Doing Research with the Digital Archaeological Archive of Comparative Slavery: A Workshop

Handouts available at:
http://www.daacs.org/research/workshops/

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Society for Historical Archaeology Annual Meeting
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The Four Key Website Sections for Research
http://www.daacs.org/

Access these section here…

1. Archaeological Sites
2. Query the Database
3. About the Database
4. Research

And here…

How to Find Archaeological Sites and Plantations

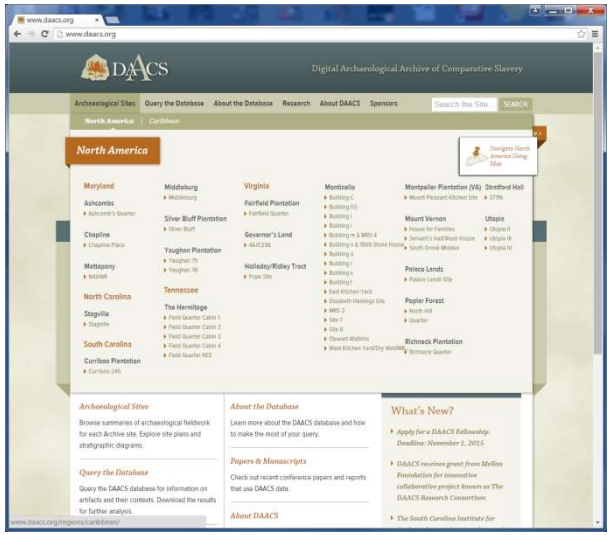
1. Use Atlantic Sites Map to locate sites

http://www.daacs.org/archaeological-sites-map/

2. Use fly-out menu and region maps to select specific sites

North America: http://www.daacs.org/regions/north-america/

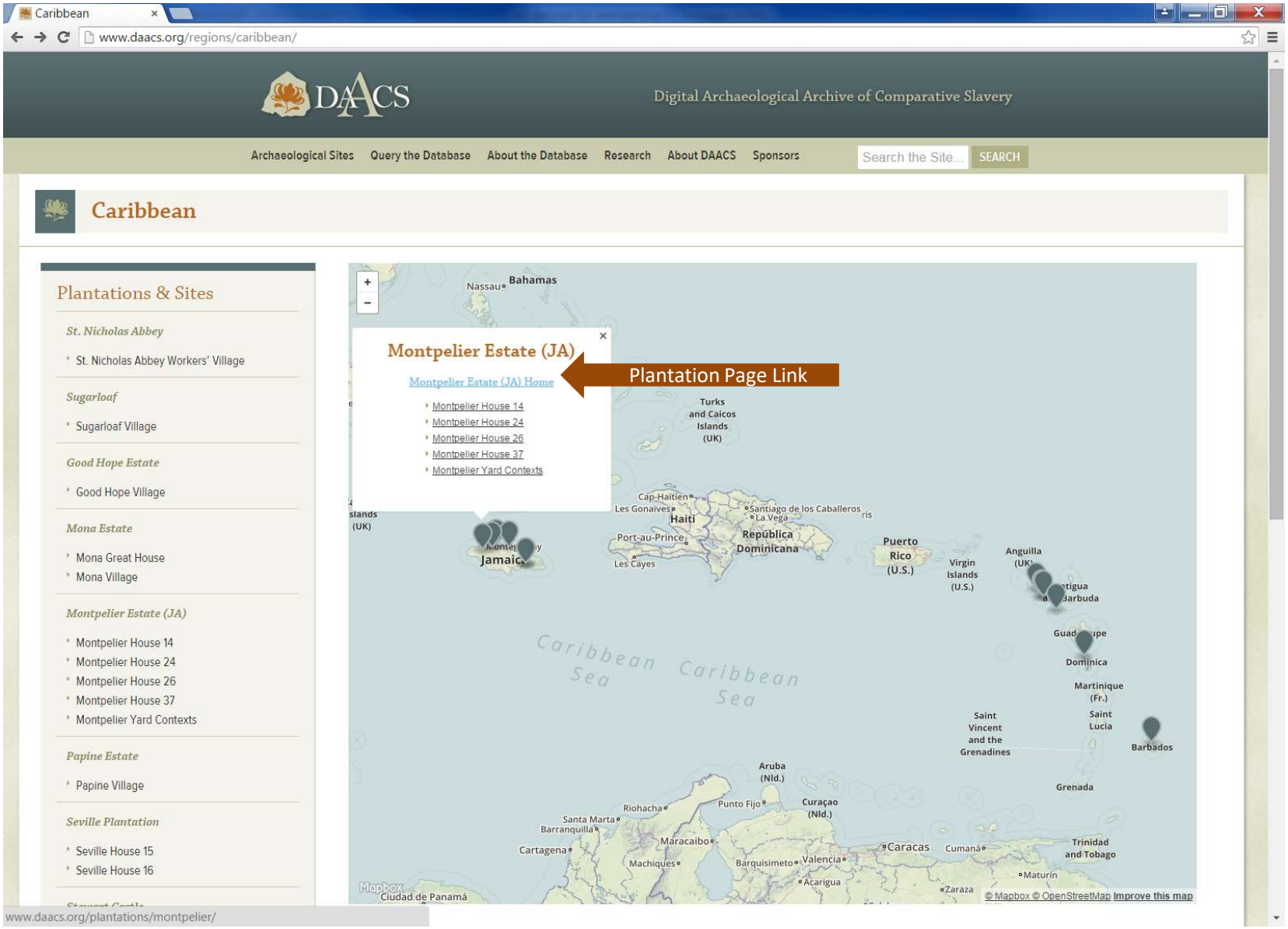
Caribbean: http://www.daacs.org/regions/caribbean/



Navigable Maps Locate Plantations and Sites

http://www.daacs.org/archaeological-sites-map/

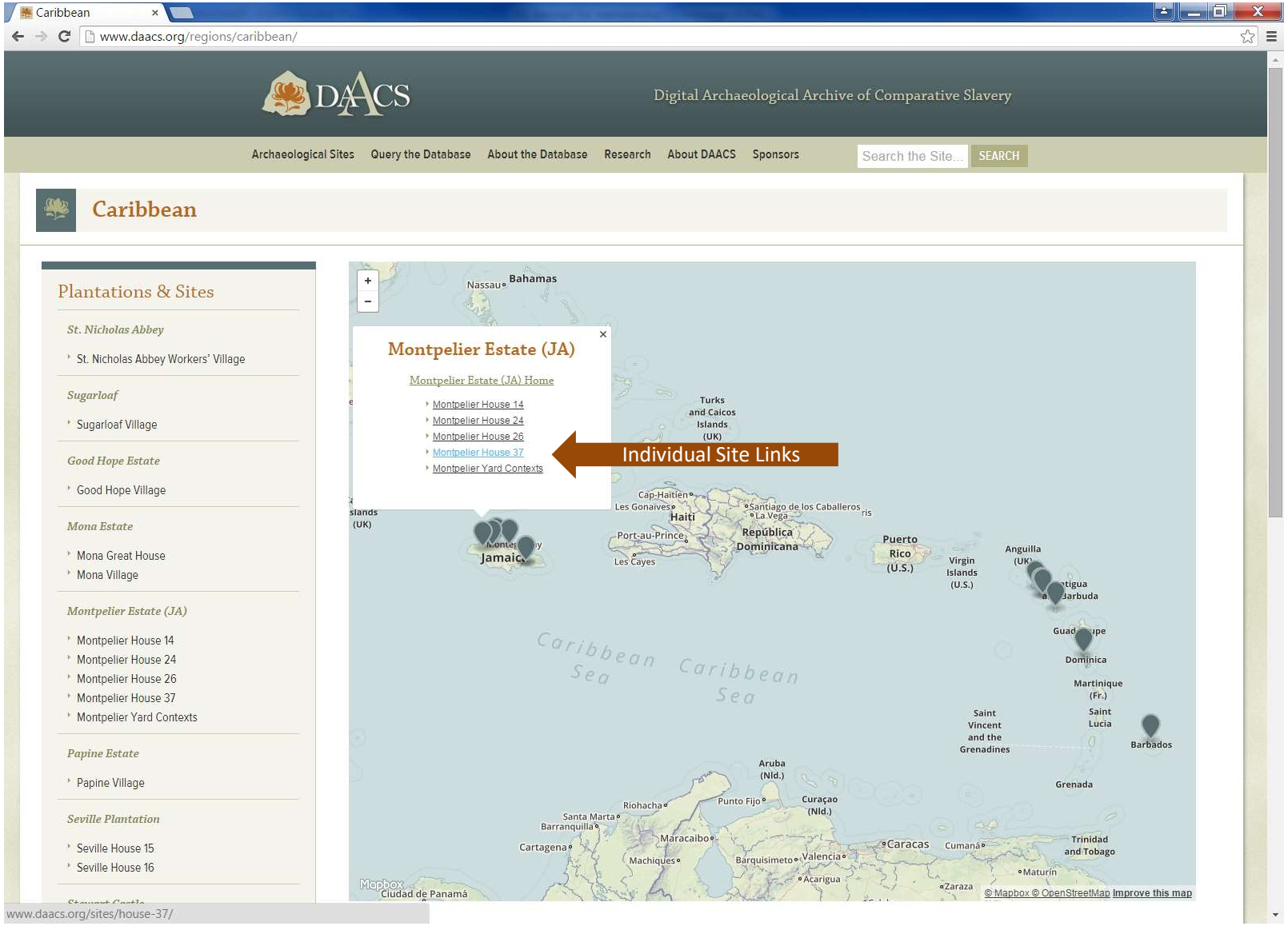
Navigate to Plantations



Montpelier Estate Plantation Page

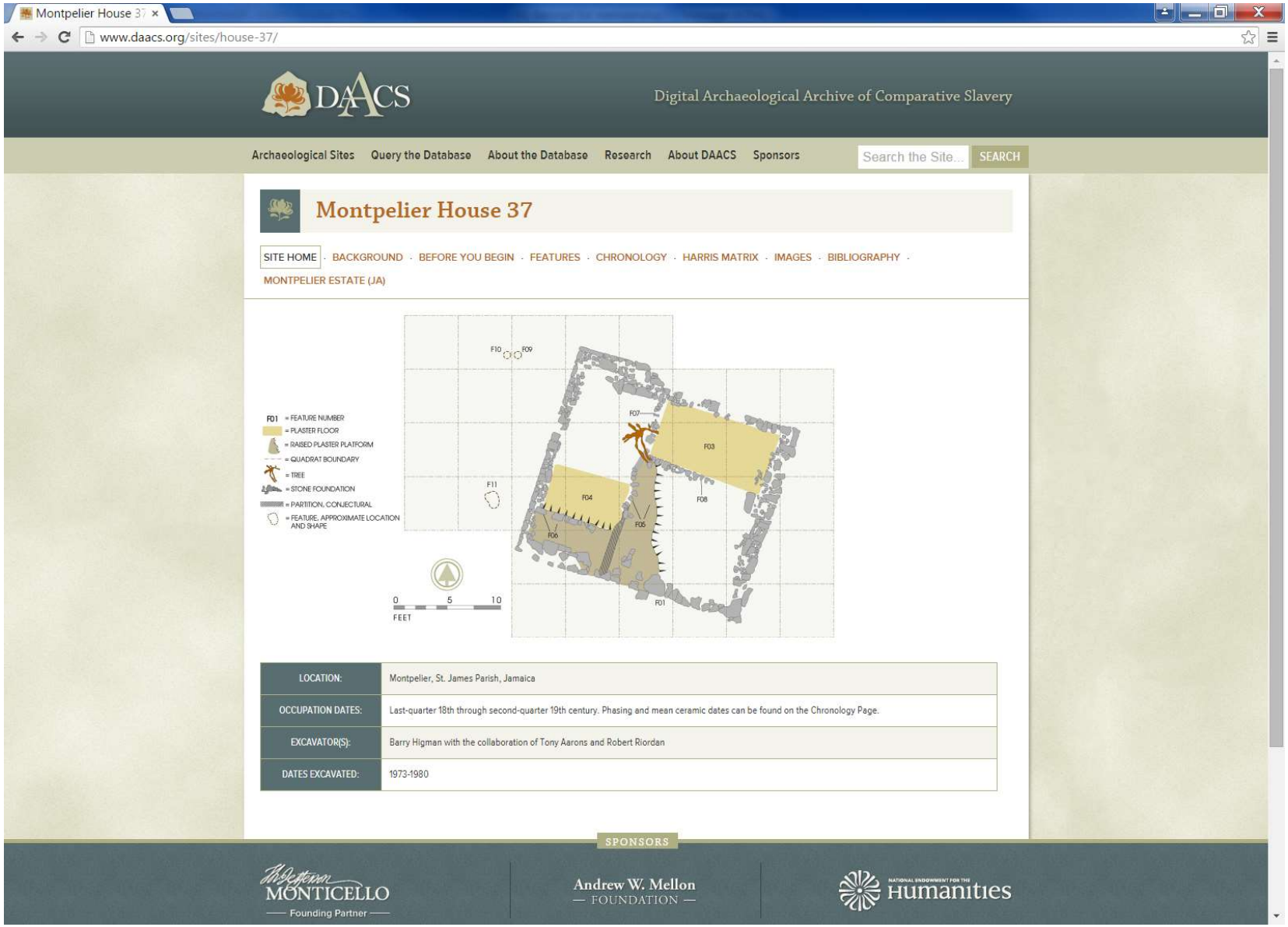
http://www.daacs.org/plantations/montpelier/

Navigate to Individual Sites



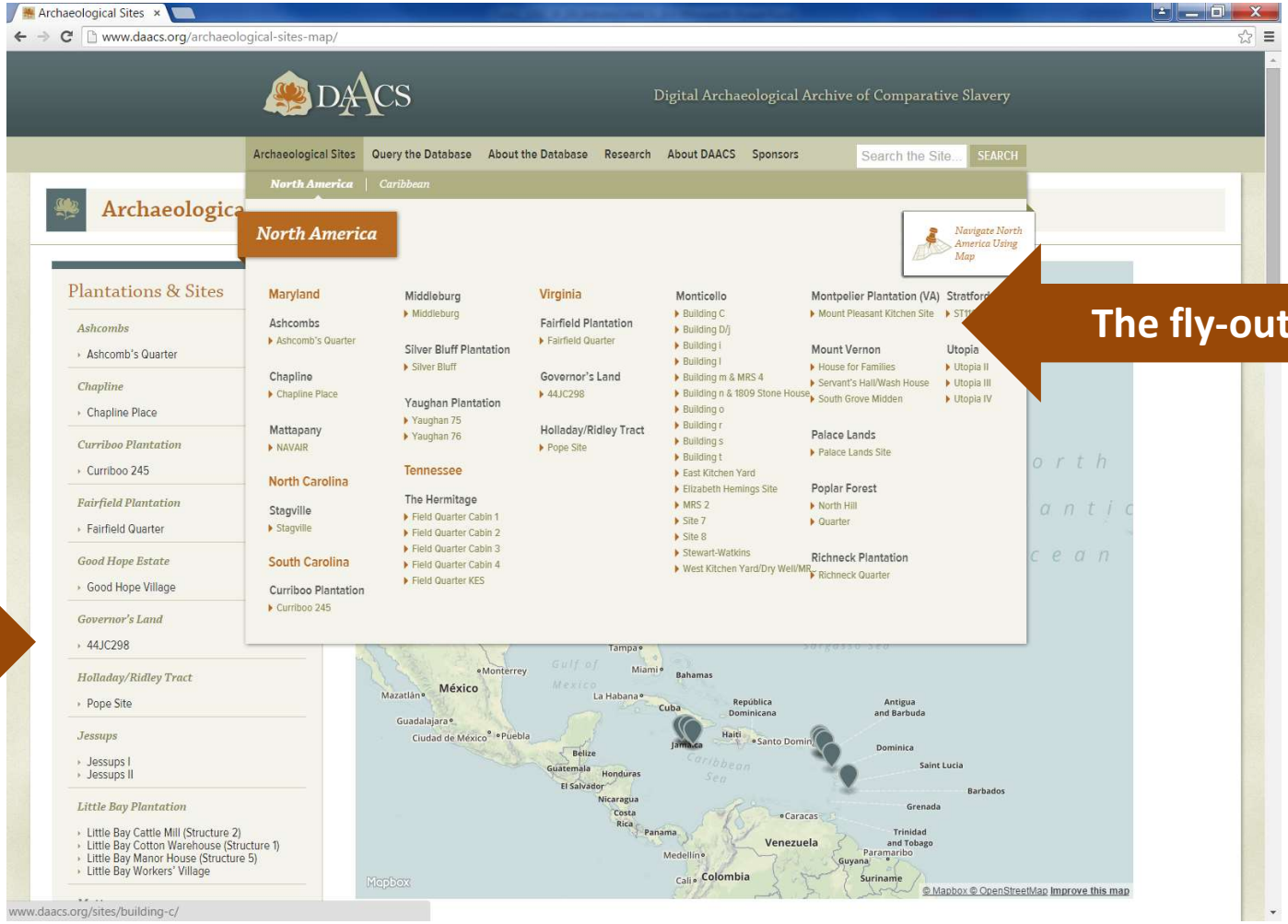
http://www.daacs.org/regions/caribbean/

Montpelier House 37



http://www.daacs.org/sites/house-37/

You can also navigate to specific Plantations and Sites using…



The left-hand navigation bar

The fly-out menu

Archaeological Sites Pages

The first place to start researching an archaeological site.

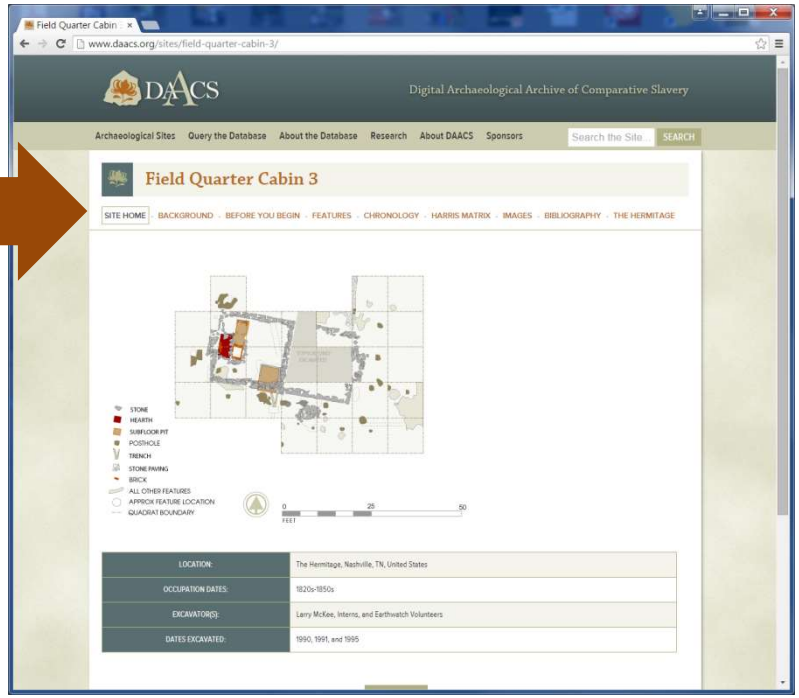
Every archaeological site in DAACS has a suite of seven related content pages that provide a researcher with a site report, chronology, Harris matrix, downloadable maps and images, as well as critical information that with aid in the analysis of data from each site.

Researchers need to spend time with these pages prior to accessing the site's context and artifact data.

The seven content pages are:

1. Site Home
2. Background
3. Before You Begin
4. Features
5. Chronology
6. Harris Matrix
7. Images

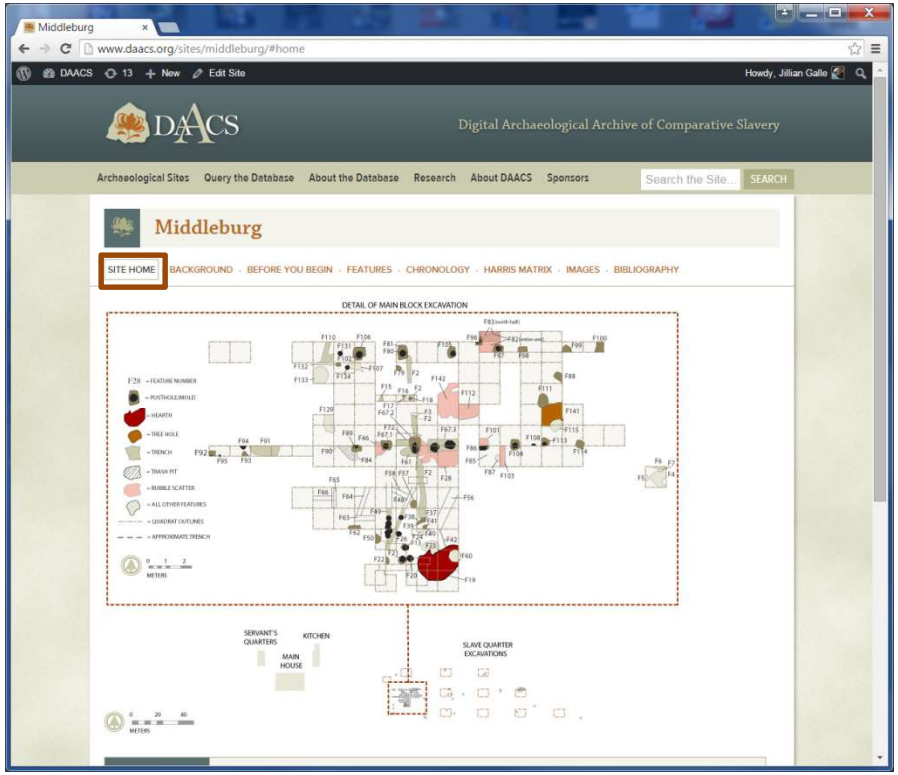
Links are here

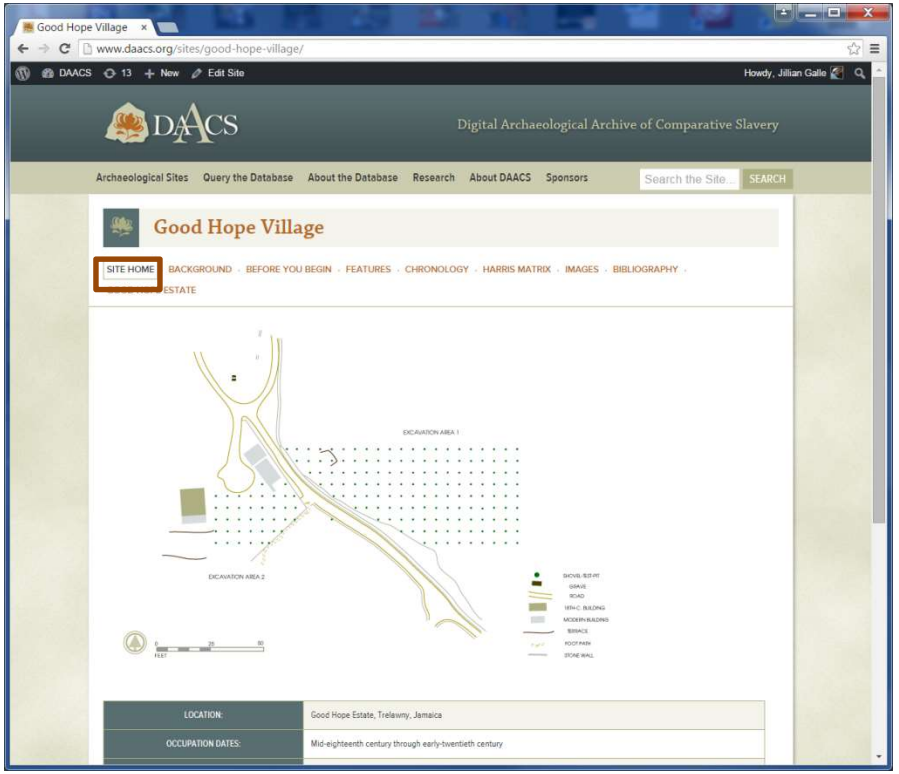


Site Home Page

1. Provides a map detailing the full extent of the site's excavation. Downloadable maps available through the Site Images page.

2. Provides an at-a-glance summary of the site's location, when it was excavated, and by whom.



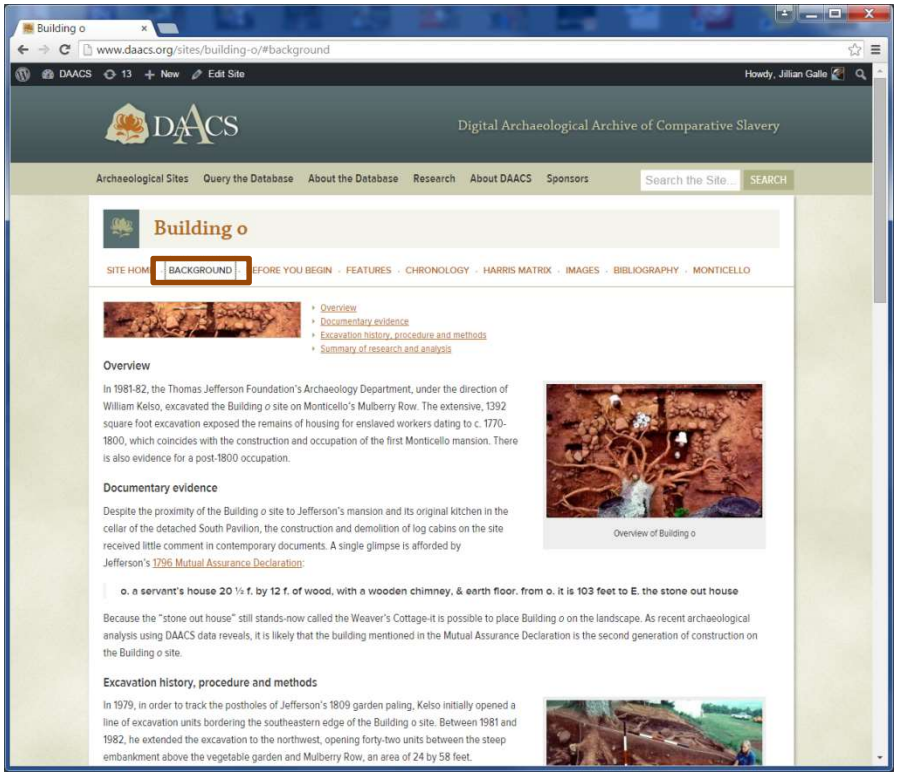


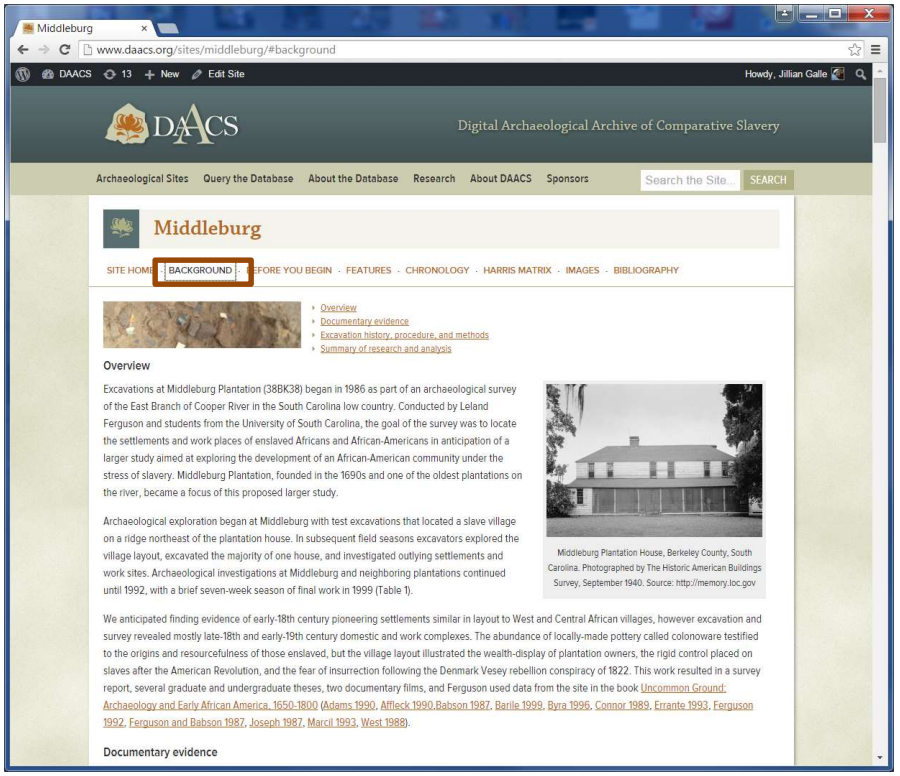
Site Background Page: A must read!

