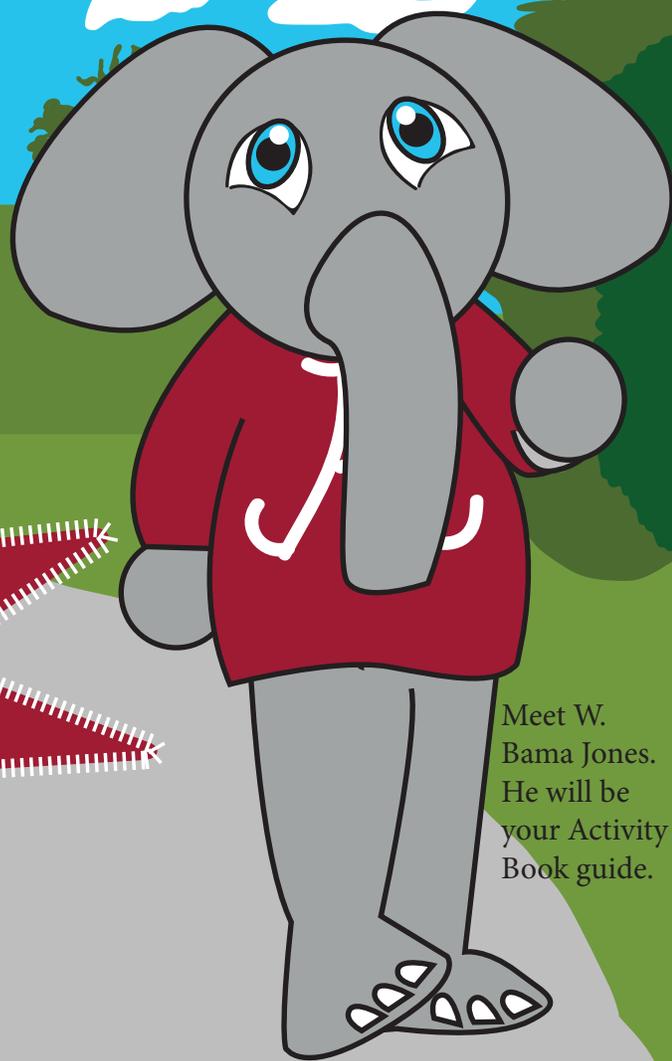


ALABAMA JUNIOR ARCHAEOLOGIST ACTIVITY BOOK



Meet W.
Bama Jones.
He will be
your Activity
Book guide.

Fill out and send
back to receive a
special badge!

THE UNIVERSITY OF
ALABAMA[®]

College of
Arts & Sciences

Welcome!

Welcome to the Junior Archaeology Activity Book!

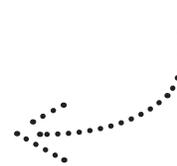
Earn your badge by completing the following:

1. Write all of your information on the following page.
2. Complete all of the activities in this book.
3. Read and Sign the Junior Archaeologist Pledge at the end of the activity book.
4. Send your completed postcard at the back of this book to the address below to receive your Junior Archaeology Badge.

Office of Archaeological Research
13075 Moundville Archaeological Park
Moundville, AL 35474



*Here's a sneak peek of
your Junior Archaeologist
badge.*



Questions? Email an Archaeologist at:
mdgage@alan.ua.edu

Are you ready to become a Junior Archaeologist?

Through this book, you'll learn all you need to know to become an official Junior Archaeologist. After you've completed the activities, mail the postcard at the end of the book back to us and we'll send you an official Junior Archaeologist badge.



Junior Archaeologist Form

Before making this journey, please fill out the form below:

Name: _____

Address: _____

Why are you interested in becoming a Junior Archaeologist?



The Office of Archaeological Research

The University of Alabama's Office of Archaeological Research (OAR) has over 45 years of experience providing archaeological and historic research and cultural resources management services. OAR works hard to help preserve our heritage for future generations to learn about and enjoy.

What is Archaeology?

Archaeology is the study of people and places from the past. This includes what they wore, what they ate, how they lived, what they made, where they traveled, and the technology they used. Archaeologists learn about the past by asking research questions, studying artifacts, and sharing their knowledge with others. **Artifacts** are items that people have made, used, or left behind. Artifacts could be projectile points, pieces of pottery, glass bottles, metal nails, jewelry, toys, and many other things. Archaeologists find artifacts at **archaeological sites** which could be located in the forest, underwater, and in cities. To study these sites, archaeologists conduct **excavations**. During the excavation, archaeologists record the location and depth of each artifact in order to understand their relationship to each other and the people of the past.

IMPORTANT ARCHAEOLOGICAL TERMS

Artifact: An object made or used by humans, typically of cultural or historical interest.

Ceramics: Clay that has been molded, shaped, and fired by human hands.

Context: To an archaeologist, context means the place where an artifact is found. Not just the place, but the soil, the site type, the layer the artifact came from, what else was in that layer, and the relationship that artifacts have to each other.

Excavation: The systematic uncovering and recording of archaeological sites.

Features: Features include things like soil stains that indicate where storage pits, garbage dumps, structures, or fences once existed. Structure remnants are also features.

Looters: People who steal things from archaeological sites.

Midden: An area used for trash disposal, or a trash pile.

Pottery: Objects that were shaped from moist clay and hardened by heat, such as pots, bowls, and other containers.

Projectile Point: An object, typically made from stone, having a sharp or tapered end that is placed at the end of a projectile, like an arrow.

Shovel: A tool used by archaeologists to remove dirt. Shovels make digging deeper easier and faster.

Sites: The places where archaeological remains are found. They are destroyed during excavation, so archaeologists must carefully document everything at the site so nothing is lost.

Stratigraphy: The layering of soil deposits in archaeological sites.

Subsistence: The act of maintaining one's life. The Paleoindians relied on hunting and gathering for their subsistence.

Zooarchaeology: The study of fauna, or animals bones, found in archaeological sites.

Archaeology Word Search

Z J P O T T E R Y W G P S B X L
O C Z A R T I F A C T H U B B X
O L K Z Y M I D D E N E B P Y L
A O Q V I G M S F W C H S F Y O
R N O I T A V A C X E N I V A O
C Z L G C S H O V E L K S O R T
H D M M O W S I T E S M T N C E
A N T H R O P O L O G Y E B H R
E C L Q S G Y Z T Q E P N T A S
O L U S Z P S K W U V K C Y E H
L W M E J Z G L L W D S E V O C
O L S T R A T I G R A P H Y L M
G G A G S U Y R K Q B G L W O R
Y J E O W I X W O I H L M Z G H
O K S C I M A R E C T V K Z Y N



ANTHROPOLOGY

ARCHAEOLOGY

EXCAVATION

ARTIFACT

ZOOARCHAEOLOGY

SHOVEL

MIDDEN

STRATIGRAPHY

LOOTERS

PROJECTILE POINT

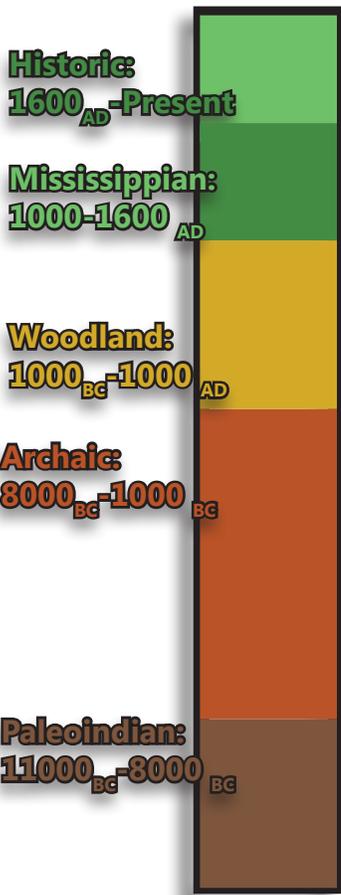
CERAMICS

SITE

POTTERY

SUBSISTENCE

The Archaeological Timeline



HISTORIC

Hernando de Soto explored Alabama in 1540. Alabama became a state on December 14, 1819. Old Cahawba became Alabama's first state capital in 1820.

