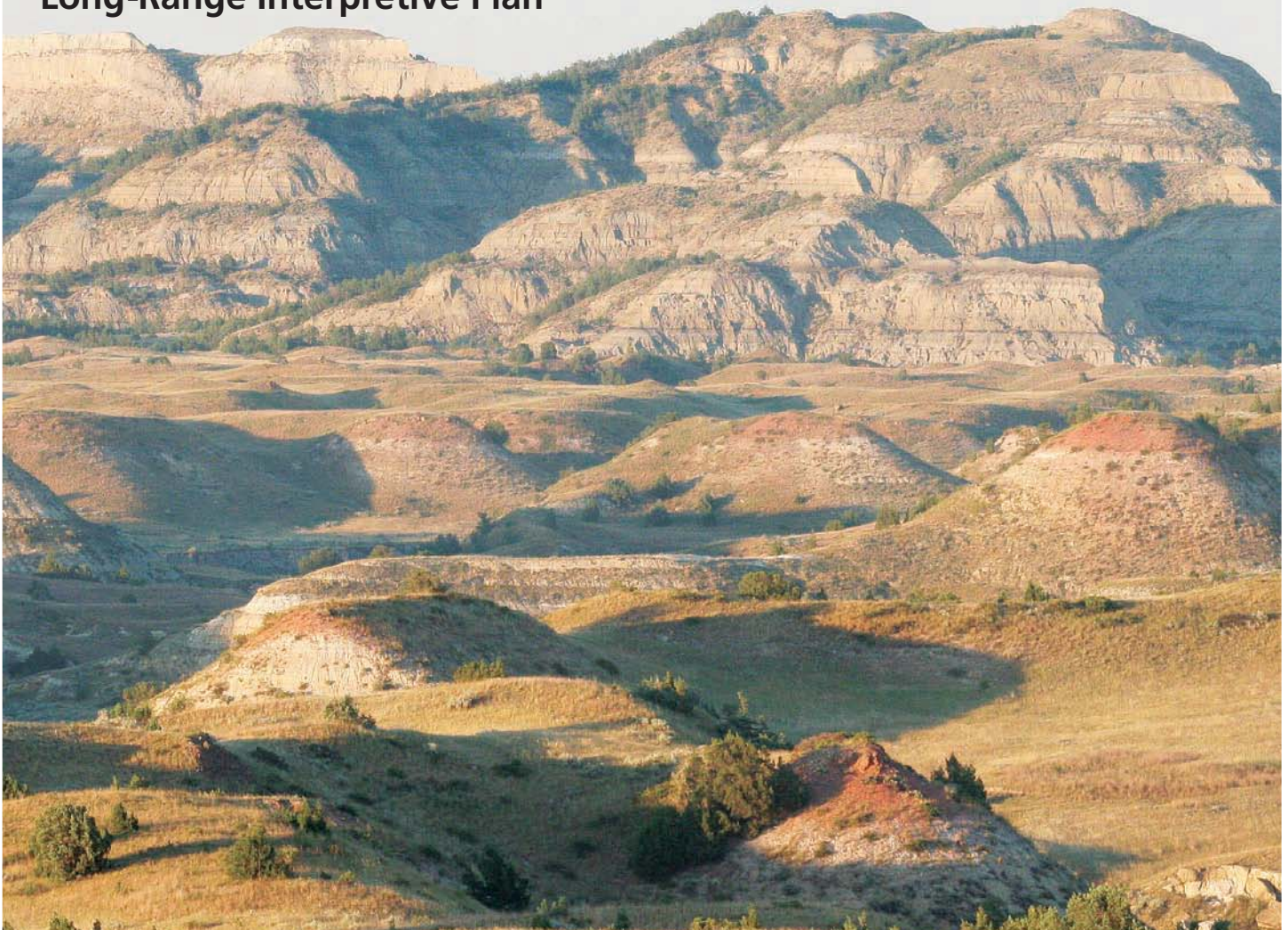


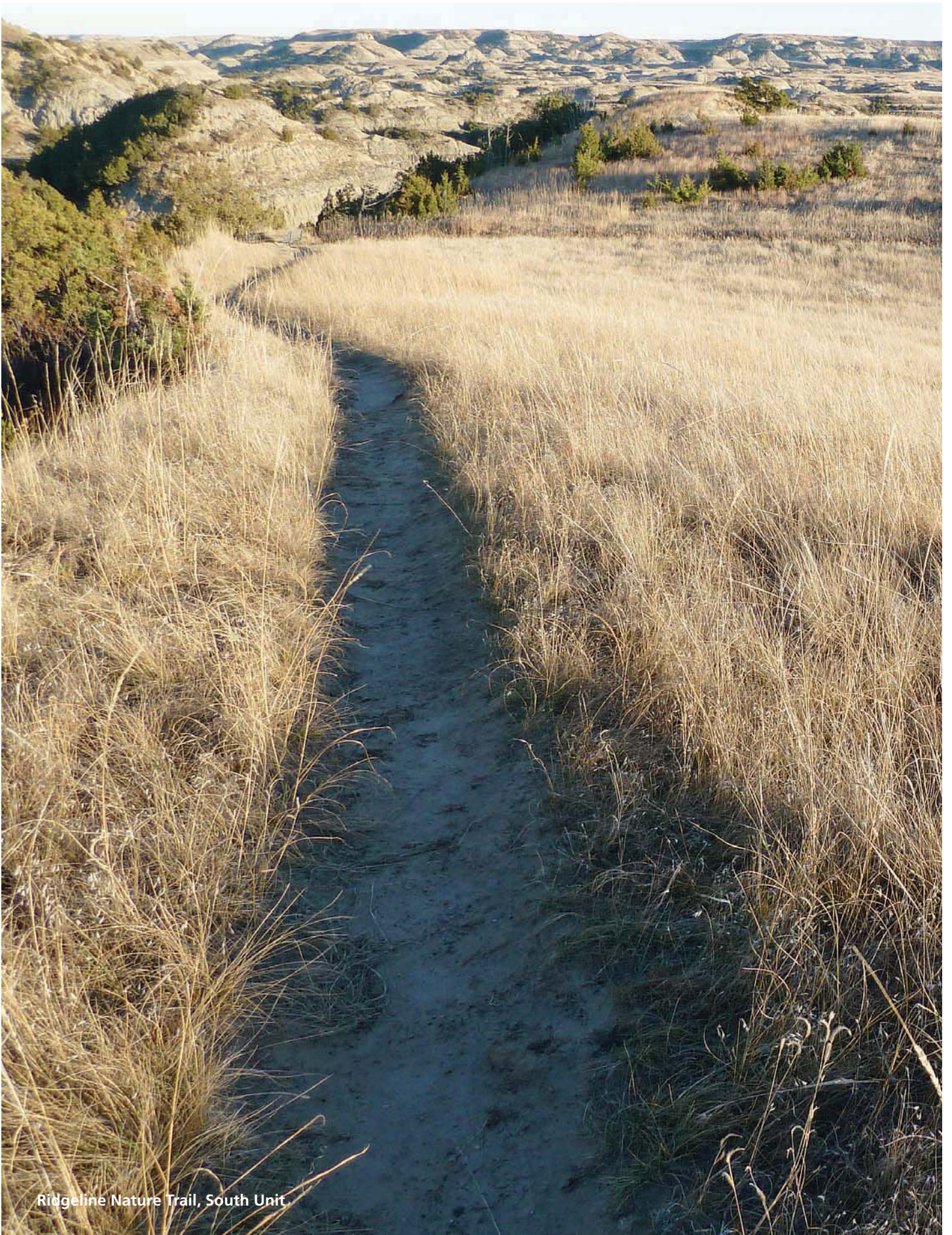


Theodore Roosevelt National Park Long-Range Interpretive Plan



AUGUST 2011





Ridgeline Nature Trail, South Unit



**Theodore Roosevelt
National Park**
Long-Range Interpretive Plan

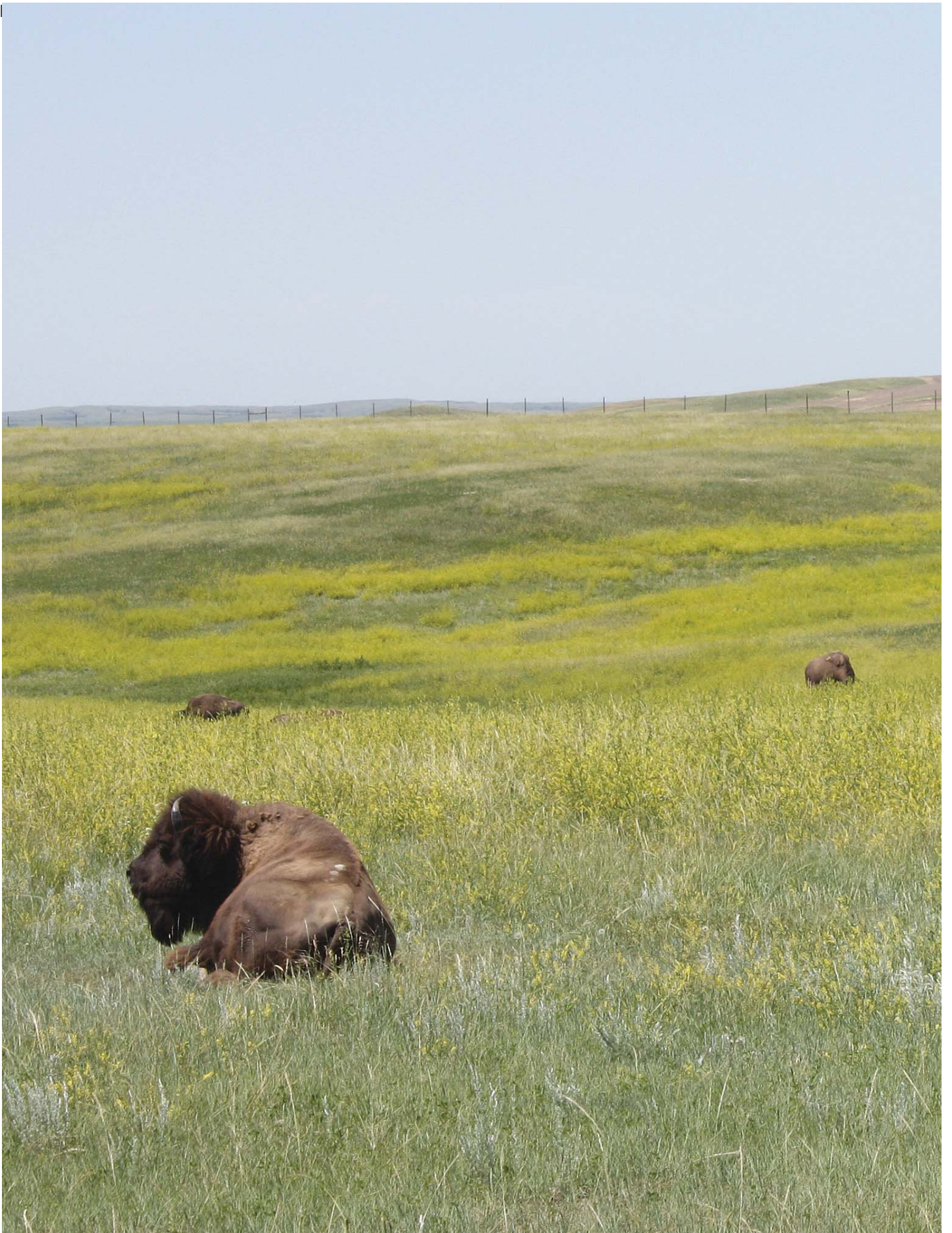
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North Unit vista

Comprehensive Interpretive Planning

The National Park Service (NPS) has adopted a unified planning approach for interpretation and education. This approach combines planning for interpretive media, personal interpretive services, and education programs. The Comprehensive Interpretive Plan (CIP) is the basic planning document for interpretation and was formally adopted as part of NPS guidelines in 1995. Responsibility for creating the CIP lies with each park's superintendent.

