

Project Archaeology

Discover the Past—Shape the Future



ANNUAL REPORT 2013

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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. We launched a new Web site in early 2013 to better serve our state and regional sponsors as well as Project Archaeology educators and their students. We completed the introductory video for our suite of new professional development videos; the video will be available to anyone who purchases a copy of our curriculum guide, *Project Archaeology: Investigating Shelter*, and it will be available on our Web site. Project Archaeology activities formed the basis for teaching the Archaeology Merit Badge at the National Jamboree in 2013 (see full story on page 10). Montana and Wyoming coordinators and master teachers offered our first regional workshop and teacher field school at the Rosebud Battlefield in southeastern Montana.

In June, the fourth annual Project Archaeology Leadership Academy funded by the Bureau of Land Management (BLM) opened new doors to educators in eight states. The twelve 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 2013 (October 1, 2012 to September 30, 2013) 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.

2013 Program Accomplishments

State and Regional Programs

The fourth Project Archaeology Leadership Academy was held in June 2013. Twelve educators from Alaska, Arizona, Colorado, Florida, Kansas, Illinois, Montana, and Utah learned how to provide Project Archaeology professional development to their colleagues.

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. Twenty-six of these programs were active in 2013 (Table 1). Volunteers contributed more than 2,100 hours of their time in 2013 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 2013, 1,000 educators received Project Archaeology information, instruction, and materials nationwide (Table 1; the sum of columns 3, 5, and 6). Of these 1,000 educators, 744 attended full-length workshops or online courses and are fully prepared to teach Project Archaeology to students and informal learners. These educators will reach an estimated 14,888 learners with high-quality archaeology education

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.

every year. Our state and regional programs conducted a total of 40 standard in-service or pre-service workshops and online courses for teachers. Through the Project Archaeology Leadership Academy and the facilitator training workshop in Florida, a total of 24 new facilitators were certified to instruct Project Archaeology professional development. More than 2,800 educators received information about Project Archaeology programming at state and regional conferences for educators throughout the year.

Informal Audiences

Outside of the classroom, 9,773 school children and families learned about archaeological stewardship through the use of Project Archaeology materials in informal learning venues (Table 1). The Kentucky Archaeological Survey led the way by serving 2,314 school children and family learners with Project Archaeology materials, The Central California Project Archaeology Program based at the BLM San Joaquin River Gorge Recreation Area was close behind serving 1,350 school children. Montana delivered programs to 1,135 school children and other audiences and the San Diego Archaeological Center served 988 students and family learners. The National Office and our program coordinators in thirteen other states delivered Project Archaeology activities to an additional 4,974 school children and families.

Our informal audiences are growing in geographic distribution every year and our state and regional coordinators are serving more students and family learners directly with Project Archaeology learning materials in more states and in new regions. Robert Turk, 2012 graduate of the Project Archaeology Leadership Academy, reached more than 800 students in

southeast Utah with a message of stewardship and cultural understanding through archaeological fairs. Samantha Kirkley, also in Utah and graduate of the 2013 Leadership Academy, put her new learning and skills to work immediately by hosting a summer camp for 13 middle school students in August.

2012 Biennial Coordinators Conference

Due to Hurricane Sandy the 2012 Biennial Coordinators Conference was canceled. It was scheduled to be held at the National Conservation Training Center (NCTC) in Shepherdstown, West Virginia. Most of the attendees could not make it to the venue before the conference was scheduled to start. In lieu of the conference, 25 coordinators participated in a two-hour conference call to discuss important issues and to reschedule the conference for October 2014 at NCTC. In addition, five members of the National Network including Jeanne Moe (National BLM Lead), Lynn Alex (Iowa), Maureen Malloy (Chesapeake Region), Brooke Brown (Oregon), and Gwynn Henderson (Kentucky) met at the Society for American Archaeology (SAA) offices for two days after the storm was over to complete as much of the conference work as possible. While cancelling the conference was a huge disappointment, we did complete some of the sessions and moved forward with curriculum development and marketing plans. Five coordinators were able to meet with education staff at the National Museum of the American Indian (NMAI) to discuss mutual education goals and partnership opportunities.



