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# anthro·notes

a newsletter for teachers

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## A.A.A. MEETINGS IN WASHINGTON:

### TEACHERS INVITED!

SATURDAY-SUNDAY, December 6-7.

Mark the dates on your calendar!

The American Anthropological Association's (A.A.A.) Annual Meetings take place at the Washington Hilton Hotel (at Connecticut and Florida Avenues, N.W.) from December 4-7, 1980. Teachers are invited to attend weekend sessions and browse through the large anthropology book displays set up in the hotel.

For those unfamiliar with this event, a Nacirema member of the A.A.A. has provided the following account:

Anthropologists, like many members of small societies, engage in annual rites of renewal which they call "THE MEETINGS." Each year "THE MEETINGS" take place in a different city the week following the rites of harvest and pilgrim thanks. Through five days and five nights members of the society gather, and gather, and gather -- to greet old friends, make new friends, drink, listen to scores of FORMAL PAPERS, eat at numerous ROUNDTABLES, attend MINISESSIONS, and SOCIETY MEETINGS. Publishers of books dealing with the esoteric subject matter of "THE MEETINGS" also gather to show their wares

to the anthropologists who might assign such sacred books to their young initiates who come to special classrooms to learn about the subject of anthropology.

The A.A.A. is interested in having pre-college teachers attend the meetings, and has specifically scheduled events of interest to teachers on Saturday and Sunday. Saturday morning, from 9:00 a.m.-12 p.m., if you come to the Lincoln West Conference Room at the Hilton, you will find a symposium "TEACHING ANTHROPOLOGY TO STUDENTS AND TEACHERS: REACHING A WIDER AUDIENCE." This session, organized by the Anthropology for Teachers staff, under the auspices of the Council on Anthropology and Education, will report on the history and status of anthropology in secondary schools, describe two teacher training programs in an urban and a rural setting, and present case studies of innovative teaching by high school and college teachers, including Richard Abell from Montgomery County's Walt Whitman High School.

On Saturday afternoon, also in Lincoln West, there will be a symposium on the Anthropology of Learning featuring the well-known primatologist Frank E. Poirier speaking on "Nonhuman Primate Learning", and George and Louise Spindler talking on "Learning Theory Models -- Who Needs Them?" Emphasis on this panel will be on learning in natural settings, as well as learning in schools.

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Other Saturday afternoon sessions include: "Who and What is an American Indian?"; "Widowhood in Africa"; "Modernization and Traditional Healing Practices"; "Primate Reproductive Strategies"; and "History and Theory of Anthropological Methods." Sunday morning sessions include: "Stress and Mental Health"; "Changing Roles"; "Women and Men in Schools and Society"; "Archeology in the United States"; and "Childhood and Adolescence." A copy of the meeting schedule, giving times and places of each session, will be available in the Lincoln West Conference Room Saturday morning.

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"ODYSSEY" FILMS -- FREE LOAN!

Last Spring many of our readers watched the PBS Sunday evening series, ODYSSEY. Five of the ODYSSEY programs are now available on videotape cassettes from the Naturalist Center at the National Museum of Natural History. (These same five videotapes are also available through some county and college media centers; for example, in Montgomery County and the George Washington University.) Videotape cassettes, 3/4", along with the EDUCATOR'S GUIDE TO ODYSSEY, may be borrowed free of charge by any teacher wishing to show the films to a class. The Naturalist Center has a videotape viewer and the films may be previewed.

The five films, with brief descriptions from the ODYSSEY GUIDE, are:

The First Americans: "Archeologists from Texas to Alaska search for clues to the identity of the first people to tread the American continent - the early hunters who between

11,000 and 50,000 years ago crossed the Bering Strait in pursuit of game."

Franz Boas: "Studying the Indians on the northwest coast of America was an odd career for a young German physicist in the late 19th century. But by virtue of his fieldwork with the Kwakiutl, his involvement with museums, his teachings, and his theories on race, Franz Boas was singularly responsible for shaping the course of anthropology in America."

The Incas: "In just 100 years the Incas created an empire that stretched more than 350,000 square miles across some of the world's highest mountains. Three archeologists trace the extensive network of roads, towns, and agricultural regions responsible for the prosperity of these 16-century Peruvians."

