



Society for American Archaeology: Committee on Public Education

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Can a Federal Agency Educate the Public About Its Heritage?

Richard A. Brook and Mary E. Tisdale
Bureau of Land Management

The BLM is custodian of an estimated 5 million cultural properties on almost 300 million acres of public land. The vastness of these lands makes BLM's stewardship of these resources a challenging, if not overwhelming responsibility. BLM has fewer than one law enforcement ranger per million acres it manages. In light of the alarming rate at which sites on the public lands are being looted and destroyed by dishonest people and vandalized and disturbed by careless people, the BLM has taken the position that it has no alternative but to involve citizens in the stewardship of these resources. BLM is optimistic that a program of education can be an effective means of educating Americans about their Nation's heritage and the need to play an active role in preserving it. Unquestionably, the process of education will be a long and challenging one.

Recently, BLM committed to a long-range Heritage Education Program targeting children in grades K-12. BLM has decided that the best way to reach children is through an education program that not only teaches stewardship values but also supports children's overall education. In this way, BLM hopes to serve not only its management needs, but also help to address the growing crisis in American education.

The goals of BLM's program are simple--

- o To use the vast historic and archaeological resources under BLM's custody to support the general education of America's children.
- o To give children a sense of belonging to the land, an understanding of their place in history, and encouragement to pursue a more thoughtful path to the future.

The challenges facing BLM in launching its new program are formidable. Some of these arise because of BLM's unique management mission and organizational profile and the nature of the resources it manages. For example, not all but many of the cultural properties under BLM's custody are in remote locations and lack visitor facilities and interpretive programs, making it unrealistic to use them as "outdoor classrooms."

Some of the other challenges which result from the peculiar nature of BLM's staff, organization and mission include the following:

- o BLM archaeologists are already overburdened and don't feel that education of school children is a high priority in accomplishing BLM's mission. Many of them are uncomfortable in the role of educator.

- o BLM field managers are concerned that the time spent by cultural resource specialists on education will come at the expense of time spent by their specialists processing BLM's substantial caseload under section 106 of the National Historic Preservation Act, currently in excess of 10,000 cases a year.

- o BLM's field staff is attuned to a decentralized management structure and resistant to efforts to focus a program from the national level. Nonetheless, coordination of local efforts is essential if they are to have collective impact.

- o The Heritage Education Program must compete for scarce Federal dollars with other important BLM priorities such as on-the-ground management of hazardous waste, fish and wildlife resources, and riparian areas, to name just a few.

- o BLM's legal mandate to develop a program of general education is somewhat vague. The Archaeological Resources Protection Act gives BLM authority to educate the public about cultural resources. It does not, however, speak to the issue of educating children in subjects such as math and science. Nor does the Federal Land Management and Policy Act, BLM's organic act which establishes its multiple use management mission.

- o Because BLM has not historically been a leader in the area of heritage education, it must work harder to establish credibility with prospective partners than organizations that have an established track record.

In addition to those challenges which emanate from within the organization, BLM faces a number of so-called external challenges that any agency or organization would face in attempting to launch a similar program.

- o Teachers are already overburdened and very often view new curriculums or other materials offered by outside groups as adding to their workload. To be well received, materials provided to schools must support the teaching of the required curriculum, not add to it.

- o As there is no national curriculum, efforts to connect materials to the existing curriculum must be pursued at the state and local level.

- o Teachers are not archaeologists. Without training they often do not feel comfortable using resource materials which focus on archaeology.

- o Even when useful materials are developed, getting them into the hands of the teachers and students who can use them is a costly and complicated process. Distribution of materials to state education boards or school districts or even schools does not guarantee that the materials will reach the teachers who will use them.

- o To ensure that materials and programs provided to schools and children are effective, agencies must obtain feedback from those who have used them.

- o To be effective, educational programs must do more than involve children in a one-time experience. Skills and concepts must be reinforced over time. Teaching methodologies must be varied to accommodate the diversity of learning styles and life experiences of children.

- o Many children in urban areas have never been exposed to prehistoric ruins and other cultural resources and may never be exposed to them. Deciding what role these children can play in the stewardship of our nation's resources and making educational programs relevant to them requires special consideration.

- o Many states have multi-cultural populations. Educational programs targeting students whose ancestry recently traces to other countries or cultures must deal with the challenge of developing in these students a sense of personal responsibility for the stewardship of resources that highlight America's cultures rather than, or in addition to, the resources of their country of origin.

- o Many Native Americans are suspicious or resentful of educational programs which interpret their culture or that of their ancestors.

How is BLM attempting to meet these challenges?

BLM is only just beginning to find ways to address the hurdles which are posed both from within the organization as well as outside. Let's look at some of these beginning efforts.

In developing its long-range plan, BLM has developed tiered program goals to capture the attention of young people at an early age, sustain their interest through hands-on activities,

and enhance their involvement through increasingly more sophisticated learning experiences. Let's elaborate on this approach. To capture students' attention, BLM will rely heavily on mass media strategies and characters and images borrowed from popular culture.

Once BLM has captured the attention of children it hopes to sustain their interest through programs in museums, schools, and visitor centers that involve hands-on learning opportunities such as interactive computer programs and student reconstructions of replica dwellings. And finally, to enhance students' skills and broaden their knowledge, BLM will provide summer field internship programs and other activities sustained over time.

