

**Lesson 1.1**

**BE AN ARCHAEOLOGIST**

**Objective:** Students will "play" archaeologist by using photographs of actual Native artifacts found at the Turner Farm Site on North Haven Island to make observations about the activities of ancient Wabanaki cultures.

**Materials:**

- **Sheet 1.1A:** Copies of Be An Archaeologist student worksheet
- **Sheet 1.1B:** Be An Archaeologist Answers
- **Docs 1.1A-E:** Photographs of ancient weapons, tools, and artifacts- print one document for each student.

**Timing:** One to two class periods

**Background Reading:** Chapter One, Section Three

**Procedure:**

1. Review Chapter One, Section Three with the class. Discuss terms such as **shell midden, archaeologist, artifacts, wigwam, migrate.**
2. Discuss the job of an archaeologist: to make scientific conclusions about a culture by dating and making observations about ancient tools, food, shelter, material remains, etc. Tell students that they will have the chance to act as archaeologists by looking at photographs of actual artifacts found at the Turner Farm Site. Each student should receive a copy of each photograph, as well as several Be An Archaeologist worksheets.
3. Working independently or in pairs, students should fill out the worksheets and make their observations about the artifacts. As they finish, they may check their answers with the professional archaeologists' answers on the Be An Archaeologist Answer sheet. Emphasize that archaeologists themselves disagree with each other, so if the students' answers differ, they may not necessarily be wrong.

**Follow up activities:**

- Have students choose an item in their own home that they imagine might be found two thousand years from now. Write an analysis of the object from the point of view of a future archaeologist.
- Visit the Maine State Museum and study their collection of artifacts in the exhibit "12,000 Years in Maine."
- Partner with a science teacher and create your own archaeological dig, with a rubber pool full of soil and planted artifacts. Have the students excavate the pool methodically and scientifically.

**Alignment with Learning Results:**

Grade Level: **6<sup>th</sup>-8<sup>th</sup>**

Content Area: Social Studies: **APPLICATIONS**

Standard: **Researching and Developing Positions on Current Social Studies Issues**

Students research, select, and present a position on a current social studies issue by proposing and revising research questions, and locating and selecting information from multiple and varied sources.

Descriptor **A1f**: Evaluate and verify the credibility of the information found in print and non-print sources.

Grade Level: **6<sup>th</sup>-8<sup>th</sup>**

Content Area: Social Studies: **HISTORY**

Standard: **Historical Knowledge, Concepts, Themes, and Patterns**

Students understand major eras, majoring enduring themes, and historic influences in the history of Maine, the United States, and various regions of the world.

Descriptor **E1d**: Analyze interpretations of historical events that are based on different perspectives and evidence.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**BE AN ARCHAEOLOGIST  
Student Worksheet**

Do you have the skills it takes to be an archaeologist? Examine some of the items found at the Turner Farm Site on North Haven Island, and answer the following questions to find out. Be thoughtful and thorough. Once you are finished, ask your teacher for the answers from a professional archaeologist.

1. Describe the object in detail. What shape and size is it? What distinctive features does it have (i.e. holes, carved designs, etc.)? What material is it made of?

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2. How do you think this object was made? Describe in as much detail as you can.

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3. How do you think the object was used? Support your educated guess with reasons.

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4. If there are any especially distinctive traits about the object, why do you think they are there? Explain your reasoning below.

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**BE AN ARCHAEOLOGIST--ANSWERS****1.1A Bird Effigy:**

This is a sculpture of some kind of bird, maybe a cormorant or a merganser. It is made of mammal bone; you can see the eye and beak that were carved into the bone. The base of the bone has been broken off, but there are impressions of a cord that might have been lashed around it, as part of a larger effigy. It was found near a dog's grave, and probably had some kind of religious purpose. It dates from about 4,390 years ago.

**1.1B Grooved Axes:**

These axes were made by grinding and pecking the stone with other stones. The lipped groove was most likely used as a place for lashing cord, which would have bound the axe head to a wooden handle. They were probably used to cut trees and logs for firewood and other objects. Grooved axes have a long history in North America, beginning in the Middle Archaic. These axes date from about 3,500 to 4,000 years ago.

**1.1C Bone Hooks:**

These were probably also carved from deer or moose bone. Fishing line was tied underneath the lipped ends, and the hooks were used to catch fish, just like contemporary fishhooks. These also date from the Ceramic Period, from between 2,500 and 500 years ago.