MISSISSIPPIAN

These were the mound builders. There was more evidence of ritual activity. Farming was common.

WOODLAND

Ceramic cooking in pots became more common. Corn was introduced. Summer and winter homes were created.

ARCHAIC

People created permanent homes and villages. They used a lot of stone tools for things such as grinding up plants.

PALEOINDIANS

The first known people in Alabama. These people hunted animals like the American mastadon.

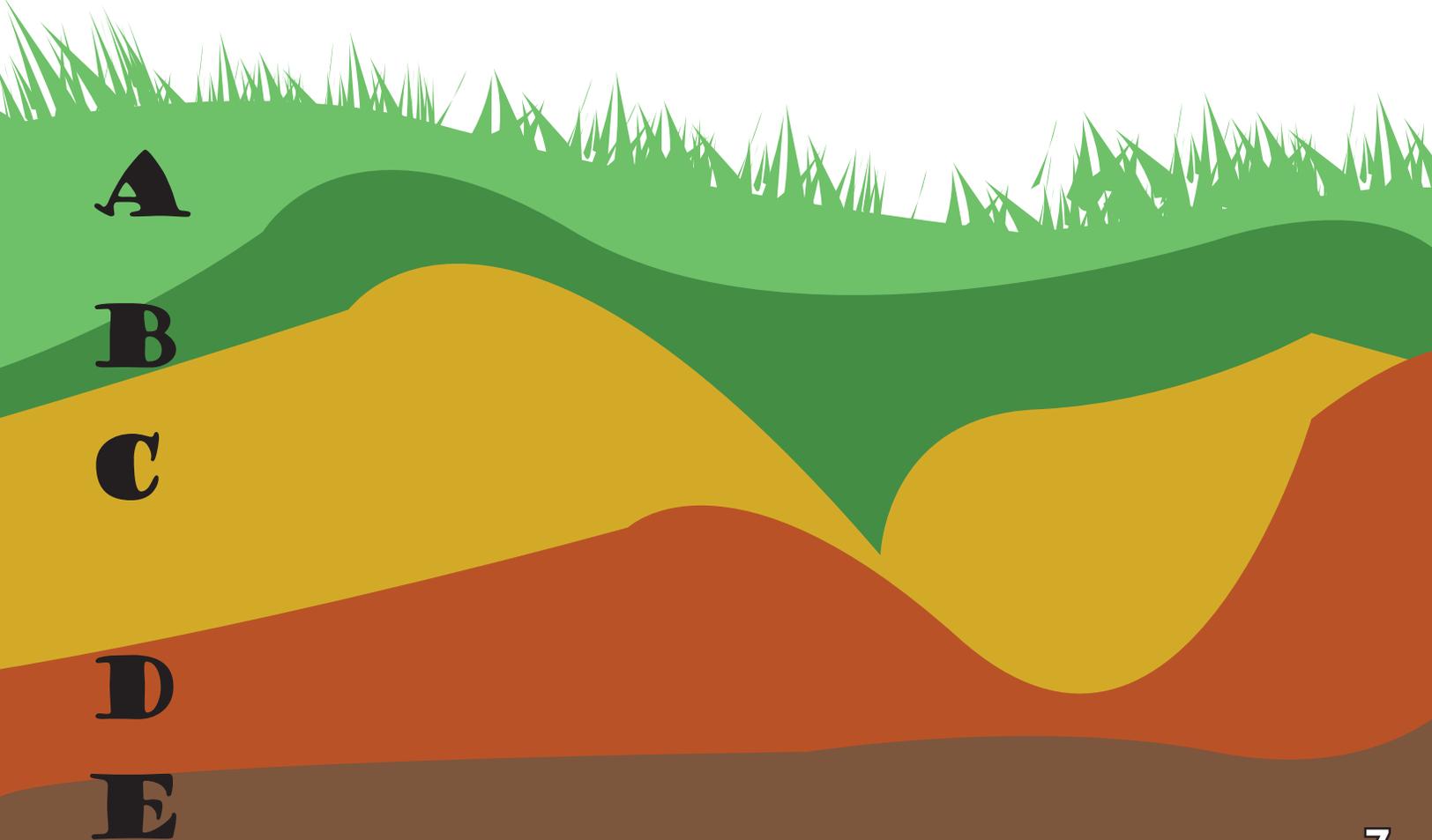
What is Stratigraphy?

Different geological forces and events, such as erosion and flooding, deposit soil and other materials on the ground. Over time, this results in bands and lines of soils and sediment made up of different materials, like the picture at the bottom of this page. Archaeologists call this **stratigraphy**. The soil on the bottom is the oldest, because it was deposited first. This is determined by using the **law of superposition**. Archaeologists use both of these geological principles when excavating.

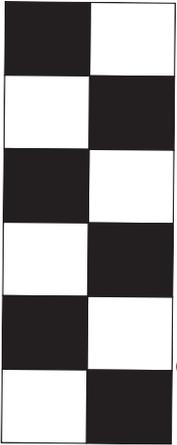
Which layer is older: Layer B or Layer E? (Circle your answer)

If a portion of layer G was found in layer C the archaeologist would assume that the archaeological site may have been _____.

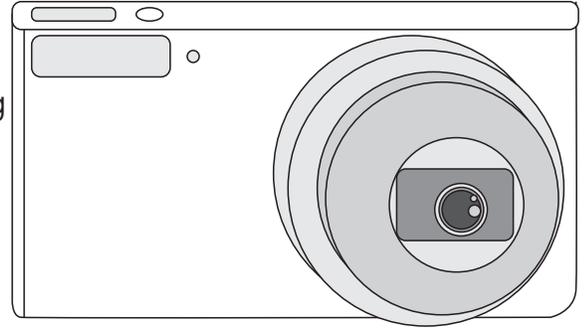
By referring to the archaeological timeline on the previous page, draw what kinds of artifacts you think would appear in each layer.



