

# SECTION H

## Student Study Guide

This section is intended to help you study and learn the material in the text. We provide chapter-by-chapter aids that you can use as you work your way through the book. Brief statements of the general learning objectives for each chapter summarize the three most important topics that we hope you will learn about by reading the chapter and by studying the material in class and on your own. Your instructor may add more specific objectives or change these broad ones tailored to the specific course you are taking.

Besides these objectives we provide general study questions, lists of glossary terms, and a brief objective self-quiz for each chapter. Once again, these standard study aids represent our recommendations for what to study and think about. Your instructor will have his or her own ideas about what is important based on the particular course you are taking.

We also have selected key sites mentioned in the chapter that you should know something about. Although professional archaeologists usually identify sites by number, site names are important, and we each carry the names and some sense of the characteristics of thousands of sites in our heads. Obviously you can't remember all of the names used in the book. Because we believe it is important for archaeology students to get into the habit of learning site names and characteristics, however, in this section we list some of the sites mentioned in each chapter as particularly important places. You should remind yourself where sites are located and what is significant about what they contain. Of course, your instructor may add to or change this list.

The summaries at the end of each chapter in the main text provide helpful synopses of key points. Similarly, the discussion questions at the end of the case studies, including those in Section D of this CD, should help you remember and think about these examples of archaeological projects.

We can make no claim that this section covers absolutely everything you should study. However, we hope what follows is useful to you in making sense of the large body of information provided by this textbook.

## CHAPTER 1

### Learning Objectives

As an introduction to the field of North American archaeology and to this text, the chapter characterizes the field in terms of key attributes and introduces you to who does archaeology as well as how different practitioners proceed. The importance of considering other stakeholders in the past is noted. This chapter's case study introduces you to the realities of a large CRM project. Our general objectives in presenting this material are that you will:

- understand the basic attributes of archaeology as practiced in North America today,
- develop a beginning sense of the diversity of archaeological career paths and the variety of people who, in addition to professionals, care about North America's archaeological past, and
- identify the general steps and procedures archaeologists use to develop an understanding of the past in either basic research or the applied field of cultural resource management.

### Study Questions

1. What are the main characteristics of the Americanist archaeology most often practiced by North American archaeologists?
2. How were the mounds and earthworks of Eastern North America originally explained? Who actually built these constructions, and how was this proved?
3. What is CRM, and how has it transformed the career opportunities and work responsibilities of archaeologists?
4. Besides professional archaeologists, who else is interested in the archaeological past of North America? Why must archaeologists be aware of each of these other groups?
5. What happened in the excavation of New York City's African Burial Ground?
6. What are the steps in archaeological research?
7. What other methods are used by archaeologists to investigate the past?
8. What and where is the Pueblo Grande site? How does it illustrate the nature of contemporary archaeology? (See discussion questions at the end of the case study in Chapter 1 as well.)

### Glossary Terms

anthropology  
archaeological record  
archaeological site  
archaeological site survey  
archaeology  
artifact

assemblage  
ball court  
bioarchaeological analysis  
biological anthropology  
borrow pit  
BP  
California Environmental Quality Act (CEQA)  
carrying capacity  
cataloging  
collectors  
compliance archaeology  
conservation archaeology  
cultural anthropology  
culturally unaffiliated human remains (CUHR)  
cultural resource management (CRM)  
cultural resources  
culture area  
curation  
data recovery program  
ecofact  
Environmental Impact Statement (EIS)  
ethnoarchaeology  
ethnohistory  
experimental archaeology  
flotation  
Geographical Information System (GIS)  
geophysical prospecting/survey  
gray literature  
great house  
ground-penetrating radar (GPR)  
historical archaeology  
Hohokam tradition  
households  
indigenous archaeology  
integrity  
isolated artifact  
linguistic anthropology  
manifest destiny  
middle-range theory  
mitigation  
mound  
NAGPRA  
National Historical Preservation Act (NHPA)  
obsidian  
platform mound  
postmodernist  
postprocessualism  
pothunter  
Register of Professional Archaeologists (RPA)  
relic hunter

remote sensing  
repatriation  
research design  
scientific method  
scientism  
Section 106  
State Historic Preservation Officer (SHPO)  
traditional cultural property (TCP)  
typology

### Six Key Sites to Know

African Burial Ground (New York City)  
Chaco  
Monks Mound (Cahokia)  
Newark Earthworks  
Pueblo Grande  
Serpent Mound

### Self-Quiz

Ask yourself the following multiple choice and true/false questions about the material in Chapter 1. Then check the answers provided at the end of this section.

1. Which of the following is **NOT** a key attribute of North American archaeology?
  - a. It is a part of anthropology.
  - b. It is a science.
  - c. It studies only past Native American ruins and artifacts.
  - d. It provides historical information that isn't in written sources.
2. The first piece of federal legislation concerning cultural resources in the United States was the
  - a. Historic Sites Act of 1935
  - b. Antiquities Act of 1906
  - c. Native American Graves Protection and Repatriation Act of 1990
  - d. National Historic Preservation Act of 1966
3. Which of the following stakeholder groups must be taken into account by archaeologists studying North America's past?
  - a. artifact collectors
  - b. elementary and secondary school teachers
  - c. Native Americans and other descendant groups
  - d. all of the above
4. True or false: Even in the urban and highly developed parts of North America, significant cultural resources may yet be found.
5. True or false: Contemporary archaeology is a science because archaeologists use many types of high-tech equipment like GPS units and various geophysical methods to discover and record the material traces of the past.

6. What distinguishes an avocational archaeologist from a relic hunter?
  - a. Avocational archaeologists never collect artifacts or dig into sites as collectors do.
  - b. The goal of avocational archaeologists isn't to add to their own collections or to find artifacts to sell, but to help discover information about past cultures.
  - c. Avocational archaeologists are retired professionals, while collectors have no training in what they do.
  - d. There isn't much distinction.
7. True or false: Once archaeologists have excavated a site and analyzed the materials collected, the items are no longer of interest and may be discarded.
8. Where might you find an archaeologist working today?
  - a. at a university
  - b. at a state or federal government agency
  - c. at a private firm
  - d. in all these settings
9. Why did the Pueblo Grande Project described in this chapter's case study come about?
  - a. Breternitz and Robinson had always been interested in this site and wanted to know more about it.
  - b. The City of Phoenix wanted to expand its public interpretation for the site and needed more data and artifacts.
  - c. A major expressway construction project that would destroy remaining portions of the site in its path was being undertaken.
  - d. The site was eroding into the Salt River and some information needed to be saved.
10. True or false: The mounds and earthworks that are found in many parts of the Eastern Woodlands were built by a group of people that was obliterated by the ancestors of contemporary Native people upon their arrival in North America.

## CHAPTER 2

### Learning Objectives

The second introductory chapter focuses on the specifics of how archaeologists think about North America's past and approach its study. There is information about the environmental context for the story of the past and the interdisciplinary fields that help us learn about the natural environments and climatic history as well as an introduction to key concepts commonly used in North American archaeology. Several broad anthropological and historical themes that North American archaeology contributes to also are suggested. Our general objectives in presenting this material are that you will:

- recognize the North American culture areas, the culture historical terminology, and related concepts archaeologists use, while keeping in mind their limitations in describing the past,

- develop an appreciation for the diversity of North American environments and the way they have changed over time, as well as how interdisciplinary specialists can provide important data about human environment interactions, and
- understand some of the most important ways in which North American archaeological materials can be useful in exploring broad questions and themes about humanity's past.

### Study Questions

1. Compare and contrast the North American culture areas in terms of subsistence and social organization in both the Pre-Columbian and the Historic past.
2. In which of the North American biomes described briefly in this chapter would it have been easiest to make a living before the development of modern technology? Why?
3. How did the end of the Ice Age transform North American environments? What other climatic episodes might have been important in the North American past?
4. What types of interdisciplinary environmental studies are important in archaeology, and what kinds of information can each contribute?
5. Compare the careers of Julie Stein and Bob Kelly. How do they help you further understand the nature of North American archaeology?
6. What broad temporal periods do North American archaeologists normally recognize? What are their approximate dates and main characteristics? How are these periods different from the archaeological unit known as a "culture stage"?
7. What other culture history units are discussed in the section on archaeological systematics? Why are concepts like these useful in the study of the past? What are their limitations?
8. What kinds of broad questions about humanity can North American archaeological data inform? Which is most interesting to you and why?
9. What are the advantages of using BP dates as opposed to BC/AD or BCE/CE dates?
10. What is a calibrated radiocarbon date, and why is calibration necessary?

### Glossary Terms

absolute dating  
accelerator mass spectrometry (AMS) dating  
Altitheermal  
anadromous fish  
Anasazi tradition  
Ancestral Pueblo  
Archaic period  
Arctic culture area  
band

Beringia  
big men  
biome  
California culture area  
chaparral biome  
chiefdom  
clan  
cold desert biome  
collectors  
community  
complex hunter-gatherers  
component  
coniferous forest biome  
Cordilleran ice sheet  
cultural ecology  
culture history  
culture stage  
dendrochronology  
ecotone  
egalitarian society  
ethnicity  
ethnobotanist  
foragers  
geoarchaeologist  
glacial kame  
Great Basin culture area  
habitat  
heterarchy  
Historic period  
Holocene  
horizon  
hot desert biome  
Hypsithermal Interval  
index fossil  
Indian Removal Act of 1830  
interglacial  
isostatic  
kettle hole  
Late Prehistoric period  
Laurentian ice sheet  
Little Ice Age  
Mississippian tradition  
Mogollon tradition  
moist temperate forest biome  
Northeast culture area  
Northwest Coast culture area  
opal phytolith  
packrat midden  
Paleoindian period  
palynology

Patayan tradition  
permafrost  
phase  
Plains culture area  
Plateau culture area  
Pleistocene  
radiocarbon dating  
rain shadow  
ranked society  
reciprocity  
shell midden  
Southeast culture area  
state  
stratification  
stratified society  
stratigraphy  
Subarctic culture area  
temperate deciduous forest biome  
temperate grassland biome  
temporal type  
tradition  
tree line  
tribe  
tundra biome  
Wisconsin glaciation  
Woodland period  
zooarchaeologist

### Self-Quiz

Ask yourself the following multiple choice and true/false questions about the material in Chapter 2. Then check the answers provided at the end of this section.

