

FOR TEACHERS: PRE-VISIT ACTIVITIES grades 9-12

How to Use: Try any or all the activities below in advance of your visit to the Spitzer Hall of Human Origins. You can also photocopy the worksheet on the opposite side of this page and distribute to students to use as they walk through the exhibition. They'll need a pen or pencil and a hard surface to write on.

Diary of a Discovery:

To excite students about several of the famous fossils they'll see represented in the Hall of Human Origins, visit www.amnh.org/education/resources/TKTKTK. You'll find first-hand accounts about the moment of scientific discovery of Lucy, the Laetoli footprints, and Turkana Boy. Follow-up questions are suggested.

What Is Human?

Initiate a class discussion over the question: "What does it mean to be human?" Encourage scientific and cultural perspectives.

Evolution and Human Diversity:

Share the sidebar in this guide on "Evolution and Human Diversity" with your students. Discussion points:

- How are human beings different from one another? How are they alike?
- In what ways are human traits "mixed up" among individuals? Why does this occur?
- Do you think genes define race? Why or why not?

Explore Bipedalism: Have students...

Walk: Walk as you usually do, then walk so the toe hits the ground before the heel. Why do you think the heel-first stride is easier? Humans have an arch in their foot that acts like a spring. Apes have flat feet. How is the arch important in walking upright?

Balance a skull: Classrooms that have access to models of human and animal skulls can try the "broomstick test": Insert a stick into the foramen magnum of each skull. Balance each skull on the stick. What does the tilt of the head suggest about the ability of the species to walk upright?

Compare skeletons: Print out and photocopy images of three skeletons—chimpanzee, human, and Neanderthal—from education.amnh.org/humanorigins. What differences do you see between the skeletons? Similarities? How are the skeletons adapted for walking on either two or four legs?

You can correlate the Hall of Human Origins to the NEW YORK STATE *THE LIVING ENVIRONMENT* CORE CURRICULUM STANDARDS

Standard 1

Key Idea 1: The central purpose of scientific inquiry is to develop explanations of natural phenomena in a continuing and creative process.
Performance Indicators: 1.1a, 1.1b, 1.2a, 1.4a

Standard 4

Key Idea 2: Organisms inherit genetic information in a variety of ways that result in continuity of structure and function between parents and offspring.
Performance Indicators: 2.1b, 2.1c, 2.1e-j

Key Idea 3: Individual organisms and species change over time.
Performance Indicators: 3.1a-h, 3.1k, 3.1l

Key Idea 4: The continuity of life is sustained through reproduction and development.
Performance Indicators: 4.1a, 4.1e