



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

# **ANNUAL** **REPORT**

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# **FY 2019**

**We envision a world in which all people understand and appreciate their own culture and history and the culture and history of others**



# Welcome to Project Archaeology.

**Dear Network members and friends,**

**I think the words “impact” and “change” summarize what Project Archaeology has accomplished during the 2019 Fiscal Year. As you review our annual report, you will see that we are reaching more people more efficiently, which equates into programmatic sustainability. Project Archaeology continues to impact people, classrooms, and communities with high-quality, inquiry-driven curricula.**

Dr. Jeanne Moe, the Project Archaeology BLM Lead, retired during the 2019 fiscal year. We are thankful for her incredible contributions to Project Archaeology and the field of archaeology education. She created a solid foundation that allows us to grow and explore Project Archaeology’s impactful future.

I look forward to leading Project Archaeology and adding bricks to the powerful foundation that Dr. Moe laid.



”

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Project Archaeology and  
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**Erika Malo**

Interim Director

*Erika Malo*

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## Partners

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



# Program History

**Project Archaeology is a national heritage education program founded by the Bureau of Land Management (BLM) for educators.**

**It operates in 38 states and regional programs. Project Archaeology was launched in 1990 in response to widespread looting and vandalism of Utah's archaeological treasures.**

Agency officials from BLM, Forest Service, 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 Intrigue of the Past. In 1992, when 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, and currently operates under a partnership between the Department of Sociology and Anthropology and the Bureau of Land Management.



# Mission & Vision

**We join UNESCO in the belief that the protection of cultural heritage (a broad term which includes archaeological sites), as an expression of living culture, contributes to the development of societies and the building of peace.**

Project Archaeology is composed of four integral components: High-quality grade-level and regionally appropriate curricular materials, professional development for formal and informal educators, continuing professional support, and a national network of archaeology educators.



## Our mission

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



## Our vision

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

## Enduring Understandings



### Understanding

Understanding the past is essential for understanding the present and shaping the future.



### Culture

Learning about cultures, past and present, is essential for living in a pluralistic society and world.



### Archaeology

Archaeology is a systematic way to learn about past cultures.



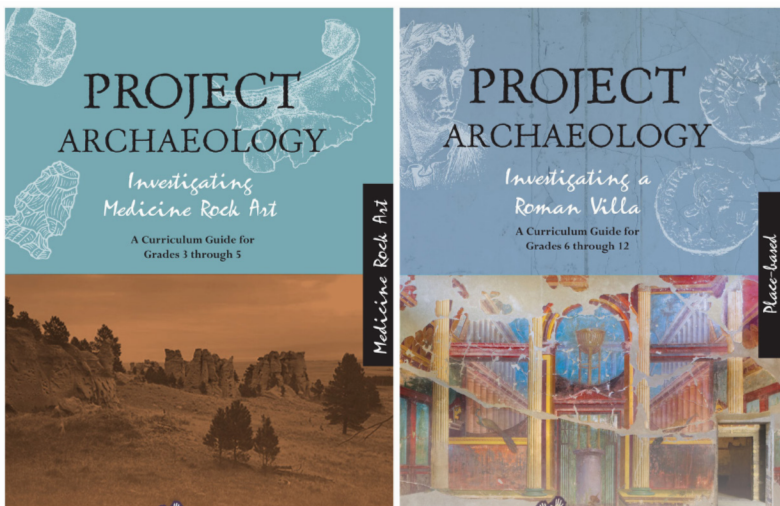
### Stewardship

Stewardship of archaeological sites and artifacts is everyone's responsibility.



# Our Professional Team

## TEAMWORK



Project Archaeology FY2019 Annual Report



**A national network of professionals needs an innovative team.**

The Project Archaeology team consists of a national network of archaeology educators and a national office that provides leadership, guidance, and support.



## Erika Malo, MA, CIG

### Interim Director

Erika has over a decade of public outreach and Cultural Resource Management experience. Ms. Malo has an M.A. in anthropology from the University of Alaska Anchorage.



## Kate Hodge, BA

### Public Education Coordinator

Kate has a B.A. in Anthropology and History from the University of Chicago. She has worked in the Field Museum as a Scientific Affiliate and at the Oriental Institute as an Education Facilitator.



## Hannah Ludlow

### Student Research Assistant

Hannah is an undergraduate student at Montana State University studying anthropology and history. She is also a member of the Honors College.



## Crystal Alegria, MA

Project Archaeology Coordinator  
(2005-2019)



## Emily Askey, BA

Student Research Assistant  
(2018-2019)



## Nichole Tramel, MA

Public Education Coordinator  
(2018-2019)

# National Impact



**Educators trained  
24% more**

We trained 591 educators in 2019. This is a 24% increase over the 477 in 2018.



**Facilitators trained  
95% more**

We trained 88 facilitators in 2019. This is a 95% increase over the 45 in 2018.

