



Independence National Historical Park Long-Range Interpretive Plan



Cover Photo: The Liberty Bell from inside the Liberty Bell Center, with Independence Hall in the background.
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Independence National Historical Park

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There is nothing more common than to confound the terms of the American revolution with those of the late American war. The American war is over; but this is far from being the case with the American revolution.

Benjamin Rush

January, 1787 *Columbia Magazine*
article urging a new central government

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Opened in 2001, the Independence Visitor Center is a partnership between the National Park Service and the non-profit Independence Visitor Center Corporation, providing park, city and regional information.

Photo courtesy of the Independence Visitor Center Corporation.



Superintendent Dennis Reidenbach helps children make connections to park stories in the Independence Park Institute learning spaces.

Message from the Superintendent

Independence National Historical Park has witnessed major changes in the first years of the 21st century. Independence Mall has been redesigned and is now home to impressive new public buildings including: the Independence Visitor Center in 2001, the National Constitution Center in 2003, and the Liberty Bell Center in 2003. The President's House Site outdoor exhibits and the Mall landscape projects are expected to be completed in 2009. The east end of the park is now anchored by the Independence Living History Center and the Independence Park Institute. These major new facilities and visitor services offer us a unique opportunity to revitalize the interpretation of America's premier historical park.

The Long-Range Interpretive Plan planning process assesses where we are and where we hope to be in the near future. Part One of this document defines the new park themes, describes the desired visitor experience, lists issues and challenges, and identifies the park's audience. Part Two of the document lists specific actions the park will take to meet our vision for the future of interpretation and visitor services.

Independence National Historical Park is supported through partnerships with many local organizations. The park's interpretive staff engaged hundreds of park staff and partners throughout the planning process. This collaborative effort produced a more comprehensive and inclusive look at how we will interpret America's birthplace to tens of millions of park visitors in the future.

I hope you will take time to review this important plan and visit the new Independence National Historical Park.

Sincerely,



Dennis R. Reidenbach

Superintendent
Independence National Historical Park



Visitors have been coming to Philadelphia for more than 200 years as seen in this engraving by William Birch in 1800. The comprehensive interpretive planning process helps the park and its partners better serve its future visitor needs.

Comprehensive Interpretive Planning

The National Park Service (NPS) has a unified planning approach for interpretation and education. This approach combines planning for interpretive media, personal services, and education programs. The Comprehensive Interpretive Planning (CIP) process is the basic planning document for interpretation and was incorporated into NPS guidelines in 1995. Responsibility for accomplishing the CIP process lies with each park's superintendent.

What is a Comprehensive Interpretive Plan?

The CIP process helps parks make choices, and this planning document is written to provide guidance to park staff. It helps them decide what their objectives are, who their audiences are, and what mix of media and personal services to use. Although the CIP as defined in Director's Order 6

is composed of specific elements, good planning is customized to meet an individual park's needs and situations. The CIP is not a recipe; rather it is a guide to effective, goal-driven planning. While it considers past interpretive programming, it is primarily a forward-looking document that concentrates on actions needed to create or sustain a vigorous and effective interpretive program for the future. All CIPs have these three components: the Long-Range Interpretive Plan (LRIP), a series of Annual Implementation Plans (AIP) and an Interpretive Database (ID).

What is a Long-Range Interpretive Plan?

The heart of the CIP is the Long-Range Interpretive Plan (LRIP). The LRIP defines the overall vision and long-term (5-7 years)

interpretive goals of the park. The process that develops the LRIP defines realistic strategies and actions that work toward achievement of the interpretive goals.

The Annual Implementation Plan and Interpretive Database

The completed LRIP is a critical part of the CIP, but it does not stand alone. Actions in the LRIP are divided into annual, achievable steps and reproduced in the Annual Implementation Plan (AIP), the second component of the CIP. Creating a series of these AIPs that implement the recommendations outlined in the LRIP simplifies the park's annual planning. The third component of the CIP is the Interpretive Database (ID), an ongoing compilation of information, reports, bibliographies, plans, and inventories that document the LRIP's ongoing progress.



National Park Service specialists provided valuable help to the park staff in creating the Long Range Interpretive Plan.

Part One: The Foundation for Interpretive Planning

Well done is better than well said.

Ben Franklin

1737 *Poor Richard's Almanac*

Park Legislation and Purpose

Park Legislation

Each Unit of the National Park System is created by Congress and the President of the United States. The following pieces of legislation created Independence National Historical Park.

On June 28, 1948, Congress passed Public Law 795, H.R. 5053, that established Independence National Historical Park (NHP) “...for the purpose of preserving for the benefit of the American people as a national historical park certain historical structures and properties of outstanding national significance located in Philadelphia, Pennsylvania, and associated with the American Revolution and the founding and growth of the United States, the Secretary of the Interior is authorized. . . such park to be fully established as ‘the Independence National Historical Park’...”

The Constitution Heritage Act (Public Law 100-433) of 1988 authorized the establishment of a National Center for the United States Constitution.

