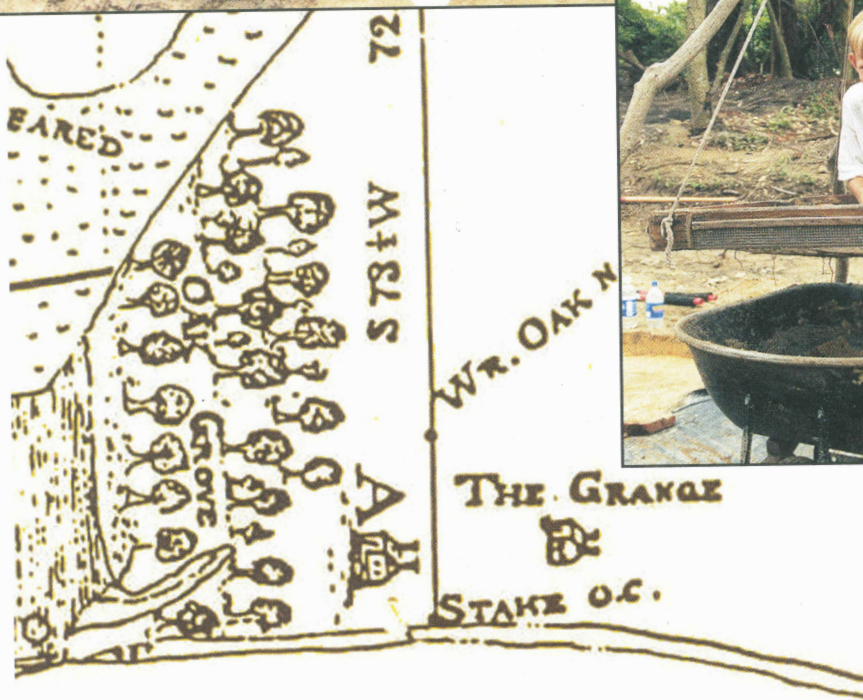


*On the Edge of Empires:  
Archaeology at  
Mary Musgrove's Trading Post*

*Archaeological Exploration for Middle School Students*



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# Georgia Archaeology Month 2003

*On the Edge of Empires: Archaeology at Mary Musgrove's Trading Post*

## Acknowledgements

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## About This Packet

The level of the packet is generally for middle school, with QCC standards provided for 8<sup>th</sup> graders. Students should enjoy the following Learning Outcomes. Students will be able to:

- identify well-known colonial Georgians and Native Americans;
- identify contributions made by 18<sup>th</sup> century Native and African-Americans;
- interpret environmental and geographical issues in Georgia and impacts to these issues;
- locate ideas in multiple types of sources, take notes on these sources, and determine the primary or secondary nature of such sources;
- analyze and interpret an event and person from multiple types of sources;
- classify ideas according to a frame of reference or bias of writers;
- make predictions based on factual information;
- determine adequacy, relevancy and consistency of information for justifying conclusions;
- collect evidence using appropriate, reliable data;
- place related events in chronological order;
- use indefinite time concepts such as past, future, meanwhile;
- use historical and modern maps to gather data and make interpretations;
- use a grid system to determine specific locations;
- use a map legend appropriately; and
- understand and use various map scales appropriately.

These outcomes will be achieved through a variety of instructional strategies and learning activities ranging from reading, writing, mapping, graphing, and group game playing to data organization, pattern recognition, and data analysis and synthesis. The activities incorporate a variety of learning styles and are designed to stimulate critical thinking by actively engaging students in interesting hands-on classroom archaeological activities. Activities are keyed to Bloom's taxonomy and Gardner's Multiple Intelligences. The packet can be used alone, but teachers are encouraged to show the associated video first. The game, which is the final activity, promotes the most comprehensive higher order thinking skills. While complex, teachers are encouraged to try it from beginning to completion. The artifact photographs show items that were found at the Grange site. The artifact totals within the game, however, are purely speculative as they reflect an unexcavated part of the site where the game's simulated dig occurs. The hands-on nature of the game is devised to engage students. Be aware that the site has many names; the Grange, Cowpens, and the Musgrove trading post. On behalf of The Society for Georgia Archaeology and Georgia Ports Authority,

please share and enjoy!







*On The Edge of Empires:  
Archaeology at Mary Musgrove's Trading Post  
Archaeological Exploration for Middle School Students*

<b>Exploration Activity</b>	<b>8th Grade Georgia Studies Quality Core Curriculum Standards (2003)</b>
<b>Colonial Gossip</b>	Georgia Studies 14, 28, 52, 55, 56, 57, 72
<b>From Cowpens to Grange</b>	Georgia Studies 14, 28, 72
<b>Plan Map 1</b>	Georgia Studies 81, 82, 83
<b>Plan Map 2</b>	Georgia Studies 54, 81,
<b>Priceless Plats</b>	Georgia Studies 51, 52, 58, 60, 63, 72, 73, 76, 82
<b>Plat Map</b>	Georgia Studies 51, 82
<b>The Dig</b>	Georgia Studies 51, 52, 53, 54, 56, 58, 59, 60, 63, 72, 73, 77, 78, 81, 82, 84

<b>Exploration Activity</b>	<b>Gardner's Multiple Intelligences</b>
<b>Colonial Gossip</b>	Verbal-Linguistic, Spatial, Intrapersonal.
<b>From Cowpens to Grange</b>	Verbal-Linguistic, Spatial, Intrapersonal.
<b>Plan Map 1</b>	Verbal-Linguistic, Logical-Mathematical, Spatial, Intrapersonal, Naturalist.
<b>Plan Map 2</b>	Verbal-Linguistic, Logical-Mathematical, Spatial, Intrapersonal, Naturalist.
<b>Priceless Plats</b>	Verbal-Linguistic, Logical-Mathematical, Spatial, Intrapersonal, Naturalist.
<b>Plat Map</b>	Verbal-Linguistic, Spatial, Intrapersonal, Naturalist.
<b>The Dig</b>	Verbal-Linguistic, Logical-Mathematical, Spatial, Bodily-Kinesthetic, Interpersonal, Intrapersonal, Naturalist.

