Early Explorers of North America

The first European explorers to reach the New World were Scandinavian seafaring pirates and traders known as the Vikings. They established small settlements on the coast of North America as early as A.D. 1000. These explorers traveled from the area of Norway, Denmark, and Sweden. The Vikings made observations about the animals, plants, and native people that they encountered in the New World; however, their settlements did not last long.

Other European countries learned about the Vikings’ exploration of a strange new land, but it would be many years before explorers would return to the New World. A number of important events happened in Europe that kicked off the age of exploration, such as the Renaissance, the Protestant Reformation and the response of the Catholic church through the Counter-Reformation, and advances in navigation and shipbuilding. Perhaps most important, however, was trade. An overland trade route was established with the Far East. This route would become known as the Silk Road. Exotic trade goods and wealth flowed into Europe from the Orient. As a result, Europeans sought an easier route to the Far East. So what does this all have to do with Georgia history?

Well, in the search for a faster route to the Orient, explorers re-discovered the New World. Explorers like Christopher Columbus, Amerigo Vespucci, and Juan Ponce de León returned to Europe with strange new plant foods and tales of the native people. Leaders of Spain, England, and France wanted to stake a claim in the New World for their country and claim as much of it as possible. The Spanish would ultimately lead the way.

Upon the orders of Lucas Vázquez de Ayllón, Captain Francisco Gordillo set out from Hispaniola to explore northward along the coast in 1521. His task was to search for natives that could be captured and sold into slavery.

An expedition from Puerto Rico led by Spanish explorer Pedro de Quejos sailed along the Georgia coastline in 1525. Four years earlier, this same explorer sailed into the bay near present-day Georgetown, South Carolina. His intent was to capture and enslave Native Americans so that they might work for the Spanish as well.

After landing his ship in South Carolina, Lucas
Vázquez de Ayllón and his men explored the coastline working their way to Georgia in 1526. These explorers established a settlement known as San Miguel de Gualdape, but its exact location has not been discovered yet. Researchers think that the settlement may have been established near Sapelo Sound. Ayllón and his men only lived at the settlement for about six weeks.

Little did the inhabitants of the Southeast know that major changes to their way of life would occur when the next documented Spanish explorer arrived. The effects of the initial contact between Native Americans and Europeans were like ocean waves on a sandy beach. Waves bring new things—shells, seaweed, sometimes trash—to the beach. Stronger waves may even change the surface of the beach. In a similar way, the waves of Spanish explorers and missionaries to Georgia in the 1500s brought new things that the Natives had never seen before and began to change elements of Native culture. Some of the stronger waves of contact, like new diseases, created more drastic, tragic changes.

Some 14 years after the failure of the settlement at San Miguel de Gualdape, Hernando de Soto and his army landed on the coast of Florida. These visitors from beyond the ocean were a totally new experience for the Native Americans already living in Georgia at the time. The Spanish came to the New World with plans to explore the interior and create permanent settlements. They brought new technologies, strange animals, and peculiar beliefs with them. Their contact with the Natives in the interior of Georgia set off waves of cultural changes that altered the Native world forever.

At this point, we will allow Roy Dickens, Jr. and James McKinley to tell part of the story. In the 1970s, Dickens and McKinley decided to write a book for young readers in the hopes of sharing their passion for archaeology in an interesting and fun way. The book is titled Frontiers in the Soil: The Archaeology of Georgia. We will share a little of that book with you now, in the hopes that we peak your interest and excitement for learning about archaeology and Georgia’s history.
With DeSoto were 620 soldiers called conquistadores (Spanish for conquerors), 8 priests, a large number of slaves, 200 horses, 300 food animals and several dozen huge dogs trained for battle. DeSoto and his men dreamed of finding great wealth like the conquistadores had found in Mexico and Peru.

From South Georgia, DeSoto’s army crossed the Savannah River into South Carolina. From there, they marched north to the Appalachian Mountains, and then west to Alabama and Mississippi. Although DeSoto died in 1542, his conquistadores continued their explorations into areas west of the Mississippi River before making their way back to the Gulf of Mexico.

As the army traveled from village to village, the soldiers sometimes mistreated the Indians. They often would take over all of the food supply of a village, and their horses might eat an entire year’s supply of corn in a few days. Sometimes the Spaniards held a priest-chief hostage to insure the army’s safe passage within his territory. In three years of explorations in the southeast, DeSoto fought numerous battles with the Indians, but he found no gold or other valuables.

