



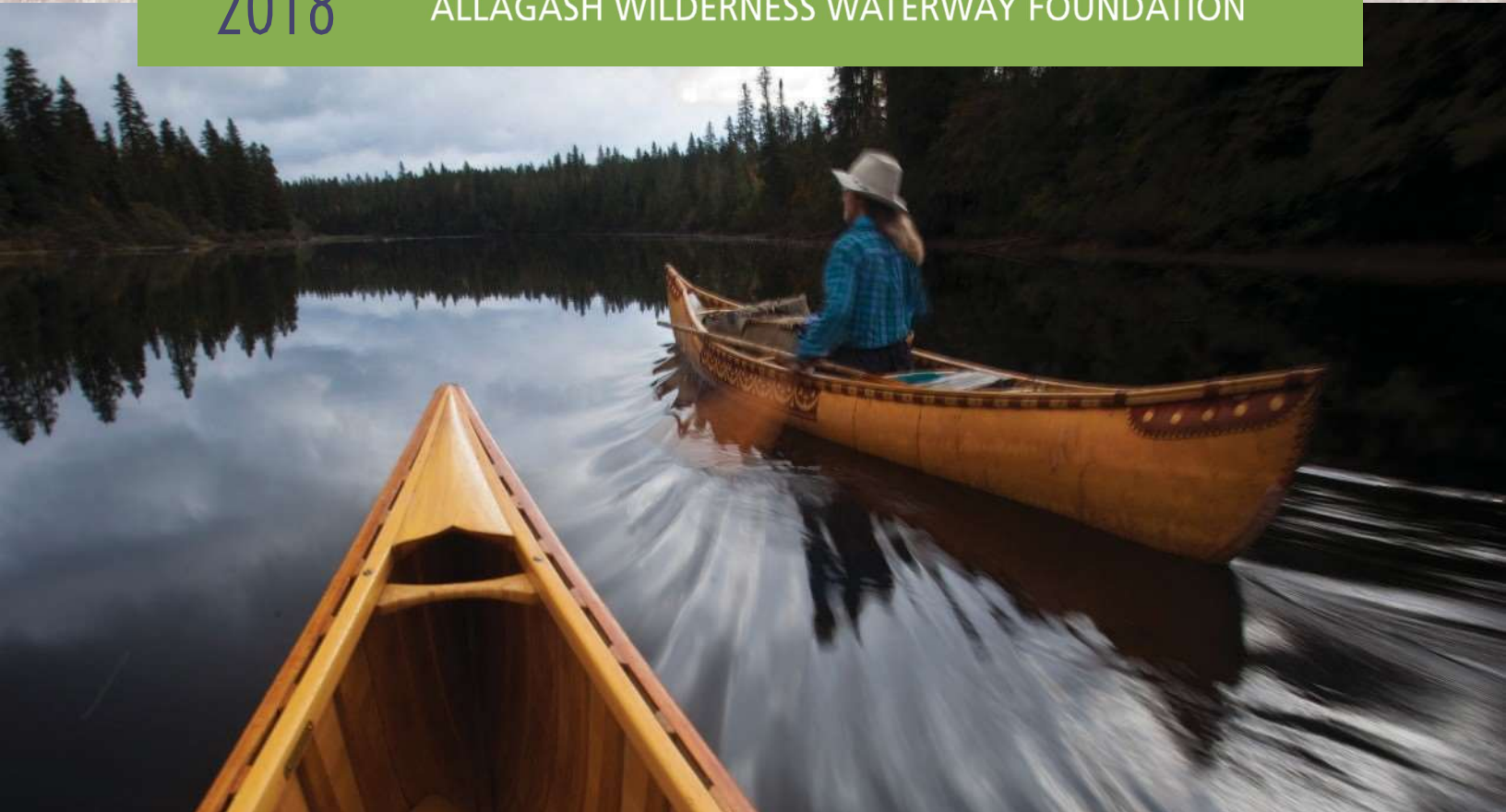
SUMMARY OF RECOMMENDATIONS

Storied Lands & Waters

OF THE ALLAGASH WILDERNESS WATERWAY

2018

ALLAGASH WILDERNESS WATERWAY FOUNDATION





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January 2023

SUMMARY OF RECOMMENDATIONS

**Storied Lands & Waters of the
Allagash Wilderness Waterway:
Interpretive Plan and Heritage
Resource Assessment**

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Project Sponsored by Allagash Wilderness Waterway Foundation
awwf.org

2018

INTRODUCTION

In 2018 the Allagash Wilderness Waterway Foundation (AWWF) published with pleasure and pride, *Storied Lands & Waters of the Allagash Wilderness Waterway* (SL&W). This was accomplished only with the help and support of scores of private individuals and companies, public agencies and staff, NGO's, and private foundations (see SL&W, pp. 323-327).

