

# Project Archaeology | news

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## Project Archaeology's Newest Team Member!

Hallie LaTrice Agenten and Courtney

### NATIONAL NEWS • MARCH 2016

Dear Project Archaeology Friends,

2016 started at a dead run and the pace is picking up as spring begins. We look forward to seeing many of you at the Society for American Archaeology conference for our Annual Meeting in Orlando, Florida on April 6, 2016. There are still some spots left, so feel free to drop in. We will meet from 8:30 am to 5:00 pm at the Oceanic Room in the Dolphin Hotel.

We are looking forward to the Montana Junior Archaeology Day at the Museum of the Rockies on April 23, 2016. Last year we made our first attempt to assess what young people (over 8 years old) learned from our activities. First, we found out that it is difficult to gather data in an informal setting. Second, we found out that most of the informal learners persisted in their belief that archaeology and paleontology are one and the same thing. While our sample was very

small, we learned a lot from our first foray into assessing informal learning and are making several changes this year as a result. Our new learning activities are designed to help learners differentiate between archaeology and paleontology. If we can accomplish this, we will be doing great. Second, we are going to streamline the evaluation process. Look for results of our assessment in the next newsletter.

Several new Project Archaeology curriculum guides are now under planning and development. Along with *Project Archaeology: Investigating Migration* (see December 2015 Newsletter and article on page 3) our biggest new task, we are working on *Investigating Rock Art*, and *Changing Land, Changing Life*, a place-based curriculum on the Absaroka Agency near Columbus, Montana. We are planning a new soils, stratigraphy, and geomorphology special topics curriculum that will address some of the new earth sci-



VOLUME 8 ISSUE 1 MARCH 2016



Project Archaeology was honored to participate in the "Archaeology Education Research and Evaluation" forum at the Society for Historical Archaeology meeting in Washington D.C. From left to right; Annalies Corbin, Elaine Franklin, Jeanne Moe, Gwynn Henderson, Sarah Miller, and Mary Petrich-Guy.

ence standards. Our coordinators and master teachers are working on new shelter investigations in Florida, Kentucky, and New Mexico. There is never a dull moment here at the National Office.

Thank you for all you do for Project Archaeology! See you in Orlando!

Best,

Jeanne





## LINN RANCH ARCHAEOLOGY CAMP

HELP EXCAVATE A 10,000 YEAR OLD CAMPSITE IN WYOMING

Project Archaeology's Matt Stirn and Rebecca Sgourous are hosting an excavation in Wyoming this summer. This 10,000 year old prehistoric campsite is located on a private ranch owned by the Linn Family, that offers a base for back-country treks in Wyoming's Teton Valley.

Participants will get to assist with excavations, create prehistoric tools through flintknapping and practice using atlatls. Nightly lectures on the archaeology of the Tetons will be given, and several field trips will be taken to near-by archaeological sites.

This week long archaeology camp is open to all ages and is held from May 2nd—8th, 2016. For more information visit [jacksonholehistory.org](http://jacksonholehistory.org) or email [Rebecca@jacksonholehistory.org](mailto:Rebecca@jacksonholehistory.org)



## GIRL SCOUT ARCHAEOLOGY

UTAH BLM, PROJECT ARCHAEOLOGY, AND THE GIRL SCOUTS PARTNER TO DEVELOP AN ARCHAEOLOGY BADGE

By Sam Kirkley

For the past 25 years, Project Archaeology (PA) curriculum has been implemented in numerous venues, including the K-12 and college classroom, museum programs, site steward training, and public lands outreach. Due to an earnest appeal from a Girl Scout leader in Utah, Project Archaeology is now endeavoring to lay the foundation for an official archaeology patch for the Girl Scouts of America.

In 2014, Utah BLM asked state coordinator Samantha Kirkley to help the Outdoor Event Representative for the Tooele Girl Scout Community, Lindsay Bramble. Together they developed a weekend camp and corresponding archaeology patch. In April of 2015, 80 Girl

**VIRGIL JOHNSON, AN ELDER FROM THE CONFEDERATED TRIBES OF THE GOSHUTE RESERVATION, WAS THE HIGHLIGHT OF THE EVENT, HE OFFERED THE GIRLS A UNIQUE UNDERSTANDING ABOUT HOW ONE'S CULTURE PROVIDES IDENTITY AND DIRECTION IN LIFE**

Scouts attended the camp where *Project Archaeology: Investigating Shelter* curriculum was adapted as the basis for all activities. To implement the *By Our Houses* lesson, scouts brought items with special meaning from home to share with their troops. One meaningful item was teddy bear given by a loving father before he was deployed to Afghanistan. The girls investigated the Great Basin Wickiup and made small wickiup models with willow branches and raffia.

Virgil Johnson, an Elder from the Confederated Tribes of the Goshute Reservation, was the highlight of the event, he offered the girls a unique understanding about how one's culture provides identity and direction in life. The scouts visited a local museum and received an archaeology shelter patch at the conclusion of the camp.

Due to the success of the Tooele event, Utah BLM allotted funding for another Project Archaeology Girl Scout camp and patch event in 2016. Utah Project Archaeology, now headquartered at Southern Utah University, is currently coordinating with the BLM, Forest Service, Edge of the Cedars State Park, K-12 teachers, various tribes, and the Girl Scouts, to provide a 3-day archaeology camp near Cedar Mesa

## PROJECT ARCHAEOLOGY: INVESTIGATING SHELTER CURRICULUM WAS ADAPTED AS THE BASIS FOR ALL ACTIVITIES

in southeastern Utah, May 28-30. Thirty Girl Scouts from southeastern Utah and surrounding Native American reservations are expected to attend this camp, and will be instructed by Master Teachers Samantha Kirkley and Marcia Simonis, and Forest Service archaeologist, Charmaine Thompson. The camp will include hands-on museum activities, archaeological site visits, descendant presentations, campfire programs,

crafts, lessons, and camping skills. Jeanne Moe, National Project Archaeology Lead, will be working with the camp planning team to develop a new patch that can be implemented

throughout the United States. Project Archaeology hopes the archaeology shelter patch will soon be made an official patch for the Girl Scouts of America.

