

# What Can FPAN Do for Educators?

## OTHER FLORIDA UNDERWATER ARCHAEOLOGY RESOURCES:

- *History Beneath The Sea: Nautical Archaeology in the Classroom*, edited by KC Smith and Amy Douglas (<http://www.saa.org/publicftp/PUBLIC/primarydocuments/HistoryBeneaththeSea0001.pdf>)

## OTHER UNDERWATER ARCHAEOLOGY RESOURCES:

- The Museum of Underwater Archaeology shares resources, links, blogs, and an optional teaching kit. (<http://www.uri.edu/mua>)
- *Historic Shipwrecks of the Gulf of Mexico: A Teacher's Resource Guide* (<http://www.gomr.boemre.gov/PDFs/2006/2006-012.pdf>)
- *La Salle in Texas: A Teacher's Guide for the Age of Discovery and Exploration*, by Pam Wheat-Staranahan

### Provide Archaeology Resources

We have created an educator's resource book, *Beyond Artifacts: Teaching Archaeology in the Classroom*, which has lesson plans and curricula as well as suggested published and internet sources for those interested in incorporating archaeology into their classroom. You may download the pdf from our FPAN Resources page (<http://www.flpublicarchaeology.org/resources>).

The *Coquina Queries* project, funded in part by a Florida Department of State grant-in-aid, provides an education program based on regional coquina ruin sites and focuses on the unique role of this material in Florida history. You may also download this teacher's guide (<http://www.flpublicarchaeology.org/resources>).

We can visit your classroom to present information on Florida's rich cultural past or conduct a hands-on activity with your students.

We can provide subject support from professional terrestrial and maritime archaeologists.

### Conduct Teacher Trainings

We work with school districts to provide a variety of Teacher In-Services. Trainings can be developed for any time frame, core course, or specific subject matter.

We can conduct *Project Archaeology* curriculum training. For more information on their material, please visit [www.projectarchaeology.org](http://www.projectarchaeology.org).

**Please feel free to contact your regional office for more information. Contact information can be found on the FPAN web site (<http://www.flpublicarchaeology.org>).**

We also recommend you visit the following web sites for more information on underwater archaeology in Florida.

Florida Department of State's Bureau of Archaeological Research—<http://www.flheritage.com/archaeology/underwater/index.cfm>

Florida's Museums in the Sea—<http://www.museumsinthesea.com/>

Florida's Maritime Heritage Trail—<http://www.flheritage.com/archaeology/underwater/maritime/index.cfm>

1733 Spanish Galleon Trail—<http://www.flheritage.com/archaeology/underwater/galleontrail/index.cfm>

# Shipwrecks—Florida's Most Complex Artificial Reefs

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Shipwrecks, along with other submerged cultural resources, are Florida's most complex and among the oldest artificial reefs. Yet so much about them is misunderstood.

### Not Every Shipwreck is a Spanish Galleon

Shipwrecks are some of Florida's most exciting pieces of history, but are often shrouded in so much mystery they are the least understood. Although Florida's waterways contain a plethora of maritime sites and abandoned watercraft representing the thousands of years people have been in this state, the mere mention of a shipwreck evokes romanticized visions of adventures on the high seas.

Shipwreck sites offer a glimpse into life from another time. People traveling by ship have stuff they need, stuff they want, and stuff they value with them—in short, their whole life. Archaeologists who study these wrecks have the rare opportunity to see a multi-faceted view of the past through the traveler's eyes, and in that lies the real value!

### Looking at Shipwrecks for What They Are, Not Just What They Do

Shipwrecks become a part of the marine environment. Often functioning as shelter in a barren underwater landscape, shipwreck remains enhance the sea floor. They create a safe-haven for an incredible diversity of marine life that is part of the underwater laboratory appreciated by many disciplines. A shipwreck site can be a very complex subject to study—not only from a biodiversity aspect but also as an example of human interaction with the water.

These sites are generally created by accident, either natural or human forces cause shipwrecks. By researching past water movements, weather conditions, maps, and journals, students should be able to infer the cause of most shipwrecks. Observation of the site and associated artifacts through documents and pictures should allow the student to begin to talk about the nature of the voyage as well as make a personal connection with the passengers.

### Take Only Pictures, Leave Only Bubbles

Also a nonrenewable resource, shipwrecks should be protected. Once the wrecks have settled and become part of the marine environment, they stabilize. However, if disturbed or brought out of the water, these artifacts will begin to rapidly decay and the fragile ecosystem they once supported also deteriorates.

*It is just as important to conserve our cultural resources as our natural resources. Both meld together to create a stunning intersection where life above the water meets life below.*



"To promote and facilitate the stewardship, public appreciation, and value of Florida's archaeological heritage through regional centers, partnerships, and community engagement."

# Shipwreck on a Table: Emanuel Point Shipwreck

## Objectives

Students will learn how to interpret life aboard the Emanuel Point Shipwreck by looking at artifacts recovered during its excavation.

