Investigating a Tabby Slave Cabin

Instructions for the Teacher

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Investigating a Slave Cabin

Background Information

In order to understand the history of the United States of America it is important to understand the period of time when slavery existed. Slavery was filled with incidents of brutality, punctuated here and there by moments when individuals reached across the barriers of race, gender and class to be decent to each other. Kingsley Plantation offers the opportunity to encounter this doubled-faced reality in the complex lives of Anta Majigeen Ndiaye (Anna Kingsley) and Zephaniah Kingsley.

During Florida's colonial plantation period (1763-1865), Fort George Island was owned by many planters. The site name comes from one of those owners, Zephaniah Kingsley. In 1814, Kingsley moved to Fort George Island with his wife and three children (a fourth child would be born at this plantation). His wife, Anta Majigeen Ndiaye, was from Senegal, Africa and was purchased by Kingsley as a slave in 1806. She actively participated in plantation management, acquiring her own land and slaves when she was freed by Kingsley in 1811. This account reveals an often hidden fact that some slave owners married their slaves, and that some former slaves in America went on to own slaves.

Kingsley and his family lived on the plantation until 1837. At that time, the land and enslaved workforce were transferred over to family members of Kingsley. The slave cabins were occupied until the early 1900's.

Spanish Florida

Slave importation in Spanish Florida was modest from 1565-1763. In the seventeenth century, ranching, agriculture, and timbering somewhat diversified the economy, however Florida was slow to develop labor intensive plantations. It was "a society with slaves" rather than "a slave society." Spanish slavery was based on Roman law, which considered slavery a legal condition. Those who were enslaved were considered human and, as such, entitled to a wide variety of legal protections. The enslaved in Spanish Florida had legal rights to change owners, testify against free persons and owners, and own property including weapons, animals, and boats. They appear throughout Spanish legal records voicing their complaints, making petitions, and claiming their rights. Spanish Florida permitted slave mobility, free market days, and relatively free cultural expression. The enslaved also were allowed to work for themselves or hire themselves out for an agreed upon time. There were free and enslaved Africans throughout the Spanish colonies. Zephaniah Kingsley ascribed to the Spanish slavery system rather than the antebellum plantations of the south.

Florida Territory of the United States

In 1821, Florida became a territory of the United States. With this move came significant changes to the mores of the time. Slaves were now viewed as chattel and white supremacy was the accepted attitude. In 1823, President James Monroe appointed Zephaniah Kingsley, and a dozen other men in whose integrity and abilities he had special trust and confidence, to serve a one year term on the legislative council of the territory of Florida. Kingsley encouraged the council to continue race policies that the Spanish established: liberal provisions for manumission of slaves, and rights and privileges for both free and enslaved people of color. These included a slave's right to own property, to marry, to inherit, and to testify in court. The legislature instead restricted the activities of Florida's free blacks in order to bring Florida in line with the rest of the South. Under the U.S. system, free blacks were barred from entering the territory and were forbidden to assemble, carry arms, serve on juries, testify in courts, or vote. The new laws prohibited interracial marriages and sexual relations between whites and blacks thus ending the inheritance rights of children of interracial unions. Manumission, or freedom from bondage, was nearing impossible. Free blacks

struggled to retain property and citizenship right, though the tide was against them. For the enslaved black majority, life in Florida took on severely reduced, fixed, and dehumanized contours.

Kingsley opposed but could not prevent the strengthening of racial barriers. Fearing that increasing racism in Florida endangered his family and their rights of inheritance, Zephaniah Kingsley transported Anna and their two sons to Haiti and began a colony there in 1837. Finally in 1839 Zephaniah Kingsley sold the Fort George Island plantation to his nephews, Ralph King and Kingsley Beatty Gibbs. Zephaniah Kingsley died in New York, September 13, 1843.

History of the Tabby Slave Quarters

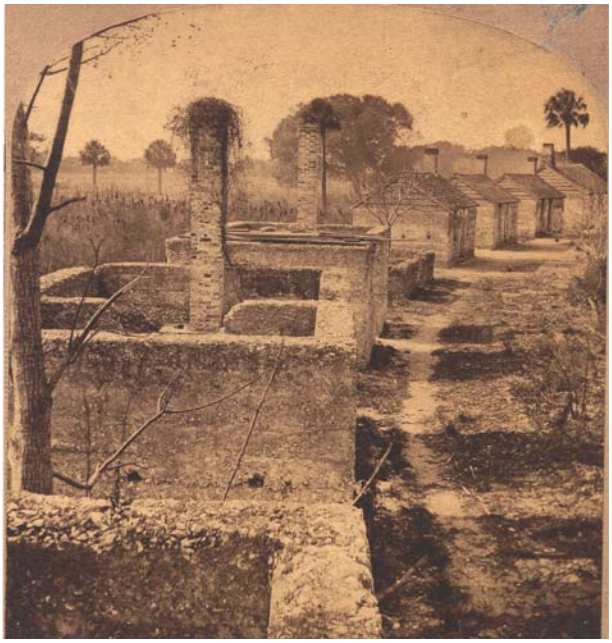
A slave quarter is a special type of house that enslaved people lived in. At Kingsley Plantation, slave quarters were built of tabby in the 1820's during Zephaniah Kingsley's ownership. These slave quarters were typically small but sturdy dwellings made of readily available building materials. Tabby is a mixture made from crushed oyster shells, heated over a fire and dissolved in water and sand, making a form of early cement. Often whole oyster shells were added to speed the hardening of the tabby and to increase volume and durability. It proved to be sturdy and weatherproof, keeping heat out during the summer while holding in warmth during the winter. The tabby buildings were constructed by enslaved workers who were skilled carpenters, tabby makers, and brick layers. This type of construction was used for the slave quarters, kitchen house, and the walls of the barn. Tabby, without the whole shells, could also be made into bricks, which were used in the barn and the first floor of the kitchen house, as well as the fireplaces at the slave quarters. Once it hardened, the whole shell tabby was covered with a protective coat of lime putty, making the walls smooth. Holes in the walls of the slave quarters are from wooden spreader pins which were used to hold the frame parallel during construction. Once the pins were removed, the holes were filled in with the lime putty.

Tabby represents a blend of Native American, West African, and Spanish cultures. The oyster shells used to make the tabby were mined from shell mounds created by native peoples thousands of years before European arrival in the New World. By the early eighteenth century, tabby was used both in Spanish Florida and in West Africa. It is unclear whether tabby's origins lie in the coastal southeast or whether the technique was brought from West Africa through the slave trade. The layout of the cabins may also display African influence. The cabins at Kingsley Plantation extend in a semi-circle as opposed to the rows seen on many southern plantations. This layout is similar to the layout of Wolof villages in Senegal, Africa.

Some cabins were larger than others, some had tabby partition walls inside, while others were one room. Most cabins were 20' by 13' near the antebellum average, however the average slave quarter held 5.2 people rather than the 2.2 that Kingsley Plantation cabins housed. (Fogel, Robert William and Stanley L. Engerman. 1995.) Larger 25' by 19' cabins held the slave drivers and their families. This displayed a tangible division between the slaves who assigned the daily tasks, the drivers, and the rest of the slave population. These cabins are located on the ends and very center of the arch.

Almost all cabins had tabby brick fireplaces which provided warmth and a place for cooking. Several of these were later replaced with red brick. Upon completing their daily tasks, the enslaved tended to their personal needs. This included working their own garden plots, cooking, fixing their homes, and raising livestock. Enslaved families struggled to keep traditions alive, passing along African heritage during the evening work at the cabins. Some of these activities included singing, sewing, hunting, and spiritual practices. Today, it is difficult to imagine that such a diverse culture could evolve from the institution of slavery. These cabins stand as a testimony to the enslaved men, women, and children that lived on Fort George Island. (Landers, Jane. 2009.)

Archaeology of the Kingsley Plantation Slave Quarters



In this investigation, students will study a two-room tabby cabin occupied by slave families at Kingsley Plantation in the early 1800s. Cabins at Kingsley Plantation were not elaborate. Each cabin was probably occupied by one family (2 -4 people) and had its own fireplace. Cabins had one to two windows, a small fireplace, and front door. Some cabins had a back door, and a few had a back porch. There were a variety of wooden frames used to build the cabins. Therefore, cabins varied slightly in size and length.

Kingsley Plantation consisted of 32 slave cabins arranged in a semi-circle arc with 16 cabins on each side of the main road. There are two different thoughts to the origin of this arrangement, one of which was to emulate the style of an African village. On the other hand, since Fort George Island was isolated, there is a theory the cabins were arranged in such a manner as to provide defense for the plantation. This theory is strengthened by archaeological evidence of firearms in the slave cabins.

The yard of a slave cabin is critical to understanding how enslaved families lived. People used yards for domestic chores, such as cooking, and for socializing. Archaeologists found middens behind the cabin area. A midden is a mound or deposit containing shells, animal bones, and other refuse that indicates the site of a human settlement. The middens had a large number of artifacts in relation to other areas of the site that had a small number of artifacts, indicating that the midden was used as a trash pile. Variations in soil chemistry allowed archaeologists to reconstruct the location of wells, back porches, and work activities such as gardening and cooking. Artifact analysis revealed the presence of deer bones; together with pieces of firearms and lead shot the evidence showed that slaves possessed guns and likely hunted in the nearby forests.

African Identity and Archaeology

Many of the slaves that lived here during Zephaniah Kingsley's era (1814 -1839) were African-born or the children of Africans. A list of Kingsley's slaves prior to his arrival on Fort George Island provides examples of their nationalities or language groups: Ibo, Calaban, Rio Pongo, Soosoo, and Zinguibar.

Kingsley allowed his Africans to keep their tribal names instead of forcing Anglicized names upon them. African names included Quamila, Beechy, M'Badnie, Tita, Aibo, Cabo, M'Sooma, Motorro, Tamafia, and Anobia. Kingsley also allowed children born on his plantations to be given African names, such as the boy named Badju and another boy named Mtoto, the Swahili word for "child."

