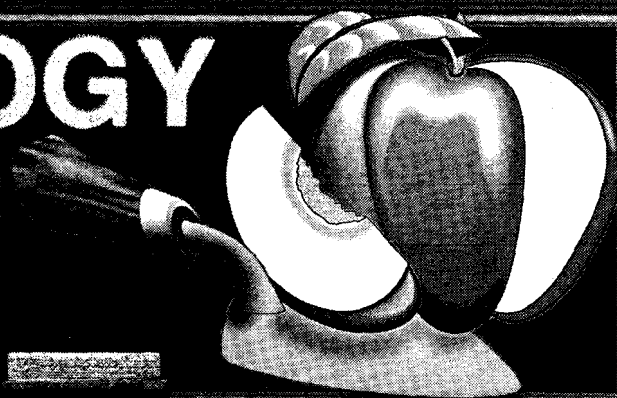


ARCHAEOLOGY AND PUBLIC EDUCATION



Society for American Archaeology, Public Education Committee

Vol. 6, No. 2, 1996

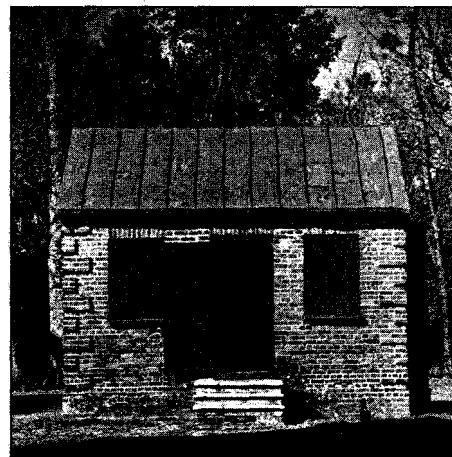
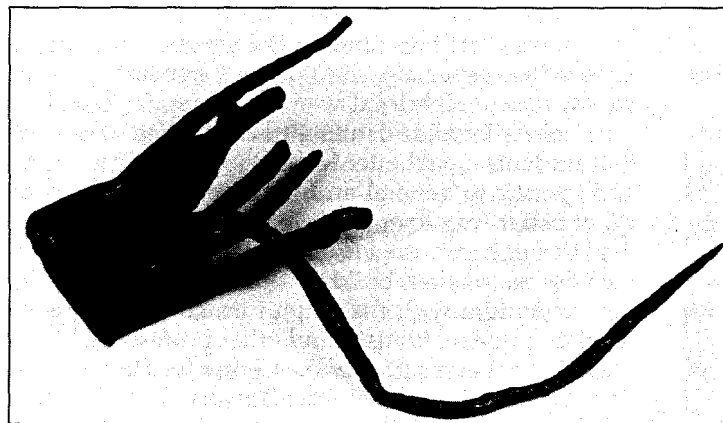


Heritage Education

An All-Inclusive Approach

"Heritage education focuses . . . attention on the actual evidence of our history and culture, such as the natural and built environment, material culture, practices, oral history, music, and folkways, then engages learners in an interactive exploration of this evidence.

— Heritage education advocate Kathleen Hunter



HERITAGE EDUCATION: TEACHING IN 2000

Caneta Hankins

Heritage education—using local cultural and historic resources as teaching tools—brings professionals from many disciplines and fields together in a common concern and endeavor. Archaeologists, architects, historians, anthropologists, museologists, folklorists, and geographers frequently contribute their talent, skills, and time to projects that engage and enlighten an audience of teachers and students.

Alternatively referred to as nearby history, preservation education, or local history education, heritage education includes a variety of studies and activities focusing on community and family history, cemeteries, documents, photographs, objects, historic sites, and architecture. The use of local resources to teach required subjects in all core areas (social studies, science, math, art, and language arts) is certainly not a new phenomenon in the United States or in other countries, but it is one that is gaining momentum and validation in all regions.

Accountability of programming in agencies and organizations is well served by the positive publicity and outside funding opportunities for projects that involve cooperative efforts with schools. In addition, the responsibility of contributing to the multidisciplinary training of students is a serious consideration for many professionals. Including hands-on training in classrooms more likely engenders a respect for the conservation, wise use, and protection of cultural resources in future generations. This possibility becomes a universal goal for men and women whose careers are bound to these resources.

One example of an effective national program is "Learning by Design." Sponsored by the American Institute of Architects (AIA), the focus is environmental education. Participating AIA members, operating from chapters in almost every state, are concerned with achieving and preserving

quality in the historic and modern environment. They firmly adhere to the tenet that an informed and aware citizenry makes better choices. Participating architects view their in-class efforts in local schools as an ongoing and lasting professional contribution and obligation. *The Sourcebook*, a compilation of cross-disciplinary teaching materials for all grade levels, includes activities on earth resources, design, heritage, natural laws, structures, technology, and communities.

Projects recently showcased in issues of *Archaeology and Public Education* reinforce the assertion of Mike Parker Pearson, lecturer in archaeology at the University of Sheffield, England, that "archaeological education is growing fast in the profession." He explains that "open days" at digs encourage school groups to attend and view work in progress. Such events allow site control and do not impose too much on the often-limited time constraints of project deadlines. More archaeologists and their organizations, he notes, "are becoming very sophisticated in their educational and presentational elements."

This statement applies not only to archaeologists, but also to museum and historical society educators and interpreters, public historians, and preservationists who, more than in previous decades, are approaching educational opportunities with an eye toward complementing and supplementing the required curriculum. Partnerships between professional groups and teachers and schools will continue to grow as the mutual rewards are discovered and reinforced year after year. Accepting the premise that education is a collective responsibility of society leads to cooperative efforts with schools in K-12 and in college-level training and teacher preparation courses.

Courses that traditionally train elementary and secondary teachers especially should focus on nearby sites and the variety of accessible local resources as a springboard for state, regional, national, and international studies. It has been said that students learn better when they move from the familiar and specific to general and broader concepts and themes. What better way to engender stewardship of our resources than through informed teachers who consistently introduce the wise use of sites, buildings, documents, and objects into the curriculum with the help of trained architects, archaeologists, preservationists, and other professionals?

This has been a goal of the Center for Historic Preservation at Middle Tennessee State University since it was established in 1985. With concepts and practical materials initially developed during a 10-state heritage education project funded by the National Endowment for the Humanities (the

ON THE COVER

Top: The cemetery is a resource that can be used productively for teaching activities in math, science, and art, including tombstone rubbings. Courtesy of Caneta Hankins. Lower left: A twisted piece of metal revealed important and unexpected information about the technology used at the 17th-century ironworks in Saugus, Massachusetts. Courtesy of the National Register of Historic Places. Lower left: Among the structures at Drayton Hall in Charleston, S.C., is a brick privy, circa 1740s. Courtesy of the National Trust for Historic Preservation.



Top left: Students learn to "read buildings" and sketch architectural elements on Main Street. Top right: Historic family-owned farms are living history museums of art, architecture, and material culture. Lower left: A farm stream becomes an outdoor laboratory as students test the water and soil, and collect plant and animal life. Lower right: Students have math class on a farm as they solve problems related to fencing. Photos courtesy of Caneta Hankins.