Tooele Girl Scout leader, Lindsay Bramble describes the importance of developing a partnership with Project Archaeology, "[Project Archaeology] was created to teach children to protect and preserve our land and cultural resources." While the out-

come of this aspiration is uncertain; the enthusiasm and momentum behind this new direction in heritage education is promising.



Girl Scout investigating a wicki-up site map

Photo Credit: Utah BLM



Girl Scout Archaeology Badge





## GIS AND THE K-12 CLASSROOM

### EXPLORING THE POSSIBILITIES OF GEOGRAPHY EDUCATION

By Rebekah Schields

Maps are an integral part of human life. Hundreds of years ago, maps were an important way to show where we had been, record important information, and plan our futures. Today, maps are an even more integral part of our life. GIS, or Geographical Information System have given the world a new way to look at, read, and understand maps. But how is this important to your classroom, how can you use GIS to teach your students, and what are the challenges of implementing a GIS based curricula?

#### What is GIS?

GIS stands for Geographical Information Systems which is a program that is meant to store,

curricula (Strachan, 2014). Geography is incredibly important for students in today's global world. As Caitlin Strachan describes in her master's thesis, "[i]n addition to personal decision-making, the democratic nature of our society requires that we make collective decisions concerning public health, environmental protection, social welfare, and international affairs. Without a solid foundation of geography education however, our nation will struggle to critically analyze the spatial dimensions of local and global matters." The 2015 NAEP Geography assessment showed that only 27% of eighth grade students tested at proficient or above, and this statistic has shown almost no change since 1994.

#### What can GIS do in your Classroom?

Multiple studies have shown that GIS can be used as a cross-curricular, open-ended inquiry tool that supports high level thinking, spatial

accepted by policy makers and administrators, as Josephy Kerski describes, "[i]nquiry-based interdisciplinary tools already have inherent difficulty finding a home. In this era of standardized testing, it is difficult to assess results from inquiry-driven methods, and consequently, those results are not as frequently tested, and those methods are not as frequently used."

#### What's Happening Now?

Thankfully more research is being done on how best to teach and use GIS in the classroom. More in-service and professional development workshops are being created, many with the idea of teaching *with* GIS not teaching *about* GIS. Project Archaeology is excited to be working on a curriculum that will introduce GIS to classrooms in an inquiry-based setting to investigate human migration. We hope to address some of the difficulties of implementing GIS in education by crafting our own customized web-based GIS platform.



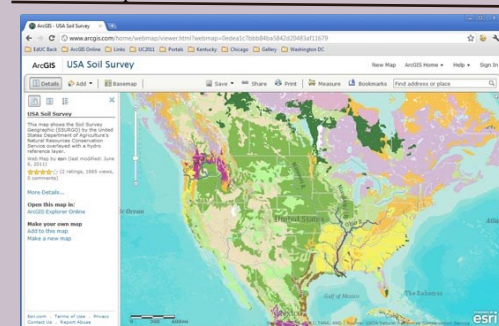
MULTIPLE STUDIES HAVE SHOWN THAT GIS CAN BE USED AS A CROSS-CURRICULAR, OPEN-ENDED INQUIRY TOOL THAT SUPPORTS HIGH LEVEL THINKING, SPACIAL ANALYSIS, REAL WORLD CONNECTIONS AND COMPLEX PROBLEM SOLVING

manipulate, analyze, and manage spatial data. ESRI's ArcGIS is the most powerful and ubiquitous software in the market. ESRI has recently released an online version of its ArcGIS software, making it easier to use and easier to access for many people ([www.arcgis.com](http://www.arcgis.com)). ESRI also has several applications that can be plugged into its online GIS program. Applications like Story Maps ([storymaps.arcgis.com](http://storymaps.arcgis.com)), which allows everyday people to create and share their own stories with maps and geographic information in a non-technical interface. Collector, another ESRI application, allows

analysis, real world connections and complex problem solving (Henry and Semple, 2011). Students can use GIS tools and applications to understand both hard science and social studies questions with maps that show everything from gross domestic product by country and historic land purchases to deforestation and river flow. ESRI's Story Maps allow even more classroom applications by incorporating storytelling features such as pop-up text information and customizable maps to create a digital story. So why aren't many teachers or schools adopting this great new technology for geography education?

#### What are some of difficulties of implementing GIS in the classroom?

There are a plethora of difficulties and hurdles to jump when attempting to implement GIS in the classroom. The first being what is perceived as an incredibly high learning curve. While web-based GIS is much easier to use than the full software, many teachers have reported difficulty in creating maps and using the software, and expressed their concern in teaching something they didn't know much about to their students (Strachan, 2014). Time is also another important factor, ArcGIS Online requires a good chunk of time to become familiar with and to determine how best to use in the classroom. Some schools may have difficulty with the required amount of bandwidth or computers needed to access the software. Geography and spatial analysis may even have a hard time being



ArcGIS Online can display many different types of maps.



A Story Map example. Many more available [here](http://storymaps.arcgis.com).

crowdsourcing and on-the-go collections of geographic data from your phone or tablet.

#### Why is Geography an important part of education?

In 2001, the subject of geography was identified by the Primary and Secondary Education Act (No Child Left Behind) as one of the nine core academic subjects, even though no federal dollars were spent to help improve materials or

#### References Cited and Additional Resources

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Henry, Paul and Semple, Hugh. Integrating Online GIS into the K-12 Curricula: Lessons from the Development of a Collaborative GIS in Michigan. *Journal of Geography*, 111:1 (2012), 3-14.



