



Society for American Archaeology: Committee on Public Education

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PUBLIC EDUCATION AND ARCHAEOLOGY--A PHILOSOPHICAL LOOK AT TAKING ACTION, by Phyllis Messenger, Director of Outreach, Institute of International Studies, University of Minnesota

The philosophy of the SAA's Public Education Committee is fairly simple. We want to proactively promote and support efforts that engage broad segments of the public in the who, what, when, where, why, and how of archaeology.

The physical remains of the past are being destroyed at an alarming rate, by looting and development, among other causes. Archaeology and things from the past are fascinating and romantic to a broad segment of the population--both children and adults--yet much archaeological research never reaches the public. Many people find little reason to concern themselves with archaeology, or grumble about others (i.e., archaeologists) "getting the goodies" first. Without a strong base of public support for careful research, preservation of sites, and prosecution of site looters and vandals, there is little reason to be optimistic about saving the past for the future.

These conditions are a backdrop for the dramatic rise in calls for public participation in preservation activities and for public education programs. Many pages of wonderful ideas came out of the SAA's anti-looting working conference in Taos. Many of the proposals had big goals and correspondingly big price tags. Most were based on the idea that a long-range public education campaign targeted toward a broad range of special interest groups is needed, resembling those which have driven the success of the environmental movement. Taos participants proposed and described all sorts of small segments of such a campaign.

Out of the Taos crucible and ensuing meetings and long-distance discussions came a sense of urgency to take action; to begin with at least small steps before the momentum was lost waiting for someone to find funds or develop the infrastructure that seemed necessary to accomplish our lofty goals. The energy and good will necessary to make bold proposals were backed by the faith that progress would be made toward those goals if only we could mobilize, promoting and building on the good things already being done by individuals.

Note: Thanks to Carol Ellick for our newsletter's masthead design.

Thus was born the SAA Public Education Committee. The initial goals and action items are meant to define the first few preliminary steps. We want to create a network that links individuals and organizations in various stages of public education programs and dialogues with their communities. We want to promote good examples of school curricula and help develop materials where there is a need. This includes developing and sustaining training and support programs linking archaeologists and teachers. It also includes encouraging archaeologists to reflect on what it is they think the public should know about the past and the study of it, to communicate effectively with interested and affected people, and to learn from others' perspectives on the past.

It may be that archaeologists will need to redirect some of the energy they expend on public contact. While classroom visits and lectures to the local Kiwanis Club are valuable, they may reach only a few hundred people each year. At the same time, the "full calendar" syndrome may lead to the feeling that we are reaching all we can. It may be that for many archaeologists, focusing on teacher training and ways to encourage the incorporation of archaeology into various aspects of the curriculum may be a more effective way to reach a much wider and more receptive audience. Communicating with special interest groups by working directly with their organizations or publishing in their newsletters and magazines will also reach a broad audience.

Making better use of concentrations of archaeologists when they are publicly gathered is another way to reach the public more effectively. Thus, public programming is being added to the SAA annual meeting, and there is an infusion of more sessions and resources for archaeologists on communicating with nonprofessionals.

We believe that good stewardship of the past includes sharing knowledge of the past as well as sharing an understanding of how that knowledge is gained and why it might be important to us today. To do this effectively, we know we need to be in partnership with experts and practitioners in a variety of professions--those who communicate well, those who teach well, and those who understand the many ways and the many settings in which individuals learn.

We want to move away from being the keepers of the holy grail of archaeology, to being the catalysts who facilitate a whole range of appropriate interactions with archaeology, and more importantly, with the past.

There you have a somewhat "warm and fuzzy" look at the philosophy behind the public education committee. The subcommittee reports in this and following newsletters will show the incremental steps being taken on a number of fronts to move toward our goals. It is exciting to be a part of a team that shares a vision, yet brings such a rich assortment of individual talents, styles, and experiences to the effort. There are times when we feel frustrated because we want to move faster, but are stymied by geographic distances, pressures from our "real" or "other" jobs, or lack of funds. We sometimes wonder if our word-of-mouth and newsletter networking will ever find just the right person to take on a certain task or responsibility. Then an unexpected opportunity arises or an energetic person involved in an especially exciting program contacts us, and we realize we are making progress. Each person's efforts and insights do make a difference.

