

# Project Archaeology

## Five-Year Strategic Plan

April 2018

### Our Vision

We envision a world in which all people understand and appreciate their own culture and history and the culture and history of others.

### UNESCO Convention on Cultural and Natural Heritage

We join UNESCO in the belief that the protection of cultural heritage (a broad term which includes archaeological sites), as an expression of living culture, contributes to the development of societies and the building of peace.

### Our Mission

Project Archaeology uses archaeological inquiry to foster understanding of past and present cultures; improve social studies, science, and literacy education; and enhance citizenship education to help preserve our archaeological legacy.

### Who We Serve

Project Archaeology is a national heritage education program founded by the Bureau of Land Management (BLM) for educators and their students. Housed at Montana State University (MSU), it currently operates through 38 state or regional programs with 6 additional programs currently under development. We are a national network of archaeologists, educators, and concerned citizens working to make archaeology education accessible to students and teachers nationwide through high-quality educational materials and professional development.

### Our Programs and Services

Project Archaeology accomplishes its mission in four ways:

- Providing archaeology education materials for classroom teachers and informal educators.
- Providing professional development and continuing support for educators using Project Archaeology materials.
- Sustaining a network of state and regional programs and master teachers established and maintained by the National Project Archaeology office.
- Conducting and publishing research on student learning outcomes, teacher preparation, and best practices in archaeology education.
- Collaborating with descendant communities to develop and distribute educational materials and professional development.

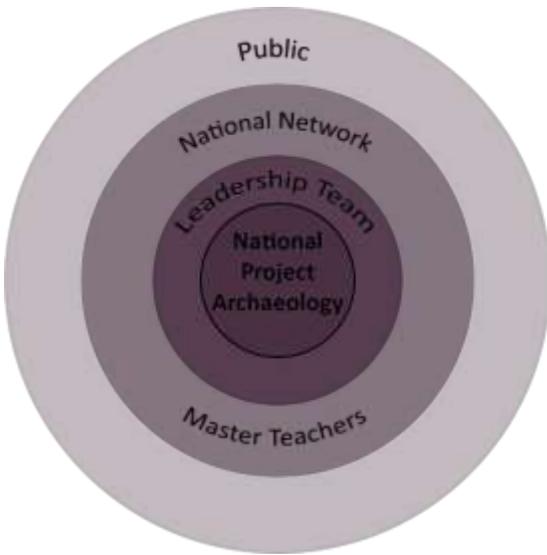


Figure 1. Concentric organization of the National Office, the Leadership Team, the National Network of state and regional programs and master teachers, and public audiences.

## Our Goals

- ❖ Be a national and international leader in archaeology education; expand into other areas of heritage education as appropriate. .
- ❖ Establish and maintain an effective national network for the distribution of Project Archaeology materials and professional development.
- ❖ Ensure that Project Archaeology is sustainable nationally and regionally.

## Background and Context

Since its inception Project Archaeology has focused on the needs of educators and has developed materials that teach cultural understanding, scientific and historical inquiry, stewardship of our shared archaeological heritage, civic responsibility and civic agency, and fulfill national standards (currently the Common Core State Standards). Materials are delivered to educators through high-quality professional development via the National Office and the National Network of State and Regional Programs, as well as through direct sales of publications and complete teaching kits.

Project Archaeology is uniquely positioned to deliver interdisciplinary education to the nation. The National Office and the National Network focus on effective distribution of high-quality materials that meet the needs of educators.

Project Archaeology’s organizational competencies:

- National program. Develop materials and maintain quality across curricular pieces; research trends and changes in education; assist state and regional coordinators with establishing and maintaining programs; and market materials and professional development nationally.
- National Network of State and Regional programs (see Appendix A). Dedicated state and regional coordinators; master teachers; archaeologists from federal and state agencies; academic and public

archaeologists; interpreters; informal educators; and historic preservation professionals deliver professional development and materials to educators and learners.

- High-quality educational materials (see Appendix B). All materials are developed collaboratively by archaeology educators with partners: research archaeologists; descendent community members; classroom educators; informal educators; federal, state, and local agencies; non-profits and civic organizations; and interested individuals. All materials are assessed for efficacy in achieving the desired learning outcomes and peer reviewed for content, accuracy, and best educational practices.
- High-quality professional development for educators. Empower educators to deliver high-quality educational materials to a variety of audiences including classroom teachers, environmental educators, historic sites professionals, after-school educators, youth group leaders, and many others.
- Ongoing commitment to research, publication, and informing both educators and archaeologists of the efficacy of archaeology to achieve mutual goals for educating the public.

