

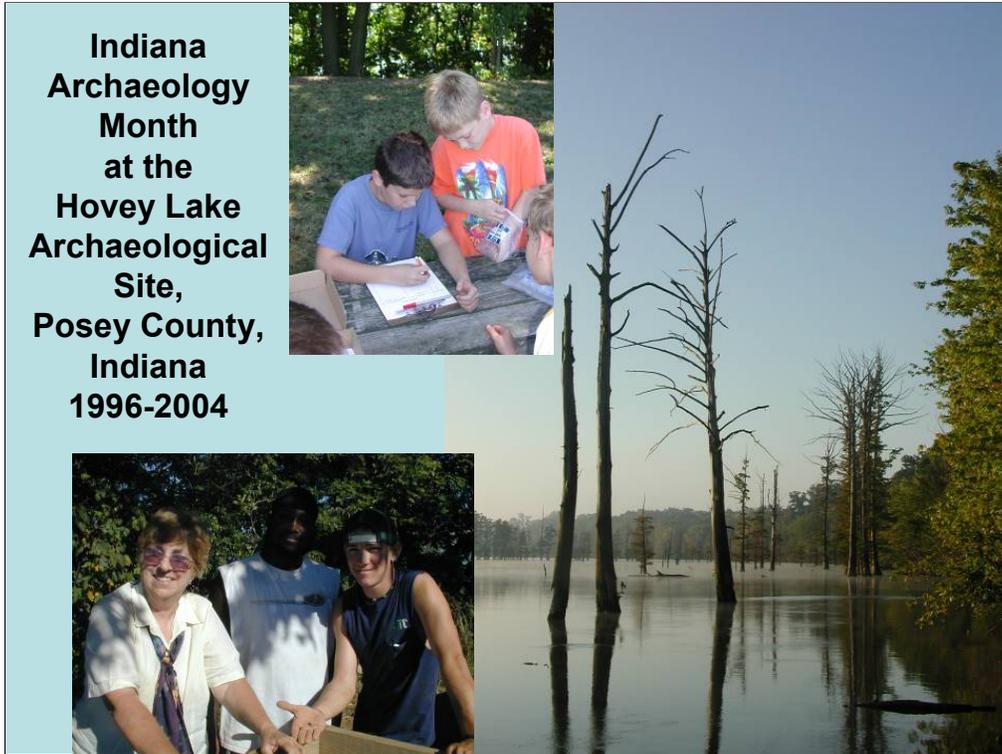
Archaeological Research and Public Education:



Learning by Doing



Since 1996, we have filled the month of September with a highly successful program of combined research and public education in Southwestern Indiana. A hallmark of this program from its inception has been active participation by archaeologists and non-archaeologists alike, allowing all of us to learn by doing.

