FORT MORRIS DISCOVERY

AN EDUCATIONAL & ARCHAEOLOGICAL ODYSSEY
FOR 4TH GRADERS
Dear Educators:

Fort Morris Discovery: An Educational & Archaeological Odyssey For 4th Graders contains numerous hands-on classroom activities based on historical and archaeological themes. This packet can be used by students who cannot visit Fort Morris, or can be used to enhance the understanding of those students who do tour the site. The activities cover numerous Quality Core Curriculum Standards in not only history, but many other subjects, as well. The table in this packet details the QCC standards that apply to each activity. The activities include all levels of objectives in Bloom’s Taxonomy, including higher-order thinking skills. This packet also includes activities aimed at many of the multiple intelligences, especially the verbal-linguistic, logical-mathematical, spatial, interpersonal, intrapersonal, and naturalist intelligences.

This packet is aimed at a 4th grade audience. Some of the activities, however, may be somewhat challenging and teachers are encouraged to modify the activities to the level of their students. For example, the Word Match might be less overwhelming for some students if the teacher broke the list into segments of 12 words per lesson, rather than the entire sheet. The resource list at the back of the packet contains three pages of books, magazines, and web sites of accurate items related to archaeology and the American Revolution for students and teachers. This is an excellent source for teachers who want additional information or materials for advanced students or for the entire class. Educators are referred to Fort Morris’ Educational Guide by Sherry Hearn for background history and activities related to field trips to the Fort Morris Historic Site.

Activities in this educational packet generally are ordered from simple to complex (in both content and actual activity). Several terms and concepts are repeated in more than one activity to reinforce learning. Activities in this packet include the following: Seek and Find Puzzle, using archaeology and history terms; Word Match (matching the Seek and Find Puzzle words to their meaning by using a dictionary, other activities in the packet, and educated guesses); Chain Links, using replica historical documents to discover chronology, physically construct a time line chain, and self expression through a diary or drawing; What Is Going On? allows students to discover mapping, grid coordinate systems and ways archaeologist dig; Lines and Maps illustrates topography and technology; Archaeologists Look For Clues examines historical sources, reasoning, features, and preservation; and Close-Up Clues includes observation and reasoning skills, addition, relative dating, chronology, and preservation by examining features.

Educators can use a variety of follow-up activities to this lesson plan, including having students write stories about any of the various topics discussed; make a map of their classroom; make posters or draw pictures related to the American Revolution; conduct skits about life at Sunbury and Fort Morris; make a colonial newspaper based on school events; have students write letters to local county policy makers, state representatives and senators supporting Fort Morris and other state historic sites; read a book about a colonial Georgian and pretend to be that person for an interview by another student; and make science or social science projects about archaeology and/or Fort Morris.

We encourage you to visit Fort Morris Historic Site. This packet can be used effectively before or after such a visit. It can also be used in lieu of a visit if fieldtrip opportunities are not possible. Good Luck!

This packet is part of a contract between the Georgia Department of Natural Resources, Historic Preservation Division and Southern Research Historic Preservation Consultants, Inc., of Ellerslie, Georgia. The education packet was created by Rita Folse Elliott, with editorial and graphic assistance from Debra J. Wells and Grace Keith, of Southern Research. It is based on content derived from the historical research and archaeological excavation conducted and reported by Daniel T. Elliott of Southern Research, in 2002, as part of the same contract.
# Fort Morris Discovery

**An Educational & Archaeological Odyssey for 4th Graders**

## Georgia 4th Grade

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SEEK AND FIND FORT MORRIS

Abatis
Americans
Animal Bones
Archaeology
Artifact
Backhoe
Barracks
Blockhouse
British
Coquina
Curate

Drawings
Excavate
Exhibit
Feature
Flotation
Forms
Fort Defense
Fort Defiance
Fort George
GPR
GPS

History
Laboratory
Levels
Loyalists
Maps
Medway River
Moat
Patriots
Pollen
Port
Post Hole

Redoubt
Report
Research
Seeds
Shovel Test
Siege
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Sunbury
Test Unit
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CAN YOU MATCH THE SEEK-AND-FIND WORDS TO THEIR DEFINITIONS? (Use a dictionary if you need help.)

