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## ACKNOWLEDGMENTS

*The Archaeology of West Point Kit* and the *User's Manual* are the products of a unique collaborative project. This project included the development, production, implementation, and assessment of six portable education kits interpreting the archaeological investigations at West Point. The project involved collaboration among cultural heritage and education staff from the Muckleshoot Tribe, Suquamish Tribe, Tulalip Tribes, staff at the Burke Museum, and educators from the Auburn School District.

At the forefront of this project are the members of the West Point Tribal Oversight Committee (TOC). This committee was formed as a result of the archaeological investigations at West Point to oversee the curation and preservation of the West Point artifact collection. The committee consists of representatives from the Muckleshoot Tribe, Suquamish Tribe, Tulalip Tribes, King County, and the Burke Museum. In order to demonstrate their commitment to public education about archaeology and cultural resources, the committee proposed and supported the development of these kits. In particular, I would like to thank the current members of the Tribal Oversight Committee: Hank Gobin, Walter Pacheco, Charlie Sigo, G.I. James, Peter Lape, and Laura Phillips, who allowed me the opportunity to coordinate this project, offered me encouragement, and provided essential advice, comments, and suggestions.

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## THE BURKE MUSEUM ARCHAEOLOGY KITS

The Archaeology Department of the Burke Museum is committed to promoting the study of archaeology at a pre-collegiate level. Our efforts are focused on providing educators with resources, knowledge and materials necessary to enhance the educational process.

The Burke Museum has received many requests for resources and lesson plans from teachers throughout Washington interested in teaching archaeology in the classroom. In response, the Archaeology Department started the Archaeology Public Outreach Program (APOP) to provide resources and services to the public that promote education about archaeology in a thoughtful and fun way. We currently offer the following traveling study collections about archaeology related topics:

- *What is Archaeology?*
- *Peopling of the Americas*
- *Lewis and Clark at Fort Clatsop*
- *The Archaeology of West Point*

For more information about the traveling study collections or to borrow any of the kits, please contact the Burke Museum Education Division at (206) 453-5591, email [burked@u.washington.edu](mailto:burked@u.washington.edu) or visit our website at [www.burkemuseum.org](http://www.burkemuseum.org).

We hope that this kit provides a useful addition to the exciting challenge of teaching archaeology. We would appreciate knowing how the kit worked for you and your group. Please complete the Evaluation Survey enclosed in the kit and simply return it with the kit. We also appreciate any additional comments and suggestions you might have. Thank you for borrowing the kit and exploring the rich topic of archaeology with the Burke Museum.

## *THE ARCHAEOLOGY OF WEST POINT KIT*

*The Archaeology of West Point Kit* is a hands-on educational resource about the archaeology of West Point for children and adult learners. West Point is a sandspit located on the north side of Discovery Park in the Magnolia District of Seattle. West Point is also the location where archaeologists discovered a seasonal hunting, fishing, and gathering site determined to be over 4,000 years old.

The kit can be used in classrooms and communities by students, teachers, and adults to explore, examine, and interpret the archaeology of West Point. The kit uses replica artifacts, archaeologist's tools, and supplementary materials such as graphics, video, slides, and books to teach people about how archaeologists excavated the West Point Site, what archaeologists found during the excavations, and what archaeology can teach us about the site and the people of West Point.

People of all ages can use and enjoy the kit. This *User's Manual* was developed as a guide for using the kit and contains information that enriches the experience for any person using the kit. The *User's Manual* includes information about the West Point Site, lesson plans, descriptions of the artifacts in the kit, worksheets, handouts, a script for presenting the slideshow, a glossary, additional resources, and references, and much, much, more. Please, take a minute to peruse the *User's Manual* and review its contents.

Finally, when using the objects included in the kit, **please handle with care**. While the objects in this kit are not the original artifacts, they are irreplaceable. These replicas were made by Dr. Jeff Flenniken who precisely reproduced the artifacts using materials from local sources and technologically accurate techniques. The replicas are fragile and should be handled carefully so that many people will be able to experience the uniqueness of these artifacts in the future. Enjoy the Kit!

