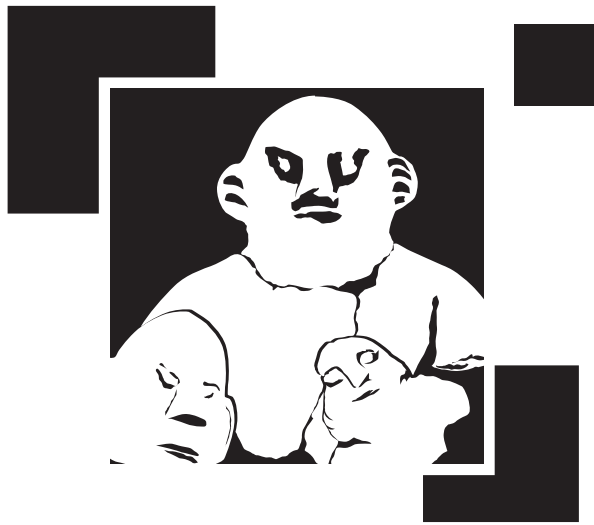


THEMED SCHOOL FIELD TRIPS

DIGGIN' INDIANA ARCHAEOLOGY





DIGGIN' INDIANA ARCHAEOLOGY



First Floor Galleries - The Age of Ice / The Native Americans

Q: Archaeologists study physical evidence such as everyday objects, artworks, and plant and animal remains. Why would they study the remains of hunted animals and harvested plants?

Q: Eli Lilly, head of Eli Lilly and Company, made several important contributions to local archaeology. In addition to writing *Prehistoric Antiquities of Indiana*, he directed the preservation of which prehistoric site found near Evansville, Indiana?

Q: What is an ecofact? Why do archaeologists study them?

Q: As the glaciers retreated from Indiana, the environment changed, causing inhabitants to develop new tools. Archaeologists believe that people changed from a hunting and fishing lifestyle to a gathering lifestyle. Why do they believe this?

Q: How do archaeologists know that there were rituals from the Late Archaic Period that involved ceremonial smoking?

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DIGGIN' INDIANA ARCHAEOLOGY cont'd

Second Floor Galleries - The Hoosier Way/ Crossroads of America

Q: Find the artifacts that were excavated from the Elias Roberts farm. According to the label, archaeologists were able to determine that members of the family were literate, armed, and owned horses. How did they know?

Q: Walk through the Crossroads of America gallery and choose an artifact. Imagine you are an archaeologist that uncovered that object. What could you learn or deduce from that object about the people that used it?



DIGGIN' INDIANA ARCHAEOLOGY

Archaeologists must be very careful not to harm the objects they find in the ground, called artifacts. For this reason, their work is slow, detailed, and painstaking, and requires a lot of focus in one area for a long time.

Archaeologists use a wide variety of tools to help them carefully extract an artifact from the ground. Some of these tools are specialized, but some of them are as common as a tongue depressor like you would see in the doctor's office! They also use trowels, shovels, screens, hand brooms, and dustpans.

Now it's your turn to become an archaeologist. Pretend the cookie is an archaeological site, and the **chocolate chips are the artifacts**. Try excavating the chocolate chips from the cookies without harming them, just like an archaeologist tries to excavate artifacts without doing any damage.

Materials:

- Soft chocolate chip cookies
- Toothpicks
- Paper Towels

Activity:

1. Give each student two toothpicks, a paper towel, and place a cookie on the paper towel.
2. Using only the toothpicks, try to extract all the chocolate chips from the cookie without harming your "artifacts."
3. Make sure the students do not pick up the cookies, because archaeologists cannot pick up the ground they are working on!



DIGGIN' INDIANA ARCHAEOLOGY

Archaeologists have a difficult task ahead of them when piecing together clues from a dig. When an archaeological site is excavated, it is often destroyed by the excavation process. Because of this, archaeologists take careful notes of the site, record the exact coordinates of artifacts found, and document the site with photographs. The context of the site is one of the most important pieces of information. Archaeologists use the context of the site to piece together all the clues into a probable story. Having the artifacts on their own with no context isn't very helpful.

To demonstrate the importance of context, have students complete one or both of the following activities.

Activity:

Give each student a brown paper bag, a lunch sack or grocery bag. Each student should take the bag home and fill it with a few personal items, no more than 10. After collecting all the bags, redistribute them to the class, making sure that students do not receive their own bag. Students should open the bags and study the objects, trying to infer personality traits, hobbies, or habits of the student who brought in the bag. Students might even be able to guess the owner of the bag. After the activity, discuss the importance of context, and relate the activity to archaeologists determining the story of a site.

Activity:

Divide students into groups of five, giving each group a number. Each group will pick a location that is easily identifiable with the associated objects. Students will then write one clue about the location on an index card, and write their group number on the back of the index card. If five clues per location is not enough for students to guess, have each student write two clues. Redistribute the stacks of cards and have groups try and guess the location based on the clues. To make the activity more challenging, use fewer clues. After the activity, discuss how it was easier to guess the location when more clues were available. Similarly, it is easier for an archaeologist to determine the story of a site when more clues (objects, site context, etc.) are present.