

Project Archaeology

Discover the Past—Shape the Future



ANNUAL REPORT 2012

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VISION: We envision a world in which all citizens understand and appreciate their own culture and history and the culture and history of others.

MISSION: Project Archaeology uses archaeological inquiry to foster understanding of past and present cultures; improve social studies, science, and literacy education; and citizenship education to help preserve our archaeological legacy.

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This Annual Report highlights our adventures and accomplishments over the past year and our plans for the future. The first printing of our basic curriculum guide, *Project Archaeology: Investigating Shelter* sold out and the second printing was completed in July. New curricular materials exploring archaeo-astronomy, food and culture, food and land, and rock art are underdevelopment.

In June, the third annual Project Archaeology Leadership Academy funded by the Bureau of Land Management (BLM) opened new doors to educators in eight states. The ten master teachers who attended the Academy at Montana State University (MSU) will return to their states and offer high-quality Project Archaeology professional development to their peers over the next five years.

In 2012 (October 1, 2011 to September 30, 2012) we estimate that our growing national network of Project Archaeology educators touched more than 250,000 learners with the message of respect for our shared archaeological heritage. Our National Network of state and regional programs offered basic and advanced Project Archaeology professional development for educators throughout the nation. We offered two online courses through our partnership with the Utah Museum of Natural History and the University of Utah.

2012 Program Accomplishments

State and Regional Programs

The third Project Archaeology Leadership Academy was held in June 2012. Ten educators from Colorado, Florida, Idaho, Iowa,

Kansas, Missouri, Montana, and Utah learned how to provide Project Archaeology professional development to their colleagues. A facilitator training workshop at the Society for American Archaeology meetings in Memphis, Tennessee brought 12 archaeology educators up to speed on our new Project Archaeology materials and prepared them for offering professional development in their states. Archaeologists from Colorado, Tennessee, New Mexico, West Virginia, New Jersey, South Carolina, and Japan attended the workshop.

National Project Archaeology staff are actively assisting contacts in four additional states to plan new programs and maintained contact with potential program sponsors in seven more states. In sum, Project Archaeology is currently working with our contacts in 42 states and the District of Columbia to maintain, plan, and develop programs to disseminate high-quality educational materials. Nineteen of these programs were active in 2012 (Table 1). Volunteers contributed more than 2,000 hours of their time in 2012 to attend conferences and annual meetings, to participate in the Project Archaeology Leadership Academy, to offer programs in their states, and to advise the national program on curriculum development, program management, and long-term strategic planning.

Professional Development for Educators

In 2012, 1,490 educators received Project Archaeology information, instruction, and materials nationwide, making 2012 another record-breaking year (Table 1; the sum of columns 3,5, and 6). Of these 1,490 educators, 312 attended full-length workshops or online

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.

courses and are fully prepared to teach Project Archaeology to students and informal learners. These educators will reach an estimated 9,840 learners with high-quality archaeology education every year. Our state and regional programs conducted a total of 34 standard in-service or pre-service workshops and online courses for teachers. Through the Project Archaeology Leadership Academy and the facilitator training workshops in Tennessee and Missouri, a total of 27 new facilitators were certified to instruct Project Archaeology professional development. More than 3,500 educators received information about Project Archaeology programming at state and regional conferences for educators throughout the year.

Informal Audiences

Outside of the classroom, 13,427 school children and families learned about archaeological stewardship through the use of Project Archaeology materials in informal learning venues. The San Diego Archaeological Center (SDAC) led the way by serving 5,188 school children and our program coordinators in twelve other states delivered Project Archaeology activities to an additional 8,239 school children and families. The Kentucky Archaeological Survey served 1,828 school children with Project Archaeology materials, the Florida Public Archaeology Network served 988, and the Kansas Historical Society provided state specific Project Archaeology materials to 1,920 students.