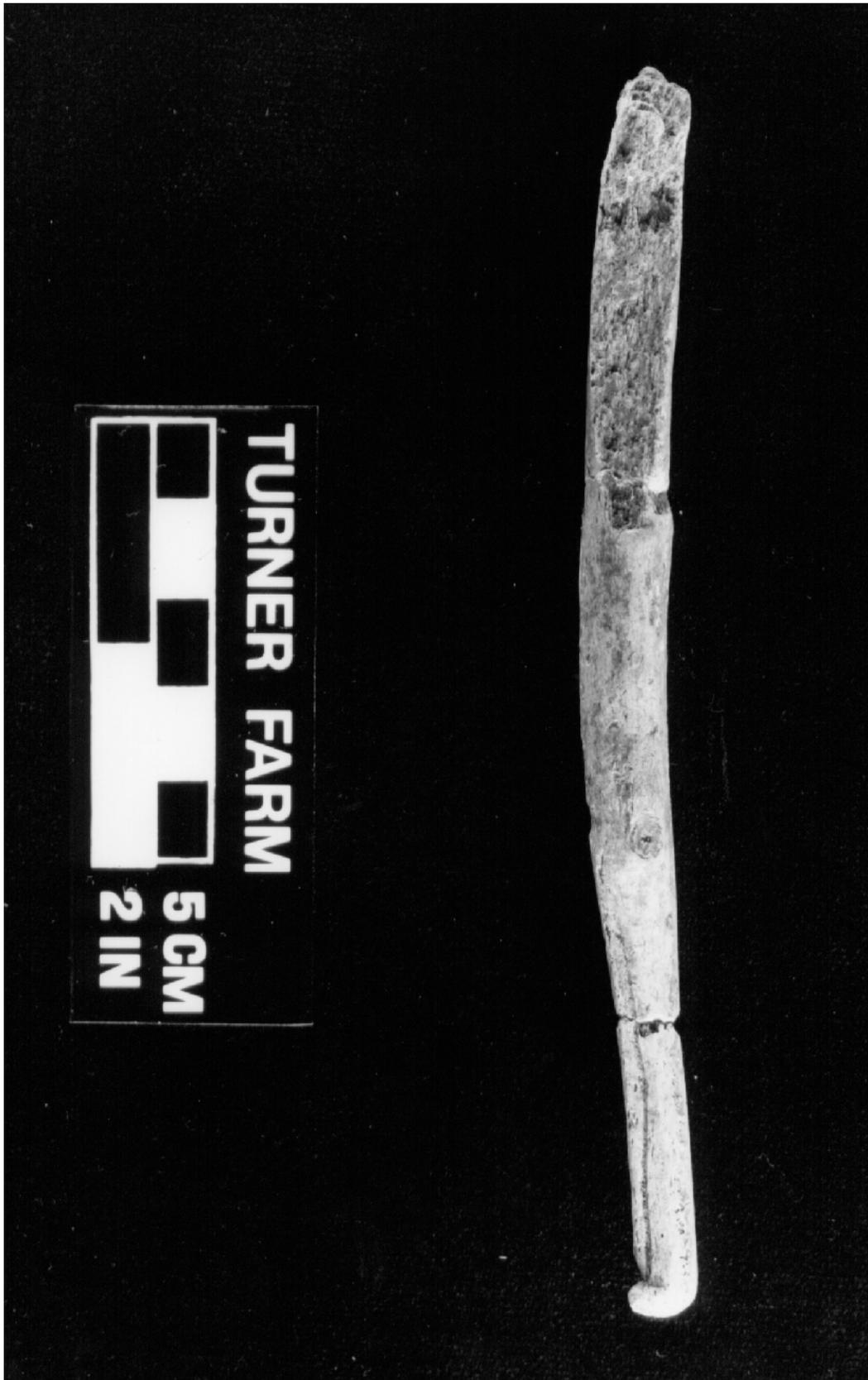
**1.1D Barbed Bone Spears and Harpoon:**

