

# Archaeology Field School

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James Madison University | Anth 494

*Taught at James Madison's Montpelier*

MARK A. TRICKETT, PH.D. (FIELD DIRECTOR)



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# INTRODUCTION

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The James Madison University Archaeology Field School has a long history at Montpelier. For over twenty years, starting in 1987, students have come to *James Madison's Montpelier* to gain a basic understanding of archaeological field techniques and how these are applied to understanding the function and use of a site. Students spend approximately three-quarters of the program in the field excavating, and the remainder in the archaeology laboratory processing archaeological samples and in lectures. This multi-faceted approach has been designed to promote a comprehensive, immersive learning experience.

This syllabus packet is designed as a comprehensive guide to the JMU Archaeology Field School at *James Madison's Montpelier*, and contains links to the preparatory and continued readings, information on the course instructors, learning objectives for the thematic syllabus, as well as details on lodging, schedule, and the grading rubric.

- **Course Instructors** — Includes photographs and a short biography for the course instructors (p3).
- **Learning Objectives** — The overall learning objectives for the Archaeology Field School (p7).
- **Readings & Assessment** — The field school requires a number of preparatory and continued readings. These are described in this section, along with an initial pre-field school assessment that is to be completed by the student (p15).
- **The Archaeological Site** — An introduction to the archaeological site that will be excavated as part of the Archaeology Field School (p9).
- **Weekly Syllabi** — Separated into Week 1 (p16), Week 2 (p19), Week 3 (p20), Week 4 (p23), and for those students taking the 5-credit course, Week 5 (p25). Each week is associated with a specific learning objective, or theme, that is paralleled with lectures and course assessment materials.
- **Grading Rubric** — This section details how the various aspects of the field school are used to provide your final grade (p27).
- **Summary of Lectures/Tours**—A summary of the information presented in the previous section on *Weekly Syllabi* (p31).
- **Daily Schedule** — What is expected from the student on a day-to-day basis (p29).
- **Accommodations** — Information on the housing provided as part of the field school, what you need to bring, and your duties while living in the housing (p33).



# COURSE INSTRUCTORS

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The JMU Archaeology Field School or Anth 494 (A, B, and C) is an accredited course through James Madison University. The instructor of record for JMU is Professor Clarence Geier; the author of the syllabus and instructor from JMU is Adjunct Assistant Professor, Mark A. Trickett. The instructors for the course also include the Montpelier Archaeology Department, which consists of eight professional archaeologists and assistant field or laboratory technicians.

The archaeology staff works alongside field school students, typically at a ratio of two or three students per staff member, allowing for continuous instruction and supervision. This close interaction has been integral to the success of the JMU Archaeology Field School at *James Madison's Montpelier*.

## **CLARENCE GEIER, PH.D., PROFESSOR OF ANTHROPOLOGY**

Clarence Geier (aka “Doc”) has been running field schools through James Madison University since 1987. His long and distinguished record in historical archaeology, especially in the area of Civil War camps and battlefields, has made a lasting impact on the program here at Montpelier.



## **MATTHEW REEVES, PH.D., DIRECTOR OF ARCHAEOLOGY**

Matt has been the Director of Archaeology since 2000 and is in charge of the overall archaeological research at *James Madison's Montpelier*. Serving as the principal investigator for archaeology on the property, in the field school Matt gives a number of the lectures and works with the field director to ensure that the field school is working towards the over-arching research design.



Over the past two decades, Matt’s research has focused on plantation life and Civil War encampments with an overall focus on sites of the African Diaspora (both pre- and post-emancipation). Prior to being the Director of Archaeology at Montpelier, he directed projects at Manassas National Battlefield Park, Jefferson Patterson Park, various New York DOT projects, and has worked on a wide variety of historic and prehistoric sites in Maryland, Virginia, New York, and Jamaica. His doctorate is from Syracuse University and focused on 19<sup>th</sup>-century slave settlements in Jamaica that he spent two years surveying and excavating.

## **MARK A. TRICKETT, PH.D., FIELD DIRECTOR**

Mark has worked in the Montpelier Archaeology Department since 2004, serving in various capacities until 2008 where he became the Field Director. During the field school Mark will be serving in a number of capacities. First, as Field Director at *James Madison's Montpelier* Mark will be the principal investigator at the site, working with Dr. Reeves to ensure that the excavations maximize the research design for the site. Secondly, Mark will be acting in his capacity as an adjunct assistant professor at JMU and is the author of the syllabus.



Although his current interests are targeted towards historical and military archaeology, Mark's primary interest and specialism is within the field of forensic anthropology and isotope biogeochemistry for the interdisciplinary study of human remains (the subject of his doctoral work from the University of Durham, United Kingdom). Before coming to America, Mark worked on sites in England, Ireland, Italy, and Borneo, encompassing a range of sites from prehistoric through to the historic period, and covering multiple cultural contexts. Mark's interests encompass a broad range of topics, including the digital heritage industry and the application of recent technologies to archaeological recordation, phenomenological ordering of space and its application to plantation, and the multidisciplinary study of cultural contexts at Montpelier.

## **KIM TRICKETT, B.S., ARCHAEOLOGY LAB MANAGER**

Kim completed the Montpelier Archaeology Field School in 2004 with James Madison University. Her second field school was in Shenandoah National Park in 2004 and focused on prehistoric artifacts. She graduated from James Madison University in 2007 with a degree in Anthropology and minor in Historical Archaeology. She worked as a field archaeologist at Montpelier in the summer of 2005, and began as the Archaeology Lab Manager in May 2007. She has worked on various JMU-sponsored historic and prehistoric sites both in the field and the lab. She maintains a strong interest in museum studies, public archaeology, and historic preservation. Kim has recently completed her MA in Museum Studies.



During the field school Kim is responsible for the running of the archaeology laboratory, and giving the lecture on 18<sup>th</sup>-and-19<sup>th</sup>-century ceramics.

## **MATT GREER, B.A., ARCHAEOLOGIST**

Matt obtained his BA from the University of Mary Washington in 2009 with a degree in History. He completed his field school at Stratford Hall Plantation in 2008. Following his graduation, he worked for several contract firms conducting archaeology across the East Coast until starting at Montpelier in March, 2011.



During the field school, Matt will be responsible for instructing students and will coordinate with the field director on the excavation of the archaeological site.

## **KIRA RUNKLE, B.A., ARCHAEOLOGIST**

Kira obtained her BA from Mary Washington College in 2009 with a degree in Anthropology. She completed her field school at Stratford Hall Plantation. Following the field school, she worked as a staff archaeologist at Mount Vernon.



As with Matt Greer, during the field school Kira will be responsible for instructing students and will co-ordinate with the field director on the excavation of the archaeological site.

## **JESSE HARRIS, B.A., ARCHAEOLOGIST**

Insert biography when available.

