

# PROJECT ARCHAEOLOGY:

DISCOVER THE PAST- SHAPE THE FUTURE

ANNUAL REPORT 2005

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Project Archaeology distributed educational materials and professional development to a record number of educators through workshops and conferences in 2005. We completed a draft of our new national curriculum, *Project Archaeology: Investigating Shelter*, which is currently being evaluated by classroom teachers, informal educators, and professional archaeologists. We expanded the National Project Archaeology Network to two new states and provided professional development for our state coordinators to help them better run their own programs.

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

**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.

## Program Accomplishments in 2005

### New State Programs

Project Archaeology added two new state programs in 2005 (Iowa and Montana), bringing the total number of state programs to twenty. An additional, seven states are actively developing new programs (see page 5). Headquarters staff continued to work with contacts in twelve additional states to plan new programs. In sum, Project Archaeology is currently working with 39 states to maintain, plan, and develop programs.

### Professional Development for Educators

In 2005, a total of 557 educators in 15 states received Project Archaeology instruction and materials (Table 1). State and local programs conducted a total of 24 standard in-service or pre-service workshops and an additional 17 topical or advanced workshops.

Over 7,500 children and adults received direct instruction from Project Archaeology staff in six states this year. An estimated 7,000 educators received a basic introduction to Project Archaeology programming at the annual National Council for Social Studies conference in Baltimore, Maryland. National social studies educators experienced Project Archaeology lessons at a conference session on engaging ways to fulfill national standards with archaeology.

In partnership with the State of Chihuahua's Instituto Chihuahuense de la Cultura (ICHICULT) in Mexico and SRI Foundation, New Mexico Project Archaeology translated *Intrigue of the Past* into Spanish and

presented a workshop for 26 educators across the border. Our New Mexico programs plans to continue offering workshops on both sides of the border and the Spanish version of *Intrigue of the Past* is now available for use.

### Conferences

National Project Archaeology conducted the 7<sup>th</sup> Annual Coordinators' Conference, October 6-10, 2004 at Bradford Woods, near Martinsville, Indiana and the Indiana State Museum in Indianapolis, Indiana. A total of 27 State Project Archaeology Coordinators, National Project Archaeology staff, national advisors, and curriculum consultants attended. Conference goals were to (1) provide networking opportunities for coordinators, (2) provide professional development in curriculum design, and (3) provide direction for the national and state programs. (R)

The annual Project Archaeology meeting was held in conjunction with the Society for American Archaeology meetings on Tuesday, March 29, 2005 in Salt Lake City, Utah. A total of 16 State Project Archaeology Coordinators, BLM archaeologists and managers, and other archaeology educators attended the meeting. Attendees received an update on the curriculum development process and helped complete work on new guidelines for implementing and maintaining Project Archaeology nationally.

**Program Description:** A comprehensive archaeology and heritage education program, Project Archaeology is for anyone interested in learning and teaching about our nation's rich cultural legacy and protecting it for future generations to learn from and enjoy. Designed to appeal to a wide variety of interested groups and individuals, Project Archaeology may be successfully used by:

- Upper elementary through secondary teachers and their students
- Museum docents, youth group leaders, heritage site interpreters.
- Parents and other citizens.

Project Archaeology includes curricula, publications, professional development for educators, networking opportunities, and continuing support for participants. Using an innovative hands-on approach to history education, Project Archaeology teaches scientific inquiry, citizenship, personal ethics and character, and cultural understanding.

