## The Role of Community Outreach and Interpretive Actions in Protecting Historical Park Resources

George Wright Society Conference 2015

Mario Battaglia, Casey Campetti, Maija Glasier-Lawson, Hilary Miller, and Stephanie Sullivan

## Session Outline

- What is Park Break?
- 2014 Park Break at Keweenaw NHP and Isle Royale NP
- Interpretive Actions for Archeological Resources
- Case Studies from the Park Breakers
- Discussion



#### Park Breakers



**Mario Battaglia**, Applied Archaeology, University of Arizona



**Hilary Miller,** American Studies, Penn State University, Harrisburg



Casey Campetti, Applied Archaeology, Indiana University of Pennsylvania



**Megan Springate**, Historical Archaeology, University of Maryland, College Park



**Matt Kalos,** Historic Archaeology, Temple University



Stephanie Sullivan, Environmental Dynamics Program, University of Arkansas



Maija Glasier-Lawson, Anthropology/Public Archaeology, California State University, Chico



Katie Turner, Applied Archaeology, Indiana University of Pennsylvania

# 2014 Park Break — Keweenaw NHP and Isle Royale NP

- Background
- Issues
- Plan for Park Break







# 2014 Park Break — Keweenaw NHP and Isle Royale NP

- Background
- Issues
- Plan for Park Break



#### 2014 Park Break — Keweenaw NHP and Isle Royale NP

#### Mission:

To develop an Adaptable Curriculum Module about Keweenaw Archeology for the NPS and its partners.

How can we increase understanding of, and appreciation for, the Keweenaw's nationally-significant archeological resources?

# Final Product – Interpretive Actions for Archeological Resources



- Themes
  - Celebration of unique local resources
  - Importance of stewardship and preservation
  - Community pride
- Goals
  - Instill a preservation ethic in the local community
  - Educate the local community and visitors about the importance of archeology

# Final Product – Interpretive Actions for Archeological Resources

- Format
  - Focus on two groups: adults and youth
  - Plans for "today," "tomorrow," and "ten years from now"



# Youth: Today

- Archeology in a Box
- Story of the Month / Object of the Week
- Social Media



# Youth: Tomorrow

- Junior Archeologist Program
- Scout Archeology Weekend Program





# Youth: Ten Years

- Archeology Month Distance Learning Program
- Archeology Camp
- The Keweenaw Story Film Series



# Adults: Today

- Outreach to Heritage Partners
- Artifact of the Month



## Adults: Tomorrow

- Park Bulletins
- Outreach to Archeologists and Organizations
- Artifact of the Month—Physical Park Passport Program Display
- Mystery Object
- YouTube tours
- Park Challenge



# Adults: Ten Years

- Artifact of the Month—3D scans
- Public Archeology
- Conference/Speaker Series



# Working with the Archaeological Fringe in Isle Royale National Park

**Casey Campetti** 

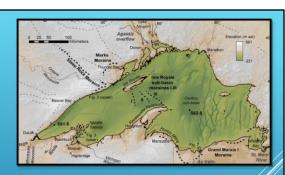
2015 George Wright Society Conference on Parks, Protected Areas, and Cultural Sites

April 3, 2015





- The Fringe Position
- Opportunities for collaboration





#### Goals from KEWE/ISRO

- Increase appreciation for archaeological sites and material culture
- Create a unified message throughout KEWE, ISRO, and partner heritage sites
- Today, Tomorrow, Ten Years





#### Goals from KEWE/ISRO

- Today: Partners
- Identify stakeholder groups
- Coordinate interest with archaeology
- Tomorrow: Outreach, Reporting and Publication
- Academic work, partner publishers
- Ten Years: Public Archaeology, Conferences and Speaker Series
- Engaging at outside events
- Scheduled report series



# Perspectives from the Fringe • What are we dealing with?

#### **Perspectives from the Fringe**

- What are we dealing with?
- "intercontinental diffusionist inquiry"

#### **Perspectives from the Fringe**

- What are we dealing with?
- "intercontinental diffusionist inquiry"
- Phoenicians, Vikings, Minoans
- Appear to value a "scientific approach" "openmindedness"

Promoted by television shows and pseudo-scientific groups



#### **Perspectives from the Fringe**

- The "missing" copper
- "Minoan" symbols and "Phoenician" petroglyphs
- Matching chemical composition of Lake Superior and European copper





#### **Problems for Resource Management**

- Destruction of site integrity justification for 'cherry-picking'
- Skewing of artifact collections
- Commercialization of artifacts
- Threat to synthesis and programs of research
- Incompatible with "Leave no Trace" and other principles



#### **Problems for Resource Management**

- Destruction of site integrity justification for 'cherry-picking'
- · Skewing of artifact collections
- Commercialization of artifacts
- · Threat to synthesis and programs of research
- Incompatible with "Leave no Trace" and other principles



#### Why Do We Want to Work with the Fringe?

- Ethics considerations as archaeologists to the public
- · Self-selected high-interest group
- There is scientific value in teaming whether we like it or not

#### Fringe Groups as Partners

- Understanding the differences and relationships between evidence, tradition, and belief
- Encourage participation in Park and professional events
- Engage at shows and lectures at the source
- Publish and disseminate at the professional level



#### What is Planned for ISRO?

- Participation in enthusiast-organized conferences and events
- Engagement on social media
- New archeology blog