Zephaniah and Anna Kingsley are most remembered here, but much of the history of Kingsley Plantation was made by the hundreds of enslaved Africans and their descendants who did much of the working, living, and dying here. Beyond a rare list of names, these men, women, and children are virtually absent from historic records. This erasure from history is true for enslaved men and women throughout the Americas. Without written records, this lost history can only be brought back to life through archaeology.

The birthplace of African-American archaeology can be traced to Kingsley Plantation, where in 1968

archaeologists first began to search for artifacts that reflected African identity. This identity is most easily seen within the realm of spirituality or religion, which is resistant to change. However, the physical remains of such practices are extremely subtle. The most spectacular find relating to African spirituality was the remains of a chicken found under the floor of a slave cabin. The chicken was buried with an unbroken egg, a glass bead, and a piece of iron. Animal sacrifice is still practiced by some cultures in Africa to mark births and deaths, and as sacrifice to specific deities. The chicken may have been sacrificed to appease earth spirits disturbed during the initial construction of the cabin. The partial deer leg buried in the doorway of an adjacent cabin may be a similar offering.

In addition to animal remains, the Ibo have a strong tradition of placing iron house charms in doorways to prevent any harm from entering the house. In 2006, an agricultural hoe was found buried at the back doorway of a cabin. A similar placement of another hoe, axe blade, and other iron objects were found scattered near the back door of a cabin in 1968. Archaeologists believe the placement of these objects was intentional. As one researcher stated, "Many houses are protected by charms which are found hanging above the doorway or buried in the floor of the house or outside the building" (Awolalu, 1979). The placement of an iron object buried in or near the doorway of a house could be highly significant.

There is a belief in many African cultures that beads have supernatural powers and can be worn to provide protection from harm. Archaeologists recovered several blue beads from two slave cabins. The beads varied in shape and size, suggesting that they were selected specifically for their color. Evidence from other Antebellum plantations suggests that the color blue had spiritual or religious significance.

Investigation Materials

This investigation supplements *Project Archaeology: Investigating Shelter* (Letts and Moe, 2009), a curriculum which will enable students to complete the investigation. This investigation is divided into two parts:

- "Investigating a Slave Cabin: Instructions for the Teacher" (this document)
- "Investigating a Slave Cabin: Archaeology Notebook" (separate document).

You must have both documents and *Project Archaeology: Investigating Shelter* to teach the investigation effectively.

Instructions for the Teacher

This document contains all of the instructions you will need to conduct the investigation in your classroom plus some student materials that will be used in group activities. Within the instructions, two symbols will guide you to specific materials needed for each of the sections.

📋 Refers to pages in the Archaeology Notebook.
📖 Refers to pages or sections within the Instructions for Teachers.

Archaeology Notebook

The investigation contains all of the data sources and analytical tools the students will need to investigate a slave cabin from historical, archaeological, and cultural perspectives. Ideally, each student should have a complete notebook of data and data collection sheets (Parts One – Four and the Assessment). Recognizing that providing each student with a complete notebook would require a lot of photocopying, we suggest the following alternatives:

- Make one notebook for each team of students.
- Have students print the notebook at home if possible.
- Project the file on an LCD projector and work as a whole class.
- Have students work online, either individually or in teams.
- Have students answer questions in a journal or on separate paper instead of using the worksheets.

Teaching the Investigation

The investigation is comprehensive and uses the most authentic data sources available. It is organized into four instructional parts and an assessment which can be separated and taught over several days.

- **PART ONE** introduces Mrs. Deborah Bartley-Wallace and provides background information on the geographic location of the slave cabin site the students will be studying.
- **PART TWO** focuses on the history of slave cabins using historic photographs and a short history of the cabins and families at Kingsley Plantation.
- In **PART THREE** the students will work with artifacts and quadrant maps of the slave cabin site to make inferences about how the cabin was used by the people who lived in it.
- **PART FOUR** connects the past with the present. Students learn the importance of preserving archaeological sites.
- The **ASSESSMENT** asks the students to write an essay describing what they have learned in the investigation and draw a modern day shelter, which incorporates at least three ideas from the slave cabin. The Assessment also includes the Final Performance of Understanding for the entire unit which should be taught after Lesson Nine.

The investigation may be completed as a Jigsaw project by dividing Parts One and Two into sections. For example, you might divide the class in half and assign groups of two to one of the following sections:

- The Geographic Location of the Slave Cabin

- The Slave Cabin in History

Each group completes the section assigned and reports their findings to another group who did the other section. The second group shares their information in a similar manner. The information gathered from each of these sections must be available to all students when they complete their assessments.

While there are no right or wrong answers, answer keys for each student activity provide you with examples of reasonable inferences the students might make. They also include information about how archaeologists interpreted the data.

Part One: Geography
Instructions for the Teacher

Materials

For Each Student

- ▯ "Investigating a Slave Cabin: Part One Geography" (Archaeology Notebook, pages __)

For the Teacher

- Transparency of the slave cabin photographs ▯ (pages __) or project it with an LCD projector from the website.
- Transparency of ▯ "Meet Mrs. Deborah Bartley-Wallace" (page _)
- Transparency of ▯ "Landscape of Fort George Island" (page _)
- Additional illustrations and photographs of plants and animals for the ▯ "Geography of Kingsley Plantation" can be found on the website.
- 25 feet of string or light rope

Preparing to Teach

1. Make a copy of ▯ "Investigating a Slave Cabin: Part One" for each student.
2. Make a transparency of the historic photograph of the slave cabin (pages __) and ▯ "Meet Mrs. Deborah Bartley Wallace" (page _).
3. Download additional illustrations and photographs of plants and animals from the website for ▯ "Geography of Kingsley Plantation."
4. Obtain 25 feet of string or light rope. Make four marks on the string at 18 feet, 11 feet, 10 ½ feet, and 7 ½ feet from one end.
5. Post the essential question: *"How can investigating a tabby cabin help us understand slaves and their culture?"*
6. Post the Word Bank words.

Word Bank

ancestor: a person from whom one is descended; mother, father, grandmother, grandfather
biography: history of a person's life as told by another person
cabin: a small, simply built house
cash crop: a crop grown to make money for the plantation owner
culture: the customs, beliefs, laws, ways of living, and all other results of human work and thought that belong to people of the same society
descendant: a person descended from a particular ancestor; daughter, son, granddaughter, grandson
estuary: a partly enclosed coastal body of water with one or more rivers or streams flowing into it, and with a free connection to the open sea
plantation: a large farm where crops are grown by workers who often live there
slave: a person owned by someone else

Uncover Prior Knowledge

What can we learn about the history and lives of enslaved people by investigating a tabby cabin? Inform students that this question will guide their learning.

1. Tell students that they are going to play the role of an archaeologist as they investigate the cabin, a type of shelter used by the slave community.

2. Hand out folders to each student for organizing their papers.

3. ▯ Write the word *slave cabin* on a board and show the students a photograph of a slave cabin (pages __) at the same time. Ask them:

- What does the design of the cabin suggest about the materials the people used to build their shelter?
- If students suggest the slaves probably used shell and/or brick, ask how might the slaves have built the cabin using these materials?
- How might the slaves have used their cabin?

Discover New Knowledge

1. Go over the cover sheet information for ▯ **PART ONE** and look at the data sources students will use in their investigation.

2. Review the meaning of the word **culture** from Lesson Three. Project transparency of "Meet Mrs. Deborah Bartley-Wallace." As a class, read Mrs. Deborah Bartley's biography. As class members read aloud, demonstrate how to highlight important information in the text. Share your rationale for selecting each piece of information. Assist students with defining **biography**, **culture**, **ancestor**, **descendant, plantation**, **cabin**, and **slave**.

3. Estimate the size of a slave cabin using the following procedure:

   a. Go outside as a class.

   b. As a group estimate a rectangle measuring 18 feet by 11 feet. Have a student stand in each of the four corners. Mark the estimated corners with pieces of ribbon or tape.

   c. Have the rest of the students place themselves along the sides of the rectangle.

   d. To find out how accurate your estimate is, use the rope to measure the sides. Have a student in one corner hold the end of the rope and another student hold the mark at 18 feet. The student holding the end then turns 90 degrees and another student holds the other end of the rope at 11 feet. Repeat the process until all corners have been marked accurately.

   e. You can square the rectangle by using the hypotenuse (21.09 feet) or simply by eye-balling the corners and sides.

   f. Have the rest of the students fill in the sides of the rectangle. How close was your original estimate?

   g. Measure 10 ½ feet on each of the 18 foot long sides. This is where the cabin was divided into two rooms. Have some students place themselves along this line, simulating the room divider.

   h. Ask students: How many people do you think could live in this cabin? Take some answers and pick one for illustration (2-4 people). Ask for volunteers to go inside the space to represent that number of people actually living inside the cabin. Would this number of people be crowded by our standards? Tell students to remember what 2-4 people inside this space looked like as they continue to investigate the slave cabin.

4. Direct students to ▯ "Geography of Kingsley Plantation." Project transparency of ▯"Landscape of Fort George Island." As a class, read "Geography of Kingsley Plantation." As class members read aloud, demonstrate how to highlight important information in the text. Share your rationale for selecting each piece of information. Assist students with defining **cash crop** and **estuary**. Project illustrations and photographs from the website

on an LCD projector or post them around the room. Ask students: Why do you think Kingsley chose this area to have his plantation? Have students jot down their thoughts or take a few answers from the whole class. Teams of two will read the section and analyze the data together.

Answer Key for "Geography of Kingsley Plantation: Analyzing the Data" (pg__)

1. Zephaniah Kingsley brought enslaved people to Kingsley Plantation in 1814. There were approximately 60 to 80 slaves who worked on the plantation at one time. The cash crop was Sea Island cotton.
2. Students should use the text, photographs, and illustrations to draw the landscape of Ft. George Island. The students should include tidal estuaries in the drawing.
3. In the summer the temperature averages 90°F, while in the winter it averages 40°F. Answers will vary on comparing temperature to current location.
4. The illustration of the shelter should include items that will protect the enslaved people from the climate and wildlife. Compare the student's drawings with the actual slave cabin and discuss the differences.

