Dear Project Archaeology Friends,

2016 started at a dead run and the pace is picking up as spring begins. We look forward to seeing many of you at the Society for American Archaeology conference for our Annual Meeting in Orlando, Florida on April 6, 2016. There are still some spots left, so feel free to drop in. We will meet from 8:30 am to 5:00 pm at the Oceanic Room in the Dolphin Hotel.

We are looking forward to the Montana Junior Archaeology Day at the Museum of the Rockies on April 23, 2016. Last year we made our first attempt to assess what young people (over 8 years old) learned from our activities. First, we found out that it is difficult to gather data in an informal setting. Second, we found out that most of the informal learners persisted in their belief that archaeology and paleontology are one and the same thing. While our sample was very small, we learned a lot from our first foray into assessing informal learning and are making several changes this year as a result. Our new learning activities are designed to help learners differentiate between archaeology and paleontology. If we can accomplish this, we will be doing great. Second, we are going to streamline the evaluation process. Look for results of our assessment in the next newsletter.

Several new Project Archaeology curriculum guides are now under planning and development. Along with Project Archaeology: Investigating Migration (see December 2015 Newsletter and article on page 3) our biggest new task, we are working on Investigating Rock Art, and Changing Land, Changing Life, a place-based curriculum on the Absaroka Agency near Columbus, Montana. We are planning a new soils, stratigraphy, and geomorphology special topics curriculum that will address some of the new earth science standards. Our coordinators and master teachers are working on new shelter investigations in Florida, Kentucky, and New Mexico. There is never a dull moment here at the National Office.

Thank you for all you do for Project Archaeology! See you in Orlando!

Best,

Jeanne
For the past 25 years, Project Archaeology (PA) curriculum has been implemented in numerous venues, including the K-12 and college classroom, museum programs, site steward training, and public lands outreach. Due to an earnest appeal from a Girl Scout leader in Utah, Project Archaeology is now endeavoring to lay the foundation for an official archaeology patch for the Girl Scouts of America.

In 2014, Utah BLM asked state coordinator Samantha Kirkley to help the Outdoor Event Representative for the Tooele Girl Scout Community, Lindsay Bramble. Together they developed a weekend camp and corresponding archaeology patch. In April of 2015, 80 Girl Scouts attended the camp where Project Archaeology: Investigating Shelter curriculum was adapted as the basis for all activities. To implement the By Our Houses lesson, scouts brought items with special meaning from home to share with their troops. One meaningful item was teddy bear given by a loving father before he was deployed to Afghanistan. The girls investigated the Great Basin Wickiup and made small wickiup models with willow branches and raffia.

Virgil Johnson, an Elder from the Confederated Tribes of the Goshute Reservation, was the highlight of the event, he offered the girls a unique understanding about how one’s culture provides identity and direction in life.

Due to the success of the Tooele event, Utah BLM allotted funding for another Project Archaeology Girl Scout camp and patch event in 2016. Utah Project Archaeology, now headquartered at Southern Utah University, is currently coordinating with the BLM, Forest Service, Edge of the Cedars State Park, K-12 teachers, various tribes, and the Girl Scouts, to provide a 3-day archaeology camp near Cedar Mesa in southeastern Utah, May 28-30. Thirty Girl Scouts from southeastern Utah and surrounding Native American reservations are expected to attend this camp, and will be instructed by Master Teachers Samantha Kirkley and Marcia Simonis, and Forest Service archaeologist, Charmaine Thompson. The camp will include hands-on museum activities, archaeological site visits, descendant presentations, campfire programs, crafts, lessons, and camping skills. Jeanne Moe, National Project Archaeology Lead, will be working with the camp planning team to develop a new patch that can be implemented throughout the United States. Project Archaeology hopes the archaeology shelter patch will soon be made an official patch for the Girl Scouts of America.

