

Project Archaeology

Discover the Past—Shape the Future



ANNUAL REPORT 2010

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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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The first Project Archaeology Leadership Academy, in June, opened new doors to educators in twelve states. The eighteen master teachers who attended the Academy at Montana State University will return to their states and offer high-quality Project Archaeology professional development to their peers over the next five years. The Leadership Academy, the completion of the Archaeological Science for All research project, 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 plans for the future. In 2010 (October 1, 2009 to September 30, 2010) we estimate that our growing national network of Project Archaeology educators touched more than 210,000 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 three online courses through our partnership with the Utah Museum of Natural History and the University of Utah and trained new online instructors so we can build our distance learning network.

2010 Program Accomplishments

Our new curriculum guide, *Project Archaeology: Investigating Shelter*, won the 2010 Society for American Archaeology Excellence in Public Education Award (see page 10).
New Programs

The first Project Archaeology Leader-

ship Academy was held in June 2010. Eighteen educators from Alaska, Montana, Wyoming, Idaho, Oregon, Utah, Nevada, New Mexico, Arizona, Kansas, Iowa, and Nebraska learned how to provide Project Archaeology professional development to their colleagues. Their task is to offer professional development through workshops or peer mentoring each year for the next five years. Six of the master teachers completed an additional course to become online instructors. The addition of the Idaho teachers completes the requirements for establishing a state program, thus adding Idaho to our family of state and regional programs.

These additions bring our total number of programs to 29 state and regional programs. National Project Archaeology staff are actively assisting contacts in eight 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. Nineteen of these programs were active in 2010 (Table 1). Volunteers contributed more than 2,500 hours of their time in 2010 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 2010, 752 educators received Project Archaeology information, instruction, and materials nationwide, making 2010 another re-

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.

cord-breaking year (Table 1). These educators will reach an estimated 14,000 learners with high-quality archaeology education every year. Our state and regional programs conducted a total of 41 standard in-service or pre-service workshops and online courses for teachers. A total of 57 new facilitators were certified to instruct Project Archaeology professional development through the Project Archaeology Leadership Academy and workshops in Missouri and Nevada. One facilitator training workshop was conducted online.

Nearly 160 educators received information about Project Archaeology programming at state and regional conferences for educators throughout the year.

Informal Audiences

Outside of school time, 12,101 school children and 687 families learned about archaeological stewardship through the use of Project Archaeology materials in informal learning venues. The San Diego Archaeological Center (SDAC) led the way with 6,372 learners of all ages and our program coordinators in twelve other states delivered Project Archaeology activities to an additional 6,229 school children. More than 6,500 Boy Scouts, and Scout leaders learned about archaeology through the on-site construction of an Ancestral Puebloan pithouse replica at the National Boy Scout Jamboree at Fort AP Hill, Virginia. The exhibit was sponsored by the Bureau of Land Management (BLM) and staffed by BLM archaeologists, educators, and volunteers. Through a grant from the Informal Science Education division of the National Science Foundation we researched the essential knowledge, skills, and dispositions required for archaeological literacy and planned new ways to serve our growing informal audiences in a variety of settings

including museums, outdoor visitor centers, and learning fairs.

Biennial Leadership Team Retreat

In 2010, we convened the first Leadership Team Retreat; the Leadership Team will meet biennially and the national coordinator's conference will become a biennial conference in the off years. The Leadership Team met in Bozeman, Montana for three days and concentrated on producing the first draft of the new Project Archaeology Strategic Plan, which will guide the program for the next five years.



First Biennial Leadership Team Retreat; (left to right) Gwynn Henerson (KY), Virginia Wulfkuhle (KS), Ranel Capon (WY), Maureen Malloy (MD), and Gail Lundeen (MO).

Annual Meeting

Project Archaeology's annual meeting was held in conjunction with the Society for American Archaeology (SAA) on April 14, 2010, in St Louis, Missouri. A total of 17 State Project Archaeology Coordinators, national staff and advisors, and archaeologists from the Public Education Interest Group attended the meeting. Attendees learned the rudiments of Project Archaeology's new social network marketing, strategy and helped us flesh out some of the procedures for getting information out to educators. Joelle Clark, our Arizona Coordinator, provided an introduction to *Project Archaeology: Investigating Shelter* for twelve of the participants. A small work group revised the draft of the new Project Archaeology Strategic Plan.