Earlier strategic and management plans for the Waterway had addressed interpretation of its historic resources and trip planning, and many proposed actions were accomplished. SL&W is the Waterway's first comprehensive heritage resource assessment and interpretive plan and has been warmly received by the Waterway's admirers and supporters. *Storied Land & Waters'* goals are expressed in general statements about the end results envisioned from implementing the proposed interpretation plan, as follows:

- **Pre-arrival Information** – Visitors arrive in the Waterway prepared for a safe and enjoyable “wilderness” experience, one that will have minimal negative effects on important Waterway resources or other visitors’ experiences.
- **Wildness** – Visitors experience feeling solitude in nature with little conflict from other uses and understand the Waterway’s context as a wild and scenic river within the Maine Woods.
- **Resource Protection** – Important scenic, natural, and heritage Waterway resources are safeguarded for the future.
- **Appreciation of Nature and History** – Visitors appreciate the dynamic history and prominent natural and heritage resources of the Waterway.
- **Stewardship Ethic** – Visitors form intellectual and emotional connections with the Waterway that result in volunteer and philanthropic support.
- **Formal Learning** – Participants in formal education programs that utilize Waterway curriculum resources comprehend the core message of the Waterway interpretive program. (SL&W, p. ii)

To facilitate realization of these goals and ease of access to the related actions, the entire set of SL&W’s more than 100 recommendations, including some 2 dozen priority recommendations, are collected here from throughout the entire text. Some have already been addressed, such as the *Allagash Explorer* pocket guide and the Artist in Residence program; others, like the Natural Resource Inventory and Monitoring initiative, are works-in-progress, soon to be in-hand.

Both the priority and full suite of SL&W recommendations are divided here into the SL&W’s 10 action categories – that is, A through J – as presented in the table of Contents. The actions are often elaborated upon in the full SL&W text, at the pages indicated for each category.

The AWWF hopes the reader will find this summary a useful addition to SL&W, and an effective aid in advancing the abiding purposes of the Waterway, its management, and its future.

– AWWF, January 2023

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PRIORITY RECOMMENDATIONS

Note Color Coding: [Action Has been Accomplished by AWWF](#)
 [Action Has Been Accomplished by BPL](#)

A. Archaeological Properties (SL&W pp. 146-148)

- A.1. Record the locations of post-contact archaeological features identified in SL&W as an immediate interim step until archaeological surveys are completed
- A.2. Develop detailed, multi-year survey plans to carry out actions A.3 and A.4.
- A.3. Conduct reconnaissance-level archaeological survey of pre-European contact resources on the shores of the Allagash north of Churchill Depot.
- A.5. Assign Maine historic archaeological inventory site numbers to the properties of the Tramway village, Eagle Lake & West Branch rail terminal, railbed, and other related historic archaeological sites identified in the SL&W.
- A.7. The four potentially significant precontact properties identified by Spiess (ME #153.21, 153.23, 153.31 and 153.111) are in areas of visitor activity; monitor the sites annually and be prepared to take protection or mitigation measures.
- A.9. Conduct further testing at one or more of the potentially significant precontact properties identified by Spiess and prepare National Register nominations as appropriate.

B. Heritage Landscapes (SL&W pp. 159-159)

- B.1. Adopt a management philosophy that incorporates three thematic landscape concepts: Logging and Forest Management, Sporting Camps, and Moosetowner.

