Independence National Historical Park
Pennsylvania

Archeology: History Found in Pieces

Grades 5-12

How do we learn from what others left behind? What will others learn from us in the future?

A curriculum-based education program created by the Independence Park Institute at Independence National Historical Park

Independence Park Institute

This education program was made possible through a partnership between Independence National Historical Park and Eastern National, and through the generous support of the William Penn Foundation and a U.S. Department of Education Fund for the Improvement of Education Grant.

Image Credits (front cover)
Courtesy Independence National Historical Park

A Note to Teachers: These lesson plans are designed to teach students about archeology. Feel free to make as many copies as you need. You can also download this as a PDF from the education web page at www.nps.gov/inde. As you teach your students about archeology, keep in mind that archeological sites are fragile and easily damaged. Proper study of sites requires painstaking work by carefully trained personnel. Careless excavation is always illegal on public lands and can destroy our heritage

Introduction

Welcome!

In this education program, students will develop an understanding of archeology by exploring James Dexter, documents, artifacts, and the process and value archeology plays in helping us learn history.

Teachers should use the lesson plans to help their students investigate both primary and secondary sources, and to discuss their importance to historians and archeologists. Students will develop into archeologists as they use the information presented in the lesson plans.

The lesson plans are to be completed before your visit to Independence National Historical Park for the *Archeology: History Found in Pieces* program. When students arrive at the park, they will experience a hands-on, interactive, ranger-led program; after which they will explore the park sites related to their learning, especially the public archeology lab and Franklin Court ghost structure and Fragments of Franklin Court.

We hope that you and your students enjoy learning about archeology through this education program. We'd love to hear your feedback as we are always striving to improve our programs and curriculum materials.

Thank you,

The Independence Park Institute…

Independence Park Institute

… at Independence National Historical Park

NATIONAL PARK SERVICE

Before Your Visit: Lesson #1

What is Archeology?

(Expected Class Sessions to Complete: 1)

Objectives:
Students will understand the basic principles of archeology.

Materials:
- chart paper, chalk board, or overhead
- http://www.nps.gov/archive/inde/Franklin_Court/Pages/archaeology.html (for reference)

Standards Correlation:
PA Academic Standards for History: 8.1 A, C, D; 8.2 B
NJ Core Curriculum Content Standards for Social Studies: 6.1 A; 6.4 A

Introduction:
Open the lesson by putting the following writing prompt on the board or overhead projector. "What can people learn about you by looking at your trash?" Allow the students time to write their responses. Have students limit their responses to a page and then ask for volunteers to share with the class. Then, as students share, start a T-Chart list on the board or overhead to keep track of the different kinds of information that can be gained and from what piece of trash. For example- broken toys/ children in the house, empty food jars/ diet, old homework/ what school is like, etc. Historical archeologists look at trash in much the same way, only the trash they look at is hundreds of years old.

Procedure:
The teacher should facilitate a discussion about what archeology is (studying artifacts left behind by humans) and what it is not (studying dinosaur bones) and explain that there are different types of archeology. Archeology encompasses the history of man in both prehistoric times (the time before man had written language) and historical (after the appearance of written records). Historical archeology, that will be the focus of these lessons, is defined as the archeological studies of people documented in recent history including early America. In Philadelphia and at Independence National Historical Park, most archeology is historical archeology. Historical archeologists study underwater ship wrecks and historical sites like Franklin Court and Mount Vernon. By the end of the discussion students should understand that archeology is the study of the way people lived in the past and archeologists learn about the past by studying the things people leave behind like buildings, pottery, tools, and graves.

Closing:

Refer back to the opening activity and compare the T-Chart list from the students writing to historical archeologists excavating and examining the remains of an 18th century privy pit, trying to learn about the people who lived there and threw their trash into that pit over 200 years ago. Looking at the list students came up with for their trash, how many of the items would survive if they were buried in the ground for two hundred years? If you analyzed only those artifacts that still remained, would your conclusions change? If so, how?

Before Your Visit: Lesson #2

The Archeological Process- Why do it and how is it done?

(Expected Class Sessions to Complete:1 to 2)

Objectives:
Students will understand that archeology is a scientific process and that it involves research and precision. They will know why archeologists excavate a site and why it is sometimes better not to excavate. The students will learn the steps involved in archeology.

Materials:
- To Excavate or Not to Excavate worksheet for each group of students
- Archeology Step-by-Step worksheet for each student
- http://www.nps.gov/archive/inde/archeology/dexter2.htm (for reference, teacher may want to read for Dexter content)

Standards Correlation:
PA Academic Standards for History: 8.1 C, D; 8.2 A, B
NJ Core Curriculum Content Standards for Social Studies: 6.1 A

Introduction:
Archeologists do not excavate unless there is a compelling reason to do so. The students will be presented with two cases where archeology happened within Independence National Historical Park. The students should work in groups to decide in each case if there was a "compelling reason" to excavate the site. Have the students list their reasons for or against excavating on the case study worksheet.

Case #1 – Basement and foundation area of the National Constitution Center (NCC)
Case #2 – Bus drop-off area at the National Constitution Center (NCC)

After student groups have had time to review each case study and make a decision, have them share their decisions and reasons with the class. Then, share with the students that the National Park Service (NPS) archeologists decided to excavate at both locations and their reasons for doing so in each situation. The details to these site excavations can be found in the website above. Does the class agree? Once a decision has been made to excavate, a plan must be constructed and steps followed to ensure that the excavation is a successful one.

Procedure:
Tell the students that excavation or "the dig" is just one of many steps in the archeological process. Hand out the Archeology Step-by-Step worksheet. The steps are in order and the students need to define what each step entails. You may have them take their best guess and then discuss their answers as a class, or have the students look the information up in a dictionary or online.

Closing:
Reinforce that "the dig" is not done without a compelling reason, whether that reason is because the site will be destroyed due to construction or if the public has a need to know more about their history. Teachers may want to use the analogy that an archeological dig is like reading a book in which every page must be ripped out and thrown away as soon as it is read. It is not possible to go back and reread a page for missed information. Archeologists need to record everything that they can because they only have one opportunity to excavate a site. Once the soil and artifacts are removed, that site has been disturbed. Archeologists do not excavate if they do not have to because in the future there may be better means of researching or researchers may want to ask different questions.

Name _____
Group Members_____

To Excavate or Not to Excavate, That is the Question.

Case #1 – Basement and foundation area of the National Constitution Center

The National Constitution Center (NCC) was designed to take up about two-thirds of the block between Arch and Race Streets and 5th and 6th Streets. The NCC was established by Congress and has the mission to increase awareness and understanding of the US Constitution and it's relevance in today's society. There will be deep foundations and a bi-level underground garage. Given the scale of the building, significant disturbance of archeological resources is unavoidable.

Would you excavate? Yes or No
Please give your reasons in the space below.

Case #2 – Bus drop-off area at the National Constitution Center (NCC)

The bus drop-off area for the NCC is the site where James Dexter, one of six free African American heads of household on the block, once lived. Historical research revealed that Dexter was instrumental in the founding of the African Episcopal Church of St. Thomas and held one of the first founding meetings in his home. This church, founded 1792-1794, is very important to American history because this is one of the first churches in the country owned and operated by a congregation of free blacks living in the city. The bus drop-off could be built on top of the site without causing damage to the archeological resources of the Dexter Site. The NPS makes it a practice not to dig if the resource can be preserved intact to be excavated at a later date. However, representatives from St. Thomas and other community organizations feel that the knowledge that could be gained through excavating the Dexter site warrants excavation.