1. A geographic area within which ethnic groups tend to have similar cultural traits is called a
  - a. biome
  - b. culture area
  - c. horizon
  - d. tradition
2. True or false: The concept of culture stage, in which general levels of cultural development defined by formal attributes are recognized, is used by most contemporary archaeologists to define North America's past.
3. Which of the following things happened as the Pleistocene ended and the Holocene began in North America?
  - a. Sea level rose and coastlines were drowned.
  - b. The warped surface of the earth rebounded as the weight of thick ice layers was relieved, and the land rose relative to the sea.
  - c. Large proglacial lakes formed as water at first was trapped between the ice edge and rising land to the west and to the south.
  - d. All of these things happened, though local variations complicate reconstructions.



4. True or false: North American archaeology provides important evidence of early food producing or agriculturally based economies relevant to broad anthropological studies of this topic.
5. Which of the following fields contributes to environmental reconstruction in archaeology by studying fossil pollen extracted from soil samples?
  - a. geoarchaeology
  - b. ethnobotany
  - c. palynology
  - d. zooarchaeology
6. True or false: The designation BP after a date gives years in radiocarbon years before present, which are identical to calendar years before present.
7. Which of the following terms refers to an archaeological unit that groups site components with similar artifacts and other attributes found in an area at roughly the same time?
  - a. culture area
  - b. tradition
  - c. phase
  - d. type
8. True or false: Prior to European exploration and colonization, environments in North America were not affected by the activities of the continent's inhabitants.
9. True or false: Contemporary people of Native American descent often prefer to be called by their tribe's traditional name for itself rather than by Indian, Native American, or a term given them by European explorers and other tribes.
10. What is the distinction between a forager and a collector?
  - a. Foragers are hunter-gatherers who move in small groups to find new resources, while collectors establish longer-term and larger base camps from which they send out foraging parties.
  - b. Foragers are hunter-gatherers, while collectors harvest crops they have planted.
  - c. Foragers are hunters of land mammals, while collectors gather fish and shellfish for protein.
  - d. These terms are synonymous when used by archaeologists.

## CHAPTER 3

### Learning Objectives

In this chapter we explore the timing and nature of the first settlement of North America. We tell how the Clovis-First scenario developed among archaeologists and explain why this scenario may seem less satisfactory to archaeologists now than it did just a few decades ago. In discussing the new consensus about settlement that is forming, we consider when people settled the Americas, what the archaeological record from Beringia contributes to current understandings, what routes of migration may have been used, and what insights other types of data including genetic provide. Then discuss the nature and diversity of Paleoindian

adaptations in Pre-Clovis, Clovis and late Paleoindian times. This chapter's case study discusses evidence documenting early coastal adaptations in the northern Channel Islands off the coast of southern California. Our general objectives in presenting this material are that you will

- know what the Clovis-First scenario is and how this account of the settlement of the Americas was developed,
- understand why many archaeologists today are interested in other scenarios, including the possibility of Pre-Clovis presence, as well as the types of research currently being undertaken about these questions, and
- appreciate the diversity of Paleoindian adaptations, including the inappropriateness of understanding these people as solely big-game hunters.

### Study Questions

1. What important finds established the antiquity of humans in North America during the 1920s and 1930s? How old was this material?
2. What is a fluted point, and how do fluted points vary? Why have these objects been called the original American invention?
3. What is the Clovis-First scenario? Why was it widely accepted until recently, and why has the consensus about settlement been changing?
4. How does the earliest evidence for humans from Beringia contribute to the debate about settlement? What puzzles remain to be resolved with respect to this evidence?
5. What are the various routes of entry into the Americas mentioned in this chapter? Would you argue that one route is most probable, or do you accept the possibility of multiple routes and migrations? Why?
6. How can biological, linguistic, and genetic data supplement more traditional archaeological data on sites and artifacts in the investigation of the Americas' settlement?
7. Why do you think there is so little evidence for Pre-Clovis people? What can be said about their lifestyle at present, and what kinds of evidence should be sought?
8. Were North America's first inhabitants exclusively big-game hunters? What evidence is there for their adaptive strategies?
9. How can the evidence of Paleocoastal adaptations in the Northern Channel Islands contribute to archaeological understanding of the settlement of North America and to the case for diversity in Paleoindian adaptations? (See discussion questions at the end of Chapter 3's case study as well.)

### Glossary Terms

biface  
bipoints  
blade  
blood residue analysis

burin  
Carabelli's cusp  
*cenote*  
Chumash  
Clovis culture  
Clovis-First  
crescents  
Denali complex  
diagnostic artifact  
Dyuktai tradition  
Full-fluted horizon  
graver  
haplogroup  
haplogroup X  
haplotypes  
ice-free corridor  
in situ  
Kennewick skeleton  
megafauna  
microblade  
midden  
mtDNA  
Neanderthal  
Nenana complex  
optically stimulated luminescence (OSL)  
overshot flaking  
Paleoarctic tradition  
Paleocoastal people  
paleolith  
Paleolithic  
paleosol  
Plano complex  
platform  
Pre-Clovis  
preform  
prismatic blade  
Santarosae  
shaft wrench  
shovel-shaped incisor  
side scrapers  
Sinodont  
Solutrean culture  
Sundadont  
*tomol*  
Unfluted horizon  
wedge-shaped core  
Western Clovis  
Western Stemmed Point tradition  
Windust Phase  
Younger Dryas

## Ten Key Sites to Know

Anzick Cache  
Blackwater Draw  
Cardwell Bluffs  
Daisy Cave  
Folsom  
Gault site  
Kennewick  
Meadowcroft  
Monte Verde  
Paisley Caves

## Self-Quiz

Ask yourself the following multiple choice and true/false questions about the material in Chapter 3. Then check the answers provided at the end of this section.

1. True or false: The idea that humans have been in the Americas about 12,000 years has been widely accepted since the beginning of the nineteenth century.
2. Which of the following is **NOT** true with regard to Paleoindians?
  - a. North America's large kill sites with extinct animals and fluted points are almost all found on Great Plains or in the Southwest.
  - b. Paleoindians apparently exploited a wide variety of resources and even used coastal and marine resources.
  - c. Paleoindians made caches of stone and bone artifacts, perhaps as offerings or perhaps as a means of storage.
  - d. There apparently was only one type of Paleoindian adaptation throughout North America.
3. True or false: Archaeologists overwhelmingly believe that the ice-free corridor was the only route of early human entry into the Americas.
4. Which of the following is one of the central propositions of the Clovis-First scenario?
  - a. Humans entered the Americas via an ice-free corridor between the Cordilleran and Laurentian ice sheets.
  - b. Humans entered the Americas at least 50,000 years BP.
  - c. Humans entered the Americas via the now drowned continental shelves off the current coastline.
  - d. Humans entered the Americas via boats from Europe.
5. True or false: Analysis of dental traits and their distribution within human populations has led Turner to argue that there were three separate migrations of people today considered to be Native American.
6. Which of the following is **NOT** a possible Pre-Clovis site located in North America?
  - a. Topper
  - b. Meadowcroft
  - c. Cactus Hill
  - d. Dyuktai Cave

7. True or false: Clovis and later Paleoindians made a wide variety of tools, favored high-quality raw materials, and were excellent flintknappers.
8. Which of the following is true of fluted points?
  - a. The oldest ones are found in Beringia.
  - b. The oldest fluted points are the Folsom type.
  - c. More fluted points have actually been found in the East than in the West.
  - d. All of the above are true.
9. True or false: Meadowcroft Rockshelter is the only site currently proposed to predate 12,000 BP by proponents of the Pre-Clovis position on settlement.
10. True or false: Current genetic data tend to support Pre-Clovis entry into the Americas.

## CHAPTER 4

### Learning Objectives

This chapter is an introduction to the archaeology of the northern parts of North America including both the Arctic and Subarctic culture areas. Beginning with a brief review of the earliest cultures and ending with the Protohistoric period, we discuss a variety of cultural traditions and complexes as well as the artifactual and other evidence associated with them. The colonization of the Arctic from Alaska to Greenland during the last 3000 years is an important topic of study in this area. This chapter's case study describes research on the beginnings of maritime social complexity in Pacific Alaska conducted in conjunction with a survey done on Kodiak Island. Our general objectives in presenting this material that you will

- become familiar with the earliest archaeological complexes of the North as well as how coastal and interior Archaic traditions after approximately 8000 BP differ from these early complexes,
- understand the colonization of the Arctic beginning about 3000 years ago as well as connections between Subarctic foragers and people from other culture areas, and
- become acquainted with the Norton, Dorset, and Thule cultures of the Arctic as well as with various Subarctic Woodland groups and their linkages to historically known peoples such as the Inuit and Pacific Coast Eskimos, the Athapaskan tribes of interior Alaska and northern Canada, and the Algonquian groups of eastern Canada.

### Study Questions

1. What are the environmental differences within and between the Arctic and the Subarctic culture areas? What climatic changes have affected the human use of these culture areas?
2. What are the Nenana and Denali complexes, and what do they indicate about the early settlement of the areas covered in this chapter?

3. What is a microblade? How were these small artifacts apparently used? What is the significance of microblade technology in the study of the Arctic and Subarctic?
4. Contrast the various Archaic period traditions archaeologists have recognized for the Arctic and the Subarctic in terms of location, technology, subsistence, and other cultural indicators.
5. What do archaeologists call the assemblages representing the first occupation of the northern and eastern Arctic? What kinds of data do archaeologists have?
6. What is evidence for the Dorset tradition found? What dates are given for Dorset sites, and what kind of material culture characterizes it?
7. Where is their evidence for the Norton tradition and what is the evidence? How is it related to the Thule tradition?
8. Where is evidence for the Thule tradition found, what dates are given for it, and what aspects of their material cultures are notable? How is the Thule culture related to the historically documented Inuit culture?
9. Generally characterize the evidence for later cultures of the Subarctic culture area. What historically known First Nation peoples may be linked to these cultures?
10. What was the Sitkalidak Archaeological Survey? How does the settlement data collected by this project contribute both to understanding the nature of maritime hunter-gatherer culture in Pacific Alaska and to knowledge of the Alutiiq cultural heritage on Kodiak Island? (See discussion questions at the end of the case study for Chapter 4 as well.)

