

## Archaeology: Sister of History

The following activity is suggested to engage scholars in learning the importance of Southwest Arizona and how history can be found throughout their studies in many subjects. It takes into account the 2018 Arizona Standards in its design.



Suggested time – Class 30 minutes, Homework 30 minutes

### Objectives –

- Students will be exposed to archaeology and learn why it is important in the study of history.
- Students will use skills and processes to understand many topics have more than one perspective.
- Students will employ critical thinking and visual learning while observing objects.
- Students will be exposed to various cultures to see how innovation in technology helped foster civilization.

### Materials –

Each Student will get or need:

Read the Introduction to Archaeology.

Look at the Archaeology Photographs.

Print the Photograph Description pages.

Print and complete the Homework Assignment.

### Instructions –

Read the Introduction to Archaeology page. When finished, look at the Archaeology Photographs and print and complete the Photograph Description pages. Then complete the Homework Assignment.

## Introduction to Archaeology

Archaeology may be defined as the study of human material artifacts. Artifacts are the physical evidence you can hold in your hand. Archaeology discovers and analyzes the “things” that people have used and left behind.



Archaeologists and historians use each other’s findings to help verify an event. For instance, a person may say, or documents, like letters, diaries, or government files, may claim that on a certain date in a particular place a battle happened. However, if archaeologists go to that place and even after carefully digging in the ground, find no evidence of a battle, we may have to ask if the battle really took place. Perhaps it did, but it was in a different spot. Or the documents may show that Group A, who wore red, defeated Group B, who wore blue. This would be questioned if when the archaeologists investigated the site they found twice as much red cloth as blue. It may show that Group B really won the battle since there was not much of their clothing left behind.

Like a scientist, archaeologists need to keep track of everything they find. Everything. They want to leave future generations with enough information to resurrect the dig site. Therefore, they keep notes, take photographs and make drawings of all the details of the place they are looking for artifacts. Always. Not just the artifacts they hope to find, but every item inch by inch. They record not only the spot but also the depth of where the item was found. These notes help them try to figure out what happened at a particular place.

Archaeologists also have learned that usually the deeper you dig the older the artifact will be. Sometimes they find an object that is not complete or not easily identified. It may be a special tool or so old that it is something modern day people have not used for hundreds of years. Perhaps it is something that has many uses, but is used by people from one culture in a different way than people in another culture. This is why archaeologists will work with historians to see if there are any documents that describe a particular artifact or why it may be at a particular place around a certain time in history.

Today, archaeologist still dig, but they also use Ground Penetrating Radar (GPR) to see what is below the ground. In this way, they do not disturb the site so the artifacts remain just as they have been for many, many years. This is important as science and technology creates new ways of looking at and analyzing artifacts, so that even more information about the past may be revealed.

People often disturb archaeological evidence when they dig for new homes and buildings, or farmers plow fields. Archaeological sites can also be disturbed and small artifacts moved from one level underground to another by earthquakes, and even when animals dig to make new homes for themselves. Gophers and ground squirrels are a problem for archaeologists.

Look at the pictures in the exercise and use the Photograph Description pages to record what you think the images are and where they may have been found in the Southwest. Then complete the homework assignment.

## Archaeology Photograph Descriptions

There is a page for each of the six images and then a spare page for when you do your own archaeological exploration and analysis.

Image 1 – These artifacts were found during an archaeological dig at the Tubac Presidio State Historic Park in the 1970s on the site of the Spanish Captain’s headquarters. They can be seen at the Tubac Presidio State Park in the Underground Exhibit.



You can see that these items are older than the construction of the Captain’s headquarters and appear to be left in that place by Native Americans.

What do you think these items are made of?

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Many look like parts of a larger item. What do you think these larger items were?

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What would these larger items have been used for?

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Some of the items may have been used for the same purpose but look different from each other. Why?

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Image 2 – These artifacts were found during an archaeological dig at the Tubac Presidio State Historic Park in the 1970s on the site of the Spanish Captain’s headquarters. They can be seen at the Tubac Presidio State Park in the Underground Exhibit.

These items are from the time of the construction of the Captain’s headquarters and may have been left by Spanish, Mexican, or Native American people living in the area.

What do you think these items are made of?

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Some of the items are made of materials that are not found in the previous item. What are these new materials and why were they not used earlier?

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Many look like parts of a larger item. What do you think these larger items were?

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What would these larger items have been used for?

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Some of the items may have been used for the same purpose but look different from each other. Why?

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Image 3 – These artifacts were found during an archaeological dig at the Tubac Presidio State Historic Park in the 1970s on the site of the Spanish Captain’s headquarters. They can be seen at the Tubac Presidio State Park in the Underground Exhibit.

