

Castillo de San Marcos

National Park Service
U.S. Department of the Interior

Castillo de San Marcos National Monument
Florida



LONG-RANGE

INTERPRETIVE

PLAN

August 2023



Long-Range Interpretive Plan

Castillo de San Marcos National Monument

Developed by Interior Region 2 (Southeast Region)
Interpretation, Education & Community Partnerships

August 2023

Approved by

Superintendent, Castillo de San Marcos National Monument

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Introduction



The first European colony founded in America lies, not in New England, but on the eastern coast of Florida. It is in St. Augustine, the oldest continually occupied European city in the continental United States, where the Spanish government built the Castillo de San Marcos, a fort so strong it was used by four different countries spanning a period of nearly 300 years without ever being defeated. To protect the southern entrance to St. Augustine, the Spanish later added Fort Matanzas, a stone watchtower that stands today as a sentry overlooking the Florida coastline as it continues to change and shift following natural processes rather than the developments of people. Together, these National Monuments preserve the story of the first colony in America and the complicated interactions between nations and people that shaped it.

This interpretive plan is designed to guide park managers for the next 5-7 years as they assist park visitors seeking the truth about American history in the Nation's greatest classrooms protected and preserved by the National Park Service.



Executive Summary



As co-managed units of the National Park Service, Castillo de San Marcos and Fort Matanzas National Monuments underwent the interpretive planning process at the same time. Though both parks share the same big picture management goals and desired outcomes for successful interpretation, a separate plan was created for each park to simplify the reader's understanding of each unit's unique strengths, challenges, and path forward for managing interpretation for the next 5-7 years. Readers will find some redundancy if reading both plans.

Goals and Desired Outcomes

This plan was initiated March 2022 and completed in August 2023. Park Management requested a long-range interpretive plan to create a practical guide for new staff to quickly understand the interpretive philosophy, programs, issues, priorities, and goals for Castillo de San Marcos and Fort Matanzas National Monuments with specific focus on developing strategy to:

1. Identify and communicate untold and undertold stories.
2. Enhance relationships with, and service to, Hispanic communities.
3. Create more inclusive experiences for the wide swath of the American public.
4. Expand the education program to serve more local and underserved youth.
5. Expand community outreach programs to serve more local residents and enhance partnerships.
6. Assess and improve the accessibility of interpretive programs and exhibits
7. Define the role of historic weapons exhibition in context as one of many aspects of a thriving interpretive program.

These seven goals are aligned with relevant national and regional level strategic goals as seen in Figure 1.1.



Figure 1.1 Strategic Goals Alignment Tables

| Strategic Goals Alignment | | | | | | | |
|---|---|---|---|---|---|---|---|
| National Goals | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Expand hunting, fishing, and other recreation on DOI lands and waters. (DOI Strategic Plan 2018-2022 Goal 3.1) | | ☑ | ☑ | | | ☑ | |
| Advance equity, inclusion, and access in carrying out the NPS mission. (NPS Strategic Priorities, 2022) | ☑ | ☑ | ☑ | | ☑ | ☑ | |
| Enhance public satisfaction at DOI sites. (DOI Strategic Plan 2018-2022 Goal 3.2) | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |
| Invest in the future of parks. (NPS Strategic Priorities, 2022) | ☑ | | ☑ | | | ☑ | |
| Create an NPS experience that meets visitor expectations into the future. (NPS Strategic Priorities, 2022) | ☑ | ☑ | ☑ | ☑ | | ☑ | ☑ |
| Align DOI organizational structure and workforce to improve partnership engagement and mission delivery (DOI Strategic Plan 2018-2022 Goal 6.1) | ☑ | ☑ | | | ☑ | | |
| Connect and empower a thriving and diverse workforce. (NPS Strategic Priorities, 2022) | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |
| Foster partnerships to achieve balanced stewardship and use of our public lands (DOI Strategic Plan 2018-2022 Goal 1.3) | ☑ | ☑ | ☑ | | ☑ | | |
| Support tribal self-determination, self-governance, and sovereignty (DOI Strategic Plan 2018-2022 Goals 4.1) | ☑ | | ☑ | | ☑ | | |
| Respect and strengthen Indigenous connections, enhance our nation-to-nation relationships, and fully uphold our trust and treaty responsibilities. (NPS Strategic Priorities, 2022) | ☑ | | ☑ | | ☑ | | |
| Provide science to safeguard communities from natural hazards (DOI Strategic Plan 2018-2022 Goal 5.4) | ☑ | | | ☑ | | | ☑ |
| Confront the climate crisis using scientific and traditional ecological knowledge in stewarding our resources. (NPS Strategic Priorities, 2022) | ☑ | | ☑ | ☑ | | | ☑ |
| Regional Goals | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Collaboratively tell inclusive, regionwide stories. | ☑ | ☑ | ☑ | | | | ☑ |
| Elevate the quality and relevance of interpretive exhibits. | ☑ | ☑ | ☑ | | | ☑ | ☑ |
| Leverage digital platforms for information, interpretation and education access. | | | | ☑ | ☑ | ☑ | ☑ |
| Inspire, engage and hire the next generation of youth leaders. | ☑ | ☑ | ☑ | ☑ | | | ☑ |

Figure 1.2 Measurable Outcomes Table

| Measurable Outcomes | Measures of Success | | | | | | |
|---|---------------------|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Visitor response and comments reflect a well-balanced and inclusive experience reflecting multiple perspectives. | 👍 | | 👍 | | | | |
| Percentage of programs and interpretive content reflecting diverse and inclusive narratives increases, as assessed by content. | 👍 | | 👍 | | | | |
| Visitation demographics reflect more diverse visitation. | 👍 | 👍 | 👍 | | | 👍 | |
| Feedback from partner groups and associations reflect higher visitor satisfaction. | 👍 | 👍 | 👍 | | | 👍 | 👍 |
| Visitation increases at Fort Matanzas locations providing interpretation. | 👍 | 👍 | 👍 | | 👍 | 👍 | 👍 |
| Percentage of visitors using interpretive services increases. | 👍 | 👍 | 👍 | | | 👍 | 👍 |
| Park economic benefit to gateway communities increases. | 👍 | 👍 | 👍 | 👍 | 👍 | 👍 | 👍 |
| Visitor satisfaction increases as assessed by visitor experience surveys as well as comment cards. | 👍 | 👍 | 👍 | | | 👍 | 👍 |
| Trip reviews on well-known travel sites as well as Recreation.gov reflect higher visitor satisfaction. | 👍 | 👍 | 👍 | | | 👍 | 👍 |
| Repeat visitation is increased. | 👍 | 👍 | 👍 | 👍 | 👍 | 👍 | 👍 |
| Number of local visitors increases. | 👍 | 👍 | 👍 | | 👍 | 👍 | 👍 |
| Quantity and quality of interpretive services increases as a result of volunteer labor. | | 👍 | | 👍 | 👍 | | 👍 |
| The park establishes and sustains routine consultation with culturally associated Native American Tribes on cultural studies, plans, reports, and interpretation (not just issues requiring section 106 and NAGPRA) as measured by number, type, and frequency of consultations as well as Tribal response rates. | 👍 | | 👍 | | | | |

...untold and untold stories.
 ...Hispanic communities.
 ...more inclusive experiences...
 Expand the education program...
 Expand community outreach...
 ...improve the accessibility...
 ...role of historic weapons...

| Measurable Outcomes | Measures of Success | | | | | | |
|---|---------------------|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Annual number of youth served through the education program increases. | | | | 👍 | | | |
| Number of diverse youth served through the education program increases. | 👍 | 👍 | 👍 | 👍 | | 👍 | |
| Number of local youth served through education program increases.. | 👍 | 👍 | 👍 | 👍 | | | |
| Number of partnerships and projects with academic institutions and research organizations are enhanced and expanded, especially among scientific groups representing traditionally underserved populations and those with differing ability levels. | 👍 | 👍 | 👍 | | | 👍 | |
| The number of interns recruited from HBCUs, Greening Youth, and other diverse institutions to engage in scientific discovery, exploration of the park, and introduction to NPS careers increases. | | 👍 | 👍 | | 👍 | | 👍 |
| Staff demographics reflect a more diverse workforce that represents national demographics. | | 👍 | 👍 | | 👍 | | |
| The number of hiring announcements and financial contributions to HBCU, Greening Youth, and other organizations specializing in placement of diverse employees increases. | | 👍 | 👍 | | 👍 | | |
| The percentage of programs and interpretive content reflecting diverse and inclusive narratives increases, as assessed by content. | 👍 | | 👍 | | | | 👍 |
| The overall number of volunteers in the park increases, as well as the percentage of diverse volunteers, as measured in key demographics pertaining to age, race, veteran status and ability level. | 👍 | 👍 | 👍 | | 👍 | 👍 | 👍 |
| Retention of diverse employees increases, as measured by staff demographics. | | | 👍 | | | | 👍 |
| Financial incentives to attract and retain a broad spectrum of diverse employees increases. | 👍 | 👍 | 👍 | | | 👍 | |

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S.C.O.T. Analysis

Strengths

The Interpretation program at Castillo de San Marcos is excellent overall. The park benefits from knowledgeable and experienced interpretive staff who have been working at the park for many years. Most permanent, full-time staff have education or experience in professional historical research and combine their knowledge with enthusiastic interpretation to bring the stories of the past to life in St. Augustine. At Castillo de San Marcos, the exhibits are relatively new, and in good shape. Exhibits are presented in Spanish as well as English creating an attractive ratio of information to graphics and opportunities for Spanish-speaking visitors to enjoy the park in their native language. Castillo enjoys a large volunteer program by partnering with local reenactment groups in St. Augustine and these volunteers contribute substantially to the park’s very successful historic weapons exhibition program which accounts for approximately 40% of all demonstrations and performing arts contacts in the region. The education program at Castillo de San Marcos is run primarily through Commercial Use Authorization agreements which allow tour companies who specialize in educational tours to bring approximately 70,000 students to the park every year making this one of the largest education programs in the Service.

Challenges

While Castillo de San Marcos does an excellent job presenting the often undertold story of Spanish influence on the fledgling Americas, there is a lack of interpretation of the Native American people who lived in the area before European contact. Current interpretation does not clearly articulate that there were people living in the area before St. Augustine and the Castillo were established, and that they played a role in building the fort and community. Rather, current interpretation focuses on “Spanish Beginnings” in 1513. The Castillo de San Marcos was later used as a prison for Native Americans who fought assimilation at the hands of the United States and removal from their homelands, and while there is some interpretation of this period, much of the story is left out, especially in the exhibits. Further, diversity among the interpretation staff is below local and national averages which creates missed opportunities to serve more diverse audiences. While overall numbers of youth served through the park’s commercial use authorization-managed education program is astounding, the park struggles to maintain services for broad school group audiences with its current level of staffing. With St. Johns County School District growing by 10,473 students (45%) in the past 10 years and projected growth for the next 10 years at an additional 15,813 students (47%)¹, the demand for education programs at Castillo de San Marcos is expected to continue.

¹ “St. Johns County’s Growth,” St. Johns County School District, accessed September 22, 2022, April 17, 2017, <https://www.stjohns.k12.fl.us/recruitment/growth>

Opportunities

Recently the park has made new relationships with local Hispanic organizations creating multiple opportunities to broaden the visitor base and expand services to Hispanic communities. The park has also developed stronger relationships with its culturally associated Native American Tribes which creates the opportunity to tell previously untold stories about the effects of removal and assimilation programs on Native Americans. The park also has opportunities to serve these and other traditionally marginalized populations by sharing space at the monument for gatherings and interpretation. Considering the age of Castillo de San Marcos, mobility accessibility is quite good, and there is an audio tour that provides audio descriptions of the waysides, but additional tactile and audio elements could create a better experience for all visitors, especially those served by the important partnership between the National Park Service and the Florida School for the Deaf and Blind. Finally, there are opportunities to reframe volunteer and historic weapons programs so that they better support the greater context of park management, operations, and interpretation to create deeper, more meaningful experiences for visitors.

Threats

Like all coastal parks, Castillo de San Marcos faces tremendous threats from the effects of climate change and sea level rise including increased likelihood of tropical storms, storm surge, and flooding which could severely damage or destroy historic structures which the park interprets. The park also faces potential threats from missing opportunities to tell whole or complete stories, especially concerning the controversial topics of Native American displacement and incarceration which took place in and near the historic fort. If the park is unable to tell the whole story about all of the many different people who are the ancestors of modern Americans, the park could lose relevance to today’s audiences.



Summary of Selected Recommendations

The Long-Range Interpretive Plan for Castillo de San Marcos National Monument includes a vast array of recommendations which may assist park management in making decisions about interpretive programming for many years to come, however, it would be unrealistic to think the park will accomplish all of these. Therefore, certain recommendations are prioritized and scheduled for implementation, while the complete suite of recommendations can be found in the Implementation Plan. The recommendations which will have the greatest impact on helping Castillo de San Marcos National Monument achieve its seven stated strategic goals are summarized here.

Strategic Goal 1: Identify and communicate untold and undertold stories.

- Incorporate Indigenous and women’s perspectives into new exhibits. Be sure to consult on any interpretation that seeks to represent Native American history or perspectives.
- Offer time and space for cultural demonstrations from interested Tribes to allow them to tell their own story, in their own way, to members of the public.
- Use the park’s updated themes and theme matrix to tell more inclusive and complete stories.
- Replace indoor exhibits with more inclusive perspectives, multisensory all-abilities designs based on universal principles, a more thematic and less chronological interpretive approach, and more diverse representation

Strategic Goal 2: Enhance relationships with, and service to, Hispanic communities.

