



# Linking Hispanic Heritage Through Archeology

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**2013 PILOT PROGRAM** REPORT AND RECOMMENDATIONS

# Summary

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Linking Hispanic Heritage Through Archeology (LHHTA) is a spring and summer program for Hispanic youth ages 14-18 years old that uses regional archeology as a bridge to connect urban Hispanic youth and their families to their own cultural history. Through participation in an archeological dig and artifact analysis, along with visits to National Parks, local museums, and university archeology laboratories, students engage in the study of Southwest archeology from the pre-contact to the historical periods with emphasis on the Hispanic heritage of the Southwest. They also observe and participate in activities associated with past cultural practices.

The program targets a community that has historically been underrepresented and has very low levels of engagement with National Park Service (NPS) and archeology.

LHHTA was piloted in the spring and summer of 2013 in Tucson, Arizona. The project was funded by the Washington Office Cultural Resources Stewardship and Science program through the Desert Cooperative Ecosystems Studies Unit (CESU) with the University of Arizona Anthropology Department (UA). To develop, organize and manage the program, the university partnered with the Environmental Education Exchange (EE Exchange), a local, community-



based non-profit organization. A network of local experts and resources was also developed through the program, creating lasting relationships and opportunities to further engage Hispanic audiences in archeology through environmental and experiential education and outreach.

As an incentive, and to deepen participants' engagement with their experiences, iPads were given to the students and teachers to be used as tools for recording and documenting their activities.

By forming personal and community-based dialogues through this program, NPS aims to develop a stronger relationship with the Hispanic community and increase their attendance and use of National Parks.



# LHHTA Program Goals and NPS's 'A Call to Action'

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"IN OUR SECOND CENTURY, we will fully represent our nation's ethnically and culturally diverse communities. To achieve the promise of democracy, we will create and deliver activities, programs, and services that honor, examine, and interpret America's complex heritage."

- A Call to Action Preparing for a Second Century Of Stewardship and Engagement



Linking Hispanic Heritage Through Archeology helps NPS fulfill its mission for the next century and honor America's diverse heritage. LHHTA fulfills this mission by:

- Creating and fostering relationships with community-based organizations by collaborating in partnership projects.
- Increasing the Hispanic community's awareness of National Park resources and opportunities.



- Using technology and social media to engage high school students.
- Educating Hispanic youth and their families about regional cultures and the role NPS plays in cultural resource protection.
- Engaging Hispanic youth by offering special programs, and volunteer and career opportunities within National Parks.
- Involving youth in healthy, outdoor recreation at their local National Parks.





The LHHTA program has at least one action from each of the four major themes of the NPS Call to Action, including:

### CONNECTING PEOPLE TO PARKS

**2. *Step by Step*** - Students in the program visited a number of National Park sites with diverse interpretive messages involving diverse populations. This immersive experience also included an overnight camping trip. As well, students were able to visit with park staff and learn about careers in the NPS.

**3. *History Lesson*** - The LHHTA program's mission was to introduce Latino students to Hispanic heritage in Arizona through an immersive experience using archeology, site visits, and scientific laboratory analysis.

**4. *In My Back Yard*** - Only two of the students in this program had ever visited a National Park. Students visited a large number of NPS, state, and local sites, including recreational sections of the Juan Bautista de Anza National Historic Trail.

**7. *Next Generation Stewards*** - Students were introduced to archeological research and scientific methods through hands-on work on a historic site and in UA labs.

**13. *Stop Talking and Listen*** - This program gave the NPS an opportunity to learn first-hand how difficult it is for students in challenged economic situations to access parks and other community and academic settings.

### ADVANCING THE NPS EDUCATION MISSION

**15. *A Class Act*** - Students will take back impressions of this experience to their peer group. Teachers who participated will have new concepts, activities, and materials to use in their classrooms.

**16. *Live and Learn*** - This program offered an immersive and very hands-on experience for students that will enhance classroom learning.

**17. *Go Digital*** - Students were provided with iPads to collect data and produce photos and videos of their experience. Videos are posted on YouTube for public viewing.

**20. *Scholarly Pursuits*** - Graduate student interns from the UA will advance their pursuit of degrees through participation in this project. Data recovered from archeological excavations will be published in academic journals. National Parks will be promoted as laboratories of research for future efforts.