## **JEANNE HIGBEE, B.A., ARCHAEOLOGIST**

Insert biography when available.

## **KATIE SEEBER, B.A., ARCHAEOLOGIST/LABORATORY TECHNICIAN**

Insert biography when available.



# LEARNING OBJECTIVES

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The Montpelier Archaeology Field School draws together a practical, experiential course in field techniques and couples it with educational topics designed to provide students with an introduction to the scope and nature of archaeological field investigations.

Five primary education topics and objectives have been selected that will be the focus—the learning objectives—for the field school. These topics were developed with the goal of enabling you to acquire skills and, most importantly, a framework of knowledge that will be of use to you both in your academic career and in your search for archaeological employment.

The *learning objectives* for the JMU Archaeology Field School are therefore:

## **ARTIFACT IDENTIFICATION**

Students will learn the basic artifact types found on 18<sup>th</sup>-and-19<sup>th</sup>-century historic sites, focusing on those from an African-American context. Through the identification of the type and nature of the artifact, archaeologists can understand the function of the site as well as give archaeologists insight into the lifeway's of the site's inhabitants.

## **SOILS AND STRATIGRAPHY**

Soil formation processes and how individual layers become deposited over time, either deliberately or naturally, is at the heart of the interpretation of an archaeological site. Students will learn about the identification of different soil types and the laws of stratigraphy that allow archaeologists to not only constrain and understand the excavation of the site, but also how they use stratigraphy to interpret chronologies.

## **SITE INTERPRETATION**

By the third work of the field school, students should be looking beyond their individual unit at patterning over the archaeological site in general. In terms of field records this is represented by an understand of *site stratigraphy*, a tool for understanding, interpreting, and integrating all of the layers that have been excavated in individual units.

## **ASSEMBLAGE ANALYSIS**

The artifacts and how they are related through stratigraphy—both horizontal and vertical—are critical in interpreting the function of the site and the nature of individual lifeway's at the site. Students will be introduced to how spatial analysis of the archaeological assemblage can allow archaeologists to construct an interpretive framework for the results of excavation and post-excavation analyses.

## **SURVEY TECHNIQUES**

The field of archaeology has, over the past two decades, been developing with not only the adoption of new technologies and techniques, but also by the integration of survey techniques that have long-since been considered the black sheep of archaeology. Students will therefore be exposed to a number of distinct survey techniques, including mapping through the use of a total station/electronic distance measurer, metal detecting, and the results of geophysical survey.

# THE ARCHAEOLOGY SITE

The area that will be the focus of the archaeology field school in 2012—and the broader excavation programs of the Montpelier Archaeology Department throughout the field season—has been known by various names throughout its excavation history: the Field Slave Quarter; the Tobacco Barn Quarter; the Brick Clamp; and, finally, by its site code, 44OR333. Excavations and archaeological survey (shovel test-pit and limited metal detector survey) were performed in 2004 and 2005, but further explorations had to be postponed as preparations were made for the construction of the current Montpelier Visitor Center. Explorations conducted at the site determined that its extent and importance warranted protection and further investigation.

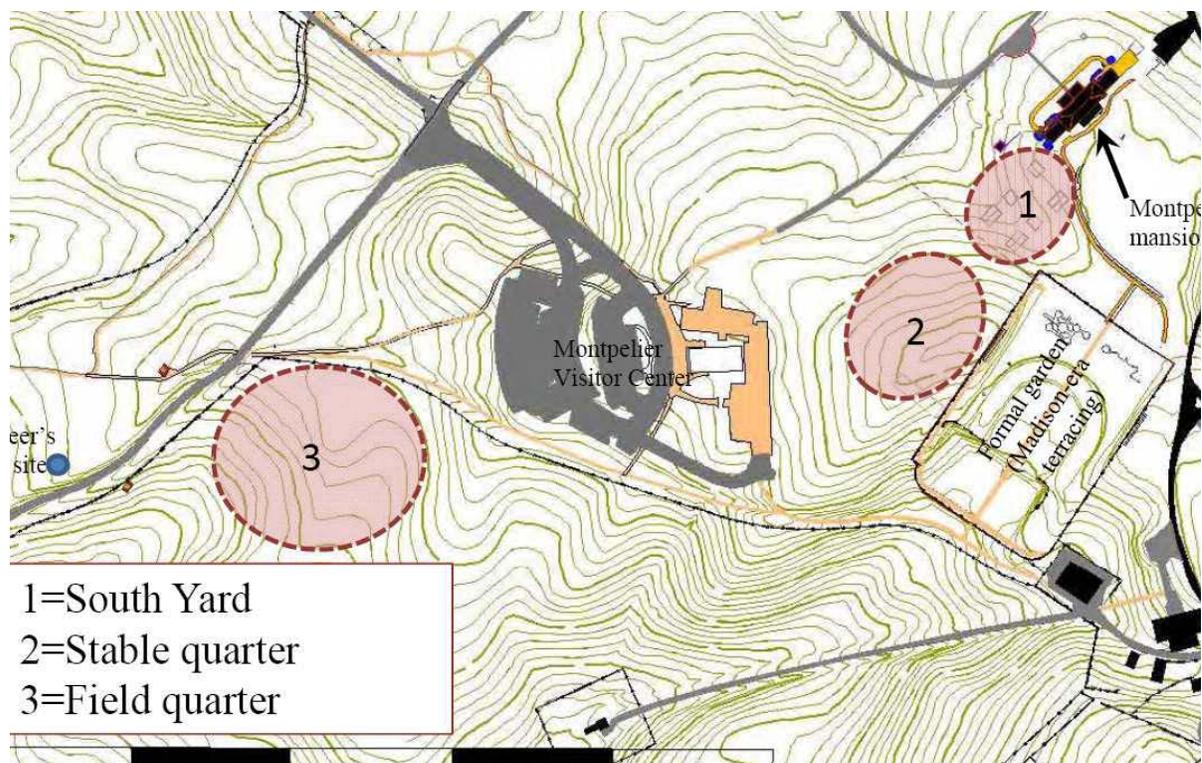


Figure 1: Map of the archaeology site (3) in respect to the Montpelier mansion and the quarters for the domestic slave quarters (1) and the quarters for artisans/skilled laborers (2).

With the successful application for an NEH grant, the in-depth investigations of the Tobacco Barn Quarter are now possible as part of a three-year project to study the enslaved community at Montpelier.

