

**Engagement Incentive Grant
Final Report**

***Bringing Archaeology Home:
Interpreting Central Plains Tradition Lifeways through Interactive Programming***

**2016-2018
Kansas State University & Flint Hills Discovery Center**

Project Summary

“Bringing Archaeology Home” is an outreach project designed to expand citizens’ understanding of this region’s cultural diversity through time and encourage civic responsibility through archaeological stewardship. Partnership of archaeologists in Kansas State University (K-State) Department of Sociology, Anthropology, and Social Work and the education staff of the Flint Hills Discovery Center (FHDC) in Manhattan, Kansas, brought together archaeological knowledge and public education expertise to develop programming that is now available through the FHDC. This project was conducted over two years (2016-2018) through planning and research, program development, testing, refinement and marketing, and implementation phases. Through this collaborative process, professionally obtained and interpreted archaeological data were utilized to build an educational activity focused on introducing the public to the utility of well-documented archaeological data in understanding ways of living of Native peoples in this region prior to the arrival of non-native peoples. Participants (e.g., middle school students) interact collaboratively with actual archaeological data to interpret the actions and lifeways of the past people who produced the archaeological remains. They learn through inquiry-based education about other ways of living and cultural diversity in the area we now call home. Additionally, they gain an appreciation of the value of archaeological remains and systematic study of those, leading to an appreciation for stewardship of these fragile and finite remains.

Partners in the project included the archaeology faculty, two undergraduate anthropology students, and a professional photographer at Kansas State University; education staff at the Flint Hills Discovery Center, the public archaeologist at the Kansas State Historical Society, a middle school Social Studies teacher and students, and a graphic designer. K-State archaeologists, Drs. Lauren W. Ritterbush and Brad Logan provided access to and interpretation of archaeological data they had obtained through prior archaeological investigations of two prehistoric Native American living sites in northeastern Kansas. They, with the aid of FHDC education staff member Daniel Schapaugh, reviewed the distributional data of artifacts and features from these sites during the initial planning and research phase of the project in order to select the appropriate site for the proposed interactive program. Once selected, the archaeological remains and their distribution within the bounds of the excavated house limits were

inspected in order to select representative materials from different portion of the house floor for interpretation. Drs. Ritterbush and Logan provided the expertise for this essential portion of the project while K-State anthropology major, Samuel Kempf, produced distributional maps of artifacts and features identified at this site. Using the archaeological data and professional guidance, the FHDC staff led by Amber Myers prepared a scale floor plan of the features outlining the prehistoric house while sample artifacts were selected and photographed for use during the proposed interactive program. (We chose to use photos of actual artifacts, rather than sketches as originally planned as they provide more life-like portrayals of the actual artifacts curated by K-State.) Tommy Theis, Photography Supervisor for K-State's Division of Communications and Marketing, completed the photography while K-State anthropology major, Jakob Hanschu, assisted with artifact selection and photography. Dr. Logan, and Mr. Kempf, Theis, and Hanschu donated their expertise and time to the project at no cost.

The archaeological research and preparation of materials for the proposed program was integrated with the educational approach and concurrent development of the learning outcomes and means by which those would be achieved, as well as assessment tools. Virginia Wulfkuhle, public archaeologist at the Kansas Historical Society, aided with this process based on her extensive experience in archaeological outreach through her position and related involvement with the nation-wide educational Project Archaeology organization. During the programming development phase, Stephen Bridenstine of the FHDC reached out to USD 383 Manhattan-Ogden School District to inform administrators and teachers of this project and recruit classes for the testing phase of project. Todd Stewart, Susan B. Anthony Middle School 8th grade Social Studies teacher, enthusiastically agreed to use his classes to test the program. Five separate classes including 110 students participated in this pilot project, which was completed on April 5, 2017. Students and the teacher were surveyed for feedback on the success of these programs and to assess learning on the proposed outcomes. The FHDC staff Amber Myers and Stephen Bridenstine (in addition to Lauren Ritterbush) refined the program based on this feedback. This included revision of the archaeological data employed in the hands-on activity and of the means of presentation. Also completed during this fourth phase of the project, marketing materials were developed. This involved collaboration between the FHDC staff, especially Stephen Bridenstine, and Parallel 39 Design, led by graphic designer Cathy Mores. The FHDC produced a full-color promotional brochure highlighting the "Bringing Archaeology Home" program, in addition to other educational offerings. This was distributed to USD 383 and other schools, home school groups, 4-H, and other public organizations.

Full implementation of the "Bringing Archaeology Home" program occurred during spring 2018. During this phase, the Flint Hills Discovery Center ran the Bringing Archaeology Home school program for three separate middle and high school age groups totaling 133 students. This included three sixth grade classes from Chapman Middle School, middle school age students from a Manhattan Christian homeschool group, and a

4H Education Experience Camp that included members of the Kickapoo Tribe in Kansas. The first two groups utilized grant funds to attend this program at no cost to them.

The 'Bringing Archaeology Home' program will continued to be offered to various groups both onsite and offsite through the Flint Hills Discovery Center and occasionally refined as needed. One refinement made after assessing the most recent public programs (mentioned above) has been to order replicas of artifacts shown in the photographs used in the interactive activity. This will add to kinesthetic learning and facilitate student understanding of how ancient tools, of which the artifacts illustrated through photographs were a part, were made and used by past peoples.

