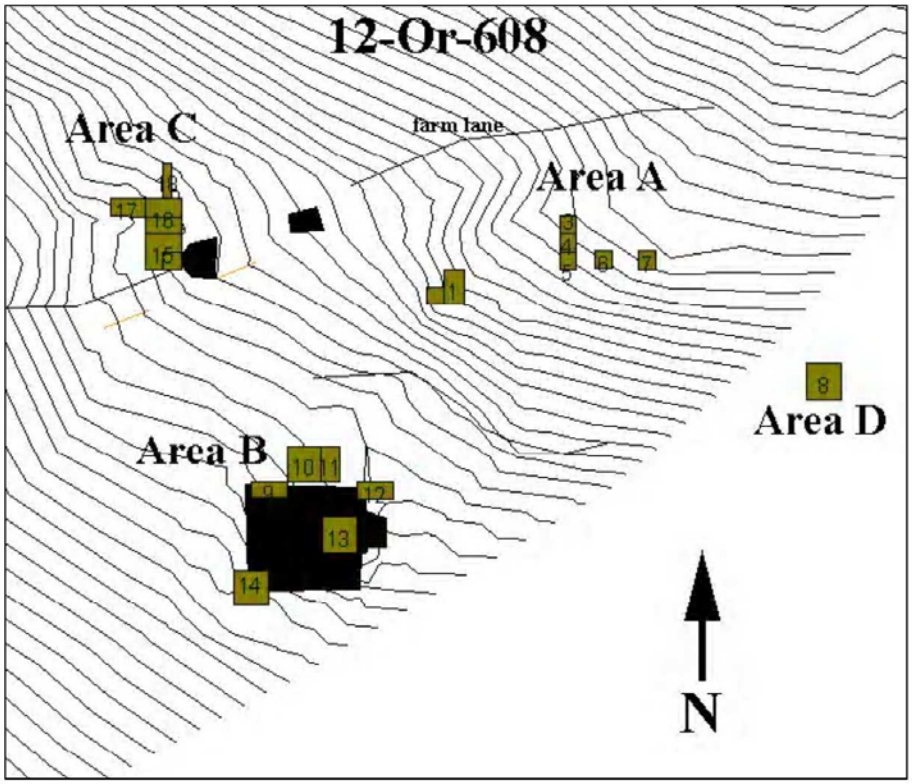
INDIANA STATE MUSEUM

LESSON PLAN

Lick Creek African-American Settlement

Investigating the Past through Archaeology

Lesson Plan
Grades 4 – 6



INDIANA STATE MUSEUM

INFORMATION FOR EDUCUATORS

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A NOTE TO EDUCATORS

The Lick Creek settlement archaeological site and excavation provide us with a unique window into the past. It is a glimpse into the world of the early African-American settlers in Indiana, a world that has remained elusive, if not entirely unknown, for far too long. The Indiana State Museum is proud to be a part of the effort to shed light into this area of our shared history.

This lesson plan is broken down into a number of parts. The first is a background text providing basic information about the site and a very brief history of early African-American settlements in the state. This is provided primarily for your use. It is suitable, at your discretion, for copying and passing out to your class. The second part is a shorter text specifically for students. Its focus is slightly altered from the teacher text to provide both a different angle and to stimulate discussion.

Following the texts are discussion questions, a timeline, vocabulary list, resources and suggested activities. All of these may be used, or not, depending upon the needs of your classroom and grade level.

It is our hope that this lesson plan will be useful to you in the classroom, and that its lessons and activities can help students to get a better understanding of both the lives of these early Hoosiers and the processes by which we today are able to learn about them.

Cover image: Map showing the placement of excavation units at the Roberts site.

Above Image: Cemetery grave marker from the Roberts site, an African-American settlement in Hamilton County, Indiana.

BACKGROUND TEXT FOR EDUCATORS

Lick Creek African-American Settlement

Educators working at Lick Creek.

They came in wagons, on horseback and on foot. Like most other early settlers coming into the new state of Indiana, they were looking for cheap land, someplace they could build a farm, make a home and raise their children.

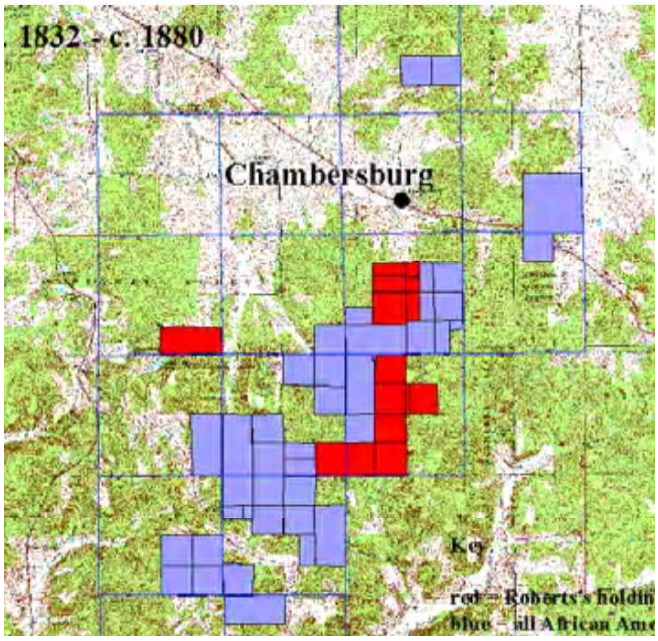
Again, like most of the others, they came up from the south in groups with friends and family. They hoped to establish communities. They were smart enough to know that it would not be easy — the land was covered with forests and there were few roads to speak of. They were relatively poor, but they were willing to work hard. There was very little to distinguish the men and women who settled the land that would eventually become known as Lick Creek from any other pioneers and settlers throughout Indiana in the 1820s. Except they were black.