Would you excavate? Yes or No
Please give your reasons in the space below.

Name _____

Archeology Step-by-Step

Directions: The steps of the archeological process are listed below. Next to each step, write what is involved, what tools you would need, and how you would do it.

Step:

1. Site Selection
   a. Research Design _____
   _____
   b. Permits _____
   _____
   c. Research _____
   _____
2. Site Survey
   a. Measurements _____
   _____
   b. Excavation unit setup _____
   _____
3. Excavation
   a. Heavy Machinery _____
   _____
   b. Small Tools _____
   _____
   c. Screening _____
   _____
   d. Bagging _____
   _____
4. Laboratory Processing and Analysis
   a. Washing _____
   _____
   b. Sorting _____
   _____
   c. Cataloging _____
   _____
   d. Artifact analysis _____
   _____
5. Reports and Publications
   a. Reports _____
   _____
   b. Exhibits _____
   _____
   c. Presentations _____
   _____

Archeology Step-by-Step Teacher Answer Key

Step 1: Site Selection
Research Design- This is the initial action step of any excavation. This is the proposal of the work to be accomplished and the action plan of how to do it.
Permits- Planning and construction applications and permits must be reviewed before building projects can disturb the ground and possibly endanger archeological resources.
Research- Historians and archeologists complete archival research to learn as much about a site that is to be excavated as possible before the actual dig.

Step 2: Site Survey
Measurements- A tool called a transit is used to find the precise location and helps set up the grid on the site.
Excavation units set up- the site is marked off in grid squares marked with string so that the provenience, or location on the site in relation to other features, of an artifact or feature can be recorded.

Step 3: Excavation
Heavy machinery- If needed, big dirt movers remove the top layers of soil that have already been disturbed.
Small tools – Once the top layers of soil are gone archeologist excavate the rest of the site by hand using shovels and trowels.
Screening – Soil that is recovered by archeologists is deposited into buckets then carried to large screens and sifted to make sure that all the small artifacts have been recovered.
Bagging – All artifacts collected are placed in bags and labeled according to their provenience (location on the site in relation to other features) so that analysis may be done later.

Step 4: Laboratory Processing and Analysis
Washing- Artifacts are carefully washed to remove dirt.
Sorting- Artifacts are sorted by context or provenience (location on the site in relation to other features) and they are further sorted by what kind of material they are made out of, like glass, wood, bone, or shell
Cataloging- Information about each artifact is entered into a computer so that studies can be conducted and information about what was found can be attained easily and quickly.
Artifact analysis- Each artifact must be studied to determine its date and place of manufacture, how it was used and by who. The dates of artifacts can help date the site or a specific feature.

Step 5: Reports and Publications
Reports- Archeologists write up reports on their findings so that other archeologists and historians can learn from their research.
Presentations- Archeologists give lectures and presentations to other archeologists, historians, and the general public so that all can learn from their research and know the importance of preservation.
Exhibits- Exhibits on archeological sites are created so the public can learn about the past and the importance of preservation.

Before Your Visit: Lesson #3

Historical Document Research

(Expected Class Sessions to Complete: 1 to 2)

Objectives:
Students will be able to tell the difference between a primary and a secondary resource. Students will understand why historical document research is important to historical archeology and what sort of information can and cannot be learned by looking at documents.

Materials:
- 1794 map of Philadelphia
- Current map of Philadelphia
- Copies of Dexter primary source documents with transcriptions (copy document on front with transcription on back)
    - Elizabeth Drinker diary excerpts
    - 1782 petition to the Commonwealth of Pennsylvania Supreme Executive Council
    - Undated petition signed by James Dexter
    - A Sunday Morning view of the African Episcopal Church of St. Thomas in Philadelphia
    - The 1794 Philadelphia Directory and Register
    - Dexter Manumission Papers
    - Isaac Zane and James Pemberton accounts of Dexter
    - Priss Manumission Papers

Standards Correlation:
PA Academic Standards for History: 8.1 (all); 8.2 A, B
NJ Core Curriculum Content Standards for Social Studies: 6.1 A; 6.4 A; 6.6 B

Introduction:
Have students locate the site of James Dexter's home on a 1794 map of Philadelphia. Discuss the following questions. What was the area like? What can we learn looking at the 1794 map of Philadelphia? Where did most people live? Where were businesses located? Why? Then have the students find the site of Dexter's home on a current map of Philadelphia. What is the area like now? Compare and contrast. This activity can be done in small groups or as a class.

Procedure:
Ask the class, how do historians, archeologists, and others learn about the past? Have the students list some primary source documents and some secondary source documents that could be used to learn about the past. Discuss the strengths and weaknesses of using different sources.

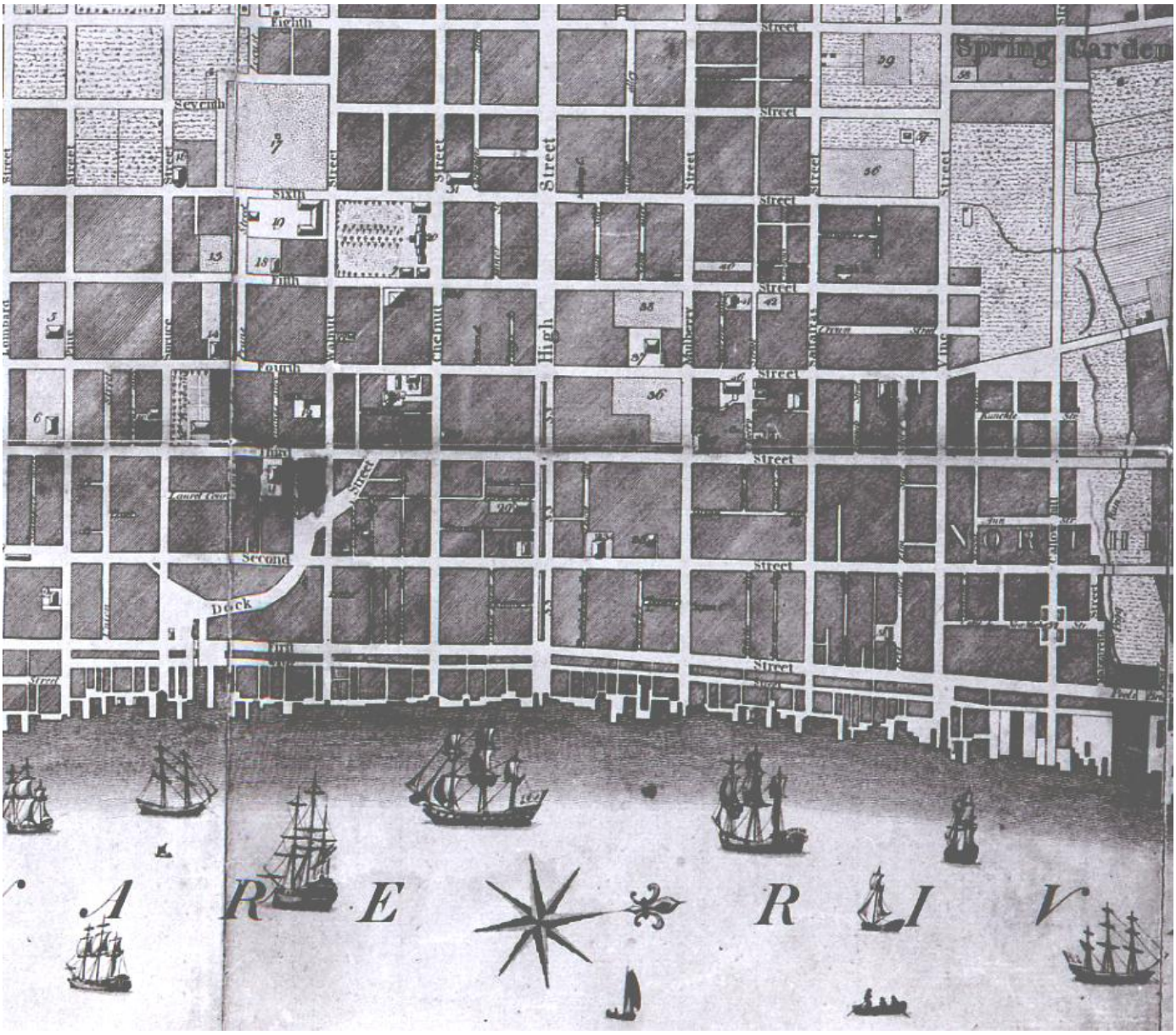
Divide the students into groups of three or four. Hand out the primary source documents related to James Dexter with their transcriptions.