C. Heritage Structures (SL&W pp. 164-168)

- C.1. Review documentation of the Moir Farmhouse and update BPL records, including use of geospatial positioning to locate and document the location of each associated structure.
- C.8. Document the architecture of the Churchill Storehouse and include current photos, information on alterations to the buildings, and history of the building.
- C.10. Prepare National Register nominations for the Boarding House and Storehouse in conjunction with a historic context statement for Maine logging depots.
- C.12. Stabilize the Churchill Depot Boarding House. Secure the building structurally to limit exposure to the elements and reduce additional loss of its historic fabric.
- [C.15. Preserve Allagash Mountain Fire Tower.](#)

D. Objects (SL&W pp. 172-73)

D.2. Produce archival-quality copies of the logbooks and photo albums in the Willard Jalbert Family Collection.

D.4. Preserve the original-condition Watson dump wagon on loan to the Ashland Logging Museum from BPL.

D.7. Develop protocols in consultation with the Maine State Museum for intake and inventory procedures for Waterway objects.

I. Visitor Experience (SL&W pp. 232-247)

I.2. Design and install Theme III exhibits in the south area of the Storehouse interpretive center exploring Ancient Travelers, A Working Forest, and At Home in the Woods sub-themes.

I.7. Allow creative amateurs and professionals to use LockDam Camp for a short-term residency program tied to interpretive Themes I, II, and III.

I.11. Create “Allagash Explorer” content exploring the Waterway’s three interpretive themes for use in a pocket guide booklet, pocket guide mobile app, and web portal. (See also I.12 – I.14.)

I.15. Design, install, and maintain Waterway directional signs at critical junctions on roads in the North Maine Woods.

I.16. Design and install orientation panels near Waterway Ranger Stations at Michaud Farm, Umsaskis, Chamberlain Bridge, and Churchill Depot.

I.17. Develop and deploy an internet trip-planner as part of an Allagash Waterway web portal to complement BPL’s official Waterway website.

J. Education & Learning (SL&W pp. 267-270)

J.1. Conduct multi-day Allagash expeditions for adolescents from Maine using curricula that incorporate Themes I, II, and III, and are consistent with Waterway interpretive goals.

J.2. Reach out to organizations and professional guides offering Allagash youth expeditions to encourage use of Waterway messaging in their curricula.

J.11. Develop curriculum resources, including the posting of Waterway lesson plans and distribute Waterway curricula to Maine teachers and youth leaders.

J.12. Establish a Waterway Education Coordinator position to bring the Waterway education program to life.

RECOMMENDED ACTIONS

Note Color Coding: Action Has been Accomplished by AWWF
 Action Has Been Accomplished by BPL

A. Archaeological Properties (SL&W pp. 146-148)

TREATMENT FOR ALL ARCHAEOLOGICAL PROPERTIES: “Preservation as is.” Generally, archaeological properties will be left undisturbed. Carry out all recommended archaeological treatment actions in cooperation with Maine Historic Preservation Commission (MHPC) staff.

- A.1. **PRIORITY** – Record the locations of post-contact archaeological features identified in the Storied Lands & Waters project as an immediate interim step until archaeological surveys are completed. Work with university students and volunteers using geo-positioning technology, following protocols established by BPL and MHPC.
- A.2. **PRIORITY** – Develop detailed, multi-year survey plans to carry out actions A.3 and A.4. Define scopes of work for what can be accomplished in a season for specific geographic areas in the Waterway.
- A.3. **PRIORITY** – Conduct systematic reconnaissance-level archaeological survey of pre-European contact resources on the shores of the Allagash River, north of Churchill Depot.
- A.4. Conduct systematic reconnaissance-level historic archaeological survey of post-contact resources for the Waterway. This will likely be phased over several years.
- A.5. **PRIORITY** – Assign Maine historic archaeological inventory site numbers to the properties of the Tramway village, Eagle Lake & West Branch rail terminal, railbed, and other related historic archaeological sites identified by the Storied Lands & Waters project or identifiable from maps or historical data.
- A.6. Amend the Tramway Historic District National Register nomination and revise boundary to include the following contributing sites, structures, and objects; consider defining the district as an historic landscape.
- A.7. **Priority** = Site 152.21 – The four potentially significant precontact properties identified by Spiess (ME #153.21, 153.23, 153.31 and 153.111) are in areas of visitor activity: monitor the sites annually and be prepared to take protection or mitigation measures. Be aware of potential disturbance of sites by visitors or BPL staff, such as moving sand and soil.
- A.8. Monitor a sample of the other 153 known precontact archaeological properties in the Waterway on an annual basis, as part of routine ranger responsibilities.
- A.9. **PRIORITY** = SITE 152.21 – Conduct further testing at one or more of the potentially significant precontact properties identified by Spiess and prepare National Register nominations as appropriate.

