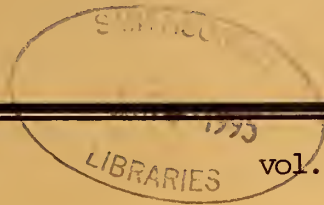


anthro·notes

a newsletter for teachers



vol. 1 no. 2

fall 1979

TALKING WITH TEACHERS

How do you squeeze anthropology into an already crowded curriculum? How can it mesh with history, biology, or geography? What seems to capture students' interests? In the interviews below various teachers from last year's Anthropology for Teachers Program answer these questions.

Barbara Cianelli teaches Ancient and Medieval History to 9th graders at Alice Deal Junior High School in Washington, D.C. She starts off the year with a unit on Early Humans. "It's a good way to start since it's a whole new world for students. They observe primates at the zoo by looking at communication and family structure. I also take them to the National Geographic's Explorers Hall to the new exhibit on Visiting Prehistoric People. The caves are lifesize and the exhibits are good for beginning 9th graders."

When teaching Economics to 11th and 12th graders at Richard Montgomery High School, John Day has developed a unit on cross-cultural views of money. "I start off with the Bushmen filmstrip by Richard Lee in Patterns in Human History. We look at the Bushmen at the beginning of the course to show the universality of economic concepts such as scarcity, means of production, and distribution. Then the students find it very interesting to look at cigarette "money" in a P.O.W. camp and at the Papuans' use of money."

Sister Barbara Gress teaches 9th and 10th graders at St. Cecilia's High School in Washington, D.C. In World Geography, "I organize the course so that we look at the earth first as if from a spaceship, then from an airplane, and then from the ground. In the airplane view, I bring in anthropology with a discussion of migration routes, such as the peopling of the Americas across the Bering Strait." In General Science, she relies on the National Museum of Natural History, especially the Ice Age Mammals and Emergence of Man Hall. "I have also used the Monkeys, Apes, and Humans Program (see p.5), which is excellent and the students like it very much."

Mary Thompson teaches 10th grade Biology at Perry High School in Montgomery County. "I bring in anthropology in genetics and in human evolution. I have recently visited the new Dynamics of Evolution Hall at the National Museum of Natural History and it is wonderful. They have so many examples that are talked about in the students' textbooks."

Richard Abell teaches a one semester course in Cultural Anthropology at Walt Whitman High School. He decided not to offer a watered-down survey course and instead selected five units. (The Concept of Culture; Human Life Cycle; Science, Myth, Religion, and the Supernatural; Culture Change; and Anthropology and the Modern World.) In the first unit, "I avoid definitions, and immerse the students right away in an ethnography such as Forest People or Coming of Age in Samoa. That way each student has a base to use for comparison and can develop a holistic view right away."

THE TEACHERS' CORNER:
USING CREATION MYTHS

In the earliest times on earth, there were no animals in the sea. People did not need blubber for their fires, because newly drifted snow would burn...In those days there was no ice on the sea. This is a distant memory of the time when the first people lived on earth... Both men and animals lived on earth, but there was no difference between them. Men could become animals and animals could become men, and they all spoke the same language.

--Netsilik Eskimos

In the beginning Pundjel decided to make man out of clay. With his big knife he cut three large sheets of bark. On one of these he placed a quantity of clay and worked it into a proper consistency with his knife. When the clay was soft, he carried a portion of one of the other pieces of bark and he commenced to form the clay into a man...

--Australian Aborigines

In the beginning there were no men on earth. The people lived in the sky with Akonge and they were happy. But there was a woman named Nbookamu who bothered everybody. One day Akongo put the woman in a basket with her son and her daughter, some cassava, maize, and sugarcane and lowered the basket down to the earth. The family planted a garden on earth and the garden flourished through their care.

--West African creation story

What can stories like these teach? How can teachers use creation stories in the classroom?

Anthropology is the study of the origin and nature of human beings. What better place to begin than with various people's search into basic origins as expressed through creation stories handed down from time immemorial.

