

ARCHAEOLOGY EDUCATION PROGRAM

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Mississippi
Valley
Archaeology
Center

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**This year's theme:
Cultural Resources
Management**

CRM: Step Four - Report Writing and Public Relations

The theme of this year's Archaeology Education Program newsletter is Cultural Resource Management. The first issue covered the steps utilized in pre-field planning, while the second issue looked into the preparation for and completion of field work. The third issue discussed laboratory and research work, with this issue covering write-up and dissemination. Learning the process taken from the beginning to completion of an archaeological project will help students and non-archaeologists realize there is more to archaeology than just 'digging up bones.'

Writing the Report

Once the laboratory work and research has been completed, a report is written to explain how the work was conducted and what (if anything) was found. Topics covered in a typical report include: Physical setting of project area, Archaeological context and previous investigations within the project area, Field methods and results, Recommendations and conclusions, and References. Physical setting includes the exact location of the project, the geography of the landscape, the original vegetation of the project, and what previous work had been done at the site (plowing, building, etc). Previous archaeological investigations within one mile of the project area are reviewed to identify cultural trends. In the recommendations the archaeologist suggests whether or not further work needs to be completed at a site. If no artifacts are found during a Phase I investigations, no further work is recommended. If enough significant artifacts are recovered, a Phase II or III investigation is recommended.

Report Distribution

Copies of the completed report are sent to the client and to the State Historic Preservation Office (SHPO) of the state in which the project was completed. The report is reviewed by the SHPO and either accepted as is, or clarification is requested. Once the report is accepted the client may proceed with the recommendations made by the archaeologist.

Public Information

Part of MVAC's mission is to education the public about the archaeological history of western Wisconsin. Information gained from each project is added to the knowledge base archaeologists have about the lifestyles of the first people of our area. Keeping specific site locations confidential is important in many cases, so a site remains preserved and is not looted by non-archaeologists looking for "treasure." General information discovered at a site can be relayed to the general public, to develop a deeper understanding of the area's past and the importance of preserving archaeological sites.

This type of information can be learned through MVAC's newsletter, website, research articles and a variety of presentations staff give to audiences ranging from kindergarten students up to adults. Artifacts recovered from recent excavations can be placed on display at local museums and community centers which are secured.

CRM Activity

While archaeology is considered a science, there are steps in the archaeological process which require math, history, art, and writing skills. The following scenario will cover some of these areas.

Introduction

An archaeologist conducting a survey or excavation must take detailed notes both in the field and when doing research before and after field work is completed. This enables the archaeologist to write a complete and accurate report, which can be used in the future as a reference for other archaeologists.

The following sentences were taken from archaeological reports. Under the section headings underlined below, place the number of each sentence you would likely find within that section. The first one has been completed for you.

1. A literature review of archaeological records found four prehistoric and three historic sites located within one mile of the project area.
2. No prehistoric cultural materials were recovered from the project area, and additional archaeological investigations are not recommended.
3. The project area is located in Hamilton Township in La Crosse County, Wisconsin.
4. Shovel test holes were placed at 15 meter intervals on the site, on a grid system of three holes running north-south and six holes running east-west.
5. Trempealeau County lies within the Western Upland Geographical Province and within the Driftless Area.
6. The average depth of shovel test holes ranged from 30 - 50 cm below ground surface before sterile soil was encountered.
7. Five shovel test holes were placed where ground disturbance would occur; in addition, pedestrian survey was undertaken around the stakes, as there was 25 percent visibility of the field surface.
8. The general topography of the Western Upland is thoroughly dissected, moderately broad uplands with well-developed rivers.
9. Due to the large percentage of positive shovel test holes (85%), Phase II testing is recommended.
10. Of the thirteen known prehistoric sites recorded within one mile of the project area, seven have definite cultural affiliations.

ANSWERS

Physical setting

3, 5, 8

Previous investigations

1, 10

Field methods

4, 6, 7

Recommendations and conclusions

2, 9

<u>Physical setting</u>	<u>Previous investigations</u>	<u>Field methods</u>	<u>Recommendations and conclusions</u>
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Archaeological Resources

Book Reviews

Title: *Intrigue of the Past: A Teacher's Activity Guide for Fourth through Seventh Grades*

Author: Shelly SMith, Jeanne M. Moe, Kelly A Letts, Danielle M. Paterson

Publisher: U.S. Dept. of the Interior, Bureau of Land Management

Age Range: teachers, students age 9-12

This guide provides teachers with the basic concepts of archaeology, and takes them step-by-step through activities they can use to introduce their students to archaeology. Stresses the idea that to be stewards of the land and cultural resources, children need to understand the history of the U.S. and its importance.

Title: *Presenting Archaeology to the Public*

Author: John H. Jameson, Jr., editor

Publisher: AltaMira Press, Walnut Creek, CA

Age Range: adult

This book covers a variety of archaeology education programs, museums, and parks. Leaders in public archaeology education share what has made their programs successful, how to integrate public education into research, and discusses educational exhibits at specific sites such as Little Bighorn, Mount Vernon and Cahokia.

Title: *Archaeology in the Classroom: A Resource Guide for Teachers and Parents*

Author: Wendy O'Brien and Tracey Cullen

Publisher: Kendall/Hunt Publishing Company, Dubuque, IA

Age Range: adult

This booklet offers a listing of resources available to both teachers and parents, for teaching archaeology and the past to young people. General resources such as books, newsletters, training programs, films and videos are listed. Where to get resources about specific subjects such as Egypt, Greece, Rome, North America, Africa, etc. are noted. Also breaks resource down by grade level, location of resources and topic.

Web Sites

Mississippi Valley Archaeology Center

<http://www.uwlax.edu/mvac>

A complete listing of MVAC's public education activities are listed on our website. In addition, the website contains information on the upper Midwest's prehistory, lesson plans for teachers, and details from recent excavations.

Places to Visit

Riverside Museum

Visit La Crosse's Riverside Museum to see exhibits pertaining to the city's long history, from the area's first inhabitants over 10,000 years ago to life during the steamboat era. Riverside Park, downtown La Crosse, open Memorial Day through Labor Day, 10 a.m. to 5 p.m. (608) 782-2366. <http://www.lchsonline.org/riverside.html>

Wisconsin Historical Society Museum

Explore Wisconsin's past through a variety of exhibits, including the People of the Woodlands: Wisconsin Indian Ways: Stories of native people living in Wisconsin before and after the Fur Trade. Located on the Capital Square at 30 N. Carroll St., Madison, WI 53703, (608)264-6555. www.shsw.wisc.edu/museum/

These book reviews, websites, and places to visit can be used as supplemental information for your lessons. Let us know if you have found any great resources we can share with our readers.