Men and women of African descent had been in what became Indiana since at least the 1740s. Most came as either slaves or employees of French and British trappers and traders. Most of these people are, unfortunately, mute to history. They left no letters or diaries, and what scant public records mention them, often do not do so by name, but simply ethnicity and status (that is, slave or free). The black settlers of communities such as Lick Creek too rarely left behind their written thoughts, goals, dreams and ideas. However, as pioneers who put down roots in communities scattered about the state, they did leave behind valuable clues as to how they lived their lives.

Lick Creek, located near Paoli in Orange County in southern Indiana, began to be settled in the 1810s and the first blacks to buy land in the area were William Constant and Charles Goin in 1817. But by 1820, there were 63 African Americans listed as living in Orange County, and 112 by 1830. A great many Quakers had previously moved into the County. Many had come from North Carolina, their opposition to slavery having engendered hostility from their neighbors in the south. There is a long history in the United States of African Americans living near and within Quaker communities. The Quakers had a well-deserved reputation for abolitionist activity, involvement in the Underground Railroad, and for treating blacks with respect and dignity.

Indiana, both as a territory and, after 1816 a state, barred slavery, though the practice existed, in a limited way, until 1840. Though the Hoosiers of that time were less than hospitable to black settlers, it was a free state, and therefore more attractive to many than their former homes. Several entirely, or predominantly, black settlements began to pop up in Indiana in the period following statehood: Lyles Station in Grant County, Roberts in Hamilton County and Lost Creek in Vigo County are just a few of the towns that offered early African American settlers land, home and community. Some of these communities, like Lyles Station, still exist, if only remnants of their former size and residency. Most, however, are long gone, and unless you look very hard, you would never know they had been there.

So how do we *know* they were there? If you know where and how to look, communities like Lick Creek leave behind clues. They provide a wonderful opportunity for historians and archaeologists to share their skills to piece together the puzzle of what went on in Lick Creek 150 years ago. Archaeologists and historians follow broken trails of paper and artifacts and combine the findings of their researches to create a portrait of the life of a community.



Map showing African-American owned land at Lick Creek.

Historians follow primarily paper trails. They consult public records like census results, land and property deeds, and newspapers to find out who lived where, how much land they owned and what sorts of events were going on at the times they are investigating. They also hope that letters and diaries of individuals are available as these allow the private thoughts and day-to-day lives of their writers to share what they thought and how they felt about things. Unfortunately, for Lick Creek, no such documents have yet come to light.

Once it is established where people lived and owned land, archaeologists can then begin to explore those places and see what can be found. To a trained eye, what appears to others as no more that an expanse of woods can hold amazing secrets in the forms of foundation stones where houses and cabins once stood, dips in the ground that indicate

abandoned and overgrown roads and paths, and hollows that were once cellars and storage areas. Once they begin to dig, historical treasures can emerge.

Most artifacts found on the site of former homes and communities are the remnants of small things forgotten, left behind or thrown away. Objects, possessions, of value and function would almost always have been taken away with the residents when they moved on. Archaeologists do a lot of looking through old trash. Artifacts found at Lick Creek include nails, pieces of broken scissors, stub ends of slate pencils; used gunflints, marbles, and shards of glass and ceramic dishes.

These kinds of objects can tell us a good deal about how the people who lived there conducted their day-to-day lives. The size and types of nails can indicate what sorts of things they were used to build. The pencil fragments imply that at least some residents were literate and perhaps some schooling was available. The types and designs of dishes can tell us a little about the personal tastes of residents and the availability of certain kinds of dishes to the settlers. Certain types of materials and design patterns on dishes were produced at different times. This information can then be blended with the paper trails found by the historians.

Prior to the 1830s, only a small number of African Americans had migrated into what had been the Old Northwest Territory, but a series of increasingly harsh and restrictive laws passed in the southern states made life intolerable for free blacks living in them and the previous trickle became a steady stream. The complete make-up of the residents of Lick Creek and the surrounding area of Orange County is unknown, but the composition was some percentage of free blacks, emancipated and escaped slaves. Several settlers filed “free papers” with county authorities.

Free papers were documents usually issued by courts or county clerks that attested to the free status of an individual or family. Some states, such as Indiana, required that all black residents possess them, though the law was only sporadically enforced. It is likely that not all persons having freedom papers registered, but registration was often beneficial, as papers always stood the risk of being lost, destroyed or stolen.

Quaker landowners have been identified in Lick Creek from as early as the War of 1812. When blacks began to move in and purchase land in the area a few years later, Lick Creek acquired the relative rarity of becoming an integrated community, and remained so for at least the next several years.

It is hard to know exactly how integrated it was. Land records indicate who owned land next to whom, but not necessarily who *lived* next to whom. Some landowners may not have lived on their land, but rather rented it out to tenant farmers, who planted and

cultivated the land and then paid rent in cash or crops come harvest time. These tenants, too, may have been black or white and the records do not always exist to tell.

The records do show, though, that Lick Creek enjoyed a boom in population and landholdings in the 1840s, during which the number of African American residents doubled, reaching a pinnacle of 260 in the year 1860, and owning a total of over 1,500 acres in the area. They built homes, farms and churches, becoming a vital community in the process.

