




**PROJECT
ARCHAEOLOGY**
 35th ANNIVERSARY
2025
 Year in Review



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

Mission
 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..





PROJECT ARCHAEOLOGY Annual Report



Project Archaeology

Project Archaeology is a national archaeology education program dedicated to teaching scientific and historical inquiry, cultural understanding, and the importance of protecting our nation's rich cultural heritage. We are a national network of archaeologists, educators, and passionate citizens working to make archaeology education accessible to students and teachers nationwide through high-quality educational materials and professional development.

The educational program gives students a basic understanding of how archaeology works and teaches them a deep understanding of cultures and how to respect and protect archaeological sites. We provide services to school and museum educators, students of all ages, and archaeologists including:

- high-quality curricular materials which model authentic archaeological inquiry;
- professional development for educators and archaeologists; and
- support for educators through state programs.

Project Archaeology curricular materials and professional development are based on four 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.

Project Archaeology is sponsored by Southern Utah University and the Institute for Heritage Education with support from partners across the nation.

SUU SOUTHERN
UTAH
UNIVERSITY



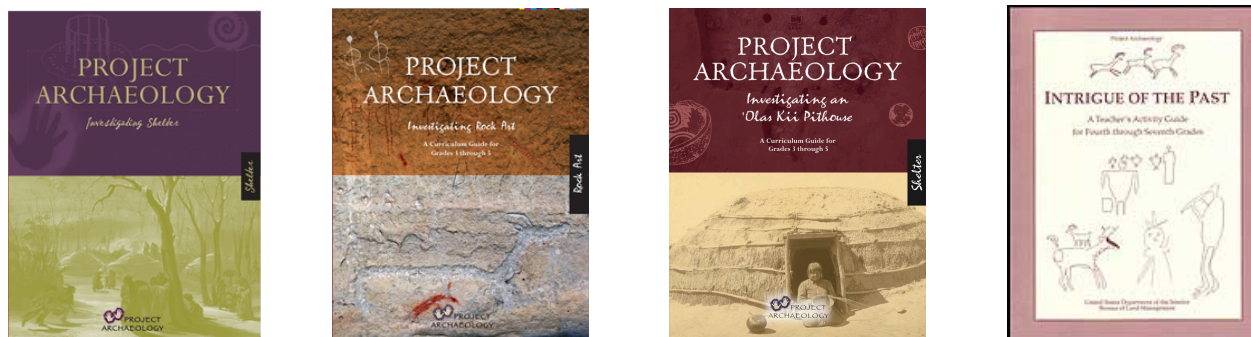
www.projectarcheology.org

National Impact - Project Development

18 Professional Development Workshops Offered



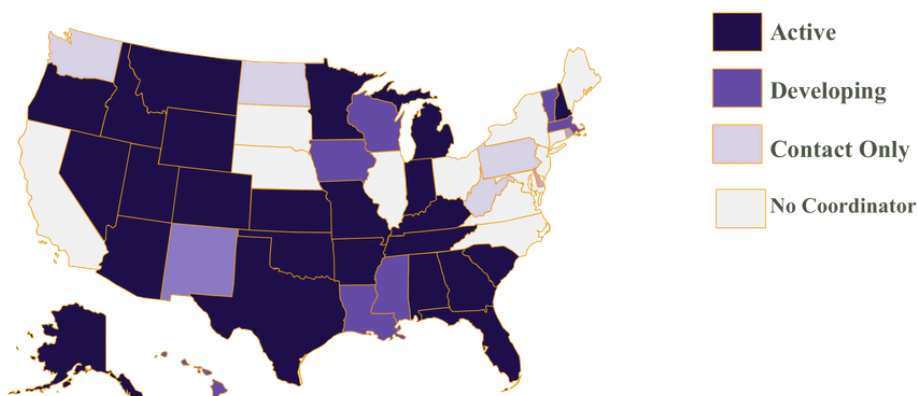
Curricula Used



States Offering Workshops



Map of Active Programs



113 current master
teachers and facilitators

Project Archaeology
programs have been
established in 40 states;
24 states have remained
active and 9 additional
states are currently
developing new programs.

National Impact

In 2025, there were **96 educators** certified, **2 new facilitators certified**, and 307 educators introduced to Project Archaeology curricula.

