Investigating a Slave Cabin

Instructions for the Teacher

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Investigating a Slave Cabin

Background Information

The history of slavery in America is complex and multifaceted. Below is a brief history of African slaves in Virginia and some background on the buildings that sheltered them (adapted from Council of Virginia Archaeologists, n.d.). For additional information, see the references section of this document.

Slavery in Virginia

European traders began to purchase Africans as laborers and to transport them in large numbers to the New World in the 1500s. They purchased people from many areas of the continent. Most African people came to the New World from coastal and inland areas of western Africa stretching from Senegal to West Central Africa. Virginia plantation owners enslaved many groups of people from Senegambia, Akan-speaking people from the Gold Coast, and people from Angola and the Congo. However, the largest number of Africans imported into Virginia and Maryland during the 1600s and 1700s belonged to the Igbo group from the Bight of Biafra. In colonial times, slave owners also called them Calabar or Ibo people (Gomez 1998, 150).

Slavery developed slowly in Virginia. The Africans that arrived at Jamestown in 1619 worked for people who bought their labor for a limited amount of time. This type of labor was known as *indentured servitude*, and many people from Britain and other places in Europe also came to America as indentured servants. If they survived their period of service, they were free to buy land and establish their own farms (Nash 1974, 53-54).

By the 1670s, colonists in Virginia had passed a number of laws that made Africans into slaves. Slaves served a master for life rather than for a set number of years. Enslaved mothers passed their legal status on to their children, so that once a mother was enslaved, all of her children and the children of her daughters would also be slaves. Enslaved people could not vote, could not testify against white people in court and had few legal rights. They were considered property (Rose 1976, 16-22). While Congress made it illegal to transport enslaved Africans into the country after 1808, it was not until 1865 that slavery itself was ended in the United States.

Not all Africans or their descendants in America were slaves. Some people arrived in America before the laws for slavery were established, and their descendants remained free. Others lived in states that abolished slavery in the 1700s. Some people received their freedom from individual slave owners, while others ran away from plantations and lived in freedom in places where slavery was not recognized. Many free Africans and African Americans settled in towns and cities where there were greater opportunities for employment and for living in communities with other free people.

History of Slave Quarters

A slave quarter is a special type of house that builders designed and constructed for enslaved people to live in (Lounsbury 1994, 300-301). Quarters typically were small, lightly built dwellings made of whatever building materials were readily at hand. They were not designed to last a long time, and most are no longer standing.

At large plantations in Virginia, quarters were sometimes built of brick or stone. However, carpenters generally built them out of wood. In most cases, carpenters were enslaved people themselves who probably built the quarters according to an overall design dictated by the slave owner. They had their own ideas about what made a comfortable house, but whether they could act on these ideas was the owner’s decision.

The size of quarters varied depending on the number of people that were to be housed there. Numbers could vary widely from a single individual or family group to more than a dozen unrelated people. Families consisted of groups of related people, such as a father, mother and children, but could include one or more grandparents, aunts, uncles or other kin. Not all enslaved workers lived in quarters. In many instances, and particularly when the number of slaves living on a property was small, slaves lived in buildings that had other purposes – like storage.
buildings and lofts over kitchens. They even lived in out-of-the-way spaces within the main house (Samford 1996, 92).

The earliest buildings in Virginia that have been identified as slave quarters seem to have been built in the late 1600s. Carpenters built them by placing posts in the ground then building a frame on the upright posts. These buildings are known as “post-in-ground” and persisted until the middle of the 18th century.

During the late 1600s and early 1700s, Africans brought to Virginia had few opportunities to form families. Archaeologists believe that many unrelated people often lived together in slave quarters. They base this belief, or interpretation, on the fact that they often find large numbers of small, shallow, rectangular pits dug into the ground within houses. Usually less than four feet square and two feet deep, each of these pits might have served an individual man or woman as a place to store his or her personal belongings (Samford 1996, 95).

In the second half of the eighteenth century (1750-1800), a new way of building slave quarters became increasingly popular. Carpenters built these houses of logs (Morgan 1998, 109). Sometimes foundations made of loosely laid stones or bricks supported the walls, and sometimes the logs may have rested directly on the ground. In this period families were more often housed together. As a result, most of these buildings were small, one- or two-room dwellings. Like the earlier quarters, the floors generally were made of dirt. Since most people lived with their families, they shared storage spaces and the need for many individual storage pits was reduced. Most houses from this time only have one or two pits (Fesler 2004, 333-337).

The Archaeology of the Poplar Forest Slave Cabin

Thomas Jefferson, author of the Declaration of Independence and third President of the United States, inherited Poplar Forest Plantation with his wife, Martha, on the death of her father, John Wayles in 1773 (Heath 1999). In the early 1800s, the plantation became a retreat for Jefferson after he left public life. Along with the property, Jefferson inherited six enslaved people of African descent. By 1805, the number of enslaved people at Poplar Forest had grown to 73.

In this investigation, students will study a two-room log cabin and the adjacent workspace occupied by slave families at Poplar Forest in the early 1800s (Heath 1999). Cabins at Poplar Forest were not elaborate. In reference to building one of them, Jefferson recorded, “Davy, Lewis, & Abram have done the carpenter’s work of Bagwell’s house in 6 days, getting the stuff & putting it together (Betts 1987, 67).”

Each room of the cabin was probably occupied by one family (6-8 people) and had its own storage pit, a small rectangular pit dug into the soil below the floor of the cabin. Wooden boards or trap doors in the floor would have covered the pits. Archaeologists think these pits were used as storage areas to place food, clothing, tools, and other personal items. Some of the items found in the storage pits were peach pits, cherry pits, grape pits, animal bones, buttons, plates, a lead pencil, and a horseshoe.