## HISTORICAL BACKGROUND

The historical background for this site principally comes from a description written by a traveler to Montpelier in 1871. In this article, he describes walking from the Madison Family

Cemetery to the rear of the garden—presumably following the 1720s road trace or what is currently referred to as Mountain Mill Road:

*“I lingered a while in the little brick-walled graveyard. Not a living being was visible. Everything was profound still and sad. Being told that the house was near at hand, though no sign of it could be seen, I walked onward, passing on the way a broken down tobacco house—itsself a monument of a crop no longer grown in Orange. The terraced garden slopes upward from the rear and so does the lawn adjacent to it, concealing the house perfectly until you are right upon it, when it takes you by complete surprise”<sup>1</sup>*

Within this document, no mention was made of any quarters still being present in the area making it likely that after some 30 years after abandonment, very little was left of the quarters. Given the history of a tobacco barn being in this area, the name “Tobacco Barn Quarter” was initially chosen for this site.

## **PREVIOUS ARCHAEOLOGY**

The area between the Mount Pleasant site (location of Madison Family Cemetery) and the Montpelier mansion has around a half-dozen 18<sup>th</sup>- and early-19<sup>th</sup>-century archaeological sites that relate to the agricultural operations of the Montpelier plantation. Archaeological surveys have resulted in the location of at least three slave quarters, a craft or stable complex, a processing area of unknown function, and two historic road traces. All but one of these sites—the overseer’s house—has been located and identified using solely archaeology. The overseer’s house was identified on an plat from 1844 as being located in the vicinity of the Madison Family Cemetery, and archaeological survey reveals a scatter of late-18<sup>th</sup> and early-19<sup>th</sup>-century ceramics that are likely associated with this complex.

Archaeology conducted at the sites between Mount Pleasant and the Montpelier mansion suggest they were in use from the 1760s—the time when the Montpelier Mansion was built and the Madison family moved from Mount Pleasant to the current mansion—through to the sale of the plantation from Madison hands in 1844. The overseers house, as mentioned above, seems to parallel this dating evidence. Following the 1840s, the area between Mount Pleasant and the Montpelier mansion no longer appears to have served as the agricultural complex for the plantation. The late 1840s brought large-scale reorganization to the estate and at that time the area to the northeast of the mansion—present-day location of the Constitutional Village, Lewis Hall, and the archaeology laboratory and office—began to be developed as the new agricultural center. Maps from the 1860s bear this change out with this area designated as “Negro Quarters,” which have also been identified in archaeological survey.

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<sup>1</sup> Bagby, D.G.W. 1872. The Home of Madison in 1781. *Lippincott’s Magazine*.

As an agricultural complex, the area between Mount Pleasant and the Montpelier mansion would have served several purposes. For the enslaved population, many of the field hands working at the home quarter<sup>2</sup>. Sites 1-4 are some of the quarters for field slaves that have been located by archaeological survey. It is likely that several other slave quarters were located in this area and have simply not been located yet. In addition to slave quarters, archaeological surveys identified the location of a potential craft complex (Carpentry and wheelwright shops, weaving houses, and stables) in the area between the visitor center construction area and the Montpelier mansion.

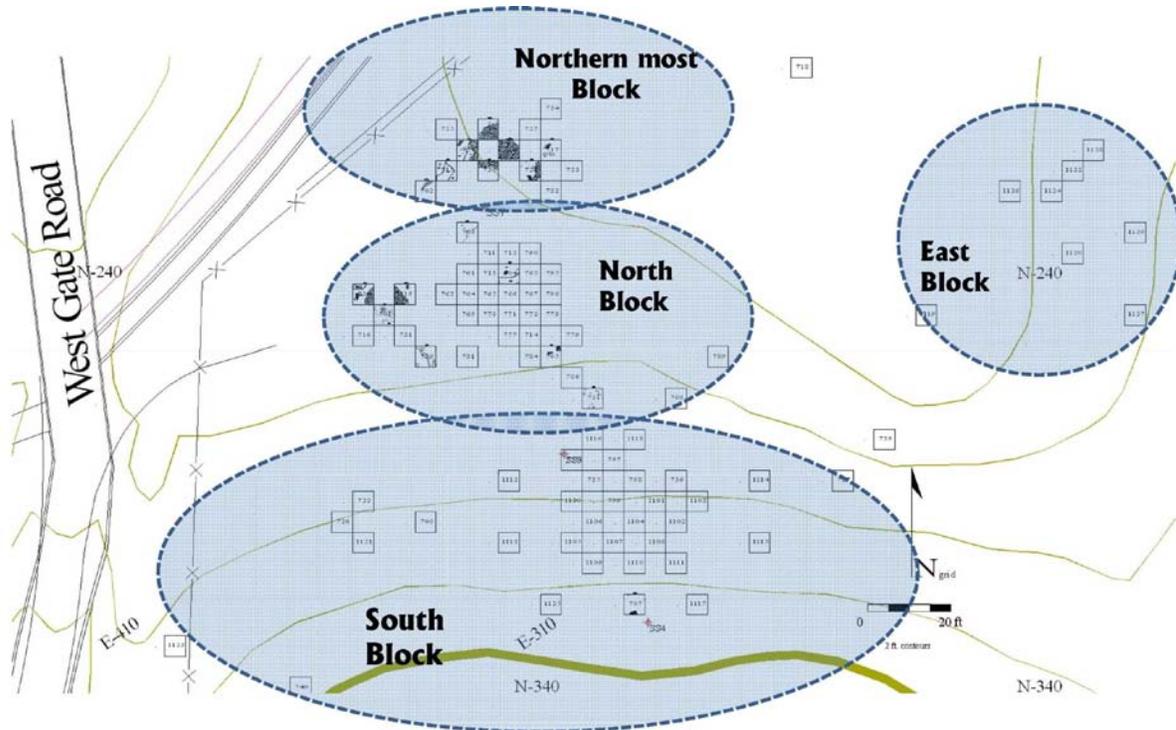


Figure 2: Map showing the positions of the 2004-2005 excavations.

### **2004 Field School and Season**

Initial shovel test-pit survey prior to the JMU field school on 10' intervals identified a number of shallow features and strata that were interpreted as layers of "plow-zones." When these areas were explored with 5x5' units, they were shown to include potential hearths, concentrations of artifacts, and areas of potential structures. Rather than plow zone, the site contained intact 18<sup>th</sup>-and-19<sup>th</sup>-century stratigraphy, and the plow-zones seemed to represent a 19<sup>th</sup>-century yard surface overlain by 160 years of topsoil accumulation

The JMU field school subsequently explored the core area of the site in an attempt to understand what was going on in key areas of the site prior to moving into those areas that

<sup>2</sup> During Madison's day, Montpelier was divided into several operational units known as "quarters". The area around Mount Pleasant was known as the "Home Quarter" while other portions of the estate were known by different names such as, for example, "Black Level" and "Sawney's Quarter."

were underneath the footprint of the proposed road to the planned Visitors Center. It was also determined that further work would be required to assess this area.