For **grades 5-7** give each group of students one document (a different document for each group). Ask them to read the document and find out as much as they can about James Dexter. They will share this information with the class as well as what kind of document it came from. Then, with the class as a whole, combine the information from all the documents to write a biography of Dexter. Be sure to cite the sources where the information was found. As a class, decide what other information people may want to know about Dexter. How might that information be found? Could archeology help?

For **grades 8-9** give each group of students two or three documents (different documents for each group, some may be repeated). Ask them to read their documents and find out as much as they can about James Dexter. Ask them to write a biography for Dexter based on the information they found in their primary source documents. Be sure to cite the sources where the information was found. Then, the students will share this information with the class. They can then discuss the different biographies and see how more research helps to fill out the picture of who Dexter was. Then with the class as a whole, combine the information from all the documents to write a class biography of Dexter. Ask the students what other information people may want to know about Dexter. How might that information be found? Could archeology help?

For **grades 10-12** give each group of students all of the documents. Have each group write a biography on James Dexter using their primary source documents. Be sure to have them cite their sources. Then have each group share their biographies. Discuss the similarities and differences between each biography. What assumptions did the students draw? Discuss the biographies as secondary source documents. Ask the students what other information people may want to know about Dexter. How might that information be found? Could archeology help?

Closing:
Have a whole class discussion on what an archeologist can learn from primary source documents and why they want to research before starting an excavation.



1794 Map of Philadelphia (Detail)
Courtesy of Independence National Historical Park

James Oronoco Dexter (Example Biography and Resource Information)

James Oronoco Dexter lived at 5th Street between Arch and Race Streets. Oronoco lived there with 6 other people. The house was 2 stories high, built of brick, and was very plain. The house was new when Oronoco moved into it in 1790. He lived there until 1798. The house no longer stands. It was torn down by 1857.

Early in his life Oronoco had been held in slavery by Henry Dexter. Henry Dexter gave Oronoco to his son James. In 1767, Oronoco bought his freedom. He also bought the freedom of a young woman named Priss in the same year. Oronoco and Priss were married soon after.

Oronoco was a member of a new church just established by Absalom Jones. He hosted a meeting with the elders and deacons at his house. And he served on a committee to plan the building of the church.

Oronoco made his living as a coachman. He worked for a Quaker named John Pemberton. Oronoco drove the Pembertons and their friends in their horse drawn coach.

Look at the documents for more clues about James Oronoco Dexter's life.

Elizabeth Drinker was a close friend of the Pemberton family. She kept a diary. Oronoco Dexter is mentioned in it. She often refers to him by a nickname, Noke.

(Transcription of a selection of diary entries)

July 13, 1789

> "Noke came for me, took a short ride with HP (Hannah Pemberton)…

November 6, 1793 *(during Yellow Fever Epidemic)*

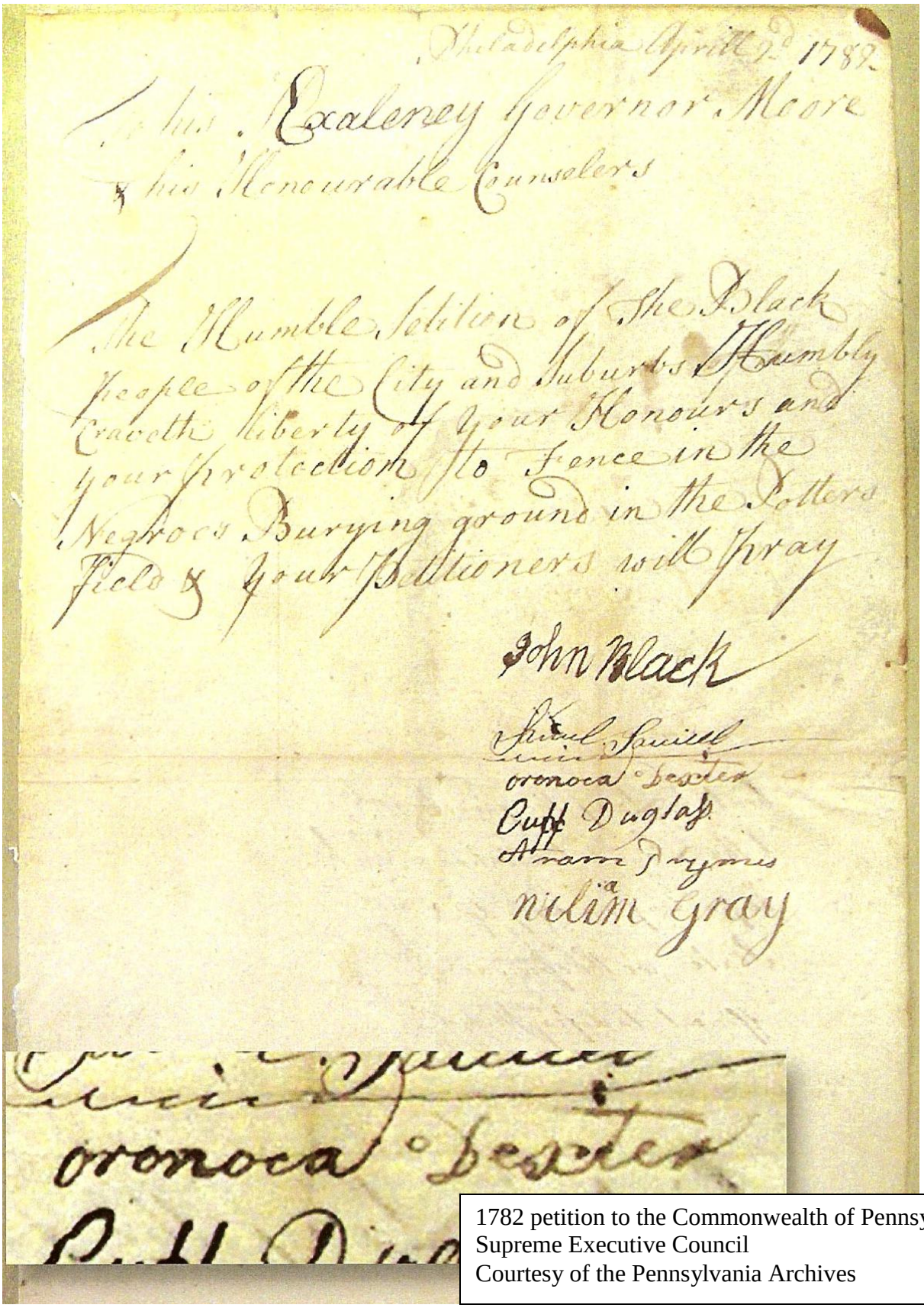
> Pemberton's Noke came this morning from the City, he says that the day before yesterday, there was no burial in Friends ground, Yesterday three, one of them was the wife of Samuel Garrigas, and that, this day there was no grave open'd there.

