

**Calumet National Heritage Area Management Plan
Education Focus Area Planning Committee**

Background and Strategic Questions

I. Overall goals of the National Heritage Area (NHA)

According to the National Park Service, “National Heritage Areas are places where historic, cultural, and natural resources combine to form cohesive, nationally important landscapes. Unlike national parks, National Heritage Areas are large lived-in landscapes.”

Few places are as distinctive and nationally significant as the Calumet region. Happily, the momentum to create a Calumet NHA has been building: the extensive *CNHA Feasibility Study* has successfully made the case to Park Service staff that the region is nationally significant and is operationally feasible. While the formal process to create an NHA requires Congressional action, there is great energy in the region to behave like a functioning NHA.

An ever-widening group of regional experts and stakeholders have joined in with a core set of partners to contribute time and talent to the project’s next phase: the creation of a Management Plan that specifies priorities, projects, and leaders for the next five years. The Calumet Heritage Partnership has spearheaded the overall NHA process and now works in close coordination with the Calumet Collaborative. Staff from the Field Museum are guiding the Management Plan process and prepared this paper to prepare you for participation in the Focus Area Planning Committee. Your involvement as part of the Calumet NHA Management Planning process is a major contribution to the NHA’s success, and will have a real impact on the shape and direction of the effort for the next five years.

Every Heritage Area has overarching themes, which are supported by identifiable resources on the ground. The themes are the key story lines that frame an experience of the area for visitors and residents alike. The themes for the Calumet Heritage Area are:

- Nature Reworked: The Calumet’s Diverse Landscape (NR)
- Innovation and Change for Industries and Workers (II)
- Crucible of Working Class and Ethnic Cultures (CC)

Chapter 2 of the *Feasibility Study* succinctly describes these themes as part of the NHA’s national significance. (The full *Feasibility Study* is available online at <http://www.calumetheritage.org/cnhastudy.html>)

The *Feasibility Study* also identifies how multiple stakeholders and partners have stated regional goals and priorities over two decades for the region across seven focus areas – including Education, Recreation, Environment and Stewardship, Cultural Heritage/Historic Preservation, The Arts, Economy, and Wayfinding and Branding. Those goals can now be coordinated with the NHA effort and its themes as part of a coordinated regional strategy. For Education, the *Feasibility Study* highlights a few potential priority education projects, potential approaches, and potential partners, as indicated in this table:

The cultural and environmental heritage of the Calumet region offer unique opportunities to engage children and adults in place-based learning. A National Heritage Area could provide a network to facilitate the creation, connection, and enhancement of educational programming around environmental conservation and stewardship, economy, the arts, cultural heritage and historic preservation, and interpretation. Priorities are:

Goals/Priorities & Connection to Themes	Potential Approaches	Potential Partners
Develop heritage-based curricula in partnership with local primary, secondary, and post-secondary institutions (NR, II, CC)	Connect to professional organizations of academics and educators to develop/partner in development of curricula. Identify and establish buy-in of local “users” of curricula, and their potential contributors to development process.	CHP, TFM, SHLT, DLC
Develop life-long learning programs (NR, II, CC)	Create, or coordinate the creation, of substantial learning opportunities for adults.	FM, Treekeepers, USFS
Connect with area scientists (NR, II, CC)	Benchmark and document programs and best practices for citizen science/social science, and hands-on/on-site learning Identify interested scientists from institutions (universities, colleges, museums, archives, etc.) across the region who would like to participate in and develop programming to showcase local scientists to broader audiences	FM, NPS
Identify local sub-geographies within the region as priority areas for programming and types of programs to prioritize for those regions (NR, II, CC)	Convene regional stakeholders in science, social science, and citizen science to coordinate prioritization and the roll out of actual programs.	CSI, FM (Mighty Acorns?)

