

Project Archaeology

Discover the Past—Shape the Future



ANNUAL REPORT 2008

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

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

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Our growing partnerships across the nation speak to the quality of Project Archaeology and the timeliness of its message. This Annual Report highlights our adventures over the past year and our hopes for the future. In 2008 (October 1, 2007 to September 30, 2008) we estimate that our growing national network of Project Archaeology educators touched more than 200,000 learners with the ideal of respect for our shared archaeological heritage. Educators in Alaska, Montana, Utah, Colorado, Kansas, Missouri, and the Washington, DC area added our new guide, *Project Archaeology: Investigating Shelter*, to their classroom curricula. Our online database of regional shelters grew to six investigations and includes additional resources to make them classroom-ready for teachers. Our National Network of state and regional programs offered basic and advanced Project Archaeology professional development for educators throughout the nation and we piloted our first online course.

2008 Program Accomplishments

New Programs

The Chesapeake Regional Program serving Maryland, Northern Virginia, and the District of Columbia joined the Project Archaeology Network. A total of 18 educators became Project Archaeology facilitators at a workshop at the National Museum of Natural History in the Smithsonian Institution. Lauren Ritterbush, Brad Burenheide, and Lisa Bietau traveled all the way from Kansas to attend and returned home to solidify and expand the Kansas statewide program. Gail Lundeen offered the

first workshop in Kansas City, thus establishing a Western Missouri regional program. These additions bring our total number of programs to 27 state and regional programs. National Project Archaeology staff are actively assisting contacts in nine additional states to plan new programs and maintained contacts with potential program sponsors in seven more states. In sum, Project Archaeology is currently working with contacts in 42 states and the District of Columbia to maintain, plan, and develop programs to disseminate high-quality educational materials. Volunteers contributed more than 1,800 hours of their time in 2008 to attend conferences and annual meetings, to offer programs in their states, and to advise the national program on curriculum development and long-term strategic planning.

Professional Development for Educators

In 2008, 340 educators in 21 states received Project Archaeology instruction and materials (Table 1). These educators will reach an estimated 8,500 students with high-quality archaeology education every year. Our state and regional programs conducted a total of 16 standard in-service or pre-service workshops for teachers and an additional 11 advanced or topical workshops. A total of 31 new facilitators were certified to instruct Project Archaeology professional development through four workshops in Washington, DC; Denver, CO; Bozeman, MT; and Berkeley, CA.

An estimated 1,000 educators received a basic introduction to Project Archaeology at the annual National Council for the Social Studies conference in San Diego, California in De-

Project Archaeology is an educational organization 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.

ember 2007. An additional 2,329 educators received information about Project Archaeology programming at state and regional conferences for educators over the remainder of the year.

Informal Audiences

Outside of normal school time, 10,406 school children and 1,379 family learners experienced archaeology through the use of Project Archaeology materials in informal learning venues. The San Diego Archaeological Center (SDAC) led the way with 6,302 students and our program coordinators in eleven other states delivered Project Archaeology activities to an additional 4,104 school children. We are currently planning new ways to serve informal audiences in a variety of settings including museums.

Annual Conferences

National Project Archaeology staff conducted the 9th Annual Coordinators' Conference at Crow Canyon Archaeological Center near Cortez, Colorado on October 29 to November 2, 2007. Twenty-three State and Regional Program Coordinators, National Project Archaeology staff, national advisors, and educational consultants (about 75% of the network) volunteered their time and resources to attend the conference. Conference goals were to (1) build and maintain the National Network, (2) provide professional development in curriculum design and evaluation, and (3) provide direction for the national and state programs. Crow Canyon staff educators and re-

searchers introduced us to their innovative educational programming. The BLM's Canyons of the Ancients National Monument formed the perfect backdrop for rich learning experiences in the field.

Project Archaeology's annual meeting was held in conjunction with the Society for American Archaeology (SAA) on Tuesday, March 24, 2008, in Vancouver, British Columbia. State Project Archaeology Coordinators, national staff and advisors, and SAA archaeologists attended the meeting. Participants developed a new strategic plan for planning and producing new materials and disseminating them nationwide. We also discussed strategies for including Project Archaeology in archaeological data recovery projects conducted under the National Historic Preservation Act.



Project Archaeology Volunteer Coordinators at Crow Canyon Archaeological Center, October 2007.

Curriculum Development

A draft of our new national curriculum, *Project Archaeology: Investigating Shelter*, was piloted and professionally evaluated in ten classrooms in Washington, DC; Kansas City, Kansas; and Craig, Alaska. Approximately 200 students from diverse geographical regions and learning environments experienced the curriculum. Results were used to improve the basic curriculum and enhance the electronic shelter investigation modules. By the end of the year, six regional shelter investigations were available in both portable document file (pdf) and online, interactive formats and three new investigations were under development.