**Every  
Professional  
Development  
Event has an  
IMPACT!**

**11,813**

Informal learners reached in 2019. This is 8.6% more than in 2018

**829**

People trained in Project Archaeology workshops in 2019

**14,775**

Students reached by educators trained in 2019

**1,374**

Volunteer hours supported Project Archaeology Programs in 2019

## Total for FY2019



**Workshops  
43**



**Facilitator Trainings  
9**



**Presentations  
16**

## Youth Employed

**12**



12 youth were employed through Project Archaeology programs







**Our Network received more financial support: 272% more federal funding and 56% more non-federal contributions in FY2019**

**+272%**  
**More Financial Support**

State Programs received 272% more federal investment into their programs

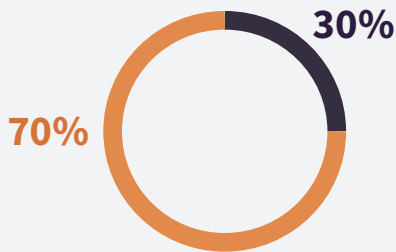


**\$519,944**

**Invested in Project Archaeology Programs**

State Programs received \$519,994 in financial contributions

## Social Media



Percentage of social media followers on a particular platform

## Facebook Followers

2,562

## Twitter Followers

778

Social media followers increased approximately 6.5% across all platforms.

## Total (1990-2019)



## Educators trained

**18,670**

We trained 18,670 educators since 1990



## Workshops Held

**1,049**

We have held 1,049 workshops since 1990

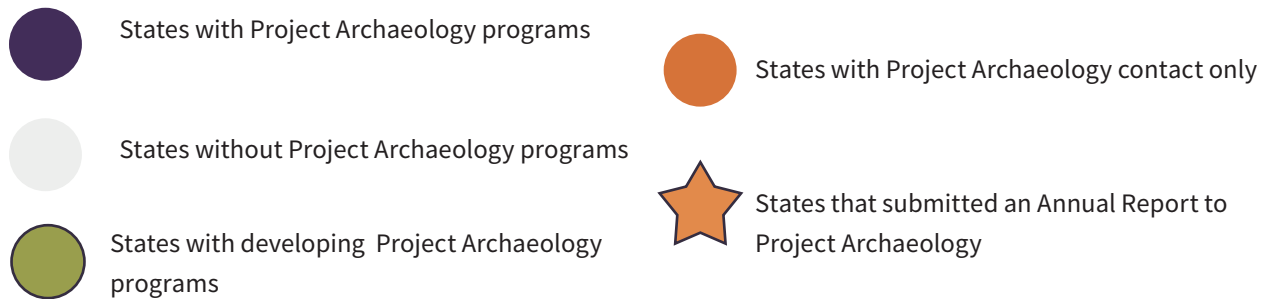
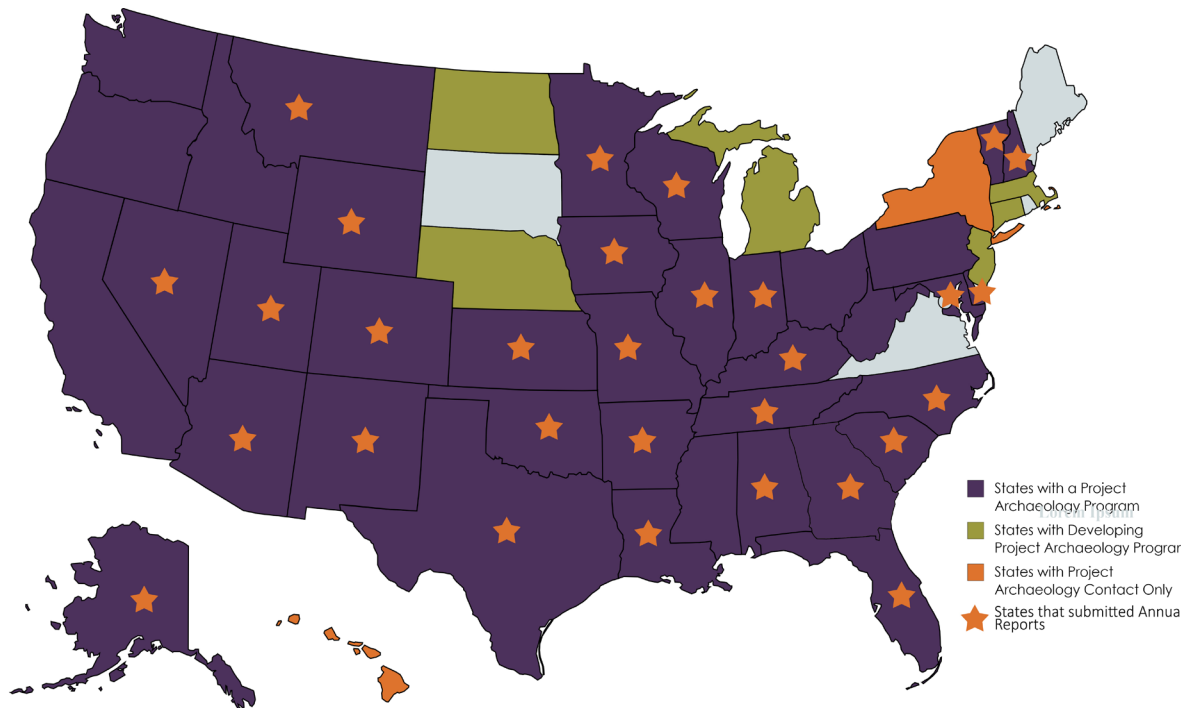


## Students Reached

**466,750**

Using the average U.S. elementary classroom size of 25 students, determined by the National Education Association

## Discussion



### New States

2

Georgia and Indiana are our newest State Programs

### Total Annual Reports

30

We received 30 annual reports from our State Programs.