1. Site background pages are most often written by the project's principal investigator.

2. Every site background page has the same four subheadings: *Overview*, *Documentary evidence*, *Excavation history, procedure and methods*, and *Summary of research and analysis.*

3. Site Images are expandable and downloadable.

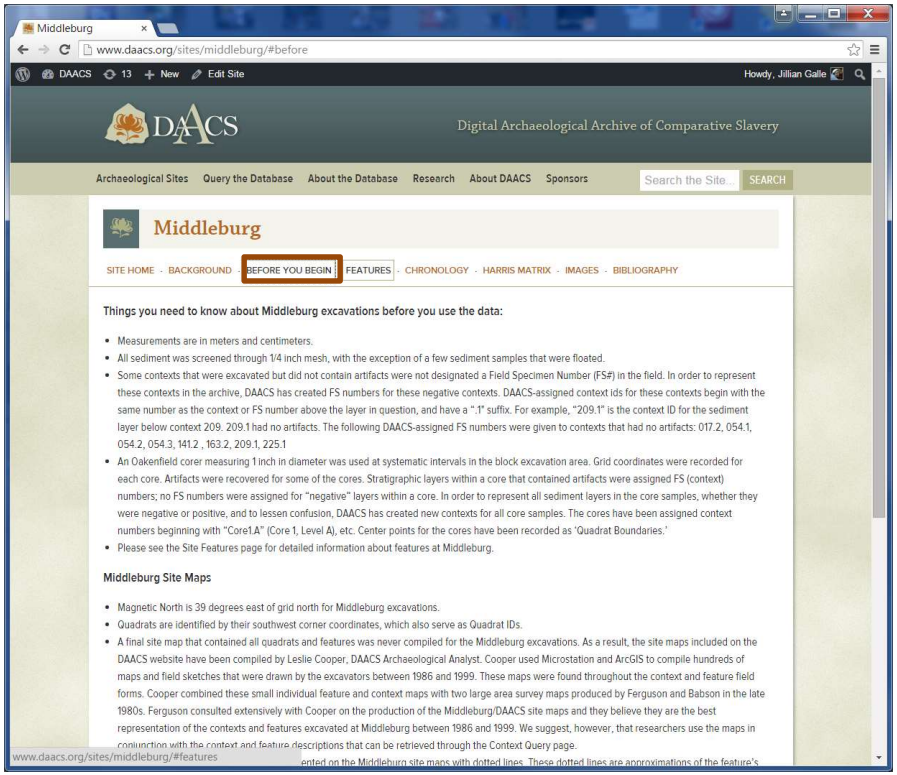


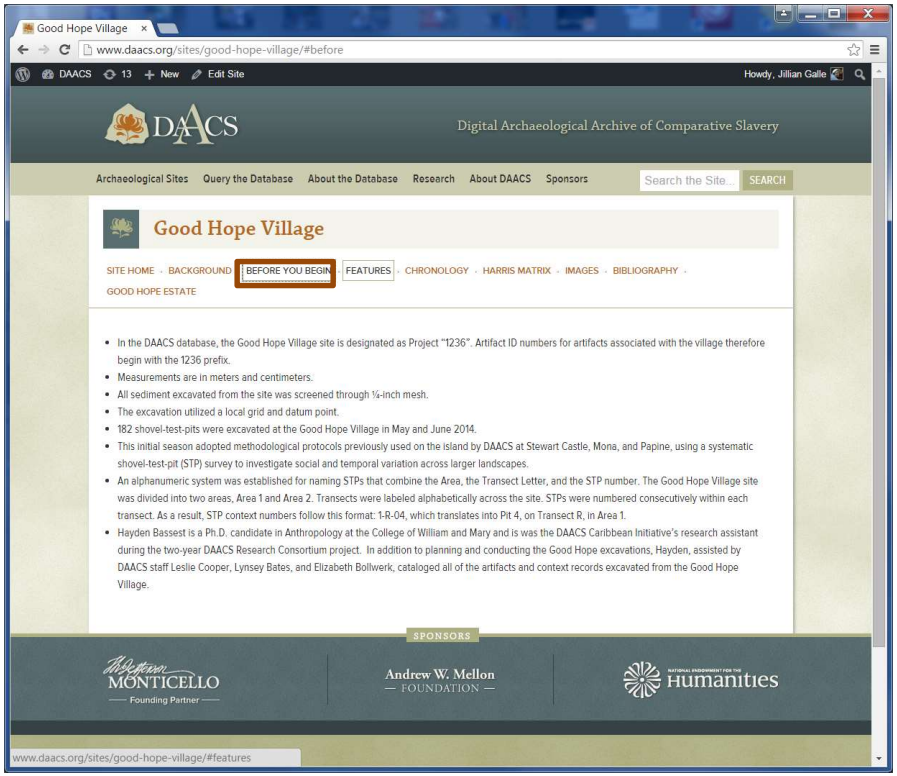


Before You Begin Page: A must read!

1. Provides a list of things a researcher needs to know before using the data from the site.

2. Provides a quick view of excavation methods, as well as any parts of the collection that may be digitally translated, cataloged with different protocols, or that are missing.

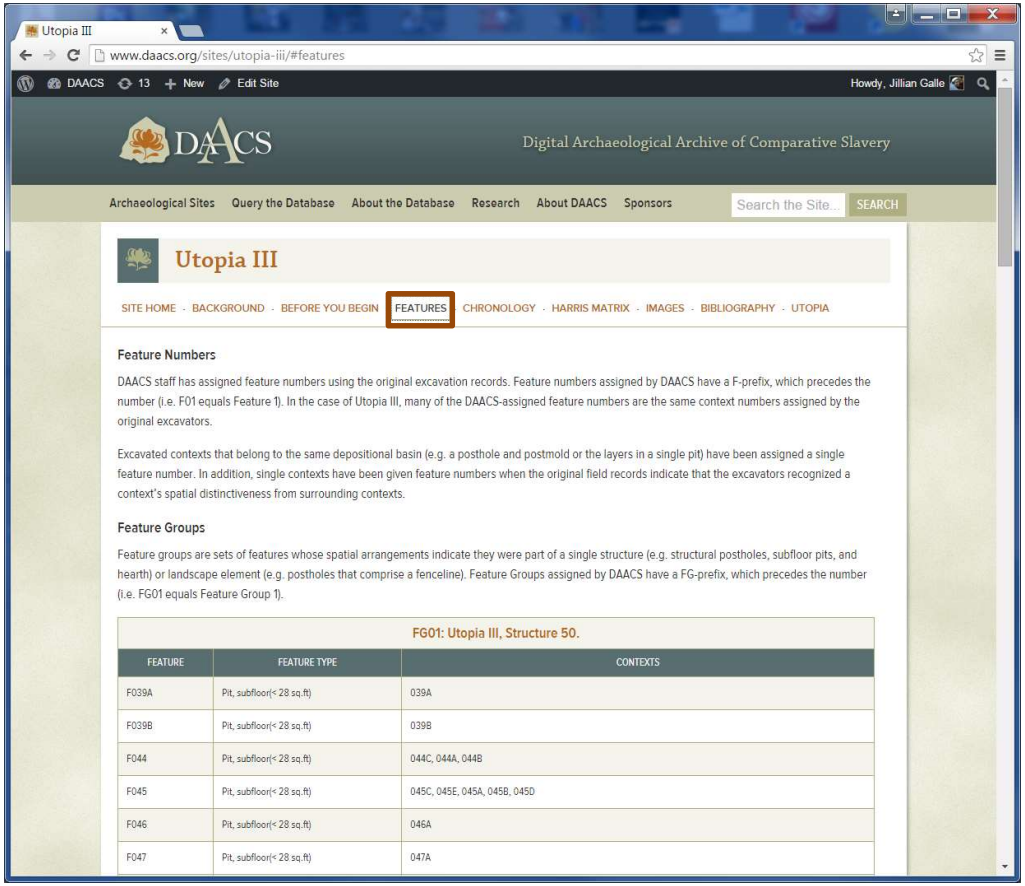




Site Features

1. Summarizes how features were identified and excavated at the site. The page provides readers with an overview of the features.

2. If features were excavated at the site, provides summary tables that group features Feature Groups and provides quick identifying information. The Context Queries in the Query the Database section provide many more details on individual features.

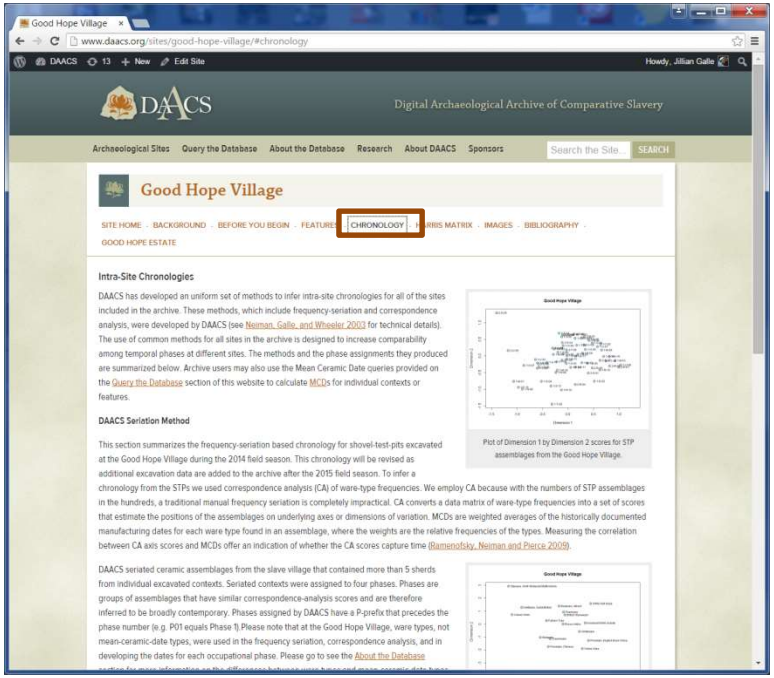


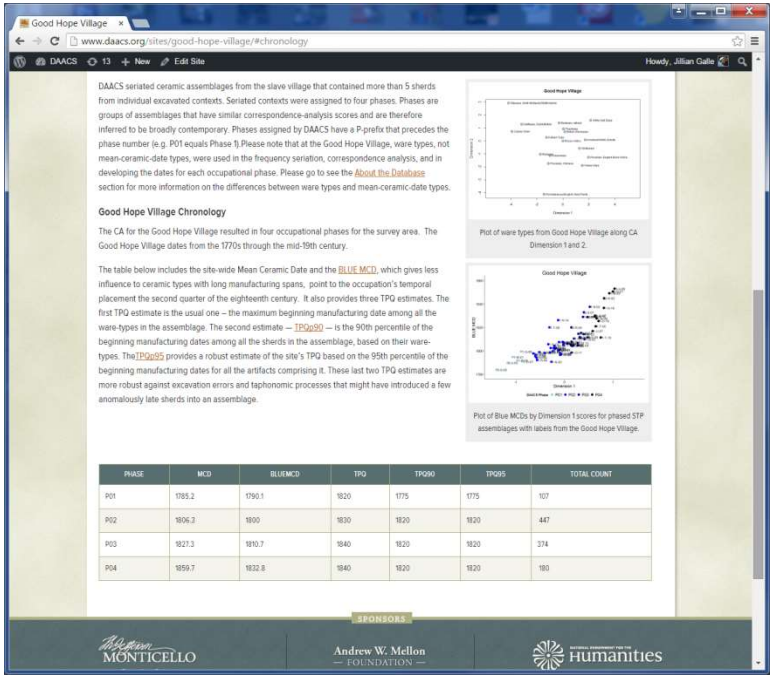
Site Chronology

1. DAACS has developed an uniform set of methods to infer intra-site chronologies for all of the sites included in the archive. Each *Chronology* page describes the frequency seriation and correspondence analysis methods used to develop the site chronology.

2. Occupation phases are assigned for each site, and a table provides the accompanying MCD, BLUEMCD, TPQ, TPQ90 and TPQ95. The DAACS Glossary defines these terms.

3. The Query the Database section of the archive provides vanilla Mean Ceramic Dates by Context, Feature Numbers, Feature Types, Feature Groups, Stratigraphic Groups, Phased, and Sites.



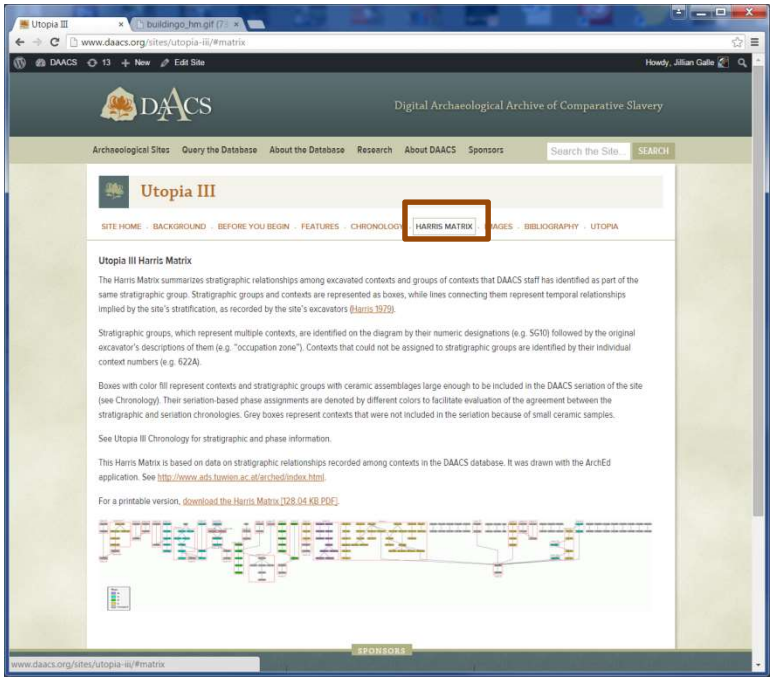


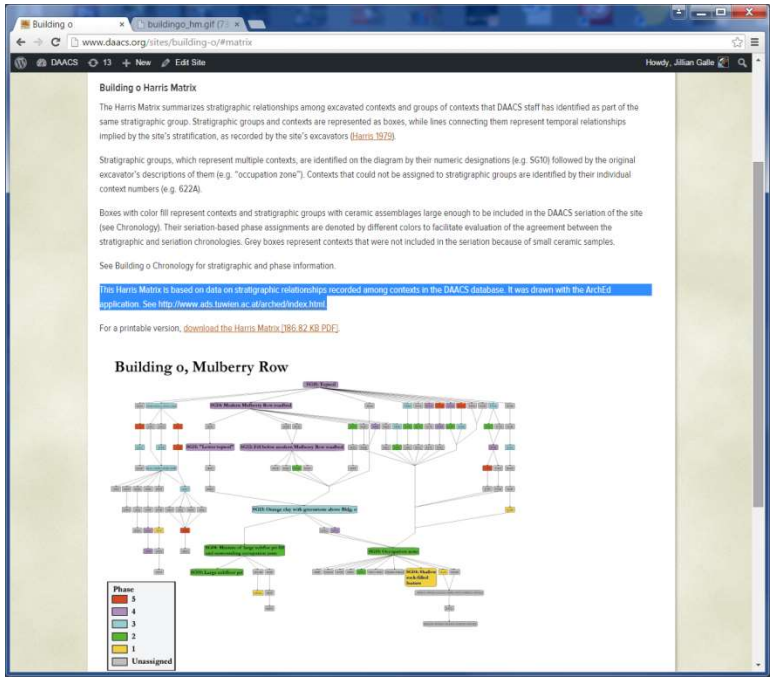
Harris Matrix

1. The Harris Matrix summarizes stratigraphic relationships among excavated contexts and groups of contexts that DAACS staff has identified as part of the same stratigraphic group.

2. DAACS staff create the Harris Matrix based on data on stratigraphic relationships recorded among contexts in the DAACS database. It also includes color codes contexts, features, and stratigraphic groups by phase.

3. The Harris Matrix is drawn with the ArchEd application (http://www.ads.tuwien.ac.at/arched/index.html) and are downloadable.

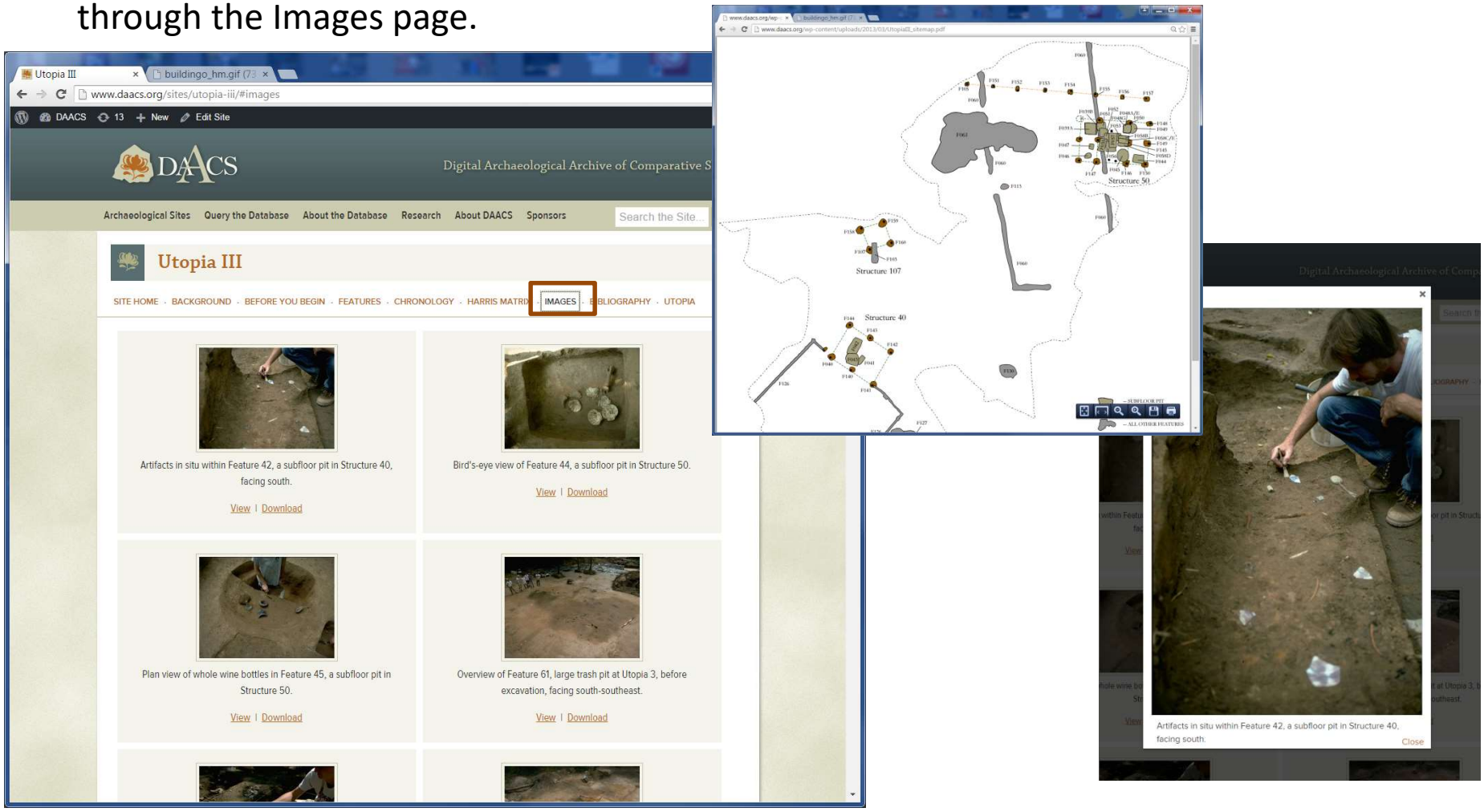




Images

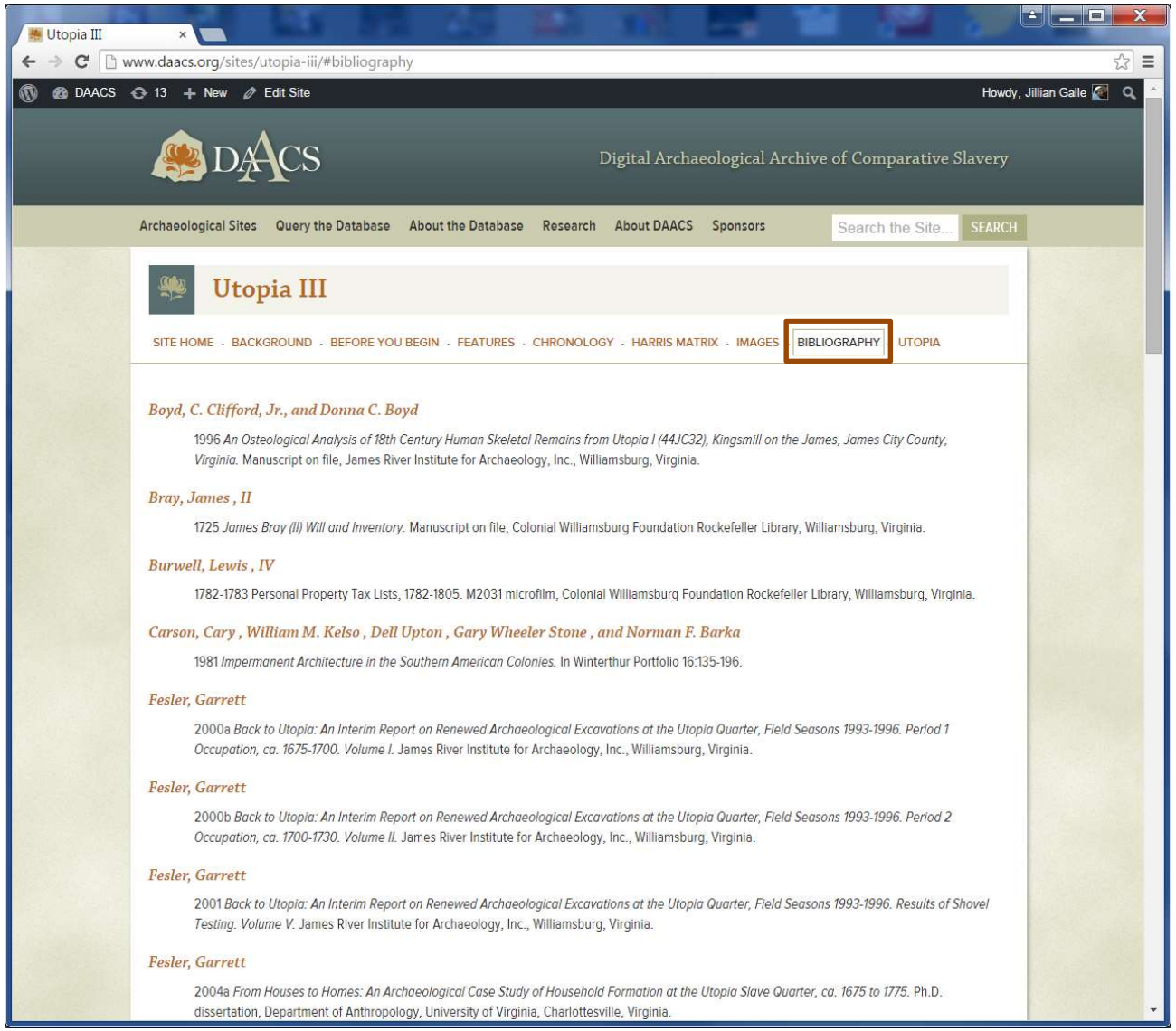
1. The Image Page provides expandable and downloadable photographs of the site and some of the recovered artifacts. All images related to the site can be found using an Image Query in the Query the Database section of the website.

