

Texas Archeology in the Classroom

A Unit for Teachers



Compiled by

Helen Simons, Brett Cruse, and Kitty Henderson



TEXAS
HISTORICAL
COMMISSION

The State Agency for Historic Preservation

A Texas Archeology Awareness Month Publication

Archeology Division

Texas Historical Commission

Austin 1998

Note on Rights and Permissions

This unit for teachers is composed of a series of "booklets" and activities, most of which are adapted from other, copyrighted sources and used here with the permission of the publishers. For information on rights and permissions, see the reverse of the title page of each booklet section and the permissions note and by-lines on the individual classroom activities. Credits for illustrations appear in a list following the Acknowledgments section.

Passages or entire sections from this Texas Historical Commission publication may be reproduced without permission for classroom use only. Permission to use, reproduce, or reprint this material other than for nonprofit use in the classroom must be obtained in advance from the Series Editor, Texas Historical Commission, P.O. Box 12276, Austin, TX 78711-2276.

Publication of this new edition of *Texas Archeology in the Classroom*
was made possible in part by a grant from the

Texas Council for the Humanities,

a state program of the

National Endowment for the Humanities,

for the TAAM Teachers' Workshops and Outreach-Materials Development Project,

jointly sponsored by the Council and the Office of the State Archeologist,

Texas Historical Commission

Archeology Division

Texas Archeology Awareness Month Publications

Brett Cruse, *Program Coordinator*

Patricia A. Mercado-Allinger, *Series Editor*

Helen Simons, *Technical Editor*

Contents

ACKNOWLEDGMENTS

INTRODUCTION

PART I

Introduction to Archeology, Prehistory, and Historic Sites

How Archeologists Work

The Indian Years

Historic Texas

Glossary

PART II

Classroom Activities

Teaching Archeological Time Periods

Chronology—The Time of My Life

Making and Using Archeological Maps

Button, Button

Terminology—The Naming of Parts

Strategies for Teaching Archeology

Tool Kits and Cultural Differences

Painted Pebbles

Archeo-Art

Cornucopia of Discovery

Texas Indian Place-Names

Artifact Association—Who Camped in the Lower Pecos

Artifact Interpretation—Coins as Cultural Clues

The Reading-Writing Connection—Everybody Needs...

Cultural Universals—The ABC's of Culture

Site Survey and Assessment—The Buffalo Soldiers Site

Interpreting Historic Sites—A Panhandle Dugout

Pictures as Records—Farm and Ranch Life

Preservation Laws and Ethics—Learning the Law

Rights and Responsibilities—To Dig or Not To Dig

Pothunters—The Thieves of Time

Additional Activity Ideas for Teachers

Correlation of TEKS

PART III

Resources for Teachers

Teachers Workshops

Books and References

Books for Young Readers

Posters

Audiovisual Sources
Trunks and Exhibits
Useful Sites on the Internet
Helpful Agencies and Institutions
Fieldwork Opportunities

PART IV

Supplemental Materials

Texas Archeology at a Glance
Decorate Your Own Caddoan Pot
Paleoindian Crossword
Archaic Period Word Search
Old and New Words Crossword
How Can I Become a Professional Archeologist
Quit Digging
Stones or Bones
The Masks of October

Acknowledgments

In 1989, in an effort to increase the archeological awareness of the citizens of Texas, the Texas Archeological Society initiated the first Texas Archeology Awareness Week (TAAW) observance. This effort was due in large part to Ms. Teddy Lou Stickney of Midland, who worked untiringly to see that TAAW was a success and that it would become an annual observance. Since that time, TAAW has continued to grow and in 1996 it was expanded to a month-long observance to become Texas Archeology Awareness Month (TAAM). Teddy Lou has continued to be a driving force behind the success of the program, and her ongoing efforts and support are greatly appreciated.

Pat Mercado-Allinger, now State Archeologist, served as first TAAM coordinator for the Texas Historical Commission's Office of the State Archeologist (now Archeology Division) and was instrumental in the THC becoming the focal point for this annual observance.