## Materials (available for download - on the FPAN Resources web page)

Emanuel Point Shipwreck site plan

Pictures of 12 artifacts found in the bow, can be cut into cards

Pictures of 12 artifacts found in the stern, can be cut into cards

Question sheet

Excerpt from *History Beneath the Sea*

## Background

Shipwrecks are very important archaeological finds because they can tell us a lot about the people on board the ship and how the ship was used. Artifacts can tell us about life on board, about the ship's voyages, and what was used to defend the vessel.

## Procedure

1. Have participants take a moment to read through "The Emanuel Point Ship: Clues from a Colonial Expedition" from *History Beneath the Sea*.
2. Split everyone into two groups and give them a set of artifact cards. They should have cards with artifact pictures from either the bow or stern, not from both.
3. Have each group begin reading through the question sheet with their cards.
4. After each group has answered these questions, have them share their answers with the other group.

## Closure

Some items might be abundant, which means they were very important. Are multiples of any artifacts found in either group of cards?

Where items are found may be clues to the activity that happened in that part of the ship. Can the participants identify any of these areas with the cards?

## Teacher Tips

Several of the artifacts point to the voyages of the ship (Aztec sherds, papaya seeds). You can use this information to talk about colonization and how it helps transfer cultural information regarding plants, animals, and people.

All students will work with artifacts, which are considered primary documents.

## Elementary Students:

Students at this level will use their senses and will make observations about the artifacts as they experience the scientific process. Students should be able to distinguish between observations and inferences, both of which are used in this activity. They should understand that history tells the story of people and be able to compare lifeways of the past with their own. Students should understand the concept of basic needs for people aboard the ship. They should be able to understand the site plan map of the Emanuel Point Shipwreck.

Sunshine State Standards: SC.K.P.8.1, SC.1.N.1.2, SC.1.N.1.3, SC.1.N.1.4, SC.1.P.8.1, SC.2.L.17.1, SC.2.N.1.3, SC.2.N.1.4, SC.2.N.1.5, SC.2.N.1.6, SC.2.P.8.1, SC.3.N.1.2, SC.3.N.1.3, SC.3.N.1.4, SC.3.N.1.5, SC.3.P.8.3, SC.4.E.6.3, SC.4.N.1.2, SC.4.N.1.3, SC.4.N.1.4, SC.4.N.1.5, SC.4.N.1.6, SC.4.N.1.7, SC.4.N.1.8, SC.4.P.8.1, SC.5.N.1.1, SC.5.N.1.2, SC.5.N.1.3, SC.5.N.1.5, SC.5.N.1.6, SC.5.N.2.1, SC.5.N.2.2, MA.K.G.2.1, MA.3.A.4.1, MA.3.A.6.2, MA.3.S.7.1, MA.5.G.3.1, MA.5.S.7.1, SS.K.A.2.1, SS.1.A.2.1, SS.1.A.2.2, SS.1.G.1.2, SS.2.A.2.5, SS.2.E.1.1, SS.3.G.1.2, SS.3.G.1.4, SS.3.G.1.6, SS.4.A.3.1, SS.4.A.3.7, SS.4.G.1.4, SS.5.A.1.2, SS.5.A.3.2, SS.5.A.4.1,

## Middle School Students:

Students at this level should be able to conduct this activity much like a scientific investigation by identifying variables (attributes), organizing data (grouping artifacts), creating and interpreting tables (frequency charts from groupings), analyzing information, and defending their conclusions. They should understand the information presented on the site plan map of the Emanuel Point Shipwreck.

Sunshine State Standards: SC.6.N.1.1, SC.6.N.1.2, SC.6.N.1.4, SC.6.N.1.5, SC.6.N.2.1, SC.6.N.2.2, SC.7.N.1.2, SC.7.N.1.5, SC.7.N.1.7, SC.8.N.1.2, SC.8.N.1.3, SC.8.N.1.4, SC.8.N.1.5, SC.8.N.1.6, SS.6.G.1.4, SS.8.A.1.1, SS.8.A.1.2, SS.8.A.1.4, SS.8.A.1.5, SS.8.A.1.7, SS.8.G.5.1, SS.8.G.6.2

## High School Students:

Students at this level should be able to understand how scientific inferences are drawn from scientific observations. They should be able to creatively construct questions in relation to their groupings and understand their classmates' strategies for classification as well as identify sources of bias. They should understand the information presented on the site plan map of the Emanuel Point Shipwreck.

Sunshine State Standards: SC.912.N.1.1, SC.912.N.1.2, SC.912.N.1.3, SC.912.N.1.6, SC.912.N.1.7, SC.912.N.2.1, SC.912.N.2.2, SC.912.N.2.5, SC.912.N.3.1, SS.912.A.1.2, SS.912.A.1.4, SS.912.G.6.4, SS.912.G.6.5, SS.912.H.3.1