

## **Linking Southwestern Heritage through Archaeology (LSWHTA)**

### **Year 5 Program Summary - 2018**

*(Written by Rebecca Renteria with editorial input from Neil Markowitz)*

#### **Staff Selection**

A significant effort has been made over the past five years to create a culturally cohesive 'group' for the LSWHTA participants. The E3 team worked to select (at all levels of the program) staff and field presenters who shared a cultural identity and history with the student participants. In years 1-4 of the program a greater emphasis was given to Hispanic identity. In year 5, the program broadened to include Native American student participants and presenters as well. (Thus, the name change in Y5 from "Linking Hispanic Heritage Through Archeology" to "Linking Southwestern Heritage Through Archeology".

#### **Program Manager**

In Year 5 of the program Rebecca Renteria, (M.A., RPA) was hired as the Program's Manager. Rebecca returned in Year 5 after having been both an Intern and Program Coordinator during the two previous seasons in 2017 and 2018 working under Trica Hawkins who had been the previous Manager of the effort since its inception. Overall Rebeca was supervised by Environmental Education Exchange (E3) staff members Neil Markowitz (Executive Director) and Jeremy Markowitz (Multimedia Producer).

#### **Educator and Student Recruitment**

Each year an email has been sent out to all educators from a database that has been updated every year by E3. Updates are made based on emails that bounce back because educators are no longer working in those roles, updates to district webpages, and personal communication with individual teachers and other community members. Additionally, reaching out to departments such as Mexican American and Native American Student services in TUSD and other Tucson area districts, has yielded many applicants in the past. It is especially beneficial for a program staff member to visit schools and present in classrooms. Years in which in-class presentations have been made yielded many more applicants. In 2018 the program brought on board educator / participants (rather than classroom teachers). These individuals were in leadership roles similar to that of program staff. This meant that on all fieldtrips they were equally responsible for engaging students where they felt comfortable, but they also had more involvement in elements of program content.

#### **Intern Recruitment**

UA and Pima Community listservs have been the main conduits for seeking out interns. Interns have served as mentors and have aided in elements of program coordination depending on what



their interests have been. This means that interns not only share similar cultural backgrounds to our students, but they also exhibit interest in archaeology and working with high school students. See *Recommendations* in the Reflections and Future Directions section for more about the importance of culturally relatable staff involvement in the program.

## **Schedule Development**

### *Choosing Dates*

The idea for the development for this year's calendar was based on the sites visited in past years. Additionally, in setting dates for each of the sites consideration was given to important dates from the following school districts: Amphi Unified School District, Catalina Foothills Unified School District, Flowing Wells School District, Marana Unified School District, Sahuarita Unified School District, Sunnyside Unified School District, Tanque Verde Unified School District, Tucson Unified School District, Vail School District.

*Recommendations:* These important dates included district holidays, teacher grading days, and state testing days. It is important to note that not all of these school districts share the same important dates. Ultimately, it would also be beneficial to have conversations with educators in each of these school districts since not all important dates are publicly available on the district calendars. Once tentative dates for trips were set, all important holidays were considered since some of our trips would fall on weekends.

### *Choosing Destinations*

In choosing the locations to visit this year, it was decided to stay with the same places as in past years. This year, a trip to San Xavier Mission was added. This location had not been visited in the previous two years of the program. Trips to classrooms at the University of Arizona were scheduled for weekdays to accommodate staff and faculty schedules and daylong trips were planned for weekends. This year the trips were structured around a chronological narrative and visiting related locations on the same days (when possible).

The following were the fieldtrip locations:

- Orientation at the University of Arizona and Saguaro National Park and Signal Hill Trail in the Tucson Mountain District of Saguaro National Park; contact was Lisa Palacios: This trip was our first of the season and was a suitable kickoff for the program as it is the NPS unit that is closest to Tucson. The group arrived at the trailhead for the Signal Hill Trail after our orientation. There are petroglyphs at the end of this short trail that also provides a great aerial view of this district of Saguaro National Park. Palacios, a PhD student in the Anthropology program at the University of Arizona, joined us after this hike. She is the founder of Tucson



Native Youth Council, and many of her students were participants in the program this year. She gave us an overview of the history of this area in addition to leading a discussion with program participants about the significance of the idea of sense of place. The trip also included the Red Hills Visitor Center, a short trail walk around the area of the Visitor's Center, and time spent observing the displays and partaking in an interactive presentation of local insects put on by Saguaro National Park interpreter staff Freddy Fernandez-Ramirez.