"I appreciated that the indigenous perspective was the framework for the workshop. Too often, people from the ancient past are dehumanized. The living connection with the past focused on the humanity of the Fremont and why respecting what they've left behind is important today."

- 7th grade teacher at the Voices of the Ancients workshop

"This course is important to me and my students because it provides authentic, hands-on experiences with Native oral history to teach archaeology, artifacts, and Native history. I'm looking forward to implementing the curriculum!"

- 3rd grade teacher at the Voices of the Ancients workshop

404,060
STUDENTS EDUCATED
EACH YEAR



1,254
FACILITATORS
CERTIFIED



18,949
EDUCATORS
CERTIFIED



CUMULATIVE IMPACT

More than 27,097 educators have participated in Project Archaeology professional development and of these 20,203 are certified facilitators and educators and use Project Archaeology materials to instruct an estimated 404,060 students and learners of all ages annually.*

Note: Combining educators certified (18,949) and facilitators (1,254) equals 20,203. We conservatively estimate that 80% of these educators instruct an average of 25 learners per year. An additional 6,894 have participated in introductory workshops, presentations, or peer mentoring.

National Network of State Programs

Members of our Network directly taught **2,409** people using Project Archaeology lessons at Public Education and Outreach events.

We reached **2,401** people through **11** conference marketing venues.



SAA

Society for American Archaeology conference is an honored tradition and necessary catalyst for Program planning for the coming year. We hosted Classroom Cocktails at the Molly Brown House Museum sponsored by the Public Education Committee and IHE.

Denver, CO, April 2025

COPA

Conference on Public Archaeology. Project Archaeology Presents: For the Love of Education! A Speed Dating Experience. Project Archaeology Pop up: Elders in Every Classroom.

Washington D.C., August 2025

NIEA

National Indian Education Association Convention. We had great conversations and forged new partnerships. The booth was jointly sponsored by the Society for American Archaeology and the Society for Historical Archaeology.

Spokane, WA, October 2025

Partnerships

Project Archaeology works with 67 partner organizations. Such as:



Tennessee Valley Authority



University of South Alabama Museum



Arizona Archaeological and Historical Society



Molly Brown House Museum



The Archaeological Conservancy



Bureau of Land Management

Volunteer Impact

3,078 hours given to Project Archaeology to carry forth its mission.



In 2025 our website had
35.7K views
and **16.2K visitors**

Social Media



3,260
Facebook
Followers;
732,935 views



1,637
Mailchimp
Subscribers



834
Instagram
Followers;
14,349 views

New Curriculum Guide

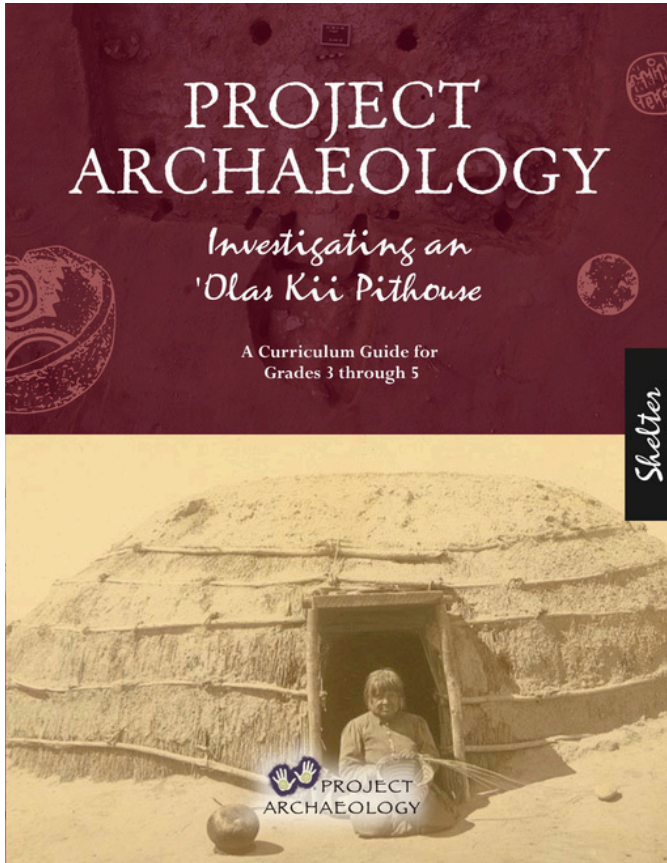
Project Archaeology Investigating Shelter: O'las Kii Pithouse

Discover the past through evidence from an archaeological site in Arizona!