TAKE PRIDE IN AMERICA RECOGNIZES 2 GROUPS FOR ARCHAEOLOGICAL ACTIVITIES, by Trudy Harlow, Director of Communications, Take Pride in America

On September 18, 1990, nearly 1500 Take Pride in America National Awards Program participants and friends of the campaign gathered on the National Mall to recognize 89 National Winners for their contributions to public resource stewardship during 1989.

Hosted by Interior Secretary Manuel Lujan, the ceremony was emceed by NBC news correspondent Douglas Kiker. TPI national spokeswoman Linda Evans assisted Secretary Lujan in presenting the awards.

Among the honorees were two groups being recognized for an archaeological intervention in the State of Florida. Mad Dog Design and Construction Company, Inc., based in Tallahassee, Florida, has demonstrated recently a firm commitment to responsible development. While working on a building complex on the grounds of the Governor Martin Estate, the last privately owned governor's estate in Florida, a

WHAT'S NEW

member of the construction crew uncovered pot shards during a routine excavation. The company's president, Chuck Mitchell, ordered all work halted and called in a state archaeologist to evaluate the find. After months of investigation, it was discovered that the site was an important historical strike--Hernando de Soto's first winter encampment. It became obvious that the location should be preserved as an underdeveloped historic park, but it was a major hurdle for Mitchell to find a way to finance such a project. Mitchell assembled an alliance of public agencies, private businesses, media and hundreds of local citizens. After intense negotiations and with the cooperation of the State of Florida, the five-acre site has been preserved as an interpretive park, along with the Martin House, a museum where the 25,000 excavated artifacts are being stored.

The Trust for Public Land (TPL) shares with similar nonprofit conservation groups a concern for clean water and air and for the preservation of wildlife and open spaces. Neither a membership or advocacy organization, this national organization purchases land and places it into protective ownership; offers tax benefits to property owners willing to sell or donate land to TPL; and, then resells these sites to public agencies or community conservation groups for permanent protection. The Southeast Regional Office of the TPL acquired the tract of land being developed by Mad Dog Design and Construction Company. TPL has been successful by adhering to a conservation philosophy that includes not only the preservation of rural and urban open spaces, but one that also attempts to incorporate these open spaces into resources that may be used and enjoyed by the public.

Supported by a dedicated partnership of 12 federal agencies, 48 states and many private sector organizations, Take Pride in America annually sponsors a national awards ceremony to recognize those who have made outstanding contributions to protecting and enhancing public lands and natural and cultural resources. Those wishing more information on this public awareness and education campaign should write Take Pride in America, Post Office Box 1339, Jessup, MD 20794-1339.

LISTING OF EDUCATION IN Archaeological PROGRAMS: LEAP CLEARINGHOUSE, by Patricia Knoll, National Park Service, Archaeological Assistance Division

The Archaeological Assistance Division of the National Park Service has recently published a catalogue, Listing of Education in Archaeological Programs: The LEAP Clearinghouse, 1987-1989 Summary Report. It contains information incorporated between 1987 and 1989 into the National Park Service's LEAP computerized database. The Clearinghouse is a listing of federal, state, local, and private projects promoting positive public awareness of American archaeology.

The LEAP database is based on information provided by resource managers from 13 federal agencies. The data from these agencies and 70 additional state and local governments, academic institutions, museums, societies, private foundations, and companies have resulted in approximately 1,200 individual entries of various products used in public education activities.

The LEAP Clearinghouse categorizes the products as adult education, articles, audiotapes, brochures, ceremonies/dedications/commemorations, classroom presentations, community outreach, exhibits, films, newspaper articles, popular publications, posters, press releases, school curricula (elementary, middle, secondary), public service announcements, radio spots/interviews, slide presentations, television spots/interviews/programs, tours, videotapes, and volunteer involvement.

The catalogue is based on product descriptions listed by their general programs, e.g., school education programs, community outreach. Under each product, a sponsoring agency or organization, contact person, and summary are listed by the state in which the archaeology project/program occurred. Cross-referenced indices point to products by detailed categories, sponsoring agencies, or projects/programs.

