

# LeBaron's Archeology/Cultural Anthropology Mini Classes

INSTRUCTOR: LARRY L. BARON

CLASS TITLE: The Tarahumara

GRADE LEVELS/TIME LIMITS: 6<sup>th</sup>-8<sup>th</sup> Grades/20 Minutes

9<sup>th</sup>-12<sup>th</sup> Grades/20 Minutes

## 1. THE TARAHUMARA

- A. Brief verbal presentations about the Tarahumara culture
- B. Answer questions immediately after each verbal presentation.
- C. Hands-on experience- Tarahumara
  1. Students will touch and feel the inside of Tarahumara ollas (pots).
  2. Students will hold authentic Tarahumara runner's rattles and dance rattles made of butterfly cocoons collected in 1984- (rare artifacts)
  3. Students will examine and try on an authentic Burden Basket made from wood and cowhide strips collected in 1984.
  4. Baskets of Agave and pine needle. (20-30)
  5. Deer hide rope (only one collected in 20 years.)
  6. Corn separator- flat basket (most of the above have been replaced because of cultural diffusion.)
  7. Burro saddle
  8. Old Rawhide burro gear
  9. Post Class: Spindle whorl

INSTRUCTOR: LARRY L. BARON

CLASS TITLE: The Tarahumara II

GRADE LEVELS/TIME LIMITS: 6<sup>th</sup>-8<sup>th</sup> Grades/20 Minutes  
9<sup>th</sup>-12<sup>th</sup> Grades/20 Minutes

## 2. THE TARAHUMARA II

Additional Tarahumara Indian artifacts that will be available for students to view and handle:

1. Authentic bow with two-arrows- collected in 1984 by L.L. Baron.
2. Authentic Tarahumara metate and mano.
3. A red slip water olla.
4. An old hardwood batea.
5. A small Tarahumara pine needle basket not yet completed. This will give the students an idea about the process necessary in order to complete a small basket.
6. A hand-woven 26" X 8" bear grass basket.
7. A large elephant foot basket.
8. A museum quality hand-woven rawhide burden basket, very heavy, and collected in 1984 by L.L. Baron.
9. An Authentic Tarahumara wool blanket
10. Discussion
11. Wood spoon
12. White Agave old basket

INSTRUCTOR: LARRY L. BARON

CLASS TITLE: Mata Ortiz

GRADE LEVELS/TIME LIMITS: 6<sup>th</sup>-8<sup>th</sup> Grades/20 Minutes  
9<sup>th</sup>-12<sup>th</sup> Grades/20 Minutes

### 3. MATA ORTIZ

Location- Four and one half hours southwest of El Paso, Texas.

A. Population- Mestizo.

B. Famous for its very fine grain and beautiful hand-coiled pots.

C. The method for making this pottery was rediscovered by Juan Quezda, over one half century ago.

D. Over 80 families now produce variations in this pottery, which is all pre-Columbian style with the flexibility of adding creativity- innovated art to the ancient style.

E. This cottage industry is recognized world wide, and economically the pottery supports most of the population of Mata Ortiz.

F. This pre-Columbian style technique used by the Mestizo is presently surpassing the American Indian and their ability to produce hand-coiled pottery according to some dealers.

G. Some discussion will be provided here about the connection of the American Indian in North America and Mata Ortiz.

H. Students will handle a variety of Mata Ortiz pots.

I. Students will learn the difference between average and high grade pottery.

INSTRUCTOR: LARRY L. BARON

CLASS TITLE: High Civilizations of the Americas

GRADE LEVELS/TIME LIMITS: 6<sup>th</sup>-8<sup>th</sup> Grades/20 Minutes  
9<sup>th</sup>-12<sup>th</sup> Grades/20 Minutes

#### 4. THE HIGH CIVILIZATIONS OF THE AMERICAS

A. The long road from primitive to “civilized cultures”

B. Students will locate on the world map major Mesoamerican civilizations. Teams of (2) students per map.

1. Palenque.
2. Chichen Itza.
3. Uxmal.
4. Teotihuacán.
5. Tres Zapotes.
6. Labna.
7. San Lorenzo.
8. Laveventa.

C. In 1969, I was a student at the University of Americas in Cholula, Mexico. At that time it was legal to collect artifacts in Mexico that were classified as pre-Columbia and transport them back to the United States. The following will be available for the students to see and handle. All items found by L.L. Baron in 1969 at the great pyramid of Cholula. The age of these artifacts are post classic- 900 A.D. to 1519.

