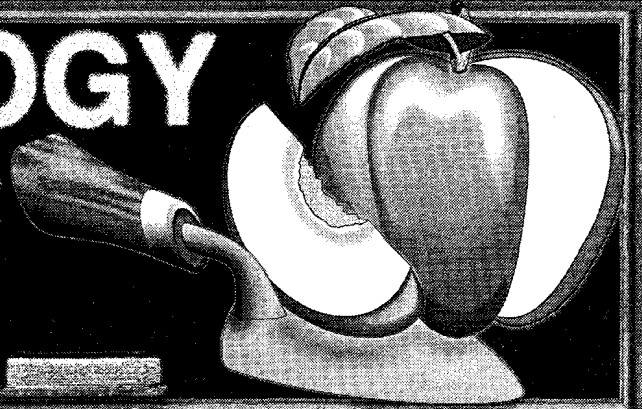


ARCHAEOLOGY AND PUBLIC EDUCATION



Society for American Archaeology, Public Education Committee

Vol. 5, No. 1 • September 1994

A Legacy For Youths



Students try their hand working with ancient tools, assisted by Liz Newcomb, LEGACY program and education coordinator.

Archaeology education programs are emerging across the country. Many are developed by teams of educators, archaeologists, avocationalists, and others, who pool their knowledge and experience to provide unique opportunities for youths to learn about the past, using archaeology as the mode of inquiry. This article highlights one example.

Shirley Mock and Liz Newcomb

LEGACY. The word means "anything handed down from an ancestor." It also is the name and the underlying concept of a new educational program for precollegiate teachers and students that opened this fall, developed by the Center for Archaeological Research (CAR) at the University of Texas at San Antonio (UTSA).

The program seeks to affect public perception about archaeological and cultural resources through teacher workshops, lab tours, interactive exhibits, and investigative tasks focused on key geographical areas of North America, Mesoamerica, Central America, and the Southwest. LEGACY recently received endorsement and funds from the Texas Committee for the Humanities, and local and state archaeological societies.

In accordance with SAA goals to encourage archaeologists to become involved in public education initiatives, anthropology and archaeology graduate students are invited to participate in the development and implementation of LEGACY's outreach format. A significant component of the program will be the mentoring of graduate students by an advisory committee composed of scholars from anthropology, archaeology, history, science, and the arts.

In collaboration with LEGACY director Dr. Robert J. Hard, Shirley Mock and Liz Newcomb, program and education coordinators, will work with UTSA anthropology graduate students in designing and implementing the program. Staff also will draw on the expertise of local avocational archaeologists, whose valuable contributions to heritage preservation have been recognized by professional archaeologists.

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SAA
1994

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Archaeology and Public Education is the quarterly publication of the Society for American Archaeology, Public Education Committee. *Editors:* Phyllis Messenger and KC Smith; *Education Station coordinator:* Cathy MacDonald.

MISSION STATEMENT

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

PUBLICATION DEADLINES

Archaeology and Public Education is distributed in February, May, August, and November. Material for inclusion must be received nine weeks before distribution. Submit articles, news briefs, announcements, calendar items, and reviews to: Phyllis Messenger, 18710 Highland Ave., Deephaven, MN 55391; (612) 475-9149. Submit material for columns about archaeological parks, museums, the PEC network, and the Education Station to the respective editors; see these features for address information. Items should not exceed 500 words, and all material may be edited. Submissions on IBM or Macintosh disk are preferred.

RECEIPT OF PUBLICATION

Send mailing list additions and address changes to: Dr. Ed Friedman, Bureau of Reclamation, P.O. Box 25007, D-5300, Denver, CO 80225.

MEMBERSHIP AND ADVERTISING

For information about joining the Society for American Archaeology or placing display advertising in this publication, contact the SAA, 900 Second St., N.E., Suite 12, Washington, D.C. 20002; (202) 789-8200.



Stewardship And Archaeological Ethics

Stewardship is central to "Six Principles of Archaeological Ethics" being circulated among SAA members for review and comment. The principles were presented during an open forum at the SAA annual meeting in April, which drew a crowd of several hundred people. Proceedings of the forum will be sent to all SAA members this fall.

"In proposing that stewardship be the centerpiece of the draft principles we present for discussion today," Ethics Committee Chairs Mark Lynott and Alison Wylie told the audience, "we intended to emphasize, and to reaffirm, a commitment to conservation that is already central to the ethos of the discipline and the SAA." They broadened understanding of the "archaeological record" to encompass "not just in situ archaeological deposits, but the entire array of collections, notes, records, and reports that constitute the documentary record created by the activities of archaeologists." Even more important, they argued, "The stewardship principle we propose here characterizes this extended archaeological record as a public trust..., a human, cultural heritage that has wide significance."

The other five principles build on the stewardship foundation and have to do with accountability to nonarchaeological interest groups, commercialization, public education and outreach, intellectual property rights, and archaeological preservation. In discussing each principle, the authors called effective and sustained communication with the public an essential component of stewardship.