Top row: Brooke Brown (OR), Megan Byrne (NMAI), and Maureen Malloy (Chesapeake); Bottom row: Lynn Alex (IA), Jeanne Moe (BLM National Lead), and Gwynn Henderson (KY) at the National Museum of the American Indian.

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 Honolulu, Hawaii on April 3, 2013. Joelle Clark (Arizona) shared information about the new Common Core State Standards (CCSS) and the group aligned existing Project Archaeology materials to the English Language Arts Standards. Maureen Malloy (Maryland) and Eleanor King (Maryland) led a session on professionalizing archaeology education and the group developed an action plan for implementation over the next five years. Becca Simon (Colorado) shared the results of her curriculum development project with the group and proposed some additional research avenues.

Curriculum Development

Our curriculum development efforts continue to support *Project Archaeology: Investigating Shelter*, which was published in July 2009 and reprinted in July 2012. By the end of 2013, 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 Borough 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 coordinator, continued development of two shelter investigations (“Investigating a Shotgun House” and “Investigating a Fort Ancient Village”) with 2011 grants from the Kentucky Heritage Commission. The Office of the Iowa State Archaeologist received a grant to develop an investigation of the Midwestern Wickiup, which will be completed in FY2014.

Project Archaeology staff continued working on the draft of our second curriculum in the new series, *Project Archaeology: Investigating Nutrition*. The curriculum was piloted and evaluated during the 2011-2012 academic year and was peer reviewed in 2013. The project is supported in part by a grant from the Archaeological Institute of America.

Special Topic Units

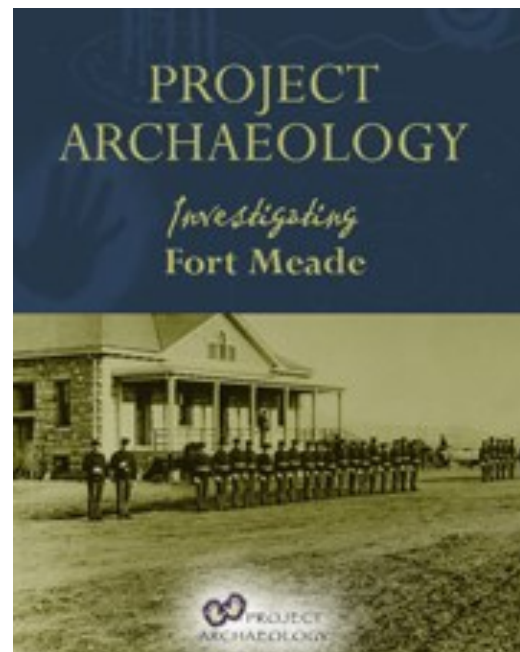
Student volunteer, Meghan Forney, began the process of editing the first draft of *Investigating Archaeoastronomy*, the first

in a series of special topics units, for completion and publication. 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, the rudiments of archaeological inquiry, and the basics of Native science. The draft unit is currently under revisions to align it with Common Core State Standards (CCSS).

Development on a second unit on rock art and communication continued through the year and draft will be completed in 2014. The draft will be peer reviewed and classroom tested in the Spring or Fall of 2014.

Place-Based Education

Since 2008, Project Archaeology staff have worked with Brenda Shierts, 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. Final revisions were completed in 2013 and the curriculum guide is now available.



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

In 2013, National Project Archaeology staff began development of a place-based curriculum on Garnet Ghost Town in western Montana and the archaeological investigations conducted by the University of Montana over the last several years. Maria Craig, BLM Educator, provided funds and guidance for the project. The guide will be completed in draft form in 2014 and tested with visitors to the Garnet Historic District and classroom in the Missoula School District.

Youth Engagement and Employment

In 2013, a total of 135 youths (age 16-25) in three states assisted with Project Archaeology programs. Most of them (130) volunteered their time with our Central California program, while two 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 and two student volunteers helped with curriculum development projects.

