

Project Archaeology

Discover the Past—Shape the Future



ANNUAL REPORT 2009

ANNUAL REPORT 2009

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.

CONTENTS:

2009 Accomplishments	1
ASFA	4
Grants & Contributions	4
Cummulative Accomplishments	5
2009 Highlights	5
State & Regional Programs	6

A new critically-acclaimed curriculum guide, a grant from the National Science Foundation, four successful distance learning courses, and new partnerships throughout the nation topped the list of accomplishments for the year. This Annual Report highlights our adventures over the past year and our hopes for the future. In 2009 (October 1, 2008 to September 30, 2009) we estimate that our growing national network of Project Archaeology educators touched more than 225,000 learners with the message of respect for our shared archaeological heritage. Our National Network of state and regional programs offered basic and advanced Project Archaeology professional development for educators throughout the nation. We offered four online courses through our partnerships with the Utah Museum of Natural History and Learn NC and trained new online instructors so we can build our distance learning network.

2009 Program Accomplishments

New Programs

The Chesapeake Regional Program serving Maryland, Northern Virginia, and the District of Columbia developed a new investigation, a colonial earthfast house, and piloted it at a workshop at the National Museum of Natural History, Smithsonian Institution in June. Gail Lundeen and Grady Manus joined forces in Missouri to offer two facilitator training workshops for Missouri educators. Ellen Bedell, chair of the Archaeology Education Outreach Committee of the American School of Oriental Research (ASOR) brought a new kind of program

into the Project Archaeology Network. Ellen and her colleagues will offer Project Archaeology workshops in conjunction with annual ASOR conferences. These additions bring our total number of programs to 28 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 our 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 2,300 hours of their time in 2009 to attend conferences and annual meetings, to offer programs in their states, and to advise the national program on curriculum development, program management, and long-term strategic planning.

Professional Development for Educators

In 2009, 684 educators received Project Archaeology instruction and materials nationwide, making 2009 a record-breaking year (Table 1). These educators will reach an estimated 12,000 students with high-quality archaeology education every year. Our state and regional programs conducted a total of 34 standard in-service or pre-service workshops for teachers and an additional 21 advanced or topical workshops. A total of 33 new facilitators were certified to instruct Project Archaeology professional development through three workshops in Montana, Missouri, and Florida. One facilitator training workshop was conducted online.

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.

Nearly 2,000 educators received information about Project Archaeology programming at state and regional conferences for educators throughout the year.

Informal Audiences

Outside of normal school time, 8,135 school children and 858 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 5,624 learners of all ages and our program coordinators in nine other states delivered Project Archaeology activities to an additional 2,511 school children. We are currently planning new ways to serve informal audiences in a variety of settings including museums through a grant from the Informal Science Education division of the National Science Foundation.

Annual Conferences

National Project Archaeology staff conducted the 10th Annual Coordinators' Conference at O'Leno State Park, near Lake City, Florida on October 6 - 10, 2008. Eighteen State and Regional Program Coordinators, National Project Archaeology staff, national advisors, and educational consultants (about 65% of the active 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. Florida Public Archaeology Network staff educators introduced us to their innovative educational programming at the Castillo San Marcos

in St. Augustine, Florida.

Project Archaeology's annual meeting was held in conjunction with the Society for American Archaeology (SAA) on Wednesday, April 22, 2009, in Atlanta, Georgia. A total of 22 State Project Archaeology Coordinators, national staff and advisors, and archaeologists from the Public Education Interest Group attended the meeting. All participants were introduced to the new curriculum guide, *Project Archaeology: Investigating Shelter*. One working group developed a portfolio of strategies for including Project Archaeology in archaeological data recovery projects conducted under the National Historic Preservation Act. Other groups developed a protocol for including multicultural perspectives in archaeology education and outlined educational research guidelines for Project Archaeology. We conducted a brief needs assessment for professional development in archaeology education to complete the jam-packed day.

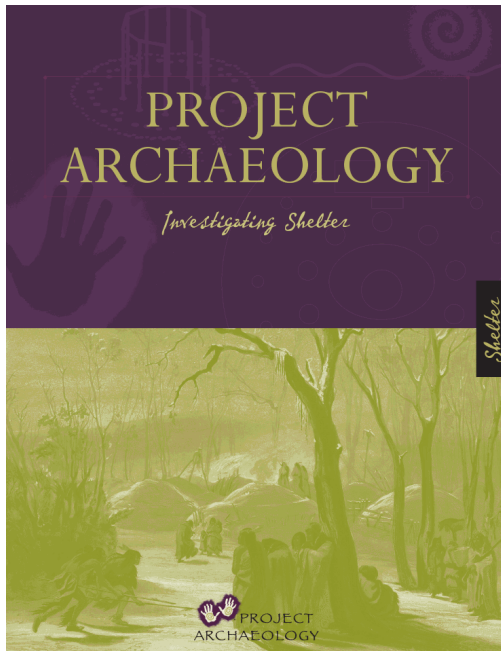


Project Archaeology Volunteer Coordinators at Kingsley Plantation National Historic Park, Jacksonville, Florida, October 2008.