The fourth principle focuses on public education and outreach: "Archaeologists shall reach out to various publics to: 1) enlist their support for the stewardship of the archaeological record; 2) explain and promote the use of the methods and techniques of archaeology in understanding human behavior and culture; and 3) explain archaeological interpretations of the past."

In discussing the education and outreach principle, Ellen Herscher and Frank McManamon summarized the changing rationale for carrying out public education programs in archaeology. Many efforts to educate the public began for the purpose of gaining or maintaining support for archaeological activities, which depend on the availability of funding and sites. Putting what we routinely call "archaeological" sites into the larger context of cultural heritage resources subject to a variety of claims, interests, uses, and interpretations has compelled us to move toward the stewardship model. Herscher and McManamon rightly argued that outreach and education become even more critical when archaeologists take on the role of stewards.

Archaeologists also must acknowledge that we are not the only stewards; expertise does not presume ownership or control. We must continually find ways to work in partnership with those whose interests may diverge from ours, either a little or a lot. We must make good faith efforts to publish research results within a reasonable time and make those results available in a variety of formats that are accessible to the public.

We must be strong advocates for stewardship, realizing that we cannot do it alone and that the archaeological record is cumulative, relying on generations of people who care. It must outlive us. This stewardship of heritage resources comes only through broad public support and participation.

If you have comments about the "Principles of Archaeological Ethics," contact Mark J. Lynott, Midwest Archeological Center, 100 Centennial Mall North, Lincoln, NE 68508-3873.

PEM

Dan Buettner thinks you can get just about anywhere on a bike. He should know. He's bicycled the length of the Americas, the breadth of the Soviet Union, and nearly 12,000 miles through Africa, including the Sahara Desert.

*Phyllis Messenger
Co-Chair, Public Education Committee*



Two Wheels And A Laptop

An Archaeology Education Adventure

The man holding world records for bicycling across five continents is preparing for "MayaQuest," a three-month expedition in southern Mexico and Central America to explore the mysteries of the Maya. He will take thousands of students and teachers along for the ride and the educational experience via computer and satellite link-ups.

Why the Maya? Like many of us, Buettner developed a fascination for these ancient people when he first visited the area. Unlike most of us, he was on a bike on his way from Alaska to Chile. When it was time to plan the next educational adventure after his successful Africa Trek, the Maya region was the logical choice.

Why by bike? As Buettner sees it, it's

a great way to entice children into a learning adventure that brings them in contact, at least vicariously, with other peoples and places in the world. The notion that a bicycle—the same vehicle that 92% of U.S. kids ride to the playground—is being used in a real expedition captures young imaginations. Buettner and three cycling partners will pedal to dozens of archaeological sites, from Chichén Itzá in northern Yucatán to Copán in Honduras, often using "chiclero paths" to make headway where even four-wheel drive jeeps cannot travel.

They will visit ongoing excavations and remote villages with a satellite dish, laptop computers, and video gear amidst their camping equipment. Twice a week they will go on-line via Prodigy Service to an audience of more than 200,000 American students and their teachers for an update on their progress and to post a multiple choice vote involving route, diet, or some other aspect of the expedition. The Prodigy Service will allow classes to help make real-time decisions for the team, and, in effect, guide them on their expedition. Archaeologists in the field will ask students to use library skills and offer fresh insights on the research questions which they are asking at their sites.

An interdisciplinary team of teachers and computer and communications experts has been developing a set of educational strategies for MayaQuest, in consultation with archaeologists and others whose research focuses on the

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MayaQuest Resources For Educators

Have you incorporated the study of the Maya into your classroom teaching or developed lessons on the Maya? If so, the MayaQuest team would like to hear from you. Contact Phyllis Messenger, IIS, 214 Social Sciences, 267 19th Ave. S., Minneapolis, MN 55455; (612) 624-6527; fax (612) 626-2242; e.mail messe002@maroon.tc.umn.edu.

In addition, educators may be interested to know about resources that will be available for them in consort with MayaQuest:

- Free, weekly reports aired by CNN Newsroom beginning February 1995.
- Toll-free "Native-O" update line, now in operation: (800) 919-MAYA.
- Free study guide and resource list for tracking the expedition. Send a 9x12-inch envelope with \$.98 postage to MayaQuest, 529 S. 7th St., Suite 310, Minneapolis, MN 55415.
- Free monthly newsletters; send name and address to MayaQuest.
- Free Internet program for updates, downloadable maps and photographs, bulletin boards, and an opportunity for classrooms to help solve mysteries facing archaeologists. Find the program at: MayaQuest@MECC.com or MayaQuest@InforMNs.K12.mn.us.
- "Electronic field trip" produced by students, free to schools with satellite capabilities or cable access. For information: (612) 988-4663.
- Teacher workshop, January 28, 1995, at the Science Museum of Minnesota, St. Paul; \$25 with lunch; (800) 221-9444.

News Notebook

Thanks To Agencies For Their Support

This edition of *Archaeology and Public Education* marks the first issue of our publication to be printed and mailed entirely by the SAA; it also bears the new SAA logo. This streamlining of production and distribution results from the SAA Executive Board's decision last April to provide additional assistance to the Public Education Committee and its publications.