Our informal audiences are growing every year and our state and regional coordinators are serving more students and family learners directly with Project Archaeology learning than ever before. Maureen Malloy, Chesapeake Regional coordinator, taught the entire *Investigating Shelter* curriculum unit to

all the fifth grade students in Watkins Elementary School in the District of Columbia Public School District. Project Archaeology instruction served as the entire social studies curriculum for the year as none other was offered.

Biennial Leadership Team Retreat

All members of the Project Archaeology Leadership Team met in Bozeman, Montana in October 2011. We hammered out a new Network Communications Plan, the first draft of a State Marketing Handbook, and a plan for the new *Project Archaeology: Investigating Migration* unit. Shane Doyle, doctoral candidate in education and member of the Crow Nation, presented preliminary results on his research involving the collaboration of archaeologists and members of the Crow Tribe on the excavations of the Absaroka Agency in Montana. The Leadership Team encouraged the National Project Archaeology Office to continue proactive collaboration with Native Americans for the development of all educational materials.



Nikki Dixon, Museum of the Rockies educator, demonstrates archaeological learning techniques to Leadership Team members.

Annual Meeting

An enthusiastic group of Project Archaeology coordinators from ten states attended the Annual Project Archaeology meeting held in conjunction with the Society for American Archaeology conference in Memphis, Tennessee on April 18, 2012. Attendees reviewed the draft State Marketing Handbook and provided guidance for the improvements. Jeanne Moe shared information about the new Common Core State Standards (CCSS) and the group discussed implications for the National Project Archaeology program. As Gwynn

Henderson, Kentucky Project Archaeology coordinator, put it, “Project Archaeology is cosmically poised to address the CCSS.” The group agreed that *Project Archaeology: Investigating Shelter* addresses many English Language Arts (ELA) standards and fits well with the overall call for inquiry-based learning, performance-based assessments, integration of knowledge, and reading across the curriculum. National Project Archaeology staff will begin the process of aligning existing materials to the CCSS and will develop all future materials to specifically address Common Core Standards in English Language Arts which includes non-fiction reading in social studies and science. Dr. Shirley Key, science educator from the University of Memphis, showed the group the value of archaeology in science education for underserved audiences.



Fourteen Project Archaeology coordinators, leaders, master teachers, and friends attended the 2012 Annual Meeting in Memphis, TN.

Curriculum Development

Our curriculum development efforts continue to support *Project Archaeology: Investigating Shelter*, which was published in July 2009 and reprinted in July 2012 (see full story on page 10). “Investigating a Basin House” was completed and by the end of the year, ten regional shelter investigations were available in portable document file (pdf) format and six of these have online, interactive formats. Development work continued on “Investigating a Sod Iglu” funded by the North Slope Burrough School District (NSBSD) in Alaska. Thanks to the NSBSD, *Project Archaeology: Investigating Shelter* and the new investigation will become an important part of the curriculum in the Barrow region. Gwynn Henderson, Kentucky Project Archaeology coordi-

nator, began development of two shelter investigations (“Investigating a Shotgun House” and “Investigating a Fort Ancient Village”) with 2011 grants from the Kentucky Heritage Commission.

Project Archaeology staff continued working on the draft of our second curriculum in the new series, *Project Archaeology: Investigating Food and Culture*. The curriculum was piloted and evaluated during the 2011-2012 academic year and is currently under extensive peer review. The project is supported in part by a grant from the Archaeological Institute of America.

Special Topic Unit

Investigating Archaeoastronomy, the first in a series of special topics units, was piloted and evaluated in a Bozeman, Montana classroom. The unit combines astronomy with archaeology and provides an excellent vehicle for teaching both science and social studies in the classroom. Students investigate the Big Horn Medicine Wheel in Wyoming while learning basic astronomy, local history, and the rudiments of archaeological inquiry. The draft unit is currently under revisions to align it with Common Core State Standards (CCSS) and classroom usability.



The Big Horn Medicine Wheel in the Big Horn Mountains of northern Wyoming.