- Continue expanding partnerships with Hispanic/Latin American community organizations.
- Hire staff with Spanish language fluency to create authentic experiences in person and continue the excellent work done in existing media.

Strategic Goal 3: Create more inclusive experiences for the wide swath of the American public.

- Establish baseline goals for diverse representation in media in order to help shape and inform the development of new exhibits.
- Pursue special hiring authorities, language skills requirements, and hire local to diversify staff.

Strategic Goal 4: Expand the education program to serve more local and underserved youth.

- Hire two permanent staff members to expand the current education program to encompass Fort Matanzas more holistically and serve local and underserved youth.

- Purchase a custom mobile classroom/contact station to take to area schools and events to “bring the park” to the classroom. This can take the form of a custom RV, trailer, or mobile event van that is fitted with static and digital displays, workspace, awnings, and pop-outs to create a space for hands-on learning on-the-go.
- Work with a partner to offer virtual or distance learning opportunities.

Strategic Goal 5: Expand community outreach programs to serve more local residents and enhance partnerships.

- Establish a GS-09 Community Outreach Coordinator.
- Expand cultural festivals and special events similar to the recent Unidos en la Música Festival to give voice to historically underserved communities.
- Connect to the large military community (especially FL National Guard) through Morale, Welfare, and Recreation programs, and family programs.

Strategic Goal 6: Assess and improve the accessibility of interpretive programs and exhibits.

- Enroll design staff in the Eppley Accessibility Certificate Program.
- Conduct a full accessibility review of exhibits using the Harpers Ferry Center accessibility checklist.

Strategic Goal 7: Define the role of historic weapons exhibition in context as one of many aspects of a thriving interpretive program.

- Do not overemphasize historic weapons demonstrations at the expense of other interpretation programs or operations. Weapons demonstrations should be scheduled according to the availability of trained staff and volunteers. When minimum numbers of personnel are not available due to unforeseen circumstances, demonstrations must be canceled, and the public should be notified.
- Diversify living history program offerings to include individual or small-team demonstrations such as small-arms firing, uniform wear and care, food preparation, and drill and ceremony. Incorporate uniformed volunteers into thematic interpretation walks, talks, tours more frequently. Ensure these volunteers receive the same, or equivalent training to uniformed staff.
- Use the park’s updated and revised themes and theme matrix to develop interpretive walks, talks, and tours that provide more intellectual and emotional depth than historic weapons demonstrations.



Foundations



The Foundations section of this plan is not designed to replicate, substitute, or supplement the park's existing Foundation Document except where it concerns the park's interpretive themes. As such, this section contains excerpts from the Foundation Document intended to help the reader understand the park's interpretive operation in terms of the park's broader context in a single sitting. These excerpts have been edited for length. For in depth information on any of the sections discussed below, the reader must consult the original *Foundation Document: Castillo de San Marcos, 2016*.

Description of the Park

Castillo de San Marcos protects an important structure built by the country of Spain during the earliest years of American Colonialism and the legacy of Spanish influence on the Americas. At Castillo de San Marcos, three-quarters of a million people come each year to see the oldest European stone fortification in the continental United States and learn about the history preserved by the Castillo. This history includes a complex tapestry of interactions between European powers competing for control of America, the displacement, assimilation, and incarceration of Native Americans, and the experiences of the first African Americans, both enslaved and free. Visitors typically enjoy self-guided tours, participating in ranger programs or living history demonstrations, or watching one of the wildly popular historic weapons firing demonstrations, which serve approximately 300,000 people a year, making the historic weapons program at Castillo one of (if not *the*) largest in the country.

Park Purpose

Built by the Spanish in St. Augustine to defend Florida and the Atlantic trade route, **Castillo de San Marcos National Monument** preserves the oldest masonry fortification in the continental United States and interprets more than 450 years of cultural intersections.²

Park Significance

The following significance statements have been identified for Castillo de San Marcos National Monument. (Please note that the sequence of the statements does not reflect the level of significance.)

1. Primarily constructed of locally quarried coquina stone, Castillo de San Marcos is a remarkably well-preserved example of Star Fortress military architecture and illustrates Spanish military engineering adaptation in the New World.
2. Castillo de San Marcos is a tangible representation of more than 250 years of conflict between European colonial powers in what is now the southeastern United States and Spain's military struggle to protect the vital Gulf Stream trade route.
3. Castillo de San Marcos was the principal fortification in the region from 1672 to 1900, having been occupied by the armies of Spain, Great Britain, the Confederate States of America, and the United States, and has meaningful connections to diverse cultures in St. Augustine and the world.

² National Park Service, US Department of the Interior, *Foundation Document: Castillo de San Marcos National Monument* (Florida, June 2016), 5

4. Castillo de San Marcos, known as Fort Marion at the time, became a military prison for American Indians,* including the Seminoles in 1837, Plains Indians* from 1875 to 1878, and Apaches in 1886–1887.³

Fundamental Resources and Values

Fundamental resources and values (FRVs) are those features, systems, processes, experiences, stories, scenes, sounds, smells, or other attributes determined to warrant primary consideration during planning and management processes because they are essential to achieving the purpose of the park and maintaining its significance. If fundamental resources and values are allowed to deteriorate, the park purpose and/or significance could be jeopardized.

Other important resources and values (OIRVs) are not fundamental to the park's significance, however, they are important to the park's operation and management and were considered during this planning effort.

The following fundamental resources and values have been identified for Castillo de San Marcos National Monument:

Castillo de San Marcos. The coquina fortress of the Castillo de San Marcos and its surrounding moat, covered way, ravelin, and glacis are the primary nationally significant cultural resources for which the park exists.

City Gate Pillars. These coquina pillars were erected in 1808 in connection with the reconstruction of the earthwork Cubo Line in the area. The City Gate was the only opening in the earthwork to the walled city of St. Augustine, which ran westward from the Castillo to the San Sebastian River.

U.S. Water Battery. During the American territorial period in 1821–1845, a modification filled in the original moat on the east side of the fort in 1838–1842 and established a barbette-type gun emplacement and Hot Shot Furnace. The battery is an example of a modified work of the second system of U.S. seacoast fortifications.

Ledger Art and American Indian* Wall Art from the Incarceration Period. During the period of American Indian* incarceration at the fort, prisoners created ledger art illustrating their memories and experiences. Original drawings, created by imprisoned Plains Indians,* are housed in the museum collection. In addition, two engravings are on the walls in casemate 15, and serve as tangible reminders of the Indian* incarceration period.

Other important resources and values that have been identified for Castillo de San Marcos National Monument are:

Viewshed. From the fort's gun deck, the viewshed encompasses supporting features of the defensive system such as the glacis hill, Cubo Line, and the City Gate Pillars and illustrates how the Castillo dominated the surrounding area.

³ Ibid, 6

Artillery Collection. The artillery collection is important for interpreting Castillo de San Marcos' history and its evolution of artillery and adaptations in the fortifications because the pieces closely correlate to the park's significant time periods.

Archeology. The archeological resources of Castillo de San Marcos National Monument are important for the information they have provided on the history of the fort to date and the information future archeological research may reveal.⁴

Interpretive Themes

Park Interpretive Themes define the most important ideas or concepts communicated to visitors about a park unit. While infinite themes could be created to help interpret a park's resources and values, Park Interpretive Themes are derived from, and should reflect, park purpose, significance, resources, and values. They provide the foundation on which all other interpretive themes are built. They are one of the central tenets of professional interpretation as practiced by the National Park Service and other heritage institutions around the world. As such, they are treated in this document for reflection and refinement, not merely for reference. The themes from the parks' Foundation Document are listed in this section, followed by revised themes which have been updated and refreshed to reflect professional standards for interpretation and help the park tell more inclusive stories. The revised themes lay the foundation for future interpretation at Castillo de San Marcos and Fort Matanzas for the next 5-7 years, or until revised again by subsequent formal planning process. Common stories, topics, and essential questions for audience centered dialogue are aligned with the new revised themes in the Theme Matrix found in the Implementation Section of this plan.

Legacy Themes from the Foundation Document, 2016

- Today, Castillo de San Marcos National Monument stands as a powerful reminder of a past time when European military giants struggled to defend tenuous footholds in the New World, as well as when a young United States fought for dominance over the North American continent.
- The Castillo serves as a visual record of the military engineering adaptations to its location in Florida, from its inception as a four-bastion, coquina-masonry fort to a series of changes in uses, ownership, and evolving military technologies. Its fortitude as a military structure is the true picture of success because the Castillo changed hands only through treaty and peaceful exchange, never falling in battle.
- A park, not only of stone and mortar but of human determination and endurance, the Castillo de San Marcos symbolizes the clash between cultures, from American Indians* to European soldiers and settlers to enslaved and free African Americans that ultimately resulted in our uniquely diverse nation. Still resonant with the struggles of an earlier time, these original walls provide tangible evidence of the colonial beginnings of cultural diversity as well as the challenges cultural differences can create.

- The Castillo's role as a military prison for American Indians* during several periods in the 1800s offers an opportunity to discuss the impact American policies had and still have on native peoples. Examining tribal and 19th century U.S. military perspectives allows a more balanced understanding of this period in American history.
- The stewardship of the oldest masonry fort in the continental U.S. requires careful preservation methods and techniques to maintain and safeguard the Castillo, its surrounding defensive structures, and its landscape features for the purpose of providing an authentic place for reflecting on our nation's past. These structures, originally built to protect people, are now in need of our protection⁵.

Revised Themes, 2022

- Castillo de San Marcos, a shell-stone fortress that survived three sieges without falling, is a powerful place to reflect upon the ways human conflict and military might shape our world.
- Castillo de San Marcos, the oldest example of a stone European-style fortress in the continental United States, preserves the legacy of Spanish influence in America.
- Historic structures like the Castillo de San Marcos were originally built for protection, but now they need protection from us.
- The people who built and interacted with the Castillo de San Marcos came from many diverse cultures and backgrounds and their stories, perspectives, and opinions are as varied as they were.
- The Castillo's role as a military prison for Native Americans is a solemn reminder of the mistreatment of Indigenous peoples and the lasting effects of intergenerational trauma still affecting many Americans today.
- The Castillo stands as a silent witness to more than 350 years of cultural intersections and their complicated legacies on American society.

* Native Americans were commonly referred to as "American Indians" by the U.S. Government during the period when the Castillo de San Marcos was known as Fort Marion and used to imprison Native Americans. Where the Long-Range Interpretive Plan refers to the Foundation Document, the language used in the Foundation Document to describe the historical and legal terms used during the incarceration period is unaltered. In modern interpretation, interpreters and interpretive media should refer to the proper name of individuals and their preferred name for their nation of citizenship when known. When not known, or when describing a group of people or associated Native American groups, the terms Native American, Indigenous people/person, Tribes/Tribal, or Nation(s) are preferred. This modernization of language and terminology is reflected throughout the rest of the Long-Range Interpretive Plan.

⁴ Ibid, 7-8

⁵ Ibid, 9

Essential Questions

Essential questions are the starting point for interpreters developing audience centered dialogic experiences. They are questions that probe the park's fundamental resources and values and statements of significance in order to encourage shared stewardship and broad collaboration in preserving heritage resources. They elevate a site's relevance to modern audiences by asking visitors to make connections between park resources and real-world dilemmas of broad social importance. In form, essential questions are intriguing questions that cannot easily be answered, but which invite visitors and park staff to ask more questions and explore the answers together while engaging in mutual learning, contributing individual experience, and building 21st century skills. Essential questions are similar to interpretive themes in that they provide a baseline rhythm of communication interpreters build upon as they craft visitor experiences for the park. The essential questions developed for Castillo de San Marcos are:

Essential Questions

- What does the legacy of colonialism mean to diverse Americans today?
- How does learning a new perspective shape our opinions and behaviors?
- How should a nation define and defend its borders?
- What can we learn from the Castillo's prison history that informs American institutions of imprisonment today?
- What are the impacts of intergenerational trauma on Americans today?
- How did the Castillo de San Marcos's role during the American Revolution shape the creation of the United States?
- How can people from diverse cultures live together and respect each other?
- What can we learn about human migration and immigration from the stories tied to the Castillo?
- Why is it important for governments around the world to protect historic sites in the face of climate change?





Existing Conditions



An assessment of existing conditions pertaining to interpretive operations was conducted from March 28–April 1, 2022. This snapshot of operations assists park planners in understanding the context for the parks stated goals, creates a baseline for developing recommendations and monitoring metrics for the plan, and provides basic orientation information to incoming management staff wishing to understand the state of interpretation at the time the plan was developed.

Visitor Experience

Interpretive and Recreational Activities

Visitors to Castillo de San Marcos are primarily tourists participating in a myriad of tours and activities in the St. Augustine area. As such, a visit to Castillo de San Marcos is one of many recreational opportunities visitors might experience in a day. The typical length of a visit to Castillo de San Marcos is about an hour and consists of a self-guided tour through a number of exhibits established in the Castillo. The park has an excellent bookstore and gift shop operated by Eastern National that visitors can stop at on their way out of the fort, and there are some limited opportunities to experience the fort by walking around the outside.

