

Project Archaeology

VOLUME 4, ISSUE 4

SEPTEMBER 2010

SPECIAL POINTS OF INTEREST:

- **Coordinators
Conference**
September 27—
October 1, 2010
- **SAA Project
Archaeology
Coordinator's
Meeting.**
March 29, 2011

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Project Archaeology Conference

We are heading south for the Project Archaeology Coordinator's Conference this year. The conference will be held at the Horace Albright Training Center in Grand Canyon, AZ. <http://www.nps.gov/training/hoal/>. The Center is located within the Grand Canyon's South Rim. The date of the conference is September 27–October 1, 2010. Joëlle Clark is our on-the-ground coordinator for this year's conference, so it should be a good one!

At the Albright Training Center we will stay in single-occupancy studio apartments. Meals will be on your own this year since we will have kitchenettes in the rooms and a cafeteria near the Albright Center. We are planning a communal meal for Thursday night that will be included in the cost of registration. Project Ar-

chaeology is able to pay a large portion of the lodging this year, thanks to a generous grant from the Bureau of Land Management. You will need to pay a registration fee of \$95, which covers your lodging and the Thursday evening meal. We are now equipped to take credit cards, so if you need to pay by credit card call Crystal Alegria at (406) 994-6925.

We have gone to a biannual conference schedule, so there won't be another conference until 2012, so we hope to see you in the Grand Canyon! There are still spots available.

If you have any questions, would like to register, or need additional information please contact Kathy Francisco at (406) 994-6727 or email Kathy at: kfrancisco@montana.edu.



The Horace M. Albright Training Center

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Big Horn Medicine Wheel

"My favorite experience was Investigating a Slave Cabin. This particular learning piece is so valuable because all the lessons prior lead up to this experience and make it relate to real life experiences/situations. I really believe that my students can learn an incredible amount about history and respecting archaeological sites. . . . This is such a great way to help students learn about and respect other cultures besides their own."

- Leadership Academy Participant

Archaeoastronomy Unit By Ivy Merriot

Looking at the stars while digging in the earth...what could be better? Archaeoastronomy is the science of observing archaeological evidence in respect to the astronomical function it may hold. Stonehenge is a well known example of an archaeoastronomical site. Here, large stones create a horseshoe shape and align with particular motions of the sun, moon and stars. At Stonehenge research has often focused on the possibility of astronomy practiced there by ancient people.

Drs. Alice Kehoe, Jack Robinson and John Eddy discovered the astronomy of North American

medicine wheels when the pattern of stones creating these wheels seemed to speak of a relationship with the sky. They found the dates from archaeological evidence matched the dates from astronomical evidence at medicine wheel sites. In November Project Archaeology will offer an online workshop for teachers interested in teaching archaeoastronomy in their 4-6th grade classrooms or in K-Adult informal educational settings. Astronomy at the "American Stonehenge" the Big Horn Medicine Wheel in Wyoming is the basis for these archaeoastronomy lessons. Teachers will learn how

to help their students use a wheel of stones to observe, track, and predict celestial phenomena. In the classroom, students will create their own model of a medicine wheel and experiment with rays of light to determine alignments of sun, moon and stars with the stones of the medicine wheel.

The Medicine Wheel Special Topic Unit will be taught online starting November 8 and ending November 29, 2010 (three weeks in length). The cost is \$125.00, materials are included. For more details or to register for the next online workshop, call Ivy Merriot at 406.920.1778 or email Merriot@imt.net.

PA Leadership Academy by Kathy J. Francisco

Project Archaeology conducted a leadership Academy (June 21-25, 2010) for social studies and science teachers from throughout the western 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 focused on the curriculum *Project Archaeology: Investigating Shelter*, using the Poplar Forest Investigation due to its national application. The eighteen participants attending the Academy on the campus of Montana State University learned to use the curriculum and learned about archaeological inquiry.

Participants returned to their home states - twelve states were represented - with the intention of teaching the curriculum to their peers through workshops, online courses, institutes, or job-embedded mentoring. Deborah Stevenson, Curator of Education at Nevada's State Museum, and Gail Omohundro, both Leadership Academy participants, are using *Investigating Shelter* for the Fall training for Museum volunteers. Other Academy participants are coordinating school district staff development workshops, a middle school after-school program, and a site specific stewardship program. Additionally, four of the partici-

pants completed the online training to become instructors of the online professional development course for teachers, *Project Archaeology: Investigating Shelter*. The Leadership Academy was designed to establish a national network of master teachers to deliver Project Archaeology materials and professional development materials.

