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A N T H R O P O L O G Y  
N E W S L E T T E R**

No. 27 Fall 1995



### In this Issue...

Teaching Anthropology with Museum Treasure Hunts, *Tamara Pope Roghaar, David Lancy and Carol Loveland*

Hands-on Learning for the Classroom: A Museum of Texas Tech Program at Lubbock Lake Landmark, *Lara E. H. Adair*

Recommended for Archaeology Educators ...

Archaeologist and Art Historian Lead Tour to South Africa, *David Abrams*

New Book on First Peoples of Saskatchewan, *Norine A. Marty*

Educational Innovation: Learning from Households, *Patricia Higgins*

Conferences

Workshop

Notes on Contributors

## Teaching Anthropology Newsletter

*Teaching Anthropology Newsletter (TAN)* promotes precollege anthropology by providing curriculum information to teachers, creating a forum for teachers to exchange ideas and establishing communication among teachers, professors and other advocates of anthropology.

TAN is published free-of-charge semiannually in the Fall and Spring of each school year by the Department of Anthropology, Saint Mary's University, Halifax, Nova Scotia B3H 3C3 (TEL 902-420-5628, FAX 902-420-5119, E-MAIL [mlewis@shark.stmarys.ca](mailto:mlewis@shark.stmarys.ca)). Items for publication should be submitted to Monica Lewis, Circulation Manager, or Paul A. Erickson, Editor. Deadlines for submission are October 1 for the Fall issue and March 1 for the Spring issue.

TAN is mailed to 11 Canadian Provinces and Territories, 43 American States and 10 countries abroad. With this issue, TAN welcomes new readers in India, Italy and South Africa.

## Teaching Anthropology with Museum Treasure Hunts

**Tamara Pope Roghaar, David Lancy and Carol Loveland**

The Utah State University (USU) Anthropology Museum houses cultural artifacts excavated and studied by USU students and faculty as well as objects loaned or donated to the museum by outside sources. Having an in-house museum has been a major benefit to the anthropology program, not only as a venue for faculty and student research and exhibition but also as a teaching aid used in conjunction with introductory anthropology courses. Museum visits and exercises have been incorporated into many introductory courses offered by the department, and students are able to apply concepts learned in the classroom to actual physical objects. Research has shown that these opportunities provide an excellent complement to traditional course instruction (Danilov 1986, Dunitz 1985).

Because the museum has no full-time staff to interact with and field questions from visitors, USU anthropology professor Carol Loveland developed "treasure hunts" to use with young (5th grade) visiting school groups. David Lancy developed other treasure hunts to be used in his introductory anthropology class in order to turn what is normally a passive experience into an opportunity for active learning. Since then, other USU anthropology professors have incorporated them into their introductory classes as well. Tamara Pope Roghaar developed two more treasure hunts aimed at 3rd and 9th grade serendipitous visitors. We designed these museum treasure hunts to be self-regulated, semi-structured, "unschool-like assignments" enhancing the participation and interaction of young museum visitors. Studies suggest that museum activities with such a structure provide more complete learning (Ault 1987, Cohen 1989, Davis and Gardner 1993).

Treasure hunts provide an optimal way of reaching both college and precollege visitors, who otherwise might not take the time to read placards or infer meaning from cultural artifacts. The treasure hunter learns not only about other cultures and lifeways but also about how anthropology can be used to interpret the function and meaning of artifacts. Treasure hunts are flexible enough to allow each hunter to move at his or her own pace yet structured enough to ensure that the museum visit will be more than a hit-or-miss experience. Another benefit of the treasure hunt is that we can customize the experience of each museum visitor. Where museum displays are designed for adult visitors, they might not be meaningful for precollege visitors. The treasure hunt allows us to create distinct "lenses" for viewing the displays by these different groups.

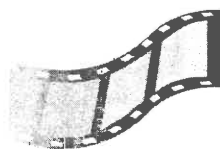
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Knowledge gained by treasure hunters is further enhanced if it is related to everyday experiences (Ault 1987). The museum at USU provides a perfect opportunity for this because many of the artifacts are from the nearby Great Basin culture area. Children can relate Great Basin artifacts to their surrounding environment directly. For example, grasshoppers are abundant in Utah and very much a part of the local folklore and history, portrayed as a disaster that plagued the early Mormon farmers and their crops. Children are encouraged to view the grasshoppers in another light when they learn that Great Basin Indians took advantage of their abundance by using them as an energy-rich food source, considered to be a delicacy — one person's blessing is another person's curse.