### More people reached more efficiently

The Project Archaeology Network had a strong 2019. While there were fewer professional development events, we trained more educators and facilitators showing more people are attending professional development events. This increases our impact while being more efficient with input. The higher numbers of facilitators mean that there is greater potential for more professional development events in future years. More state programs are receiving grant and contract funding, having to rely less on volunteers which creates a more sustainable network of Project Archaeology programs.

# Accomplishments

**We hosted two national educator events, released new curricula, redesigned our website, and attended a national conference**

**01.**  
**Project Archaeology  
Leadership Academy**

The 10th annual Project Archaeology Leadership Academy (PALA) was held between June 24 and June 28, 2019. Fourteen participants from nine different states were trained in Project Archaeology curricula and professional development delivery methods. Two new states were added to the Project Archaeology Network (Georgia and Indiana). We trained two federal employees from the Bureau of Land Management and the U.S. Forest Service.

**02.**  
**Investigating a  
Roman Villa**

*Investigating a Roman Villa* was released in May of 2019. This is our first curriculum that reaches grades 6 through 12 and can be taught in world history, ancient civilizations, and Latin classes. Students discover Roman history through evidence from archaeological sites near Pompeii. Students also learn Latin terms, create a mosaic, and close-read eye-witness accounts of the Mount Vesuvius eruption. For more information turn to page 16.

**03.**  
**Website Redesign**

In March 2019, we launched a redesigned website. This website was built from the ground up using user experience to design the navigation framework. Our shop can now be categorized to help consumers navigate our growing number of products. Since the launch of the new website, we see an average of 1,764 monthly visitors, a 10% increase from 2018.

**04.**  
**National Archaeology  
Educator's Conference**

Archaeology educators from all over the United States met in November 2018 in La Crosse, Wisconsin, for the 15th Biennial Project Archaeology Coordinator's Conference and the 3rd National Archaeology Educator's Conference. The twenty-six conference participants came from thirteen different states. For more information turn to page 12.

**05.**  
**Society for American  
Archaeology  
Conference**

Project Archaeology staff attended the Society for American Archaeology conference in Albuquerque, New Mexico, during April 2019. For more information turn to page 14.

# Events

## Event

National Archaeology Educator's Conference

## Location

La Crosse, Wisconsin

## Supported by

BLM

## Summary

Archaeology educators from all over the United States met in November 2018 in La Crosse, Wisconsin for the 15th Biennial Project Archaeology Coordinator's Conference and the 3rd National Archaeology Educator's Conference. The twenty-six conference participants came from thirteen different states. This year's theme was "Tell Our Story: Connection, Collaboration, & Sustainability."

Workshops on teaching culturally, using GIS story maps in your classroom, and a crash course in storytelling!



## National Archaeology Educator's Conference

*Telling Our Story: Connection, Collaboration, & Sustainability*

Nov. 5-9, 2018 La Crosse, WI



## Recap by Elizabeth Reetz (Iowa Project Archaeology State Coordinator)

To many, the Midwest doesn't initially come to mind when thinking of places to explore archaeology. In fact, it had been about 15 years since Project Archaeology coordinators got together for a multi-day conference in the Midwest! So, from November 5-9, 2018, 26 participants from 14 states met along the Mississippi River in La Crosse, Wisconsin, for the 3rd biennial National Archaeology Educator's conference (NAEC). La Crosse is in the heart of the Driftless Area, an ecologically and geologically unique region where stunning, deeply-carved river valleys escaped glaciation during the last ice age. This walkable city had no shortage of shops, restaurants, and riverside trails to explore. This area also has an incredibly rich cultural and archaeological heritage; it is special to many Tribal communities, including the Ho-Chunk Nation. This made it an ideal location to explore the conference themes of storytelling, collaboration, and partnerships with Tribal communities.

Monday evening's reception and meet-and-greet got the attendees all ready for a day of interaction and learning on Tuesday. We dove right into learning about Project Archaeology's new Investigating Rock Art series and the new Wintu shelter investigation, which was a great introduction to PA's curricular material for those unfamiliar with the organization. After lunch, we had our first guest speakers and I think all would agree that they Knocked. It. Out. Of. The.

# Events

Park!! We met David O'Connor, Bad River Band of Lake Superior Chippewa and Education Consultant from the Wisconsin Department of Instruction's American Indian Studies Program and RunningHorse Livingston of Mathematize, Inc., also a member of the Bad River Band. They modeled some pretty stellar interactive and engaged teaching learning skills while introducing us to Wisconsin's Tribal communities, indigenous learning styles, and learning inequity. There was a lot of eye-opening learning, as well as a lot of laughs!

