

## Recommendations

GRADE	SOCIAL STUDIES		LIFE SCIENCE		EARTH SCIENCE	
	CURRICULUM UNIT	THRO THEME/HOW ADDRESSED	CURRICULUM UNIT	THRO THEME/HOW ADDRESSED	CURRICULUM UNIT	THRO THEME/HOW ADDRESSED
2					2.5.3 <i>Earth's surface</i> , Fossils	Theme 2/ Traveling trunk
3					3.5.3 <i>Earth's surface</i> , Erosion	Theme 2/ Download curriculum materials
4	North Dakota history (all)	Themes 1, 6 & 7/ Provide resource materials online	4.4.1* Structure & Function Classification	Theme 3/Class visit Distance learning Traveling trunk	4.5.2** <i>Earth's surface</i> , Changing earth surface	Theme 2/ ***Class visit Pre- & post-visit materials
	4.2.3 Concepts of Time Similarities & differences: events & cultures past & present	Themes 6 & 7/ TBD	4.4.2* <i>Structure &amp; Function</i> , Adaptation	Theme 3/Class visit Distance learning Traveling trunk	4.5.3** <i>Earth's surface</i> , Rocks/soil	Theme 2/ ***Class visit Electronic field trip Pre- & post-visit materials
	4.2.4 <i>Concepts of Time</i> , Cause & effect: hist. events & periods	Themes 6 & 7/ TBD	4.4.4* <i>Organisms/ Environments</i> , Behavior related to environment  *All 3 presented as a single unit	Theme 3/ Class visit Distance learning Traveling trunk	4.5.4** <i>Earth's surface</i> , Fossils  **All 3 presented as a single unit	Theme 2/ ***Class visit Distance learning Traveling trunks Pre- & post-visit materials ***Onsite visit prioritized
	4.2.5 People & Events Contributions of prominent individuals (including TR)	Theme 1/ Class visit: Maltese Cross Cabin & South Unit VC exhibit. Distance learning: Maltese Cross Cabin				
	4.2.6 Exploration Daily lives of 1st inhabitants	Theme 6/ Partner w/tribes (poss. bison focus)				

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	CURRICULUM UNIT	THRO THEME/HOW ADDRESSED	CURRICULUM UNIT	THRO THEME/HOW ADDRESSED	CURRICULUM UNIT	THRO THEME/HOW ADDRESSED
5	5.2.6 <i>Exploration &amp; Migration, How Amer. Indian groups influenced Amer. history</i>	Theme 6/ Partner w/tribes	5.4.3 <i>Organisms/ Environments, Food web</i>	Theme 3/ Class visits Distance learning based on prairie dog town (animation, video, poss. future webcam)		
	5.2.9 <i>Colonization Conflict &amp; cooperation: Amer. Indians &amp; Europeans</i>	Themes 6 & 7/ Partner w/tribes		Theme 3/ Class visits Distance learning based on prairie dog town (animation, video, poss. future webcam)		
6					6.5.1 <i>Weather, seasons &amp; climate Prep for harsh weather</i>	Themes 6 & 7/ Distance learning: link to historical events
					6.5.2 <i>Earth Characteristics Rocks</i>	Theme 2/ Class visits Web-based distance learning
					6.5.3 <i>Earth Characteristics Earth's layers</i>	Theme 2/ Class visits Web-based distance learning
7			7.4.4 <i>Interdependence Interactions: organisms &amp; environment</i>	Theme 3/TBD; possibly create content for 4th graders		
			7.4.5 <i>Diversity &amp; Unity Classification</i>	Theme 3/TBD; possibly create content for 4th graders		

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	CURRICULUM UNIT	THRO THEME/HOW ADDRESSED	CURRICULUM UNIT	THRO THEME/HOW ADDRESSED	CURRICULUM UNIT	THRO THEME/HOW ADDRESSED
			7.4.6 Diversity & Unity Adaptation	Theme 3/TBD; possibly create content for 4th graders		
8				Theme 3/TBD possibly create content for 4th graders	8.5.4 Geologic processes Changing landforms: Badlands	Theme 2/ Class visits *Distance learning / website/ electronic field trip
					8.5.6 Geologic processes Determining geologic time: Fossils, strata	Theme 2/ Class visits *Distance learning / website/ electronic field trip
8 (SCOUTS)					8.5.7 Geologic processes Earth changes over geologic time: fossils, strata	Theme 2/ Class visits *Distance learning / website/ electronic field trip  *Park will provide teachers with park-specific info, but rely on teacher to guide the field trip.
					8.5.9 The Universe Stars	Theme 4/Troops visit Night Sky prog.