With this change, the PEC and the publication editors wish to thank the federal agencies that have provided assistance and distribution support over the past four years. These include the Bureau of Land Management, Bureau of Reclamation, Federal Highway Administration, Fish and Wildlife Service, Forest Service, Minerals Management Service, National Park Service Archeological Assistance Division, and Soil Conservation Service.

Archaeology and Public Education is distributed to a list of recipients that differs from the SAA general membership roster. Henceforth, one issue annually will be sent to all SAA members as a way of inviting them to join the publication's mailing list. Similarly, nonmembers of the organization who receive this newsletter are invited to join the SAA as avocational or associate members. The cost for either category is \$25 per year.

PEC Members Earn Awards, Assignments

Public Education Committee Chair Dr. Edward Friedman—known fondly to his committee members as "Public Ed"—was honored with a Presidential Recognition Award by the Society for American Archaeology at the April 1994 annual meeting in Anaheim, CA.

In making the award during the

executive business meeting, SAA President Bruce Smith read this citation: "In recognition of his remarkable and continuing service to the Society for American Archaeology as chairman of the SAA Public Education Committee and the impressive accomplishments of the committee in increasing public awareness and appreciation of archaeology and the need to preserve archaeological resources, we proudly present this award to Edward Friedman."

In June, Ed also was presented the Resources Management Award by the Bureau of Reclamation. This newly established honor recognized his leadership as the agency's federal preservation officer in increasing public and professional visibility of Reclamation's cultural resources program.

Committee members and others familiar with Ed's indefatigable efforts to enrich and extend public awareness of archaeological resources applaud this recognition, and offer him heartfelt congratulations.



PEC Member Nan McNutt, author of *Project Archaeology: Saving Traditions*, has been appointed chair of education at the Bishop Museum in Honolulu. Moving from one extreme to another, Nan left her long-time home in Petersburg, Alaska, to assume the new position in Hawaii on August 1. For several years, Nan has coordinated workshops for teachers and archaeologists at SAA and other professional meetings, a role she passed on at the SAA conference in April.

SAA Meeting Revisits "Save The Past" Topic

Public archaeology and resource protection were the primary themes of the SAA-sponsored "Save the Past for the Future" working conference, September 19-23, in Breckenridge, CO. Drawing together an invited group of individuals

with expertise in these issues, the conclave was a sequel to the "Save the Past" meeting held in Taos, NM, in 1989, which led to the establishment of the SAA Public Education Committee.

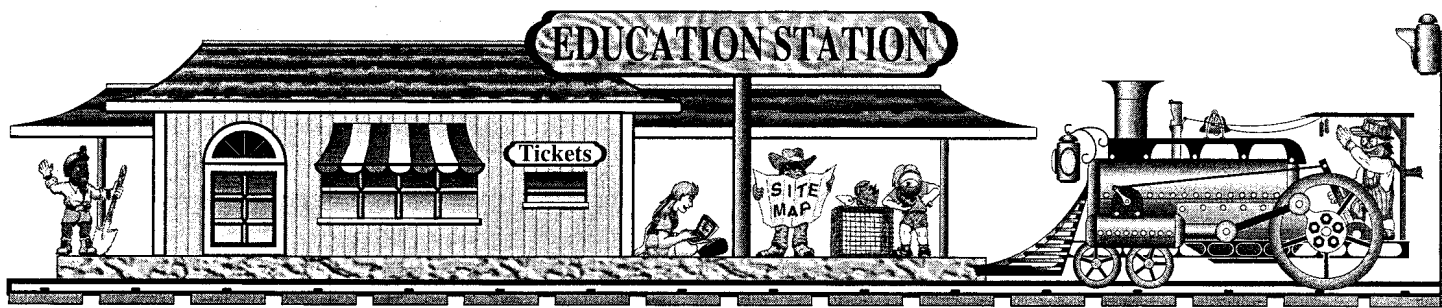
The 1994 conference focused on three overarching topics—resource management, law enforcement, and education. The latter component was addressed by four subcommittees, which concentrated on professional involvement in archaeology education, formal education, educational resources, and an education network. At the end of the meeting, participants made recommendations about how the SAA might focus its resources to deal with the ongoing task of protecting the past. *Archaeology and Public Education* will highlight the conference in the next issue.

U.S. Continues Ban On Peruvian Artifacts

The U.S. government has extended an emergency import restriction on cultural artifacts of the Moche civilization of Peru for three more years. The original five-year ban on imports without a permit from the Peruvian government was set to expire in June 1994.

The action announced by Penn Kemble, deputy director of the U.S. Information Agency, will provide continued deterrants for looting at Sipan in northern Peru, the site of several Moche tombs dating from A.D. 100-800, including the richest site to be found intact in the Western Hemisphere.

During the initial period of import restrictions, Peru has taken steps to provide sustainable protection of Sipan. These have included continued scientific excavations, creation of an archaeological park and a permanent museum to house objects recovered from the site, implementation of educational programs for Peruvians, and cooperation with American museums in a travelling exhibition entitled "The Royal Tombs of Sipan."



