

Project Archaeology Report

INSIDE THIS ISSUE: 2016 PROGRAM ACCOMPLISHMENTS P1 CURRICULUM DEVELOPMENT P2 CUMULATIVE ACCOMPLISHMENTS P5 GIRL SCOUTS P9

The Project Archaeology bus rolled through 2016! We are so glad to have you all along for the ride as our partners in reaching educators and students across the nation. This year we launched several new curricula, taught in-person and online workshops, and reached more students than ever! Read for details.

In 2016, we published *Project Archaeology: Investigating a Roman Villa* in collaboration with the Museum of the Rockies, the Oplontis Project, and Humanities Montana. This curriculum dived into the question: What can we learn about the history and lives of the Roman people by investigating a Roman Villa? We are also making progress on several new curriculum projects, including *Investigating Rock Art*, *Investigating Food and Land*, and *Investigating Migration*.

Our 7th Annual Leadership Academy took place in June of 2016, and 21 new Master Teachers from 15 states graduated. These graduates represented several new and developing states for Project Archaeology, including Washington, Minnesota, and Louisiana.

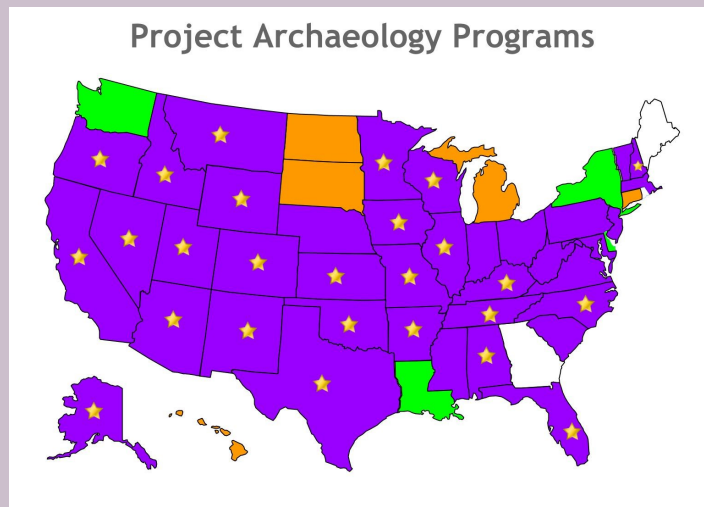
2016 Program Accomplishments

State and Regional Programs

Thirty-seven states currently have active Project Archaeology programs, while nine other states have Project Archaeology contacts or developing programs. Over the course of the Federal Fiscal Year 2016 (Oct 1st, 2015 – September 30th, 2016), 43 Professional Development events were held, training over 1,200 educators in 19 states. This year, Minnesota began a new Project Archaeology program. *Investigating the First Peoples: The Clovis Child Burial* was downloaded 683 times, and 35 customers purchased books online, adding to our total of certified educators. Five facilitator workshops were held, certifying 64 new facilitators.

In Fiscal Year 2016, six youths (ages 16-25) volunteered with Project Archaeology while five youths were employed by Project Archaeology state programs. The National Project Archaeology Program also employed two youths on a part time basis. These two students assisted the national program with community outreach, social media, sales, curriculum development, and many other day to day responsibilities.

Over 2,400 hours of time were donated by volunteers around the nation during this past fiscal year. Volunteers in Utah gave 500 hours of their time, while those who helped with projects in Kentucky, Missouri, and California each gave over 200 hours. Thank you to all our wonderful volunteers around the country; we could not do this without you!



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.

certified, Educators Introduced to PA, and Teachers Receiving Information). Of these, 561 teachers were introduced to Project Archaeology through a short workshop, 2,458 received information through a conference, and 1,332 received professional development through a workshop, online program, professional development video, facilitator training, and curricular or introductory materials. We estimate that these newly certified educators have reached more than 27,000 learners with our message of preserving heritage this year alone.

