
Lewis and Clark National Historical Park



Long Range Interpretive Plan

Final, September 2008

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Part 1

The Foundation

Introduction

The Long Range Interpretive Plan

A Long Range Interpretive Plan (LRIP) provides a 5-10 year vision for a park's interpretive program.

A facilitator, skilled in interpretive planning, works with park staff, partners, and outside consultants to prepare a plan that is consistent with other current planning documents.

Part 1 of the LRIP establishes a foundation on which an effective interpretive program can be constructed. It identifies themes, audiences, desired audience experiences, and issues that interpretation should be designed to address. It offers a brief history of planning relevant to interpretation and a summary of existing interpretive media.

Part 2 recommends a mix of services and facilities that will achieve the interpretive goals and mission described in Part 1. It includes an action plan that assigns responsibilities and offers a schedule for progress.

When appropriate, Appendices provide more detailed discussions of specific topics.

The completed LRIP forms a critical part of the more inclusive Comprehensive Interpretive Plan (CIP).

The Planning Process

The process used to produce an LRIP proceeds step-by-step with a series of workshops that build on the results of previous discussions.

The first workshop focuses on Part 1: The Foundation—basic ideas that provide a firm footing for park management. Discussions blend the past with the present, focusing on the

immediate challenge of designing a compelling interpretive program that reflects current conditions, appeals to targeted audiences, and helps achieve desired futures.

The second workshop selects the best interpretive tools and techniques—everything from publications, exhibits, and ranger-led programs to media releases and interpretive sales items—to complete The Foundation, recommending specific actions linked to focused goals.

A final workshop decides who will take the lead in accomplishing each action item and when it will become a priority for action.

The Park in 2008

Changing Times

Although Fort Clatsop National Memorial joined the National Park System in 1958, the more recent creation of Lewis and Clark National Historical Park (LEWI) widened the opportunities for telling the Lewis and Clark story beyond the fort itself, for placing the expedition into context within a more expansive landscape and historical continuum, and for exploring the contemporary relevance of the universal stories associated with the expedition.

New legislation passed in 2002 and 2004 included authorization to acquire and operate five additional units in both Oregon and Washington, and directed the NPS to work cooperatively with state parks in both states.

These sites bracket the mouth of the Columbia River stretching for 40 miles along the Pacific Coast. They illustrate critical aspects of the Corps of Discovery's mission, including establishing relationships with the Chinook and Clatsop people who lived in the area, and help expand understanding of the history of these lands before and after the expedition. They include resources that can be used to explore and interpret natural processes as well as the impact of human development and change in the region.

In addition, local groups are actively planning and promoting a national heritage area, Columbia Pacific Heritage Area, and a network of local and regional trails. The expanded interpretive potential of these new relationships follows in the wake of the bicentennial of the Lewis and Clark Expedition (2004-06). It strongly suggests the need to solidify an emerging new identity and strengthen the local network of partners and stakeholders.

Existing Conditions

Visitor and Audience Profiles

Based on a three-year average of visitation for calendar years 2005, 2006, and 2007, approximately 232,000 visitors come to Lewis and Clark National Historical Park annually.

On-site visitors mainly come to learn about and experience the history of the Lewis and Clark Expedition and the expedition's winter encampment of 1805-06.

In 2004, after the park expanded from 125 acres in Oregon to over 1,500 acres in both Oregon and Washington, visitors (both local and distance) began to use the park for recreational experiences—hiking and exercise, kayaking/canoeing, picnicking, fishing, birding and wildlife viewing, or simply contemplating nature—and the park created a 6.5-mile Fort to Sea Trail and a 1.5 mile Netul River Trail. Planning for new units at Dismal Nitch, Station Camp, and Jefferson Memorial continues.

The average length of stay in the park is one to two hours, although the length of use by visitors to the park for recreational purposes has not been studied.

In a typical year, summer (June through September) receives the highest visitation with the last weeks in July and first weeks in August containing the highest visitation days of the year. During March through June and September and October, the visitation is mainly school groups and tours groups. Generally, weekends draw a higher number of visitors than weekdays, as do the holiday weekends and school breaks.

An estimated 45% of park visitors live in Washington and Oregon, 53% live elsewhere in the U.S., and 2% live in other countries (including Canada). Twenty-six percent of the park's visitors are returning visitors. About 58% were adults between the ages 17 and 64, 16% were 65 years or older, 23% were children between four and 16, and roughly 3% were children under four years of age.

During the fall and spring, the majority of the park's visitation consists of adult tour groups (mainly seniors) and school groups. Adult groups are the most numerous of the organized groups visiting the park. They account for about 65% of all park groups. The majority of the adult groups are commercial tours from 100- to 200-passenger ships offering cruises of the Columbia River and from 1,500-passenger ocean cruise ships, stopping at the Port of Astoria during their cruise of the Pacific Coast.

School groups account for 33% of the organized groups—the majority are fourth (35%) and eighth (24%) graders. The park offers a variety of education programs from self-guided to two-hour ranger-guided to all day hands-on programs. The self-guided programs are offered year around, while the ranger-guided programs are offered in October and March through mid-June.

Subject matter enthusiasts also visit the park because of their interest in the Lewis and Clark story or history in general. The Lewis and Clark Expedition bicentennial commemoration attracted national media attention and, as early as 1997, documentaries and biographies about the expedition were on best sellers lists creating a surge of interest.

Although the park is not the sole destination for many area visitors, it is one of the main sites they want to see. Most of these visitors are vacationing in the area in the communities of Astoria or Seaside, Oregon, or Long Beach, Washington. Others are traveling Oregon Coast Highway or following the Lewis and Clark Trail. Of the park visitors, 66% stay in the area.

International visitors come from Canada, Europe, and other countries of the world. The park provides German, French, Spanish, Japanese, and Russian translations of the park's brochure. International visitors have an expressed interest in visiting U.S. national parks and sites associated with the Lewis and Clark story.

With the newly expanded lands and recreational opportunities, the park has noticed anecdotally an increase in visitors enjoying recreational activities like hiking, running, wildlife viewing, fishing, and kayaking.

Virtual visitors may, or may not, ever physically visit the park; however, they are a substantial park audience. Many look at the park website and contact the park or local Chamber of Commerce in order to plan a visit or to gain information about the park and the Lewis and Clark Expedition.

Pre-Visit Services

Media Outreach

The park informs the public of upcoming events, special programs, and park news through press releases sent to area newspapers (like the *Daily Astorian* and *Oregonian*), radio stations, and television news stations, and by distributing flyers to local businesses and educational institutions.

Personal Services

The park daily receives requests for information via letters, phone calls, and emails. Most requests are for basic park information (directions, events, hours, fees, and park brochure) and information about the Lewis and Clark Expedition.

Signs

Visitors traveling to the park or passing within 30 miles of the park are directed to the site by Oregon and Washington Department of Transportation brown signs. The signs are located along all the major highways to the coast. Signs farther from the park direct visitors to “Lewis and Clark Park” and, as they get closer, direct them to the different sites from Fort Clatsop Visitor Center to Cape Disappointment State Park in Washington.

Website

The park website is a popular way to gain information about the park and associated sites. Virtual visitors access the website to

learn about the park's natural and cultural resources, recreational opportunities, operating hours, and directions to the different Lewis and Clark sites in the Columbia-Pacific area. Park websites have become the most widely used form of media by the public.

Historical and Recreation Facilities

The Fort Clatsop replica and historical area is often viewed as the primary resource of the park.

The first fort replica was built by citizens of area for the 150th anniversary of the Lewis and Clark Expedition, and then given to the park service in 1958. The replica was built in the general location of the original Fort Clatsop, constructed by the Lewis and Clark Expedition in December 1805 and occupied through the winter. In October 2005, an accidental fire destroyed the 1955 fort. Over 700 community volunteers assisted in rebuilding another replica.

The current replica is an interpretive exhibit to help visitors understand the Lewis and Clark Expedition's stay on the coast and their journey across the continent. The fort is now the primary site of formal interpretive programs in the summer and for visitor and educational programs in the spring. An interpretive wayside explaining the fort layout is located in this area.

