**Lab Project: Archaeological Methods Fall 2016**

**Objective**

* To assess the condition of the artifacts assigned to the group
* Create a spreadsheet that will include:
  + Data from the Original Specimen Catalog
  + New data from student analysis of artifacts
* Ensure the artifacts are placed in plastic bags, given the proper PhoenixID number, and that the bags are updated with the proper information.
* Photograph diagnostic artifacts, including:
  + All ceramic and glass artifacts with a Makers Mark or other identifier
  + Artifacts that are unique
* Write a report, which will include:
  + History of site
  + Other applicable information to inform the reader of the importance of what was recovered and the method of recovery
  + Analysis of composition of artifacts assigned
    - Percentages of material types
    - Temporal range of artifacts identified
    - Detailed information on specific Makers Marks or glass bottles
  + Public Dissemination
* Create PowerPoint presentation that summarizes the report

**Artifact Analysis**

The goal of creating the spreadsheet is to document the original data and incorporate new data. The material assigned will be a segment of artifacts from the MARTA Collection. Groups 1-4 will analyze material from 9FU91 and Groups 5-10 will analyze material from 9DA89. The material will be grouped in different ways depending on which group you are in. The spreadsheets for each group have been placed in the Group folders located on iCollege and on the lab computer in Kell 481. They have been formatted and the first few entries have been completed as examples. The first line for each entry will only have the information from the Original Specimen Catalog with subsequent lines to include the data from the current analysis.

The first recommended step is to pull all the material assigned to the group and compare it to the Original Specimen Catalog. Are all the specimen numbers assigned present? Does the material in the box match the descriptions on the Original Specimen Catalog? If there are specimens missing, please make a list and email that information to Dr. Glover and Lori Thompson.

The next step will be to analyze that material from each individual specimen number. In the spreadsheet there are worksheets that detail the information required for each column, as well as descriptions of Classifications, Materials, and Descriptions. The separations should include the following:

* Ceramics:
  + The material types for this classification will include Porcelain, Stoneware, Refined Earthenware, Earthenware, and Undetermined Type.
  + Any fragment with a Makers Mark should be given its own PhoenixID number.
* Glass:
  + The material types will be based on the type of glass.
    - Bottle glass: typically rounded bottles
    - Panel bottle glass: typically will have recessed, flat sides
    - Table glass: this will be glass fragments from items like vases, drinking glasses, etc.
    - Container glass: this will be any glass fragments that are not window glass but cannot be conclusively determined to be bottles, panel bottles, or table glass
    - Window glass: This will be all flat glass, regardless of color
    - Other: this will be glass items such as light bulbs or other glass objects
  + All glass items will then be separated out by color, with the exception of window glass. There should be no color assigned to window glass.

<http://www.sha.org/bottle/typing.htm>

* Metal:
  + This material should be separated by the type of metal used to make the object and the description will be the name of the object. There is a magnet in the lab to help you differentiate ferrous from non-ferrous metals.

Once the material has been separated, each group will be given a distinct PhoenixID number based on the original PhoenixID. For example, Accession No 173 Specimen p3 has a PhoenixID number of 173.3. The newly separated artifacts will have PhoenixID numbers of 173.3.1, 173.3.2, etc.

Each group of separated material should be counted, weighed, and put into plastic bags. These bags should be labeled with the Site number, PhoenixID number, and a brief description of the material in the bag. If the material is already in a plastic bag, label the updated and current information on the back of the bag (the side that does not have any writing on it). If the material was still in a paper bag, replace the paper with plastic. CUT OUT THE SECTION OF THE PAPERBAG WITH WRITTEN INFORMATION FROM THE ORIGINAL CATALOGING AND PLACE THIS PIECE OF PAPER INSIDE THE PLASTIC BAG WITH THE ARTIFACTS.

The different groups will have different focuses on the material they are working with. The following sections discuss each group.

Groups 1 and 2:

The material for these groups has been previously analyzed by other students. However, there have been changes to the format of the bagging process, as well as the spreadsheet. The dating of the material will be critical for the analysis for these groups. The ultimate goal is to analyze the temporal designation of the material by the depth (level) that it was recovered and depositional patterns.

The analysis done by previous students has separated the material out by different ceramic types or glass color in some instances. This project will require the student to change these separations if they are not consistent with the new sorting standards.

You will use the information from the 2014 Student Projects and build from that to create a new analysis of the material by level. The report and analysis should focus on the depositional levels as well as specific diagnostic artifacts.

