

Report on SHA at NCSS: Exhibit Booth #853 out of 1053

By Patrice L. Jeppson (PEIC K-12)
(Submitted to SHA PEIC Chair, Kim McBride, on December 8, 2004)

Historical archaeology recently had a presence at the largest 'Trade Show and Market Place' for those who teach K-12th grade *American History*, *World History*, *Cultural Geography*, *Anthropology*, and *Archaeology* when SHA teamed up with SAA and Project Archaeology to create an "Archaeology Booth" in the exhibit room at the *National Council for the Social Studies* conference. For those who don't know, NCSS is the major conference for the largest body of professional educators that teach school students the topics that historical archaeologists commonly research. SHA PEIC volunteers used this opportunity to engage classroom teachers and curriculum specialists to learn whether and how they use historical archaeology in classroom instruction and to suggest using historical archaeology (with specific resources) when this was possible. This outreach at NCSS was in essence a reconnaissance mission to learn about effective NCSS outreach so that in the future SHA can better meet the needs of K-12 education professionals. This was the first 'formal' presentation of the Society *as a professional body* to the NCSS membership. (Individual SHA members have presented at past NCSS national and regional conferences, the past NCSS Executive has previously participated in a panel at an SHA conference, and the SHA and NCSS have representatives that irregularly attend each other's conferences.) Here is some of what the SHA PEIC learned from this experience, including some steps the SHA membership can take to help historical archaeology school outreach succeed.

Booth Mechanics

- Exhibitor costs at NCSS are VERY high – in this case, a total of more than \$1400 – and the only way that SHA could have a presence was to join with these others archaeology entities. However, cross-Society/Agency collaboration is desirable in any case: Because of archaeology's limited financial and personnel resources, and because the school audience is so large (53 million students K-12th grade), there is general agreement and action on the part of those involved in school outreach to share resources. The representatives from all three archaeology entities at NCSS helped promote each others resources. (This has pluses and minuses, see below.) (A photo of the NCSS Archaeology Booth showing the new SHA signage is provided below.)
- Over the course of two days, 7 different archaeologists – 4 of whom were SHA PEIC member volunteers – worked the Archaeology booth (the others were the SAA Manager of Information and Education and two representatives from the BLM Heritage Education division that helped create *Project Archaeology* [recently part of The Watercourse environmental education concern and now based at the University of Montana]). (More on the PEIC staffing of the booth below.)
- The booth was in the nonprofit portion of the vast exhibit hall alongside (i.e., in competition with) other groups promoting their concern in social studies education, for example, the *UN*, the *Armenian National Committee of America* (teaching the Armenian Genocide), the *Ancient Order of the Hibernians* (teaching about the Irish famine history), the *Civil War Preservation Trust*, *National History Day*, the *US Mint*, *US Forest Service*, *Colonial Williamsburg Foundation*, and the *National Council for Geographic Education*.
- Altogether, there was the booth plus 6 presentations (i.e., sessions, clinics and/or workshops) dedicated to the possibilities of archaeology in Kindergarten-12th grade social studies education. Other archaeologists at NCSS independent of the booth (including 2 SHA members) presented sessions or workshops about archaeology. Four educators who were either long time

avocationalists or had anthropology undergraduate education presented sessions on how they use archaeology in their own classrooms (including one past SHA member). *A handout listing all of these offerings was designed by Patrice L. Jeppson and Jed Levin. This was photocopied (200 copies) by SAA. It was made available to all the different session participants (except for on the last day) and it also was available at the booth.* (Copy included below.)

▪ 4100 classroom teachers and curriculum specialists attended the conference. Approximately 400 (so approximately 10%) stopped by the Archaeology booth over the two days. This number is based on the second day's number tallies for a 3 hour period (extrapolated over the two days) and also on the number of brochures handed out. On the first of the two days (a Friday), the educators were largely from the local area of Maryland. (Substitute reimbursements for professional development days seem to have been provided to local teachers.) On the second day (a weekend day -- and the day of the local BIG Thanksgiving Day parade right in front of the conference center) there were few Maryland teachers. The teachers we spoke with came from much farther a field including the Mid-Atlantic states of Virginia, Washington DC, Pennsylvania, New York and Delaware and also Alaska, Maine, Massachusetts, Missouri, North Carolina, South Carolina, Ohio, Kentucky, Montana, Florida, Alabama, Oregon, Illinois, West Virginia, California, Arizona, and Oklahoma – and two from the Bahamas.