On Wednesday, we headed to Effigy Mounds National Monument (EFMO) in far northeast Iowa. It was just over an hour drive alongside the Mississippi River that offered incredible views of bluffs and soaring eagles. The bus ride was lively and full of the chatter of people ready for learning and exploration. Bill Quackenbush, Tribal Historic Preservation Officer and Ho-Chunk Deer Clan member, met us at the visitor center and gave a wonderful, engaging presentation on Ho-Chunk culture. In true Bill fashion, he made fast friends with many of the attendees. Albert LeBeau, Cheyenne River Sioux Tribe, O'ohenumpa/Sans Arc bands and Cultural Resource Program Manager at EFMO, then gave a thought-provoking presentation on what it means for him to be not only Lakota, but also an archaeologist and Federal employee. Albert has a particularly challenging job of working to re-establish EFMO's cultural resource program and assisting with Government to Government consultation with Tribal partners in the aftermath of two very serious Native American Protection and Repatriation Act (NAGPRA) violations and crimes at the park. David Barland-Liles, Lead Ranger at EFMO, was the lead investigator of these crimes when he was a Special Agent with the National Park Service. David detailed his investigations and findings, as well as led the group on a hike up the steep bluff to the Fire Point loop, where we walked along many of the park's sacred conical and effigy mounds towards a breathtaking vista of the Mississippi river valley. As Sam Kirkley said, it was just "pure magic." The feelings that this park invokes are, without question, pure magic.

The topics discussed at EFMO showed the dark side of inadequate Tribal consultation and disrespect for other cultures. These are necessary stories for all archaeologists and archaeology educators to hear. It was a very quiet bus ride home. Thankfully, Courtney Agenten and her astute educator brain recognized that the group very much needed to process and talk about what we learned and experienced. She led a literature circle on Thursday morning that allowed us to make connections between our readings and the NAGPRA violations at EFMO by discussing the six "R's" for community-engaged research with indigenous communities identified by Stanton, Hall, and Ricciardelli (2016) in their "Cross Cultural Digital Storywork" article: respect, relevance, responsibility, reciprocity, representation, and relationality. After that, we were ready to dive back into learning and got a wonderful presentation from Sam Kirkley on how to use GIS to create Story Maps. After lunch, our final guest speaker was archaeologist Matthew Piscitelli, National Geographic Explorer and research associate at the Field Museum of Natural History. Matt gave us a crash-course in Nat Geo storytelling, had us exploring the hotel grounds to work on our picture taking skills, and grouped us up to create our own collaborative stories. More laughs and even a few tears demonstrated that we were a crowd of natural storytellers who could invoke emotions from our audience.

# Events

## Event

Society for American Archaeology  
Conference and Project  
Archaeology Business Meeting

## Location

Albuquerque, New Mexico

## Supported by

BLM

## Summary

Project Archaeology staff attended the Society for American Archaeology conference in Albuquerque, New Mexico, during April 2019. It was a busy trip! We conducted our annual business meeting where our national network members received updates on curricula, projects, and research.



Project Archaeology staff attended the Society for American Archaeology conference in Albuquerque, New Mexico, during April 2019. It was a busy trip! We conducted our annual business meeting where our national network members received updates on curricula, projects, and research. Everyone met the acting Bureau of Land Management Project Archaeology Lead, Derrick Baldwin. Derrick is a strong partner and we are so happy to have him as a part of our team!

We discussed upcoming changes to Project Archaeology Leadership Academy (PALA) and the research behind those changes. There was a sneak peek of the GIS mapping from Investigating Migration by project team members Nichole Tramel and Samantha Kirkley. Attendee enjoyed excerpt lessons from Investigating a Roman Villa. They analyzed a fresco like an art historian and played a modified form of the game Clue to learn ancient Roman rooms, artifacts, and social roles. Finally, Dr. Jeanne Moe presented her research on student understanding of an elementary school play-ground excavation.

Erika Malo, Project Archaeology Interim Director, co-chaired the session “Archaeology Education: Building a Research Base” with Dr. Jeanne Moe. The highlight of the session was a presentation by PALA graduate John Turrietta’s 5th-grade students on “Archaeology and Literacy: Students’ Journey across the American Southwest.” Everyone was inspired by their articulate account of how learning about archaeology changed their classroom.

# Events

We saw many people who were interested in Project Archaeology at our booth in the exhibit hall (approximately 250 visitors). It was great to see members of our network, colleagues, and educate newcomers about Project Archaeology. Our booth was next to our partner, the Bureau of Land Management's booth. Being neighbors was a fantastic way to display our strong partnership.

## Event

Investigating a Wintu Roundhouse Workshop

## Location

Wintu Cultural Center - Redding, California

## Supported by

BLM and California Archaeological Society

## Summary

An Investigating Shelter workshop was conducted in July 2019 at the Wintu Cultural Center in Redding, California. This workshop featured the newly developed Investigating a Wintu Roundhouse regional investigation of Investigating Shelter. Participants learned about using the curricula in the classroom and visited roundhouses with members of the Wintu community.

\$100 stipends & free lunch included

## PROJECT ARCHAEOLOGY: INVESTIGATING A WINTU ROUNDHOUSE EDUCATOR WORKSHOP

Come join us to learn how to engage students with the excitement of archaeological inquiry!

Archaeology is an excellent tool for cross-curricular education, as well as for building cultural awareness and understanding. Lessons meet Common Core State Standards for literacy in science, history, geography, mathematics, art and language arts. Formal and informal educators of all grade levels are encouraged to apply!