The settlers and residents of Lick Creek faced the same sorts of toil and hardship as did any other, white, pioneers. The land they came to was heavily forested and needed to be cleared before they could plant. Crops had to be tended and, later, harvested. Livestock had to be looked after. Like all settlers, the daily tasks and routines required simply to survive took a great deal of time and energy. And like most settlers in Indiana, their hard work and determination allowed them to prosper.

Unlike most settlers, however, the African Americans at Lick Creek, and the other predominantly black communities that grew up around the state, faced additional obstacles their white neighbors and counterparts knew little or nothing of. Discrimination, race hatred and repressive laws created untold problems for blacks in Indiana, as throughout most of the rest of the nation. They could not vote. They could not serve on a jury, nor even testify in a court of law. They could not attend public schools. As a political entity, Indiana had never been receptive to African Americans within its borders, but back-to-back laws passed in 1850 and 1851, one national, one local, created an even more hostile atmosphere for blacks in Lick Creek and elsewhere.

The U.S. Congress passed what became known as “The Great Compromise” in 1850, which, in part, created the Fugitive Slave Law. This law allowed slave owners, or slave “catchers” in their employ to enter into any state of the union in pursuit of escaped slaves. Further, and more insidiously, it obliged residents of these states to aid in the capture and deportation of these slaves, forcing them to become *de facto* slave catchers themselves. While there was a great deal of outcry in the state, there was an equal amount of praise for the measure.

On the heels of the Fugitive Slave Law came the new Indiana State Constitution adopted in 1851. While the document covered every aspect of the state’s laws, of particular note for black residents was a new law barring African American settlement in Indiana. Furthermore, blacks already living in the state were obliged to register with county authorities and post a cash bond to guarantee their good behavior. Many Hoosiers actively lobbied to have the state’s blacks deported and sent to Africa.

Curiously, the population of Lick Creek actually increased in the decade following the passage of these laws and only began to decline in the 1860s, with the Civil War in full force and racial strife in growing evidence in Indiana.

1862 saw a major exodus from Lick Creek. In the month of September alone, seven individuals sold off over 500 acres of land and left the area. One man sold out for half what he had paid. In 1870, only 75 black residents remained, the others having gone farther north and several to Canada.

It is unclear exactly what led to the mass movement out of the area in 1862. Indiana, while sending great numbers of men to the Union Army, also harbored many of Southern sympathy. Perhaps the nearby towns of Paoli and Chambersburg, where black residents would have needed to go to trade and purchase items, had grown more hostile to their presence in the emotionally charged atmosphere of the war. While there is no direct evidence of racial strife in Orange County, the number incidents of violence toward blacks was mounting statewide. Perhaps residents received, or suspected a direct threat.

After the war, many residents left for industrial jobs in urban areas like Indianapolis and Chicago. Few newcomers moved in to replace them. By 1890, only one African American still worked the land. William Thomas, son of an earlier settler, held out until 1902, when he too sold out and moved on. The community of Lick Creek was gone entirely, except for small, humble cemetery that survives to this day.

Postscript: The Hoosier National Forest and The Indiana State Museum

The land that comprised the Lick Creek settlement changed hands several times after William Thomas sold his farm. Tenants for absentee landlords farmed some of the land; often the land lay fallow and overgrown. In 1935, the federal government purchased the then unused land as part of a Depression-era effort to stabilize the countryside in southern Indiana. A report from that time lists only fences and an abandoned dirt road as signs of former occupancy.

The land was turned over to become part of the Hoosier National Forest, whose staff worked to preserve what surface evidence was left. The status and stewardship of the HNF assure at least minimal protection for the artifacts that lie on and under the ground formerly occupied and worked by these early African American settlers.

In 2000, a team including the Indiana State Museum began excavating the site of the former home of Elias and Nancy Roberts, early, long-term and prosperous residents of Lick Creek. Artifacts recovered from the site, many now on exhibit at the Indiana State Museum, are beginning to yield insights into the lives of the Roberts and their neighbors.

They offer a starting point for answering a number of important questions: What was life like for these people? How did their lives compare to those of white settlers? What racial, social and economic divisions existed in the community? How, and how much, did the residents of Lick Creek interact with their white neighbors, both farmers and town dwellers?

Much work remains to be done and more sites have to be identified and excavated. The findings of these sites then need to be compared to data from other sites in Indiana and throughout the Midwest. Lick Creek is intended to be an ongoing project utilizing the skills and knowledge of archaeologists and historians to slowly, but surely, give an increasingly full picture of the lives of these hardworking, determined and too little known early Hoosiers.

VOCABULARY

Archaeology: the recovery and study of material culture, such as buildings, tools, pottery and other objects remaining from past human life and culture.

Artifact: an object made and used by humans.

Bond: a sum of money paid as a guarantee of a certain action, in this case, a fee paid as a guarantee of "proper" behavior.

Excavate: to dig up, or expose by digging. Archaeologists dig at mapped-out sites to find artifacts that may have become buried over time.

Exodus: a large-scale departure of people from a geographical or political area.

Fugitive Slave Law: law passed in 1850 that required free-state authorities to aid slaveholders and slave catchers in capturing escaped slaves. Slave catchers often attempted to "claim" free Blacks as escapees.

"Great Compromise": a series of five laws passed simultaneously in 1850 allowing California to enter the Union as a free state, the trade off being the adoption of the Fugitive Slave Law.

Integrated: two or more parts brought together to make a whole, in this case, the blending of blacks and whites into a community.

Material Culture: Artifacts that, taken together, provide evidence and insight into life in a particular time or place, or within a particular group.

Quakers: Also, Friends. Members of a Protestant Christian denomination known for non-violence, opposition to warfare and cooperative action. Quakers in the pre-Emancipation U.S. were staunchly anti-slavery.

