Fall 2018

Deviating from the Standard: The Relationship Between Archaeology and Public Education

Rhianna M. Bennett

DEVIATING FROM THE STANDARD:
THE RELATIONSHIP BETWEEN ARCHAEOLOGY AND PUBLIC EDUCATION

by

RHIANNA BENNETT

(Under the Direction of M. Jared Wood)

ABSTRACT

Recent studies of the public perception of archaeology shows that while it is a popular and valued discipline, it is still greatly misunderstood. Over the last few decades, archaeologists have sought new and innovative ways to establish archaeological literacy, promote community engagement, and conduct outreach, with the K-12 classroom being one such avenue of focus. Archaeology's mysterious and exciting reputation among the general public, along with its interdisciplinary applicability, allows educators to draw interest in students and teach a variety of lessons through the lens of archaeology. This thesis outlines survey results of educators and archaeologists on their method, frequency, and opinion of archaeological outreach within the state of Georgia.

INDEX WORDS: Archaeology, Public education, Georgia archaeology, K-12 education

DEVIATING FROM THE STANDARD:

THE RELATIONSHIP BETWEEN ARCHAEOLOGY AND PUBLIC EDUCATION

by

RHIANNA BENNETT

B.A., University of Georgia, 2014

A Thesis Submitted to the Graduate Faculty of Georgia Southern University

In Partial Fulfillment of the Requirements for the Degree

MASTER OF ARTS

STATESBORO, GEORGIA

DEVIATING FROM THE STANDARD:

THE RELATIONSHIP BETWEEN ARCHAEOLOGY AND PUBLIC EDUCATION

by

RHIANNA BENNETT

Major Professor:	M. Jared Wood
Committee:	Jonathan Hilpert
	Rita Elliott

Electronic Version Approved:
December 2018

ACKNOWLEDGMENTS

To Drs. Wood, McNutt, Compton, Altman, Tharp, Hilpert, Van Willigen, and Rita Elliott I give all my appreciation and gratitude for your insights, contagious passion, and unwavering support.

To Kaitlynn Ball, Scott Clark, Rachael Cohran, Zachary Dirnberger, Lindsey Hinson, Nompumelelo Hlophe, and Melanie Sparrow, my cohorts of comradery and commiseration.

To my parents for always being there for me. In all my life, I don't think I will ever be able express enough gratitude for the love, generosity, and patience that I have been given. I'm sorry I never became a professional golfer.

To the Society for Georgia Archaeology, the Department of Sociology & Anthropology, and the College of Graduate Studies for providing continued financial support throughout this process.

And to myself, because I earned it.

TABLE OF CONTENTS

Page

LIST OF TABLES

Page

LIST OF FIGURES

Page

CHAPTER 1

INTRODUCTION

Over the last few decades, archaeologists have sought new and innovative ways to establish archaeological literacy, promote community engagement, and conduct outreach (McGimsey 1972, Moe 2014, Jeppson 2012). Methods to engage the non-archaeological public includes speaking engagements, public days, and social media. An additional venue of increasing focus by archaeological educators is the K-12 classroom. Jeppson and Brauer state that the desire for Archaeology to be included into the public education system stems not from a seeming attempt to proselytize about archaeology's needs but to share what the discipline can offer to teachers and students in order to create civic- and preservation-minded generations (2007: 234). The discipline relies largely on public interest and monies for academic, state, federal, and non-profit entities, and as such educating the public concurrently ensures archaeology's survival as a field of study.

Today's presentation of archaeology in popular media is often of dashing adventurers in remote, exotic lands; there is no digging, no paperwork, just the chance discovery of thousand-year-old relics and races against antagonists who seek these artifacts for personal gain. In news media, archaeology is often portrayed as the opposite. Scenes pan around excavation units dug by steadfast workers, or close-ups of a hand carefully brushing away dirt from artifacts or bones. These glimpses into the world of archaeology usually revolve around a superlative discovery (oldest, biggest, richest) or new information about an already beloved site, object, or individual. These varied representations are often the only introduction to Archaeology the general public receives, which leads to "most people know[ing] that Archaeology deals with ancient history and old things, but beyond that, they may know nothing concrete about the discipline" (Orser

2004:3). Misconceptions of the discipline still abound, with the newer field of public archaeology looking to increase archaeological literacy in the general public.

In 2000, the Society for American Archaeology (SAA) published a survey of the public's perception and opinion of the discipline. When asked what they think when hearing the term 'archaeology', 42% associated it with digging (Ramos and Duganne 2000: 11). This number includes all answers that utilized the term 'digging' and its correct connotations relating to archaeology. Twenty percent of respondents spoke of bones, artifacts, and past cultures, while 10% incorrectly associated it with paleontology (Ramos and Duganne 2000: 11). A recent update by the SAA found that 54% of respondents believe that archaeologists study dinosaurs (Ipsos 2018). Since the two surveys asked different questions and utilized different methodologies they should not be wholly compared; however, it is clear to see that archaeology is still misunderstood by a wide audience. The same poll also shows that Archaeology is a popular and valued discipline, with 93% of Americans believing archaeologists do important work, and 87% believing that students should learn about Archaeology in school (Ipsos 2018). Can archaeologists combat misconceptions while also maintaining the field's popular foothold in American society?

Due to Archaeology's mysterious and exciting reputation, some archaeologists see the classroom as a key venue to meet these varied goals. To conduct Archaeology is to learn aspects of History, Geography, Mathematics, Science, and more. For teachers, archaeological education could provide an opportunity to meet a wide variety of standards in one succinct activity or lesson. For archaeologists, it allows us to educate a new generation on archaeological heritage in the hopes of deterring looting or vandalism of cultural and historical sites.

Since the 1970s, national archaeological organizations such as the Society for Historical Archaeology (SHA), Society for American Archaeology (SAA), Project Archaeology (PA), and more work to inform and develop educational programs that can be used in museums, archaeological outreach, and K-12 curricula. While Archaeology is not explicitly a part of any curriculum, it is uniquely qualified to meet multiple education standards across disciplines (Smardz et. al. 2000: 60). Standard requirements in Social Studies, History, Geography, Language Arts, Mathematics, Reading Comprehension, and Science introduce elements that are integral to the practice of Archaeology.

Education in the past has been largely departmentalized: Math, Language Arts, Science, and History courses each taught in a vacuum. Smardz states that "the separation of disciplines has been so thorough in most North American schools that Mathematics has become a subject rather than a tool and Science is a collection of facts rather than a process for investigating and understanding" (2000: 64). Smardz and other archaeologists believe that in applying Archaeology, many subjects and standards can be brought together in a real-world lesson. This type of lesson fits with current pedagogies, including the Common Core, the current set of education standards for English Language Arts (ELA) and Mathematics utilized by the United States (Moe 2014). The application of archaeological research methods or the instruction of case studies can act as interactive lessons to meet multiple standards at a time.

STATEMENT OF PURPOSE

Conducting archaeological education is not as simple as throwing archaeological case studies in the hands of teachers, however. Archaeology education "must fit into existing curriculum needs and requirements. . . to be accepted and used by professional educators" (Smardz et. al. 2000: 53). While Archaeology is inherently (or subliminally) introduced in pre-

collegiate classrooms through discussion on Native Americans, the ancient world, and more, it still does not seem to be fully acknowledged or credited within Georgia's second, third, and eighth grade Social Studies standards. With the advent of the new curriculum reform, Moe (2014) argues that archaeological educators should help to implement the Common Core through existing education materials or the creation of new materials designed specifically for satisfying standards through Archaeology.

This leads to my research questions: Does Archaeology have a place in public education? Where is Archaeology interpreted in state standards, if at all? How have educators in the past and present utilized Archaeology? This research focuses on the state of Georgia, as it is rich in cultural history and interest but could benefit from more attention in terms of public outreach. Teachers across the United States, including Georgia, look for options to create succinct projects based on current curriculum standards. The bulk of this research will focus on what has happened, is happening, and might happen in Georgia concerning archaeological education. This thesis hopes to become a building block for public outreach in the state, whether through individual efforts or the creation of a new outreach organization.

CHAPTER 2

METHODS

To examine Archaeology's past, current, and potential place in Georgia public education, I utilized different methods of research: background literature, a survey of Georgia teachers, a survey of Georgia archaeologists, and a case study of a past archaeological education program within the state. This chapter will examine each of these methods, why they are used, and what they seek to add to the discussion of archaeological outreach and education particularly within the state of Georgia.

LITERATURE REVIEW

The literature review in Chapter Three conducts a background overview of multiple perspectives within this research topic: education, outreach, and archaeological education. As this thesis is a marriage between both education and Archaeology, it is important to introduce their respective developments within the United States to best understand the current and potential implications for archaeological education in Georgia.

The first section looks to overview the chronology and development of educational reform and initiatives. How does education reform come about? How has it informed what is, and is not taught? What is the current focus of K-12 education? This section seeks to outline past pedagogies and current standards at the federal level.

The second section takes a similar approach as the first, this time outlining the history of American archaeology with a specific focus on the development and use of public outreach and engagement. Has the discipline always sought to develop methods of stimulating public interest? Why has public archaeology become a research focus within the last few decades?

The third and final section within the literature review seeks to combine the two previous sections by looking at the blending of archaeological outreach and education. What is the current opinion of the potentials of archaeology education in the classroom? What are the challenges faced?

This background research serves as a brief introduction for readers who may not have much experience in either education reform or archaeology. Archaeologists may not be aware of educational reform and practices, and teachers may not know the history and current state of archaeology in America. In addition, a basic understanding of both backgrounds will be necessary in order to effectively promote Archaeology in the classroom. Expertise in Archaeology does not correlate with being an effective teacher, just as a teacher's understanding of Archaeology does not ensure their capability of practicing it (Smardz et al. 2000: 40). I believe that both backgrounds are important to understand before we can move forward to discuss the integration of Archaeology into the classroom.

ONLINE SURVEYS

Following the literature reviews, I explore the main focus of the thesis: the online, questionnaire surveys. These two questionnaires were designed to investigate the current state of Archaeology in Georgia by surveying archaeologists and K-12 teachers in the state to glean the level of understanding and interest of both parties. Surveys were distributed through Qualtrics, an online survey software, between March and July 2018. Participants were identified through email addresses posted by either school, university, governmental, firm, and other publicly available websites. Social media and snowball sampling (gaining new participants from known participants) were also utilized to gain participants. Following IRB protocol, recruitment forms sent to respondents outlined the project's intent, and included an online consent form that must

be signed prior to beginning the survey. Separate recruitment forms were created for each type of survey (Appendix A). Sampling and response bias must be addressed. Specifically, the teacher survey recruitment forms heavily cite the discussion of the inclusion of archaeology in the classroom, which may have resulted in a majority of teachers responding to the survey with an already positive opinion of the archaeological discipline. The case study survey was also heavily limited by forms of participant collection. Unlike the teacher and archaeologist surveys, there were no online databases from which to extract contact information. As such, the survey was heavily dependent on word of mouth, social media, and snowball sampling from known participants.

Teacher Survey

The K-12 Teacher survey featured both open- and close-ended questions (Appendix B). It began by asking basic demographic questions (gender, age, ethnicity, and educational background) as well as what district, grade, and/or subjects that they teach. I sought to include teachers from different regions, locale codes (rural, town, suburb, and city) as defined by the National Center for Education Statistics' (NCES), and as many teachers from every grade and subject level as possible (GOSA 2013). Based on NCES standards, Georgia is 62.6% Rural, 19.4% Town, 10% Suburb, and 7.8% City. For teachers, over 8,000 emails were distributed to schools across the state, with 154 individuals responding and completing the survey.

Following the gathering of demographic information, the survey then gauged the perceptions of Archaeology held by teachers. How do they define it? Based on their understanding of the discipline, are they aware of its inclusion in the classroom, and/or do they currently include it? I also looked to assess whether there were any teachers with formal training in Archaeology or Anthropology. If they had taken a class or received archaeological training,

were they more likely to introduce it in the classroom? One review of educators in a Massachusetts school district found that most of the Social Studies teachers had never taken courses in Anthropology or Archaeology (Krass 1995). This survey looks to explore that line of thought within Georgia public education.

Other questions within my survey looked at the goals held by the teachers including both short-term and long-term effects. Do their classroom and educational goals fit well with the values of archaeological education? Shared common goals between the two disciplines could be instrumental in developing communications and outreach programs. I also asked more in-depth questions such as whether they instruct on American Indians, and if so, what methods and resources they utilize to do so. These types of questions could better inform archaeologists in the development of outreach materials in the future.

Overall the survey distributed to Georgia teachers outlined their current perceptions and inclusion of archaeology, as well as educational goals and current teaching methods within subjects and lessons that incorporate archaeological knowledge. The results will provide archaeologists and other interested parties the basic understanding on archaeology's current place within Georgia's K-12 classroom.

Archaeologist Survey

The second survey, distributed to archaeologists that live in or conduct research in the state of Georgia, was designed to examine the current methods and frequency of outreach by archaeologists within the state (Appendix C). Archaeology covers private and public employment sectors such as academia, Cultural Resource Management firms, state and federal government offices, parks, and other areas such as non-profits, avocational, and more. Anonymous links to the survey were distributed to publicly available emails found on university,

CRM, government, and the Society for Georgia Archaeology websites. Word of mouth and social media also aided in finding participants for this survey. Over 80 emails were distributed, resulting in 64 participants.

Similar to the teacher survey, I first asked basic demographic information such as gender, age, ethnicity, and education level. I also questioned which employment sector of archaeology each respondent works in. Following this assessment, questions were oriented around the archaeologists' self-ascribed outreach methods. What forms of outreach do they participate in? How often do they participate in outreach events? Within the survey, I defined outreach by five main methods: the K-12 classroom, public days, public speaking engagements, social media, and exhibits. I also included options for not having participated in outreach and 'other' in which respondents could leave a comment explaining other areas of engagement.

CASE STUDY

The third portion of my thesis looks to examine a clear example of Archaeology in K-12 education of Georgia: The Fort Frederica Archaeology Program (FFAP). The program was a partnership between the Glynn County School District and the Fort Frederica National Monument from 1994 to 2012. This case study includes a review of the program, as well as an online survey of teachers and students in Glynn County (both FFAP participants and non-participants) between those years to examine potential long-term impacts of Archaeology in the classroom. Participants were gathered through social media, flyers, and snowball sampling of known students and teachers of the program. As such, it is unknown how many were invited to take the survey, but a total of 16 submitted a completed survey.

For this survey, the first questions again gathered basic demographic data, as well as whether respondents participated in the program and in what context: as a student, teacher, or

volunteer. For non-participants, I asked if there were any specific reasons for not participating while participants were asked about their experiences within the program. All participants were then asked about their perceptions of and interest level in archaeology, such as defining the discipline and how they value cultural heritage management. This case study also looks to examine potential long-term effects of archaeological education in terms of social and political activism. I asked questions regarding respondents' voting activities and preferences, how often they consume news and which news media and interests they follow.

These results are then compared to display any areas of significance that might demonstrate clear long-term effects of archaeological education. Are there differences in collegiate education or career interests? Are FFAP participants more likely to be interested in archaeology, and as such in cultural preservation? Does archaeological education promote social or political activism by ways of exploring citizenship? These are areas of research that are beginning to be explored within archaeological education literature and are examined within the Fort Frederica case study.

CONCLUSIONS

Each of these methods (reviews of education and archaeological reform, surveys of archaeologists, teachers, and past students of an archaeology education program) is important in demonstrating Georgia's past and present in terms of archaeology outreach and education. These methods serve to outline the future possibilities and opportunities for the state. Does archaeology have a place in K-12 education? Is it an endeavor worth the expenditure of time, money, and effort?

CHAPTER 3

LITERATURE REVIEW

This literature review seeks to establish a basis of understanding for archaeologists, teachers, and interested parties on the development of education and the rise of archaeological outreach within the United States. This chapter is divided into three parts: (1) the history of American Education, (2) the history of public archaeology in America, and (3) the relationship between Archaeology and education. This chapter will establish the current state of educational reform and outreach before turning its eyes to Georgia.

HISTORY OF AMERICAN EDUCATION

Education reform in the United States greatly influences current curricula. In the United States education system, there has never been a consensus on who should be educated, what they should be taught, or the best ways in which to teach them (Webb 2007). Political and pedagogical ideologies compete for control over education, and as such lead to a revolving door of educational priorities from their earliest forms to today. This section will take particular aim at whether K-12 classrooms currently allow for the inclusion of archaeological inquiry.

While educational goals aim to prepare students for 'the real world,' the teaching strategies, learning tools, and areas of focus have evolved over time. Schools of the late 18th and early 19th century saw colonial public schools used to create a literate, moral public that would unquestionably follow political and religious authority (Spring 2005). The Post- Revolutionary War classroom sought to create a unified American identity. In this new America, leaders rejected the idea of a multicultural society and advocated cultural assimilation based around Protestant Anglo-Saxon traditions (Spring 2005: 44).

The modern concept of American schools began in the early nineteenth century, with administrations placed at state and local levels. Education was seen as an investment to eliminate crime, poverty, and to develop human capital (Spring 2005:84). Debates centered around the depth of control a government should have in the educational development of its citizens. This largely fell to a party line divide between ideologies of a centralized vs. decentralized government. "Beginning in the nineteenth century and continuing into the twentieth, the shifting patterns of control usually reflected the desire of one or more groups in society to ensure that the schools served particular political, social, and economic interests" (Spring 2005: 98). The pendulum of control continues to swing across party lines.

The investment of education as capital increased in the industrialist economies of the 19th century. School was seen as a system necessary to prepare adolescents for the real world. It was also during this time that non-academic goals were first added to the curriculum, with technical and vocational learning becoming increasingly popular in the more industrious America. Shifting economic conditions saw a change in educational focus, and schools began to be seen as a place of training before introduction into the workplace. Between the Civil War and first World War, education expanded dramatically from kindergarten to universities, focusing on the preparation of young workers for the world market through vocational learning and apprenticeships. The "combination of scientific efficiency and business influence is still evident" in school systems today (Horn 2002: 37).

The American public education system was put on display and deemed a failure during the "Space Race" with the Soviet Union in the 1950s and 1960s. During this time, debates raged in all areas of the public and private sector about what should be done to enable the United States to dominate the global marketplace. K-12 education bore the brunt of the blame for inadequately

preparing American students. “Seemingly overnight, a nationwide clamor arose for higher academic standards in U.S. high school and greater attention to mathematics, science, and foreign languages” (Iorio 2011: 16). In 1958, the United States Congress enacted The National Defense Education Act (NDEA), which shifted a great deal of state and local power to the federal level. The government and the public sought to create highly trained and skilled workers to compete in the global market, but this time instead of a vocational, technical focus education looked to academic excellence. For elementary and secondary schools, this meant high standards in mathematics, science, and foreign language instruction as well as the development of the advanced placement program.

A focus on the individual instead of the collective groups also became important to schools (and within society), with small group learning or individualized instructions increasing (Horn 2002). Scientific inquiry and critical thinking skills were added to all realms of the pedagogies. The period between the 1960s and 1980s saw a revolving door of developing, testing, and changing curricula and methods of instruction. With education reform a priority, President Jimmy Carter created the Department of Education in 1979.

In the 1980s, individual excellence guided the ideas of education reform. No longer was the classroom used to create an informed citizenry or contribution to American society, but students were now seen as individual products to be molded for the global market. Horn argues, “as this economic purpose became entrenched in the minds of the people, business people naturally assumed a larger leadership role in planning the reforms that would take American education into the twenty-first century” (2002: 50). This led to the pathways movement, with technical, vocational, and academic tracks offered to students who sought jobs or college following graduation.

During this time, an economic depression and renewed fear of America's placement among global leaders once again placed blame on the education system. To find solutions, President Ronald Reagan appointed a National Commission on Excellence in Education, which resulted in the 1983 report, *A Nation at Risk*. Similarly to the 1950s, the questioning of America's place in worldwide leadership brought about a change in public education calling for higher standards of education. The commission was a "conservative call to arms for basic skills, national goals and standards, standardized testing, more educator accountability, partnerships between the private sector and public education, and more control of education by state government and business interest" (Horn 2002: 52). States began to pass legislation that affected English, Math, Science, and Social Studies across all grade levels.

The next round of education reform came not just from America feeling challenged by its comparison to, and resulting contrasts with other countries, but the advent of new technology. In the face of the Information Age, corporate leaders, politicians, and teachers called for education to focus on technological studies. President George H.W. Bush held a summit in which six goals were listed for American schools by the year 2000. President Bill Clinton took these goals and enacted Goals 2000, under which a half-year of computer science training for high school students and two years of foreign language were added. This also led to a rise in Science, Technology, Engineering, and Mathematics (STEM) education, hoping to promote the interest of students seeking STEM-related careers.

The following year, President George W. Bush's No Child Left Behind Act (NCLB) mandated that all schools and districts complete adequate yearly progress (AYP) and reach the goal of one hundred percent pass rate by the academic year 2013-2014 (Iorio 2011: 25). NCLB was seen as significant change and attempt at education reform in recent years. It sought to

improve scores of standardized tests oriented around math, science, and reading comprehension. Regardless of how well a student did in other subjects, if they performed poorly in an exam, they were deemed at risk. Schools or districts whose majority of students did not pass the AYP would be penalized through decreased or no funding, and even the firing of teachers and staff. Phelps stated that this style of assessment lead to a 'teach to the test' approach that could have strongly negative or positive results as NCLB "implicitly encouraged educators to reallocate classroom time" for its core foci on reading and math (2011: 38). This prompted many teachers to eliminate or reduce lessons on art, music, and history as they feared those would cut into class preparation on tested subjects that could lead to a reduction in funding.

Under President Obama's administration, certain portions of NCLB were kept but he ultimately created a new program termed Race to the Top. This plan allowed school districts to create and submit their own independent curriculum ideas to the Department of Education, with promising or innovative plans receiving funding (U.S. Department of Education 2009). In 2009, state leaders began their own efforts to prepare students for college, career, and life. The Common Core State Standards Initiative (CC) strove for common nation-wide benchmarks for each participating state. "This decision was influenced by the fact that in order to qualify for federal Race to the Top grants states were required to adopt internationally benchmarked standards and assessments" (FindLaw, accessed August 10, 2016). CC focused on concepts that the authors thought should be taught in certain grades but allowed teachers the freedom to choose the manner and method in which they meet those standards.

The Common Core's ability to infuse social and behavioral sciences within the of STEM fields in K-12 education was explored in a 2017 workshop held by the National Academy of Sciences. The workshop discussed public perceptions between social sciences STEM fields, such

as whether respondents viewed STEM careers to make more money, but found Social and Behavioral Science (SBS) fields to be more fulfilling (NAS 2017). They discussed the potentials that CC allows for SBS disciplines within the classroom, so long as professionals in the field can state their case, noting the lack of funding, materials, and time available to teachers.

Along with the CC, the Next Generation Science Standards (NGSS) and the College, Career, and Civic Life (C3) Framework for Social Studies State Standards were both created in 2013, the latter through the National Council for the Social Studies (Next Generation Science Standards 2013, National Council for the Social Studies 2017). The new federal frameworks of standards ecmompass all subjects and value the development of scientific inquiry, which is promising for the introduction of archaeology into the classroom.

In summary, education reform in the United States has largely seen a marked shift from using public classrooms to create an informed, moral citizenry "to the development of human resources needed to regain our place as the world's economic leader" (Horn 2002: 50). There is also a common focus, especially from the 1950s to today, on two educational gaps: between subgroups (based on race and/or income) of Americans, and the gap between the United States and other countries (Zhao 2009). The competitiveness among school systems both nationally and internationally is expanded through standardized tests and progress checks.

Today, more importance is placed on schools as the foremost foundation of education, whereas in the past education was provided at home, and in the church, in addition to the classroom. There has been a constant struggle over national vs. state or locally directed schooling. The divide over individual vs. collective learning has also been hotly debated. Education has long been, and continues to be, a divisive political element. Debates over what should be taught, how, by whom, and even who should be taught have taken place throughout

the history of American education. Largely, it seems that American education is facing the same issues and attempting to answer the same questions as they were 250 years ago.

Some contend that educational reform in the United States may be an unending process that will remain on a pendulum swing between progressive and industrialist competitions for control (Davis 2000). However, the current trends and climate of education reform, and the focus on STEM oriented subjects, standardized testing, and collegiate prep offers a possibility of Archaeology's inclusion into the curriculum. It seems that while we must showcase how Archaeology is pertinent to science, technology, and mathematic fields and standards, we must also display how the use of Archaeology within classrooms can yield interest in the local community, critical thinking skills, cultural relativity, reading and writing skills, and cultural heritage. Learning these skills would not only help teachers to meet educational requirements but could also help in the long sought-after value of a well-rounded citizen.

PUBLIC ARCHAEOLOGY AND LEGISLATION IN THE UNITED STATES

Following the look at education reform in the US, I would now like to trace the beginnings of Archaeology and its relationship with the American public. Can the advent of public archaeology be pinpointed? What methods have been used? This section will explore how the public and national policies have shaped the landscape and development of American Archaeology. Close attention will be paid to how archaeologists interact with the public over time. We will end with a look at current national outreach methods at work within the United States.

Early Archaeology was strictly avocational and could be considered as "public archaeology because no one was a professional archaeologist in the 19th century" (Kehoe 2012: 539). Antiquarian Archaeology is the basis for every treasure-hunter trope we see in popular

media today (*e.g.* Indiana Jones, Lara Croft, Josh Gates). Archaeology of this time largely saw the looting of grand sites and artifacts, rarely digging to learn more about ancient cultures, and even more rarely taking detailed records of their explorations. Excavations were usually carried out by the lower class in the name and funding of elite and upper classes. Artifacts were often housed in the homes of the benefactors, and the term "Cabinet of Curiosities" was used across the globe. Fossils, mummies, jewels, and art were kept behind closed doors, only accessible to those with means or connections to the upper echelon of society. Eventually, some collections were donated or moved to museums for public consumption. Many academic and scientific disciplines of today have less than positive beginnings, and while Anthropology is no different, the perception is still shaped by that of our embarrassing antiquarian ancestors. What caused it and how do we change it?

In the late 1700s to 1900s, we see a slow shift in Archaeology from an amateur hobby to an academic, scientific interest. In the United States, it is argued that the first scientific excavation in America occurred in 1774 by Thomas Jefferson, who documented the excavation of an earthen mound on his property, Monticello (Hatzenbuehler 2011; Willey and Sabloff 1993). Many early European settlers were intrigued by mounds that dotted the continent and their speculation on who constructed them lead to the Myth of the Moundbuilders (Mallam 1976). Many colonists were not aware, or did not believe, that ancestors of the Native Americans they encountered were responsible for creating such extensive earthworks. Seeking to unravel the truth behind this mystery, the Smithsonian Institute, established in 1846, funded research of the prehistoric mounds along the Mississippi River Valley in its very first publication (Squier and Davis 1848). This mission to reveal the truth of the mound builders was tackled even further by the federal government after the establishment of the Bureau of American Ethnology in 1879.

Materials and research by the Department of the Interior relating to Native Americans was moved to the Smithsonian, and it even appointed a Division Head of Mound Exploration, who in 1894 published an annual report concluding that prehistoric Native Americans were responsible for the ancient earthworks (Thomas 1894). The publication reflects a government funded research project completed due to public interest and fascination in American prehistory.

Following the Revolutionary and Civil Wars, a call for the preservation of the natural landscape, architecture, and battlefields occurred alongside increased industrial growth and urbanism. Spurred by public interest in historic and natural preservation, President Ulysses S. Grant made Yellowstone the first National Park in 1872 (National Park Service 2018). Yellowstone is important ecologically, geologically, and historically. The field of historic preservation was born largely from the public seeking to preserve the memory of figures and events in history. Groups and organizations were formed, such as the Daughters of the American Revolution, with the creation and preservation of historical monuments and architecture in mind. Due to the increased interest of preserving historic sites, Congress adopted the Antiquities Act of 1906 that sought to protect prehistoric and historic sites located on federal, public lands. It was during this time that amateur archaeologists were becoming more systematic and scientific in their examination and treatment of the past. John Carman argued that up to this point in time the earliest legislative efforts of protection and preservation were mostly aimed at natural heritage and to "reposition Native Americans' material as property of the federal government" (2012: 30). Such legislative acts and movement of Native American items from archaeological sites into federal or state repositories saw criticism by contemporary American Indian groups, and successive amendments to legislation, including the 1990 Native American Graves Protection

and Repatriation Act (NAGPRA) enacted for the reallocation of certain artifacts to be returned to contemporary tribes.

Kehoe claimed that "a good case can be made for public archaeology and its educational component originating along with scientific Archaeology in the 19th century" (2012: 538). Following the establishment of academic investigations by institutions such as the Smithsonian and historic preservation helmed by local and national groups, Archaeology soon became closer to the academic discipline that we see today. Universities and institutions began conducting archaeological research at many prehistoric and historic sites, often sharing their findings with the public. Many consider the early 1900s as the formative period for American Archaeology (Pykles 2008). Anthropology departments and PhD programs at the university level were created, the first founded by father of American Anthropology, Franz Boas, at Columbia University in 1896.

In the 1930s, however, the Great Depression greatly affected the nation and changed American Archaeology for a period of time. Out of the New Deal, relief programs were developed that included the Civilian Conservation Corps (CCC) and the Works Progress Administration (WPA). Archaeological excavations were seen as a tool to employ thousands. The WPA in particular utilized academic archaeologists to supervise the unemployed and inexperienced public in large scale excavations. "The motivation was not science; the motivation was to put these people to work" (Kentucky Heritage Council 2002). Across the United States, the WPA funded projects that unearthed millions of artifacts. In 1935, the Historic Sites Act was passed that "made it an official national policy . . . to acquire, preserve, restore, and interpret these sites for public use" (Pykles 2002: 32). The WPA and many other New Deal programs came to an end following the attacks on Pearl Harbor and advent of World War II. However, the

relief programs had a lasting impact on Archaeology and collections management in the United States. In the Southeast, this increase in Archaeology research and public interest caused many universities to develop their own Anthropology departments, including the University of Georgia in 1947, in which Ocmulgee National Monument superintendent and former WPA archaeologist A.R. Kelly served as the first chairman (Laboratory of Archaeology 2018).

Following this period of federally funded Archaeology by the public, Pykles (2002) noted that a professionalization in the field began to take place. Development projects including roads and dams caused archaeologists to express their concerns for their impact on archaeological sites. In 1945, both the Committee for the Recovery of Archaeological Remains (CRAR) and the River Basin Survey (RBS) were established (Banks and Czaplicki 2014). Funded by federal programs, each sought to preserve or salvage archaeological materials preceding construction and dam development projects. In 1949, Congress enacted the National Trust for Historic Preservation with the mission to "protect significant places representing our diverse cultural experience by taking direct action and inspiring broad public support" (National Trust for Historic Preservation, accessed 2017). However, in 1996 public monies ceased and the Trust is now privately funded. Such public and private interests in preservation and salvage of cultural heritage sites continued well into the 1960s.

The next two decades oversaw the passing of major legislation directed by heritage preservation. In 1966, President Lyndon B. Johnson signed the National Historic Preservation Act (NHPA) that effectively changed American Archaeology. Section 106 of the NHPA requires the evaluation of federally funded and/or permitted projects that might impact historic or archaeological sites. This requires archaeologists to survey areas before construction, or similar road development. This act brought preservation and Archaeology under governmental view and

created many professional Archaeology jobs. A new professional development of Archaeology, in that of Cultural Resource Management (CRM) was formed. In fact, as much as 90% of Archaeology conducted in the United States is through cultural resource management (Lipe 2011; Snyder 1995). Many viewed the advent of CRM as a new wave of public archaeology in the US, in this case, as publicly funded by the government with the hopes of sharing findings with the greater public. However, the modes, methods, and frequency of their outreach varies and is debated among archaeologists and will be explored more throughout my results.

The NHPA also created the National Register of Historic Places, the National Historic Landmarks list, and state-level Historic Preservation Offices (King 2013). Other laws and regulations amended how cultural sites would be dealt with, or mitigated, particularly on federal lands or with federal funds or federal permitting, and promoted preservation, consultation, and cooperation among federal, state, and public agencies. These include the National Environmental Policy Act (1969), the Archaeological and Historic Preservation Act (1974), and the Archaeological Resources Protection Act (1979). With the number of legislations and amendments aimed at preserving cultural heritage, the 1960s and 1970s were a lightning rod for public outreach and education.

With vested governmental, public, and private interests and involvement in archaeology through the previous decades, a new need arose for public outreach and education. Charles R. McGimsey, in his titular *Public Archaeology*, stated that "archaeologists, amateur and professional, cannot expect others to preserve the nation's heritage if we, who by interest or training are best qualified in the field, do not assume a role of positive leadership and public education" (1972: 4). Beginning in the 1980s and 1990s, federal programs were created such as the Teaching with Historic Places program conducted by the National Park Service (1990),

Passport in Time offered by the Forest Service (1991), and Project Archaeology by the Bureau of Land Management (2000). These programs aimed at involving the greater public as volunteers in archaeological excavations or other preservation, conservation, and curation-oriented endeavors.

The next portion seeks to go from legislative actions to overviewing professional organizations and other means of public archaeology within the United States. National archaeological organizations, such as the Society for Historical Archaeology (SHA), Society for American Archaeology (SAA), and the American Institute of Archaeology (AIA) began to form subcommittees focusing solely on outreach and education, communicating with local teachers, and developing programs and resources for outreach education. The SAA's Public Education Committee grew in the 1990s following a 'Save the Past for Future' conference in 1989 (Selig 2006). To combat rising levels of looting and vandalism, along with the general misconceptions and stereotypes associated with Archaeology, the SAA funded multiple research endeavors aimed at archaeological education. In 2000, the *Archaeology Education Handbook* was published that included chapters by archaeologists and teachers alike. Next was the 2000 SAA study on public perceptions (Ramos and Duganne 2000). In the survey, when asked "What are the sources of information through which you have learned about Archaeology?" 56% of respondents stated television, with an additional 6% listing the Discovery Channel. TV was followed by Books (33%), Magazines (33%), and Newspapers (24%). Education such as college, secondary, and grammar schools were listed but received a combined total of 53% response rate. Overwhelmingly, respondents stated a desire to learn about the past, and 90% "believe that students should learn about Archaeology and how archaeologists work as part of their school curriculum (Ramos and Duganne 2000: 18). But could this be due to their romanticized view of Archaeology, or are they legitimately knowledgeable and interested in the inclusion of

archaeological inquiry into their curriculum? The 2018 update saw that classroom introduction to the discipline increased to 58%, TV remained at 56%, movies at 36%, and print and media at 29% (Ipsos 2018).

Museums, university outreach, public lectures, classroom visits, and many more methods have been formulated and tested over the years at national, state, and local levels by archaeologists in the hopes of finding the most appropriate version of outreach, resulting in many different but altogether hopeful results. Archaeologists over the last twenty years have increasingly focused on honing methods in archaeological outreach and have seen the positive ways in which incorporating archaeological lessons into childhood education can help build upon previous knowledge of natural sciences and develop skills in critical thinking and cultural relativism.

Current national outreach that specifically targets classroom education for archaeological engagement is Project Archaeology (PA), previously introduced as a partnership between the federal Bureau of Land Management and Montana State University. PA utilizes curriculum guides "dedicated to teaching scientific and historical inquiry, cultural understanding, and the importance of protecting our nation's rich cultural resources" (Project Archaeology 2017). Project Archaeology operates through state programs in 48 out of 50 states. Georgia and Maine are the only two states to not have a contact, developing, or active state program (Project Archaeology 2018).

National level organizations such as Project Archaeology, Archaeological Institute of America (AIA), and others host annual conferences and teacher workshops aimed at including and helping educators integrate Archaeology into their curriculum. Many organizations also include lesson plans and activities on their websites, often available for free. It seems that the

resources are out there, but are the teachers utilizing them? Do they help teachers meet their goals?

Among statewide endeavors, Georgia has seen its fair share of archaeological education initiatives in the past. In 1992, a special issue of *Early Georgia* focused on Archaeology in the classroom. Guest Editor Rita Elliott stated it was to fill a void "and perhaps be a useful model or stepping-stone for others" that sought to include Archaeology within their classroom (Elliott 1992). The issue included a section written by Georgia teachers on their experiences of teaching Archaeology. In 2003, the Society for Georgia Archaeology (SGA) re-published a 1979 illustrated educational book, *Frontiers in the Soil: The Archaeology of Georgia*. Concurrently with this new publication, the SGA updated the teacher handbook to utilize the text within K-12 classrooms. In 2007, the SGA remodeled a used bookmobile, re-named Abby the ArchaeoBus to travel to schools, museums, libraries, and events and educate visitors on Georgia's archaeological past. Abby received the 2014 SAA Award for Excellence in Public Education and still travels today.

Other states in the Southeast have developed outreach initiatives and programs to great success. Our neighboring state to the south, Florida, is well known for its Florida Public Archaeology Network, or FPAN. FPAN, created in 2004 as part of the Florida Historical Resources Act, is funded by the state, and features regional centers across the state devoted to promoting conservation and understanding of the state's long history. Specifically for K-12 settings, FPAN's website features lesson plans available for teachers, and offers workshops such as Archaeology in the Classroom and Project Archaeology's Investigating Shelter (Florida Public Archaeology Network 2018).

In summary, as Charles McGimsey stated in 1972, there is no such thing as private Archaeology. It has always been a public endeavor to learn about and educate others on our shared cultural heritage. The public has always held a critical role in the formation and continuation of the archaeological discipline. It is not the public that must change, it is the archaeologists and our methods of presenting our research to them. The next section will put the previous two together and seek to examine previous research on the integration of Archaeology and K-12 education.

ARCHAEOLOGY AND EDUCATION

The previous sections separately examined the development of education reform and archaeological outreach respectively, while this final section seeks to explore the possible integration of Archaeology into the K-12 classroom. What research has currently been completed? What lessons can be learned through Archaeology, both on an academic level and as a U.S. citizen? This section will further explore the effectiveness of archaeological inquiry and lessons in today's classrooms, as well as the challenges.

The goals of education in the United States revolve around creating an ideal citizen that will also increase the country’s international economic standing. However, there seems to be a mindset that the two are completely separate goals that cannot be met in the same subject. Many see the teachings of history and literature as a way to create a civic-minded citizen, while STEM-oriented subjects are seen as the best way to contribute economically to society following graduation (Bartoy 2012; Jeppson and Brauer 2007; Moe, Coleman, et al. 2002). If this is the current mindset, Archaeology should be a logical step in which to integrate both goals.

Archaeology utilizes the physical, natural, and social sciences during an archaeological project, all disciplines that are also taught in the classroom. Where would this interdisciplinary

discipline best appear within K-12 classrooms? Education in the past has been largely departmentalized. Since the archaeological discipline incorporates and touches on almost all taught subject areas (Language Arts, Math, Sciences, History, Geography), where would it best be expressed? Many agree that since Archaeology at its core is a study devoted to investigating cultures and the human past, Social Studies would be an appropriate choice. This is effectively demonstrated by the National Council for Social Studies (NCSS) which lists Anthropology as one of the core disciplines of the integrated subjects, and culture as number one out of ten themes of Social Studies (National Council for Social Studies 2017).

Social Studies in American Education

While History and Geography have always been instruction subjects, Social Studies wasn't part of the classroom until the early 1900s (Smith et al. 2007). Academically, the social sciences developed in universities during the 20th century. This includes Political Science, Sociology, Anthropology, and Economics - all focal strands of Social Studies. During this time, academics began to provide their expertise and often oversaw the creation of standards for the classroom. In 1916, the Social Studies Committee of the National Education Association formed and the National Committee of Social Studies in 1921 (Smith, Palmer and Correia 2007). "Social Studies as a taught subject emerged in the early 20th century as part of a progressive social, political, and economic response to accelerated urbanization, industrialization, and immigration" (Jeppson 2012: 584). As mentioned in the American Education Reform chapter, education, specifically Social Studies instruction, was used as a tool to develop and propagate a unified American culture. During the 1950s to today, Social Studies and other humanities- related subject areas received less attention and funding by federal and state governments as the rise in standardized testing placed more importance on literacy and math.

Although archaeological inquiry can fit into almost all aspects of the classroom curriculum, it must be introduced where its knowledge is already utilized. The already overburdened teachers of today require lessons that meet current education requirements. As such, Social Studies teachers could easily incorporate Archaeology within lessons on early inhabitants of America and ancient societies of the world, which are revealed through archaeological research.

It must also be asked - if Anthropology and Archaeology are listed as key components by the NCSS, why is it that archaeologists are struggling to have them included into the classroom? Why is it not already implemented, introduced, or examined like all other strands? In 2008, Michael Yell, president of the NCSS "confirmed that pressure to adhere closely to the standards discouraged teachers, and their supervisors, from incorporating Archaeology and Anthropology into Social Studies curricula" (Kehoe 2012: 548). What wasn't answered was why do the standards discourage the inclusion of Anthropology? What are the perceived drawbacks that keep teachers from utilizing Anthropology in the classroom? Archaeological educators must be able to demonstrate how archaeological inquiry can fit into existing standards, because as of now, even though each theme dictated by the NCSS is informed by Anthropology or Archaeology, it is not appropriately introduced or discussed in today's classrooms.

Culture Wars

Part of the challenge of placing Anthropology in the classrooms, Jeppson (2012) argues, is the ongoing U.S. Culture Wars. Anthropology, and by extension Social Studies, is often seen as a contentious, politically divisive subject. The ever-evolving questions of what to teach and how to teach it are important aspects of how Anthropology is (or is not) used in the classroom. Human evolution, the founding of America, and more are informed by Anthropology and as such

these discussions become an ideological battleground of how these topics should be expressed to upcoming generations. The way in which these issues are taught (or are stymied by the public), some suggest, reflects how the U.S. views itself.

Jeppson (2012) also sees this largely as a conservative vs. liberal issue with the archaeological discipline viewed as a liberal element, due to archaeological research and goals (*i.e.*: preservation and land management) being the opposite of conservative ideals. With the political and religious blowback on the optics of Anthropology and Archaeology, as well as state and regional level power in education, many archaeological inquiries in the classroom have been removed or denigrated. For example, during the Georgia Social Studies curriculum revisions of 2015-2016, State Senator William Ligon of Brunswick, Georgia stated:

> "we should recognize that the dominate [*sic*] features of our culture are no longer anchored in native American cultures, but in the Anglo-American traditions of Western Civilization, and therefore, the historical focus should major on the majors, not major in the minor themes of displaced cultures" (letter to Superintendent Richard Woods, 2016).

Many of the decisions come down to the local district level board decisions on what to include in the curriculum, which leads to "15,000 separate, individually controlled, educational jurisdictions that operate, for the most part, autonomously" (Jeppson 583). Archaeologists need not only demonstrate to teachers the importance and relevance of archaeological lessons, but also to those that ultimately make curriculum decisions.

CONCLUSIONS

In this chapter, I have examined American education reform and goals, the development of public archaeology, and the goals and challenges of archaeological integration in the classroom and endeavors at the national level. This chapter established that (1) current classroom

reform and pedagogies are open to the inclusion of scientific inquiry, and (2) current archaeological trends are moving towards creating and promoting areas of outreach and education, particularly within K-12 education. These backgrounds and reviews sought to prepare readers for the next chapter that looks to Georgia as a case study of the integration of Archaeology and classrooms.

To attempt effective implementation of archaeological inquiry into the classroom, archaeologists must display to teachers how the discipline helps meet their established goals and standard requirements, as well as maintain student attention and interest. Shared goals held by the archaeologists and teachers are the promotion of critical thinking, cultural relativism, and interest in our shared cultural heritage. The following chapters overview the results of the current mindset in both Georgia teachers and archaeologists to understand the possibility of building future relationships.