Participants will receive:

- The award-winning Project Archaeology: Investigating Shelter curriculum aligned with Common Core State Standards for grades 3-5
- Step-by-step guidelines on how to use authentic archaeological science and data in the classroom
- \$100 stipend upon completion of the workshop
- 1 graduate education CEU from Southern Utah University (optional; interested participants must register by July 1, 2019)

Developed with wisdom and input from:  
Ted Dawson, Nor Rel Muk Wintu  
Jack Potter, Jr., Redding Rancheria  
Wintu Tribal Council members

Register by  
July 5, 2019

<https://projectarchaeology.org/product/investigating-a-wintu-roundhouse-workshop/>

For more information contact  
Nichole Tramel  
[nichole.tramel@montana.edu](mailto:nichole.tramel@montana.edu)

Sponsored by

**DATES** 8:30AM – 6PM • JULY 9 & 10, 2019  
WINTU CULTURAL CENTER • REDDING





## Event

Online Workshop

## Location

Online

## Supported by

Project Archaeology Sales

## Summary

National Project Archaeology conducted an online workshop in the spring of 2019 that trained ten educators from eight states. Workshop participant, Sabre Moore, went on to apply and receive a grant to write a Rock Art curriculum for their region. Investigating Medicine Rocks will be released this spring (for more information turn to page 23).

# Investigating a Roman Villa

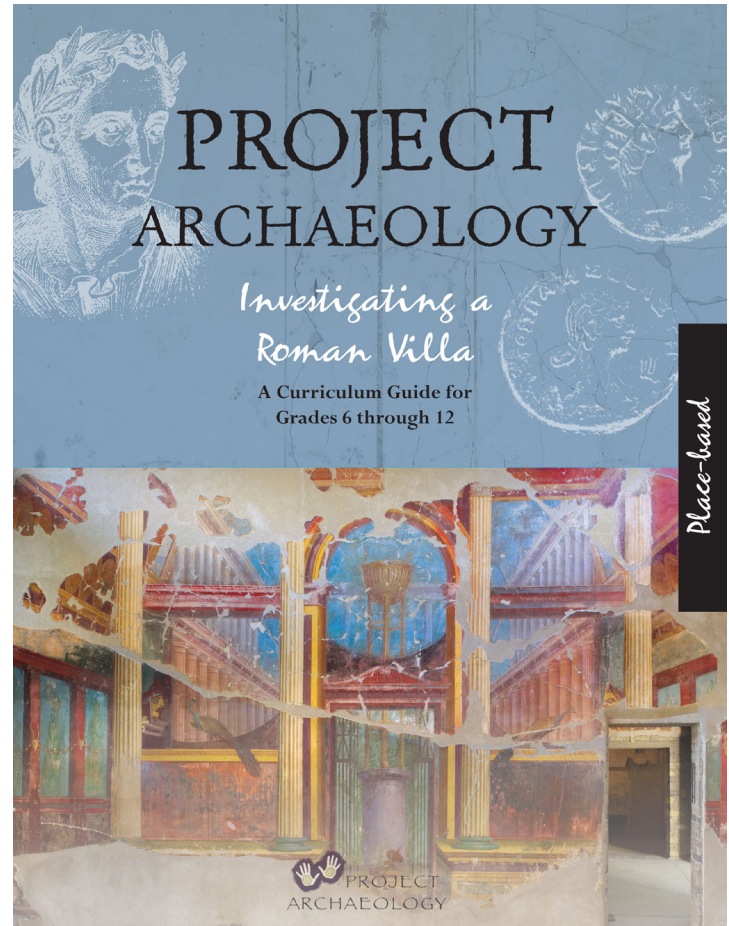
## Our newest curriculum!

By Courtney Agenten - Minnesota Project Archaeology

More than 2,000 years ago, extremely wealthy Romans lived and played on the sunny shores of the Bay of Naples at Pompeii and in luxury villas nearby, unconcerned about Mount Vesuvius in the distance.

One of the most luxurious of these retreats, Oplontis, set on a cliff 40 feet above the Mediterranean shoreline, was rumored to be the summer villa of Emperor Nero's second wife, Poppea.

For unknown reasons, the villa itself had been abandoned by the time of Vesuvius' catastrophic eruption in A.D. 79, but a commercial wine distribution center next door was thriving. Falling ash and pyroclastic flows buried empty dining rooms that had seated more than a hundred people, an 80-meter swimming pool, private rooms adorned with spectacular frescos, and marble columns resting on mosaic floors ready for re-sale. Preserved next door were wine and oil-filled amphorae, a strong-box with



**This unit is an excellent resource for teaching ancient civilizations. The disaster keeps students intrigued throughout a cross-curricular exploration of Pompeii and ancient Roman life. – Angela Bergantine, Amsterdam School, Montana**



coins, and fifty-four people hiding in the barrel-vaulted storage rooms at the water's edge, waiting for a rescue that never came.

How can *Project Archaeology: Investigating a Roman Villa* help students understand Roman people and culture? Students discover Roman history through evidence from an archaeological site near Pompeii! In this curriculum, students examine rooms, coins, and frescoes through an inquiry-based tour of a luxury villa. Basically, they get to explore a day in the life of the Roman Emperor Nero. Pompeii and the nearby villas at Oplontis offer a glimpse into the daily life of Romans as well as Rome's elite. Through archaeology, students explore the material remains of Roman culture to learn about geography, history, and art. Also students:

- Learn the Latin terms for the rooms in a Roman villa by playing a murder mystery game.
- Create a mosaic! Students identify lines of symmetry and solve a real-world problems.
- Close-read Pliny the Younger's eye-witness accounts of the Mount Vesuvius eruption

*Project Archaeology: Investigating a Roman Villa* supports Common Core State Standards with social studies and science content. Inherently interdisciplinary, archaeological inquiry allows students to seamlessly integrate knowledge across subjects. Students read informational texts for content, perspective, and key ideas and employ graphics to enhance their understanding. Students write arguments to support claims in a persuasive essay on the ethical implications of studying human remains. Finally, students produce a news broadcast to communicate their understanding of Roman history and culture.