Mid-South Humanities Project, 1978–1983), the center has consistently provided teacher-training workshops and a variety of widely disseminated teaching materials. The center's cooperative efforts at local, state, national, and international levels have promoted the effectiveness and accessibility of community resources for teaching.

As state and local school systems review, plan, and implement the Goals 2000: Educate America Act, signed into law by President Clinton in March 1994, an accountable and collaborative approach to education is mandated. Essentially, Goals 2000 reaffirms that the responsibility for education lies in state and local school systems. A basic objective is to accomplish education reform by creating broad-based cooperative partnerships in the community among teachers, students, business people, professionals, workers from all occupations, retired citizens, other residents, and state and local government.

The National Council for History Standards, published by the National Center for History in the School in 1994, challenges educators at all levels and professionals, particularly in the humanities and social sciences, to respond to the need for critical assessment and marked advancement in the teach-

ing of history. Those individuals and organizations entrusted with the identification, documentation, conservation, protection, and interpretation of our cultural and historical resources should lead the way in planning and launching programs and activities that begin to build in the "in-school generation" a strong conservation ethic. It is likely the best investment in time and money that we can make for the future of these resources.

As American society, with all its diversity, moves into the 21st century, the methods and means of education may become a whirlpool that overwhelms teachers, students, parents, and their respective communities. Our historic environment and resources, both above and below ground, are elements of stabilization and continuity in our rural areas, towns, and cities. To protect them from the vortex of change and to ensure that they remain enduring sources of learning will require a commitment to education that excludes no one.

For additional information, contact Caneta Hankins, projects coordinator, Center for Historic Preservation, Vaughn House, Box 80, Middle Tennessee State University, Murfreesboro, TN 37132; (615) 898-2948, 898-5614 fax.

So, You're Still Not Sure About Archaeology And Eighth Graders?

Both are part of heritage education

Meggett B. Lavin

Despite its cumbersome and sometimes controversial name, heritage education has been a successful method of teaching for classroom and community educators for more than 25 years.¹ While the approach has yet to be standardized in the field of education, museums, historic sites, historical societies, nature centers, and other community resources are working with schools at local and state levels to make collections and programs a vital part of the precollegiate curriculum.

For archaeologists interested in forging mutually beneficial partnerships between school and community resources, the task is easy to achieve. Existing curriculum frameworks already provide a solid foundation and sound pedagogical fit in many areas of the K-12 agenda. In a 1993 publication on community-school partnerships in heritage education, the National Trust for Historic Preservation found significant uniformity in objectives across the country, although between state and communities some differences do exist. At each grade level, the curriculum is intended to:

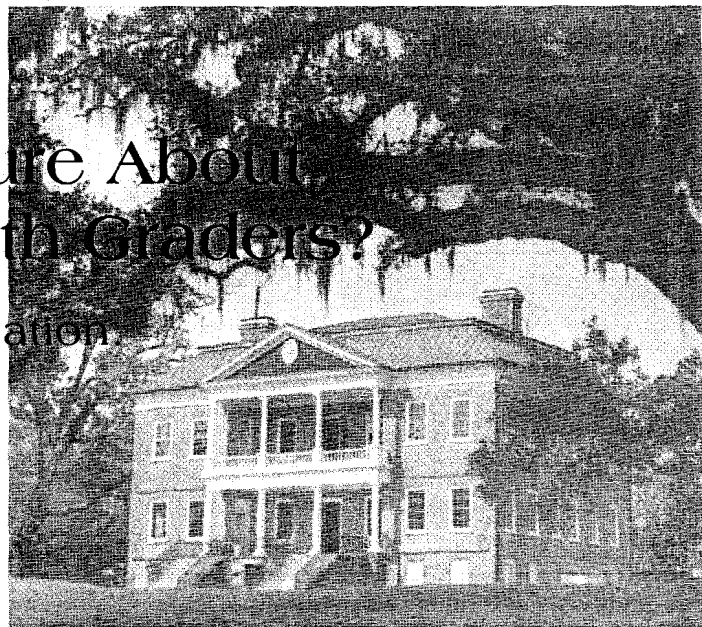
- expand students' knowledge in core subject areas such as history, geography, literature, mathematics, and science;
- strengthen basic skills such as reading, writing, and mathematics;
- develop higher order thinking skills such as research, investigation, analysis, and interpretation; and
- reinforce responsible civic values and habits for the community's heritage and environment and an attitude of community responsibility.²

In Charleston, S.C., the social studies curriculum includes the following recommendations:

- Students need experiential learning through fieldwork. Extended classroom experiences allow students to study the built and natural environments as well as learn from museums, galleries, and other educational sites.
- Dependence on textbooks appears inversely related to the development of higher order thinking skills.
- Student projects that result from the investigation of real problems are the best measure of student achievement.³

Effective Applications

Archaeologists readily can see how the purpose and methodology of their work, especially its use of multiple disciplines, would have immediate applications to these guidelines. Add to this the general mystique of archaeology, the thrill of learning outside the classroom, permission to get



Drayton Hall, administered by the National Trust for Historic Preservation, was constructed between 1738-1742. Photos courtesy of Drayton Hall

dirty, a touchable study collection, a *real* archaeologist, and the bridge is almost built.

For all heritage educators, the critical underpinning for any school partnership is a coordinated effort to work with curriculum supervisors at county and state levels to identify exactly where information and programs are needed, and most importantly, to help to determine ways to work with teachers to meet classroom objectives, not add to them. This saves time, energy, and money for everyone, especially teachers. The goal is to be essential to the curriculum, not gilding.

Programs at Drayton Hall

At Drayton Hall, a National Trust historic site in Charleston, we have worked to meet the needs of both classroom education and public history since 1981. Although known for its outstanding and remarkably preserved Georgian-Palladian architecture, Drayton Hall—with its archaeology, material culture, built and natural landscapes, oral history, and documentary research—provides an opportunity to interpret nearly 300 years of plantation life and work in the South Carolina low country. Sharing the interdisciplinary “lessons” of the site as we discover them ourselves is a natural extension of our work to research, interpret, and preserve the property. Our goal is to strike a balance between the museum mission of the site and the needs of the school system by providing programs that complement the curriculum through content, skill building, and real-world application.

Since the site's primary artifact is a house, it is understandable that “learning to read a building for information” is a core offering. However, it is archaeology that offers the greatest resources for understanding the purpose and human activities associated with buildings being “read.” We have paired the two into programs that are so popular that schools attend from all

over the region and return every year. We use an inquiry model for all of our programs that helps students to analyze the purpose and meaning of objects as a way to understand the people who made and used them.

Initially, it may be the romanticism of archaeology and clichéd quest for “treasure” (gold, of course) that draws participation. The challenge is to harness these perceptions and channel them toward an understanding of archaeology as a systematic search for information, not weekend fun with a metal detector. This includes mastering the ability to see historical “trash” as a “treasure-trove of information” instead of “cool stuff.” Whether from above or below ground, objects represent people and a story that is easily lost.