March 1, 1796

> Oronoko came this morning to know if I would ride with his Mistress, I agreed—he came for me about 11 o'clock, we rode about the city till one, when he drove me home to dinner.

August 10, 1799

> John Drinker called here—Oronoko is dead, our Jacob went to his funeral, many a pleasant ride have I taken with his Mistress under his care and protection, poor Noke."



Philadelphia April 9th 1782

To his Excellency Governor Moore
& his Honourable Counselors

The Humble Petition of the Black People of the City and Suburbs Humbly Craveth liberty of Your Honours and your protection to Fence in the Negroes Burying ground in the Potters Field & Your Petitioners will pray

John Black
Saml Spencer
Oronoca Dexter
Cuff Douglass
Abram Symms
William Gray

1782 petition to the Commonwealth of Pennsylvania Supreme Executive Council
Courtesy of the Pennsylvania Archives

Philadelphia April 7, 1782

To his Exalency Governor Moore & his Honourable Counselers

The Humble Petition of the Black people of the City and Suburbs Humbly craveth liberty of your Honours and your protection to fence in the Negroes Burying ground in Potters field your petitioners will pray.

John Black
Samuel Saville
Oronoco Dexter
Cuff Duglass
Aram Prymus
William Gray

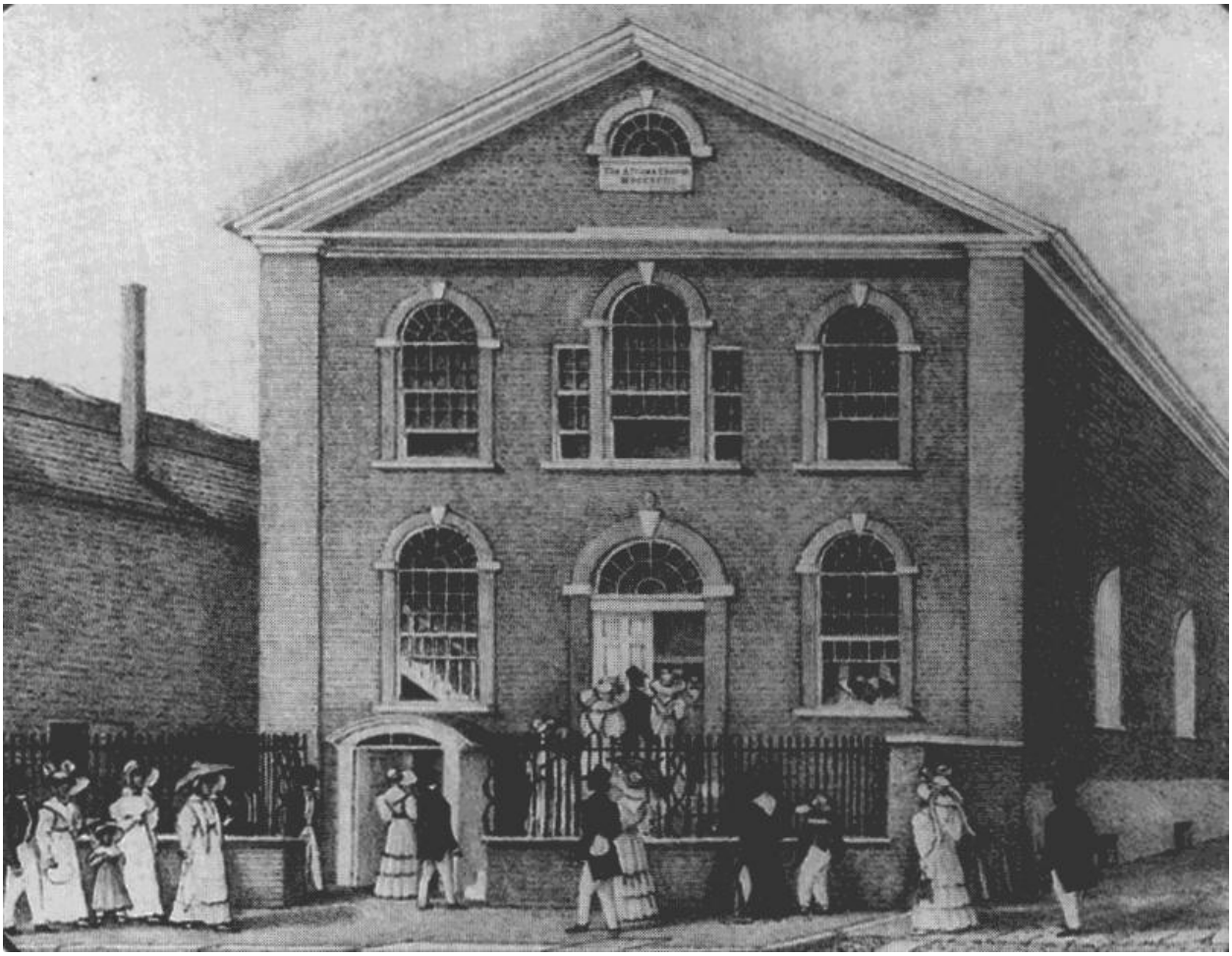
We humbly Pettion you that you will be pleased to inquire into the greven
ces of which we have complained and — And we conceive the wellfair of Nati
ons depends in the equally distributing of Justice, that you may look
forward and Coporate in Judgement with your Predecessors, the first Congress
with other men have an Unalienable Right to life Liberty & the persuit of
happiness, so that nothing may be wanting on your part to facilitate
so desirable an object, & opening a door for a gradual Emansipation to
take place, and likewise to look forward preparing a way an Asylum
for such as may incline who are free to resort, similar to the one prepared by
the British in Sierraleone so that such of us that are favoured with Liberty
may have it in our power to become more Usefull to the Community at
Large who are now at a loss for a livelyhood for ourselves & families

Undated Petition signed by James Dexter, Cox-Parish –Wharton Papers, Collection #154
Courtesy of the Historical Society of Pennsylvania

Transcript of draft petition from about 1791.