The historical area around the fort includes a spring and historical canoe landing, where the expedition landed their canoes and then hauled their supplies out of the tidal marshes to the fort site. Located at the landing is an interpretive wayside on canoe building and usage by the expedition. Also currently located on this site are three replica dugout canoes including one that is accessible to visitors. A viewing platform at the canoe landing provides views of the Lewis and Clark River, Saddle Mountain, estuarine wildlife, and pilings from the logging industry. A bridge and boardwalk over a slough and tidal marsh begin the Netul River Trail. The 1.5-mile trail along the Lewis and Clark River, through wetlands, connects the

visitor center and fort area to Netul Landing. No interpretive media have been developed for the trail.

The spring site interprets how the expedition obtained fresh water, a critical factor in determining the fort's location. Visitors can view the spring via a boardwalk and viewing platform. An interpretive wayside explains the expedition's water supply.

These three sites (replica fort, canoe landing, and spring) are connected with trails and are within 200 yards of each other. In addition to the interpretive wayside located at each site, over 10 small plant identification signs, with Lewis and Clark descriptions of plants, are along the connecting trails.

A picnic area, across the visitor center parking lot, has picnic tables, water, and four picnic shelters. It provides a great opportunity for making formal and informal interpretive contacts and, in the past, has been used for special events and education school programs.

Netul Landing is located one mile south of the fort replica and is accessed by road or by a 1.5-mile trail. During the bicentennial the landing was developed as visitor parking and park shuttle access. The shuttle shelter contains eight interpretive panels that orient visitors to the Lewis and Clark Expedition, preparing them for their visit to the fort. Currently in the works for the site are four interpretive panels that will interpret the logging industry's use of the area and the bioswales. This site also has been used for special events, programs (like the campsite of the Bicentennial Corps of Discovery Re-enactors and Nature Camp), and special use permits. In the summer of 2008, construction began on a picnic area and enhanced kayak/canoe launch at the south end of Netul Landing.

The Fort to Sea Trail is a 6.5-mile hiking trail connecting the visitor center and fort area to the Pacific Ocean. The trail travels through landscapes and ecosystems similar to those

experienced by the expedition during their stay on the coast. No interpretive media have been developed for the trail.

The Salt Works is located 15 miles south of Fort Clatsop. This small city lot contains a rock oven commemorating the one that the expedition used to boil seawater and make salt for their return trip. An interpretive wayside is located at the site.

Dismal Nitch is located 30 minutes north of the fort in Washington. The site is currently a Washington Department of Transportation Rest Stop with potential for future development of interpretive facilities. It currently is managed by the NPS. There are interpretive and informational waysides linking the site to the expedition.

Station Camp is located five miles west of Dismal Nitch. The site is significant as an expedition campsite, and the place where they decided to stay on the coast for the winter. However, the site is more culturally significant as the location of “Middle Village” of the Chinook People—over 30 plank houses once were located on the site. Although currently undeveloped, the site has interpretive potential and, when developed, will be managed by the NPS. There is a wayside adjacent to a highway pull-off.

Cape Disappointment and Fort Columbia are Washington state parks. As part of the Lewis and Clark National Historical Park legislation, the NPS and Washington State Parks will work together to promote the stories of the Columbia-Pacific and specifically Lewis and Clark.

Ecola and Fort Stevens are Oregon state parks. As part of the Lewis and Clark National Historical Park legislation, the NPS and Washington State Parks will work together to promote the stories of the Columbia-Pacific and specifically Lewis and Clark.

Visitor Center

The visitor center and the park grounds are open daily from 9:00 am to 5:00 pm beginning the day after Labor Day to mid-June. Mid-June through Labor Day the park and visitor center are open 9:00 am to 6:00 pm. The park is closed Christmas Day and during unsafe, high wind weather conditions. The majority of the park's visitors use the visitor center.

The visitor center consists of front desk, Lewis & Clark National Park Association (LCNPA) bookstore, exhibit hall, temporary interpretive displays, theater, multi-purpose room, and restrooms. The front desk is the main location for visitor orientation and fee collection—fees are currently \$3 per adult (ages 16 and older) and include entrance to the visitor center and Fort Clatsop. There are no fees for the other park sites. The front desk staff orient visitors to the park and to the Columbia-Pacific Region.

Interpretive Media

Audiovisual Presentations

Two audiovisual presentations are offered in the visitor center theater. “A Clatsop Winter Story” is a 25-minute film orienting visitors to the expedition's stay at Fort Clatsop. The narration is by the Clatsop People giving the film a slightly different perspective on the expedition. “A Confluence of Time and Courage” is a 34-minute film on the cross-country journey of the expedition. Both films were created during the bicentennial and are well received by visitors.

Exhibits

In 1991, the visitor center was expanded and the exhibit hall was doubled in size. The exhibits include panels on exploration before the Lewis and Clark Expedition, preparation for the journey, a wall map depicting the route and the people the expedition encountered, recordings of plants and animals, tools and guns of the expedition, panels on the Chinook and Clatsop, and post-expedition history. The two “centerpieces” of the exhibit hall are a 1900 Makah high prow cedar canoe and the life-size bronze statue of the captains, the dog, and a Clatsop depicting the expedition's arrival at the ocean. There are no

hands on or tactile exhibits in the hall except for the bronze statue.

Publications

The park provides several free publications including:

- Lewis and Clark National Historical Park unigrid brochure (official map and guide)
- Lewis and Clark National Historical Trail unigrid brochure (official map and guide)
- Salt Works site bulletin
- Fort replica site bulletin
- Education Teachers Curriculum Guides
- Three Junior Ranger Program booklets covering the ages of five to eight, nine to 12, and 13 and up.
- Foreign language brochures in Spanish, French, Japanese, Russian, and German
- Maps of the Netul River Trail and the Fort to Sea Trail.

Museum Collection

The museum collections include a total of 109,869 objects. The collections are divided into the following categories:

Archeology: 31,756

Ethnology: 981

History: 1,810

Archives: 74,427

Biology: 894

Geology: 1

The visitor center exhibit area displays objects from the park's collection.

The collections not on display are housed in the museum storage room located in the park's visitor center and library. The archives collection includes historical documents and photographs, resource management documents and reports, and administrative history records.

Park Library

The park library includes a large collection of reference material specific to the park's natural, cultural, and human history. There are currently over 3,000 books and extensive vertical files available in the library. Topics include:

- Lewis and Clark Expedition (including various editions of their journals)
- Columbia-Pacific Native American History
- Exploration History and Journals
- Pacific Northwest History
- Fur Trade
- Maritime History
- U.S. and World Political History
- Archeology
- Geology
- Plants
- Animals
- Recreation (hiking, biking, birding, etc.)
- Interpretive Resources
- NPS History and Resources
- Local and Regional Magazines
- VHS and DVD Videos
- CDs
- Audio Cassettes

Personal Services

The current permanent interpretive staff is comprised of two interpreters: one GS-11 Chief of Visitor Services and one GS-09 Park Ranger-Interpretation. Seasonal staff include three to four GS-04 and GS-05 Park Ranger-Interpretation and Visitor Use Assistants. Currently, a part-time Education Coordinator funded by Lewis and Clark National Park Association fills the Educational Specialist position. During the summer, the seasonal staff increases to seven to 13 GS-05 Park Ranger-Interpretation positions. All staff are stationed out of the visitor center.

Interpretive Programs

Currently during the summer, the park offers 3rd person living history interpretive programs at the fort. Rangers in Corps of Discovery period clothing give talks and demonstrations on the expedition. The majority of the talks, especially for first year rangers, are about “Life at the Fort.” Other talks and demonstrations cover a variety of topics including, for example, individual members of the expedition, medicine, navigation, and pioneering naturalists. The demonstrations range from fire starting to hide tanning to quill pen writing. The park living history program also has an active black powder muzzle loading program. Talks on the flintlock guns used by the expedition are given, including firing the gun. This is the most popular interpretive program at the park.

The park also offers 1st person living history programs. Through the bicentennial years, the park developed two living history immersion programs for the visitors, “Wintering Over” (weekend after Christmas) and “Salt Makers Return” (third weekend in August). During these programs, the visitor is “taken” back in time by a contextual ranger. The contextual ranger, in NPS uniform, helps visitors interact with members of the Lewis and Clark Expedition. These programs are recreations of the expedition. During the programs, visitors interact and trade with the members of the expedition, who are portrayed by members of the Pacific Northwest Living Historians (PNLH), a group founded by interpreters trained in programs developed by the park. The park also helps PNLH and Cape Disappointment State Park present “Clark’s Camp” in Washington.

