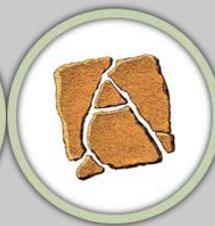


San Diego  
Archaeological Center

# WATERSHED EXPLORERS



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## SAN DIEGO ARCHAEOLOGICAL CENTER WATERSHED EXPLORERS

### OVERVIEW

At the San Diego Archaeological Center, students get to experience field methods used in archaeology. The site visit begins with a self-guided tour through the museum, which introduces the region's 10,000-year history through a series of fascinating exhibits. Next, students will be taken to mock excavation units where they will learn how to record, map, and analyze an archaeological site in order to answer original research questions. The program will end with students sharing their conclusions about the sites and a discussion about protecting and preserving our cultural resources.

### Objectives

Students will:

- learn about the cultural history of San Diego;
- become familiar with archaeological inquiry and hypothesis formation
- learn how to map and record an excavation unit of an archaeological site;
- practice observation and inference skills in order to determine site activity; and
- gain an understanding of the importance of cultural resource protection and preservation

### California Educational Standards

Note: This program can assist with meeting the following History-Social Science Content Standards for California Public Schools:

#### Grade 5:

- Chronological and Spatial Thinking Standards K-5.1, K-5.2, K-5.3
- Historical Interpretation K-5.1, K-5.2, K-5.3
- US History and Geography 5.1.1

#### Grades 6-8:

- World History and Geography 6.1.1, 6.1.2
- Historical Interpretation 6-8.2

#### Grades 9-12:

- Chronological and Spatial Thinking 9-12.1, 9-12.2
- Historical Research, Evidence, and Point of View 9-12.1, 9-12.2
- Historical Interpretation 9-12.2, 9-12.3

## INTRODUCTION

### **San Diego Archaeological Center**

The San Diego Archaeological Center is a curation facility and museum where visitors can learn the story of how people have lived in San Diego County for the past 10,000 years. In addition to its role as a museum, the Center serves as an education and research facility and is the only local organization dedicated to the collection, study, curation, and exhibition of San Diego County's archaeological artifacts.

In 1998, the Center took on a formidable task: resolving The Curation Crisis. Excavated artifacts that had been neglected for over 30 years needed to be returned to the status of cultural resources. The Center was purpose-built to effectively preserve, manage and use archaeological collections and is considered a model institution at the local, state and national level.

Their vision is to sustain an archaeological center where artifacts will not only be cared for in a state-of-the-art environment, but where scientific research can be facilitated and the public can enjoy learning about the prehistory and history of the San Diego region through educational programs and museum quality exhibits. The Center's greatest contribution to the community is providing tangible history. The Center recognizes and respects the cultural diversity of the community we serve—past, present and future. They strive to offer a balanced interpretation of history using artifacts as visual and tactile evidence of the people of San Diego and our common humanity.

## ACTIVITIES

### 1. Introduction (15 minutes)

Introductory presentation will be given about the scientific field of archaeology, the function and role of SDAC within the community, and the importance of protecting cultural resources.

### 2. Archaeology Quest (45 minutes)

Students will complete *Archaeology Quest*, a tour of the museum introducing the region's 10,000-year history, as well as see the current display on Fort Guijarros, a structure built by the Spanish military, which later became home to soldiers, whalers, and fisherfolk. They will also explore the interactive exhibits in the children's museum, learning about archaeological methods and techniques.

### 3. Excavation Unit Mapping and Analysis (60 minutes)

#### a. Inquiry

Students will select original research questions they would like to answer about their excavation units and develop a hypothesis to test. They will learn the importance of context and how to determine site activity based on their observations.

#### b. Unit Recording and Mapping

Students will learn about archaeological field methods and then record and map their own excavation unit. They will use this information to test their hypothesis and infer about other possible site activities and characteristics. After, they will share their conclusions with the rest of the group. Activity will end with a discussion about cultural resource preservation

## VOCABULARY

**archaeological site:** a place where human activity occurred and material remains were left

**archaeology:** the study of artifacts and sites to learn how people lived in the past

**artifact:** anything made or used by humans

**context:** the relationship artifacts have to the situation in which they are found

**association:** the relationship artifacts have to each other in the archaeological record

**datum:** something to use as a basis for measuring

**hypothesis:** a proposed explanation accounting for a set of facts that can be tested by further observation

**inference:** a conclusion derived from observations

**observation:** recognizing or noting a fact or occurrence

**plan map:** a map of an archaeological site or feature as seen from a bird's eye view

**scale:** a ratio of size in a map

## REFERENCES & SUGGESTED READINGS

### **Archaeology**

San Diego Archaeological Center: <http://sandiegoarchaeology.org>

Archaeological Institute of America – Education:  
[www.archaeological.org/education](http://www.archaeological.org/education)

Archaeology for Educators:  
<http://www.saa.org/publicftp/PUBLIC/educators/index.html>

The Archaeology of Volcan Mountain:  
[http://calfire.ca.gov/resource\\_mgt/archaeology-volcan\\_archaeology](http://calfire.ca.gov/resource_mgt/archaeology-volcan_archaeology)

National Park System Archeology Program - Teacher Resources:  
<https://www.nps.gov/archeology/public/teach.htm>

Project Archaeology website: <https://projectarchaeology.org>

Smith, Shelley et al. 1993. *Intrigue of the Past: A Teacher's Activity Guide*, Project Archaeology. US Dept of the Interior, Bureau of Land Management.

### **San Diego Native American History:**

Chronology of the Indigenous Peoples of San Diego County, University of San Diego. Available online at: <http://www.sandiego.edu/native-american/chronology/>

Hoffman, GERALYN Marie and GAMBLE, Lynn H. 2006. *A Teacher's Guide to Historical and Contemporary Kumeyaay Culture. A Supplemental Resource for Third and Fourth Grade Teachers*. San Diego, CA: San Diego State University. Available online at <http://irsc.sdsu.edu/docs/pubs/KumeyaayGuide.pdf>

Shipek, Florence Connolly. 1991. *Delfina Cuero: Her autobiography, an account of her last years, and her ethnobotanic contributions*. Menlo Park, CA: Ballena Press.

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