Curriculum Development

After five years of research, development, and testing our new national curriculum, *Project Archaeology: Investigating Shelter*, was published in July 2009. Two new regional shelter investigations (Investigating a Great Basin Wickiup and Investigating an Earthfast House) were developed and piloted. At the end of the year, six regional shelter investigations were available in both portable document file (pdf) and online, interactive formats and two 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.



Place-Based Education

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 launch a series of place-based curricula 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. A draft of *Investigating Fort Meade* was completed in August 2009 and piloted in three local classrooms in September 2009. Evaluation results will be used to measure stewardship learning outcomes and to formulate curricular improvements.

Project Archaeology Online

Distance learning became a reality for Project Archaeology this year. The Utah Museum of Natural History (UMNH), the University of Utah, and the National Project Archaeology (NPA) office taught the two online Project Archaeology workshop for teachers beginning in March and June of 2009 respectively. Additionally, we offered our first online training for five new distance learning instructors; these new instructors will teach future online courses. *Project Archaeology: Investigating Shelter* and "Investigating a Rock Shelter" served as curricular materials and the course followed the two guides very closely.

Madlyn Runburg, education director at UMNH, serves

as our National Online Course Coordinator. Ivy Merriot, a Project Archaeology intern and experienced online course instructor, was instrumental in redesigning the course based on last year's pilot study. Jeanne Moe, BLM Project Archaeology Lead, and Ivy co-taught all three sections of the course. All participants gave the course high ratings and were anxious to begin using the curriculum in their classrooms. The University of North Carolina-Chapel Hill and Learn NC teamed up to offer the state's first online Project Archaeology course. Theresa McReynolds, our North Carolina state coordinator, designed and instructed the course using *Intrigue of the Past: North Carolina's First People* as a curriculum guide. The high-quality of online instruction and the learning flexibility it offers for students make distance learning a promising avenue for providing Project Archaeology professional development nationwide. Our strong partnerships with the University of Utah and Learn NC helped keep operating expenses low and making tuition affordable.

Teacher Field School

Five intrepid teachers from Utah worked alongside professional archaeologists for a week excavating an archaeological site near Vernal, Utah. Kelly Pool and her crew from Metcalf Archaeological Consultants succeeded in excavating the Archaic-aged open campsite, while allowing teachers to expand their knowledge of archaeological inquiry.



Cheryl Baker learns the fine points of archaeological inquiry at the Project Archaeology Teacher Field School, July 2009.

"Without our past, how will we know it's us?" John Steinbeck, *The Grapes of Wrath*

Every aspect of the project provided opportunities to engage in science inquiry. All five teachers agreed that the field school would make teaching archaeology a much richer experience for their students. The field school was supported by a grant from the Kanda Lateral Pipeline Company.

Archaeological Science for All

Montana State University received a National Science Foundation grant to plan an archaeology education program for visitors to museums, science centers, and visitor's centers nationwide. Dr. Michael Brody (Education) and Dr. Jack Fisher (Sociology and Anthropology) teamed up to lead an innovative research project to build a conceptual foundation for science learning through archaeology. National Project Archaeology staff will assist with the research and planning project.

The team will design and administer a Delphi survey to 120 experts in informal science education, archaeological science, and archaeology education from across the nation. Through an iterative process, the participants will build a conceptual framework and a national plan for archaeology education. Results will be widely shared.



ASFA Project Planning meeting. Pictured in photo from left to right Jack Fisher, Kathy Francisco, Jeanne Moe, Michael Brody, and Helen Keremedjiev.

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 28 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 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.

Grants and Contributions

Project Archaeology received four grants this year:

- National Science Foundation (\$75,000) to research and plan the Archaeological Science for All project to bring archaeological learning to informal youth audiences in museums, science centers, and visitor centers.
- Overland Pass-Piceance Pass Lateral Pipeline (\$14,341) to support an online course for Colorado and Wyoming educators using *Project Archaeology: Investigating Shelter* and "Investigating a Rock Shelter."
- Bureau of Land Management (\$32,000) Challenge Cost-Share grant for the Project Archaeology Leadership Academy
- Montana Bureau of Land Management (\$9,000) for development of an education program for the Fort Meade

For me archaeology is not a source of illustrations for written texts, but an independent source of historical information, with no less value and importance, sometimes more importance, than the written sources. Michael I. Rostovtzeff

Historic Site and Military Reservation.

