

Jamestown

Colonial National Historical Park



Long Range Interpretive Plan Update

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Part 1

The Foundation



Introduction

The Long Range Interpretive Plan

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

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

Part 1 of the LRIP establishes criteria against which existing and proposed personal services and media can be measured. It identifies themes, audiences, audience experiences, and issues.

Part 2 describes the mix of services and facilities that are necessary to achieve management goals and interpretive mission. It includes implementation charts that plot a course of action, assign responsibilities, and offer a schedule of activity.

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

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

Detailed explanations of both the LRIP and CIP are found in NPS-6, Chapter III, the National Park Service's Interpretation and Visitor Services Guidelines.

The Planning Process: 2009 Update

Since preparation of the original LRIP (2000), as prelude to the 400th anniversary of the settlement (2007), the park paid extensive attention to Jamestown. Many of the issues addressed in the 2000 LRIP were addressed—new facilities and extensive research enabled the park to focus on the three cultures that are integral to understanding Jamestown's significance.

By 2009, in the aftermath of the successful commemoration, the park appropriately shifted attention toward ways to sustain the anniversary's momentum and solidify the still relevant goal of providing audiences with a seamless experience.

As an update, this LRIP revisited, revised, and adopted in tact the contents of Part 1 as appropriate. A variety of interpretive partners and stakeholders participated in this review and update (see participants list near the end of this document). The targeted concerns identified for action reflect their input combined with a similar review and recommendations for action items provided by park staff.

Jamestown Background

History

Jamestown is most significant as the site of the first permanent English settlement in North America (1607). It remained the capital of Virginia for nearly a century. By the time the seat of government moved to nearby Williamsburg in 1699, the foundations of what would become the United States had been laid.

Although Jamestown is described as an English settlement, its story is more truly that of three different peoples—Virginia Indians, Europeans and Africans. The history of Jamestown is a complex, multifaceted story for each new generation of Americans to reflect upon and learn from.

Today, the National Park Service (NPS) and Preservation Virginia (PV) partner to protect and preserve the 1,500-acre island. Both partners rely on primary sources and a wealth of archeological material to interpret Jamestown's story to the visiting public.

In December 1606, the *Susan Constant*, *Godspeed*, and *Discovery* left England to establish a colony for the Virginia Company of London, a stock-holding company established to provide profit for its investors. After a four-and-a-half-month voyage across the Atlantic and a brief landing near present-day Virginia Beach, Captain Christopher Newport decided upon Jamestown Island as the best place to establish a permanent settlement. Its deep-water anchorage, defensible position, lack of inhabitants, and location on the James River made it seem a desirable settlement site. The fact that the majority of the island's acreage was marshy with brackish water and clouds of disease-carrying insects, however, would ultimately make it anything but desirable.

Newport's sailors helped construct the three-sided James Fort and then, with their commander, sailed back to England with samples of raw materials, including lumber, to bolster the hopes of the Virginia Company and King James I. Although the Virginia Company was eager to exploit the riches of "the New World," the 104 English men and boys who landed on Jamestown Island soon discovered that survival was the first order of the day. Arriving during a drought that lasted several years, the settlers found food scarce for both themselves and the Virginia Indians that provided it. Men sickened and died from disease and the extremes of the climate. The fort burned in January 1608, leading to more misery.

The survival of the remaining settlers is attributed to two men: Paramount Chief Powhatan and Captain John Smith. Powhatan, who controlled over

30 tribes and 160 villages, often provided both knowledge of the new land and the basic supplies that would keep the English alive. Smith, the third leader at James Fort, motivated the settlers to work, established solid relations with Powhatan and his people, and set an example with his combination of flexibility, forcefulness, and optimism, all of which were in short supply among the other Englishmen.

The adventurous settlers originally sought gold, which proved to be in short supply in Virginia. Under Smith's tenure, specialized craftsmen (often Europeans of non-English origin) attempted a variety of early industries. Glassmaking was the first industry attempted in 1609, followed by potash and soap ash production, experimentation with native plants for medicines, and the extraction of pitch and tar from the area's huge pine trees. Polish and German workers were recruited to build a glasshouse on the shores of the James River about one mile from the fort and to make glass to meet the growing demand in England. Although glassmaking was not successful, in the decades to come, enterprising colonists attempted winemaking, pottery making, silk and flax cultivation, iron manufactory, and brewing.

None of these attempts turned a profit. It was not until settlers began raising tobacco that the colony stood a chance of financial success. John Rolfe, the Englishman who married Powhatan's daughter Pocahontas, is credited with introducing a sweet-tasting, variety of Spanish tobacco into Virginia. By 1617, inhabitants planted the streets of Jamestown with tobacco.

In 1619, three major events occurred, which strengthened Virginia's place in American history. Desiring to make the settlement truly permanent, the Virginia Company recruited nearly a hundred "maids" to sail for Virginia and become brides for the settlers. Sir George Yeardley arrived with "The Great Charter," establishing English Common Law in the colony and allowing the election of local representatives. When the first House of Burgesses met in the church in July and August of 1619, it was the beginning of representative government in America. In 1624, the Virginia Company of London lost its charter, and Virginia became a Royal colony governed by the King of England. Eventually a bi-cameral legislature was established, and the English laws were adapted to address the concerns of the expanding colony. Sir William Berkeley, who was governor from 1642-1652 and 1659-1677, was responsible for both of these changes.

And in August 1619, a Dutch trading vessel docked near present-day Hampton. On board were about twenty Africans who remained behind, probably as indentured servants. The extensive labor required to make tobacco profitable led to the establishment of a slave-based labor system.

Beginning in 1662, slave laws were passed that expanded life-long servitude to the children of enslaved women, including Virginia Indians.

Although the English had established a few small settlements in addition to Jamestown, the lure of riches led to the arrival of more and more colonists and the establishment of what would become vast plantations. By this time, Powhatan had died and his successor, Opechancanough, launched an attack in 1622 on English settlements up and down the James. The English retaliated, and from the 1620s until the 1640s violence and hostility reigned. The English colonists declared total war on the Powhatan, destroying their crops and putting families to the sword. Eventually many of the Virginia tribes were forced to abandon their traditional lands and move westward. Those that remained adapted to the English ways. The Pamunkey and Mattaponi remained on reservations established under treaties.

As the capital of the expanding colony, Jamestown was subject to acts, directives, and instructions from the King to build brick structures. The townsite expanded into what would be called “New Towne.” Ambitious, government-funded building projects were undertaken. Only English ships were allowed to trade in Virginia, and planters were commanded to bring their hogsheads of tobacco to official government port cities such as Jamestown.

But a plantation economy had already been established, reliant on the convenient waterways, the rich and seemingly limitless acreage of Virginia, and the labor of both indentured servants and slaves. The colonists were adapting to their new environment and becoming more independent. Conflicts between the mother country and her colony were inevitable. Virginians “thrust out” Governor Sir John Harvey in the 1630s. In 1676, Nathaniel Bacon challenged Governor Berkeley and launched an attack on Jamestown that left the capital in smoldering ruins.

Jamestown was rebuilt, but it would burn again in 1698. The capital was relocated the following year to Middle Plantation (Williamsburg), a small settlement that had been established in the 1630s about ten miles away. The Reverend James Blair had founded The College of William and Mary there in 1693, and there was much enthusiasm over moving “the seat of government” to “the seat of learning.”

The capital moved, but Jamestown Island was still occupied. By 1750, the Ambler and Travis families were the primary owners of Jamestown Island. In the summer of 1781, both British and French military units occupied the island successively and participated in the siege at Yorktown, the last major battle of the American Revolution.

In 1822, the Travis home was destroyed by fire during a celebration commemorating the first colonists' arrival. By 1857, William Allen owned Jamestown Island and played host to visitors who flocked to the site to celebrate Jamestown's 250th anniversary in a lavish display of patriotism. Four years later, the American Civil War began. Allen, a staunch Confederate, fortified the island with troops raised at his own expense. Defensive earthworks were constructed under the direction of a Confederate naval officer. Although Jamestown Island saw no action, it was occupied by both Confederate and Union forces. At the end of the war, former Confederates took the Oath of Allegiance at Jamestown.

By the approach of Jamestown's 300th anniversary, ownership of the island had changed hands many times. In 1893, the Barneys deeded 22-acres, including the 17th-century church tower, to Preservation Virginia (formerly known as the Association for the Preservation of Virginia Antiquities), which still manages that portion of the site. The United States Corps of Engineers constructed a concrete seawall along the shoreline to protect it from the threat of further erosion in 1901. In 1907, a tercentennial obelisk was erected by the United States to commemorate the founding of Jamestown. On Preservation Virginia property, a Memorial Church and a statue of Captain John Smith were erected. Other structures, the Dale House and Yeardley House, were eventually constructed to service visitors to the historic site. The public thronged to the Jamestown Exposition held in nearby Norfolk in 1907.

In 1930, Colonial National Monument (later designated national historical park) was established to commemorate the beginning and end of the British colonial experience. The National Park Service purchased the remaining portion (1,500+ acres) of Jamestown Island. Park archeologists, with the help of Civilian Conservation Corps workers, excavated the New Towne area of Jamestown, establishing the principles of modern historical archeology.

In preparation for the 350th anniversary of Jamestown in 1957, the National Park Service constructed a new visitor center, tour roads, and completed the Colonial Parkway to Jamestown. Dr. John Cotter oversaw major archeological investigations and produced a base map showing the locations of the 17th-century structures identified over the past 20+ years. The Commonwealth of Virginia constructed a replica fort, Indian village, and museum on property adjacent to the Glasshouse donated to the state by the NPS for that purpose. At Glasshouse Point, the original glasshouse ruins, located by Dr. J.C. Harrington, were covered by a shelter and a replica glasshouse was constructed through a donation from the Glassworks Industry of North America for demonstration of the glassmaking process. Visitors thronged to visit the new facilities during

the 1957 anniversary, including Queen Elizabeth II and Vice President Richard Nixon.

In 1992, the NPS began the Jamestown Archeological Assessment; scholars from a variety of disciplines studied both primary sources and archeological evidence to learn more about the site. In 1994, Preservation Virginia's Dr. William Kelso began the Jamestown Rediscovery Project, which unearthed the James Fort of 1607. In 2007, the United States once again commemorated the founding of Jamestown. Based upon new research, the story of the three cultures was more fully presented in the new Visitor Center's exhibits and film as well as in wayside exhibits throughout the site. PV constructed the Voorhees Archaearium atop the statehouse ruins to interpret the vast amount of archeology undertaken at James Fort and display artifacts from the extensive work.