According to National Park Service visitation data, approximately 8% of the Castillo's visitation is comprised of school trips who visit the Castillo on a commercial tour. The 2018 *Castillo de San Marcos National Monument Visitor Use Study* recommended managing the timing of organized groups' visits (such as school groups) to help alleviate crowding.⁶ Since then, the park implemented a timing strategy that allows school groups 30 minutes inside the fort and 30 minutes outside. The park also provided training to commercial tour operators to ensure the experience would remain educational and enjoyable.

A highlight for many visitors is the living history and historic weapons demonstrations performed primarily by costumed interpreters and volunteers. During these demonstrations, visitors might see a musket firing demonstration, talk to a reenactor playing a Spanish soldier, or experience a cannon firing complete with drill reenactment. According to data from the Servicewide Interpretive Report (SIR), approximately 300,000 people watch a living history or historic weapons demonstration at the Castillo, making this one of the largest living history and historic weapons programs in the service.

Trip Planning

To assist visitors with trip planning, the park maintains a website, automated information line, and participates in use of the NPS app. The park's use of the NPS app is excellent, with Castillo de San Marcos having one of the most robust, informative, and complete app profiles in the region. The website includes abundant information for trip planning, information on fees, and excellent attention to accessibility concerns featured prominently on the welcome page. The "Things to Do" page and information on interpretive programs and demonstrations should be updated and maintained in the near future.

Wayfinding

Castillo de San Marcos National Monument is not a very big site, but the park maintains publications to help visitors navigate the exhibits and understand the various parts of the fort and

⁶ RSG, "Findings and Potential Management Strategies," *Castillo de San Marcos National Monument Visitor Use Study* (White River Junction: 2018), 5

their contribution to layered defense. Navigational signage could be improved and the park has developed a recent sign plan.

Customer Service

Upon arrival, visitors must pay a fee to enter the Castillo de San Marcos at a small entrance station located outside of the fort. Fees staff are available to conduct this transaction, answer questions, and provide basic orientation services. Recently, the park has been experimenting with different ideas to streamline entry and provide a welcoming reception for visitors including a greeter position and ideas about traffic flow stanchions and improved signage.

Interpretive Media

Indoor Exhibits

The park's indoor exhibits are designed to take visitors on a chronological journey exploring the many different owners and uses of the fort through time. However, because visitors can enter the different rooms of the exhibit in any order, the chronological journey is easily missed. Exhibit structures are nicely designed and in good working order, however the information presented in the exhibits is old-fashioned and minimizes the presence and experiences of Native Americans who lived in the area before the fort was built and contributed to its construction as well as the community of St. Augustine. Further, the current exhibits lack detailed interpretation of one of the fort's periods of significance, the incarceration period when hundreds of Native Americans were imprisoned by the American government in the Castillo, known at the time as Fort Marion. Focus groups of people representing St. Augustine's Latinx/Hispanic population suggested that the exhibits are too text heavy and would benefit from more interactive elements and elements that can be refreshed to remain interesting to repeat visitors.⁷ Exhibit data in Facility Management Software System (FMSS) is current and detailed, and the exhibits reach their life expectancy in 2023.

Outdoor Exhibits and Waysides

The park's main outdoor attraction is its collection of historic cannons located on the gundeck. There are also cannons on display outside of the fort and an exhibit of a hot shot furnace. There are a few waysides outside of the fort interpreting the exhibits and explaining structural and historical elements of the fort. These waysides are all new and excellently designed.

Publications

Park publications are up-to-date, with print-outs available on-site and the content digitally accessible online. The park's collection of publications offers a variety of information without

⁷ RSG, *Castillo de San Marcos: Latinx/Hispanic Visitor Experience and Community Study* (White River Junction: 2018), 12-13

being redundant or superfluous, however, the content is often dense and academic rather than interpretive, and many of the park’s publications do not conform to NPS standards. The unigrid acknowledges the presence of Timucuan-speaking Native American people when the Spanish first arrived in Florida, whereas exhibits do not, but there is not much detail about the role of Native Americans or other cultures in the construction of the Castillo or the founding of St. Augustine.

Walks, Talks, and Tours

According to data analyzed from the 2019 Servicewide Interpretive Database and National Park Service Visitor Use Statistics, an impressive 61% of visitors to Castillo de San Marcos National Monument participate in at least one formal interpretation or education program. Of these visitors, 31% participate in a living history or historic weapons demonstration. While historic weapons demonstrations are popular at Castillo, it is important to note that these demonstrations are just one aspect of a thriving interpretation program and the park is working to schedule demonstrations in accordance with other priorities and staff capacity

A sampling of formal interpretive programs showed that interpretive staff at Castillo de San Marcos are extremely knowledgeable about the site and its history, but programs often lack the elements of thematic storytelling. The park does offer more thematic interpretive programs for special occasions and evening programs as time and weather permit, but themes could and should be incorporated into all programs, from 15-minute ranger talks to living history demonstrations.

Figure 4.1 Interpretive Services Table

Visitors Using Interpretative Services

Total Visitors to Park: 673,395

| Interpretive Services | # of Visitors | % of Total Visitation |
|--|---------------|-----------------------|
| Use of Any Interpretive Services | 1,258,051* | 187% |
| Use of Personal Services | 824,519 | 122% |
| Visitor Centers / Contact Stations | 327,626 | 49% |
| All Formal Interpretation and Education Programs | 411,315 | 61% |
| Informal Interpretation | 85,578 | 13% |
| Use of Non-Personal Services | 761,158 | 113% |
| Visitor Centers / Contact Stations | 327,626 | 49% |
| Park-Produced Publications | 224,044 | 33% |
| Audiovisual/Electronic Media | 209,488 | 31% |

* Note that for reporting interpretive services statistics, one visitor may use multiple different services, therefore making it appear as though more people use interpretive services than visit the park.

Figure 4.2 Personal Services by Type Table

People Using Personal Interpretation Services (by Type of Service)

Total People Using Personal Services: 825,797

| Type of Personal Service | # of Interpretive Contacts | % of Total People Using Personal Services |
|------------------------------------|----------------------------|---|
| Visitor Centers / Contact Stations | 327,626 | 40% |
| Informal Interpretation | 85,578 | 10% |
| Formal Interpretation | 70,054 | 8% |
| Demonstrations and Performing Arts | 258,848 | 31% |
| Junior Ranger Contacts | 504 | 0% |
| Special Events | 12,189 | 1.48% |
| Total Education Contacts | 70,998 | 9% |
| Education Programs: In Park | 69,720 | 8% |
| Education Programs: In Schools | 552 | 0% |
| Education Programs: Virtual | 480 | 0% |

Use of Technology

Web and Social Media

The park website and social media platforms are managed by a team of park rangers who receive content from front-line staff. The website includes a virtual tour and a plethora of videos for at-home, or pre-trip experiences. Accessibility information and 508 compliant publications are easy to find. The “Things to Do” section needs to be updated to reflect the park’s current interpretive programs and demonstrations. Social media platforms are updated regularly and response time is generally one day.

Apps

Castillo de San Marcos has one of the more complete app profiles in the region. It includes three self-guided tours, two park movies, information on the park’s Junior Ranger program, as well as trip planning and fees information. The park news and calendar sections are currently not being used and additional information on the park’s current interpretive programs and demonstrations would be helpful. The park is in the beginning phases of incorporating QR codes throughout the park to quickly connect visitors to information on the app.

Audiovisual

One of the rooms in the Castillo de San Marcos has been converted into a film viewing space, but at the time of this report it was not in use due to the COVID-19 pandemic. Staff report that the room is also used for living history demonstrations and ranger talks and the equipment for viewing the park film needs attention. Park staff occasionally create new short films to offer virtual experiences for visitors at home or in a classroom. The park also offers a virtual 360 tour on its website, although it tends to freeze when viewed online and visitors must download the tour program to get a good experience. The park takes 508 compliance very seriously ensuring that its virtual offerings are accessible for people with different ability levels. All in all, the park does an excellent job leveraging technology to meet visitors where they are at.

Education Programs

With education programs serving an average of 70,000 students in the park each year, Castillo de San Marcos National Monument enjoys one of the largest education programs in the National Park Service. The bulk of Castillo's education services are provided by commercial operations that lead school tours for a fee. While this model is highly effective at serving large numbers of students, consistency of services and messaging has been unreliable at times, and local students in schools that do not participate in commercially run tours may miss the opportunity for an educational experience at the Castillo.

In 2018, the park established a part-time term to serve as a dedicated Education & Youth Outreach Coordinator. This position was approved to be permanent and full time in 2019, but filled as part-time. In 2023 the position became vacant and the difficult decision was made to not fill this vacancy due to budget restrictions. Filling this critical position will be essential to continuing and growing a strong education and youth outreach program. The park enjoys strong partnerships with the Florida School for the Deaf and Blind, St. Johns County School District and Flagler College providing excellent opportunities for deaf and blind students, local students and mutually beneficial internships for the park and local college students. During the COVID-19 pandemic the park worked with the University of South Florida to develop virtual field trips using a 360 tour that increased the park's distance learning contacts dramatically.

Community Outreach

Currently, Castillo de San Marcos National Monument does not have a dedicated Community Outreach Coordinator. The education coordinator also manages the outreach program and has had some success expanding the park's engagement with local events, however the park desires to expand its community outreach program further serve and engage with the local community.

Partnerships are managed by the Director of Interpretation, Education, and Visitor Services, and partnerships are up-to-date and appropriate. The park does not currently have a philanthropic partner.

Consultation with Native American Tribes is also managed by the Director of Interpretation, Education, and Visitor Services. In the past, consultation with Native American Tribes has been primarily driven by the legal requirements of the Native American Graves Protection and Repatriation Act (NAGPRA); however, the park has recently been working to engage its culturally associated Native American Tribes more frequently and develop deeper partnerships to help shape its interpretation of Native American history. This resulted in a change to the park's exhibit on Native American incarceration at the Castillo (known as Fort Marion at the time) with direct partnership and input on the content and design from the Cheyenne and Arapaho Tribes of Oklahoma. Fourteen Tribal Representatives from eight different Native American Tribes participated in consultation to develop this plan.

Volunteer Programs

Volunteers perform a crucial role at Castillo de San Marcos, where the robust living history and historic weapons demonstration programs rely heavily upon local volunteerism. Over 100 Volunteers-In-Parks (VIPs) a year regularly donate time to the park in many different capacities. Living History VIPs don reproduction historic clothing and uniforms to demonstrate aspects of everyday life for the early colonists settling St. Augustine, including cannon and musket firings as well as historic crafts. Together with park staff, volunteers provide roughly 1,000 demonstrations a year serving approximately 300,000 visitors each year. Visitor Services VIPs provide many of the same services as park staff, such as interpretive programs and opportunities, the Junior Ranger program, staffing contact stations, and providing safety observers during weapons demonstrations. Many of the park's programs would not be possible without the participation of VIPs.

The robust volunteer program is managed by a collateral duty volunteer program manager who oversees volunteer activities at both the Castillo de San Marcos and Fort Matanzas National Monuments. The park has proper volunteer program management practices in place including appropriate policies, training, volunteer communications, recognition, and metric reporting. The park is in the process of updating its volunteer policies to further refine volunteer roles, communication, and scheduling.

Relevance, Diversity and Inclusion

Relevance

Nationwide, cultural institutions (including parks) are experiencing a phenomenon known as negative substitution. What this means is that people are exiting the visitor base faster than they are being replaced.⁸ In order to maintain their relevance, parks must evolve to serve changing demographics and next generation audiences. At Castillo de San Marcos National Monument, the park already has a strong operation to maintain its relevance with next generation audiences through its education program, which relates directly to Florida’s education standards. These efforts can further be enhanced by telling more inclusive stories that are relevant to Native Americans and women, offering special programs geared toward multi-generational family participation, and continuing to seek ways to connect the history of Spanish Settlement in America to today’s communities of Hispanic descent. A focus group of local residents from the Hispanic community in St. Augustine said they felt that Castillo de San Marcos does not play an active role in community culture and that Spanish culture is not reflected at the site.⁹ It is also important to note that there is great variety of opinion among people identifying as Hispanic when it comes to perspectives on Spanish colonial history and its legacy in America.¹⁰ While some people are proud of their Spanish-European roots and see the establishment of St. Augustine as the first European city in the continental United States as a point of pride¹², others view the Spanish imperial expansion into the new world as one of greed and brutality that decimated African and Native people and culture through forced subjugation and assimilation.¹³ Further, there is great variety in how people identify themselves as Hispanic, Latino, or Latinx.¹⁴ Interpreters must understand and interpret these varied perspectives in order to provide relevant and accurate information to diverse audiences.