TIMELINE

1812	Early Quaker settlers in Orange County
1816	Indiana becomes a state
1817	First African-American landowners in Lick Creek
1850	"Great Compromise" and Fugitive Slave Law passed
1851	New Indiana Constitution prohibits blacks from settling in state
1860	Lick Creek population hits highest point
1861	U.S. Civil War begins
1862	Large numbers of residents leave Lick Creek
1863	Emancipation Proclamation
1890	Only one African-American farmer left in Lick Creek
1902	Last African-American resident sells Lick Creek land
1935	Site of community bought by government and given to Hoosier National Forest
2000	Archaeological excavations begin at Lick Creek site.

DISCUSSION QUESTIONS

1. Archaeologists and historians often work closely together. Why might this be a good idea? Can you think of other types of scientists that historians might to work with?
2. What might be some reasons why the residents of Lick Creek did not seem to leave any personal written records, letters or diaries behind?

BACKGROUND TEXT FOR STUDENTS

Lick Creek: One of Many

A piece of pottery found at Lick Creek

Like a great many communities that grew up in the wildernesses of early Indiana, Lick Creek was settled by a group of hard-working, determined men and women who were drawn to the young state by the promise of cheap, fertile land to farm, independence and the ability to create their own futures. They faced hardships that were common to most pioneers in the early 19th century: the heavily forested land in Indiana had to be cleared and made ready for planting; homes had to be built; food and water enough to live on had to be found until crops could be harvested. The Lick Creek settlers were no different than thousands of others making new homes in Indiana. Except they were black.

Lick Creek was located in southern Indiana, just south of Chambersburg, near Paoli, in Orange County. It was one of several entirely or mostly African American towns and communities that sprang to life in the state at around that time. There were black communities in all parts of the state. Some, like Lyles Station, still exist. Others, like Lick Creek were eventually abandoned.

Most of the original black pioneers came from the southern states. Many of the Lick Creek settlers came from North Carolina. The majority of them in those days of slavery were free persons, some recently freed, a very few were escaped slaves. They came to Indiana, in part, because the state did not legally allow slavery. Also, Quakers, who had a long history of opposition to slavery and were known to treat blacks with dignity and respect, had settled many parts of the state. A number of Quakers had settled in Orange County in the 1810s and welcomed black settlers to the area.

Lick Creek was a little different than most black communities because it was integrated and black and white farmers often owned land and worked as neighbors. The nearest town of Chambersburg, where most black settlers would have traded and made purchases, was mostly white, but there is no evidence that it was hostile to the black farmers.

Even though it was a free state, Indiana still had many laws on the books that discriminated against African Americans. Black people could not vote. They could not attend public schools or even testify in courts. Many whites at that time supported passing a law that would require all blacks to be deported to Africa.

In 1851, Indiana adopted a new state constitution that prohibited any more black people from settling in Indiana and required those who lived here to post a large cash bond that would guarantee their good behavior. They also had to register with county authorities. Often times these laws were not enforced, but they made life yet more difficult for black Hoosiers.

The residents of Lick Creek adapted to these changes and managed to thrive throughout the turbulent 1850s, even as Indiana and the rest of the nation struggled through the events leading to the Civil War.

Once the war broke out, life seems to have become intolerable for many of the state's black citizens. In 1862, there was a mass exodus out of Lick Creek. Incidents of race hatred and violence toward blacks increased as Hoosiers fought among themselves over the issues at stake in the war. Though Indiana remained firmly in the Union, many Hoosiers with ties to the south opposed the war and were sympathetic to slavery and the southern cause. Several families left their homes in Lick Creek and moved farther north, many as far as Canada.

While some African American farmers and settlers lasted out the war in Lick Creek, the industrial boom after the war led many of those who had stayed to relocate to urban areas like Indianapolis and Chicago in search of well paid factory jobs. By 1890, only one black farmer was left in Lick Creek. In 1902, even he finally sold his land and moved on.

In 1935 the government bought the land that had been the fields and community. A report at the time said that nothing but fences and an abandoned dirt road remained. A little further along, partially hidden by undergrowth, was a humble little cemetery where many of the former residents were buried. The cemetery is still there today.

The government turned the land over to the Hoosier National Forest, which allowed the remains of Lick Creek to lay mostly undisturbed. In 2002, a team of historians and archaeologists began excavating a home site at Lick Creek. They found objects that were lost or left behind by the former residents when they moved on, most over 100 years before. The artifacts they found have begun to shed light on what life was like for the men and women who settled, lived and worked there. The work will continue to go on, with new sites being excavated and new objects found that will tell us more about these people who braved wilderness and racism to forge lives for themselves and their children

in a world that was mostly hostile to them. What is found there will help us learn about the lives of black pioneers who created homes and towns all across the state and the country.

Educators working at Lick Creek.

CLASSROOM ACTIVITIES

Activity 1: School House Archaeology

Objectives:

- Students will learn how material culture can reflect different people and places.
- Students will learn how to look at and interpret material culture.

Indiana Academic Standards:
Social Studies: 5.1.21, 6.1.23, 6.3.12
Science: 4.2.5, 4.4.8, 4.5.5, 5.1.1, 5.5.10, 6.1.1
Language Arts: 5.5.3, 6.7.11

Supplies:

- Items (material culture) from different rooms within the school
- Paper to note their findings

Instructions:

1. Send teams of students to collect material from different rooms of the school (i.e. library, cafeteria, teacher's lounge, 3rd grade classroom, administration office, etc). Students should collect items that reflect the activities taking place in those rooms (objects can be from the trash, staplers, name plates, office supplies, coffee mugs, lunch room trays, etc.).
2. Have each team display the material they collected.
3. Other teams should examine the material and discuss where it came from. Using the data they observed from the material, have each team write their findings in a report. Their findings should include the name of the objects (real or made up), how the objects may be used, a basic description of the object (height, weight, color), which room of the school it could have come from, and why they think it came from there.
4. Have each team present their findings to the class. Did the teams guess the right room? Why did teams think the objects came from that particular room? Which objects provided the best clues and why?