Both of our archaeology programs, “Diaries in the Dirt” and “Plantation Excavation,” use above- and

below-ground archaeology to discover the purpose of a historic structure and the history of the people who used it. The process involves scientific method and inquiry, as well as methods of historical research drawing from an interdisciplinary collection of resources. “Diaries” is a hands-on discussion program that actually begins with an 18th-century out-building, while “Excavation” is a hands-on lab that recreates a previous excavation on the property at a seeded mock site.

Through a process of inquiry appropriate to grade level and experience—third grade is the youngest group able to participate—students 1) investigate the physical location of the historic site using observation and mapping skills; 2) identify human-made features and possible areas of human activity; 3) inventory available primary resources for infor-

Continued on page 14

AN ACTIVITY FROM DRAYTON HALL

There are many ways to look at objects for information. The most notable and accessible are E. McClung Fleming’s model⁴ and a framework for students published by English Heritage in *A Teacher’s Guide to Learning from Objects*.⁵ We use various combinations depending on time and intent, with the major goals of being flexible and responsive to students’ questions and ideas. Consider how you might explore the meaning of the object pictured. Realizing the limitations of a photograph, add your questions to the following examples.

While looking at the object, discuss:

I. First Impressions

- What are your first reactions to this object?
- What senses are engaged by this object?

II. Physical Features

- What shape is it?
- How big is it? How much does it weigh?
- How many different parts does it have?
- Which is the top? bottom? inside? outside?
- Describe the surfaces of the object. Are they the same?

III. Construction

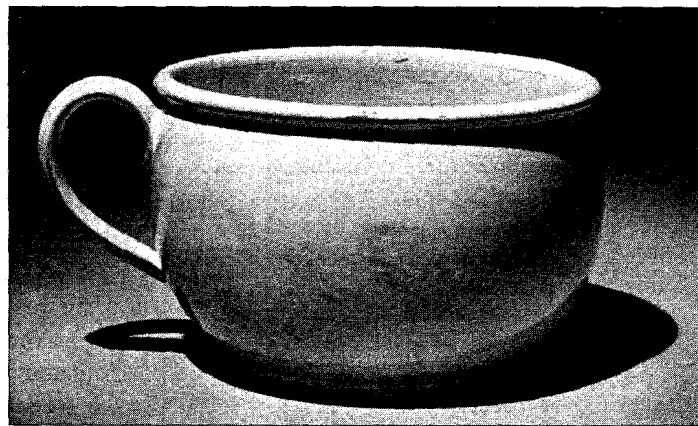
- What is this object made of?
- How would you make something like this?
- Who may have made this object?

IV. History

- Where was this object found?
- What other objects were found with it?
- Who may have used this object?
- How can we learn more about this or similar objects?

V. Function and Use

- Does this object remind you of other objects that you use every day?
- How many different ways could this object be used?
- What do you think this object is?
- Does it compare to other objects with the same use?
- How would you change it to work in a better way?



This object was found in two pieces under a brick building (the one pictured on page 1). It was below ground with a number of children’s marbles, parts of a china doll, pre-Civil War wine bottles, table ceramics, animal bones, and an 18th-century clay pipe. It is almost the size of a basketball.

VI. Interpretation

- What do we now know about the people who made and used this object?
- How does this object provide information about the technology, health, hygiene, trade, economics, and lifestyles of these people?
- What questions do you still have about these people that cannot be answered by this object? Where could we find the answers?

VII. Value

- Who would have valued this object in the past?
- Why would it have been valuable?
- Who would value this object now? Why?
- Should this object be saved or preserved? Why?

What is it?

A late 18th-century creamware chamber pot.

What might the brick building have been used for?

A privy. (Note: although initially a privy in the 18th century, the building was converted for other uses over time.)

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MISSION STATEMENT

The Public Education Committee exists to promote awareness about and concern for the study of past cultures, and to engage people in the preservation and protection of heritage resources. Our publication aims to aid educators, interpreters, archaeologists, and others who teach the public about the value of archaeological research and resources.

PUBLICATION DEADLINES

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Can The Value Of The Past Really Be Taught?

Charles Blanchard

Five years ago, *Archaeology and Public Education* featured an article by this writer, entitled "Education and/or Entertainment: Archaeology and Prehistory in the Public Schools" (Vol. 2, No. 1).

The piece expressed concern about a deeply rooted public misperception of archaeology as a kind of object-oriented, legal treasure hunt, particularly among well-meaning public school educators and not-so-well-meaning, for-profit curriculum companies. It warned that this misperception was producing a generation of educational games and lesson plans which, because they largely were keyed to digging as the dominant metaphor for all archaeological investigation, might perpetuate serious misconceptions and wind up more resource-destructive than conservative as a result.

The article also recommended an architecture for educational programs that reprioritized the public take on archaeology: first developing some viable educational vectors for the wonderful information that archaeology contributes to our knowledge of history and prehistory (i.e., teaching what we know); and eventually progressing to the techniques of archaeology (i.e., how we know) only when the ethical precepts of genuine archaeology were better understood and more generally shared.

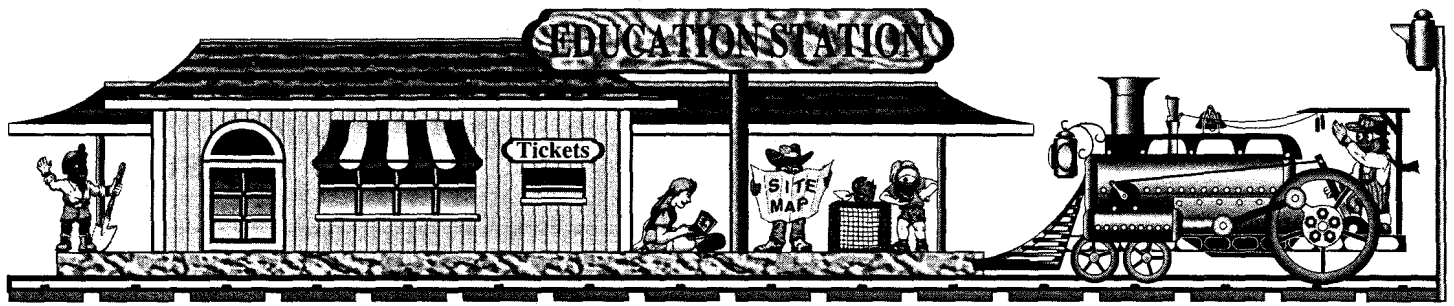
In the five years since this article, my deep feeling has not changed that this is the proper order for introducing archaeology to the public: *what we know* first and *how we know* only when the importance of the Past and the preciousness of its intact remains are better appreciated. That "only when" phrase, so easily written, has proved to dwell at the core of both the problem with, and the solution to, how best to get at the potentially resource-protective hearts and minds of the public.

The difference between real "education" and simply telling people things you want them to know is that real education seeks the personal handles of individuals it wants to instruct, and leads them to make a personal connection with, and a personal acquisition of, the information being taught. Personal connections used to be a natural part of cultural education, something rehearsed, shared, and participated in daily by everyone. This no longer is the case; personal connection has to be injected now, over and over again. This is not philosophy. This is a practical fact of modern education engineering.

