

Vision

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

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.

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.

Strategic Plan Goals

1. Be the national and international leader in archaeology education; expand to other areas of heritage education as appropriate.
2. Establish and maintain an effective national network for distributing Project Archaeology materials and offering professional development opportunities.
3. Ensure that Project Archaeology is sustainable.

Marketing Goals from Strategic Plan

Goal 1

Develop and implement a comprehensive marketing plan annually that addresses a variety of market segments, including but not limited to: K-12 teachers, pre-service teachers, museum and other informal educators, and archaeology educators.

Goal 2

Develop a professional development marketing plan. This plan will be based on research conducted on how educators receive their professional development.

Goal 3

Provide Coordinators with effective resources to market Project Archaeology products and services in their states. Encourage coordinators to advertise to educators.

Goal 4

Sell materials on the Project Archaeology Web site, at conferences, and to commercial bookstores and publishers.

Goal 5

Redesign the Project Archaeology website to address navigation, shop, mobile accessibility, and content flow challenges.

GET SERVE KEEP Marketing Strategy

Marketing activates our business and is the lifeblood of our mission

Direct-response marketing: Get customers, serve them well, and keep them long-term

Our GET business plan is how we find, identify, educate, and motivate teachers to do business with us for the first time. Build rapport, trust and likeability. Think of it like you are starting a new relationship.

- **Find:** Web site, flyers, conference presentations and exhibits, word of mouth, networking, direct mailings, valuable blog posts, Facebook, Twitter, and college and university professional development courses.
- **Identify:** Teachers subscribe to our blog, sign up for more information at conferences, like us on Facebook, and enter contests. Email addresses are gold! Ask for an email address in exchange for a free sample lesson. Bring people over from social media to web site. Regularly communicate with them to develop a relationship. Send email addresses in excel spreadsheet to national office.
- **Educate:** Deepen the relationship. This is NOT the time to sell them something! Tell teachers who we are, why we matter, how we meet their needs, and the value of our product through blog posts, newsletters, social media, free sample lessons, video of our lessons in action, presentations, brochures, and postcards.
- **Motivate:** We know from testimonials that when teachers attend a workshop or teach our guide they love us (see testimonials on last page). Be their advocate! We know they need our product because it is awesome! Make the offer to them to attend a workshop or buy a guide. Many people who would have bought don't buy because they aren't asked to. Always make an offer! We know once they experience a workshop or guide they will love us!

Our SERVE business plan is how we distinguish our organization from others, provide excellent customer service focused on our goals rather than our products, and ensure an incredible experience.

- Develop a plan for excellence and devote resources to it.
 - Outstanding workshops, ensure an incredible experience, take teachers on a field trip.
 - High-quality, researched, piloted materials that meet a teacher's needs in the classroom.
- Build it into the Project Archaeology culture
 - Leadership Academy, facilitator trainings, teacher workshops.

Our KEEP business plan is how we keep people for life

- Inspire people and create ambassadors!
- Orchestrates referrals: Ask previous participants to recommend workshops. Create shareable moments.
- Provide assistance to coordinators, facilitators, and teachers: Do you need resources, accountability, and/or guidance?
- How can we reward you? Incentives? Scholarships, awards, credits, archaeology experiences, etc.

Who are we? Why do we matter?

Project Archaeology is on a mission to save archaeological sites, protect the human past, and honor the memory of past peoples. Teachers and students can be a part of the discovery and defense of our cultural heritage by learning how archaeologists study the past and investigating a real archaeological site! Explore a slave cabin, farm house, colonial home, and several Native American shelters right from your classroom in the guide *Investigating Shelter*. Trace the shift from hunting and gathering to the advent of agriculture in Mesopotamia through the guide *Investigating Nutrition*. Examine how humans are interconnected with their landscapes and ecosystems in the guide *Investigating Food and Land*.

