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STUDENT JOURNAL

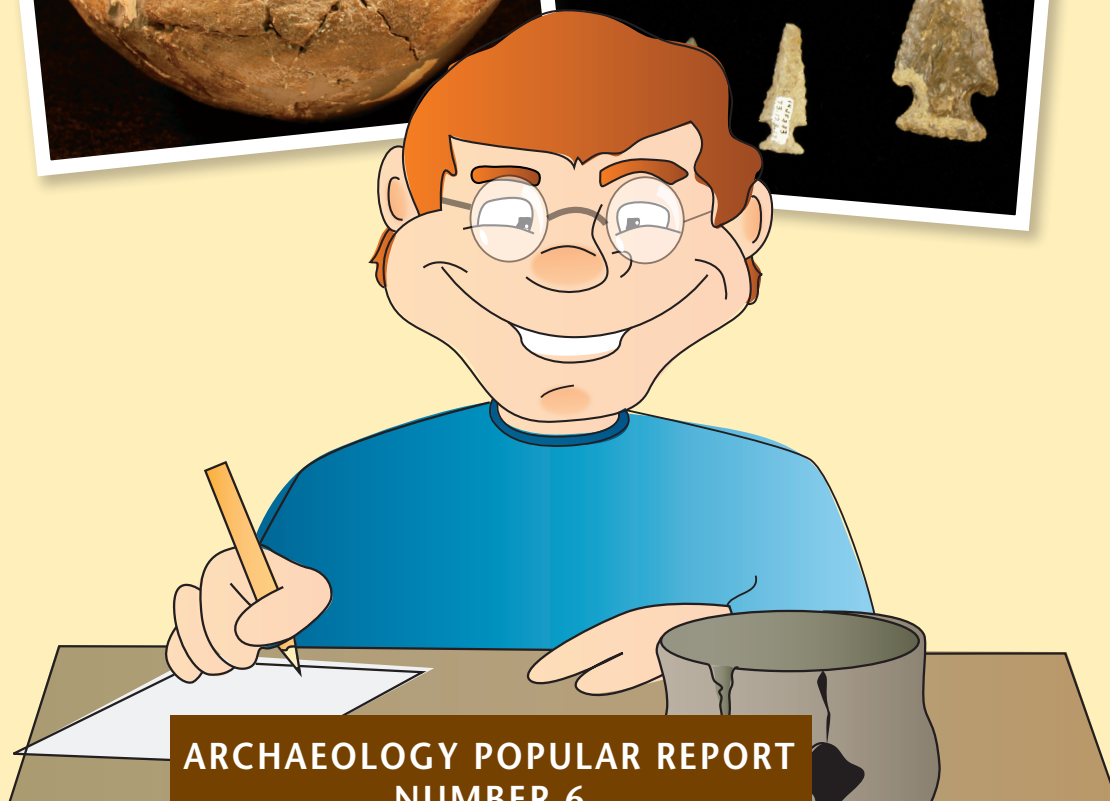


Migration of the Pueblo People to El Cuartelejo

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Robert Hoard



ARCHAEOLOGY POPULAR REPORT
NUMBER 6

Getting Started

What Do I Know? What Do I Want To Know?

Directions:

- 1. Complete Columns A and B below to record what you know about archaeology.
- 2. Leave Column C “What I Learned” blank until you finish Section One.

Column A: What I Know About Archaeology	Column B: What I Want to Know About Archaeology	Column C: What I Learned About Archaeology

What Do Archaeologists Do?

Directions:

1. Use the images on Student Magazine page 3 to create a list of what you think archaeologists do.
2. Based on your observations, draw a conclusion about what archaeologists do.

1.

2.

3.

4.

5.

6.

Conclusion:



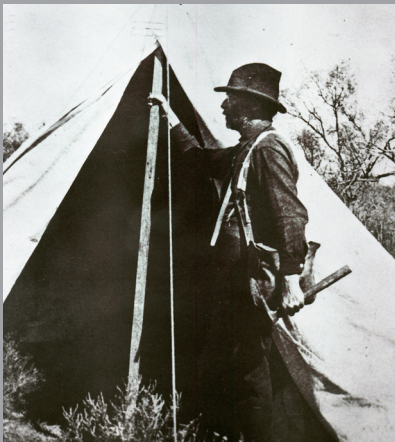
SECTION ONE

Your Turn to Investigate!