- Laboratory of Tree-Ring Research (LTRR) and the Accelerator Mass Spectrometry (AMS) Laboratory; contacts for the LTRR was Rebecca Renteria and for the AMS lab were Greg Hodgins and Marcus Lee: Rebecca Renteria led a tour of the LTRR and visited the dendroarchaeology, dendroclimatology, and dendroecology labs. Additionally, program participants partook in a cross-dating exercise, the founding principle of dendrochronology. Marcus Lee led a tour of the AMS lab and shared his experiences as a native student and researcher.
- Casa Grande Ruins National Monument; contacts were Alycia Hayes, Dominic Henry, Katherine Shaum, and Caitlin McPherson: The visit began to Casa Grande Ruins National Monument at the visitor center with the movie *Casa Grande: House of Many Stories*. This provided an archaeological and ethnohistorical overview of the site that many of the program's students related to. Front and backcountry tours of the Monument were lead by McPherson, Henry, and Shaum. Focus for the tour was on ethnohistory of the site and connections to other sites. A few of the students who are members of affiliated tribes offered information about practices that still take place today. This came up when tour leaders discussed ideas archaeologists had about the site. Following the tour participants took part in preservation efforts taking place at the park. Top-of-wall areas of Compound A, the part of the site that is closest to the visitor center, undergo preservation once every year or two depending on how well the tops stay capped. Participants learned about preservation efforts in NPS and followed this by capping walls with an adobe mixture. Hayes aided in coordinating this with our group, and Henry and Shaum were present out in the field with us. Because participants tend to get very dirty with this activity, we scheduled this for the end of our day since park staff prefer we do not reenter the visitor center for cleaning purposes. This also means that scheduling this trip early in the year is necessary to account for weather.
- Conservation Lab; contacts were Gina Watkinson and Nancy Odegaard: Participants learned about the conservation efforts as they relate specifically to archaeology. Various stations were set up around the lab for participants to engage in. For the future, rather than spending a shorter day here (Wednesday),



it would be beneficial to schedule this visit during the summer so more time can be spent here and indoors when temperatures constrain outdoor activity. In discussion with Watkinson, hands-on activities can be delved into with more attention and all students would have sufficient time to partake in all activities.

- Zooarchaeology lab; contacts were Nicole Mathwich and Matthew Rowe: Participants toured through the zooarchaeology lab and received a short PowerPoint lecture from Rowe. Mathwich, a former intern with this program and a U of A alumni, had been our main contact in the past, and future activities for this lab visit may better suit the needs of our program. Her activities were hands-on and gave students an opportunity to view and work with what archaeologists encounter in the real world.
- Tumacacori National Historic Park and San Xavier Mission; contacts were Mary O'Neill and Melanie Rawlins: Staff at Tumacacori NHP arranged for a Conservation Corps member to meet with our participants. Conservation Corps member led an activity with the participants that focused on the architecture of Mission Tumacacori followed by an architecture-focused tour of the whole park. This visit wrapped up by making adobe bricks with local materials. Next the group travelled to San Xavier Mission to contrast with a Mission that is still in use today. Our visit here was cut short because of the anti-gun rallies that were taking place on the U of A campus. One of our educator participants was an organizer for the event, and many of our students wanted to attend as well. Because this event was not planned while the schedule was being set, we changed our plan for this day on the fly. Attending this rally was important to all of our participants, so we wanted to honor their desire to partake in an event that many others (especially high school students) across the country were also participating.
- Mission Garden; contacts were Dena Cowan and Kendall Kroesen: Kroesen took program participants on a tour of the garden; Cowan assisted during parts of the tour. Cowan arranged for one of their employees with work with our students in planting an agave garden just outside the entrance of Mission Garden. The group returned to campus after this and with the suggestion from one of our educator participants, and the students practice putting up tents for our upcoming overnight field trip.
- Southwest Ceramics Lab; contact was Barbara Mills: Mills led a discussion on ceramics in the context of archaeology. Students partook in a sorting activity to get an idea of how archaeologists process and produce data from artifacts.
- Western Archaeological and Conservation Center (WACC); contact was Kim Beckwith: Beckwith led participants on a tour of WACC and focused on artifacts from specific sites participants had visited and were going to visit.