We humbly Petition you that you will be pleased to inquire into the governances of which we have complained and—and we conceive the wellfair of nations depends in the Equally distributing of Justice, that you may look forward and _____(Corporate?) in Judgement with your Predecessors the first Congress that we have with other men have an Unalinauble Right to life Liberty & pursuit of happiness, so that nothing may be wanting on your part to facilitate so discernable an object of opening a door for a gradual Emancipation to take place, and likewise look forward preparing a way an asylum for such as may meline who are free, to resort, similar to the one prepared by the British in Serealluone (Sierra Leone?) so that such of us that are favoured with Liberty may have it in our power to become more useful to the Community at Large who are now at a loss for a livelihood for ourselves & famleys.

The African Episcopal Church of St. Thomas was built in 1794. Church records show that Oronoco Dexter hosted a meeting of the Elders and Deacons at his house on 5th Street in 1792. He also served on the committee that planned the building of the church.



A Sunday Morning View of the African Episcopal Church of St. Thomas in Philadelphia
By William L Brenton (1829)
Courtesy of the Episcopal Church of the United States

The 1794 Philadelphia Directory and Register shows James Dexter's address and occupation.

THE

PHILADELPHIA

DIRECTORY

AND

REGISTER:

CONTAINING

THE NAMES, OCCUPATIONS, AND PLACES OF ABODE OF THE CITIZENS; ARRANGED IN ALPHABETICAL ORDER:

A REGISTER

OF THE EXECUTIVE, LEGISLATIVE, AND JUDICIAL MAGISTRATES OF THE UNITED STATES AND THE STATE OF PENNSYLVANIA, WITH THEIR SALARIES; THE GOVERNORS OF THE DIFFERENT STATES, AND THE MAGISTRATES OF THE CITY:

TO WHICH IS ADDED,

A SHORT ACCOUNT OF THE CITY; AND OF THE CHARITABLE AND LITERARY INSTITUTIONS THEREIN.

THE SECOND EDITION.

BY JAMES HARDIE, A. M.

PHILADELPHIA:

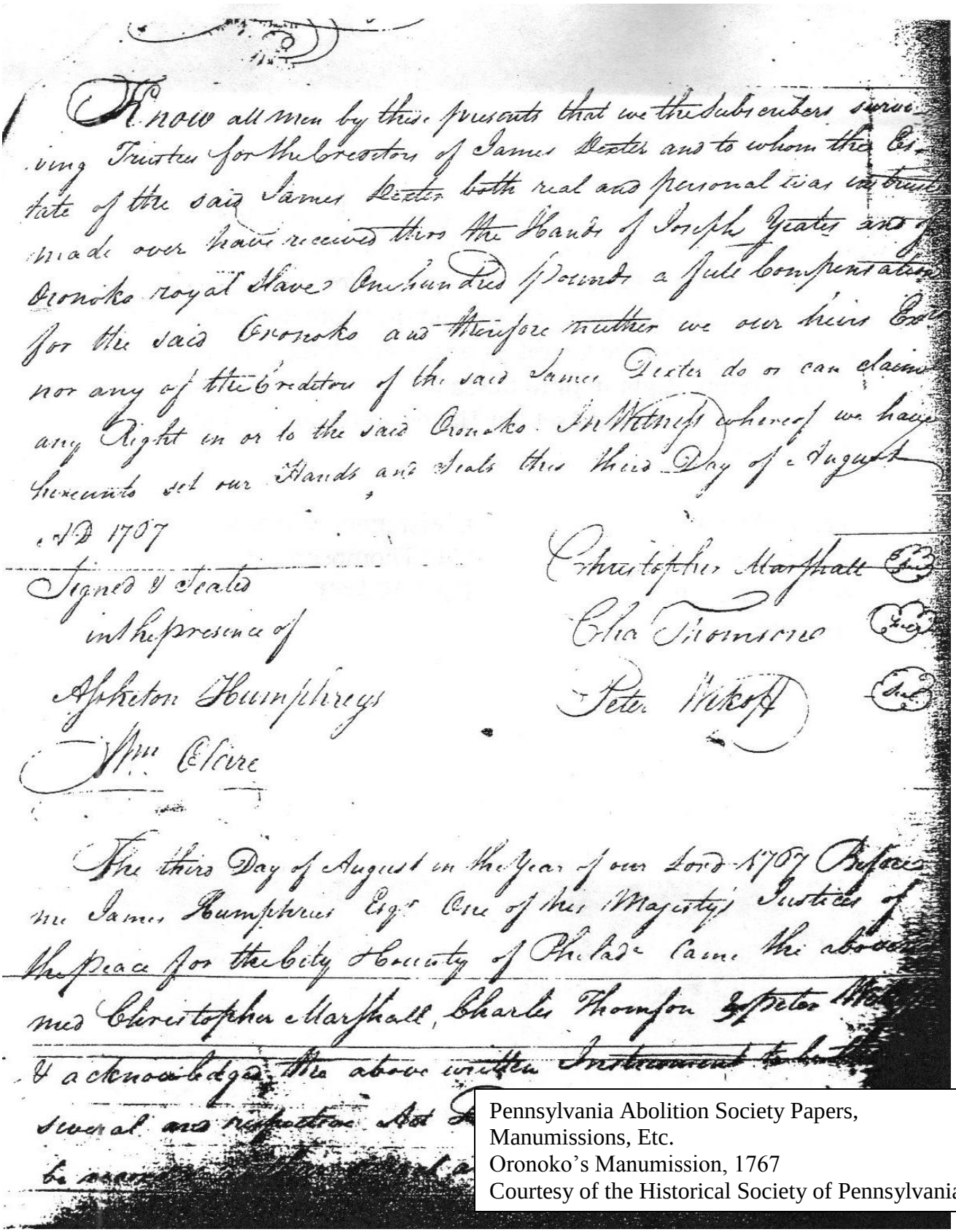
Printed for the Author, by JACOB JOHNSON & CO. No. 147, *Market-Street.*

M DCC XCIV.

[Price 62 1-2 Cents.]