<b>Exploration Activity</b>	<b>Bloom's Taxonomy Levels</b>
<b>Colonial Gossip</b>	Knowledge, Comprehension.
<b>From Cowpens to Grange</b>	Knowledge, Comprehension.
<b>Plan Map 1</b>	Knowledge, Comprehension, Application.
<b>Plan Map 2</b>	Knowledge, Comprehension, Application, Analysis.
<b>Priceless Plats</b>	Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation.
<b>Plat Map</b>	Knowledge, Comprehension, Application, Analysis.
<b>The Dig</b>	Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation.

Teachers are encouraged to use these activities for other middle school grade levels and to teach other non-Social Studies Quality Core Curriculum Standards.





## Colonial Gossip



*"I was taken to Ponpon, South Carolina, about 1710 and, there baptized, educated, and bred up in the principles of Christianity".*  
 - Coosaponakeesa (later known as Mary Musgrove)



*"Tomochichi's interpreter was one Mrs. Musgrove. She understands both languages, being educated amongst the English. She can read and write, and is a well-civilized woman. She is likewise to teach us the Indian tongue."*  
 -John Wesley, 1736



*"On his Master's (John Musgrove) death he (indentured servant Jacob Matthews) found means to get into the saddle in his stead...He was flattered to believe himself a man of great significance...and let the world know what his power was with the Indians...who by Half dozens or more at a time, have daily of late been flocking about his house in town, where they continually...go roaring and yelling about the streets...to the terror of some, but the disturbance and common annoyance of everybody."*  
 -William Stephens, 1734



*I ...lived at the next plantation to Mr. Jacob Mathews on the River Savannah...he had cleared and planted a large tract of land with English wheat, Indian corn, pease, and potatoes; and...believe he had a larger crop than any planter raised by the labor of white hands...I have often heard the said Mathews say, that he never received from the Trustees...any bounty or reward for the said produce..."*  
 -Robert Williams ca 1730s

### Discussion

Historical archaeologists study documents and do research to learn more about the people associated with the sites they excavate. Use the quotes above, and additional research at the library and/or on the internet to write a one to three paragraph answer to each of the questions below. Make a note of your sources and indicate whether they are from primary documents (such as these quotes) or from secondary documents (such as an encyclopedia).

1. Who is Mary Musgrove and why is she an important figure in colonial Georgia history? Include a description of her personality.
2. Why is John Wesley famous?
3. Who was William Stephens and what role did he play in the establishment of the colony of Georgia?
4. Who was Jacob Matthews? Describe his personality. Why are the descriptions of Jacob by William Stephens and Robert Williams so different? Which would you believe, and why? How could you determine which is more accurate?
5. Draw a time line of Mary Musgrove's life, including her birth, early education, work with Oglethorpe, three marriages, deaths of her children, establishment of trading posts, and her death. Put a star on the time line when Mary would have lived at the Cowpens site (the site near Savannah that archaeologists excavated).



## *Colonial Gossip Answers*

Historical archaeologists study documents and do research to learn more about the people associated with the sites they excavate. Use the quotes above, and additional research at the library and/or on the internet to write a one to three paragraph answer to each of the questions below. Make a note of your sources and indicate whether they are from primary documents (such as these quotes) or from secondary documents (such as an encyclopedia).

**1. Who is Mary Musgrove and why is she an important figure in colonial Georgia history? Include a description of her personality.** Mary Musgrove's mother was Creek Indian and her father was a trader, possibly Scottish or English. Except for her early years, Mary was raised in British culture, although she kept Creek language and many traditions. Mary has been described as "tireless and fearless" by modern writers. She insisted on being fairly reimbursed for her work. Her understanding of both British and Creek culture, her influence over the Creek Indians, and her interest in working with Oglethorpe, made her a key figure in colonial Georgia. She served as translator, negotiator, and diplomat for Oglethorpe, earning 100 British pounds sterling annually. She operated several trading posts. These posts facilitated exchanges of deerskins from Native Americans to British traders in Charlestown and Savannah, in return for guns, gunflints, musketballs, glass bottles, glass beads, and items made of brass and iron. The Cowpens post encouraged the presence of friendly Native Americans, who would be allies against raiding Spaniards and Yamasee Native Americans.

**2. Why is John Wesley famous?** John was the 15<sup>th</sup> of 19 children. He became an Anglican minister and was sent to the colony of Georgia. John wanted to preach to the Native Americans, but Oglethorpe wanted him to serve Savannah residents. After one year, John left Georgia in 1737, surrounded by controversy. His experiences led him to found the Methodist religious denomination.

**3. Who was William Stephens and what role did he play in the establishment of the colony of Georgia?** William Stephens helped Oglethorpe establish settlements in Georgia and later served as President of the Georgia Trustees from 1743-1751. In this role he made and influenced many decisions involving Georgia.

**4. Who was Jacob Matthews? Describe his personality. Why are the descriptions of Jacob by William Stephens and Robert Williams so different? Which would you believe, and why? How could you determine which is more accurate?** Jacob Matthews was the indentured servant of John and Mary Musgrove. Mary married Jacob following the death of John. William Stephens had numerous unpleasant reports about Jacob and did not respect him. He suspected Jacob of having ulterior motives in marrying Mary, chiefly to advance his own fortune and status. Robert Williams' comments are very different, and may reflect an honest opinion that he thought Jacob worked hard, or he may have been influenced by Jacob to say good things.

**4. Draw a time line of Mary Musgrove's life,** including her birth, early education, work with Oglethorpe, three marriages, deaths of her children, establishment of trading posts, and her death. Put a star on the time line when Mary would have established the Cowpens site.