ABBREVIATIONS: CHP = Calumet Heritage Partnership; CSI = Calumet Stewardship Initiative; DLC = Dunes Learning Center; FM = Field Museum; NPS = National Park Service; SHLT = Shirley Heinze Land Trust; Treekeepers = Openlands Treekeepers program; USFS = US Forest Service.

II. Purpose of the Education Focus Area Planning Committee and Charge

The task of the Management Plan is to set the course for a functioning Heritage Area by turning the potential indicated in the *Feasibility Study* into a defined set of prioritized projects with clearly defined goals, activities, and project leaders for the next five years. Assuming that the NHA has an adequate core of staff and volunteers to undertake projects, the Management Plan should provide guidance on which projects the NHA should *lead*, on which projects it should *collaborate*, and of which projects it should be aware and *support*.

It is not the intent of the Heritage Area effort for it to become all things to all people, nor for this process to re-invent the wheel and replicate the many excellent and compelling planning projects already undertaken. But it is important to be aware of projects that could benefit from affiliation with

the Heritage Area, or that might even require Heritage Area involvement to leverage resources to ensure project completion. As a result, as the Education Focus Area Planning Committee considers an NHA-relevant Education program, it needs to be broadly aware of what is happening in the region. This paper will provide some guidance on that question in the next section.

In thinking through what NHAs can do and what the current state of NHA-relevant programming in the region is, the committee should try to answer some key questions:

- a. What are potential projects that could be undertaken within the next 5 years that would most tie in to the NHA?
- b. How would an NHA add value to this work?
- c. If the NHA did not exist, would this project even go forward?
- d. Of those projects, who should be the project lead or point person?
- e. What resources are needed to complete this work?

III. Education and National Heritage Areas

“Future generations” were named as key beneficiaries in the 1916 Act to create the National Park Service, and, indeed, since that time there has been a close relationship between parks and the next generation. Progressive educators like John Dewey were well aware of the value for children not only of trips to museums like the Field Museum but also to the Indiana Dunes. More than a century ago the Field Museum also established its Harris Loan Collection of diorama boxes that teachers could check out to show natural history and cultural concepts in their classrooms.

From that foundation, and increasingly inspired by works such as Richard Louv’s *Last Child in the Woods* and David Sobel’s *Place-Based Education*, educators in the region have seen high value in exposing children to its natural heritage. Specific sites have focused school visits, with excellent facilities such as the Dunes Learning Center and the Paul Douglas Center for Environmental Education at the Indiana Dunes National Park, Gibson Woods Nature Center, Hammond Environmental Center, Deep River Outdoor Education Center, and the Forest Preserves of Cook County’s nature centers at Sand Ridge and Little Red Schoolhouse. Pathbreaking formal programs like *Mighty Acorns* (3rd-5th grade), *Earth Force* (middle school), and *Calumet Is My Backyard* (CIMBY) link kids across the region to local natural area assets and give students the opportunity to participate in ecological restoration across the region. Partner networks like *Calumet Outdoors* (formerly the *Calumet Stewardship Initiative*), the *Chicago Wilderness Alliance*, and the former *Environmental Educators of the Southern Lake Michigan Region* have developed methods to share resources, combine and complement efforts, and create programming like (former) “No Child Left Inside.”

Education in the Calumet region is not only about K-12 formal schooling. Dewey’s colleague at the University of Chicago, Henry Chandler Cowles, laid the groundwork for a tradition of ecological research that has fostered key concepts such as ecological succession, and the dunes remains a hub of scientific research. And the CNHA has a special opportunity to create a platform for lifelong learners to investigate the cultural and natural history of the place where they live. A fine example is the new “*Calumet Voices, National Stories*” exhibit now in development at three sites in the region and then the Field Museum,

with twelve local history museums pooling their resources to tell the story of this unique place in a compelling way to both resident and visiting audiences. The exhibit opens at the Pullman National Monument Visitors Center on June 28, 2019, moves to the Gary Public Library in February, 2020, the Brauer Museum of Art at Valparaiso University in July, 2020, and the Field Museum for a year beginning in February, 2021.