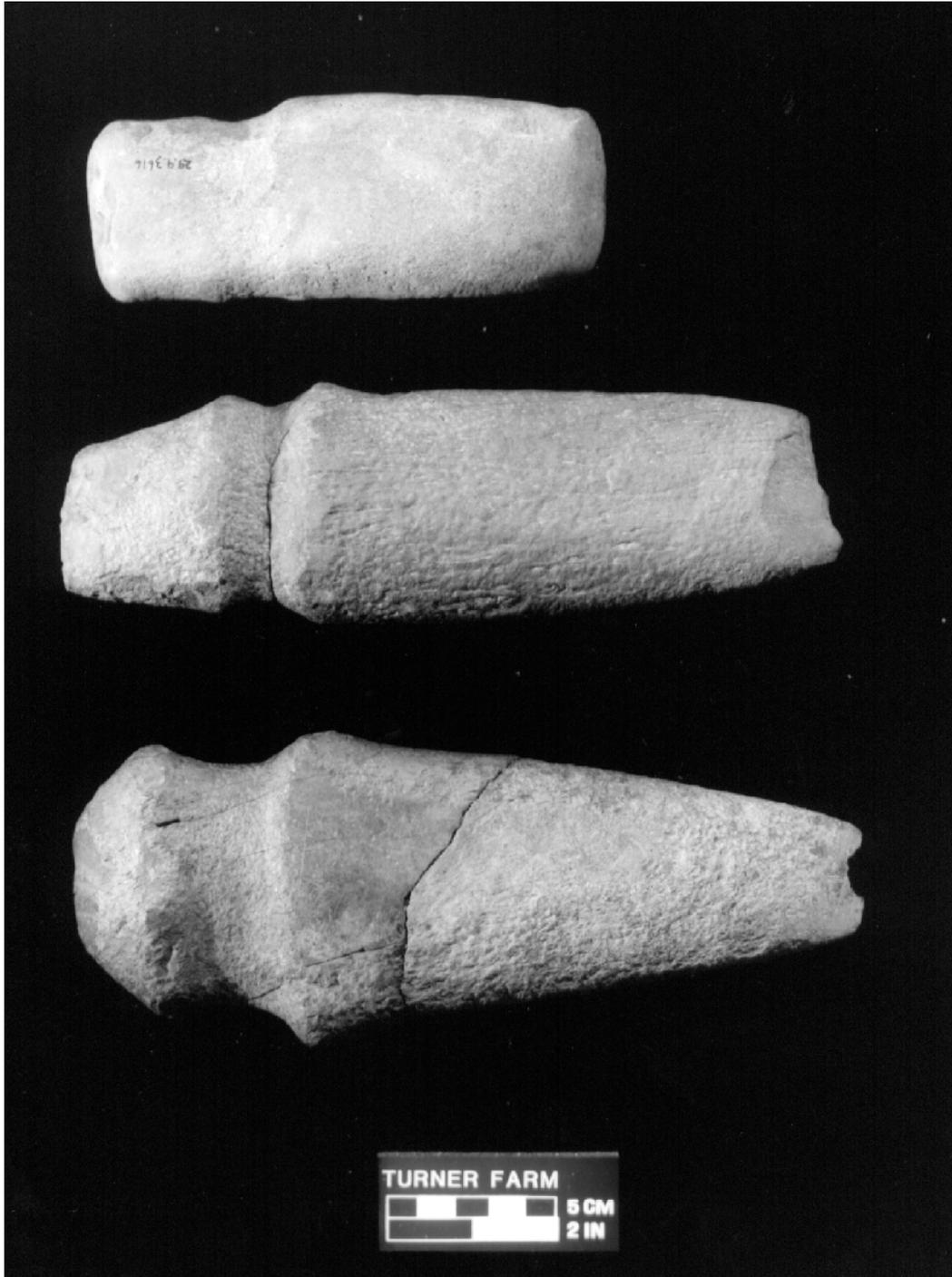
These were most likely used to capture small to medium animals. They were probably attached to the end of a spear. Weapons like these were noted by the English explorer James Rosier, who wrote in the early 17th century that the Indians he observed from Pemaquid used arrows armed with "the long shanke of a Deere, made very sharpe with two fangs like a harping iron (a harpoon)." These barbed bone spears date from the Ceramic Period, between 2,500 and 500 years ago.

