ANTH 451:
Field School in North American Archaeology

May 17 – June 22, 2023

INFORMATIONAL PACKET

Health and Safety
Emergency Procedures and Contacts
Heat Illness Prevention and First Aid
Identification Guides: Plants, Insects, Snakes

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Research Laboratories of Archaeology
University of North Carolina at Chapel Hill

Notification Plan for Changes to the Regular Schedule

If there is a change in our schedule for the following day, we will announce the change via email by 8:00 pm the previous evening. Please contact us via email as soon as you realize that you're unable to meet at the regular time.

Emergency Procedures and Contact

Please notify the nearest professor or teaching assistant as soon as the situation arises. Should the emergency involve a situation where all of us need to leave the field site quickly, we will text the entire group with instructions.

Please be aware of the nearest clinic and hospital:

Carolina Urgent Care
1840 MLK Jr Blvd, Chapel Hill, NC 27514
984-272-2422
5 miles from our location

Duke University Hospital — Emergency Room
2301 Erwin Rd, Durham, NC 27710
919-684-2413
5-6 miles from our location

Pickup Location, if needed
Hollow Rock Nature Park
692 Erwin Rd, Durham, NC 27707
We enter Duke Forest at the Korstian Division's Gate 27, across the street from the park entrance.

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Preventing Heat Illness

The most dangerous aspect of the work we will be doing is the summer heat. In addition to the steps below, the most important thing you can do to prevent heat-related illness is watch those around you for symptoms of illness and remind each other to stay hydrated!

Things you need to know:

- Heat illness can strike quickly—learn to recognize the symptoms.
- Workers with heat illness should stop working, get cool, and drink fluids.
- Altered mental state can be a sign of heat stroke and requires immediate attention.
- When treating severe heat illness, cooling is the first priority.

HEAT STRESS
First Aid for Heat Illness

Cooling is key. Know the symptoms and treatment of heat illness.

Less Severe

Severe

OFTEN FATAL

Signs and Symptoms

Symptoms can occur in any order. For example, a person will not always experience heat cramps before they suffer from heat exhaustion.

What to Do

Heat Rash/Prickly Heat

Signs and Symptoms	What to Do
• Red cluster of pimples or small blisters, usually on neck, upper chest, groin, under breasts, and in elbow creases • Extensive areas of skin that do not sweat on heat exposure, but present gooseflesh appearance that subsides with cool environments	• When possible, a cooler, less humid work environment is the best treatment • Keep rash area dry • Powder can be applied to increase comfort • Do not use ointments or creams, as they may impair cooling—warm, moist skin can make the rash worse

Heat Cramps

Signs and Symptoms	What to Do
• Muscle cramps, pain, or spasms in the abdomen, arms, or legs	• Drink fluids every 15 to 20 minutes and eat a snack or sports drink • Avoid salt tablets • Get medical help if the worker has heart problems, is on a low sodium diet, or if cramps do not subside within 1 hour

Heat Syncope (Fainting)

Signs and Symptoms	What to Do
• Fainting, dizziness, or light-headedness after standing or suddenly rising from a sitting/lying position	• Sit or lie down in a cool place when beginning to feel faint or dizzy • Slowly drink water or clear juice

Heat Exhaustion

Signs and Symptoms	What to Do
• **Headache** • **Nausea** • **Dizziness, weakness** • **Irritability** • **Thirst, heavy sweating** • **Elevated body temperature** • **Decreased urine output**	• **Call for medical help or take worker to a health facility for evaluation and treatment** • **Stay with worker until help arrives** • **Remove worker from hot area and give liquids to drink** • **Remove unnecessary clothing, including shoes and socks** • **Cool worker with water, cold compresses, an ice bath, or fans** • **Encourage frequent sips of cool water**

Heat Stroke

Signs and Symptoms	What to Do
• **Confusion, altered mental state, slurred speech, loss of consciousness** • **Hot, dry skin or profuse sweating** • **Seizures** • **Very high body temperatures** • **Fatal if treatment delayed**	• **This is an emergency! Call for emergency care immediately!** • **Move worker to a cool area and remove outer clothing** • **Cool worker with water, cold compresses, an ice bath, or fans** • **Circulate air around worker to speed cooling** • **Place cold, wet cloths or ice on head, neck, armpits, and groin** • **Stay with worker until emergency medical services arrive**

Case Study: Heat Stroke

A 44-year-old male worker died of heat stroke while working on a North Carolina farm. The man had been working in the fields for about a week. On August 1st, the heat index was between 100 °F and 110 °F. Around 3 p.m., the worker complained to the crew leader that he was feeling ill. He drank some water and was driven to the employee housing and left alone. He was found unconscious 45 minutes later. Emergency personnel took the worker to the hospital, where he was pronounced dead. His core body temperature was 108 °F.


Photo by ©Thinkstock

Lessons Learned

- Feeling ill while working in the heat is a serious warning sign. Any employee who reports feeling unwell during work in hot conditions could have heat exhaustion, which can quickly progress to heat stroke if not treated.
- Proper first aid for someone with suspected heat exhaustion or heat stroke involves COOLING the body as quickly as possible—not simply drinking water.
- People with severe heat illness do not always recognize the risks they face. If a worker shows signs of heat exhaustion or heat stroke, do not leave him or her alone until he or she receives medical attention.

DEPARTMENT OF HEALTH AND HUMAN SERVICES
Centers for Disease Control and Prevention
National Institute for Occupational Safety and Health

DHHS (NIOSH) Publication No. 2017-128

Poison Ivy

Leaves of three, let it be; berries white, take flight.

Poison ivy is a vining plant with leaves vary in their size and color, depending on the season, but are generally green and shiny in the summer. Leaves can have smooth or jagged edges. Poison ivy has greenish flowers and green or off-white berries. Most significantly for identification, the leaves always occur in sets of three.

Many people get a rash from poison ivy, which is caused by an oil found in the plants. The itchy rash often does not appear until 12–72 hours after you come into contact with the oil. The rash is not contagious, but be aware that the oil can transfer from clothing or tools to your skin.

If you are exposed to poison ivy, wash the area with soap and water; also consider using tecnu, found in most pharmacies. Alcohol wipes may also be used to remove the plant oils from your skin. Wash tools, clothes, and anything else (like a field pack) that may have touched the plant.

Poison ivy mature plant (above), new leaves (below left), hairy vine on tree trunk (below right)

Try Tecnu if exposed

Poison ivy rash

If a rash does form, it typically goes away within two to three weeks. If you have a serious reaction, you should see a doctor right away. Swelling is a sign of a serious reaction—especially swelling that makes an eye swell shut or causes your face to swell. If you have trouble breathing or swallowing, visit the emergency room.

Ticks and Chiggers

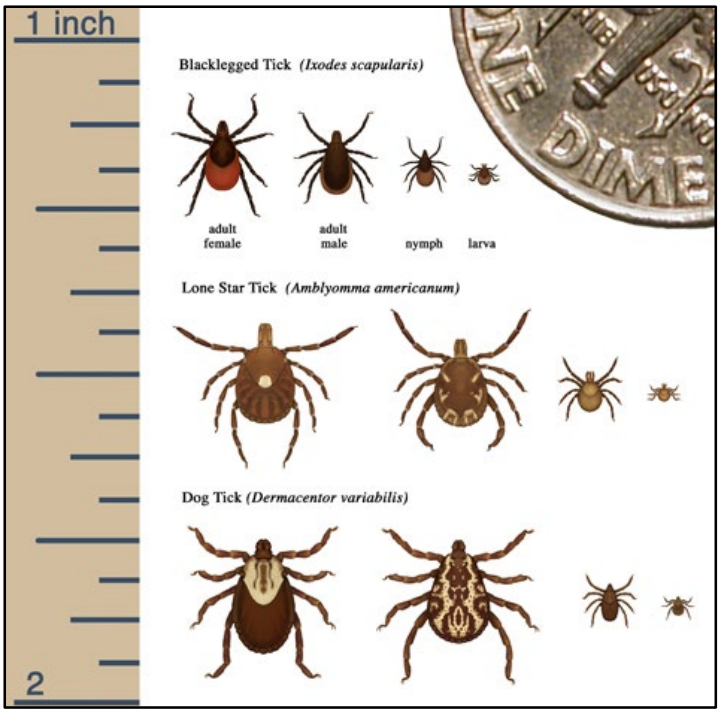
Ticks are parasites that live off the blood of other animals. Ticks may just crawl on the skin, but can also attach to a host with a barbed feeding tube.