### **2005 Excavation Season**

The 2005 excavation season began with extending the shovel test pit survey to the south of the area tested during the summer of 2004. This testing revealed that the undisturbed deposits located in the core area of the site extended to the south and overlay an unusual set of “colluvium” or washed silt layers. Prior to the 2005 JMU field school, units began to be opened in this southern area to expose deposits encountered through shovel test pits. There were only 6-8 units opened prior to the beginning of the JMU field school.

The focus of the 2005 JMU field school was to fully expose the pebble yard deposits found in the southern portion of the site just outside of the impact area for the access road. During the field school, the extent of the pebble surface was fully exposed and then removed to reveal a pit feature. This feature began its life as a borrow pit—thereby strongly suggesting the presence of nearby log structure—and was later used as a trash pit during the occupation of the site.

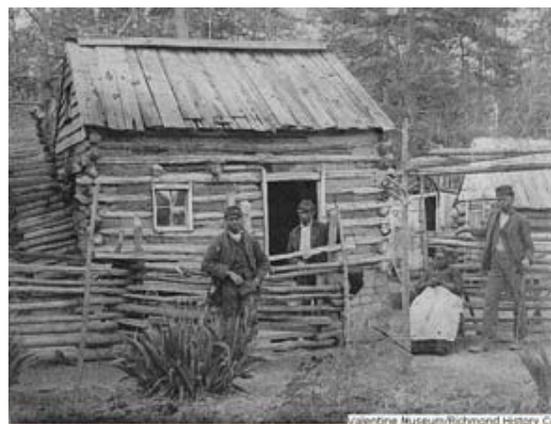


Figure 3: Typical home for enslaved field laborers in Virginia (courtesy of the Valentine Museum).

Following the JMU field school, excavations revealed a continuous line of features, artifact deposits, and intact stratigraphy throughout the proposed road corridor. As excavations progressed, the complexity of the site was made more than apparent.

In parallel to the testing of the core site, extensive metal detector surveys, shovel test-pits, and excavation units were being placed in the ridge to the east of the site indicating that the undisturbed deposits extended much further in this direction. This clearly indicated that the complex was the remains of the Madison-era farm complex of “home quarter.”

## **PROPOSED SCOPE OF RESEARCH**

The excavations and survey carried out during 2004 and 2005, while extensive, were an attempt to define the extent of the site. The only completely-excavated area consisted of a single feature—Feature 1, likely a borrow pit for clay subsequently back-filled with domestic trash and ash—with only limited areas exposing cultural surfaces (e.g. yards). What excavations failed to define were the exact position of structures associated with the complex.

As a result, while interpretations of site stratigraphy can be made, difficulty exists in making solid interpretations of data patterns found at the site, especially artifact distributions. Further excavations and survey are necessary to fully understand the results of the 2004-2005 season with reference to the location of domestic and other structures. Once

structures can be defined, including yard structures such as fence lines and coups, the artifact data can be better interpreted for its spatial significance.

The 2012 field school will be preceded by an extensive series of Phase I archaeological survey including:

- *Gridded Metal Detector Survey.* Prior surveys at Montpelier have proven the efficacy of metal detector survey to reveal the location of work yards and the likely location of structures. The entire “OR333” field system will be metal detected on a 10’ grid, artifact densities plotted, and artifacts sampled for subsequent identification of the function of a given area.
- *Shovel Test-Pit Survey.* Areas identified as being domestic areas, such as with a structure of some form, or otherwise deemed as warranting further exploration because of the uniqueness of finds, will have a gridded shovel test-pit survey to identify the core of the site as well as give insight into the stratigraphy of the area.
- *Resistivity Survey.* Areas identified as containing a high likelihood of structural remains will have a transect-based resistivity survey on a 2.5’ increment performed in the immediate environs in the hopes of identifying subsurface features.

Once the likely areas of structural remains have been identified, Phase II and Phase III excavations will take place to identify the type of structural remains as well as to identify cultural deposits associated with the inhabitants of these structures. The ultimate goal of the excavations is to provide a comparative set of evidence such that the various sub-communities of African Americans at *James Madison’s Montpelier*.



# READINGS & PRE-FIELD SCHOOL ASSESSMENT

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The JMU Archaeology Field School comes with a number of preparatory and continual readings. You will have a more successful experience by familiarizing yourself with all of these materials prior to arriving at the field school, though the continual readings will likely only make sense in your first few days of excavation.

## PREPARATORY READINGS

The following readings should be read before the first day of field school and will be necessary for the completion of the pre-field school assignment, below. You do not need to print these out if you are comfortable with reading on-screen, but you will need to read them.

- *Executive Summary* (Chapter 2) from Trickett, M.A. 2012. *Homes Apart: Excavation of Montpelier's Southeast and Southwest Duplex-Homes for Domestic Slaves, 2011*. [Download]
- *Results* (Chapter 5) from Marshall, A. 2011. *Between the Mansion and the Field: A house-based archaeological investigation exploring the lives of African Americans enslaved at Montpelier plantation during the 19<sup>th</sup> century*. [Download]
- *Introduction* (Chapter 1) and *Historical Background* (Chapter 2). Barton, J. and Reeves, M.B. 2009. *Phase II Report for the Madison Field Quarter Site (44OR333-Tobacco Barn Quarter): Excavation Seasons 2004-2005*. [Download]
- Reeves, M. 2009. *A Brief Landscape History of Montpelier*. [Download]
- Reeves 2011. *Unearthing a Community of Households—archaeology of Slaves Homes at James Madison's Montpelier*. [Download]

## CONTINUAL/REFERENCE READINGS

These readings should be printed out and preferably placed in a binder. They will be used almost every day during the field school and will serve as a subsequent valuable resource for students interested in continuing in archaeology.

- Trickett, M.A. 2012. *Field Methods at Montpelier*. [Download]
- Trickett, M.A. 2011. *Guide to Recording Archaeological Deposits*. [Download]
- Trickett, K.A. 2010. *Archaeology Laboratory Methods Guide*. [Download]

## PRE-FIELD SCHOOL ASSIGNMENT

The following questions should be answered in a short- to medium-length paragraph and are due upon your arrival at Montpelier. Answers should be typed and printed out. Electronic submission will not be accepted.

1. *What were the primary differences between the 18<sup>th</sup>-century Georgian landscape of Madison Sr., and the early-19<sup>th</sup>-century Picturesque landscape of Madison, Jr.?*
2. *What kind of information is recorded on an artifact or other sample bag? What is the significance of each line of information?*
3. *What happens to artifacts when they are taken to the archaeology lab, and in what ways are the different types of artifacts cleaned?*
4. *What is a Munsell chart and what purpose does it serve?*
5. *What is the difference between excavation by arbitrary levels and excavation by stratigraphic levels?*
6. *What happens to a soil sample when it is taken to the archaeology laboratory? What are the steps in processing it?*
7. *What is the predominant type of field form that you will be using, and what purpose does it serve?*
8. *What are some of the differences between the slave homes found in the Stable Quarter vs. those found in the South Yard?*
9. *How do we know that structures in the South Yard had raised wooden floors and that at the Stable Quarter the cabin had a clay floor?*

# WEEK 1

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The first week of field school focuses on basic archaeological field techniques that will form the basis of the subsequent weeks, as well as introducing the student to the daily processes and procedures of an archaeological site.