Part Two: History
Instructions for the Teacher

Materials

For Each Student

- ▯ "Investigating a Slave Cabin: Part Two" (Archaeology Notebook, pages __)

Preparing to Teach

1. Make a copy of ▯ "Investigating a Slave Cabin: Part Two" for each student.
2. Post the Word Bank words.
3. Transparency of 🕮"Map of Kingsley Plantation circa 1855" (page __)

Word Bank
managed: to take charge or care of
semicircle: half of a circle
tabby: a building material made from oyster shells, sand and water
task system: under this system, each slave was assigned a specified amount of work for the day and upon completion of this task, the slave was permitted to use the balance of the day as he or she chose
house charm: objects that are worn or used to provide protection from harm

Discover New Knowledge

1. Go over the cover sheet information for ▯ **PART TWO** and look at the data sources students will use in their investigation.
2. Remind students that they are now studying people who lived 200 years ago when life was very different from our lives now. Sometimes life in earlier times may seem primitive, but people must use what is available to them and often find creative solutions to challenging problems. Students should be reminded that no culture or time in history is better than another.
3. Project image of 🕮"Map of Kingsley Plantation" on overhead or LCD. Point out to students where the cabins are in respect to the main house and how they are in a semi-circle formation. Ask the students why they believe the cabins were built in this arc. List their responses on a chart. Using information given in 🕮"Instructions for the Teacher" explain the two theories of why the cabins were built in a semi-circle. (**NOTE:** There are several cabins missing on this map due to various causes. Over time cabins were abandoned, torn down and used for other structures.)
4. Students continue working with their partners to complete ▯ "Historic Photos of Slave Cabins."
5. Students continue working with their partners to complete ▯ "The History of Enslaved People at Kingsley Plantation." For a transcription of the primary documents see below.
6. Have students read ▯ "Sacred Traditions in the Cabins" tell them that understanding what archaeologists have searched for in the past is part of the historic research we must do before we begin a new investigation.
7. Assist students with defining **task system, tabby, house charm, semicircle** and **managed**. Address students' questions as appropriate, but remind them that some of their questions will be answered as the investigation proceeds.
8. Students analyze the data in teams of two.

Transcriptions of Primary Sources (page__)

Image #1

The bearer Jimmy being unwilling to be removed to Savannah having a wife here whom he says cannot be purchased – I give him permission to look for a Master, and my lowest price for him is seven hundred dollars. St. Augustine March 5 1839 George Gibbs

Image #2

Sale of Black Man named Jimmy Gibbs, Andrew Pow to Rafael D. Fontane to George R Fairbanks
Territory of Florida, County of St. John,
Received 2nd October, 1844
Recorded 2nd October, 1844
In Book A page7 of records _____ slaves
P.B. Dumas
Clerk, St. John's County
$1.81 1/4

Answer Key for "Historic Photos of Slave Cabins: Observing and Collecting Data" (page__)

1. Photo #1 – cabin, palm trees, grass or shrubs, chimney on top of the cabin, plow, horse or mule, dirt, people
   Photo #2 – cabin, people, grass or shrubs, trees, chimney on top of cabin, wooden shingles
2. Photo #1 – logs, boards, wooden shingles, nails, sand, oyster shells and water
   Photo #2 – boards, logs, wood shingles, nails, sand, oyster shells and water

Tabby was created entirely from locally available materials. Oyster shells piled into middens by the native Timucua were cooked in a kiln for lime. The cooked shells dissolved in water, and sand was mixed in to make cement. Often whole shells were added to speed the hardening of the tabby and to increase volume and durability. Whole shell tabby was pourable and used much like today's concrete. This type of construction was used for the slave cabins, the kitchen house, and the walls of the barn.

3. Photo #1 – There are children sitting on the ground, a man appears to be farming or planting crops with the use of a mule and plow. They are all looking in the same directions so it is possible that they are posing for the camera.
   Photo #2 –The people are sitting in front of their cabin. They are not all together as a group and are not facing in one direction. It is possible that they are not posing for the camera.
4. Photo #1-It might be spring or summer because the man is plowing and no one has on a jacket or coat. The sun is out and it is daytime. Another indicator that it is not cold, there is no smoke coming out of the chimney and the children are sitting on the ground.
   Photo #2- Again it might be spring or summer because the people are sitting out in front of the various cabins, there is no smoke coming out of the chimney, and no one is wearing heavy clothing such as jackets or coats.

Answer Key for "Historic Photos of Slave Cabins: Analyzing and Interpreting the Data" (page__)

1. Photo #1 – May be a formal portrait of the people and how they lived; a special event or occasion, or for journalistic reasons.

Photo #2 – the people lived in a small cabin that were close in proximity this picture gives a idea of what a slave community may have looked like. The cabins appear to be in a curving row, and people are sitting outside possibly talking and sharing stories. Answers could vary.

2. Photo #1 The slaves did know how to farm, the evidence is that the man has a mule and plow. The slaves were not wealthy people. The evidence is in the small slave cabins they lived in and their clothes appeared worn.

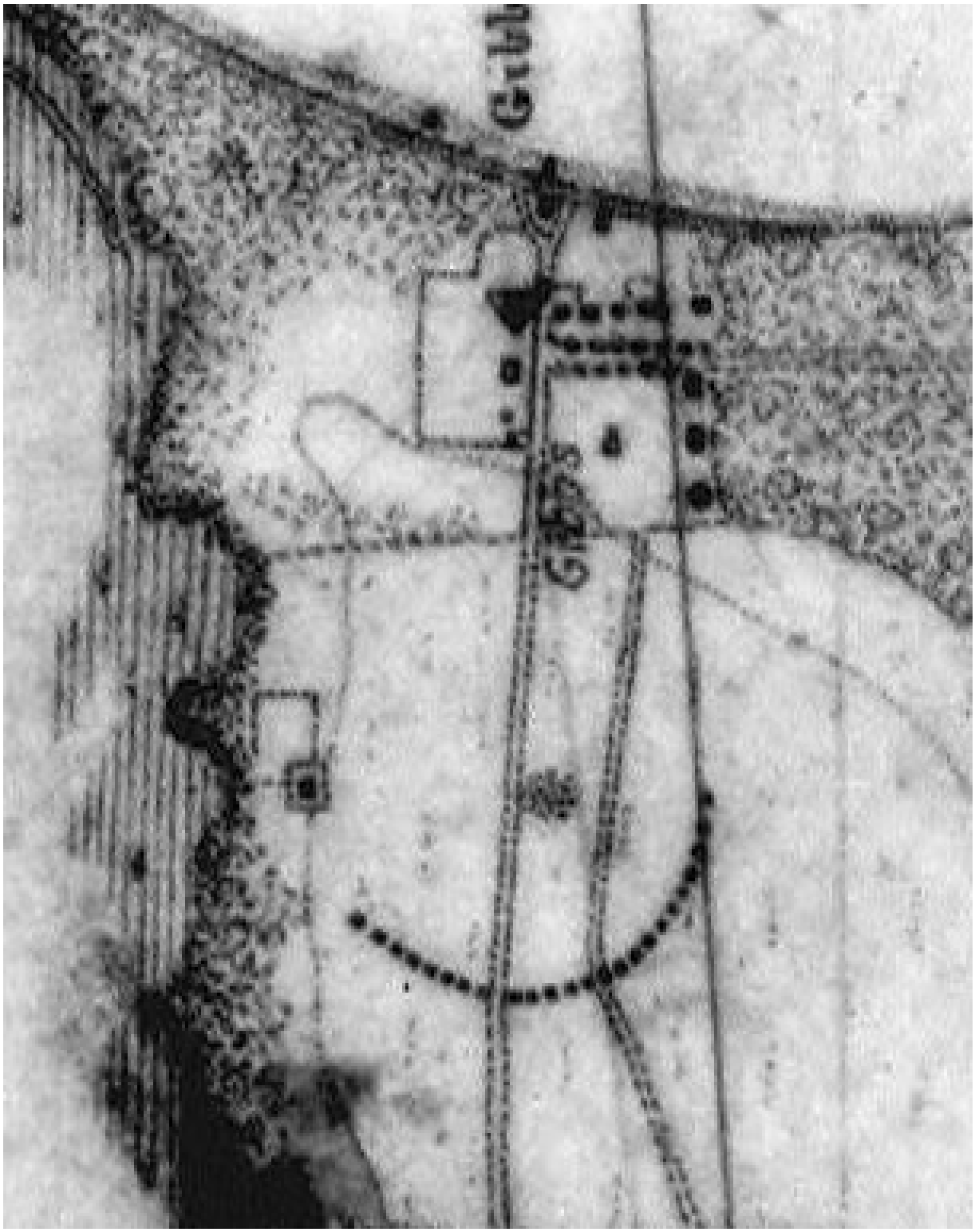
Photo #2 - The people lived in a small cabin, the cabin appears to be hand-made and constructed of local materials (wood for the roof and a cement substance made of oyster shells, sand, and water), the evidence is that you can see the oyster shells in the walls. Due to the cabins being in close proximity to each other, this may be evidence for a sense of community.

3. Open.
4. Search books or the internet for information on this time period in Florida, ask local experts (historians and archaeologists).
5. Similarities: The cabins are very similar in size and construction; the people are outside and are similarly dressed. Differences: No animals seen in Photo #2 and the people do not appear to be working, more people in Photo #1. One of the cabins has 2 windows and the rest only have one.