The three-tiered approach is intended to avoid the problem of education efforts being one-time experiences and responds to the need to sustain children's interest once it has been excited. It is also intended to ensure that concepts have had an opportunity to become imbedded in a student's knowledge system in differing contexts and at increasing levels of sophistication.

BLM's education strategy will be implemented through a two-track approach--through cultural heritage centers that lead Bureauwide efforts, and through partnership programs which build on local initiatives. This approach allows BLM to focus efforts and give them collective impact while building on the strengths of BLM's decentralized structure.

The heritage centers will be largely responsible for coordinating efforts Bureauwide and ensuring that local efforts are connected to an overall program framework. The first one is to be established at BLM's Anasazi Heritage Center in Dolores, Colorado. Starting here, BLM will bring together the mix of skills needed to produce high calibre educational products and programs that can be used across America. It is expected that many national efforts will build on programs that are first initiated by historians and archaeologists in BLM's field offices. The interdisciplinary teams at these centers will establish a network of contacts in the education community for field testing of educational materials. This interaction between the centers and the education community will address one of the most important principles of BLM's new program, namely, that programs be routinely evaluated for effectiveness and impact.

One program intended for development by BLM's first heritage center is a multi-media teacher resource facility. This facility will consist of a multi-media heritage education library and facility for teachers allowing them to develop customized teaching aids. Eventually, teachers in all States would have access to the system. A facility such as the one planned is operating at the St. Louis Zoo's new World

Living education center, enabling teachers to learn and create lessons about biology, ecology, and natural history. Because this is intended as a custom curriculum maker, teachers, not BLMers, will decide what materials to use and how to use them.

Shifting to partnership programs, these efforts will build on BLM's strong field structure and give BLM's program strength at the grassroots level. Each year BLM field offices will be invited to submit proposals for heritage education programs or projects that will be developed in conjunction with one or more partners - businesses, universities, museums, educational associations and non-profit groups. These proposals will be evaluated by a review team and the best of them funded. Whenever possible, partnership projects will be used as pilots for Bureauwide efforts. Through such partnership, BLM will gain the benefit of these groups' expertise in field testing educational products, distributing materials to large national audiences, and developing materials appropriate and appealing for the target audience. BLM has already initiated some of these liaisons, a few of which are highlighted below.

Through a cooperative agreement with the National Science Teachers Association (NSTA), BLM has made plans to publish articles in NSTA's magazines for primary and secondary science teachers on a regular basis over the next two years. The first such article appeared in the April issue of Science and Children, a magazine for teachers of the primary grades. The article features a BLM Spanish presidio in southern Arizona, Santa Cruz de Terrenate, and provides numerous suggested activities for teachers' use in the classroom.

Another partnership is between BLM New Mexico and the Santa Fe Indian School. Initially, the project will include student development of a state-of-the-art "virtual reality" computer animation showing the growth and abandonment of prehistoric Tewa pueblos and Indian life within them. This is just one of several local partnership projects which will directly involve Native American groups.

BLM also has joined forces with the "totally awesome foursome," the Teenage Mutant Ninja Turtles. On April 6, 1992, BLM officially launched its Heritage Education Program with a press conference and premier showing at three schools in the Washington, D.C. area of the "Mystery of the Cliffs," an educational video for school children featuring the Turtles in a short drama that promotes protection of cultural resources across America. Because of their enormous popularity and credibility with children, BLM believes the Turtles will be very persuasive role models and help focus children's attention on BLM's stewardship message.

Under another partnership program BLM and other members of the Utah Interagency Task Force, have developed a top-quality resource guide, "The Intrigue of the Past," which includes classroom activities that teach students about the science of archaeology and stewardship of cultural resources. The guide is specific to the resources and curriculum requirements in Utah. In the next year BLM intends to develop a generic guide, taking the best from "The Intrigue of the Past" and other archaeology and education materials that will serve as the backbone of Project Archaeology, a resource guide that can be used by teachers in any state.

In the upcoming year BLM will also be piloting a field internship program for teachers. If successful, the program will be implemented Bureauwide. Working with a major university and local school district, BLM will be providing a field experience in archaeology for 6 to 8 teachers. On the basis of this experience, each teacher will be required to prepare an article describing his or her field experience and at least one science, math, or interdisciplinary classroom activity. The best of these articles will be published by NSTA in its professional magazines for teachers.

Through its Heritage Education Program, BLM will use archaeology and history as magnets for teaching a wide range of interdisciplinary subjects and higher order thinking skills. Because these subjects are inherently fascinating and intellectually stimulating, they offer an effective way of sustaining children's interest in learning. They offer hope of capturing the attention of children at an early age, and nurturing that interest as they grow older. Perhaps, most importantly, archaeology and history provide ample opportunities for hands-on activities, the mechanism by which educators tell us that learning most effectively occurs. Archaeology is also an interdisciplinary subject that offers inventive approaches to teaching math and science skills, as well as writing, art, geography, communication, etc. And finally, archaeology is excellent for the development of higher order thinking skills - formulating hypotheses, inference, synthesis, analysis, and evaluation.