The yard of the slave cabin also gives archaeologists clues as to how the enslaved families lived. People used yards for gardening, raising ducks, chickens and turkeys, domestic chores such as cooking and laundry and for socializing. Archaeologists found a fence line that enclosed the yard area. The yard had a small number of artifacts in relation to other areas of the site that had many artifacts, indicating that the yard was cleaned by daily sweeping. Archaeologists studied changes in soil chemistry to understand how the slaves laid out their living and working spaces (Heath 1999). Variations in chemical levels allowed archaeologists to reconstruct the location of fences, outdoor fireplaces, and work activities such as meat processing, cooking, or washing clothes. The yard was located to the north of the slave cabin while the overseer’s house was located to the south of the cabin, probably a purposeful arrangement to shield their domestic and social activities from the overseer. Some 200 years ago at Poplar Forest, residents configured their space to maximize light and space for work and to provide a modicum of privacy for working, relaxing, and socializing.

Analysis of pollen, charred wood, and plant macrofossils provided important clues to the past ecology of the area and some of the wild plant foods that slaves gathered to supplement their diets. Faunal analysis revealed the
presence of butchered deer bones; together with pieces of firearms and lead shot the evidence showed that slaves must have possessed guns and hunted in the nearby forests.

**Investigation Materials**

This investigation supplements *Project Archaeology: Investigating Shelter* (Letts and Moe, 2007), a curriculum which will enable students to complete the investigation. This investigation is divided into two parts: “Investigating a Slave Cabin: Instructions for the Teacher (this document) and “Investigating a Slave Cabin: Archaeology Notebook” (separate document). You must have both documents and *Project Archaeology: Investigating Shelter* to teach the investigation effectively.

**Instructions for the Teacher**

This document contains all of the instructions you will need to conduct the investigation in your classroom plus some student materials that will be used in group activities. Within the instructions, two symbols will guide you to specific materials needed for each of the sections.

![ 笠 Refers to pages in the Archaeology Notebook.](image)

![ 笠 Refers to pages or sections within the Instructions for Teachers.](image)

**Archaeology Notebook**

The investigation contains all of the data sources and analytical tools the students will need to investigate a slave cabin from historical, archaeological, and cultural perspectives. Ideally, each student should have a complete notebook of data and data collection sheets (Parts One – Four and the Assessment). Recognizing that providing each student with a complete notebook would require a lot of photocopying, we suggest the following alternatives:

- Make one notebook for each team of students.
- Have students print the notebook at home if possible. The quality of photographs would also be much better.
- Project the file on an LCD projector and work as a whole class.
- Have students work online, either individually or in teams.
- Have students answer questions in a journal or on separate paper instead of using the worksheets.

**Teaching the Investigation**

The investigation is comprehensive and uses the most authentic data sources available. It is organized into four instructional parts and an assessment which can be separated and taught over several days.

- **PART ONE** introduces Mr. Gregory Jefferson and provides background information on the geographic location of the slave cabin site the students will be studying.
- **PART TWO** focuses on the history of slave cabins using historic photographs and a short history of the cabins and families at Poplar Forest
- In **PART THREE** the students will work with artifacts and quadrant maps of the slave cabin site to make inferences about how the cabin was used by the people who lived in it.
- **PART FOUR** connects the past with the present. Students learn the importance of preserving archaeological sites.
- The **ASSESSMENT** asks the students to write an essay describing what they have learned in the investigation and draw a modern day shelter, which incorporates at least three ideas from the slave cabin.
The Assessment also includes the Final Performance of Understanding for the entire unit which should be taught after Lesson Five.

The investigation may be completed as a jigsaw project by dividing Parts One and Two into sections. For example, you might divide the class in half. Assign groups of two to one of the following sections:

- The Geographic Location of the Slave Cabin
- The Slave Cabin in History

Each group completes the section assigned and reports their findings to another group who did the other section. The second group shares their information in a similar manner. The information gathered from each of these sections must be available to all students when they complete their assessments.

While there are no right or wrong answers, answer keys for each student activity provides you with examples of reasonable inferences the students might make. They also include information about how archaeologists interpreted the data.
Part One: Geography

Instructions for the Teacher

Materials

For Each Student
• “Investigating a Slave Cabin: Part One” (Archaeology Notebook, pages 2-6)

For the Teacher
• Transparency of the slave cabin photograph (page 8) or project it with an LCD projector from the website.
• Transparency of “Meet Mr. Jefferson” (pages 3-4)
• Additional illustrations and photographs of plants and animals for the “Geography of Poplar Forest” can be found on the website.
• 30 feet of string or light rope

Preparing to Teach
1. Make a transparency of the historic photograph of the slave cabin (page 8) and “Meet Mr. Jefferson” (page 3-4).
2. Make a copy of “Investigating a Slave Cabin: Part One” for each student.
3. Download additional illustrations and photographs of plants and animals from the website for “Geography of Poplar Forest.”
4. Obtain 30 feet of string or light rope. Make four marks on the string at 12 1/2 feet, 15 feet, 25 feet, and 29 feet from one end.
5. Post the essential question: “What can we learn about the history and lives of enslaved people by investigating a slave cabin?”
6. Post the Word Bank words.

WORD BANK
ancestor: a person from whom one is descended; mother, father, grandmother, grandfather.
biography: history of a person’s life as told by another person
cabin: a small, simply built house
cultural: of or related to culture
culture: the customs, beliefs, laws, ways of living, and all other results of human work and thought that belong to people of the same society
descendant: a person descended from a particular ancestor; daughter, son, granddaughter, grandson.
plantation: a large farm where crops are grown by workers who often live there
slave: person owned by someone else
slavery: the condition of being a slave; the practice of owning slaves
UNCOVER PRIOR KNOWLEDGE
What can we learn about the history and lives of enslaved people by investigating a log cabin?
Inform students that this question will guide their learning.
1. Tell students that they are going to play the role of an archaeologist as they investigate the cabin, a type of shelter used by the slave community.
2. Hand out folders to each student for organizing their papers.
3. Write the word slave cabin on a board and show the students a photograph of a slave cabin (page 8) at the same time. Ask them:
   - What does the design of the cabin suggest about the materials the people used to build their shelter?
   - If students suggest the slaves probably used wood and/or brick, ask how might the slaves have built the cabin using these materials?
   - How might the slaves have used their cabin?