### **Dates and Events for Timeline:**

**1700**-Mary born "Coosaponakeesa" at the head Creek town of Coweta, on the Ocmulgee River. She was the niece of Brim, Emperor of the Creek nation. Her father was a white trader (possibly Edward Griffin) and her mother was a Creek Indian.

**1706 or 1710**-At the age of six or ten, her father brought her to Ponpon, South Carolina, where she was baptized "Mary" and educated as an English Christian.

**1716**-John Musgrove, Jr., the son of a colonel and Carolina landowner father and a Creek Indian mother, married Mary after meeting her during a trip with his father to make a treaty with the Creeks.

**1723**-Mary and John Musgrove went to South Carolina.

**1732**-Mary and John established a trading post on Yamacraw bluff, in the area that would become Savannah.

**1733**-Mary translated for General James Oglethorpe at his meeting with Tomochichi in Savannah.

**1734\***-Land that would later include the Cowpens Trading Post and later Grange Plantation, granted to John Musgrove.

**ca 1735**-John Musgrove died of an illness, as did John and Mary's sons. Their deaths left Mary in possession of the 500 acre plantation, 10 indentured servants, and large herds of cattle and horses. Mary accepted Oglethorpe's request to establish a trading post at Mount Venture, on the Altamaha River, in order to watch the activities of the Spanish in Florida.

**1737**-Mary married her indentured servant, Jacob Matthews, and he was appointed Captain of the Georgia Rangers at Mount Venture. Mary owned thousands of acres along the Savannah River, due in part to land transfers from her kinsmen, although this was not acknowledged by the British.

**1742**-Mary's influence with the Creeks and their alliance with the British during the Battle of Bloody Marsh resulted in a British victory over the Spanish forces invading from Florida. Jacob Matthews died after a long period of semi-paralysis.

**1744 or 1745**-Mary married Thomas Bosomworth, a colonist-turned-Anglican clergyman. Thomas later quit the ministry and was accused of taking all the furniture from the parsonage in Savannah.

**1749**-Thomas begins causing dissent among Mary, Oglethorpe, and the Georgia Trustees, insisting on additional money and land in return for Mary's past services, to help pay the many debts Thomas had accumulated.

**ca 1757-1759**-Mary's claims for payment were finally settled. She received 2100 pounds sterling, in addition to another 2000 pounds sterling from the auction of Ossabaw and Sapelo Islands, which she had claimed. Mary also received St. Catherines Island as a grant.

**1765**-Mary died and was buried on St. Catherines Island.



## *From Cowpens to Grange*

What happened to the Cowpens tract after Mary and John Musgrove were granted it and used it as a trading post? Deed records and plat maps tell part of the story of how the property changed hands.

**Ca 1734/1735-** The tract that would become Cowpens and later Grange Plantation was granted to John Musgrove. John and Mary's sons inherited the tract when John died. When her sons died, the tract came into Mary's possession.

**1750-**Mary's third husband was Thomas Bosomworth. His brother sold the tract to William Francis.

**1763-** William died and left the tract to his brother, John Francis. Sometime between 1763-1773, the Grange main house was built.

**1773-**James Port bought it from John Francis.

**Ca 1773/1774-**James sold the tract, now known as the Grange, to Basil Cowper and Edward Telfair. Basil then bought out Edward.

**1774-**Basil was a Loyalist and his property was confiscated by Americans and sold following the war.

**1782-** Peter Deveaux purchased the property from those available as "confiscated estates".

**1813-**Peter died and Robert Mackay purchased the property. He died in 1817 and his wife, Eliza, held it until 1832.

**1832-**Eliza sold it to William Gordon, who was the first president of the Central of Georgia Railroad.

**1853-**Thomas F. Potter bought the tract from the Gordons and it was incorporated into his huge neighboring Tweedside Plantation. Thomas died and his wife and children inherited the plantations and the 212 enslaved African-Americans operating them.

**1854-**John Langhorne, son-in-law to James Potter, purchased Tweedside.

**1856-** John sold the Tweedside tract (including the Grange) to his father-in-law, James Potter. This sale resulted in the merger of vast Potter family holdings known as Colerain Plantation and totaling over 5,000 acres.

**1862-**James died and his heirs inherited the estate. James' sons-in-law oversaw plantation operations and its 442 enslaved African-Americans. Plantation operations included renting various parts of the plantation to others during the ensuing three decades.