## LEARNING OBJECTIVES

The first week represents one in which the student will be exposed to a great deal of new information. This can be daunting at first, perhaps more so when coupled with the unique pressures and requirements of team work by day, living together by night.

Learning objectives for this week include:

- Opening and closing of the archaeological site.
- Basic excavation techniques such as shovel-skimming, troweling, and dry-screening.
- Familiarity with field documentation, most particularly the stratigraphy sheet and the field journal.
- Preparation and recording of archaeological samples.
- Identification of 18<sup>th</sup>- and 19<sup>th</sup>-century artifacts.

To get the most out of the field school, a student should critically analyze each step in the process and, where necessary, ask questions of the staff archaeologists.

## LECTURES

There are three lectures in the first week of the field school:

- **Introductory Lecture**, by Matt Reeves. A basic introduction to protocols while participating in the field school at *James Madison's Montpelier*.
- **18<sup>th</sup>- and 19<sup>th</sup>-century Ceramics**, by Kimberly Trickett. Initially focused on ceramic types and forms that will likely be identified at the archaeological site, the lecture also goes on to understand ceramic typology and decorative styles in colonial America.
- **18<sup>th</sup>- and 19<sup>th</sup>-century Non-Ceramic Artifacts**, by Matt Reeves. Too large of a topic to cover generally, this lecture will focus on the type of personal, domestic, and utilitarian artifacts that might be found at the archaeological site.

## REQUIRED READINGS

The chapters on *British Ceramics* and *Chinese Export Ceramics* are required reading for this week, and derive from:

Hume, I.N. 1991. *Guide to Artifacts of Colonial America*. [Download]

## ARCHAEOLOGY TOURS

Two tours are scheduled for the first week:

- **Mansion tour**, by Montpelier docents. No visit to Montpelier will be complete without a visit to the lifelong home of the “Father of the Constitution.”
- **Plantation tour**, by Mark A. Trickett. An introduction to the archaeology of the field slave quarters and the nearby Mount Pleasant site.

## ASSESSMENT

Students will take a short *Artifact Identification Exercise* by **Wednesday of Week 2**, and are encouraged to utilize the Study Collection in the archaeology laboratory on the weekend to familiarize themselves with the artifacts.

## WEEK 2

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The second week of field school aims to draw focus away from the identification of archaeological *objects* and instead begin to think about site formation processes, vertical archaeology, and relative chronology.

### LEARNING OBJECTIVES

Students should now be familiar with broad site protocols and the daily schedule and, as such, should be performing those duties without direction. In addition to that:

- Continue to work on basic excavation techniques such as shovel-skimming, troweling, and dry-screening. Troweling in particular should be focused upon.
- Stratigraphy sheets should be the direct responsibility of the student, ensuring that they are fully completed.
- Field journal should be appropriately filled in and begin to detail not just the occurrences within the students' unit, but also those in adjacent units.
- Understanding soils, stratigraphy, and the construction of relative chronologies.

### LECTURES

- **Soils Identification**, by Mark A. Trickett. While the student would have already established a basic understanding of soils identification, this short practicum established more rigorous base-lines for soils identification.
- **Stratigraphy**, by Mark A. Trickett. An introduction to stratigraphy and its application to site interpretation and chronology.

### REQUIRED READINGS

- Students should re-read the *Guide to Recording Archaeological Deposits*.
- Trickett, M.A. 2012. *Homes Apart: Excavation of Montpelier's Southeast and Southwest Duplex-Homes for Domestic Slaves, 2011*. [Download]
  - Re-read the *Executive Summary* (Chapter 2).

### ARCHAEOLOGY TOURS

- **Mansion Landscape Tour**, by Mark A. Trickett. An introduction to the archaeology and cultural contexts around the Montpelier mansion.

### ASSESSMENT

Students will be required to study an archaeological profile and produce a *stratigraphic matrix* for that profile, then to narrate the site formation processes for that profile.

This project is due on **Tuesday of Week 3.**

All students must submit their field journals for preview and feedback on **Friday of Week 2.**

## WEEK 3

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The third week of the field school once again expands the archaeological interpretation away from the occurrences in a single unit to that of the whole site, showing students the tools that archaeologists use to record and interpret large-scale horizontal excavations.

### LEARNING OBJECTIVES

- Continue to improve excavation and recording techniques. The goal is that the area or unit supervisor should feel comfortable leaving the student to continue the excavation of the unit on their own.
- If they have not already done so, the student should begin to address site-wide interpretations in their field journal.
- Understand and apply the concepts of site stratigraphy to their understanding and interpretation of the archaeological site.

### LECTURES

- **Site Stratigraphy**, by Mark A. Trickett. A short lecture introducing the concept of site strata and its utilization in interpreting extensive horizontal sites while integrating them into a broader interpretive framework.
- **Archaeological Survey and Metal Detecting**, by Prof. Clarence Geier. Metal detecting, once considered the “black sheep” of archaeology by its association with “pot hunting,” has become an increasingly valuable component to archaeological investigations. This lecture will explore its use at Montpelier and on Civil War battlefields.

### REQUIRED READINGS

- Trickett, M.A. 2012. *Homes Apart: Excavation of Montpelier's Southeast and Southwest Duplex-Homes for Domestic Slaves, 2011*. [Download]
  - Appendix C and Appendix D.
- Seeber, K.E. and Reeves, M.B. 2012. *A Blending of Techniques*. Paper presented to the Society for Historical Archaeology, Baltimore. [Download]
- Reeves, M.B. 2011. Civil War Battlefield Archaeology: Examining and Interpreting the Debris of Battle. In C.R. Geier, L.E. Babits, D.D. Scott, and D.G. Orr (eds.) *Historical Archaeology of Military Sites*. Texas A&M Press, College Station (TX). [Download]

### ARCHAEOLOGY TOURS

- **Gilmore Cabin: A Freedman's Farm**, by Kira Runkle. Students will be introduced to the Gilmore Cabin, home of one of James Madison's emancipated

slaves, learning about the trials and triumphs of African Americans following the Civil War.

## **ASSESSMENT**

Students will be presented with a number of unit profiles from an archaeological site at Montpelier and will be expected to produce basic site stratum summaries, an interpretive matrix/diagram, and a narrative chronology of the site.

Submission of the project is required by **Monday of Week 4**.