Updates will be produced either as updated reports or as supplemental inserts on a schedule commensurate with the level of new information received, preferably on a yearly basis.

The LEAP Clearinghouse is intended as a reference for federal, tribal, state, and local agencies, museums, societies, educational organizations, tourism bureaus, and individual archeologists seeking information on existing projects, programs, and products to increase public awareness of archaeology. Information may be submitted by any of the above that have promoted an archaeological project or program to the public.

The LEAP summary report is available for sale from the Superintendent of Documents, Government Printing Office, Washington DC 20402-9325 (Stock No. 024-005-01075-1, \$13.00). Requests for Clearinghouse forms should be directed to the LEAP Coordinator, Archaeological Assistance Division, National Park Service, PO Box 37127, Washington DC 20013-7127, 202-343-4101.

PAPERS SOUGHT FOR VOLUME ON PUBLIC INTERPRETATION OF Archaeological SITES, by John Jameson, National Park Service, Atlanta

Although there have been numerous public programs and exhibits that have met some level of success in effectively dealing with the issues of public interpretation of archaeological data, many have fallen short in the realm of education and communication. The situation reflects inherent differences in perspective between technically oriented archeologists, and exhibit planners and program designers, who share a desire to communicate with the public, but also strive to provide an uncomplicated, educational, yet entertaining program.

The Interagency Archaeological Services Division, National Park Service, Atlanta (IAS), is soliciting contributed papers for inclusion in the upcoming NPS publication

to be entitled: *Digging for the Truth: The Public Interpretation of Archaeological Sites*. The publication will focus on the peculiar problems associated with the interpretation of technical archaeological information, and will present a broad diversity of situations and experiences related to problems encountered and suggestions for resolution of the problems.



This publication is an opportunity for input and expression among persons with divergent backgrounds and perspectives who have had to deal with the challenges of presenting archaeological information to the general public. In addition to archeologists, presentations will be given by journalists, interpreters, historians, and others. Besides the contributed papers, this publication will contain a number of articles generated as the result of two national symposia on the theme of public interpretation: a concurrent session at the 1990 National Interpreters Workshop; and a symposium at the 1991 Society for American Archaeology Meetings. Articles are sought that, as a group, will reflect the wide diversity of backgrounds and experiences of persons involved in the public interpretation of archaeological information.

Starting December 3, 1990, and ending May 31, 1991, IAS will accept draft manuscripts with abstracts for consideration for the volume. Prospective authors should contact the volume coordinator and editor, John H. Jameson, Jr., of IAS, at (404) 331-2630, or by mail at: Interagency Archaeological Services Division, National Park Service, 75 Spring Street, S.W., Atlanta, Georgia 30303.

INTRIGUE OF THE PAST: INVESTIGATING ARCHAEOLOGY, by Shelley Smith, Bureau of Land Management, Salt Lake District Office

Intrigue of the Past: Investigating Archaeology is a curriculum for the fourth through seventh grades. The Utah Interagency Task Force on Cultural Resources sponsored development of the curriculum as part of its cooperative effort to reduce site vandalism. The Task Force is comprised of the Utah divisions of the Bureau of Land Management (BLM), U.S. Forest Service, National Park Service, and the State of Utah. BLM has lead responsibility for the project.

The goal of the program is to instill in school children an understanding of, and appreciation for cultural resources and their preservation. Consequently, the

curriculum must appeal to all teachers, not only those with an interest in archaeology. Teachers already have many demands on their time and energies, and to successfully compete for time in their classrooms, archaeology must help teachers achieve their goals and requirements. Intrigue of the Past was designed to be "teacher friendly."

The curriculum development team consisted of Danielle Paterson, an educator; Jeanne Moe, an archaeologist who has also earned a teaching certificate; and Shelly Smith, archaeologist and project director. Teachers, educators, and American Indians provided input and review during development. The curriculum is organized into three teaching units, comprised of 28 lessons. The lessons, along with quizzes, worksheets, and illustrations, are compiled in a loose-leaf notebook, which teachers receive by attending a workshop. Recertification is earned by attending the workshop; additionally, teachers can receive further credit by formally pilot-testing the curriculum in their classrooms.