- A.10. Continue staff training about the protection of Waterway archaeological resources for permanent and seasonal employees.
- A.11. Be aware of listings for any Allagash artifacts being offered for sale (e.g., eBay), and initiate appropriate legal action.
- A.12. Complete an archaeological overview and assessment for the Allagash watershed as a long-term goal. This report will compile information from the above surveys and help determine the need for and design of any future studies.
- A.13. Tell the stories of Allagash archaeological properties, and the people who created them, through interpretive media when they support Waterway interpretive themes. See interpretive plan, Part Three.

(Note: All archaeological actions are aligned with Recommendation H.6.)

B. Heritage Landscapes (SL&W pp. 158-159)

TREATMENT FOR ALL HERITAGE LANDSCAPES: "Preservation in present condition."

- B.1. **PRIORITY** – Adopt a management philosophy that incorporates three overlapping thematic landscape concepts: Logging and Forest Management, Sporting Camps, and Moosetowner—recognizing BPL's prime responsibility to manage the Waterway's wild lands and waters.
- B.2. Seek technical assistance from the NPS Olmsted Center for Landscape Preservation and MHPC staff to evaluate the significance and integrity for the following landscapes, as well as the value to Waterway management of preparing cultural landscape reports.
- B.3. Tell the stories of Allagash landscapes, and the people who created them, through interpretive media when they support Waterway interpretive themes. See interpretive plan, Part Three.

C. Heritage Structures (SL&W pp. 164-168)

TREATMENT FOR ALL HERITAGE STRUCTURES: "Preservation, in which a structure is preserved in its present condition." Consult with MHPC staff regarding implementation.

- c.1 **PRIORITY** – Review existing documentation of the Moir Farmhouse and work with volunteers, university students, or staff to update BPL records, including the use of geospatial positioning techniques to locate and document the location of each structure that was associated with the farm. Consider the Moir Farmhouse a component of the Moosetowner Landscape when making resource management and programming decisions north of Churchill Dam.
- c.2. Keep woody vegetation cleared at the Moir Farmhouse so that the location remains visible as a touchstone for the Scots-Irish of Allagash, and other visitors, and to prevent further damage to the structure. Do not remove the structure; rather, allow it to remain and deteriorate naturally,

according to BPL policy while maintaining safe conditions.

- C.3. Preserve the McKeel memorial stone in its present location, even if the location of the actual grave is located elsewhere. The stone has meaning to visitors where it is, part of the Moosetowner and Logging and Forest Management landscapes. Follow best management practices for gravestones; keep woody vegetation cleared from the immediate vicinity.
- C.4. Work with the lessee for Jalbert's Sporting Camps to ensure that camp buildings are preserved and that any alterations maintain the character-defining features of the structures, as determined by BPL in consultation with MHPC staff. At Windy Point, also preserve the classic Maine sporting camp configuration. Any additional structures should blend with the surroundings in style and material to maintain the site's character. *Supports management plan strategy 3.5* (BPL, 2012).
- C.5. Create a baseline record of Jalbert's and Nugent's sporting camps. (Little documentation was available during the Storied Lands & Waters project.) Follow documentation guidance in section H. General Recommendations, and include GPS coordinates for all structures following BPL protocols. Utilize volunteers, university students, or staff.
- C.6. Employ the Allagash Sporting Camp Landscape for context when managing Jalbert's and Nugent's sporting camps, as they are the remaining physical expressions of commercial camp operations along the watercourse.
- C.8. **PRIORITY** – Document the architecture of the Churchill Storehouse in consultation with MHPC staff. Include current photos, information on alterations to the buildings, and history of the building. This could be done in-house, or through volunteers. Follow documentation guidance in section H. General Recommendations, and include GPS coordinates following BPL protocols.
- C.9. Evaluate, in consultation with MHPC, whether Churchill Depot Boarding House and Storehouse meet National Register Criterion D eligibility, as an early action under recommendation A.4, a systematic reconnaissance-level historic archaeological survey of post-contact resources for the Waterway.
- C.10. **PRIORITY** – Prepare National Register nominations for the Boarding House and Storehouse in conjunction with a historic context statement for Maine logging depots. While not absolutely required for nomination, context will aid understanding of the structures and Waterway interpretation.
- C.11. Preserve the Waterway Dedication Plaque in its present location, following best management practices for bronze mounted on stone.
- C.12. **PRIORITY** – Stabilize the Churchill Depot Boarding House. Secure the building structurally to limit exposure to the elements and reduce the additional loss of historic fabric.
- C.13. Preserve the distinctive structures associated with the Eagle Lake & West Branch railroad identified in *Storied Lands & Waters*. Keep woody vegetation from the railbed.