## WEEK 4

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The final week of the field school for students taking the 4-credit course, at this point the students should be bringing both the academics and field techniques that they have been exposed to.

### LEARNING OBJECTIVES

- Field techniques should have made broad progress, and the student should feel confident with troweling etc.
- The paperwork should show observation and be completely filled out to the standards referenced in the *Guide to Recording Archaeological Deposits*.
- The field journal should be drawing in interpretive elements from across the site, with the student showing that they can incorporate their own unit within the broad context of the archaeological site.

### LECTURE

- **Interpreting Archaeological Assemblages**, by Matt Reeves. A discussion on artifact assemblages and the study of distribution as a means of interpreting the broader function of the site in the landscape.
- **How to Progress in the Archaeology Discipline**, by Matt Reeves. Advice and discussion on how to get ahead in the archaeology discipline.

### REQUIRED READINGS

- Trickett, M.A. 2012. *Homes Apart: Excavation of Montpelier's Southeast and Southwest Duplex-Homes for Domestic Slaves, 2011*. [Download]
  - See *Artifact Spatial Distributions* in the chapters *Southeast Duplex-Home*, *Southwest Duplex-Home*, *The Spaces Between*, and *Discussion*.
- Marshall, A. 2011. *Between the Mansion and the Field: A house-based archaeological investigation exploring the lives of African Americans enslaved at Montpelier plantation during the 19<sup>th</sup> century*. [Download]
  - See *Results* (Chapter 5), identifying where artifact distributions were used for site interpretation/formation processes.

### ARCHAEOLOGICAL TOUR

- **The Civil War at Montpelier**, by Matt Greer. This tour will introduce the students to some of the wealth of encampments by referencing the McGowan encampments wherein the elite light infantry of McGowan's South Carolinian brigade spent the winter of 1863-1864.

## **ASSESSMENT**

The students will be required to compare and interpret two artifact assemblages from sites at *James Madison's Montpelier* so as to determine if they can be used to differentiate the social or economic function of the sites.

The assessment is due by **Thursday of Week 4**.

Students on the **4-credit** field school must submit their field journal for review by Professor Geier on request, but usually not before **Wednesday** of this week (**Week 4**). Those students on the 5-credit course may be required to submit their field journal for preview by Professor Geier.

## **FEEDBACK & COURSE REVIEW**

All students are asked to fill in a review form about the Archaeology Field School to identify what is working, what could use altering to make it a more effective teaching strategy, and those areas that need to be readdressed completely.

## **APPLICATIONS FOR THE MONTPELIER INTERNSHIP PROGRAM**

All students wishing to apply for the *Montpelier Internship Program* must do so in the form of a cover letter and current resume by the end of this week. You will not need to resubmit it if you have previously done so. As noted in the relevant documentation<sup>3</sup> continuance into the Summer Intern (Lab, Field) is concomitant upon the receipt of a Grade "A" during the field school, review by the archaeological staff, and the submission of these documents.

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<sup>3</sup> See Trickett (2012), *Montpelier Internship Program*.

## WEEK 5

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The final week for the 5-credit students allows further perfection of field techniques as well as expanding the experience base of the student in a different, quieter tempo that allows a period of reflection.

### **LEARNING OBJECTIVES**

- To reflect upon the previous weeks work and experiences and to further develop ones archaeological techniques.

### **LECTURES**

There are no lectures in this final week.

### **ARCHAEOLOGY TOURS**

There are no archaeology tours in the final week.

### **ASSESSMENTS**

Students on the 5-credit course are required to submit their field journal to Professor Geier on request, usually no later than **Wednesday** of this week (**Week 5**).



# GRADING RUBRIC

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The various components of the field school contribute to the final grade as indicated in the table, below.

	<b>Component %</b>	<b>Total %</b>
<b>Field Journal</b>		
Content	40	
Interpretation	40	
Illustrations	10	<b>25</b>
Legibility	10	
<b>Techniques &amp; Protocol</b>		
Field Performance	50	
Record Keeping	20	
Teamwork	10	<b>50</b>
Laboratory Technique & Performance	20	
<b>Projects</b>		
Preparatory Reading Assignment	5	
Artifact Short-Answer Quiz	5	
Stratigraphy Project	5	<b>25</b>
Site Stratum Project	5	
Artifact Assemblage Project	5	



# DAILY SCHEDULE

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The pertinent schedules for the field school are listed, below.

## Sunday, Week 1

4 p.m.	All students should arrive at the <i>Intern House</i> (Arlington House) by this time. Preparatory reading assignments are due at this point as well as \$300 housing and equipment fee. Rooms are pre-assigned, so early arrivals will not be able to choose a specific room or bed.
5:30—6:00 p.m.	<b>Introductory Lecture</b> by Matthew Reeves—includes guidelines for the field school and introduction to the archaeological site.
~6:30 p.m.	<b>Introductory barbeque.</b> Students and staff are welcome to an introductory barbeque. Food is provided by the Montpelier Archaeology Department.

## Monday, Week 1

7:20—7:25 a.m.	Students arrive at the Archaeology Laboratory.
7:30 a.m.	Introduction, staff introductions, etc.
10:20—12:00 p.m.	Tour of the restored mansion.
12:00—12:30 p.m.	Lunch.
12:30 p.m.	Begin excavations at the archaeology site.
2:00—2:15 p.m.	Afternoon OSHA break.
3:30—4:30 p.m.	Plantation Tour.

## Daily Schedule

7:20-7:25 a.m.	Students should arrive at the archaeology site.
7:30 a.m.	Field school begins.
9:30—4:45 p.m.	First OSHA break.
12:00—12:30 p.m.	Lunch.
2:00—2:15 p.m.	Second OSHA break.
3:30 p.m.	End of field work on a day with a tour.
4:00 p.m.	End of field work on a day with a lecture.



## SUMMARY OF LECTURES & TOURS

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The following table summarizes the information presented in the weekly syllabus listing, above.