## RECOMMENDATIONS FOR THE EDUCATION PROGRAM.

In order to take advantage of the outstanding opportunities available for the education program at Theodore Roosevelt NP, especially distance learning opportunities, it is recommended that an education specialist be added to the interpretation staff. The recommendations below are divided into two sets: the first addresses educational programming that will be feasible given current staffing levels, even if an education specialist position is not added. The second set addresses what could be accomplished with the additional staff position.

### With current staff:

- *Establish a Teacher-Ranger-Teacher program to develop grade-appropriate curriculum-based programming and to assist with determining the most effective uses for classroom-based distance learning originating from the park.*
- *Confer with education resources such as the Education Specialist at Knife River Indian Villages NHS, and the North Dakota Teacher Resources Coalition to ensure that park programs will address teachers' classroom needs.*
- *Task park Friends Group with focusing on conducting teacher surveys, supporting educational programs, and providing contacts in the educational community.*
- *Make various curriculum materials created by teachers, especially Teacher-Ranger-Teachers, available for download on the park website.*
- *Partner with DSU to provide teachers with materials for teaching about Theodore Roosevelt.*
- *Focus initial efforts on fourth grade social studies and life and earth sciences.*
  - *Enhance website materials for students who are conducting research for reports on North Dakota history, and life and earth science topics. Revise and enhance existing materials to make them more kid-friendly.*
- *Provide basic training in educational principles for interpretive staff.*

### With addition of education specialist position:

- *Use social media and online surveys like SurveyMonkey to tap into teacher needs and preferences.*
- *List and distribute existing programs available for class field trips that target curriculum standards at various grade levels.*
- *School groups may come for non-curriculum-related visits, but will not receive a specially targeted program.*
- *More programs will be provided as resources permit.*
- *Partner with other Roosevelt-themed national park sites to create a distance learning program based on Roosevelt's life path. For example, begin at Theodore Roosevelt Birthplace NHS to establish TR's roots, then "bring him west" on the railroad to the National Park. Sagamore Hill NHS and Theodore Roosevelt Inaugural NHS represent his post-North Dakota and presidential years, and Theodore Roosevelt Island and Mount Rushmore National Memorial are examples of the ways his life has been commemorated*

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*after his death (as is the national park). Students could receive a distance learning trip that evokes Roosevelt's entire career in a very immediate way.*

- *Partner with tribal representatives to develop curriculum materials.*
- *Work with teachers and students in tribal schools and tribal elders to create video/podcasts that interpret native culture and traditions.*
- *Focus initial efforts on fourth grade social studies and life and earth sciences.*
- *Offer a day camp (full day during school year) to address social studies and life and earth science curricula all in one day.*
- *Create a program of student-produced content/media: middle school/junior high students in public and tribal schools to create curriculum content for fourth grade students in all schools. For example, middle school students interview elders and create media to address fourth grade social studies curriculum requirements.*
- *Develop a THRO for Youth page on the park's website, which could include youth-produced podcasts/videos, student journalism pieces on park issues, etc.*
- *Develop the Night Sky program as an astronomy merit badge program for scout groups (8th grade level). Partner with astronomy clubs to present programs that may include overnight visits. (Program also appropriate for younger children with their families.)*

## Research

The research section of the LRIP identifies areas of study that will be needed to support and reinforce recommended interpretive programs and services.