## KIT INVENTORY

### ARTIFACT REPLICAS

ED 1 Jasper Projectile Point  
ED 2 Petrified Wood Projectile Point  
ED 3 Basalt Projectile Point  
ED 4 Slate Projectile Point  
ED 5 Chalcedony Projectile Point  
ED 6 Nephrite Adze Blade  
ED 7 T-shaped Labret  
ED 8 Button-style Labret  
ED 9 Beaver Tooth Graver  
ED 10 Bone Bi-point  
ED 11 Bone Gaming Piece  
ED 12 Bone Pendant  
ED 13 Shell Bead  
ED 14 Bone Awl  
ED 15 Antler Wedge

### TOOLS OF AN ARCHAEOLOGIST

ED 16 Broom and Dustpan  
ED 17 Brush  
ED 18 Clipboard  
ED 19 Compass  
ED 20 Flagging tape  
ED 21 Gloves  
ED 22 Line level  
ED 23 Notebook

ED 24 Plumb bob  
ED 25 Stakes  
ED 26 String  
ED 27 Tape measure  
ED 28 Trowel

### MATERIAL SAMPLES

ED 29 Basalt Flakes  
ED 30 Chalcedony  
ED 31 Chert Flakes  
ED 32 Jasper  
ED 33 Nephrite  
ED 34 Petrified wood  
ED 35 Slate  
ED 36 Soapstone  
ED 37 Fish Bone  
ED 38 Deer Bone  
ED 39 Antler Tine  
ED 40 Assorted Shells  
ED 41 Beads  
ED 42 Sediment Sample

### LAMINATED GRAPHICS

Vicinity of West Point  
West Point Landform Changes  
Environment of West Point  
Step 1 ... Step 6  
Techniques of Tool Making  
Date Your Artifact  
Locate Your Artifact

### SUPPLEMENTARY MATERIALS

Slides  
Video: *The Archaeology of West Point - Final Update.*  
Map: Puget Sound Region

### BOOKS

*Archaeologists Dig for Clues* by Kate Duke  
*Archaeology Resource Guide* by Paula Johnson  
*Eye of the Changer* by Muriel Ringstad  
*People of Salmon and Cedar* by Ron Hirschi  
*Rocks and Minerals* by Steve Parker  
*Stone, Bone, Antler and Shell* by Hilary Stewart  
*Young Oxford Book of Archaeology* by Norah Moloney.

### FIELD GUIDES

*Edible Plants*  
*Northwest Trees*  
*Northwest Coastal Invertebrates*  
*Washington Wildlife*

# THE WEST POINT SITE

## General Information

### Location:

The West Point Site is located on the north side of Discovery Park in the Magnolia District of Seattle. The site is situated on the shore of the Puget Sound on a sandspit consisting of beach and bluffs.

### Investigation:

The West Point Site was discovered during the construction of a new secondary sewage treatment facility for the King County Department of Metropolitan Services (METRO). The investigation of the site by Larson Anthropological/Archaeological Services (LAAS) took place between March 1992 and July 1994. Archaeologists identified cultural material in 17 locations throughout the project area. The material was found at elevations between 2.8 meters below sea level and 2.07 meters above sea level.

### Cultural Context:

According to the report by Larson and Lewarch, *The Archaeology of West Point: 4,000 Years of Hunter-Fisher-Gatherer Land Use in Southern Puget Sound*, the ancestral Duwamish, Muckleshoot, and Suquamish inhabited the region directly surrounding West Point. The site provided a rich territory for fishing, hunting, and gathering for over 4,000 years. During various periods the site served as a permanent camp, seasonal camp, fishing area, shellfish gathering area, hunting grounds, plant and berry gathering territory, and resource processing activity area.

### Environmental Context:

The marine environment at the site included many species of fish including salmon, dogfish, ratfish, perch, sculpin, and flatfish. Additional marine resources included butter clam, horse clam, native littleneck, Macoma clam, crabs, barnacles and mussels.

Wildlife found in the site included mountain beaver, deer, elk, harbor seal, porpoise, and several species of nesting and migratory birds.

The plant life in the area included dense old growth forests consisting of Douglas fir, red cedar, Western hemlock, and alder. The understory consisted of oceanspray, huckleberry, blackberry, and ferns.

## ABOUT THE CURRICULUM AND LESSON PLANS

The curriculum and lesson plans included in this kit lead users in investigating the archaeology of the West Point Site and interpreting the ways in which Native people of the Puget Sound region lived for over four thousand years. The curriculum and lesson plans were developed specifically for students in the 4<sup>th</sup> through 8<sup>th</sup> grades. We strongly encourage the adaptation of the curriculum and lesson plans to suit the needs of younger and older users.