College students can use treasure hunts to examine artifacts to determine source, wear patterns and evidence of transportation. For example, instructions for one hunt are to, "find a substance that doesn't occur naturally at this site—indicating transportation and, perhaps, working by humans". Elementary students can examine weapons and other subsistence technology and be asked, "An early example of a weapon is located in the exhibit about Mesopotamia; what is it?". Middle school students can explore containers and their use by answering the following questions: "In case #27, there is a container from Petra whose use is unknown. What information would be useful to the archaeologists seeking to determine what it was used for? What would your guess be?".

Museum exercises like treasure hunts provide a venue for teaching anthropology to both college and precollege students. They can be used to reinforce and bring to life anthropological ways of knowing and learning for those who otherwise would not have the opportunity for such an introduction. By increasing levels of interaction and participation, treasure hunts enhance the knowledge and pleasure of visitors who otherwise might not take time to make their visits a learning experience. They also provide an inexpensive, easily incorporated "docent" for museums like the USU Anthropology Museum that have little staffing and funding. For further information and sample treasure hunts, contact Tamara Pope Roghaar, David Lancy or Carol Loveland c/o the Anthropology Department at Utah State University, Logan, UT 84322-0730.

#### References Cited

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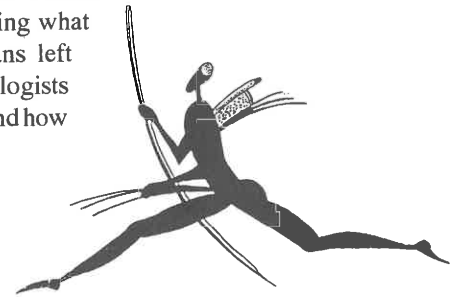
## ANTHROPOLOGY MUSEUM TREASURE HUNT

### *suggested ages: 8-10*

Before Columbus, America was home to many different groups of people we now call Indians or Native Americans. By studying what Native Americans left behind, archaeologists help us understand how they lived.

By touring the museum, you can be an archaeologist

for a day and learn something about how the Indians lived.



\* What are some examples of hunting tools used in America before the invention of guns [cases #7 and #8]?

\* Notice the arrowheads attached to arrows. Are they all the same, or are there different shapes and sizes? What is an example of an arrowhead made by Indians who relied heavily on buffalo (bison) [case #8]?

\* There were many different groups of Indians; not all of them hunted buffalo. What kinds of foods do we know Great Basin Indians (who lived right here in Utah) ate [case #11]?

\* Today our flour is made by grinding wheat. The Indians who lived in Utah also made flour. Can you find what they used for grinding [case #12]?

\* Many different tools were used by the Indians of Utah. What different shapes can you find, and what do you think they were used for [case #12]?

\* When arrowheads, milling stones, food remains and other artifacts are found by archaeologists, the site often looks like the diorama in case #E10. What artifacts can you see in the top layer or stratum?

\* If you found these things in your backyard, would you think that people had lived there before you? Why? What would you be able to tell about these people?

\* If you grew up to be an archaeologist, where would you like to go, and what would you hope to find there?

## Anthropology Museum Treasure Hunt cont'd

*suggested ages: 14-16*

We all use containers to carry our belongings...backpacks, purses, sacks, plastic jugs. They may seem like an insignificant part of our culture, but we can learn quite a bit about different people by studying the types of containers they used. See what you can learn about different cultures by looking at the containers in the museum.

\* Notice the Mayan ceramics in case #3. What kinds of things do you think they were used to carry? Why such different sizes? Notice the ceramics along the bottom shelf. Does their shape suggest that their use was more than purely functional?

\* Notice the containers used by the Polynesians (cases #33 and #34). Contrast these materials with those used in Peru. What do you think accounts for this difference?

\* The containers in case #4 look very familiar to us. What do you think was carried in these containers? Why is this display in an anthropology museum?

\* Some containers have very specific uses. Look at the woven container in case #29, the African display. What is this used for? Does the material it was made of show up in any other products from this culture? If so, which ones, and what do you think accounts for this?

\* In case #27, there are containers from the Middle Eastern site of Petra. Some of them are also used here in America. What are some examples?

\* In case #27 there is a container from Petra whose use is unknown. What information would be useful to the archaeologists seeking to determine what it was used for? What would your guess be?

\* Today we often use plastic containers to carry water. How did the Great Basin Indians carry water (case #13)?

\* How would the Great Basin peoples manufacture the material they used for making containers? Can you find evidence of similar techniques or materials from other parts of the world (case #13)?

\* In case #29, there is a traditional water-carrying vessel from Petra. What is it made of? Note, however, that in the photographs behind it there is evidence of a more modern carrying vessel — one that looks very familiar to us. What do you think explains this?

