthesis and understanding of the factors that explain human behaviour from the perspective of anthropology
A/C Demonstrate an ability to organize, interpret, and analyse information gathered from a variety of sources.	Results were organized in a limited logical manner with evident gaps in planning and progress.	There are some effective organizational strategies evident in the presentation.	Presentation exhibited considerable synthesis of organizational strategies and content.	Presentation exhibited a high level of application of effective organizational strategies and content.
C Elements of a PowerPoint presentation effectively communicate the results of their inquiries. (Fonts, colour, bullets, graphics and animation elements)	Limited elements of a PowerPoint presentation were applied successfully.	Some elements of a PowerPoint Presentation were successfully incorporated in the presentation.	Considerable effectiveness of the elements of an effective PowerPoint Presentation was successfully applied.	Thorough application of the elements of an effective PowerPoint Presentation to produce a high degree of effectiveness



Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
B: Individual Evaluation				
C Clear voice and authentic knowledge in the subject as shown through body language.	Limited confidence through body language. Voice not clear or loud and unsure of subject.	Some confidence of the subject and sometimes utilized a clear and strong voice. Some positive body language.	Considerable confidence with the subject matter and a strong voice with authentic body language.	Thoroughly familiar and comfortable with the subject matter. Highly authentic body language and clear voice.
C Engaged audience (eye contact, enthusiasm)	Limited eye contact and demeanour lacked enthusiasm for the project.	Some eye contact and some enthusiasm for the project.	Considerable eye contact and enthusiasm for the project.	Thoroughly engaged in eye contact and enthusiasm for the project.
C Preparedness	Limited preparedness. Read most of the time, pauses and umms.	Some preparedness with some reading and or excessive reference to notes.	Considerable evidence of preparedness with little reading or referring to notes.	Thoroughly prepared material with no or very limited use of notes.



Brochure assignment: Rubric for evaluation

Expectations	Level one	Level two	Level three	Level four
There is a clear understanding of the interrelationship between human need, environmental influences, and culture	<ul style="list-style-type: none"> • Limited understanding • One or more of the elements missing • No clear interrelationship identified 	<ul style="list-style-type: none"> • Some understanding • All elements present but with limited explanation • Interrelationship is identified but lacks detail 	<ul style="list-style-type: none"> • Clear understanding • All elements present and explained • Interrelationship is clearly defined 	<ul style="list-style-type: none"> • Thorough understanding • Highly effective explanation of elements • Insightful definition of interrelationship
Facilities and services are described which address the needs of the projected community members	<ul style="list-style-type: none"> • Limited facilities and services proposed • Limited understanding of member needs 	<ul style="list-style-type: none"> • Some facilities and services proposed • Some understanding of member needs 	<ul style="list-style-type: none"> • A variety of facilities and services proposed • Clear understanding of member needs 	<ul style="list-style-type: none"> • Innovative, workable facilities and services proposed • Anticipates member needs for the future
Brochure layout is readable and effectively communicates the features of the community centre	<ul style="list-style-type: none"> • Limited clarity • Limited features represented 	<ul style="list-style-type: none"> • Some clarity • Some features represented 	<ul style="list-style-type: none"> • Considerable clarity • A variety of features represented 	<ul style="list-style-type: none"> • High degree of clarity • Imaginative, workable features
Brochure addresses community stakeholders	<ul style="list-style-type: none"> • Limited audience awareness 	<ul style="list-style-type: none"> • Some audience awareness 	<ul style="list-style-type: none"> • Audience is clearly represented in brochure 	<ul style="list-style-type: none"> • Variety of audience represented; articulate

Comments:



E) INSTRUCTIONAL ORGANIZER FOR UNIT

How does the interplay among the factors of environment, culture, and human need shape community?

Topic Questions:

According to anthropologists:

- I. What do theories of evolution tell us about being human?
- II. What historical evidence can we find that addresses the relationship between humans and the environment?
- III. How do contemporary cultural institutions address human need?

