

## Review CLAP

- Culture
- Linguistics
- Archaeology
- Physical

## What is archaeology?

- Archaeology is the study of human history through excavation and the analysis of artifacts and other physical remains (ecofacts, sites, and features)
  - This can be anything from things like pottery or tools, to gigantic buildings like this Mayan pyramid, to even human burials.
  - Archaeologists also can study sites ranging from the earliest human sites to places abandoned just 20 years ago.

## Artifact vs. Ecofact

- Artifact: any object made or modified for use by a human.
  - This can be things like this Egyptian burial mask, or these weapons used for hunting, or these roman coins used like we use our dollars today.
- Ecofact: any object that is not man-made but is of archaeological significance.
  - Ecofacts are also found at archaeological dig sites, but these are regular unmodified organic matter that somehow indicate human presence. Some examples would be charcoal, or burned wood, empty shells, or bone bits discarded from meals.
  - Mention in the explanation for this slide that in some ways, archaeology is the study of trash.

## Site & Feature

- Site: entire area archaeologists are interested in.
- Feature: a portion of the site that can't be moved.
  - This can be an entire building, something like a ditch that is dug into the surroundings, or an artifact that may be too large or too degraded to move safely.

## Finding Sites

- Word of mouth
  - Archaeologists used to have to go out looking for sites, or asking local people if they know anywhere.
- GPR
  - This picture shows a man using ground-penetrating radar to see what might be buried underneath this empty field.
- GIS
  - have any of you ever looked up your house on google maps? some archaeologists do the same thing to look for sites! They use use GIS (global information system) to look at jungles too far away to get to and see if there is anything there.
  - This is useful for finding very remote sites that couldn't have been found easily without pictures from a satellite.

## Excavations

- Survey
  - Before archaeologists can just start digging, they must do surveying. This is where they just walk around and observe what they can without digging. This can mean buildings, artifacts sitting on top of the ground, or even just indentations in the dirt indicating what might be buried.
- Tools
  - To do the actual digging, archaeologists use some special tools and some normal tools. They use regular gardening tools like shovels and trowels.
- Site grids
  - They sometimes make giant “site grids” across the site using string and record the exact location of everything they find. This helps them find out absolutely everything they can about the site.

## Methods: Stratification

- Okay, everyone think about your laundry basket. If you’re going to look for something you wore yesterday, where do you look?
  - Students answer: “on top”
- What about a shirt that you wore 2 weeks ago?
  - Students answer: “on bottom”
- Exactly. The older things are on the bottom, and the more recent things are on the top. Archaeologists use this same idea when they are doing a dig. The deeper down in the soil you go, the older the artifacts are. This also means that artifacts on the same level are from the same time. Archaeologists call this *stratification*

## Celsa: Roman City

- This site in Spain was once an important Roman city. It was established around 44 BC in what would become the Kingdom of Aragon. It had buildings like the House of Hercules and the House of the Dolphin. Some walkways in the city were decorated with beautiful mosaics, like this one at the House of the Dolphin. They made coins for money and decorated the walls of their buildings with *frescos*, or special paintings (made on wet plaster).

## Garbology Activity

Garbology is the study of the things people today throw away. This is a subcategory of archaeology, since it is still studying people through the things they leave behind. For this activity, each group will go through their bag of trash and sort it in a way they think makes sense. As they sort, each group leader should encourage the students to think of different ways things might be grouped or associated. Also try to think about what conclusions we might be able to draw from the trash we have about the people who left the trash behind. As the students sort, the group leader should observe and use the handout as a facilitator for discussion in their groups. If it helps, students or group leaders can use the chart printed with columns for “categories” and “trash items” to sort their trash on paper.

This activity should get students thinking about how to draw conclusions from material remains.

## Quick response questions

1. What is CLAP?
2. What do archaeologists study?
3. What is culture?
4. What is linguistics?