The Project Archaeology Coordinators Conference was a great meeting of the minds in a spectacular location. Project Archaeology (PA) Coordinators gathered to discuss the marketing of PA products, the development of a better website, and the refinement of the strategic plan. We had a great book discussion using Barbara Little’s book, *Archaeology as a Tool for Civic Engagement*. Joelle Clark hosted the conference this year, and did an amazing job of showcasing her work in Flagstaff, AZ. Coordinators had the opportunity to hear Nikki Cooley speak about the Hogan, inside of a replica Hogan located on the Northern Arizona University campus. Nikki is of the Diné Nation and works with Joelle on many projects. Nikki and her family are also working with PA on ethnography for the Hogan Investigation. Coordinators also had the opportunity to visit the Museum of Northern Arizona and see the Hopi Footprints Exhibit (see article on page two).

We welcomed a new Coordinator to the conference, Brooke Brown, a BLM archaeologist who has taken over the Oregon PA program from Fran Philipek. We welcomed one of our new Master Teachers, a 2010 graduate of the PA Leadership Academy, to the conference, Maren Felde from Wyoming. Tony Wallace attended from Florida as a stand-in for coordinator Sarah Miller.

We hope to see you at the PA meeting at the Society for American Archaeology Conference on March 29, 2011 in Sacramento!
Footprints of the Ancestors  By Joëlle Clark

It is summer solstice 2009 at Yuvqöyi, the Hopi name for Chaco Culture National Historic Park, and I am with a group of Hopi youth and adults, including a 70+ year old elder. Just before the sun rises at around 5:30 AM, we are already up and running to greet the sun so it will not be burdened by carrying us throughout the day. Our group will later witness the sun’s journey as it lights up a niche in the great kiva at Casa Rinconada. We are there to learn from the traditions of the ancestors. The elders say they left their footprints, archaeological sites and the oral history surrounding them, to teach all Hopi generations the way to live.

Our group is visiting Chaco Canyon as part of the Footprints of the Ancestors program, an intergenerational cultural preservation project designed to connect Hopi youth with their past. The program has developed over the past seven years in response to a growing crisis of language and culture loss among Hopi youth. The majority of Hopi youth are not learning the Hopi language and elders are finding it more and more difficult to pass on their traditional cultural knowledge. In response, Northern Arizona University and the Hopi Cultural Preservation Office created a program that allows youth to interact with elders, educators, archaeologists, and multimedia professionals while visiting their Hopi footprints.

The project began in 2003 with a teacher professional development that resulted in the creation of a culturally appropriate, standards-based curriculum and CD ROM for Hopi youth in grades K-6. The process of developing this curriculum was the result of a highly successful collaboration among Hopi elders, archaeologists, teachers, tribal professionals, curriculum specialists, and technology developers. We traveled on this journey together through participation in three intensive summer institutes and numerous day and weekend gatherings in which everyone participated in field trip and classroom development activities. Our field trips provided opportunities to visit Hisatsinom (ancestral Hopi) sites in the southwest where we videotaped elder oral history, archaeologists’ interpretations, and conversations between members of the group. We had lengthy dialogues about how to incorporate these ideas into this curriculum and CD ROM for Hopi youth.

With additional grant funding, our project continued with an intergenerational learning focus for Hopi youth in grades K-6. The process of developing this curriculum and CD ROM for Hopi youth resulted in the creation of a culturally appropriate, standards-based curriculum and CD ROM for Hopi youth in grades K-6. The project began in 2003 with a teacher professional development that resulted in the creation of a culturally appropriate, standards-based curriculum and CD ROM for Hopi youth in grades K-6. The process of developing this curriculum was the result of a highly successful collaboration among Hopi elders, archaeologists, teachers, tribal professionals, curriculum specialists, and technology developers. We traveled on this journey together through participation in three intensive summer institutes and numerous day and weekend gatherings in which everyone participated in field trip and classroom development activities. Our field trips provided opportunities to visit Hisatsinom (ancestral Hopi) sites in the southwest where we videotaped elder oral history, archaeologists’ interpretations, and conversations between members of the group. We had lengthy dialogues about how to incorporate these ideas into this curriculum and CD ROM for Hopi youth.

We know that this project has deeply affected Hopi youth, their families, and community. One mother became very emotional when sharing just how much these experiences have influenced her daughter. With tears in her eyes, the mother exclaimed how these summer journeys to their ancestral sites have changed her daughter’s life. The youth share that “Hearing the elders say what they have to say, it really helps me know different ways. I come with an open heart with all these trips, and I learn a lot every time I come, and I don’t want to leave,” and “Thank you for bringing us to these places, but also thank you for bringing out our insides and who we really are.” This program has taught me many things as an archaeology...
Hello Everyone,

In 2006, Project Archaeology received a grant from the America Honda Foundation to assess the efficacy of archaeology as culturally relevant science curricula for African American students. Through the grant, we trained 50 teachers of African American students to use Project Archaeology: Investigating Shelter and “Investigating a Slave Cabin” in three metropolitan areas. Seven of these teachers piloted the materials with their students and Joelle Clark from Northern Arizona University assessed the learning outcomes of 127 students in Washington, DC; Kansas City, KS; and San Diego, CA. The study showed that students of African American descent were engaged in learning about their own history through archaeological science. Their interest in science and their confidence with scientific inquiry increased moderately, but consistently across all measures. For more information about the study, visit our Web site at www.projectarchaeology.org. Thanks to Joelle and Dr. Michael Brody at Montana State University for their assistance with the project.