Results

The final 'product' of this K-State – FHDC collaboration is a formally designed school program to be offered regularly by the Flint Hills Discovery Center. As part of the development of this educational activity, the FHDC education team created a comprehensive lesson plan that engages the public with archaeological knowledge gained through University research. This program serves as a means of expanding citizens' understanding of this region's cultural diversity through time and encourages civic responsibility through archaeological stewardship. These goals are achieved through learning activities completed in advance of and during a visit with FHDC education staff at the FHDC or offsite (e.g., in a school classroom). In addition to the face-to-face 60-minute program, complimentary materials help classroom teachers integrate reading, reflection, and discussion into their existing curriculum. This facilitates deeper learning about past ways of living in this region and archaeological stewardship. This program is advertised through the full-color educational program brochure and the FHDC website. <http://www.flinthillsdiscovery.org/417/Bringing-Archaeology-Home>

Prior to the development of 'Bringing Archaeology Home,' the Flint Hills Discovery Center had eight on-site and off-site education programs, but only three social studies K-12 school programs. None of these tackled indigenous peoples or archaeology and archaeological stewardship in any meaningful way despite being major components of the FHDC. Two of the previous educational programs focused on the experiences of settlers and cowboys with no mention of the many generations of indigenous peoples and their ways of living in this region. The third program is designed for early elementary classes and only briefly addresses Plains Indian agriculture and pottery. With the new classroom program, the Flint Hills Discovery Center now offers educational experiences for multiple age groups that more fully encompass the human experience in the Flint Hills and Kansas.

'Bringing Archaeology Home' is now a permanent part of the formal school programs offered by the FHDC, available both on-site and off-site. During the two years of this grant, the FHDC staff delivered this program to 243 school-age youth as well as a dozen other partners, staff, and volunteers who graciously offered their time and feedback during early development. These youth represented a wide range of school

types including public schools, homeschool groups, and summer camp and included members of the Kickapoo Tribe of Kansas. The new “Education Programs and Tours” brochure, partially funded through grant printing funds, was sent to over 300 schools and partners to help advertise this new program. As these were sent in March 2018, we expect to see the full impact of this marketing in the 2018-2019 school year.

K-State’s archaeology faculty and the FHDC education staff envisioned this program as the first of others with similar goals (understanding native peoples of Kansas or regional cultural diversity through time and the value and need to protect archaeological resources). Communication between the partners continues towards this goal. Greater input from participants in this initial program are sought and considered in light of the partner institutions abilities to develop additional programs. (Staffing and related changes at the FHDC and K-State have impacted the development of this program and have to be considered before future projects can be developed.) In addition to discussions of other archaeology-based programs with similar goals, the partners have also discussed the utility of teacher workshops to help instructors become familiar with this and related educational programs, while also seeking feedback from teachers about their needs. Should teacher workshops be planned, funding will be sought from outside sources, such as Historic Preservation Fund grants from the National Park Service and administered through the Kansas Historical Society. Discussions in this direction will continue.

Project Assessment

‘Bringing Archaeology Home’ succeeded in creating a comprehensive education program that filled a content need at the Flint Hills Discovery Center. It engages students with information and ideas rarely tackled in current social studies curriculum and does so through active, evidence-based inquiry. Although rarely explicit, students often engage with the results of archaeological studies in their coursework but do not tackle archaeology as a process in its own right. Likewise, few opportunities are available in the existing curriculum of Kansas schools and beyond to learn about Native peoples and their long history and diverse ways of living. This program successfully challenges students to think about the deep human presence in Kansas and the many different ways in which people have lived in the same region that they live today, thus, emphasizing cultural diversity and stimulating empathy for others. It motivates students to think critically about human landscapes that may or may not be directly visible. Lastly, the program focuses on a positive message and positive note. Students learn to sympathize with past peoples and past cultures and understand that they too have a role to play in the preservation of the archaeological data of those past peoples.

Various challenges were encountered during this project, although few could not be overcome, thus, not limiting the original project plan. The first was driven by personnel changes at the FHDC during the first year of the two-year project. Upon the leaving of one of the original project personnel and FHDC educator Daniel Schapaugh, a

new educator was assigned to this project. Amber Myers successfully overcame a steep learning curve while also adjusting to her other duties. The developing program also went through several iterations before a final version was created. Adjustments were made at various stages in response to the overly abundant, but not clearly patterned archaeological data for the selected case study. Likewise, the program was repeatedly refined in order to fit the time frame suitable for these kinds of educational programs. A 60-minute unit was needed in order to fit with the existing lineup of school programs at the FHDC and teacher schedules. The number and variety of artifacts utilized in the activity and their distribution were adjusted after an internal and the first external testing phases, and the program and accompanying classroom materials were fine-tuned through the development and testing phases. Additionally, our original plan was to gain feedback during the testing phase not only from the students and teachers, but also from an outside educator, Ms. Jill Wood, Instructor of Curriculum and Instruction with K-State's College of Education. Unfortunately, due to timing and other commitments, she was unable to participate as anticipated.

Another issue is that the two existing social studies programs at the FHDC are two of the most popular with teachers often booking the same program year after year. Thus, these teachers may be reluctant to try the new 'Bringing Archaeology Home' program. Furthermore, they may find the topic of archaeology to be more intimidating than familiar themes like settlement or cowboys. Convincing educators who already are overly busy and who have an existing curriculum in place that favors these traditional topics or themes is always a challenge. As a result, marketing is key. (Future teacher workshops may also aid in advertising the program and helping teachers gain confidence in the subject matter.) Funding for school programs also is commonly limited, thus, reducing the number of classes or groups that can utilize outside educational programs. For example, the FHDC saw a 29% decrease in field trip attendance from the 2016-17 to the 2017-18 school year. Reductions in field trip funding likely played a role in this change. Because of this grant, the program fee was waived during the testing and implementation phases of this project. With continued marketing (aided by the new program brochure paid for in part by this grant and the FHDC website) and implementation, we hope word will spread about this program and draw in new participants. Discounted program fees will continue to be considered as resources allow.

Final Budget

[see attached accounting of grant funds]