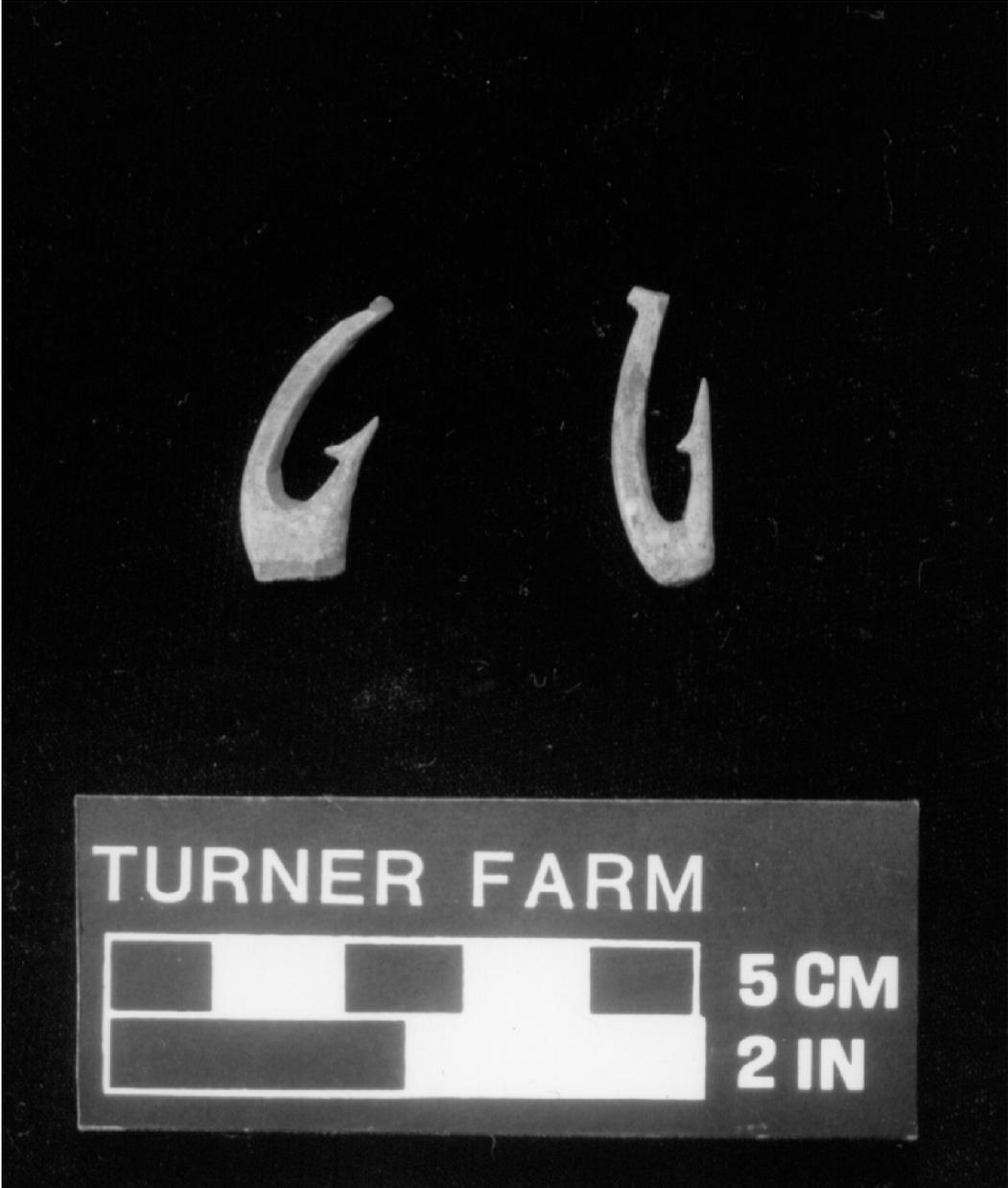
**1.1E Plummets:**

These are teardrop-shaped stones with pecked surfaces and either a groove or a small hole at their top. They range from about 4 to 16 centimeters long. The groove or hole at the top was probably used as a place to wind line, in order to dangle the plummet in water. These are smaller plummets, and were probably too light to weigh down a long fishing line. They may have been used to sound the depths of certain spots. They may also have been used for religious or decorative purposes. These date from approximately 4,390 years ago.

Information from *Diversity and Complexity in Prehistoric Maritime Societies: A Gulf of Maine Perspective*. New York: Plenum Press. 1995. Contact: Robert Lewis, Maine State Museum.











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