

Name: \_\_\_\_\_

## Laboratory Exercise 11 Pot Creek Pueblo Ceramic Analysis

### Activities and Objectives

The objective of this lab is to give you first-hand experience in archaeological ceramic analysis. To do this you will be using ceramics from Pot Creek Pueblo, located south of Taos, New Mexico. First you will learn how to study “potsherds”, then you’ll be asked to consider how we use ceramic data to help answer questions such as how and where in the pueblo were the different kinds of vessels used? Are any of the ceramics trade items from other communities?

Specific activities include the following:

1. Record attributes of a sample of sherds, including raw materials, manufacturing technology, vessel form and decorative elements.
2. Use the attribute analysis to classify your sherds in both functional and stylistic ways
3. Share your data with other teams in your lab, so that the different contexts of your samples can be compared.

### Grading

Your grade for this lab is as follows:

Sorting and data collection	20 points
Questions (as indicated)	55 points
Total	75 points

### Team Structure:

You will divide into three teams since we have sherds from three parts of the site. Each sample should be divided up amongst the members of the team, and each of you will add your sherds to the sorting template. After the sorting, the whole team will examine the sherds in each cell of the sorting template (defined by vessel form and surface treatment) to be sure that you all agree on your classification. Once finished, you will enter your results on the three templates on the board, so that each of you can copy the data for your comparisons.

## Materials

1. Samples of sherds
  - Pueblo Room I
  - Pueblo Room II
  - Kiva
2. Desktop sorting templates
3. Magnifying lens/loups

## Procedure

1. Divide the sherds randomly among the members of each team.
2. Sort the sherds onto the sorting templates, based on vessel form and surface treatment/decorative class (see table below).
3. After the sherds are sorted, each team should review the sorting and agree that it is correct. Discuss any problematic sherds. Have the lab instructor check your sorts
4. Record the data on your form. The first one done should go to the board and fill in the template there so the whole class can copy those numbers to the other two tables in this exercise form.
5. Each person should select one of the plain sherds and identify the temper used, if present. This will require magnification. Check each identification with your lab instructor. Then verbally share your data with the members of your team, and fill in the temper table as you go (this will not go on the board).
6. After copying the raw counts into each of your tables, calculate the percentages for each sample in the forms provided.
7. You will need to read the questions before leaving the lab, as some of them require that you look at your sample again, making different observations. These questions begin with **LOOK** .

**Sherd Counts from House I**

	<b>B/W</b>	<b>B/R</b>	<b>Polychrome</b>	<b>Corrugated</b>	<b>Plain</b>	<b>Total</b>
<b>Jars</b>						
<b>Bowls</b>						
<b>Indetrm.</b>						
<b>Total</b>						

**Sherd Counts from House II**

	<b>B/W</b>	<b>B/R</b>	<b>Polychrome</b>	<b>Corrugated</b>	<b>Plain</b>	<b>Total</b>
<b>Jars</b>						
<b>Bowls</b>						
<b>Indetrm</b>						
<b>Total</b>						

**Sherd Counts from Kiva**

	<b>B/W</b>	<b>B/R</b>	<b>Polychrome</b>	<b>Corrugated</b>	<b>Plain</b>	<b>Total</b>
<b>Jars</b>						
<b>Bowls</b>						
<b>Indetrm</b>						
<b>Total</b>						

Calculate the row and column percentages (vessel form and decorative/surface class) for each of the three samples, and add them to this table:

**Vessel Form Percentages**

	<b>Room I</b>	<b>Room II</b>	<b>Kiva</b>
<b>Jar</b>			
<b>Bowl</b>			
<b>Indeterminate</b>			

**Decorative Class Percentages**

	<b>Room I</b>	<b>Room II</b>	<b>Kiva</b>
<b>B/W</b>			
<b>B/R</b>			
<b>Polychrome</b>			
<b>Corrugated</b>			
<b>Plain</b>			

**Questions**

1. What are the apparent differences between the three samples in terms of probable activities (food storage, water transport/storage, food serving, cooking)? *(15 points)*