2. Site maps, in .pdf, .dgn, and .dxf formats, are also available for download and use through the Images page.



Bibliography

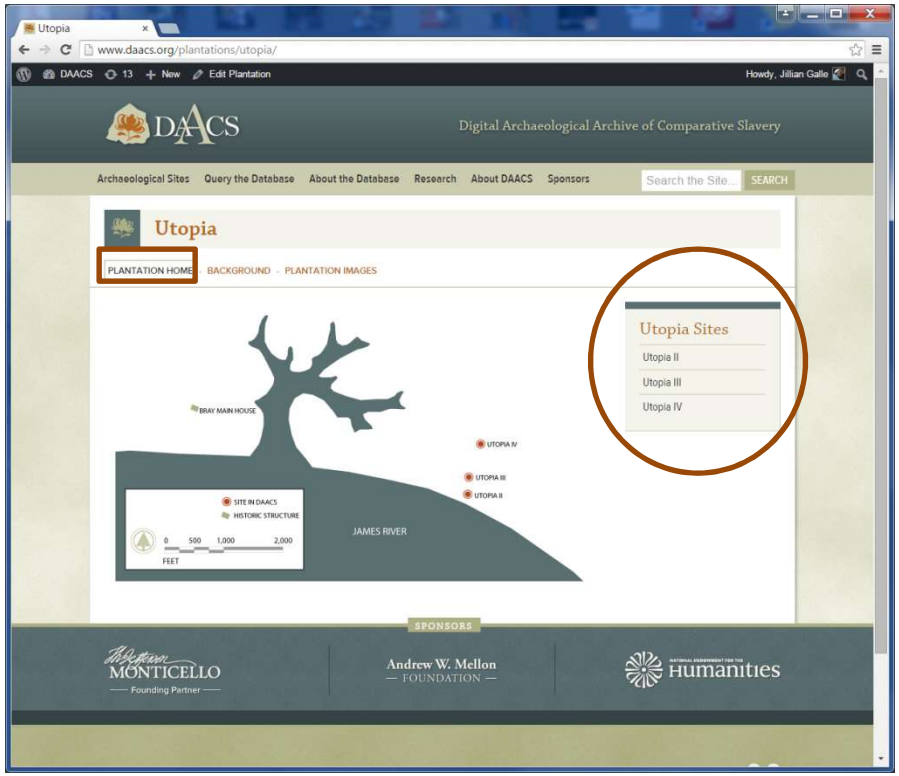
1. Provides a detailed bibliography of published and presented papers relating to the site.

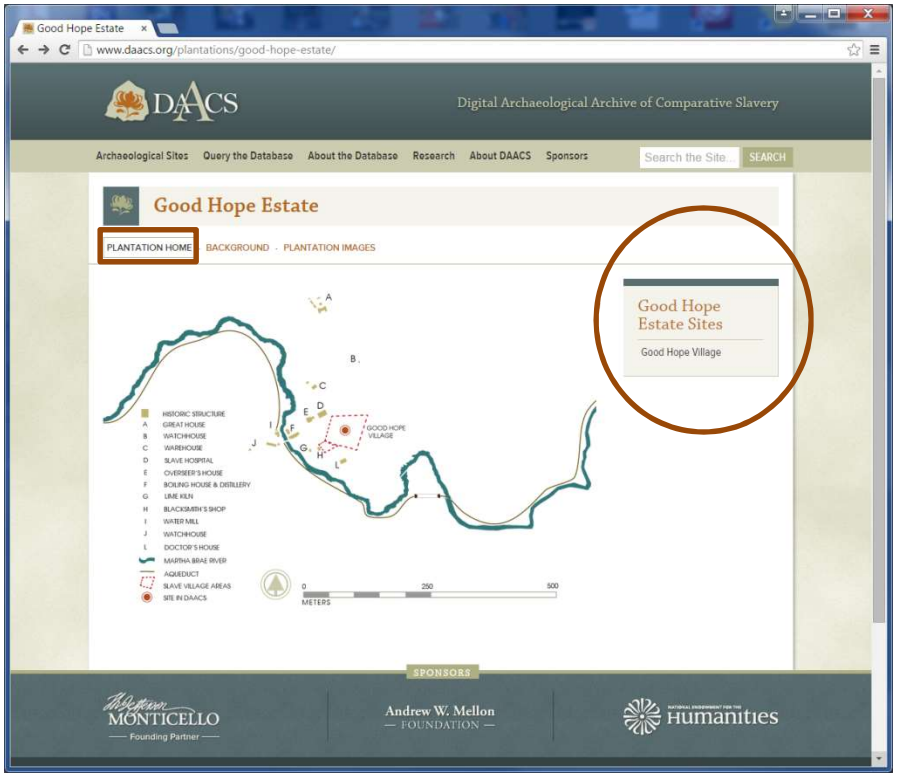


Plantation Home Page

1. Provides schematic map of plantation, with archaeological sites that are in DAACS located by orange “bulls-eyes”.

2. Provides links to the archaeological sites from the plantation currently in DAACS

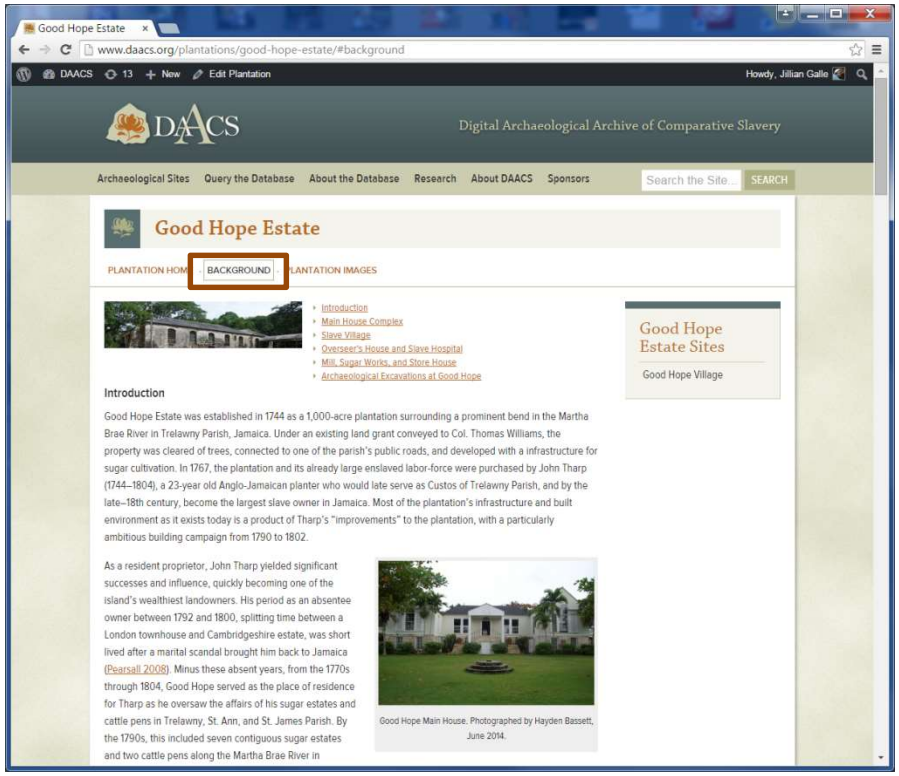


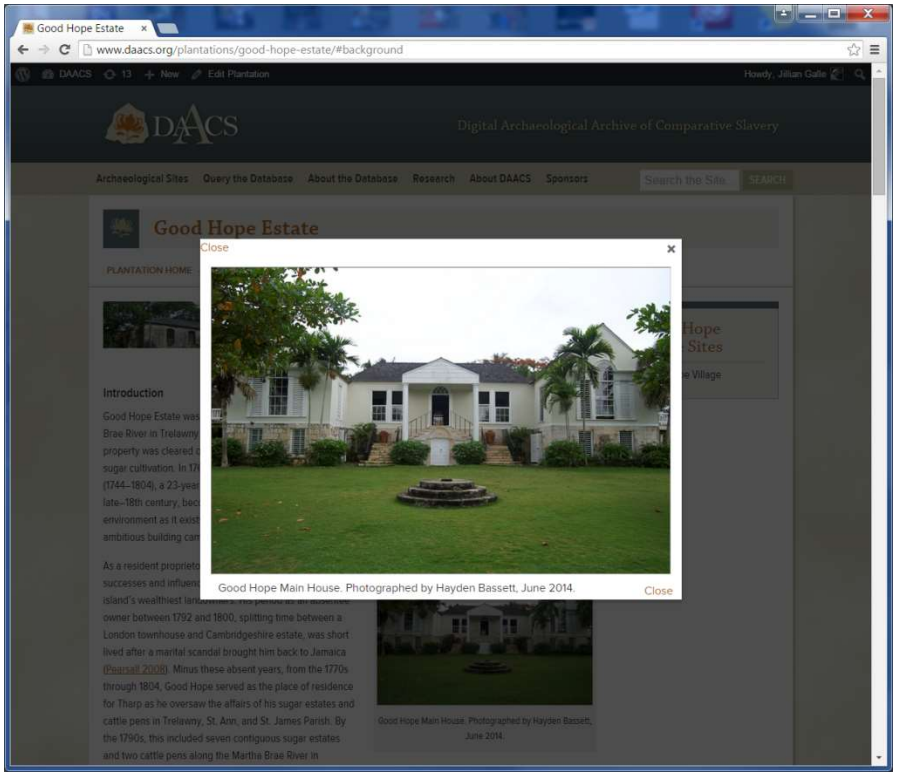


Plantation Background

1. Provides detailed background information, including summaries about what is known about the planation from documentary and archaeological sources.

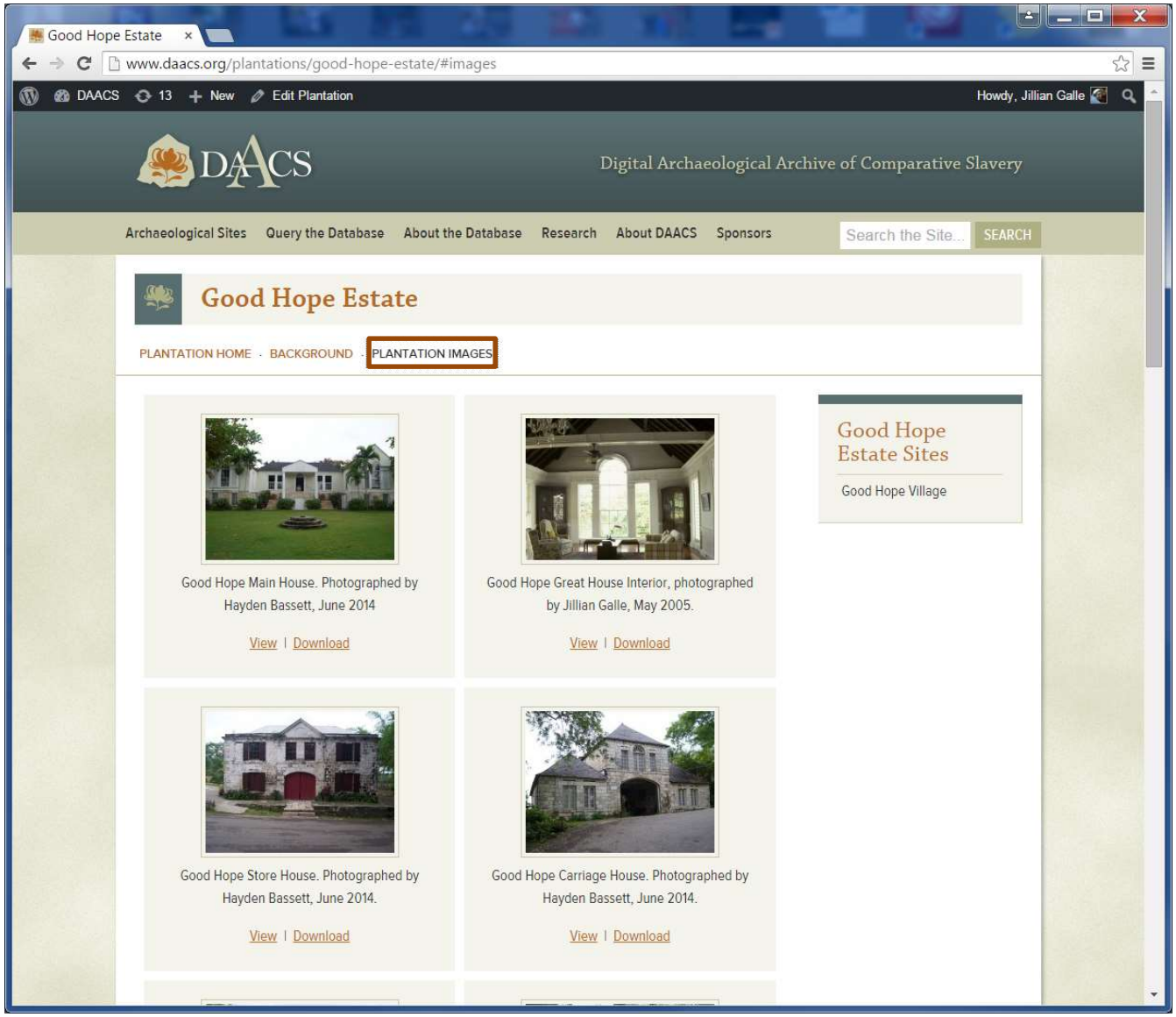
2. Provides links to expandable and downloadable images..





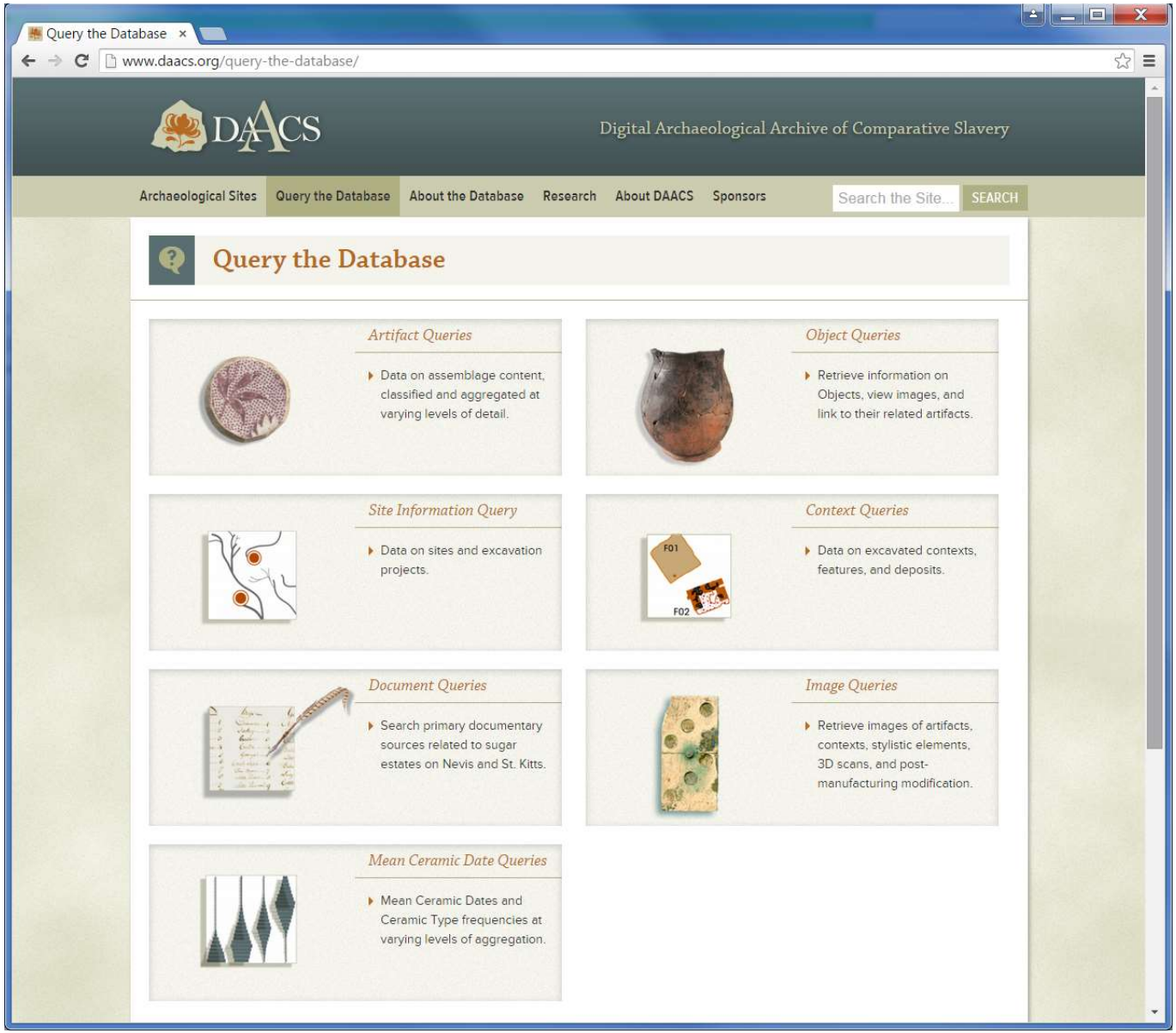
Plantation Images

1. Provides downloadable images and maps of the plantation.



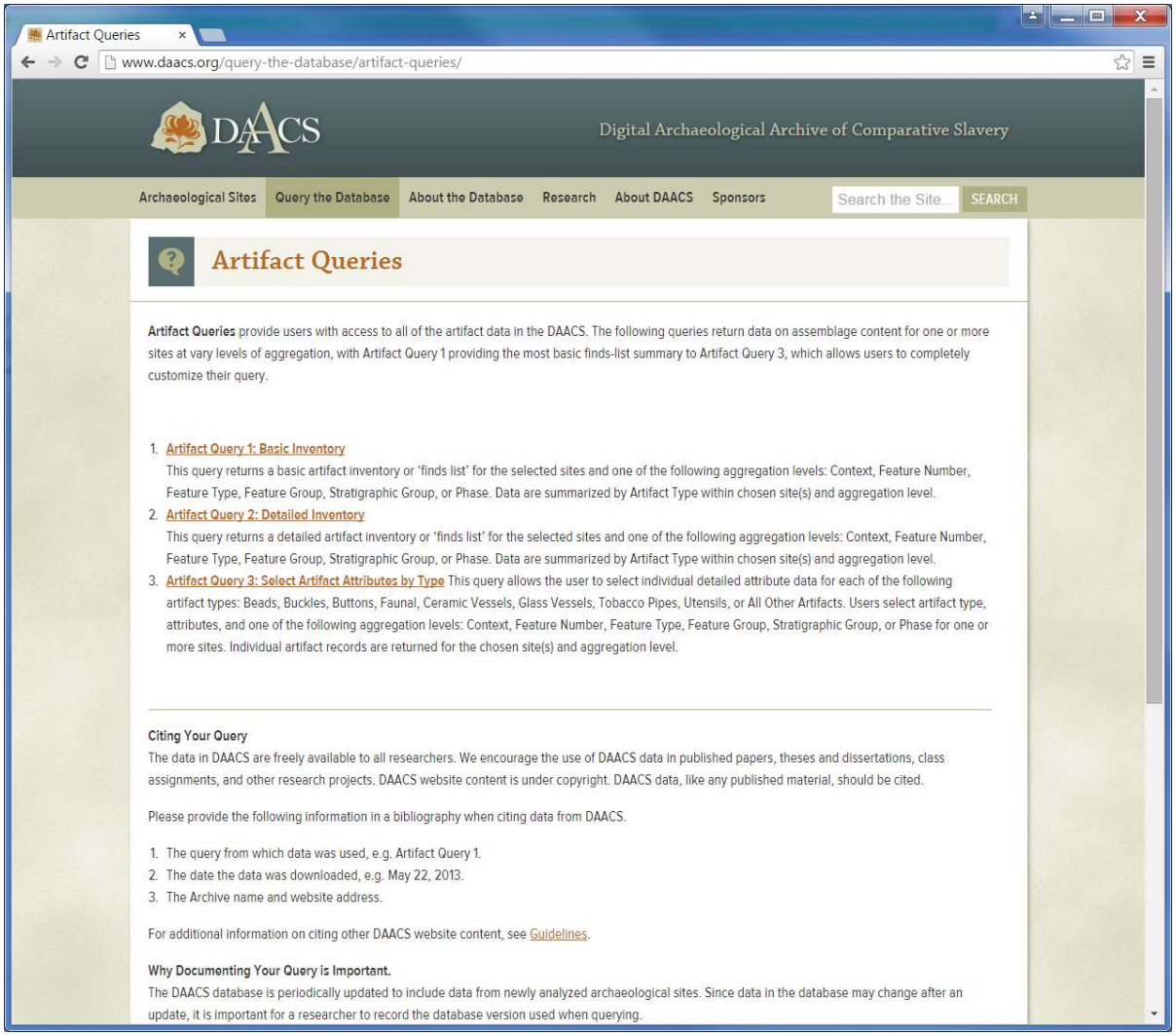
Query the Database

http://www.daacs.org/query-the-database/



Artifact Queries

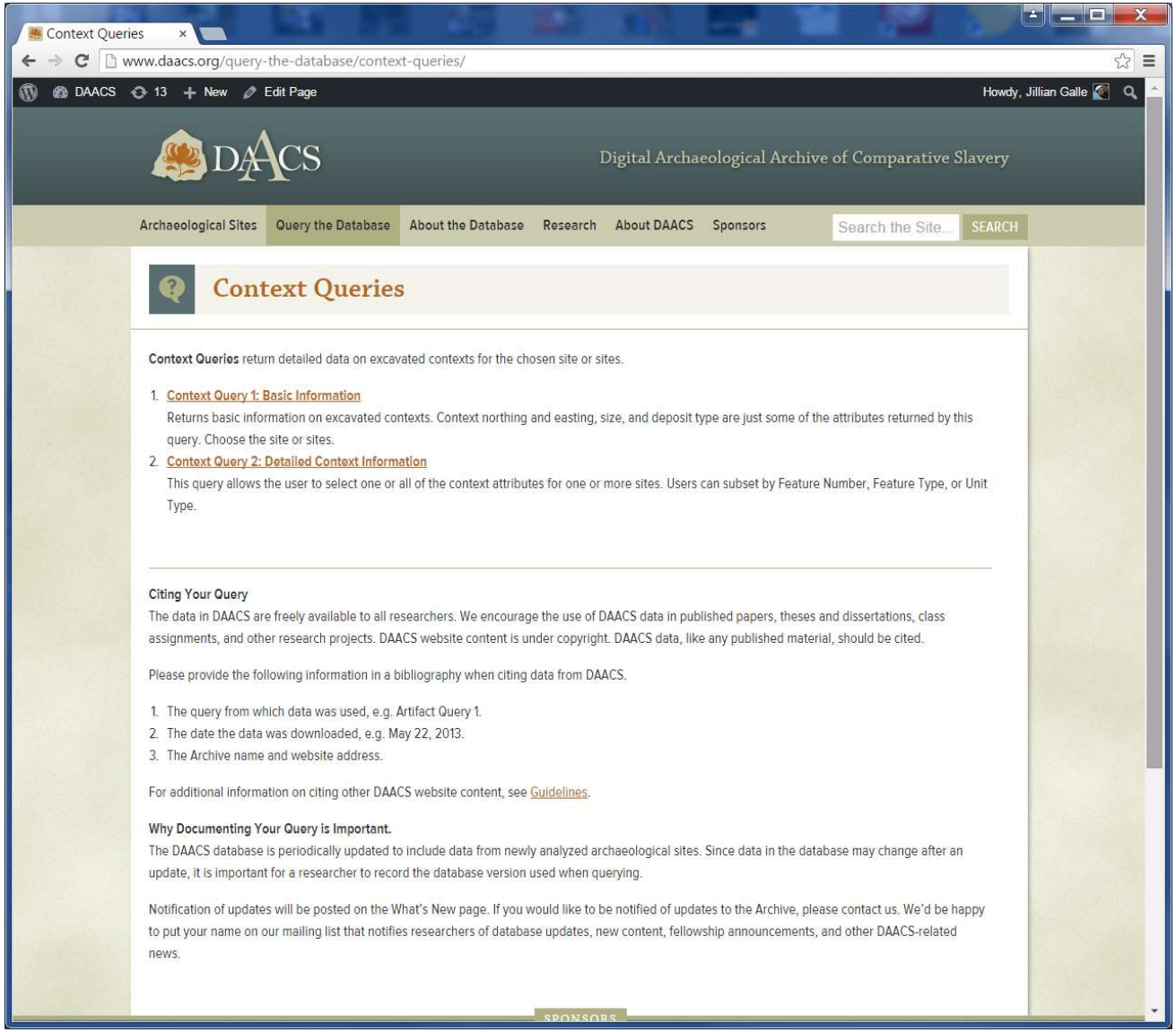
Artifact Queries provide users with access to all of the artifact data in the DAACS. The queries return data on assemblage content for one or more sites at varying levels of details and aggregation.



http://www.daacs.org/query-the-database/artifact-queries/

Context Queries

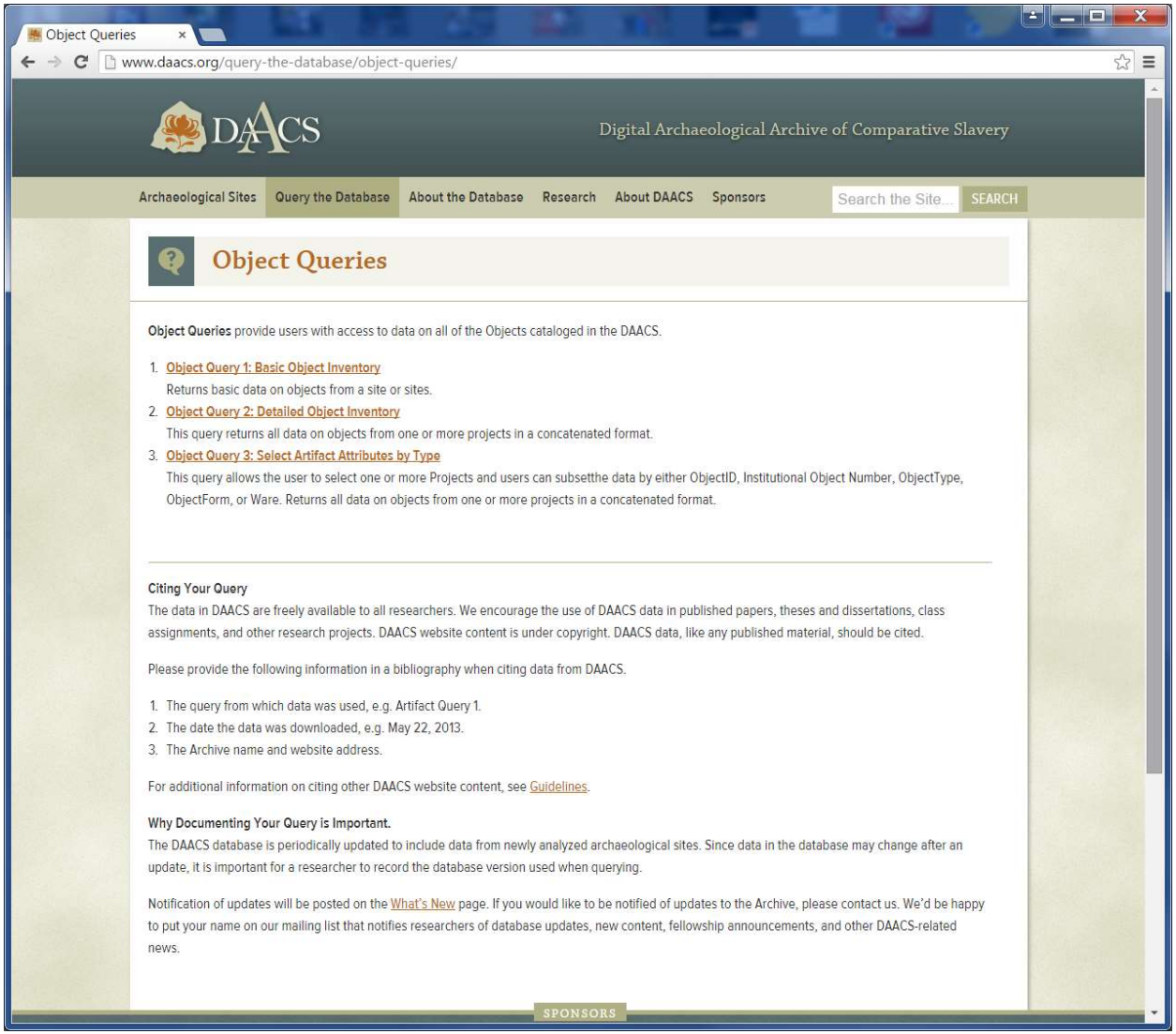
Context Queries return detailed data on excavated contexts for the chosen site or sites..



