

ANT 2140

Intro to Archaeology



Lab # 1 – Garbology

The vast majority of archaeological materials are garbage: discarded stone tools, remnants of meals, broken ceramic vessels, decayed structures, etc. All are artifacts in the same sense that a discarded Coke bottle is an artifact. The interpretation of all that garbage is the focus of archaeological analysis. Today's exercise allows you to interpret modern "archaeological" data (i.e., someone's trash).

Objectives:

In this exercise you will:

- Gain experience sorting material culture (i.e., artifacts)
- Reconstruct the activities, and cultural attributes of the individuals who created the garbage assemblage.

Unlike most archaeological assemblages, the garbage you will sort is largely whole and contains familiar objects. However, the exercise is designed to show you how archaeologists are able to make inferences about the past based on material objects. Keep this goal in mind while doing the exercise.

Instructions:

1. Working in groups, sort through the sample of prepared garbage provided to you by your instructor. You should assume that the garbage came from a single household. However, we have no more information about the assemblage so you will have to infer the rest. Sort the items first by categories. The category list below just includes examples. You may need more or fewer categories to sort your trash.
 - food (e.g., empty cans, wrappers, etc.)
 - hygiene/health/nutrition (e.g., vitamin bottles, Kleenex)
 - beauty/grooming (e.g., make-up, shampoo bottles)
 - household cleaning (e.g., sponges, soaps)
 - pet items
 - children's items (e.g., clothing, toys)
 - adult clothing
 - technology (e.g., batteries, CDs)
 - ritual/religious items
 - books/magazines/other written media
 - other
2. Record the categories you used to sort your sample of trash and the number of items you assigned to each category on the table provided on the following page.
3. Answer the questions below. You must be clear about how specific pieces of material culture support your answer for each question (i.e., use examples that support your interpretations, and be sure to note when there might be other/alternative interpretations than your own). Refer to your Workbook Schedule for due date.

NAME: _____

Category	# of Artifacts

Lab Exercise Questions:

(questions modified from <http://www.iupui.edu/~anthpm/a103trashex.html>)

1. In or after what year was this assemblage deposited? How do you surmise that date? During what time of year was the assemblage deposited? What material culture suggests that to you? Is there any evidence for seasonal activities that might not have occurred during other parts of the year? What material culture suggests this?

NAME: _____

2. How many people do you think lived in this residence? What items of material culture suggest that to you? Be specific. What ages, genders, ethnicities/nationalities appear to be represented in this household? Describe what artifacts make you think that.

3. How would you characterize the household's income based on this material sample? What sorts of material culture appears to illuminate their economic standing, and in what way?

4. What sort of activities appear to be represented in the household (i.e., what behaviors generated the garbage in your sample)? Briefly list some of the material remains associated with each activity you identified.

NAME: _____

5. Many of the artifacts come from food consumption: how would you characterize their diet? For instance, what range of foods do they appear to eat?; how healthy is their diet?; does their diet appear expensive? cheap? trendy?; what does their diet suggest about their lifestyle?

Lab # 2 – Sampling Strategies

When archaeologists want to survey a large area, often they are forced to limit their study to a portion of the total area. Often, the locations and sizes of the sites in the area are unknown, but other information can be used to devise an intelligent sampling strategy. Two goals of any sampling strategy are to: (1) acquire as much data as possible on the size and location of sites (pattern), and (2) to capture the range of variation in this pattern (variability). If random sampling methods are used, a third goal is to provide data that will allow the archaeologist to make probabilistic statements about the population of sites based on the sample.

In this exercise, your task, **as a group**, is to devise at least two sampling strategies that you think will meet these goals. The first must use one of the random methods discussed in class, and in your reading assignment. The second must be judgmental. If you have time, you may do a third sample. The class will be divided into groups. Each group will work with one map divided into 100 grid squares, labeled 1 through 100 (on page 7). In addition, each group will receive a table of random numbers and two colored pencils. You do not know where the sites are located on the map, but they are divided into roughly three sizes:

Small 0 - 100 m diameter

Medium 100 - 200 m diameter

Large 200 - 300 m diameter

In addition to this information, the map shows topographic features (mountains, rivers, etc.), and you have common sense to help you. No sites are located in more than one grid square, and no grid square contains more than one site. There are 25 sites located somewhere on the map.

Procedure:

Please write your group number in the upper right corner of the map, and in your workbook. Write the names of the members of your group on the back of the map. Take a few minutes to study the map as a group, then follow these steps:

1. **As a group**, devise a random sampling strategy and select 20 squares to survey. Discuss the strategy with the group, and record the reasons why your group chose this strategy
2. Write down the numbers of the squares you selected in your notebooks and on a piece of paper to hand in. One person should highlight the chosen squares with one of the colored pencils. Another person should bring the list to the instructor. You will be given a list of the sites you have found, their sizes, and the approximate location of each within its grid square. Return this to the group, and, with the same colored pencil, plot the sites on the map, using the appropriate scale (each grid is 1,000 meters on a side, so the large sites, for example, have diameters about one-third the length of a square).
3. Discuss any patterns and variability that you see. Using this information, select a judgmental sample of 20 different squares. Record in your notebooks the information about the patterns you see, and the reasons why you chose the 20 squares you did. Repeat Step 2, using the second colored pencil.
4. Discuss the following with the group:

a. How effectively did your random sample seem to capture pattern and variability? What can you say about the site universe based on the random sample? Since there are 25 sites on the map, and you took a 20% random sample, you could expect to locate five sites with your random sample. You will not be graded on the basis of the number of sites you find, since this is the result of a random process, so don't worry if you found only two or three, and don't get cocky if you found seven or eight!

b. How much did the judgmental sample seem to improve your understanding of pattern and variability? What can you say about the site universe based on the judgmental sample? Did your judgmental sample find more, or fewer, sites than your random sample? Why do you think you got this result?

(Make sure you take notes on your group discussion, since you will write this up!)

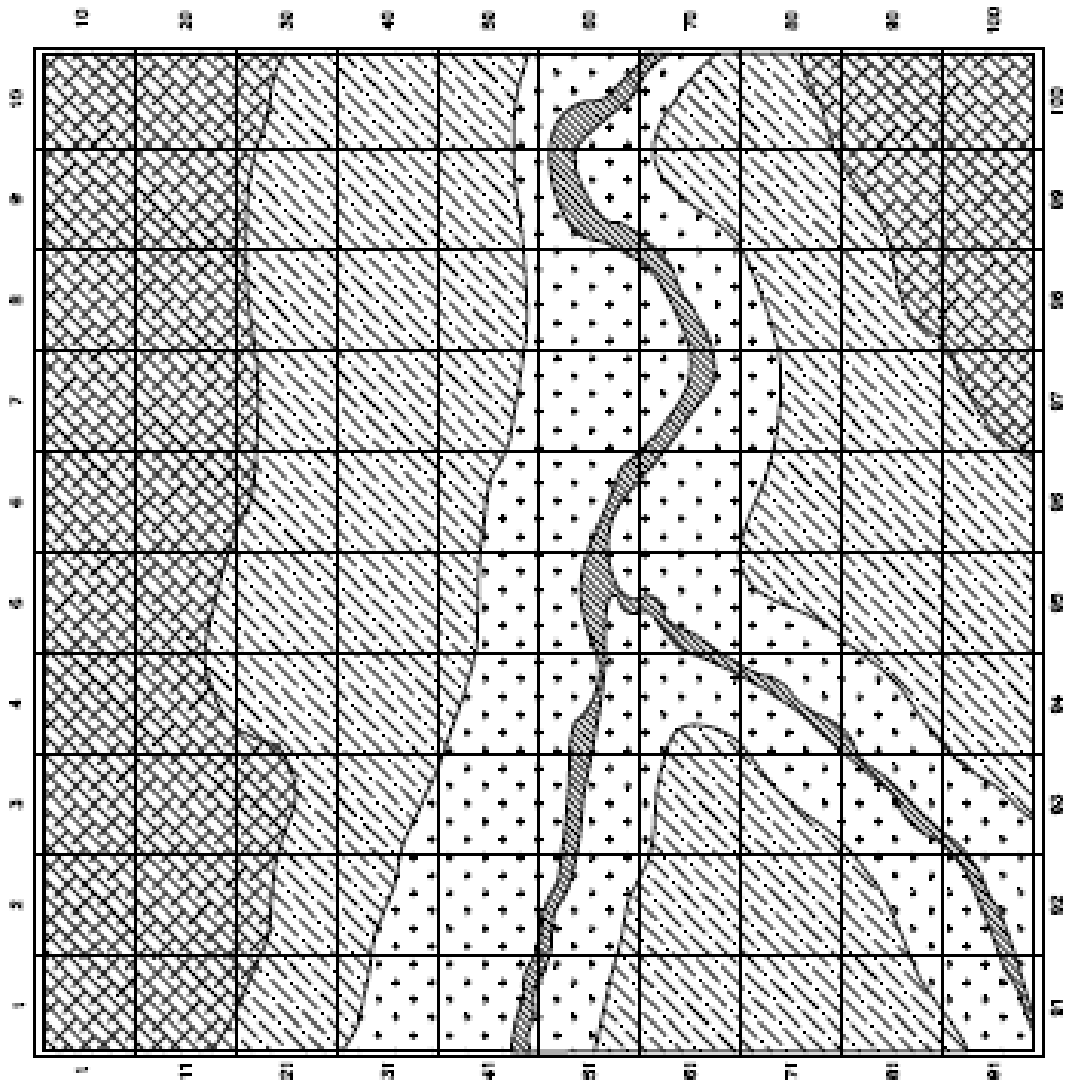
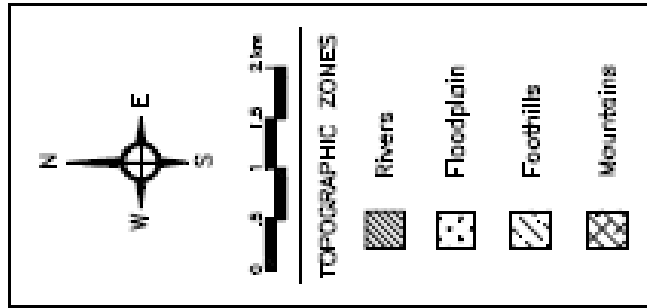
5. Once you know where all the sites are, re-evaluate your samples:

a. How effectively did your random sample seem to capture pattern and variability?

b. Did the judgmental sample seem more effective than the random sample (these aren't strictly comparable since you know more by the second sample, but try to estimate).

c. Would a different sampling strategy have been more effective? Is 20% a big enough sample?

6. Hand in your colored map.



- MEMORANDUM:**
1. Select 25 squares, using a random sampling method (single random, aligned, double),
 2. Record the square numbers, and bring your list to the instructor or T.A. You will be given 1/2 of the sites you choose, along with their elevations.
 3. Using the sites you found on a pattern, make a judgemental selection of 20 more squares to survey, and bring that list to the instructor or T.A. Once again, you will be given a list of the sites you found, and their elevations.
 4. Evaluate the effectiveness of your two sampling strategies, comparing the questions on the lab assignment sheet to your lab notes.
 5. Return to the instructor or T.A. for a map of the area with all the sites marked on it.
 6. Give, re-markable your sampling strategies in light of the problems you see from looking at all the sites.

NAME: _____

PART I: SAMPLING STRATEGIES

Answer the following:

a. How effectively did your random sample seem to capture pattern and variability? What can you say about the site universe based on the random sample?

b. How much did the judgmental sample seem to improve your understanding of pattern and variability? What can you say about the site universe based on the judgmental sample? Did your judgmental sample find more, or fewer, sites than your random sample? Why do you think you got this result?

NAME: _____

c. Once you know where all the sites are, re-evaluate your samples:

- How effectively did your random sample seem to capture pattern and variability?

- Did the judgmental sample seem more effective than the random sample (these aren't strictly comparable since you know more by the second sample, but try to estimate).

- Would a different sampling strategy have been more effective? Is 20% a big enough sample?

Lab #3 – Archaeological Dating

BRING SCISSORS & GRAPH PAPER

Understanding the past requires us to be able to provide dates for the archaeological materials, features, and sites that we excavate. This lab will briefly review some of the basics of archaeological dating techniques.

Absolute vs. Relative Dating:

Absolute dating methods - provide an artifact age or chronology in terms of an absolute time scale (e.g., calendar dates). Examples include (but are not limited to):

- Dendrochronology (tree ring dating)
- Radiocarbon (^{14}C) dating
- Potassium-Argon dating
- Thermoluminescence
- Paleomagnetism

Relative dating methods – provide a relative age for archaeological materials not linked to an absolute calendar year. Instead, they provide an age only in relation to something else (e.g., that site A is older than site B). Examples include (but are not limited to):

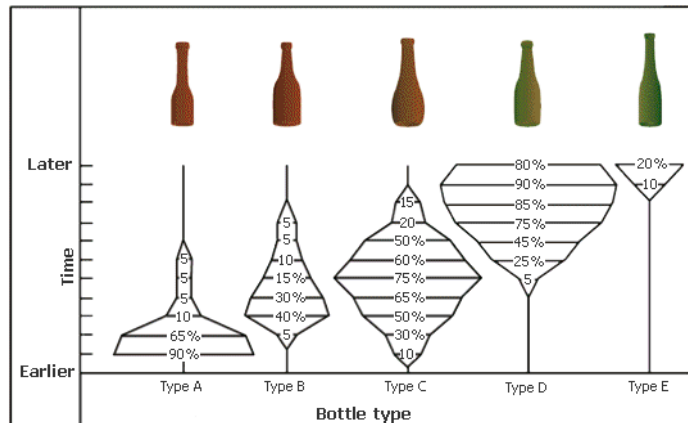
- Stratigraphy
- Typology & Seriation

Artifact Seriation (or Typological Series Dating):

Patterns of human behavior change constantly. As behavior changes, so do its material products. In certain cases, artifact styles can be used to construct relative chronologies by studying how styles gradually become popular, then lose popularity and are finally replaced by a new style. In archaeology, arranging artifacts into stylistic and chronological order based on attributes or style is referred to as seriation.

Stylistic seriation – arranging artifact types according to their stylistic similarities based on the assumption that decorative elements and form change slowly overtime.

Frequency seriation – arranging artifacts based on frequencies, assuming that styles gradually become popular and then fade out (forming a battleship curve).

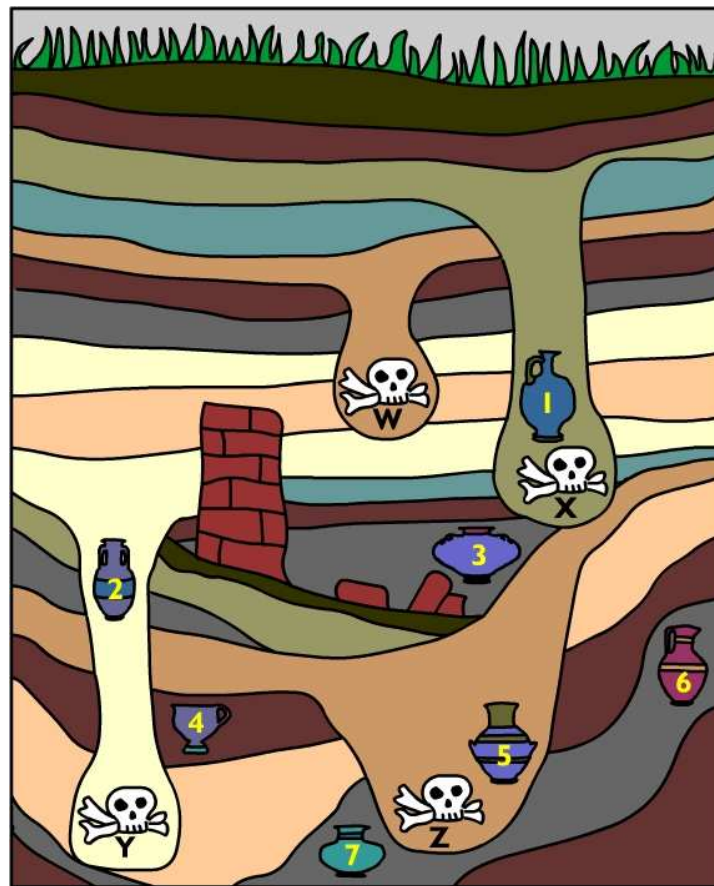


NAME: _____

PART I: STRATIGRAPHY

(from: <http://www.utexas.edu/courses/denbow/labs/lab1-strat2.htm>)

Because types of earth are recognizable by variation in textures, colors, and inclusions, archaeologists are able to recognize different layers (or strata) in an excavation. The term "**stratigraphy**" refers both to the *relative* order and position of the strata and to their use as a means of interpreting the history of the site. As in geology, the important principle is the **Law of Superposition: later strata will overlie those deposited earlier**. Note, however, that both natural and human actions can alter an ideal stratigraphic model. This illustration represents a stratigraphic profile (i.e. you are looking at a vertical cut into the earth) in which you can see various geological and cultural deposits. Using stratigraphy, a relative dating method, please answer the questions (#1-6) below.



