

Dear future instructor,

My name is Jennifer Zovar. I teach Anthropology at Whatcom Community College, and regularly teach Survey of Anthropology, Cultural Anthropology, Biological Anthropology, Archaeology, World Prehistory, and Native Peoples of North America. I am also faculty advisor for ASWCC's Anthropology Club. My academic research has primarily focused on the archaeology of the South American Andes, but I also have experience working in Cultural Resource Management across North America, including in the Salish Sea region. I've been involved with WCC's Salish Sea program since the beginning, and I co-taught SALI 201 in 2019, 2021, and 2022.

I created this learning activity in Spring 2020 for SALI 201, based on a previous classroom exercise. Students individually research a specific archaeological site and then share what they've learned with the whole class to put each site into temporal, geographic, and cultural context. The exercise is aimed to help students explain the basic chronology of culture history in the Salish Sea and identify important local archaeological sites and/or traditional cultural places on both sides of the international border. The exercise was initially designed to supplement the Archaeology Lesson Plan (submitted separately), but could also be modified as a stand-alone assignment.

This activity can be used in for a class size up to 22 with each student being assigned an individual site. If there are more students in the class, you might look for additional sites and/or have students double up. The learning environment needed for this activity requires access to the internet for students to complete a Google search and to add to an interactive Google map. If you are doing the exercise in-person and students will not have access to the a computer in class, you can print out materials about each site, and have students share what they have learned through classroom discussion

The discipline(s) and area(s) of study activated by this activity include anthropology (specifically archaeology) and related disciplines.

By the end of this learning activity, students should be able to **(SELECT ALL THAT APPLY)**:

- **Learning Domain 1: Develop skills for expressing information and sharing stories about the Salish Sea**
- **Learning Domain 2: Examine complex layers of human history and experience in the Salish Sea**
- Learning Domain 3: Analyze systems of power and governance between sovereign Indigenous nations; British Columbia, Canada; and Washington, United States
- Learning Domain 4: Describe and define the Salish Sea region's biodiverse ecosystems, watershed geographies, and human-environment systems.

### **Here is how I carried out this activity:**

This version of the activity was prepared for the Spring 2020 SALI 201 class, which was co-taught by Anita Harker and Anna Booker, so I did not teach it myself. However, I have had students do something similar as an in-class activity for both SALI 201 and ANTH 210 (Native Peoples of North America). In those instances, I assigned individual students a specific site and they used their cell phones to learn what they could about the site in class. Then, the students put themselves into chronological order and shared what they learned about each site with the whole class, while I marked the geographical location of the site on the computer. I have not had students complete the Google mapping part of the exercise in an in-person classroom environment, but it would be possible if teaching in a computer lab.

When this exercise was used for the online class in 2020, it followed the presentation of the Archaeology Lesson Plan (submitted separately to the Salish Sea Curriculum Repository). This material reviews how archaeologists learn about people through the study of material items, introduces students to the archaeological chronology of the Salish Sea region, and presents a few case studies of specific archaeological sites.

Faculty individually assigned one site to each student and provided them with a webpage to get them started with research. The students read the webpage and did a little additional Google searching to learn more. Then students went to a shared Google Maps page that I had prepared ahead of time. They placed a marker close to the archaeological site they had researched, and color-coded it by chronological period, adding a short description. Then they wrote a brief reflection about the process in a Canvas discussion forum.

### **Here is how I assessed students' learning for this activity:**

Students were able to summarize what they learned about the individual archaeological site that they investigated, discuss how it related to other sites that were studied by different students, and reflect on the importance of archaeological research in the present day. The suggested rubric was as follows:

- 10 pts. - A marker has been placed correctly on the map, labelled by the name of the archaeology site, and color coded by the appropriate archaeological period
- 10 pts. - A site description of less than 100 words is included on the Google map, including the dates of occupation, what was found there, and why it was important.
- 20 pts. - Students make an initial 300-500 word discussion post to Canvas, summarizing what they learned from the activity. The summary should address all parts of the prompt.
- 10 pts. - Students respond to at least two classmates in the Canvas discussion post.

