

# Project Archaeology

Discover the Past—Shape the Future



## ANNUAL REPORT 2011

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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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This Annual Report highlights our adventures and accomplishments over the past year and our plans for the future. Project Archaeology won a prestigious Secretary of the Interior's Partners in Conservation award. In September, Jeanne Moe and Crystal Alegria attended a ceremony in Washington, DC to accept the award from Ken Salazar, Secretary of the Interior. This award recognizes Project Archaeology's long-term efforts to educate the public about the importance of cultural resources and the need to protect archaeological sites for present and future generations to learn from and enjoy (see page 10 for the full story).



The second annual Project Archaeology Leadership Academy, in June, opened new doors to educators in eight states. The sixteen 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.

In 2011 (October 1, 2010 to September 30, 2011) 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 archaeo-

logical 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.

## 2011 Program Accomplishments

### State and Regional Programs

The second Project Archaeology Leadership Academy was held in June 2011. Sixteen educators from California, Idaho, Kansas, Maryland, New Hampshire, North Carolina, Vermont, and Wyoming learned how to provide Project Archaeology professional development to their colleagues. Scott McLaughlin, executive director of Turning Points in American History, attended the Leadership Academy. On his return home, he established the Vermont Project Archaeology program.

The addition of the Vermont program brings our total number of programs to 30 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. Eighteen of these programs were active in 2011 (Table 1). Volunteers contributed more than 3,000 hours of their time in 2011 to attend conferences and annual meetings, to participate in

**Project Archaeology is an educational program 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.**

the Project Archaeology Leadership Academy, 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 2011, 1,233 educators received Project Archaeology information, instruction, and materials nationwide, making 2011 another record-breaking year (Table 1). Of these 1,233 educators, 767 attended full-length workshops or online courses and are fully prepared to teach Project Archaeology to students and informal learners. These educators will reach an estimated 19,000 learners with high-quality archaeology education every year. Our state and regional programs conducted a total of 52 standard in-service or pre-service workshops and online courses for teachers. Through the Project Archaeology Leadership Academy and workshops in Florida, Kansas, and Missouri, a total of 49 new facilitators were certified to instruct Project Archaeology professional development.

More than 3,000 educators received information about Project Archaeology programming at state and regional conferences for educators throughout the year.

#### Informal Audiences

Outside of the classroom, 6,970 school children and 2,302 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 by serving 2,723 learners of all ages and our program coordinators in fourteen other states delivered Project Archaeology activities to an additional 6,549 school children and fami-

lies. The Kentucky Archaeological Survey served 1,858 school children with Project Archaeology materials, the Florida Public Archaeology Network served 1,344, and the Kansas Historical Society provided state specific Project Archaeology materials to 1,019 students.

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. MSU faculty presented research results at the annual conference of the Society for American Archaeology.

#### Biennial Conference

The 2010 Biennial Project Archaeology Coordinators Conference was a great meeting of the minds in a spectacular location, Grand Canyon National Park. Project Archaeology (PA) Coordinators gathered to discuss the marketing of PA products, the development of a better website, and the refinement of the strategic plan. We had a great book discussion using, *Archaeology as a Tool for Civic Engagement*, an anthology edited by Barbara Little and Paul Shackel.



Coordinators enjoy a relaxing evening at Shoshone Point.

Joelle Clark, Arizona Project Archaeology coordinator, hosted the conference this year, and did an amazing job of showcasing her work in Flagstaff, AZ. Coordinators had the opportunity to hear Nikki Cooley speak about the Hogan, inside of a replica Hogan located on the Northern Arizona University campus. Nikki is a member of the Diné Nation and works with Joelle on many projects. Nikki and her family are also working with Project Archaeology on oral history for the Hogan Investigation. The coordinators visited the Museum of

Northern Arizona and saw the Hopi Footprints Exhibit, which showcases Hopi youth participation in the study and protection of archaeological sites.

