

Bristol-Plymouth Regional Technical School



Grade 9 Summer Reading Assignment

Every Bone Tells a Story

By Jill Rubalcaba and Peter Robershaw

Please complete ALL assignments BEFORE the start of school. You are responsible for turning in this original packet along with any work that was completed on notebook paper or typed and printed. Be sure to review all your work.

Student Name: _____

Turkana Boy

Comprehension & Analysis: Respond to the following questions/prompts in complete sentences. Typed responses are preferred, but you may also neatly print your answers on lined paper in blue or black ink if you are unable to access a computer and/or printer.

Discovery

1. Where and when was Turkana Boy discovered?
2. Who discovered Turkana Boy?
3. Describe the method that the Hominid Gang used to search for fragments of Turkana Boy's bones during the excavation.
4. How did Meave Leakey and Alan Walker determine that Turkana Boy was a "sub-adult"?
5. How did Meave Leakey and Alan Walker determine that Turkana Boy could talk?

Deductions

1. Why did Alan Walker want a team of young scientists examining Turkana Boy's remains?
2. Describe how scientists use teeth as markers for the different stages of development.
3. Describe how scientists use bones to determine age.
4. What was revealed by x-rays of Turkana Boy's jaw?
Why was this significant?
5. Explain how height and body shape are affected by environment.
6. Complete the following statement: "Homo erectus was smart enough to make _____, but not smart enough to make _____."
7. Who is Paul Broca? What did he discover? How does this relate to Turkana Boy?

Debates

1. What is the relationship between vocalizations made by animals and languages spoken by humans?
2. Explain how the brain produces speech.
3. How is the manufacturing of tools related to the evolution of language?
4. How is art related to the evolution of language?
5. What evidence is there to support that there is a genetic basis for language?

Lapedo Child – Summarizing

Summarizing is a *skill*. A summary is a condensed recap of a text and should be significantly shorter than the original text. When summarizing, follow these guidelines:

- Read the **entire** text
- Note **only** the main ideas – *do not include every little detail!*
- Summarize the **single** main idea of the text in your own words
- Organize the main ideas in a coherent and logical way; this may differ from the way ideas are organized in the original text (*See below for an example.**)
- **Paraphrase** important information by providing a ***broad overview in your own words.***

Avoiding Plagiarism

Plagiarism (verb): taking someone else’s words in part or in whole and falsely using them as your own

Paraphrase (verb): to re-express someone else’s ideas in your own words; to re-express using simpler language

Note: *Paraphrased material is usually shorter than the original passage, Taking a somewhat broader segment of the source and condensing it slightly.*

ORIGINAL TEXT vs. PARAPHRASED TEXT

Original Text: As stated in the author’s words

Paraphrased Text: As stated in YOUR words

“... As an offering, they placed a rabbit on the child’s legs and the best cuts from a red deer by his head and feet. They loved him in life. They loved him still.” (45)

The way the child was buried shows whoever buried the child must have cared about him.

“...in a small cave like hollow at the base of the cliff wall.” (47)

... in a small nook at the bottom of the cliff wall

“...they took careful note of the exact location and then hurried off to call Joao Zilhao.” (47)

Field assistants write down location and leave to report finding to Zilhao.

Sample Notes & Summary

Here is an example of notes taken while reading pages 45-47 of Every Bone Tells a Story. Refer to the sample for assistance as you take notes and summarize pages 47-80 of "Lapedo Child."