Creation stories, obtainable in any school or university library, reflect the values, fears, and hopes of a people, but they also reveal day to day culture. A teacher can present a creation story as a kind of 'artifact' from which students derive information about a people's environment, economy, and society as well as the more deeply held values, hopes and fears. A class can be divided into several groups, each working on a single creation story, trying to draw as much information as possible about the culture, and at the end trying to identify which specific culture the story comes from.

After students have read and discussed several creation stories, they should be able to list characteristics which these stories have in common. For example, creation stories provide answers to similar questions: where did we come from? who or what created us? of what substance are we made? what is our relationship to other animals? These are questions basic to man, but also basic to anthropology itself.





UPCOMING EVENTS

Nov. 8: "Religion and Objects, Myth and Folklife Museums: The Production of Meaning in Historical and Modern America," by Russ Handsman, American Indian Archaeological Association. One of a series of Anthropology Talks to be held in Woods Hall, Room 0104, University of Maryland at 4 p.m.

Nov. 14: "Action Forum for the Survival of the Yanomamo Indians." An evening of speeches and slides on the Yanomamo of Northern Brazil who are threatened by highway construction, mining, and ranching. Tentative speakers are anthropologists Dr. Shelton Davis and Dr. Laura Nader, consumer advocate Ralph Nader, and human rights advocate Isabel Letelier. A native American speaker will draw the links between the Indian situation in North and South America. The forum will take place at 8 p.m. at the Carnegie Foundation Bldg., 1530 P St., N.W., Washington, D.C.

Nov. 15: "Russell Cave," by David T. Clark (Post-Doctoral Fellow, Department of Anthropology, Smithsonian Institution). Dr. Clark will discuss the subsistence strategies and technology employed by inhabitants of this deeply stratified site in Alabama occupied for over 9,000 years. Lecture takes place at 7:30 p.m. in the Naturalist Center, National Museum of Natural History.

Nov. 20: "Midwifery: The Modernization of a Folk Tradition," by Molly Dougherty, School of Nursing, University of Florida. Anthropological Society of Washington (ASW) meeting at 8:15 p.m. in the Ecology Theater of the National Museum of Natural History.

Nov. 20: "The Taphonymy of Early Man in the New World," by Gerry Haynes. The seminar takes place in the Archaeology Laboratory at Marist Hall, The Catholic University of America at 8 p.m. For further information and schedule of future seminars call Tim Thompson at 635-5080.

Nov. 27: "Archaeological Survey in West Virginia," by Kevin Cunningham and Bill Barse. Archaeology Laboratory seminar at Marist Hall, The Catholic University of America at 8 p.m.

Nov. 29: "Social History and Anthropology: An Interdisciplinary Approach," by Dr. James O. Horton, Assoc. Professor of History and Civilization, George Washington University. Seminar takes place in the Torpedo Arts Center in Alexandria at 7:30 p.m. For reservations call the Alexandria Archaeology Research Center at 750-6200.

Nov. 30: Illustrated lecture on contemporary Inuit Art by Dr. Jean Blodgett, former curator of Eskimo Art at the Winnipeg Art Gallery, Manitoba, to be held in the Baird Auditorium, National Museum of Natural History at 12 p.m. Presented in association with the current exhibit, Eskimo Narrative, of Eskimo sculptures and graphics in the Learning Center Gallery (NMNH). Lecture repeated 12 p.m., Dec. 1.

Dec. 1: Film. Sananguagat: Inuit Masterworks and Eskimo Artist - Kenojuak. Baird Auditorium, National Museum of Natural History at 2 p.m.

Jan. 21: "Two Threatened Worlds: The High Himalaya and Amazon Jungle," by George Schaller, author of The Serengeti Lion and The Year of the Gorilla. Dr. Schaller discusses his field study with wild animals through slides and film. For ticket information call the Smithsonian Institution Resident Associate Program, 381-5157.

ANTHROPOLOGY AND EDUCATION:
ORGANIZATIONS TO JOIN

American Anthropological Association (AAA) is the central professional organization of anthropologists. The AAA coordinates the activities and publications of societies representing more specialized subdisciplines. Members receive the quarterly journal, American Anthropologist, and the monthly Anthropology Newsletter, which includes a Placement Service listing. In addition, the AAA has available career publications and the Guide to Departments of Anthropology that describes facilities and programs at more than 250 schools and museums. For further information about membership and career publications, write to AAA, 1703 New Hampshire Ave., N.W., Washington, D.C. 20009 or call 232-8800.

