

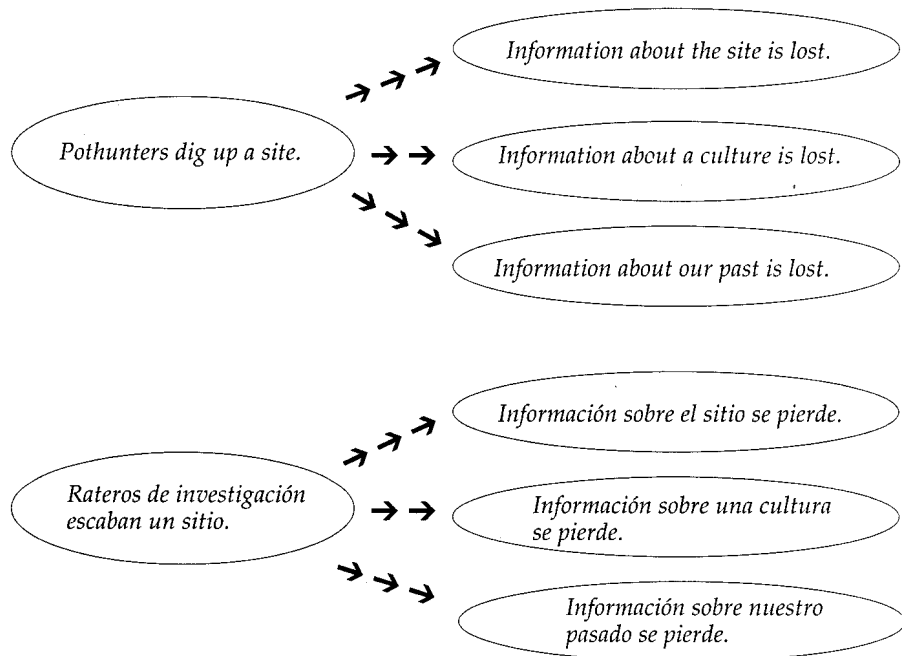
## More From Trash Treasures

Because of its original length, "To Dig Or Not To Dig" had to be edited considerably. For omissions and changes of nuance, the editors apologize. More important, it was not possible to demonstrate the bilingual nature of the manual, *Trash Treasures: An Introduction to Archaeology/Tesoros de basura: Una introducción a arqueología*. Teachers sharing archaeology with Spanish-speaking students should contact the authors for further information about this resource.

As an assessment for the lesson plan, teachers are instructed to ask students to use a cause-and-effect diagram to explore their positions in the Copper Wells debate. *Trash Treasures* offers the information and illustration reproduced at the right to assist teachers and students with this assignment.

### Writing Strategy: Cause and Effect Diagram

Cause and effect organization strategies help students to determine potential outcomes for a certain action. Students move from looking at just the action to evaluating the effects of the actions. Cause and effect diagrams (diagrama de causa y efecto) help students to list multiple effects of a single cause. Determining all of the effects of a certain action is critical in science to anticipate the effects of research.



## EDUCATIONAL RESOURCES

### Magazine Theme Pack

Cobblestone Publishing has produced a mini theme pack on archaeology. The boxed set of five issues of *Cobblestone* magazine includes a 16-page teacher's guide and articles dealing with such topics as fieldwork, lost treasures and ships, and what bones tell us. The cost is \$25.95, plus \$3.00 for shipping. Contact Manuela A. Meier, 7 School Street, Peterborough, NH 03458; (603) 924-7380.

### AIA Bibliography

Part II of "Finding Out About Archaeology," a six-page bibliography covering fiction, biography and accounts of archaeological discoveries, is now available from the Archaeological Institute of America, Long Is-

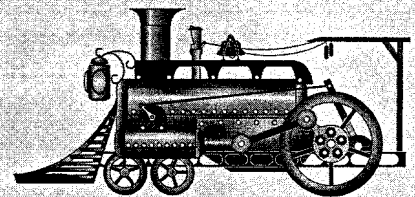
land Society. For a free copy of the publication, write to Naomi Taub, Education Chair, AIA/LISOC, 115 Northgate Circle, Melville, NY 11747.

### MayaQuest Update

Response was favorable from the thousands of teachers and students who kept in touch with MayaQuest, Dan Buettner's interactive educational bicycle expedition across Mexico and Central America. By the time the expedition ended in early May, MayaQuest Internet resources had been accessed nearly one million times.