”

**This is perfect for 6th grade! Information was simple enough to understand yet deep enough for great comparisons, debates, and expansion activities.—Anonymous Teacher Evaluator**

# Sales for FY2019

**We had a year of record-breaking sales which means we are being used in more classrooms, museums, and informal events!**

**The more our sales grow the more we are fulfilling our mission by getting into new classrooms, museums, and informal education spaces.**

Investigating Shelter continues to be the most popular curriculum and allows people to virtually access all of the regional shelter investigations. We averaged about two Investigating Shelter kits per month (kits include an Investigating Shelter book, regional investigation, floor maps, artifact cards, and doohicky kits).

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**\$26,553.53**

**Total FY2019 Sales of project Archaeology curricula, merchandise, professional development fees, and template fees.**



## Sales Totals for FY2019

Project Archaeology

Publications	# Sold	Amount (\$)
Intrigue of the Past	92	\$ 1,777.00
Investigating Shelter	237	\$ 6,640.25
Investigating Nutrition	25	\$ 581.85
Investigating Rock Art	84	\$ 1,871.00
Food and Land	6	\$ 194.90
Investigating a Roman Villa	30	\$ 919.98
Investigating Garnet	3	\$ 67.95
Investigating Fort Meade	3	\$ 65.00
Discovering Colorado	39	\$ 604.00
Discovering Wyoming	1	\$ 15.00
Discovering New Mexico	2	\$ 40.00
Canyons of the Ancients	31	\$ 195.00
Shelter Investigations	111	\$ 1,141.00
Master Teacher Bundles	14	\$ 1,450.60
Rock Art Investigations	22	\$ 110.00
Shelter Kits	24	\$ 2,961.00
Food and Land Kits	10	\$ 1,025.00
Floor Maps	4	\$ 205.00
<b>TOTAL PUBLICATIONS</b>	<b>738</b>	<b>\$ 19,864.53</b>
Merchandise	# Sold	Amount (\$)
T-shirts	9	\$ 196.00
Hats	5	\$ 80.00
Stickers	4	\$ 2.00
Brochures	100	\$ 30.00
Fleece	5	\$ 198.00
Totes	1	\$ 10.00
<b>TOTAL MERCHANDISE</b>	<b>124</b>	<b>\$ 516.00</b>
Template Fee	# Sold	Amount (\$)
Investigating Shelter Template	1	\$ 3,000.00
Investigating Rock Art Template	1	\$ 1,500.00
<b>TOTAL TEMPLATE FEE</b>	<b>2</b>	<b>\$ 4,500.00</b>
Event Registration Fee	# Sold	Amount (\$)
Professional Development	24	\$ 1,673.00
<b>TOTAL SALES FY2019</b>	<b>864</b>	<b>\$ 26,553.53</b>

# Network Highlights

**Brooke Wheeler, Arizona Project Archaeology Master Teacher, won the Bureau of Land Management Arizona Site Steward Program 2019 Land Manager of the Year award**



Brooke Wheeler, Arizona Project Archaeology Master Teacher, won the Bureau of Land Management Arizona Site Steward Program 2019 Land Manager of the Year award. This award was for her work with Project Archaeology and the Arizona Site Stewardship program. We are so proud of Ms. Wheeler as she embodies the BLM and Project Archaeology partnership!



**When I attended the Project Archaeology Leadership Academy (PALA), I kept thinking this program would be a perfect opportunity for the Site Steward volunteers to educate the public and foster the next generation of cultural heritage stewards. - Brooke Wheeler, BLM-AZ, Master Teacher**

# Network Highlights

Utah State Coordinator, Samantha Kirkley, and Vermont Master Teacher, Angela Labrador, won National Endowment for the [Humanities Landmarks of American History grants](#).



Utah State Coordinator, Samantha Kirkley, and Vermont Master Teacher, Angela Labrador, both won National Endowment for the Humanities Landmarks of American History grants. Each of these grants will fund two educator workshops using Project Archaeology curricula training 72 educators (a total of 144 people).



**The main goal of archaeology and of this project is to bring the rich history of these peoples to teachers and their students and help Native Americans take their rightful place in the national narrative and in present-day society.** - Samantha

Kirkley, Utah Project Archaeology

# Looking to the Future

**Project Archaeology has many new exciting projects, publications, and events on the horizon**

## Investigating the California Trail

**A regional investigation of *Project Archaeology: Investigating Migration***

Upon completion of *Project Archaeology: Investigating Migration*, we will create the next regional investigation for the series – Investigating the California Trail. The Nevada Bureau of Land Management funded this investigation.



### ***Project Archaeology: Investigating Migration***

A GIS-based curriculum series for grades 7-8

#### **01**

##### **Draft**

During the spring of 2020, Project Archaeology expects to finish up the editing process and GIS work and will send out a complete and final draft to Project Archaeology members for peer reviews.