- C.14. Work with the lessee of Nugent's Camps and MHPC to identify and retain any original features and materials of Farm Camp on Chamberlain Lake. Consider research about the building as a part of the Sporting Camps or Logging and Forest Management landscapes.
- C.15. **PRIORITY** – Preserve Allagash Mountain Fire Tower. Specific preservation requirements are unknown at this time, though a roof leak is reported; consider an evaluation by an architectural historian in consultation with MHPC.
- C.16. Preserve the nature of Telos–1981 and Chamberlain–1841 dams as timber-crib structures. It is difficult to make specific treatment recommendations for Chamberlain–1841 dam, except to take care during repairs to Lock–1962. Consult with MHPC regarding preservation treatment options for Telos–1981. Chamberlain Lake Dam has been reconstructed and is not a timber -crib structure.
- C.17. Approach management of all logging-related structures holistically, as part of the Allagash Logging and Forest Management Landscape that supported a chain of harvest and transportation activities, rather than as individual features.
- C.18. Document the history and architecture of Lock Dam Camp in consultation with MHPC staff. Include current photos, information on alterations to the buildings, and history of the building. This could be done in-house, or through volunteers. Follow documentation guidance in section H. General Recommendations, and include GPS coordinates following BPL protocols. If warranted, develop a preservation plan for the structure.
- C.19. Tell the stories of Allagash structures, and the people who created them, through interpretive media when they support Waterway interpretive themes. See interpretive plan, Part Three.

D. Objects (SL&W pp. 172-173)

TREATMENT FOR ALL OBJECTS: “Protect, preserve, and use objects . . . to aid understanding among visitors and to preserve information about” the Allagash Waterway. Consult with Maine State Museum staff regarding implementation.

- D.1. View logging-related objects holistically, in relation to the Allagash Logging and Forest Management Landscape, rather than as individual features.
- D.2. **PRIORITY** – Work with the Jalbert family to produce archival-quality copies of the logbooks and photo albums in the Willard Jalbert Family Collection. Place one copy at the Windy Point sporting camp for use by visitors and one in BPL files. Provide a stable off-site storage environment for the original manuscripts. Scanned copies of the Windy Point logbooks are stored in the Acadian Archives at University of Maine Fort Kent. The originals remain at

Windy Point.

- D.3. Continue to monitor Locomotives No. 1 and No. 2 and their tenders in the Tramway Historic District and make any needed stabilization improvements.
- D.4. **PRIORITY** – Collaborate with the Ashland Logging Museum regarding preservation of the original-condition Watson dump wagon on loan to the museum from BPL, with the goal of preventing removal of original material, including finishes.
- D.5. Document the two early Lombard haulers (Harper #12-10 and 12-27) at Cunliffe Depot, determine their significance in cooperation with the Maine State Museum and Lombard historians, and remove for proper storage and preservation if appropriate.
- D.6. Leave larger mechanical objects *in situ*, unless special circumstances warrant removal for conservation or storage. Review the detailed recommendations regarding retrieval and storage of objects made by Terry Harper in his inventory reports and memos (Harper, 1994a, 1994b, 1994c, 1995, 2013, 2015), and collect any small objects subject to looting that BPL has not yet placed in the Churchill Depot History Center.
- D.7. **PRIORITY** – Develop protocols in consultation with the Maine State Museum for intake and inventory procedures for Waterway objects, to be approved by the Director of Parks and Public Lands, even though BPL does not have formal collections program.
- D.8. Conduct a systematic inventory of objects held by BPL following the protocols developed in action D.7.
- D.9. Tell the stories of Allagash objects, and the people who created and used them, through interpretive media when they support Waterway interpretive themes.