From the Archivest

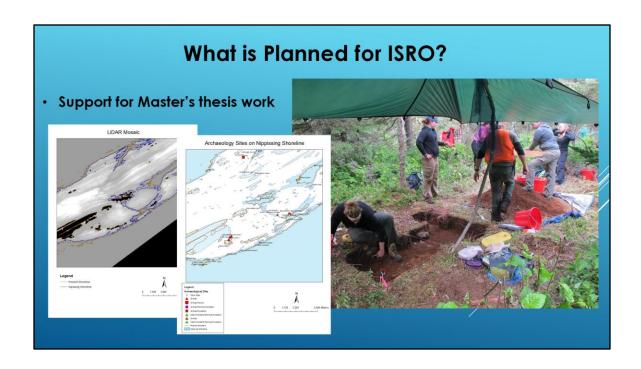
From t



#### What is Planned for ISRO?

• New NHL nomination for Minong Mine





#### What is Planned for ISRO?

RESEARCH AND FIELDWORK

RESOURCES FOR... **QUICK LINKS** 

· Work by other partners



Archaeology of Mining on the Keweenaw and Isle Royale

May 11 - June 25, 2015

The 2015 Field Archaeology classes will focus on two sets of remains from nineteenth century copper mining in the Lake Superior District: the Pittsburgh, Boston & Copper Harbor Mine (PB&CH) in Copper Harbor, Michigan, and the Minong Mine and Isle Royale & Ohio Mine (IR&O) on 1sle Royale. Both venues are located on Lake Superior, the first in a State Park and the latter two in a National Park

- We should work to engage and encourage interest in these sites!
- Fill the void with professional and sound research
- Be able to educate our partners, learn from their work, and promote the resources, the human stories, and ISRO's larger role in the archaeology of the Lake Superior region





# Presenting a Pluralized Past

ASSESSING THE EFFICACY OF BISON-THEMED, MULTIVOCAL LESSON UNITS

AS A PUBLIC EDUCATION AND OUTREACH STRATEGY

By Mario Battaglia

# Caught in the Crosshairs

- The Blackfeet received a grant from the Montana
- The Blackfeet decided to use this funding for a longterm outreach project educating people on the Significance of Bison: a bison-themed curriculum highlighting why bison were and still remain socioculturally, environmentally, and economically important.
- This was needed due to an increasing anti-bison sentiment and legislation within Montana.



# Making Connections: Park Break as a Springboard for Education and Outreach

# (1) Pervasive (dis)information and ongoing misconceptions:

- Park Break: Native copper mining was done by a "mysterious" race now gone or taught to them by Phoenicians.
- Bison Curriculum Project: Brucellosis hype and fear tactics combined with pervasive antibison sentiment due in part to cattle ranching and meat industry lobbyists.



# (2) Connect with Partners and Coalition Building:

- Park Break: Collaborate with community partners, recommendations to develop relations with the Ojibwe Tribe.
- Bison Curriculum Project: Collaborative ethic was emphasized, connect with the linnii Initiative, the Blackfeet, and Montana Department of Transportation.



# (3) Strong educational outreach agenda by focusing on key demographics:

- Park Break: Target key demographics (1) youth and (2) adults, especially adults who frequently metal detect as a hobby.
- ➤ Bison Curriculum Project: Target

  Montana's youth as a key demographic for long term outreach goals.





# Kill the Bad Bills, Not the Bison

"Why do you want to spread this creeping cancer, these woolly tanks, around the state of Montana?" Montana State Senator John Brenden

#### The anti-bison legislative proposals range from:

- A ban on transferring wild bison anywhere in Montana except the National Bison Range
- A bill holding the State Department of Fish, Wildlife and Parks liable for any damage to private property by bison.
- A bill allowing county commissioners to ban restoration of wild bison in their counties, even on tribal and federal lands.
- A bill allowing state officials to identify "the actual physical location" of buffalo to hunters.



# **Environmental Context**

Bison's environmental significance:

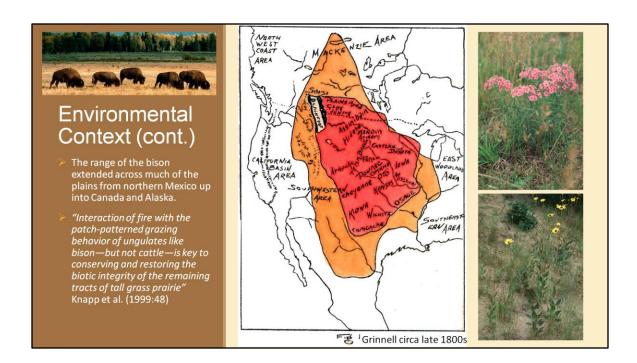
#### Wallowing

- Creating small depressions in the soil influences surface hydrology and water runoff. This facilitates the growth of a variety of wetland plant species (Gogan et al 2010:42).
- Wallowing "is not employed by cattle, and, thus, the removal of bison had profound geomorphic implications ..." that cattle cannot replace (Butler 2006:452).

#### Grazing

Patch-pattern grazing (not done by cattle), in which they select dominant grasses while avoiding forbs and woodier species. This patchy distribution of grazed and ungrazed vegetation increases plant diversity (Collins et al. 1998).





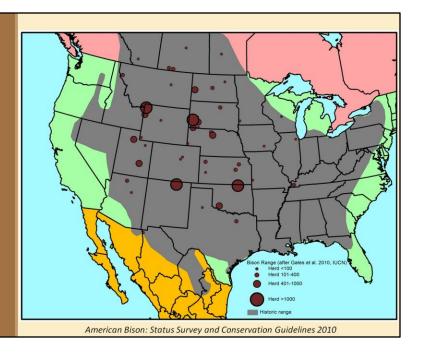
# Historical Context: Tracking the Swinging Pendulum of Bison Legislation