Legislation

In 1930, Congress passed legislation creating Colonial National Monument (later re-designated Colonial National Historical Park). This legislation and subsequent planning focused on the positive benefits of linking Jamestown and Yorktown with Colonial Williamsburg to form an "historic triangle." In this scenario, nearly two centuries of colonial history reached a climax at Yorktown, the "culminating victory of the Revolution."

In 1938, Cape Henry National Memorial was established. "Whereas the Jamestown colonists who established the first permanent English Settlement in America first landed and set up a cross on April 26, 1607, at the First Landing Dune in Fort Story . . ."

In 1956, Congress authorized the transfer of up to 15 acres of the park to the Commonwealth of Virginia for the establishment of a state park (Jamestown Festival Park and now known as Jamestown Settlement) "in furtherance of the purposes of the Colonial NHP."

Planning Documents:

In 1996, the park and Preservation Virginia (PV) began a collaborative approach to planning for the 2007 anniversary. The Joint Management Plan focused on coordinated management of Jamestown. This document created a unified mission statement that ". . . the APVA (PV) and NPS as partners will build upon our strong tradition as stewards of Jamestown's cultural and natural resources. We are committed to reaching the broadest possible audience through preservation, research, scholarship, and education. We are committed to providing a high quality interpretive experience for each visitor to Jamestown."

Over the next several years, goals and objectives were developed and design concepts were considered for Jamestown. They were developed in accordance with both NPS and PV guidelines, the General Management Plan for Colonial National Historical Park, Jamestown Rediscovery Archaeological Project, Jamestown Archeological Assessment, the Jamestown Long Range Interpretive Plan (2000), NPS Management Policies, and the NPS Strategic Plan. This process, which included civic engagement at various levels, resulted in the development of the Jamestown Development Concept Plan/Environmental Impact Statement (JDCP/EIS) with its Record of Decision in 2003. This document states that “In order to reach and educate the broadest possible audience, the Jamestown Project goals are to: improve the quality of the visitor experience; protect the Jamestown collection and associated archival materials; enhance research and educational opportunities; and strengthen the Preservation Virginia/NPS partnership.”

The JDCP/EIS “addressed strategies for an updated interpretive experience; the improvement or replacement of facilities; the addition of comfort/hospitality services and new interpretive venues; and enhanced and multimodal transportation options . . .” While many of the recommendations were implemented, several facilities were not constructed due to lack of funding, especially the Outdoor Program Area and the Observation Facility on the location of the old Visitor Center. These facilities will need to be reconsidered.

In addition to strengthening the Preservation Virginia-NPS partnership, a major goal of the planning effort was to help eliminate the confusion between “Jamestown, The Original Site” and the Jamestown Settlement. The name “Historic Jamestowne” was coined in reference to the joint operation and site to be used on signage, in all publications, press releases, and names for the facilities. While the legal name for the NPS portion of the site remains “Jamestown,” “Historic Jamestowne” now applies to the entire site, including the portion owned by Preservation Virginia.

The Park in 2009

Interpretive Venues and Programs

Park staff provided the following overview of interpretive programs.

Visitor Center Exhibits & Audio Visual Program

The Visitor Center is open daily (except Thanksgiving, Christmas, and New Years Day). It includes a museum with exhibits that explain the three cultures that came together at Jamestown (English, Virginia Indians, and Africans.) The exhibits provide an opportunity to see Jamestown artifacts close-up. These objects are bridges to the past making a visual connection between the 17th century and the present. The 18-minute film provides visitors with a basic overview of the history of Jamestown.

In addition the visitor center contains a multi-purpose room shared by the NPS and PV, education room, cooperating association sales outlet, park library, and offices. Temporary exhibits highlight specific aspects of Jamestown and Green Springs history.

Jamestown Information Station at Neck of Land (NOL)

Opened in 2008, the park staffed the facility from March through August with visitor use assistants to help visitors waiting to catch the shuttle to Jamestown. The parking lot was constructed to handle the overflow of visitors not able to park at the Visitor Center. Due to the lack of visitation, it did not reopen in 2009.

The Captain John Smith Chesapeake National Historic Trail will operate an office at the Jamestown Information Station at Neck of Land (NOL) information station beginning in the spring of 2009 but will not provide visitor services at this time. The NOL will eventually have nature oriented trails and waysides that were identified in the JDCP/EIS. The parking lot will continue to be used as needed for overflow parking with shuttle service to the Visitor Center and Glasshouse.

Townsite

“New Towne” or the Townsite is the area of Jamestown that expanded outside of the fort. By the early 1620s, colonists were buying lots there and building homes, taverns, and warehouses. This interpretive landscape was designed post-World War II by Dr. J.C. Harrington and was completed in 1956. Visitors can walk the original 17th-century roads and see reconstructed

foundations of several structures located during archeological investigations. Replica fences and boundary ditches denote the division of lots during the 17th century. Interpretive waysides include a mix of those from the 1950s, 1970s, 1990s, and those added in 2006. The newer waysides match those installed on the Preservation Virginia property and better represent the significance of the site as well as quotes, images of artifacts, and archeological information. Funding will be needed to replace the remaining waysides. Brick audio stations were removed due to failing condition. New audio opportunities are needed.

The removal of the former Visitor Center resulted in altering the terrace around the Tercentennial Monument and providing visitors with information on touring the townsite. The proposed Observation building was intended to provide computer-generated recreations of the townsite and its structures. In its place, the New Towne Virtual Viewer provides visitors with computer-generated views of four structures on the site with a video presentation of a moment in Jamestown's past, and an image of an artifact recovered at the site with an audio narrative on the item. The four structures and scenes are:

- 1630s, Harvey House, the arrest of Governor Harvey
- 1660s, Waterfront Warehouse, Passage of the 1662 Slave Act
establishing the status of slave for children based upon the status of
their mother
- 1600s, Kemp House, manufacture of Copeland Spoon
- 1676, Swan Tavern, Impact of Bacon's burning of Jamestown.

Island Drive Tour Roads

Jamestown has a three or five-mile tour road around the rest of the island. It is designed as a scenic drive for cars, pedestrians, or bikes. The tour provides a pull off at Black Point where visitors can take a 250-yard trail to the shore of the James River. Established in 1956, the waysides feature Sidney King paintings on various industries and events at Jamestown that have little to nothing to do with the resources. New waysides have been designed that focus on the resources and relate to the revised themes. They will be produced and installed in the next year.

Monuments

Jamestown Tercentenary Monument was erected by the United States government in 1907 to commemorate the 300th anniversary of Jamestown. It contains quotes from the Virginia Company's directions to the colonists. The original steps were covered during the 1950s development. The terrace has been altered several times. It is used as the starting location for tours of the site and for special commemorative ceremonies.

Glasshouse Monument, erected in 1953 by the Jamestown Glasshouse Foundation through the U.S. Department of Commerce, commemorates the first industry in America.

First Landing Monument at Cape Henry National Memorial, erected in 1930 and moved in 1990, commemorates the landing of the Jamestown colonists on April 26, 1607.

Publications

The NPS “unigrd” folder for Jamestown dates to 1996 and has been updated as needed to include changes to the site. It was considered to be a souvenir brochure and did not include an orientation map. In 2010, the brochure will be revised to include a map to eliminate the need for the “What to see at Historic Jamestowne” site guide.

“What to see at Historic Jamestowne” site guide includes a map of the townsite but does not include the Island Drive or Glasshouse. It is produced jointly with Preservation Virginia.

Historic Jamestowne & Yorktown Battlefield rack brochure includes basic information on the park and a map of Colonial Parkway. It is provided to visitors with the entrance fee receipt.

The museum store operated by Preservation Virginia, displays a wide range of published materials related to park themes. In 2001, the park published the *Jamestown Archeological Assessment* handbook, and Eastern National published *Jamestown: An American Legacy*. Preservation Virginia has produced several titles on the archeological excavations undertaken by Jamestown Rediscovery.

Guided Programs

Ranger-led walking tours of Old Town (the Fort Site) and New Towne are offered daily when staffing permits.

Historical archeology tours are conducted by Preservation Virginia staff at the Fort Site from spring to fall.

Living History tours are conducted by a contractor using Eastern funds during the spring, summer, and fall.

Special themed tours are offered by park staff and volunteers primarily for special events or during the spring through fall. The tours focus on early archeology and the African American experience.

The Pinch Pot program is offered during the summer for children.

Education Programs

The new Visitor Center includes one dedicated education room (groups of 30 or less) and one multi-purpose room that can be used for education programs. The dedicated room is equipped with a projector, screen, and computer. Formal education programs are offered for a fee October through May. From 2003-2006, a Teachers Advisory Board reviewed the programs and assisted in revising some of the programs and identifying the SOLs that the programs addressed. The programs are as follows: “Jamestown: A Beginning” grades 3-5, “Mysteries of the Past” grades 3-6, and “Virginia Indian Life” grades K-3. For groups that are older than the listed grades or are too large, a walking tour is offered. Due to the limited amount of time schools have, the primary program requested has been the walking tour in recent years as it accommodates larger groups.

Junior Ranger Program

The park offers a Junior Ranger program with activity booklets available at the Museum store and Glasshouse. The booklet was revised in 2008. This program helps children to the age of 12 learn more about the park. They receive a special patch for completion of activities. In 2008, National Junior Ranger Day was initiated. Special activities are available for participants to receive the national patch.

Special Events

Numerous special events are conducted throughout the year including: African American History Month (February), Pedal the Parkway (first weekend in May), Jamestown Day (weekend closest to May 13), First Assembly Day (July 31), Arrival of First Africans (mid-August), Bacon’s Rebellion (the Saturday closest to September 17), Virginia Archeology Day (early October), Commemoration of the First Industry at the Glasshouse (late October), and American Indian Heritage Month (November). These events may feature guest lecturers, craft demonstrations, living history, and special tours developed by park staff.

The most significant event is Jamestown Day that is sponsored jointly with Preservation Virginia and the Jamestown Settlement. It includes: presentations on archeological field work, a musical program, an early industry demonstration, living history demonstrations, presentations by American Indian organizations, and a special ceremony featuring lineage societies and representatives from Virginia tribes.

Website

The Park has an official website with links to our partner and cooperating association sites.

Interpretive Partners

Currently a variety of organizations and institutions also interpret complementary stories:

Preservation Virginia conducts joint programs with the park at Jamestown. In addition, they provide special programs and tours at the Fort Site and Voorhees Archaearium featuring Dr. Kelso and other Jamestown Rediscovery staff. They also operate Bacon's Castle, which is a 17th-century structure on the other side of the James River. As a Cooperating Association operating the Visitor Center Museum Store, they provide donations to the park for support of the interpretation and education program, primarily the operation and maintenance of the theater program.