In 1997, Congress passed H.R. 1635 to establish the National Underground Network to Freedom “to establish within the United States National Park Service the National Underground Railroad Network to Freedom program, and for other purposes. Each park will identify its own sites that help to tell the dramatic story of fugitives from slavery and those who assisted them in their flight to freedom.”

The Gateway Visitor Center Authorization Act (Public Law 106-131) of 1999 authorized the city and regional mission of the Independence Visitor Center.

Park Purpose

A park purpose statement summarizes the reasons a park is included in the National Park System. It is derived from the legislation that created both the National Park Service and a specific park.

The park’s 1995 General Management Plan states that “The purpose of Independence National Historical Park is to preserve its stories, buildings and artifacts as a source of inspiration for visitors to learn more about the ideas and ideals that led to the American Revolution and the founding and growth of the United States.”



On September 17, 1787, Benjamin Franklin saw the sun carved on the back of Washington’s chair as a “Rising Sun” symbolizing his hopes for our new government and its future growth.

Park Significance

Statements of significance describe a park's distinctive natural, cultural, and recreational resources and values that are the factual rationale for national recognition of the site. The significance statements listed below for Independence National Historical Park were developed for the park's General Management Plan of 1995.

Independence National Historical Park is nationally and internationally significant for many reasons. The park includes a World Heritage Site (Independence Hall), and seven national historic landmarks (American Philosophical Society Hall, Carpenters' Hall, Christ Church, Deshler-Morris House, First Bank, Merchants' Exchange Building, and Second Bank). The park is listed on the National Register of Historic Places and the Underground Railroad Network to Freedom. The park's original structures and artifacts are the tangible remains of some of the most momentous events to shape this country and the world.

Independence National Historical Park is nationally significant because:

- It was the site of meetings of the first and second Continental Congresses, which gave direction to the American Revolution and the confederation government.



The Assembly Room of Independence Hall, where our nation's founders debated and signed the Declaration of Independence and the U.S. Constitution.

- It was the site where the founding documents of the United States of America were debated and signed.
- It includes the site of the home of Benjamin Franklin, who personified the spirit, ideals, curiosities, and ingenuity of 18th-century America.
- It is the site of the Tomb of the Unknown Soldier of the American Revolution, and the 18th-century burial ground for other soldiers, Yellow Fever victims, and African-Americans.
- It was the site of the presidencies of George Washington (1790-1797) and John Adams (1797-1800) which established precedents and witnessed, with Adams' inauguration, the first peaceful transfer of executive power in the western world.
- It was where the United States Congress met from 1790 to 1800 adding the Bill of Rights to the Constitution and the first new states to the union (Vermont, Kentucky, and Tennessee).
- It is the site of the First and Second Banks of the United States which set monetary policy and regulated U.S. currency.
- It was the site of efforts to establish treaties with various Indian nations, such as the Mohawk nation led by Chief Joseph Brant/Thayendanegea.
- It was the site of the first decisions of the United States Supreme Court.
- It is the place where the 1793 Fugitive Slave Act was passed and was signed into law by our first President, George Washington.

- Independence Hall was the scene of trials in Federal District Court related to the Fugitive Slave Act of 1850.

- Independence Square was the scene of activity related to abolition, such as Frederick Douglass’s famous 1844 speech while a fugitive slave, and other abolition society meetings.

- Independence Square was the site of the first public reading of the “Women’s Declaration of Rights...” by Susan B. Anthony urging women’s suffrage on July 4, 1876.

- The park represents the founding ideals of the nation and is a national and international symbol of democracy and liberty.

- The park, with its affiliated Houses of Worship, represents the spirit of religious diversity and tolerance beginning with William Penn and codified in the Bill of Rights.

- Resources in the park are tangible links to the past; they are authentic and have direct associations with the people and events of the early American republic. The park is also significant to the Commonwealth of Pennsylvania and the City of Philadelphia because:

- Philadelphia’s central location in the colonies and the fact that it was the largest city at the time made it the logical place for the

nation’s capital under the First and Second Continental Congresses, the Confederation Congress, and the United States Congress.

- Independence Hall was the seat of the state government in the late 18th century, where the Pennsylvania State Constitution was adopted.

- Philadelphia was a center in the Underground Railroad network, in part due to the large free black population resulting from the Pennsylvania Gradual Abolition Act of 1780.

- Many park buildings date to the colonial period of Pennsylvania and Philadelphia, which were founded on principles of religious and intellectual tolerance that provided a supportive atmosphere and model for the revolutionary ideas of the 1770s.

- The park is an integral part of Philadelphia—symbolically, historically, visually, and economically; it is the primary historical attraction in the city.

- The park, especially the area near the Liberty Bell Center, is a place where citizens invoke their rights under the Constitution to public assembly and free speech.

- The park’s designed cultural landscape is a clean, safe, and open green space in the heart of the urban environment; Independence Square has been an open public green since 1735.

- The park is a pioneer in forging agreements and partnerships to jointly preserve historic sites which are not owned by the National Park Service, and in working with outside scholars and others to develop historical narratives to interpret these sites.