Interest in thinking about—let alone knowing about, or understanding, or caring about, or preserving—the Past is not a commonly shared public passion. Even in vocabulary, concepts of what the Past is, where it lives, what lives in it and when, and how it is accessed and sequenced have little common ground in public understanding. Putting value on the Past under these conditions is very tricky from an educational standpoint. "Hearts and minds" implies, indeed demands, that people make a personal connection with the Past and place a personal value on it.

Amidst the various celebrations of cultural diversity in educational curricula today, learning to share a notion of what the Past is and to agree on its value may be the keystone to keeping some measure of constructive unity within this wing of public education. Lest we forget, the Past holds all—

Continued on page 15



The Education Station is designed as a pull-out section of resources and information for archaeology educators

Our Disappearing Heritage

Why Is The Past Important?

Charles Blanchard

Editor's note: This background essay for teachers, and its accompanying lesson plan on pages 8–10, has been excerpted and adapted from the Florida Heritage Education Program lesson plan, "Why is the Past Important," Series 1, Number 2, published by the Division of Historical Resources, Florida Department of State, Tallahassee, 1996. Illustration by Merald Clark.

Material evidence of the human past is particularly fragile in Florida.

Florida's damp, semi-tropical physical climate causes historical structures to crumble, and its economic climate of prodigious growth and land development threatens and consumes cultural remains every day.

The inevitable disappearance of material links with the past must be understood

on an individual, personal level first. When children understand how fleeting and fragile the physical evidence of their own past is, they are better able to understand the fragility of the material side of our shared cultural heritage.

Children must be led to know how they will feel about past things when they are older. They must be challenged to identify what they value in the present that understanding and preservation of the past can help to maintain for them in the future.

Practically speaking, children have no past except their own personal one, and this one they sequence whimsically, arbitrarily, subjectively. The complex, "adult" past, particularly as it is perceived by historians, prehistorians, preservationists, and teachers, has no intrinsic worth to children.

Therefore, the notion of past time must be introduced to children on a personal level first, and then be expanded into the framework of shared cultural experience. If this linkage is not well established from the outset, later attempts to put a value on the "adult" past will have no practical effect.

Clearly understood concepts of recent and extended past

time are essential to children's understanding and appreciation of history and prehistory. Before they give the past their full attention, most children hazily conceive of dinosaurs, Indians, historic events, and grandparents as all co-existing in the mostly unstructured time zone that precedes their births. A good grasp of the order in which things happen is of vital importance to understanding the past, but the firm es-

tablishment of the grasp is often overlooked or sidestepped in the classroom.

Whatever time may be in theory, in the day-to-day schoolroom context and in the practical side of history and prehistory, time is manipulated sequentially. It is discussed as having marked, measurable, dependable elements. Learning to think sequentially and to understand past time in measured, incremental segments is the fundamental skill required of lessons on the concept of the past.

Charles Blanchard is president of Blanchard and Associates Archaeological/Education Consultancy, 399 Main St., Coventry, CT 06238; (203) 742-5013. For information about the Florida Heritage Education Program lesson plan series, contact Vicki Cole, Division of Historical Resources, (904) 487-2333.



TEACHING THE Concept Of The Past

Overview

A series of practical activities provides an introduction to, and helps students to develop, a concept of the past.

Objectives

Students will

- understand the concept of past time on a personal level
- sequence personal events in the past using simple mathematics
- discuss the importance of past history to their own lives
- speculate on the importance of the present to the future

Subjects/Skills

- social studies, math
- inference, evaluation, research

Age Level

Grades 4–8

Materials

- 20-foot tape measure
- one envelope per student
- index cards or slips of paper
- paper clips or clothespins
- three handouts (pages 9–10)

Time Required

Allow 1 hour to prepare this activity and 1–2 class periods to complete it.

Preparation

1. The day before the activity, ask students to write down two objects of importance to them, excluding animals and people. One item should be something treasured by them now, in the present. The second should be something they loved five years ago. They

should seal their list in an envelope, to be opened at the end of the activity.

2. Prepare a card or slip of paper for each student, with a month and year from the past 10 years written on it.

Procedure

Activity 1: Thinking about the Past

1. Distribute and ask students to read Worksheet #1 (page 9).
2. Ask students to complete Worksheet #3 (page 10) to apply concepts of the past and present to their own lives.
3. Distribute Worksheet #2 (page 9) and ask students to complete it individually or as a group.
4. As a group, discuss the implications of these activities with students.

Activity 2: Getting a Grasp on the Past

A tape measure is a handy tool for accessing past time in regular, visual increments. Starting with the present at one end, each 12-inch section can equal increments of any number of years.

1. Extend a 20-foot tape to its full length at the front of the classroom and lock it open. Let each 2-foot segment represent one year (e.g., each 2-inch segment will equal one month).

2. Allow each student to select a slip of paper with a month and year written on it. Ask students to come forward, one at a time, to locate her/his month and year on the tape.

3. As each student clips the paper to the tape, ask her/him to state:

- how old they were on that date
- where they lived
- if they could read and write
- the kind of clothes they might have been wearing at the time
- a song they might have known
- an activity they might have done

Because the past is shared by everyone, classmates can help each other with answers, although each student

should find her/his spot on the tape.

Activity 3: Follow-up Discussion

1. Complete this activity by asking students to discuss these questions:

- What could you discard or remove so that no one would know that you personally have been: a) in this classroom; b) in this school; c) in your home; or d) in your town?

- What could you discard or remove so that no one would know that humans have been in your city or state?

- If you could keep only three items, what personal belongings would you like to have for the rest of your life? What would you do to preserve them?

- Conservationists raise funds to preserve important objects, buildings, and places where people lived in the past. Can you explain why they do this?

- If the only items from the present that we preserved for the future were broken pop bottles, paring knives, and videos of "Rocky and Bullwinkle," how would people in the future describe us?

- List any three events of the past 100 years that have changed the way you live life today. What would your life be like if they had not happened?

- Is it true that the past has made us what we are today? Explain why this is or is not true.

- If you could pick any time period in which to live, what would it be and why? Where would you go to find out more about it? (This question can serve as a springboard for research or writing activities for older students.)

2. Ask students to open the sealed envelopes they prepared. As a group, discuss whether they would change either of the items that they listed.

3. Close the activity with a group discussion centered on these questions: Do you think that the past is important? Why or why not? What can we do to protect our past?

Student Worksheets**WORKSHEET #1:*****What is the Present and What is the Past?******What is the Present?***

The present is time "now." We all live in present time. We live in what we call "now." We may dream about the past and the future, but we all live now, in the present.

We can think of the present as a picture, a big instant photo that has all of us in it, and all the things we own now, and all of the people and things that we know now. The present is like a huge puzzle with many pieces all in their place.

What is the Past?

The past is time "then." The past is time one second ago; one minute ago; one hour, week, month, or year ago; 100 or 1,000 years ago—as far back as you can imagine.

The past is also like a huge jigsaw puzzle. In the past, pieces of the puzzle have been lost, forgotten, stolen, or they have crumbled, rusted, or disappeared. Often, the further back into the past you go, the more that pieces of the whole picture are missing.