## Glossary Terms

adze  
 Alaska Native Claims Settlement Act (ANCSA)  
 Aleutian tradition  
 archaeological deposits  
 Arctic Small Tool tradition  
 atlatl  
 Birnik culture  
 Blackduck culture  
 burin spall  
 Central Subarctic Woodland culture  
 Choris culture  
 cordmarked  
 core tablet  
 crested blade  
 Denbigh Flint complex  
 dorsal surface  
 Dorset tradition  
 end scraper  
 feather-tempered pottery  
 ice creeper  
 Independence phase

Ipiutak culture  
Kachemak stage  
*kazigi*  
Kodiak tradition  
Koniag tradition  
labret  
Laurel culture  
longhouse  
marine reservoir effect  
Maritime Archaic tradition  
midpassage  
nephrite  
Northern Archaic tradition  
Northwest Microblade tradition  
Norton culture  
Norton tradition  
Nunavut  
Ocean Bay tradition  
Okvik culture  
Old Bering Sea culture  
Paleoeskimos  
Pallisades complex  
Portage complex  
Pre-Dorset  
reconnaissance  
red ocher  
Sarqaq (Saqqaq) culture  
Selkirk culture  
shaman's teeth  
Shield Archaic tradition  
shovel test pit  
Sicco-type harpoon head  
Skraelings  
stone boiling  
Takli phase  
Taltheilei tradition  
Thule culture  
Thule tradition  
togglng harpoon  
*ulu*  
umiak  
wet site

### **Nine Key Sites to Know**

Brooks River  
Button Point  
Cape Denbigh  
Disko Bay  
Klo-kut site

Onion Portage  
Port aux Choix  
Sitkalidak Island  
Unakleet

### Self-Quiz

Ask yourself the following multiple choice and true/false questions about the material in Chapter 4. Then check the answers provided at the end of this section.

1. Which of the following can be considered to mark the physiographic boundary between the Arctic and the Subarctic?
  - a. the tree line or area where tundra and coniferous forest meet
  - b. the border between Canada and Alaska
  - c. a line extending to the west and east from the southern edge of Hudson Bay
  - d. the northern coast of North America
2. True or false: The first people to colonize the Arctic coast from Alaska to Greenland made small end and side blades that they mounted in bone projectiles, as well as microblades and other bone and stone tools representing what archaeologists call the Arctic Small Tool tradition.
3. Which of the following is **NOT** true about the Dorset tradition?
  - a. It dates roughly between 2500 BP and 800 BP.
  - b. Dorset artifact assemblages often include closed-socket harpoon heads, rectangular soapstone lamps, end blades, slate knives, ice creepers, and many bone items.
  - c. At the end of the Dorset tradition, people built longhouses, although midpassage houses and tent rings have been found from earlier Dorset sites.
  - d. All of the above are true.
4. True or false: The Subarctic was not inhabited until about 2000 years ago when Plains people moved into it from the South.
5. Which of the following traditions appears to be directly ancestral to the Inuit of modern times?
  - a. Dorset tradition
  - b. Norton tradition
  - c. Thule tradition
  - d. Northern Archaic tradition
6. True or false: The presence of microblades is linked to early migrations into the Arctic and Subarctic, though microblade assemblages may be preceded by non-microblade assemblages.
7. Where and when did the Norton tradition first develop?
  - a. in Greenland about 1000 BP
  - b. north of the Bering Strait in Alaska around 3000 BP
  - c. on Kodiak Island in Pacific Alaska about 6000 BP
  - d. in the central Subarctic of Manitoba about 2500 BP



8. Which of the following traditions can be associated with the Archaic Period in the Arctic
  - a. Ocean Bay tradition
  - b. Thule tradition
  - c. Dorset tradition
  - d. Norton tradition
9. Which of the following is **NOT** true about the Athapaskan speaking peoples of the Subarctic culture area?
  - a. They are concentrated in the western Subarctic.
  - b. Their languages are related to language spoken by Navajo and apache people in the Southwest culture area.
  - c. Their cultures developed out of the Thule culture of the High Arctic.
  - d. They are considered American Indians and usually distinguished from Eskimo/Inuit people who lived farther north.
10. True or false: The passage of the Alaska Native Claims Settlement Act (ANCSA) has stimulated many Native corporations in Alaska to hire archaeologists to investigate the remains of Native heritage on their lands.

## CHAPTER 5

### Learning Objectives

This chapter is an introduction to the Northwest Coast culture area, where fascinating and complex maritime cultures developed during pre-Columbian times. We discuss Archaic developments in the area contrasting northern and southern Archaic cultures. Then we summarize the Early, Middle, and Late Pacific period, during which ranked, maritime societies developed. At the end of the chapter we briefly describe the Modern period, when Europeans began to explore the area in search of furs and other trade items. This chapter's case study describes cooperative archaeological investigations by the Squaxin Island Tribe and archaeologists at Qwu?gwes, a wet site on Mud Bay at the southern end of Puget Sound. Our general objectives in presenting this material are that you will

- appreciate the contrasting patterns in technology and adaptation among the early cultures of the Northwest Coast, which archaeologists have begun to document,
- be able to contrast the Archaic and the Pacific periods and explain why archaeologists distinguish between them, and
- understand the story of developing sociocultural complexity, population growth, maritime economy, and permanent villages during the Pacific period and the continuity between these cultures and the ethnographically documented ones of the Modern period.

### Study Questions

1. What environmental characteristics make the Northwest Coast such a resource-rich area for human habitation? Which resources do you think would be most important?

2. What are culturally modified trees (CMT), and what makes them important?
3. Characterize the Archaic period along the Northwest Coast, noting contrasts in technology between the more northerly Microblade tradition and the Old Cordilleran tradition.
4. What hints of the development of complex maritime adaptations can be found in the archaeological evidence for the Early Pacific period?
5. Characterize the archaeological evidence from the Middle Pacific period and its implications. Explain how wet sites like the Hoko River site have contributed to understanding of human adaptations during this period.
6. What makes preserved remains of basketry and cordage of so much interest to archaeologists? What can archaeologists learn?
7. Explain why the Late Pacific period seems to represent the culmination of trends toward sociocultural complexity throughout the Pacific.
8. What makes the Ozette site so important? Consider this chapter's opening about the Makah Cultural and Research Center, as well as information about the site in the section on the Late Pacific period.
9. On what basis do some researchers argue that the Late Pacific and Modern period people of the Northwest Coast should be viewed as food producers?
10. Why did the Squaxin Island Tribe and archaeologists cooperate in the investigation of the Qwu?gwes wet site? What have they learned? (See discussion questions at the end of the case study for Chapter 5 as well.)

## Glossary Terms

achieved status  
 arborglyphs  
 ascribed status  
 bipolar technology  
 celt  
 coiling  
 composite fishhook  
 culturally modified tree (CMT)  
 Fremont culture  
 isotopic analysis  
 Modern period  
 Moresby tradition  
 Northwest Microblade tradition  
 Numic speakers  
 Olcott  
 Old Cordilleran tradition  
 Pacific period  
 Pebble Tool tradition  
 plaiting  
 selvage  
 S-twist  
 Tribal Historic Preservation Officer (THPO)

twining  
warp  
weft  
Z-twist

### Ten Key Sites to Know

Cathapotle  
Dalles Roadcut site  
Glenrose Cannery site  
Groundhog Bay 2  
Hoko River  
Namu  
Ozette  
Qwu?gwes  
Scowlitz Mounds

### Self-Quiz

Ask yourself the following multiple choice and true/false questions about the material in Chapter 5. Then check the answers provided at the end of this section.

1. Which of the following pertains to the issue of what to do with culturally modified trees (CMTs)?
  - a. Because Northwest Coast people used wood and bark for so many things, CMTs may contain important cultural information.
  - b. Some First Nation people believe all CMTs should be preserved, while other people point out that doing this could prevent needed logging and development.
  - c. Many CMTs still are alive, while others are already dead, and this complicates the issue of preservation.
  - d. All of the above are important considerations with respect to this issue.
2. True or false: One of the reasons for the greater abundance of bone and antler tools in Pacific period sites is that many of the sites are shell middens where bone preservation usually is good.
3. When did Northwest Coast people first intensify their reliance on fishing?
  - a. not until the Historic or Modern period
  - b. after the coastlines and sea levels stabilized during the Middle Pacific period
  - c. immediately after the Pleistocene in the Paleoindian period
  - d. There was no particular time of intensification in use of fish.
4. True or false: Archaeologists and tribes have never cooperated in archaeological excavations along the Northwest Coast area because of a long history of bad feelings.
5. Which Archaic period tradition of the Northwest Coast is found in sites located from the Alaska panhandle south to south of Vancouver Island in British Columbia?
  - a. the Old Cordilleran or Pebble Tool tradition with leaf-shaped points and cobble tools

- b. the Aleutian tradition with flaked stemmed points and knives, oil lamps, and bone tools
  - c. the Northwest Microblade tradition with microblades, pebble tools, and flakes
  - d. All of the above are found in sites in this area.
6. True or false: There is some evidence of violence and warfare along the Northwest Coast throughout the Pacific period.
7. When do the rectangular plank houses of the Northwest Coast first appear in the archaeological record?
- a. the Middle Pacific period
  - b. the Late Pacific period
  - c. the Modern period
  - d. the Early Pacific period
8. Which of the following is an attribute of Early Pacific period sites along the Northwest Coast that foreshadows later development of complex maritime hunter-gatherers in this area?
- a. large numbers of bone and antler tools
  - b. manufacture of ground stone tools like ground slate points and celts
  - c. some but not all individuals in cemeteries having certain patterns of tooth wear and tooth loss, suggesting that they wore labrets
  - d. the broad subsistence base of this period
9. Why is the site of Qwu?gwe discussed in this chapter's case study so important?
- a. It is a wet site at which the excellent and unusual preservation has allowed the recovery of perishable items like nets, baskets, and wooden artifacts.
  - b. It has been jointly investigated by the Squaxin Island Tribe and archaeologists under a formal agreement that respects the role of both.
  - c. It provides information important to the Squaxin Island Tribe in understanding and reclaiming their tribal heritage.
  - d. All of the above help make this an important site.
10. True or false: Studies of basketry preserved in Northwest Coast sites show that the ethnic groupings known from Modern times have very little time depth.