### RESEARCH NEEDED:

- *The Theodore Roosevelt Center at nearby Dickinson State University (DSU) is in the process of developing a comprehensive database that will include material from other Roosevelt sites, as well as the administrative history of Theodore Roosevelt National Park, including photographs and other materials, all of which will be digitized. The park will receive a copy of the database when it is complete.*
- *American Indian resources:*
  - *Work with tribal cultural resource people to strengthen interpretation of the park's American Indian theme.*
  - *Encourage/support tribal initiatives to conduct oral histories with tribal elders.*
  - *American Indian consultants involved in the Cultural Affiliations Study pointed out the need for research in two areas: ethnobotany and ethnogeography.*
- *Travelers/settlers theme:*
  - *Encourage/support resumption of area oral history program.*
  - *Locate former oral history transcriptions and tapes.*
  - *Consider partnering with DSU or other partner to digitize existing oral history tapes for potential use in interpretive media.*

## Partners

*Theodore Roosevelt National Park already relies on strong partnerships, and has the opportunity to build an even stronger partner network. Existing partners include a dynamic, vibrant cooperating association, the TRNHA, and a nearby university (DSU) with a research arm devoted to Theodore Roosevelt. Potential partners include park neighbors: tribes with affiliated stories, and organizations involved in promoting the park and the town of Medora as tourist destinations.*

**The Theodore Roosevelt Nature and History Association (TRNHA).** The Association, organized in 1951, promotes and supports the historic, scientific, and educational activities of Theodore Roosevelt National Park. Items for sale at park venues include books, maps, and audiovisual items reflecting park interpretive themes. TRNHA regularly provides funding for a summer Student Conservation Association Intern/Interpreter, which has enabled the Division of Interpretation to provide a greater number and diversity of formal interpretive programs for visitors during the summer months. In addition, aid to Interpretation includes staffing for Painted Canyon Visitor Center, support for park-sponsored special events, such as NPS Founders' Day and guest speakers, and the park's Junior Ranger Program. TRNHA has made special efforts to present programs aimed at children and their families, as well as expanding the selection of educational children's items for sale in the park's visitor centers. The association also supports interpretation, research, and education services at Knife River Indian

Villages National Historic Site and Upper Souris National Wildlife Refuge.

**Dickinson State University's Theodore Roosevelt Center.** Dickinson State University's Theodore Roosevelt Initiative is designed to raise the profile of Theodore Roosevelt in North Dakota, to deepen understanding of one of the most remarkable statesmen and intellectuals in American history, and to convene Roosevelt-related events of local, state, and national significance. Its many programs correlate beautifully with Theodore Roosevelt NP's Roosevelt/Conservation theme. From the Center's website, The Theodore Roosevelt Initiative includes:

- **The Theodore Roosevelt Honors Leadership Program**, designed to train tomorrow's leaders at DSU
- Publications, including the book, *Theodore Roosevelt in the Dakota Badlands: An Historical Guide*
- *Annual symposia* on some aspect of Theodore Roosevelt's life
- **The Theodore Roosevelt Center** on the campus of DSU—to provide research tools and interpretive programs for scholars, tourists, students of all ages, and curious citizens:
  - o Digitized Theodore Roosevelt documents
  - o On-line exhibits
  - o Essays, interpretive materials, annotation, and illustration
  - o A special focus on Roosevelt and the American West and Roosevelt and Conservation
  - o Young people's programming and exhibits

- o Links to other Roosevelt interpretive sites.

### **Friends of Theodore Roosevelt**

**National Park.** This recently organized 501C3 (non-profit) organization supports the natural, cultural, and scenic resources, and the spirit and sense of place of the three units of Theodore Roosevelt National Park and the Little Missouri River that unites them in the badlands of North Dakota. With a Board of Directors in place, occasional public events offered, a video-driven website, newsletters published periodically, sponsorship of a sneak peek of the Ken Burns film, *The National Parks, America's Best Idea*, and an enthusiastic group of members and supporters, the Friends group is an invaluable partner as it advocates for the park, raises public awareness, engages youth, and raises funds for projects that support the park's mission and Theodore Roosevelt's conservation legacy. A key mission is to help the park reach under-served groups. Potential additional roles for the Friends may include support for the planned Educational/Distance Learning program, as well as resurrecting a long-dormant but valuable local oral history program.