#### **02**

##### **Piloting**

After the peer review period is over and the draft has been edited, the piloting process will begin in the winter of 2020/2021.

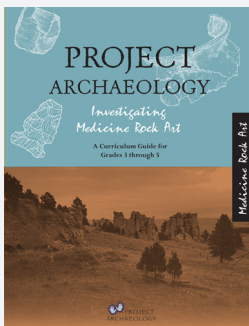
#### **03**

##### **Publication**

By the end of 2021, the curriculum will be published and actively sold on the Project Archaeology website.

# Curricula Coming Soon

## Curricula and projects that are coming in FY2020



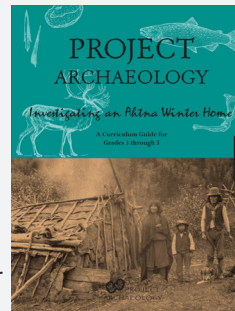
### Investigating Medicine Rocks

Investigating Medicine Rocks is a regional investigation for the *Project Archaeology: Rock Art* series. Sabre Moore from the Carter County Museum was awarded a Montana History Foundation grant to write the curriculum for Montana educators. The investigation is in the final stages of review and will be released as soon as the review edits are incorporated.

### Informal Educators Guide



Project Archaeology is actively seeking funders and piloting sites for our Informal Educator's guide. The guide is close to completion and, once funded, will be piloted and assessed through an innovative Project Archaeology internship program.



### Investigating an Ahtna Winter House

Investigating an Ahtna Winter House is an Alaska regional investigation for *Project Archaeology: Investigating Shelter*. Students examine historical photos, artifacts, and maps of the Ringling Site. They read the biography and oral traditions of Mr. Ben Neeley, an Ahtna tribal elder and Traditional First Chief of the Ahnta. The investigation is in the final stages of review and will be released as soon as the review edits are incorporated.

### Investigating Mining planning document



Project Archaeology is planning a new series on mining. This series will explore the very human endeavor of utilizing the earth to make things and meet basic needs. This series will explore mining from pre-contact times to more recent historic mining.

# Appendix A: BLM Network



## BLM employees taught through Project Archaeology Leadership Academy from FY10 through FY19

- i. Amala Posey-Monk – Colorado BLM
- ii. Dan Broockman – Nevada BLM
- iii. Laird Naylor – Oregon BLM
- iv. Laura Hronec- Arizona BLM
- v. Brooke Wheeler – Arizona BLM
- vi. Rose Beardshear – California BLM
- vii. Shelley Davis-Brunner – Idaho BLM
- viii. Kristen Bowen – Nevada BLM

## BLM employees who attended the National Archaeology Education Conferences in FY15, FY17, and FY18

- i. Ranel Capron - WO
- ii. Derrick Baldwin - WO
- iii. Scott Richardson – WO
- iv. Megg Heath – WO
- v. Tracy Murphy – CO
- vi. Jeanne Moe - WO

## Attendees at Annual Meetings, Conferences, and Retreats from 1995 through 2019

- i. Robert King – Alaska BLM
- ii. Carolyn McClellan – WO
- iii. Suzanne Boles – WO
- iv. Megg Heath – WO
- v. Shelley Davis-Brunner – Idaho BLM
- vi. Jeanne Moe – WO
- vii. Stan McDonald – Idaho BLM
- viii. Garth Portillo – Utah BLM
- ix. Julie Howard – Utah BLM
- x. Tom Burke – Nevada BLM
- xi. Russ Kaldernburg – California BLM



# Appendix A: BLM Network



## Curricula involving BLM sites

- i. Investigating Yellowstone (3rd – 5th grades)
- ii. Investigating Food and Land (4th-5th grades)
- iii. Investigating Mining (BLM sites to be determined)
- iv. Investigating Migration (7th-8th grades)
- v. Investigating Rock Art (3rd- 5th grades)
- vi. Investigating Shelter (3rd-5th grades) – 7 BLM sites
- vii. Investigating Mining (grades to be determined)

Program	Professional Development Events	Educators Certified	Facilitator Training Workshops	Facilitators Certified	Participants in Short Workshops at Conferences	Received Information about PA at a Conference	Educators and Archaeologists attending PA Presentations at Conferences	Conference presentations about PA	Informal Instruction (K-12+Family Learners)	Federal Contribution	Other Contributions	Volunteer hours
AK	0	0	0	0	0	0	0	0	0	\$0	\$0	0
AZ	2	30	1	3	0	40	45	2	0	\$2,500	\$311	131
CA	0	0	0	0	0	0	0	0	0	\$0	\$0	0
CO	3	51	2	33	15	0	220	3	250	\$2,500	\$0	40
ID	0	0	0	0	0	0	0	0	0	\$0	\$0	0
MT	0	0	0	0	0	0	0	0	0	\$0	\$0	0
NM	1	26	0	0	0	65	0	0	72	\$0	\$15,000	24
NV	0	0	0	0	0	600	0	0	665	\$92,000	\$0	0
OR	0	0	0	0	0	0	0	0	0	\$0	\$0	0
UT	2	26	0	0	0	250	200	5	3729	\$174,500	\$8,000	160
WY	0	0	0	0	0	200	0	0	15	\$0	\$0	0
National (MT based)	2	26	1	15	0	300	50	2	185	\$168,276	\$0	44
<b>Total</b>	<b>10</b>	<b>159</b>	<b>4</b>	<b>51</b>	<b>15</b>	<b>1455</b>	<b>515</b>	<b>12</b>	<b>4916</b>	<b>\$439,776</b>	<b>\$23,311</b>	<b>399</b>