## CHAPTER 6

### Learning Objectives

This chapter is an introduction to the Plateau culture area, which is located in the interior Northwest. We discuss the relatively common occurrence of volcanic activity in this area because this aspect of the Plateau's past is important both environmentally and chronologically. Most of this chapter reviews archaeological findings from the Early, Middle, and Late periods before Europeans arrived. There is some discussion of the Protohistoric or Modern period, beginning about AD 1720, as well when missionaries, traders, and eventually other non-Indians entered the Plateau. This chapter's case study describes a series of archaeological

investigations at the Miller site, a pithouse village located on Strawberry Island in the Snake River in eastern Washington State. Our general objectives in presenting this material are that you will

- develop a beginning understanding of the early cultural developments on the Plateau, including some knowledge of the kinds of artifacts commonly found from these cultures,
- understand the significance of pithouse villages in the past of the Plateau, and
- be able to explain the ways in which people on the Plateau adjusted their mobility and their use of both terrestrial and riverine resources during the Middle and the Late Periods as indicated by faunal remains, artifacts, as well as other evidence.

### Study Questions

1. What topographic and climatic characteristics make the environment of the Plateau culture area so varied?
2. What effects has volcanism had on the human settlement of the Plateau? Why is the history of volcanic eruptions useful to excavators in this area?
3. What do archaeologists know about early people who inhabited the Plateau? What did the excavation of Marmes Rockshelter contribute to these understandings?
4. Compare the evidence for Early and Late Middle period human use of the Plateau as summarized in the text.
5. What is a pithouse, and how do pithouses vary? What is the significance of pithouse villages appearing during the Late Middle period?
6. Describe the characteristics that link the Late period lifestyles on the Plateau with those documented by ethnography.
7. What non-Indian influences caused culture change on the Plateau during the Modern period?  
What changes took place?
8. What can archaeology tell us about European exploration and settlement in this culture area?
9. What and where is the Miller site, and why was it investigated? What role did lithic replication play in drawing conclusions about activities at this site? (See discussion questions at the end of the case study for Chapter 6 as well.)

### Glossary Terms

Cascade phase  
datum point  
dentalium shell  
Early period  
harpoon valve  
hopper mortar  
Late period

Lochnore Phase  
 midden ring  
 Middle period  
 Mount Mazama  
 Nesikep tradition  
*Olivella*  
 piece plotting  
 pithouse  
 Plateau Pithouse tradition  
 salvage approach  
 Section 110  
 steatite  
 turkey-tail point  
 Western Idaho Burial complex

### **Eight Key Sites to Know**

Arrow Lake/Slocum Valley sites  
 Johnson Creek  
 Keatley Creek  
 Marmes Rockshelter  
 Miller site  
 Paulina Lake site  
 Wells Reservoir  
 Wakemap Mound

### **Self-Quiz**

Ask yourself the following multiple choice and true/false questions about the material in Chapter 6. Then check the answers provided at the end of this section.

1. Why do archaeologists object to relic hunting like that described in this chapter's opening?
  - a. It means they can't acquire and sell the best artifacts themselves.
  - b. It destroys information about the past by removing artifacts from their context.
  - c. Relic hunters learn more about the past than professionals.
  - d. Archaeologists don't usually object to relic hunting.
2. True or false: The long history of volcanism on the Plateau has been destructive to archaeological sites and their investigation.
3. When do large pithouse villages first appear on the Plateau?
  - a. during the Late Middle period
  - b. during the Early period
  - c. during the Late period
  - d. during the Modern period
4. True or false: Trade increased during the Middle Late subperiod (2500–1000 BP) on the Plateau and included dentalium shells, shell disk beads, pipes, stone clubs, obsidian, and nephrite.

5. Why is the pithouse important in understanding the past within the Plateau culture area?
  - a. Pithouses may indicate that people were settling into villages seasonally owing to the availability of stable, storable food sources.
  - b. Pithouses weren't made elsewhere.
  - c. Pithouses are poor living structures, and when they no longer appear it means people had learned to make something better.
  - d. Pithouses are never used in the summer.
6. True or false: The horse was first of importance to people on the Plateau during the eighteenth century (i.e., before Lewis and Clark crossed the area).
7. Which of the following seems to have been an important food item for Plateau people, especially those in the western part of the area?
  - a. corn
  - b. salmon
  - c. turkey
  - d. seal
8. Which of the following is a stone tool made by some of the early inhabitants of the Plateau between about 9000 BP and 7800 BP?
  - a. a small stemmed or notched arrow point
  - b. a turkey-tail biface
  - c. a leaf-shaped Cascade point
  - d. all of the above
9. True or false: Epidemic disease had little impact on the Native populations of the Plateau.
10. Which of the following describes the Miller site discussed in this chapter's case study?
  - a. It is a cave site with excellent stratigraphy.
  - b. It is a wet site with excellent preservation.
  - c. It is a pithouse village with at least two distinct occupations.
  - d. It is a Clovis site inhabited by some of the first people on the Plateau.

## CHAPTER 7

### Learning Objectives

This chapter is an introduction to the many and diverse archaeological cultures of the California culture area. After a brief overview of the earliest Californian cultures, we discuss Archaic and then Pacific period cultural patterns, providing consideration of the issue of Chumash complexity. Finally, we outline Historic period events associated with the Spanish, Russian, and American exploration and settlement of this culture area. This chapter's case study describes recent collaboration between archaeologists, California State Parks, and the Kashaya Pomo tribe at Fort Ross, a colony established by Russian traders north of San Francisco. Our general objectives in presenting this material are that you will

- develop a beginning understanding of early adaptations along California's coasts and in the interior during Archaic times,

- be able to synthetically describe Pacific period complex hunting and gathering societies that had high population densities, hereditary leadership, trade networks, and luxury goods, and
- be able to discuss the complicated interactions between Native tribes, the Spanish, and Russians as Europeans first came into California.

### Study Questions

1. Explain how habitats and climates vary within the California culture area.
2. Compare and contrast the Archaic period evidence for the southern coast, central California, and the northern coast. What conclusions can be drawn about human adaptations at this time?
3. Why are the hunter-gatherers of the Pacific period distinguished from Archaic period hunter-gatherers?
4. How and when did the complex hunting and gathering lifeways of the Chumash develop?
5. What are the names of the various Pacific period cultures and complexes for the southern coast, central valley, and north coast, and how do their material remains differ?
6. Characterize the lifeways of California's Pacific period complex hunter-gatherer cultures.
7. Explain how bedrock mortars were used.
8. What can be concluded about population density and linguistic diversity among California's people prior to European exploration and settlement?
9. Why are California's Native Americans so active in the repatriation process?
10. What and where is Fort Ross? How is the collaborative archaeological research described in this case study contributing to new perspectives on this site and early European colonization in California? (See discussion questions at the end of the case study for Chapter 7 as well.)

### Glossary Terms

Archaeological Resources Protection Act of 1979 (ARPA)  
 asphaltum  
 Augustine pattern  
 bedrock milling features  
 Berkeley pattern  
 Borax Lake tradition  
 California Native American Burial Act  
 charmstone  
 clay cooking balls  
 Cuyamaca complex  
 extended burial  
 La Jolla complex  
 mano  
 metates  
 Millingstone horizon



olla  
Pauma complex  
San Dieguito complex  
San Luis Rey complexes  
Shasta aspect  
Windmiller pattern  
*wot*

### Eight Key Sites to Know

Borax Lake  
Chaw'se Indian Grinding Rock  
Cross Creek  
Fort Ross  
Grayson site  
Nursery site  
Skyrocket site  
West Berkeley site

### Self-Quiz

Ask yourself the following multiple choice and true/false questions about the material in Chapter 7. Then check the answers provided at the end of this section.

1. True or false: The Chumash people encountered by the first European explorers of the Santa Barbara area were complex maritime hunter-gatherers with hereditary chiefs, ranking, and other attributes more often associated with farming peoples.
2. Which resources were used intensively by Pacific period people of California?
  - a. acorns
  - b. anadromous fish
  - c. marine resources
  - d. All of these were used intensively.
3. True or false: Human exploitation of California's coast did not take place until well into the Holocene.
4. True or false: There was very little linguistic diversity in Pre-Columbian California.
5. What was the nature of Early Archaic subsistence in California?
  - a. There was a heavy focus on terrestrial large-game mammals.
  - b. Seeds, fish, shellfish, and land mammals all were part of the diverse diets of the Early Archaic.
  - c. Sea mammals were exploited from plank canoes.
  - d. Farming was the main source of food, even at this early date.
6. Which of the following is a true statement about the bedrock milling features that are so commonly found in the California's Sierra Nevada?
  - a. These features are mortars used to process seed and acorns.
  - b. Similar features have been found in many parts of the west.

- c. Granite is the most common bedrock in which these features are found, but other types of rock also were used.
  - d. All of these are true statements.
7. Which of the following was **NOT** true about the Pacific period in California?
    - a. Trade became very important at this time.
    - b. In some areas people became sedentary, while in others they left permanent village sites seasonally and then returned.
    - c. Populations grew dramatically.
    - d. All of the above are true.
  8. True or false: The Archaic period culture along the Southern California coast is called the Millingstone horizon.
  9. What has the Fort Ross Archaeological Project been trying to find out?
    - a. why Russia rather than Spain established this colony
    - b. why the colony eventually failed
    - c. how the Kashaya Pomo and Coast Miwok people of the area interacted with this mercantile venture
    - d. why Native Alaskans were brought to this multiethnic community
  10. True or false: Ceramics were never made by the Pre-Columbian inhabitants of the California culture area.

## CHAPTER 8

### Learning Objectives

This chapter introduces the archaeological record from the Great Basin culture area, which is made particularly fascinating by the excellent preservation of perishable artifacts found in its dry caves and rockshelters. We discuss the Desert Archaic in the western and eastern Great Basin. We also review evidence for the agricultural Fremont culture of the eastern Great Basin, the spread of Numic speakers in the Shoshonean period, and Protohistoric times. This chapter's case study considers Gatecliff Shelter in Nevada's Monitor Valley, where from deeply stratified deposits archaeologists obtained an excellent chronological sequence as well as information about human use of this shelter as a hunting camp. Our general objectives in presenting this material are that you will be able to

- characterize the foraging patterns of Archaic peoples in the Great Basin while recognizing the diversity that actually existed across space and through time within this culture area,
- appreciate the significance in this area's culture history of both the agriculturally based Fremont people and their successors, and
- explain the predominance of Numic-speaking people in the Great Basin when Europeans arrived.