More European explorers followed DeSoto. There were many battles, and thousands of Indians died. In addition, the Spanish brought European diseases such as measles and small pox. The Indians had no immunity to these diseases, and thousands more died. With so much loss of life, Mississippian culture collapsed in a few generations. Trees grew up on the temple mounds, and the mighty ceremonies to the Sun, Rain, and Wind were all but forgotten. These changes brought the development of historic Indian “nations,” such as the Creek, Yuchi, and Cherokee. These tribes were remnants of the earlier chiefdoms.

By 1600, three European powers—England, Spain, and France—had laid claim to parts of the southeast. Representatives of these three countries competed for the friendship of the Indians. One country would offer a group of Indians guns and other trade goods in exchange for the Indians’ help in protecting that country’s land claims. The Indians did not realize that the friendship was not genuine and that they were only being used.

By the late 1600s, the English had become the dominant power in the southeast and had established regular trade relations with the Indians in Georgia.

Archaeological Evidence of the Contact Period in Georgia

Most of the archaeological proof about de Soto’s travels in Georgia comes from the northwest corner of the state. This is the location of archaeological sites like Etowah, Little Egypt, and the King site, to name just a few. Archaeologists excavating these sites and analyzing the artifacts over the years found particular artifacts like special blue, white, and red glass beads. Historical documents tell us that de Soto used these for trade, as well as iron tools and weapons. These new materials made quite an impact on Na-
tive societies. In addition to the traditionally unique Native artifacts in burials, the inclusion of these new European things in elite burials suggests that Native Georgians treated these new objects as very valuable and unique items. Over time, the metal tools, cooking pots, and weapons that the Europeans brought with them to New World took the place of bone, ceramic, stone, and wooden implements used by the Natives. Although they may have experienced some benefit from these new technologies that were so foreign to them, the effect of cultural contact would ultimately be very harsh.

Think about what it is like when a bad virus runs rampant through the school system and a number of people get sick. Sometimes the schools have to close for a few days so that they can be sanitized, and students can stay home to try to stop the spread of the illness. The Europeans were exposed to diseases such as chicken pox, influenza, measles, small pox, tuberculosis, and typhus for centuries; however, the Native Georgians had no immunity to these diseases. Once the Natives were exposed, the result was catastrophic. Researchers estimate that 30 percent or more of those infected with small pox would have died. It has been theorized that the combined effect of these diseases may have killed as much as 90 percent of the population. Sometimes, everyone in entire villages perished.

Some diseases leave specific evidence on the bones that forensic anthropologists can identity. Because the diseases brought by the Europeans spread so fast in the New World, archaeological evidence suggests that the bones did not have time to develop that evidence. Archaeologists have found that some burials from this time period had more than one person in them. Some archaeologists believe that several Indians were buried together because there were not enough people left alive to create individual graves for all of those who died.

Other burials also show evidence of the fighting that occasionally took place between the Indians and the Spanish. Some of the skeletons show what might be wounds made by an iron—possibly Spanish—weapon. Wounds on the skulls and leg bones of some skeletons found on archaeological sites suggest armed conflict between the Indians and Spanish.

Accounts from the period state that a number of the chiefs encountered welcomed the Spanish into their villages and supplied them with food and shelter. In turn, the Spanish used the natives as burden bearers, kidnapped leaders and held them hostage for safe passage through their territory, and coerced others to serve as guides on their search for wealth in the New World.

Ultimately, the Spanish learned that they could not conquer the Native Georgians as easily as they had the inhabitants of Mesoamerica and South America. Neither were there untold riches to be discovered in the Southeast.
The Search for De Soto’s Route

Through the years, many people have researched the historic documents and archaeological evidence to try to figure out the exact route that de Soto and his men would have taken as they traveled throughout the Southeast. It would seem that the remnants of an army of over 600 plus another 100 or so servants and slaves, over 200 horses, a large number of hogs, mules, and Irish hounds could be easily traced across the landscape; however, this has not been the case.

The landscape of Georgia has changed greatly since the 16th century. Roads, houses, businesses, and reservoirs have been constructed that may have completely obliterated sites of the period without anyone being aware of it.

The map above shows only one of the proposed routes of the expedition. You can research the expedition to find maps of other proposed routes. Sometimes people interpret the information in the historic documents differently and come up with different interpretations of the same event. This is where archaeology can help the researchers in pinpointing the location of sites where de Soto and his men camped. A few sites have been discovered that contain artifacts (such as chevron beads and Clarksdale bells) dating to the time period of de Soto; however, other sites need to be located in order to develop a clearer picture of the route of the expedition.