Blacklegged or Deer ticks can transmit pathogens through their saliva, such as Lyme Disease, so it is important to do a tick check at the end of each day in the field. Be especially careful to check around the tops of your shoes and bottoms of your pant legs, as well as around your hairline.

If you do find a tick that has attached, use a pair of tweezers to grasp the tick firmly, and then gradually pull, gently at first but then with increasing pressure, until it releases. It is a good idea to then place the tick in a piece of tape and label it with the date you removed it. Monitor the area you were bitten for any signs of a rash. If a circular rash develops or if you experience other unusual symptoms (like a fever), see your doctor (and bring the tick)!

For more information on ticks and Lyme Disease, visit the CDC's website at https://www.cdc.gov/lyme.

Ticks vary in size throughout their life cycle



Chigger (magnified – actual size about 1 mm)

Chiggers are tiny, red mites whose bites cause irritation to the skin in the form of red bumps that look like pimples or hives. You will likely not see the chigger or notice at the time you are bitten. But the bite area will become very itchy by the end of the day!

Bites can be treated by washing with soap and water and applying corticosteroid creams or calamine lotion. Benadryl also can help reduce inflammation.

Avoid chiggers by not sitting directly on the ground for extended periods or on objects like rotting logs.

A COMPREHENSIVE GUIDE TO
YELLOW STRIPEY THINGS

CARPENTER BEE

-ACTS LIKE IT'S TOUGH, BUT CAN'T ACTUALLY HURT YOU
-HAS NO CONCEPT OF WHAT GLASS IS
-LIVES IN YOUR FENCE
-FLIES AGGRESSIVELY TO TRY AND SCARE YOU AWAY

HONEYBEE

-IS THE BEE THAT NEEDS HELP THE MOST
-EXCELLENT POLLINATOR
-VERY FRIENDLY
-CAN ONLY STING ONCE

BUMBLEBEE

-ALSO POLLINATES STUFF VERY WELL
-SO FAT IT SHOULDN'T BE ABLE TO FLY
-WILL LET YOU PET IT WITHOUT GETTING AGITATED
-ACTUALLY A FLYING PANDA

HOVERFLY

-WEARS YELLOW STRIPEY UNIFORM TO SCARE YOU
-ACTUALLY CAN'T DO ANYTHING TO YOU
-HANGS OUT IN FIELDS
-FOLLOWS YOU IF IT LIKES YOU

PAPER WASP

-LOOKS SCARY, BUT WILL ONLY ATTACK IF PROVOKED
-STING HURTS LIKE THE DEVIL
-WILL CHASE YOU IF YOU SWAT AT IT
-HAS NO CONCEPT OF PERSONAL SPACE

YELLOW JACKET

-WANTS YOUR FOOD AND WILL FIGHT YOU FOR IT
-NEVER LEAVES YOU ALONE
-WILL STING YOU JUST FOR THE HECK OF IT
-IS JUST A JERK

CICADA KILLER

-LOOKS LIKE SATAN'S NIGHTMARES
-EXCLUSIVELY EATS CICADAS
-CAN STING YOU, BUT USUALLY WON'T
-STILL PRETTY TERRIFYING

DIRT DAUBER

-ALMOST NEVER STINGS ANYTHING EXCEPT SPIDERS
-BUILDS NEST IN THE GROUND
-HOARDS SPIDERS IN SAID NEST
-COOLEST LOOKING OF THE WASPS

Snakes

While the state of North Carolina has six venomous snake species, only one species—the copperhead—is found in Duke Forest.

Notice the broad, flat, triangular-shaped head and distinctive, dark, horizontal hourglass bands from head to tail.

If you see a copperhead, do not approach it. Move slowly and notify others in the area. A copperhead will typically not bite unless provoked (such as when it has been stepped on). The first bite is typically a warning and does not dispense a large amount of venom.

While you may encounter other snakes in the forest or water, the 17 other snake species that live in Duke Forest are not venomous. Some common non-venomous snakes are shown here. Notify RLA instructors of all snake encounters!

Copperhead, adult (left) and juvenile (below)

Black Racer

Eastern Kingsnake (eats Copperheads!)

Juvenile rat snake

Several other species can be confused for a copperhead, especially the juvenile rat snake (lower left). To view pictures that compare copperheads to other common snake species, check out the following web page: https://www.virginiaherpetologicalsociety.com/venomous-look-a-likes/copperhead-look-a-likes/copperhead.html#.

SHOVEL TEST PIT EXCAVATION FORM

RESEARCH LABORATORIES OF ARCHAEOLOGY
University of North Carolina at Chapel Hill

Site 31OR812/Duke Forest Area 1 **Screen Size** 1/4"

STP No. _____

or

Grid Coordinates 859 **N** 997 **E**

Date 3/14/2022

Excavated By* C. Smith

Recorded By* N. Adams

**Include first initials and last names.*

Artifacts 5 ceramic sherds, 3 lithic flakes, burned animal bone

Photograph? ◯ Yes or ⊗ No

Feature Noted? ⊗ Yes or ◯ No

Feature Description Dark soil with charcoal and calcined bone

Comments Density of artifacts increases in dark feature-like soil layer

Layer	Depth (cm bs)	Soil Color (color code + name)	Soil Texture	Artifacts
1	0-38	10YR 3/4 dark yellowish brown	silty clay loam	1 sherd
2	38-55	7.5YR 3/3 dark brown	silty clay loam	4 sherds, 3 flakes feature-like soil
3	55-60	7.5YR 5/8 strong brown	clay	subsoil
4				
5				

UNIT EXCAVATION FORM

RESEARCH LABORATORIES OF ARCHAEOLOGY
University of North Carolina at Chapel Hill

Site 31M6543

Unit No. 223N 445E
(based on SW corner)

Unit Type 1m x 1m

Level 3

Date Started 5/26/2053

Date Completed 5/27/2053

Excavated By* R. Newton

Recorded By* G. Smith

**Include first initials and last names.*

Screen Size & Type 1/4" dry

Soil Color 10YR3/4 dark yellowish brown
(color code + name)

Soil Texture sandy clay loam

Artifacts approx. 50 pottery sherds, 1 projectile point, approx. 100 flakes

Flot Sample Taken ○ Yes, ____ L or ⊗ No

Other Samples Taken ____

Comments Artifact density increased with depth. Postholes and small pit identified at the base of Level 3.