The Academy was rich with discussions, field trips, guest speakers, hands-on activities, and demonstrations. Project Archaeology has received funding to do the Leadership Academy again next June, so if you know of any teachers who may be interested, please contact Kathy Francisco at kfrancisco@montana.edu.

National News



In April, the Annual Project Archaeology Coordinator's meeting at the Society for American Archaeology conference in St. Louis drew 17 enthusiastic archaeology educators. We reviewed the new Project Archaeology Strategic Marketing Plan and started putting some of it into action. Joelle Clark, our Arizona coordinator, led 12 new coordinators and Bureau of Land Management archaeologists

through an introduction to our new curriculum, *Project Archaeology: Investigating Shelter*.

Summers at Project Archaeology are always busy and this year we've been busier than ever. We started off with a bang in May when five nationally recognized experts in informal science education came to Bozeman to continue our work on Archaeological Science for All (ASFA) project. The goal of ASFA, funded by the National Science Foundation planning grant, is to plan an archaeology education program for visitors to museums and science centers nationwide. John Falk, Oregon State University; Elaine Franklin, Crow Canyon Archaeological Center; Shirley Key, University of Memphis; Maureen Malloy, Society for

American Archaeology; and Sara Wille, The Field Museum; spent three days helping us distill the results of the national Delphi Survey we conducted over the winter. With their assistance, we mapped out a course for future projects to bring archaeological science education to youth and family audiences throughout the nation.

We look forward to seeing you at the Biennial Coordinator's Conference in September. We have sessions on site stewardship programs, indigenous perspectives in archaeology education, our new online courses, marketing our programs and materials, and much more.

Best regards,

Jeanne Moe

Absaroka Agency Collaborative Project

By Crystal Alegria

The Absaroka Agency Collaborative Archaeology Education Project (AACAEPP) is a collaborative project involving Crow tribal members, archaeologists, and educators.

In 2008, the Montana Department of Transportation completed test excavations at the former site of the Crow Indian Agency (1876 to 1883) in preparation to widen the road. After testing, it became apparent that much of the old Agency still existed under the ground, and it would be necessary to do a full scale excavation prior to the widening of the road which will occur in the summer of 2011.

Project Archaeology and the Montana Department of Transportation saw this as an exciting opportunity

to join forces and develop culturally relevant education materials that focus on the archaeology of the Crow Indian Agency. The goals of this project are to (1.) Work collaboratively with the Crow tribe to develop and implement education materials for science and social studies and (2.) Encourage Crow students and community members to become involved in the excavations in 2011.

To accomplish these goals, Crystal Alegria, Montana Project Archaeology Coordinator, Steve Platt, MDT archaeologist, Steve Aaberg, Aaberg Cultural Resource Consulting, and Shane Doyle, Crow Tribal member and Curriculum Writer, traveled to the Crow reservation for two community meetings. At



Shane Doyle piloting the materials in a Crow Agency classroom.



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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. **Project Archaeology** is a joint program of **Montana State University** and the **Bureau of Land Management**.



www.projectarchaeology.org

these meetings all community members were invited to attend and comment on what they would like to see in the educational materials, and what research questions they had for the future excavations. The community meetings produced four enduring understandings (EUs). The first focuses on food. The Crow are interested in what people ate at this transitional time in their history. They would like to use the data to help their children eat better today. The second enduring understanding involves beadwork. The Crow are interested in the beads and other artwork excavated from the test units in 2008. The third EU includes the oral history of the Absaroka Agency, and the fourth EU involves the economy of trade goods. With this information, Shane Doyle is developing the educational materials based on these enduring understandings. Shane has piloted one of the lessons in a Crow Agency classroom, and will be piloting the remaining lessons in many more classrooms this fall. Next, we hope to include Crow students and community members in the excavations next summer, and further develop the curriculum based on the data recovered during the final phase of the excavation.



Steve Aaberg (Aaberg Cultural Resources), giving a power point presentation on the Absaroka Agency at the first community meeting in Crow Agency, MT.

