

T E A C H I N G  
A N T H R O P O L O G Y  
N E W S I F T T E R

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Biological Anthropology in the K-12  
Curriculum: Using the New National

*Archaeology and Public Education*  
Ceases Publication . . .

# Teaching

# A Reminder to *TAN* Readers

# Newsletter

# Welcome

ment, science teaching and professional development

principles and theories] that K-12 students need to

are described. These are presented in the Science

learn for these two standards.) Typical areas in his

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED] be science specialists.

[REDACTED]

Content Standards (NSES 1996:109-11) (see figure) that intersect with topics in biological anthropology. The "Science as Inquiry" standard relates to the

logical anthropology that correspond to the content areas in the Life Science Standards include human adaptability, natural selection, human ecology, growth

[REDACTED]

be successful in having anthropological curricula adopted, they need to increase the best of

\_\_\_\_\_ races? How does nutrition or disease affect human

Kelly, Brendan 1998 "Producer Eberts Keeps the Faith: Defends 'The Education of Little Tree' Despite Controversy, Poor Box Office". *The Gazette* [Montreal], April 6, p. 1.

Kopel, Jerry 1998 "'Racist' Redeemed in Part by Beautiful Book". *Denver Rocky Mountain News*, March 30, p. 37.

Marker, Michael 1992 "'The Education of Little Tree: What It Really Reveals About the Public Schools'".

## *Archaeology and Public Education*



# Announcing

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## Meetings of Interest – 1999