Activity 2: The Meaning of Things

Objectives:

- Students will learn how material culture can reflect different people and places.
- Students will learn how to look at and interpret material culture.

Indiana Academic Standards:
Social Studies: 6.3.12
Science: 4.4.8
Language Arts: 5.5.3

Supplies:

- Student objects from home
- Paper and pencil

Instructions:

1. Have students bring in five personal objects from home that archaeologists might find 1,000 years from now (Objects that don't disintegrate i.e. metal, plastic, glass or ceramic. Items such as paper, wood and clothing (except buttons and zippers) would not survive 1,000 years in the ground).
2. Ask students to write a paragraph on how these objects reflect their life (i.e. an aluminum baseball bat may reflect the person was athletic, a small microscope may reflect the person may have been scientific, an electric guitar could mean someone was musically talented or just trying to be cool).
3. Have each student trade their objects with a partner and tell the students that they are archaeologists that just found these five objects. Ask them to write a paragraph describing this person using only clues provided by the objects.
4. Have partners trade paragraphs and compare and contrast what they wrote about each other.
5. Using a few items, have the class discuss what the objects mean and how people may interpret them differently.

Activity 3: Interpret Your Community

Objectives:

- Students can explore and learn about their local community.
- Students will understand the different components of a community.
- Students will explore how archaeologists may study a community.

Indiana Academic Standards:
Social Studies: 4.1.7, 4.3.1, 6.1.23
Science: 3.1.2, 4.2.5, 4.4.8, 4.6.1

Supplies:

- Map of local community showing the different buildings (topographic maps are probably the best)

Instructions:

1. Archaeologists are learning a lot about the Lick Creek Community. Discuss with your class what they think makes a community. What would archaeologists discover about your community?
2. Have students pick a location in their community (i.e. library, school, gas station, restaurant, home, factory, etc.) and write a report on what would be found at that location 1,000 years from now. Items that should be noted in the report include, what kind of artifacts would survive a 1,000 years, what would be left of the building, how might future archaeologists interpret the artifacts and remains (do you think they would know what the building or location was), what function does the location play in contemporary society, and, based upon artifacts, how would future archaeologists think it fit into the community.
3. Hang a map of your community in your classroom and ask each student to mark their site on it. Have the students present their findings in front of the class.
4. As a class discuss how archaeologists would interpret the community as a whole.

Activity 4: Archaeological Mapping Project

Objectives:

- Students will learn basic mapping skills.
- Students will understand the importance of mapping in archaeology.

Indiana Academic Standards:
Science: 4.5.3, 5.5.1, 5.6.2
Mathematics: 4.5.1, 4.5.4, 4.5.3, 5.5.2, 5.4.1, 6.5.2, 6.5.3

Supplies:

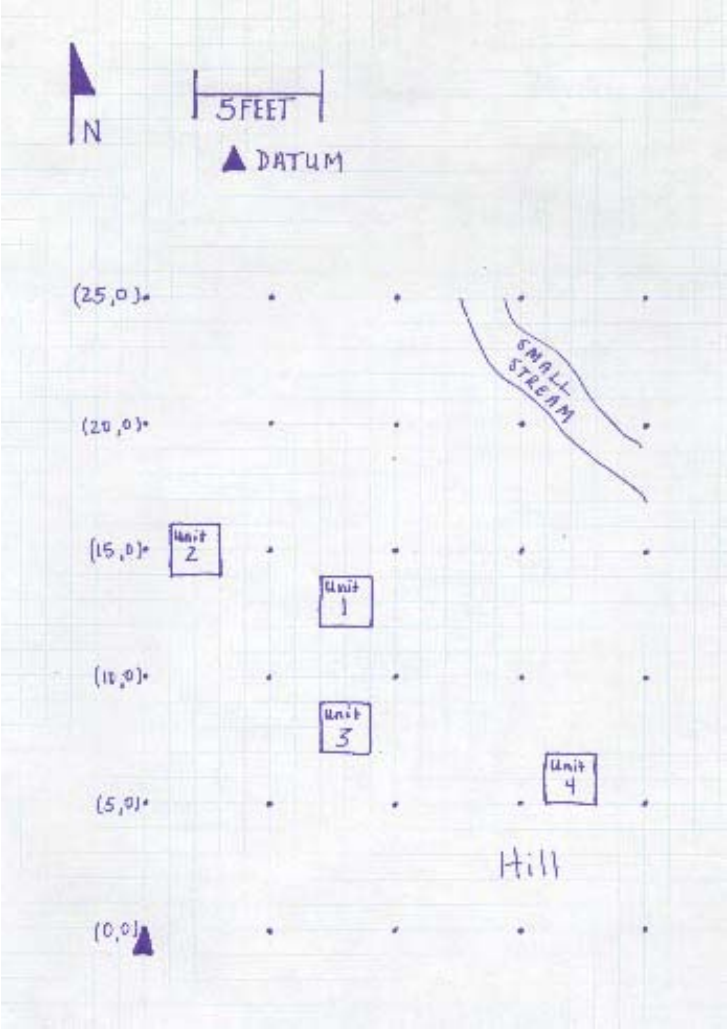
- *Site X Mapping Worksheet* Handout

Instructions:

1. To accurately record what they are excavating, archaeologists keep detailed maps of their findings. If artifacts and other finds were not mapped in, archaeologists would have no way of remembering where they found them. Archaeology is a destructive science; once a site is excavated it is destroyed. Archaeologists must keep detailed records of their findings or the data would be lost forever.
2. Using the example site and unit map worksheet, explain to the students how archaeologists grid their site to map it. Archaeologists use a Cartesian coordinate system to set up their excavation units.
3. Have students lay out a grid over a portion of the classroom. Then, using tape measures and the enclosed mapping worksheet have them map in items located in their grids.
4. Discuss with your class the importance of mapping archaeological finds.