An Archaeologist's Toolbox



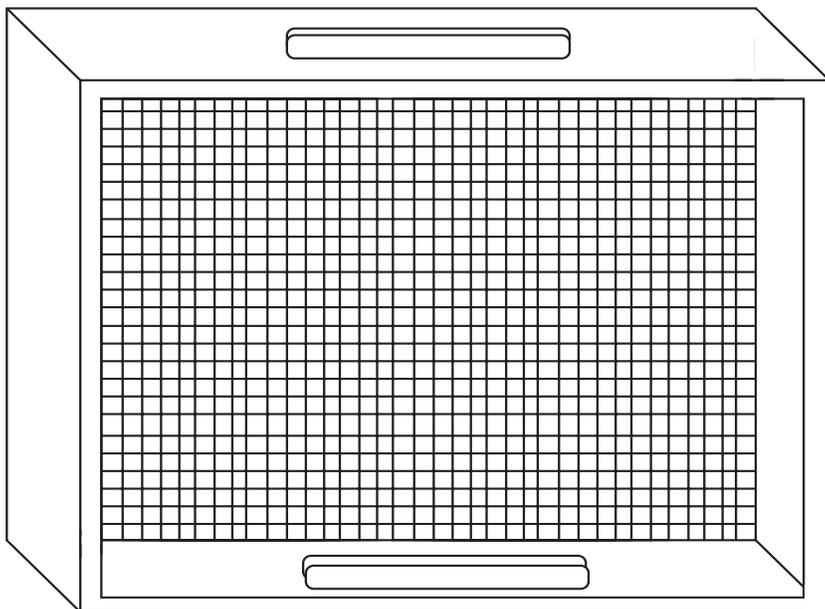
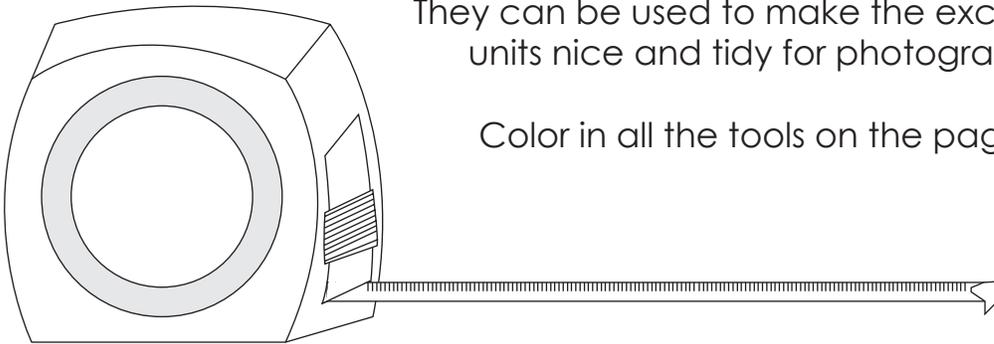
Archaeologists use a wide range of tools to help them excavate a site. One of the most important tools is **PAPERWORK**. Keeping good records is the most important thing any archaeologist does. Without keeping track of all excavations and artifacts, we would not be great scientists. A **CAMERA** is also important because we need to record everything. While in the field, we take photos

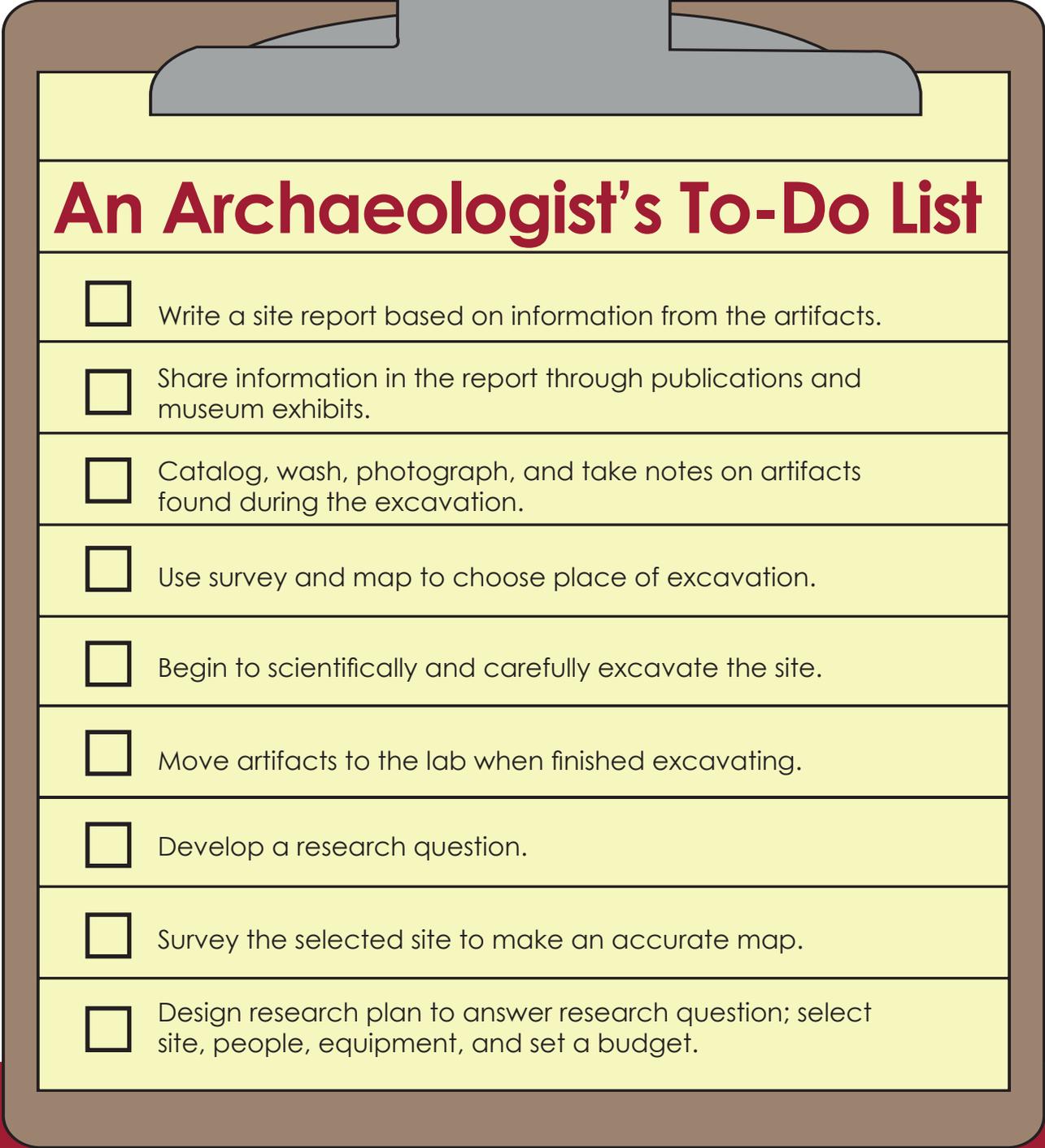


of **features** at the site. When we're back at the lab, we take photos of the artifacts discovered. The checkerboard **SCALE** helps archaeologists record the size of the artifacts while taking photos. **TROWELS** are used to carefully excavate a little bit of soil at a time, so that we can tell how deep, therefore how old, our artifacts are (read page 7 about stratigraphy). **TAPE MEASURES** are used to help keep track of the location of our artifacts in the excavation units. **SCREENS** are used to help separate artifacts from the dirt that surrounds them. They are extremely useful since artifacts are sometimes small. **WHISK BROOMS** are used to sweep away dirt to uncover artifacts.

They can be used to make the excavation units nice and tidy for photographs.

Color in all the tools on the page.





An Archaeologist's To-Do List

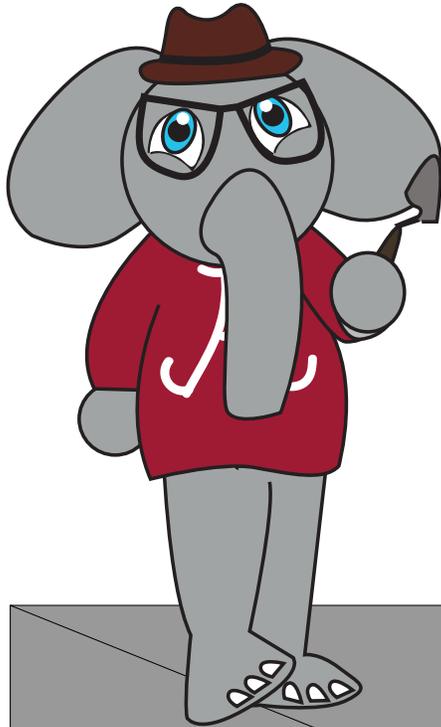
- Write a site report based on information from the artifacts.
- Share information in the report through publications and museum exhibits.
- Catalog, wash, photograph, and take notes on artifacts found during the excavation.
- Use survey and map to choose place of excavation.
- Begin to scientifically and carefully excavate the site.
- Move artifacts to the lab when finished excavating.
- Develop a research question.
- Survey the selected site to make an accurate map.
- Design research plan to answer research question; select site, people, equipment, and set a budget.