1. Abatis  ___Fort Morris was built to protect this port city in 1776.
2. Americans ___To keep artifact collections safe and available for research.
3. Animal Bones ___A display of artifacts, labels, and pictures.
4. Archaeology ___A two story wooden building fort or part of a fort.
5. Artifact ___Crumbly limestone used at Fort Morris for building.
6. Backhoe ___Archaeologists dig a site in these thin layers.
7. Barracks ___Sharp logs made into angled fence pointing at the enemy.
8. Blockhouse ___Patriots; Colonists who supported freedom from Britain.
9. British ___A stain in the soil created when a post rots in the ground.
10. Coquina ___People from Great Britain.
11. Curate ___A specific spot where people did something (well, post hole).
12. Drawings ___When excavated, these tell us about the meat in people’s diets.
13. Excavate ___To release old seeds from soil samples by stirring soil in water.
14. Exhibit ___Ground Penetrating Radar used by archaeologists to see in soil.
15. Feature ___Colonists rebelling against Great Britain and King George.
16. Flotation ___A small, temporary enclosed defensive work.
17. Forms ___British called Ft. Morris this when they took and rebuilt it in 1779.
18. Fort Defense ___To scientifically dig and record.
19. Fort Defiance ___Archaeologists use this, a Global Positioning System to locate sites.
20. Fort George ___Large machine sometimes carefully used by archaeologists.
21. GPR ___The written past.
22. GPS ___Place where archaeologists bring artifacts to wash and study.
23. History ___Archaeologists must write one of these at the end of a project.
24. Laboratory ___Colonists who supported Great Britain and King George.
25. Levels ___Made and used by archaeologists to study locations.
26. Loyalists ___A ditch next to a fort that may or may not have water.
27. Maps ___Pencil images made by archaeologists during excavations.
28. Medway River ___People held against their will and required to work for another.
29. Moat ___U.S. called Ft. Morris this when they rebuilt it for War of 1812.
30. Patriots ___Any city with a harbor where ships unload goods.
31. Pollen ___A medium size hole archaeologists scientifically excavate.
32. Port ___Another name for Fort Defiance.
33. Post Hole ___A flowing body of water next to Fort Morris.
34. Redoubt ___The study of notes and documents.
35. Report ___Paperwork used by archaeologists to record information.
36. Research ___Houses for officers and soldiers.
37. Seeds ___One of many small holes dug on a grid to find a site.
38. Shovel Test ___The scientific study of the past, based on artifacts left behind.
39. Siege ___Anything made or changed by a person.
40. Slaves ___Surrounding a fort for a long time to attack or starve those in it.
41. Sunbury ___Plant cells that survive in soil and are studied by archaeologists.
42. Test Unit ___Found by archaeologists during flotation.

BONUS: Write a story or draw a picture using as many of these words as possible.
**CAN YOU MATCH THE SEEK-AND-FIND WORDS TO THEIR DEFINITIONS? (Answers)**

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**BONUS:** Have students write a story or draw a picture using as many of these words as possible.
Cut these into strips and link them together into a chain. *But here’s the catch*-they have to be in chronological (that means “time”) order. Use your documents, like archaeologists would, to discover the order of the links. Write the date of the event on the link. Once you have done that, staple, glue or tape each link around the next, in the proper time-order. Some parts of the chain may have double links!

African-Americans were killed during siege of Sunbury. January ______, 17_____

State of Georgia buys the Fort Morris property and makes it a state park. 19____

British attacked Americans and took over Fort Morris. January ______, 17_____

Rebels at Sunbury’s Fort Morris stored food as they awaited a British attack. 17____
Southern Research archaeologists conduct a dig, using radar, metal detectors and laser transits. 20____

American Colonel captures large number of British in area. September _____, 17____

British held Fort Morris, rebuilding it and renaming it. January ____ , to September ____ , 17____

Americans rebuild the fort, preparing for a second war with Britain. 18____

British put eight guns in fort at Sunbury. 17____

British are in control of fort again, and put their prisoners there. October ____ , 17____

War ends and British leave Fort George. 17____
American rebels ordered by their General to flee Fort Morris. 17____

Georgia’s rebel government sends the first troops to occupy the fort at Sunbury. 17____

The first archaeologist conducts a dig at the fort site. 19____

British build 1st fort in area, at Mark Carr’s place. 17____

If you or your class will visit Fort Morris Historic Site, write the date here and add this link. _______________   _____, 20_____.