**1890-**James H. Furber purchased the Grange tract. James and others formed the Grange Land Company.

**1892-**The Grange Land Company purchased the Grange tract and between 1892-1920, sold it in small parcels.

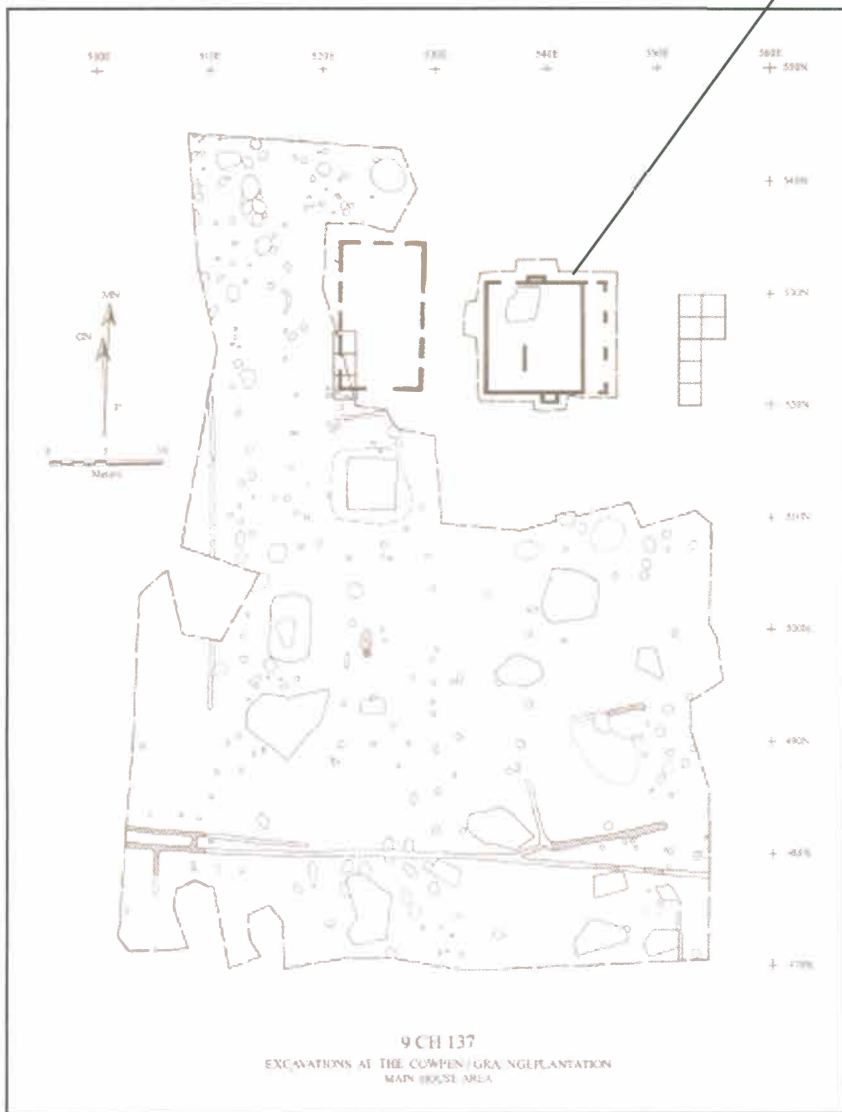
**Today-**The Georgia Ports Authority manages the Grange tract.





# Plan Map 1

Photo of archaeologist in brick cellar.  
(Camera angle is to the Northeast.)



Archaeologists drew this map of stains and other features uncovered in the soil. What do the thick black lines represent?

What is the distance between grid numbers on this map?

Every recorded archaeological site in the country has a unique letter/number code. The first number is found by putting all the states in alphabetical order (except Alaska and Hawaii). (ie-Alabama = 1) This is followed by a two-letter abbreviation for the county where the site is located. The last numbers tell how many recorded sites are in that county. Find the code on the map for the Cowpens site and describe what each part means.

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# Plan Map 2



*Photo showing location of slave house facing West. Note holes where posts once stood.*

Many of the smallest squares drawn on this map represent stains made when wooden posts rotted in the ground. By looking for patterns made by the post stains, archaeologists can often determine where fences and buildings once stood. Archaeologists then excavate each stain separately. Use a pencil to draw a line connecting the excavated post stains in this photograph. Measure the house outline on the map. What are its dimensions in meters? \_\_\_\_\_ In feet? \_\_\_\_\_



## *Priceless Plats*

Historical archaeologists use *plats* (maps associated with deeds that illustrate ownership boundaries of land) to discover information about the past environment, how the land was used or changed, and what structures may have existed when the map was made. Study the accompanying Grange plat as if you were an archaeologist to answer the following questions.

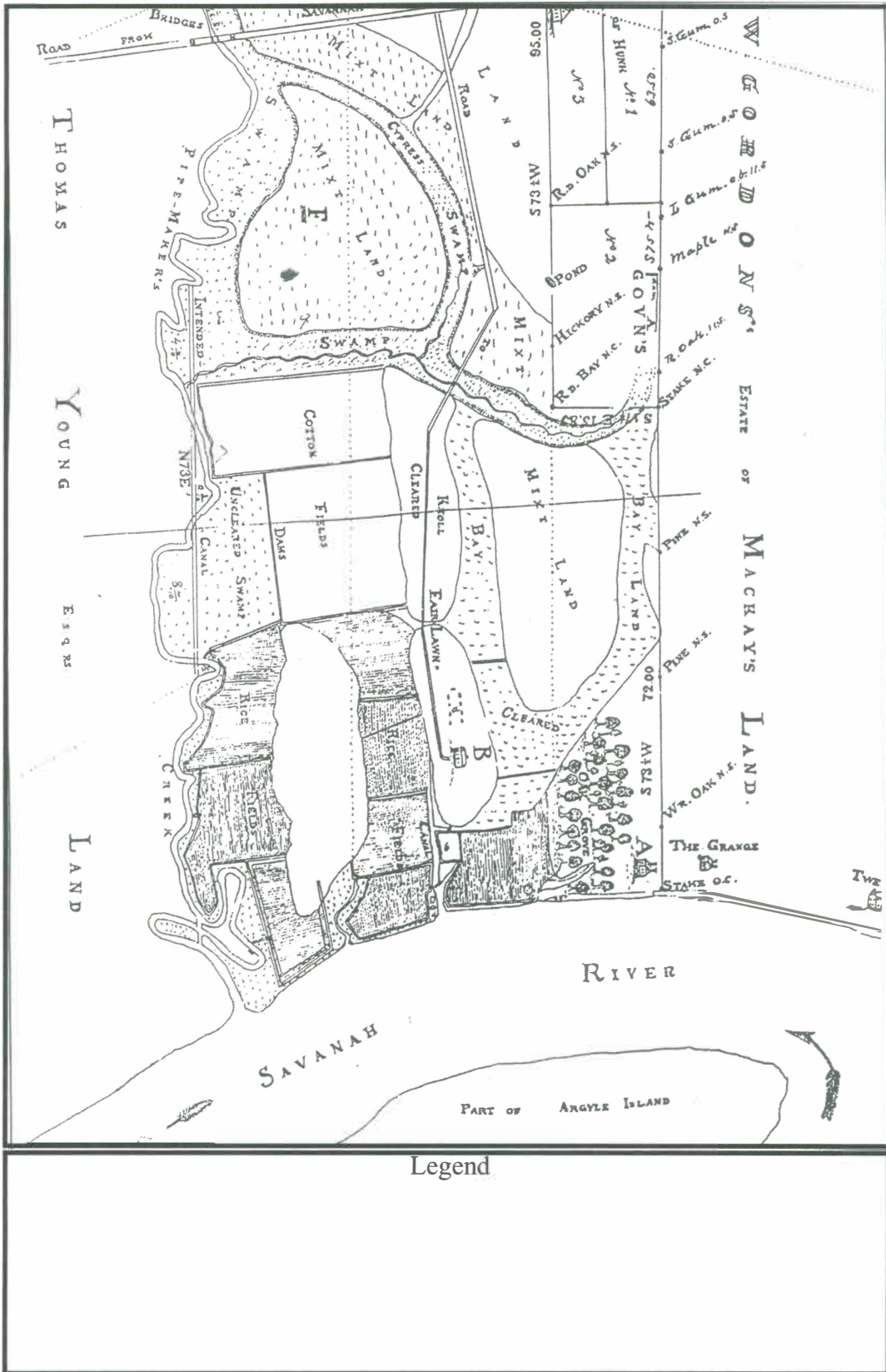
1. Find the Grange Plantation. Circle the main house.
2. When was the plat made? \_\_\_\_\_ If there is no date on it, try to determine a date range by comparing the plat names to the deed transaction record in “From Cowpens to the Grange” activity.
3. Use the blank box on the plat to make a key, or legend for this map. Draw symbols in the legend box representing things illustrated on the map (such as swamps, rice fields, roads, etc). Write a word or words of explanation next to each symbol in the legend.
4. Based on the plat information, name at least three ways in which people have modified the landscape. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. What crops were being raised on this plantation and why were the fields placed at these particular locations? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. Was this a good location for settlement? Why or why not? Use the plat, and information from the page “From Cowpens to the Grange” to support or refute your answers. Who else may have lived in this area but are not documented in historical accounts? What evidence would you expect to find for this? \_\_\_\_\_  
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\_\_\_\_\_  
\_\_\_\_\_