What is a Comprehensive Interpretive Plan?

The CIP process helps parks make choices. It provides guidance to park staff by clarifying objectives, identifying audiences, and recommending the best mix of media and personal services to use to convey park themes.

Although the CIP as defined in Director's Order No. 6 is composed of specific elements, good planning is customized to meet each park's needs and situation. The CIP is not a recipe. Rather, it is a guide to effective, goal-driven planning. While it considers past interpretive programming, it is primarily a forward-looking document that concentrates on actions needed to create or sustain a vigorous and effective interpretive program for the future. All CIPs have three components: the Long-Range Interpretive Plan (LRIP), a series of Annual Implementation Plans (AIP) and an Interpretive Database (ID).



Bison bull



What is a Long-Range Interpretive Plan?

The heart of the CIP is the Long-Range Interpretive Plan (LRIP). The LRIP defines the overall vision and long-term (7-10 year) interpretive goals of the park. The process that develops the LRIP defines realistic strategies and actions that work toward achievement of the interpretive goals. The Long-Range Plan features two phases. One, the Foundation phase articulates significance, themes, and target audiences. The Foundation Document addresses those elements of the plan, and includes a review of existing conditions.

The second phase of the LRIP process involves recommendations for interpretive services, media, and partnerships for the site, looking ahead to the next seven to ten years. A Team Draft articulates those elements, and, after review, the Long-Range Interpretive Plan is finalized.

The Annual Implementation Plan and Interpretive Database

The completed LRIP is a critical part of the CIP, but it does not stand alone. Actions in the LRIP are divided into annual, achievable steps and reproduced in the Annual Implementation Plan (AIP), the second component of the CIP. The AIP simplifies the park's annual planning process by planning for implementation based on the actions outlined in the LRIP. The third component of the CIP is the Interpretive Database (ID), an ongoing compilation of information, reports, bibliographies, plans, and inventories

that document the park's history and the process of developing the LRIP.

Establishment of the Park

This section, from Theodore Roosevelt and the Dakota Badlands NPS Historical Handbook, describes how the park came to be.

Early in 1919, after Roosevelt's death, a movement was initiated to establish a Roosevelt National Park in the Little Missouri Badlands. In 1921, Carl Olsen, owner of the Peaceful Valley Dude Ranch, introduced a bill in the North Dakota Legislature that petitioned the Congress of the United States to establish Roosevelt Park, but Congress did not respond favorably at that time.

Attempts had been made to farm the region since it was first opened to settlement in the early 1900's. The drought and depression of the 1930's, however, proved that the Badlands were not suitable cropland. Through the Resettlement Administration, lands that had been classified as submarginal were retired from private ownership and later were utilized for grazing under the administration of the Soil Conservation Service and local grazing associations. In the mid-1930's, the Resettlement Administration began purchasing the lands now in the park. Under the technical direction and supervision of the National Park Service, and with the labor and materials supplied by various relief agencies, the park was first developed as Roosevelt Recreational Demonstration Area. In 1946, the area became Theodore Roosevelt National Wildlife Refuge.

An Act of Congress on April 25, 1947, established Theodore Roosevelt National Memorial Park and returned its administration to the National Park Service. In 1978, Congress officially changed the park’s name to Theodore Roosevelt National Park and designated 29,920 acres of the park’s lands as wilderness.

Mission and Purpose

Mission and park purpose statements describe why a site was set aside and what specific purposes exist for it.

THE MISSION

of Theodore Roosevelt National Park is to preserve and protect the natural and cultural resources of the park for the benefit and enjoyment of this and future generations, and to honor Theodore Roosevelt’s conservation legacy.

THE PURPOSE of Theodore Roosevelt National Park is to:

- Memorialize and pay tribute to Theodore Roosevelt for his enduring contributions to the conservation of our nation’s resources;
- Conserve unimpaired the scenery and the natural and cultural resources of the park, and to facilitate scientific interest and research in the park;
- Provide visitors with opportunities to use, appreciate, and enjoy the park;
- Manage the Theodore Roosevelt Wilderness as part of the National Wilderness Preservation System.

Statements of Significance

Park significance statements describe what is distinctive about the combined resources of the park. The statements can reflect natural, cultural, scientific, recreational, and inspirational values, as well as other aspects. These statements summarize the importance of the park to the nation’s natural and cultural heritage.

1. The Little Missouri Badlands, a mysterious landscape of rugged, colorful geological formations, wide variety of habitats, and abundant wildlife, provide a strikingly dramatic contrast with the rolling, mixed-grass prairies that surround them.
2. In the midst of continuing significant economic development in western North Dakota, Theodore Roosevelt National Park retains a high degree of resource integrity and is a relatively unspoiled example of the Little Missouri Badlands environment.
3. Continuous erosion has created a visually distinctive, ever-changing landscape that exposes 65 million years of the earth’s past, dramatically illustrated by clearly visible geological strata, the third largest concentration of petrified wood in the National Park System, and fossils that are characteristic of the area.
4. Originally established to memorialize Theodore Roosevelt and his conservation legacy, Theodore Roosevelt National Park preserves the natural landscape that inspired Roosevelt to adopt a conservation ethic and set aside millions of acres of public land for future generations.

Wildlife is abundant in Theodore Roosevelt NP

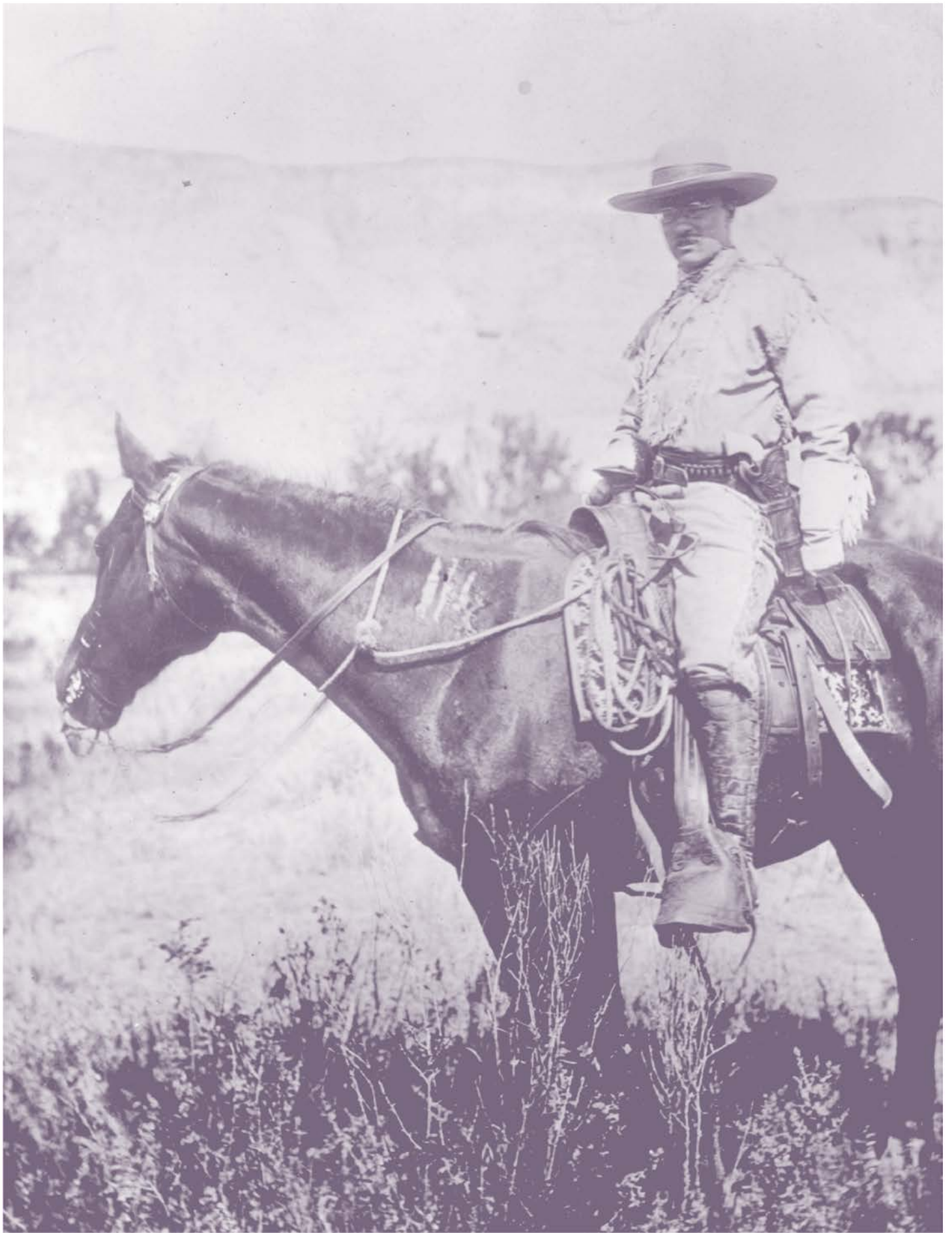


5. Theodore Roosevelt National Park preserves cultural resources associated with some 11,000 years of human history.
6. Theodore Roosevelt National Park provides habitat for a wide variety of readily visible native wildlife species, including bison, pronghorn, elk, prairie dogs, bighorn sheep, mule deer, and white-tailed deer.
7. The beauty, solitude and silence of the park, most evident within its officially designated wilderness area, offer opportunities for personal growth, inspiration, and healing, just as they did for Theodore Roosevelt more than 125 years ago.
8. Theodore Roosevelt National Park's clear night skies offer exceptional opportunities for scientific observation as well as personal inspiration.
9. Theodore Roosevelt National Park's exceptional air quality is maintained by its designation as a Class I airshed, which provides the highest level of federal protection.

