Montana State University recently received a National Science Foundation (NSF) grant to plan an archaeology education program for visitors to museums and science centers nationwide. Dr. Michael Brody (Department of Education) and Dr. Jack Fisher (Department of Sociology and Anthropology) teamed up to lead an innovative research project to build a conceptual foundation for science learning through archaeology. Project Archaeology staff assisted with planning the project. Crystal Alegria, Kathy Francisco, Helen Keremedjiev and Jeanne Moe will assist Dr. Brody and Dr. Fisher with the research project. The research team will design and administer a Delphi survey to more than 100 experts in informal science education, archaeological science, and archaeology education from across the nation. Through an iterative process, the participants will build a conceptual framework and a national plan for archaeology education. Project results will be distributed widely to educators at museums and science centers, professional archaeologists, and managers of archaeological resources. On completion of the project, MSU and Project Archaeology will be in a good position to apply for a larger NSF grant to use these research results and build a national informal archaeology education program.

Montana State University will conduct a Leadership Academy (in June 2010) for social studies teachers from throughout the United States to learn about cultural resources on public lands and the importance of protecting these lands for their scientific and heritage values. The Academy will focus on the curriculum Project Archaeology: Investigating Shelter, an inquiry-based social studies and science curriculum, which guides students through a complete archaeological investigation of shelter.

Teachers who attend the academy at Montana State University will learn to use the curriculum and will learn about archaeological inquiry. Upon completion of the three-day Academy teachers will return to their home states and teach the curriculum to their peers through workshops, online courses, institutes, and job-embedded mentoring. The Academy will take place on the campus of Montana State University.

Successful applicants will receive food, lodging and a travel stipend. Two university credits will be available for interested participants at a cost of $60. Attendees will be required to purchase a copy of Project Archaeology: Investigating Shelter for $30.

If you would like to send a teacher from your state or would like more information about the Academy, please contact Kathy Francisco at (406) 994-6727 or email Kathy at kfrancisco@montana.edu.
New Project Archaeology Staff

We are fortunate to have four new people working with us here at National Project Archaeology. Two of our new recruits, River Lovec and Ivy Merriot are interns. Kathy Francisco, our new research assistant, started in July. Marsha Fulton just signed on to help with outreach and marketing.

Ivy Merriot is an astronomy teacher certified in Montana and New Mexico in grades 5-12 astronomy instruction. Currently, she is a graduate student at Montana State University researching the history of the astronomical significance of the Big Horn Medicine Wheel in north-central Wyoming. In conjunction with this graduate work, she is interning with Project Archaeology to create curriculum materials for a topical unit on archaeoastronomy using the Big Horn Medicine Wheel as the content example. Ivy also developed and helped implement the online course for Project Archaeology. She has been an online astronomy instructor and course designer since 1997, working with the National Teachers Enhancement Network, Abaetern Academy, and NASA.

Kathleen J. Francisco is our new research assistant. Kathy is a retired educator who has enjoyed working with learners from kindergarten through grade twelve. Kathy has served on educational committees and participated in and conducted staff development workshops. Kathy has recently retired from formal teaching and is looking forward to the informal learning benefits of Project Archaeology. Kathy has a B. Ed in Special Education, with minors in History and Art, from Gonzaga University.

River Lovec is an undergraduate anthropology student studying at Montana State University. His interests include both archaeology and cultural anthropology and focuses on lithic technology and hunter-gatherer subsistence as well as democracy and colonialism. River is working as an intern for Project Archaeology. Coming from a family background of educators and viewing education as a particularly effective and empowering method of positive social change has made the opportunity to work with Project Archaeology rewarding and insightful.

Marsha Fulton is our newest recruit. Marsha graduated from Kent State University in Kent, Ohio with a dual degree in Anthropology and Art History. She has taught both anthropology and art history in departments at various universities and has worked in several museums including the Museum of Natural History in New York City. She has worked in archaeology education for the Cleveland Museum of Natural History and for the Yellowstone Gateway Museum in Livingston, Montana. In a past life, Marsha received a degree in Marketing from the University of Akron in Akron, Ohio and spent 15 years in business management positions. This business experience coupled with her background in archaeology education makes her uniquely qualified to help Project Archaeology develop and implement a plan to distribute Project Archaeology materials and programs.