Culminating activity: Create a model community centre that addresses the needs of a physically and culturally diverse community.

Overall Expectations:

- Describe some differences and similarities in the approaches taken by anthropology to the concept of self in relation to others;
- Compare how selected social institutions function in a variety of cultures (i.e. disabled persons in the urban community centre environment);
- Conduct research to determine the critical differences and similarities among anthropological concepts and summarize these;

Formative assessment: Class discussion, group work anecdotes, individual reflection, self and peer assessment, and teacher feedback.

Summative assessment: Brochure, floor plan design, PowerPoint presentation, proposal that includes rationale for design choices.

Lesson Overview:

Lesson title and overview

Estimated time

Lesson title and overview		Estimated time
Introduction	What are current theories and physical records of evolution?	3 hours
Physical needs to environment	Researching historical communities according to environment: agrarian, nomadic etc.	1 hour, 30 minutes
Human organization of the environment	Data recording of historical native community; evidence of how a local native site addresses human and environmental influences	4 hours
The development of culture	How is culture constructed from human and environmental influences?	2 hours, 30 minutes
Contemporary adaptations to our environment	Research and case study: how does the local community centre address the needs of community members?	3 hours
Creating a community centre's services and facilities	Developing a rationale for the ideal community centre through brochure presentations	3 hours

Full Unit is available at www.koczij.com/isoc.



F) LESSON PLAN –Introduction to Unit

LESSON OUTLINE

LESSON ONE: INTRODUCTION	<p>1) Evolution photo:  Graffiti Activity 1 What do you think about the photograph? What things do you associate with it? a) Individual written response b) Group response</p> <p>Class Discussion</p>	TOTAL TIME 3 HOURS
	<p>2) Class Discussion: See POSSIBLE INTRODUCTION TO EVOLUTION: STANDING TIMELINE ACTIVITY c) What makes us human? i. Elicit student’s previous knowledge 1. Move into brief description of Maslow’s hierarchy of needs ii. Elicit Definition of ‘Human’ and ‘Anthropology’ 1. Etymology of anthropology (interdisciplinary with English) d) What do we know about how the human species arose? (brief; to be developed later) i. Evolution ii. Creationism iii. Others e) How do we know about how humans developed? i. Darwin ii. Linnaeus iii. Others</p>	
	<p>3) The Fossil Record Group ‘Folder’ Presentations Activity 2 Fossil Folder: Part One i. Review Graphic Organizer ii. Review Presentation Skills through class discussion of past experiences. iii. Jigsaw Groups by Fossil Photograph Create groups by having them select one puzzle piece. The students have to put their puzzle together to create their group.</p>	
	<p>4)The Fossil Record Group ‘Folder’ Presentations Activity 2: Fossil Folder Part Two</p>	



EXPECTATIONS	<p><i>Overall expectations:</i></p> <p>SOV.01: Describe some differences and similarities in the approaches taken by anthropology, psychology, and sociology to the concept of self in relation to others.</p> <p>ISV.03: Effectively communicate the results of their inquiries.</p>
	<p><i>Specific Expectations:</i></p> <p>S02.01: Identify and assess the major influences that contribute to an individual's personal and social development.</p> <p>ISI.01: Correctly use the terminology of anthropology, psychology, and sociology</p> <p>ISI.02: Define the concepts that are central to anthropology, psychology and sociology</p> <p>ISI.03: Demonstrate an understanding of the factors that explain human behaviour from the perspective of anthropology, psychology and sociology</p> <p>ISI.04: Formulate appropriate questions for research and inquiry relating to one or more of the main areas of concern in the social sciences.</p>
RESOURCES	<ol style="list-style-type: none"> 1. National Geographic picture of Ape holding a high heeled shoe. http://www7.nationalgeographic.com/ngm/0607/feature5/index.html 2. Strips of coloured construction paper 3. Markers, scissors 4. Textbook: <u>Images of society : Introduction to Anthropology, Psychology, and Sociology.</u> McGraw-Hill Ryerson: Toronto. 2001. 5. File folders with information about hominid species (1 per folder): http://www.wsu.edu/gened/learn-modules/top_longfor/timeline/timeline.html (individual hominid species timeline with information on the 9 known current species) http://www.wsu.edu/gened/learn-modules/top_longfor/phychar/culture-humans-10ten.html http://www.mnh.si.edu/anthro/humanorigins/faq/Encarta/encarta.htm (Smithsonian nstitution downloads) http://www.bbc.co.uk/education/darwin/leghist/bowler.htm (overview of origin theories), Michael J. Caduto and Joseph Bruchac. <i>Keepers of the Earth, Native Stories and Environmental Activities for Children.</i> Fifth House Publishers, 1989