### Evaluation

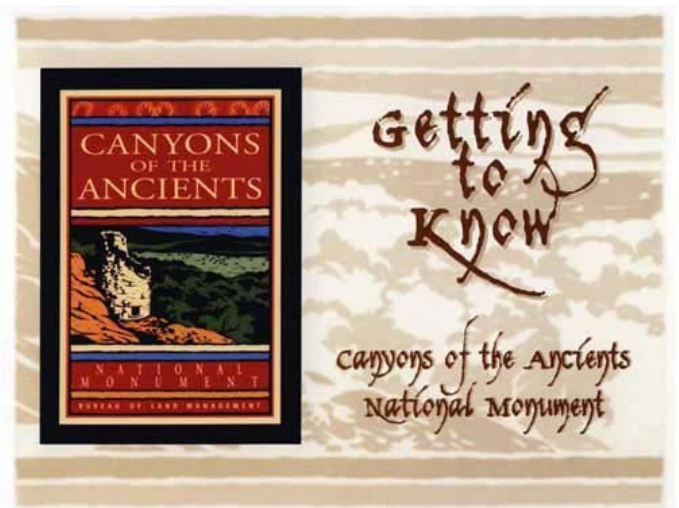
During the summer 16 professional educators and eight archaeology educators reviewed the curriculum for content accuracy and pedagogical soundness. Reviewers generally agreed that *Investigating Shelter* fulfilled the enduring understandings and provided excellent suggestions for making it easier to use in the classroom. Denee Mattioli, former President of the National Council for Social Studies, and Grant Wiggins, primary author of *Understanding by Design*, reviewed curriculum and found it to be educationally sound, and very challenging but doable. Both made excellent suggestions for improvement.

We continued development of an electronic database of regionally appropriate shelter investigations to be used with *Project Archaeology: Investigating Shelter*.

- Pawnee Earthlodge - completed and posted on Project Archaeology Website.
- Crow Tipi - draft completed.
- Navajo Hogan - draft nearing completion.
- Northwest Coat Plankhouse - under development.
- Earthfast House - under development

### Canyons of the Ancients National Monument

In April, Project Archaeology published *Getting to Know Canyons of the Ancients National Monument*, an interpretive and educational guide to the rugged and beautiful Canyons of the Ancients National Monument in southwestern Colorado. *Getting to Know* highlights the fabulous cultural and natural resources of the Monument and the challenges that the Bureau of Land Management (BLM) faces in managing and protecting them. BLM supported the project and copies are available at Monument headquarters near Dolores, Colorado and through the Project Archaeology website.



### Curriculum Development

A draft of our new national curriculum, *Project Archaeology: Investigating Shelter*, was completed in April 2005. This supplementary social studies curriculum is based on the national curriculum model, *Understanding by Design*, teaches four enduring understandings:

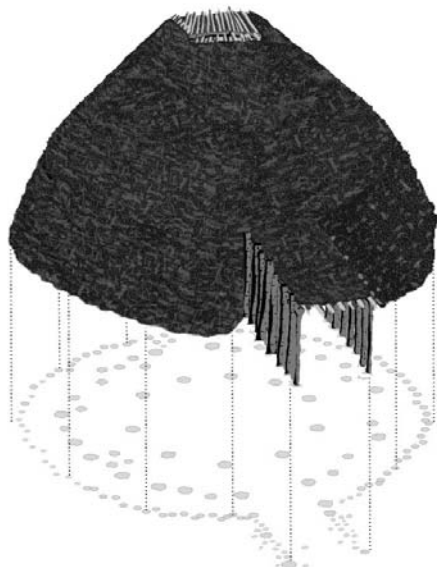
- Understanding the past is essential for understanding the present and planning for the future.
- Learning about cultures, past and present is essential for living in a pluralistic society and world.
- Archaeology is a systematic way to know about the past.
- Stewardship of archaeological resources is everyone's responsibility.

*"Very solid as curriculum,  
engaging for kids, challenging,  
but doable."  
Grant Wiggins*

## Trends

Both the number of professional development workshops offered and the number of educators attending workshops increased significantly from 2004. Some states, such as New Mexico, tailored Project Archaeology workshops to meet new state standards and to introduce new materials on regional culture history. These workshops were very well attended and met the needs of New Mexico educators very well. Utah highlighted the archaeological resources of the fabulous Range Creek Canyon to attract teachers from all over the northern part of the state. In Tennessee, more rangers who protect archaeological sites attended Project Archaeology workshops to learn new ways of engaging the public in stewardship.

In Indiana, while numbers of teachers attending workshops was not large, most of the participants were very excited about the materials and training they received and thought they could use many lessons in their classrooms immediately. Other states reported similar results, i.e. small numbers of very enthusiastic participants. Our North Carolina coordinator has been researching the culture of professional development in his state and has found that teachers there generally prefer to receive training through distance learning. Based on this knowledge, North Carolina Project Archaeology recently applied for and received a grant to develop an online Project Archaeology workshop.