You will answer this question in your investigation: **Who lived at this site and why?**

You will **analyze** artifacts and features from an archaeological excavation. Analyze means studying something in great detail in order to understand it better or discover more about it. Your analysis will help you answer your investigation question. It may seem like the artifacts and features do not give you enough information. Don't worry; draw the best

conclusion that you can. In Section Two you will gather more information using oral history and a historic journal to answer your investigation question.



Samuel Williston

University of Kansas



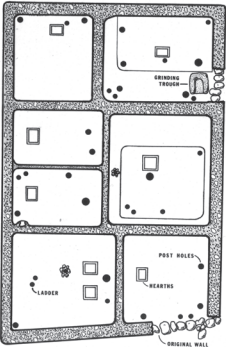

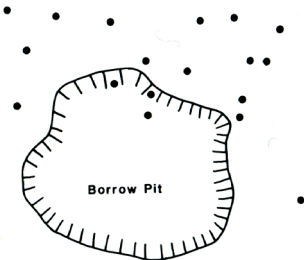
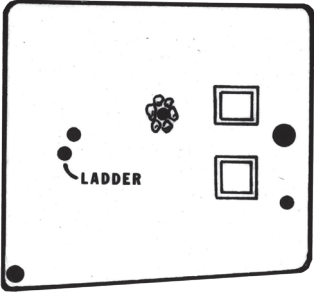

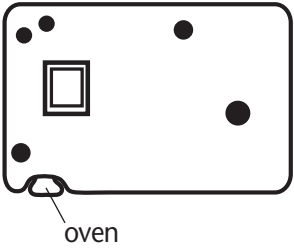


Waldo Wedel

Directions for Investigation of a Kansas Archaeological Site:

1. Compare Williston and Martin's artifacts, Student Journal pages 4-5, with Wedel's artifacts, pages 6-7. Read the descriptions for each artifact and feature. Be sure to look for any differences in food, shelter, and tools found in the 1898 and 1939 excavations.
2. Using this information, discuss and answer these questions:
 - What do you notice?
 - What makes you curious? Why?
 - What might you already know about the artifacts?
 - Was there more than one cultural group at this same location?
3. Complete the Investigation Data Collection Sheet, Column A only, Student Journal pages 8-9. The questions will help you analyze the artifacts.

Artifacts and Features Found by Williston and Martin

In 1898 Williston and Martin found these artifacts and features at El Cuartelejo.

<p>building foundation</p> <p>The rectangular foundation measured 53 x 35 feet, with walls 18-24 inches thick and 2 feet high. The structure had three rooms on the south and four on the north. No two rooms were the same size. There was no evidence of doorways or other openings.</p> 	<p>adobe plaster</p> <p>Lower walls made of large rocks from nearby hills were plastered with mud. Lots of burned adobe indicated that the upper walls may have been made of adobe bricks.</p> 	<p>borrow pits</p> <p>Beside the building foundation were two large hollowed out places that probably were used for mixing the adobe used in construction.</p> 	<p>ladder posts</p> <p>Small postholes 12-18 inches apart were found in corners or near walls of the rooms. This is evidence that a ladder was used to enter and exit through a roof hatchway.</p> 
<p>slab-lined hearths</p> <p>Seven rectangular hearths were lined with thin stone slabs set on edge.</p> 	<p>oven</p> <p>A small oven of earth was built into the corner of one room.</p> 	<p>adobe grinding trough</p> <p>A hardened clay trough provided a 6-inch-high platform for a stone grinding slab used for grinding grain.</p>  <p>University of Kansas</p>	<p>metates and manos</p> <p>Flat-surfaced grinding slabs and handstones indicate intense corn-grinding activities.</p>  <p>Smithsonian Institution Bureau of American Ethnology</p>

Artifacts and Features Found by Williston and Martin

In 1898 Williston and Martin found these artifacts and features at El Cuartelejo.