## PRESERVING AMERICA'S SPECIAL PLACES

**24. *Invest Wisely*** - The use of previously planned funding for the archeological project combined with funding for LHHTA enhanced both projects and was an important cultural resource and outreach investment for Tumacacori Mission National Historic Park.

**25. *Park Pulse*** - The funding of the LHHTA allowed for a more thorough investigation of Guevavi Mission, the protection of this resource, and the preservation of important archeological data.

## ENHANCING PROFESSIONAL AND ORGANIZATIONAL EXCELLENCE

**33. *Home Grown*** - Latino students in the program were able to learn about NPS careers from Latino NPS employees and were introduced to parks in the Tucson area where they can apply for positions.

# Overview and Evolution of the LHHTA Program

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## WHY ARCHEOLOGY AND HISPANIC HERITAGE?

Archeology is the scientific study of the ancient and recent human past through material remains, and it is a subfield of anthropology, the study of human culture. Archeology helps us understand not only where and when people lived on the earth, but also why and how they have lived, examining the changes and causes of changes that have occurred in human cultures over time. While archaeologists are primarily associated with excavations, studying artifacts, and curating material collections, today many archaeologists are actively engaged with living communities in the protection and interpretation of cultural resources.

LHHTA's program focus on Hispanic Heritage in the Southwest through the lens of archeology employs both historical and material sources to learn about the past. Archeology is a particularly effective way of exploring the past of historically marginalized communities because it systematically examines the material culture and lives of those whose history may never have been written down or was recorded by those with alternative purposes in mind.

By focusing on the four periods in Southern Arizona: the Prehistoric, Spanish Colonial, Mexican, and Territorial periods, LHHTA's goal is to give a broad overview of the



environmental, political, and cultural transitions that have created the community of Tucson and surrounding environs as they are today. Participants are encouraged to make personal connections between their family histories and larger social and cultural evolution of the region.



### CREATING COMMUNITY PARTNERSHIPS

The LHHTA program began as a discussion with Dr. Barbara Mills, Department Head of the UA Anthropology Department and Jeremy Moss, archeologist at Tumacacori Mission National Historic Park about a planned excavation at the Guevavi Mission site. This project was an opportunity to introduce Latino students to the science of archeology and to archeology as a method to understand Hispanic heritage. We recognized that a couple of weekends on an archeological dig would not be enough to fully immerse the students in a broader understanding of the complex role Hispanic settlement played in the region. Therefore, we recognized the need to pair the archeological experience with a longer summer program that revolved around UA scientific labs, Hispanic and Indian sites in the area, and significant

hands-on activities including the use of digital technologies. The Environmental Education Exchange (EE Exchange) was a natural partner for this project. The organization had a long history of working with the NPS including the development and production of a documentary on the Anza Expedition and cross-border exhibits. As well, the EE Exchange worked with many other federal, state, and local agencies on curriculum related materials. Knowing the depth of connections that the EE Exchange (now in its 22nd year in Tucson) has in the local community and especially with local schools, Dr. Stanley Bond reached out to Neil Markowitz, EE Exchange's executive director, as a logical partner for this high school-based initiative for Hispanic students. EE Exchange co-founder and education director, Trica Oshant Hawkins, took lead responsibility for the program's development and implementation. A partnership was developed with the Archeology Department at the University of Arizona, involving both Dr. Barbara Mills and Dr. Barnett Pavao-Zuckerman. For the purposes of funding, Dr. Pat O'Brien, Cultural Resources Officer for the National Park Service and coordinator for the Desert CESU became part of the project planning team.



It was recognized that the Exchange would need additional technical and logistical assistance and Dr. Pavao-Zuckerman identified and recruited two interns to help with the creation and implementation of the project. Stephanie Reyes, a UA graduate with a degree in Anthropology, was hired through a special NPS internship program and was responsible for assisting Trica Oshant Hawkins during the development and field stages and Nicole Mathwich, a current graduate student in the Anthropology Department, assisted throughout the month-long summer program.

