

# anthro·notes

a newsletter for teachers

1995  
LIBRARIES

vol. 3 no. 3

fall 1981

## TRAVELLING TEACHERS

Some lucky teachers had a chance to live anthropology this summer. As former participants from the Anthropology for Teachers Program, they said the discipline's broad perspective helped them appreciate and interpret their experiences.

Jane Schisgall from Montgomery County received a National Council of Social Studies fellowship to visit Japan. The group of twenty fellowship recipients participated in a program designed by the Japanese Institute on Social and Economic Development to expose teachers to current Japan. In two and a half weeks, from 6 a.m. to 10 p.m., the teachers visited three schools, a Honda plant, a Panasonic television studio, a steel mill, fish markets, and shrines. They listened to lectures on economics, religion, and social life. They met "lots of mayors", immersed themselves in Japanese baths, and stayed overnight with a Japanese family. Jane stayed on in Japan ten more days living with a Japanese family. "I also arranged to teach a workshop in children's theater in Korea and was surprised to find myself with 100 five to thirteen year olds all together. But the experience was marvelous because the children had never had creative drama before."



As a result of her adventures, Jane is using the arts to teach third graders about Japan this year. For example, with various artifacts she gathered in Japan, she designed a 'culture box' from which students can gain some basic impressions about the country before they study it in class.

(cont'd.)

Inside: Resources-4, You're Invited-7, Upcoming Events-8, Museum Halls-10



Meeting with more adventures than she had anticipated, Susan Hirtz, a teacher at Green Acres School in Rockville, lived through a military coup in The Gambia and was flown out to Senegal by the U.S. State Department. She travelled to The Gambia as part of CROSSROADS AFRICA, a private, non-profit organization which brings people together to work on labor and construction projects. Susan lived in a house in Birkama with nine other Americans and 10 Gambian men. They all worked for three weeks building a training center for girls so that 13-18 year old girls who were not going on with their formal education could learn home economics and crafts. "I mixed cement, made cement blocks, fetched water, and helped dig the foundation. Although it was hot we never had to work eight hours a day because the supplies and equipment were never adequate. The most difficult part for me was that I never had any privacy. The second most difficult aspect was struggling with different role expectations. The Gambian men resisted cooking, scrubbing floors, and sweeping, arguing that housework was women's work." The military coup at the end of July cut Susan's stay. "It was somewhat frightening to have our house hit by stray bullets, to be confined to the house and grounds, and to feel so lost without television and papers to inform me what was happening. The radio was in the tribal language so I always had to wait for a translation." Yet it was a "fascinating experience to immerse myself in another culture. I liked how different it was -- their technology, attitude toward efficiency, the Moslem religion, and their clearly defined sex roles. I was glad I could live in such a culture, even though I wouldn't choose it. The Gambians were immensely friendly and very generous to us."

Staying closer to home last summer, Judith Elliott, a Fairfax County teacher, visited Southwest Native American reservations and archeological sites. Several years ago she taught a six week unit on Native Americans and arranged for an

exchange of teachers between Fairfax and a reservation school. "For me the trip was marvelous in fulfilling a long-time interest. I saw the sites I had read about, such as Chaco Canyon, Mesa Verde, and pueblo ruins in Aztec, New Mexico. I also visited several reservations, such as the Ute reservation with its pottery and clothing factories. I saw a Navajo irrigation project where the goal is to plant crops on 100,000 acres. I also visited Jemez, Santa Domingo, and Taos."

Margaret Schweitzer had a "great experience" travelling to Mexico with the George Washington University's Mesoamerican Archeology and History field school conducted by Dr. Robert Humphrey. "Imagine a group of fourteen, each with only one suitcase, all travelling in a van and a small car for one month. It was important that we saw the ancient civilizations, the famous excavated sites, and the famous unexcavated sites. Perhaps even more importantly for me personally, we went into small villages and communities where some of my old stereotypes were challenged. It was exciting and strenuous bumping around in a van, climbing up pyramids and, even harder, coming down. I learned so much and wish someone would organize a trip like this on Native Americans next summer."

These four teachers had the opportunity to experience anthropology in a very personal way which undoubtedly will spill over into everyday teaching. We hope other participants from the Anthropology for Teachers Program will tell us about similar experiences, either by writing or calling or coming to one of the evening meetings to share their tales.