SAMPLE NOTES

Lapedo Child – Discovery (Notes pgs. 45-47)

24,500 years ago

- Child was buried in headdress and pendant
- Child was wrapped in an animal hide; hide was dyed red with ocher
- Buried in shallow grave
- Burial suggests whoever buried child cared about him

November 1998

- Pedro Ferreira wants to write about prehistoric rock-wall painting for a college term paper
- Ferreira searched around a ravine near the Lapedo Valley for prehistoric drawings
- Prehistoric drawings had been found on cliff walls nearby
- Ferreira spotted three part-human, part-animal figures drawn in red under an overhang
- João Zilhão was told about the discovery and sent "two field assistants to authenticate the rock art"
- Drawings were suspected to have been drawn during the Copper Age (5,000-6,000 years ago)
- Field assistants looked for more evidence that people had lived in the area
- Field assistants found bones beneath some loose dirt in a small nook at the bottom of the cliff wall
- Field assistants write down location of bones and leave to report back to Zilhão about their findings

Sample Summary *

In November 1998, archaeologists discovered the bones of a child who had been buried 24,500 years ago. Archaeologists went to a ravine located near Lapedo Valley in Portugal to verify the authenticity of prehistoric drawings that a college student claimed to have found. After verifying the drawings, the archaeologists searched for more evidence that people once lived in the area, and they happened to find bones nearby.

**You will notice that all the notes were NOT used to write the summary only ESSENTIAL key points!*

Task:

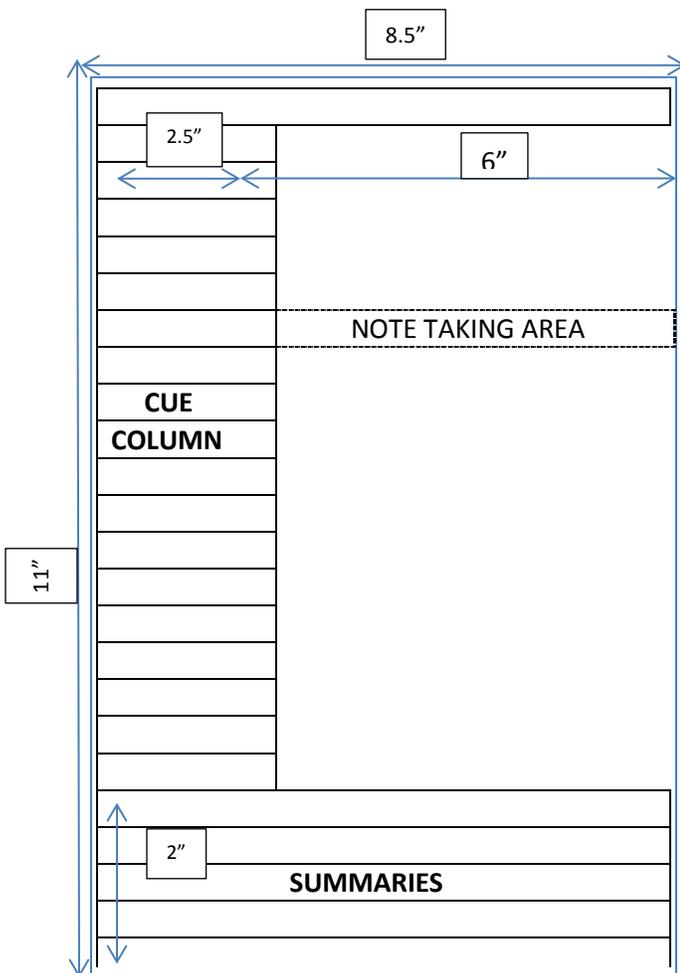
1. Take notes for all three sections. *Note: Notes may be handwritten; Notes MUST be legible*
 - a. Lapedo Child: Discover (*you may use the sample notes above, but you must add to it!*)
 - b. Lapedo Child: Deductions
 - c. Lapedo Child: Debates
2. Write a summary for all three sections. *Note: Summaries MUST be typed. (12 pt. Times New Roman; double-spaced)*
 - a. Lapedo Child: Discover (*you may use the sample summary above, but you must add to it!*)
 - b. Lapedo Child: Deductions
 - c. Lapedo Child: Debates

Kennewick Man

Task:

1. Take Cornell style notes on “Kennewick Man – Deductions”
2. Take Cornell style notes on “Kennewick Man – Debates”

Cornell Note Taking: First, fill in the right hand column by recording notes while you are reading each section (*Discovery, Deductions, Debates*). Then you will write a brief summary statement to point out the central focus of the complete section. Finally, you will review your notes in the right hand column and write cues to help you study in the left-hand column. The first section has been done for you.



