Hello everyone,

Our Biennial Conference at Williamsburg is just around the corner. We are so excited to see all of you and work toward a bright new future for Project Archaeology and archaeology education.

Speaking of conferences, it is never too early to start thinking about Annual Coordinator’s meeting held in conjunction with the Society for American Archaeology in Vancouver, BC. We will meet on Wednesday, March 29, 2017 to continue our work from the Biennial Conference and look for new opportunities for archaeology education.

I am happy to report that we now have fourteen shelter investigations on our database. Two more investigations will soon be available: “Investigating a Kentucky Shotgun House” and “Investigating a Neolithic Dwelling at Jarmo.” Several other investigations in New Mexico, Alaska, Utah, and Kentucky are in the works and we will see them sometime down the line. Thanks to all of our hard working coordinators and master teachers for finding the funding for the investigations and getting them done for everyone to use.

On Saturday, September 10, 2016, six teachers and three archaeologists attended a workshop at Garnet Ghost Town near Missoula, Montana. The workshop completes our work on this mining town curriculum guide, which we will complete for final publication this winter. The Montana/Dakotas BLM funded the project and the template is available for use at similar sites across the nation. We hope to continue workshops at this picturesque location in the mountains of western Montana.

Lastly, we are beginning work on our Investigating Food and Land (working title) later this fall through a grant from the Nevada BLM.

The curriculum will feature the foragers of the Great Basin and will provide a template for examining the relationship between people and ecosystems across North America. Never a dull moment here at the National Office and we know that all of you are working hard, too.

Happy End of the Summer! See you in Williamsburg.

Best regards,

Jeanne
The Oriental Institute of the University of Chicago is proud to announce a new publication with Project Archaeology’s Investigating Shelter curriculum – “Investigating a Neolithic Dwelling at Jarmo” – following the success of our previous collaboration on Investigating Nutrition curriculum guidebook publication completion in 2015. This unique investigation adds to the rich repertoire of Project Archaeology’s shelter database. Not only the investigation is the first prehistoric and international study in the database, but also it integrates the Oriental Institute’s world famous archaeological research materials and museum collections.

In this investigation, students learn about the lives of the earliest people in the Middle East and the Neolithic Revolution by investigating a Neolithic dwelling and meeting Professor Salma Samar Damluji, an Iraqi architect. Students work with artifacts and maps of the Jarmo House site to make inferences about how the dwelling was used by people.

Part Four introduces Professor Salma Samar Damluji, an Iraqi architect. Students learn the importance of preserving archaeological sites and how mud brick architecture influences modern buildings today.

The investigation will be available on September 26, 2016, and an eight-week online professional development course will be offered through the Oriental Institute from October 3 through November 28, 2016. The fee of the course is $175 for general public and $135 for OI members. Teachers can receive 30 clock hours for recertification upon completion. Visit oi.uchicago.edu/educators for details and registration.
What is a curriculum? To those who use Project Archaeology: Investigating a Light Station, a curriculum is likely a series of 86 pages of information, photographs, documents, illustrations, and activities written by two abstract people. To those who learn from the curriculum, the content and authors probably appear much the same. On the surface, the curriculum enables teachers and students to appreciate archaeology and inquiry, to understand big picture concepts common among all people. What lies below the surface, within the educational components.

As we began to write this article, we joked about “a couple of co-s.” The development and writing process could be summarized as so: co-writing, co-editing, collaborating, co-operating, communicating. While discussing what to write (!), we came up with a series of cheesy lighthouse-centric titles, thematic writing styles, and other nonsense. Nevertheless, we are sharing some of this. In eight steps (though the St. Augustine lighthouse has 219), let us shine a light on the ways an educator and archaeologist co-wrote a light station curriculum.

Step 1. Funding.
At the beginning of any story, money is a central figure. Funding for this project came from a community education small-matching grant awarded to the Florida Public Archaeology Network (FPAN) through the Florida Department of State. With funds secured, FPAN (er, Sarah Miller) selected Lianne and Sarah to author the curriculum.

Step 2. The choice.
We faced a tough decision: Which light station should be featured? Resolving this dilemma, however, proved fun. We visited several lighthouses on the east coast of Florida. Our final decision, the St. Augustine Light Station, had ties to the historic city of St. Augustine, authentic archaeology, and a descendant who actually lived on the site!

Step 3. The research begins.
With a light station in mind, we hurled ourselves into the development process. Our schedules became filled with appointments with our partners at the St. Augustine Lighthouse and Maritime Museum (SAL&MM), archival research days, background research and archaeology report perusal, interviews with descendant Wilma Daniels and with Greg Smith, one of the archaeologists who excavated at the light station.