Answer Key for "History of the Enslaved People at Kingsley Plantation: Analyzing the Data" (page__)

1. Andrew Pow; buyers were Rafael D. Fontaine and George R. Fairbanks; Territory of Florida.
2. $700.00 in 1839 dollars.
3. Open
4. Open

Map of Kingsley Plantation circa 1855



Part Three: Archaeology
Instructions for the Teacher

Materials

For Each Student

- ▯ "Investigating a Slave Cabin: Part Three" (Archaeology Notebook, pages __)

For Each Group at Specific Times in the Investigation

- Copies of the ▯ "Quadrant of the Slave Cabin Site" (page _)
- Each team of two will receive two of the four quadrant maps and accompanying 🕮 "Artifact Locations" and "Artifacts" pages with all quadrants being equally distributed among the teams (pages __)
- One sheet of construction paper measuring 14 X 17 for each group of four

For the Teacher

- Transparencies of the ▯ "Footprints of Shelters" (page __), ▯ "Footprint of the Kingsley Plantation Slave Cabin" (page __).
- Transparencies of the 🕮 "Quadrant Maps" (pages __)
- Transparency of the ▯ "Map of the Kingsley Plantation Slave Cabin Site" (page __)

Preparing to Teach

1. Make a copy of ▯ "Investigating a Slave Cabin: Part Three" for each student.
2. Make copies of the quadrant maps. Each group will receive one of the four quadrants with all quadrants equally distributed among the groups.
3. Make transparencies of the ▯ "Footprints of Shelters," the 🕮 "Quadrant Maps," the ▯ "Map of the Kingsley Plantation Slave Cabin Site," and ▯ "African Identity and Archaeology"
4. Post the Word Bank words.
5. Make sure to read 🕮 "African Identity and Archaeology: Chicken Burial" before starting 🕮 "Quadrant Maps" activity. This will help you to guide students to understanding the context of where some of the artifacts were found and their significance.

Word Bank

archaeology: the scientific study of past human cultures through artifacts and sites
archaeological site: a place where people lived and left objects behind
deities: spirits or god(s) that are worshipped
excavate: to uncover by digging and expose to view
ritual: an observance or practice of a particular culture

Discover New Knowledge
Archaeological Footprints of Shelters

1. Go over the cover sheet information for ▯ **PART THREE** and look at the data sources students will use in their investigation. Review the meaning of the words **archaeology** and **archaeological site** from the Tool Kit lessons.
2. Project the transparency of the ▯ "Footprints of Shelters" graphic on the overhead. Explain to students: Just as human feet leave a footprint, shelters often leave a "footprint" in the ground where they were built. The footprint is sometimes visible after the shelter is gone and archaeologists study this footprint to infer what the shelter looked like.
3. The "Footprints of Shelters" graphic shows four structures (a modern house, an Earthfast house, a tipi, and a slave cabin) and the corresponding footprints that archaeologists find on the ground. Modern houses are usually built on concrete foundations, which are clearly visible. Earthfast houses were commonly built in Virginia and Maryland by European settlers from about 1607 to 1750. They were built using a post-in-ground method, which was easy and inexpensive, but was not very permanent. The post molds are visible in the ground after the structure has disappeared. The Plains Indian tipi was built by leaning numerous poles together in a 'cone' shape, then draping an animal hide or canvas covering over the outside of the poles, and then securing the hide covering to the top of the tipi, and to the ground with rocks or wooden or bone pegs. The Kingsley Plantation Slave Cabin was built by mixing tabby and pouring the foundation. To make the walls, tabby was poured one layer at a time into wooden molds, which were held in place by spreader pins. Bricks were made out of tabby to build a fireplace and chimney. Once the tabby hardened, it was covered by a protective coat of lime plaster, making the walls smooth. The frame holes made by the spreader pins were also filled with lime plaster.
4. After the students have a good understanding that buildings of all kinds leave a distinctive trace or footprint on or in the ground, project the transparency of the ▯ "Footprint of the Kingsley Plantation Slave Cabin." Indicate the word **excavate** on page __ and assist students with defining the word and adding it to the Word Bank. Explain that this is the footprint of a cabin found at the archaeological site excavated at the Kingsley Plantation in Florida. The cabin was occupied approximately 200 years ago.
5. Project the ▯ "Map of the Kingsley Plantation Slave Cabin Site." Explain to students that this is the map that the archaeologists made of the Slave Cabin site. The process is described for the students on the ▯ "Footprint of the Kingsley Plantation Slave Cabin." Describe the features on the map so the students understand the basics. Explain to the students why the map is divided into four quadrants.
6. Tell students that all of the data (artifacts and maps) they are using for their investigation is authentic and comes from the archaeological report of the Kingsley Plantation Slave Cabin Site (Davidson 2008).

Classify the Artifacts and Make Inferences

1. Students work in teams of two. Give each group two copies of one of the quadrant maps (Northeast, Northwest, Southeast, and Southwest) along with the corresponding "Artifact Location" and "Artifacts" sheets. All quadrants should be equally distributed among the groups.
2. Students cut out their artifacts. Using the ▯ "Quadrant of a Slave Cabin Site" as a guide, students classify their artifacts. Students complete questions 3 and 4.

Construct the Quadrant Maps

1. Have the students look at the "Artifact Locations" table and point out the three columns. Also point out to students that some of the artifacts are represented by a picture of one artifact, but actually equal many artifacts. For example in the Northwest quadrant a picture of one oyster shell could equal numerous oyster shells. Explain to the students that they will use the coordinates to do archaeology backwards. Instead of unearthing the artifacts

and taking them out of the ground, they will place the artifacts back on the map where they were originally found.

2. Instruct students to find the coordinates of the artifact and use those coordinates to place the artifact in the location it was found during the archaeological excavation of the slave cabin. Glue the artifacts in place so they will not fall off the quadrant map.

Construct the Entire Site Map

1. Assist students in forming new groups of four and give each group a piece of construction paper. A representative from each quadrant (SE, SW, NE, NW) will comprise each new group. If groups are uneven, you should be prepared to represent the third and/or fourth student.

2. Each quadrant representative places her/his completed quadrant out for observation before presenting the data. By the fourth presentation, students are observing the complete map. Students glue the four quadrant maps to the construction paper to form a complete map of the site.

3. Students now complete question 5 on ▯ "Quadrant of a Slave Cabin Site."

4. Using the ▯ "Slave Cabin Construction," explain how the cabin was built. Have students compare the reconstruction with the historic photographs on pages __ of their Archaeology Notebooks. How are they similar? How are they different? Tell students that archaeologists used the historic photographs to draw an accurate reconstruction of the Kingsley Plantation Slave Cabin.

5. Using the ▯ "How an Archaeological Site is Formed" (page __), explain how it became an archaeological site.

African Identity and Archaeology

1. Using the pictures on page __, draw students' attention to each of the three artifacts. Ask students: How would you describe this artifact? What do you notice about the two pictures of the hatchet? *(Note that the hatchet on the Southwest side is a soil stain from a hatchet head.)*

Using one of the completed site maps (all four quadrants), draw students' attention to the Southwest quadrant and the Southeast quadrant and the types of artifacts that were found there (chicken burial, blue beads, amber bead, deer tibia, hatchet). Ask students: How was this area used? Take a few inferences and record them on a white board.

2. Working with their partners, students read ▯ "African Identity and Archaeology." Help students understand what certain artifacts were used for and why they were placed in specific areas of the cabin. Assist students with creating a definition for **ritual** and **deities** and add them to the Word Bank.

3. Students use the information to analyze the data and make inferences about the lives of the African Slaves at Kingsley Plantation. Ask students: There are a lot of artifacts in the Northeast quadrant. Why might that be the case? What was the purpose for placing those artifacts in those locations? Help students understand that many houses were protected by charms. These charms were usually found hanging above a doorway or buried under the threshold of a doorway to give protection or blessings. Archaeologists inferred the use of these items because of their location and information gathered about African spirituality. Use the pictures on 🕮 "African Identity and Archaeology: Chicken Burial" page __ to place on the overhead. Explain to students these are artistic drawings of a chicken burial.

4. Explain to students: From historical research as well as the location where the artifacts are found, archaeologists know that these particular artifacts were used for ritual purposes as house charms. These items, had they been found in other areas inside or outside the cabin could have been used for other purposes. The blue beads could have been used for decoration on clothing or jewelry. They could have also been used for trade. The hatchet could have been used for domestic purposes such as wood cutting, gardening, or butchering. The chicken could have been a food source. Emphasize to students that archaeologists have to think about the context in which artifacts are found. Knowing the background cultural information of the culture of those who lived in the shelter assists these endeavors.

Meeting Basic Needs at Kingsley Plantation

1. Return to the "Comparing Cultures" activity sheet from Lesson Three (page __). Have students add a fourth column to the chart and label it "African and African-American slaves."
2. Ask students: How did the enslaved people at Kingsley Plantation meet their basic needs? Students fill in the chart using what they learned from the archaeological investigation of the Kingsley Plantation Slave Cabin Site. They should include shelter (the slave cabin) and how it was built. Their discussion of food should include the gathering of wild plants in the nearby forest, gardening, fishing and hunting wild animals.
3. Ask students: Did this investigation change your view of life at Kingsley Plantation? Guide the discussion by emphasizing the ability of the enslaved people to control some of their lives within the confines of slavery. For example, their ability to gather wild plants and hunt wild animals to supplement their diets as well as their ability to practice their beliefs of their African culture.