In this investigation students will use geography, history, oral history, and archaeology to learn about an 'Olas Kii pithouse and the Tohono O'odham who lived in it. Examine historic photographs, primary source documents, artifacts, and maps of an 'Olas Kii pithouse shelter. Students meet Mr. Samuel Fayuant, a Tohono O'odham person, through reading his biography and oral histories. Students then “uncover” a real archaeological site, classify artifacts, and infer how the geographic area of central and southern Arizona shaped the 'Olas Kii pithouse.

Explore the history and use of the 'Olas Kii pithouse and contemporary correlations. Engage students in a civic dilemma that involves archaeology and preservation.

- Includes texts authored by and about a member of the Tohono O'odham Nation
- Supports Common Core State Standards
- Incorporates authentic data for students to analyze



“I learned a lot about the marriage of STEM and archaeology.” - Arizona Teacher

“I identified many lessons [where] the archaeology curriculum embeds science and engineering practices and aligns with Arizona State Standards.” - Arizona Teacher



Voices of the Ancients

Cedar City, UT July 13-18, 2025

In 2025, the National Endowment of the Humanities (NEH) awarded a Landmarks of American History and Culture grant to our Program! The \$180,000 grant proposed to host two Voices of the Ancients Institute sessions at Southern Utah University (SUU), our Program headquarters.

The application deadline had passed, and we had selected and notified the successful teachers, when Samantha Kirkley, the Institute Co-Director, received an official communication from NEH, which read: “We regret to inform you that this NEH [Institutes or Landmarks] program will no longer be offered due to DOGE’s termination of the grant award.”

Despite the disappointment of losing the funding, Project Archaeology explored options to offer the Institute. We surveyed the 200 teachers who applied for the Institute and received 113 responses. These responses indicated a strong interest in joining the Institute, even with a significantly increased financial burden for the teachers.



The teachers’ outpouring of support and resilience were inspiring. Our team met and unanimously supported finding a way to offer an in-person experience for as many teachers as possible. We trimmed our budget, added a teacher registration fee, and started talking to donors immediately.

We raised **\$12, 388** in scholarships and staff volunteered to help **27** teachers attend the Institute.



The voice of American Indians is a true 'National Treasure' and has long been disregarded. Their oral histories span all of human history and explain many of the natural occurrences inexplicable to scientists. Their cultural knowledge is irreplaceable and valuable to all. Sadly, the history and contributions of indigenous peoples are often omitted from American history and from state history. People who are invisible in the past continue to be invisible in contemporary society. 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. By honoring the history and cultural heritage of past peoples we are honoring the living descendants with whom we share citizenship.

Teachers attending the workshop engaged in meaningful interactions with tribal elders who were enthusiastic about sharing their culture and knowledge. Participants forged friendships that transcend culture and time working together to bring the indigenous voice to the forefront and redefine the American narrative. This rare opportunity allowed them to know the Fremont People through their living descendants. Teachers surveyed Paragonah Mounds, recorded rock art at Black Point, observed Parowan Gap, and explored Fremont Indian State Park. "I particularly enjoyed finding artifacts at Paragonah and viewing rock art at Parowan Gap and Fremont Indian State Park. These were important to me because first-hand experience is so important in learning. It is much more important than just seeing a picture of the items." - 4th grade teacher

Participant Quotes

"One highlight was the ability to work and learn from tribal members and Elders. Their stories and insights helped me view history, archaeology, and our current culture in a different light. This is important to me because there are many misconceptions that students and adults bring into our school communities. With this new perspective, I hope to be able to address these and help my students become stewards of the land, and tell the true stories of our history."



"Hearing from all of the Elders was extremely valuable. Their stories and perspectives helped frame my understanding."

"The people who ran the Institute and also the guest speakers made these subjects come to life for me. I was so excited to come and learn more each day. Well done team!"