### **Theodore Roosevelt Medora**

**Foundation (TRMF).** This organization is a public non-profit formed in 1986 to operate lodging, entertainment, recreation, and services in North Dakota's Little Missouri Badlands. It has the potential to be an important supporter of the park. Their mission (from the TRMF website):

- **Preserve** the experience of the badlands, the historic character of Medora, and the values and traditions of the "Bully Spirit" of Theodore Roosevelt;
- **Present** opportunities for guests to be educated and inspired through programs, museums, and attractions that focus on the Old West, the nation's patriotic heritage, and the life of Theodore Roosevelt in the badlands;
- **Serve** the traveling public, providing for their comfort while visiting historic Medora, the Badlands and Theodore Roosevelt National Park.

### **Medora Convention and Visitors**

**Bureau.** The Bureau provides visitors with general information about Medora, Medora businesses, foundations, Theodore Roosevelt National Park, and Billings County. The organization operates a Facebook page to communicate about Medora events and activities.

**Area American Indian Tribes.** Tribal consultation has long been a part of the park's resource management program, but tribal representatives have not previously been involved in planning interpretive services. The park's 2006 Cultural Affiliation Statement and Ethnographic Resource Assessment (shared with Knife River Indian Villages NHS and Fort Union Trading Post NHS) provides a firm foundation for interpretive partnerships with a variety of area tribes and ethnic groups, including Mandan, Hidatsa, Arikara, Crow, Assiniboine, Lakota,

Dakota, Turtle Mountain Chippewa/Cree, and Blood (Blackfeet) people.

The three North Dakota national parks are part of a single cultural historical sequence that involves the ancestors of all eight of the historically known Tribal groups listed above. Yet each park has unique and complementary characteristics that include natural resources, use patterns, and cultural histories. All eight tribes have links to each of the parks, but the specific nature and timing of the relationship are unique to each tribal group, and can involve the Badlands as a boundary area, travel route linking the Yellowstone and Little Missouri Rivers, and abundant source of natural resources. Members of each of the tribes have a familiarity and deep knowledge of the plants, animals, mineral resources, and landscape features in Theodore Roosevelt National Park.

Consultants involved in the Cultural Affiliation Statement and Ethnographic Resource Assessment have already offered the following recommendations regarding Theodore Roosevelt National Park.

**RECOMMENDATIONS:**

- *Three themes related to American Indian culture and traditions linked to the park were recommended: buffalo hunting, eagle trapping, and paint gathering.*
- *Expand/update exhibits and other interpretive materials to include participant tribes and tribal views of and perspectives on the park.*
- *Consider offering these views side-by-*

*side with scientific perspectives.*

- *Record tribal views about park history and significance to provide a balanced view in exhibit/interpretive materials.*
- *Incorporate tribal school teachers in development of K-12 educational programs.*
- *Engage K-12 students from tribal schools in educational programs, including exhibits and interpretive materials.*
- *Consult with tribal elders sharing their knowledge about places, resources, and rituals, to preserve knowledge for future generations and to ensure a thorough and accurate interpretation of traditional items and themes, so that members of the public may learn to respect native cultures.*
- *Judiciously issue use permits for ceremonial resources or rituals such as fasting or praying and collecting ceremonial resources, especially paint minerals.*

*Building on those prior recommendations, additional recommendations include:*

- *Begin consultation with American Indian Tribes, inviting their participation in planning interpretation of their relationships with the Little Missouri Badlands.*
- *Establish and nurture the relationships between the park and the tribes to encourage a free flow of information that will enhance understanding and encourage the whole story of Theodore Roosevelt National Park to be told from all perspectives.*
- *Interpret individual tribes and their unique lifeways and perspectives, rather than simply a general stereotype*

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*of American Indians; offer the Tribes opportunities to present their own perspectives on site, through special events and other programs.*

- *Integrate American Indian stories and perspectives into interior exhibits and wayside exhibits.*

### **Other North Dakota partnerships.**

Work with related sites and partner parks within the state to create itineraries for exploring common themes, especially American Indian cultures and traditions.

### **Other National Park Service**

**partnerships.** Encourage the NPS to create an umbrella website for American Indian stories from various agency sites as a way to connect them thematically. The website could be modeled on similar aggregated topics within the NPS system, such as the Civil War, maritime history, and the Underground Railroad.

