|  |  |
| --- | --- |
| **Class/Subject: World History “A”** | **Day 7: Introduction to Anthropology** |
|  |  |
| **Objective(s)**  **SWBAT… gain a rudimentary knowledge of the science of anthropology and give explanation of its role and significance to understanding our human narrative. SWBAT compare the concept of race along biological and sociological lines.** | **GLCE/CCS**  ***WHG F2:* Systems of Human Organizations - Use the examples listed below to explain the basic features and differences between hunter-gatherer societies, pastoral nomads, civilizations, and empires, focusing upon the differences in their political, economic and social systems, and their changing interactions with the environment** |
|  |  |
| **Materials:**   * **PBS.org Site, Race: The Power of an Illusion** * **PowerPoint on Anthropology** | **Procedure/Activities**   * **N/H Board** * **“My family portrait”- Show students results from the Genographic Project and explain how they were obtained.** * **Show Sorting Slide from PBS website: Race: The Power of an Illusion (**[**http://www.pbs.org/race/002\_SortingPeople/002\_00-home.htm**](http://www.pbs.org/race/002_SortingPeople/002_00-home.htm)**)** * **Lecture how race is not a biological notion, but is a sociological one and why.** * **Show the PowerPoint from the University of Michigan (Day 7 on Moodle page) and have students take notes. Discuss worksheet items as we progress** * **Re-cap the days learning** |
|  |  |
| **Strategies (check all that apply)** | |
| \_X\_\_\_ Direct Instruction/lecture | \_\_X\_\_ Summarizing & Note taking |
| \_\_X\_\_ Guided Practice | \_\_\_\_ Cooperative Learning |
| \_\_\_\_ Teacher Demo | \_\_\_\_ Identifying Similarities & Differences |
| \_\_\_\_ Group Discussion | \_\_X\_\_ Nonlinguistic Representations |
| \_\_\_\_ Graphic Organizer | \_\_\_\_ Setting Objectives |
| \_\_X\_\_ Technology Integration | \_\_X\_\_ Generating & Testing Hypotheses |
| \_\_\_\_ Independent Practice | \_\_\_\_ Other(explain) |
|  |  |
| **Assessment: Students will receive credit for their worksheet containing their racial hypothesis and answers to the PowerPoint questions. I will collect it at the end of class.** | **Notes: This presentation stems from the World History Initiative from the University of Michigan and is being used with express permission from Dr. Speth** |