

## Recording an Archaeological Site

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

*Introduction: We have learned that archaeologists often excavate in order to find clues to the past. Once a site has been dug, though, it is gone forever and can never be replaced with another just like it. Because sites are destroyed during collection or excavation processes, archaeologists record them in detail to preserve the context of all the artifacts and structures. Archaeologists in the future can study an excavated site only if good notes and maps are made.*

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### Vocabulary

**Flake** - a thin piece of stone removed by striking a larger piece with a hammer (usually made with stone or antler). Flakes have sharp edges and were sometimes used as cutting implements. Flakes also were further shaped into tools or were left as waste by products of flintknapping

**Projectile Point** - A point that was attached to the end of a spear or an arrow. (spearpoint and arrowhead)

**Sherd** - a broken piece of pottery

**Site Datum** - a permanent feature set as a reference point from which the entire site is measured and recorded.

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### The Piedmont Excavation Site

You have practiced how to grid a site as a group, now you are going to demonstrate your ability individually.

Step 1: Create a 3, 4, 5 triangle to ensure a 90 degree angle between the x and y axes. Use the site datum in the lower left corner as the start point.

Step 2: After creating your 3, 4, 5 triangle, erase the hypotenuse (the line with the measurement of 5) and extend the y-axis and x-axis (lines with measurement of 3 and 4) to the ends of the paper.

Step 3: To make the first part of the grid, draw vertical lines up from the x-axis every 2 centimeters. Use a ruler.

Step 4: To finish the grid draw horizontal lines to the right of the y-axis every 2 centimeters. Use a ruler.

Step 5: Label the spaces between each line on both the x and y axes starting with zero.

Step 6: Complete the Artifact Location Record recording the numbers of flakes, sherds, and points found in each grid unit. Identify the grid unit writing the coordinates as (x, y).

Step 7: Analyze the site and data that you have collected. In the space below make two inferences (hypotheses or guesses) about the historic society that lived at this site and provide evidence from the data and/or site to support your thoughts.

**Please write in complete sentences.**

Inference 1:

Evidence

Inference 2:

Evidence:

Rubric

A student...	4	3	2	1
Can use historic data from archaeological sites and artifacts	Data is collected using accurate archeological techniques including grid and coordinates			Data is not collected in the correct technique. Please see notes and revise.
Can analyze and evaluate the historical record	Two inferences are supported with strong evidence clearly linked to data and the site			Inferences are not strongly supported with evidence and/or not linked to data.

History Standard C

1. A student will use historical data from a variety of primary resources including letters, diaries, oral accounts, archaeological sites and artifacts, art, maps, photos, historical sites, documents, and secondary research materials, including almanacs, books, indices, and newspapers
2. A student will apply thinking skills, including classifying interpreting, analyzing, summarizing, synthesizing, and evaluating to understand the historical record.

# The Piedmont Site

1970  
1971  
1972

1973  
1974  
1975