Project archaeology connects teachers and students to the human past through discovery. Students discover the past by analyzing artifacts left behind by people. Artifacts tell a story that students uncover using scientific and historical inquiry. Through education we help people understand their culture as well as others. Archaeology is inherently cross-curricular and meets English language arts, science, and math standards all while complementing social studies content. Archaeological sites are threatened by destruction, looting, and vandalism. The best way to protect these sites is by educating the public.

A little girl in Washington DC learns about a slave cabin in Project Archaeology: Investigating Shelter and comments how she has never gotten to learn about her own ancestors in school before.

After a rock art lesson from Intrigue of the Past, when asked what students will retain from the lesson in ten years, kids say they will remember how defacing rock art hurts the living descendants of those who put them there.

A young Navajo boy comes alive for the first time in the classroom when his teacher starts a unit on a Plains Tipi from Project Archaeology: Investigating Shelter.

Who is our target market?

- K-12 educators
- Secondary market: archaeologists, museum educators, and informal educators

What do our customers value?

- Teachers value the well-being of their students, learning, time, motivation, and achievement.
- Archaeologists value the past, field work, artifacts, and interpretation.

What first-time customers are asking:

1. How does this product truly solve my problems?
 - Teach your students scientific inquiry through the engaging study of archaeology.
 - Get your students excited about the past with hands on activities.
 - Help your students respect and understand different cultures.
 - Students collect real data from authentic sources.
 - Inquiry-based lessons are aligned to Common Core State Standards and Next Generation Science Standards.
 - High-interest reading material in science and social studies.
 - A variety of assessment tools are included to check for student understanding.

2. How do I know that this works?
 - Testimonials from teachers across the United States (see back page)
 - Watch as your students become more culturally and historically active in the lessons.
 - Research-based. *Investigating Shelter* was piloted and assessed in 23 classrooms. The guide was peer-reviewed by 150 teachers and professional archaeologists. All new materials are peer-reviewed and classroom tested.
 - Through a research grant from the American Honda Foundation we examined the efficacy of *Investigating Shelter* to engage underserved students in culturally relevant science education in seven classrooms with positive results.

3. What do I do if I have questions?
 - Contact the Project Archaeology National office 406.994.7582, projectarchaeology@montana.edu
 - Contact the Project Archaeology Coordinator or Master Teachers in your state.
 - Check out our website www.projectarchaeology.org

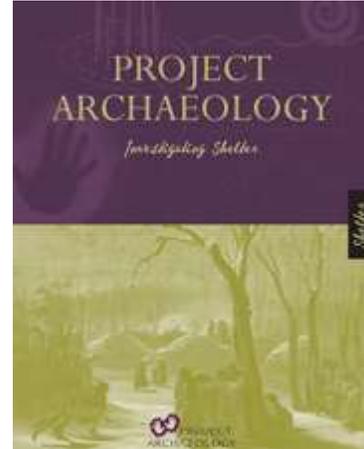
4. What are other people saying about us?
 - Check out the testimonials on our Website, Facebook, brochure, and guides.
 - Ask Master Teachers to share their experiences. Lists of all our Project Archaeology Master Teachers are available on our website under our State Programs button.

5. Why should I buy this product vs. doing nothing at all?
 - Resource to educate young people about our rich cultural heritage.
 - Everyone can touch the past, but sadly our opportunities are disappearing because artifacts and sites are being destroyed, looted, and vandalized at an alarming rate. Without education focused on preserving and respecting our past and past cultures, this evidence of our humanity will fade and dwindle into a forgotten past.
 - Incorporates teaching strategies to strengthen student's 21st century skills, especially critical thinking, problem solving, and collaborating.
 - In *Investigating Shelter*, students meet living members of descendant communities.
 - Archaeology is inherently interdisciplinary with social studies, science, English Language Arts, and math embedded within the curriculum.

