Anzick-1: A 12,600 year old child leads Native Americans back to Asia and leads us all to new ethical ground

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Individual Website

Student-Composed Words: 1,078

Process Paper: 500 words

Primary

Anzick, Sarah L. *A Nearly Complete Projectile Point of Dendritic Chert, a Mid-interval Biface of Translucent Quartz, Displaying Relatively Heavy Red Ochre Residue and an "end-beveled" Osseous Rod, Also Exhibiting Red Ochre Residue. These Artifacts Are Technologically Consistent with Artifacts of the Clovis Complex*. Web. 26 Jan. 2015.

A photograph of a few chert and bone tools found at the Anzick site. I use this photo on my “Background” page to provide a visual to go along with my description of the Clovis people, to which Anzick-1 belongs. These heirloom tools still bare residue of the ceremonial red ochre pigment found on the artifacts when first discovered with Anzick-1, and help to show part of the significance of Anzick-1 sometimes forgotten - the extreme love with which he was buried. For him to be buried with such priceless tools demonstrates that Anzick-1 was deeply significant to his people.

Anzick, Sarah L. A photo of Sarah Anzick, PhD., in the lab. Digital image. *Science News*. Society for Science & the Public 2000 - 2015, 2 Sept. 2014. Web. 31 Mar. 2015.

This is a picture Dr. Anzick provided of herself that to the Science News website. I used it on my email transcript page to give a face to my interviewee for my viewers. This is a primary source because it is a photograph of an individual directly involved in the Anzick-1 story.

Anzick, Sarah L. "Genome Sequencing of One of America's Earliest Inhabitants: A Personal Journey." A Spectrum of Perspectives: Native Peoples and Genetic Research. Rasmuson Theater of the National Museum of the American Indian, Washington, DC. 26 Jan. 2015. Lecture.

In this lecture the lady whose family's land the boy was found talks on the significance of the find - she is also a molecular biologist. I learned that the Clovis people were not around for an overly large period of time, and that she did the DNA extraction from Anzick-1’s remains in Denmark herself. I did not include this video in my website because it was too long, but it taught me about the large effect Anzick-1 one had on her life through scientific discovery, and her moral obligation to try to involve the surrounding tribes.

Anzick, Sarah L. "Re: Answers for you." Email interview. 1 Apr. 2015. E-mail.

In this email interview, I asked Dr. Anzick (as described above) her thoughts on the Anzick-1 study. I asked questions relating to this year’s NHD theme, as well as a few other questions to gain personal insight from an individual who was very involved in my topic. I have a quote from this interview on my “Legacy” page leading to the full email transcript, which is very informative, to show readers human connection to my topic as well as significance.

*Anzick Site*. 2011. Texas A&M University, Wilsall, MO. Web. 2 Feb. 2015.

 This is the photograph of the Anzick-1 site used in the original research paper. I used it as the background image of my website, where it grabs attention and reminds my website viewers of where Anzick-1 was found whenever they view it. It also adds quite a bit of beauty to my website.

*Clovis Boy*. Dir. Linus D. Mørk. Perf. Eske Willerslev. Magnus Film, Web. 10 Feb. 2015.

 In this video Eske Willerslev explains the scientific significance of Anzick-1, and also mentions the reburial. I used it in my “Leadership” page. This video is fantastic because Eske Willerslev does a great job of clearly explaining what Anzick-1 means to the scientific field, and how both Native Americans and scientists must make sacrifices if they are to work and learn together.

Erika, Larsen. *Tribal Leaders Gather in Montana to Rebury the 12,600-year-old Bones of a Boy Known as the Anzick Child. His DNA Confirmed That Today’s Native Americans Are Direct Descendants of the First Americans.* 2014. Wilsall, MO. *National Geographic*. Web. 26 Jan. 2015.

 This is a photo of the reburial of Anzick-1. I used it on my “Legacy” page, to show the involvement of the Native American tribes. I wanted to portray the positive developments of the Anzick study in regards to cooperation with tribes, especially important in relation to past difficulties associated with the scientific study of Native Americans.

Harkness, Adrienne, and Lynne O’Hara. "National History Day 2015 Theme: Leadership and Legacy in History." *National History Day*. N.p., 2015. Web. 24 Feb. 2015.