What do you think about the present and the past?

WORKSHEET #2***What is Passing? What has Passed?***

The items on the list below are in the process of passing from common knowledge and common public use. As they pass, they are being replaced by new things that fulfill the same functions. In a few years, the listed items will be considered curiosities from the past. They will have disappeared

from the picture of the present.

Your task is to discuss each item on the list—either in writing or in discussion, describe its form and function, and explain what is replacing each item in the present. See if you can think of other items to add to the list.

- drive-in movies
- television antennas
- typewriters
- dumps and landfills
- cloth handkerchiefs for your nose
- enclosed telephone booths
- smoking in public places
- marbles
- books
- paper dolls
- ice cream trucks
- home milk delivery
- dumping trash on roads from cars

Can you think of other items that are fading from use?

WORKSHEET #3

Time Puzzle

To see how quickly pieces of the whole picture puzzle disappear when we move into the past, answer the following questions on a separate piece of paper.

1. What is the name of your favorite song?
2. What color shirt are you wearing?
3. Who is the president of the United States?
4. Who is sitting next to you?
5. Is it clear, cloudy, or rainy today?
6. What did (do) you have for lunch?
7. What color are your eyes?
8. Name a piece of jewelry you are wearing.
9. What are you wearing on your feet?
10. What is the first name of the president's wife?

One week ago when this class met:

1. What was the name of your favorite song?
2. What color shirt were you wearing?
3. Who was the president of the United States?
4. Who was sitting next to you?
5. Was it clear, cloudy, or rainy?

6. What did you have for lunch?
7. What color were your eyes?
8. Name a piece of jewelry you were wearing.
9. What were you wearing on your feet?
10. What was the first name of the president's wife?

One month ago when this class met:

1. What was the name of your favorite song?
2. What color shirt were you wearing?
3. Who was the president of the United States?
4. Who was sitting next to you?
5. Was it clear, cloudy, or rainy?
6. What did you have for lunch?
7. What color were your eyes?
8. Name a piece of jewelry you were wearing.
9. What were you wearing on your feet?
10. What was the first name of the president's wife?

Answer the same questions for each of the following time periods:

- Two years ago on this day at this hour
- Ten years ago on this day at this hour

RESOURCES FOR TEACHERS

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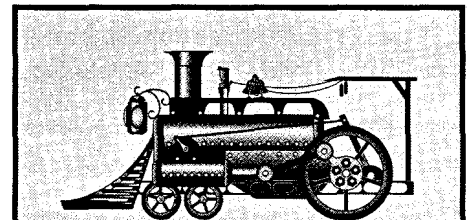
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Compiled by KC Smith



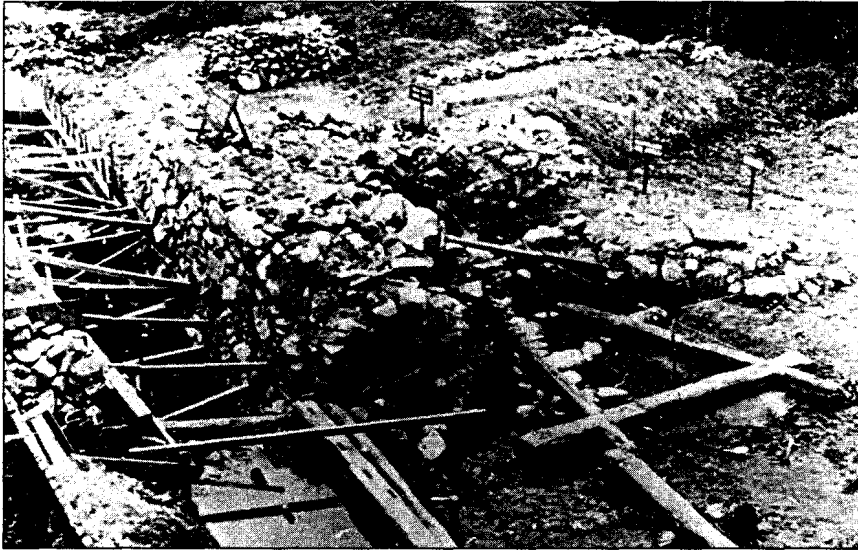
The Education Station invites examples of lesson plans and activity ideas, comments about useful resources, and articles about unique approaches to teaching archaeology. Please accompany material with illustrations and black and white photos. Do not send color slides or negatives.

Send material to Cathy MacDonald, 570 Walsh Drive, Port Perry, Ontario, Canada L9L 1K9; (905) 666-2010.

Using Places To Teach Students About The Past

Marilyn M. Harper

Places tell their stories through location and setting, atmosphere and feeling, construction and design, furnishings and artifacts, and even through the questions they raise. Supplemented with written and visual material, the specifics of a particular place can lead to an understanding of broad historical events and trends. By bringing people who lived and worked in them to life, places help to create what educators call "an empathetic understanding of the past."



In a Teaching with Historic Places lesson plan about the Saugus Ironworks National Historic Site in Massachusetts, students are asked to analyze this 1948 photograph of excavations of the area. Photo: National Park Service.

The National Park Service's National Register of Historic Places and the National Trust for Historic Preservation developed the Teaching with Historic Places program to share this "power of place" with teachers and students. The program includes lesson plans, educational kits, and workshops and training materials for educators, interpreters, and preservationists. Collectively, these elements help classroom teachers and others to use the nation's historic places, including sites in their own communities, to enrich instruction in subjects required in most curricula.

The program's flexible lesson plan format converts information about historic places into materials immediately usable for teaching social studies, history, geography, and other subjects. Targeted for 8th-graders, this format has been used successfully by upper elementary through high school teachers and also by educators and interpreters at historic sites.

Fifty-four short Teaching with Historic Places lesson plans currently are available for purchase from Jackdaw Publications, distributor of the units, and additional drafts are being prepared. Historic places selected for the lessons illustrate the cultural, geographic, thematic, and chronological diversity of properties documented in the files of the Na-

tional Register. They range from prehistoric sites to eccentric 20th-century roadside architecture created in response to the growing use of automobiles in the United States.

Each lesson plan provides everything necessary to teach about a location, including readings, maps, and visual materials with information about the property. Students do not have to visit the location for a lesson plan to be meaningful. Activities and exercises focus on knowledge and skills that students can acquire by studying

the place, and they also direct students to investigate properties in their own communities relating to the lesson themes.

Because archaeology can provide historical information available from no other sources, a number of lesson plans have archaeological components. For example, the Knife River Indian Villages Historic Site in North Dakota was the subject of the first lesson plan in the series. A unit on the colonial town of Frederica

in Georgia also relies heavily on archaeological evidence and complements activities at the new Archeological Education Center at Fort Frederica National Monument. Helping students to appreciate the importance of archaeology in interpreting the past also is central to a lesson plan on the Saugus Ironworks National Historic Site in Massachusetts.

The program would like to add lesson plans based on archaeological investigations. To obtain a free packet of guidelines for preparation, contact Teaching with Historic Places, National Register of Historic Places, National Park Service, P. O. Box 37127, Suite 250, Washington, D.C. 20013-7127; (202) 343-9536. To order lesson plans, contact Jackdaw Publications, P.O. Box 503, Amawalk, NY 10501; (800) 789-0022.