As we mentioned on the previous page, archaeological excavations have to be done in a specific order. An archaeologist's job is not only to carefully excavate a site, but to also gather enough information for recreating the site back at the lab through their analysis. Correctly order W. Bama Jones' "To Do" list from 1-9.

How Do Archaeologists Excavate?

Today, most people need three things to survive: water, shelter, and food. This is the same for past peoples. By using those basic principles archaeologists can determine where archaeological sites are located. Remember that excavation is the systematic uncovering and recording of an archaeological site. By using this scientific method of uncovering, artifacts will rarely lose their **context**, which refers to an object's place in time and space. To practice our notetaking and observation skills, let's answer the following questions about what we have uncovered so far.

1. What are the three things that everyone needs to survive?



2. How many broken pottery pieces are in the excavation unit?

3. What do you think the broken pottery pieces were used for?

4. Are there any other artifacts in the test unit? If so, circle them.

5. By looking at all of the elements in the excavation unit, what do you think was going on?

HEARTH

CHARRED CORN

GRINDING STONE
WITH CORN

BROKEN POTTERY

PROJECTILE
POINT

Artifact Analysis

After excavation comes the analysis at the lab. In the future, the objects we use every day will be considered artifacts. For this activity, we will pretend we're archaeologists from the year 4019 who are doing an artifact analysis. Find an every day object to analyze. This could be a random tool or your favorite toy.

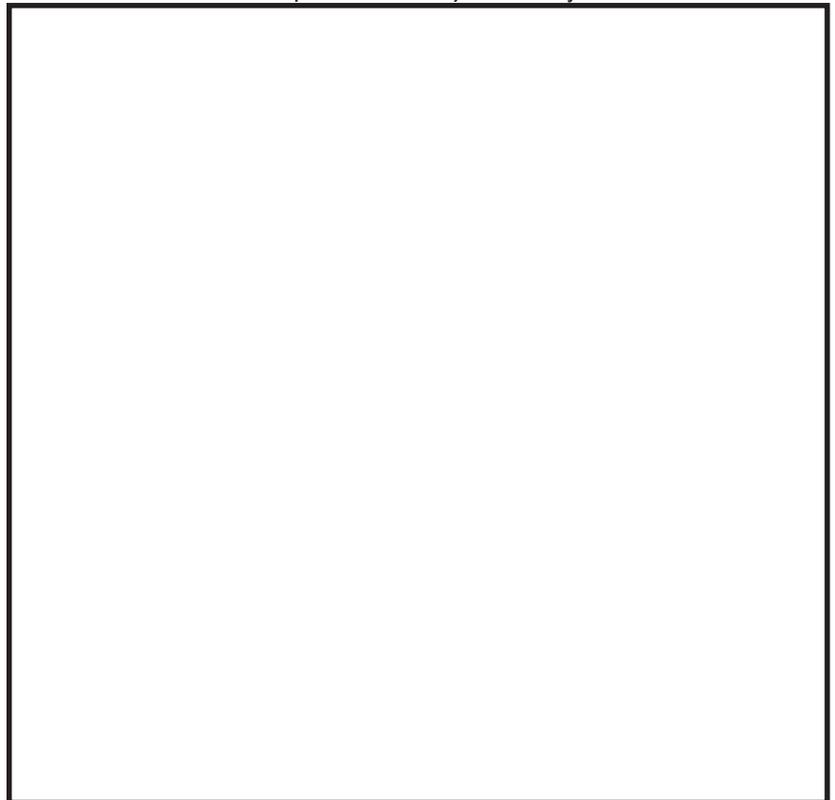
Archaeologists often look at the material an object is made of to classify it. For example, Fort Payne chert was a common stone for making arrowheads in North Alabama, and Tallahatta sandstone can be found in Southwest Alabama. This tells us if we find an artifact in Mobile that is made of Fort Payne chert, we know it could have been traded from up north. *What is your object made of?*

Archaeologists in the lab record the size and weight of their artifacts. This may help distinguish between samples if they get misplaced. Archaeologists, like many scientists, often use the metric system (grams, centimeters) rather than the empirical system (ounces, inches). *How much does your object weigh (record the weight in grams rather than ounces or pounds)?*

How wide and tall is it (use centimeters or millimeters rather than inches or feet)?

Now that we know a little bit about the physical features, we can begin our analysis. *Pretending that you know nothing about your object, what might someone from the future think it is? What kind of object is this? How is the object used? What physical characteristics help you figure out what the object is used for?*

Draw a picture of your object.



After an archaeologist finishes their excavation, they start their analysis. Ceramics and lithic tools are two common categories they find. Lithic means *stone*. The most well-known lithic tools are arrowheads, or projectile points, but these are not the only type of stone tools. Ceramics are also common, which includes plates, bowls, and pots.

When an archaeologist is analyzing the artifacts, they may want to make an illustration of any unique pieces. Archaeologists often sketch these pieces. Practice your sketching on the next page by using some of these artifacts as a guide.

Drawing the Past

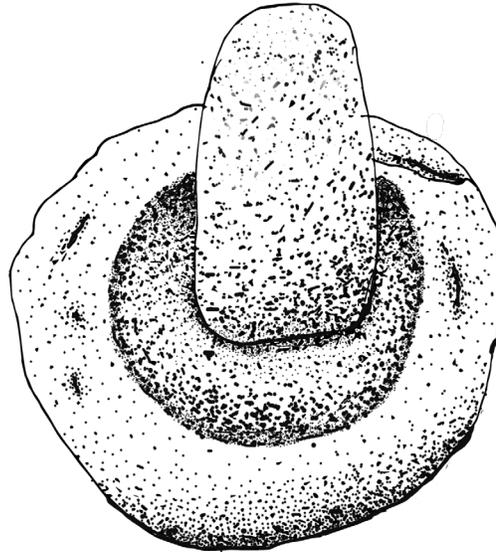
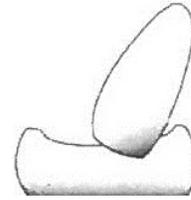
Projectile Point: Clovis ▶

Clovis points are from the Paleoindian stage (read page 5 about archaeological stages). Clovis points are easy to recognize because they are relatively large and they have a distinctive **flute** (see page 12 for definitions of terms in red text on this page).

Image: Cambron, James W. and David C. Hulse. *Handbook of Alabama Archaeology: Part 1 Points*.



Side view:



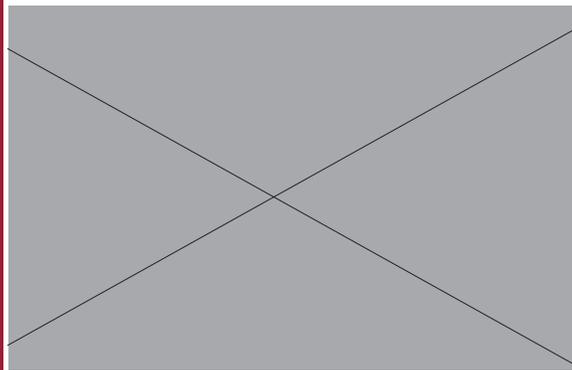
◀ Lithic Tool: Mortar and Pestle

The mortar and pestle were used for grinding food like corn. Another version of this type of tool is the grinding stone (check page 10 to see if you can find the grinding stone).

▼ Ceramic Type: Baytown Plain

Baytown Plain is **tempered** with course **grog**, and has no surface decoration. It was an earlier Mississippian pottery type.