CHAPTER 4

RESULTS

Within this chapter I divide survey results by Teachers, Archaeologists, the Fort Frederica Archaeology Program (FFAP), and Combined. Combined responses include similar questions asked on different surveys to compare responses between respective survey groups, such as Archaeologists and Teachers or Archaeologists and FFAP participants. Chapter five, Discussion, explores the overall implications of the survey results as a whole, leading to the final chapter of Conclusions.

TEACHERS

One hundred and fifty-four Georgia teachers from 33 counties responded to my survey (Figure 1). When broken down by NCES locale codes, organized by relative population size, districts labeled as City are overrepresented in this data (making up 28.75% of the total response) in contrast to its respective Georgia total (7.89%), with rural districts making up 37.9% of the response while comprising 62.63% of Georgia's total districts. Suburb and Town districts are fairly equal compared to their Georgia totals, with Suburbs making up 10% of total Georgia districts, and 9.8% of survey respondents, and 19.47% of total Town districts are slightly overrepresented with 23.52% of survey respondents (Figure 2).

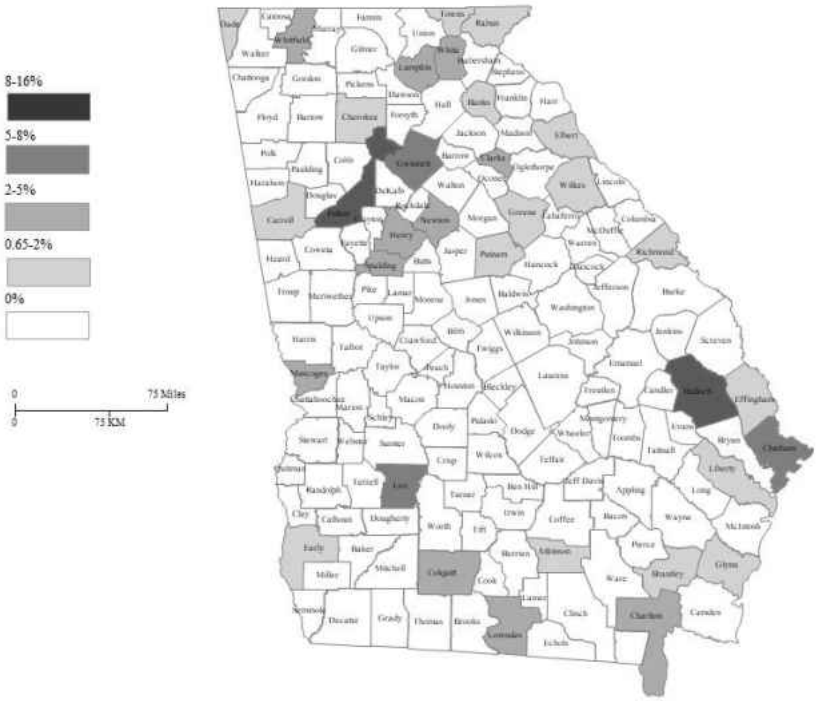


Figure 1: Teacher Respondents by County

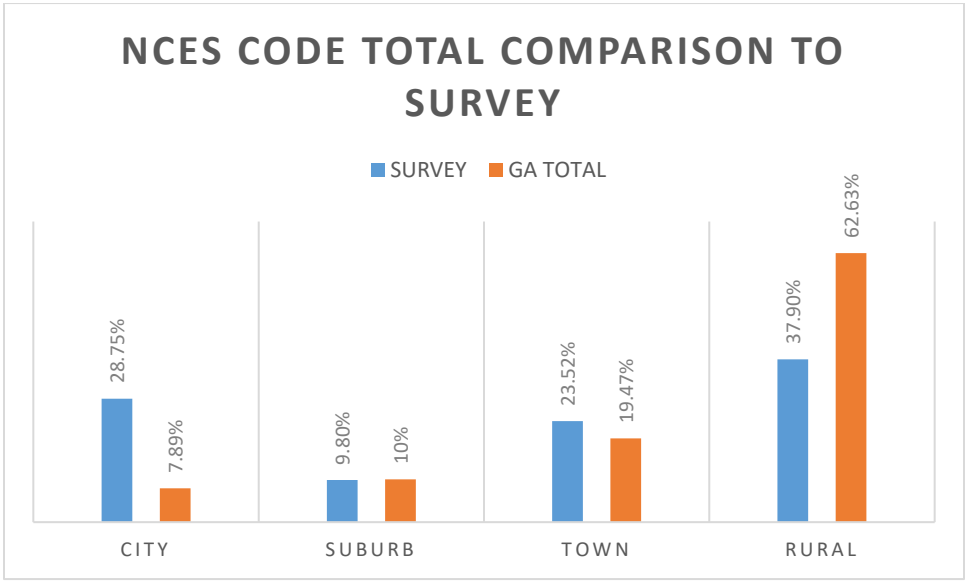


Figure 2: Respondents by NCES locale district.

Demography

The demography of this survey includes ethnicity, gender, and age. Of the 154 respondents, 80.51% (n=124) are White, 15.58% (n=24) Black or African American, with the remaining 1.29% (n=2) citing Hispanic, .64% (n=1) Asian/Pacific Islander, .64% (n=1) American Indian, and 1.29% (n=2) Other. The Georgia Department of Education (GADOE) released a report in 2017 on the demography of educators as 60% White, 20% Black or African American, and almost 10% Hispanic (GADOE 2017). In Figure 3 and within this discussion I have combined age and gender. Gender distributions of respondents lean heavily to respondents that identify as women, at 82% (n=127). This aligns closely with a Georgia K-12 Teacher and Leader Workforce Report released in 2017 that stated Georgia teachers were 80% female (Tio 2017: 9). Looking at the age of our respondents, over 30% (n=47) are aged 25 to 34, closely followed by 30% (n=46) aged 45-54. The mean average age span of both men and women respondents was 40 years of age. I also divided gender of respondents by ethnicity and found that 24 of 27 (88.8%) of teachers identifying as male are white, and the remaining 11% (n=3) are African American. Teachers that identify as women were also majority white, at 78.7% (n=100), 16.5% (n=21) African American, and a total percentage of 4.72% (n=6) identified as Hispanic, American Indian, Asian/Pacific Islander, Middle Eastern, or chose not to specify.

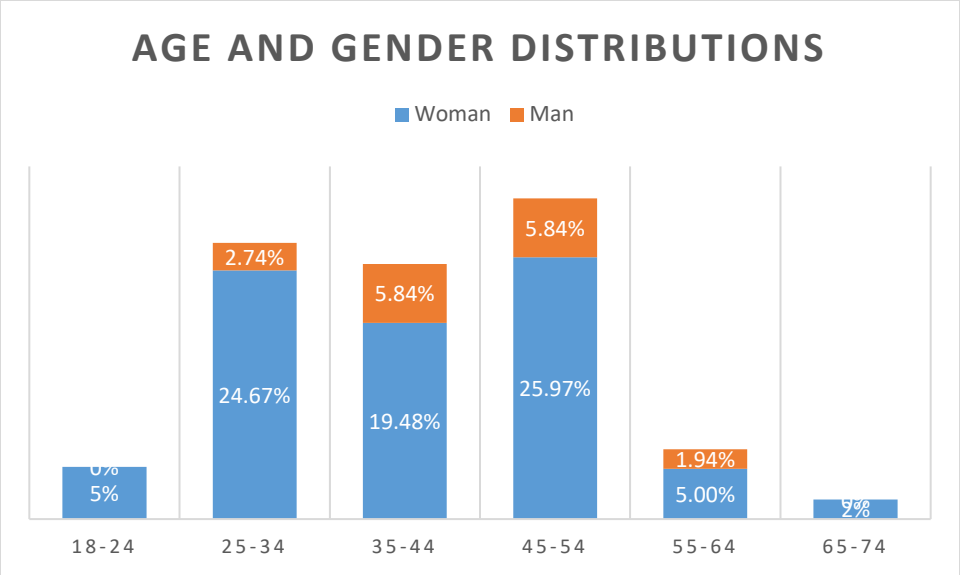


Figure 3: Age and Gender of Teacher Respondents.

Teachers employed in Georgia hold Bachelor (BA), Master (MA), Education Specialist (Ed.S), and Doctoral (PhD) degrees. Of respondents, over 50% (n=85) of teachers hold an MA, 23% (n=36) a BA, 14.2% (n=22) an Ed.S, and 7.14% (n=11) of Georgia teachers respondents hold a PhD (Figure 4). The Georgia Department of Education saw that 43% of their teacher respondents held an MA, 18% and Ed.S, 35% BA, and 3.2% PhD (GADOE 2017). My data was relatively consistent, though the proportion of MA degrees was much higher.

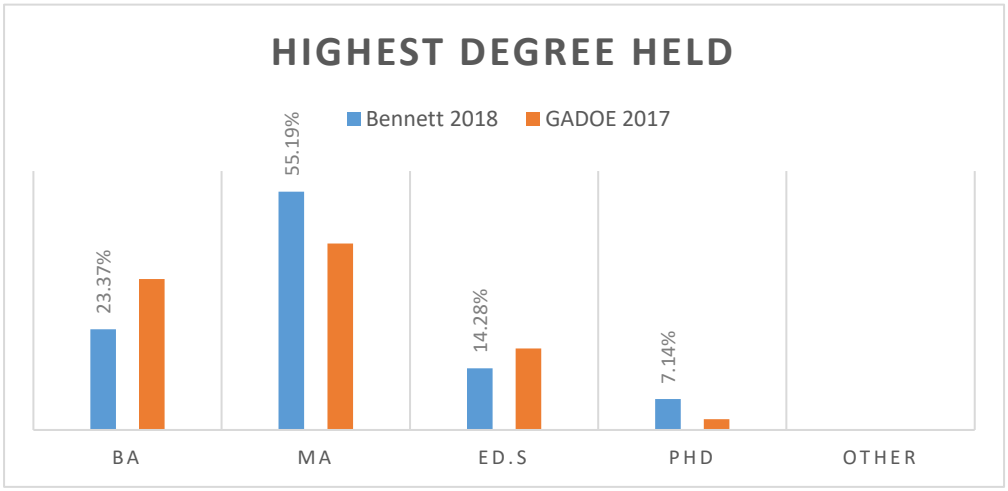


Figure 4: Highest Degree Held by Georgia Teachers.

District, Grades, and Subjects Taught

We can also look at degree held by locale or district system. When examining teacher totals, more MA teachers are represented overall, but when broken down by degree totals, an interesting pattern is shown (Figure 5). Seven out of 11 PhD holders (63.6%) teach in a city district, and a majority of Ed.S (54.5%) holders teach in rural districts. Teachers with BA and MA are relatively even across all district levels.

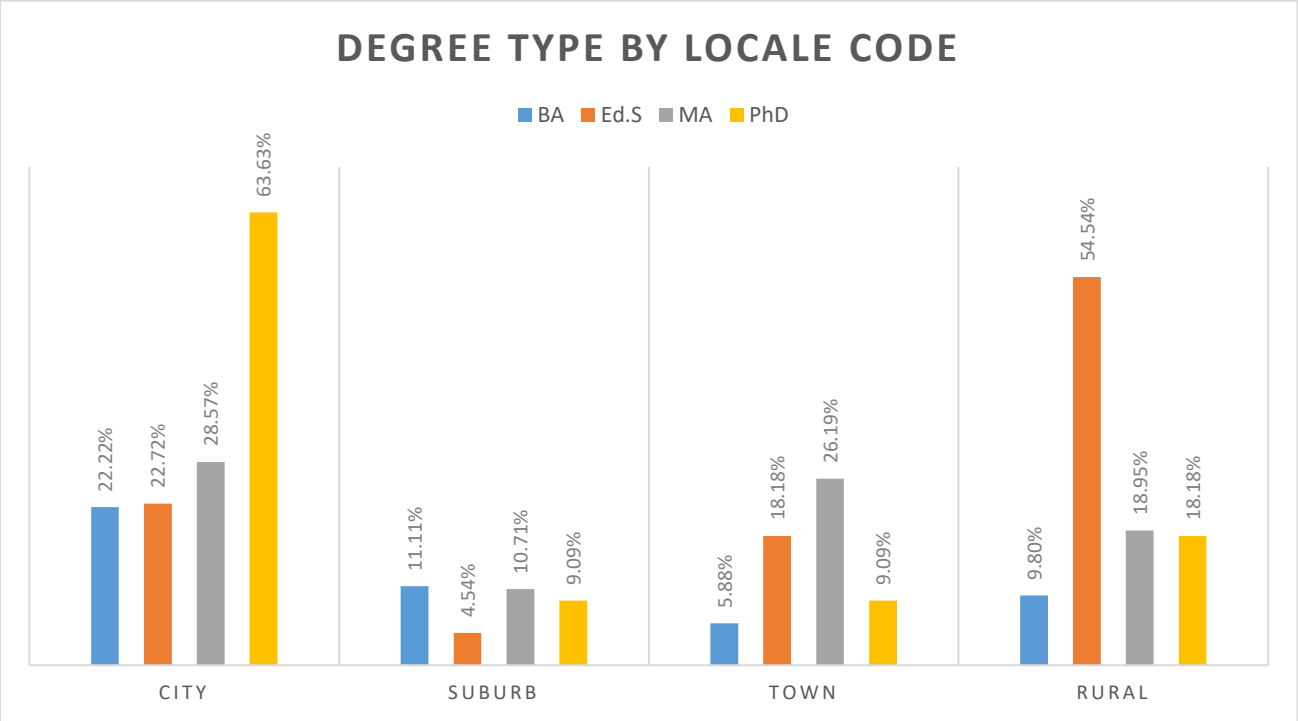


Figure 5: Degree type by NCES district code.

Though my survey in some ways was geared towards Social Studies teachers, I opened my survey to all grades and subjects in the hopes of discovering whether teachers in STEM or Arts might utilize Archaeology within aspects of classroom teachings. This allowed for response rate of all grades and all subjects (Figure 6 and 7). Each grade had at least a 3% response rate, the lowest response being first grade at five respondents (3.25%), the highest response rate was

third grade at 11.69% (n=18). Subjects, however, leaned heavily on Social Studies at 52.5% (n=81) of responses.

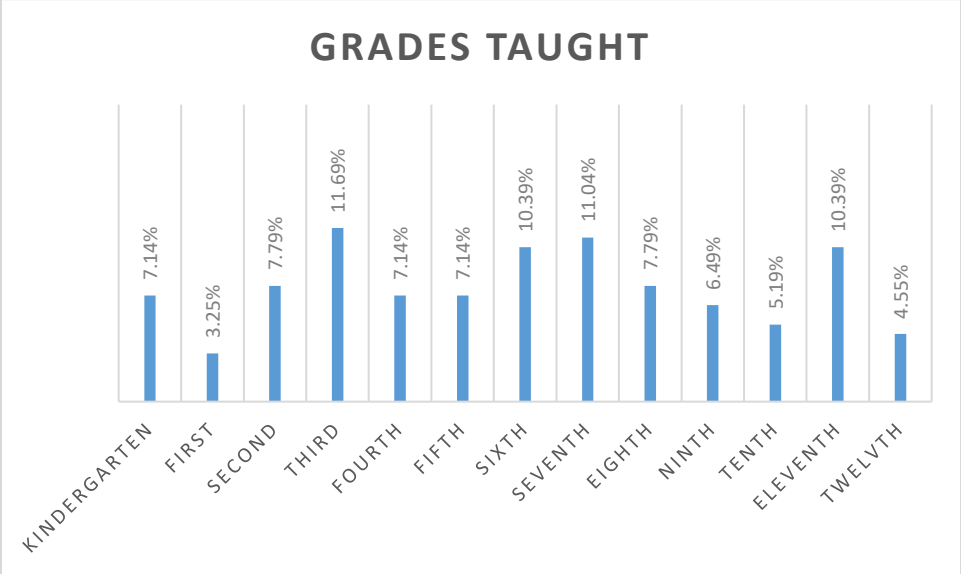


Figure 6: Grades taught by respondents.

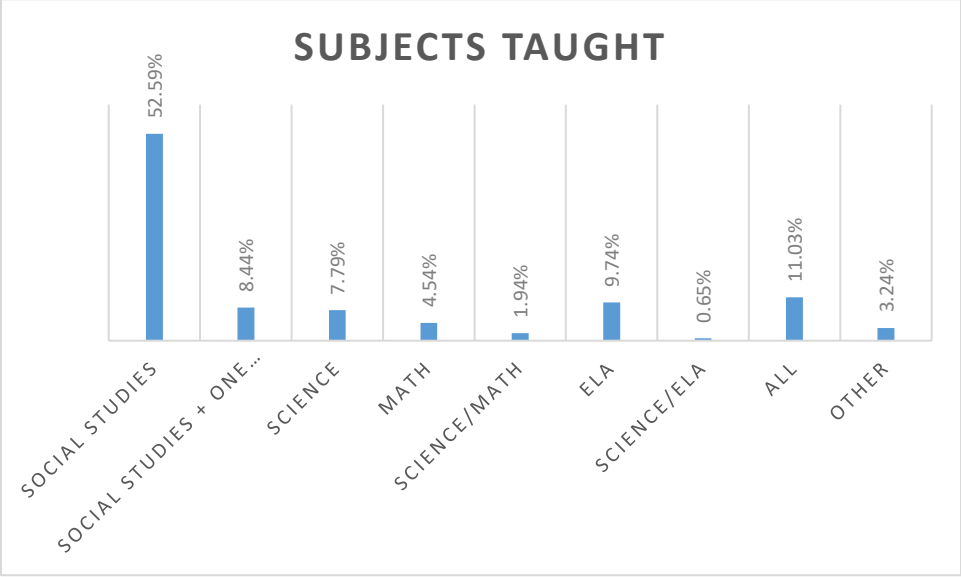


Figure 7: Subjects taught by respondents.

Dividing by gender (Figures 8 and 9), men are more likely to teach middle and high school, while women are rather evenly distributed. Twenty-two out of 27 (81.4%) of respondents that identified as male teach Social Studies, where 57.4% of respondents identifying as women

do. As discussed, this trend could be due to more Social Studies teachers responding to the survey.

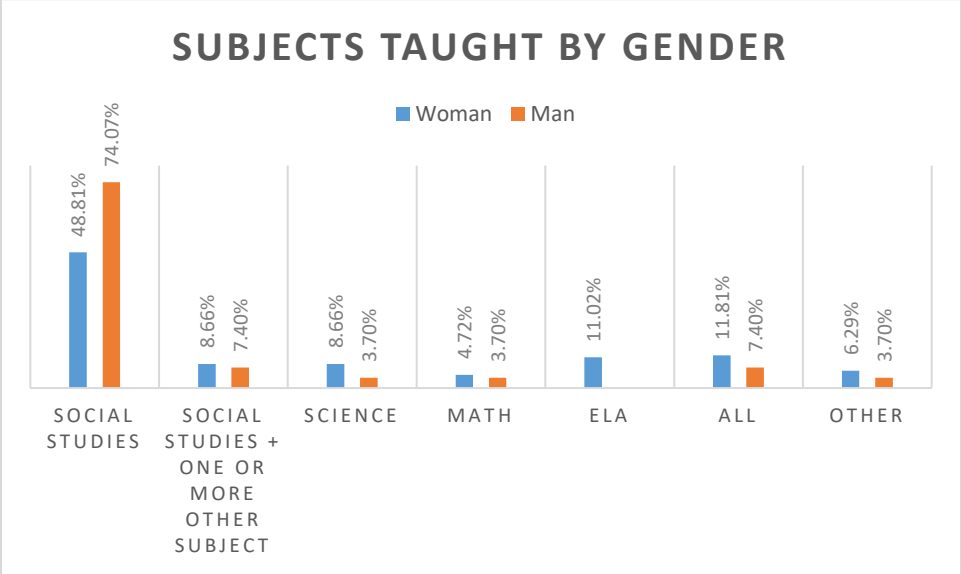


Figure 8: Subjects taught divided by gender.

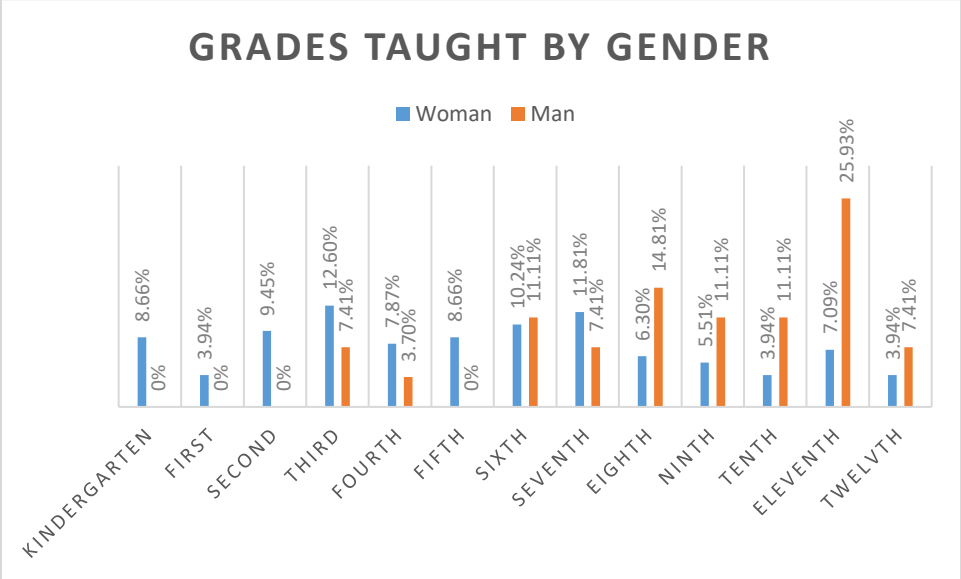


Figure 9: Grades taught divided by gender.

In terms of demography of this survey, the average teacher is white, a woman, and aged 40. The following sections break down their responses to questions regarding their curriculum,

knowledge of Archaeology, and current or possible inclusion of the discipline within their lessons.

Experience, Perceptions, and Inclusions of Archaeology in the Classroom

In order to gain a sense of what the current perceptions of Archaeology are by Georgia teachers, participants were asked to give their definition of the discipline in an open-ended text box. Responses were thematically coded during the analysis process. Georgia teachers most often defined Archaeology as the study of artifacts to learn more about human cultures of the past. Humans, peoples, and cultures were present in 83% of answers, artifacts appeared in 56% of definitions, and terms associated with history, such as past, ancient, and historical, were mentioned in 31% of definitions. These perceptions of the discipline can be compared to the Society for American Archaeology's 2000 survey on American perceptions of Archaeology (Figure 10). Bones and remains were brought up in a little over 12% of teacher definitions, slightly higher than SAA's 9% (Ramos and Duganne 2000). SAA survey participants most often associated Archaeology with excavations, while respondents of this survey most often cited human history and the study of human cultures. Some teachers' definitions also confused Archaeology with similar disciplines such as paleontology and geology.

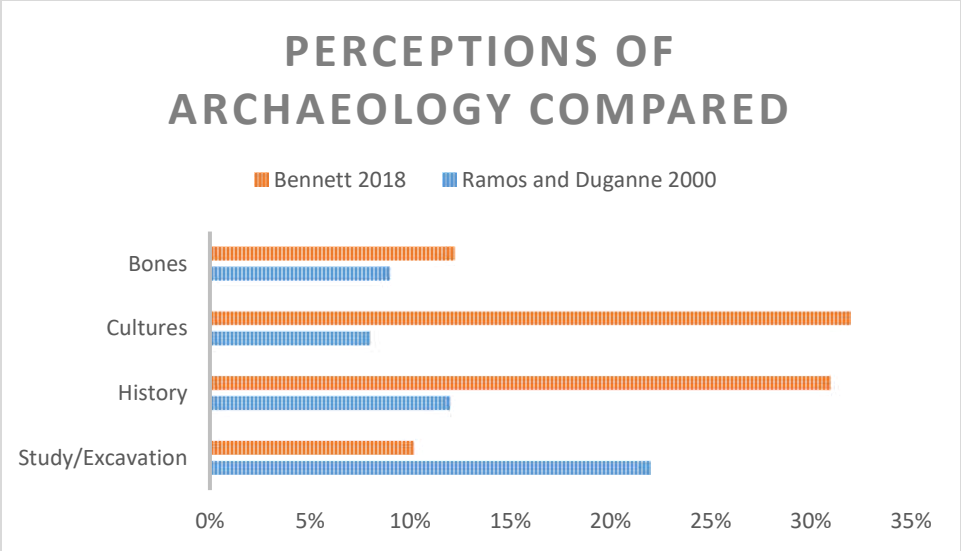


Figure 10: Perceptions of Archaeology compared.

After gauging their perceptions of Archaeology, I then asked teachers whether they had any prior experience with Archaeology. Thirty-six percent of respondents have taken a course, researched, and/or participated in a workshop about Anthropology or Archaeology. Of those 53 respondents, 51 provided explanations of their experiences. A majority of respondents, 76.4% (n=39 of 53) learned about Archaeology through an undergraduate course, minor, or major. Remaining teachers gained experience in Archaeology through workshops (n=7, 13.7%) and other means such as participation in local Archaeology groups, self-taught research, engagement in public history, or they did not remember (n=4, or 8%). Were teachers with experience more likely to introduce the subject within their classroom studies?

When breaking down previous experience by current inclusion we see that 60% (n=31) of teachers with a background in Archaeology utilize it within their classroom. Of teachers with no previous introduction to Archaeology (n=94), only 23.4% were likely to discuss Archaeology

(Table 1).

		Have you ever taken a course, researched, or participated in a workshop about Anthropology or Arc...		
		Yes	No	Total
Do you introduce or discuss archaeology in your classroom?	Yes	31 60.78%	22 23.40%	53 36.55%
	No	20 39.22%	72 76.60%	92 63.45%
	Total	51 100.00%	94 100.00%	145 100.00%

Table 1: Previous experience with current inclusions of Archaeology.

I also asked teachers if their curriculum included instruction on Native Americans. In this instance, 47% (n=73) responded yes. For those that responded no, I also asked if they taught other ancient world cultures such as Greek, Roman, or Egyptian, in which 16 respondents, an additional 10.3% responded yes. This means that 57% (n=89) of respondents instruct on aspects informed by archaeological research, but only 36% of teachers directly relate the information to the discipline (*i.e.* explicitly cite Archaeology in their classroom).

Broken down by subject taught, archaeology is introduced by almost 60% (n=17) of History teacher respondents, 53.8% (n=7) of Geography teachers, and 37.6% (n=29) of Social Studies teachers. By grade level, six out of eight tenth grade teachers (75%) include or discuss archaeology; the next highest introduction of archaeology is in the third and ninth grades with 55% (n=10, n=5 respectively). All grades except first grade feature at least one teacher discussing or including archaeology within their classroom. Grades that introduce American Indian cultures, U.S. History, and World History are more likely to include or introduce concepts of archaeology within their classroom, which is also reflected by subject.

When asked to explain under what context educators choose to introduce Archaeology, 20% use it to explore topics about prehistoric and historic Native Americans (Figure 11). The next highest context in which Archaeology is introduced in the classroom is fossils at 16%, followed by discussion of primary versus secondary sources at 14%.

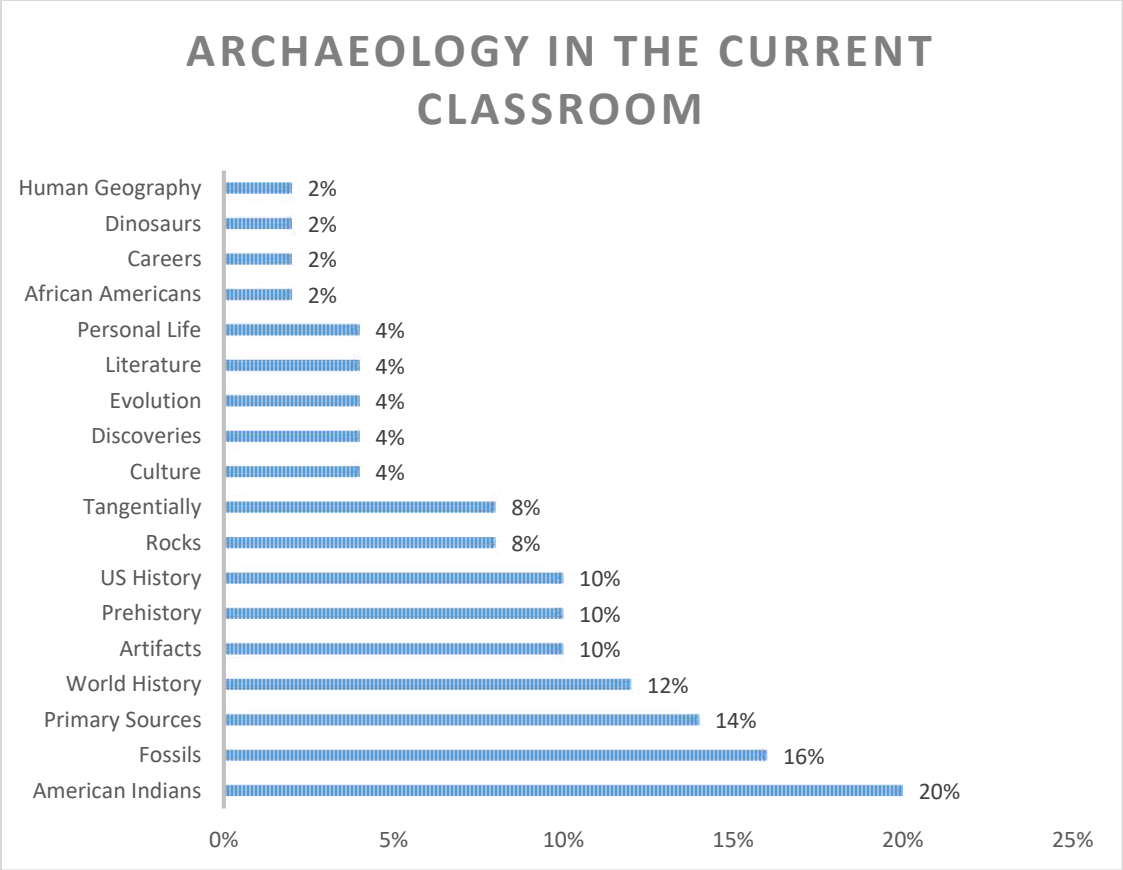


Figure 11: Classrooms discussion of Archaeology.

I also sought to outline the time devoted by teachers to certain concepts such as Culture, History, Native Americans, and Scientific Inquiry (Figure 12). A majority of teacher respondents (76%, n=118) spend over a month developing critical thinking skills, and 57% (n=88) spend over a month instructing on concepts of history. Archaeology is cited as being instructed by 75% (n=116) of teachers for zero to three days, with six respondents (3.9%) citing over a month of utilizing archaeology in the classroom. Eighteen (11.6%) of respondents state that they spend over a month discussing Native American cultures, though more teachers (45%, n=70) spend zero to three days. Overall archaeology and Native Americans receive the smallest amount of instruction, though Cultures, History, scientific inquiry, and critical thinking are heavily present within the classroom.

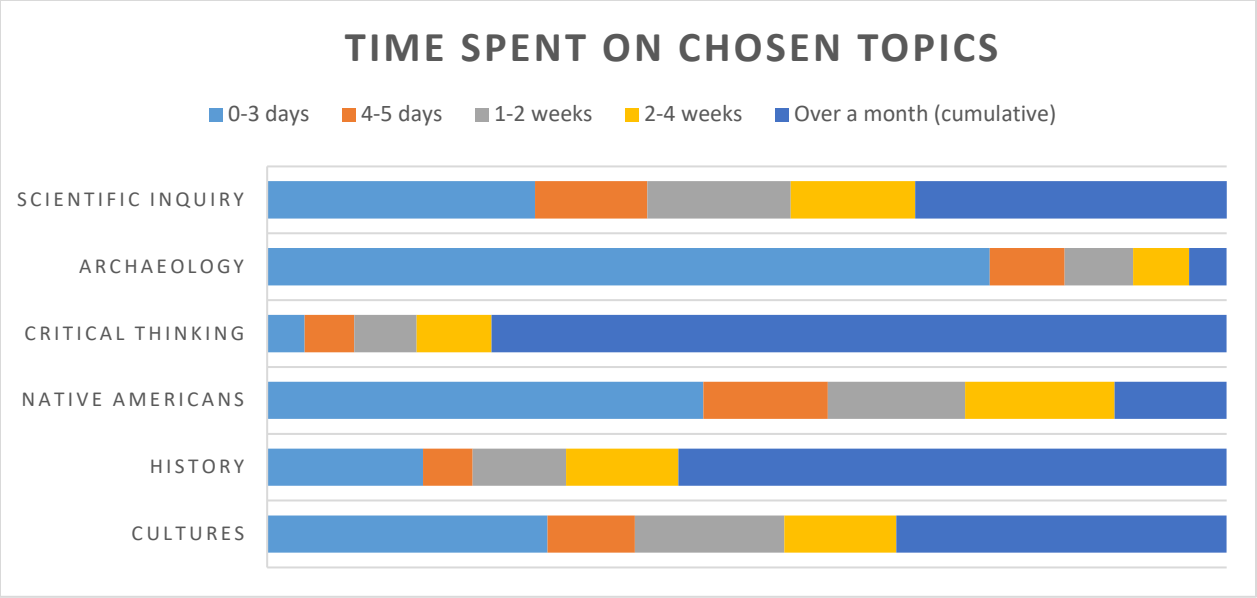


Figure 12: Time spent on chosen topics.

When asked 'Do you think that Archaeology could or does help you meet your education requirements?' teachers responded positively. Forty percent (n=51) stated that Archaeology probably does or could help to meet standards, and 23% (n=29) responded definitely yes. Almost 29% (n=36) stated that Archaeology might or might not help to meet standards. Eight percent (n=10) responded that they did not think Archaeology's inclusions help them to meet their standards. When dividing those responses by current inclusion of Archaeology, it is even more promising (Figure 13, blue or 'yes' are respondents that already introduce archaeology in the classroom). 84% of respondent that currently include archaeology state it definitely and probably helps to meet archaeology goals. Of those that do not currently include archaeology, almost 50% believe that it could or definitely could help. However, this result must also keep in mind response bias to the survey.

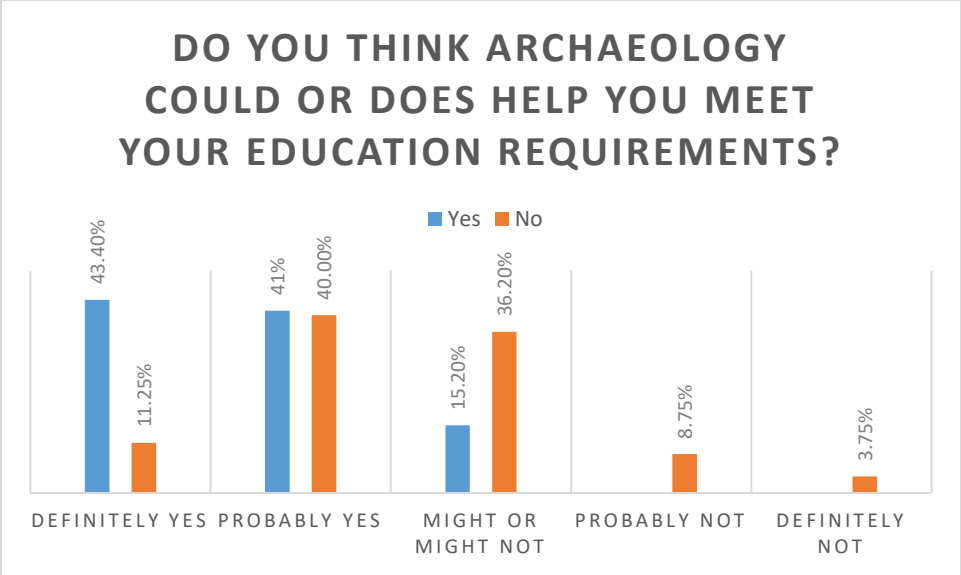


Figure 13: Could or does Archaeology help to meet your education goals?

Teachers that include Archaeology in their classrooms were further asked how students react to archaeological lessons on a scale of very positively to very negatively. Eighty-seven percent 87% of those teachers stated that students react positively to very positively to the lessons.

Most teachers (63.45%, n=95) state that they do not introduce or discuss Archaeology in their classrooms. Reasons include: not relevant to standards (59.75%), not explicitly stated in the standards (26.6%), not enough resource materials or time (34.4%), or that it was covered in only tangential circumstances (16.5%) (Figure 14). One teacher explained, “it is not explicitly a standard that has to be taught. I'm sure I could make a connection but with all the other things teachers are required to do, it's hard to incorporate extra add ons.” Though Archaeology is not explicitly stated within any of Georgia’s standards, Archaeology informs. In fact much of our knowledge of some standards is gained by archaeological research; however, since Archaeology is not explicitly listed as a mandated standard, teachers do not have the time or the resources to seek out materials or lessons to incorporate. One teacher specifically cited that they teach about

Native Americans in the second grade, but Archaeology is not a part of the Georgia Standards of Excellence (GSE) for second grade, and it is not discussed. To ignore Archaeology and archaeologists in the discussions of prehistory and the ancient world is quite the omission by education standards creators, rather than by the teachers.

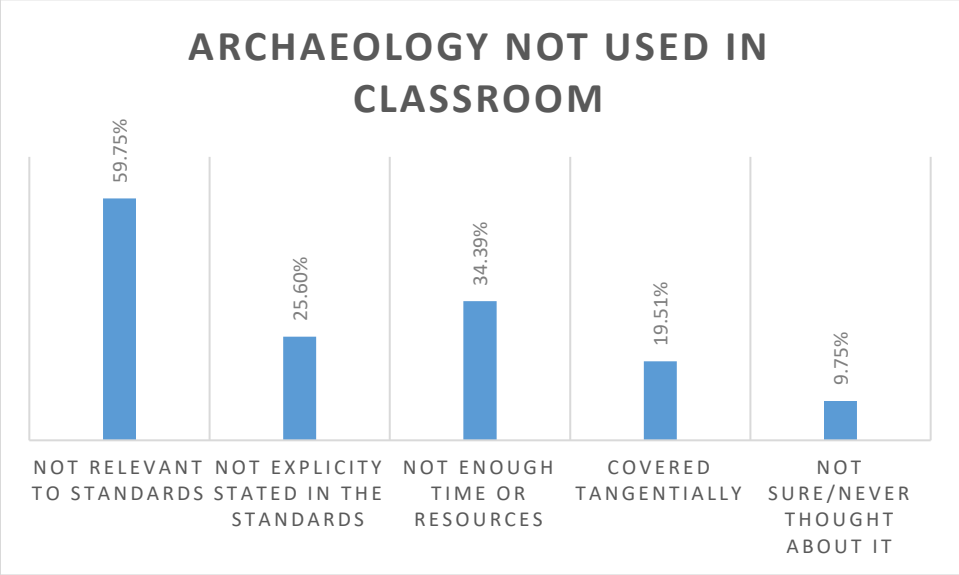


Figure 14: Reasons for Archaeology not to be used in K-12 classrooms.

Native Americans

Knowledge of prehistoric American Indians has largely been gained through archaeological research, with instrumental help from contemporary groups, linguistics, and genetics research. Within the survey, I specifically wanted to ask teachers what tools they used if they taught lessons on Native Americans.

Of the teachers who do instruct on portions of American Indian history, 66% (n=47) teach European contact, historic groups, and Removal, 23.02% (n=32) teach prehistory, and 18.3% (n=13) chose 'Other,' citing lessons such as Thanksgiving, assimilation, South America, historic conflicts, and Sacagawea.

I sought to discern what methods and resources teachers utilized to instruct on Native Americans in the classroom. In terms of resources, teachers cited the use of computers and internet (91.5%, n=65), film and other media (83%, n=65), and maps (81.7%, n=58) as utilized most often (Figure 15). Artifacts were used by 24 (33.8%) of respondents that instruct on Native Americans, primary documents by 27 (38%), and guest speakers by 7 (9.8%). In terms of methods, teachers that instruct on Native Americans utilize group projects (63.4%, n=45), lecture and individualized projects (62%, n=44 each), hands-on projects (56%, n=40), and write-ups or essays (49.3%, n=35) (Figure 16). Other comments included utilizing documents analysis and discussion, reading aloud, and going on a field trip.

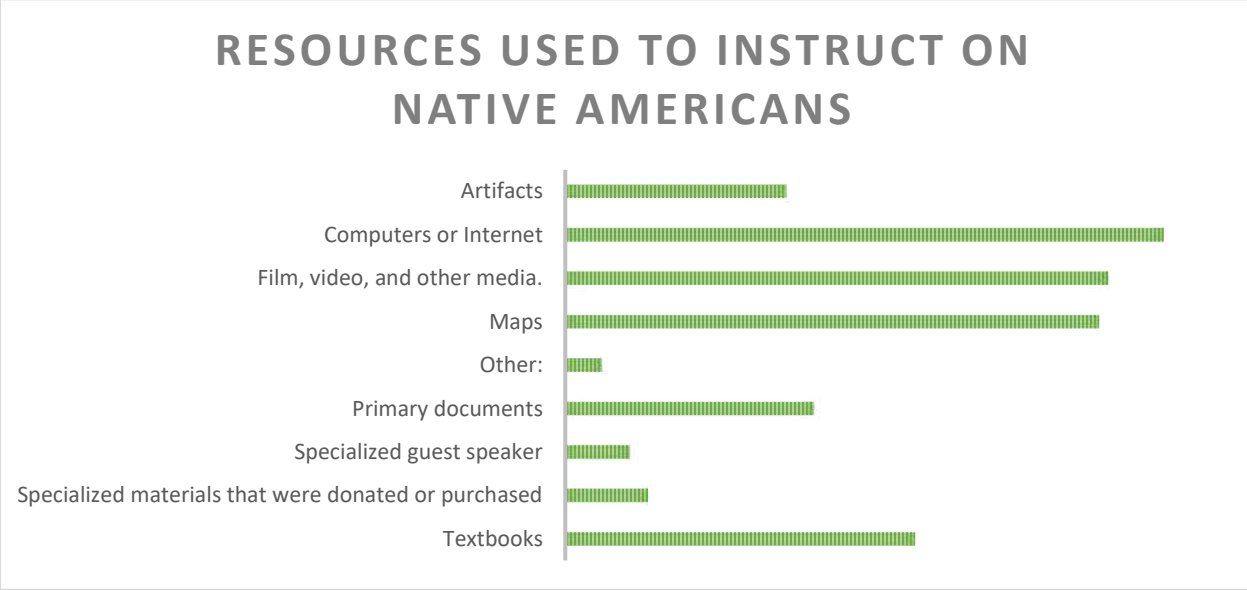


Figure 15: Resources used to instruct on Native Americans.

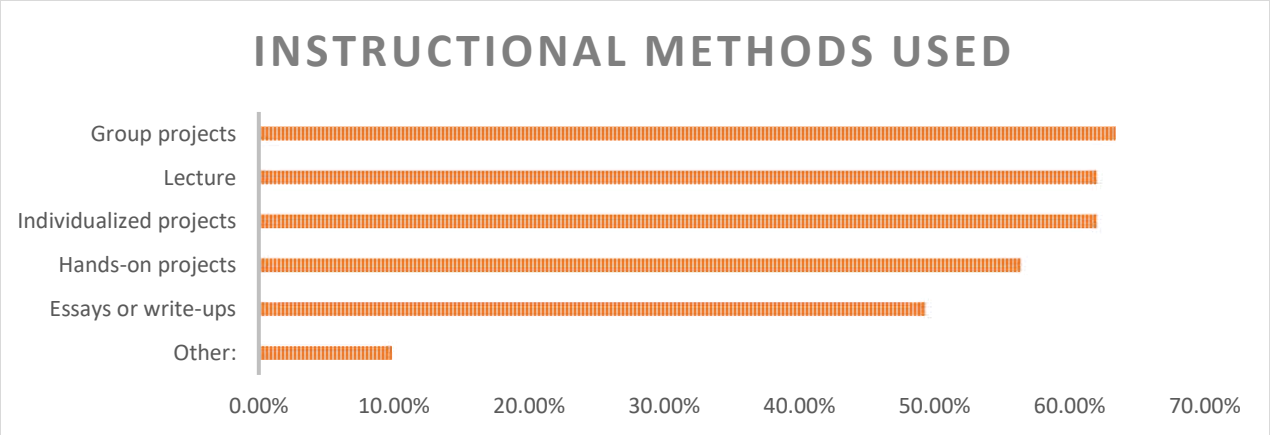


Figure 16: Instructional Methods used to instruct on Native Americans.