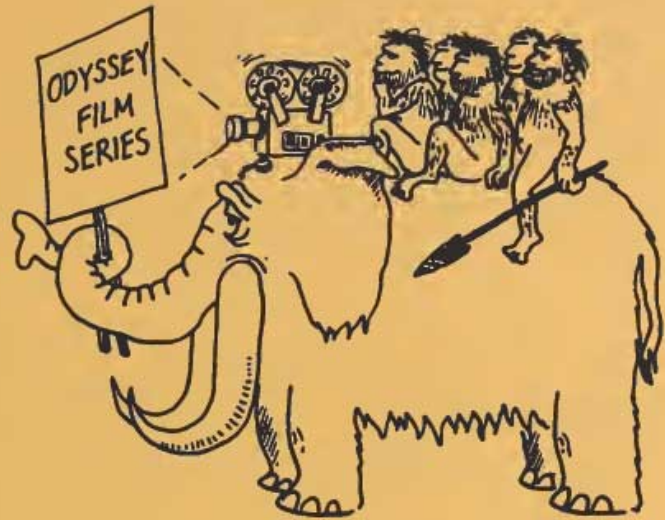
## JOURNEY THROUGH TIME

ODYSSEY, the television series on anthropology and archeology, returns this season. A new 15-week series, beginning September 29, explores a variety of themes including the controversial 3.5 million-year-old skeleton named Lucy; the everyday life of the Moroccan women who don the veil; underwater archeology in the Mediterranean; American Indian moundbuilders; Mayan archeology; and the accomplishments of Margaret Mead.

For teachers interested in incorporating the series into their course curricula, Public Broadcasting Associates has developed an Educator's Guide which includes a film summary, background information, and questions to consider before and after watching the film. In addition, the Guide includes a selected bibliography and information on audio-visual distribution.

The Guide is inserted into ODYSSEY Magazine, which contains informative articles complementing each of the programs. ODYSSEY Magazine can be ordered at bulk rate (minimum order of 5 magazines) of \$1.00 per copy by sending your check with your name, department, college or school address to: ODYSSEY Magazine, P.O. Box 1000, Boston, MA 02118.

The Naturalist Center's policy on its six ODYSSEY cassettes from the 1980-1981 season has changed. In a letter this past summer, we were informed that "...it will no longer be possible for PBA to give permission to the Naturalist Center to loan the ODYSSEY cassettes and make them available to teachers for duplication. Instead, we would like to request that the Naturalist Center invite teachers to view ODYSSEY programs at the Center only. No lending library or duplication services should be provided. This change in policy has come about because, in fact, the permission granted last year creates some conflict with PBS Video distribution activity."



### ODYSSEY SCHEDULE

- Sept. 29: The Ancient Mariners
- Oct. 6: On the Cowboy Trail
- Oct. 13: Lucy and the First Family
- Oct. 20: The Kirghez of Afghanistan
- Oct. 27: Bath Waters
- Nov. 3: Little Injustices: Laura Nader Looks at Law
- Nov. 10: Myths and Moundbuilders
- Nov. 17: The Three Worlds of Bali
- Nov. 24: Masters of Metal
- Dec. 1: Dadi's Family
- Dec. 8: Ben's Mill
- Dec. 15: Margaret Mead: Taking Note
- Dec. 22: Some women of Marrakech
- Dec. 29: Maya Lords of the Jungle
- Jan. 5: We are Mehinaku

ODYSSEY programs will be shown on public television, Tuesday, 9 p.m. EST.



## RESOURCES FOR TEACHERS

Come to the Anthropology Resource Center for Teachers, located in the Naturalist Center at the National Museum of Natural History. It provides an informative and original reference center specifically created for junior and senior high school teachers. Here teachers have the opportunity to supplement their own ideas with those of their colleagues and educators across the country.

The Center offers fifty non-circulating teaching kits, each accompanied by a written guide listing the kit's objectives, materials and activities, as well as an evaluation of its strengths and weaknesses. The curriculum kits have been produced by many different groups such as:

- The National Geographic Society
- The Carolina Biological Supply Co.
- Educational Development Center
- Interact
- Bay Area China/Japan Education Project

These kits contain new and interesting teaching ideas, as well as audio-visual and written materials. Kits are primarily focused on anthropology, covering such topics as:

- archeology
- geography
- Native Americans
- human biology
- Asian and African cultures

Area teachers contributed over forty innovative teaching units to the Center. These units have been bound into booklet form under various headings such as human evolution and ancient civilizations. These anthropology based units are designed for integration into courses such as:

- |                  |                   |
|------------------|-------------------|
| -- geography     | -- biology        |
| -- anthropology  | -- economics      |
| -- earth science | -- psychology     |
| -- history       | -- world cultures |

A unique section devoted to D.C. area resources will help teachers plan museum visits and guest lecturers, as well as collect free information on foreign countries and cultures. This section includes a new Speakers Guide listing speakers who will visit schools to talk on a variety of anthropology related topics. There is also an extensive, up-to-date collection of film and audio-visual catalogs, along with information on inexpensive or free films and filmstrips.