DISCOVER NEW KNOWLEDGE
1. Go over the cover sheet information for PART ONE and look at the data sources students will use in their investigation.
2. Review the meaning of the word culture from Lesson Three. Project transparency of “Meet Mr. Gregory Jefferson.” As a class, read Mr. Gregory Jefferson’s biography. As class members read aloud, demonstrate how to highlight important information in the text. Share your rationale for selecting each piece of information. Assist students with defining biography, cultural, ancestor, descendant, plantation, cabin, and slave and adding them to their Word Banks.
3. Estimate the size of a slave cabin using the following procedure:
   a. Go outside as a class.
   b. As a group estimate a rectangle measuring 15 feet by 25 feet. Have a student stand in each of the four corners. Mark the estimated corners with pieces of ribbon or tape.
   c. Have the rest of the students place themselves along the sides of the rectangle.
   d. To find out how accurate your estimate is, use the rope to measure the sides.
      Have a student in one corner hold the end of the rope and another student hold the mark at 15 feet. The student holding the end then turns 90 degrees and another student holds the other end of the rope at 25 feet. Repeat the process until all corners have been marked accurately.
   e. You can square the rectangle by using the hypotenuse (29.15 feet) or simply by eye-balling the corners and sides.
   f. Have the rest of the students fill in the sides of the rectangle. How close was your original estimate?
   g. Measure 12 ½ feet on each of the 25 foot long sides. This is where the cabin was divided into two rooms. Have some students place themselves along this line, simulating the room divider.
   h. Ask students: How many people do you think could live in this cabin? Take some answers and pick one for illustration (6-8 people). Ask for volunteers to go inside the space to represent that number of people actually living inside the cabin. Would this number of people be crowded by our standards? Tell students to remember what 6-8 people inside this space looked like as they continue to investigate the slave cabin.
4. Direct students to “Geography of Poplar Forest.” Project illustrations and photographs from the website on an LCD projector or post them around the room. Ask students: What do you think this section will be about? Have students jot down their thoughts or take a few answers from the whole class. Teams of two will read the section and analyze the data together.

Answer Key for “Geography of Poplar Forest: Analyzing the Data”

1. Poplar Forest was named for the poplar trees found on the plantation.

2. Students should use text, photographs, and illustrations provided to draw a landscape of western Virginia. It doesn’t need to be accurate; the goal is to make the place seem more concrete.

3. 24 degrees

4. 86 degrees
Part Two: History
Instructions for the Teacher

Materials
For Each Student
• “Investigating a Slave Cabin: Part Two” (Archaeology Notebook, pages 7-14)

Preparing to Teach
1. Make a copy of “Investigating a Slave Cabin: Part Two” for each student.
2. Post the Word Bank word.

WORD BANK
extended family: a large family that may include children, parents, grandparents, uncles, aunts, and cousins

DISCOVER NEW KNOWLEDGE
1. Go over the cover sheet information for PART TWO and look at the data sources students will use in their investigation.
2. Remind students that they are now studying people who lived 200 years ago when life was very different from our lives now. Sometimes life in earlier times may seem primitive, but people must use what is available to them and often find creative solutions to challenging problems. Using the background information from Lesson Three: Culture Everywhere, remind them that no culture or time in history is better than another.
3. Students continue working with their partners to complete “Historic Photos of Slave Cabins.”
4. Students continue working with their partners to complete “The History of Enslaved People at Poplar Forest.” Explain that the poem “For My People” by Margaret Walker is included to give them a picture of what life might have been like for enslaved people at Poplar Forest. Direct students to write notes and questions as they read the text.
5. Assist students with defining extended family and adding it to their Word Banks. Address students’ questions as appropriate, but remind them that some of their questions will be answered as the investigation proceeds.
6. Students analyze the data in teams of two.
Answer Key for “Historic Photos of Slave Cabins: Observing and Collecting Data”
1. Photo #1 – fence, can, cabin, trees, plants (irises—flowers), other buildings, posts, glass window
   Photo #2 – cabin, ladder, logs on the ground, trees, can on window sill, porch, wooden shingles
2. Photo #1 – logs, boards, mud or chinking, glass, wooden shingles, nails?
   Photo #2 – boards, logs, wood shingles, mud or chinking, glass, nails?
3. One inference is that they are old chimneys and they are starting to lean. Another reasonable inference is that the chimneys were built that way in case they caught fire, they would not burn the entire cabin down. The posts leaning against them could be removed in case of fire and the burning chimney would fall away from the cabin.
4. Photo #1 – Three men are standing and one woman is sitting and they are all looking directly at the camera. It appears that they are posing for the photograph.
   Photo #2 – A man is standing and facing the camera and a woman is sitting, but is not looking at the camera. They may be posing for the photograph.
5. Photo #1 – It might be chilly because the men are wearing jackets, but they may also be dressed up for the photograph. It was taken in spring—trees don’t have leaves yet, irises are getting ready to bloom.
   Photo #2 – It might be chilly because the man is wearing a jacket, but he may also be dressed up for the photograph. The trees in the background have leaves, so it was not winter.

