1. Paleontologists study dinosaurs. What do archaeologists study?

__________________________________________________________

2. When archaeologists excavate sites, they look for two types of information. One kind is saved to be closely studied; the other kind destroyed as archaeologists dig. What are these two types called?

__________________________________________________________

3. Archaeologists use different ways to look for sites. Name two of ways archaeologists look for sites.

__________________________________________________________

4. Archaeologists look for sites to learn about human cultures of the past. What is a site?

__________________________________________________________

5. List three tools archaeologists’ use to excavate sites.

__________________________________________________________

6. Archaeologists look for stains in the soil to understand what happened in the past. What do archaeologists call these stains?

__________________________________________________________

7. Objects created by the natural world are NOT artifacts. What are artifacts?

__________________________________________________________

8. Artifacts can tell us what happened in the past and when it happened. How could finding a penny in a site help archaeologists understand the past?

__________________________________________________________

__________________________________________________________

__________________________________________________________
When archaeologists look for a site, they survey the area using a grid. They compare the artifacts they find from different locations to decide where to dig more. They analyze the artifacts they find to understand what kind of site they’ve found and what kind of activities took place there in the past. Examine the archaeological survey above and answer the following questions:
1. Which artifact was found most often?

____________________________________

2. Which artifact do you think is the coolest? Why?

____________________________________

11. Which artifacts could tell you most about what people wore in the past? Why?

____________________________________

4. With your pencil, shade in the squares that have artifacts AND are next to squares with artifacts. What could this concentration of artifacts have been? What types of activities could have taken place? Use specific artifacts to explain your answer.

____________________________________

____________________________________

____________________________________

5. You dig a hole at R9, C8. Draw an X on this box. You found nothing! Where would you try looking next? Why?

____________________________________

____________________________________

____________________________________
ARCHAEOLOGY OF MITCHELVILLE WORKSHEET

1. The United States Army defeated the Confederate Army during a battle on Hilton Head Island on November 7, 1861. What was the name of the battle?

2. After noticing the terrible conditions of the contraband (freedman) camp, a general called for the construction of Mitchelville. What was the general’s name?

3. Archaeologists excavated Mitchelville to answer questions about its history. What is one of these questions?

4. The archaeologist in the video discusses the importance of the inkwell as an artifact from Mitchelville. Why was this artifact important?

IDENTIFY THE FOLLOWING ARTIFACTS FROM THE VIDEO:

5. ____________________________

6. ____________________________

7. ____________________________

8. ____________________________
INVESTIGATING FEATURES CLASS ACTIVITY
INVESTIGATING FEATURES CLASS ACTIVITY

To understand what this feature was, compare the unknown feature’s attributes to the example features. Mark an “X” next to attributes shared by the unknown and example features.

**ROOT CELLAR**
- depth _____________
- size ______________
- shape _____________
- soil color ___________

**POST HOLE**
- depth _____________
- size ______________
- shape _____________
- soil color ___________

**BARREL WELL**
- depth _____________
- size ______________
- shape _____________
- soil color ___________
Compare your lists of similar attributes. Which example feature shares the most attributes with the unknown feature? What is the unknown feature? Use shared attributes to draw your conclusion.
FEATURE EXCAVATION WORKSHEET

Step 1. Choose a pattern to represent each level, draw it on the barrel well.

Step 2. Draw a tree and grass at the ground surface of the barrel well.
Step 3. Draw each of the following artifacts in the soil level and depth it was found.
Pocket knife: Level 3, 60 centimeters below the surface

White clay pipe: Level 4, 80 centimeters below the surface

Cut nail: Level 6, 50 centimeters below the surface AND Level 1, 20 centimeters below the surface

Aqua Bottle Glass: Level 6, 40 centimeters below the surface

Iron button: Level 1, 10 centimeters below the surface

Step 4. Answer the following questions based on the drawing of the barrel well feature:

a. Measure from the ground to the bottom of the barrel well. How deep is the feature?

b. Measure from the left side to the right side of the feature at the widest point. How wide is the feature?

c. At what depth does soil level 3 start, measuring from the highest point?
d. If an artifact is found 10 centimeters below the ground, what soil level is it in?