Introducing archaeology into the classroom will most likely be easiest if teachers are educated about the prehistoric, historic, and contemporary groups of American Indians. However, as many teachers have said, instruction about Native Americans is only a small part of their curriculum (in small sections of second, third, and eighth grades) and some of the general public believe the lessons should be removed altogether (Ligon 2016). It appears that the argument is two-fold. Why is archaeology valuable to the classroom, and why is learning about the continent's first inhabitants and their impact important in today's society?

Open Comments

Teachers were asked what skills or qualities they wanted to instill in their students. This question sought to gauge the long-term goals of teachers to see if they might align with skills that could be gathered through archaeological inquiry (Figure 17). During the analysis process, answers fell between two categories: academic or personal growth. Critical thinking, solving problems, analysis, writing and reading, as well as creativity, and knowledge of world cultures fell into the academic set of skills teachers wanted to impart. Many teachers also stated they want students to learn characteristics of personal growth, such as open-mindedness, patience, responsibility, perseverance, compassion, kindness, and curiosity.

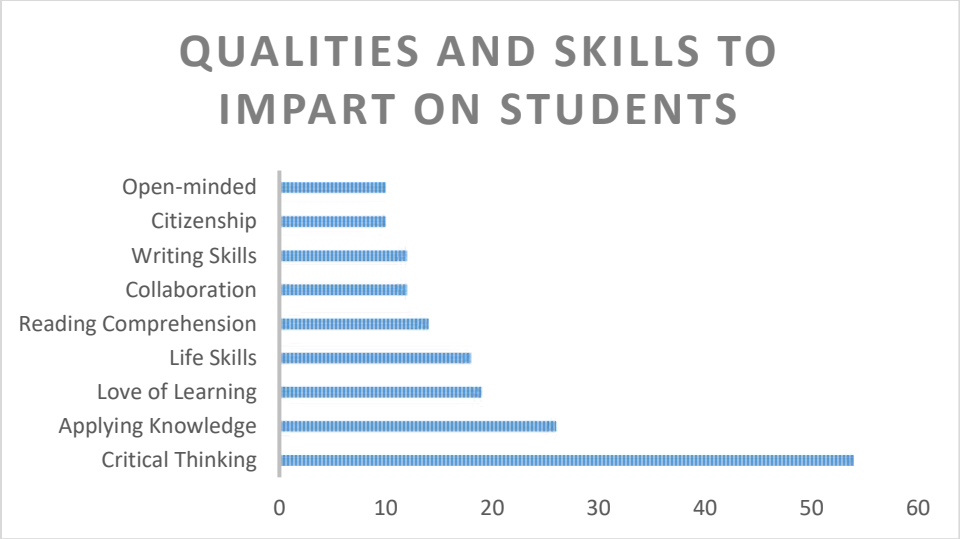


Figure 17: Qualities and Skills teachers want to impart on students.

In the last question I provided a comment box for teachers to write anything they would like to share. Many respondents mentioned that they would be open to learning more about Archaeology and its inclusions into the classroom.

One teacher summarized a majority of the teacher responses:

> "I would love to use Archaeology in my history classes, I could see immediate benefits, but due to time constraints and the amount of curriculum I have to cover for state testing, I don't feel I can take the time to branch out. I know my students would benefit but unless it is measurable or tied to outcomes that are tested, I don't feel like I can do this. Besides I can barely fit in all the required standards now, I know this is not the best way to teach, but I don't feel I have the freedom to do anything else at this time."

Teachers from all grade levels placed comments on archaeology's potential utility, from kindergarten to freshman World History. Others stated that with little time, there does not seem to be any immediate benefit for teachers having to include even more in their already packed requirements: "I see limited benefit of using Archaeology for tested courses and standard mastery. There is nothing in my standards about Native Americans, field trips, or dig sites. Time is extremely limited and I can not go down a road that may reap little in the way of rewards."

Conclusions

Teachers have an overall understanding of what Archaeology is, but not how deeply it is already embedded within their curriculum and standards. Being able to provide workshops or materials as ways to meet multiple requirement and educate K-12 teachers on the underlying archaeological inquiry within their lessons might allow them to meet multiple standards in one lesson. But are Georgia archaeologists willing and able to provide these materials or time to conduct archaeological education?

ARCHAEOLOGISTS

The demographic results of my archaeologists' survey were explored in an article for *Early Georgia*, published in Fall 2018 (Bennett, in press). Survey respondents, totaling 63, were on average white, well-educated, middle-aged, a woman, and working in Cultural Resource Management (CRM). I compared these results to a national survey by the Society for American Archaeology (SAA), and a regional survey of Southeastern Archaeological Conference members (SEAC) (Zeder 1997; Bardolph and Vanderwarker 2016). The results overall fell in line with trends noted in the 1997 SAA survey and showed a local perspective of the profile of a Georgia archaeologist. This chapter will briefly discuss the findings noted in the *Early Georgia* article, but focuses on the responses concerning engagement and outreach among Georgia archaeologist respondents.

Demography

Georgia archaeologist respondents are majority white, at 96.8%, with one respondent citing mixed White and Asian heritage. This coincides with the 1997 Census that found that 89% of respondents reported European heritage (Zeder 1997: 13). Of the respondents that provided their age (62), archaeologists surveyed range in age from 24 to 72. The most common age for

respondents is 40 (the same for Georgia teachers). Broken into age brackets, 40.3% (n=25) of respondents are aged 34-44, 30.6% (n=19) aged 24-34, and 12.9% (n=8) aged 45-54 (Figure 18). Fifty-four percent (n=34) of respondents identified as a woman and 44% (n=28) as a man, making women the majority within my survey population. This trend was observed in Zeder's study, in which the author stated that "over the past 20 years the proportion of women in Archaeology has risen from less than 20 percent of the professional workforce to half" (1997: 205). The average archaeologist respondent holds, or is in the process of earning, a Master's degree or Doctorate. Forty-four percent (n=28) hold MA, 28.5% (n=18) a PhD, and 12.7% (n=8) BA. Fourteen percent (n=9) of respondents are current graduate students seeking either an MA or PhD.

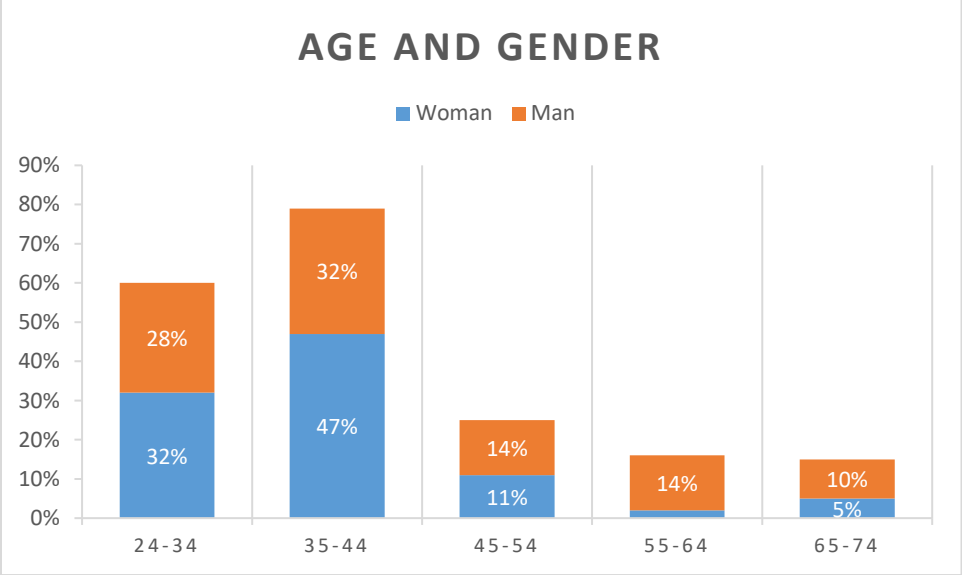


Figure 18: Age and Gender distribution of Georgia archaeologists.

Employment

Employment sectors of Archaeology were divided into four main categories: Academia, Cultural Resource Management (CRM), State and Federal Government, and Other. Each employment sector was defined by either (1) working within an institution based in the state of

Georgia, and/or (2) conducting research and excavations on cultural and archaeological sites within the state of Georgia.

Almost forty percent (39.6%, n=25) of respondents work in Cultural Resource Management (CRM). The next highest category, Academia, comes in at 23.8% (n=15), followed by both graduate students and state or federal Archaeology positions making 14.2% (n=9) each. Almost 8% (n=5) chose the category of 'Other,' citing that they are current graduate students that also work in CRM, non-profit workers, avocational archaeologists, and a cultural resource manager (Figure 19).

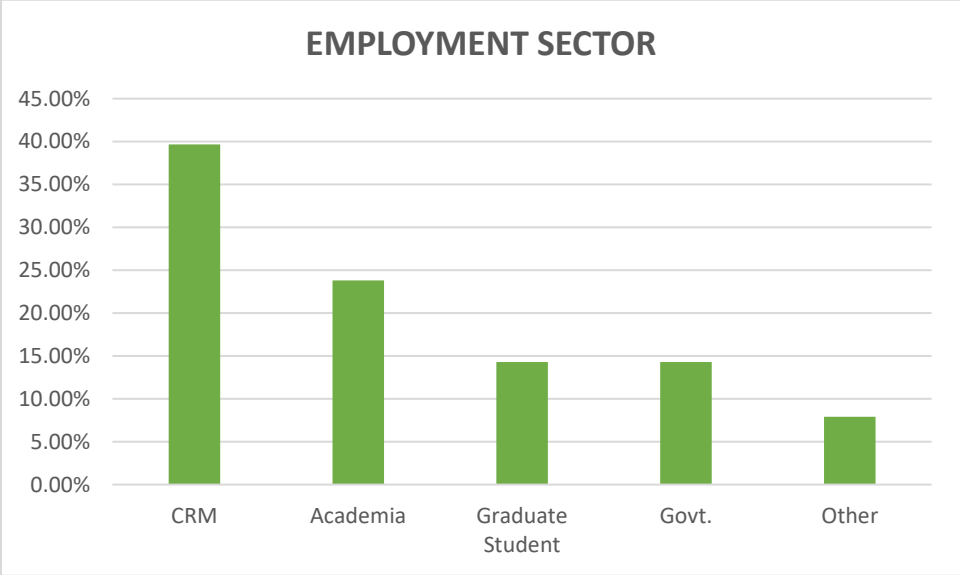


Figure 19: Employment sector distribution of Georgia Archaeologists.

CRM was chosen at almost double the rate within this survey (39%) than both the 1997 SAA (18%) and 2016 SEAC (17%) surveys (Figure 20). Zeder noted the rising trend towards private sector Archaeology within her survey as the "only growing area of archaeological employment" (1997: 207). A majority of respondents from the SAA and SEAC surveys were employed in Academia. Response bias must again be noted in each SAA and SEAC surveys, as responses were based on current membership within each of the two organizations.

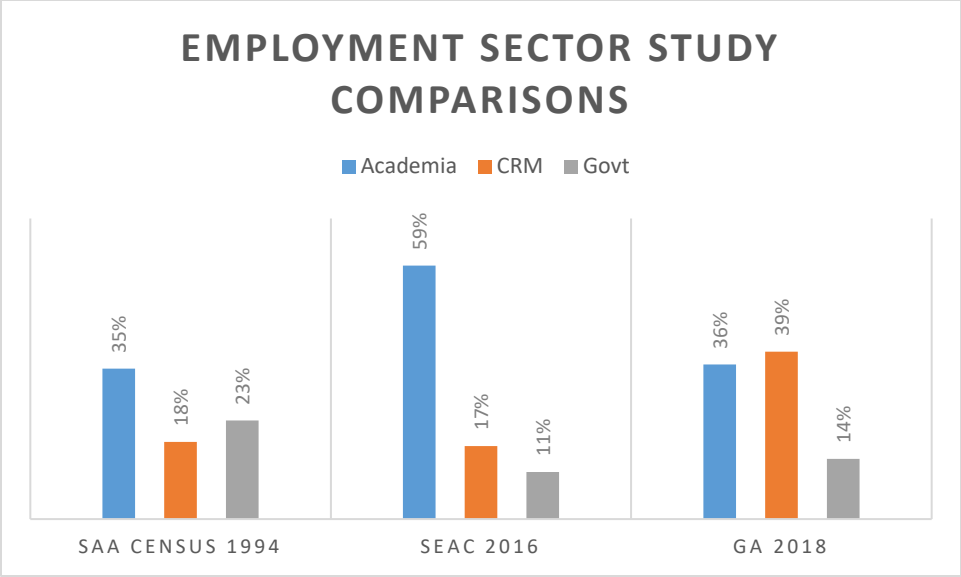


Figure 20: Comparison of Employment Sector distribution surveys.

Outreach

One hundred percent of archaeologists surveyed believe that public outreach is important to extremely important to the archaeological discipline. Fifty-eight of 63 respondents (92%) also believe that Archaeology should be introduced in K-12 classrooms as part of their curriculum studies, with the remaining respondents stating they were not sure.

Methods of Outreach

I sought to include outreach methods in which archaeologists present their work to a non-archaeologist audience, an audience with an introductory to general understanding of what Archaeology entails. As such, I divided methods of outreach into seven main categories for this survey: Exhibits, no participation, K-12 Classrooms, Public Days, Public Speaking Events, Social Media, and 'Other' with a comment box for respondents to clarify. The most popular method of outreach for Georgia archaeologists was public days (88% n=56) and public speaking engagements (77%, n=49) (Figure 21). The "Other" comments included training workshops, artifact identification, site tours, books and documentary films, and conference presentations.

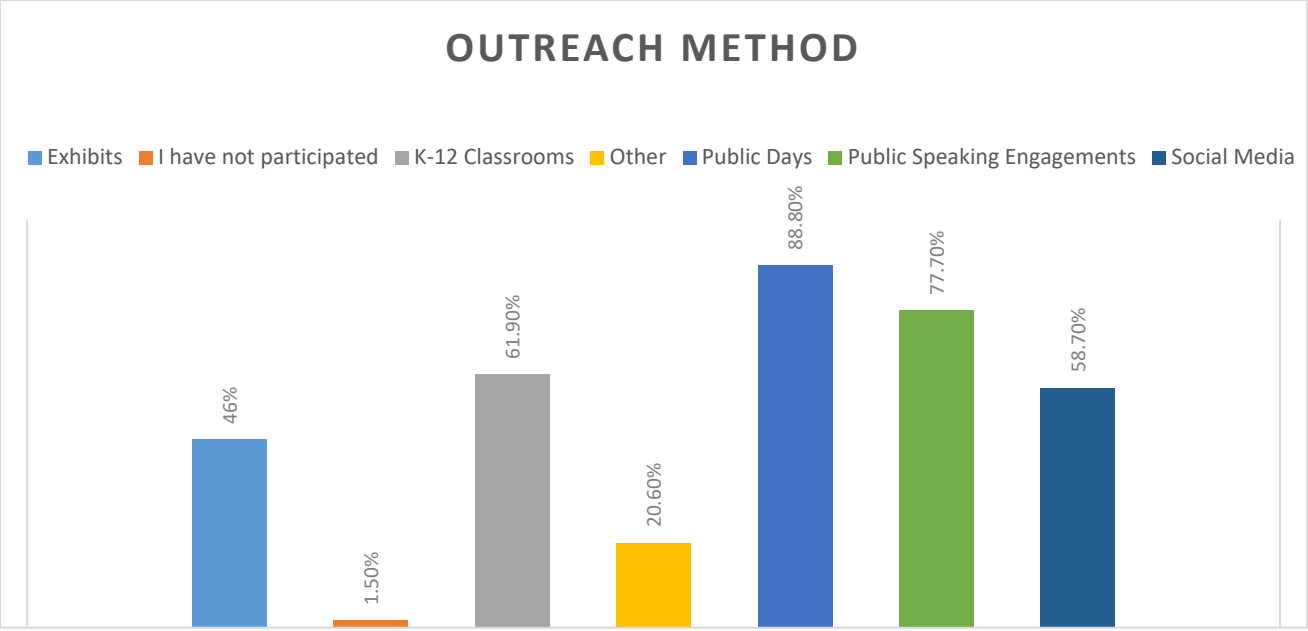


Figure 21: Methods of Outreach by Georgia archaeologists.

Methods of outreach were also divided by work sector, gender, and age to examine any areas of interest. When looking at outreach methodologies by employment sector, twenty out of 23 (86%) Academic archaeologists utilize Public Speaking Engagements and Public Days (Figure 22). Public Days seem to be crucial forms of outreach for state or government archaeologists, with 8 out of 9 (88%) governmental employees responding involvement in the method. Exhibits were the least utilized across all the employment spectrum for archaeologists, closely followed by K-12 classrooms.

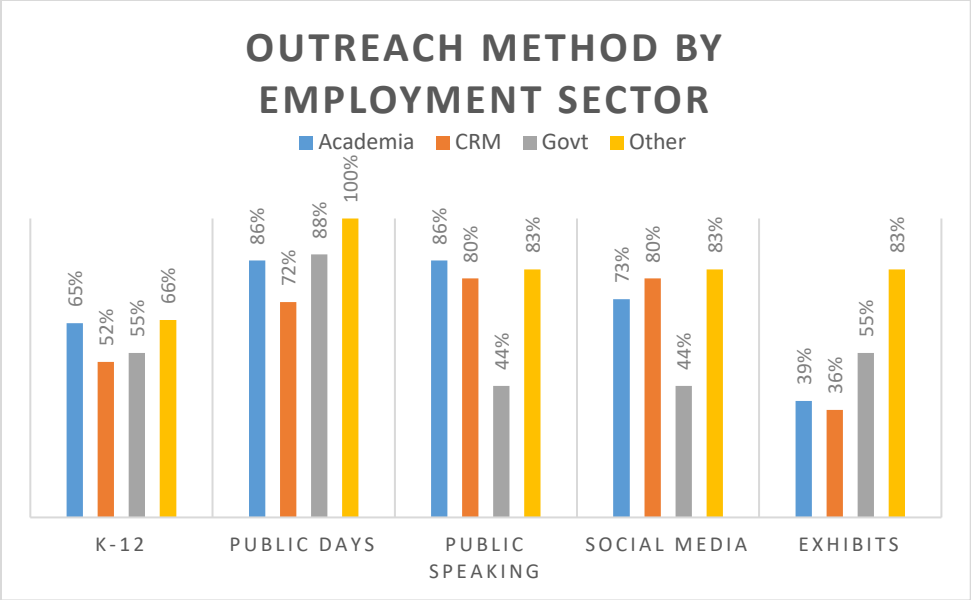


Figure 22: Outreach Method by Employment Sector

Frequency of Outreach

On average, archaeologists conduct outreach every few months to once or twice a year. Thirty-three percent (n=21) of Georgia archaeologists conduct outreach once or twice a year, 28% (n=18) every few months, 14% (n=9) engaging monthly, 15% (n=10) weekly, and almost 4% (n=3) of respondents stating every day to every other day. In Figure 23, I divide the self-reported outreach frequency with the established outreach methods. Each outreach method saw its highest rate of use of every few months. Archaeologists were asked to rate their opinion on the importance of outreach within the discipline, 75.81% of respondents cited extremely important, and the remaining 24.19% as important. With 100% of respondents claiming outreach

as important or very important to the discipline, it seems their enthusiasm for outreach does not quite match their self-reported frequency of outreach.

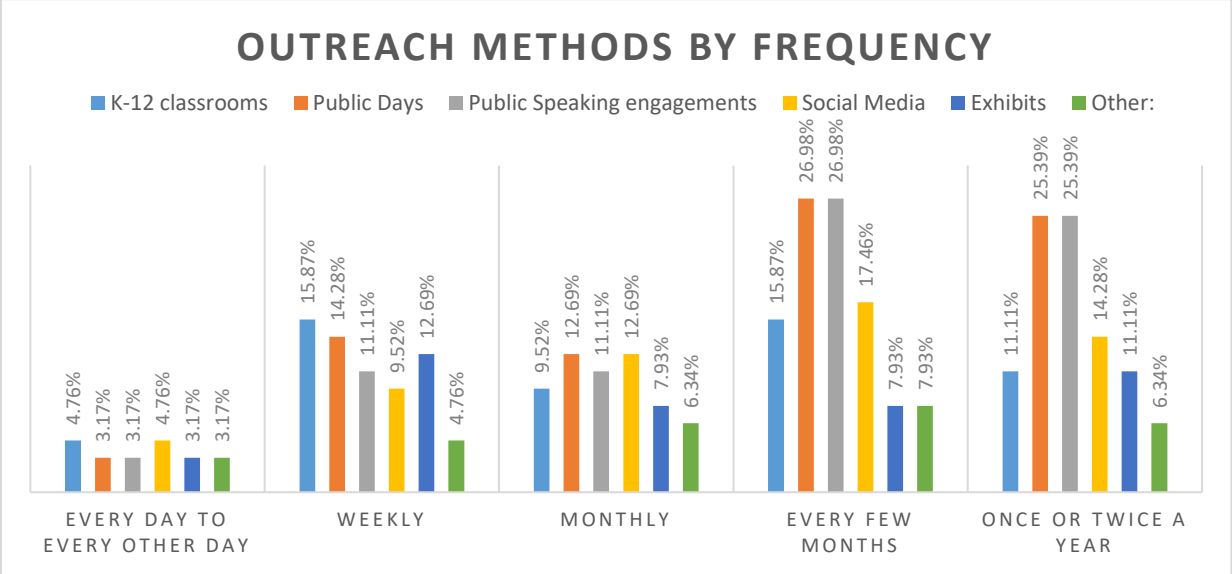


Figure 23: Georgia Archaeologists' reported frequency of outreach divided by methods.

But what is the best way to quantify public outreach within a discipline inherently defined by it? Even though certain site tours and public days are only once or twice a year, how much time was spent in writing, development, and preparation of such outreach event? For example, the preparation for public days consist of creating flyers, posting on social media for up to two or three weeks in advance, and more. For a presentation or speaking engagement, hours are spent writing and developing a script or presentation. How would you quantify exhibit preparation and its subsequent introduction to the public? Perhaps in self-identifying public outreach, archaeologists have been too hard on themselves or only counted official outreach events and not the work that also goes into developing such outreach.

Another area of significance within outreach frequency is division by employment sector. Academia most often conducts outreach at a rate of every few months, CRM once or twice a

year, and governmental and archaeologists self-described as ‘other’ conduct outreach at a weekly frequency (Figure 24).

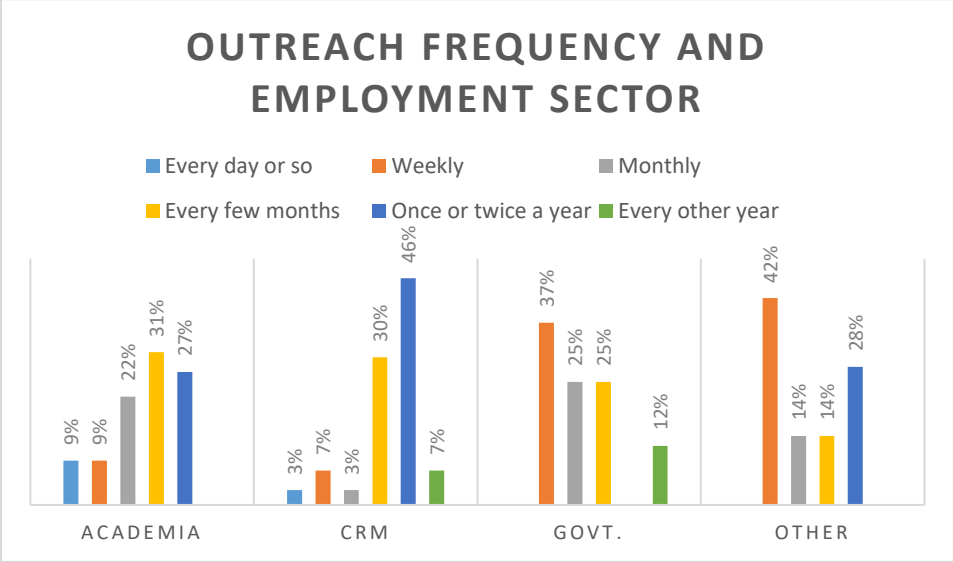


Figure 24: Outreach Frequency and Employment Sector.

K-12 Classrooms

Ninety-two percent (n=58) of archaeologists think the discipline should be introduced into the precollegiate classroom. Of the almost 63% of archaeologists that have conducted outreach to a K-12 audience, grades are fairly well spread. Grades three through five have the top spot, at 32% of respondents. This aligns with the introduction of Native Americans in the Social Studies standards. This is closely followed by grades six through eighth, at 28.4%, K-12 at 24.69%, and high school grades trailing at 14.8%.

Archaeologists also speak to a variety of different subject classes. Twenty-six percent (n=16) of respondents have taught in Social Studies classrooms, closely followed by History and Science classes at 24.5% (n=15) each. Elementary grades and career days came in at almost 20%

(n=12). Only four (6.5%) respondents have been asked to discuss Archaeology in a Geography or Geology classroom.

Another aspect includes the introduction and discussion of Native Americans within the K-12 classroom (Figure 25). I sought to gauge how archaeologists viewed standards relating to prehistory with the questions: Do you think that Native Americans are *accurately* represented, and do you think Native Americans are *adequately* represented within the curriculum? Overwhelmingly, archaeologists do not think that Native Americans are adequately or accurately covered within state standards.

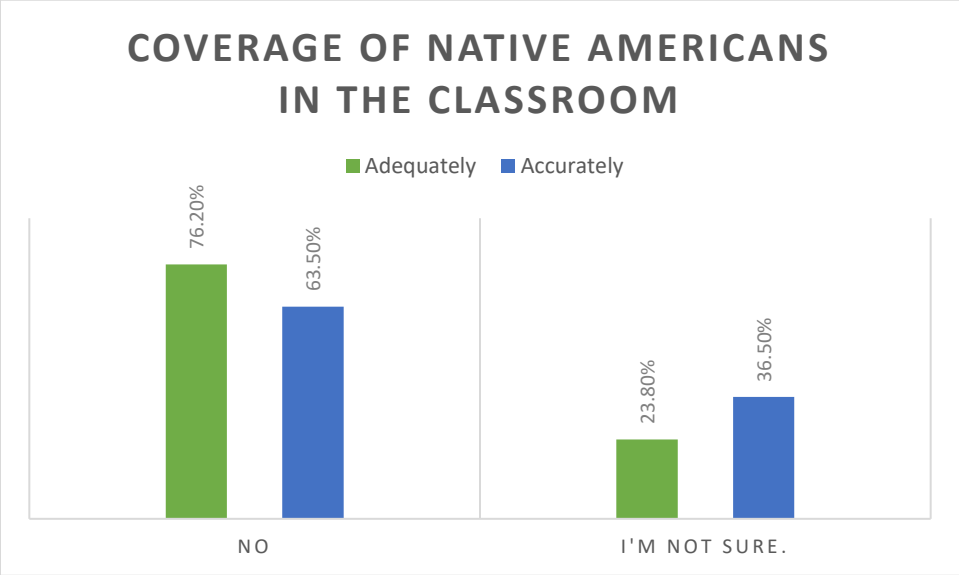


Figure 25: Archaeologist opinions on coverage of Native Americans within K-12 Classrooms

Open Comments

Similar to the teacher survey, I asked a few open-ended questions and provided comment boxes. One open-ended question included "In what ways do you think archaeologists can improve their public outreach and education?" Many answers discussed creating or

implementing a formal outreach process or option within academic, governmental, and CRM fields.

One academic archaeologist suggests:

> "By getting academic 'credit' for time spent doing this, as normally if you are a university professor it is something you have to do in your spare time. There should be clear infrastructure within which to do it as well, so that the burden does not fall onto individual archaeologists to locate an appropriate school, make contacts, etc. That way there is also more systematic coverage across the state, rather than to just a few random classrooms."

As this comment suggests, similarly to teachers, archaeologists themselves may not have the time or resources to devote to conducting certain levels of outreach. Other comments included the increase of promoting or translating grey literature and academic writing for public consumption and including more open source publications. Many archaeologists feel like Archaeology has too long been secretive of its findings. Some archaeologists suggested starting small and improving a little bit at a time. The first priority would be to campaign that Archaeology does not dig up dinosaurs: "Usually, when I speak to a class or in public people come away with a whole new (better) understanding of what we do and what we DON'T do." Archaeological outreach must start with the most basic audience and build up. I also provided an open comment box at the end of the survey for any additional statements survey participants wanted to include.

One participant expanded:

> "My general thoughts on this topic are: Anthropology is so beneficial in that it teaches you to try to see the world through other people's eyes, developing empathy. But it is viewed as a strictly academic exercise by those outside of the field. Attempting to get Anthropology incorporated into elementary curricula in a "real" way (ie. more than a 10 minute discussion defining Anthropology so the kids can answer a question on a test) seems an impossible goal, especially in today's political and social atmosphere. Everyone complains about teachers just teaching the kids to take standardized tests, but no one seems to be able to change this system. That is why I have so little hope of Anthropology/Archaeology ever being incorporated into K-12 curricula in any meaningful way."

Conclusions

The demographic data from the survey respondents were relatively consistent with trends noted in the 1997 SAA Census, including the increased rate of private or contract Archaeology, and especially noteworthy, the rising proportions of women in the field across the country. Archaeological outreach within Georgia tends to be constituted by public days, at a rate of every few months to once or twice a year. Georgia archaeologists agree that outreach and education is an important aspect to the discipline, but many suggest that current public archaeology in Georgia is lacking and more could be done.

In terms of K-12 classrooms, 62% of archaeologists have conducted outreach at a frequency of 16% weekly, 16% every few months, 11% annually, 9.5% monthly, and 4.7% daily. Overall, it seems that current trends within both educational and Archaeology disciplines indicate that survey respondents have little structure or means to devote to outreach.

FORT FREDERICA ARCHAEOLOGY PROGRAM

Georgia is no stranger to a direct partnership between Archaeology and K-12 education. This section constitutes a case study into an Archaeology education program, the Fort Frederica

Archaeology Program (FFAP), implemented from 1994 and disbanded between 2011 and 2012 in Glynn County, Georgia.

Within this case study I examine the short and long-term effects of an Archaeology education program that took place within Georgia. Specifically, this case study looks to understand the elements of archaeological inquiry in elementary education utilized within this program. The case study surveyed previous students and teachers within the Glynn County school system who participated, as well as those that did not participate in the program in order to compare and contrast its effects. Do students remember the program? Do they remember it fondly? Are they more interested in local history? Did the program shape their perspectives and academic choices, are any studying Archaeology or related fields)?

The following sections introduce Fort Frederica's cultural history and archaeological significance, the conception of the educational program, how it melded Archaeology and education, and the current state of the program, as well as a quantitative survey of past Glynn County students and teachers.

History and Archaeology of St. Simons and Fort Frederica

Following years of conflicts attempting to control the space between English Charleston and Spanish Florida, General John Oglethorpe proposed the idea of a military installation to defend British colonies from the Spanish to the south. Established in 1736, Fort Frederica encompassed around 35 acres, featuring a town and military fortifications at St. Simons Island (Manucy 1945; Honerkamp 1998). The town consisted of soldiers and civilians with houses, a storehouse, forge, soldier barracks, and a large magazine. By 1755, the town and fort of Frederica was reported to be in ruins, with a great fire consuming the town in 1757, and reports of not more than twenty inhabitants by the 1760s that "maintained [the fort] merely to keep the

works in fairly defensible condition" (Manucy 1945: 92). Following total abandonment, it was not until the 20th century that the local community began to preserve its history. Before gaining its place on the National Register of Historic Places, the Department of the Interior sought a Historic Site Report that made clear the historical and cultural legacy of the fort. The report, produced in 1945 by Albert Manucy, helped to establish the Fort as a national monument within the same year. Manucy also outlined and recommended future archaeological research at Fort Frederica.

The monument's first superintendent, Charles H. Fairbanks, conducted the first known archaeological investigations beginning in the late 1940s. "Today, much of what is known about colonial life on the southern British frontier is due to Frederica's archaeological legacy, supplemented by the historical record" (Morris 1995). However, following Fairbank's departure, Honerkamp states that later excavations "were taken under a 'let's see what's there' approach" involving trenches and numerous postholes by Dr. Joel Shiner (Honerkamp 1998). After years of excavations, artifacts found to be redundant or lacking museum quality were placed in a trench and reburied in an area now known as Shiner's Trench (Honerkamp 1998). While the methods utilized then would be deemed embarrassing today, the trench has become useful in terms of public education on Archaeology and the history of Fort Frederica.

The Program

The remains of Shiner's Trench were found in the 1990s, and Superintendent Mike Tennent broached the idea of using the artifacts for education (Morris 1995). Fort Frederica and St. Simons Island encompass almost all prehistoric and historic components of Georgia history that are interpreted to students throughout their curriculum studies. Topics such as early Native Americans, Historic tribes, Spanish explorers, English settlers, slavery, and more can all be

discussed in classrooms using local histories provided from Fort Frederica. Shiner's Trench provided non-provenienced, "superfluous" artifacts related to St. Simons history that could be used in lessons stretching from third to ninth grade.

Morris stated that much of FFAP came about by chance and lucky timing. Around the time that the Shiner's Trench was uncovered, and the idea for public education proposed, a new county elementary school was built. The Glynn County school district partnered with Fort Frederica National Monument, "and the school literally began with Archaeology in mind" (Morris 1995). Within the school, an Archaeology lab and heritage education center was created. To fund this project, The Fort Frederica Association, local school district, St. Simons Optimist Club, and the National Parks Foundation through their Parks as Classroom® program donated funds allowing for room, supplies, and teacher training for the program. They developed a curriculum for the program, aligning the local history and artifacts to the established education standards of Georgia.

The key point to make in this instance is that archaeologists did not have to build a new curriculum, but only *add to* existing components. The lessons that could be imparted to students through the FFAP enhanced already existing standards, and allowed for a hands-on, place-based scientific inquiry. Teachers that wanted to take part in the program were required to attend a weeklong training, that offered continuing education credit required for state certification.

Morris (1995) explains:

> "The annual 4-day training seminar exposes teachers to archaeological principles and fieldwork, focusing on the role of analysis, the archaeological lab, and material culture connections with the present. Additional 1-hour training segments train teachers in using the education center's resources, equipment as well as a collection of illustrating artifact types. In the first year, over 220 fourth and fifth graders from Oglethorpe Pointe Elementary were taught. The program was an unqualified success in the view of educators and archaeologists who reviewed it."

For the first years of the program, only teachers and students from Oglethorpe Pointe Elementary School participated in the program, and after a few years the program opened for all middle schools in Glynn County. In her dissertation, Kristen May Young conducted research on the Fort Frederica Archaeology Program by completing participant observations and in-depth interviews of the teachers and volunteers within the program. She stated that by 1999, over 2,000 students had completed the year-long program (Young 1999: 2). In her research, she recounted the program activities that students experienced. Following in-class lessons on Archaeology and history of the area, Education Coordinator Ellen Provezano gives a brief overview of what will be expected of them, and what they can expect out of excavating Shiner's Trench. The next day, the class traveled to Fort Frederica and toured the site. After the tour, they were taken to Shiner's Trench and conducted supervised excavations. For the next day and a half, they worked in groups, with tasks such as Digger, Note-taker, Helper, and two Screeners (Young 1999: 27). Every group rotated so each student got a chance to experience each task. The rest of the week was spent in the laboratory setting, washing, organizing, and learning about the collections they uncovered. These methods mean that students were able to conduct historical research, formulate research questions and hypotheses, conduct fieldwork that includes mapping, note-taking, and

physical exertion, laboratory work that includes analyzing material artifacts, continued writing and report making, and learning importance of interpretation and context of artifacts, time periods, and local history. The program allowed teachers to balance Science, Math, Writing, Reading, and Social Studies standards into everyday lesson plans oriented around Fort Frederica.

The program continued at Glynn County schools until around 2012. Due to budget cuts, the FFAP was slowly phased out between the national monument and public schools. Currently, small groups and private schools may still receive lessons and excavate in Shiner's Trench, and a new, eighth grade focused program is in the works (Ellen Strojan and Ellen Provenzano, personal communications, October 21, 2017 and October 21, 2018). There does not seem to have been any evaluative research of the program's effectiveness other than that of Young's 1999 dissertation, which did not critically examine the program. Within the study, she states that she implemented a pre-test and post-test for students but does not include the results within her printed dissertation.

Archaeology in Education

Archaeological lessons such as those brought through the Fort Frederica Archaeology Program allow for place-based education (PBE). PBE "fosters hands-on, local learning projects based around the environment, real-world problems, and the creation of engaged and responsible stewards" (Sgouros and Stirn 2016: 480). By using local histories and environments of Fort Frederica, teachers are able to instruct on math, science, language arts, and Social Studies. If the types of learning as described by Sgouros and Stirn (hands-on, place-based, real world) have demonstrated positive benefits in the classroom, then it should be easy to see Archaeology's potential role.

Fort Frederica Archaeology Program presents real world, Georgia specific examples of the effects of Archaeology education in K-12 classrooms. In Young's dissertation, many teachers remarked on the short-term positive effects of the program. She specifically cited a fourth-grade teachers' reaction to the program:

> "The children get really excited about everything we learn. Early on in the 2nd and 3rd grades, the children begin anticipating their turn in the program because as adults they see us valuing it, they see us getting excited about it so that excitement is very contagious to the kids."

While this section discussed the short-term effects of the archaeological program, this case study seeks to evaluate the long-term outcomes of hands-on, inquiry-based education. Smardz and Smith state that a "sobering fact about the current state of Archaeology education is that we really don't know the long-term behavioral effects" (2000: 33). In many other disciplines, especially education based, assessments are key to instituting permanent or long-term successful programs. Assessments and evaluations are implemented in a variety of ways in the field of education. In an official capacity, state education departments create their own assessments. In Georgia, it is in the form of Milestones for grades three through eight. Former assessments include the Criterion-Referenced Competency Tests (CRCT) and the End of Course Tests (EOCT). Within the field of social research, simple forms of evaluation include pre- and post-tests of the group in the study, as well as post-comparisons, similar to competency tests.

The evaluation of education programs within Archaeology outreach is minimal to non-existent. The research of Archaeology and public education has increasingly become a focus by public archaeologists (Jeppson 2007, Moe 2014, Popson and Selig 2012, Smardz 2000). Some

research evaluates specific case studies following the implementation of Archaeology lessons into a particular classroom (Bennett 2005, Haas 2016, Young 1999). Other studies or academic papers generally discuss the potentials Archaeology could bring to society as a whole. However, I have found few studies that ask the teachers themselves what they require out of Archaeology, and even fewer that specifically discuss Georgia (Elliott 1992, Krass 1995).

Survey Results

Fifteen people responded to the survey. Of the respondents, 7 or 46% were students or teachers of the Fort Frederica Archaeology Program, letting me compare responses to the 8 that were not. Of the FFAP participants, 5 of the 7 were students, 2 were teachers. Ages ranged from 26 to 54, with 80% of respondents identifying as a woman, and 100% being white. Students of the program now age from 26 to 34, and teachers aged 45 and 54. Non-participants range in age from 28 to 54 (Figure 26).

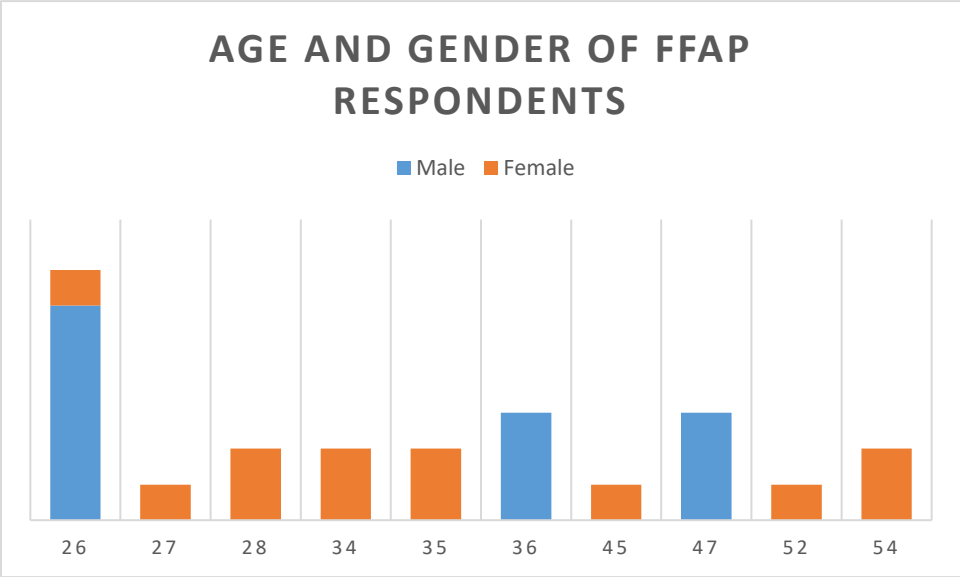


Figure 26: Age and Gender of Fort Frederica survey respondents.

Based on the available sample size, no true assumptions can be inferred by comparing the education level and majors of non-participants and participants. Of note is that two student

participants went on to study Anthropology at the undergraduate and graduate level, while another majored in Justice Studies, one in Psychology, and one gained a Naval Nuclear Maintenance Certificate. Two non-participants of the program studied History, while other non-FFAP participants studied Biology, Environmental Science, Political Science, Nursing, and Education.

For respondents that did not participate in the program, I asked if there were any particular reasons as to why they did not participate. Seven of the eight non-participants all stated that they did not know it was available or an option while they were in school. I sought to understand the difference in opinion of Archaeology between participants and non-participants. One question asked, “Do you currently engage with Archaeology in any way?” and provided a selection of answers including: I still have a general interest and keep up with findings; I volunteer on projects; I am an archaeologist; I appreciate Archaeology but do not follow it; I am not interested in Archaeology. Responses fell between two answers: I keep up with findings, or I appreciate Archaeology but do not follow it (Figure 27). A majority of those that participated in the program still have a general interest, while those that did not participate most often selected that while they appreciate the discipline they do not follow it.

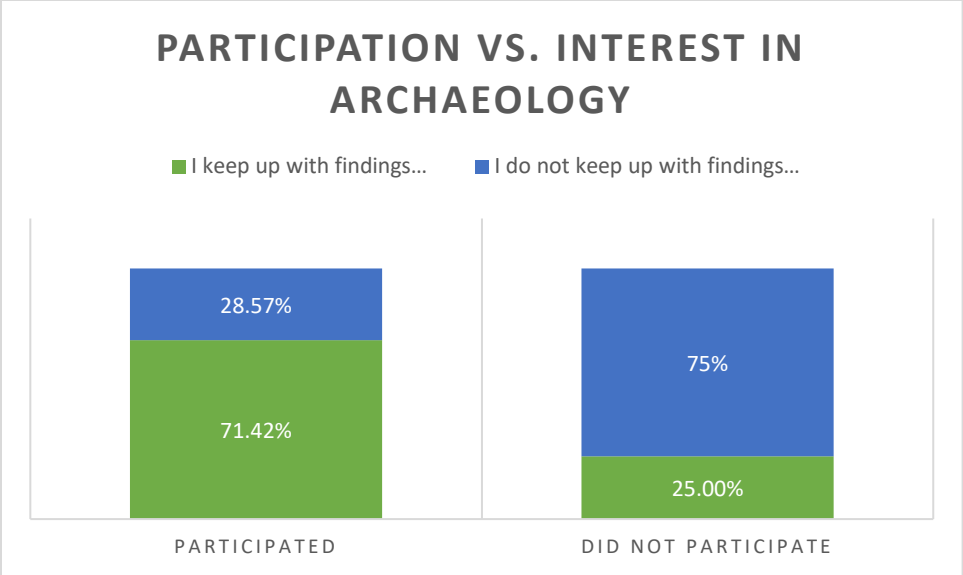


Figure 27: Interest level in Archaeology between program participants and non-participants.