Project Archaeology: Investigating Shelter

Product Description:

Project Archaeology: Investigating Shelter is a supplementary science and social studies curriculum unit for grades 3 through 5 and easily adaptable for middle and high school U.S. History classes. It consists of nine comprehensive lessons guiding students through the archaeological study of shelter including geography, historic photos, oral histories, a toolkit of scientific concepts, and a final performance of understanding. The lessons connect students to the human past through discovery. Students learn how archaeologists study the past and then they investigate a real archaeological site! Explore a slave cabin, farm house, colonial home, and several Native American shelters right from your classroom!



Lessons One through Three set the stage for the unit, hook student interest by looking at contemporary shelters, and ground students in the study of cultures through archaeology.

Lessons Four through Seven teach the scientific concepts such as observation, inference, evidence, context, and classification that archaeologists use to gather, analyze, and interpret data. These tools can be used in any type of scientific or historical inquiry.

Lesson Eight is a complete archaeological investigation of a shelter which models how archaeologists analyze and interpret data. Teachers choose a regionally appropriate shelter investigation from an online database (www.projectarchaeology.org) to help them teach history and social studies standards. Each investigation contains as much authentic primary data as possible for students to manipulate and analyze.

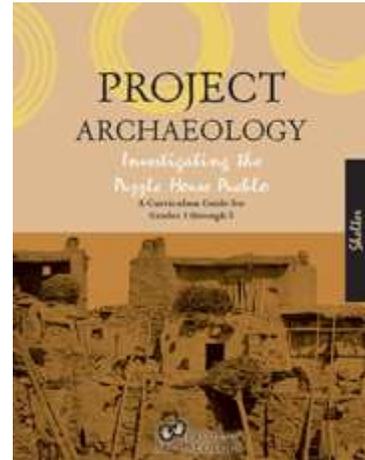
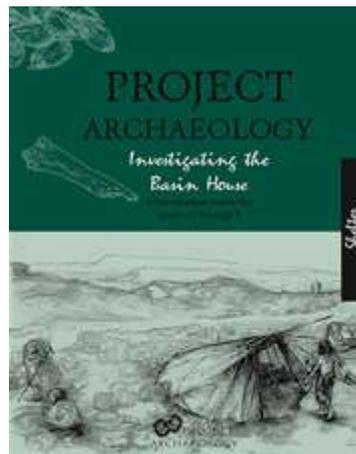
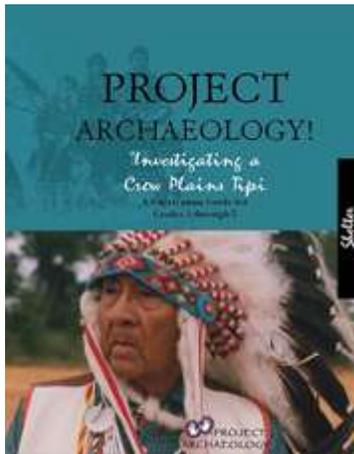
Lesson Nine shows students that everyone is responsible for protecting archaeological sites because they represent the cultural legacy of all Americans. In addition, students learn that archaeological sites can be affected when land is developed for highways, subdivisions, or mining and examine the federal and state laws that preserve sites and the information they contain in these circumstances.

Each shelter investigation includes a Final Performance of Understanding specific to the shelter studied in which students take roles in a preservation issue and debate their point of view. The performance activity shows students that archaeology is everywhere and in constant need of protection from vandalism.

All lessons and tools use a learning cycle of Uncovering Prior Knowledge, Discovering New Knowledge, Assessing Knowledge, and Reflecting on New Knowledge. Misconception Alerts designed to help teachers detect and dispel misconceptions about archaeology and scientific process are found throughout the curriculum. Assessments are performance-based and will provide students with opportunities to practice for CCSS and Next Generation Assessments.