Primary Interpretive Themes

Primary interpretive themes embody the most important ideas or concepts communicated to the public about a park. They convey the significance of the resource, and highlight the links between tangible elements, intangible meanings, and universal concepts that are inherent in the park's resources. The themes connect resources to larger processes, systems, ideas, and values, and emphasize the relevance of park stories. They define the core content of the educational experiences the park offers, and serve as the building blocks upon which interpretive services and educational programs are based.

- Theodore Roosevelt's experiences in the Little Missouri Badlands inspired in him a strong conservation ethic, leading him to use his political power and influence to initiate national policies regarding natural resource protection and stewardship that continue to benefit us today.
- The dramatic, dissected landforms and spectacular vistas of Theodore Roosevelt National Park allow visitors to experience the continuous processes of erosion that have created the rugged landscape of the Little Missouri Badlands.
- Theodore Roosevelt National Park's array of Northern Great Plains wildlife invites reflection on the interconnectedness of all living beings, the importance of diversity and healthy ecosystems, and the value of conserving wildlife to uplift and inspire humanity.



Foundational Elements

- The spectacular vistas, natural beauty, clear air, and dark night skies of Theodore Roosevelt National Park provide opportunities for solitude, exploration, inspiration, reflection, and spiritual renewal that can fulfill the human need for self-discovery through connection to the land.
- The congressionally-designated Theodore Roosevelt Wilderness Area at Theodore Roosevelt National Park allows visitors to experience large areas of land with no “permanent improvements or human habitation,” a remnant of the wild and rugged land Theodore Roosevelt found so compelling.
- American Indian interaction with the Little Missouri Badlands reveals the cultural significance of the land through both ceremony and tradition.
- The stories of the people who traveled through or lived in the Little Missouri Badlands serve as powerful reminders of the human drive to survive and thrive in challenging environments.
- Provide the ability to adapt to changing audiences.
- Provide issues-based interpretation that includes addressing evolving management strategies.
- Integrate interpretation for all three park units.
- Improve information/orientation services and interpretive effectiveness of Painted Canyon Visitor Center.
- Provide guidance for a master wayside exhibit plan, which would include new exhibits for the North and South Units and incorporate the waysides at the Elkhorn Ranch Unit.
- Provide guidance for a new exhibit plan for the South Unit Visitor Center.
- Optimize the use of social and electronic media.
- Enhance the park’s ability to work with school children through educational outreach and curriculum links.
- Develop distance learning programs that will benefit multiple educational audiences.
- Address interpretation of such topics as:
 - o Wilderness
 - o Encroachment by external threats to park resources
 - o Important resources like quiet, clean air, dark night sky, etc.
 - o Geology and paleontology
- In partnership with the Theodore Roosevelt Center at Dickinson State University, provide national leadership in interpreting Theodore Roosevelt.

Management Goals

These goals describe management’s intent in offering interpretive and educational programs and services. The goals include:

- Include stakeholders in the planning process.
- Provide high quality interpretive services to visitors.
- Create a range of interpretive opportunities for diverse audiences that reflect differing expectations, time, level of interest, ages, and physical abilities.

- Nurture connections with local American Indian Tribes and acknowledge their traditional connection with the lands included in the park.
- Work with the US Forest Service and private landowners to improve way-finding to the Elkhorn Ranch Unit.

Audience Segments

The basis for categorizing audience segments for the interpretation and education program lies in whether a particular audience requires communication in a way distinct from that of the general park audience. Factors to consider include the life experiences of the individual or group, level of education, learning styles, language, cultural traditions, time available for interaction, and others.

Audience segments at Theodore Roosevelt National Park are:

- General audience: includes all “typical” adult visitors to the park on an average day
- School groups, including home-schoolers
- Families with children
- Non-English speaking visitors (especially French and German), and visitors who speak English as a second language
- Virtual audience via park website and social media
- Visitors with disabilities
- Visitors coming to Medora as a destination

Desired Visitor Experience

Statements of desired visitor experiences describe how the park’s interpretation and education program facilitates intellectual, inspirational, emotional, and physical experiences for visitors. These statements describe what visitors to the park would like to learn, feel, do, or experience when visiting the park (either in person or remotely).

Park staff and stakeholders ranked the following statements as being most critical to the visitor experience:

- Visitors want park employees to be friendly, helpful, knowledgeable, caring, and accessible.
- Visitors want to see and photograph wildlife in their natural habitat.
- Visitors want to experience the natural world through solitude, peace, and quiet, away from the cares of everyday life.
- Visitors want to be able to choose from a variety of opportunities so as to experience the park in their own way.
- Visitors want to learn about Theodore Roosevelt and his experiences in North Dakota.
- Young visitors like and benefit most from exhibits with which they can interact.
- Visitors want to take home something that will help them remember their visit.



Feral horses,
South Unit

Issues and Influences

This section includes influences and opportunities inside and outside the park, resource-based issues, and internal issues that affect interpretation and education. Collectively, it reflects the perspectives of Theodore Roosevelt National Park's management team, as well as staff members and stakeholders.

CONCERNS

- Impact of increasing energy exploration and development on lands outside the park boundaries
- Impact and active control of the many invasive, non-native plant species within the park
- Maintaining the park's natural habitats through prescribed fire and

active management of its bison, elk, and feral horse populations

- The ability of the park to engage the “tech-savvy” and demographically changing public
- The ability of the Division of Interpretation to develop and maintain high quality interpretive services with a small permanent staff and anticipated budget limitations
- Raising awareness in the education community that the park is an important and valuable educational resource

ISSUES

- The park recognizes that the overall interpretive program lacks any mention of American Indian Tribes and their historic and cultural



connections with the Little Missouri Badlands in North Dakota. There is a need to begin consultation with the Tribes to begin to build relationships and to invite their involvement in determining the most appropriate ways to interpret how the Badlands are significant to them.

- Creative enhancements to Painted Canyon Visitor Center could more effectively inform visitors about the park and encourage extended visitation and return visits by communicating what is available to do and see in all three park units.
- There is a need for more publicity about park programs.
- Opportunities for partnerships with local colleges and universities could be explored to provide adult educa-

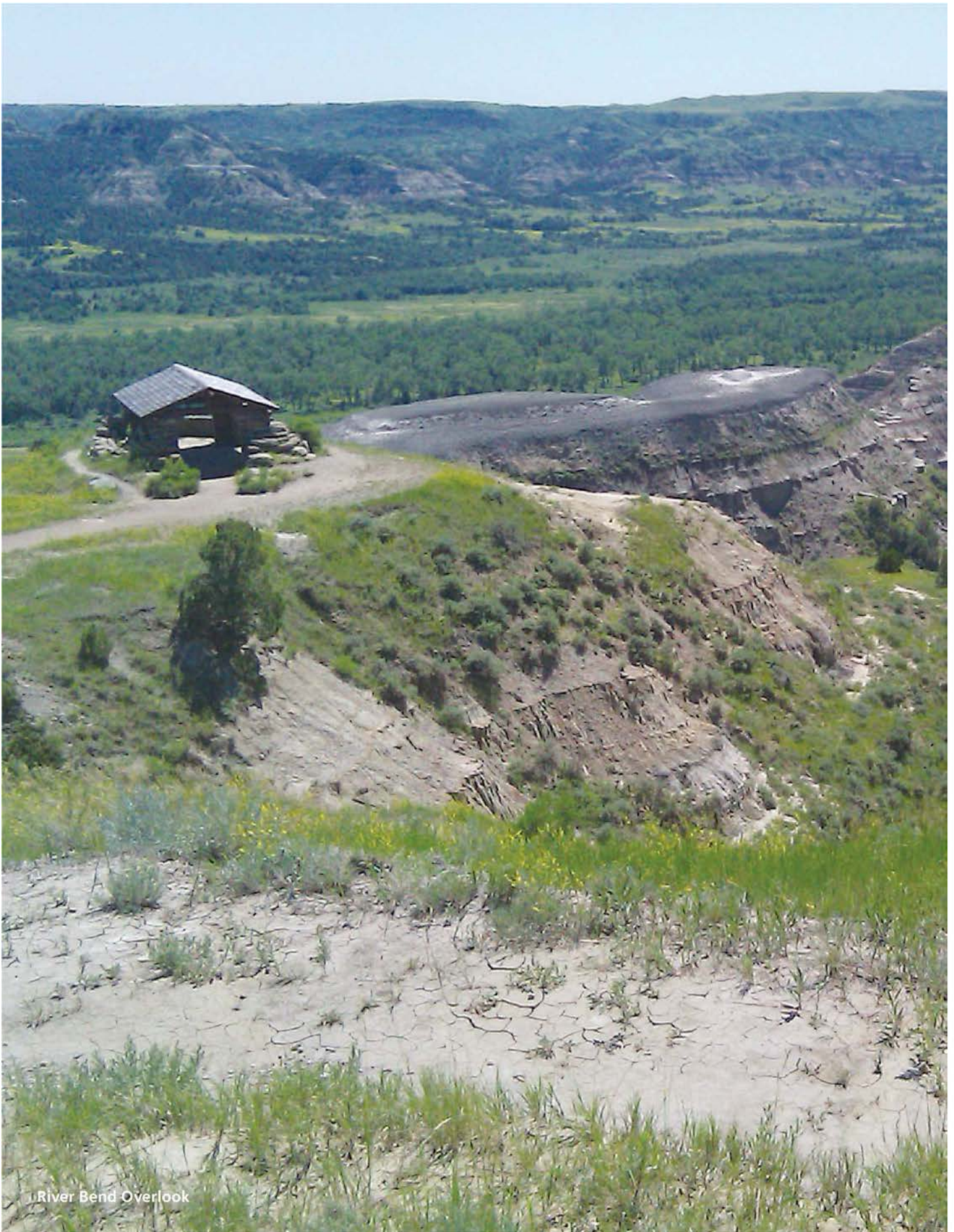
tion and learning activities outside of traditional interpretive programming.

- There is a need to interpret emerging resource issues, both natural and cultural, and to interpret the park as a whole, rather than merely interpreting its individual parts.

OBSERVATIONS

- Relations between the park and surrounding communities are generally good.
- Park programs offer a balance to the more commercialized offerings in the local communities.
- The park is very good at keeping stakeholders informed about park activities and programs.