Informal Education

Our national network of coordinators and master teachers reached more than 15,130 youth and family learners in informal settings. Kentucky led the way reaching almost 3,500 informal learners, mostly through the annual Living Archaeology Weekend program. Other states and the National Office received requests from classroom teachers to extend Project Archaeology learning through field trips and classroom presentations. Attendance at Junior Archaeology Fairs and other youth events is growing and Project Archaeology is well represented. In April 2016, National Office staff continued our learning research project at the Montana Junior Archaeology Fair with good preliminary results.

Social Media

The National Office continues our online presence with our website (www.projectarchaeology.org), Facebook, and Twitter accounts. As of this writing, we have 2,124 likes on Facebook and 567 followers on Twitter. We publicize our values as archaeology educators and strategically direct new customers to our website. We publish information about upcoming workshops and new curriculum releases. In the past federal fiscal year projectarchaeology.org received over 19,500 hits on our website, 74% of which were new visitors.

Around the country, most state programs have a social media presence, either through a direct Project Archaeology state page or through their institution/organization. State programs use a multitude of different resources to publicize their programs and workshops. Many use email, listservs, and organizational newsletters, while others utilize direct mailings, calls, and visits to local schools and administrators.

Annual Meeting

In 2016, Project Archaeology held our Annual Meeting during the Society for American Archaeology conference in Orlando, FL. The meeting was attended by Meredith Lang-

litz, Ranel Capron, Teresa Moyer, Rebekah Schields, Maureen Malloy, Sarah Bennett, Lianne Bennett, Sarah Miller, Emily Jane Murray, and Elizabeth Reetz, Dave Johnson, and Bob King. These attendees discussed the future of archaeology education, opportunities for involvement with Project Archaeology, and new curricular materials. During the afternoon, working groups were created to review *Project Archaeology: Investigating Migration* and to plan the 2nd National Archaeology Educator's Conference to be held at Colonial Williamsburg, Virginia in October 2016. The group also discussed new initiatives, including Junior Archaeology Day learning research and implementing a Girl Scout archaeology badge.



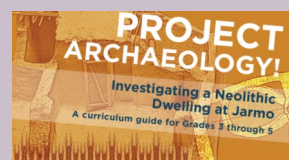
Participants at the Annual Meeting at SAAs: Orlando, FL

Curriculum Development

New Shelter Investigations

The past year has brought two new shelter investigations to Project Archaeology's Investigating Shelter database. We introduced our first international shelter, a Neolithic Dwelling at Jarmo, Iraq, and the Light Station, based on the lighthouse located in St Augustine, FL.

Investigating a Neolithic Dwelling at Jarmo is Project Archaeology's first international shelter investigation. It was developed in partnership with the Oriental Institute at the University of Chicago and integrates their research materials and museum collections. Students studying this shelter will learn about the lives of the people in Neolithic Revolution in the Middle East. Professor Salma Samar Damluji, an Iraqi architect guides students through part of the learning and helps teach the importance of preserving archaeological sites. Students will also learn how mud brick architecture influences modern buildings today.



In August of 2016, Project Archaeology launched *Investigating a Light Station*, written by Lianne and Sarah Bennett and developed by the Florida Public Archaeology Network. This curriculum module explores the St Augustine Light Station. Mrs. Wilma Daniels, a descendant, who lived in and helped take care of the light station with her family, guides the investigation. Students study light station keeper culture and analyze trash remains to gain insight into what it was like to live at the light station in the 20th century.

Investigating Migration

We are moving forward on *Project Archaeology: Investigating Migration*. A review committee has been assembled consisting of National Project Archaeology staff, Project Archaeology coordinators, master teachers and archaeologists. Those serving on the committee include Dani Hoefer (CO), Gail Lundeen (MO), Lianne Bennett (FL), Erika Malo (National), James Barnes (CA), Erika Shofner (SC), Ranel Capron (WY/DC) and Brian Howard (TX). We are currently making changes to the draft per recent peer review recommendations and will have revisions available for the committee to review in the spring of 2017. In the next year we will finish a first draft of the curriculum and will begin piloting and evaluating in classrooms.