Project Archaeology

VOLUME 5, ISSUE 1

DECEMBER 2010

SPECIAL POINTS OF INTEREST:

- **SAA Project Archaeology Coordinator's Meeting.**
March 29, 2011

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The Grand Canyon was Grand!

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 fam-

ily 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!



Coordinators, Virginia Wulfkuhle (Kansas), Tony Wallace (Florida), and Master Teacher Maren Felde (Wyoming).



Project Archaeology Conference attendees at Shoshone Point in the Grand Canyon.

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**Hopi youth taking video
footage for film at Chaco
Canyon**

**“Our ancestors are here
still in the water, in the
land, in spirit. We’re all
here together being
happy. That’s something
real precious.”
R.L. Hopi Youth**

Footprints of the Ancestors By Joëlle Clark

It is summer solstice 2009 at Yuvqöyvi, 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 with Hopi elders, teachers, archaeologists, and Hopi high school aged youth. The goal of the project is to provide interactive, experiential, and collaborative learning experiences centered on Hopi culture and history. Project participants take part in outdoor educational activities at several Hopi ancestral places such as the San Juan River in southeastern Utah, Navajo (Kawestima) National

Monument, Homolovi State Park, Mesa Verde, Chaco Culture National Historic Park, Museum of the American Indian, and Museum of Northern Arizona. These venues provide the perfect context for Hopi youth to gain more knowledge about Hopi language, culture, history, environment, sustainability, food, ethnobotany, community, and cultural preservation. In exchange for these opportunities, youth participated in community service projects and created “Digital Hopi Youth Guides” (DVDs, websites, and a museum exhibit) to express their learning.

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
continued on page 5...

National News



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
Jeanne Moe



Project Archaeology's mascot, "Indy" at the Conference in the Grand Canyon!



Don't mess with Jeanne Moe and Gail Lundeen when it comes to the PA Coordinator's Conference silent auction!



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New Student Research Assistants

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!



**Victoria
Bochniak**



**Lawson
Moorman**

Footprints of the Ancestors (cont.)

educator. The first and foremost in working with Hopi communities is that our learning is definitely not about the archaeology. It is about language, culture, and cultural continuity. Archaeology creates the place-based venue where deeper conversations 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/.



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.

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 Management 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 LeBlanc, Graham County Staff Development Coordinator for Project Archaeology. The workshop was funded by the Graham County School Superintendent, who provided *Investigating Shelter* books, handouts, snacks and meals for the two-day event.

The instructors enjoyed their first experience working together. 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 presentation. "You all did a great job. All three of you show enthusiasm and conviction."

Most of all, it was about the teachers. They were wonderful! Because we used the Slave Cabin investigation, we opened registration to fifth grade teachers only. The objectives of that investigation are a direct connection to the fifth-grade Arizona Social Studies standards. The teachers 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 thoroughness of the book. The activities are very constructive. I loved that we were able to experience all the activities."

So now what? The teachers left energized—with plans to develop 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 educational experience to Graham County's fifth graders.

"I love the format and thoroughness of the book. The activities are very constructive."

**Fifth Grade Teacher
Stafford, AZ**

Project Archaeology

VOLUME 5, ISSUE 2

MAY 2011

SPECIAL POINTS OF INTEREST:

- Project Archaeology Leadership Team Meeting, October 2011
- Archaeology and Diversity Workshop for the National Council for Social Studies at the Smithsonian.

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National Themes Adopted for Kansas Curriculum

by Virginia A. Wulfkühle (Kansas)

When the themes of shelter, subsistence, and migration were identified for the new national Project Archaeology curriculum in 2002, it was immediately evident that they were a perfect fit for cultural resources in Kansas. In 2006 the Kansas Historic Preservation Office set aside funds for development of Kansas-specific materials. The Kansas Historical Society (KSHS) contracted with proven Project Archaeology curriculum writer Cali Letts and consulted with national Project Archaeology staff, Kansas Historical Society Education/Outreach Division personnel, Kansas Department of Education representatives, and a teacher advisory group. Extensive and repeated editing was accomplished by