Teaching materials developed for the Anthropology for Teachers Program are in a large notebook. These materials can be read at the Center and some individual items can be requested by calling Ann Kaupp, 357-1592.

Hours at the Naturalist Center are:

- Wed.- Sat. 10:30 a.m. - 4:00 p.m.  
Sun. 12:00 a.m. - 5:00 p.m.

(cont'd.)





In the Anthropology Resource Center for Teachers, written guides are attached to each curriculum kit. Below we have reprinted one of these guides to acquaint our readers with both the guide format and an excellent new curriculum unit.

INDIANS VIEW AMERICANS, AMERICANS VIEW INDIANS

written by Rachel Reese Sady  
produced by Olcott Forward

Available from: Educational Audio  
Visual Inc., Pleasantville, N.Y.  
10570

Objectives:

- to introduce (and demonstrate) "the idea of cultural bias";
- to present 3 case studies of Indian-White contact from 3 time periods; and
- to enable students to understand both the Indian and White points of view during the period of contact and conflict.

Kit Materials:

- 2 film strips
- 1 record "Indians and Americans"
- 1 teacher's guide
- 5 picture cards
- 22 spirit master dittoes
- 25 "Indian Readings" pamphlets

Age Level: 8-12 grades

Topics: (unit is divided into 3 historical topics)

1. Red Men and White Men  
(Colonial and immediate post-Colonial period)
  - includes readings, recordings and a filmstrip discussing English and French contacts with the Indians.

- students consider the attitudes of White men toward Indians...and try to...understand the Indians' attitudes toward White men.
- the Americans "were convinced that since their own civilization represented progress, the Indian cultures were rightly doomed to extinction." The idea of conflicting cultural values is introduced.

2. The Black Hawk War and Cherokee Removal

- two case histories presented so that students can try to understand the points of view of the Indians involved.

3. The Sun Dance and Ghost Dance

- to aid students in ridding themselves of views that these ceremonies were "barbaric and irreligious" by presenting these customs and institutions in their cultural context.

Activities:

The kit provides booklets of readings, two unnarrated filmstrips, two records, and varied spirit masters including dialogues, newspaper samples, personal accounts, definitions, and writings by figures in history. A detailed teacher's guide suggests numerous paper topics, reports, and projects in addition to questions on the material.

Length of Unit: 1-4 weeks depending on how much of the unit is taught.

Evaluation:

A very complete, versatile and interesting kit written by a well-known anthropologist. The teacher's guide is ample and offers many suggestions including paper topics, reports, and projects. Dittoes are interesting and varied, facilitating students' involvement. A kit to be highly recommended.



## UPDATE: TEACHERS PROGRAM

The George Washington University/Smithsonian Institution Anthropology for Teachers Program entered its fourth year this fall. Seventy-two teachers are enrolled in its year-long graduate course. Three issues of Anthro·Notes are planned. The Anthropology Resource Center for Teachers is updated and expanded. A new series of Evening Lectures is scheduled to bring together past and present program participants. In a day of shrinking funds and falling enrollments, we feel fortunate indeed!

As in past years, the N.S.F.-funded Anthropology program will operate on two levels. Intensively, 72 junior and senior high school science and social studies teachers will spend a year taking a graduate course specifically designed to enable them to integrate anthropology into their various course offerings. The course focuses on eight topics useful in teaching many other subjects such as biology, geography, and world cultures. During 1981-1982 teachers (from the District of Columbia, Montgomery County, Howard County, Prince George's County, Alexandria, Fairfax, and Arlington) will study Primate Behavior; Human Evolution; Civilizations of the Past: Archeology and Ecology; Anthropologists in the Field; American Indians; Growing Up in Africa; Human Variation; and Anthropologists Look at America. Each topic will be the subject of a lecture, experiential teaching activities, a discussion with research scientists at an area resource location, and a workshop during which participating teachers will share curriculum units they have developed on the monthly topic.