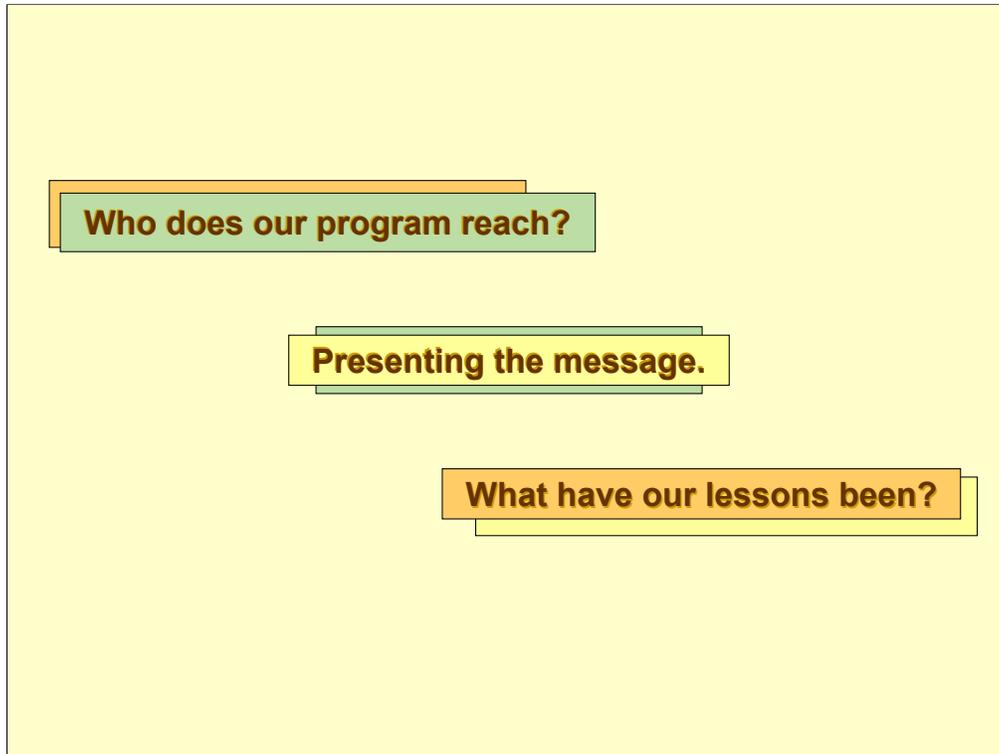


**Indiana
Archaeology
Month
at the
Hovey Lake
Archaeological
Site,
Posey County,
Indiana
1996-2004**

We recruited a varied group of co-sponsors from the local civic and academic communities to become involved in our research at the late Mississippian Hovey Lake site. As we approach our 10th year, we are becoming a tradition in Posey County. A wide group of people has become increasingly knowledgeable about archaeology, and we continue to become better educators.

Concepts we want to communicate.

Today we will talk about the concepts we want to communicate,



what audience we are reaching, how we present the message, and lessons we have learned as our program has evolved.

Concepts we want to communicate.



What we want the public to know about archaeology guides who we select to be our audience, and how we communicate with or teach them. Among the many concepts we would like people to know, we have chosen to emphasize three:

Concepts we want to communicate.

- ▼ **Archaeological sites = cultural heritage.**

(1) Archaeology is part of our collective cultural heritage. Archaeological sites and materials do not just belong to the landowner, nor to the archaeologists that study them, but to all of us and to future generations.

Concepts we want to communicate.

- ▼ **Archaeological sites = cultural heritage.**
- ▼ **Archaeology = the science of past cultures.**

(2) Archaeology is a science that studies past cultures based on material remains such as artifacts and features.

Concepts we want to communicate.

- ▼ Archaeological sites = cultural heritage.
- ▼ Archaeology = the science of past cultures.



Archaeology is **not** the study of dinosaurs, and **not** a treasure hunt.

Concepts we want to communicate.

▼ **It's not what you find, but what you find out."**

David Hurst Thomas, 1979

Archaeologists:

- **train to become professionals**
- **have a research plan**
- **communicate their results**

The practice of archaeology follows an important principle: "It's not what you find, but what you find out." As scientists, archaeologists train to become professionals, carry out research using specific plans and methods, and communicate their results. Avocational and volunteers can have an important role as part of a research team.

Concepts we want to communicate.

- ▼ **Archaeological sites are fragile.**
- ▼ **Everyone is a steward of the past.**

(3) Archaeological sites are fragile, and can be destroyed by erosion, looting, and construction. When we lose sites, or artifact collections, we lose part of our history. Everyone is a steward of the past, and everyone - including children - can help protect our archaeological resources.

Who does our program reach?

Co-Sponsors

**Alexandrian Public Library, Mt. Vernon, IN
Angel Mounds State Historic Site
Carnegie Library of Poseyville
Harmonie Associates
Historic New Harmony
Historic Southern Indiana
Hovey Lake Fish and Wildlife Area
New Harmony State Historic Site
Ohio River Scenic Route
Posey County Historical Society
University of Evansville
University of Southern Indiana
Workingmen's Institute, New Harmony, IN**

Who does our program reach? Even before we arrive on site to begin our research, we involve our co-sponsors in the planning, publicizing and carrying out of our program.