Note-Taking Area

The space to the right of the vertical margin is where you actually record your notes during the lecture. Pick a note taking format with which you are comfortable—there are no hard and fast rules for this aspect of the Cornell System. However, you should not attempt to transcribe verbatim every word spoken by the instructor. It is usually not difficult to separate the essential material from the non-essential. For instance, if information is written on the blackboard, it is probably important enough to include in your notes. To avoid missing information during the lecture, you should develop a system of abbreviations you understand, and you should write in telegraphic sentences (where you only include enough words to carry the essential meaning) or similar shorthand that is often used in cell phone text messages. As you take notes, realize that your emphasis should be on key ideas, rather than the actual words used to convey those areas.

The Summary

The area below the horizontal Margin near the bottom of the page should be reserved for a summary of the notes on that page. A summary is brief—at most, only a few sentences. The page summary provides a concise review of the important material on the page. More importantly, in writing a summary, you are forced to view the material in a way that allows you to see how it all fits together, in a general sense. The summary should be written in your own words...helping you to **own** the information.

Cue (Recall) Column

The space to the left of the vertical margin should be reserved for a cue (or recall) column. You should not write in this area during the lecture, while you are taking notes. The cue column is not created until you review your notes (which, ideally, you do as soon after the lecture as possible, and certainly before the next lecture). As you study the material in your notes, you should devise questions which the notes answer (think "Jeopardy"). These questions are the "cues" that should be written in the cue column. By writing questions, you are forced to think about the lecture material in a way that clarifies meaning, reveals relationships, establishes continuity, strengthens memory, and attempts to predict test and exam items.

Cornell Notes

Title in Textbook Kennewick Man - Discovery Page Numbers 83-98

Reduce & then Recite	Record for Review
<ul style="list-style-type: none"> - Create questions which elicit critical thinking, not 1 word answers - Write questions directly across from the answers in your notes - Leave a space or draw a pencil line separating questions 	<ul style="list-style-type: none"> - Write headings and key words in colored pencil - Take sufficient notes with selective (not too much verbiage) & accurate paraphrasing - Skip a line between ideas and topics - Use bulleted lists and abbreviations - Correctly sequence information - Include diagrams or tables if needed for clarification or length
How long ago did Kennewick man live?	<p>9,000 Years Ago:</p> <ul style="list-style-type: none"> · Man buried next to a river · Man had worn teeth; Had survived spear wound & chest being crushed
In what condition was Kennewick man found?	<p>July 28, 1996:</p> <ul style="list-style-type: none"> · College students (William Thomas & Dave Deacy) discover a skull & notify police · Police Sergeant (Craig Littrell) notifies a coroner; Coroner notifies anthropologist · Anthropologist (James Chatters) collects bones
How was Kennewick Man discovered?	<p>July 29, 1996:</p> <ul style="list-style-type: none"> · Chatters uses pelvis to determine bones belong to a man · Chatters measures the arm bone to determine the man was 5'9 & 50yrs. old · Chatters returns to Columbia Park (in southeastern Washington state) for more bones
How did Chatters know the skeleton was male?	<p>July 30, 1996:</p> <ul style="list-style-type: none"> · Chatters discovers spear point in hip bone · Chatters asks US Army Corps of Engineers for permission to conduct a forensic investigation · Chatters consults Catherine MacMillan to determine race by measuring bones (RW = white) · Chatters searches for a small bone to carbon-date the skeleton; he knew destroying a tiny bone would outrage Native tribes if bones belonged to them
How did Chatters estimate height & age?	<ul style="list-style-type: none"> · Carbon-date test was needed to find out if bones belonged to a modern Native American tribe
What was found in Kennewick Man's hip?	
What was needed in order to Carbon-date the bones?	
Why was the carbon-date necessary?	