These are a few of the highlights of the multi-faceted program which BLM plans to develop. It will be years before we know whether the program has succeeded in helping America's children establish a stronger sense of their place in history and a stronger tie to the land. In the final analysis BLM's Heritage Education Program is a grand experiment with many variables and unknowns and one which is heavily dependent on the support of the education community, private corporations, non-profit groups, other Federal agencies, and the public. But given the resources which are at stake - America's children and America's cultural heritage - we believe the experiment is well worth pursuing.

RESPONSIBILITY AND ROLE OF HIGHER EDUCATION INSTITUTIONS IN ARCHAEOLOGY EDUCATION

Robert H. Brunswig, Jr.
University of Northern Colorado

Institutions of higher education have formally trained professional archaeologists in the United States and Europe for more than a century, but, except for museum exhibits and fund-raising, archaeology professors have seldom addressed the teaching of archaeological knowledge outside a narrow academic, college student and professional circle. Now, with the Twenty-First Century fast approaching and when cultural resource issues and outreach education have become an urgent priority for many government agencies and private foundations, most universities remain firmly entrenched with their archaeological "heads in the sand." At the same time, public school systems throughout the U.S. are struggling to implement "education blocks" utilizing archaeology as curriculum elements, but with little support from higher education archaeologists. There are several excellent, perhaps urgent, reasons that higher education archaeologists need to address public archaeology education issues.

1. If the archaeological sub-field of anthropology is to survive intact in times of budget rescissions and educational budget cut-backs, public outreach and education on cultural resources must be included in the "mission" of college and university higher educators. Otherwise, higher education archaeology programs will be viewed as "non-essential" by state legislators as universities come under close economic and outcome-based scrutiny. Wherever possible, higher education archaeologists should contribute to public outreach and public education, particularly through the nation's school systems, including teacher education programs at the undergraduate and graduate/recertification levels.
2. The mere continued survival of the "content" of archaeology, prehistoric and historic remains, is increasingly in doubt with accumulating vandalism, pot-hunting, and site destruction associated with economic development. Training undergraduate and graduate students to be professional archaeologists becomes an increasingly unprofitable task if those student's subject of study vanishes from the face (and below the face) of the earth. Cultural preservation should be a critical topic area for academic programs, along with concepts, methods and field work, but it is seldom addressed in any detail in archaeology courses. More effort needs to be given to developing cultural resource preservation curricula for both internal academic and external education outreach and education among higher education professionals.

3) In recent national and international initiatives on multicultural education, i.e. the teaching of cross-cultural and sub-cultural (pluralistic) diversity and understanding, archaeology has been largely ignored despite representing the cumulative knowledge of the cultural roots and processes of multiculturalism/cultural diversity for the entire human species. Archaeologists, particularly at the higher education level, need to insert themselves into current dialogues on multicultural education as an essential subject of study. Again, the bus may be leaving without us, and the archaeology profession will be poorer for having missed it.

4) As the Society for American Archaeology has resolved, with the formation of the Public Education Committee, archaeologists, as a profession, have an "ethical" responsibility to be intimately involved in archaeology education, from K-12 school curricula to cultural resource preservation programs. Yet, even on the SAA education committee, higher education archaeologists are poorly represented, or even interested in serving, electing to leave archaeology education to public agency archaeologists and K-12 school educators whose "interests" or "job descriptions" are in public or school outreach and education. Usually, their excuse is that they are too busy teaching college students, and particularly, *doing archaeology*. However, practicing and teaching archaeology, at any level of the education system, are not incompatible objectives.

In an attempt to address the above inadequacies of higher education archaeology for public and school outreach/education, the University of Northern Colorado Anthropology Program, in the past few years, has been developing a number of interrelated archaeology education projects for PTE (professional teacher education) students as well as those studying archaeology as a formal career. These interrelated curriculum-development projects include: 1) an integrated teaching approach which combines "hands-on" archaeological field and laboratory research with classroom experience, 2) offering summer field schools for in-service teachers seeking multi-yearly recertification, 3) a public and K-12 cultural resources outreach program utilizing university students in both regular academic and PTE student teacher programs, and 4) development of K-12 teaching block texts and resource materials. Within the next three years, these individual projects will be coordinated under the aegis of a proposed UNC Institute of Cultural Resources Research and Teaching (ICRRT). Similar programs are being introduced elsewhere, including one headed by Charles Adams of the University of Northern Arizona. However, more initiatives of this kind are needed from institutions of higher education, particularly those involved in professional teacher education. Once higher education has taken its place among our colleagues in government agencies, K-12 school systems, and professional societies, the archaeology profession and the rich

resources of past generations will have a more meaningful and productive future.

INTERNATIONAL APPEAL FOR EDUCATION ASSISTANCE

Two Spanish archaeologists have been corresponding with Public Education Committee members, seeking assistance in developing archaeology education programs and materials for youths. Stating that no tradition exists in Spanish national or university systems to foster precollegiate curricula, Fernando de Bunes and Dionisio Liebana have requested input about methodology, programming, testing, and evaluation, as well as copies of publications, papers, and lesson plans. They are eager to collaborate with educators in the United States.

If you have resource materials or information that may assist Messrs. de Bunes and Liebana, please write to them at: C/Mirasierra No. 9 5D, 28940 Fuenlabrada, Madrid, Spain.