| Act/Bill/Executive Order  | Date      |
|---|-----------|
| Early legislation designed to reduce the killing of bison.  | 1864-1872 |
| Establishment of Yellowstone National Park by Ulysses S. Grant.   | 1872      |
| A bill on bison protection .  | 1874      |
| Revised act on the killing of bison.  | 1876      |
| Bill sponsored by a Helena rancher protecting bison for 10 years.   | 1879      |
| The Lacey Act of 1894—An act to Protect the Birds and Animals in Yellowstone National Park and to Punish Crimes in Said Park. | 1894      |
| Establishment of the National Bison Range   | 1909      |
| Montana codes 87-1-711 establishing a bison exhibition park.  | 1953      |
| Montana Code 81-1-712 establishing a bison range within Montana.  | 1953      |

| Act/Bill/Executive Order  | Date |
|---|------|
| Montana Code 81-2-120—Management of wild bison for disease control.   | 1995 |
| HB 328—Permits state officials to identify "the actual physical location" of buffalo to hunters.  | 2013 |
| HB 396—Allows bison to be sold by the state Department of Livestock to pay for capturing, testing, quarantining and vaccinating wild bison. Also gives county commissioners veto power over tribal lands. | 2013 |
| SB 256—Makes Montana's Fish, Wildlife, and Parks<br>Department liable for any damage to private property<br>caused by wild bison.   | 2013 |
| SB 305—Proposed changing the definition of "wild bison" to mean "a bison that has never been reduced to captivity and has never been owned by a person."  | 2013 |

# Historical Context: Historic Range and Current Managed Bison Herds (Circa 2010)

- Map highlights the historic range of the bison across the plains (in gray).
- Also displays the current managed bison herds circa 2010.
- Notice that a concentration of bison herds are <u>AROUND</u> Montana, but <u>not</u> really IN Montana



# Sociocultural Context

"No other wildlife species has exercised such a profound influence on the human history of the continent" (Gates and Gogan 2010:2).

- ➤ Major subsistence resource
- > Ceremonial and ritual resource
- ➤ Economic resource
- Industry resource for tool making, clothing, and habitation



# Grabbing the Bull by the Horns: The Goals of the Bison Curriculum

- 1. <u>Educate the upcoming generations</u> of activists, legislators, and decision-makers.
- 2. Create a curriculum that is meaningful and relevant to a diverse student-base.
- 3. It is a prominent species with a turbulent and dynamic past that needs to be <u>told</u> <u>multivocally and respectfully</u>. Therefore, allow for a <u>pluralization of perspectives</u> where Native teachers, students, and community experts are given a voice in the design, content, and implementation of the lessons.
- 4. Have the curriculum act as a <u>"living document"</u>, continually be streamlined and improved upon through feedback from community experts, teachers, and students.

# **Teacher Workshop**

# The Teacher Workshop Allowed the Bison Curriculum Project to:

- Engage and collaborate with teachers early in the curriculum development process.
- ➤ Highlight the goals of the project.
- Multivocality: address concerns about cultural sensitivity and cultural relevancy within the curriculum.
- Assess any necessary changes and content edits.



# Survey Instruments

# The Assessment Instrument: The Five Types of Surveys:

- (1) The Prior Knowledge Survey
- (2) The Pre-Unit Student Survey
- (3) The Post-Unit Student Survey
- (4) The Student Completion Survey
- (5) The Teacher Feedback Survey

### **Student's Initial Reponses:**

- Tired of a single perspective rendition of the past
- High interest in archaeology and bison



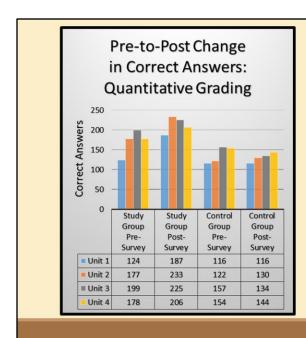


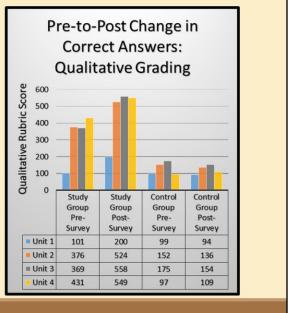
# Language Arts Lesson

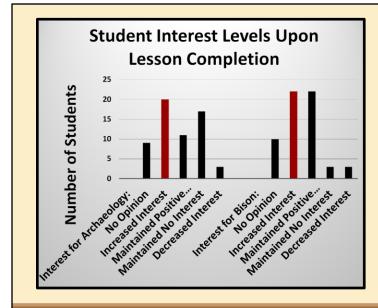
- Find a story about bison within the student's community.
- Historical account, oral history or tradition, ethnographic account, newspaper article, etc.
- The student synthesizes the story into a tangible art piece or storybook.
- ➤ The student then uses that tangible piece to tell the story to a younger student or class of students.









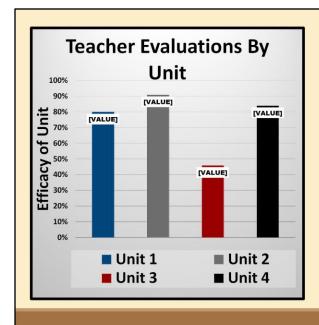


- ➤ Interest was quantified within the pre- and post-surveys on a scale of 1 to 4, where 1 was "not interested" and 4 was "very interested."
- The graph depicts the positive change (increase) in student interest for archaeology and bison (highlighted by the red bars).