1. Several clay heads.
2. Clay ear plugs.
3. Three large spindle whorls (cotton was domesticated in 3200 BC)
4. What is an energy source from high civilization?
5. Ask the students what is the main energy source, which gave, rise to high civilizations in Mexico.

INSTRUCTOR: LARRY L. BARON

CLASS TITLE: Meso America

GRADE LEVELS/TIME LIMITS: 6<sup>th</sup>-8<sup>th</sup> Grades/20 Minutes  
9<sup>th</sup>-12<sup>th</sup> Grades/30 Minutes

## 5. MESO AMERICA - THE CIVILIZATIONS OF THE AMERICAS

- a. Ask students who discovered the oldest corn in Mexico.
  - b. Ask students what age they think this corn might be.
  - c. Ask students what the age of the oldest corn found in the United States.
  - d. Where was it discovered, and how long did it take corn, which was developed in Mexico to reach the United States.
  - e. Why did it take so long for the corn to get here?
1. Which culture in Mexico was the only culture to independently, create, its own alphabet system?
    - a. What do we call this form of writing?
    - b. Why was the writing language not diffused to Peru?
    - c. Again, reemphasize the Darien gap barrier- geography.
  2. The speaker will summarize the high civilization in order to give students an idea of how immense and how effective these cultures were at their pinnacle.
    - a. Why did these high civilizations disappear?
    - b. What is the average length of time for any country to exist as a nation?
    - c. How much time do we have left before we are unrecognizable as a nation- culture?
    - d. What did the Spaniards do to speed up the process of assimilations and acculturation?
    - e. Technological advances, both positive and negative for the individual. (Mini-political science discussions)
      - i. Ask the students to list the changes that they are aware of, and how these changes have affected their lives.
      - ii. Ask the students to question their parents and grandparents about the changes that they have seen in the United States during their lifetimes. (Oral history recordings by the students) Ask for stories from their childhoods.
      - iii. Legal system. Discussion. (Changes)
      - iv. Freedom. Compare differences in culture and time.
  3. Ask the students to research on their computers and in the libraries, about the civilizations that have disappeared from the face of the earth. i.e. Anasazi
  4. Open for questions and discussion over any topic that we have discussed.

INSTRUCTOR: LARRY L. BARON

CLASS TITLE: Meso America II

GRADE LEVELS/TIME LIMITS: 6<sup>th</sup>-8<sup>th</sup> Grades/20 Minutes  
9<sup>th</sup>-12<sup>th</sup> Grades/20 Minutes

## **6.** MESO AMERICA II

1. Mixed archeology lab in order for students to be able to handle over 100 different artifacts. Rocks and minerals to identify. (This will consist of an array of artifacts that students have been exposed to. (2 students per team)

This game/activity will encourage memory skills and be a fun-oriented contest.

INSTRUCTOR: LARRY L. BARON

CLASS TITLE: Archaeology Discovery Lab

GRADE LEVELS/TIME LIMITS: 6<sup>th</sup>-8<sup>th</sup> Grades/20 Minutes  
9<sup>th</sup>-12<sup>th</sup> Grades/20 Minutes

## **7.** ARCHAEOLOGY DISCOVERY LAB

Students will participate in an Archaeology Discovery Lab Find and identify from items on a table

- A. Find and Identify (Teams of 2 students)
  1. Study a handout “How Stone Tools Were Made”
  2. Flint Chips
  3. Broken nutates
  4. Broken arrowheads
  5. Indian pottery
  6. Old spindle whorl
  7. Hammerstones
  8. Bifacial chopper

INSTRUCTOR: LARRY L. BARON

CLASS TITLE: Archaeology Indoor Lab

GRADE LEVELS/TIME LIMITS: 6<sup>th</sup>-8<sup>th</sup> Grades/20 Minutes  
9<sup>th</sup>-12<sup>th</sup> Grades/20 Minutes