SAA HOLDS STUDENT ESSAY CONTEST AS PART OF ANNUAL MEETING PUBLIC SESSION

FIRST PLACE, OHIO

Michelle Kling, Licking Valley Junior High School,
Newark

I am sitting on a hill watching the bulldozers dig up the mounds. Broken bits of pottery and small tools are turned up from beneath the soil. I watch as these ancient artifacts are tossed in the dump truck and driven away to a permanent burial ground. This is not the way it is supposed to be, I tell myself. Digging up any archaeology site is like digging up a graveyard. I have lived here in Licking County my whole life and I grew up with these mounds. How could they do this? The magic is gone.

You can learn a lot by investigating archaeological sites. The artifacts reveal a lot about the extinct people's culture. For example, the bones tell the height and structure of the people. Some monuments or relics may even reveal their religion. It is the significance of another culture.

With your help we can save archaeology sites. Start a local community group and get your friends to join. Write a short story in the newspaper persuading others to help. Or even sell T-shirts with logos such as "Preserve the Past" or "Save the Mounds."

The last of the bulldozers are gone and all is silent. But will there be more? You decide.

EDUCATION PROTECTION AND
PRESERVATION: ARCHAEOLOGICAL
EDUCATION PROGRAMS IN TEXAS

by Pat Mercado-Allinger, Office of the State Archaeologist, Texas

Texas Archaeological Stewardship Network

The Texas Historical Commission's Office of the State Archaeologist (OSA) created the Texas Archaeological Stewardship Network (TASN) in 1983. The network is currently made up of 50 avocational archaeologists, who live across the state and act as extensions of the OSA. These men and women distribute educational materials and offer slide shows and lectures to school and civic groups. TASN members also record archaeological sites, monitor known sites, document private artifact collections, and assist professional archaeologists with site investigations. Stewards also advise landowners about ways to protect historic and prehistoric sites. In brief, these individuals help to provide the personal contact so desperately needed to effectively educate the public about archaeology and archaeological preservation.

WHICH PUBLIC?

There is no one educational program or one informational brochure that can possibly meet all needs of each segment of the public. What is effective with children may be too simplistic for the adult public. The landowner should be provided with specific details about archaeological preservation on private land, while the avocational archaeologist is more interested in the methods and results of archaeological research and interpretation.

Adults

For the adult public, two brochures were created by the OSA. You Are The Guardian of the Past is an illustrated one-color brochure for general distribution, with brief sections on the archaeological heritage of Texas, the problem of site vandalism, archaeological site protection, and sources of

information and assistance. The Legacy in Pieces brochure has an eye-catching, full-color format and was designed to inform landowners about the preservation options open to them in Texas.

Young People

The OSA's Living with the Texas Past series for young readers is aimed at the 7th-grade level, which is when Texas history appears in the mandated curriculum. The Indian Years booklet describes Texas' prehistory, with brief sections about the unique archaeological remains in the major regions of the state. The Years of Exploration focuses upon the Contact period, with sections describing European exploration of the 16th and 17th centuries, and the lifeways of Texas Indian groups of the time. Both booklets contain "Think About It" sections, chapters describing the archaeological process of investigation and analysis, and a list of recommended readings and audiovisuals.

Educators

Another extremely important segment of the public are educators. A teacher resource book, Clues from the Past (edited by Pam Wheat and Brenda Whorton, Hendrick-Long Publishing Company, Dallas, Texas), was developed by the Texas Archaeological Society (TAS) and has been available since 1990. Production of Clues from the Past was a collaborative effort, with avocational and professional archaeologists contributed text, illustrations, reviews and comments to the project. The result is not a "how to dig" guide for teachers, but instead is a carefully organized publication that concentrates on the entire process that is archaeology. It includes summaries of prehistoric and historic Texas cultures and provides a number of suggested classroom activities for various grade levels. Furthermore, teachers who attend the annual summer TAS Field School are eligible for career ladder credit. Here again, the aim is not to teach teachers how to dig, but to teach them why we dig, and more importantly, what happens after the field work is completed.

Avocational

The TAS Field School is also an excellent vehicle for those individuals who want "hands-on" experience while making a contribution to our understanding of the Texas past. Each June, TAS members assemble at a selected location to excavate or survey alongside professional and experienced avocational archaeologists for one week. Proper field and lab techniques are taught at the Field School, which is directed by a professional archaeologist. People of all ages and levels of experience may participate, and larger numbers

of Texans with an avocational interest in archaeology are choosing to spend their summer vacations in this way!

Historic Preservation Community

It is also important to cultivate alliances with historic preservation groups especially since they already have an appreciation for the need to preserve the past. In Texas, "archaeology awareness" is encouraged among historic preservation groups through the THC's Distinguished Service Award program. Organizations such as county historical commissions and societies are given a list of suggested activities ranging from placement of recommended archaeology books in public libraries to conducting oral history interviews with local residents to obtain information about known historic and prehistoric sites. Successful completion of approved activities is rewarded with a Distinguished Service Award certificate, which is presented at the THC's Annual Preservation Conference.

TEXAS ARCHAEOLOGY AWARENESS WEEK

Yet, in spite of all these programs, we came to realize that more public outreach was needed in Texas. Clearly, the loss of significant sites will continue unabated unless there is an understanding of what this loss means to Texans of today and tomorrow. This is why Texas Archaeology Awareness Week (TAAW) was created in 1989 by a coalition of groups including the TAS, THC, Texas Archaeological Research Laboratory (at The University of Texas at Austin), Archaeological Conservancy, and others concerned about the preservation of our state's archaeological heritage.