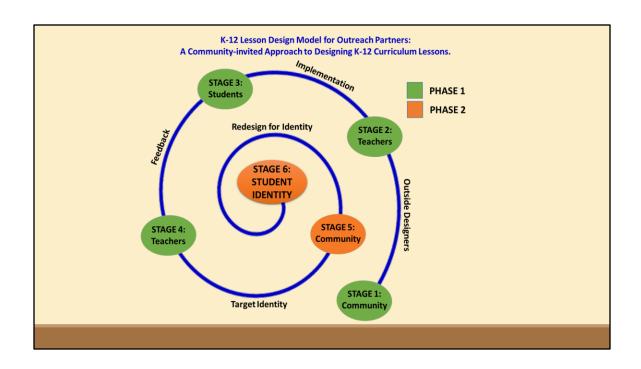
| A Synthesis of<br>Quantified Data into a<br>Percentage of<br>Curriculum Efficacy | Percentage of<br>Student<br>Understanding<br>Quant. and Qual. |     | Percentage<br>of Student<br>Interest | Percentage of<br>Efficacy from<br>Teacher<br>Feedback |
|--|---|-----|--------------------------------------|---|
| Unit 1   | 62%   | 42% | Χ                                    | 80%   |
| Unit 2   | 65%   | 55% | Χ                                    | 91%   |
| Unit 3   | 63%   | 58% | Χ                                    | 46%   |
| Unit 4   | 57%   | 57% | Χ                                    | 84%   |
| Quantified Interest in Bison   | Х   |     | 82%                                  | Χ   |
| Quantified Interest in<br>Archaeology  | Х   |     | 75%                                  | Х   |
| Totaled Percentage of the Category   | 57%   |     | 79%                                  | 75%   |
| Percentage of<br>Curriculum Efficacy   | =70%  |     |                                      |   |

# **Summary Statistics**

- Based on student's correct answers out of the total possible correct answers, <u>student understanding</u> was calculated to be at 57 percent.
- Quantified in the post survey, student interest was calculated to be at 79 percent.
- ➤ Teacher feedback was quantified and calculated to be at 75 percent.



- "The 7th grade students were excited and looked forward to the days that we would be studying the bison curriculum. They were particularly interested in bison conservation and the activities/videos in Unit 4. Their interest level and ability to connect in a cultural aspect kept them engaged and interested in the content of the curriculum" [Teacher 2, personal communication 2015].
- "The interest level in the bison curriculum increased significantly as the cultural connection was identified and discussed ... the students were very enthusiastic when they learned of the conservation practices in place today and how they could help" [Teacher 1, personal communication 2015].





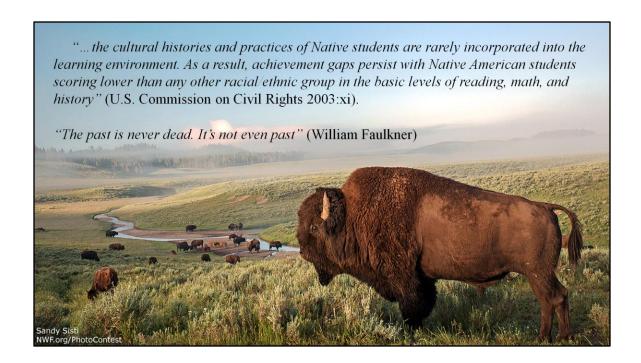
- This study was a much needed step forward in the exploration of how archaeological curricula are designed, implemented, and received.
- ➤ Ultimately, archaeological curricula need to be empowering and enfranchising to all communities—Native and non-Native alike—who hold a vested interest in the past.



- The collected data also highlighted the need for evaluation and reevaluation of lesson materials.
- ➤ The first curriculum formulation is rarely ever the most effective, necessitating ongoing student, teacher, and community input and, preferably, direct involvement.

Bison is a significant historic, current, and future resource that needs to be better appreciated.





#### REFERENCES CITED

Aune, Keith, Rick Wallen, C. Cormack Gates, Kevin Ellison, Curtis H. Freese, and Rurik List
2010 Legal Status, Policy Issues and Listings. In American Bison: Status Survey and Conservation Guidelines 2010, edited by C. Cormack Gates, Curtis H. Freese, Peter J. P. Gogan, and Mandy Kotzman, pp. 63-84. IUCN, Switzerland.

Davis, Elaine M.
2005 How Students Understand the Past: From Theory to Practice. Altamira Press, New York.

Derbish, Mary 2003 That's How You Find out How Real Archaeologists Work—When You Do It Yourself, Unpublished Ph.D. dissertation, Department of Anthropology, College of William and Mary, Williamsburg, Virginia.

Eisenwine, Marylyn J.
2000 Teaching Archaeology in the Middle School: Evaluation of an Interdisciplinary Unit, Unpublished Ph.D. dissertation, Department of Anthropology, University of Texas, Austin.

2003 Archaeology in the Seventh Grade: An Interdisciplinary Unit of Study. Social Education 67(1): 1–15.

Ellick, Carol J. (editor)
1998 Annotated Bibliography of Arizona Heritage Preservation Education Materials for Kindergarten through Twelfth Grade. Electronic document, http://assateparks.com/SHPO/downloads/SHPO\_Biblio\_AHP\_pdf, accessed November 5, 2014

Freire, Paulo 1970 *Pedagogy of the Oppressed.* Continuum International Publishing Group, New York, NY.

Geist, Darrell
2012 American Taxpayers Subsidies to Montana for Implementing State Law Governing Migratory Bison. Electronic document, http://www.buffalofieldcampaign.org/legislative/taxpayerfunding/IBMP\_TAXPAYERCOSTS.pdf,
accessed December 16, 2014.

Hansen, Terri
2013 Montana Governor Vetoes Three Anti-Bison Bills, Lets the Hunt Stand. http://indiancountrytodaymedianetwork.com/2013/05/12/montana-governor-vetoes-three-anti-bison-bills-lets-hunt-stand-149320, accessed October 15, 2014.

# Knapp, Alan K., John M. Blair, John M. Briggs, Scott L. Collins, David C. Hartnett, Loretta C. Johnson, and E. Gene Towne 1999 The Keystone Role of Bison in North American Tallgrass Prairie. American Institute of Biological Sciences 49(1):39–50.