A draft of our second curriculum in the new series, *Project Archaeology: Investigating Food and Culture*, was piloted in four sixth grade classrooms in Bozeman, Montana. Results will be used to revise the draft.

New Place-Based Education Project Launched

The Fort Meade Historic Site and Military Reservation Education Project (located near Sturgis, South Dakota) was launched in the Summer of 2008. This project gives Project Archaeology staff an opportunity to develop a place-based curriculum for both school audiences and museum visitors. The project is a partnership between Montana Bureau of Land Management, the Fort Meade Museum and Historical Association, and Montana State University. The project provides an opportunity for Project Archaeology to experiment with place-based heritage education programming and curriculum development. Formative evaluation is built into the project, making it possible to measure learning outcomes and formulate curricular improvements based on the results.



Old Fort Meade Cemetery and Fort Meade., SD. Bear Butte, sacred to the Lakota and Cheyenne, forms a magnificent backdrop.

First Online Project Archaeology Course

The Utah Education Network (UEN) in partnership with the Utah Museum of Natural History (UMNH) and the National Project Archaeology (NPA) office taught the first online Project Archaeology workshop for teachers June 2 – July 13, 2008. *Project Archaeology: Investigating Shelter* and “Investigating a Ute Rock Shelter” served as curricular materials and the course followed the two guides very closely. The goal of the pilot project was to explore the possibility of effectively delivering Pro-

ject Archaeology materials and instruction to teachers throughout the state of Utah via web-based instruction.

Madlyn Runburg, education director at UMNH coordinated the pilot project. Ann Howden from UEN facilitated the course and National Project Archaeology staff assisted with content and pedagogical questions. A post-course evaluation showed that all teachers who signed up for the course responded very positively to the curricular materials. Those who completed the course expressed considerable enthusiasm about using *Investigating Shelter* in their classrooms and those who did not complete the course hoped to be able to finish it at some time in the future.

The interest in the course shows that Internet-based courses offer a promising way to expand the reach of archaeology education. The teachers who successfully completed the course thought the curriculum was very useful and that their students would enjoy the activities. They found that experiencing the lessons and creating materials while learning archaeology themselves would make implementing the curriculum in their classrooms easy. While the sample is small, this data shows that it is possible to use Internet technology to deliver Project Archaeology materials to teachers throughout the nation.

Grants and Contributions

Project Archaeology received two grants this year:

Kanda Lateral Pipeline Company (\$21,587) for a teacher field school in northeastern Utah and support for an online course for *Project Archaeology: Investigating Shelter* and “Investigating a Ute Rock Shelter.”

Montana Bureau of Land Management (\$23,500) for development of an education program for the Fort Meade Historic Site and Military Reservation.

Project Archaeology received \$600 in contributions from 23 of our state and regional coordinators for scholarships to attend the 2008 Annual Coordinators Conference.

“A man who has once looked with the archaeological eye will never see quite normally. He will be wounded by what other men call trifles. It is possible to refine the sense of time until an old shoe in the bunch grass or a pile of 19th century bottles in an abandoned mining town tolls in one's head like a hall clock. This is a price one pays for learning to read time from surfaces other than the illustrated dial. It is the melancholy secret of the artifact, the humanly touched thing.” Loren Eiseley, *The Night Country*

Trends

2008 was a transitional year for Project Archaeology. More than 100 draft copies of *Project Archaeology: Investigating Shelter* were distributed to educators in Montana, Kansas, Colorado, Missouri, Maryland, Virginia and the District of Columbia through professional development workshops. State and regional coordinators are devising ways to market the new materials to educators in their areas.

Some of our state and regional programs (Kansas, Missouri, and the Chesapeake Region) are building new infrastructures to offer Project Archaeology professional development. Others (Iowa and Indiana) are planning Shelter Investigations to compliment *Project Archaeology: Investigating Shelter*. Under the Indian Education for All Act, educators in Montana have flocked to workshops to learn about the history of the Crow Nation through "Investigating a Plains Tipi." Our New Hampshire program reported good success in attracting teachers to workshops. In Indiana, teachers are very interested in Project Archaeology materials, but have difficulty fitting archaeology into their curricula. Our North Carolina coordinators offered three successful workshops this year, but are still finding it difficult to serve new areas of the state. Theresa McReynolds at the University of North Carolina-Chapel Hill and LearnNC, the state's distance learning agency, teamed up to develop an online course which will be available to teachers statewide within the next year. In partnership with Kansas State University, our Kansas facilitators offered their first week-long institute for social studies teachers.