Joan Few, adjunct professor at the University of Houston at Clear Lake, has played an important role in the evolution of TAAM. She became involved in 1992 and helped compile the first teachers' booklet. She, too, has remained a staunch supporter of Archeology Awareness and has strengthened the Council of Texas Archeologists' involvement in the observance.

Cathy Hoyt, former THC staff member, helped develop the first extensive list of resources for teachers, and much of her work is still reflected in Part III of this unit.

Pam Wheat, now coordinating the THC's educational outreach program for the *Belle* shipwreck project, also has been a major player. We appreciate her encouragement, her critical reading of this unit, and her continued support.

Nola Davis saved us hours of work by guiding us through illustrative materials available from the Texas Parks and Wildlife Department, and we appreciate her time and artwork and the department's permission to use its materials.

One of the prime goals of the TAAM program is to educate students about the importance of preserving the archeological heritage of Texas. As this program has continued to grow and expand, a number of small publications have been produced by the THC that were designed to provide resource information to teachers and to provide general archeological background information to students. In 1996 the THC was awarded a grant from the Texas Council for the Humanities, a state program of the National Endowment for the Humanities, to develop a comprehensive unit on Texas archeology that will be distributed to teachers for use in their classrooms. Because of the support given by the Texas Council for the Humanities we were able to produce this unit, which we believe will be a valuable aid to teachers in bringing the excitement that archeology has to offer into their classrooms.

A number of individuals have contributed in the compiling, editing, reviewing, and producing of this unit for teachers. Among the individuals who reviewed the draft version and made valuable comments and suggestions for improving the unit are: Carol Ascne (Cedar Park Middle School, Cedar Park), Nathan Barber (Waco), Mary Black (University of Texas at Austin), Vicki Burtchell (Thornton Elementary, Temple), Bettye Carter (Bonham Middle School, Temple), Beverly Hamby (Longfellow Middle School, San Antonio), Emilie Harris (Austin), Charlotte "Betsy" Kiker (San Antonio), Wendy Levine (Purple Sage Elementary, Austin), Judy Meredith (Benold Middle School, Georgetown), Laurie Moseley (Springtown), Carol Ramirez (Williams Elementary, Austin), Lonna Sanderson (Graham Elementary, Austin), Emilie Wasson (Voigt Elementary, Round Rock), Brenda Whorton (Dallas), Susan Willis (Barton Hills Elementary, Austin), and Joanne Witschorke (Marion). To each of you we offer our thanks and appreciation.

Credits

Text

The material in Part I of this unit is adapted primarily from *The Indian Years* (Texas Historical Commission 1983) and *The Years of Exploration* (Texas Historical Commission 1984). Additional information in Part I was adapted from various Texas Historical Commission publications, including: Office of the State Archeologist archeological reports; *You Are the Guardian of the Past* (1995 edition); *CRM News & Views* newsletter (various issues, 1997) and *The Medallion* newsletter (various issues, 1997).

Resources used in the original compilation of *The Indian Years* and *The Years of Exploration*, on which the "booklets" in Part I of this unit are based, are included in the Resources section in Part III of this unit, under the heading "Reference Books on Texas Indians." That section includes also newer sources used in updating or expanding the text of the booklets herein.

The activities in Part II of this unit are individually credited; nevertheless, we especially want to acknowledge our reliance on *Archeology and Public Education*, the newsletter of the Society for American Archeology, Committee on Public Education.

Cover Art

Cover illustrations are examples of Texas rock art and ceramics designs. Adapted from *Picture Writing of Texas Indians*, by A.T. Jackson (University of Texas, Austin, 1938); *The Rock Art of Texas Indians*, by Forrest Kirkland and W.W. Newcomb, Jr. (University of Texas Press, Austin, 1967); and *Handbook of Texas Archeology*, by Dee Ann Suhm and E.B. Jelks (Texas Archeological Society and Texas Memorial Museum, Austin, 1962).

Illustrations and Maps

Drawings, photographs, and maps not specifically credited below are from the files of the Texas Historical Commission.

Map of land bridge, page B-2: Adapted from map of Beringia, p. 14, in *America's Fascinating Indian Heritage*, edited by James A. Maxwell (Reader's Digest Association, Pleasantville, N.Y., 1978).