On a more extensive level, the Anthropology for Teachers Program reaches approximately 2,000 teachers, anthropologists, school administrators, curriculum developers, and other professionals interested in pre-collegiate anthropology through its newsletter, resource center, and evening lecture series. The mailing list for Anthro·Notes has been computerized facilitating outreach beyond the Washington metropolitan area. Two interns, Jonathan Landman and Jessica Sloane, worked in the Anthropology Resource Center for Teachers this past summer helping to expand and update the center (see article, p.4). During this coming year a written guide and brochure to the Center's collections will be prepared. Finally, a new series of Evening Lectures by distinguished anthropologists will help bring together past and present program participants as well as others interested in pre-collegiate anthropology (see p. 7).

The Anthropology for Teachers Program has recently received national attention through the publication of the sourcebook, Museum School Partnerships: Plans and Programs, edited by Susan Nichols Lehman and Kathryn Igoe. It describes innovative museum programs across the country (see pp. 75-77 "Team Effort Supports Anthropology in Schools, Washington, D.C."). Despite cutbacks in programs and funds, we hope that anthropologists and teachers will not shrink from the continuing challenge of encouraging anthropology through pre-college curricula so that, as Patricia Higgins urges in a forthcoming article, the "discipline's humanistic, scientific, and practical implications will reach the largest possible audience nationwide."





## A.A.A. GEARS UP FOR TEACHERS

The Council on Anthropology and Education is sponsoring several activities of interest to teachers at the 80th Annual American Anthropological Association Meetings to be held in Los Angeles, California at the Statler Hilton Hotel on Wilshire Blvd. Activities described below will be held on Saturday, December 5th so that teachers from the Los Angeles area will be free to attend.

Patricia J. Higgins, Program Chair, C.A.E. Committee 3 (Teaching Anthropology) has organized a paper session "Innovative Teaching in Anthropology: New Approaches for New Students." At this session teachers, museum staff, and anthropologists will describe several archeology and anthropology programs for the pre-college student. An archeology program at the University of Oklahoma's Stovall Museum of Science and History and the Smithtown High School Ethnography Project described in Practicing Anthropology (vol. 3, no. 1, Fall, 1980) should spark interest.

Yolanda T. Moses (California State Polytechnic University, Pomona, CA 91768) has organized a day long workshop on multicultural education aimed at teachers, teacher trainers, anthropologists, multicultural program specialists, and school administrators. A series of four workshops will feature demonstrations and hands-on materials to assist teachers integrating multicultural materials into varied curricula. Developing materials and using anthropological media will be stressed at these free workshops for which reservations should be made directly to Dr. Moses at the above address.

## TEACHERS INVITED

The 1981-1982 N.S.F.-funded Anthropology for Teachers Program offers area teachers a new benefit: Evening Lectures by eminent research scholars involved in current anthropological research. These lectures will be held on Thursday evenings at 8:00 p.m. in the Naturalist Center located in the Museum of Natural History, 10th and Constitution Avenues, N.W. They will be open to the general public. A discussion period and wine reception will be included.

Glynn Ll. Isaac (University of California at Berkeley) opens the series on October 29th with a lecture entitled "Studying the Early Stages of Human Behavior: Archaeological Research in the East African Rift Valley." Dr. Isaac, a leading contributor to East African archeology for several decades, is presently co-leader of the Koobi Fora Research Project in Northern Kenya with Richard Leakey.

The second lecture, on December 3rd, will feature Dennis Stanford (Curator of North American Archeology, Smithsonian Institution) speaking on "In Search of Early Man on the Western Plains." Dr. Stanford, Director of the Joint Chinese-American Early Man Program, has excavated several major sites looking for the earliest evidence of human occupation in the New World. Dr. Stanford's work was highlighted in last year's ODYSSEY film "Seeking the First Americans."

Teachers and anthropologists should feel free to encourage their students to attend these public lectures. In addition, we hope past and present participants from the Anthropology for Teachers Program will take this opportunity to meet together again.







## UPCOMING EVENTS

Oct. 10 - Nov. 26: "China's Inner Frontier". From Harvard's Peabody Museum, a black and white photographic exhibition of a unique 1923 expedition into Inner Mongolia. Museum of Natural History.

Nov. 6: "Xian", a film describing the cultural history of the Chinese imperial city and a great archeological discovery -- the burial vault of China's first emperor, filled with 6,000 life-size ceramic warriors. Free film at noon in the Baird Auditorium, Museum of Natural History.