Plan View Drawn ⊗ Yes or ○ No | **Reason** Features present

Datum corner SW **Datum elevation (m)** 994.632

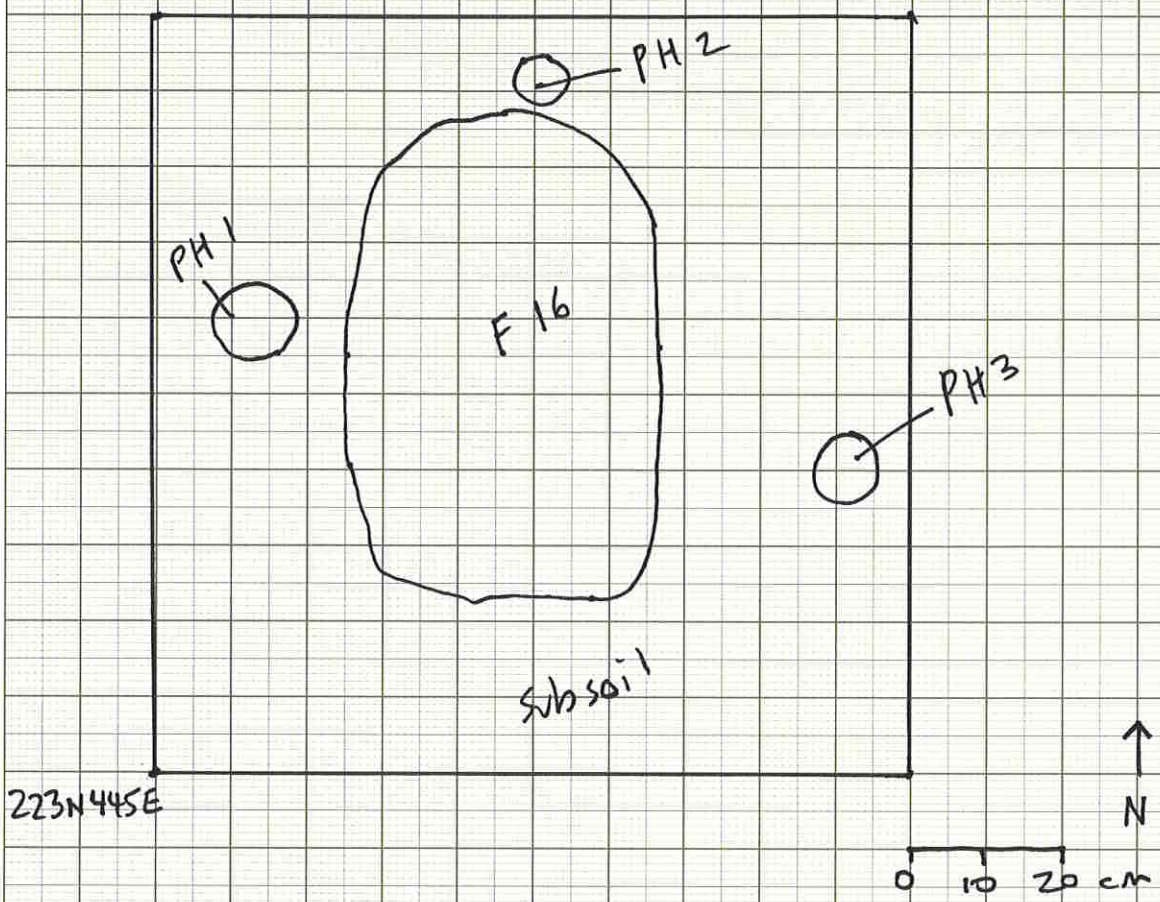
ELEVATIONS – TOP OF LEVEL

Location	SE	SW	NW	NE	Center
cm below datum	32	32	34.5	33	33
Grid elevation (m)	994.312	994.312	994.287	994.302	994.302

ELEVATIONS – BOTTOM OF LEVEL

Location	SE	SW	NW	NE	Center
cm below datum	40	41	43.5	40	41
Grid elevation (m)	994.232	994.222	994.197	994.232	994.222

31MB543 223N 445E 5/27/2053
Base of Level 3 G. Smith



Post holes: 7.5 YR 3/3 dark brown silty clay loam

Feature 16: 7.5 YR 3/3 dark brown silty clay loam with charcoal flecks

Subsoil: 10 YR 3/6 dark yellowish brown clay loam

FEATURE EXCAVATION FORM

RESEARCH LABORATORIES OF ARCHAEOLOGY
University of North Carolina at Chapel Hill

Site 31Mb543

Feature No. 16 E 1/2

In Unit 223N 445E

Center Pt 223.552N 445.461E

Feature Type Pit

Zone 2

Date Started 5/29/2053

Date Completed 5/30/2053

Excavated By* R. Newton

Recorded By* G. Smith

**Include first initials and last names.*

Screen Size & Type 1/16" Watersceen

Soil Color 7.5 YR 3/3 dark brown
(color code + name)

Soil Texture sandy loam

Artifacts 45 sherds, animal bone, 2 projectile points, clay pipe bowl frag

Flot Sample Taken ☒ Yes, 10 L or ○ No

Other Samples Taken Soil for soil chemistry tests

Comments Large sherds laying at base of zone likely same vessel. Mapped and bagged as A, B, C

Dimensions & Orientation 65 cm N-S (max) x 45 cm E-W (min) x 48 cm (depth base of zone)

Bisection Line Points

First point designated A **Grid Coordinates** 223.198 N 445.500 E

Second point designated B **Grid Coordinates** 223.899 N 445.500 E

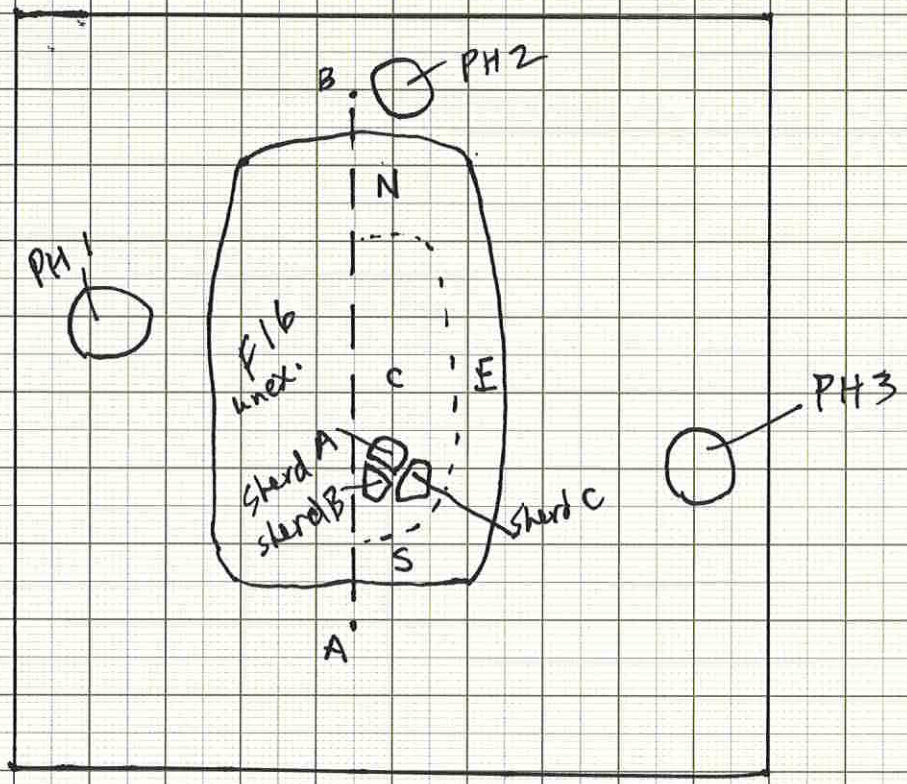
Datum Location pt A **Datum elevation (m)** 994.852

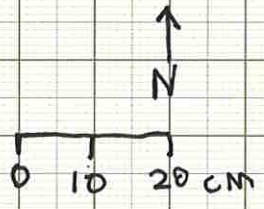
ELEVATIONS

Location (describe)	N (North)	C (center)	S (South)	E (East)	—
Top of Zone (cmbd)	35	47	31	34	
Bottom of Zone (cmbd)	39	57	35	38	

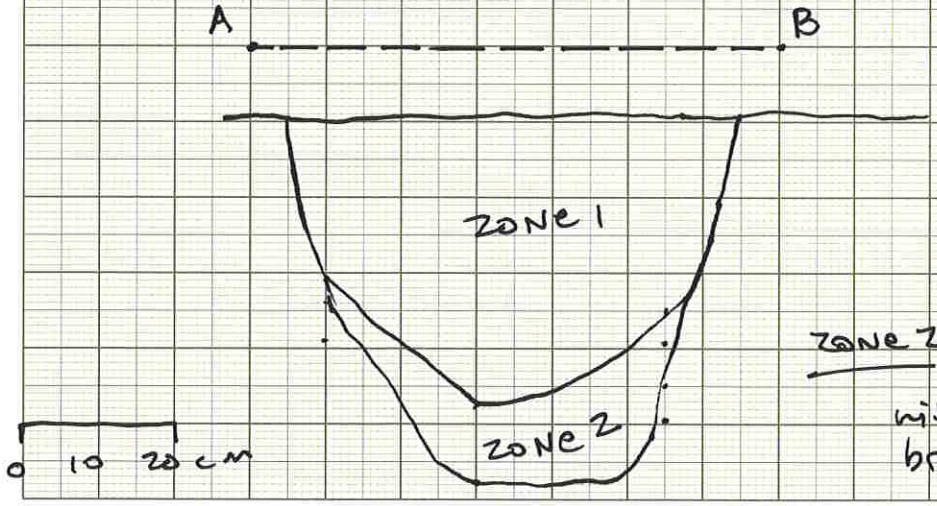
31M6543 Feature 16 Zone 2 (Base) 5/30/23
East half G. Smith

