

Society for American Archaeology: Committee on Public Education

Volume 3, Number 2

December 18, 1992

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Public Education and the Academy

Susan Bender, Skidmore College
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The need for academic archaeologists increasingly to become involved with public education is well understood by this readership. An informed public is our best ally in site preservation, protection and research. However, to maintain this involvement now means an altruistic commitment to activities that do little to enhance one's academic credentials. Ultimately, "too much" time spent on public education work--no matter how little it may be in actuality--may mean denial of tenure and/or promotion if the review committee believes that a candidate had not balanced public education efforts appropriately with the more traditional academic pursuits. The purpose of this essay is to explore some avenues for reducing the conflict between professional advancement as it is understood in the academic setting and the goal of furthering public education from within the Society for American Archaeology.

Traditionally, candidates for promotion and tenure are reviewed according to three areas of achievement: scholarship via research and publication, teaching effectiveness, and service. While review committees generally look for a reasonable balance of achievement among these three areas, it is usually the case that scholarship and teaching are the two most important criteria for academic advancement. The specific weight accorded to each of these categories rests of course on specific institutional priorities. While we cannot expect institutions to recognize a separate category of evaluation, "public education," for archaeologists, we can argue as a discipline that public education contributes substantially to each of the three standard areas of evaluation.

We are also constantly reminded of the essential inter-relatedness of the three areas, especially teaching and research. Efforts in public education are particularly affected by this inter-relatedness, where research frequently provides the impetus or platform for public education activities, as for example in the case of public lectures. Our positioning of the public education activities in each of the three traditional areas is somewhat arbitrary, but it is no more arbitrary than the division of our responsibilities into discrete areas. Most public education activities carry components of teaching, scholarship and service, and by emphasizing any one of these components, specific activities can easily be moved among categories. What we suggest below, then, is one possible scheme for evaluating public education activities within a traditional academic framework.

Scholarship

While publication probably always will be the primary measure of scholarly activity, criteria for evaluating scholarship are currently too narrowly defined. Standard criteria rest almost entirely on the production of publications and the placement of these in key regional and national outlets. However, high profile, refereed outlets tend to publish primary works of method and theory.

To the extent that these outlets do not include pieces dealing with public education efforts, such work will remain devalued in personnel reviews. However, there are several types of public education activities which are arguably publishable in such outlets. For example, the development of new courses and courseware is of general interest to the profession, is a scholarly undertaking and can result in greater public awareness of the discipline and its interests. Articles dealing with education issues within archaeology traditionally have not reached the pages of *American Antiquity*. More recently, however, the inclusion of this type of scholarship (Fagan and Michaels 1992) is a refreshing exception and, hopefully, a new direction for that journal. New courses and courseware are exciting disciplinary developments which can affect the education of thousands of students across the nation. Although such work essentially confines public education within the walls of the academy, it would be a very short and necessary step to include the development of curricula for the elementary and secondary levels in this process.

The argument can be made that professional archaeologists in colleges and universities should not - or perhaps cannot - create curricular materials for pre-college children, and if we do, it is unlikely to deserve a place in the competitive pages of *American Antiquity*. Such a position ignores the amount of scholarship which is invested in curricular design and, more importantly, prevents professional archaeologists from providing direction and leadership in educating the public about archaeology's goals and concerns. Our position here is that this kind of work is in fact demanding of scholarly capabilities, and is crucial to the discipline's goals and concerns, and therefore deserves to be disseminated in the primary outlet of the Society for American Archaeology. Insofar as we, as a professional society, provide high profile publication outlets for such work, so also do we provide the argument for valuing such work as scholarship in the personnel review process.

A secondary measure of scholarly productivity is the presentation of papers and posters at professional meetings. Frequently these efforts are early drafts of articles destined for publication. Such work reflects ongoing research agenda and involvement in the profession outside the walls of the home institution. Currently, public lectures to lay groups such as historical or amateur archaeology societies, or other similar venues are not considered comparable. These activities are normally categorized as "community service," a nice but far from essential portion of the annual activity report and vitae. However, a more inclusive definition of the significance of paper presentation argues for reconsideration of the evaluation of public lectures. First, one is usually invited to give a public lecture because of an ongoing field project of general public interest. Thus, although the format for presentation is quite different, these lectures are also a reflection of ongoing research activity. Second, although the audience for these papers is not composed of peer professionals and thus the

lectures' contents are quite different, they nonetheless require scholarly expertise in selection of topic, data to illustrate the topic and construction of a coherent narrative. Finally, public lectures also illustrate involvement with the commitment to public education goals officially adopted by the Society for American Archaeology. In this manner, as well, such work illustrates involvement with the community of professional archaeologists, albeit in a manner different from attendance at meetings. This expanded definition of paper presentation argues for the inclusion of public lectures as an important component of the archaeologist's scholarly activity.

Teaching

Teaching is the criterion perhaps most difficult to reconcile with public education goals. This is because academic review committees usually consider teaching to be an activity which takes place exclusively within the institution's walls, and exclusively with the institution's students, during the regular academic year. Extra-institutional instruction is normally not accorded a place in the evaluation process. In our institutions, for example, evaluations of summer school and extension courses do not find their way into personnel reviews. Such a narrow definition of teaching clearly excludes almost all public education initiatives. We suggest here two possible avenues, "inreach" and outreach approaches, for resolving this apparent impasse.

"Inreach" involves making inclusive our definition of public education. If the goal of public education is to inform as many people as possible about the methods, goals, and achievements of archaeology, then any educational effort is of value. Educational efforts on the college or university campus should carry as much merit as those in the local community. Thus faculty who develop archaeology courses that meet all-college or general education requirements are in fact engaging in public education, insofar as they are making available courses which students not originally interested in archaeology may elect to take. Here the strategy is self consciously to develop courses which will appeal to a broader audience of undergraduates. Archaeology is well-positioned to contribute directly to new curricular developments in the area of diversity and/or multiculturalism, and we can provide a temporal element lacking in other approaches. In meeting public education goals, faculty will also provide personnel review committees with evidence of teaching effectiveness as it is traditionally defined.

The second, or outreach, approach is a more difficult one, even if more obvious. Academic administrators having responsibility for personnel decisions must be reminded that we inhabit *educational* institutions. As such, the institutions have some responsibility for providing educational leadership and experiences to their local and regional population, even that population beyond the tuition-paying minority we call students. Many education institutions justify their existence in

part by referring to this important community function. To provide outreach programs in the form of extension courses, summer schools, public forums and the like, yet not consider the activity worthy of recognition as teaching is hypocritical. Public education activities such as public lectures, summer field schools, extension courses and workshops have clear teaching components, and we need to argue for their legitimate place within this category.