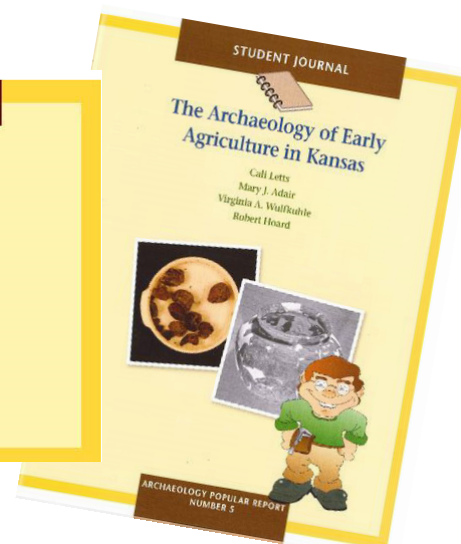
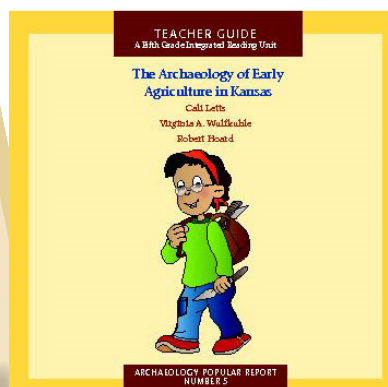
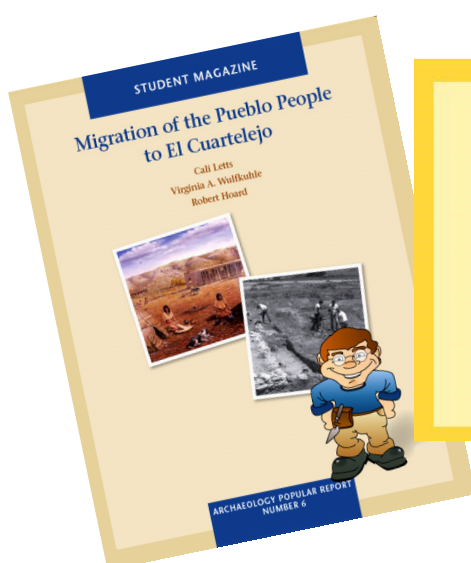
KSHS Cultural Resources and Education/Outreach staff, a curriculum standards advisor, national Project Archaeology curriculum director, Joelle Clark, Kansas State University archaeology and education faculty and others. The pieces were designed in-house. Although the process has taken much longer than anticipated, the fifth and seventh grade units are now being distributed, and the fourth grade unit is in the design phase.

The three Project Archaeology in Kansas units are *Archaeology of Wichita Indian Shelter in Kansas* for fourth grade, *The Archaeology of Early Agriculture in Kansas* for fifth grade, and *Migration of the Pueblo People to El Cuartelejo* for seventh grade. While the units are correlated with the Kansas Department of Education curriculum

standards for these particular grade levels, the materials can be used with students of other ages and abilities and by gifted teachers and informal educators of all kinds.

Each unit consists of three pieces: a durable and colorful student magazine is the text and is to be used multiple times; a consumable student journal provides students with their own workbooks; and the teacher guide CD provides step-by-step instructions and answers. Samples from the student magazines and journals and the teacher guides in their entirety are posted on the KSHS web site at <http://www.kshs.org/p/project-archaeology-in-kansas/15251>.

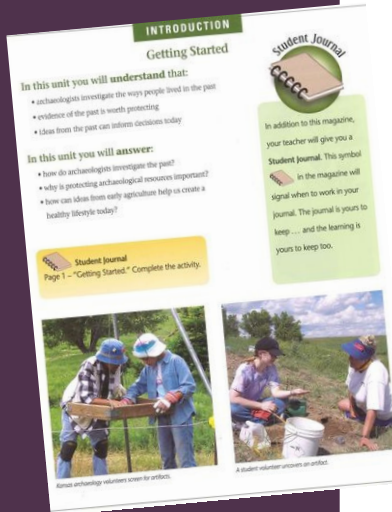
The units are integrated reading units that support educators in teaching the content areas of social



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Kansas Curriculum cont.



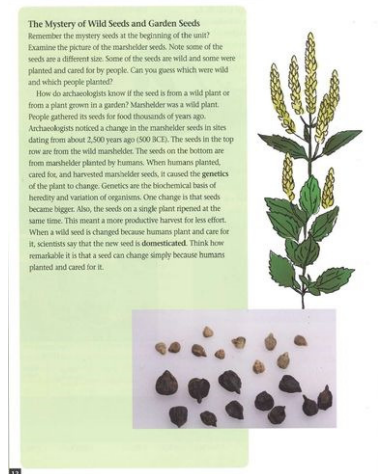
studies and science. By practicing critical reading skills, students become better able to make informed decisions and choices about the world in which they live. As with *Project Archaeology: Investigating Shelter*, each Kansas unit highlights connections with living American Indians and real archaeologists and emphasizes a stewardship message.