Diversity

U.S. Census data show that 15.4% of people living in the area around Castillo de San Marcos National Monument identify as people of color¹⁵ and 5.9% identify as Hispanic.¹⁶ It is well-known

8 Colleen Dilenschneider, “Market Potential by Quarter in 2021: Projected Attendance to US Cultural Entities (DATA),” *know your own bone*, accessed September 2021, <https://www.colleendilen.com/2021/01/20/market-potential-by-quarter-in-2021-projected-attendance-to-us-cultural-entities-data>

9 RSG, *Latinx/Hispanic Visitor Experience and Community Study*, 17-18

10 Gwen Aviles, “Racist, brutal past or Hispanic history? Latinos clash over Spanish colonial statues,” NBC News, July 5, 2020

11 Inés Durán Matute, “Indigeneity as a transnational battlefield: disputes over meanings, spaces, and peoples,” *Globalizations* 18, no. 2 (June 2020): 256–272

12 RSG, *Latinx/Hispanic Visitor Experience and Community Study*

13 Maylei Blackwell, Florida Boj Lopez, and Luis Urrieta Jr, “Special issue: Critical Latinx indigeneities,” *Latino Studies*, 18 (2017): 126–137

14 Mark Hugo Lopez, Jens Manuel Krogstad and Jeffrey S. Passel, “Who is Hispanic?,” *Pew Research Center*, September 15, 2022

15 Headwaters Economics, *A Demographic Profile, St. Augustine, FL*, Headwaters Economics’ Economic Profile System, (May 17, 2022): 10

16 Headwaters Economics, *A Demographic Profile*, 12

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that the National Park Service struggles to recruit and retain diverse employees nationwide and the representation of people of color and/or Hispanic heritage working at Castillo de San Marcos seems to fall below averages for diversity in national and local populations. This is problematic because a lack of diversity among National Park Service staff can create feelings of exclusion and barriers to providing appropriate services for diverse visitors. In fact focus groups of local residents who identify as Latinx/Hispanic said the absence of native Spanish speakers was a primary barrier to an enjoyable visit.¹⁷

Inclusion

A hasty content analysis was conducted of Castillo’s interpretive media and programs analyzing the park’s wayside data in FMSS, evaluating indoor exhibits, reviewing the park website, and sampling interpretive programs and conducting interviews with staff. This analysis showed that the park’s interpretive program includes information and imagery relevant to the experiences of African Americans, Hispanic Americans, Native Americans, and women who played a role in the park’s history.

Importantly, the Castillo de San Marcos’s interpretive program focuses primarily on the experience of Spanish settlers to the Americas which sheds light on the important, but often overlooked, influence of Hispanic people in shaping the United States. The park incorporates Spanish language into its exhibits with all interpretive media featuring both Spanish and English text creating pleasing designs, opportunities for Spanish-speakers to engage with the National Park Service in their native language, and an authentic feel for many people learning about the history and influence of Spanish-speaking people in America. However, a focus group of area residents from the local Latinx/Hispanic community suggested that additional language services should be offered in audiovisual media, and mispronunciations and grammatical errors attributed to non-native Spanish speakers created inauthentic feelings and barriers to understanding and participating fully in park experiences.¹⁸

While overall the Castillo de San Marcos portrays the diverse history and culture of America and provides extraordinary opportunities to connect with Hispanic history, the park’s interpretation and portrayal of Native American experiences is dated and, with one exception, does not include Native American perspectives on the history of the founding of St. Augustine or use of the Castillo as a prison camp for Native Americans. Current interpretation is Anglo-centric and in their current state, exhibits create more questions than they answer regarding the incarceration periods. Various aspects of language are problematic including the depiction of Pratt as an “advocate” for Native American well-being through the creation of the boarding school system and the statement that, “American Indian peoples had to choose—extinction or assimilation.” Many would argue that they chose neither.

Castillo de San Marcos truly embraces accessibility considerations as part of the intrinsic fabric of successful operations. The park enjoys a close partnership with Florida School for the Deaf and Blind and regularly offers field trips for their students and considers their input and perspective when designing visitor experiences and exhibits. Park exhibits feature many tactile elements,

17 *Latinx/Hispanic Visitor Experience and Community Study*, 13-14

18 *Ibid*

and an audio tour provides audio description of waysides as visitors tour the historic structure. Additional tactile designs and audiovisual technology will continue to create inclusive experiences for visitors of varying abilities.

Business and Administration

Castillo de San Marcos boasts one of the best business models in the region, if not the Service. The Director of Interpretation, Education, and Visitor Services manages the park's fee program which provides a source of funding for park operations, including interpretation. For the price of admission, visitors gain admittance to the historic structure of the Castillo and its exhibits, as well as the experience of participating in ranger and volunteer-led interpretation and living history demonstrations. The park has enacted appropriate recommendations from the 2018 *Castillo de San Marcos National Monument Visitor Use Study* to adjust the capacity limits on school groups in order to create the best possible experience for different user groups. This arrangement creates a self-sustaining operation that provides exceptional visitor experiences to nearly one million people each year.

While the park organizational chart reflects appropriate span of control and proper grading practices, park staffing could use an update if the park is to be successful expanding its education, interpretive media, and community outreach offerings. The park would also benefit from the incorporation of formal training in the latest interpretive principles and techniques and an enhanced internal communications program.

Audiences

The 2018 *Castillo de San Marcos National Monument Visitor Use Study*, showed that 58% of visitors to the Castillo travel from out-of-state, while 37% of visitors reside in Florida, and 5% of visitors are international.¹⁹

The *Visitor Study* further showed that 83% of visitors to Castillo de San Marcos travel as a family,²⁰ with 35% of groups including children.²¹ 47% of visitor groups consist of two people, 49% of groups include three or more, and very few people visit alone.²² This study did not collect information from school groups, which account for approximately 8% of total visitors according to Servicewide Interpretive Report data and annual Visitor Use Statistics.

19 RSG, *Castillo de San Marcos National Monument Visitor Use Study* (White River Junction: 2018), 13

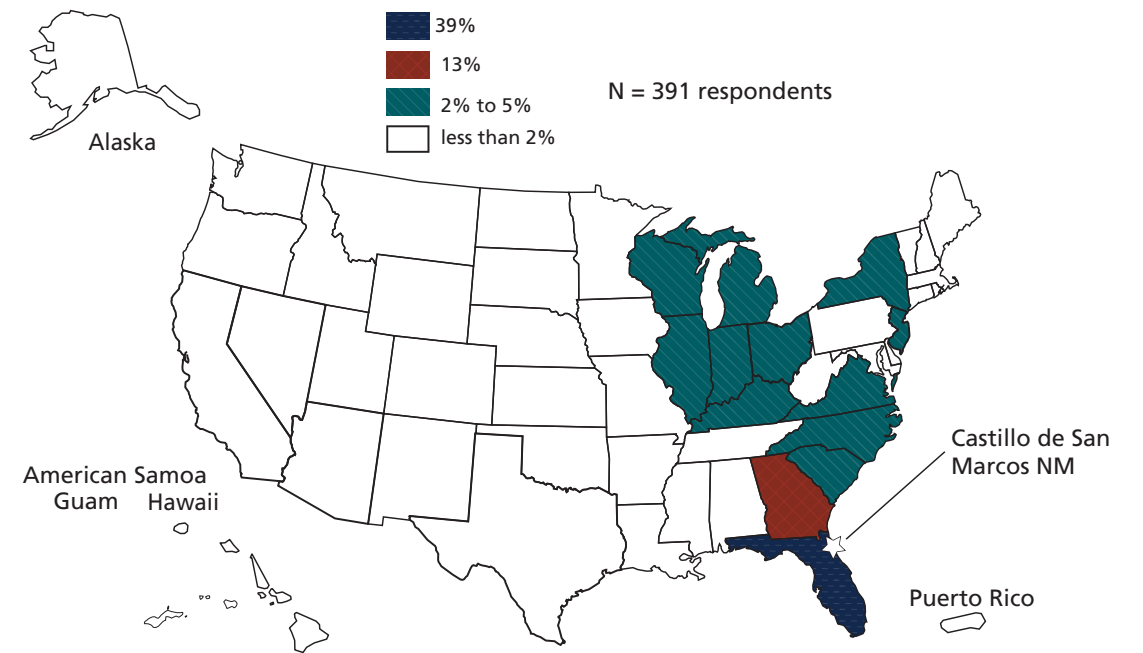
20 RSG, *Castillo de San Marcos National Monument Visitor Use Study*, 20

21 *Visitor Use Study*, 18

22 *Ibid*, 16

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Figure 4.3 Proportions of United States visitors by state of residence.



Approximately 41% of current visitors represent Gen X, while approximately 25% are Millennials and 26% represent the Baby Boomer generation.²³

According to the *Visitor Study*, 87%²⁴ of visitors to Castillo de San Marcos are white, which is actually higher than the national average for white visitors to national parks.²⁵ Further, 13% of visitors to Castillo de San Marcos identify as people of color,²⁶ which is below area²⁷ and national²⁸ demographics. However, 11% of visitors identify as Hispanic, and 2% identify as Native American,²⁹ which is above local demographic representation.³⁰ This is likely because the history of the Castillo de San Marcos centers on events related to Spanish colonialism and Native American incarceration.

23 *Ibid*, 22

24 *Ibid*, 27-28

25 Devin Dwyer and Stephanie Ebbs, "America's national parks face existential crisis over race," *ABC News*, July 1, 2020

26 *Visitor Use Study*, 27-28

27 Headwaters Economics, *A Demographic Profile*, 10

28 United States Census Bureau, "QuickFacts," accessed October, 2021, <https://www.census.gov/quickfacts/fact/table/US/PST045219>

29 *Visitor Use Study*, 2018, 27-28

30 Headwaters Economics, *A Demographic Profile*, 10-12



Recommendations



The following recommendations were selected as top priority actions the park will endeavor to pursue in the coming 5-7 years in order to meet its strategic goals. A full list of recommendations (including lower-priority items not selected for implementation) is included in the park's implementation toolkit.

Visitor Experience

Priority Tier 1

- Follow recommendations from the park's 2020 Cultural Landscape Report to convert the existing fee booth into a professionally designed welcome station. Incorporate stanchions, signs, orientation staff, and streamlined traffic flow leading from the fee booth to the Castillo's entrance.
- Update website, especially the "Things to Do" section to reflect the return of in-person services and historic weapons demonstrations.

Priority Tier 2

- Revisit the findings and potential management strategies from the 2018 *Castillo de San Marcos National Monument Visitor Use Study* and consider adopting temporal zoning strategies to offer immersive interpretive programs seasonally as visitation and school group interests fluctuate.
- Ensure trip planning services available by phone, web, app or print are available in Spanish as well as English.
- Expand non-personal services offerings outdoors.
 - Creating a small outdoor orientation and history exhibit at the parking lot where the current bulletin board stands.
 - Establish two "Insta-worthy" photo-op spots out of the way of entry/exit congestion and incorporate them into the entry traffic flow. Consider the top of the ravelin where a deck and rail are already in place, add 1-2 platforms to hold a phone on timer mode, and add a label and hashtag sign. Create a similar set-up at the southeast corner of the Castillo for an accessible option near the existing interpretive waysides in the moat with the drawbridge in the background.
 - Add new waysides at the north and west of the fortress to interpret the no-longer extant door, prison escape, layered defense, and St. Augustine's participation in the civil rights movement.
 - Create an augmented reality/audio tour that allows visitors to have a virtual tour with a ranger of the outside of the fort when it is closed, or capacity limits are reached. Include teasers that invite visitors to return for the full experience inside.

Priority Tier 3

- Engage the cooperating association to discuss possible opportunities to offer cold water, souvenirs, fans, sunscreen, bug spray, and cooling garments at a welcome station outside of the Castillo.

Interpretive Media

Priority Tier 1

- Remove all interpretation currently done using laminated paper as visual media. Assess the need for the information currently presented in this temporary state; either remove it, or replace it with professionally printed solutions like aluminum, PVC (Sintra), or foamboard. FedEx Office offers deeply-discounted government rates through *GPOExpress*, making professional printing highly affordable, even for temporary/rotating exhibits.
- Collaborate with culturally associated Native American Tribes to create a commemorative/memorial space on the North Lawn that reflects Native American perspectives and invites exploration of truth, multiple perspectives, and healing.
- Work with Tribal partners to develop an exhibit that includes Tribal perspectives on the history and the impacts of St. Augustine. This should include the joining of the ancestral people of Florida into the Seminole People, and survival as the modern Seminole Tribe of Florida, Seminole Nation of Oklahoma, and the Miccosukee Tribe of Florida Indians. It is imperative to include how they sustained their ancestors' legacies by remembering the past and successfully securing their future with a rich culture, access to quality education, and becoming one of the top global leaders in business. Consider exhibits designed to rotate on a regular basis to provide space for multiple Tribes to share their perspectives on the Castillo and the history of St. Augustine.
- Consider immediate updates to existing exhibits as the park pursues future long-term exhibits.
 - Update the text on person-portrait panels. Make sure each person's story connects to a theme (and to the fort). Visitors, especially children, are drawn to the nearly life-sized portraits, but dry text does not hold their attention or make a point.
 - Misleading language about Captain Pratt's "advocacy" should be addressed immediately. Captain Pratt's approach to assimilating Native Americans may have been more humane than outright slaughter, but the result of American assimilation attempts like Pratt's was near-death of entire cultures. It is misleading to say Pratt advocated for "American Indian education and civil rights."
 - Panels throughout the Incarceration Exhibit should be reviewed through formal consultation and Native Government input should be incorporated into panel reprints or other temporary solutions as the park pursues future long-term exhibits. Native American perspectives should be the focus in the Incarceration Exhibit. They should be treated as the main characters in the story, not the secondary characters acted upon by government and religious officials.
- Replace indoor exhibits with more inclusive perspectives, multisensory all-abilities designs based on universal principles, a more thematic and less chronological interpretive

approach, and more diverse representation. Interpretive connection should not rely on the chronological flow of an in-order room-by-room tour.