### Annual Meeting

An enthusiastic group of Project Archaeology coordinators from Alaska, Arizona, California, Kentucky, Montana, Nevada, and Pennsylvania attended the Annual Project Archaeology meeting held in conjunction with the Society for American Archaeology conference in Sacramento, California on March 30, 2011. Attendees helped national office staff develop new marketing materials for workshops and materials, and helped plan a new framework for the Project Archaeology website. Joelle Clark, Helen Keremedjiev, and Crystal Alegria shared research results from recent projects and the group brainstormed applications for new projects and new research projects.



### Curriculum Development

Our curriculum development efforts continue to support *Project Archaeology: Investigating Shelter*, which was published in July 2009. A new regional shelter investigation, *Investigating a Kingsley Plantation Slave Cabin*, was completed through a partnership with the National Park Service and the Florida Public Archaeology Network. The investigation was distributed through three workshops sponsored by NPS and FPAN. Development work continued on *Investigating a Basin House* and *Investigating a Navajo Hogan* and *Investigating the Puzzle House Pueblo*. At the end of the year, nine regional shelter investigations were available in portable document file (pdf) format and six of these have online, interactive formats. In Alaska, the North Slope Burrough School District (NSBSD) funded a new shelter investi-

gation based on a sod iglu excavated in the 1990s and the first draft was completed by the end of the year. Thanks to the NSBCD, *Project Archaeology: Investigating Shelter* and the new investigation will become an important part of the curriculum in the Barrow region.

Project Archaeology staff continued working on the draft of our second curriculum in the new series, *Project Archaeology: Investigating Food and Culture*. The curriculum will be piloted and evaluated during the 2011-2012 academic year. The project is supported in part by a grant from the Archaeological Institute of America.

### Place-Based Education

Our new place-based curriculum *Changing Land, Changing Life: Archaeology in the Absáalooke Homeland* was piloted and evaluated in three Montana classrooms, one of which was on the Crow Reservation. The curriculum is based on the 2006 test excavations at the Absaroka Agency near Absarokee, Montana, and allows students to examine archaeological data from the site and draw conclusions about how Absáalooke (Crow) culture changed during the late 1800s as they shifted from hunting and gathering to reservation life. Crystal Alegria, our Montana Coordinator, and Shane Doyle, educator and member of the Crow Nation, collaboratively led the project. Shane and Kathy Francisco, our Special Projects Coordinator, interviewed students in each of the three classrooms about their learning. Evaluation data was used to revise the curriculum, which will be used in draft form until data from the 2011 excavations at the Absaroka Agency can be incorporated into the curriculum guide.

#### **Changing Land, Changing Life: Investigating Archaeology in the Absáalooke Homeland** A Curriculum Guide



Cover of the new place-based curriculum on the Absaroka Agency in Montana.

Changing Land: Changing Life Draft October 2011 © Project Archaeology/MSU

*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



In July 2011, Project Archaeology invited volunteers to participate in the excavations at Absaroka Agency. Over a three-day period, fifteen volunteers from across the state came to learn more about archaeology, Crow history, and the site of the second Crow agency. All volunteers were required to attend a three-hour training session before participating in excavations; Project Archaeology educational materials were the foundation of the training. Reflecting on his/her experience, one volunteer stated, "I loved every minute of it. I would do it over in a heart beat." Brad Robinson of the Montana Nonprofit Association stated, "I work with over 600 organizations across the state and very few do a first program as well as you have done this; you are to be commended for the effort and final product." The project will include telephone interviews with some of the participants approximately 6-8 months after the field experience. Interview questions will be designed to discover what participants remember about the experience, what they have told their friends and family about Absaroka Agency, and what they have learned about archaeology and Crow history since leaving the field project.