Answer Key for “History of the Enslaved People at Poplar Forest: Analyzing the Data”
1. People in 1805: Guinea Will (not listed), Betty (listed as “Bess”), Hall (listed as “Hal” under Bess), Dilcy (not listed), Suckey (listed as Suck). Those not listed may have died or been sold to another plantation. (From other records we know the following: Guinea Will died by 1792, Dilcy was sold in December 1792.)
2. Ages: Hal (38), Dilcy (36), Suckey (34).
3. Open
4. Open
Part Three: Archeology
Instructions for the Teacher

Materials
For Each Student
- “Investigating a Slave Cabin: Part Three” (Archaeology Notebook, pages 15-23)

For Each Group at Specific Times in the Investigation
- Copies of the “Quadrant of the Slave Cabin” (page 19)
- Each team of two will receive two of the four quadrant maps and accompanying “Artifact Locations” and “Artifacts” pages with all quadrants being equally distributed among the teams (pages 15-25)
- One sheet of 14” X 17” construction paper for each group of four

For the Teacher
- Transparencies of the “Footprints of Shelters” (page 16), “Footprint of the Poplar Forest Slave Cabin” (page 17).
- Transparencies of the “Quadrant Maps” (pages 15, 18, 21, 24)
- Transparency of the “Map of the Poplar Forest Slave Cabin Site” (page 18)

Preparing to Teach
1. Make a copy of “Investigating a Slave Cabin: Part Three” for each student.
2. Make copies of the quadrant maps. Each group will receive one of the four quadrants with all quadrants equally distributed among the groups.
3. Make transparencies of the “Footprints of Shelters,” the “Quadrant Maps,” and the “Map of the Poplar Forest Slave Cabin Site.”
4. Post the Word Bank words.

WORD BANK
archaeological site: a place where people lived and left objects behind
archaeology: the scientific study of past human cultures through artifacts and sites
calcium: chemical that is found in milk, bone, and shells

DISCOVER NEW KNOWLEDGE
Archaeological Footprints of Shelters
1. Go over the cover sheet information for PART THREE and look at the data sources students will use in their investigation. Review the meaning of the words archaeology and archaeological site from the Tool Kit lessons.
2. Project the transparency of the “Footprints of Shelters” graphic on the overhead. Explain to students: Just as human feet leave a footprint, shelters often leave a “footprint” in the ground where they were built. The footprint is sometimes visible after the shelter is gone and archaeologists study this footprint to infer what the shelter looked like.
3. The “Footprints of Shelters” graphic shows four structures (a modern house, an Earthfast house, a tipi, and a slave cabin) and the corresponding footprints that archaeologists find on the ground. Modern houses are
usually built on concrete foundations, which are clearly visible. Earthfast houses were commonly built in Virginia and Maryland by European settlers from about 1607 to 1750. They were built using a post-in-ground method, which was easy and inexpensive, but was not very permanent. The post molds are visible in the ground after the structure has disappeared. The Plains Indian tipi was built by leaning numerous poles together in a ‘cone’ shape, then draping an animal hide or canvas covering over the outside of the poles, and then securing the hide covering to the top of the tipi, and to the ground with rocks or wooden or bone pegs. The Poplar Forest Slave Cabin was built by placing large stones at the northwest of the building and supporting the other corners with posts or wooden blocks. Four logs spanned each of the four sides of the building forming the sill and additional logs were stacked on top to build the walls (joined by corner notches). The postholes were probably for wooden blocks to support the lower level of logs (the sill).

4. After the students have a good understanding that buildings of all kinds leave a distinctive trace or footprint on or in the ground, project the transparency of the “Footprint of the Poplar Forest Slave Cabin.” Indicate the word excavate on page 17 and assist students with defining the word and adding it to the Word Bank. Explain that this is the footprint of a cabin found at a large archaeological site excavated at the Poplar Forest plantation in Virginia. The cabin was occupied approximately 200 years ago.

5. Project the “Map of the Poplar Forest Slave Cabin Site.” Explain to students that this is the map that the archaeologists made of the Slave Cabin site in 1993. The process is described for the students on the “Footprint of the Poplar Forest Slave Cabin.” Describe the features on the map so the students understand the basics. Explain to the students why the map is divided into four quadrants.

6. Tell students that all of the data (artifacts and maps) they are using for their investigation are authentic and comes from the archaeological report of the Poplar Forest Slave Cabin Site (Heath 1999).

Classify the Artifacts and Make Inferences
1. Students work in teams of two. Give each group two copies of one of the quadrant maps (Northeast, Northwest, Southeast, and Southwest) along with the corresponding “Artifact Location” and “Artifacts” sheets. All quadrants should be equally distributed among the groups.

2. Students cut out their artifacts. Using the “Quadrant of a Slave Cabin Site” as a guide, students classify their artifacts. Students complete questions 3 and 4.

Construct the Quadrant Maps
1. Have the students look at the “Artifact Locations” table and point out the three columns. Also point out to students that some of the artifacts are represented by a picture of one artifact, but actually equal many artifacts. For example in the Northwest quadrant a picture of one nail equals 60 nails. Explain to the students that they will use the coordinates to do archaeology backwards. Instead of unearthing the artifacts and taking them out of the ground, they will place the artifacts back on the map where they were originally found.

2. Instruct students to find the coordinates of the artifact and use those coordinates to place the artifact in the location it was found during the archaeological excavation of the slave cabin. Glue the artifacts in place, so they will not fall off the quadrant map.

Construct the Entire Site Map
1. Assist students in forming new groups of four and give each group a piece of construction paper. A representative from each quadrant (SE, SW, NE, NW) will comprise each new group. If groups are uneven, you should be prepared to represent the third and/or fourth student.

2. Each quadrant representative places her/his completed quadrant out for observation before presenting the data. By the fourth presentation, students are observing the complete map. Students glue the four quadrant maps to the construction paper to form a complete map of the site.
3. Students now complete question 5 on □ “Quadrant of a Slave Cabin Site.”