TAAW is observed each April in order to celebrate the uniqueness and richness of Texas archaeology. Local groups and institutions are encouraged to sponsor special events during the week. Museums display archaeological exhibits and sponsor special talks and presentations. Excavations are sometimes open for public inspection and modern craftsmen demonstrate ancient techniques of pottery making and flint knapping during TAAW.

CONCLUSION

We have learned in Texas that professional and avocational archaeologists can and must work together if we are to be successful in educating the various publics about our irreplaceable archaeological heritage. There are many talented and energetic people in the avocational community, and considering the enormity of the challenge, we need as much talent and energy as we can muster!

WHAT'S NEW

A Book for New Adult Readers With An Archaeological Twist: Another Way to Bring Prehistory to the Public

by A. Gwynn Henderson, University of Kentucky

The Kentucky Bicentennial volume of the Kentucky Humanities Council's New Books for New Readers series is about Indians and archaeology. Kentuckians before Boone is a fictionalized account of the daily lives of village farmers in central Kentucky in the year 1585, based completely on information uncovered at archaeological sites in central and northeastern Kentucky and on accounts of Indian groups who lived in Kentucky and the eastern United States when the first Euroamerican explorers, traders, and settlers arrived.

The book follows the household of Fishes-With-Hands, his wife, She-Who-Watches, their children, and their married sons' families as they go about their daily activities in their summer village (clearing and planting their fields, making vessels, and building houses), and their winter camp (hunting, processing nuts, making arrows). Also described is a trading expedition, during which At-Night and Steals-Corn exchange salt and tobacco for engraved shell ornaments, and the death of and funeral ceremonies for Masked-Eyes. The book closes with an epilogue that describes how archaeologists do archaeology and the kinds of questions they attempt to answer.

The New Books for New Readers series began in 1988 with an exemplary award to the Kentucky Humanities Council from the National Endowment for the Humanities, with critical help from the Scripps Howard Foundation. These monies supported the publication of the first set of six books on topics including history, folklore, women, and short stories, all with a Kentucky emphasis. Two more books (an anthology of southern literature, and Kentuckians Before Boone) have followed the original six, with funding from other sources. Kentuckians Before Boone, for example, was prepared with funding from the Kentucky Heritage Council, which serves as the Kentucky State Historic Preservation Office.

The New Books for New Readers Series is the first and only one of its kind in the United States that is focused on creating books that deal with subject matter adults would be interested in, but that are written on a level that new adult readers can read (about a 4th grade reading level). The content or subject matter of these Series' books is

comparable to that which is available to people who have read for a long time, enabling new adult readers to share in Kentucky's heritage because all books have a Kentucky focus.

Published authors or scholars on the topics covered in the books prepared the manuscripts in consultation with the series editor, who is trained in reading education, and with county adult literacy programs. New adult readers themselves thus have input into each book's preparation, reading each chapter as the drafts are completed, asking questions, requesting clarification on points covered, and offering suggestions about vocabulary.

The New Books for New Readers Series is published by the University Press of Kentucky, which handles the marketing and distribution of the books. Each book is a small paperback (22 by 14 cm), about 64 pages in length, illustrated with line drawings or black and white halftone photographs, that sells for \$4.50.

For more information about how you could begin a New Books for New Readers series in your state, contact Virginia G. Smith, Director, Kentucky Humanities Council, 417 Clifton Avenue, Lexington, Kentucky 40506-0414 (606) 257-5932.

For more information about writing for new adult readers or on a 4th-7th grade level by a professional contact A. Gwynn Henderson, Program for Cultural Resource Assessment, 101 American Building, University of Kentucky, Lexington, Kentucky 40506-0100 (606) 257-1944.

TEACHING WITH HISTORIC PLACES

by Beth Boland, National Register of Historic Places

Over the past two years, the National Park Service and the National Trust for Historic Preservation have joined together to launch an ambitious education program based on properties listed in the National Register of Historic Places. The President and the Secretary of the Interior have placed a high priority on the importance of education in ensuring public understanding and appreciation of the power and immediacy with which cultural resources convey lessons about our past, and support for preserving these irreplaceable resources. The Park Service's role in creating educational materials about historic places is part of this larger commitment. Enriching public understanding of the nation's history and culture as it is embodied in the natural and built

environment and material culture is also an important part of the National Trust's educational mission.

National Register files and computerized database contain information on over 58,000 historic places significant in America's history, architecture, archaeology, engineering and culture. Located throughout the country and its associated territories, these properties reflect nearly every facet of our past. Many of these resources are related to aspects of our history not well represented in textbooks, and are especially rich in information on community history. In March of 1991, a group of educators, including curriculum specialists, school administrators, classroom teachers, national organization leaders, and others met to advise the Park Service and the Trust on the most effective ways to make information about these historic places accessible and useful to history and social studies teachers. Recommendations from this group have been invaluable and have shaped the course of the projects currently underway.

At the heart of the educational program initiated by the Park Service and the Trust is the production of a collection of educational materials, "Teaching with Historic Places." The development of these materials has been patterned after document-based learning packages and training programs created by the Education Branch of the National Archives. The two cornerstones of the program are a series of short lesson plans and another series of more complex kits composed of instructional materials related to specific historic themes. Their purpose is to assist elementary and secondary school teachers to enhance class instruction of history and social studies through the use of historic places and the information about them as primary source materials. National Register properties are tangible places, and can illustrate to students that historic people and events lived and occurred in real and identifiable times and locations. Those that exist in the students' own community relate directly to their lives.