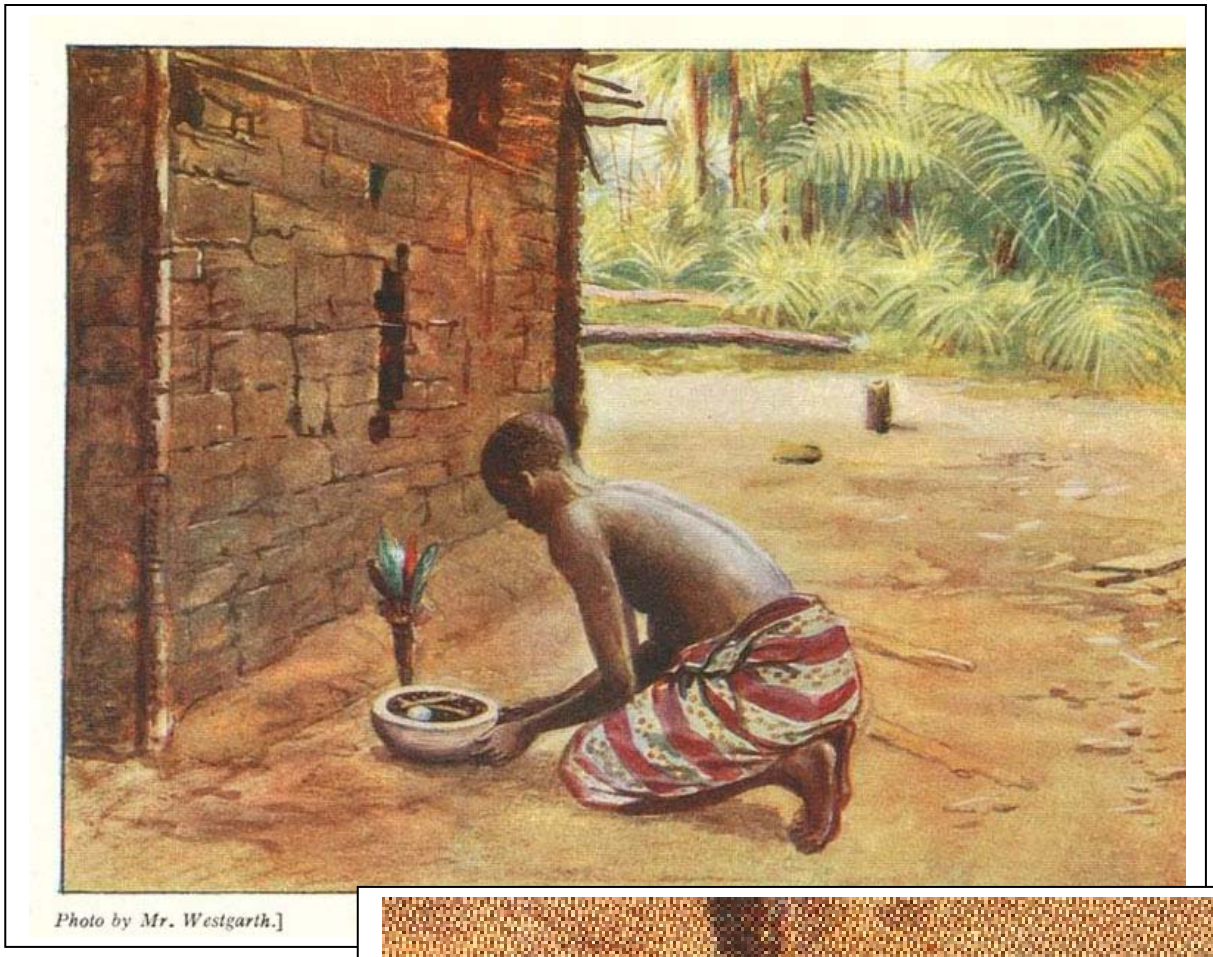
Answer Key for "Quadrant of a Slave Cabin Site: Analyzing the Data" (page__)

1. Northwest, Northeast, Southwest, Southeast.
2. Example 1: remains of food, tool, ritual/house charm, ammunition.
   Example 2: personal effects, building materials, clothing remnants, tool.
3. Depends on groups in question 2.
4. Examples: gun flint– used in firearms; pig bone – food remains; ceramic pieces of dishes – eating and preparing food; other.
5. Students will have more complete information about the site. Different types of artifacts may indicate activities different from what they found in their quadrant.

Answer Key for "African Identity and Archaeology" (page__)

1. a. blue beads – small, blue, shiny, rectangular in shape
   hatchet - upper picture: rusted outline of small hatchet blade, rectangular; lower picture: photograph of "round poll hatchet." (used for comparison of shape and size to outlined artifact found)
   chicken skeleton – full skeleton
   b. blue beads - NE quadrant
   hatchet - SW quadrant
   chicken skeleton – SE quadrant
2. Answers vary. Example: different uses of the rooms, based on African tradition.
3. Answers vary
4 . These items, had they been found in other areas inside or outside the cabin, could have been used for other purposes. The blue beads could have been used for decoration on clothing or jewelry. They could have also been used for trade. The hatchet could have been used for domestic purposes such as wood cutting, gardening, or butchering. The chicken could have been a food source. Emphasize to students that archaeologists have to think about the context in which artifacts are found. Knowing background information of the culture of those who lived in the shelter assists these endeavors.

African Identity and Archaeology: Chicken Burial



Photographs Courtesy of Dr. James Davidson

African Identity and Archaeology: Chicken Burial

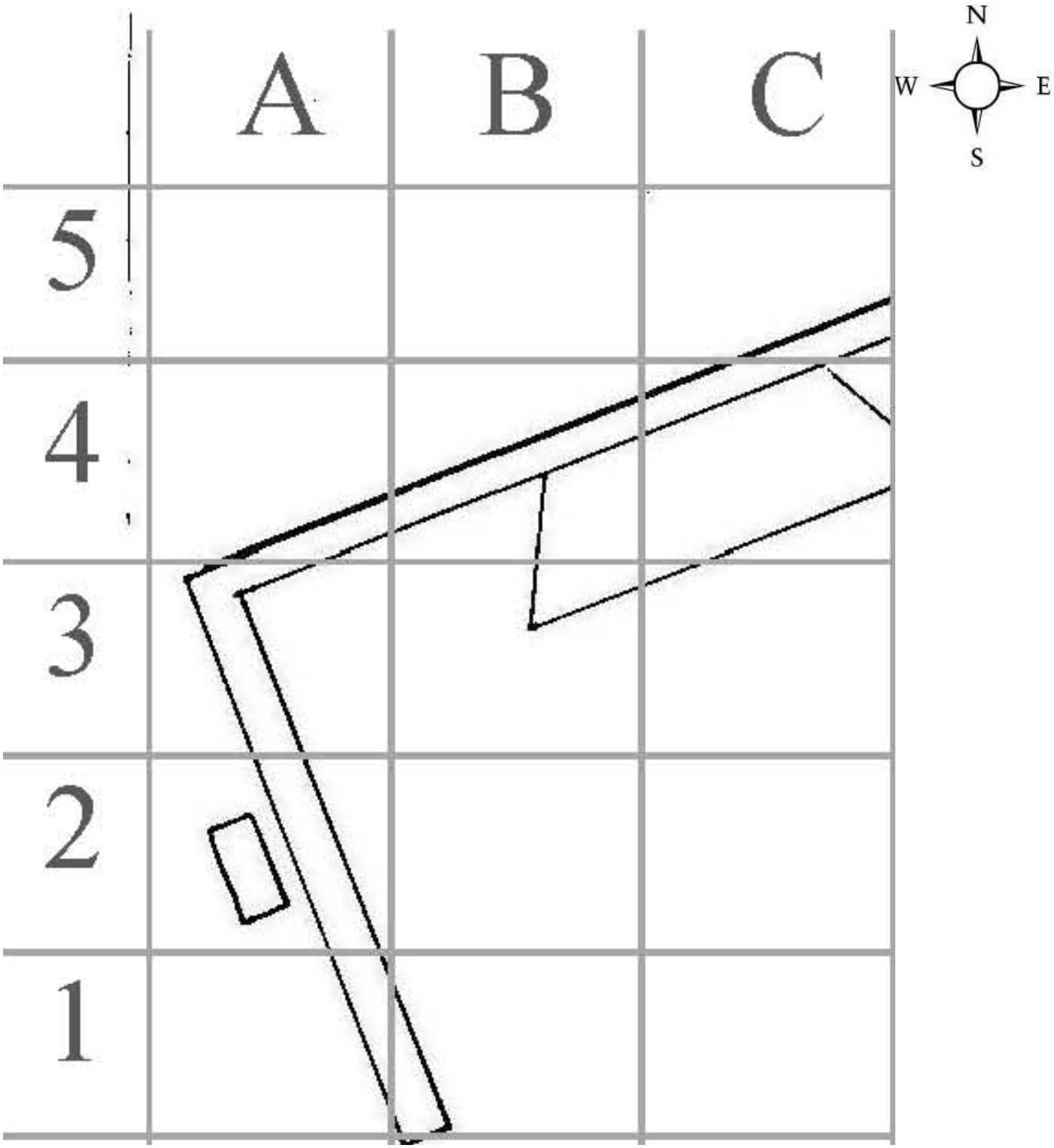
Animal sacrifice was – and is currently – very commonly practiced in numerous cultures throughout the continent of Africa. Fowl, including chickens, are some of the most common sacrificial animals known. Chickens are routinely killed within specific spiritual systems to mark births, deaths, purification rites, dedication of houses or other structures, and as general sacrifice to specific deities (Thomas 1917; Awololu 1973; Ikenga-Metuh 1985; Njoku 1991; Christoph et al. 2000).

Chicken sacrifice followed as Africans were caught up in the Slave Trade and transported to the Caribbean or the Americas. For example, an early nineteenth-century reference dating to 1816 (contemporary to Kingsley Plantation) stated that in the Caribbean, "…the white washing of tombs is repeated carefully every Christmas morning and formerly it was customary on these occasions to kill a white cock and sprinkle his blood over the graves of the family" (Barclay 1828: 131-133, as cited in Thompson 1984: 134-135). Another early reference to chicken sacrifice, in an illustration of an "oathing and divination ritual," was published in 1836 as part of Richard Bridgen's book, *West Indian Scenery with illustrations of Negro Character…the island of Trinidad* (Chireau 2003).

One early twentieth-century American reference to chicken sacrifice was collected under the auspices of the Works Progress Administration (WPA) Federal Writer's Project. In the late 1930's, federal workers interviewed elderly black informants in Georgia, most of them former slaves, and their stories and descriptions of folk beliefs were collected in the 1940 book, *Drums and Shadows: Survival Studies among the Georgia Coastal Negroes.* In this volume, a woman named Sarah Washington described to the interviewer the events that occurred with the death of an individual in the community: "…in the old days, after the mourners had arrived, a chicken was killed. Neither Aunt Sarah nor Uncle Ben, however, knew the reason for this (Johnson 1940:136); and also, "They kill a white chicken when they have set-ups to keep the spirits away" (Johnson 1940: 167; cited in Thompson 1984: 135). Similar rituals continue into the present day, primarily within such creolized religions or collection of beliefs and practices as Santeria or Regla de Ocha, Haitian Vodou, and Obeah (Olmos and Paravisini-Gerber 2003).

