

Project Archaeology

VOLUME 3, ISSUE 4

AUGUST 2008

SPECIAL POINTS OF INTEREST:

- Annual Coordinator's Conference October 6-10, 2008
- SAA Project Archaeology Coordinator's Meeting. April 22, 2009

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Alligators and Archaeology in Florida

By Crystal Alegria and Jeanne Moe

Save the date for the annual Project Archaeology Coordinator's Conference October 6-10. We are meeting at O'Leno State Park, near Gainesville, Florida. Sarah Miller (Florida PA Coordinator) and the Florida Public Archaeology Network, (FPAN) are helping to organize this year's conference. We will spend Monday thru Wednesday at O'Leno State Park, and will travel to St. Augustine on Thursday. Sarah will lead site tours of the Castillo de San Marcos and the Kingsley Plantation. Participants will experience informal curricula that FPAN has developed to interpret these sites. Thursday night we will stay at the Bayfront Hilton in downtown St. Augustine.

For the book discussion this year we are reading "Archaeologists and Local Communities: Partners in Exploring the Past" edited by Linda Derry (Alabama Project Archaeology Coordinator) and Maureen Malloy (Chesapeake Region Project Archaeology Coordinator.) Linda and Maureen will lead this discussion.

The agenda will be packed full of professional development opportunities and we will work together to move Project Archaeology forward. This year we will continue our planning for developing and disseminating Project

Archaeology materials that we began in 2007. National Project Archaeology staff members are currently developing short presentations of *Project Archaeology: Investigating Shelter* for our coordinators to introduce the new materials at state and regional teacher conferences. Additionally, Project Archaeology is currently involved in several outreach projects in conjunction with data recovery under Section 106 of the National Historic Preservation Act at both the national and state level. We will begin planning for large scale projects that may involve several states or perhaps even the entire nation. There are some exciting possibilities and challenges ahead and we will use this conference to prepare to for them.

If you have not signed up for the conference, but would like to attend, please contact Crystal at (406) 994-6925 or calegria@montana.edu.

Hope to see you in Florida!



O'Leno State Park Bridge



Castillo de San Marcos



Slave Cabins at the Kingsley Plantation

Everything's Up to Date in Kansas City!

By Gail Lundeen, Missouri Coordinator



Kansas City, Missouri
Workshop Participants.

*"I can't wait to
implement this,"*

Missouri Teacher

*"Thank you for all
these activities.*

*This will be easy to
implement"*

Missouri Teacher

Kansas City hosted a Missouri-Kansas Teacher Training workshop on July 10th and 11th, 2008. Eighteen teachers, an archaeologist, a historic interpreter, and a nature center employee learned how to present archaeology to students they work with. The workshop was sponsored by a grant from the American Honda Foundation, National Project Archaeology, and the Kansas Historical Society. The Missouri Department of Conservation provided its wonderful Discovery Center for the

meeting. Kansas Public Archaeologist, Virginia Wulfkuhle, and Missouri Project Archaeology Coordinator, Gail Lundeen, facilitated the workshop. *The Project Archaeology: Investigating Shelter* and "Investigating a Slave Cabin" curricula were used.

Many of the teachers have significant percentages of African American students in their classes. Substantive and honest discussion helped equip educators to present this topic to their students. The participants were highly enthusiastic and

dove right in to the activities. Some of the comments received were, "I can't wait to implement this," "Thank you for all these activities. This will be easy to implement." "

The 2008 workshop, in addition to the one held in Kansas City, KS in June 2007, lends credence to the song, "Everything's Up to Date in Kansas City!"

Implementing Investigating Shelter

This summer *Project Archaeology: Investigating Shelter* (PAIS) was implemented in seven professional development workshops using six different Shelter Investigations. A total of ninety educators participated and were trained in PAIS.