Service

The service category is broadly defined in many academic institutions, and includes institutional activities such as serving on committees at various levels, and extra-institutional work in professional societies, editorial boards and other forms of community service. Public education activities clearly provide a service to our profession, to our institutions and to the public at large. The motto, "Preserving the Past for the Future" is a powerful one, and public education efforts in that direction can easily be attributed to the service area. The problem here is that public education efforts may be too easily associated with the service component, and thereby relegated to a minor role in personnel actions. We suggest several approaches to this dilemma.

First, there needs to be change in the intra- and extra-departmental peer review process. Service to the institution, the profession and the community will be a denigrated category until we insist that it is not. When archaeologists review their peers they should highlight and explain the importance of the public education activities of candidates for tenure and/or promotion, not merely pass over these efforts as unimportant or simply expected. Second, the Society for American Archaeology needs to become more active in rewarding and promoting public education activities, as a means of elevating the status of such efforts. Plenary and regularly scheduled symposia at the annual meetings, dedicated space in *American Antiquity* and annual awards are all ways of validating our work in the sphere of public education. Such measures make an unequivocal statement about the value of public education to the profession and provide a framework for the positive evaluation of public education activities in personnel review. Thus, we as academics need to argue that public education efforts call upon all of the traditionally-recognized responsibilities of successful faculty member. The scholarly and pedagogical skills of the academic are critical to, and demonstrated by, public education about archaeology.

Summary

Efforts to educate the general public about the goals, methods and substantial contributions of archaeology are among the responsibilities of the teaching faculty of our colleges and universities. The responsibility we share with non-academic archaeologists is a significant one, as the future of archaeological sites - our primary sources of information - is

at stake. Also at stake is the public's ability to understand its past. Given this responsibility, it is unfortunately the case that academics who engage in activities related to fulfilling it often do so at a risk to their professional careers. Since maintaining a professional career as an academic archaeologist is a positive goal, and educating the public about our discipline, with all of the resultant benefits, is similarly positive, we seek to provide some means of encouraging this interaction.

Taking the traditional approach to academic personnel decisions, we discuss ways of establishing the legitimacy of public education efforts in the areas of scholarship, teaching and service. Public education is an activity which inter-relates and depends upon all three areas, but which is too often relegated to the service category. To rescue this critical activity - and those who practice it - we suggest changes in the ways in which we as peers evaluate this activity. A constant theme in our discussion has been that the responsibility for these changes rests primarily upon the profession. To the extent that we explicitly value and construct opportunities for the widespread recognition of individuals who engage in public education efforts, so also do we provide the means for reducing the conflict between assessments of their academic productivity and their contributions to the well being of our discipline. Recognition of the value of public education beings "at home," and it is our responsibility to communicate this vision of archaeology to the academy.

PUBLIC ARCHAEOLOGY IN WYOMING

Mark E. Miller, Office of the Wyoming State Archaeologist
Mary M. Hopkins, State Historic Preservation Office

Conducting and promoting public archaeology is a difficult task in a state the size of Wyoming. Minimal funding and other limitations necessitate a variety of sponsors and agencies, including the State Archaeologist (OWSA), the University of Wyoming (UW), Wyoming SHPO, State Department of Commerce, junior colleges, Federal agencies, and professional and avocational groups. Our philosophy is to integrate public archaeology into a linear model of organization, beginning with research, followed by education, and leading to public outreach.

A primary effort of OWSA has been to work closely in four areas with the Wyoming Archaeological Society (WAS), an avocational group formed in the 1950's. (1) We organize spring meetings to include 5-10 student papers for a symposium and a nationally known archaeologist as banquet speaker. (2) Summer meetings are scheduled for sites where field investigations are underway, providing Society members with an opportunity to participate in excavations. (3) Fall Workshops in Laramie focus on a different topic each year. (4) OWSA provides editorial and financial assistance to the

WAS journal, The Wyoming Archaeologist, which contains articles by professionals and avocationalists, and also serves as an outlet for student research.

The WAS supports several efforts to promote, provide for, and protect archaeological resources. To encourage and aid academic research, WAS provides scholarships to anthropology students at UW. These students reciprocate by presenting slide programs at spring meetings, or publishing results in the Society's journal. The Wyoming Archaeological Foundation, a nonprofit corporation with a board of directors elected from the WAS, purchased the Hell Gap site near Guernsey, Wyoming to provide for long term protection, continued research and possible development. Recently, the Wyoming Archaeological Support Fund was set up through UW, financed by a private endowment. It provides small grants to WAS chapters working on a variety of projects under professional supervision.

A visible long-term program is the Pine Bluffs High Plains Archaeology Project, directed by Dr. Charles Reher of UW. Initially funded by a National Science Foundation grant, research into the prehistory and history of southeastern Wyoming is beginning to receive community tax base support.

As a means of educating and informing the public of archaeology, OWSA produces general slide shows for diverse audiences, especially for fourth grade classes where Wyoming history is a primary component of the curriculum.

The Wyoming Council for the Humanities has placed archaeologists on their statewide speaker's bureau, used grants for site investigations, and promoted archaeology as a component of large scholarly projects.

Other active public participation projects include Wyoming Association of Professional Archaeologists (WAPA) workshops and field visits, the U.S. Forest Service program, "Passport in Time" where site investigations are conducted with volunteers under professional supervision, and the Bureau of Land Management program of videotaping important excavations to expand their public outreach effort.

With multiple agency and private group support, the "Clovis to Cowboy" archaeology poster was issued as part of Wyoming's Centennial celebration in 1990. This year a poster was produced showcasing the Vore Buffalo Jump to inaugurate our first Wyoming Archaeology Week during April 19-25, 1992. Our goal was to encourage communities to conduct one or more activities which promote the research and educational potential of Wyoming archaeology. The Governor signed a proclamation, and 20 communities planned a total of 60 events. The week was a tremendous success and reached thousands of Wyoming residents.

Public archaeology would not be complete without a means for recognizing individual achievements and major contributions. WAPA and WAS have sponsored separate service awards for several years. Recently, WAS worked with Governor Sullivan and presented a lifetime achievement award to Mr. Henry Jensen of Lysite, Wyoming.

Various types of educational approaches are being used in Wyoming such as Wyoming Archaeology Week and hands-on public participation projects. Public archaeology efforts must proceed with caution, not compromising the resource. Professionals must nurture their relationship with avocational archaeologists, a relationship based on mutual respect and support. With increased public awareness and sensitivity to the archaeological record, we hope that Wyoming's efforts gain recognition and financial support.

WHAT'S NEW

CULTURAL DIVERSITY

The National Park Service, Cultural Resources Program has recently made available two documents that may be of interest to our readers. Both are part of the series CRM. The first, Volume 15, No. 7, focuses on the issue of cultural diversity as related to historic preservation. The second Volume 15, No. 7 Supplement provides a listing of audiovisual materials dealing with preservation education. These documents are available free from the Park Service, P.O. Box 37127, Washington, D.C. 20013-7127.

