We are excited to announce our inaugural National Archaeology Educator’s Conference, Best Practices in Archaeology Education. The conference will be held at the epicenter of archaeology education, Crow Canyon Archaeological Center in Cortez, Colorado on October 27-31, 2014. Project Archaeology holds an annual conference each fall for our Coordinators and Master Teachers. In honor of our 25th anniversary we are introducing our first National Archaeology Educator’s Conference and inviting all archaeology educators to attend. The conference provides professional development through sessions, workshops, and field trips; presents opportunities for networking and mentorships; and connects conference attendees with high-quality educational materials.

You can now register online for the conference on our website at www.projectarchaeology.org. The registration deadline is September 15, 2014. There are only 45 spots available so register now!

We are so excited to offer this inaugural opportunity for archaeology educators across the nation!

For more information or questions, please contact Courtney Agenten at (406) 994-6727 or Courtney.Agenten@montana.edu.

REGISTRATION RATES

<table>
<thead>
<tr>
<th>Role</th>
<th>Rate</th>
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</thead>
<tbody>
<tr>
<td>Coordinator/Master Teacher/Student</td>
<td>$208.00*</td>
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<tr>
<td>Outside of PA Network</td>
<td>$398.00</td>
</tr>
<tr>
<td>Federal Employee Rate</td>
<td>$461.00**</td>
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*State Project Archaeology coordinators, Project Archaeology Leadership Academy or Facilitator Training graduate, and college/university students with proof of enrollment are eligible for the PA rate.

**All federal employees whether in or out of PA network
Investigating The First Peoples, the Clovis Child Burial  
by Crystal Alegria, Montana Project Archaeology

The international press descended on Helena, Montana on a cold day in February, 2014. They came to hear geneticist, Eske Willerslev and his team, which includes our own Dr. Shane Doyle (member of the Crow Nation and Project Archaeology Consultant), announce their ground-breaking DNA data detailing their recent research on a 12,600 year old child uncovered accidentally in Montana in 1968. The researchers relayed their findings and surprised the world with their results. They found that 80% of American Indian people currently living in the Americas were descended from this boy’s family. The news spread through the archaeological and American Indian communities, reigniting a conversation on archaeological ethics, reburial, and repatriation surrounding the Clovis child for the past 46 years.

This Clovis burial was accidentally uncovered in 1968 when two construction workers were digging fill dirt with a backhoe. As they were pulling a bucket load of dirt out of the embankment, they noticed a shiny, different colored rock fall out of the bank. This “shiny” rock was one of over 100 projectile points discovered that evening. Along with the artifacts, the two men removed skeletal fragments of two humans. One of these humans, a child, was buried in this location approximately 12,600 years ago.

Project Archaeology staff thought it was our duty to bring the conversations about the Clovis child to the classroom. With the partnership and support of the Montana Office of Public Instruction and Indian Education for All, this curriculum was developed.

The curriculum, Project Archaeology: Investigating the First Peoples, The Clovis Child Burial is geared towards grades 8-12 and includes two lessons with a Final Performance of Understanding. Students read current news reports about the Anzick Site, write an Archaeology Discovery Report, debate the ethics of studying ancient human remains, write a persuasive essay, and join students from across the nation in creating a memorial to the Clovis child.

The Investigating First Peoples curriculum is available free of charge for download on our website www.projectarchaeology.org and on the Indian Education for All website.

This past June, Shane Doyle organized the reburial of the Clovis child. The child was placed back in the ground ceremoniously, close to the place where he was uncovered 46 years ago.
Hello Everyone,

We hope you are enjoying a wonderful summer. Summer is always our busiest time at the National Project Archaeology Office. In June, 19 teachers, archaeologists, and museum educators from 14 states attended the 5th Annual Leadership Academy in Bozeman. It was our biggest Academy ever and some of our coordinators have already provided professional development events for educators in their states. (see full story on page 4).

Dr. Valerie McCormack, US Army of engineers, and Dr. Gwynn Henderson, Kentucky Archaeological Survey, coordinated a week-long institute for teachers around Cumberland Lake in southeastern Kentucky. Fourteen local teachers attended the workshop and will be using Project Archaeology: Investigating Shelter in their classrooms this year. Dr. Linda Levstik, professor of history education at the University of Kentucky, helped the teachers tie the Project Archaeology materials to their larger social studies curriculum goals. Linda and Gwynn will research student learning outcomes through a pilot project over the next academic year.