Tooele Girl Scout leader, Lindsay Bramble describes the importance of developing a partnership with Project Archaeology, “[Project Archaeology] was created to teach children to protect and preserve our land and cultural resources.” While the outcome of this aspiration is uncertain; the enthusiasm and momentum behind this new direction in heritage education is promising.
GIS AND THE K-12 CLASSROOM
EXPLORING THE POSSIBILITIES OF GEOGRAPHY EDUCATION

By Rebekah Schields

Maps are an integral part of human life. Hundreds of years ago, maps were an important way to show where we had been, record important information, and plan our futures. Today, maps are an even more integral part of our life. GIS, or Geographical Information Systems have given the world a new way to look at, read, and understand maps. But how is this important to your classroom, how can you use GIS to teach your students, and what are the challenges of implementing a GIS based curriculum?

What is GIS?
GIS stands for Geographical Information Systems which is a program that is meant to store, manipulate, analyze, and manage spatial data. ESRI’s ArcGIS is the most powerful and ubiquitous software in the market. ESRI has recently released an online version of its ArcGIS software, making it easier to use and easier to access for many people (www.arcgis.com). ESRI also has several applications that can be plugged into its online GIS program. Applications like Story Maps (storymaps.arcgis.com), which allows everyday people to create and share their own stories with maps and geographic information in a non-technical interface. Collector, another ESRI application, allows crowdsourcing and on-the-go collections of geographic data from your phone or tablet.

Why is Geography an important part of education?
In 2001, the subject of geography was identified by the Primary and Secondary Education Act (No Child Left Behind) as one of the nine core academic subjects, even though no federal dollars were spent to help improve materials or curricula (Strachan, 2014). Geography is incredibly important for students in today’s global world. As Caitlin Strachan describes in her master’s thesis, “[i]n addition to personal decision-making, the democratic nature of our society requires that we make collective decisions concerning public health, environmental protection, social welfare, and international affairs. Without a solid foundation of geography education however, our nation will struggle to critically analyze the spatial dimensions of local and global matters.” The 2015 NAEP Geography assessment showed that only 27% of eighth grade students tested at proficient or above, and this statistic has shown almost no change since 1994.

What can GIS do in your Classroom?
Multiple studies have shown that GIS can be used as a cross-curricular, open-ended inquiry tool that supports high level thinking, spatial analysis, real world connections and complex problem solving (Henry and Semple, 2011). Students can use GIS tools and applications to understand both hard science and social studies questions with maps that show everything from gross domestic product by country and historic land purchases to deforestation and river flow. ESRI’s Story Maps allow even more classroom applications by incorporating storytelling features such as pop-up text information and customizable maps to create a digital story. So why aren’t many teachers or schools adopting this great new technology for geography education?

What are some difficulties of implementing GIS in the classroom?
There are a plethora of difficulties and hurdles to jump when attempting to implement GIS in the classroom. The first being what is perceived as an incredibly high learning curve. While web-based GIS is much easier to use than the full software, many teachers have reported difficulty in creating maps and using the software, and expressed their concern in teaching something they didn’t know much about to their students (Strachan, 2014). Time is also another important factor, ArcGIS Online requires a good chunk of time to become familiar with and to determine how best to use in the classroom. Some schools may have difficulty with the required amount of bandwidth or computers needed to access the software. Geography and spatial analysis may even have a hard time being accepted by policy makers and administrators, as Josephy Kerski describes, “[i]nquiry-based interdisciplinary tools already have inherent difficulty finding a home. In this era of standardized testing, it is difficult to assess results from inquiry-driven methods, and consequently, those results are not as frequently tested, and those methods are not as frequently used.”

What’s Happening Now?
Thankfully more research is being done on how best to teach and use GIS in the classroom. More in-service and professional development workshops are being created, many with the idea of teaching with GIS not teaching about GIS. Project Archaeology is excited to be working on a curriculum that will introduce GIS to classrooms in an inquiry-based setting to investigate human migration. We hope to address some of the difficulties of implementing GIS in education by crafting our own customized web-based GIS platform.

References Cited and Additional Resources
http://www.nationsreportcard.gov/hgc_2014/#geography/achievement


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

Don’t forget our annual meeting at the SAA conference! It will be April 6th, 2016 at the Dolphin Hotel, Oceanic Room 6 from 8:30—5pm. We will be talking about new curricular materials including Investigating Migration, planning our 2016 Conference and discussing Section 106: Education as Alternative Mitigation.