Chicken remains are commonly found archaeologically within plantation or other African-American contexts as part of the total faunal assemblage, but references to intentional burials of whole chickens are extremely rare, especially as part of an apparent ritual associated with a residence. (e.g., Breitburg 1976; Adams et al. 1987; Crader 1990). Ken Brown, of the University of Houston, has documented the disarticulated remains of three chickens in a pit within the so-called Conjurer's Cabin at the Levi-Jordan Plantation site in Brazoria County, Texas, and more importantly, an intact chicken buried under a slave cabin floor at the Frogmore Manor Plantation on St. Helena Island, a sea island off the coast of South Carolina (Brown 2004:87). Chicken burials have been uncovered archaeologically in the city of St. Augustine, Florida, from early to late nineteenth-century contexts, some of which were associated with African Americans (Personal Communication, Carl Halbirt, City Archaeologist, St. Augustine, Florida).

NORTHWEST QUADRANT

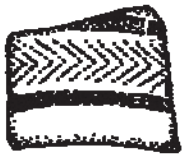
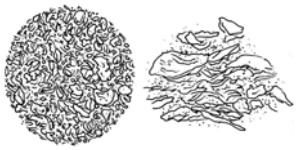
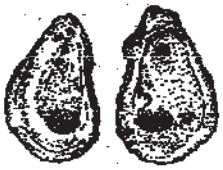


NORTHWEST QUADRANT
Artifact Locations

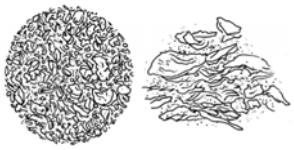
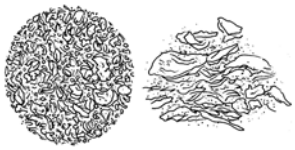
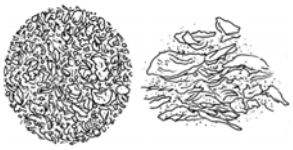
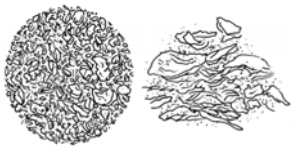
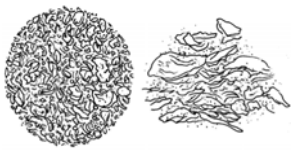
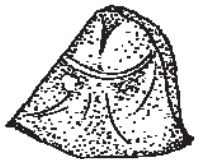
ARTIFACT:	USE:	AREA
Cow bone	Food remains	**C-4**
Cow bone	Food remains	**C-4**
Pig bone	Food remains	**C-4**
Pig bone	Food remains	**B-4**
Fish bones (10)	Food remains	**C-4**
Fish bones (10)	Food remains	**C-3**
Nail	Building material	**B-3**
Nail	Building material	**B-2**
Nail	Building material	**C-1**
Nail	Building material	**C-1**
Ceramic piece	Tableware	**B-1**
Ceramic piece	Tableware	**C-2**
Lead shot	Ammunition	**B-1**
Lead shot	Ammunition	**B-1**
Lead shot	Ammunition	**C-2**
Bottle glass	Personal effects	**B-2**

ARTIFACT:	USE:	AREA
Fish bones (10)	Food remains	**B-3**
Bone button	Clothing	**C-3**
Bone button	Clothing	**B-3**
Hook and eye	Clothing	**C-3**
Oyster Shells (5)	Building material	**B-4**
Oyster Shells (10)	Building material	**A-4**
Oyster Shells (5)	Building material	**A-2**
Oyster Shells (5)	Building material	**A-1**
Tabby block fragment	Building material	**C-5**
Tabby block fragment	Building material	**B-4**
Tabby block fragment	Building material	**A-4**
Tabby block fragment	Building material	**A-3**
Tabby block fragment	Building material	**A-2**
Tabby block fragment	Building material	**A-1**

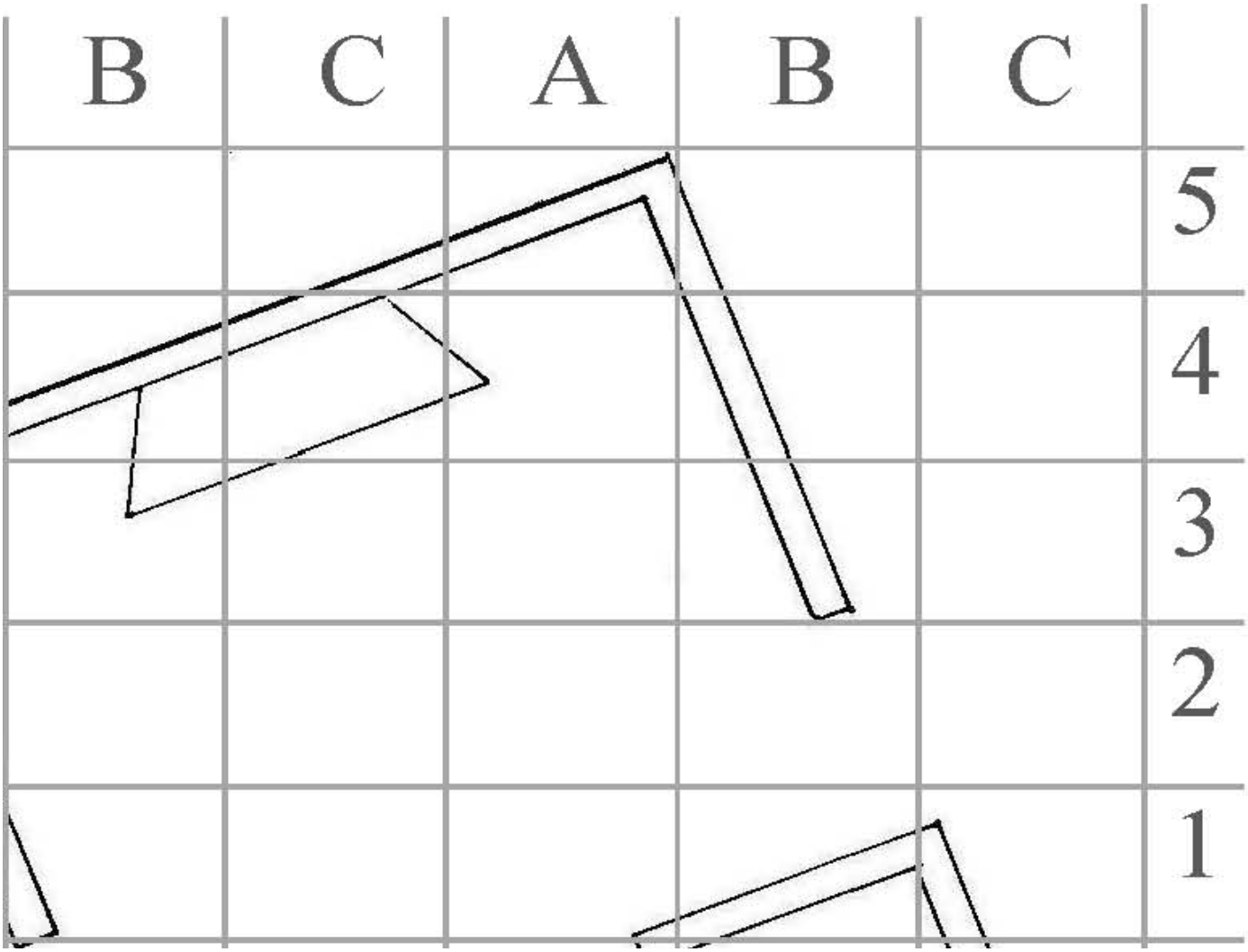
NORTHWEST QUADRANT Page One

Cow Bone	Cow Bone	Pig Bone	Pig Bone
Fish Bones (10)	Fish Bones (10)	Nail	Nail
Nail	Nail	Lead Shot	Lead Shot
Lead Shot	 Ceramic Piece	Ceramic Piece	 Tabby Block Fragment
Bone Button	Bone Button	Oyster Shells (10)	 Oyster Shells (5)
Oyster Shells (5)	Oyster Shells (5)	Hook and Eye	Fish Bones (10)

NORTHWEST QUADRANT Page Two

 Tabby Block Fragment	 Tabby Block Fragment	 Tabby Block Fragment	 Tabby Block Fragment
 Tabby Block Fragment	 Bottle Glass		

NORTHEAST QUADRANT

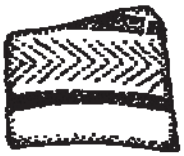
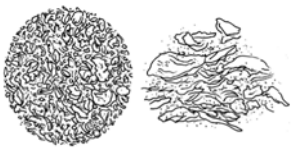
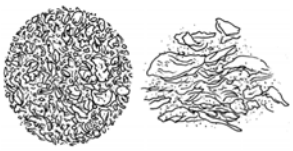
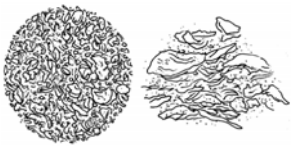


