

# Project Archaeology

Discover the Past—Shape the Future



## ANNUAL REPORT 2014

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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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Thanks to all of our partners, supporters, and program participants, 2014 was another banner year for Project Archaeology! This Annual Report highlights our adventures and accomplishments over the past year and our plans for the future.

We completed a series of professional development videos. The videos accompany every copy of our curriculum guide, *Project Archaeology: Investigating Shelter*, when purchased online providing everyone with some professional development and can be viewed on our Web site at [www.projectarchaeology.org/teachers](http://www.projectarchaeology.org/teachers).

In June, the fifth annual Project Archaeology Leadership Academy funded by the Bureau of Land Management (BLM) opened new doors to educators in 14 states. The 19 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 Fiscal Year 2014 (October 1, 2013 to September 30, 2014) 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.

## 2014 Program Accomplishments

### State and Regional Programs

The fifth Project Archaeology Leadership Academy was held in June 2014. We re-

ceived a record number of applications and 19 educators from Alabama, Arkansas, California, Colorado, Iowa, Kansas, Kentucky, Michigan, Montana, Nevada, Ohio, Texas, Wisconsin, and Wyoming 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-three of these programs were active in 2014 (Table 1). Volunteers contributed almost 3,000 hours of their time in 2014 to attend conferences and annual meetings, to participate in the Project Archaeology Leadership Academy, to offer programs in their states, to assist with operations and curriculum development, and to advise the national program on curriculum development, program management, and long-term strategic planning.

### Professional Development for Educators

In 2014, 1,316 educators received Project Archaeology information, instruction, and materials nationwide (Table 1; the sum of columns 3, 5, and 6). Of these 1,316 educators, 1,086 attended full-length workshops, online courses, used professional development videos, or received classroom ready materials and are fully prepared to teach Project Archaeology to students and informal learners. These educa-

**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.**

tors will reach an estimated 22,280 learners with high-quality archaeology education every year. Our state and regional programs conducted a total of 49 standard in-service or pre-service workshops and online courses for teachers. Through the Project Archaeology Leadership Academy, a total of 19 new facilitators were certified to instruct Project Archaeology professional development and five educators were added to the Kansas cadre of facilitators. More than 2,800 educators received information about Project Archaeology programming at state and regional conferences for educators and archaeology educators throughout the year.

#### Informal Audiences

Outside of the classroom, 11,826 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 3,964 school children and family learners with Project Archaeology materials, Montana and Kansas delivered programs to 1,619 and 1,599 school children and other audiences respectively. The Central California Project Archaeology Program based at the BLM San Joaquin River Gorge Recreation Area served 583 school children. The National Office and our program coordinators in thirteen other states delivered Project Archaeology activities to an additional 2,544 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. In Montana, for example, as more teachers become

certified to teach Project Archaeology: Investigating Shelter and other curricula, the Montana coordinator and master teachers receive more requests to provide outdoor and museum programs for students who have learned about archaeology in the classroom. Many of our state coordinators and master teachers are responding to the challenge of adapting Project Archaeology materials for informal learning venues.



Fifth grade students learn the rudiments of archaeological mapping.

#### 2013 Biennial Coordinators Conference

Despite a storm that cancelled our conference in 2012 and a government shutdown that threatened to derail our plans for 2013, seventeen coordinators persevered to support Project Archaeology at the Coordinators Conference October 14-18, 2013 in Shepherdstown, WV. With no end to the government shutdown in sight, "Plan B" was enacted to address the National Conservation Training Center closure, cancelled guest speakers, inaccessible Smithsonian Museum tours, and five furloughed government employees, including BLM Project Archaeology Lead, Jeanne Moe.

The Project Archaeology network of coordinators sprang into action by being flexible, helpful, supportive, encouraging, and creative. Everyone rallied around a new set of goals, leaders emerged to help teach sessions, and we all enjoyed new field trip opportunities.

Who knew such exciting archaeology programs existed just outside Washington D.C. that could also roll out the red carpet for our group on short notice? We had a wonderful time learning about the public archaeology initiative at the Alexandria Archaeology Museum. Ruth Reeder coordinated our visit to the museum organizing two speakers and guiding us through a hands-on archaeology activity geared toward students.