- Incorporate audio showers or push buttons so visitors can hear a facsimile of the speaker in his or her native tongue. Include individual voices in future updates to audio tour. Consider making these person-portraits semi-permanent so they can be replaced by different people periodically to attract repeat visitors from the local community.
- New exhibits must include Native American perspectives from the beginning to incorporate the history of St. Augustine before it's Spanish founding. Include culturally associated Tribes in all phases of new exhibit design to include their perspectives in future interpretation. Expand the current space dedicated to interpreting the incarceration periods to at least two rooms.
- Part of the new indoor exhibits, or perhaps a wayside, should be dedicated to interpreting the varied perspectives of modern audiences reflecting on the Spanish legacy in America. On the one hand, Spanish language and cultural traditions blended with Indigenous and African culture to create the rich diversity of culture enjoyed in America today, on the other hand, certain people, traditions, and customs were severely relegated in the wake of Spanish colonialism.
- Revisit David Shepard artistic renderings and infrared imagery depicting original wall paint. These renderings can help visualize the Castillo as it was when it was a colorful, functioning place connected to Spanish culture. The renderings would work well in waysides, enlarged and printed on vinyl for wall hangings, incorporated into augmented reality (AR) included on the app, or as Junior Ranger coloring activities. The Treasury Room would be an excellent place to showcase the colorful paint once present in the Castillo through the use of AR or interpretive textiles (e.g., patterned fabric hanging on the wall that matches the patterns of the original paint.).
- Future media should feature separation by design of English and Spanish text. For example, outdoor waysides generally use pictures as graphic elements to separate the different text boxes, but certain panels in the indoor exhibit do not do this and the text seems to run together. Consider design choices such as changes in font color, or thin delineation lines.
- Create more family-friendly exhibits through the incorporation of graphics, interactive elements, and text that help parents share information with young visitors. Consider accompaniment panels that offer kid-friendly text at an appropriate height to complement the material parents are learning and stimulate inter-generational conversation.
- Incorporate more interactive elements throughout exhibits. Consider audience-centered opportunities to respond to a question, create a picture, or voice an opinion by casting a vote. (These options should be well thought-out and go beyond whiteboards or paper ballots to prevent an unwanted mess. Consider consulting with the regional office or professional design team). Other interactive elements might include things like a St.

Augustine cutout for Junior Ranger pictures, smell boxes/cannisters (featuring smells like gunpowder, common foods, or important trade goods), interesting quotes alternating in Spanish and English when a person enters the room, music, push button light-ups, open drawer/cupboard touch boxes, "lift the cannonball," or sounds of the fort. Wall-art drawings would make excellent interactive elements that serve visitors of all abilities. Incorporate touchable replicas in place of no-touch originals whenever practical.

- Dedicate significant space for exhibit designs that are friendly to traveling/rotating exhibits to keep interpretation fresh and relevant to returning audiences. Rooms could be dedicated to a particular theme, but the stories and activities corresponding to that theme can be updated on a regular basis (e.g., quarterly, annually, bi-annually.)

Priority Tier 2

- Rework the Historic Ordnance Map and Guide to facilitate deeper interpretive connections as visitors explore cannon exhibits.
 - Rename the bulletin, "Artillery Tour" to synchronize with information currently being developed on the webpage. Ensure site bulletin, webpage, and app all provide the same information so visitors can choose the method that best suits them to participate in this self-guided tour.
 - Create an augmented reality (AR) or virtual reality (VR) tour that allows visitors to take their tour "with a Ranger" on their phone while simultaneously creating an enjoyable, accessible tour option for people who are visually impaired.
 - In the "Art of War" section, use a diagram or photo to help visitor understand key elements they are looking for (e.g., name of the maker, city where it was made, trunnion info, etc.). Set them up for self-discovery and easter eggs as they tour gun deck.
 - Include interesting, important, interpretive information in the tour, not just raw acquisition facts. For example, include an explanation of how the cannon got its name, a story from the life of the cannon, or cannon as a witness to something.
- Cull and inventory all publications. Remove publications requested by fewer than 30% of visitors. Center future pubs around information that supports the park's new interpretive themes. Publications should be written interpretively, not academically.
- Adopt sign stands with a title or label for each room while waiting on new exhibits. In the current configuration, the sequential nature of the exhibit is difficult to grasp. Labels or room titles such as "Preserving the Castillo" could be useful in facilitating interpretive connections.

Priority Tier 3

- Update all publications using Harpers Ferry Center templates.
- Update Junior Ranger books.

- Create shorter, more place-based activity book. Contract for professional layout so activities, text, and illustrations are more interwoven. Continue to meet differing ability levels/ages with different books. Consider young adult/special needs learners.
- Distinguish between place-based and online Junior Ranger activities. Rather than offering a place-based book for download, adapt certain activities for digital engagement at home.

Walks, Talks and Tours

Priority Tier 1

- Adopt a robust, graduated training program that provides the basics of interpretation for new interpreters through the T.O.R.E. regional training program, and more advanced training for returning or seasoned interpreters through Audience Centered Experience (ACE), Allies for Inclusion, or other dialogic-style training programs.
- Do not overemphasize historic weapons demonstrations at the expense of other interpretation programs or operations. Weapons demonstrations should be scheduled according to the availability of trained staff and volunteers. When minimum numbers of personnel are not available due to unforeseen circumstances, demonstrations must be canceled, and the public should be notified.
- Use the park’s updated and revised themes and theme matrix when developing interpretive walks, talks, and tours that provide more intellectual and emotional depth than historic weapons demonstrations and facilitate visitor connections better than mere recitation of historical facts. Ensure volunteers participating in interpretation are also aware of, and using, the park’s interpretive themes.
- Thematic interpretation should be incorporated into all interpretive programming, from living history demonstrations to 15-minute Ranger Talks. Developing program themes for these interactions will make interpretation more enjoyable and memorable. Staff should receive additional training on theme development for programs and supervisors should review programs to ensure they have a strong theme before they are presented.
- Develop standard operating procedures (SOPs) for public requests for cannon firing demonstrations. SOPs should include criteria for approval/disapproval of requests as well as operational information to ensure public demonstrations are safe, feasible, enjoyable, and support the mission of the park.

Priority Tier 2

- Diversify living history program offerings to include individual or small-team demonstrations such as small-arms firing, uniform wear and care, food preparation, and drill and ceremony. Stick to a pre-published schedule of weapons demonstrations and other

interpretive programming. When insufficient volunteers are available for cannon firings, cancel, or scale-down demonstrations to small-arms or other aspects of living history.

- Adopt an SOP for program development and knowledge sharing. Create a library of “canned” programs for new employees to start from. Ensure all new programs for interpretation or education include citations and are archived for use to avoid future employees developing redundant programs.
- Expand the roving program schedule to offer additional opportunities for personally facilitated experiences between rangers, volunteers, and visitors.

Priority Tier 3

- Expand regular, thematic evening program offerings in cooler months.
- Incorporate dialogic programs or evening programs into a regular rotation during cooler months.

Use of Technology

Priority Tier 1

- Invest in high-capacity public WiFi. Multiple Meraki WiFi access points, coupled with a high-speed internet service provider, will boost WiFi speed for high-capacity use. It may be worthwhile to consult the regional office or a commercial consultant to develop the best configuration to support visitor as well as staff needs.
- Systematically update the website using the checklist provided by the regional office.
- Install a permanent sound system for formal interpretation on the gun deck. Consider incorporating music and other multisensory opportunities into weapons demonstrations.

Priority Tier 2

- Update the multimedia viewing space to facilitate viewing of the park film as well as live-streaming of historic weapons demonstrations and other live interpretation.
- Add a webcam on the Gun Deck that can stream to the upgraded multimedia viewing space as well as at-home web viewers.
- Work with Tribal partners to build out the web section on Native American history to include Native American perspectives on the birth of colonization in the continental United States. Multiple pages could be created for each Tribe affiliated with the Castillo to provide understanding of the Timucuan people who built the Castillo as well as modern, relevant perspectives on colonization and Native American resistance and resilience.

Priority Tier 3

- Add an audio, VR or AR tour to the app to create more accessible and enjoyable self-exploration opportunities for people of various ability levels. Consider multiple mitigations such as head-sets or timers when working with a media development to ensure ambient noise remains low.
- Create a suite of public service announcements using video, audio, and print media to assist potential visitors with trip planning, safety information, and fostering interpretive connection. Distribute these through partners to local television, social media, web, radio, satellite radio, and print outlets.
- Create new 3D, virtual, and 360 films to feature on the park website, social media platforms, and in the multimedia viewing room.

education programs, as well as opportunities for interpretive talks and demonstrations for the general public when school groups are not present.

- Establish partnerships with youth groups to incorporate 3D printing into exhibits and create new virtual and augmented reality media.



Example mobile visitor center at George Washington Memorial Parkway

- Purchase a custom mobile classroom/contact station to take to area schools and events to “bring the park” to the classroom. This can take the form of a custom RV, trailer, or mobile event van that is fitted with static and digital displays, workspace, awnings, and pop-outs to create a space for hands-on learning on-the-go.

Education Programs

Priority Tier 1

- Establish a permanent position to oversee the complex commercial education tours at Castillo de San Marcos and manage the education programs for the Castillo and Fort Matanzas.
- Develop a regular audit program and continue training commercial tour operators to ensure consistent service and interpretation.
- Meet the increasing demand for offsite school programs during the school year that resulted from successful partnership with St. Johns County School District summer schools
- If the park is to feasibly expand its education program, it must expand staffing capacity. Two permanent staff members could expand the current education program to coordinate and monitor commercial-led school groups, encompass Fort Matanzas more holistically, and serve approximately 7,000 local and underserved youth between the two parks.³¹ See the recommendations in the Business and Administration section for a complete list of staffing recommendations.
- Apply for grants that can provide stipends to local teachers to help increase capacity during the school year to reach Title I/underserved audiences.

Priority Tier 2

- Convert one of the rooms in the Castillo to a classroom space with seating and a climate control system similar to that of the multimedia room. Use this space to provide formal

Community Outreach

Priority Tier 1

- The park must establish a full-time position to continue existing outreach activities to community youth through the education program. Because education and outreach programs work so closely with each other, both programs could be managed by the same person, but this must be a full-time position graded as a GS-09.
- Continue building relationships with the park’s culturally associated Native American Tribes.
 - Work with the tribal liaison in the regional office on relationship building strategies.
 - Ensure existing cultural studies (e.g., Ethnographies, Cultural Landscape Reports and archeology reports) are shared with culturally associated Tribes.
 - Consult Tribes on future cultural studies, exhibit development, and interpretive plans.
 - Initiate an annual/bi-annual meeting with Tribes.
 - Include funding to compensate for consultation/invitational travel by adopting a universal funding strategy, for example, 5% compliance add-on for all applicable PMIS projects.
 - Designate staff to visit culturally associated Tribes, especially those with museums or cultural centers, to learn more about the ways they interpret their own history.
- Continue expanding partnerships with Hispanic/Latin American community organizations.

³¹ This estimate is based on a review of SIR data and staff allocation from multiple parks. While there is a great deal of variability in the way different parks operate their education programs, it is reasonable to expect a full-time education staff person to make around 3,000-4,000 high-quality, curriculum-based, immersive contacts per year.

Priority Tier 2

- Expand cultural festivals and special events similar to the recent Unidos en la Música Festival to give voice to historically underserved communities. Consider offering the same platform to culturally associated Native American Tribes. Be flexible about public expectations as these events may be preferred as healing and insular rather than public facing.
- Connect to the large military community (especially FL National Guard) through Morale, Welfare, and Recreation programs, and family programs. This will serve a large segment of the local and state community, as well as more diverse audiences as 43% of military members are non-white³² as opposed to 30% of the national population.³³ Offer special recreation trips, skills camps, youth camps, and/or provide Military NPS passes to meet these likely visitors with services that interest them.

Volunteer Programs

Priority Tier 1

- Request a formal review of the Volunteer in Parks program to continue refining the park's business practices and ensure that volunteers and their activities are incorporated seamlessly into the park's operations and goal alignment.
- Incorporate uniformed volunteers into thematic interpretation walks, talks, tours more frequently. Ensure these volunteers receive the same, or equivalent training to uniformed staff.

Relevance, Diversity and Inclusion

Priority Tier 1

- Use the park's updated themes and theme matrix to tell more inclusive and complete stories.
- Incorporate Indigenous and women's perspectives into new exhibits. The park website has great material that could be mirrored in the exhibits. Be sure to consult on any interpretation that seeks to represent Native American history or perspectives. Work with culturally associated Tribes to correctly identify people imprisoned at Fort Marion by their rightful name (not Americanized version).

- Offer time and space for cultural demonstrations from interested Tribes to allow them to tell their own story, in their own way, to members of the public. These demonstrations could take the form of guest lectures, art exhibitions, book signings, traveling exhibits, festivals and more. The Seminole Tribe of Florida is interested in opportunities to showcase the arts of the Seminole Tribe in order to educate visitors about the history of the Tribe and how innovative they were in designing jewelry, clothing, and other goods under harsh and dangerous conditions in an unpredictable world.
- Provide space and facilitate collaboration amongst the Seminole Tribe and their sister Tribes across the Nation to bring awareness to modern atrocities stemming from colonization that continue to affect Indigenous people today like the Missing and Murdered Indigenous Women movement, and No More Stolen Ancestors.
- Conduct a full accessibility review of exhibits using the Harpers Ferry Center accessibility checklist.