Julie Yates, an Alaska teacher, kicked it off using "Investigating a Plank House." Crystal Alegria (Montana PA Coordinator) held a four day course using

"Investigating a Plains Tipi." Gail Lundeen (Missouri PA Coordinator) and Virginia Wulfkuhle (Kansas PA Coordinator) used "Investigating a Pawnee Earthlodge" at a workshop in Manhattan, Kansas. Mary Derbish (Colorado PA Coordinator) did "Investigating a Ute Rockshelter" in Denver. The Utah Museum of Natural History in partnership with the Utah Educator's Network and Project Archaeology implemented an online course using "Investigating a Ute Rockshelter." Gail and Virginia did a second workshop in Kansas City, Missouri using "Investigating a Slave Cabin." To finish up the summer, Crystal Alegria did a second workshop using the "Investigating a Historic Farmhouse" investigation.

Upcoming PAIS professional development opportunities include an online course using "Investigating a Ute Rockshelter" in January, "Investigating a Plains Tipi" and "Investigating a Plains Tipi—Part Two" in Montana next June. A facilitator's training and teacher training in Missouri (dates yet to be determined) and a teacher training in San Diego, CA in December.

If you are interested in doing a teacher training using the PAIS materials please contact Crystal (calegria@montana.edu) or Jeanne (jmoe@montana.edu).

Educators in
the field for
the
"Investigating
a Plains Tipi"
course in
Montana.



Director's Corner



Project Archaeology entered the exciting new world of online learning this year. The Utah Museum of Natural History and the Utah Education Network piloted the first Project Archaeology course for teachers in June and July 2008 in partnership with National Project Archaeology. *Project Archaeology: Investigating Shelter* and "Investigating a Rock Shelter," based on a Ute habitation site in northwestern Colorado formed the basis of the course. The teachers raved about the curricular materials and are ready to use them in the fall. We discovered a few wrinkles in the programming which we're ironing out now in preparation for a second run beginning in January 2009. The course certainly offers a promising way to reach educators.

Project Archaeology state coordinators met on March 25, 2008 in

conjunction with the Society for American Archaeology meetings in Vancouver, British Columbia. We had a small, but very productive meeting and succeeded in drafting a basic outline for a materials development and dissemination plan.

Dr. Susan Chandler, current secretary of SAA and President of Alpine Archaeological Consultants in Montrose, Colorado, joined us for a discussion of using education as part of data recovery projects under Section 106 of the National Historic Preservation Act. Dr. Chandler gave us some excellent suggestions for approaching Cultural Resources Management professionals with viable and mutually beneficial education projects. We will continue these discussions at the Annual Coordinator's Conference scheduled for October 6-10, 2008 at O'Leno State Park near Gainesville, Florida.

Ms. Crystal Alegria, National Network Coordinator and Montana Coordinator, and I recently presented *Project Archaeology: Investigating Shelter* at the 21st Century Conference for Learn & Serve, Character Education, and After School Programs in Helena, Montana. We

focused on the ethics and citizenship education built into the new curriculum. Classroom teachers and service-learning coordinators were very interested in incorporating Project Archaeology materials into their programming.

Please join me in welcoming the Chesapeake Region Project Archaeology Program to our national network (see article on page 4). We're looking forward to seeing you at the conference in October.

Best regards,

Jeanne



Site Stewardship and Project Archaeology

By Crystal Alegria, Montana Coordinator

The Montana Project Archaeology program has expanded into the stewardship arena. Montana Project Archaeology, the Lewistown BLM Office in Montana, and Montana State University have formed a partnership to develop a Site Stewardship Program in Montana.

The program will initially focus on monitoring archaeological sites in

the Upper Missouri River Breaks National Monument lands. This stretch of the Missouri River has abundant historic and pre-contact sites. We hope to expand the program to the entire state within five years. We are looking forward to reaching new audiences with archaeology education in Montana through the Site Stewardship Program.



Site Stewardship Team. Left to right, Jack Fisher (MSU), Nancy Mahoney (PA), Crystal Alegria (PA) and Zane Fulbright (BLM).



Discover the past-shape the future

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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.

www.projectarchaeology.org

Welcome Chesapeake Region Program!