I also asked survey participants to rate the inclusion of the following topics within a K-12 classroom: Archaeology, Preservation, Local History, Cultural Resources, Natural Resources. I divided the responses by participation within the Fort Frederica Program (Figure 28). Participants in the program were more likely to place the topics as "Extremely important" while non-participants were more likely to rate them as "Important." Archaeology was rated as 60% important, 20% Extremely important, and 10% undecided by non-FFAP participants, but almost 60% of FFAP participants rated it as extremely important to introduce into the classroom setting, the remaining 40% placed as important. However, every other topic was seen as more important to introduce in the classroom than Archaeology by both participants and non-participants.

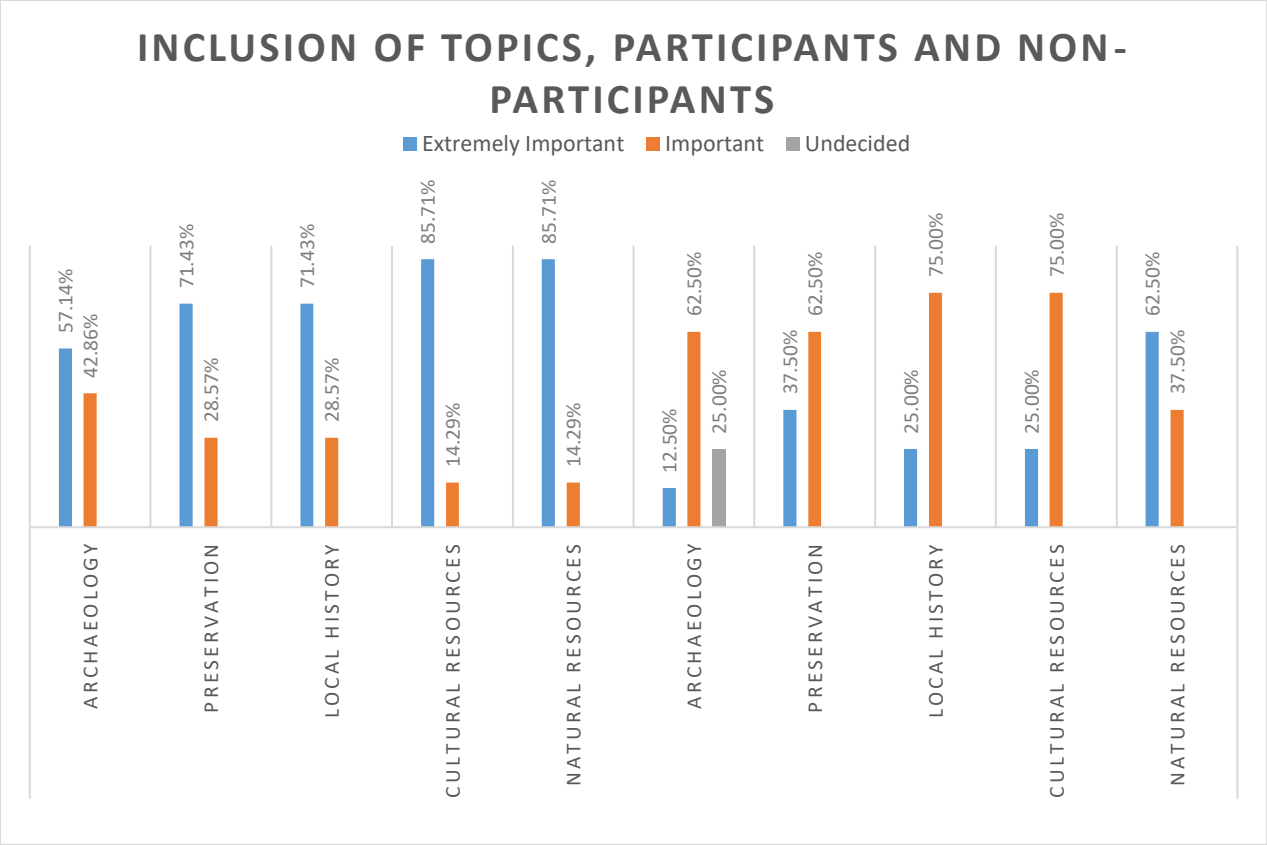


Figure 28: Rating of importance of topics between participants (left) and non-participants (right).

I also sought to determine any differences between political or social activism. I asked what political party they most aligned with, whether they voted in local, state, and federal elections, and their nominee of choice for President during the 2016 elections. In total, 46% (n=7) identify as Democrat, 26.6% (n=4) Independent, 13.3% (n=2) Republican. Sixty-six percent (66%, n=10) voted for Hillary Clinton, three respondents (20%) preferred not to answer, and two (13.3%) voted for Jill Stein. Broken down by participation in the FFAP, no true assumption can be made from such a sample size (Figure 29).

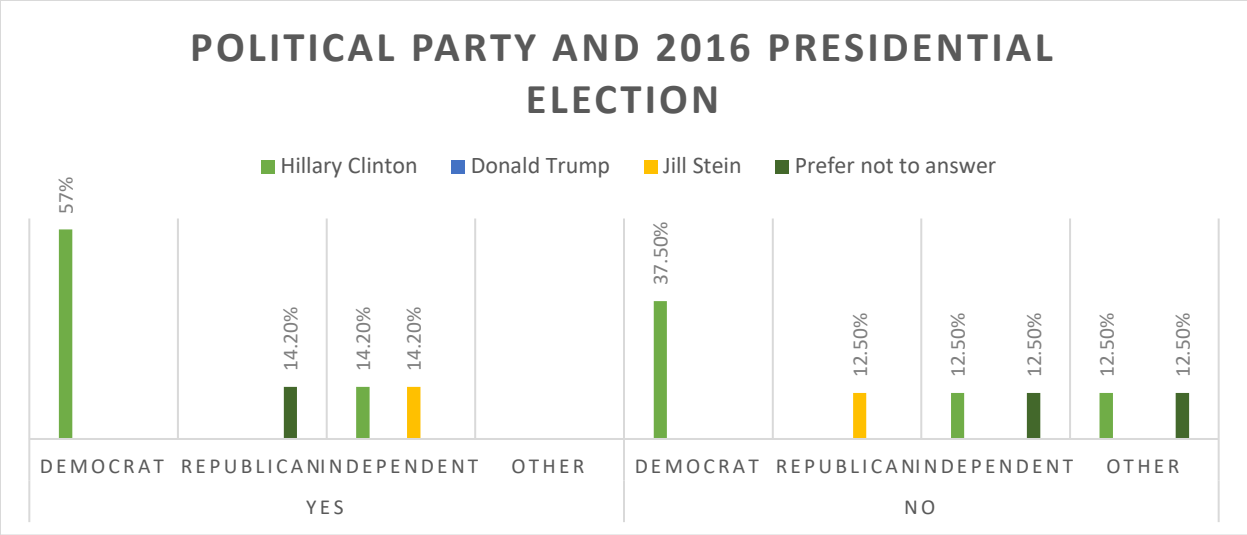


Figure 29: Political Party and Presidential Election between FFAP participants (left) and non-participants (right).

One question did lead to an interesting distribution. Survey respondents were asked to rate the following statements from 'Strongly Agree' to 'Strongly Disagree': Archaeology should involve more public outreach and education; Teachers should focus more on math and science instead of history; We do not need to learn about archaeology in order to learn about local history; Native Americans are adequately represented in schools; and Native Americans are accurately represented in schools. When broken down by participation in the FFAP, respondents that did not participate in the program were across the board in their personal feelings on each statement, whereas FFAP participants' perspectives were fairly similar to each other (Figure 30).

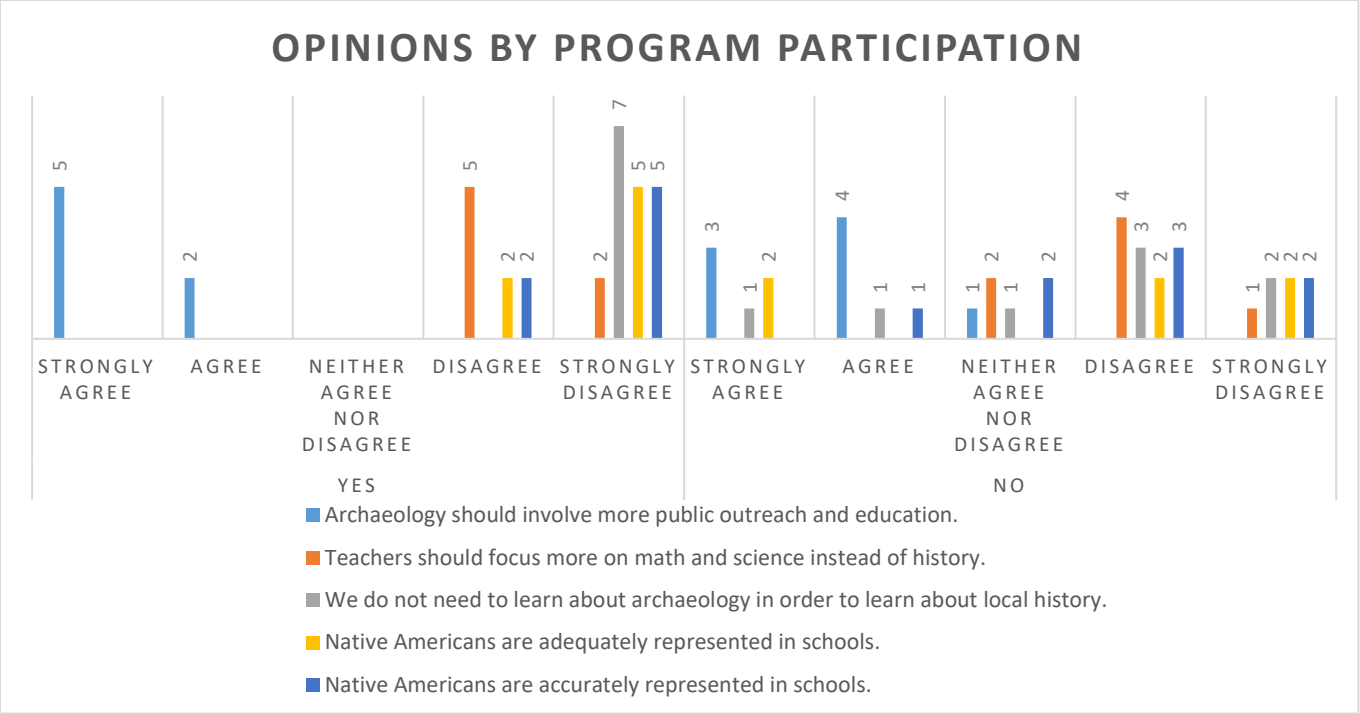


Figure 30: Opinions on statements of participants (left) and non-participants (right).

Conclusions

In her 1999 dissertation, Young described 6 themes that came up during her in-depth interviews on participants' thoughts and opinions of the Fort Frederica Archaeology Program. Teachers viewed the program positively because it: (1) established a base of knowledge for future lessons and content, (2) enhanced learning and made it exciting, (3) made it real, (4) helped teach multiple subjects in one lesson, (5) engaged critical thinking, and (6) encouraged teamwork and cooperation (Young 1999: 35). We have seen in much of the established literature, public archaeologists (Moe, Jeppson, Popson & Selig) discuss all of these examples as positive potentials, and the Fort Frederica Archaeology Program saw these realized. Interestingly, Young's results also align to the qualities and skills question asked of teachers within my survey. Critical thinking skills, cooperation, and creating a love of learning were the top answers discussed by current teachers (Figure 14). Almost all teachers also want to instill personal traits within their students, life skills such as citizenship, communication, respect, open-mindedness,

curiosity, creativity, and more. These teaching goals provided by current K-12 teachers of Georgia align with teacher experiences of a twenty-year-old program.

Overall, even with such a small sample size these results still display a long-term impact of archaeological education – that participants are just as successful as their non-participant counterparts, with relatively more sympathetic leaning to and understanding of Archaeology and its preservation goals. There have been some worries that the inclusion of Archaeology into the curriculum would be detrimental to other styles of learning, but this survey shows that participants and non-participants were equally distributed in education and employment levels. It would be worthy someday to implement a longitudinal study on an archaeological program such as FFAP to better track participants through school and beyond.

COMBINED RESULTS

Within the surveys, I sought to ask different audiences the same questions in order to compare results. In this section I review the responses and their corresponding similarities, differences, and implications that came from the surveys.

One question asked Georgia teachers and archaeologists to rank the disciplines involved in the instruction of the Social Studies as defined by NCSS as most important (1) to least important (10) to express to students. Disciplines listed by the NCSS include History, Anthropology, Law, Religions, and more. Of the subjects, the only noticeable difference in ratings between the two professions appears at the topic of archaeology itself. Teachers rated Anthropology and Archaeology's inclusion into the classroom at an average rate of 5.51 (Table 2), about middle importance between Economics and Law. Archaeologists rated Anthropology and Archaeology's inclusion at 2.86, just lower than their rate for History, meaning archaeologists view Anthropology as more important to introduce in the classroom. All other

subjects range in almost identical frequencies. History ranks in at the highest importance for both teachers and archaeologists, at 2.33 and 2.28 respectively, and both rank Religion as the least important, ranked a 7.33 for teachers and 8.43 for archaeologists. It is only Anthropology that receives the starkest contrast between teachers and archaeologists. Is the stark difference related to Anthropology's relative obscurity to much of the general public, or do these numbers simply reflect an expressed bias by archaeologists towards their field? Considering the teachers' top-rated answers included History, Geography, and Economics, the beneficial interdisciplinary relationship to include Anthropology is apparent, but again could be expressed more clearly within outreach and collaboration.

Teachers		Archaeologists	
Subjects	Rating	Subjects	Rating
History	2.33	History	2.28
Geography	3.41	Anthropology and Archaeology	2.86
Economics	3.66	Geography	3.07
Anthropology and Archaeology	5.51	Economics	4.83
Law	5.71	Political Science	5.62
Political Science	6.11	Sociology	5.98
Sociology	6.43	Law	6.72
Psychology	7.25	Philosophy	7.4
Philosophy	7.26	Psychology	7.81
Religion	7.33	Religion	8.43

Table 2: Teachers and Archaeologists average rank of the National Council for Social Studies' standard subjects.

I also sought to compare definitions of archaeology by teachers and by Fort Frederica participants. Would the definitions differ greatly between teachers and past FFAP participants? Would the definitions differ greatly between FFAP non-participants? Each survey group responded similarly in terms of Archaeology's contributions to our knowledge of society, use of excavation, and analysis of artifacts. Where they differed greatly however, was defining

archaeology within its contribution to our understanding of history: seventy-three percent (73%) of FFAP survey participants compared to 31% of Georgia teacher respondents acknowledged its role (Figure 31). The disconnect of acknowledging the relationship between archaeology and history is repeatedly present within this data.

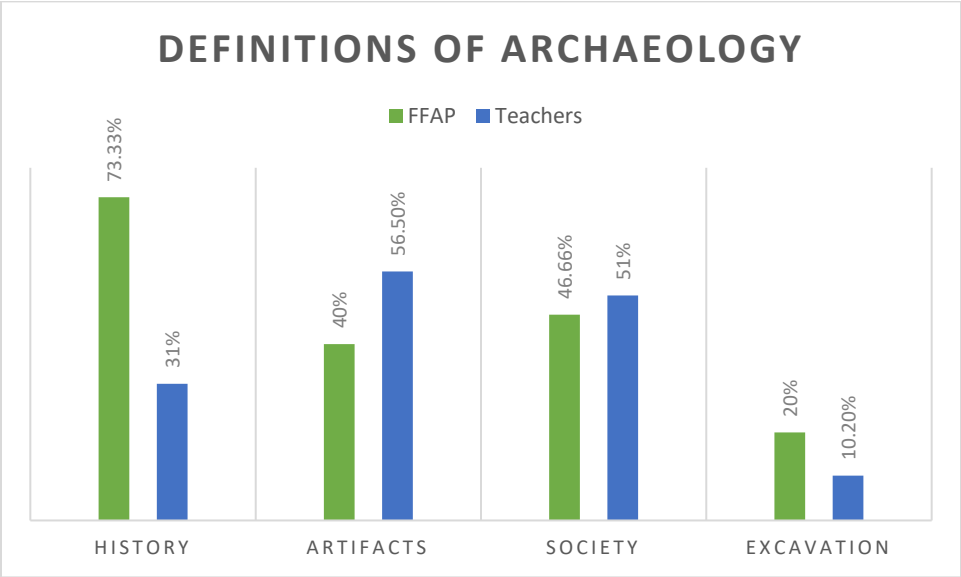


Figure 31: Definitions of archaeology compared.

CHAPTER 5

DISCUSSION

This thesis seeks to act as a building block to understand the current perceptions and use of Archaeology in K-12 classrooms as well as identifying outreach methods and their frequencies of use by archaeologists. Based on current responses, Archaeology's utility and effectiveness must be demonstrated to teachers in Georgia. Similar to reports across the country, teachers have not included or discussed Archaeology within their classroom because they do not see its relevance within the current established standards or do not have resources available.

Does Archaeology have a place in education?

Based on the responses from both teachers and archaeologists, there is a clear potential in the use of Archaeology within K-12 education. The knowledge generated from the discipline has always been intricately linked to K-12 education, just not explicitly so. Knowledge of the ancient world, near and far, cannot be told without the archaeological record. Archaeologists do not seek to implement archaeological field methods within every classroom, just the knowledge that has been gained through it. The Fort Frederica Archaeology Program is a very unique example in which field methods can successfully be implemented, but archaeological education involves and builds on so much more than excavations.

Establishing a relationship, or elaborating on current relationships, between Georgia archaeologists (of every employment sector) and educators to create materials could help effectively communicate the archaeological knowledge already embedded within the state standards. The Society for Georgia Archaeology currently conducts this form of outreach through its creation of Georgia Archaeology month posters and lesson plans, the latter since 1996 (Society for Georgia Archaeology 2018).

Where is Archaeology interpreted in the standards, if at all?

In all of the Social Studies K-12 Georgia Standards for Excellence, the terms 'archaeology' and 'archeology' were never mentioned, although 'culture' appeared 39 times, 'artifacts' 17 times, and 'American Indian' 18 times (GADOE 2015). As mentioned previously, within subjects such as History, Social Studies, and Geography, archaeological findings are inextricably linked. Within these surveys many teachers stated that Archaeology was not explicitly within their standards and as such not discussed in class. Should our focus be on the teachers to tweak their curriculum, or those in charge of developing the standards to more concretely credit Archaeology's achievements in helping to understand the human past? As has been stated throughout this thesis, it is not that archaeology is not present in the standards, it is just not adequately acknowledged.

By looking at the Georgia Standards of Excellence available at the Georgia Department of Education website, I have determined subjects and grades in which archaeology could be or already is introduced. I specifically cite Social Studies standards while including general standard goals as pertaining to or are included in the discipline of archaeology. This is by no means an exhaustive list:

For the Second grade, students are to learn of historical figures James Oglethorpe, Tomochichi, and Mary Musgrove to discuss the founding of Georgia (SS2H1). They further explore the historic cultures of the Creek and Cherokee by looking at tools, clothing, and more (SS2H2). In terms of Geography, students study the geophysical regions of the state: Blue Ridge, Piedmont, Coastal Plain, Ridge and Valley, and Appalachian Plateau (SS2G1), and how these geographic and environmental regions impacted historical tribes and figures (SS2G2).

In the third grade, students learn about the prehistory of North America by overviewing first inhabitants and the archaeological periods ascribed. Students are to compare and contrast how early American Indians used their environment to obtain food, shelter, and clothing (SS3H1). Following this direct exploration of archaeological knowledge, students next look at European Contact and examples of cooperation and conflict between American Indians and early European explorers. In learning about Geography within third grade, students look at which cultural groups occupied which geographic regions and how early colonists adapted to their environment (SS3G3). In Science standards, students evaluate rocks and fossils (S3E1) and learn about the geographic regions of Georgia (S3L1). In Math, they learn operations and algebraic thinking, as well as measurements (MGSE3.MD.3). In English Language Arts, they learn to conduct basic research projects that include written opinion pieces with evidence (ELAGSE3W2, ELAGSE3W7).

In fourth grade Social Studies, students move further into the future and learn about the westward expansion in America, including the impact on American Indians through the Trail of Tears, Battle of Little Bighorn, and more (SS4H3). In Science, students learn about ecosystems and weather. In Math, they are introduced to algebra, geometry, and continued measurements and data (MGSE4.MD.1). In English, they are taught to summarize and create informative texts (ELAGSE4RI7, ELAGSE4RI9).

Eighth grade Social Studies students focus on Georgia history and return to European exploration and settlement. They compare American Indian and European cultures and their relationships (SS8H1). They also explore the colonial era of Georgia's history including the trading of tools, goods, and services (SS8H2). They also explore the key figures and events that led to westward expansion, including its impact on American Indian cultures, land rights, and

removal (SS8H4). In Science standards, students learn natural sciences, aspects of research and the analysis of data. In Math, they are taught statistics, probability, and applications of the Pythagorean Theorem (MGSE8.G.6, MGSE8.G.7). In English, they learn to cite evidence, write arguments, conduct research, and present findings (ELAGSE8W1, ELAGSE8W2).

The third and eighth grade standards seem the most promising in terms of aligning standard requirements to archaeological knowledge. Prehistoric and historic American Indian groups, European Contact, and local history provide opportunities for unique place-based inquiry assignments that could also meet Math, Science, and Language Arts standards in Georgia.

Past lesson plans and activities can also provide inspiration of new content. Below I feature a selected list of currently available lesson plans or activities created by national or state organizations to aid educators in teaching archaeology and history related curricula.

1. The Society for Georgia Archaeology's website (thesga.org) includes an archive of lesson plans for educators in association with the Archaeology Month (The Society for Georgia Archaeology, 2018). Their 2018 Lesson Plan, "A Capital Idea! History of Georgia's Seats of Power," explored Georgia's previous state capitals and includes thinking and writing activities. Here is an excerpt of their activity on Archaeology:

Imagine that you are an archaeologist living in the future. All of Georgia's old capitol buildings have been torn down and turned into parks. Even the current capitol building was torn down and turned into a park because a larger capitol building was needed. To help preserve Georgia's heritage and celebrate its history, Georgia's future leaders have planned a large archaeological project to investigate the ruins of the capitol buildings in Louisville, Milledgeville, and Atlanta. The Senior Archaeologist has asked you to join the excavation team and help plan for the project. Before any excavation can start, an archaeologist must think about many things in order to have a successful *[sic]*. Every archaeological site is different. For example, log cabins are very different from modern houses. Each are buildings, but the archaeologist will find very different things at each site. Likewise, even though your team will be digging at different capitol buildings, each one was used at a different period of time in Georgia's history so each building was different and, consequently, used differently.

Task: Think of three ways each of the sites will be similar and three ways they will be different. Write a short essay describing the similarities and differences you expect.

---

2. Rita Elliott's special publication of Early Georgia that focuses on Archaeology in the Classroom, including lesson plans, can be found online on the Society for Georgia Archeology's website (Elliott 1992). Primary documents, artifacts, history, erosion, and much more are explored in this publication. One thing to note is that as it is from 1992, standards and their content will no longer be an exact match, but ideas can be replicated and redesigned to fit current standards.
3. Andersonville National Historic Site and the National Parks Service created lesson plans and activities as found on their website (National Park Service 2018). One such activity looks to use primary and secondary documents to understand the conditions at Andersonville. Within this context, archaeology can act as corroborating evidence on the life of prisoners within the Civil War prison camp system. Lessons such as those at Andersonville can also be used as inspiration for lessons in schools near Camp Lawton, another Civil War POW camp.
4. Prehistoric sites such as Ocmulgee National Monument also have lesson plans and activities on their NPS webpage (National Park Service 2018). This assortment of curriculum materials includes an assortment of activities divided by grade to meet a variety of Social Studies, Language Arts, Science, Writing, and Math standards.
5. The Georgia Department of Transportation funded three sets of teacher resource kits in 2005. The lessons associated with the kits can be found online at bartowdig.com (Bartow County's Leake Site 2005).

As with the overview of standards, this list is by no means exhaustive but meant to display past and current lesson plans and activities available for teachers, and to showcase that although archaeology is not explicitly mentioned in the standards, its knowledge and impact is heavily

featured. I hope to also encourage an update or continued creation of similar activities for archaeologists.

How have educators in the past and present utilized Archaeology?

Throughout my surveys and research, I demonstrated that Georgia teachers in the past, such as those involved in the Fort Frederica Archaeology Project (FFAP), have helped students learn about local history and cultural resources. My work also demonstrates that archaeological education leads to no detrimental impacts on education or employment, but slightly alters perceptions and perspectives on cultural and natural resources.

Current educators that utilize Archaeology largely discuss it in terms of educating students about Native Americans. However, many archaeologists see current K-12 education on American Indian past and present populations as lacking. Georgia has three state-recognized tribes: Cherokee of Georgia Tribal Council, Georgia Tribe of Eastern Cherokee, and the Lower Muskogee Creek Tribe (National Conference of State Legislatures 2016). Perhaps there can be future collaborative communications between educators, archaeologists, and contemporary communities on the treatment of prehistoric and historic Native American groups within the Georgia standards.

In similar tones to Jeppson's argument in 2007, it seems in some cases that archaeological outreach and education remains largely unexamined past case studies of singular classroom experiences (Bennett 2005, Haas 2016, Krass 1995, Young 1999). Hopefully this means that evaluation and critique of Archaeology programs is increasing, but perhaps archaeologists could learn from assessment professionals and museums in the methods of short and long-term evaluation of education programs to best showcase the benefit of archaeological inquiry within education.

The main theme seems to be making clear and cogent reasons both for teachers and for archaeologists the need for public outreach within Archaeology. Archaeologists must question, what is it that we are really promoting when we push teachers to include archaeology in the classroom? Through an archaeological lens, archaeology educators seek to instruct new generations in history, critical thinking, diversity, cultural relativity, empathy, and the scientific method. Teachers need reasons before expecting their already overburdened classrooms to include archaeological education, and archaeologists need reasons and time to conduct outreach and develop programs within their already busy schedules (Smardz and Smith 2000). The relationship between teacher and archaeologist must be mutually beneficial to coincide with the workload required for both disciplines.

It must also be reiterated that the crux of the issue as reflected by many of the teacher respondents is that archaeology is not included because it is not specifically mentioned in any of the Georgia standards. What changes would occur if archaeology could be explicitly mentioned? Would just one small change, explicitly citing the role of archaeology within our study of history and past cultures, allow for teachers (and therefore archaeologists) the time and means by which to include archaeology more directly into the classroom?

CHAPTER 6

CONCLUSIONS

This research focuses on what has happened, is happening, and might happen in Georgia concerning archaeological outreach and education. This thesis hopes to become a building block for public outreach in the state, whether through individuals or the creation of a new outreach organization. Overall, the research from this thesis showcases an optimistic future for public archaeology within the state of Georgia. Throughout this thesis, I have shown that:

1. Current educational reform, specifically Common Core, allows for the inclusion of archaeological inquiry into the classrooms.
2. Current research trends in archaeology have looked to K-12 education as a venue to promote archaeological literacy.
3. Georgia teacher respondents have a general understanding of what archaeology is, but not how present it already is within their curriculum. They also currently have little time and resources to devote to creating new lesson plans around archaeology.
4. Georgia archaeologists recognize the importance of outreach and that more needs to be done within the state. They currently conduct outreach at an average of every few months.
5. While the sample size for the FFAP was very small, survey results suggest that long-term effects of archaeological education programs, such as the Fort Frederica Archaeology Project, do not result in any statistical anomalies or negative effects; average education and employment later in life; and overall had a positive effect in cultivating learning and respect for cultural and natural resources.

However, there are a few limitations to keep in mind with these results. One such limitation is the response bias of online surveys, especially when attempting to form representative samples. The teacher survey data in particular must be viewed cautiously. Over 8,000 emails were distributed to K-12 teachers in the state of Georgia, with only 154 respondents. Are the teachers that responded to my survey an interested minority among Georgia teachers? For the archaeologist survey, it is difficult to determine an exact number of archaeologists in Georgia, based on limited availability of emails for academic and governmental archaeologists. The only uncertainty lies in uncontacted CRM or avocational archaeologists but can be estimated at a few hundred at best. In this case, the response rate within the archaeologist survey was much higher than K-12 teachers.

What are some future steps that the state of Georgia could make? Perhaps it is time to consider public outreach as an investment worth striving for, "one for which the returns may take a while to materialize" (Smardz and Smith 2000: 373). Many archaeologists stated the desire for education and outreach to be standard parts of professional activities. It seems the future of public archaeology has a few options: (1) to create specialist, public archaeologist occupations where a select few conduct and create archaeological outreach, (2) to establish allotted time and monies in the endeavor, (3) create an organization devoted to public outreach within the state of Georgia. Redesigning the ivory tower is not a new concept to explore among archaeologists (Fagan 2002, White et al. 2004). Perhaps a more serious discussion can occur at future conferences, not just in the realm of public archaeology.

There are many public outreach models to follow, including the national Project Archaeology and the Florida Public Archaeology Network (FPAN). In terms of K-12 outreach, partnering with Project Archaeology (PA) seems to be an easy start. PA has established state

networks, of which Georgia is one of two states lacking an active or developing relationship with the program. Project Archaeology's state programs "offer professional development workshops for educators, distribute the national curriculum plus state and regional materials, and continue to support teachers in their archaeology education efforts" (Project Archaeology 2018). In terms of teacher workshops, this would help give teachers the resources they need from specialists in order to bring archaeological inquiry into the classroom.

Archaeological outreach does not need to be limited to K-12 classrooms, though that is what this thesis focused on. Other avenues include utilizing grey literature to help promote case studies for outreach, increasing open source publications of academic literature, developing exhibits, increasing social media use and developing online outreach through websites, and increasing promotion of public days and/or site tours. The amount of outreach currently conducted in Georgia, and even the United States, does not reflect the actual amount of archaeology that is being conducted. Varying methods of public outreach and state and national organizations have sought to increase these efforts.

Within these examples, we can look to the Florida Public Archaeology Network (FPAN). FPAN is divided by geographical region and entails many different outreach related projects including site tours, presentations, workshops for teachers, training in cemetery preservation, submerged sites, and information on climate change (FPAN 2018). FPAN can act as an inspiration to Georgia archaeologists and teachers interested in instituting a wide range of outreach practices.

Museum exhibits are also aspects of public outreach that have not been utilized to their full potential by archaeologists. As archaeology is the presentation of human history and behavior through material culture, what better outlet than through exhibits? Universities,

libraries, parks, monuments, and public museums can hold permanent or temporary exhibits outlining local history through archaeological research. An additional avenue could be the creation of traveling exhibits for schools. This would allow the time and place of outreach to be selected by teachers or school districts.

In a similar vein to traveling exhibits is the concept of teacher kits. These kits, designed by archaeologists in collaboration with educators, could include lesson plans, books, and items conforming to the needs of grade teachers. These have been created in the past but are usually small in number and present problematic issues in terms of distribution and maintenance if not completed through an organization or entity (Elliott, personal communication, October 2018). For instance, third grade Social Studies students learn about Historic tribes of Georgia, the Creek and Cherokee. One such teacher kit under way is a partnership with the Georgia Council for American Indian Concerns, the three state recognized tribes of Georgia, archaeologists, historians, and teachers in the creation and implementation of kits for educational use.

As a whole, public archaeology should begin to evaluate and assess the current public outreach programs initiated to better gauge the short- and long-term effects of archaeological inquiry. Learning effective assessment methods from environmental educators, museums, and K-12 teachers could help archaeologists create effective outreach programs and products with measurable achievements. In conclusion, I hope that this thesis is the spark to jump start such conversations and communications between archaeologists, teachers, and the interested public within Georgia.

REFERENCES

Banks, Kimball M., and Jon S. Czaplicki. 2014. *Dam Projects and the Growth of American Archaeology: The River Basin Surveys and the Interagency Archaeolgical Salvage Program.* New York: Routledge.

Bardolph, Dana N. and Amber M. Vanderwarker. 2016. "Sociopolitics in Southeastern Archaeology: The Role of Gender in Scholarly Authorship." *Southeastern Archaeology* 175-193.

Bartow County's Leake Site. 2005. "Teacher's Guide, Activity, Sheets, and more." *Bartow Dig.* Accessed October 23, 2018. http://www.bartowdig.com/teachers.html.

Bartoy, Kevin. 2012. "Teaching through rather than about: Education in the Context of Public Archaeology." In *Oxford Handbook of Public Archaeology*, by Robin Skeates, Carol McDavid and John Carman, 552-565. Oxford: Oxford Univeristy Press.

Bennett, Kory McNeil. 2005. *Developing an Anthropology Curriculum for High School: A Case Study from Durant High School.* Thesis, University of South Florida.

Bennett, Rhianna. In press. "The Georgia Archaeologist: A Profile." *Early Georgia.*

Cyrus, Thomas. 1894. *Report on the mound explorations of the Bureau of Ethnology.* Bureau of American Ethnology.

Ellick, Carol. 2016. "A Cultural History of Archaeological Education." *Advances in Archaeological Practice* 425-440.

Elliott, Rita. 1992. "Archaeology in the Classroom: By Teachers for Teachers." *Early Georgia* (The Society for Georgia Archaeology) http://thesga.org/wp-content/uploads/1992/03/sga_1992_arch_in_classroom.pdf.

Fagan, Brian. 2002. "Epilogue." In *Public Benefits of Archaeology*, by B. Little, 253-260. Gainesville: Univeristy Press of Florida.

FindLaw. 2016. "Common Core and the Law." *FindLaw.* Accessed August 10, 2016. https://education.findlaw.com/curriculum-standards-school-funding/common-core-and-the-law.html.

Florida Public Archaeology Network. 2018. "About Us." *FPAN.* Accessed November 9, 2018. https://www.flpublicarchaeology.org/.

—. 2018. "Workshops." *Florida Public Archaeology Network.* Accessed September 20, 2018. https://www.flpublicarchaeology.org/workshops/.

Geiger, Brian F. 2004. "Teaching about History and Science through Archaeological Service Learning." *The Social Studies.*

Georgia Department of Education. 2018. "Quick Facts on Georgia Education 2017." *GADOE.* Accessed August 20, 2018. http://www.gadoe.org/External-Affairs-and-Policy/communications/Pages/Quick-Facts-on-Georgia-Education-2017.aspx.

—. 2015. "Social Studies Georgia Standards of Exellence (GSE)." *GeorgiaStandards.org.* Accessed September 19, 2018. https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-K-12-Georgia-Standards.pdf.

GOSA. 2013. "Georgia School Districts by Locale Type." *The Governor's Office of Student Achievement.* Spring. Accessed October 13, 2018. https://gosa.georgia.gov/statewide-evaluation-goal-3.

Haas, Jeremy Allen. 2016. *Common Ground: Uniting Archaeology and Secondary Social Studies Curricula.* Thesis, University of Denver.

Hatzenbuehler, Ronald. 2011. "Questioning Whether Thomas Jefferson was the "Father" of American Archaeology." *History and Anthropology* 121-129.

Honerkamp, Nicholas. 1998. "Shiner's Trench: Recycling the Archaeological Record at Fort Frederica." *Society for Historical Archaeology.* Atlanta.

Horn, Jr., Raymond A. 2002. *Understanding Educational Reform: A Reference Handbook.* ABC-CLIO.

Iorio, S.H. 2011. *School Reform: Past, Present, and Future.* Thesis, Wichita State University.

Ipsos. 2018. *American Perceptions of Archaeology.* The Society for American Archaeology.

Jeppson, Patrice L. and George Brauer. 2007. "Archaeology for Education Needs: An Archaeologist and an Educator discuss Archaeology in Baltimore County Public Schools." In *Past Meets Present: Archaeologists Partnering with Museum Curators, Teachers, and Community Groups*, by Sherene Baugher and Jr., John H. Jameson, 231-248. Tuscaloosa: University of Alabama Press.

Jeppson, Patrice L. 2012. "Public Archaeology vs. the US Culture Wars." In *Oxford Handbook of Public Archaeology*, by Robin Skeates, Carol McDavid and John Carman, 581-602. Oxford: Oxford University Press.

Kehoe, Alice Beck. 2012. "Public Education in Archaeology in North America: The Long View." In *Oxford Handbook of Public Archaeology*, by Robin Skeates, Carol McDavid and John Carman, 537-551. Oxford: Oxford University Press.

Kentucky Heritage Council. 2002. "WPA Archaeology: Legacy of an Era." *Kentucky Heritage Council.* Accessed July 9, 2017. http://www.archaeologychannel.org/video-guide/kentucky-videos/952-wpa-archaeology-legacy-of-an-era.

King, Thomas F. 2013. *Cultural Resource Law and Practice.* Lanham: AltaMira Press.

Krass, Dorothy Schlotthauer. 1995. *Public High School Teachers and Archaeology: Exploring the Field.* Thesis, Amherst: University of Massachusetts.

Laboratory of Archaeology. 2018. "History of the Laboratory of Archaeology." *University of Georgia Laboratory of Archaeology.* Accessed October 15, 2018. https://archaeology.uga.edu/archlab/history.

Ligon, William. 2016. "Letter to Board of Education." *Senator Ligon.* March. Accessed August 2017. http://www.senatorligon.com/Dear%20Superintendent%20Woods%20and%20State%20Board%20of%20Education.pdf.

Mallam, R. Clark. 1976. "Mound Builders: An American Myth." *Journal of Iowa Archaeological Society* 145-175.

Manucy, Albert C. 1945. *Fort Frederica Historic Site Report.* National Park Service.

McGimsey, Charles R. 1972. *Public Archaeology.* Seminar Press.

Moe, Jeanne M. 2014. "Archaeology and the Common Core: All Hands on Deck." *79th Annual Meeting of The Society of American Archaeology.* Austin, TX.

Moe, Jeanne M., Carolee Coleman, Kristie Fink, and Kirsti Krejs. 2002. "Archaeology, Ethics, and Character: Using Our Cultural Hertiage to Teach Citizenship." *The Social Studies* 109-112.

Morris, Ray. 1995. "Making Magic with Educational Partnerships." *NPS.gov.* Accessed September 17, 2018. https://www.nps.gov/archeology/cg/fd_vol8_num2/magic.htm.

Moshenka, Gabriel. 2009. *Key Concepts in Public Archaeology.* London: University College London Press.

National Academy of Sciences, Engineering, and Medicine. 2017. "The Social and Behavioral Sciences in K-12 Education: Past, Present, and Future: Proceedings of a Workshop in Brief." Washington, D.C.: The National Academies Press.

National Conference of State Legislatures. 2016. "Federal and State Recognized Tribes." *NCSL.* October. Accessed November 1, 2018. http://www.ncsl.org/research/state-tribal-institute/list-of-federal-and-state-recognized-tribes.aspx.

National Council for the Social Studies. 2017. "About the National Council for the Social Studies (NCSS)." *SocialStudies.org.* Accessed October 23, 2018. https://www.socialstudies.org/about.

National Park Service. 2018. "Birth of a National Park." *National Park Service.* June 4. Accessed September 19, 2018. https://www.nps.gov/yell/learn/historyculture/yellowstoneestablishment.htm.

—. 2018. "Curriculum Materials." *Andersonville.* Accessed October 23, 2018. https://www.nps.gov/ande/learn/education/classrooms/curriculummaterials.htm.

—. 2018. "Curriculum Materials." *Ocmulgee Mounds.* Accessed October 23, 2018. https://www.nps.gov/ocmu/learn/education/classrooms/curriculummaterials.htm.

National Trust for Historic Preservation. 2017. "We're Saving Places." *Saving Places.* Accessed July 9, 2017. https://savingplaces.org/we-are-saving-places#.WWJ1L-vyu70.

Next Generation Science Standards. 2013. "The Next Generation Science Standards Released." *NextGenScience.* April. Accessed October 23, 2018. http://www.nextgenscience.org/news/final-next-generation-science-standards-released.

Orser, Jr. , Charles E. 2004. *Historical Archaeology.* Upper Saddle River, New Jersey: Pearson Education, Inc.

Phelps, Richard P. 2011. "Teacher to the Test?" *The Wilson Quaterly*, 38-42.

Popson, Colleen, and Ruth O. Selig. 2012. "Putting Anthropology into Schools." *AnthroNotes* 9-16.

Project Archaeology. 2011. "About Project Archaeology." *Project Arhaeology.* Accessed September 18, 2018. https://projectarchaeology.org/about.

—. 2018. "State Programs." *Project Archaeology.* Accessed October 12, 2018. https://projectarchaeology.org/state-programs.

Pykles, Benjamin C. 2008. "A Brief History of Historical Archaeology in the United States." *The SAA Archaeological Record* 32-34.

Ramos, Maria, and David Duganne. 2000. *Exploring Public Perceptions and Attitudes about Archaeology.* The Society for American Archaeology.

Sabloff, Jeremy. 2008. *Archaeology Matters: Action Archaeology in the Modern World.* Walnut Creek: Left Coast Press.

Sebastian, Lynne, and William D. Lipe. 2010. *Archaeology and Cultural Resource Management: A Vision for the Future.* UNM Press.

Selig, Ruth O. 2006. "The Public Education Committee of the Society for American Archaeology: An Historical and Comparative Perspective." *SAA.org.* June 21. Accessed October 15, 2018. http://www.saa.org/publicftp/PUBLIC/about/PECHISTORY.html.

Skeates, Robin, Carol McDavid, and John Carman. 2012. *Oxford Handbook of Public Archaeology.* Oxford: Oxford University Press.

Smardz, Karolyn and Shelley J. Smith. 2000. *The Archaeology Education Handbook: Sharing the Past with Kids.* Walnut Creek, CA: Altamira Press.

Smith, Ben A., J. Jesse Palmer, and Stephen T. Correia. 2007. "Social Studies and the Birth of NCSS 1783-1921." *SocialStudies.org.* Accessed October 15, 2018. http://www.socialstudies.org/sites/default/files/publications/se/5907/590702.html.

Snyder, David. 1995. "Cinderella's Choice: The Emerging Roel of the State Historic Preservation Office in Cultural Resource Managment." *SAA Bulletin* 19-21.

Spring, Joel. 2005. *The American School: 1642-2004.* McGraw-Hill.

Squier, E.G., and E.H. Davis. 1848. *Ancient Monuments of the Mississippi Valley.* The Smithsonian Institute.

The Society for Georgia Archaeology. 2018. "Georgia Archaeology Month archives." *thesga.org.* Accessed September 19, 2018. http://thesga.org/category/archaeology-month/archaeology-month-archives/.

—. 2018. *Lesson Plans.* Accessed October 23, 2018. http://thesga.org/category/georgia-archaeology-resources/teacherstudent/lesson-plans/.

Tio, Rosaline. 2017. "2016 Georgia K-12 Teacher and Leader Workforce Report." *The Governor's Office of Student Achievement.* January. Accessed August 20, 2018. https://gosa.georgia.gov/sites/gosa.georgia.gov/files/K-12%20Teacher%20and%20Leader%20Workforce%20Report%2020170130.pdf.

U.S. Department of Education. 2009. "Race to the Top Program Executive Summary." *U.S. Department of Education.* November. Accessed September 18, 2018. https://www2.ed.gov/programs/racetothetop/executive-summary.pdf.

Webb, L. Dean. 2007. *The History of American Education: A Great American Experiment.* Pearson.

