

# PROJECT ARCHAEOLOGY

October 1, 2005-  
September 30, 2006

## DISCOVER THE PAST- SHAPE THE FUTURE ANNUAL REPORT 2006



Department of Sociology and Anthropology, 2-128 Wilson Hall, Montana State University, Bozeman, MT, 59717  
www.projectarchaeology.org (406) 994-7582

In 2006 (October 1, 2005 – September 30, 2006), Project Archaeology made significant progress towards making archaeology education available nation-wide. We reached a record number of educators, delivering educational materials and provided professional development through our regional and state-level workshops and conferences. Our national conference, attended by representatives from 13 states, provided tools for state coordinators to establish, maintain and improve state-level Project Archaeology programs. We piloted an innovative new national curriculum – *Project Archaeology: Investigating Shelter* – in four classrooms, where it was professionally evaluated. The National Project Archaeology Network expanded to include two new regions in California as well as the state of West Virginia.

## Program Accomplishments in 2006

### New State Programs

Project Archaeology added two new local programs in California in 2006 (Southern California at the San Diego Archaeological Center and Central California at the Bureau of Land Management, San Joaquin River Gorge Recreation Area) and a statewide program in West Virginia, bringing the total number of state and local programs to twenty-two. An additional seven states or localities were actively developing new programs during the year. Headquarters staff continued to work with contacts in fourteen additional states, regions, or localities to plan new programs. In sum, Project Archaeology is currently working with 43 states to maintain, plan, and develop programs.

### Professional Development for Educators

In 2006, a total of 562 educators in 17 states received Project Archaeology instruction and materials (Table 1). State and local programs conducted a total of 23 standard in-service or pre-service workshops and an additional 22 topical or advanced workshops. A total of 34 new facilitators were certified to instruct Project Archaeology professional development at two regional workshops, one in San Diego, California and one in Clifftop, West Virginia.

Nearly 200 educators attended short, topical Project Archaeology workshops in six states (Table 1). At the National Council for Social Studies (NCSS) conference

**Vision:** We envision a world in which all citizens understand and appreciate their own culture and history and the culture and history of others.

**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.

in Kansas City, Missouri, 33 social studies educators learned engaging ways to use electronic resources to teach archaeology.

An estimated 1,000 educators received a basic introduction to Project Archaeology programming at the NCSS conference (Table 1). An additional 1,600 educators were introduced to Project Archaeology through local and regional educational conferences in seven states.

### Annual Conference

National Project Archaeology conducted the 8<sup>th</sup> Annual Coordinators' Conference, October 3-6, 2005 at the B-Bar Ranch, near Emigrant, Montana and in nearby Yellowstone National Park, Wyoming. A total of 25 State Project Archaeology Coordinators, National Project Archaeology staff, national advisors, and curriculum consultants attended. Conference goals were to (1) provide networking opportunities for coordinators, (2) provide professional development in curriculum design, and (3) provide direction for the national and state programs.



*Project Archaeology Annual Coordinator's Conference Participants*

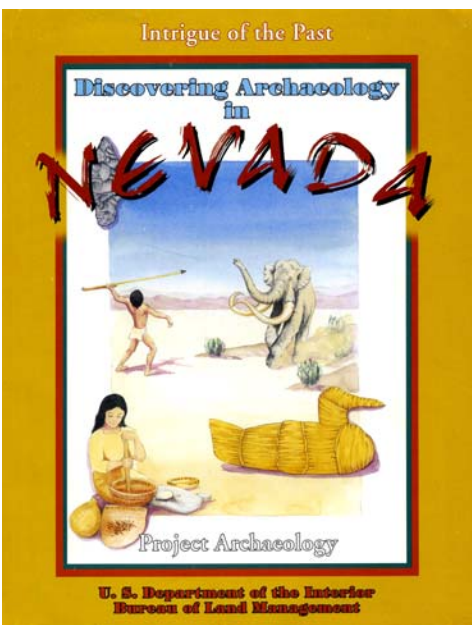
**Program Description:** A comprehensive archaeology and heritage education program, Project Archaeology is for anyone interested in learning and teaching about our nation's rich cultural legacy and protecting it for future generations to learn from and enjoy. Designed to appeal to a wide variety of interested groups and individuals, Project Archaeology may be successfully used by:

- Upper elementary through secondary teachers and their students.
- Museum docents, youth group leaders, heritage site interpreters.
- Parents and other citizens.