PLAN View





Profile (FACing west)



Zone 1 - 7.5 YR 3/3 dark brown silty clay loam w/ charcoal flecks

Zone 2 - 7.5 YR 3/3 dark brown sandy loam with 10 YR 3/6 dark yellowish brown clay loam mottling

May 16 2008, Friday

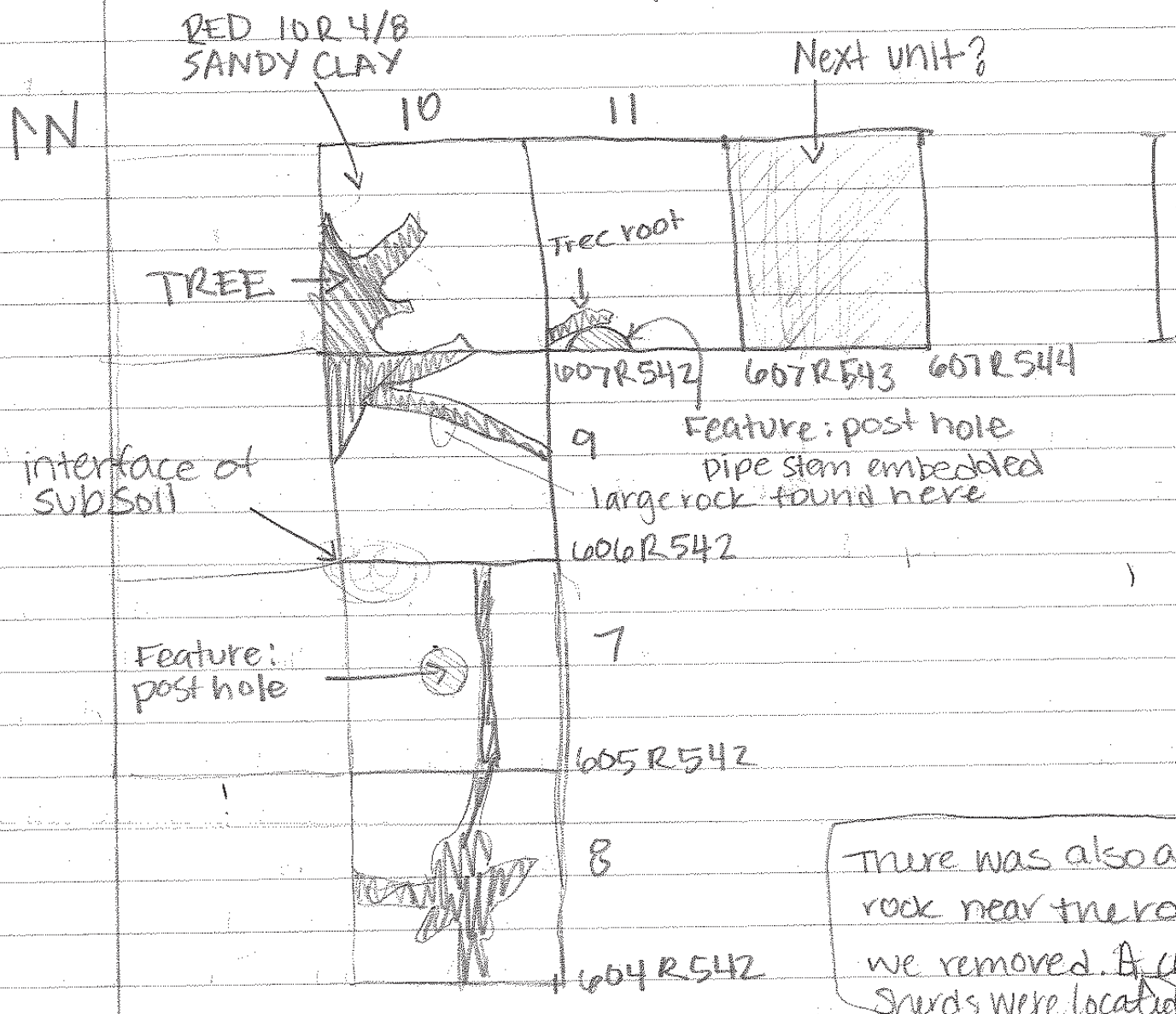
Today Rachel, Mary Beth, and I continued to work on the same area. We picked up with unit 605R542 which we had half dug on Thursday. Rachel continued to dig and we found a few more sherds. Overall we found a total of 21 sherds, 1 olive glass piece, 1 piece of charcoal, and 1 quartz flake. We reached the sub-soil and started to trowel. I worked along the northern wall trimming the wall and scraping the floor. Toward the northwest corner, there was a different textured area of soil. It was a less compact sand texture and strong Brown in color. We are unsure if it is anything important because it is somewhat hard to distinguish from the surrounding soil. Also running north to south in the eastern half was a large root remnant. While Mary Beth was Trowelling in the middle of the unit she came across what looked to be a post hole. After cleaning it up, we noted that it was somewhat oval in shape. The Munsell test showed the soil color to be a Dark Reddish Brown. We suspect this is infact a post hole. We need to see more post holes in the area to make a more solid arguement for it.

Our next unit we tried was directly south in number 604R542. Mary Beth dug the unit because there were a lot of roots and an old tree stump that was removed earlier for a shovel test. This unit was also shallower because it was on a slight edge of the gully nearby. The southern wall was only about 10 cm deep. We did a soil sample for this unit. Overall we found 6 sherds and 1 wrought nail. When we got to trowelling we had to be careful not

to get too obsessive about cleaning the tree area. It was a mess there so we called it the evil stepchild unit. We trowelled the floor area around the roots and tried to make it look the best we could. Some of the center part of the tree remnant was hallow so we had to be careful not to collapse any of the area into it. We were unable to find any features in this unit. If there was anything it would be located under the tree remnant and would probably be unrecognizable to us.

With all of these 8 units complete, it was decided that a picture should be taken. Before we could do that we need to clean trowel the entire section. We started at the northern wall and worked our way South. We scrapped at top few millimeters to remove the exess dirt that had been deposited from walking around the section. As we trowelled we noted more parallel striations throughout the units. We believe these to be caused by a Mule drawn plough. The striations move to the north-west if standing at the southern wall. They were also found in the units near ours going in the same direction. After the troweling the features became very clear and we now think we have a long trench and a pit with the one post hole.