Next, we visited Mount Vernon, the home of George

Washington. Luke Pecoraro met us at the entrance and took us behind the scenes to the archaeology lab and once we finished our tour of the mansion he gave us a private tour of the onsite archaeological excavation. Our visit was followed by a decadent, historical dining experience at the Mount Vernon Inn complete with costumed wait staff, crab cakes, and wine!

We learned the *Get Serve Keep* marketing strategy from our marketing coach, Joel Fortner, which will help us reach more teachers with our message of protecting archaeology sites. We have strategies to find, identify, educate, and motivate new teachers while ensuring an incredible experience for teachers who come to a workshop. We hope to foster lifetime relationships with teachers so they become ambassadors and recommend our materials to others.



2013 Conference attendees see excavations of the kitchen area in progress at Mt. Vernon.

### Annual Meeting

A total of eleven state and regional coordinators and members of the national staff attended the Annual Coordinators' meeting on April 23, 2014 in Austin, Texas. States represented include New Mexico, Oklahoma, Montana, Colorado, the Chesapeake Region (Maryland, Virginia, and the District of Columbia), Florida, Kentucky, and Rhode Island. Attendees received professional development in the Common Core State Standards and marketing archaeology education materials. They also helped national staff plan for the 25<sup>th</sup> Anniversary Celebration in 2015 and developed a short-term action plan for professionalizing archaeology education.



Ryan Howell, BLM archaeologist, explains Project Archaeology materials to an archaeology educator at the SAA conference in Austin, Texas.

### 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 2014, eleven 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 North Slope Ivruilik" funded by the North Slope Borough School District (NSBSD) and the National Park Service in Alaska. Thanks to NSBSD and NPS, *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, completed the development of a Kentucky shelter investigation in draft form, "Investigating a Shotgun House," with a 2011 grant from the Kentucky Heritage Commission. The Office of the Iowa State Archaeologist completed an investigation of the Midwestern Wickiup, which is now available on our Web site in the shelter database.

Project Archaeology staff continued working on 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 was supported in part by a grant from the Archaeological Institute of America. In 2014, we formed a partnership with the Oriental Institute at the University of Chicago to complete the curriculum for publication and plan

*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



to go to press in May 2015. The Oriental Institute will begin distribution of the curriculum guide through their teacher education program and we are planning to develop an online course in partnership for both local and national distribution.

### Special Topic Units

The Project Archaeology staff completed the first draft of *Project Archaeology: Investigating Rock Art* in March 2014 and it was peer-reviewed during the summer. The new curriculum focuses on the rock art panel at the Red Army Rock Shelter in northwestern Colorado. An investigation template will enable the development of regional rock art investigations and several of our coordinators and master teachers have expressed interest in local pieces. This special topic unit will be revised and distributed via the Project Archaeology Web site until additional investigations can be developed to localize the content.

Student research assistant, Meghan Forney, edited and formatted *Investigating Archaeoastronomy* (originally written by Ivy Merriot), the second in a series of special topics units. 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 international press descended on Helena, Montana on a cold day in February 2014. They came to hear geneticist Dr. Eske Willerslev and his team, which includes Dr. Shane Doyle, a member of the Crow Nation and Project Archaeology consultant, announce their ground-breaking DNA research results on a child buried 12,600 years ago and accidentally discovered in 1968 in southwestern Montana. The DNA research shows that 80 percent of American Indian people descended from this boy's family. Project Archaeology staff thought it our duty to bring the conversations about the Clovis child to the classroom. In partnership with the Montana Office of Public Instruction, Indian Education for All, we developed *Project Archaeology: Investigating First Peoples, the Clovis Child Burial*; the guide was distributed online to approximately 300 teachers in 2014.

### Place-Based Education

In 2013, National Project Archaeology staff began development of *Project Archaeology: Investigating Garnet, A Historic Mining Town* in western Montana. The BLM Missoula Field Office provided funds and Maria Craig, BLM Educator, provided guidance for the project. The draft guide was completed in 2014

## 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.**

and tested at the Montana Educators Association conference. We plan to host a workshop for Missoula educators in FY2015 including field trips to historic Garnet.



A 2014 Leadership Academy participant learns to "read a building."