Voices of the Ancients

Cedar City, UT July 13-18, 2025

Thank you to our donors:

Virgil Johnson (UT)
Harold Cooper (IN)
Mel Zabecki (AR)
Judy Pearce (MD)
Craig Lee (MT)
Fawn Cropley (AK)
Daisy Askey (NM)
Ira Beckerman (PA)
Elizabeth Campbell (PA)
Sue Reichert (MI)
Laura Fager (UT)
Rebecca Morse (CO)
Kim Nessler (TX)
SUU (UT)

Marla Elena Martinez (CA)
Jeanne Moe (MT)
Donald Sweetnam (CA)
Lawrence Todd (WY)
Candice Cravins (UT)
Linda Vanden Bosch (IA)
Michael D. Metcalf (CO)
Jeri Meeks (AZ)
Kimberly Bailey (CO)
Jonathan Lawrence (UT)
Tim Guill (AZ)
Institute for Heritage
Education (MT)

Dean Littlepage (MT)
Shirley Schermer (IA)
Mary Sloan (UT)
Angela Labrador (VT)
Rebecca Simon (CO)
Nancy Barber (FL)
Jane Clay (NV)
Mark Varien (CO)
Jessica Yaquinto (CO)
Alison Kreiss (MT)
Michelle Call (CA)
Metcalf Archaeology (CO)
Arizona Archaeological
and Historical Society (AZ)



35th anniversary!



In 2025, the Traveling Trowels toured the country visiting **17 places** to celebrate 35 years of bringing archaeology education to youth across America.

AWARD: SAA – Jeanne Moe

Jeanne Moe, received the Society of American Archaeology's Distinguished Achievement in Public Archaeology Award. Presented at the SAA meeting in Denver, April 23-27, 2025.



"Jeanne's unparalleled contributions to the field of archaeology education, particularly through her creation and leadership of Project Archaeology, make her exceptionally deserving of this recognition. Through her work, she has empowered countless teachers, engaged thousands of students, and cultivated a generation of informed and passionate cultural heritage stewards. Her innovative approach blends rigorous archaeology with hands-on, inquiry-based learning, fostering a deep understanding of diverse cultures and the importance of preservation. She is a mentor, collaborator, and leader whose work exemplifies excellence in public education. Her legacy will endure for years to come." – Brooke Wheeler, BLM Arizona Lead

Staff and Leadership

Program Directors

Samantha Kirkley, Professional
Development and Operations
Director

Jeanne M. Moe, Curriculum and
Research Director

Courtney Agenten, Network and
Outreach Director

Leadership Team

Leah Guenther (IL)
Lianne Bennett (FL)
Meghan Dudley (OK)
Angela Labrador (VT)
Virgil Johnson (UT)
Charmaine Thompson (UT)
Eileen Quintana (UT)
Brooke Wheeler (AZ)
Dan Broockmann (OR)

Program Coordinator
Sarah Bennett

Program Student Assistants
Luca Guttengéber
Valeria Poveda Molina
Sarah Lavin
Gabiella Talley

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A note from Eileen Quintana, Dine' (Navajo), Nebo Title VI Indian Education Coordinator, and member of the Leadership Team

Project Archaeology helped me explore and process traditional Dine' teachings and taboos about death and "Ancient Ones" who left artifacts, and messages on rock walls. Instead of being afraid of archaeological sites, like I used to be, I have changed my perspective and try to compare and correlate these two world views. There are still things I avoid, because of my tribal teachings, but some I can work through.

As a contemporary Dine' (Navajo) educator who sees the beauty and value of having Project Archaeology books and supplies that have been researched and documented. I combine this information with tribal stories that are shareable, staying away from the ceremonial information. I choose to use this knowledge combined with our own teachings. because it strengthens tribal sovereignty, it supports identity, it shows our resilience and connection to this land.

I love the response of children when they start learning about archaeological sites and the images left on boulders, and canyon walls. The historical information about indigenous people who inhabited the land that we live on today and how it connects to them. We periodically visit West Mountain where there are rock images. We talk with Native American students about what may have taken place there, fishing, hunting, the site is a great look out over the valley, and homes may have been built nearby. We get a chance to talk about time and the recent activities that have changed this place, colonization. We talk about our responsibility to care for our environment and the natural resources that sustain life today, Utah lake. The area is now used as a shooting range for the locals, where once there was no garbage, you will now find bullet casings, soda and beer cans and all kinds of trash. The students have a chance to capture their ideas regarding the field trip and present it to the class. I am always amazed at their presentations.