Other People's Garbage: "Although written documents recount more than 350 years of events in America, they reveal little about what day-to-day life was like. Historical archeologists at three sites across the United States are uncovering a clearer, and often very different, story of the recent past than we've ever known."

The Chaco Legacy: "Over 900 years ago the inhabitants of Chaco Canyon, New Mexico, undertook one of the most comprehensive building projects ever -- an extensive water-control system, a network of roads connecting 70 pueblos, and several mammoth structures such as the 800-room Pueblo Bonito. How and why these people developed such a sophisticated technology is only now becoming clear after 50 years of study."

(cont. p. 6)

TEACHERS' CORNER:ARCHEOLOGY AT OUR DOORSTEP

High school students sometimes have unexpected archeological opportunities dumped on them. Last spring, Walt Whitman and Bethesda-Chevy Chase high school students found themselves with 500 dump truck loads of C&O Canal dredgings to explore for artifacts, which had been dropped, tossed, or lost in the canal since its construction in the 19th century.

Within a few hours, twenty-five students from the two Montgomery County schools recovered 2,000 bottles, an 1832 Liberty penny, Civil War munitions, old auto license tags, pre-Civil War China plates with featherware design, a small derringer, an old freight wagon wheel, clay marbles, a dismantled slot machine, and many other artifacts. All these materials came from a landfill in Prince George's County where dredgings from the Georgetown end of the C&O Canal had been taken.

Jill Timmons, an archeology student at Whitman, describes how the discovery was made.

"The story begins on a cold January afternoon in Georgetown. An anthropology student from the University of South Carolina, Mark Tennyson, was walking along the canal when he noticed that a section between 29th Street and Key Bridge had been drained and the silt dug out. His curiosity as to the value of the artifacts which might be found in the silt led him to phone the Park Service for information on the dredging. He discovered that the Park Service ... had let about 16,000 cubic yards of silt and other materials be dredged from the canal and trucked to a dumping site near Andrews Air Force Base. Tennyson was



told by the chief of historic resources for the region that 'silt is not part of the Canal and is not desired. We do not consider artifacts put into the Canal relevant to the operating period of the Canal for which we are responsible'."

Tennyson reported his findings to his former anthropology teacher, Richard Abell, at Walt Whitman High School. Arrangements were made for Abell's archeology classes to recover materials at the landfill.

On a mild February day, twenty-five students spent five hours making surface collections as well as excavations of a few dump truck loads to ascertain whether, if, by chance, any evidence of stratification could be found (none was found). Huge quantities of muddy artifacts were gathered and bagged for return to school. The remainder of the afternoon was spent at school, washing bottles and artifacts.

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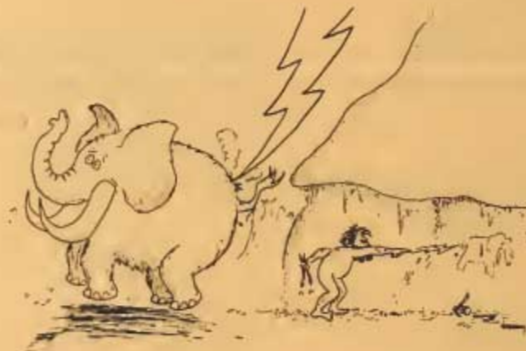
Students spent many weekends, as well as class sessions, cleaning the materials, cataloguing them and preparing type collections of the bottles. Dr. Chris Goodwin, a Research Fellow at the Smithsonian Institution, provided valuable assistance in this process. Four type collections have been sent to museums and one has been retained at Walt Whitman High School.

For archeology students the experience provided them with opportunities to collect and clean materials, catalogue and categorize them. An important lesson in historic preservation was learned as well as new insight into the past history of the community. In addition, students now are preparing a display of selected materials giving them an opportunity to learn museum techniques.

What did the project mean to the students? Their enthusiastic participation, even in sometimes dirty, boring work made it clear that this experience was significant to them. "The artifacts," says Jill Timmons, "are evidence of the life style of the common folk who used the canal in the 1800's."

Jack Albert, another student, commented, "Anyone can read out of books about the lives of past people, but to be able to dig up facts, hold them in your hands and see them before your eyes is more learning than can be done through hours in a classroom. Maybe only half the bottles, coins, wagon wheels, and china will be valuable for the museums, but it is valuable as a learning experience to us."