## SAVE THE DATE

SOCIETY FOR AMERICAN ARCHAEOLOGY

APRIL 6-10TH, 2016

Don't forget our annual meeting at the SAA conference! It will be April 6th, 2016 at the Dolphin Hotel, Oceanic Room 6 from 8:30—5pm. We will be talking about new curricular materials including Investigating Migration, planning our 2016 Conference and discussing Section 106: Education as Alternative Mitigation.

## SAVE THE DATE

2016 BIENNIAL CONFERENCE

OCTOBER 10—14TH, 2016

Please plan to attend our Biennial conference, October 10th-14th, 2016, held in Williamsburg, Virginia. We hope to see you there while we visit the Jamestown Settlement, Colonial Williamsburg, and the Governor's Mansion (pictured below). Our theme for this year is *Back to Basics: Archaeology 101 for Educators and Education 101 for Archaeologists*.



## REGISTER YOUR WORKSHOP

Are you planning a Project Archaeology teacher workshop in 2016? Please share your event with us and we will create an event page on the Project Archaeology web site and promote your professional development opportunity on our social media outlets.

We have Coordinators and Master Teachers in almost 40 states! Let's set the goal to offer a teacher workshop in all of our active states this year! If every state offers just one workshop for 10 teachers we will reach 400 teachers and they will share the message of respect for our shared archaeological heritage with at least 12,000 students in just one year!

[Register your workshop online today!](#) And be sure to order your books, shelter investigations, and kits from [projectarchaeology.org](http://projectarchaeology.org)



## ARE YOU ATTENDING A CONFERENCE?

**We need your help to reach teachers in 2016! Do you have plans to attend a teacher conference in your state? Would you like your costs covered?**

Project Archaeology knows the impact we can have at teacher conferences. For example, by attending one state social studies conference, Project Archaeology gained a new archaeology education ambassador! Donald Fisher Sweetnam, 5<sup>th</sup> grade teacher in Los Angeles, attended the 2014 California Council for the Social Studies conference and stopped by the Project Archaeology booth. He gave us his email address and received a follow-up email from the national office with a free sample lesson. He bought a Shelter teaching kit when we launched *Investigating a North Slope Ivruulik*. Then he successfully applied to the 2015 Leadership Academy! Now he is partnering with another 2015 Leadership Academy graduate to offer a workshop to teachers at his school this week! WOW! One Conference, One Teacher...It Makes a Difference!

**Project Archaeology will help you present and exhibit Project Archaeology materials at a teacher conference in your state!**

**\$200 for 10 Project Archaeology Coordinators/Master Teachers  
First come, First serve!**

Follow these steps:

1. Find a Conference and Register
2. Contact the National Office at CourtneyAgenten@motana.edu
3. Apply to be a presenter of a Project Archaeology session at the teacher conference of your choice
4. Collect email addresses of participants at the conference and submit them in an Excel spreadsheet to the national office along with proof of your attendance.



## MEET OUR NEWEST TEAM MEMBER

We are excited to announce the addition of a new student research assistant, John Olson. He will assist us with the development of *Project Archaeology: Investigating Migration*.

John W. Olson is a senior at Montana State University – Bozeman and is graduating this spring with a Bachelor of Science in Anthropology focusing on Archaeology and will receive a minor in GIS as well. He has volunteered for several years with the Extreme History Project in Bozeman and is currently the GPS/GIS Project Lead for their Nevada City Montana Cemetery Mapping Project.



## GIRL SCOUTS IN ARCHAEOLOGY

The eighty Girl Scout archaeology camp attendees with Virgil Johnson, an Elder from the Confederated Tribes of the Goshute Reservation.



## LEADERSHIP ACADEMY

**Don't Forget! Leadership Academy applications are due April 15th, 2016.**

Do you want to bring engaging, cross-curricular materials that teach cultural understanding to teachers in your schools?

Become a leader in cultural heritage education by attending the 7th annual Project Archaeology Leadership Academy!

Project Archaeology is seeking all-star teachers, museum educators, and archaeology educators to receive high-quality professional development to teach Project Archaeology's acclaimed inquiry-based curricula fulfilling many Common Core requirements.

You will graduate as a Master Teacher and be fully prepared to offer professional development training to your community. Your students will learn critical-thinking skills through engaging inquiry-based lessons that teach cultural understanding.





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Find us on Facebook and Twitter!

Project Archaeology is an educational program dedicated to teaching scientific and historical inquiry, cultural understanding, and the importance of protecting our nation's rich cultural resources. We are a national network of archaeologists, educators, and concerned citizens working to make archaeology education accessible to students and teachers nationwide through high-quality educational materials and professional development. Project Archaeology is a joint program of Montana State University and the Bureau of Land Management.





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## NATIONAL NEWS • SEPTEMBER 2016

Hello everyone,

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

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

I am happy to report that we now have fourteen shelter investigations on our database. Two more investigations will soon be available: "Investigating a Kentucky Shotgun House" and "Investigating a Neolithic Dwelling at Jarmo." Several other investigations in New Mexico, Alaska, Utah, and Kentucky

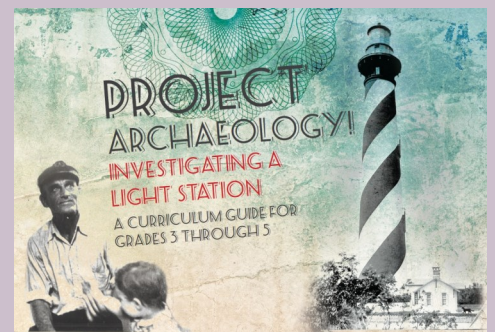
are in the works and we will see them sometime down the line. Thanks to all of our hard working coordinators and master teachers for finding the funding for the investigations and getting them done for everyone to use.