**Accessibility.** *As a general rule, access for nearly all visitors can be provided through the use of universal design standards. Universal design creates services, media, and environments that are equally accessible to both able-bodied and physically disabled persons, through principles such as high contrast text, auditory and visual communication, open captioning, etc.*

### **RECOMMENDATIONS:**

- *Refer to NPS Harpers Ferry Center's (HFC) extensive guidelines on accessibility (<http://hfc.nps.gov/accessibility/index.htm>).*
- *Review the HFC guidelines and*

*standards to understand which park facilities and venues meet current standards and which should be brought into compliance.*

- *Review trails for ADA compliance.*
- *Create more accessible overlooks.*
- *Continue to maintain at least one ADA-accessible trail in each (North and South) Unit (2 trails total).*
- *Communicate clearly to visitors which park features are and are not ADA accessible.*
- *Offer virtual tours (via website or in visitor center) of Maltese Cross Cabin, Elkhorn Ranch, and Peaceful Valley Ranch for visitors who are unable to access the actual resource.*
- *Expand, improve, and refresh existing touch tables for wildlife specimens: bones (especially skulls), pelts, and molds of animal tracks for visitors with vision impairments.*
- *Continue to maintain geology touch table with geological specimens for visitors with vision impairments.*
- *Create signed (American Sign Language) podcasts of ranger talks and other programs.*
- *Caption web content where appropriate.*

### **Access for non-English speaking**

**visitors.** The park does not receive large numbers of foreign-language speaking visitors, but these numbers may well increase in the future.

### **RECOMMENDATIONS:**

- *Continue to offer the German-language "Story Behind the Scenery" insert.*
- *Continue to offer site bulletins in French, German and Spanish, and*

*evaluate the need for additional foreign language materials.*

- *When a need is established, consider partnering with DSU faculty for translation of site materials.*
- *Work with DSU’s Center for Multicultural Affairs to encourage visitation by international students.*

## Evaluation Strategy

*The evaluation strategy establishes approaches to assessment that will indicate whether interpretive services are as effective as they could be. It identifies areas in need of improvement, saves money by focusing resources on programs and services determined to be effective, and presents visitors with the strongest possible interpretive experiences.*

In addition to evaluating existing services, evaluation should be a part of every step involved in developing interpretive services. It shapes the program during the following three stages of development:

- **Front end evaluation** occurs before development even begins. Evaluators aim to discover what potential audiences actually know—and what they would like to know—about a specific topic.
- **Formative evaluation** occurs during development. Potential audience members provide feedback on program and service prototypes, mockups, and dry runs.
- **Summative or remedial evaluation** occurs after the program or service is in place. The goal is to identify

elements that work and those that need improvement.

**Program evaluation.** Program evaluation is a type of remedial evaluation. It is different from a performance audit, which is conducted by a supervisor to determine an individual’s proficiency. Program evaluation simply seeks to determine if the program is achieving its stated goals. It seeks to answer specific questions and to guide program adjustments.

**Evaluation techniques and strategies.** The following is a brief summary of selected approaches.

- Evaluation can be direct (audience interacts with evaluator) or indirect (visitors’ actions and responses are tracked without their knowledge).
- Qualitative measures assess the depth and effectiveness of the experience (perhaps by interviewing respondents), while quantitative approaches produce measurable results (determining, for example, what percentage of visitors surveyed were able to describe the significance of the site or region).
- Since it is impossible to evaluate each visitor’s experience, evaluators must rely on well-designed sampling (surveying a specific number) of visitors to represent the whole. In order to be valid, sampling techniques must be random and representative of the whole spectrum of visitors. For example, every tenth person who enters the visitor center is asked to respond to a survey—not just the visitors who look the friendliest.

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- Informal evaluation can also be revealing. For example, interpreters conduct informal evaluation during every visitor contact to gain a general impression of program effectiveness. While the results of the conversations are not scientific, they still play a role in assessing interpretive services.
- Federal agencies are constrained as to how they may evaluate their services. A formal study requires special authorization. Many techniques are available that do not require prior approval, including structured observation, visitor tracking or recording of visitors' interactions with media or reactions to programs, peer coaching, and focus groups of fewer than ten persons.