### Study Questions

1. Summarize the environmental variation described in this chapter for the Great Basin culture area. How has climatic change affected this area?

2. What was the Desert culture concept, and why have contemporary archaeologists discarded it?
3. Discuss the importance of stratified cave sites like Danger Cave in Great basin archaeology. Why is it important to investigate other types of sites as well?
4. Characterize the evidence for human use of the western Great Basin during the Archaic period. Does it appear to indicate continuity and consistency or temporal and spatial variation more strongly?
5. What is the debate over using projectile points as chronological markers about? How would you approach using points as temporal indicators if you were working in the western Great Basin?
6. Characterize the lifeways apparently represented by the pre-Fremont cultures of the eastern Great Basin.
7. How did Great basin peoples use nets to catch rabbits? How do we know?
8. What is the Fremont tradition? What material culture represents Fremont, and in what ways did Fremont adaptations differ from other Great Basin adaptations?
9. What is the Numic spread? What is its significance?
10. What and where is Gatecliff Shelter? Why is the investigation of this site a good example of Great Basin archaeology? (See discussion questions at the end of the case study for Chapter 8 as well.)

### Glossary Terms

Alta California  
altimeter  
Anathermal  
artifact use life  
Black Rock period  
Bonneville period  
Cochise tradition  
coprolite  
Death Valley I  
Desert Archaic  
Desert culture  
dew claw  
Fremont dent corn  
Great Salt Lake Fremont  
Gypsum period  
Hakataya  
hydration rim (obsidian)  
Kayenta Branch Anasazi  
Lake Mohave complex  
law of superposition  
Little Pluvial  
Medithermal  
Menlo phase

Numic spread  
one-rod-and-bundle coiling  
Parowan Fremont  
Pinto period  
pluvial lakes  
quid  
San Rafael Fremont  
Saratoga Springs period  
Sevier Fremont  
Shoshonean Period  
split-twig figurine  
tephra  
tephrochronology  
tumpline  
Uinta Fremont  
Utah metate  
Virgin Branch Anasazi

### Ten Key Sites to Know

Backhoe Village  
Caldwell Village  
Danger Cave  
Evans Mound  
Gatecliff Shelter  
Hidden Cave  
Hogup Cave  
Jukebox Cave  
Lovelock Cave  
Newberry Cave

### Self-Quiz

Ask yourself the following multiple choice and true/false questions about the material in Chapter 8. Then check the answers provided at the end of this section.

1. True or false: The Pre-Columbian inhabitants of the Great Basin never adopted agriculture.
2. Why is Danger Cave such an important site in Great Basin archaeology?
  - a. It was inhabited, rather than used just for storage.
  - b. It had over 4 meters of deposits, with occupations dating back to 11,000 BP.
  - c. It was used to develop the concept of the persistent Desert culture that influenced Great Basin archaeology for many years.
  - d. All of the above are reasons this site is important.
3. What was the Fremont settlement pattern like?
  - a. These people always lived in cave sites, but moved seasonally.
  - b. These people always lived next to lakes because fish were the center of their diet.

- c. These people were highly mobile because of the diversity of their foraging diet.
      - d. These people often lived in small hamlets with pithouses and above-ground architecture.
- 4. True or false: Pre-Columbian lifeways persisted much longer in the Great Basin than in other culture areas because this was one of the last parts of the United States to be explored.
- 5. Flintknapper Jeff Flenniken caused debate among archaeologists by arguing that
  - a. some of the Archaic projectile points thought to come from Great Basin sites actually are modern fakes
  - b. using projectile point types as chronological markers is a bad idea because one type can be transformed into another through breakage and repair
  - c. projectile points are the only artifacts that indicate reliable chronology in a site
  - d. there are many unrecognized projectile point types in Great Basin lithic assemblages
- 6. True or false: Some archaeologists think that the split-twig figurines found at many Great Basin sites were used in shamanistic rituals associated with hunting of game.
- 7. True or false: Although there were many rabbits in the Great Basin, they were seldom hunted because people thought these animals were too powerful and would harm them later.
- 8. True or false: One-rod-and-bundle coiling is found in all Great Basin basketry made from the Archaic into Historic times.
- 9. Why was it important for Thomas to find a site like Gatecliff Shelter, described in this chapter's case study?
  - a. He wanted to impress his graduate school advisors with his ability to find sites.
  - b. He wanted to bring back many significant artifacts for the museum at which he worked.
  - c. He needed a stratified site to establish the chronological sequence for the area.
  - d. Otherwise he would have looked silly to the geologist who had advised him where to find a cave site.
- 10. One research topic in Great Basin archaeology is the explanation of the Numic spread. What was this spread?
  - a. the spread of Shoshonean people, who used a variety of wild seeds, throughout the Great Basin beginning about 950 BP
  - b. the spread of the Numic bush into Great Basin environments, beginning after the Altithermal
  - c. the spread of a particular set of shamanistic practices among Historic peoples of the Great Basin in response to Mormon settlement
  - d. the spread of basketry techniques from the western Great Basin into the eastern Great Basin about 3000 years ago

## CHAPTER 9

### Learning Objectives

This chapter provides an introduction to the archaeological past of the Southwest in the United States and adjacent portions of northern Mexico. We first discuss the Early and Middle Archaic foragers of this culture area, and then we briefly cover the first horticultural lifestyles that developed during the Late Archaic the better-known regional farming traditions of the Southwest, which include the Anasazi or Ancestral Pueblo, the Hohokam, the Mogollon, the Sinagua, and the Patayan peoples. We also introduce the complicated abandonments, reorganizations, and aggregations that took place late in the pre-Columbian period, and mention the arrival of Navajo, Ute, and Apache people shortly before contact with the Spanish. This chapter's case study is about recent research designed to provide contextual information for the important site of Casas Grandes, or Paquimé, in Chihuahua, Mexico. Our general objectives in presenting this material are that you will

- develop a beginning understanding of Archaic foraging adaptations in the Southwest as well as of the early cultivation of maize and squash by Archaic peoples,
- be able to characterize the main farming traditions of the Pre-Columbian Southwest, including the Anasazi or Ancestral Pueblo, the Hohokam, the Mogollon, the Sinagua, and the Patayan, and
- describe and begin to explain the complex abandonments, migrations and reorganizations among Southwestern populations after approximately 700 BP as well as the arrival of new peoples like the Navajo and Apache and eventually the Spanish.

### Study Questions

1. What aspects of the environment were of most significance to the peoples who lived in the Southwest culture area?
2. What were Early and Middle Archaic Southwestern lifestyles like?
3. When, where, and why did Southwestern Archaic people begin to adopt plant cultivation?
4. Where do archaeologists find Anasazi or Ancestral Pueblo sites? How does the Chaco phenomenon relate to other Anasazi developments, and how can it be explained?
5. Where do archaeologists find Hohokam sites, and what do they indicate about cultural developments in this part of the Southwest?
6. What is the Mogollon tradition, and what does the beautiful Mimbres pottery tell archaeologists about some of the Mogollon people?
7. What are the Patayan and Sinagua traditions? Where are they found, and what material culture is associated with each tradition?
8. What kinds of abandonments, migrations, and cultural reorganizations seem to have happened after approximately 700 BP?
9. When did the Navajo, Apache, and Ute arrive in the northern Southwest? When did the Spanish arrive?

10. What does the site of Casas Grandes (Paquimé) represent, and what kind of research about this site and regional system does Chapter 9's case study describe? (See discussion questions at the end of the case study as well.)

### Glossary Terms

akchin  
 ball court  
 Cerbat  
 Chaco Branch Anasazi  
 Chaco phenomenon  
 check dam  
 Chihuahua tradition  
 Classic Mimbres phase  
 Classic period Hohokam  
 Cochise tradition  
 Cohonina  
 coil-and-scrape technique  
 cold-air drainage  
 Colonial period Hohokam  
 Diné'tah phase  
 Early Agricultural period  
 great house  
 great kiva  
 jacal  
 Jornada Mogollon  
 Katchina cult  
 kiva  
 Medio period  
 Mesa Verde Branch Anasazi  
 Oshara tradition  
 paddle-and-anvil technique  
 Pecos classification  
 Pinto tradition  
 Pioneer period Hohokam  
 Pithouse-to-Pueblo transition  
 platform mound  
*pochteca*  
 Prescott  
 rain shadow  
 rancherias  
 Rio Grande Branch Anasazi  
 ruderal plant  
 Salado tradition  
 Sedentary period Hohokam  
 Sinagua  
 sipapu  
 Southwest Regional cult  
*trincheras*

Ventana complex  
 ventilator  
 wing wall  
 World Heritage Site

### Ten Key Sites to Know

Aztec  
 Bear Village  
 Casa Grande  
 Casas Grandes (Paquimé)  
 McEuen Cave  
 Montezuma's Castle  
 Pueblo Bonito  
 Sand Canyon Pueblo  
 Snaketown  
 Ventana Cave

### Self-Quiz

Ask yourself the following multiple choice and true/false questions about the material in Chapter 9. Then check the answers provided at the end of this section.

1. True or false: Southwestern environments are uniformly dry and desert-like.
2. The distinctive Mogollon tradition black-on-white pottery with geometric and pictorial designs that was made between about 950 BP and 820 BP is called
  - a. Mimbres
  - b. Georgetown
  - c. Basketmaker
  - d. Pioneer
3. What happened after about 700–650 BP (AD 1250–1300) in the northern Southwest?
  - a. Maize, beans, and squash were grown for the first time in the Southwest.
  - b. The area was largely abandoned and new, more aggregated settlements were established in many other parts of the Southwest.
  - c. Human populations increased dramatically in size.
  - d. Regional systems with extensive trading networks developed for the first time.
4. True or false: Plant cultivation of corn and squash is now documented for the Late Archaic period in the Southwest.
5. Which of the following may have been an important factor in the complex changes that took place after 700–650 BP in the Southwest?
  - a. Environmental stress such as drought
  - b. Intercommunity violence and warfare
  - c. The development of pan-regional religious movements
  - d. All of these could have been factors.