Investigating Rock Art

A generous grant from the Tennessee Valley Authority (TVA) in FY 2016 provided for the completion of *Investigating Rock Art* curriculum and the development of an investigation of the Painted Bluff site, which lies on banks of the Tennessee River in northern Alabama. The grant also funds a workshop for Alabama teachers scheduled for June 2017. A grant from the Wyoming BLM will fund an investigation of the Legend Rock site, a spectacular rock art site in northwest Wyoming, and a workshop in the summer of 2017. Additional investigations are currently planned in Utah and Montana.

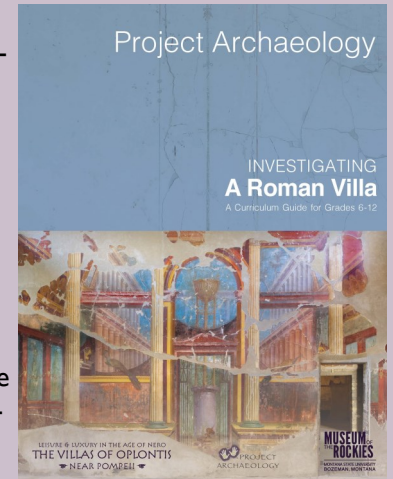
Investigating Food and Land

The Lincoln County Archaeological Initiative, administered by Nevada BLM, awarded a grant to Kautz Environmental Consultants (KEC) of Reno, Nevada for developing a curriculum on the foragers of the Great Basin. Kautz will subcontract with Project Archaeology to produce the curriculum for Lincoln County. Additionally, the funds will allow Project Archaeology to complete the draft of *Investigating Food and Land* and Great Basin Foragers will be the first regional investigation. The grant to KEC puts us well on our way to completing another national curriculum for 5th grade American History and to fulfill science standards in ecology, botany, and zoology.

Investigating a Roman Villa

In 2015, Project Archaeology's Courtney Agenten traveled to Italy as a participant in an interdisciplinary MSU faculty seminar to study the archaeological remains of Pompeii and Oplontis. Project Archaeology has worked closely with the

Museum of the Rockies, MSU faculty and the Bozeman school district to develop a curriculum around the Oplontis exhibit. A workshop surrounding the curriculum and exhibit was held in August 2016, with 15 educators from around the state attending. The curriculum asks: How can investigating a Roman villa help us understand the Roman people and their culture? Pompeii and the nearby villas at Oplontis offer a glimpse into the daily life of Romans as well as Rome's elite class. Through archaeology we can explore the material remains of Roman culture in the first century, to learn about environment, art, and lifeways. The lessons cover several disciplines, including geology, art history, archaeology, Latin, English Language Arts, and social studies. The investigation compliments the Museum of the Rockies exhibit, *Leisure and Luxury in the Age of Nero: The Villas of Oplontis*. Students conducted the investigation in their classroom then visited the museum to experience the artifacts, frescoes, statues, and reconstructed rooms of the villa. A museum catalog will support the curriculum in other places.



Publication and Merchandise Sales for FY 2016

Publications	Number Sold	Amount
Intrigue of the Past	81	\$ 1,644.00
Investigating Shelter	349	\$ 8,479.40
Investigating Nutrition	60	\$ 1,517.36
Rock Art	12	\$ 244.40
Fort Meade	1	\$ 35.00
Investigating Colorado	53	\$ 830.00
Investigating New Mexico	3	\$ 37.50
Canyon of the Ancients	40	\$ 240.00
Shelter Kits	45	\$ 6,480.00
Shelter Investigations	32	\$ 445.36
Master Teacher Bundles	21	\$ 1,179.85
Merchandise		
T-Shirts	9	\$ 135.00
Fleeces	2	\$ 77.00
Stickers	2	\$ 1.00
Brochures	90	\$ 88.00
FY 2015 Total Merchandise Sales		\$21,433.87

Special Projects

Project Archaeology: Investigating Nutrition Courses

Carol Ng-He, our Illinois Coordinator, continues to distribute *Investigating Nutrition* through online courses at the University of Chicago and teacher workshops at the Oriental Institute. The partnerships that Carol has built have enabled us to distribute this important curriculum for 6th grade World History in the Chicago area for local teachers and throughout the nation via online courses.