COMPUTER NETWORK

Archaeologists and educators in Florida are developing a new method of communicating that promises to make information and opinions about archaeology readily available to students and teachers. Through the Florida Information Resource Network (FIRN), a computer network serving the Florida Department of Education and all school systems in the State, archaeologists and teachers are participating in an electronic bulletin board. This effort, called Florida Archaeology Group Conference, has been under development since the fall of 1991 and came on-line for students in fall 1992.

The effort began when the Florida Department of Education approached the Florida Archaeological Council about ways to bring archaeology more directly into the schools by way of FIRN. Previous attempts by archaeologists to introduce archaeology directly into the classrooms had two limiting factors: (1) they depended primarily on personal and repeated visits by archaeologists who were too few and too busy to have much impact; (2) the task of incorporating archaeology into the social studies curricula by way of textbooks and formal curriculum adoption was a formidable bureaucratic

undertaking. It seemed that a method of communication between archaeologist and students that relied upon the power of the FIRN network could overcome these obstacles.

By January of 1992, a small group of teachers, administrators, and archaeologists was exchanging messages regularly by way of electronic mail, with all participants receiving all messages via a distribution list. Most of the content of this communication was about how to make the computers and modems work and how to organize future efforts; little was about archaeology yet. At the Florida Educational Technology Conference in late January, a Florida Archaeology Bulletin Board was announced allowing archaeologists to post messages or permanent information for teachers to read and download to their computers. Such information included places to visit, a list of brochures, local Florida Anthropological Society chapters, and so on. This stage of communication was extremely static. There was no feedback and no communication from schools. It was truly a bulletin board where one could leave a note, rather than an electronic forum for conversation.

Over the next six months, efforts focused on establishing an electronic group conference. The establishment of the Florida Archaeology Group Conference finally utilized the full power of the FIRN system to communicate directly with students and teachers in a simple yet effective way. One of the FIRN subsystems, ALL-IN-1 Group Conferencing, provides the means for participants to register in a conference, to read or download messages in the conference, and to write or upload new messages to the conference. Rather than a two-level outline, messages are arranged in various topics, under which one may add notes. There are a number of useful utilities to index messages, identify users, edit messages, delete messages, and so on, and the system is simple to learn and easy to use.

Building a communication system is no guarantee of communicating effectively; it is simply acquiring a tool. Now we must discover the strengths and weaknesses of our new tool, but more importantly, we must commit to using the tool regularly. There are 3,500 registered users of FIRN; all of them are potential participants in the Florida Archaeology Group Conference. They represent a potential opportunity to reach virtually every student in the state school system through the simple act of signing on to the conference and leaving a message. They also represent the daunting responsibility of responding to all questions and requests they submit. The information we provide on the conference is permanent until we remove it; it may be read by any number of participants any number of times. Any topic may be added and any person may add a new view or comment on any previous message. In fact, the power of this form of communication is in some respects its greatest danger. This is an extremely "democratic" forum--no one is excluded, and there is no control over the content of any message. For this reason, and for others, it is essential that an electronic group conference receive the

broadest possible participation by the archaeological community. There must be archaeologists available and willing to respond within a day or two to the many questions that are posted by students and teachers. Archaeologists must provide the correct answers and the proper direction, take the time to collect and organize the requested information, and place archaeology in a modern conservation context.

Any archaeologists willing to participate will have to bear their own long distance telephone charges should contact James Miller, Florida Bureau of Archaeological Research to be registered in FIRN and the Group Conference. Archaeologists may wish to begin to consider how a national archaeological group conference might be formed that would be accessible to the public. One critical factor in such an effort will be to ensure broad access through local phone numbers so that long distance charges are avoided--perhaps through CompuServe or one of the other national commercial networks.

THE ARCHAEOLOGY OF CITIES

May 3-4, 1993--A conference for teachers, archaeologists, and the general public.

This conference is specifically aimed at teachers and the general public, as well as professional archaeologists working in government agencies. It focuses on cities as a category of human settlement and shows that archaeology can contribute to our understanding of cities' foundations, growth, and functions. The session begins with a presentation about the archaeology of Minneapolis, then continues with international and domestic examples.

For more information contact Mark Allen, Professional Development and Conference Services, University of Minnesota, 221 Nolte Center, 315 Pillsbury Drive, SE, Minneapolis, Minnesota 55455-0139, telephone (612) 625-6358.

AWARDS

The Public Education Committee, at the request of the SAA's Executive Board recently established a subcommittee on awards. To make it the best awards program possible, the subcommittee needs your help and input. We are looking for examples of awards systems from other professional and avocational organizations, both archaeological and non-archaeological. We also are soliciting your ideas as to the possible type(s) of awards to offer, target groups, organizations, people, etc., and selection criteria.

If you have any examples of awards programs, any ideas, or a desire to participate on this new subcommittee, please contact Kimball Banks, Bureau of Reclamation, P.O. Box 1017, Bismarck, North Dakota 58502 or call at (701) 250-4594.

ARCHAEOLOGY WEEK

May 11-17, 1992 was proclaimed California Archaeology Week by Governor Pete Wilson. An illustrated brochure and multithematic poster were produced by the Society for California Archaeology to announce public education events and the week's theme "Celebrating and Conserving California's Cultural Heritage." Over 125 exhibits, lectures, tours, symposia, open houses, and film showings were scheduled in 36 counties. In addition to federal and state agencies, professional organizations, universities, museums, private corporations, and local avocational groups, this year's sponsors included the National Park Service, Bureau of Land Management, and the USDA Forest Service. For further information about the results, contact Christian Gerike, Co-chairman, SCA Archaeology Week, 5411 Old Gulch Road, Mountain Ranch, California 95246-9747. Telephone: (209) 754-4487.

THE ROOTS OF ILLINOIS A TEACHER INSTITUTE

Thomas J. Riley, University of Illinois at Urbana-Champaign
Patricia Miller, Illinois Heritage Association

In response to a mandate from the State of Illinois Board of Education to develop objectives that meet state goals for learning in six defined study areas, the Illinois Heritage Association and the Department of Anthropology and the Office of Continuing Education and Public Service at the University of Illinois have developed a week-long intensive hands on summer institute for elementary and secondary teachers in the state. The institute, called The Roots of Illinois, gives teachers first-hand knowledge of the prehistoric and protohistoric sites in the state, the French presence in Illinois Country, and the resources that have been developed at various museums and educational institutions around the state to help them in developing educational units to meet the Board of Education mandate.

The Roots of Illinois has completed its second year and has so far trained 24 teachers in the foundations of American Indian history and the French colonial presence in Illinois. Institute planners and participants have developed a set of pertinent readings, plans for setting up simulated archaeological excavations, and guidelines for developing study units that will be of value for classes in subjects as varied as art, math, science, and social studies.

The institute this year started at the University of Illinois where lecturers on the natural and geological history for Illinois were complemented by visits to reconstructed prairie environments. An outline of Indian history was presented and the French exploration and settlement of the Illinois Country

and the architecture that has survived from this period were described.