 This is the 2015 National History Day theme. I used it to gain a greater understanding of the 2015 theme I would be following, and I quoted it on my “Leadership” page when defining leadership and explaining how Anzick-1 demonstrated leadership. It was difficult to place this as a primary or a secondary source, but I placed it as a primary source because it is the primary document relating to this year’s theme, and was not displayed in a secondary source.

*Prehistoric Connections*. Perf. Shane Doyle. *Youtube*. Montana State University, 12 Feb. 2014. Web. 15 Feb. 2015.

 In this video, Shane Doyle describes the significance of the Anzick child in his mind - namely the love shown by the people who buried him. I used this video on my “Legacy” page. This video is a very important part of my website because it shows the point of view of Native Americans much needed due to my topic. It shows how much Native Americans love their people and helps viewers understand the conflict between Native Americans and scientists regarding ancient remains that have not been returned.

Rasmussen, Morten, et al. "The Genome of a Late Pleistocene Human from a Clovis Burial Site in Western Montana." *Nature* 506.7487 (2014): Web. 25 Jan. 2015.

This is the original paper published about the boy's genome, and how Native American populations are descendant from his people. I gained a more detailed understanding of Anzick-1’s significance by reading it, and used many of the figures in my website, specifically on the “Leadership” page.

Waters, Michael R. Web. 26 Jan. 2015.

This is a picture of the location of the site, to give context to my project viewers. I use it in my “Background” page, where I describe the discovery location and significance of Anzick-1’s find. Not only was Anzick-1 from the first discovered Clovis burial site, the site was also very ceremonial - he was found with 125 tools covered in the ceremonial pigment red ochre.

Whittenberg, Bruce. *Anzick Child Reburial Site*. 2014. Web. 26 Jan. 2015.

A photograph of the reburial, demonstrating the deep respect for the knowledge Anzick child has given us, and that now we should repay him by allowing him to rest once more. It is very moving photograph, and allows viewers of my website to appreciate the deep emotional significance of Anzick-1 to Native Americans. I used it on my “Legacy” page.

Secondary

"Ancient Origins." *Montana Office of Public Instruction*.

 This is a map showing the tribes surrounding the Anzick site in Montana, demonstrating the close proximity of the tribes in the area and honors them by naming them and including them in this project. I used the map in my “Legacy” page.

Begley, Sharon. "Ancient Native Boy's Genome Reignites Debate over First Americans." *Reuters*. , 12 Feb. 2014. Web. 26 Jan. 2015.

This is an online article that examines and challenges some of the ideas about Anzick boy. It also describes some antler heirlooms, which are like double-artifacts. I used this to gain background on the discovery of Anzick-1.

*Bering Land Bridge*. Digital image. *National Geographic*. National Geographic Society, 2002. Web. 26 Jan. 2015.

This map shows human migration paths. I used it in my “Leadership” page to provide a clear graphic to help my viewers understand where the Bering Land Bridge was and how the first Americans could have migrated. It also helps people understand the “Solutrean Hypothesis” which I mention.

Callaway, Ewen. "Ancient Genome Stirs Ethics Debate." *Nature* 506.7487 (2014): Web. 25 Jan. 2015.

This article shows that along with his genetic and scientific legacy, the boy had also left an ethical legacy. It is also where I found the video of Eske Willerslev, which is an essential part of my project.

Jestes, Roberta. "Anzick (12,707-12,556), Ancient One, 52 Ancestors #42." Web log post. *WordPress.com*. DNAeXplained, 18 Oct. 2014. Web. 25 Jan. 2015.

A lady with heritage shared with this boy writes on its significance to her and others with shared heritage. It helped me to understand that Anzick-1 inspires people across the world who have access to his information.

Reid, Chip. "Kennewick Man, an Ambassador from the past." *CBS News*. CBS Interactive Inc., 12 Oct. 2014. Web. 16 Feb. 2015.

 An article on Kennewick Man - a 9,000 year old skeleton. I used this source to find out about the state of ancient American remains controversy between scientists and Native Americans before the Anzick-1 genome sequencing. A picture was also used in my “Background” page to help relay this information.