1. Is it possible to determine which ceramic vessel is later: 4, 5, or 6? If so, which one?

NAME: _____

2. Is it possible to determine which vessel is earlier: 1, 2, 6, or 7? If so, which one?

3. In what order were the burials (W,X,Y,Z) interred, from oldest to youngest?

_____, _____, _____, _____

4. Which is older, burial Y or vessel 3? _____

5. Was the wall built before or after burial Y was interred? _____

6. From the information given here, is it possible to determine the absolute dates of the burials? _____

PART II: RELATIVE DATING – FREQUENCY SERIATION (to be completed during class)

Survey within a region collected a variety of pottery types that should indicate changes over time. Three of these pottery types (distinguished as black, red, and white) were chose to seriate the sites. The proportion represented by each type within the total sample of sherds from each site is its *frequency*. Multiply the frequency by 100 to obtain a percentage.

$$\text{Frequency} = \frac{\# \text{ of sherds of that type}}{\text{total \# of sherds at that site}}$$

Using the change in frequencies, you can arrange the sites in order through time by assuming that the popularity of each type gradually waxed and waned. So that when graphed the frequencies produce the “battleship-shaped curve.”

	FREQUENCIES		
<u>SITE</u>	<u>Red</u>	<u>Black</u>	<u>White</u>
A	30%		40%
B	5	20%	50
C	40		
D	50		10
E		70	20
F	10	5	60
G		50	30
H	40		20
I	45		5
J	30		

NAME: _____

(Use your graph paper to fill out the following information)

SITE	RED	BLACK	WHITE
------	-----	-------	-------

A

B

C

D

E

F

G

H

I

J

SITE (rearrange type frequencies here to show battleship curves)

J

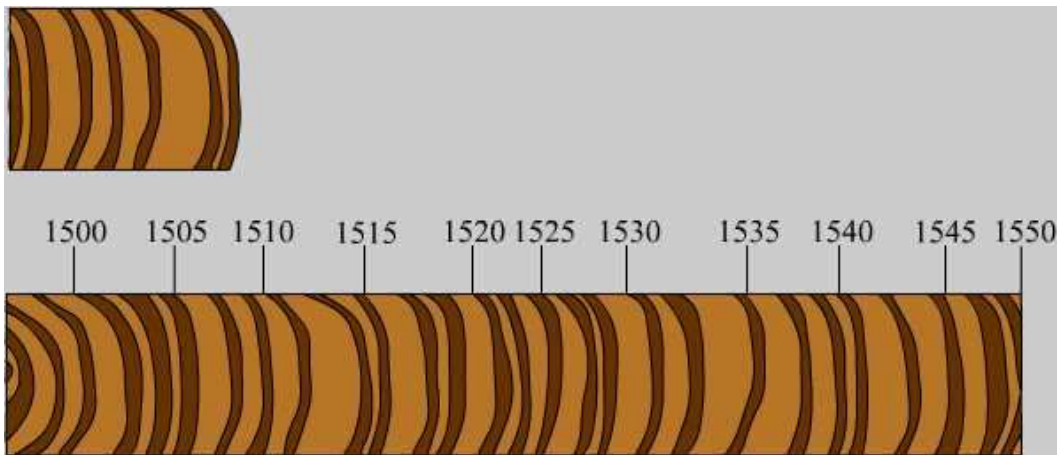
NAME: _____

PART III: Dating Methods – if not enough time in class, hand in this portion (pages 14 and 15) by next class meeting.

Dendrochronology relies upon establishing a timeline using patterns of tree-ring growth from a specific region of a tree core and matching individual tree-ring samples to a master sequence.

- Can be used to date from the present to approximately 10,000 BP (however this is regionally dependent)
- Can only be used on tree species with well-defined rings that respond to climatic variations (e.g., cannot be used in the tropics); furthermore, large well-preserved pieces of wood are not common in the archaeological record

1. The piece of wood illustrated here comes from the foundation of an undated building. Using the master sequence represented below, what is the earliest date that the building could have been constructed? (Adapted from Denbow- <http://www.utexas.edu/courses/denbow/index.htm>): _____



Radiocarbon dating:

Radiocarbon dating is the most widely used of the radiometric dating methods and certainly one of the most accurate. One complication that accompanies the method, however, is the fact that radiocarbon dates do not translate directly into calendar years. Because of variations in the concentration of carbon-14 in the earth's atmosphere, carbon dates need to be calibrated by reference to dendrochronological (tree ring) dates.

2. What are the benefits of using dating methods such as radiocarbon dating and dendrochronology? (Use the back of this page or additional paper for more space).
What are some of the drawbacks of each one?

Lab #4 – Dimensions of Archaeology: Form

Objective: Archaeologists rely heavily on classification (such as ceramic types) to infer such things as site chronology, the nature and length of site occupation, and the nature of economic production and exchange in a society. Before any of these issues can be addressed, however, archaeologists spend a great deal of time describing and analyzing the artifacts they find. This lab will introduce you to a commonly used analytical method.

TAXONOMIC CLASSIFICATION

The *taxonomic classification* procedure is the most common in archaeology. In this case, the taxonomic approach is hierarchical, because the attributes used to create the types are ranked in order of importance. With this procedure, the archaeologist separates the artifacts into subgroupings by a sequential series of decisions. Each decision involves a different variable attribute, and the ordering of these attributes in the sequence is what makes the classification hierarchical. The first decision is the most important attribute, because it creates the first level of subgroupings. All further decisions are made only on those subgroupings. The second decision (second-ranked attribute) can be made on all or only some of the subgroupings. There is no requirement that all subgroupings be further divided according to the same number of attributes. An example shows how this very abstract-sounding process is really quite simply and often intuitively done. On paper, the taxonomy takes the form of an upside-down tree each subsequent decision (choice of attribute) represented by the splitting off of two or more “branches”.

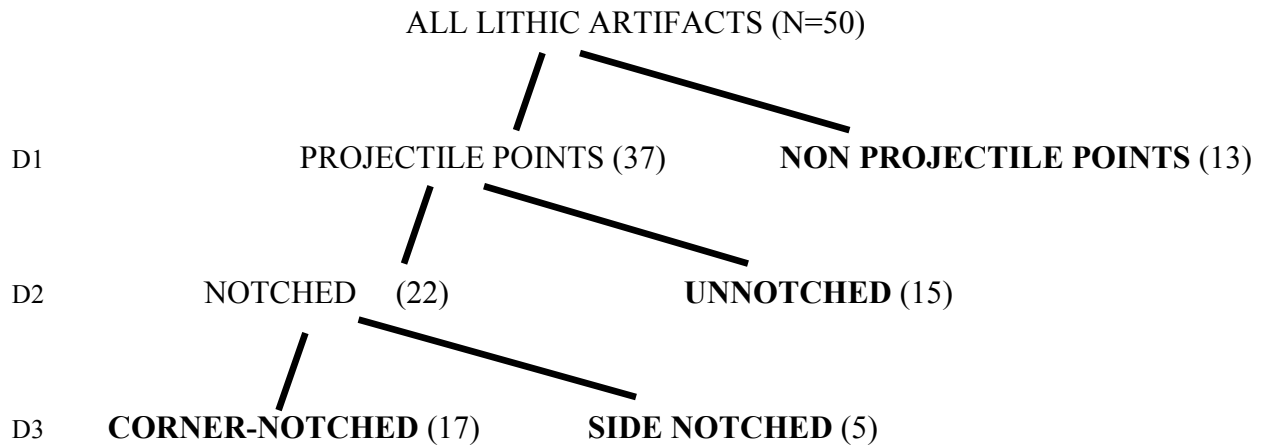
EXAMPLE: Classifying 50 lithic artifacts

You are given 50 stone lithic (artifacts) from a multicomponent site and asked to classify them to yield historic type for dating the components of the site.

Based on your prior knowledge that projectile points vary in shape over time, you decide to separate the projectile points from all the other lithic artifacts. Thus, whether or not an artifact is a projectile point is the first decision (labeled D1) you make. This attribute is the first-ranked in the hierarchy, and its alternate states can be labeled as “projectile point” vs “non-projectile point”.

After this initial division, you decide to create more categories only for the projectile points (ignoring the other group, which is not further subdivided). For the projectile points, the second-ranked attribute is the presence or absence of notching on the stem of the point (D2), again because you know or suspect that notched points differ in date from unnotched. Unnotched projectile points are thus separated from notched and are not further subdivided.

Within the notched points group only, points with a notch removing their stem corners are separated from points with a small notch in their sides, because these differences also refer to distinct time periods. The third-ranked variable is location of notching, side vs corner (D3).



You have thus created 4 types into which all 50 artifacts were classified: 13 **non-projectiles**, 15 **unnotched projectile points**, 17 **corner-notched projectile points**, and 5 **side-notched projectile points**.

NAME: _____

The taxonomic approach to classification

You will be asked to classify objects presented during the class period into types using a taxonomic classification scheme. Below, write down your scheme, explain its logic, indicate how many types, and indicate how many artifacts were placed into each type. You “decisions” should be written down in rank order. You must have **at least 2 artifacts in every type** (if you end up with ‘unique’ artifacts, then you haven’t classified them).