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

A Hitchhiker's Guide

to the universe of archaeology education

Picture this scene. A sunny day, a pristine field, a perfectly arranged grid, and a group of well-mannered high school students deeply engrossed in an excavation, following proper archaeological methods, and all undertaking this project with a clear understanding of the ethical implications of cultural resource management. It sounds ideal!

Now picture this. A rainy day; a hot, bug-infested field; hungry students looking for treasure, a bathroom, lunch, and someone from the opposite sex. It sounds like a nightmare!

Cathy MacDonald, Education Station Coordinator

Whether you are a teacher bitten by the archaeology bug, or an archaeologist making a foray into the school system, how do you ensure that the second scenario does not occur? The answer is planning, communication, and developing a deeper understanding of needs, demands, and issues related to teaching and archaeology. This article offers tips to intrepid archaeology education adventurers to help to avoid problems and to create a mutually rewarding experience.

For Teachers

1. Archaeology is not a treasure hunt. Archaeologists seek knowledge of the past through a rigorous scientific process. Encouraging students to look for treasures in the ground may sound romantic and motivating, but it is seen as looting by archaeologists, and often it is illegal. You should convey the ethic

that the past is a shared heritage. The true romance of archaeology is not in finding treasures, but in helping people to understand their shared past. Excavated materials help to explain bygone populations. They do not belong to any one person; rather, as stewards, we all have a responsibility to treat prehistoric and historic materials in a special way. Any excavation should be conducted under the auspices of a trained archaeologist.

2. Students should be taught proper archaeological methodology, which involves more than digging. It begins with a research design, where questions and potential sites are considered. A permit or license often is required to set foot on a site, and many sites purposely are left undisturbed unless potentially destructive forces require their study to reduce loss to the archaeological record.

Techniques such as surface collecting, aerial photography, and mapping of artifacts takes place. Hours are spent cataloging, restoring, and interpreting the larger site picture. Finally, a site report is written and submitted to the appropriate authority, such as the state historic preservation office.

3. Because they are dealing with professionals in another field, teachers should be aware of the ethics, practices, and demands of the profession.

For Archaeologists

1. Teachers must show that a site visit and related activities have educational value and fit into the immediate curriculum. Archaeologists can learn the students' course of study by requesting local curriculum guidelines or by talking with the teacher. They also should know that teachers spend a lot of time getting permission, raising funds, phoning parents, and readying the class academically and behaviorally for a field trip.

2. Plans to accommodate class visits should include having enough equipment and activities for the size of the group and the time it will be at the site; providing for personal needs, snacks and lunch, and trash collection; having a foul weather plan; and sharing safety precautions and emergency procedures.

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IMAGINE LIVING IN Ancient Times

Overview

Based on information and details provided in a historical account, this activity asks students to consider how past peoples satisfied basic needs.

Objectives/Skills

Students will

- describe how a community satisfies its needs for food, shelter, and clothing
- learn factors that affect the collective well-being of people
- use comprehension skills to gain meaning
- gain experience in communicating data
- practice the skills of interpretation, imaginative recreation, group work

Subjects

Language arts, social studies, fine arts

Age Level

Grades 3 through 8

Materials

- an account of prehistoric life, a Spanish expedition, or an early homesteader that relates details about environment
- the summary chapter of an archaeological report

Background

As archaeologists study the results of their investigations, they ask the question: How did the inhabitants

satisfy their needs? In the process of this activity, students should conclude, among other things, that some of the skills required by previous populations included tool making, weaving (basketry), and tracking animals.

Procedure

1. Ask students to pretend that they have been teleported to another time period in a specific area; for example, the Archaic period of 6000 B.C. in the Trans-Pecos region. The time period will depend on the account that has been selected for discussion.
2. Present information about the

environment and resources of that era. Ask them to recount what they know of the skills of early people of that area. Brainstorm as a group and make a list for easy reference.

3. Ask students to relate in skits (drama) or on a mural (art) how they would adapt, given the information and conclusions that they have assembled. What skills do they have that would have been useful in an earlier time (universal characteristics)?

4. As an extension to this activity, you might reverse the situation and ask students to brainstorm about how an Archaic-era hunter would adapt in the twentieth-century world.

Teaching with Historic Places

As a possible extension to the lesson plans presented in this edition of the Education Station, teachers should know about a set of classroom-ready activities dealing with historic sites in the U.S.

"Teaching with Historic Places" was developed cooperatively by the National Park Service, National Register of Historic Places, and the National Trust for Historic Preservation. As a focus of study, the lesson plans use properties listed in the National Register—for example, the Knife River Indian Villages National Historic Site in North Dakota. They link the dramatic story of a place to larger themes in history, social studies, geography, and other subjects. As educational resources, the lesson plans encourage basic and critical thinking skills; include activities guiding students to their own community's history; and they can be adapted for use by different grade levels.