## **8. ARCHAEOLOGY INDOOR LAB**

An array of artifacts will be scattered on two or three large tables. Students will be asked to find:

1. A flint chip with a worked edge
2. A broken metate
3. A broken arrowhead
4. A Mogollon axe
5. An old piece of Indian pottery
6. A broken Pre-Columbian clay head
7. A piece of hard wood used to prepare agave for basket making
8. A Pre-Columbian spindle whorl
9. A broken dart point
10. A hammerstone
11. A short discussion about the artifacts
12. A plain river pebble
13. A Tarahumara spindle & whorl

INSTRUCTOR: LARRY L. BARON

CLASS TITLE: Archaeology Outdoor Lab

GRADE LEVELS/TIME LIMITS: 6<sup>th</sup>-8<sup>th</sup> Grades/45-60 Minutes

9<sup>th</sup>-12<sup>th</sup> Grades/45-60 Minutes

## **9. ARCHAEOLOGY OUTDOOR LAB**

Staff will work with the students to establish a grid for excavation (45 minutes)

Students will participate in a “real” excavation on site. Students will:

- A. Be taught how to use a trowl
- B. Dig and discover artifacts
- C. Use a centermeter rule to measure the exact location of the artifact
- D. Plot the location on graff paper
- E. Classify the artifact
- F. Write a short paragraph about the find
- G. Will be able to take home the artifact and start a collection
- H. Prepare an archaeological lable for the artifact

INSTRUCTOR: LARRY L. BARON

CLASS TITLE: Rock and Mineral Indoor Lab

GRADE LEVELS/TIME LIMITS: 6<sup>th</sup>-8<sup>th</sup> Grades/20 Minutes  
9<sup>th</sup>-12<sup>th</sup> Grades/20 Minutes

## **10. ROCK AND MINERAL INDOOR LAB**

The book “Rocks and Minerals, A Golden Guide” will be available

A variety of rocks and minerals will be placed on one or two large tables. The teacher will introduce and identify these specimens. If available, students will be able to keep a specimen for his/her collection. Labels will be made to identify each piece. The students will be allowed to take these specimens home.

A few days later a short rock and mineral lab “list” will be administered. No grades, just fun!  
(15 minutes)

INSTRUCTOR: LARRY L. BARON

CLASS TITLE: Fossil Lab

GRADE LEVELS/TIME LIMITS: 6<sup>th</sup>-8<sup>th</sup> Grades/20 Minutes  
9<sup>th</sup>-12<sup>th</sup> Grades/20 Minutes

## **11.** FOSSIL LAB

The book “Fossils, A Golden Guide” will be available

Students will have hand specimens and will:

1. be taught how to identify each fossil, i.e.
  - a. gastropods
  - b. brachiopods
  - c. plecyopods
  - d. orthocereous
  - e. ammonites
  - f. chrinoids
  - g. etc.
2. Discussion – age, origins
3. Student may start a collection if specimens are available
4. Museum treasure hunt to find each fossil (2 students per team)

INSTRUCTOR: LARRY L. BARON

CLASS TITLE: Archaeological Excavation

GRADE LEVELS/TIME LIMITS: 6<sup>th</sup>-8<sup>th</sup> Grades/60 Minutes  
9<sup>th</sup>-12<sup>th</sup> Grades/60 Minutes

## **12.** ARCHAEOLOGICAL EXCAVATION

Students will participate in an archaeological excavation: (a Group Activity)

1. Find an artifact
2. Use centermeters in order to measure and plot the exact location on graft paper
3. Attempt to classify the artifact
4. Record the find in his/her notebook and catalogue the find
5. Write an opinion about:
  - a. What the artifact was used for
  - b. What kind of material the artifact is made of
  - c. Students will analyze their total find and write a report about their discoveries

INSTRUCTOR: LARRY L. BARON

CLASS TITLE: Atlatl Lab

GRADE LEVELS/TIME LIMITS: 6<sup>th</sup>-8<sup>th</sup> Grades/20 Minutes  
9<sup>th</sup>-12<sup>th</sup> Grades/20 Minutes