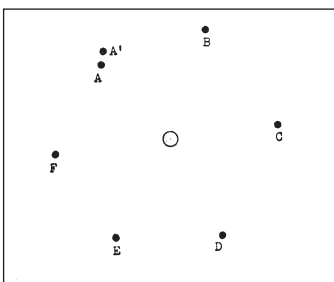
<p>potsherds</p> <p>Some pottery was made by the coiling method and decorated with paint, techniques used by American Indians in New Mexico.</p> 	<p>corn and squash</p> <p>There were many tiny corn cobs with relatively large kernels and masses of burned corn. Squash seeds were found in one hearth.</p> 	<p>irrigation ditches</p> <p>Traces of an old canal leading from a spring across the flat land could have watered several acres of corn near the structure.</p> 	<p>"cloud blower" pipes</p> <p>Straight tapered tubes made of fired clay and decorated with incised lines were used for smoking.</p> 
<p>obsidian arrow point</p> <p>A small projectile point was made of black volcanic glass from New Mexico.</p> 	<p>whistle or flute</p> <p>A 3-inch segment of hollow bird bone was broken on one end and had a large hole drilled in the other end.</p> 	<p>musical rasps</p> <p>Incised animal rib bones may have been used as musical instruments.</p> 	<p>iron objects</p> <p>A broken iron ax head was found in one room of the ruin. A shell that had been cut with a toothed saw was found in another.</p> 

Artifacts and Features Found by Wedel

In 1939 Wedel found these artifacts and features at El Cuartelejo.

other shelter features

An oval basin with postholes may be the remains of a temporary shelter. Later the low place was filled with trash.

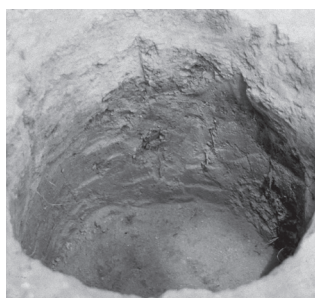


Postholes ●
Fireplace ○

0 5 10
Feet

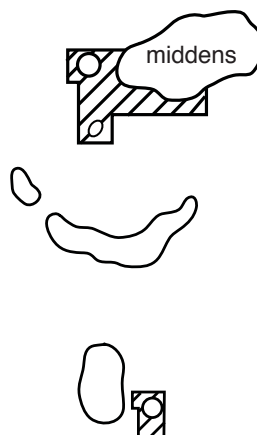
storage pit

A bell-shaped storage pit, 39 inches deep, was used to store food. Later the hole was filled with trash.



middens

Located south of the ruins, depressions were filled with ashes, charcoal, broken animal bones, stones, and other rubbish. These suggested the dumping of trash in natural or prepared low spots.



roasting pits

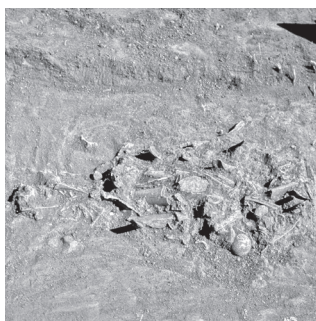
Jug-shaped pits had walls fired to orange-yellow in color and bricklike hardness. Floors were fire-blackened and covered with burned irregular rocks. They appeared to be roasting ovens.



Smithsonian Institution
Bureau of American Ethnology

animal bones

The most common animal bones were bison and deer. Many bones were so badly broken that they could not be identified. Dog bones were also present.



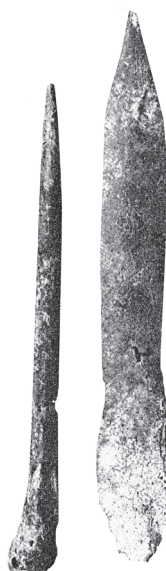
scapula hoes

Many fragments of bison scapula digging tools were worn from use.



awls

Many awls, or needle-like tools, were made of mammal leg bones and ribs.



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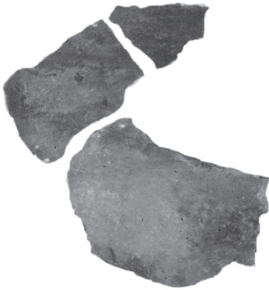

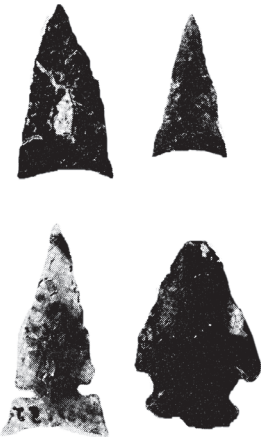



fleshing tools

Bison leg bones with notched edges were used to remove the flesh and fat from animal hides.



Artifacts and Features Found by Wedel

In 1939 Wedel found these artifacts and features at El Cuartelejo.