- Montezuma Castle (and Well) National Monument and Tuzigoot National Monument; contacts were Matt Guebard and Lucas Hoedl: This was an overnight field trip. On the first day Guebard took the group on a tour of Montezuma Castle with emphasis on the significance of the site to descendants of these past communities. After this, the group toured Montezuma Well. From here the group traveled to our campsite at Lo Lo Mai Springs Outdoor Resort. On the second day we received a tour from Hoedl that was similar in nature to Guebard's tour of Montezuma Castle.
- Bioarchaeology Lab and NAGPRA discussion; contacts were Jim Watson and TJ Ferguson: Watson led a brief discussion on bioarchaeology and how it is applied in Southwest archaeology. He also related this field to other avenues students might have an interest in taking once they enter college. The bioarchaeology lab has synthetic replicas of human remains, and Watson used these materials to have student reassemble adult and children remains to synthesize how archaeologist piece together what they are finding in the field. Ferguson followed this activity with a discussion of NAGPRA. Participants, many of whom this year had interests in social justice issues, engaged in discussion and had many questions about the rights that descendants have regarding archaeological practices.
- Wupatki National Monument and Grand Canyon National Park; contacts were Ian Hough, Erin Gearty, and Ellen Brennan: This was the first of two, two-night field trips. On the first day the group toured through various areas of Wupatki National Monument, with a focused tour of the Citadel. The group then traveled to Mather Campground in Grand Canyon National Park to set up camp for the next two nights. On the second day the group spent time with Brennan on a tour of Havasupai sites that were a bit more off the beaten path. On the last day we toured through Tusayan Ruins on our exit through the park.
- Archaeology Southwest Preservation Archaeology Field School in Cliff, New Mexico; contact was Karen Schollmeyer: Participants took part in excavating Salado Culture sites alongside archaeologists and field school participants. Additionally, participants worked with Allen Denoyer in experimental archaeology activities.

### **Reflections and Future Directions**

In having started with the program as a first-year graduate student intern in Y3 of LHHTA, Rebecca Renteria, became the Program Coordinator in Y4 and finally stepping into the role of the Program Manager in Y5. In her year as Program Manager, Rebecca refined the program's direction and goals based on her training and personal background. First, the graduate program



Rebecca completed emphasized the importance of collaborative work in communities in archaeology with a focus in cultural resource management (CRM). While the work undertaken in LSWHTA was not entirely similar to cultural resource management projects, Rebecca applied the ideas of cross community collaboration in her approach to managing this program. In addition to her academic training Rebecca is also a native Tucsonan with roots in the southwest United States and northwest Mexico regions that extend beyond time that is documented in the written record. This perspective has brought to the program a sensitivity to the cultural milieu in which the program is carried out in Tucson, Arizona. With this in mind, it is suggested that LSWHTA can take further steps to collaborate with members of descendants of geographic regions in which trips are taking place.