**Bonus:** Using a map of Georgia, try to locate the general vicinity of this plat. (Hint: Look for Garden City). There are few clues to help you, except for one important clue on the plat associated with the river. Good luck!





# Plat Map





## *Priceless Plats Answers*

Historical archaeologists use *plats* (maps associated with deeds that illustrate ownership boundaries of land) to discover information about the past environment, how the land was used or changed, and what structures may have existed when the map was made. Study the accompanying Grange plat as if you were an archaeologist to answer the following questions.

1. Find the Grange Plantation. Circle the main house.
2. When was the plat made? 1832-1852 If there is no date on it, try to determine a date range by comparing the plat names to the deed transaction record in “From Cowpens to the Grange” activity. There is no date on the plat. The plat is inscribed “W. Gordons Estate of Mackay’s Land”, so we know it must date to the time of the Gordon purchase, or later. William Gordon purchased the property in 1832 and sold it in 1853.
3. Use the blank box on the plat to make a key, or legend for this map. Draw symbols in the legend box representing things illustrated on the map (such as swamps, rice fields, roads, etc). Write a word or words of explanation next to each symbol in the legend.
4. Based on the plat information, name at least three ways in which people have modified the landscape. They cultivated fields, dug irrigation canals, changed the flow of creeks because of these canals, cleared swamps and woods, constructed bridges, built dams, and cleared and leveled areas for roads.
5. What crops were being raised on this plantation and why were the fields placed at these particular locations? Cotton was grown on drier soil up-hill from the river. Rice was grown next to the river and creek, where water from those bodies could be used, along with man-made canals, dikes, and dams, to flood the rice paddies.
6. Was this a good location for settlement? Why or why not? Use the plat, and information from the page “From Cowpens to the Grange” to support or refute your answers. Who else may have lived in this area but are not documented in historical accounts? What evidence would you expect to find for this? This was a good area for settlement. Notice that all the tracts along the river have main plantation houses built right next to the river. The river, not poorly constructed roads, was the main transportation artery then. Trading posts, such as Cowpens, were located along rivers and Indian trails. Also, the river provided a good source of irrigation for agriculture. The fact that these tracts of land were constantly purchased, lived on, or used from 1734 to the 1920s (according to the transaction record), and even now by the Georgia Ports Authority, show that this area was indeed a popular location. This popularity extends back in prehistory, as well, when Native Americans lived in elevated spots along major rivers and at the junction of creeks and rivers. Archaeologists found evidence of Native American use of the area as far back as 3,000 BC. The evidence for Native American occupation during the Late Archaic, Woodland, and Mississippian periods of prehistory include flakes, or chips of worked rock; stone tools and spearpoints; arrowheads; and pottery.

**Bonus:** Using a map of Georgia, try to locate the general vicinity of this plat. (Hint: Look for Garden City). There are few clues to help you, except for one important clue on the plat associated with the river. Good luck! This is a tough bonus question! Using the island on the plat as a reference, the largest island in the Savannah River to Garden City is Hutchinson Island. There is a smaller island just west of it. This appears to be the same island on the plat map. Knowing this and the fact that Georgia Ports Authority manages the tract will help you locate the general vicinity labeled with the Authority’s name and located across the Savannah River from the island.