Who does our program reach?



The General Public

Our program has a broad reach, including the general public,

Who does our program reach?



4th Grade Students



University Students



The General Public

students of all ages,

Who does our program reach?



4th Grade Students

University Students



The General Public

Special Interest Groups



various groups such as Scouts, teachers and school administrators,

Who does our program reach?



4th Grade Students

University Students



The General Public

Avocationalists



Collectors

Special Interest Groups



avocationalists, and collectors.

Presenting the message.



**Field trip
to the
site**

**Focus
on
4th
Graders**



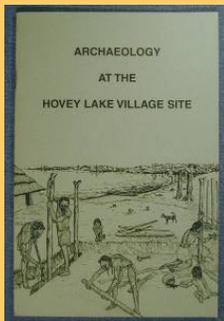
Classroom Learning Kit



Hands-On Activity

How do we teach? The various parts of our program include a special focus on 4th grade students,

Presenting the message.



Booklet

Reaching the General Public

Pamphlet



Publicity:
Television &
Newspapers



Exhibits



an informational pamphlet, a booklet about the Hovey Lake site, exhibits, publicity on television and in newspapers,

Presenting the message.



Web Site

Excavation
Open House



Public Lecture

Artifact
Identification
Day

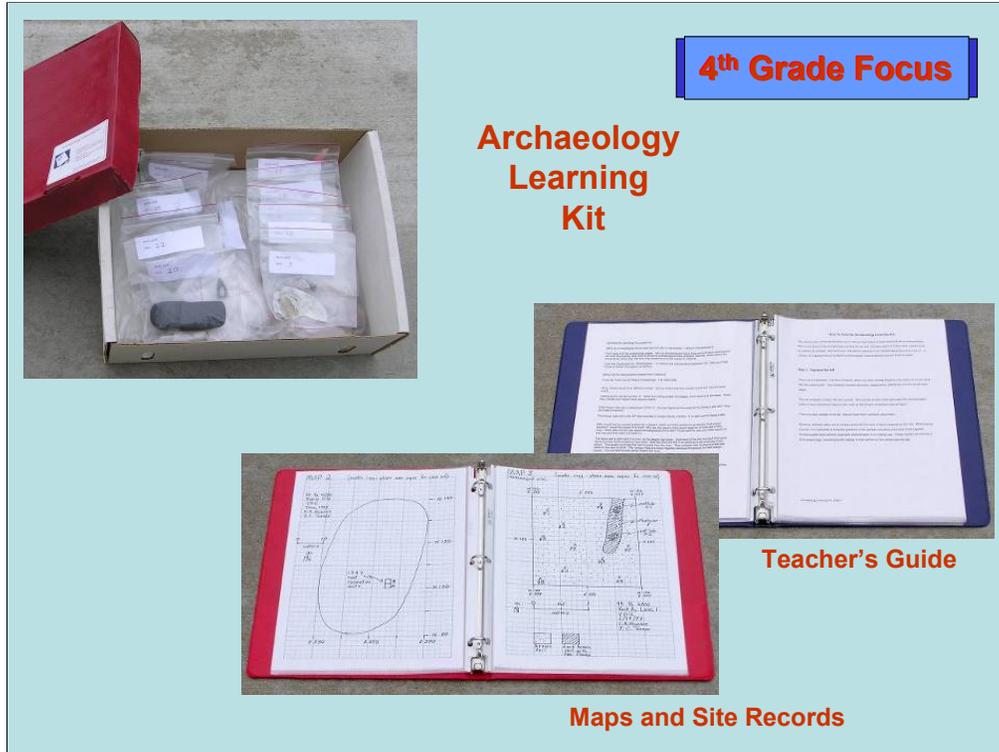


our web site, a public lecture, artifact identification day, and our excavation open house.