Place-Based Education

In July 2011, Project Archaeology invited volunteers to participate in the excavations at Absaroka Agency. Over a three-day period, fifteen volunteers from across the state came to learn more about archaeology, Crow history, and the site of the second Crow agency. All volunteers were

It's kind of nice to know about your past because if you know about your past, you can learn more about yourself. Fifth grade student

required to attend a three-hour training session before participating in excavations; Project Archaeology educational materials were the foundation of the training. The project was completed in 2012 with telephone interviews with five of the participants approximately 6-8 months after their field experience. All of the interviewees had continued to learn about archaeology and Crow history since the completion of the field work in July 2011 and several had engaged in stewardship activities. One participant stated, "It was the most incredible thing I have ever done."

Since 2008, Project Archaeology staff have worked with Brenda Shirts, BLM Dakota Zone archaeologist, and the Old Fort Meade Museum to develop a curriculum and professional development program for historic Fort Meade and the surrounding BLM Fort Meade Recreation Area in South Dakota. The curriculum, *Investigating Fort Meade*, is geared towards 3-5 grade students and uses social studies, science, art, and literacy to teach students the history and architecture of Fort Meade. In June 2012, Project Archaeology hosted one professional development workshop at the Old Fort Meade Museum for area teachers using the *Investigating Fort Meade* curriculum. Twelve educators attended the day-long workshop located in the Old Fort Meade Museum and out on the BLM Recreation Area. They were immersed in the history of Fort Meade and learned how to bring that history into their classrooms. Final revisions have been made and the curriculum will be available through the Project Archaeology Web site.

Project Archaeology Online

The Utah Museum of Natural History (UMNH), the University of Utah, and the National Project Archaeology office offered an online Project Archaeology course for teachers beginning in March of 2012. *Project Archaeology: Investigating Shelter* formed the basis of the courses and students chose their own shelter investigation for study from the online database. Julie Yates, 2010 Project Archaeology Leadership Academy graduate from Craig, Alaska taught the course for ten educators from across the nation.

Madlyn Runburg, education director at UMNH, serves as our National Online Course Coordinator. Our strong partnerships with the University of Utah and the Utah Museum of Natural History help us keep operating expenses low and make tuition affordable for in-service educators.

PROGRAM HISTORY

Project Archaeology is a national heritage education program founded by the Bureau of Land Management (BLM) for educators and their students. It currently operates through 29 state and regional programs with six additional programs currently under development. Project Archaeology was launched in 1990 in response to widespread looting and vandalism of Utah's archaeological treasures. Agency officials from BLM, the Forest Service, the National Park Service, and the State of Utah, agreed that education was the best way to protect archaeological resources over the long term. These agencies partnered to develop and maintain a statewide education program known as the Intrigue of the Past Archaeology Education Program. In 1992, when the national BLM launched a comprehensive nationwide heritage education program, Intrigue of the Past was adopted as the classroom component and renamed Project Archaeology. In 2001, Project Archaeology moved to Montana State University, a leader in conservation education programming, and currently operates under a partnership between the Department of Sociology and Anthropology and the Bureau of Land Management.

Youth Engagement and Employment

In 2012, a total of 14 youths (age 16-25) in six states assisted with Project Archaeology programs. Six of these youths volunteered their time, while eight were employed part time. At the national level, one Montana State University (MSU) student assisted with many aspects of the program including curriculum development, marketing, research, and planning, thus gaining valuable work and educational experiences.

Special Projects

Project Archaeology Leadership Academy

Project Archaeology conducted a Leadership Academy (June 25-29, 2012) for social studies and science teachers from throughout the United States to learn about cultural

For me archaeology is not a source of illustrations for written texts, but an independent source of historical information, with no less value and importance, sometimes more importance, than the written sources. **Michael I. Rostovtzeff**

resources on public lands and the importance of protecting these lands for their scientific and heritage values. The Academy, funded by a Challenge Cost Share grant from the Bureau of Land Management, focused on the curriculum *Project Archaeology: Investigating Shelter*, and an investigation of a wickiup in Dirty Shame Rock Shelter in eastern Oregon. The ten participants attending the Academy on the campus of Montana State University learned to use the curriculum and learned about archaeological inquiry.