The first set of seven short lesson plans on historic places is near completion. Each lesson plan will include both information on the property from National Register documentation and other sources, and also activities and exercises focusing on the information and skills that students can learn from studying the property. They will be published by the National Trust and also by National Council for the Social Studies in its journal Social Education. In addition, they will be introduced in workshops designed to guide teachers in using the lessons effectively and to encourage them to create their own. The first of these workshops was held November 21-22, immediately preceding the annual meeting of the National Council for the Social Studies.

An educational kit also is underway and is scheduled for completion in 1993. American labor and workplaces from prehistoric to recent times is the theme around which this kit is structured, under the name "American Work; American Workplaces." The kit will contain lesson plans, similar in content and format to the short lesson plans, for at least six historic places of local, state, and/or national significance; a chart explaining how the properties selected fit into U.S. history and social studies curricula; information on additional National Register properties; and a discussion of the National Register program. As with the short lesson plans, the National Trust will publish the final product. Both the lesson plans and the kits also are planned as the first series of such materials.

Together the lesson plans, kits and workshops are intended as the foundation of an ongoing commitment to education. The goals of the program are to: 1) publicize the richness and diversity of resources listed in the National Register of Historic Places; 2) illustrate how historic places provide a tangible link between past events and abstract historical concepts and the lives of students today; 4) enrich traditional classroom teaching; 5) foster in students an awareness of and appreciation for the values of the nation's cultural resources' and 6) make students and teachers aware of the wealth of information available about historic properties.

For more information on the "Teaching with Historic Places" educational materials or on the heritage education programs of the National Park Service and the National Trust contact the National Register of Historic Places, Interagency Resources Division, National Park Service, P.O. Box 37127, Washington, D.C. 20013-7127 (202) 343-9536 or National Trust for Historic Preservation, 1785 Massachusetts Avenue, NW, Washington, D.C. 20036 (202) 673-4000.

**ARIZONA ARCHAEOLOGY WEEK
OFFERS OPPORTUNITIES TO THE
PUBLIC**

Teresa Hoffman, Arizona State Historic Preservation Office

Arizonans celebrated the tenth annual Arizona Archaeology Week (March 14-22) with over 100 events and activities across the State. The goal of Archaeology Week, coordinated by the SHPO, is to provide opportunities for public participation in archaeology in an educational and entertaining setting.

For the past four years, an Archaeology Fair has been the kick-off event for Archaeology Week. This year it was held at Casa Grande Ruins National Monument and was a

cooperative venture among the Monument, SHPO, and the Southwest Archaeological Team.

Approximately 6,000 people attended the two-day Fair which featured guided tours of the Big House and backcountry ruins areas, as well as exhibits, demonstrations, and hands-on activities offered by 35 archaeological and related organizations from all over the State. The tours of the backcountry ruins were filled to capacity forcing additional outings to be scheduled, by the Monument, for later in March and April. In addition, the O'odham Dancers entertained and informed visitors about Tohono O'odham traditions.

The nearby town of Coolidge also shared in the success of the Archaeological Fair, hosting a Hohokam Arts Festival in town in conjunction with the Fair. The event benefited Coolidge in two ways; 1) increase in local business during the event and it raised awareness of visitors about the community. The Fair was truly representative of the theme for this year's Archaeology Week, "Partners in Preservation."

For more information on Arizona Archaeology Week, and other public archaeology programs, contact Teresa Hoffman, Arizona State Parks, SHPO, 800 W. Washington, Suite 415, Phoenix, Arizona 85007.

**SEARCH CONTINUES FOR STATE
AND PROVINCE NETWORK**

During the two year existence of the SAA Public Education Committee, we have attempted to develop a North American network made up of archaeologists, teachers, and avocationalists. This "grass-roots" organization will focus its efforts on developing a speakers bureau, a presence at local and state teacher conferences through workshops and booths, dissemination of pertinent information developed by the Committee, and as much else as the coordinator and the local committee want it to do.

We are still searching for coordinators from the following states and provinces: Alabama, Alaska, Arkansas, British Columbia, Connecticut, Delaware, Washington, D.C., Indiana, Iowa, Maine, Manitoba, New Brunswick, Newfoundland, New Hampshire, New Jersey, North Carolina, Oklahoma, Ontario, Oregon, Quebec, South Dakota, Tennessee, Washington, West Virginia, Wisconsin, and Wyoming.

If you would like to become involved in this grand experiment, please contact Ed Friedman at Bureau of

ARCHAEOLOGICAL PARKS

by Mary L. Kwas

Recent Activities

Archaeological parks in Mississippi participated in Mississippi Archaeology Week, March 2-8. John House spoke on "Kent Phase Archaeology" while Sam Brookes provided artifact identification at Winterville Mounds, and Jim Barnett spoke on "Natchez Archaeology" with Geoff Lehmann identifying artifacts at Grand Village of the Natchez Indians.

Grand Village of the Natchez also held its 4th annual "Natchez Powwow," March 28-29. Gourd dancing and intertribal dancing lasted into evening hours.