Project Archaeology includes curricula, publications, professional development for educators, networking opportunities, and continuing support for participants. Using an innovative hands-on approach to history education, Project Archaeology teaches scientific inquiry, citizenship, personal ethics and character, and cultural understanding.

### Discovering Archaeology in Nevada

*Intrigue of the Past: Discovering Archaeology in Nevada* was published in June 2006. It is the seventh book in the Discovering Archaeology Series following Alabama, Alaska, Arizona, Colorado, New Mexico, and Wyoming. The new book covers both prehistoric and historical archaeology and will be distributed through Project Archaeology workshops in Nevada.



### New Audiences

Several state coordinators instructed students directly with Project Archaeology materials. At the San Diego Archaeology Center, home of our Southern California program, 6,575 students experienced Project Archaeology lessons and visited the extensive collections housed at the Center. In Montana, 185 students received classroom instruction on the basics of archaeology before visiting a nearby Paleo-Indian site currently under excavation. In both cases, students benefited greatly from *Intrigue of the Past* lessons and access to real archaeological materials.



*Artifact analysis station at the San Diego Archaeological Center*

### Curriculum Development

A draft of our new national curriculum, *Project Archaeology: Investigating Shelter*, was piloted and professionally evaluated in four classrooms, two in Montana and two in Alaska. A total of 78 students experienced the new curriculum and results show they learned a lot about archaeology and the importance of protecting sites for future scientific research and as tangible links to the past. Evaluation results will be used to improve the curriculum and to plan effective professional development for new Project Archaeology educators.

We continued development of an electronic database of regionally appropriate shelter investigations to be used with *Project Archaeology: Investigating Shelter*.

- Pawnee Earthlodge
- Crow Tipi
- Navajo Hogan
- Northwest Coast Plankhouse

- Poplar Forest Slave Cabin
- Earthfast House
- Rockshelter

## Grants and Contributions

Project Archaeology received two grants this year:

- American Honda Foundation (\$54,080) to provide culturally relevant archaeological science education to African American students in San Diego, CA; Kansas City, KS; and Washington, DC.
- Kinder Morgan Corporation and El Paso Corporation (\$49,140) to develop educational materials for teachers and students in northwestern Colorado.

Project Archaeology received \$450 in contributions from our coordinators for scholarships to attend the 2006 Annual Coordinator's Conference.

## Trends

Both the number of professional development workshops offered and the number of educators attending workshops increased slightly from 2005. The three new state and local programs expanded Project Archaeology to new parts of the country and helped reach a different audience of educators. Several states developed new partnerships with the education community to sponsor workshops and advertise to diverse groups of educators. For example, our Alabama coordinator established a partnership with the Alabama Wildlife Federation to offer a Project Archaeology workshop. Similarly, our Tennessee coordinator partnered with Project WILD and Project Learning Tree to offer professional development for all three programs at the same time. Both the Alaska and Pennsylvania programs explored ways to partner with their state public education systems to offer annual workshops in conjunction with existing state or regional professional development programs. In Utah, our coordinators are exploring ways to distribute Project Archaeology through distance learning methods.

All of our programs encountered increased challenges in marketing to appropriate audiences of educators and in filling workshops. Some programs struggled with insufficient funding and staffing, but still managed to offer workshops and other professional development opportunities for educators. All of our coordinators found creative ways to leverage existing resources and establish new partnerships to reach educators with high quality materials and instruction.



*Historic Lodge at Camp Washington-Carver, location of the West Virginia Facilitator's Training.*

## Cumulative Program Accomplishments 1990 - 2006

Since the inception of Project Archaeology in 1990, a total of 6,585 educators have received Project Archaeology professional development and educational materials (Table 2). Classroom teachers, interpreters, museum docents, youth group leaders, and many other informal educators in 25 states have attended Project Archaeology in-service or pre-service workshops. Approximately 8,500 copies of *Intrigue of the Past: A Teacher's Activity Guide for Fourth through Seventh Grades*, Project Archaeology's basic curriculum guide, have been distributed throughout the United States.