Groups 3 and 4:

The material you will be working with comes sites other than 9FU91 that is associated with 9FU91. The history is that once 9FU91 was excavated as much as time would allow, the remaining material was scooped up with a backhoe, put on a dump truck, and taken to other locations. It was then recovered at these secondary locations where they were ascribed state site numbers. In most instances, the deposited 9FU91 material is only a portion of the material recovered for these other sites; however, in the case of 9FU102, it appears that the entire site is composed of material deposited from 9FU91. All this material will remain labeled as the site assigned, but it will be noted that it is associated with 9FU91 in the Context\_Info column.

It also appears that most of this material is still in the original paper bags. As part of the new analysis the material will be re-bagged into plastic bags. REMEMBER: cut out the portion of the paper bag with the relevant information and include this paper fragment in the new paper bags along with the artifacts.

The analysis and report for these groups will focus solely on the artifacts. Since the material was deposited after removal from the original location, there will be no relevant information about the strata or depositional context.

Groups 5-10:

The material you will be working with is all from 9DA89. This task is the initial stage of my thesis work, which proposed that the collection needs to be inventoried and assessed beginning with the first, chronologically ordered site. The unique factor with this material is that it was used by the original investigator, Dr. Roy Dickens, for his students to analyze in depth for their projects. Due to this, there are reports that have been written on the following topics: Micro-remains and plant analysis, Bottle glass, Historical research, Faunal remains, Hardware and Industrial, Personal items, Beer bottles and wood scraps, and Artifact pattern of 19th century taverns. The scanned reports can be found under F:PhoenixProject/StudentProjects/1970s\_StudentProjects. Keep in mind, these reports were student projects and include the handwritten notes from the professor and the grades received on these projects varied. The original reports and all notes, graphs, and photos associated with each of these student projects can be found in the filing cabinet located in Kell 481 in the drawer labeled Sites/CCUs. Please scan any material from these original reports that you feel you might use for your analysis and report to reduce the possibility of damage or loss of these documents. Any scanned material should also be submitted with your final project.

Another unique aspect of this material is that it has been sorted by the previous student’s work. The result is not only the separation of the material within each specimen number, but the labeling of found associated with each bag. There are a series of abbreviations/codes/etc. that can be found on each bag. These separations should be kept in the same way they are found, but updated into the new system. The abbreviations/codes found on the bags should be listed in the Original\_Specimen\_Catalog column of the spreadsheet. If there is a need to further separate the items (i.e., if some of the bottle bases have Makers Marks or should be separated due to color variety) then use A, B, C to further separate these groups. The groups working on 9DA89 will be the only groups that will use A, B, or C designations in the PhoenixID number.

The report and analysis for these groups will focus on the artifacts themselves.

**Artifact Photography**

Photographs should be taken of all artifacts that are considered diagnostic. These will be pieces that have a Makers Mark or other characteristic that allows the specimen to be assigned a specific temporal setting, manufacturer, or other unique characteristic. Any specimen that is intact, i.e. a whole bottle or plate, should also be taken. There will be class time dedicated to artifact photography.

The photography equipment can be obtained through Dr. Glover. There is an area in Dr. Sharratt’s laboratory, Kell 482, which has been set up for artifact photography. All images should be saved in .jpg and .RAW format (make sure the camera is set to take both Raw and JPG pictures) and all metadata should also be included. The images should be labeled in the following manner:

ArtifactPhoto\_170.183.1\_Image1   
ArtifactPhoto\_(PhoenixID Number)\_Image # if multiple images taken

If an artifact is discussed in your report and/or presentation, then a photograph of that artifact should also be included. If a photograph is taken of the artifact, this should be recorded in the spreadsheet in the Photograph column with a “Y”. You can also take pictures of groups/classes of artifacts that present a representative sample. In those cases, label the photo with the site number or CCU # (I.e., ArtifactPhoto\_Site#/CCU#\_Image #).

If there is an exceptional specimen included with your groups material, discuss the possibility of creating a 3-D image with Dr. Glover. If this is done, record this in the spreadsheet in the Photograph column with “3D”.

**Reports and Presentations**

The presentations will be PowerPoint and based on each groups reports. The time allowed for each presentation will be determined by Dr. Glover. These should not only be informative, but visual. The inclusion of graphs representing the composition of the artifacts and photographs of diagnostic specimens should be included.

Each report should include a brief history of the site. Photographs of the site, past and present, are good things to include. The reports divided into sections that represent each aspect of the research conducted: i.e., Site description/history, Artifact Analysis, Conclusion (There will be more sections for each report, these are just a few for examples sake). Each report should also include a section that will be titled “Public Dissemination.” This will include ideas of how to relate the MARTA Collection to the public and create ways in which information can be shared and appreciated by those outside of the field of Archaeology.