Curriculum Development

Our curriculum development efforts continue to support *Project Archaeology: Investigating Shelter*, which was pub-

lished in July 2009. Three new regional shelter investigations (Investigating a Basin House, Investigating a Kingsley Plantation Slave Cabin, and Investigating Puzzle House Pueblo) were under development and will be piloted in the next year. At the end of the year, eight regional shelter investigations were available in portable document file (pdf) format and six of these have online, interactive formats. The Bozeman (Montana) School District formally adopted *Project Archaeology: Investigating Shelter* as the foundation of their fourth grade social studies curriculum.

The Bozeman Society of the Archaeological Institute of America received a small grant on behalf of Project Archaeology to continue work on the draft of our second curriculum in the new series, *Project Archaeology: Investigating Food and Culture*. The draft will be ready for piloting next year.

Ivy Merriot, history graduate student and Project Archaeology intern, completed a draft of *Investigating Archaeoastronomy* and piloted it in a local fourth grade classroom. This short unit is the first in a new series of Special Topics units which are designed to explore archaeological topics through inquiry. These units can be delivered through short workshops or online and will enable educators to engage students in high-quality inquiry-based learning with a relatively low expenditure of classroom time. Ivy's solid background in science education and astronomy ensured a high-quality and engaging curriculum unit. We are looking forward to producing more of these short, but compelling units as time and resources allow.

Place-Based Education

Crystal Alegria, our Montana Coordinator, and Shane Doyle, educator and member of the Crow Nation, collaboratively launched an exciting new curriculum development project based on the excavations at the site of the second Crow Agency near Absarokee, Montana. The curriculum (*Changing Land, Changing Life: Archaeology in the Asáalooke Homeland*) allows students to examine archaeological data from the site and draw conclusions about how Asáalooke (Crow) culture changed during the late 1800s as they shifted from hunting and gathering to reservation life. We expect to pilot the curriculum in schools on the Crow Reservation and in other Montana communities in the coming year.

The Fort Meade Historic Site and Military Reservation Education Project (located near Sturgis, South Dakota) was launched in 2008. This project gave 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 and evaluated in three Sturgis, South Dakota classrooms in 2010. Evaluation results will be used to measure stewardship learning outcomes and to formulate curricular improvements.



Teachers explore hands-on lessons at historic Fort Meade through *Investigating Fort Meade*. Three of these teachers piloted the draft curriculum in their classrooms.

Project Archaeology Online

Distance learning became a regular part of our Project Archaeology professional development this year. The Utah Museum of Natural History (UMNH), the University of Utah, and the National Project Archaeology office offered two online Project Archaeology courses for teachers beginning in January and March of 2010 respectively. Additionally, we offered our first online professional development for six new distance learning instructors; these new instructors will teach future online courses. *Project Archaeology: Investigating Shelter* formed the basis of the course and students chose their own shelter investigation for study from the online database. In the future we will offer online courses three times each academic year beginning in October, January, and March respectively.

Madlyn Runburg, education director at UMNH,

It's kind of nice to know about your past because if you know about your past, you can learn more about yourself. Fifth grade student

serves as our National Online Course Coordinator. Our strong partnerships with the University of Utah and the Utah Museum of Natural History help us keep operating expenses low and make tuition affordable for in-service educators.

Special Projects

Project Archaeology Leadership Academy

Project Archaeology conducted a Leadership Academy (June 21 – 25, 2010) for social studies teachers from throughout the western United States to learn about cultural resources on public lands and the importance of protecting these lands for their scientific and heritage values. The Academy, funded by a Challenge Cost Share grant from the Bureau of Land Management, focused on the curriculum *Project Archaeology: Investigating Shelter*, and an investigation of a historic slave cabin due its national application. The eighteen participants attending the Academy on the campus of Montana State University learned to use the curriculum and learned about archaeological inquiry.

Participants returned to their home states - twelve states were represented - with the intention of teaching the curriculum to their peers through workshops, online courses, institutes, or job-embedded mentoring. Deborah Stevenson, Curator of Education at Nevada's State Museum, and Gail Omohun-



2010 Project Archaeology Leadership Academy participants toured the Madison Buffalo Jump and learned Crow perspectives on regional archaeology.