Old Stone Fort, Tennessee, hosted a "Knap-In" for area flint knappers on May 2-3.

Arkansas Archaeology Week was held April 4-11. As part of the week's events, Jeff Mitchem of Parkin Mounds spoke at the Chamber of Commerce banquet about his recent work at the site; and Toltec Mounds offered demonstrations of Native American arts and crafts.

Other activities at Toltec Mounds this spring included a "Native American Plant Hike" on April 18-19, a Cub Scout badge day on April 4, and a talk by Martha Rolingson on the people who lived at Toltec, on March 28.

Cahokia Mounds, Illinois, has chosen 1992 as the "Year of Indian Diversity," and plans to celebrate the same with a traveling exhibit, lecture series, video series, and educational program. Some of the activities offered so far include craft classes on Choctaw blow guns, Choctaw cooking, and Navajo silverwork, and a nature/culture hike, and performance by Mike's Drum Group.

Chucalissa, Tennessee, hosted its second annual "Archaeology Day" on March 15, and archaeologists from around the Mid-South area participated in this public event. Talks were provided by Robert Mainfort, John Connaway, Rick Walling, David Dye, Jeff Mitchem, Mitch Childress, and Gerald Smith. Flint knapper Jay Mitchell also gave a lively demonstration. Other spring events at Chucalissa included a Girl Scout Badge Day in April; an exhibit on the archaeology of Veneto Province, Italy, in May; and "More

Than Bows and Arrows," a demonstration of ancient hunting technologies, also in May.

Ocmulgee National Monument, Georgia, has planned 12 months of events including lectures, films, and workshops. A "Pine Needle Basket Workshop" was offered March 28, and a "Lantern Light Tour" was held several evenings during March.

Visitors helped plant a traditional Indian garden using replicas of ancient tools and seeds of early plants, May 17, at Dickson Mounds, Illinois.

Russell Cave National Monument, Alabama, held their 7th annual "Indian Day" April 18. Activities and demonstrations covered the following topics: flint knapping, blowgun and darts, tools and weapons, brain-tanned buckskin, bow making, atlatl, pottery making, pottery stamping tools, herbs and plant use, masks and ceremonies, and storytelling and petroglyphs.

Things to Come

Chucalissa, Tennessee, has two exhibits coming up: "What I Saw at Chucalissa," an exhibit of children's art impressions of their visit to the site will be on display June 15-September 15; and "Indian Games," a traveling exhibit from the Oklahoma Museum of Natural History, will be on display September 18-October 17. The site will also host its 17th annual "Choctaw Indian Heritage Festival," August 1-2.

Dickson Mounds, Illinois, will host "More Than Bows and Arrows" on June 20-21. The event features a weekend of demonstrations by artisans from around the Midwest of Native American crafts, including flint knapping, pottery making, fire making, shell working, bone working, and plant use. A special exhibit, "Excavations at the Morton Site: Archaeology Comes of Age" will also be on display through 1992.

August 22, Ocmulgee National Monument, Georgia, will offer a lecture by Sylvia Flowers on "The Cult Bringers: The Macon Plateau Culture."

On June 20, Cahokia Mounds will host an "Indian Food Festival" with demonstrations and tasting. There will also be craft classes during the summer on beading, twine baskets, toys and games, dream catchers, Southwest cooking, and Northwest coast abalone cedar mounts. The Kahok Dancers will perform June 7, July 12, and August 2.

Toltec Mounds, Arkansas, will sponsor a "Girl Scout Day" on June 6. Activities include a hike, slide presentation, Indian myths and legends, and crafts demonstrations. On June 20

the site will host "Sunfest 1992." Native American crafts demonstrations will fill the day, while a talk on the archaeoastronomy research at Toltec will be held in the early evening. The day's activities will conclude with a 7 p.m. site tour viewing the summer solstice sunset over Mound B.

Odds 'n' Ends

On November 25, Illinois Governor Jim Edgar announced that the **Dickson Mounds** burial exhibit would close April 3, and that the remains would be entombed. At the same time, he announced plans for a major renovation of the museum building and development of new interpretive exhibits. Examination and recording of the skeletal remains are currently underway.

Hearings have been held by a U.S. House of Representatives subcommittee on a bill to rename and expand the **Mound City Group National Monument**, Chillicothe, Ohio. The bill, which has passed the Senate and is pending in the House, would add 762 acres to the Mound City tract set aside by Pres. Warren G. Harding in 1923 and rename it the **Hopewell Culture National Historical Park**. Most of the area's archaeological sites are now in farm fields where embankments, circles, octagons, and mounds are barely visible. Expansion of the Mound City interpretive center would follow research efforts on the additional acreage.

Grave Creek Mound, preserved as a state park in West Virginia, stands as one of the tallest Adena burial mounds in the country. In 1838, road engineers measured the height of the mound at 69 feet and the diameter at the base as 295 feet. Originally a moat of about 40 feet in width and five feet in depth encircled the mound. Adjacent to the mound is the **Delf Norona Museum**, which opened in December 1978. Exhibits and displays portray what is known about the cultural life of the Adena people and the construction of the mound. The site is open to the public year-round.