Suggestion: In the future, we should have available information about local resources and also information for more distantly located educators. (There are likely two possible audiences to target.)

▪ A contact sheet was designed by PEIC member Patrice L. Jeppson (with educator input) to elicit (survey) the educators about whether they used archaeology in their instruction and for what purpose, and also to find out if any educators had lesson plans they were willing to contribute for other educators. (A copy of this is attached below. Note: Actual surveying in the exhibit hall is prohibited at NCSS). Fifty one educators left their details on the contact sheets at the booth, many with specific requests for information (see more on this below). One educator offered to assist in evaluating archaeology educational materials. One request (by someone who uses Project Archaeology materials) was for the forthcoming Project Archaeology social studies curriculum materials. On Project Archaeology's separate contact sheet there were 8 people's details (most of whom signed the sheet, I think, during the Project Archaeology presented session). The contact sheets have been photocopied and shared with SAA and Project Archaeology and will be offered to the President of the Council for Affiliated [Archaeology] Societies.

▪ The Educators we talked with and who left contact/survey details came to the booth in search of resources useful for instructing the following: *Native Americans of Oklahoma; Colonial life in America; US History before the Civil war; Archaeology* (as a high school elective); *Social Studies Methods; 8-9th grade American History; Ancient World History; Careers in Archaeology* (for Career Day); *ancient civilizations; Maryland, Delaware, and New York History; World Geography, Women's History, the Spanish American War, World War II, Mining* (Gold Rush), *the Industrial Revolution, the history of the modern world, post Civil War and Reconstruction America, Language Arts, slave labor to build the infrastructure of New York City, Black History Month, and the History of India.*

Suggestions/Ideas: It was quickly and readily apparent that while historical archaeology as a topic of study offered a lot of exciting content for many NCSS educators (much more so, I thought, than the prehistory resources of the SAA and Project Archaeology), the sites and/or resources offered up in engaging the educators were too North American in their focus for the NCSS crowd (be they historical or prehistoric). Importantly, one of the

Educators who advised in the booth preparation (George Brauer) suggested we prepare ideas about World Historical Archaeology sites but this was the only suggestion (of several he gave) that was not followed through on (due to a time shortage). This is strongly suggested for future NCSS outreach events.

It was also immediately apparent that about half of the educators were searching for World History, World Cultures or Ancient History/Ancient Civilizations information -- from Paleolithic on up, and outside North America. In the future, if SHA outreach to NCSS is to be best applied, it seems most important to team up with ASOR (Affiliated Schools of Oriental Research) who have many good outreach resources and also maybe AIA. (ASOR missed NCSS this year because apparently their own conference was held at the same time.)

▪ *Booth Resources/Materials and Human Resources that SHA brought to the booth:*

SHA's contribution to the Booth included offering Educators interaction with historical archaeologists and discussion and contact information about historical archaeology sites and underwater archaeology sites useful in teaching social studies topics. The SHA, SAA, and Project Archaeology had available their various brochures. SAA and Project Archaeology also had handouts and/or their education resource order forms. Project Archaeology provided the teachers with the contact details for the state coordinators they have in several states. Likewise, the SAA Public Education Committee's large list of State Coordinator was made available to educators who were interested in programs for teachers. The SHA PEIC contributed a handout for the forthcoming NEH historical archaeology teacher summer institute (which was provided to Mid-Atlantic-based Educators mainly). The SAA had the PEC lesson plans on CD rom and these were very popular items. In conversation with some teachers about this item it was decided (by the teacher) that they probably were already teaching archaeology beyond these introductory lessons -- but even these teachers except on one occasion took the CD away.

The PEIC had secured resources from the Council for Affiliated [Archaeology] Societies (an SAA sponsored entity whose President is also an SHA member). CoAS was contacted because it was known that they could provide a wide range of state avocational society brochures with which we could (and did) use to provide teachers with a contact specific to their local areas, or to a topic of specific interest (e.g., Rock Art Societies). This was particularly helpful as several teachers had a personal interest in learning more about archaeology for themselves (including on two occasions, retiring educators who hoped to pursue some archaeology in their future).