"Teaching with Historic Places" lesson plans are available for \$5.95 per unit plus shipping and handling. Orders of five or more lesson plans are discounted by 20%. To receive a free brochure listing sites included in the program and an order form, write to the Preservation Press, National Trust for Historic Preservation, 1785 Massachusetts Ave., N.W., Washington, D.C. 20036; or call (800) 766-6847.

Lesson Plan

Predictions

READING BETWEEN THE LINES

Overview

Students predict the types of archaeological evidence that might be found at a hypothetical site, based on information from a historical account.

Objectives/Skills

Students will

- obtain data from varied sources
- use written records to predict archaeological remains
- practice the skills of prediction, hypothesis, comparison, analysis

Subjects

Language arts, social studies, science

Age Level

Grades 6 through 8

Materials

- accounts of early expeditions and surveys of the area

Vocabulary

artifact: an object made or modified by a human being

assemblage: artifacts found together that presumably were used at the same time for similar or related tasks

feature: associated cultural evidence that is more complex than a single artifact, e.g., a trash pit, hearth, burial

Background

Archaeologists read journals and history books when considering an area for investigation. Clues to sites often are found in the authors' descriptions of



places in which they lived and routes that they travelled. Archaeologists locate and investigate sites to verify the written record and to expand ideas about how the people lived. Sites that have been described in written accounts include ancient sites in literature such as Troy, fortifications of empires like the Romans in England, colonization such as Jamestown or sites in the West Indies, historic Indians such as the Apache, and early settlements like Strawberry Banke, NH.

Procedure

1. Read aloud to students from a journal or diary about an early expedition to a selected area. As you read, have the students list or draw artifacts and features that they would expect to find at a site from that area.

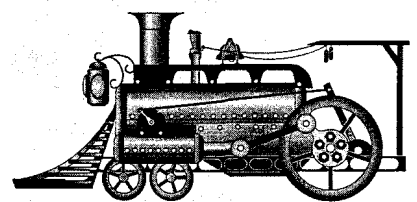
2. Compare their predictions with recorded sites. Emphasize the types of materials that do remain and the information that can be gained from these assemblages.



These lesson plans have been adapted from Clues from the Past, edited by Pam Wheat and Brenda Whorton, illustrated by

Eileen Thompson, and published in cooperation with the Texas Archaeological Society by Hendrick-Long Publishing Co., P.O. Box 12311, Dallas, TX 75225-1123.

For more information, contact Pam Wheat at Crow Canyon Archaeological Center, 23390 County Road K, Cortez, CO 81321; (303) 565-8975. Contact Brenda Whorton at 3620 Haynie, Dallas, TX 75205; (214) 368-8290.



The Education Station invites examples of lesson plans and activity ideas, comments about useful resources, and articles about unique approaches to teaching archaeology. Illustrations and black and white photos are welcomed. Send material to Cathy MacDonald, Social Sciences Department, Fr. Austin Secondary School, 570 Walsh Drive, Port Perry, Ontario, Canada L9L 1K9.

Hitchhiker's Guide . . .

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For Teachers And Archaeologists

1. Communication between teachers and archaeologists is essential. Clarify in advance the class size, dates, times, purpose of the visit for the students, and the teacher's and archaeologist's objectives.

2. Determine the level of intellectual and physical skills that you can expect from the students. Do they have the mathematical skills to handle simple graphing and mapping of artifacts? Can they lift a wheelbarrow individually, or will partners be necessary?

3. Assess the knowledge that students bring to the visit. Have they studied local history? Do they know about the role of an archaeologist? Is the teacher clear about the problems of looting and the importance of archaeological ethics?

4. Understand any special needs of the students coming to the site. Do they have special abilities or disabilities? Are they academically accelerated or challenged? Can they work cooperatively in groups picked at random?

5. Determine how safety rules will be conveyed to the students.

6. Determine disciplinary alternatives. Although not usually a problem with a highly motivated group, this potential should be considered beforehand by the teacher and the archaeologist. While a teacher bears the primary responsibility for discipline, an archaeologist must be able to deal with minor situations.

7. Follow up on the visit. What will students be expected to do on return to the school? How will the site visit prepare them for follow-up activities? What form of evaluation will take place by the teacher, the archaeologist, and the students, and what information will be sought?

Assessing The Activity

Depending on the objectives of a visiting teacher or an on-site educator, various factors can be used to plan or to evaluate a field excursion. Basic planning considerations are presented in the adjacent column; teachers and archaeologists can select criteria—or develop alternative ideas—that most closely meet the goals of a site visit.

Cathy MacDonald coordinates the Education Station in this newsletter, and heads the social studies department at Fr. Leo J. Austin Catholic Secondary School, 570 Walsh Dr., Port Perry, Ontario, Canada L9L 1K9.