Step 4. Division of labor.
It only made sense for Sarah to handle the archaeology component, while Lianne concentrated on the geography and history sections. We edited one another’s work. Sarah was largely responsible for the formatting. Lianne made sure that the readings and activities were appropriate and feasible in the classroom. Together and separately, we undertook template changes, found photos, modified activities, and created sample answers.

Step 5. Reviewers’ edits.
FPAN asked several archaeologists and educators to review the Light Station curriculum. Through the process, we corrected small mistakes, clarified concepts, and incorporated new ideas. Eventually, we had to cease editing as our fervor propelled us toward rewriting the entire curriculum.

Step 6. Approval!
There can be no happily ever after if your employer and partners are not satisfied. Fortunately, all entities involved – FPAN, SAL&MM, the Florida Department of State, and Project Archaeology – provided us the final push across the curriculum writing finish line.

Step 7. The inaugural workshop.
As a condition of the grant, FPAN held a Project Archaeology: Investigating a Light Station workshop in mid-June. Teachers and archaeologists participated in an abridged investigation of the curriculum. To us, the workshop was the ultimate reward: experiencing the curriculum not on paper, but in the minds and through the experiences of others.

Step 8. Reflecting on the past year.
The curriculum development process, while not fraught with peril as Indiana Jones or a fourth grade teacher might know, proved to be a process with stress, difficulties, and a few seemingly impenetrable brick walls. Despite our difficulties, we found there numerous joyful, humorous, or stress-induced, slapstick crazy moments. Lianne loved (adored even) meeting Wilma Daniels. She has great spirit and her stories would mesmerize anyone for hours. Lianne, as well as Sarah, enjoyed creating innovative activities for the curriculum, including the timeline and identifying the parts of a lighthouse. Sarah enjoyed making the archaeological data accessible, comprehensible, and interesting to teachers and students.
By Jeanne Moe

At the end of July, seven educators and four instructors met at the Museum of Beartooths in Columbus, Montana for the first workshop using the new curriculum, Changing Land, Changing Life: Archaeology of the Apsáalooke Homeland. Educators came from the Crow and Northern Cheyenne Reservations, the Blackfeet Reservation, and from Bozeman. Crystal Alegria and I taught the workshop with the able assistance of Penny Redli, Director of the Museum of the Beartooths and expert on the history of the Apsáalooke people in south central Montana. Stephen Aaberg, cultural resource management expert, excavated the site in 2011 in advance of highway construction. Steve led a fascinating field trip at the site of the second Crow Agency, which was occupied from 1875 until the Crow were removed to their present location in 1884. We were all privileged to examine artifacts from the excavation to learn more about how the Crow residents used European objects and materials and fashioned tools using traditional techniques. These important artifacts, some of which are Smithsonian quality, demonstrate how the Crow people retained some of their cultural identity in the face of vast social and subsistence changes.

One teacher commented, “Another highlight [of the workshop] was handling the artifacts. This was a moment for me, touching objects that were used/loved by a person living at the agency.” Another commented, “Touching, discussing, hypothesizing about the physical remains form the 2nd Agency [Absaroka] was profound. Steve’s explanations and connec-

Participants in the classroom with guest speaker Steve Aaberg

ions drew such a strong picture of the importance of archaeological work to help us understand the past and its impact.” Everyone wanted more time with Penny, because she is obviously “a walking encyclopedia of knowledge” and we all wanted more time in the field with Steve and Penny.

On our last day together, Emerson Bull Chief, Crow Tribal Historic Preservation Officer, joined us for a look at the issues surrounding preservation of archaeological sites, which are not on the Crow reservation. Together we brainstormed the elements of a lesson on stewardship and preservation of the Absaroka Agency and how students might become involved in historic preservation. We will finish the curriculum this winter and intend to offer another workshop next summer. Additionally, we are hoping that Changing Land, Changing Life will become a new template for site-based education involving multiple cultures at similar archaeological sites around the country.

More to come!
Graduates of Project Archaeology’s 2016 Leadership Academy posed at the Madison Buffalo Jump in June. This year had a record number of graduates (21) with representatives from 15 states, including Alabama, Louisiana, Minnesota, and Washington.

Meet our newest Student Intern Danny Kraus:
Hello! My name is Danny Kraus. I'm currently a Junior at Montana State University - Bozeman. I was born and raised in the Greater Yellowstone area. I'm currently attempting to live the dream just like everyone else! Winter time usually makes this more of a reality.

Courtney Agenten has moved!
Courtney Agenten moved to Mankato, Minnesota, with her husband Paul. Paul is starting theological school at Bethany Lutheran College. Courtney will continue working for the national office long distance through the end of October and she will be at the conference in Williamsburg. After that she plans to start a new state program in Minnesota and will continue to work with the National Office as a consultant.