The expedition and related educational activities were so successful that organizers plan to repeat the expedition in winter 1996.

*email address.* Send a query to  
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The Education Station invites examples of lesson plans and activity ideas, comments about useful resources, and articles about unique approaches to teaching archaeology. Please accompany material with illustrations and black and white photos. Do not send color slides or negatives.

Send material to Cathy MacDonald, Social Sciences Department, Father Leo Austin Secondary School, 570 Walsh Drive, Port Perry, Ontario, Canada L9L 1K9; (905) 666-2010.

# ARC Multicultural Programs . . .

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If ordinary people are given the opportunity to participate in the discovery and conservation of actual heritage remains, they will acquire a value for the past that no amount of preaching or promotion can accomplish. Hence, the conservation message will be assimilated anyway. At the same time, the people who take part in digs that explore different cultural attributes and backgrounds gain an appreciation for cultural diversity. They come to understand more fully why different peoples approach their environment in different ways. With understanding comes tolerance, and archaeology is, indeed, serving an important and relevant role in our modern multicultural societies.

Multiculturalism is about understanding and accepting cultural diversity. It is about not being afraid of cultural, ethnic, or religious differences between ourselves and the other people around us, for fear is at the heart of racism and intolerance.

Archaeology cannot escape having an educational, and hence political, role

to play in our modern global village. Exploring similarities and differences in how people cope with given situations in varying places and times disturbs long-held myths and prejudices. Archaeology educates us not only about our human past, but about current societal composition as well.

Public archaeology is an educational vehicle and device through which we learn tolerance, banish fear of diversity, and acquire knowledge that helps us deal with the multicultural populations that make up our present world. Archaeologists, then, must play a role that greatly exceeds doing public archaeology so that more sites can be saved or excavated, more artifacts analyzed, and more site reports written. Archaeology can and must be used to transmit cultural information that will engender inter-cultural, inter-racial, and inter-ethnic tolerance in North America's "multi-culture."

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## Educational Resources

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mayaquest@mail.mecc.com for a free Internet program with information about the expedition, curriculum resources, and discussion groups.

**Lesson plan exchange.** To contribute to MayaQuest school-based projects, submit a work plan via e-mail to [MayaQuest@InforMNs.k12.mn.us](mailto:MayaQuest@InforMNs.k12.mn.us).

### MayaQuest Institute

Educators of grades K-12 can join MayaQuest team members, including Dan Buettner, and leading archaeologists for a three-day teacher institute, August 2-4, hosted by the Hamline University Graduate School, St. Paul, Minn.

Participants will choose from a wide selection of workshop sessions fea-

turing successful MayaQuest classroom projects, archaeology in the classroom, Internet activities, and Maya weaving and math.

Two graduate quarter credits can be earned during the institute, which will cost \$225. For information, contact Jennifer Gasperini, (612) 641-2855.

### Maya Art Activity Book

A new publication by the San Diego Museum of Man offers classroom and field trip activities for middle school students, including writing about Maya art objects, making maps and timelines, and sorting images by style. The 260-page activity book, edited by Ann Fuerst, is available for \$27.50, plus \$3.50 for shipping. Contact the San Diego Museum of Man, 1350 El Prado, Balboa Park, San Diego, CA 92101.

## Epilogue . . .

Prompted by budget cuts, the Toronto Board of Education last fall decided to end virtually all support for ARC staff and activities, which it had funded for more than a decade.

According to University of California archaeologist Brian Fagan, "Toronto's ARC was, quite simply, about the best public education archaeology program in the world." In an article concerning the school board's move, which appeared in the January/February issue of *Archaeology* magazine, he calls Toronto's decision "to abolish its world-renowned public archaeology program especially disturbing."

## Museums

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and publications on the Internet. It will serve as a model for other information providers in the cultural heritage field.

On a less positive note, it appears that S1822, the **Communications Act of 1994**, is dead for awhile. This legislation is a rewrite of federal communications law that would have deregulated much of the telecommunications industry. In exchange for the vast profit-making potential associated with deregulation, Congress would have required that the industry provide moderate support to qualified public institutions such as schools, libraries, public health care centers, and museums. An array of opponents, including members of the telephone industry, killed the bill. However, a strong precedent has been set for the inclusion of such provisions in legislation that eventually will govern the telecommunications industry and the nation's information superhighway.