# Appendix B: National Number Tables

Program	Professional Development Events	Educators Certified	Facilitator Training Workshops	Facilitators Certified	Participants in Short Workshops at Conferences	Reviewed Information about PA at a Conference	Educators and Archaeologists attending PA Presentations at Conferences	Conference presentations about PA	Informal Instruction (K-12+Family Learners)	Federal Contribution	Other Contributions	Volunteer hours
AK	0	0	0	0	0	0	0	0	0	\$0	\$0	0
AL	6	77	0	0	0	0	0	0	297	\$0	\$600	0
AR	6	92	0	0	40	80	0	0	432	\$0	\$250	0
AZ	2	30	1	3	0	40	45	2	0	\$2,500	\$311	131
CA	0	0	0	0	0	0	0	0	0	\$0	\$0	0
CO	3	51	2	33	15	0	220	3	250	\$2,500	\$0	40
DE	0	0	0	0	0	0	0	0	28	\$0	\$0	0
FL	3	85	0	0	0	350	0	0	276	\$0	\$0	20
GA	0	0	0	0	0	0	0	0	30	\$0	\$0	0
IA	1	22	1	28	60	200	60	2	410	\$0	\$19,431	0
ID	0	0	0	0	0	0	0	0	0	\$0	\$0	0
IL	1	30	0	0	30	200	30	1	1488	\$0	\$0	0
IN	0	0	0	0	0	0	0	0	31	\$0	\$0	0
KS	0	0	0	0	0	0	0	0	0	\$0	\$0	0
KY	0	0	0	0	0	25	0	0	2329	\$0	\$8,000	400
LA	0	0	0	0	0	50	0	0	130	\$0	\$0	0
MID	0	0	0	0	0	0	0	0	0	\$0	\$0	0
MO	2	16	2	6	0	200	0	0	300	\$56	\$0	555
MN	1	3	1	1	0	0	0	0	161	\$0	\$160	0
MT	0	0	0	0	0	0	0	0	0	\$0	\$0	0
NC	1	2	0	0	0	0	0	0	0	\$0	\$0	0
NH	1	3	0	0	0	0	0	0	10	\$0	\$0	0
NM	1	26	0	0	0	65	0	0	72	\$0	\$15,000	24
NV	0	0	0	0	0	600	0	0	665	\$92,000	\$0	0
OK	1	3	0	2	5	60	20	1	25	\$25,000	\$0	0
OR	0	0	0	0	0	0	0	0	0	\$0	\$0	0
SC	1	10	1	0	0	0	0	0	0	\$0	\$0	0
TN	6	75	0	0	0	700	0	0	950	\$0	\$3,360	0
TX	3	13	0	0	0	0	0	0	0	\$0	\$0	0
UT	2	26	0	0	0	250	200	5	3729	\$174,500	\$8,000	160
VT	1	1	0	0	0	0	0	0	0	\$0	\$0	0
WI	0	0	0	0	0	0	0	0	0	\$0	\$0	0
WY	0	0	0	0	0	200	0	0	15	\$0	\$0	0
National	2	26	1	15	0	300	50	2	185	\$168,276	\$0	44
Total	44	591	9	88	150	3320	625	16	11813	\$464,832	\$55,112	1374

# Appendix B: National Number Tables

STATE	Totals For All Years 1990-2018										
	Facilitators Certified			Educators Certified			Total All	Professional Development All Years			
HI	0	0	0	0	0	0	0	0	0	1	1
IA	25	28	53	363	22	385	438	2	13	10	25
ID	13	0	13	41	0	41	54	1	3	1	5
IL	53	0	53	221	30	251	304	3	6	4	13
IN	13	0	13	274	0	274	287	2	17	0	19
KS	15	0	15	205	0	205	220	4	19	7	30
KY	13	0	13	404	0	404	417	1	30	8	39
MN	0	1	1	0	3	3	4	1	1	0	0
MO	59	6	65	286	16	302	367	10	22	6	38
MS	12	0	12	146	0	146	158	2	11	6	19
MT	8	0	8	730	0	730	738	2	31	18	51
NC	22	0	22	147	2	149	171	0	1	11	12
NH	13	0	13	327	3	330	343	2	11	5	18
NM	19	0	19	597	26	623	642	3	30	10	43
NV	19	0	19	261	0	261	280	2	15	1	18
OK	0	2	0	40	3	43	43	0	5	0	5
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	19	10	29	29	1	3	0	4
TN	18	0	18	1442	75	1517	1535	2	61	21	84
TX	2	0	2	97	13	110	112	0	8	4	12
UT	135	0	135	1596	26	1622	1757	5	46	14	65
VT	0	0	0	8	1	9	9	0	1	1	2
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	307	0	307	332	1	10	13	24
ASOR	0	0	0	115	0	115	115	0	4	1	5
National	187	15	202	4147	26	4173	4375	11	4	19	34
Total All States	1110	88	1196	16873	601	17474	18670	104	544	404	1050

# Thank you for your support.



**Let's Talk**

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**General Support**

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