Shelter Database: Fremont Pithouse, Midwestern Wickiup, Tabby Slave Cabin (Kingsley Plantation), The Basin House, Northwest Coast Plank House, Great Basin Wickiup, Colonial Earthfast House, Tinsley

Historic Farmhouse, Thomas Jefferson's Poplar Forest Slave Cabin, Rock Shelter, Plains Tipi, Pawnee Earthlodge, North Slope Ivrukik, Puzzle House Pueblo, Kentucky Shotgun House, and Navajo Hogan.



How does research support Investigating Shelter methods and effectiveness?

Project Archaeology: Investigating Shelter was piloted and assessed in 23 classrooms (approximately 450 students) throughout the nation between 2005 and 2009. Assessment information was used to improve the curriculum guide before it was first published in 2009. Assessment consisted of pretests and posttests to measure learning over the course of instruction (especially conceptual understanding) and interviews with student focus groups. In addition, the draft curriculum was peer reviewed by approximately 150 educators and archaeologists to determine user-friendliness, accuracy of content, and soundness of pedagogy. Through a research grant from the American Honda Foundation we examined the efficacy of *Investigating Shelter* to engage underserved students in culturally relevant science education in seven classrooms in Washington, DC; Kansas City, KS; and San Diego, CA. Results were very positive we intend to continue this research with expanded audiences and geographical regions. In summary, we knew that *Investigating Shelter* was very effective in classrooms before publication.

How Investigating Shelter establishes learning objectives and measures student progress?

Investigating Shelter was designed using the Understanding by Design (UbD) curriculum development model (see pages 5-6). We began with Enduring Understandings; the archaeological concepts that we wanted to students to remember in 20 years. We designed Essential Questions to guide the uncoverage of content knowledge, determined the evidence of understanding (assessment), and planned learning activities to guide students to the intended Enduring Understandings. All assessments are performance-based (writing, speaking, graphic presentations, and civic dialogue) and are designed to assess deep conceptual understanding of archaeological inquiry, cultural diversity awareness, and content knowledge of a specific archaeological site and the people who inhabited it in the past.

How does the structure of the lessons engage students, build on prior knowledge and develop critical thinking skills?

Investigating Shelter employs a learning cycle to guide teachers and students through each lesson and ultimately, the entire unit (see pages 6-13). First, students Uncover Prior Knowledge through brief exercises, which ground them in their own experiences and set the stage for learning new content and concepts. Students then learn content and concepts through inquiry and conducting small research projects in the Discover New Knowledge portion of the lesson. In some lessons, Assessment is part of the learning process and is completed before students take the time to Reflect on New Knowledge and fit it into their existing knowledge. The entire curriculum unit is inquirybased and students are required to think critically about their observations, inferences, and the evidence they use to support their interpretations or conclusions. For example, in Lesson Eight students examine authentic data from a real archaeological site, draw inferences from the data, develop appropriate research questions, and use evidence to support their conclusions about lifeways at this place.

How is inquiry-based learning provided?

Investigating Shelter is entirely inquiry-based; there are no right or wrong answers, only interpretations and conclusions that are clearly supported by evidence. The guide first sequentially develops the skills and conceptual tools that students will need to conduct an archaeological investigation. In Lesson Eight students conduct an investigation of an authentic archaeological site, largely unguided and working in collaborative groups. Each group is required to “teach” the other students about their portion of the archaeological site allowing the entire class to develop a complete picture of the site and the lifeways of its occupants. Lesson Nine exposes students to the laws protecting archaeological sites in the US; this lesson is differentiated for 3rd grade students because the informational texts are more difficult and the concepts are more easily acquired by older students.

Does Investigating Shelter utilize real world knowledge and application?

Investigating Shelter models a real world profession, archaeology, from fundamental concepts and goals to actual investigation, reporting results, understanding and following relevant national and state laws, and engaging in issues of historic preservation, which are common throughout the nation. Additionally, each regional shelter investigation (available on the Project Archaeology web site) includes a member of the descendant community who serves as a guide to the investigation. Through oral histories, this person conveys the significance of the archaeological site to contemporary living descendants and the importance of protecting similar archaeological sites as part of cultural heritage. Through civic dialogue, students examine the trade-offs between site preservation and the development of new housing for families in their communities. Students understand their own responsibilities for stewardship of archaeological sites and are encouraged to become involved in historic preservation issues in their own communities.