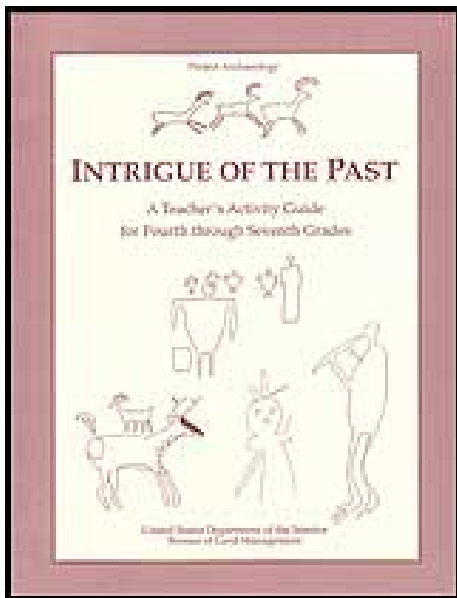


*Linda Stott, veteran Project Archaeology Facilitator, instructs educators in Range Creek, Utah.*

**Program History:** Project Archaeology is a national heritage education program founded by the Bureau of Land Management for educators and their students. It currently operates in 20 states and is developing in 23 additional states. Project Archaeology was developed in 1990 in Utah in response to widespread vandalism and looting of the state's archaeological treasures. Agency officials from BLM, the U.S. 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 Archaeological Education Program. In 1992 when the national Bureau of Land Management 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–Bozeman, 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.

## Cumulative Program Accomplishments 1990 – 2004

Since the inception of Project Archaeology in 1990, a total of 6,024 educators have received Project Archaeology professional development and educational materials (Table 2). Classroom teachers, interpreters, museum docents, youth group leaders, and many other informal educators in 24 states have attended Project Archaeology in-service or pre-service workshops. These educators reach an estimated 180,000 students each year. Approximately 8,000 copies of *Intrigue of the Past: A Teacher's Activity Guide for Fourth through Seventh Grades*, Project Archaeology's basic curriculum guide, have been distributed throughout the United States.



Project Archaeology contributed two activities on the archaeology of trade to *Discovering a Watershed: The Missouri*, published by Project WET USA. Over 1600 copies of this curriculum guide have been distributed to educators to date.

### Project Archaeology Partners

National Project Archaeology maintained existing partnerships with the Society for American Archaeology, the Society for Historical Archaeology, the Center for Science Teaching and Learning at Northern Arizona University, Project WET USA, and most of the Federal land managing agencies.

Each active state 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 Purdue University to sponsor workshops in Indiana, Learn NC to develop online workshops in North Carolina, and the Montana Department of Transportation to deliver education to rural Montana schools. Most states maintained partnerships with various federal agencies, especially the Bureau of Land Management in the western states as well as the National Park Service and the Forest Service.

## Conclusions

2005 was a banner year for Project Archaeology. Distribution of Project Archaeology educational materials through professional development for educators increased markedly. At the same time, new curricular materials are nearing completion, our national database of shelter investigations continues to grow, an exemplary interpretive guide was published, and important new partnerships were formed or enhanced through a variety of exemplary projects. With the help of our National Project Archaeology Network of state coordinators and our state and national partners Project Archaeology moved towards fulfilling its mission.

*Discover the past*



*shape the future*

## State Programs and Partners

### Active State Programs:

**Alabama**- Old Cahawba, State Historic Preservation Office  
**Alaska** - Office of History and Archaeology, State Historic Preservation Office  
**Arizona** - SRI Foundation and Northern Arizona University  
**California** - San Diego Archaeological Center  
**Colorado** - Bureau of Land Management, Colorado State Office  
**Indiana** - Indiana State Museum  
**Iowa** - Office of the State Archaeologist, University of Iowa