CHAIN LINKS...DECIPHERING AND BUILDING A TIME LINE CHAIN

Cut these into strips and link them together into a chain. But here’s the catch—they have to be in chronological (that means “time” order). Use your documents, like archaeologists would, to discover the order of the links. Write the date of the event on the link. Once you have done that, staple, glue or tape each link around the next, in the proper time-order. Some parts of the chain may have double links!

ANSWERS

British decide to build 1<sup>st</sup> fort in area, at Mark Carr’s place. 1756 (Document C)
British put eight guns in fort at Sunbury. 1758 (Document E)
Georgia’s rebel government sends the first troops to occupy the fort at Sunbury. 1776 (Document A)
Rebels at Sunbury’s Fort Morris stored food as they awaited a British attack. 1778 (Document D)
American rebels ordered by their General to flee Fort Morris. 1778 (reported later) (Document J)
British attacked Americans and took over Fort Morris. January 9, 1779 (reported later) (Document H)
African-Americans were killed during siege of Sunbury. January 9, 1779 (reported in 1783) (Document G)
British held Fort Morris, rebuilding it and renaming it. January 10-September 7, 1779 (Document B)
American Colonel captures large number of British in area. September 30, 1779 (Document B)
British are in control of fort again, and put their prisoners there. October 1779 (Document B)
War ends and British leave Fort George. 1782 (Document B)
Americans rebuild the fort, preparing for a second war with Britain. 1814 (Document B)
State of Georgia buys the Fort Morris property and makes it a state park. 1968 (Document B)
The first archaeologist conducts a dig at the fort site. 1971 (Document F)
Southern Research archaeologists conduct a dig, using radar, metal detectors and laser transits. 2003 (Document I)
“...The Delegates of the said Colony of Georgia Have represented to said Committee that it will be necessary that two forts be erected in said Colony, the one at Savannah and the other at Sunbury.

Resolved, That two Companies of Artillery be raised, consisting of fifty men each, officers included, for the purpose of garrisoning such forts, in case they shall be erected at the expense of the said Colony...”

---July 5, 1776
United States
Continental Congress
January 10-September 7, 1779- British military held control of Fort Morris and the town of Sunbury. The British rebuilt the Fort, naming it Fort George. By the end of September, most of the troops were sent to the Savannah area.

September 30, 1779- American Colonel White and a handful of his men tricked over 100 British soldiers into surrendering. White brought these troops back to Sunbury and the fort, which was now in American control again for a few weeks.

October 1779 -the British are in control of the fort again, and use it as a prisoner-of-war camp.

July 1782-British evacuate the fort and Georgia.

1814-During the War of 1812 Fort Defiance (also known as Fort Defense) was built on the former site of Fort Morris.

1968-The State of Georgia buys the property in and right around Fort Morris.
“A letter came to us from Hon. Jonathan Bryan, Esq., one of his Majestie’s Council for this colony, giving an account of some Creek Indians being slain by some persons from the Northward, who had settled themselves pretty high upon the Great Ogeechee River, in a quarrel about some creatures which the Indians had taken from them; that the Indians were very much irritated and declared they must have blood for blood; and that all means to pacify them seemed to no purpose, and advising us with expedition to build a fort for our safety.

People are very much alarmed with the news, and consultations were immediately had about the building and place for a fort, and it was determined by a majority, that it should be at Captain Mark Carr’s, low down, and upon the river near the sound…”

---1756 Medway Church Records
Between October and November 1778, the American military in Georgia was in a state of high alert, awaiting British attack. The Americans, therefore, took measures such as, “storing food provisions...at Sunbury...” and asked for “...a sum of money out of the Treasury for the Fort [Ft. Morris], Barracks, and other works in Sunbury.”

---1778
“...I proceeded to Medway where I found the Inhabitants had enclosed their Church...and erected a Battery of eight guns at Sunbury in a very proper situation for defending the River.”

---1758 Royal Governor
Henry Ellis
List of African Americans of Loyalist Simon Munro, Killed and taken during the Rebellion in America

1st  Bristol, Jr. died on the Rebel works at Sunbury £80

2nd  Bristol, Sr. killed at the Siege of Sunbury £40

3rd  Bess, a wench maimed at Siege of Sunbury & rendered of no service £50

7 taken by rebel privateer (vessel) and carried to Antigua £305

3 taken by a Rebel party £90

£ = British pounds

---[recorded in 1783, referring to events in 1779]
Great Britain Public Record Office
“[British] General Prevost came that day with the remainder of the troops...Sergeant Balany Royal Artillery threw some shells at the gallies, which dislodged them, and a shell fell upon a building where the rebel Officers messed [ate], and killed and wounded nine of them, and shattered about 50 stand of arms...they hauled their colors down and surrendered...”