SHA contributed fliers and a sign for the forthcoming book, *Unlocking the Past: Celebrating Historical Archaeology in North America* and a few of these fliers were picked up. SHA PEIC representatives also provided materials (brochures, newsletters, bookmarks, etc.) from Kentucky and from the local Maryland Archaeology Society (these latter materials were very helpful for the many local teachers). The SHA Career brochure was acquired by some of the teachers for use in Career Day school activities and several teachers showed a particular interest in underwater archaeology and snatched up that SHA brochure. There are an estimated 100 copies (each) of the SHA brochures provided by the head office for this event (250 copies of each were provided). I have asked the office if we may keep these remaining copies for future regional NCSS events.

Suggestion: The teachers do seem to be looking for some 'item' to take away and we were offering mostly personal interaction and brochures (the latter being the least exciting type of give away in an emporium of free goodies or goodies to buy). But it must be mentioned that the teachers didn't just cruise through the booth but almost always spent time looking at the brochures offered and regularly had conversations with us

which indicates they were in search of, and hopefully finding, either classroom or personal development resources. We did get more confirmation in our interactions that there are two categories of educators who 'check out' archaeology resources: (a) those who have not taught archaeology before and have no personal experience with it but who think archaeology might be useful to them (who can benefit from something like the SAA Lesson Plan) and (b) those who already use archaeology content in their classroom instruction, who very often have exposure to archaeology during their undergraduate education or have avocational experience, and who have a keen interest in our subject. We should prepare resources for both these audiences in future outreach.

In the future we might visually advertise ourselves (our Societies) in a more *applied* fashion. By this I mean we could adopt the booth decoration ideas of other exhibitors –*Indeed, these others are using archaeology imagery a lot of the time!* (Although granted, I am assuming that the major exhibitors displaying images of what we call archaeology sites have some quantitative and qualitative research behind their choice of advertising images.) Many teachers are using archaeology and don't realize it, and in turn, many, many of the exhibitors of the resources educators use feature books, videos and educational programs based on what we call archaeology sites and what educators call Roman Architecture, the History of Egypt, World Cultures of Mexico, Ancient Civilizations, etc.

Suggestion: the other exhibitors often had pictures of what we call archaeology sites decorating their booths and book covers. Our booth had pictures of students doing archaeology. This choice reflects OUR AIM, not our audiences NEEDS. Because of this difference in booth appearance I did hang up the beautiful, 2004 Maryland Archaeology Month Poster to show something about our *topics* – which are educator topics. In the future we might attract more educators to the booth if we showed in pictures that we do what they do.

SHA Human Resources Contributed to the Booth: The SHA PEIC representatives at the booth targeted teachers as much as possible with offers of specific historical archaeology site examples that might be relevant to their teaching. Such examples included, among others, mentioning Lowell for teaching about the life of female factor workers or the history of the industrial revolution, Chinese sites were mentioned for teaching about cultural diversity in the American West and the history of the gold rush and the building of the transcontinental railroad, and similar tie-ins of archaeology research at/on Buffalo Soldiers-related sites, The Alamo, Spanish missions, Space Archaeology (Moon sites, etc), the Hunley, Weeksville, the African Burial Ground, Seneca Village, Oregon Ridge Furnace, Colonial Williamsburg, James Dexter and the INHP Block 3 colonial town site.[Recap: Promises of follow-up data were made to those teachers who signed the contact/survey sheet.]

Suggestions/Comments/Ideas: It was very useful to have regional archaeology society material available from COAS to provide to the teachers. It is recommended that these resources be utilized again whenever possible. A nominal mailing charge will be incurred.

It was useful to survey the educators about what they would like (or need) in terms of archaeological content to confirm our hypotheses. As suspected, we need a list of regional and topical historical archaeology web sites and historical archaeology educational materials to refer educators to. The educators wanted both information about historical sites themselves and historical archaeology content for instructional purposes. (For the former, I often ended up suggesting the teacher go to the Teaching With Historic

Places web page although that has little archaeology per se.) It is suggested that PEIC start to keep a list of historical archaeology web sites and web sites with lesson plans. Figuring out a plan for getting this information from the membership would be one way to go about this.