Marilyn M. Harper is a historian with the National Register of Historic Places.

A sample of lesson plan themes:
Log Cabins in America • When Rice Was King
Andersonville • Woodrow Wilson
Cold War: Eisenhower & Khrushchev
Mammoth Cave • Battle of Bunker Hill
Ybor City • Battle of Horseshoe Bend
Carnegie Libraries • Chicago's Black Metropolis
Pearl Harbor • San Antonio Missions

Museum News

Amy A. Douglass, *Museums Column Editor*

Looking for ideas on creative museum programming to raise public awareness about archaeology and cultural resources? Look no further! Contact the following museums directly for specific information, and send descriptions of your museum programming to me at the Tempe Historical Museum, 809 E. Southern Ave., Tempe, AZ 85282; (602) 350-5105, 350-5150, fax; email on page 13.

Thomas Jefferson's Poplar Forest, Forest, Va., and the **University of Virginia Lynchburg Center**, cosponsored the fourth annual teacher's seminar, "Digging, Learning and Teaching: Archaeology for Teachers at Poplar Forest," August 5-9. Offered for three hours of graduate credit or for teacher recertification, the program engaged participants in an excavation at Poplar Forest and used their experience to create lesson plans and learning units. Contact: The University of Virginia Lynchburg Center, (804) 947-6699 or (800) 871-8265; or Barbara Heath at Poplar Forest, (804) 525-1806.

The University of Pennsylvania Museum, Philadelphia, hosted a series of lectures and seminars in conjunction with its exhibition schedule. Included in the series were: "Bronze Age Treasures from the Deep: the 14th-Century Shipwreck at Ulu Burun, Turkey"; World Culture Day: "Mummies and Masks from Around the World"; and "Mystery Mummies of Tarim Basin, China". Contact: Pam Kosty, (215) 898-4045.

The South Street Seaport Museum in New York offers a variety of programs, from lunchtime lecture series that investigate urban archaeology and marine archaeology as well as New York's waterfront to Elderhostel courses on marine archaeology, sailing ship construction, immigration, environmental biology of New York's waterfront, the history and future of New York's fishing industry, and more. Contact: Tiffany Smythe, (212) 748-8753.

Archaeological Parks

Mary L. Kwas, *Parks Column Editor*

Please send press releases, news stories, and interesting tidbits about the activities, programs, and new developments at your archaeological park to me at 2408 Hampton Ct., Fayetteville, AR 72703-4337.

Toltec Mounds Archeological Park, Scott, Ariz., is bringing archaeological education to the deaf. Park interpreter Melanie Thornton, who can speak in American Sign Language, has been conducting tours and programs for students from the Arkansas School for the Deaf. Here, in her own words, is a description of her first tour group:

"When the kids began to trickle into the room, I was sitting at the front. I said hello. The students were looking me over, and I could tell that they wanted to chat with me, but they assumed I could not sign. I asked one of the boys his name, and he looked very surprised that I was able to sign to him. They introduced themselves, and I introduced myself. Then one of the boys asked me, 'Are you deaf?' I said, 'No, I can hear.' Then the next group of kids began to come in. That same young man turned to the new students and said, 'She can sign. She's "half" deaf.' I knew from that point that I was in."

Melanie also is helping a Girl Scout troop earn a badge, is teaching American Sign Language to the park staff, and has arranged for the park's self-guided tour brochure to be translated into Braille by the Deaf-Blind Program. For more information, contact Melanie Thornton, (501) 961-9442.

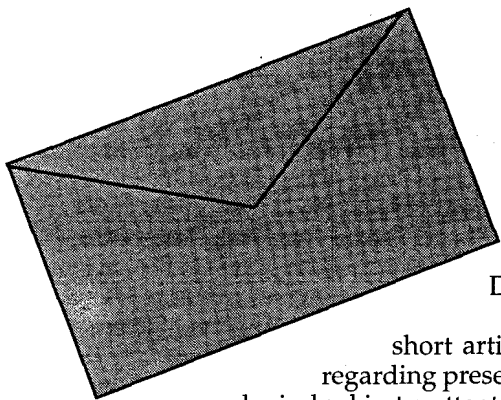
Harpers Ferry National Historical Park, in the eastern panhandle of West Virginia, has sponsored archaeological

projects within its boundaries since 1959. To better manage the cultural resources of the park, a Division of Archeology was created in 1989. Areas within both the residential and commercial districts of Harpers Ferry have been excavated, and a permanent exhibit highlighting the archaeological work will open to the public in fall 1996. Excavations also have assisted the design of historic pathways and the development of interpretive waysides through the 19th-century industrial community of Virginus Island. A limited number of reports of the Harpers Ferry excavations remain, available free of charge while supplies last. Contact: Paul A. Schackel, Division of Archeology, P.O. Box 65, Harpers Ferry National Historical Park, Harpers Ferry, WV 25425.

Anasazi Indian Village State Park, Boulder, Utah, has reopened after a nine-month closure for remodeling and expansion of the museum and visitors' center. The new storage facility adjacent to the museum was expanded to accommodate the storage of the original Coombs site artifacts that have been housed in Salt Lake City since the end of the University of Utah's excavation in 1959. The new museum was designed for a state-of-the-art interpretive display depicting Anasazi cultural development, artifacts, and examples of various archaeological methods. Contact: (801) 335-7308.

Grand Mound Center, International Falls, Minn., celebrated the 20th anniversary of its official opening in June. Since 1976 the park has grown from an empty building and a roughed-out trail to the mounds to become a nationally

Continued on page 14



LETTERS

Dear Editor:

Thank you for the short article by Mary Kwas regarding presentation of archaeological subject matter to the public ["Communicating with the Public: Tips for Archaeologists Involved in Public Education," Vol. 5, No. 4]. Truer words were never spoken than "an archaeologist's willingness to participate does not assure a natural ability to be an effective communicator in a public forum."

Having a well-organized, visually stimulating and interesting presentation is only half the battle. For those of us who have moderate to severe cases of "stage fright," the tendency appears to be to read our presentations aloud (or perhaps not so aloud), with a mouth that seems full of a god-awful wad of cotton, avoiding any eye contact with the audience and getting off the stage or away from the podium at the earliest opportunity, after what seems to be an interminable amount of time—unless, of course, we have lots of slides, wherein we can hide in the dark. There may be no

remedy other than continued experience and practice for such a condition.

More often than not I have left audiences at federal intra-agency workshops or staff meetings with glazed looks after having droned on about laws and regulations, policies, and procedures. As Kwas points out, I probably did little in the way of communicating or educating.

For those of us who expect to be presenting archaeological programs in the public forum and those already in the midst of it, it probably would stand us in good stead to enroll in a course in public speaking or rhetoric and perhaps a course or two in classroom presentation from university education programs. With more and more emphasis on communication and education to keep archaeology at the forefront, it would not hurt to have such courses become part of the anthropology/archaeology curricula throughout the country, or at least be something that academic advisors suggest to students.