Lab #5 – Experimental Archaeology Lithic Redux

(SCISSORS NEEDED FOR THIS EXERCISE)

For this exercise we will be working on a problem involving the classification of artifacts that result from **subtractive manufacturing procedures**. It is important when classifying to be aware how objects are made. **Additive manufacturing procedures** create artifacts by adding material together (pottery is a good example). Other objects are made by taking away material, a subtractive manufacturing procedure (e.g., making a stone tool by chipping away flakes). What makes this difference important when classifying has to do with allowing for a degree of variance or deviance among artifacts.

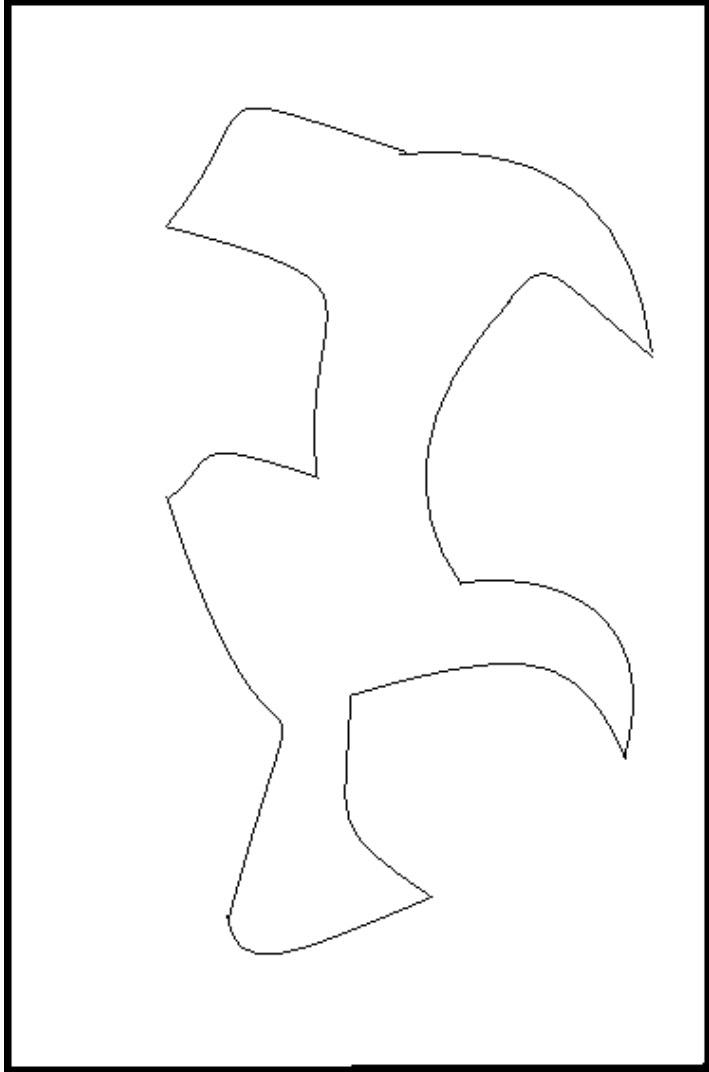
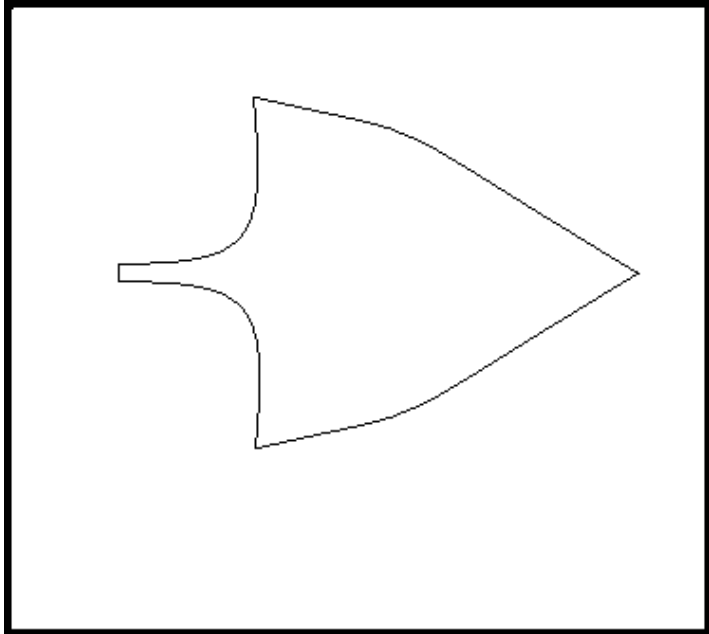
If someone is modeling a ceramic vessel and makes a mistake in doing so, it can be corrected by adding more clay or simply mashing up the unfinished object and starting over. Thus, when examining finished ceramic objects, you will see few uncorrectable errors or artifacts whose deviance from a norm formed. On the other hand, if someone is making a chipped stone tool and hits the stone a little too hard, or hits a flaw in the raw material, then the resulting error (too big a flake removed or the wrong shape) cannot be easily fixed or covered up.

This means that you may find a lot of unfinished stone tools that were abandoned when the mistake occurred. You may also find a lot of finished tools that deviate from one another in terms of size or shape, even though their makers all had the same idea in their minds (the same *conceptual mode*) as to how the finished tool should look. There may be slight variations in the manufacturing techniques in order to correct flaws, even though all the artisans shared the same basic set of behaviors (*procedural modes*) for making stone tools.

Thus, when classifying stone tool, you may be tempted to identify more variable attribute states than are warranted because of *unintentional* differences due to the subtractive manufacturing process. We'll see how very different the results can be from this process by having you experiment in class with subtractive manufacture.

On the next page are two artifact *templates*, the conceptual modes that you, as the artisan, will attempt to replicate. With scissors, a tool for subtractive manufacture, you will cut out these shapes from a blank piece of paper (your raw material). You should try to conform to the shapes but only as you can look at them. You are not permitted to make tracings or to lay your blank paper over or near the template. You will be surprised as to the degree of variation this experiment will create and how many “types” an unsuspecting classifier would devise from the resulting artifacts, all based on identical *conceptual modes*.

Hand in your artifacts with your name on them.



Lab #6 – Ethnoarchaeology Cultural Observations

The purpose of this exercise is to help students understand the relationship between material evidence and interpretation. It also asks you to think critically and analytically about human behavior.

Archaeologists use three fundamental assumptions to reconstruct the dynamic behaviors of the past from the static objects found in the archaeological record:

1. Once the components of the archaeological record ceased to be affected by the cultures that created them, they continue to be affected by natural processes and cultural behaviors unrelated to the initial formation of the record.
2. The archaeological record itself exists only in the present.
3. At any other moment in time, the actual manifestation of this record may be different than what you see right now.

To reconstruct past cultural behaviors, we must understand the relationship between the material record and the actions that created it. Generally this is modeled as a two-phase process. The first phase involves the deposition of materials and modification of the landscape by human behaviors. These comprise the initial material traces of human action. The second step involves the subsequent modification of these material traces by natural processes and/or cultural activities. For example: the burial of a site under sediment, removal of materials by erosion or decomposition, re-use of discarded tools or structures by another group of people, or movement of materials by animal activity. Research that examines the relationship between the material record and the original human behaviors includes **ethnoarchaeology & experimental archaeology**.

For this week's lab exercise you're each going to conduct a little ethnoarchaeology. **Find some cultural activity that you can observe for at least fifteen minutes, and answer the questions that follow.** Restrict your observations to social activities involving groups of people, such as religious rituals, live performances (music, dance, theater, etc.), sporting events, or gatherings in bars or coffeehouses. The idea is to judge the possible cultural impact of a common activity, and to assess its material impact on the archaeological record.

1. What is the activity you are observing? Is it unique to our culture, or would you expect similar activities in other cultures? Do you think the behaviors you are observing are "universal" (i.e., found in all societies throughout human history)?
2. Are there any material items involved in the activity? What would the "archaeological record" from this activity look like? How long would this record last? Are there any behaviors involved in the activity that would not be represented in the archaeological record?

3. If you were an archaeologist at some time in the future, what material items would you find remaining from the activity? Remember to consider what people take away with them from a site; do not assume that everything you see would be left for an archaeologist in the future to discover. Do you think you could reconstruct the original behaviors (i.e., the activity you observed) from the material remains? What analogies would you need to make?
4. Would you have an easier time reconstructing the activity if the same activity occurred in the same place over a long period of time? Why?
5. As an archaeologist in the future, describe how you could use experimental archaeology (i.e., set up conditions in which you could tentatively reconstruct possible scenarios) to help you interpret the remains of the activity?

Keep notes while you observe the chosen activity. Make note of such things as the location, time of day, number of people involved... anything you think might help interpret the material residues of the activity.