Nov. 9: "The Environment of the City" by Prof. Asa Briggs (Oxford Univ.). Free evening lecture is part of the Smithsonian Institution's Seventh International Symposium "How Humans Adapt: A Biocultural Odyssey." Request tickets by calling 357-2328.

Nov. 11: "Food, Energy and Technology: Perspectives for Developing Countries" by Dr. Edward Ayensu (Smithsonian's Office of Biological Conservation). Same as Nov. 9.

Nov. 17: "Tracing Early Iroquois Political Development" by Dr. William Engelbrecht (Univ. of Buffalo). Anthropological Society of Washington (ASW), Gallery Theater, Museum of Natural History, 8:15 p.m.

Nov. 18: "Linguistics and the Law" by Dr. Roger Shuy (Georgetown Univ.). Room 0124, Skinner Hall, Univ. of Maryland, 8 p.m.

Nov. 18: "Public Archeology and Survey Activity in the Potomac Piedmont" by E. "Mac" Macdaniel. Archaeology Laboratory, Marist Hall, Catholic University, 7:30 p.m.

Nov. 23: "New Excavations at Petra" by Nabil Khairy (Archeologist, Univ. of Jordan). Illustrated lecture of one of the seven man-made wonders of the world, once the capital of Nabataean Kingdom, today the Kingdom of Jordan. For ticket information, call the Smithsonian Resident Associates Program Office, 357-3030.



Nov. 24 - Jan. 3: "Hopi Kachina: Spirit of Life". Exhibit includes Kachina dolls, photographic murals, a color slide show, and three-dimensional models of Hopi rituals. Museum of Natural History.

Nov. 27: "Chaco Canyon", a film from the 1980-1981 Odyssey series, will be shown with the "Living Desert" in Baird Auditorium, Museum of Natural History, at noon.

Dec. 3: "In Search of Early Man on the Western Plains" by Dr. Dennis Stanford (Curator, Department of Anthropology, Smithsonian Institution). Naturalist Center, Museum of Natural History, 8 p.m.

Dec. 5: "Underwater Archeology at the Yorktown Shipwreck". Smithsonian Resident Associates tour by Leon Shertler (National Trust Advisor on Maritime matters) explores the history of the first underwater archeology site located in Virginia to be placed on the National Register of Historic Places. For registration information call 357-3030.

Dec. 9: "Photographing the Hopi Indians" by Donna Longo (Grad. Fellow, American Univ.) A slide-lecture presenting a photographic record of early 20th century Hopi life. For ticket information, call the Smithsonian Resident Associates Program Office, 257-3030.

Dec. 14: "Sign Language Conversations with Chimpanzees" by Dr. Roger Fouts. Lecture, sponsored by FONZ and the Audubon Society, to be held at the Museum of Natural History. For ticket information call 357-3030.

Dec. 15: "Indian Communities in Transition: Middle Connecticut River Valley, 1600-1665" by Dr. Peter Thomas (Univ. of Vermont). ASW meeting, Gallery Theater, Museum of Natural History, 8:15 p.m.

Jan. 9: "Food for Thought: Evidence Concerning the Evolution of Human Diet". All day symposium at George Washington University. Purchase tickets (\$10.00; \$5.00 for students) from the Department of Anthropology, G.W.U., Washington, D.C. 20052; 676-6075. Symposium sponsored by George Washington University and F.R.O.M. (Foundation for Research into the Origin of Man).





## TEACHERS' CORNER:

## HUMAN VARIATION IN S.E. ASIA

How can the study of human variation fit into a geography class? I integrate it into my eighth grade Southeast Asia unit, since Southeast Asia is a relatively less sensitive part of the world for my students to begin to understand the physical similarities and differences among peoples. Human variation is little mentioned in previous units on the United States, India, China, and Japan. After the students study the politics, physical features, agriculture, mineral resources, colonialism, and rise of nationalism in Southeast Asia, they focus on the area's diverse cultures and peoples. Towards the end of the unit, I bring my class to the Museum of Natural History's Dynamics of Evolution Hall and Cultures of the Pacific and Asia Hall. The following are some excerpts from the exercises that the students complete. (A copy of the entire unit can be obtained from Ann Kaupp, 357-1592.)

