

STATE OF THE ARTS
MULTICULTURAL IMPACT PRESENTATION

OBJECTIVES

To provide students with an opportunity to experience and understand the similarities and differences of primitive cultures both extinct and contemporary.

1. THE TARAHUMARA

- A. Brief verbal presentations of each culture. (10 to 15 minutes)
- 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. Ask- What is cultural diffusion?
 - a. Is cultural diffusion taking place in our country?
 - b. Brief discussion.
 - 8. Allow students to ask questions.
- D. Encourage reading, library work, and computer research- investigate.
 - 1. Quote books- from memory, encourage students to build their own "mental" library- knowledge foundation.
 - 2. Mention and briefly quote information from the following books:
 - a. Tarahumara- A Tribe of Northern Mexico.
 - b. Tarahumara- Where Night is the Day of the Moon.
 - c. Raramuri- A Tarahumara Chronicle
 - d. The Material World of the Tarahumara.
- E. Ask why the Tarahumara are considered American Indians.
 - Discussion.
 - a. Linguistically.
 - b. Physiologically
 - c. Culturally.
 - d. Geographically.
 - e. Compare with other cultures that have been relocated.
- E. Ask how geography plays a role in cultural survival.
 - 1. Which are the most protected cultures? Why?
 - a. Discussion.
 - b. Locate several cultures on a world map (this will be continued throughout the entire discussion with emphases on world geography).
 - 2. Mention the book- Guns, Germs, & Steel. By Diamond.

- a. Briefly elaborate on this book.
- b. Ask the students to give examples of the information and the ability of man to adapt to his environment, both positive and negative.
3. Discuss how people worldwide make use of their natural environment. Differences in primitive cultures and modern world.
4. Briefly discuss economics in primitive environments.
 - a. Focus on the Tarahumara.
 - b. Introduce business anthropology.
5. Discuss business anthropology and economics in the primitive world, i.e.
 - a. Collecting- supply & demand.
 - b. Marketing- who to sell to.
 - c. Distributing- how to make it easy.
 - d. Problems faced when importing.
 - e. How to work with an ever-expanding bureaucracy.
 - f. How to start your own business.
 - g. How to develop a consciousness when people are totally unaware of these cultures.
 - h. The computer and marketing primitive artifacts- the numbers game
 - i. Encourage students to build their own 3" X 4" "TRIVIA" word game and create their own anthropology Trivia Game.
 - j. Re-emphasize the possibility of a practical use of the information they are about to learn.
 - k. Economic opportunities.
 - l. Vanishing cultures- time limits.
- F. 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.

III. THE MESTIZO

- A. Brief verbal presentation describing the Mestizo culture and its relation to the Tarahumara culture.
- B. Introduce social stratification in third world countries.
 1. What is social status?

2. How is social status achieved in primitive and contemporary societies?
 3. What is conspicuous consumption? (Thorsten Veblen)
- C. Artifacts to be viewed and handled by students.
1. An old Mestizo wooden bowl – 51” x 21” x 6.5” deep
 2. Old tortilla press and Mexican Matate and Mand.
- D. Briefly mention the conquest of Mexico and the impact that it had on the advanced cultures in the country which we now know as Mexico

Meso-America will be discussed in detail when I introduce the high civilization of the Americas, locate them on a world map, and expose students to artifacts that I collected at the great pyramid of Cholula in 1969.

III. 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.
- E. 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 26" Banawa basket from upper Rio Negro.
 11. A Yanomamo hammock made from jungle vines.
 12. Speaker will demonstrate how to soak and strip jungle vine for various uses.
 13. Tikuna Indian 7' long hand-pounded bark puberty rites suit.
 14. A 9' Amazon blow gun.
 15. A Yanomamo Indian warrior's backpack made from jungle fiber collected in 1989 by L.L. Baron.
 16. A Maku Indian bow and arrow set collected in 1989 by L.L. Baron.
 17. A 5' X 5' Amazon basket used for processing poisonous plants, and turning them into an edible product.
 18. Homemade wooden shotgun shell reloaders collected on the Rio Negro by L.L. Baron on the fourth trip to the Amazon. (1991)
 19. A Yanomamo head basher and spear collected in 1989 by L.L. Baron.
- F. Ask students what effects firearms that are now being introduced, into the Amazon will have on the Yanomamo.
- G. Ask why the Yanomamo are being forced out of their forests.
- H. Ask what effect cultural diffusion will have on the Yanomamo.
- I. Ask what effect their movement from the forests to larger rivers will have on their culture, religion, and their concept for trade.
- J. Ask why the Yanomamo are diametrically opposed to Christianity.
- K. 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.
- L. Ask students if the United States, their homeland, is being affected by cultural diffusion and the introduction of outside cultures.

IV. 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?

- 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.
- 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?

5. How will demographics play a major role in the future of the history of the United States of America?
- M. In closing, a variety of Kuna artifacts will be available for the students to explore.
1. 9' long X 18.5" wide X 11.5" deep hand-carved canoe, well used with age.
- N. Ask students, what is the significance of the Darien gap? Geographical, political, and linguistic. Why is it positive for the country of Panama? Why is it negative for Panama?
1. Compare the geographical barrier of the Darien gap with the huge expanding dry Mexican plateau and make a comparison by using the discovery and distribution of corn throughout the United States. (Emphasize time) Compare the migration of man coming from Siberia to the tip of South America. Ask students how long they think it took man to reach South America. (Refer to "Guns, Germs, & Steel. By Diamond)
- O. Suggest reading, Collapse By Diamond...how societies choose to fail or succeed.

V. 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. What is the probability 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

Cultures”. This will include a world map of all of the cultures that will disappear in the next 10 years.

VI. 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?
 7. What does it mean by the phrase “power corrupts?”
 8. Why as Americans should we watch what is happening in our own personal political arena? (Political science studies)
 - i. Discuss the political term- apartheid.

VII. 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.
- G. Some discussion will be provided here about the connection of the American Indian in North America, Mata Ortiz, and the Tarahumara of Copper Canyon.

- H. A number of variations in the Mata Ortiz pottery will be provided for display and students will be allowed to physically handle the ollas.
- I. How to market the Mata Ortiz pottery.
 - 1. E-Bay.
 - 2. Private shows.
 - 3. A short 60 second discussion demonstration will be given by the speaker which will help students understand how easy it is to present a great deal of information in a short time and sell this pottery.
- J. Question- Is this industry considered a rebirth and a continuation of a culture? (Discussion) Discuss Fisher's book entitled, The Puzzle of Oasis America.

VIII. 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.
 - 1. Palenque.
 - 2. Chichen Itza.
 - 3. Uxmal.
 - 4. Teotihuacán.
 - 5. Tres Zapotes.
 - 6. Labna.
 - 7. San Lorenzo.
 - 8. Laveventa.
 - 9. Strictly up to the discretion of the administrator, the new film, "Apocalypto" directed by Mel Gibson. This is an excellent film showing the very bloody post-classic period in Meso America when slaves were offered to the gods.
- 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-Columbian 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 developed in Mexico).
 - 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.
 - 10. 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?
11. 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 as in Peru?
 - c. Again, reemphasize the Darien gap barrier- geography.
12. The speaker will attempt to 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.
 - iv. Freedom. Compare differences in culture and time.
13. Ask the students to research on their computers and in the libraries, about the civilizations that have disappeared from the face of the earth. (Atlantic, Celts, Greeks, Egyptians, Romans. Etc.)
14. Open for questions and discussion over any topic that we have discussed.
15. Open anthropology lab in order for students to be able to handle over 100 different artifacts.