Please join us in wishing Courtney and Paul all the best in their new endeavor!
THE VIEW FROM OPLONTIS
AN UNDERGRADUATE'S PERSPECTIVE

By Savannah Gonzales

In 2015, Project Archaeology’s Courtney Agenten traveled to Italy as a participant in an interdisciplinary MSU faculty seminar to study the archaeological remains of Pompeii and Oplontis. Project Archaeology has worked closely with the Museum of the Rockies, MSU faculty and the Bozeman school district to develop a curriculum around the Oplontis exhibit. A workshop surrounding the curriculum and exhibit was held in August, with 15 educators from around the state attending.

From July 31st to August 5th I was granted the opportunity to travel to Montana State University where I attended the Investigating Pompeii Teacher Workshop hosted by Project Archaeology. My experience from the workshop ignited a fire for me to help better the school curriculum for all students. During the workshop, I learned about Pompeii and the living style of wealthy Romans. This was portrayed through activities constructed by Project Archaeology, which was demonstrated by educators and archaeologists. The activities showed insight to valuable strategies on educating young minds. One strategy that stood out was creating a special annotation key that students can use while reading a passage. The key prevents surface reading and enhances the student’s ability to analyze texts and opens the door to questions that promote higher thinking of the subject matter. We were also presented with game options to bring the lesson plan to life. Choice of a popular game as a base that can be altered to have facts, clues, people, etc. as the lesson plan can be a fun way to teach events that took place in history and propose questions on what would have occurred had people’s actions differed, as each player chooses what path to take. By far my favorite was the push to take students exploring. Simple field trips can open the minds of children to explore beyond the text in a book. They get hands-on experience and on-field learning can ignite a passion for learning as they face what they have learned in the classroom in front of their eyes. These strategies are beneficial to me because I have a desire to dedicate my life to educating young minds. In society today, where there is a gap between the education the poor and rich receive, I plan to minimize that gap in the future. Throughout the week, we learned about the investigation of Oplontis and a few techniques of excavations by archaeologists and geoa rchaeologists. One very enriching experience was having a class tour of the “Leisure and Luxury in the Age of Nero: The Villas of Oplontis” exhibit in the Museum of the Rockies led by Dr. Regina Gee, who spent years at Villa A in Oplontis studying the villa and its frescoes.

We took one day to visit four sites in Montana. Two of the sites were located in Livingston and two at Yellowstone National Park. At the sites, I was able to expand my knowledge about soil far more than I had previously imagined. I was able to learn about soil landscapes and how to note differences by sight and texture with help from an archaeologist, a geoa rchaeologist, and a soil scientist. One interesting piece of information I learned was how to tell the difference between bone and pottery. Personally, I never want to do this, but you would lick the piece you found and if it sticks to your tongue then it is bone, since bone is porous. Another cool experience was being able to tell if there was the presence of calcium carbonate in the soil. All you have to do is pour any acid onto soil and you will see a fizzing reaction from gas being released into the atmosphere. This gave me on-site hands experience by the expertise of Ph.D. soil scientist, Dr. Tony Hartshorn.

I am collaborating with Dr. Hartshorn on my research project and being able to meet him in person and gain knowledge from him was one of the most enriching experiences. With the guidance of Tony, I learned how to look at soil horizons and note how to find changes in soil based on color and compactness. Once samples were taken, I was able to also learn how to determine the texture of the soil sample by its composure of sand, silt, and/or clay just by adding water and mixing it in my hand. During my trip through Yellowstone National Park, I expanded my knowledge of soils, landscapes, and animals. It was an incredible sight to see the “stairs” of the landscape that show where the Yellowstone River once flowed. The red markings on the mountains showed where lava once flowed and burned the land that prevented the growing of plants.

Once back in the lab, Tony and I were able to discuss our project and I learned more about his techniques to study the samples of soil taken from Tel Gezer in Israel. My trip to Montana was an incredibly valuable one due to the fact that I gained teaching skills and was able to expand my knowledge about my research. I had an amazing time learning about Pompeii, the Roman lifestyle, and soil. I now have a new appreciation for soil and Montana and will be unable to look at soil without wanting to take a sample and study it.

On the last day, teachers reclined to dine in the reconstruction of a Roman triclinium from the Villa Oplontis near Pompeii.
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.

Oriental Institute wins a $25,000 grant from Whole Foods to help teach Investigating Nutrition to students and teachers in the Chicago area.

Congratulations to Carol Ng-He, School & Community Program Manager at The Oriental Institute of the University of Chicago and Project Archaeology Master Teacher, for winning a Whole Kids Foundation Grant to help with nutrition education. This grant will partially fund a workshop held at The Oriental Institute to train teachers in Project Archaeology’s Investigating Nutrition, connecting teachers and students to nutrition and food awareness through archaeology.