

Taking the Camino Real to School

by Carol Ellick, SRI Foundation



Teachers and instructors gather around INAH archaeologist Rafael Cruz as he explains about the artifacts and history of Chachita archaeological site.

In 2005, we took *Intrigue of the Past* and the Camino Real unit, *The Grand Adventure!* to Chihuahua, Mexico. At the time, we thought, wouldn't it be neat if we could bring the experience of developing an international partnership, translating materials into another language, and teaching a workshop in a foreign country, back to the U.S.

With the assistance of the New Mexico Office of the Bureau of Land Management (NM BLM) and the New Mexico Department of Cultural Affairs, Historic Preservation Division (HPD), we did just that. "Taking the Camino Real to School" was presented at the April 2007 Society for American Archaeology Meeting in Austin, Texas.

The session began with a brief introduction of Project Archaeology and the development of the Mexico Project. Stephen Fosberg, NM BLM provided information on how the governmental agencies worked together through an international agreement to make the Mexico workshop happen. Rebecca Proctor and Glenna Dean (HPD) talked about the logistics of translating materials and the difference between creating materials that relate to the U.S. educational standards versus Mexico standards.

Four participants were brought up to Austin from Chihuahua, Mexico for the session—two people from the Institute Chihuahuense de la Cultura (ICHULT) and two of the teachers who participated in the workshop and followed through with their

classes. Xōchitl Medrano and Gabriela Talavera, ICHULT, presented information relating to organizing the workshop, recruiting the teachers, and arranging field trips. (Xōchitl read Ariadne Lozano Villarreal's presentation as Ari had just birthed her first child.) They also discussed coming to New Mexico for training, and teaching the workshop in Villa Ahumada, Chihuahua, Mexico. Gabriella Duarte and Cynthia Alarcon each talked about the workshop, taking the materials back to the classroom, and the community projects completed by their students.

To accommodate the English speaking audience and the Spanish speaking presenters, we had the presenters submit their papers and PowerPoint presentations ahead of time. English versions of the papers were distributed prior to each presentation and as the papers were given, the slides were shown in English. Amazingly, the process went off without a hitch.

The discussants for the session were Jeanne Moe, National Project Archaeology Coordinator, BLM and Nelly Robles Garcia, archaeologist with the Instituto Nacional de Antropología e Historia.

The entire project, from planning a workshop in Mexico to hosting a session at the SAAs was an amazing experience. It was not just about sharing information and educational materials. It was a cultural exchange and a sharing of friendship. The project is now complete, but we all left the session wondering, how can we continue? What's next?



Villa Ahumada Workshop participants and instructors. Gabriella Duarte is in the second row from the bottom, orange tank-top. Cynthia Alarcon is at the right end of the second row. Ariadne Lozano Villarreal and Gabriella Talavera flank Carol Ellick, front and center



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From the Director's Desk

Hello Everyone,

I think this is one of our best newsletters yet. Why? Because most of the articles were written by members of our network. And, even better, the articles and pictures show all of the amazing ways you are disseminating Project Archaeology to educators all over the United States and Mexico, too. Thank you for all of your hard work.

We have taught all three workshops for the American Honda Foundation grant project. Joelle Clark's article describes the first workshop at the San Diego Archaeological Center in February. Additional workshops were taught in Washington, DC and Kansas City, KS in June. *Project Archaeology: Investigating Shelter* is getting a very positive reception from science teachers across the country. We'll have more information for you soon.

Our annual meeting at the Society for American Archaeology conference drew ten of our network coordinators. We discussed the nature of inquiry in education and expanded ways to disseminate our new curricular

materials. We plan to continue the discussion at our conference this fall.

Have a wonderful summer and we look forward to seeing you at the fall conference at Crow Canyon Archaeological Center.

Best regards,
Jeanne



Teachers in Kansas City placing artifacts on the footprint of the Poplar Forest Slave Cabin

Alaska Project Archaeology Activities by Richard VanderHoek

The Alaska Project Archaeology program hosted a three-day Facilitators Training in Anchorage on March 6-8. The program was engagingly taught by Joëlle Clark (AZ) of the Center for Science Teaching and Learning at Northern Arizona University. In attendance were three teachers and eight archaeologists. Class materials included the new Northwest Coast Plank House module of *Investigating Shelter*, and the classic *Discovering Archaeology in Alaska*.