4. Using the □ “Slave Cabin Construction,” explain how the cabin was built. Have students compare the reconstruction with the historic photographs on page 8 of their Archaeology Notebooks. How are they similar? How are they different? Tell students that archaeologists used the historic photographs to draw an accurate reconstruction of the Poplar Forest Slave Cabin.

5. Using the □ “How an Archaeological Site is Formed” (pages 21), explain how it became an archaeological site.

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**Reading the Dirt: The Soils of Poplar Forest**

1. Using one of the completed site maps (all four quadrants), draw students’ attention to the northwest quadrant and the types of artifacts that were found there (primarily nails and broken ceramics and a few bone fragments). Ask students: How was this area used? Take a few inferences and record them on a white board.

2. Working with their partners, students read □ “Reading the Dirt.” Help students understand that the maps show greater concentrations of artifacts and calcium. The darker the color, the greater the concentration of each. Assist students with creating a definition for calcium and adding it to the Word Bank.

3. Students use the information to analyze the data and make inferences about the lives of the African Slaves at Poplar Forest. Ask students: There is a lot of calcium on the northwest side of the cabin but not very many bone fragments. Why might that be the case? Help students understand that there probably were lots of bones there, but they have decomposed. The soil at Poplar Forest is very acidic. Archaeologists inferred the presence of bones because of the high levels of calcium in that area.

4. Explain to students: From historical records, archaeologists know that the overseer’s house was located about 100 yards to the east of the house. The slaves built their cabin to face away from the overseer’s house to give them a place to work and socialize with some privacy. Using the background information on page _____, tell students how archaeologists determined how the occupants of this cabin organized and used their personal space.
Meeting Basic Needs at Poplar Forest

1. Return to the “Comparing Cultures” activity sheet from Project Archaeology: Investigating Shelter, Lesson Three (page 38). Have students add a fourth column to the chart and label it “African and African American slaves.”

2. Ask students: How did the enslaved people at Poplar Forest meet their basic needs? Students fill in the chart using what they learned from the archaeological investigation of the Poplar Forest Slave Cabin Site. They should include shelter (the slave cabin) and how it was built to provide some privacy. Their discussion of food should include the gathering of wild plants in the nearby forest and hunting wild animals.

3. Ask students: Did this investigation change your view of life at Poplar Forest? Guide the discussion by emphasizing the ability of the enslaved people to control some of their lives within the confines of slavery and their ability to gather wild plants and hunt wild animals to supplement their diets.

Answer Key for “Quadrant of a Slave Cabin Site: Analyzing the Data”

1. Northwest, Northeast, Southwest, Southeast
2. Example 1: bone fragments, buttons, nails, bricks, plant remains.
   Example 2: food remains, building materials, clothing remnants.
3. Depends on groups in question 2.
4. Examples: bone fragments – animal butchering and cooking; straight pins and buttons – sewing in the cabin; seeds in the storage pits – storing food in the cabin; dishes – eating and preparing food; other.
5. Students will have more complete information about the site. Different types of artifacts may indicate activities different from what they found in their quadrant.

Answer Key for “Reading the Dirt: Analyzing the Data”

1.a. Most of the artifacts are located to the north of cabin, outside of the yard.
1.b. The calcium is concentrated in two places: outside of the yard and near one of the doors.
2. Similarities: Both the artifacts and the calcium are concentrated in the same area (north of the cabin, outside of the yard).
   Differences: The concentration of calcium near the door does not coincide with higher artifact numbers.
3. There are more artifacts on the north side of the cabin because that is where people worked and spent their time. There is more calcium on the north side of the cabin because people must have been butchering animals and cooking in those areas. The calcium near the door may have been a place where trash, especially animal bone, was dumped.
4. The data show that people must have spent most of their time living and working on the north side of the cabin. It looks like they did not spend much time on the south side of the cabin.
### SOUTHEAST QUADRANT

**Artifact Locations**

<table>
<thead>
<tr>
<th>ARTIFACT:</th>
<th>USE:</th>
<th>AREA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stone Pipe</td>
<td>Smoking</td>
<td>B-5</td>
</tr>
<tr>
<td>Bird Bone</td>
<td>Remains of food</td>
<td>A-3</td>
</tr>
<tr>
<td>Beans</td>
<td>Remains of food</td>
<td>A-3</td>
</tr>
<tr>
<td>Nail</td>
<td>Building material</td>
<td>B-4</td>
</tr>
<tr>
<td>Nail</td>
<td>Building material</td>
<td>B-4</td>
</tr>
<tr>
<td>Nail</td>
<td>Building material</td>
<td>B-4</td>
</tr>
<tr>
<td>Nail</td>
<td>Building material</td>
<td>C-5</td>
</tr>
<tr>
<td>Pig Bones</td>
<td>Remains of food</td>
<td>A-4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ARTIFACT:</th>
<th>USE:</th>
<th>AREA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daub With Finger Marks</td>
<td>An earthen mixture used as a building material and for plugging holes</td>
<td>A-5</td>
</tr>
<tr>
<td>Opossum Bones</td>
<td>Remains of food</td>
<td>A-3</td>
</tr>
<tr>
<td>Corn Kernels</td>
<td>Remains of food</td>
<td>A-3</td>
</tr>
<tr>
<td>Grape Seeds</td>
<td>Remains of food</td>
<td>A-4</td>
</tr>
<tr>
<td>Walnut Shell</td>
<td>Remains of food</td>
<td>B-5</td>
</tr>
<tr>
<td>Walnut Shell</td>
<td>Remains of food</td>
<td>B-5</td>
</tr>
</tbody>
</table>
### Southeast Quadrant Artifacts