Are there opportunities for collaboration?

Most of the learning activities in *Investigating Shelter* occur in collaborative teams of 2-3 students. Working together students observe data, make inferences, develop research questions, classify artifacts, develop interpretations or draw conclusions, and support their work with evidence. Teachers serve as

guides to the inquiry process, help students with directions as needed, assess learning outcomes, and make suggestions for improvement.

How are the learning goals assessed?

All assessments are performance-based and include writing, speaking, and graphic presentations. Lessons Two and Three include short assessments specific to each lesson. Lessons Four, Five, and Six are assessed through a short archaeological investigation of a contemporary shelter. In Lessons Seven and Nine, students work together to draw conclusions based on evidence and relevant conceptual knowledge. The assessment for the archaeological investigation in Lesson Eight is a five-paragraph informational and explanatory text and the directions include a set of performance standards for students to achieve. Similarly, the Final Performance of Understanding consists of a persuasive speech and includes a set of performance standards.

What professional development is offered?

We offer Investigating Shelter to educators through professional development including face-to-face in-service workshops, institutes, field schools, and leadership academies. The Project Archaeology Network consists of the 32 state and regional programs; 26 states offered face-to-face professional development in 2013. A professional development video accompanies every book that is not sold through a workshop or similar event. Our national online course, hosted by the University of Utah, provides an opportunity for educators to receive professional development in states where we do not have a Project Archaeology program or when educators are unable to attend workshops.

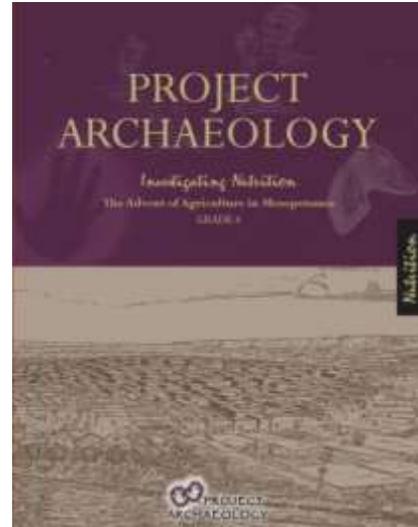
Project Archaeology: Investigating Nutrition

Product Description:

Discover the past through evidence from archaeological sites in Mesopotamia! Trace the shift from hunting and gathering to the development of agriculture in the ancient world.

Examine two sites on the upper Euphrates River to uncover changes in diet as people shifted from foraging to farming. Your students will think like archaeologists as they apply the tools of scientific inquiry (observation, inference, evidence, context, stratigraphy, and chronology) to the investigating of nutrition. Surprisingly, the advent of agriculture decreased food diversity with significant consequences for human health even today.

Explore contemporary nutrition through student collected data and design a healthy eating plan for the school based information drawn from the past.



Subjects:

Grade 6 social studies, science, health enhancement, and language arts.

Enduring Understandings:

1. Nutritional food is a basic human need.
2. Cultures change when there is a shift in food production or consumption.
3. Using the tools of scientific inquiry, archaeologists study what people ate and how they got their food.
4. Subsistence practices and human nutrition have changed over time.
5. The loss of archaeological sites reduces our ability to learn about the past and plan for the future.
6. Understanding consequences of subsistence practices helps us understand the present and plan for our future.

Common Core State Standards:

The guide provides many opportunities for students to practice English Language Learning per the Common Core State Standards with social studies and science content. The lessons engage students in discussion, collaborative work, and learning using domain specific words in context. Students read informational texts for content, perspective, and key ideas and employ the graphics provided to enhance their understanding of the text. Lesson Six is a research project employing authentic archaeological data from two archaeological sites on the upper Euphrates River; data includes artifacts, animal remains, site maps, and stratigraphic cross sections. Students are required to write routinely throughout the unit, to report their findings both orally and in writing, and to use their knowledge to develop new products to communicate their understanding of archaeology and nutrition to the class and to the larger world.