Many of the participants from the March workshop will be helping teach a two-day teacher training in Anchorage during the month of June. This class, titled "Adventures in Alaskan Archaeology: Investigating Shelter" is being offered June 4th and 5th at the Anchorage School District Summer

Academy. The ASD Summer Academy provides professional development training for approximately one half of the state's K-12 teachers.



Teacher Mark Lyke explains Tingit motifs to instructor Joelle Clark and archaeologist Karlene Leeper at the March Project Archaeology Facilitators Training in Anchorage.

Archaeology as Culturally Relevant Science Curricula Evaluation by Joelle Clark

The American Honda Foundation has funded Project Archaeology to disseminate and evaluate the impact of *Investigating Shelter: The Poplar Forest Slave Cabin* with three culturally diverse urban areas serving underrepresented audiences. The goal is to expand culturally relevant, inquiry-based science education with upper elementary aged African American students and their teachers through professional development workshops and classroom implementation. The three venues are San Diego, Kansas City, and Washington, DC.

The first Honda Foundation workshop was held in San Diego on February 22 & 23, 2007 at the San Diego Archaeological Center. The workshop was taught by Jeanne Moe and Anne-Marie Cox with guest presentations by Margaret Hangan, Cleveland National Forest Heritage Resources Program Manager, and Seth Mallios, San Diego State University. There were 15 participants representing upper elementary grade teachers, high school teachers, a school board member, and heritage educators.

Workshop participants were enthusiastic about the *Investigating Shelter* curriculum. The learning design was intended to engage participants as learners in the curriculum materials highlighting scientific inquiry and cultural sensitivity in teaching and learning. The workshop evaluations indicated high satisfaction and effectiveness – and an eagerness to teach. One participant commented, “You modeled how to teach the lessons, gave/shared personal knowledge and tips about how to transfer them into our class; at the same time I did all the activities my students would experience. Thank you. It’s been one of the best workshops I have been ever to.” Another noted, “The understanding that this is do-able. It wouldn’t take that much time and the students would be engaged in learning.”

Importantly, participants indicated that they learned how archaeology integrates science and culture in respectful and meaningful ways. Scientific processes were particularly noted in the “Toolkit” section. Participants indicated that they are pleased to see them separated as they can be used to teach other scientific disciplines. They also indicated a strong emphasis on the nature of science – how scientists work and why they are careful investigators. One participant commented that she “really likes the use of an archaeological site as a nexus - to teach students how to evaluate what they learn in relation to other things they know and not in absolutes.” Many participants commented that they learned more about African American history and through *Investigating Shelter* have a deeper understanding about “the concept of how culture and the people who live within a culture affect each other.” As part of the learning, participants engaged in many dialogues about ethics and civic responsibilities. All agreed that the materials provide a safe entry point for addressing often painful social issues in non-stereotypical and respectful ways.

Participants marveled at the process and time involved in developing the curriculum. They were appreciative of the resulting product that by design explicitly builds for deeper conceptual understanding. “The sum of the parts - really great to see every piece link together. Really well constructed. Truly felt as though each piece built on the one before.”

Project Archaeology continues to build a network of educators passionate about teaching science, culture, and civic responsibility through archaeology. We hope to learn more with the other workshops in Kansas City and Washington DC. Stay tuned!



Dr. Seth Mallios, San Diego State University archaeologist, shares his research on the Nate Harrison Site. Nate Harrison was one of San Diego's early African American residents.



Margaret Hangan, Cleveland National Forest archaeologist, spoke to the teachers about teaching archaeology in culturally sensitive ways.