Project Archaeology received \$350 in contributions from 18 of our state and regional coordinators for scholarships to attend the 2010 Biennial Coordinators' Conference.

Cumulative Program Accomplishments 1990 – 2009

Since the inception of Project Archaeology in 1990, a total of 9,026 educators have received Project Archaeology professional development and educational materials (Table 2). Classroom teachers, interpreters, museum docents, youth group leaders, and other informal educators in 30 states have attended Project Archaeology in-service or pre-service workshops. These educators reach an estimated 225,000 students with high-quality archaeology education each year. Over the past 19 years, tens of thousands of children and adults (51,351 since 2005) have received Project Archaeology learning activities directly from our network of state and regional coordinators.

Approximately 9,600 copies of the *Intrigue of the Past: A Teachers' Activity Guide for Fourth through Seventh Grades*, Project 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 and 108 printed copies of *Project Archaeology: Investigating Shelter* have been distributed to educators in ten states and the District of Columbia through professional development for educators.

Project Archaeology Partners

Major National Project Archaeology partners include:

- National Museum of Natural History, Smithsonian Institution
- American School of Oriental Research, Boston University
- Society for American Archaeology
- Society for Historical Archaeology
- Utah Museum of Natural History
- Northern Arizona University
- Bureau of Land Management
- National Park Service
- USDA Forest Service
- The Field Museum, Chicago

- Western Carolina University
- Saint Louis Science Center

Each active state or regional 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 Amerind Foundation (AZ), Jefferson-Patterson Park and Museum (MD), Florida State Parks, University of West Florida, Kansas Department of Education, Daniel Boone National Forest (KY), University of Kentucky, National Trust for Historic Preservation (KY), Lindenwood University (MO), Montana State Historical Society, University of Montana, Learn NC, and the Utah State Office of Education.

2009 Highlights

- The American School of Oriental Research (ASOR) became the host of a new Project Archaeology program; the program will serve educators nationally.
- Missouri and Florida strengthened their state programs by training new facilitators and reaching new audiences.
- We offered two online courses in Utah and one in North Carolina. Five new online instructors will continue teaching courses for teachers nationwide.
- Our informal audiences continue to expand and we are exploring new ways to serve them through a grant from the National Science Foundation.



Online Course team: Above Left: Madlyn Runburg, Utah Museum of Natural History, Online Course Administrator. Above Right: Ivy Merriot, National Project Archaeology Online Course Director.

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—Bureau of Land Management, New Mexico State Office

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—Tennessee State Parks

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

ASOR—American School of Oriental Research, Boston University

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

The Project Archaeology Team—Jeanne M. Moe, Lead; Crystal Alegria, Network Coordinator; Kathy Francisco, Special Project Coordinator; Marsha Fulton, Outreach and Marketing Coordinator; Nancy Mahoney, Research Assistant; Ivy Merriot, Online Course Coordinator; Tom Roll, Program Advisor; Megg Heath, Program Advisor; Derrick Baldwin, Web Administrator; Wayne Rice, Graphics Designer; River Lovec, Research Assistant; Joelle Clark, Evaluator; Cali A. Letts, Curriculum Consultant; Duncan Bullock, Graphics Designer; Ivy Davis, Graphics Designer; Mark Freeman, Web Designer; Madlyn Runburg, Online Course Coordinator



Project Archaeology workshop in Montana, June 2009. Above: Teachers map the remains of Fort Parker, the first agency for the Crow Nation. Below: Shane Doyle, educator and member of the Crow Nation, leads a tour of traditional cultural landscapes at Headwaters State Park in southwestern Montana.



Thank you for your support!

CONTACT US

Project Archaeology
Department of Sociology and
Anthropology
2-128 Wilson Hall
Montana State University
Bozeman, Montana 59717
406-994-7582