<p>antler tools</p> <p>Deer and elk antler were modified to make tools.</p>  <p>Smithsonian Institution Bureau of American Ethnology</p>	<p>bone beads</p> <p>Bird and small mammal bones were used to make beads.</p>  <p>Smithsonian Institution Bureau of American Ethnology</p>	<p>potsherds</p> <p>Most of the small pottery fragments come from locally made pots. They are rarely decorated. Two miniature jars were found.</p>  <p>Smithsonian Institution Bureau of American Ethnology</p>	<p>clay pipes</p> <p>Some smoking pipe fragments from bent tubular pipes were made locally. (The catalog number was added by an archaeologist.)</p>  <p>Smithsonian Institution Bureau of American Ethnology</p>
<p>arrow points</p> <p>Nearly 100 small, thin, well-made arrow points were chipped from local stone.</p>  <p>Smithsonian Institution Bureau of American Ethnology</p>	<p>shaft abraders</p> <p>Sandstone blocks with grooves were used to smooth arrow shafts.</p>  <p>Smithsonian Institution Bureau of American Ethnology</p>	<p>scrapers</p> <p>Hundreds of stone hide-working tools were recovered.</p>  <p>Smithsonian Institution Bureau of American Ethnology</p>	<p>drills</p> <p>Chipped stone flakes with pointed shafts were used for drilling holes.</p>  <p>Smithsonian Institution Bureau of American Ethnology</p>

Investigation Data Collection Sheet

Directions:

- 1. Complete Column A below using pages 4-7. Use a WM to refer to Williston and Martin artifacts and a W to refer to Wedel artifacts.
- 2. Complete Column B after studying Section Two of the Student Magazine.

Column A Use evidence from archaeology to answer the questions.	Column B Use evidence from history to answer these questions.
1. How are the sets of artifacts and features similar to each other?	1. How are the Picuris' oral history and Ulibarri's journal similar to each other?
2. How are they different?	2. How are they different?

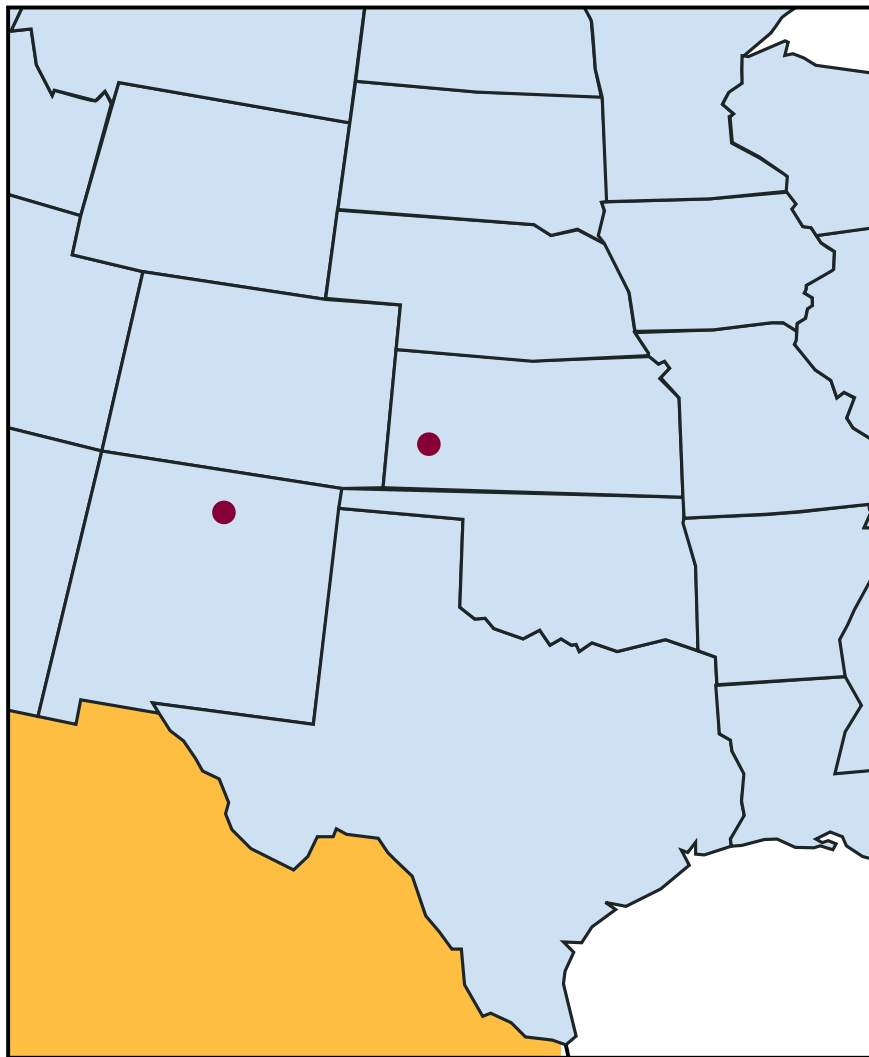
<p>Column A</p> <p>Use evidence from archaeology to answer the questions.</p>	<p>Column B</p> <p>Use evidence from history to answer these questions.</p>
<p>3. What inferences can you make about who lived at this site? An inference is a conclusion based on observation or the study of other primary source materials. Support your conclusion with evidence about food, shelter, and tools. Artifacts and features are examples of evidence.</p>	<p>3. How does the addition of historical evidence enhance your inference?</p>