On holiday weekends, during the off-season, and during the month of September, the interpretive staff provide guided tours of the fort, both for organized tour groups and visitors at scheduled times.

Partnerships

Lewis and Clark National Park Association (LCNPA) operates the bookstore in the visitor center and provides aid to the park.

Destination: The Pacific (DTP) helped the park and community commemorate the Lewis and Clark Bicentennial and have since changed bylaws to help the community create the Columbia-Pacific Heritage Area. The DTP office is located in park headquarters and is a park “friends” group.

Washington State Parks and Recreation operates Cape Disappointment and Fort Columbia state parks, which are within the LEWI’s legislated boundaries.

Oregon State Parks and Recreation operates and manages Sunset Beach and the Fort to Sea Trail west of Highway 101, which are within LEWI’s legislated boundaries.

Lower Columbia River Estuary Partnership (LCREP) works with the park’s education programs and assists in providing water quality education programs and a weeklong summer camp, “Nature Camp.”

Purpose & Significance

Park Legislation

Signed into law on October 30, 2004, Public Law 108-387 re-designated Fort Clatsop National Memorial as the Lewis and Clark National Historical Park. Congress specified that the expanded park would “preserve for the benefit of the people of the United States the historic, cultural, scenic, and natural resources associated with the arrival of the Lewis and Clark Expedition in the lower Columbia River area.” In addition, the park will commemorate “the culmination and the winter encampment of the Lewis and Clark Expedition in the winter of 1805-06 following its successful crossing of the North American Continent.”

Public Law 108-387 specifically mentioned several resources: “lands located in Clatsop County, Oregon, which are associated with the winter encampment of the Lewis and Clark Expedition, known as Fort Clatsop and designated as the Fort Clatsop National Memorial by Public Law 85-435, including the site of the salt cairn . . . adjacent portions of the old trail which led overland from the fort to the coast, ‘Station Camp,’ ‘Clark’s Dismal Nitch,’ and ‘Cape Disappointment.’”

In order to accomplish the expanded mission of the new park, the law authorized the Secretary of the Interior to “enter into cooperative management agreements with appropriate officials in the states of Washington and Oregon.”

During the years of the Lewis and Clark bicentennial commemoration, the park made important strides in expanding visitor options, acquiring new lands, initiating restoration, maintenance, and research projects, developing partner agreements, and supporting civic engagement and stewardship by regional residents.

Park Purpose

In addition to the language contained in the legislation that created the park (to preserve and commemorate), LRIP workshop participants discussed the dual conservation and use mission associated with all units of the National Park System.

“ . . . to promote and regulate the use of the Federal areas known as national parks, monuments, and reservations hereinafter specified by such means and measures as conform to the fundamental purposes of the said parks, monuments, and reservations, which purpose is to conserve the scenery and the natural and historic objects and the wildlife therein and to provide for the enjoyment of the same in such manner and by such means as will leave them unimpaired for the enjoyment of future generations.” *The National Park Service Organic Act, Aug. 25 1916*

Participants also discussed additional objectives appropriate for a park so closely associated with discovery, scientific inquiry, contact with native peoples, and promotion of commerce (see Thomas Jefferson’s 1803 letter to Meriwether Lewis). Specifically, since the natural and cultural resources associated with the park are dynamic and alive, evolving with time, the park’s purpose should embrace change and find ways to reflect sustained curiosity about the region in interpretive programming.

Finally, participants recognized that the transition from a national memorial focused on Fort Clatsop to a national park with many units administered by a variety of entities implied another essential purpose—development of strategies to construct a coherent whole with clearly delineated connections that strengthen the ties among the separate parts.

Park Significance

Park significance identifies those aspects of an NPS unit that make it nationally significant.

As the re-designation of the national memorial to a national historical park implies, national significance now includes but extends beyond the site of Fort Clatsop.

Fort Clatsop is nationally significant as . . .

- the winter encampment of the Lewis and Clark Expedition following its successful transit of the continent, and the first fort built by the United States west of the Rocky Mountains.
- the base camp where the expedition documented its interactions with local Indian tribes, accumulated and compiled important scientific, cultural and geographical information, and planned its successful return to the United States.

Because the park now includes expedition activities well outside the fort, including several sites associated with the expedition's arrival at, wintering over, and exploration of the Pacific Coast, Lewis and Clark National Historical Park is nationally significant because it . . .

- reinforces the significance of the scientific mission of the expedition, encouraging on-going scholarship related to the natural and cultural resources within park boundaries.
- recognizes the importance of extended cultural contact between expedition members and American Indians, particularly the Chinook, Clatsop, Nahalem band of the Tillamook, Wakiacum, and Cathlamet peoples with ancestral lands near the confluence of the Columbia River and Pacific Ocean.
- places into context the commercial significance of the expedition that linked West and East coasts over land by rivers rather than sea, and helped secure the West for the United States.

Primary Stories

All parks have a variety of stories to tell. Primary stories, however, are closely linked to a park's national significance. They merge the park's tangible and intangible resources into statements that express meaning and relevance to contemporary audiences (see Appendix 1 for workshop-generated lists of tangibles and intangibles).

When interpretation focuses on these primary stories, audiences better understand why the park is a national treasure included in the National Park System.

Explaining Why

The Lewis and Clark Expedition's mission reflects a variety of motivations— personal adventure and discovery, nation building, scientific inquiry, and cultivation of new commercial opportunities.

This storyline explores the motivations that imagined the Lewis and Clark Expedition and that sustained members of the expedition during years of exploration and discovery including the winter encampment at Fort Clatsop. By interpreting life at the fort, this story provides an ideal bridge between national objectives and the personal hardships and rewards experienced by individual expedition members.

This storyline encourages evaluation of the expedition on its merits. What did the expedition contribute to the accumulated body of human knowledge? How did it influence national history?

In addition, this storyline invites examination of the expedition not as a relic of past heroics but in the light of contemporary, 21st-century possibilities. It poses interesting questions. What would be an equivalent venture today? How close to reality are commemorations of the expedition? Where does nostalgia end and hard evidence of “undaunted courage” begin?

The Influence of Geography

Geography at the confluence of the Columbia River and Pacific Ocean, the site of the Lewis and Clark Expedition's winter encampment, not only influenced the daily lives of both native peoples and expedition members, it continues to shape the lives of contemporary residents and leaves a lasting impression on park visitors.

Geography

1. The study of the earth and its features and of the distribution of life on the earth, including human life and the effects of human activity.
2. The physical characteristics, especially the surface features, of an area.

The American Heritage® Science Dictionary Copyright © 2005 by Houghton Mifflin Company

This storyline acknowledges the pervasiveness of regional characteristics, particularly the rivers, topography, natural habitats, and native culture that played such critical roles in the tenure of the expedition near the mouth of the Columbia River. These characteristics permeated their scientific inquiries and represented, to some degree, the culmination of the continental mission of discovery. On a more mundane level, they determined daily routine and defined daily sustenance for all who took up residence in the region.

But this storyline is not restricted to the past. It also bridges time by recognizing that geography continues to shape life in the region. Park sites and local communities are never far from the natural sway of the Pacific Ocean, powerful flow of the Columbia River, or misty landscapes.

Through the Human Lens

The human diversity represented by members of the Lewis and Clark Expedition, the tribes that lived in the region of the expedition's winter encampment, and even the traders who frequented the Pacific Coast provide differing perspectives on nature, culture, and personal interactions.

This storyline focuses on the humanity of an array of historical players in the expedition's local sojourn. It invites audiences to forego their personal point of view and perceive the reality of others—to look at life through the eyes of someone else.

The winter encampment is rich with possibilities. Not only are there the members of expedition—including the enslaved York, the young Shoshone mother Sacagawea, and her French-Canadian trapper husband Charbonneau—but also the traders who frequented the Pacific Coast before and after the expedition, and the Clatsop, Nehalem, Chinook, and other tribes who called the region home.

