Hello everyone!

Springtime always brings the SAAs and we had a wonderful time in Vancouver this year (see article on page 4). The Annual Coordinator’s meeting was especially productive and I am pleased with the attendance at our research symposium, both at the conference and online through a Facebook livestream event. Mark your calendars for next year’s meeting on April 11, 2018 in Washington, DC.

As usual, we are in full swing with curriculum development. Our shelter database now hosts 16 shelter investigations and several more are under development. We are working on a Fremont pithouse in Utah, a Fort Ancient site in Kentucky, and an Ahtna shelter in Alaska. Development of Investigating Migration is in full swing and we received a grant for developing Investigating Food and Land, beginning with an investigation of Great Basin foragers.

The 8th Annual Project Archaeology Leadership Academy is coming up soon (June 26-30). We have 115 master teachers in our network and will soon add about 20 more to the count. The second Leadership Legacy Institute will be held at the Oriental Institute at the University of Chicago from July 31-August 4, 2017. Registration for the Institute is open until May 1, 2017 and we encourage you to attend to experience the Investigating Nutrition curriculum guide and to see the amazing Oriental Institute.

I know that the summer of 2018 seems like a long way off, but we are already starting to plan professional development workshops now. We hope that you will plan a workshop for the coming academic year and next summer. Our national staff can help you market your workshop and provide guidance on planning, logistics, field trips, and your agenda. Workshops are still our best method of distribution and every one of them counts.

Happy spring!

Best regards,

Jeanne
Projects Funded Through Section 106:

Completed Curricula:

Project Archaeology: Investigating a Basin House - A pipeline project in Northwest Colorado with Alpine Archaeological Consultants.

Project Archaeology: Investigating a Rock Shelter - A pipeline project in Northwest Colorado with Metcalf Consultants.

Curricula in Progress:

Project Archaeology: Investigating a Fremont Pithouse - Rocky Mountain Power project in Utah.

Partial funding for Project Archaeology: Investigating Migration - Rocky Mountain project in Utah for GIS study.

Project Archaeology: Investigating a Shotgun House - Kentucky Department of Transportation project awarded to the Kentucky Archaeological Survey.

PROJECT ARCHAEOLOGY AND THE NATIONAL HISTORIC PRESERVATION ACT

By Erika Malo — Project Archaeology National Coordinator

“...the preservation of this irreplaceable heritage is in the public interest so that its vital legacy of cultural, educational, aesthetic, inspirational, economic, and energy benefits will be maintained and enriched for future generations of Americans; ” [16 U.S.C. 470 b(4)]

This section of the National Historic Preservation Act (NHPA) echoes the goals of Project Archaeology. Most archaeology performed in the United States is completed under Section 106 of the NHPA. Projects that involve federal money, permits, or lands have to take into account the effect they will have on archaeological resources in a process outlined in Section 106. When significant sites cannot be avoided, the adverse effects must be mitigated. Mitigation is often the collection of data and the publishing of a report, but a more creative approach can be used when appropriate. In 2016, the Advisory Council on Historic Preservation released a policy statement (81 FR 80669) supporting the exploration of creative mitigation in Section 106 outcomes.

Project Archaeology wants to help fulfill creative mitigation needs under Section 106.

The national network ensures that products will not only give back to the communities projects are in, but also give back on a national level. If you have been on our website lately, you may have noticed a new tab: “CRM” for the Cultural Resource Management industry.

Past Section 106 funded projects have been, and continue to be, beneficial to all parties involved and helped create the next generation of site stewards. When asked about his experience working with Project Archaeology, Michael D. Metcalf from Metcalf Archaeological Consultants, Inc. responded, “Project Archaeology is a perfect vehicle for fulfilling the public outreach obligation for Section 106 treatment plans. What better way to reach a wide audience than providing teachers with hands-on experience to take back to their students? Metcalf Archaeology’s engagement with Project Archaeology was one of the best decisions we have made. Not only has it been good for the teachers, it has forced us to think about our work in a manner that enables better communication with the public at large.”

Most archaeology performed in the United States is completed under Section 106 of the National Historic Preservation Act.
NETWORK SPOTLIGHT

How I Use Project Archaeology in My Role as Education Curator at the University of South Alabama Archaeology Museum, Mobile, AL

By Candice L. Cravins, M.S.—Project Archaeology Master Teacher

The University of South Alabama Archaeology Museum showcases 12,000 years of prehistory and history in southwest Alabama and the Gulf Coast. The Museum seeks to be an educational resource and asset to the people of Alabama while serving as a Gulf Coast beacon for making archaeology matter.

In my role as Education Curator and manager of daily operations at the Museum, I wear many hats! While my primary duties are to develop and implement educational programs for the Museum, including public lectures, teacher development workshops, university class visits, and K-12 student field trips, I also manage special events and facility rentals, secure traveling exhibits and develop accompanying programming, and work to secure grant and foundation funding for special projects. With the help of a handful of university students and interns, our little museum reached over 8,000 people since June 1, 2016 through its many programs and outreach initiatives!

I completed the Project Archaeology Leadership Academy in 2015 and have since worked to implement a variety of teacher workshops, activities, and programs at both the UTSA Institute of Texan Cultures and the USA Archaeology Museum. For family programs, International Archaeology Day, and Scouts workshops I often turn for inspiration to the wonderful resources found in the Intrigue of the Past activity guide, and use Investigating Shelter to introduce K-12 educators to archaeology and how it may be used in the classroom.