E. Ethnographic Resources (SL&W p. 174)

- E.1. Invite scholarly research by offering the distinctive Allagash landscapes as potential ethnographic topics.
- E.2. Continue to consult with the Wabanaki nations and other affected communities regarding the existence of any Waterway ethnographic resources.

F. Burial Sites (SL&W p. 175)

- F.1. Confirm the location of Joe McKeel's gravesite using remote-sensing techniques by offering the opportunity to a university student with access to the appropriate equipment.
- F.2. Confirm and document other gravesites, as their existence becomes known.

G. Submerged Resources (SL&W pp. 175-176)

- G.1. Work with volunteers to locate and document the stern of the *H. W. Marsh*. Employ side-scan radar or other remote-sensing, or perhaps a dive club could assist with documentation.
- G.2. Utilize volunteers, students, or staff to document other underwater resources—including Telos Cut—as information becomes available, using geospatial technology and following BPL protocols.

H. General Recommendations (SL&W pp. 178-179)

Baseline Documentation

- H.1. Produce baseline studies and conduct inventories as suggested in actions A through G.
- H.2. Produce an historic resource study for the Allagash Wilderness Waterway. An historic resource study establishes contexts and provides a baseline for understanding and evaluating the broad range of historical themes and related properties in a particular area. The study will serve as a planning tool for decisions regarding which heritage resources are significant and their future treatment. Key features of such a study for the Allagash are enumerated below.
- H.3. Develop a multi-year plan to collect baseline data about the remainder of the 35 potential heritage structures identified in chapter 3 but not mentioned in recommendation H.2, using volunteers and Waterway staff.
- H.4. Contract with a museum professional to review relevant documentation of Allagash historic and cultural resources at locations including Churchill Depot Waterway Headquarters, BPL's Ashland, Bangor, and Greenville offices, and historical societies and libraries in northern Maine. Summarize findings and submit a report.
- H.5. Contact the Peabody Essex Museum to inquire if any researchers associated with the museum would be interested in creating a project around Pingree and Coe's figuring out how to run the water of the Allagash "backwards," utilizing the large collection of historical manuscripts donated by the Pingree heirs.

Coordination and Consultation

- H.6. Consult with Native American tribes through MHPC and Maine State Museum, regarding cultural affiliation, artifacts, and public interpretation.
- H.7. Assist landowners within the Allagash watershed with developing management guidelines for the preservation of identified heritage resources; for example, the structures at Clayton Lake and McNally Ross Stream Camps or the California Road.
- H.8. Establish and maintain cooperative relationships with organizations whose mission is relevant to the preservation of Waterway heritage resources, such as the Allagash Historical Society, Maine Acadian Heritage Council, Patten Lumbermen's Museum, and Ashland Logging Museum.

- H.9. Explore coordination with the several state and federal agencies responsible for managing heritage resources in the Maine Woods region, including Baxter State Park and Katahdin Woods and Waters National Monument.
- H.10. Establish and maintain cooperative relationships with universities regarding opportunities among the previous recommendations.
- H.11. I identified individuals during the Storied Lands & Waters project who could bring their expertise and knowledge to bear on future work regarding Allagash heritage resources.