## RECRUITMENT OF PARTICIPANTS

The EE Exchange began the process of recruiting area high school students and teachers. The recruitment process included:

- Development of a program announcement
- Dissemination of the announcement via email to selected schools, EE list-serves, colleague and teacher contacts, and postings at public libraries
- Information letters and application forms were developed and sent to interested applicants
- Phone interviews were conducted with highly qualified applicants
- References were contacted
- Participants selected (final selection included 10 student and 2 teachers)

*(See Appendix A for LHHTA Recruitment Flyers and Forms)*

A kick-off meeting was conducted in February and included introductions, a program overview, expectations, and commitments. There was also a discussion to inform participants about the upcoming Field School. Due to the excitement generated by this program, a third teacher volunteered his time as a full participant with no stipend. His efforts were a valuable contribution to the program.

## OUTREACH TO PROJECT PARTNERS AND RESOURCES

The EE Exchange, with the assistance of the NPS and UA staff and program interns, identified regional resources (places, people, and programs) and developed the agenda and activities based on these opportunities. These resource people and organizations ultimately became project partners: they offered their services and time gratis or

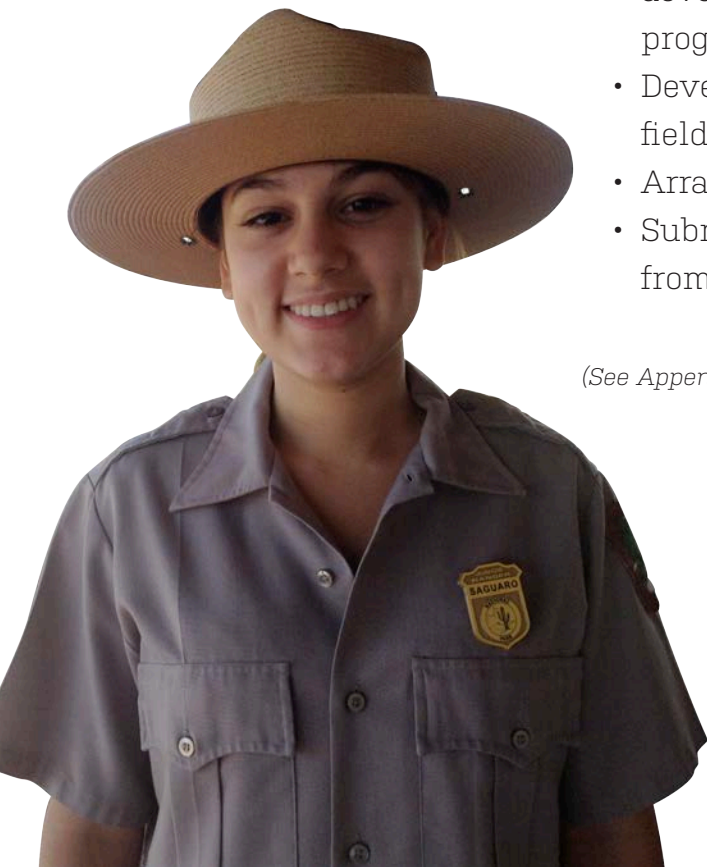




for a very nominal fee; they shared their expertise, ideas, opportunities and resources; and they contributed to LHHTA by guiding its development based on regional opportunities. The project partner development process included:

- Identifying National Parks, museums, university labs and other resources to include in the program.
- Identifying and creating contacts associated with the various archeology labs at the University of Arizona. This was facilitated by UA partners, Dr. Barnet Pavao-Zuckerman and Dr. Barbara Mills, and by program interns.
- Creating a contact list for all potential program partners and places.
- Creating connections and building relationships with potential program partners. This entailed holding meetings with Park Rangers, lab personnel, museum directors, archeology specialists, local tribal members, and other resource people to discuss program options, develop relationships, consider opportunities, and set programming dates.
- Development of a program calendar listing events, labs, field trips, etc. for the entire month of June, 2013.
- Arranging transportation from a local van rental company.
- Submitting appropriate written requests for fee waivers from various National Parks and local museums.

*(See Appendix B - Contacts and Related Programs Directory)*



## University of Arizona Spring Archeology Dig at Mission Guevavi

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Early in the program, students and teachers had the unique opportunity to visit the first Mission Guevavi Field School excavation, a partnership between University of Arizona and Tumacacori National Historic Park, led by Dr. Barnet Pavao-Zuckerman, Jeremy Moss (NPS archeologist), and Dr. Homer Thiel (Desert Archeology, Inc.).