On the second day, teachers travelled to Chicago to explore the Field Museum and its Education Department, the Chicago Academy of Sciences, and the Mitchell Indian Museum of Evanston's Kendall College. They ate supper with American Indians at the American Indian Center, where a discussion of issues affecting contemporary American Indians served to emphasize for institute participant that there is a large living American Indian population in Illinois. Developing the participants' sensitivity to living American Indians with traditions that are an important part of our society today is not something that can be "taught"; rather, it appeared to develop naturally as teachers developed an awareness of issues in multicultural education.

The next two days brought the teachers back to the first contact between Europeans and Indians in Illinois. The group stopped at several sites including the Zimmerman Site, where Pere Jacques Marquette, S.J., and Louis Joliet first met the Kaskaskia on their own turf in 1673.

The following two days included visits to the French District of Illinois at Cahokia Courthouse and the Holy Family Church, both constructed in the eighteenth century. Lectures on both these days pointed out the continuity of French and Indian influences from the St. Lawrence River across the Great Lakes and down the Mississippi to Mobile, Alabama, in historic times.

The teachers viewed Kaskaskia Island's bell, presented to the "Church of the Indians of the Illinois" by Louis XV in 1741, which sits next to the present late-nineteenth century building that is the Church of the Immaculate Conception, founded by James Marquette, S.J. in 1675. At this site, Institute participants came full circle from archaeological site to the living traditions of the French and Indians in Illinois as they viewed the altar stone left by Marquette and carried along during migrations of the Illinois.

The final day of the institute began before dawn at Cahokia as the sun rolled up over Monk's Mound seen from the sighting poles at the Woodhenge to the west of the mound.

The tour bus used by the Institute had built-in VCR's and video screens, enabling the group to view a variety of tapes on archeology, French colonial history, current American Indian issues, and even stories and songs of the Voyageurs. There were from one to three lectures a day with formal classes conducted by the group leaders on the bus and by 20 disciplinary and education professionals from the six museums and seven interpretive centers visited during the tour.

Offering the teachers an intensive period of study--immersing them in early Illinois history as well as present-day issues--

appeared to work well, and by the end of the week they had become very familiar with concepts as diverse as archaeological stratigraphy, the poteaux sol construction of some French colonial houses, and the periods of American prehistory.

We believe that introducing teachers to resources for their class units on American Indians, to living American Indians and the issues that confront them today, and to the intersection of European and American Indian traditions via the first-hand experience of the sites, artifacts, and features of both traditions, gives them a deeper understanding of the interrelationship of the European and the Indian in the construction of modern America. We believe that this has already translated to teachers' understanding and will contribute significantly to the authenticity and integrity of the units they develop for their classes.

For more information regarding this project and a complete list of sites visited, contact Thomas J. Riley, University of Illinois-Urbana-Champaign, Department of Anthropology, 109 Davenport Hall, 607 S. Matthews Avenue, Urbana, Illinois 61801, telephone (217) 333-3616.

PUBLIC EDUCATION AT 1993 SAA ANNUAL MEETING

When the Society for American Archaeology holds its Annual Meeting April 14-18, 1993, public education in archaeology will be a recurring theme in symposia, workshops, and a session for the public, due in large part to the efforts of the Committee on Public Education. You are invited and encouraged to attend the 58th Annual Meeting, to be held at the Adams Mark Hotel in St. Louis, Missouri. SAA members and associate members receive conference registration information in the SAA Bulletin. (Note: Associate membership in the SAA is available for \$25 yearly for teachers and others with an avocational interest in archaeology.) For more information on the 1993 Annual Meeting, contact the SAA, 900 2nd Street, NE, Washington, D.C. 20002, telephone (202) 789-8200.

For more information on the public education sessions described below, contact the organizers. Anyone attending the SAA Annual Meeting is welcome to drop in for a portion of these workshops as time allows.

COMMITTEE ON PUBLIC EDUCATION WORKSHOPS

Archaeology for Educators--a 15-hour workshop for teachers interested in exploring archaeological principals in their classrooms (evenings of April 14-16, all day April 17, tentative). Chaired by Jeanne Moe.

Archaeologists Working with Kids--a 3 hour workshop for archaeologists (watch SAA Bulletin for morning or afternoon time slot). Chaired by Kelly Letts and Nan McNutt.

Stewardship: Who Gets Involved--a 1 1/2-hour workshop for archaeologists (watch SAA Bulletin for schedule). Chaired by Megg Heath and Shereen Lerner.

For more information on these workshops, contact Workshop Subcommittee Chair Nan McNutt, P.O. Box 295, Petersburg, Alaska 99833, phone (907) 772-4809, FAX (907) 772-3184.

COUNCIL FOR AFFILIATED SOCIETIES WORKSHOP

Archaeology Training Programs for Volunteers: A Workshop for Archaeologists and Volunteers--This April 16 workshop will address: the diversity and benefits of archaeology training programs; how some programs were started and are run; what archaeologists and volunteers want from training programs and how they can get it; and how volunteers can be used in running a training program. Speakers include Richard Waldbauer and Hester Davis. For more information on this workshop, contact Cathy Bolster-Poetschat, Oregon Archaeological Society at (503) 644-2144.

PUBLIC SESSION--SATURDAY, APRIL 17, 1-3:30 pm

Mysteries in Archaeology: How Archaeologists Separate Fact from Fiction--This session is open to the general public, as well as annual meeting registrants. It provides an opportunity for residents in the region of the annual meeting to learn more about archaeology and the processes archaeologists use to learn about the past. It will feature illustrated talks by three archaeologists, as well as presentation of awards to SAA Student Essay Contest winners from Missouri and Illinois.

Speakers include:

Kenneth Feder: "Frauds, Myths, and Mysteries: Science and Pseudoscience in Archaeology"

Robert Ackerman: "By Sea or By Land?--The Earliest Immigrants to North America"

William Sanders: "Evolution and Diffusion in Prehispanic Mesoamerica"

For more information, contact Public Sessions Subcommittee Chair, Nancy Hawkins, Louisiana Division of Archaeology, P.O. Box 44247, Baton Rouge, Louisiana 70804, telephone (504) 342-8170.

1994 WORKSHOP AND PUBLIC SESSION THEMES

What workshops would you like to attend (or present) in Anaheim in April 1994? Are there themes or noteworthy

speakers you think should be incorporated in future public sessions? Now is the time to submit your ideas to subcommittee chairs. When the committee meets in St. Louis, planning will begin for 1994. We welcome and need your ideas and input. Please contact Nan McNutt regarding workshops and Nancy Hawkins regarding the public session.

ARCHAEOLOGICAL PARKS

Mary Kwas, Chucalissa Museum

I would like to thank all the people at archaeological parks who responded to my request for information and news these last couple of months. I was pleased to hear from quite a few of you for the first time. Please keep those press releases coming. To those of you who have seen your site mentioned but know you haven't sent me anything, I have been pulling bits of information from newsletters or your brochure. This will not hold me for long, so please send me some fresh information, including calendars of events for 1993. Send any information and interesting news items to Mary Kwas, Chucalissa Archaeological Museum, 1987 Indian Village Drive, Memphis, Tennessee 38109.