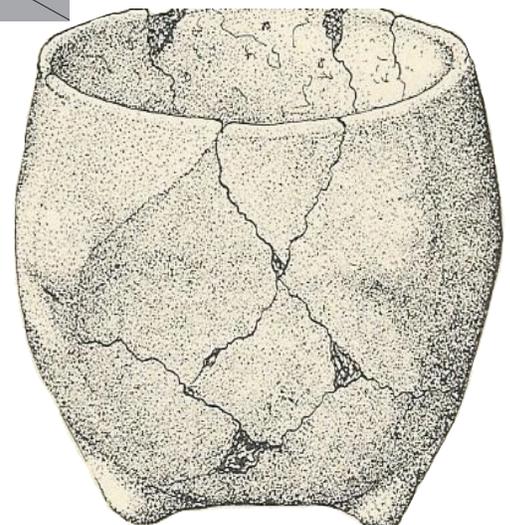
Image: Ford & Willey 1940: 60



▲ Ceramic Type: Moundville Incised

Moundville **Incised** is **unburnished** with fine shell tempering. It has rectangular patterns and chevron patterns.

Image: Knight 2010: 35.



Important Lithic Terms

Flint knapping: This is the process of working the stone into the intended shape. Flint knappers would have used antlers, copper, and other stone to hit the rock until it was the correct shape.

Flake: A piece of rock that has been knocked off of a larger rock.

Flute: The empty space where the flake was knocked off or knapped by the person that made it. Clovis points have a distinctive flute.

Practice sketching each artifact described on the left page here:

Important Ceramic Terms

Incising: Refers to the lines on pottery that were made by people using a sharp object to make a design while the clay was still wet.

Temper: Refers to the “stuff” that is in the pottery. Clay is stronger when mixed with something else like shell, sand, small rocks, or grog. Pottery types differ in what temper is used, and you can see the temper on broken pieces.

Grog: A type of temper made from crushing up old pottery into small pieces and then adding it to the wet clay.

Burnishing: A burnished ceramic vessel is rubbed vigorously with a smooth stone or similar smooth object while it’s being created. The vessel is rubbed smooth when it is nearly, but not completely dry. This makes the outside smooth and shiny after it is dry. An “unburnished” pot will be rougher.

Alabama's State Artifact



The Rattlesnake Disk

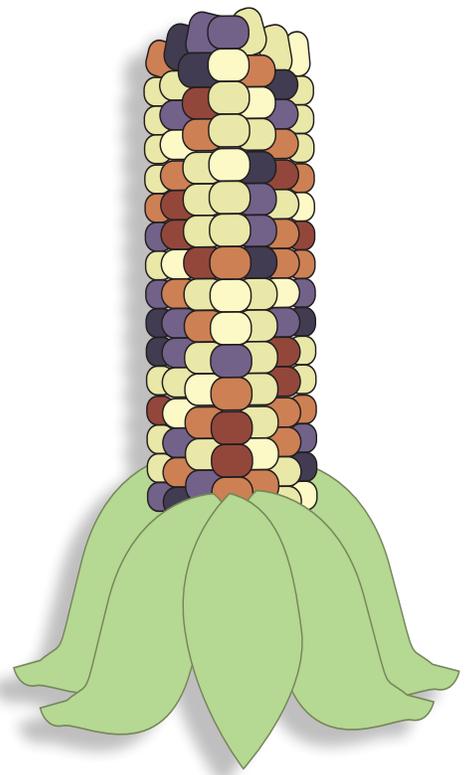
Much like our state bird or state flower, Alabama has a state artifact. Before the Moundville site became a park, a farmer stumbled upon the rattlesnake disk while he was plowing his field. Luckily, the plow didn't break the disk! He donated it to Moundville Archaeological Park.

The Moundville Native Americans used stone disks as paint palettes for religious ceremonies. They ground colored minerals on the disc to be used as paints. They would have used colors like red, black, yellow, and white.
Color your Rattlesnake Disk!

Subsistence

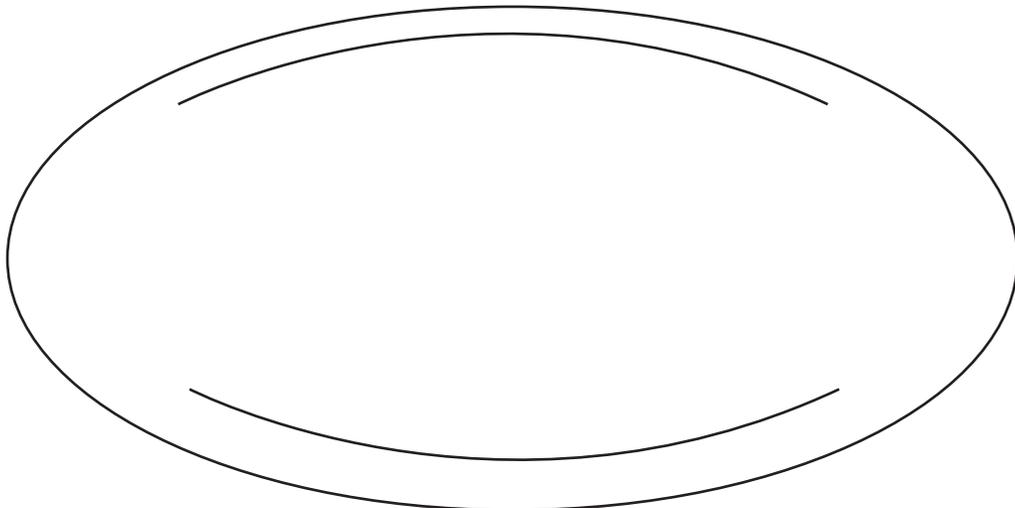
Plants were a really important part of ancient peoples' diets. Archaeologists have discovered plant remains, like seeds and nuts, are best preserved when they are burned. The edible vegetation that ancient people used can be split into two categories: domesticated and wild. Domesticated foods were once wild plants that humans adapted and farmed over many years, resulting in a very different flora than they started with. Some examples of domesticated food sources include **sunflower seeds, berries, squash, sweet potatoes, and beans.** The three main domesticated crops were **corn, beans, and squash.** They are referred to as **"The Three Sisters."**

In Alabama, people ate different things depending on where they lived. The people in the mountains of northern Alabama had a different diet from the people who lived on the coast in southern Alabama. Dinner might consist of deer, bear, or raccoons in the mountains and oysters and fish for the coastal people.