Special Projects

Project Archaeology Leadership Academy

Project Archaeology conducted a Leadership Academy (June 24-28, 2013) 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, funded by a grant from the Bureau of Land Management, focused on the curriculum *Project Archaeology: Investigating Shelter*, and an investiga-



Instructors and participants celebrate the 2013 Academy!

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 32 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.



Music adds to the fun and camaraderie of the Leadership Academy; Jeanne Moe (BLM Lead) and Lisa Yost (AZ) lead some songs for everyone to enjoy.

tion of a historic homestead in southwestern Montana; participants got to visit the homestead at its new location at the Museum of the Rockies in Bozeman. The twelve 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—ten

Any country, which takes itself seriously, ought to know about its own past. J.J. Worsaae (1864)

Susan Schuckman (right) learns the basics of archaeological documentation.



states were represented—with the intention of teaching the curriculum to their peers through workshops, institutes, or job-embedded mentoring. Sam Kirkley (Utah) got right to work and taught an archaeology summer camp to 13 middle school students. Dani Hoefer (Colorado) worked with the rest of the Colorado team to present Project Archaeology to the Colorado Council of Professional Archaeologists (CCPA) and the organization has agreed to sponsor the program in Colorado. Moriah Grooms-Garcia (Illinois) is assisting us with the development of *Project Archaeology: Investigating Nutrition* and is looking for funds to publish the final curriculum guide. Kay Hansen and Susan Schuckman (Kansas) offered a Project Archaeology workshop for all the teachers in their district. Brenda Harrison is planning a workshop for the Central California area in partnership with the BLM San Joaquin River Gorge in April 2014.

Our 2010, 2011, and 2012 graduates have been busy, too. Mark Sanders (2012) joined with two other Project Archaeology instructors in Colorado (Becca Simon and Sarah Baer) to offer a workshop to nineteen teachers in Broomfield. Freda Miller and Ryan Boettcher (2011, Wyoming) centered their summer school instruction around Project Archaeology instruction for the third year in a row.

Courtney Agenten (2012, Montana) worked with Crystal Alegria (Montana Coordinator) and Nathan Doerr (2011, Wyoming) to hold 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; Chris led the field school part of the teachers institute. Courtney is hoping to use the archaeological data to develop a new special topic unit on the archaeology of conflict.

Robert Turk (2012), fifth grade teacher from Blanding,

Utah coordinated the community's annual Heritage Fair where more than 600 students learned about history and culture of all people who lived in southeastern Utah. He also led 100 students on a reenactment of the Navajo Long Walk, commemorating the removal of the Navajo in the 1800s. He also engaged 100 students in Bluff, Utah in a culture and history fair featuring Project Archaeology materials. Through Robert's efforts, more than 800 students in southeastern Utah learned about archaeology and cultural understanding.



Participants of the 2013 Battle of the Rosebud Project Archaeology workshop take a moment to enjoy the scenery.

The Leadership Academy was designed to establish a national network of master teachers to deliver Project Archaeology materials and professional development to educators. The 2013 Academy was rich with discussions, field trips, guest speakers, hands-on activities, and demonstrations. The Fifth Annual Project Archaeology Leadership Academy is scheduled for June 23-27, 2014 and will be funded through a BLM grant.

Project Archaeology at the Boy Scout Jamboree

In July, Project Archaeology education materials formed the basis of the Archaeology Merit Badge at the 2013 National Boy Scout Jamboree (see article on page 10). Jeanne Moe and Robert King both BLM archaeologists, David Feurst and Teresa Moyer from the National Park Service, and Scott Butler from Brockington Associates worked together to offer eight of the eleven merit badge requirements to scouts at the Jamboree. At the end of the 10-day Jamboree, the merit badge team gave 240 merit badge application forms to scouts who had completed the requirements; the scouts will fulfill the remaining requirements on their own. We estimate that we made an additional 250 informal contacts with scouts, scout leaders, parents, and other visitors through the course of the Jamboree. We hope to provide the Archaeology Merit Badge at future Jamborees and to provide the Boy Scouts of America with training and educational materials for archaeology merit badge counselors.

