Dear Project Archaeology Network, Family, and Friends,

Happy New Year! 2019 brings many changes to Project Archaeology. With mixed emotions, we celebrated the retirement of our director, Dr. Jeanne Moe (pg. 1-2). Jeanne has been a mentor and inspiration to countless archaeologists, educators, and students. In addition to inspiring people, Jeanne helped lay the groundwork for the important and relevant field of archaeology education. I am taking on the position of interim director while the BLM goes through the process of hiring a new Project Archaeology lead. Any communication you would have directed Jeanne’s way can be sent to me (Erika.malo@montana.edu or 406-994-6727). I look forward to building relationships with each of you.

We also say goodbye to Crystal Alegria as she moves on to focus on the Extreme History Project (pg.2). Please join me in thanking Crystal for her years of dedication to Project Archaeology! Crystal’s warm and welcoming presence will be greatly missed.

Project Archaeology had an eventful fall season! We put on the 3rd biennial National Archaeology Educator Conference in La Crosse, Wisconsin. The theme, Telling Our Story: Connection, Collaboration & Sustainability, opened new doors for inclusivity in classroom and informal settings. We learned a lot from our wonderful presenters (to read more, see pg. 5-6).

We are excited to launch multiple new curricula over the next six months. Investigating a Roman Villa will be available on our website this February (pg. 3). We completed Investigating a Fremont Pithouse, which will be available soon on our website. We are wrapping up the final edits for Investigating Yellowstone and look forward to making it available for workshops by early summer.

Mark your calendars for the Project Archaeology annual coordinators meeting on Wednesday, April 10th during the Society for American Archaeology conference in Albuquerque, NM. Please come visit us at the Project Archaeology booth during the conference. Many of our new guides will be on display!

I hope this newsletter helps address most of your questions and concerns about the changes at the National Office. We are always here to help you navigate these changes, answer any questions, and address any concerns as we move toward Project Archaeology’s exciting future. Please contact me—I would love to connect with you!

With Appreciation,

Erika

---

**INTRODUCING OUR NEW DIRECTOR OF RESEARCH & DEVELOPMENT!**

By Hannah Ludlow—Research Assistant

After a long career with the BLM, Dr. Jeanne Moe is moving onto a new chapter of archaeology education. Project Archaeology started in 1990 when Jeanne and three colleagues designed an archaeology education program to protect sites and cultural heritage in Salt Lake City, Utah. Project Archaeology was modeled after Project WILD, an environmental education program, and was piloted in 1992 with good success. This first curriculum became *Intrigue of the Past: Investigating Archaeology* (Smith et al. 1992). In April of the same year, *Intrigue of the Past* was presented at the Society for American Archaeology conference in Pittsburgh, PA. It captured the attention of archaeology educators from around the country, and the program went national.

In 2001, after almost a decade of growth, Jeanne moved the program from Utah to Montana to partner with Montana State University. After all, you can’t be an education program without an education partner. She is proud of this program’s age and growth at nearly 30 years old, however she has even more pride in Project Archaeology’s ability to connect people to each other and to the past. As a liaison between cultures and times, archaeology is poised to encourage stewardship of cultural resources and national monuments. In fact, during the pilot lesson survey, students said that “defacing archaeological sites hurts the living descendants of the people who made them.” Archaeology education is not simply for introducing children to the field, but it is also about teaching respect and honor for the history of peoples to whom all lands are traditional and sacred.

In the future, Jeanne will remain on the Project Archaeology team by laying a foundation of research to...
Archaeology is uniquely qualified to teach heritage and critical thinking and analysis as students reconstruct the past through archaeological inquiry. Jeanne hopes to see our program grow to include all 50 states, as well as to continue to shape the education and worldviews of our youth and beyond. One chapter of her career may have come to an end, but her story is far from over. Though her leadership role may change in the present, Jeanne’s legacy is powerful and will continue long into the future.

As a liaison between cultures and times, archaeology is poised to encourage stewardship of cultural resources and national monuments.

Welcome, Emily!
By Emily Askey—Research Assistant

Emily Askey is a graduating senior at Montana State University. She will graduate with honors and a B.S. in Anthropology in May of 2019. She can hardly wait to put what she has used in the classroom to use in the field. She hopes to assist with archaeological excavations in Yellowstone National Park or work on sites elsewhere in the Rockies.