Priority Tier 2

- Enroll design staff in the Eppley Accessibility Certificate Program.
- Work with the regional office to complete an accessibility review of the park's trails and exhibits.
- Hire staff with Spanish language fluency to create authentic experiences in person and continue the excellent work done in existing media.
- Recruit Teacher-Ranger-Teachers and interns from Historically Black Colleges and Universities. As applicable and appropriate, use special hiring authorities to hire diverse talent for permanent positions. Pursue local candidate recruitment, internships with housing stipends or allowances, or consider leasing housing space to make these opportunities attractive to potential candidates. Leverage pathways programs and internships to attract diverse talent from universities.

Priority Tier 3

- Establish baseline goals for diverse representation in media in order to help shape and inform the development of new exhibits
- Establish an Allies for Inclusion program to support retention of diverse staff. Pair Allies for Inclusion training and practices with ACE and Facilitated Dialogue to create dynamite opportunities for staff as well as visitors.
- Offer Federal Resume Workshops to facilitate local hiring that reflects St. Augustine's diverse community. These can be held at local schools or any place that offers job seeking assistance.

³² Amanda Barroso, "The changing profile of the U.S. military: Smaller in size, more diverse, more women in leadership," *Pew Research Center*, September 10, 2019

³³ Zoe Manzanetti, "State Population by Race, Ethnicity Data," *Governing*, accessed September 22, 2022, <https://www.governing.com/now/state-population-by-race-ethnicity-data.html>

Business and Administration

Priority Tier 1

- Hire a permanent GS-09 Education Specialist.
- Reinvigorate the safety program as operations resume in the wake of the COVID-19 pandemic.
 - Ensure staff are trained to Occupational Safety and Health Administration (OSHA) standards.
 - Consider adopting the OSHA Voluntary Protection Program.
 - Provide Operational Leadership training to all staff (Basic, Supervisory, and Refresher).
 - Adopt regular safety committee meetings to conduct GAR reviews at least annually on routine operations, as needed for special events, and SPEs for special circumstances.
- Establish and implement an internal communications plan.
- Adopt a policy to offer details, job sharing, and special training opportunities to provide career development for seasoned employees, enhance recruiting and retention, and facilitate knowledge exchange. For example: “Complete XX years with successful EPAP to attend ACE/Oral History/Vanishing Treasures/VUM/NAI/Allies etc.”
- Establish two GS-05 Education Technician positions to help manage the existing commercial-led education program at Castillo de San Marcos, expand services to local schools, and provide more education opportunities at Fort Matanzas. These positions should be shared between Fort Matanzas and Castillo de San Marcos.

- Establish a GS-09 Community Outreach Coordinator to represent the park at important meetings and events in the community and assists with the formal management of partnerships. This position should be shared between Fort Matanzas and Castillo de San Marcos.

Priority Tier 2

- Pursue team-centric professional development training such as True Colors, Myers-Briggs Type Indicator, or CliftonStrengths. Other practical skill building courses for teams are available for groups from organizations such as Franklin Covey or Pryor Learning.
- Establish a GS-09 Visual Information Specialist or Writer-Editor to enhance the park’s web and social media presence and oversee exhibit projects. This position should be shared between Fort Matanzas and Castillo de San Marcos.

Priority Tier 3

- Establish a new position for a GS-07 Volunteer-in-Park Program Coordinator with 25% duties as an Administrative Assistant. This position should be shared between Fort Matanzas and Castillo de San Marcos.
- Establish a GS-07 Public Information Officer position to manage news media interactions, press releases, social media, and assist with community outreach. This position should be shared between Fort Matanzas and Castillo de San Marcos.



Implementation Plan



The implementation plan for Castillo de San Marcos is presented as a digital database and Gantt Chart over seven years. This chart incorporates the highest prioritized recommendations selected for implementation by park staff and is highly adaptable and customizable so the tasks outlined in the plan can be changed, revised, or updated as needed to respond to an ever-changing operating environment. Readers should refer to the digital version of the Implementation Plan for the latest status on plan implementation.

Implementation Toolkit

A digital implementation toolkit is provided to the park along with this plan. The toolkit includes:

- An extensive data package used to develop this plan with information on current visitor trends, market data on likely visitors, economic impact data, current operations, community demographics and more
- Training packages for ACE Facilitated Dialogue, Theme Development, and Resume Workshops
- Harpers Ferry Center's Accessibility Checklist for exhibit design.
- Wayside Inventory and Content Analysis Template
- Diversity in Media Guidelines
- A complete list of draft recommendations (including those that were not prioritized for implementation during this planning cycle)
- Stakeholder Meeting notes
- Copies of complimentary plans consulted during this planning process
- Funding Sources and Timelines Quickguide
- Internal Communications Plan
- Website Navigation and Standards Checklist

Figure 6.1 Selected Recommendations Tables

| Visitor Experience | | | |
|---|----------|-----------|---------------|
| Project Names and Task Titles | Priority | Goal | Cost |
| Seek funding to convert fee booth to welcome experience | 1 | 3, 6 | \$50k-\$150k |
| Convert fee booth to pro designed welcome experience | 1 | 3, 6 | \$50k-\$150k |
| Update website, especially "Things to Do" | 1 | 1, 3, 5 | \$0-\$10k |
| Offer seasonal programs to compliment school year. | 2 | 1, 3, 5 7 | \$50k-\$150k* |
| Enhance pre-arrival trip planning | 2 | 3, 6 | \$0-\$10k |
| Expand non-personal services offerings outdoors | 2 | 1, 3, 6 | \$10k-\$50k |
| Consider outdoor concessions sales | 3 | 3, 6 | \$0-\$10k |

| Interpretive Media | | | |
|---|----------|---------------|---------------|
| Project Names and Task Titles | Priority | Goal | Cost |
| Replace paper laminated media with professionally printed solutions | 1 | 1, 6 | \$0-\$10k |
| Collaborate w. Tribal Partners on memorial space | 1 | 3 | \$150k-\$500k |
| Replace indoor exhibits | 1 | 1, 2, 3, 6, 7 | \$500k+ |
| Rework historic ordnance map and guide | 2 | 1, 6 | \$0-\$10k |
| Use QR codes to connect outdoor exhibits to park pubs | 2 | 3 | \$0-\$10k |
| Cull and inventory pubs | 2 | 1, 3, 6, 7 | \$0-\$10k |
| Adopt temporary sign stands to enhance indoor exhibits | 2 | 3 | \$0-\$10k |
| Update pubs using HFC templates | 3 | 1, 2, 3, 6, 7 | \$0-\$10k |
| Update Junior Ranger books | 3 | 1, 3, 6, 7 | \$10k-\$50k |

| Walks, Talks, Tours | | | |
|---|----------|---------------|--------------|
| Project Names and Task Titles | Priority | Goal | Cost |
| Do not overemphasize HWP | 1 | 1, 2, 3, 7 | \$0-\$10k |
| Adopt robust interpretive training program | 1 | 1, 2, 3, 7 | \$0-\$10k* |
| Use new themes to develop interp experiences | 1 | 1, 2, 3, 7 | \$0-\$10k |
| Ensure all live programming is thematic | 1 | 1, 2, 3, 7 | \$0-\$10k |
| Diversify living history program (beyond HWP) | 2 | 1, 7 | \$0-\$10k |
| Adopt knowledge sharing SOP | 2 | 1, 2, 3 | \$0-\$10k |
| Expand roving schedule | 2 | 1, 2, 3, 6, 7 | \$10k-\$50k* |
| Expand thematic evening programs in cooler months | 3 | 1, 2, 3, 7 | \$10k-\$50k* |
| Incorporate dialogic programs in cooler months | 3 | 1, 2, 3, 7 | \$10k-\$50k* |

Use of Technology

| Project Names and Task Titles | Priority | Goal | Cost |
|--|----------|---------------|---------------|
| Invest in high-capacity public WiFi | 1 | 1, 4, 5, 6 | \$0-\$10k |
| Systematically update website using region's checklist | 1 | 1, 3, 4, 5, 6 | \$0-\$10k |
| Install permanent sound system for gun deck | 1 | 3, 6 | \$50k-\$150k |
| Update multimedia space and facilitate live streaming | 2 | 1, 2, 3, 4, 6 | \$150k-\$500k |
| Add web cam to gun deck to facilitate live streaming | 2 | 1, 2, 3, 6 | \$10k-\$50k |
| Add AR or VR tour to the app | 3 | 1, 2, 3, 6 | \$10k-\$50k |
| Create a suite of Public Service Announcements | 3 | 1, 2, 3, 5 | \$50k-\$150k |
| Create new 3D, virtual, and 360 films | 3 | 1, 2, 3, 4 | \$50k-\$150k |

Education, Community Outreach, Partnerships

| Project Names and Task Titles | Priority | Goal | Cost |
|--|----------|------------------|---------------|
| Continue tour training program; develop tour audit program | 1 | 1, 6, 7 | \$0-\$10k |
| Increase offsite school program offerings during school year | 1 | 1, 2, 3, 4, 5, 7 | \$50k-\$150k* |
| Apply for grants to increase capacity to serve Title 1 schools | 1 | 2, 3, 4 | \$0-\$10k |
| Purchase custom mobile classroom | 1 | 2, 3, 4, 5 | \$50k-\$150k |
| Convert one room in the Castillo to a classroom | 2 | 1, 4, 7 | \$150k-\$500k |
| Partner with youth/schools to create Mixed Reality exhibits | 2 | 1, 3, 4, 6, 7 | \$10k-\$50k |

Community Outreach

| Project Names and Task Titles | Priority | Goal | Cost |
|---|----------|---------------|-------------|
| Continue building relationships w. Native American Govts | 1 | 1, 3 | \$10k-\$50k |
| Expand partnerships with local Hispanic/Latin American groups | 1 | 1, 2, 3, 5 | \$0-\$10k |
| Expand cultural festival opportunities | 2 | 1, 2, 3, 5, 7 | \$0-\$10k |
| Connect to large military community | 2 | 1, 3, 5 | \$0-\$10k |

Volunteer Program

| Project Names and Task Titles | Priority | Goal | Cost |
|--|----------|---------------|-----------|
| Request a formal review from the regional office | 1 | 2, 3, 7 | \$0-\$10k |
| Expand the interpretive role of uniformed volunteers | 1 | 1, 2, 3, 5, 7 | \$0-\$10k |

Relevance, Diversity, and Inclusion

| Project Names and Task Titles | Priority | Goal | Cost |
|---|----------|---------------|-----------|
| Use new themes / theme matrix to tell inclusive stories | 1 | 1, 2, 3 | \$0-\$10k |
| Expand perspectives in new exhibits | 1 | 1, 2, 3 | \$0-\$10k |
| Offer time / space for cultural demonstrations by partners | 1 | 1, 2, 3 5, 7 | \$0-\$10k |
| Conduct full accessibility review of exhibits | 1 | 6 | \$0-\$10k |
| Enroll design staff in Eppley Accessibility Program | 2 | 6 | \$0-\$10k |
| Hire Spanish fluent staff for live programs and media design | 2 | 2, 3 | \$0-\$10k |
| Leverage special hiring authorities to hire diverse IEV staff | 2 | 2, 3 | \$0-\$10k |
| Conduct content analysis and diverse media criteria | 3 | 1, 2, 3 | \$0-\$10k |
| Establish Allies for Inclusion program | 3 | 1, 2, 3, 5, 7 | \$0-\$10k |
| Offer Federal Resume Writing Workshops locally | 3 | 3, 5 | \$0-\$10k |

Business and Administration

| Project Names and Task Titles | Priority | Goal | Cost |
|---|----------|------------------|---------------|
| Reinvigorate safety program | 1 | 6, 7 | \$0-\$10k |
| Establish and implement internal communications plan | 1 | 1, 3 | \$0-\$10k |
| Offer details and special training to excelling staff | 1 | 2, 3, 4, 5 | \$0-\$10k |
| Establish two GS-05 Ed Techs to expand ed program | 1 | 4 | \$50k-\$150k* |
| Establish GS-09 Community Outreach Coordinator | 1 | 5 | \$50k-\$150k* |
| Pursue team-centric professional development training | 2 | 1, 3 | \$0-\$10k |
| Establish GS-09 VIS or Writer-Editor | 2 | 1, 2, 3, 4, 5, 6 | \$50k-\$150k* |
| Establish GS-07 combining Admin and VIP duties | 3 | 4, 5, 7 | \$50k-\$150k* |
| Establish GS-07 PIO | 3 | 1, 2, 3, 5 | \$50k-\$150k* |

*Recurring



Theme Matrix

The Theme Matrix is an implementation tool that captures many, though not all, of the park’s key stories, and shows how they are aligned with the park’s interpretive themes, historical figures, and sources for further research. The theme matrix is a tool that will assist interpreters as they develop program themes, programs, and interpretive media. The theme matrix is not exhaustive, nor is it meant to be prescriptive. Interpreters must work closely with their supervisors to develop programs and program themes that align with park interpretive themes and management priorities.

Figure 6.2 Theme Matrix Tables

Theme: Castillo de San Marcos, a shell-stone fortress that survived three sieges without falling, is a powerful place to reflect upon the ways human conflict and military might shape our world.