When this was taught as an in-person class activity, students demonstrated engagement and learning through presenting what they had learned about the site they investigated, asking thoughtful questions of other students, and participating in classroom discussion.

**Here are the references for materials used in this activity:**

Below are links to information about the 22 archaeological sites used in this exercise:

1. [Ayer Pond \(Orcas Island, WA\).](#)
2. [Biderbost site \(Snoqualmie, WA\).](#)
3. [Cherry Point site \(Bellingham, WA\).](#)
4. [Comox Harbor Fish Traps \(Comox Harbor, BC\)](#)
5. [Dionisio Point \(Galiano Island, BC\).](#)
6. [Glenrose Cannery & St. Mungo sites \(Vancouver, BC\).](#)
7. [Hamilton site \(Hamilton, WA\).](#)
8. [Hoko River site \(Hoko River, WA\).](#)
9. [Klallam Village Site \(Port Angeles, WA\)](#)
10. [Manis Mastodon \(Sequim, WA\).](#)
11. [Marpole Midden \(Marpole, BC\).](#)
12. [Marymore Prehistoric Indian Site \(Redmond, WA\).](#)
13. [Old Man House \(Suquamish, WA\).](#)
14. [Olcotte sites \(Snohomish County, WA\)](#)
15. [Ozette Archaeological site \(Neah Bay, WA\).](#)
16. [Prevost Island site \(Prevost Island, BC\).](#)
17. [Snohomish County Olcott site \(Snohomish Co, WA\).](#)
18. [Scowlitz \(Sq'welets\) Archaeological site \(Chilliwack, BC\).](#)
19. [Village Sites around Seattle \(Waterlines Project\)](#)
20. [West Point site \(Seattle, WA\).](#)
21. [Xa:ytem Historic Site \(Mission, BC\).](#)
22. [Yukon Harbor Clovis \(Kitsap Peninsula, WA\).](#)

Here are some other articles providing background information about archaeological research in the Salish Sea:

- Ames, Kenneth M. 2003. "The Northwest Coast." *Evolutionary Anthropology* 12: 19-33 ([https://web.pdx.edu/~amesk/pdfs/Evol\\_Anth\\_Ames.pdf](https://web.pdx.edu/~amesk/pdfs/Evol_Anth_Ames.pdf))
- Campbell, Sarah K. and Virginia L. Butler. 2010. "Archaeological Evidence for Resilience of Pacific Northwest Salmon Populations and the Socioecological System over the Last ~7,500 Years." *Ecology and Society* 15(1): 17 ([https://cedar.wvu.edu/anthropology\\_facpubs/23/](https://cedar.wvu.edu/anthropology_facpubs/23/))
- Hutchings, Richard M. and Scott Williams. 2020. "Salish Sea Islands Archaeology and Precontact History." *Journal of Northwest Anthropology* 54(1):22-61. (<https://static1.squarespace.com/static/5a3be988017db211a8409aea/t/5e8e27b3da723c5a0b1b8dd6/1586374613390/54-1+FINAL+04-06-20+for+web.pdf>)
- Washington State Department of Transportation. 2017. *Communities in the Distant Past* - <http://520history.org/Pre1850/CommunitiesPast.htm>

**Below are materials I created for this activity, including:**

- Mapping the Archaeological Past of the Salish Sea (MAPPS) – Instructions

**I encourage you to try this with your students because:**

It makes each student an expert on one archaeological site while enabling them to explore the diversity of sites across the Salish Sea through learning from each other. They also able to visualize how these sites fit into the larger regional chronology as well as the geographic spread. This background also leads into very good discussions about the importance of the past in the present for various stakeholders.

**Some things I encourage you to keep in mind include:**

- Double check the links listed above because the internet changes! It's important to at least give the students a place to start in their research. You may also want to update the list based on new discoveries/publications.