NORTHEAST QUADRANT
Artifact Locations

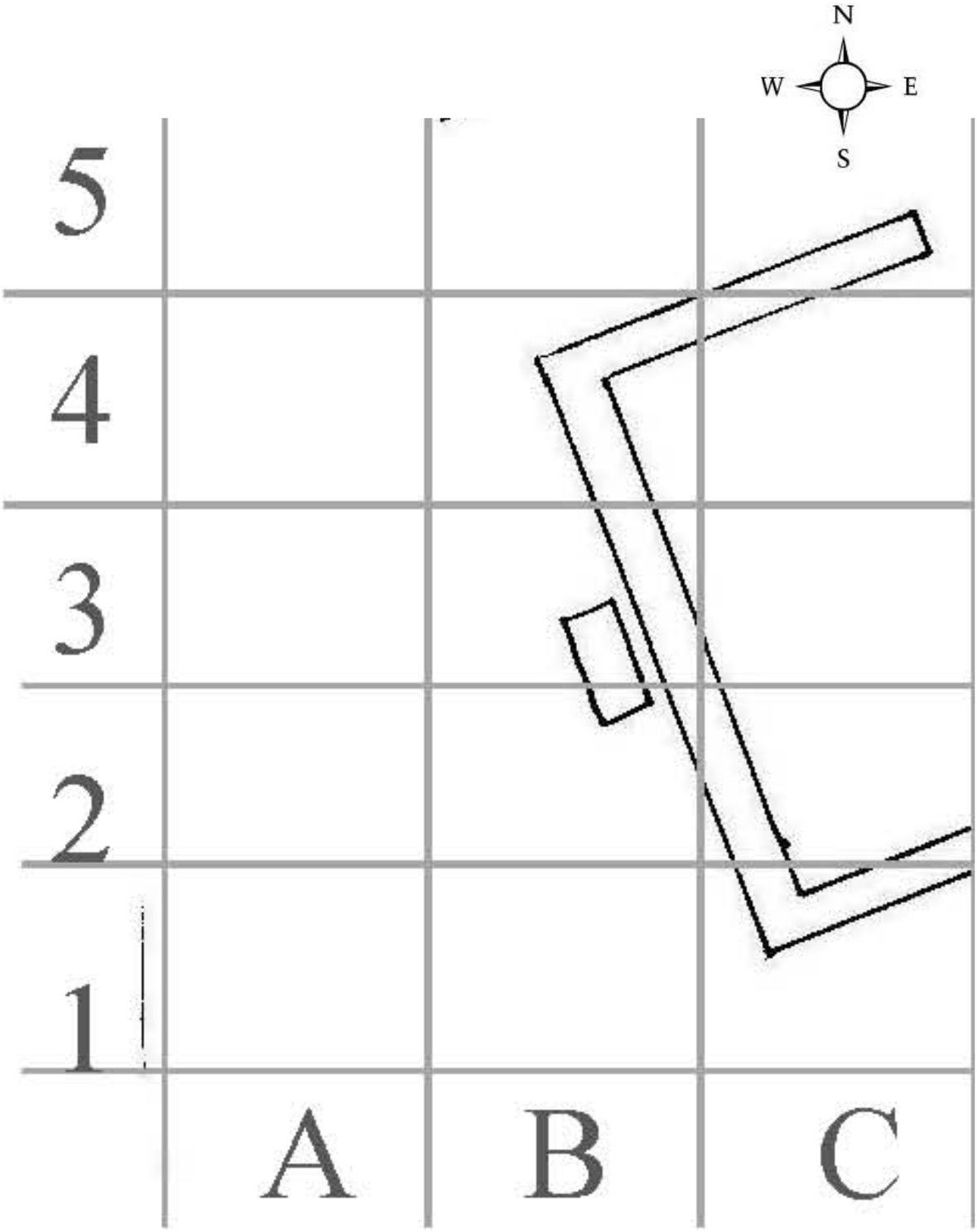
ARTIFACT:	USE:	AREA
Iron Concretion	Ritual/House Charm	**A-5**
Clay Object	Ritual/House Charm	**B-3**
Gunflint	Used in firearms	**A-3**
Gunflint	Used in firearms	**A-3**
Pipe bowl	Personal effects	**A-3**
Bone button	Clothing	**A-4**
Nail	Building material	**A-1**
Nail	Building material	**A-2**
Ceramic piece	Tableware	**A-3**
Ceramic piece	Tableware	**A-2**
Lead shot	Ammunition	**A-1**
Lead shot	Ammunition	**A-4**

ARTIFACT:	USE:	AREA
Glass Blue Bead	Ritual/House Charm	**B-2**
Glass Blue Bead	Ritual/House Charm	**B-2**
Glass Blue Bead	Ritual/House Charm	**B-2**
Oyster Shells (10)	Building material	**A-5**
Oyster Shells (10)	Building material	**B-4**
Tabby block fragment	Building material	**B-5**
Tabby block fragment	Building material	**B-4**
Tabby block fragment	Building material	**B-3**
Tabby block fragment	Building material	**C-1**

NORTHEAST QUADRANT

Gunflint	Gunflint	Pipe Bowl	Iron Concretion
Glass Blue Bead	Glass Blue Bead	Nail	Nail
Glass Blue Bead	Clay Object	Lead Shot	Lead Shot
Bone Button	Ceramic Piece	 Ceramic Piece	Tabby Block Fragment
 Tabby Block Fragment	 Tabby Block Fragment	Oyster Shells (10)	Oyster Shells (10)
 Tabby Block Fragment			

SOUTHWEST QUADRANT



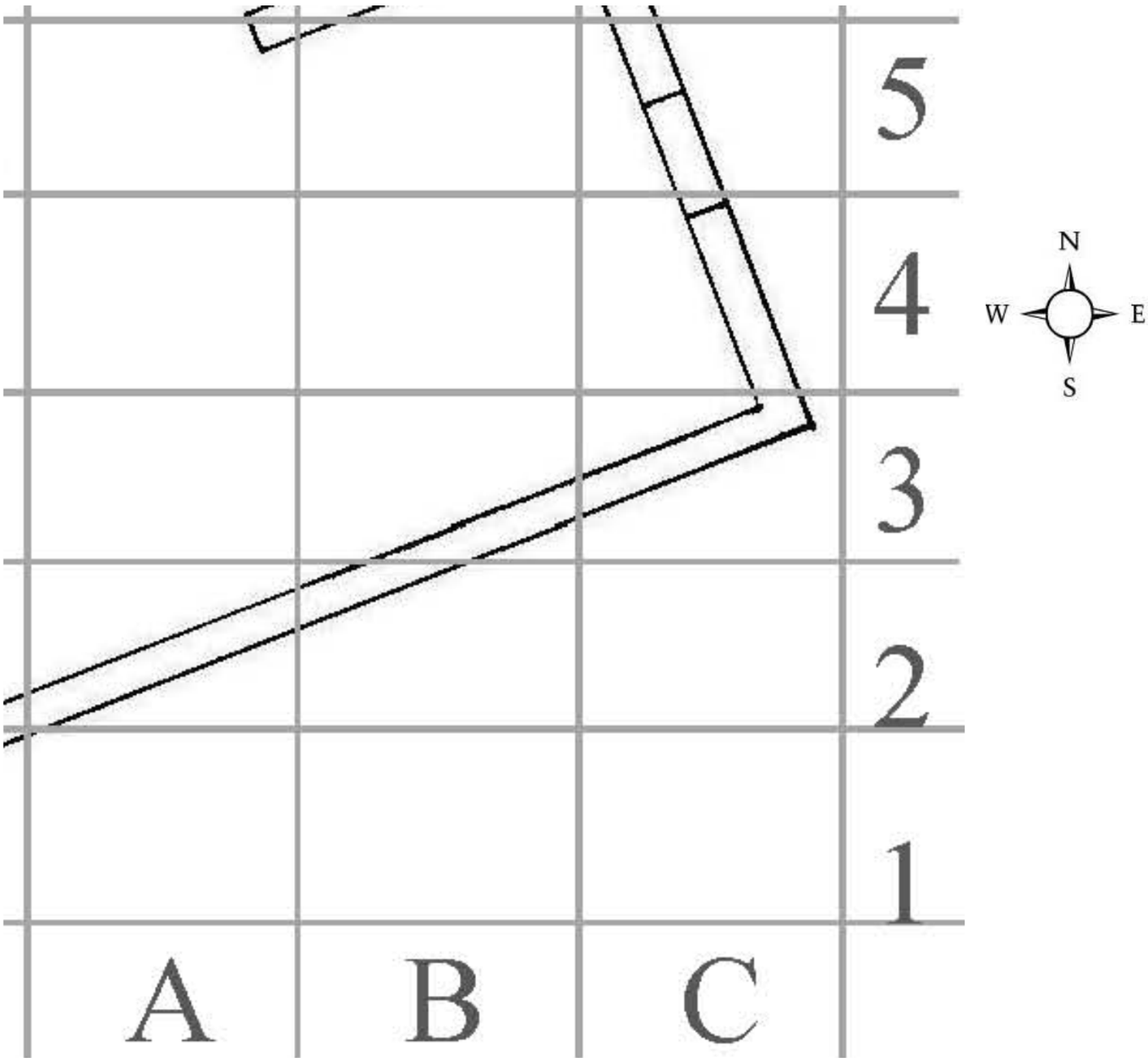
SOUTHWEST QUADRANT
Artifact Locations

ARTIFACT:	USE:	AREA
Iron Hoe Head	Ritual/ House Charm	**A-5**
Hatchet	Ritual/ House Charm	**B-5**
Spanish Coin	Ritual/House Charm	**C-4**
Spanish Coin	Ritual/House Charm	**C-4**
Artillery Button	Ritual/House Charm	**C-3**
Trigger	Used in firearms	**C-2**
Back plate for Padlock	Personal effects	**B-4**
Nail	Building material	**C-5**
Nail	Building material	**C-4**
Nail	Building material	**C-3**
Pipe stem	Personal effects	**C-2**
Fishing weights	Personal effects	**A-2**
Fishing weights	Personal effects	**C-2**
Fishing weights	Personal effects	**C-3**
Fishing weights	Personal effects	**C-4**

ARTIFACT:	USE:	AREA
Oyster Shells (5)	Building material	**C-2**
Oyster Shells (10)	Building material	**C-1**
Oyster Shells (5)	Building material	**B-2**
Oyster shells (10)	Building material	**C-3**
Tabby block fragment	Building material	**B-4**
Tabby block fragment	Building material	**B-3**
Tabby block fragment	Building material	**B-2**
Tabby block fragment	Building material	**B-1**
Tabby block fragment	Building material	**C-3**
Ceramic piece	Tableware	**C-4**
Lead shot	Ammunition	**C-5**
Lead shot	Ammunition	**C-3**
Lead shot	Ammunition	**C-3**