### Project Archaeology Partners

National Project Archaeology maintained existing partnerships with the Society for American Archaeology, the Society for Historical Archaeology, the Center for Science Teaching and Learning at Northern Arizona University, Project WET USA, as well as the Bureau of Land Management and the United States Forest Service. We explored an expanded partnership with the National Museum of Natural History at the Smithsonian Institution to establish a regional Project Archaeology program and to offer national level professional development to local educators and archaeologists.

Each active state program maintained one or more partnerships with State Historic Preservation Offices, universities, federal agencies, or state professional societies. Newly developing programs are establishing similar partnerships to plan and implement state, local, or regional programs. A notable example is a new

partnership with the Arizona Department of Transportation to evaluate potential projects and offer workshops in the future. Most states maintained partnerships with various federal agencies, especially the Bureau of Land Management in the western states as well as the National Park Service and the Forest Service.



*Facilitator training at the San Diego Archaeological Center in San Diego, CA.*

**Program History:** Project Archaeology is a national heritage education program founded by the Bureau of Land Management for educators and their students. It currently operates through 22 state or local programs in 21 states and is developing in 22 additional states. Project Archaeology was developed in 1990 in Utah in response to widespread vandalism and looting of the state's archaeological treasures. Agency officials from BLM, the U.S. Forest Service, the National Park Service, and the State of Utah, agreed that education was the best way to protect archaeological resources over the long term. These agencies partnered to develop and maintain a statewide education program known as the Intrigue of the Past Archaeology Education Program. In 1992 when the national Bureau of Land Management launched a comprehensive nationwide heritage education program, Intrigue of the Past was adopted as the classroom component and renamed Project Archaeology. In 2001, Project Archaeology moved to Montana State University–Bozeman, a leader in conservation education programming, and currently operates under a partnership between the Department of Sociology and Anthropology and the Bureau of Land Management.

## Conclusions

Project Archaeology staff and program coordinators worked hard to maintain the momentum established in 2005. Distribution of Project Archaeology educational materials through professional development for educators increased slightly. At the same time, new curricular materials were professionally evaluated in classrooms, our national database of shelter investigations continued to grow, the seventh book in the Discovering Archaeology Series was published, and important new partnerships were formed or enhanced through a variety of exemplary projects. With the help of our National Project Archaeology Network of state coordinators and our state and national partners Project Archaeology moved towards fulfilling its mission.



"Living harmoniously within the confines of our small planet should always be our primary goal, and when accomplished it can be our greatest achievement. Success will require an understanding of ourselves and of others, mutual respect, and tolerance. Archaeology education takes a big first step by offering children a sense of the reality of people from the past and from diverse cultures, making them seem closer."

Jeanne Moe (from *Public Benefits of Archaeology*, 2002)

## State Programs and Partners

### Active State Programs

**Alabama** - Old Cahawba, State Historic Preservation Office  
**Alaska** - Office of History and Archaeology, State Historic Preservation Office  
**Arizona** - SRI Foundation and Northern Arizona University  
**California (Southern)** - San Diego Archaeological Center  
**California (Central)** - San Joaquin Gorge Recreation Area, Bureau of Land Management  
**Colorado** - Bureau of Land Management, Colorado State Office  
**Indiana** - Indiana State Museum  
**Iowa** - Office of the State Archaeologist, University of Iowa  
**Kentucky** - Kentucky Archaeological Survey, University of Kentucky  
**Mississippi** - Bureau of Land Management, Jackson Field Office  
**Montana** - Department of Sociology and Anthropology, Montana State University  
**Nevada** - Bureau of Land Management, Nevada State Office  
**New Hampshire** - New Hampshire Division of Historical Resources  
**New Mexico** - SRI Foundation  
**North Carolina** - Research Laboratory of Archaeology, University of North Carolina  
**Oregon** - Bureau of Land Management, Salem Field Office and Lakeview Field Office  
**Pennsylvania** - Department of History and Anthropology, Edinboro University of Pennsylvania  
**Tennessee** - Tennessee State Parks, Division of Natural Resources  
**Utah** - Utah Museum of Natural History, University of Utah  
**West Virginia** - Monongehela National Forest and West Virginia Historic Preservation Office  
**Wisconsin** - Mississippi Valley Archaeology Center, University of Wisconsin-LaCrosse  
**Wyoming** - Bureau of Land Management, Wyoming State Office