6. True or false: The research at Casas Grandes, or Paquimé, described in this chapter's case study, was the first research ever conducted at this site.
7. Which of the following is **NOT** one of the regional farming traditions that developed in the Southwest after ca. 1750 BP?
  - a. Anasazi or Ancestral Pueblo
  - b. Hohokam
  - c. Oshara
  - d. Sinagua
8. True or false: The Hohokam people built extensive irrigation canal systems that allowed them to farm in the desert of Southern Arizona.
9. The Chaco phenomenon is part of which regional farming tradition of the pre-Columbian Southwest?
  - a. Hohokam
  - b. Anasazi or Ancestral Puebloan
  - c. Sinagua
  - d. Mogollon
10. True or false: During the Pithouse-to-Pueblo transition, Southwesterners stopped living in their pithouses and used them more for community and ritual practices while they began to build more substantial, multiroom surface structures for dwelling places.

## CHAPTER 10

### Learning Objectives

The chapter introduces the people and cultures of the vast Plains culture area located in the midsection of the North American continent. We discuss the Archaic foragers and bison hunters of the Plains, and the Late Prehistoric bison hunters of the Northwestern and Northeastern Plains. We also introduce the long history of farming cultures in the major river valleys, which culminates with the various Plains Village traditions encountered by Europeans as they arrived on the Plains. The complicated transformations of the Protohistoric periods are outlined at the end of the chapter, along with aspects of the American and Canadian periods. This chapter's case study is about archaeological investigations at a major, publicly accessible Mandan earthlodge village located along the Missouri River in North Dakota. Our general objectives in presenting this material are that you will

- understand the long record of big-game and bison hunting cultures that precedes the reintroduction of the horse in Historic times,
- understand other Plains lifeways that combined farming with seasonal bison hunting and developed in the major river valleys between the Late Archaic and Historic times, and
- develop a beginning sense of the changing adaptations, population relocations, and transformations that characterized Plains populations during the Protohistoric period.

## Study Questions

1. What factors are responsible for environmental variability on the Great Plains? How important would these have been to the past inhabitants of this culture area?
2. How do archaeologists distinguish Plains Archaic from Paleoindian? How can Archaic foragers be described?
3. What makes the Nebo Hill phase of the Kansas City area distinctive? How does this foreshadow new lifeways that developed in the Plains Woodland period?
4. What are the characteristics of hide scrapers, and why haven't these tools received as much attention from archaeologists as projectile points?
5. What characteristics distinguish the Plains Woodland period? What is the significance of these developments?
6. What did the various Plains Village traditions have in common? In what ways were they different from each other? How does the Oneota tradition relate to Plains Village?
7. What factors helped make bison hunting even more efficient during the Late Prehistoric in the Northwestern and Northeastern Plains?
8. Why is it important to try to link archaeological sites and phases to historically known tribes? What problems must be overcome to establish such linkages?
9. What factors brought about significant cultural changes on the Great Plains during the Protohistoric and early Historic periods? How can archaeologists contribute to the investigation of these periods?
10. What and where is Double Ditch Village? What surprises about this site have come from the research described in Chapter 10's case study? (See discussion questions at the end of the case study as well.)

## Glossary Terms

Antelope Creek phase  
 Avonlea phase  
 Besant phase  
 bullboat  
 Central Plains tradition  
 Ceramic period  
 Coalescent tradition  
 Comancheros  
 Dismal River phase  
 distolateral scraper  
 earthlodge  
 end scraper  
 fabric-impressed ceramics  
 fiber-tempered pottery  
 galena  
 glottochronology  
 Havana Hopewell

Kansas City Hopewell  
Keith complex  
Lake Agassiz  
Lake Creek focus  
loess  
medicine wheel  
Middle Missouri tradition  
Mississippian tradition  
National Register of Historic Places  
Nebo Hill phase  
Old Women's phase  
Oneota tradition  
ossuary  
Plains Village tradition  
Plains Woodland  
primary burial  
remote sensing  
secondary burial  
shell-tempered ceramics  
side scraper  
Silvernale phase  
Sonota Burial complex  
Southern Plains tradition  
Steed-Kisker phase  
Upper Republican phase

### Ten Key Sites to Know

Biesterfeldt site  
Crow Creek site  
Double Ditch Village  
Head-Smashed-In  
Kaplan-Hoover site  
Lashley Vore site  
Mowry Bluff site  
Mummy Cave  
Mustang Springs  
Scoggin site

### Self-Quiz

Ask yourself the following multiple choice and true/false questions about the material in Chapter 10. Then check the answers provided at the end of this section.

1. What is the major vegetation distinction that occurs at approximately the 100th meridian on the Great Plains?
  - a. the distinction between forest and grassland
  - b. the distinction between marshes and deserts
  - c. the distinction between the tall-grass and short-grass prairies
  - d. the distinction between tundra and grassland

2. True or false: All Plains people before the arrival of Europeans were specialized nomadic bison hunters.
3. Which of the following attributes are common in Plains Archaic sites?
  - a. notched projectile points
  - b. domestic maize or corn
  - c. earthlodges
  - d. All of these are common.
4. Which of the following statements about stone hide scrapers that are so common in Plains sites is true?
  - a. Since hide scraping often was a female task ethnohistorically, information about where and in what abundance this tool is found may have gender implications.
  - b. This tool doesn't vary much in morphology and so doesn't yield much information.
  - c. Microwear studies to establish the actual use of scrapers have commonly been done.
  - d. All of the above are true.
5. True or false: Plains Village societies only developed in the Central Plains and along the Middle Missouri valley.
6. Which of the following is a Plains Village tradition that apparently represents a blending of Central Plains and Middle Missouri tradition groups?
  - a. Oneota
  - b. Upper Republican
  - c. Coalescent
  - d. Southern Plains
7. Which of the following attributes do archaeologists associate with the Plains Woodland, especially among groups living in the river valleys?
  - a. pottery
  - b. burial mounds
  - c. horticulture
  - d. all of the above
8. True or false: Even while Plains Village societies existed in some parts of the Great Plains, Late Prehistoric bison hunting groups persisted in the northern parts of this area.
9. What have the recent investigations at Double Ditch Village discovered about the site?
  - a. The site was abandoned before AD 1500 (450 BP).
  - b. There actually were four defensive ditches at this site, and extensive planing and borrowing of the site's surface took place.
  - c. The people at this site were massacred and placed in one of the ditches.
  - d. This was probably a village of Cheyenne rather than Mandan.
10. True or false: It is a simple matter to link historically known Indian tribes with archaeological complexes identified on the Great Plains.

## CHAPTER 11

### Learning Objectives

This chapter introduces the archaeology of the interior Eastern Woodlands from the margins of Great Plains to the Appalachian Mountains and from the southern Midwest to the Gulf Coastal Plain. Although portions of two of the traditional culture areas of North America are included, the cultural sequences throughout the interior of the Eastern Woodlands are similar. After a brief review of the environment in this part of the Eastern Woodlands, we discuss the Archaic period. Noting that plant cultivation, pottery making, and mound building all first developed at the end of the Archaic, we follow these trends through the Woodland period including the Late Woodland. Then we discuss the Mississippians and other Late Prehistoric peoples of the interior, indicating the apparent complexity of these cultural traditions. This chapter's case study explores what can be learned from data originally collected by Depression-era archaeologists at the sites of several large Mississippian towns located in eastern Tennessee. Our general objectives in presenting this material are that you will

- understand the nature and variability foraging adaptations during the Archaic period in the interior Eastern Woodlands, as well as the significance of early plant cultivation, earthwork construction, pottery making, and associated cultural developments in this area,
- understand the significance of growing reliance on horticulture, mortuary ceremonialism, mound building, and developing social differentiation during the Woodland including the Late Woodland.
- be familiar with Mississippian tradition cultures throughout the interior Eastern Woodlands and appreciate the complex nature of Mississippian polities and social dynamics.

### Study Questions

1. Describe the environment of the interior Eastern Woodlands noting the important climatic and other changes that have affected people inhabiting it in the past.
2. Explain what material culture traits archaeologists use to distinguish Archaic assemblages.
3. How did Archaic subsistence change over time? What is the significance of the Shell Mound Archaic?
4. What is the Eastern Agricultural Complex, and what native plants were part of it? When did people begin cultivating and domesticating these plants?
5. Describe what is known about Archaic period mound building. What do you think the significance of these constructions is?
6. When is pottery first made in the interior Eastern Woodlands, and when does its use become widespread? Why is this innovation significant?
7. What is Hopewell culture? Where is evidence of this culture found? What is the Hopewell Interaction Sphere?

8. Why is the Late Woodland an important period, and what kinds of evidence of change and cultural variability during this period have archaeologists found?
9. What are the characteristics of Mississippian societies as suggested by material culture, town plans, subsistence and economic data, and the evidence for ranking?
10. Explain why the maps, site records, and inventories from excavations at the sites described in the case study for Chapter 11 are so important to learning about these East Tennessee Mississippians. (See discussion questions at the end of the case study as well.)

## Glossary Terms

Adena  
 Apafalaya chiefdom  
 bannerstone  
 Baytown period  
 Broadpoint tradition  
 $^{12}\text{C}/^{13}\text{C}$  ratio  
 chunkey  
 container revolution  
 Copena Mortuary complex  
 cordmarked  
 corporate leadership strategy  
 Crab Orchard tradition  
 curated  
 discoidals  
 earspool  
 Eastern Agricultural complex  
 Eastern Eight-Row corn  
 Emergent Mississippian  
 extended burial  
 extended family  
 fabric-impressed ceramics  
 Fort Ancient tradition  
 good gray cultures  
 gorget  
 grog-tempered ceramics  
 heat treating  
 Helton phase  
 Hopewell  
 Hopewell Interaction Sphere  
 Illinois Hopewell  
 Intrusive Mound culture  
 Issaquena phase  
 Lake Forest Archaic  
 Mann focus  
 Marksville phase  
 Mast Forest Archaic

matrilocal residence  
mortuary encampment  
Mouse Creek phase  
Narrow Point tradition  
network leadership strategy  
Northern Flint corn  
Ohio Hopewell  
passenger pigeon  
platform pipe  
plow zone  
Plum Bayou period  
Prairie Peninsula  
Red Ocher Mortuary complex  
Shell Mound Archaic  
smoking complex  
Southeastern Ceremonial complex (SECC)  
Southern cult  
stone box grave  
Tchula phase  
Tennessee Valley Authority (TVA)  
trend surface analysis  
vacant center model  
Vacant Quarter  
woodhenge  
Works Progress Administration (WPA)

### Ten Key Sites to Know

GE Mound  
Indian Knoll  
Koster site  
Ledford Island  
Mound City  
Moundville  
Mouse Creeks  
Pinson Mounds  
Poverty Point  
Watson Brake  
(Note that Cahokia, Newark Earthworks, and the Serpent Mound are listed for Chapter 1.)