Checklist for a class visit

- ✓ Teacher
- ✓ Archaeologist
- ✓ Date of visit
- ✓ Time of arrival
- ✓ Time of departure
- ✓ Grade and age level
- ✓ Number of students
- ✓ Characteristics of the class including special health, academic, or other needs
- ✓ Purpose of the visit
- ✓ Teacher's objectives
- ✓ Archaeologist's objectives
- ✓ Student needs—clothing, equipment, or materials
- ✓ Activities
- ✓ Rotation
- ✓ Groupings
- ✓ Foul-weather activities
- ✓ Schedule for the day

Education Committee Resources

The Public Education Committee continues to develop resources to assist archaeology educators. The latest addition, a teaching guide, augments a body of public service items that already includes this newsletter, a set of guidelines for developing and evaluating educational resources, a travelling exhibit and listing of educational materials, and an educators' network.

To receive free copies of the publications cited below, contact Dr. Edward Friedman, Bureau of Reclamation, P.O. Box 25007, Attn: D-5300, Denver, CO 80225; (303) 236-1061, ext. 239.

Teaching Archaeology A Sampler for Grades 3 to 12

This new, 24-page booklet is geared to individuals who are just beginning to incorporate archaeology education into their teaching strategies. It includes a brief background discussion about the benefits of using archaeology in the classroom, as well as four sample lesson plans and useful appendices. The lesson ideas, adapted from several popular teaching manuals currently on the market, are intended to acquaint educators with the types of activities that can be used to teach youths about past cultures.

Guidelines for the Evaluation of Archaeology Education Materials

Intended to assist in the evaluation or development of archaeology education materials, the Guidelines offer minimum suggested content in three areas: editorial elements (such as table of contents, resources, and glossary); theoretical concepts (addressing such ideas as cultural systems and stewardship); and archaeological methodology (such as basic tools and definitions). Guidelines recipients will be asked to provide voluntary feedback about how the guidelines were used and their effectiveness.

Archaeological Parks

Mary L. Kwas, Parks Column Editor

Thanks to all who have sent me news during the past few months. Even when I can't use everything, I am glad to get it; so keep those press releases coming! You can write to me at Chucalissa Museum, 1987 Indian Village Dr., Memphis, TN 38109; fax (901) 785-0519.

Fall is festival time at America's archaeological parks. Listed below are some of the events that you can expect.

SunWatch Prehistoric Indian Village, Dayton, OH, will host a "Hunter's Weekend" on October 22-23. Activities will include lodge construction, archery, spear throwing, trap construction, and hide tanning. On November 5, "Native American Games," featuring lacrosse and doubleball, will be played; visitors can join the teams. Call: (513) 268-8199.

Toltec Mounds Archeological State Park, Scott, AR, held "Equinox Sunset Tours" on September 24 to view the alignment of the sunset over two of the mounds. "Archaeological Site Exploration Hikes" will take visitors to seldom-visited site areas on the first two weekends in November. "First Saturdays" will continue through the fall, as members

of the Native American Center for the Living Arts share their cultures with visitors. Call: (501) 961-9442.

Town Creek Indian Mound Site, Mt. Gilead, NC, will host "Indian Heritage Festival" on November 5-6. The festival commemorates national and North Carolina Indian Heritage Month. Call: (919) 439-6802.

Ocmulgee National Monument, Macon, GA, hosted "Ocmulgee Indian Celebration" on September 24-25. An "Artifact Identification Day" will be held on October 15, and a "Primitive Technology" workshop will be featured on November 12-13. Call: (912) 752-8257.

Homolovi Ruins, Winslow, AZ, will wrap up the agricultural season with the "Harvest Workshop" on October 22. Traditional Hopi recipes will be one of the highlights of the workshop. Also planned for October, an "Adobe Stabilization Workshop" will be cosponsored with the National Park Service and the Arizona State Museum. Call: (602) 289-4106.

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Museum News

Amy A. Douglass, Museums Column Editor

This column highlights North American museums with educational activities designed to raise public awareness about archaeology and cultural resources. Send newsletter items to me at the Tempe Historical Museum, 809 E. Southern Ave., Tempe, AZ 85282; (602) 350-5105.

This summer a number of museums featured archaeological field schools and summer camps for school children. Several are highlighted below. For further information or to receive information on programs for next summer, contact the individual museums.

Old Sturbridge Village, Sturbridge, MA, held a field school in historical archaeology from June 27-August 12. The field school offered students an extensive educational experience in archaeological method and theory. Contact: Ed Hood, (508) 347-3362, ext. 300.

The **Museum of Northern Arizona**, Flagstaff, AZ, offers one-week summer camps for 4th-6th and 7th-9th graders at Elden Pueblo, a Sinagua site. As part of the Summer Adventures series, 4th-6th graders participate in a week-long program called "Putting the Agua Back in Sinagua."

Participants spend the morning hiking to archaeological sites, gathering native foods, and practicing site mapping and flint knapping. Their afternoons are spent swimming in the great outdoors. The Museum also has a docent-developed and led outreach program that features a workshop on prehistoric foods geared toward elementary school children. Students plan their own menu and prepare dishes using native foods. Contact: Sheila Guida, (602) 774-5213, ext. 227.