______________
e. How many levels of soil are found INSIDE the barrel well?

______________
f. What was the first artifact to fall into the barrel well?

______________
g. What was the last artifact to be buried outside the well?

______________

Step 5. Draw conclusions
a. All of the artifacts found in the feature are made from materials that do not decay easily. List three objects that could have fallen into the well, and not survived.

______________

______________

______________

b. From the tobacco pipes we learn that the people of Mitchelville smoked tobacco and either grew it or purchased it. What could we learn from the iron button?

c. Archaeologists excavate sites to answer questions about the people of the past. At Mitchelville, archaeologists wondered where the houses were located. When they dug, they looked for artifacts like nails, window glass or other building materials to help them understand where the houses were built. Develop your own research question: What do you want to know about Mitchelville? How would you try to answer your question? What evidence would you look for? Are there any artifact that could help you find an answer?
LET’S SORT ARTIFACTS!

Cut the artifact pieces apart. There are nine artifact cards per sheet.
1. Physical Qualities
   a. Identify the material of the artifact
      i. Medicine Bottle
         ii. Lock
         iii. Decorated plate
   b. What are the dimensions of the artifact? Write it as Height x Width (ex: 2in x 4 in)
      i. Belt buckle
         ii. Lock
         iii. Ink well
   c. Describe the texture of the artifact:
      i. Medicine Bottle
         ii. Lock
3. The life of artifacts
Artifacts are useful object for a long time before they get dropped or thrown away and become buried artifacts. Which artifact would you have thrown away? Which object would you have looked for if you lost it?

4. What can we learn from the artifact?
   a. The writing technology has improved since Mitchelville. What do you use to write instead of an inkwell?
b. Clothing fashions change over time. What can the belt buckle tell you about the clothes the people of Mitchelville wore?

c. What can the doll head tell you about the lives of the children at Mitchelville?

<table>
<thead>
<tr>
<th>Artifact</th>
<th>Number of Artifacts</th>
<th>Percentage of the Whole</th>
<th>Manufacture Date Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ceramic dishes</td>
<td>15</td>
<td>8.72%</td>
<td>1820-present</td>
</tr>
<tr>
<td>White clay tobacco pipes</td>
<td>12</td>
<td>6.98%</td>
<td>1600-1900</td>
</tr>
<tr>
<td>Bottle Glass</td>
<td>35</td>
<td>20.35%</td>
<td>1800-1900</td>
</tr>
<tr>
<td>Animal teeth</td>
<td>31</td>
<td>18.02%</td>
<td>unknown</td>
</tr>
<tr>
<td>Animal bone</td>
<td>6</td>
<td>3.49%</td>
<td>unknown</td>
</tr>
<tr>
<td>Nails</td>
<td>64</td>
<td>37.21%</td>
<td>1790- present</td>
</tr>
<tr>
<td>Porcelain Button</td>
<td>5</td>
<td>2.91%</td>
<td>1840-1950</td>
</tr>
<tr>
<td>Spoon Fragment</td>
<td>1</td>
<td>0.58%</td>
<td>1650-1860</td>
</tr>
<tr>
<td>Iron Button</td>
<td>2</td>
<td>1.16%</td>
<td>1700-1920</td>
</tr>
<tr>
<td>Pocket knife</td>
<td>1</td>
<td>0.58%</td>
<td>unknown</td>
</tr>
<tr>
<td><strong>Total Artifact Count</strong></td>
<td><strong>172</strong></td>
<td><strong>100.00%</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Answer the following questions based on the artifact chart:**
a. Which artifact did archaeologists find the most?

b. Which artifacts did archaeologists find the least?

c. In what room of a house would you expect to find: ceramic dishes, bottle glass, animal bones and the spoon fragment?

d. What percentage of the artifacts were animal teeth?

e. When were white clay tobacco pipes manufactured?

f. Which artifact was manufactured for the shortest time?