PROCEDURE:

- 1) Evolution photo:  **Graffiti Activity 1**
 What do you think about the photograph? What things do you associate with it?
 - f) Individual written response
 - g) Group response
 - h) Class Discussion

Activity 1: Graffiti

Introduction explanations of human origins and the human connection to the past and the environment.

1. The teacher explains the rules for "graffiti". (piece of chart paper and a colour marker for each student.
 - a. Think for 30 sec. and then record ideas for 60-90 seconds.
 - b. Write down words/phrases.
 - c. Students sit in groups of 3 or 4.



- On a projector, the teacher puts up the National Geographic picture of an ape holding a



high-heeled shoe.

- 2) Teacher does not give an introduction or say anything to influence student thinking.
 - 3) Individually, students brainstorm their reaction to the photo on a large piece of paper
 - a) What is it telling us? What is the message? (words and phrases).
 - 4) Students discuss their ideas.
 - a) One student from each group presents key group impressions and they are put up on the blackboard by the teacher.
 - 5) On an overhead: Students are then asked to discuss what it is telling us about evolution / change. Is there continuity between the past and now? What is the connection? The individual?
 - 6) Students record key concepts in notebook.
- ⇒ In the same groups students brainstorm appropriate research and investigative questions about the human relationships to the environment over place and time.
(Teacher first examples appropriate questions and format.)
- ⇒ Students write questions on a piece of paper.
- They choose 1 question and record it on a strip of colour construction paper.
 - Questions are placed on a wall to be referred to throughout the unit.
- Teacher collects the list of questions (will retype questions and put on overhead and discuss).

2) **Class Discussion: See POSSIBLE INTRODUCTION TO EVOLUTION: STANDING TIMELINE ACTIVITY**

- a) What makes us human?
 - i. Elicit student's previous knowledge
 1. Move into brief description of Maslow's hierarchy of needs
 - ii. Elicit Definition of 'Human' and 'Anthropology'
 1. Etymology of anthropology (interdisciplinary with English)
- b) What do we know about how the human species arose? (brief; to be developed later)
 - i. Evolution
 - ii. Creationism
 - iii. Others
- c) How do we know about how humans developed?
 - i. Darwin
 - ii. Linnaeus
 - iii. Others

**POSSIBLE INTRODUCTION TO EVOLUTION: STANDING TIMELINE ACTIVITY**

- ⇒ Ask students to think about where humans appear in the evolution of the earth. Students go out into the hall and stand against the wall where they think humans first appeared on the earth.
 - ⇒ Return to class and debrief: Where on the time line? What determined where you stood on the line?
 - Scientific knowledge?
 - Religion?
 - Had no idea? Gussed?
- Talk about what this tells us about the different theories of human origins.
What do students know about physical evolution? Where, when, how many species? Name any?

3) The Fossil Record Group 'Folder' Presentations**Activity 2 Fossil Folder: Part One**

- iv. Review Graphic Organizer
- v. Review Presentation Skills through class discussion of past experiences.
- vi. Jigsaw Groups by Fossil Photograph

Create groups by having them select one puzzle piece. The students have to put their puzzle together to create their group.