Devee Lewis, blacksmith, Prime St. Southwark.
Deveny William, boarding house, 339, High St.
Deveze John, M. D. 101, Mulberry St.
Deveze Lewis, sailor, 252, Swanson St.
Dewees Benjamin, cordwainer, 16, Sassafras St.
De Wees William, physician, 85, Elm St.
Dexter James, coachman, 84, No. Fifth St.
Dexter Isabella, widow, 20, Coomb's Alley.
Dexter Richard, cordwainer, 6, Chancery Lane.
Diamond Conrad, huckster, 342, No. Second St.
Diamond Daniel, labourer, 92, Shippen St.
Dick Daniel, shopkeeper, 17, So. Front St.
Dick Frederic, taylor, 24, So. Water St.
Dick John, ship carpenter, Mary St. Southwark.
Dick Margaret, widow, shopkeeper, 232, So. Second St.
Dick Peter, chocolate manufacturer, 69, So. Front St.
Dick Peter, grocer, 208, So. Third St.
Dick Philip, taylor, 26, So. Water St.
Dick Philip, grocer, 132, No, Third St.
Dickerson Daniel, lumber merchant & millwright, 70, No. Fourth St.
Dickerson John, millwright, 411, No. Front St.
Dickers Ann, widow, back 396, No. Front St.
Dickins John, minister of the methodist church, 118, No. Fouth St. his book-store, 44, No. Second St.
Dickinson Daniel, glover & breeches maker, 32, So. Second St.
Dickinson Jonathan, jeweller, 73, High St.
Dickinson Mary, widow, 40, So. Fourth St.
Dickinson Morris, bookbinder, 38, So. Fourth St.
Dickinson Philemon, gentleman, Chesnut between Sixth and Seventh Sts.
Dickinson Thomas cordwainer, 80, So. Front St.
Dickinson William, labourer, 9, Elmslie's Alley.
Dickinson William, house carpenter, 112, Spruce St.
Dickinson ———, widow, 18, Prune St.
Dickson John, mariner, 246, So. Front St.
Dickson Patrick, labourer, 1, Stamper's Alley.
Dicky Mary, widow, 6, Crab St Southwark.
Diehl Nicholas jun. attorney at law, 19, So. Fourth St.
Diel Christopher, baker, Cherry between Seventh & Eighth Sts.
Dietz Frederic, tavernkeeper, 408, So. Second St.
Diget Henry, painter and glazier, Filbert between Eighth & Ninth Sts.
Dill Adam, baker, 121, Pine St.
Dillon Benjamin, rigger, Cherry between Fifth and Sixth Sts.

The Philadelphia Directory and Register
By James Hardie, A.M. 1794
Courtesy of the American Philosophical Society



Know all men by these presents that we the Subscribers surviving Trustees for the Creditors of James Dexter and to whom the Estate of the said James Dexter both real and personal was conveyed made over have received thro the Hands of Joseph Yeates and Oronoko royal Slave One hundred Pounds a full compensation for the said Oronoko and therefore neither we our heirs Exors nor any of the Creditors of the said James Dexter do or can claim any Right in or to the said Oronoko. In Witness whereof we have hereunto set our Hands and Seals this third Day of August AD 1767

Signed & Sealed in the presence of
Ashleton Humphreys
Jno Elcire

Christopher Marshall (Seal)
Chas Thomson (Seal)
Peter Wikoff (Seal)

The third Day of August in the Year of our Lord 1767 Before me James Humphreys Esqr One of his Majesty's Justices of the Peace for the City & County of Philad. Came the above named Christopher Marshall, Charles Thomson & Peter Wikoff & acknowledged the above written Instrument to be their several and respective Act & Deed

Pennsylvania Abolition Society Papers, Manumissions, Etc.
Oronoko's Manumission, 1767
Courtesy of the Historical Society of Pennsylvania

Know all men by these presents that we the subscribers surviving Trustees for the Creditors of James Dexter and to whom the Estate of the said James Dexter both real and personal was in trust made over have received thro the Hands of Joseph Yeates and of Oronoko royal Slave One hundred pounds a full compensation for the said Oronoko and therefore neither we our heirs Exr. nor any of the Creditors of the said James Dexter do or can claim any Right in or to the said Oronoko. In Witness whereof we have hereunto set our Hands and Seal this third Day of August AD. 1767

Signed and Sealed
In the presence of
Assheton Humphreys
Wm Claire

Christopher Marhall
Cha Thompson
Peter Wikoff

1787

James Oronoque Dexter a Black Freeman, when young and in slavery was hired by his master to the Keeper of a Tavern in this City, and being of an obliging behaviour gained the good will of those who frequented the house so that by presents he received from them in the space of four years he had saved to the amount of fifty Pounds; his master dying in debt, he became the property of his Creditors, who being acquainted with his good character for sobriety & honesty, & his desire of freedom, agreed he should be put into possession of it on payment of One hundred Pounds within two years, which he engaged to do in the space of nine months, and with punctuality performed. After which being desirous of settling in life, and inclining to marry he fixed on a young woman of reputation, and obtained the Consent of her Possessor who held her in so high estimation that he rated the price of her redemption from slavery at so great a rate that Oronoque could not comply with the terms, and therefore for some time declined further proceeding, until at length through the interposition, and influence of a friend he was prevailed upon to take fifty Pounds for her freedom, which was paid to her Possessor by Oronoque having

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having by his industry gained thirty pounds of the mony, and the other part was lent by two of his friends, whom he carefully repaid declining to marry until he had done it; after which he settled, and they lived together many years with reputation being industrious and worthy of Confidence, and since the decease of his wife he has conducted with Sobriety, & steadiness; having known him more than ten years I have had much opportunity of observing his behaviour, and proceedings; I do not know a labouring man whom I should prefer to employ, or who is more to be confided in, his humanity in assisting and Relieving those of his own Colour under difficulty is also conspicuous as far as is in his power, which with his Conscientious principles render him a Truly worthy Character

Isaac Lane.

Philadelphia 16th. 8mon. 1787

Being well acquainted with the above named James Oronoque Dexter, I can freely testify my Concurrence with the Character given of him in the foregoing narrative, and as he has lived in the family of my Brother John Pemberton several years at annual wages, frequent opportunities have occurred to my observation of his steady prudent Conduct, diligence in business, & faithful attention to the Interest of his master since, as before his late long absence from home.

Philadelp. 16: 8mo. 1787

Jam. Pemberton

Pennsylvania Abolition Society Papers,
Manumissions, Etc.
Testimony in behalf of James Oronoque Dexter, 1787
Courtesy of the Historical Society of Pennsylvania

James Oronoque Dexter a Black Freeman, when young and in Slavery was hired by his master to the Keeper of a Tavern in this city, and being of an obliging behavior gained the good will of those who frequented the house so that by presents he Renewed from them in the space of four years he had saved to the amount of fifty Pounds: his master dying in debt, he became the property of his Creditors, who being acquainted with his good Character for sobriety & honesty, & his desire of freedom, agreed he should be put into possession of it on payment of one hundred Pounds within two years which he engaged to do in the space of nine months, and with punctuality performed. After which being desirous of settling in life, and inclining to marry he fixed on a young woman of reputation, and obtained the Consent of her possessor who held her in so high estimation that he rated the price of her redemption from Slavery as so great a rate that Oronoque could not comply with the terms, and therefore for some time declined further proceeding until at length through the interposition, and influence of a friend he was prevailed upon to take fifty Pounds for her freedom, which was paid to her possessor by Oronoque lent by two of his friends, whom he carefully repaid declining to marry until he had done it; after which he settled and they lived together many years with reputation being Industrious and worthy of Confidence, and Since the decease of his wife he has Conducted with Sobriety, & Steadiness; having known him more than ten years I have had much opportunity of observing his behaviour, and proceedings, & do not know a labouring man whom I should prefer to employ, or who is more to be confided in, his humanity in assisting and Relieving those of his own Colour and difficulty is also conspicuous as far as is in his powers which with his conscientious principles render him a Truly worthy Character

Philadelphia 16th 8 month 1787 Isaac Zane

Being well acquainted with the above named James Oronoque Dexter, I can freely testify my concurrence with the character given of him in the foregoing narrative, and as he has lived in the family of my brother John Pemberton several years at annual wages, frequent opportunities have occurred to my observation of his steady prudent conduct, diligence in business, & faithful attention to the Interest of his master Since, as before his late long absence from home.

