



# Carroll's Hundred

## Exploration: History

### "How to Think Like an Archaeologist"<sup>1</sup>

#### Working with and Interpreting Material Culture/Artifacts

**Subjects:** History, Social Studies, Math/3–5th grades

**Skills:** Students will practice observation, deductive reasoning, estimating.

**Strategies:** Collaborative/cooperative learning, hands-on, classifying.

**Time:** 60 minutes

<b>Students will:</b>	<b>MCCRS</b>
Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary, secondary, and online sources.	<b>Content Standard 6.0</b> <b>Social Studies Skills and Processes</b>
Use appropriate strategies to demonstrate understanding of the text (after reading).	<b>Framework 6.A.4.</b> <b>Read to Learn and Construct Meaning about Maryland History and Social Studies</b>
Identify primary and secondary sources of information that relate to the <b>artifacts/material culture</b> /situation/problem being studied. Gather and read appropriate print sources, ... and <b>websites</b> . Locate and gather data and information from non-print sources, such as artifacts, illustrations, scientific studies, and oral histories.	<b>Framework 6.D.1.a.b.c.</b> <b>Acquire Social Studies Information</b>  <b>Computer Technology</b>

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<sup>1</sup> Some material for "How to Think Like an Archaeologist", provided compliments of Jamestown Rediscovery.

<p>Interpret information from primary and secondary sources, including maps, field studies, and survey. Analyze documents to determine authorship, point of view. Identify bias or prejudice. Evaluate the information from a variety of sources by comparing it to other sources, prior knowledge, and the reliability of the document. Synthesize information from a variety of sources. Recognize relationships among ideas, events, as well as cause and effect, sequence, main ideas, and details.</p>	<p><b>Framework 6.F.1-2.</b> <b>Analyze Social Studies Information</b></p>
<p>Use historic contexts to answer questions. Use historically accurate resources to answer questions, make predictions, and support ideas. Explain why historic interpretations vary and are subject to change. Construct a sound historical interpretation.</p>	<p><b>Framework 6.G.2.</b> <b>Answer Social Studies Questions</b></p>

### Objectives:

Students will

1. Be introduced to the concept of material culture.
2. Use analytical thinking in a collaborative setting.
3. Gain skills used in artifact analysis.
4. Build a foundation for hypothetical deductive reasoning.

### Background:

Teams of archaeologists working in Carroll Park and at **Carroll's Hundred** in Baltimore, Maryland over many years have excavated hundreds of thousands of **artifacts**. Each artifact needs to be **identified**, so that the archaeologists can understand how it would have been used. These artifacts tell archaeologists about the people of Carroll's Hundred by them **clues** about the different **cultures** of the people in early Maryland. The objects made and used by a culture, or a group of people, make up their **material culture**.

**Archaeologists** are interested in how people in the past thought and acted. Archaeologists **analyze** and study each artifact. Groups of artifacts make up an **assemblage**. The list of each collection of artifacts is called a **finds list**. Carroll's Hundred archaeologists kept the finds lists by hand and began to copy them into a computer **database**.

Archaeologists and Students can learn to **analyze artifacts** by using some of the same questions used by journalists. For each artifact we ask:

1. **Who** would have used this (made this)?
2. **What** is this object? What was it meant to be?
3. **When** was this made? When was it left here?
4. **Where** is this artifact from? Where has it been?
5. **Why** was this important? Why was this thrown away (lost)?
6. **How** can we understand the people who used this?