*Annual Coordinators Conference at  
Bradford Woods, Indiana.*

**Kentucky** - Kentucky Archaeological Survey, University of Kentucky  
**Mississippi** - Bureau of Land Management, Jackson Field Office  
**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 Mexico** - SRI Foundation  
**North Carolina** - Research Laboratory of Archaeology, University of North Carolina  
**Oregon** - Bureau of Land Management, Salem Field Office and Lakeview Field Office

**Pennsylvania** - Department of History and Anthropology, Edinboro University of Pennsylvania  
**Tennessee** - Tennessee State Parks, Division of Natural Resources  
**Utah** - Utah Museum of Natural History, University of Utah  
**Wisconsin** - Mississippi Valley Archaeology Center, University of Wisconsin-LaCrosse  
**Wyoming** - Bureau of Land Management, Wyoming State Office

### Developing State Programs:

**Idaho** - Idaho State Historical Society  
**Kansas** - Kansas State Historical Society  
**North Dakota** - Department of Anthropology, University of North Dakota  
**Ohio** - Preble County Environmental Science Center  
**South Carolina** - South Carolina Recreation and Parks  
**Texas** - Texas Archaeological Society  
**West Virginia** - Monongehela National Forest and West Virginia Historic Preservation Office

### Additional State Contacts:

Arkansas  
 Connecticut  
 Delaware  
 District of Columbia  
 Hawaii  
 Illinois  
 Louisiana  
 Maryland  
 Michigan  
 Missouri  
 New York  
 South Dakota  
 Virginia  
 Washington

## Project Archaeology 2005 Report

Program	Standard PD Educator (1) Attending	Other PD (2)	Facilitators PD (3)	Facilitators Attending	Active Facilitators (4)	Educators Intro to PA (5)	Teachers Receiving Info (6)	K-12 Students Direct Instruction (7)	NonK-12 Students Direct Instruction (8)	BLM Contrib (9)	Other Contributions (10)	Contributions (Volunteer hours)	
AL	0	0	0	0	0	0	0	0	0	\$0.00	\$0.00	0	
AK	0	0	0	0	0	0	0	0	0	\$0.00	\$0.00	0	
AZ	0	0	2	1	6	2	1	0	0	\$5,000.00	\$10,000.00	0	
CA	0	0	0	0	0	0	0	50	5028	154	\$0.00	\$3,545.00	52
CO	1	10	0	0	0	2	6	0	0	0	\$120.00	\$0.00	15
IN	3	30	0	0	0	4	0	800	200	0	\$0.00	\$5,625.00	170
IA	1	16	0	1	24	6	0	0	0	0	\$0.00	\$10,200.00	0
KS	0	0	0	0	0	0	0	0	0	0	\$0.00	\$2,809.00	0
KY	1	6	0	0	0	0	0	0	0	0	\$0.00	\$0.00	0
MD	0	0	0	0	0	0	0	0	0	0	\$0.00	\$0.00	6
MS	3	60	3	0	0	0	0	0	0	0	\$3,000.00	\$0.00	4
MT	2	35	1	1	4	4	0	50	33	0	\$5,000.00	\$1,436.00	0
NV	1	26	0	0	0	0	0	0	0	0	\$3,000.00	\$800.00	0
NH	2	12	1	1	12	3	20	50	0	0	\$0.00	\$0.00	12
NM	0	48	3	0	0	1	100	200	0	0	\$11,000.00	\$6,100.00	0
NC	0	1	0	0	0	10	0	0	0	0	\$0.00	\$0.00	0
OR/WA	0	16	1	0	0	1	0	40	577	30	\$7,000.00	\$2,500.00	70
PA	0	32	3	0	0	6	5	0	800	60	\$0.00	\$1,500.00	300
TN	9	185	0	0	0	5	0	50	525	0	\$0.00	\$600.00	20
UT	1	20	1	0	0	4	0	0	150	15	\$26,000.00	\$0.00	0
WV	0	0	0	0	0	0	0	0	0	0	\$0.00	\$0.00	150
WI	0	60	2	0	0	1	0	0	0	0	\$0.00	\$1,000.00	0
WY	0	0	0	0	0	0	0	0	0	0	\$0.00	\$0.00	0
National	0	0	0	0	0	0	0	7000	0	0	\$35,000.00	\$10,000.00	1000
Total	24	557	17	4	46	49	132	8240	7313	259	\$95,120.00	\$56,115.00	1799