The task of this committee is to focus on educational programming. As noted above, in the heritage area context, “education” can link to a variety of learning environments. Among other possibilities, it can relate to curriculum development, field trip experiences, research opportunities, classroom and other interpretive materials and teaching tools and other pathways to learn from the rich cultural and natural resources that people find in their midst.

That said, examples from other NHAs provide serious food for thought about what could be accomplished in this region and convey the sense that NHAs can fulfill a variety of roles depending on the circumstances. For example:

- The Erie Canalway NHA provides grant support to school districts through its Ticket to Ride and Every Kid in a Park programs so that 4th graders can access National Park Service sites in the region. The program has served 45,000 kids, the majority of them low income, from 250 schools and 110 districts since 2012. In this instance, the NHA receives the funds and serves to distribute them to the school districts.
- The Bus Grant program of the Silos and Smokestacks NHA in eastern Iowa is a similar program focused on providing access to key local sites. 2,000 kids a year are provided transportation access to “outdoor classrooms” and museums that tell the story of farming so critical to this region.
- At Crossroads of the Revolution NHA in Trenton, NJ, 4th graders from ML King Elementary school built visits to the Old Barracks Museum into a yearlong class project resulting in videos depicting the role of Trenton in the Revolutionary War. In this case, the NHA’s work was rooted in the interpretation of its site that served to enrich the school curriculum.
- Owning an actual site is not the only way for NHAs to enhance the value of specific places. The Blue Ridge NHA in Hayesville, NC provides seed money to create a Cherokee Homestead exhibit that has been visited by 14,000 school children.
- The Ohio and Erie Canalway NHA is a 120 long passage from downtown Cleveland to south of Canton. For over 20 years, the NHA hosts an annual Fishing Derby in the canal in downtown Akron that engages more than 150 children and also garners the support of more than 50 local businesses. In this case, the NHA coordinates a programming event.
- The Baltimore NHA has put more than a thousand schoolchildren on to Chesapeake Bay through its “Kids in Kayaks” program, operating with the support of a number of public and non-profit partnering entities. Here, the NHA convened the partners and served as the “glue” of the project.
- Freedom’s Frontier NHA in Kansas City tackles the vexing issue of segregation and its impacts through its leadership on Race Project KC. The project builds opportunities for youth from wealthier suburban schools and predominantly minority city schools to come together to share experiences through discussion of a book that lays out the history of integration in the

metropolitan region. In this instance, the NHA convened the partnership and provided the seed funds that has connected more than 1,000 kids.

- The Spirit of Lincoln Youth Academy is a week-long immersive leadership experience that builds on the rich array of Lincoln sites in central Illinois. It specifically seeks to develop leadership qualities in students who may have potential to be leaders but do not see it in themselves. The Abraham Lincoln NHA is a core partner in the project with nine other entities, including the Park Service, a local college, and leading regional businesses.
- In the “Greenagers” program in the Berkshire Hills of western Massachusetts, young people work on projects in environmental conservation, sustainable farming, and natural resource management. The program mixes paid stewardship work, internships, apprenticeships, and school-based field trips. By forging a partnership with the Upper Housatonic Valley NHA, cultural sites are now added to the mix in a way that both develops the range of the teens’ capacities, but also help those sites to engage younger audiences.

These examples highlight the flexibility inherent in the NHA concept. In most of the projects mentioned, the NHA was a critical – if not *the* critical – component of the project’s success. Its role varied depending on the place, but in all situations, linking the education project to the themes and goals of the NHA added significant value.

IV. Environmental Scan of Education Projects in the Calumet Region

Great educational projects are underway in the Calumet region, and now the question is, “how, exactly, can the NHA add value to this work?” This process is not intended to duplicate existing planning processes, although it has made a strong effort to account for them. Field Museum staff studied significant regional plans for what they say concerning goals and priorities in the area of Education. (Links to these plans may be found in the Appendix.)