http://www.daacs.org/query-the-database/context-queries/

Object Queries

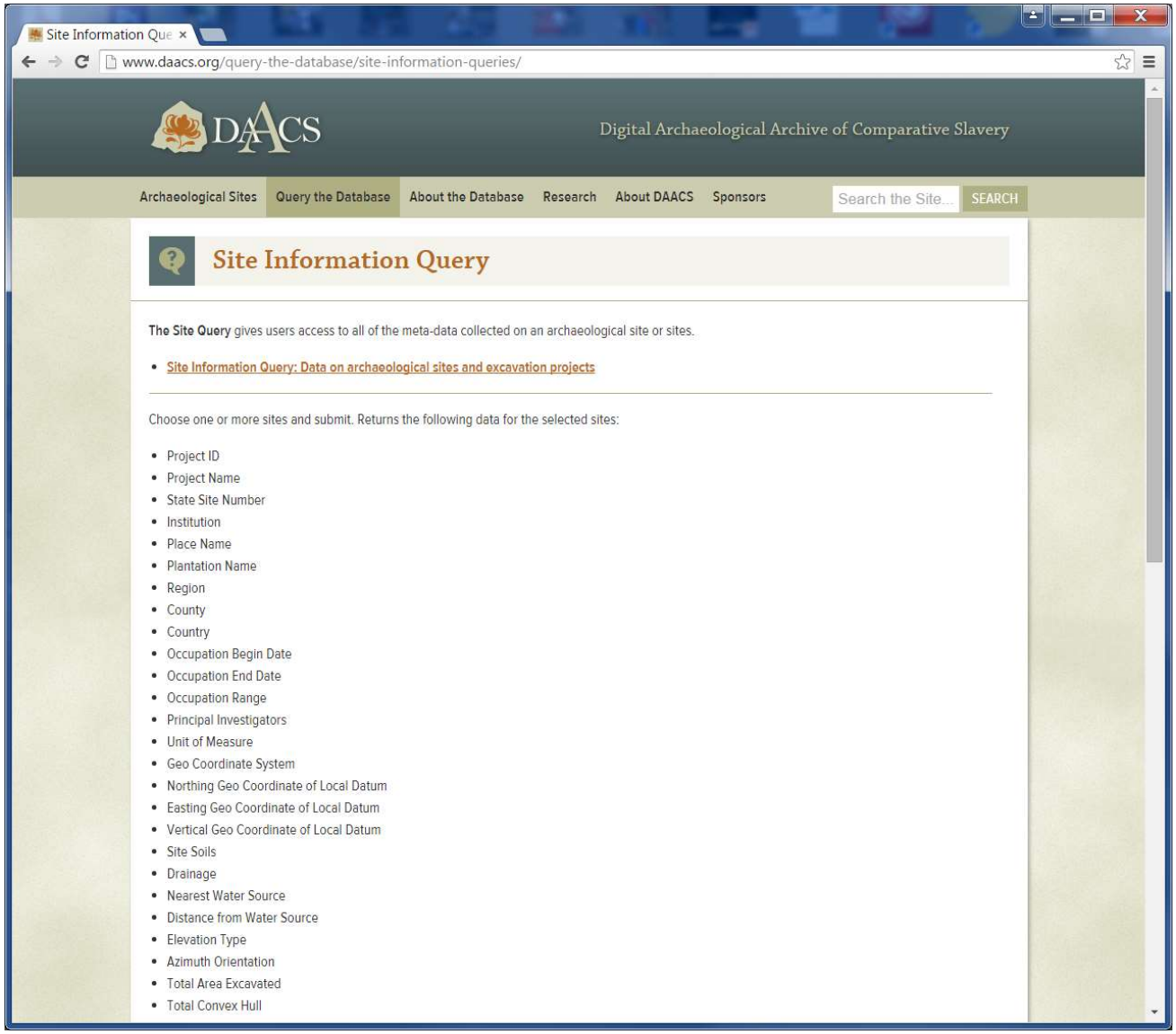
Object Queries provide users with access to data on all of the Objects cataloged in the DAACS.



http://www.daacs.org/query-the-database/object-queries/

Site Information Query

The Site Query gives users access to all of the meta-data collected on an archaeological site or sites.



http://www.daacs.org/query-the-database/site-information-queries/

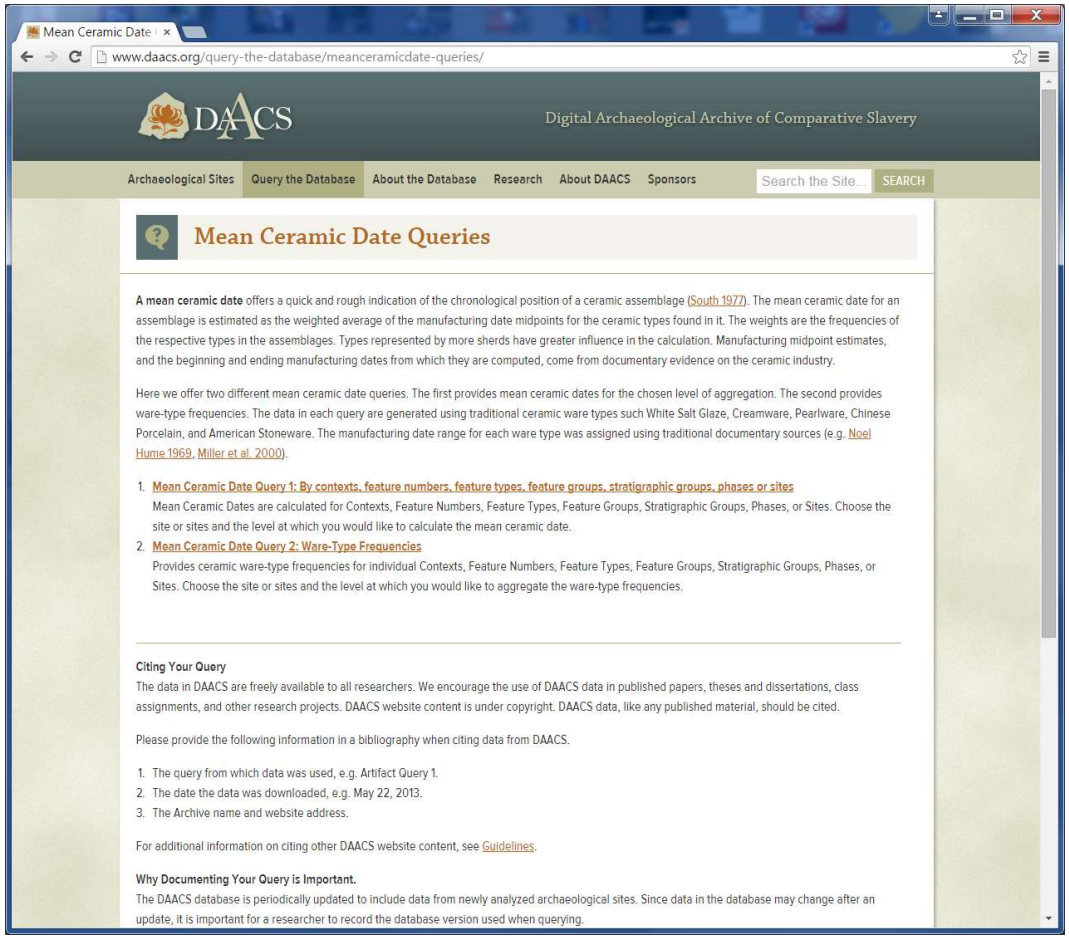
Image Queries

Image Queries return image data for chosen sites.

http://www.daacs.org/query-the-database/image-queries/

Mean Ceramic Date Queries

A mean ceramic date offers a quick and rough indication of the chronological position of a ceramic assemblage. DAACS offers two different mean ceramic date queries. The first provides mean ceramic dates for the chosen level of aggregation. The second provides ware-type frequencies.

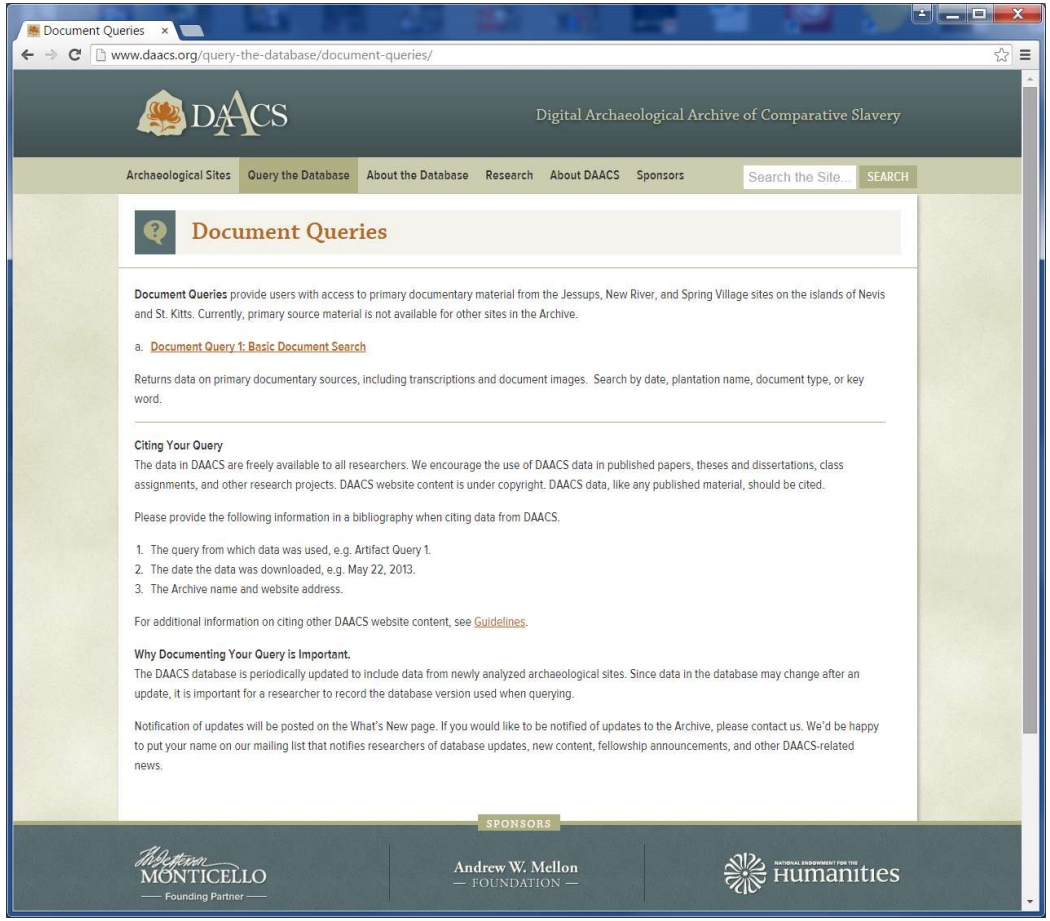


http://www.daacs.org/query-the-database/meanceramicdate-queries/

Document Queries

(only for Nevis and St. Kitts sites)

Document Queries provide users with access to primary documentary material from the Jessups, New River, and Spring Village sites on the islands of Nevis and St. Kitts. Currently, primary source material is not available for other sites in the Archive.



http://www.daacs.org/query-the-database/document-queries/

How Queries Work: an example

Before You Begin

Each query is different, offering a range of options for summarizing and aggregating the data.

The first query of any given query type provides the most basic data (the fewest fields) and few aggregation options.

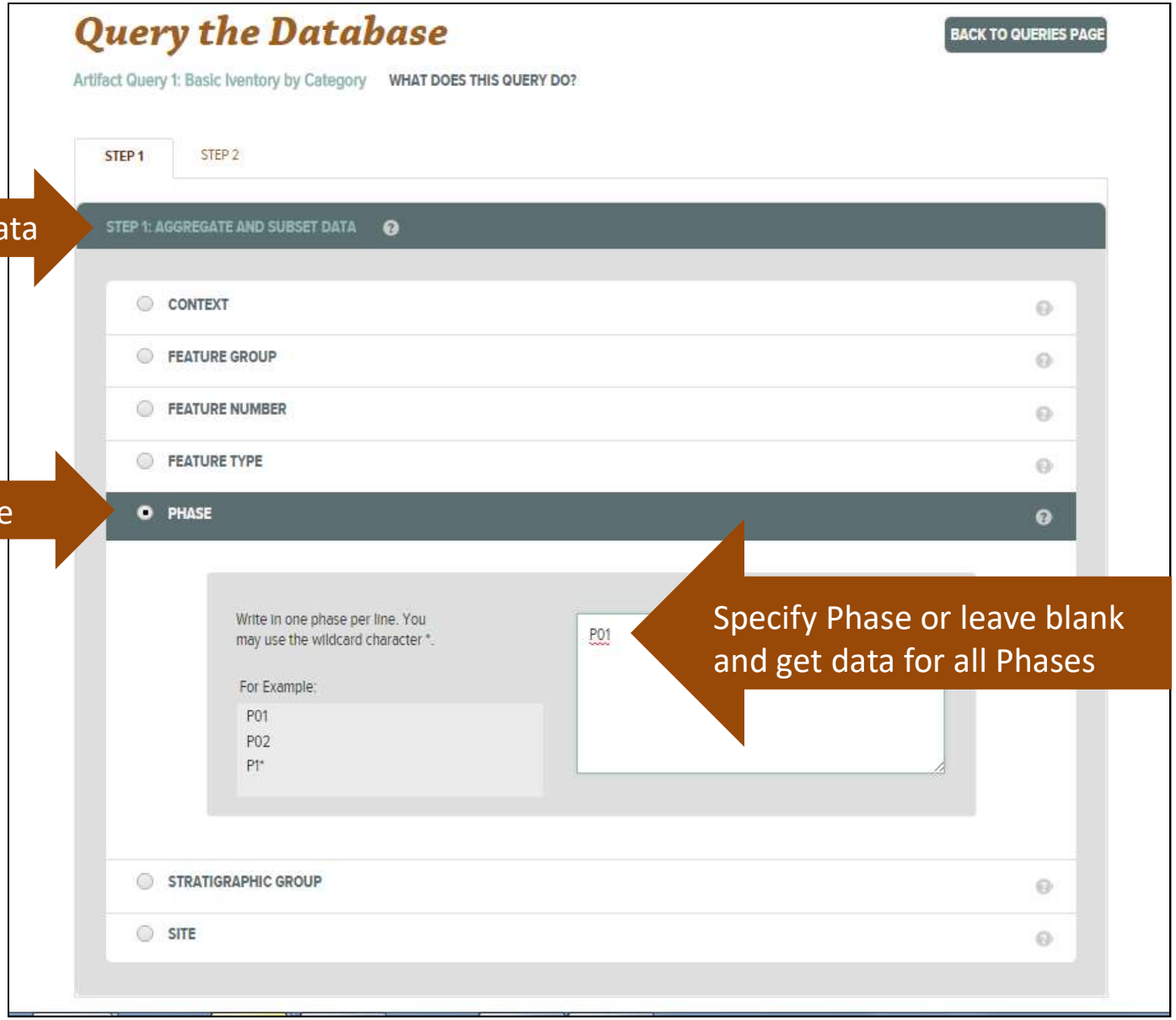
Subsequent queries within a query type offer more options for getting the data you want.

All query results can be downloaded for use in the stats package of your choice (or excel).

How Queries Work: an example

Step 1: Aggregate/Subset Data

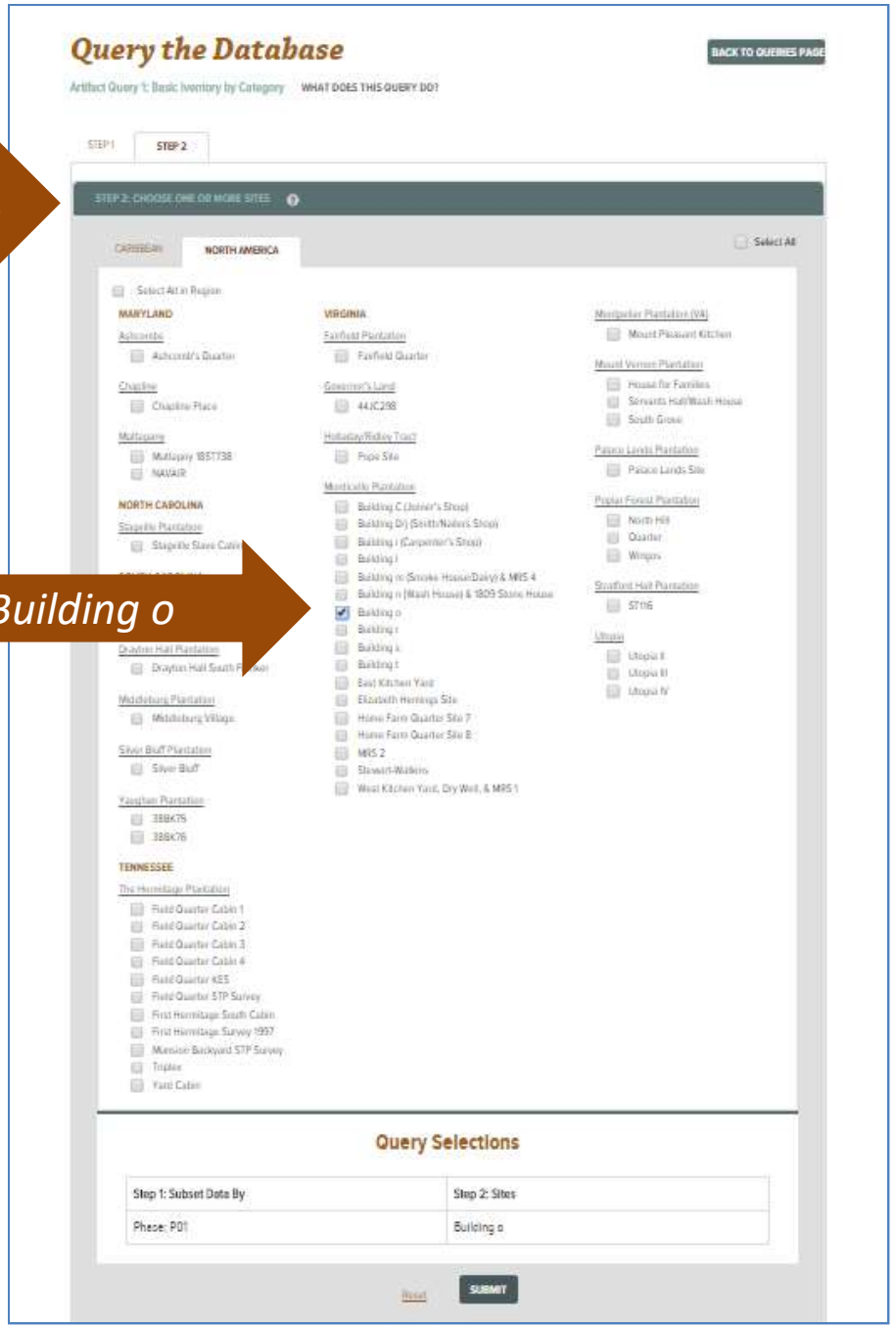
Here we chose Phase

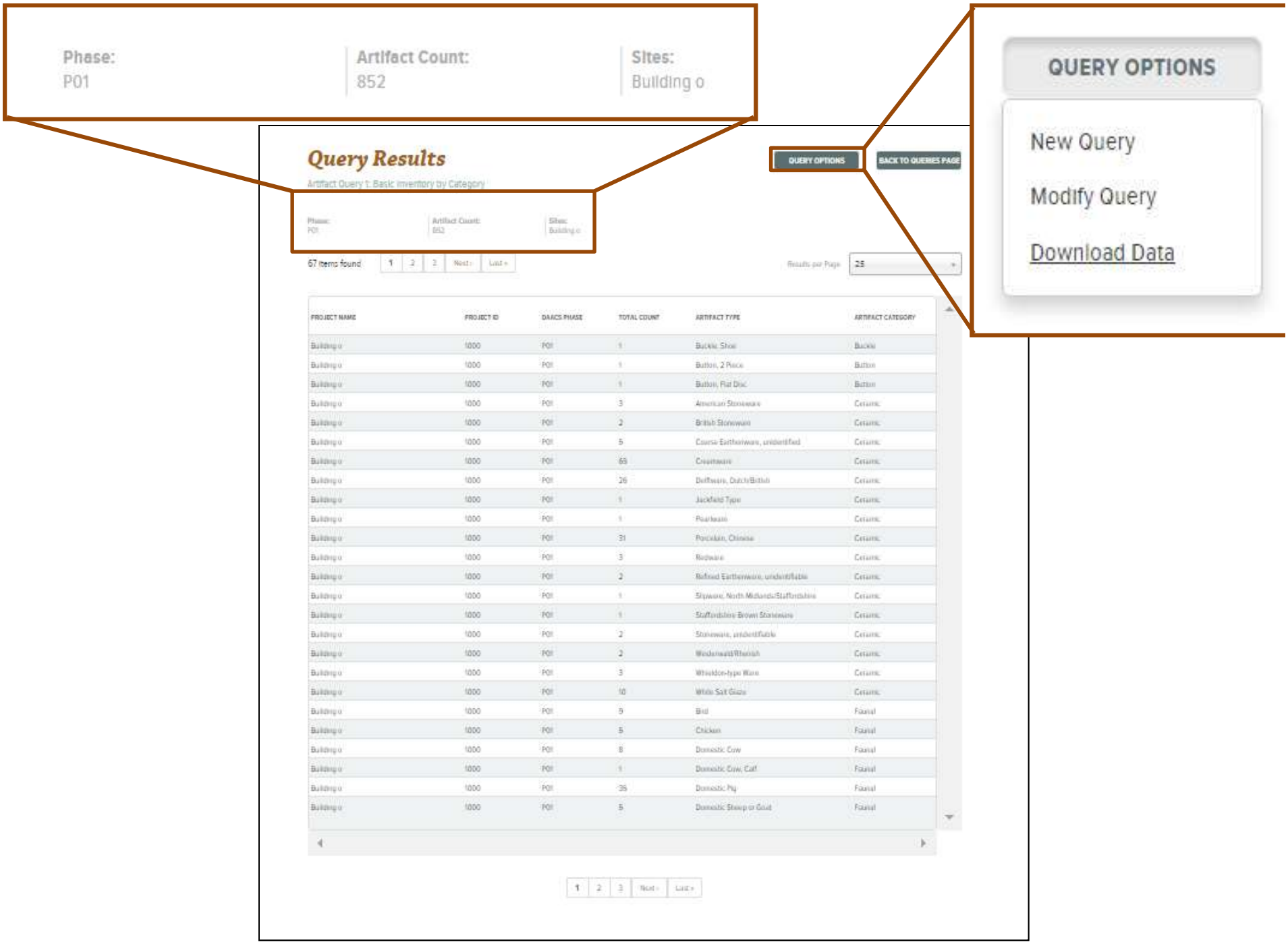


Specify Phase or leave blank and get data for all Phases

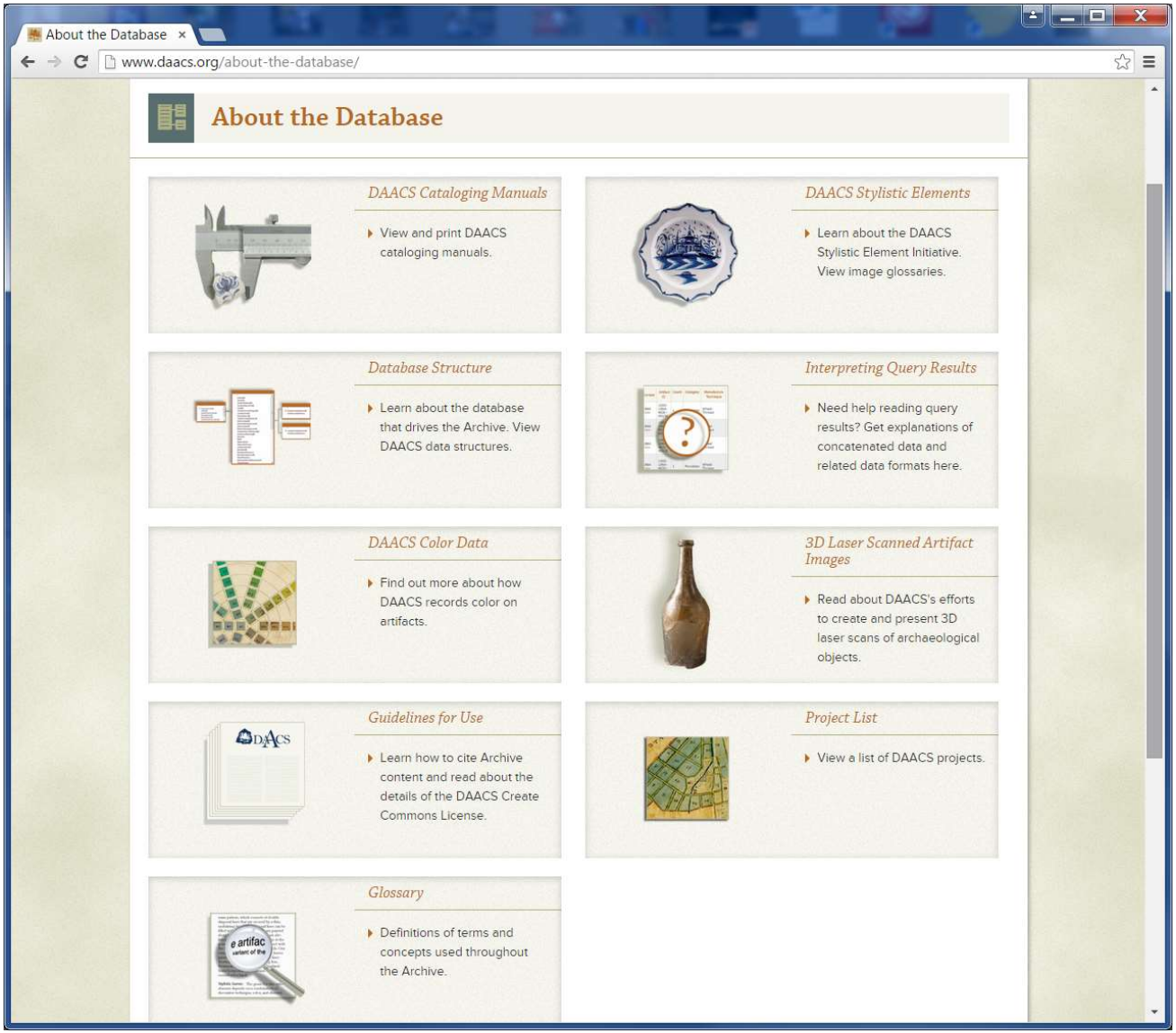
Step 2: Choose Site or Sites

Selected *Building o*




Phase:
P01
Artifact Count:
852
Sites:
Building o
QUERY OPTIONS
New Query
Modify Query
Download Data
Query Results
QUERY OPTIONS
BACK TO QUERIES PAGE
67 items found
PROJECT NAME
PROJECT ID
DAACS PHASE
TOTAL COUNT
ARTIFACT TYPE
ARTIFACT CATEGORY