White, Nancy Marie, Brent R. Weisman, Robert H. Tykot, E. Christian Wells, Karla L. Davis-Salazar, John W. Arthur, and Kathryn Weedman. 2004. "Academic Archaeology is Public Archaeology." *The SAA Archaeological Record*, March: 26-29.

Willey, Gordon R., and Jeremy A. Sabloff. 1993. *A History of American Archaeology.* W.H. Freeman & Co.

Young, Kristen May. 1999. "Archaeology in the Curriculum: The Fort Frederica Archaeology Project." *Legacy ETD's 78.* https://digitalcommons.georgiasouthern.edu/etd_legacy/78/.

Zeder, Melinda A. 1997. *The American Archaeologist: A Profile.* Walnut Creek: Altamira Press.

Zhao, Yong. 2009. "Recent Education Reform in the United States." *Catching Up or Leading the Way.*

APPENDIX A

RECRUITMENT AND CONSENT FORMS

RECRUITMENT LETTERS

TO TEACHERS:

To Whom It May Concern,

My name is Rhianna Bennett, and I am a graduate student at Georgia Southern University. I am conducting my thesis research on the relationship between Archaeology and K-12 education. You have received this email because you are or were a teacher within Georgia public education, and your email was publicly listed on the district or school webpage.

You do not have to have any prior experiences or knowledge of Archaeology to complete this survey. The survey should take up to 15-20 minutes to complete and is completely voluntary.

If you are interested, please follow the link for the survey and additional information: *linktosurvey*

Completion of the survey and adding a contact email at the end will put you into the running to receive archaeological education materials sponsored by The Society for Georgia Archaeology. One grand prize winner and three (3) additional winners will be randomly selected from those that provide contact information at the end of the survey. The end of the survey also asks for those that would not mind being contacted for further interview. If you wish to participate in the lottery but not the in-depth interviews, please state with the contact information. Agreement to be contacted or a request for more information does not obligate you to participate in the study.

If you have any questions or concerns, feel free to contact me at rb06286@georgiasouthern.edu. Thank you for your time!

Best,

Rhianna Bennett
Georgia Southern University

Department of Sociology & Anthropology

Rb06286@georgiasouthern.edu

TO ARCHAEOLOGISTS:

To Whom It May Concern,

My name is Rhianna Bennett, and I am a graduate student at Georgia Southern University. I am conducting my thesis research on the relationship between Archaeology and K-12 education. You have received this email because you are an archaeologist employed and/or working within Georgia, and whose email was publicly available on your university or employer webpage. You do not have to have any prior experiences with public outreach or education to complete this survey. The survey should take up to 15-20 minutes to complete and is completely voluntary.

If you are interested, please follow the link for the survey and additional information: *linktosurvey*

If you wish to participate in the study but not the in-depth interviews, please do not include contact information. Agreement to be contacted or a request for more information does not obligate you to participate in any study.

If you have any questions or concerns, feel free to contact me at rb06286@georgiasouthern.edu. Thank you for your time!

Best,

Rhianna Bennett
Georgia Southern University
Department of Sociology & Anthropology
Rb06286@georgiasouthern.edu

TO GLYNN COUNTY/FFAP RECIPIENTS:

To Whom It May Concern,

My name is Rhianna Bennett, and I am a graduate student at Georgia Southern University. I am conducting my thesis research on the relationship between Archaeology and K-12 education. You have received this email because you were a teacher, student, or volunteer of the Glynn County school system between the years of
1994-2010, and your email was available on a public webpage or you responded to a public flyer.

This survey cites the Fort Frederica Archaeology Program, however you do not have to have participated in the program to complete this survey. The survey should take up to 15-20 minutes to complete and is completely voluntary.

If you are interested, please follow the link for the survey and additional information: *linktosurvey*

If you wish to participate in the study but not the in-depth interviews, please do not include contact information. Agreement to be contacted or a request for more information does not obligate you to participate in any study.

If you have any questions or concerns, feel free to contact me at rb06286@georgiasouthern.edu. Thank you for your time!

Best,

Rhianna Bennett
Georgia Southern University
Department of Sociology & Anthropology
Rb06286@georgiasouthern.edu

ONLINE SURVEY INFORMED CONSENT

Thank you for taking the time to participate in this study!

My name is Rhianna Bennett. I am a graduate student in the Department of Sociology & Anthropology. I am currently writing my thesis on the relationship between Archaeology and public education. This survey will help to answer my questions relating to the integration between the two disciplines. The purpose of this research is to explore and understand whether Archaeology is used in Georgia K-12 classrooms, and if so, its effectiveness.

Your participation in this study will include the completion of this survey. This survey consists of closed and open-ended questions and takes approximately ten to twenty minutes to complete. If you are willing to be contacted for further interviewing, an additional thirty minutes to half an hour will be needed for a telephone interview. If you would like to participate further and provide additional insight for this research, please follow the link at the end of the survey to provide contact information.

[FOR TEACHERS VERSION ONLY: Participation in this survey will put you in the running to receive a prize of classroom Archaeology materials including lesson plans, posters, and more. There will be one grand prize winner that will receive one of every option, and second-tier winners that receive posters, lesson plans, etc. individually. Up to three (3) winners will be chosen. To be in the running you must place a contact email in order to be contacted upon winning.]

Unless given expressed permission, you will not be identified in the data set or any reports using information obtained from this study, and your confidentiality as a participant in this study will remain secure. Subsequent uses of records and data will be subject to standard data use policies which protect the anonymity of individuals and institutions.

If you have questions about this study, please contact the researcher named above or the researcher's faculty advisor, whose contact information is located at the end of the informed consent. For questions concerning your rights as a research participant, contact Georgia Southern University Office of Research Services and Sponsored Programs at 912-478-5465.

Participation in this survey is completely voluntary, if you decide during the survey that you do not want to participate, you may simply close out of the tab. There are questions that are optional to answer, and you are free to ignore those. However, there are questions that are mandatory to answer to continue the survey. There is no penalty for deciding not to participate in the study; you may decide at any time to withdraw without penalty or retribution.

This project has been reviewed and approved by the GSU Institutional Review Board under tracking number H18251.

Title of Project: Deviating from the Standard: The Relationship between Archaeology and Education.
Principal Investigator: (Rhianna Bennett, rb06286@georgiasouthern.edu)
Faculty Advisor: (Dr. M. Jared Wood, mwood@georgia$_s$outhern.edu)

You must be 18 years of age or older to participate in this study. By completing and submitting the survey, you are agreeing to participate and contribute to this research.

APPENDIX B

TEACHER SURVEY

1. What is your age?

_____

2. Please specify your ethnicity.

○ White

○ Hispanic or Latino

○ Other: _____

3. What gender do you identify as?

○ Male

○ Female

○ Other: _____

○ Choose not to specify.

4. What is the highest level of education you have completed?

○ High school graduate, diploma or equivalent (for example: GED).

○ Associate's Degree

○ Bachelor's Degree

○ Master's Degree

○ Doctorate Degree

5. Where were you born? (City, State)

_____

6. Where did you grow up? (City, State)

_____

7. Where do you teach? (Please include city and district).

_____

8. What grade do you currently teach?

- □ Kindergarten
- □ First
- □ Second
- □ Third
- □ Fourth
- □ Fifth
- □ Sixth
- □ Seventh
- □ Eighth
- □ Ninth
- □ Tenth
- □ Eleventh
- □ Twelfth

9. What subject(s) do you currently teach?
   - □ Social Studies
   - □ History
   - □ Geography
   - □ Other: _____

10. How much time is spent on the following topics in your classroom?

	0-3 days	4-5 days	1-2 weeks	2-4 weeks	Over a month (cumulative)
Cultures	o	o	o	o	o
History	o	o	o	o	o
Native Americans	o	o	o	o	o
Critical Thinking	o	o	o	o	o
Archaeology	o	o	o	o	o
Scientific Inquiry	o	o	o	o	o

11. What other skills and/or qualities do you want to instill in your students?

_____

_____

_____

_____

_____

12. How would you define Archaeology?

_____
_____
_____

_____

_____

13. Have you ever taken a course, researched, or participated in a workshop about Anthropology or Archaeology?

o Yes

o No

Display This Question:

If Have you ever taken a course, researched, or participated in a workshop about Anthropology or Arc... = Yes

14. If yes, please explain your experience.

_____

_____

_____

_____

_____

Display This Question:

If Have you ever taken a course, researched, or participated in a workshop about Anthropology or Arc... = No

15. If no, would you?

o Definitely not o Probably not o Might or might not o Probably yes o Definitely yes

16. Do you introduce or discuss Archaeology in your classroom?

- Yes
- No

Display This Question:

If Do you introduce or discuss Archaeology in your classroom? = Yes

17. If yes, in what context?

_____

Display This Question:

If Do you introduce or discuss Archaeology in your classroom? = Yes

18. If yes, how does the instruction or discussion of Archaeology help you to meet your goals?

_____

_____

_____

_____

_____

19. What resources related to Archaeology do you use to meet your educational goals?

- Textbooks
- Artifacts
- Maps
- Computer or Internet
- Film, video, and other media
- Primary documents
- Specialized materials that were donated or purchased
- Specialized guest speaker
- I do not use Archaeology-related resources
- Other: _____

20. What instructional methods do you utilize when discussing history or Archaeology related lessons?

- Hands-on projects
- Individualized projects
- Group projects

- Essays or write-ups
- Lecture
- Other: _____

21. How do the students respond?

o Very positively o Positively o No reaction o Negatively o Very Negatively

22. If you do not include Archaeology in your classroom, what are the reasons it is not discussed (i.e. it is not relevant to your lesson, you do not have the resources, etc.)?

_____

_____

_____

_____

_____

23. Does your current course curriculum include instruction about Native Americans?

o Yes o No

Display This Question:

If Does your current course curriculum include instruction about Native Americans? = Yes

24. If yes, what do you teach concerning Native Americans?

- Prehistory (before European Contact - Paleoindian, Archaic, Woodland, and Mississippian Periods)
- European Contact (Tomochichi, Mary Musgrove)
- Historic Groups and Removal (Creek, Cherokee)
- Other: _____

Display This Question:

If Does your current course curriculum include instruction about Native Americans? = Yes

25. What resources do you utilize related to Native Americans to meet your educational goals?

- Textbooks
- Artifacts
- Maps
- Computers or Internet

Film, video, and other media.

- Primary documents
- Specialized materials that were donated or purchased
- Specialized guest speaker
- Other: _____

Display This Question:

If Does your current course curriculum include instruction about Native Americans? = Yes

26. What instructional methods do you utilize when discussing Native Americans?

- ▢ Hands-on projects
- ▢ Individualized projects
- ▢ Group projects
- ▢ Essays or write-ups
- ▢ Lecture
- ▢ Other: _____

Display This Question:

If Does your current course curriculum include instruction about Native Americans? = No

27. If no, do you instruct on any other ancient cultures (Rome, Greece, China, etc.)?o

Yes o No

28. Out of the following disciplines involved in the instruction of the Social Studies (as defined by NCSS), which do you think are the most important to express to your students? Please rate the disciplines in your personal preference, 1 being the most important and 10 being the least.

_____ Anthropology and Archaeology

_____ Economics

_____ Geography

_____ History

_____ Law

_____ Philosophy

_____ Political science

_____ Psychology

_____ Religion

_____ Sociology

29. Do you conduct field trips to cultural or historic sites? If so, how often?

- Yes, once or twice a year.
- Yes, more than twice a year.
- No.

Display This Question:

If Do you conduct field trips to cultural or historic sites? If so, how often? = Yes, once or twice a year.

And Do you conduct field trips to cultural or historic sites? If so, how often? = Yes, more than twice a year.

30. If yes, where have you gone?

_____

The following lists describe components of archaeological research that are also benchmarks or requirements listed by the GDOE. Please select any topics or skills that are covered in your classes. They are listed by subject, but you are able to choose any answer related to your teachings.

31. For Sciences:

- Using scientific tools and technologies
- Interpreting and organizing graphs, tables, and charts
- Writing clearly
- Analyzing data
- Scientific method
- Impact of human activities on the natural world
- Stratigraphy and/or Relative Dating
- Relationship between humans and animals
- Collection and recording of data
- Extrapolation of evidence
- Geographic technology and software (GIS)
- Plant adaptations
- Horticulture and agriculture
- Critical thinking

32. For Mathematics:

- ☐ Measurements
- ☐ Pythagorean theorem
- ☐ Geometry
- ☐ Fractions and decimals
- ☐ Angles
- ☐ Graph points on a coordinate plane
- ☐ Statistics and probability
- ☐ Weight and volume
- ☐ Adding, subtracting, multiplying, and dividing
- ☐ Equations

33. Do you think that Archaeology could or does help you meet your education requirements?

o Definitely yes o Probably yes o Might or might not o Probably not o Definitely not

34. If you have any comments you would like to share, please leave them below!

_____

_____

_____

Thank you for taking the time to participate in this survey!

If you would like to be entered in the raffle, or participate further in the survey through a phone interview, please follow the link below to provide email/contact information.

APPENDIX C

ARCHAEOLOGIST SURVEY

1. What is your age?

_____

2. Please specify your ethnicity.

o White
- o Hispanic or Latino
- o o Black or African American
- o o Native American or American Indian
- o o Asian / Pacific Islander
- o o Other: _____

3. What gender do you identify as?

o Male

o Female

- o Other:_____

4. Where were you born?

_____

5. Where did you grow up?

_____

6. What is the highest level of education you have completed?

- o High school graduate, diploma or the equivalent (for example: GED)
- o Associate's Degree
- o Bachelor's Degree

- Master's Degree
- Doctorate Degree

7. What do you currently do? Please include your job title.
   - Academia.
   - Cultural Resource Management.
   - State or Federal Employee.
   - Avocational.
   - Other: _____
8. Is interacting with the general public a part of your job description?
   - Yes _____
   - No_____

9. In what ways have you participated in public outreach?
- K-12 classrooms
- Public Days
- Public Speaking engagements
- Social Media
- Exhibits
- I have not participated in public outreach.
- Other: _____

10. How often do you participate in public outreach?
    - Every day to every other day
    - Weekly
    - Monthly
    - Every few months
    - Once or twice a year
    - Other: _____

11. Have you ever been contacted by teachers to present about Archaeology?
    - Yes
    - No

12. If you have visited a pre-collegiate classroom to discuss Archaeology, what grade did you present to?

- K-2
- 3-5
- 6-8
- 9-12

13. If you have visited a pre-collegiate classroom to discuss Archaeology, what subject did you present to?

- Social Studies
- History
- Geography
- Science
- Other: _____

14. How important do you view public outreach as part of the archaeological discipline?

- Extremely important
- Important
- Unsure
- Unimportant
- Extremely unimportant

15. In what ways do you think archaeologists can improve their public outreach and education?

_____

_____

_____

_____

_____

16. Do you think Archaeology should be introduced in K-12 classrooms as a part of their curriculum studies?

o Yes. o I'm not sure. o No.

17. Out of following disciplines involved in the instruction of the Social Studies (as defined by NCSS), which do you think are the most important to express to K-12 students? 1 as most important, 10 as least important.

_____ Anthropology and Archaeology

_____ Economics

_____ Geography

_____ History

_____ Law

_____ Philosophy

_____ Political science

_____ Psychology

_____ Religion

_____ Sociology

18. Do you think that Native Americans are *adequately* represented in Georgia's K-12 education?

    o Yes _____

    o No _____

    o I'm not sure _____

    o Other: _____

19. Do you think Native Americans are *accurately* represented in Georgia's K-12 education?

    o Yes _____

    o No _____

    o I'm not sure _____

    o Other: _____

20. In your opinion, how important is it for K-12 students to learn about:

	Extremely important	Important	Unsure	Unimportant	Extremely unimportant
Different Cultures	o	o	o	o	o

History	o	o	o	o	o
Native Americans	o	o	o	o	o
Critical Thinking	o	o	o	o	o
Archaeology	o	o	o	o	o
Scientific Inquiry	o	o	o	o	o

21. If you have any comments or additional information you would like to share, please leave them below!

_____

_____

_____

Thank you for taking the time to participate in this survey! If you would like to participate further in the survey through a phone interview, please follow the link below to provide email/contact information.

APPENDIX D

FORT FREDERICA SURVEY

1. What is your age?

_____

2. Please specify your ethnicity.

o White

o Hispanic or Latino

o Black or African American

o Native American or American Indian

o Asian / Pacific Islander

o Other: _____

3. What gender do you identify as?

o Male

o Female

o Other _____

Where were you born? (City, State)

_____

4. Where did you grow up? (City, State)

_____

5. What is the highest level of education you have completed?

o High school graduate, diploma or the equivalent (for example: GED)

o Associate's Degree

o Bachelor's Degree

o Master's Degree

o Doctorate Degree

6. If you attended college, what was your major of study?

_____

_____

7. Are you currently employed? If so, what is you current occupation?

o Yes: _____

o No

9. Did you participate in the Fort Frederica Archaeology Program?

o Yes

o No

Display This Question:

If Did you participate in the Fort Frederica Archaeology Program? = Yes

10. How did you participate in the Fort Frederica Archaeology Program?

o I was a student.

o I was a teacher.

o I was a parent.

o I was a

volunteer.

Display This Question:

If Did you participate in the Fort Frederica Archaeology Program? = Yes

11. What year(s) did you participate in the program?

_____

Display This Question:

If Did you participate in the Fort Frederica Archaeology Program? = Yes

12. What did you learn during the program?

_____

_____

_____

_____

_____

Display This Question:

If Did you participate in the Fort Frederica Archaeology Program? = Yes

13. How would you rate your experience of the Fort Frederica Archaeology Project?

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree
I enjoyed the program.	o	o	o	o	o
I preferred it to normal classroom activities.	o	o	o	o	o
It was not a memorable experience.	o	o	o	o	o
I would like to see the Fort Frederica Archaeology Project or a similar program reinitiated.	o	o	o	o	o

Display This Question:

If Did you participate in the Fort Frederica Archaeology Program? = No

14. If you opted to not participate in the program, why not?

_____
_____
_____
_____
_____

15. How would you define Archaeology?

_____

15. Do you currently engage with Archaeology in any way?

o I still have a general interest, and keep up with findings.

o I volunteer on projects.

o I am an archaeologist.

o I appreciate Archaeology, but do not follow it.

o I am not interested in Archaeology.

17. How important are the following topics to you personally:

	Extremely important	Important	Undecided	Not important	Extremely unimportant
Natural Resources	o	o	o	o	o
Cultural Resources	o	o	o	o	o
Local history	o	o	o	o	o
Preservation	o	o	o	o	o
Archaeology	o	o	o	o	o

18. In your opinion, how important is it for K-12 students to learn about:

	Extremely important	Important	Undecided/Neither	Not important	Extremely unimportant
Different Cultures	o	o	o	o	o
History	o	o	o	o	o
Native Americans	o	o	o	o	o
Critical Thinking	o	o	o	o	o

Archaeology	o	o	o	o	o
Scientific Inquiry	o	o	o	o	o

19. Should Archaeology be introduced in K-12 classrooms as a part of their curriculum studies? Feel free to elaborate or explain your answer.

o Yes. _____

o I'm not sure. _____

o No. _____

20. Please rate the following statements on your personal preference from "StronglyAgree" to "Strongly Disagree."

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Archaeology should involve more public outreach and education.	o	o	o	o	o
Teachers should focus more on math and science instead of history.	o	o	o	o	o
We do not need to learn about Archaeology in order to learn about local history.	o	o	o	o	o

Native Americans are adequately represented in schools.	o	o	o	o	o
Native Americans are accurately represented in schools.	o	o	o	o	o

21. Are you registered to vote?

o Yes

o No

o Other: _____

22. Did you vote in any previous local elections?

o Yes

o No

o Other: _____

23. Did you vote in any previous state elections?

o Yes

o No

o Other: _____

24. Did you vote in the last federal election?

oYes

oNo.

o Other: _____

25. With which political party do you most closely align with?

o Republican

oDemocrat

o Independent

o Other: _____

26. If you voted in the last presidential elections, who did you vote for?

o I did not vote.

o Donald Trump

o Hillary Clinton

o Jill Stein

o Gary Johnson

o Other: _____

27. How interested are you in the following news topics:

	Extremely interested	Interested	Unsure	Uninterested	Extremely uninterested
World news	o	o	o	o	o
International news	o	o	o	o	o
National news	o	o	o	o	o
Political news	o	o	o	o	o
Lifestyle news	o	o	o	o	o
Sports news	o	o	o	o	o
Weather news	o	o	o	o	o
Entertainment news	o	o	o	o	o
International news	o	o	o	o	o
Local news	o	o	o	o	o
Business and financial news	o	o	o	o	o
Health and education news	o	o	o	o	o
Arts and culture news	o	o	o	o	o

27. How often do you use the following forms of media to keep up with the news?

	Never	Rarely	Sometimes	Often	Very often

Television	o	o	o	o	o
Radio (AM/FM/Podcasts)	o	o	o	o	o
Print (newspaper, magazine, etc)	o	o	o	o	o
Internet (Google, social media, online blogs and newspapers)	o	o	o	o	o
Word of mouth	o	o	o	o	o

28. This study will also include in-person interviews. If you would like to be contacted further to possibly be interviewed, please leave your email below.

_____

29. If you have any comments you would like to share, please leave them below!

_____

_____

_____

_____

_____

Thank you for taking the time to participate in this survey! If you would like to participate further in the survey through a phone interview, please follow the link below to provide email/ contact information.

APPENDIX E

CONTACT SURVEY

1. Which survey did you complete?
    - I am a teacher and completed the K-12 classroom survey.
    - I am an archaeologist and completed the archaeological outreach survey.
    - I was a student or teacher of Glynn County schools and completed the Fort Frederica survey.
    - I took multiple surveys because I fit multiple requirements.

2. I am adding my contact information because:
    - I am interested in being contacted further for a phone interview.
    - I am a teacher and interested in the raffle.
    - Both A and B.

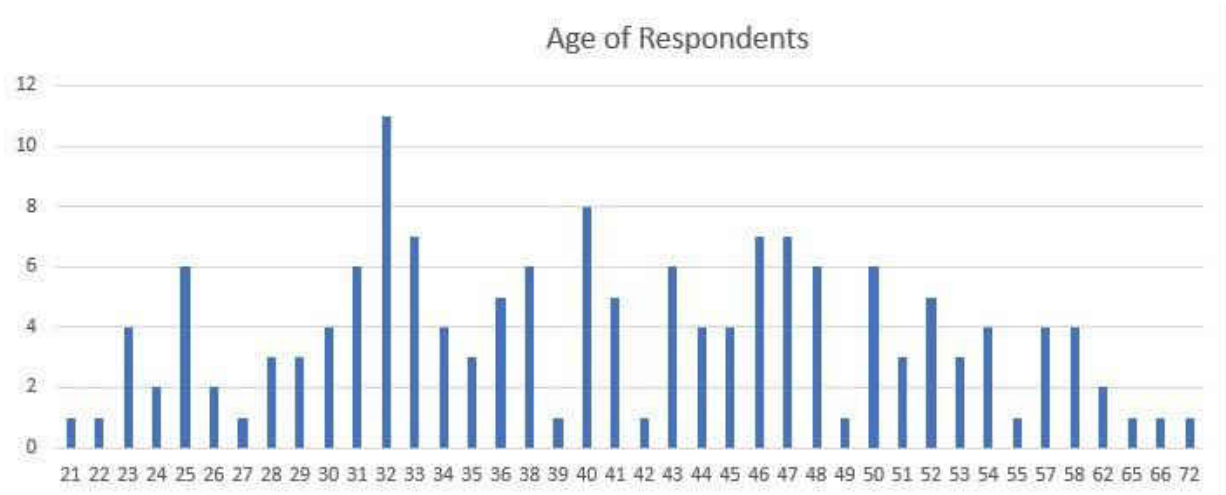
3. Please enter your name and email information below.

_____

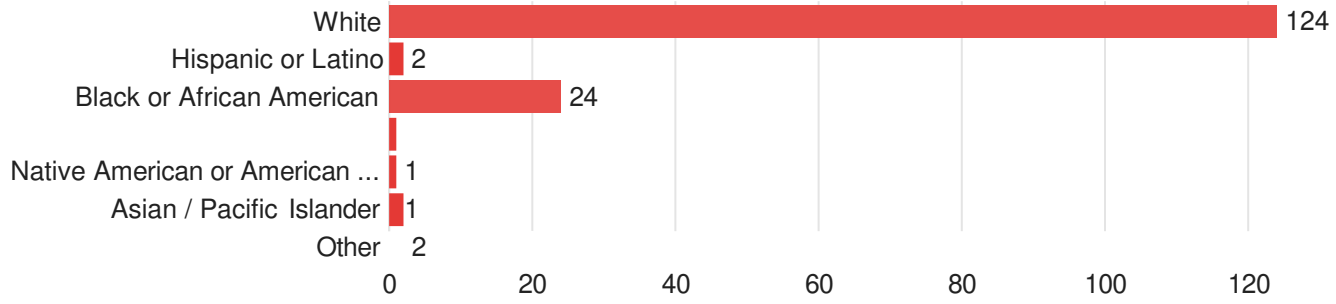
Thank you for taking the time to participate in the survey and provide contact information!

APPENDIX F
TEACHER SURVEY RESULTS

What is your age?



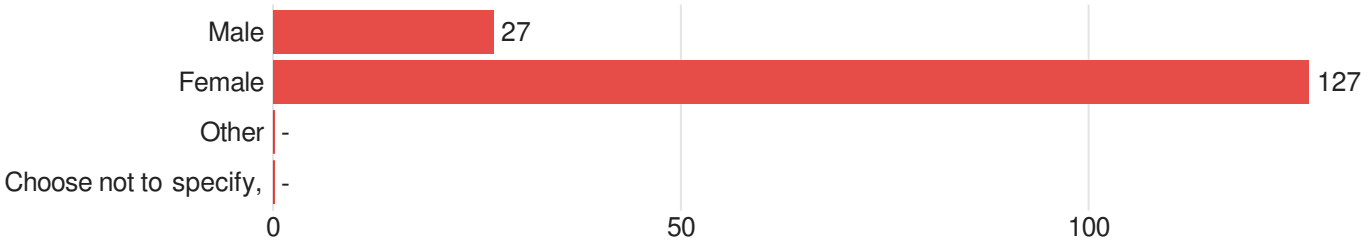
Please specify your ethnicity. - Selected Choice



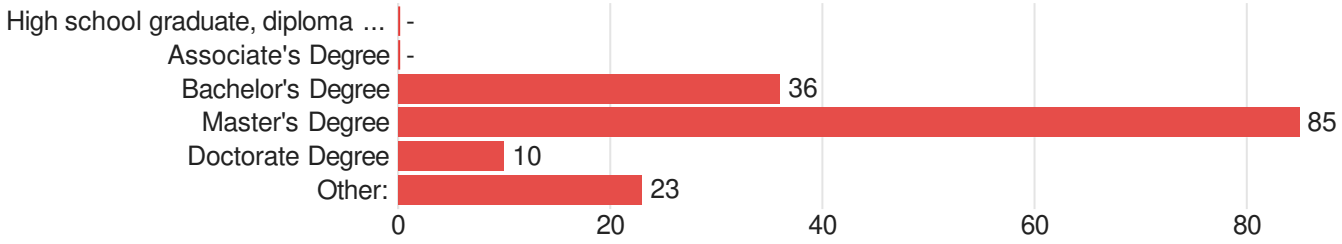
Other - Text

Other - Text
Middle Eastern

What gender do you identify as? - Selected Choice



What is the highest level of education you have completed?



Other: Text

Other: - Text
Specialists in elementary education
Specialists Degree
Specialist in Ed. Leadership
Specialist in Ed.
Specialist Degree
Specialist
specialist
Specialist
Educational Specialist
Education Specialist
Education Specialist
Education Specialist
Education Specialist
EDS curriculum and Instruction
EdS
EdS
Ed.S. in Curriculum and Instruction
ED.S
Ed.S Ed. Specialist
Ed. S.
Ed S
ABD - All But Dissertation

Where do you teach? (Please include city and district).

Where do you teach? (Please include city and district).
Greensboro, Greene County Public Schools
Washington, Georgia in Wilkes County School District
Canton, Ga Cherokee County Schools
Leesburg, Georgia
Dahlonega, Lumpkin County Schools
School of Humanities @ Juliette Gordon Low Elementary
Statesboro, Bulloch County
Statesboro, Bulloch County
Savannah, GA. SCCPSS
Georgia Bulloch County
Columbus, Muscogee County
Augusta, Richmond County
Brooklet Ele. Bulloch Co.
Hinesville, GA
Valdosta -Lowndes Co
Dalton, Whitfield County
Moultrie, GA (Colquitt County School System)
Dalton, Whitfield County Schools
Towns County Schools, Hiawassee, GA
Towns County, city of Hiawassee, district - Towns
Homer, GA (Banks County)
Lowndes High School, Valdosta, GA
Valdosta, GA Lowndes County Schools
Hahira Middle School, Lowndes County Schools
Trenton, Georgia
Hiawassee, Ga Towns County District

Putnam County High School
White County Schools
Whitfield County School (Dalton, GA)
Cleveland, White County
White County Schools, Cleveland, Georgia
White County Schools - White County Middle School
Cleveland, Georgia...White County School Systems
Moultrie-Colquitt County
Moultrie, Georgia (Colquitt County)
White County Middle School, Cleveland, White County
Moultrie, Ga in Colquitt County School System
Dalton, Whitfield County
White County Schools
Moultrie, GA
Guyton, Effingham County
Snellville, GCPS
Folkston- Charlton County
Covington, Newton County
Dahlonega, Ga
Brunswick, Glynn County
Statesboro
Statesboro/Bulloch
LCPS Leesburg, GA Lee County School District
Folkston, Ga/ Charlton Co.
Charlton County School System, Folkston Elementary School, Folkston, GA
Folkston, GA (Charlton County)
Atlanta, Atlanta Public Schools

Atlanta Public School
SAVANNAH (SCCPSS)
Atlanta Public Schools
Lee County High, Leesburg, GA Lee county
Gwinnett County Public Schools- Lawrenceville, GA
Statesboro, Ga. Bulloch county
Athens, GA (Clarke County School District)
McDonough, GA/ Henry County
Henry County
Atlanta Public Schools
Griffin, Griffin-Spalding County schools
Griffin-Spalding County
Pooler, GA Savannah Chatham County Public School System
Atlanta, atlanta public schools
Elberton -Elbert County School System
Statesboro, GA Bulloch County
Atlanta, Atlanta Public Schools
STATESBORO Bulloch
Arkansas, Georgia
Portal Bulloch County
Fowler Drive Elementary School
Atlanta Public Schools
Saint George Elementary, Charlton County
Inman Middle, Atlanta Public Schools
Statesboro, Bulloch County
Athens, Ga Clark County Schools
Statesboro - Bulloch County
Elberton, GA

Columbus , Muscogee County School District

Statesboro, GA

Lee County, Leesburg, GA

Suwanee, Gwinnett

APS

Brooklet, Ga

Portal, GA Bulloch County District

Columbus, Muscogee County, Georgia

Newton County School System, Covington GA

St. Simons Elementary on St. Simons Island, Glynn County

Statesboro Georgia Bulloch

Covington, Newton COunty

Grayson, Gwinnett County

Atlanta Public Schools

Atlanta, APS

Charlton County School System, Folkston, Georgia

Lumpkin County

Savannah Chatham County School District, Savannah

Athens Clarke county

Lawrenceville, Georgia

Meadowcreek High School, Norcross, GA. Gwinnett County Public Schools

Atlanta, Atlanta Public Schools

Brooket, GA Bulloch County Schools

Savannah Chatham County Public School System

Savannah, GA

Nahunta, brantley co

Villa Rica, GA Carroll County

Atkinson County High School - Atkinson County Board of Education - Pearson, Ga.

Savannah, GA (Savannah-Chatham County Public School System)

Lee County Middle School East, Leesburg, Lee County School System

Langford Middle School, Augusta, GA Richmond County Schools

Atlanta, Atlanta Public Schools

Atlanta, GA (Atlanta Public Schools)

Lee County Primary School, Lee County, Leesburg, Georgia

Athens, Clarke County School District

Leesburg, Ga. Lee County

Athens, GA, Clarke County

Atlanta

Hampton, GA Henry County Schools

Jordan High, Columbus, GA

Dahlonega, Lumpkin County Schools

Bulloch County

Lee County

Griffin-Spalding County Schools

Indain Creek Middle School, Covington, Newton County

Atlanta Public Schools

Leesburg, GA Lee County High School

Snellville, Gwinnett County Schools

Statesboro, Ga

Leesburg, Gerogia, Lee County

Garden City, Savannah Chatham Public Schools

Flint Hill Elementary School, Newton County Ga

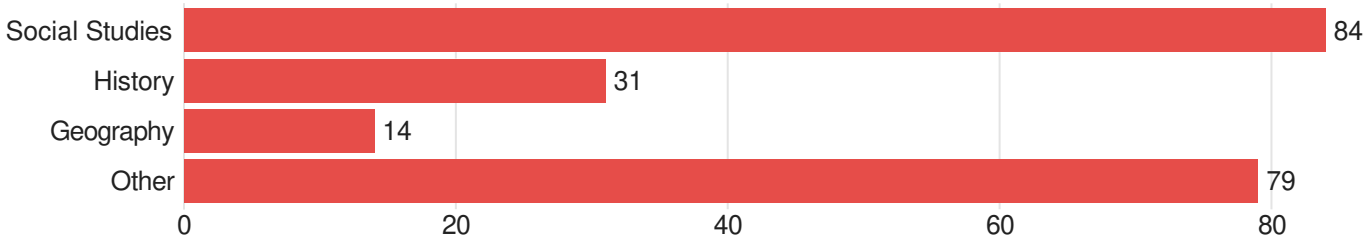
Chattahoochee Elementary School, Duluth GA - Duluth Cluster/Gwinnett County

Pearson Elementary, Pearson, GA Atkinson County

Clarke County

Atlanta Atlanta Public Schools
Lawrenceville, GA Gwinnett County
Portal/1st Portal, Ga
Statesboro, Bulloch County
Atlanta, Atlanta Public Schools
Blakely, Georgia - Early County School System
Greene County, Greensboro, GA
Atlanta , Ga
Atlanta Georgia APS
Griffin-Spalding County Elementary School (GSCS)
Lee County Middle School East Leesburg,GA
Bulloch County GA
McDonough, Georgia/Henry County Schools
Atlanta Public Schools

What subject(s) do you currently teach? - Selected Choice



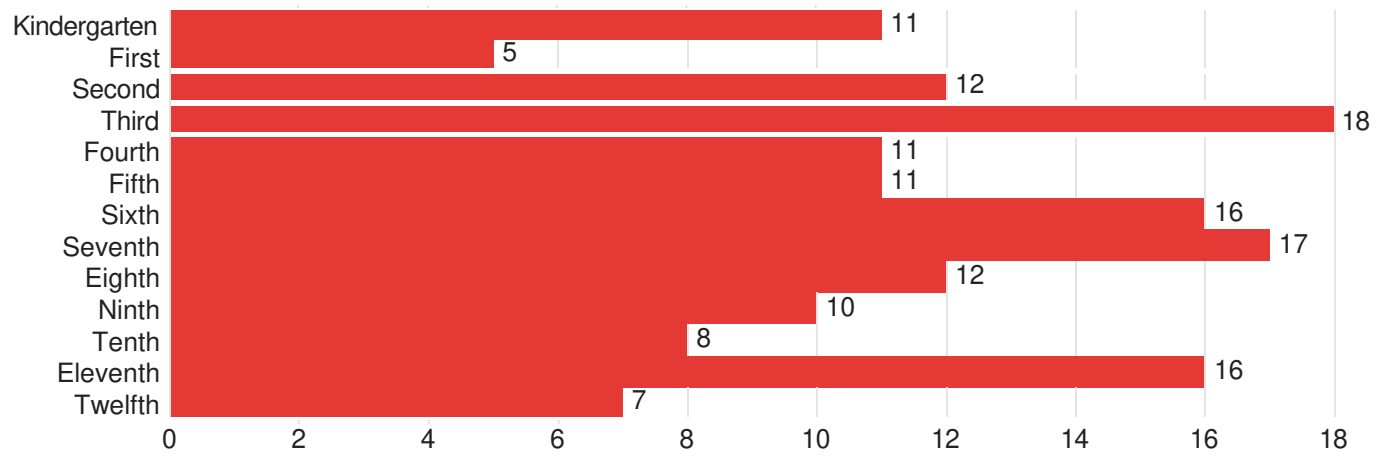
Other - Text

World Studies
World History and Government
Social Emptional Learning, Sociology, Psychology
Self-contained all
Science, Reading
Science, Math
Science and Math
Science & Writing/Grammar
Science
Science
science
Science
Science
Science
Science
Science
science
Science
Science
Scence
Reading/ELA
Reading, ELA, Writing, Math,Science
Reading, ELA, Math, Science
Reading, ELA
Physical Science

Mathematics
Math, Science, Reading
Math, Science
Math, Science
Math and Science
Math and Science
Math
Math
Math
Math
math
Math
Math
Language Arts
Language Arts
Language Arts
I teach the K-5 Gifted and Talented class so I hit a lot of subjects.
high school economics
Government
Gifted
French
English Language Arts
English
English
English

English
Englilsh
ELA and Reading
ELA
ELA
ELA
ELA
ELA
ELA
Economics
Econ
Earth Science
Earth Science
All subjects in third grade
All Subjects
All subjects
all
All
all
All
all
all
all
All
9-12 Honors English

What grade do you currently teach?



How much time is spent on the following topics in your classroom?

Field	0-3 days	4-5 days	1-2 weeks	2-4 weeks	Over a month (cumulative)
Cultures	45	14	24	18	53
History	25	8	15	18	88
Native Americans	70	20	22	24	18
Critical Thinking	6	8	10	12	118
Archaeology	116	12	11	9	6
Scientific Inquiry	43	18	23	20	50

What other skills and/or qualities do you want to instill in your students?

What other skills and/or qualities do you want to instill in your students?
Work Ethic, perseverance, tolerance, patience and integrity among other things.
Work ethic and follow through.
well developed interpersonal and communication skills
We use a lot of document analysis and primary / secondary sources in the classroom.
We teach geologic time scale and cover content more along the lines of paleontology.
We only spend about 15 minutes a day for half the week on social studies. I want to teach them about their own cultures
We are very fortunate to have an "Ocean Lab" at our school. It helps the students learn with hands on activities. Experiments and exploration are a very important part of kindergarten learning.

trust, accountability, common sense, civic participation, leadership

true understanding and application

To treat others the way they want to be treated. To appreciate where they came from, where they are, and where they are going.

To be productive citizens.

To be problem solvers and critical thinkers

To be life-long learners of history

Thought process, learn how to learn, self-regulate, soft-skills, confidence, voting, active citizen, realize the world is not about you

thinking for themselves and being able to rationalize thinking about the government and how it works.

The world is much bigger than where you live. There are so many opportunities. Dream big and everything is possible!

The idea that research means to search again! You don't find it all the first time you look.

The ability to research age appropriate topics and use correct information, write on topics using compound and complex sentences, to be curious and enjoy learning, work collaboratively on projects, to name a few...

The ability to be lifelong, constantly questioning learners.

Study skills.

Students must be able to think critically and form ideas and opinions after reading a variety of text.

Social/ Emotional Independent Skills Hygiene Skills

Social-emotional development Self-regulation and executive function skills Problem solving skills Language arts skills related to reading, writing, and listening Math skills Good health habits

Social and emotional skills

Scientific inquiry and inferencing

Responsibility, Empathy, Grit, Compassion, Tolerance

Respect for themselves and others

RESPECT

Research, writing, analysis, deep questioning, reading comprehension and analysis, presenting/communicating ideas, complexity of history

Relevance of history and it’s ties to current issues

recognizing bias ....even from textbook

Reasoning Drawing conclusions Application

Reading is an issue at our school. To addresses this I have added weekly current events and pull past articles to compare and contrast. We are adding higher order thinking questions are aligned to the reading materials

Reading Comprehension, math skills, Cooperation, Work Ethic,

Productive Citizens. Community Helpers

Problem solving, questioning, reasoning, reading comprehension, etc

Problem Solving, perseverance (they have none), basic map skills

Problem solving, how to be a good and productive citizen -

Problem solving and real world relationships

Problem Solving and creativity

Problem solving abilities, creativity, communication skills

Problem Solving

Problem solving

Problem solving

Problem Solving

Problem solving Collaboration Patience Perseverance Inquiry

positive attitude

None

Morality, compassion, cooperation, appreciation for history

maps and reading skills

Manners, kindness, patience, being a friend

Love of learning, written and oral skills

love of learning and a passion for reading

Love of history Appreciation for democratic principles Respect for others

Look at every situation from all sides because there are multiple views on any situation.

Life skills - how to follow directions, rules, how to learn to work with others

Kindness, Caring, Respect, Citizenship,

Inferencing, time management, good writing skills.

Independence, Confidence, Motivation, Compassion, and a love for learning

Incorporating STEM into Social Studies but there are currently not a lot of resources out there. Having guest visitors come in to teach a topic. Helping students use the DBQ process proficiently.

I want to instill good character traits of responsibility, trustworthiness, patience, kindness, gratitude, and overall life skills that can be taken throughout their high school career and beyond. I want to teach them the necessary language arts skills for reading and writing to become successful in their future endeavors.

I want to instill a sense of curiosity and wonder.

I want them to develop the basic skills that they need to become positive, lifelong learners.

I want them to become good readers and writers, and good mathematicians. I teach them to be kind to each other. I teach them to think about how others may see things differently than they do. I teach them to regulate t heir emotions, and develop good skills for distress tolerance, interpersonal effectiveness, and mindfulness.

I want them to be engaged learners with open minds. I want them to be able to write responses that clearly explain their thought processing. I want them to see events from several perspectives and understand that each perspective is valid.

I want students to be thinkers.

I want my students to understand the cultural diversity.

I want my students to develop a love of learning and I want to encourage their curiosity.

I want my students to be lovers of learning. I want them to want to explore the world and learn new things. Hampton is a very small town and sometimes getting them to see beyond what they know here is a challenge.

I want my students to be able to think critically and analyze everything (primary and secondary sources, stories, images, pop culture, and whatnot). I want them to understand who people make decisions and how those decisions and actions affect their culture and history. In a way I try to teach them skepticism so they learn to challenge things if they feel it is necessary. By teaching critical thinking I want to help my students be able to create their own arguments and support their ideas. I try to teach my students to interpret sources and make connections to learn more about the people/cultures of the sources. I also emphasize the social and psychological interactions and those effects in history. I want my students to be able to relate to the events and determine how would they react to living in the history.

I want my students to be able to research problems or issues and develop their own ideas and beliefs. I want my students to be ablt to express themselves intelligently, creatively, and clearly through writing or speaking. I want my students to be able to collaborate and share experiences. I want my students to push themselves further and reach their highest expectations.

I try to make my students aware of the world in which the authors we study live.

I try to help my students strongly develop their deductive and inductive reasoning, as well as their writing skills. I also try and help them develop their organizational skills as this will help them in high school and beyond.

I try instill values that they want to improve themselves to achieve goals and have high standards to do the things they like.

I teach a wide variety of diverse learners. From IEP and 504 students to gifted. My classes are on level , or honors classes. This does not matter as our school is an I.B. school. All students are required to perform critical thinking skills in the class. They are to link current events to the standards and be able to express their thoughts in a variety of ways. colour theory is also used to differentiate instruction. That means students need to be able to read and write across the curriculum at the grade appropriate level while at the same time creatively trying to express the knowledge they acquire.

I strive to instill an appreciation for history in my students. I try to give them an appreciation and understanding of other cultures. I work with my students to increase their critical thinking skills, literacy, and inquiry.

I like to challenge students to analyze primary sources and historical documents before units, but students usually just want you to tell them the information. Challenging students to think critically is an ongoing process, but met with resistance.