Leadership Team Meeting and Bozeman Accord

In October 2016, the Project Archaeology Leadership Team and special guests Gwynn Henderson (Kentucky Archaeological Survey), Elizabeth Reetz (Iowa State Archaeologist), and Teresa Moyer (National Park Service), Gail Lundeen (MO), and Virginia Wulfkuhle (KS) met in Bozeman, Montana for the biennial leadership team retreat. Along with the usual business of operating the national Project Archaeology program, the team discussed the development of a private non-profit organization, the Institute for Heritage Education, to support archaeology education. Dr. Eric Austin, MSU professor of public administration, facilitated a day-long session to examine current and future administrative issues and possible solutions through a non-profit organization.

The group decided to develop the Bozeman Accord to guide archaeology education. The first draft of the document was derived from the Tbilisi Declaration of 1977, an internationally recognized document, which still provides guidance for environmental educators worldwide. The Bozeman Accord is currently under review by other archaeological organizations including the Archaeological Institute of America, the Society for Historical Archaeology, and the Society for American Archaeology with the hope of completing the document by early 2018.



The Leadership Team poses at Sunset Hills Cemetery in Bozeman, MT

Changing Land Workshop

At the end of July 2016, seven educators and four instructors met at the Museum of the Beartooths in Columbus, Montana for the first workshop using the new curriculum, *Changing*

Land, Changing Life: Archaeology of the Apsáalooke Homeland. Educators came from the Crow and Northern Cheyenne Reservations, the Blackfeet Reservation, and from Bozeman. Crystal Alegria and Jeanne Moe taught the workshop with the able assistance of Penny Redli, Director of the Museum



Participants in the classroom with guest speaker Steve Aaberg

of the Beartooths and expert on the history of the Apsáalooke people in south central Montana. Under the direction of Stephen Aaberg, principle investigator of the excavations, attendees examined artifacts from the excavation to learn more about how the Crow residents used European objects and materials and fashioned tools using traditional techniques. These important artifacts demonstrate how the Crow people retained some of their cultural identity in the face of vast social and subsistence changes.

On the last day of the workshop, Emerson Bull Chief, Crow Tribal Historic Preservation Officer, joined us for a look at the issues surrounding preservation of archaeological sites, which are not on the Crow reservation. Together we brainstormed the elements of a lesson on stewardship and preservation of the Absaroka Agency and how students might become involved in historic preservation. We will finish the curriculum this winter and intend to offer another workshop within the next two years. The curriculum writing team worked and continues to work closely with the Crow Tribe during the development of this curriculum. Additionally, we are hoping that *Changing Land, Changing Life* will become a new template for site-based education involving multiple cultures at similar archaeological sites in other regions.

Leadership Academy

2016 brought the 7th Annual Leadership Academy and a record breaking number of new Master Teachers (21). Funded through a grant by the BLM, Project Archaeology's Leadership Academy introduces teachers, archaeologists and museum educators to Project Archaeology's curricula and trains them to teach others. This year's graduates explored the Puzzle House Pueblo and gained insight into collaborating with Indigenous communities at the Madison Buffalo Jump. Many of our recent Leadership Academy graduates have been busy writing new curricula and planning workshops. Karen Mann, (2016) has taught several workshops in Southern Alabama. This summer Karen and Candice Cravens, a 2015 graduate and educator at The Archaeology Museum in Mobile, AL, have planned a Rock Art workshop with the University of Alabama in Huntsville. Sam Kirkley (2013) continues to spearhead our efforts with the Girl Scouts of America. In 2016, several girl scouts and their leaders took part in an *Investigating Shelter* based camping experience at Cedar Mesa. In Illinois, Carol Ng-He (2015) works hard to distribute our *Investigating Nutrition*

curriculum through her online workshops at the Oriental Institute, University of Chicago. Our Texas coordinator, Bryan Howard (2016) is working with the Institute for Texan Cultures implementing Project Archaeology curriculum in San Antonio. Paulette LeBlanc, originally trained at the very first Leadership Academy in 2010, returned to Bozeman for the 7th Leadership Academy to re-train herself and gain knowledge about new and developing Project Archaeology curriculums.