Submit your typed report, making sure to answer all of the above questions, on the due date (refer to Workbook Schedule). Answer the questions in complete sentences, using appropriate grammar, syntax, and spelling. You may augment your written work with any drawings, photographs, or other documentation you think appropriate. Please include a header with your name, CRN, and “Lab #6”.

Lab #7 – NAGPRA
(Native American Grave Protection and Repatriation Act)

NAME: _____

Your textbook chapter details the many types of useful information archaeologists can gain from the analysis of burials and human remains. The additional readings assigned for discussion in class deal with a totally different facet of the archaeological discovery of human remain—the attitudes among contemporary groups toward the dead, the sanctity of burials, and who should determine how the ancient dead should be treated. This is no longer an issue limited to “academic science”.

To prepare for class discussion, answer the following questions based on the readings:

1. What are the reasons why some persons or groups oppose the discovery, excavation, analysis, and curation of human skeletal material? How do these reasons and attitudes conflict with those of scientific archaeologists?

2. What is NAGPRA, and what impact has it had/will it have on archaeology in the US?

3. How would you assess the **political** implications of these conflicting attitudes?

4. What steps should archaeologists take to deal with the situation in the US?

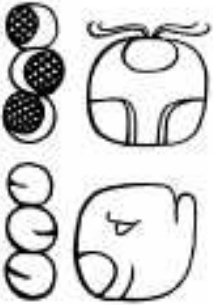



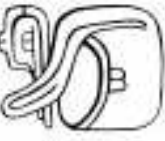







Lab #8 – Political Systems

Ancient Writing

(based on Writing in Maya Glyphs, by Mark Pitts)

	a	e	i	o	u
p u r e v o w e l s					
b					

No need to print pages, can bring laptop, tablet, or share copies

	a	e	i	o	u
ch					
ch'					
h					

















No need to print pages, can bring laptop, tablet, or share copies

	a	e	i	o	u
m					
n					
p					

No need to print pages, can bring laptop, tablet, or share copies

	a	e	i	o	u
s					
t					
t'					
tz					

No need to print pages, can bring laptop, tablet, or share copies

	a	e	i	o	u
tz'					
w					
x					
y					

No need to print pages, can bring laptop, tablet, or share copies

	a	e	i	o	u
j					
k					
k'					
i					

No need to print pages, can bring laptop, tablet, or share copies

NAME: _____

1. Using the glyphs listed on the previous pages, write your name in Maya hieroglyphs. Be sure to consult the attached appendix and syllabary.

a. Start off by writing your name in consonant-vowel pairs (as explained in the handout pgs. 33-43). Remember that you may need to be flexible and/or creative in terms of translation. Also, vowels in parentheses are silent.

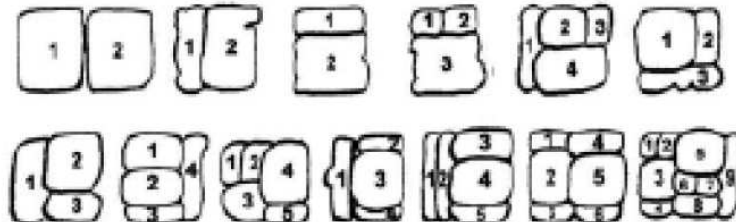
Examples: Antonio = A-n(a)-to-ni-o; Erin = E-li-n(i); Thomas = Ta-ma-s(a)

b. Now write the syllables of your name as Maya hieroglyphs in the box below (be sure to follow the correct order of syllable placement – see figure below)



I am known as
(My name is)

Figure showing possible ordering of syllables in Maya glyph blocks



NAME: _____

Lab #9 – Historical Document Research

Objectives:

Documents allow us to catch a glimpse of the past from a particular perspective. Students will understand why historical document research is important to historical archeology and what sort of information can and cannot be learned by looking at documents.

Material:

1794 map of Philadelphia

Current map of Philadelphia

Copies of primary source documents with transcriptions (copy document on front with transcriptions)

- 1782 petition to the Commonwealth of Pennsylvania Supreme Executive Council
- Undated petition signed by James Dexter
- The 1794 Philadelphia Directory and Register
- Priss Manumission Papers

Two WWI era posters

Instructions:

Refer to the documents to answer the following questions.

I. MAPS

Compare the 1794 and current map of Philadelphia. Note the similarities and differences

- Similarities:

- Differences:

NAME: _____

- What information can you gather about the region's history that could be found in the map?

II. Primary source documents

Fill the form for each of the primary source documents with transcriptions

- 1782 petition to the Commonwealth of Pennsylvania Supreme Executive Council
- Undated petition signed by James Dexter
- The 1794 Philadelphia Directory and Register
- Priss Manumission Papers

NAME: _____

WRITTEN DOCUMENT ANALYSIS WORKSHEET

1. TYPE OF DOCUMENT (Circle one):

Newspaper	Letter	Patent
Memorandum	Map	Telegram
Press Release	Report	Advertisement
Congressional Report	Census Report	Other (Specify):

2. UNIQUE PHYSICAL CHARACTERISTICS OF THE DOCUMENT (Circle one or more):

Interesting Letterhead	Handwritten
Typed	Seals
Notations	"RECEIVED" stamp

Other (specify):

3. DATE(S) OF DOCUMENT:

NAME: _____

4. AUTHOR (OR CREATOR) OF THE DOCUMENT:

POSITION OF AUTHOR (TITLE):

5. FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?

6. DOCUMENT INFORMATION (There are many possible ways to answer A-E.)

A. List three things the author said that you think are important:

1.

2.

3.

B. Why do you think this document was written?

NAME: _____

C. What evidence in the document helps you know why it was written? Quote from the document.

D. List two things the document tells you about life in the United States at the time it was written.

1.

2.

E. Write a question to the author that is left unanswered by the document:

NAME: _____

WRITTEN DOCUMENT ANALYSIS WORKSHEET

2. TYPE OF DOCUMENT (Circle one):

Newspaper	Letter	Patent
Memorandum	Map	Telegram
Press Release	Report	Advertisement
Congressional Report	Census Report	Other (Specify):

2. UNIQUE PHYSICAL CHARACTERISTICS OF THE DOCUMENT (Circle one or more):

Interesting Letterhead	Handwritten
Typed	Seals
Notations	"RECEIVED" stamp

Other (specify):

3. DATE(S) OF DOCUMENT:

NAME: _____

4. AUTHOR (OR CREATOR) OF THE DOCUMENT:

POSITION OF AUTHOR (TITLE):

5. FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?

6. DOCUMENT INFORMATION (There are many possible ways to answer A-E.)

A. List three things the author said that you think are important:

1.

2.

3.

B. Why do you think this document was written?

NAME: _____

C. What evidence in the document helps you know why it was written? Quote from the document.

D. List two things the document tells you about life in the United States at the time it was written.

1.

2.

E. Write a question to the author that is left unanswered by the document:

NAME: _____

WRITTEN DOCUMENT ANALYSIS WORKSHEET

3. TYPE OF DOCUMENT (Circle one):

- | | | |
|----------------------|---------------|------------------|
| Newspaper | Letter | Patent |
| Memorandum | Map | Telegram |
| Press Release | Report | Advertisement |
| Congressional Report | Census Report | Other (Specify): |

2. UNIQUE PHYSICAL CHARACTERISTICS OF THE DOCUMENT (Circle one or more):

- | | |
|------------------------|------------------|
| Interesting Letterhead | Handwritten |
| Typed | Seals |
| Notations | "RECEIVED" stamp |

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2. UNIQUE PHYSICAL CHARACTERISTICS OF THE DOCUMENT (Circle one or more):

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Typed	Seals
Notations	"RECEIVED" stamp

Other (specify):

3. DATE(S) OF DOCUMENT:

NAME: _____

4. AUTHOR (OR CREATOR) OF THE DOCUMENT:

POSITION OF AUTHOR (TITLE):

5. FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?

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C. What evidence in the document helps you know why it was written? Quote from the document.

D. List two things the document tells you about life in the United States at the time it was written.

1.

2.