SECTION TWO

Mapping Migration

Directions:

1. Label the sites of Picuris Pueblo and El Cuartelejo.
2. Write in the names of the modern U.S. states and Mexico.



Create a Timeline

Directions:

1. Using the timeline below, label each year in the account of the Pueblo Indians' encounter with the Spaniards and their migration to El Cuartelejo, which spanned 153 years.
2. For each year write a word or phrase and create a symbol that describes the event. Sometimes objects or ideas can be represented by symbols rather than words. A symbol is usually an image. You may recognize this symbol:



Special Vocabulary for Excerpts from the Journal of Juan de Ulibarri

These are key words or terms that are important to your understanding of the journal of Juan de Ulibarri. They are defined as a resource for you to use if you need help in making meaning while you read pages 16-18 in the Student Magazine.

absolved – to release somebody from an obligation or requirement

apostate – one who is guilty of desertion of one's faith, religion, or principles

ascended – to climb up something, for example, a hill or stairway

assured – convinced

barbarity – quality of being cruel

barbarous – showing extreme cruelty

campaign – military operation

captivity – state of being a prisoner

destitute – lacking resources necessary for subsistence

dispatched – to tell someone to go somewhere

disposed – willing

enslaved – forced to be a slave

exceeding – to an unusually high degree

gratified – thankful

heathen – someone who does not acknowledge the God of the Bible, Torah, or Koran; one who is uncivilized or irreligious

oppressed – subjected to harsh or cruel form of domination

pagan – somebody whose religion is regarded as questionable by the dominant culture, such as a person who does not follow one of the world's main religions, like Christianity, Islam, or Judaism

pinole – flour made by mixing parched corn or other grain with ground mesquite bean pods

province – administrative region or division of a country

rancharia – Spanish word that means village

ransom – release of a prisoner in return for payment

severity – state of being very strict or stern

thence – from that place



In Your Own Words

Directions:

Translate the story from Ulibarri's journal in Column A into your own words, and write your version in Column B.

	Column A	Column B
1.	The diary ... of the journey which Sergeant-Major Juan de Ulibarri made at the order of ... the Governor ... of this kingdom, Don Francisco Cuerdo y Valdes ... to the unknown land of the plains for the ransom of the Christian Indians of the Picuries nation; and the discovery of the new province of San Luis and the large settlement of Santo Domingo of El Cuartelejo, which is inhabited by ... tribes of pagan Indians, who are peaceful, and obedient to his majesty, the king, etc.	
2.	The campaign having been arranged for, the troops assembled and equipped with all necessary rations as well as with powder and balls needed for their defense, I, General Juan de Ulibarri, ... received the troops and orders from General Don Francisco Cuerdo y Valdes	
3.	July 13, 1706 Thence I set out... and arrived on this day at the pueblo and mission of San Lorenzo of the Picuries tribe. The few Indians who lived there came to me... and told me that they were exceedingly gratified and hoped, with the assistance of God and the Spaniards, to see in their pueblos ... those who were now in captivity and oppressed by the barbarous heathen Apache tribes of the plains and Cuartelejo.	
4.	August 4, 1706 ... we ascended to the ridge where many chiefs of the settlements of El Cuartelejo were awaiting us. After we joined them with great pleasure to one another, we went on together the entire way. They came without arms, very happy and kindly disposed. They brought us much buffalo meat, roasting ears of Indian corn, tamales, plums, and other things to eat. In this way we continued together until we arrived on the last hill, where there was a most holy cross which the Apaches had set up.	