Level 1 Units 1M by 1M. Not to scale

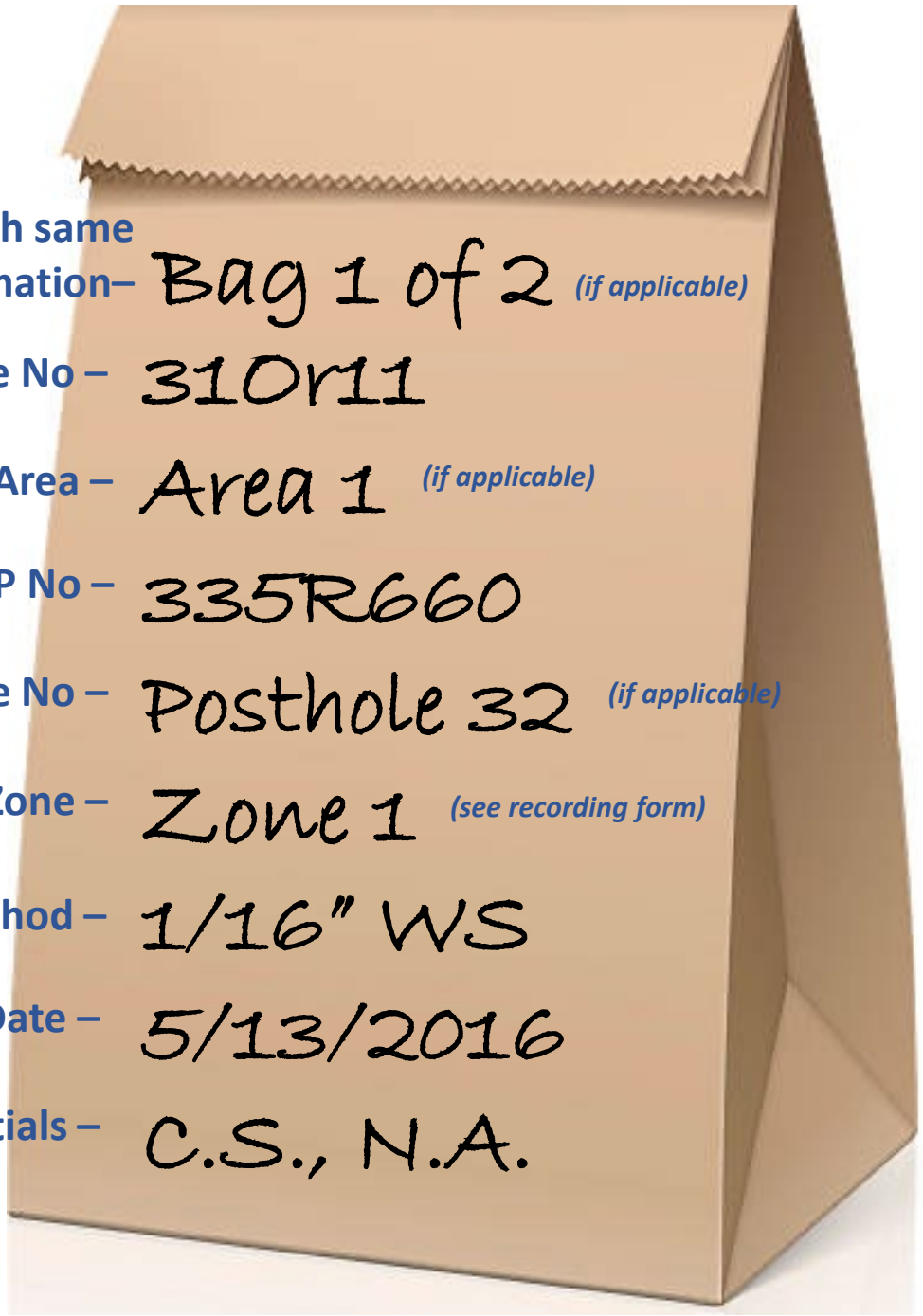


There was also a large rock near the root that we removed. A couple sherds were located near it

Label #	Depths	SE	SW	NW	NE	unit
	9	10 cm	11.5 cm ~ 15 cm	13 cm		606R542
	10	14 cm ~ 17 cm	13 cm	14 cm		607R542
	11	13 cm	14 cm	12 cm	10 cm	607R543

Labeling an Artifact Bag

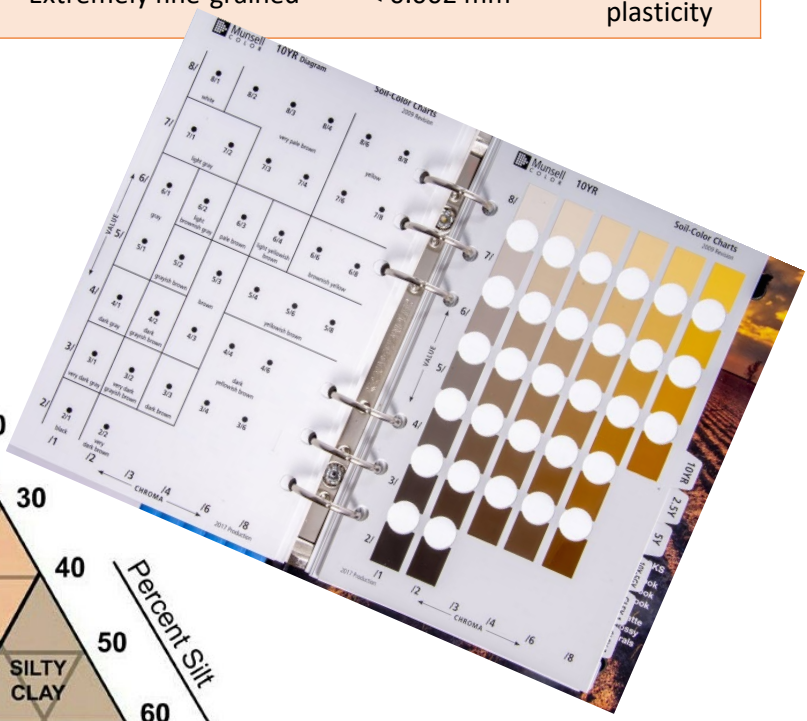
Properly and systematically labeling an artifact bag preserves essential contextual information. Use a black Sharpie marker to record this information. Write near the bottom of the bag, as much as possible, so that the information can be read when the bag is folded closed. The information recorded will vary slightly depending on whether the artifacts were collected from a shovel test, level in an excavation unit, or a feature. **Double-check all information on the bag to prevent permanent data loss!!**

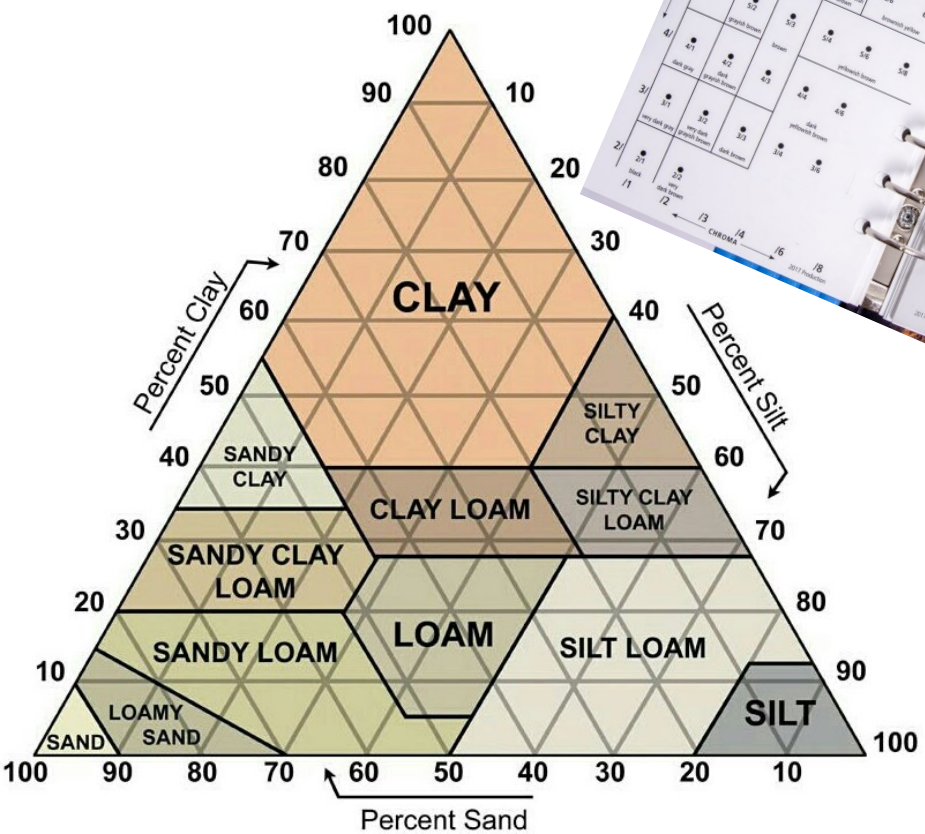


Soil Description

Archaeologists encounter sand, silt, and clay soils in various combinations. You will need to determine and record soil texture and soil color for each different layer, or horizon, of soil you excavate. Color is determined using a Munsell Soil Color Book, which is a standardized classification system for soil colors. Use the flow chart on the next page to determine soil texture.