Courtney Agenten, our Special Projects Coordinator, taught a summer camp for middle school students at the Museum of the Rockies in July. Her theme was “Eating through History” and she used Project Archaeology: Investigating Nutrition (in draft form) as the basis for instruction. The campers studied the transition from foraging to farming in the Middle East and applied their knowledge to food resources and archaeology in the intermountain region of the American West. One parent was very pleased that her son enjoyed the camp so much:

“I wanted to let you know how much my son, Jack, enjoyed the Eating Through History camp. Each day when he was picked up he was excited to recount everything he had done and learned that day. It is definitely a highlight of his summer. I also wanted to let you know how much I respected the curriculum that was developed for the camp—and the wonderful work of the camp teachers. I am really thrilled that there are now more opportunities for meaningful (and fun!) summer learning for our community’s middle school-aged kids. As the mother of an egghead son who is happiest when he’s learning, I can tell you these opportunities are important.”

We’re anxious to hear more about your summer adventures with Project Archaeology. Drop us an email or send us an article and we’ll publish your submission in the next newsletter.

Best regards,

Jeanne Moe
Jeanne M Moe
BLM Project Archaeology Lead

Leadership Academy participants, Jeanne Moe, Elaina Cunningham and Rebecca Pollack play the Communication and Collaboration game. This is a traditional Indian game that was first used with fighting siblings.
In early 2014, we received a record number of applications for the 5th Annual Project Archaeology Leadership Academy. Project Archaeology staff chose 19 participants from 14 states to attend the Academy in Bozeman, June 23-28; it was a difficult task to choose only 19 from all the highly qualified applicants.

The participants experienced Project Archaeology: Investigating Shelter as learners, discovered the power of learning at real archaeological sites and museums, and planned their own professional development events in their states and regions. Wabusk Ragged Robe, a member of the Gros Ventre nation and Tara Top Sky, a member of the Chippewa-Cree Nation, led the participants and instructors in learning Native American games and explained the significance of their cultural landscapes, which includes archaeological sites and many natural features.

Mel Harvey, Arkansas State Parks archaeologist, conducted her first workshop on July 21, 2014. She led 16 teachers through the basics of Investigating Shelter and used resources at the Parkin Archaeological State Park to enhance their learning. Mel modeled the best way to get your feet wet with teaching Project Archaeology; just jump in!

We are looking forward to hearing more about the other graduates of the 2014 Academy and their plans for bringing Project Archaeology to their state or region. Samantha Kirkley, a 2013 graduate, is working with the Bureau of Land Management in Utah to revitalize and consolidate a statewide program. Samantha Lehr, a 2011 graduate, is working with the Wichita School District to adopt Project Archaeology materials district-wide. Dani Hoefer, a 2013 graduate, has taught several workshops and is currently establishing a new Colorado Project Archaeology program through the Colorado Council of Professional Archaeologists. We know that many of our graduates have done amazing projects and have big plans for Project Archaeology in their states and we are anxious to report their progress.
Eating Through History! Middle School Archaeology Summer Camp by Courtney Agenten

Can you survive the challenge of changing from a hunter to a farmer? Learn the hunting and gathering skills of Native Americans, and the farming and cooking techniques of early settlers. Be an archaeologist to investigate how food production has changed over time. Participate in survivor challenges, visit archaeological sites, and more!

That was the theme of a new archaeology summer camp for middle school age youth offered at the Museum of the Rockies in Bozeman, Montana July 7-11, 2014 and taught by Project Archaeology staff. I thought about the target audience of middle-school youth and what they would like to do at a summer camp. I came up with EAT! Also, the newest Project Archaeology curriculum guide, Investigating Nutrition, the Advent of Agriculture in Mesopotamia is designed for 6th grade students and explores how food production changed over time. Campers learned how archaeologists study the past using the scientific tools of observation, inference, evidence, context, stratigraphy, and cross-dating. Then they applied their knowledge as they investigated inquiry packets of foraging, farming, and urban societies in Ancient Mesopotamia.