### Youth Engagement and Employment

In 2014, a total of 30 youths (age 16-25) in three

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

states assisted with Project Archaeology programs. Most of them (14) volunteered their time with our Central California program. Additionally, ten youths in Utah and three in Oklahoma. One youth was employed to assist with our Central California program. 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 the 5th Annual Leadership Academy (June 23-27, 2014) 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 investigation of a historic slave cabin site in Virginia. The Leadership Academy was our largest ever and 19 participants from 14 states learned to use the curriculum and learned about archaeological inquiry on the campus of Montana State University and the Madison Buffalo Jump State Park.

Participants returned to their home states with the intention of teaching the curriculum to their peers through workshops, institutes, or job-embedded mentoring. Mel Harvey taught the first Project Archaeology workshop in Arkansas in July 2014. Sixteen Arkansas teachers learned the basics of archaeological inquiry at Parkin Archaeological State Park. Elaina Cunningham teamed up with Ryan Howell, Bureau of Land Management, and students and faculty from the University of Oklahoma to offer the first Project Archaeology workshop in Oklahoma in August 2014, which was attended by eight local teachers. Michelle Pearson helped Dani Hoefler (2013 graduate) offer several teacher workshops in Colorado.

Our past graduates have been busy, too. Susan Schuckman and Kay Hansen (2013) conducted a second workshop for gifted and talented teachers in Olathe, Kansas. Samantha Lehr (2011) established *Project Archaeology: Investigating Shelter* as part of the Wichita School District curriculum in Kansas. Moriah Grooms-Garcia (2013) offered the first Project Archaeology workshop in Illinois at the Oriental Institute at the University of

Chicago. Robert Turk (2012), fifth grade teacher from Blanding, Utah again coordinated the community's annual Heritage Fair where more than 600 students learned about history and culture of all the people who have lived in southeastern Utah.

The Leadership Academy was designed to establish a national network of master teachers to deliver Project Archaeology materials and professional development to educators. The 2014 Academy was rich with discussions, field trips, guest speakers, hands-on activities, and demonstrations. The 6th Annual Project Archaeology Leadership Academy is scheduled for June 22-26, 2015 and will be funded through a BLM grant.



Gwynn Henderson (right), Kentucky Project Archaeology coordinator, explains Mississippian pottery to teachers at the Making History Local Academy.

### Making History Local: An Inquiry-based Approach

*Project Archaeology: Investigating Shelter* was the focus of the Making History Local project in Somerset, Kentucky, in July 2014. Dr. Valerie McCormack, Nashville District of the US Army Corps of Engineers (ACE), secured funding for the project through a Section 106 mitigation involving the drawdown of Lake Cumberland for repairs to the dam, which exposed many archaeological sites along the lake edge. These sites were impacted by looting and the Army Corps of Engineers decided that the best way to protect these sites was to enhance the awareness and understanding of the people living in the counties surrounding the lake.

The pilot project consisted of four phases: (1) a week-long Teacher Academy focused on modeling inquiry-based instruction using *Project Archaeology: Investigating Shelter* as a vehicle for illustrating best practice; (2) piloting *Investigating Shelter* in local classrooms; (3) analyzing and interpreting the results of the pilot; and (4) preparing a report on the efficacy of *Investigating Shelter* for implementing the Common Core State Standards for the Kentucky Department of Education.

The Teacher Academy was attended by 15 local teachers. Dr. Linda Levstik, professor of history education at the University of Kentucky, Dr. Gwynn Henderson, education coordinator for the Kentucky Archaeological Survey, and Dr. Jeanne M. Moe, BLM Project Archaeology Lead, guided the teachers through the refinements of inquiry-based instruction. Four local teachers secured permission to pilot the curriculum in their classrooms and will begin the research process in the fall of 2015.

## State Highlights

Our state and regional coordinators reached a record number of students and family learners through informal Project Archaeology programs. Additionally, with the help of the national program they introduced more than 160 teachers and archaeology educators to Project Archaeology through presentations at education conferences. These introductory workshops from past years translated into registrations for full professional development workshops on 2014 and help build our capacity to reach more educators nationally.

The Montana program has offered a field school for teachers at historic Virginia City for the past five years (2010-2014) in conjunction with a Project Archaeology workshop. The 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 give their students a better understanding of how archaeologists do their work and interpret their data.