▪ Specifics Regarding the Volunteer Hours/The preparation for this event - and what we take away from it

A total of 40 hours of preparation went into this event, mainly due to the fact that this was the first time for this SHA PEIC activity. Future efforts will, however, be able to build from this event (rather than starting again from scratch). Preparation for this event utilized two resources from the 2003 SHA PEIC K-12 Public Session Social Studies/Historical Archaeology Event (in Rhode Island). Portions of the handouts created for that event were reprised for use as interactive devices in this event. (See Appendix – *Do You Teach Any of These Topics?* and *A Sample of Historical Archaeology Sites*). One new placard was designed for use at this conference by Patrice L. Jeppson (PEIC) and SHA member Jed Levin. Patrice L. Jeppson also provided comments and suggestions to the SAA Manager of Education and Information who wrote a Press Release for the NCSS Bookroom (attached below).

On these placards, historical archaeology definitions were specifically dovetailed to address the 10 NCSS subject themes and, in particular, this year's conference theme, *Democracy and Diversity*. These three items were reviewed beforehand by 3 educators* who assisted with the wording and content choices. These items were successfully used on many occasions (at least by me on Saturday) to engage educators who came to the booth (e.g., to begin a conversation about how the educator did and/or could use archaeology content in their instruction).

Suggestions/Ideas: The placards that were prepared stressed *topics* of historical research. While this was useful for engaging teachers, another placard another time should be included that capitalizes on the social studies *skills* that historical archaeology offers students practice with (e.g., examples like map reading skills, comparing primary sources of data, etc.) This is needed to demonstrate that archaeology can actually be central to instruction.

Organizing coverage of the booth/Indications of SHA interest in NCSS outreach

An article soliciting volunteers was written for the Fall issue of the *SHA Newsletter*. This article also reported to the membership the reasoning behind SHA's participation at NCSS. This solicitation produced no volunteers from the broader membership to help staff the booth alongside SHA PEIC members. On the surface, this may appear somewhat surprising given that the NCSS conference was centrally located in the MidAtlantic where many SHA members reside. However, we can not conclude from this that there is a lack of interest in NCSS outreach as, counting this event, in just the MidAtlantic in 2004, there were at least 6 MidAtlantic-based members who participated in NCSS national or regional events. Two local SHA members *presented at* NCSS (beyond the booth), and another presented earlier in the year at the regional NCSS conference. Nor can we assume that this negative response indicates a lack of interest in outreach in general, or K-12 outreach in specific as MidAtlantic-based SHA members undertook several new activities this year. Just two examples: one wrote and received an NEH grant for

* The educators who offered comments and suggestion for the placards, flier, and/or survey sheet include Baltimore County Public Schools Center for Archaeology Director and Social Studies Curriculum Specialist George Brauer, George Schneider, a 2nd grade classroom teacher with an M.A. in archaeology who lives in Tracy, California, and Stephanie Hobbs Jeppson [transparency P.L. Jeppson's sister-in-law] who teaches 3rd grade in Modesto, California.

teacher in-service programs and one is staff in a new museum with a significant public archaeology component (the lamented Museum of the District of Columbia).

What we might conclude from the lack of response to the article is that maybe solicitation of the membership is not the way to plan for the staffing of such events. The booth was staffed this year using SHA PEIC members who have, by their affiliation, indicated an interest in advancing public outreach by the professional body. Indeed, the members who volunteered had all indicated an interest in volunteering as early as 10 months ago (at the January PEIC meeting). Perhaps it could be hypothesized that those interested enough to join the PEIC are self-selected for service to the Society and should be relied upon for such activities in the future -- while others in the membership will actively pursue public outreach on their own interests or as part of their various organizations.