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grape Seeds</td>
<td></td>
</tr>
<tr>
<td>Stone Pipe</td>
<td></td>
</tr>
<tr>
<td>Daub</td>
<td></td>
</tr>
<tr>
<td>Opossum Bones</td>
<td></td>
</tr>
<tr>
<td>Pig Bones</td>
<td></td>
</tr>
<tr>
<td>Nail</td>
<td></td>
</tr>
<tr>
<td>Nail</td>
<td></td>
</tr>
<tr>
<td>Nail</td>
<td></td>
</tr>
<tr>
<td>Nail</td>
<td></td>
</tr>
<tr>
<td>Walnut Shell</td>
<td></td>
</tr>
<tr>
<td>Bird Bone</td>
<td></td>
</tr>
<tr>
<td>Walnut Shell</td>
<td></td>
</tr>
<tr>
<td>Raspberry Seeds</td>
<td></td>
</tr>
<tr>
<td>Raspberry Seeds</td>
<td></td>
</tr>
<tr>
<td>Raspberry Seeds</td>
<td></td>
</tr>
<tr>
<td>Corn Kernels</td>
<td></td>
</tr>
<tr>
<td>Beans</td>
<td></td>
</tr>
</tbody>
</table>
# NORTHWEST QUADRANT
Artifact Locations

<table>
<thead>
<tr>
<th>ARTIFACT</th>
<th>USE</th>
<th>AREA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1808 Liberty Head Penny</td>
<td>Money</td>
<td>B-1</td>
</tr>
<tr>
<td>Animal Bone Fragment</td>
<td>Remains of food</td>
<td>A-3</td>
</tr>
<tr>
<td>Animal Bone Fragment</td>
<td>Remains of food</td>
<td>A-3</td>
</tr>
<tr>
<td>Animal Bone Fragment</td>
<td>Remains of food</td>
<td>A-2</td>
</tr>
<tr>
<td>Animal Bone Fragment</td>
<td>Remains of food</td>
<td>A-2</td>
</tr>
<tr>
<td>Animal Bone Fragment</td>
<td>Remains of food</td>
<td>C-5</td>
</tr>
<tr>
<td>Animal Bone Fragment</td>
<td>Remains of food</td>
<td>C-5</td>
</tr>
<tr>
<td>Animal Bone Fragment</td>
<td>Remains of food</td>
<td>C-5</td>
</tr>
<tr>
<td>Ceramic Fragment = 53</td>
<td>dishes</td>
<td>A-5</td>
</tr>
<tr>
<td>Ceramic Fragment = 53</td>
<td>dishes</td>
<td>A-4</td>
</tr>
<tr>
<td>Ceramic Fragment = 53</td>
<td>dishes</td>
<td>B-5</td>
</tr>
<tr>
<td>Ceramic Fragment = 53</td>
<td>dishes</td>
<td>B-4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ARTIFACT</th>
<th>USE</th>
<th>AREA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ceramic Fragment = 53</td>
<td>dishes</td>
<td>B-4</td>
</tr>
<tr>
<td>Nail = 60</td>
<td>Building material</td>
<td>C-3</td>
</tr>
<tr>
<td>Nail = 60</td>
<td>Building material</td>
<td>C-2</td>
</tr>
<tr>
<td>Nail = 60</td>
<td>Building material</td>
<td>C-1</td>
</tr>
<tr>
<td>Nail = 60</td>
<td>Building material</td>
<td>C-4</td>
</tr>
<tr>
<td>Button</td>
<td>Clothing</td>
<td>C-1</td>
</tr>
<tr>
<td>Button</td>
<td>Clothing</td>
<td>B-2</td>
</tr>
<tr>
<td>Button</td>
<td>Clothing</td>
<td>C-3</td>
</tr>
<tr>
<td>Button</td>
<td>Clothing</td>
<td>C-4</td>
</tr>
<tr>
<td>Snaffle Bit</td>
<td>Metal mouth piece of a bridle used to direct a horse</td>
<td>B-3</td>
</tr>
<tr>
<td>Tea Bowl Fragments</td>
<td>Serving Tea</td>
<td>C-4</td>
</tr>
<tr>
<td>Ceramic Cup</td>
<td>Tableware</td>
<td>C-3</td>
</tr>
<tr>
<td>Artifact Type</td>
<td>Quantity</td>
<td></td>
</tr>
<tr>
<td>---------------------------------</td>
<td>----------</td>
<td></td>
</tr>
<tr>
<td>1808 Liberty Head Penny</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Snaffle Bit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Button</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tea Bowl Fragments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nail</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>Animal Bone Fragment</td>
<td></td>
<td></td>
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<td>Animal Bone Fragment</td>
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<td>Animal Bone Fragment</td>
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<td>Animal Bone Fragment</td>
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<td></td>
</tr>
<tr>
<td>Animal Bone Fragment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ceramic Fragments</td>
<td>53</td>
<td></td>
</tr>
<tr>
<td>Ceramic Fragments</td>
<td>53</td>
<td></td>
</tr>
<tr>
<td>Ceramic Fragments</td>
<td>53</td>
<td></td>
</tr>
<tr>
<td>Ceramic Fragments</td>
<td>53</td>
<td></td>
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</tbody>
</table>
# SOUTHWEST QUADRANT
Artifact Locations

