

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*