2017 Leadership Academy participants investigate a living room map

State Highlights

In June, Jeanne Moe taught *Investigating Shelter* to 16 local teachers at Celebration Park, Idaho's only archaeological park. It was Idaho's first Project Archaeology workshop since 1992 and launched the Idaho program. A facilitator training is planned for June 2017. 2016 also brought pilot workshop for one of our new shelters, the Florida Light Station. Held at the St. Augustine Lighthouse and Maritime Museum in June, educators from around the state participated in a one day workshop introducing them to the curriculum and returned the following day for a museum and behind the scene visit. The workshop was funded in part by a Florida Department of State grant-in-aid community education grant.

Research

Jeanne Moe (National), Gwynn Henderson (KY), and Elizabeth Reetz (IA) published research articles in the November 2016 issue of *Advances in Archaeological Practice*. Both Jeanne's and Gwynn's articles include results from Project Archaeology learning outcomes assessment in Kentucky, Montana, California, Kansas, and Washington DC. Elizabeth's article describes her educational collaboration with the Ho-Chunk tribe of Wisconsin. The issue, edited by Eleanor King, more than doubles the number of peer-reviewed research articles in archaeology education.



Grants

Rocky Mountain Power Company - \$46,000 for *Investigating Migration* and *Investigating a Fremont Pithouse*
 Montana State University - \$5,000 for *Investigating a Roman Villa*
 Tennessee Valley Authority - \$25,000 for *Investigating Rock Art*

Cumulative Accomplishments

In the past 26 years, Project Archaeology has reached over 16,000 educators with our message of preserving our shared archaeological heritage (as described in Table 2). These teachers have received high quality education materials, instruction, and continuing support from both the National Office and their state or regional coordinators. Cumulatively, these teachers reach and estimated 330,000 learners in formal and informal educational settings each year.

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.



State Sponsors and Major Partners

Alabama—Old Cahawba, State Historic Preservation Office

Alaska—Office of History and Archaeology, State Historic Preservation Office, Alaska Native Cultural Charter School

Arizona—Department of Anthropology, Northern Arizona University

Arkansas—Arkansas State Parks, Arkansas Archaeological Society

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, St. Augustine Lighthouse and Maritime Museum, Timucuan Historical and Ecological Preserve, University of West Florida

Idaho—Idaho State Historical Society

Indiana—Indiana State Museum

Illinois—Oriental Institute, University of Chicago

Iowa—Office of the State Archaeologist, University of Iowa, Sanford Museum and Planetarium, University of Iowa College of Education, Wickiup Hill Outdoor Learning Center, Tallgrass Historians

Kansas—Kansas State Historical Society, Kansas State Historic Preservation Office, Kansas Department of Education, Museum at Prairiefire

Kentucky—Kentucky Archaeological Survey, University of Kentucky

Mississippi—Bureau of Land Management, Jackson Field Office

Missouri—Missouri Archaeological Society, Jackson County Parks and Recreation, Harry S Truman Presidential Library, Atkins-Johnson Farm and Museum

Montana—Department of Sociology and Anthropology, Montana State University, Montana Department of Transportation, Museum of the Rockies, Western Heritage Center, Gallatin History Museum, BLM Montana/Dakotas, Montana State Historical Society, State Historic Preservation Office, OPI – Indian Education for All

Nevada—Bureau of Land Management - Nevada State Office, Nevada Department of Transportation, Nevada Rock Art Foundation, Great Basin National Park

New Hampshire—New Hampshire Division of Historical Resources

New Jersey—Hunter Research

New Mexico—Office of Archaeological Studies, Coronado Historic Site Education Outreach, Jemez Historic Site Education Outreach