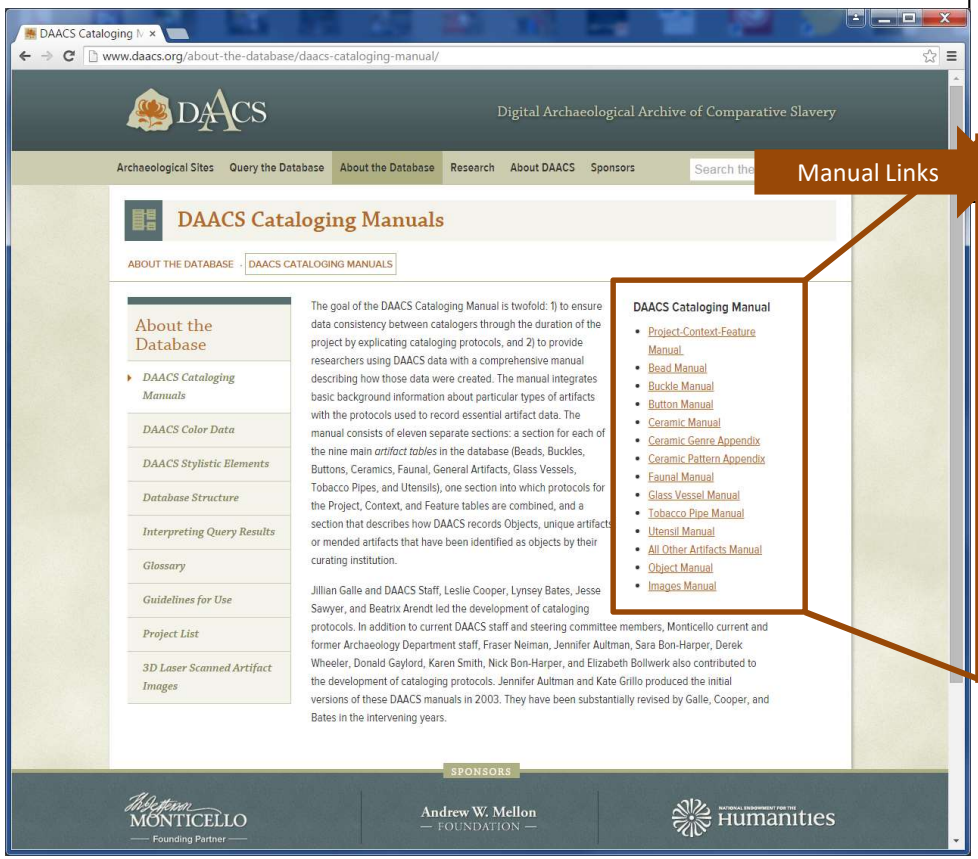
About the Database



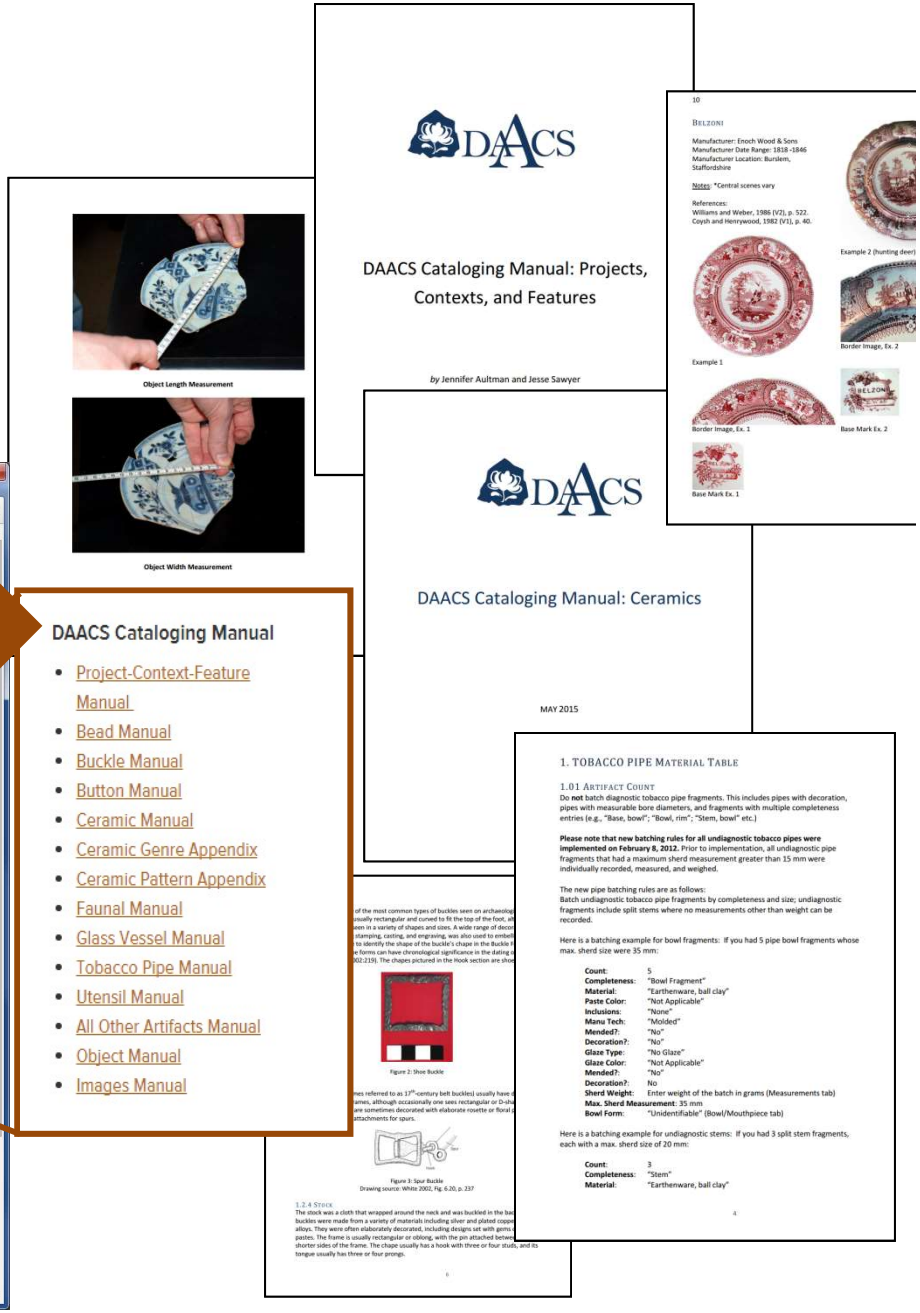
http://www.daacs.org/about-the-database/

About the Database: Cataloging Manuals

The DAACS Cataloging Manuals provide researchers using DAACS data with a comprehensive manual describing how those data were created and insure data consistency between catalogers through the duration of the project by explicating cataloging protocols.



Manual Links



About the Database: Stylistic Elements

DAACS — Digital Archaeological Archive of Comparative Slavery

Archaeological Sites | Query the Database | About the Database | Research | About DAACS | Sponsors | Search the Site... | SEARCH

DAACS Stylistic Elements

ABOUT THE DATABASE · DAACS STYLISTIC ELEMENTS

About the Database

- *DAACS Cataloging Manuals*
- *DAACS Color Data*
- *DAACS Stylistic Elements*
- *Database Structure*
- *Interpreting Query Results*
- *Glossary*
- *Guidelines for Use*

DAACS offers two approaches to recording and analyzing decoration on ceramics, the DAACS Stylistic Element Initiative and DAACS Ceramic Genres. The DAACS Stylistic Element Initiative records individual decorative elements on the sherd level, providing researchers with detailed data on decorative elements and motifs. DAACS Ceramic Genres provide a way of understanding decoration on ceramics by using traditional types, based on decorative technique and patterns. Both are described below.

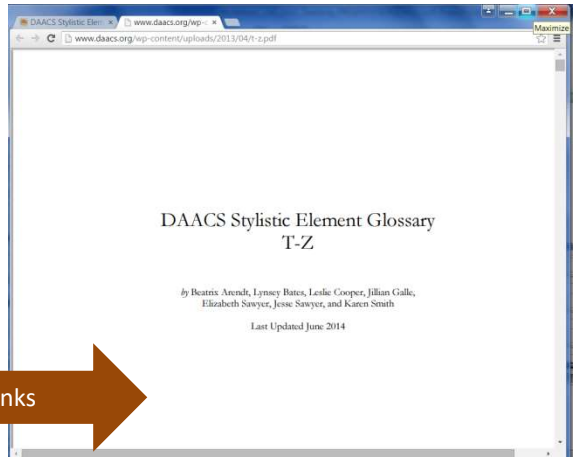
DAACS Stylistic Element Initiative

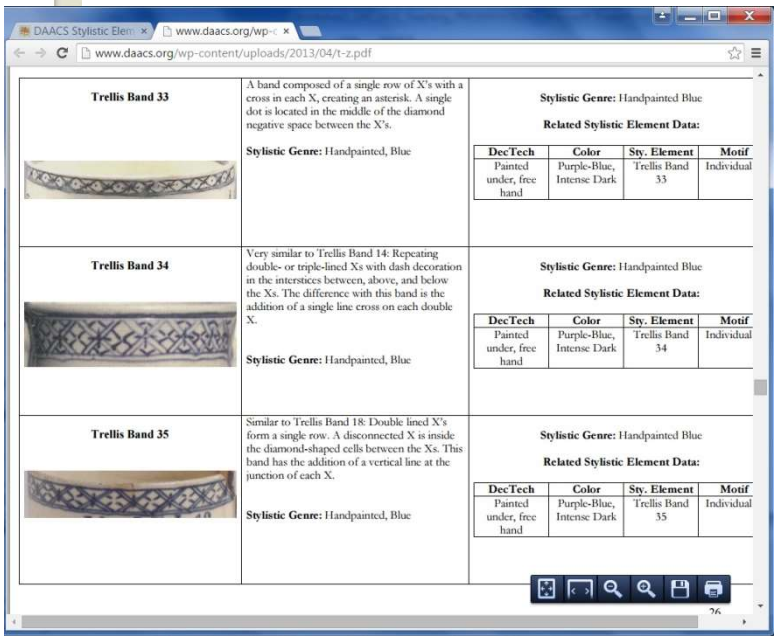
The DAACS Stylistic Element Initiative explores an approach to measuring variation in applied decoration on ceramics that is novel in historical archaeology. Traditionally historical archaeologists have measured decorative variation at the level of the sherd or vessel. This means that a single sherd or vessel has to be assigned to a single decorative category or genre. This approach produces useful results (and we have followed it in the DAACS ceramic genre field), but it may obscure decorative variation when there are multiple decorative elements on a single

DAACS Stylistic Element Glossaries

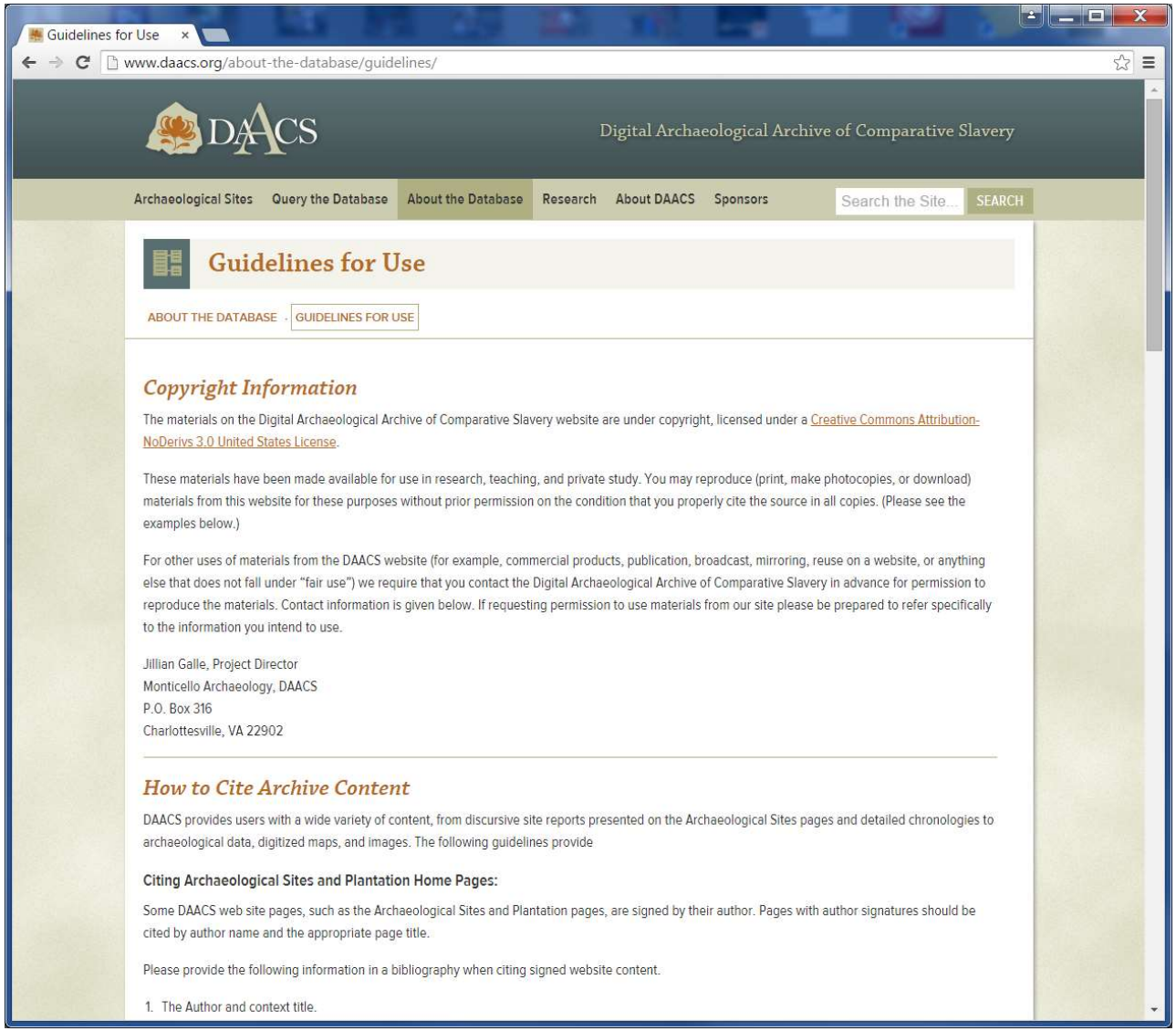
- Stylistic Element Glossary A-C (4 MB)
- Stylistic Element Glossary D-G (1,386 KB)
- Stylistic Element Glossary H-Q (895 KB)
- Stylistic Element Glossary R-S (1,088 KB)
- Stylistic Element Glossary T-Z (952 KB)

Glossary Links





About the Database:
Guidelines for Use Copyright and Citation Information

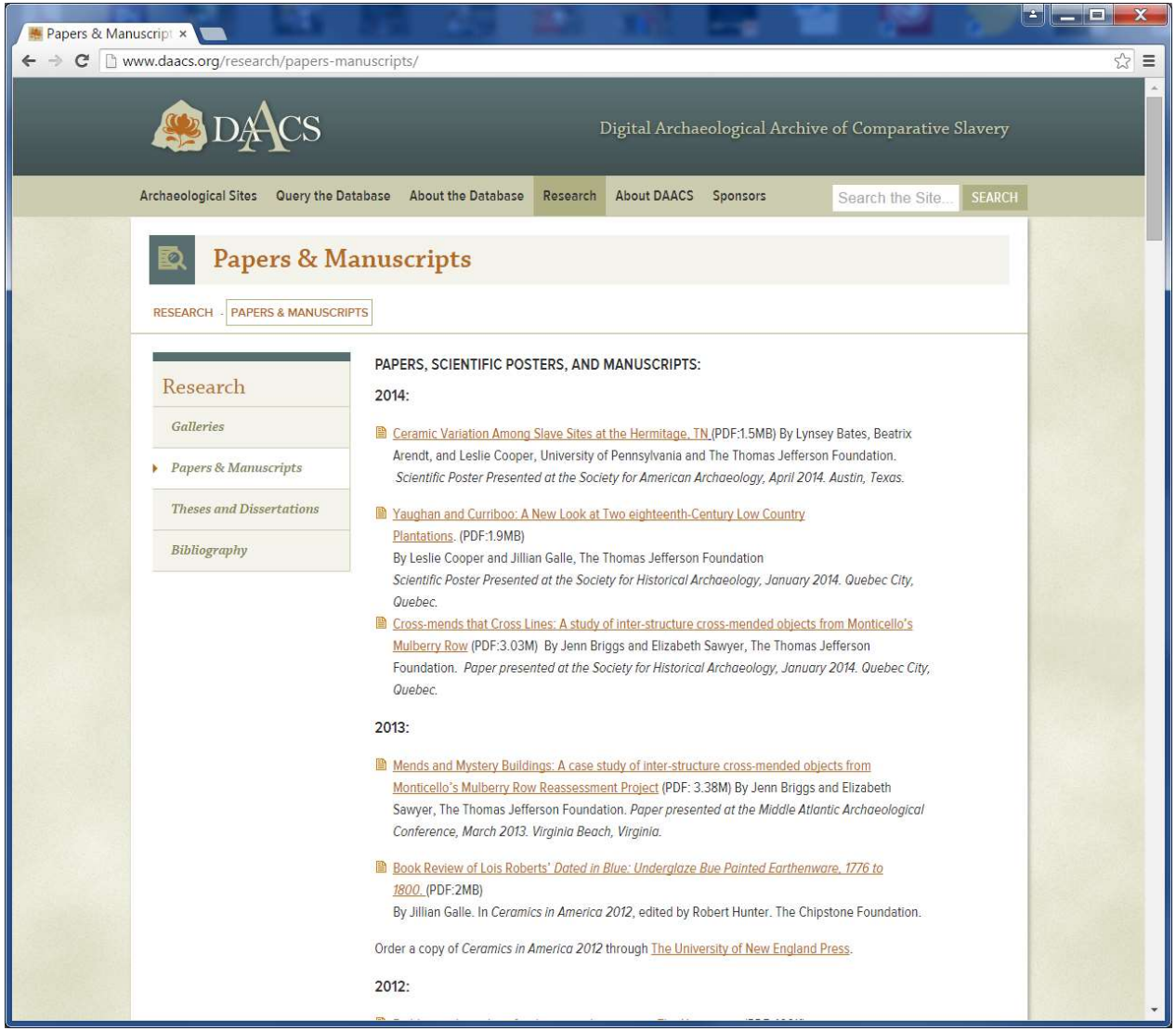


http://www.daacs.org/about-the-database/guidelines/

Research

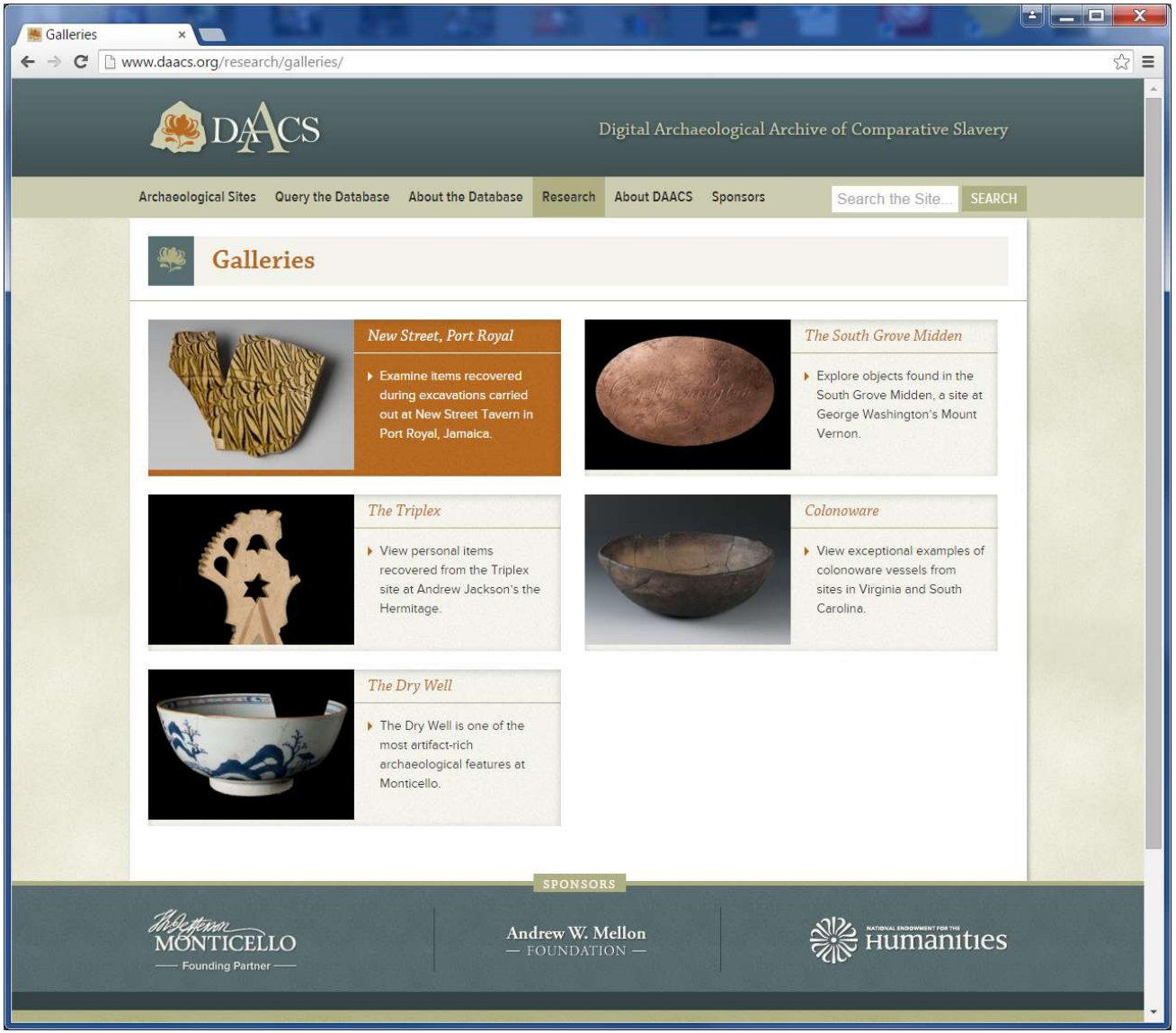
http://www.daacs.org/research/

Research: Papers and Manuscripts



http://www.daacs.org/research/papers-manuscripts/

Research: Galleries



http://www.daacs.org/research/galleries/

Use of DAACS by Historians

(that we know about)

Morgan, P. D., and A. J. O'Shaughnessy

2006 Arming Slaves in the American Revolution. In *Arming Slaves: From Classical Times to the Modern Age*, pp. 180-208, edited by Christopher Leslie Brown and Philip D. Morgan. Yale University Press, New Haven.

Bly, Antonio

2008 "Pretends he can read": Runaways and Literacy in Colonial America, 1730-1776" Early American Studies 6.2 (Fall 2008): 261-294. http://history.appstate.edu/sites/history.appstate.edu/files/Bly,%20Pretends%20he%20can%20read.pdf

DAACS figures in historians' reflections on the ways in which archaeological data might advance their understanding of changing slave life ways

Morgan, Phillip D.

2006 Archaeology and history in the study of African-Americans. *African Re-Genesis: Confronting Social Issues in the Diaspora*, edited by Jay B Haviser and Kevin C MacDonald, pp. 53-61. Left Coast Press, Walnut Creek, CA.

2011 The future of Chesapeake Studies. In *Early Modern Virginia*, edited by Douglas Bradburn and John C. Coombs, pp. 300-333. University of Virginia Press, Charlottesville.