4th Grade Focus



An integral part of our program is our special focus on 4th graders, because 4th grade is the only year the students study Indiana history. In August as the school year is beginning, we send letters to all superintendents, principals, and 4th grade teachers in Posey County to let them know we are again combining our research with educational opportunities. We invite the 4th grade classes to come to the Hovey Lake site to participate in a field trip and an on-site lesson where students and teachers will think like archaeologists.



The letter also suggests the teachers use the Archaeology Learning Kit with their classes prior to the field trip. These kits were created in 1997, as a direct response to requests from the students who came to the site during the first year of our program. They wanted to be able to touch artifacts. Included in the kit are numbered and bagged artifacts, a catalog, site records and maps, and a teacher's guide with a list of classroom activities for various levels.

4th Grade Focus



Field Trip to the Hovey Lake Archaeological Site



Once the students arrive, they receive an introduction to the site. Using a story board that shows maps of the Hovey Lake site, the students learn how the site was found, that our surveys and excavations tell us how big it is, how many people lived there, and how old it is. We show them about site grids and mapping, and we check to see if they have heard about radiocarbon dating.



Next the students see our excavation permit (learning that a research plan is required to obtain the required permit), and we talk about our current research questions. As the students watch the archaeologists working, they learn about excavation procedures and mapping, plus they see recently uncovered features and artifacts and learn how these relate to our research questions.

The students also join with the archaeologists to screen excavated soil and recover artifacts from that sample. We help them identify materials in the screen and talk about how these materials fit with our research questions.



In addition to learning about excavation, we have the students participate in a hands-on laboratory activity. In a tent set up specifically for the 4th graders, we help them “think like archaeologists” using samples of artifacts from created sites. The group is divided into 4 teams, and each team works to put together the story revealed by the artifacts.

The 4 created sites consist of 2 prehistoric sites: Archaic and Mississippian; and 2 historic sites: an early 1800's pioneer family, and the modern, or “McDonald’s” culture. Each box of artifacts has clues that will help answer the research questions: how the people got food, what they lived in, how old the culture was, and the type of site.



The students are given a clipboard with a catalog sheet to record their identifications and interpretations. With some selective guidance, the students begin to understand the cultures that left the artifacts behind.

When the teams have completed their stories, each team shares what they have learned about “their culture” with the whole class, which allows the students to see all of the artifacts from the other sites. With guidance, the students see how people changed over time in the way they lived.

A final and important part of this activity is a preservation message, and we ask the students to think about things that can happen to archaeological sites. As we talk about erosion, looting, and construction,



we remove some of the key artifacts from their stories, and ask them to think about how that would change their story. They tend to get pretty defensive about how we messed up “their story” – showing that they are invested in archaeology as cultural heritage.

4th Grade Focus

Making tools from chert was a process that we call **knapping**. The knappers at the Hovey Lake village made tools, scrapers, knives, drills, and goggles, as well as small, triangular arrowheads.

Arrow point

Hide-scraping tools found in abundance at the site indicate the importance of deer and other hides which could have been made into skins, winter shirts, leggings, moccasins, and headgear.

Chert scraper

"It's not what you find, it's what you find out."
David Hovey Thomas, 1976.

Indiana Archaeology Week 2000

TIME-LINE OF INDIANA ARCHAEOLOGY

14,000-10,000	Archaic	Small, simple tools
8,000-1,000	Woodland	Large, decorated pottery vessels
1,000-500	Mississippian	Large, decorated pottery vessels, mounds
500-1600	Historic	European contact, iron tools
1600-1800	Historic	European contact, iron tools
1800-1900	Historic	European contact, iron tools
1900-2000	Historic	European contact, iron tools

For further information about regional archaeology, visit our information site at www.indiana.edu/~archaeology or contact the Indiana Department of Cultural Resources, Department of Anthropology, Indiana University, 100 W. 7th St., 47405-1325, 317-495-2020, or indiana@indiana.edu.