Research for the Archaeological Science for All (ASFA) project, funded by the National Science Foundation, is nearing completion. The Delphi survey of 125 experts in archaeological science and informal science education enabled us to produce an outline of the knowledge, skills, and dispositions necessary for an archaeologically literate citizenry. Kathy Francisco, project coordinator, recently completed a series of interviews with selected Delphi survey participants to confirm the results. Dr. Michael Brody, Department of Education at MSU, and Dr. Jack Fisher, Department of Sociology and Anthropology at MSU, are using the project results to expand the research to reach underserved audiences with culturally relevant science education.

Montana State University received a second Challenge Cost Share grant from the Bureau of Land Management to conduct the second annual Project Archaeology Leadership Academy. The Academy will be held June 20-24, 2011 in Bozeman, Montana. Participants will be qualified to teach Project Archaeology professional development through workshops, peer mentoring, and online courses in their home states. Contact Kathy Francisco at kfrancisco@montana.edu for more information and if you know of a teacher in your state who may be interested in attending, please pass the word.

Sarah Miller, Florida Project Archaeology Coordinator, and Sarah Baer, Colorado Project Archaeology Coordinator, assisted me with the Project Archaeology booth at the National Council for Social Studies Conference in Denver, Colorado. We talked to a lot of teachers about our publications, our online courses, and workshops in our state programs. Sarah Miller featured Project Archaeology materials in her presentation entitled “ Teachers! Call Before You Dig.” Her goal was to show teachers that excavations are not necessary for teaching archaeology; high-quality, classroom friendly archaeology education materials are already available. Many thanks to Sarah and Sarah for their help in Denver!

Best regards,

Jeanne Moe

Don’t mess with Jeanne Moe and Gail Lundeen when it comes to the PA Coordinator’s Conference silent auction!
Project Archaeology is an educational organization 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 is lucky to have such wonderful student research assistants. We are sorry to say goodbye to River Lovec, our last student employee. He has graduated from MSU and is now pursuing a Master’s degree in Anthropology at University of British Columbia.

We are excited to welcome two new students to Project Archaeology. **Lawson Moorman** is an undergraduate in the Anthropology program at Montana State University. He holds particular interests in Archaeology and Applied Anthropology with focuses in Arctic indigenous subsistence and Neolithic subsistence. Lawson spent last summer as an intern for Project Archaeology and is now working for PA as a student research assistant. Lawson says, “Being able to work with a team of professionals in the field and the opportunity to view archaeology’s numerous uses in the field of education is opening new doors and teaching me valuable skills I won’t soon forget.”

**Victoria Bochniak** is also an undergraduate student at Montana State University. She is working on an Anthropology degree with a minor in Museum and Religious Studies. Her emphasis is in archaeology with a specific focus on precontact archaeology. She is very interested in science education in informal educational settings, such as museums. Victoria is excited to, “work on a variety of projects within the fields of archaeology and science education, I feel it is incredibly beneficial and worthwhile!”

We welcome Victoria and Lawson to the Project Archaeology team!
Footprints of the Ancestors (cont.)

educator. The first and foremost in working with Hopi communities is that our learning is definitely not about the archae-
ology. It is about language, culture, and cultural continuity. Archaeology creates the place-based venue where deeper conver-
sations about life and traditions can be shared. To be successful in creating a community-based educational program, we must
first be good anthropologists. What values are important to the communities? What is the most effective way to engage elders and youth together? We must listen and facilitate what matters most to the people we are working with. With an open
mind and heart as the youth say, I learned more things than I ever expected. It has changed the way I visit archaeological
places. It has changed the way I share interpretations of the past. It has enriched my own journey through life.

For more information about the Footprints of the Ancestors program, visit www4.nau.edu/footprints/.

PA Comes to Safford, AZ  by Paulette LeBlanc, EDSUPPORT, LLC

We were small but mighty! Six teachers from Graham
County converged on Safford’s Bureau of Land Manage-
ment complex during the weekend of October 15th to
spend some quality learning

time with Dan McGrew, BLM
Archaeologist, Joelle Clark,
Arizona PA Coordinator, and
Paulette LaBlanc, Graham
County Staff Development
Coordinator for Project Ar-
chaeology. The workshop
was funded by the Graham
County School Superinten-
dent, who provided Investigat-
ing Shelter books, handouts,
snacks and meals for the two-
day event.

The instructors enjoyed their
first experience working to-
gether. They shared responsi-
bilities for modules and kept
the pace moving to ensure the
participants had experienced
all elements of the program.
A comment on the final
evaluation was testimony to
the quality of the presenta-
tion. “You all did a great job.
All three of you show enthusi-
asms and conviction."

Most of all, it was about the
teachers. They were wonder-
fu! Because we used the Slave
Cabin investigation, we
opened registration to fifth
grade teachers only. The ob-
jectives of that investigation
are a direct connection to the
fifth-grade Arizona Social
Studies standards. The teach-
ers appreciated being singled
out as a grade-specific group.
The group size allowed for an
intimate learning experience.
Another participant wrote, “I
love the format and thorough-
ness of the book. The activi-
ties are very constructive. I
loved that we were able to experi-
ence all the activities.”

So now what? The teachers left
energized—with plans to de-
velop an implementation plan
for the 2010-2011 school year.
The instructors are going to
build two kits of supplies, which
will be made available on loan
to the Project Archaeology
grads. We all promised to stay
in touch throughout the year
and capitalize on each other’s
talents to bring the best educa-
tional experience to Graham
County’s fifth graders.

“Fifth Grade Teacher
Stafford, AZ

On left, Hopi youth
learning traditional
crafts on the San Juan
River. On right, Hopi
youth at the premiere
of their exhibit at the
Museum of Northern
Arizona.