The importance of cross community collaboration in archaeology is important not only when cultural resource projects are being undertaken, it is important at every junction which any form of archaeology discussion is taking place. In LSWHTA, the communities we aim to collaborate with are the students and their families, members of communities from regions of the sites we visit, educators from local high schools, NPS units, and UA faculty and staff. Perspectives of each of these communities has impacted the approach strategies which have been taken when coordinating the program. The greatest shift in the program has taken place because rather than just *engaging* these communities, we have allowed these communities to have a say and shape the program content with various degrees of input. First, because LSWHTA program participants are primarily from communities underrepresented in the archaeological and NPS realms. Thus, the newly designed program has put at the forefront the cultural perspectives of student participants and their families in shaping how the program has been organized. Taking this into account, what is addressed by the program, content wise, from year to year depends on the incoming cohort of participants. Further, it has the impact of empowering students to know the cultural worldviews of their own and their families are valued and considered similarly or greater as worldviews of professionals in the field. This is necessary for a shift in the way archaeology is practiced today and will be practiced in the future. Thereby, lifting up the underrepresented to a place of greater representation in the future of archaeology and the NPS.

With regard to our NPS site visits, it has been important to reach out to people who are descendants of those who inhabited the land historically where possible. Hearing the perspectives of descendants has allowed our program participants to connect with our sites in a way that differs from standard tours of these sites. Additionally, educator participants in the program have provided invaluable input with regard to how to engage student participants. With the educator participants having a say in how to approach content delivery. This has positively impacted how the students have absorbed program information. Finally, because NPS personnel and UA faculty and staff are professionals in their respective fields, how they approach their



archaeology-related specialties and communicate this to our program participants has been unique to every NPS unit and UA lab visit.

In addition to this collaborative approach, a connection and tie to the region has been critical to how the Program Manager and Coordinator has approached these collaborations. As a community member and descendant to past inhabitants of the region, Ms. Renteria has been in a position to provide valuable direction to the program. As a community member and as someone who went through the educational system in Tucson, Arizona, her personal insight and connections have helped to shape the program from 2015-2018. She experienced a strong willingness from educators and students to participate once they learned of her link to the region. Following this, and as a descendant in the region, Rebecca has actively partaken in cultural activities that have been integral to carry on these regional practices. An understanding of the importance of cultural practices, revival, and maintenance has shaped the collaborative approach that has been taken here locally in Tucson, but also at NPS sites farther from the program center.

*Recommendations:* With the above two main points taken into account, the following are recommendations for future programming considerations:

- Collaboration among all groups partaking in the program can be strengthened for all participating parties to benefit from. For the students, for them to have the ability to connect and have a say in the program direction, it gives them a sense of ownership and agency in affecting change in the greater world. For community members, it respects and puts to the forefront histories in their own words. With respect to educators, the program greatly benefits from their insights in how to approach content delivery. For UA faculty and staff and NPS personnel, it provides the opportunity for these professionals to disseminate knowledge of their research and disciplines while learning how to communicate this with high school aged students.
- Input from high school educators should be considered in the planning and scheduling stages. Considering this, it may be beneficial to bring on educators at a much earlier stage in the program. This allows for them to be able to plan their upcoming semesters around the program, gives them a sense of ownership and authority in the program, utilizes their knowledge of pedagogy that in turn helps program staff to communicate content to students, and strengthens the leadership team (program staff and educators).
- The current nature of the program has been to connect students with their cultural resources and people with similar cultural backgrounds so that future academic endeavors and careers are modeled in a way for the students to know these positions are attainable. Many of the personal and group discussions with students have been based on shared cultural experiences, specifically experiences based on growing up in the



southwest United States and northern Mexico. Current and past leaders in the program who have roots in this geographic area have elicited greater program participation and leadership from students by being able to connect with them on a cultural level.

### Other Recommendations

- Video making: Educator participants can be given more ownership over this part of the program. Past educators have played a crucial part in getting students to think deeply and critically about how to approach video content.
- Videos are available at <https://www.eeexchange.org/lswhta>
- Consider other forms of program applications: Many of our past students who have been the most engaged and contributed conversations more than others have not always been the strongest academically. This has been primarily due to work and family commitments. Because of this we have tended to place more emphasis on student essays that are submitted with the applications. Additionally, students from all grades (9<sup>th</sup>-12<sup>th</sup>) have contributed greatly to the program. There has been no consistency with which grade a student is in and what their contributions have been to the program. It would be worth considering together students' grade levels, academic achievements, and future college plans when accepting them into the program.
- Transportation: In the recruitment process, emphasize that transportation can be provided to and from the UA.