**Chesapeake Regional (Maryland, Washington, Northern Virginia)** - Department of Anthropology, Smithsonian Institution  
**Idaho** - Idaho State Historical Society  
**Kansas** - Kansas State Historical Society  
**Ohio** - Preble County Environmental Science Center  
**South Carolina** - South Carolina Recreation and Parks  
**Texas** - Texas Archaeological Society

### Additional State Contacts

Arkansas  
Connecticut  
Delaware  
Hawaii  
Illinois  
Louisiana  
Michigan  
Minnesota  
Missouri  
New York  
North Dakota  
South Dakota  
Virginia  
Washington

### Project Archaeology Team

Jeanne Moe, Director  
Crystal Alegria, Project Coordinator  
Tom Roll, Program Advisor  
Megg Heath, Program Advisor  
Michelle San Antonio, Research Assistant  
Erika Malo, Research Assistant  
Derrick Baldwin, Web Advisor  
Cali Letts, Curriculum Consultant  
Joelle Clark, Curriculum Consultant  
Linda Y. Clark, Evaluation Consultant  
Duncan Bullock, Graphics Consultant  
Ivy Davis, Graphics Consultant  
Mark Freeman, Web Consultant  
Wayne Rice, Graphics Advisor

### Developing State Programs

**California (Northern)** - Department of Anthropology, UC-Berkeley

Program	PA workshops (1)	Teachers trained	other workshops	Teachers trained at other workshops	Facilitator training workshops	Facilitators trained	Active facilitators	Educators introduced to PA (2)	Teachers receiving info (3)	K-12 receiving direct instruction (4)	non K-12 students receiving direct instruction (5)	Federal Contrib (6)	Other Contrib (7)	Contrib (volunteer hours)
AL	2	20	1	6	0	0	4	0	0	0	27	\$1,725	\$7,065	160
AK	1	10	0	0	0	0	0	0	0	0	0	\$6,000	\$0	0
AZ	1	14	0	0	0	0	2	0	0	0	0	\$5,000	\$0	0
SO CA	2	24	0	0	1	18	6	44	250	6575	1980	\$20,214	\$1,423	146
CN CA	1	8	0	0	0	0	1	25	0	150	35	\$30,000	\$0	100
CO	0	0	0	0	0	0	0	0	0	0	0	\$0	\$0	0
FL	0	0	0	0	0	1	1	12	100	7	0	\$0	\$0	0
IA	1	14	0	0	0	0	1	0	0	0	0	\$0	\$0	0
IN	2	7	0	0	0	0	3	0	600	0	0	\$0	\$0	0
KS	0	0	0	0	0	0	1	10	0	0	0	\$0	\$14,300	0
KY	1	6	0	0	0	14	1	0	0	95	0	\$0	\$25,000	0
MD	0	0	0	0	0	1	1	0	0	0	0	\$0	\$0	0
MO	0	0	0	0	0	1	1	0	0	0	0	\$0	\$0	60
MS	2	35	0	0	0	0	2	0	0	0	0	\$2,000	\$0	0
MT	1	7	5	56	0	0	3	0	100	185	2	\$2,628	\$2,260	0
NM	2	28	0	0	0	0	2	0	0	0	0	\$23,000	\$0	0
OR/WA	0	0	1	10	0	0	1	0	0	290	32	\$0	\$0	47
PA	0	0	3	24	0	0	2	20	100	60	45	\$0	\$1,800	40
TN	3	55	8	50	0	0	3	75	50	200	0	\$0	\$500	10
UT	4	56	0	0	0	0	3	0	0	0	12	\$0	\$0	0
WV	0	12	1	8	1	13	12	0	400	100	0	\$2,776	\$35,157	132
WI	0	0	3	78	0	0	1	0	0	0	0	\$0	\$1,000	0
WY	0	0	0	0	0	0	5	0	0	0	0	\$0	\$0	0
National	0	0	0	0	0	0	0	33	1000	0	0	\$65,000	\$107,220	853
Total	23	296	22	232	2	48	56	219	2600	7662	2133	\$158,343	\$195,725	1548