Please note: The deadline for this column is March 1, 1993, two weeks prior to the deadline for the NEWSLETTER. As discussed elsewhere, the Archaeology and Public Education NEWSLETTER is moving to a new quarterly schedule, the next issue is due out May 15, 1993.

Recent Activities

An exhibit on display from June to October at **Jefferson Patterson Park & Museum**, St. Leonard, Maryland, revealed how African-Americans in Annapolis lived between 1800 and 1950. "Buttons, Bottles & Bones: Archaeology and the Maryland Black Experience" was organized by Archaeology in Annapolis through the University of Maryland, Baltimore Campus. Excerpts from oral history interviews added life to the many fascinating artifacts from archaeological finds at four sites: Franklin Street, Gott's Court, Duke of Gloucester Street, and Main Street. Other activities at the museum included educational wagon tours, a workshop on making toys out of old buttons, and a workshop teaching the skills of playing marbles.

Over 1100 people learned about Ohio prehistory and archaeology on September 6 during "Archaeology Day" at **Serpent Mound State Memorial**, Adams Co., Ohio. An annual event sponsored by the Ohio Historical Society, the program emphasized the diversity of archaeological activities in Ohio and the role of avocational archaeologists and an informed public in advancing our knowledge of the past. Events included flintknapping and pottery demonstrations,

exhibits about archaeological research, artifact identifications and displays by avocational archaeologists of their properly catalogued surface collections.

Grand Village of the Natchez Indians, Natchez, Mississippi, held a two-day flintknapping seminar October 31-November 1. The stone provided for the seminar was heat-treated Arkansas novaculite and Texas cherts and flints. Grand Village also held a "Music at the Mounds" celebration Oct. 24, featuring local singers and musicians performing gospel, dixieland, jazz, and German oom-pah.

Chucalissa, Memphis, Tennessee, offered Native American crafts classes in November and December on beaded flower-chain bracelets, cane blow gun and cotton-tufted darts, pottery, and fingerweaving.

Louisiana Archaeology Week, held October 4-10, featured activities throughout the state, including the state commemorative areas of **Poverty Point** and **Marksville**. Poverty Point offered demonstrations of earth-oven cooking, flintknapping, stone drilling, and spear throwing, as well as a field tour of recent archaeological work. Marksville offered a hands-on program about Caddo lore and tours of the site and conservation lab.

Toltec Mounds, Scott, Arkansas, held "Archaeological Site Exploration Hikes" during November weekends, which included parts of the site not normally visited on regular tours. Park interpreters also retold the story of Squanto and the "First Thanksgiving," November 21-22.

Sunwatch Archaeological Park, Dayton, Ohio, honored November as "Native American Heritage Month," with several activities, including a "Hunter's Weekend," "Prairie Grass Harvest Weekend," and "Night in the Village."

"Heritage America," held at **Cahokia Mounds**, Illinois, September 25-27, brought the diversity of Indian culture of the present to one location. The entire site came alive as a large Indian city with demonstrations, hands-on activities, traders, and performances of dancing, storytelling, game demonstrations, music and song.

Other archaeological parks that also held large festivals this fall with a whole range of Native American crafts demonstrations, dancing, etc., included **Moundville**, Alabama; **Pinson Mounds**, Tennessee; **Angel Mounds**, Indiana; and **Town Creek**, North Carolina.

Things to Come

Toltec Mounds, Arkansas, will offer visitors "Indian Myths and Legends" by a park storyteller, December 26-27.

Cahokia Mounds, Illinois, will observe the winter solstice on December 20 at the Woodhenge.

Odds 'n' Ends

With the help of local boy scouts, the Old Cahawba Archaeological Park, near Selma, Alabama, completed a self-guiding nature trail this fall. The trail was designed to help visitors imagine what life was like in Cahawba during the Civil War. Actual words of a resident from this time period are used in a brochure and are keyed to numbered wooden posts located along the trail. Visitors learn, for example, that Cahawba's residents had to find substitutes for store-bought items in the woods of the town commons while the ports were blockaded during the war.

The Old Stone Fort, Manchester, Tennessee, is a 2000-year-old Native American ceremonial site, consisting of mounds and walls that combine with cliffs and rivers to form an enclosure measuring 1-1/4 miles in circumference. The 50-acre enclosed area seems to have served as a central ceremonial gathering place for some 500 years. The entrance to the Fort consists of mounds, ditches and in-turned walls that show signs of being oriented to the summer solstice sunrise. The interpretive center includes exhibits relating to the history, archaeology, and legends surrounding the Old Stone Fort and its builders.

The scientific study of the Town Creek Indian Mound, Mt. Gilead, North Carolina, began in 1936 and is an ongoing archaeological project. Many of the Indian villages that fringed the ceremonial ground have been located by archaeologists, and much of the area at Town Creek has been excavated, including the mound itself, which has been rebuilt. Major and minor temples have been reconstructed, and the stockade wall surrounding the area has been rebuilt on the location of the original.

Anasazi State Park, Boulder, Utah, has installed new outdoor interpretive signs, which are being translated into German, French, Italian, Dutch, and Spanish. The museum will be remodeled within a couple years and will include a multi-agency exhibit (BLM, Forest Service, Utah Parks and Recreation), an expanded exhibits hall detailing finds at the park, an auditorium, curator's office, and expanded collection storage facilities. Staff members are now working on an updated excavation report, which will be made available for the public. Visitation at Anasazi State Park has risen from just over 6,000 in 1970 to over 45,000 in 1991.

The archaeological park of Pu'uhonua O Honaunau, located in Kona, Hawaii, is an ancient Hawaiian place of refuge, where defeated warriors, noncombatants in time of battle, and *kapu* breakers could escape death and begin life anew. The park now includes The Great Stone Wall (built about A.D. 1550), as well as palace grounds, house models, temples, and a petroglyph. (An amusing note for us mainlanders accustomed to avoiding

poison ivy and snakes, this quote from the brochure: "If you leave the trail, watch for falling coconuts and coconut fronds. Please do not climb coconut trees--you may fall.")

Effigy Mounds National Monument, located just north of Marquette, Iowa, was established in 1949 to preserve the earthen mounds found within its borders. These consist of 191 known prehistoric mounds, 29 in the form of bear and bird effigies and the remainder conical or linear in shape. Administered by the National Park Service, the monument contains a visitor center with exhibits and trails with interpretive markers.

Angel Mounds State Historic Site, Evansville, Indiana, is one of the best preserved prehistoric Indian settlements in the U.S. The people who built the village were part of an advanced culture that thrived in the Mississippi River Valley from A.D. 900-1600. The site was known to local residents long before its significance was officially noted in 1875. In 1938, the site was purchased by the Indiana Historical Society through a donation from Eli Lilly. The site includes reconstructed winter houses, a round house, summer houses, a temple, and a portion of a stockade wall.