Program	Standard PD Educator (1)	Other PD (2) Attending	Facilitators PD (3)	Facilitators Attending	Active Facilitators (4)	Educators Intro to PA (5)	Teachers Receiving Info (6)	K-12 Students Direct Instruction (7)	NonK-12 Students Direct Instruction (8)	BLM Contributions (9)	Other Contributions (10)	Contributions (Volunteer hours)
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1 Standard Professional Development - standard in-service or pre-service professional development for educators that meets Project Archaeology requirements.

2 Other Professional Development - any other professional development such as an advanced or topical workshop where Project Archaeology materials are used.

3 Facilitator Professional Development - professional development for Project Archaeology instructors.

4 Active Facilitator - facilitators who are actively involved in Project Archaeology.

5 Educators Introduced to Project Archaeology - educators introduced to Project Archaeology through brief workshops or conference sessions.

6 Educators Receiving Information about Project Archaeology - educators receiving basic information about Project Archaeology at conferences or teacher's meetings.

7 Direct Instruction for K-12 Students - direct Project Archaeology instruction conducted in a formal (classroom) or informal (e.g., outdoor, museum, etc.) situation for students by any Project Archaeology facilitator.

8 Direct Instruction for Adult Students - direct Project Archaeology instruction conducted in a formal (classroom) or informal (e.g., outdoor, museum, etc.) situation for students by any Project Archaeology facilitator.

9 BLM Contributions - contributions made to Project Archaeology programs by the Bureau of Land Management.

10 Other Contributions - contributions made by other federal agencies, state agencies, grantors, or individuals to Project Archaeology programs.

Project Archaeology  
Training Figures

STATE	Totals For All Years 1990-2005											
	Facilitators Trained			Teachers Trained			Total All	Workshops All Years				
	Previous	New	Total	Teachers	New	Total	All Years	Fac. Tr.	Basic	Advanced	Other	Total
Alabama	57	0	57	344	0	344	401	2	26	0	11	39
Alaska	86	0	86	57	0	20	143	6	4	0	1	11
Arizona	6	6	12	212	0	212	224	2	18	0	3	23
California	31	0	31	61	0	61	92	2	9	0	11	22
Colorado	29	0	29	369	10	379	408	2	15	2	6	25
Idaho	0	0	0	20	0	20	20	0	1	0	1	2
Indiana	13	0	13	82	30	112	125	2	10	0	0	12
Iowa	0	24	24	0	16	16	40	1	1	0	0	2
Kentucky	12	0	12	114	6	120	132	1	8	2	0	11
Maryland	0	0	0	0	0	0	0	0	0	0	0	0
Mississippi	0	0	0	50	60	110	110	0	6	0	6	12
Montana	0	4	4	2	35	37	41	1	4	0	1	6
Nevada	15	0	15	68	26	94	109	2	7	0	0	9
New Hampshire	1	12	13	32	12	44	57	2	3	0	2	7
New Mexico	19	0	19	348	48	396	415	2	13	0	4	19
Oregon	11	0	11	200	16	216	227	0	6	0	8	14
Washington	2	0	2	20	0	20	22	0	1	0	0	1
Pennsylvania	23	0	23	296	32	328	351	1	11	7	9	28
Texas	2	0	2	25	0	25	27	0	4	0	0	4
Tennessee	17	0	17	nd	185	185	709	2	29	0	7	38
Utah	133	0	133	1385	20	1405	1538	4	32	3	7	46
Wisconsin	0	0	0	407	60	467	467	0	1	0	15	16
Wyoming	24	0	24	217	0	217	241	1	7	0	5	13
Other States	0	0	0	54	0	54	54	0	3	0	0	3
<b>Total All States</b>	<b>481</b>	<b>46</b>	<b>527</b>	<b>4363</b>	<b>556</b>	<b>4882</b>	<b>5953</b>	<b>33</b>	<b>219</b>	<b>14</b>	<b>97</b>	<b>363</b>