## Grants and Contributions

In 2014, Project Archaeology received the following grants and contributions:

- Montana Indian Education for All - curriculum guide for the *Investigating First Peoples* curriculum (\$5,000)
- General Donations (\$1,200)
- Scholarship Donations (\$500)

## Cumulative Program Accomplishments

### 1990 – 2014

Since the inception of Project Archaeology in 1990, a total of 12,150 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 252,000 learners with high-quality archaeology education each year. Over the past 25 years, tens of thousands of children and adults (96,392 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 4,000 draft and published 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).



## 2014 Highlights

- Completed professional development videos for Project Archaeology: Investigating Shelter and launched the new product in partnership with MSU and the Bozeman School District.
- Conducted the 5th annual Project Archaeology Leadership Academy; 19 master teachers returned to 14 states to offer professional development to their peers for the next five years.
- Completed *Investigating Rock Art* in draft form and begin peer review and revising.
- Our informal audiences continue to expand geographically to new states and regions.

## 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

**Arkansas**—Arkansas State Parks

**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**—Office of Archaeological Studies

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

**Oklahoma**—Bureau of Land Management, Tulsa Field Office

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

**Pennsylvania**—State Museum of Pennsylvania

**Tennessee**—Nashville Metro Parks and Recreation & McClung Museum

**Utah**—Bureau of Land Management, Utah State Office

**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, and Massachusetts.

**The Project Archaeology Team**—Jeanne M. Moe, Lead; Crystal Alegria, Network Coordinator; Courtney Agenten, Special Projects Coordinator; Shane Doyle, Native American Advisor; Alex Dulmes, Student Volunteer; Michael Neeley, Program Advisor; Brian Hoag, Web Administrator; Meghan Forney and Lawson Moorman, Student Research Assistants; Cali A. Letts, Curriculum Consultant; Duncan Bullock, Graphics Designer; Mark Freeman, Web Designer;



The National Project Archaeology team begins planning for the 25th Anniversary of the founding of the program. Look for celebration activities throughout 2015. Left to right: Courtney Agenten, Crystal Alegria, Jeanne Moe, Jack Fisher, Lawson Moorman, and Meghan Forney.

**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. 2014 Project Archaeology Outreach Activities by Program**

Program	Professional Development Events	Educators Certified	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 Contribution	Other Contributions	Volunteer hours
AL	0	0	0	0	3	0	0	0	\$2,276	\$0	0
AK	0	0	0	0	0	0	0	0	\$0	\$2,000	0
AR	1	16	0	0	0	0	0	0	\$0	\$520	3
CA	1	7	0	0	0	50	583	144	\$2,722	\$5,610	464
CO	2	15	0	0	50	81	150	15	\$5,000	\$6,500	200
DC/MD/VA	0	0	0	0	0	0	0	0	\$0	\$0	40
FL	5	62	13	0	13	1201	410	0	\$500	\$13,000	0
IL	1	13	0	0	0	0	450	0	\$0	\$830	0
IA	3	36	0	0	0	0	100	0	\$0	\$14,725	225
KS	6	29	1	5	46	220	1599	69	\$0	\$1,906	8
KY	1	15	0	1	0	0	3964	45	\$138,000	\$6,800	400
MO	2	24	0	0	0	0	625	25	\$200	\$100	255
MT	2	15	0	0	40	250	1619	100	\$5,001	\$3,280	8
NC	0	0	0	0	0	0	350	0	\$0	\$0	120
NH	0	0	0	0	0	15	0	0	\$0	\$0	0
NM	3	31	0	0	15	113	24	0	\$12,007	\$34,891	120
NV	0	0	0	0	0	0	0	0	\$0	\$0	0
OK	1	8	0	0	0	60	120	60	\$2,000	\$0	195
TN	3	25	0	0	10	25	200	0	\$0	\$1,560	8
UT	0	4	0	0	0	0	850	26	\$6,692	\$0	53
VT	1	8	0	0	0	0	0	75	\$0	\$500	100
WI	0	0	0	0	0	0	0	0	\$0	\$0	0
WY	0	0	0	0	40	21	17	0	\$2,224	\$8,000	30
<b>National</b>	<b>1</b>	<b>50</b>	<b>1</b>	<b>19</b>	<b>13</b>	<b>801</b>	<b>195</b>	<b>11</b>	<b>\$204,500</b>	<b>\$5,000</b>	<b>765</b>
<b>Total</b>	<b>33</b>	<b>358</b>	<b>15</b>	<b>25</b>	<b>230</b>	<b>2837</b>	<b>11256</b>	<b>570</b>	<b>\$381,122</b>	<b>\$105,222</b>	<b>2994</b>