Cumulative Program Accomplishments 1990 – 2008

Since the inception of Project Archaeology in 1990, a total of 7,355 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 29 states have attended Project Archaeology in-service or pre-service workshops. These educators reach an estimated 200,000 students with high-quality archaeology education each year. Over the past 18 years, tens of thousands of children and adults (42,358 since 2005) have received Project Archaeology learning activities directly from our network of state and regional coordinators.

Approximately 9,400 copies of the *Intrigue of the Past: A Teachers' Activity Guide for Fourth through Seventh Grades*, Project

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 27 state or regional programs with 6 additional programs currently under development. Project Archaeology was launched in 1990 in response to widespread looting and vandalism of the 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.

Archaeology's basic curriculum guide have been distributed throughout the United States and in eight foreign countries. A total of 24 organizations ranging from universities and non-profits to the Smithsonian Institution have requested permission to adapt activities from the guide for other uses; these materials reach untold numbers of students, teachers, and members of the public. Since 2005, a total of 199 draft copies of *Project Archaeology: Investigating Shelter* have been distributed to educators in nine states and the District of Columbia through educator workshops.

Project Archaeology Partners

National Project Archaeology maintained existing partnerships with the Society for American Archaeology, the Society for Historical Archaeology, the Department of Anthropology at Northern Arizona University, the Bureau of Land Management, and most of the other Federal land managing agencies. New partners at the Field Museum (Chicago, IL), the Center for Science and Mathematics Learning at Western Carolina University (Cullowhee, NC), and the Saint Louis Science Center (St. Louis, MO) helped us apply for a National Science Foundation grant in Informal Science Education.

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 National Museum of Natural History (Smithsonian Institution), the Colorado History Museum, the Amelia Island Museum of History, the Oregon Institute of Technology, the Morehead Planetarium and Science Center (University of North Carolina-Chapel Hill), the Montana Department of Transportation, the Museum of the Rockies at Montana State University, the Kentucky Transportation Cabinet, the Kansas State University Equity and Access Project, the University of Notre Dame Anthropology Department, the Utah Education Network, and the Presidio Archaeology Lab (San Francisco, CA). 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. Florida Project Archaeology has built particularly productive partnerships with the National Park Service at Kingsley Plantation and the Castillo de San Marcos.

2008 Highlights

- Project Archaeology expanded to the Chesapeake Region and professional development was offered to teachers in western Missouri for the first time. We now have programs in more than half of the states and are developing programs in six more states.
- Kansas social studies teachers attended a week-long institute in archaeology education.
- We piloted an online course in Utah and used it to explore the potential for reaching educators throughout the nation.
- Our informal audiences continue to expand and we are exploring new ways to serve them.

State Programs and Partners

Alabama—Old Cahawba, State Historic Preservation Office

Alaska—Office of History and Archaeology, State Historic Preservation Office

Arizona—Department of Anthropology, Northern Arizona University

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

Indiana—Indiana State Museum

Iowa—Office of the State Archaeologist, University of Iowa

Kansas—Kansas State Historical Society

Kentucky—Kentucky Archaeological Survey, University of Kentucky

Mississippi—Bureau of Land Management, Jackson Field Office

Missouri—Missouri Archaeological Society

Montana—Department of Sociology and Anthropology, Montana State University

Nevada—Bureau of Land Management, Nevada State Office

New Hampshire—New Hampshire Division of Historical Resources

New Mexico—SRI Foundation

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

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

Pennsylvania—Department of History and Anthropology, Edinboro University of Pennsylvania

Tennessee—The Hermitage, Home of President Andrew Jackson

Utah—Utah Museum of Natural History, University of Utah

West Virginia—West Virginia Historic Preservation Office

Wisconsin—Mississippi Valley Archaeology Center, University of Wisconsin-LaCrosse

Wyoming—Bureau of Land Management, Wyoming State Office

Developing Programs— Idaho, Hawaii, Michigan, North Dakota, Ohio, Texas

The Project Archaeology Team—Jeanne M. Moe, Director; Crystal Alegria, Network Coordinator; Tom Roll, Program Advisor; Megg Heath, Program Advisor; Derrick Baldwin, Web Administrator; Wayne Rice, Graphics Designer; Dallas Timms, Research Assistant; Joelle Clark, Evaluator; Cali A. Letts, Curriculum Consultant; Duncan Bullock, Graphics Designer; Ivy Davis, Graphics Designer; Mark Freeman, Web Designer

Thank you for your support!

