

# PROJECT ARCHAEOLOGY

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Project Archaeology completed research and testing of a new national curriculum, *Project Archaeology: Investigating Shelter* and delivered it to educators in California, Kansas, Alaska, Colorado, and Washington, DC through professional development workshops. We continued to deliver our basic activity guide, *Intrigue of the Past*, to educators throughout the nation. We expanded the National Project Archaeology Network to one new region and provided professional development in curriculum design and integrating history and archaeology education for our state and regional coordinators to help them better run their own programs.

## Program Accomplishments in 2007

### New State Programs

Project Archaeology added one new regional program (Northern California) in 2007, bringing the total number of state and regional programs to 23. Project Archaeology programming and materials are now available to educators and their students in 23 states. Project Archaeology materials were delivered to educators in Kansas City and the Washington, DC areas for the first time. An additional five states are actively developing new programs (see State Programs and Partners). Headquarters staff continued to work with contacts in 13 additional states to plan new programs. In sum, Project Archaeology is currently working with 41 states and the District of Columbia to maintain, plan, and develop programs.

### Professional Development for Educators

In 2007, a total of 419 educators in 16 states received Project Archaeology instruction and materials (Table 1). State and local programs conducted a total of 19 standard in-service or pre-service workshops and an additional nine topical or advanced workshops. A total of 36 new facilitators were certified to instruct Project Archaeology professional development at two workshops; one in Berkeley, California and one in Anchorage, Alaska.

**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 enhance citizenship education to help preserve our archaeological legacy.

An estimated 1,200 educators received a basic introduction to Project Archaeology at the annual National Council for Social Studies conference in Washington, DC. An additional 1,100 educators received information about Project Archaeology or an introduction to our programming at state and regional educators' conferences.

### Informal Audiences

A total of 11,449 school age children received instruction with Project Archaeology materials in informal learning venues. The San Diego Archaeology Center (SDAC) alone served more than 9,300 students. An additional 1,757 adults learned about archaeology through Project Archaeology materials and programming at SDAC and five other venues. Our informal audiences are growing every year.

### Annual Conference

National Project Archaeology conducted the 8th Annual Coordinators' Conference, October 23 - 27, 2006 at Shaker Village, Kentucky. A total of 22 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 teaching history, and (3) provide direction for the national and state

**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.

programs. The Kentucky Archaeological Survey provided considerable assistance with planning and logistics. The annual Project Archaeology meeting was held in conjunction with the Society for American Archaeology meetings on Tuesday, April 24, 2007, in Austin, Texas. A total of 11 State Project Archaeology Coordinators, national directors and advisors, and other archaeology educators attended the meeting. Attendees experienced lessons from *Project Archaeology: Investigating Shelter*, assisted with planning a dissemination strategy for Project Archaeology materials, and brainstormed a list of new avenues for distribution.



*Project Archaeology Annual Conference. Shaker Village, Kentucky.*

### Curriculum Development

A draft of our new national curriculum, *Project Archaeology: Investigating Shelter*, was piloted and professionally evaluated in five classrooms near the Crow Reservation in southeastern Montana. A total of 74 students experienced the curriculum. Results were used to improve the curriculum and develop more effective professional development for educators.

We continued development of an electronic database of regionally appropriate shelter investigations to be used with *Project Archaeology: Investigating Shelter*. Three completed investigations are now available for use.

### Archaeology as Culturally Relevant Science Curricula

In 2007, Project Archaeology received a grant from the American Honda Foundation to deliver archaeology curricula to teachers of African American students in three locations: San Diego, CA; Kansas City, KS; and Washington, DC. The goal of the project is to establish positive dispositions toward science education and to improve science literacy among underrepresented audiences by implementing high quality archaeology education materials. *Project Archaeology: Investigating Shelter* and "Investigating a Slave Cabin," focused on the slave quarters at Thomas Jefferson's Poplar Forest, formed the basis of the instructional materials.

We presented our first workshop at the San Diego Archaeology Center near Escondido, California in February 2007. Similar workshops were held at the Shawnee Mission near Kansas City, Kansas and at the National Museum of Natural History (Smithsonian Institution) in Washington, DC in late June. A total of 50 educators attended the three workshops and post workshop evaluations show that most of them resoundingly agreed that archaeology would help their students learn scientific processes and connect with science

education. Seven of the educators agreed to implement the curriculum in their classrooms during the fall and winter where it was professionally evaluated. We are currently awaiting evaluation results.