<table>
<thead>
<tr>
<th>ARTIFACT</th>
<th>USE</th>
<th>AREA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stone Pipe</td>
<td>Smoking</td>
<td>C-3</td>
</tr>
<tr>
<td>Lead Pencil</td>
<td>Writing</td>
<td>C-3</td>
</tr>
<tr>
<td>Shaped and Pierced Stone Disk</td>
<td>Unknown</td>
<td>C-3</td>
</tr>
<tr>
<td>Horseshoe</td>
<td>Metal shoe for a horse</td>
<td>C-4</td>
</tr>
<tr>
<td>Peach pit</td>
<td>Remains of food</td>
<td>C-3</td>
</tr>
<tr>
<td>Peach Pit</td>
<td>Remains of food</td>
<td>C-3</td>
</tr>
<tr>
<td>Nail</td>
<td>Building material</td>
<td>B-2</td>
</tr>
<tr>
<td>Nail</td>
<td>Building material</td>
<td>A-1</td>
</tr>
<tr>
<td>Nail</td>
<td>Building material</td>
<td>B-1</td>
</tr>
<tr>
<td>Nail</td>
<td>Building material</td>
<td>B-4</td>
</tr>
<tr>
<td>Cow Tooth</td>
<td>Remains of food</td>
<td>C-3</td>
</tr>
<tr>
<td>Bricks</td>
<td>Building material</td>
<td>B-4</td>
</tr>
<tr>
<td>Lead Shot</td>
<td>Bullets from shotgun</td>
<td>C-5</td>
</tr>
<tr>
<td>Lead Shot</td>
<td>Bullets from shotgun</td>
<td>C-5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ARTIFACT</th>
<th>USE</th>
<th>AREA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blue Glass Bead</td>
<td>Personal decoration</td>
<td>C-5</td>
</tr>
<tr>
<td>Silver Plated Button</td>
<td>Clothing</td>
<td>C-4</td>
</tr>
<tr>
<td>Cherry Pit</td>
<td>Remains of food</td>
<td>C-4</td>
</tr>
<tr>
<td>Cherry Pit</td>
<td>Remains of food</td>
<td>C-4</td>
</tr>
<tr>
<td>Rabbit Skull</td>
<td>Remains of food</td>
<td>C-3</td>
</tr>
<tr>
<td>Grape Seeds</td>
<td>Remains of food</td>
<td>C-4</td>
</tr>
<tr>
<td>Grape Seeds</td>
<td>Remains of food</td>
<td>C-4</td>
</tr>
<tr>
<td>Straight Pin</td>
<td>Sewing; held clothing closed</td>
<td>A-4</td>
</tr>
<tr>
<td>Straight Pin</td>
<td>Sewing; held clothing closed</td>
<td>A-5</td>
</tr>
<tr>
<td>Bricks</td>
<td>Building material</td>
<td>B-4</td>
</tr>
</tbody>
</table>
### NORTHEAST QUADRANT
Artifact Locations

<table>
<thead>
<tr>
<th>ARTIFACT</th>
<th>USE</th>
<th>AREA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Back Plate for Padlock</td>
<td>Used to lock a door, container, or gate</td>
<td>A-2</td>
</tr>
<tr>
<td>Wine Bottle Glass</td>
<td>Storage container</td>
<td>A-1</td>
</tr>
<tr>
<td>Nail</td>
<td>Building material</td>
<td>C-1</td>
</tr>
<tr>
<td>Nail</td>
<td>Building material</td>
<td>B-2</td>
</tr>
<tr>
<td>Ceramic Plate</td>
<td>Tableware</td>
<td>A-5</td>
</tr>
<tr>
<td>Animal Bone Fragment</td>
<td>Remains of food</td>
<td>A-5</td>
</tr>
<tr>
<td>Animal Bone Fragment</td>
<td>Remains of food</td>
<td>B-5</td>
</tr>
<tr>
<td>Animal Bone Fragment</td>
<td>Remains of food</td>
<td>A-5</td>
</tr>
<tr>
<td>Wine Bottle Glass</td>
<td>Storage container</td>
<td>A-1</td>
</tr>
<tr>
<td>Silver Plated Thimble</td>
<td>Sewing</td>
<td>B-5</td>
</tr>
<tr>
<td>Nail</td>
<td>Building material</td>
<td>B-1</td>
</tr>
<tr>
<td>Nail</td>
<td>Building material</td>
<td>A-4</td>
</tr>
<tr>
<td>Bricks</td>
<td>Building material</td>
<td>C-5</td>
</tr>
<tr>
<td>Bricks</td>
<td>Building material</td>
<td>C-4</td>
</tr>
<tr>
<td>Stone Coffee Pot Fragments</td>
<td>Serving Coffee</td>
<td>A-4</td>
</tr>
</tbody>
</table>

### NORTHEAST QUADRANT ARTIFACTS

- Wine Bottle
- Glass Blue Bead
- Thimble
- Stone Coffee Pot Fragments
- Ceramic Plate
- Back Plate for Padlock
- Nail
- Bricks
- Animal Bone Fragment
Part Four: Today
Instructions for the Teacher

Materials
For Each Student
• □ “Investigating a Slave Cabin: Part Four” (Archaeology Notebook, pages 24 - 26 )

Preparing to Teach
1. Make a copy of □ “Investigating a Slave Cabin: Part Four” for each student.
2. Read the “Reflect on New Knowledge” section below and be prepared to discuss these questions with the students.
3. Post the Word Bank words.

WORD BANK
interpret: to guide others to see or understand in a certain way
preserve: to maintain intact, to protect from injury or harm

REFLECT ON NEW KNOWLEDGE
1. Ask students:
   • Who is Mr. Gregory Jefferson?
   • Why is Mr. Gregory Jefferson included in the investigation of a Slave Cabin?
   • How is Mr. Jefferson’s life different from his ancestors’ life?
   • In what ways are you like Mr. Jefferson? Different from Mr. Jefferson?
2. Have students read □ “The Slave Cabin Today” in teams of two. Students take turns reading the paragraphs aloud to one another and discussing key points. Assist students with defining interpret and adding it to their Word Banks. Point out that words can have more than one meaning (see definition on page 28 of Project Archaeology: Investigating Shelter). Ask students:
   • Why is the history of enslaved people important to African Americans? To all Americans?
   • How could knowledge of enslaved people at Poplar Forest help you think about the present? The future?
3. Have students read □ “Preserving Slave Cabin Sites” in teams of two. Students read silently then discuss the key points of the article. Assist students with defining preserve and adding it to their Word Banks.
4. Ask students:
   • Why is it important to preserve slave cabin sites? From an archaeologist’s perspective? From a descendant’s perspective?
   • Is archaeology an important way to learn about past people? Why or why not?
   • How did you play the role of an archaeologist in this investigation?
   • What archaeological tools did you use to help you in your investigation?
   • What was the best part of the investigation for you and why?
   • Would you change anything about this investigation? If so, what, how, and why?
ASSESSMENT
Instructions for the Teacher