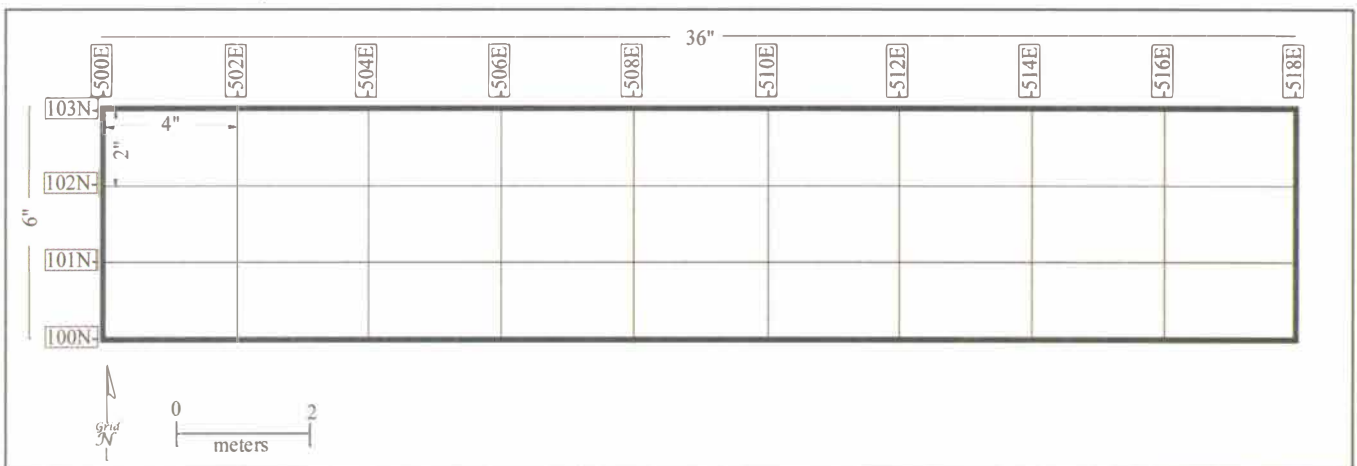
## The Dig

This game is for a small group (up to 4), or multiple groups at the same time if several copies of the Game Cards are made.

**Object:** To uncover and interpret information about the past. During the interpretation phase, groups may use any of the information presented in this education packet, along with data from the game, to make their own interpretations for final written and oral reports.

**Items needed:** Copies of: the 18 game cards in this packet, 9 additional Blank Game Cards (7 of which you cut from blank paper, using same kind of paper as the other game cards and cut to same size), Field Book Cards in this packet, one die (as in dice); graph paper (2 pages per student), and copy of assignment below (on board or as handouts). Prepare game surface and game cards prior to lesson.

**Preparation:** Using masking tape, mark off a rectangle measuring 6 inches x 36 inches on a table, floor, or carpet (choose a surface that won't be harmed by tape). Use long pieces of masking tape to make a grid inside the rectangle, as shown in the illustration. Tear off a piece of masking tape and put one next to each line at the border, as shown. Write the grid coordinates on the tape (N=Northing; E=Easting). You will only have numbers along two of the rectangle's four borders, as shown. Using masking tape, make an arrow outside the border and parallel with one of the walls of the border. This will be the north arrow. Shuffle the cards; place them within the tape border, face down, one per square.



### Rules, Part I

1. Like archaeologists, each player makes a map of the excavation by first determining a scale for their graph paper and drawing the rectangular holes, or units as shown above. (A scale of 1"=2 meters usually works well, especially on 10 squares to an inch graph paper). Have students draw a scale. The map also should include tick marks with the site grid coordinates labeled. (These are the same coordinates that are written on the masking tape.)

### Part II

2. Players take turns rolling the die and following instructions below according to the number on the die and the Field Book Cards. Do not return pulled cards to the pile. You may excavate the site until all cards are turned over, or until a game card requires you to stop. Blank cards mean there were no arti



facts or features (cellars, posts, pits, etc.) in that unit. This is negative evidence, and also can be important. The number in parentheses (3) indicates how many of that type of artifact were found.

3. When excavation ends, players leave all cards face up in their original positions.

### Meaning of Die Roll

1= Excavate one Level of one Archaeology Unit (turn over one Game Card)

2= Pull a Field Book Card

3= Excavate one Level of one Archaeology Unit (turn over one Game Card)

4= Rain Day, Lose a Turn

5= Excavate one Level of one Archaeology Unit (turn over one Game Card)

6= Pull a Field Book Card

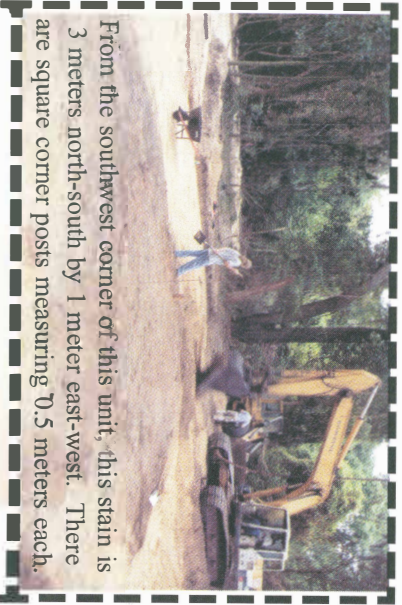
### **Part III**

4. Students can now add the artifacts and features to the maps they made of the excavations. They need to create a legend. First make a symbol in the legend representing each artifact type that was uncovered. Next, draw the appropriate symbol in each unit and write the number of artifacts found in that unit next to the correct symbol. They should draw any features, such as posts, cellars, or trash pits to the appropriate size on the map, as indicated by the game cards. If a feature, such as a cellar, takes up the space of several units, all artifacts within those units are considered to be within that feature. Also label those units with “negative evidence” on the map. Don’t forget to label your map with the name of the site, a north arrow and date of excavation!

5. Players must then interpret their data. Students should make at least one graph representing some aspect of their group’s data. This can be a graph that shows the number of different types of artifacts excavated; the number of artifacts by feature, percentage of artifact types (ceramics, bottles, pipes, weapons, architecture, etc.) compared to total number of artifacts, etc.