Project Archaeology: Investigating Food and Land

Product Description:

Project Archaeology will transform your classroom into a community of student archaeologists who ask questions, make observations and support their inferences with evidence, analyze primary sources, relate culture to their own lives, and passionately share what they learn in a variety of ways.

Discover the past through authentic evidence from archaeological sites and oral histories. In this investigation students will use geography, ecology, history, and archaeology to learn about people's interconnectedness to their landscapes and ecosystems.

Examine artifacts, plant and animal remains, and maps of archaeological sites throughout an area of the Great Basin (this volume). Students use maps, data collecting, and analysis to explore how they get their food today and how people got their food in the past. Students design a menu featuring locally available ingredients.

Fulfill requirements in science, social studies, and language arts. The curriculum supports the Common Core State Standards and Next Generation Science Standards.

Subjects:

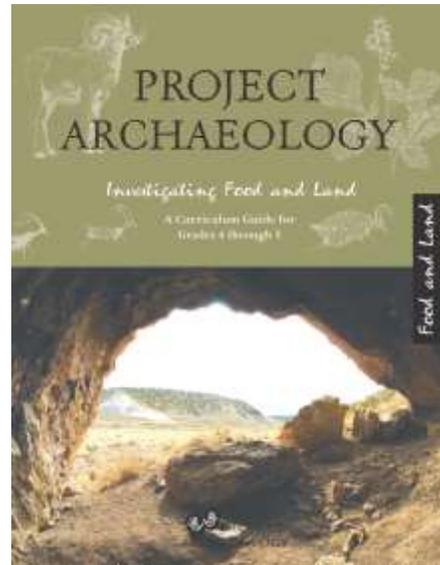
Grades 4 and 5 social studies, science, and language arts.

Enduring Understandings:

1. Different foods are available in different environments.
2. We can learn about people by exploring how they get their food.
3. Using the tools of scientific inquiry, archaeologists study what people ate and how they got their food.
4. Archaeological investigation can help us understand how people interacted with past environments.
5. Ecosystems influence people, but people have choices within any given ecosystem.
6. Stewardship of archaeological sites and artifacts is everyone's responsibility.
7. Understanding how people got their food in the past helps us understand the present and plan for our future.

Common Core State Standards:

The guide provides many opportunities for students to practice English Language Learning per the Common Core State Standards with social studies and science content. The lessons engage students in discussion, collaborative work, and learning using domain specific words in context. Students read informational texts for content, perspective, and key ideas and employ the graphics provided to enhance their understanding of the text. Lesson Six is a research project employing authentic



archaeological data, maps, oral histories, artifacts, and animal remains from the Great Basin. Students are required to write routinely throughout the unit, to report their findings both orally and in writing, and to use their knowledge to develop a menu to communicate their understanding of local foods and ecosystems to the class.

Food and Land Database:

Investigating Great Basin Foragers. More to come!

Investigating Rock Art

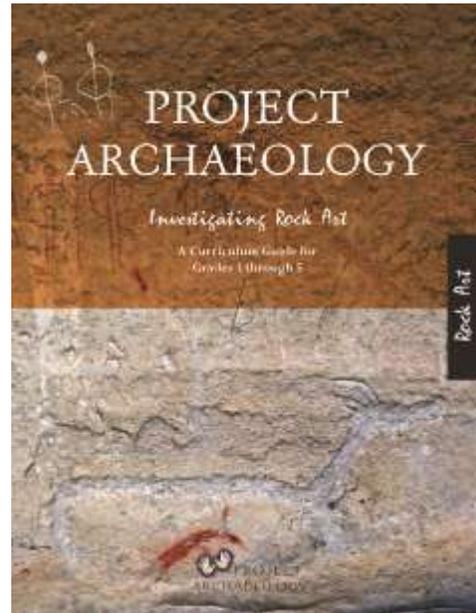
Product Description

Discover the past through evidence from Rock Art sites! In this curriculum, students examine the distant past through ancient images that people created and left on stone.

