

### Analyzing Central Ideas Graphic Organizer

\*New information is highlighted in bold

Chapter	Topic	Text evidence	How does the author develop this idea?  <ul style="list-style-type: none"> <li>What topic(s) receive(s) the most discussion in all/most sections?</li> <li>Is there text evidence to develop that topic?</li> <li>Does the text evidence support the topic across the entire chapter/text?</li> </ul>	State the developed central idea
1	<ul style="list-style-type: none"> <li>Forensic anthropology</li> </ul>	<ul style="list-style-type: none"> <li>Archaeologists try to fill in the gaps in the historical record. They study buildings and man-made objects called artifacts, created by people who lived in the past. They also study the remains people have left behind. As they find, excavate, and analyze these objective - including skeletons - archaeologists help us understand the past more fully and reclaim the histories of individuals who had been forgotten with the passage of time. (9)</li> </ul>	<p>The author develops this idea by providing an anecdote in the introduction, then giving background information from the historical record to tell us about the history of Jamestown. From there, the author uses a combination of anecdotes and explanation of scientific processes to help the reader begin to understand the work that forensic anthropologists do.</p>	<ul style="list-style-type: none"> <li>Forensic anthropology is the study of human skeletal artifacts to understand the life and death of people of the past.</li> </ul>

2 and 3	<ul style="list-style-type: none"> <li>● Excavating and examining remains</li> </ul>	<ul style="list-style-type: none"> <li>● The signs of shrouding that Hudgins observed as he pedestaled JR1225B's bones indicated that his remains had been treated with care, according to custom. (26)</li> <li>● Teeth also provide important clues about a person's age at death because they appear at fairly predictable times in all humans. (29)</li> <li>● In adult-sized skeletons, an individual's sex is determined based on variations in the pelvis. (30)</li> <li>● Forensic examination of a different bone - the boy's right clavicle, or collarbone - provided another clue. The clavicle had been fractured. Its broken edges hadn't healed at all, indicating that the break must have occurred shortly before the boy died. (38)</li> <li>● A depression in the front of his skull, above the left eye socket, revealed that he had sustained a blow to the head that had healed before his death. The bone in the roofs of his eye sockets contained small holes, a sign that his diet lacked sufficient iron. And X-rays of the boy's leg</li> </ul>	<p>The author develops this idea through multiple examples in every section of the chapter. The author takes the reader through the process of excavating and examining the remains alongside the forensic anthropologists.</p> <p>The author continues to develop this central idea in chapter 3 through detailing the examination process once JR1225B's remains are in the lab. The author does this through anecdote, explanations of scientific processes, analysis of the information the scientists find, and conclusions.</p>	<ul style="list-style-type: none"> <li>● Forensic anthropologists can determine information about remains by studying bone structure, bone size, teeth, and the way the remains were buried, as well as running diagnostic tests.</li> </ul>
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		<p>bones showed bands called Harris lines, which form when the growth of a bone repeatedly stops and restarts. Such disruptions of growth are a result of poor nutrition or the stress of disease. (39)</p> <ul style="list-style-type: none"> <li>Stable isotope analysis can supply information about a person's diet and, in the case of some colonial settlers, provide clues to the settler's birthplace and how long he or she had lived in America.(40)</li> </ul>		
5	<ul style="list-style-type: none"> <li>The mystery of the body in the basement</li> </ul>	<ul style="list-style-type: none"> <li>The grave showed no signs of having been created with respect for the remains it contained. The shaft was poorly dug, with an uneven bottom. It wasn't even long enough. Whoever buried the person had to bend the legs to make the body fit." (57)</li> <li>"Indeed, according to Owsley, 'The boy's bones told a story of a short, hard life. Although he was a boy, he did a man's worth of work.'"(60-61)</li> <li>"the infection that resulted from the terrible abscesses around the boy's teeth probably spread throughout</li> </ul>	<p>The author develops this idea by signaling the importance of the topic in the section header and then taking the reader through the consistent organizational structure that is found in the previous chapters:</p> <ul style="list-style-type: none"> <li>Anecdote of excavation of remains</li> <li>Explanation of process for maintaining and protecting remains</li> <li>Explanation of modern tests to reveal information about remains</li> <li>Analysis of test results and comparison to historical record</li> <li>Conclusions</li> </ul> <p>The author also develops this idea through</p>	<ul style="list-style-type: none"> <li>The lives of colonial people were difficult, and there was a significant difference in lifestyle and quality of health between the wealthier, white leaders of the colony and the enslaved or indentured people in the colony.</li> </ul>

		<p>the boy's body and poisoned his blood ...He probably found accomplishing a full day's work - something an indentured servant would have been expected to do - difficult, if not impossible." (63-64)</p> <ul style="list-style-type: none"> <li>• This type of fracture is consistent with breaks that occur as the result of a blow with a blunt object - a thick stick, for example. Might someone have been angry that the boy wasn't doing a full day's work and hit him to make him work harder?"(66)</li> </ul>	<p>rhetorical questions such as "Might someone have been angry that the boy wasn't doing a full day's work and hit him to make him work harder?" (66)</p>	
6	<ul style="list-style-type: none"> <li>• Excavation Process</li> </ul>	<ul style="list-style-type: none"> <li>• "They assembled a team of almost one hundred members, including historians, many types of scientists, medical personnel, and photographers." (74)</li> <li>• "Over the next two years, as the team researched and developed their strategy, historians found a useful clue - a document that described the opening of the only other lead coffin ever found in North America."(75)</li> </ul>	<p>The author develops this central idea through explanations of the scientific process and through the inclusion of many photographs and diagrams, with captions to highlight the basic information as well as the science of the processes.</p>	<ul style="list-style-type: none"> <li>• A meticulous plan - requiring time, experts in many fields, research, and resources - is needed in order to maximize the information that comes from an excavation and preserve the integrity of all remains and artifacts.</li> </ul>

		<ul style="list-style-type: none"> <li>• “Of course, Miller and Riordan had no intention of allowing the remains inside their lead coffins to disintegrate. During their preparations, the had developed a solution to the oxygen problem.” (80)</li> </ul>		