Characteristics of the Intrigue of the Past program:

- ▶ a variety of teaching and learning styles
- ▶ correlated to the Utah State core curriculum requirements
- ▶ infused into standard curriculum
- ▶ American Indian perspective included
- ▶ hands-on activities using readily-available materials
- ▶ lesson plan format with clearly stated objectives
- ▶ flexible and adaptable lessons
- ▶ values development
- ▶ addresses current trends in education - scientific inquiry, cooperative learning, problem-solving, holistic thinking, citizenship skills

The curriculum project is entering its second phase of expanding to include the secondary grades. Results of the pilot testing and review of the 4th - 7th grade materials will be analyzed and the curriculum refined and readied for publication next summer. Another focus for the upcoming year's efforts will be developing an effective marketing strategy to assure that teachers use the curriculum.

A regular schedule of workshops around the state and a newsletter for workshop participants are anticipated means of sustaining the program. Additionally, a training program for workshop facilitators is planned. Further information can be obtained from Shelley Smith, 801-977-4357, or Jeanne Moe, 801-539-4286, at BLM, 2370 South 2300 West, Salt Lake City UT 84119.

THE DIMENSION OF PUBLIC SCHOOL EDUCATION IN THE FLORIDA "YEAR OF THE INDIAN '90" ARCHAEOLOGICAL PROJECT, by Charles E. Blanchard, Florida State Museum

The Bureau of Historic Preservation of the State of Florida, in 1989-90, cooperating with the Florida Museum of Natural History and with local historical and environmental education facilities in Lee County, Florida, funded an experiment in education entitled "Year of the Indian: Archaeology of the Calusa People."

A substantial portion of the special category grant was directed toward research and analysis associated with two major digs conducted by the Southwest Florida Project of the University of Florida, Dr. William H. Marquardt, Director, in the Fall of 1989 and Spring of 1990, in Lee County.

A modest 12-15 percent of the grant, or approximately \$30,000, was used to fund the introduction of self-sustaining curriculum units on prehistory to the primary and secondary public schools of Lee County, working in class visits to the digs as an added instructional dimension to those units.

The curriculum design strategies were developed over twelve years and on a much smaller scale in each individual classrooms in California, Connecticut, Massachusetts, and Nevada. The units included human, geologic, and environmental timelines

specifically tailored to the school's region, acknowledging that each region's ecology is intimately connected to its own prehistory.

Zooarchaeological, archaeobotanical, and soils research were explained in relation to our understanding of past and present environments, and were used as a bridge back to archaeology and its investigations of prehistoric and historic utilization of the environment.

Local prehistoric artifactual material was interpreted, compared, and contrasted with modern equivalents, followed by a carefully controlled "hands-on" examination by children and adults of the full range of cultural material generated by modern archaeological excavation.

Emphasis was maintained throughout on the vital point that "context" has now become the watchword of modern archaeological fieldwork, just as "analysis" has become the watchword of archaeology in the laboratory, and that simply to dig for ancient objects without bringing the front line of modern science in to scrutinize their context is to throw away most of the information about them. This method made the evils of pot hunting much more comprehensible to students and helped teachers to understand why "sand-box digs," and "backyard digs" and their like, engineered for children, are so often misleading and set such a bad example for them.

A form designed to help coordinate classroom studies with local, on-going archaeological projects and eliminate the "day off" effect often associated with field trips turned out to be particularly useful.

Hands-on kits, texts of the timelines, copies of a 14-minute Florida Museum of Natural History film entitled Archaeology in the Field/in the Lab, and a comprehensive slide program designed for unit review now reside with the school board for duplication and use by classes at all levels of interest and ability.

To date, the program has made its way through department heads, school representatives, in-service teacher workshops, to the classrooms themselves, and has directly impacted scores of teachers and over 3,000 children in 43 of the 58 public schools in Lee County.

This curriculum design is currently under review by District Eight (Oregon and Washington) of the United States Forest Service. Such an organization as the Forest Service, with its broad, multiregional access to archaeological and cultural and interpretive resources, is vital to wider, expeditious, quality implementation of these curriculum concepts.

CALENDAR OF EVENTS

Society for Historical Archaeology,
January 9-13, 1991, Richmond, Virginia.