## **Goal 1: Be the national and international leader in archaeology education; expand to other areas of heritage education as appropriate.**

### Outcomes:

- ❖ Project Archaeology is nationally recognized and is endorsed by national leaders in education, archaeology, and heritage management.
- ❖ Project Archaeology is well-represented at national and regional education and archaeology conferences.
- ❖ All Project Archaeology provides high-quality professional development to all potential audiences.
- ❖ Produce educational materials to fill content needs at national, regional, and local levels.
- ❖ Broaden gender, cultural, and geographic diversity within the National Network.

### Strategies:

1. Establish and maintain effective programs in all 50 states, the District of Columbia, and US territories. Develop an international program to assist other nations with adopting Project Archaeology.
2. Offer a National Archaeology Educator's Conference at least biennially for all archaeology education professionals, classroom teachers, informal educators, interpreters, and interested members of the public.
3. Exhibit Project Archaeology materials at major archaeology and education conferences both nationally and regionally and provide professional development to attendees.
4. Work with school districts and state offices of education to adopt Project Archaeology materials at district and state levels throughout the nation.

5. Research the impacts of Project Archaeology on education, historic preservation, and archaeological stewardship. Report the results of learning research to educators, to the archaeological profession, and to potential funders on a regular basis.
6. Complete suite of national core curricular materials (see Appendix A). Produce local and regional materials as needed.
7. Develop educational materials that appeal to diverse audiences to generally increase interest in both archaeology and archaeology education as a profession; attract culturally diverse educators and archaeologists to join the National Network through professional development and conferences.

**Goal 2: Establish and maintain an effective national network for distributing Project Archaeology materials and offering professional development opportunities.**

Outcomes:

- ❖ State and regional coordinators are equipped to deliver Project Archaeology programming.
- ❖ Instructors and facilitators are well prepared to deliver Project Archaeology materials to educators and teachers.
- ❖ Teachers/educators become “Master Project Archaeology Teachers.” They have a command of the content and the best practices for learners.
- ❖ Maintain effective communication with the National Project Archaeology Network.

Strategies:

1. Ensure that a purposeful, focused professional development component is part of every Project Archaeology conference or annual meeting.
2. Continue to update program participants with the newest information on educational materials through newsletters, annual reports, emails, social media, conferences, and meetings.
3. Develop topical professional development workshops or courses for a mix of archaeologists and teachers/educators.
4. Ensure and promote access for program participants to colleagues who are also program providers, creating networking opportunities.
5. Share best educational practices through a variety of means including social media, blogs, focused workshops or webinars, professional symposia and forums, or other.
6. Provide professional development opportunities to ensure that all program coordinators, instructors, and facilitators stay current on archaeological content and educational practices.
7. Provide field experiences for teachers; provide “classroom” experiences for archaeologists.
8. Develop, provide, and maintain supporting materials for coordinators to reach local, regional, national, and eventually international audiences through brochures, electronic presentations, and videos.

9. Develop, promote, and support specialized lessons for informal educators including museum personnel, environmental educators, historic sites professionals, after-school educators, youth group leaders, and others.
10. Develop publication and grant review policies and procedure to ensure both consistency of message and flexibility of delivery for state, regional, and international programs.
11. Create standard presentations of research results including but not limited to talking points, briefing papers, and power point presentation.
12. Develop, implement, and continuously update a communication plan to ensure the effectiveness of the entire network.

### **Goal 3: Ensure that Project Archaeology is sustainable.**

#### Outcomes:

- ❖ Administration is efficient and well-suited to the needs of the program.
- ❖ Funding is adequate to meet the current goals of the program and sustain the program over the long term; funding comes from a wide variety of sources.

#### Strategies:

1. Continue to educate federal agencies with Archaeological Resources Protection Act (ARPA) and National Historic Preservation Act (NHPA) responsibilities about the benefits of employing Project Archaeology to meet their educational and management goals. Provide agencies with opportunities to sponsor and support Project Archaeology.
2. Review the business models of similar national programs and use successful models to guide program administration, funding, and growth.
3. Identify non-federal funding sources for national and state/regional programs; develop a funding plan and implement the plan.
4. Establish and maintain partnerships to support Project Archaeology at national, state, and local levels. Provide state and regional coordinators with tools to establish and maintain partnerships.
5. Explore innovative ways to administer, fund, and sustain Project Archaeology to 2025 and beyond.
6. Expand and support the national network of Project Archaeology programs and instructors to assist with distribution of Project Archaeology products and to reach a broader audience (see Goal 2).
7. Develop and implement a policy for including international programs in Project Archaeology.
8. Establish partnerships with similar heritage education organizations to minimize unnecessary competition and to work together for mutual goals.