### **13.** ATLATL LAB

1. Teacher will discuss the atlatl
2. A handout on the atlatl will be given to the students and discussed
3. An atlatl will be shown and demonstrated by the teacher
4. History of the atlatl and origin of the word will be discussed
5. Students will find an atlatl in the museum

INSTRUCTOR: LARRY L. BARON

CLASS TITLE: Tarahumara Power Point Program & Discussion

GRADE LEVELS/TIME LIMITS: 6<sup>th</sup>-8<sup>th</sup> Grades/45 Minutes  
9<sup>th</sup>-12<sup>th</sup> Grades/45Minutes

#### **14.** TARAHUMARA POWER POINT PROGRAM & DISCUSSION

Provides pre-history to the present conditions of the Tarahumara Indians. Maps indicating location combined with a language graph reporting a Uto-Aztecan language being spoken for 3500 years.

Pictures of the people and their place on earth are very educational.

INSTRUCTOR: LARRY L. BARON

CLASS TITLE: Raramuri Ball Games - Outdoor

GRADE LEVELS/TIME LIMITS: 6<sup>th</sup>-8<sup>th</sup> Grades/20 Minutes  
9<sup>th</sup>-12<sup>th</sup> Grades/20 Minutes

## **15.** RARAMURI BALL GAMES - OUTDOOR

1. Teacher will allow students to handle an authentic ball made from Burill
2. A short lecture on the game plus a sports handout about the game
3. Question – origin of the game?
4. Students will participate in an outside activity designed to allow them to manipulate the ball by foot
5. A short contest will be included to allow students to compete in the game (one direction only)

INSTRUCTOR: LARRY L. BARON

CLASS TITLE: Museum Treasure Hunts

GRADE LEVELS/TIME LIMITS: 6<sup>th</sup>-8<sup>th</sup> Grades/20 Minutes each hunt  
9<sup>th</sup>-12<sup>th</sup> Grades/20 Minutes each hunt

## **16.** MUSEUM TREASURE HUNTS

These activities will be constructed for individual museum participants.

Example:

- A. Students will be asked to find specific artifacts, rocks, minerals and/or fossils in the museum. (Teams of 2)
- B. This program will parallel the lectures and mini-labs presented in the museum.
- C. This will be a fun activity and help student exposure to the wealth of information that an individual museum facility has to offer.

### STUDENTS "TREASURE HUNT" ACTIVITY

Each museum has a vast storehouse of treasures. This activity is designed to be both fun and educational. The students will be asked to compete in locating artifacts or sites in the museum. They will participate in a cooperative game with two to a team. The following is an example based on the Museum of Archaeology in El Paso, Texas:

#### FIND

1. A large El Paso Polycrome ceramic jar
2. A fire drill
3. An atlatl
4. Crinoid stems
5. A Tarahumara blanket
6. Paquime on a map
7. A spindle and whorl w/Wood
8. A stone paint bowl
9. A chert adz used to make a dug-out canoe
10. An obsidian knife
11. A Tarahumara burden basket
12. A Clovis point
13. A fossil mammoth tooth
14. A saber tooth tiger skull
15. An ammonite from the Cretaceous Period

INSTRUCTOR: LARRY L. BARON

CLASS TITLE: Flint Knapping Lab

GRADE LEVELS/TIME LIMITS: 6<sup>th</sup>-8<sup>th</sup> Grades/20 Minutes  
9<sup>th</sup>-12<sup>th</sup> Grades/20 Minutes

## **17.** FLINT KNAPPING LAB

The teacher will review the handout “How Stone Tools Were Made” and by using a stone hammerstone:

- A. Demonstrate how to extract flakes from a core by using:
  - 1. Percussion flaking
  - 2. Pressure flaking
- B. Discuss origins of the methods
- C. Demonstrate how a small flake knife can be used to cut meat
- D. Discuss how changes in tool kits evolved with the emergence of man and the evolution of the brain and bio-pedalism

INSTRUCTOR: LARRY L. BARON

CLASS TITLE: Mesoamerican Slide Program

GRADE LEVELS/TIME LIMITS: 6<sup>th</sup>-8<sup>th</sup> Grades/45-60 Minutes  
9<sup>th</sup>-12<sup>th</sup> Grades/45-60 Minutes

## **18.** MESOAMERICAN SLIDE PROGRAM

This program is designed to provide students with information about the high civilizations of the Americas. About 130 slides of the major ruins will be shown. These slides will give students an insight into the complex societies that thrived and then collapsed. These forty year-old slides will also provide students with a rare opportunity to see many archeological sites before reconstruction!