The curriculum and lesson plans were developed to integrate the kit into the classroom by linking the kit to the Washington State Essential Academic Learning Requirements (EALRs). The lesson plans predominantly address the Social Studies benchmarks for History and Geography. However, the curriculum is also interdisciplinary in nature and relates to subjects such as physical science, earth science, geology, technology, and mathematics. The curriculum and lesson plans require students to use skills such as map reading, analyzing graphics, recording information, describing, measuring, and drawing artifacts.

The curriculum and lesson plans progress in a sequential nature. The earlier lessons provide a foundation of knowledge about West Point that will help students better understand the later lessons about the archaeology and artifacts of West Point. While it is not essential to teach each lesson in the curriculum, it might prove beneficial to review the lessons in order to present the students with a broader interpretation of the archaeological material found at West Point and the events that took place at West Point.

The lesson plans are divided into various sections. The "Background" portion of each lesson plan was designed to provide an overview of the main topic addressed in each lesson. The "Vocabulary" section of each lesson plan identifies the words that students will need to learn in order to understand the lesson. A complete "Glossary" is also located at the end of the *User's Manual*. The "Procedures" section of each lesson plan offers recommendations for how to proceed with exploring each lesson. Please adapt these procedures as necessary. Most lessons also include suggestions for "Extension Activities" in order to explore topics in greater depth. Finally, the "References" section identifies the books and resources that were used to develop each lesson. A more detailed "Bibliography" is included at the end of the *User's Manual*.



## OVERVIEW OF LESSON PLANS

### **Introduction: Video “The Archaeology of West Point – Final Update”**

Watch this informative video as an introduction to using the kit. Use the video summary to discuss the major issues addressed in the video. Have the students answer questions on the Video Worksheet.

### **Lesson 1: Where is West Point?**

This lesson and activity is designed to help students understand the geographical context of West Point. The lesson locates West Point within the central Puget Sound region. Students will use several maps to locate various geographical features and places such as bodies of water, rivers, mountains, cities and towns, islands, Indian reservations, ethnographic villages, and archaeological sites.

### **Lesson 2: The West Point Landform**

This lesson and activity is designed to teach students about the landform on which the West Point site is located. This lesson examines what archaeologists and geologists learned about changes in the West Point landform over time. The lesson examines how the landform changed as a result of natural processes and events such as rising and falling sea levels, earthquakes, tsunamis, mudslides, and erosion. This lesson also explores how physical changes to the landform affected the human settlement patterns at the site and which areas were used at different times.

### **Lesson 3: The Environment and Resources of West Point**

This lesson is designed to explore what archaeologists discovered about the environment and natural resources of West Point. Students will learn about the environment of West Point and the plants and animals that archaeologists found at the site. Students can also compare the natural resources found at West Point in the past to those found at West Point today.

### **Lesson 4: Fishing, Hunting, and Gathering at West Point**

This lesson explores what archaeology can teach us about how the people at West Point provided for their basic needs. Students will learn about the archaeological material that provides evidence of various subsistence activities such as fishing, gathering, and hunting, and how people used natural resources to provide for their basic needs.

### **Lesson 5: Diet at West Point and Today**

This lesson examines what archaeologists learned about the sources of food available at West Point and traditional methods of food preparation. The lesson also addresses issues concerning nutrition and the differences between what people ate in the past and what foods people eat today.

### **Lesson 6: The Archaeology of West Point**

This lesson examines the methods and techniques archaeologists used to investigate the site including testing isolated units, excavating block units, and analyzing the site. Students will also learn about how archaeologists determined the chronology of the site based on absolute and relative dating methods.

### **Lesson 7: All About Artifacts**

This lesson will focus on the artifacts found at the West Point Site. To introduce the artifacts, teachers can show the slideshow featuring some of the artifacts found at the West Point Site. Students can examine the replica artifacts included in the kit to learn about different types of artifacts. Students will also practice identifying, measuring, drawing, analyzing, and describing artifacts.

### **Lesson 8: Techniques of Tool Making**

This lesson examines the process of making stone, bone, antler, and shell artifacts. Students will learn about the techniques used to make different types of tools from different types of materials. Students should examine the artifacts and raw materials in the kit. Also look at the pictures that show the techniques used to make some of replica artifacts.

### **Lesson 9: A Career in Archaeology**

This lesson will help students explore a potential career in archaeology. The lesson addresses what archaeologists do and what knowledge and skills archaeologists need. Students will read about archaeologists who worked at the West Point Site.