The **Fernbank Museum of Natural History**, Atlanta, GA, conducts week-long summer workshops in which elementary school children are given the opportunity to excavate at the Racoon Ridge Site. A week-long session also is offered for high school students. The adult workshop features an introduction to archaeology and Georgia prehistory as well as an opportunity to excavate at Racoon Ridge. Contact: John E. Worth, (404) 378-0127.

The **Pueblo Grande Museum**, Phoenix, AZ, runs a four-day session for ages 6-12. On the first day, the children are given a tour of the museum; they make clay vessels and

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Network News

Beverly Mitchum, Network Coordinator

For this issue, I asked Gwynn Henderson to describe her experience establishing the Kentucky Archaeology Education Network. I hope those of you working on state networks will find her comments helpful. If you have other suggestions or ideas, send them to me, and I will summarize them in future columns. I also am organizing a poster session for the SAA annual meeting in Minneapolis. If you would like to participate, contact me at Bushy Run Battlefield, P.O. Box 468, Harrison City, PA 15636-0468; (412) 527-5585.

The Kentucky Model For An Education Network

The Kentucky Archaeology Education Network was founded in November 1993. Before its establishment, important questions had to be answered; for example, was an education network something that teachers needed and archaeologists would support? Without either, its development would be moot. Would a network contribute to existing goals of the Department of Education? The fundamental idea was to meet ongoing needs, not to initiate new curricula. Questions of a more mechanical nature also had to be addressed. How would teachers find out about the network? What services would it provide? Answers were sought from a variety of sources: other state network coordinators, the archaeological community; nonarchaeologists involved in heritage education; and personnel at the state DOE.

Those who knew the Kentucky education bureaucracy warned that informing teachers about the network's formation would be difficult. They outlined a procedure to follow: contact the DOE; explain the network's goals; prepare an announcement for the *Kentucky Teacher*, a statewide newsletter; and distribute the announcement to Regional Service Centers.

Teachers participate in the network by becoming ANTs—Archaeology Network Teachers. They complete a form that requests information about the grade and subject taught; how archaeology is included in classroom strategies; and resources needed to meet teaching goals. Upon receipt of the form, the Network Coordinator sends each teacher a letter of welcome, which also mentions upcoming archaeological happenings in the state and provides a list of resources for teaching about Kentucky archaeology and a list of participating archaeologists in a particular region. Each respondent's name is added to the *Archaeology and Public Education* mailing list.

The resource list pulls together descriptions of books, publications, curriculum materials, newsletters, and videos—including price, grade level, and how to acquire materials—as well as courses for teachers that have a Kentucky focus or applicability. An example of each item is on file with the network coordinator.

For more information on the Kentucky network, contact A. Gwynn Henderson, Program for Cultural Resource Assessment, 101 American Building, University of Kentucky, Lexington, Ky 40506-0100; (606) 257-1919.

Archaeological Parks

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Angel Mounds State Historic Site, Evansville, IN, presented "Native American Days" on September 17-18. Activities included pipe carving, gourd decoration, fishing, quillwork, wattle-and-daub house construction, and moundbuilding. Call: (812) 853-3956.

(Illustration: Museum of Florida History)



Moundville Archaeological Park, Moundville, AL, featured the "Moundville Native American Festival" on September 26-October 1. Cherokee, Choctaw, Creek, Seminole, and Shawnee artists demonstrated such traditional crafts as basket weaving, finger weaving, feather work, musical instrument making, dress making, beadwork, pottery, and metalwork. Traditional songs and dances also were performed. The festival was strongly promoted to area

schools, and many youths enjoyed field trips to the festival. Call: (205) 371-2572.

Cahokia Mounds State Historic Site, Collinsville, IL, sponsored "Heritage America" on September 23-25. The event involved Indian cultures from across the country, and featured crafts demonstrations, hands-on activities, and traditional dance and music. Call: (618) 346-5160.

Kolomoki Mounds State Park, Blakely, GA, will host "Kolomoki Indian Festival and Indian Artifacts Day" on October 8. Storytelling, artifact identification, and Indian skills demonstrations will be featured. Call: (912) 723-3398.

Wickliffe Mounds, Wickliffe, KY, continues special event weekends the last weekend of each month through fall. A "Basketmaking Workshop" will be held on October 29-30. Call: (502) 335-3681.

LEGACY uses cooperative expertise . . .

Continued from Page 1

Staff and students also will capitalize on CAR's active role in culture resource management in Texas by integrating archaeological research and theory into the outreach format and educational materials. For example, public interest and controversy focused on the Alamo will provide impetus for a curriculum guide, an interactive exhibit, and

investigative tasks centered on the prehistory of Alamo Plaza; historic Indian populations in south Texas; and the various strands of historical evidence relating to the Spanish Colonial period, Spanish army occupation, and the Texas Revolutionary era. Through LEGACY, precollegiate students and teachers will be exposed to the diverse voices guiding the documentary accounts of historical

events and the power of the archaeological record to extend or challenge these versions of history.