Richard Abell



#### PREHISTORIC ART REPRODUCTIONS

The Gallery of Prehistoric Art (33 Union Sq. West, 2nd floor, New York, New York 10003) has available teaching materials and fine silk-screen prints of cave and rock art of Europe, North America, and Africa by artist and director of the gallery, Douglas Mazonowicz. Available to schools and museums are: a 12 minute documentary film,

"Voices from the Stone Age"; a cassette slide/lecture presentation on cave paintings of France and Spain; and photographs and transparencies (color and b/w) of prehistoric cave and rock art. Mr. Mazonowicz also has a booklet, On the Rocks: The Story of Prehistoric Art, available for \$3.50 from the Smithsonian Institution Traveling Exhibition Service, Arts and Industries Bldg, Room 2170, 900 Jefferson Dr., S.W., Washington, D.C. 20560.

ARCHEOLOGY AND STUDENTS --  
CAN THEY MIX?

The professional archeological community has often cast a jaundiced eye on the use of archeological sites for the purpose of high school education. Some educators view student excursions into such activities as embellishments or "frills" -- not as a potentially vital part of the total educational program of a system. Two questions arise: (1) Can archeology do anything for kids?; and (2) Can kids do anything for archeology?

We interviewed some former students from the Summer Seminar in Archeology, now entering their third year of volunteer work with the Fairfax County Archaeological Survey. Their answer to the first question was a resounding "Yes!" To begin with, they maintain, their grasp of both content and basic skills has been substantially strengthened. They have learned much about United States history, especially local history (our primary focus in Fairfax has been on historical archeology). They have gained some expertise in the identification of material culture forms ranging from architecture to farm tools and military equipment. Since archeology is essentially a research process, their skills in gathering, analyzing, and classifying data, and drawing inferences from it, have also received a very thorough toning. Moreover, the application of these and other skills has been transferred to a variety of other academic areas.

Students have gained personal dividends from participating in the field experience. Their perspectives have been broadened, and they have gained a new awareness of, and appreciation for, their environment, both physical and

and cultural. Because our summer seminars in Fairfax draw participants from all high schools in the county, the students have acquired a new circle of friends -- ones with whom they now share a unique set of experiences. These same students also remark that they never realized how much physical stamina they possessed until they endured the consistent 90°+ of a Virginia summer, chopping weeds and hauling dirt -- and survived! All agree that they have become more self-disciplined and observant. Above all, they feel they have made a lasting, worthwhile contribution to their community.

Have they? Enter the professional archeologist.

High school volunteers have proven invaluable to the Fairfax County Archaeological Survey. Their laboratory and field work is equivalent to work done by the graduate and undergraduate students who traditionally comprise most archeology crews. Without their volunteer contributions, much of the archeological work accomplished in Fairfax County would be impossible.

The integration of the high school volunteers into the major projects undertaken in the county and the quality of their field supervisors have had the greatest impact on the success of the high school program. Students have not been relegated to performing boring, trivial, or makework tasks. No special projects have been created for them. For example, students were fully involved in the testing program undertaken at E.C. Lawrence Park, the major research project conducted last summer. Students are a vital part of the Fairfax County Archaeological Survey and have been treated as such.

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Two high school teachers give students direct supervision in the field. These supervisors have taken the time and expended the energies to attend formal training sessions in archeology. They have kept up with the discipline through reading, additional classwork, and convention attendance. The combination of their academic training, and their infectious enthusiasm for the discipline helps the students both educationally and personally.

Archeology is not, of course for everyone. We do not seek to

turn out professional archeologists. But we have found that virtually every student, whether liking or disliking the total experience in retrospect, has gained from the experience.

Martha Williams  
Teacher  
Marshall High School  
Fairfax County Public Schools

Edward R. Chatelain  
Historical Archeologist  
Fairfax County Office of  
Comprehensive Planning



#### CONTRIBUTIONS!

One purpose of Anthro·Notes is to share new ideas and materials for teaching anthropology, and to inform teachers and anthropologists alike of the resources available to them in the D.C. metropolitan area. We welcome your suggestions of new books, films, curricula materials, and classroom activities for teaching anthropology or integrating it into science and social studies classes. Teachers have been important contributors to Anthro·Notes, and we would like to encourage and continue this communication by hearing from you.