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

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



VOLUME 8 ISSUE 2 SEPTEMBER 2016



Above: Project Archaeology's newest investigation, *Investigating a Light Station* based on the lighthouse at St Augustine, FL

Above left: Educators and archaeologists take a tour of Garnet Ghost Town on September 10th.

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

Happy End of the Summer! See you in Williamsburg.

Best regards,

*Jeanne*





## NATIONAL ARCHAEOLOGY EDUCATOR'S CONFERENCE 2016

### AGENDA

#### Monday October 10, 2016

Evening 7pm

- Welcome and Get Acquainted

#### Tuesday, October 11, 2016

Morning 8:30am

- Opening Session
- Concurrent Sessions
  - Archaeology 101 for Educators*
  - Education 101 for Archaeologists*

Afternoon 1pm

- Concurrent Sessions
  - Workshop Activities
  - Committees and Task Groups
- Business Meeting
- New Projects and Initiatives
- Prepare for 2016/17 Conferences

Evening 7-9pm

- Poster session
- One-Minute of Madness

#### Wednesday, October 12, 2016

Morning 8 am

- 3D Scanning Presentation
- Field Trip to Colonial Williamsburg

Afternoon

- Field Trip to Historic Jamestown

#### Thursday, October 13, 2016

Morning 8:30 am

- Concurrent Sessions
  - Archaeology 101*
  - Education 101*
- Team Lesson Planning

Afternoon 1pm

- Literature Circle
- Online Lesson Modules
- Panel Discussion
- 3D Modeling Presentation
- Closing Session

Evening 7pm

- Closing Celebration

## INTRODUCING: INVESTIGATING A NEOLITHIC DWELLING AT JARMO

By Carol Ng-He, School & Community Program Manager, The Oriental Institute of the University of Chicago / Master Teacher, Project Archaeology

The Oriental Institute of the University of Chicago is proud to announce

a new publication with Project Archaeology's Investigating Shelter curriculum –

"Investigating a Neolithic Dwelling at Jarmo" – following the success of our previous collaboration on *Investigating Nutrition* curriculum guidebook publication completion in 2015. This unique investigation adds to the rich repertoire of Project Archaeology's shelter database. Not only the investigation is the first prehistoric and international study in the database, but also it integrates the Oriental

THE FIRST INTERNATIONAL DWELLING IN PROJECT ARCHAEOLOGY'S SHELTER DATABASE, *INVESTIGATING A NEOLITHIC DWELLING AT JARMO* INTEGRATES THE ORIENTAL INSTITUTE'S WORLD FAMOUS ARCHAEOLOGICAL RESEARCH MATERIALS AND MUSEUM COLLECTIONS.

Institute's world famous archaeological research materials and museum collections.

In this investigation, students learn about the lives of the earliest people in the Middle East and the Neolithic Revolution by investigating a Neolithic dwelling and meeting Professor Salma Samar Damluji, an Iraqi architect.

#### Part One

gives the students background information on the geography and environment of the Jarmo House site students will be studying.

**Part Two** focuses on the history of the Jarmo House using a photograph of the Jarmo House model.

**Part Three** engages students in studying reconstruction drawings and historic photographs from archaeologists. Students

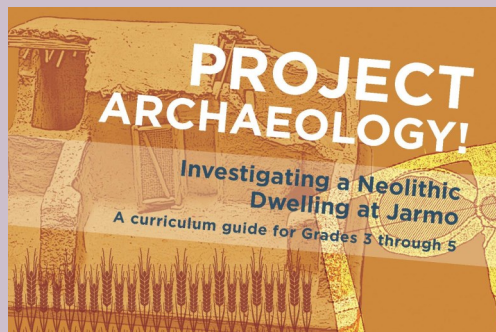
*INVESTIGATING A NEOLITHIC DWELLING AT JARMO* WILL BE AVAILABLE ON SEPTEMBER 26TH, 2016

work with artifacts and maps of the Jarmo House site to make inferences about how the dwelling was used by people.

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

The investigation will be available on September 26, 2016, and an eight-week online professional development course will be offered through the Oriental Institute from October 3 through November 28, 2016. The fee of the course is \$175

for general public and \$135 for OI members. Teachers can receive 30 clock hours for re-certification upon completion. Visit [oi.uchicago.edu/](http://oi.uchicago.edu/) educators for details and registration.





# STEP BY STEP: ARCHAEO-EDUCATORS' CURRICULUM GUIDE FROM THE INSIDE

By Lianne Bennett and Sarah Bennett

What is a curriculum? To those who use *Project Archaeology: Investigating a Light Station*, a curriculum is likely a series of 86 pages of information, photographs, documents, illustrations, and activities written by two abstract people. To those who learn from the curriculum, the content and authors probably appear much the same. On the surface, the curriculum enables teachers and students to appreciate archaeology and inquiry, to understand big picture concepts common among all people. What lies below the surface, within the

educational components.

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

## Step 1. Funding.

At the beginning of any story, money is a central figure. Funding for this project came from a community education small-matching grant awarded to the Florida Public Archaeology

template changes, found photos, modified activities, and created sample answers.

## Step 5. Reviewers' edits.

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

## Step 6. Approval!

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

## Step 7. The inaugural workshop.

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

## Step 8. Reflecting on the past year.

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

TO US, THE WORKSHOP WAS THE ULTIMATE REWARD: EXPERIENCING THE CURRICULUM NOT ON PAPER, BUT IN THE MINDS AND THROUGH THE EXPERIENCES OF OTHERS.

words, among the chosen images? We do! Lianne, a high school teacher, and Sarah, a professional archaeologist, merged curriculum development forces. Though we each have our chosen profession, Lianne loves archaeology as equally as Sarah loves education. For our Venn diagram, archaeology education hits the sweet spot. Writing the Light Station curriculum enabled us to bring life (through science!) to lightkeepers and their families.



Lianne Bennett, Sarah Bennett and Brenda Swann examining light station artifacts.