Making Waves: De Soto’s Route Revisited?

In recent years, archaeological excavations at the Glass site in south Georgia have gained much attention. This site has yielded a small number of 16th-century Spanish artifacts that may lead researchers to re-draw part of the map of de Soto’s route. Although these artifacts are few in number, they represent the largest and best-documented collection of Spanish artifacts found in Georgia’s interior. The collection includes glass trade beads and iron tools, as well as brass and silver ornaments. If de Soto did indeed camp there for several days, then the earlier proposed routes may be approximately 100 miles off course. Further research and new archaeological discoveries will help to refine the route of the expedition and may provide valuable information about how the Native Georgians were living when de Soto visited their villages.

In Conclusion: The Ebb of the Tide

When the early Spanish explorers visit Etowah, they described a complex system of paramount chiefdoms where individual chiefs and
their supporters formed strong connections with other groups and fought wars to establish their regional political dominance. In Georgia, chiefdom societies emerged at the end of the Woodland Period and marked the onset of the Mississippian Period (A.D. 900 to 1541). Chiefdoms consisted of a highly structured social order and permanent political officers. Kinship rules guided social ranking, and political officers received the right to rule by virtue of birth. As both a political and religious leader, a chief ruled until death. From the chief’s temple and home atop the mound overlooking the village, the chief could rule the people and perform religious ceremonies.

Unfortunately, contact with the early explorers drastically changed the way of life for the Native Georgians and brought an end to the Mississippian Period. Many Natives were taken prisoner and subjected to a life of slavery in support of Spanish interests in the Caribbean. Because so many people—including a number of leaders—died from European diseases, social and political systems had to be reorganized. In many cases, survivors fled to other villages in an attempt to stay alive. This resulted in assimilation or being absorbed into a cultural tradition. One of the most significant effects was the loss of culture (beliefs, social forms, and material traits of a given social group). Many traditions that had been handed down for generations were lost.

During the 17th century, English settlers established permanent settlements in the Southeast. They set up extensive trade networks with the Natives, and in the 1760s the Spanish lost their foothold in Georgia. Today, researchers continue to look for new information about this period of Georgia’s history, and there is no doubt that future archaeological excavations will be able to add more to the story of the strangers from beyond the ocean.

**Reading Comprehension Questions**

1. How did contact between the Spanish and the Native Americans affect both cultures?
2. Do you think that the Spanish adopted certain Native American customs and ways?
3. How can archaeologists tell if a Native American group was in contact with the Spanish or Spanish goods?
4. Define chiefdom. When did this way of life end in Georgia?

**Glossary**

*Archaeology:* the study of past human societies through the physical evidence (artifacts) that they have left behind

*Artifact:* any object made or used by humans

*Assimilation:* absorb into a cultural tradition

*Chiefdom:* the territory and people governed by a hereditary chief

*Chronicler:* one who writes accounts of important events

*Conquistador:* a conqueror

*Elite:* persons in the highest class of people who have the most influence over the others; above the common people

*Excavation:* the controlled process of digging to recover evidence of past human activity

*Historic Period:* the period of history for which there are written records

*Missionaries:* people sent by a church intending to convert others to their religion

**Activities**

*Observation vs. Deduction: How an Archaeologist Thinks*

Archaeologists live in the present, but they study people and their material culture from the past. Sometimes, it is hard for archaeologists to put aside all they know about their own world, so that their everyday experiences do not influence the way they understand the daily lives of people from the past. For example, we have many differ-
ent ways to cut a carrot in today’s world: knife, scissors, food processor, grater, etc. For people like the Native Americans living 3,000 years ago, their options would have been very limited, and the tools they used would seem strange to someone like us. While examining artifacts, archaeologists must first observe and record aspects of an artifact, before deducing or coming to a conclusion about how an artifact was used. Archaeologists, and other scientists, use their five senses and measuring instruments to make observations in their studies. Then, they come up with plausible explanations or inferences.