**Acknowledgements:**

I would like to thank everyone who has shared information about these important sites, as well as Anna Booker and Anita Harker for piloting this project in their class.

If you have questions about this activity, please contact me at [jzovar@whatcom.edu](mailto:jzovar@whatcom.edu).

Best wishes,

Jennifer Zovar

# Mapping the Archaeological Past of the Salish Sea (MAPSS)

## *Instructions and Instructor Resources*

In this exercise, students will have the opportunity to explore one specific archaeological site in the Salish Sea region, and to work together to create a Google map that will show how these sites relate to each other over time and space.

This exercise is aimed to help students:

- Explain the basic chronology of cultural history in the Salish Sea
- Identify important local archaeological sites and/or traditional cultural places

In addition, through follow-up discussions, students will be able to recognize the importance of this cultural heritage for a better understanding of the Salish Sea and the people who have lived here over the last 13,000+ years.

### **Set-Up**

Prepare students by giving them a short introduction to Archaeology in general and the Archaeology of the Salish Seas in particular. If you have time, you can use the Archaeology Lesson Plan (uploaded separately to the Salish Seas Repository) but if you do not have time for a whole lesson, you can minimally assign the short reading “Communities in the Distant Past,” which provides a summary of the archaeological periods referenced in the assignment (<http://520history.org/Pre1850/CommunitiesPast.htm>).

Each student will be assigned ONE site (or area with multiple sites.) I have tried to highlight sites that cover both the US and Canada, as well as each of the archaeological periods from the introductory reading. However, I’m also focusing on sites that have at least some non-academic internet coverage, so that students can learn something through a basic Google search. (This does mean that some sites that are archaeologically important but not well-known to the general public are currently left out.) I’ve provided a link to one source for each site to get students started with their research, but they will be expected to find more:

1. Ayer Pond (Orcas Island, WA) - <https://qmackie.com/2010/04/24/orcas-bison/>
2. Biderbost site (Snoqualmie, WA) - <https://www.burkemuseum.org/static/biderbost/archaeology.html>
3. Cherry Point site (Bellingham, WA) - <https://qmackie.com/2013/12/03/controversy-at-cherry-point-site-wa-45wh1/>
4. Comox Harbor Fish Traps (Comox Harbor, BC) - <https://hakaimagazine.com/features/the-ingenuous-ancient-technology-concealed-in-the-shallows/>
5. Dionisio Point (Galiano Island, BC) - <https://www.npr.org/templates/story/story.php?storyId=138625384>

6. Glenrose Cannery & St. Mungo sites (Vancouver, BC) - <https://qmackie.com/2010/10/02/glenrose-cannery-under-threat/>
7. Hamilton site (Hamilton, WA) - <https://www.burkemuseum.org/news/investigating-ancient-sites-north-cascades>
8. Hoko River site (Hoko River, WA) - <http://nativeamericannetroots.net/diary/1793>
9. Klallam Village Site (Port Angeles, WA) - <https://www.elwha.org/culture-history/archaeology-of-the-village/>
10. Manis Mastodon (Sequim, WA) - <https://www.archaeology.org/issues/145-1409/features/2373-people-the-americas-manis>
11. Marpole Midden (Marpole, BC) - [https://www.pc.gc.ca/apps/dfhd/page\\_nhs\\_eng.aspx?id=81](https://www.pc.gc.ca/apps/dfhd/page_nhs_eng.aspx?id=81)
12. Marymore Prehistoric Indian Site (Redmond, WA) - [https://en.wikipedia.org/wiki/Marymoor\\_Prehistoric\\_Indian\\_Site](https://en.wikipedia.org/wiki/Marymoor_Prehistoric_Indian_Site)
13. Old Man House (Suquamish, WA) - <https://qmackie.com/2010/04/04/old-man-house/>
14. Olcotte sites (Snohomish County, WA) - <https://www.heraldnet.com/news/archaeological-find-at-snohomish-county-site/>
15. Ozette Archaeological site (Neah Bay, WA) - <https://sah-archipedia.org/buildings/WA-01-009-0042>
16. Prevost Island site (Prevost Island, BC) - <https://www.timescolonist.com/archive/gulf-island-dig-reveals-surprising-insights-into-first-nations-1000-years-ago-4610633>
17. Snohomish County Olcott site (Snohomish Co, WA) - <https://www.heraldnet.com/news/archaeological-find-at-snohomish-county-site/>
18. Scowlitz (Sq'welets) Archaeological site (Chilliwack, BC) - <http://www.sfu.ca/geog452spring00/project4/bkgnd.html>
19. Village Sites around Seattle (Waterlines Project) - <https://www.burkemuseum.org/collections-and-research/culture/archaeology/waterlines-project>
20. West Point site (Seattle, WA) - <https://www.burkemuseum.org/static/westpoint/textonly.html>
21. Xa:ytem Historic Site (Mission, BC) - <https://belowbc.wordpress.com/2014/10/16/xaytem-historical-site-and-the-hatzic-rock/>
22. Yukon Harbor Clovis (Kitsap Peninsula, WA) - <https://qmackie.com/2011/04/11/more-on-puget-sound-clovis/>