Emily is grateful for the opportunities Project Archaeology has provided to better understand our human past and looks forward to continuing to share this knowledge with others.

CRystal’s Farewell
By Crystal Alegria—Project Coordinator

After almost 15 years at Project Archaeology, I have decided to move on to devote more time to The Extreme History Project. It was a hard decision and I will dearly miss the Project Archaeology family. I will stay in touch and hope to hear from you all as well.

I am so grateful for my time at Project Archaeology. The friendships I’ve formed over the past 15 years mean a great deal to me and I’m so proud of the work we’ve done together. I leave knowing Project Archaeology is in good hands with Erika, Nichole, and all of you. My last day will be January 31. If you need anything after that date, please see the table (pg. 3) for specific contacts.

Thanks again to everyone for our amazing time together. I’ll miss our collaborations, but I’ll be cheering you on from the sidelines.

With deep gratitude,
Crystal

CRyStAl’s Farewell
By Crystal Alegria—Project Coordinator

After almost 15 years at Project Archaeology, I have decided to move on to devote more time to The Extreme History Project. It was a hard decision and I will dearly miss the Project Archaeology family. I will stay in touch and hope to hear from you all as well.

I am so grateful for my time at Project Archaeology. The friendships I’ve formed over the past 15 years mean a great deal to me and I’m so proud of the work we’ve done together. I leave knowing Project Archaeology is in good hands with Erika, Nichole, and all of you. My last day will be January 31. If you need anything after that date, please see the table (pg. 3) for specific contacts.

Thanks again to everyone for our amazing time together. I’ll miss our collaborations, but I’ll be cheering you on from the sidelines.

With deep gratitude,
Crystal

New Curricula Spotlight:

Roman Villa Buried by Mount Vesuvius Eruption: 54 Skeletons Discovered Under 30 Feet of Ash

By Courtney Agenten—Minnesota State Coordinator

More than 2,000 years ago, extremely wealthy Romans lived and played on the sunny shores of the Bay of Naples at Pompeii and in luxury villas nearby, unconcerned about Mount Vesuvius in the distance. One of the most luxurious of these retreats, Oplontis, set on a cliff 40 feet above the Mediterranean shoreline, was rumored to be the summer villa of Emperor Nero’s second wife, Poppea.

For unknown reasons, the villa itself had been abandoned by the time of Vesuvius’ catastrophic eruption in A.D. 79, but a commercial wine distribution center next door was thriving. Falling ash and pyroclastic flows buried empty dining rooms that had seated more than a hundred people, an 80-meter swimming pool, private rooms adorned with spectacular frescos, and marble columns resting on mosaic floors ready for re-sale. Preserved next door were wine and oil-filled amphorae, a strong-box with coins, and fifty-four people hiding in the barrel-vaulted storage rooms at the water’s edge, waiting for a rescue that never came.

How can Project Archaeology: Investigating a Roman Villa help students understand Roman people and culture? Students discover Roman history through evidence from an archaeological site near Pompeii! In this curriculum, students examine rooms, coins, and frescoes through an inquiry-based tour of a luxury villa. Basically, they get to explore a day in the life of the Roman Emperor Nero. Pompeii and the nearby villas at Oplontis offer a glimpse into the daily life of Romans as well as Rome’s elite. Through archaeology, students explore the material remains of Roman culture to learn about geography, history, and art. Also students:

- Learn the Latin terms for the rooms in a Roman villa by playing a murder mystery game.
- Create a mosaic! Students identify lines of symmetry and solve a real-world problems.
- Close-read Pliny the Younger’s eye-witness accounts of the Mount Vesuvius eruption.

Project Archaeology: Investigating a Roman Villa supports Common Core State Standards with social studies and science content. Inherently interdisciplinary, archaeological inquiry allows students to seamlessly integrate knowledge across subjects. Students read informational texts for content, perspective, and key ideas and employ graphics to enhance their understanding. Students write arguments to support claims in a persuasive essay on the ethical implications of studying human remains. Finally, students produce a news broadcast to communicate their understanding of Roman history and culture.