Danise Shannon (Iowa) and Carl Haworth (Missouri), 2012 graduates, learn the rudiments of archaeological site mapping.

Participants returned to their home states—eight states were represented—with the intention of teaching the curriculum to their peers through workshops, insti-

tutes, or job-embedded mentoring. Robert Turk, fifth grade teacher from Blanding, Utah coordinated the community's annual Heritage Fair where more than 600 students learned about Navajo and Ute culture. Mark Sanders joined with two other Project Archaeology instructors in Colorado (Becca Simon and Sarah Baer) to plan a November workshop in Broomfield. Nineteen teachers attended and the Colorado team is already planning another workshop for teachers in Douglas County. Courtney Agenten (Montana) is working with Crystal Alegria (Montana) and Nathan Doerr (Wyoming) to plan a workshop and teacher field school at the Battle of the Rosebud site in southeastern Montana. Rosebud was the site of a battle between Lakota and Cheyenne warriors led by Crazy Horse and the US cavalry and infantry led by Gen. George Crook on June 17, 1876. Chris Merritt, a historical archaeologist from the University of Montana, is investigating battle dynamics and perspectives through the study of artifacts. Courtney is hoping to use the archaeological data to develop a new special topic unit on the archaeology of conflict.

Our 2010 and 2011 graduates have been busy, too. Susan Wood-McKean (Idaho) offered an introductory workshop for environmental educators at the Idaho Environmental Education conference in March. Julie Yates (Alaska) taught the national *Project Archaeology: Investigating Shelter* online course through our partnership with the University of Utah in the spring. Freda Miller and Ryan Boettcher (Wyoming) centered their summer school instruction around archaeology again this year.

The Leadership Academy was designed to establish a national network of master teachers to deliver Project Archaeology materials and professional development to educators. The 2012 Academy was rich with discussions, field trips, guest speakers, hands-on activities, and demonstrations. The Fourth Annual Project Archaeology Leadership Academy is scheduled for June 24-28, 2013 and will be funded through a BLM grant.

State Highlights

Our state and regional coordinators reached a record number of students and family learners through informal Project Archaeology programs. Additionally, they introduced more than 1,000 teachers to Project Archaeology through presentations at education conferences. These introductions are already translating into registrations for full professional development workshops and building capacity to reach more educators nationally.

Alaska master teachers and their fifth grade students partnered with local Forest Service archaeologists to plan and conduct a salvage archaeology project on the site of a historic fish cannery in Craig, Alaska. Florida Project Archaeology and the Timucuan Ecological and Historical Preserve (NPS) provided professional development for educators using the new "Investigating a Kingsley Plantation Slave Cabin." Kansas Project Archaeology delivered 1,920 copies of the *Archaeology of Wichita Indian Shelter in Kansas*, the state specific supplement to *Project Archaeology: Investigating Shelter*. The Iowa Project Archaeology program increased its activity this year and workshop attendance remained high and enthusiastic. A new website and listserv will keep Iowa educators informed about program developments and new professional development opportunities. Kentucky Project Archaeology began the process of planning for statewide adoption of *Project Archaeology: Investigating Shelter* as part of the social stud-

ies curriculum. Two new facilitators joined the Tennessee Project Archaeology and are prepared to offer professional development in their areas. A Wisconsin field school for educators funded by the National Endowment for the Humanities featured *Intrigue of the Past*. Wyoming master teachers provided a workshop for museum educators and an archaeologically-based summer school session for middle school students.



Teachers estimating the size of the Kingsley Plantation Slave Cabin at the Timucuan Ecological and Historical Preserve, near Jacksonville, Florida

The Missouri, Montana, and North Carolina programs offered field schools for teachers for the past three years (2010-2012) in conjunction with Project Archaeology workshops. Field schools provide an incentive for teachers to attend workshops, make their archaeological learning memorable, and help solidify their understanding of archaeological inquiry. Many teachers have used their experience to better show their students how archaeologists do their work and interpret their data.