Site X Mapping Worksheet

Archaeologists have made a map of their site, Site X. Look at the map and answer the following questions.



1. How many feet are between each dot? _____

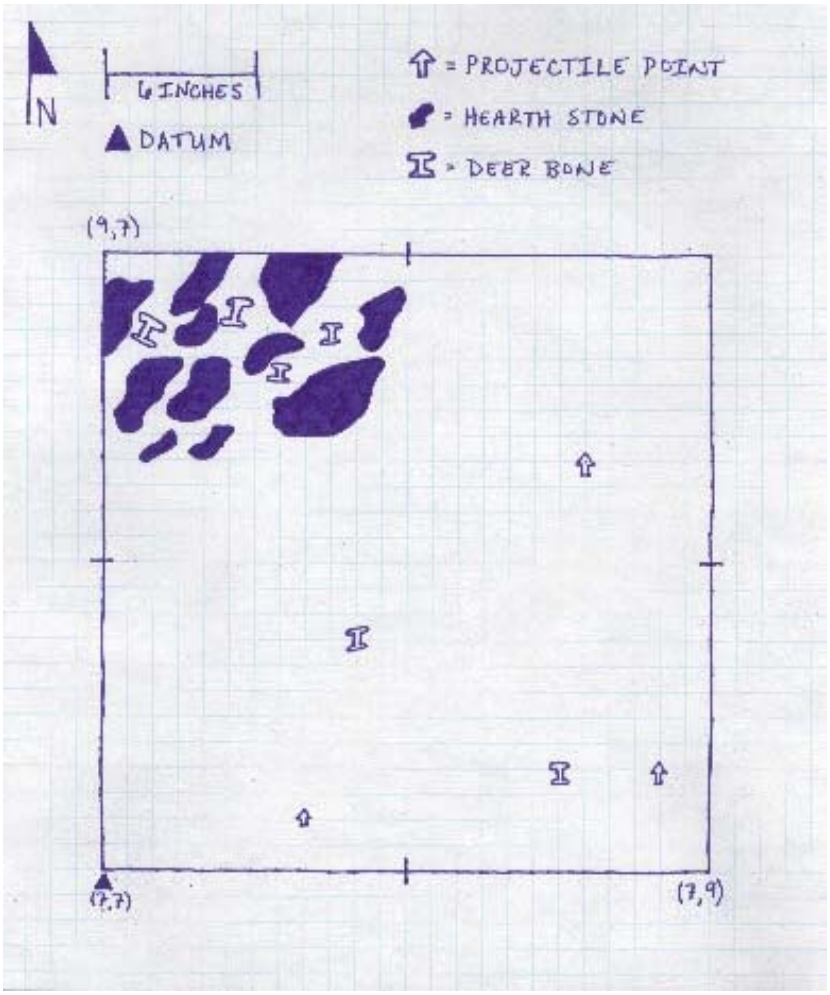
2. How many square feet are in each Unit? _____

3. What landscape feature is located in the Northeast corner of the site? _____

4. What are the four corner coordinates for Unit 2? _____

Site X Mapping Worksheet Continued

This is a map of Unit 3 located at Site X. Examine the map and answer the following questions.



1. How many inches does each small square represent?_____

2. What is the Northeast coordinate for Unit 3?_____

3. Give the coordinate for one projectile point in Unit 3._____

4. What is the symbol for deer bones?_____

5. In which corner is the fire hearth located? _____

SITE X MAPING WORKSHEET: TEACHER'S GUIDE

Mapping Activities:
The Site X mapping worksheets introduces students to the importance of mapping gin archaeology and the basics of mapping. These skills will help students later in the classroom-mapping project.

Archaeology Mapping:
Imagine you came across a box of unlabeled artifacts with no documentation. All you knew was the general location where the artifacts came from. Could you tell which artifacts were found in association with each other? Could you tell if the artifacts were found near a fire hearth? Could you go back to the site and figure out where exactly the artifacts came from? The answer to these questions is no. In archaeology, keeping very good notes and mapping sites and the excavation units is vitally important.

Archaeological sites are like puzzles and the *artifacts* and *features* found by archaeologists are pieces to the puzzle. If archaeologists don't remember where these pieces came from, then they will never be able to see the whole picture. Archaeologists don't even have the luxury of returning to their sites to help them remember. Archaeology is a destructive science. That is, once a site is excavated it no longer exists. To help archaeologists see the whole picture and so future archaeologists can see it as well, they keep detailed maps of their sites.

To map their sites, archaeologists begin by placing a grid over their site. Site X's grid is based on 5-foot intervals. The *datum* is the (0,0), or beginning point, of the grid. All coordinates are taken based upon the North coordinate. For example, Unit 4's southwest corner is located at 5 feet North and 16 feet East (5, 16). To fully understand where their artifacts are located and what they are associated with, they map in the surrounding environmental features (i.e. steam and hill). Archaeologists also map in their units to show where they are excavating.