Students participated in on-site excavations on two separate Saturdays during March 2013. Working side-by-side with university students, graduate students, and archeologists, the high school students excavated and screened at a mission-period adobe structure and midden deposit where they found a variety of artifacts from cattle bones to charred peach pits from the mission orchard. There, they learned about the systematic collection of artifacts and the importance of documentation and provenience in archeological research. The group then visited Tumacacori National Historic Park and part of the Juan Bautista de Anza National Historic Trail, where they saw a replanted mission orchard and explored the standing mission structure and mission grounds.



# LHHTA Summer Program

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Throughout the month of June 2013, LHHTA students, teachers, and staff met five days a week from 8am to 3pm. The Southwest Archeology Lab at the U of A was offered by Barbara Mills and became the primary meeting place for the group before departing to various labs and field trips. To ensure attendance, it was necessary to purchase and provide month-long bus passes for four of the participants. Other students were either driven by parents or drove themselves.

While every day offered new experiences, program cohesion and consistency was created as students processed their experiences on a daily basis. Personal and group process activities were developed to give students the opportunity to share and reflect on their experiences. As well, on the very first day, students were given the assignment of creating a digital story to be presented at the end of the program. Students were given their iPads on day one to use as a tool to document their experiences. (See Engaging Through Technology for a description of the use of iPads in the program.)

## LHHTA SUMMER PROGRAM COMPONENTS

The following is an overview of the various lectures, activities, and field trips that students participated in during the month of June. These program components are divided into several general areas and include:

- 1) Field Trips to National Parks and Monuments
- 2) UA Lectures and Labs



- 3) Arizona State Museum Activities
- 4) Other Area Museums, Labs, and Activities
- 5) Overnight Camping Trip.

*Refer to LHHTA Calendar (Appendix C) for an "at a glance" review of LHHTA program activities.*

*(For a detailed description of objectives and activities for each of these program components, see Appendix B - Contacts and Related Programs Directory.)*

### **Field trips to National Parks and Museums**

– Students visited eight different National Parks, Monuments & Trails through the program. Park Service personnel (from Supervisors to Park Rangers) were contacted in advance to ensure a personalized tour or program for the students. Each respective Ranger was informed of the program's relationship with the Park Service, the focus and experience of the group in reference to archeology and Hispanic heritage, and the program's objective of including a career component. Rangers were asked to share their own personal stories of how they got involved with NPS. Fee waivers were also secured in advance of each visit. A fifteen-passenger van was used to transport participants to the Parks.

### **National Parks and Monuments Visited:**

- Casa Grande National Monument
- Saguaro National Park (West)
- Saguaro National Park (East)
- Tumacacori National Historic Park
- Montezuma Castle National Monument
- Montezuma Well National Monument
- Tuzigoot National Monument
- Juan Bautista de Anza National Historic Trail



### **University of Arizona Lectures and Labs**

- The partnership with the UA allowed for access to a diversity of archeology professors, laboratories, and associated resources. Each lab visit included a tour of the laboratory, an overview of research conducted at that lab, a lecture overviewing that particular discipline and the role it plays in archeology, and often, a hands-on activity giving students the opportunity to interactively engage with the subject.

### **UA Lectures and Labs Visited:**

- Zooarchaeology Lab
- Bioarchaeology Lab
- Pottery / Ceramics
- Radio Carbon Dating Lab
- Dendrochronology (Tree Ring) Lab
- Lithics Lab
- Ethnobotany Lab

**Arizona State Museum** - The State Museum (on the UA campus) was visited on several occasions and there, students participated in a variety of educational activities, tours, and discussions. Students met and were engaged in conversation and activities with the Museum Director, Dr. Patrick Lyons; the Education Director, Lisa Falk; the Director of Preservation and Conservation, Dr. Nancy Odegaard; and a variety of other Museum staff. The State Museum was a dedicated and valuable partner in the LHHTA program.

### **Arizona State Museum Activities:**

- Discovery Hunt
- Museum Quest
- Borders Photo Exhibit and Dialog
- Preservation and Conservation
- Curated Collections Tour
- Pottery Vault Tour

### **Other Area Museums, Labs, and Activities -**

In addition to Park Service and University resources, the Tucson region has a variety of archeology and history related sites that offer educational programs relevant to LHHTA. At each of these sites, the EE Exchange developed relationships with staff members and worked with them to ensure that programs were tailored and presented to best meet the needs of the LHHTA program.