Some Pros and Cons of the NCSS Event:

A: Some draw backs in collaboration in this one case

A1) Archaeology begins with an 'A' and this one thing that archaeology has going for it should be taken advantage of in events such as this one. At this NCSS collaborative Booth (where we competed with 1052 other booths for attention) our listing in the exhibitor portion of the conference book was on page 9 of 11 pages. Why? Because all 3 entities were subsumed under the title of *Project Archaeology* and 'P' is in the middle of the alphabet (so we were lost in the middle of the huge exhibitor catalog). This was missing a badly needed, legitimately entitled, advertising position on the *first page* of the list of Exhibitors! The 'ACME Advertising rule' should apply when we do outreach (use an 'A' to start the advertising logo since it comes first in the alphabet).

A2) Our badges said *Project Archaeology* -- not the *Society for Historical Archaeology* (same for the SAA representative). The Exhibit book entry was under *Project Archaeology Society for American Archaeology (with no comma)*. Project Archaeology's name was Exhibited 7 times in the various Booth signage, SAA and SHA each had their signs which were centrally located (see attached photo). (Project Archaeology's letterhead was also used on the official recognition notice explaining the SAA, BOR funding contribution for the booth.) Project Archaeology had half the booth space. They also paid more of the costs as I understand it.

A3) While it is not a problem presently, it could and I suspect will become a problem for SHA (and SAA) if the professional societies are seen to be endorsing one program of archaeology education over another merely because they are sharing a booth. At this booth this year, Project Archaeology had lesson plans for sale alongside the two society's materials. All the representatives were promoting all the archaeology entities. Project Archaeology is partly BLM (partly Univ. of Montana) and other outreach enterprises might someday feel that their wares are at a disadvantage if Project Archaeology is selling with the perceived endorsement of SAA and SHA -- merely because they are operating together (and of course complicating matters is the fact that Project Archaeology is partly run through the SAA PEC).

There is another factor to consider in such juxtapositioning: Project Archaeology did not have its Social Studies curriculum ready so it was not presenting much in the way of Social Studies curriculum to the NCSS audience (compared to what historical archaeology offers American History teaching for example). This could in the rare case be potentially problematic for the professional societies because if a teacher looks at the Project Archaeology wares (the only curriculum on view at the booth) and sees nothing useful, the teacher might think all of Archaeology has little to offer broader social studies education.

Mainly, I think some may one day see this kind of arrangement to be like if Glaxo Smith Kline were sharing the same booth as the AMA. – and that would never happen of course because the AMA would never allow it for ethical reasons (and Merck and Johnson and Johnson, and NIH and the other entities would throw a fit if they did). Again, I don't think this is a problem now but I suspect that universities or contract companies with educational outreach shops could someday have a problem with this kind of arrangement if it did (or it were perceived to) provide an advantage to one groups' product (i.e., a fair trade concern).

Suggestions/Ideas: In the future, SHA might see if they can join up with other societies/agencies **under a neutral name** – something like the Alliance of Archaeologists for Public Education. This can't happen next year because currently SAA and Project Archaeology are in the middle of an outreach grant paying for NCSS outreach – under the title of Project Archaeology. But we should aim for this in the future. (I have trouble imagining that ASOR would allow itself to be subsumed under Project Archaeology as SHA did this year.)

B) I took the opportunity to personally meet NCSS Media Relations Advisor Al Farscella who has lent the SHA PEIC K-12 such useful advice for social studies events in the past and also provided background on National History Day (he is the NHD's past PR guy). Farscella mentioned many useful pieces of information in conversation including that the current (albeit terming out) NCSS President (J. Garcia) became a social studies educator when he realized that Latino history was not included in his high school history text and that the incoming President is very interested in North American Indian History. One of the women running for President Elect is from the State of Colorado and is no doubt interested in the historical archaeology of that state. This is background information that the SHA and SAA can use in preparation for approaching the NCSS in the future. Farscella also offered an advocacy guide sheet (How to effectively contact and engage local representatives) for use as a resource for the SAA *Archaeology for the Public* Web Pages (a clearing house of resources for all archaeology outreach for the public).