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

Oklahoma—Bureau of Land Management - Tulsa Field Office, Oklahoma Archaeological Society, Oklahoma Archaeological Survey, Oklahoma State Historic Preservation Office, Texas Plains – Panhandle Historical Museum, Oklahoma History Museum

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

Pennsylvania—State Museum of Pennsylvania

South Carolina – South Carolina Archaeology Public Outreach Division

Tennessee—Nashville Metro Parks and Recreation, McClung Museum, Tennessee State Division of Archaeology

Utah—Bureau of Land Management - Utah State Office, Forest Service, Frontier Homestead State park, Edge of the Cedars State Park, Natural History Museum of Utah, Fremont Indian State Park, Southern Utah University

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, Shoshone Forest Service, Park County Historic Preservation Commission, Wyoming Archaeology Society, Draper Natural History Museum, Center of the West Education Staff

ASOR—American School of Oriental Research, Boston University



Courtney Agenten at the Overland Trail Museum in Sterling, CO doing research for Investigating Migration.

Contact Us!

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Table 1: Project Archaeology Outreach Activities by State

Program	Professional Development Events	Educators Certified	Facilitator Training Workshops	Facilitators Certified	Educators Introduced to PA	Conferences Attended	Teachers Receiving Information	K-12 receiving Direct Instruction	Non K-12 Students Receiving Direct Instruction	Educators Attending Conferences	Archaeologists Attending Presentations at Conferences	Federal Contribution	Other Contributions	Volunteer hours
AK	1	6	0	0	0	0	0	0	0	0	0	\$21,500	\$0	7
AL	2	45	1	3	51	1	450	1845	0	23	0	\$0	\$0	4
AR	1	2	0	0	0	0	0	0	5	0	2	\$0	\$0	0
AZ	2	10	0	0	0	0	0	0	0	0	0	\$0	\$500	0
CA	1	8	0	0	0	0	0	577	0	1	0	\$11,682	\$0	252
CO	7	30	1	15	100	3	40	60	60	80	20	\$7,000	\$1,150	120
FL	2	24	1	4	0	0	0	387	0	10	42	\$500	\$30,000	0
IA	1	4	0	0	4	1	30	572	0	0	0	\$500	\$5,282	0
ID	1	17	0	0	0	0	0	0	0	0	1	\$3,000	\$700	0
IL	5	127	1	23	72	2	112	1411	152	0	2	\$0	\$25,000	50
KS	1	13	0	0	134	6	464	1149	38	0	15	\$0	\$1,475	0
KY	0	0	0	0	114	1	8	2057	1469	0	0	\$58,000	\$0	200
MO	2	9	0	0	0	0	0	50	1200	0	0	\$0	\$200	200
MIN	0	0	0	0	0	0	0	0	0	0	0	\$0	\$0	0
MT	2	21	0	0	18	3	400	1092	0	0	150	\$3,450	\$6,600	0
NC	0	0	0	0	0	0	0	0	0	0	0	\$0	\$0	0
NH	0	0	0	0	0	4	25	0	0	0	0	\$0	\$0	0
NM	3	32	0	0	7	2	172	493	0	0	0	\$13,012	\$563	108
NV	0	21	0	0	0	0	0	125	0	0	0	\$0	\$0	0
OK	1	17	0	0	0	0	0	0	450	0	0	\$0	\$0	6
OR	0	0	0	0	0	0	0	28	0	0	0	\$0	\$0	0
SC	0	0	0	0	0	0	0	0	0	0	0	\$0	\$0	0
TN	5	70	0	0	15	1	50	200	15	0	0	\$225	\$4,400	40
TX	1	12	0	0	26	0	0	0	0	0	0	\$0	\$7,800	0
UT	1	5	0	0	0	1	100	1068	328	0	2	\$206,000	\$	500
WI	0	0	0	0	0	0	0	0	0	0	0	\$0	\$0	0
WY	1	20	0	0	20	1	7	0	130	1	0	\$0	\$0	0
National	3	775	1	19	0	2	600	175	0	0	65	\$210,000	\$51,500	956
Total	43	1268	5	64	561	28	2458	11289	3847	115	299	\$534,869	\$135,170	2443