Energy industry impact



River Bend Overlook



The Setting

Theodore Roosevelt National Park (THRO) could be considered one of the “undiscovered” jewels of the NPS. The three discontinuous units of the park—the North Unit, South Unit, and Elkhorn Ranch Unit—cover more than 70,000 acres, and offer geological wonders and abundant wildlife. The Little Missouri River flows through and links all three park units. The park is headquartered at the South Unit, in the small town of Medora, North Dakota. In spite of being the state’s most popular tourism destination, its proximity to the town of Medora, and its location on Interstate Highway 94, the park could still be said to occupy a remote location: Billings County, in which Medora is located, has a population of only 827 year-round residents according to 2009 census estimates, while McKenzie County, in which the North Unit is located, counts about 5,799 residents. The two counties together cover almost 4,000 square miles.

SOUTH UNIT. The main visitor center is located in Medora in the South Unit of the park. The visitor center exhibits are professionally designed and well maintained, but date from the mid-1980s, and show it. The park’s current interpretive film, which features quotes and images of Roosevelt, shows on a regular schedule in a small auditorium. A new, high-quality park film is currently being produced by Argentine Productions; it is scheduled to be finished by September 2011. A cooperating association sales area offers Theodore Roosevelt and natural science materials, as well as a variety of items for children. Roosevelt’s Maltese Cross Cabin, moved from his first ranch, is located in back of the visitor center. Interpretive tours of the furnished cabin are offered periodically



Roosevelt’s Maltese Cross Cabin

Existing Conditions



Historic photo,
Elkhorn Ranch

throughout the day during the summer months; access is self-guided in the off-season.

The most popular visitor attraction at the South Unit is the 36-mile scenic loop, which features many pullouts, some interpretive signs, and a variety of hiking trails. It provides excellent opportunities for viewing wildlife. In season, a park concessioner, Shadow Country Outfitters, offers guided horseback trail rides from historic Peaceful Valley Ranch. Camping is available in the Cottonwood Campground; Roundup Horse Camp provides visitors with horses a place to camp with their stock. Backcountry camping is also available.

NORTH UNIT. The North Unit Visitor Center includes exhibits, a small cooperating association sales area, and a television screen with an audio-visual program. The 14-mile scenic drive offers spectacular scenery—including the River Bend Overlook,

said to be one of North Dakota's most photographed scenes—and plentiful wildlife, especially bison. The North Unit also includes hiking trails, frontcountry camping in the Juniper Campground, and backcountry camping opportunities.

The 96-mile Maah Daah Hey Trail passes through or near all three units of the park and is available to hikers and equestrians. It starts at Sully Creek State Park, located south of Medora, and proceeds to the CCC Campground, which is just south of the North Unit. The parts of the trail that pass through the park do not allow bicycles, although the rest of the trail does.

ELKHORN RANCH. The Elkhorn Ranch, which is a separate, discontinuous unit of the park, can be challenging to find, and road conditions sometimes discourage access. However, the Elkhorn is at the heart of the park's Theodore Roosevelt story. Once there, it is possible to



experience some of the beauty and solitude of life on the Little Missouri that Roosevelt himself described so eloquently. It is an inspiring place to visit, and is undeveloped except for a set of wayside exhibits, installed in 2008, that interpret Roosevelt's time at his "home ranch."

PAINTED CANYON VISITOR CENTER AND OVERLOOK.

One of the most dramatic aspects of visiting Theodore Roosevelt NP is that as one drives west along on Interstate 94 through rolling ranch and farming country, the scenery suddenly opens up to a fantastic Badlands landscape. This first encounter from the east occurs at the Painted Canyon Visitor Center and Overlook. The small visitor center there features a limited number of exhibits, but also a very successful sales area run by the park's cooperating association, the Theodore Roosevelt Nature and History Association. The most compelling feature at Painted Canyon is the large patio overlooking

the Badlands, offering the visitor the first taste of what is to come. A sidewalk along the rim of the Badlands offers one of the few totally accessible overlooks in the park.

Painted Canyon is underutilized as an interpretive facility. It is an ideal place to orient people to what there is to do in the park at large. Though this is currently accomplished by NPS and TRNHA staff at the information desk, waysides and exhibits are out of date and do not focus on enticing visitors to further explore the park, stop over in Medora, or come back at a later time. In addition, signs on I-94 indicating the visitor center do not clearly identify it as part of a National Park, and there is no directional sign to Painted Canyon that indicates the exit for eastbound travelers. The Painted Canyon Visitor Center is open from April 1-November 11 (weather permitting). During the time it is open, lack of staffing as well as safety and security concerns limit the hours of operation. The restrooms

Above Left:
Peaceful Valley
Ranch

Above Right:
Painted Canyon
Visitor Center
Overlook

are open 24 hours per day during the operational season.

THEODORE ROOSEVELT NATURE AND HISTORY ASSOCIATION (TRNHA). The TRNHA is the park's cooperating association. The organization, which was created in 1951, promotes and supports historical, scientific, and educational activities at the park. Publications and other products related to Theodore Roosevelt NP are offered for sale at the North and South Units and Painted Canyon Visitor Center. The South Unit sales area has an exceptional children's corner and provides good theme-related sales items, not only on Theodore Roosevelt, but also on the park's many natural features. The North Unit cooperating association sales area materials focus more on natural resources. In addition to travel and orientation items, the sales area at Painted Canyon Visitor Center includes a full complement of Theodore Roosevelt titles and children's articles. The Association also operates retail functions at Knife River Indian Villages National Historic Site and the Upper Souris National Wildlife Refuge, both in North Dakota. Proceeds provide support for interpretive films, publications, interpretive programs, museum activities, and research.

RESOURCE MANAGEMENT. Resource management strategies at the park provide unique interpretive opportunities, as the park is engaged in a number of cutting-edge initiatives. The Elk Management Program has attracted national attention. Under

this plan, small teams of supervised volunteers are utilized to lethally reduce the elk population to 100-400 animals. Management of the feral horse population through intermittent roundups remains a long standing controversial issue. The park is conducting research regarding the innovative use of contraceptives as a potential tool for future feral horse population control. Bison management also requires a roundup whenever the population exceeds desired management levels. Generally, roundups of bison are required every 3-5 years in the North and South Units. Management of non-native plant species is significant and requires innovative solutions as well. The use of prescribed fire to maintain grassland ecosystems remains an important management tool and an interpretive challenge, as there continues to be relatively poor understanding and acceptance of prescribed fire by area residents.

Park History

Theodore Roosevelt National Memorial Park was established in 1947 in memory of the president whose experiences in North Dakota helped shape his conservation ethic. The park was redesignated as Theodore Roosevelt National Park in 1978. It is one of six national parks that feature Roosevelt; the others are Theodore Roosevelt Birthplace NHS, Sagamore Hill NHS, Theodore Roosevelt Inaugural NHS, Theodore Roosevelt Island, and Mount Rushmore National Memorial. Early interpretation at the park focused on Roosevelt's time

in the Dakota Badlands, but since the 1970's emphasis has shifted to the park's natural resources. Roosevelt's road to the presidency, shaped by his own admission by his life in North Dakota, along with his strong support for conservation of natural resources, provide the perfect platform for an interpretive strategy that combines history and nature into an integrated set of stories with strong national significance.

Issues like climate change, management strategies for wildlife and other resources, and development outside the park have become increasingly important to visitors in recent years. North Dakota's oil boom is of particular concern, especially with regard to industrial odors and the protection of natural viewsheds and soundsheds, and because of its impact on roads and transportation in the area. At least one oil well is already visible from the Elkhorn Ranch, others are visible from some of the South Unit overlooks, and there are sure to be more to come in other areas surrounding the park. Wind, natural gas, and coal energy may also have an impact as these energy sources continue to be developed in the state.

The park's planning documents, including the General Management Plan (GMP) and prior Interpretive Prospectus, are outdated. A Cultural Affiliation Statement and Ethnographic Resource Assessment Study was completed for all three North Dakota National Park units (the others are Knife River Indian Villages National Historic Site and Fort Union Trading Post National Historic Site) in December 2008. The document provides

invaluable background information on the park's culturally affiliated and traditionally associated tribal peoples, and includes many recommendations provided by tribal consultants that have helped inform the LRIP regarding interpretation of the park's important American Indian stories.

Information and Orientation

WAYFINDING. Signs directing people to the park from the interstate highway are minimal. A single brown highway sign from the west indicates the presence of the park. Signs from the east indicating Painted Canyon Visitor Center do not identify it as part of the national park. As indicated above, Painted Canyon could better serve the park as a key venue in capturing the interest of visitors, many of whom are headed west toward Yellowstone and Glacier National Parks. Signs directing visitors to park headquarters, the South Unit Visitor Center, and the scenic drive are adequate within the town of Medora, as are directional wayfinding signs within the park.

WEBSITE. The park website features a number of professionally produced multimedia presentations, including a downloadable audio tour of the Elkhorn Ranch. Abundant information is available on Roosevelt's life in North Dakota, as well as on the wildlife and geological features that can be observed in the park. It includes an up-to-date schedule of the exact programs offered each month, including their place and time.

PUBLICATIONS. The park's unigrid brochure emphasizes the Roosevelt

Existing Conditions

The DSU Theodore Roosevelt Center kiosk

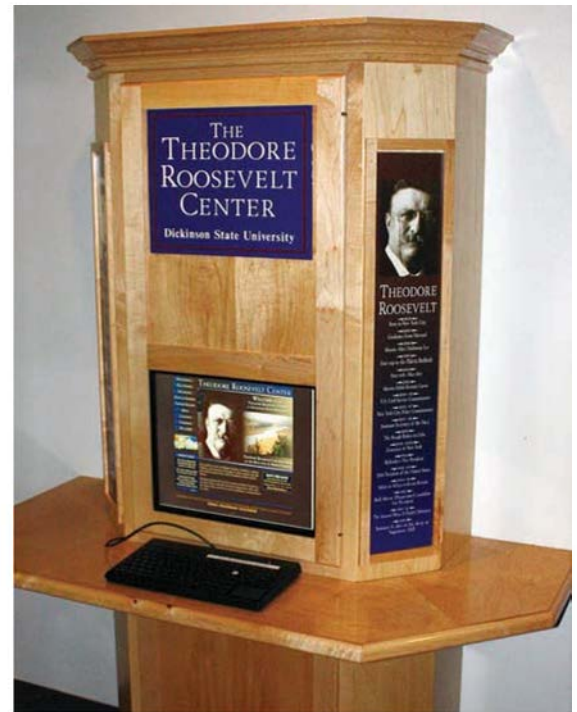
aspect of the park's history. It provides short descriptions of things to see and do in the North and South Units, but requests that visitors ask for information before travelling to the Elkhorn Ranch. The park newspaper covers the three North Dakota National Park units; it has recently been revised to be a trip planning tool that can be used by visitors before and during their visits. Beginning in fiscal year 2012, it will be distributed at the entrance stations during the high visitation summer season rather than only being available in the visitor centers. A number of site bulletins are available at the visitor centers. These cover a variety of natural and cultural history topics. They are being revised to conform to current NPS graphic identity standards and the content is being rewritten to be interpretive rather than informational.

