



## **“How to Think Like an Archaeologist”**

### *Suggested Pre-visit activity for Historic Jamestowne*

**Subject Area:** History, Math/high school

**Skills:** Observation, deductive and analytical reasoning, estimating

**Strategies:** Cooperative learning, hands-on, classifying

**Time:** 2 class periods, suitable for team work

**SOLs:** History, economics, writing, math, computer science

#### **Objectives:**

Students will

1. Be introduced to the concept of material culture.
2. Use analytical thinking in a collaborative setting.
3. Gain skills used in artifact analysis.
4. Build a foundation for hypothetical deductive reasoning.

**Background:** The **archaeologists** at **Jamestown Rediscovery** in Jamestown, Virginia have excavated almost half-a-million **artifacts**. Each artifact needs to be **identified**, so that the archaeologists can understand how it would have been used. These artifacts tell archaeologists about the people of Jamestown by giving them **clues** about the different **cultures** of the people in early Virginia. The objects made and used by a culture, or group of people, make up their **material culture**.

**Archaeologists** are interested in how people in the past thought and acted.

Archaeologists **analyze** and study each artifact. Groups of artifacts make up an **assemblage**. The list of each collection of artifacts is called a **finds list**. At Jamestown Rediscovery, the finds list are kept by hand and then copied into a computer **database**.

Archaeologists and Students can learn to **analyze artifacts** by using some of the same questions used by journalists. For each artifact ask:

1. **Who** would have used this (made this)?
2. **What** is this object? What was it meant to be?
3. **When** was this made? When was it left here?
4. **Where** is this artifact from? Where has it been?
5. **Why** was this important? Why was this thrown away?
6. **How** can we understand the people who used this?

#### **Resources and materials:**

1. a large collection of grocery store receipts, at least one per person (some schools have large collections on hand from fund-raising programs). **Note to**

**teachers: Teachers or aides should preview the receipts and reject any that list items that would be inappropriate to discuss with young students.**

2. Attached form for analyzing receipts, one for each team secretary.

**Procedure:**

1. Introduce the lesson by explaining what a finds list is and how archaeologists use artifacts to learn about people and their culture. They use lists and databases to help organize and access their data.
2. Use the following example of a type of artifact that can tell us about actions and ideas. Remember that where something is found can affect the interpretation.

**CANDLES:** You might bring in some different types of candles to illustrate this example.

**Utilitarian**—these candles can be used for power outage, camping, bug repellent and food service.

**Emotional**—Candle lit dinners and décor in your home. These are more likely to be more decorative than the utilitarian ones, and may also be more nicely scented.

**Celebrations**—Certainly birthday candles, halloween candles are examples of these. Would you find candles on a wedding cake?

**Sacred**—Candles used for prayer, in churches and associated with different religious ceremonies.

3. Divide students up into collaborative groups. Give each group a pile of receipts and an activity sheet. Have the students decide on the roles each will play: secretary, readers, presenters.
4. Think of the receipts as find's lists. Each one will give a place and time as well as other important information. This data can later be used for creating maps, charts and graphs.

**Closure:** Discuss with the students how our choices and actions can be reflected in the objects and artifacts that we choose to use. Think of some examples that have not been seen in the grocery store receipts. Which people in our everyday lives can tell a lot about us from our artifacts? Suggestions for discussion include:

- Your letter carriers, who see your letters and bills and magazines
- Grocery clerks, who see the things you buy
- Photo technicians who develop your film
- People who come to your yard sale
- Video store clerks
- Librarians

**Think about what is in your locker or back pack right now that might reflect something about you.**

**On the web:** This site highlights the archaeology of modern day trash:

[http://info-center.ccit.arizona.edu/~bara/gbg\\_in~1.htm](http://info-center.ccit.arizona.edu/~bara/gbg_in~1.htm)

### **Grocery Store “Finds List”**

*select some of the following items to create and discuss.*

1. When were these groceries bought? You can list the dates or give a range from the earliest date to the latest date. Create a time line and add data about dollar amounts spent. Can you predict future spending?
2. Where were they bought? You can give specific names of stores or addresses or use a common answer for all of them such as the town where they were purchased. Create a map showing the areas of purchasing, reflecting different volumes spent in different locales.
3. Look at your longest receipt. Do you find any items that tell you about the ages of the people in the family? For example, what would diapers tell you? What about senior citizen vitamins? Create a database with categories for types of purchases and likely individuals who would have used them.
4. Look for patterns in buying. Is there a lot of healthy food? A lot of frozen convenience items? How much junk food compared to healthy food? Create a bar chart showing at least three different interrelated categories. For example, dollar amount spent, percentage of money spent on healthy food, amount spent on “junk” food.
5. Are there non-food purchases? Toys, reading material, clothing? Write a few paragraphs on the individuals you think are present in the household. Support your ideas with examples from the purchases.
6. Take out a small receipt, with less than 5 items if possible. Can you decide which item was the reason for going to the store? Which item, if any, was an impulse buy? For example, if you see a receipt with diapers, baby food and a magazine, which would be the item that was most needed? Make a pie chart of necessary items and non-necessary items. Include a short description of your categories.

***Discuss among your group any patterns you noticed. Would this look like your grocery store receipt? Write down your observations. Have one***

***student be the spokes person for the group and present some of your observations to the class. See if they came up with similar interpretations.***

***Be careful about making assumptions. For example, do you say they have a baby girl in the house because there was a doll purchased?***