McDavid, Carol
1997 Descendants, Decisions, and Power: The Public Interpretation of the Archaeology of the Levilordan Plantation. Historical Archaeology 31(3):114-131. Society for Historical Archaeology, Germantown, Maryland.

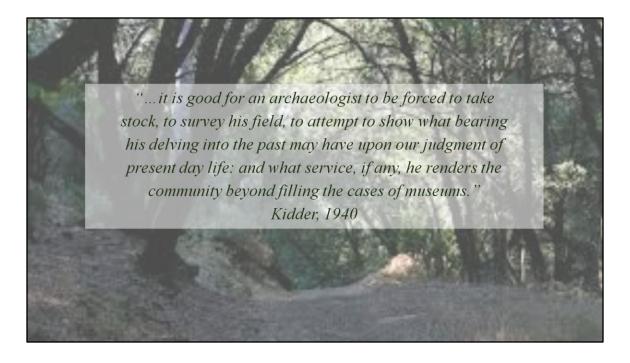
Prothro, Ziggy 2012 Archaeology in Education: Public Outreach for Archaeological Awareness and Educational Enrichment, Unpublished Ph.D. dissertation, Department of Anthropology, University of New Mexico, New Mexico.

Silliman, Stephen W. 2005 Culture Contact or Colonialism: Challenges in the Archaeology of Native North America. American Antiquity 70 (1):55–74. Society for American Archaeology, Washington, D.C.

Watkins, Joe and T. I. Ferguson
2005 Working With and Working For Indigenous Communities. In Handbook of Archaeological Methods, edited by Herbert D.G. Maschner and Christopher Chippendale, pp. 1372–1406. Altamira Press, Walnut Creek, California.



After 10 years in archaeology I started gravitating toward interpretation, specifically the idea that archaeological interpretation could be used as a tool to engage students at an early age. My goal is to use place-based education as a way to get people (kids in particular) interested in what is in their own backyard. This is based on the premise that if you care about the cultural and/or natural resources in your immediate locale you will be more inclined to work toward their preservation. Hopefully, this care and concern will expand to outside of one's immediate area.



Archaeology is amazing, I love being an archaeologist and working toward a better understanding of the complex tapestry of human history. I think that archaeologists play an unique role and that the work we do is important. I also think that a majority of archaeologists are not that great at sharing the amazing things they discover with the public, at least not in a way that the public understands or finds relevant.

This quote by Kidder has stuck with me since I first read it my first year of graduate school. Since then I have come to believe that archaeology is a great way to teach people about the relationship between humans and the environment and that humans have a shared history...and that history is not always accurately represented in the history books. I also believe in that old addage, "you gotta get 'em when they are young" and have focused the bulk of my efforts on working with student groups.



I just have to pause for a moment to explain how I really started on the path of public interpretation.

My first semester of Grad school I volunteered to help a colleague with her thesis research. My friend is a physical anthropologist with a focus in forensics. Her project dealt with looking at scavenger marks on bones and involved five motion sensor cameras, five dead pigs, and a number of bears. Her project took place on the CSU Chico Ecological Reserve. After she staked the freshly killed pigs out in front of the cameras she waited a couple of days before going out to collect her first round of data. Data collection consisted of changing out the memory cards on the cameras and scouring the areas surrounding the pigs for the parts that the bears had dragged away. This process repeated itself a number of times before her data collection was concluded.

I volunteered to help on one of the data collection adventures and ended up spending a considerable amount of time in the back of this small all terrain vehicle with the director of the ecological reserve. It just so happened that every spring the Reserve was host to a series of environmentally minded, hands-on, mind's on filed trips. One thing led to another and all of a sudden I was off on a project that would ultimately change the course of my career.

Moral of the story? You never know where opportunities will arise!



The Outdoor Classroom took place on a truly lovely piece of property that had a rich cultural history and an array of natural resources.

At the Reserve I worked with 4<sup>th</sup> grade students with the goal of using a "hands-on, minds-on" activity that would allow kids to literally touch the past while at the same time making them think about the impact that they are having on their communities and the planet today.

They kids got a very brief history lesson, primarily about the Gold Rush and the impact that this very significant time period had on the cultural and natural landscape of California. Students were able to touch remnants of the original Luca Homestead which was built during the height of the Gold Rush. They were also able to participate in a simulated archaeological investigation...after a talk about the importance of not digging everywhere and what to do if they actually do find an artifact in the real world.

The module concluded with an activity that helped the children look at the different relationships that people have had with the lands of California over time as well as the impact that they themselves were having.

### California Content Standards

- Science
  - Investigation and experimentation
- History-social science
  - · Continuity and change
  - · California: A changing state
- Historical and social sciences analysis skills
  - · Chronological and spatial thinking

### Education and the Environment Initiative

- I. People depend on natural systems
- II. People influence natural systems
- III. Natural systems change in ways the people benefit from and can influence



#### Common Core

- Science
  - · Life Science Ecosystems
- History-Social Science
  - · Research, evidence and point of view
  - Historical interpretation
- English Language Arts
  - Speaking and listening comprehension and collaboration
  - · Vocabulary acquisition and use



Because I was joining an education program designed specifically to introduce students to the principles and concepts of the California Education and Environment Initiative all of my material is based on the lesson plans found therein. In California 4<sup>th</sup> grade students make an in-depth study of the California Gold Rush. I was extremely fortunate in that the remains of a homestead from that era were still present on the Reserve property. This made it easier for th kids to have a tangible connection to the past.

I also made sure that my module (and subsequent modules) adhered to California Content Standards. If I were still working on the project I would incorporate elements of the Common Core as well.

It is surprisingly easy to meet educational standards when using archaeology as the basis for a module/curriculum. As you can see there are a number of subjects that archaeology can help teach...history, science, spatial and chronological thinking, ecosystems, etc.