projectarchaeology@montana.edu
www.projectarchaeology.org

TABLE I. 2009 Project Archaeology Outreach Activities by Program

Program	PA work-shops	Teachers trained	other work-shops	Teachers trained at other work-shops	Facilitator training work-shops	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	6	0	0	20	0	\$2,000	\$2,000	16
AZ	0	0	0	0	0	0	0	1	0	0	0	0	\$5,000	\$0	120
SO CA	2	30	0	0	0	0	0	7	0	50	5624	781	\$0	\$0	50
CO	0	1	0	0	0	0	0	0	0	0	0	0	\$0	\$0	0
HI	0	0	1	0	0	0	0	0	0	0	32	0	\$0	\$0	20
FL	8	34	2	110	1	13	12	12	0	661	394	16	\$0	\$0	0
IA	1	0	5	50	0	0	0	5	26	100	380	0	\$0	\$12,111	0
KS	2	8	0	0	0	0	0	4	16	55	0	0	\$0	\$12,751	0
KY	2	10	0	0	0	0	0	11	30	0	1150	9	\$4,000	\$5,000	100
MD/DC/VA	1	0	0	20	0	0	1	0	3	100	0	0	\$2,317	\$1,900	1615
MO	4	24	1	10	2	12	4	4	0	0	25	0	\$0	\$0	156
MT	6	42	2	18	0	2	2	3	8	850	415	52	\$60,395	\$1,352	0
NC	1	20	4	26	0	0	0	0	0	0	0	0	\$0	\$0	0
NH	2	12	1	0	0	0	0	2	0	100	5	0	\$0	\$0	0
PA	2	30	1	20	0	0	0	0	0	0	45	0	\$0	\$3,750	25
UT	2	17	0	0	1	0	0	1	0	0	0	0	\$0	\$2,000	0
WI	0	0	0	0	0	0	0	1	0	67	0	0	\$0	\$1,672	0
ASOR	1	30	1	20	0	0	0	1	0	0	45	0	\$0	\$500	25
National	0	0	2	31	1	5	0	0	0	0	0	0	\$58,000	\$14,391	240
Total	34	258	20	305	5	33	58	83	1983	8135	858	\$131,712	\$57,427	2367	

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

STATE	Totals For All Years 1990-2009													
	Facilitators Trained			Educators Trained			Total All			Workshops All Years				
	Previous	New	Total	Previous	New	Total	Fac. Tr.	All Years	Total	Fac. Tr.	Basic	Advanced	Other	Total
Alabama	57	0	57	370	0	370	427	2	28	0	0	0	12	42
Alaska	104	0	104	75	0	75	179	6	5	0	0	0	2	13
Arizona	12	0	12	241	0	241	253	2	19	0	0	0	3	24
California	71	0	71	292	30	322	393	5	15	0	0	0	12	32
Chesapeake	21	1	22	16	20	36	58	1	1	0	0	0	2	4
Colorado	31	0	31	395	1	396	427	2	16	2	0	0	6	26
Florida	1	13	14	108	144	252	266	1	15	0	0	0	4	20
Hawaii	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Idaho	0	0	0	20	0	20	20	0	1	0	0	0	1	2
Indiana	13	0	13	274	0	274	287	2	17	0	0	0	0	19
Iowa	24	0	24	30	76	106	130	1	2	0	0	0	5	8
Kansas	4	0	4	59	24	83	87	0	4	0	0	0	0	4
Kentucky	12	0	12	183	40	223	235	1	11	2	0	0	0	14
Mississippi	12	0	12	146	0	146	158	2	11	0	0	0	6	19
Missouri	1	12	13	21	34	55	68	0	1	0	0	0	1	2
Montana	5	2	7	215	68	283	290	2	14	0	0	0	2	18
Nevada	15	0	15	106	0	106	121	2	8	0	0	0	0	10
New Hampshire	13	0	13	176	112	288	301	2	7	0	0	0	2	11
New Mexico	19	0	19	429	0	429	448	3	15	0	0	0	4	22
North Carolina	20	0	20	39	46	85	105	0	0	0	0	0	3	3
Oregon	11	0	11	281	0	281	292	0	8	0	0	0	8	16
Pennsylvania	23	0	23	417	30	447	470	1	15	7	0	0	9	32
Tennessee	17	0	17	1022	0	1022	1039	2	29	0	0	0	7	38
Texas	2	0	2	25	0	25	27	0	4	0	0	0	0	4
Utah	133	0	133	1487	17	1504	1637	5	35	3	0	0	7	50
Washington	2	0	2	20	0	20	22	0	1	0	0	0	0	1
West Virginia	13	0	13	20	0	20	33	1	0	0	0	0	1	2
Wisconsin	0	0	0	610	0	610	610	0	2	0	0	0	16	18
Wyoming	24	0	24	217	0	217	241	1	7	0	0	0	5	13
Other States	0	0	0	54	0	54	54	0	0	3	0	0	0	3
ASOR	0	0	0	20	50	70	70	0	1	0	0	0	1	2
National	1	5	6	236	36	272	278	1	0	2	0	0	8	11
Total All States	661	33	694	7604	728	8332	9026	45	292	19	0	0	128	484