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 29 state and regional programs with six 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 state-wide 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.

dro, both Leadership Academy participants, used *Investigating Shelter* for the Fall training of Museum volunteers. Additionally, six of the participants completed the online training to become instructors of the online professional development course for teachers, *Project Archaeology: Investigating Shelter*. The Leadership Academy was designed to establish a national network of master teachers to deliver Project Archaeology materials and professional development materials.

The Leadership Academy was rich with discussions, field trips, guest speakers, hands-on activities, and demonstrations. Project Archeology has received funding from BLM to conduct the Leadership Academy again next June and we hope to make the Academy an annual event.

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**

Archaeological Science for All

In 2009, 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 innovative research to build a conceptual foundation for science learning through archaeology through the NSF funded Archaeological Science for All project. National Project Archaeology staff assisted with the research and planning project.



Dr. Michael Brody leads data analysis with informal science educators Dr. Elaine Franklin (left) and Dr. Shirley Gholston Key (right).

The team designed and administered a Delphi survey to 121 experts in informal science education, archaeological science, and archaeology education from across the nation. Through an iterative process, the participants built a conceptual framework and a national plan for archaeology education. A panel of experts in informal science education and archaeological research met in Bozeman, Montana in May to review the results of the research and to guide planning for nationwide implementation of the results. Results will be widely shared, foremost in an online forum through CAISE (Center for Advancement of Informal Science Education).

Project Archaeology In Guatemala

Under the leadership of Dr. Reiko Ishihara, Project Archaeology became part of Project Kumatzim Jay Museum and Educational Center in Tecpan, Chimaltenango, Guatemala in

2009. The first phase of Project Kumatzim Jay included registry of the archaeological materials with the Ministry of Culture and Sports of Guatemala; basic artifact analysis of the Kumatzim Jay Collection consisting of 629 objects spanning the Middle Preclassic (600-300 BCE) to the Late Postclassic (1250-1524 CE); and creation of educational modules for Social Sciences and Maya Mathematics. A website in three languages (Spanish, Kaqchikel, and English) was created by Asociación Ajb'atz' Enlace Quiché as part of the effort to disseminate educational information about the collection and the Kumatzim Jay educational center and museum (<http://museokumatzimjay.org/>). Workshops were held with community members focusing on various aspects of the archaeological research process.

In 2009 and 2010, educational modules for Social Sciences and Maya Mathematics targeting primary level students and teachers were developed and published. They are directly linked with Guatemalan national education standards so that they can be easily used by teachers in the classroom and incorporate local culture and history to make the learning process more relevant to the students' lives while celebrating and conserving the local cultural heritage. Social Sciences modules were based on those developed by Project Archaeology and adapted to fit the local context. Five lessons were adapted during this phase and translated into Spanish. These materials will be available to teachers and students in the United States.



Dr. Reiko Ishihara-Brito (left) leads a team of Guatemalan educators and archaeologists (Pakal B'alam Rodriguez Guaján, Andrea María Díaz Reyes, and Raquel Macario Calguato) develop culturally relevant materials on the Kumatzim Jay site.

Grants and Contributions

Project Archaeology received three grants this year:

- Bureau of Land Management (\$32,000) Challenge Cost-Share grant for the Project Archaeology Leadership Academy
- Archaeological Institute of America (\$3,000) to complete a draft of *Project Archaeology: Investigating Food and Culture* and to begin piloting and formative evaluation
- Montana Department of Transportation (\$9,734) to launch the Asalooke Agency curriculum development project

Cumulative Program Accomplishments

1990 – 2010

Since the inception of Project Archaeology in 1990, a total of 9,748 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 210,000 learners with high-quality archaeology education each year. Over the past 20 years, tens of thousands of children and adults (71,139 since 2005) have received Project Archaeology learning activities directly from our network of state and regional coordinators.