Since 2008, Project Archaeology staff have worked with Brenda Shirts, BLM Dakota Zone archaeologist, and the Old Fort Meade Museum to develop a curriculum and professional development program for historic Fort Meade and the surrounding BLM Fort Meade Recreation Area in South Dakota. The curriculum, *Investigating Fort Meade*, is geared towards 3-5 grade students and uses social studies, science, art, and literacy to teach students the history and architecture of Fort Meade. In

## 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 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.

2011, Project Archaeology hosted one professional development workshop at the Old Fort Meade Museum for area teachers using the *Investigating Fort Meade* curriculum. One more workshop is planned for June 5, 2012 to complete the project. Teachers attend the day-long workshop located in the Old Fort Meade Museum and out on the BLM Recreation Area. They are immersed in the history of Fort Meade and learn how to bring that history into their classrooms. The curriculum will be available through the Project Archaeology Web site.

### Project Archaeology Online

The Utah Museum of Natural History (UMNH), the University of Utah, and the National Project Archaeology office offered two online Project Archaeology courses for

*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**

teachers beginning in October 2010 and January and March of 2011 respectively. *Project Archaeology: Investigating Shelter* formed the basis of the courses and students chose their own shelter investigation for study from the online database.

Madlyn Runburg, education director at UMNH, 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.

### Youth Engagement and Employment

In 2011, a total of 32 youths (age 16-25) in six states assisted with Project Archaeology programs. Most of these youths (27) volunteered their time, while five were employed part time. At the national level, two Montana State University (MSU) students assisted with many aspects of the program including curriculum development, marketing, research, and planning, thus gaining valuable work and educational experiences.

## Special Projects

### Project Archaeology Leadership Academy

Project Archaeology conducted a Leadership Academy (June 20-24, 2011) for social studies and science teachers from throughout the 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. The sixteen 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 - eight states were represented - with the intention of teaching the curriculum to their peers through workshops, online courses, institutes, or job-embedded mentoring. Freda Miller and Ryan Boettcher used Project Archaeology for their summer school sessions and brought ten students to the Absarokee Agency excavation project to see archaeology in action. Nancy Ely piloted the newest draft of *Project Archaeology: Investigating Food and Culture* in her sixth grade classroom in Alameda, CA. Deanna Thornhill and Marilyn Griggs worked with Cataldo Mission to establish a new venue for Project Archaeology workshops in Northern Idaho.

The Leadership Academy was designed to establish a

national network of master teachers to deliver Project Archaeology materials and professional development to educators. The 2011 Academy was rich with discussions, field trips, guest speakers, hands-on activities, and demonstrations. The Third Annual Project Archaeology Leadership Academy is scheduled for June 25-29, 2012 and will be funded through a BLM Challenge Cost Share grant.



Leadership Academy participants hiked to the top of the Madison Buffalo Jump on the summer solstice.

### 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. The team shared research results with archaeologists at the 2011 Annual Society for American Archaeology Conference in Sacramento, California.

## State Highlights

Several of our state and regional programs have offered field schools for teachers in conjunction with Project Archaeology workshops. The Missouri and Montana programs offered field schools in 2010 and 2011 at Fort Osage and Virginia City, respectively. In 2010, the Chesapeake Re-

gional Project Archaeology program included a one-day field experience at the Jefferson-Patterson Archaeological Park and Museum. In 2011, Project Archaeology materials were featured in *Exploring the Past: Archaeology of the Upper Mississippi River Region* hosted by the Mississippi Valley Archaeological Center in Wisconsin and will be included in the 2012 Institute funded by the National Endowment for the Humanities. Participating



Teachers learn to screen for artifacts at the Smith's St. Leonard Site following a Project Archaeology workshop at the National Museum of Natural History, at the Smithsonian Institution.

teachers report that the experience enabled them to better explain archaeological processes to their students.

