

Elana Waugh
eluberto@gmail.com

- ★ Due to copyright restrictions, I could not post links to some materials I used. Please email me for clarification or ideas.

Title: Anthropology

Grade: First

Duration: Five one hour sessions

Goal: Students will learn about various countries in Africa through being an Anthropologist

Standards:

CCSS.ELA-LITERACY.W.1.2:

"Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure."

CCSS.ELA-LITERACY.W.1.7:

"Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions)."

Materials for Day 1:

- [Google Slide Presentation](#)
- [Job Application](#)
- Research Book (Create your own and include a graphic organizer for the country and the country information)
- Pencil

Day 1

1. Introduce Anthropology. Explain to students that Anthropology is the study of people and their cultures. An Anthropologist is a special kind of scientist who studies Anthropology. These scientists do not work in a lab but rather out in the field. They will go and visit the place and people they are studying and live there to learn more about the culture. (Slide 1)
2. Before I teach you anything more, we need to talk about the world. The world is made up of seven large areas of land called continents.

There is a song I will teach you to help you remember them all. (Choose a song that works best for you). Practice the song a few times. (Slide 3)

3. I received a phone call today from a company looking for lead Anthropologists. They asked if I had any first graders who would like a job. I told them of course. (Slide 4)
4. Show students the continent of Africa. Do not tell them anything else except that they are going there. Click on the slide to show them Africa through Google Earth. (Slide 5)
5. Tell the students they need to fill out the job application before they will be considered for the job. Direct students back to their seats. Have students write their names on the top of their application. Direct them to write or draw anything they know about Africa in the before section. If they know nothing, that is okay and they can turn in their application to you and find their way back to the carpet. (Slide 6)
6. Look through the applications and tell them they are perfect candidates for the job because they know very little about Africa. Tell them that Africa is a continent with 54 different countries. Most of them will be traveling to different ones.
7. Ask students if they know what a mentor is. Explain this to them so they can understand. Explain that some of the students will be mentors (helpers) to others and these students will be traveling to the same country. I paired my three high with my three low for this. The mentor's job was to answer questions, not give answers. (Slide 7)
8. Anthropologists use different types of research when learning about people and their culture. You will all need a research notebook for your research. Hand out research notebooks to students and allow them time to fill out the front and color the pictures. At this time, you let each student know which country they are visiting. (Slide 8)
9. After a bit of time, bring students back to the carpet. Explain that as Anthropologist researchers they will be looking online for research about their country and going into the field. This means we will go and visit Africa. We will spend a few class periods researching online through Pebble Go. (Slide 9)
10. If you choose, give them a minecraft tour of the MSU library showing them places researchers might go. I turn the volume off while the video plays and narrate for them. I only did a little bit as it is a long video but the kids liked it. (Slide 10)
11. Show them the [Pebble Go](#) and how it works. Let them know next class period the researching will begin. (Slide 11)

Materials for Day 2

- Research Notebook
- Computer with Pebble Go website

Day 2

1. Review what the students are doing. (Slide 12)
2. Sing the continent song
3. Review what continent they are visiting and how many countries there are on this continent.
4. Guide students to follow along as you show them how to do research. For my research notebook, the information was broken up. I showed them how to do one section then regrouped them on the carpet. I then modeled how to do the next section. For me, this worked best.

Materials for Day 3

- Plane ticket
- Passport
- Research Notebook
- Stamp/Stamp Pad
- Google Slide Presentation (see day 1 materials)
- Paper Suitcase
- Crayons
- Pencil

Day 3

1. Tell the students that today is the day they are going to Africa. But their plane has been delayed. (Slide 16)
2. Review the continent song with the students. (Slide 18)
3. Ask students if they have their plane tickets, passports, and research notebooks. Most will answer no. Tell them you have extras if they need it. (Slide 19)
4. Explain to students that to get into another country, a person needs a passport. They must go through security at the airport and show the passport. Then they get a stamp.
5. Hand out plane tickets, research notebooks, and passports to students. Have them go to their seats.
6. Guide them to fill out the passport. When they are ready, have them take their passport, plane ticket, and research book and line up in the line to the plane. Stamp each student's passport with a stamp of your liking.

7. Once students are on the plane, turn off the lights and begin the plane simulation (Slide 20)
8. Play the simulation. I narrated it for them. I also told my students it was a fifteen hour flight (15 minute video). Many students have not been on a plane before so I explained what was happening.
9. Once the plane lands, I tell them where to get their suitcases. I also told them that many people like black suitcases and that makes it hard to find yours. I also told them their suitcase has no handle because they have not earned it yet.
10. I hand out suitcases and allow the students to write their names on them and color the pictures.
11. At the end of class, I have students place everything inside their suitcase and hand them to me.

Materials for Day 4

- Suitcase with materials inside
- In the Field-A copy of their country from the page of the book *Africa: Amazing Africa* by Atinuke
- Computer
- Pencil

Day 4

1. Have suitcases laid out on the terminal (floor). Have students come in and look for their suitcase. Once they find it, have them go to their seat.
2. Tell students they are going out into the field today. This means they are going to learn more by being with the people and country they are researching.
3. Hand out the In the Field papers (copy of page from the book).
4. Tell them they are going to read that or ask help to read it and find out one new fact. Guide them where to record this in their research notebook.
5. Allow students most of the class to work on learning more about their country and filling in their research notebooks.
6. By the end of class, students should be ready to fill in their suitcases next time.
7. Collect suitcases for next time.

Materials for Day 5

- Suitcase and all materials in it
- Crayons
- Before and After Job Application

Day 5

1. Have suitcases laid out on the terminal (floor). Have students come in and look for their suitcase. Once they find it, have them go to their seat.
2. Tell them today they will have the chance to earn the handle to their suitcase.
3. Model how to use the research notebook to fill in the contents of the suitcase. On mine, I had a shirt that stated the country they visited. The notebook said animals. You will need to create one that works for you. Due to copyright restrictions, I could not post what I purchased on here.
4. Allow students time to work and then color the inside of their suitcase. While students are working, hole punch the holes into the top of the suitcase.
5. Near the end of class, whether done or not, have students place their research notebook (folded in half), passport, in the field sheet, and plane ticket inside their suitcase.
6. Hand out a pipe cleaner.
7. Show students how to create the handle using the pipe cleaner.
8. Once they have finished, hand out their job application. Direct them to go to the side that says after. Have them write or draw what they remember about their country even if it is just their country name.
9. Collect these from students and allow them to take their suitcases home.