I developed this program for a graduate level course, however, it can easily be altered for young archaeologists.

Pictures taken by L.L. Baron in 1968.

INSTRUCTOR: LARRY L. BARON

CLASS TITLE: Map Reading Skill Contest

GRADE LEVELS/TIME LIMITS: 6<sup>th</sup>-8<sup>th</sup> Grades/20 Minutes  
9<sup>th</sup>-12<sup>th</sup> Grades/20 Minutes

## **19.** MAP READING SKILL CONTEST

Students will be asked to locate:

1. Cities
2. Parks
3. Archaeologically important sites

A fun practical activity (teams of 2)

INSTRUCTOR: LARRY L. BARON

CLASS TITLE: The Yanomamo – The Fierce People

GRADE LEVELS/TIME LIMITS: 6<sup>th</sup>-8<sup>th</sup> Grades/20 Minutes  
9<sup>th</sup>-12<sup>th</sup> Grades/20 Minutes

## **20.** THE YANOMAMO – THE FIERCE PEOPLE

- A. Mention to students that I have traveled in the state of Amazonas on four separate occasions, 1987, 1989, 1990, and 1991. At this point also let them know I have self-published a 10 page report and a 42 page report about the first contact that I made with this culture. The 10 page report will be available free of charge to the students at the discretion of the administrator.
- B. Students will locate the state of Amazonas on a world map and the Amazon River, Manaus, and the Rio Negro.
- C. A verbal presentation based on the enclosed report will be given to the students.
  - 1. I will present this in short sections, stop talking after about 5 minutes or less and allow students to ask questions pertaining to that part of the lecture.
  - 2. Recommended reading assignments (depending on grade level).
    - a. the Yanomamo. The Fierce People by Napoleon A. Chagnon
    - b. Into the Heart by Good
    - c. The Last Days of Eden by Chagnon
  - 3. Recommended movie (depending on grade level).
    - a. “Fitzcarraldo”
    - b. “Medicine Man” with Sean Connery.
- D. Mention the fact that Manaus, the jungle capitol, was once the richest city in the world.
  - 1. Ask students why?
  - 2. Discuss Amazon economics and its effects on primitive cultures.
  - 3. Discuss the gold rush in the state of Amazonas and its effects on populations and the ecology of Amazonas.
  - 4. Ask students how they think the impact of encroaching “civilizations” will affect the Yanomamo.
  - 5. Ask students “What is a barter system? - which cultures still use this system?”
  - 6. Ask students how much time they think the Yanomamo has left.

INSTRUCTOR: LARRY L. BARON

CLASS TITLE: The Yanomamo – The Fierce People Part 2

GRADE LEVELS/TIME LIMITS: 6<sup>th</sup>-8<sup>th</sup> Grades/40 Minutes  
9<sup>th</sup>-12<sup>th</sup> Grades/60 Minutes

## **21.** THE YANOMAMO – THE FIERCE PEOPLE PART 2

A. Yanomamo Artifacts will be presented and handled by the students (at the discretion of the administration).

1. A 7' bow and arrow set collected in 1989 by L.L. Baron.
  2. Shaman's feather armband set collected in 1989 by L.L. Baron.
  3. Warriors feathered earplug set.
  4. Squirrel monkey necklace.
  5. Beaded Shaman's penis belt.
  6. Natural jungle cotton Shaman's penis belt.
  7. 19" X 17" Yanomamo woman burden basket.
  8. An assortment of gathering baskets collected during Baron's trips to the Amazon. (5-10)
  9. A child's burden basket.
  10. A Yanomamo hammock made from jungle vines.
  11. Speaker will demonstrate how to soak and strip jungle vine for various uses.
  12. A Yanomamo Indian warrior's backpack made from jungle fiber collected in 1989 by L.L. Baron.
  13. Homemade wooden shotgun shell reloaders collected on the Rio Negro by L.L. Baron on the fourth trip to the Amazon. (1991)
  14. A Yanomamo head basher and spear collected in 1989 by L.L. Baron.
- B. Ask students what effects firearms that are now being introduced, into the Amazon will have on the Yanomamo.
- C. Ask why the Yanomamo are being forced out of their forests.
- D. Ask what effect cultural diffusion will have on the Yanomamo.
- E. Ask what effect their movement from the forests to larger rivers will have on their culture, religion, and their concept for trade.
- F. Ask why the Yanomamo are diametrically opposed to Christianity.
- G. Suggest the movie about a similar culture, which is entitled, "The End of the Sear" – a true story.
1. Suggest the movie, "At Play in the Fields of the Lord", and the book by the same title, (at administrators' desecration)
  2. The book Green Hell.