Select a few “artifacts” for the students to work on in teams of four or five. Have each group select a recorder and a speaker. The artifacts can be old or modern—the goal is to understand the difference between observing and deducing. Pretending we know nothing about this artifact, have the students use their senses and measuring instruments to make a list of observations about the artifact. Measuring instruments may include rulers, tape measures, scale, calipers, Munsell soil color book, etc. Once they have made observations over four or five minutes, have them deduce the meaning or function of the artifact as a team. Examples of artifacts that may be used include broken fragments of a dish, specialized tools, and animal bones. Each team speaker then presents the team’s results to the class and passes the artifact around the room for others to observe.

Archaeology in the Present: The Classroom as an Archaeological Site

Artifacts aren’t just old things that we find in the ground. Artifacts—objects made, manipulated, or used by humans—are all around us. Use the classroom or some other location as an archaeological site. By observing and deducing, the students should be able to catalog artifacts at that site and come up with some idea of what the artifacts tell us about the people who live, work, or learn there.

Have the students break up into groups of four or five with a notepad and pencil. They can catalog, or list, artifacts they observe at the “site” that they think helps them understand something about the people. Once they have a list or inventory of artifacts, they can write up an explanation of what the artifacts mean and try to interpret the site.

Maps and Archaeology

Archaeologists use maps to see how the landscape has changed over the years and how the landscape and environment affect how and where people live. Maps are also great tools that often enable archaeologists to identify old houses and landscape features (cemeteries, streams and creeks, railroads) that have been hidden as a result of modern development.

Gather five or six maps of your local community from various time periods, starting with a recent map showing the location of your school. Google Earth is a good place to start. Your local library may be able to help you locate some maps. Working in small groups, have the students identify their school on the most recent map. Moving back in time, have the students try to locate the school now. If the school does not appear on the map, an archaeologist would deduce or presume that the school was not built by that time. Help the students identify landmarks, such as streets, streams, or other landscape features that are common to several maps. Archaeologists use these constants on historical maps to establish their bearings. Continue using the maps, moving back through time to the oldest map. Using other landmarks such as streets and streams, the students should be able to deduce where their school is located using the Google Earth image as a reference. Have the students identify things on the older maps near the school that are no longer there.

Map Resources

Late 19th- and early 20th-century topographic quad maps published by the United States Geological Survey can be found here: http://www.lib.utexas.edu/maps/topo/georgia/ for some communities, and here for a more comprehen-
sive list http://nationalmap.gov/historical/.

Other historical maps can be found here: http://georgiainfo.galileo.usg.edu/topics/maps/articles/historical or by doing a simple Google search for “historical map _______ County, Georgia.” Your local library may have a history or heritage department that may be able to help you gather a few maps for the project.

Records Talk – What Documents and Artifacts tell us about People

Read the following advertisement:

—EDWARDS OWENS & COMPANY
 HAVE JUST IMPORTED, in the Ship ANNA LOUISE
 —Captain William Smyth, from London—

A LARGE ASSORTMENT OF EAST-INDIA AND EUROPEAN GOODS

Among which are the following: Fine silk with trimmings, broad axes, calico, gold hat-lace, gold buttons, boys and girls brown and white thread hose, Chinese porcelain, worsted jacket pieces, powder horns, men and boys beaver and felt hats, Persian taffetas, wig curlers, bordered handkerchiefs, women’s bonnets, finest marbles, pins, needles, ribbons, osnaburgs, printed linens, gingham, leather shoes, salad oil, olives, capers, mushrooms, walnuts, lavender water, guns, best French flints, pewter plates, dishes, basins, inkstands, mugs, spoons, metal and brass candlesticks, foolscap paper, ink powder, best Dutch quills, sealing wax, marble covered books, prayer books, spelling books, Moroccan instrument cases with silver locks, raisins in jars, mace, cloves, cinnamon, green tea, a neat assortment of cutlery, a very large and general assortment of plantation carpenters’ and coopers’ tools, and so forth.

They have also the INDENTURES of a few healthy MEN and WOMEN SERVANTS, just arrived in the above vessel, also a few pipes, hogsheads, and quarter casks of the best Madeira wine to be sold cheap for cash.

—March 13, 1773

Archaeologists use old documents to learn more about the site they are excavating. Have the students perform the following activity to see what they can learn from the advertisement above.

1. Divide a sheet of paper into three columns from top to bottom. At the top of the first column, write “Survives Underwater.” At the top of the second column, write “Survives Underground.” At the top of the third column write “Does Not Survive.” Then, place each item listed in the newspaper advertisement above into one or more appropriate columns, based on whether you think the item would survive in an archaeological site underwater, on land, or would not survive in either. For example, calico would rot on a terrestrial site and probably not fare much better underwater, so it would go in the third column. Gold buttons, however, would survive in both site environments.