Relevant Essential Questions

- How should a nation define and defend its borders?
- How did the Castillo de San Marcos’s role during the American Revolution shape the creation of the United States?
- What does the legacy of colonialism mean to diverse Americans today?

| Topics, Programs, and Story Concepts | People Who Represent These Stories | Sources for Additional Research |
|--|---|--|
| I Was Here Stories. Select soldier stories from the many generations and nations who occupied the Castillo de San Marcos and personalize their experience. Highlight common soldier experience that transcends time ... for example, soldier perceptions of Florida throughout time, the universal feelings of loneliness and duty that often conflict within the same person, soldier opinions on food, high-ranking officials, and the politics of the day. | | <ul style="list-style-type: none"> ▪ Officer's logs and letters ▪ Historical Society collection from University of Florida ▪ British military records ▪ Letters from enlisted soldiers during the American period ▪ Enlisted letters and writings |
| Coquina. Explain the importance of coquina; its uniqueness, and special qualities that made it ideal for building a fortification. | <ul style="list-style-type: none"> ▪ Ignacio Daza ▪ Pedro Ruiz de Olano | <ul style="list-style-type: none"> ▪ Albert Manucy, <i>The Building of Castillo de San Marcos</i> |

| Topics, Programs, and Story Concepts | People Who Represent These Stories | Sources for Additional Research |
|---|---|---|
| The Role of the Castillo de San Marcos in the American Revolution. Forty Patriots caught at Charleston and kept under house arrest at St. Augustine including three signers of the Declaration of Independence. | <ul style="list-style-type: none"> ▪ Thomas Heyward, Jr. ▪ Edward Rutledge ▪ Arthur Middleton ▪ Gen. Christopher Gadsen | <ul style="list-style-type: none"> ▪ Diary of Josiah Smith ▪ Letters from Gen. Gadsen ▪ Michael Cecere, <i>March to Independence: The Revolutionary War in the Southern Colonies</i> ▪ Light Townsend Cummins, <i>Spanish Observers and the American Revolution</i> ▪ James W. Raab, <i>Spain, Britain and the American Revolution in Florida</i> ▪ Thomas W. Chávez, <i>Spain and the Independence of the United States: An Intrinsic Gift</i> |
| The Florida Purchase Treaty | <ul style="list-style-type: none"> ▪ Gov. Jose Maria Copinger ▪ Col. Robert Butler | <ul style="list-style-type: none"> ▪ Adams-Onís Treaty ▪ Luis R. Arana, <i>The Transfer of East Florida</i>, El Escribano vol. 8, July 1971 ▪ L. David Norris, <i>The Squeeze: Spain Cedes Florida to the United States</i> (in <i>Clash Between Cultures: Spanish East Florida</i>) ▪ Clarence Edward Carter, <i>The Territorial Papers of the United States, Vol. XXII</i> ▪ "I Wish to Come Home Once More," (letters of Nathaniel Sherburn), El Escribano vol. 15 ▪ Alejandro J. Gomez-del-Moral, <i>Florida Fallen: The Cuban Negro Militia and the Loss of Spanish East Florida</i> |

| Topics, Programs, and Story Concepts | People Who Represent These Stories | Sources for Additional Research |
|--|---|--|
| <p>Surviving Sieges. Do justice to the three sieges the Castillo withstood, relate the history of the wars they were part of (Queen Anne's War, King George's War, Patriot's War), and relate to the context of Global War and Imperial Globalization. The first World Wars were fought in the 1700s and resulted in the Castillo changing hands among different international players.</p> | <ul style="list-style-type: none"> ▪ Officers in charge during sieges ▪ Enemy combatants ▪ People living in the fort (women, children, civilians, Native Americans) ▪ Chacato Tribe | <ul style="list-style-type: none"> ▪ Charles Arnade, <i>The Siege of St. Augustine in 1702</i> ▪ Michael G. Laramie, <i>Queen Anne's War: The Second Contest for North America</i> ▪ Charles Arnade, <i>The English Invasion of Spanish Florida</i>, Florida Historical Quarterly Vol. 41, No. 1 ▪ Cecile-Marie Sastre, <i>Defense-in-Depth</i> ▪ Robert Gaudi, <i>The War of Jenkin's Ear</i> ▪ Ricardo Torres-Reyes, <i>The British Siege of St. Augustine in 1740</i>, Historic Resource Study, 1972 ▪ Larry E. Ivers, <i>British Drums on the Southern Frontier</i> ▪ Luis R. Arana, <i>The 1740 Siege of St. Augustine</i> ▪ Works by Albert Manucy & Luis Arana ▪ General James Oglethorpe, <i>The Spanish Official Account of the Attack on the Colony of Georgia, and of its Defeat on St. Simons Island</i>, Collections of the Georgia Historical Society, vol. VII, part III ▪ James Cusick, <i>The Other War of 1812</i> ▪ Billy Lee Akins, <i>Georgians and the War of 1812</i> |

| Topics, Programs, and Story Concepts | People Who Represent These Stories | Sources for Additional Research |
|---|---|---|
| <p>Pirates and the Forts of St. Augustine. These are the origin stories of the Castillo and Fort Matanzas. Pirates and their attacks on Spanish treasure fleets explain the necessity of St. Augustine's robust, multi-layered defensive military system. Pirates were the original non-state actors and these stories can be tied to modern connections with terrorism, piracy, and government efforts to deter similar threats today.</p> | <ul style="list-style-type: none"> ▪ Sir Francis Drake ▪ Robert Searle ▪ Nicholas Grammont ▪ Abraham Brac ▪ Jeremia Canoe ▪ George Younge | <ul style="list-style-type: none"> ▪ Paul E. Hoffman, <i>The Spanish Crown and the Defense of the Caribbean</i> ▪ Mark G. Hanna, <i>Pirates Nest and the Rise of the British Empire</i> ▪ Joyce Elizabeth Harman, <i>Trade and Privateering in Spanish Florida</i> ▪ Timothy R. Walton, <i>The Spanish Treasure Fleets</i> ▪ Benerson Little, <i>The Sea Rover's Practice</i> ▪ Benerson Little, <i>The Buccaneer's Realm</i> ▪ Kris E. Lane, <i>Pillaging the Empire</i> ▪ Angus Konstam, <i>The Great Expedition: Sir Francis Drake on the Spanish Main</i> |
| <p>Florida Involvement in the Civil War.</p> <ul style="list-style-type: none"> ▪ Talk about the roots of the Civil War and factors contributing to it from Floridian perspective. ▪ Highlight the history of blockades and blockade Running during the Civil War in and around the Castillo. ▪ Talk about Freedom Seekers and the Freedom trail. The original Underground Railroad ran south as Freedom Seekers sought to escape the English system of Chattel Slavery. ▪ Continue to collaborate and partner with Fort Mose by whetting the appetite and sending visitors to visit Fort Mose to get the whole story. | <ul style="list-style-type: none"> ▪ Lincolnville community formed in St. Augustine around 1862, "Community of Contrabands" | <ul style="list-style-type: none"> ▪ Officer's logs and other source documents ▪ Library collection at St. Augustine Historical Society |

Theme: Castillo de San Marcos, the oldest example of a stone European-style fortress in the continental United States, preserves the legacy of Spanish influence in America.

Relevant Essential Questions

- What does the legacy of colonialism mean to diverse Americans today?
- How does learning a new perspective shape our opinions and behaviors?
- How can people from diverse cultures live together and respect each other?
- What can we learn about human migration and immigration from the stories tied to the Castillo?

| Topics, Programs, and Story Concepts | People Who Represent These Stories | Sources for Additional Research |
|---|---|--|
| <p>Spanish Law and Colonial Society. Explore the laws of the Indies which governed how colonies would be established and run, which buildings would be included in the colonies, how relationships with Native Americans would be established etc. Discuss the Spanish caste system, Spanish system of slavery/conscripted labor, religion, and the implications of on Castilians born in Florida, Native Americans, and Africans.</p> | <ul style="list-style-type: none"> ▪ Francisco Menendez ▪ Governors ▪ Soldiers ▪ People who built the Castillo ▪ Early citizens of St. Augustine | <ul style="list-style-type: none"> ▪ Amy Turner Bushnell, <i>Situado and Sabana: Spain's Support System for the Presidio and Mission Provinces of Florida</i> ▪ <i>Spanish Pathways in Florida, 1492-1992</i> ▪ <i>Clash Between Cultures: Spanish East Florida, 1784-1821</i> ▪ Johnathan D. Steigman, <i>La Florida del Inca and the Struggle of Social Equality in Colonial Spanish America</i> ▪ Magali M. Carrera, <i>Imagining Identity in new Spain: Race, Lineage, and the Colonial Body in Portraiture and Casta Paintings</i> ▪ Other works on Casta Paintings |

| Topics, Programs, and Story Concepts | People Who Represent These Stories | Sources for Additional Research |
|---|---|---|
| <p>Spanish Leyenda Negra (The Black Legend of the Spanish Empire). Discuss different perspectives on Spanish colonialism as well as the intentional and unintentional effects of propaganda from rival European Empires. Explore historical memory and the ways historians (mostly protestant, non-Spanish) portrayed the history of Spanish occupation of the Americas and how it shapes our world understanding today.</p> | <ul style="list-style-type: none"> ▪ Emilia Pardo Bazán ▪ Julian Juderias | <ul style="list-style-type: none"> ▪ William S. Maltby, <i>The Black Legend in England</i> ▪ Maria DeGuzman, <i>Spain's Long Shadow</i> |
| <p>Life of the Ladinos. Hispanicized Africans held many roles in the life, labor, and society of La Florida. Share the roles of men and women and mobility in the Spanish castas system through cedula de gracia (certificate to cleanse the blood).</p> | <ul style="list-style-type: none"> ▪ King Charles III of Spain ▪ Juan Garrido | <ul style="list-style-type: none"> ▪ NPS Ethnography: African American Heritage & Ethnography |
| <p>Spanish Legacy on American Culture. Explore the lasting contributions of Spanish-colonial music, language, food, agriculture, art, and culture on modern society. How did the blend of Spanish culture and Indigenous and African customs contribute to what is now known as Latin American culture?</p> | | <ul style="list-style-type: none"> ▪ Embassy of Spain website: SpainInTheUSA.org ▪ Works by Dr. Kathleen Deagan |

Theme: Historic structures like the Castillo de San Marcos were originally built for protection, but now they need protection from us.

Relevant Essential Questions

- Why is it important for governments around the world to protect historic sites in the face of climate change?

| Topics, Programs, and Story Concepts | People Who Represent These Stories | Sources for Additional Research |
|---|------------------------------------|---|
| <p>Climate Change. Located on the Florida coast, the Castillo de San Marcos is particularly vulnerable to sea level rise and other effects of climate change. At the Castillo, visitors can learn what causes climate change, what are the effects on man and nature, what can be done about it, and what we can learn from people of the past (especially Native Americans) to live in harmony with nature and reduce the effects of man-made climate change. Climate change at Castillo de San Marcos has been extensively studied and reports on the effects of global warming on everything from visitation to bird migration are available from the NPS DataStore. This is a great opportunity to make climate change real and tangible for NPS visitors. The Seminole Tribe of Florida (STOF) is interested in collaborating on static media, web content, and other public facing communication related to climate change. Be sure to consult with them and other Native American partners on these topics.</p> | | <ul style="list-style-type: none"> ▪ Historic Seawall Stabilization Environmental Assessment, 2007 ▪ Castillo de San Marcos and Fort Matanzas National Monument Climate Action Plan ▪ NPS DataStore ▪ STOF Tribal Historic Preservation Offices (THPO) ▪ STOF Climate Resiliency Office (Heritage and Environment Resources Office) ▪ STOF Environmental Resource Management Department |
| <p>The “Fort Bragg” of the 1700s. Castillo de San Marcos is simply the largest military building in a large military community that incorporated multiple layers of defense into its plans. St. Augustine was a garrison town that supported all aspects of military life from logistics to training and the rearing of soldier’s families. Discuss the parallels between the St. Augustine of the past and St. Augustine the headquarters of today’s Florida National Guard. Explore how have military communities have evolved (or not) throughout time.</p> | Don Antonio de Arredondo | |

| Topics, Programs, and Story Concepts | People Who Represent These Stories | Sources for Additional Research |
|--|--|---------------------------------|
| <p>Historic Preservation and the Role of the NPS. The National Park Service mission includes caring for historic sites that have national significance. As the stewards of historic sites like Castillo de San Marcos and Fort Matanzas, the NPS cares for these significant places to preserve them for future generations. With more than 130 years of specific attention towards preservation of this historic fort, the Castillo stands as a monument to preserving the past for the future. Discuss the key players responsible for the modern preservation of the Castillo de San Marcos in order to inspire future generations of historians and stewards.</p> | <ul style="list-style-type: none"> ▪ Martha B. Aikens ▪ Albert Manucy ▪ Luis Arana ▪ James Crutchfield ▪ Sergeant George Brown and wife Mary E. | |

Theme: The people who built and interacted with the Castillo de San Marcos came from many diverse cultures and backgrounds and their stories, perspectives, and opinions are as varied as they were.