Discussion of the complicated social interactions among individuals and cultural norms of the past allows contemporary audiences to consider similar situations in their own everyday world.

"our fortificaiton is Completed this evening - and at Sun Set we let the nativs know that our Custom will be in the future, to Shut the gates at Sun Set at which time all Indians must go out of the fort and not return into it untill next morning after Sunrise at which time the gates will be opened..." *Captain William Clark, Dec. 30, 1805*

Through the Natural Lens

The plants, animals, and natural processes of Lewis and Clark National Historical Park's habitats remain strikingly evident

and accessible, still available as a rich environmental classroom hundreds of years after Lewis and Clark made their last observation from Fort Clatsop.

This storyline embraces one of the essential tenets of Lewis and Clark—their eager curiosity and dedication to scientific inquiry.

It anchors this sense of discovery, however, in the concerns of the 21st century and a perceived need for enlightened stewardship of the natural environment. Although no longer a land of vast, largely uncharted wilderness, the lower Columbia River still offers puzzles to unravel, natural processes to study, species to observe and appreciate, and human behavior to understand.

Observing Impacts

Although the Lewis and Clark Expedition proved to be a watershed event in the continental expansion of the United States, it was only one of many factors that triggered change in the lives of the Clatsop, Chinook, Nahalem band of the Tillamook, Wakiacum, and Cathlamet and the natural environment at the mouth of the Columbia River.

This storyline invites investigation of the passage of time. The park's environment, like all others, is alive and dynamic, affected by natural processes as well as human use.

Change happens. So the more informative questions become how, when, and why. Specifically related to this park, what impact did the expedition have on the region immediately and in the long run? Rather than arrest inquiry in some distant past, focused on a short several months time, this storyline takes a longer view and places the Lewis and Clark Expedition into the larger context of centuries of change caused by multiple and complicated forces. This storyline provides opportunities to introduce regional settlements, transportation and navigation, industry, and trade all within the context of changing land use.

Partner Stories

One of the challenges of a partnership park like Lewis and Clark National Historical Park is to make the most effective use of cooperative activities by defining who will do what.

Each of the stories described above relates directly to tangible and intangible resources within the park. In addition, Destination: The Pacific (Columbia-Pacific National Heritage Area) has tentatively identified five topics that capture the significance of the many coastal communities in the region.

- Trade at the Mouth of the Columbia River
- Exploration and Western Settlement
- Coastal Defense
- Graveyard of the Pacific
- Natural Resources and Industry

As one of the already established linchpins in Destination: The Pacific, the park will make important interpretive contributions to those stories that overlap with the park's, specifically "Exploration and Western Settlement," "Natural Resources and Industry," and "Trade at the Mouth of the Columbia River."

Audiences

In order to design the most effective interpretive programming and employ the best interpretive techniques, it is critical to identify intended audiences, both existing audiences who actively use site interpretive programs AND potential audiences that well-planned interpretation might encourage.

The term audience is used purposefully in this document. In the 21st century, all parks communicate with both on-site visitors as well as others who have not or cannot “visit” a park’s sites. Increasingly, for example, the Internet is a source of both information and interpretation. While many who use their computer as a gateway to a site or region will eventually visit, that is not universally true. In addition, for reasons of time and budget, outreach and school programs might be conducted off-site. News and magazine articles as well as television and radio programs reach millions who fall outside the technical definition of “visitor.” In addition, any park associated with a heritage area has a significant number of neighbors who live within the region and should be the recipients of interpretive information and programming.

Snapshot of Existing Audiences

In general, the profile of Lewis and Clark National Historical Park’s existing audiences is weighted toward families, seniors, 4th and 8th grade classes, and tour groups. (A more extensive description of current visitation is included in the “Park in 2008” section above.)

Perhaps 40% of all on-site visitors are from Washington and Oregon. Roughly 30-40 % are return visitors.

The number of on-site visitors interested in recreation and nature is increasing.

As with all national parks, some audiences seem to “collect” NPS sites and many “visit” the park via the Internet or some other form

of virtual medium. Others are history buffs, and a few are active military visiting to learn from the expedition's lessons in leadership.

The park has some international visitors with Germans as the most evident.

Non-white audiences are underrepresented.

On-site visitation is highest in the summer months of July and August when families travel. Groups tend to arrive in spring and early autumn.

“Individuals understand places differently depending on how they have experienced them, and this experience in turn is shaped by their social characteristics such as age, gender, race, class, and physical condition.” David Glassberg in *Sense of History: The Place of the Past in American Life*

Targeted Audiences

This section of the LRIP recognizes that interpretive techniques and audiences are inter-related—some interpretive tools are better adapted to, or appeal to, particular audiences. So, although all audiences are welcome and invited to participate in the park's interpretive programs, workshop participants felt that six audiences should receive specific attention during the life of this LRIP, and that planning should develop interpretive media with direct appeal to the following groups (see Appendix 2 for criteria used to select targeted audiences and prioritize audience experiences and issues).

- The expanded park is particularly inviting to audiences who use the park for recreation, particularly those who hike and bike.
- Local residents who do not use the park.

- Minority groups, particularly African Americans and Latinos.
- Students and teachers beyond those served by existing programs (4th and 8th grades).
- Naturalists
- Residents of regional gateway communities including those along the Interstate 5 corridor.

Two additional audiences might be targeted as the park makes progress serving the groups listed above.

- Cyber audiences—those who use the Internet or other virtual media for information and interpretation.
- Life Long Learners—adult audiences (senior groups, elder hostels, adult education classes, etc.) who might use the park via non-traditional educational programs.

Internal Audiences

Workshop participants also felt that park staff, volunteers, and employees of the cooperating association would benefit from heightened internal communication about park initiatives and interpretive programs.

Accessibility and Audiences

The NPS is committed to developing a comprehensive strategy to provide people with disabilities equal access to all programs, activities, services, and facilities. As part of that effort, Harpers Ferry Center developed “Programmatic Accessibility Guidelines for National Park Service Interpretive Media” and made them and other resources available via their website (www.nps.gov/hfc/accessibility/index.htm).

As the park revises or rehabilitates existing interpretive programming or develops new media, staff must consult these guidelines.

Audience Experiences

While primary stories focus on what audiences will learn as a result of interpretive programs and media, audience experiences explore what audience will do. What types of activities will reinforce site significance? How might the design of interpretive programs and media invite audience involvement and, as a result, reinforce certain key elements of the park's stories?

John Falk and Lynn Dierking, in *The Museum Experience*, argue that visitors are strongly influenced by the physical aspects of museums, including architecture, ambience, smell, sound, and the “feel of the place.”

Workshop Discussions

As is the case at all units of the National Park System, the staff at Lewis and Clark National Historical Park are committed to providing accurate and high quality interpretive programs.

In addition, workshop participants identified several other types of audience experiences that would enhance interpretive effectiveness and help all on-site audiences feel welcome.

Specifically, over the next 5-10 years, the park will focus on providing opportunities for audiences to . . .

- Sense the specialness of place

Workshop participants gave the highest priority to providing additional opportunities for audiences to use all their senses—to listen, smell, touch, observe, and even taste.

Audiences will be encouraged to enter a world where climate and nature surround and engulf. Upon entering the park, they will be enticed to exit their bubble of 21st century

conveniences, decompress, and experience a variety of habitats—muffled conifer forest, marshes, sandy beaches pounded by the rhythm of ocean waves, windswept riverbanks, and craggy coastal overlooks.

- Make connections

Audiences will receive additional help in connecting the many pieces of the park’s stories. They will be encouraged to see a panorama, not just the details. They will begin to understand the relationships of land and water, high places and low, forests and beaches, sand and soil, elk and salmon, Indian and non-Indian, 19th and 21st centuries.

Given the expansion of the park, workshop participants also felt that it was critical to devote additional attention to ensuring that audiences understood how park resources fit together and how to find their way from place to place.

- Discover, explore, have fun

Audiences will find a variety of opportunities—short and long, easy and difficult—to discover and explore on their own, with guidance as needed from knowledgeable staff and volunteers.

Audiences also will find opportunities to have fun, excitement, and adventure all balanced with a sense of appropriate stewardship of nationally treasured resources.

Additional hands-on, fun experiences ranked high on many workshop participants’ list of changes that would increase interpretive effectiveness.