## Assignment

This is a three-part project:

1. **RESEARCH** - Read the attached article for the site you have been assigned. Then use the power of the internet to see what else you can learn about it. (Google search!) Pay attention not only to what has been learned about the archaeology itself, but also to any discussions (or controversies) about preservation and/or ownership of the site. How do different stakeholders (Indigenous descendants, landowners, state/provincial and local governments, archaeologists etc.) relate to the site and how do they find it to be important?
2. **MAP** - Go to the Google Maps [MAPPS](#) page. (Note: This link is included as an example. Faculty using this exercise in their class will want to recreate their own Google Maps page, making sure to set it so that students can edit.)

a. Find the approximate location of your assigned site, and add a marker. (Note that for some sites the location is not publicized due to concerns over looting. You do not have to be exact. Do your best.)

b. Label the marker with the name of your site.

c. Color code the marker by clicking on the paint can labelled "Style." The color of the marker should match the period of highest occupation. (Note that many sites are occupied over more than one period. Choose one, but explain in the description that it was occupied over multiple periods.

- Paleoindian (before 12,500 years ago) = RED
- Archaic (12,500-6,400 years ago) = ORANGE
- Early Pacific (6,400-3,800 years ago) = GREEN
- Middle Pacific (3,800-1,500 years ago) = BLUE
- Late Pacific (1,500-225 years ago) = PURPLE

d. Add a description of less than 100 words, summarizing the dates of occupation, what was found here, and why it is important. (Quadra Island and Qithyil are already on the map as examples.)

e. Explore the rest of the map. What have your classmates learned about the archaeology sites they were assigned? How might the different sites be related to each other?

3. **REFLECT AND RESPOND** – In a discussion post, share what you have learned through this project. In 300-500 words, your initial post should:

a. Share what you learned about the site you were assigned through your initial research, including any information you learned about the site's preservation and/or importance to various stakeholders.

b. Reflect on the natural environment of the Salish Sea at the time this site was occupied compared to today. How would it have looked similar? How would things have been different? (Consider water levels, locations of rivers, forest cover, presence/absence of various plant/animal species, etc.)

c. After exploring the MAPSS Google Maps that the class has created together, reflect on the cultural environment of the Salish Sea over the different time periods. Consider where sites are located at different periods in time and what sorts of relationships people at various sites may have had with each other. Why do you think this sort of archaeological study is important for a more complete understanding of the Salish Sea?

d. Ask at least one question you still have about the archaeological history of the Salish Sea in general or about one or more of the sites profiled on the MAPSS page in particular.

You should also respond to at least two of your classmates. Please attempt to answer their questions if you can.