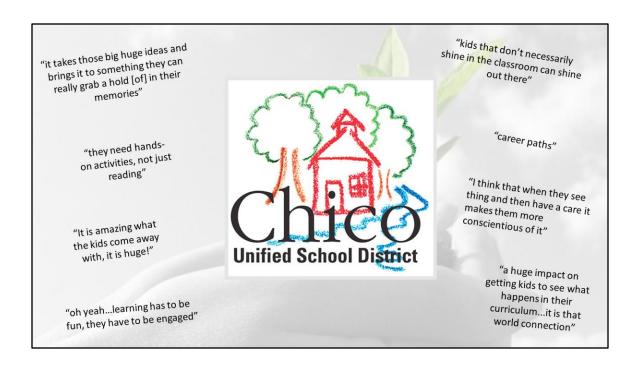


To see if we were actually teaching our students anything all of the modules associated with the Outdoor Classroom contributed questions to a pre- and post-assessment that was distributed to the students.

Believing in an iterative process I analyzed my results after the first season. I got mixed results and a pretty clear indicator that I needed to go back to the drawing board...honestly, the results are not important for this talk. What is important is that I realized that I needed to look outside of archaeology and the Outdoor Classroom for some guidance. I decided to approach a professor who focused on Child Development and Education. After working with her I was able to see where I had gone wrong and sought to correct my mistakes from season 1. Season 2 and 3 were indeed better, in terms of the pre- and post-assessments.

This project has really driven home the need for an interdisciplinary approach and the importance of looking outside of your 'known world' for advice. I am not a trained educator and most educators do not have an archaeological background...but, whn we work together or at least share or experiences and knowledge we can make some pretty great things happen.

I could go into another whole talk and then some on assessment strategies and the assessment cycle but I will save that for another time;)



After season 2, in addition to the pre- and post-assessments we administered to the students I decided to talk with teachers who had brought students out to the Outdoor Classroom. I was not able to conduct interviews with the students themselves but the teachers were able to provide valuable insight. Here are a few of the things they had to say (see slide)

Other concepts that popped up in the interviews include: Self-esteem
Group think/work
Examples of science in action...in a fun way
Examples of what people can do in and after college

# **Local and Global Impacts**



- Love of the Outdoors
- Historical Awareness
- Cultural Awareness
- Sustainability and Stewardship
- Global Citizens

My goal with the Archaeological Explorers module was to introduce students to different ideas, to encourage them to be more aware of the environment around them (both for fun and enjoyment as well as the impact they are having on it), allow them have fun outside, and to think for themselves a bit.

These are concepts that I think I will always try and introduce students to, or try and reinforce.

It was my experience with the Outdoor Classroom that led me to apply for the George Wright Society Fellowship and led me to work with the great team at the Keweenaw National Historical Park.

# Archaeology in a Box: Introduce Archaeology and the Keweenaw Story









- What do archeologists do and why is it important?
- Name three tools archeologists use and what they are used for
- What do you do if you find an artifact?



Hilary provided a great introduction to our work on the Kewe including our overall goals and objectives, she also mentioned some of the activities/tools that could be used to reach the goals and objectives. Not surprisingly I worked with the group that was focusing on the younger generation, <18.

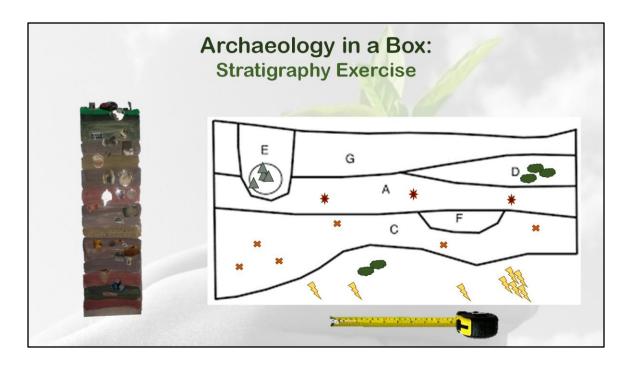
The three activities I am about to describe are part of the "Archaeology in a Box" module. This module was designed to be easy for teachers to follow and is literally just a box that they can check out from the Kewe office. Everything they need, should be in the box.

Activity 1: Introduces students to archaeology (who, what, and why)

Kids are able to touch artifacts similar to those that would be found in their area (prehistoric and historic) as well as the tools often used in archaeology.

The three main take away messages for the students include:

- What do archeologists do and why is it important?
- Name three tools archeologists use and what they are used for
- What do you do if you find an artifact? (This one is particularly important as we are trying to combat a culture of recreational looting)

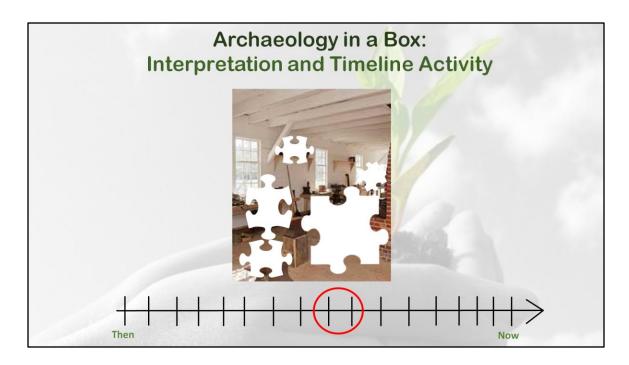


## **Activity Two:**

This activity is designed to teach students about chronology and show them how things change over time.

The first part of the activity is simply a large stratigraphy example that kids can place correlating artifacts onto (with the help of the teacher). While the graphic on the left had a number of layers we would use a less complex stratigraphy in K-6 classes and increase the complexity for the older kids.