### Northwestern Colorado Project

Funding from Kinder-Morgan Corporation and the El Paso Corporation provided for the development of a new shelter investigation based on archaeological data from the Red Army Rockshelter in northwestern Colorado. Mr. Clifford Duncan, Ute Tribal Historian, provided valuable cultural information about the site and area. Project Archaeology instructors presented a workshop to six educators from Colorado and Wyoming in June in Craig, Colorado. One of the educators and a student intern from Montana State University attended a three-day teacher field school at a small rockshelter site near Maybell, Colorado. Two additional Colorado workshops for educators, one in Denver and one in Montrose, will be offered in the next year.



*Teacher Field School at a rockshelter site near Maybell, Colorado.*

While our state and regional programs sponsored 19 successful workshops for teachers this last year, many state coordinators expressed difficulty in effectively contacting teachers and recruiting them for workshops. To address the problem, our Kentucky coordinators are implementing a broad awareness campaign to attract teachers to workshops and fieldschools.

## Cumulative Program Accomplishments 1990 - 2007

Since the inception of Project Archaeology in 1990, a total of 7,031 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 27 states have attended Project Archaeology in-service or pre-service workshops. Approximately 9,000 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. A total of 74 draft copies of *Project Archaeology: Investigating Shelter* were distributed through educator workshops this year.

## Grants and Contributions

Project Archaeology received the following contributions from 23 individuals this year:

- \$450 at the annual silent auction for scholarships to attend next year's conference.

## Trends

Several of our state programs are in transition this year. For example, Pennsylvania is currently forming partnerships to offer teacher workshops on a more regular basis. Arizona is developing new materials that showcase local archaeology through a partnership with the Arizona Department of Transportation. Kansas completed and tested drafts of new state specific educational materials based on *Project Archaeology: Investigating Shelter* and two new thematic units on subsistence and migration.

## 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, the Bureau of Land Management, and most of the other Federal land managing agencies. We established an expanded partnership with the National Museum of Natural History (Smithsonian Institution) to sponsor the Chesapeake Regional program in Washington, DC. New partners at the Anacostia Community Museum (Smithsonian Institution) and the Saint Louis Science Center (St. Louis, MO) helped us apply for a National Science Foundation grant. The Bureau of Land Management facilitated the establishment of a partnership between Project Archaeology and the Pacific American Foundation to offer archaeology education in Hawaii.

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 the San Joaquin River Parkway and Conservation Trust, Florida Public Archaeology Network, the Montana Preservation Alliance, and the Pennsylvania Historical and Museum Commission. 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

Project Archaeology thrived in 2007. While fewer teachers attended our regular workshops, we served educators in three new areas: Northern California, Kansas City, and Washington, DC.

**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 through 22 state or local programs in 21 states and is developing in 22 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 Archaeology 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.

Our research shows that our new curriculum guide, *Project Archaeology: Investigating Shelter*, can help teachers present science and history to their students in culturally relevant ways. Important new partnerships with the National Museum of National History at the Smithsonian Institution and the Pacific American Foundation were formed to establish new state or regional programs. Our National Project Archaeology Network of state and regional coordinators and our state and national partners helped Project Archaeology fulfill its mission throughout the past year.

"Living harmoniously within the confines of our small planet should always be our primary goal, and when accomplished it can be our greatest achievement. Success will require an understanding of ourselves and of others, mutual respect, and tolerance. Archaeology education takes a big first step by offering children a sense of the reality of people from the past and from diverse cultures, making them seem closer."

Jeanne Moe (from *Public Benefits of Archaeology*, 2002)