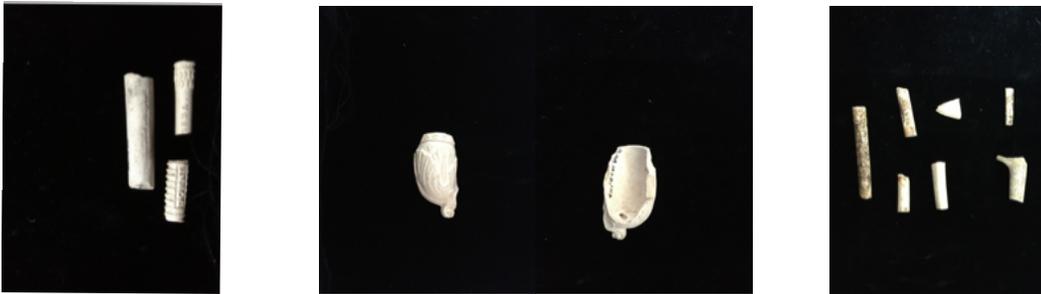
### Resources and Materials:

1. A large collection of grocery store receipts, at least one per person (some schools have large collections on hand from fund-raising programs). **Note to teachers: Teachers or aides should preview the receipts and reject any that list items that would be inappropriate to discuss with young students.**
2. Attached form for analyzing receipts, one for each team secretary.

### Procedure:

1. Introduce the lesson by explaining what a finds list is and how archaeologists use artifacts to learn about people and their culture. They use lists and databases to help organize and access their data.
2. Use the following example of a type of artifact that can tell us about actions and ideas. Remember that where something is found can affect the interpretation.

**PIPES / PIPE STEMS:** This assemblage of pipe stem **shards** (pieces, or fragments of artifacts) found at many sites across Carroll's Hundred illustrate this example.



First, try to **deduce/infer** from the shards what the reassembled pipe would look like. The pipe bowl (center) would be used to hold tobacco. The stem had a tiny hole bored through it that allowed the user to smoke it like a cigarette.

Students might be asked to draw what an intact pipe might look like.

**Recreational** — Pipes can be used for recreational smoking at some work sites, in dwellings, or other settings.

**Ceremonial** — Certain social, cultural, or religious practices might call for this use.

**Emotional** — Then, as now, smoking serves a variety of human emotional needs.

**Artistic** — The decoration pressed into the bowl of the pipe suggests the craftsman was inspired by an artistic intent beyond just a functional one.

**Social** — Smoking can also be a communal activity bringing people together in a variety of activities.

3. Divide students up into collaborative groups. Give each group a pile of receipts and an activity sheet. Have the students decide on the roles each will play: secretary, readers, presenters.

4. Think of the receipts as finds lists. Each one will give a place and time as well as other important information. This data can be used for creating maps, charts, and graphs.

**Closure:**

Discuss with the students how our choices and actions can be reflected in the objects and artifact that we choose to use. Think of some examples that have not been seen in the grocery store receipts. Which people in our everyday lives can tell a lot about us from our artifacts? Suggestions for discussion include:

- Your letter carriers, who see your letters and bills and magazines
- Grocery clerks, who see the things you buy
- Photo technicians who develop your film
- People who come to your yard sale
- Video store clerks
- Librarians

***Think about what is in your desk or back pack right now that might reflect something about you.***

***On the web:*** This site highlights the archaeology of modern day trash:  
<https://archive.archaeology.org/0201/reviews/trash.html>

## Receipt Analysis Form

### Grocery Store "Finds List"

1. When were these groceries bought? You can list the dates or give a range from the earliest date to the latest date.
2. Where were they bought? You can give specific names of stores or addresses or use a common answer for all of them such as the town where they were purchased.
3. Look at your longest receipt. Do you find any items that tell you about the ages of the people in the family? For example, what would diapers tell you? What about senior citizen vitamins?
4. Look for patterns in buying. Is there a lot of health food? A lot of frozen convenience items? How much junk food compared to healthy food?
5. Are there non-food purchases? Toys, reading material, clothing?

6. Take out a small receipt, with less than 5 items if possible. Can you decide which item was the reason for going to the store? Which item, if any, was an impulse buy? For example, if you see a receipt with diapers, baby food, and a magazine, which would be the item that was most needed?

Discuss among your group any patterns you noticed. Would this look like your grocery store receipt? Write down your observations. Have one student be the spokesperson for the group and present some of your observations to the class. See if they came up with similar interpretations.

Be careful about making assumptions. For example, can you say they have a baby girl in the house because there was a doll purchased?