Download your copy of the curriculum today at www.projectarchaeology.org

“Students LOVED all materials and units.”—Erika Shupe, High School Latin Teacher, Montana

“The students have interest in the Roman time period and the Vesuvius disaster is a huge draw. I think they felt like experts at the end of the unit. The enduring understandings make it so nice to teach, because they don’t have to memorize facts or recite information, but they do gain a “big picture” understanding of the event and the time.”—Angela Bergantine, Librarian and Technology Teacher, Montana

“This is perfect for 6th grade! Information was simple enough to understand yet deep enough for great comparisons, debates, and expansion activities.”—Anonymous Teacher Evaluator
New Curricula Spotlight:

Project Archaeology: Investigating Food and Land Debut

By Erika Malo — Interim Director

Last week, I held a printed copy of Project Archaeology: Investigating Food and Land! I shed a few tears remembering all the hard work that many people have put into this amazing curriculum.

I entered this project two years ago and it has been an incredible experience. The people I met and classrooms I visited during the creation of this curriculum have influenced me professionally and personally. The archaeologists, educators, and descendant community members I worked with warmly opened their doors to me and the project. They helped me explore and connect to the beautiful desert and communities of Lincoln County, Nevada. They supported and encouraged my growth as I learned to be a better archaeology educator. I will be forever grateful to them.

Investigating Food and Land is a curriculum guide for grades 4 and 5 that examines how humans are interconnected with their landscapes and ecosystems. Students explore how they get their food and how people got their food in the past. The curriculum uses maps, plant and animal remains, pollen analysis, and oral histories to explore the Great Basin. Students design a menu featuring locally available ingredients in the Final Performance of Understanding.

Investigating Food and Land will be available to purchase through our website in March and ready for your workshops this summer. We will also be offering an online workshop this spring! I cannot wait to get Investigating Food and Land into your hands, as well as into classrooms and communities.

Project Archaeology
Investigating Shelter
Online course

What: Online Educator Course
When: February 11-April 15
(4-5 self-directed hours per week)
Where: ONLINE, accessible from anywhere in the world!
Who: All educators, especially 3-6 grade teachers
Cost: $175

Participants will receive:
- Inquiry-based lessons
- Full instruction in archaeological science for the classroom
- The award-winning Project Archaeology: Investigating Shelter (included in course cost)
- Access to a database of 16 regional shelter investigations
- Instructions for assembling own classroom materials

Click Here to Register by Feb. 4th!

Help Us Help You to Advertise Summer Workshops!

Send summer workshop dates to nichole.tramel@montana.edu by February 15th if you want them to be on the Project Archaeology online calendar.

Keep an eye on our social media over the next several weeks. We will post release dates AND coupon codes for each of our new guides.

Be on the lookout for coupon codes to experience the following new curriculum guides when they debut on our website!

- Project Archaeology: Investigating a Roman Villa
- Project Archaeology: Investigating a Fremont Pithouse
- Project Archaeology: Food and Land

Find us on Facebook
Like, Follow & Share with Friends!
To many, the Midwest doesn’t initially come to mind when thinking of places to explore archaeology. In fact, it had been about 15 years since Project Archaeology coordinators got together for a multi-day conference in the Midwest! So, from November 5-9, 2018, 26 participants from 14 states met along the Mississippi River in La Crosse, Wisconsin, for the 3rd biennial National Archaeology Educator’s conference (NAEC). La Crosse is in the heart of the Driftless Area, an ecologically and geologically unique region where stunning, deeply-carved river valleys escaped glaciation during the last ice age. This walkable city had no shortage of shops, restaurants, and riverside trails to explore. This area also has an incredibly rich cultural and archaeological heritage; it is special to many Tribal communities, including the Ho-Chunk Nation. This made it an ideal location to explore the conference themes of storytelling, collaboration, and partnerships with Tribal communities.

Monday evening’s reception and meet-and-greet got the attendees all ready for a day of interaction and learning on Tuesday. We dove right into learning about Project Archaeology’s new Investigating Rock Art series and the new Wintu shelter investigation, which was a great introduction to PA’s curricular material for those unfamiliar with the organization. After lunch, we had our first guest speakers and I think all would agree that they Knocked. It. Out. Of. The. Park!! We met David O’Connor, Bad River Band of Lake Superior Chippewa and Education Consultant from the Wisconsin Department of Instruction’s American Indian Studies Program and RunningHorse Livingston of Mathematize, Inc., also a member of the Bad River Band. They modeled some pretty stellar interactive and engaged teaching learning skills while introducing us to Wisconsin’s Tribal communities, indigenous learning styles, and learning inequity. There was a lot of eye-opening learning, as well as a lot of laughs!