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 introductory workshops from past years translated into registrations for full professional development workshops on 2013 and help build our capacity to reach more educators nationally.



Teachers learned about the history and archaeology of the Kingsley Plantation near Jacksonville, Florida.



The Missouri and Montana programs have offered field schools for teachers for the past four years (2010-2013) 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

In 2013, Iowa Project Archaeology received a grant for the development of "Investigating a Midwestern Wickiup" from the State of Iowa. The Montana/Dakotas BLM granted funds for the development of a place-based curriculum on Garnet Ghost Town and the archaeological investigations conducted there over the last several years.

Cumulative Program Accomplishments

1990 – 2013

Since the inception of Project Archaeology in 1990, a

total of 11,064 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).

2013 Highlights

- Conducted the fourth annual Project Archaeology Leadership Academy; twelve master teachers returned home to offer professional development to their peers for the next five years.
- Completed *Investigating Fort Meade*, the first edition of our place-based series.
- Our informal audiences continue to expand geographically to new states and regions.
- Provided 240 scouts with eight requirements for their archaeology merit badges at the National Jamboree.

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

Illinois—Oriental Institute, University of Chicago

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 & McClung Museum

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—Connecticut, Hawaii, Massachusetts, Oklahoma, and South Dakota.

The Project Archaeology Team—Jeanne M. Moe, Lead; Crystal Alegria, Network Coordinator; Courtney Agenten, Special Projects Coordinator; Shane Doyle, Native American Consultant; Meghan Forney and Alex _____, Student Volunteers; Michael Neeley, Program Advisor; Megh Heath, Program Advisor; Brian Hoag, Web Administrator; Wayne Rice, Graphics Designer; Victoria Bochniak, and Meghan Forney, Student Research Assistants; Joelle Clark, Evaluator; Cali A. Letts, Curriculum Consultant; Duncan Bullock, Graphics Designer; Mark Freeman, Web Designer;



Lynn Alex (center) leads a field trip with teachers in Iowa.

Thank you for your support!

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

TABLE I. 2013 Project Archaeology Outreach Activities by Program

Program	Professional Development Events	Educators Certified	Other Workshops with PA Materials	Teachers Trained at Other Workshops	Facilitator Professional Development Events	Facilitators Certified	Educators Introduced to PA	Teachers Receiving Information	K-12 receiving Direct Instruction	Non K-12 Students Receiving Direct Instruction	Federal Contrib.	Other Contrib.	Volunteer hours
AK	0	0	0	0	0	1	0	0	20	0	\$0	\$2,000	0
AZ	2	10	1	17	0	1	17	400	250	0	\$0	\$1,000	76
CA	0	0	17	0	0	1	0	29	1350	209	\$75,000	\$0	20
So CA	0	0	0	0	0	0	0	0	988	0	\$0	\$0	618
CO	1	19	1	6	0	0	0	2	40	25	\$5,000	\$0	60
DC/MD/VA	0	0	0	0	0	0	0	120	0	0	0	\$0	140
FL	2	60	3	212	1	12	40	1380	690	0	\$500	\$21,800	0
HI	0	0	0	0	0	0	1	1	0	32	\$0	\$0	0
IA	2	37	0	0	0	0	30	0	50	0	\$1,689	\$16,957	300-400
KS	3	35	1	12	1	1	74	0	296	54	\$0	\$3,939	3
KY	2	14	1	10	0	0	32	0	557	1752	\$59,000	\$0	200
MO	3	28	0	0	0	0	0	10	350	0	\$3,000	\$0	165
MT	3	31	2	67	1	1	0	779	1135	0	\$0	\$2,979	0
NC	0	0	0	0	0	0	0	0	178	0	\$0	\$0	0
NH	1	10	0	0	0	0	0	100	0	0	\$0	\$0	0
NM	2	35	2	10	0	0	79	0	122	0	\$0	\$0	42
OK	0	0	0	0	0	0	0	0	90	12	\$0	\$0	0
OR	0	0	0	0	0	0	0	0	0	0	\$0	\$0	0
PA	1	20	0	0	0	0	0	0	30	30	\$0	\$0	0
TN	3	35	2	23	0	0	0	50	460	0	\$0	\$1,725	16
UT	0	0	0	0	0	0	0	0	813	0	\$0	\$220	0
WI	0	0	0	0	0	0	0	0	0	0	\$0	\$468	0
WY	0	0	3	0	0	0	0	0	77	18	\$2,410	\$750	34
National	0	0	0	0	1	12	0	0	145	0	\$65,000	\$0	758
Total	25	334	33	357	4	29	273	2871	7641	2132	\$211,599	\$51,838	2132

