Dear Project Archaeology Coordinators, Master Teachers, and Friends;

It is hard to believe that our 25th Anniversary year is drawing to a close. It has been a great year for Project Archaeology and we plan to continue celebrating as we enter 2016, the 50th Anniversary of the National Historic Preservation Act.

At the Society for American Archaeology Conference in San Francisco, we celebrated with a retrospective symposium on the history and accomplishments of Project Archaeology over the last 25 years. Nancy Ely and Rebecca Pollack, two of our master teachers in the Bay Area and 14 of their students presented excellent papers on the archaeological projects they conducted in partnership with the UC-Berkeley and the Presidio respectively. Other papers covered the National Network of State and Regional Programs, Project Archaeology research on student learning outcomes, education and the future of archaeology as a profession, archaeology education and descendant communities, and future directions for the program. Our discussants Susan Chandler, Ranel Capron, Larry Zimmerman, and Anne Pyburn, addressed the connections between Project Archaeology and Cultural Resource Management, federal mandates for education, and the larger picture of developing an archaeologically literate society.

In April, our 25 Days of Celebration helped our coordinators support workshops for teachers. Sam Kirkley, Utah Project Archaeology Coordinator, won $1000 to provide stipends for her workshop in Blanding in June. Other coordinators and master teachers won scholarships to attend the 2016 Project Archaeology Conference. Most of the coordinators received free merchandise for workshop attendees.

In May of 2015, we launched Project Archaeology: Investigating Garnet Ghost Town and it has already been delivered to nearly 100 educators through workshops, the Leadership Legacy Institute at the University of Chicago, an online workshop through the Oriental Institute, and through direct sales. Project Archaeology: Investigating Garnet Ghost Town was completed and delivered to educators in western Montana through a workshop. The participating teachers are piloting the curriculum guide in their classrooms and will return evaluations to the national office for reviewing and revising the curriculum. The finished guide will be published next year.

The Project Archaeology Leadership Team met in Bozeman, October 19-23, 2015 for our biennial retreat. Attendees included team members Lynn Alex (Iowa) and Sarah Miller (Florida). Virginia Wulfkuhle (Kansas) and Gail Lundeen (Missouri), both former team members attended the retreat and helped us get started with Project Archaeology: Investigating Migration. It will be a big job and we will need all of the help we can get. Gwynn Henderson (Kentucky), Elizabeth Reetz (Iowa), and Teresa Moyer (National Park Service) helped us with long-term program planning at the end of the week. Project Archaeology is poised for another growth spurt, so stay tuned.

Happy Holidays to all and we look forward to working with you in the new year!

Best regards,

Jeanne
INVESTIGATING A ROMAN VILLA
A COLLABORATION BETWEEN MONTANA STATE UNIVERSITY (MSU) AND THE MUSEUM OF THE ROCKIES (MOR)

Project Archaeology Special Projects Coordinator, Courtney Agenten, traveled to Italy last summer as a participant in an interdisciplinary MSU faculty seminar to study the archaeological remains of Pompeii, Herculaneum, and Oplontis. Starting in June of 2016, a special exhibit at the Museum of the Rockies will feature the villas at Oplontis. Through collaborative planning MSU and MOR will offer educational opportunities to college students and the community. Project Archaeology staff will work closely with the Bozeman School District, MOR educational staff, and faculty from several university departments including geology, art, architecture, philosophy, and education. Courtney will coordinate the efforts of pre-service teachers to create units spanning grades K-12.

How can investigating a Roman villa help us understand the Roman people and their culture?

“TO BETTER UNDERSTAND THE PEOPLE’S AWARENESS OF MOUNT VESUVIUS’ VOLCANIC POTENTIAL VOLCANOLOGISTS, HISTORIANS, AND ARCHAEOLOGISTS TURN TO PAINTINGS, LETTERS, AND ANCIENT TEXTS.” – PROJECT ARCHAEOLOGY: INVESTIGATING A ROMAN VILLA

The lessons will cover several disciplines, including geology, art history, archaeology, Latin, English Language Arts, and social studies. The investigation compliments the Museum of the Rockies exhibit, Leisure and Luxury in the Age of Nero: The Villas of Oplontis. Students can conduct the investigation in their classroom then visit the museum to experience the artifacts, frescoes, statues, and reconstructed models for deeper understanding of Roman life.