Activity 2: Fossil Folder Part One**Theories of Physical evolution; the evidence.**

- ⇒ In new groups of 3, students are given 10 folders with information about the different species. One folder will contain a general background on hominid evolution. Students assign jobs in the group. Use the graphic organizer to record:
 - Where?
 - When?
 - Important physical attributes (3)– ie. brain size and why?
 - Culture?
 - Theory of physical change
(graphic organizer)
- ⇒ Create a time line on the wall. Each group draws, 4 items that represent the species. Put them up on the time line when they present.
- ⇒ Present to class next day.
Each group comes up with 2 general questions about their topic for a quiz. Questions are submitted to the teacher who will prepare them for the class.

4) The Fossil Record Group 'Folder' Presentations**Activity 2: Fossil Folder Part Two****Activity 2: Fossil Folder Part Two**

Students present: Graphic organizers put on wall below spot on time line with the puzzle photograph of their species.

- ⇒ Explain physical evolution is one theory of the origins of humans. Discuss if there are others: Elicit: religious (Creation eg. Native Creation myths) On overhead
- ⇒ Essential additional points: Elicit the idea of global diversity and changing environment.



- ⇒ Students read one native creation myth for homework
- ⇒ Value line: assign students the roles. Talk to students about listening first. Which theory do you believe and why?

Homework: Students write 1 page reflection comparing the various theories and
Students reflect on the questions on the wall and add more – discuss what they have answers to, partial answers to???

Assessment and Evaluation of Student Achievement

Assessment: observation /of group work
written feedback on questions
self evaluation of participation in class activities
graphic organizer (teacher feedback)

At this time there will not be a student evaluation assignment because it is at the beginning of the year and the teacher is assessing the prior knowledge and needs of the class.

Beginning of second lesson: 15 minutes: write about what made an impression from the previous day.

Unit links to Culminating activity:

- ⇒ beginning to understand how culture influences how humans negotiate physical needs with their environment (time line, global diversity, theories of evolution)
- ⇒ consensus building
- ⇒ critical thinking (asking appropriate questions, listening)
- ⇒ organization (graphic organizer → brochure)
- ⇒ reinforcing note taking

Accommodations for exceptional Students:

- Oral and written instructions on the blackboard or overhead are helpful for ESL students.
- Groupings will provide support and allow students to participate in skills they are comfortable with.
- Students with IEPs will be accommodated accordingly.





Graphic Organizer

Group names: _____

Species: _____

Where is the fossil record?

When?

-

3 Important Physical Changes and why?

- **brain size:**
-
-

Cultural Characteristics

-
-
-
-

Theory of Physical Change

-
-
-
-



G) PRECIS OF LEARNING ACTIVITIES/STRATEGIES

Lesson	Lesson Title	TIME	Link to culminating task	Overview of key learning strategies	List of possible resources	Assessment options
2 (addresses enduring understanding #2)	Linking physical human needs to the environment	1.5 hrs	Students will categorize basic early human societies according to their physical environment (e.g. hunting/gathering; agrarian, nomadic)	<ul style="list-style-type: none"> ➤ Concept formation ➤ Categorization ➤ Definition ➤ criteria 	<ul style="list-style-type: none"> ➤ folder with relevant info sheets ➤ student category sheets ➤ journal 	<ul style="list-style-type: none"> ➤ Folder development ➤ Student assessment ➤ journal
3 (addresses enduring understanding #2)	Human organization of the environment	4 hrs	Using an historical example, students will identify basic human adaptations to the environment and physical evidence of environmental changes.	<ul style="list-style-type: none"> ➤ Field trip to early N.A. native settlement ➤ Data collection of social organization and adaptation ➤ Sketches of visible environmental changes 	<ul style="list-style-type: none"> ➤ Crawford Lake Conservation Area information package ➤ Worksheet ➤ Sketch paper 	<ul style="list-style-type: none"> ➤ worksheet ➤ artifact and structure sketches ➤ primary data collection for upcoming brochure task
4 (addresses enduring understanding #2)	Linking the relationship between human physical need and environment to the development of culture	2.5 hrs	Linking human adaptations to the environment allows students to understand that culture is 'constructed'	<ul style="list-style-type: none"> ➤ concept formation ➤ definition displays ➤ criteria for culture ➤ teacher questions 	<ul style="list-style-type: none"> ➤ Small group ➤ Use of worksheets from lesson #2 and field trip ➤ Video: intro to 2001: A Space Odyssey 	<ul style="list-style-type: none"> ➤ poster definitions ➤ journal entry ➤ role play enactment of video intro using a variety of adaptations students have encountered