Society for American Archaeology,
April 23-28, 1991, New Orleans,
Louisiana.

Canadian Archaeological Association,
May 8-11, 1991
St. John's, Newfoundland

Tentative-Colorado Archaeology for the
Classroom Teacher Workshop,
October 2 - 4, 1992, Florissant,

GENERAL INFORMATION

CALL FOR FINANCIAL SUPPORT

The first two issues of the **ARCHAEOLOGY AND PUBLIC EDUCATION NEWSLETTER** were subsidized by the Bureau of Reclamation. Unfortunately, this support can not continue.

The SAA has set aside a limited amount of money for the Public Education Committee. This money will not carry us very far in terms of reproduction and distribution of the **NEWSLETTER**. Thus, we ask you to reach into your pockets and make a

contribution to this very important effort. You may give whatever you feel is appropriate--all donations will be greatly appreciated. The funds you send will be used for the production and distribution of the NEWSLETTER.

In making your donation, not only will you be supporting the continuation of the NEWSLETTER, you will also let the SAA know what its priorities should be. Send your tax-deductible contribution to the Society for American Archaeology, Public Education Committee, 808 17th Street, NW, Suite 200, Washington, D.C. 20006.

WANTED !!!

The Public Education Committee needs to establish a formal North American network. We are searching for at least one individual from each state, province, and territory to represent the committee at the local level.

We envision the role of this individual as:

- ▶ organizing a small local team of archaeologists, teachers, and avocationalists to participate in archaeological conferences, teacher conventions, as well as avocational society meetings to disseminate information on archaeology in education efforts.
- ▶ compile a list of archaeologists, teachers, and avocationalists in the geographic region who are interested in archaeology in education and would like to receive materials.
- ▶ establish a list of archaeologists who would like to participate in a "speakers bureau" and "writers bureau."
- ▶ ensure the NEWSLETTER and other appropriate materials are distributed to interested individuals in the region.

This is a NON-PAID position, strictly voluntary. At this time there is not even funding to cover mailing or telephone costs, though we hope that in the not-too-distant-future, there will be a change of status for the latter two items. The only inducements we can offer

are, to quote a former ex-Governor of California, "there are no salary increases, but there are lots of psychic dollars to be earned."

If you would be interested in participating in this grand experiment, please call or write to Ed Friedman, (303) 236-9026, Bureau of Reclamation, Denver Federal Center, P.O. Box 25007, D-5530, Denver, Colorado 80225-0007.

LET'S MAKE SURE THE WORD IS SPREAD

Have you taken the time to examine the composition of the Mailing List? There are only 96 individuals of 551 who fess up to being teachers. We need to increase this group's representation and participation in the public education effort.

To accomplish this goal, please send in names of individuals who you think might be interested in "getting on the bandwagon." Contact Ed Friedman, Bureau of Reclamation, PO Box 25007, D-5530, Denver CO 80225-0007, (303) 236-9026.

Another suggestion: When you receive the NEWSLETTER, copy it, then go out and recruit teachers at your children's school. If you don't have children, go visit the nearest school. Encourage them to become Associate Members of the SAA.

Teachers should be encouraged to submit material to the NEWSLETTER, i.e. successful and unsuccessful classroom activities, anecdotes, cartoons, and new programs and materials. We are attempting to make this a resource for archaeologists as well as teachers, and we need their input.

Some additional statistics: as of last count, the 551 NEWSLETTER recipients represent all 50 states (including the District of Columbia), 6 provinces (Alberta, British Columbia, Newfoundland, Nova Scotia, Ontario, Saskatchewan), 2 territories (American Samoa and Puerto Rico), and 3 foreign countries (Argentina, England, and Mexico).

DEADLINES AND DUE DATES

We encourage each of you to submit material to the NEWSLETTER. We suggest that articles be restricted to no more than two pages. If more space is required,

divide the submittal into two logical sections and we will run them sequentially.

We have established this as a quarterly NEWSLETTER with issues in March, June, September, and December. Our goal is to have the issue in the mail by the 15th of the month. Based on this schedule, we need to have your material by the 1st of the preceding month (February, May, August, and November, respectively).

