

## TEACHING AMERICAN HISTORY PROJECT

### ***Lesson Title – The Human Journey: Original Migrations from Bill Powers***

Grade - 11

Length of class period – 60 min. (requires two periods)

Inquiry – (What essential question are students answering, what problem are they solving, or what decision are they making?) Who were the first people in the Americas and how does science help us to determine this? Does a hunting, fishing, and gathering society need special tools?

Objectives (What content and skills do you expect students to learn from this lesson?)

- Evaluate the reasons or causes for human migration.
- Assess the value of the use of genetic changes in DNA to trace human migration.
- Explain the possible uses of early Native American tools.
- Support Wells' theory of human migration

Materials (What primary sources or local resources are the basis for this lesson? – (please attach)

- Documentary film- Journey of Man: A Genetic Odyssey.
- Blackline master world maps and crayons
- Wall Map of the world
- Assortment of Archaic Native American tools (artifacts) from the Connecticut Museum of Natural History

Activities (What will you and your students do during the lesson to promote learning?)

- Predict human routes of migration using world maps.
- Watch and discuss Spencer Wells' *The Journey of Man: A Genetic Odyssey*.
- Theorize the various causes for human migration.
- Imagine uses for Native American artifact tools.
- Compile a vocabulary list of new or scientific words and their meanings.
- Compose a written chronology summarizing human migration during this era.

How will you assess what student learned during this lesson?  
Students will be able to answer the following questions.

What judgment would you make about the origins of the first peoples to inhabit the Americas? What information would you use to support the view that we all share a common African ancestry? What would you select as the major causes of human migration? What data was used to conclude that the diverse human branches may be followed back to a common African root? What would account for the obvious differences in physical features observed in various groups of people?

Connecticut Framework Performance Standards –

- (Standard #2)-“demonstrate an understanding of major events and trends in world history United States and local history;
- Explain relationships among the events and trends studied in local, national and world history.”
- (Standard #3)- “explain the multiple forces and developments (cultural, political, economic and scientific) that have helped to connect the peoples of the world;
- demonstrate an understanding of the ways that cultural encounters and interaction of people of different cultures in pre-modern as well as modern times have shaped new identities and ways of life.