Network (FPAN) through the Florida Department of State. With funds secured, FPAN (er, Sarah Miller) selected Lianne and Sarah to author the curriculum.

## Step 2. The choice.

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

## Step 3. The research begins.

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

## Step 4. Division of labor.

It only made sense for Sarah to handle the archaeology component, while Lianne concentrated on the geography and history sections. We edited one another's work. Sarah was largely responsible for the formatting. Lianne made sure that the readings and activities were appropriate and feasible in the classroom. Together and separately, we undertook

Our partnership proved easy. Firstly, we are related, we like each other quite a lot, and our minds often think similarly. Secondly, the development process divided easily between our interests and our strengths. Thirdly, we chatted about ideas – and there were many – incessantly. Fourthly, neither of us placed boundaries on inspiration, ideas, or information. The educator was welcome to probe, poke, and refine the archaeology sections and writing. Equally, the archaeologist was encouraged to explore, examine, and modify the



Lianne Bennett and Sarah Bennett, selfie in front of the keepers' quarters at the St. Augustine Light Station.



## SAVE THE DATE

SOCIETY FOR AMERICAN ARCHAEOLOGY  
ANNUAL CONFERENCE

MARCH 29–APRIL 2ND, 2017



## SAVE THE DATE

ARCHAEOLOGY INSTITUTE OF AMERICA  
ANNUAL CONFERENCE

JANUARY 5–8TH, 2017



## SAVE THE DATE

SOCIETY FOR HISTORICAL ARCHAEOLOGY  
ANNUAL CONFERENCE

JANUARY 4–8TH, 2017



## SAVE THE DATE

PROJECT ARCHAEOLOGY LEADERSHIP  
ACADEMY

JUNE 26–30TH, 2017

## CHANGING LAND, CHANGING LIFE AT ABSAROKA AGENCY, MONTANA

By Jeanne Moe

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

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



Participants in the classroom with guest speaker Steve Aaberg

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

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

More to come!



Workshop participants near the site of the second Crow Indian Agency



## NATIONAL TEAM COMINGS AND GOINGS

### Meet our newest Student Intern Danny Kraus:

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



### Courtney Agenten has moved!

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

Please join us in wishing Courtney and Paul all the best in their new endeavor!



## LEADERSHIP ACADEMY

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



# THE VIEW FROM OPLONTIS

AN UNDERGRADUATE'S PERSPECTIVE

By Savannah Gonzales

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

From July 31st to August 5th I was granted the opportunity to travel to Montana State University where I attended the *Investigating Pompeii Teacher Workshop* hosted by Project Archaeology. My experience from the workshop ignited a fire for me to help better the school curriculum for all students. During the workshop, I learned about Pompeii and the living style of wealthy Romans. This was portrayed through activities constructed by Project Archaeology, which was demonstrated by educators and archaeologists. The activities showed insight to valuable strategies on educating young minds. One strategy that stood out was creating a special annotation key that students can use while reading a passage. The key prevents surface reading and enhances the student's ability to analyze texts and opens the door to questions that promote higher thinking of the subject matter. We were also presented with game options to bring the lesson plan to life. Choice of a popular game as a base that can be altered to have facts, clues, people, etc. as the lesson plan can be a fun way to teach events that took place in history and propose questions on what would have occurred had people's actions differed, as each player chooses what path to take. By far my favorite was the push to take students exploring. Simple field trips can

open the minds of children to explore beyond the text in a book. They get hands-on experience and on-field learning can ignite a passion for learning as they face what they have learned in the classroom in front of their eyes. These strategies are beneficial to me because I have a desire to dedicate my life to educating young minds. In society today, where there is a gap between the education the poor and rich receive, I plan to minimize that gap in the future. Throughout the week, we learned about the investigation of Oplontis and a few techniques of excavations by archaeologists and geoarchaeologists. One very enriching experience was having a class tour of the "Leisure and Luxury in the Age of Nero: The Villas of Oplontis" exhibit in the Museum of the Rockies led by Dr. Regina Gee, who spent years at Villa A in Oplontis studying the villa and its frescos.

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

I am collaborating with

Dr. Hartshorn on my research project and being able to meet him in person and gain knowledge from him was one of the most enriching experiences. With the guidance of Tony, I learned how to look at soil horizons and note how to find changes in soil based on

color and compactness. Once samples were taken, I was able to also learn how to determine the texture of the soil sample by its composition of sand, silt, and/or clay just by adding water and mixing it in my hand. During my trip through Yellowstone National Park, I expanded my knowledge of soils, landscapes, and animals.

It was an incredible sight to see

the "stairs" of the landscape that show where the Yellowstone River once flowed. The red markings on the mountains showed where lava once flowed and burned the land that prevented the growing of plants.

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



Bozeman teachers got wet and muddy as they crossed a creek to access an archaeological site, supervised by Bill Eckerle, Tony Hartshorn, and Jeanne Moe.



Roman Villa Mysterium, a board game from Project Archaeology: Investigating a Roman Villa



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





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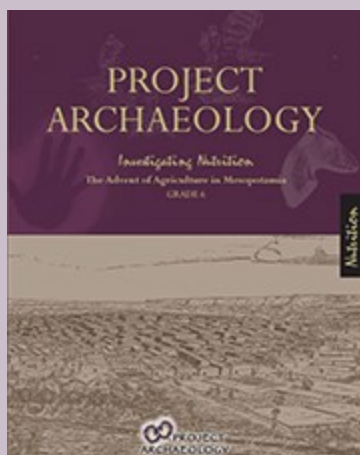
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Project Archaeology is an educational program dedicated to teaching scientific and historical inquiry, cultural understanding, and the importance of protecting our nation's rich cultural resources. We are a national network of archaeologists, educators, and concerned citizens working to make archaeology education accessible to students and teachers nationwide through high-quality educational materials and professional development. Project Archaeology is a joint program of Montana State University and the Bureau of Land Management.