The Anthropological Society of Washington (ASW) is the oldest anthropological society in America. During 1979-80, the ASW will begin its second century. ASW meetings are held the third Tuesday of every month in the Ecology Theater of the National Museum of Natural History (Topic this year: Anthropology and Health). For membership information write to ASW, 1703 New Hampshire Ave., N.W., Washington, D.C. 20009 (dues \$7.50).

The Council on Anthropology and Education (CAE) is a professional association of anthropologists and educational researchers concerned with the application of anthropology to research and development in education. The Council was organized in 1968 and its quarterly newsletter is issued to all members of CAE (dues \$10.00/year). Inquiries about

membership should be addressed to CAE, 1703 New Hampshire Ave., N.W., Washington, D.C. 20009. The quarterly publishes articles about various education topics, including the teaching of anthropology at the pre-college level.

The Museum Education Roundtable (MER) is a non-profit organization for those interested in museum education and teaching at all levels. It aims to keep educators in touch with each other, disseminates information about the field, and promotes interest in local museums. The quarterly publication Roundtable Reports, includes announcements of training programs, reports of conference meetings, descriptions of innovative programs, a calendar of events, and articles concerned with museum education. Members are regularly invited to participate in meetings, outings, workshops and other events relevant to museum education. Annual membership is \$15.00 (tax deductible). Write to MER, c/o Ken Yellis, National Portrait Gallery, F & 8th Sts., N.W., Washington, D.C. 20560.

Washington Association of Professional Anthropologists (WAPA) is "a group of persons who, by reason of training and interest, seek to develop anthropological knowledge and apply it to the needs of society." WAPA offers an opportunity to expand one's range of contacts and employment opportunities as the association actively seeks to increase job opportunities for professionals in full- and part-time employment. WAPA holds monthly meetings, publishes a newsletter and membership directory, and holds a potluck social event twice a year. To join, send your home address, business address, and telephone numbers with the membership fee (\$10 for regular members, and \$5 for students and those not employed) to WAPA, P.O. Box 8709, Washington, D.C. 20011.





MONKEYS, APES, AND HUMANS:
THE STORY OF PRIMATES

"Monkeys, Apes, and Humans" is a new program for junior and senior high school students sponsored jointly by the National Zoological Park and the National Museum of Natural History. This program combines the resources and viewpoints of both zoology and anthropology. Students learn to observe and collect data on primate behavior, formulate hypotheses based on observation of living and skeletal forms, and compare and contrast the physical and social development of monkeys, great apes, and humans.

The program lasts approximately eight hours -- spread out over several visits. Although visits may be arranged to suit individual class needs, the following schedule is suggested:

- Week 1: National Zoo, 2 1/2 hrs.
- Week 2: Museum of Natural History, 2 1/2 hrs.
- Week 3: Museum of Natural History, 2 1/2 hrs.

Typically, during the first day at the Zoo, students view a short film about a monkey mother and infant, in order to learn observational and analytical skills. Following this, students visit the Monkey House and work in groups to observe behavior such as interaction, locomotion, or communication.

On the second day, at the Museum of Natural History, the group participates in an introductory exercise in the classification of the primate order that includes a detailed comparison of the skeletons of the major primates.

On the third day, again at the Museum of Natural History, the students focus on the development of humans through time, using exhibits and actual skeletal materials. A final discussion is held to review the highlights of primate physical and social development, and to provide an opportunity for students to discuss more fully the unique nature of man's cultural heritage.

To arrange for your class to participate in this new and stimulating program, call the Office of Education, National Museum of Natural History, at 381-5304 or call the FONZ at 232-7703.

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MUSEUM OFFERINGS FOR TEACHERS

The Smithsonian Institution's Office of Elementary and Secondary Education offers free programs and special workshops for teachers. Teachers can keep abreast of activities by checking Let's Go to the Smithsonian, a booklet of learning opportunities for schools, 1979-1980, which is sent to all elementary and secondary schools in the Washington, D.C. metropolitan area.