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TABLE I. 2008 Project Archaeology Outreach Activities by Program

Program	PA work-shops	Teachers trained	other work-shops	Teachers trained at other work-shops	Facilitator training workshops	Facilitators trained	Active fa-cilitators	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)	
AK	1	2	0	0	0	0	0	1	0	0	15	0	\$0	\$900	0
AZ	0	0	0	0	0	0	0	2	0	15	0	\$5,000	\$0	\$0	100
SO CA	0	0	1	10	0	0	0	1	63	550	6302	157	\$0	\$2,564	67
CN CA	0	0	0	0	0	0	0	0	0	0	1500	0	\$0	\$0	0
NO CA	1	15	0	0	1	1	4	12	0	60	0	0	\$2,260	\$1,230	186
CO	1	10	0	0	1	1	2	2	0	0	107	0	\$0	\$1,500	30
FL	2	18	0	0	0	0	0	1	40	500	89	0	\$0	\$0	0
IA	0	0	0	0	0	0	1	5	25	58	780	0	\$5,638	\$0	0
IN	1	5	0	0	0	0	0	2	0	200	24	0	\$0	\$0	0
KS	1	19	0	0	0	0	3	4	12	0	0	0	\$32,361	\$8,724	0
KY	0	0	4	27	0	0	0	0	30	0	770	1200	\$0	\$42,000	100
MD/DC/VA	0	0	0	0	1	1	20	20	0	0	0	0	\$4,100	\$750	370
MS	0	0	0	0	0	0	0	0	0	6	20	0	\$0	\$0	6
MO	1	21	0	0	0	0	0	1	0	0	0	0	\$0	\$0	170
MT	2	33	1	35	1	1	1	2	35	800	241	15	\$56,000	\$2,300	0
NC	0	0	3	17	0	0	0	3	40	250	0	0	\$0	\$0	75
NH	1	15	0	0	0	0	0	2	100	100	0	0	\$0	\$550	0
OR/WA	2	21	0	0	0	0	0	2	0	0	188	7	\$4,500	\$0	13
PA	1	15	0	0	0	0	0	0	0	0	0	0	\$0	\$0	0
UT	1	12	0	0	0	0	0	0	0	0	0	0	\$0	\$0	0
WI	1	9	1	13	0	0	0	1	0	0	0	0	\$2,000	\$3,040	20
National	0	0	1	12	0	0	0	2	115	1000	120	0	\$35,000	\$21,587	670
Total	16	195	11	114	4	31	63	420	3329	10406	1379	\$146,859	\$85,145	1807	

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

	Facilitators Trained			Teachers Trained			Total All			Workshops All Years				Total
	Previous	New	Total	Teachers	New	Total	All Years	Fac. Tr.	Basic	Advanced	Other	Total		
Alabama	57	0	57	370	0	370	427	2	28	0	12	42		
Alaska	104	0	104	73	2	75	179	6	5	0	2	13		
Arizona	12	0	12	241	0	241	253	2	19	0	3	24		
California	67	4	71	135	25	160	231	5	13	0	12	30		
Chesapeake	1	20	21	16	0	16	37	1	1	0	2	2		
Colorado	29	2	31	385	10	395	426	2	16	2	6	26		
Florida	1	0	1	38	18	56	57	0	3	0	4	7		
Idaho	0	0	0	20	0	20	20	0	1	0	1	2		
Indiana	13	0	13	119	5	124	137	2	11	0	0	13		
Iowa	24	0	24	30	0	30	54	1	2	0	0	3		
Kansas	1	3	4	18	19	37	41	0	2	0	0	2		
Kentucky	12	0	12	126	27	153	165	1	9	2	0	12		
Mississippi	0	0	0	146	0	146	146	0	6	0	6	12		
Missouri	1	0	1	0	21	21	22	0	1	0	0	1		
Montana	4	1	5	112	68	180	185	2	6	0	2	10		
Nevada	15	0	15	106	0	106	121	2	8	0	0	10		
New Hampshire	13	0	13	61	15	74	87	2	4	0	2	8		
New Mexico	19	0	19	429	0	429	448	3	15	0	4	22		
North Carolina	0	0	0	0	17	17	17	0	0	0	3	3		
Oregon	11	0	11	260	21	281	292	0	8	0	8	16		
Pennsylvania	23	0	23	382	15	397	420	1	12	7	9	29		
Tennessee	17	0	17	897	0	897	914	2	29	0	7	38		
Texas	2	0	2	25	0	25	27	0	4	0	0	4		
Utah	133	0	133	1475	12	1487	1620	4	33	3	7	47		
Washington	2	0	2	20	0	20	22	0	1	0	0	1		
West Virginia	13	0	13	20	0	20	33	1	0	0	1	2		
Wisconsin	0	0	0	588	22	610	610	0	2	0	16	18		
Wyoming	24	0	24	217	0	217	241	1	7	0	5	13		
Other States	0	0	0	54	0	54	54	0	0	3	0	3		
National	0	0	0	57	12	69	69	0	0	0	4	4		
Total All States	598	30	628	6420	309	6729	7355	40	246	17	116	417		