Week 1		
Sunday	5:30—6:00 p.m.	Meet at Arlington House at 4:00 p.m. (see map). Preparatory reading assignment due. Introductory lecture (Reeves) followed by barbeque.
Monday	7:30—10:00 p.m.	Meet at Archaeology Laboratory. Staff introduction and discussion of research agenda (Reeves).
Monday	10:20—12:00 p.m.	Tour of the restored mansion (docent).
Monday	4:15—5:15 p.m.	Lecture—18 <sup>th</sup> /19 <sup>th</sup> -century ceramics (Trickett).
Tuesday	3:30—4:30 p.m.	Tour—Montpelier Plantation (Trickett).
Wednesday	4:15—5:15 p.m.	Lecture—18 <sup>th</sup> /19 <sup>th</sup> -century non-ceramics (Reeves).
Week 2		
Monday	3:30—5:00 p.m.	Tour—Mansion Landscape (Trickett).
Tuesday	4:10—4:40 p.m.	Lecture—Stratigraphy (Trickett).
Wednesday	4:10—5:10 p.m.	Artifact Identification Quiz.
Thursday	During day	Practicum—Soil Identification.
Friday	—	Journals submitted for preview by staff.
Week 3		
Monday	Holiday	Memorial Day
Tuesday	—	Stratigraphy assignment due.
Tuesday	3:30—4:30 p.m.	Tour—Gilmore Cabin (Runkle).
Wednesday	4:10—5:10 p.m.	Site Stratigraphy (Trickett).
Thursday	TBA	Archaeological Survey/Metal Detecting (Geier).
Week 4		
Monday	—	Site Stratigraphy assignment due
Monday	4:10-5:10 p.m.	Archaeological Assemblages (Reeves).
Wednesday	3:30—4:30 p.m.	Tour—The Civil War Encampments (Greer).
Thursday	—	Archaeological Assemblage assignment due.
Friday	—	Grades due for 4-credit students (Geier/Trickett).
Friday	—	Course review by students.
Friday	—	Deadline for application to Montpelier Internship Program.

**Week 5**

Friday	—	Montpelier Internship Program positions For Summer Interns (Field, Lab) confirmed (Reeves).
Friday	—	Grades due for 5-credit students (Geier/Trickett).

# ACCOMMODATIONS

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Montpelier is situated in a beautiful part of the Piedmont, with lush forests and inspiring views of the Blue Ridge Mountains. It is also very much in the country such that, in an earlier version of this document, a former employee and graduate of James Madison University put it this way:

*“...You’re going to be living in Orange, Virginia, for a month. Let me break it down for you. It is a three mile trip from Montpelier’s Main Gate to Main Street, and you can drive anywhere in town and make it back without going further than 10 miles. Really. There is no bowling alley, movie theatre, roller rink, WAL-Mart or, well, practically anything. You have signed up for some serious country living...”*

Still, it’s a very scenic area with easy access to Shenandoah National Park and within reasonable driving distance to other parks.

Originally this section was designed to include maps and directions to the various locations, but with modern technology this has become rather superfluous. Instead, here are the pertinent details that will let you find Montpelier:

- **Zip Code:** 22957
- **Google Maps (etc.):** Arlington dr, Montpelier station, va

## FINDING ARLINGTON HOUSE

Arlington House is surprisingly easy to find, yet despite this people tend to get lost their first time to the house. If you’re driving from the south (e.g. Charlottesville), drive north on Route 20 and you’ll eventually pass through Somerset (look out for Somerset Center Stores on the right at the intersection with Route 231). After about a mile after you’ve passed a sign on the right for James Madison’s Montpelier and your first green house, turn right onto Route 639 and then your first right into Arlington Drive. The house is at the end of the drive.

## ARLINGTON HOUSE

The house is large. There are eight bedrooms, five full baths, a half bath, and two kitchens. The kitchens at Arlington House are newly refurbished, and have a microwave, two fridges, a new stove, a dishwasher, and is stocked with basic pots, pans, plates, and silverware. In the basement there is also a high-efficiency and washer dryer set.

There is a large dining room and living room with a great screened porch off to the site. We will also have a barbeque grill (gas) for cooking as well.

The house does have a phone service (540.672.2769), but no long distance service—you will have to bring a phone card if you want to use the phone. Cell-phone service has much improved, but is spotty depending on your provider. Similarly there is a computer with access to the internet, but there is a download limit which means that it is only really useful for checking email.

Wireless internet is, however, available at the Archaeology Laboratory and the Montpelier Visitor Center.

## WHAT TO BRING?

Arlington House has sheets, pillows, and towels. For the field you will to bring the following:

- **Hat with a wide-brim hat for sun protection.** A full rim is preferable not just because it makes you look like Indiana Jones, but baseball caps will work to protect the eyes and face but not the back of the neck.
- **Clothing.** Bring both long- and short-sleeve shirts, pants, and shorts as well as a sweat shirt.
- **Sun screen.** In the hot summers at Montpelier, sun screen is a necessity. High factor sports varieties are suggested.
- **Sneakers or work boots with flat soles.** Good work shoes are a requirement for being at the site, and students who do not arrive at the site in proper foot wear (e.g. are wearing flip flops, sandals, or open toe shoes) will be sent back to Arlington House for appropriate attire.
- **Water bottles.** While students will be responsible for bringing water coolers to the site, it is also advised that each student provide themselves with at least 1 litre/32 fluid ounces of chilled, clean water.
- **Water shoes.** You will be using a pressure washer and a hose at the lab to water-screen and wash architectural samples. Having water shoes makes the experience much more enjoyable (crocks, tevas, or sandals etc.). These can also be used for the lab when you remove your muddy boots for lectures after a day in the field.
- **Small pocket knife.** This can be used for cutting string, whittle twigs at break time, or for the things that can never be predicted.
- **Folding chair.** Arlington House has a wonderful yard and grill that students can take advantage of during the cool summer evenings. Bring a chair to relax in the yard.
- **Gardening gloves.** During screening of soil, garden gloves come in handy—you will be breaking up dirt clods and moving them through the screen and, as a historic site, sharp-sided objects are likely.

## FOOD

We eat lunch in the field, so students will be expected to pack their own lunches. Space is limited at Arlington, however, so please don't plan on bringing a month's supply of food. You will need to provide food for yourself during the field school.

## **POLICY FOR STUDENTS STAYING IN MONTPELIER HOUSING**

Students are responsible for maintaining the cleanliness and upkeep of the house. The following rules are intended to keep the house clean and to ensure the quality, healthy living for all occupants. The upkeep and cleanliness of the house is considered a part of the group experience of the field school and, as such, will be reflected in your final grade for the course.

While resident at Arlington House, all students or interns will be subject to the supervision and authority of the **Assistant Field Technician**.

*Violations of these guidelines may result in dismissal from the field school and students will be liable for any damages incurred to the structure.*

The guidelines are:

- **The housing at Montpelier is co-residential.** Room assignments are separated by gender. Given the number of students staying in Arlington House, and out of respect for your fellow students, overnight guests are not permitted. Visits and communal dinners are encouraged, but during these visits, guests need to respect the privacy and space of house occupants.
- **Work shoes are not to be worn in the house.** Upon entering the house, shoes are to be removed at the door on the front porch. Clean shoes, sandals, or slippers can be kept on shelving at this location for use in the house.
- **Soiled and dirty work clothes should be changed before sitting on furniture.** Furniture in the common areas of the house are to be kept clean of mud and clay—the Piedmont clays often leave permanent stains on cloth and it is incumbent on occupants to keep the furniture clean.
- **No food or drink is allowed outside of kitchen and dining areas.** For sanitation and cleanliness, food and drink is not allowed in individual rooms or the living room.
- **No smoking allowed in the house.** Smokers will smoke on the porches our outside and dispose of their cigarette butts. For courtesy and cleanliness, smokers will ensure that second-hand smoke does not enter into windows of the house (in other words, smokers are responsible for keeping their smoke between themselves and the great outdoors).
- **All furniture needs to be kept in the house.** All furniture that is in the house needs to stay in the house—it is not to be brought outside for any reason. We have plastic chairs that can be used and students often bring camp chairs to field school.
- **Damage to the house needs to be reported to supervisors immediately.** In the event of accidental or other damage to the house, students need to report the incident immediately to the supervisor so that the damage can be corrected. We have seen lots of things occur in housing over the years—the only damage that makes us angry is the damage that is not reported.
- **Be green!** Turn out the lights and air conditioners down when you leave the house. Also consider whether air conditioners need to be run all night at 65°F or not.