The Kansas Project Archaeology program published the second thematic unit in their series of state specific Project Archaeology materials. In 2011, *The Archaeology of Early Agriculture in Kansas* was distributed to teachers and students throughout the state. Virginia Wulfkuhle, Kansas coordinator, and Nathan McAllister, Project Archaeology Master Instructor, conducted a workshop for teachers using *Project Archaeology: Investigating Shelter*, *The Archaeology of Early Agriculture in Kansas*, and the first unit in the Kansas series, *Migration of the Pueblo People to El Cuarteletejo*.

## Grants and Contributions

Project Archaeology received one grant in 2011 from the Montana Department of Transportation (\$2,000) for the Asalooke Agency volunteer project. Individuals contributed \$515 through the silent auction at the 2010 Biennial Conference. Proceeds will be used for scholarships for attendance at the 2012 Biennial Conference.

## Cumulative Program Accomplishments 1990 – 2011

Since the inception of Project Archaeology in 1990, a total of 10,285 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 10,000 copies of *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. All together, these materials reach untold numbers of students, teachers, and members of the public. Since 2005, almost 200 draft copies and 1,500 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
- Montana State University
- Archaeological Institute of America
- 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

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



North Slope Burrough School District (AK), Alameda School District (CA), Kumeyaay Ipai Interpretive Center and the San Luis Rey Band of Mission Indians (SO CA), NPS Timucuan Ecological and Historic Preserve (FL), Herbert Hoover Presidential Library (IA), Kansas Department of Education (KS), Kentucky Organization of Professional Archaeologists (KY), Historic Lontontown and Gardens (MD), Jackson County Parks (MO), BLM Montana/Dakotas (MT), BLM Nevada and the Carson City School District (NV), North Carolina Archaeological Society (NC), The Friends of Moccasin Bend and NPS (TN), and the Bighorn County School District (WY).

## 2011 Highlights

- Conducted the second Project Archaeology Leadership Academy; sixteen master teachers returned home to offer professional development to their peers for the next five years.
- Continued the Absaroka 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 for sixteen educators.
- Our informal audiences continue to expand; we completed research on new ways to serve them through a grant from the National Science Foundation.
- Developed, conducted, and evaluated the Absaroka Agency Volunteer Project.

## 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

**Vermont**—Turning Points in American History

**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; Michael Neeley, Program Advisor; Megg Heath, Program Advisor; Derrick Baldwin, Web Administrator; Wayne Rice, Graphics Designer; Lawson Moorman, 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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Project Archaeology is a joint program of  
Montana State University and  
the Bureau of Land Management.

**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	Teachers receiving info	K-12 receiving instruction	non K-12 students receiving instruction	Federal Contrib	Other Contrib	Volunteer hours
AK	0	0	0	0	0	0	0	0	0	\$7,640	0
AZ	3	22	0	0	21	6	125	0	\$0	\$3,300	200
NO CA	0	0	0	0	0	0	65	0	\$0	\$0	0
SO CA	3	70	0	0	0	0	537	2186	\$0	\$125	200
FL	9	89	1	13	37	1169	1344	0	\$2,500	\$0	0
IA	3	55	0	0	0	0	373	20	\$4,139	\$9,882	0
KS	2	23	2	4	36	71	1019	0	\$7,615	\$666	132
KY	2	18	0	0	0	46	1858	54	\$59,000	\$1,700	100
MD/DC/VA	1	15	0	0	292	600	380	0	\$360	\$1,425	890
MO	3	20	2	12	0	20	450	0	\$0	\$330	150
MT	9	154	0	0	0	720	0	0	\$0	\$0	0
NC	6	50	0	1	0	10	206	25	\$0	\$6,650	50
NH	1	10	0	0	0	25	0	0	\$0	\$0	0
NV	1	37	0	0	0	60	32	0	\$1,602	\$0	84
OR	0	0	0	0	0	5	40	0	\$0	\$0	0
PA	1	17	0	0	0	0	80	17	\$0	\$0	36
TN	3	34	0	0	80	80	288	0	\$0	\$0	5
WI	1	24	0	0	0	8	0	0	\$0	\$1,560	0
WY	2	64	0	3	0	0	113	0	\$1,600	\$0	0
National	2	16	1	16	0	200	60	0	\$76,000	\$2,000	1256
Total	52	718	6	49	466	3020	6970	2302	\$152,816	\$35,278	3103