These free materials can be obtained in two ways. The KSHS makes them available to Kansas educators who first review the materials in their entirety and complete a pre-assessment form of the perceived value of the program. Once this has been submitted,

the educator is eligible to receive classroom sets by paying only shipping and handling costs.

For teachers who can participate, a workshop is being offered August 3-5, 2011, at ESS-DACK (Educational Services and Staff Development Association of Central Kansas) in Hutchinson, Kansas, at no cost for registration or materials. The teacher/facilitator workshop will include teaching instruction for *Project Archaeology: Investigating Shelter*, *The Archaeology of Early Agriculture in Kansas*, and *Migration of the Pueblo People to El Cuartelejo*. Facilitators for this workshop will be KSHS Public Archaeologist Virginia Wulfkuhle and Nathan McAlister, 2010 Gilder-Lehrman National History Teacher. Guest presenter

Brenda Culbertson will speak on Pawnee archaeoastronomy. For more information, visit the KSHS website at <http://www.kshs.org/p/project-archaeology-summer-teacher-workshop/16527> or contact Virginia Wulfkuhle at vwulfkuhle@kshs.org.



Erin Pouppirt
Fourth Grade
Teacher

I Want To Go On a Dig! By Gail Lundeen (Missouri)

"I want to go on a dig!" We often heard this from teachers after they completed the two day Project Archaeology: Investigating Shelter workshop. They were so excited to learn about archaeology and they wanted to experience it first hand. In the summer of 2010, John Peterson, the Jackson County Parks and Recreation archaeologist, and I decided to offer an optional two day excavation experience.

Our workshops are held annually at the Fort Osage National Historic Landmark. John picked five spots which had yielded surface artifacts or objects found during coring, so we were relatively sure

they would be interesting for the teachers to excavate. Two professional archaeologists and four experienced avocational archaeologists assisted with supervision of the 11 teachers. After instruction about the proper techniques for excavating and record keeping, the teachers dug into their squares. Immediately they began to find artifacts and their excitement level rose!

In the afternoons, we had laboratory activities set up. One group washed artifacts while another group tried their hand at cataloging, then switched jobs. Although this didn't provide the excitement of discovery, the teachers found it very interesting to wash things others had found and see a large variety of artifacts.

At the end of the second day of the field and lab work, the teachers were brimming with excitement about the experience. They mentioned that they could now better explain the process to their students. Several joined the local archaeological society and asked to be notified of upcoming excavations. Research shows that learning by doing is more effective than just reading about the subject. Because of the positive feedback we will offer a workshop on July 19-20, 2011 and excavation classes on July 21-22, 2011. It was a great experience for everyone involved! For more information contact Gail at gail@lundeenweb.com.

National News



Hello Everyone,

Great news! Project Archaeology materials have been adopted by three school districts: The Bozeman School District (Montana), the North Slope Burrow School District (Alaska), and the Boulder Valley School District (Colorado). The North Slope District is currently developing a shelter investigation for their region. At the national office, we are developing new marketing materials to entice other school districts across the country to adopt our curricula. If you are interested in approaching a local school district, let us know and we can help you out.

The Annual Project Archaeology Coordinator's Meeting was held on March 30, 2011 in conjunction with the Society for American Archae-

ology (SAA) conference in Sacramento. Participants from eight states assisted the national Project Archaeology staff with revising and strengthening our marketing flyers and press releases. We jointly planned a new Web site, which will include links for each state program.

Several research projects involving Project Archaeology materials and new initiatives are nearing completion. For example, the Archaeological Science for All project, funded by the National Science Foundation (NSF), employed Delphi survey methods to identify knowledge, skills, and dispositions needed for archaeology literacy. In Montana, a collaborative inquiry process was used to plan, develop and test curricular materials about the archaeology of the Absaroka Agency, the second Crow Agency. Helen Kere-medjiev, graduate student at the University of Montana, and I organized a research symposium at the SAA conference. Project Archaeology materials and research were featured in four of the seven papers. We are planning to add a research section to the new web site to help distribute our results.