Archaeological parks were represented on April 10 at the 57th annual meeting of the Society for American Archaeology, held in Pittsburgh, with the symposium **"Public Education at Archaeological Parks: Doing It Every Day."** The papers included in the symposium were: "Archaeological Parks: Year-round Centers for Public Education" (Mary L. Kwas); "Education for the Public at the Grand Village of the Natchez Indians" (James F. Barnett Jr.); "The Ohio Historical Society: 107 Years of Preserving and Interpreting Archaeological Sites" (Martha Otto and Bradley T. Lepper); "Aztalan State Park in Wisconsin: An Ancient Site with a New Look" (Cynthia M. Stiles); "The Wickliffe Mounds Cemetery: Educating the Public in a Changing Exhibit" (Kit W. Wesler); "Reconstruction and Public Education at the Lawson Prehistoric Neutral Iroquoian

Village Site, London, Ontario" (Robert J. Pearce); "Daily Interaction with Park Visitors: The Toltec Mounds Example" (Martha A. Rolinson and Philip Osborne); "Public Programs and Public Controversy at Dickson Mounds" (Judith A. Franke); "Traveling Exhibits Give New Interpretation to Old Stories" (Peter B. Tirrell); and "Archaeological Education vs. The Raiders of the Lost Ark and the Wannabies" (Suzanne Kutterer-Sibert, Margaret Kimball-Brown, and Lucretia Kelly).

Still available is the 1986 publication, **"Archaeological Parks: Integrating Preservation, Interpretation, and Recreation,"** with contributed articles representing Pinson Mounds, Toltec Mounds, Grand Village of the Natchez, Spiro Mounds, and Cahokia Mounds, among others. The book is available for \$7.00 (includes shipping) from: Maps and Publications, Division of Geology, Tennessee Department of Environment and Conservation, 701 Broadway, Nashville, TN 37243-0445.

Billy Townsend, Chief Historian with the Georgia Department of Natural Resources, sends the following article: **"Replacing Human Skeletal Material with Plastic Biological Models."**

Some museums illustrate vital points through the use of model burials or in-situ burials. The following technique was developed by Linda McCarrey and Harry Schoepf of the Georgia State Parks and Historic Sites Division Exhibit Shop to help interpret important points through the use of plastic biological specimen models at **Kolomoki and Etowah Mounds**.

One-half of the museum at Kolomoki sits over an excavated mound that illustrates that the builders had a very strong belief in an afterlife, that trophy skulls were part of the ritual, and that, in all likelihood, there was retainer sacrifice.

The lighting and music create a mood that is similar to that in a cathedral that has interpretive tours. The audio presentation begins: "You are in a special place. Over 1,000 years ago a highly organized group held an important religious ceremony here, then erected a mound to memorialize the event. You are at the edge of that mound."

In the four years since we revamped this exhibit we have had very little negative reaction and a great deal of positive reaction.

The following steps were used in preparing plastic biological models to replace human skeletal material:

1. Have exhibit artist photograph in-situ burial in color with color chart in photo.

2. Match closest size of plastic disarticulated skeleton purchased from a biological supply house, such as Carolina Biological Supply.

3. Break or crush any models that need to be so treated.

4. Discard the cartilage and any missing bones from the burial you are duplicating.

5. Bones will be stained by the local soil colors and in different shades. Mix matching shades and spray paint the plastic models in layers from the lightest to the darkest.

6. Work with a light mixture of the appropriate paint solvent and rub with cloths of 0000 steel wool to properly shade the plastic models.

7. Reassemble with wire, nails, 5-minute epoxy, hot-melt glue, or whatever you need. To support some models in place you will probably need to mix plaster of paris with local soil to build up mounds. You might wish to do this in the lab or exhibit shop by mounting on plywood or hardboard than placing and sifting soil over the base.

8. An alternative is to work on site, lay a polyethylene sheet down first, then sift local soil on the location to avoid contamination of the site. You might also wish to lay a modern coin under the model in case your written records are misplaced.

9. Reproduce all artifacts that were in the burial through casting or self-hardening clay, such as for beads cut from coils.

10. Deposit the real burial in a proper repository, rebury, or repatriate the burials and associated funerary objects and still tell stories that are important to the archaeological site and to the visiting public who pay for preservation of these sites.

For more information on this technique (Billy sent me a very convincing photograph), write to Billy Townsend at Georgia Department of Natural Resources, 205 Butler Street, SE, Suite 1352, Atlanta, Georgia 30334, (404) 656-2770.

I have received 1992 calendars of events from several archaeological parks, which are excellent sources for preparing this column. If any of the rest of you have such calendars, please stick one in the mail to me: Mary Kwas, Chucalissa Museum, 1987 Indian Village Drive, Memphis, Tennessee 38109. (I'll be pleased to receive any other notes or news you have, as well.)

THE WORD IS SPREADING

It was reported in the last issue of the NEWSLETTER (Vol. 2 No. 3) that our readership reached 2,150. I am pleased to note that this issue will be going to over 2,700 individuals.

If you are interested in receiving the Public Education Committee's mailing list, please contact Ed Friedman, 303-236-9026, or FTS 776-9026.

If we need to change your listing in the NEWSLETTER, please call or write Ed Friedman.

DEADLINES & DUE DATES



To ensure your spot in the next issue of the NEWSLETTER, we need your material by July 31, 1992. Your submittals keep the readers informed. Send them to Ed Friedman, Bureau of Reclamation, P.O. Box 25007, D-5530, Denver, Colorado 80225-0007.

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