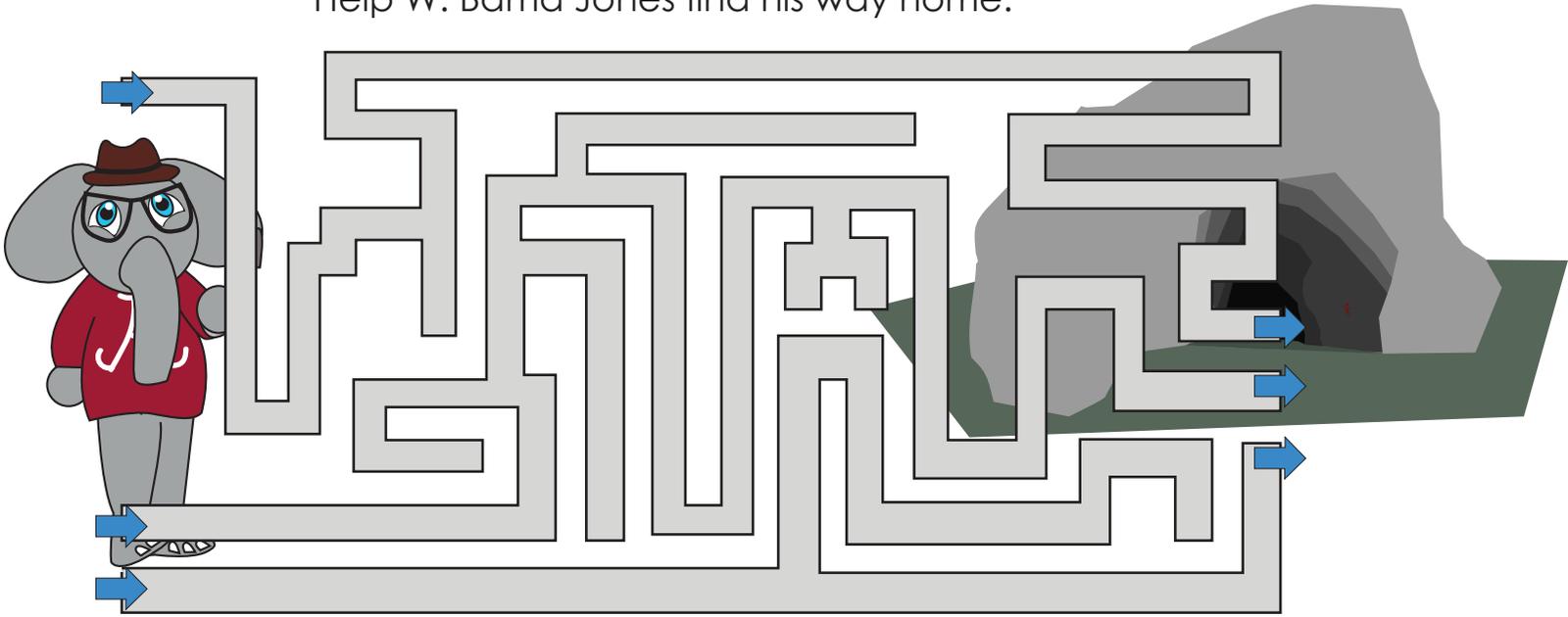
What would you have for dinner?

Pick a few items, plants and/or animals that you would like to try, draw them on your plate, and write a list of your choices. How is your dinner similar to what past peoples ate?

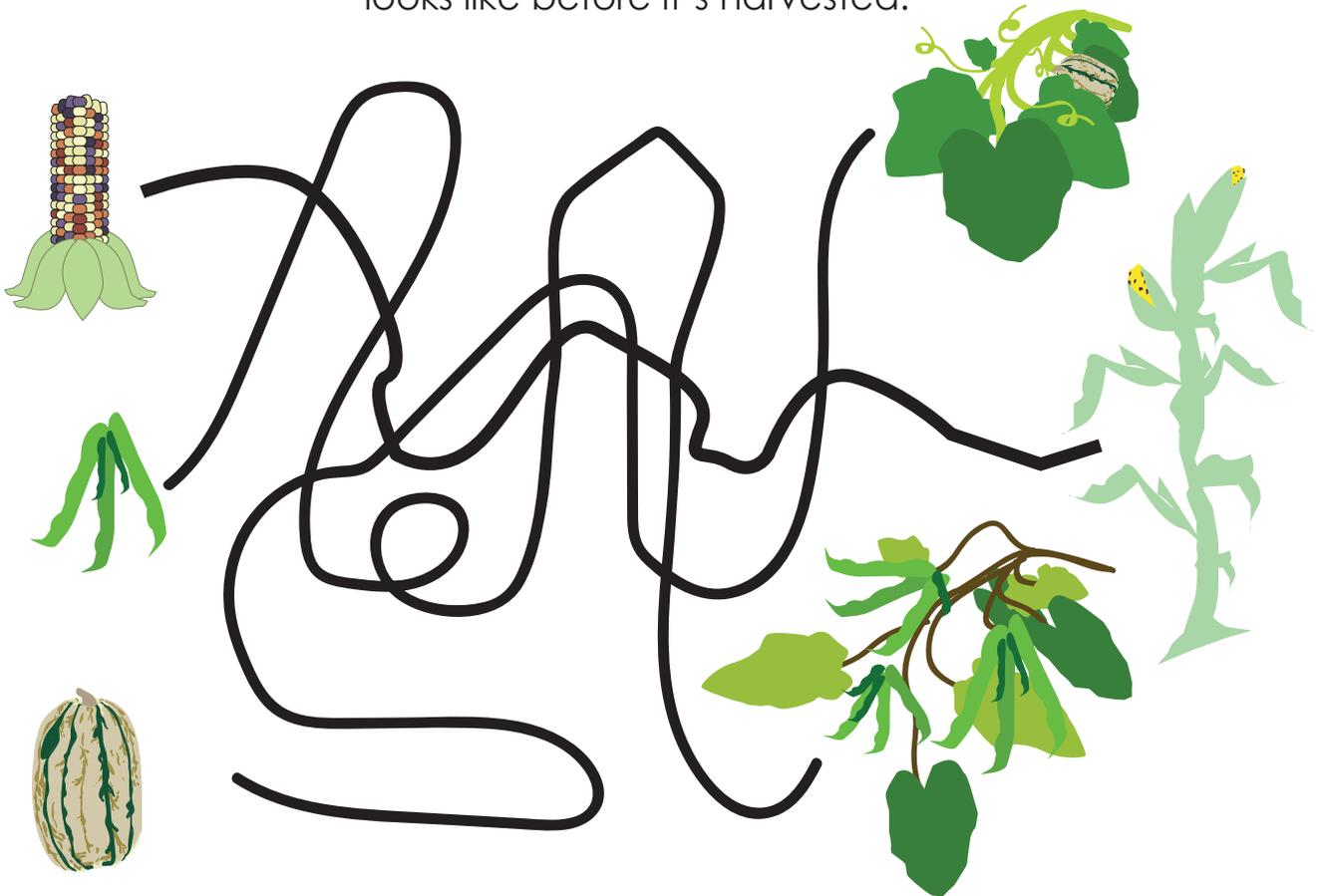


Survival Activities

Help W. Bama Jones find his way home.



Follow the line to figure out what each of "The Three Sisters" plants looks like before it's harvested.



Give Me Shelter

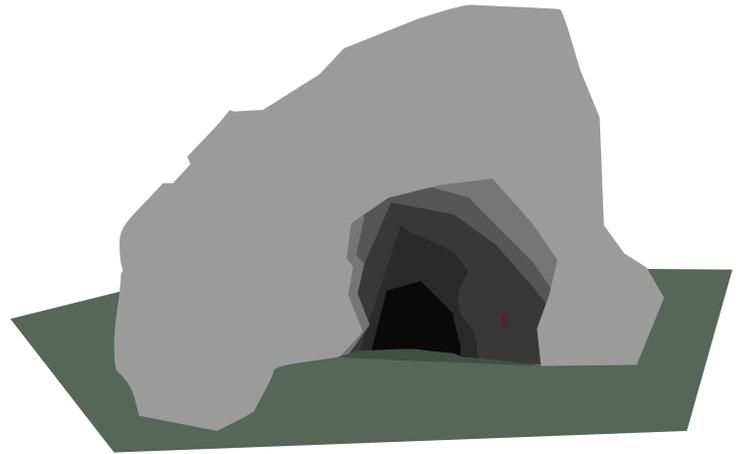
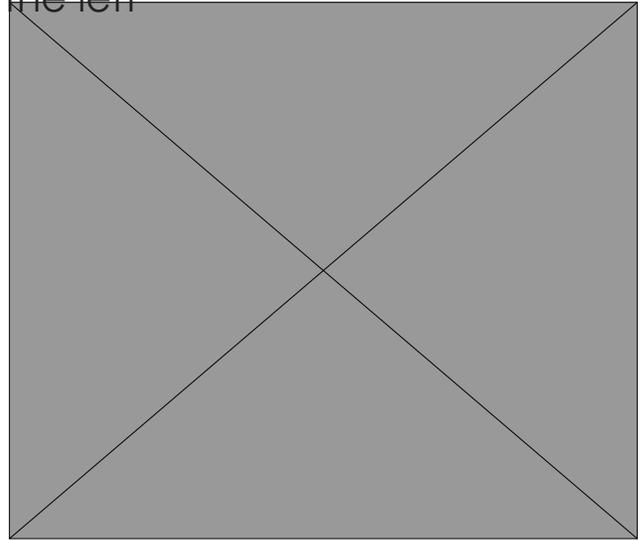
People of the past have lived in many different types of homes. Archaeologists can often recognize the material that were used to make these homes and the time period at which they were built.