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

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



# Project Archaeology | news

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VOLUME 8 ISSUE 3 DECEMBER 2016



## NATIONAL NEWS • DECEMBER 2016

Dear Project Archaeology Friends;

Another great year is drawing to a close and we are already booked solid with workshops, leadership academies, online courses, and outdoor learning in 2017. Your annual reports show us why we are so busy here in Bozeman; you are doing more work every year. Project Archaeology is growing by leaps and bounds and at the National Office and we feel like we are just trying to keep up with all of you!

Our biennial conference in Williamsburg was definitely a highlight of the year. So many new faces and ideas to add to our growing national network of archaeology educators and Project Archaeology coordinators. Thanks to all of our participants and presenters for leading us to new heights in the pursuit of archaeology education. We are already planning for our next

conference in 2018; please send your ideas for conference themes and topics.

Winter is always our time to put our heads down and work on new curricular materials and to add investigations for the Shelter database. *Project Archaeology: Investigating Migration* is well underway and Erika Malo has a good start on *Project Archaeology: Investigating Food and Land* using Great Basin foragers as our first investigation in a new series (see article on page 4). We are also working on new investigations in Montana, Wyoming, Utah, and Alabama for *Project Archaeology: Investigating Rock Art*.

Save the date for our Annual Project Archaeology Coordinators and Friends meeting at the Society for American Archaeology conference in Vancouver, British Columbia. We will meet on Wednesday, March 29, 2017. More details to follow.

A Project Archaeology booth in the Exhibit Hall and a symposium on Project Archaeology research will round out our participation at the SAAs this year. We look forward to seeing you there.

Have a wonderful Holiday Season!

Best regards,

Jeanne



FOLLOW US ON FACEBOOK AND TWITTER!







Potato Head Indy stands guard over new PA merchandise at the National Archaeology Educator's Conference

**ADVANCES**  
IN ARCHAEOLOGICAL PRACTICE  
A JOURNAL OF THE SOCIETY FOR AMERICAN ARCHAEOLOGY

## HOT OFF THE PRESS!

### SPECIAL EDITION OF ADVANCES IN ARCHAEOLOGICAL PRACTICE

The Society for American Archaeology's publication, *Advances in Archaeological Practice* put out a special November issue focusing on public education efforts in archaeology. "Designing And Assessing Public Education Programs In Archaeology" was guest edited by Eleanor King and featured several articles written by members of Project Archaeology's Network, including Jeanne Moe, Rebecca Sgouros, Matt Stirn, Elizabeth Reetz, and Gwynn Henderson. If you are a member of the SAA, you receive free access to this journal via the SAA.org website.

## STORIES FROM THE FIELD: ATTENDING A TEACHER CONFERENCE

By Sam Kirkley—Project Archaeology Utah Coordinator

I set up a vendor booth at the Annual Utah Educators Association Convention this October. My primary aim in attending was to make contacts with Utah teachers and advertise for two workshops that I had set for November. There were teachers who wanted to purchase curriculum on the spot, but my focus was not selling at this venue. I made contact with about 100 educators and obtained contact information for 40. Three of the teachers that I spoke with attended my November workshop in Salt Lake City.

I rented a 10 x 10 foot space at a reduced non-profit rate for the two day conven-

WHILE NUMBERS ARE DWINDLING AT THIS STATE-WIDE CONVENTION, ATTENDING WAS WORTHWHILE FOR OUR STATE PROGRAM, I WILL DEFINITELY ATTEND NEXT YEAR...

tion. I pushed the supplied table to the back of the booth, put my Project Archaeology banners up on the sides, put one of the shelter maps down as the booth floor, placed curriculum guides and artifacts on a back table, and placed PA pamphlets and other freebies on a side table. The floor map really caught the eyes! I stood at the front of my booth ready to engage each passerby with a question or an artifact to place on the floor map. Once we

got to chatting, they were interested and eager to write down their names and emails on my contact list to receive a free lesson and information about future workshops.

THREE OF THE TEACHERS I SPOKE WITH ATTENDED MY NOVEMBER WORKSHOP IN SALT LAKE CITY

While numbers are dwindling at this state-wide convention, attending the convention was worthwhile for our state program and I will definitely attend next year. However, I will make a few adjustments. I plan to give a presentation on Project Archaeology in conjunction with having a booth. I will also enlist at least one other person to help, as I missed several opportunities to engage everyone who stopped at our booth. I was nervous to try this, but it was super easy and fun to share something that I love with

our eager allies in archaeological preservation. A huge thank you to Courtney Agenten who helped me with the set up and encouraged me from afar.



Sam Kirkley stands ready to engage teachers at her booth during the Utah Educator's Association Convention.

# NATIONAL ARCHAEOLOGY EDUCATOR'S CONFERENCE : A SHORT REPORT

Despite the widespread and devastating effects of Hurricane Matthew, thirty archaeology educators gathered at the Woodlands Hotel near historic Williamsburg on October 10, 2016 for the 2nd National Archaeology Educator's Conference and 14th Biennial Project Archaeology Coordinator's Conference. Of the attendees, sixteen were archaeologists or historians and fourteen were classroom teachers or informal (museum and visitor center) educators.

## Professional Development

In 2014, at the 1st National Archaeology Education Conference, participants asked for more professional development on the basics of both archaeology and education. Educators thought that they needed more knowledge of archaeology to better teach other educators and archaeologists wanted to know more about current educational practices and standards to enable them to work more effectively with educators. Based on that request, we developed two concurrent tracks for the conference: (1) Archaeology 101 for Educators and (2) Education 101 for Archaeologists.



## Archaeology 101 for Educators

Participants in this session learned the basic archaeological concepts familiar to archaeologists. They applied that archaeological knowledge to create an informal lesson plan. A team of archaeology educators (Crystal Alegria, Ranel Capron, and Kevin Gidusko) guided the educators through several sessions including: Archaeological Laws, Teaching from Objects, and Preservation and Stewardship in Education.