Grants and Contributions

Project Archaeology received one grant in 2012 from the Montana Department of Transportation (\$4,994) for the Absaroka Agency oral history project. The North Slope Burrough School District (Alaska) provided \$4,500 for the completion of the Sod Iglu investigation.

Cumulative Program Accomplishments

1990 – 2012

Since the inception of Project Archaeology in 1990, a total of 10,714 educators have received Project Archaeology professional development and educational materials (Table 2). Classroom teachers, interpreters, museum docents, youth group leaders, and other informal educators in 30 states have attended

Project Archaeology in-service or pre-service workshops. These educators reach an estimated 265,000 learners with high-quality archaeology education each year. Over the past 20 years, tens of thousands of children and adults (84,566 documented since 2005) have received Project Archaeology learning activities directly from our network of state and regional coordinators and master teachers.

More than 10,000 copies of *Intrigue of the Past: A Teachers' Activity Guide for Fourth through Seventh Grades*, Project Archaeology's basic curriculum guide, have been distributed throughout the United States and in eight foreign countries. A total of 25 organizations ranging from universities and non-profits to the Smithsonian Institution have requested permission to adapt activities from the guide for other uses. All together, these materials reach untold numbers of students, teachers, and members of the public. Since 2005, almost 200 draft copies and 2,000 printed copies of *Project Archaeology: Investigating Shelter* have been distributed to educators in eleven states and the District of Columbia through professional development for educators.

Project Archaeology Partners

Major National Project Archaeology partners include: Bureau of Land Management, Montana State University, Archaeological Institute of America, National Museum of Natural History, Smithsonian Institution; Society for American Archaeology; Society for Historical Archaeology; Utah Museum of Natural History; University of Utah; Northern Arizona University, the Museum of the Rockies, and National Park Service.

Each active state or regional program maintained one or more partnerships with State Historic Preservation Offices, universities, federal agencies, or state professional societies. Newly developing programs are establishing similar partnerships to plan and implement state, local, or regional programs. Notable state partnerships include the National Museum of Natural History (Smithsonian Institution), the Copper River School District and the Ahtna Native Corporation (AK), the Graham and Greenlee County School Superintendents (AZ), the Escondido and Fallbrook School Districts (CA), Florida Public Archaeology Network (FL), Sac and Fox Tribe (IA), Kansas Department of Education (KS), Kentucky Heritage Council (KY), Jackson County Parks and Lindenwood University (MO), Montana Department of Transportation (MT), Research Laboratories of Archaeology (NC), Nashville Metro Parks and Recreation (TN), and Medicine Lodge State Park (WY).

2012 Highlights

- Conducted the third annual Project Archaeology Leadership Academy; ten master teachers returned home to offer professional development to their peers for the next five years.
- Conducted one national online course for ten educators.
- Completed a draft of *Investigating Archaeoastronomy* and tested it in one classroom.
- Our informal audiences continue to expand; we completed research on new ways to serve them through a grant from the National Science Foundation.
- Conducted a longitudinal evaluation of the Absaroka Agency Volunteer Project.

State Programs and Partners

Alabama—Old Cahawba, State Historic Preservation Office

Alaska—Office of History and Archaeology, State Historic Preservation Office

Arizona—Department of Anthropology, Northern Arizona University

California (Southern)—San Diego Archaeological Center

California (Central)—San Joaquin River Gorge

California (Northern)—Archaeology Research Facility, University of California-Berkeley

Chesapeake Region (Maryland, Virginia, & DC)—National Museum of Natural History, Smithsonian Institution