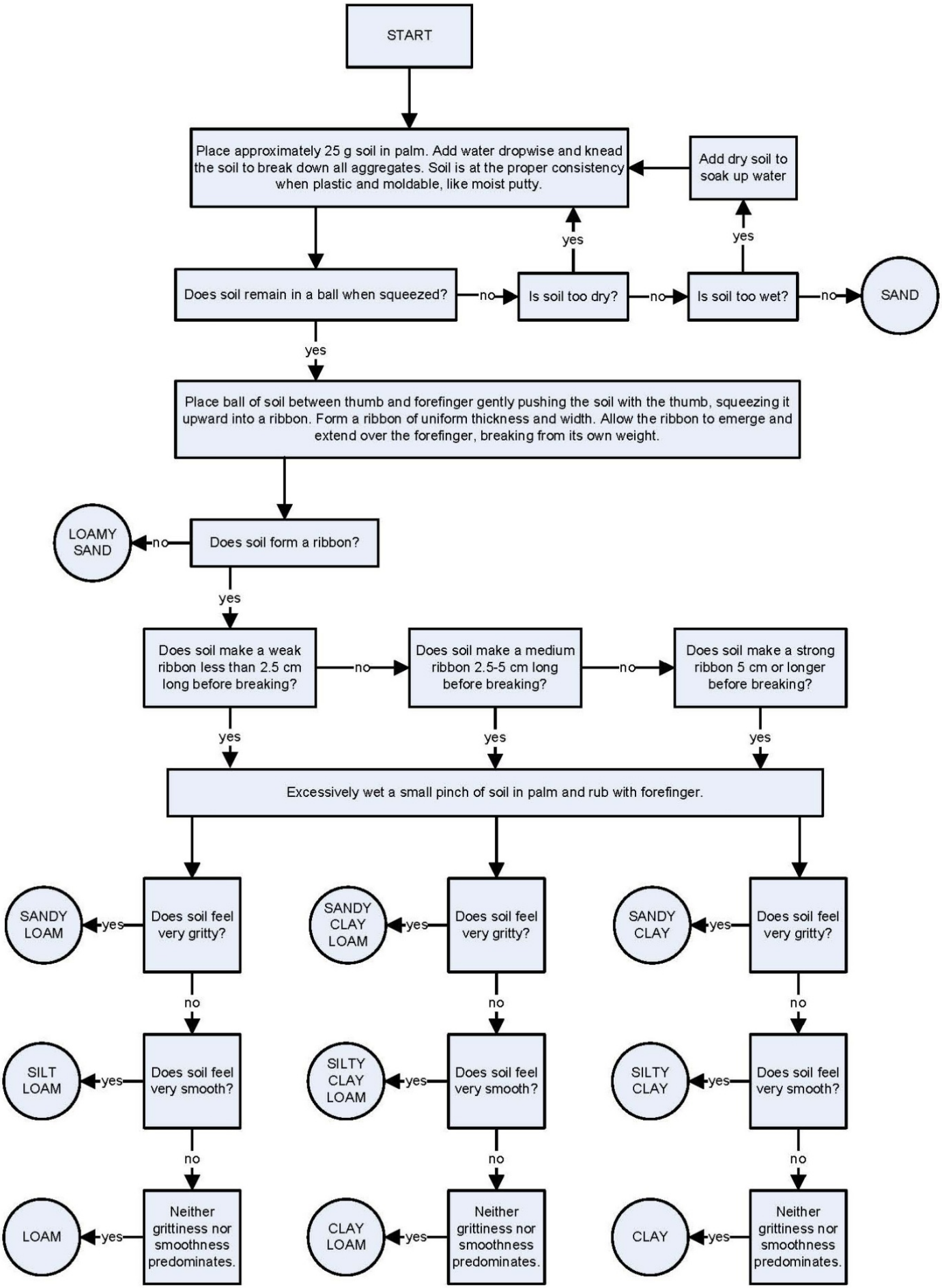
Type	Formation Process	Particle Type	Particle Size	Plasticity
Sand	Particles of disintegrating rock and hard mineral	Coarse, large, and granular	0.05-2.0 mm	No plasticity
Silt	Transported and deposited by water, ice, and wind	Between sand and clay; Dusty or floury texture	0.002-0.06 mm	Low to no plasticity
Clay	Particles from chemical decomposition of rocks	Extremely fine-grained	< 0.002 mm	High plasticity





Hint: Start off on the 10YR page in the Munsell Book! Most of the soils you encounter should match tile colors on this or adjacent pages.

Loam is a mixture of clay, silt, and sand. Its composition influences how it is classified. For example, a soil that is 30% clay, 50% sand, and 20% silt is a sandy clay loam.


START
Place approximately 25 g soil in palm. Add water dropwise and knead the soil to break down all aggregates. Soil is at the proper consistency when plastic and moldable, like moist putty.
Add dry soil to soak up water
yes
yes
Does soil remain in a ball when squeezed?
no
Is soil too dry?
no
Is soil too wet?
no
SAND
yes
Place ball of soil between thumb and forefinger gently pushing the soil with the thumb, squeezing it upward into a ribbon. Form a ribbon of uniform thickness and width. Allow the ribbon to emerge and extend over the forefinger, breaking from its own weight.
LOAMY SAND
no
Does soil form a ribbon?
yes
Does soil make a weak ribbon less than 2.5 cm long before breaking?
no
Does soil make a medium ribbon 2.5-5 cm long before breaking?
no
Does soil make a strong ribbon 5 cm or longer before breaking?
yes
yes
yes
Excessively wet a small pinch of soil in palm and rub with forefinger.
SANDY LOAM
yes
Does soil feel very gritty?
SANDY CLAY LOAM
yes
Does soil feel very gritty?
SANDY CLAY
yes
Does soil feel very gritty?
no
no
no
SILT LOAM
yes
Does soil feel very smooth?
SILTY CLAY LOAM
yes
Does soil feel very smooth?
SILTY CLAY
yes
Does soil feel very smooth?
no
no
no
LOAM
yes
Neither grittiness nor smoothness predominates.
CLAY LOAM
yes
Neither grittiness nor smoothness predominates.
CLAY
yes
Neither grittiness nor smoothness predominates.

Public Outreach and Social Media Schedule
ANTH 451: Field School in North American Archaeology

Week	Talking with Visitors	Posting on Social Media
1) May 18 – 19		
Thursday & Friday	Rosalia Basilio M. & Willard Dodson	Lauren Flach & Sarah Grimes
2) May 22 – 26		
Monday & Tuesday	Henry Haren & Sydney Lorenz	Sydney Mahon & Tessa McGuire
Wednesday & Thursday	Ryan Millis & Kyle Mitchell	Jada Mosley & Ainsley Thompson
Friday	All	All
3) May 29 – June 2		
Monday	Holiday (site closed)	Holiday (site closed)
Tuesday & Wednesday	Lauren Flach & Sarah Grimes	Rosalia Basilio M. & Willard Dodson
Thursday & Friday	Sydney Mahon & Tessa McGuire	Henry Haren & Sydney Lorenz
4) June 5 – 9		
Monday & Tuesday	Jada Mosley & Ainsley Thompson	Ryan Millis & Kyle Mitchell
Wednesday & Thursday	All	Rosalia, Willard, Lauren, & Sarah
Friday	All	All
5) June 12 – 16		
Monday & Tuesday	All	Henry, Sydney L., Sydney M., & Tessa
Wednesday & Thursday	All	Ryan, Kyle, Jada, & Ainsley
Friday	All	All

Public Outreach Introductory Script
ANTH 451: Field School in North American Archaeology

We will be interacting with the public on a daily basis because we will be surveying and excavating adjacent to public trails in Duke Forest. As part of the field school requirements, you will have assigned days when you will be responsible for talking with people passing by who are interested in learning about what we are doing and finding. You will also be responsible for providing content for RLA Facebook and Instagram posts that document our daily activities, findings, and observations.

The script below provides some basic information to get you started talking with visitors. Please use what you're learning on a daily basis (field, discussions, and readings) to expand on them.

• WHO are we?

We're students participating in an archaeological field school taught by Drs. Heather Lapham and Mary Beth Fitts from the Research Laboratories of Archaeology at the University of North Carolina, Chapel Hill. Joy Mersmann and Devin Henson are the graduate teaching assistants.

• WHAT are we doing?

We're digging small holes and sifting the soil to find artifacts and features that can help us understand how Native Americans and colonists used this land before it became Duke Forest. We keep detailed notes of what we're doing, so that the precise location of what we've found is preserved for the future, along with the artifacts. These materials and notes will be studied and curated at UNC.

• WHERE are we working and WHY?

We're working along New Hope Creek in areas that have significant potential to contain important seventeenth-century Native American settlements. Historical evidence and local tradition suggest the presence of one or more archaeological sites that were occupied when the famous European traveler John Lawson passed through this region in 1701.