Eastern National operates the Glasshouse demonstration building and conducts programs on a daily basis and special programming during major events. Eastern provides donations used to fund the living history contract and special programming needs.

Jamestown-Yorktown Foundation operates the Jamestown Settlement, which contains a new museum focusing on the early colonial period, a replica James Fort, a replica of the Paspahugh Indian village, and three reconstructed ships. The active partnership includes joint training and special event planning for Jamestown Day.

Colonial Williamsburg Foundation primarily focuses on the 18th century. Because Williamsburg replaced Jamestown as the capital, it relates directly to the evolution of government in colonial Virginia. Their staff has provided support to the park in numerous ways, including the filming of the virtual viewer live action scenes, conducting archeological and historical research through a cooperative agreement, and participating in the development of interpretive paintings and exhibits.

Captain John Smith Chesapeake National Historic Trail (CAJO) was established in 2006 to commemorate the voyages of John Smith on the Chesapeake Bay. The park provides CAJO with office space at the Jamestown Information Station at Neck of Land. CAJO seasonals conduct special walking tours at Jamestown during the summer.

Chippokes Plantation State Park is across the James River in Surry County. Colonial crafts and demonstrations of lifestyles are portrayed on property originally owned by early Jamestown settlers.

Chesapeake Bay Gateways is based in Annapolis and operated by the NPS. Both Jamestown and Yorktown have been designated as Gateways. A grant from the organization provided funding for an exterior, interpretive exhibit on Jamestown and its association with the James River and the Chesapeake from the pre-contact period to the 20th century.

Friends of Green Spring, Inc. was established in 1996 to assist the park in preserving and interpreting the Green Spring site. Planning and archeological investigations were completed, but lack of funding and staffing prevented the implementation of the GMP recommendations. The organization continues to generate interest in Green Spring and Governor Sir William Berkeley.

Current Staffing, Volunteers, Budget

The current staffing reflects the loss of several staff members since the 2000 LRIP was completed due to a shrinking budget.

Chief Historian, GS-025-13, Division Chief of Historical Interpretation and Preservation Division (.333 of time associated with Jamestown)

Jamestown Site Manager/Curator, GS-1015-12, serves as liaison with Preservation Virginia on site operations, works closely with supervisory park ranger on site operations and manages Jamestown's collection at the Historic Jamestowne Research Center,

Division Secretary, GS-0301-06 (.333 FTE)

Program/Area of Operation:

Supervisory Park Ranger, GS-025-11 (1 FTE)

Park Ranger, GS-025-09 (3 FTE)

Visitor Use Assistants, GS-0303-05 (2 positions, .4FTE)

Seasonal Staff:

- Park Guide, GS-026-05, 1 part-time (.20 FTE)
- Park Guide, GS-025-04, 1 full-time (.25 FTE)
- Centennial Park Guide, GS-025-04, 2 full-time (.80 FTE)
- Staff Support Assistant, GS-0301-05, 1 part-time (.5 FTE)
- Visitor Use Assistant, GS-0303-05, 3 full-time (1.5 FTE)

In 2008, the staff support assistant, GS-0303-05 permanent, full-time was changed to a seasonal (1039 hours), part-time (4 hours per day). The supervisory visitor use assistant was revised to a fee business manager. The position will remain vacant until decisions on the future of the National Park Service Fee Program are determined, as it is still not a permanent program. The supervisory park ranger has assumed the lead role in overseeing the fee operations at Jamestown.

Volunteers/Interns:

In 2007, a decision to close the seasonal dormitory was made due to the cost of maintaining the structure. As a result, the SCA program ended. Only interns that do not require housing are accepted. A full-time volunteer coordinator was hired in 2008 to recruit additional seasonal. Volunteers assist at the information desk on a daily basis; many of them formerly served the Preservation Virginia as docents in the Memorial Church.

Budget (FY09):

| | |
|------------------------------|------------|
| Operations | \$ 365,000 |
| Visitor Use Assistants (Fee) | 21,093 |
| Administration | 62,271 |
| Total | \$448,364 |

Purpose & Significance

As required by the Government Performance & Results Act (GPRA), park staff prepared the following purpose, significance, and mission statements. Based on legislation and legislative intent, purpose and significance in particular are general concepts that are not as nimble or as detailed as interpretation. They are based in historic occurrence rather than contemporary attitudes toward historical events. In other words, while interpretation always acknowledges historical precedent it necessarily makes adjustments for current realities and always goes beyond the general to the specific, exploring details and nuances.

Purpose

A statement of purpose emerges from legislative language and existing planning documents. It states the reasons a park was established.

Colonial National Historical Park exists to preserve and interpret historic resources, landscapes and artifacts associated with the American colonial period from 1607 to 1781, at Jamestown, Yorktown and related sites, and to provide for a scenic highway connecting those sites for the benefit and enjoyment of the people.

The House Report that accompanied legislation creating the park said that Colonial National Monument (the initial designation for the park) “is intended to preserve for all time these great historic shrines, and through them to extend to this and succeeding generations of Americans a greater knowledge and appreciation of the sacrifices and achievements of heroic figures of the colonial days.”

Significance

Significance statements explain why the park and its component resources are important. They provide broad historical and national context.

Colonial National Historical Park preserves two sites of cardinal importance to the history of the United States. Jamestown was the first permanent English settlement in North America (1607), the site of the first representative assembly (1619), and the capital of Virginia throughout the 17th century. People at Jamestown established a legacy of laws, customs, and language that continues as a common heritage for Americans and an inspiration for others throughout the world. The colonial story further unfolded at 18th-century

Williamsburg and Yorktown with the coming of the American Revolution. Yorktown was the site of the last major battle of the American Revolution (1781) where General George Washington's successful siege against the British attained American independence. The twenty-three mile Colonial Parkway provides a physical link to our nation's past as a scenic corridor with views and vistas that connect Jamestown, Williamsburg and Yorktown into an entity known as the "historic triangle."

Mission Statement

A park mission statement identifies what the park must do.

Colonial National Historical Park will preserve the cultural, scenic and natural resources of Jamestown, Yorktown and related areas, interpret the colonial era from 1607 to 1781, and maintain the Colonial Parkway and its surrounding resources for the benefit and enjoyment of the people.

Park Mission Goals Related to Jamestown

Elaborating on the mission statement, park staff also prepared mission goals. These mission goals represent the ideal conditions that the park wants to attain or maintain. They emerge from agency (National Park Service) goals and are appropriately expressed in terms of desired future conditions.

Significant cultural resources and cultural landscapes of Jamestown, Yorktown, the Colonial Parkway and related areas are protected, maintained and restored as appropriate. The cultural resources are protected and managed based on adequate scholarly and scientific information.

Park visitors and the general public learn, understand and support the significance and purposes of the park.

The park's natural resources are protected and managed based on adequate scholarly and scientific information and in a manner consistent with applicable policies and regulations, while supporting cultural resource objectives.

Visitors safely enjoy and are satisfied with the availability, accessibility, diversity and quality of park facilities, services and appropriate recreational opportunities.

Colonial National Historical Park is a responsive, efficient and accountable organization, with all systems integrated to enhance productivity. Employees are competent, trained, motivated, outcome-oriented and representative of the national workforce.

Parkwide Interpretive Themes

What are Interpretive Themes?

The NPS Guideline on “Interpretation and Visitor Services, NPS-6, Chapter III” defines themes as

key statements defining the park’s significance and resource values. Themes should be stated as single sentences, may be divided into primary and secondary, and should be prioritized. These statements connect park resources to the larger processes, systems, ideas, and values of which they are a part.

While interpretation could touch upon any number of stories related to Jamestown, focused themes increase effectiveness. Themes are the most important stories, in this case the essence of the history and legacy of Jamestown. They often relate to some universal human yearning, satisfy a common need to know or understand, or illuminate traits that are widely admired.

Theme Development Process

Interpretive themes for Jamestown have been discussed many times. In fact, the interpretive themes that follow rely upon the wisdom of the past. They are a blend of existing language and ideas, modified to address the very real and practical needs of contemporary visitors. These themes combine what we want to tell visitors about Jamestown with what visitors want (and need) to know.

Two themes for Colonial National Historical Park were written recently for Yorktown’s Long Range Interpretive Plan. Since Jamestown is one of the park’s primary units, these themes apply.

Primary NPS Themes

Parkwide Theme #1

The history and resources of Jamestown, Green Spring, Williamsburg, and Yorktown represent the cultural, military, political, social, economic, and diplomatic forces that changed English, other Europeans, Africans, and First Americans, in the thirteen colonies, into citizens of an independent United States.

This theme is about change on a variety of societal stages. It provides context, and because it approaches the park's stories from the broadest possible perspectives, it offers a historical panorama. It asks the visitor to stand back and notice the global scale of Jamestown's history. It encourages the visitor to look at the past from multiple perspectives. And it connects "then" with "now," searching for ways that Jamestown remains relevant several centuries after the first settlers struggled ashore.

This parkwide theme closely parallels a more specific Jamestown theme (see below).

Parkwide Theme #2

The resources of Jamestown, Williamsburg, and Yorktown were the subject of some of the earliest national preservation efforts.

This theme will introduce visitors to the scholarly search for the past, to discoveries that help us envision the settlement, and to preservation efforts designed to recreate or at least interpret the colony's appearance. It opens the door to interpretation of the role that archeology has and continues to play in the site's 20th-century history. The history of memorialization and commemoration as applied to Jamestown also fits into this theme.

Jamestown Theme #1

As the first permanent English settlement in North America, Jamestown and its people experienced many changes and adaptations often through experimentation that left a legacy of laws, language, and customs that were beneficial as well as tragic depending upon one's race.

This theme focuses on how new circumstances, new experiences, and initial contacts among diverse peoples and cultures can challenge long-held beliefs and practices, threaten complacency and even survival, shape attitudes, and destroy old and create new institutions. It is the interpretive expression of Jamestown's significance. It embraces many of the ideas contained in the "technical memorandum," exploring the interface of the "known" and "unknown," of challenges to expectations and assumptions. Under this theme, interpretation will explore the transfer as well as the clash of cultures, the creation and survival of a New World definition of communities, economies, and governments, and even the transformation of the landscapes and the exploitation of natural resources.