Approximately 9,750 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 25 organizations ranging from universities and non-profits to the Smithsonian Institution have requested permission to adapt activities from the guide for other uses. In 2010, Kumatzim Jay Museum in Guatemala translated portions of two Project Archaeology curriculum guides into Spanish for indigenous learners. All together, these materials reach untold numbers of students, teachers, and members of the public. Since 2005, almost 200 draft copies and 853 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:

- Bureau of Land Management
- Archaeological Institute of America

- National Museum of Natural History, Smithsonian Institution
- National Museum of Natural History, Smithsonian Institution
- Society for American Archaeology
- Society for Historical Archaeology
- Utah Museum of Natural History
- University of Utah
- Northern Arizona University
- National Park Service
- USDA Forest Service
- The Field Museum, Chicago
- Western Carolina University

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), Alabama Wildlife Foundation, Sierra Mono Museum (CA), Timucuan Ecological and Heritage Preserve (FL), Herbert Hoover Presidential Library (IA), Kansas Department of Education, Riverside Farnsley-Moreman Landing (KY), Jackson County Parks (MO), Montana Preservation Alliance, El Paso Museum of Archaeology (NM), Great Basin National Park (NV), Pennsylvania Archaeological Council, and Friends of Bells Bend Park (TN).



Teachers spent two days excavating a historic foundation at Virginia City, MT following a Project Archaeology workshop.

2010 Highlights

- Conducted the first Project Archaeology Leadership Academy; 18 master teachers returned home to offer professional development to their peers for the next five years.
- Launched the Absalooke Agency Collaborative Curriculum Development project with the Crow Nation featuring the archaeology of the Crow Homeland in the late 1800s.
- Conducted two national online courses. Six new online instructors will continue teaching courses for teachers both regionally and nationwide.
- Our informal audiences continue to expand; we completed research on new ways to serve them through a grant from the National Science Foundation.



Teachers at Fort Osage, MO analyze modern artifacts as part of their instruction in archaeology.

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
Idaho—Idaho State Historical Society
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—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; Shane Doyle, 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; Victoria Bochniak, 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

Thank you for your support!

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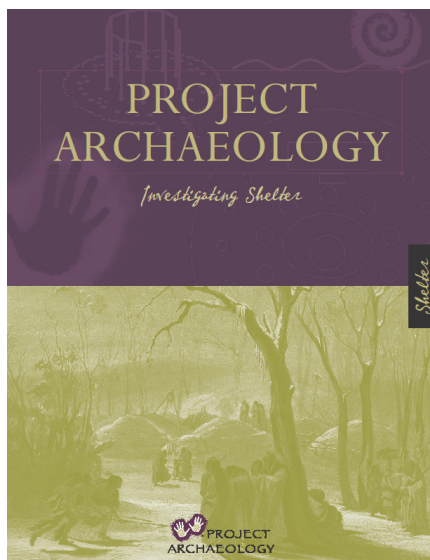
TABLE I. 2010 Project Archaeology Outreach Activities by Program

Program	Professional development events	Educators certified	Facilitator professional development events	Facilitators certified	Educators introduced to PA	Educators receiving info	K-12 receiving direct instruction	Non K-12 receiving direct instruction	Federal Contrib	Other Contrib	Volunteer hours
AK	1	2	0	0	0	0	60	0	\$0	\$0	0
AL	1	28	0	0	0	0	0	0	\$1,260	\$9,400	80
AZ	4	18	0	0	0	0	0	0	\$5,000	\$40	100
SO CA	2	50	0	0	0	0	1200	100	\$0	\$0	500
CEN CA	0	0	0	0	27	50	6372	50	\$35,000	\$1,500	150
CO	0	0	0	0	0	10	0	0	\$0	\$0	0
DC/MD/VA	1	13	0	0	6	198	372	1	\$2,103	\$1,335	700
FL	5	71	0	0	0	1301	200	68	\$15,000	\$0	0
IA	0	0	0	0	0	47	568	0	\$0	\$6,894	0
KS	0	0	0	0	0	33	100	2	\$0	\$962	0
KY	4	13	0	0	50	0	950	16	\$4,000	\$0	100
MO	6	67	5	30	0	10	200	0	\$0	\$330	200
MT	6	56	0	0	45	250	21	0	\$0	\$0	0
NH	1	16	0	0	25	50	0	0	\$0	\$0	0
NM	0	0	0	0	0	0	8	0	\$15,000	\$0	0
NV	2	60	1	4	0	0	2500	0	\$7,525	\$4,035	714
PA	1	17	0	0	0	200	0	0	\$0	\$0	0
TN	3	15	0	0	0	0	50	450	\$0	\$0	10
WI	1	25	0	0	0	44	0	0	\$0	\$2,016	0
ASOR	0	0	0	0	0	0	0	0	\$0	\$0	0
National	5	55	2	23	36	1,000	6,500	0	\$67,000	\$0	0
Total	41	506	8	57	189	3,193	19,101	687	\$151,888	\$26,512	2,554