COMINGS AND GOINGS

Holly Reckord has moved from the National Geographic Society to the Bureau of Indian Affairs, Washington DC.

Please keep us informed of your whereabouts. We would like make sure that you continue to receive the NEWSLETTER and are kept involved and informed about the Public Education Committee efforts.

After this issue of the NEWSLETTER we will no longer include the Mailing List as part of each edition. Rather it will be sent out in No. 1 of each subsequent volume. We will make an effort to keep everyone updated through the Comings and Goings column, so if you change address or phone numbers, please let Ed Friedman know.

SUBCOMMITTEE NEWS

Educational Resource Forum Subcommittee (Formerly Marketplace Subcommittee, from KC Smith of the Museum of Florida History

The mandate in the Public Education Action Plan item 6 is to "institute a marketplace opportunity at the SAA for educational materials." Specifically, this was envisioned to be a space within the standard exhibitors' area for the presentation of displays and demonstrations, audio-visual items, and hands-on exposure to materials dealing with archaeology education, with educators as the primary target audience.

Because the intent of this venture is educational rather than commercial, and because the SAA routinely does feature a true "marketplace" at its meeting--specifically, exhibit space for book vendors and other producers of archaeological tools--It is proposed that the name of the Task Force's effort be changed to "Resource Forum." It is believed this more appropriately expresses our purpose, and hopefully will lessen any confusion on the part of participants who wish to show curriculum materials that may be available elsewhere for sale.

The Resource Forum will be designed to show the array of educational materials available to assist educators and professional archaeologists who wish to bring archaeology into the classroom. A list of potential exhibitors currently is being developed, and initial contact with these firms, producers, and agencies is being made. Both passive and active presence will be solicited; that is, exhibitors will be invited to demonstrate and discuss their products, or they simply may send examples with appropriate explanatory information. Every effort will be made to enliven this exhibit area with showings of films, videotapes, and computer demonstrations.

Public Session Subcommittee, from George Smith, National Park Service, Southeast Archaeological Center

The public session subcommittee has finalized the program for the 1991 SAA meetings in New Orleans. The session will be chaired by Bob McGimsey, with introductory remarks by SAA President, Jerry Sabloff, and Kathleen Byrd (State Archeologist, Louisiana). Papers will be presented by Jerry Milanich - Spanish and Native Peoples in the Southeast United States; Glen Doran - The Windover Site: 8,000 Year Old Burials from Florida A Delicate Balance; and Chris Goodwin - The Prehistory and History of New Orleans.

Plans for the student local essay contest are moving along. The contest, for 8th and 9th graders, focuses on protection of prehistoric and historic archaeological sites. Contest rules have been finalized and prizes selected. Archaeology magazine has agreed to donate 1-year subscriptions to the student winners.

Formal Education Subcommittee to Meet in Newark, Ohio, April 3-6, 1991, from Paul Hooge, Licking County Archaeological Society

The Formal Education Subcommittee will meet in Newark, Ohio, at the Center for Archaeological Research and Education on April 3-6, 1991. The meeting will provide an opportunity for subcommittee members to discuss the current state of education as it pertains to archaeology in grades K-12. The agenda for the meeting includes:

- 1) Establishing major educational priorities in archaeology for grades K-12.
- 2) Developing recommendations for a unified approach to teaching about archaeology.
- 3) The review and discussion of current educational materials and programs.
- 4) Discussion and recommendations pertaining to the development of teacher-tested archaeological source materials and curricula.
- 5) Discussion concerning the publication of the committee's findings.

Prior to the April meeting a questionnaire will be circulated to archaeologists and educators involved in teaching about archaeology in grades K-12. The purpose of this questionnaire will be to identify specific programs and materials currently being used in the field as well as those being developed for use later. The subcommittee will request a copy of materials that are available for review.

Anyone with questions or knowledge about currently available information on this topic may call subcommittee Co-Chair Paul Hooge at 614-366-1070, or Karolyn Smardz at 416-537-4049. Materials can be sent to LCALS, PO Box 271, Granville, Ohio 43023.

Archaeology for the Classroom, from Carol Ellick, Tucson, Arizona

In trying to select a usable classroom lesson for this issue, I was suddenly struck with the realization that simply supplying teachers with individual lessons without the content backing to support it is about as beneficial as looking at artifacts out of context.