Pompeii and the nearby villas at Oplontis offer a glimpse into the daily life of Romans as well as Rome’s elite. Through archaeology we can explore the material remains of Roman culture in the first century, to learn about environment, art, and lifeways.

While archaeology provides an engaging way to learn about the past, it also informs the present and the future. How, for example, do we deal with the risk of living in the shadow of a volcano and other natural disasters? By discovering the impact of the AD 79 Vesuvius eruption on the Roman people we can better understand the plight of people impacted by natural disasters today.

Another example of discovering the past to shape the future is addressing the question, how does tourism of archaeological sites and national parks put pressure on our limited cultural, geological, and archaeological resources? Through education we can learn to be good stewards of our shared cultural heritage and natural resources.

This curriculum guide is an investigation aimed at K-12 students, organized into four instructional parts, an assessment, extension lessons, and field trip activities. It models the process of archaeological inquiry. Students construct meaningful questions, collect archaeological data to answer a question, and analyze and interpret the data. Students rely primarily on archaeological evidence including site maps, artifacts, and frescoes and their relationships to each other (context) to reconstruct and interpret the past. When appropriate, students use primary source documents and modern experts to augment their investigation. Students will have the opportunity to enrich their study by visiting the Museum of the Rockies and exploring an exhibit on Oplontis.

WHAT CAN WE LEARN ABOUT THE HISTORY AND LIVES OF THE ROMAN PEOPLE BY INVESTIGATING A ROMAN VILLA?

In this guide, we meet De-loria Dallas, a member of the Hopi tribe. Through her oral history, participants learn about traditional Hopi ways of life and sacred stories passed down from her ancestors. Students also learn about dendrochronology, the study of tree rings. In this lesson students understand what tree rings can tell us and what we can learn about pueblos through investigating tree remains. Participants will get the chance to explore the Puzzle House Pueblo archaeological site, while learning about how pueblos are constructed and how archaeological sites are formed. The last lesson discusses the pueblo and Hopi culture today, and why it is important to preserve archaeological sites.

Learn more about Investigating Puzzle House at projectarchaeology.org/blog and download your copy from the Shelter Database.
LEADERSHIP LEGACY

EDUCATORS EXPLORING THE ADVENT OF AGRICULTURE IN MESOPOTAMIA AT THE ORIENTAL INSTITUTE

By Carol Ng-He, Master Teacher of Project Archaeology and School & Community Program Manager at the Oriental Institute of the University of Chicago.

- How does eating a variety of plant foods contribute to a healthy diet?
- How does food production or consumption change over time?
- How do archaeologists study the past?
- How would the loss of archaeological sites reduce our ability to learn about past cultures and plan for the future?
- How can we use archaeological knowledge to design a healthy diet today?

On August 3rd through August 7th, 2015, twenty-three educators from the Chicago metropolitan area, Kansas, Florida, Michigan, California, Tennessee, Utah, and North Dakota engaged in the essential questions above using Project Archaeology’s new curriculum guidebook Investigating Nutrition: The Advent of Agriculture in Mesopotamia. These educators participated in the first Leadership Legacy Institute at the Oriental Institute of the University of Chicago, co-organized by the Project Archaeology and the Oriental Institute. The Institute certified teachers to be facilitators for future teacher workshops using Project Archaeology’s curriculum and pedagogical model (Figure 1).

The Oriental Institute of the University of Chicago (OI) became one of the state chapters of Project Archaeology in Illinois in 2013. In 2014, the OI partnered with Project Archaeology's headquarters to finish the publication Investigating Nutrition. As a leading research center and academic museum for the study of ancient Near Eastern civilizations, including Mesopotamia, Egypt, Nubia, Persia, Syria, Anatolia and beyond, this partnership shed light on the richness of the Oriental Institute scholarship and Project Archaeology’s interdisciplinary approach to educator training.