A RESPONSE TO BLANCHARD

Barbara Gronemann, Scottsdale, Arizona

I would like to respond to Charles Blanchard's article, "Education and/or Entertainment, Archaeology and Prehistory in the Public Schools" (VOLUME 2, No.1). I am a teacher with a Masters in Education, who has taught in the classroom, taught archaeology as Museum Educator at Pueblo Grande Museum and now teaches archaeology through my own business. Southwest Learning Sources, and Educational Service through which I serve as an Education Research Specialist on the Southwest. I moved to Arizona 17 years ago. I, like many people who moved to the west, became fascinated with its prehistory. Yes, "Archaeology has for years been introduced as a treasure-hunting, collecting, object oriented entertainment." One way this image of archaeology could have begun was through the first diggers of artifacts, and the early archaeologists. In the early days of archaeology, there were not the sophisticated tools or techniques of today and some archaeologists were even like our "pot hunters" of today. Written news of archaeology was usually **what was discovered** by the archaeologist. What is found today is still a headliner in the news of archaeology, but in Arizona, the news also gives information about visiting the sites. Archaeology as a treasure-hunting profession is dispelled when the public visits a site and is then informed at the very beginning of a tour why the site is being excavated, for to "dig" is to destroy. It is explained that excavation takes place only when necessary such as for highway construction, etc.

The archaeologist would rather preserve sites for future study and other sophisticated technology that will not destroy the site.

A committee which I have been involved with since its first meeting on February 28, 1985, is the Archaeology in the Schools Committee organized by the Arizona Archaeological Council, (AAC). This committee was organized to attack the serious problem of vandalism of archaeological resources and somehow enlist the help of the general public to help in its protection, also to disseminate the results of studies from public funding for investigating archaeological resources. The committee wanted to accomplish these goals through the younger citizenry by instilling in them the values of our state's prehistory and history. (See Archeological Assistance program Technical Brief No. 4, May 1989-Archaeology in the Classroom. A Case Study from Arizona) The committee today consists of professional archaeologist from the federal, state, and private sectors, avocational archaeologists, museum staff, and teachers. To reach the young citizenry the committee needed to reach the teachers who teach them. Blanchard mentions "Ideally, some level of deprogramming ought to precede any responsible, concerted prehistoric education program. When one is dealing with children, and with children's teachers who lack the background in real archaeology, this becomes very complicated." Our committee gave all-day workshops to teachers to educate them on the science of archaeology before they taught archaeology in the classroom. We did the deprogramming that Blanchard speaks of by giving them the true picture of the "real business of archaeology." The all-day workshop began with two video films rated by the Committee. "The Archaeology of Arizona" and "What is Archaeology?" Both are on the Audio-Visual Lending Program with the Arizona Historical Society, Southern Arizona Division. We work with the different school districts to make a district inservice credit available to the teachers participating in the workshop. A day of excavating is available to teachers who need more hours to obtain their district credit. The teachers choose from six workshops:

1. Dating Methods - a review of relative and chronometric dating of archaeological remains.
2. Simulating Prehistoric Pottery - ceramic manufacturing and variability
3. Garbage Can Archaeology - stratigraphy and artifact interpretation
4. Cultural History Mystery - artifacts reflect changing adaptations and lifestyles
5. Cultural Universals - concept of cultural and commonalities among all cultures

6. Trowel It - a digs-in-a-box activity - why the archaeologist dig, the science of excavation

Each workshop is presented in a hands-on format that can be brought back to the classroom for grades K-6 with some modification. Each is suited for integration into the daily disciplines. This well rounded program for teachers gives them all the aspects and disciplines involved in archaeology along with classroom lessons that they may present in the classroom. Many teachers are very conscientious and do not present a topic in the classroom unless they themselves have had a college course in it or done the research themselves or taken workshops. They, like the archaeologist, are today looking more and more to other professionals for help in their classroom to present topics they do not feel equipped to present. It is up to the archaeologist and paraprofessionals to offer teachers education opportunities so that they are able to go into the classroom and present the "real business of archaeology." I feel Arizona is doing this.

It is as difficult for teachers to avoid the digging part of archaeology in its teaching as it is for the archaeologist to avoid the digging when there is no other means to save a site. It cannot be ignored that a large part of archaeology is to uncover what was left behind by people living in the past. It is just that too much emphasis has been put on the excavation part of archaeology. A good teacher will give the total picture of archaeology from the why of the excavation to the before preparations to the after lab research and written report. As much time should be spent on what is done before an excavation as on what is done after an excavation. "But Why excavate?" is a very vital part of the whole picture of archaeology.

Digging as synonymous with archaeology is pretty hard to avoid in Arizona when this is what the population of Phoenix sees going on around them when driving the highways. People see "digging" going on. So they do relate archaeology to "digging." Teachers see the familiar as a stepping stone into the unknown. This is what hooks the students into the learning, or how they can get the students to buy into a project. A good teacher relates to the students by beginning with the known and then moving to the unknown. The teachers recognize a good motivational hands on activity to get the children to buy into the archaeology topic, and it is just that.

Do People Still Live In Two Story House?

Marcy Lockhart, Foothill Elementary School
Boulder, Colorado

"Do people still live in Two Story House?" one of my students asked with genuine curiosity. After months of study about the

Anasazi, some of the children still had difficulty comprehending that this elaborate culture could leave these magnificent structures for places unknown.

For third graders in the Boulder Valley Public School District, Colorado History is the focus of our social studies curriculum. Generally, I approach the teaching of prehistoric Indian cultures in a time-line fashion. Through a series of filmstrips, films, related literature, and hands on activities, the students develop a sense of the cultures, their lifestyle and architectural developments. As a culminating project the students produce murals depicting the major time periods which must reflect the important aspects of each particular period. Prior to this year my own personal experiences were limited to the district developed materials and some reference books I had collected and read over the past four years.

Last summer my curiosity was aroused by a news report on Channel 4. They talked about some Anasazi ruins on the Ute Mountain Ute Reservation that one could tour with a Ute guide. They also sent a plea to the general public who might be interested in donating money to help the Utes stabilize some of the 20,000 sites located on the reservation. That sparked an idea; why couldn't my students do a fund raiser?

Before I could feel comfortable doing a fund raising, I felt it necessary to see first hand, just what and whom our money and effort would benefit. After a call to the Lieutenant Governor's office and Doug Bowman, the archaeologist at the Tribal Park, I headed south to see what this Adopt A Ruin Project was all about. Doug described the project at length, offered to lend video tapes showing the tribal park and some of the sights, and then set up a tour that would allow me to see first hand some of the stabilized ruins. Never having even been to Mesa Verde, I was in for a real treat.

By 9:00 the next morning I was at Red Pottery Site, an Anasazi trash heap, with our Ute guide, Raymond. Within moments I was sifting through the sands of time, looking at pottery sherds, manos, semiprecious stones, and arrow heads. It was at that moment I decided this was an experience my students were not to miss. I had a dream!