We hope our investigations will reveal new insights into Native American land use practices and settlement. The Occaneechi, Adshusheer, Shakori, and Eno Indians built villages in this region from the 1500s to the early 1700s. We are particularly interested in studying how Indigenous peoples shaped the landscape, what natural resources they exploited, where they chose to settle and for how long, and how lifeways changed through time.

• WHAT are we finding?

You'll need to ad lib here based on what we're finding this year. Last year we found fragments of broken cooking pots, chips from making stone tools, and tiny, triangular-shaped arrow points made beginning around 500 years ago. Food remains, such as animal bones and charred plants, were rare due to poor preservation in the contexts that we excavated. However, we did find one seventeenth-century artifact—a small fragment of the bowl of a clay smoking pipe with fine, rouletted decorations.

Remember to be professional and courteous when interacting with visitors.
Should you ever feel uncomfortable, please quickly disengage yourself from the interaction and contact Drs. Lapham and Fitts ASAP.

Social Media Plan & Guidelines

ANTH 451: Field School in North American Archaeology

RLA FACEBOOK AND INSTAGRAM POSTS

- Two post per week (minimum).
- What you're doing, why you're doing it, and interesting findings/observations.
- Photos (1–2) plus description (3–4 sentences).
  - – If you have more than one photo, use the "layout" app.
  - – Square photos work best for Instagram.
  - – Captions should be short, but informative.
  - – Captions may include names and majors/years of students (if not a large group) and if individuals give their permission.
  - – Initial posts should include information about the site, where we are working, why we are there, what we are looking for, etc.
- Tag general locations, places, and people. For each post, be sure to use the following hashtags:

#rla_unc	#unc
#unccollege	#dukeforestresearch
#uncsummerschool	#archaeology

SOCIAL MEDIA GUIDELINES

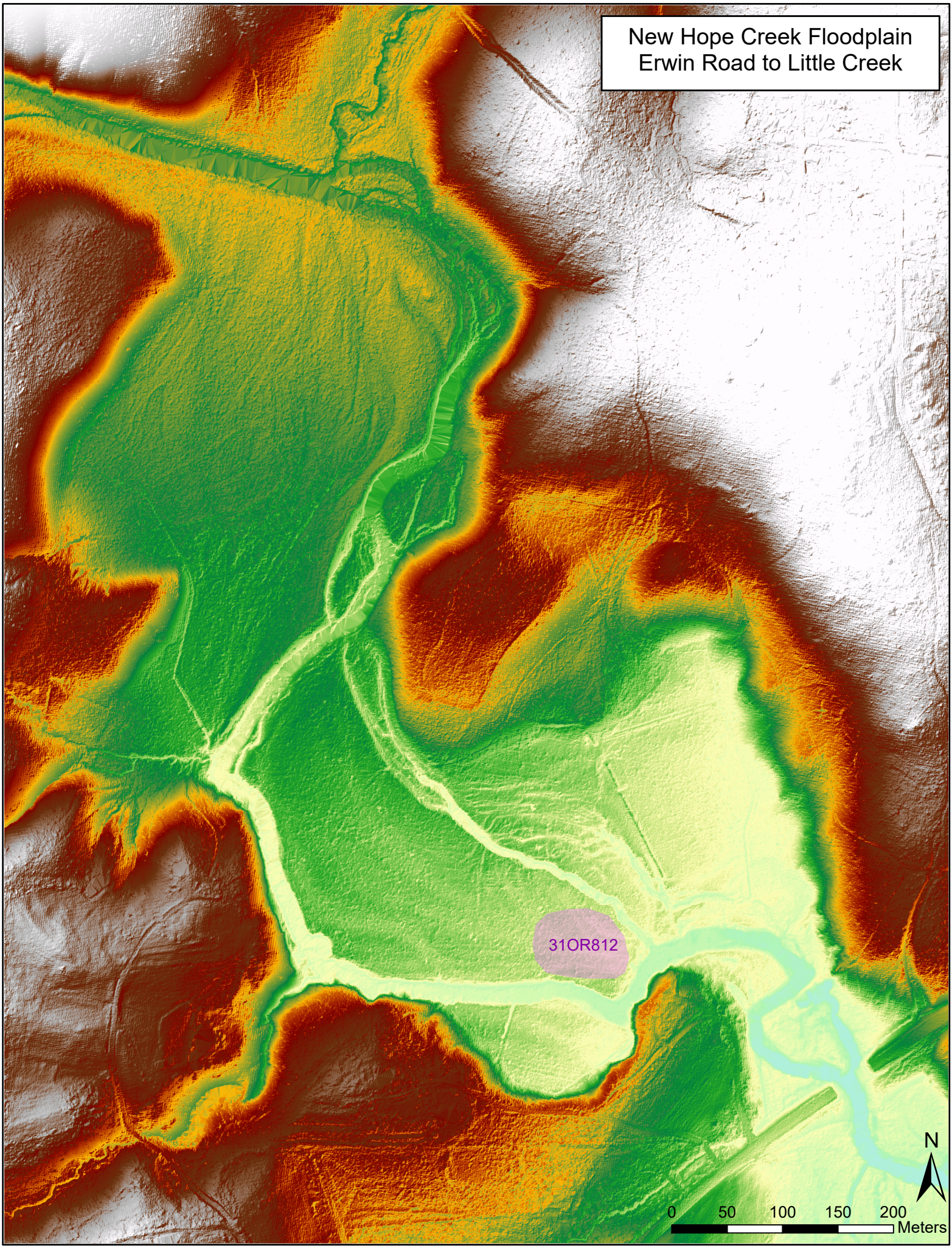
- Be professional, courteous, and kind.
- Always ask before posting a picture of someone's face.
- Do not post about or mention human remains.
- Be respectful when talking about the people who once lived at the site where we're working; they are ancestors of people living today.
- **<u>ALL</u> POSTS (both text and images) <u>MUST</u> be <u>REVIEWED</u> by Drs. Lapham and Fitts PRIOR to posting on social media.**