We are excited to have so many talented people working with us here at Project Archaeology!
I am very proud to announce the publication of *Project Archaeology: Investigating Shelter*. The book was published in July. Teachers in Montana, Missouri, and in the Chesapeake have already used copies in six workshops and students in our online class in Utah have received their copies in the mail. We couldn’t have done it without all of you; thanks once again for all of your help and support through the process.

In June, Montana State University received a grant from the National Science Foundation (NSF) to plan a national archaeology education program for informal audiences (see article below). The planning grant will allow us to apply for larger NSF grants and build on our current informal science education and the new research findings.

Thanks to Ivy Merriot, our new intern and online course wizard, we revised our web-based course for *Project Archaeology: Investigating Shelter* and offered it twice to Utah, Colorado and Wyoming teachers in 2009. Madlyn Rundburg, Utah Project Archaeology Coordinator, handled the administrative aspects of the course through the University of Utah and the Utah Museum of Natural History. Cali Letts (Utah), Maureen Malloy (Maryland), and Susan Renoe (Missouri), Reiko Ishihara (District of Columbia), and Theresa McReynolds (North Carolina) all successfully completed the online instructor’s training and Cali, Maureen, and Susan will be teaching course sections beginning in January. If you are interested in becoming an instructor, please contact me at jmoe@blm.gov.

The Project Archaeology Leadership Team met in October in Bozeman to outline a new strategic plan for the program. We were able to accomplish some uninterrupted work and devise a long-term vision for archaeology education nationwide. The draft plan will be circulated widely for review and comments.

Best regards,

Jeanne Moe

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**Educator Field School in Utah** by Kathy Francisco

Project Archaeology’s Field School was held July 26-31, 2009, at Brown’s Park, Utah. Led by Kelly Pool, Crew Chief for Metcalf Archaeological Consultants, five teachers worked alongside a team of archaeologists establishing datum and grids and excavating at a prehistoric campsite. Immersion into fieldwork with archaeologists provided continuous opportunities for learning; dialogue was spontaneous, inquiry natural, and curiosity piqued.

The five-day Field School centered on field work; each move within the dig provided instructional opportunities for the archaeologists and learning opportunities for teachers. Not only were we participating and making meaning of the excavation process, we were also observing archaeologists negotiating their current understandings. At times, the archaeologists briefly suspended their work with us to consult with one another. Observing and (re)learning the importance of teamwork, piecing together information as the excavation unfolded, accessing a variety of resources, using prior knowledge, integrating multiple perspectives all reinforced the value of teaching through scientific inquiry.

Observing and experiencing the use of scientific inquiry in the field was hugely beneficial. Teaching *Project Archaeology: Investigating Shelter* will be a richer experience for this group of teachers (and their students!) because of their experiences at Field School.

When asked to determine the benefits of immersion in archaeological research for benefitting classroom instruction, Field School participant Cheryl Baker responded, "The immersion model for the teachers gives them such a richer understanding of archaeology. Rather than saying that archaeologists dig in the dirt and find bones now I can say I dug in the dirt in Utah and found Fremont artifacts and it lessens the degrees of separation. The farther away you are the more difficult it is to understand it. The chance for the teacher to be an archaeology student removes the degrees of separation. Immersion taught me more about archaeological life and thought processes, more than thinking about it for short periods of time. It allowed for us to ask Continued on page 4"
Upcoming Events

National Council for the Social Studies Annual Conference
Atlanta, GA
November 13-14, 2009

Online Course
Project Archaeology: Investigating Shelter
8 Weeks for 2 graduate credits
Beginning October 2009
To register, contact Madlyn Runburg at mrunburg@umnh.utah.edu

Society for American Archaeology Annual Meeting
St. Louis, MO
April 15-17, 2010

Project Archaeology Leadership Academy
Montana State University
Bozeman, MT
June 21-25, 2010

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questions; . . . it was individualized instruction for the teachers.
The national office hopes to offer field schools for teachers in future years. We would also be happy to provide support for state sponsored field schools in the form of developing learning and evaluation strategies. Project Archaeology would like to thank Metcalf Archaeological Consultants for their dedication and generosity, making the field school such a rich and lasting experience for the teachers.

Teachers, Marsha Dennis and Mike Dennis, learning field methods from Metcalf staff members, Amy and Beth Ann.