\* Suppose all of America were covered in volcanic ash and preserved as it is today. Two hundred years from now, a team of archaeologists excavates it. What types of containers do you think they would have trouble interpreting? What are some possible explanations they might come up with? What could they tell about us by the containers we left behind?



**Lubbock Lake Landmark**  
Museum of Texas Tech University

## Hands-on Learning for the Classroom: A Museum of Texas Tech Program at Lubbock Lake Landmark

**Lara E. H. Adair**

Hands-on learning is a valuable part of education. Teachers are receptive to hands-on learning programs but often lack resources in the form of objects. Museums possess these objects, and I suggest that museum education divisions help teachers by making them available. I do not mean that museums should “open” their collections, rather that they should develop outreach programs using objects or replicas.



*Five of the 11 Lubbock Lake Landmark "Artifact Boxes"*

The Museum of Texas Tech University in Lubbock, Texas, offers this type of program using artifacts from its Lubbock Lake Landmark education collection. The Lubbock Lake Landmark is a 300 acre archaeological preserve representing human habitation on the southern High Plains for over 11,500 years. Using artifacts from this collection, Museum staff and volunteers have produced 11 traveling “Artifact Boxes” for use in regional elementary and junior high schools. Each box contains artifacts, information related to the artifacts and, in the case of the junior high boxes, a teacher manual including suggested activities. Topics for the seven elementary boxes are: “The Clever Clovis Peoples,” “The Dry Archaic Period,” “The Creative Ceramic Peoples,” “Protohistoric-Historic Period,” “Big

Brave Bison," "An Indian Stone Toolbox," and "The Mighty Microscope." Topics for the four junior high boxes are "Techniques of the Archaeologist," "Exploring the Past Through Sediments," "Plants, their Environments, and Uses," and "Ancient Hunting Methods and Animals." Partial funding for the elementary boxes came through a grant from the Cultural Affairs Council in Lubbock. The junior high boxes were funded partially through a grant from the Texas Committee for the Humanities.

Each of the boxes is available to all teachers throughout a region that includes 61 school districts in 20 West Texas counties. Teachers may keep a box, or boxes, they "check-out" for a period of one or more weeks. For schools located within a 50 mile radius of Lubbock, teachers are asked to drive in to pick up and return the



*"Plants, Their Environments, and Ancient Uses" Artifact Box*

boxes. Schools outside this radius are accommodated through the Region XVII Education Service Center, which offers a free van service. In these cases, the program manager at Lubbock Lake Landmark takes the boxes to the Region XVII office for delivery and then returns to pick them up the following week. Through this program, and with the cooperation of the Education Service Center, teachers and students throughout West Texas are invited to enjoy hands-on learning in the classroom.

Using an artifact box might involve one or more of the following activities: discussing the multitude of Native American uses for bison; feeling a section of bison fur; touching and examining a Native American spear point; examining baskets made of native plant materials; learning how to make baskets; playing Native American games; learning about archaeological techniques through a survey of school grounds and mock excavations; discovering techniques of stone tool manufacture; discovering Native American foods; exploring the world of the microscope; or learning how Native American life changed after European contact.

TAN readers interested in developing a program like ours should realize that it takes time but is well worth the

effort. There are numerous potential funding agencies, and in-kind funding may be accepted in the form of volunteer and staff hours. It is necessary to work closely with educators. Teachers and administrators know what requirements must be met in each curriculum area. If this information is not used in planning the program, teachers may not have the "free" class time to utilize resources. Working with educators provides appropriate curriculum development resources for a unique hands-on learning experience.

These programs can always be updated. Boxes should be large enough for new materials to be added, sturdy enough to travel and lack sharp edges that might cause injury. I recommend that skilled volunteers produce artifacts for the program. Research and hands-on artifact production will involve volunteers in program development while they enjoy the experience of furthering their own knowledge.

Funding the program and putting together a good team from which to draw ideas are the most important initial requirements. Once these requirements have been met, the program should be well on its way, as long as the group stays focused. The 11 artifact boxes in the Lubbock Lake Landmark/Museum of Texas Tech University program took 18 months to produce. The elementary boxes have been in use since October 1992 and are currently being updated. The junior high boxes were completed in September 1994. I recommend that evaluations for both students and teachers be included. These evaluations can help immensely in updating materials, and they can provide important information for grant reports and future grant proposals.




*"Exploring the Past Through Sediments" Artifact Box*

The initial work is difficult but the result is both tangible and very valuable for teachers and their students.

For more information about this program, contact Lara E. H. Adair at the Museum of Texas Tech University, Box 43191, Lubbock, TX 79409-3191 (TEL 806-742-1116).