### **Other Area Museums, Labs, and Activities:**

- Western Archaeological and Conservation Center (WACC), NPS
- Desert Archeology Lab
- San Xavier Mission
- Arizona Historical Society
- El Presidio de San Augustin
- Amerind Foundation Museum
- Ethnobotany Overview and Activities Day (Cordage Making / Brain-tanning)
- U of A Campus Life Day
  - » Campus tour, support for first generation students, application requirements, and School of Anthropology information

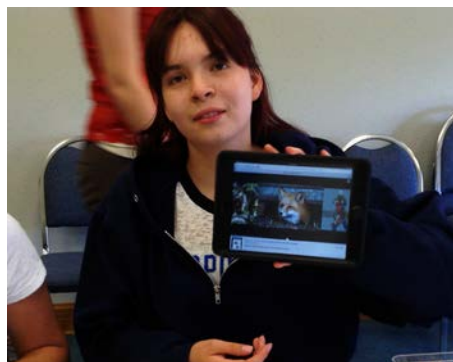
## Timeline Photo of the Day



In effort to instill a sense of the iPad as a useful tool and to provide a photo record of daily activities and learning, a timeline was created upon which students posted selected photos illustrating their most outstanding experience of the day. Each day, students worked in teams to choose their most compelling photo from the previous day's activities, completed a short form describing the photo, then shared and posted their photo on a 25-foot timeline that was created and affixed to the wall in the hallway just outside the Southwest Lab. This provided an opportunity to process and reflect upon the experiences and to put them in a chronological context of archeological events in the Southwest Region.





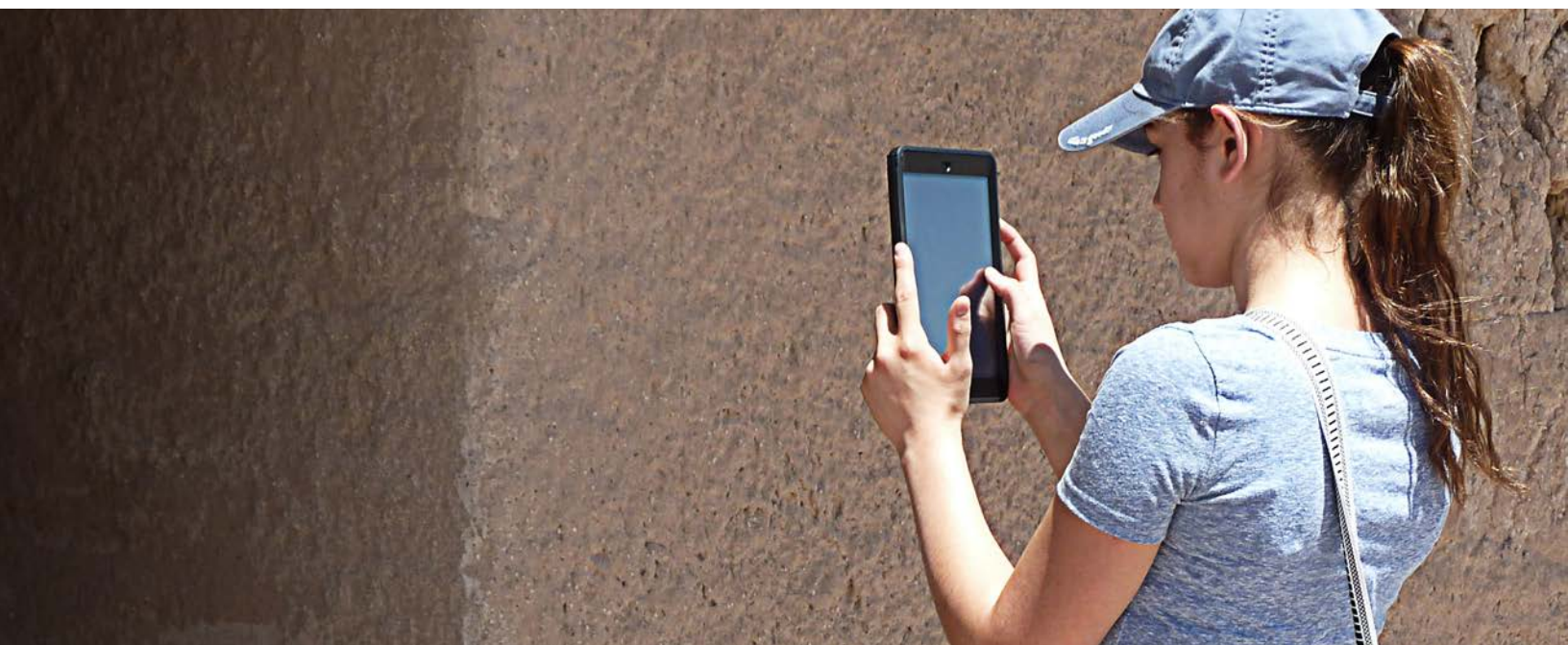
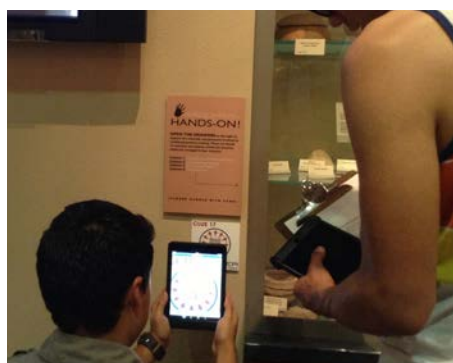