## **About Project Archaeology's Strategic Planning Process**

The current planning process began in October 2015 and was completed in April 2018. Planning was initiated through two meetings of the Project Archaeology Leadership Team in October 2015 and October 2017 respectively and was completed via peer review of draft documents from November 2017 through April 2018. The current plan is built on previous strategic planning documents, current information on educational requirements, and trends in both education and public archaeology.

## **Strategic Planning Task Group Members**

Lynn Alex – Office of the Iowa State Archaeologist

Ranel Capron – Preservation Officer, Bureau of Land Management

A. Gwynn Henderson – Kentucky Archaeological Survey

Sarah Miller – Florida Public Archaeology Network

Jeanne M. Moe – National Project Archaeology Lead, Bureau of Land Management

Teresa Moyer – National Park Service

Elizabeth Pruitt – Education Coordinator, Society for American Archaeology

Elizabeth Reetz – Office of the Iowa State Archaeologist

Rebecca L. Simon – Crow Canyon Archaeological Center

## **Reviewers**

Crystal Alegria – Montana Project Archaeology

Dean Littlepage – private consultant

Erika Malo – National Project Archaeology

Rebekah Schields – National Project Archaeology

Nichole Tramel – National Project Archaeology

## Appendix A. Project Archaeology Partners

### National Partners

Bureau of Land Management  
Crow Canyon Archaeological Center  
Montana State University  
National Park Service  
Society for American Archaeology  
Southern Utah University

### 2017 State/Local/Regional Sponsors and Partners

**Alabama**—Troy University, Old Cahawba, State Historic Preservation Office  
**Alaska**—Office of History and Archaeology, State Historic Preservation Office, Alaska Native Cultural Charter School, Anchorage National Park Service  
**Arizona**—Department of Anthropology, Northern Arizona University  
**Arkansas**—Arkansas State Parks, Arkansas Archaeological Society  
**California** (Southern)—San Diego Archaeological Center  
**California** (Central)—San Joaquin River Gorge  
**California** (Northern)—Archaeology Research Facility, University of California-Berkeley  
**Chesapeake Region** (Maryland, Virginia, & DC)—National Museum of Natural History, Smithsonian Institution  
**Colorado**—Bureau of Land Management, Colorado State Office, Colorado Council of Professional Archaeologists, History Colorado  
**Delaware** – Archaeological Society of Delaware, Delaware State Parke Time Travelers Program  
**Florida**—Florida Public Archaeology Network, St. Augustine Lighthouse and Maritime Museum, Timucuan Historical and Ecological Preserve, University of West Florida, Lavilla School for the Arts, Mayport MWR, Florida State College of Jacksonville, Historically Black Colleges and Universities  
**Idaho**—Idaho State Historical Society, Bureau of Land Management Idaho State Office, Boise National Forest  
**Indiana**—Indiana State Museum  
**Illinois**—Oriental Institute, University of Chicago  
**Iowa**—Office of the State Archaeologist, University of Iowa, Sanford Museum and Planetarium, University of Iowa College of Education, Wickiup Hill Outdoor Learning Center, Tallgrass Historians  
**Kansas**—Kansas State Historical Society, Kansas State Historic Preservation Office, Kansas Department of Education, Museum at Prairiefire  
**Kentucky**—Kentucky Archaeological Survey, University of Kentucky, Daniel Boone National Forest, Kentucky Heritage Council, Kentucky Native American Heritage Commission, Kentucky Organization of Professional Archaeologists, Western Kentucky University, Eastern Kentucky University, Wickliffe Mounds State Historic Site, Louisville Metro Parks Department, Livingston Central High School, Pulaski County Gifted and Talented Program  
**Maryland** – Kent County Public Schools, Washing College Education Department  
**Minnesota** – Bethany Lutheran College  
**Mississippi**—Bureau of Land Management, Jackson Field Office