INSTRUCTOR: LARRY L. BARON

CLASS TITLE: The Kuna Indians

GRADE LEVELS/TIME LIMITS: 6<sup>th</sup>-8<sup>th</sup> Grades/60 Minutes  
9<sup>th</sup>-12<sup>th</sup> Grades/60 Minutes

## **22.** THE KUNA INDIANS

- A. Location- The San Blas Islands and Kuna Yala.
- B. How did the Kuna establish their homeland in this location?
- C. What forces played an important part in helping them acquire this land? 5

- D. Why does geography play such an important part in this achievement?
- E. Provide a short time for students to discuss these questions and attempt to answer all of them. The speaker will spend time answering the above questions and then continue with the program.
- F. Mention the book, "The Art of being Kuna" by Salvador. Let the students see that this beautiful book is full of colorful photos revealing the life of the Kuna.
- G. Why do the Kuna produce more albinos than any other culture in the world?
- H. Define gene pools and make a cross culture comparison of other peoples throughout the world that suffer from genetically inherited diseases as a result of being born into a certain gene pool. (Sickle-cell anemia, pernicious anemia, etc.)
- I. The following Kuna Indian artifacts will be seen and handled by the students are as followed:
1. 12' Kuna canoe and paddle. Hand carved. Collected by L.L. Baron in 2006.
  2. 8" X 4" hand drilled gourd sieve.
  3. A well-used wooden bowl.
  4. A net bag used for gathering lobster and conk shells.
  5. A 35" X 16" wooden hand-carved Shaman's curing canoe.
  6. Hand-carved mast support for a sail.
  7. A hand-carved mortar and pestle.
  8. A small fire fan.
  9. Hand-made house broom.
  10. Several molas- internationally known- economic assets.
- J. Discuss the Kuna economy. What it is based on and what their value system consists of.
1. Ask students to provide input.
  2. Knowing what you know, what would you think about the economics and value system of the Kuna?
- K. Additional items for display:
1. Shaman's Nuchus. (Approximately 5-6)
  2. A Shaman's authority staff collected in 1998 by L.L. Baron.
  3. A woman's necklace.
  4. Pelican bone Shaman's Ina rites- puberty rites rattle- special artifact.
  5. A hand-made funeral urn & Kuna Canoe
- L. Discuss these artifacts with the students and emphasize the curing ceremonies, and what the Kuna believe about manipulating the spiritual world.
1. Have the students participate in a discussion concerning cross-cultural practices concerning religions
  2. Will the Kuna assimilate?
  3. How much time do they have?
  4. How much time do we have as an existing recognizable culture?