Other Digital Resources for Teaching Slavery and Archaeology

Data Rich

- Voyages: The Trans-Atlantic Slave Trade Database: http://www.slavevoyages.org/tast/index.faces
- The Digital Archaeological Record (tDar): http://core.tdar.org/
- Chaco Research Archive: http://www.chacoarchive.org/cra/
- The Comparative Archaeological Study of Colonial Chesapeake Culture: http://www.chesapeakearchaeology.org/index.cfm

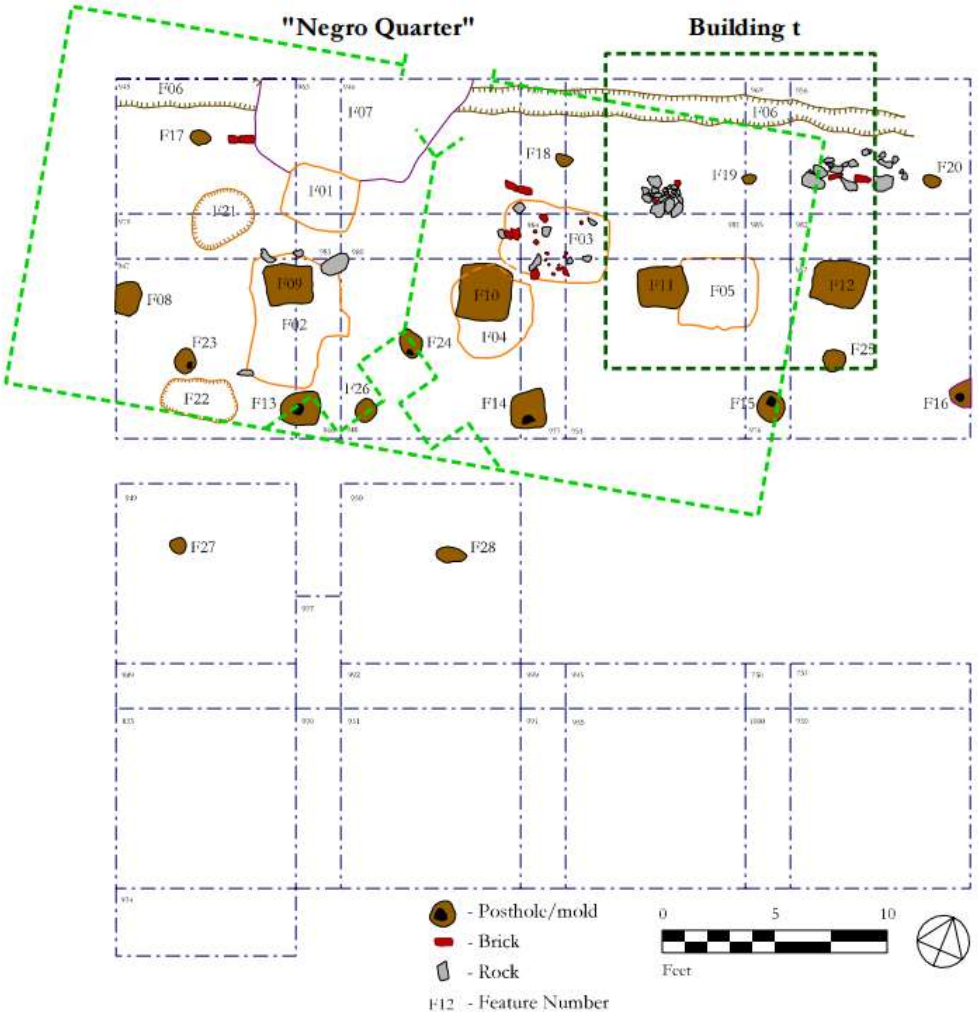
Qualitative historical data but quantitative data could be gleaned

- Two Plantations (companion to Richard Dunn's 2015 book, A Tale of Two Plantations): www.twoplantations.com
- Slave Revolt in Jamaica, 1760-1761: A Cartographic Narrative: http://revolt.axismaps.com/

Working with DAACS Data

Working with data is an iterative process!

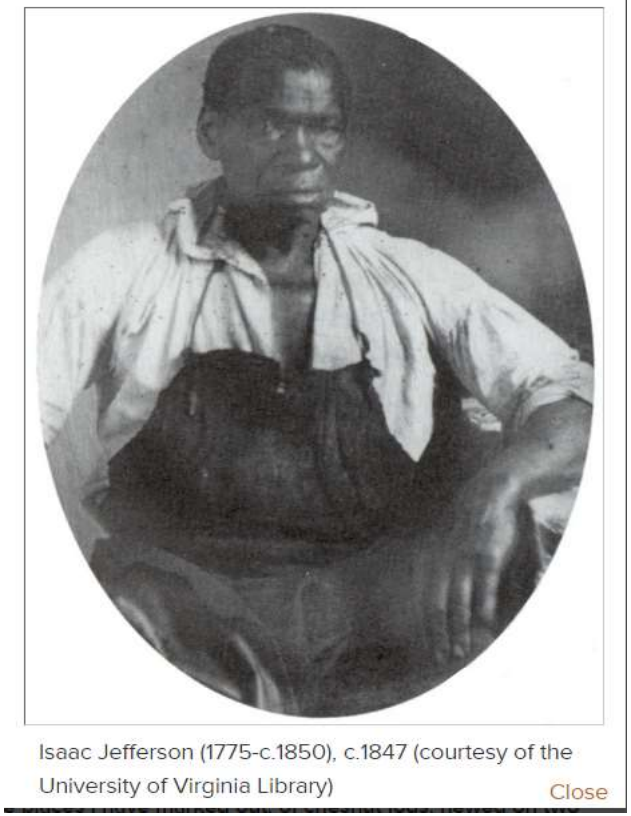
An example from MCD Queries



Monticello's *Building t* and the "Negro Quarter"

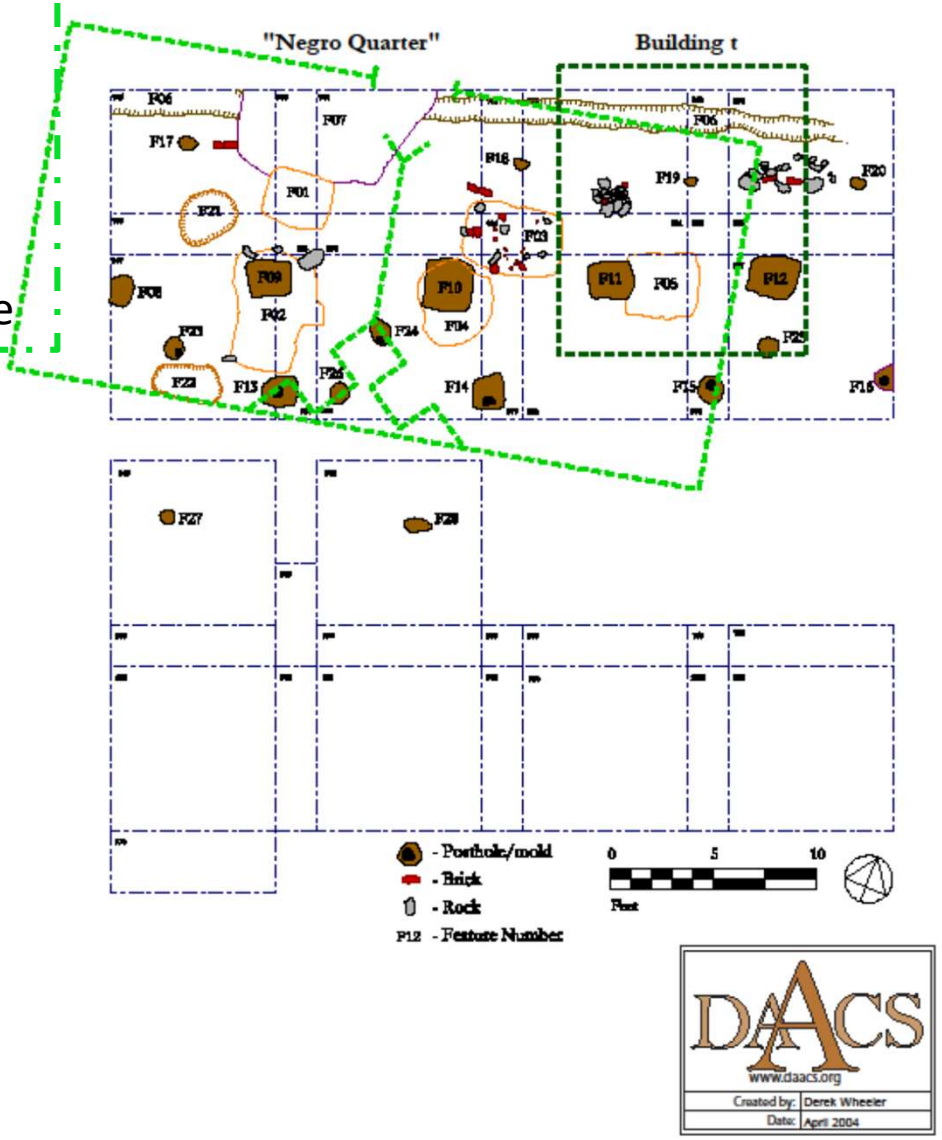
Negro Quarter:

--Occupied 1770s-1790s.
--Log house with four rooms, each with their own subfloor
Pit (F01-F04)..
--Possibly home to Issac Jefferson and his parents, Ursala and Great George

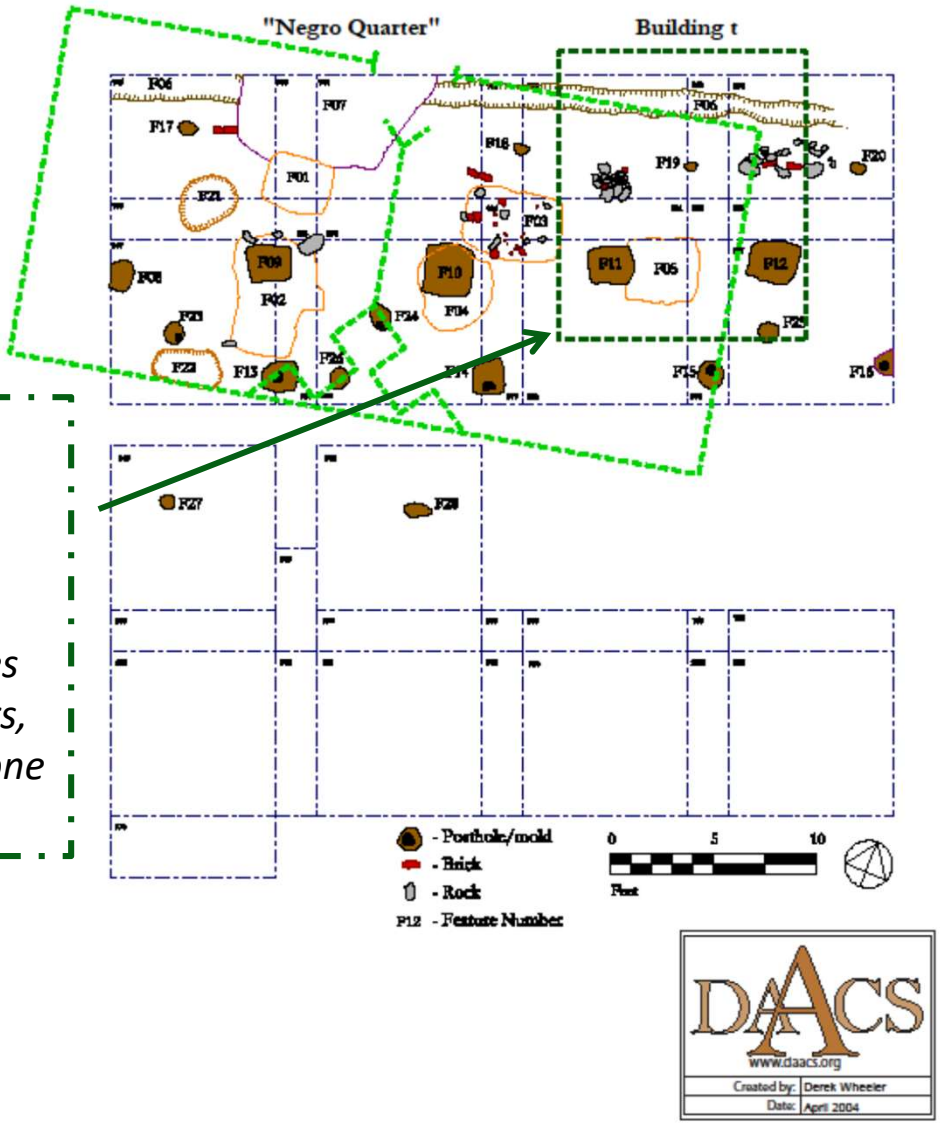


Isaac Jefferson (1775-c.1850), c.1847 (courtesy of the University of Virginia Library)

Close

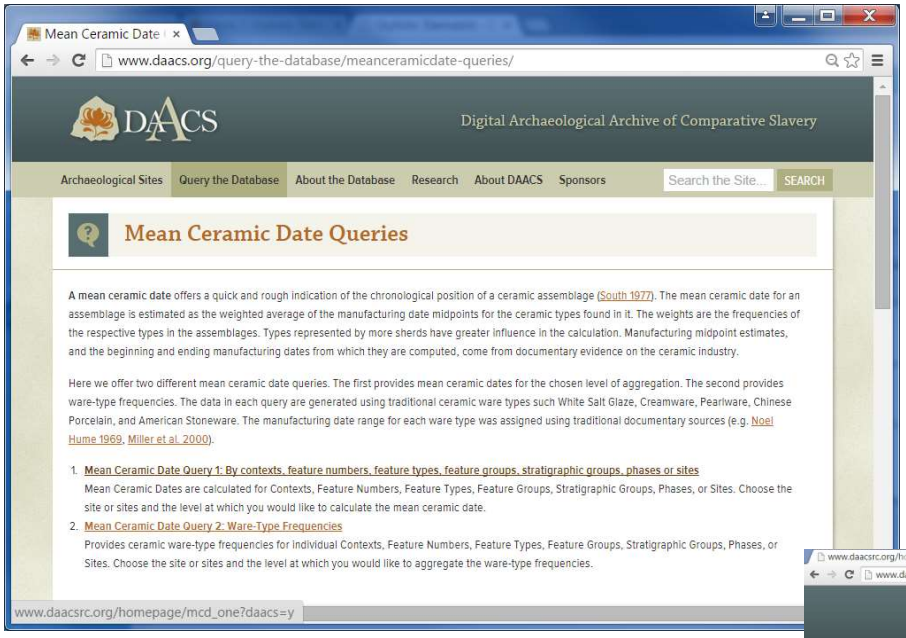


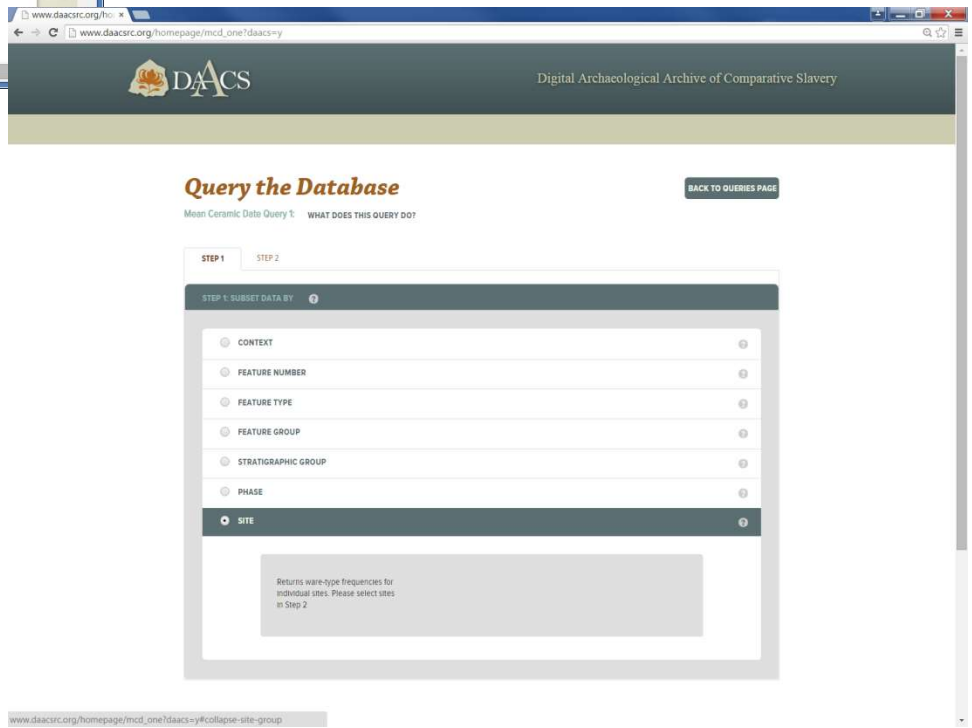
Building t:



--Constructed between 1793 and 1795.
--One subfloor pit (F05)
--Described by Jefferson on his 1796 Mutual assurance plat
r. which as well as s. and t. are servants houses of wood with wooden chimneys, & earth floors, 12. by 14. feet, each and 27. feet apart from one another. from t. it is 85 feet to F. the stable .

Mean Ceramic Date Query 1





The DAACS Mean Ceramic Date Query 1 calculates two types of Mean Ceramic Dates

Regular MCDs: Are calculated using established beginning and ending manufacturing dates for ceramic ware types.

BLUE MCDs (BLUE stands for Best Linear Unbiased Estimator): Uses the same beginning and ending manufacturing dates but gives less emphasis to ceramic ware with long manufacturing spans.

$$MCD_{blue} = \frac{\sum_{i=1}^{t} m_i p_i \left(\frac{1}{s_i/6}\right)^2}{\sum_{i=1}^{t} p_i \left(\frac{1}{s_i/6}\right)^2}$$

Where m_i is the manufacturing midpoint for the *i'th* ceramic type, p_i is its relative frequency, and s_i is its manufacturing span.

Mean Ceramic Date Query 1: Aggregate by site.

PROJECT NAME	MCD	BLUE MCD	TOTAL COUNT
Building t	1800.0	1796.0	3320

Mean Ceramic Date Query 1: Aggregate by Feature Group.

PROJECT NAME	FEATURE GROUP	FEATURE GROUP INTERPRETATION	MCD	BLUE MCD	TOTAL COUNT
Building t	FG01	Negro Quarter subfloor pits.	1800.0	1785.0	102
Building t	FG02	East-West fenceline running through both the Negro Quarter and Building t.	1796.0	1791.0	26
Building t	FG03	East-West fenceline located along the south wall of Building t.	1788.0	1791.0	12
Building t	FG04	East-West fenceline running along the north edge of the site and passing through the Negro Quarter and Building t.	1760.0	1760.0	1

Mean Ceramic Date Query 1: Aggregate by Feature Number.

PROJECT NAME	FEATURE NUMBER	FEATURE GROUP	FEATURE GROUP INTERPRETATION	MCD	BLUE MCD	TOTAL COUNT
Building t	F01	FG01	Negro Quarter subfloor pits.	1823.0	1815.0	60
Building t	F02	FG01	Negro Quarter subfloor pits.	1789.0	1774.0	16
Building t	F03	FG01	Negro Quarter subfloor pits.	1737.0	1759.0	15
Building t	F04	FG01	Negro Quarter subfloor pits.	1778.0	1783.0	11
Building t	F05			1781.0	1794.0	13

MCDQ2: Ware Type Frequencies

--Step 1: Select Feature 01
--Step 2: Select Building t.

PROJECT NAME	FEATURE NUMBER	FEATURE TYPE	FEATURE GROUP	FEATURE GROUP INTERPRETATION	WARE TYPES	COUNT	WEIGHT
Building t	F01	Pit, subfloor(< 28 sq.ft)	FG01	Negro Quarter subfloor pits.	American Stoneware	49	436.6993
Building t	F01	Pit, subfloor(< 28 sq.ft)	FG01	Negro Quarter subfloor pits.	Creamware	2	25.0
Building t	F01	Pit, subfloor(< 28 sq.ft)	FG01	Negro Quarter subfloor pits.	Delftware, Dutch/British	2	2.3
Building t	F01	Pit, subfloor(< 28 sq.ft)	FG01	Negro Quarter subfloor pits.	Porcelain, Chinese	2	4.1
Building t	F01	Pit, subfloor(< 28 sq.ft)	FG01	Negro Quarter subfloor pits.	Redware	4	5.9
Building t	F01	Pit, subfloor(< 28 sq.ft)	FG01	Negro Quarter subfloor pits.	White Salt Glaze	1	0.3

What do we know about American Stoneware?

--Long manufacturing span!
-- Begin 1750, end 1820 (DAACS dates).

Next step, recalculate MCD without Stoneware

Backend view of tblCeramicWare in the DAACS database

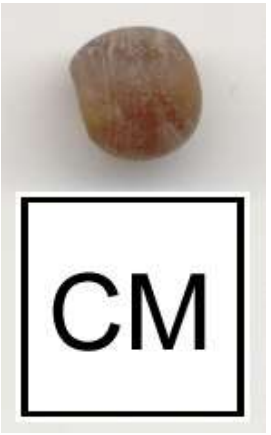
Objects | tblCeramicWare @daacs...

Begin Transaction | Memo | Filter | Sort | Import | Export

WareID	Ware	ObjectTypeID	BeginDate	EndDate	CeramicMaterialID
97	Agate, refined (Whieldon-type)	4	1740	1775	1
118	Albisola	4	(Null)	(Null)	8
52	American Stoneware	4	1750	1920	3
31	Astbury Type	4	1725	1775	1
33	Bennington/Rockingham	4	1830	1900	1
122	Biot	4	(Null)	(Null)	8
61	Black Basalt	4	1750	1820	3
115	Bristol Glaze Stoneware	4	(Null)	(Null)	3
53	British Stoneware	4	1671	1800	3
5	Buckley	4	1720	1775	8
56	Burslem	4	1700	1725	2
88	Canary Ware	4	1780	1835	1
103	Caribbean Coarse Earthenware, hand built	4	(Null)	(Null)	8
117	Caribbean Coarse Earthenware, unid.	4	(Null)	(Null)	8
116	Caribbean Coarse Earthenware, wheel thrown	4	(Null)	(Null)	8
99	Cauliflower ware	4	1760	1780	1
1	Coarse Earthenware, unidentified	4	(Null)	(Null)	8
16	Colonoware	4	(Null)	(Null)	8
23	Creamware	4	1762	1820	1
106	Creamware, Carolina	4	1765	1775	1
36	Delftware, Dutch/British	4	1600	1802	1
95	Derbyshire	4	1750	1800	8
35	Faience	4	1700	1800	1

DAACS Artifact Query Example 1:

Execute a DAACS Artifact Query

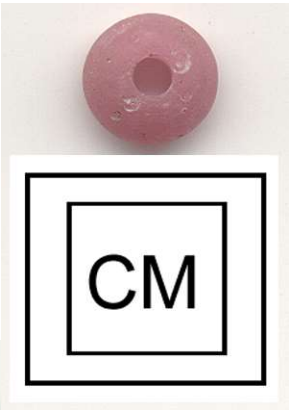


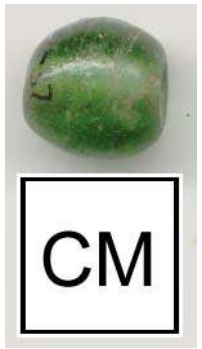
Research Question:

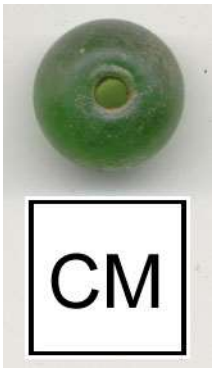
Do bead colors vary at sites and between regions in DAACS?

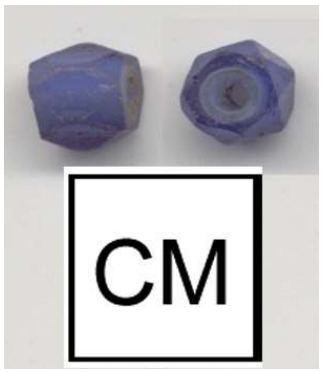
If so, these differences could be related to variation in market access or consumer preference, or both (additional factors to analyze may include *time*.)

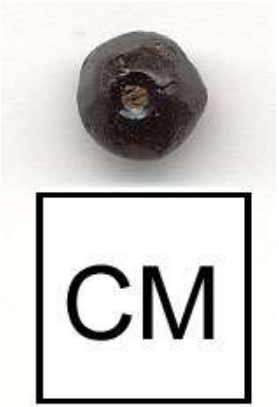
The first step in this analysis is executing a DAACS Artifact Query!