The starting point for this scan were the key areas identified in the Feasibility Study, reported on the Table above. What follows is an elaboration of those goals from the perspective of existing plans.

a. Develop heritage-based curricula

The Calumet Summits, especially the ones convened in 2013 and 2015, offered regional partners, including and perhaps especially those with an “educational” focus, the opportunity to offer project ideas and preliminary ways to prioritize them in the context of a heritage area. The Calumet Outdoors groups (formerly the Calumet Stewardship Initiative) of the Calumet Heritage Partnership continues as a loosely-coordinated regional scale partner network. The Chicago Metropolitan Agency for Planning (CMAP) and Northwestern Indiana Regional Planning Commission’s 2050 planning processes also touch on issues of community engagement and retention of population that feed into thinking about “education”. County level agencies, including Forest Preserves of Cook County and Lake County Parks and Recreation, have recently conducted significant planning processes that contribute significantly to this discussion.

The notion of developing “heritage-based curricula” is a key potential value add of the NHA, and important in its own right. But as the brief review of other NHAs indicates above, the Focus Area Planning Committee could also envision a role for the NHA not only in course content development, but also in other issues that can stand in the way of how that content gets delivered. The Millennium Reserve Steering Committee report succinctly describes them: “Area teachers need professional development and program support, schools need transportation support for field trips, and other systemic issues stand in the way of bringing young people to the region’s many natural areas. At the same time, non-school community partners have the potential to sponsor programming. The connections between nature education and potential conservation careers need to be developed. Nature learning, recreation, and work activities need to be connected to create a web of available opportunities leading to conservation careers and lifelong stewardship engagement in a way that is as inclusive as possible. In short, to make a broader and deeper regional impact, the programs need to be better integrated, better connected, and better funded.” These issues also emerge from the environmental scan, and are also included in the following discussion of several interrelated opportunities. This section focuses on K-12 issues; higher ed issues are discussed in section c. below, though there are overlapping issues affecting all levels.

- *K-12 curriculum.* Twenty years ago the Chicago Wilderness Alliance established a goal to “ensure that every student graduating from a school system in the Chicago Wilderness region is ‘biodiversity literate.’” Major steps have been taken in that direction, including the establishment of standards-aligned curricula in the Mighty Acorns (3rd – 5th grade) Leave No Child Inside. But a major opportunity exists to develop place-based lesson plans or units that are in the NHA’s sweet spot of natural and cultural heritage and the concept of a region and help more broadly move beyond early childhood elementary education.
- *Field trips.* Trips can fall into several categories. A more comprehensive inventory and systematic inquiry into program opportunities and challenges for participation would be very welcome:
 - *Curriculum-based trips to specific sites.* The Mighty Acorns model of building in-class activities around visits to natural areas could be replicated at local history museums and sites. An excellent starting point is the “Calumet Voices, Natural Stories” exhibit that will occur at three different locations in the region and is built on the capacity and collection of a dozen local venues.
 - *Outdoor experiences.* More immersive experiences have been developing across the region including Wilderness’s Inquiry’s Canoemobile, camping at Dunes Learning Center and through the Camping Leadership Immersion Course (CLIC) through Cook County Forest Preserves, and fishing activities coordinated through groups like Fishin’ Buddies.
 - *Tours.* An example here is the Southeast Environmental Task Force’s “Toxics to Treasures” tour through the industrial areas and wetlands of the Southeast side of Chicago. Potential tours like this, as well as tours of working industry (Ford, ArcelorMittal, BP) have been positive experiences for students in the past and would be strengthened by further inventory and development.
- *Service learning.* School district approaches to service learning could be identified and assessed for possibilities for connections around the NHA.