C) I took the opportunity to spend several hours canvassing some of the exhibitors who almost all noticed my badge and mentioned seeing our booth (a good sign) and who inevitably proceeded to tell me their own personal experience with archaeology. (The teachers did this too by the way.) They then would talk with me about the ways they thought archaeology might be used in their products or, conversely, said something about how archaeology had nothing to do with what they did (and I would then of course provide them with suggestions about how yes, archaeology could be useful to them). For example, among others, I met two ex-social studies teachers who now work for Lewis and Clark Press. They very much would like to see an historical archaeology workbook. This is a different 'bite' than I have seen or heard of before (for school book publishers) because these two representatives were avocationalists and had *used* archaeology in their teaching -- and knew how they wanted such a book to work. I also met an educational product manufacturer who sells a classroom teaching strategy called Mircro-Society. In speaking with him he became very interested in using archaeology as a model unit. He currently sells his program in 200 schools (which means at least 4000 students if it is just one class of 20 students per school - and possibly many more). This one conversation could have had far reaching impacts for archaeology in schools. On the other hand, I had a dismiss interaction with the NEH Research Center representative who remains convinced that African American historical archaeology research has nothing 'real' to offer 'real' history.

Suggestion: It behooves future SHA representatives at NCSS to deliberately 'work' the bookroom to interact with the educational products people to encourage them to about the possibilities for archaeology.

D) The idea of an Archaeology Alley at these events (which has been previously discussed) is not farfetched. There was a self-identified (via signs) *International Studies Alley* and an *Economic History Alley* formed by groups which selected booths together for this NCSS exhibit room.

E) Further data was collected supporting the idea that is important to use edu-speak (not archaeology) to describe archaeology presentations at NCSS.

Two archaeology presentations were offered at the same time on the Saturday morning. One, which was well attended, was offered by a local teacher and was entitled, *Culture and Diversity in the Classroom: An archaeological Approach*. The other, offered by Project Archaeology had a handful of participants and was entitled *Archaeology Entices Students*. Project Archaeology felt it was the local angle that drew the crowd to the other session (although we had few local teachers on that day and it appears that local teachers came on the Friday as a work day). Supporting my past conclusions, I feel it was the *title* of the other presentation that made a big difference. The titles should indicate archaeology's application in teaching, not stress archaeology itself. Indeed, the titles of the presentations by K-12 educators used social studies skills and themes or keyed into age groups in their titles. The other titles by professional (K-12) Educators presenting on archaeology were *Archaeology and Critical Thinking*; *Adventures in Archaeology: Digging into the Past with Elementary Students*; and *Archaeology in the Social Studies: Helping Students Understand Chronology*. SHA members Pam Cressey and Ruth Reeder used the title, *Using Archaeology to Teach Diversity* in their presentation (which already follows this convention I am urging that the PEIC adopt as advice for NCSS presentations).

F) Regional NCSS Conferences

Representatives of two regional NCSS conferences approached our booth during their 'working of the exhibit hall' (to invite exhibitors to their conference). One of these is the *Greater Metropolitan New York City Social Studies Conference* being held on January 29th and the other is the *Northeast Regional SS meeting* (Boston March 14-17, 2005).

NOTE: We now have a box of resources collected for the national NCSS which we can use for these other conferences if local PEIC or SHA members are interested.

Information about other upcoming regional and state NCSS meetings that we might want our membership to know about was collected at NCSS. These conferences are quite cheap to reserve a booth for and don't appear to need much of an advance lead time, but it would still be advisable, for content purposes, to team up with ASOR, SAA, etc. It is possible that SHA ISRC and PEIC could post these kinds of list on HISTARCH from time to time.

Middle States Conference (MidAtlantic) February 17-19 in Atlantic City, NJ
Great Lakes Regional April 8-10 in Dubuque, IA
Rocky Mountain Regional April 14-16 in Denver

Oklahoma CSS February 4-5 in Oklahoma City
North Carolina CSS Feb 24-25 in Greensboro, NC
Michigan CSS March 1-2 in Dearborn, MI
Minnesota CSS March 3-4 in Bloomington, IN
Missouri CSS March 4-5 in Springfield, MO
Tennessee CSS March 4 in Nashville, TN
California CSS March 4-6 in Burlingame, CA
New York State March 9-12 in Saratoga Springs, NY
Indiana CSS March 11 in Indianapolis, IN
Wisconsin CSS March 21-22 in Middleton, WI
Iowa CSS April 8-10 Dubuque, IA
Ohio CSS April 7-9 in Worthington, OH