By Maureen Malloy, Chesapeake Region Coordinator

The Chesapeake Region Project Archaeology program held its first facilitator training workshop in the Smithsonian's Department of Anthropology on February 8 and 9, 2008. Co-sponsored by the Department of Anthropology and the Kentucky Archaeological Survey, the workshop was attended by twenty archaeologists and educators from the metropolitan D.C. area, representing several institutions including the Maryland Historical Trust, Montgomery College of Maryland, Maryland National Capitol Park and Planning Department, D.C. Public Schools, Versar, Inc, and the Smithsonian Institution. Three participants attended from as far away as Kansas State University. National Project Archaeology director, Jeanne Moe and archaeologist Gwynn Henderson from the Ken-

tucky Archaeological Survey conducted the two-day training. Maureen Malloy, coordinator for Project Archaeology in the Chesapeake region, organized the workshop, assisted by Ann Kaupp of the Anthropology Outreach Office. Ann also participated in the training.

The workshop participants were introduced to *Project Archaeology: Investigating Shelter*, completing the shelter investigation of the slave cabin at Poplar Forest, one of Thomas Jefferson's properties. Several lessons from *Intrigue of the Past* were included as well. Attendees received copies of *Investigating Shelter*, *Intrigue of the Past*, and a new *Facilitator's Handbook*.

The Chesapeake program hopes to offer a teacher workshop at the Smithsonian in 2009 and is also look-

ing into the possibility of offering an online program based on the model recently developed in Utah.



Gwynn Henderson teaching at the Chesapeake Region Facilitator's Training.

Project Archaeology

VOLUME 4, ISSUE 1

DECEMBER 2008

SPECIAL POINTS OF INTEREST:

- Coordinator's Conference Wrap-up
- SAA Project Archaeology Coordinator's Meeting. April 22, 2009
- NCSS Endorsement

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Palmetto bugs, spiders and armadillos, oh my!

By Crystal Alegria and Jeanne Moe

The Florida Public Archaeology Network (FPAN) hosted a wonderful Project Archaeology conference at O'Leno State Park in Florida this past October. Coordinators descended upon Florida on Monday, and were greeted at the airport by Sarah Miller and Amber Weiss-Graff from FPAN.

O'Leno State Park was beautiful and the rustic Civilian Conservation Corps era buildings reminded us why we teach stewardship of our cultural and historical legacy. While the giant palmetto bugs and spiders were a bit disconcerting, it was really fun to see a baby alligator, a couple of armadillos, and thousands of tiny frogs.

This year we welcomed five newcomers to Project Archaeology including **Grady Manus** who is developing a Project Archaeology program at the Daniel Boone Home in Missouri. **Erika Malo**, is not a newcomer, but has transitioned from a student research assistant for Project Archaeology to an apprentice coordinator for Alaska. We welcomed **Theresa McReynolds** who is the new North Carolina Co-Coordinator and **Cherie Haury-Artz** from Iowa, who attended the conference in place of Lynn Alex and Shirley Schermer. Last, but certainly not least, we welcomed

George Smith from the Southeast Archaeological Center of the National Park Service who presented on Section 106 of the National Historic Preservation Act (NHPA) and how it relates to archaeology education.

We added a new feature this year: a poster session! Five coordinators presented their research on various topics. We have included summaries of two of the five posters in this newsletter (see next page). We'll highlight the remaining three in subsequent newsletters. We hope this becomes a conference tradition.

One more tradition we established this year is a PA mascot, Mr. Potato Head/Indiana Jones



Sarah Miller and Indy

look alike. Sarah is the keeper of Mr. Potato Head for now, but next year he will move on to reside with another Coordinator.

We continued our work on drafting a plan for disseminating our Project Archaeology materials and one of our groups drew up an excellent (Cont. Page 4) outline for a small unit on artistic

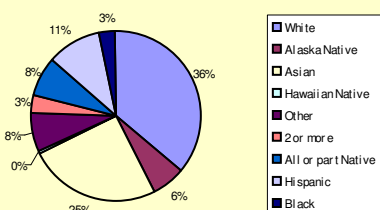


Conference Attendees at Kingsley Plantation, Florida.