Campers formed survivor teams and worked together to complete survivor challenges including the hunting and gathering skills of Plains Indians and the farming and cooking techniques of early Montana settlers. We visited two archaeological sites; a large camp with over two hundred stone circles, and Madison Buffalo Jump State Park. A special visit to the museum collections was organized and campers analyzed artifacts associated with cooking at the turn of the 20th century. Campers transformed into museum interpreters for visitors and guided them through their own exhibit creations featuring six artifacts depicting three food production eras.

All in all, eleven campers survived a night at the museum and the challenge of changing from a hunter to a farmer!

Project Archaeology: Investigating Nutrition will be available March 2015! Email me for a summer camp agenda and other materials at, CourtneyAgenten@montana.edu.
We Have a Winner . . . Dan McRoberts from Iowa!

We asked teachers from across the nation to submit stories about how they use archaeology in their classrooms or a time when they took their students to visit an archaeological site. Dan McRoberts submitted a wonderful story explaining how he used archaeology in his classroom! Here’s Dan winning entry.

**Project Archaeology with the Iowa City Home School Assistance Program by Dan McRoberts**

We are a school district program assisting home-school families with resources, activities and support. Last year with assistance from the Office of the State Archaeologist Education Program (thanks Lynn and Cherrie!) in Iowa City, Iowa, we were able to put together an Archaeology themed Unit for our K-6th grade students.

First we talked about differences between geology, paleontology and archaeology and what artifacts can teach us through inferences using a customized lesson 5 from Project Archaeology. We set up a grid in the classroom and reconstructed a hunting camp.

Then we thought about going back 800 years in Iowa and asked what would the artifacts of a hunting camp include? Thanks to the travelling trunks of replica woodland artifacts, we were able to find out and talk about the complex culture of woodland Indians living in the area. Many were very surprised to learn that the native people in Iowa traded goods with people in locales as far away as the Rocky Mountains, the Appalachian Mountains and the Gulf of Mexico.

Later we visited Woodpecker Cave, a small rock shelter near Coralville Reservoir that has been excavated extensively since 1922 and had artifacts mostly from the Late Woodland times ~1200 A.D. Artifacts found at the site included Late Woodland pottery shards including Great Oasis (a culture based near the Des Moines River further west) pottery shards, projectile points, stone knives, celts, and abrading stones. When we arrived at the site the kids were like any kids visiting someone’s home; they stood outside respectfully waiting until they were invited in! Then the explorations began with some students pretending to cook over fires, others peppering me with questions about Woodland Culture and others looking at fossils in the rock. “That’s paleontology!” exclaimed one young boy remembering our lesson about geology, archaeology and paleontology.

On another day we visited the Pest House site in Hickory Hill Park in Iowa City. This was a historic Pest House, or TB house that was on the outskirts of town in the early 1900’s. Archaeology doctoral student Sarah Trabert gave us a thorough tour of the site explaining public health practices of the early twentieth century and showed us historic photos of the house amid an open hilly grassland. Now the site is hidden in a thickly wooded hillside.

Lastly we visited Johnson County naturalist Brad Freidhof who led us back in time by thinking about the ancient technology of archery. Even with modern bows, the art of archery was a challenge for our upper elementary, middle school and high school students. But thanks to Brad’s coaching several students “got their deer.” We cycle through our Thematic Units every couple of years and are looking forward to returning to our Archaeology theme soon.
Goodbye to Student Meghan Forney

It’s always bittersweet to say goodbye to our student assistants. We miss them but know they are moving on in the field of Anthropology.

This time we are saying goodbye to Meghan Forney as she moves on to her Master’s program at the University of Oklahoma in Norman. We’re not losing Meghan completely, she will continue to work with us remotely on the curriculum unit, Project Archaeology; Investigating Yellowstone and will be involved in our new Oklahoma Project Archaeology program.

During this past year, Meghan did an amazing job of keeping the shelter database organized and updated. She also worked on the Rock Art and Archaeoastronomy special topic units, bringing those closer to completion. Meghan took the lead on a few projects including the Investigating Yellowstone place-based unit along with compiling our informal lessons into a new activity guide.

Good luck in Oklahoma, Meghan!