G) Maureen Malloy and I, in a conversation after the event, still believe that a more substantial inroad to the world of Social Studies might be made if archaeologists were to attempt entry into the advising NCSS Associated groups that meet at NCSS – affiliated groups such as CS4 (the Council of State Social Studies Specialists) CUFA (those interested in working with social studies educators such as scientists, historians and philosophers) or NSSSA (the National Social Studies Supervisor’s Association which promotes a common interest of supervisors in instruction, materials, etc.). This is following up on the suggestion given to the SHA by the Social Studies Specialist from the LA County School District invited to speak at SHA in Long Beach. Of course those with individual lesson plans or products might still want to pursue the one on one, archaeologist to educator route.

H) Because of the limited space in the booth, the use of artifacts and lesson plans for engaging the educators was not possible at this NCSS. This is still an excellent device for attracting educators and engaging them in conversation about archaeology’s potential for social studies education but SHA would need more say in booth use for this to happen. Employing this idea would mean that the booth was more than just a pile of papers. It is rather sad that the ‘sexy’ side of archaeology was not on display. Other booths had video machines playing their products, give-aways, interactive CD rom stations, board games for the teachers to try, etc. Using artifacts in the booth activities is advised for a future NCSS event.

Patrice L. Jeppson
Dec. 7, 2004





Fish Hook, circa 1830's
Ponton Site, Michigan (Photo by: *Scott Beld*,
courtesy of *Chippewa Nature Center and the
Oxbow Archaeology Group*)

***“Archaeology is a great hook for
engaging students
in order to teach them social studies
content and skills.”***

George Brauer, Social Studies
Educator
Baltimore County Public Schools

**Come talk with archaeologists
and learn about archaeological resources useful
for your Social Studies instruction**

. PROJECT ARCHAEOLOGY

. The SOCIETY FOR AMERICAN ARCHAEOLOGY

. The SOCIETY FOR HISTORICAL ARCHAEOLOGY

Exhibit Hall: Booth #853

While at the conference, consider attending these archaeology presentations:

#86 **Archaeology and Critical Thinking**
Pre-Conference Clinic
Thursday, 1:00pm-4:00pm

#334, **Using Archaeology to Teach Diversity**
Audience: Middle/Jr. High
Friday, 12:30pm-1:30pm

#336 **Adventures In Archaeology: Digging
Into the Past With Elementary
Students** Audience: Elementary
Saturday, 8:00am-9:00am

#312, **Culture and Diversity in the Classroom:
An Archaeological Approach**
Audience: General
Saturday, 9:15am-10:15am

#1195 **Archaeology Entices Students**
Saturday, 9:15am-11:15 am

#339 **Archaeology in the Social Studies:
Helping Students Understand Chronology**
Sunday, 8am-9am

The labels on top of clipboards bearing the Contact/Survey sheet:

Want archaeology information for your classroom???

The Society for Historical Archaeology's Public Education and Information Committee can assist you.

Want Archaeology content for your teaching???

The Society for Historical Archaeology's Public Education and Information Committee can assist you.

Name: Snail Mail: E-mail:	<i>I teach...</i>	<i>I would like archaeology information for teaching....</i> <i>I have lessons plans to share with other educators...</i>
<p>[filled in to prompt others]</p> <p>Jane Jeppberg Baskerville Elementary Baskerville, CA 95830 jjeppberg@sbrglobal.com</p>	<p>Second grade</p>	<p>history, language arts, math, problem solving and critical thinking skills.</p> <p>I have lesson plans on map reading and measuring artifacts with a ruler.</p>

Placards used to engage educators in discussion (next 3 pages):

Do You teach these topics?