On Wednesday, we headed to Effigy Mounds National Monument (EFMO) in far northeast Iowa. It was just over an hour drive alongside the Mississippi River that offered incredible views of bluffs and soaring eagles. The bus ride was lively and full of the chatter of people ready for learning and exploration. Bill Quackenbush, Tribal Historic Preservation Officer and Ho-Chunk Deer Clan member, met us at the visitor center and gave a wonderful, engaging presentation on Ho-Chunk culture. In true Bill fashion, he made fast friends with many of the attendees. Albert Le Beau, Cheyenne River Sious Tribe, O’ohenumpa/Sans Arc bands and Cultural Resource Program Manager at EFMO, then gave a thought-provoking presentation on what it means for him to be not only Lakota, but also an archaeologist and Federal employee. Albert has a particularly challenging job of working to re-establish EFMO’s cultural resource program and assisting with Government to Government consultation with Tribal partners in the aftermath of two very serious Native American Protection and Repatriation Act (NAGPRA) violations and crimes at the park. David Barland-Liles, Lead Ranger at EFMO, was the lead investigator of these crimes when he was a Special Agent with the National Park Service. David detailed his investigations and findings, as well as led the group on a hike up the steep bluff to the Fire Point loop, where we walked along many of the park’s sacred conical and effigy mounds towards a breathtaking vista of the Mississippi river valley. As Sam Kirkley said, it was just “pure magic.” The feelings that this park invokes are, without question, pure magic.

continued on page 6
The topics discussed at EFMO showed the dark side of inadequate Tribal consultation and disrespect for other cultures. These are necessary stories for all archaeologists and archaeology educators to hear. It was a very quiet bus ride home. Thankfully, Courtney Agenten and her astute educator brain recognized that the group very much needed to process and talk about what we learned and experienced. She led a literature circle on Thursday morning that allowed us to make connections between our readings and the NAGPRA violations at EFMO by discussing the six “R’s” for community-engaged research with indigenous communities identified by Stanton, Hall, and Ricciardelli (2016) in their “Cross Cultural Digital Storywork” article: respect, relevance, responsibility, reciprocity, representation, and relationality. After that, we were ready to dive back into learning and got a wonderful presentation from Sam Kirkley on how to use GIS to create Story Maps. After lunch, our final guest speaker was archaeologist Matthew Piscitelli, National Geographic Explorer and research associate at the Field Museum of Natural History. Matt gave us a crash-course in Nat Geo storytelling, had us exploring the hotel grounds to work on our picture taking skills, and grouped us up to create our own collaborative stories. More laughs and even a few tears demonstrated that we were a crowd of natural storytellers who could invoke emotions from our audience.

The conference wrapped up with the can’t-miss Awards Ceremony reception at downtown La Crosse’s oldest bar, the historic Earl’s Grocery and Saloon, which doubled as a retirement party for Jeanne Moe—with a Princess Bride theme, of course! Inspired by Jeanne’s favorite movie and a good schtick, we ate Princess Bride-inspired sugary snacks, dressed up in props, sang (of course, led by Jeanne and her guitar!), socialized, and again—cried. It was a fitting celebration of Jeanne’s remarkable three decades leading Project Archaeology, and also a wonderful celebration of the new friends we made and the bonds we’ve created as an archaeology education family. I might be biased since Wisconsin is my home state (and there is no doubt that I’m overflowing with Wisconsin pride!), but I’m not sure how this year’s conference can be beat. Can’t wait for NAEC 2020 in Utah where Project Archaeology began in 1990—we’re bringing it full circle!
Program History: Project Archaeology is a national heritage education program founded by the Bureau of Land Management (BLM) for educators and their students. It operates in 38 states and regional programs. Project Archaeology was launched in 1990 in response to widespread looting and vandalism of Utah’s archaeological treasures. Agency officials from BLM, Forest Service, 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 Intrigue of the Past. In 1992, when BLM 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, a leader in conservation education, and currently operates under a partnership between the Department of Sociology and Anthropology and the Bureau of Land Management.