Earlier this year, I applied for and was awarded a $2,000 public outreach grant from the Southeastern Archaeological Conference to put on a Project Archaeology: Investigating Shelter Summer Institute for Educators this July. Twenty Alabama teachers will have hands-on training in the curriculum, receive guided tours of the Archaeology Museum, our native plants garden, laboratory and curation facilities, as well as hear from guest lecturers in the fields of education, CRM archaeology, and native American studies. I’m very excited about the program and am looking forward to helping bring more Project Archaeology resources to the people of Alabama!

Archaeology Month: A Great Place to Integrate Project Archaeology

By Crystal Alegria, Montana Coordinator

April is Archaeology Month in Montana so we are in the midst of archaeology madness with multiple conference presentations, a workshop for middle schoolers, public lectures, and Junior Archaeology Day! Archaeology Month is a great opportunity for us to partner with our local archaeological society (Montana Archaeological Society) to provide archaeology information to educators, students, and the public.

Most states have an archaeology month or week that is often hosted by the state’s archaeological society or the State Historic Preservation Office (SHPO). In Montana, the Montana Archaeological Society hosts our Archaeology Month in partnership with the SHPO. Archaeology Month in Montana consists of presentations throughout the state celebrating archaeology and encourages the public to learn more about the rich cultural and archaeological heritage of our state. Exhibits, lectures, demonstrations and other activities scheduled at museums, historic sites, state parks, libraries, and universities. Most archaeological societies also produce a poster during their Archaeology Month to celebrate a designated theme. In Montana, our theme for 2017 is “Valuing Cultural Heritage.”

Montana Project Archaeology does at least one event (but usually two or three) in association with Archaeology Month. Examples include a two-day workshop, a one-day camp experience for middle-school girls, a Junior Archaeology Day Festival at our local museum, and coordinating lectures for the public.

If you have never worked with your local archaeological society or SHPO, give them a call. They would love to hear from you and would probably be excited to host a Project Archaeology workshop or event during Archaeology Month.
By Jeanne M. Moe—Bureau of Land Management
Project Archaeology Lead

Project Archaeology made a good showing at the Society for American Archaeology (SAA) conference in Vancouver, British Columbia. On March 29, 2017, twelve members of the national network of state coordinators, master teachers, and friends representing seven states and the national office met at the Hyatt Regency for the Annual Project Archaeology Coordinator’s meeting. Beth Pruitt, the new education coordinator for the SAA, attended the annual meeting for the first time. Sessions included a strategy for obtaining funds through the Section 106 process for alternative mitigation, a discussion of the affordances and constraints of using the word “heritage” in archaeology education, the basics of education for archaeologists, and a showcase of new Project Archaeology curricular materials.

The “Assessment in Archaeology Education: Project Archaeology Research” symposium contained six research papers and two discussants. Approximately, 50 people attended the session at the conference and 217 logged into the livestream on Facebook. To date, more than 300 people have viewed the session online. We are very pleased with both the attendance at the conference and number of remote viewers, which shows the need for sharing our formative assessment research with the public.

The National Project Archaeology staff attended the booth in the SAA exhibit hall for three full days. Some of our state coordinators assisted with the booth and we talked to a steady stream of archaeologists (approximately 200) about the entire Project Archaeology program and opportunities for involvement. We made good contacts for future partnerships to develop new materials, especially shelter investigations, and to sponsor professional development for educators throughout the US. Most importantly, the booth provides an opportunity to continue long-term relationships with our stakeholders in archaeology education.

We are already looking forward to our next Annual Project Archaeology Coordinator’s meeting at the 2018 SAA conference in Washington, DC. Mark your calendars now for Wednesday, April 11, 2018!
Project Archaeology is an educational program dedicated to teaching scientific and historical inquiry, cultural understanding, and the importance of protecting our nation’s rich cultural resources. 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. Project Archaeology is a joint program of Montana State University and the Bureau of Land Management.

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Investigating Shelter
Online Professional Development

Join us for an exciting trip back in time to investigate archaeology!
You will use this virtual workshop to practice the basics of scientific inquiry (observation, inference, evidence, and classification) using authentic archaeological data. You will learn first hand how to help your students apply archaeological concepts as they investigate a shelter using primary data sources such as maps, artifact illustrations, historic photographs and oral histories. By using this curriculum you will fulfill many Common Core State Standards requirements in social studies, English Language Arts, and math. Your students discover archaeology and history through engaging hands-on activities. This is a ‘must-do’ course that will not only enhance your own understanding of archaeology, but will also provide you with a comprehensive set of lessons which you can use in your own classroom.

Customize your course by choosing which shelter you want to investigate! Do you want to explore a slave cabin, plains tipi, farm house, colonial home, wickiup, rock shelter, or earthlodge?

Visit us at www.projectarchaeology.org to register!

What: Online Educator Course
When: Beginning October 2nd, 2017 for eight weeks (4 - 5 self-directed hours/week)
Where: ONLINE at your convenience
Who: Upper elementary teachers (3rd - 6th grades)
Cost: $175

Participating teachers will receive:
• Convenient online access to professional development
• Inquiry based instruction and lessons
• Full instruction in archaeological science for the classroom
• A complete curriculum guide, Project Archaeology: Investigating Shelter, endorsed by the National Council for the Social Studies (textbook included in course cost)
• Access to a database of 12 regional shelter investigations
• Instructions for assembling your own classroom materials during the course

Interested?
Register online at www.projectarchaeology.org by September 25, 2017

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