## Engaging Through Technology

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All participants of the LHHTA program received iPads to be used as tools for recording and documenting their activities. Additionally iTunes "apps" gift cards were given to students to download applications that would allow them to manage photos and videos and create movies and Keynote presentations. These apps included iMovie, iPhoto, Pages, and Keynote.

Students were assigned personal iPads, used them daily, and turned them in to be safely stored until the next day. Student were allowed to take the iPads home for the first time following the overnight campout and then again at the end of the program to keep as their own.





In addition to downloading the required photo and video apps, students downloaded a variety of journaling, research, and writing apps. Two workshops were held to familiarize students with their iPads as tools and to teach the basics of Keynote and iMovie. They were quickly adept at using the iPads to take notes during lectures, photograph events and annotate them, and create movies. Students brought their iPads to all activities and were continually recording their experiences. The iPads clearly became an integral part of the LHHTA program.

Students (and participating teachers) were given an assignment to create a digital story about their experiences in the LHHTA program and to tie in their own cultural heritage and traditions. Students presented their final projects to program participants, parents, and partners at the closing ceremony.

## Overnight Field Trip

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An overnight camping/field trip was organized to provide students with an opportunity to visit National Parks in Central Arizona and to give students a bonding experience with each other and the natural environment. A fifteen-passenger van transported the students and an additional van carried camping gear. The group first visited Montezuma Castle National Monument where a personal tour was arranged. Next, Montezuma Well National Monument offered the opportunity for an informal, self-led group hike. The group camped at a near-by private campground that night and then toured Tuzigoot National Monument the next morning.



Two of the students had never camped prior to this trip. The campsite, although next to a stream, was not primitive and provided a swimming pool and shower-house. The campout included group meals, s'mores around a fire, swimming, stories, activities, and plenty of free time. For high-school aged, first time campers, this made for a very enjoyable experience.





# Lessons Learned, Discussion, and Recommendations

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## **Discussion and Recommendations**

Throughout the program, staff, teachers, and interns took note of successful program elements as well as those that would benefit from revisions or even exclusion in future programs. Student and teacher evaluations (disseminated at a reunion after the program) were analyzed to gain further insight for program improvements. Below is a discussion of program elements and associated recommendations. Following the recommendations is a brief overview of evaluation highlights.

## **Community Partners**

The relationships built with community partners were vital to this program. Personnel from every museum, park, and lab visited stated that they hoped to be a part of the program again, should it be offered in the future. As stated previously, these individuals offered their services and time gratis or for a very nominal fee; they shared their expertise, ideas, opportunities and resources, and they contributed to LHHTA by guiding its development. They have also offered to help improve and guide development of future LHHTA programs. To express their gratitude, students sent thank you cards to all presenters that included photos taken during their visit.

## **Recruitment**

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Because of the EE Exchange's wide range of contacts in the community, we were able to cast a wide net in search of applicants. As well, since the program was targeting participants that were of Hispanic descent, we were also able to focus efforts on schools and neighborhoods with high proportions of Hispanics. None-the-less there were relatively few applicants (~20) in total. Because of the timing of the spring field school, program announcements were sent in January – February, a time when spring session is just commencing and summer is off the radar of most students. This likely contributed to the low response at that time. We did hear from other interested participants nearer to summer, when students are beginning to consider how they might spend their summer break.