Want To Know More About Archaeology? Check our Web site and links: <http://www.indiana.edu/~archaeology>

Among the artifacts excavated at the Hovey Lake site are large numbers of sherds, or broken pieces of pottery. Women made a variety of pottery vessels for different uses. They shaped clay into

Pottery jar with typical CabornWabash design

shallow pans, plates, and bowls of various sizes for cooking, serving, and storing food. They made jars with handles for cooking and storing food and other items. They had round bodies to hold and store water.

"It's not what you find, it's what you find out."
David Hovey Thomas, 1976.

Indiana Archaeology Week 2000

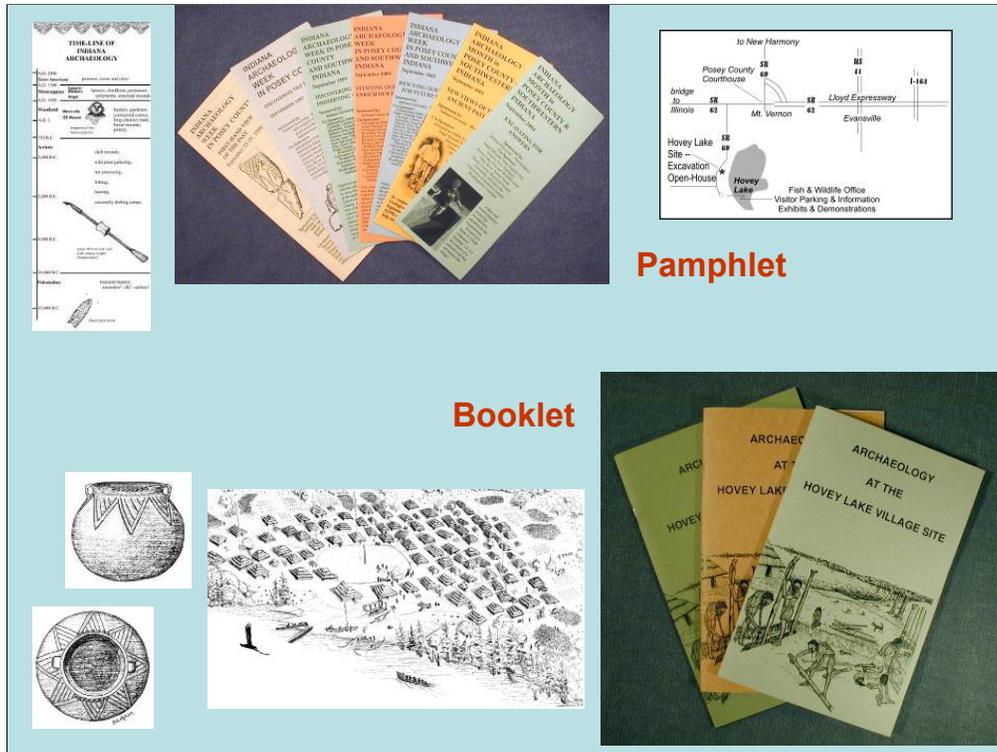
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As the students leave, they are invited to return to the Hovey Lake site for the Excavation Open House, and to bring their friends and families. We also give them something tangible to take back with them: a bookmark that illustrates the Indiana archaeology time-line, and also has contact and resource information for Indiana archaeology.



For the general public we have other tangible educational materials, as well as activities.

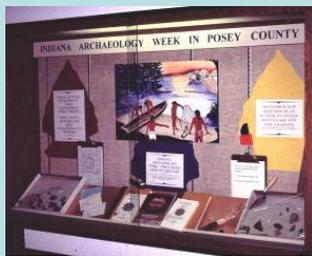
Our pamphlet is designed to convey information about our archaeology month events, provide a summary of our Hovey Lake site research and current research questions, and give some basic information about archaeology.

In its third edition now, our booklet discusses some of the background of the Hovey Lake site research, and the Mississippian Caborn-Welborn culture. Aspects of life in the village are both described and illustrated, and are related to the archaeological evidence. The booklet also includes information about archaeology and preservation.