- *Teacher training and professional development.* Coordinated teacher workshops have been offered as part of various programs like Mighty Acorns, Earth Force, and CIMBY and on various topics through the Indiana Dunes National Park (formerly known as the Indiana Dunes National Lakeshore). A related issue is to identify and develop a cohort of teachers as part of an inter-district learning community. There is a role for non-school partners, as indicated in the Cook County Forest Preserve's Next Century Conservation Plan: "the Forest Preserves should make sure every town has at least one educator who can train peers to integrate nature and the forest preserves. By incorporating environmental and cultural resource education into the school curriculum, all students can obtain a comprehensive base of information upon which the nature center programming can expand."
- *Access.* The oft-stated ambition is, as the 2015 Summit report puts it, to "ensure that every child in the Calumet Region is connected to their local, natural environment." (p. 3) The most significant barriers to access include money, time, curricular constraints, and trip-appropriate clothing and equipment. To that end, some specific ideas have emerged as potential roles for the NHA, including coordinated grant writing workshops for teachers, a centralized pool of bus transportation resources, ways to ensure that field experiences are coordinated with standards-based classroom activities, and a lending library of field kits for teacher use. A particular access issue concerns an inventory of ADA-related accessibility issues.
- *Coordination.* What can the NHA do to aid in coordinating education issues?

b. Develop life-long learning programs

Lifelong learning is one of the deeper forms of "community engagement" – a topic much on the mind of regional partners, including those in other Focus Area Planning Committees working on the management plan. This section provides a particular lens of educational experience that the education committee can hone in on as it considers ways in which an NHA can add value in the region. The Forest Preserves *Cultural and Natural Resources Master Plan* offers thoughtful perspective on the importance of learning about the place one calls home:

Developing an ecological identity means developing an awareness of one's role within the environment....The FPCC can help develop ecological and historical identity in its citizens by providing education that emphasizes the ways humans interact with and benefit from natural areas, both in the distant past and today. Experiences in the forest preserves play an important role in developing an ecological and historical identity. Local forest preserves put people in contact with their most direct connections to natural and cultural resources. A visit to the Forest Preserves of Cook County can accomplish what a visit to a national park or a wilderness area may not be able to accomplish. The experience of nature or an archaeological site as something that is distant and exotic, or of wilderness as pristine and entirely devoid of human activity, can prevent us from recognizing ourselves as part of the ecosystem. Conversely, the experience of nature and history as things we are surrounded by can help us identify with and value these resources. The Forest Preserves of Cook County provide this important connection for the residents of Cook County. The education and outreach of

the Forest Preserves should continue to help people appreciate and identify with local ecosystems. Programming should encourage people to examine how nature and history fit into the context of their own lives. (p.111)

The plan review also surfaced a number of other concepts that dovetail with the concerns of the NHA. These include:

- *Establishing firm ground for lifelong learning.* It is important to recall the linkage between childhood experience and the potential for lifelong learning. As the *Calumet Summit 2015* report puts it about the stewardship experience, it helps “them become stewards in order to preserve and care for the environment, now and in the future” (p23)
- *Young adults.* The One Region organization has a specific mission to attract and retain “millennials” and young adults in the region. How can the NHA strengthen efforts to connect young adults to learning careers that help celebrate the region’s natural and cultural heritage? How does that interact with educational opportunities, and what is the best way for an NHA to add value to this effort?
- *Older adults.* The Calumet Summit reports suggests, “connect with older and retired adults who can volunteer with kids and engage them in storytelling and other low-physical activity things to do in nature.” (p27) This also lines up with the FPCC’s NCCP’s Nature Ambassador program that aims to provide ways for volunteers to become nature educators in their own communities and in the forest preserves.
- *Volunteers.* Both the environmental and cultural heritage community have relatively robust volunteer traditions. Some precedent exists for coordinated volunteer training at the regional scale. Can these efforts be linked to each other, and advanced by the NHA? In thinking about volunteers, it is also important to acknowledge that in the more economically distressed portions of the region that the idea of volunteer “workdays” may simply not resonate. Can some volunteer tasks be part of a career pathway?
- *Community science/Citizen Science.* New technologies permit increased volunteer involvement in both environmental and community monitoring. As the Calumet Summit recommends, “Education and training that can help volunteers track findings, engage volunteers in early detection efforts, employ community/citizen science to develop skills, and utilize non-traditional skills (e.g., GIS).”
- *Relate lifelong learning to potential for workforce development.* A livable place rich in nature and culture can also potentially translate to job opportunities. At the CMAP 2050 plan relates, “Planning for human capital means bridging the gap between residents seeking to build a career and employers looking to build their workforce. It will require increased coordination among regional industries, community colleges, and other institutions engaged in workforce development at every level.”
- *Outreach to new audiences.* Potential new audiences include children (via “nature play” opportunities”), those with accessibility constraints, and links to healthcare providers.
- *New opportunities for interpretation.* Because of the vigor of ecological restoration activity, for example, on the west side of Gary, it may be possible to think of new environmental education opportunities in existing parks or newly restored natural areas.