## Education 101 for Archaeologists

The intended outcome for this session was for participants to understand basic education concepts familiar to teachers and then apply the pedagogical knowledge to create an informal lesson plan. Individual instructional sessions taught by four archaeology educators (Courtney Agenten,

Elizabeth Reetz, Jeanne Moe, and Bekah Shields) included the following: Knowing the Learner, Educational Standards, Learning Styles and Assessment.

## Technology and Archaeology Education

Mark Freeman, interactive learning specialist for Project Archaeology, led the attendees through his recent research in computer-based learning in archaeology. Bernard K.

Means, Virtual Curation Lab at Virginia Commonwealth University, showed the viability of 3-D scanning of artifacts and printing them for archaeology teaching purposes. Kevin Gidusko, from the Florida Public Archaeology Network, showed a similar but different technique, called photogrammetry, which involves taking multiple photos of an object to create a 3-D model. He also showed us possible uses of the technology for showing 3-D images of archaeological excavations for education purposes.

## Evening Sessions

Conference attendees also participated in several evening sessions. The opening session on Monday allowed participants to get acquainted with one another and with the Project Archaeology program. The desserts were fabulous, too.

On Tuesday evening we experimented with an information delivery technique known as "One Minute of Madness." Each participant had one PowerPoint slide and one minute to show the group her/his accomplishments for the last year. We learned a lot about everyone's far-ranging efforts to bring Project Archaeology and archaeology education to teachers, students, museum visitors, and many other learners throughout the nation. A few of these videos are posted on our Facebook page, check them out [here](#).

At our Closing and Conference Awards session on Thursday evening, participants briefly presented their informal learning lesson to the group. We also presented our traditional conference awards to recognize each individual's contributions to the conferences. The closing of the Silent Auction completed the evening; proceeds from the auction will fund scholarships for the next conference in 2018.

## Field Trip to Colonial Williamsburg

Meredith Poole, Williamsburg archaeologist and educator for thirty years, led the conference participants on an amazing archaeological waking tour of the historic city. Based on her vast personal experiences working at Williamsburg, Meredith showed the group how archaeology had provided the basis for reconstructing the historic city to look like what it would have

**"FOR ME AS A TEACHER, BEING ABLE TO TALK TO ARCHAEOLOGISTS ABOUT THEIR METHODS, AND ABOUT METHODS OF TEACHING THIS TO KIDS WAS INVALUABLE. I GAINED SO MUCH MORE INSIGHT"**

looked like in the 1770s. Archaeological data informed both the reconstruction and furnishing of each of the buildings on the historic Duke of Gloucester Street and the side streets.

Williamsburg, like many other historic sites in the nation, is facing increasing pressure to draw more visitors each year, especially families. Because children are very interested in archaeology, Meredith and her colleagues developed a brief excavation and laboratory experience for children who visit Williamsburg. In 2016, more than 11,000 children participated in the education project, a feat at any level. The educators are constantly tweaking the program, but think that most of the children do get some basic knowledge of archaeology from the experience. Conference participants were unable to excavate due to the recent torrential rainfall, but were able to participate in the cleaning and identification of artifacts in the field laboratory.

## Historic Jamestowne

Participants spent one afternoon at the site of Historic Jamestowne. Because of the variety of opportunities for free-choice learning at Jamestowne, participants were allowed to explore the excavations, the visitor center, and the museum on their own. Conference participants were instructed to consider their own informal learning lessons while touring the historic site.



*Conference Participants listen as Meredith Poole describes Colonial Williamsburg's kids excavation project*





## SAVE THE DATE

SOCIETY FOR AMERICAN ARCHAEOLOGY  
ANNUAL CONFERENCE  
MARCH 29–APRIL 2ND, 2017



## SAVE THE DATE

ARCHAEOLOGY INSTITUTE OF AMERICA  
ANNUAL CONFERENCE  
JANUARY 5–8TH, 2017



## SAVE THE DATE

SOCIETY FOR HISTORICAL ARCHAEOLOGY  
ANNUAL CONFERENCE  
JANUARY 4–8TH, 2017



## SAVE THE DATE

PROJECT ARCHAEOLOGY LEADERSHIP  
ACADEMY  
JUNE 26–30TH, 2017

## EXPLORING CULTURE AND ECOSYSTEMS IN THE GREAT BASIN:

### PROJECT ARCHAEOLOGY: INVESTIGATING FOOD AND LAND

By Erika Malo—National Network Coordinator

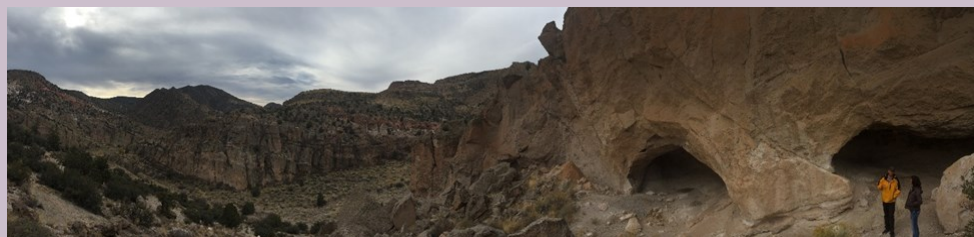
As I peered out the plane window and looked out over the Southern Great Basin I was amazed at the beauty of this unique landscape. Everything seemed to be moving. I could see where time had eroded mountains and wind had swept up the valley to carry the eroded grains into wavelike patterns in the sand. Mountains looked like they were pushing and breaking through the ground.