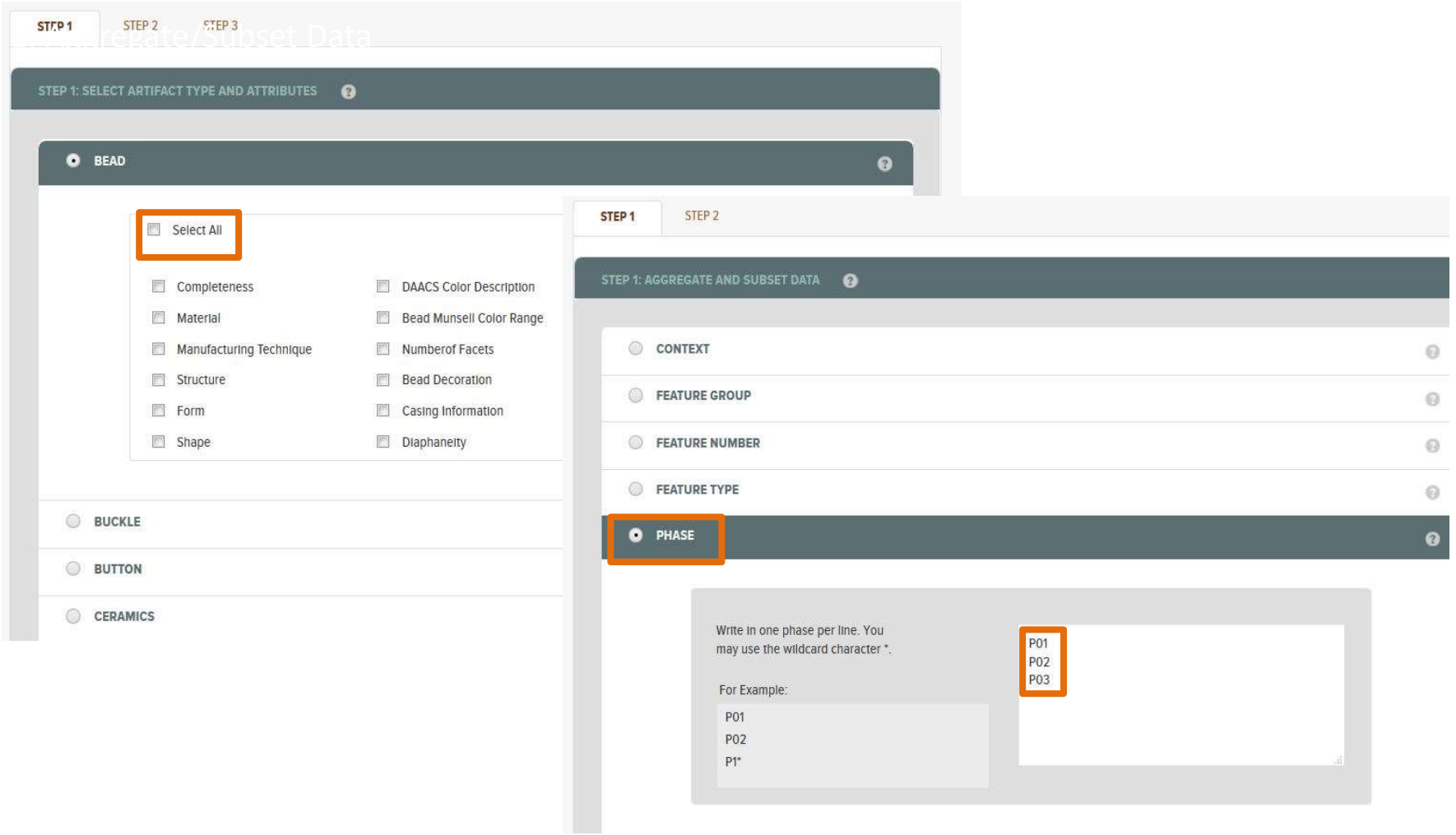


Execute a DAACS Artifact Query

Using Artifact Query 3:

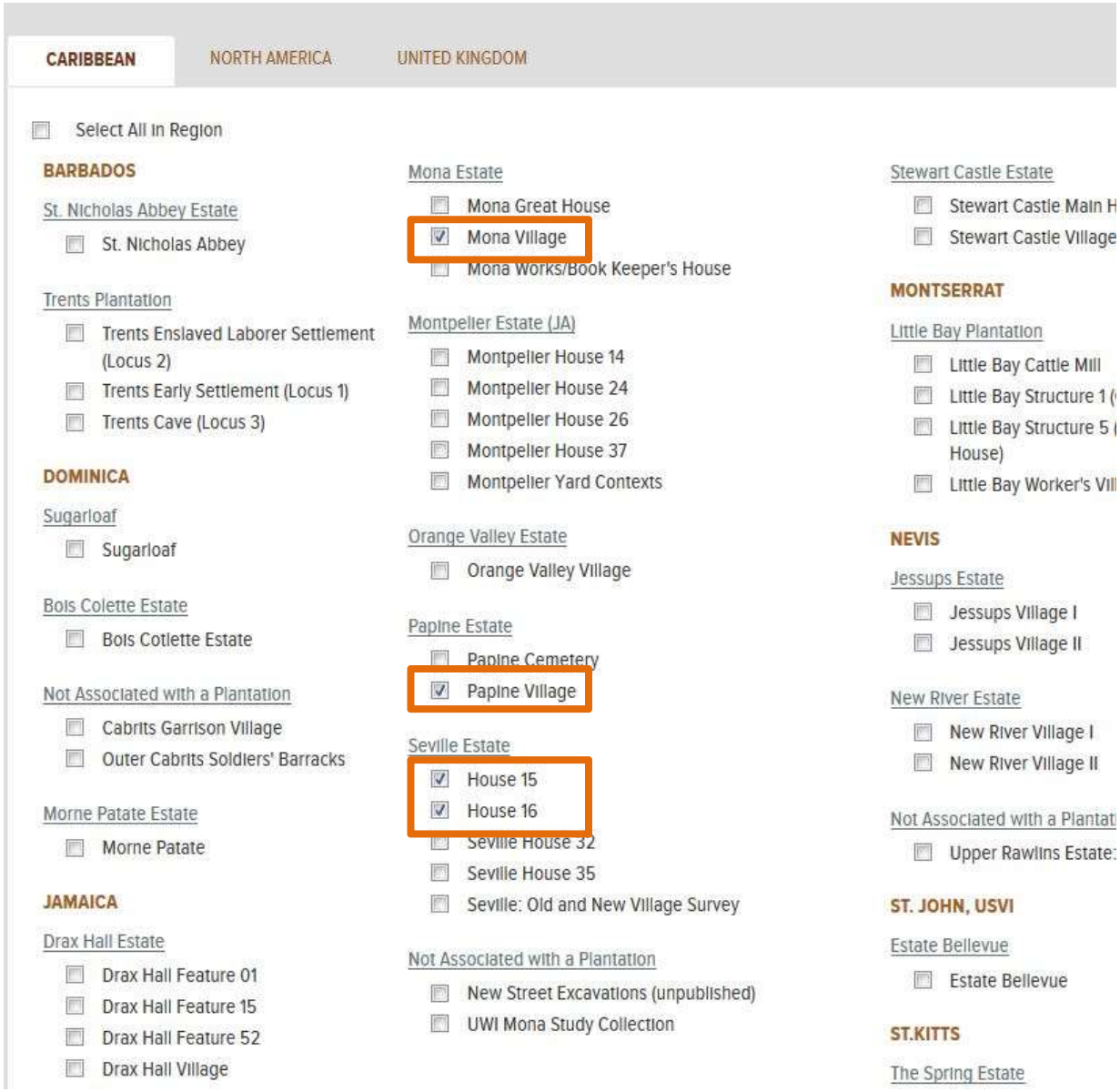
Select Beads as the Artifact Type in Step 1.

Subset Data by Phase in Step 2: Subsetting our data by chronological phase at each site allows us to analyze bead color variation over time.



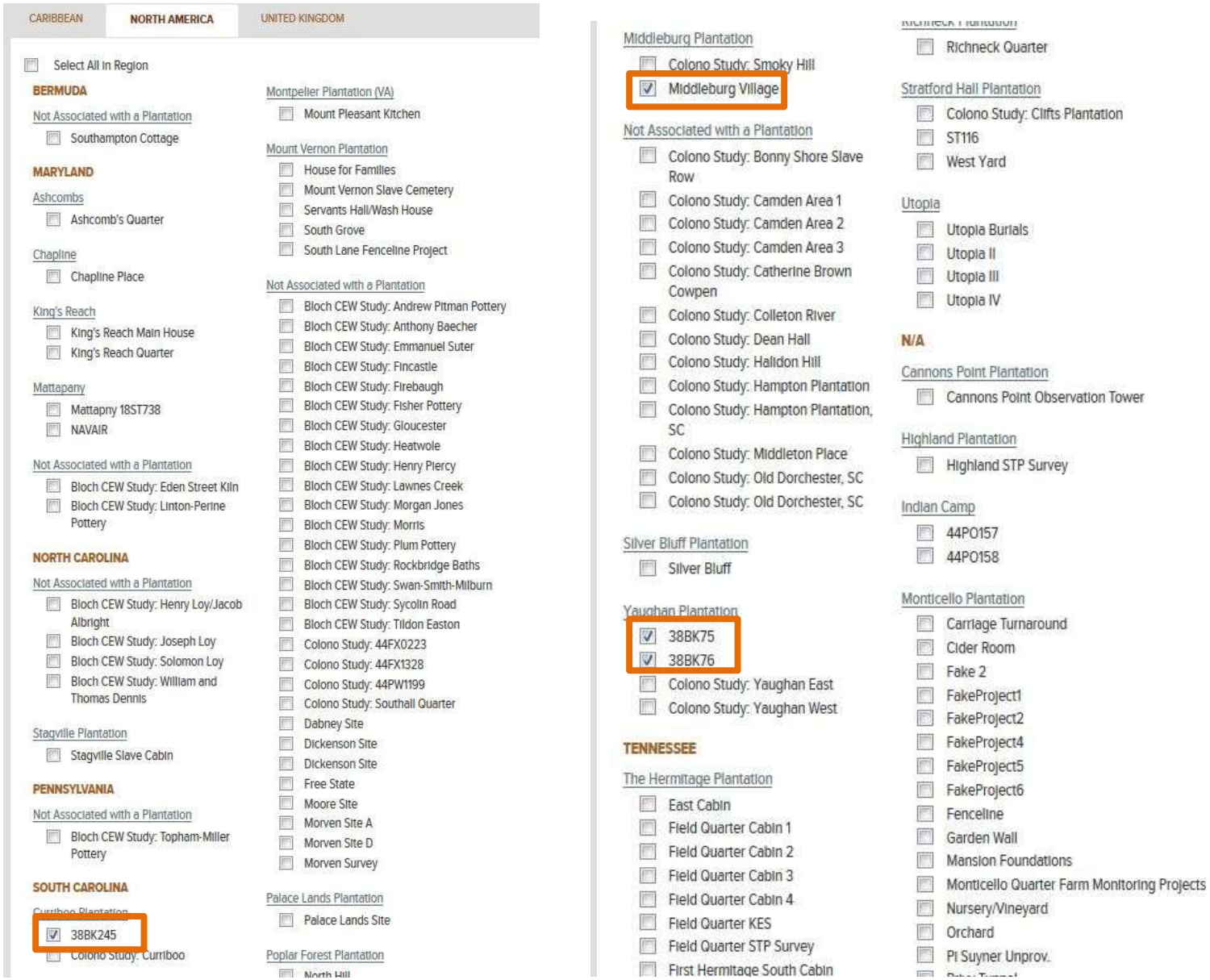
Select the following sites for Step 3:

Caribbean Region

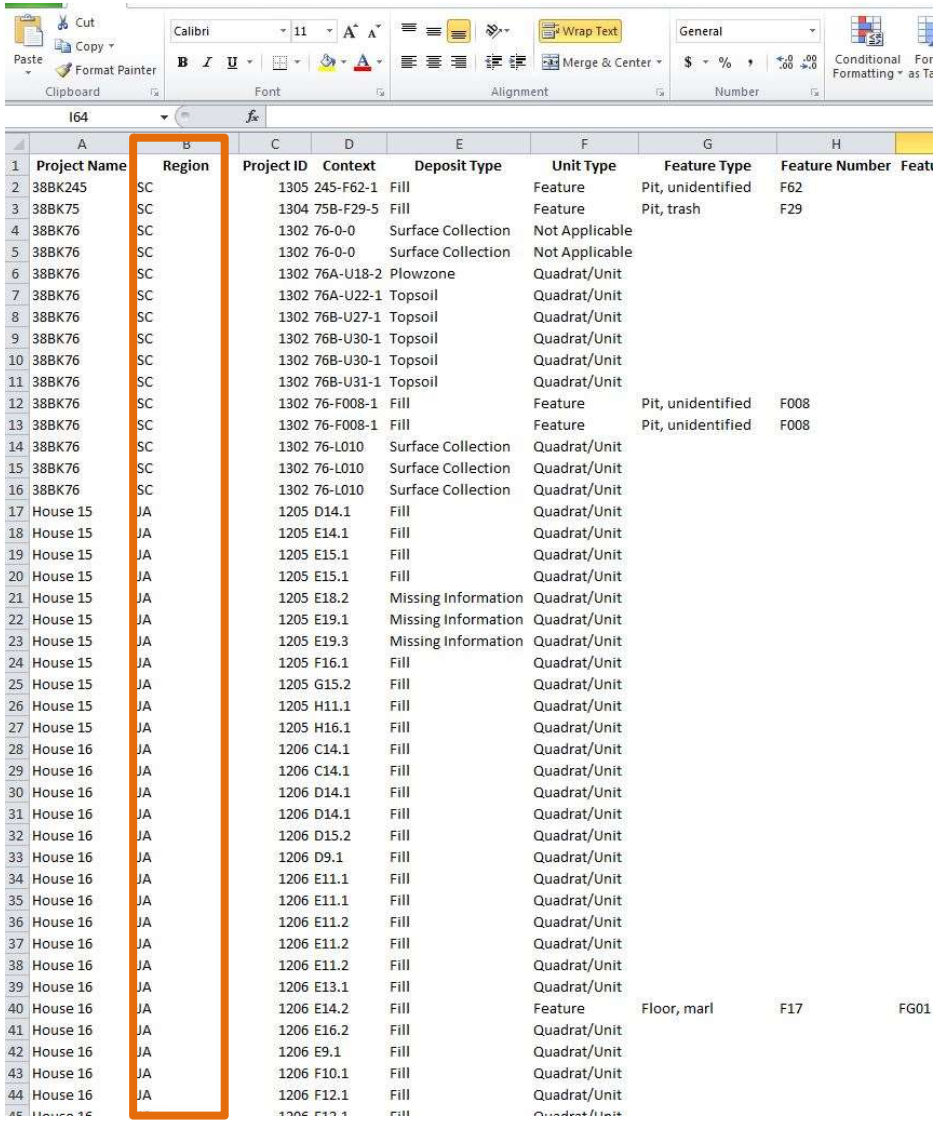


Select the following sites for Step 3:

North America Region



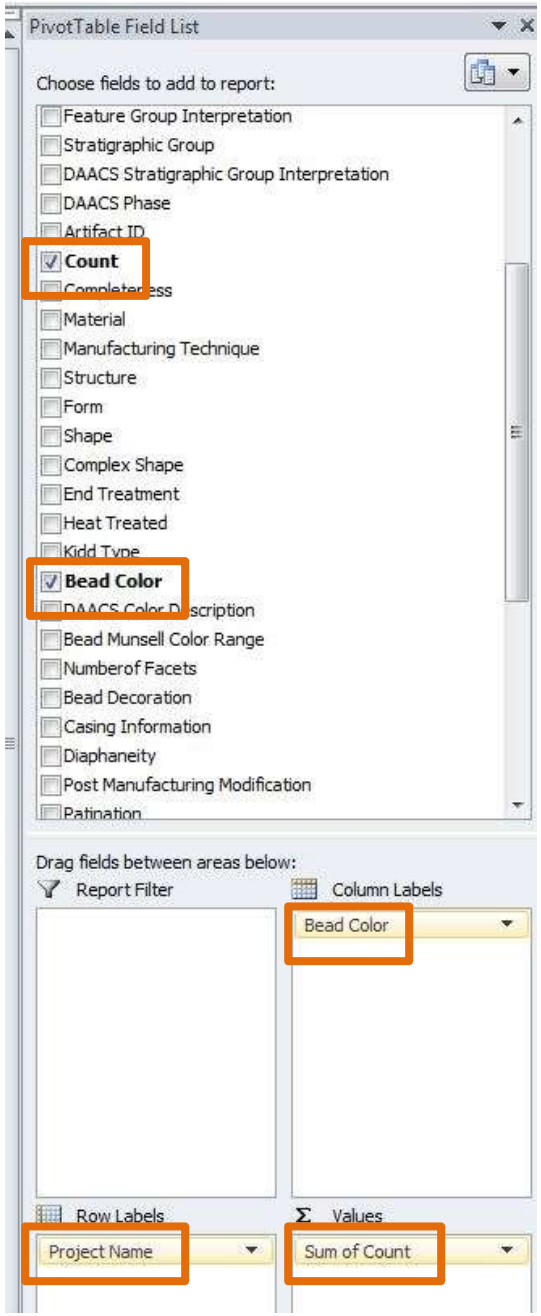
Submit Query and Download in Related Data format.
In Excel, create a new column and name it “Region.” Assign the region for first 16 rows “SC.” Assign “JA” for the remainder of the rows.



	A	B	C	D	E	F	G	H	
1	Project Name	Region	Project ID	Context	Deposit Type	Unit Type	Feature Type	Feature Number	Featı
2	38BK245	SC	1305	245-F62-1	Fill	Feature	Pit, unidentified	F62	
3	38BK75	SC	1304	75B-F29-5	Fill	Feature	Pit, trash	F29	
4	38BK76	SC	1302	76-0-0	Surface Collection	Not Applicable			
5	38BK76	SC	1302	76-0-0	Surface Collection	Not Applicable			
6	38BK76	SC	1302	76A-U18-2	Plowzone	Quadrat/Unit			
7	38BK76	SC	1302	76A-U22-1	Topsoil	Quadrat/Unit			
8	38BK76	SC	1302	76B-U27-1	Topsoil	Quadrat/Unit			
9	38BK76	SC	1302	76B-U30-1	Topsoil	Quadrat/Unit			
10	38BK76	SC	1302	76B-U30-1	Topsoil	Quadrat/Unit			
11	38BK76	SC	1302	76B-U31-1	Topsoil	Quadrat/Unit			
12	38BK76	SC	1302	76-F008-1	Fill	Feature	Pit, unidentified	F008	
13	38BK76	SC	1302	76-F008-1	Fill	Feature	Pit, unidentified	F008	
14	38BK76	SC	1302	76-L010	Surface Collection	Quadrat/Unit			
15	38BK76	SC	1302	76-L010	Surface Collection	Quadrat/Unit			
16	38BK76	SC	1302	76-L010	Surface Collection	Quadrat/Unit			
17	House 15	JA	1205	D14.1	Fill	Quadrat/Unit			
18	House 15	JA	1205	E14.1	Fill	Quadrat/Unit			
19	House 15	JA	1205	E15.1	Fill	Quadrat/Unit			
20	House 15	JA	1205	E15.1	Fill	Quadrat/Unit			
21	House 15	JA	1205	E18.2	Missing Information	Quadrat/Unit			
22	House 15	JA	1205	E19.1	Missing Information	Quadrat/Unit			
23	House 15	JA	1205	E19.3	Missing Information	Quadrat/Unit			
24	House 15	JA	1205	F16.1	Fill	Quadrat/Unit			
25	House 15	JA	1205	G15.2	Fill	Quadrat/Unit			
26	House 15	JA	1205	H11.1	Fill	Quadrat/Unit			
27	House 15	JA	1205	H16.1	Fill	Quadrat/Unit			
28	House 16	JA	1206	C14.1	Fill	Quadrat/Unit			
29	House 16	JA	1206	C14.1	Fill	Quadrat/Unit			
30	House 16	JA	1206	D14.1	Fill	Quadrat/Unit			
31	House 16	JA	1206	D14.1	Fill	Quadrat/Unit			
32	House 16	JA	1206	D15.2	Fill	Quadrat/Unit			
33	House 16	JA	1206	D9.1	Fill	Quadrat/Unit			
34	House 16	JA	1206	E11.1	Fill	Quadrat/Unit			
35	House 16	JA	1206	E11.1	Fill	Quadrat/Unit			
36	House 16	JA	1206	E11.2	Fill	Quadrat/Unit			
37	House 16	JA	1206	E11.2	Fill	Quadrat/Unit			
38	House 16	JA	1206	E11.2	Fill	Quadrat/Unit			
39	House 16	JA	1206	E13.1	Fill	Quadrat/Unit			
40	House 16	JA	1206	E14.2	Fill	Feature	Floor, marl	F17	FG01
41	House 16	JA	1206	E16.2	Fill	Quadrat/Unit			
42	House 16	JA	1206	E9.1	Fill	Quadrat/Unit			
43	House 16	JA	1206	F10.1	Fill	Quadrat/Unit			
44	House 16	JA	1206	F12.1	Fill	Quadrat/Unit			

Select entire data frame, then Insert Pivot Table. Create table using the following fields:

- Project Name
- Count
- Bead Color



What does the resulting Pivot Table look like?

Sum of Count	Column Labels														
Row Labels	Aqua/Light Green	Black	Blue	Colorless/Clear	Dark Blue	Gray	Green/Olive Green	Light Blue	Not Applicable	Not Recorded	Purple	Red	Unidentifiable	White	
38BK245													1		
38BK75					1										
38BK76			2	2	3			1				3	1	1	
House 15	1	2			1	1	1	1				3	1		
House 16		1			2	7		5	1	4		9	2		
Mona Village	1			1	1							1		1	
Papine Village		1	1	1	1			1			1	2			
(blank)															
Grand Total	**2**	**4**	**3**	**4**	**9**	**8**	**1**	**8**	**1**	**4**	**1**	**18**	**5**	**2**	

Create a new table that sums the counts by Region instead of Project Name.

Region
Count
Bead Color

Sum of Count	Column Labels													
Row Labels	Aqua/Light Green	Black	Blue	Colorless/Clear	Dark Blue	Gray	Green/Olive Green	Light Blue	Not Applicable	Not Recorded	Purple	Red	Unidentifiable	White
JA	2	4	1	2	5	8	1	7	1	4	1	15	3	1
SC			2	2	4			1				3	2	1
(blank)														
Grand Total	**2**	**4**	**3**	**4**	**9**	**8**	**1**	**8**	**1**	**4**	**1**	**18**	**5**	**2**

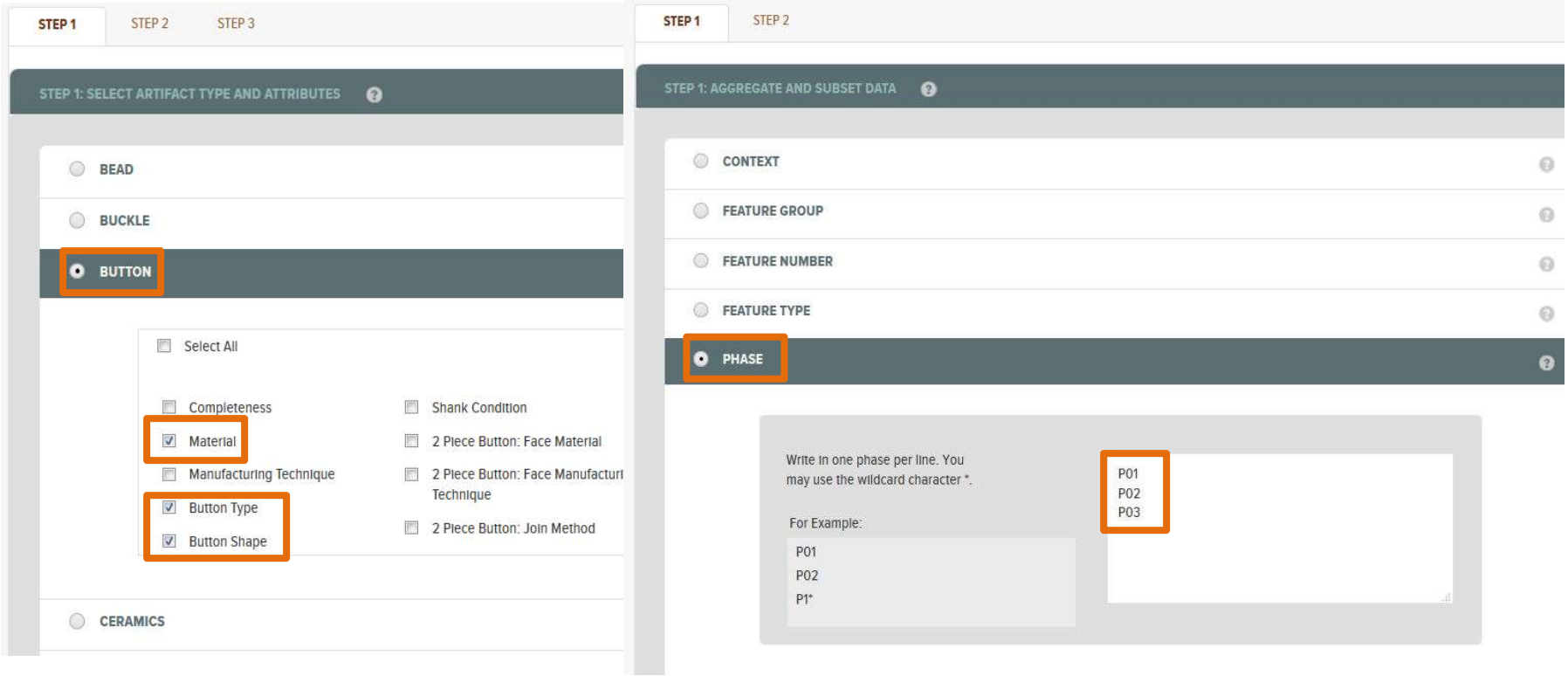
DAACS Artifact Query Example 2:

Use Artifact Query 3 to examine how Button discard varies at sites and between regions.

Using Artifact Query 3:
Select Buttons as Artifact Type in Step 1.
Select the following Button fields to return:

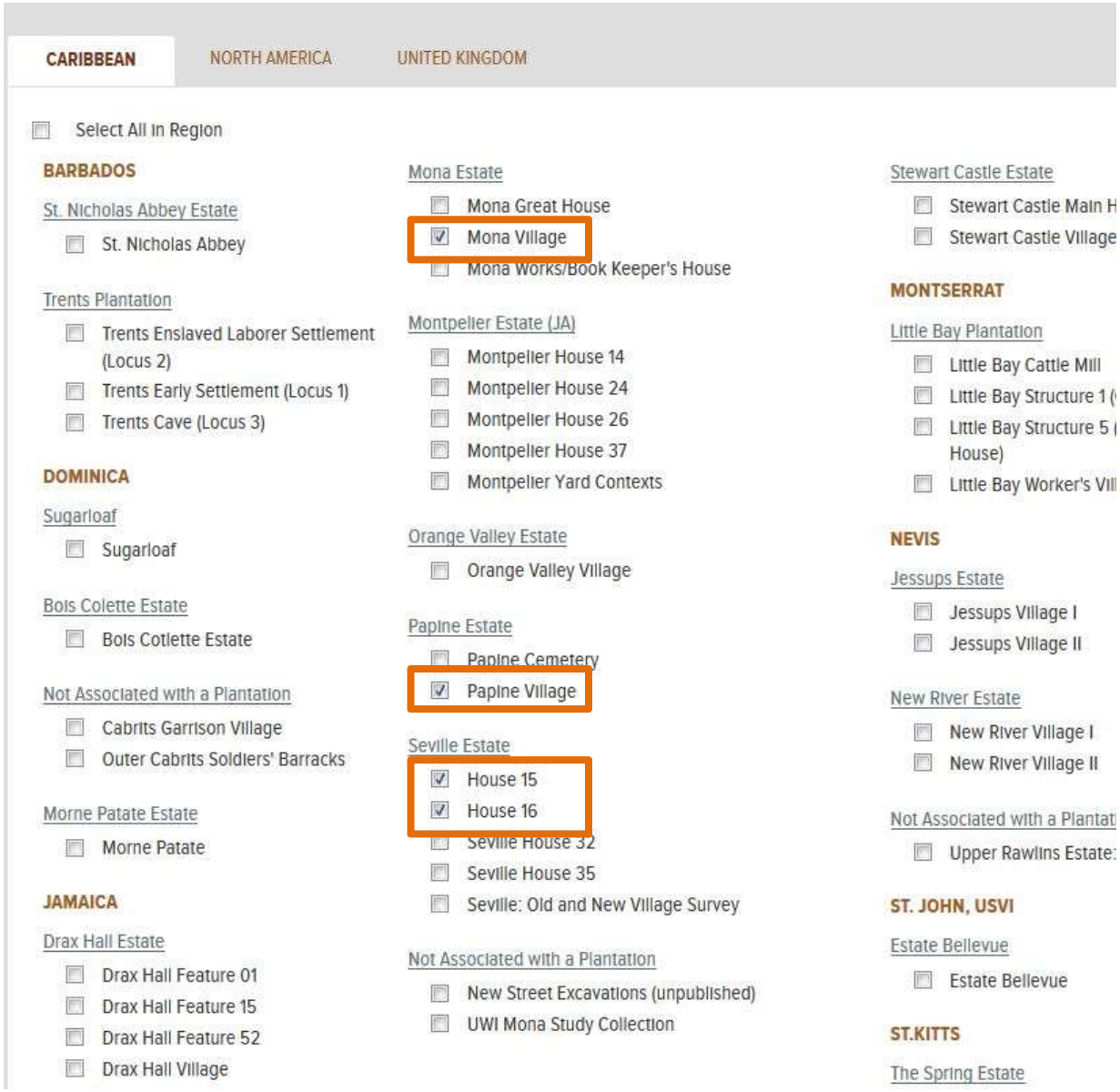
- Material, Button Type, Button Shape, Diameter

Subset Data by Phase in Step 2: Subsetting our data by chronological phase at each site allows us to analyze differences in button attributes over time.