In short, this theme leads to interpretation of the "foundations" laid at Jamestown. When visitors ask what happened here, this theme offers answers. It leads to discussion of specific landmark events and precedent-setting developments. For example, Jamestown is the American hothouse

for representative government, the concept of a bicameral legislature, and even political unrest (Bacon's Rebellion). Economically, Jamestown set a pattern for private land ownership in America. The colonial corporation and its settlers embraced tobacco as a cash crop, demonstrated that industry could succeed on American soil, and began to alter the natural landscape in the name of personal gain. The Protestant church found an important role in the emerging society. But Jamestown also reflects the institutionalization of slavery, particularly as practiced on Blacks, and the creation of harsh policies toward the First Americans.

Jamestown Theme #2

Jamestown's people, native, immigrant, and enslaved, reflected diverse national and cultural traditions that influenced the emerging society.

It was unmistakable. Most residents of Jamestown, the long-term as well as the transient, were English. Life there substantially, although imperfectly, reflected English society and the broad range of motivating factors that fueled the colony's founders and their fellows in empire-building. It reflected the English system of class and English value systems, including attitudes on gender roles. Settlers immigrated for a variety of reasons and residents of Jamestown made their living performing many of the same tasks as their English counterparts. They were Anglican. They cited English law books and court precedents. They functioned as an outpost of the English economy.

However, Jamestown certainly was not England. The English were not alone. Other Europeans soon followed. The presence of the First Americans with their own well-established society was initially pervasive. This was their homeland. Their way of life, at least until 1607, conformed comfortably to the Virginia environment. Then it all began to fall apart as contact with the Europeans led to conflict, disease, decline, displacement, or confinement to reservations. Conversely, African Americans played ever more significant, although certainly not equitable, roles in Jamestown's white, male-dominated economy and society. Even as Blacks struggled to preserve vestiges of their non-Western world, their lives were brutally changed by the evolving plantation economy that resulted in their enslavement.

This theme addresses the questions of who lived in Jamestown, where did they come from, what motivated them to immigrate, and where did they go. It also insists on multiple answers to these questions. Chances are many visitors can find something of themselves in the stories of Jamestown's populace.

Jamestown Theme #3

Jamestown experienced significant periods of development and decline as it physically and functionally evolved.

Founded on a little used natural landscape visited only seasonally by First Americans, Jamestown, during the 17th century, changed from an easily defended military outpost with deep water port into a frontier settlement, a commercial port, and a governmental center. It experienced natural disaster and warfare as well as occasional prosperity. In good times and bad it served as a port of entry for new immigrants, a hub, and sometimes as a bastion, of expanding settlement. After the capital moved to Williamsburg, the land occupied by Jamestown continued to have some strategic importance in time of war but primarily supported agricultural plantations until the 19th century rediscovered, memorialized, protected, and finally interpreted the site as a shrine to the founding of a nation.

This theme addresses the question of how Jamestown looked during its first 92 years. It will help visitors understand that Jamestown's appearance, as well as its function and its economic well-being changed, and not always for the better. Jamestown's history was not a steady upward or downward spiral of progress or decline.

It also explains what happened to Jamestown after the capital moved to Williamsburg and why the site looks at it does today.

Secondary Themes

Secondary Jamestown Theme #1

The history of Jamestown reflects the many different ways that humans have interacted with the natural world.

Certainly Europeans and Natives looked at Nature through different lenses. But even within these groups, circumstance personalized how individuals interacted with their environment. Some lived according to natural cycles while others tried to control or subjugate nature. Climate affected health and medicinal remedies included long lists of herbal and natural prescriptions. Water and river navigation remained important. Agriculture and crops dominated the lives of many Europeans and African Americans. Even tradesmen depended heavily upon local natural resources like clay for pottery and sand for glass.

One of the interpretive values of Jamestown Island today is the extent to which visitors can gain some understanding of the vast natural world that surrounded this tiny enclave of humanity.

Secondary Jamestown Theme #2

Jamestown, located on the James River, possessed strategic value during military conflicts from the 17th to the 19th centuries.

The original location of Jamestown reflected the need to find protection from the Spanish. Built to overlook the river, Jamestown's Fort imparted a military tenor to the settlement. Troops during both the American Revolution and the Civil War occupied Jamestown Island because of its strategic importance.

Secondary Jamestown Theme #3

During the 20th century, some of the most innovative methods and applications of the science of historical archeology were developed and applied in the exploring and rediscovery of 17th-century Jamestown.

Throughout much of the 20th century, Jamestown has offered fertile ground for the development and advancement of archeological techniques by some of the best known American archeologists.

Green Spring

Owned by Governor William Berkeley, Green Spring was a thriving 17th-century plantation with one of the finest manors of its time. It offers an opportunity to explore the evolution of the plantation system and agricultural experimentation as well as the rise and fall of a powerful but controversial governor during a formative period of Virginia politics that ended in Bacon's Rebellion (1640-1677).

Themes have been developed for Green Spring as well and, since the site is linked directly to Jamestown's years as capital, those themes need to be referenced in this LRIP.

Parkwide Theme #1

The history and resources of Jamestown, Green Spring, Williamsburg, and Yorktown represent the military, political, social, economic, and diplomatic forces that changed English, other Europeans, Africans, and First Americans, in the thirteen colonies, into citizens of an independent United States.

This theme is a parkwide theme that applies to all units in Colonial National Historical Park.

Green Spring (GS) Theme #1

During the European colonization period in the 16th and 17th centuries, England established its foothold in North America at Jamestown, where English culture, traditions, and political structure were transplanted and altered to define the character of a new nation.

As the longest serving royal governor in Virginia, Sir William Berkeley was a pivotal figure in the evolution of representative government, First American policies, and American law. The stately Green Spring manor house reflected the power and majesty of his position as royal governor.

Green Spring Theme #2

Securing a foothold in the wilderness, the settling of Virginia saw the establishment of the plantation system that would typify the Southern colonies in the centuries that follow.

Berkeley's Green Spring, which was modeled after the English tenant farming system, illustrates one of the earliest forms of Southern plantations but was a forerunner in the diversification of crops and manufacturing necessary to secure financial independence for Berkeley and the colony.

Two secondary themes also explore the Green Spring story.

Secondary Green Spring Theme #1

During the 18th century, Green Spring remained a place of political influence under the ownership of the Ludwell-Lee family who had strong ties to the new capital.

As Williamsburg grew into the new capital of Virginia, the Ludwells and the Lees entertained many of the royal governors and were influential in the political scene. William Lee's demolition of the original Green Spring manor and his emancipation of the Green Spring slaves resulting in one of the first free Black communities in the country were major events in the evolution of Green Spring.

Secondary Green Spring Theme #2

On July 6, 1781, at the Green Spring manor, the Marquis de Lafayette organized and directed his troops against Lord Charles Cornwallis at the

Battle of Green Spring two miles away, the last open field battle and the largest infantry engagement in Virginia during the American Revolution.

Three months later the American victory at Yorktown brought to an end the eight-year conflict and the British colonial period in the current United States.

2007 Planning

During planning for the 400th anniversary, a variety of stakeholders and partners including representatives of African American communities and the Virginia Council of Indians reached consensus on interpreting the contact that occurred at Jamestown among three cultures. Interpretive media developed for the anniversary stressed the interaction of those cultures—Virginia Indian, European, and African.

Jamestown Island Interpretive Plan

Planners also identified topics (themes in the “Jamestown Island Interpretive Plan”) designed to guide interpretive content.

The eight topics are:

- Atlantic Worlds
- Struggles for Survival
- Economic Experiments
- A New Society
- Fort to “Cittie”
- Jamestown and Beyond
- Discovering the Past
- Legacies

Additional discussion of these topics is included in the island interpretive plan.

Audiences

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

“Individuals understand places differently depending on how they have experienced them, and this experience in turn is shaped by their social characteristics such as age, gender, race, class, and physical condition.”

David Glassberg in *Sense of History: The Place of the Past in American Life*

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

Snapshot of Existing Audiences

The last scientific attempt to gather information about visitors to Jamestown occurred when the Cooperative Park Studies Unit at the University of Idaho conducted visitor surveys in the summer of 2001. Data collected then suggested the following significant characteristics of summer visitors:

- Sixty-nine percent of visitor groups were families while 30% were groups of two.
- Thirty-two percent of all visitors were aged 36-50.
- Most summer visitors lived in Pennsylvania (10%), Virginia (9%), and California (7%) with smaller percentages from 37 other states, Puerto Rico, and the District of Columbia.

- Three percent lived in foreign countries, primarily England (35%), Korea (15%), and Northern Ireland (12%).
- Thirty-one percent had a bachelor's degree and 25 % had a graduate degree.
- The most common recreational activities enjoyed by park visitors included walking (96%), bird watching (11%), and bicycling (3%).
- Sources of information included travel guides or tour books (46%), friends and relatives (32%), and previous visits (30%). Anecdotal information indicates that the percentage of visitors gathering information from the Internet, although not even measured by the 2001 survey, has increased substantially.
- Most visitor groups (76%) were not aware of the difference between Jamestown Island and Jamestown Settlement. Most (76%) also visited Colonial Williamsburg.

Targeted Audiences

Planning also should ask whether the park wants to encourage other specific groups to visit in larger numbers and, if so, develop programming that will accomplish new visitation goals even while continuing to appeal to those already coming to the park.

Current park staff felt that the recommendations of the original LRIP remain valid. As a result, interpretive planning will continue to explore ways to increase visitation particularly among the following groups:

Those who now use the Internet to gather information and increase knowledge; local residents; American Indians, African Americans; teachers and students, both on- and off-site, including home school students and lifelong learners. In addition, the Children in Nature initiative focuses on connecting families with the out-of-doors and encouraging outdoor recreational activities.

Accessibility and Audiences

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

As Jamestown staff revise or rehabilitate existing interpretive programming or develop new media, they should consult these guidelines.

Audience Experiences

Workshop Discussions (2009)

In addition to the stories communicated during the visit and the issues addressed by interpretation, it is important to think about the nature of the visit itself. What do we want visitors to do? How do we hope visitors will feel and what impressions will emerge? What can we do to provide an enjoyable AND a meaningful visit?

LRIP participants felt that the distinctiveness of a visit to the park revolved around authenticity.

Interpretive programming must help visitors understand that this is the actual location of the settlement. Via first-hand experience, it will link actual locations to evidence of the past (artifacts and written records) and to people of the past. Visitors will discover “real” things about real people at real sites.

As is the case at all units in the NPS, the staff at Jamestown are committed to providing clean and well-maintained interpretive facilities as well as accurate and high quality interpretive programs.

In addition, participants at the 2009 workshops suggested that the park provide additional audience experiences. Park staff used the results of these brainstorm sessions to compile a shorter, more targeted list linked to current needs. In no particular order, Jamestown’s interpretive program will. . .

Provide pre-visit information that explains the difference between Jamestown Settlement and Historic Jamestowne and offers basic visiting information.