Another factor that became evident was the lack of internet access in many homes. Several potential recruits heard of the program through teachers but due to lack of internet access at home, had to fill out hard copy applications and mail or hand deliver them to the EE Exchange office. In some cases, teachers helped students complete and mail in applications. Further contact with these students had to be by phone as email was not a reliable option for communications. All students did have cell phones and frequently sent text messages or questions to teachers and staff throughout the program.

Participating in the spring dig was an important component of the program but several of the students did attend the summer portion without having participated in the dig. They still benefitted from the program. These students were recruited after the dig as there was some drop out by students who had issues arise prohibiting them from participating in the program. These spots were quickly filled as it was easier to recruit students closer to summer.

This is a difficult issue to address as, in order to have students participate in the March dig, they must be recruited early. However, more interest is shown closer to the end of the school year. It is likely that since the program has now been piloted and was so successful, recruiting students to future programs early in the year will not provide the challenge that it did for this pilot effort.

The students that did drop from the program were seniors who had other opportunities and/or the sudden necessity to get a job for the summer. At this age and in this population, these students actually contribute to family income.

Another potential barrier to student attendance that became obvious as the summer program commenced was students' transportation to the program. They either had no ride, didn't drive, had no car or no money for the bus. As mentioned earlier, several students were given bus passes for the month.

As demonstrated with the lack of internet access at home, lack of transportation, and need to drop from the program in order to work and contribute to family income, this particular Latino population in Tucson has economic challenges that limit their access to and engagement in opportunities beyond their immediate neighborhoods and cultural group. By taking action to mitigate these challenges, students were successfully recruited and retained in the LHHTA program. By working within the economic and cultural constraints inherent in this community, such challenges may be planned for in advance and proactively addressed. LHHTA modeled this strategy and was able to offer students an opportunity different from anything they'd ever experienced: their eyes were opened to a whole new world of educational, recreational, and employment opportunities.

### **Recommendations:**

- In future years, seniors should not be considered for the program as they are more likely to be distracted by other summer opportunities or necessities.
- Build in communication strategies that do not rely solely on internet access. Suggestions:
  - » Offer phone numbers for direct contact for questions or help with applications.
  - » Communicate directly with teachers to elicit their support in student recruitment.

- » Use texting as a means of communication directly with students.
- Secure transportation for students who could not otherwise attend. Suggestions:
  - » Purchase individual bus passes
  - » Arrange carpools
  - » Provide other transportation options

### **Program Components**

#### *Spring Field School – Dig*

A very valuable component to the program, the spring field dig allowed students to work in the field with archeologists and university students. This was truly an opportunity to give students hands-on experience in archeology and should continue to be a part of the program in the future.

#### *Summer Program Activities*

Included in this discussion are the visits to and activities conducted during: 1) Field Trips to National Parks and Monuments; 2) U of A Lectures and Labs; 3) Arizona State Museum Activities; and 4) Other Area Museums, Labs, and Activities.

We were fortunate to pilot the LHHTA program in Tucson, Arizona, where resources to study archeology abound. Every one of the labs, museums and activities contributed to the program. In advance of visits, speakers were informed of the age level of the students in effort to ensure that the presentation would be on target with the audience. For the most part, this worked well. There were times when lectures did go long and students literally



nodded off... albeit politely. Such is the nature of long lectures – especially those following lunch. As well, students and teachers alike noted that the lectures were their least favorite element of the program. They preferred hands-on activities (e.g., throwing the atlatl, grinding clay, or brain tanning) the most.

### **Recommendations:**

- Build in more hands-on activities
- Minimize and/or shorten the lecture components.
- Maintain relationships with project partners that contributed to the program.
- Encourage lecturers to edit their presentations for a high school audience with Latino Heritage.
- Spend more time for group discussion, sharing, and reflection.
- Coordinate the personal narrative video project with the Arizona Historical Society earlier in the program.