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

STATE	Totals For All Years 1990-2013										
	Facilitators Certified			Educators Certified			Total All	Professional Development All Years			Total
	Previous	New	Total	Previous	New	Total	All Years	Facilitator	Basic	Other	
AK	104	1	105	79	0	79	184	6	6	2	14
AL	57	0	57	398	0	398	455	2	29	12	43
AZ	12	0	12	290	10	300	312	2	25	7	34
CA	71	1	72	442	0	442	514	5	15	94	114
So CA	0	0	0	0	0	0	0	0	0	0	0
CO	31	0	31	396	19	415	446	2	17	9	28
DC/MD/VA	22	0	22	61	8	69	91	1	3	2	6
FL	44	12	56	511	60	571	627	3	23	21	47
HI	0	0	0	0	0	0	0	0	0	1	1
IA	24	0	24	209	37	246	270	1	8	6	15
ID	0	0	0	20	0	20	20	0	1	1	2
IN	13	0	13	274	0	274	287	2	17	0	19
KS	5	1	6	105	35	140	146	2	11	7	20
KY	12	0	12	224	14	238	250	1	15	7	23
MO	48	0	48	162	28	190	238	6	13	3	22
MS	12	0	12	146	0	146	158	2	11	6	19
MT	7	1	8	559	31	590	598	2	23	17	42
NC	22	0	22	147	0	147	169	0	1	10	11
NH	13	0	13	314	10	324	337	2	11	2	15
NM	19	0	19	429	35	464	483	3	17	6	26
NV	19	0	19	203	0	203	222	2	9	1	12
OK	0	0	0	0	0	0	0	0	0	0	0
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	1078	35	1113	1130	2	39	10	51
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
WI	0	0	0	684	0	684	684	0	2	19	21
WV	13	0	13	20	0	20	33	1	0	1	2
WY	24	0	24	285	0	285	309	1	10	9	20
ASOR	0	0	0	70	20	90	90	0	2	1	3
National	83	12	95	434	0	434	529	5	4	16	25
Total All States	843	28	871	9851	342	10114	11064	59	377	304	740

Project Archaeology at the 2013 National Boy Scout Jamboree



The Archaeology Merit Badge Booth 2013.



Jeanne Moe (BLM) and David Feurst (NPS) construct a replica of a West Virginia Archaic Site.

Project Archaeology activities helped scouts earn Archaeology Merit Badges

Archaeologists from the Bureau of Land Management, the National Park Service, and Brockington, Associates a cultural resources management firm in Atlanta, Georgia worked together to offer the Archaeology Merit Badge at the 2013 National Jamboree in Beckley, West Virginia. The team showed nearly 500

scouts, scout leaders, parents, and visitors the rudiments of archaeological inquiry, some experimental archaeology skills, the ethics of site stewardship, and possible careers in archaeology. Three scouts finished all of their requirements at the Jamboree and 240 earned eight of the eleven requirements.



Scouts place artifacts back in context on the replica site and draw conclusions about the residents of the site.



Jeanne Moe (BLM) helps scouts analyze artifacts and make inferences about past behavior.