---[referring to events on January 9, 1779]
British Captain Murray
Archaeological Investigations at Fort Morris State Historic Site, Liberty County, Georgia

March 2003

SOUTHERN RESEARCH
Historic Preservation Consultants, Inc.
“I have confessed that I ordered the garrison at Sunbury to evacuate the fort [Ft. Morris], and I will add that I was so anxious to have it done, that my first order was written with a pencil, on horseback, in the field, and on the retreat...I, in another letter...directed that if the stores could not be removed they should be destroyed, and the cannon spiked.”

---[referring to events on December 29, 1778]
American Major General
Robert Howe
Imagine that you are a 10 year old living in the town of Sunbury in 1779. Write an entry below in your diary, or draw a picture showing what it is like to live next to the fort.
This picture is very busy! Can you figure out what is going on in this map? It shows part of Fort Morris as it might look to a bird flying over the site. The dark blocks are where archaeologists first dug in 1971. The white blocks are where archaeologists dug in 2002. That same year, archaeologists used a backhoe to dig trenches on part of the site. They also used a Ground Penetrating Radar (GPR) machine to see what was underground in several areas. The numbers around the edge of the map are part of the grid that archaeologists placed across the site. This grid allowed them to know exactly where things came from, both during fieldwork and in the future.

**How Many Can You Do?**

1. The river is east of the fort. Draw a blue arrow pointing in the direction of the river.

2. Sometimes archaeologists carefully use backhoes to remove a lot of modern trash or soil piled on top of the site. Color the eight backhoe trenches yellow.

3. Circle the blocks where archaeologists dug in 2002 green. How many are there? ________________

Archaeologists marked a spot in the ground with a spike. This spot was the beginning of their site grid. This spike has its own special location, known by two numbers. The first number shows how far north it is on the grid and the second number shows how far east the spike is on the grid.

4. The spike’s own special number is 3888 N (for North) and 3508 E (for East). (Hint: The spike is drawn as one of three small triangles.) Draw a purple circle around that triangle. Archaeologists set up a machine called a laser transit to discover these grid numbers, or coordinates, of the holes they dug and the things they found.

5. Now that you know about the grid system, find the grid location of 3840 N; 3480 E. When did archaeologists dig this block? ________________
ANSWER SHEET FOR
MULTIPLE ACTIVITIES WITHIN THIS PACKET

WHAT IS GOING ON?
HOW MANY CAN YOU DO?
1. The arrow to the river should be drawn pointing to the left edge of the map.
3. There were four excavation blocks dug in 2002 (Blocks A, B, C, and D).
5. Archaeologists dug this block in 1971.

LINES AND MAPS
The lines are drawn very close together to show the ramparts as being steep.

ARCHAEOLOGISTS LOOK FOR CLUES
1. Archaeologists might expect to find post holes where support posts for barracks and other buildings were located. They might find bricks and/or burned clay areas where fireplaces or hearths were used by soldiers. They might find large, deep, linear stains where moats from certain fort building episodes were filled in with soil. They might also find circular, basin-shaped pits that were dug by soldiers to throw in trash such as broken dishes and buckles; chicken, cow, pig, and fish bones after a meal; and other items.

2. Archaeologists look at all the old maps they can find to see how the shape of the fort changed through time. They can use the scale on these maps to determine the distances and directions they need to measure on the ground to find the same place depicted on the map. They can then excavate the area and look for evidence of the fort, such as filled in moats or post holes that show an abatis, or line of sharpened posts ringing the fort. Sometimes archaeologists also find such evidence in unexpected places, not shown on maps.

3. Anytime someone digs into the soil on a site it destroys the wonderful clues lying in the ground. These clues include stains in the soil that are evidence of features and various layers of soil. Often, these clues are the only information about what happened on the site, what buildings looked like, and what people did on their. Archaeologists are trained to excavate a site in a way to recognize and record all these. Without archaeology, digging in the ground will only produce artifacts and little important information, or the story, associated with them.