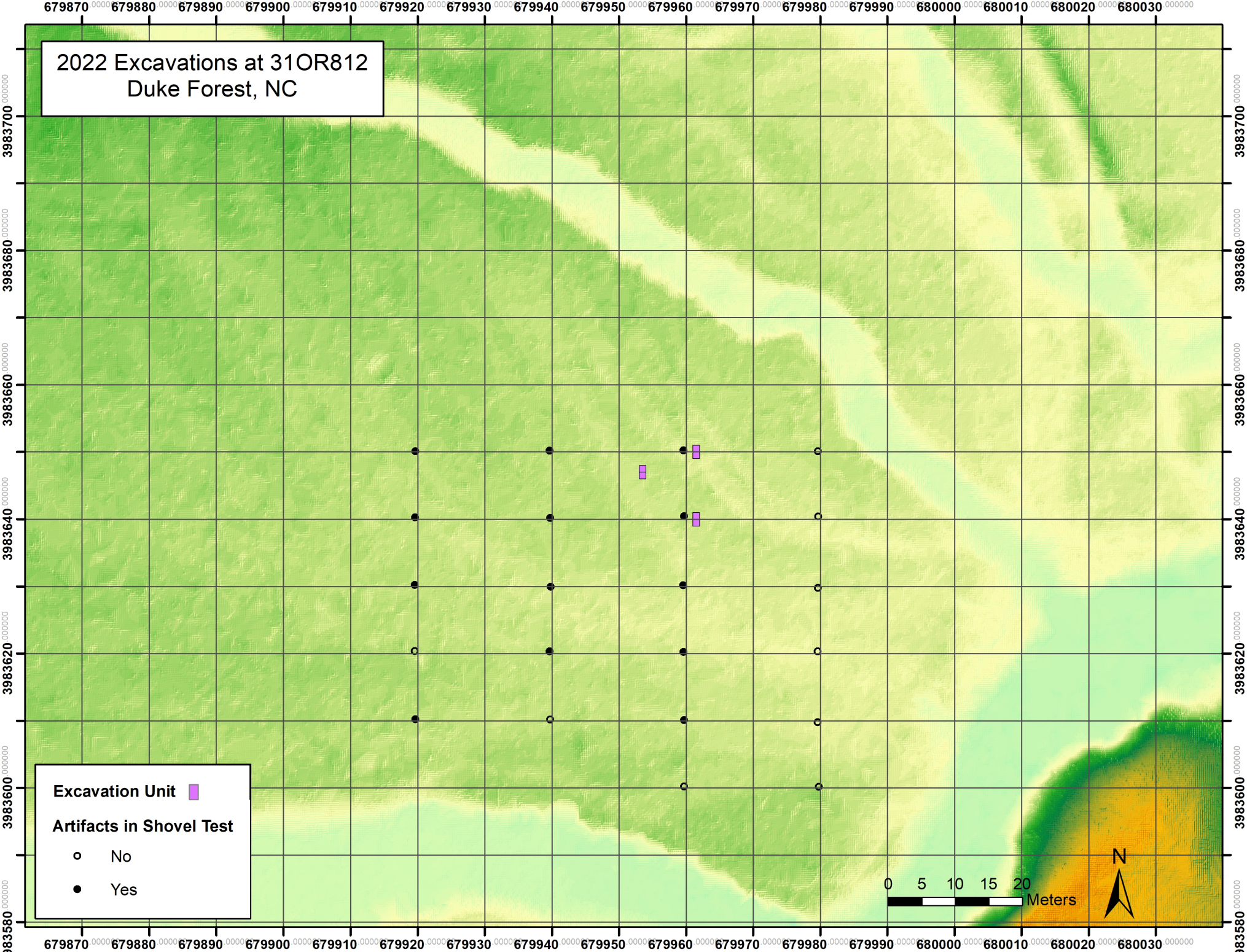

Facebook: @UNC.RLA


Sketchfab: @rla-archaeology


Instagram: @rla_unc


Website: archaeology.sites.unc.edu
ancientnc.web.unc.edu


New Hope Creek Floodplain
Erwin Road to Little Creek
31OR812
N
0
50
100
150
200
Meters


2022 Excavations at 31OR812
Duke Forest, NC
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3983660
3983640
3983620
3983600
3983580
Excavation Unit
Artifacts in Shovel Test
No
Yes
0 5 10 15 20
Meters
N

Best Practices for Archaeological Fieldwork

Don’t sit in excavation units		Kneel using a kneepad, crouch, or stand in excavation units
Don’t sit, stand, or step on the edge of an excavation unit		Keep your feet at least six inches away from unit edges to avoid collapsing walls
Don’t leave your shovel on the ground facing upward		Lay your shovel on the ground with the blade facing towards the ground or lean it against a tree to avoid injury
Don’t toss dirt over your shoulder while shoveling		Place dirt directly into buckets, wheelbarrows, or back dirt piles to avoid injuring other people
Don’t step or stand on tarps on or near excavation units		Wait until tarps have been removed before approaching units to avoid injury or wall collapse
Don’t step into a unit during active excavations		Always ask an excavator before entering their unit
Don’t remove artifacts stuck in unit walls or floors		Excavate around artifacts until they can be safely removed without damage; If deeply embedded, leave artifacts in situ to be excavated later
Don’t dig deeply or vertically with shovels or trowels		Always remove dirt systematically in shallow, horizontal passes to allow for changes in soil color and texture to be detected
Don’t mix dirt from different excavation contexts		Always appropriately label buckets or wheelbarrows with correct provenience information BEFORE excavation begins
Don’t mix artifacts from different excavation contexts while screening		Ensure that artifacts are placed in correctly labeled bags (dry screening) or on appropriately labeled drying racks (water screening)
Don’t overfill buckets or wheelbarrows with soil		Fill buckets and wheelbarrows with soil to a manageable weight to avoid spills and injury; Know your limits and the limits of those around you
Don’t sit on or use stacked buckets		Unstack buckets before use to avoid injury and frustration
Don’t set paperwork, clipboards, or binders on the ground		Place all paperwork, clipboards, and binders on an elevated surface (bucket, toolbox, table, etc.) to keep them clean
Don’t assemble or disassemble the total station without supervision		Always seek out supervision while handling the total station to avoid damaging a very expensive piece of equipment
Don’t set the total station prism on the ground		Prop up the total station prism to keep it clean and functional
Don’t dig without supervision or direction		Listen to your supervisors. When in doubt, ask questions!
Don’t be rude to visitors		Approach interested visitors with respect and kindness; and politely inform them about our field school and excavation goals
Don’t be late when meeting in the morning		Be on time (or early!) so we, as a team, can achieve our goals for the day
Lastly...	**Be Aware of Your Surroundings** **Know your Limits** **Stay Hydrated** **Respect Nature**	Remember to wear appropriate and protective clothing and footwear; Use sunscreen and, if desired, insect repellant; Drink ample water, especially on hot days (8 ounces every 15 to 20 minutes); Check your surroundings for poison ivy prior to setting gear and personal items on the ground

RESEARCH LABORATORIES OF ARCHAEOLOGY 2011 FIELD SCHOOL GLOSSARY

Arbitrary sample unit – subdivision of the *data universe* with no cultural relevance, such as a excavation unit defined by a *site grid*

Arbitrary level – a specified amount of archaeological matrix excavated in a situation where stratigraphy is poor or nonexistent; its thickness is not based on natural or cultural strata

Association – occurrence of an item of archaeological data adjacent to another, in or on the same *matrix*; a spatial relationship that does not necessarily connote cultural association

Bioturbation – a *natural secondary context* produced by animal or plant activity; produces *disturbances*

Block excavation strategy – the practice of opening up a large area of a site at one time

Natural disturbance – past alteration of natural soil strata by tree growth and death or by animal digging; sometimes indistinguishable from cultural features until excavated

Excavation unit – square of a given size used for horizontal control

Feature – past alteration of the natural soil strata to provide a setting for one or more activities, such as the postholes of a structure, a storage pit, or a burial chamber

Flake – a stone artifact detached from a *core*, either as waste or as a tool

Flotation – a method of recovering small floral and faunal remains from soils using water to separate those remains (which tend to float) from the soil

Context – the position of an archaeological find in time and space, established by measuring and assessing its *associations*, *matrix*, and *provenience*

Core (artifact) – a stone artifact from which *flakes* are removed; it is used as a tool or a blank from which other tools are made

Coring (activity) – a sampling technique using a hollow metal tube driven into the ground to lift a column of earth for stratigraphic study

Cultural level – archaeological matrix that has excavated boundaries defined with reference to human activity; the plow zone, for example

Data universe – a defined area of archaeological investigation, often a region or site, bounded in time and space

Deposition – the moment when artifacts enter the archaeological record by loss, discard, or intentional burial

Diachronic – a perspective that considers change over time

Law of superposition – the principle that the sequence of observable *strata* from bottom to top reflects the order of deposition from earliest to latest

Matrix – the physical medium (often soil) that surrounds and contains artifacts

Midden – an accumulation of debris resulting from human disposal

Natural secondary context – a *secondary context* resulting from natural processes such as erosion or animal and plant activity

Nonarbitrary sample unit – a subdivision of the *data universe* with cultural relevance, such as rooms or houses

Primary context – the condition of a matrix and associated artifacts that have *not* been disturbed since original deposition

Provenance – general place of origin; a narrative of an object's history maintained by museums and collectors

Provenience – the three-dimensional location of archaeological data at the time of discovery

Secondary context – the condition of a matrix and associated artifacts that have been wholly or partially altered after original deposition

Shard – a piece of glass (in North American archaeology)

Sherd – a piece of pottery (in North American archaeology)

Site Grid – a coordinate system established for the purpose of recording the provenience of artifacts, features, and excavated contexts at a given site

Strata – the definable layers of archaeological matrix revealed by excavation

Stratigraphy – the process of working out the relationships between natural and cultural levels

Synchronic – pertaining to phenomena at one point or moment in time

Taphonomy – the study of the transformational processes affecting artifacts, particularly organic materials, after deposition

Temper – materials added to clay prior to pottery manufacture, usually in order to transform its workability and to prevent cracking during drying and firing

Total station – a piece of surveying equipment used to record the horizontal and vertical location of excavated contexts and artifacts

Troweling – a method of excavation in which archaeologists use sharpened mason's trowels to shave thin slices of dirt from the floor or face of an excavation unit