Individual lessons have the potential of being fun, but having the ability to answer the questions raised in young minds is vitally important. This brings to bear the dilemma of where to look for supplemental information. Some published sources of archaeology for the classroom are on the market. Most of these are available purely on a local or regional basis. A few manuals have been published for general distribution. Some focus on archaeology as a topic, some teach local prehistory, while others offer the opportunity to develop higher level thinking skills. Regardless of their intent, referencing them for basic information and ideas is highly recommended. A list of sources of printed material will be included in future issues.

Archaeology. The word brings to mind visions of grand adventures, discovery of long lost civilizations and finds of riches and missing links. To most it means digging, but archaeology is more than a dig. In relation to the rest of the work done on an archaeology project, the time spent on the dig is relatively small.

The steps involved in following through with an archaeology project include the initial Research; find out what's been done before. Survey; walk the ground, look for artifacts and features and record what was located. Testing; a basic subsurface investigation to determine if what was found on the surface is consistent with what is buried underground. Mitigation; the dig. A complete excavation of the site, with extensive data recovery. Laboratory; processes artifacts for analysis, analyzes data. Writing; the report. Without this conclusion to a project, the information is lost forever. Excavating a site destroys it. There is no way to put all of the artifacts and dirt back the way it was. Reconstructing on paper helps retain the record.

Context. By accurately recording the locations of individual artifacts, features, and stratigraphic zones, patterns begin to be recognized. An artifact by itself

can only tell us about itself. If recorded in its undisturbed location (in situ) the artifact fits in as a piece of the whole puzzle. Tracing out these patterns gives us a glimpse at how people lived in the past.

In issue 1, "Story in a Bag" introduced students to the idea of collecting and recording primary data to reconstruct a picture. What is the person like who these items belong to? The exercise used familiar possessions to develop recording techniques in identification, description, and classification. The problem is that these artifacts were taken out of context. The rest of the information is still at home scattered throughout the house. How many bags could have described almost any boy or girl in the class? We only have part of the picture.

On a site, a grid is laid out so that information can be transferred to a map. Each item is plotted to show its relationship to the surrounding information. Removing an artifact from its provenance changes the story of what happened at that site. Hence, the problem with private collectors, pothunters and vandals.

Activity

Time - 20 - 30 minutes.

Materials - 15 - 20 artifacts or artifakes (modern replicas). These might include: 1 hammerstone, 1 core, several flakes, 1 projectile point, 1 grinding stone, 4 plain potsherds, 4 decorated potsherds, sea shells or other trade items. (Contact a local museum or archaeological contracting company for ideas.) Some artifacts should indicate trade; some need to be utilitarian. The other artifacts should be decorative.

Process - Step 1. Lay out a "site" on a flat surface that can be easily viewed by the students. Group similar items together to show different activity areas. For example, the stone tool making area will have the hammerstone, the core, flakes, and the projectile point. Next to the stone tool area might be a scatter of sherds, etc. Explain the artifacts and the idea of context to the students. Show how the artifact concentrations are patterns. Discuss the distances traveled to procure the trade items. Did the people make pottery or trade for it? How far was the ocean?

Step 2 Act out finding the site. State that you've always wanted to own some Indian arrowheads and

things and that they'd look great on your coffee table. Be selective in the artifacts you take. Pocket the arrowhead, painted pottery, and other "pretty" items, leaving the "plain" ones behind.

Step 3 - Ask students what happened to the site. How did the story change? What is the new picture on how people lived? Can we tell if they trade? Did they have the extra time to create "fancy" items? Did they hunt? The answer to these questions no longer exist. What do the pothunter and vandal do to the site?

Vocabulary:

Context - one artifact in association to the things around it.

Stratigraphy - layers of dirt, sediments.

Pothunter - a thief who destroys a site by removing artifacts.

Projectile point - hunting points; arrowheads, spearpoints.

In situ - in place, an exact undisturbed location.

Artifact - object made or changed by a person.

Feature - a built-in part of a site.

Provenance (or provenience) - an exact location.

Sherd (or shard) - a broken piece of pottery.