HISTORICAL ARCHAEOLOGY
provides *exciting* and *relevant* content
for teaching a number of topics including:

✓ African American history	✓ Civil War history
✓ Life during the American Revolution	✓ America's Industrial Heritage
✓ Plantation life	✓ fur trade history
✓ canals/transportation corridors	✓ Native American life at contact
✓ Cultural Diversity in colonial America	✓ Cultural Diversity on America's western frontier
✓ WWII History	✓ Chinese in North America
✓ Labor history	✓ Global Colonial Trade
✓ Spanish North America	✓ Swedish American history
✓ Gold Rush/Mining History	✓ taverns/colonial foodways
✓ waterfront industries	✓ town life (17 th - early 20 th -C)
✓ shipwrecks	✓ farming communities



**A (small) Sample of
US Historical Archaeology Sites...**

- . **Peyton Randolph Outbuildings** Colonial
Williamsburg
- . **Little Bighorn Battlefield**
Custer/Great Sioux War
- . **Mission San Antonia de Padua**
Spanish/Native American site
- . **Silver Reef, Utah**
Silver mining town
- . **Dock Creek, Philadelphia**
colonial waterfront industries
- . **Somersville, California**
late 19thC Coal Mining Town
- . **Dunlap Farmstead**
Maumee Valley, Ohio
- . **Paradise Valley, Nevada**
early 19thC Chinese community
- . **Oregon Ridge, Maryland**
19th-C iron furnace village
- . **Saltdale, California**
early 20thC company town
- . **James Dexter site, Philadelphia**
Free Black Churchman site
- . **Manzanar, California**
Japanese Internment Camp
- . **Fort Vancouver, Washington** Hudson Bay
Company
- . **Monticello, Virginia**
cabins of enslaved workers
- . **Waverly Plantation, Miss.**
Tenant farming community
- . **Kolmakovskiy Redoubt** Russian Fort,
Alaska
- . **Harpers Ferry, Virginia**
life in an armory town
- . **Piute Mountain, California**
gold rush prospecting sites
- . **Fort Union Trading Post**
North Dakota
- . **H.L. Hunley**
Civil War submarine
- . **Lowell Mills, Mass.**
female boarding houses
- . **Franklin Court, Philadelphia**
Benjamin Franklin's mansion



**Historical Archaeology studies
the physical evidence of
cultural diversity
in our democracy**

- . *Historical Archaeology studies...
the development of our modern world:*

HA uses material culture to investigate the colonizers and the colonized, their descendants, and their changing social, political, and economic landscape.

- . *Historical Archaeology promotes...
a more democratic understanding of the human past:*

Using both the archaeological and the documentary record, HA broadens our understanding of the everyday people and the commonplace life experience often overlooked, forgotten, or ignored.



Historical Archaeology and the Social Studies:

- ❖ **Historical Archaeology content engages students in the use of a variety of historical resources and practice with critical thinking skills. encourages**
- ❖ **Historical Archaeology resources are challenging, exciting, and relevant to social studies instruction.**



**The SOCIETY for
HISTORICAL
ARCHAEOLOGY**



For More Information Visit www.sha.org

PRESS RELEASE

November 19, 2004

For More Information Contact:

Maureen Malloy

Manager, Education and Outreach

Society for American Archaeology (not needed if on SAA letterhead)

Office 202/789-8200 Cell 240/461-7209

maureen_malloy@saa.org

For Immediate Release

Title: Archaeology in Today's Classrooms

American archaeologists have recently made a rare and unusual discovery—and not from an ancient site half way around the world. Archaeology's latest discovery and perhaps best kept secret is being unearthed in the more mundane setting of the American classroom. Archaeologists have discovered that their methods and research—too often inaccessible to non-scholars—are helping teachers engage students in the study of subjects from art to zoology.

George Brauer, a social studies educator with 30 years experience in the Baltimore County, Maryland, Public Schools says “Archaeology is a great hook for engaging students in order to teach them social studies content and skills.” Teachers of science, language arts, and math are finding the same thing. Archaeology may be *the Rosetta Stone* of education today—a key that unlocks student interest and enthusiasm, and helps teachers create lively lessons that support local and state education standards.

At the annual meeting of the National Council for the Social Studies in Baltimore this week, educators can choose from six presentations and workshops that use archaeology to entice students, teach diversity, understand chronology, and practice critical thinking skills. Archaeologists from the *Society for American Archaeology*, the *Society for Historical Archaeology*, and *Project Archaeology*—a heritage education program of the US Dept of Interior-- will also be in the **Exhibit Hall at Booth #853** sharing information with the educators about incorporating archaeology into their classroom instruction.