### **Timeline Photo of the Day**

The photo of the day was a valuable way to process and reflect on students' experiences, although there were days that were missed due to field trips or other activities. As well, posting the photos required the students to send their selected photo to the intern who printed them for the students, who then affixed them to their forms before sharing and posting. There were days we got behind in this activity and then had to make it up. None-the-less, this was a good way to reflect back on the program experiences as the timeline

filled up with photos. (*Refer to Appendix D for photo-of-the-day forms and related photographs.*)

### **Recommendations:**

- Keep the Timeline Photo of the Day activity in future programs but find ways to streamline selection and printing of photos.
- Build ways to create more obvious ties between activities and Timeline.
- Be sure to build in adequate time for this activity.

### **Engaging Through Technology**

The iPads proved to be an essential element of this program. Students became very engaged in lectures and activities through their documentation of these events. They used the iPads as tools and it was observed that they were more deeply engaged in the program as they used the technology to document and process their experiences. Student comments and evaluations alike reveal how highly they valued the iPads in the program.

While the iPads were definitely an incentive for participation in the program, this hook became a valuable and essential documenting and processing tool in the LHHTA program.

The iPads also allowed for immediate access to photos taken by the students. The photos were printed and used daily for the Timeline Photo of the Day and to create Thank You cards for presenters.

Testament to the value of the iPads are the final projects submitted by the students. These programs, ranging from 3 to 8 minutes in length, demonstrate student cognitive and affective learning, deep processing, and ability to share their own cultural stories in the context of archeology in the Southwest. The videos created by the student and teacher participants can be viewed at: <https://www.youtube.com/user/EEExchange/videos>.

### **Recommendations:**

- Continue to include iPads in future programs.
- As was practiced in this pilot, do not allow students to take home iPads until the end of the program or only for special needs (e.g., interviewing family members for digital stories.)

### **Overnight Camping Trip**

Student comments and evaluations demonstrate just how important a part of the program the overnight camping trip was to them. Every one of the students declared it should definitely be a part of future programs, even those who had never previously camped. As well, students took it upon themselves to initiate their own "LHHTA reunion" camping trip. They were so bonded through the trip that they intend to get together in the future and attempt to recreate it.

As well, the camping trip allowed the group to travel farther from Tucson and visit National Parks and Monuments that would be difficult to visit in a day outing.

### **Recommendations:**

- Include an overnight camping trip in future LHHTA programs.
- Build camping trip expenses into future budgets.

### **Evaluation Highlights**

All participants completing the evaluations stated that they would participate in the program again if given the opportunity and that they would recommend LHHTA to friends and colleagues.

### **Ranking Program Elements**

Teachers and students were asked to rank program components in order of most engaging to least engaging.

#### *Teacher ranking:*

1. visits to National Parks and U of A labs (tie)
2. visits to the State Museums
3. visits to other museums and lectures (tie)

#### *Student ranking (Note: The camping trip was included in the student ranking list.):*

1. camping trip
2. hands-on activities
3. visits to National Parks and Museums (tie)
4. U of A labs
5. lectures

In reference to the camping trip – all students said it was an important part of the program.

\* \* \*

—“...it wasn't only fun but we also got to visit places farther than just an hour away with more time.”

\* \* \*

—“...it gave us a chance to get to know everyone.”

### **NPS**

All students and teachers agreed that as a result of this program, they were more interested in and aware of National Parks and were more likely to visit a National Park on a vacation.

\* \* \*

—“I really learned a lot this summer. Stuff I was unaware of. I plan on visiting National Parks now.”

### **Archeology**

All students and teachers agreed that as a result of this program, they could explain what archeologists do and they could personally analyze artifacts for information about human cultures.

—“I learned lots of information about my culture and now due to the program, I can identify artifacts.”

### **Culture**

All students and teachers agreed that as a result of this program, they were more interested in their own heritage and that students' understanding of Hispanic culture and history increased.

\* \* \*

—“I really enjoyed seeing all the information come together in the sites we visited.”

### **iPads**

All students and teachers used their iPads numerous times each day to take pictures, record video, take notes, do internet research, and work on slide or video programs, and found the iPads to be useful during the program.

\* \* \*

—“The iPad helped me document for later use and take pictures of things I learned.”

\* \* \*

—“It gave me the chance to document my experience.”

\* \* \*

—“My notes/memories/photos would not be as easily accessible without the iPads – very useful.”

\* \* \*

—“It was a great learning tool. Program would have been hard without it. Great for taking notes and pictures and putting presentations together.”