THEODORE ROOSEVELT CENTER/ DICKINSON STATE KIOSK.

Dickinson State University's Theodore Roosevelt Center has provided a computer kiosk for the lobby of the South Unit Visitor Center that provides online access to the Center's growing data base of Roosevelt documents and other information. The kiosk provides visitors with an immediate means for more in-depth learning about the life and achievements of the president.

The Audience

Annual visitation in recent years has been over half a million; 2010 saw a 6.2% increase (630,326) over the previous year. Visitation is centered on the South Unit. In addition to



the North Dakotans who are a substantial segment of the park's audience, many visitors are from the upper Midwest or Canada. The main period of visitation extends from June through September, with the Fourth of July marking the beginning of the high season. Shoulder seasons are becoming busier. Winter visitation is quite low, especially in the North Unit.

The park has not participated in a Visitor Studies Project through the University of Idaho, but two other types of studies have been completed in the last decade: a "Summary of Visitor Characteristics and Investigation of Group Differences" by researchers from the University of Minnesota's Department of Forest Resources, Cooperative Park Studies Program, August 2002; and "Visitor Meanings at Theodore Roosevelt National Park," a master's thesis (MS degree in Resource Interpretation) by Victoria L. Mates, Stephen F. Austin State University, completed May 2006.

The Interpretive Experience

The majority of visitors come to the park as part of short vacation trips to Medora, which features a number of tourist attractions, including a long-running musical with historical themes that features Theodore Roosevelt. The town offers several visitor facilities that complement park experiences, including the Chateau de Mores State Historic Site, the North Dakota Cowboy Hall of Fame, the Billings County Museum, and the Rough Riders Hotel, where Roosevelt himself stayed in later years. More visitors tour the South Unit than the North, with Elkhorn Ranch being the least visited unit. The typical visit to the South Unit might include a stop at the visitor center, followed by a driving tour of the park's scenic loop. In addition, a variety of hiking trails are available for visitors wishing to explore the park on foot. A detailed "Road Log Guide" has been available for sale at park visitor centers or online at the cooperating association website. TRNHA is exploring options

for offering the same content in audio and podcast formats to be compatible with electronic media.

The North Unit features hiking trails in addition to a 14-mile scenic drive. Most of the North Unit trails are longer and more rugged than those in the South Unit. Some trails in both units traverse the park's designated wilderness area.

Visitors to Elkhorn Ranch Unit will find new wayside exhibits at the entrance to the site of the ranch house, but the actual site has deliberately been left undeveloped, and interpretation is minimal so as to preserve the sense of solitude, peace, and quiet that Roosevelt himself enjoyed. An audio tour of the Elkhorn Ranch and three podcasts are available on the park website; a CD version of the audio tour is available for sale at the South Unit Visitor Center.

EDUCATION. The park does not have a formal Education Program. The park is under-utilized as an educational entity for all phases of education, from

Interpretive
Wayside Exhibits,
Elkhorn Ranch



Existing Conditions

kindergarten to college level. School classes from kindergarten through high school do visit the park, but do not receive programming specifically linked to state science and history curricula. Fourth and fifth grade classes would be a particularly prime audience for park programming. Park staff would like to promote more school group visitation, but recognize the challenges conveyed by a very small park staff, long travel distances within the state, and limited funding for field trips.

School outreach and distance learning strategies may alleviate some of these challenges.

The park has distance learning equipment on site, but has not had the opportunity to put it to use. Medora's Community Center is equipped with distance learning and video conferencing capability, and makes the equipment available to De Mores Elementary School, which is close by. Local teachers have been experimenting with creating their own podcasts with their classes, and routinely have the

use of Smartboard technology in the classroom. There are a number of opportunities to connect with schools through electronic media and distance learning. Though most North Dakota schools are small and rural, over 90% have access to distance learning technology.

The Visitor Center and headquarters do not currently have wireless internet service.

INTERPRETIVE MEDIA. The South Unit Visitor Center's 1970's-era exhibits are well designed. They emphasize Theodore Roosevelt's experiences in the Badlands, but do not address his impact on the national conservation movement. Interpretation of the park's natural resources is also limited, as are American Indian stories. The park's film—effective, but outdated, focusing almost exclusively on Roosevelt—is being replaced with a new film with high production values. The new film addresses the park's dramatic landscape, and Roosevelt as an example of the way a close relationship with the land has shaped the American character. It emphasizes that Roosevelt's experiences in North Dakota helped him become the greatest conservationist in presidential history, designating hundreds of millions of acres as national parks, wildlife refuges, national monuments, national game preserves, and national forests.

The North Unit Visitor Center is very small. Its exhibits, which address park wildlife, share space with the lobby/information desk. A small room with comfortable chairs houses a TV screen showing a recently produced

North Unit Visitor Center exhibits





audio-visual introduction to the North Unit. The new park film will be shown periodically at the North Unit when it becomes available.

With the exception of the signs at Elkhorn Ranch, the existing wayside exhibits in both the North and South Units are a mixture of various vintages of outdated signs that are largely descriptive rather than interpretive. Park themes are not evident from the existing wayside exhibits.

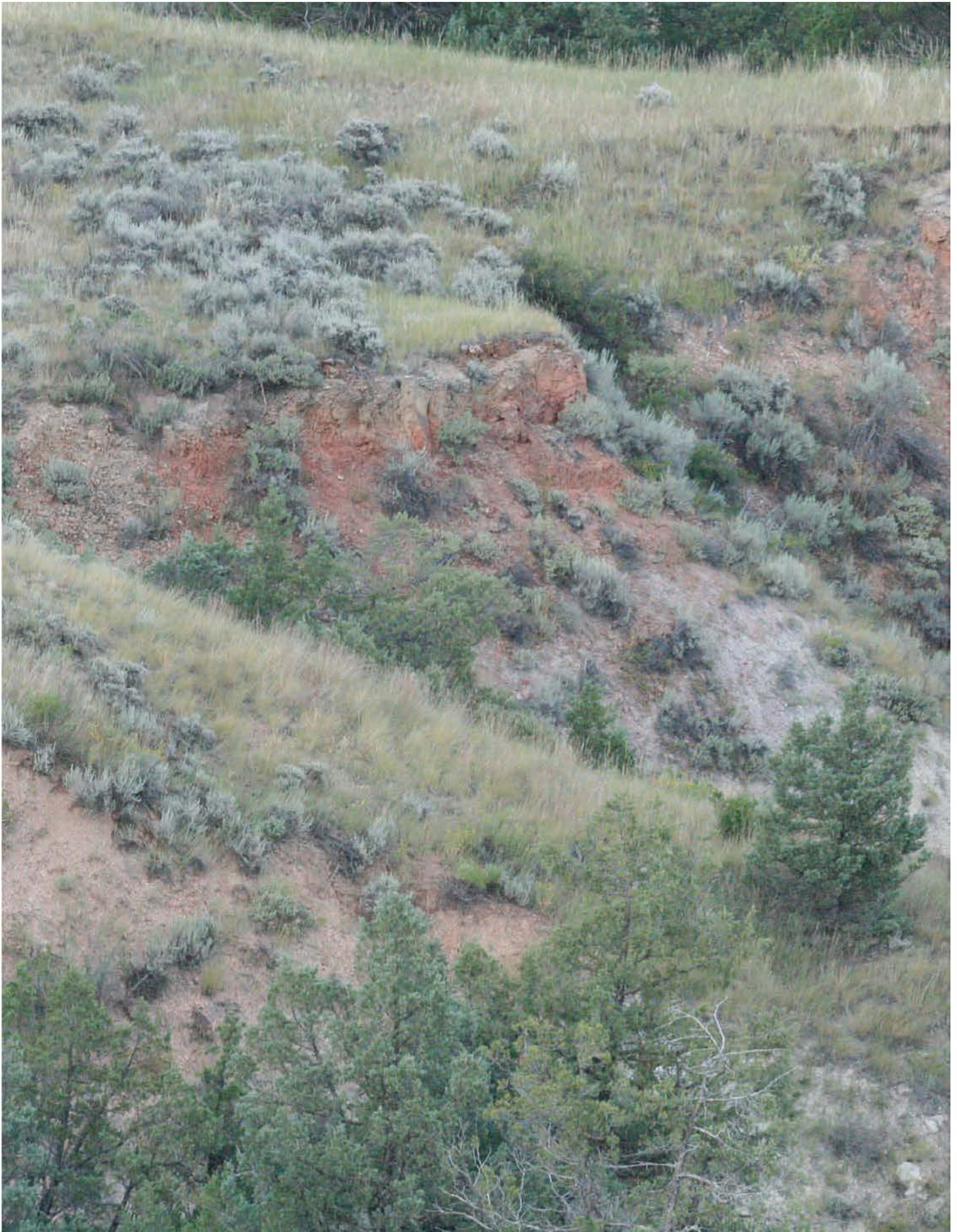
PROGRAMS. The park offers a number of ranger programs, covering a wide range of topics, from early June through Labor Day. Programs are available at other times during the year as staffing allows. They are well publicized in the community, including in local motels and restaurants. Programs

showcase both the park's natural and cultural history, and include interpretive talks, evening campfire programs at Cottonwood and Juniper Campgrounds, guided walks, guided tours of the Maltese Cross Cabin, and a few longer hikes.

Personel

The Interpretation Division is a very small one. In addition to the Chief of Interpretation, who also serves as the park's Public Information Officer and Volunteer Coordinator, the staff consists of a South Unit District Interpreter, a North Unit District Interpreter, and nine to twelve seasonal interpreters. Student Conservation Association Interns supplement the summer staff.

A Student Conservation Association Intern (SCA) presents an interpretive program at the South Unit Visitor Center



Recommendations

Recommendations for interpretation and education programs at Theodore Roosevelt National Park cover a wide range of programs and services, with emphasis on enhancing the effectiveness of all four visitor contact areas, a comprehensive new educational outreach program, and a parkwide wayside exhibit plan. Many of the recommendations take into consideration an earlier set of recommendations that came about through development of the park's 2006 Cultural Affiliation Statement and Ethnographic Resource Assessment (shared with Knife River Indian Villages NHS and Fort Union Trading Post NHS), which has been invaluable in providing American Indian perspectives.

The recommendations are presented in a framework that identifies short-term (1-3 years), mid-term (3-5 years), and long-term (5-10 years) goals (please see the Implementation Timeline, below, for details). They are designed to further define, support, and communicate the park's mission, purpose, significance, primary interpretive themes, and visitor experience goals. Implementation of these recommendations will help ensure that all audiences will have opportunities to develop meaningful connections with tangible and intangible resources and with the park's themes and stories.