Mitigation in Alaska: Learning from Past Projects

By Erika Malo

Percentage of Community's Ethnic Diversity



The United States Army Corps of Engineers, Alaska District (Corps) is exploring new ways to mitigate effects on historic properties. This study will be used to assess past mitigation projects the Corps has completed in Alaska communities. We gathered demographic information on each community and verbal interviews were conducted to see how well the mitigation product

served the community. This study is continuing.

In eight Alaska communities, the Corps is studying the cost and production of mitigation, total population percentage of ethnic diversity, percentage of the population under the age of 19, and percentage of the Borough population that speak a language other than English at home. During the consultation process we asked three questions:

1. Were you happy with the

outcomes of the mitigation project?

2. What were the positives and negatives of the mitigation project?
3. What mitigation products would you like to see in the future or would have liked to have seen instead of the product we are discussing?

For one project we installed interpretive panels. One community leader commented:

1. The panels were a lot more work than they thought they would be, and they are "paneled" out.
2. The panels targeted a growing tourism industry and that they lasted a minimum of 10 years.
3. The community would like to see something that interacts with the youth, and recommended involving the summer cultural camp in a

future project.

In this case study, panels were not the best option for the community. Involvement in the summer cultural camp where people of all ages in the community and surrounding areas participate would be a strong option for involving youth in the mitigation. The Corps hopes to continue analyzing project outcomes in the other seven communities to ensure a better project that reaches more people in communities.

This study shows that archaeologists need to look at each community as a specific case and mold mitigation to reach as many people as possible.

"... archaeologists need to look at each community as a specific case..."

Kansas/Missouri Poster by Virginia Wulfkuhle



For Missouri and Kansas coordinators Gail Lundeen and Virginia Wulfkuhle, the first night at O'Leno State Park was a flashback to younger camp days. While dodging huge Palmetto bugs in their dimly lit Cabin #3, they worked on a makeshift bunk bed table with flipchart paper, scissors, glue stick, tape, and graphics pulled from their suitcases. Their old-fashioned, low-tech poster illustrated a year of collabora-

tion across state lines by two developing programs. Gail and Virginia co-taught two workshops in summer 2008, assisted with the evaluation of another, and helped each other in many additional ways, demonstrating that Project Archaeology has no boundaries.

Director's Corner



As we write this Mr. Wayne Rice, Visual Information Specialist for BLM's Heritage Education Program, is putting the finishing touches on *Project Archaeology: Investigating Shelter*. The new curriculum guide will be ready for publication by the end of the month. It's been a long haul, but we know we have a high-quality product. The guide was used in six workshops this last summer and more than 200 draft copies have been distributed for peer review and classroom testing. The curriculum has been professionally evaluated in 21 classrooms with approximately 420 students. Currently, six shelter investigations are in use (a Pawnee Earthlodge, a Ute Rock Shelter, a Plains Tipi, the Poplar Forest Slave Cabin, and a Northwest Coast Plank House, and a Historic Farmhouse) and three more are in production (the Puzzle House Pueblo, an Earthfast House,

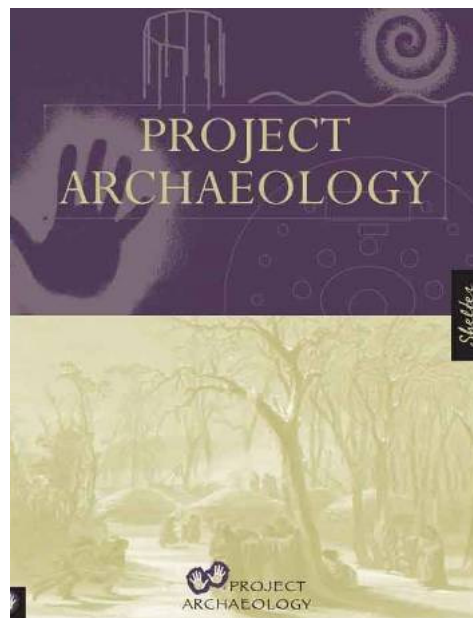
and a Basin House). Thanks to all of you who have helped along the way and thanks to Ms. Megg Heath, BLM Chief of Heritage Education, for her excellent final editing.