ICEMAN

Task:

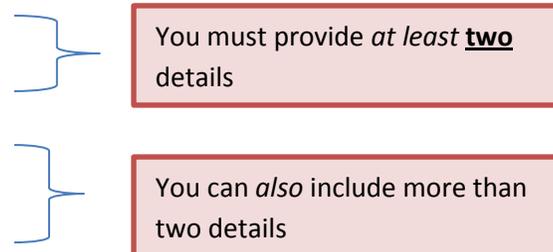
1. Compose a basic outline after reading “Iceman – Deductions”
2. Compose a basic outline after reading “Iceman – Debates”

Basic Outlining:

You will create a basic outline for each section (*Discovery, Deductions, Debates*). The first section has been done for you. Please read and review the **Basic Outline Format** (see below). You must use this format when creating your outlines.

Basic Outline Format:

Below is a rundown of the MLA outline format. Topics take roman numerals. Evidence to support each main idea take capital letters and are indented. Details to explain evidence take numbers and are further indented.

- I. Topic
 - A. Evidence
 - 1. Detail
 - 2. Detail
 - B. Evidence
 - 1. Detail
 - 2. Detail
 - II. Topic
 - A. Evidence
 - 1. Detail
 - 2. Detail
 - B. Evidence
 - 1. Detail
 - 2. Detail
 - 3. Detail
 - III. Topic
 - A. Evidence
 - 1. Detail
 - 2. Detail
 - B. Evidence
 - 1. Detail
 - 2. Detail
- 

It is up to the writer to decide on how many subtopics and evidence/details describe the topic. However, if there is an “I.” in the outline, there has to be an “II.”; if there is an “A.”, there has to be a “B.” if there is a “1.”, there has to be a “2.”.

Iceman – Discovery

I. Iceman's Life & Death

A. 5,300 Years ago

1. Died at age 46
2. Suffered three illnesses during the last six months of life
3. Lived with arthritis, broken ribs, hardened arteries and blackend lungs
4. Evidence of an arrowhead that shattered his left shoulder blade and a stab wound on his right hand suggests he was murdered
5. Body froze in the Alps

B. Preserved in Ice

1. Iceman's body was protected from bacteria, fungi, and insects by the below freezing temperatures in the Alps
2. Ice glacier formed around Iceman and his belongings
3. Dust, carried by wind, from the Sahara Desert helped to melt the ice and make Iceman visible

II. Mountain Climbers Discover Iceman

A. September 18, 1991

1. Erika and Helmut Simon unexpectedly spend the night at a lodge in the Alps because they didn't have enough daylight to hike back to the inn where they were staying
2. The Simons spot a body frozen in ice while hiking to Finail Peak in the Ötztal Alps the next day (Sept. 19th)
3. Italian and Austrian police are notified
4. An ax and fur of an extinct animal are found in close proximity to body

B. September 20, 1991

1. Anton Koler, a police inspector, investigates Iceman
2. Body should be deformed after being trapped in the glacier, but it isn't
3. Koler uses a jackhammer to get corpse out of the ice—fails to do so

A. September 22, 1991

1. Reinhold Messner, a famous mountain climber, tells newspapers that he thinks the body is that of a prisoner from about 500 years ago
2. Iceman wasn't attracting good media attention
3. Local people feared the negative publicity would hurt tourism
4. A tavern owner and his friend use ice picks to try to loosen Iceman so he could be removed by police sooner

III. Excavation of Iceman

A. September 23, 1991

1. Rainer Henn, director of forensic medicine at the University of Innsbruck, goes to the site where Iceman was found expecting to easily load him into the helicopter and leave, but Iceman was still stuck in ice.
2. Henn is finally able to leave with Iceman over an hour later
3. By 4pm, a medical examiner was able to study Iceman
4. Medical examiner finds markings on Iceman's back

B. September 24, 1991

Konrad Spindler estimates the body is about 4,000 years old—probably older