1. Project Archaeology Workshops- in-service or pre-service, workshops for educators and facilitators
2. Educators Introduced to Project Archaeology- educators introduced to Project Archaeology through brief workshops or conference sessions.
3. Educators Receiving Information about Project Archaeology- educators receiving basic information about Project Archaeology at conferences or teacher's meetings.
4. Direct Instruction for K-12 Students- direct Project Archaeology instruction conducted in a formal (classroom) or informal (e.g., outdoor, museum etc.) situation for students by any Project Archaeology facilitator.
5. Direct Instruction for Adult Students- direct Project Archaeology instruction conducted in a formal (classroom) or informal (e.g., outdoor, museum, etc.) situation for students by any Project Archaeology facilitator.
6. Federal Contributions- contributions made to Project Archaeology programs by federal agencies.
7. Other Contributions- contributions made by state agencies, grantors, or individuals to Project Archaeology program.

	Facilitators Trained			Educators Trained			Total All	Workshops All Years				Total
	Previous	New	Total	Previous	New	Total	All Years	Fac. Tr.	Basic	Advanced	Other	
Alabama	57	0	57	344	26	370	427	2	28	0	12	42
Alaska	86	0	86	57	10	67	153	6	5	0	1	12
Arizona	12	0	12	212	14	226	238	2	19	0	3	24
California	31	18	49	61	32	93	142	3	12	0	11	26
Colorado	29	0	29	379	0	379	408	2	15	2	6	25
Florida	0	1	1	0	0	0	1	0	0	0	2	2
Idaho	0	0	0	20	0	20	20	0	1	0	1	2
Indiana	13	0	13	112	7	119	132	2	12	0	0	14
Iowa	24	0	24	16	14	30	54	1	1	0	0	2
Kansas	0	0	0	0	0	0	0	0	0	0	0	0
Kentucky	12	14	26	120	6	126	152	1	9	2	0	12
Maryland	0	1	1	0	0	0	1	0	0	0	0	0
Missouri	0	1	1	0	0	0	1	0	6	0	6	12
Mississippi	0	0	0	110	35	145	145	1	6	0	1	8
Montana	4	0	4	37	63	100	104	1	5	0	6	12
Nevada	15	0	15	94	0	94	109	2	7	0	0	9
New Hampshire	13	0	13	44	0	44	57	2	3	0	2	7
New Mexico	19	0	19	396	28	424	443	2	15	0	4	21
Oregon	11	0	11	216	10	226	237	0	6	0	9	15
Washington	2	0	2	20	0	20	22	0	1	0	0	1
Pennsylvania	23	0	23	328	24	352	375	1	11	7	12	31
Texas	2	0	2	25	0	25	27	0	4	0	0	4
Tennessee	17	0	17	692	105	797	814	2	32	0	15	49
Utah	133	0	133	1405	56	1461	1594	4	32	3	11	50
West Virginia	0	13	13	0	20	20	33	1	1	0	1	3
Wisconsin	0	0	0	467	78	545	545	0	1	0	18	19
Wyoming	24	0	24	217	0	217	241	1	7	0	5	13
Other States	0	0	0	54	0	54	54	0	3	0	0	3
National	0	0	0	56	0	56	56	0	0	0	0	0
<b>Total All States</b>	<b>527</b>	<b>48</b>	<b>575</b>	<b>5482</b>	<b>528</b>	<b>6010</b>	<b>6585</b>	<b>36</b>	<b>242</b>	<b>14</b>	<b>126</b>	<b>418</b>