Parkwide Recommendations

Enhanced visitor contact stations.

The park consists of three units (South Unit, North Unit, and Elkhorn Ranch). Each one plays a vital role in serving the park's public. The following recommendations strengthen and clarify these roles. For more details on each, please see Recommendations by Venue, below.



Painted Canyon
Visitor Center



Painted Canyon Visitor Center. The Painted Canyon Visitor Center provides a unique opportunity to reach the traveling public with the park's message. Painted Canyon represents the first encounter of the Little Missouri Badlands for people traveling west on Interstate 94, and features one of the park's few fully accessible scenic overlooks. Currently under-utilized as an interpretive venue, Painted Canyon should be reconfigured to orient visitors to the many activities and features available in the park, and to invite them to visit and experience the rest of the park. It should introduce each of the park's seven themes, and extend an enticing invitation to explore by outlining recreational opportunities.

RECOMMENDATION:

- *New interpretive media, both inside and at the overlook, to introduce themes and recreational opportunities.*

South Unit Visitor Center. This facility is host to a majority of park visitors. Exhibits are professionally designed, but do not fully address key park themes. For example, Theodore Roosevelt's role in the American conservation movement is not interpreted in the permanent exhibits, and many other key stories are missing as well. The visitor center will soon be enhanced by the showing of a professionally produced film on the park. There is a need for new exhibits that meet similar standards. Exhibits should center on the ecology of the Badlands, including geology, wildlife, and wilderness. The rest of the themes – Roosevelt and the conservation movement, American Indian traditions, Euro-American history, and the spirituality embodied in the place – will emerge from that central core concept.

RECOMMENDATION:

- *New exhibits that interpret park themes, based on Badlands ecology.*

Elkhorn Ranch. The Elkhorn is at the heart of the park’s Roosevelt story, yet its out-of-the-way location may discourage many visitors from experiencing this special place. It is interpreted with a deliberately light touch, with effective new waysides in place.

RECOMMENDATION:

- *Focus on better wayfinding, enhancing the visitor experience without adversely impacting the unit’s sense of solitude and peace, and continuing to provide alternate means of access for those who cannot visit in person.*

North Unit Visitor Center. This facility is the newest of the park’s visitor centers. Its interpretive focus is on wildlife, geology, and wilderness. It is small, but functions well at present.

RECOMMENDATION:

- *Maintain North Unit Visitor Center as it is for the time being. An update and/or revision of NUVVC exhibits will either be a long-term action item or will be outside the timeline of this plan.*

Wayside plan. The park currently features wayside exhibits of various vintages and levels of effectiveness. Except for those at Elkhorn Ranch, all are outdated. There is a need for a detailed, integrated wayside exhibit plan that interprets park themes throughout all units. Topics that are particularly suited for interpretation via wayside exhibits are geology, ecology, and habitats; cultural resources, especially historic structures; and prairie dog towns.

The wayside exhibit plan will identify specific locations in the park that are best suited to interpreting park themes. Geology-based exhibits offer many opportunities to interpret tangible, observable geological features. In addition, these waysides offer the opportunity to interpret traditional native views about park landforms.

Waysides centered on wildlife should interpret observable features. In addition to prairie dog towns, different park habitats can be interpreted with regard to the wildlife one would expect to find in each. The emphasis should be on the interdependency of all living things. For example, the prairie dog is a keystone species—one that has a disproportionate effect on its environment in relation to its biomass—upon which other plants and animals depend for survival. This story supports the park’s theme that is centered on wildlife, addressing the interconnectedness of all living beings.

RECOMMENDATIONS:

- *Create a detailed wayside plan that interprets park themes and integrates all units. Wayside exhibits are needed in the North Unit and the South Unit, including the Painted Canyon overlook.*
- *Trailhead bulletin boards with maps, trail, and safety information for orientation, as well as interpretation, will be included in the wayside exhibit plan.*
- *Conduct a survey of geological features that will identify the most effective features/locations for wayside exhibits.*
- *Work with tribal consultants to include traditional native perspectives on*



Prairie Dog

Recommendations



Longhorn steers,
North Unit

Badlands landforms alongside scientific interpretation of park geology on park waysides. Please see Appendix A, Places of Cultural Significance in Theodore Roosevelt National Park, for a listing of significant settings as identified by tribal consultants in the Cultural Affiliations Study.

- *Create wayside exhibits on park ecology that emphasize the interdependency of all living beings. Use wayside exhibits to interpret habitats such as grasslands, woody draws, and the river bottom.*
 - *Create a three-sided kiosk at the entrance to the U.S. Forest Service parking lot trailhead on the west edge of the South Unit Wilderness Area (will be completed summer 2011). Convey Wilderness/Petrified Forest interpretation, resource protection and safety messages, and wilderness orientation.*
 - *Add orientation signs/bulletin boards at other trailheads as needed.*
- *Include waysides that interpret elements of the park's history theme, such as the Long X Trail, Civilian Conservation Corps infrastructure, the herd of longhorn cattle, and Peaceful Valley Ranch.*

Family programming. Although families no doubt enjoy their visits to the park, additional programming would enhance parent-child bonding opportunities, support “No Child Left Inside” initiatives, and encourage participation in anti-obesity campaigns.

RECOMMENDATIONS:

- *Continue to make available Junior Ranger Family Fun Packs.*
- *Increase the number of Junior Ranger Family Fun Days.*
- *Continue to work with Theodore Roosevelt Nature and History Association to offer special events with a family focus, such as Roosevelt's birthday, the Teddy Bear Picnic, and family bird walks.*
- *Create new special events with a family focus. For example, partner with area tribes to create hands-on programs/demonstrations on traditional native uses of natural resources.*
- *Expand evening program offerings to include more interaction and hands-on activities for both children and their parents.*
- *Continue to offer family hikes, but with more extensive publicity/promotion.*
- *Investigate the possibility of offering C.A.M.P. (Camping Adventures with My Parents) programs, which teach families camping skills.*
- *Continue to offer family-oriented items such as games and activity books for*

sale through TRNHA.

- *Include child-friendly interactive elements as new exhibits are designed.*
- *On the park website, incorporate trip planning information that is especially targeted to the needs of families.*
- *Send park personnel on outreach missions to events where families gather, such as fairs, festivals, and Scouting Jamborees.*
- *Expand family program offerings in the North Unit.*

Film. A professionally produced park film with high production values is in progress.

RECOMMENDATIONS:

- *Review draft film script to ensure that it reinforces visitors' emotional connections to the meanings embodied by the resource.*
- *Extra film footage will be retained for future projects.*

Publications. Publications have been a mainstay in the park. In spite of the new forms of digital media now available, they remain a valuable element in park interpretation.

RECOMMENDATIONS:

- *Review all current site bulletins to determine relevance to park resources, visitor demand, redundancy with other available media, and necessity before producing new ones.*
- *Create new site bulletins that can be offered in print and on the park website. Potential topics include Theodore Roosevelt's role in the*

American conservation movement, Wilderness values, American Indian culture and traditions, and park history.

- *Ensure all publications conform to NPS graphic and messaging standards.*
- *Ensure the text in site bulletins is interpretive rather than merely informational, as is appropriate for the topic and purpose of the product.*
- *Continue to offer publications on Roosevelt, park geology and wildlife, inspiring literature about nature (especially the Badlands), American Indian topics, and park history through the TRNHA. Offer journals in which visitors can record their own thoughts and inspirations about the park.*
- *Continue to revise the park newspaper to make it an effective trip planning/ orientation tool for visitors, both before and during their visits, to all three North Dakota national park units.*
- *Use the park newspaper to interpret the wilderness and orient visitors to safe wilderness experiences, including Leave No Trace principles.*
- *Continue to offer—and enhance offerings of—hiking and topographic maps of the park, including National Geographic's Trails Illustrated map of the park.*
- *Although they are no longer strictly print media, continue to issue news releases and other forms of public information in whatever format will most effectively reinforce park themes and inform the public about activities and recreational opportunities in the park.*

Recommendations

Media specialist. The media options through which parks can communicate with their audiences are expanding rapidly, along with audience expectations regarding new kinds of media. Social media, not to mention effective use of websites, have become almost obligatory communication tools. Yet the commitment to the use of these kinds of media creates additional burdens on a staff already stretched quite thin.

RECOMMENDATION:

- *Create a media specialist position that would include primary responsibility for non-personal interpretive services, including social media.*

Website and digital media. Efforts to create digital media pay off handsomely in that such products can be offered on multiple platforms, including the park website, and are easily disseminated to an audience beyond actual park visitors. Because of the rapid changes taking place in electronic media, recommendations should center on the development of digital content, which can then be adapted as new kinds of electronic delivery devices become available. Current implementation of most of the recommendations listed below is dependent upon creation of the new media specialist position recommended above, or the availability and expertise of the current permanent staff.

RECOMMENDATIONS:

- *Continue to offer the existing Elkhorn Ranch podcast via the park website*
- *Continue to link via the park website*

and/or visitor center kiosk to the Dickinson State University Theodore Roosevelt Center's extensive database on Roosevelt. For more on this invaluable park partner, please see the Partnership section, below.