## CLEANING ARLINGTON HOUSE

Students are responsible for routine cleaning of the house under the direction of the **Assistant Field Technician**. Cleaning duties involve the following:

- **Cleaning common areas (kitchen and bathrooms).** Montpelier will provide cleaning supplies. If additional supplies are needed, please do not hesitate to ask your field school supervisors.
  - *Bathrooms.* Students are responsible for cleaning toilets, sinks, shower walls, and floors. In the event of a plugged toilet or sink, please cease to use the toilet/sink and let us know as soon as possible.
  - *Kitchen.* Students are responsible for cleaning refrigerators, sink, counters, stove, and floors. Students should consistently remove old food from the refrigerator, i.e. when it passes the expiration date.
  - *Rooms.* Students are responsible for cleaning the floors (sweeping, vacuuming, and mopping) and keeping the floor clear of debris (clothing, personal items, etc.).
- **Removal of trash at the end of each work to dumpsters.** Montpelier will provide trash bags and trash cans. At the end of each week (or whenever necessary) the trash cans are to be brought to the dumpster to be emptied. If students choose to recycle, these items need to be removed at the end of each week.
- **Flush only toilet paper in commodes.** All of the houses at Montpelier are on septic systems and as such only dispose of toilet paper in commodes as other products will contaminate the septic tanks.

***At the end of each week will inspect the house. No one is permitted to leave or begin their weekend prior to the completion of these cleaning requirements.***

# MONTPELIER AND SURROUNDS

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## **DRIVING ON PROPERTY**

A property map has been included at the end of this information packet. The posted speed limit is **20 mph**. When encounter other vehicles on the property is often safest to pull off to the side of the road (it is safe to do so) and motion for the driver to pass.

There are numerous horse stables scattered over the property, and many of the horses that are stabled at Montpelier are retired race horses with a tendency to be flighty and spirited. As such, whenever you see a horse on the roads, proceed with caution. Best practice in these circumstances is to approach at 5 mph and then stop until the horse has passed or the rider(s) have motioned for you to pass.

## **GETTING ONTO THE PROPERTY**

To enter the property, please come in through **West Gate** where the gate code is **3188**. For the sake of the environment please car pool as much as possible.

After 5:30 p.m. both West and Center Gates are closed and you will need to go in through East Gate, which is located north along Route 20 off Dolley Madison Road (on the right as you're driving towards Orange). To pass through the gate you will need an electronic swipe card or a key combination. Please see the Field Director for the code or the swipe card.

## **MAILING PACKAGES AND PHONE**

For students wanting to receive packages and mail during the field school, please use the following address:

Montpelier Archaeology Department  
PO Box 67  
13384 Laundry Road  
Montpelier Station, VA 22957  
c/o Matthew Reeves

The house does have phone service (540.672.2769) but no long distance service is available without the use of a phone card. Cell-phone service exists, but is spotty dependent on your carrier.

## **CAR TROUBLES**

If you happen to run into problems with your car, there are a number of places in town where you can get help. However, the archaeology staff at Montpelier heartily recommends

the friendly mechanics at Harvey William's Garage. If you can drive your vehicle, turn left out of Arlington Drive, then left onto Route 20. Keep on driving until you get to the stop sign for Route 33, then turn right. Harvey's is on your left after about one-half of a mile, just after the post box shaped like a plow.

## **ORANGE**

Getting to Orange is remarkably simple, perhaps unsurprising given its proximity. Turn left out of Arlington Drive, then right onto Route 20. Within 7-10 minutes you will be on Main Street. Be careful of your speed, though, as State Troopers and the Orange County Sheriff's Department occasionally camps out at the Funeral Home (white colonnaded building on the right, just after the 25 mph speed limit sign).

Drive through the 3-way stop and to the stop light and you'll have access to all that Orange has to offer, shopping-wise. All directions will be given from this stop light (junction of Route 15 North).

So without further preamble, here with the highlights:

- **Groceries (Orange Center).** This is the main shopping center for orange. Take a left at the stop light and you'll pass Faulkners (hardware store), Domino's Pizza, and El Vaquero (very popular). As you pass Sheetz (Silk Mill is just before this on the right) there is another stop light: drive through this and the Orange Center is on the right after another minute of driving. Hand location for pizza, Hallmark, Food Lion, Burger King, Dollar Store, and an ABC store. If you continue along Route 15 for another ¼ mile you'll come to a large CVS.
- **Banks.** Bank of American is on the left on Main Street before you get to the stop light mentioned above. To get to SunTrust, turn left and it's immediately on your right, while BB&T is just after the Subaru dealership. Chevy Chas is in the Orange Center (above).
- **Fast Food/Restaurants.** There are a whole range of fast food restaurants etc. in Orange. Take a left at the stop light and they will be arrayed before you. On the right you have Domino's Pizza (540.672.2300 to deliver!), MacDonald's, Subway and, in the Orange Center, Burger King. On your left you've got Hardy's, KFC/Long John Silvers, and Sheetz. For restaurants you have El Vaquero and the Silk Mill. On main straight (straight ahead from the stop light) you've got The Lightwell (the only place to serve some gluten free substances!), a Chinese restaurant (Happy Garden) and Marios.

Those are the common highlights, but there is more to see if you're willing to explore.

## **CULPEPER AND CHARLOTTESVILLE**

To get to Culpeper, turn left out of Arlington Drive and then right onto Route 20. Drive into Orange, through the three-way stop and turn left at the first stop light. Drive through the

stop light near Sheetz and then follow Route 15 North until you hit Culpeper. Cinema, WAL-Mart, Target, Martins, Lowes. Etc. can be found here.

Charlottesville is equally easy to find. Turn left out of Arlington Drive, and then left onto Route 20. Drive until you reach the junction with Route 33, then turn right. Following Route 33 until you reach Route 29, then turn left. Continue to drive and you'll see the sprawl of Charlottesville before you.



# PROPERTY MAP