#### ODYSSEY (cont'd from p.2)

To borrow a tape, first check if it is available by calling the Naturalist Center during Center hours (Wed.-Sat., 10-4; Sunday, 12-5) at 357-2804. If available, the tape may be borrowed for one week only. When picking up the tape a deposit (a check for \$50 made out to the Smithsonian Institution) will be left with the Center's manager. On the back of the

check write the borrower's name, address, telephone number, and the name of the film. When the tape is brought back the check will be returned. The EDUCATOR'S GUIDE TO ODYSSEY may also be borrowed.

IT IS PERMISSIBLE TO TAPE THESE VIDEOTAPE CASSETTES. ANY MEDIA CENTER MAY BORROW THE CASSETTES AND MAKE THEIR OWN SET TO DISTRIBUTE THROUGH THEIR SCHOOL DISTRICT.

## UPCOMING EVENTS

Nov. 18: "Ethnoarchaeology" by Dr. Alison S. Brooks (George Washington University). Discussion takes place in the Archaeology Laboratory at Marist Hall, The Catholic University of America, at 7:30 p.m. For further information and schedule of future talks, call April Fehr, 635-5080.

Nov. 19: "What We Can and Cannot Learn About Human Evolution" by Dr. Alan Walker (Johns Hopkins University). Anthropological Society of Washington meeting at 8:15 p.m. in the Naturalist Center, Museum of Natural History.

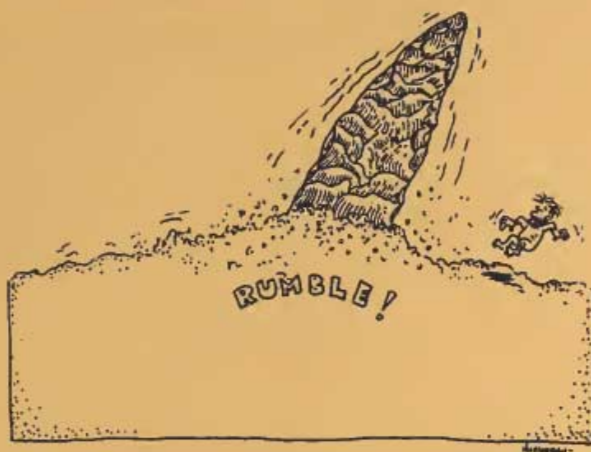
Nov. 25: "Report on Work in the Savannah River Drainage, Georgia" by Dr. William M. Gardner and staff. See Nov. 18.

Dec. 4: "Investigations Into the Prehistory of the Eastern Shore" by Timothy Thompson (Catholic University). Seminar takes place at The Alexandria Archaeological Research Museum located on the 2nd floor of the Torpedo Factory on Union St., Old Town Alexandria, at 8 p.m.

Dec. 4-7: American Anthropological Association meetings. The Washington Hilton Hotel. (see p.1)

Dec. 14: "Reuniting the Teeth with the Body -- An Incisive Study of Dental Pathology" by Dr. Lucille St. Hoyme (Smithsonian Institution). Lecture takes place in the Naturalist Center at the National Museum of Natural History, Sunday at 2:30 p.m.

Dec. 16: "Westvikings: Colonization and Contact in North America". Anthropologists and archeologists present



talks at this all-day symposium at the Museum of History and Technology. For ticket information call the Smithsonian Institution Resident Associate Program Office, 357-2196.

## KWANZAA CELEBRATIONS

December 26 begins a week of Kwanzaa, Black-American adaptations of African Harvest Festivals. Kwanzaa, a Swahili word meaning "first", signifies the first fruits of the harvest. The Museum of African Art will commemorate this festive occasion with a program of performances including music and storytelling. For a schedule of activities contact the Public Relations Department in mid-December at 287-3490. To prepare students for an understanding of Kwanzaa, the Anacostia Neighborhood Museum loans (free of charge for classroom use) a Kwanzaa kit, including a teacher's manual, audio-visual materials, posters, and a cookbook. For further information call the Museum's Education Department, 287-3369.

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