Dreams do come true, and this one did, with the help of colleagues, my principals, parents, and most importantly-my students. My vision was a fund raising that did not have children going door to door asking for money. It was very important that they work for this effort. My experience as an Outward Bound instructor and the importance of service learning in my courses would permeate each and every aspect of this project.

With the help of our art teacher, the children designed stationery using designs from Anasazi pottery and a calendar using petroglyphs and pictographs to sell as a fund raiser. A local business store donated quality recycled paper on which

to print our products. People were very excited about the project and even more impressed with the quality of our products! They were affordable, useful and looked great too! We were on a roll. By day three of sales, we had far surpassed our initial goal of donating \$500 to the Ute Mountain Ute Tribal Park project. Our class Adopt a Ruin Project had a following. Along with the creation of our paper business, the children also were available to do physical work to earn money.

The beauty of a project such as this was the integration of all our curricular areas. It was important that the children be able to count and make change as they sold our products. A local bank donated a free checking account and the children learned how to write and endorse checks as well as to add money using decimal points. We graphed earnings and expenses. It was wonderful to hear them explain why the line had to go down once in a while. In no time we had gone far beyond our graph, whose top amount was \$2000. It wasn't long before we knew a field trip to the Tribal Park was a possibility.

As our business progressed, we were writing letters of thank you to businesses and people who had lent a hand with our project. By January we had established pen pals with a third grade class in Cortez. It was exciting to think that these pen pals might actually meet in person. Our bulletin board became crowded with articles and posters about archaeology. We were reading and writing, calculating and recording; a day would hardly pass that didn't have some project task or news. It was our life at school!

In March, we had a very special visit from Lieutenant Governor Mike Callihan to present our hard earned check for \$500. It was a proud moment, recorded in time by Channel 4 News. Each of the children prepared a mini report describing some aspect of the project. It was easy to see that they were proud, the moment belonged to them as well as the Utes. There is something to say about children's ownership in their education. Here it was in living color. And I was to find out this was just the beginning. For after this day, it was all systems go for our field trip too.

Parents volunteered to work on committees: first aid, food, activities, gear, chaperons, and lodging. Menus were determined, lodging arrangements were made, activities were developed for those hours we would not be working at the reservation or touring local sights. With the help of the students, we prepared some foods to take with us and collected necessary tools and utensils for the trip.

Our trip included two days of travel and two days in the area sightseeing. A day was spent at the tribal park, working on building the trail to Two Story House, our adopted ruin. It was wonderful to see the students' grins when they unearthed pottery sherds as they toiled on the trail. We were even able to match certain sherds with stationery designs the kids had

created. Petroglyphs on the canyon walls sparked memories of pictures we had seen in the classroom.

Given the opportunity to view Two Story House, a site not open to the public, the kids could understand why no one was living there. All the work, all the worries, all the time somehow seemed to disappear when we sat next to the building. It was like sitting on top of the world, and it belonged to each and every one of us. Isn't that what learning is all about?

For further information regarding our project or if you are interested in lending a hand, contact Marcy Lockhart, Foothill Elementary, 1001 Hawthorn Avenue, Boulder, Colorado, 80304, (303) 444-9560.

NEW SCHEDULE AND FORMAT

This NEWSLETTER is published quarterly by the SAA's Committee on Public Education to provide information and a communication tool for archaeologists, educators, and others interested in promoting public education about the past and engaging the public in the preservation and protection of heritage resources.

The next issue of the Archaeology and Public Education Newsletter will appear in May 1993, under the editorship of KC Smith, (904) 487-3711, and Phyllis Messenger, (612) 475-9149. Future issues will continue on a quarterly basis, in August, November, and February. Deadline for the May 15 issue is March 15. Articles (1-2 pages), letters to the editor, and other submissions should be sent to Phyllis Messenger, 18710 Highland Avenue, Deephaven, Minnesota 55391-3133. Submissions on disk should be IBM-compatible in WordPerfect (5.25" disk preferred).

Please continue to send all mailing list additions and corrections to Ed Friedman (see below).

Please correspond directly with column and section editors, as well:

Archaeological Parks--Mary Kwas, Chucalissa Archaeological Museum, 1987 Indian Village Drive, Memphis, Tennessee 38109.

Archaeology Educators--Cathy MacDonald (see next column).

Museums--Amy Douglass, City of Tempe, 809 E. Southern Avenue, Tempe, Arizona 85280.

ATTENTION TEACHERS AND ARCHAEOLOGY EDUCATORS

As mentioned in the last issue of the NEWSLETTER (3:1), there will be an expanded section for classroom educators in future issues. The new format will include a pull out teacher/educator section to help and encourage educators to use archaeology in their classrooms. As this section is designed with the classroom teacher and archaeology educator in mind we need your input. This is your space to find out about existing programs, hear about other teacher's and educator's experiences, and to have your questions answered. It is our intention to publish addresses so our readers may contact our contributors and develop a support system. The proposed format is below. So if you are just beginning to explore the possibilities of using archaeology in your classroom or have had experience, this NEWSLETTER section is for you.

PROPOSED FORMAT

- o Profiles of current archaeology programs with contacts and addresses.
- o Que Pasa--Information on current courses, events, inservices, and activities.
- o Lesson plans--As in the past we will continue to present lesson plans for your use, but we encourage you to send in ones that have worked with your students.
- o Feedback--your letters, comments, experiences, what worked and what didn't.
- o Issues in archaeology and education--skill development, application of archaeology across the curriculum, holistic education and archaeology. This section will examine the underlying issues we all face and provides educational rationale for using archaeology in the classroom.
- o New resources and evaluations and reviews.

Your comments and suggestions for articles or new features are welcome. Please send submissions for the classroom education section to Cathy MacDonald, Head of Social Sciences Department, Fr. Austin Secondary School, 570 Walsh Drive, Port Perry, Ontario, Canada L9L 1K9.

FOR THE CLASSROOM

The Lesson Sampler Series

This lesson is from Intrigue of the Past, Investigating Archaeology. Intrigue is a curriculum developed in Utah by a group of Educators, archaeologists, and the Bureau of Land Management (BLM). The curriculum was published in 1992, and is currently undergoing revisions by the Cultural Heritage Education Team which will make it usable in other States. Individual States are working with the local BLM offices in development of regional materials to supplement the curriculum. For more information contact the Cultural Heritage Education Team at the Anasazi Heritage Center, 27501 Highway 91, Delores, Colorado 81323, or call (303)882-4811.