The Leadership Legacy Institute not only featured the Investigating Nutrition curriculum, but also integrated an in-service program and a field trip to the Field Museum’s N. W. Harris Learning Collection Center. Educators participated in a hands-on, object-based teaching activity with their “experience boxes” (Figure 2) and a visit to one of their permanent exhibitions, Inside Ancient Egypt. Another unique component of the Institute was a special guided tour to the Oriental Institute Museum. Educators had a closer look at many artifacts excavated by the Oriental Institute’s own archaeologists (Figure 3). Graduates of the annual Leadership Academy were invited to the Institute for continuing professional development in Project Archaeology curricula. As modeled at the Leadership Academy, educators in the Leadership Legacy Institute put a lesson of their choice from the curriculum into practice in the teacher practicum on the last day (Figures 4 & 5).

We are excited to be a venue for training more Project Archaeology facilitators. We plan to offer the Leadership Legacy Institute on a biennial basis, the next one tentatively scheduled for July 31–August 4, 2017.

If you are interested in learning more about the Oriental Institute and/or other educational programs, visit oi.uchicago.edu.
INVESTIGATING MIGRATION

We are excited to announce that Project Archaeology received $230,000 in funding from the Wyoming Bureau of Land Management (BLM) and $50,000 from the BLM Washington Office to develop Project Archaeology: Investigating Migration. Future additional funding for this guide is expected through Section 106 mitigation from a wind farm project in Wyoming that will compensate for the adverse effects of renewable energy development on cultural resources. Investigating Migration is geared toward 7-8 grade students and will fit well with the C3 Framework (College, Career, and Civics) in geography and technology.

In 2002 and 2003 Project Archaeology’s national curriculum development team met four times to determine the future of Project Archaeology’s curriculum development. The group was interested in expanding on the success of Intrigue of the Past while creating a curriculum series that was based on inquiry and aligned to national standards. The group worked with Understanding by Design (UbD) and other concept-based theories to develop three main themes for future Project Archaeology curriculum. The three themes are: Shelter, Food, and Migration. From those three themes four curriculum units were born including Project Archaeology: Investigation Shelter (published 2009), Project Archaeology: Investigating Nutrition (published 2015), Project Archaeology: Investigating Food and Land (in development) and Project Archaeology: Investigating Migration (in development).

Human migration is defined as “the movement of people from one place to another with the intention of settling temporarily or permanently in the new location.” Investigating Migration will focus on questions such as; why do people migrate? What impact does migration have on culture? How does archaeology help us understand migration and its effects? Students will use Geospatial Information Systems (GIS) technology to answer these questions. GIS provides an effective way for students to think critically, use real data and connect them to their regional history and geography. The unit will resemble Investigating Shelter, with regional investigations for teachers to use. The first investigation will highlight The Overland Trail. We hope to have many Migration investigations including The Cherokee Trail of Tears, the Navajo Long Walk, The Great Migration of African Americans out of the South to the urban North from 1910 to 1970, the European migration into North American focusing on the Five Points neighborhood in New York City, and the many trails to the west traveled by Americans during the second half of the 19th century.

With the publication of Investigating Migration, Project Archaeology will complete a curriculum that brings archaeology to students from third to twelfth grades, providing multiple opportunities for students to learn and interact with archaeological and cultural concepts. As adults they will be equipped to appreciate and protect our nation’s rich cultural heritage.

GIS PROVIDES AN EFFECTIVE WAY FOR STUDENTS TO THINK CRITICALLY, USE REAL DATA, AND CONNECT THEM TO THEIR REGIONAL HISTORY AND GEOGRAPHY

IF YOU WOULD LIKE TO HELP WITH THE DEVELOPMENT OF INVESTIGATING MIGRATION, WE ARE LOOKING FOR VOLUNTEERS TO PARTICIPATE IN A REVIEW COMMITTEE. THE COMMITTEE COMMITMENTS INCLUDE REVIEWING THREE DRAFTS AND ATTENDING THE BIENNIAL CONFERENCE IN 2016. IF INTERESTED, PLEASE CONTACT CRYSTAL ALEGRIA AT CALEGRIA@MONTANA.EDU

SAVE THE DATE
SOCIETY FOR AMERICAN ARCHAEOLOGY
APRIL 6-10TH, 2016

We hope to see you in Orlando, FL, April 6-10th! Our annual meeting will be held April 6th and we will be manning a booth in the Exhibit hall. Are you presenting a paper or poster about Project Archaeology? Let us know, we’d love to support your through social media promotion or attendance.