As archaeologists excavate their units, they also keep unit maps. This way they have a detailed record where they are finding each individual *artifact* and *feature*. By keeping track of these locations, archaeologists better understand the *context* for the artifacts and features. Archaeologists also understand how artifacts and features are associated with each other. What kind of association would you think deer bones in a fire hearth would have? You would probably deduce the people living were cooking deer in their fire hearths. The Unit 3 map is an example of one of these unit maps.

Map Basics:
North Arrow: Important in keeping track of how the site is situated.
Scale: Lets the map's readers understand the true size the map represents.

Datum Location: Important to know where the fixed reference point is located.
Key: All objects identified on the map should be recognizable with an appropriate symbol.

Vocabulary:
Datum: This is a fixed reference point on the site where all measurements are taken. It does not have to be point (0,0); however, for explaining archaeological mapping it is easy to have it located there.

Artifact: Artifacts are objects made or changed by human beings.

Feature: Features are artifacts that cannot be recovered or removed from a site. A fire hearth is an example of a feature. Though you can recover the hearth stones, you cannot recover the whole hearth in one piece. Foundations, post molds, animal burrows are all examples of features.

Context: Context is the interrelated conditions (environment or setting) in which artifacts and features exist.

Answer Key:
Site X
1. How many feet are between each dot? 5 feet

2. How many square feet are in each Unit? 4 square feet

3. What landscape feature is located in the Northeast corner of the site? Stream

4. What are the four corner coordinates for Unit 2? (14, 1), (16, 1), (16, 3), (14, 3)

Site X, Unit 3
1. How many inches does each small square represent? 1 inch

2. What is the Northeast coordinate for Unit 3? (9,9)

3. Give the coordinate for one projectile point in Unit 3. (7 feet 2 inches; 7 feet 8 inches); (7 feet 4 inches; 8 feet 10 inches); or (8 feet 4 inches; 8 feet 7 inches)

4. What is the symbol for deer bones? See key on map

5. Which corner is the fire hearth located in? Northwest
For more information on archaeological mapping and other mapping exercises, visit the following website: spacegrant.nmsu.edu/lunarlegacies/archaeological_mapping.htm

Activity 5: Classroom Mapping Project

Objectives:

- Students will learn basic mapping skills.
- Students will understand the importance of mapping in archaeology.

Indiana Academic Standards:
Science: 4.5.3, 5.5.1, 5.6.2
Mathematics: 4.5.1, 4.5.4, 5.4.1, 6.5.3

Supplies:

- Paper
- Crayons
- Scissors
- Masking Tape
- Tape Measures
- Mapping Project Worksheet
- Pencils
- Clipboards

Instructions:

1. Discuss with your students the different types of artifacts that could have been found at a Lick Creek archaeological site (historical period artifacts: broken ceramics, nails, hand tools, glass, marbles, doll parts, coins, slate pencils, horse shoes, etc.). Then ask your students to draw what they think these artifacts look like and cut them out.
2. Lay out a 10’ x10’ grid over a portion of the classroom using masking tape to mark each grid line.
3. After laying out the grid, toss/place paper artifacts randomly within the grid. Make sure each grid section has several artifacts.
4. Break students into groups of two and assign each student to a task (one measuring and one mapping, students should rotate tasks halfway through so each student has an opportunity to learn skills associated with each task).
5. Provide each group with a tape measure, pencil, clipboard and mapping project worksheet.
6. Assign each group a 2’ x 2’ excavation unit (there should be 20).
7. Ask each team to write their Southwestern (Datum) coordinate on their maps.
8. Have each group map in the artifacts in their excavation unit. Be sure to have the group complete the artifact key so they understand which symbols represent each artifact type. When they finish mapping an artifact have the team remove the artifact and keep it with them.

9. After the students are done mapping, remove the grid from your classroom. Then ask each group to discuss what artifacts they found and what possibly occurred at their site. Students should try making general assumptions based upon the artifact associations in their units. If they cannot read their maps or understand their symbols, then explain why archaeologists must be careful when they map (because they cannot go back to their sites for answers — the sit/grid is gone).
10. Have students put their grid maps in sequence on display on the wall.