I. DYNAMICS OF EVOLUTION HALL  
(2nd floor)

- A. Enter the hall, glancing at exhibits near the entrance. Note especially the cockroach display. Comments?
- B. Proceed to the "tower". Take a few minutes to watch the screen of facial features.
  1. What features are being changed?
  2. Count the changes for one feature. Feature \_\_\_\_\_.  
No. of changes? \_\_\_\_\_.
- C. Examine the displays around the "tower".
  1. What visible features are shown? (ear lobes, tongue rolling, eye color, hair color)

2. Where do you fit into each feature? Where don't you fit?

- D. Natural selection plays a part in genetic inheritance. List the 4 different ways shown that natural selection operates and tell how each way affects a breeding population.

II. CULTURES OF THE PACIFIC AND ASIA  
(2nd floor)

There are 6 cases where life size figures of groups of people are shown (Ceremonialism in Samoa, The Maoris of New Zealand, The Dem, The Ifugao of the Philippines, Sindhi Home of Pakistan, and Korean Room). Choose 3 cases to look at carefully. List the title of each case. Describe the physical appearance of the people (stature, shape and color of eyes, nose shape, hair color, skin color). Then describe the cultural features of the people shown in that display (hairstyle, type of clothing, jewelry, head gear, footwear, dwelling, body decorations, objects). Put your information into the chart and make comparisons.

(see chart on following page)





CASE TITLE	PHYSICAL ASPECTS						CULTURAL ASPECTS	
	Stature	Eye	Nose	Hair	Skin	On the Body	Surrounding Objects	
1								
2								
3								

Margaret Schweitzer  
Montgomery County Public  
Schools

## NEW FILM CATALOG

ON THE OCCASION OF ITS TENTH ANNIVERSARY, Documentary Educational Resources (D.E.R.) announces the publication of a new guide to 98 films and videocassettes in anthropology and archaeology. Films From D.E.R. is an 8 1/2"x 11" format of 100 pages illustrated with 90 black and white photographs from films and field trips. This complete listing of D.E.R.'s films is supplemented by extensive cultural and historical background material. It includes Africa, The Americas, Asia, Melanesia and Europe; the ODYSSEY series; and films on the San Bushmen, Yanomamo Indians, Alaskan Eskimos, rural New Englanders, North Indian women, and Papua New Guinea Highlanders.

The guide also provides suggested bibliographies; a subject index; and production information, including an appendix of credits, shooting and release dates, and awards for each film. Copies of Films From D.E.R. may be ordered for \$3.00 each from D.E.R., 5 Bridge St., Watertown, MA 02172; (617) 926-0491.

## THE MODERN ZOO: A CRASH COURSE FOR TEACHERS

High school biology teachers from Maryland, Virginia, and the District of Columbia had an opportunity this summer to learn about the modern zoo through a week-long workshop called The National Zoo: Research, Conservation, Education. Developed and taught by the Zoo's Office of Education and assisted by a team of curators and keepers, the workshop concentrated on zoo management and design including lectures on animal husbandry, zoo philosophy, species selection, and exhibit design. Teachers visited behind-the-scenes, talked with curators and keepers, and even designed their own exhibit. During the workshop's final segment, teachers learned about animal research at the Zoo and in the field, and gained practical experience in using check sheets to collect data on animal behavior. Two workbooks, Zoo Observation Training: A Program in Animal Observation for High School Students and Designing for the Great Apes, detailing aspects of the program, are currently being written. These booklets as well as repeat sessions of the workshop may become available to other interested teachers and adults. For more information call Judith White, 673-4724.



ANTHRO-NOTES is part of The Anthropology for Teachers Program. This program is funded by the National Science Foundation and conducted by the Anthropology Departments of George Washington University and the Smithsonian Institution. Program Staff: Dr. Alison S. Brooks, Director; JoAnne Lanouette and Ruth O. Selig. If you want information about the program or your name added to the mailing list, write: Ann Kaupp, Department of Anthropology, National Museum of Natural History, Stop 112, Smithsonian Institution, Washington, D.C. 20560.

ANTHRO-NOTES STAFF: Ann Kaupp, JoAnne Lanouette, Ruth O. Selig, editors; Robert Humphrey, Robert Lewis, Ellen Paige, artists.

Kaupp NHB 363  
SMITHSONIAN INSTITUTION  
WASHINGTON, D. C. 20560

OFFICIAL BUSINESS

PENALTY FOR PRIVATE USE, \$300

POSTAGE AND FEES PAID  
SMITHSONIAN INSTITUTION



FIRST CLASS MAIL

Returned For Better Address

Lenore Greenberg, Librarian  
High School Redirection  
226 Bristol St.

not in list