As part of their experience, audiences will be provided with ample opportunities to take an appropriate reminder of their visit home with them—a book or memento from the association sales area, for example.

- Place Lewis and Clark into a continuum of change

Audiences will be challenged to consider the before and after not solely the months of the winter encampment, to place change into context by considering what the expedition found upon arrival and what their expedition set into motion.

- Appreciate differing points of view

Audiences will be encouraged to view their surroundings and consider the historical record from more than one perspective. For example, as journal entries illustrate, expedition members keenly felt the remoteness of their winter encampment, far from their homes, in a primeval rain forest setting. The Clatsop and Chinook who lived nearby, however, felt at home surrounded by the natural bounty that provided them with sustenance.

“In designing public programs to elicit the memories attached to local places, we must ensure that the multiple voices of the community be represented.” David Glassberg in *Sense of History: The Place of the Past in American Life*

Well-designed interpretive media can and should expose audiences to multiple points of view.

Issues

In order to develop the most effective interpretive programs and media, park staff must address the realities of the real world, including issues that are closely linked to providing desired audience experiences.

Local Issues

During a scoping trip designed to lay the groundwork for this LRIP, park staff identified several issues that the planning process should address. During the initial workshop, a larger group of park staff and partners revisited that list and suggested priorities.

Specifically, the LRIP will attempt to help the park with the following:

- Definition of significance and focused storylines.

A thorough discussion of storylines will help reinforce the park's identity in local and regional communities make it easier to mesh the park's interpretive mission with that of partners, and identify those stories that fall outside the park's focus.

- Exploration of connections among the park's expanded resources and partners.

Planning should match places with stories and illustrate how sites relate to one another. That will make it easier to select interpretive media that link the historical, natural, and recreational aspects of this multi-faceted park, and enable interpreters to fashion a comprehensive yet coherent program that encompasses the wide range of park resources, contemporary relevance of park stories, diverse user opportunities, and expanded audiences.

- Evaluation of the effectiveness of the Fort Clatsop interpretive center.

As a critical piece of the park's interpretive program, the exhibits at Fort Clatsop need to fit comfortably into the more comprehensive menu of park interpretive media and reflect the thematic and experiential objectives that emerge from this LRIP. That may require a thorough re-evaluation of all techniques used and available.

- Evaluation of staffing including the possibility of an expanded role for volunteers and partners and the sustainability of living history.
- Discussion of the interpretive potential of an expanding trail network in the park and region and interpretation for recreational audiences.
- Inclusion of the cooperating association in discussions related to the evolution of the park's interpretive program including an invitation for the association to function as an active partner in specific, mutually agreed-upon projects that emerge from this LRIP.

Service-wide Initiatives

In addition to local issues, the National Park Service has announced several service-wide initiatives that individual parks should monitor.

- *The Future of America's National Parks: Summary of Park Centennial Strategies* (see Appendix 3 for a list of goals)

“National Park Service leaders . . . will review and update their centennial strategies each year in support of a second century of preservation, conservation, and enjoyment” <i>The Future of America's National Parks</i>

- *Interpretation and Education Program Business Plan*

- *Interpretation and Education Renaissance Action Plan*

In each case, these initiatives contain goals that often mesh with local objectives. As calls for servicewide projects are announced, this LRIP provides fertile ground for initiative ideas.

Part 2

Taking Action

Introduction

Part 2 of the LRIP describes the actions that park staff and partners will take, over the next 5-10 years, to build on The Foundation described in Part 1.

This plan is intended to be a dynamic document that responds to changing conditions. Assuming that the staff revisit the plan's contents on a regular basis, they can make adjustments, remove accomplished tasks, and move new projects up in priority.

Each action item included in Part 2 is bulleted in the plan narrative and listed in an implementation chart near the end of this document. Next to each action included in the chart is the name of the person(s) responsible for making sure the item moves forward, and the fiscal year or years when progress is expected.

It is critical to note that staff also can and should take advantage of new opportunities as they surface. No plan can foresee every eventuality. As structured, this LRIP provides a framework for considering interpretive proposals as they emerge. The consensus developed in Part 1 can function as a yardstick against which new ideas are measured. The overall architecture of the plan provides priorities that can help move interpretive programming in a consistent direction despite changing times and the emergence of new ideas.

Organization of Part 2

Part 2 is organized to reflect priorities identified by park staff. Specifically, this part of the plan focuses on actions related to the park's desire to:

- Focus attention on educational programming and school age audiences, including students that are racially and ethnically diverse.

- Build a new park identity based on expanded resources, and invite involvement by new audiences including more local residents, naturalists, and those looking for outdoor recreation opportunities.
- Thematically connect all units of the expanded park and provide wayfinding designed to help audiences understand how park resources fit together.
- Address the interpretive potential of new lands/sites included in the national park, and reassess the role of the visitor center and Fort Clatsop given that new reality.
- Reinforce the interpretive role played by the cooperating association.

Actions Related to Education

Working collaboratively, park and cooperating association staff conceived and will implement “Students to Stewards,” a program that “adopts” nearly 500 4th grade students from 20 rural school districts in Oregon and Washington. Beginning in 2007, and each year until they graduate from high school in 2016 (the 100th anniversary of the National Park Service), these students will participate in thematic programs designed to build understanding and stewardship through learning activities. Given the ambitious nature of this program, most of the action items related to education will focus on making “Students to Stewards” successful.

In addition to “Students to Stewards,” the park and cooperating association will continue to sustain and build the established education program that includes the curriculum-based, standards-linked offerings “Class of Discovery,” “Life at the Fort,” “Diligent Pursuit,” and “Nature’s Way.”

In order to further develop and sustain “Students to Stewards,” park staff and partners will:

- Ensure that each of the thematic lesson plans developed in the future dovetails with appropriate standards of learning.
- Include service learning (stewardship) in new lessons whenever appropriate and, as a result, use the program to provide direct and immediate benefits to the park.
- Work with educational partners to develop tools that can be used to assess the effectiveness of all lessons developed.
- Involve staff from other divisions (resource management and maintenance, for example) and from other partners (Oregon and Washington state parks, for example) in developing and presenting lessons.

- As they are completed, add new and established lessons to the park's website.
- Identify additional staff positions needed to sustain the program and expand personal contacts with school administrators and educators.
- Seek additional funding to sustain and expand the program.
- In identifying targeted schools, consider demographics that also help interpret the park's stories to populations that are currently underserved, specifically Latinos and African Americans.
- Identify sources of scholarships or other financial support that will help fund school participation among schools with minority or at-risk populations. In particular, continue dialogue with potential partners in the Portland area (the Lewis and Clark Trail Heritage Foundation, for example), to increase participation by Portland educators and students.
- Develop enticements that might encourage parents and families of students participating in the 2016 program to visit the park (free admission, family days, etc.).
- As the program expands, or passes benchmarks, find opportunities for additional publicity that will call attention to the park and the program's success.

Beyond the "Students to Stewards" program, staff also will:

- Work with partners to assess the merits of a joint reservation system for scheduling educational programs.
- Evaluate the use and continued effectiveness of the park's traveling trunk and video loan programs.

Actions Related to Park Identity & Strengthening the Coalition of Park Units

Because the park is no longer Fort Clatsop National Memorial, staff need to re-introduce the park and explain the new reality that now exists, particularly to local and regional audiences who may not fully understand how things are changing.

Vision

In order to establish a new identity for the park, both the NPS and partners need to engage in additional discussions designed to reach consensus on the desired future of the park. The draft language that follows, in italics, is based on suggestions made during the LRIP planning process and offered as a tool to jump start that dialogue.

Lewis and Clark National Historical Park is a coalition of sites that cooperatively interpret the Columbia Pacific region and the Lewis and Clark Expedition's winter sojourn along the Pacific. Working in tandem, these sites support the preservation and interpretation of many layers of the region's rich history and culture, protect and interpret the natural habitats and geography of the region, and provide opportunities for healthful, non-consumptive outdoor recreation.