c. Connect with area scientists

Many have long held the aspiration that science should become more “relevant” to the general public. As the Calumet Summit 2015 report puts it, scientists should be thinking about “Getting out of the classroom, making the connection to science, building partnerships, making new connections, connecting to the community” (p3). In the *Feasibility Study*, this aspiration moves in two basic directions: first, how can “community science” efforts become more coherent and coordinated, such that the engaged lifelong learners discussed above genuinely contribute to regional understanding, and, second, how can scientists who work in higher education, museums, and agencies deliver what they know about the area in a way that is lively and relevant? In thinking through these questions, it is worth knowing that several sites in the region – notably the dunes -- have been “nationally significant” ground for scientific inquiry for a long time. The region’s science infrastructure includes not only a Calumet-based network of community colleges, baccalaureate institutions, and graduate-degree granting institutions, but also higher education partners throughout the region and nationally, state and federal agency scientists, and museum-based researchers. It is also worth bearing in mind that “science” includes not only important work in ecology and other natural sciences, but a range of inquiry in the social sciences and humanities. Of course, the NHA would enter this ground as only one among many partners, and the Focus Area Planning Committee’s thoughts will be most valuable when the specific value that an NHA can add to all this activity is kept front and center in the discussion.

The following ideas have emerged from a scan of the literature:

- *Higher ed curriculum.* At the higher education level, the potential exists to develop a suite of courses at area institutions that integrate draw on and coordinate the strengths of regional faculty. An excellent example is the University of Chicago’s “Calumet Quarter.” A good starting point is to survey and make more widely available course offerings at regional colleges and universities.
- *Internships/practica.* Models exist at both the high school and post-secondary levels to create opportunities to learn in an internship environment. Some higher ed programs like GLISTEN (Great Lakes Innovative Stewardship Through Education Network) have been quite successful in placing undergrads in meaningful internships. Is there an opportunity to expand throughout the region (into Illinois) and, perhaps, to add a cultural heritage component?
- *Annual Science Summit.* In one direction, this could be a replay of the Calumet Research Summits of 2001, 2006, and 2010, with a focus on scientific findings that best inform local ecological and cultural heritage management practice. In the other, such a summit could be linked more to the K-12 level.
- *Higher education consortia.* The current One Region organization in NW Indiana grew out of the Quality of Life Council, and still has a strong higher education presence. The South Metro Higher Education Consortium in Illinois is still one of the state’s most active such consortia, and holds an annual sustainability summit. Is there a way to link these efforts in the NHA? One precedent was the attempt to create a Calumet Higher Education Environmental Partnership ten years ago.
- *Foster methods to link K-12 environmental and social science educators to research scientists.*
- *Link NHA innovations to the broader context of innovation and the regional economy, such as the Society of Innovators.* Specific links to the heritage of innovation may be a first pathway.