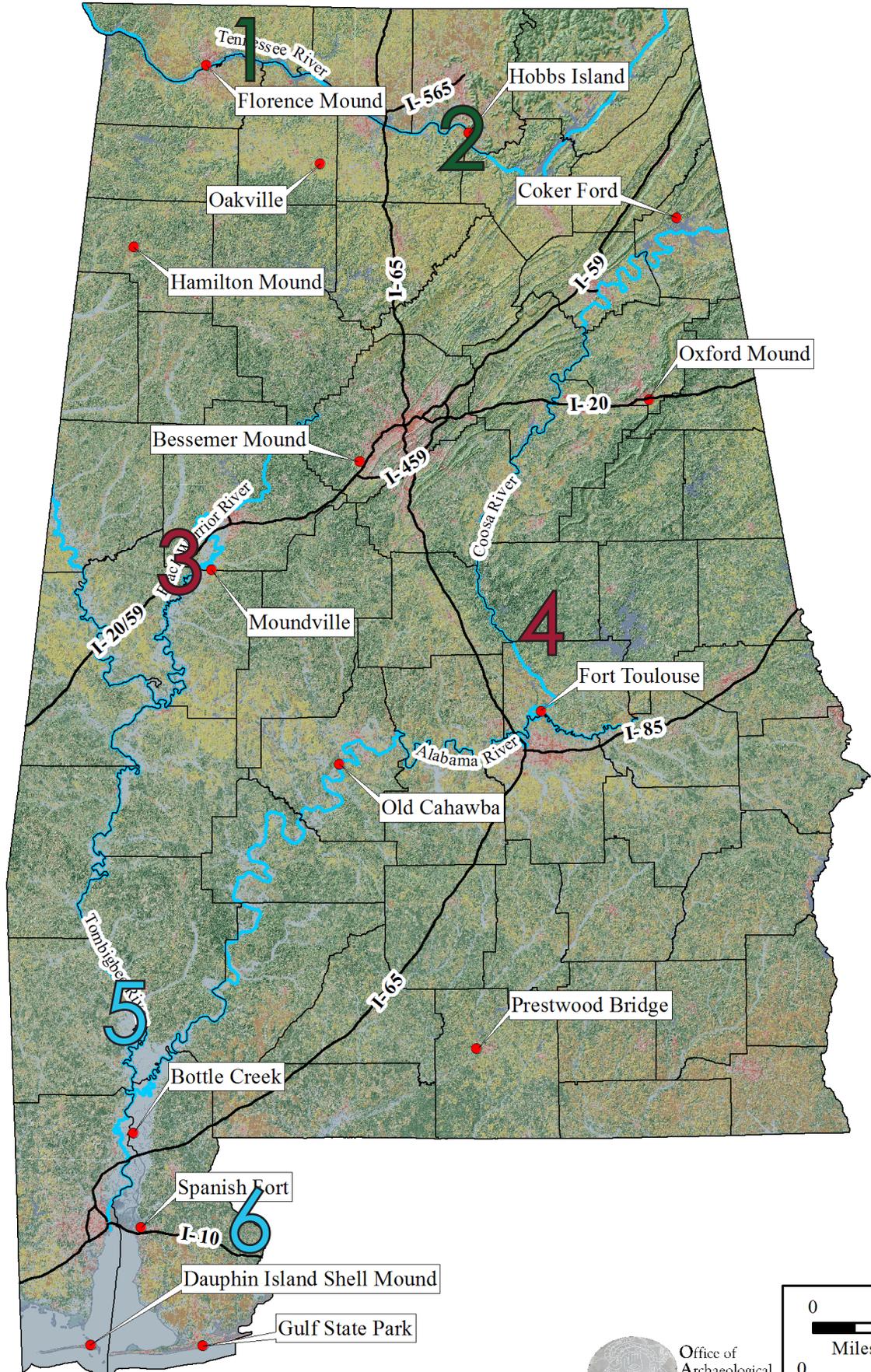
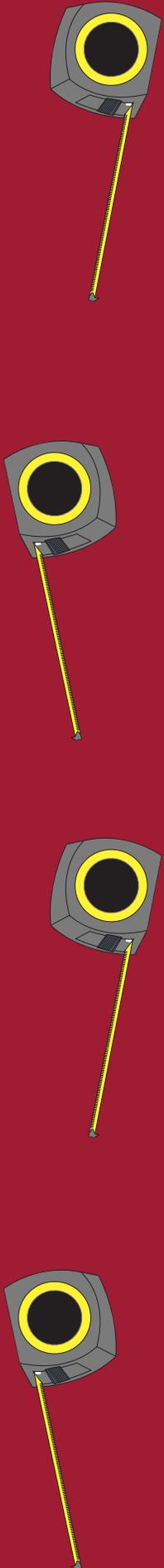
Match the description of the house on the left to a picture of the house on the right.

This house is built from wood. It has a fireplace for warmth and cooking.

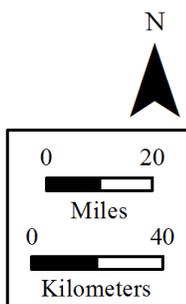
This home can usually be found in the mountains of northern Alabama. This home is made by weathering rocks and can extend pretty deep underground. Sometimes artwork is left on the walls of this home.

This home is built from wattle and daub construction and woven sticks. Sealing the walls of this home can sometimes be a challenge.





Office of
Archaeological
Research
THE UNIVERSITY OF ALABAMA



Explore Alabama's History

As the information for the Alabama Mound Trail is still being finalized, this page will be updated. Below are a few examples of how this page will coincide with the map.

On the opposite page you will see a map of Alabama with the location of archaeological sites in the state. The circles represent public archaeological sites with parks around them that you can visit and learn more about! Read below about six of the sites, and search online with your parents for the other sites near you.

1. Florence Mound: This site near Florence has the largest earthen mound in North Alabama. It is approximately 43 feet high. The people who built this mound belong to the Copena Mound complex. They are a group of people that built mounds and were part of an extensive trade network. The mound is said to be constructed between AD 100 and 500.

2. Coker Ford Mound Site: This site is located between the Chatuga, Coosa, and Little Rivers. The people in this location built two earthen mounds and covered them with stone. The people that lived here made up of one of the largest most elaborate communities of their time. The mounds are estimated to have been constructed between AD 700 and 1100.

3. Moundville Archaeological Park: Located in Moundville, this site represents the largest civic ceremonial complex in the Southeast. It has 32 mounds that are arranged around a large rectilinear plaza. Native Americans lived at this site from 1120 to 1650 AD.

4. Taskigi Mound at Ft. Toulouse: Taskigi Mound was built at a very strategic location, between two of Alabama's largest river systems, the Coosa and Tallapoosa, where they join into the Alabama. During this time the Native Americans used rivers like we use highways. The location of this site made it a great place for trade.

5. Bottle Creek: Bottle Creek is one of the most important prehistoric Native American sites in Alabama, second only to Moundville. This site is near Mobile. Located on Mound Island, in the heart of the Mobile-Tensaw Delta, it is the largest mound complex on the northern Gulf coastal plain. This site was established between AD 1100 and 1200.

6. The Dauphin Island Shell Mound: This site contains two shell ring mounds. Native Americans lived at this site from AD 1100-1550. Dauphin Island has a very diverse environment that includes beaches, marshes, and lagoons that are rich in sea life. This helped the people that lived here have enough food and fresh water for thousands of years.

