
"AMATEUR ANTHROPOLOGIST"

TO THE TEACHER:

"Amateur Anthropologist" emphasizes the student's past as a way to study history. By discovering their family's past, students are able to relate history to real life. It also helps change the student's perception of old objects and heritage buildings. Instead of thinking of them as musty dusty things, the students will begin to consider those relics as important remnants of their own past. History comes alive by linking those remnants to specific historic events or just everyday occurrences from the past. The following activity can lead to interesting class discussions about the differences and similarities of life then and now.

"Amateur Anthropologist" would be well suited to a local history unit which emphasizes the purpose of and similarities/differences between families or the transmission and preservation of culture.

LEARNING OBJECTIVES:

- discover and understand why people leave their homelands
- learn why their community was first settled
- explore family heirlooms and customs
- understand that all families are special & unique

WHAT YOU WILL NEED:

-"Amateur Anthropologist" (1-7), "Family Tree" (K-3), & "My Family Pedigree" (4-7) worksheets

ACTIVITY:

(grades 1-7)

Step 1 Before completing the worksheet, discuss with the class the following:

A. Why did people settle in your community?

e.g. People chose to settle in this community for many reasons. The pioneers settled here because of the natural resources: the rich farmland, the forests and the mineral resources. Pioneers also came here for the bountiful supply of fish in the rivers and oceans; as well as the large stock of animals which were hunted for furs. Various types of work became available to immigrants as Canada developed, including building railroads, bridges, dams, mines and whole company towns for the workers. Some people moved to Canada just to be near their families who had already moved here. Ethnic diversity is a reason for great pride in this community.

B. What is a generation?

e.g. A generation is the number of years between the parent's birth and offspring's birth. It is usually estimated at 25 or 30 years. The students are one generation. Their parents are another generation. Their grandparents are a third generation. Their great grandparents are a fourth generation.

- Step 2 How to do research: prepare the students to do research by asking them where and how they can find information about their families (e.g. interviewing family members, looking in family history libraries, museums, archives, family history clubs, etc.).

The method of research used in this exercise is the interview (for interview tips, see "Family Treasures" included in this kit). To prepare the class for conducting interviews and gathering information, have them describe their family members and family history in class by asking them a few basic questions. These may include:

1. What is your real name?
2. When were you born? Where were you born?
3. Where were your brothers and sisters born?
4. How long have you lived in your house?
5. Where do your grandparents live?

- Step 3 Hand out the "Amateur Anthropologist" worksheet-to be completed as homework.

- Step 4 When the worksheets are done, have the class tally and graph the results. Discuss the findings. The following is a list of possible questions for discussion after the worksheet is complete:

1. Why did your family or ancestors come to Canada?
2. Why did they choose this community?
3. How different was living here from living in their homeland?
4. How is it the same?
5. Where did they live? In a farm? In a town? In a house?
6. Who or what was here before the community was settled (e.g. First Nations people)?

MORE THINGS TO DO:

A. Family Genealogy (grades K-7)

This activity may done in conjunction with "Amateur Anthropologist" or as a separate project.

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- Step 1 Have the class discuss what they think genealogy or family history is. Ask them why they think family history is important. Why should they learn about their ancestors (e.g. for medical reasons, a way to learn about legends, stories, or songs that would otherwise be lost, to develop a sense of personal legacy, to gain an understanding of who you are)?
- Step 2 To prepare the students for the worksheets, ask them what they think a family history chart looks like-show one or both from this kit as a sample. Let the students have fun dreaming up and drawing a family history chart of their own-complete with portraits of the imaginary family. How would the people change over each generation? Are the hair styles and clothes the same? Are the people in the first generation portrayed at the same age as those in the other generations?
- Step 3 Using the interview questions from the previous page, ask the students to gather information about their ancestors. Use this information to fill out the "Family Tree" (K-3) or "My Family Pedigree" (4-7) worksheet included in this kit.
1. If you are doing "My Family Tree", have the students draw pictures of their relatives in the boxes provided on the worksheet. Or as an alternative, have the class bring in photos (copies or photocopies are better) of their family and have them glue the pictures in the boxes.
 2. If you are doing the "My Family Pedigree" worksheet, it would be helpful to discuss what the word "pedigree" means and what other associations are attached to that word (e.g. Pedigree brand dog food, breeding horses, wealthy families).

The results from this project and "Amateur Anthropologist" can be mounted on construction paper and bound into a book to be presented as a gift for your family!

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NAME: _____, Amateur Anthropologist

Our ancestors were either First Nations people or their homeland was on another continent. Some came to Canada as immigrants. Interview the five people listed below and write their answers in the space provided.

	Your mother, whose ancestors were the <hr/> family	Your father, whose ancestors were the <hr/> family	A long time resident, whose ancestors were the <hr/> family	A friend, whose ancestors were the <hr/> family	An adult at school, whose ancestors were the <hr/> family
Name of homeland:					
Ancestors left homeland because...:					
Ancestors' first Canadian homeland was:					
The first family members came to <hr/> because:					
Number of generations in Canada:					
Their favourite ethnic food or holiday:					
A valued reminder of their family heritage (photos, letter, quilt, etc.):					