I. Visitor Experience (SL&W pp. 232-247)

- I.1. Design, construct, and install Theme I and Theme II exhibits in the 1,000-square-foot north area of the Storehouse interpretive center exploring the sub-themes A Wild Place, A Valued Place, Basins of Water, and Life Support once current operations functions are relocated.
- I.2. **PRIORITY** – Design, construct, and install Theme III exhibits in the 1,500-square-foot south area of the Storehouse interpretive center exploring Ancient Travelers, A Working Forest, and At Home in the Woods sub-themes; store objects not needed for thematic display.
- I.3. Evaluate desired facility improvements at the Storehouse to support the overall visitor experience. These could include security upgrades and universal access improvements. Develop cost estimates.
- I.4. After stabilizing the Boarding House, develop and install exhibit panels on the ground floor exploring the Theme III sub-theme, At Home in the Woods (“King” LaCroix’s historical use of the building).
- I.5. Design, produce, and install exhibit panels in Taylor Camp about Theme III (Moosetowners, Moir farm, “sports” and sporting camps). Consider incorporating Maine Historical Society images and text.
- I.6. Maintain reconstructed tramway section and stabilized locomotives; preserve visitors’ sense of discovery at Tramway village by using “Allagash Explorer” media to relate storylines, rather than installing permanent interpretive panels.
- I.7. **PRIORITY** – Institute a process that allows creative amateurs and professionals performing work in and about the Waterway to use Lock Dam Camp for a short-term residency program tied to interpretive themes (I, II, and III).
- I.8. Create and install an interpretive panel at the base of Allagash Mountain Fire Tower exploring the sub-theme A Valued Place. Volunteers construct reproduction fire-finder equipment and install it in the preserved cab.
- I.9. Create and install an interpretive panel at the base of the Round Pond Mountain tower exploring the sub-theme A Working Forest.
- I.10. Incorporate interpretive Themes I, II, and III into the Junior Ranger program, including the design of an expanded workbook.

- I.11. **PRIORITY** – Engage an interpretive writer to compose “Allagash Explorer” content that explores the Waterway’s three interpretive themes for use in pocket guide booklet, pocket guide mobile app, and web portal.
- I.12. **PRIORITY** – Use “Allagash Explorer” content to create a pocket guide in a format that can be downloaded by visitors (PDF) and also professionally printed (files prepared for printer), as well as an accessible HTML version.
- I.13. **PRIORITY** – Use “Allagash Explorer” content to design and deploy a hand-held device application.
- I.14. **PRIORITY** – Design and build custom “Allagash Explorer” web portal (website) with editable areas, live text areas, image gallery, news boxes, e-commerce capability, and news and resource pages.
- I.15. **PRIORITY** – Design, install, and maintain Waterway directional signs at critical junctions on roads in the North Maine Woods.
- I.16. **PRIORITY** – Design, produce, and install orientation panels near Waterway Ranger Stations at Michaud Farm, Umsaskis, and Chamberlain Bridge, and at a Churchill Depot site to be determined.
- I.17. **PRIORITY** – Develop and deploy an internet trip-planner as part of an Allagash Waterway web portal to complement BPL’s official Waterway website.
- I.18. Update the BPL Allagash Wilderness Waterway Guide & Map to incorporate Themes I, II, and III.
- I.19. **Develop and maintain a social media environment for Waterway visitors employing several online platforms.**
- I.20. Create an online network of people sharing biodiversity information as part of the Waterway’s online community that helps members learn about nature, and collect crowd-sourced Waterway biodiversity data.
- I.21. Use the 100th anniversary, in 2026, of Churchill Depot’s construction to celebrate stabilization of the Boarding House (recommendation c.12), plus completion of the Boarding House interpretive panels (recommendation i.3) and the Storehouse interpretive center (recommendation i.2).
- I.22. Continue community outreach programs, as staff is available.
- I.23. Inform Waterway rangers and volunteers of the availability of online interpretive training opportunities and encourage participation.
- I.24. Utilize principles of interpretation, guidelines for interpretive writing, exhibit and interpretive panel design standards, universal accessibility standards, and historical place names in all Waterway interpretive media and programs.
- I.25. Cooperate with other Maine Woods recreation destinations to provide collaborative trip planning information to the public through online resources, and joint staff training and sharing of information.
- I.26. Cooperate with Patten Lumbermen’s Museum and Ashland Logging Museum in presenting

Theme III to the public.

- I.27. With Allagash Historical Society, reevaluate the desirability and feasibility of developing a regional historical and cultural museum in the town of Allagash.
- I.28. Cooperate with environmental education organizations to present Theme II storylines to the public.
- I.29. Cooperate with universities, museums, nonprofits, and government agencies to research Allagash social and natural history, and environmental science; collect and analyze four-season visitor use data.
- I.30. Consult with historical societies and cultural organizations in Aroostook and Piscataquis counties regarding the presentation of local history.
- I.31. Consult with Maine Historic Preservation Commission regarding interpretation of archaeological resources and the interpretation and alteration or adaptive use of historic structures for interpretation.
- I.32. Consult with Maine State Museum regarding the display of historic objects for interpretation.
- I.33. Consult with Native American tribes regarding interpretation through Maine Historic Preservation Commission and Maine State Museum.