Which archaeological site is closest to where you live? Have you ever visited?

Which archaeological site would you like to visit the most? Why?

Ethics in Archaeology

Archaeologists often have to decide the difference between doing what is right and what is wrong. This is called *ethics*. Archaeologists have a responsibility to be ethical and respect the people of the past and their living ancestors. Read the statements below and CHECK whether the archaeologist did the RIGHT or WRONG thing.

RIGHT

An archaeologist notices their site has been disturbed. They contact the authorities, document the damage, and do their best to ensure that the site is protected throughout the rest of the dig.

An archaeologist sees a volunteer on a dig sneak an artifact into their pocket. The archaeologist doesn't say anything and lets the volunteer take the artifact from the site.

An archaeologist sells an object they found to a collector so they can increase their funding for further research.

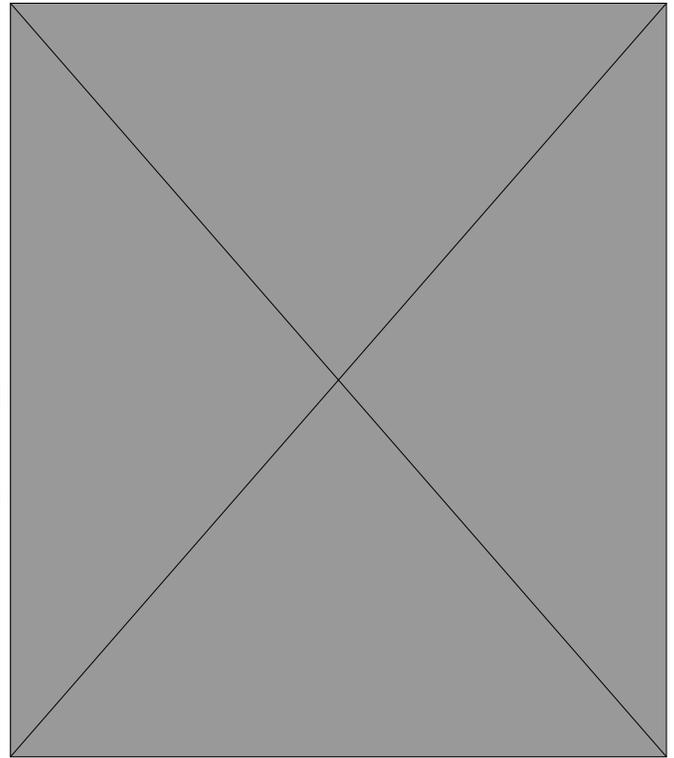
An archaeologist goes out of their way to share their research with others through publications and museum exhibits.

WRONG

Preserving Our Heritage

A steward is a person who takes care of something. We are the stewards of the heritage of Alabama. We have to work together to preserve our archaeological sites.

When people loot archaeological sites, they destroy the context of the site and the information that it can tell us about the people who lived in the past. When they dig without paying attention to stratigraphy, we lose the ability to tell what happened and when (**review stratigraphy and the archaeological timeline on pages 6 & 7**).



Looters are usually interested only in artifacts and getting to the things they think are most valuable. (**review important artifacts like ceramics on pages 12 & 13**). They don't use proper excavation tools and don't take time and care to document the site the way an archaeologist would (**review excavation and tools on pages 8-10**).

We want to cherish and love our state's history. Write a few sentences about how you want to help preserve Alabama's heritage.



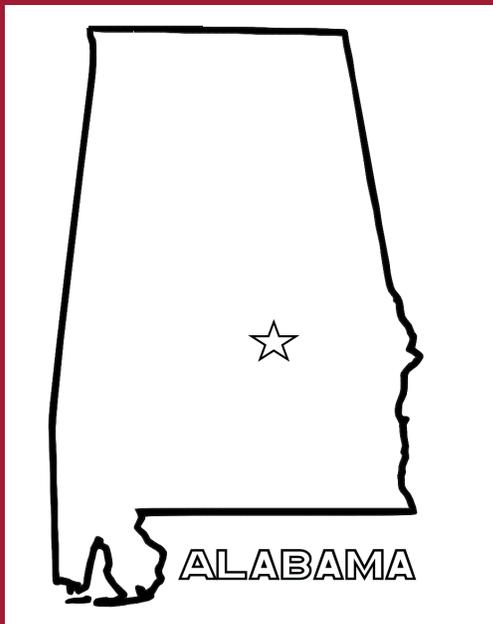
Happy 200th Birthday to our Great State

Formed as a territory on March 3, 1817, Alabama became the nation's twenty-second state on December 14, 1819. ALABAMA 200 is a three-year celebration of the people, places, and events that form our rich history.

ALABAMA 200 is also a chance to lay the foundation for the future. Over the next three years, it will invest in schools and teachers, engage communities, and encourage citizens and visitors alike to explore and learn about the state.

The mission of ALABAMA 200 is to support, create, and execute events and activities that commemorate the stories of our people, place, and path to statehood. Between 2017 and 2019, ALABAMA 200 will engage residents and visitors in educational programs, community activities, and statewide initiatives that teach, inspire, and entertain.

ALABAMA 200 is an unprecedented opportunity to experience and explore the state of Alabama. It is a chance to celebrate our place in each of the 67 counties that stretch from the Shoals to the shores. It is a moment to remember the people who made our state and to nurture the generations who will carry us forward. It is an opportunity to chart a vibrant, prosperous future for the state with history as our guide.



Take the Pledge

Now that you've completed your *Junior Archaeologist* booklet, you are qualified to receive an official **Alabama Junior Archaeologist Badge!** Just complete the pledge below and send us back the postcard below (have an adult cut it out).

I, (print your name) _____, promise to protect Alabama's cultural heritage.

1. I will not loot sites.
2. I will tell others about archaeology
3. I will visit archaeological sites that are protected to learn more about Alabama's history.

Signature _____

Cut at the dotted line and send us back this postcard to receive your badge— you can keep the booklet to play again!

Name _____

Address _____

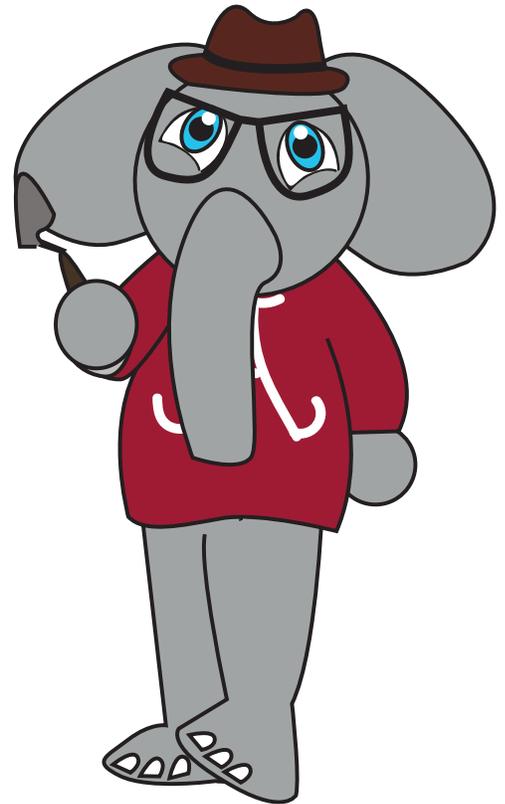
City _____ State _____ Zip _____

Happy Exploring!

Brought to you by The
University of Alabama's
Office of Archaeological Research

Written by Lindsey Gordon
Designed by Kelsey Kennedy

*All images created by Kelsey Kennedy
unless otherwise stated in the text.*



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