<p>5 (addresses enduring understanding #3 & 4)</p>	<p>Contemporary adaptations to our environment: creating a brochure</p>	<p>3 hrs</p>	<p>Studying a local community centre gives students a specific focus for studying the links between human needs, environment, and culture</p>	<ul style="list-style-type: none"> ➤ field trip to a local community centre ➤ data collection ➤ organization of data into specific needs and wants: <ul style="list-style-type: none"> ✓ 1 item the pair find the most important service or aspect of the facility ✓ 4 things that each person in the pair finds important ✓ 4 'dream items' the pair would like to have for a facility 	<ul style="list-style-type: none"> ➤ small group (2 students) ➤ data collection sheet ➤ organizers and media tools for brochure presentation ➤ linking disability group needs to the community centre environment 	<ul style="list-style-type: none"> ➤ Organizer sheets ➤ Brochure ➤ Journal reflections to summarize how 'culture' is reflected in the community centre environment
<p>6 (addresses enduring understanding #3 & 4)</p>	<p>Creating a brochure which 'sells' the merits of a community centre facility in terms of services and facility structure</p>	<p>3 hrs</p>	<p>This activity will dovetail with the culminating unit activity in preparing students for designing their own community centre</p>	<ul style="list-style-type: none"> ➤ developing a brochure highlighting the facilities and services of the centre for able and disabled persons 	<ul style="list-style-type: none"> ➤ applying information gathered from field trip ➤ highlighting specific centre facilities and services 	<ul style="list-style-type: none"> ➤ information materials from local community centres ➤ data collection sheets ➤ organizers which categorize information about facilities and services for able and disabled persons



H) STATEMENT OF DESIGN PROCESS

The team project determined to be an excellent example of teamwork. Teamwork is essential in any type of career. They help each one of us to develop academically and also to learn from each other's experience.

The Curriculum Development Team Project proved to be a success. Not only did the team learn how to work as a team; the team is leaving something at this university that will help students in the future.

The project itself turned to be a great learning experience for every member of the team. A student's school and work schedule is tough enough to work out, but when there are four different schedules to work around one must collaborate with other three to work out meeting times. The team worked out meeting times the best we could. I believe that this is an experience that each member should remember in the future, especially when we have to form meetings with colleagues in our career.

While working on this project conflict arose, and we have to overcome these conflicts. Conflicts are a big part of any team because of the number of people working as a team.

The initial idea for the unit came from a photo in National Geographic Magazine of an ape holding a high heel shoe. We liked the idea of evolution and change and thought the picture would be a wonderful starting off point for the unit. However, it took us some time and much discussion to establish our enduring understands and then the culminating activity. There was certainly some stress associated with this stage of the planning. It simply took time for the ideas to percolate and clarify into a unit. Once we had come up with and fine-tuned the culminating project, we successfully and quickly did backward planning. This was a wonderfully productive and useful process for all of us.

Overall, we have thoroughly enjoyed this project. Each step of completion from the ground was a great experience. It has been a great team building experience and we feel that the completion of this team project will help us in future team-oriented projects.