### **Lesson 10: Protecting and Preserving Cultural Resources**

This lesson teaches students about the importance of protecting and preserving cultural resources. The lesson provides information about the laws that apply to archaeological sites and other cultural resources and what everyone should know to help preserve the past. The lesson also explains how the West Point Site has been protected and how the collection of artifacts have been preserved.

## INTRODUCTION:

### VIDEO: "THE ARCHAEOLOGY OF WEST POINT- FINAL UPDATE"

#### **SUBJECTS**

Social Studies, History, Washington State, Archaeology, Earth Science

#### **DURATION**

30 to 45 minutes

#### **CLASS SIZE**

10 to 30 students

## **OVERVIEW**

The video "The Archaeology of West Point: Final Update" will provide students with an introduction to the kit.

## **OBJECTIVES**

- To become familiar with the archaeological investigations that took place at the West Point Site
- To gain a basic understanding about what the archaeologists at West Point did, what they found, and what they learned

## **MATERIALS**

TV, VCR, Video "The Archaeology of West Point: Final Update", copies of "Video Worksheet: Questions" for students, and "Video Worksheet: Questions and Answers" for teacher.

## **VOCABULARY**

**Archaeology** – a way of studying the past by looking at the material remains that people left behind.

**Archaeologist** – a person who studies the past by looking at the material remains that people left behind.

**Archaeological Site** – a place where human activity occurred and material remains were left behind.

**Artifact** – any object made or used by people.

**Before Present (B.P.)** – the way archaeologists express dates for artifacts, archaeological sites, and other cultural resources.

**Excavate** – to systematically remove layers of dirt from an archaeological site.

**Fire Modified Rock (FMR)** – rocks that have been altered as a result of exposure to heat and fire. These rocks may have been heated and used for cooking or could have been part of a feature such as a hearth or oven.

**Midden** – a place where material such as a shell, stone, and bone was discarded or sometimes stored for later use.

**Subsistence** – the activities required to meet the basic needs, usually referring to the quest for food.

**Tsunami** – an ocean wave caused by an undersea earthquake.

## **BACKGROUND**

This video should be watched as an introduction to using the kit. The video is very informative and will provide a strong background for you and your class to study the archaeology of West Point in greater depth. The video is about 30 minutes long. The following is a detailed summary of the video.

While studying soil deposits, geologist Brian Atwater identified cultural deposits in a trench fourteen feet below sea level. Appropriate state and federal agencies were notified and archaeologists were called in to devise a plan of action to investigate the site. The crew of archaeologists that worked on the site included a twenty-person team. Archaeologists used a data recovery method called isolated block excavation. This method entails excavating 1 x 1 meter units (see Lesson 6). Some of the material from the excavations was sorted in the field and some of the material was collected and preserved for later analysis.

Excavations produced a large assemblage of artifacts for archaeologists to analyze. During the excavations archaeologists collected soil samples and botanical samples, recovered thousands of tools, some decorative and ornamental artifacts, tons of fish bones and shellfish, many mammal bones, and fire modified rock (FMR). Archaeologists studied soil samples from the site to determine how the landform shifted and changed over time and how people adapted to changes in the landform (see Lesson 2). Other archaeologists examined botanical samples of plants to identify during which seasons people occupied the site and what plants were available and used at the site (see Lesson 3). Shell middens provided a wealth of data about the diet of early inhabitants (see Lesson 5). Archaeologists also identified rock features such as hearths, pits, and ovens. Decorative and ornamental artifacts found included beads, a pendant, an incised bone bracelet, and gaming pieces (see Lesson 7).

Archaeologists determined that the earliest occupation of West Point was approximately 4250 years before present (B.P.) (see Lesson 6). During the early occupation of the site people returned year after year to a large protected camp

below the bluff on a small bay surrounded by a sandspit. At that time a few streams meandered through the site making freshwater available to the inhabitants. People visited West Point for its abundant resources. Large animals such as elk and deer were available above the bluff and on the grassy tidelands. Occasionally whales, porpoises, and seals could have been caught. People hunted, fished, and gathered for a wide variety of resources. However, there is no archaeological evidence indicating the ability to dry food during the earliest occupations. People collected stone from the beach to make tools. Most of the earliest tools were used for a short period and then discarded. Cobble tools were used for many tasks, and basalt flakes were used to sharpen woodworking tools. Woodworking tools were made of deer or elk bone. Antler wedges were used for heavy tasks such as felling or splitting cedar logs. Archaeological evidence suggests that the people at West Point maintained an entire tool kit related to woodworking, perhaps for making canoes, houses, and utensils. Some raw materials and artifacts were brought to the site from far away. For example, some of the decorated artifacts might have come from the northern areas of Puget Sound and British Columbia.