Thomas E. Parry
Bureau of Indian Affairs, Anadarko, OK

Surfing For Archaeology

Joelle Clark, email coordinator for the Public Education Committee State Network Subcommittee, continues to compile Internet addresses of interest to archaeology educators. Augmenting the list that appeared in the last newsletter, she has browsed and found nearly 20 useful sites. As you explore these resources, be sure to check out SAA's web site.

For additional information or to share a related WWW address, contact Joelle at (520) 523-8797; see email below.

Archaeology—information and review of sites

<http://www.lib.uconn.edu/~lizee/WebRev/archonw3.html>

Archaeology and anthropology for K-12 teachers

<http://www.execpc.com/~dboals/arch.html>

Archaeology Magazine

<http://www.he.net/~archaeol/index.html>

ArchNet

<http://spirit.lib.uconn.edu/ArchNet/ArchNet.html>

Chaco Culture National Historic Park

<http://www.chaco.com/park/>

Crow Canyon Archaeological Center

<http://www.swcolo.org/Tourism/Archaeology/CrowCanyon.html>

Florida archaeology

<http://www.dos.state.fl.us/dostate/dhr>

Jamestown Historic Site

<http://www.widomaker.com/~apva/>

MayaQuest

<http://www.mecc.com/mayaquest.html>

National Education Standards

(history) <http://www.sscnet.ucla.edu/nchs/>

(math) <http://www.enc.org/online/NCTM/280dtoc1.html>

(science) <http://www.nap.edu/nap/online/nses/html/>

(Standards summary) <http://www.mcrel.org/standards-benchmarks/docs/contents.html>

National Science Foundation

<http://www.nsf.gov>

Native American resources

<http://hanksville.phast.umass.edu/misc/NAresources.html>

Newton's Apple—archaeology

<http://ericir.syr.edu/Projects/Newton/11/archeogy.html>

Public education in archaeology

<http://www.usd.edu/anth/pubed.html>

Pueblo Cultural Center

<http://hanksville.phast.umass.edu/defs/independent/PCC/PCC.html>

Social studies lesson plans and resources

<http://www.csun.edu/~hcedu013/>

Society for American Archaeology

<http://www.saa.org>

Southwest Archaeology Group

<http://seamoney.ed.asu.edu/swa/>

Time Traveler

<http://id-archserve.ucsb.edu/timetraveler/main.html>

Email Addresses

SAA Executive Office: headquarters@saa.org

Dorothy Krass: dorothy_krass@saa.org

Ed Friedman: efriedman@do.usbr.gov

Amy Douglass: amy_douglass@tempe.gov

KC Smith: kcsmith@mail.dos.state.fl.us

Cathy MacDonald: parrothead@mail.magic.ca

Mary Kwas: mainfort@comp.uark.edu

Beverly Mitchum: bev@chert.pgh.pa.us

Joelle Clark: Joelle.Clark@nau.edu

Archaeology At Drayton Hall . . .

Continued from page 5

mation such as architecture, landscape features, documents, oral history, paintings, drawings, photographs, and so forth; 4) develop questions and hypotheses for study; 5) explore the scientific process of an excavation, including tools and recording techniques; 6) examine artifacts individually and in context for information and interpretation; 7) interpret and evaluate the site for cultural meaning; 8) discuss the preservation and conservation issues inherent in removing artifacts for study and display; and 9) discuss the civic issues of site looting and cultural destruction.

Although the scope of our programs is quite broad and requires a number of staff members to facilitate, each section can be broken into individual lessons for a sole practitioner. As with any material culture program, at the heart is the opportunity to develop students' critical and creative thinking skills—a major goal of curriculum at any grade level. No matter how simple or elaborate the presentation or the

Parks . . .

Continued from page 12

known facility. The visitor center contains an extensive and unique exhibit area, and site-produced audiovisual programs are available for viewing. Two-and-a-half miles of self-guided or audio-guided interpreted trails have been completed. There is an extensive interpretive program for educational groups, and an ongoing archaeological research program contributes to knowledge of the site. For information about programs, contact: (218) 285-3332.

Town Creek Indian Mound, Mount Gilead, N.C., held a book-signing party honoring Dr. Joffre Coe and the publication of his book, *Town Creek Indian Mound: A Native American Legacy*. Copies of the book will sell for \$45 hardback and \$18.95 paperback. Contact: Archie Smith or Carolyn Plowman, (910) 439-6802.

Wickliffe Mounds Research Center, Wickliffe, Ky., offered numerous events in the spring and summer, including a Woods Walk and Medicinal Workshop, a River Explorers Encampment, and an Archaeology Weekend. Weekend events included demonstrations of flint knapping, pottery making, finger weaving, shell and bone tool making, and hide tanning. Visitors also were able to watch the Middle Mississippi Survey field school excavating the site. Contact: (502) 335-3681.

Parkin Archeological State Park, Parkin, Ark., in its first full year being open to the public, developed 20 new programs and made 2,506 interpretive presentations to more than 33,000 visitors from 48 states and 19 foreign countries. School programs made up 451 of those presentations, reaching nearly 16,000 students. The park received the Arkansas State Parks Class II Park of the Year Award for 1994-1995 and also the award for the State Park volunteer program, honoring the efforts of the volunteers who have assisted with archaeological research, as well as the community support received from the Parkin Archeological Support Team. Contact: (501) 755-2500.

time available, a lesson with objects needs to move from the process of identification of its physical properties and use to its meaning and cultural value. While they might not have the archaeological or historical background, classroom educators will recognize that this process parallels Bloom's taxonomy, a table of inquiry that progresses from basic knowledge and comprehension to synthesis and evaluation.

Meggett B. Lavin is curator of education and research at Drayton Hall, 3380 Ashley River Rd., Charleston, S.C. 29414.

SOURCES

1. National Trust for Historic Preservation, "Focus on Heritage Education." *Historic Preservation Forum* 6(1): 5-45, January/February 1992.
2. Kathleen Hunter, *Heritage Education: A Community-School Partnership* (Washington, D.C.: National Trust for Historic Preservation, Information Series No. 73, 1993).
3. Charleston County Schools, "Research Findings for Effective Classroom Teaching." In *Curriculum Guide for Social Studies* (Charleston: Charleston County Schools).
4. E. McClung Fleming, "Artifact Study: A Proposed Model." *Winterthur Portfolio* 9, June 1974.
5. Gail Durbin, Susan Morris, and Sue Wilkinson, *A Teacher's Guide to Learning from Objects* (London: English Heritage Trust, 1991).

Our Whole World Language Catalog features:

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- Lenape
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- Ojibwe
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- Tlingit

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SAA Expands Education Initiatives

The Society for American Archaeology continues to develop programs and resources for teaching archaeology, as exemplified by a variety of new initiatives.

✓ A grant has been awarded to the Pennsylvania Historic and Museum Commission to support a state coordinator for archaeology education. Beverly Mitchum will spearhead efforts by a consortium of archaeologists and educators to introduce an archaeology curriculum—Project Archaeology, developed by the Bureau of Land Management—into Pennsylvania's schools through a series of teacher workshops, public events, and participation in a new interactive video teaching network.