E. Write a question to the author that is left unanswered by the document:

NAME: _____

III. WWI Posters

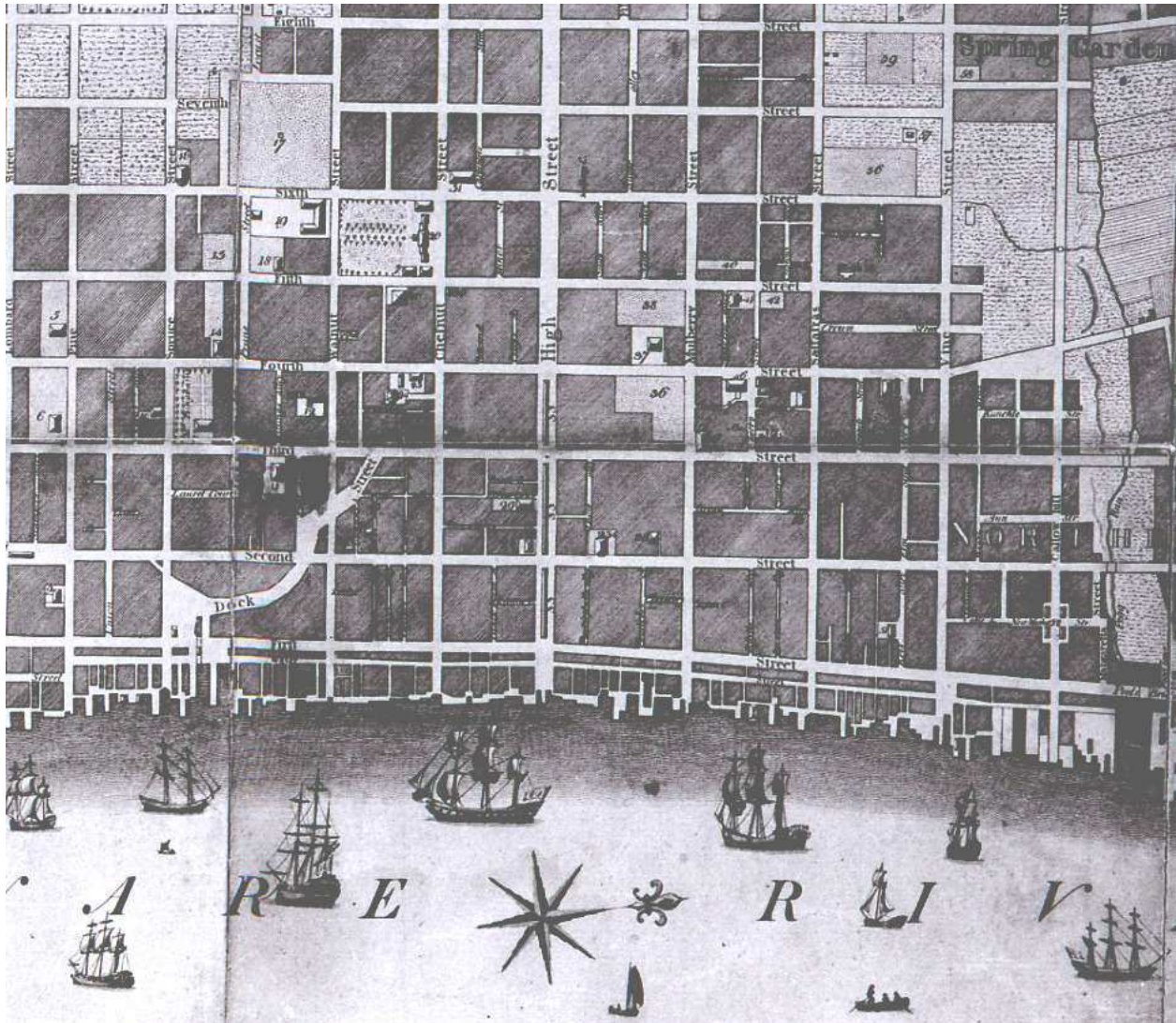
Analyze the two WWI posters. Look closely at the pictures and the words. When you are finished analyzing the pictures, answer the following questions.

- What do these posters represent?

- What is the goal of these posters from the WWI time period?

- From looking at these pictures, what do you think war bonds were?

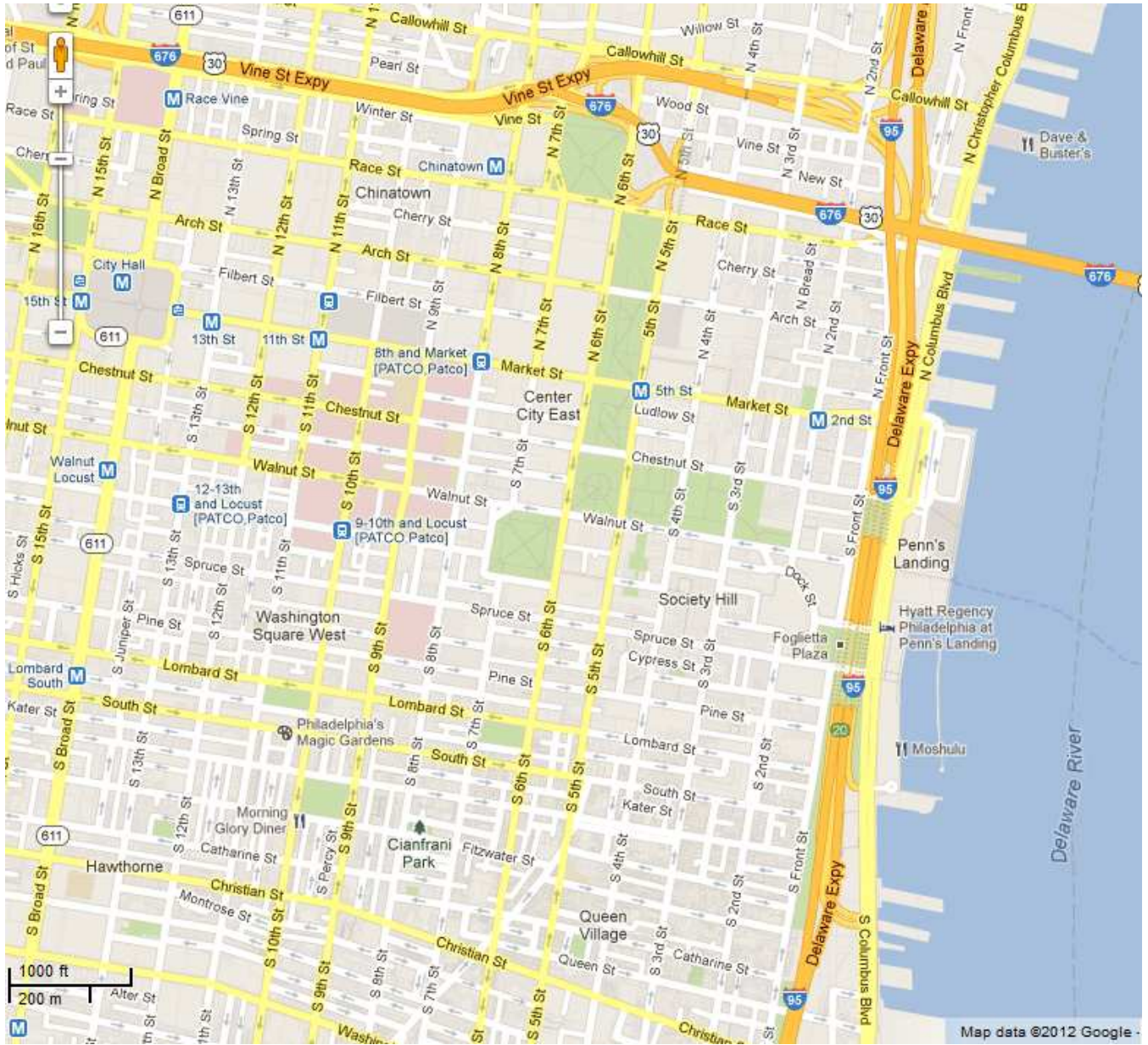
Map 1.



1794 Map of Philadelphia (Detail)
Courtesy of Independence National Historical Park

****No need to print pages, can bring laptop, tablet, or share copies****

Map 2.



2012 Philadelphia map. Google.

****No need to print pages, can bring laptop, tablet, or share copies****

Philadelphia April 2^d 1782.

To his Excellency Governor Moore
 & his Honourable Councilors

The Humble Petition of the Black
 people of the City and Suburbs Humbly
 craves the Liberty of your Honours and
 your protection to fence in the
 Negroes Burying ground in the Diggers
 Field & your Petitioners will pray

John Black
 Daniel Smith
 oronoca besiter
 Cuff Duglap
 Abram Pymms
 milim Gray

Daniel Smith
 oronoca besiter
 P. H. Duglap

1782 petition to the Commonwealth of Pennsylvania Supreme Executive Council
 Courtesy of the Pennsylvania Archives

No need to print pages, can bring laptop, tablet, or share copies

Philadelphia April 7, 1782

To his Excellency Governor Moore & his Honourable Counselors

The Humble Petition of the Black people of the City and Suburbs Humbly craveth liberty of your Honours and your protection to fence in the Negroes Burying ground in Potters field your petitioners will pray.