SCIENTIFIC INQUIRY

SUBJECTS:	Science, social studies, language arts
SKILLS:	Application, analysis, synthesis, evaluation
STRATEGIES:	Scientific inquiry, classification, research skills, writing
DURATION :	45 to 60 minutes
CLASS SIZE:	Any; groups or 3 to 4

Objectives:

In their study of scientific inquiry students will use an activity sheet to:

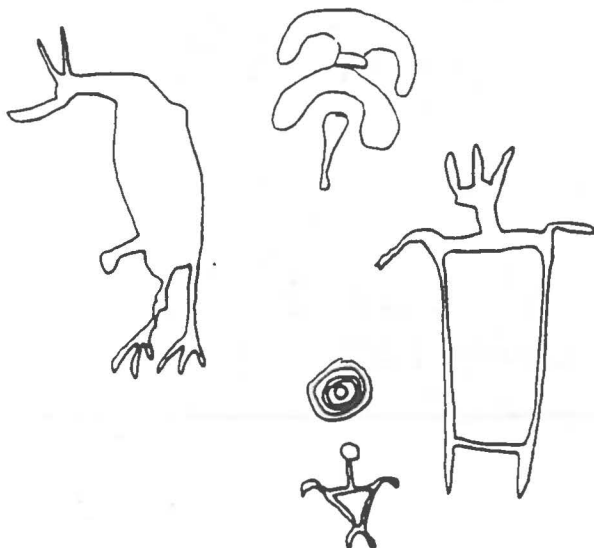
1. Make an inference about the behavior of a classmate and test it using artifacts.
2. Simulate how archaeologists learn about past people by designing and conducting a research project.

Materials:

"Archaeological Inquiry" activity sheet for each student and group.

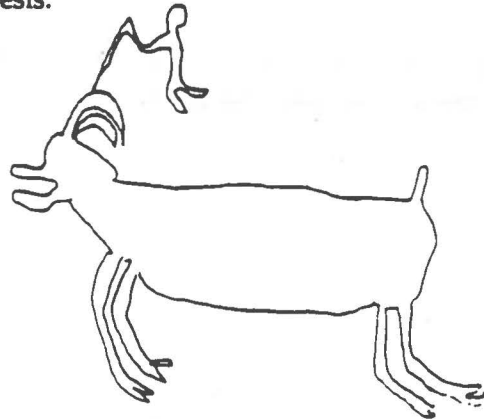
Vocabulary:

artifact: any object made or used by people.



Background:

The goal of archaeological research is to answer questions about people who lived in the past. Hypotheses formation and classification are dependent on the chosen question. For example, if we want to learn about a settler family's income we could hypothesize that more nonessential items than essential items means they had an income sufficient to buy luxury goods. We would classify the relevant artifacts into two classes—essential items and nonessential items. Based on the outcome of the classification we would accept or reject our hypothesis.

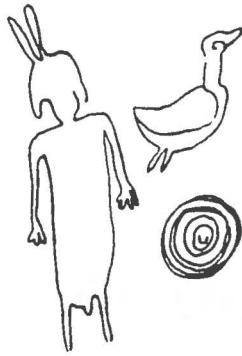


Setting the Stage:

Have students classify the contents of their own desks or lockers in whatever manner they choose. Items could be categorized as follows:

- A. Writing instruments
 1. pencils
 2. crayons
- B. Paper
- C. Books
- D. Miscellaneous
 1. gum
 2. money
 3. toys

Ask the students how they would proceed if they wanted to know something specific about the owner of a desk. This is how an archaeologist begins to study past cultures.



Procedure:

1. Distribute a copy of "Archaeological Inquiry" activity sheet which the students will fill in as they are led through the following inquiry.
2. The inquiry process begins with a question. Archaeologists want to answer questions about past human behavior and must use material remains to do so. Ask the students to consider the following question: "Is the owner of the desk next to you a saver or a thrower-awayer?"
3. **Formulate an hypothesis:** If there is a large amount of items not required for school work in the desk, then the owner is a saver.
4. **Classify the data:** Only two categories are essential—items required for school work and items not required for school work. Discuss with the students differing ideas about what constitutes "required items," since this determines how objects are categorized.

5. To answer the research question, ask which category contains the largest number of objects. If there is a greater number of items that are not required, then we **accept the hypothesis**: the owner of the desk is a saver. The students have made an **inference** about the behavior of the desk's owner and have tested their inference (hypotheses) using classified objects.

Closure:

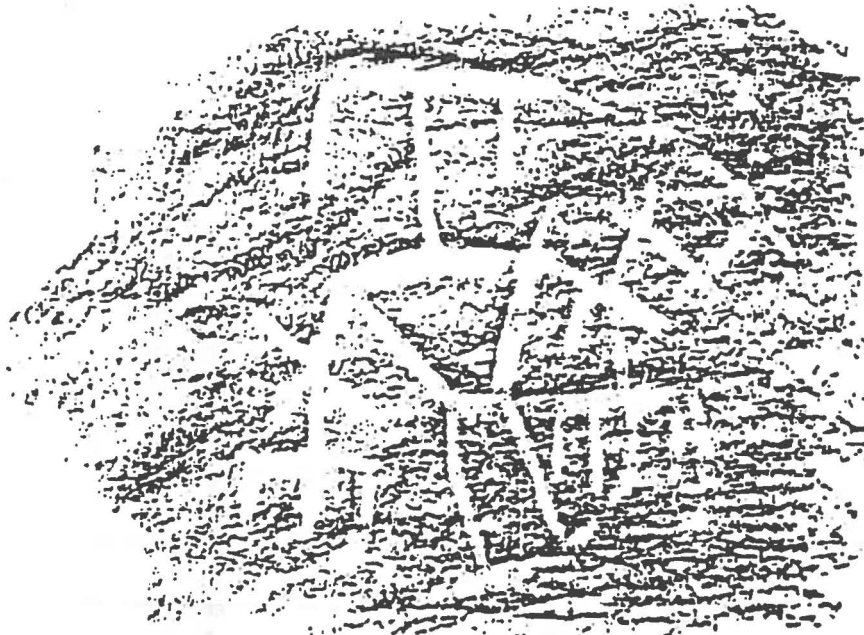
Divide class into groups of 3 to 5 students and give each group an "Archaeological Inquiry" activity sheet. Have them design and conduct an archaeological research project using objects in the school. Since students know the people in their class, it would be best to visit another teacher's room, the office, the lunchroom, etc. Each project must answer a question about the people who own or use the objects; e.g., what subjects are being studied at this point in time? Each group presents their results to the class.

Evaluation:

Students turn in their "Archaeological Inquiry" activity sheets for evaluation.

Link:

Section Three, Lesson 17: "Artifact Classification"



Archaeological Inquiry

Name: _____



Behavioral Question	
Hypothesis	
Classification Categories	
Accept or Reject the Hypothesis	
Make a Behavioral Inference	

Archaeological Inquiry

Behavioral Question	Is the owner of the desk a saver or a thrower-awayer?
Hypothesis	If there is a large amount of items not required for school work in the desk, then the owner is a saver.
Classification Categories	items required for school work items not required for school work
Accept or Reject the Hypothesis	There is a greater quantity of items not required for school work than items required for school work, so I accept the hypothesis.
Make a Behavioral Inference	The owner of the desk is a saver.