2025 and Cumulative Impact Tables

Annual Report Condensed Table 2025													
Program	Professional Development		Facilitator Professional Development		Other Professional Development		Marketing		Public Education and Outreach		Revenue		Volunteer
	Events	Educators	Events	Facilitators	Events	Educators	Events	Reach	Nonformal / Classroom Events	Reach	Federal Contributions	Other Contributions	Hours
AK									2	175			4
AL					2	12							10
AZ	2	34			1	48	4	218	2	65		\$1,200	1600
ID													5
IN							1	33					40
KY					1	10	1		1	1500			45
MI									3	227			
MT					1	99						\$1,200	
OR									1	41			
SC					1	50	1	300	5	125			
TN	2	28											40
TX							1	300					
UT	2	34							23	276		\$12,200	72
VT					1	8							62
WY					1	12	1	1300					
National			1	2	3	68	2	250				\$42,289	1200
Total	6	96	1	2	11	307	11	2401	37	2409	\$0	\$56,889	3078

Totals For All Years 1990-2025															
STATE	Facilitators Certified			Educators Certified			Total	Educators Introduced to Project Archaeology			Total	Professional Development All Years			
	Previous	New	Total	Previous	New	Total	Certified	Previous	New	Total	All Years	Facilitator	Basic	Other	Total
AK	105	0	105	85	0	85	190	0	0	0	190	6	7	2	15
AL	85	0	85	658	0	658	743	198	12	210	953	6	40	19	65
AR	0	0	0	266	0	266	266	305	0	305	571	0	22	1	23
AZ	25	0	25	437	34	471	496	214	48	262	758	4	33	23	60
CA	72	0	72	489	0	489	561	159	0	159	720	5	19	95	119
CO	106	0	106	672	0	672	778	571	0	571	1349	10	27	24	61
DE	0	0	0	20	0	20	20	20	0	20	40	0	1	1	2
DC/MD/VA	22	0	22	69	0	69	91	301	0	301	392	1	3	2	6
FL	65	0	65	1440	0	1440	1505	1032	0	1032	2537	18	37	42	97
HI	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
IA	53	0	53	385	0	385	438	266	0	266	704	2	14	9	25
ID	13	0	13	41	0	41	54	0	0	0	54	1	3	1	5
IL	53	0	53	262	0	262	315	154	0	154	469	3	7	4	14
IN	13	0	13	278	0	278	291	158	0	158	449	2	18	1	21
KS	15	0	15	211	0	211	226	399	0	399	625	4	20	7	31
KY	14	0	14	404	0	404	418	347	10	357	775	2	30	9	41
MN	2	0	2	18	0	18	20	57	0	57	77	2	3	3	8
MO	65	0	65	306	0	306	371	30	0	30	401	10	23	6	39
MS	12	0	12	146	0	146	158	0	0	0	158	2	11	6	19
MT	8	0	8	744	0	744	752	457	99	556	1308	2	32	21	55
NC	22	0	22	149	0	149	171	0	0	0	171	0	2	10	12
NH	13	0	13	328	0	328	341	145	0	145	486	2	11	4	17
NM	19	0	19	798	0	798	817	372	0	372	1189	3	40	10	53
NV	19	0	19	290	0	290	309	3	0	3	312	2	17	1	20
OK	6	0	6	54	0	54	60	29	0	29	89	0	6	0	6
OR	11	0	11	300	0	300	311	0	0	0	311	0	8	8	16
PA	23	0	23	481	0	481	504	25	0	25	529	1	17	16	34
SC	0	0	0	65	0	65	65	82	50	132	197	1	6	1	8
TN	18	0	18	1702	28	1730	1748	390	0	390	2138	2	77	22	101
TX	2	0	2	135	0	135	137	64	0	64	201	0	8	3	11
UT	136	0	136	1756	34	1790	1926	354	0	354	2280	6	55	16	77
VT	0	0	0	9	0	9	9	71	8	79	88	0	3	2	5
WA	2	0	2	20	0	20	22	0	0	0	22	0	1	0	1
WI	0	0	0	709	0	709	709	0	0	0	709	0	2	20	22
WV	13	0	13	20	0	20	33	0	0	0	33	1	0	1	2
WY	25	0	25	332	0	332	357	90	12	102	459	1	10	14	25
ASOR	0	0	0	90	0	90	90	0	0	0	90	0	2	1	3
National	215	2	217	4684	0	4684	4901	294	68	362	5263	12	9	23	44
Total All States	1252	2	1254	18853	96	18949	20203	6587	307	6894	27097	111	624	429	1164