WESTERN CIVILIZATION: ORIGINS AND TRADITIONS

The newest anthropology hall in the National Museum of Natural History, Western Civilization: Origins and Traditions, displays such a variety of objects and scope of history that it appears, at first, overwhelming. Teachers especially may need to develop ways to help their students learn from such a rich and complex exhibit.

Lesson tours for junior and senior high school students are scheduled through the Museum's Office of Education (381-6135). For those secondary teachers who prefer to organize their own museum tour, the following information can help you. First, visit the exhibit yourself and allow time to get an overview of the entire area. Look for the main themes and then work through the areas of the hall that are relevant to your special needs.

Before visiting the Western Civilization Hall, students can locate on a map -- and discuss -- the significance of geographic locations in the exhibit (e.g. Mohenjo-Daro, Troy, Sumer, Carthage, Rome). Students can also examine the geography and history of West Asia, North Africa, and Europe in magazines, books, and films, and become acquainted with terms such as domestication, cuneiform, epic, ziggurat, and city state.

The exhibit demonstrates that the process of western civilization has become increasingly complex. Tour objectives can be built around the following concepts:

*How big game hunters developed a way of life in the late Ice Age.

*How hunters gradually became farmers by controlling plants and animals and building the early farming villages.

*How people built larger communities and developed the urban way of life.

*How bureaucrats, the army, and the nobility developed the modern state.

*How soldiers, armies, warfare, craftsmen, merchants, and competition participated in the expansion of trade and empires.

*How cultural traditions have persisted.

When observing the Hall, students can read, for example, the translation in the exhibit of ancient inscriptions written during the second millennium B.C. to learn about the life of the people in the Middle East. Examples include inscriptions from a figurine of Rim-Sin, a King of Larsa, and two 18th Dynasty Egyptian stele. Additionally, students can deduce information about the physical attributes of the people who lived in the eastern Mediterranean from 20,000 B.C. to 500 A.D. by using data given in the Hall.

Follow-up projects can involve students in researching the names of the people, (Alexander the Great, Hammurapi, Ptolemy), places, special events, and literary allusions (Iliad and Gilgamesh) in the exhibit; and discussing ancient architectural styles and their relationship to climate, raw materials, technology, and engineering knowledge.

These teacher strategies are more fully explained in a teacher's guide available from the Office of Education. This booklet also contains a bibliography and suggested pre- and post-visit activities.

Laura McKie

D.C. AREA TEACHING RESOURCES

The D.C. area is rich in anthropological resources. Most teachers probably look for these in the local museums, public libraries, and universities which do, of course, offer a wealth of material. Yet, there are many less familiar institutions in the area which can also provide students with valuable opportunities for learning in the fields of anthropology. Among these are - The Alexandria Archaeology Research Center (AARC), The Caribbean American Intercultural Organization, and Embassies.

At AARC, professional archeologists and volunteers work together to conserve and interpret historic sites in Alexandria. Individual high school teachers and students may become AARC volunteers and subsequently learn through practical experience techniques of field excavation, surveying, and laboratory processing. Teachers and high school students interested in becoming volunteers can call 750-6200. Evening seminars are sponsored by the Center. High school groups can arrange to tour the excavation sites and laboratory. There is also a new Alexandria Archaeological Research Museum located on the second floor of the Torpedo Factory Arts Center, on King Street in Alexandria where the AARC is also located. The museum is open to the public Friday through Sunday, 11 a.m. to 4 p.m. To arrange special tours for school groups, call Bruce Weindruch at 750-5788.

The Caribbean American Intercultural Organization was established to promote relations between peoples of the Caribbean and the United States through cultural exhibitions, conferences, films, and other media. It is part of an informal network which connects programs in several institutions in the area, such as the Organization of American States and Howard University. Teachers are welcome to contact the organization for information and referral to audio-visual materials, publications, and programs on the Caribbean which are

found throughout this network. It can also serve as a good source of speakers on Caribbean peoples and cultures. For more information call 387-5115.

