

# FIELDWORK: THE ANTHROPOLOGIST AT WORK

## Mark It on the Map

Hang a world map on the wall or make copies of a world map to distribute to students. Divide the class into eight groups, with each group responsible for locating one of the following sites mentioned in the issue: (1) **Israel, Sea of Galilee**; (2) **Connecticut** (New Haven); (3) **Namibia, Nigeria**; (4) **California** (Newport Shores); (5) **England, Scotland**; (6) **Korea** (Seoul); (7) **Cyprus** (Enkomi), **Turkey, Mediterranean Sea**; (8) **Brazil**.

## Vocabulary

anthropologist	geologist
fossiliferous	stalagmite
fieldwork	biologist
hypothesis	shaman
excavate	<i>kut</i>
consumerism	prophecy
fossil	paleontologist
oracle	

## Introduction

Have students read the introductory article on pages 2–3. Ask if any have ever been involved in a survey and have them explain the type of survey, its purpose, and their role. If none respond, take a newspaper and look for the results of a recent survey. Have students voice their own opinions about the survey and what it tells them about the people involved.

## Questions for Discussion

- How did a severe drought contribute to finding an ancient boat in Israel? Why was an immediate rescue excavation of the sunken boat necessary?
- Why do paleontologists hope to find limestone formations when they are searching for fossils?
- Why was it important for the Van Pelts to seek an expert's advice about the skeleton they found?
- Why do some Koreans seek the help of shamans?
- How does climate affect the archaeologists' schedule in Cyprus?
- What items did Laila Williamson believe were essential for survival and success among the Shavante Indians of Brazil?
- What is the purpose of the Shavante small boys' ritual club fight?

## Writing Workout

Students may complete one or both of the following activities:

- How would you conduct a study about how children spend their money? Explain your rules, the length of the study, and what location you would choose for the study.
- If you had a chance to live with a foreign people for a month, what people would you choose and why? Describe the types of artifacts you would like to bring back with you.

## Viewpoints

Ask students whether they think Laurel Kendall should have been allowed to film shamans performing a *kut*. Have them give specific reasons for their answers.

\*Note that the alternative spelling, "archeologist," is used in *FACES*. We will use the preferred spelling in this guide.

## **Then and Now**

As recorders of lifestyles and customs, anthropologists play an important role in preserving the past. Ask students how they think an understanding of the past benefits those living in the present and those who will inhabit the earth in the future.

## **Get Into Art**

Students may complete one or both of the following activities:

- Read the story “The Giant Bones” on pages 19–25 and draw a series of illustrations that tell the tale.
- Design a T-shirt with a logo that paleontologists working in Namibia’s Otavi Mountains might wear.

## **Class Project**

Divide the class into groups. Have each group choose some artifact in the classroom that they believe would be a valuable clue to future archaeologists and anthropologists studying today’s education system. Have each group make an appropriate display area for the artifact with an explanation of what the artifact is, its use, and what it tells about its users. Display artifacts around the classroom or in the school library or auditorium. This might be an opportunity to invite other classes to a mini assembly and let your students explain the reason for the display. Have one person from each group explain the group’s artifact.

## **Science and Archaeology**

Get several pieces of limestone. Divide the class into groups and give each group at least one piece. Have them slowly and carefully pour plain vinegar or salad dressing with vinegar over the limestone and watch it break apart. Have students search the pieces for any “fossils.”

## **Research Project**

Have students research the history of Cyprus to find out why the Greeks now rule the southern part and the Turks the northern part. Have them dig deeper into historical annals to find out what other nations ruled Cyprus in the past.

## **Just for Fun**

Plan a “Cyprus Day” with a lunch using the recipes on pages 32–33. Instead of the grilled chicken, have all the students bring chicken sandwiches and lemon slices to class. Divide the class into four groups, with two groups bringing “Cold Small Artichokes” and two groups bringing “Cucumber Salad With Yogurt” to class. You might divide the ingredients among the students and assemble the salads in class.

## **Follow These Footsteps**

Jesus Christ  
Pat O’Brien

Dennis Kelley  
John A. Van Couvering

Moshe and Yuval Lufan  
Laurel Kendall