	Column A	Column B
5.	<p>A chief of the Apaches came to me and took me forward to where the most holy cross stood. After he had showed it to us, all the Spaniards and Christian Indians ... worshipped it. Then ... we carried it in the procession as far as the rancheria From out of the huts or little houses came Don Lorenzo and the rest of the Picuries Indians, men and women There we ... embraced him and gave them to understand why we were coming, having been sent by our governor After they understood everything, they cried for joy.</p>	
6.	<p>We ... set up camp. In it I received all the Apache chiefs and the rest of the people of the tribe to whom I showed the same equal good will. I made them gifts and good presents and assured them of our good intentions and certain friendship. I gave them to understand the purpose of our coming ... on behalf of Don Lorenzo, the Indian chief of the Picuries, whom they [the Apache] had enslaved, ... for their own safety they had sent to us to ask for aid and protection which we as Christians could not deny them and that our captain had great forces and thus he had dispatched me. On account of this I advised them that they should not make the slightest objection in handing over the Picuries, for otherwise they would experience the severity of our arms. To that they all answered they were ready to obey and carry out that which our captain had ordered.</p>	
7.	<p>August 5, 1706</p> <p>Don Lorenzo came very early in the morning to our camp and told me that some Picuris Indians of his tribe who were missing were scattered out in different rancherias. I ... had to arrange for rounding them up since they had not been able to do it, as they had no horses and were completely destitute. For this reason, it was not only necessary to lend him some horses to collect his people, but that it also should be ordered that some Spaniards go with the Indians ... so that by their visit and awe which inspired there might not be an embarrassment. I comforted him a great deal, assuring him that I would bring them all back because it was ... the order which I had from my governor ...</p>	

	Column A	Column B
8.	On this day I gave the chiefs and the rest of the Apaches many good gifts and presented them with knives, tobacco, biscuits, and pinole so that they were delighted.	
9.	August 11, 1706 This day I told the Apaches I was not yet ready to go on account of not having the apostate Indians of the Picuries together; they were to hand over to me the rest in their possession that were missing.	
10.	August 13, 1706 After I left the Apaches very pleased and contented and subject to the obedience of his majesty, the king, I took my leave with considerable affection on both sides. I brought back sixty-two persons ... who were living as apostate slaves, and as captives of the barbarity of the Apaches, among whom are two of the most noteworthy Indians of the entire kingdom and provinces; they are Don Lorenzo and Don Juan Tupatu, his nephew.	
11.	August 31, 1706 We all arrived at the Pueblo and mission of San Lorenzo de Picuris, where the very Reverend Father Prior Fray Francisco Ximenez, minister of the pueblo of Taos, received the apostate Picuris and absolved them It was a day of the greatest rejoicing which this kingdom has seen.	

Your Work as an Archaeologist: The Technical Report

The work of archaeologists does not end with uncovering artifacts and solving mysteries. Their responsibilities are complete when they publish a technical report that includes an explanation of how their investigations were conducted, descriptions of the artifacts, and conclusions about what the evidence suggested about the people who once lived at the site.

Directions:

1. Start with your investigation question: Who lived at this site and why?
2. Describe how you conducted your investigation.
3. Answer your investigation question. Your answer is your conclusion based on the evidence of the artifacts, features, oral history, and journal.
4. Archaeologists' research often leads to new questions. As a result of your study, what additional questions would you ask about El Cuartelejo now?

SECTION THREE



Design an Award

Herbert and Eliza Steele deserve an award for protecting El Cuartelejo and allowing scientists to study this important archaeological site. You are hereby commissioned to design an award to acknowledge their contribution to Kansas archaeology.

Directions:

1. Work with a partner.
2. Think about types of awards that you have seen or know about – for example, ribbons, plaques, and trophies.
3. Brainstorm ideas for this special award. You could design a plaque with a simple inscription; make a trophy with a three-dimensional model of the pueblo; or invent something completely different that celebrates the cultural diversity of El Cuartelejo, including the Apaches, Pueblo Indians, Spaniards, and European Americans.
4. Construct the award or make a drawing of your idea.
5. Write a narrative paragraph about what the award signifies that could be read at a presentation ceremony.
6. Share your work with your classmates.