6. Using their map, graph, time line of Mary Musgrove, time line of the Grange deed transactions, and artifact data, students should then write a paper interpreting their finds. Often archaeologists’ interpretation cannot be proven or disproven, but are accepted if they are reasonable based on the data and information at hand. Any student interpretation is acceptable if there are facts or logical reasons to support it. Students should consider some of the following points. Negative evidence (places where there are no features or artifacts) may be a clue that the area was kept clean intentionally, as in the front of a structure, or it may mean something was located there which prevented the discard of artifacts (such as thick vegetation, or a structure). Or does it mean that looters dug up all the artifacts in that area? Look for patterns. Try connecting post holes to see if they form a line like a fence, or a square like a building (see examples on the two archaeology maps in this packet). Study the locations of the artifacts and their dates to discover if one part of the site was used at a different time than another. Based on the dates of the artifacts uncovered in the game and the time line of deed transactions, who owned this part of the site when it was being used? Do you think other people not mentioned in the documents, such as indentured servants, enslaved African-Americans, or Native Americans may have used the site? Why or why not? What was everyday life like for the people using the site?

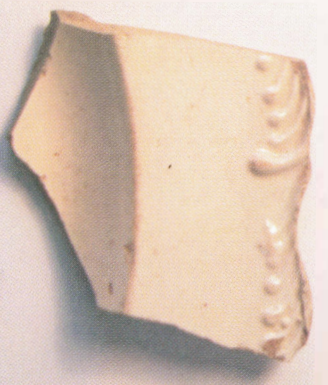
7. Students can present the results of their interpretations to the class. A class discussion can follow, comparing and contrasting the findings of each group, who will have different interpretations based on the way the cards were shuffled and placed.



From the southwest corner of this unit, this stain is 3 meters north-south by 1 meter east-west. There are square corner posts measuring 0.5 meters each.



Rhenish Westerwald (1700-1775) stoneware mugs (10).



Molded creamware plate fragments dating from 1762-1820 (178).



Dot, Diaper, and Basket design on saltglazed stoneware dating from 1740-1785 (154).



Brass sideplates from colonial tradeguns and muskets (5). Lead shot (129).

# Game Cards



Chinese Porcelain (1660-1800) Fragments; cups (19); plates (3); platters (5); bowls (15).



Marbleized (221) and combed (143) yellow slipware sherds dating from 1670-1795.



Colonial lead glazed earthenware jar fragments (1). Excavated near 65 butchered pigs feet.



Colonial kaolin clay tobacco pipes; pipestems (987); pipebowls (377).



A midden (trash deposit) feature measuring 3 meters north-south by 1 meter east-west, beginning at the southwest corner of this unit (217 ceramics, 138 pipes, 7 buckles, and 512 bottle glass pieces).





Flintlock hardware from a Colonial musket (6). Gunflints (209).



Glass beads traded by Europeans to Native Americans for deer skins (892).



Bear tooth and bones (98). Animal bone needle carved by a Creek Indian (1).



Soapstone tobacco pipe carved by a Creek Indian (1). Creek pottery fragments (78).

Blank Game Card-  
make a total of 9 and label cards  
"Negative Evidence".

# Game Cards



Deer antlers hollowed out by Native Americans for use on hunting decoy costumes (4).



Wine bottles found at bottom of a cellar, encompassing this entire unit and the adjacent unit to the north (8).



Bellarmino stoneware jug dating from 1620-1750's (1).



Stamped copper decorative piece embossed with a plow and harrow (1).

Blank Game Card-  
make a total of 9 and label cards  
"Negative Evidence".



**Field Book Card**

You discovered a plat in the archives showing Mary Musgrove's house.  
**Roll again.**

**Field Book Card**

Georgia Ports Authority agrees to fund additional field and lab work. **SAVE THIS CARD** to use if the project gets "shut down" later.

**Field Book Card**

You give three tours to the public. **Roll again.**

**Field Book Card**

Massive rains wash away two features before you can document them. **Lose your next turn.**

**Field Book Card**

A looter digs up part of the site one night.  
**Next person loses a turn.**

**Field Book Card**

You have discovered the location of the African-American slave houses.  
**Roll again.**

**Field Book Card**

You get bit by a snake on the site.  
**Lose your next turn.**

**Field Book Card**

You make very good notes, maps, and photographs.  
**Roll again.**

**Field Book Card**

Your research discovers a sketch of the trading post made by William DeBrahm.  
**Roll again.**

**Field Book Card**

The crew works well together. **Next person gets an extra roll.**

**Field Book Card**

You save samples of soil from a feature to send to a specialist to study pollen in it from the 1700s.  
**Roll again.**

**Field Book Card**

You forget to take a sample of soil from a feature to have it studied for old seeds.  
**Lose a turn.**

**Field Book Card**

You break an artifact while excavating.  
**Lose a turn.**

**Field Book Card**

Your crew accomplished a lot today.  
**Roll again.**

**Field Book Card**

The transit gives you an error message you can't figure out.  
**Lose a turn.**

**Field Book Card**

A reporter writes a good story about the site.  
**Roll again.**

**Field Book Card**

A reporter writes a story about the site and gets it all wrong.  
**Lose a turn.**

**Field Book Card**

After washing a dirty piece of pewter in the lab, you discover a button with a design that you can date.  
**Roll again.**

**Field Book Card**

The zooarchaeologist studies the animal bone from the site and discovers butchered bear.  
**Roll again.**

**Field Book Card**

You find clay marbles and a pewter toy soldier, and think you know more about the children who lived there once.  
**Roll again.**

**Field Book Card**

The company van broke down.  
**Everyone loses a turn.**

**Field Book Card**

The budget has run out. No further excavation can be done. **Project shuts down. Game ends. (-unless someone has the "Save this card").**

**Field Book Card**

You were able to glue a stoneware jug fragment back together.  
**Roll again.**

**Field Book Card**

You finished writing the site report by the deadline.  
**Roll again.**

**Field Book Card**

You are planning a museum exhibit about the site.  
**Roll again.**

**Field Book Card**

You report your findings at a local archaeology conference.  
**Roll again.**

**Field Book Card**

Your pit partner sifts all your soil, labels your artifact bag, and takes notes.  
**Next person rolls twice.**