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

STATE	Totals For All Years 1990-2014										
	Facilitators Certified			Educators Certified			Total All	Professional Development All Years			
	Previous	New	Total	Previous	New	Total	All Years	Facilitator	Basic	Other	Total
AK	105	0	105	79	0	79	184	6	6	2	14
AL	57	0	57	398	0	398	455	2	29	12	43
AR	0	0	0	0	16	16	16	0	1	0	1
AZ	12	0	12	300	0	300	312	2	25	7	34
CA	72	0	72	442	7	449	521	5	16	94	115
CO	31	0	31	415	67	482	513	2	19	13	34
DC/MD/VA	22	0	22	69	0	69	91	1	3	2	6
FL	56	0	56	571	202	773	829	16	28	26	70
HI	0	0	0	0	0	0	0	0	0	1	1
IA	24	0	24	246	36	282	306	1	11	6	18
ID	0	0	0	20	0	20	20	0	1	1	2
IL	0	0	0	0	39	39	39	0	1	1	2
IN	13	0	13	274	0	274	287	2	17	0	19
KS	6	5	11	140	29	169	180	3	17	7	27
KY	12	1	13	238	152	390	403	1	16	8	25
MO	48	0	48	190	40	230	278	6	15	4	25
MS	12	0	12	146	0	146	158	2	11	6	19
MT	8	0	8	590	15	605	613	2	25	17	44
NC	22	0	22	147	0	147	169	0	1	10	11
NH	13	0	13	324	1	325	338	2	11	3	16
NM	19	0	19	464	31	495	514	3	20	6	29
NV	19	0	19	203	0	203	222	2	9	1	12
OK	0	0	0	0	8	8	8	0	1	0	1
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	1113	25	1138	1155	2	42	10	54
TX	2	0	2	25	0	25	27	0	4	0	4
UT	133	0	133	1504	4	1508	1641	5	35	10	50
VT	0	0	0	0	8	8	8	0	1	0	1
WA	2	0	2	20	0	20	22	0	1	0	1
WI	0	0	0	684	25	709	709	0	2	20	22
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	90	0	90	90	0	2	1	3
National	95	19	114	434	356	790	904	6	5	16	27
<b>Total All States</b>	<b>871</b>	<b>25</b>	<b>896</b>	<b>10193</b>	<b>1061</b>	<b>11254</b>	<b>12150</b>	<b>74</b>	<b>410</b>	<b>318</b>	<b>802</b>

# Project Archaeology Movie Night!

## Celebrating our Partners in Education



Jen Grace behind the camera filming Project Archaeology in action.

On March 18, 2014, we rolled out the red carpet for our partners who helped us plan and develop our new professional development videos for *Project Archaeology: Investigating Shelter*. The Museum of the Rockies in Bozeman, Montana graciously hosted the event and provided one of the filming venues for the video. We took the opportunity to thank Jen Grace of Jen Grace Productions for planning and producing the videos. Her vision, dedication, skills, and plain old hard work made the final product very professional, beautifully filmed, and fun to watch. Montana State University supported the production of the videos in a myriad of ways and helped us plan the celebration event. Dr. Nicol Rae, Dean of the College of Letters and Science greeted the guests on Project Archaeology Movie Night.

Mostly we thank the Bozeman School District and fourth grade teacher, Luci McCausland and her 2011-2012 class for allowing us to film in their classroom. They seemed to forget that the camera was there and gave us their best work. Finally, we thank the parents of the fourth graders for allowing us to film their children during instruction.

The videos accompany each book sold without the benefit of a professional development workshop and are available on the Project Archaeology website ([www.projectarchaeology.org](http://www.projectarchaeology.org)) for our coordinators, master teachers, and facilitators to enhance professional development events of all kinds.



Dr. Nicol Rae, Dean of the College of Letters and Science, introduces Movie Night at the Museum of the Rockies.

Luci McCausland (right) is reunited with her fourth grade students for a celebration of the release of Project Archaeology's first professional development videos.

