

Unearthing the Next Generation: An Examination of Secondary Students in an Archaeological Field School

Field programs not only train students in field excavation methods and theoretical theorems, but also expose students to the unique situation of a working in the field. However, these programs are often limited to college students. Due to the constraints of time and money students experience, few find the opportunity during a college career to work on one of these programs unless they are already specializing in archaeology. Archaeology and Classical programs should instead be looking to share those types of experiences with a broader, younger audience who are still in the midst of finding their own paths through life. Offering high school students a curriculum in which they can attend an archaeological field program gives them a chance to grow, and experience a field of study often not available to them. Field schools give high school students the chance to learn more about the blending of science and humanities through archaeology. This is important because the options most often provided by high school guidance counselors steer students away from a liberal arts education, a trend which is having detrimental ramifications on the field as a whole. To accomplish this, however, the format in which students participate in a field school will have to be altered to accommodate the unique challenges of traveling and working with young students. From my own experience as both a high school teacher and a field archaeologist at Poggio Civitate, I have designed and implemented a pilot program in which high school students can be exposed to the theoretical and practical aspects of field archaeology. This paper will look at the benefits and challenges involved in adding a high school curriculum to a pre-existing college program and the possibility of the growth for these types of programs in the field of Classical Archaeology.