- *Bioblitz*. In one 24 hour period in 2002, 130 researchers, citizen scientists, students, and local scientists participated in the “Calumet Bioblitz”. Working the wetlands of the Calumet region, the crew identified 2,259 species, including 2 new species to the region and 1 new species to science. Subsequent bioblitzes have been conducted at the Indiana Dunes in 2009 and 2016, at Trail Creek in Michigan City in 2011, and at Warren Woods in Michigan in 2018.
- *Thismia hunts*.
- *Research hub*. Promote natural and cultural resources management-related research in this region that has pioneered unique approaches to the problem.

d. Identify local geographies within the region as priorities for programming

The region is anchored by a newly declared Pullman National Monument in the west and the newly renamed Indiana Dunes National Park in the east. These national park units are joined by a number of nationally significant sites of ecological restoration from the Forest Preserves of Cook County through the rare ridge and swale habitats near the lakeshore to the Moraine Forests of Porter County and down to the remnants of the Grand Kankakee Marsh. The *Feasibility Study* contains a resource inventory of 4xx sites each keyed to one or more of the core themes of the NHA. The “Calumet Voices, National Stories” exhibit opening in 2019 showcases not only the exhibit sites but the great work done by at least a dozen local history museums and historic sites.

But “sites” in the context of programming also means the region’s homes, schools, businesses and parks, that are strewn across a very diverse human landscape. As noted above, some NHAs choose to focus programming in particular areas and with particular populations. It will be of great importance to the NHA effort to prioritize places and people where its programs can have the most impact best suited to its capacities and interests.

Some specific suggestions include:

- *Think “intersectionally”*. An advantage of the regional approach is the ability to consider a variety of contexts and potential partners, even when focused on a particular issue such as education. The *Calumet Summit* report suggests “inking with other groups to work toward common goals including transit providers, older people, religious groups, groups like the Southeast Environmental Task Force, and ‘green’ industry.” (p3)
- *Consider new audiences*. Again, the *Calumet Summit* report advises casting a broad net, by “expanding programming to reach a broader audience including African American and Latino kids; new immigrants; kids with special needs (e.g. autism); people with accessibility needs and / or who are aging; and adults including opportunities for life-long learning and stewardship.” (p3)
- *Use new technologies*
- *Make the most of emergent learning centers*. Both the Cook County Forest Preserves and Lake County Parks have invested in new environmental education and nature centers. These places and other key visitor locations across the region can serve not only as education hubs for the region but also as gateway location, providing basic visitor information to the overall Calumet region.

- Consider “novel” sites. A region as richly diverse as the Calumet offers a host of untapped interpretive and educational possibilities. Some were specifically called out in regional plans. The *Positioning Pullman* document prepared after the Monument’s creation suggest interpreting demolished buildings in that community as tourist and educational sites. The region’s brownfields sites, some of them scenes of tragic community loss and dislocation such as East Chicago’s Calumet Housing complex, cry out for interpretation and understanding. Some of these sites are also tremendous environmental successes, such as the cleanup of the Grand Calumet River. Does the clustering of these sites in the Calumet – both the gains and the losses -- create opportunities to tell a story common across America that it might be just be in the wheelhouse of an NHA to interpret?

V. Next steps

As the Focus Area Planning Committee gathers to consider some of these ideas and their applicability to the NHA, please consider the following questions.

- Does the preceding discussion capture the full range of possible NHA-relevant work in the area of Recreation? If not, what’s missing?
- What specific project ideas could be undertaken in the next five years?
- Of these project ideas, which have the highest priority to be completed?
- For each project area, please consider needed roles, resources, and suggested pathways for completion. Who should lead the work? What is the role for the NHA and its constituent organizations? What is needed to complete the work (in terms of policies, procedures, and financial resources.)
- Is there anything that should be referred to other Focus Area Planning Committees for further discussion?