I feel focusing on past events and how historians make a difference in finding solutions to problems now and future is vital. Also, critical thinking skills are important in finding solutions to environmentalissues.

I always encourage students to think beyond the information being presented. How can they relate this to self and their world around them. Empathy.

I also teach math, reading, language, and science. I want my students to use questioning and exploration to learn.

historical thinking- analysis

Historical Thinking skills

Historical literacy.

Hard work, good citizenship, friendliness

Good study skills, responsibility, kindness and respect

Good citizenship

Geography physical and political, environmental issues, economic factorsancient history and cultures.

Empathy, world issues solving, environental issues

Drawing conclusions, making generalizations, estimating, checking for reasonable answers

Desire to better themselves

Deductive reasoning, critical analysis

Dedication, perseverance, inquiry, college-readiness, humor, perspective taking

curiosity, life-long learning, openness to others, kindness, personal excellence, persistance

Critical thinking, good citizenship

Critical thinking, ability to express thoughts and ideas both verbally and in written format

Critical thinking skills! I want them to be able to use their knowledge to apply it to certain situations. I also want them to respect others ideas and beliefs.

Creative thinking.

Creative problem solving, critical thinking skills, better reading and writing skills

Compassion, service, and pride of self and culture, and the value of learning

Communication with people, working collabratively, being able to have self confidence i

Communication Cooperation Decision making Questioning Reasoning

Citizenship, Problem solving, Social Emotional Intelligence

citizenship and conflict resolution skills, study skills

Being open minded to new discoveries and new theories.

Being culturally aware and critical thinking.

Be an on time well prepared active learner that doesn't disrupt the learning process.

ask who "they" is when someone tries to prove a point or teach them something and only reference "they" said etc think for themselves - read directions - study habits enjoy Social Studies, leave my classroom with more ways to connect to the World around them see the History/Social Studies is alive all around them I teach High School which means I teach all grade levels but was unable to choose that in your survey

analyzing, interpreting maps analyzing political cartoons

Analysis

Acceptance, curiosity, independence

Ability to think on their own and understand how history is something we can learn from. Also. My degree is EDS and you didn't list it. If you are surveying teachers it is a degree we can have

A love of history, cultures, and the natural world.

A growth mindset that will transcend the current material and serve them in life.

21st-Century Skills such as critical thinking, collaboration, problem-solving, creativity and imagination.

I incorporate critical thinking tasks into most or all of my instruction. Scientific inquiry is implied, stated, and practiced almost daily in my classes also. Students are encouraged to take ownership of their learning. I provide opportunities to lead and direct instruction in my classroom.

(CER)Claim Evidence & Reasoning

Map reading Personal finance Life skills

How would you define archaeology?

How would you define archaeology?
Using artifacts and other physical ways to teach about humans and cultures throughout history
Tracing past culture from evidence left by that culture
things or relics of the past found in nature
The use of artifacts to understand cultures
The study of un-earthing the land to make sense of it
The study of the past.
The study of the past, history, items
The study of the past through exploration of items left behind.
The study of the past including its artifacts and remains
The study of the past cultures and societies
The study of the history of humans, cultures, traditions, customs, and the artifacts tangential to those customs and culture.
The study of the history of human and their effects on their surrounding.
The study of the history of civilization
The study of remains of the past.
The study of people and cultures from long ago.
The study of past lives and how we as humans have brought those ideas forward.
The study of past cultures or groups .
The study of past cultures by looking at what was left behind
The study of past cultures and their artifacts
The study of past cultures and history by using archaeological studies and artifacts
The study of past cultures

The study of our past.

The study of other civilizations and what they left behind and the lessons we can learn from their culture.

the study of material culture (items or traces left behind) to learn about a group of people and their culture. I also consider it interconnected with history because both support each other and study cultures.

The study of man's past through the excavation, identification, and analyzation of artifacts to learn about the past.

The study of life in the past.

The study of humans throughout time by researching and analyzing physical material left behind.

the study of humans throughout history through examination of remains, artifacts, and civilization sites

The study of humans through ancient remains.

the study of humans in history and prehistory

The study of humans based on the remains of lifestyles.

The study of humans

The study of human pre-history and history through excavations and the study of artifacts and physical remains.

The study of human history.

The study of human history.

The study of human history.

The study of human history through objects both natural and man made.

The study of human history through excavation

the study of human history through the excavation of sites and the analysis of physical remains.

The study of human history

The study of human history

The study of human historty through the discovery of ancient sites and artifacts.

The study of history.

The study of history, looking for artifacts and sites where historical things took place

the study of history using artifacts

The study of history through artifacts

The study of history of life through collecting artifacts.
the study of history and cultures, often by hands-on means
the study of history and culture through found artifacts
The study of history (human, plants, animals) through excavation. The artifacts are then cataloged, studied and compared.
The study of historical figures in the context of cultures and geographic locations
The study of historical artifacts.
The study of historical artifacts from past civilizations.
The study of earth in relation to history
The study of culture’s from the past.
The study of cultures through artifacts
the study of cultures of the past
The study of culture through artifacts and evidence
The study of bones.
The study of bones.
The study of artifacts.
The study of artifacts to help understand other cultures.
The study of artifacts to determine the culture of an area or people group
The study of artifacts that help us learn about the past and other cultures.
the study of artifacts that allow us to determine why people of the past did the things they did
the study of artifacts from the past
The study of artifacts from past civilizations.
The study of artifacts from former civilizations and people.
The study of artifacts from ancient civilizations and organisms
The study of artifacts

The study of artifacts
The study of ancient ruins and artifacts to help us understand and appreciate cultures and life before us.
The study of ancient cultures through artifacts
The study of ancient cultures based on the remains that are excavated.
the study of ancient civilizations
The study of ancient civilizations
The study of ancient artifacts.
The study of ancient artifacts and the people from whom the items came.
The study of ancient artifacts
The study humans through studying artifacts and locations
The study and acquisition of historical artifacts
The examination of artifacts from previous periods in time.
Studying the past to understand it and the future
Studying the past through physical evidence found at historic sites.
studying the past through physical artifacts and sites
Studying and analyzing physical objects to learn more about past cultures.
Study of rocks, soils, and historic events.
Study of pre-history
Study of people and cultures
Study of past cultures through scientific investigation of artifacts.
Study of past civilizations and people
study of old fossils/artifacts
Study of objects found in the ground and how we use that information as clues to help us gain more information about a culture that may have once lived in that area.
Study of humans in the past by studying artifacts
Study of human history

Study of human culture
Study of history through remains of a civilization?
study of history through excavation sites
Study of history through artifacts/fossils
Study of history through artifacts such as fossils and primary source documents.
study of fossils and remains
Study of fossils and human history?
study of cultural groups
study of bones/fossils
Study of bones to know cultures
Study of bones and remains.
study of artifacts in order to learn history
Study of artifacts
Study and analysis of the artifacts of history.
Search for data about human occupation on the planet.
Not appropriate or in the standards for American Government or SEL activities
Loosely -- Studying things that have been left behind by people of the past.
looking at history through the remains of human civilizations
Looking at ancient and modern cultures through artifacts
Learning about people and places in the past.
learning about past & present cultures, peoples, and civilizations by studying artifacts, customs such as writings/literature, artist expressions, laws, habits, trash, architecture, religious beliefs, burial rituals, trade networks, celebrations/holidays, parenting and marriage, food & drink, agriculture, gender roles
I'm pretty sure it's specific to humans. I believe it involves excavation and the use of artifacts.
I would say it is the study of human history through the collection of artifacts and clues.
I would say is the study of study of human activity while analyzing culture. through the recovery and analysis of material culture. Some look at artifacts to analyze the cultures

I would define archaeology as the study of artifacts as a way of understanding human behavior, relationships, and cultures.

I think of discovering ancient artifacts

I define archaeology as the search for historical facts and artifacts. That search may be on a dig site or in an archive.

Human history

Excavating the past

discovery of artifacts

discovering historical objects

Digging up old stuff and studying it.

Collection and study of artifacts of ancient cultures

As the study of history or historical places

Archeology is the study of past cultures. It helps us see where we came from and teaches us about previous civilizations.

Archaeology is the study of the past through the examination of artifacts and ecofacts. Archaeology chronicles past civilizations and cultures.

Archaeology is the study of the past and how the factors correlate to today.

Archaeology is the study of people and their culture through the excavation and study of relics that have been left behind.

Archaeology is the study of fossils and artifacts to learn about cultures/societies/ people

Archaeology is the study of cultures through the materials they left.

Archaeology is the study of artifacts found through excavating various geographical land features.

Archaeology is the study of ancient civilizations or cultures.

Archaeology is studying human remains in order to learn about the way they may have lived in the past.

Analysis/interpretation of the past conducted through the examination of a culture's non-written artifacts, objects.

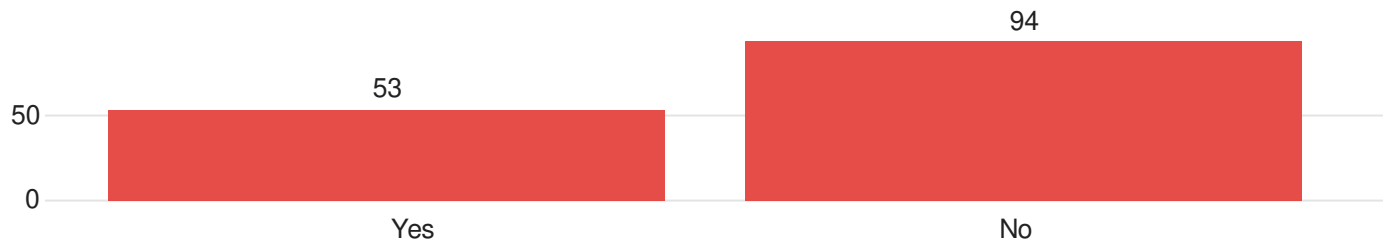
An intriguing study

A study of human history that utilizes artifacts

A study and relationship of the past and the present.

A search for, exploration, and/or analysis of artifacts from past that provide insight into people, places, events, etc. from said past. An important part of history, anthropology, science, etc.
A research field that requires knowledge of history, cultures, the Earth, and writing skills in order to report findings and discoveries.
The study of history through studying ancient artifacts.
I would define archaeology as the study of past societies, cultures, and even animals through the found remains.

Have you ever taken a course, researched, or participated in a workshop about Anthropology or Archaeology?



If yes, please explain your experience.

If yes, please explain your experience.
Undergrad class.
Survey course on college
STEM to Stern
Several undergraduate courses
Public History
One semester at Georgia Southern. A great class and fascinating experience
Mount Vernon Teachers Institute, lecture and field work in the enslaved persons cemetery
Most of my experience is through research and playing around with my metal detector.
It's been too long ago I don't really remember.

It was one of my three majors in college (Anthropology, Social Studies Education, and History) so I took many Anthropology classes and a few specifically about Material Culture and Archaeology and Society. I also studied abroad in Rome and participated in a field school there. I have worked the past two years as the Watson Brown (Hickory Hill) summer camp intern so I have helped teach middle school and high school students about archaeology and how to excavate the units at the Jeffersonian site. As I took classes and majored in Anthropology the head educator let me teach the majority of those activities and overseeing the excavations.

It was a workshop on using inquiry-based strategies and included lessons on archaeology.

Intro class in college

In my early years of college I was majoring in Anyhropolgy and Archeology. I wanted to be a photographer for National Geographic. Factors in my personal life changed my direction.

I was a history major in college

I took Archaeology 101 as a sophomore at UGA.

I took anthropology and archaeology courses in college as pat of my B.A. program in History.

I took ANTH 101 about 20 years ago. It was not memorable.

I took an undergraduate course in Anthropology

I took an intro course at Georgia Southern

I took an archaeology class in college as part of my BA in history.

I took an anthropology course in graduate school on Native Americans.

I took an anthropology course in college as one of my sciences.

I took a few courses in Anthropology.

I took a class in college on anthropology.

I took a broad overview course on Anthropology while in my Undergrad program.

I took 1 class in college as an undergraduate

I think I took Intro to Anthropology from Dr. Persicoe

I once took a course in Archaeology and we assisted in a dig at a site of a bridge about to be built over what had once been a Native American village

I minored in Anthropology in college. I learned about different cultures through myths. The best experience I had with anthropology was taking biological and forensic anthropology classes

I loved my anthropology class at ABAC. It was a field I wanted to go into but didn't see anyway to make a living

I LOVED anthropology! I wanted to minor in it but the May-nester trip was canceled! :(

I have participated in several workshops on archaeology when attending college in Florida.

I have had a course in archaeology as part of my course of study while attending undergrad.

I have a bachelors in history with a minor in anthropology,which included archaeology classes and a lab.

I had to take an intro class in college. I enjoyed the class very much!

I had to take a class for my undergraduate degree in archaeology

I had a lot of fun learning about and learning how to teach using archeological skills

I earned an undergraduate degree from Georgia Southern and took several early level anthropology and archaeology courses.

I attended a workshop on archaeology and discovery while teaching in Fulton County Schools as a way to introduce topics to students instead of simply reading from a book.

I am a member of the Gwinnett Archaeological Research Society, and have participated in several digs under the direction of Dr. DeAngeio.

GSU under grad studies - anthropolgy class 1995. It was the first time I had ever seen or been taught concerning the different species of man - I was overwhelmed and angry I had not been exposed before college but also thrilled to be learning something so new and different.

Glynn County archaeology program with Fort Frederica. Excellent program

Colllege

College courses in my undergraduate.

college Anthropology class

Class in undergraduate school.

class in college

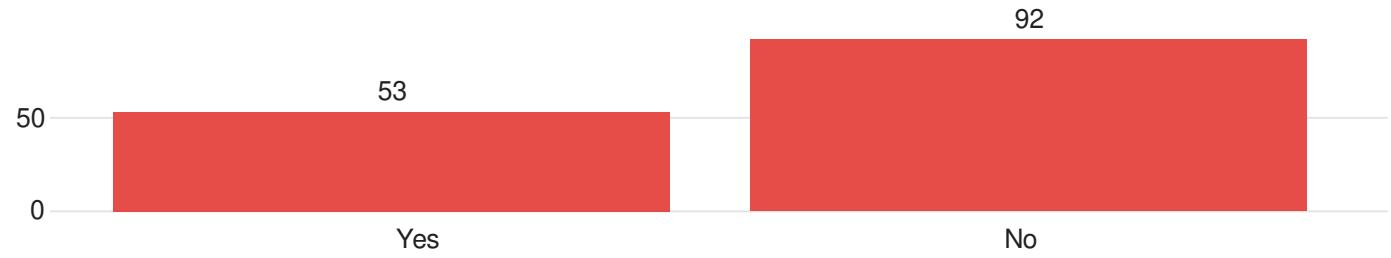
Class at southern

Began a bachelor's degree in archaeology at Newcastle University before switching to History

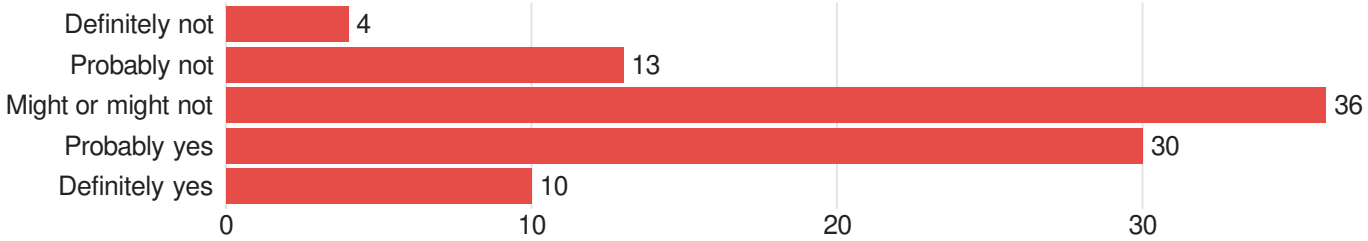
Anthropology course in college

1 class in undergrad

Do you introduce or discuss archaeology in your classroom?



If no, would you?



If yes, in what context?

If yes, in what context?
When we discuss Jamestown
When teaching culture
When I teach ancient Asia we research artifacts then do an artifact project where they recreate one
When I teach about the USS GA
When explaining how historians know things
We teach the topic of fossils and i have some great books about archeologists related RTI the topic
We explore the Sutton Hoo dig when studying Beowulf, and we discuss and learn about the dig for the Globe's foundations when discussing Macbeth
We discuss Native Americans and different nations holidays.
We discuss it in relation to Native Americans and what we know of their culture.
We discuss evolution and discuss how these organisms are found and dated.

Very limited introduction in APUSH.
Usually in the context of a storybook, discussion of Native Americans, or discussion of my father who was an archaeologist.
Usually in a discussion of college and careers, and my lamenting the fact that I did not pursue archaeology
To explain how we know things about ancient civilizations
The study of Native American Cultures.
Talking about the items that we leave behind
Study of Native Cultures.
Studies of the past
Social Studies and world history
Rocks
Remains of the past, particularly Native Americans. (Creek and Cherokee)
read alouds
Primary sources of our government and laws,
Prehistoric Native Americans in Georgia
Prehistoric native americans in Georgia
Pre history research
One of the stories in our reading book is about Mary Anning (The Dog that Dug for Dinosaurs). We don't go into much detail, but we do discuss fossils and archaeology to some extent.
Often times students ask how we know the things we do from history and of course archaeology would come up. I would, however, like to be more intentional in this area.
Just as back up information for the lesson we are starting
It is not specifically in our AKS but is referred to briefly from time to time mostly if a child wants to discuss dinosaurs and fossils.
Introdusing students to the concept and importance of the study of archeology.
In science when we study fossils and in social studies in American Indians, explorers, and the colonies

In my class there is a section on prehistoric Georgia and it is during this time where we spend the most time on elements of archaeology. This section also lays the ground work for other historical sections when we discuss the historical record.
In experiences in my personal life. I travel a lot.
I use a writing prompt that discusses midden and I use that as a way to introduce archaeology and then link it to why we should take care of our Earth.
I try to bring background knowledge for students to draw from
I teach world history so in the beginning of every semester I introduce what Anthropology and Archaeology is to my students and how we learn history from them.
I teach US (and have taught World) history, so we talk about artifacts at the beginning of the year in terms of the discipline and how it helps us understand history, and we examine artifacts throughout the early units.
I talk infrequently about discoveries that have been made that enhance our current topic in class when I can.
I talk about new discoveries and archaeological digs quite often in my classroom as we are studying the topics we cover.
I introduced archaeology when studying fossil, rocks, and soil. Then I continue to refer to archaeology through the year when discussing human history and primary sources.
I discuss archaeology in our study of Native Americans.
How do we know what cultures were like before humans started writing
Fossils
fossils
Evolution and rock data
As the #1 contributor to our understanding of prehistory and a major supporter of all history
Archaeology was discussed in 6th grade Earth Science earth's structure (rock types/formations, significance) and in 7th grade Life Science fossil records.
African American history and culture significances of certain artifacts
Advance Placement Human Geography - different theories based on archaeology evidence concerning cultures around the world

If yes, how does the instruction or discussion of archaeology help you to meet your goals?

You can not hep the students understand how old the Earth is without talking about the science of archaeology.

Yes.

Yes it helps me meet my goals.

Yes

We discover how the people before us lived and what kinds of animals came before us.

They learn how much we can gain from studying ancient people

The students are usually interested in that career and it hills their attention

The instruction helps me to meet the goal

The discussion of archaeology helps students put specific periods of time in context. For example, When discussing Native Americans and the early tribes, through archaeology we have been able to discover everything we now know about them. The discussion gives students answers to the hows and whys.

The discussion addresses Georgia Performance Standards in Social Studies and Science.

Students get a deeper or more rigorous understanding of the content.

Students are expected to learn about rocks in kindergarten. They are super interested in the fossils part of the lessons.

Showing artifacts and relics from the past help to bring to life time periods that students are not as familiar with.

practice being an archaeologist to find fossils

Once the students are able to relate, it draws interest beside they find it to me authentic and relevant

My use of that writing prompt and passage is used to challenge students to use context clues to try to figure out what an unfamiliar word means.

My love for the subject comes out with my bits of information and helps spark interest in the students.

It's important to me that students learn how to think critically and we do a lot of theat when discussing archeology.

It's a piece of the puzzle. I want my students to understand human history and archaeology has provided a lot of the information that we have today.

It usually grabs students' interests and makes them start to question how they and others know what they "know."

It shows the students that history is not set in stone and there are new discoveries made all of the time that change the established history that is in the textbooks and update previous knowledge.

It made students become more inquisitive and develop conjectures about cultures before I lead instruction.

It is part of our standards of instruction.

It is not a specified part of our Kindergarten curriculum but occasionally comes up when we learn about rocks.

It helps us understand the past and how we can discover information discussed in the Earth.

It helps to develop vocabulary and also to give children an awareness of interests and careers that would be open to them in the future.

It helps students understand how we know what we know about prehistoric events, and peoples.

It helps students understand conditions

It helps students realize not everything has to be written down as well as getting them comfortable with analyzing primary sources

It helps students gain an understanding of how historians practice their craft.

It helps me show students how we know the events of history really happened. It also helps me support my instruction on the interpretation of history (including bias, differing recollections of events, etc.)

It helps explain and give evidence for the students to understand.

It gives the kids some context so that they are able to better understand what they are reading and make connections.

It gives factual evidence of past cultures

It gives background on the humans who lived in Georgia before the Europeans

It allows the students to look ahead in the future.

In AP Human Geography archaeological evidence is sometimes the only basis of theories to explain cultures, civilizations, societies, religions, habits etc (what is found in mounds, burial sites, texts) Also the same can be said for World History - explaining how cultures are connected or collided with one another

I try to show the students that our government is heavily influenced by our past.

I set up a disarticulated skeleton surrounded by artifacts similar to what would be found at a burial site. I do my best to replicate a burial site. I have the students look at the artifacts and describe them and why the believe they would be there. I have also set up a replica dig similar to one that would be found in Latin America.

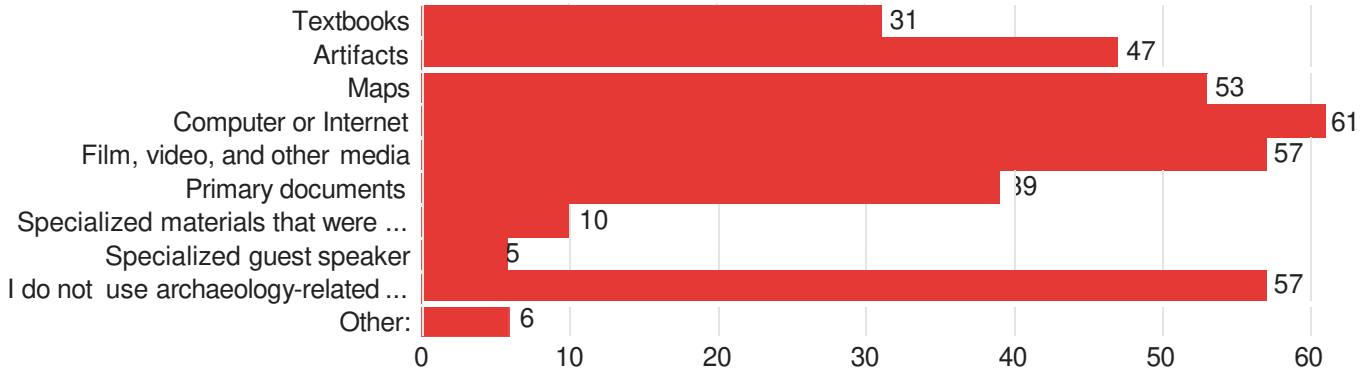
Hopefully furthers their understanding of the importance of finding something they enjoy and can be good at doing while in college.

Helps students get a better understanding of life back when the Native Americans were around. This allows them to compare the past to their present lives.

Gives a general understanding of history and continuity

Career opportunity and/or interest
By understanding the items and how they impact history and what perspective it helps students interpret what other cultures were like. By bringing in archaeology and primary sources it also makes it a bit more real for students and helps them learn to analyze.
By showing what we have had in the past can indicate part of our future
Archaeology was discussed in 6th grade Earth Science earth's structure (rock types/formations, significance) and in 7th grade Life Science fossil records. Archaeological studies helped students to understand that fossil records were found in sedimentary rock, relative dating, rock layers, the geologic time scale, etc.
Archaeology gives students a context for their learning. It also intrigues and inspires them.

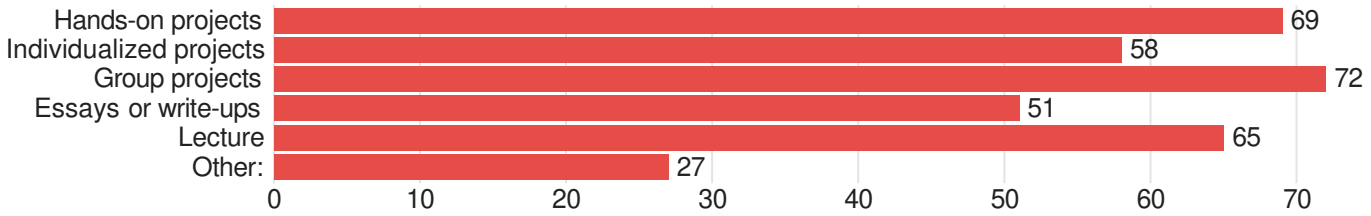
What resources related to archaeology do you use to meet your educational goals? - Selected Choice



Other: - Text

Other: - Text
they do not fit in my standards so they are not important to me
Picture books
I teach ELA. Stories that involve the topic
cookies
"fake" artifacts based on the original ones

What instructional methods do you utilize when discussing history or archaeology-related lessons? - Selected Choice

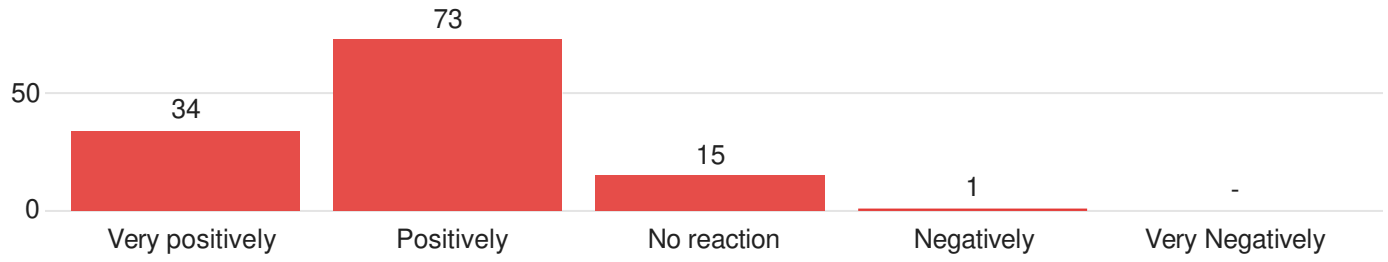


Other: - Text

Other: - Text
webquests
webquests
videos, interactive websites, articles, student collaboration
videos
role-play, debates, document based questions, and various activities
Reading aloud, guided note-taking
Read alouds related to the topics
Notes/ Readings
none
None
na
n/a
N/A
N/A
lots of Power points & Chromebook activities
Interactive notebooks & study guides
independent reading and examination of primary sources

I used to use hands-on activities.
Field trips
field study
educational games, online simulations, videos
Differentiated instruction, theatre, puppet shows, interpretive dance, videos,
DBQs
N/A
N/A
N/A
N/A

How do the students respond?



Do you introduce or discuss archaeology in your classroom?

	Yes	No	Total
Kindergarten	4	7	11
Twelfth	2	5	7
Eleventh	5	11	16
Tenth	6	2	8
Ninth	5	4	9
Eighth	3	8	11
Seventh	6	10	16
Sixth	5	11	16

Fifth	1	8	9
Fourth	3	7	10
Third	10	8	18
Second	3	7	10
First	0	4	4
Total	53	92	145

	Social Studies	29	48	77
What subject(s) do you currently teach?	History	17	12	29
	Geography	7	6	13
	Other	23	53	76
	Total	53	92	145

If you do not include archaeology in your classroom, what are the reasons it is not discussed (i.e: it is not relevant to your lesson, you do not have the resources, etc)?

If you do not include archaeology in your classroom, what are the reasons it is not discussed (i.e: it is not relevant to your lesson, you do not have the resources, etc)?
We don't use archeological information a lot. I tie it into some of the lessons. Not in real depth
This year it has not been involved within my classroom becasuse the only subject I teach currently is math. However, last year when teaching social studies it was somewhat included within my classroom.
They are not part of the Georgia Standards of Excellence for second grade. We do touch on the lives of Native Americans from Georgia.

Not specifically; however, it is used in the teachings of world history with the beginnings of peoples and civilizations
Not relevant.
Not relevant to the topic and no having the resources
Not relevant to the sixth grade social studies standards
Not relevant to the 7th grade standards which are modern history based.
not relevant to state standards; standards specific to natural selection as a process
Not relevant to our curriculum
Not relevant or I don't have the resources
not relevant
Not relevant
not relevant
Not relevant
Not relative to the course
Not really relevant to my lessons
Not part of our standards.
Not part of my standards to cover
not in the standards
Not in our curriculum at this time
Not in my curriculum
Not a standard
Not a part of my curriculum
no resources
No resources
no relevant resources and usually not relevant to state standards

No related to curriculum.

Never thought of a connection between archaeology and mathematics

Never thought about integrating it into my science content, but as I am completing this survey am starting to think about ways that it could be used to teach research skills.

My standards include US History from the Industrial Revolution through the present day, as well as economics and civics. Archaeology doesn't fit well with these standards.

Most of the time it is just not relevant to the standards I teach.

Lack of time to prepare

Lack of resources

It may not be relative to the common core standards, however I have brought in some historical information in part of my introductions to teaching specific texts.

It is not relevant to the standards I am required to teach.

It is not relevant to my lessons.

It is not relevant to my curriculum.

It is not relevant to my content

It is not relevant to kindergarten skills

It is not relevant in most lessons that I teach. If I taught history, it would be different.

It is not related to my standards

It is not referenced as archeology in 2nd grade. We study the Creek and Cherokee Native Americans (Georgia's First People) and do a lot of hands on projects with this.

It is not really relevant to my lessons.

It is not part of the standards we teach.

It is not part of the 2nd grade standards

It is not included in any GA State Standards for Kindergarten

It is not explicitly a standard that has to be taught. I'm sure I could make a connection but with all the other things teachers are required to do, it's hard to incorporate extra add ons. Also, no knowledge of resources.

It is not as relevant to my teaching standards in American Government and Economics. Also in the past when teaching U.S. History I did not have great resources to use to implement archaeology within the classroom.

It is not an ELA standard. We do discuss primary and secondary sources or accounts.

It is not an AKS

It is an approach that takes a lot of time and I am often pressed to race through the curriculum standards to stay on pace for testing (My US HIstory course has a Milestones EOC test).

It is not part of my curriculum.

In ELA I don't feel it would be relevant. In SS- I do t have the resources.

In Earth Science, our focus is geologic time scale through the use of fossil evidence. Since we don't cover evolution until 7th grade, we don't specifically focus on the human involvement in the history of Earth. If I had some resources that linked archaeology to geologic time scale, I would be more willing to teach it. Also, if the resources had a major focus on scientific method/inquiry/thinking, I would be more willing to imbed the topic as well.

I'm not sure that I could relate archaeology to third grade science standards.

I would like to use archaeology more, but time is an issue, as is having the resources needed.

I usually discuss it in conjunction with early civilizations. It's not a big part of the AP World History curriculum.

I teach to the GSE standards. If it is not a 4th grade standard, I do not teach it.

I teach science and math as my only subjects. The topics for science are: space, weather, ecosystems, simple machines

I teach math

I teach Government and Economics and Psychology and have not really thought about it. I tend to include bits and pieces when they come to mind in my lectures and primary documents at certain points in my Government class.

I teach Georgia History and the standards are fairly cut and dry.

I only teach ELA- some of the read alouds may tough on similar topics.

I have not found it to be relevant to our current curriculum. Maybe there are connections that I have not discovered yet.

I guess I don't include this in my classroom because I don't know much about it..

I do use archaeology in my lessons but I am always looking for more sources/materials because not all of my lessons use archaeology as much as I like...

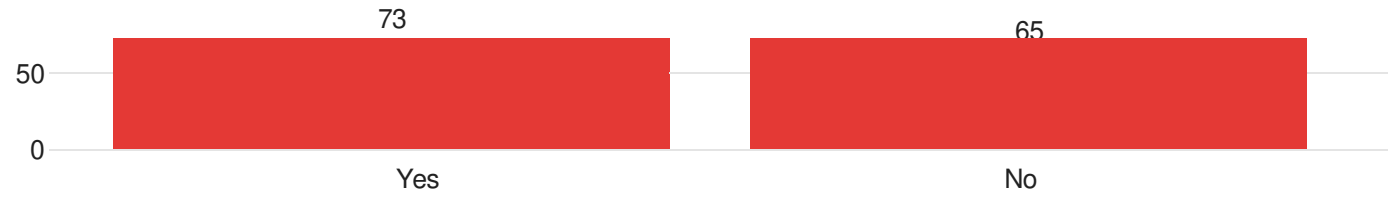
I do speak of architecture in time periods but only tangentially to the study of a literary period.

I do not have the resources and archeology is not part of the state Standards.

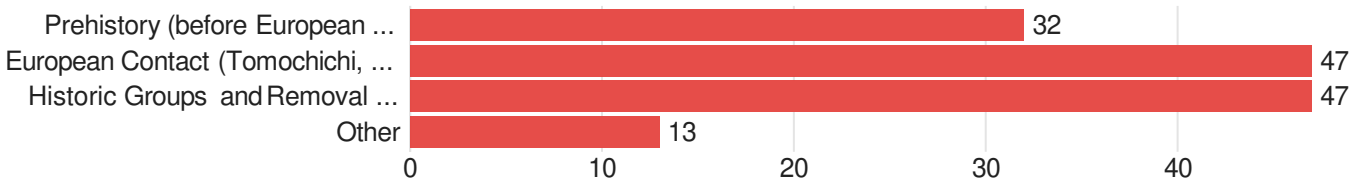
I do not discuss it in isolation. It is discussed in relation to a unit on Native American cultures and civilizations.

I do for reasons of integers and rationalizing comparisons of dates and time periods.
Georgia standards do not address archaeology specifically. I am not allowed to teach anything that is not in the standards.
Generally not relevant to science standards.
For our curriculum, GA History, archaeology is only a small portion of our curriculum. However, I would be interested to find new ways to incorporate it into future lessons.
Explicitly, archaeology is not a part of 4th grade GSE. We have so much to cover, that taking the time to explicitly discuss archaeology could take away valuable instruction time.
Does not fit in the standards. We are a standard based data driven school. If we can not measure something with data it is not relevant to me.
Do not have the resources, not sure how to effectively use it, do not have expertise
archaeology is not really a part of the Georgia standards for social studies in 8th grade, so we talk only briefly about it.
Archaeology is not part of the 5th grade social studies curriculum. We primarily study United States History from Civil War to American 1975 to present. It's a very packed curriculum and we don't learn about prehistoric times.
Very little time is given due to it not being prioritized in GA standards

Does your current course curriculum include instruction about Native Americans?



If yes, what do you teach concerning Native Americans? - Selected Choice



Other - Text

Other - Text
Thanksgiving, Christopher Columbus
Subject of Thanksgiving

Sacagawea

Pilgrims at Thanksgiving

Native Americans in Latin America and Canada

My teaching partner teaches these topics

Mesoamerica

Lakota, Nez Perce, Battle of Little Bighorn

Kind of a loaded question because my mandated curriculum only briefly mentions Native Americans but I always try to teach them as much as I can

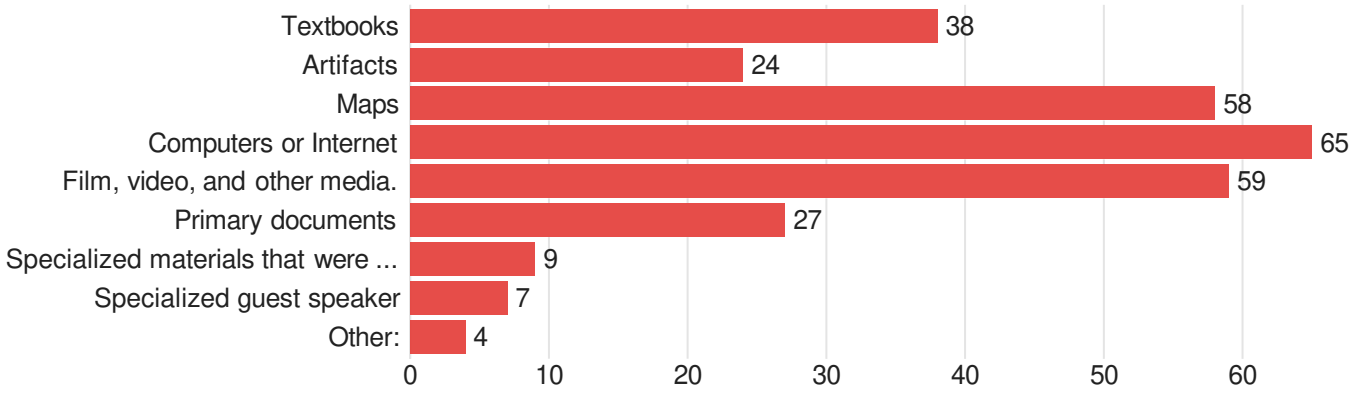
Identify dress and food and travels of north american tribes

Conflicts with people and natives

Assimilation, 20th Century Activism

Amazonian Tribes/South America

What resources do you utilize related to Native Americans to meet your educational goals? - Selected Choice



Other: - Text

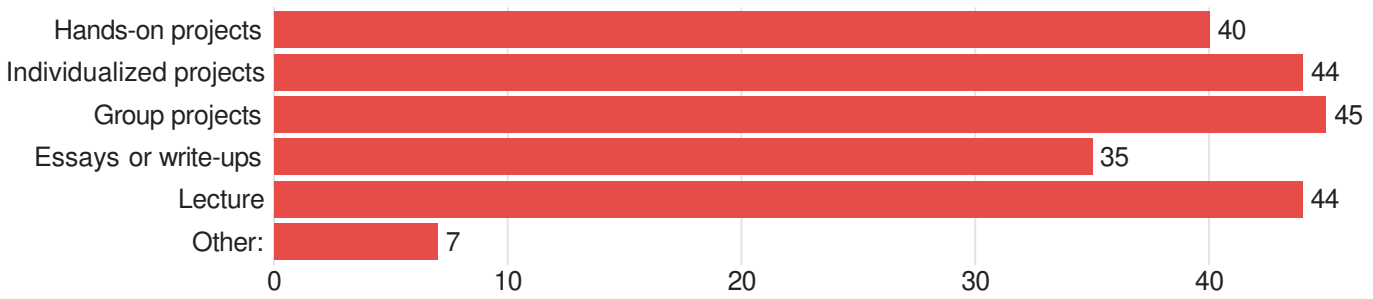
Other: - Text

Teacher-made interactive materials

purchased curriculum materials from other teachers

lecture + activity

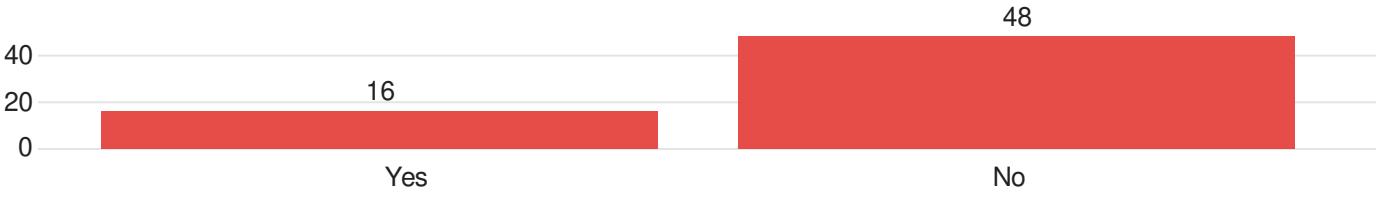
What instructional methods do you utilize when discussing Native Americans? - Selected Choice



Other: - Text

Other: - Text
Webquests
Reading materials and discussion
read alouds related to Sacagawea
Interactive notebooks & study guide
field trip to Atlanta History Center
Discussion and Document Analysis

If no, do you instruct on any other ancient cultures (Rome, Greece, China, etc.)?

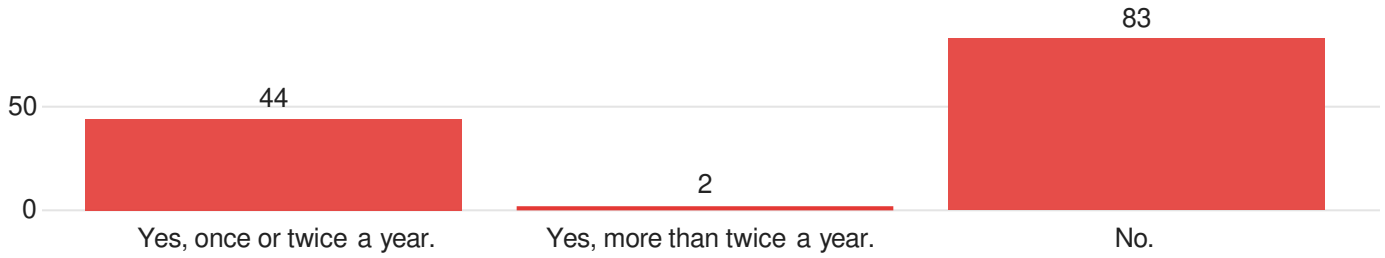


Out of the following disciplines involved in the instruction of the Social...

Field	Mean	Responses
Religion	7.33	129
Philosophy	7.26	129
Psychology	7.25	129
Sociology	6.43	129
Political science	6.11	129

Law	5.71	129
Anthropology and Archaeology	5.51	129
Economics	3.66	129
Geography	3.41	129
History	2.33	129

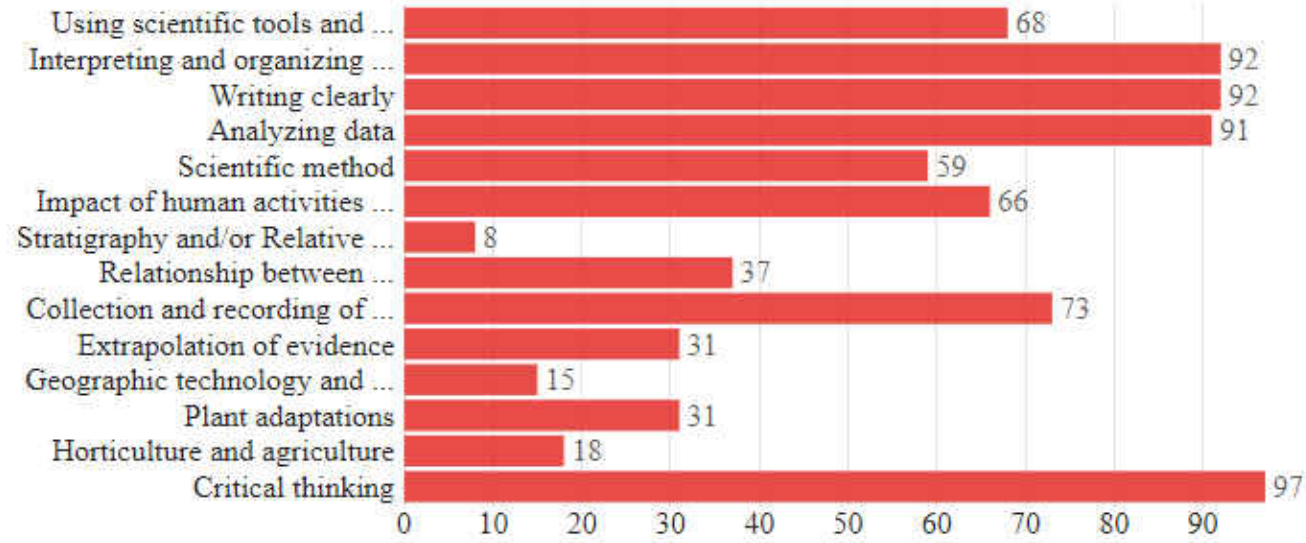
Do you conduct field trips to cultural or historic sites? If so, how often?