## ARCHAEOLOGY AND PUBLIC EDUCATION



### Recommended for Archaeology Educators . . .

#### Reading . . .

"Archaeology and Multiculturalism", Karolyn E. Smardz, *Archaeology and Public Education* 5(3)[Spring/Summer 1995]: 1,3,15.

"The Future of the Past: SAA Maps a Long-Term Strategy", Phyllis Messenger, *Archaeology and Public Education* 5(2)[December 1994]: 1,3,11.

"Making Magic with Educational Partnerships", Ray Morris, *Federal Archaeology* 8(2)[Summer 1995]: 26-31.

"Math and Science Funds Mesh with Archaeology Education", Connie H. Nobles and Susan J. Wurtzburg, *Archaeology and Public Education* 5(3)[Spring/Summer 1995]: 11.

#### Viewing . . .

*Silent Witness: Protecting American Indian Archaeological Heritage*, a learning guide and video for teachers created by the U.S. National Park Service with the National Parks Foundation. Contact Glen Kaye, National Park Service Southwest Region, Division of Interpretation, P.O. Box 728, Santa Fe, NM 87504-0728 (TEL 505-988-6838).

## Archaeologist and Art Historian Lead Tour to South Africa

### David Abrams

Sacramento City College archaeologist David Abrams and American River College art historian Diane Kelly will team up with colleagues in South Africa to show a small group of tourists early human archaeological sites and Bushman rock art. Their first archaeological and rock art tour, 3-10 January 1996 (14 days in South Africa), concentrates on human origins in southern Africa, the legends and mythology of Bushman rock art and anthropological understanding of the surviving Bushman foragers.

South African archaeologists will be on-site experts. The stability and dynamic society of South Africa will be evident, and some of the richest game parks in Africa will be seen. This is a prime offering to the general public of an anthropological tour featuring sites of the earliest modern humans. Tourists will be able to delve into the legacy of trances, initiation ceremonies and hunting rituals recorded in the rock art and mythology of the living Bushmen.

For more information, contact Past Times Archaeological Tours, 800 Larch Lane, Sacramento, CA 95864-5042 (TEL 916-485-8140, FAX 916-488-4804).

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## New Book on First Peoples of Saskatchewan

Norine A. Marty

The Saskatchewan Archaeological Society, as part of its mandate to disseminate archaeological information, has produced a book for lay audiences entitled *Long Ago Today: The Story of Saskatchewan's Earliest Peoples*.

*Long Ago Today* is a book about Saskatchewan's and western Canada's earliest peoples and their lifestyles, and about the science of the human past - archaeology - that helps bring the past to life today. The book is not a "dusty" account; it gives insight into a rich cultural heritage in an entertaining way. The book presents:

- a non-technical explanation of archaeology;
- an up-to-date picture of the prehistory of Saskatchewan, including descriptions and illustrations of the main types of artifacts and sites found there;
- a series of fictional but true-to-life stories, set in the distant past, to engage readers' imagination; and
- information on how readers can learn more about archaeology and become involved in archaeological conservation.

*Long Ago Today* helps readers try to experience, through both science and imagination, the sights, smells and sounds, and even the emotions, of ancient events. It gives readers new appreciation for the skills, talents and intelligence of the peoples who first called Saskatchewan "home."

Author Henry Epp is a creative scientist with an international reputation for blending knowledge about natural and human systems into clear explanations of past events. Epp demonstrates a special ability to present scientific facts and theories in an understandable and sensitive way, making archaeology exciting.

Paperbound, the book includes 27 sets of line drawings, definitions, lists of references and suggested further readings and a chapter on agencies and resources for learning more about archaeology — in 173 pages. Its price is \$10.00 (Canadian residents add \$.70 for GST) plus \$3.00 for shipping and handling the first copy and \$.75 for each additional copy. (US customers should pay in US dollars). Mail payment to Saskatchewan Archaeological Society, #5-816 1st Avenue N, Saskatoon, SK S7K 1Y3 (TEL 306-664-4124, FAX 306-665-1928).



**SASKATCHEWAN ARCHAEOLOGICAL SOCIETY**

## Educational Innovation: Learning from Households

Patricia Higgins

The Society for Applied Anthropology (SfAA) is pleased to announce the publication of "Educational Innovation: Learning from Households," a special issue of *Practicing Anthropology* guest edited by Norma González of the University of Arizona Bureau of Applied Research in Anthropology.



*Practicing Anthropology* is a career-oriented publication of SfAA that specializes in brief articles, written in a user-friendly style, illustrating the wide variety of ways in which anthropological knowledge, methods and perspectives can be and are being used outside of academia.