### Self-Quiz

Ask yourself the following multiple choice and true/false questions about the material in Chapter 11. Then check the answers provided at the end of this section.

1. Which of the following is an attribute that archaeologists use to recognize the onset of the Archaic period after the Paleoindian period?
  - a. the presence of stemmed and notched projectile points
  - b. the presence of fluted points

- c. the presence of large chert hoes, polished from use
  - d. the presence of pottery
2. True or false: Platform pipes are diagnostic of Hopewell ceremonialism and nearly always found in non-domestic contexts.
  3. Design motifs such as the cross, the sun circle, the bilobed arrow, the forked eye, and the hand and eye found on a variety of artifacts in sites dated from roughly 800 BP to 600 BP are considered evidence of
    - a. Hopewell ceremonialism
    - b. Adena ceremonialism
    - c. the Southeastern Ceremonial complex
    - d. the Poverty Point complex
  4. True or false: The center of Adena mound building was in the upper Ohio valley and adjacent parts of Ohio, West Virginia, and Kentucky.
  5. Which of the following is **NOT** an artifact type commonly associated with Hopewell exchange and mortuary ceremonialism?
    - a. plain and effigy platform pipes
    - b. copper gorgets
    - c. bifurcate base projectile points
    - d. cut sheets of mica
  6. True or false: Archaeological data generated under the Works Progress Administration's large-scale archaeological excavations during the Depression are no longer useful to archaeologists because archaeological methodology has progressed so much.
  7. A large site in southern Illinois containing platform and other mounds, shell-tempered pottery, stone hoes, small triangular projectile points, and burials exhibiting status differences is likely to be an example of which of the following?
    - a. a Mississippian town
    - b. a Hopewell center
    - c. a Shell Mound Archaic site
    - d. an Adena village
  8. True or false: All archaeologists agree that Cahokia was at the center of an incipient state that had tremendous power throughout the East and perhaps even in the Great Plains.
  9. Which of the following is a key feature of the Late Woodland period?
    - a. widespread use of the bow and arrow
    - b. the disappearance from artifact assemblages of Hopewell ceremonial and mortuary objects
    - c. in some areas, intensification of maize cultivation while in others heavier use of native seed plants and in still others heavier reliance on hunting
    - d. All of the above describe the Late Woodland.
  10. True or false: Evidence for social differentiation or ranking within Mississippian societies has been found in burials including the very elaborate ones in Mound 72 at Cahokia.



## CHAPTER 12

### Learning Objectives

This chapter discusses the archaeological past of the northern and coastal portions of the Eastern Woodlands. Past cultures in these parts of the Eastern Woodlands vary enough from those covered in Chapter 11 to warrant separate treatment. We discuss the Archaic foragers of these areas noting the development of the first pottery and other Late or Terminal Archaic developments. Next, in discussing the Woodland period, we note contrasts with contemporary Early and Middle Woodland developments in the interior. Then we highlight the Late Woodland/Late Prehistoric as the period when subsistence and settlement change and associated sociopolitical developments were most significant even though some groups did not become agricultural at this time. Since this was one of the first areas to experience the effects of European exploration and colonization, the archaeology of Protohistoric and early Historic periods is particularly fascinating. This chapter's case study tells how new analyses are giving archaeologists better understanding of when maize-bean-squash agriculture was adopted in the Northeast. Our general objectives in presenting this material are that you will

- understand what archaeology indicates about foraging people living in the northern and coastal parts of the Eastern Woodlands, especially why archaeologists often distinguish a separate Terminal Archaic or Transitional period,
- understand the variable cultural record for the Woodland period in the areas covered by this chapter including the degree to which mortuary ceremonialism is similar to that of the interior, and
- be able to summarize the development of complex maritime forager societies in Florida as the apparent lack of or relatively late development of agriculturally based cultures with permanent village settlements and some degree of social differentiation during the Late Woodland/Late Prehistoric.

### Study Questions

1. What insights can be gained from investigating wet sites in Florida? Specifically, what has been learned from the perishable bone items recovered in the Windover mortuary pond?
2. What is the significance of the Archaic use of steatite? How does this relate to the beginnings of pottery production in Eastern North America?
3. What is the evidence for the exploitation of shellfish in the areas covered in this chapter? Do you think shell mounds and rings discussed in this chapter should be understood primarily as refuse middens or as intentional constructions that were associated with communal and ritual activities?
4. To what extent did people in coastal and northern parts of the Eastern Woodlands develop pre-maize horticulture associated with the Eastern Agricultural complex?

5. What evidence is there for participation in Hopewellian ceremonialism and exchange in the areas covered in this chapter?
6. Compare and contrast the early Late Woodland cultures highlighted in this chapter.
7. Why is there debate about the origins of Iroquoian speaking people in the Northeast? What positions have been taken?
8. Describe the Oneota tradition. How are they similar to and different from those of the Mississippians elsewhere in the Midwest?
9. Who were the Caloosahatchie or Calusa? Explain why they might be considered complex hunter-gatherers.
10. How is the development of the AMS dating technique transforming our knowledge of early agriculture in the Northeast as described in the case study for Chapter 13? (See discussion questions at the end of the case study as well.)

### Glossary Terms

annealing  
 birdstone  
 Calusa culture  
 Champlain Sea  
 container revolution  
 Deptford tradition  
 Early Horticultural period  
 fall line  
 Fort Walton Mississippian  
 Glacial Kame mortuary complex  
 Glades culture  
 Glen Meyer complex  
 Gulf Formational stage  
 Gulf of Maine Archaic tradition  
 Hunters Home phase  
 in situ hypothesis  
 intaglio  
 Lake Forest Middle Woodland  
 League of the Haudenosaunee  
 Middlesex complex  
 Middle Tier Middle Woodland  
 Monongahela tradition  
 Moorehead Burial complex  
 moraines  
 neoevolutionism  
 Northern Iroquoian tradition  
 Old Copper culture  
 Orient phase  
 Owasco  
 patrilocal residence  
 penepain  
 Point Peninsula tradition

polyculture  
Princess Point complex  
ridged field system  
sandal-sole gorget  
sinkhole  
Squawkie Hill phase  
Susquehanna tradition  
Swift Creek tradition  
Terminal Archaic  
Three Sisters  
Transitional period  
Upper Mississippian  
Wakulla culture  
Weeden Island tradition  
Western Basin tradition  
Yent ceremonial complex

### Ten Key Sites to Know

Abbott Farm  
Aztalan  
Greenwich Cove  
Horr's Island  
Key Marco  
Lamoka Lake  
Roundtop  
Weeden Island  
West River  
Windover

### Self-Quiz

Ask yourself the following multiple choice and true/false questions about the material in Chapter 12. Then check the answers provided at the end of this section.

1. True or false: The oldest ceramics in eastern North America were made in the South Atlantic Coastal Plain and Florida between 4500 BP and 4000 BP.
2. Which of the following artifacts would be considered diagnostic of the Late Woodland in the areas covered in this chapter?
  - a. a small triangular projectile point
  - b. a fluted point
  - c. a ground slate adze or gouge
  - d. All of the above would be diagnostic.
3. True or false: Native plants were cultivated throughout the northern and coastal areas of the Eastern Woodlands including Florida beginning in the Middle Archaic.
4. Which of the following is a significant trait of the Northern Iroquoian traditions of the interior Northeast?
  - a. the constructions of geometric earthworks

- b. the construction of large, multifamily, bark-covered houses called longhouses
  - c. lack of pipes and no evidence for the tobacco use often found among Native Americans
  - d. All of the above are significant Northern Iroquoian traits.
5. True or false: Archaeologists agree that the many shell mound and ring sites found along the Atlantic Coast, in Florida and along the Gulf Coast were intentionally constructed for ceremonial and integrative purposes.
6. Which of the following is an Archaic mortuary complex recognized in the areas covered by this chapter?
- a. the Moorehead burial complex
  - b. the Old Copper culture
  - c. the Glacial Kame mortuary complex
  - d. All of the above date to the Archaic.
7. True or false: There is evidence for interregional exchange of Hopewellian items in Deptford and Swift Creek tradition sites found in the South Atlantic Coastal Plain, Florida and the Gulf Coastal Plain.
8. Which of the following is **NOT** true about the Effigy Mound culture of southern Wisconsin and adjacent portions of Illinois, Iowa, and Minnesota?
- a. Effigy mounds are low and made in a variety of animal shapes.
  - b. Effigy mounds are often found in clusters that may have been ceremonial centers.
  - c. Effigy mounds date to the early Late Woodland between 1250 BP and 800 BP.
  - d. All of the above are true.
9. True or false: No Mississippian polities developed in the areas covered in this chapter.
10. Which of the following was an attribute of the Calusa or Caloosahatchie culture of South Florida?
- a. They developed a complex chiefdom that persisted into the Historic period and is evidenced by extensive construction of shell mounds and canals.
  - b. They grew corn, beans, and squash.
  - c. They exemplify Mississippian tradition lifeways.
  - d. All of the above are attributes.

## CHAPTER 13

### Learning Objectives

After a brief introduction to the nature of historical archaeology and its importance in the study of North America's past, we discuss a variety of themes of importance in North American historical archaeology. These themes include contact and colonialism, expansion and settlement, war and conflict, African diaspora, and modernization and industrialism. This chapter's case study introduces and explores the nature of community archaeology focusing on examples

of community archaeology projects in Freedmen's Town in Houston and in the Tremé; neighborhood of New Orleans. Our general objectives in presenting this material are that you will

- gain a sense of the many fascinating and significant topics that North American historical archaeologists study, especially how their work with material remains and culture contributes to understanding of this continent's past,
- understand the connections between the Pre-Columbian past and the Historic period past in North America, so that you can reject a simple dichotomy between Pre-Columbian Native cultures and Historic Euroamerican societies, and
- be exposed to the many ways in which the public can be engaged in historical archaeology through public education and through collaboration in community archaeology projects.