**Planning for evaluation.** A robust Evaluation Plan should be incorporated into the overall interpretive program. It should be scheduled as an ongoing activity in the annual implementation plan. Evaluation accomplishes the following:

- Provides a balanced view of program effectiveness
- Utilizes feedback that has been gathered systematically (not just anecdotally)
- Gathers empirical evidence of strong and weak areas of a program or service
- Fuels opportunities to improve effectiveness

## Implementation Timeline

The Implementation Timeline summarizes action items and interpretive services proposed as part of the long-range interpretive plan. Recommendations are presented in priority order: short-term (1-3 years), mid-term (3-5 years), or

long-term (5-10 years). Short-term priorities in the early part of the plan focus on high impact/ low cost interpretive services, while mid-term and long-term priorities describe programs and services that will require advance planning and new sources of support. The list includes new programs and services only.

EXHIBITS	WEBSITE	PRINT MEDIA	DIGITAL MEDIA	WAYSIDES	PERSONAL SERVICES	SPECIAL EVENTS & PROGRAMS	OTHER
<b>Short Term: 1-3 years</b>							
<p>Detailed planning for Painted Canyon VC "makeover."</p> <p>Low-tech board for visitors' wildlife observations.</p> <p>Geology &amp; wildlife touch tables.</p>	<p>Add family-oriented trip planning info.</p> <p>Link to DSU data base.</p> <p>Add wilderness page.</p> <p>Add park geology images.</p> <p>EDUCATION PROGRAM: Add curriculum materials as they become available.</p> <p>Enhance kids' section to add more in-depth research materials.</p>	<p>Thorough review of current site bulletins; establish list of those to discontinue and which to develop.</p> <p>New site bulletins (also post on web).</p> <p>Park newspaper includes wilderness experience.</p> <p>Wilderness maps &amp; materials.</p>	<p>Detailed planning for media program, Painted Canyon VC.</p> <p>Check accuracy of GPS vendors' park coordinates.</p> <p>Twitter feed: visitors tweet wildlife observations.</p> <p>Show Forever Wild film.</p> <p>Geology podcast/ auto tour (TRNHA)</p>	<p>Create detailed parkwide wayside plan.</p>	<p>Thorough training of front line staff.</p> <p>Roving ranger at PC overlook.</p> <p>Guided tours to Elkhorn Ranch.</p> <p>Guided geology tours.</p> <p>Guided wilderness hikes.</p> <p>Orientation to wilderness in VCs.</p> <p>Wildlife caravans.</p> <p>Roving rangers at wildlife locations.</p> <p>Guided bird walks.</p> <p>Guest lecture series on TR, wildlife, geol., Badlands hist. etc.</p> <p>Spec progs w/THRO subj. matter specialists.</p> <p>Offer onboard bus interpreters.</p> <p>Power of Place program. "Inspiration" (5-senses) walks.</p> <p>History story-telling programs.</p> <p>Offsite programs: special int. grps.</p> <p>Begin planning Night Sky program.</p>	<p>Increase JR Fun Days.</p> <p>Create new family-focused special event.</p> <p>Enhance campfire programs: more kid-friendly.</p> <p>More promotion of family hikes.</p> <p>Begin outreach to community events.</p> <p>EDUC PROGRAM: Explore funding for Education Specialist.</p> <p>Establish Teacher Ranger Teacher.</p> <p>Confer w/ND educ. resources; survey teachers.</p> <p>List available school programs; market to schools.</p> <p>Plan for launch of distance learning program for 4th gr.</p> <p>Develop &amp; offer 4th gr. geology &amp; Maltese X Cabin (TR) field trips.</p> <p>Develop tribal partnerships.</p>	<p>Staffing plan for Painted Canyon VC. Parkwide Wayfinding &amp; Directional signage plan.</p> <p>Design &amp; installation of directional signs on Interstate and route to Elkhorn unit (GMP issue that impacts interpretation).</p> <p>Seek funding for media specialist.</p> <p>Explore tribal consultation for interp program. Review HFC Accessibility</p>
<b>Mid Term: 3-5 years</b>							
<p>Design &amp; installation of Painted Canyon VC exhibits.</p> <p>Detailed planning for new South Unit VC exhibits</p>	<p>Link to tribal resources.</p> <p>Interactive bird/ wildlife checklists.</p> <p>Add podcasts &amp; virtual tours when available.</p> <p>Add Badlands history content.</p> <p>Add podcasts &amp; virtual tours when available.</p>		<p>Media production, Painted Canyon VC.</p> <p>Begin videotaping effective programs.</p> <p>Virtual tour of Maltese Cr. Cabin &amp; Elkhorn Ranch.</p> <p>Kiosk in SUVV w/link to DSU TR data base.</p>	<p>Design &amp; installation of parkwide waysides.</p>	<p>Night Sky program.</p> <p>"Self-expression" programs.</p> <p>Partner w/horse concession to enhance interp.</p> <p>Am.Ind. guest lecturer/demo program.</p> <p>Ranger-led hike to buffalo jump site.</p>	<p>Investigate family Learn to Camp program.</p> <p>Artist-in-residence special event.</p> <p>EDUC PROGRAM: Hire Education Specialist if not already on board.</p> <p>Launch distance learning program for 4th grade.</p> <p>Launch student- created content program, poss. w/tribal participation.</p> <p>Offer overnight Night Sky program to scout groups &amp; families.</p> <p>Create traveling trunks: fossils (2nd gr.), animal classification/ habitat &amp; fossils (4th gr).</p> <p>Begin 4th grade "day camp" for SS &amp; life &amp; earth sciences.</p>	<p>Hire media specialist.</p> <p>Create accessible trail in North Unit.</p> <p>Launch Wireless internet at Painted Canyon.</p>
<b>Long Term: 5-10 years</b>							
<p>Design &amp; installation of new South Unit VC exhibits</p>			<p>Podcast/smart phone app to interpret park wildlife.</p> <p>Virtual tours of CCC/Peaceful Valley Ranch.</p> <p>Signed podcasts of ranger programs.</p> <p>EDUC PROGRAM: Develop 4th gr. geology electronic field trip.</p> <p>Develop 5th gr. prairie dog distance learning unit (animation, video, webcam)</p>		<p>Personal services continue.</p>	<p>EDUC PROGRAM: Develop 4th gr. geology electronic field trip.</p> <p>Develop 5th gr. prairie dog distance learning unit (animation, video, webcam).</p> <p>Develop distance learning program for 6th gr. (geology).</p> <p>Develop distance learning, web-based electronic geology field trip for 8th gr.</p>	