The landform at West Point changed over the years (see Lesson 2). Sea levels rose covering areas of the site used during earlier periods and eroding bluffs and cliffs. Rocky beaches formed, attracting large colonies of clams. More people came to West Point than ever before and stayed for months at a time. Evidence suggests a technology for clam drying was innovated about 3,000 years ago. The ability to dry clams for winter storage led to changes in the seasonal subsistence cycle. Evidence such as ochre and the skull bones of a bear suggest a more elaborate ceremonial life developed during this period. The presence of materials such as obsidian and petrified wood indicate that the people of West Point had ties to areas east of the Cascade Mountains and south into Oregon. The availability of different types of stone led to changes in the number and types of tools manufactured at West Point.

Around 1100 B.P. an earthquake caused some major changes in the landform. The land sank over three feet and a twenty-foot tsunami wave washed over the site covering thousands of years of cultural deposits with a layer of silt. The site significantly shrank in size. The people at West Point became more focused on fishing for salmon and drying clams. People began using the site only in the fall and winter, rather than year round. West Point became only one of many temporary camps that people visited as part of their seasonal round. The site probably remained an important fishing and drying camp until contact with Europeans about 700 years ago.

Eventually, the site and area surrounding the site became part of the city of Seattle and was then purchased by the Army to create Fort Lawton from 1898 until 1964. Unknowingly, a wastewater treatment plant was built on top of the site in the mid-1960s. Large portions of the site remain undisturbed under existing buildings. City employees, archaeologists, and Native Americans are committed to preserving the site and protecting these irreplaceable cultural resources.

## **PROCEDURE**

1. Distribute the "Video Worksheet" to the students.
2. Have the students read over the questions on the worksheet. They can answer the questions while they watch the video or complete the worksheet after the video is finished.
3. Show the video to the class.
4. Allow the students time to answer the questions on the worksheet.
5. Review the answers to the questions.
6. Ask the students if they have questions about the video or the archaeological investigations that took place at West Point.
7. Compile a list of these questions and use them as you continue to teach about West Point.

## VIDEO WORKSHEET

Watch the video and answer these questions.

1. Who found the West Point site?
2. What was the name of the method that archaeologists used to excavate the site?
3. Why did archaeologists study soil samples?
4. Why did archaeologists study botanical samples?
5. What is a midden?
6. Name a rock feature that archaeologists identified.
7. Name a decorative or ornamental artifact that archaeologists found.
8. When was the earliest occupation of West Point?
9. Why did the people of West Point collect stone from the beach?
10. What caused the landform of West Point to sink over three feet?

## **VIDEO WORKSHEET ANSWERS**

### **(For Teacher)**

**1. Who found the West Point site?**

Geologist Brian Atwater found the site during the construction of a pipeline.

**2. What was the name of the method that archaeologists used to excavate the site?**

Archaeologists used a method called "isolated block excavation".

**3. Why did archaeologists study soil samples?**

Archaeologists studied soil samples to determine how the landform shifted and changed over time and how people adapted to changes in the landform.

**4. Why did archaeologists study botanical samples?**

Archaeologists studied botanical samples to identify which season people occupied the site and what plants were available at the site.

**5. What is a midden?**

A midden can be thought of as a place where people stored raw materials that they could use later, like the pile of stuff in the back of your garage.

**6. Name a rock feature that archaeologists identified.**

Archaeologists found rock features such as hearths, pits, and ovens.

**7. Name a decorative or ornamental artifact that archaeologists found.**

Archaeologists found decorative or ornamental artifacts such as beads, a pendant, an incised bone bracelet, and gaming pieces.

**8. When was the earliest occupation of West Point?**

The earliest occupation of West Point was 4,250 B.P. (years Before Present).

**9. Why did the people of West Point collect stone from the beach?**

The people of West Point collected stone to make tools for hunting, food processing, woodworking and other tasks.

**10. What caused the landform of West Point to change over time?**

Rising sea levels, erosion, deposition, an earthquake, a tsunami, and people have all contributed to changes in the West Point landform over time.