CLOSE-UP CLUES
1. Even the archaeologist cannot be completely sure what the stain is before excavating it. She has a good idea, however, based on the size and color, that it might be a post hole or a small trash pit.

2. The large number of broken dishes and the variety of other broken things such as glass, tobacco pipes, furniture parts, buttons, and hardware made her realize it was a trash pit. Also, the shallow basin-shape of the sides and bottom of the feature was typical of small trash pits.

3. A finial is a decorative tip of a lamp or other piece of furniture.
4. A kind of dish called creamware was not invented until 1762. No other datable artifacts in the trash pit have a more recent date than this. We know the pit could not have been filled with trash BEFORE 1762, because creamware did not exist before then. So we know the trash pit must have been filled in after 1762.

5. Artifacts in the feature are made of clay, glass, brass, pewter, lead, bone, iron, and shell.

6. Unlike in Egypt, paper, cloth, hair, and other organic materials almost always decay in the wet, acidic soils of Georgia and the southeastern United States.

7. Archaeologists found 87 artifacts, or things, in the trash pit, excluding oyster shell.

**BONUS**—The little decoration next to every title on the pages of this packet is the image of a perforated colonial brass button that archaeologists in 2002 discovered in Zone B, Level 4, Feature 69, Test Unit 8.
All the curvy lines show the high and low spots in the ground, and are called **topographic lines**. Lines close together show a steep hill; lines far apart are drawn where the ground is fairly flat. Numbers show elevation of the ground in meters. Archaeologists used a machine called a laser transit to make the map above. A computer used that map to make the picture below. It shows the outline of one fort’s ramparts. A **rampart** is a *very steep wall of earth* protecting the inside of a fort. How are the lines drawn on the map to show the ramparts?

Use a red pencil, pen or marker to trace a rough outline of the fort’s ramparts on the map above.
1776 (perhaps on the site of Mark Carr’s house fortified against unfriendly Indians). The British changed the fort’s shape after they attacked on January 9, 1779, and renamed it Fort George. Later, the United States rebuilt it for the War of 1812 against England. The U.S. worked on the fort from 1814-1815, calling it Fort Defiance or Fort Defense.

**SOIL CLUES**

One thing archaeologists wanted to discover was, “What did the different forts look like?” Could they trust the maps to be accurate? What about changes made to the forts during a time when no maps survived? How could archaeologists figure out how the **earthen ramparts**, the steep wall of earth that visitors to the park see now, relate to all those other shapes of other forts?

Often things that exist above ground leave **evidence, or clues, below ground** that archaeologists call **features**. For example, an old wooden fence has fence posts and pickets that you can see above ground. When that fence rots away in 50 years, you won’t see anything above ground. An archaeologist can come along, however, and by digging very carefully, find a round, dark brown stain in the soil. This stain was made when the fence post rotted. The archaeologist would make a map of exactly where each stain was and what it looked like. By connecting each stain on the map with a line, the archaeologist would know exactly where the fence once stood. This photo was taken after archaeologists cut a post stain in half and excavated half of it. Notice how you can see where the bottom of the post once was.

**Questions**

1. Archaeologists use these clues from features, such as the post holes, to discover important information about a site. Many times these clues in the soil are much more important than the artifacts. The forts at Sunbury had ramparts, moats, barracks, fireplaces, and lots of colonial trash like broken dishes and food bones. If you were an archaeologist, what kind of features, or clues in the soil would you look for here?

2. How could you use your knowledge of features, such as moats and ramparts, to help decide where to dig and what to look for?

3. What would happen to the features and their information if someone dug up the area without using the careful digging and mapping methods of archaeology?
This archaeologist is kneeling in a medium-size hole at the Fort Morris site. What is unusual about the hole she is in? Notice the very straight walls and floor. This hole is a test unit, and was dug very carefully and scientifically in thin layers, or levels. Because she excavated this way, the archaeologist was able to see a round, dark stain in the base of the unit.

1. What do you think this stain might be?

_______________________________________________________________________________________

At the time this photograph was taken, the archaeologist didn’t know if this was a post hole she was digging or a small trash pit. (Notice the pieces of a plate.) She knows, however, that if she excavates, or scientifically digs and records it a certain way, she will be more likely to discover what it was. She cut the stain in half and dug out one side to see what shape it had. She drew the shape of the side view, or profile, of the feature, and also took its picture. Then she dug the other side and took some samples of the soil. These samples may be analyzed in the future pollen and seeds. The feature’s basin shape told her it was a trash pit.