Help visitors feel that they are seeing Jamestown in a special way, on a special day, etc.

Offer visitors the opportunity to see the park in a logical way and offer suggestions for continuing the visit beyond Jamestown. Proceed from the visitor center, the townsites, the Island Drive, the Glasshouse, Williamsburg and Yorktown via Colonial Parkway, and finally other 17th-and 18th-century sites in the area.

Provide a “seamless” visit that helps visitors understand the full extent of Jamestown’s historical and societal complexity—town and plantation, domestic and commercial (industrial). Provide

experiences that reinforce the agricultural, commercial (including the river), political, social, multi-cultural, and industrial aspects of Jamestown.

Reveal new things about Jamestown and clear up misconceptions. Visitors should leave with a feeling that Jamestown was more than they expected.

Provide a variety of experiences, using different techniques, in different settings, to appeal to diverse audiences.

Help visitors to protect and encourage stewardship of fragile cultural and natural resources.

Offer experiences that connect the natural environment to settlement history and development. Allow visitors to experience the natural resources of Jamestown in the context of the pre-settlement environment and settlement use of as well as closeness to nature. Help visitors sense the pervasiveness of the natural world in the lives of 17th-century settlers and relate to their own natural environment.

Provide visitors an opportunity to experience some portion(s) of the landscape without modern intrusions.

Offer quality personal and non-personal interpretive services as well as attractive, appropriately designed, and well-maintained visitor facilities.

In addition, workshop participants identified other experiences that may not be the highest priority, but that should remain the focus of attention and achieved as necessary or possible. Those experiences include . . .

Provide an appropriate, welcoming sense of arrival.

Provide effective and efficient on-site orientation to park facilities, park stories, and visiting options.

Offer visitors topical tour opportunities to encourage return visits and more in-depth presentations.

Provide experiences that help visitors understand that our knowledge of the past is evolving and involve them in, or at a minimum, allow them to observe some sort of historical discovery process.

Help visitors recognize that Jamestown presented numerous and sometimes-deadly hardships to settlers, and events associated with Jamestown did not always lead to a better life.

Provide visitors with an opportunity to continue learning about Jamestown and to leave with an appropriate concrete memory of their visit.

Offer visitors an opportunity to contemplate the Jamestown story and the contemporary environment. Help them to reflect on the past and ponder the future.

Issues & Initiatives

In addition to communicating information, establishing historical context, and presenting the park's stories via memorable themes, interpretation also must address issues crucial to the management of the park and help achieve management goals.

Issues Identified by Workshop Participants (2009)

The workshops designed to update the existing LRIP generated a list of needs that participants felt would be productive areas of emphasis during the next 5+ years. The most pressing issues are grouped first, although other considerations like timing and funding may result in a scrambling of the priorities.

Priority Issues

Interpretive programming during the next 5+ years will focus on:

- Enhancing interpretation at specific park features like the Glasshouse, Island Drive, and a staging area adjacent to the visitor center
- Preparing for other 400th anniversaries, particularly 1619, and the 150th anniversary of the Civil War.
- Integrating research into interpretive programming and interpretive sales items
- Evaluating and updating educational programming in ways that reflect 2009 realities
- Finding ways to use technology in appropriate and cost effective ways
- Evaluating interpretive programs and media and sustaining professional standards

As the park and partners make progress in these priority areas, other issues also might be addressed, as time and funding are available:

- Interpreting the interplay between history and nature and encouraging more outdoor activities
- Making connections and collaborating with partners and parks with overlapping stories

- Evaluating current use of publicity, event promotion, and the Internet and adjusting publicity strategies
- Increasing interpretive focus on people, humanizing the story, and presenting multiple perspectives
- Explaining visitor options, particularly how different agencies provide different experiences.

Servicewide Initiatives

In addition to local goals, the National Park Service has announced several servicewide initiatives that individual parks should monitor.

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

“National Park Service leaders . . . will review and update their centennial strategies each year in support of a second century of preservation, conservation, and enjoyment.”

The Future of America’s National Parks

- *Interpretation and Education Program Business Plan*
- *Interpretation and Education Renaissance Action Plan* (see Appendix 4 for areas of focus)
- Children in Nature (see Appendix 5 for goals)

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

Part 2

Taking Action



Introduction

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

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

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

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

Projects Carried Forward from 2000 Plan

As the park and Preservation Virginia moved forward with the Jamestown Development Concept Plan, many actions identified in Part 2 of the 2000 LRIP were implemented. The results have been identified in Part 1. However, there were items that were not acted upon, primarily due to lack of funds and staffing that should be included in the updated LRIP as potential action items. To follow through on these recommendations, staff will integrate the following into current planning.

Prepare and distribute a regular Calendar of Events making sure to target those audiences listed in the Visitor Profile. To reduce visitor confusion, this calendar will include all events on the island regardless of sponsor.

Develop a process for evaluating the number and nature of personal services programs offered each year. This process will use Themes, Experiences, Audiences, and Goals as the criteria.

Enhance the Living History program by working with the contractor Living History Associates LTD to use recent scholarship to explore and enhance the interpretation of minority cultures, specifically Africans, African Americans, and Virginia Indians.

Identify a series of “destinations” for the town to provide the following opportunities:

Commemorative sites for reflection on the meanings and legacies of Jamestown, i.e. the Memorial Cross, the Church, and Black Point.

Overlooks outside the town grid to survey the entire townsite and identify the natural features (the river, Pitch and Tar Swamp, and woodlands).

Personal points of view, located to call attention to the different experiences of Jamestown’s diverse residents and visitors, will be identified using the Jamestown Archeological Assessment, the African American Study, and the Study of Virginia Indians and Jamestown.

Since tobacco played a critical role in the economic history of Jamestown, park staff will brainstorm ways to grow a limited number of tobacco plants that visitors will be able to see. These plants will be integrated into the interpretive program.

For Island Drive, revise the audiotape program and provide a supplemental publication that integrates the themes into interpretation of the resources along the tour road. Development of a new audio tour on CD for the Island Drive based upon the findings of the Jamestown Archeological Assessment and other studies will greatly enhance the interpretive value of this resource.

For the Glasshouse, create a historic vignette between the original foundations and the demonstration building, such as making potash. Here, visitors will be able to see the raw materials used to make glass—wood, oyster shells, sand and potash. This could be developed in partnership with Eastern National.

Upgrade the interpretation of the original Glasshouse ruins to include new waysides, images, and labeling.

Special events can enliven and humanize the Jamestown story and provide visitors with vivid memories. New programs could focus

on events celebrated by Jamestown settlers. Examples include the King's birthday, the Restoration of the monarchy, or the more mundane court, market, or harvest days. The day that Lord Delaware's ships arrived in the bay saving the colony should be commemorated.

Current Area of Focus

Part 2 is organized to reflect priorities identified by participants (see participant list toward the end of this plan) in the 2009 workshops that updated this LRIP. Those planning discussions suggested that the following areas needed emphasis during the life of this plan.

Interpretive programming during the next 5+ years will focus on:

Enhancing interpretation of specific **park resources** including New Towne, the Glasshouse, Island Drive, and a staging area adjacent to the visitor center. Proposed enhancements will serve a dual role—improve interpretation of park themes and help provide desired audience experiences.

Preparing for other 400th anniversaries, particularly 1619, the 150th anniversary of the Civil War, and other **special events**.

Integrating research into interpretive programming and interpretive sales items

Evaluating and updating **educational programming** in ways that reflect 2009 realities including expanding the definition of education to include family experiences as well as programming for older students and learners.

Finding ways to use **technology** in appropriate and cost effective ways

Evaluating interpretive programs and media and sustaining professional standards

Part 2 of this LRIP is organized around the need to take action in these areas. For easy reference, look for bullets to find each recommendation. Each bulleted item also is listed in an Implementation Chart toward the end of this document.

Enhance Existing Resources

Despite the intense development that occurred in the lead-up to 2007, several park projects were never completed, a few park resources were not enhanced adequately, and additional interpretive needs have surfaced.

Specifically, park staff will address:

Directional Signs

- Assess directional signs to the park from Jamestown Settlement and regional interstate highways. (Jamestown Settlement has much better directional signs from interstate access. The park currently has interstate signs at Interstate-64 Route 199/Water County/Colonial Parkway exit. No signs are in place at the Route 199 interchange at Lightfoot. Also assess road signs directing visitors to the Glasshouse—are they adequate relative to size and content?)

Park Brochure

- Revise the park brochure. Reconsider objectives. Specifically determine how the brochure will be used for orientation given current conditions. Reevaluate how well the brochure interprets the contact of three cultures that is now a foundation of interpretation.

Island Drive

- New wayside exhibits for Island Drive are ready for production and will be installed when Harpers Ferry Center issues new IDIQ contracts and funding is available.
- Outside the hotter, more humid, buggy months of the year, Island Drive is a logical place to encourage family use of Jamestown's outdoor environment. During the hospitable months, park staff can, for example, plan and promote interpreted bike rides and hikes along the drive.

New Towne

- Explore additional ways to bring New Towne to life, perhaps by adding or repairing appropriate landscape features like fences or adding temporary objects. Review the recommendations for New Towne “destinations” from 2000 to determine how they can help.
- Change the site map handout to increase its usefulness as site orientation. Highlight the virtual viewer in New Towne and add a number to the viewer to encourage visitation. Consider a more descriptive name for the viewer. Reprint the handout in color. Add Island Drive to the reverse with some interpretation and enticement to use the drive.

- Add a feature inside the visitor center that suggests things to do in New Towne, including the virtual viewer. If an electronic program, run it on a continuous loop.

The Glasshouse

During preparation for the 400th anniversary, the Glasshouse experienced less interpretive transformation than the rest of Jamestown. As a result, there are several actions needed to bring interpretation to a comparable standard. Specific areas needing attention include: wayside exhibits; interpretation of the ruins; interpretation of the glassblowing demonstrations; and connections of the site to the NPS. Actions include:

- Adjust signs/waysides to reflect changes to the trails at the Glasshouse.
- Create an exhibit near the Glasshouse that includes materials used in glassmaking.
- Interpret the environmental impact of historic glassblowing.
- Create a way to interpret period clothing used by 17th-century glassblowers and explain the adjustments needed to keep modern glassblowers at the Glasshouse safe.
- Integrate more hands-on elements into interpretation at the Glasshouse.
- Work with Eastern to present regular personal services programs at the Glasshouse, perhaps in authentic period clothing and supplemented with hands-on items.
- Supplement interpretation of the Glasshouse ruins with directional/interpretive signs and perhaps with an existing model of the original structure.
- Display the NPS arrowhead more prominently at the Glasshouse.