INSTRUCTOR: LARRY L. BARON

CLASS TITLE: The Wounaan & the Emberra Indians

GRADE LEVELS/TIME LIMITS: 6<sup>th</sup>-8<sup>th</sup> Grades/30 Minutes

9<sup>th</sup>-12<sup>th</sup> Grades/30 Minutes

### **23.** THE WOUNAAN & THE EMBERRA INDIANS

- A. Location- The Darien Jungle
- B. Both fall under the classification of Chocho- as referred to on many maps.
- C. What has affected these Indians?
- D. How dense is the Darien Jungle?
- E. Emphasize the fact that there are no roads connecting Panama and Columbia.
  - 1. Ask students why.
  - 2. What role does politics and geography play in this area?
- F. Baskets- Some of the very finest baskets in the world are made in this area. These are beautiful pieces of artwork. Some are sold for thousands of dollars today.
  - 1. Discuss the law of supply and demand.
  - 2. Ask students how the law of supply and demand affected the value of baskets from the Darien Jungle.
  - 3. Is it possible that the economic value will decrease?
  - 4. How and to what extent are the Indians benefiting from these products?
    - a. What role will these baskets play in the eventual assimilation and acculturation of these Indians?
    - b. How will their exposure eventually affect their entire belief and economics system?
    - c. Emphasize how and why the Darien Jungle is a very dangerous place to travel and that, they should not attempt to go in this area.
    - d. Ask the students exactly how long they think the Indians will be able to maintain their culture. Ask them to research National Geographic articles and find one by the title, "Vanishing 7 Cultures". This will include a world map of all of the cultures that will disappear in the next 10 years.

INSTRUCTOR: LARRY L. BARON

CLASS TITLE: The Zulu From South Africa

GRADE LEVELS/TIME LIMITS: 6<sup>th</sup>-8<sup>th</sup> Grades/30 Minutes  
9<sup>th</sup>-12<sup>th</sup> Grades/30 Minutes

## **24. THE ZULU FROM SOUTH AFRICA**

Briefly discuss the rise and fall of the Zulu nation.

- A. Recommend the book, "The Washing of the Spears"
- B. Recommend the VCR (not the new DVD) entitled, "The Shaka"
- C. Discuss my first back pack trip through South Africa and Southwest Africa to the border of Angola in 1986.
- D. Do the Zulu still exist today?
- E. Ask the students to locate South Africa on a world map, Johannesburg, Durbin, etc.
  1. Let the students know that the director of two major museums, where major battles took place between the Zulu, the British, and Dutch was murdered, on January 26, 2007.
  2. Emphasize the fact that the Zulus produce one of the top three military war machines in the world by the time the British decided to conquer their culture.
  3. Show examples of a Zulu short jabbing spear.
  4. Show examples and let the students handle world-class baskets.
  5. Why was Shaka one of the great leaders of the world? 6. Why was Shaka assassinated by his own people?
  6. What does it mean by the phrase "power corrupts?"
  7. Why as Americans should we watch what is happening in our own personal political arena? (Political science studies)
  - 8.. Discuss the political term- apartheid.
- F. Let students handle:
  1. A Zulu salt tray
  2. Zulu meat bowl
  3. Zulu Spear (1840's-1850's)
  4. Zulu bead work
  5. Zulu wood spoon
  6. Zulu beer pot

INSTRUCTOR: LARRY L. BARON

CLASS TITLE: Chinese Archaeology

GRADE LEVELS/TIME LIMITS: 6<sup>th</sup>-8<sup>th</sup> Grades/20 Minutes

9<sup>th</sup>-12<sup>th</sup> Grades/20 Minutes

**25. CHINESE ARCHEOLOGY - The Qin Dynasty**

- A. Widespread regions of China united politically
- B. Before – waring states
- C. Divided the country in 36 regions
  - 1. A Governor
  - 2. Military Commander
  - 3. Imperial Inspector
- D. Standardized the writing system
- E. The currency – standardized
- F. Standardized weights & measures
- G. Building chariot roads
- H. Great Wall – initiated
- I. Confucian Scholars
  - 1. Buried alive
  - 2. Burned alive
- J. Burned all books except his
  - 1. Who burned the “books” in Mexico?
  - 2. Where is the nearest book burning in the US and why?
- K. Built a lavish tomb for himself 30 Kilometers to the east of Xi’An complete with an army of life-size terracotta warriors.
  - 1. Pass around a replica for students to handle
  - 2. 8000 warriors & horses have been found to date
    - a. bronze weapons
    - b. chariots
    - c. etc.
- L. Three major pit digs
  - 1. A unesco site
  - 2. Show pictures on DVD
- M. Ask students which state had a number of people attempting to erase the first 100 years of US history and why?
- N. What is the name of a book about book burning? (This is an older novel)
- O. Why should we know our history?
- P. What do we mean by the words “power corrupts”
  - 1. Give examples
- Q. Mention the Great Wall of China (2000 years to complete)

