I have designed the following lesson for my ANT 105 *Introduction to Cultural Anthropology* course at Gateway, an urban community college located in New Haven, Connecticut.

This course is the study of people’s past and current interactions in communities and institutions which influence their behaviors and beliefs. It includes the four fields of anthropology: physical, archaeology, linguistics and culture. It examines theories of how cultures are created and searches for deeply embedded patterns of meaning across cultures. Students will compare and study their own cultural patterns and behaviors in an effort to gain a better understanding of their way of life and how local and global communities interact.

*Textbook:* Cultural Anthropology: A Toolkit for a Global Age by Kenneth J. Guest  
*ISBN* 978-0-393-92957-7

**Lesson Objective:** Recognize the impact of human culture on complex nation states: past and present. Synthesize primary and secondary sources to broaden knowledge and create independent and collaborative work. Reflect on ethical issues pertaining to cultural identity.

(This Lesson will take approximately two class times of 1 hour and 30 minutes each.)

**Lesson: Part I**

**Bridge:** In the previous class, I would have introduced what archaeology is and how it is connected to the four fields. Their first fieldwork assignment would be to Map a Block.

**Fieldwork:** Using their developing ethnographic skills of observation and description, they will draw a map of a block or public space in their community and write a narrative description of what they observed. (I would give them about a week to observe and draw maps.)

Before the assignment, the class brainstorms questions about what they might discover.

**Sample Student Questions:**

What kind of place should I observe?
Who will be in that place?
What kinds of structures will I see?
What will I see if I observe this place at different times of day?

**Participatory Learning**

a. Class will form groups and discuss their community maps. Each would have a handout on Map Analysis from U. S. National Archives educational resources. Then share with the class.

b. Then I will distribute a map of ancient cities in Africa.

c. Ask the class to brainstorm questions of possible connections of ancient cities of Africa to modern cities.

d. Next, I will lecture on ancient cities and why it is important to study African cities, drawing on the Pier Institute’s readings and presentations primarily of Raevin Jimenez lecture: *A Tale of Three Cities: Popular Politics in the Borderlands of Early Modern Southern Africa* and Robert McIntosh’s *Different Cities: Jenne-jeno and African Urbanism*.

Great Zimbabwe (Jimenez)
Reflection Question

How do your community maps connect to the structures of ancient African cities?

(Students freewrite for 15-20 minutes in class and hand in to instructor.)

Lesson Part II

Bridge

Ask students to draw one of the sculptures and then add a bubble box with words. The class would discuss what they drew and put into the word bubble.

*African sculptures at the Yale University Art Gallery, African exhibit.*

Participatory Learning

a. I will lecture on the origin of the sculptures (Nok heads of West Africa) and their part in burial rites at different ancient African sites around 3000 AD. Also I would lecture on how archaeologists analyze artifacts such as the Nok heads and what archaeologists know of how the ancient cities were organized into communities, nations, and nation-states, ritualistic traditions (like burials), daily life, religion, power and commerce. I will draw from the lectures of Roderick McIntosh and Nick Picardo, and the article: *African Funerals & Sociocultural Change: A Review of Momentous Transformation across a Continent* by Michael Jindra and Joel Noret
Reflection Questions  (Students write for 10-15 minutes in class and hand in to instructor.)

1. What is the significance of artifacts that are placed in burial sites?
2. What kinds of burial rituals take place in our communities today?

   c. Next, I will show the website for the *U. S. National Park African Burial Ground* and talk about the site. Educational resources for teachers are available. [https://home.nps.gov/afbg/planyourvisit/basicinfo.htm](https://home.nps.gov/afbg/planyourvisit/basicinfo.htm)
   
The National Park Video for the African Burial Ground is an excellent documentary (20 minutes) about the site. Also, there are several short You Tube films that also can be shown in class.

Students will then break into groups and discuss the Reflection questions and write on poster paper their responses to share with the class.

Reflection Questions

a. How does the archaeology of ancient cities of Africa reflect the perceptions of cultural identity of African Americans today?

b. How does the study of the historical past impact on what we understand and experience in our modern and future world?

Final Question “c” would be one of the choices as a Final Fieldwork paper/presentation for the ANT 105 course.

   c. How would you begin to research your community or family’s archaeological/historical past? What would it look like?