Colorado—Bureau of Land Management, Colorado State Office

Florida—Florida Public Archaeology Network

Idaho—Idaho State Historical Society

Indiana—Indiana State Museum

Iowa—Office of the State Archaeologist, University of Iowa

Kansas—Kansas State Historical Society

Kentucky—Kentucky Archaeological Survey, University of Kentucky

Mississippi—Bureau of Land Management, Jackson Field Office

Missouri—Missouri Archaeological Society

Montana—Department of Sociology and Anthropology, Montana State University

Nevada—Bureau of Land Management, Nevada State Office

New Hampshire—New Hampshire Division of Historical Resources

New Jersey—Hunter Research

New Mexico—Bureau of Land Management, New Mexico State Office

North Carolina—Research Laboratory of Archaeology, University of North Carolina

Oregon & Washington—Bureau of Land Management, Oregon State Office

Pennsylvania—State Museum of Pennsylvania

Tennessee—Nashville Metro Parks and Recreation

Utah—Utah Museum of Natural History, University of Utah

Vermont—Turning Points in American History

West Virginia—West Virginia Historic Preservation Office

Wisconsin—Mississippi Valley Archaeology Center, University of Wisconsin-LaCrosse

Wyoming—Bureau of Land Management, Wyoming State Office

ASOR—American School of Oriental Research, Boston University

Developing Programs—Georgia, Hawaii, South Dakota, South Carolina

The Project Archaeology Team—Jeanne M. Moe, Lead; Crystal Alegria, Network Coordinator; Kathy Francisco, Special Projects Coordinator; Shane Doyle, Native American Consultant; Elizabeth Corey, Student Intern; Michael Neeley, Program Advisor; Megg Heath, Program Advisor; Derrick Baldwin, Web Administrator; Wayne Rice, Graphics Designer; Victoria Bochniak, Research Assistant; Joelle Clark, Evaluator; Cali A. Letts, Curriculum Consultant; Ivy Merriot, Curriculum Consultant; Duncan Bullock, Graphics Designer; Ivy Davis, Graphics Designer; Mark Freeman, Web Designer; Madlyn Runburg, Online Course Coordinator



Gwynn Henderson (Kentucky) and Virginia Wulfskuhle (Kansas) honored for their service on Project Archaeology Leadership Team (2006-2012).

Thank you for your support!

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**Project Archaeology is a joint program of
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TABLE I. 2012 Project Archaeology Outreach Activities by Program

Program	Professional development events	Educators certified	Facilitator professional development events	Facilitators certified	Educators introduced to PA	Information to educators	K-12 direct instruction	non K-12 direct instruction	Federal Contrib	Other Contrib	Volunteer hours
AK	1	2	0	0	0	0	20	0	0	\$2,340	0
AZ	1	9	0	0	0	0	120	0	\$0	\$0	0
So CA	1	12	0	0	0	20	5188	0	\$0	\$4,390	606
CO	0	0	0	0	0	0	0	0	\$0	\$0	11
FL	6	99	0	0	701	724	988	40	\$0	\$0	0
IA	3	44	0	0	30	0	460	0	\$4,000	\$13,837	40
ID	0	0	0	0	13	0	0	0	\$0	\$0	10
KS	1	18	0	0	195	254	2134	22	\$0	\$5,497	10
KY	6	0	0	0	72	72	1828	268	\$4,600	\$200	0
MD/DC/VA	1	8	0	0	0	700	248	0	\$400	\$0	250
MO	2	20	1	5	30	20	350	20	\$0	\$0	230
MT	4	86	0	0	32	720	600	0	\$0	0	0
NC	2	12	0	0	0	0	372	12	\$0	\$0	128
NH	0	0	0	0	0	100	0	0	\$0	\$0	0
PA	0	0	0	0	0	0	0	44	\$0	\$0	0
TN	3	23	0	0	20	20	350	40	\$320	\$0	16
WI	1	25	0	0	0	0	0	0	\$0	\$1,220	0
WY	1	4	0	0	0	0	211	0	\$0	\$800	23
National	2	21	2	22	0	1,000	112	0	\$72,500	\$9494	796
Total	34	383	3	27	1,080	3,630	12,981	446	\$81,820	\$37,778	2,110

TABLE 2. Project Archaeology Cumulative Professional Development (by state)