Glossary

adobe – brick made from earth and straw and dried by the sun

analyze – to study something in great detail in order to understand it better or discover more about it

archaeological site – place where archaeologists find evidence that people lived in the past

archaeologist – scientist who studies people in the past, including people who lived before written history

archaeology – way to study past human cultures by looking at artifacts and sites; sometimes spelled archeology

artifacts – things made and used by people in the past

borrow pit – area where material (usually soil, sand, or gravel) has been dug for use at another location, literally a pit from where material was borrowed, although without an implication of someday returning the material. Borrow pits can be found close to many construction projects.

civic responsibility – that for which a citizen of the United States is responsible; for example, working to protect a historic landmark, archaeological resource, or wetlands

“cloud blower” pipe – type of smoking pipe made of a cylindrical tube. It was smoked by inserting a wood stem into the smaller end and by tipping the head of the smoker backwards, facing up. A small round stone or clay ball was inserted into the larger end of the pipe keeping the tobacco mixture and ash from being drawn into the mouth while still allowing the smoke and air to draw freely.

conquer – to take control of a place by force

convert – to change something, in this case the religious beliefs of others

culture – set of learned beliefs, values, and behaviors generally shared by a group of people

data – factual information gathered in many ways and used to draw conclusions

domination – control, power, or authority over others or another

enslaved – forced to be a slave

evidence – artifacts and features that archaeologists use to make conclusions about how people lived

excavation – carefully removing dirt from an archaeological site so that artifacts and features can be observed and recorded

feature – things that show where people lived, such as a stain in the earth showing where a posthole once stood or the foundation of a shelter

floodplain – flat area on either side of a stream over which it spreads when too much water is flowing for the stream channel to be able to carry all of it

grinding slab or metate – flat-surfaced rock used with mano to grind grain into flour

infer – to reach a conclusion

inference – conclusion based on observation or research of other primary sources

journal – daily record of events or business

mano – hand stone used with a grinding slab or metate to grind grain into flour

midden – trash heap

migration – movement by humans from one locality to another, sometimes over long distances or in large groups. The movement of populations can be voluntary or involuntary.

musical rasp – percussion instrument involving the rubbing of a stick across a grooved bone to create rhythm

National Historic Landmark – special recognition given to historic buildings, places, or objects

National Register of Historic Places – America's official list of cultural resources worthy of preservation

obsidian – volcanic glass used to make flaked tools such as an arrow point

oral history – recording, preservation, and interpretation of historical information, based on the personal experiences and opinions of the speaker; practice of passing information by word of mouth, or storytelling

paleontologist – scientist who is trained to excavate and study dinosaur bones and other fossils

paleontology – scientific study of dinosaurs and other fossils

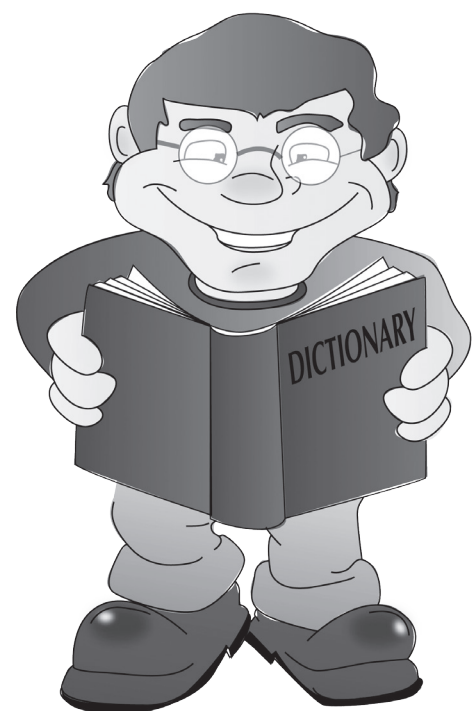
primary sources – first-hand accounts of events, people, or places. Examples include diaries, journals, photographs, and maps.

pueblo – village of adobe apartment-like shelters built by American Indians in the southwestern United States

Pueblo Indians – several groups of American Indians who live in apartment-like houses made of adobe in the Southwest

radioactive isotope – unstable atomic nuclei, said to be radioactive, that eventually are transformed, by radioactive decay into stable nuclei

viceroys – governor who represents a province, colony, or country



NOTES