We have scheduled a full day meeting for Project Archaeology coordinators and archaeology educators for Wednesday, April 22, 2009 in conjunction with the annual Society for American Archaeology Conference in Atlanta, Georgia. The meeting will include professional development for archaeology educators and for our state and regional coordinators. Details will follow. Mark your calendars and plan to attend.

Best regards,

Jeanne

Jeanne Moe



Late Breaking News.....

We have just received word, and are proud to announce, that the National Council for Social Studies (NCSS) has endorsed *Project Archaeology: Investigating Shelter*. The notification letter states, "NCSS is pleased to support a program that seeks to educate students on cultures of the past and how they have endured to the present."



Endorsed by
**National Council for the
Social Studies**

Upcoming Facilitator Training—Missouri

By Crystal Alegria

The Lindenwood University's School of American Studies and the Daniel Boone Home will be hosting a Project Archaeology Facilitator Training on January 10-11 on the Boone Campus in Defiance, Missouri. Co-Coordinator, Grady Manus and Gail Lundeen will be instructing the workshop. Jeanne Moe will be linked by phone and email to answer questions. The

training will focus on the new curriculum, *Project Archaeology: Investigating Shelter* with an emphasis on the Poplar Forest Slave Cabin investigation. If you would like to attend or send new facilitators from your state, there are a few spots still available. If you are interested please contact Grady at gmanus@lindenwood.edu for more information.



Grady Manus (right) and Erika Malo (left) at the Coordinator's Conference.



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Coordinator's Conference Cont.

expression, the first in our new series of topical units. The rest of us worked on a strategic plan for including Project Archaeology in data recovery plans under Section 106 of the NHPA. We brainstormed ways to introduce *Project Archaeology: Investigating Shelter* at a variety of venues such as teacher conferences or at a faculty meeting. On the Project Archaeology website we will soon post a menu of ways to effectively market



Gathering after a hard day's work.

our materials in a few minutes or a couple of hours.

On Thursday, Sarah and Amber from FPAN took us on a whirlwind tour of Kingsley Plantation, the Castillo de San Marcos and the FPAN office in St. Augustine at Flagler College. Sarah demonstrated how she works with



George Smith and Jeanne Moe doing the Lindy Hop to ABBA.

students and teachers at each of the sites. It was a great learning experience for us all, and we had a great time seeing the amazing history and archaeology around St. Augustine.

It was another great conference, thanks again to Sarah and Amber and the other members of the FPAN staff. We all left rejuvenated and inspired!



Coordinator's examining the coquina wall at the Kingsley Plantation.

Project Archaeology

VOLUME 4, ISSUE 3

OCTOBER 2009

Archaeological Science for All

SPECIAL POINTS OF INTEREST:

- **National Council for Social Studies**
November 13–14, 2010
- **SAA Project Archaeology Coordinator's Meeting.**
April 14, 2010

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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.



Archaeological Science for All Team. Left to Right. Crystal Alegria, Kathy Francisco, Jack Fisher and Michael Brody (Helen Keremedjiev and Jeanne Moe not pictured)

Project Archaeology Leadership Academy

Project Archaeology 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 sti-

pend. 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



Ivy Merriot

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 partici-

pated 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 Mu-



River Lovec

seum 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!



Marsha Fulton

National News



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

Jeanne Moe



The Project Archaeology Leadership Team working hard on the strategic plan.

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 bene-

fits 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



Teacher, Cheryl Baker, writing notes during the Utah field school.



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www.projectarchaeology.org

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 mruburg@umn.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

Continued from page 3

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.