John Black
Samuel Saville
Oronoco Dexter
Cuff Duglass
Aram Prymus
William Gray

No need to print pages, can bring laptop, tablet, or share copies

We humbly Petition you that you will be pleased to inquire into the grievances of which we have complained and — And we conceive the wellfare of this
: our depends in the ~~Equally~~ distributing of Justice, that you may look
forward and Cooperate in Judgment with your ^{the Joint Congress} Predecessors, that we have
with other men ^{have} an Unalienable Right to life Liberty & the Pursuit of
happiness, so that nothing may be wanting on your part to facilitate
so desirable an object, opening a door for a gradual Emancipation to
take place, and likewise to look forward preparing a way an ~~affair~~
for such as may incline ^{who are free} to resort, similar to the one prepared by
the British in ~~Virginia~~ so that such of us that are favoured with Liberty
may have it in our power to become more Usefull to the Community at
Large who are now at a loss for a livelihood for our selves & families

Undated Petition signed by James
Dexter, Cox-Parish –Wharton
Papers, Collection #154 Courtesy
of the Historical Society of
Pennsylvania

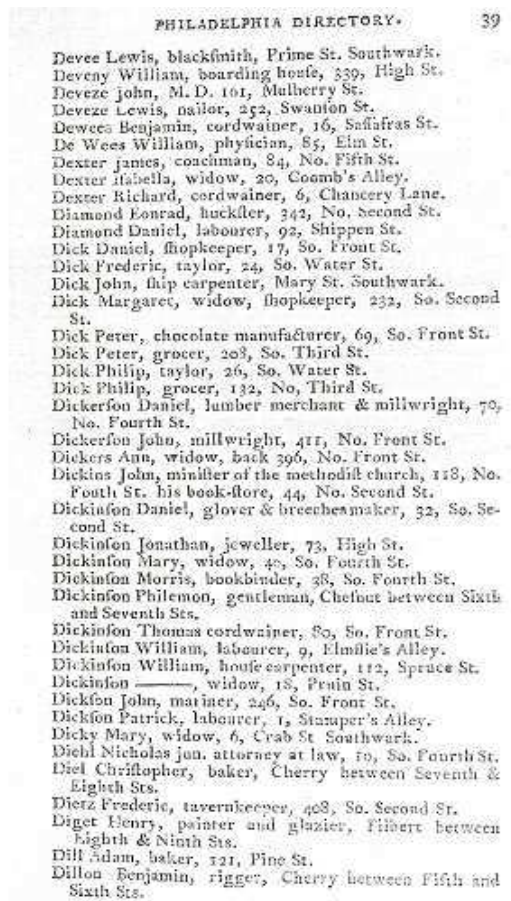
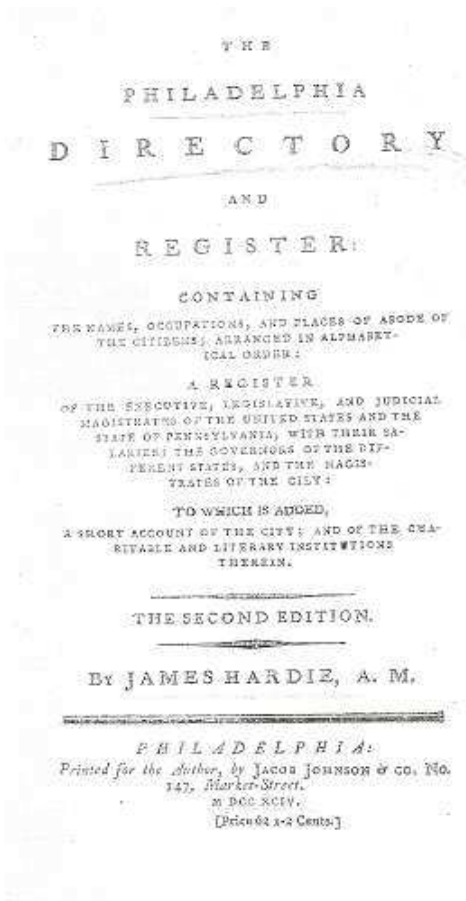
No need to print pages, can bring laptop, tablet, or share copies

Transcript of undated draft petition

We humbly Petition you that you will be pleased to inquire into the governances of which we have complained and—and we conceive the wellfair of nations depends in the Equally distributing of Justice, that you may look forward and _____ (Corporate?) in Judgement with your Predecessors the first Congress that we have with other men have an Unalinauble Right to life Liberty & pursuit of happiness, so that nothing may be wanting on your part to facilitate so discernable an object of opening a door for a gradual Emancipation to take place, and likewise look forward preparing a way an asylum for such as may meline who are free, to resort, similar to the one prepared by the British in Serealluone (Sierra Leone?) so that such of us that are favoured with Liberty may have it in our power to become more useful to the Community at Large who are now at a loss for a livelihood for ourselves & famleys.

No need to print pages, can bring laptop, tablet, or share copies

The 1794 Philadelphia Directory and Register shows James Dexter's address and occupation.



The Philadelphia Directory and Register
By James Hardie, A.M. 1794
Courtesy of the American Philosophical Society

No need to print pages, can bring laptop, tablet, or share copies

To all People to whom these Presents shall come I William Jones of the City of Philadelphia in the Province of Pennsylvania Greets send greeting & sheweth You that for and in Consideration of the Sum of seventy Pounds lawful Money of the said Province unto me in hand well and truly paid by Name of the said City and for divers other good causes and Considerations more specially moving I have manumitted free released and discharged & by these Presents do manumit free release and discharge my Negro Woman named Priss aged about 25 Years of and from all Manner of Slavery Bondage service of Slavery and Duty of Servitude hereafter to accrue or to be done or demanded by me my Heirs Executors or Administrators by any Law Usage or Custom and all my Estate Right Title Interest Property claim and Demand of in and to the same negro Woman named Priss for ever as fully freely and absolutely as If the said William Jones may might or could have held and enjoyed her by any means whatsoever In Witness whereof I have hereunto set my hand and seal dated at Philadelphia the twenty third day of the twelfth month in the Year one thousand seven hundred and Sixty

seven.
Sealed and delivered
In the presence of
Christopher Marshall
John Pemberton

William Jones *W. Jones*

Pennsylvania Abolition Society
Papers, Manumissions, Etc.
Manumission for Priss, 1767
Courtesy of the Historical Society
of Pennsylvania

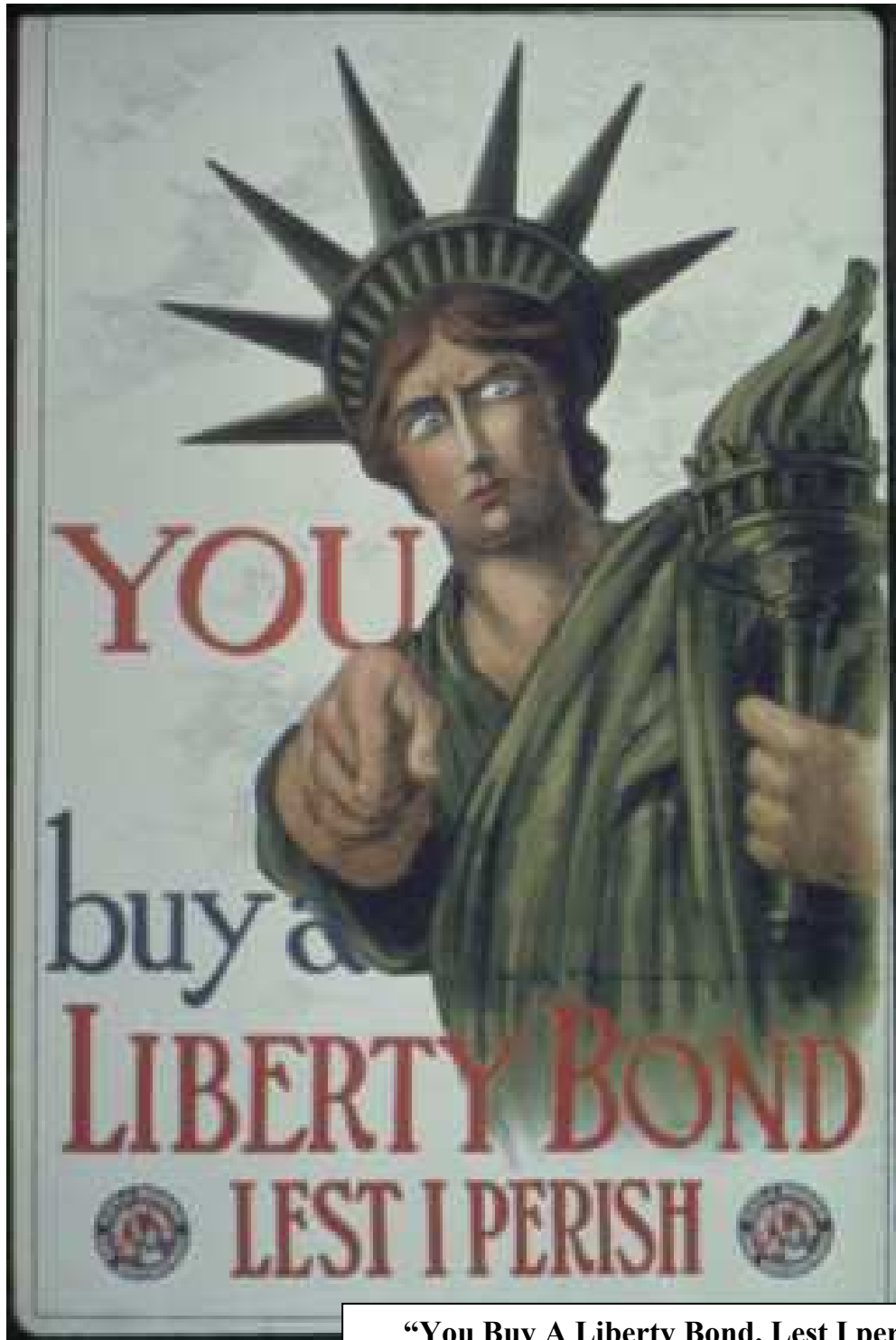
**No need to print pages, can
bring laptop, tablet, or share
copies**