Drawings of extinct animals, p. B-4: Courtesy of the Interpretation and Exhibits Branch, Texas Parks and Wildlife Department, Austin.

Drawings of atlatl, p. B-7: Courtesy of the Interpretation and Exhibits Branch, Texas Parks and Wildlife Department, Austin.

Drawing of pronghorn, p. B-8: Adapted from cover drawing by Olive Vandruff Bugbee, *Panhandle-Plains Historical Review*, Vol. 44 (1971). Courtesy of Panhandle-Plains Historical Society, Canyon, Texas.

Drawing of mano and metate use, p. B-9: Courtesy of the Interpretation and Exhibits Branch, Texas Parks and Wildlife Department, Austin.

Profile of earth oven, p. B-11: Adapted from Figure 21 in *Hot Rock Cooking on the Greater Edwards Plateau: Four Burned Rock Midden Sites in West Central Texas*, Vol. 1, by S.L. Black, Linda W. Ellis, Carrell G. Creel, and Glenn T. Goode (Texas Archeological Research Laboratory and Texas Department of Transportation, Austin, 1997). Courtesy of Texas Department of Transportation.

Drawing of Late Prehistoric scene, p. B-14: Courtesy of the Interpretation and Exhibits Branch, Texas Parks and Wildlife Department, Austin.

Drawing of dog travois, p. B-17: Courtesy of the Interpretation and Exhibits Branch, Texas Parks and Wildlife Department, Austin.

Map of Cabeza de Vaca's route, p. B-21: Adapted from "The Travels of Alvar Núñez Cabeza de Vaca in Texas and Mexico, 1534–1536," in *Homenaje a Pablo Martínez del Río en el XXV aniversario del primera edición de "Los Orígenes americanos"* (Instituto Nacional de Antropología e Historia, Mexico City, 1961).

Diagram of La Salle's cannons, p. C-5: Courtesy of Curtis Tunnell, Executive Director, Texas Historical Commission.

Map of early frontier forts in Texas, p. C-6: Adapted from map in "Fort Phantom Hill," by H. Allen Anderson, *Museum Journal* 16:7 (1976).

Drawing of Buffalo Soldiers, p. C-7: Adapted from a 1987 brochure for Fort McKavett State Historic Site, Texas Parks and Wildlife Department, Austin.

Portrait of a Seminole Negro Indian Scout, p. C-9: Courtesy of Institute of Texan Cultures, The University of Texas at San Antonio.

Stratigraphic section in the "The Time of My Life" activity: Adapted from *The Intriguing Past: Fundamentals of Archaeology* (U.S. Dept. of the Interior, Bureau of Land Management).

Drawing of spectacles in "The Naming of Parts" activity: Adapted from *Sears Catalogue 1901*.

Drawings of painted pebbles in "Painted Pebbles" activity: Adapted from "Painted Pebbles: Styles and Chronology," by Mark L. Parsons, in *Ancient Texans: Rock Art and Lifeways along the Lower Pecos*, by Harry J. Shafer with photographs by Jim Zintgraff (Texas Monthly Press, Austin, 1986), and from *The Rock Art of Texas Indians*, by Forrest Kirkland and W.W. Newcomb, Jr. (University of Texas Press, Austin 1967).

Drawing of bison in "The Buffalo Soldiers Site" activity: Adapted from military emblem of the Tenth Regiment, United States Cavalry.

Barb wire drawings in "Panhandle Dugout" activity: adapted from *Antique Barb Wire Collecting*, by Bryan Wolf (privately published, Crystal Beach, Texas, 1969).

Historic photograph in "Farm and Ranch Life" activity: Courtesy of Roland Pantermuehl.

Photograph of site vandalism in "Thieves of Time" activity: Courtesy of the photographer, Bob Parvin.

Poster art by Cheyenne Lemond, in "Additional Activity Ideas for Teachers," courtesy of Eileen Thompson.

Designs from Caddoan pots, in "Decorate Your Own Caddoan Pot" supplemental activity: Adapted from *Handbook of Texas Archeology: Type Descriptions*, by Dee Ann Suhm and E.B. Jelks (Texas Archeological Society and Texas Memorial Museum, Austin, 1962).