2. Take your paper and write an “E” next to each item that you think would be expensive to buy in the 1700s when this advertisement was printed. Then, decide if Mr. Owens’ store and the contents of the Anna Louise catered to wealthy, not so wealthy, poor people, or what combination of the three?

3. Try to list as many countries or regions that are represented by the goods on the ship. Do you think the ship visited each of these countries? Why or why not?

Now, check your answers to see how well you were able to think like an archaeologist.

1. **Survives Underwater**: broad axes, gold buttons, Chinese porcelain, powder horns, wig curlers, finest marbles, pins and needles (sometimes), leather shoes, salad oil, olives/capers/mushrooms (may survive if sealed in watertight containers), guns, French gun flints, pewter plates, dishes, basins, inkstands, mugs, spoons, metal and brass candlesticks, Dutch quills, sealing wax, Moroccan instrument cases with silver locks, raisins in jars, carpenters’ and coopers’ tools, cutlery, pipes (tobacco), hogsheads, and casks of wine.

2. **Survives Underground**: broad axes, gold buttons, Chinese porcelain, powder horns (fragments), wig curlers, finest marbles, pins, needles, olives (seeds only), walnuts (shells and pollen only), guns (metal parts only), French gun flints, pewter plates, dishes, basins, inkstands, mugs, spoons, metal and brass candlesticks, Dutch quills, sealing wax, Moroccan instrument cases with silver locks, raisins in jars, carpenters’ and coopers’ tools, cutlery, pipes (tobacco), hogsheads, and casks of wine.
locks, carpenters’ and coopers’ tools (metal parts only), cutlery, pipes (tobacco), hogheads (metal bands only), and casks (metal parts only, if any). • Does Not Survive: fine silk with trimmings, calico, gold hat-lace, boys and girls brown and white thread hose, worsted jacket pieces, men and boys beaver and felt hats, Persian taffetas, bordered handkerchiefs, women’s bonnets, ribbons, osnaburgs, printed linens, gingham, foolscap paper, ink powder, marbleized covered books, prayer books, spelling books, cloves, cinnamon, and green tea.

2. Much of this merchandise would have been considered expensive in the 1700s, such as the gold buttons, Moroccan instrument cases, fine silk, gold hat-lace, Persian taffeta, and marbleized books. Some of the items target the wealthy upper class in particular, such as the wig curlers (for the white wigs worn by elite men), books, and writing quills, ink, foolscap paper, and sealing wax. Many lower class individuals could not read and write. A few items catered to other folks, including the carpenters’ and coopers’ tools, broad axes, as well as the guns, gun flints, and powder horns.

3. Ethnic regions/nationalities represented include Chinese, Dutch, French, Moroccan, and Persian. The Anna Louise probably did not travel to each of the ethnic regions represented. Vast trading networks across Europe and the East Indies would have brought exotic trade goods to England’s home ports to be loaded onto ships bound for the American colonies.

Read More About It


Mann, Charles C.

Recently published books about new archaeological and historical evidence for Native American culture both immediately before and right after initial contact with Europeans. Aside from North America, the books cover other cultures having their first contact with European exploration around the same time. The books draw not only on archaeological and historical evidence, but also anthropological and biological studies.

Smith, Marvin T.
**Websites of Interest**

**Archaeological Institute of America:** [http://www.archaeological.org/](http://www.archaeological.org/)

The AIA is a non-profit organization that was established in 1879 and chartered by the U.S. Congress in 1906. The AIA is the nation’s “oldest and largest organization devoted to the world of archaeology.” The Education section of the website offers an Introduction to Archaeology, Lesson Plans, announcements about Archaeology Fairs taking place across the country, and more. In case you need a definition of an archaeological term, the AIA website has a great glossary at [http://www.archaeological.org/education/glossary](http://www.archaeological.org/education/glossary).

**Georgia Department of Natural Resources—Historic Preservation Division, Archaeology:** [http://georgiashpo.org/archaeology](http://georgiashpo.org/archaeology)

“The Historic Preservation Division (HPD) is Georgia’s state historic preservation office, or SHPO.” The mission of the HPD “is to promote the preservation and use of historic places for a better Georgia.” Visit this website to learn more about Georgia’s historic preservation efforts, archaeological site protection, and stewardship.