To all People to whom these Presents shall come I William Jones of the City of Philadelphia, in the Province of Pennsylvania, Grazier send Greeting. Know Ye that for and in Consideration of the Sum of sixty Pounds lawful Money of the said Province unto me in hand well and truly paid by Noake of the said City and for divers other good Causes and Considerations me specially moving I have manumised freed released and discharged &c by these Presents do manumise free release and discharge my Negro Woman names Priss aged about 25 Years of and from all Manner of Slavery Bondage Service of Slavery and Duty of Servitude hereafter is accrue or to be done or demanded by me my Heirs Executors or Administrators by any Law Usage or Custom And all my Estate Right Title Interest Properly Claim and Demand of in and to the same negro Woman named Priss for ever as fully freely and absolutely as I the said William Jones may might or could have held and enjoyed her by any means whatsoever In Witness whereof I have hereunto set my hand and Seal dated at Philadelphia the twenty third day of the twelfth Month in the Year one Thousand Seven hundred and Sixty seven.

Sealed and delivered
In the presence of
Christopher Marshal
John Pemberton

William Jones (L.S.)

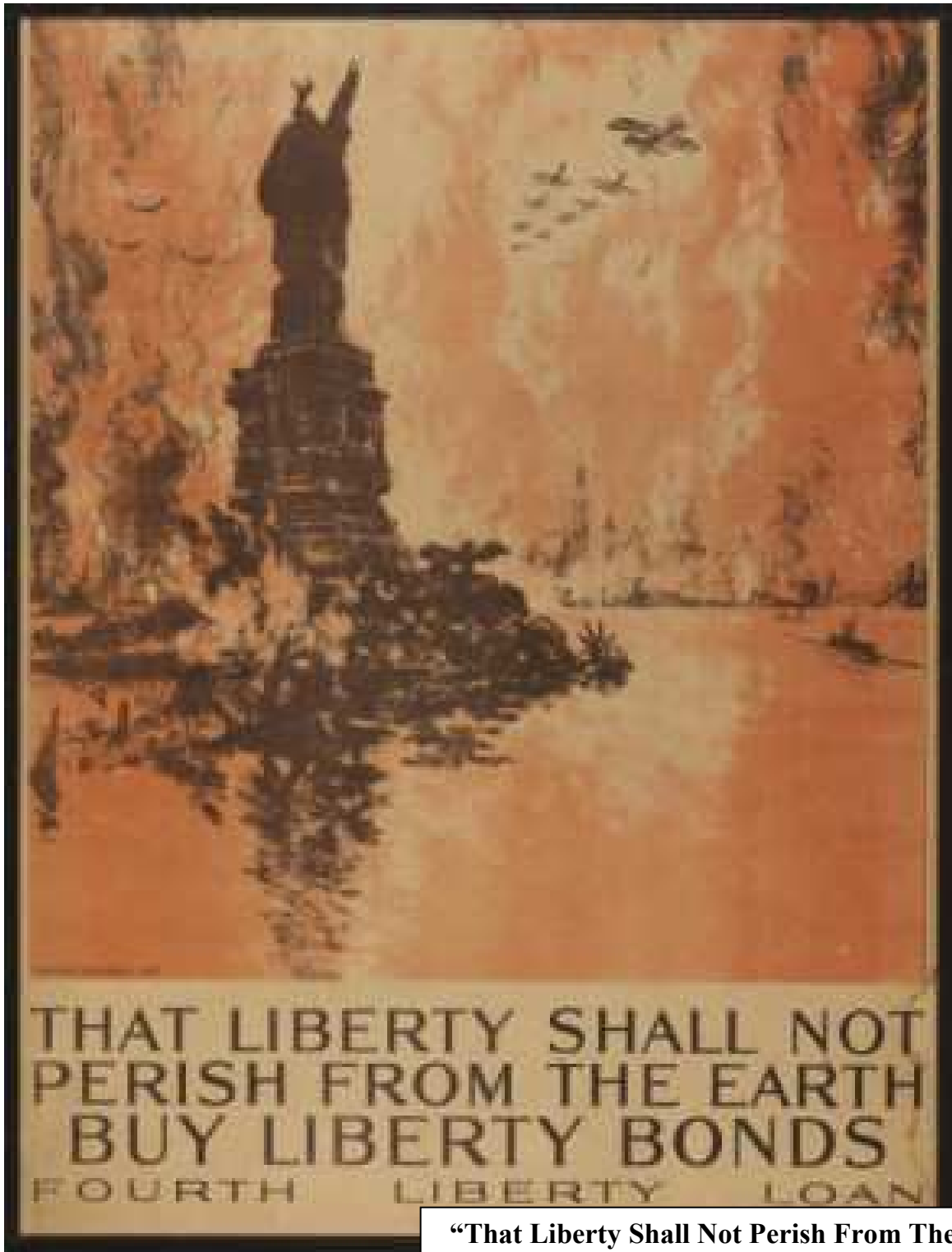
No need to print pages, can bring laptop, tablet, or share copies



**“You Buy A Liberty Bond. Lest I perish. Get Behind The Government. Liberty Loan of 1917.”
(1917)**

Records of the U.S. Food Administration

****No need to print pages, can bring laptop, tablet, or share copies****



“That Liberty Shall Not Perish From The Earth”

(1918)

Records of the U.S. Food Administration

****No need to print pages, can bring laptop, tablet, or share copies****

Lab #10 – Heritage Preservation Role Playing Exercise

CREATED BY HEATHER D. WARD (1998)

SETTING: THE TOWN OF WHARTON

Wharton, West Virginia, is a small steel town located on the Ohio River floodplain within the West Virginia panhandle. After the steel mill closed in 1985, the town lost its economic base and has been faced with high unemployment ever since. To revive the economy, the city government offered to sell prime municipal (city-owned) land to an entertainment firm based in Pittsburgh that was seeking a river-based town to locate a large amusement park and riverboat casino. This development would create over 500 jobs and would attract thousands of tourists to Wharton. It was expected to stimulate the building of numerous businesses, including hotels and restaurants, which would provide several hundred additional jobs. Other river towns had vied with Wharton for this development, and the citizens were thrilled when their community was chosen. The land was duly sold and a contractor was hired to build the entertainment complex.

THE DILEMMA

During the groundbreaking ceremony for the amusement park, Wharton's mayor unearthed a 2200-year old "reel-shaped" slate "gorget" (a ground stone artifact) with his shovel. Rather casual surface survey by the townspeople turned up more artifacts, and ultimately indicated an extensive prehistoric occupation at the development site. Recovered artifacts included both ceremonial and utilitarian items.

THE ARCHAEOLOGICAL BACKGROUND

The artifacts are evidence that the site was affiliated with the Adena culture, an enigmatic early moundbuilding culture of the Ohio Valley. Reel-shaped gorgets, in particular, have been recovered from Adena burials and are considered diagnostic of the Adena culture. Although numerous Adena burial mounds have been excavated, other types of sites, especially villages, have been difficult to find. The presence of ceremonial artifacts at the Wharton site should indicate that activities related to Adena ritual were conducted there. However, there are no mounds on the site, suggesting that either 1) any mounds that existed on the site were destroyed, or 2) there never were any mounds on the site. Adena ritual sites lacking mound architecture are known, but rare.



THE PLAYERS

1. City government officials (e.g., mayor, town planners)
2. Local businessmen (chamber of commerce, bankers, contractors, realtors, etc.)
3. Unemployed and underemployed townspeople.
4. Amusement Park and Casino owners and developers (outsiders)
5. Local Native American Community (e.g., Shawnee, Delaware, Iroquoian, etc.)
6. Archaeologists (local or outsiders)

ASSIGNMENT

Everyone is assigned as one of the “players”. Players in the same category will meet as a small group and jointly evaluate whether development should be delayed or stopped at the Wharton site to salvage or preserve the site. Assess the consequences of your decision. Have a “secretary” in each group to summarize the points of agreement (or disagreement). Then everyone will meet as a large group to discuss the opinions they reached.