By pooling resources to support a professional archaeology educator, SAA and the U.S. Department of the Interior agencies sponsoring this pilot project, including the Bureau of Reclamation, Bureau of Land Management, National Park Service, and Fish and Wildlife Service, hope to reduce duplication of efforts and provide more effective support for archaeology education projects across the state.

✓ SAA has published a new brochure, "Reaching Kids through Archaeology," describing archaeology education publications and ideas. Copies are available from the SAA office or state and provincial archaeology education coordi-

nators, listed in Vol. 5, No. 4 of this newsletter.

✓ SAA's new World Wide Web site includes a wealth of information about archaeology and SAA services. The education section features resources for teaching, which will be augmented on a regular basis and can be downloaded. Visit us at <http://www.saa.org>.

✓ *Archaeology and You*, a 44-page booklet describing what archaeology is, where and how it is done, and who does it is available from SAA. Authors George Stuart of the National Geographic Society and Francis McManamon of the National Park Service offer a clear and readable discussion about the fascination of studying the past through material evidence and the challenges of protecting our archaeological resources.

Archaeology and You is a joint project of SAA, the Department of the Interior, and the National Geographic Society. Subscribers to *Archaeology and Public Education* have been mailed a copy, and additional copies are available from SAA for \$5, which covers shipping and handling costs.

✓ SAA has hired a full-time staff member for public education. Dorothy Schlotthauer Krass was appointed in March to work with the society's Public Education Committee to make archaeology more visible and accessible to educators. Dorothy is based at the SAA office in Washington, D.C.

Editorial . . .

Continued from page 6

Native American, European American, African American, and Asian American—in its relentless, impartial embrace.

Over the last five years, those archaeo-educational programs that have opted to teach what we know first have tended to arrive fairly quickly at this root problem: that of personalizing a sense of shared Past and of engendering a mutually agreed sense of its value for a culturally diverse audience. As a result, they have shifted subtly from "archaeo" toward the notion of "heritage" education. They have moved toward developing lessons using local prehistoric and historical resources as the "viable educational vector" for the presentation of the Past to its present inheritors. But even the use of local, and thus more personal, heritage resources still does not convey what the Past is or what value it has—particularly to children who are arguably the most important target of all this educational activity.

At this basic starting point for any responsible program of public Past-awareness, those questions remain stark and unilluminated: What is the Past? Why is it personally important?

It is here, at this elemental, educational bottom line, that I believe archaeology reveals its true gift to public education, perhaps its most valuable reason for being connected to public education at all. Archaeology has a standard language for Time: a way for everyone to talk about and to get at the individual and the shared Past; a lingua franca of measurable sequence, based on the daily turning of the earth, the yearly changing of the seasons, the metered breakdown of unstable

atoms in organic matter, the eonic shifts in the polarity of the earth. In essence, archaeology gives everyone, regardless of age or cultural origin, a watch for his or her birthday.

The Florida Heritage Education Program, which I have served as a curriculum coordinator, has been working since its inception on lesson plans designed to teach people how to use their archaeological watches, and how to join their personal pasts, their local community pasts, and their diverse cultural pasts. In this process of personalization, ways of understanding the intrinsic value of individual and shared pasts have woven themselves inextricably into the fabric of the lessons. By testing the lessons with teachers and their classes and absorbing their invaluable feedback, both conceptual and subject-specific lessons have become for many people real doorways to ideas and responsibilities that they never before have confronted.

This has been very encouraging. As a result, there is reasonable hope that effective public stewardship of the Past can be achieved; that the potentially resource-protective hearts and minds of the public can be tapped; and that "preservation through education" can transcend its long-time status as a noble but impractical buzz-phrase. The hope resides in those educational programs, whatever they are called, that are guided by these quintessential rules: 1) they introduce people, on personal and shared cultural levels, to basic concepts of the nature, importance, and fragility of the Past; 2) they explore the dilemmas inherent in deciding what to preserve of both the conceptual and the material Past; and 3) they stress reverence for and preservation of the Past as essential behavior for all of us, from the present onward.

Charles Blanchard is president of Blanchard and Associates, an archaeological and educational consultancy, 399 Main St., Coventry, Conn. 06238; (203) 742-5013.

NEWS AND NOTES

Student Project Is High-Tech

High school students in southern Alaska's public schools are preparing a multimedia program documenting a large collection of Alutiiq (Pacific Eskimo) masks, ceremonial clothing, hunting weapons, and decorated implements of all kinds from the Smithsonian Institution's National Museum of Natural History. The Smithsonian's Arctic Studies Center

in Anchorage has received a \$10,000 grant to produce an interactive catalog on compact disc of the collection acquired by William J. Fisher in the 1880s from Kodiak Island, the Alaska Peninsula, and Prince William Sound. The interactive database will include color photos, complete accession data, ethnographic documentation, and Alutiiq language terms (in text and audio), providing unparalleled access to the collection for study by scholars, Native Alaskan artists, educators, and students.

The low cost of production compared to print media will allow the finished CD to be widely distributed at no charge to schools, libraries, museums, universities, and cultural organizations. Apple Computer is providing equipment loans as well as technical and educational consulting, with additional in-kind support from the Chugach Heritage Foundation.

For more information, contact Dr. Aron L. Crowell, director, Anchorage Office, Smithsonian Arctic Studies Center, Anchorage Museum of History and Art, 121 W. 7th Ave., Anchorage, AK 90501; (907) 343-6162.

Careers Brochure Available From SHA

What is historical archaeology? How does it differ from prehistoric archaeology—or from traditional approaches to history? What training does a person need to be a historical archaeologist? Who employs historical archaeologists, and what kinds of salaries do they pay?

A new brochure, *Careers in Histori-*

cal Archaeology, answers these and many other questions, describes a broad range of research interests, and lists universities with graduate programs in historical archaeology. This information will be of interest not only to high school and college teachers and career counselors, but also to visitors to historic sites and museums as well.

Copies of the brochure are available from the Society for Historical Archaeology, P.O. Box 304466, Tucson AZ 85751; (520) 886-8006.

PEC Member Seeks Archaeology Games

Public Education Committee member Pam Wheat is compiling a list of archaeology-related games and would like to hear from you. She is seeking information about commercially produced board games, puzzles, simulations, computer and other game activities. These items will be evaluated for their archaeological content and usefulness. Contact Pam at the Texas Historical Commission, P.O. Box 12276, Austin, TX 78711-2276; (512) 463-6096.

Crow Canyon Offers Educator Workshops

Crow Canyon Archaeological Center will offer two workshops of interest to archaeology educators in the fall.

"Social Studies Through Archaeology," October 17-20, will show how archaeology can be used to enhance lessons in social studies and related subject areas. "Oral History," November 7-10, will share project ideas, interviewing and recording techniques, and ways to use oral histories in the community. For information about these programs, contact the Crow Canyon education department at (800) 422-8975, ext. 143.

Correction

In the last issue of the newsletter, we repeatedly misspelled the name of historian Melville Herskovits, author of *The Myth of the Negro Past*.

Deadline for winter issue: September 22



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