## Places of Cultural Significance in Theodore Roosevelt NP

*Excerpted from Cultural Affiliation Statement and Ethnographic Resource Assessment: Knife River Indian Villages NHS, Fort Union Trading Post NHS and Theodore Roosevelt NP, 2006*

PLACE OF SIGNIFICANCE	FOR TRIBE/ETHNIC GROUP	WHY SIGNIFICANT?
Wind Canyon	Crow	Vision quests & fasts; spiritual connection to prairie dogs
	Fort Belknap	Cool season camps, mainly for women & children
	Blood Tribe	Fasting, ledges for offerings and burials, and the dry banks of the river for camping and plant collecting
River valley below canyon, North Unit	Crow	Camping for visiting relatives
Petrified Forest Trail	Ft. Belknap Tribe	Hunting, camping, collecting, vision quests, scouting, burials, offerings
	Blood Tribe (Blackfoot)	Lookout for buffalo; tool-making camps
Oxbow overlook	Standing Rock Sioux	Forest, springs, canyon, river
	Blood Tribe (Blackfoot)	Hunting, warfare, eagle traps
North Unit overlooks in general	Crow	Conical lodges: shelter & ceremonial uses
Many buttes along the river and in its vicinity	Three Affiliated Tribes	Homes of different animals, beings & spirits
Buffalo jump	Crow	Ideal place for the herds
	Blood Tribe (Blackfoot)	Hunting
	Ft. Belknap Tribe	Hunting, butchering, spring and surrounding forest at the bottom of the jump are preferred home places for the Little People
	Standing Rock Sioux	Hunting
Base of canyon, North Unit	Three Affiliated Tribes	Eagle trapping (religious significance)