- *Create a geology podcast that can be experienced as an auto tour. Provide a CD-based version for visitors without smart phones and MP3 players, as well as a GPS-guided tour for use with GPS-enabled phones.*
- *Create a podcast/smart phone application to interpret park wildlife, especially the prairie dog towns. Orient users as to what to look for and use video clips to illustrate typical behaviors and the reasons behind them.*
- *Set up a Twitter feed that will allow visitors to tweet about their wildlife observations in the park.*
- *Add sections of the park website to address wilderness safety and experiences.*
- *With tribal consultation, add sections of the park website to address American Indian culture and traditions.*
- *Partner with area tribal authorities to provide web links to relevant tribal websites.*
- *Continue to post new and existing site bulletins on the park website.*
- *Begin a program of videotaping the most effective demonstrations and programs for training purposes.*
- *Create virtual tours of the Maltese Cross Cabin and Elkhorn Ranch.*
- *Consider creating a virtual tour of Peaceful Valley Ranch when appropriate.*

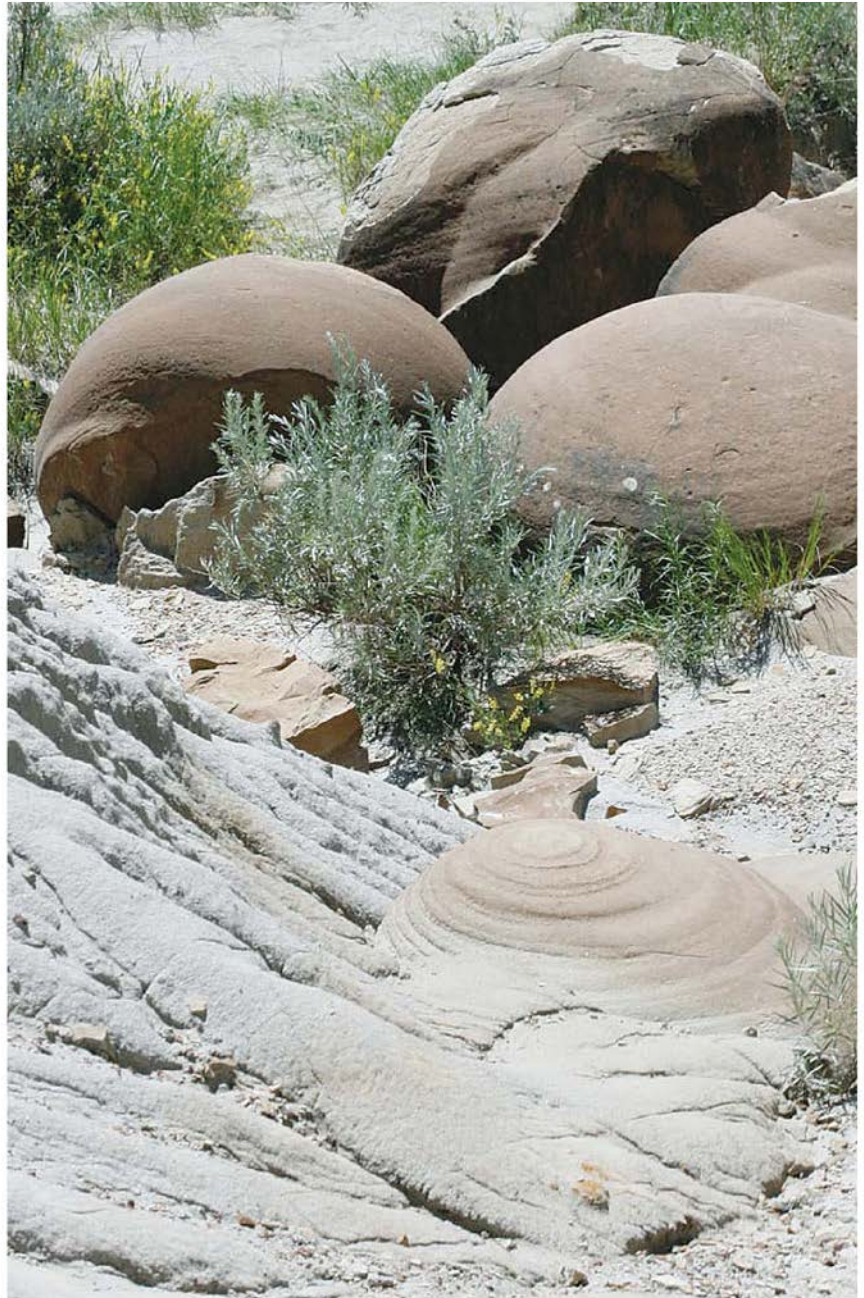
- *Add more images/galleries to the website to illustrate and interpret park geology.*
- *Create interactive bird/wildlife checklists on the website. The checklists provide visitors with their own electronic or printed checklists, as well as a way to list their observations on the website for others to see.*
- *Make available showings of Forever Wild, an hour-long production of the Arthur Carhart National Wilderness Training Center, a DVD that celebrates wilderness values.*
- *Continually add images showing visitors enjoying the park.*

Reinforcement of NPS brand. There is a need to reinforce the value of Theodore Roosevelt National Park and the National Park Service in general. Visitors should easily be made aware of the “NPS brand” during every interaction.

RECOMMENDATIONS:

- *Publications, wayside exhibits, and signs should follow the NPS Graphic Identity Program.*
- *Ensure that, when appropriate, the NPS mission is communicated to visitors.*

Incorporate NPS professional standards for interpretation into both personal and non-personal services. Work has begun to update publications to the current NPS graphic and messaging standards; this should continue. Content should undergo revision so that, where appropriate, it is interpretive rather than primarily informational. The permanent staff



is expected to achieve competency in the accepted professional standards for both personal and non-personal interpretive services; seasonal interpreters are formally trained and also encouraged to work toward competency.

RECOMMENDATION:

- *District Interpreters should continue working toward achieving competency*

The park’s geologic wonders include formations such as these cannonball concretions.

in all ten areas outlined in the NPS Interpretive Development Program, including achievement of available Advanced Certificates through the Eppley Institute learning platform.

Wayfinding. While visitors can fairly readily find North and South Unit visitor centers, directional signage is less effective for Painted Canyon and the Elkhorn Ranch.

RECOMMENDATION:

- *As part of the Operations Evaluation process, consider creating a parkwide wayfinding signage plan for identification and directions*

Recommendations by Venue

This section summarizes recommendations for each of the three park units. Recommendations include those for personal services and media, as well as (in some cases) logistical concerns and wayfinding. For a listing of priorities for each set of recommendations, please see the Implementation Timeline at the end of this document.

Painted Canyon Visitor Center.

Painted Canyon should orient, invite, and intrigue visitors. It should introduce park themes and inform visitors about the park's many recreational opportunities, allowing them to create an agenda based on what they can see, do, and experience in the park. Those who are simply passing by on the Interstate highway may be enticed to visit, even if at a later date, and people already planning a visit may decide to extend

their time in the park when they learn how much there is to do and see there. For many visitors, the Painted Canyon Visitor Center will set expectations for a worthwhile, enjoyable park experience.

RECOMMENDATIONS FOR PERSONAL SERVICES:

- *Continue to ensure that front-line staff is knowledgeable about all park venues, themes, and recreational activities and how to access them.*
- *As staffing allows, schedule a ranger rove at the Painted Canyon overlook to engage visitors in informal interpretation, answer questions, and invite visitors to experience other park venues.*
- *Continue to partner with TRNHA to fully cover visitor services during shoulder seasons, and seven days/week in summer.*
- *Seek funding to enable an NPS presence every day the center is open.*

RECOMMENDATIONS FOR MEDIA:

- *Install exhibits in the Visitor Center that offer “teasers” for each of the park’s seven themes.*
- *Develop media that will convey recreational opportunities and available activities.*
- *Develop wayside exhibits as part of parkwide wayside plan to address park themes.*

RECOMMENDATIONS REGARDING LOGISTICS AND WAYFINDING:

- *Create a sign plan for identification and directions that includes:*
 - *Directional orientation for each of the park units. Keep in mind that*

eastbound travelers at Painted Canyon have not yet reached the turnoff to U.S. 85 that leads to the North Unit.

- *Work with North Dakota Department of Transportation to improve directional signs on Interstate 94. The current brown signs should be revised to say “Theodore Roosevelt National Park, Painted Canyon Visitor Center,” and should include the NPS arrowhead logo.*
- *Install a wireless internet connection as NPS policy permits.*
- *Continue to use an outside bulletin board to list winter activities and winter park information.*
- *Continue to use outside bulletin boards to provide orientation and information for visitors who stop when the visitor center is closed.*
- *Continue to install a sign near the entrance in winter that invites people to walk in (road is not plowed).*



South Unit.

The South Unit Visitor Center is the park’s most prominent indoor interpretive venue.

RECOMMENDATIONS FOR PERSONAL SERVICES:

- *Continue to offer tours of the Maltese Cross Cabin*

- *Continue to offer interpretive talks and evening programs on Roosevelt’s Badlands experience and the conservation ethic that he developed while ranching there.*
- *Continue to offer formal interpretive programs on park history and wildlife.*
- *Increase invitations to guest lecturers on topics such as Roosevelt, park history, and wildlife.*
- *Increase the number of guided hikes, ranger programs, and guest speakers on park geology and the Wilderness.*
- *Create an artists-in-residence special event: invite painters, photographers, videographers, sculptors, potters, etc., to share their artistic impressions of the Little Missouri Badlands.*
- *Develop special programs that give people tools to express their impressions of the park: poetry, photography, journaling, etc.*
- *Develop special programs that address cross-culturally the power of place as embodied in the Little Missouri Badlands.*
- *Offer guided tours that focus solely on experiencing the park through the senses.*
- *Offer wildlife caravans at dusk that include spotting scopes and other props and address park wildlife and their habitats.*
- *When staffing allows, assign rangers to rove where wildlife is either visible or most likely to be seen, (prairie dog towns always; bison and other species occasionally as appropriate) to interpret animal habitat and behavior.*
- *Increase the number of guided bird walks.*

Roosevelt’s Maltese Cabin in its original location, 1883-4

Recommendations

- Offer downloadable podcasts/smart phone application on park wildlife and habitats—especially prairie dogs.
- Present special programs with park subject matter specialists, for example, cultural and natural resource managers.
- Continue to ensure that front desk personnel can answer questions about typical wildlife habitat and where to look for wildlife.
- Continue to offer onboard interpreters for bus tours as staffing allows.
- Continue to offer ranger-led hikes into the designated wilderness area by the interpretive staff.
- Offer orientation to the wilderness experience through front desk information and printed materials.
- Work with horse concessioners to improve interpretation of park themes during guided trail rides.
- Work with tribal representatives to present guest speakers, lecturers, performers, and demonstrations that interpret American Indian culture and traditions related to the Badlands (formal, scheduled day programs and/or campfire programs).
- Increase winter program offerings as staffing allows.
- Offer ranger-led interpretive hikes to the buffalo jump site.
- Invite guest lecturers to speak on the history of the Badlands.
- Invite story-tellers to interpret the history of the Badlands.
- Increase the number of Junior Ranger Fun Days.
- Continue to work with TRNHA to offer special events with a family focus, such as Roosevelt’s birthday, the Teddy Bear Picnic, and family bird walks.
- Create new special events with a family focus. For example, partner with area tribes to create hands-on programs/demonstrations on traditional native uses of natural resources.
- Continue to offer family hikes, but with more extensive publicity/promotion.
- Investigate the possibility of offering C.A.M.P. (Camping With My Parents) programs, which teach families camping skills.
- As staffing allows, offer off-site programs on park themes to special interest groups.
- Create a Night Sky Program to be offered at regularly scheduled times. (Note that these can be offered in early evening in winter, but are subject to weather-related road closings and extremely low night-time temperatures. Also note that darkness falls much later in summer: 10 p.m. or even later at summer solstice).

RECOMMENDATIONS FOR NON-PERSONAL SERVICES:

- Develop new museum exhibits on the ecology of the Badlands, including geology, wildlife and wilderness. From that core, the rest of the themes emerge: Roosevelt and his conservation ethos, the sense of spiritual values, American Indian culture and traditions, and the history of travelers through and settlers in the area of the park.
- Include child-friendly interactive elements as new exhibits are designed.
- Continue to offer the new park film on a regular schedule.