Materials
For Each Student
• “Investigating a Slave Cabin: Assessment” (Archaeology Notebook, pages 27 – 29 )

Preparing to Teach
1. Make copies of all student pages from “Investigating a Slave Cabin: Assessment.”
2. Post the Word Bank word.

WORD BANK
performance standard: basis for measuring your work

ASSESSMENT
1. Go over the cover sheet information for the ASSESSMENT.
2. Go over the “Final Composition” and performance standards and help students understand directions, expectations, and any words with which they may not be familiar. Assist students with defining performance standard and adding it to their Word Banks.
3. Have students complete drafts of their expository compositions in class or as homework. Check the draft and make suggestions for changes and improvements. Have students revise their compositions and submit them for a final grade.
4. Repeat the process for “Bringing the Past into the Future.”
The Final Performance of Understanding is the culmination of students’ investigation of shelter. Working in groups, students will use a role play and a debate to demonstrate their grasp of all the enduring understandings.

Materials
For each Group
- 📒 Role Cards (page 29) this volume or in the shelter investigation of your choice
- 📒 Final Performance of Understanding (page 30) this volume or in the shelter investigation of your choice

Preparing to Teach
1. Find the appropriate Final Performance of Understanding materials in this volume or in the shelter investigation of your choice.
2. Make enough copies of the 📒 “Role Cards” and the 📒 “Final Performance of Understanding” on card stock to distribute one to each group of four.

FINAL PERFORMANCE OF UNDERSTANDING
Note: Lesson Nine: Stewardship is Everyone’s Responsibility in Project Archaeology Investigating Shelter should be taught before doing the Final Performance of Understanding.

1. Distribute the 📒 “Final Performance of Understanding” to students/teams.
2. Summarize the Final Performance of Understanding. Divide students into groups of three or four and assign roles (Reader, Recorder, Timekeeper, and Rubric Checker, and Presenter) to each group member. Students may need to perform more than one role.
3. Distribute one role card to each group. Some groups may receive the same role card.
4. The reader will read the role card to their group.
5. Read the “Shelter Dilemma” to the whole class or assign students to read aloud.
6. Go over the performance standards for the Final Performance of Understanding with the students.
7. Allow students time to solve the dilemma and write their speech.
8. Call a “City Council” meeting of the whole class. You may want to act as the mayor or you may assign a student to play the role. Establish the rules:
   a. no interrupting.
   b. be brief and to the point.
   c. speeches may not exceed a specified time limit (1 to 2 minutes).
9. Each group presents their speech. After all groups have presented, allow time for each group to respond (1 minute or less).
10. Ask students to choose one or two words (e.g., science, history, progress, religion) that describe the value with which their group is most concerned. Point out that each of these values or concerns has validity—there are no right or wrong answers. Remind students that being a responsible citizen means understanding all perspectives about an issue before making a decision.
11. If time permits, have students rotate roles and repeat the process, so they have an opportunity to consider the issue from yet another perspective; this will also prevent them from identifying solely with one role.
12. As a whole class consider each perspective and create a plan that would address the concerns of as many groups as possible.
Role Cards

<table>
<thead>
<tr>
<th>African American Community</th>
<th>Archaeologists</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are the African American community and you consider the site an important symbol of your history. You want the land to be left alone.</td>
<td>You know that most slaves lived in cabins. You think there may be remains of other slave cabins under the soil. You would like to preserve the site.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>New Families</th>
<th>Developers</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are the new families who have moved to town to take new jobs. You are living in apartments and are looking forward to buying one of the new homes.</td>
<td>You are the developers and you have a permit to build homes for the new families who need them. You are ready to begin building on the site.</td>
</tr>
</tbody>
</table>
Imagine there is a slave cabin site outside a small town that is growing. Most of the land around the city is owned and farmed by private individuals. However, the city owns the land on which the slave cabin site is located. The city council wants to build homes on this land for the new people moving into town. They have announced their plan and have invited community members to share their thoughts and feelings about this plan.

A long time ago the site was a slave cabin. The site is important to the African American community because it is a symbol of their past. They want the land left alone.

Archaeologists think there may be remains of other slave cabins under the soil. They know that the other slave cabins will be destroyed when the land is cleared for new houses. They would like to preserve the slave cabins. If the sites can’t be avoided, the archaeologists would like to excavate and study the slave cabin sites before they are destroyed.

Several families have moved to town to take new jobs. They are currently living in apartments and are looking forward to buying one of the new homes.

The developer has a permit to build and is ready to begin building on the site.

Your Task Write a persuasive speech from your point of view. You will present your speech at a City Council meeting.

Performance Standards
- **Introduction** – Our introduction tells who we are (our role). It tells why we are making a presentation to the city council about the building project.

- **Argument and Support for Argument** – Our speech clearly tells what we think should happen to the site. Our speech clearly tells why we think and feel the way we do.

- **Voice** – We use powerful words to help our listeners understand how important our idea is to us.

- **Conclusion** – We conclude with a statement that reminds the listener in just a few, powerful words:
  - who we are
  - what our idea is
  - why we think it is the best idea.
References