Philadelp 16 8mno 1787 James Pemberton

To all People to whom these Presents shall
come I William Jones of the City of Philadelphia and
Province of Pennsylvania Grazier send Greeting Know
Ye that for and in Consideration of the Sum of Fifty
Pounds lawful Money of the said Province untome
in hand well and truly paid by Noah of the said
City and for divers other good Causes and Consider-
tions me specially moving I have manumitted free
released and discharged & by these Presents do manu-
mise free release and discharge my Negro Woman
named Priss aged about 25 Years of and from all
Manner of Slavery Bondage Service of Slavery and
Duty of Servitude hereafter to accrue or to be done or
demanded by me my Heirs Executors or Administra-
tors by any Law Usage or custom And all my Estate
Right Title Interest Property Claim and Demand
of in and to the same negro Woman named Priss for
ever as fully freely and absolutely as I the said William
Jones may might or could have held and enjoyed her
by any means whatsoever In Witness whereof I have
hereunto set my hand and Seal dated at Philadel-
phia the twenty third day of the twelfth Month in
the Year one thousand seven hundred and sixty
seven.

Sealed and delivered
In the presence of
Christopher Marshall
John Pemberton

William Jones (L.S.)

Pennsylvania Abolition Society Papers,
Manumissions, Etc.
Manumission for Priss, 1767
Courtesy of the Historical Society of Pennsylvania

To all People to whom these Presents shall come I William Jones of the City of Philadelphia, in the Province of Pennsylvania, Grazier send Greeting. Know Ye that for and in Consideration of the Sum of sixty Pounds lawful Money of the said Province unto me in hand well and truly paid by Noake of the said City and for divers other good Causes and Considerations me specially moving I have manumised freed released and discharged &c by these Presents do manumise free release and discharge my Negro Woman names Priss aged about 25 Years of and from all Manner of Slavery Bondage Service of Slavery and Duty of Servitude hereafter is accrue or to be done or demanded by me my Heirs Executors or Administrators by any Law Usage or Custom And all my Estate Right Title Interest Properly Claim and Demand of in and to the same negro Woman named Priss for ever as fully freely and absolutely as I the said William Jones may might or could have held and enjoyed her by any means whatsoever In Witness whereof I have hereunto set my hand and Seal dated at Philadelphia the twenty third day of the twelfth Month in the Year one Thousand Seven hundred and Sixty seven.

Sealed and delivered
In the presence of
Christopher Marshal
John Pemberton

William Jones (L.S.)

Before Your Visit: Lesson #4

Digging for Clues!

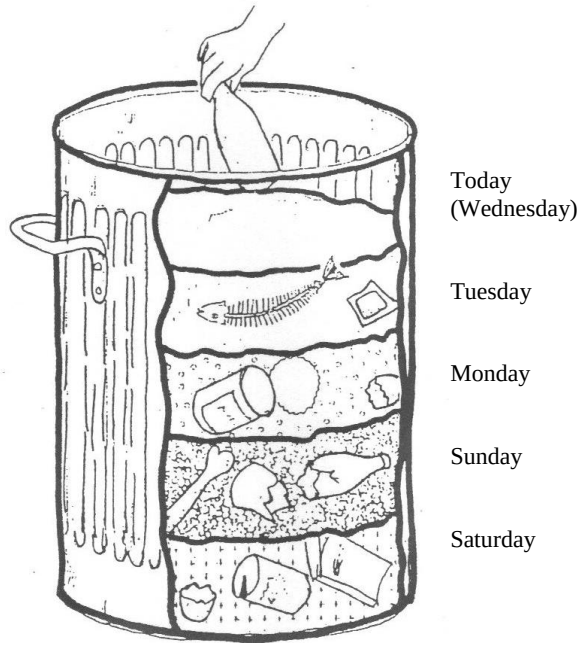
(Expected Class Sessions to Complete: 1)

Objectives:
Students will understand the importance of identifying soil levels during archeological excavations and the importance of artifact province.

Materials:
- Copies of the Digging for Clues Answers in Stratigraphy worksheet for each student
- Pictures of stratigraphy during the 2003 excavation at the National Constitution Center

Standards Correlation:
PA Academic Standards for History: 8.1 (all)
NJ Core Curriculum Content Standards for Social Studies: 6.1 A

Introduction:
Share the following information with the students:
One of the most important aspects of an archeological study is the scientific excavation of the site. This is often done by looking at an artifact's location in relation to soil layers, features, and other artifacts. Archeology itself is done by carefully removing soil layer by layer or by contexts and diligently recording what is found. Once a site has been excavated, the resource and contexts are gone.



Courtesy of the Baltimore County Center for Archeology

Generally, the level of soil closest to the surface of a site will contain evidence of the most recent activity. As you move down through the soil layers, accounts of older activity can be observed. This can change if later inhabitants of the area disturbed the soil by construction, farming, or another destructive activity. Likewise, natural events like a flood can also disturb the strata or soil layers.

With your class, go back to the first lesson where you asked your students "What can people learn about you by looking in your trash?" Only this time, talk about dating

your trash for the week. The oldest trash will be in the bottom of the trash can and the trash from today will be at the top.

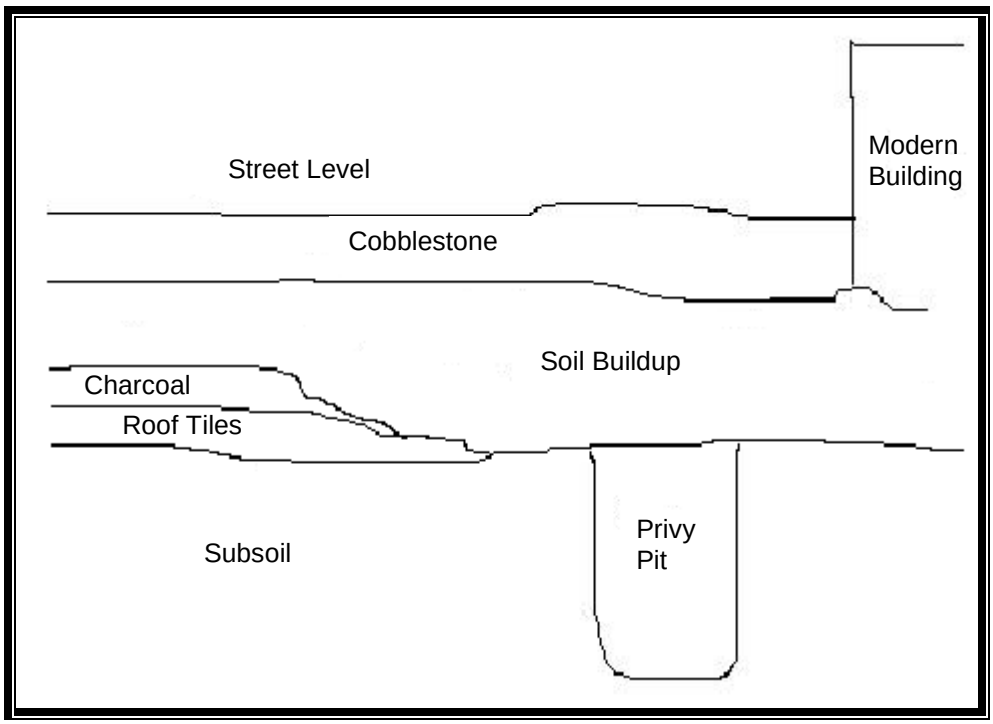
Procedure:
Tell the students that they get the opportunity to analyze a site by looking at the stratigraphy. They will need to look at the information they are given and make hypothesis about what happened at that site. Hand out the "Digging for Clues, Answers in Stratigraphy" worksheet and give the students time to work on it. You may also have them work in groups. Once the students have completed the worksheet, go over their answers as a class to see if everyone is in agreement.