### Study Questions

1. What is the nature of historical archaeology? How is it similar to and how is it different from history and from prehistoric archaeology?
2. Where did the Vikings colonize in North America, and when did this happen? To what extent can non-archaeological evidence such as Viking sagas be helpful?
3. How can archaeology provide new insights and perspectives on the well-known and documented story of early European colonization of North America?
4. What is your reaction to the various topics historical archaeologists might study concerning expansion into and settlement of the North American interior? Do they give you new perspectives on the interaction between Natives and Europeans?
5. What wars and conflicts can historical archaeologists study? Which do you find most interesting and why?
6. What is the African diaspora, and what kinds of studies concerning it have archaeologists done?
7. What is industrial archaeology, and what can archaeologists contribute to understanding the development of industry in North America?
8. Describe the nature of an iron furnace and the methods of iron making they represent. Explain how early iron plantations were organized.
9. Why would the archaeological study of ethnic enclaves, religious communes, and institutions like prisons be important?
10. What are the advantages of community archaeology as presented in this chapter's case study? (See discussion questions at the end of the case study as well.)

### Glossary Terms

blast furnace  
blister steel

bloom  
 blowing tubs  
 bosh  
 Buffalo Soldiers  
 cast arch  
 cinder notch  
 context  
 crucible  
 flux  
 historic district  
 industrial archaeology  
 Kensington stone  
*ladrillo*  
*Métis*  
 slag  
 Skraelings  
 Trail of Tears  
 tuyere

### Ten Key Sites to Know

Batoche  
 Corona del El Cajon hotel  
 Eliza Furnace  
 Hanat Kotyiti (Cochiti)  
*H.L. Hunley*  
*La Belle*  
 L'anse aux Meadows  
 Louisbourg  
 Manzanar  
 Pine Springs site

### Self-Quiz

Ask yourself the following multiple choice and true/false questions about the material in Chapter 13. Then check the answers provided at the end of this section.

1. True or false: Historical archaeologists mainly study the material remains of European exploration and colonization as well as the development of modern nation states and globalization.
2. How does historical archaeology contribute to understanding of the period of European contact and early colonialism in North America?
  - a. Archaeology can provide information about events not recorded in written records of the period.
  - b. Archaeology can document the specific processes of culture change among Native societies.
  - c. Archaeology can provide more of the Native part of the story than documents written by Europeans at the time.
  - d. All of the above.

3. True or false: Archaeology has been useful in reconstructing the nature of the fur trade between Europeans and Native Americans.
4. True or false: The Hispanic period in California has left a rich archaeological record at presidios, mission, and towns.
5. Which of the following is a war or battle in North American history that has been profitably studied through archaeology?
  - a. the French and Indian War
  - b. the Civil War
  - c. the Battle of the Little Bighorn
  - d. All of the above have been studied by archaeologists.
6. True or false: Archaeologists have studied the remains of World War II–era Japanese internment camps.
7. The study of iron furnaces is just one example of what subtype of historical archaeology?
  - a. military archaeology
  - b. industrial archaeology
  - c. technological archaeology
  - d. African diaspora
8. Which of the following is a type of archaeological site that historical archaeologists have **NOT** studied?
  - a. institutional sites such as prisons and insane asylums
  - b. the remains of communal and utopian communities
  - c. the remains of elaborate movie sets once used by Hollywood
  - d. Actually all of these have been investigated archaeologically.
9. True or false: In AD 1680 the Pueblo people staged a successful revolt and drove the Spanish from Southwest, and the Spanish did not return for approximately 12 years.
10. What example of community archaeology is provided by McDavid and Matthews in this chapter’s case study?
  - a. excavations of the Boston Saloon, a Virginia City, Nevada, establishment whose clientele were African American
  - b. the development of archaeological projects in the Tremé neighborhood, a majority black part of New Orleans that had no designated historic district
  - c. investigations of New York City’s African American burial ground
  - d. excavation of a freed slave cabin in southern California

## CHAPTER 14

### Learning Objectives

The final chapter concludes our introduction to North American archaeology. We make the point that knowledge about North America’s past should dispel simple stereotypes about Native Americans and their past cultures, and we discuss how to protect the evidence of this continent’s past. We also revisit the broad anthropological themes to which North American archaeology contributes and suggest currently exciting areas of research, commenting, as well, on

methodological changes taking place within the discipline. We also highlight the complex ethics of modern archaeological practice, particularly with respect to descendant populations. Finally, we discuss ways for students and the lay public to get involved in archaeology, and we introduce the debate about the proper training of archaeologists for the twenty-first century. Our general objectives in presenting this material are that you will

- reflect on how archaeological knowledge informs perspectives on the people of North America's past and their descendants, and think about how to preserve the archaeological resources of this continent,
- appreciate the many research topics of general anthropological interest to which North American archaeology can contribute, as well as the changing nature of this field and the challenges of contemporary archaeological practice, and
- understand the many avenues for learning more about North American archaeology that are open to you and others, as well as the debates about what education in archaeology should entail.

### Study Questions

1. Why do archaeologists develop and participate in educational activities for schoolchildren and the general public? What messages would be most important to include in public education materials and presentations?
2. How does studying North American archaeology alter perspectives on the past of this continent? Can you think of other ways besides those mentioned in this chapter?
3. What's wrong with pothunting and looting? Can these activities be stopped? Is the protection of archaeological resources on private as well as public property desirable?
4. Which of the research areas that this text suggests are and will be important interests for you? Are there other topics that you think should be the focus of future research?
5. Which of the new techniques mentioned in this chapter seems to you to have the most potential for changing the field of archaeology?
6. What are the challenges facing archaeologists in managing the information and the collections being produced by CRM as well as academic archaeology? Note what is meant by the gray literature, by off-site mitigation, and by the curation crisis.
7. Who should have a say over what happens to archaeological resources? How does the Dickson Mounds story illustrate changing perceptions about stakeholders?
8. What are the principles for teaching archaeology listed in Table 14.1? Why are they important?

### Glossary Terms

isotopic analyses  
off-site mitigation  
pothunter



## Key Site to Know

Dickson Mounds

## Self-Quiz

Ask yourself the following multiple choice and true/false questions about the material in Chapter 14. Then check the answers provided at the end of this section.

1. Why is geophysical survey so important to the contemporary archaeologist and likely to be used more and more in the future?
  - a. Archaeologists have always been particularly interested in high-tech methods.
  - b. Even if large structural components can seldom be located with these techniques, small features can be easily and accurately detected.
  - c. These techniques allow archaeologists to learn about subsurface site structure without destroying it so excavation can be targeted for maximum effectiveness.
  - d. Use of these techniques is required by both U.S. and Canadian law.
2. The body of knowledge generated by North American archaeology shows that
  - a. all pre-Columbian Native Americans were very much the same, though they hunted and gathered different resources
  - b. there are very few significant archaeological sites in North America, and efforts to preserve sites should be focused elsewhere
  - c. among the Pre-Columbian societies of North America's past there were chiefdoms among both agricultural and complex hunting and gathering people
  - d. None of these statements are supported by the North American archaeological record.
3. True or false: Unless you pursue formal study of North American archaeology, there are very few ways of learning more about and participating in archaeology today.
4. To which of the following general anthropological research problems is current and future North American archaeology **NOT** likely to contribute?
  - a. the nature and timing of early food production
  - b. the development of complex sociocultural systems
  - c. the human response to intersocietal or culture contact and migration
  - d. North American archaeology might contribute to all of these areas.
5. True or false: There is very little left to learn about North America's past through archaeology.
6. True or false: Chemical and molecular analyses are being used by contemporary archaeologists more and more frequently and promise to provide significant new insights.
7. What is off-site mitigation?
  - a. movement of a structure that is threatened by development instead of tearing it down
  - b. excavation of important or unusual sites that aren't threatened instead of excavation of sites likely to produce redundant information

- c. publication of a popular report or conducting a school program about a CRM project
  - d. aerial photography and survey to find sites
8. Which of the following is an important problem associated in part with the growth of CRM archaeology?
    - a. how to keep the public from finding out about the CRM work and its results
    - b. how to properly take care of the collections of artifacts and ecofacts produced by archaeology over the long term
    - c. how to make AMS dating useful to archaeologists
    - d. All of the above are problematic in contemporary archaeology.
  9. True or false: There is general agreement on what constitutes looting and pothunting, and it is clear what can be done to reduce these activities, but funds are lacking.
  10. True or false: By the time the burial display at Dickson Mounds was closed, local people as well as Indians and archaeologists felt they had a stake in what happened to the display and in how it was interpreted.

## ANSWERS TO SELF-QUIZZES

Chapter 1 Self-Quiz: C, B, D, T, F, B, F, D, C, F  
 Chapter 2 Self-Quiz: B, F, D, T, C, F, C, F, T, A  
 Chapter 3 Self-Quiz: F, D, F, A, T, D, T, C, F, A  
 Chapter 4 Self-Quiz: A, T, D, F, C, T, B, A, C, T  
 Chapter 5 Self-Quiz: D, T, B, F, C, T, A, C, D, F  
 Chapter 6 Self-Quiz: B, F, A, T, A, T, B, C, F, C  
 Chapter 7 Self-Quiz: T, D, F, F, B, D, D, T, C, F  
 Chapter 8 Self-Quiz: F, D, D, T, B, T, F, F, C, A  
 Chapter 9 Self-Quiz: F, A, B, T, D, F, C, T, B, T  
 Chapter 10 Self-Quiz: C, F, A, A, F, C, D, T, B, F  
 Chapter 11 Self-Quiz: A, T, C, T, C, F, A, F, D, T  
 Chapter 12 Self-Quiz: T, A, F, B, F, D, T, D, F, A  
 Chapter 13 Self-Quiz: T, D, T, T, D, T, B, D, T, B  
 Chapter 14 Self-Quiz: C, C, F, D, F, T, B, B, F, D