**Missouri**—Missouri Archaeological Society, Jackson County Parks and Recreation, Harry S Truman Presidential Library, Atkins-Johnson Farm and Museum

**Montana**—Department of Sociology and Anthropology, Montana State University, Montana Department of Transportation, Museum of the Rockies, Western Heritage Center, Gallatin History Museum, BLM Montana/Dakotas, Montana State Historical Society, State Historic Preservation Office, OPI – Indian Education for All

**Nevada**—Bureau of Land Management - Nevada State Office, Nevada Department of Transportation, Nevada Rock Art Foundation, Great Basin National Park, Northeastern Nevada Museum, Elko Institute for Academic Achievement

**New Hampshire**—New Hampshire Division of Historical Resources

**New Jersey**—Hunter Research

**New Mexico**—Office of Archaeological Studies, Coronado Historic Site Education Outreach, Jemez Historic Site Education Outreach, State of New Mexico, City of Bernalillo, Hands on Heritage, Community Educators Network

**North Carolina**—Research Laboratory of Archaeology, University of North Carolina

**Oklahoma**—Bureau of Land Management - Tulsa Field Office, Oklahoma Archaeological Society, Oklahoma Archaeological Survey, Oklahoma State Historic Preservation Office, Texas Plains – Panhandle Historical Museum, Oklahoma History Museum, Oklahoma Public Archaeology Network

**Oregon**—Bureau of Land Management, Oregon State Office, Klamath County School District, Klamath County Museum

**Pennsylvania**—State Museum of Pennsylvania

**South Carolina** – South Carolina Archaeology Public Outreach Division, South Carolina Department of Natural Resources, AF Consultants

**Tennessee**—Nashville Metro Parks and Recreation, McClung Museum, Tennessee State Division of Archaeology, Corps of Engineers, Abintra Montessori School,

**Utah**—Bureau of Land Management - Utah State Office, Forest Service, Frontier Homestead State park, Edge of the Cedars State Park, Natural History Museum of Utah, Fremont Indian State Park, Southern Utah University, Canyonlands National Park, Friends of Arches and Canyonlands, Smith Family Preserve

**Vermont**—Turning Points in American History

**West Virginia**—West Virginia Historic Preservation Office

**Wisconsin**—Mississippi Valley Archaeology Center, University of Wisconsin-LaCrosse

**Wyoming**—Bureau of Land Management - Wyoming State Office, Shoshone Forest Service, Park County Historic Preservation Commission, Wyoming Archaeology Society, Draper Natural History Museum, Center of the West Education Staff, Meeteetse Museum, Park County Historic Preservation Commission, University of Wyoming

**ASOR**—American School of Oriental Research, Boston University

## Appendix B: Project Archaeology Curricula and Educational Materials

### Overarching Enduring Understandings

Project Archaeology educational materials and professional development teach four overarching enduring understandings:

- Understanding the human past is essential for understanding the present and shaping the future.
- Learning about cultures, past and present, is essential for living in a pluralistic society and world.
- Archaeology is a way to learn about past cultures.
- Stewardship of archaeological resources is everyone's responsibility.

Project Archaeology teaches for conceptual understanding of archaeological content and process through the development and distribution of high-quality education materials for classrooms and informal learning venues. Materials are distributed to educators through professional development workshops, institutes, and field schools; online courses; peer-mentoring; and other means.

1. Teach for conceptual understanding of archaeological content and processes.
  - The four Overarching Enduring Understandings (OEU) form the basis of all materials.
  - Additional Enduring Understandings (EU) are developed to be specific to content or pedagogy. All product-specific EUs are derived from the OEUs and the most current national educational standards.
  - All materials and professional development are designed to increase knowledge of archaeological content and processes. The learner's proficiency moves along a continuum as follows (also see Table 1):

No Knowledge – Aware – Somewhat Familiar – Know It, Use It – Teach Others

Table 1. Levels of understanding Project Archaeology materials and implementing professional development.

	1	2	3	4	5
Level of Understanding	Curiosity	Awareness	Understanding	Care About	Care for/ Stewardship
Level of Implementation	No Knowledge	Aware	Somewhat Familiar	Know It, Use It	Teach Others

2. Dissemination/Audience
  - Project Archaeology audiences are diverse and materials are designed for each audience.
  - Materials are localized to be useful for teachers and other educators throughout the US and in other countries.

- Materials translated into Spanish and other languages as feasible.
- Materials are disseminated in a variety of ways (e.g., electronic [web-based, professional development DVD, CD, podcast, blog, video], downloadable, print-on-demand, standard print materials).