This coalition of sites recognizes the value of cooperation and the benefits that cooperation can bring to improved quality of life for regional residents as well as park visitors. The region, rather than any single unit, is the acknowledged destination, and interpretation of the panorama rather than the details of the region is the goal. Via complementary programming and public facilities these sites capture the wonder of personal discovery. Together they encourage the movement from place to place that is

essential to understanding the multi-faceted nature of park resources. Hands-on/minds-on activities offered at multiple sites will be critical to immersion in the rich sensory possibilities that await the park's audiences.

In order to help redefine and re-introduce the park, staff and partners will:

- Expand the capacity for community service by identifying new projects that will improve the interpretation, appearance, and management of the park. These additional opportunities will target those who now use the park for recreation, those who enjoy the expanded natural features of the park, those who are near or at retirement age and are looking for service/volunteer projects, and those associated with community college, adult education, and less traditional educational programs. New service projects might be particularly beneficial during “shoulder seasons” when the park prepares for or recovers from more intense visitation.
- Work with partners to explore development of a clearinghouse for park-related community service.
- Create standard operating procedures for dealing with media.

Since the national park provides additional options for exploring the region and taking advantage of a wider range of interpretive facilities, park staff felt that helping audiences connect individual units to one another and to the panoramic story of the Columbia Pacific area should receive priority.

Specifically, staff will:

- Provide up-to-date information about the park to the local hospitality industry for use in publications and by industry employees.
- Offer “fam” tours not only for hospitality employees but also for opinion leaders and partner staff.

- Experiment with a “tourism in your hometown” annual event. Make contact with recreation and tourism partners and co-sponsor a day of special activities designed to appeal to local audiences and attract them to nearby sites they may have overlooked in the past.
- Because the existing Junior Ranger program helps families connect park sites, staff need to find funding to help sustain distribution of program materials, perhaps via earmarked revenue from a related sales item or via a local sponsor.
- Develop a simple, exterior sign that invites on-site visitors to see other units of the park. Install this sign in multiple locations throughout the region, particularly in the pedestrian traffic flow patterns of park and partner sites.
- Evaluate each unit as a possible entry into the park and consider providing an appropriate level of basic orientation for each site. Assess visitation patterns as additional sites and facilities are developed.
- As facilities at additional sites are developed or redesigned, incorporate common features that communicate connectedness into signs for each park and partner area. While workshop participants did not feel that visual guidelines were needed for all park units, color palette, typeface, sign materials, or other design elements should subtly let on-site visitors know that they are in the park.
- Ensure that orientation and wayfinding materials (brochures, signs, staff training) stay abreast of park development.
- Consider developing “thematic” brochures, for use primarily in the summer, that highlight activities related to recreation. Use partner interest in a hiking/trail brochure as a model.
- As additional units are developed and more facilities offered, monitor parkwide parking demand and adjust parking opportunities and shuttle bus service as necessary.

- Via periodic meetings or online communication, encourage regular dialogue with partners on interpretation of park sites and topics of evolving concern including, for example, the feasibility of joint fees that might encourage visitors to see multiple sites.
- Discuss an alternative “label” for the park—there is limited enthusiasm for and acceptance of Lewis and Clark National and State Historical Parks.

Actions Related to Specific Sites

Before identifying interpretive actions for specific park sites, workshop participants developed thumbnail descriptions of the desired future for each area. In the sections that follow, that thumbnail is presented as narrative, accompanied by bulleted actions focused on the next five years.

Visitor Center & Fort Clatsop Replica

The shift from memorial to national park entails an obligation not only to assess the interpretive potential of new park resources but also to reassess the interpretive role played by the visitor center and the Fort Clatsop replica.

In the new mix of interpretive possibilities, the Fort Clatsop unit will no longer be THE final destination within the park but rather a place to begin a more comprehensive journey around the Columbia Pacific region. As it was for the expedition, the fort will support and facilitate visits to other places. It will function as a portal that opens into a much broader and more complete story, not only of the winter in camp inside the fort but also of landscapes explored and life-changing events experienced. A park visit will not be complete without forays to other park units, trails, and overlooks.

Interpretive activities at the visitor center and fort will entice visitors to venture a little farther from the park's most comfortable setting. They will engage the senses and hone visitor confidence in their own powers of observation and their ability to discover new experiences.

Exhibits inside the visitor center will continue to provide orientation and interpretation but will rely more heavily on hands-on/minds-on discovery techniques.

The fort replica will function as a full-scale, outdoor exhibit, a stage-set into which visitors can enter. Living history and period clothing will continue to play a role in a well-rounded

mix of media, but will resist the tendency to interpret only the mundane, daily life of the fort. Equally important, rangers will serve as guides to the adventure that awaited beyond the fort's footprint, and that became the hallmark of the expedition.

In order to redefine the interpretive programming associated with the visitor center and fort, park staff will:

- Reassess the centrality of living history to the overall interpretive program of the park and evaluate, perhaps with focus groups or some other technique, the interpretive value of current programs—how well do they build on The Foundation contained in Part 1 of this plan, and do they over emphasize the medium at the expense of the message?

Consider experimenting with a mix of personal services in uniform and period clothing. A variety of scenarios is possible. A uniformed ranger might, for example, lead a guided walk and encounter others in period clothing engaged in expedition activities (perhaps collecting specimens).

Also consider a mix of special events, informal, and scheduled programs.

Assess audience reaction to the various combinations.

- Review and expand, if necessary, available background information about the activities and regional travels of expedition members during the winter encampment, particularly ventures outside the fort. What did they do when not in the fort, where did they go, what did they discover, etc.?
- Develop a strategy to professionally evaluate the use of the visitor center.

Instead of the narrative approach to exhibits currently in use, consider focusing on hands-on/minds-on discovery-based activities (or stations) supported by brief interpretive

explanations and artifacts. These activities, not topics or chronology, could provide the organizing structure for new exhibits particularly if linked to the park's interpretive themes.

Allow other regional facilities, in particular the exhibits at Cape Disappointment, to interpret the big picture, while the visitor center at Fort Clatsop focuses on connecting individual sites associated with the park (orientation component) and encouraging audience exploration and discovery (interpretive component).

- In the interim, as more extensive modifications of visitor center exhibits are considered, develop changing or temporary exhibits that offer: a self-service alternative to park orientation; more hands-on/minds-on experiences; displays of additional items from the park's collection of artifacts; and topical exhibits, perhaps interpreting the park's layers of history, that change or rotate throughout the year and attract local audiences.
- Develop a reputation for excellence in a range of interpretive skills (beyond living history) including the interpretation of ways that history and nature are interrelated. Use that new reputation to recruit and hire experienced staff.

Fort to Sea Trail

The Fort to Sea Trail not only provides visitors with an opportunity to walk from the fort to the ocean, through a variety of regional ecosystems, it also serves the community as a healthy, outdoor recreational experience. Whether or not trail users take advantage of the layers of history and the pervasiveness of nature that offer entrée into each of the park's stories, hikers undoubtedly find the challenge of the trek physically rewarding.

Park staff will:

- Develop a trail plan with trailheads and appropriate wayfinding.
- Develop a plan for increased personal services along the trail. Although park staff already are planning guided walks for visitors, the reality that many will use the trail for its recreational benefits suggests the value of less formal personal contact. Specific actions include:
 - Offering staff outside interpretation the opportunity for interpretive training and providing materials that answer typical questions encountered by staff working in the field.
 - Considering a roving interpreter program (trail stewards) that recruits and trains volunteers and staff to interact with visitors, answering questions and providing information, as they hike the trail.
 - Develop an interpretive “tool kit” that staff and volunteers can carry and turn to for assistance.
- To reach different audiences with information and interpretation about this and other park units, consider a special event that blends recreation and interpretation.
- Make sure that each new trail program is widely publicized.
- Monitor and update as necessary the park’s website.
- Eliminate the separate Fort to Sea Trail website.
- Monitor opportunities to create additional links to other regional trails.

Netul Landing & Netul River Trail

The Netul Landing and Netul River Trail offer visitors a non-strenuous opportunity to stretch their legs through riverine

landscape and associated layers of history. Hikers and naturalists are the primary users of the trail, although there also is some use by education groups.

The landing functions as an entry point for the park, particularly when the shuttle bus is operating.

Additional interpretive panels on logging will join those already in place at the landing.