Table 2: Project Archaeology Cumulative Professional Development by State

STATE	Totals For All Years 1990-2016										
	Facilitators Certified			Educators Certified			Total All	Professional Development			
	Previous	New	Total	Previous	New	Total	All Years	Facilitator	Basic	Other	Total
AK	105	0	105	79	6	85	190	6	7	2	15
AL	57	3	60	398	45	443	503	3	31	12	46
AR	0	0	0	42	2	44	44	0	3	1	4
AZ	12	0	12	308	10	318	330	2	26	9	37
CA	72	0	72	471	8	479	551	5	17	95	117
CO	31	15	46	487	30	517	563	3	20	20	43
DC/MD/VA	22	0	22	69	0	69	91	1	3	2	6
FL	56	4	60	1099	24	1123	1183	17	30	32	79
HI	0	0	0	0	0	0	0	0	0	1	1
IA	25	0	25	329	4	333	358	1	11	9	21
ID	0	0	0	20	17	37	37	0	2	1	3
IL	16	23	39	94	127	221	260	2	5	4	11
IN	13	0	13	274	0	274	287	2	17	0	19
KS	15	0	15	192	13	205	220	4	19	7	30
KY	13	0	13	404	0	404	417	1	30	8	39
MN	0	0	0	0	0	0	0	0	0	0	0
MO	48	0	48	241	9	250	298	6	17	5	28
MS	12	0	12	146	0	146	158	2	11	6	19
MT	8	0	8	699	21	720	728	2	30	18	50
NC	22	0	22	147	0	147	169	0	1	10	11
NH	13	0	13	325	0	325	338	2	11	3	16
NM	19	0	19	512	32	544	563	3	25	10	38
NV	19	0	19	240	21	261	280	2	15	1	18
OK	0	0	0	18	17	35	35	0	3	0	3
OR	11	0	11	281	0	281	292	0	8	8	16
PA	23	0	23	481	0	481	504	1	17	16	34
SC	0	0	0	0	0	0	0	0	0	0	0
TN	18	0	18	1194	70	1264	1282	2	50	14	66
TX	2	0	2	80	12	92	94	0	5	3	8
UT	135	0	135	1550	5	1555	1690	5	40	12	57
VT	0	0	0	8	0	8	8	0	1	0	1
WA	2	0	2	20	0	20	22	0	1	0	1
WI	0	0	0	709	0	709	709	0	2	20	22
WV	13	0	13	20	0	20	33	1	0	1	2
WY	25	0	25	287	20	307	332	1	10	13	24
ASOR	0	0	0	90	0	90	90	0	2	1	3
National	133	19	152	2829	775	3604	3756	8	8	19	35
Total All States	940	64	1004	14143	1268	15411	16415	82	478	363	923

The Girl Scouts at Cedar Mesa



Scouts learn about plant foods near an archaeological site



Girl Scouts "read a building" on Cedar Mesa



Slick-rock hiking to a major site on Cedar Mesa



Photos Courtesy of BLM M.J. Richardson

Over Memorial Day weekend, 18 Girl Scouts from San Juan County and Grand County participated in a multi-day Project Archaeology workshop located on BLM-Utah's iconic Cedar Mesa, known for its world-class red rock landscapes and cultural sites. The Girl Scouts enjoyed learning archaeological theory and research techniques taught by professionals from the BLM-Monticello Field Office, US Forest Service, Navajo Nation and Edge of the Cedars Museum (Utah State Parks). San Juan School District teachers were also on hand to guide the young scientists. The Scouts earned their new archaeology patch by completing museum curation and fieldwork activities. The workshop also highlighted anti-looting and site ethics messages from BLM's "Respect and Protect" campaign. **THANK YOU** to the Girl Scouts of Utah, Project Archaeology, Southern Utah University, and all of the partners who made Project Archaeology: Cedar Mesa a huge success!