**National Park Service:** [http://www.nps.gov/history/](http://www.nps.gov/history/)

- **Archeology in the Parks:** [http://www.nps.gov/history/archeology/sites/parks.htm](http://www.nps.gov/history/archeology/sites/parks.htm)
- **Archeology Nationwide:** [http://www.nps.gov/history/archeology/sites/nationwide.htm](http://www.nps.gov/history/archeology/sites/nationwide.htm)
- **Teacher Resources:** [http://www.nps.gov/history/archeology/PUBLIC/teach.htm](http://www.nps.gov/history/archeology/PUBLIC/teach.htm)

The NPS “invites you to discover American history in all its diversity, from ancient archeological places to the homes of poets and Presidents to the sobering stories of Civil War soldiers and civilians to the legacy of a courageous woman who refused to give up her seat on a bus. Our history is part of who we were, who we are, and who we will be….We invite you to explore historic preservation and the tools we use to help preserve and protect the places where history happened.”

**Society for American Archaeology:** [www.saa.org](http://www.saa.org)

The SAA website features a great educational webpage through “Archaeology for the Public.” It includes Teacher Training & Fieldwork Opportunities, Educational Resources for Educators, Archaeological Law & Ethics, Frequently Asked Questions About Archaeology and Archaeologists, Mystery Artifact, and much more!

**Teaching with Historic Places:** [http://www.nps.gov/nr/twhp/](http://www.nps.gov/nr/twhp/)

This website “uses properties listed in the National Park Service’s National Register of Historic Places to enliven history, social studies, geography, civics, and other subjects. TwhHP has created a variety of products and activities that help teachers bring historic places into the classroom.” By visiting the “Preserve America” section of the website, you can view examples of how historic sites have been preserved in Georgia.

**The Archaeological Conservancy:** [http://www.archaeologicalconservancy.org/](http://www.archaeologicalconservancy.org/)

This national non-profit organization was established in 1980 and is the only organization of its kind in North America “dedicated to acquiring and preserving the best of our nation’s remaining archaeological sites.”

And [http://www.archaeologicalconservancy.org/searching-de-soto-kristin-ohlson/](http://www.archaeologicalconservancy.org/searching-de-soto-kristin-ohlson/) will update you on recent research at the Glass site, where archaeologists may have discovered a site visited by de Soto. Located some 120 miles west of Savannah, these excavations are making new waves in Georgia archaeology.


Learn about Georgia’s heritage. This is a great resource for history and archaeology buffs.

**The Society for Georgia Archaeology (SGA):** [www.thesga.org](http://www.thesga.org)
Interested in learning more about Georgia archaeology and how you can preserve it? Visit the SGA website to learn more about upcoming events and resources. Several local chapters exist throughout the state, so find information about where a chapter meets near you and attend a meeting to learn about archaeology that is being conducted in your area. You can follow us on Facebook, too!

**Resources on YouTube**

Check out these cool videos about Georgia archaeology on YouTube! Just remember when searching for “Georgia archaeology” that lots of archaeologists are working in the former Soviet Republic of Georgia—so be extra careful about what you are searching for!

Camp Lawton, Civil War Prison Camp
www.youtube.com/watch?v=2cWy8vd1cmo

Lyon Farm, DeKalb County
www.youtube.com/watch?v=EBdFjifa438

Ocmulgee Indian Mounds, Macon, Georgia
www.youtube.com/watch?v=9ZWyHEg9ELg

2015 marks the 475th year of de Soto’s journey through Georgia

“Native Shores, European Waves: Contact Archaeology in Georgia” is one of a series of educational packets produced annually by The Society for Georgia Archaeology for Archaeology Month activities in May. The series reflects new themes annually and is available free-of-charge via the website, along with a calendar of events occurring throughout the state during the month of May. An associated poster is distributed to all middle/junior high public schools in the state, as well as to archaeology month co-sponsors, event sponsors, and other entities. With the exception of the Events Calendar, the posters and educational packets are timeless. Librarians at schools are encouraged to catalog these materials so that they may be used in the future by educators and patrons. The poster design was created by Tammy Herron and Dr. Christopher Moore. Special thanks to Dr. Moore for providing graphic assistance to make the poster a reality. The 2015 issue of the lesson plan was created by Tammy Herron and Corey McQuinn and represents the 18th in the series. Portions of this plan were abstracted from the SGA’s Lesson Plan Series, No. 11 and *Frontiers in the Soil: The Archaeology of Georgia*. We hope you enjoy it!