In order to help the landing and trail achieve their interpretive potential, park staff will:

- Reassess the interpretive value of the designated picnic area at the south end of the landing, perhaps as a way to reach visitors who come in groups.
- Plan additional interpretive features for the trail, particularly near the wetland restoration area. Think in non-traditional terms focused on discovery and interactivity. Consider non-intrusive materials that can be used by families and school groups, perhaps scavenger hunt or questing type activities that focus attention on the environment without causing damage. Consider emerging technologies like iPods.

Station Camp/Middle Village

This site should be considered another entry point for the park and basic park information should be integrated into the planning.

Interpretive stories associated with the site include occupation and use by native peoples, the brief occupation by Lewis and Clark, and links with the history of trade in the Northwest.

Seasonal rangers will intermittently interpret the site on a predictable schedule—visitation patterns will influence when the site will be staffed. Special events will supplement other

interpretation, although the limited parking that will exist until full development will affect the nature of these events.

Since Station Camp/Middle Village will have no restrooms, it will be important to connect this site to other units, particularly to nearby Dismal Nitch.

Park staff will:

- Continue to participate in planning for Station Camp/Middle Village.
- Expand opportunities for non-NPS staff (Chinook and state park rangers, for example) to interpret at the site. Extend invitations to interested groups and open dialogue on what will be interpreted and how the personal services program will operate.
- Plan joint special events for Dismal Nitch and Station Camp, since their stories have close thematic links. Perhaps integrate both sites into existing events, Memorial Day Weekend, for example.
- Conduct training for staff, volunteers, and partners on the archeology that has occurred at the site, and discuss the implications of what has been uncovered.

Dismal Nitch

Dismal Nitch is co-managed by the NPS and Washington Department of Transportation (DOT) and is a DOT designated safety/rest area.

The site offers an excellent opportunity to interpret geography although, as with each park unit, other layers of history and nature are evident as well, river transportation in particular. Visitors need to understand that the time the expedition spent on the Columbia's north shore was a time of peril, a time that called survival into question.

For many travelers, Dismal Nitch will be the first park unit that they encounter, suggesting that park orientation and an introduction to wayfinding is a valuable component of the overall design of what is available.

Park staff will:

- Monitor and remain involved in DOT planning for the site. In particular, ensure that the facilities planned for the area do not architecturally overwhelm the interpretive potential.
- Work with DOT to ensure that on-site orientation and wayfinding facilitate return visits and provide an introduction to other park units, particularly Station Camp/Middle Village.
- Work with DOT to ensure that the footprint of the site accommodates a mix of scheduled and informal interpretive programs.

Salt Works

The Salt Works has been described as a stumble-upon site—a curious, quiet place that comes as a surprise. Most who find it for the first time have no expectations, although those schooled in Lewis and Clark lore express disappointment.

Surrounded by an iron fence and tucked into a beachside community, the stone feature with five iron pots is more commemorative feature than accurate reconstruction. It reflects a decades old vision of how sites like this should be marked.

The park's salt making demonstration, held as a special event, focuses attention on the site and the importance of salt to the expedition.

In order to increase the interpretive potential of the site, park staff will:

- Continue the salt making reenactment, but elevate its interpretive impact and local visibility. Create an annual Salt Festival, link the festival to the Oregon Coast Trail that runs along the coastline, and work with the cooperating association to develop interpretive sales items relating to salt. Consider ways to remind visitors of the importance of salt, of the distance between the salt works and the fort, and of the effort required to pack the salt back to camp.

Actions Initiated by the Cooperating Association

As a willing partner critical to the success of the park's interpretive program, the Lewis & Clark National Park Association attended LRIP planning workshops and identified opportunities to develop new products, to support ideas contained in this LRIP, and to help fund specific program proposals.

Specifically, the association will:

- Provide monetary support of \$30,000 for the park's education program through fiscal year 2009.
- In FY2009, re-evaluate the need for continuing monetary support for education program for the fiscal years of 2010 through 2013.
- Administer "Student to Stewards," 2016 Centennial Challenge Cost Share Grant.
- Administer the John Bird Scholarship fund for school group transportation.
- Administer funds and monies from grants and donations like Netul Landing art, education, and interpretation grants, and Columbia Heritage Area efforts.
- Work in tandem with the park to provide materials related to interpretive and education programs like the traveling trunk program, interpretive programs, and marketing.
- Publish the History of Netul Landing book.
- Develop a sales item related to an enhanced Salt Festival.

Actions Related to Research

The park needs additional research or background information in order to accomplish certain action items included in this LRIP:

- Social science, perhaps focus group investigation, of how visitors react to personal services at the visitor center/fort unit.
- Professional evaluation of the effectiveness of visitor center exhibits.
- Information documenting expedition activities, during the winter encampment, outside the fort.

Actions Related to Collections

While there may be a variety of actions contained in the park's collections management plan, the LRIP planning process specifically identified the need to support interpretation by:

- Identifying items in the park's collection that might be displayed in temporary or changing exhibit in the visitor center, and ultimately in new vc exhibits.

Actions Related to Staffing & Training

In order to accomplish elements of this plan, park staff need to take the following actions relative to staffing and training:

- Identify positions that will sustain the “Students to Stewards” program.
- Offer interpretive training and interpretive materials to non-interpretors who often interact with park visitors.
- Arrange training for trail stewards who will informally interact with those who use park trails, in particular the Fort to Sea Trail.
- Arrange for training related to the archeology that has occurred at Station Camp/Middle Village.
- Train partners to interpret at park units as they are developed—Chinook at Station Camp/Middle Village, for example.

Actions Related to Education

<i>Action</i>	<i>Who?</i>	<i>FY09</i>	<i>FY10</i>	<i>FY11</i>	<i>FY12</i>	<i>FY13</i>	<i>Future</i>
Lessons dovetail with SOLs	Cathy	X	X	X	X	X	X
Include service learning	Cathy	X	X	X	X	X	X
Develop assessment tools	Cathy	X	X	X	X	X	X
Involve others	David & Cathy	X	X	X	X	X	X
Add new lessons to website	Jill	X	X	X	X	X	X
Add staff to sustain program	Jill	X	refine	over	time		
Seek additional funding	David & Cathy	Plan	X				
ID target schools	Cathy	Plan	X				
ID sources of scholarships	Cathy	Plan	X				
Encourage parents & families to visit	Cathy	X					
Publicize ed. programs	Cathy	X	X	X	X	X	X
Assess joint reservation system	Glenda			X			
Assess traveling trunks	Glenda	X					

Actions Related to Park Identity & Strengthening the Coalition

<i>Action</i>	<i>Who?</i>	<i>FY09</i>	<i>FY10</i>	<i>FY11</i>	<i>FY12</i>	<i>FY13</i>	<i>Future</i>
ID new service projects	M. team	X					
Develop service clearinghouse	David, Cathy, Sally		X				
Create media SOP	Cathy	X					
Provide info. to hospitality industry	Glenda	X					
Offer “fam” tours	Glenda		X				
Experiment with “hometown tourism”	Sally			X			
Find funding to sustain Jr. Ranger program	Jill & Assoc.	X					
Develop exterior info. sign	Jill			X			
Evaluate entries	M. team			X			
Keep orientation materials up to date	Staff	X	X	X	X	X	X
Develop model hiking brochure	David & partners	X					
Monitor/adjust parking	M. team			X			
Encourage interp. dialogue among partners	Jill	X	X	X	X	X	X
Discuss others labels for the park	David	X					

Actions Related to Specific Sites

<i>Action</i>	<i>Who?</i>	<i>FY09</i>	<i>FY10</i>	<i>FY11</i>	<i>FY12</i>	<i>FY13</i>	<i>Future</i>
VC & Fort							
Assess living history	Jill	X					
Review/expand info. on expedition activities	Jill	X					
Develop strategy to eval. VC	Jill			X			
Develop changing exhibits	Jill & Deb	X	X	X	X	X	X
Develop reputation for excellence	Jill	X	X	X	X	X	X
Fort to Sea Trail							
Develop trailheads and wayfinding	Jill	Plan	X				
Increase personal services	Jill	X					
Offer training to non-interp. staff	Jill			X			
Develop trail stewards	Sally			X			
Develop interpretive tool kit	Jill & Bill	X					
Blend interp. with recreation event	Jill				X		
Publicize new trail programs	Staff	X	X	X	X	X	X
Update park's website	Glenda & Jill	X	X	X	X	X	X
Eliminate separate trail website	Jill	X					
Monitor links to regional trails	David	X	X	X	X	X	X