## State Programs and Partners

**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  
**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 Team

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Table 1

	Facilitators Trained			Educators Trained			Total All	Workshops All Years			Total
	Previous	New	Total	Previous	New	Total	All Years	Fac. Tr.	Basic	Other	
Alabama	57	0	57	370	0	370	427	2	28	12	42
Alaska	86	18	104	67	6	73	177	6	5	1	12
Arizona	12	0	12	226	15	241	253	2	20	3	25
California	49	18	67	93	42	135	202	4	12	11	27
Colorado	29	0	29	379	6	385	414	2	16	8	26
Florida	1	0	1	0	38	38	39	0	1	4	5
Idaho	0	0	0	20	0	20	20	0	1	1	2
Indiana	13	0	13	119	0	119	132	2	12	0	14
Iowa	24	0	24	16	14	30	54	1	1	0	2
Kansas	0	0	0	0	18	18	18	0	1	0	1
Kentucky	26	0	26	126	0	126	152	1	9	2	12
Maryland/DC/Virginia	1	0	1	0	16	16	17	0	1	0	1
Missouri	1	0	1	0	0	0	1	0	6	6	12
Mississippi	0	0	0	145	1	146	146	1	7	1	9
Montana	4	0	4	100	12	112	116	1	5	7	13
Nevada	15	0	15	94	12	106	121	3	7	0	10
New Hampshire	13	0	13	44	17	61	74	3	3	2	8
New Mexico	19	0	19	424	5	429	448	3	15	4	22
Oregon	11	0	11	226	34	260	271	2	6	9	17
Washington	2	0	2	20	0	20	22	0	1	0	1
Pennsylvania	23	0	23	352	30	382	405	1	11	21	33
Texas	2	0	2	25	0	25	27	0	4	0	4
Tennessee	17	0	17	797	100	897	914	4	33	15	52
Utah	133	0	133	1461	14	1475	1608	5	32	14	51
West Virginia	13	0	13	20	0	20	33	1	1	1	3
Wisconsin	0	0	0	545	43	588	588	0	1	20	21
Wyoming	24	0	24	217	0	217	241	1	7	5	13
Other States	0	0	0	54	0	54	54	0	3	0	3
National	0	0	0	56	1	57	57	0	0	1	1
Total All States	575	36	611	5996	424	6420	7031	45	249	148	442

Table 2

Program	PA workshops	Teachers trained	other workshops	Teachers trained at other workshops	Facilitator training workshops	Facilitators trained	Active facilitators	Educators introduced to PA	Teachers receiving info	K-12 receiving direct instruction	non K-12 students receiving direct instruction	Federal Contrib	Other Contrib	Contrib (volunteer hours)
AL	0	0	0	0	0	0	0	0	0	0	0	\$0	\$0	0
AK	1	6	0	0	1	18	0	0	0	0	0	\$0	\$0	432
AZ	1	15	0	0	0	0	2	0	40	0	0	\$5,000	\$12,000	0
SO CA	1	17	1	25	0	0	1	0	285	9321	1587	\$0	\$3,406	126
CN CA	0	0	0	0	0	0	3	0	30	500	35	\$200,000	\$0	150
NO CA	0	0	0	0	1	18	0	0	0	0	0	\$0	\$0	0
CO	1	6	0	0	0	0	0	0	0	0	0	\$0	\$0	0
FL	1	30	2	8	0	0	1	0	200	57	0	\$0	\$0	0
IA	1	14	0	0	0	0	0	0	0	0	0	\$0	\$0	0
IN	0	0	0	0	0	0	2	150	200	33	0	\$0	\$0	0
KS	1	18	0	0	0	0	0	1	0	0	0	\$27,738	\$0	0
KY	0	0	0	0	0	0	11	0	0	65	20	\$0	\$0	0
MD/DC/VA	1	16	0	0	0	0	1	0	0	0	0	\$0	\$0	125
MS	1	1	0	0	0	0	2	0	0	0	0	\$0	\$0	18
MO	0	0	0	0	0	0	0	0	0	0	0	\$0	\$0	25
MT	0	0	1	12	0	0	2	0	100	114	0	\$3,900	\$0	0
NH	1	17	0	0	0	0	2	0	0	0	0	\$0	\$0	0
NM	1	5	0	0	0	0	2	0	0	0	30	\$11,600	\$0	0
NV	1	12	0	0	0	0	0	0	0	0	0	\$0	\$0	0
OR/WA	2	34	0	0	0	0	2	0	0	265	0	\$3,000	\$0	0
PA	0	0	2	30	0	0	1	0	0	700	60	\$0	\$0	20
TN	4	100	0	0	0	0	4	50	50	250	25	\$0	\$0	16
UT	1	14	0	0	0	0	0	0	0	0	0	\$0	\$0	0
WV	0	0	0	0	0	0	0	0	0	0	0	\$0	\$0	0
WI	0	0	2	43	0	0	1	0	0	0	0	\$0	\$1,500	0
WY	0	0	0	0	0	0	0	0	0	14	0	\$0	\$0	0
National	0	0	1	1	0	0	0	5	1200	130	0	\$65,000	\$0	903
Total	19	305	9	119	2	36	37	206	2105	11449	1757	\$316,238	\$16,906	1815