These items are from more modern times; after the construction of the Captain’s headquarters and may have been left by American, Mexican, or Native American people living in the area.

What do you think these items are made of?

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Some of the items are made of materials that are not found in the previous item. What are these new materials and why were they not used earlier?

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Many look like parts of a larger item. What do you think these larger items were?

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Some of the items look damaged, or wore. What would have caused that?

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Some of the items may have been used for the same purpose but look different from each other. Why?

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Image 4 – This is a drawing showing the area of the archaeological dig at the Tubac Presidio State Historic Park in the 1970s on the site of the Spanish Captain’s headquarters. It can be seen at the Tubac Presidio State Park in the Underground Exhibit and a model of the Captain’s headquarters can be seen in the Park Visitor Center.

It shows the area of the Captain’s headquarters as discovered by digging and finding the footings or the first layer of adobe bricks. It is a map used by the archaeologists to show where they found each artifact they uncovered.

While it clearly can be used as a map for the people of the 1970s, it can also be an archaeological artifact for us today.

If you are a historian, how can you use this document to show where the Tubac Presidio’s Captain’s Headquarters are?

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Most houses we live in today are square at the corners. The Captain’s headquarters are not. Why would the Spanish have built it like that?

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The building was made of adobe bricks, which is mud and straw in a sunbaked brick. Only the parts that were underground remained for the archaeologists to find. Why is that?

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Image 5 – This artifact is part of the donated items given to the Tubac Presidio State Historic Park for educational purposes. It can be seen at the Tubac Presidio State Park in the museum on one of the Touch Me tables.

This items is from more modern times.

What do you think this item is made of?

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What do you think this item is; what is its purpose?

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If you found this item while doing an archaeological search, what other kinds of things would you expect to find?

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Image 6 – This is a close-up photograph of Image 5. You would look at the artifacts to see if there were marks on them that would identify the maker or date it was made.

What does the close-up image tell you about the item?

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How can you use the symbol on the left to see who made the item?

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Do you have to know who made it, or can you still say what it is and maybe how old it is without knowing the manufacturer?

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Archaeology Sample Photographs



Image 1



Image 2





Image 3

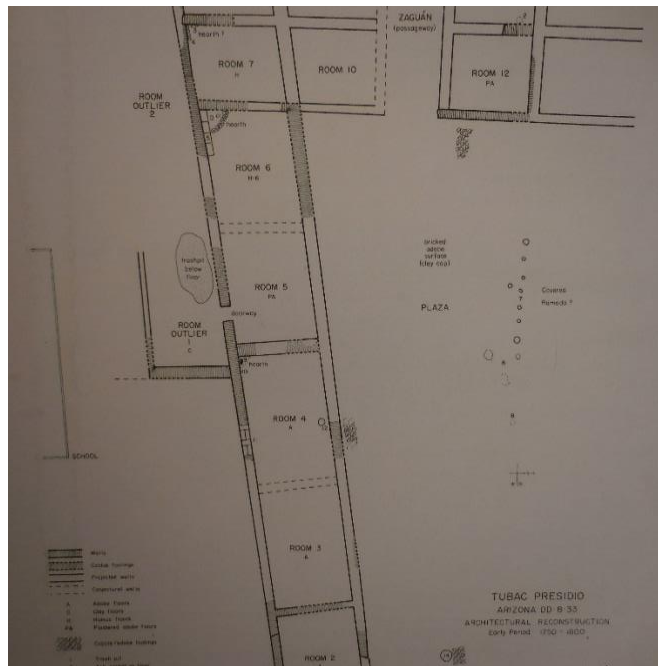


Image 4



Image 5



Image 6

## Archaeology Homework Assignment

Become an archaeologist in your own home. Pick a room of your house, maybe your bedroom.

Draw a map of the room. Label the map so someone else looking at it will know that it is a room and how big it is. Be sure to make your map represent the actual dimensions of the room. Perhaps it is longer than wider. Mark where the doors and windows are. Place any large object found in the room on the map, like a bed, chair, desk, or clothes cabinet.

Draw a second map of the room to indicate how tall the ceiling is. Stand in the doorway and draw the height of the opposite wall and place the objects found on that wall on your map. Make sure this map is also labeled.

Now pick one area and draw what you find there. Perhaps you have a pile of clothes or shoes on the floor. Maybe there are things on the top of the desk or dresser. Draw these things so they are the right size, shape and dimension when compared to the other items on the surface.

Make notes of what you are drawing. These notes should include the date and time, and name of the room. List the items you are drawing in the third map and think about the purpose of the items. Do you think that if someone from another country saw your drawing they would think the item had a different purpose than how you use the artifact? How about if the drawings are found 100 years from now? Would people recognize the items or could they be mistaken for another thing?

You can also take photographs of the room and specific items to record more details.