Neck of Land

- Explore new uses for facilities at Neck of Land, perhaps with links to initiatives on recreation and nature or by collaborating with partners.

Group Staging

- Develop a group staging/group presentation area near the visitor center in a place that already is disturbed and not archeologically sensitive.

Green Spring

The Green Spring unit is not open to the public. Interpretation of the site is accomplished through exhibits in the visitor center, special programming, and publications. New activities should continue to be developed in partnership with the Friends of Green Spring, Inc.

Although the battle site is not within the park, The Battle of Green Spring (July 6, 1781) provides a direct link between Jamestown and Yorktown. The site of the battlefield is currently owned by James City County or is privately owned.

- With the current land issues surrounding the battlefield at Green Spring, the park should explore further partnering opportunities with James City County to interpret and promote the site, perhaps with a turnout, wayside, or temporary exhibits.

Anniversaries/Events

When preparing for additional 400th anniversaries, it is important to keep in mind that events are not restricted to the lives of the European settlers. Events highlighted must reflect the full spectrum of historic participants including Virginia Indians, other settlements in North America, and the broader Atlantic World.

Similarly, when preparing to commemorate the 150th anniversary of the Civil War, it is important to maintain perspective—Jamestown played a role in Civil War history, but its paramount importance to American history remains rooted in the 17th, not the 19th, century.

400th Anniversaries

- Prepare a list of 400th anniversaries that are approaching. The list will include concise narratives explaining event significance.

150th Civil War Events

- Link Jamestown and Yorktown Civil War events.

Special Events

- Revisit ways to include “This Day at Jamestown” information in interpretation.
- Prepare an annual calendar of upcoming special events and have it ready for distribution by September 1 for the following calendar year.
- Approach partners about assisting with advertising for special events.
- Review media contacts list, develop additional personal contacts with media representatives, and determine how to ensure more media coverage of events. Since many local residents are associated with the military, include local military news outlets in media contacts.
- Consider new ways to promote special events, perhaps a printed calendar of events, rack cards, or poster.

Linking Research, Interpretation, and Sales

Both park and partners have active research programs that continue to enrich and challenge what we know about Jamestown, specifically Preservation Virginia’s Jamestown Rediscovery and its continuing research on early Jamestown and the fort. In addition to supporting on-going research, it is equally important to make the results of research available to park audiences. Extensive studies were produced on both African Americans and First Americans at Jamestown. In 2003 “A Study of the Africans and African Americans on Jamestown Island and Green Spring 1619-1803” was completed and in 2005 “A Study of Virginia Indians and Jamestown: The First Century” was completed.

Public Programs Based on Research Projects

- Design a forum that invites scholars to present research. Begin by defining audiences, topics, and scholars.
- Enhance the Living History program by working with the contractor Living History Associates LTD to use recent scholarship to explore and enhance the interpretation of minority cultures, specifically Africans, African Americans, and Virginia Indians.

Sales Items Based to Research Projects

To help with that effort, staff and partners will:

- Explore creation of a monograph series—single topic, short (10-12 pages), well-illustrated publications based on park research and linked to artifacts in Jamestown collections (park and partner). Working with Preservation Virginia, park staff will define the audience(s) for this series, identify topics, and develop a format that will convert to a viable sales item. A small number of titles would test the sales market and, if successful, produce income for expanding the series.
- Work with Preservation Virginia and educators to develop sales items that link primary sources and up-to-date research with lesson suggestions—perhaps colorful teaching posters with both art and educational activities.
- Work with Eastern to develop a sales publication that interprets both the Glasshouse and industry at Jamestown. This also will be a short publication, well-illustrated.
- Discuss creating a post card set based on Sidney King watercolors in the park’s collection.
- Discuss converting Keith Rocco paintings into a sales booklet highlighting the art but supplemented with interpretive text.
- Create post card set based on Keith Rocco paintings.

Education Programs

Colonial National Historical Park has a long history of educational programming and an on-going desire to coordinate programs at Yorktown and Jamestown and ensure that they meet current needs. This is particularly important as some schools question the role and the economics of on-site field trips. Dialogue with possible educational partners is even more critical to success, especially Preservation Virginia and its onsite education programs.

Considering the changing realities of education, staff will:

- Conduct an evaluation, led by the chief historian and supervisory park ranger at Jamestown, of the Jamestown’s educational outreach, and determine how to coordinate with Yorktown and Preservation Virginia. In the process of this evaluation, staff and partners will discuss many specific possibilities including:

A strategy to shift some resources to older students, including college, adult, and senior learners.

Development of internships with high school and college students.

Expanding outreach to local, underrepresented communities.

Exploring additional outreach to home school organizations.

Integrating more outdoor activities into the park's programs. A park experience should not substitute a park classroom for a school classroom.

Exploring the use of the Internet to distribute and promote educational materials and connect with targeted educational audiences. Where NPS regulations complicate outreach, seek appropriate assistance via partners and schools—designing an online connection between experienced teachers and others considering a visit, for example.

- Work with educators to integrate Virginia's revised SOLs into existing park curricular programs.
- Work with local educators to develop a program using traveling trunks similar to Yorktown's successful program.
- Recruit, train, and audit volunteers who can take existing educational programs into schools.
- Plan and conduct teacher workshops, in coordination with Yorktown.
- Use the Teacher Ranger Teacher program to identify and recruit teachers in specific subject areas. Use these teachers to help develop educational materials.

Technology for Interpretation

Several servicewide NPS initiatives recommend exploration of the use of emerging technology for interpretation. In response, park staff will begin by determining which technology will work best at Jamestown and then work on the following projects:

- Create a narrated electronic tour of Historic Jamestowne that can be offered as a sales item in partnership with Preservation Virginia.

This tour would make the best use of technology by showing viewers features not seen during a “normal” tour—perhaps peak behind the scenes at the Jamestown collections, view of Jamestown from the water, use archeological drawings of 17th- century buildings, etc. It could be organized to allow viewers to choose topics of interest and could include additional information including links to other websites.

- Develop an electronic tour of the park designed for use on-site (as opposed to the previous take-away tour designed for in home use). Tours could cover specific topics such as women, Virginia Indians, Africans/African Americans, government, Bacon’s Rebellion, etc. The tour could address the need for interpretive materials for the visually impaired.
- Develop a strategy to keep the audiovisual program running in the visitor center theater.
- Add another vignette to the virtual viewer interpreting Virginia Indian interaction with Jamestown.
- Develop a way to make genealogical databases available to the public, perhaps as a sales item. Connect the people in the database with Jamestown sites and artifacts where possible. Consider ways to make some of this information available online, such as linking to the Preservation Virginia website where their biography project is available for a fee.
- Conduct regular reviews of the park’s website to ensure that all information and links to partners are current. Adopt a creative approach to maximizing the capabilities of the park’s website within the parameters of the NPS template. Work with Preservation Virginia on the Historic Jamestowne website and other partners to use their Internet capabilities when the Park Service template is not conducive to the distribution of critical information.

Evaluation & Professional Standards

Workshop participants agreed that on-going evaluation of all forms of interpretation needed to be integrated into routine operations. Given the extent of new interpretive media, park staff will:

- Design a program to observe visitor use of on-site media, particularly the new visitor center exhibits, the virtual viewer for New Towne, and visitor circulation through the townsites.

- Continue to actively audit personal services.
- Continue to build evaluation instruments into all educational programs.
- In all cases, use the information gathered to adjust program content and delivery. As recommended in 2000, develop a process for evaluating the number and nature of personal services programs offered each year. This process will use Themes, Experiences, Audiences, and Goals as the criteria

Staffing & Training

Expansion of interpretive programming often requires additional staff or volunteers and training. In order to help accomplish the actions included in this update, staff will:

- Carefully define the need for additional volunteers to complete specific tasks, recruit, and then provide training and appropriate supervision.
- Develop training that will help staff interpret to audiences with special needs.
- Provide staff and volunteers training necessary to understand Jamestown's legacies and the three cultures who contributed to its significance.

Library, Collection, & Research Needs

Libraries

The visitor center staff office contains a small reference library to support interpretive operations. This library needs to have restricted access to protect and control items stored there.

The Research Center also contains a library. This library is set up more as a research library with controlled access.

- The library could use an evaluation to determine books that are outdated or unrelated to the park story. In addition recent studies on Jamestown should be added to the collection there.

Collections

The vast museum collection curated by the National Park Service at Jamestown includes approximately one million archeological artifacts excavated at the site and nearby. Housed in the Historic Jamestowne Research Center on the island, this resource affords scholarly researchers access to the collection.

- Development of temporary museum exhibits should be considered to coincide with special events and themed programs.
- Digitizing photographs of the collection with the assistance of staff or volunteers will make the collection more accessible by placing the images on the park's website or on a computer in the research room.

Research Needed to Support Interpretation

In the 2000 LRIP, the park identified an extensive list of research topics to support the development of new interpretation addressing the roles of the Europeans, Virginia Indians, and Africans/African Americans in the development of Jamestown. In addition to the extensive research conducted by the park and its partners that focused on Jamestown and its resources, in recent years noted scholars published numerous books and articles covering the majority of the topics identified. Park staff and volunteers will use these sources to expand their understanding and interpretation of the site.

However, the park should address the recommendations for additional research identified in primary park studies.

In the final volume of the Jamestown Archeological Assessment, *Jamestown Archaeological Assessment, 1992-1996, Jamestown Island: A Comprehensive Analysis of the Jamestown Archaeological Assessment, 1992-1996*, Appendix A identified several topics that broaden the understanding of Jamestown through an interdisciplinary approach.

- Selected topics that have the greatest potential for assisting the interpretation of the site should be identified and presented in a PMIS project for future funding.
- Jamestown's role as a port of entry is of primary importance. The following questions should be answered:

How successful was Jamestown as a port?

What types of buildings lined the waterfront and how were they used?

What types of goods came into the colony and, beyond tobacco, what was exported?

Where were the goods coming from?

In *A Study of Africans and African Americans on Jamestown Island and at Green Spring, 1619-1803*, “Chapter 18. Recommendations for Future Research” identified eight research topics. An Organization of American History researcher conducted additional research of adjacent counties’ records, specifically Surry and Isle of Wight. Other “Recommendations” that will expand the interpretation of this topic are as follows:

- Locate the ship log or account book of Captain Daniel Elfirth of the *Treasurer* in 1620, which might provide a full account of the first Africans in Virginia.
- The slave populations on the 18th- and early 19th-century Ambler and Travis plantations and at Green Spring should be studied in depth.
- Research the Amblers’ plantation records (at the University of Virginia Alderman Library) to learn more about how they managed their enslaved workers.
- A study of the use of indentured servants on Jamestown Island and at Green Spring. Such an undertaking should include research into how the laws governing servitude evolved over time.