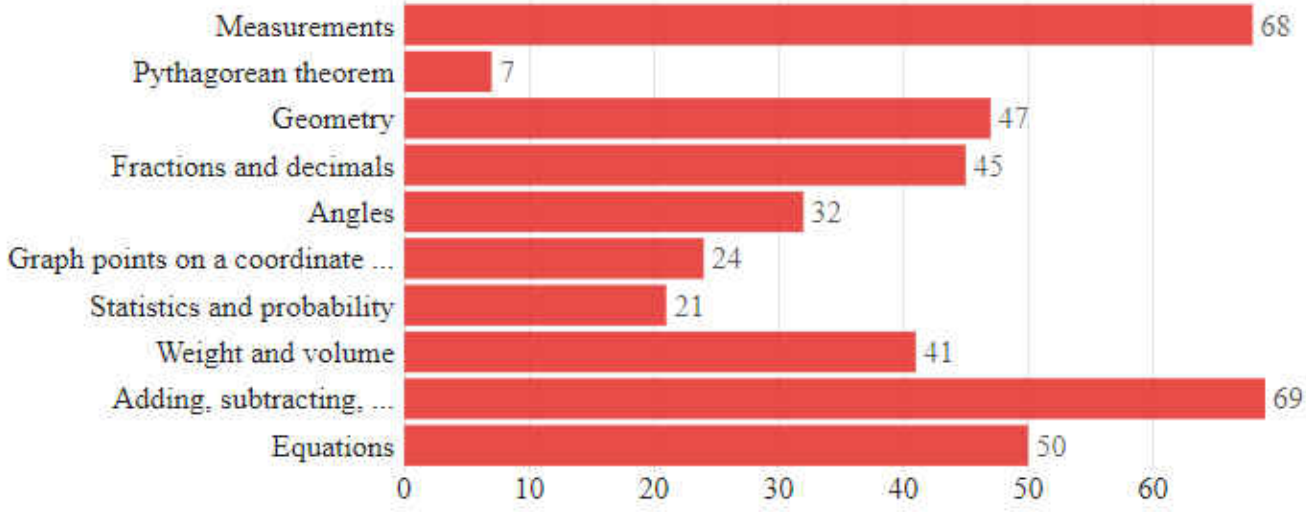
If yes, where have you gone?

If yes, where have you gone?
N/A
N/A
N/A
N/A
N/A

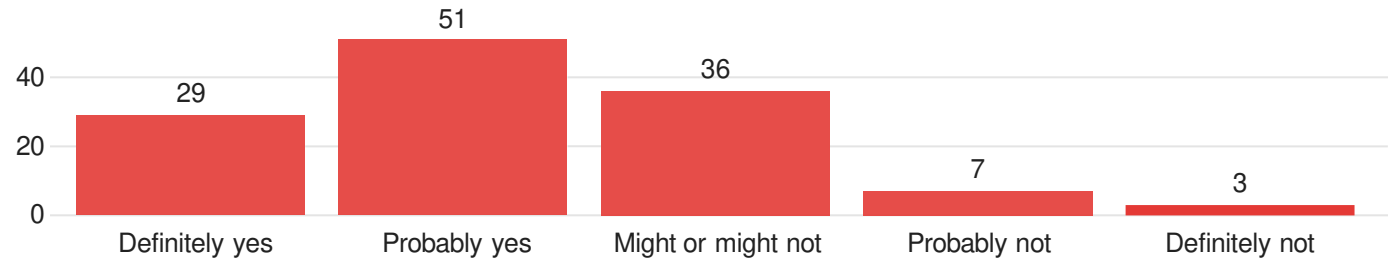
For Sciences:



For Mathematics:



Do you think that archaeology could or does help you meet your education requirements?



If you have any comments you would like to share, please leave them below!

If you have any comments you would like to share, please leave them below!
Wish there were more time allowed for the study of and relationships to archeology
We would love to have visiting field trips for social studies but there aren't too many that we know of that will travel to Columbus, GA. We would even do Skype or virtual learning.
We do not spend enough time on the subject and the kids really enjoy it.
This study sounds very interesting. Good luck!!
The kids love archeology, and more hands-on/field trip activities and options would be extremely useful. My freshmen World History students have a lot of energy, and kinesthetic work helps them a lot.

Thank you for conducting this survey and good luck in your research. I wish you had included a back button especially about the benchmarks for math and science - I thought there would be a similar list for social science later, so I did not click any answers under the math and science benchmarks and I could have. When you ask about the grade levels taught, please allow for multiple answers - many teachers teach more than one grade.

Students need to know that archaeology is NOT just what you see in the India Jones movies! A true realistic understanding of the field and careers available in one studies archaeology

Since fifth grade focuses primarily on U.S. History from 1850 to 1975 and beyond... fitting archaeology into the curriculum would require the social studies standards to be revamped.

n/a

Look forward to see what is suggested

It would be interesting to bring archaeology into my English classroom.

I'm an academic coach for SS at our high school I work with our SS teachers to create and develop lessons in order to meet Standardize test "quotas". I hope for a day when we can teach and not focus on tests and scores, but how much students have been able to learn about themselves and life through our content

I would not like to be contacted for a more in-depth interview.

I would love to use archaeology in my history classes, I could see immediate benefits, but due to time constraints and the amount of curriculum I have to cover for state testing, I don't feel I can take the time to branch out. I know my students would benefit but unless it is measurable or tied to outcomes that are tested, I don't feel like I can do this. Besides I can barely fit in all the required standards now, I know this is not the best way to teach, but I don't feel I have the freedom to do anything else at this time.

I would love to see more emphasis placed on archeology in the history curriculum

I would love to learn more about how I could bring more archaeology into my classroom.

I would like to be involved in an archaeological dig at some point. I think more teachers would be willing to teach archaeology if they had the opportunity to experience a dig.

I wish I has more knowledge, myself, of how to better use archaeology in my classroom. I think students would benefit from this greatly. I am open to any resources you can offer.

I think kindergarten children would find archaeological activities very engaging and interesting.

I teach P.E

I see limited benefit of using archaeology for tested courses and standard mastery. their is nothing in my standards about native Americans, field trips, or dig sites. Time is extremely limited and I cant go down a road that may reap little in the way of rewards

I have not thought about using archaeology in my teaching of 4th grade, I am interested in learning more.

I have not found much intersection between my economics content and archaeology, but I have talked to several classes about how much I enjoyed archaeology as a college course and a discipline within the social sciences.

I feel that, as a history teacher, archaeology instruction in an invaluable tool in helping me make history come alive for my students. Whether it is looking at artifacts, or researching certain periods using archaeological discoveries as evidence, this is an important part of my history instruction.

I do think archaeology is a valuable course of study, even though I don't get to teach it. I do find articles on geography and archaeology interesting for my own reading.

I absolutely love your thesis and I was actually planning on doing mine over the same topic when I get to grad school. I actually worked with a professor that I was a teaching assistant for Intro to Anthropology in creating an Anthropology high school class. I have a couple lesson plans but sadly have not worked too much on creating the class since- except for incorporating Anthropology into my teaching as much as I can. So when you publish your thesis and research I would love to read it! Also if you need to conduct research or observe a class I would happily invite you to mine (provided my department head and principal allow it of course!). Good luck!

Your survey really made me reflect on my kindergarten program. Interesting study! Just curious why you chose not to include "specialist degree" in your demographics? LMK if I can be of any further help. I am also working on my doctorate and it is quite a process. Best wishes.

Good lick with your research and studies!

APPENDIX G

ARCHAEOLOGIST SURVEY RESULTS

What is your age?

Irrelevant
72
71
67
66
65
63
63
59
58
55
54
54
53
51
50
47
46
45
44
43
43
42

42

41

40

40

40

39

38

37

37

37

37

36

36

36

36

35

35

35

35

35

35

34

32

32

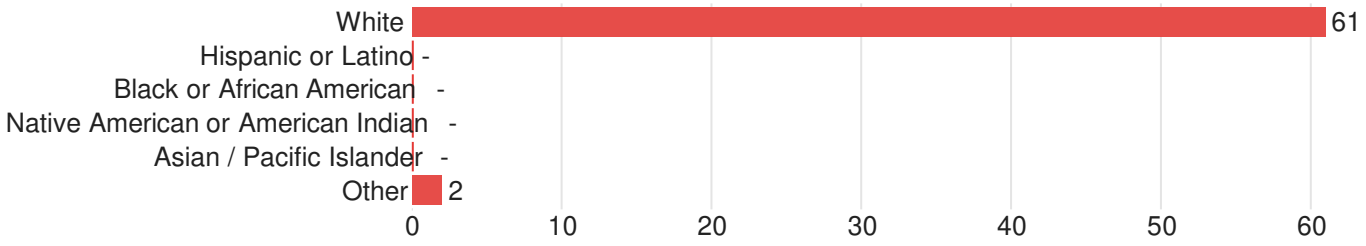
32

31

31

29
29
28
28
27
27
27
27
26
25
25
25
24

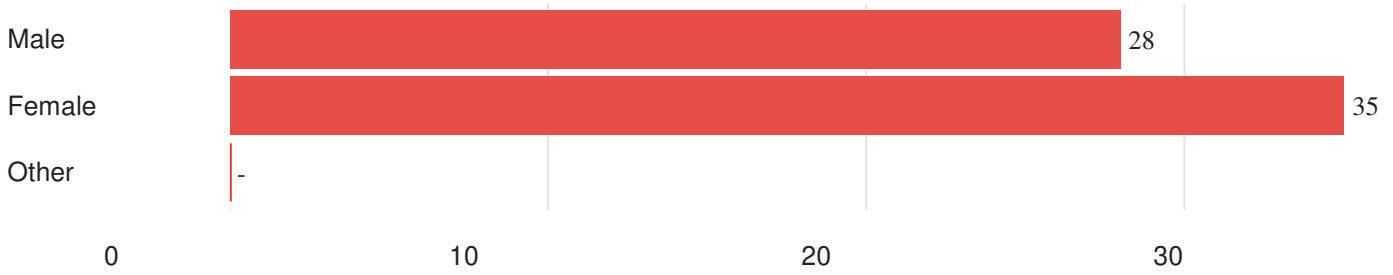
Please specify your ethnicity. - Selected Choice



Other - Text

White-Asian Mix

What gender do you identify as? - Selected Choice



Where were you born?

1971
1975
Alabama
alabama
Amarillo, TX
Annapolis, MD
Atlanta
Atlanta
Atlanta
Atlanta, GA
Atlanta, GA
Atlanta, Georgia
Augusta
Augusta, GA
Augusta, Georgia
Baltimore
Big Stone Gap, Virginia
Buford GA

Burlington, NC

Connecticut

Conyers, GA

Douglas, Georgia

Eastern North Carolina

Easton, MD

England

Faiirfax, VA

Florida

Florida

Florida

Florida

Gainesville, Georgia

Georgia

Georgia

Georgia

Germany

Goldsboro, NC

Hazlehurst, GA

Iowa

Kennesaw, GA

Lexington, Kentucky

Maine

Maryland, USA

Michigan

Missouri, USA

New York City

New York

Oceanside, CA

Oshawa, Ontario, Canada

Rochester, NY

Saginaw MI

San Diego, California

Savannah, GA

South Carolina

St. Augustine, FL

Statesville, North Carolina

Stockton, CA

Texas

texas

Trenton, NJ

Tupelo, Mississippi

Virginia

Virginia, USA

Winder Georgia

Where did you grow up?

Alabama and North Carolina

all over--military brat

Athens

Athens, Georgia

Atlanta, GA

Baltimore

Big Stone Gap, Virginia

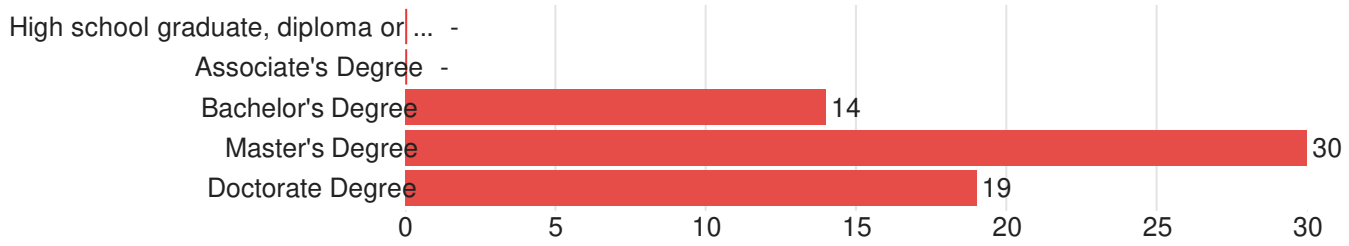
Buford GA

Cedar Grove community, DeKalb County, Georgia

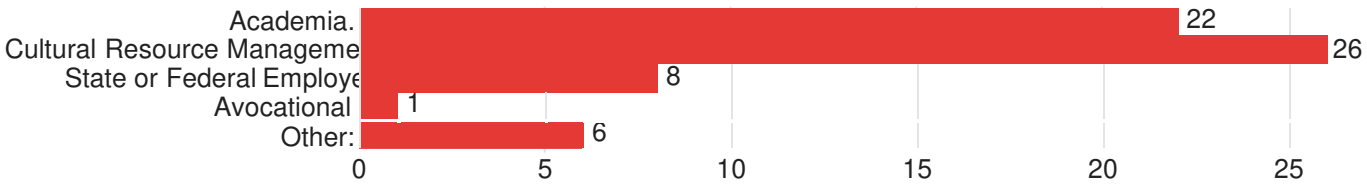
Chicago, IL and Phoenix, AZ
Clearwater, FL
Connecticut
Conyers, GA
Daytona Beach FL
Dublin, Georgia
Eastern North Carolina
England
Farm near Douglas, Georgia
Fayetteville ga
Florida
Florida
Georgia
Georgia
Georgia
Georgia
High Point, NC
Huntsville, al
Kennesaw, GA
Lumber City, GA
Maryland, USA
MD
Michigan
NC, LA
New England
New England
North and south of Metro-Atlanta
North Carolina

North Carolina
North Mississippi
Oshawa, Ontario, Canada
Pennylvania
Raleigh, NC
Richmond, Kentucky
Rochester, NY
Rockville, MD
Savannah, GA
South Carolina
South Fulton, GA
Springfield, VA
Statesboro, GA
Statesville, North Carolina
Stockton, CA
Sylvania, GA
Texas
Thomaston, GA
Trenton, NJ
Various states in the US, Germany
Vista, California
Washington State, USA
Western North Carolina
Winder Georgia
Wisconsin
Woodstock

What is the highest level of education you have completed?



What do you currently do? Please include your current job title. - Selected Choice



Academia. - Text

Student
Professor
PhD Candidate/Instructor

PhD Candidate
Lecturer
Laboratory Director and Curator
High school Teacher
Graduate Student, Doctoral
Graduate Student
grad student/ GA assistant
Doctoral Candidate
Director, Waring Lab. My position is acedemic and CRM
Associate Professor
Associate Professor
Assistant research scientist
Assistant Professor of Anthropology
Assistant Professor
Assistant Professor
Assistant Professor
Assistant Professor

Cultural Resource Management - Text

U.S. Fish and Wildlife Archaeologist
Staff archaeologist
Staff Archaeologist
Sr. Archaeologist/Project Manger/Program Manager
Project Archaeologist
Principal Investigator/Archaeologist

Principal Archaeologist
President/Senior Archaeologist
President/CEO
Field Technician
Field tech
Field tech
Executive Vice President
Cultural Resources Field Lead
Cultural Resource Specialist
Cultural Resource Site Monitor
Crew Chief
Asst. Historian
Archaeology field technician
Archaeologist
Archaeologist
Archaeologist

State or Federal Employee - Text

State employee
State archaeologist
Staff Archaeologist
Senior Archaeologist
Laboratory of Archaeology uga
Environmental Review Archaeologist
Director, SHPO

Archaeology Outreach Coordinator

Avocational - Text

Ocmulgee Archaeological Society- President

Other: - Text

Teacher and Zooarchaeologist

President, Non-Profit Organization

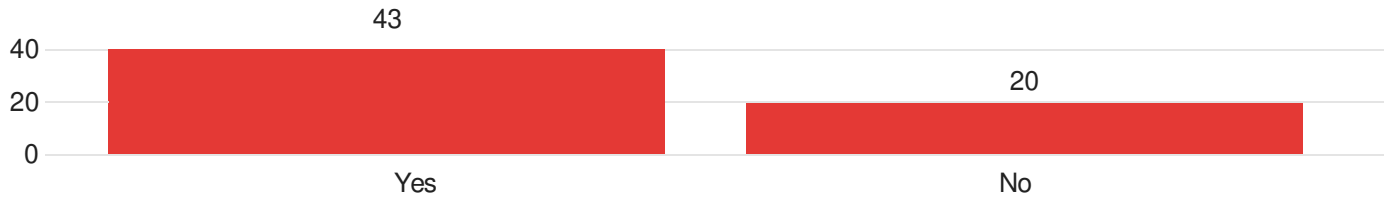
non-profit. Education Coordinator and Research Associate

Graduate Assistant

Cultural Resources Manager

Completing MA in archaeology and some subcontractor work

Is interacting with the general public a part of your job description? - Selected Choice



Yes - Text

Yes, but not as an archaeologist.

Yes

Yes

to a very limited extent

Students/Public Presentations/Professional Meetings

Sometimes. Not often.

Sometimes

Occasionally

It is specifically in my job description under the heading "Service"

As part of my research

No - Text

Not usually, but the occasional landowner or client

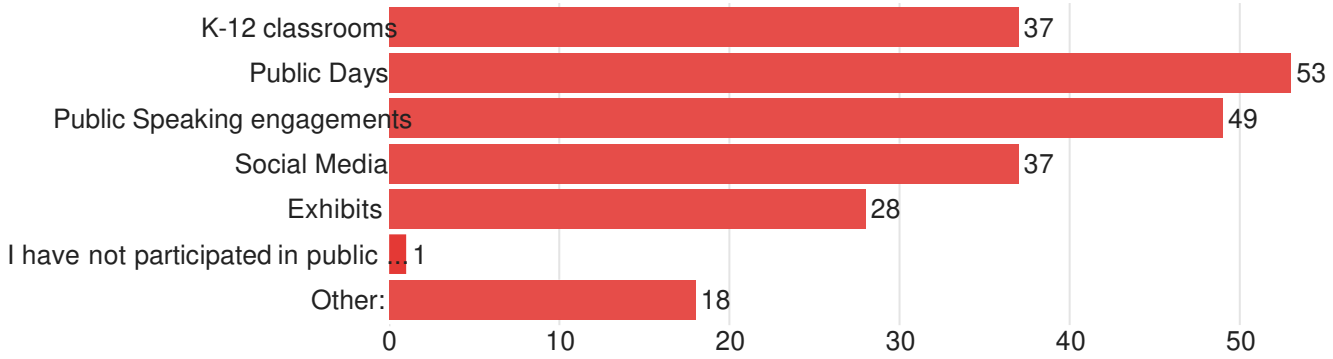
Not usually

No

No

However, it is strongly encouraged

In what ways have you participated in public outreach? - Selected Choice



Other: - Text

Written book for for collectors

Teaching non-archaeology/anthropology classes/workshops (currently)

Society for Georgia Archaeology (SGA) - prizes for annual State Social Studies Fair

Refuge visitor interaction during field work

Museum events

Law Enforcement/Parks employees/Trainings

K-12 field trips

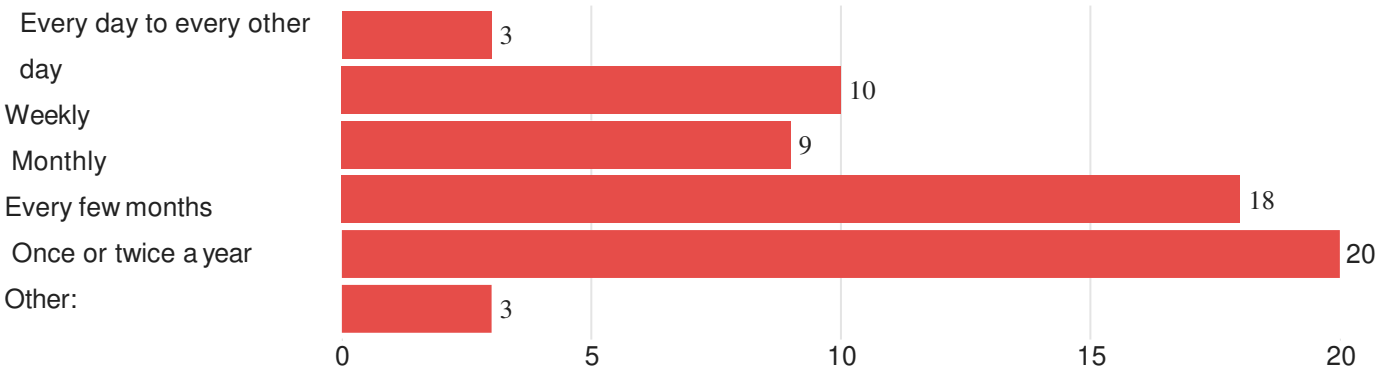
individual requests from the general public (usually in emails or phone calls), e.g. artifact identifications, general questions about archaeology, site visits, etc.

Historic Societies, Artifact ID Days, SciREN, WiSci, creation of archaeology workbook for children

Generally encounter people day to day on survey jobs

Documentary film
Curricula, tours, books, festivals,
College classrooms, professional conferences, media
Artifact ID Days
Archaeology workbook for children ArchaeoBus
6 year long Fourth Grade archaeology program

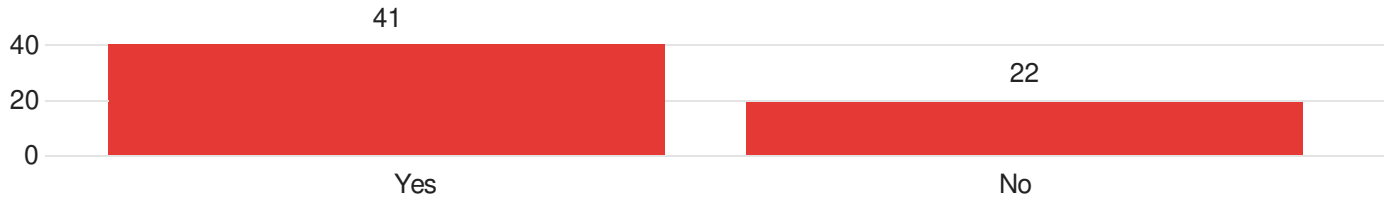
How often do you participate in public outreach? - Selected Choice:



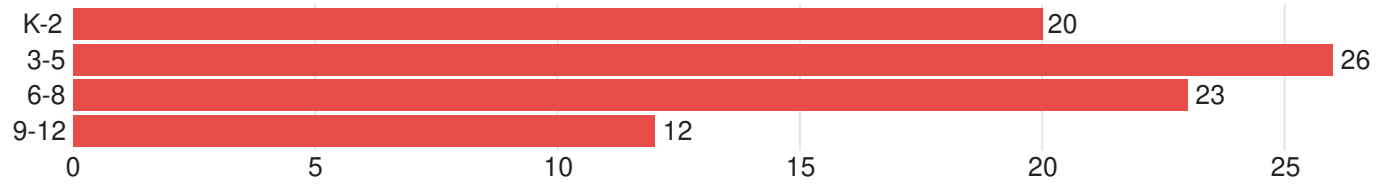
Other: - Text

About every other year
A few times a year

Have you ever been contacted by teachers to present about archaeology?



If you have visited a pre-collegiate (K-12) classroom to discuss archaeology, what grade(s) did you present to?



Other: - Text

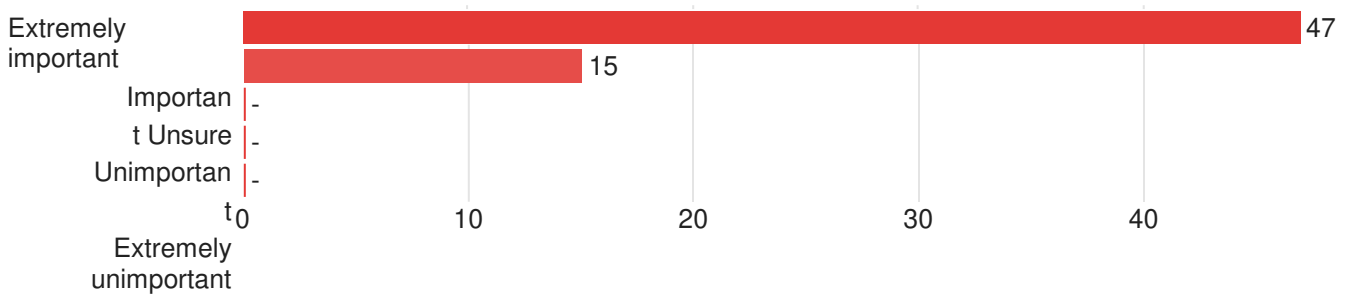
My daughters classrooms, "career days" at the middle and high schools in Lamar County
It was to K or first or second grade so not really in a class
Geology / Geography
general elementary
General
ELA, Art
Career Day
art, gifted, general career day

All

5th grade gifted/accelerated class

2nd grade

How important do you view public outreach as part of the archaeological discipline?



In what ways do you think archaeologists can improve their public outreach and education?

Working with local historical societies doing events

Work it into proposals for large projects Phase III data recovery projects as a requirement

We need to forge better connections with local education administrators, and teachers. Many may not know they can have an archaeologist come and talk to the classroom. It adds more weight to an already heavy portfolio, but if we want the general public to understand the value of archaeology, we must be active and open in pursuing and maintaining contacts with local schools and non profit education groups. Gone are the days where we can labour in obscurity, and expect the public to come to us. Archaeologists in general are not good at self promotion, but we must become better at promoting ourselves and our research to educators and educational groups and afterschool programs.

We all need to remember every time we engage with anyone from the general public, without public interest and understanding, the interest and funding for archaeology (academic, government, and CRM) can disappear. It is critical we are supportive, kind, and positive about what we do and why we do it.

View it as a critical part of their professional obligation. Need to be encouraged by their supervisors.

Travelling trunks and exhibits; More engagement in K-12 classrooms as field trips are declining in frequency; focus on sites that are local to the students to get them engaged

Too many to list. We're really quite bad at it.

Taking advantage of more opportunities to engage the public. That might mean having to be proactive to create those opportunities. We also need to make sure we have content that is not overly academic when we are sharing our work with the public. That can be hard, I know I don't always succeed, but I think that is important.

Stop being so secretive. Archaeologists treat the past like some confidential conspiracy that only other archaeologists are worthy of being trusted with it

Public Participation

Setting goals of how many hours a month employees must volunteer with local organizations like the Society for Georgia Archaeology, local archaeological chapters, speaking at schools, serving as a mentor for a high school or college student, etc.

Reaching out to broader audiences - not just groups who come to learn specifically about archaeology or history. For instance, attending community art or music or cultural festivals for the general public who wouldn't necessarily be there to learn about such things. Having a stronger presence online.

PSA-style promotions on local TV stations. Participation in local government. Working with K-12 educators to design archaeology-related curricula that meets current testing standards. Writing articles, books, and blogs for public consumption.

Produce reports, brochures, and pamphlets that can be available and understood by the general public. Be available to provide guest lectures, and public information booths at public events.

organized curriculum/standards. Traveling trunks. Participate in archaeology month activities.

Offering an intro to anthropology courses at the high school level. But make sure it has something about archealogy in the title to get people interested into the science. Offer it as a science or history course or an elective.

More school visits and public days. Teachers incorporating archaeology into lessons.

More generalized structure across the state. Would be great to have something in Georgia like in Florida with the Florida Public Archaeology Network.

making research and CRM reports more available to public - less technical more public.

make sure the lesson plans fit in with their ASK teaching tasks.

Make it more engaging for the young students. All of my outreach experience is in Alabama

Make archaeological data more readily available to the public

Mainly, just good general knowledge. Most people seem to think that I 'dig up dinosaur bones.' Usually, when I speak to a class or in public people come away with a whole new (better) understanding of what we do and what we DON'T do. And also, especially among the younger people, I can see a spark in the eyes that I help create.

Learn best practices in education and in archaeology outreach; share the load with those currently doing outreach; include public outreach in some form in all archaeology projects; become more involved in archaeological advocacy at the local, state, and national level.

Just get out there and do it in any possible way every chance you get! Some of the best results in public outreach I've seen include interactive teaching modules for children in middle and high school. Also, social media can be

It would be helpful if public outreach was explicitly included in most archaeologists' job descriptions so as to justify these activities (and the requisite time) to our employing institutions (it is part of our ethical responsibilities as professional archaeologists, but our employers may not know that!)

effective.

Include public education components in budgets
In my opinion graduate school programs should incorporate modules both on K-12 education techniques, but just as importantly, on public policy outreach. For instance, I give a presentation each month to the DNR Board of Directors. Presenting to them is a much different deal than talking to a high school class.

Improve relations with collectors and avocational archaeologists

I'm not sure that archaeologists in academia need to improve, I think they're doing what they can given the limitations. Those that work in universities work in a structure in which public outreach and education is not valued by the institution. Academic archaeologists are required to put so much effort into winning research grants and producing academic publications that it leaves very little time to contribute substantially to outreach. Many universities pay lip service to the value of public engagement but ultimately when it comes to keeping your job or being promoted, public outreach is not valued. Until there is a structural change in the work that is recognized by the institutions academic archaeologists work for, it will be hard for us to do more than we do.

I think we should be more transparent with our work. A great majority of the public seem to have an incorrect view of what archaeologists do and what archaeology is and I think being so secretive and vague about our work is what creates that misunderstanding.

I think that incorporating public outreach and dissemination into the earliest stages of research design is important. Additionally, being available, sometimes on short notice, to participate in outreach events when they

I think it would be great to come into classrooms to discuss archaeology with students. I think it would be beneficial to high school students in AP human geography and environmental science. It could also benefit other history or social studies classes.

occur.

I think archaeologist should engage with the public both formally and informally about the field of study because it leads to greater support of the occupation overall.

I realize this is an unhelpful answer, but by making it a priority and not an afterthought.

I believe that a lot of what makes public outreach effective is the attitude of the archaeologists that participate. We must be willing and excited to share our knowledge, not prideful and negative about public misunderstandings. I mean, if we don't set the record straight, how is the public to understand the importance of

For whatever reason, it has been my experience that school administrations are not open to bringing in speakers from the outside to teach archaeology. I have offered in the past to help but have never heard back from teachers after offering. From outside of school systems, there is a huge public demand for speakers at historical societies and other similar organizations. I get requests to speak almost monthly. This group is very interested in learning local history and prehistory, but could really use help in how to follow archaeological laws and how to protect archaeological sites. Many of these people are large land owners and with proper teaching could provide very valuable archaeological information to the Georgia site files.

what we do?

First, let's make sure people know what archaeology is. Promote the goals of the profession - what can be learned from archaeology and how that can actually help us today. Show what has already been learned from archaeology. Some people seem to understand things which archaeology has taught us, but don't know that their knowledge is a result of archaeology. Less jargon and esoteric terms/concepts - these things need to be communicated in clear language that average folks can understand. Easier said than done - perhaps archaeologists need more training in this.

First and foremost, archaeologists need to understand that inundating the public with technical jargon doesn't impress people or foster a connection to a site or time period. Too often, I have seen archaeologists throw ten-dollar-words around and, instead of coming across as a subject matter expert, the public thinks they're being condescending. Another issue is when archaeologists try to maintain some oh-so-cool detached scientific posture. Nobody will develop a connection to the topic if the person telling them about doesn't appear to have any connection to it. In essence: be personable, be polite, be enthusiastic, and talk on a lay level. Excitement is contagious! Stoicism and pretension only help to make the public think we're ivory tower jerks that they cannot relate to.

Find the best medium for their audience. It is not nearly as intuitive as one would think.

Do more. Learn from experts in education how to teach, learn from Museum educators how to work with public.

Do more of it and try to reach a broader and more diverse audience.

do more of it

Commit to 2-3 public outreach activities per year. Meet the public halfway between your expertise and their interest. Never condescend.

By getting involved (when feasible, and legal) with the community where you are conducting work.

By getting academic "credit" for time spent doing this, as normally if you are a university professor it is something you have to do in your spare time. There should be clear infrastructure within which to do it as well, so that the burden does not fall onto individual archaeologists to locate an appropriate school, make contacts, etc. That way there is also more systematic coverage across the state, rather than to just a few random classrooms.

Assist more with creating curriculum related to cultural resources.

Archaeologists should continue to make their research available to the general public through cooperation with avocational societies and public outreach. By emphasizing the role archaeology plays in bettering our understanding of past cultures in museums and common literature more people, particularly k-12, can learn to appreciate what the field has to offer.

Archaeologists need to work with K-12 educators to integrate anthropological concepts and education in the classroom prior to students entering college. We need to be more active in avocational archaeological societies and historical societies, build up rapport with artifact collectors and landowners, and create content for the general public. I think some of this could start at the state site file level (Or SHPO's office) and some of the regional public universities that have the networks in place to reach out to the public. And on a more individual level, graduate training (particularly doctoral) shouldn't focus exclusively on esoteric research that is unapproachable to the general public or vilify those that choose to distill their research for a lay audience.

Archaeologists can improve their public outreach and education with more hands-on activity days that are open to the public. A diverse public event that engages families and people of all ages is highly effective in providing information and making a long-term impression. Information materials to takes home and go over later is a good way to convey educational and scientific information - particularly when there is a large crowd that comes and goes and no formal presentation is made. If there are activities that result in tangible things they can take home, like a pinch pot, a piece of rock art, a basket, or some little craft - these cement the experience and allow children to look back on their experiences. Making it fun for little kids and families gives kids something fond to look back on later when they think about what they want to study in the future.

Academic archaeologists could receive credit for public service as part of their job assignments instead of just doing it because it is important.

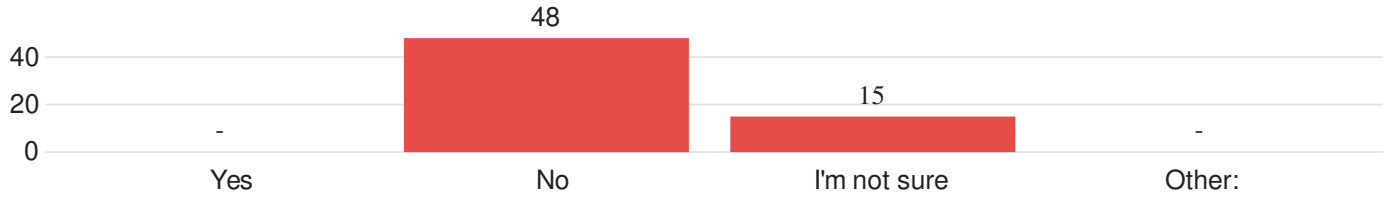
I feel anthropology really should be a core course in middle school, with some introduction to it in elementary. At the very least, it and/or archaeology should be offered as an elective. That would require updating national and state school curricula
- I'm not sure how (working) archaeologists could do this. I feel like accomplishing major goals in public outreach/education would be a full time or nearly full time job in and of itself.

Do you think archaeology should be introduced in K-12 classrooms as a part of their curriculum studies?

Out of following disciplines involved in the instruction of the Social Stud...

Field	Mean	Responses
Religion	8.43	58
Psychology	7.81	58
Philosophy	7.40	58
Law	6.72	58
Sociology	5.98	58
Political science	5.62	58
Economics	4.83	58
Geography	3.07	58
Anthropology and archaeology	2.86	58
History	2.28	58

Do you think that Native Americans are adequately represented in Georgia's K-12 education? - Selected Choice



No - Text

This topic was glossed over pretty quickly when I was in K-12

stops at European contact

Probably not but I have limited knowledge of what is currently covered in K-12 and the depth of information regarding Native Americans

Not when I was in school. Not sure now.

Not by a long shot

Not at all

No

No

No

No

No

Let's just glaze over the trail of tears...

I have not experienced K-12 in GA, but I think it's a safe bet that they are not adequately represented.

Cursory overview.

Absolutely not

N/A

I'm not sure - Text

The teachers whom classes I have spoken to seem to spend a great deal of time discussing Native Americans, though my own education was not very thorough in the subject. So it's hard to tell.
Not sure
I have no idea what is taught K-12 in GA
I have no idea

Do you think Native Americans are accurately represented in Georgia's K-12 education? - Selected Choice

No - Text

The only mention of Native Americans when I was in K-12 was the "noble savage" cliche.
Simplistic and often misinformed view.
Not even remotely
not enough research into public text books
No
No
No
I've witnessed many misconceptions in and outside of the classroom.
I think my high school history text actually referred to them as savages
Hell. No. White-washing is real.

I'm not sure - Text

I think my high school history text actually referred to them as savages

Hell. No. White-washing is real.

I'm not sure - Text

They receive such little attention it is unclear

Probably not. My own memories of K-12 coverage of Native Americans was limited to early historic. I never learned anything about precontact peoples until college. They teach it as if there were no people in North America until Jamestown.

Probably not, but I am less sure about this.

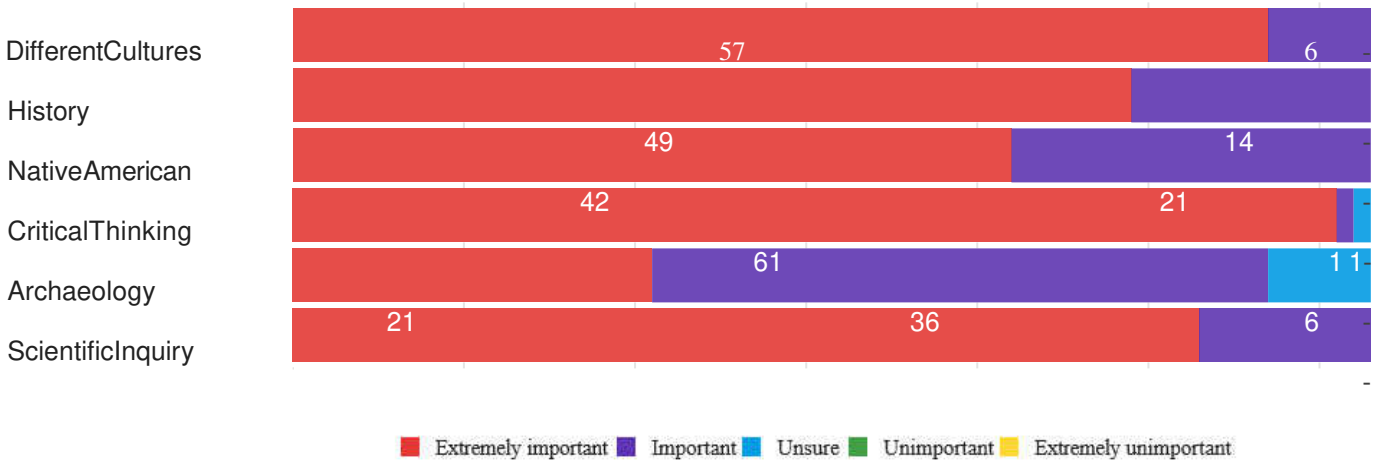
Not sure

I have no idea what is taught K-12 in GA

I have no idea

I have limited direct knowledge of how Native Americans are represented in Georgia's K-12 education, I suspect it is fairly limited in depth but may be reasonably accurate at a very general level

In your opinion, how important is it for K-12 students to learn about:



If you have any comments or additional information you would like to share, please leave them below!

Your Ranking of importance 1 through 10 doesn't seem to be working

Thanks!

Out of following disciplines involved in the instruction of the Social Studies - Input was not working
One of the biggest challenges faced in public archaeology is getting the next generation excited about this field. It is also incredibly challenging to get the public interested as our culture is focusing too much on technology and do not have the attention span to learn some really cool information from archaeology.

My general thoughts on this topic are: anthropology is so beneficial in that it teaches you to try to see the world through other people's eyes, developing empathy. But it is viewed as a strictly academic exercise by those outside of the field.
Attempting to get anthropology incorporated into elementary curricula in a "real" way (ie. more than a 10 minute discussion defining anthropology so the kids can answer a question on a test) seems an impossible goal, especially in today's political and social atmosphere. Everyone complains about teachers just teaching the kids to take standardized tests, but no one seems to be able to change this system. That is why I have so little hope of anthropology/archaeology ever being incorporated into K-12 curricula in any meaningful way.

I'm not from the USA and I've never really understood what social studies is. I think there's huge potential for archaeology (methods, data, interpretations) to be incorporated into a number of disciplines.

I think there are places for archaeological instruction to integrate well within state and national science standards and history standards. I think text books are very restricting, and we don't pay teachers enough to innovate with lesson planning and deviating from curriculum standards.

I think it is very important for students to have an understanding of archaeology. It is not only important for them to know what it is, but also to get an understanding of how archaeologists work.

I consider archaeology to be an aspect of history; the past is older than 1492. And students have a very poor understanding of history. Anthropology other than archaeology is also important because of the diverse world in which we live.

Great study, glad it is being done. I did have trouble ranking disciplines by importance. I would rank most of these disciplines of equal importance in general terms by the end of K-12 education, but might rank certain disciplines higher at different stages of education.

Good luck with your project.

Good luck with your project!!

Good luck :)

For my rankings on the disciplines involved in the instruction of social studies, I want to clarify that anthropology is my number one, but not necessarily archaeology. I think anthropology is almost like an umbrella category for everything below it. It gives a good context of human life, for which everything else listed below it can be explained.

Couldn't figure out how to rank the disciplines but I would say Anthro/Archaeo, followed by history, followed by poly sci. I've been Director at HPD for almost 9 years now, and I can say with high confidence that archaeology writ large has got to become more sophisticated in the public policy arena, much of which involves education, but a very specific kind of education. Dave Crass Director DNR-HPD

An additional thought: many of these subjects, archaeology included, seem difficult to teach to younger age groups and are perhaps premature for classes on the lower ends of the K - 12 scale? I am not sure that I would answer some of these questions or rate the importance of disciplines/topics for elementary school-age children in the same manner that I would for high-school age teenagers.