SAVE THE DATE
2016 BIENNIAL CONFERENCE
OCTOBER 17-21ST, 2016

Please plan to attend our Biennial conference , October 17-21st, 2016, held in Williamsburg, Virginia. We hope to see you there while we visit the Jamestown Settlement, Colonial Williamsburg, and the Governor’s Mansion (pictured below). We’ll keep you informed with more details coming soon.

Linked Information Reveals Patterns

A family that migrated from the rural south to Chicago ca. 1919
Sari Beitenfeldt

A Montana native, Sari Breitenfeldt came to MSU with an undecided major, searching for a subject that would be interesting enough to teach some day. After taking the Anthropology 101 course in her second semester, she knew the where her interests lay. Sari declared her major in Anthropology, emphasis on Archaeology, and later went on to pursue an internship with Dr. Larry Todd. On this spectacular trip, she discovered that environmental science as well as climate science combined with Archaeology was what captured her imagination and sparked an everlasting desire to proceed with these academic interests for her career. Her hobbies include riding horses, backpacking, rock climbing, and playing with her dogs.

Nichole Tramel

Nichole Tramel is an architectural records manager/archivist and massage therapist at Montana State University. She studied anthropology, classical archaeology, and museum collections/education at Indiana University; she graduated with a master’s degree in anthropology/ethnohistory from Western Michigan University in 2013. Her archaeological experiences include: Bronze Age Cyprus, ancestral Puebloan sites, Midwestern fur trade forts, 19th century industrial sites. She currently studies Native American studies and education at Montana State University. Nichole is excited to volunteer with Project Archaeology by working on the Food and Land curriculum and planning this year’s Junior Archaeology Day at the Museum of the Rockies.

2015 PROJECT ARCHAEOLOGY LEADERSHIP ACADEMY

The 6th Annual Leadership Academy graduated 18 new Master Teachers from 14 different states. These graduates include our new State Coordinators for Wyoming—Bonnie Smith and South Carolina—Erika Shofner.

2015 Leadership Academy Graduates!

“I feel empowered after the academy and more equipped to teach in the classroom and in the community” - 2015 Graduate

“I can’t wait to get home and get teaching!” - 2015 Graduate
Celebrating 25 Years!
Check out this timeline of Project Archaeology Milestones. How many do you remember?

1989: An archaeological education program for Utah is proposed and funded.
1990: Work on Project Archaeology begins.
1990: Project Archaeology Leadership Academy is held for the first time! We now have over 75 certified Leadership Academy Graduates!
1993: Intrigue of the Past becomes available nationwide.
1993: Discovering Archaeology in Arizona is published. The first in the series of State Student Handbooks.
1995: First State Facilitator Training held in New Mexico.
1995: Project Archaeology joins Facebook and Twitter @ProjectArchaeol #itsabouttime
2001: Investigating Shelter is launched! Over 2,200 copies have been distributed in the last 7 years!
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2010: Project Archaeology Leadership Academy is held for the first time! We now have over 75 certified Leadership Academy Graduates!
2010: Project Archaeology joins Facebook and Twitter @ProjectArchaeol #itsabouttime
2014: Investigating Nutrition is published in collaboration with the Oriental Institute.
2015: We’ve worked hard for 25 years, attended countless conferences, published multiple books, and reached thousands of teachers and students across the nation. Thank you for your help and support!
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.

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!

Course Sponsored by
Montana State University • Utah State University • University of Utah

Interested?
Register online at www.projectarchaeology.org by January 25, 2016
Contact: Courtney Agenten 406.994.6727
CourtneyAgenten@montana.edu

Participating teachers will receive:
• Convenient online access to professional development
• 2 graduate credits available for an additional $60.00
• 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