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

STATE	Totals For All Years 1990-2010										
	Facilitators Certified			Educators Certified			Total All	Professional Development All Years			Total
	Previous	New	Total	Previous	New	Total	All Years	Facilitator	Basic	Other	
AL	57	0	57	370	28	398	455	2	29	12	43
AK	104	0	104	75	2	77	181	6	6	2	14
AZ	12	0	12	241	18	259	271	2	21	5	28
CA	71	0	71	322	77	399	470	5	15	74	94
CO	31	0	31	396	0	396	427	2	16	8	26
DC/MD/VA	22	0	22	36	19	55	77	1	2	2	5
FL	14	0	14	252	71	323	337	1	17	7	25
HI	0	0	0	0	0	0	0	0	0	1	1
ID	0	0	0	20	0	20	20	0	1	1	2
IN	13	0	13	274	0	274	287	2	17	0	19
IA	24	0	24	106	0	106	130	1	2	5	8
KS	4	0	4	83	0	83	87	0	4	0	4
KY	12	0	12	223	63	286	298	1	12	5	18
MS	12	0	12	146	0	146	158	2	11	6	19
MO	13	30	43	55	67	122	165	5	6	2	13
MT	7	0	7	283	101	384	391	2	16	8	26
NV	15	4	19	106	60	166	185	2	9	0	11
NH	13	0	13	288	41	329	342	2	8	2	12
NM	19	0	19	429	0	429	448	3	15	4	22
NC	20	0	20	85	0	85	105	0	0	3	3
OR	11	0	11	281	0	281	292	0	8	8	16
PA	23	0	23	447	17	464	487	1	16	16	33
TN	17	0	17	1022	15	1037	1054	2	31	8	41
TX	2	0	2	25	0	25	27	0	4	0	4
UT	133	0	133	1504	0	1504	1637	5	35	10	50
WA	2	0	2	20	0	20	22	0	1	0	1
WV	13	0	13	20	0	20	33	1	0	1	2
WI	0	0	0	610	25	635	635	0	2	17	19
WY	24	0	24	217	0	217	241	1	7	5	13
ASOR	0	0	0	70	0	70	70	0	1	1	2
National	6	23	29	326	91	417	446	3	3	13	19
Total All States	694	57	751	8332	695	9027	9778	52	305	147	484

Project Archaeology Wins National Education Award



Jeanne Moe, BLM National Project Archaeology Lead (right) accepts the 2010 award from President, Meg Conkey.

“This award recognizes the creative and dedicated work of the Project Archaeology team, which has made a significant contribution to one of the primary goals of the Society for American Archaeology: to bring the skills, insights and excitement of archaeology to children and a wider public. Teaching them about not only how archaeologists work but why cultural resources and heritage are so important brings lifelong lessons about human diversity, creativity, and the value of cultural understandings.” Meg Conkey, President of SAA

Project Archaeology: Investigating Shelter Wins 2010 Excellence in Public Education Award from the Society for American Archaeology

In April 2010, the Society for American Archaeology (SAA), the nation’s largest professional organization for archaeologist, recognized Project Archaeology with its annual Excellence in Public Education Award. Our new curriculum guide, *Project Archaeology: Investigating Shelter*, received the award as the best

archaeology education guide for the public produced in 2009.

President, Meg Conkey, noted, “Our university (University of California-Berkeley) has worked with Project Archaeology, training our graduate students who have then trained local teachers to use the activities and curriculum. I can understand first hand

why this project has been selected for this important award.”

Project Archaeology and SAA have worked in partnership to bring archaeology education to the nation. We hope the partnership continues long into the future.