Most of the embassies in Washington provide speakers for school groups if contacted three or four weeks in advance. Suggest a specific topic of interest and describe what class preparation you will do for the lecture. Many embassies have also developed informative printed materials free of charge for teachers. In addition, the embassies of Indonesia and Japan have formal tours of their collections and environments (for example the Japanese Teahouse) which can be scheduled for student groups. Films, available free on loan, are another valuable service which some embassies provide. Below is a list of just a few of these films which might be of interest to anthropology teachers.

<u>Panoply of Ghana</u> (Ashanti regalia)	Embassy of Ghana
<u>Kuchipudi Dance</u> (origins in 15th C. and dance based on Krishna legends)	Embassy of India
<u>Chanoyu-Tea Ceremony</u>	Embassy of Japan
<u>Maori Arts and Culture</u>	Embassy of New Zealand
<u>Archaeological Dance</u> (classical dance in different periods)	Embassy of Thailand

Catherine Burt

(Note: Information on these and other D.C. resources are compiled in information leaflets in the Anthropology Resource Center for Teachers located in the Naturalist Center of the National Museum of Natural History. The Center is open Wednesday through Saturday 10:30 a.m. - 4:00 p.m. and Sunday 12:00 p.m. - 5:00 p.m.)

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PEACE CORPS SCHOOL PARTNERSHIP
PROGRAM

The Peace Corps School Partnership Program can lead to a rich cross-cultural exchange between students in this country and students in Africa, Asia, or South America. The contents of packets sent between schools are determined by the objectives of teachers and their students. Letters, essays, photographs, small artifacts, and tapes of recorded music or folktales are among the kinds of items which have been used by school groups to share information and experiences.

To begin a partnership program, a class or school must first agree to support, by raising funds in its community, a particular Peace Corps project being carried out in a developing country (i.e. digging a well, building a classroom or granary). The Peace Corps volunteer for that project, in turn, agrees to send the class project progress reports, and to organize a cross-cultural exchange of materials.

The Partnership Program loans out a cassette/slide show and a film, which describe the program and suggest strategies for raising funds. Also available is a speakers bureau of returned volunteers to talk to groups about experiences overseas. Teachers interested in the program should contact Evelyn Bryne at 254-5324.

Catherine Burt

AFRICAN STUDIES CENTER'S OUTREACH PROGRAM

The Outreach Program of the newly established African Studies Center at Howard University wants to create links with the pre-collegiate community as well as with area universities. Professor Theresa Ware, Outreach Program Coordinator, organized the October 1979 Outreach Roundtable. It brought together 30 Washington, D.C. metropolitan area elementary and secondary school teachers and curriculum specialists. They exchanged ideas on the status and need for integrating African teaching materials into the classroom.

A second Roundtable was held November 8 at Howard University from 9 a.m. - 3:30 p.m. to discuss a Teacher Development in Africa Training Institute, a summer study project in Kenya, and various organizational committees.

FILMS AND STUDY GUIDES AVAILABLE

Documentary Educational Resources (D.E.R.) may be able to provide you with films and other study material. Since it was founded as a non-profit organization in 1971 by John Marshall and Timothy Asch, D.E.R. had been producing and distributing 16mm. ethnographic films for classroom use. At first the films had been used only at the university level, but increasingly high schools and elementary schools have used them successfully, particularly those dealing with the San peoples (Bushmen) and the Alaskan Eskimos. Study guides to some films are now available. For further information, write to D.E.R., 5 Bridge St., Watertown, Massachusetts 02172.

This newsletter is part of the George Washington University/Smithsonian Institution Anthropology for Teachers Program. If you wish to contribute an article or be on the mailing list, write: Ann Kaupp, Department of Anthropology, National Museum of Natural History, Stop 112, Smithsonian Institution, Washington, D.C. 20560.

NEWSLETTER:

Editors: JoAnne Lanouette, Ann Kaupp
Ruth O. Selig
Art Advisor: Robert Humphrey

PROGRAM STAFF:

Alison S. Brooks JoAnne Lanouette
R. Kepler Lewis Ruth O. Selig