This particular issue of *Practicing Anthropology* is based on the Funds of Knowledge for Teaching Project, a collaborative effort between elementary school teachers and University of Arizona researchers. Five teachers describe their experiences carrying out ethnographic research in their students' homes and communities and developing and implementing curriculum units based on their research. Dr. González provides an overview of the project, and Dr. Margaret Eisenhart, an educational anthropologist from the University of Colorado, discusses this project in the context of others that have sought to identify areas of knowledge and styles of learning available in local communities that can be tapped to promote educational achievement.

This 32-page illustrated publication should be of wide interest to teachers and educators—especially those who work with children and youth of diverse cultural backgrounds. Copies are available for \$5US each (\$4US each for orders of 10 or more) from the SfAA Business Office, P. O. Box 24083, Oklahoma City, OK 73124 (for Visa or Mastercard orders, call 405-843-5113).

For more information, contact Norma González, Bureau of Applied Research in Anthropology, University of Arizona, Tucson, AZ 85721 (TEL 520-621-6282) or Patricia Higgins, Editor, *Practicing Anthropology*, Department of Anthropology, State University of New York, Plattsburgh, NY 12901 (TEL 518-564-4003).

## Conferences

### In Santa Monica

## Society for Anthropology in Community Colleges

The annual meeting of the Society for Anthropology in Community Colleges, a unit of the American Anthropological Association, will be held in Santa Monica, California, 22-24 February 1996. Many presentations and activities will center around the teaching of anthropology. As always, teachers of anthropology at all levels are encouraged to participate.

For further information, contact Philip L. Stein at Los Angeles Pierce College, 6201 Winnetka Avenue, Woodland Hills, CA 91371 (TEL 818-719-6443, FAX 818-710-9844, E-MAIL [steinpl@laccd.cc.ca.us](mailto:steinpl@laccd.cc.ca.us)).

### In Cincinnati

## Society for Historical Archaeology

The 1996 Society for Historical Archaeology Conference on Historical and Underwater Archaeology will be held at the Omni Netherland Plaza, Cincinnati, Ohio, 2-7 January 1996.

Conference themes are "Bridging Distances: Recent Approaches to Immigration, Migration and Ethnic Identity" and "Forging Partnerships in Outreach and Education".

For further information, contact Marcy Gray, Conference Chair, Gray and Pape, Inc., 1318 Main Street, Cincinnati, OH 45210 (TEL 513-665-6707, E-MAIL [76554.3313@compuserve.com](mailto:76554.3313@compuserve.com)); or contact Kim A. McBride, Program Coordinator, Department of Anthropology, University of Kentucky, 211 Lafferty Hall, Lexington, KY 40506-0024 (TEL 606-257-1944, E-MAIL [KAMCBROO@UKCC.UKY.EDU](mailto:KAMCBROO@UKCC.UKY.EDU)).

## Workshop

### In Chicago

## Creating a Future with Anthropology: Infusing the Concept of Culture into K-12 Instruction

This workshop will be held on 10 November 1995 at the 75th Annual Conference of the National Council for the Social Studies.

Participants will explain the concept of culture and suggest ways of infusing it into K-12 curricula. Attendees will be encouraged to propose initiatives and action plans.

There will be six presentations:

"Creating a Future for Anthropology/ Culture is Your MS DOS!", Robert Gilbert, Instructor, Palatine High School, Palatine, Illinois;

"Culture, 'Culture' and Place: the Classroom and 'the Street'", Michael Hartoonian, President, National Council for the Social Studies;

"Long Range Plans and Strategies of the American Anthropological Association for Addressing the Needs of Elementary and Secondary Educators", Patsy Evans, Director of Minority Relations, American Anthropological Association;

"Infusing the Concept of 'Culture' in K-12 Instruction", Lawrence Breitborde, Chair, Committee on Teaching Anthropology, American Anthropological Association;

"Infusing the Concept of 'Culture' in K-12 Instruction", Jane White, Professor of Education, University of South Carolina; and

"Anthropology and Culture: Central Themes and Teaching Resources", Ruth Selig, Executive Assistant to the Provost, Smithsonian Institution.

For more information, contact workshop organizer and chair Robert Gilbert at 732 W. Schubert St., Chicago, IL 60614-1507 (TEL 312-549-7517, FAX 312-549-7142).

## Notes on Contributors

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*Norine A. Marty* works with the Saskatchewan Archaeological Society in Saskatoon.

*Tamara Pope Roghaar*, *David Lancy* and *Carol Loveland* are members of the Program of Anthropology at Utah State University in Logan.