In 2010, we received a small grant from the Archaeological Institute of America to finish the draft of *Project Archaeology: Investigating Food and Culture*. The latest draft was piloted with approximately 110 sixth graders in Bozeman, Montana over the last academic year. Results were very positive and we are ready to revise the draft and test it again next year before moving on to broad dissemination through online courses.

Best regards,

Jeanne Moe

Jeanne Moe

BLM Project Archaeology Lead



Project Archaeology Coordinators and Master Teachers at the Society for American Archaeology (SAA) Annual Project Archaeology meeting.



Building Inquiry Skills at a Chesapeake Workshop

by Maureen Malloy (Chesapeake Region)



The three-day workshop included two days of Museum/classroom instruction on *Investigating Shelter* and featured the Poplar Forest Slave Cabin Investigation.

The Project Archaeology Chesapeake Regional program held a professional development workshop for teachers June 28-30, 2010 at the National Museum of Natural History, Smithsonian Institution. Fourteen teachers from elementary schools in Virginia, Washington, D.C., and Maryland attended. The three-

day workshop included two days of museum/classroom instruction on *Investigating Shelter* and featured the Poplar Forest Slave Cabin shelter investigation. Chesapeake Regional Coordinator Maureen Malloy taught the course with local elementary teacher Jackie Moore. Ann Kaupp participated as a workshop organizer. The workshop included a presentation by local archaeologist, Kirsti Uunila. Kirsti works closely with African American community members and site descendants in nearby Calvert County, MD, and spoke about African American archaeology in the Chesapeake region.

The last day of the workshop was a field day at Jefferson Patterson Park and Museum, State Museum of Archaeology. The park is home to more than 70 identified archaeological sites that represent 9,000 years of human occupation. Park archaeologists are currently investigating areas of an 18th century tobacco plantation where Maryland colonist Richard Smith, Jr. built a home in the early part of the 18th century. Fascinating historical documents related to the property include a plat of the plantation drawn up for a 1770's court case that shows the location of a number of buildings on the property, depositions taken in court during the trial, and detailed probate inventories. In an on-site introduction, Director of Research Ed Chaney showed teachers a reproduction of the plat, which shows the plantation owner's house, his storehouse and a shelter. Having completed *Investigating Shelter*, the teachers easily understood how the historical informa-

tion about the site is informing the archaeological investigations, as well as why the artifacts and architecture associated with each structure differ. Although the slave quarter at the Smith's St. Leonard site differs in a number of ways from the Poplar Forest slave cabin, the teachers were well prepared for their day screening for artifacts from this slave quarter. Taking part in the excavation was a highlight of the workshop for many participants.

After lunch the teachers toured the Maryland Archaeological Conservation Laboratory located on Park property, which curates more than 8 million artifacts. As a final activity, we invited teachers to apply their new inquiry skills in the Park's interactive exhibit "FAQ Archaeology," which focuses on answering common questions that archaeologists receive.

The workshop evaluations were unanimous in expressing very positive responses to the workshop curriculum, organization, and expectations. "This is by far the best workshop I have attended in a very long time. Not only did I learn new lessons to teach, but I am so excited that I can integrate them right into reading, writing, and math."

Teachers screening for artifacts at the Smith's St. Leonard Site.





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PA Leadership Academy 2011 by Kathy Francisco (National)

Project Archaeology will conduct its second Leadership Academy June 20-24, 2011 for social studies and science 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, or job-embedded mentoring.

Participants selected for the 2011 Leadership Academy hail from ten different states; the 2010 group represented 12 states. Combined, the Leadership Academy has served 18 different states in our endeavor to establish a network of master teachers to deliver Project Archaeology materials and profes-

sional development materials.

The 2011 Leadership Academy is once again set up for participants to experience rich discussions, field trips, guest speakers, hands-on activities, and demonstrations as they learn the Project Archaeology curriculum. Project Archaeology received funding from the Bureau of Land Management Challenge Cost Share program to conduct the Leadership Academy. There are plans to offer the Academy again in 2012.

Do you know of a teacher who would be interested in the Academy? Please contact Kathy Francisco at kfrancisco@montana.edu for more information.



Leadership Academy 2010 participants at a Montana Stone Circle Site with Crow tribal member, Shane Doyle.