SAVE THE DATE
2016 BIENNIAL CONFERENCE
OCTOBER 10—14TH, 2016

Please plan to attend our Biennial conference, October 10th-14th, 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). Our theme for this year is Back to Basics: Archaeology 101 for Educators and Education 101 for Archaeologists.

REGISTER YOUR WORKSHOP

Are you planning a Project Archaeology teacher workshop in 2016? Please share your event with us and we will create an event page on the Project Archaeology web site and promote your professional development opportunity on our social media outlets.

We have Coordinators and Master Teachers in almost 40 states! Let’s set the goal to offer a teacher workshop in all of our active states this year! If every state offers just one workshop for 10 teachers we will reach 400 teachers and they will share the message of respect for our shared archaeological heritage with at least 12,000 students in just one year!

Register your workshop online today! And be sure to order your books, shelter investigations, and kits from projectarchaeology.org

ARE YOU ATTENDING A CONFERENCE?

We need your help to reach teachers in 2016! Do you have plans to attend a teacher conference in your state? Would you like your costs covered?

Project Archaeology knows the impact we can have at teacher conferences. For example, by attending one state social studies conference, Project Archaeology gained a new archaeology education ambassador! Donald Fisher Sweetnam, 5th grade teacher in Los Angeles, attended the 2014 California Council for the Social Studies conference and stopped by the Project Archaeology booth. He gave us his email address and received a follow-up email from the national office with a free sample lesson. He bought a Shelter teaching kit when we launched Investigating a North Slope Ivrulik. Then he successfully applied to the 2015 Leadership Academy! Now he is partnering with another 2015 Leadership Academy graduate to offer a workshop to teachers at his school this week! WOW! One Conference, One Teacher…It Makes a Difference!

Project Archaeology will help you present and exhibit Project Archaeology materials at a teacher conference in your state!

$200 for 10 Project Archaeology Coordinators/Master Teachers
First come, First serve!

Follow these steps:

1. Find a Conference and Register

2. Contact the National Office at CourtneyAgenten@motana.edu

3. Apply to be a presenter of a Project Archaeology session at the teacher conference of your choice

4. Collect email addresses of participants at the conference and submit them in an Excel spreadsheet to the national office along with proof of your attendance.
MEET OUR NEWEST TEAM MEMBER

We are excited to announce the addition of a new student research assistant, John Olson. He will assist us with the development of Project Archaeology: Investigating Migration.

John W. Olson is a senior at Montana State University – Bozeman and is graduating this spring with a Bachelor of Science in Anthropology focusing on Archaeology and will receive a minor in GIS as well. He has volunteered for several years with the Extreme History Project in Bozeman and is currently the GPS/GIS Project Lead for their Nevada City Montana Cemetery Mapping Project.

GIRL SCOUTS IN ARCHAEOLOGY

The eighty Girl Scout archaeology camp attendees with Virgil Johnson, an Elder from the Confederated Tribes of the Goshute Reservation.

LEADERSHIP ACADEMY

Don’t Forget! Leadership Academy applications are due April 15th, 2016.

Do you want to bring engaging, cross-curricular materials that teach cultural understanding to teachers in your schools?

Become a leader in cultural heritage education by attending the 7th annual Project Archaeology Leadership Academy!

Project Archaeology is seeking all-star teachers, museum educators, and archaeology educators to receive high-quality professional development to teach Project Archaeology’s acclaimed inquiry-based curricula fulfilling many Common Core requirements. You will graduate as a Master Teacher and be fully prepared to offer professional development training to your community. Your students will learn critical-thinking skills through engaging inquiry-based lessons that teach cultural understanding.
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.

Project Archaeology
Montana State University
Department of Sociology and Anthropology
2-128 Wilson Hall
Bozeman, MT 59717
Phone: 406.994.7582
Fax: 406.994.3177
E-mail: projectarchaeology@montana.edu
www.projectarchaeology.org
Find us on Facebook and Twitter!

www.projectarchaeology.org