Closing:
With the class, examine the pictures of stratigraphy during the 2003 excavation at the National Constitution Center. Have a discussion about what the archeologists doing the dig may learn using the different soil layers.

Name _____

Digging for Clues, Answers in Stratigraphy.

Directions: Use the drawing to answer the questions.



1. List all the levels in order from the oldest to the most recent.

2. Describe the events that occurred at the site starting with the oldest events.

3. Indicate the difference between the human activities and the natural events.

4. How can you tell time has passed? What clues do you see?

5. What other observations or conclusions can you make?

Images Courtesy of Independence National Historical Park

Post-Visit Extension Activities

The following extension activities may be utilized as follow-up to your visit to Independence National Historical Park, or for assessment purposes.

1. Watch the 7 min. Dexter video. Write an essay about what the archeologists hoped to learn about James Dexter. Were they able to answer any of their questions or learn any of the information they were hoping to through archeology?

2. Create a brochure on Dexter for visitors to Independence National Historical Park. Be sure to include the contributions of archeology in learning about this man.

3. Write a letter to the editor about the importance of archeology and historic preservation. Make it specific to a site in your city if possible.

4. Research other kinds of archeology (besides urban archeology). Examples include industrial, underwater, experimental, and classical archeology. What are the similarities and differences to historical archeology in an urban setting?

5. Go back to the biography you wrote about James Dexter and learn about the events that happened during his lifetime like the French and Indian War, the American Revolution, Philadelphia becoming the nation's capital, the yellow fever epidemic, the passage of the Fugitive Slave Act, and the US Government moving to Washington, D.C.. Then rewrite your Dexter biography adding in the new information you learned about the time period.

6. Revisit the biography you wrote about James Dexter and fill in more details about what went on in his household using the information you learned that archeologists found out by excavating the site of his house. (Remember the lesson you completed during your field trip to Independence National Historical Park's Archeologist's in the Making Learning Lab.)

7. Use the information you have learned from both the pre-visit lessons and your visit to Independence National Historical Park to write a resume for James Dexter.

8. Look for examples of archeology in popular culture such as movies, books, and television. Then, using your understanding of what archeology is and what archeologists do, write a commentary describing if your example is an accurate portrayal of archeology.

Vocabulary

Anthropology- The study of the origin, the behavior, and the physical, social, and cultural development of humans. Anthropology studies humanity from the earliest times up to the present. Anthropology is broken into four subcategories: archeology, cultural anthropology, linguistics, and physical anthropology.

Archeological "Context"- Archeologists use the term "context" to describe the observable stratigraphic units, which include specific layers or deposits of soil, or features such as post molds. Archeologists dig according to the different contexts that they find within the site, starting with the excavation of the most recently deposited context and moving back in time or deeper in the ground. Artifacts are bagged, analyzed and eventually stored according to context. Artifacts within each context can be used to date the context and help to determine the date or timeline of the history of the entire site.

Archeologist- Someone who uses scientific methods to study the material remains of past human life and activities. As scholars and scientists, archeologists do not collect artifacts for profit or personal use.

Archeology (also spelled archaeology in the U.S.) - The scientific study of how people lived in the past through analysis of material remains uncovered during scientific excavations or digs.

Artifact- Anything made and /or used by humans, including tools, containers, and food remains. Buildings are also artifacts, but archeologists usually apply the term "artifact" only to portable items.

Excavation- An archeological dig.

Feature- A non-portable artifact that cannot be moved without destroying it. Examples of features include wells, privy pits, walls, and fence posts.

Historical Archeology- The study of archeological sites from the modern period in conjunction with historical records and other kinds of information.

Material Culture- A term given to objects that people use on a daily basis that reveal facts about their lives.

Post Mold- A type of feature; a circular stain left in the ground after a wooden post has decayed. It usually indicates the former existence of a house or fence.

Primary Source- Made by people who actually saw and wrote about a historical place or activity at the time when that activity happened.

Provenience- A specific location where an artifact or feature is found in the ground.

Secondary Source- Made by people who learned about the place of events from someone else or by looking at primary sources.

Stratigraphy- Used as a relative dating technique to assess the sequence of artifact position .

Urban Archeology- Urban archeology usually occurs when land is being cleared for new buildings or older buildings are being torn down. Archeologists are called to excavate the sites in order to collect and preserve the artifacts. This type of archeology is many times considered a rescue excavation because of the time pressure of the builders and construction crews.

Resources for Teachers and Students

Websites

http://www.nps.gov/archive/inde/Franklin_Court/Pages/archaeology.html Learn about archeology at Franklin Court. This website has information on the basics of archeology all related to Benjamin Franklin and life at Franklin Court. There is an interactive timeline, information on how to "read" an artifact, and much more!

http://www.nps.gov/archive/inde/archeology/archeology3.htm Learn about archeological studies that have happened in Independence National Historical Park including excavations at the site of the President's House (the Morris Mansion) and the James Dexter site.

http://www.sha.org/education/kids.htm The Society for Historical Archeology's website has a special section for kids to learn about careers in Archeology.

http://www.cr.nps.gov/archeology/PUBLIC/kids/kidsSix.htm Here you will find activities, resources, and much more for encouraging a child's interest in archeology as well as encouraging stewardship for archeological heritage.

Books

Archaeology for Young Explorers: Uncovering History at Colonial Williamsburg by Patricia Samford and David L. Ribblett. The Colonial Williamsburg Foundation (1999).

Archeology for Kids: Uncovering the Mysteries of Our Past by Richard Panchyk. Chicago Review Press (2001).

Breaking Ground, Breaking Silence: The Story of New York's African Burial Ground by Joyce Hansen and Gary McGowan. Henry Hold & Company (1998).

The Buried Past: An Archaeological History of Philadelphia by John L. Cotter, Daniel G. Roberts, and Michael Parrington. University of Pennsylvania Press (1992).

The Diary of Elizabeth Drinker edited by Elaine Foreman Crane. Northwest University Press (1991).

The National Park Service cares for special places saved by the American people so that all may experience our heritage.

As part of the National Park Service, Independence National Historical Park is committed to providing quality educational experiences to teachers, school children, families, and adult learners through the Independence Park Institute.

The educational goals of the Independence Park Institute include:

- developing curriculum-based school programs and educational materials for visiting classes
- conducting professional development workshops for teachers
- creating standards-based pre-visit and post-visit lesson plans that teachers can use to make the student's experience more relevant and meaningful while at the park

Independence Park Institute

Our ultimate goal is to connect all learners, both intellectually and emotionally, to the resources and stories of Independence Hall, the Liberty Bell, Franklin Court, and the many other sites at Independence National Historical Park that center on the ideas and ideals that led to the American Revolution and the founding and growth of the United States.