Create rock art from authentic images using two different hands-on techniques.

Explore how archaeologists study rock art to understand past cultures and learn that rock art was a form of communication before there was written language. Students observe an authentic rock art panel and analyze two interpretations to determine the artist's message using evidence to support inferences. Students design a web page or smart phone app to help protect rock art.

Investigate the Red Army Rock Art Panel in Colorado (this volume) or go to the rock art database to find another investigation closer to your home.



Subjects:

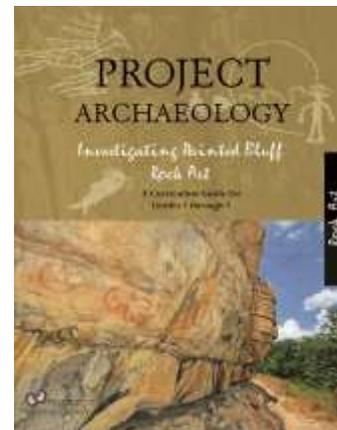
Grades 3 through 5 social studies, English Language Arts, art, and science.

Enduring Understandings:

1. Archaeology is a scientific study of past human cultures through artifacts and sites.
2. Everyone has a culture with its own unique expressions.
3. Communication is an essential part of every culture and art is a form of communication.
4. Rock art was a form of communication before there was written language and archaeologists study rock art to understand past cultures.
5. Stewardship of archaeological sites and artifacts, including rock art, is everyone's responsibility.

Rock Art Database:

Investigating the Red Army Rock Art Panel and Investigating Painted Bluff Rock Art. More to come!



Teacher Testimonials

Educational Materials

“Extensive research and design went into developing the unit. I like that the national standards were outlined for each lesson.”

“Project Archaeology provides a hands-on approach to understand the value of cultures and the preservation and study of artifacts.”

“The UbD (Understanding by Design) method of lessons is helpful with creating useful lesson plans that allow the students to reach their own conclusions by critical thinking.”

“The content and process fit perfectly with my classroom standards. The investigation of the Plains Tipi aligns well with history curriculum and the methodology is interesting and engaging for kids!”

“I am excited to use the structure and several different sites (slave cabin, tipi, homestead) to have kids investigate history.”

“I think that this curriculum will be very powerful because it is rich in content, but also because it teaches and requires students to be critical thinkers.”

“How wonderful for students to see that art as communication is not an ancient thing, but something we can (and often do) use in our own world. It may be my favorite Project Archaeology activity yet!”

“Use of this curriculum would allow my students to focus on inferences! Students need lots of practice and this is loaded with inferencing opportunities.”

Professional Development Workshops

“I participated as a learner in scientific inquiry, experienced archaeology, explored issues of cultural sensitivity, and developed a plan for teaching curriculum. I love archaeology!”

“Instructional techniques were effective and engaging, rather than the “sit and get” structure that many PD workshops have.”

“This is by far the best workshop I have attended in a very long time. Not only did I learn new lessons to teach, but I am so excited that I can integrate them right into reading, writing, and math.”

“Excellent. I would highly recommend this to other teachers. I learned a great deal.”

Common Core

“Project Archaeology is the Common Core” – California Council for the Social Studies Director

“Archaeology fits math CCS perfectly, to my surprise! I thought it was just history and science.”

“They talk about 21st century skills being important in schools these days. Archaeology is a perfect way to teach kids how to think, how to look at things, and how to pull information from the world around them.”

“I think you get to use archaeology to teach civics and character education even. You get a chance to really engage with other people and see things from their perspective.”