Relevant Essential Questions

- What does the legacy of colonialism mean to diverse Americans today?
- How does learning a new perspective shape our opinions and behaviors?
- How can people from diverse cultures live together and respect each other?
- What can we learn about human migration and immigration from the stories tied to the Castillo?

| Topics, Programs, and Story Concepts | People Who Represent These Stories | Sources for Additional Research |
|--|---|--|
| <p>Women of the Castillo. Women’s history at the Castillo de San Marcos is better documented than at many National Park sites, especially considering the military nature of the Castillo itself. At first glance it could appear that the story of the Castillo is a man’s story, but herstory is equally important in the oldest European settlement in the U.S. These women should be highlighted in exhibits and in-person thematic interpretation.</p> | <ul style="list-style-type: none"> ▪ Timucuan Women ▪ Doña Antonia ▪ Teresa Camacho ▪ Francisca de Vera ▪ Cacique Doña Maria Melendez ▪ Isavel de Los Rios ▪ Estefanía de Cigarroa ▪ Juana de Herrero ▪ Doña Sebastiana Olazarraga y Aramburu ▪ Women of the Chacato Tribe ▪ Women during the sieges ▪ María Magdalena Chrisóstomo-Balthazar ▪ Antonia Averó ▪ Women of Fort Mose ▪ Ana Maria de Escovar ▪ Nansi Wiggins ▪ Antonia Venz ▪ Frances Kirby Smith ▪ Zora Neale Hurston | <ul style="list-style-type: none"> ▪ Court documents of women pleading various cases from estate discharges to caste complaints ▪ Women (nps.gov/FOMA) ▪ Jane Landers, <i>Founding Mothers: Female Rebels in Colonial New Granada and Spanish Florida</i>, <i>The Journal of African American History</i>, Vol. 98, No. 1 |
| <p>Irish/French Catholics seeking refuge from Protestant persecution.</p> | <ul style="list-style-type: none"> ▪ Father Lopez Mendoza ▪ San Francisco Buenaventura ▪ Honoria Cummings Clark and family ▪ Juan O'Donovan | <p>San Francisco Buenaventura written account of siege</p> |

| Topics, Programs, and Story Concepts | People Who Represent These Stories | Sources for Additional Research |
|--|--|---|
| <p>People Who Built the Fort. The Castillo de San Marcos may have been commissioned by the Spanish, but it was actually built by many different people from many different cultures. These stories can be shared to help visitors answer the frequently asked question, “Who built the fort?”</p> | <ul style="list-style-type: none"> ▪ Manuel de Sendoya Sendoya ▪ Ignacio Daza ▪ William Carr ▪ Governors during the time of construction. ▪ Apalachee and Timucuan people (largest workforce) ▪ Soldiers ▪ Freed and enslaved Africans ▪ Indentured servants ▪ Prisoners of War from various Spanish conflicts ▪ Prisoners from Havana | <ul style="list-style-type: none"> ▪ Expense records and reports ▪ Casta paintings and books ▪ Mel Fisher museum in Key West ▪ <i>The History of Castillo de San Marcos</i>, 2005 ▪ Arana Manucy ▪ Jane Landers ▪ Lisa A. Lindsay and John Wood Sweet, <i>Biography and the Black Atlantic</i> |
| <p>The People of the 1740s. The 1740s is the representative time period for Castillo de San Marcos’s living history, but who were these people and what was their lineage? Much research has been done to individuate specific people from the time.</p> | <ul style="list-style-type: none"> ▪ Francisco Menendez and Ana María de Escobar. ▪ Soldiers assigned to Fort Mose (part of outer defense system). | <ul style="list-style-type: none"> ▪ Jane Landers ▪ Arana Manucy ▪ The Spanish Soldier (nps.gov/CASA) ▪ Where Did They Come From? (nps.gov/CASA) ▪ People portrayed in Casta Paintings |
| <p>Minorcan Community. Talk about the history of Minorcans coming to Florida, but also the legacy of their imprint on Florida culture, lifeways, and traditions.</p> | <ul style="list-style-type: none"> ▪ Dr. Andrew Turnbull ▪ Gracia Dura Bin ▪ Patrick Tonym ▪ Stephen and William Benet ▪ Bishops Manucy and Pellicer | <ul style="list-style-type: none"> ▪ Jacqueline K. Fretwell and Susan R. Parker, <i>Clash Between Cultures</i> ▪ Florida Memory: Minorcans |
| <p>What's in a name? Discuss name changes and why they happened. Some people were renamed when enslaved/ conscripted, renamed again by enslaver, renamed again upon gaining freedom or moving up in caste.</p> | <p>Francisco Menendez</p> | <ul style="list-style-type: none"> ▪ Immigration and Name Change Records ▪ Cedula de Gracia |

Theme: The Castillo's role as a military prison for Native Americans is a solemn reminder of the mistreatment of Indigenous peoples and the lasting effects of intergenerational trauma still affecting many Americans today.

Relevant Essential Questions

- What does the legacy of colonialism mean to diverse Americans today?
- How does learning a new perspective shape our opinions and behaviors?
- How should a nation define and defend its borders?
- What can we learn from the Castillo's prison history that informs American institutions of imprisonment today?
- What are the impacts of intergenerational trauma on Americans today?
- How can people from diverse cultures live together and respect each other?

| Topics, Programs, and Story Concepts | People Who Represent These Stories | Sources for Additional Research |
|--|--|--|
| <p>Native American Resistance. Explore the "why" behind Native American Incarcerations. Why were certain individuals moved so far from their homeland to be put in American prisons? What are the connections to war, Prisoners of War, and the fight for Native Sovereignty? How did Native Americans retain and assert their power throughout American occupation? Discuss events leading up to incarceration such as the Sand Creek massacre. American records of prisoners thoroughly document men, and some women, although these records only document the Americanized versions of people's names. Work with culturally associated Tribes to document the proper names and histories of the people imprisoned.</p> | <ul style="list-style-type: none"> ▪ Escapees (1837) ▪ Osceola (1837) ▪ Coacoochee (1837) ▪ Chief Chihuahua (1880s) ▪ Mochi (Buffalo Calf Woman) (1870s) ▪ David Pendleton Oakerhater (1870s) ▪ Other individuals imprisoned including (but not limited to) Aoh-op-ho-yuy and Apas-e-ay, lh-tedda and daughter Lenna, Peonte and Ah-kes | <ul style="list-style-type: none"> ▪ Prisoner lists are well documented (at least for the men) ▪ Seminole escapee list ▪ Written and oral history from Tribes who were imprisoned ▪ Plains Indians (nps.gov/CASA) ▪ Apache list of prisoners (Amy Cassidy) ▪ Women (nps.gov/FOMA) ▪ Oral histories ▪ Consultation with culturally associated Native American Governments |

| Topics, Programs, and Story Concepts | People Who Represent These Stories | Sources for Additional Research |
|---|--|--|
| <p>Counter the Myth of Altruistic Assimilation. Honestly portray the racist beliefs, imperialistic ambition, and paternalistic attitudes of early U.S. founders and "Indian reformers" without sugar-coating the truth. Discuss the forced separation of children from loving families to (often abusive) boarding schools. Tell the whole story of what happened to the prisoners of Ft. Marion before, during, and after imprisonment. Interpret the cultural genocide of the imprisonment periods and their context post-war Reconstruction politics. The legacy of General Pratt and the Indian Boarding Schools belongs to the Tribes who were held captive and affected by his programs, and their leadership should be followed on this subject. Be sure to consult early when developing new media, digital content, or programs related to Pratt and the advent of Indian Boarding Schools.</p> | <ul style="list-style-type: none"> ▪ Frances Kirby Smith ▪ Sarah Ann Mather ▪ Harriet Beecher Stowe ▪ Richard Henry Pratt ▪ Andrew Jackson ▪ Senator Hugh Lawson White ▪ Bishop Henry Whipple ▪ 90 children taken from families and enrolled in Carlisle boarding school | <ul style="list-style-type: none"> ▪ Women (nps.gov/FOMA) ▪ President Jackson's Message to Congress "On Indian Removal", December 6, 1830 ▪ Cheyenne and Arapaho Tribes of Oklahoma oral histories ▪ Other oral histories ▪ THPOs and other Tribal leaders and scholars ▪ Consultation with culturally associated Native American Governments ▪ Reading lists provided through consultation |
| <p>Native American Perspectives. Expand ledger art displays, invite today's Native American artists to exhibit, and create space for cultural festivals, ceremonies, and demonstrations so culturally associated Tribes can tell their story, their way.</p> | | <ul style="list-style-type: none"> ▪ Consultation with culturally associated Native American Governments |

Theme: The Castillo stands as a silent witness to more than 350 years of cultural intersections and their complicated legacies on American society.

Relevant Essential Questions

- What does the legacy of colonialism mean to diverse Americans today?
- How does learning a new perspective shape our opinions and behaviors?
- How should a nation define and defend its borders?
- What can we learn from the Castillo’s prison history that informs American institutions of imprisonment today?
- What are the impacts of intergenerational trauma on Americans today?
- How did the Castillo de San Marcos’s role during the American Revolution shape the creation of the United States?
- How can people from diverse cultures live together and respect each other?
- What can we learn about human migration and immigration from the stories tied to the Castillo?

| Topics, Programs, and Story Concepts | People Who Represent These Stories | Sources for Additional Research |
|---|--|--|
| <p>Civil Rights History. Relate the significant history of the Castillo de San Marcos as a place that offered protection to Civil Rights leaders and protesters. Interpret the Freedom Tree using exhibits, brochures, art, and virtual connections to the Civil Rights network. Discuss the connection between St. Augustine, the acid in the non-segregated pool, and the passage of the 1964 Civil Rights Act. Cuban Giants baseball at Castillo.</p> | <ul style="list-style-type: none"> ▪ Martin Luther King Jr. ▪ Robert Hayling ▪ Teenage demonstrators ▪ U.S. Rabbis arrested ▪ Padre Felix Varela y Morales ▪ Andrew Young Crossing ▪ Robert B. Hayling ▪ Katherine Alice Twine ▪ Fannie Louise Fulwood ▪ Maude Burroughs Jackson | <ul style="list-style-type: none"> ▪ Media depictions of protests in St. Augustine ▪ Oral History Interview with Maude Burroughs Jackson video (nps.gov) ▪ Jane Landers ▪ Lincolnville Museum ▪ Gayle Phillips ▪ David R. Colburn, <i>Racial Change & Community Crisis</i> ▪ FBI reports from March and April of 1964 on events in St. Augustine ▪ Ted Johnson, NPS ▪ Dr. Michael Butler, Flagler College |
| <p>Recreational Use by the War Department. Discuss changes to the landscape in the 1890s to create a public park around the Castillo and its use as a recreational facility for St. Augustine residents.</p> | <ul style="list-style-type: none"> ▪ Cuban Giants ▪ Golf course ▪ Park-like Landscape | <p>CASA Cultural Landscape Report</p> |

| Topics, Programs, and Story Concepts | People Who Represent These Stories | Sources for Additional Research |
|--|---|---|
| <p>Colonization in the continental United States. The story of colonization in the continental United States begins in Florida, and is imperative to show this through the Spanish colony and the mission system, and how they brought European wars into Native lands with disastrous results. Let the descendants of conscripted and enslaved Timucuan people share their perspective on the impacts of St. Augustine from the view of those colonized.</p> | <p>The NPS is aware that the Miccosukee Tribe of Florida, Muskogee (Creek) Nation, the Seminole Nation of Oklahoma, and Seminole Tribe of Florida are descended from the Timucuan people, though there may be other Native American groups who also claim ancestral kinship with the Timucuan people.</p> | <ul style="list-style-type: none"> ▪ Tribal and ancestral records ▪ Consultation with Native American Partners should always be done to tell these stories accurately and appropriately. ▪ Work with interested Tribal Governments to create an interpretation guide that covers these stories and how the descendants want them presented |
| <p>Fort Mose. Discuss not only the military benefit of Fort Mose, but the community that lived there and in St. Augustine. Who were the women and children accompanying the soldiers? What were interactions like between soldiers from Fort Mose and the Castillo, for training, coordination meetings etc.? Who were the black soldiers protected and evacuated along with the Spanish prior to U.S. occupation?</p> | <ul style="list-style-type: none"> ▪ Francisco Menendez and Wife Anna Maria de Escobar ▪ Black militia from Havana | <ul style="list-style-type: none"> ▪ Works by Dr. Jane Landers including: <i>Black Society in Spanish Florida, and Founding Mothers: Female Rebels in Colonial New Granada and Spanish Florida</i> (in The Journal of African American History, Vol. 98, No. 1) ▪ Works by Dr. Kathleen Deagan |
| <p>Religiosity in St. Augustine. Discuss the religious motivations for various people coming to and living in and around St. Augustine. Explain the philosophy of Manifest Destiny and the Spanish mission system in context of imperial expansion. Also explore African and Native American religions and customs and how they interacted with Spanish beliefs.</p> | | <ul style="list-style-type: none"> ▪ Jerald T. Milanich, <i>Laboring in the Fields of the Lord</i> ▪ Michael V. Gannon, <i>The Cross in the Sand</i> |



Methodology



This plan was developed by the Interpretation, Education, Volunteers, and Partnerships staff of Interior Region 2. The planning process consisted of planning workshops and meetings which were conducted in six phases over a nine-month period. Phase 1 was conducted in-person, all other phases were conducted remotely using digital meeting platforms. The park's culturally associated Native American Tribes were consulted during two phases of the planning process (Phase 1 and Phase 5). Other stakeholders were consulted during Phase 1. Management representatives from all divisions of the park were included in the planning process, as were park interpretive staff (field, supervisory, and management) and regional staff. An extensive database was compiled and used to develop this report including statistics on visitation, tourism trends, volunteer data, economic benefits, reports on interpretation use and satisfaction, and market research including area demographics, community profiles, and consumer preferences. This database was provided to the park as part of its implementation toolkit. Together, the Long-Range Interpretive Plan, Implementation Plan, and Database fulfill the requirements of a Comprehensive Interpretive Plan as defined in Director's Order #6.

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Stakeholders

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- Melissa Wissel, City of St. Augustine
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