STATE	Totals For All Years 1990-2012										
	Facilitators Certified			Educators Certified			Total All	All Years			Total
	Previous	New	Total	Previous	New	Total	All Years	Facilitator	Basic	Other	
AL	57	0	57	398	0	398	455	2	29	12	43
AK	104	0	104	77	2	79	183	6	6	2	14
AZ	12	0	12	281	9	290	302	2	23	6	31
CA	71	0	71	442	0	442	513	5	15	77	97
CO	31	0	31	396	0	396	427	2	16	8	26
DC/MD/VA	22	0	22	61	8	69	91	1	3	2	6
FL	44	0	44	412	99	511	555	2	21	18	41
HI	0	0	0	0	0	0	0	0	0	1	1
ID	0	0	0	20	0	20	20	0	1	1	2
IN	13	0	13	274	0	274	287	2	17	0	19
IA	24	0	24	135	74	209	233	1	6	6	13
KS	5	0	5	87	18	105	110	1	5	1	7
KY	12	0	12	224	0	224	236	1	13	6	20
MS	12	0	12	146	0	146	158	2	11	6	19
MO	43	5	48	142	20	162	210	6	10	3	19
MT	7	0	7	485	86	571	578	2	21	16	38
NV	19	0	19	203	0	203	222	2	9	1	12
NH	13	0	13	314	0	314	327	2	9	2	13
NM	19	0	19	429	0	429	448	3	15	4	22
NC	22	0	22	135	12	147	169	0	1	10	11
OR	11	0	11	281	0	281	292	0	8	8	16
PA	23	0	23	481	0	481	504	1	17	16	34
TN	17	0	17	1055	23	1078	1095	2	36	9	47
TX	2	0	2	25	0	25	27	0	4	0	4
UT	133	0	133	1504	0	1504	1637	5	35	10	50
WA	2	0	2	20	0	20	22	0	1	0	1
WV	13	0	13	20	0	20	33	1	0	1	2
WI	0	0	0	659	25	684	684	0	2	19	21
WY	24	0	24	281	4	285	309	1	10	6	17
ASOR	0	0	0	70	0	70	70	0	1	1	2
National	61	22	83	413	21	434	517	4	4	16	24
Total All States	816	27	843	9,470	416	9,871	10,714	56	349	267	672

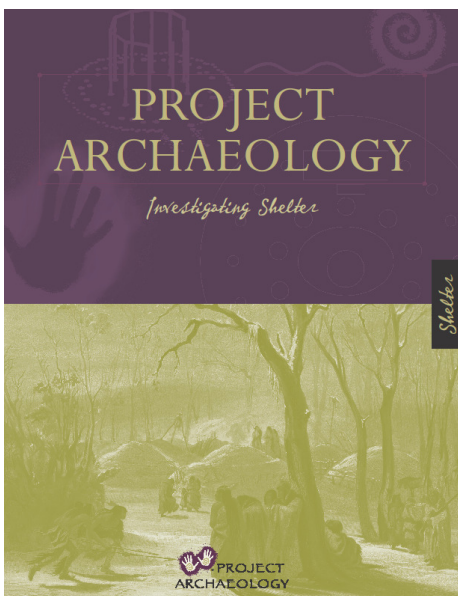
Project Archaeology: Investigating Shelter Second Printing



Annette Roach (Kansas) practices a classification activity from Investigating Shelter.



Samantha Lehr (Kansas) and Nathan Doerr (Wyoming) plan *Investigating Shelter* professional development events for their states.



The first printing of *Project Archaeology: Investigating Shelter* sold out in 2012!

Most of the credit goes to our hard-working state and regional coordinators and master teachers. Project Archaeology facilitators and instructors in eleven states delivered the curriculum guide to classroom teachers, museum educators, and youth group educators. Books were delivered to edu-

cators nationwide through our online course and the Project Archaeology Leadership Academy.

The only changes to the second printing are a few minor corrections and updates of information. The second printing was completed in July 2012 and 3,500 copies are now available.