The second part of the activity employs measurement, chronological and spatial thinking, as well as critical thinking skills (as anyone who has ever drawn a complex stratigraphy knows!). Essentially, graphic on the right is a 2D version of a 3D model we would create with a small, flat, clear box (think of a case for an ants' nest). Students, working in pairs or groups, have to create a drawing of the stratigraphy and determine the relationships between the layers and the general timeline.

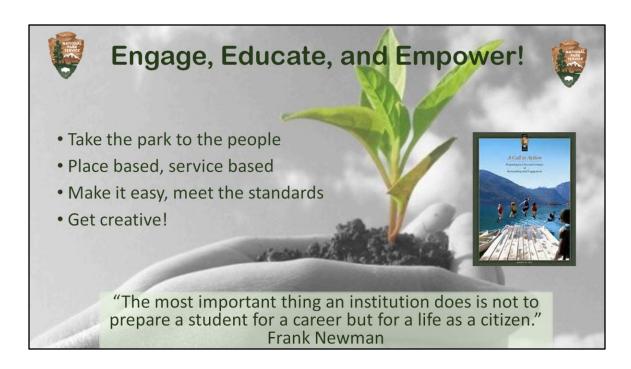


## **Activity Three:**

The purpose of this activity is to really drive home the importance of not disturbing artifacts, features, and archaeological sites.

The class will be spilt into small groups, each groups will get a small collection of artifacts that correlate to a specific time period with each group getting a different time period. Their goal will be to determine what time period their artifacts are from. A couple of minutes into their discovery and discussion phase the teacher will act as looters and will come by and take roughly half of the artifacts from each group. The students will only have a couple of more minutes to try and determine where their artifact assemblage fits on the timeline.

We want the students to understand that human history is like a puzzle and the more pieces you take away from that puzzle the harder it is to figure out.



I believe it is my responsibility as a scientist, an archaeologist, and an educator to teach children how to be a good citizen. In my mind a good citizen is someone who respects those around them, understands the impact that they have on the environment, wants to protect (or at least not actively destroy) cultural and natural resources, and values diversity as well as inclusion. I think that in order to plant these seeds, or continue to cultivate them, we have to make things relevant to the kids, or anyone else that we are trying to reach.

Not everyone can go to a national, or even state park...we need to get out of the parks and into the classroom, heck, even the community rooms.

If people can connect with a place I believe that most of them will develop a relationship with it. In the same regards, service based activities are equally important.

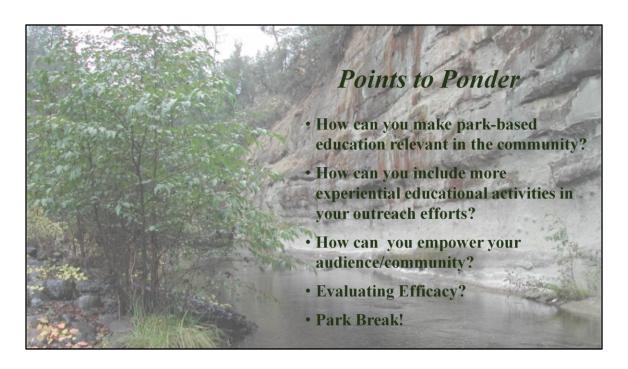
If archeologists, or any scientist/historian/etc, can create modules/lesson plans that already meet state and national educational standards then they make it a whole lot easier for teachers to say yes.

Be creative...

Keep these two directives in mind:

A Call to Action: Education Mission

"A second-century national park service will actively engage diverse communities and strengthen partnerships to develop innovative communication and educational strategies. We will embrace a larger educational role, building an understanding of our country's shared heritage and preparing American citizens for the duties and responsibilities of citizenship."



Things to think about!

The Role of Community Outreach and Interpretive Actions in Protecting Historic Park Resources:

# Perspectives from Arkansas

Stephanie M. Sullivan

George Wright Society Fellow

Research Assistant at the Center for Advanced Spatial Technologies and Doctoral Candidate in the Environmental Dynamics Program, University of Arkansas







How do we foster an appreciation for cultural heritage within the public?

How can we better promote cultural resource stewardship and preservation through public outreach and interpretation?

Stephanie Sullivan

The Role of Community Outreach and Interpretive Actions in Protecting Historic Park Resources: Perspectives from Arkansa:

How does Arkansas bring professionals and laypeople together in order to foster public outreach?





11 Research Stations across Arkansas

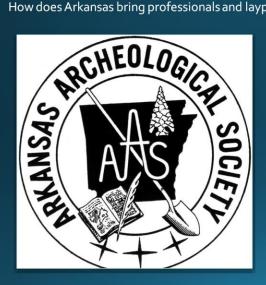
Provide services to:

- general public
- educational institutions
- state and federal agencies

Stephanie Sullivan

he Role of Community Outreach and Interpretive Actions in Protecting Historic Park Resources: Perspectives from Arkansa:

How does Arkansas bring professionals and laypeople together in order to foster public outreach?



Arkansas Archeological Society:

- 7 local chapters across the state
- Monthly meetings
- Newsletters
- Lab nights
- Field work
- Annual conference
- Training Programs

Stephanie Sullivan

he Role of Community Outreach and Interpretive Actions in Protecting Historic Park Resources: Perspectives from Arkansas







How are we engaging the public through innovative uses of technology applied to interpretation?



## 3D Renderings and Visualizations

- Battle of Prairie Grove
  - pg.cast.uark.edu/



- Rohwer Japanese Internment Camp
  - <u>risingabove.cast.uark.edu</u>
  - vimeo.com/58390413

Stephanie Sullivan

The Role of Community Outreach and Interpretive Actions in Protecting Historic Park Resources: Perspectives from Arkansa:

These are just a few examples of how community outreach and interpretive actions are being approached in Arkansas.