SOUTHWEST QUADRANT

SOUTHEAST QUADRANT

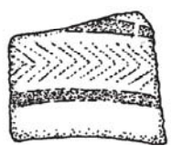
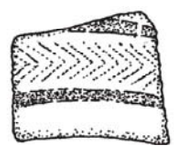
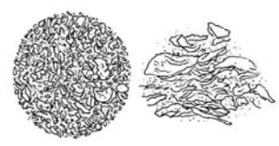
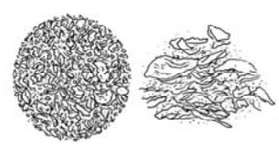


SOUTHEAST QUADRANT
Artifact Locations

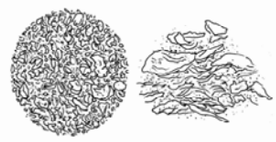
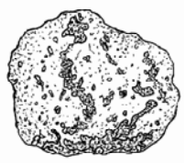
ARTIFACT:	USE:	AREA
French pipe	Personal Effects	**B-5**
Brass Nail	Boatbuilding materials	**B-5**
Glass lens	Sailing equipment	**C-4**
Chicken burial	Ritual/House Charm	**C-5**
Iron Concretion	Ritual/House Charm	**C-5**
Amber Glass Bead	Ritual/House Charm	**C-5**
Lead Bale Seal	Melted down to make lead shot	**C-4**
Nail	Building material	**A-3**
Nail	Building material	**A-4**
Nail	Building material	**B-3**
Ceramic piece	Tableware	**A-4**
Ceramic piece	Tableware	**B-3**
Lead shot	Ammunition	**A-5**
Lead shot	Ammunition	**A-3**
Lead shot	Ammunition	**B-3**

ARTIFACT:	USE:	AREA
Bone button	Clothing	**B-3**
Bone button	Clothing	**B-3**
Brass hook and eye	Clothing	**B-3**
Brass hook and eye	Clothing	**B-3**
Brass hook and eye	Clothing	**B-4**
Oyster Shells (5)	Building material	**C-4**
Oyster Shells (10)	Building material	**C-3**
Oyster Shells (5)	Building material	**A-2**
Oyster Shells (5)	Building material	**B-2**
Tabby block fragment	Building material	**B-2**
Tabby block fragment	Building material	**C-3**
Tabby block fragment	Building material	**C-4**
Bottle glass	Personal effects	**B-5**
Fishing weights	Personal effects	**A-2**
Fishing weights	Personal effects	**B-3**
Fishing weights	Personal effects	**B-4**

SOUTHEAST QUADRANT Page One

Chicken Burial	Amber Glass Bead	Lead Bale Seal	Brass Nail
French Pipe Bowl	Brass Hook and Eye	Brass Nail	Brass Nail
Brass Nail	Lead Shot	Lead Shot	Lead Shot
Oyster Shells (5)	 Ceramic Piece	 Ceramic Piece	 Tabby Block Fragment
Oyster Shells (5)	Bone Button	Oyster Shells (10)	 Tabby Block Fragment
Bone Button	Fishing Weight	Fishing Weight	Fishing Weight

SOUTHEAST QUADRANT Page Two

Brass Hook and Eye	Brass Hook and Eye	 Tabby Block Fragment	Oyster Shells (5)
 Iron Concretion	Glass Lens	Bottle Glass	

Part Four: Today
Instructions for the Teacher

Materials
For Each Student

- ▯ "Investigating a Slave Cabin: Part Four" (Archaeology Notebook, pages __)

Preparing to Teach
1. Make a copy of ▯ "Investigating a Slave Cabin: Part Four" for each student.
2. Read the "Reflect on New Knowledge" section below and be prepared to discuss these questions with the students.
3. Post the Word Bank words.

Word Bank
interpret: to guide others to see or understand in a certain way
preserve: to maintain intact, to protect from injury or harm
National Park: land set aside by a government for the protection of resources and the enjoyment of people

Reflect on New Knowledge
1. Ask students:
   - Who is Mrs. Deborah Bartley?
   - Why is Mrs. Deborah Bartley included in the investigation of a Slave Cabin?
   - How is Mrs. Bartley's life different from her ancestors' life?
   - In what ways are you like Mrs. Bartley? Different from Mrs. Bartley?
2. Have students read ▯ "The Slave Cabins Today" in teams of two. Students take turns reading the paragraphs aloud to one another and discussing key points. Assist students with defining **interpret** and adding it to their Word Banks. Point out that words can have more than one meaning (see definition on page _ of *Project Archaeology: Investigating Shelter*). Ask students:
   - Why is the history of enslaved people important to all Americans?
   - How could knowledge of enslaved people at Kingsley Plantation help you think about the present? The future?
3. Have students read ▯ "Preserving Slave Cabin Sites" in teams of two. Students read silently then discuss the key points of the article. Assist students with defining **preserve** and adding it to their Word Banks.
4. Ask students:
   - Why is it important to preserve slave cabin sites? From an archaeologist's perspective? From a descendant's perspective?
   - Is archaeology an important way to learn about past people? Why or why not?
   - How did you play the role of an archaeologist in this investigation?
   - What archaeological tools did you use to help you in your investigation?
   - What was the best part of the investigation for you and why?
   - Would you change anything about this investigation? If so, what, how, and why?

Assessment
Instructions for the Teacher

Materials

For Each Student

- ▯ "Investigating a Slave Cabin: Assessment" (Archaeology Notebook, pages __)

Preparing to Teach

1. Make copies of all student pages from ▯ "Investigating a Slave Cabin: Assessment."
2. Post the Word Bank word.

Word Bank
performance standard: basis for measuring your work

ASSESSMENT

1. Go over the cover sheet information for the **ASSESSMENT.**
2. Go over the "Final Composition" and performance standards and help students understand directions, expectations, and any words with which they may not be familiar. Assist students with defining **performance standard** and adding it to their Word Banks.
3. Have students complete drafts of their expository compositions in class or as homework. Check the draft and make suggestions for changes and improvements. Have students revise their compositions and submit them for a final grade.
4. Repeat the process for "Bringing the Past into the Future."

Final Performance of Understanding
Archaeology Under Your Feet!

The Final Performance of Understanding is the culmination of students' investigation of shelter. Working in groups, students will use a role play and a debate to demonstrate their grasp of archaeology.

Materials

For Each Group

- Role Cards (page __ this volume or in the shelter investigation of your choice)
- Final Performance of Understanding (page __ this volume or in the shelter investigation of your choice)

Preparing to Teach

1. Find the appropriate Final Performance of Understanding materials in this volume or in the shelter investigation of your choice.

2. Make enough copies of the "Role Cards" and the "Final Performance of Understanding" on card stock to distribute one to each group of four.

Final Performance of Understanding

Note: Lesson Nine: Stewardship is Everyone's Responsibility in *Project Archaeology: Investigating Shelter* should be taught before doing the Final Performance of Understanding.

1. Distribute the "Final Performance of Understanding" to students/teams.
2. Summarize the Final Performance of Understanding. Divide students into groups of four and assign roles (Reader, Recorder, Timekeeper, and Rubric Checker, and Presenter) to each group member.
3. Distribute one role card to each group. Some groups may receive the same role card.
4. The reader will read the role card to their group.
5. Read the 🕮 "Shelter Dilemma" (page_) to the whole class or assign students to read aloud.
6. Go over the performance standards for the Final Performance of Understanding with the students.
7. Allow students time to solve the dilemma and write their speech.
8. Call a "City Council" meeting of the whole class. You may want to act as the mayor or you may assign a student to play the role. Establish the rules:
    a. no interrupting.
    b. be brief and to the point.
    c. speeches may not exceed a specified time limit (1 to 2 minutes).
9. Each group presents their speech. After all groups have presented, allow time for each group to respond (1 minute or less).
10. Ask students to choose one or two words (e.g., science, history, progress, religion) that describe the value with which their group is most concerned. Point out that each of these values or concerns has validity—there are no right or wrong answers. Remind students that being a responsible citizen means understanding all perspectives about an issue before making a decision.
11. If time permits, have students rotate roles and repeat the process, so they have an opportunity to consider the issue from yet another perspective; this will also prevent them from identifying solely with one role.
12. As a whole class, consider each perspective and create a plan that would address the concerns of as many groups as possible.

Descendant Community

You are members of the descendant community and you consider the site an important symbol of your history. You want the land to be left alone.

Archaeologists

You know that most slaves lived in cabins. You think there may be remains of other slave cabins under the soil. You would like to preserve the site.

New Families

You are the new families who have moved to town to take new jobs. You are living in apartments and are looking forward to buying one of the new homes.

Developers

You are the developers and you have a permit to build homes for the new families who need them. You are ready to begin building on the site.

Final Performance of Understanding
Archaeology Under Your Feet!

Shelter Dilemma

Imagine there is a slave cabin site outside a small but growing town. Most of the land around the city is owned and farmed by private individuals. However, the city owns the land on which the slave cabin site is located. The developers want to build homes on this land for the new people moving into town. The city council wants input on the proposal and have invited community members to share their thoughts and feelings about this plan. A long time ago, the site was a slave cabin. The site is important to the descendant community because it is a symbol of their past. They want the land left alone. Archaeologists think there may be remains of other slave cabins under the soil. They know that the other slave cabins will be destroyed when the land is cleared for new houses. They would like to preserve the slave cabins. If the sites can't be avoided, the archaeologists would like to excavate and study the slave cabin sites before they are destroyed. Several families have moved to town to take new jobs. They are currently living in apartments and are looking forward to buying one of the new homes. The developer has a permit to build and is ready to begin building on the site.

Your Task - Write a persuasive speech from your point of view. You will present your speech at a City Council meeting.

Performance Standards

❖ **Introduction** – Our introduction tells who we are (our role). It tells why we are making a presentation to the city council about the building project.

❖ **Argument and Support for Argument** – Our speech clearly tells what we think should happen to the site. Our speech clearly tells why we think and feel the way we do.

❖ **Voice** – We use powerful words to help our listeners understand how important our idea is to us.

❖ **Conclusion** – We conclude with a statement that reminds the listener in just a few, powerful words:

- who we are
- what our idea is
- why we think it is the best idea.

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