- *Create a low tech way (for example, a map with post-it notes or a magnet board) for visitors to record wildlife sightings in the visitor center.*
- *Expand, improve, and refresh touch tables for wildlife specimens: bones (especially skulls), pelts, and molds of animal tracks for children and visitors with vision impairments.*
- *Continue to maintain geology touch table with geological specimens.*
- *Offer virtual tours (via website or in visitor center) of the Maltese Cross Cabin and the Elkhorn Ranch for visitors who are unable to access the actual resource.*
- *Continue to make Junior Ranger Family Fun Packs available.*
- *Continue to offer family-oriented items such as games and activity books for sale through TRNHA.*

Elkhorn Ranch.

The Elkhorn is in many ways at the spiritual heart of the park's Theodore Roosevelt story. Park management has elected to keep interpretive media at a minimum to preserve that special sense of place.

RECOMMENDATIONS FOR PERSONAL SERVICES:

- *As staffing allows, offer guided tours in season, either as regularly scheduled programs or as special events.*
- *Present special programs with park subject matter specialists.*
- *Offer guided tours that focus solely on experiencing the park through the senses, such as a sunrise wildlife watch, poetry reading, or other contemplative activity to help visitors connect their experiences of the site with its significance.*

RECOMMENDATIONS FOR NON-PERSONAL SERVICES:

- *Continue to offer the Elkhorn Ranch podcast via the park website.*
- *Improve map of the Elkhorn Ranch; make it more detailed for use on the site bulletin and at the trailheads.*

RECOMMENDATIONS REGARDING LOGISTICS AND WAYFINDING:

- *Partner with landowners to improve wayfinding signs that direct visitors to the site, including from Interstate 94.*

North Unit.

The North Unit receives fewer visitors than the South Unit, but it offers many features that are unique within the park.

RECOMMENDATIONS FOR PERSONAL SERVICES:

- *The interpretive program offerings in the North Unit should encompass all of the park's interpretive themes.*
- *Continue to offer guided hikes, ranger programs, and guest speakers on various natural and cultural history topics and the Wilderness Area.*
- *Create an artists-in-residence special event; invite painters, photographers, videographers, sculptors, potters, etc., to share their artistic impressions of the Little Missouri Badlands.*
- *Offer guided walks that focus solely on experiencing the park through the senses.*
- *Offer wildlife caravans at dusk that include spotting scopes and other props*

Recommendations

and address park wildlife and their habitats.

- *When staffing allows, assign rangers to rove where wildlife is typically visible to interpret animal habitat and behavior.*
- *Offer guided bird walks.*
- *Present special programs with park subject matter specialists.*
- *Continue to ensure that front desk personnel can answer questions about typical wildlife habitat and where to look for wildlife.*
- *Continue to offer onboard interpreters for bus tours as staffing allows.*
- *Create a Night Sky Program to be offered at regularly scheduled times. (Note that these can be offered in early evening in winter, but are subject to weather-related road closings and extremely low night-time temperatures. Also note that darkness falls much later in summer: 10 p.m. or even later at summer solstice).*
- *Continue to offer park ranger-led hikes into the designated wilderness area by interpretive staff.*
- *Offer orientation to the wilderness experience through front desk information and printed materials.*
- *Expand the current interpretive focus on wildlife and wilderness to include geology, Theodore Roosevelt, and other aspects of the park's cultural history.*

RECOMMENDATIONS FOR NON-PERSONAL SERVICES:

- *Create a low tech way (for example, a map with post-it notes or a magnet board) for visitors to record wildlife sightings in the visitor center.*

- *Offer downloadable podcasts/smart phone application on park wildlife and habitats -- especially prairie dogs (North and South Units).*

Educational Program

Theodore Roosevelt National Park has an outstanding opportunity to create a comprehensive educational program based not only on curriculum-based educational experiences at the park, but on an extensive network that is already in place for distance learning. The opportunity is outstanding for the following reasons:

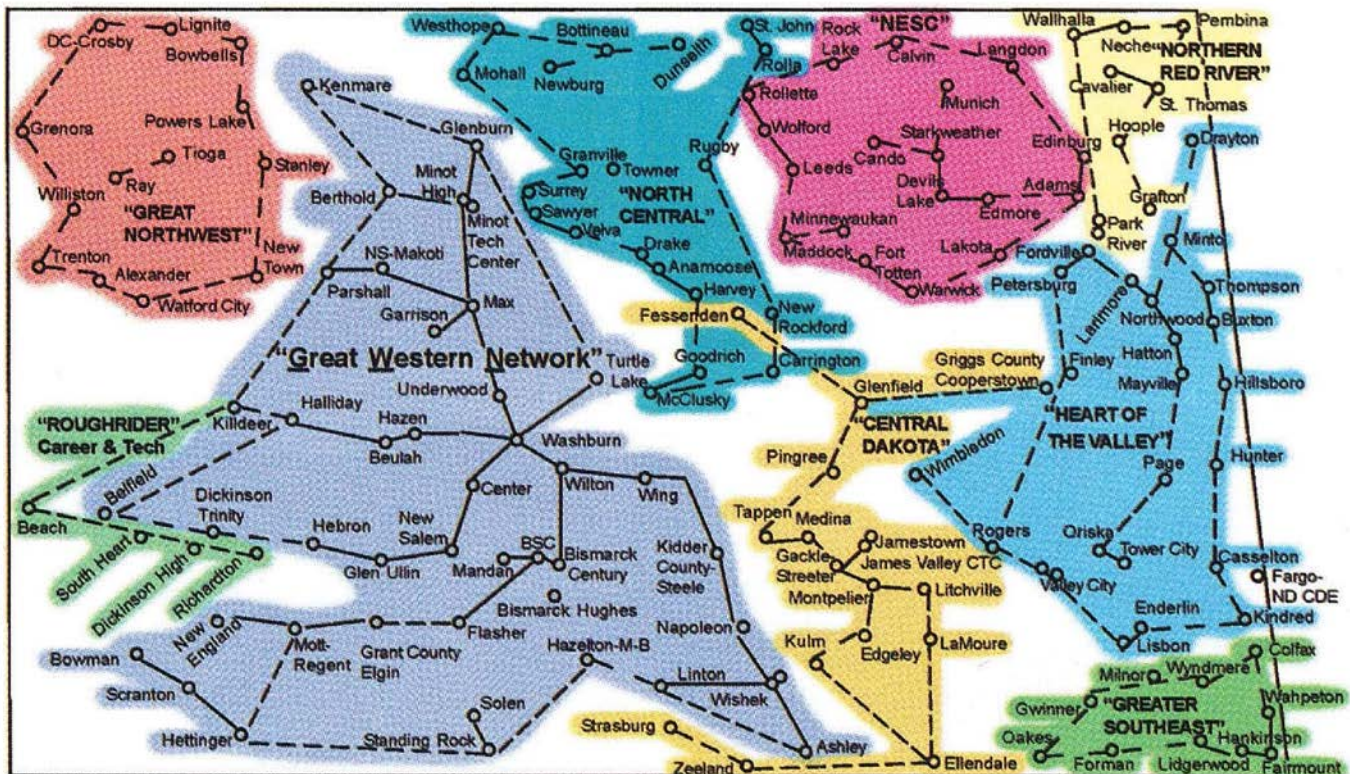
- *Because rural North Dakota's towns and schools are distant from one another, the state has established an interactive network for ITV, or interactive television, provided by nine ITV consortia that connect schools with video, Internet and other applications via the state's telephone companies and Dakota Carrier Network (DCN). The network for distance learning is already in place within the state. (See Figure 1 for a map indicating the statewide network of consortia.)*
- *National Park Service initiatives call for an increase in the use of technology and distance learning, and the park has already acquired distance learning technology that is ready to be deployed.*
- *The park's interpretive themes are a perfect fit across social studies, life science, and earth science curricula for North Dakota fourth graders.*
- *Park interpretive themes also address curriculum elements for second and*

third grade (earth science), fifth grade (social studies and life science), sixth grade (earth science), seventh grade (life science), and eighth grade (earth science). Please see the following table, *Theodore Roosevelt National Park, Potential Curriculum-Based Programming By Grade Level*, for more details on the match between park themes and North Dakota curriculum requirements.

- The Theodore Roosevelt Center at Dickinson State University is an able partner in teaching about Roosevelt and his time in the North Dakota Badlands. The Center is already working on a survey of Roosevelt curriculum materials and lesson plans for teachers.

- Tribal representatives involved in the park's Cultural Affiliation Study strongly recommended engaging K-12 students from tribal schools in the park's educational programs, including exhibits and interpretive materials. They recommended that tribal school teachers be included in development of K-12 educational programs, and that tribal elders be engaged in helping to create curriculum based on native culture and traditions.

Figure 1: North Dakota statewide network of ITV Consortia



Nine ITV consortiums serve North Dakota's schools.

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 & 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)				

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
5	5.2.6 <i>Exploration & 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 & cooperation: Amer. Indians & 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 & 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 & environment</i>	Theme 3/TBD; possibly create content for 4th graders		
			7.4.5 <i>Diversity & Unity Classification</i>	Theme 3/TBD; possibly create content for 4th graders		

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
			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*

Recommendations

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:
 - Digitized Theodore Roosevelt documents
 - On-line exhibits
 - Essays, interpretive materials, annotation, and illustration
 - A special focus on Roosevelt and the American West and Roosevelt and Conservation
 - 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*

Recommendations

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.

Recommendations



- 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
Short Term: 1-3 years							
<p>Detailed planning for Painted Canyon VC "makeover."</p> <p>Low-tech board for visitors' wildlife observations.</p> <p>Geology & 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 & 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 & offer 4th gr. geology & Maltese X Cabin (TR) field trips.</p> <p>Develop tribal partnerships.</p>	<p>Staffing plan for Painted Canyon VC. Parkwide Wayfinding & Directional signage plan.</p> <p>Design & 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>
Mid Term: 3-5 years							
<p>Design & 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 & virtual tours when available.</p> <p>Add Badlands history content.</p> <p>Add podcasts & 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 & Elkhorn Ranch.</p> <p>Kiosk in SUVV w/link to DSU TR data base.</p>	<p>Design & 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 & families.</p> <p>Create traveling trunks: fossils (2nd gr.), animal classification/ habitat & fossils (4th gr).</p> <p>Begin 4th grade "day camp" for SS & life & earth sciences.</p>	<p>Hire media specialist.</p> <p>Create accessible trail in North Unit.</p> <p>Launch Wireless internet at Painted Canyon.</p>
Long Term: 5-10 years							
<p>Design & 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)

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