A Study of Virginia Indians and Jamestown: The First Century included an extensive list of recommendations in Chapter 11 for continuing the dialogue with the Virginia tribes including research on the following topics:

- Expand the study of the period of contact to include the Spanish settlement at Ajacan and their interaction with the Powhatan. A focus on early trading relationships with other Europeans, including the Spanish and Dutch, prior to the arrival of the English, would provide a more complete picture.
- Research the colonial records of Henrico County, Elizabeth City, and the Eastern Shore for accounts of Indians during the same time period as this study.

- Conduct research on Virginia Indian slavery and the introduction of enslaved natives of the Caribbean that were brought to Virginia.

Lastly,

- Additional research is needed in connecting Jamestown to Yorktown during the American Revolution. The recent establishment of the Washington Rochambeau Route National Historic Trail will include Jamestown, as part of the French army disembarked at Jamestown. On July 6, 1781, the Battle of Green Spring was fought less than two miles away, while Cornwallis was attempting to cross the James River at Jamestown.

Implementation Charts

Introduction

The Implementation Charts that follow are a convenient way to track progress on each of the action items included in the narrative above. The columns included in the charts are mostly self-explanatory, but some details need to be discussed.

The column marked “Who?” identifies those who will play a critical role in keeping an action on track and on schedule. While they are not expected to complete all the work necessary, they are expected to be proactive in moving a project toward completion and remain up-to-date on that status of “their” projects.

The columns linked to fiscal years show when action is anticipated and, in some case, what kind of action that is needed. Many actions necessarily are spread across more than one year and some rely on finding the necessary funding. The “Future” column identifies those projects that will become important, but are not yet priorities. They are included so they can be moved higher in priority as other actions are accomplished. This should occur during the recommended annual review of the LRIP.

Finally, in some cases, additional action items will emerge from proposed planning, discussions, and evaluations. Those emerging projects should be added into these charts during the annual review or as they emerge.

Actions Related to Enhanced Interpretive Opportunities

| <i>Action</i> | <i>Who?</i> | <i>FY09</i> | <i>FY10</i> | <i>FY11</i> | <i>FY12</i> | <i>FY13</i> | <i>Future</i> |
|--|-----------------|-------------|-------------|-------------|-------------|-------------|---------------|
| Reassess directional signs to the park | Geyer | | X | | | | |
| Revise unigrid brochure | Karen | X | X | | | | |
| Install waysides planned for Island Drive | Karen | X | X | | | | |
| Develop outdoor activities for families | Chris | | X | | | | |
| Consider landscape enhancements for New Towne | Chris | | Discuss | | | | |
| Develop enhanced visitor experience at the Glasshouse | See | Below | | | | | |
| Reposition signs/waysides after Glasshouse trail realignment | Karen | Plan | Fund | Implem | | | |
| Exhibit glassmaking ingredients | Lee | Plan | Fund | Implem | | | |
| Interpret authentic glassmaker clothing | Lee & Eastern | Plan | Fund | Implem | | | |
| Interpret environmental impact of glassmaking | Kirk & Eastern | Plan | Fund | Implem | | | |
| Develop more hands-on opportunities | Bill & Eastern | Plan | Fund | Implem | | | |
| Offer personal services program on a regular basis | Chris & Eastern | Plan | Fund | Implem | | | |
| Display arrowhead prominently | Chris & Eastern | Plan | Fund | Implem | | | |
| Improve connections to ruins (signs and mention by staff) | Chris & Eastern | Plan | Fund | Implem | | | |
| Explore alternatives for outdoor staging space | Lee | Plan | Implem | | | | |

| <i>Action</i> | <i>Who?</i> | <i>FY09</i> | <i>FY10</i> | <i>FY11</i> | <i>FY12</i> | <i>FY13</i> | <i>Future</i> |
|---|-------------|-------------|-------------|-------------|-------------|-------------|---------------|
| Revise and update the site map with color, numbering, Island Drive, and new name for virtual viewer | James | X | | | | | |
| Develop new VC loop display highlighting things to see in Historic Jamestowne | Kirk | | X | X | | | |
| Enhance Green Spring with a turnout, wayside, & trail | Chris | | | | | | X |

Actions Related to Civil War 150th, Other 400th Anniversaries, Events

| <i>Action</i> | <i>Who?</i> | <i>FY09</i> | <i>FY10</i> | <i>FY11</i> | <i>FY12</i> | <i>FY13</i> | <i>Future</i> |
|---|--------------------------|-------------|-------------|-------------|-------------|-------------|---------------|
| Prepare list of upcoming 400 th anniversaries with narrative | Lee | On-going | X | X | X | X | X |
| Develop ways to use “This day at Jamestown” information | Lee | On-going | X | X | X | X | X |
| Commit to developing a calendar of events by 9/1 each year | Chris & Tom (PV) | On-going | X | X | X | X | X |
| Explore strategies to get additional media coverage of special events to targeted audiences | Chris, Mike, & Tina (PV) | | X | | | | |
| Print a calendar of events develop a distribution strategy | Chris & Mike | | X | | | | |
| Link Jamestown 150 th Civil War event to Yorktown | Chris & Diane | | | Plan | Event | | |

Actions Related to Distribution of Research

| <i>Action</i> | <i>Who?</i> | <i>FY09</i> | <i>FY10</i> | <i>FY11</i> | <i>FY12</i> | <i>FY13</i> | <i>Future</i> |
|---|----------------------|-------------|-------------|-------------|-------------|-------------|---------------|
| Integrate research into living history | Chris & Bill | | X | X | X | | |
| New monogram sales items based on existing research | Karen & PV | List | X | X | | | |
| Sales publication that interprets the Glasshouse & industry | Lee, Karen & Eastern | | X | X | | | |
| New items for educators | Bill | | X | | | | |
| Symposia series | James & Chris | | | X | | X | |
| Jamestown Art | See | Below | | | | | |
| New postcard set based on Sidney King art | Karen & PV | | X | | | | |
| Keith Rocco booklet | Karen & PV | | X | | | | |
| Keith Rocco postcards | Karen & PV | | X | | | | |

Actions Related to Educational Programming

| <i>Action</i> | <i>Who?</i> | <i>FY09</i> | <i>FY10</i> | <i>FY11</i> | <i>FY12</i> | <i>FY13</i> | <i>Future</i> |
|---|--------------------------|-------------|-------------|-------------|-------------|-------------|---------------|
| Begin a thorough review of educational programming including coordination with Yorktown, partnerships, programs, and evaluation. See narrative for more details | Karen, Chris, & Tom (PV) | On-going | X | X | | | |
| Develop a traveling trunk | Bill & Chris | X | | | | | |
| Integrate Virginia's revised SOLs into existing programs | Bill | | X | | | | |

| <i>Action</i> | <i>Who?</i> | <i>FY09</i> | <i>FY10</i> | <i>FY11</i> | <i>FY12</i> | <i>FY13</i> | <i>Future</i> |
|---|--------------|-------------|-------------|-------------|-------------|-------------|---------------|
| Recruit, train, audit volunteers to go into classroom | Bill & Chris | | | | | X | |
| Plan/conduct ed. workshops | Bill, Mac | X | | | | | |

Actions Related to Use of Technology

| <i>Action</i> | <i>Who?</i> | <i>FY09</i> | <i>FY10</i> | <i>FY11</i> | <i>FY12</i> | <i>FY13</i> | <i>Future</i> |
|--|---------------------------|--------------------|----------------|-------------|-------------|-------------|---------------|
| Narrated travelogue tour sales item with options | Chris | | | X | | | |
| Develop objectives/topics for on-site audio tours | Chris, Ann, James, & Mark | Dialogue, Research | Research, Fund | Implem | | | |
| Develop strategy to keep theater program running | Dan & Karen | | X | X | | | |
| Add VA. Indian scene to virtual viewer | Lee & Bill | | | X | X | | |
| Create accessible genealogy database and make sales item | Karen | | X | | | | |
| Perform regular review of website to take full advantage of capabilities | Kirk | On-going | X | X | X | X | X |

Actions Related to Evaluation & Professional Standards

| <i>Action</i> | <i>Who?</i> | <i>FY09</i> | <i>FY10</i> | <i>FY11</i> | <i>FY12</i> | <i>FY13</i> | <i>Future</i> |
|--|---------------|-------------|-------------|-------------|-------------|-------------|---------------|
| Build additional observation & auditing into interpretive management | Karen & Chris | On-going | X | X | X | X | X |
| Design a program to observe visitor use of on-site media | Karen & Chris | On-going | X | X | X | X | X |
| Continue to build evaluation instruments into ed. prog. | Karen & Chris | On-going | X | X | X | X | X |

Actions Related to Staffing & Training

| <i>Action</i> | <i>Who?</i> | <i>FY09</i> | <i>FY10</i> | <i>FY11</i> | <i>FY12</i> | <i>FY13</i> | <i>Future</i> |
|--|----------------------|-------------|-------------|-------------|-------------|-------------|---------------|
| Develop staff training related to accessibility & interpretation | Chris | X | X | X | X | X | X |
| Provide training: Jamestown's legacies & three cultures | Chris | | X | X | X | X | X |
| Define need for volunteers and train | Prog. Coord. & Chris | | X | X | X | X | X |

Actions Related to Libraries, Collection & Research for Interpretation

| <i>Action</i> | <i>Who?</i> | <i>FY09</i> | <i>FY10</i> | <i>FY11</i> | <i>FY12</i> | <i>FY13</i> | <i>Future</i> |
|--|------------------------|-------------|-------------|-------------|-------------|-------------|---------------|
| Evaluate library holdings | James & Chris | | X | X | X | X | |
| Develop temp. exhibits related to special events and Structure Exhibit in museum | Lee, Chris, Melanie | X | X | X | X | X | |
| Digitize photos | James, Melanie, M.Byrd | | | X | X | X | |
| Prepare PMIS project statements for research: 1. JAA Recommendations 2. African American Recom. 3. VA Indian Recom. | James & Karen | | X | X | | | |
| Secure funding through donations and research grants | James & Chris | | | X | X | | |
| Research connecting Jamestown/Green Spring to the Rev War | Chris | | X | X | | | |

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Appendix 1

Other Planning Documents:

Direction for Interpretation in Planning Documents

Background

There is a long tradition of planning associated with Colonial National Historical Park. Any current attempts to plot a course for the future of interpretation at the park must first review the past to gain perspective on existing conditions and to identify ideas that remain valid. In 1994, Supervisory Historian, Diane G. Stallings, prepared the following overview of Jamestown's evolving philosophy of interpretation and a summary of existing interpretive programming.