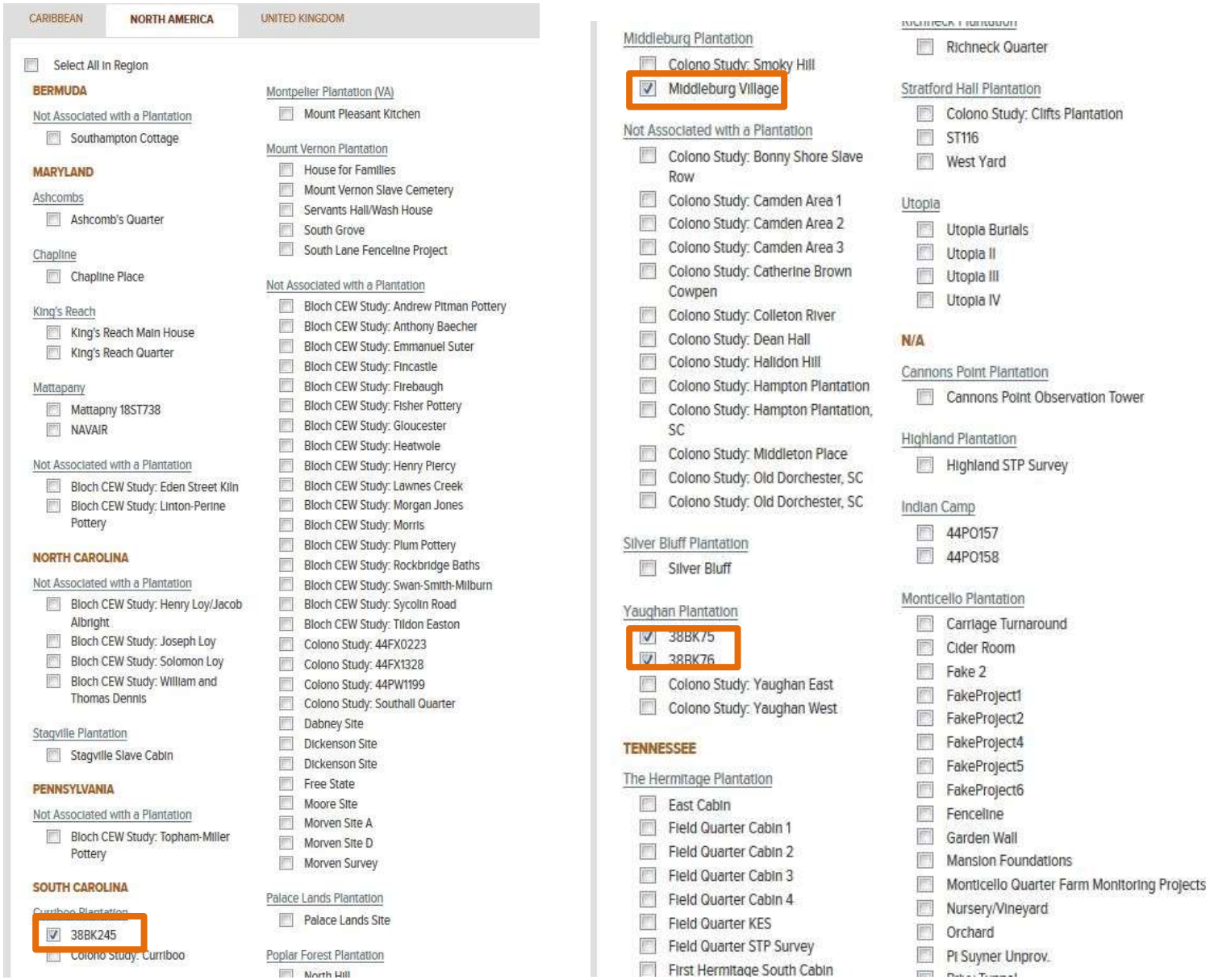
Select the following sites for Step 3:

Caribbean Region



Select the following sites for Step 3:

North America Region

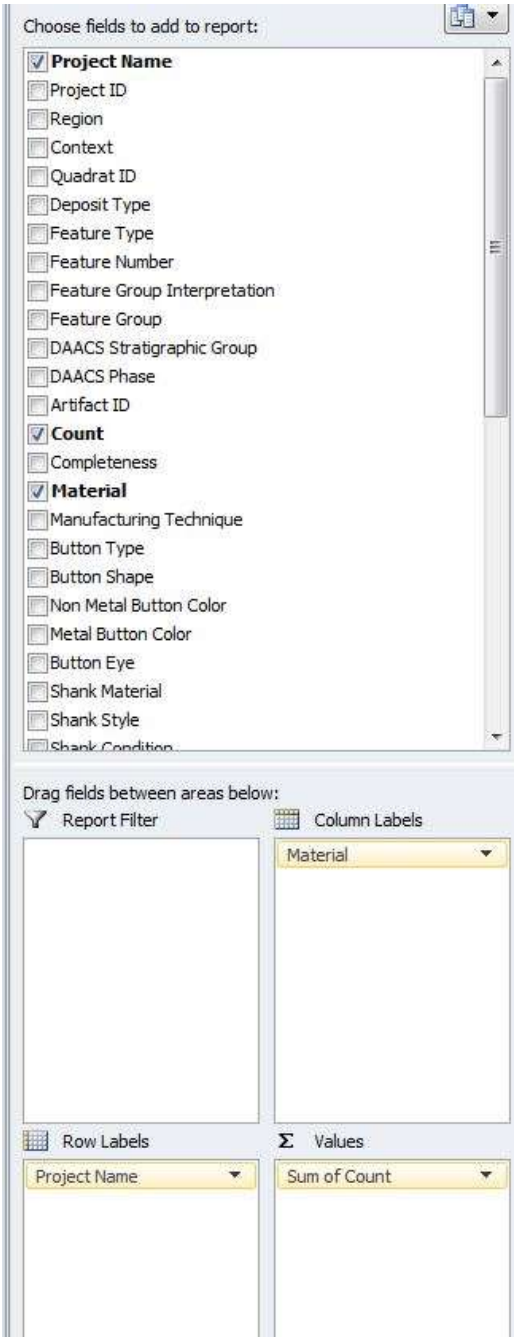


Submit Query and Download in Related Data format.
In Excel, create a new column and name it “Region.” Assign the region for first 70 rows “SC.” Assign “JA” for the remainder of the rows.

1	Project Name	Project ID	Region	Context	Quadrat ID	Deposit Type	Feature Type	Feature Number	Feature Group Interpretation	Feature Group	DAACS St
2	38BK245	130	SC	245-F65		Fill	Pit, unidentified	F65			
3	38BK245	130	SC	245-F12-07		Fill	Pit, unidentified	F12			SG10
4	38BK245	130	SC	245-F12-09		Fill	Pit, unidentified	F12			SG12
5	38BK245	130	SC	245A-4-1		Fill	Cellar	245A	Structure 245A		SG01
6	38BK245	130	SC	245A-4-1		Fill	Cellar	245A	Structure 245A		SG01
7	38BK245	130	SC	245A-4-1		Fill	Cellar	245A	Structure 245A		SG01
8	38BK245	130	SC	245-F12-01		Fill	Pit, unidentified	F12			SG10
9	38BK245	130	SC	245-F12-10		Fill	Pit, unidentified	F12			SG10
10	38BK245	130	SC	245-F12-10		Fill	Pit, unidentified	F12			SG10
11	38BK245	130	SC	245-F12-10		Fill	Pit, unidentified	F12			SG10
12	38BK75	130	SC	75B-U47-2	U47	Plowzone					SG06
13	38BK75	130	SC	75B-F27-4		Fill	Pit, trash	F27			
14	38BK75	130	SC	75B-U30-2	U30	Plowzone					SG06
15	38BK75	130	SC	75-3-0		Surface Collection					
16	38BK75	130	SC	75B-F29-5		Fill	Pit, trash	F29			SG04
17	38BK75	130	SC	75B-U34-2	U34	Plowzone					SG06
18	38BK75	130	SC	75B-F27-4		Fill	Pit, trash	F27			
19	38BK75	130	SC	75B-F05-20		Fill	Floor, clay	F05	Structure 75B2	FG01	SG01
20	38BK75	130	SC	75B-U30-2	U30	Plowzone					SG06
21	38BK75	130	SC	75B-F02-3		Fill	Pit, trash	F02			SG03
22	38BK75	130	SC	75B-U26-2	U26	Plowzone					SG06
23	38BK75	130	SC	75B-F05-02		Fill	Floor, clay	F05	Structure 75B2	FG01	SG01
24	38BK75	130	SC	75B-U41-2	U41	Plowzone					SG06
25	38BK75	130	SC	75B-U30-2	U30	Plowzone					SG06
26	38BK75	130	SC	75B-B10-2		Clean-Up/Out-of-Stratigraphic Context					SG06
27	38BK75	130	SC	75B-U25-2	U25	Plowzone					SG06
28	38BK75	130	SC	75B-U39-2	U39	Plowzone					SG06
29	38BK75	130	SC	75B-F05-11		Fill	Floor, clay	F05	Structure 75B2	FG01	SG01
30	38BK75	130	SC	75B-F29-5		Fill	Pit, trash	F29			SG04
31	38BK75	130	SC	75B-U46-2	U46	Plowzone					SG06
32	38BK75	130	SC	75-F031-1		Fill	Pit, other	F31			
33	38BK75	130	SC	75B-F02-3		Fill	Pit, trash	F02			SG03
34	38BK75	130	SC	75B-U34-2	U34	Plowzone					SG06
35	38BK75	130	SC	75B-U43-2	U43	Plowzone					SG06
36	38BK75	130	SC	75B-F05-13		Fill	Floor, clay	F05	Structure 75B2	FG01	SG01
37	38BK75	130	SC	75B-F29-5		Fill	Pit, trash	F29			SG04
38	38BK75	130	SC	75T-L34	L34	Surface Collection					
39	38BK75	130	SC	75B-U30-2	U30	Plowzone					SG06
40	38BK75	130	SC	75B-U30-2	U30	Plowzone					SG06
41	38BK76	130	SC	76B-U29-1	U29	Topsoil					SG01
42	38BK76	130	SC	76-L010	L010	Surface Collection					
43	38BK76	130	SC	76B-U30-1	U30	Topsoil					SG01
44	38BK76	130	SC	76-F008-3		Fill	Pit, unidentified	F008			SG05
45	38BK76	130	SC	76B-U29-1	U29	Topsoil					SG01
46	38BK76	130	SC	76B-U28-1	U28	Topsoil					SG01

Select entire data frame, then Insert Pivot Table. Create table using the following fields:

- Project Name
- Count
- Material



Resulting Pivot Table:

Sum of Count	Column Labels													
Row Labels	Bone	Copper Alloy	Glass	Gold	Iron	Lead Alloy	Not Applicable	Not Recorded	Pewter	Shell	Silver	Synthetic, unid.	(blank)	Grand Total
38BK245		6							4					10
38BK75		25							2		2			29
38BK76		21		1	1				7					30
House 15	1	3					1	9		2		1		17
House 16	2	16	1			1	1			5				26
Mona Village	2	3												5
Papine Village	7	6										1		14
(blank)														
Grand Total	**12**	**80**	**1**	**1**	**1**	**1**	**2**	**9**	**13**	**7**	**2**	**2**		**131**

Add Button Shape as a Row Label

- Project Name
- Count
- Material
- Button Shape

Sum of Count	Column Labels													
Row Labels	Bone	Copper Alloy	Glass	Gold	Iron	Lead Alloy	Not Applicable	Not Recorded	Pewter	Shell	Silver	Synthetic, unid.	(blank)	Grand Total
38BK245		**6**							**4**					**10**
Round		6							4					10
38BK75		**25**							**2**		**2**			**29**
Octagonal											2			2
Round		25							2					27
38BK76		**21**		**1**	**1**				**7**					**30**
Not Recorded		1												1
Octagonal				1										1
Round		20			1				7					28
House 15	**1**	**3**					**1**	**9**		**2**			**1**	**17**
Not Recorded							1	9		1				11
Round	1	3								1			1	6
House 16	**2**	**16**	**1**			**1**	**1**			**5**				**26**
Not Recorded			1				1			3				5
Round	2	15				1				2				20
Unidentifiable		1												1
Mona Village	**2**	**3**												**5**
Round	2	3												5
Papine Village	**7**	**6**											**1**	**14**
Round	7	6											1	14
(blank)														
(blank)														
Grand Total	**12**	**80**	**1**	**1**	**1**	**1**	**2**	**9**	**13**	**7**	**2**	**2**	**131**	

Now, look at these attributes by Region instead of Project Name

- Count
- Material
- Button Shape

Teaching with DAACS

Sample syllabi and projects are available at:
http://www.daacs.org/research/workshops/

Teaching with Digital Archaeological Data: A Research Archive in the University Classroom

Anna S. Agbe-Davies, Jillian E. Galle, Mark W. Hauser, and Fraser D. Neiman

Journal of Archaeological Method and Theory, 2013

Provides concrete examples of how to use digital archaeological data from DAACS to accomplish a range of pedagogical goals in undergraduate and graduate archaeology courses, as well as in general education classes.

Includes a discussion of how archaeologists can use digital data to address ethical and curricular concerns.

Available at: www.daacs.org/workshop-handouts/AgbeDaviesetal2013.pdf

Introductory Archaeology Undergraduate Courses

Common Themes:

1. A commitment to having students work with archaeological data.
    a. A belief that even beginning students should understand that archaeological research begins with the artifacts and the contexts from which they came.

2. A gradual approach to data analysis.
    a. Often first course assignments involve data tables prepared by instructor.

    a. Later course assignments have students to engage directly with the DAACS website, requiring them to find and aggregate the data they need for their projects.

J. Cameron Monroe's and Greg O'Malley's

Slavery in the Atlantic World: Historical and Archaeological Research Methods

HIS 158C/ANTH 179

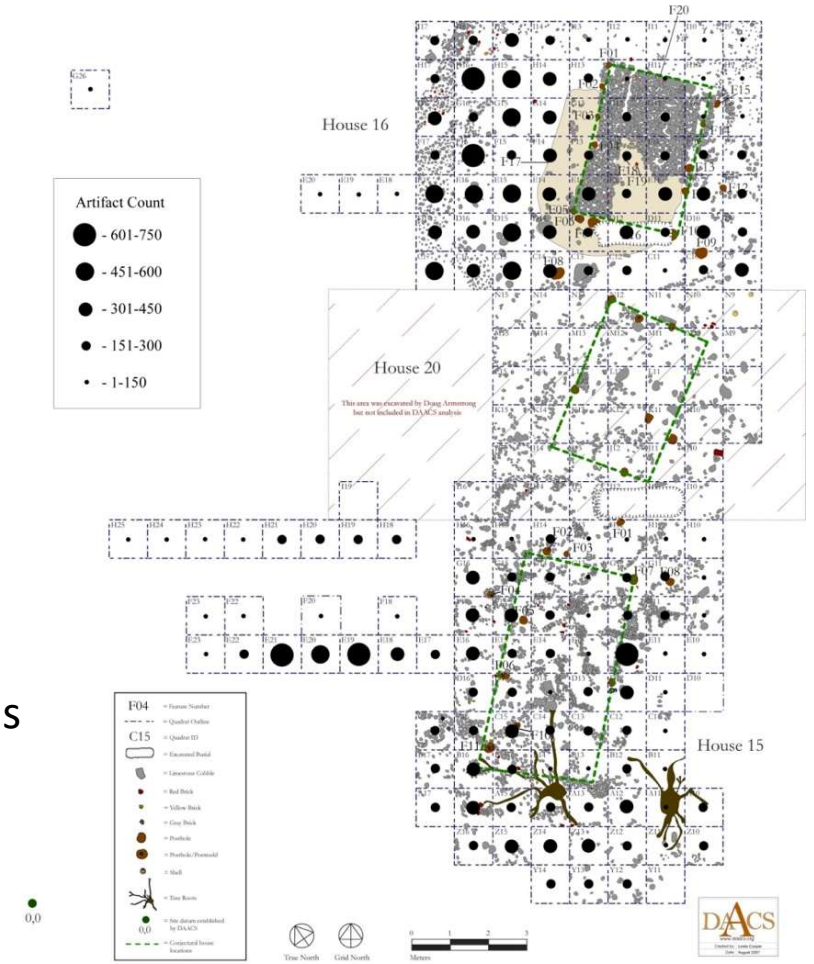
University of California, Santa Cruz

- Upper Division course on the History of Slavery in the Atlantic World.
- Cross listed in Anthropology and History
- Solidly grounded in archaeological and documentary data analysis.
- Focuses on historical and archaeological research methods
- Organized around 4 major historical themes
  - West Africa and the Atlantic Slave Trade
  - The Plantation Social World
  - The Economics of Slave Life
  - African Culture in the Americas
- Has students work with data in weekly "lab" exercises
- Project difficulty builds gradually towards a final project.

Lab Modules

- *Module 1* –Enslavement in West Africa
- *Module 2* –Trade Goods in Africa
- *Module 3* –Violence on Southern Plantations
- *Module 4* – Domestic life in Slave Quarters***
- *Module 5* – Provisioning Plantations***
- *Module 6* – Cultural Origins of Enslaved Africans
- *Module 7* – Working with DAACS Data***

***DAACS heavy modules



Seville, Yard Space Artifact Distributions

UC Santa Cruz Slavery in the Atlantic World Final Presentations

Jillian Galle's

Unearthing the Household: Gender, Class, and Ethnicity in Contemporary Archaeology (ANTH 284)

University of Virginia

AND

Research Methods and Techniques in Archaeology (H28A)

University of West Indies, Mona

UVA class taught in 2003, before the DAACS website was launched to the public. Data was provided to the students in excel files.

For UWI class, students used the website but Galle decided to provide excel data sets derived from DAACS for their final projects.

In both classes, the majority of students had never conducted any form of analysis or worked with excel before.

In both classes, the unit of analysis for the class projects was the household, and the students were presented with artifact and architectural data from these eighteenth- and nineteenth-century household sites. In a writing assignment and oral presentation, students were asked to interpret and compare the archaeological data from multiple households using the abundance index.

Advanced Undergraduate and Graduate Courses

Common Themes:

1. Prior coursework in archaeology is highly recommended.

2. Assumes some proficiency with statistical methods, and often requires use of a stats package.

3. Students engage with the archaeological data, and DAACS, in a sophisticated manner, using theoretical models and archaeological and historical literature.

4. Students are often required to find and download the data from the DAACS website directly.

5. When dataset is complex, instructor prepares data from DAACS prior to the assignment.

Anna Agbe-Davies's

The Archaeology of African Diasporas

ANTH 454

University of North Carolina, Chapel Hill

- Students required to work with both archaeological and documentary data.

- They work first with documentary data from Slave Voyages, The Trans-Atlantic Slave Trade Database: http://www.slavevoyages.org/tast/index.faces

The DAACS Assignment:

- For the undergraduates only.

- Requires students to develop a hypothesis from their readings, and to test that hypothesis using data from DAACS.

- They are not given prepared data, nor are they taught analytical methods in the class.

Fraser Neiman's

Archaeological Approaches to Atlantic Slavery

http://people.virginia.edu/~fn9r/AnthARH3603.7603/index.html

ANTH 3603/7603 and ARC 3603/7603

University of Virginia

Project 1: Utopia Chronology: How can we infer reliable, fine-grained archaeological chronologies that are necessary to trace patterns of change in lifeways of enslaved people within a single site and at multiple sites? http://people.virginia.edu/~fn9r/AnthARH3603.7603/Project1.pdf

Requires students to seriate pipe stem and ceramic assemblages from the three Utopia sites.

Project 2: Slave Housing in the Eighteenth Century Chesapeake: What do patterns of change across the 18th century and regional variation in slave houses and in the abundance and morphology subfloor pits tell us about social dynamics within slave communities?
http://people.virginia.edu/~fn9r/AnthARH3603.7603/Project2.pdf

Project 3: Enslaved Consumers : Do changing frequencies and shapes of locally made and imported ceramic vessels document changing social identities, economic opportunities, and participation by enslaved people in markets and the 18th-century "consumer revolution"?
http://people.virginia.edu/~fn9r/AnthARH3603.7603/Project3.pdf

Requires students to calculate abundance indices for ceramics, leaded glass, and buttons from 7 sites in DAACS.

Student Responses

- Students were excited by the prospect of analyzing data in novel ways that speak to the historical and anthropological issues raised in the reading and lecture.

- They shared a sense that they were discovering something new and are close to “the cutting edge.”

- They often lamented the lack of engagement with data in other courses.

- One student wrote in a recent anonymous evaluation: “I wish more archaeological courses like this (practical skills, data analysis, etc.) were offered at UVA, and in this manner for that matter, grounding one in both theory and method. The course material has been deeply engrained and I will use its content for years to come.”

Also check out….

Fraser Neiman's

Historical Archaeology

http://people.virginia.edu/~fn9r/arh3604/index.html

ANTH 3850/7855 and ARC 3604/7604

University of Virginia

AND

Quantitative Analysis I

http://people.virginia.edu/~fn9r/anth4840.7840/index.html

ANTH 4840/7840

University of Virginia

General Education Undergraduates

These classes use DAACS and data analysis to emphasize that the conceptual and analytical skills are broadly applicable outside archaeology *AND* outside the university.

Like the introductory archaeology classes, exercises in writing and basic data analysis requires students to develop arguments and learn introductory

Unique challenges of using digital archaeological data in teaching general education classes: archaeological data can be “unruly” requiring iterations of analysis. Learning that research, and data analysis, is iterative is a critical concept, across all course levels.

Anna Agbe-Davies and Mark Hauser

The Science of Archaeology (ANT 120)

DePaul University

The course was to be pitched to a general student audience with no archaeological experience and no intention of further archaeological study. Challenges quickly emerged: first, to fulfill the goals of science curriculum, including instruction in hypothesis development, testing, and interpretation; second to provide a hands-on learning experience with real data; and finally, as best as we could, to mirror field school learning experiences in the classroom.

The Instructors turned to DAACS to provide the raw material with which to accomplish these objectives.

Had two hour weekly laboratory sessions during which students completed exercises that reinforced concepts covered in lecture and readings. Topics included relative and absolute dating methods in archaeology, how sites are mapped, and site formation processes, familiarizing students with the procedures that produced the data they would get from DAACS. In the fifth week of the ten-week term, the instructors began to introduce students to those data. The students calculated dates using pipe-stem bore sizes and ceramic manufacturing dates. Once they had established temporal contexts for analysis, they used ceramics and faunal remains to study food ways using their assemblages.

--Mark Hauser's DePaul Course "Archaeology: Unearthing History", provides students with individual objects from Seville Plantation, and asks them to use library and web resources to write a history of the object, its use, and contexts in which it might be found. He sees this as a precursor to working with tabular data.

Use of DAACS by Historians

(that we know about)

Morgan, P. D., and A. J. O'Shaughnessy

2006 Arming Slaves in the American Revolution. In *Arming Slaves: From Classical Times to the Modern Age*, pp. 180-208, edited by Christopher Leslie Brown and Philip D. Morgan. Yale University Press, New Haven.

Bly, Antonio

2008 "Pretends he can read": Runaways and Literacy in Colonial America, 1730-1776" Early American Studies 6.2 (Fall 2008): 261-294. http://history.appstate.edu/sites/history.appstate.edu/files/Bly,%20Pretends%20he%20can%20read.pdf

DAACS also figures in historians' reflections on the ways in which archaeological data might advance their understanding of changing slave life ways.

Morgan, Phillip D.

2006 Archaeology and history in the study of African-Americans. *African Re-Genesis: Confronting Social Issues in the Diaspora*, edited by Jay B Haviser and Kevin C MacDonald, pp. 53-61. Left Coast Press, Walnut Creek, CA.

2011 The future of Chesapeake Studies. In *Early Modern Virginia*, edited by Douglas Bradburn and John C. Coombs, pp. 300-333. University of Virginia Press, Charlottesville.

Other Digital Resources for Teaching Slavery and Archaeology

Data Rich

- Voyages: The Trans-Atlantic Slave Trade Database: http://www.slavevoyages.org/tast/index.faces
- The Digital Archaeological Record (tDar): http://core.tdar.org/
- Chaco Research Archive: http://www.chacoarchive.org/cra/
- The Comparative Archaeological Study of Colonial Chesapeake Culture: http://www.chesapeakearchaeology.org/index.cfm

Qualitative historical data but quantitative data could be gleaned

- The International Slavery Museum's Archaeology of Slavery website, developed in collaboration with DAACS: http://www.liverpoolmuseums.org.uk/ism/slavery/archaeology/index.aspx
- Two Plantations (companion to Richard Dunn's 2015 book, A Tale of Two Plantations): www.twoplantations.com
- Slave Revolt in Jamaica, 1760-1761: A Cartographic Narrative: http://revolt.axismaps.com/