Exhibits



Hovey Lake Visitor's Center



Alexandrian
Public Library,
Mt. Vernon,
Indiana

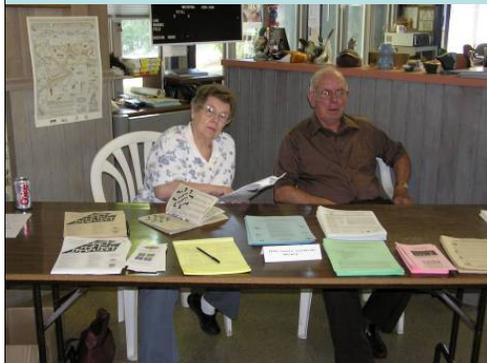
Public Lecture



We have had many month-long exhibits both at Hovey Lake and with the help of co-sponsors. These focus on some aspect of Indiana archaeology and are seen by thousands of people. We reach people through television and in the newspapers, and our web site reaches many thousands more.

Given by an invited archaeologist, our annual public lecture targets adults - including avocational archaeologists and university students - from throughout southwestern Indiana, and adjacent Kentucky and Illinois. Hey - we are looking for volunteer lecturers for next year.

Excavation Open House



Posey County Historical Society



Hovey Lake Visitor's Center



The excavation open house is a focal point and the culmination of our education program. Held on a Saturday and Sunday near the end of archaeology month, enough of the excavation has been done to at least partly answer our research questions.

At the Hovey Lake visitor's center, the Posey County Historical Society provides volunteers to greet visitors. Our exhibit provides background information on archaeology at Hovey Lake and some aspect of our current research.

Excavation Open House



Hovey Lake Visitor's Center

Professor Marjorie Jones,
University of Southern
Indiana, and her
archaeology students
demonstrate a field lab.

Jim Burton,
Angel Mounds State Historic Site



Dave Fox,
Indiana State Museum



Professor Marjorie Jones from the University of Southern Indiana, and her archaeology students set up a field lab where they wash artifacts from the excavation, and identify them using comparative collections. When possible, we have also had a demonstration of flint knapping.



At the excavation area, multiple aspects of archaeological field work are in progress for visitors to see and experience. The research itself continues during the open house - but, of course, at quite a different pace than a normal work day.

Visitors are free to stay on site as long as they like. They can watch us work, ask questions, or simply absorb the experience of being on an archaeological site. Of initial interest to most people are the excavations themselves. As research director, Cheryl provides an overview of the work, shows maps of the site, and talks about our research questions and how we are answering them. Cheryl and members of the crew then explain whatever is in progress, whether that is excavating, mapping, or photography. People are invited to participate in screening or flotation.

Excavation Open House



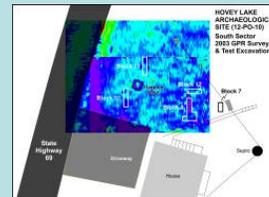
Professors Patrick Thomas and Jennie Ebeling, University of Evansville, and their archaeology students demonstrate screening.

Professors Patrick Thomas and Jennie Ebeling, from the University of Evansville, bring their archaeology students and work at the screens. This is a culmination of several previous visits to the site with their students, so the students are familiar with the site and procedures, and can interact with the public.