Project Archaeology

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SPECIAL POINTS OF INTEREST:

- Project Archaeology Meeting at SAA, April 2012
- Project Archaeology Annual Coordinator's Conference October 29-November 2, 2012.

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Project Archaeology Receives National Conservation Award

Secretary of the Interior Ken Salazar announced in September, 2011, that Project Archeology was one of 17 organizations to receive a Partners in Conservation Award. The award is presented to organizations which have achieved exemplary conservation results with community engagement and local partnerships. In presenting this year's awards, Secretary Salazar said "The Partners in Conservation Awards demonstrate that our nation's greatest conservation legacies often emerge when agencies and citizens from a wide

range of backgrounds come together to address shared challenges. I am pleased to recognize the efforts of dedicated people from across our nation to conserve and restore our treasured landscapes, address water issues and forge solutions to complex natural resource issues through good government and strong partnerships."

Crystal Alegria, Montana Project Archaeology coordinator, and Jeanne Moe, National Project Archaeology lead for the Bureau of Land Management (BLM) received the award from Secretary Ken

Salazar at a ceremony held this fall in Washington, D.C. Four of the winning projects, including Project Archaeology, are partnerships with the BLM. "It was an honor to receive this award on behalf of the entire Project Archaeology program and all of our national partners," Alegria said. "This award recognizes all of the important work we are doing together." Jeanne Moe commented, "We have been working on archaeological conservation for more than 20 years — that's what it takes in terms of time to make a difference."



Award Ceremony in Washington DC. Mike Poole, Trevor Needham, Jeanne Moe, Ken Salazar, Crystal Alegria, and Robert Towne (left to right).

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Incorporating Project Archaeology into Teacher Professional Development

By Bonnie Jancik (Wisconsin)



The Mississippi Valley Archaeology Center (MVAC) at the University of Wisconsin—LaCrosse (UWL) will be offering its fourth National Endowment for the Humanities (NEH) Summer Institute for Teachers this July 9-27, 2012. The Institute, entitled, “Exploring the Past: Archaeology in the Upper Mississippi River Region,” will explore how human cultures adapt to complex and ever-changing environments.

The Institute activities will include classroom discussions, demonstrations, and presentations. Classroom learning will be supported by field trips and hands-on experience with excavation and laboratory techniques and the use of Native technologies. During the Institute the

NEH Summer Scholars will complete individual projects that adapt the Institute’s content to their unique teaching situations. Participants receive a copy of *Intrigue of the Past* to assist with the design of their projects. The teachers are also directed to their Project Archaeology State Coordinator for assistance in exploring what resources are available in their own areas. Some of the projects created by past NEH Summer Scholars can be found on-line at: <http://www.uwlax.edu/mvac/Educators/LessonPlans.htm#NEH>.

Information about the 2012 Institute can be found on-line at: <http://www.uwlax.edu/mvac/neh.htm>. The application deadline is March 1, 2012.



National News



Hello Everyone,

The National Office recently hosted the second biennial Leadership Team Retreat here in Bozeman, Montana in October. Eight Project Archaeology coordinators, six currently serving members (Joelle Clark, Ranel Capron, Gail Lundeen, Gwynn Henderson, Virginia Wulfskuhle, and Maureen Malloy) and two new members (Lynn Alex and Sarah Miller), spent the week hammering out the final version of our new Strategic Plan, amending our guidelines to expand the Leadership Team, planning a new curriculum unit on migration, and developing state specific marketing plans.

The Leadership Team learned new ways to interpret museum exhibits that utilize inquiry at the Museum of the Rockies. The team also re-

ceived an update on the collaborative inquiry project at the Absaroka Agency project by doctoral student Shane Doyle. Virginia Wulfskuhle (Kansas) and Gwynn Henderson (Kentucky) are rotating off the Leadership Team, so we thank them for their service the past five years!

The Annual Project Archaeology Meeting will be held in conjunction with the Society for the American Archaeology (SAA) conference in Memphis, Tennessee on Wednesday, April 18, 2012. Everyone is welcome to attend a full day of professional development for archaeology educators and work sessions to advance Project Archaeology goals. We are offering facilitator training on April 19 at the SAA conference. Our 2012 Biennial Coordinator's Conference will be held October 29 – November 2 at the National Conservation Training Center (NCTC) in Shepherdstown, West Virginia. Please plan to attend! We look forward to seeing you at the an upcoming Project Archaeology meeting.