LEGACY's experience-oriented approach is unique among other archaeological outreach programs because it relates historical and cultural processes to contemporary concerns. We believe that our efforts to create a heightened sensitivity to, and understanding of, the values, assumptions, and varying legacies of one's own culture and the culture of others will transfer to a concern for rapidly dwindling cultural resources. In concert with this objective is our goal to convey that anthropological archaeology is a dynamic mode of inquiry into human behavior rather than an object-oriented, treasure-hunting occupation. Achievement of these goals will be evaluated by a two-stage process using a standardized format and control population.

Through LEGACY, we hope to reach more than 4,000 students and educators in the 1994-95 school year and summer programs. By September 1995, we expect to be entirely self-sustaining from revenue obtained from reasonable admission fees, teacher workshops, and publication sales. We would appreciate receiving comments and experiences from similar archaeological programs.

For additional information about the LEGACY program, contact CAR, 6900 N. Loop 1604 West, San Antonio, TX 78247; (210) 691-4462.

MayaQuest Expedition . . .

Continued from Page 3

Maya. Educational partners—including Hamline University's Center for Global Environmental Education, MECC (an educational software developer), and the Prodigy Service—are developing a study guide, an Internet program, and software to recreate the journey after it is completed. The thematic study guide will provide basic information on the ancient and modern-day Maya. Sample lesson plans will introduce Maya math, astronomy, and hieroglyphic writing, as well as concepts of archaeology as a science and the stewardship of cultural heritage resources. Buettner has been developing corporate funding and media interest to ensure the project's success.

The MayaQuest expedition is scheduled to depart from St. Paul on January 28, 1995, at the conclusion of a

day-long teacher training seminar hosted by the Science Museum of Minnesota. The seminar will provide resources and information on Maya archaeology for classroom use as teachers and students follow the progress of the expedition.

Participants in the development of MayaQuest hope that the project will generate ongoing interest in archaeology and stewardship, as well as in the ancient and modern-day Maya. Students and their teachers will be encouraged to tap into local, state, and national networks of archaeological organizations, including the SAA, that offer educational resources and local opportunities to participate in the study of the past.

Phyllis Messenger is assistant to the director and outreach coordinator in the Institute of International Studies at the University of Minnesota.

Museums

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figurines resembling Hohokam pottery. On the second day, they tour the Hohokam mound adjacent to the museum and try their hand at shell etching. The last two days are spent building scale models of Classic period Hohokam houses out of adobe. Contact: Tom Hulén, (602) 495-0901.

The **Museum of Florida History**, Tallahassee, FL, presents a week-long summer camp entitled "From Dugouts to Doubloons: The Maritime Heritage of Florida," during which youths, 12-16 years old, investigate the state's seafaring traditions and the discipline of underwater archaeology. Participants learn about ship types and construction, early navigational tools, conservation of waterlogged artifacts,

and mapping and research techniques. Field activities include snorkeling on several shallow-water shipwrecks and a sailing excursion. Contact: KC Smith, (904) 487-1902.

Member museums of the **Southeast Museums Conference** have received a survey questionnaire from the SAA Public Education Committee, asking respondents how the Committee's initiatives and action plan coincide with their public program goals. It also solicits information on the types of educational programs that museums routinely implement with respect to archaeology, as well as the types of programs that they have planned. Responses, which have been received from 25% of the museums surveyed, are being analyzed.

UP AND COMING

Program News

Let us help to publicize your summer archaeology education program. The February issue of *Archaeology and Public Education* will feature a section on summer program opportunities for teachers and students. If you wish to be included, send the following details by December 1: program name and purpose/objectives, location and phone number, contact name, date(s), eligibility requirements, cost, or other pertinent information. Send to Cathy MacDonald, Fr. Austin Secondary School, 570 Walsh Drive, Port Perry, Ontario, Canada L9L 1K9.

Call For Games

The Public Education Committee is working cooperatively with the Bureau

of Land Management on a project to evaluate archaeology education games for precollegiate audiences. If you know of any games (board, word, video, or computer), puzzles, computer simulations, or game-like crafts, please contact KC Smith, Museum of Florida History, 500 S. Bronough St., Tallahassee, FL 32399-0250; (904) 487-1902.

SEAC-MAC Meeting

A joint meeting of the Southeastern Archaeological Conference and the Midwest Archaeological Conference, November 9-12, in Lexington, KY, will include numerous public education activities:

- "Archaeology and Public Education as it Applies to Precollegiate Students and Instructors"—symposium on Friday;
- Display of the SAA Education Resource Forum;

- A workshop for archaeologists and teachers, presented as part of the Bureau of Land Management's "Project Archaeology" program—Friday and Saturday;
- SAA Network Coordinators' meeting and Education Reception.

For additional information, contact Bonnie Christensen at (608) 785-8464 or Gwynn Henderson at (606) 257-1919.

Teacher Workshop

"Archaeology as a Focus for Interdisciplinary Curriculum," a free workshop for teachers, will be held at the Oriental Institute, University of Chicago, on November 19. For information, contact Carol Krucoff, Oriental Institute, 1155 E. 58th St., Chicago, IL 60637.

**Copy deadline for Feb. issue:
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