Project Archaeology Internship Report by Arian Adams, Project Archaeology Intern and Erika Malo, Research Assistant for Project Archaeology

Arian Adams, a Project Archaeology intern, had a busy spring semester. Continuing her work on *Investigating a Historic Farmhouse* on the Tinsley house at the Museum of the Rockies, Arian identified fourteen boxes of artifacts and entered them into the museum's database. By analyzing and dating artifacts, she contributed more information on the Tinsley house for the *Investigating Shelter* draft. The draft is awaiting a new intern to pick up where Arian left off and finish the piece. Arian presented her research at the Montana Archaeological Society meeting in April.

Arian graduated from Montana State University with a degree in Anthropology in May and ended her internship. She is planning to take some time off before graduate school and hopes to find a job in conservation and preservation education.



Arian Adams working on the Tinsley artifacts

When asked what she has taken away from her internship at Project Archaeology Arian said, "I would never have thought about being involved with public archaeology education before my internship." The internship also sparked an interest in historical archaeology that she might pursue in her graduate studies.

Investigating Shelter Update by Erika Malo, research assistant

We have so much going on with *Investigating Shelter* I may not be able to fit it all in this small space. In the last newsletter, I talked about our work on *Investigating a Rockshelter*. That investigation is now in final draft form and was used in a workshop taught by Mary Derbish (CO) and Megg Heath (CO) in Craig, CO on June 14 – 15. Four of the teachers who attended the Craig workshop will have the opportunity to attend a mini field school in August. They will excavate a rockshelter site

with Metcalf Archaeological Consultants, Inc.

Our Shelter Database website has some new additions, teachers can now download three *Investigating Shelter* pieces: *Investigating a Plains Tipi*, *Investigating a Pawnee Earthlodge*, and *Investigating the Poplar Forest Slave Cabin*.

Visitor to the National Project Archaeology Office

Ranel Capron (WY) spent a week at the National office in January. Ranel was able to bring the artifacts from the Walker Tipi Ring site for us to photograph and document. Students will now have the opportunity to see photographs of the actual artifacts when they are working with *Investigating a Plains Tipi*. Ranel helped us to edit and revise several of our investigations.



Ranel Capron in the Montana State University Archaeology lab



Artifact from the Tinsley House for "Investigating a Historic Farmhouse."



Artifact from the Walker Tipi Ring Site for "Investigating a Plains Tipi"

Project Archaeology as Creative Mitigation

By Stephanie Ford, SRI Foundation

New Mexico school properties are state lands and, as such, are bound under the state's historic preservation laws. With an abundance of cultural resources in the state of New Mexico, many school districts have lands containing archaeological sites and historic structures. Under New Mexico state laws, school districts are responsible for preventing inadvertent damage to cultural resources on their lands. Therefore, when a school district is proposing any land or building modifications that might affect a cultural resource they must consult with the the New Mexico Department of Cultural Affairs, Historic Preservation Division (HPD).

In cases where school districts have not met their responsibilities to protect cultural resources, HPD has begun requiring school districts to offer Project Archaeology teacher workshops as a form of creative mitigation. Using Project Archaeology as an educational tool, both teachers and students become better informed about cultural resources and how to protect resources on school district lands. Participating teachers have been enthusiastic and learned valuable information on how to address student behavior, such as students collecting pottery sherds from school grounds. To date, the SRI Foundation has offered two Project Archaeology teachers' workshops for school districts that were in violation of state laws. We have a third contract in place to assist another school. This future project will include a Project Archaeology workshop for teachers and the development of a lesson plan based on the real "discovery" situation that happened on-site.

If school properties in your state are considered to be state properties, you may want to talk to your State Historic Preservation Office about how to use Project Archaeology as a creative mitigation tool that helps educate district employees and students about the protection and preservation of heritage resources. For more information on this idea, contact Carol Ellick, SRI Foundation, cjellick@srifoundation.org,

Save the Date – PA Coordinator's Conference 2007

Join us for the annual Project Archaeology Coordinator's Conference on October 29 - November 2, 2007 at Crow Canyon Archaeological Center near Cortez, Colorado. Please let us know if you will be attending the conference by August 15, so we can plan accordingly.

Contact Crystal Alegria at (406) 994-6925 or calegria@montana.edu for more information, or to confirm your attendance.



Crow Canyon Archaeological Center. Photo courtesy of CCAC.