Best regards,

Jeanne Moe

Jeanne Moe

BLM Project Archaeology Lead



Project Archaeology Leadership Team Members receiving their copies of the Partners in Conservation Award (left). Gwynn Henderson and Virginia Wulfskuhle with their Certificates of Completion for serving on the Leadership Team (top right). The Leadership team at the Museum of the Rockies interpreting artifacts from Central America with Nikki Dixon, Museum Educator (bottom right).



Cultural Learning on Site at the Absaroka Agency

by Crystal Alegria (Montana)

For three days this summer, Project Archaeology took 18 volunteers to the Absaroka Agency Archaeological Site in south central Montana. The volunteers came from all over Montana and were from all walks of life. They volunteered for the project due to their interest in archaeology and/or history but they left with an attachment to the place and a new outlook on the history of Montana.

The Absaroka Agency was a distribution point for annuity goods to the Apsáalooke (Crow) tribe from 1875 to 1884. The Apsáalooke people traveled to the agency for beef, flour, sugar, beans, rice, and other staples. The agency included a “Fort” where the agent and employees lived and worked. The fort building also included a sutler’s store, doctor’s office, schoolroom, storeroom for the annuity goods, and a council room. A row of small houses made of adobe was built at the agency and the agent encouraged the Apsáalooke people to live in them. This row of adobe houses was referred to as “doby” town.

Volunteers could excavate one, two,

or three days—depending on their availability. Many were able to join us for only one day but some stayed the entire three days. Because it is imperative that participants learn the basics of archaeology and stewardship of sites, volunteers attended a three-hour training session prior to excavating at the agency site. Training sessions were held at the Museum of the Beartooths in Columbus, MT (about 15 miles from the archaeological site). The Museum Director, Penny Redli, gave the volunteers a tour of their exhibit on the agency and grounded them in the history of the place. The remainder of the training session focused on a series of Project Archaeology lessons that introduced the volunteers to the concepts of observation/inference, stewardship, and archaeological ethics. The volunteers left the training with a basic understanding of archaeology and knowledge of how to protect historical and archaeological sites. After lunch we paired each volunteer with an archaeologist, and they began learning how to screen and eventually to excavate. The archaeological crew was extremely helpful and the volunteers were impressed by their camaraderie and professionalism.

We were lucky to have members of the descendant communities (both Apsáalooke and Euro-American) participate in the project. Their presence enhanced the learning and collaborative nature of the project for the volunteers and made the experience richer for everyone involved (including the crew). One descendant member commented, “For me personally it was an opportunity to understand family history...to learn more about how the Indian way of life was passing. The social structure of the Crow was being forced to adapt to the White ways of life.”

While the project focused on excavation it also gave the volunteers the opportunity to engage with descendant community members. As artifacts were unearthed emotions were also unearthed. As one descendant commented, “we are unearthing more than just artifacts out here today, we are unearthing our history, and things our ancestors used and touched.”

This project moved cultural understanding to a new level. One volunteer said, “I think local folks need to be aware of the events that took place in their own backyard and be sensitive to the hardships and life changing transitions the Crow people endured.” The volunteers appreciated the Apsáalooke cultural perspective of the place and its importance historically and its significance today.

A volunteer summed up his experience by saying, “I don’t know exactly what I thought I would be doing, but really working alongside the professional practitioners and [being] accepted as part of the crew was better than I anticipated. This was a stellar volunteer engagement, and I know that my work was meaningful and appreciated. That feels really good.”



For three days volunteers helped archaeologists excavate at the Absaroka Agency in Montana. The volunteers left with a deeper historical understanding of the place and the people who lived there.



Volunteers and crew members screening at the Absaroka Agency.



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Save the Date!

2012 Project Archaeology Biennial Coordinator's Conference

October 29 – November 2, 2012

We are pleased to announce that our 2012 Biennial Coordinator's Conference will be held at the National Conservation Training Center in Shepherdstown, West Virginia. <http://nctc.fws.gov/>.

The Center, well known for its top-notch facilities and hospitality, is nestled within eastern hardwood forests and Potomac River meadows providing a unique and idyllic setting to foster learning. For more information on the conference or to register, please contact Kathy Francisco at kfrancisco@montana.edu.