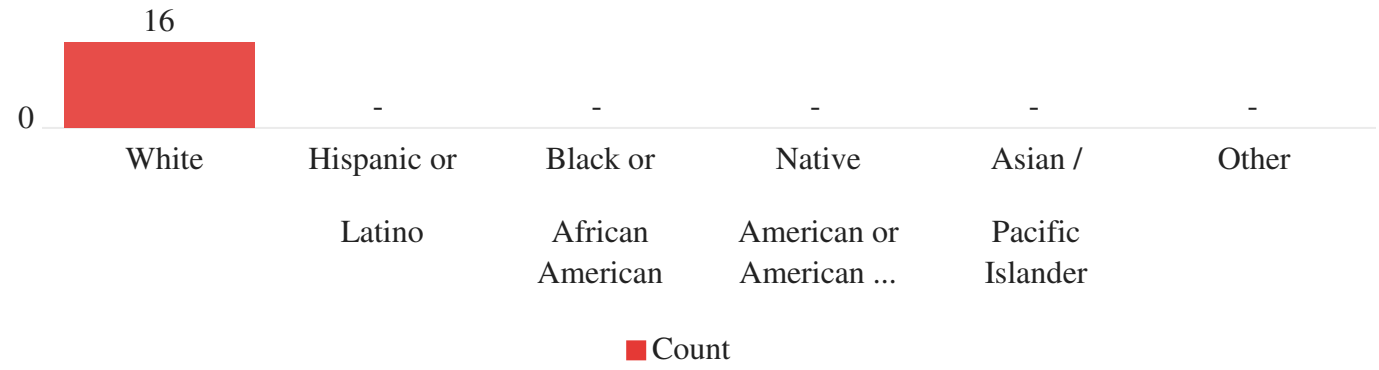
APPENDIX H

FORT FREDERICA RESULTS

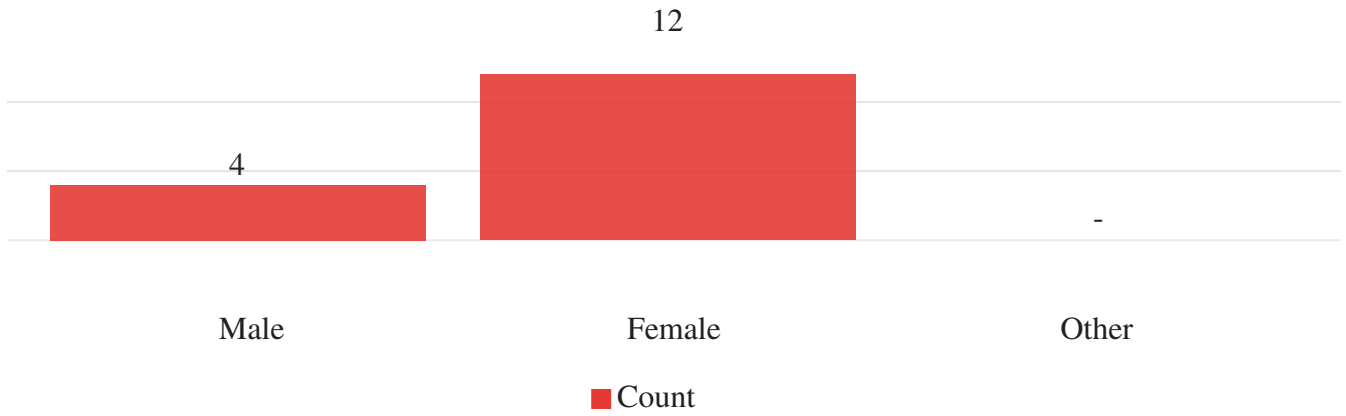
What is your age?

54
54
52
47
45
36
35
35
34
34
28
28
27
26
26
26

Please specify your ethnicity.



What gender do you identify as?



Where were you born? (City, State)

Warner Robbins, Ga
Springfield Illinois
Savannah, Ga
Norwood, MA
New LOndon, Conn
Miami, Fl
Jeffersonville, Indiana
Griffin, GA
Brunswick, GW
Brunswick, GA
Brunswick, GA
Brunswick, Ga
Brunswick, GA
Brunswick, Ga
Brunswick, GA
Abington, PA

Where did you grow up? (City, State)

Unadilla, Ga

Philadelphia, PA

Mansfield, MA

Madison, Wisconsin and Athens, Georgia

Griffin, GA

Dallas, Tx

Brunswick, Ga

Brunswick, GA

Brunswick, Ga

Brunswick, GA

Brunswick, Ga

Brunswick, Ga

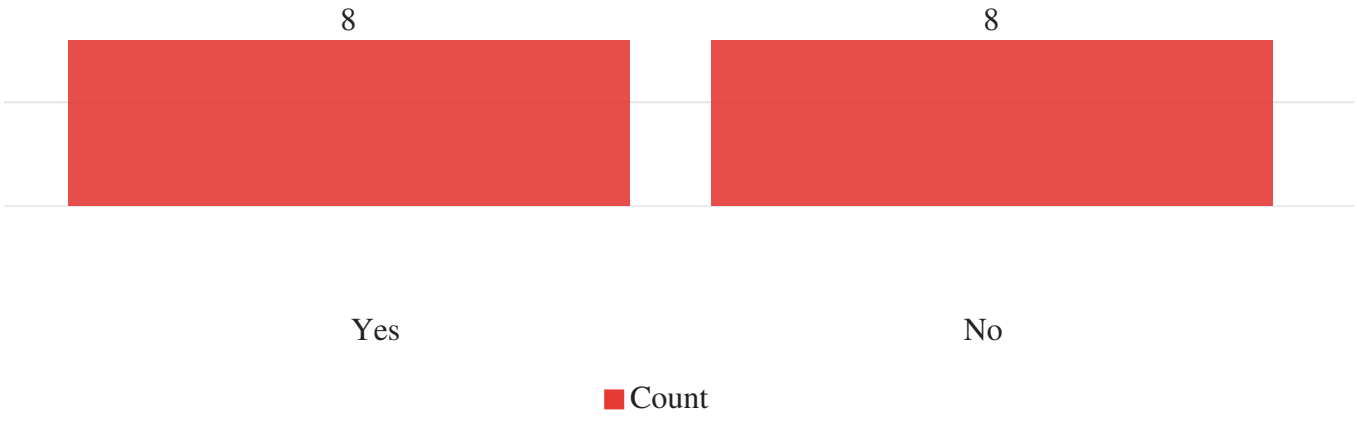
Brunswick, GA

Brunswick, Ga

Brunswick, GA

Brunswick, GA

Did you participate in the Fort Frederica Archaeology Program?



Did you participate in the Fort Frederica Archaeology Program?	How did you participate in the Fort Frederica Archaeology Program?	What is the highest level of education you have completed?	If you attended college, what was your major of study?
Yes	I was a student.	Master's Degree	Anthropology
Yes	I was a student.	Bachelor's Degree	Anthropology
No	N/A	Bachelor's Degree	Bentley University, Business Management
No	N/A	Bachelor's Degree	Biology
No	N/A	Master's Degree	Child Development and Education
Yes	I was a teacher.	Master's Degree	Education
No	N/A	Master's Degree	environmental science and 2ndary science education
No	N/A	Bachelor's Degree	History
No	N/A	High school graduate, diploma or the equivalent (for example: GED)	History
No	N/A	Master's Degree	International Studies, Spanish, Political Science
Yes	I was a student.	Bachelor's Degree	Justice Studies

Yes	I was a student.	Associate's Degree	Naval Nuclear Maintainance Certificate & Assoc. in General Studies
No	N/A	Master's Degree	Nursing and finance
Yes	I was a student.	Bachelor's Degree	Psychology
Yes	N/A	Bachelor's Degree	Psychology
Yes	I was a teacher.	Master's Degree	Speech communication

What did you learn during the program?

We learned about the historical significance of the Fort and the settlement around it, as well as a basic introduction to archaeological methods.

The history of the families that lived at Ft. Frederica as well as information about James Oglethorpe and Mary Musgrove.

That archaeology can actually be cool, and that programs like these, that get kids out of the classroom, are educational, especially in the case of a student such as myself, who is more hands on.

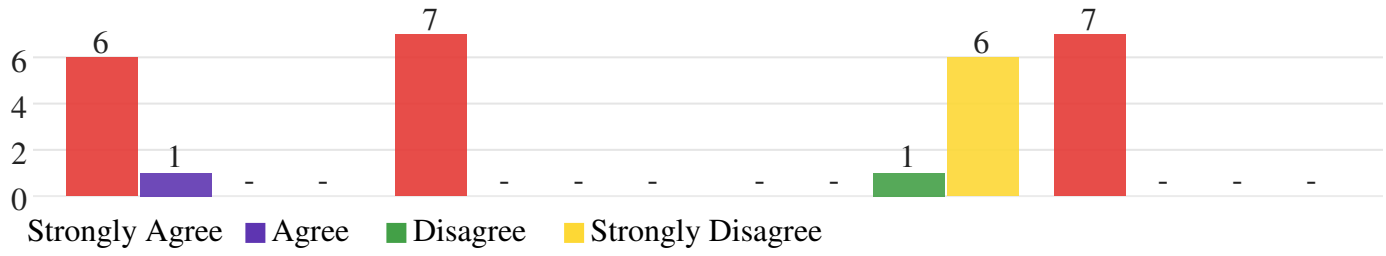
History, archaeology, graphing, science, archaeology, etc.

Basics of colonial life; basic concepts of archaeology

Basic surveying, introduction to archaeological process and preservation, local history

How would you rate your experience of the Fort Frederica Archaeology Project?

I would like to see the program reinitiated in some way:

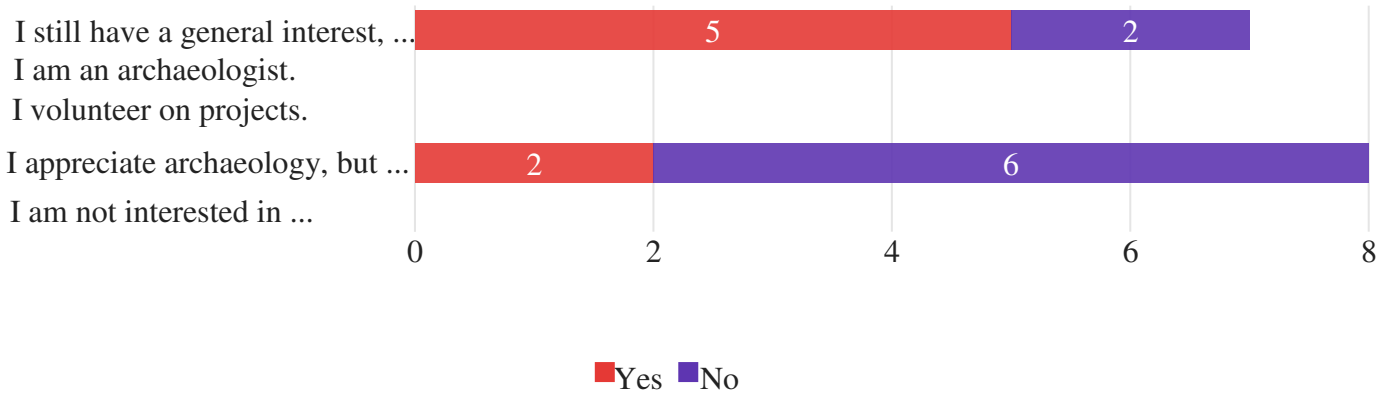


If you opted to not participate in the program, why not?
Wasn’t well publicized when I was a student.
Wasn’t an option for kindergarten
Wasn't aware.
I was not aware of the program
I didn’t know about it.
I didn’t know about it
Didn't know it was available

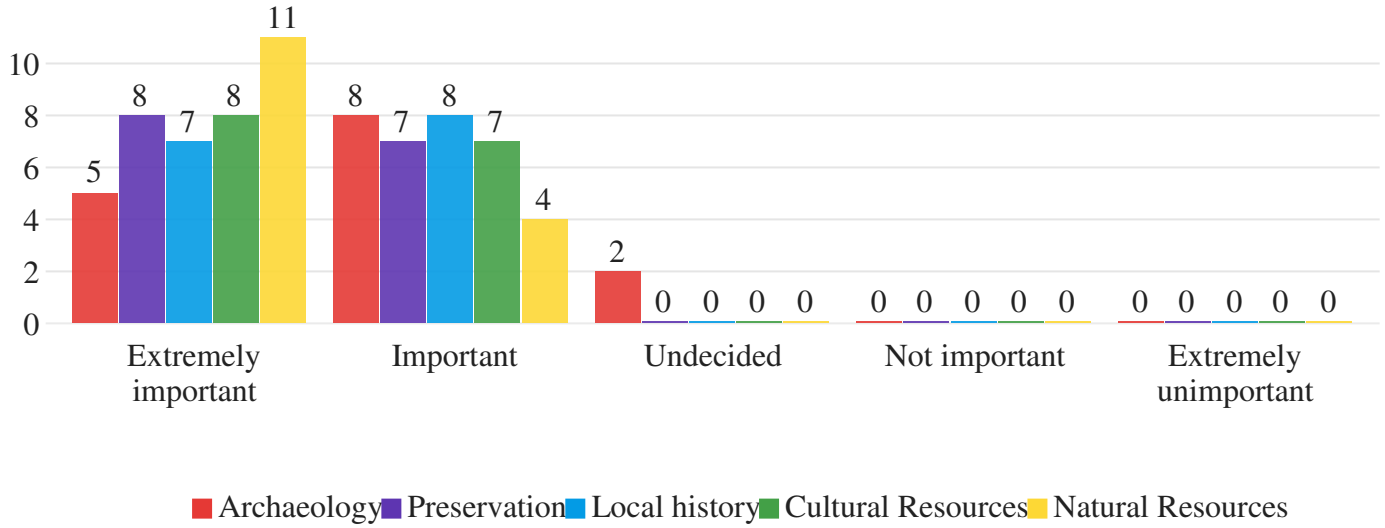
How would you define archaeology?	Did you participate in the Fort Frederica Archaeology Program?
Scientific study of human past	Yes
The study of Ancient or past cultures	Yes
The study of the past based on archeological evidence and artifacts	Yes
The study of people and how they lived their lives in the past.	Yes

How would you define archaeology?	Did you participate in the Fort Frederica How Archaeology Program?
Scientific study of human past	Yes
The study of Ancient or past cultures	Yes
The study of the past based on archeological evidence and artifacts	Yes
The study of people and how they lived their lives in the past.	Yes
The systematic discovery of material culture	Yes
The finding and study of artifacts	Yes
N/A	Yes
The discovery and study of historical artifacts.	Yes
The study of human history through excavation of artifacts.	No
The discovery and preservation of the past.	No
study of human past	No
The study of people and society based on ideas utilized in the past.	No
The study of past civilizations	No
The study of history through digging, finding, and identifying historical objects.	No
Field History	No
As my childhood dream and passion	No

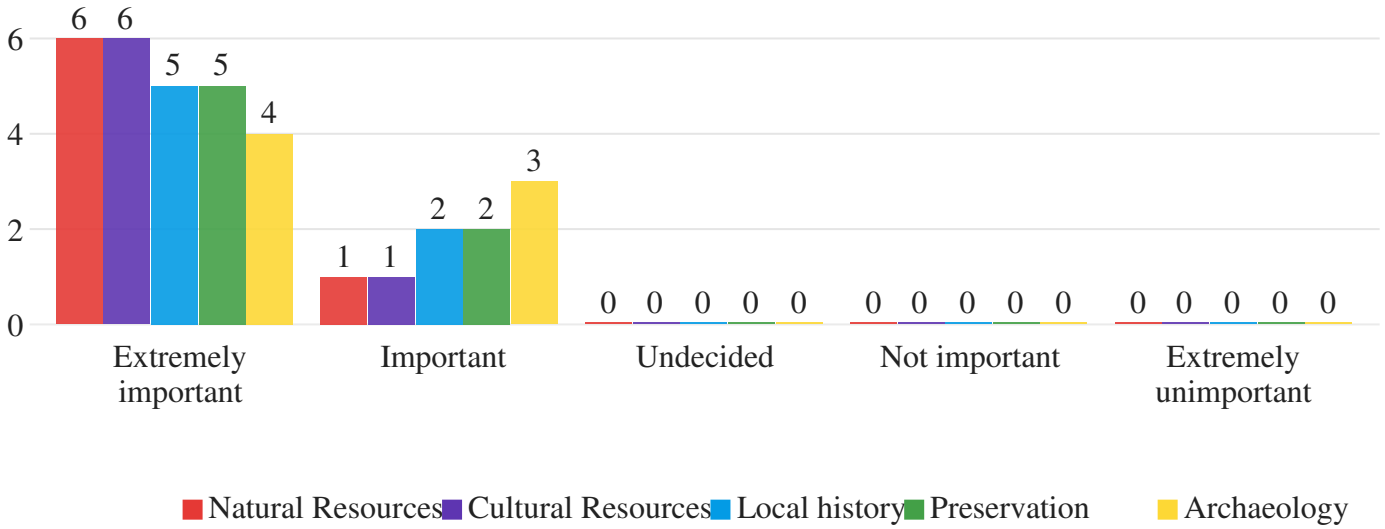
Do you engage with archaeology in any way? + Did you participate in the program?



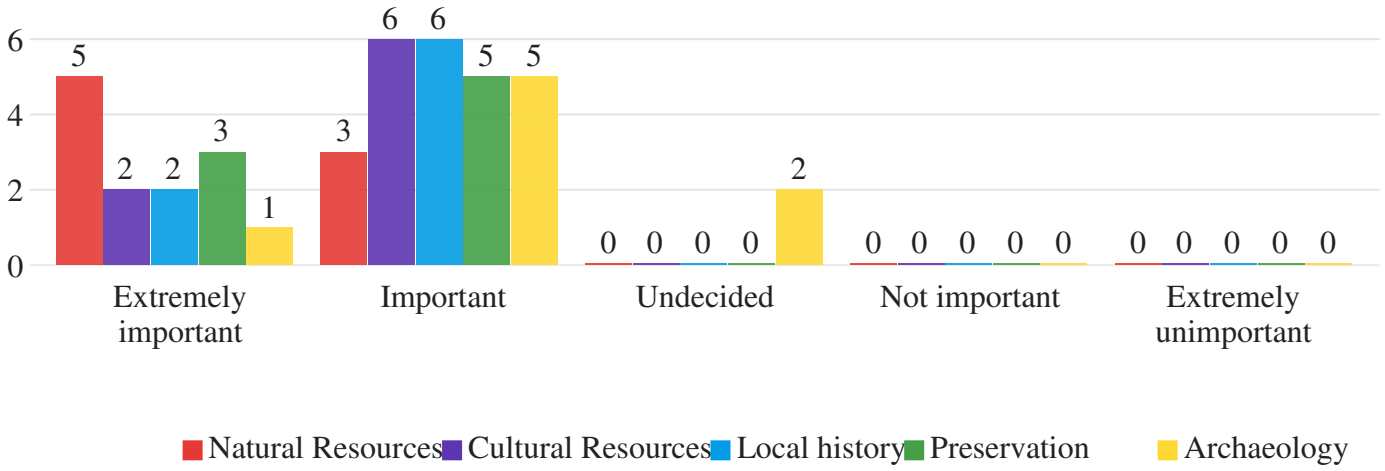
How important are the following topics to you personally:



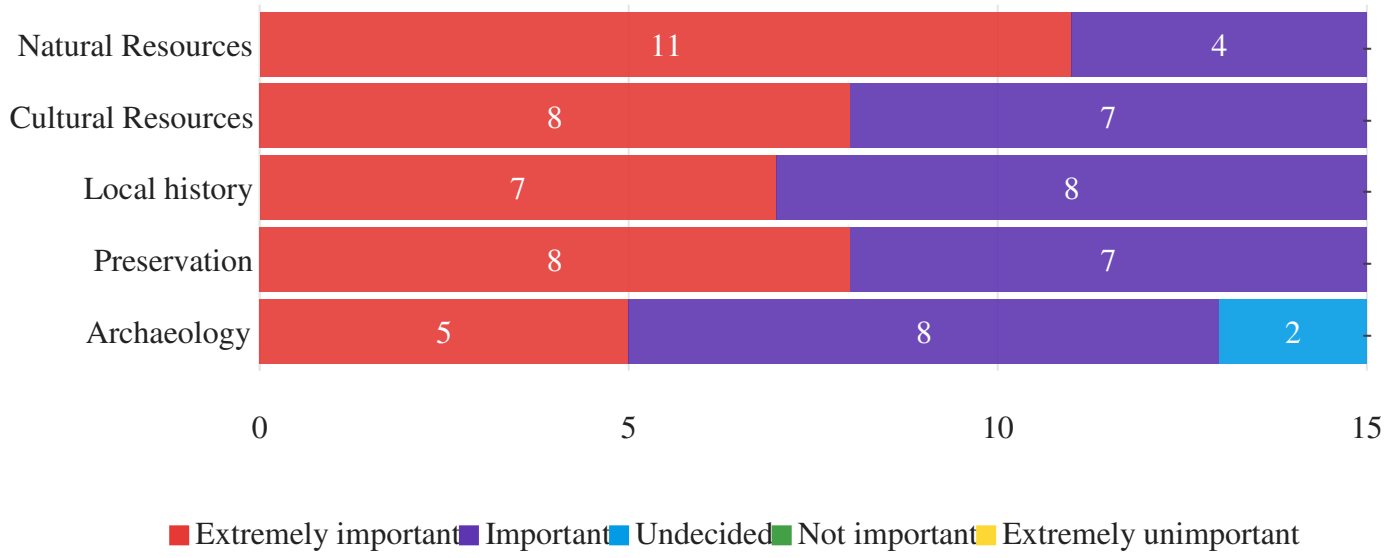
How important are the following topics to you personally (Participants):



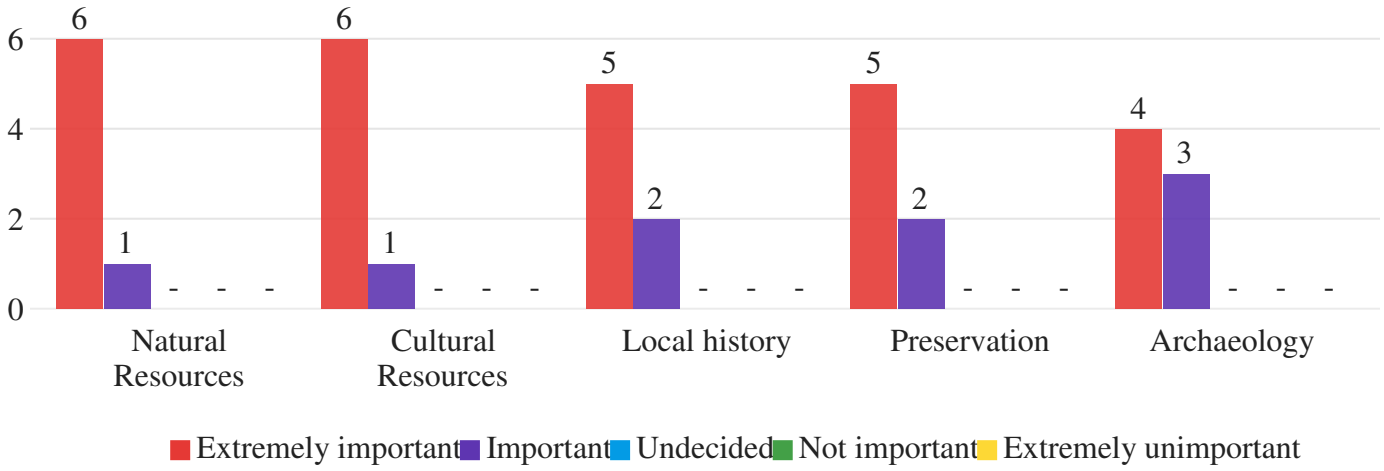
How important are the following topics to you personally (Nonparticipants):



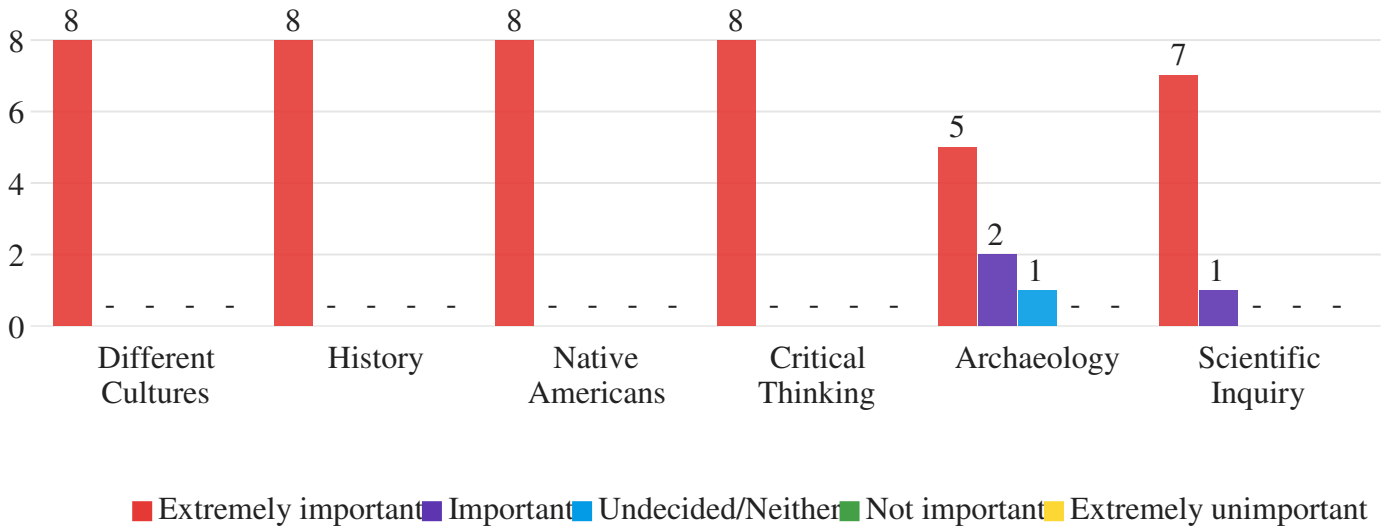
In your opinion, how important is it for K-12 students to learn about:



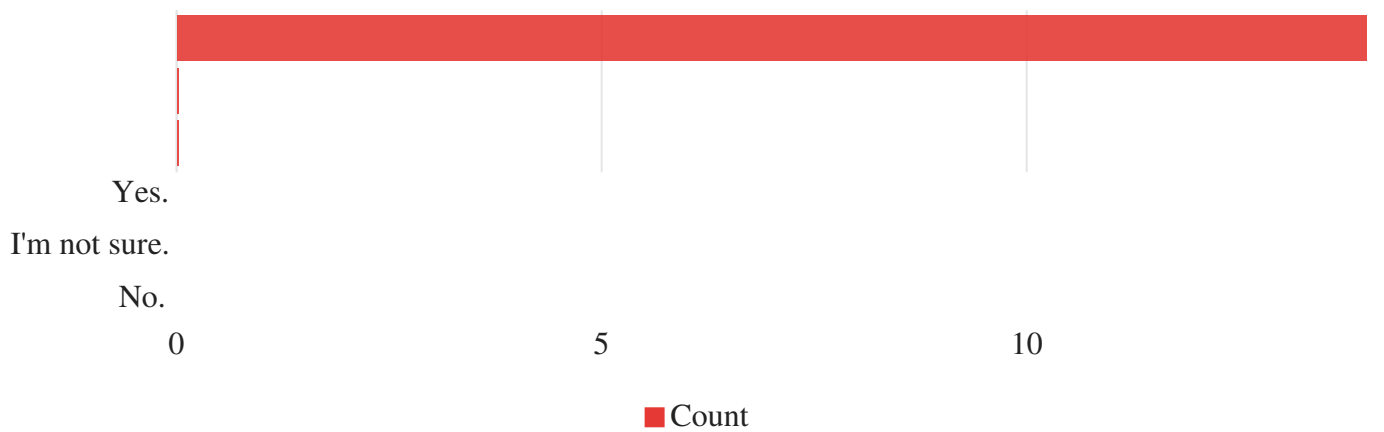
How important is it for K-12 students to learn about: (participants)



How important is it for K-12 students to learn about: (non-participants)



Should archaeology be introduced in K-12 classrooms as a part of their studies?



Yes. - Text

Yes. I think this would be a great exercise in active, hands-on learning that would bring history to life.

Yes

The students loved the program!

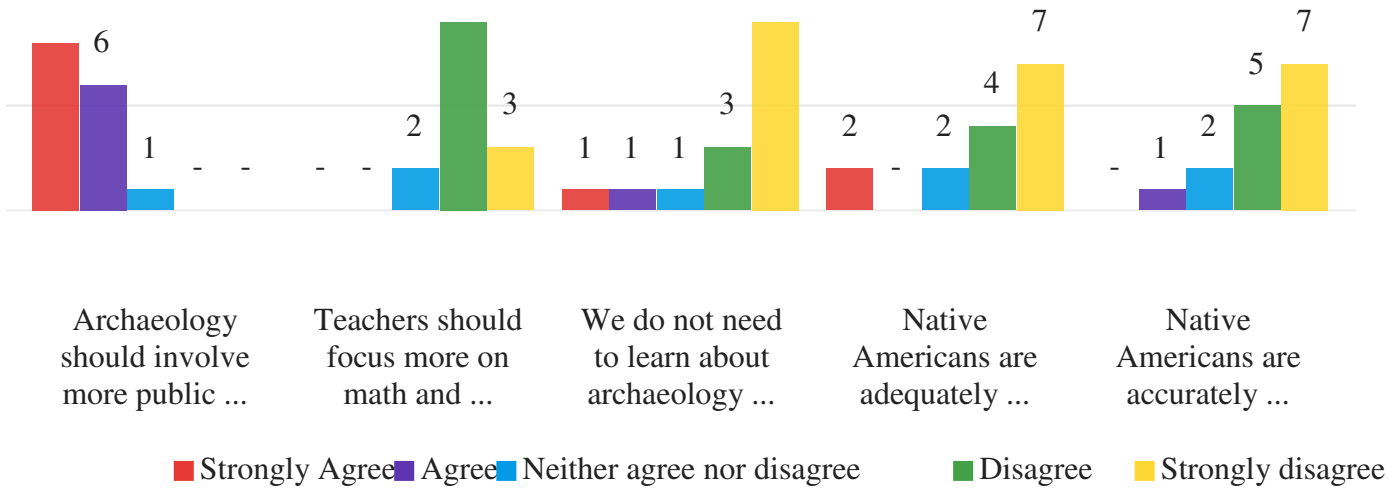
I think any form of exploration that de elope higher order thinking is a welcome addition

Great way to talk about GA history

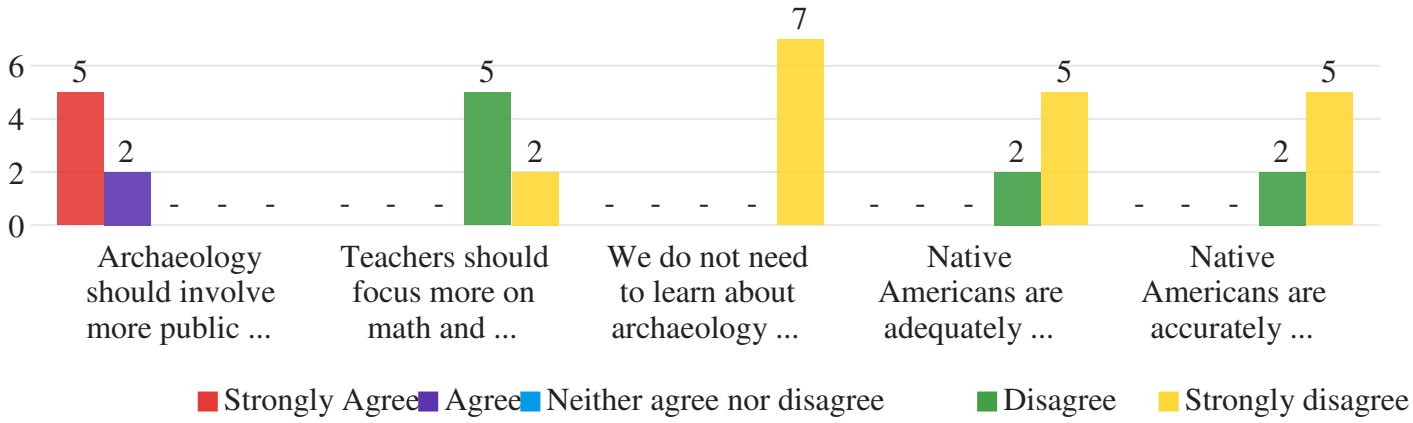
But tied in with the other listed topics like cultural and natural resources.

A lot of knowledge can be gained.

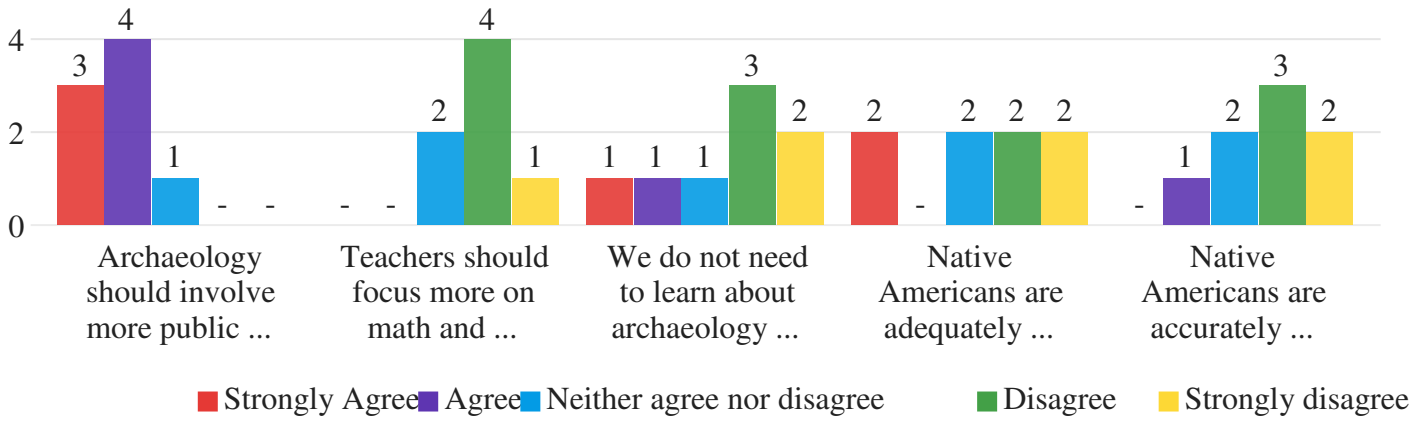
Please rate the following statements on your personal preference from "Strongly Agree" to "Strongly Disagree"



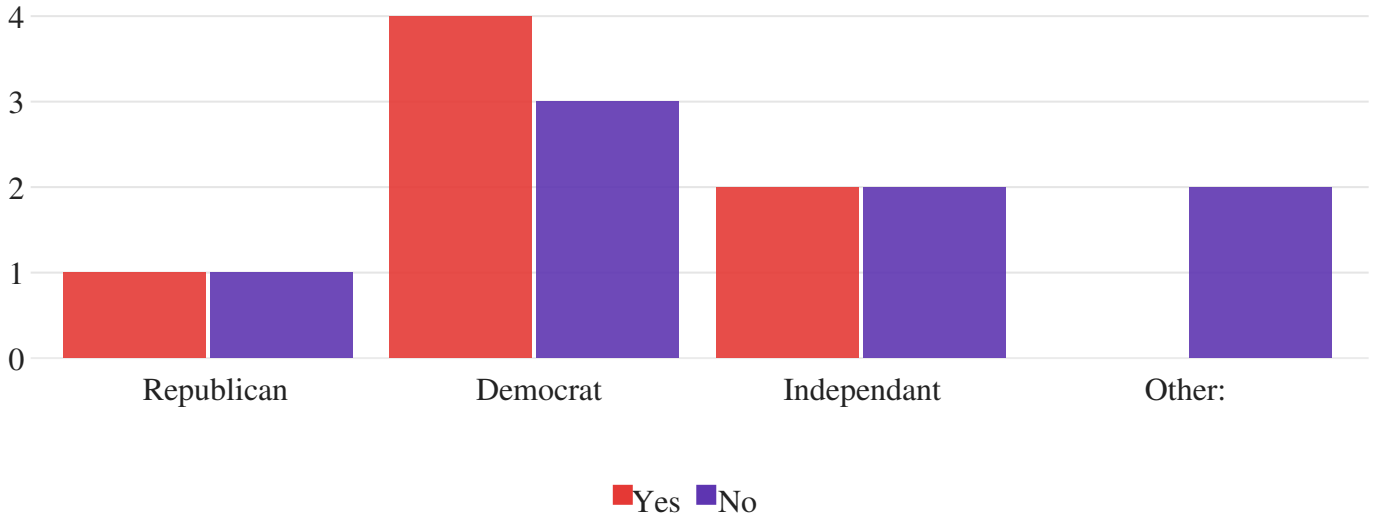
Please rate the following statements on your personal preference (Participants)-



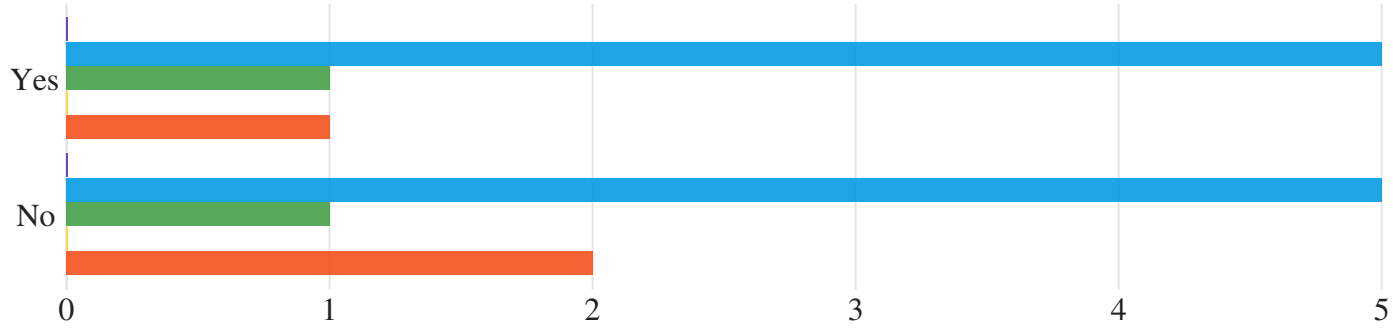
Please rate the following statements on your personal preference (nonparticipants).



With which political party do you most closely align with?

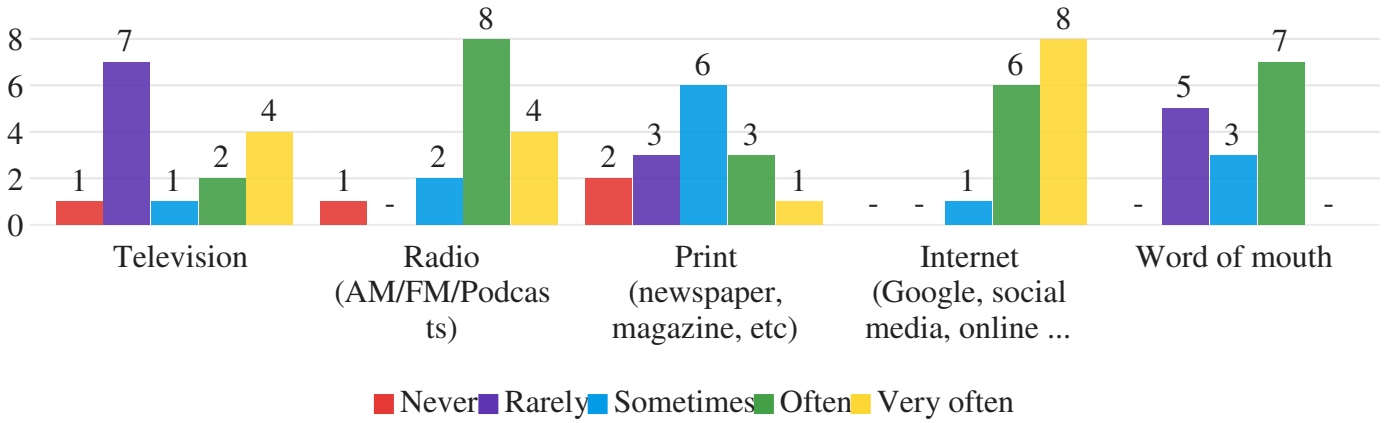


If you voted in the last presidential elections, who did you vote for? [Yes= participant/No=non-participant]



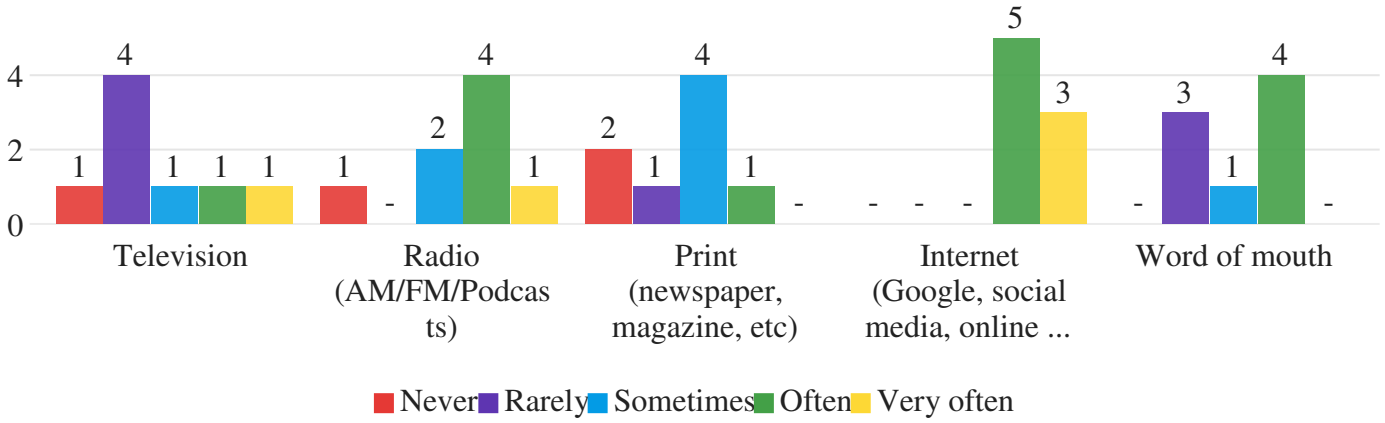
Donald Trump Hillary Clinton Jill Stein Gary Johnson Other:

How often do you use the following forms of media to keep up with the news?



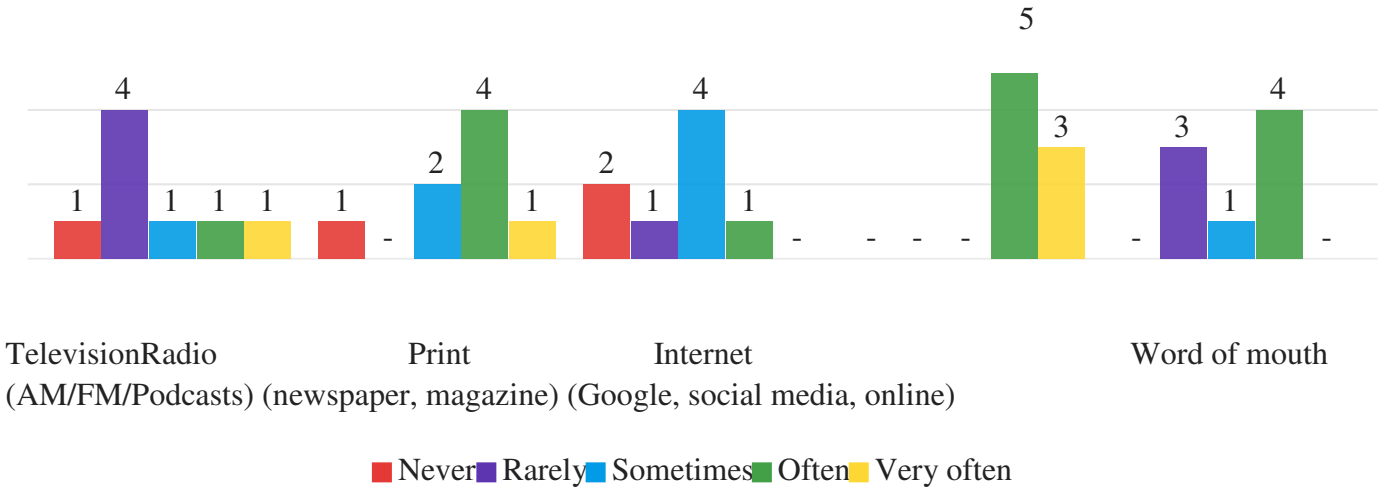
Never Rarely Sometimes Often Very often

How often do you use the following forms of media to keep up with the news? - Participants



Never Rarely Sometimes Often Very often

How often do you use the following forms of media to keep up with the news? - Non-Participants



If you have any comments you would like to share, please leave them below!

If you have any comments you would like to share, please leave them below!

The archaeology program should be brought back into the schools. The students benefited from every aspect of the program and loved their visit to Ft. Frederica for the information as well as the dig.