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

STATE	Totals For All Years 1990-2011										
	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	398	0	398	455	2	29	12	43
AK	104	0	104	77	0	77	181	6	6	2	14
AZ	12	0	12	259	22	281	293	2	22	6	30
CA	71	0	71	372	70	442	513	5	15	77	97
CO	31	0	31	396	0	396	427	2	16	8	26
DC/MD/VA	22	0	22	46	15	61	83	1	3	2	6
FL	14	30	44	323	89	412	456	2	19	14	35
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	80	55	135	159	1	4	6	11
KS	4	1	5	67	20	87	92	1	5	0	6
KY	12	0	12	206	18	224	236	1	13	6	20
MS	12	0	12	146	0	146	158	2	11	6	19
MO	43	0	43	122	20	142	185	5	9	2	16
MT	7	0	7	331	154	485	492	2	20	13	35
NV	19	0	19	166	37	203	222	2	9	1	12
NH	13	0	13	304	10	314	327	2	9	2	13
NM	19	0	19	429	0	429	448	3	15	4	22
NC	20	1	21	85	50	135	156	0	1	8	9
OR	11	0	11	281	0	281	292	0	8	8	16
PA	23	0	23	464	17	481	504	1	17	16	34
TN	17	0	17	1037	18	1055	1072	2	34	8	44
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	635	24	659	659	0	2	18	20
WY	24	0	24	217	64	281	305	1	9	6	16
ASOR	0	0	0	70	0	70	70	0	1	1	2
National	45	16	61	397	16	413	474	4	3	15	22
Total All States	767	48	815	8771	699	9470	10285	55	338	254	647

# Project Archaeology Wins Secretary of the Interior's Partners in Conservation Award



Left to right: Mike Pool, BLM Associate Director; Trevor Needham, BLM Partnerships Coordinator; Jeanne Moe, BLM National Project Archaeology Lead; Ken Salazar, Secretary of the Interior; Crystal Alegria, Project Archaeology Coordinator; Robert Towne, BLM National Landscape Conservation System, Deputy Director



Sharing the award with the Project Archaeology Leadership Team, the MSU Department of Sociology and Anthropology, and the MSU Department of Education. Left to right: Kathy Francisco, Lynn Alex, Crystal Alegria, Scott Myers, Joelle Clark, Gail Lundeen, Ranel Capron, Virginia Wulfkuhle, Jeanne Moe, Gwynn Henderson, Maureen Malloy, Jayne Downey, Sarah Miller, Michael Brody, and Victoria Bochniak

Since its inception in 1990, Project Archaeology has provided high-quality heritage education materials to more than 10,000 teachers. Those educators reach an estimated 210,000 students each year with archaeology education lessons which emphasize stewardship of our shared cultural heritage. Partnerships with state and regional sponsors are critical to effective distribution of Project Archaeology educational materials.

Seventeen organizations that have achieved exemplary conservation results with community engagement and local partnerships were honored at a ceremony in Washington, D.C. The awards recognized more than 500 individuals from all 50 states and included representatives from Tribes, local communities and states, other Federal agencies, business and industry,

nonprofit institutions, and private landowners. The awards also included 150 outstanding Interior employees who are helping to advance important conservation initiatives.

These awards recognize partnerships that use innovation and collaboration to promote conservation, initiate large landscape projects, and protect natural and

cultural resources through diverse stakeholder and youth engagement. A national panel assembled by the Department of the Interior selected the award winners from a large pool of nominees. Winners were chosen for their exceptional contributions to conservation and management of the public lands.