Excavation Open House

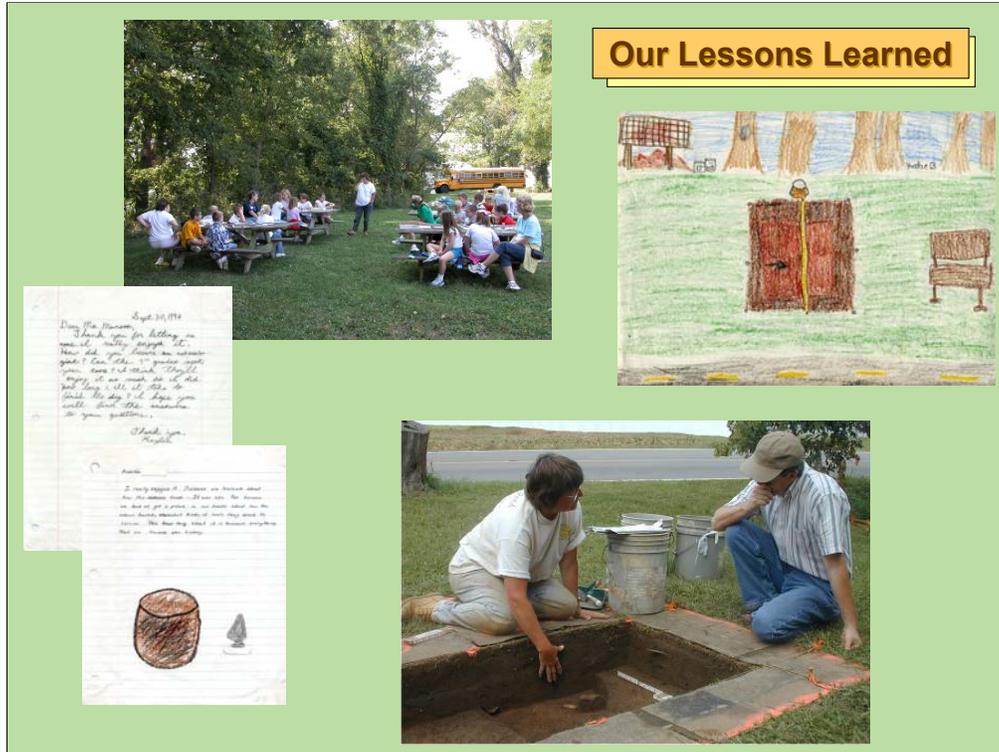


IU students demonstrate flotation and GPR results.



Flotation has generally been demonstrated by IU graduate students who have volunteered to help during the open house weekend. This provides an opportunity for the IU students to become familiar with the site, and interact with the public in a teaching capacity.

This year, for the first time, we added a computer demonstration to show some of the results we have been obtaining with ground penetrating radar and the GIS.



As this program evolved over the past 9 years, it was evaluated and refined, and we would like to summarize some of the lessons we have learned. Initially, we used questionnaires - but did not find them to be efficient. More useful to us have been the individual and situational questions asked by the adults, and the letters written to us by students. Paying attention to what our audience wants to know helps us become better teachers. And we have learned specific lessons in the various parts of our program.

Our Lessons Learned

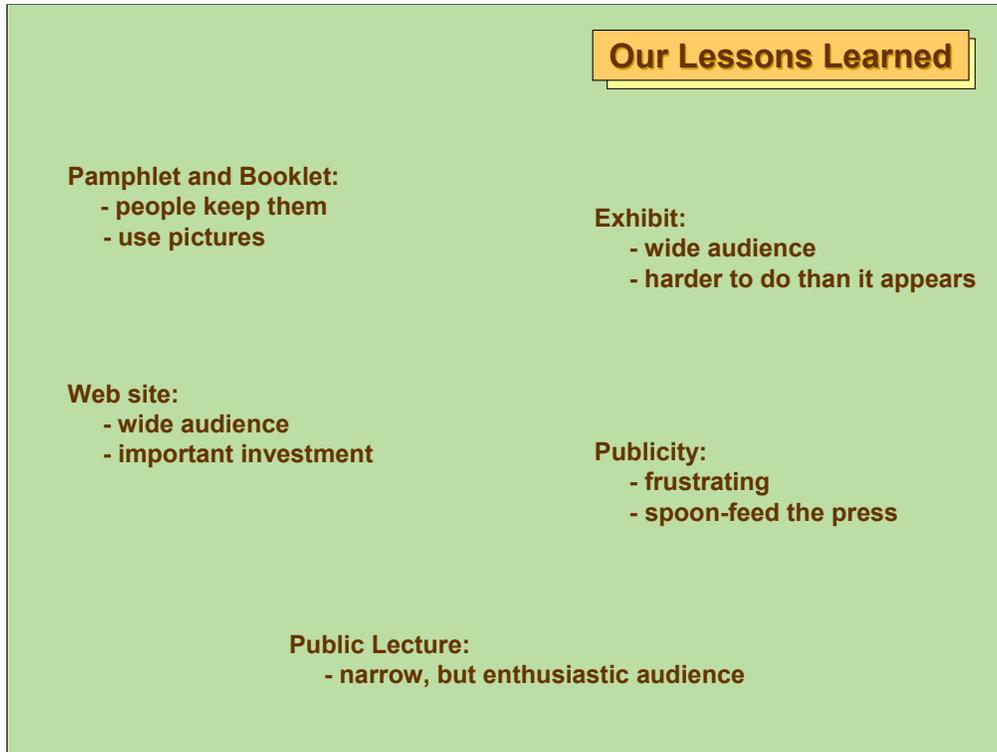
4th Grade Focus:

- kids like to touch artifacts
- kids want to find things
- we need to teach the teachers
- we need to be taught by the teachers



The 4th graders have taught us that they like to touch artifacts. Because that is difficult to do with research material, we responded with the learning kits. The 4th graders also came to the site wanting to find things, and with great hopes of digging, and they learned that excavation requires professional training. But, we learned that we could allow them to screen. The students saw that there was a procedure involved, and that the artifacts recovered were clues to answering the research questions. They also learned there are ways that untrained people can volunteer to help archaeologists. By allowing the students to screen, their need to get their hands dirty and find something was met. And our goal of teaching archaeology as a science was also met.

Another lesson we learned was that we needed to teach archaeology to the teachers. We had to give them teaching tools, and explain things carefully. In order for the students to have a full and complete learning experience, background information was clearly important. In return, we learned from the teachers how to teach 4th graders!



We found that the pamphlet and booklet were more important than we realized because people kept them. We also learned that although we had never been trained to write for the general public, we could do this by using a lot of pictures and avoiding technical terms.

Our exhibits could be seen by people at times and places where we could not be, and we now know that creating exhibits turns out to be harder than we expected.

Our web site has been an important investment of time. It is apparent from the response we get that we reach and are continuing to reach thousands of people of all ages.

Publicity is one of the more difficult and frustrating parts of our program. The best and most accurate publicity comes from spoon-feeding the press, both before and after interviews. Publicity is important to our program, but more important is that the correct information is conveyed. We found TV to be best, and accuracy in newspapers improved once we began to refer reporters to press releases, our web site, pamphlet, booklet, and exhibit.

We find that our public lecture reaches a narrow, but enthusiastic audience, and often one that we didn't reach in any other way.

Our Lessons Learned

Excavation Open House:

- variety of activities
- Co-Sponsors
- tradition



And last, but by no means least, is our excavation open house. Because many families come, and these are often the families of the 4th grade students who had been to the site for a field trip, we have learned that the variety of activities and demonstrations that we offer keeps people interested. And the important factor in being able to provide the quantity and quality of activities that we do is the involvement of our co-sponsors. Without their help, our education program would not have become the tradition it has developed into.

Our Lessons Learned



Keys to a Tradition of Public Education :

- ▼ research project
- ▼ site on public land
- ▼ grant funds
- ▼ time

In order to create this tradition, several factors came together. A key element was the research project itself. By having specific questions, and communicating those to the public, people began to follow our progress, and even suggest things for us to try. In other words, they became personally invested in the research process. A second important factor was a site that was located on public land. This eliminated any liability issue, and allowed us to have use of public facilities. A third factor was grant funding to cover expenses – a continual challenge, but one successfully met because of enthusiastic public support and wide participation. The fourth factor was the willingness of the research team to take the time required for the planning and execution of the educational activities. It is definitely possible to do research and public education at the same time, but it is essential for these to be well coordinated and planned. And, finally, I will add a personal observation gained from working closely with Cheryl Ann Munson. In an endeavor such as this, where people are being asked to volunteer many hours of their time, people skills are paramount. And in Cheryl's case, one of her best is never to ask someone **if** they will do something, but rather **how** they will do it.