Mask drawings in "The Masks of October" supplemental activity: adapted from *The Rock Art of Texas Indians*, by Forrest Kirkland and W.W. Newcomb, Jr. (University of Texas Press, Austin 1967) and from *Spirits from the South*, by Kay Sutherland (special issue, *The Artifact* 34, no. 1-2 (1996).

Introduction

What Is Texas Archeology Awareness Month?

Archeology is the way we learn about past cultures by studying the remains they left behind in places where they once lived or worked. For many past cultures, archeological remains are the *only* record. Texas's rich cultural diversity is represented by hundreds of thousands of archeological and historic sites. Texas Archeology Awareness Month (TAAM), celebrated annually in October, is a time to work together to save our state's history by making Texans aware of this rich heritage and the need for its preservation:

- Preservation of prehistoric and historic archeological sites offers significant cultural, educational, and economic benefits to all citizens.
- Each archeological site is a unique and irreplaceable part of Texas history.
- Knowledge and understanding of our past is threatened by the intentional and unintentional destruction of sites.
- Many archeologists and organizations are striving to preserve and protect Texas' archeological sites.

The preservation of archeological sites is a difficult task. Archeological sites on public lands—including public schools—or in state and federal project areas, are protected by law. But, because archeological sites are often in isolated places, it is difficult to enforce these laws. In Texas, sites on private land—which is most of the land in the state—are not protected.

The need for encouraging archeological awareness can be realized by considering the ways in which sites could be protected. For example, a site area could be fenced, with a locked gate. A small site could be covered with a layer of protective fill and paved or cemented over. A sign identifying the area as an archeological site could be placed, asking people not to dis-

turb the site. An official State of Texas historical marker could be placed at the site.

Or, instead of trying to protect every site individually, we could educate Texans about their heritage and the importance of preserving archeological sites. Which of these methods do you think would be most effective? We believe that, with your help, education is the answer.

Please join the Office of the State Archeologist (Texas Historical Commission), the Texas Archeological Society, the Council of Texas Archeologists, and other agencies and organizations in promoting public awareness and education to encourage and support the protection of archeological sites in Texas.

What Can Teachers Do?

Teachers can help accomplish the goals of TAAM by conducting classroom activities that focus on two ideas:

- (1) Important information can be obtained from prehistoric and historic archeological sites.
- (2) It is harmful to our state's heritage to dig into and destroy archeological sites for fun or profit.

How To Use This Unit

This single unit replaces the packet of materials previously distributed to teachers for use during Texas Archeology Awareness Month.

Rather than being bound, the material is pre-punched for inclusion in a three-hole binder. This new format makes it possible for the teacher to add new material as it becomes available from TAAM sponsors, or to include activities and information acquired from other sources.

Part I includes background information on archeology, prehistory/Native Americans, and historic sites. Each of these three topics is treated as if the text were included in a self-contained

"booklet." This treatment should make it possible to use any of the topics independently. To make these "booklets" more useful for different grade levels, they may be used (1) as background information for the teacher; or (2) as material that can be photocopied and distributed to students.

At the end of Part I a Glossary is provided. The Glossary includes all words that appear in boldface in the text. Many of the words are defined at their first use in the text or their meaning is apparent from the context. Nevertheless, the glossary will allow both students and teachers easy review of these sometimes complex concepts as they are reused

throughout this unit—and especially as they occur in the classroom activities.

Part II consists of classroom activities. Most of these activities will be more meaningful if general background information is provided from Part I. However, most of them can be used with only the information provided in the activity guide itself.

Part III includes resources for teachers who wish to use additional materials and information that are not included in this booklet.

Part IV consists of additional items that can be photocopied and used as supplemental handouts for students.

BE AWARE!

It is unlawful in the State of Texas to excavate on school grounds without an antiquities permit. School grounds are public property. Teachers wishing to plan student participation projects involving excavation should arrange for students to participate in field schools or volunteer in excavations under the direction of a professional archeologist. Archeological excavations are scientific methods of obtaining information—they are not fun and games. Teaching students to dig can lead to the destruction of irreplaceable sites.