J. Education & Learning (SL&W pp. 267-270)

- J.1. **PRIORITY – Conduct multi-day Allagash expeditions for adolescents from Maine using curricula that incorporate Waterway interpretive Themes I, II, and III, and are consistent with Waterway interpretive goals.**
- J.2. **PRIORITY – Reach out to organizations and professional guides offering Allagash youth expeditions to encourage incorporation of Waterway messaging into their curricula.**
- J.3. Cooperate with the University of Maine at Fort Kent to make the classroom and other facilities at the E. H. Violette Wilderness Camp (within the One-Mile Zone) available as a formal Waterway learning environment.
- J.4. Conduct two-week professional development content immersion and start preparing educator leaders, in collaboration with others.
- J.5. **Conduct two-day Waterway trip for teacher cohort (eight teachers) during the first fall, following the summer content immersion.**
- J.6. Hold four meetings among cohort teachers during the academic year, facilitated by RiSE staff, regarding leadership, lesson and assessment development, and to discuss pilot outcomes and refine lessons related to Waterway interpretive Themes I, II, and III.
- J.7. Conduct summer teacher-in-residence program with four of the original cohort teachers to develop a general template for annual teacher Allagash educational trips and coordinated professional development.

- J.8. Begin summer content immersion with a second cohort of teachers.
- J.9. Work with 20 additional teachers to use lessons related to Waterway interpretive Themes I, II, and III developed in their classrooms.
- J.10. Conduct two-day Waterway trip with second cohort of eight teachers, and a teacher leader.
- J.11. **PRIORITY** – Dedicate a portion of the “Allagash Explorer” web portal to curriculum resources, including the posting of Waterway lesson plans. Cooperate with other institutions to distribute Waterway curricula to Maine teachers and youth leaders.
- J.12. **PRIORITY** – Establish a Waterway Education Coordinator position to bring the nascent Waterway education program to life.

Appendix - INTERPRETIVE THEMES

There are four components in the Waterway thematic hierarchy.

- Core Message: The key concept reflecting the purpose and significance of the Waterway. Applies throughout the Waterway.
- Central Themes: Ideas or concepts that together support the core message. Ideally, all visitors will understand at least one of the themes based on their specific area of interest or locale visited.
- Sub-themes: Ideas or concepts that narrow and support a theme.
- Storylines: Stories that communicate a sub-theme or theme, tied to tangible Allagash places and features.

Other information delivered in the Waterway network helps visitors plan a trip to the Allagash and orients them to a place upon arrival.

CORE MESSAGE

*The Allagash is a wild place where flowing waters reflect centuries of life,
work, and travel in Maine's North Woods;
it is a place set aside for all.*

THEME I – The Waterway is a wild place set aside for all to enjoy and care for.

A Wild Place

A ribbon of now wild lands and waters, earlier transformed by logging, winds through the Maine Woods.

A Valued Place

Visitors enjoy and value the Waterway's wild character the year-round, and help care for its heritage and nature.

THEME II – Flowing waters sustain wildlife throughout the Waterway.

Basins of Water

Low mountains and ridges surround the Waterway, forming basins where water flows downhill into lakes and the Allagash River.

Life Support

Plants and animals depend on life-giving water flowing in Waterway soils, streams, wetlands, ponds, and lakes, and the Allagash River.

THEME III – People have lived, worked, and traveled in the Maine Woods since ancient times.

Allagash Travelers

Waterway visitors travel routes that have been in use for a long time by Native Americans, colonials, loggers, “rusticators,” trappers, “sports,” guides, and recreational paddlers.

A Working Forest

Timberland investors changed the flow of history—and Allagash waters—by floating harvested logs north to markets and then logs and pulpwood south, relying on the labor of men, draft animals, and machines.

At Home in the Woods

People of European descent began living in the Wabanaki homeland along the Allagash during the early 1800s, occupying seasonal camps, farmsteads, or a few year-round logging communities, now gone.