Want to see more? Checkout the following:

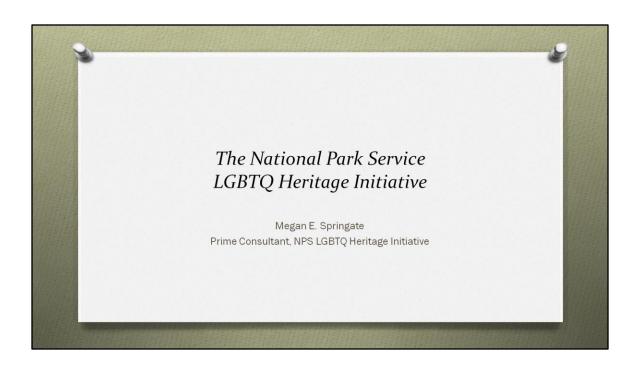
Arkansas Archeological Survey at <a href="https://www.uark.edu/campus-resources/archinfo/">www.uark.edu/campus-resources/archinfo/</a>

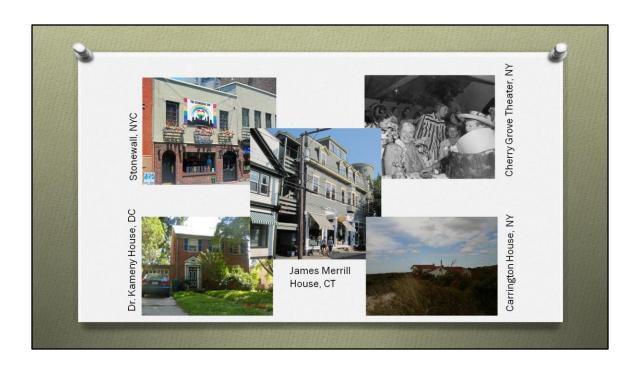
Center for Advanced Spatial Technologies at <u>cast.uark.edu</u>

Stephanie Sullivan

The Role of Community Outreach and Interpretive Actions in Protecting Historic Park Resources: Perspectives from Arkansas

L.

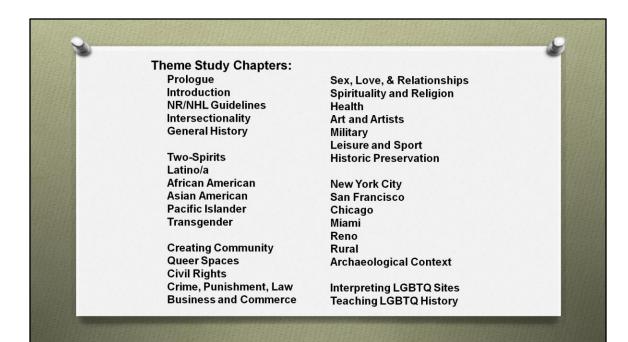




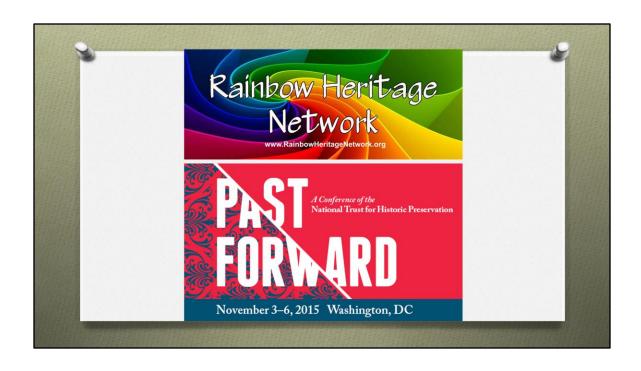
# Goals: Increase the number of listings of LGBTQ-associated properties in the National Register of Historic Places, including amendments to current listings; Identify, document and nominate LGBTQ-associated National Historic Landmarks, including amendments to current designations; Engage scholars and community members who work to identify, research, and tell the stories of LGBTQ associated properties and to preserve and nominate properties for appropriate levels of recognition; and

 Encourage national park units, National Heritage Areas, and other affiliated areas to interpret associated LGBTQ stories













These are a couple of examples of how Keweenaw NHP and Isle Royale NP have begun to implement certain aspects of the plan from the Park Break session.



Another note on using social media: don't be afraid to embrace popular trends and memes! You may find that incorporating trending hashtags may lead to engagement with new audiences. This is an example of a social media post from the American Antiquarian Society. As you see, they used the #thedress hashtag and addressed a popular meme at that time. It was certainly a social media success for the AAS!

# For More Information

- George Wright Society *Park Break Perspectives* no. 12
- <a href="http://www.georgewright.org/perspectives">http://www.georgewright.org/perspectives</a>



# Contact Us!

### Mario Battaglia

Applied Archaeology, University of Arizona mbattaglia23@gmail.com

### **Casey Campetti**

Applied Archaeology, Indiana University of Pennsylvania

412-801-1295

lccampetti@gmail.com

### Maija Glasier-Lawson

Graduate Student, Anthropology Department, California State University, Chico

561-985-0363

maijalee@hotmail.com

### **Hilary Miller**

PhD Candidate, American Studies, Pennsylvania State University, Harrisburg

724-880-0329

hlm212@psu.edu

### Stephanie Sullivan

Graduate Assistant at the Center for Advanced Spatial Technologies

University of Arkansas, Environmental Dynamics PhD Program

See research here: https://uark.academia.edu/StephanieSullivan and http://goo.gl/oNLLG

Contact: <a href="mailto:smsoo7@uark.edu">smsoo7@uark.edu</a> or <a href="mailto:smsoo7@uark.edu">steph@cast.uark.edu</a>