2. What else did she find that told her it might be a pit someone dug to throw away their trash?

_______________________________________________________________________________________

| Feature 89 Artifacts |
|----------------------|----------------|
| **Artifact**         | **Amount**    |
| Ceramics             |               |
| Creamware 1762-1791  | 13            |
| Yellow slipware 1670-1732 | 12            |
| Overglazed hand 1660-1730 | 15            |
| Painted porcelain    |               |
| Undecorated porcelain| 5             |
| White bodied         | 24            |
| Bottle Glass, Olive green | 3             |
| Tobacco Pipe Stems   |               |
| Buttons              |               |
| Brass 1726-1756      | 1             |
| Pewter 1726-1756     | 1             |
| Arms                 |               |
| Lead shot            | 1             |
| **Artifact**         | **Amount**    |
| Personal             |               |
| Bone comb fragment   | 1             |
| Furniture            |               |
| Brass furniture finial| 1             |
| Architecture         |               |
| Iron tool            | 1             |
| Iron spikes          | 3             |
| Iron staple          | 1             |
| Iron hinges          | 2             |
| Wrought nails        | 2             |
| Other                |               |
| Oyster Shell         | 10.25 kg.     |
The archaeologist sifted all the other soil from the feature through screen mesh and found the artifacts listed in the table. Here are some examples of a few of these artifacts.

3. What is a finial? (Use a dictionary to find out).

By researching the dates of when things were first made, archaeologists can often figure out the earliest possible time a feature could have been made.

4. Look at the artifact dates in the table. Find the artifact with the most RECENT beginning date. Since that artifact was in the feature, we know that the feature could not have been made BEFORE that date. So Feature 89 cannot be older than what year?

5. Name four things that artifacts in the feature are made of, for example the ceramics are made of clay.

6. Why are there no paper or cloth artifacts in Feature 89?

7. How many things (not counting shell) did someone throw away and why are they important to archaeologists?
Archaeology
Excellent, lively book about archaeology for elementary grades. E

*Archaeology For Young Explorers* by Patricia Samford and David L. Ribblett. 1995, The Colonial Williamsburg Foundation, Williamsburg, VA. ISBN: 0-87935-089-X Uses the site of Williamsburg as an example of how historic archaeology is conducted. E*, M


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


E=Elementary School age; M=Middle School age; H=High School age; T=Teachers; *=with assistance from teacher/or read by teacher to students


American Revolution

Early American Trades Coloring Book by Peter F. Copeland. 1980, Dover, New York, NY. ISBN: 0-486-23846-6 Contains detailed drawings of various colonial craftsmen practicing their trades, along with sketches of the tools for each. E, M


Fort Morris Historic Site Educational Guide by Sherry D. Hearn. n.d., Department of Natural Resources, Parks and Historic Sites Division. Student/Teacher guide for visiting Fort Morris State Historic Site.

Historic Communities, Fort Life by Bobbie Kalman and David Schimpky. 1994, Crabtree, New York, NY. ISBN: 0-86505-496-7 Many color photographs of re-enactors at forts during various periods of history, along with text describing life in forts. E, M


E=Elementary School age; M=Middle School age; H=High School age; T=Teachers; *=with assistance from teacher/or read by teacher to students


Other Topics
Anthro Notes, Museum of Natural History Publication for Educators. Published by the Smithsonian Institution. Published three times a year, free of charge. On the web at http://www.nmnh.si.edu/departments/anthro.html or subscribe through Anthropology Outreach Office, NHB 363 MRC 112, Smithsonian Institution, Washington, DC 20560. Articles and lesson plans about anthropology and archaeology. H, T


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

Archaeology’s Dig published by Archaeological Institute of America. ISSN: 1524-4458 Bi-monthly. Subscribe 1-877-673-7344 or subscription@archaeology.org. Excellent colorful, informative archaeology magazine for children that comes with a parents’ guide supplement. E, M, T

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

The Society for American Archaeology www.saa.org Contains information about archaeology, including the electronic newsletter “Archaeology and Public Education” with classroom lesson plans, “Archaeology & You” booklet; and public archaeology events.T

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