In November, I traveled to Lincoln County, Nevada to meet with teachers and explore archaeological sites for the upcoming curriculum



*Big Horn Sheep from Mount Irish Archaeological District (photo by Erika Malo)*

ferent archaeological sites: Etna Cave, O'Malley Rockshelter, and Mount Irish Archaeological District. We also visited four elementary schools in the district to meet with 4th and 5th grade teachers. We talked about the curriculum, how it could fit in their classrooms, and asked for their guidance in the development and piloting of *Project Archaeology: Investigating Land and Food* in Lincoln County.



*Archaeologists Nick Pay (BLM) and Barbi Malinky Harmon (Kautz Environmental Consultants, Inc.) at Etna Cave. (photo by Erika Malo)*

*Project Archaeology: Investigating Food and Land* in Lincoln County. This project is funded through the Bureau of Land Management's (BLM) Lincoln County Archaeological Initiative and is a partnership between Project Archaeology and Kautz Environmental Consultants, Inc.

The southern border of Lincoln County lies approximately 54 miles north of Las Vegas. The first thing that struck me about Lincoln County was the diversity of its landscapes. Ecosystems constantly change — one minute I was driving by a lake with tall cottonwood trees and then I was passing through mountain foothills covered with sagebrush, Joshua trees, and agave. Once in the mountains, I was surrounded by juniper and pinon trees. I kept wondering how past and present people utilized this diverse environment.

Barbi Malinky Harmon, from Kautz Environmental Consultants, Inc., acted as my archaeological tour guide. Barbi drove me to three dif-

How important is it to live within our means? How do ecosystems effect cultures and how to cultures effect ecosystems? Archaeology is a great tool to help understand those questions. *Project Archaeology: Investigating Food and Land* will answer those questions as well as make it relevant to today's environmental topics. Torben C. Rick (2009: 5) eloquently states "... we cannot understand present day environments, ecosystems, or biological organisms without documenting their long-term histories and relationships with the people who lived and thrived in those environments for millennia." Lincoln County's incredible environments and the relevancy of environmental topics make this an exciting and significant curriculum.

#### References Cited:

Rick, Torben C. (2009) "Towards a Greener Future: Archaeology and Contemporary Environmental Issues." *AnthroNotes: Museum of Natural History Publication for Educators* 30(2): 1—6.

## NATIONAL TEAM COMINGS AND GOINGS

### Introducing Erika Malo (Again!)

I am excited to be working for Project Archaeology as the new National Network Coordinator. I began my career in public archaeology during my undergraduate education with Project Archaeology in 2005. I have since gone on to receive my masters in archaeology with an emphasis in cultural resource management from the University of Alaska Anchorage (UAA). I created a series of short educational films for Alaska public schools about a multiyear NSF funded archaeological project on Adak Island, Alaska for my thesis. The films were created in consultation with Alaska Native Tribes and Corporations, Alaska Native language experts, school districts, feder-

al and state agencies, and the UAA department of education. I am a strong believer in the importance of consultation and collaboration in the development of relevant public archaeology products. I am excited to come back to my roots at Project Archaeology and raise my family in beautiful Montana.

Sláinte,

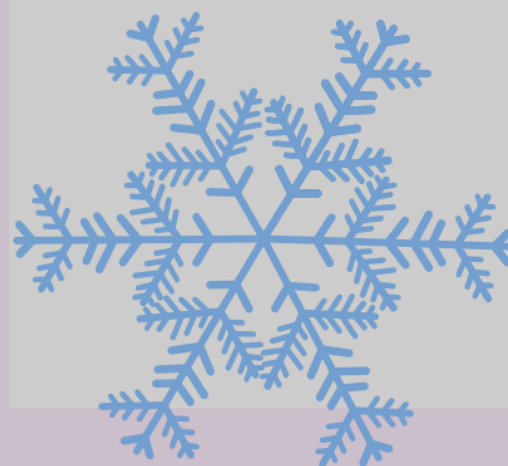
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## NATIONAL ARCHAEOLOGY EDUCATOR'S CONFERENCE

Attendees at Project Archaeology's National Archaeology Educator's Conference pose at Historic Jamestown during the Wednesday field trip.







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## Investigating Shelter

### Online Professional Development



Join us for an exciting trip back in time to investigate archaeology!

You will use this virtual workshop to practice the basics of scientific inquiry (observation, inference, evidence, and classification) using authentic archaeological data. You will learn first hand how to help your students apply archaeological concepts as they investigate a shelter using primary data sources such as maps, artifact illustrations, historic photographs and oral histories. By using this curriculum you will fulfill many Common Core State Standards requirements in social studies, English Language Arts, and math. Your students discover archaeology and history through engaging hands-on activities. This is a 'must-do' course that will not only enhance your own understanding of archaeology, but will also provide you with a comprehensive set of lessons which you can use in your own classroom.

Customize your course by choosing which shelter you want to investigate! Do you want to explore a slave cabin, plains tipi, farm house, colonial home, wickiup, rock shelter, or earthlodge?

Visit us at [www.projectarchaeology.org](http://www.projectarchaeology.org) to register!

**What:** Online Educator Course

**When:** Beginning February 6, 2017  
for eight weeks (4 - 5 self-directed hours/week)

**Where:** ONLINE at your convenience

**Who:** Upper elementary teachers (3<sup>rd</sup> - 6<sup>th</sup> grades)

**Cost:** \$175

Participating teachers will receive:

- Convenient online access to professional development
- Inquiry based instruction and lessons
- Full instruction in archaeological science for the classroom
- A complete curriculum guide, *Project Archaeology: Investigating Shelter*, endorsed by the National Council for the Social Studies (textbook included in course cost)
- Access to a database of 12 regional shelter investigations
- Instructions for assembling your own classroom materials during the course

### Interested?

Register online at [www.projectarchaeology.org](http://www.projectarchaeology.org) by **January 27, 2017**

Contact: Erika Malo 406.994.6727 [erika.malo@montana.edu](mailto:erika.malo@montana.edu)