**Field Book Card**

You discover that there is a prehistoric Native American component to the site.  
**Roll again.**

**Field Book Card**

The weather is beautiful.  
**Roll again.**

**Field Book Card**

It is 102 degrees and the humidity is 87 percent. Work slows.  
**Next person loses a turn.**

**Field Book Card**

The Historical Society has a listing for Mary Musgrove's diary. You go to look at it but discover it was stolen.  
**Lose a turn.**

**Field Book Card**

Half your crew gets poison ivy. **Next two people lose their turns.**

*Read More About It!*  
*Bibliography of Archaeology, Colonial, and Historic Indian Topics*  
*For Middle School Students and Teachers*

*Archaeology-Thematic Unit* by Mary Ellen Sterling. 1994, Teacher Created Materials, Huntington Beach, CA. ISBN: 1-55734-296-2 Numerous whole-language activities involving classical archaeology.

*Clues to America's Past* by Jeffrey P. Brain et al. 1976, National Geographic Society, Washington, DC. ISBN: None. Various chapters examining America through archaeology, with numerous color photographs.

*Digging into Archaeology-Hands-On, Minds-On Unit Study* by Julie Coan. 1999, Critical Thinking Books & Software, Pacific Grove, CA. ISBN: 0-89455-718-1 Very good variety of activities using a number of different skills and subjects.

*Discovering Archaeology, An Activity Guide for Educators* by Shirely J. Schermer. 1992, Office of the State Archaeologist, Iowa City, IA. ISBN: 0-87414-087-0 Various activities aimed at 5-8<sup>th</sup> grades, but suitable for high school also.

*Frontiers in the Soil: The Archaeology of Georgia* by Roy Dickens. 1979, Currently out of print. Soon to be reprinted (Summer 2003) by The Society for Georgia Archaeology/Carl Vinson Institute. Excellent, accurate, cartoon-style book about archaeology and prehistory.

*A Guide to Artifacts of Colonial America* by Ivor Noel Hume. 2001 (reprint), University of Pennsylvania Press. ISBN: 0-8122-1771-3 Photographs and illustrations described by text of artifacts common to colonial sites.

*In Small Things Forgotten* by James Deetz. 1996 (reprint), Doubleday, NY. ISBN: 0-385-48399-6 Extremely good and easy-to-follow overview of how culture is understood through archaeology.

*Mythology, Archeology, Architecture* by Diane Sylvester and Mary Wiemann. 1982, The Learning Works, Santa Barbara, CA. ISBN: 0-88160-081-4 One-third of the book has general archaeology activities.

*Teaching Archaeology, A Sampler for Grades 3 to 12* by Joan Few et al. 1995 (second edition), The Society for American Archaeology, Harvest Printing, Tallahassee, FL. No ISBN no., but can be purchased from SAA web page (see below). Contains several lesson plans.

*Uncommon Ground: Archaeology and Early African America 1650-1800* by Leland Ferguson. 1992, Smithsonian Institution Press, Washington, DC. ISBN 1-56098-059-1 Examines the life of Africans and African-Americans as told through archaeology.

*The Usborne Young Scientist Archaeology* by Barbara Cork and Struan Reid. 1991 (reprint), EDC Publishing, Tulsa, OK. ISBN: 0-86020-865-6 Colorfully illustrated study of archaeology and scientific techniques using classical sites; abundant text encourages reading.

*Used Archaeology: Practical Classroom Ideas for Teachers, By Teachers* by Rita Folse Elliott. 1992, The Society for Georgia Archaeology, *Early Georgia* Vol. 20, No. 1, Athens, GA. No ISBN no., but available for free download on SGA web page (see below). Contains hands-on, multidisciplinary archaeology activities for teachers.

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*Colonial Craftsmen and the Beginnings of American Industry* by Edwin Tunis. 1999 (reprint), Johns Hopkins University Press. ISBN: 0801862280 Detailed drawings illustrating skills and techniques of colonial crafts.

*Journal of a Residence on A Georgian Plantation in 1838-1839* by Fanny Kemble. 1984 (reprint), University of Georgia Press, Athens. ISBN: 0820307076 First-hand-account of plantation life, including slavery, by the wife of a large plantation owner.

*Fort Mose, Colonial America's Black Fortress of Freedom* by Kathleen Deagan and Darcie MacMahon. 1995, University Press of Florida, Gainesville, FL. ISBN: 0-8130-1352-6 Excellent book using color photographs, documents, and archaeology to tell of free colonial African Americans in Florida.

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*The Creek Indians* (Junior Library of American Indians) by Ellen Scordato. 1993, Chelsea House Publishing. ISBN: 0791016609. Not reviewed.

*Sun Circles and Human Hands* by Emma Fundaburke. 2001 (reprint), University of Alabama Press. ISBN: 0817310770 Well illustrated examples of Native American art and cultural objects.

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*Archaeology* published by the Archaeological Institute of America. ISSN: 0003-8113 Bi-monthly. Subscribe 1-800-829-5122. Insightful articles & photography for the general public.

*The Society for Georgia Archaeology* [www.georgia-archaeology.org](http://www.georgia-archaeology.org)  
Free things for download! Including: *Used Archaeology*...(see above) *Early Georgia* Vol. 20 No. 1; *Archaeology Month* posters (printer size, of course) with lesson plans, etc. Join the society and receive quarterly newsletters telling about archaeology events and two journals; check out archaeology videos.

*The Society for American Archaeology* [www.saa.org](http://www.saa.org)  
Contains information about archaeology, including the electronic newsletter "Archaeology and Public Education" with classroom lesson plans, "Archaeology & You" booklet; and public archaeology events.



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