<i>Action</i>	<i>Who?</i>	<i>FY09</i>	<i>FY10</i>	<i>FY11</i>	<i>FY12</i>	<i>FY13</i>	<i>Future</i>
Netul Landing/River Trail							
Reassess interp. value of picnic area	Jill			X			
Plan additional interp. for trail	Jill		X				
Station Camp/Middle Village							
Continue to participate in planning	M. team	X	X	X	X	X	X
Expand interp. by non-NPS	Jill & Deb			X			
Joint events with Dismal Nitch	Jill			X			
Conduct training on archeology	Deb	X	X	X	X	X	X
Dismal Nitch							
Remain involved in DOT planning	M. team	X	X	X	X	X	X
Work with DOT on orientation	M. team			X			
Work with DOT on site footprint	M. team			X			
Salt Works							
Elevate salt making event	Jill			X			

Actions by the Cooperating Association

<i>Action</i>	<i>Who?</i>	<i>FY09</i>	<i>FY10</i>	<i>FY11</i>	<i>FY12</i>	<i>FY13</i>	<i>Future</i>
Re-evaluate funding for ed. program		X					
Administer Students to Stewards		X					
Administer scholarship fund		X	X	X	X	X	X
Administer grants & donations		X	X	X	X	X	X
Provide interp. support materials		X	X	X	X	X	X
Publish History of Netul Landing			X				
Develop sales item to support salt event				X			
Consider a sales item linked to the Jr. Ranger program			X				

Actions Related to Research & Collections (also listed above)

<i>Action</i>	<i>Who?</i>	<i>FY09</i>	<i>FY10</i>	<i>FY11</i>	<i>FY12</i>	<i>FY13</i>	<i>Future</i>
Research							
Investigate visitor response to personal services at VC/Fort	David & Jill	X					
Professional eval. of VC exhibits	David & Jill			X			
Gather info. on expedition activities outside fort	Deb & Jill	X					
Collections							
ID items for temporary exhibits	Deb & Jill	X	X	X	X	X	X

Actions Related to Staffing & Training (also listed above)

<i>Action</i>	<i>Who?</i>	<i>FY09</i>	<i>FY10</i>	<i>FY11</i>	<i>FY12</i>	<i>FY13</i>	<i>Future</i>
ID staffing for ed. program	Cathy & Jill	X					
Offer interp. training to non-interpreters	Jill			X			
Train trail stewards	Sally			X			
Provide archeology training for Station Camp/Middle Village	Deb	X	X	X	X	X	X
Train partners for Station Camp/Middle Village	Deb	X	X	X	X	X	X

Participants

Dick Basch, Lewis and Clark National Historic Trail (LECL),
American Indian Liaison

Eva Ferrell, Administrative Technician, Lewis and Clark
National Historical Park (LEWI)

Sally Freeman, Park Ranger, Interpretation, LEWI

Jill Harding, Chief of Visitor Services, LEWI

Lynne Johnson, Biological Sciences Technician, LEWI

Rick Jones, Interpretive Planner, NPS, Harpers Ferry Center

Glenda Miller, Park Ranger, Visitor Services, LEWI

Matthew Moores, Park Ranger, Interpretation, LEWI

Cyndi Mudge, Destination: The Pacific (Columbia-Pacific
Heritage Area)

Cathy Peterson, Lewis & Clark National Park Association

Betty Runnels, Chief of Administration, LEWI

Scott Stonum, Chief of Resources Management, LEWI

David Szymanski, Superintendent, LEWI

Pat Williams, NPS volunteer, citizen of Warrenton

Debbie Wilson, Lewis & Clark National Park Association

Deborah Wood, Cultural Resource Program Manager, LEWI

Ron Thomson, Facilitator/Writer

Appendix 1

Tangibles and Intangibles

During the process of developing interpretive themes, workshop participants brainstormed two lists.

On the one hand, they identified “tangible” resources—objects, places, people from the past, or events (historical or natural) closely associated with the park.

Because they are equally important, a parallel list of “intangibles”—processes, ideas, relationships, concepts, and values—suggests more universal stories that resonate with a wide spectrum of audiences.

Workshop participants used both of these lists to develop significance statement and storylines.

Tangibles Associated with the Park

- Site of Fort Clatsop, fort exhibit
- Museum collections
- Fort to Sea Trail
- Visitor center
- Park staff
- Rivers
- Journals, documentation (also intangible)
- Living culture of Clatsop-Nehalem Confederated Tribe and Chinook Tribe
- Non-written traditions
- American Indian village sites
- Station Camp/Middle Village
- Homesteads
- Local communities
- Netul Landing
- Salt Works
- Dismal Nitch
- Ferry Docks
- Pilings
- Cape Disappointment
- Clay Pits

- Tidal marsh
- Tools, weapons, etc.
- Animals
- Plants
- Rain, weather, winter (also intangible)

Intangibles Associated with the Park

- Discovery
- Scientific investigation, documentation (also tangible)
- Interpersonal relationships
- “Planting the flag”
- Completing a mission, achieving a goal
- Fortitude, endurance, survival
- Reputation, fame, renown
- Winter, weather (also a tangible)
- Stewardship, natural bounty, living with the land, adaptation
- Home, daily routine
- Values
- Teamwork, cooperation
- Change

Appendix 2

Criteria Used to Suggest Priorities

Workshop participants considered the following criteria in suggesting priorities:

- Cost, including staff time
- Impact, i.e., numbers of audience members served
- Impact, i.e., contribution to interpretive mission
- Safety or legal concerns
- Opportunity at hand—staff capabilities, partner willingness to help, materials and resources readily available, etc.
- National or local initiatives, political considerations

Appendix 3

Centennial Strategy Goals

Anticipating the 100th anniversary of the National Park Service (2016), the Secretary of the Interior prepared a report, *The Future of America's National Parks*, and in 2006 presented it to President George W. Bush. That report contained the following goals:

Stewardship

The National Park Service leads America and the world in preserving and restoring treasured resources.

Provide inspiring, safe, and accessible places for people to enjoy.

Improve the condition of park resources and assets.

Set the standard of excellence in urban park landscape design and maintenance.

Assure that no compelling chapter in American heritage experience remains untold and that strategically important landscapes are acquired, as authorized by Congress.

Serve as the pre-eminent resource laboratory by applying excellence in science and scholarship to understand and respond to environmental changes.

Encourage children to be future conservationists.

Environmental Leadership

The National Park Service demonstrates environmental leadership to the nation.

Reduce environmental impacts of park operations.

Inspire an environmental conscience in Americans.

Engage partners, communities, and visitors in shared environmental stewardship.

Recreational Experience

National parks are superior destinations where visitors have fun, explore nature and history, find inspiration, and improve health and wellness.

Encourage collaboration among and assist park and recreation systems at every level—federal, regional, state, local—to help build an outdoor recreation network accessible to all Americans.

Establish “volun-tourism” excursions to national parks for volunteers to help achieve natural and cultural resource protection goals.

Expand partnerships with schools and boys and girls associations to show how national park experiences can improve children’s lives.

Focus national, regional, and local tourism efforts to reach diverse audiences and young people and to attract visitors to lesser-known parks.

Education

The National Park Service fosters exceptional learning opportunities that connect people to parks.

Cooperate with educators to provide curriculum materials, high-quality programs, and park-based and online learning.

Introduce young people and their families to national parks by using exciting media and technology.

Promote life-long learning to connect through park experiences.

Impart to every American a sense of their citizen ownership of their

national parks.

Professional Excellence

The National Park Service demonstrates management excellence worthy of the treasures entrusted to our care.

Be one of the top 10 places to work in America.

Use strategic planning to promote management excellence.

Promote a safety and health culture for all employees and visitors.

Model what it means to work in partnership.

Make national parks the first choice in philanthropic giving among those concerned about environmental, cultural, and recreational values.

All planning processes, including preparation of LRIPs, should consider these goals and, as appropriate, help park managers reach servicewide objectives.