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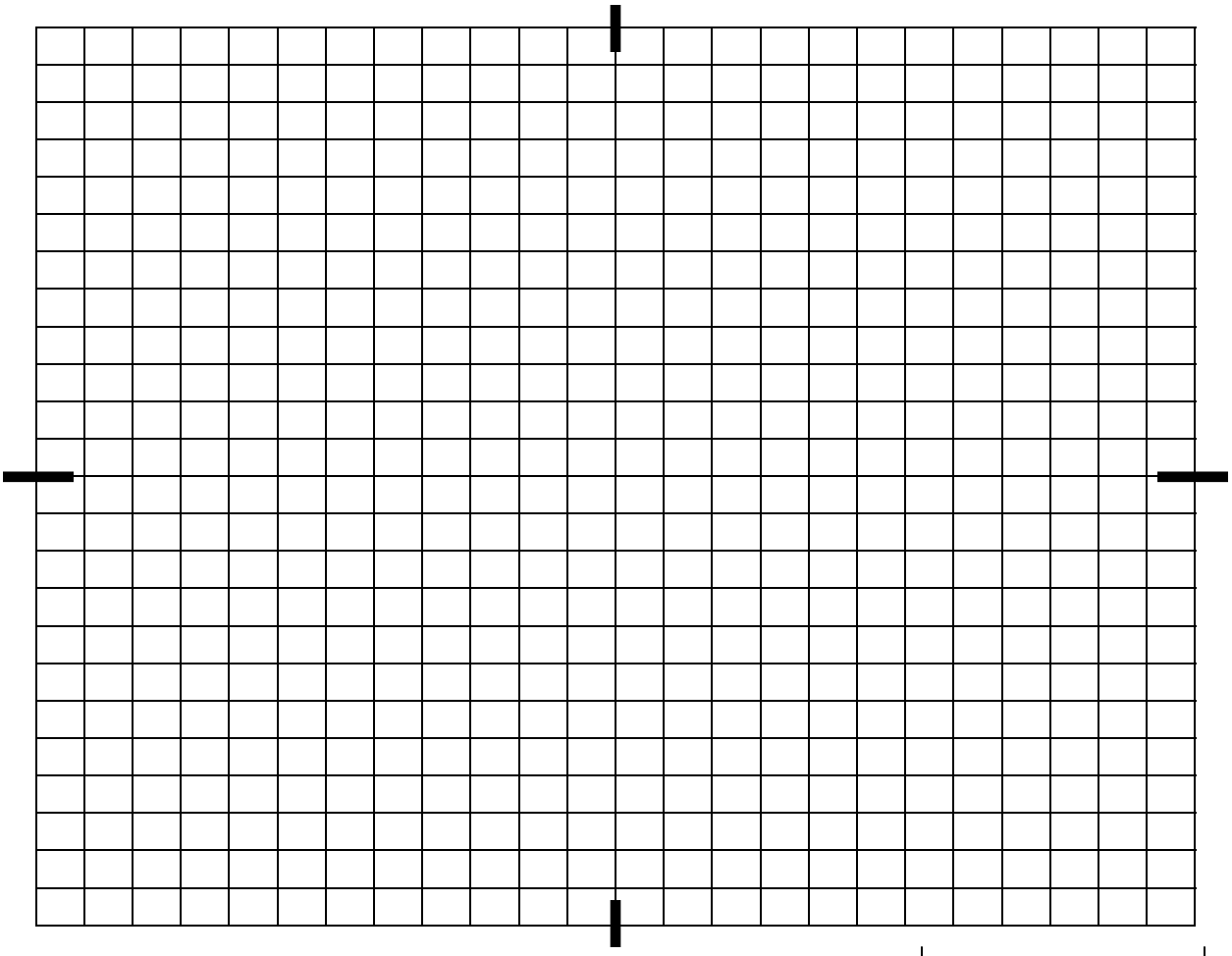
CLASSROOM MAPPING PROJECT

Use the unit grid to map out your excavation unit. Be sure to fill in the coordinates for the Southwest corner.



(,)

6 Inches

N

Artifact Key:

RESOUCES

Books

Clayton, Andrew R.L., *Frontier Indiana*

Deetz, James, *In Small Things Forgotten: An Archaeology of Early American Life*

Fagin, Brian M., *Archaeology: A Brief Introduction*

Peterson, Roger A., Comiler, *African Americans in Owen County, Indiana Records*

Robbins, Coy D., *Forgotten Hoosiers: African American Heritage in Orange County, Indiana*

Thornbrough, Emma Lou, *Indiana in the Civil War Era: 1850 – 1880*

Singleton, Theresa A., Editor, *"I, Too, Am American": Archaeological Studies of African-American Life*

N.A., *The Archaeology of Slavery and Plantation Life*

Wepler, William, et. al., *The Roberts Site: Initial Investigation of an Antebellum Biracial Community, Orange County, Indiana*

Young Readers

Hettie Boyce-Ballweber, *Archaeology*

Samford, Patricia and Ribblett, David L., *Archaeology for Young Explorers: Uncovering History at Colonial Williamsburg*

Websites

www.kidsdigreed.com – website about the Reed Farmstead in West Virginia. Contains games, history and other activities for kids.

www.digonsite.com – website for *Dig*, the archaeology magazine for kids. Contains articles, games and teacher resources.

www.newsouthassoc.com/afamnewsletter.html – web home of the African-American Archaeology Newsletter. Contains articles on recent and past African-American archaeology research.

www.webarchaeology.com/html – website on the Levi Jordan Plantation site in Texas. The website contains a great description on how archaeology and history work together to provide a picture of the past.

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LESSON PLAN EVALUATION

Your feedback is important to us. We welcome your comments to help us plan lessons in the future. Please check your responses and return to the Indiana State Museum. You may return the evaluation by mail, fax, or e-mail to:
Attention: Joanna Hahn, Cultural History Program Specialist, jhahn@dnr.in.gov

1. Please indicate the lesson plan you received:

- ❑ James Whitcomb Riley: The Hoosier Poet
- ❑ Lick Creek African-American Settlement
- ❑ Indiana's Ice Age Animals
- ❑ Indiana Fossils
- ❑ A World-Class Artist: The Life and Times of William Edouard Scott (1884-1964)
- ❑ Her Stories: 10 Hoosier Women Students Should Know

2. Did you find the lesson plan easy to understand and use?

Yes ___ No ___ Not sure ___
If "no," what was the problem? _____
_____

3. Were the connections to the state standards appropriate?

Yes ___ No ___ Not sure ___
Comments: _____

4. Was the length of this lesson plan

Too short? ___ Too long? ___ Just right? ___
Comments: _____

5. Was the lesson plan appropriate for the grade/ability level of your students?

Yes ___ No ___ Not sure ___
Comments: _____

6. What activity did your students like the best? _____

7. What activity did your student like the least? _____
Why? _____
How could we improve it? _____

Additional comments: _____
_____
_____
_____
_____