### 3. Themes and Products

- Core national Project Archaeology curricula; age-appropriate multidisciplinary units for teachers:
  - *Project Archaeology: Investigating Shelter* (Grades 3-5)
  - *Project Archaeology: Investigating Food and Land* (Grades 4-5)
  - *Project Archaeology: Investigating Nutrition* (Grades 5-6)
  - *Project Archaeology: Investigating Migration* (Grades 7-8)
- Special topics curricula for teachers, informal educators, and archaeologists.
  - *Project Archaeology: Investigating Rock Art* (Grades 3-5)
  - *Project Archaeology: Investigating First Peoples; the Clovis Child Burial* (Grades 5-12)
- Place-based curricula for teachers and informal educators.
  - *Project Archaeology: Investigating Fort Meade* (Grades 3-5)
  - *Project Archaeology: Investigating Garnet; a Historic Mining Town* (Grades 3-5)
  - *Project Archaeology: Investigating a Roman Villa* (Grades 6-12)
  - *Changing Land, Changing Life: Investigating Archaeology in the Apsáalooke Homeland* (Grades 3-5)
- Materials for informal educators and their audiences in various informal learning venues and for archaeologists working in informal venues throughout the nation and internationally.
  - *Intrigue of the Past: A Teacher's Activity Guide for Fourth through Seventh Grades*
  - *Project Archaeology: Informal Educator's Guide*
- State, regional, or international programs develop materials specifically for their region per the Criteria for State-Specific Materials (Project Archaeology Guidelines; Section 2).
  - *The Archaeology of Wichita Indian Shelter in Kansas*
  - *The Archaeology of Early Agriculture in Kansas*
  - *Migration of the Pueblo People to El Cuartelejo*

## Definitions

**audience:** specific group of people targeted to receive Project Archaeology materials and programs; examples include teachers, archaeologists, students, and museum visitors

**blog:** an online journal for Project Archaeology (PA) teachers, facilitators, coordinators, educators, and archaeologists. PA's blog is located at [www.projectarchaeology.org](http://www.projectarchaeology.org)

**bookmarks:** paper bookmarks with the contact information for Project Archaeology

**brochure:** Description of the program and contact information

**diversity:** inclusion of different types of people (gender, culture, ethnicity, etc.)

**formal:** target audience consisting of teachers and students in schools; grades K-12, but emphasizing grades 3-8. May include pre-service teachers in university methods courses or pre-service workshops

**informal:** target audience of learners outside of schools. Examples include:

- Archaeological centers and museums, and interpreted archaeological sites (e.g., San Diego Archaeological Center, The Hermitage, Utah Museum of Natural History, Colonial Williamsburg, Fort Osage, etc.)
- Youth groups, such as Scouts, 4-H, Boys and Girls Clubs, etc.
- Archaeologists and professional organizations (SAA, SHA, AIA, etc.)
- Environmental educators
- Interpreters at natural areas (e.g., San Joaquin River Gorge Recreation Area, Bryce Canyon National Park, and Canyons of the Ancients National Monument)

**institute:** four-day professional development workshop for *Project Archaeology: Investigating Shelter* and other full-length units; educators may earn two or three university credits. May include site or museum field trips with a professional archaeologist

**heritage:** a legacy from one generation to the next; includes cultural heritage

**master teacher:** Project Archaeology trained master teacher who comes into a classroom to teach students directly, or provides job-embedded professional development through mentoring, or a combination of both

**online course:** professional development for Project Archaeology curricula taught exclusively online, offered for two to four university credits

**overarching enduring understanding:** one of the four enduring understandings that guide the production and delivery of all Project Archaeology materials

**podcasts:** series of audio or video digital media files that are distributed over the Internet by syndicated download, through web feeds, to portable media players and personal computers. These will be located on the Project Archaeology website at [www.projectarchaeology.org](http://www.projectarchaeology.org)

**professional development:** learning to earn or maintain professional credentials such as academic degrees to formal coursework, attending conferences, and informal learning opportunities situated in practice.

**professional development DVD:** professional development option for educators who cannot attend a workshop, institute or course

**website:** Project Archaeology website presenting information concerning Project Archaeology and the national network of state and regional programs

**workshop:** a one or two-day Professional Development workshop for educators, such as state or district professional development, or offered for one or two university credits