Colonial National Historical Park is composed of two separate but equally significant locations where great events in Colonial American history played out their respective parts. These famous sites are Jamestown, the site of the first permanent English Settlement, dating to 1607; and Yorktown Battlefield, the site of the last major engagement in the American Revolutionary War, dating to 1781. Four detached sites help to complete and round out the rest of the story, these being the Cape Henry Memorial at Fort Story, Swann's Point across the James River, Green Spring Plantation near Jamestown, and Gloucester Point across the York River.

The Proclamation issued by President Herbert Hoover on December 30, 1930, stated that Colonial National Monument shall be permanently reserved, set apart, and administered "for the preservation of the historical structures and remains thereon and for the benefit and enjoyment of the people." This proclamation and subsequent legislation mandates the boundaries of the park but does not truly address the issue at heart, which is why do we interpret the site the way we do. Clearly the intent of the various pieces of legislation was to provide for the preservation of a site deemed worthy of saving as a significant part of the Colonial American experience. It has been left to us as park stewards these past 60 odd years to determine what is significant and important in the development of primary and secondary themes for the park's interpretive programs. With that question in mind, let us look at a series of park documents to determine if we can adequately address the issue why we interpret the site the way we do.

Clearly the commemoration of both sites as the Alpha and Omega of Colonial American experience from 1607-1781 has always been a major consideration in determining what should be interpreted to the general public. According to the Statement for Management

(NPS: 1985), "the national significance of Colonial rests not only upon the individual significance of Jamestown and Yorktown but also upon their part in the total Revolutionary process of English Colonization. Other park documents expand upon and are variations of the same theme, that being commemoration and the transplanting of the English heritage of law, language, and customs to the New World especially in regards to Jamestown, a place of beginnings.

I. The Historical Research Management Plan (Hatch: 1969) focused on the first permanent English settlement at Jamestown as a "visible manifestation of the determination of their nation to establish itself in the New World." These English brought "their religious beliefs, trial by jury and English Common Law . . . and the development of their form of representative government." Such NPS themes as English Exploration and Settlement to 1700, Contact with the Indians, and Travel and Communication are mentioned in this document as worthy of our consideration in developing an interpretive framework for park programs.

II. The General Management Plan (NPS: 1993) states in its brief history of Jamestown that Jamestown is "the commercial, religious, and political center for the new Colony of Virginia. Only one above ground structure remains from the 17th century, but preservation and interpretation of the island's historic setting enable modern visitors to sense the struggles of this tiny European community on the edge of what the settler perceived as a great wilderness."

The document further states, in the Management Objectives section, the basic guiding principle for the interpretation of the site, which is as follows:

"Interpret the 17th century history of Jamestown, with emphasis on the first settlement, the beginnings of representative government, the people who played various roles in the development of Jamestown, and the historical and archeological resources that remain." (page 19)

Location, events, people (and this should be a broad-based view), institutions, and cultural resources therefore all play a critical role in presenting the total picture of Jamestown's history and significance.

III. The Interpretive Prospectus (NPS: 1973), although an old and far-fetched planning document, does address the need for primary and secondary themes for Jamestown as "a place of beginnings." Concisely stated, the document calls for the following concepts to be the basis for the interpretation of the site:

A) Commemorative Beginnings Themes

1. Jamestown, as the first permanent English settlement in the New World, set the stage for the transmission of English heritage to American soil in terms of "language, political institutions, economic system, and social structure" while it served as the first capital of Virginia from 1607-1699. (Settlement theme)
2. The founding of the Anglican Church in the New World planted the Protestant faith as a deterrent against Catholicism. (Religion theme)
3. The founding of the first representative legislative assembly laid the foundations for our American form of representative government. (Political theme)
4. The evolution of Indentured Servitude to Slavery for Blacks provided a stable life-long labor supply for large planters. The roots of Slavery/Racism are significant in their long-term ramifications for today's society and how we deal with minority cultures in an inclusive or exclusive manner. (Socio-Cultural theme)

B) Economics Motives Themes

1. The establishment of the first English industry (Glassmaking) in the New World as a business venture of the Virginia Company, plus the continued search for successful economic endeavors for the colony in later years, established a pattern that has important implications for the development of our current industrial-based society. (Industry theme)
2. The eventual establishment of private land ownership and development of small farms " helped shape our public and private values and character," especially in dealing with the environment and how we view it as consumers. (Agricultural theme)

IV. The Statement for Interpretation (NPS: FY94) As quoted in the Introduction, Jamestown, as the first successful English colony in this country, was the location where "its inhabitants made the social, economic, religious and political adjustments necessary to live in the environment of a new world."

The purpose of preserving Jamestown is to "commemorate the first permanent English settlement. Interpret values and institutions that came out of Jamestown."

After reading these various park documents one is left with the overwhelming conclusion that the commemoration of events, institutions (be they social, economic, or political) and the people who left their mark (either visible or invisible) deserve our serious consideration in developing the primary themes for the interpretive philosophy of the site.

Considerations for secondary themes might be as follows:

1) Industrial Development on the island: Since the technology of pollen analysis by paleobotanists has opened up new areas of discovery about plant usage in the industrial area in New Towne, a focus on various industries such as glassmaking, brewing, drug-making, pottery making, etc. would add another dimension to the story of Jamestown's settlers and their occupations.

1) The Environment and its impact on the first settlers: Because the English had to learn how to live in a new environment and make a living, their views of land ownership and extraction of riches and wealth from the natural resources certainly had long-range repercussions upon us today in terms of land use and private ownership. Obviously, as stewards of the park resources, we have a moral obligation to draw comparisons and contrasts about the environmental choices we have made in the past and their long-range repercussions for us and future generations.

With these primary and secondary themes in mind, the question then arises as to what we want visitors to take away with them from the site as the Goals of our Interpretive Planning?

Interpretive Goals

1) A sense of the originality of the place and its epoch, the environment or the context where the event took place and its time frame.

2) A sense of common heritage which we as American citizens share with people of 17th century Virginia in the foundations of government, religion, and social/economic institutions and how these institutions still profoundly shape our society today.

3) A sense of preservation with the past that this place is important and worthy of our respect and stewardship so that future generations may learn from our collective past.

Appendix 2

Partner Mission Statements

Preservation Virginia (formerly The Association for the Preservation of Virginia Antiquities and APVA Preservation Virginia)

Mission Statement:

Preservation Virginia is dedicated to preserving, promoting and serving as an advocate for the state's irreplaceable historic places.

Vision Statement:

We envision a Virginia recognized regionally, nationally and internationally for preserving and promoting its distinctive historic structures, landscapes, collections, communities and archaeological sites—guided by the expert leadership, stewardship and advocacy of Preservation Virginia.

The Jamestown-Yorktown Foundation

The mission of the Jamestown-Yorktown Foundation is to educate and promote understanding and awareness of Virginia's role in the creation of the United States of America.

As an educational institution of the Commonwealth of Virginia, it administers two living-history museums including Jamestown Settlement which interprets the cultures of 17th-century colonial Jamestown, America's first permanent English settlement, and the Powhatan Indians.

Eastern National

Provide quality educational products and services to America's National Parks and other public trusts.

Chippokes Plantation State Park

Promote conservation of the park's cultural and natural resources through programming and recreational opportunities.

First Landing State Park

Preserve the unique natural environment of this historic site at the mouth of the Chesapeake Bay, while providing opportunities for low-impact outdoor recreation and strong programs of environmental education and historic preservation.

Appendix 3

Second Century Goals

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

Stewardship

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

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

Improve the condition of park resources and assets.

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

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

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

Encourage children to be future conservationists.

Environmental Leadership

The National Park Service demonstrates environmental leadership to the nation.

Reduce environmental impacts of park operations.

Inspire an environmental conscience in Americans.

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

Recreational Experience

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

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

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

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

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

Education

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

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

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

Promote life-long learning to connect through park experiences.

Impart to every American a sense of their citizen ownership of their national parks.

Professional Excellence

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

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

Use strategic planning to promote management excellence.

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

Model what it means to work in partnership.

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

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

Appendix 4

Interpretation and Education Renaissance Action Plan

Now (2006) is the time to take action, laying the groundwork for an Interpretation and Education Renaissance as we approach the centennial milestone of the National Park Service. This Action Plan recommends a renewed focus and change in the following five areas of Interpretation and Education:

Engage People to Make Enduring Connections to America's Special Places

In order to connect all Americans to the recreational, educational, and inspirational power of national parks, we must equip interpreters and educators with the knowledge, skills, and approaches necessary for community and civic engagement for the whole of America. This must include ethnic, socioeconomic, and disabled groups that have, for a variety of reasons, not been well connected to national parks in the past. Programs must be created in collaboration with communities and partners rather than for them.

Use New Technologies

Technology offers new and tremendous opportunities—not to replace national park experiences, but to make intangible meanings available in ways never before imagined. To remain relevant to today's visitor, the NPS must be a leader in the use of technology applied to informal learning.

Embrace Interpretation and Education Partners

As many as 70,000 volunteers, concessioners, and other partners provide interpretive services. The NPS ranger must increasingly facilitate partners in the attainment of excellence.

Develop and Implement Professional Standards

In the last decade, the NPS has begun to develop professional standards, but their use has been inconsistent. Now is the time to apply these standards to all who deliver interpretation and education services.

Create a Culture of Evaluation

We have very little scientifically valid information about the direct outcomes and impact of interpretation and education programs. Evaluation must become an integral part of program design and delivery to ensure ongoing program improvement, effectiveness, and efficiency.

Appendix 5

Children in Nature

Goal

Children in Nature is a joint initiative of the National Association of State Park Directors and National Park Service. The primary goal of the programs is “to see this nation's children and their families again fully participating in outdoor recreation activities and rediscovering their natural and cultural heritage.”

Plan of Action

The National Association of State Park Directors and the National Park Service Leadership Council agreed to work collectively on the following plan of action.

Focus on individual initiatives to increase the public's awareness and value of connecting children and nature toward a goal of improving the knowledge of our nation's natural resources and the health and welfare of the present and future generation of young Americans.

Join together in a continuing dialogue to discuss common issues and implement solutions to create a seamless system of services.

Share information and knowledge on developing and expanding natural resource education and recreation opportunities for children and their families.

Engage other federal, state, local, tribal and non-government partners in shared technology and interactive programs and problem solving activities to achieve mutually agreed upon goals to connect children and nature.

Promote a national campaign to recognize the importance of connecting children and families to nature.