- The park is significant in the history and practice of historic preservation in America. Many of the practices that are now standard in preservation were developed at Independence National Historical Park.

Peter Nero and the Philly POPS Orchestra practice on July 3rd for their annual holiday concert in front of Independence Hall.



Mission, Goals, and Vision Statement

A mission statement is a vision for the future and articulates, in broad terms, the ideas that the NPS strives to achieve.

National Park Service Mission Statement

The National Park Service preserves unimpaired the natural and cultural resources and values of the national park system for the enjoyment, education, and inspiration of this and future generations. The Park Service cooperates with partners to

extend the benefits of natural and cultural resource conservation and outdoor recreation throughout this country and the world.

Park Mission Statement

It is the mission of Independence National Historical Park to preserve, manage, operate, maintain, protect and interpret park resources significantly associated with the American Revolution and the establishment of the United States of America in order to

perpetuate these resources and to help all people understand the people, events, and ideas associated with the park's tangible resources.

Interpretation and Visitor Services Vision Statement

The Division of Interpretation and Visitor Services at Independence National Historical Park will create public programming that is creative, thought provoking, and interprets history from multiple perspectives using the most

Park Ranger Gus Rylander helps visitors understand the ideas associated with the park's resources.



current research. Park interpreters will provide visitors with opportunities to make intellectual and emotional connections to park sites and stories, fostering the public's interest in the stewardship and preservation of the park's resources. Interpretation will fully examine the context, events, and effects of America's struggle for independence and the founding and growth of the United States.

It will explore how the ideas and ideals of the American Revolution have influenced people across time and around the globe.

Specifically, interpretive programming will encourage visitors to consider what was so revolutionary about the American Revolution, contemplate the promise and paradox of liberty, recognize the dynamic tension inherent in our heritage as expressed in *E Pluribus Unum*, and appreciate the extraordinary life and legacy of Benjamin Franklin.

The Government Performance and Results Act (GPRA), enacted in 1993, requires federal agencies to establish standards for measuring performance and effectiveness. The law requires federal agencies to develop strategic plans describing their overall goals and objectives, annual performance plans containing quantifiable measures of their progress, and performance reports describing their success in meeting those standards and measures.

Park Mission Goals

Park mission goals articulate in broad terms the ideal conditions the park and its partners will strive to attain. The following mission goals were prepared in 2000 as part of the planning process required by

GPRA. In addition to goals related to resource and visitor protection, there are some goals specifically related to interpretation and visitor services.

Mission Goal IIa, 1a

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

Mission Goal IIb, 1

Visitors and the general public understand and appreciate the preservation of parks and their resources for this and future generations.



Park Ranger Renee Albertoli introduces the "People of Independence" exhibit inside the Second Bank of the United States.

Connecting People to Parks (2005) is the Northeast Region (NER) interpretation and education strategy. It outlines the most important actions to be taken in order to address the challenges parks face and maintain NER's commitment to excellence in visitor services.

The park's Comprehensive Interpretive Plan will support and implement these eight goals:

GOAL 1

Connect People to America's Stories: Each park provides opportunities for all people to experience authentic, tangible resources that help them understand and draw inspiration from larger meanings, concepts, themes, and stories about our natural world and cultural heritage.

GOAL 2

Use a Business Approach to Enhance Financial Means and Capacity: Parks develop and adopt best business practices to leverage NPS resources and to ensure the implementation of effective interpretive and educational opportunities for all people.

GOAL 3

Evaluate and Identify Best Practices: To achieve the best practices in Interpretation and Education, each park fosters a culture that uses relevant social science techniques to continuously develop, assess, and improve visitor experiences.

GOAL 4

Collaborate with Others: Each park connects to the National Park System and seeks opportunities to link themes and build relationships with parks and partners locally, nationally, and globally.

GOAL 5

Connect People to Places through Technology: Each park integrates established and emerging technologies to enhance interpretive and education programs to reach new audiences.

GOAL 6

Open New Doors to Learning: Parks provide meaningful and relevant resource-based opportunities for life-long learning for diverse audiences, particularly for

cultural minorities and populations who have felt excluded from parks. Schools, colleges, civic and academic institutions, organizations, and life-long learners recognize and use parks as dynamic classrooms to enhance learning, to engage in civic dialogue, and to transform their interests into personal action.

GOAL 7

Invest in Students and Educators: Parks offer curriculum-based education programs for students of all ages, especially school-age students, so that children have quality educational "park experiences" during their elementary and high school years.

GOAL 8

Foster America's Best Interpreters and Educators: Interpreters at all levels seek their own professional development opportunities and execute their responsibilities with innovation and professionalism. NPS managers create a climate conducive to professional growth and learning.

Accessibility

The following Acts and their amendments are the accessibility laws that apply to the federal government:

The Architectural Barriers Act of 1968 (Public Law 90-480) requires all buildings and facilities built or renovated in whole or in part with Federal funds to be accessible to, and usable by, physically disabled persons. Since 1968, official standards for making buildings accessible have been developed and the U.S. Architectural and Transportation Barriers Compliance Board has been created to monitor and enforce compliance with the law.

Section 504 of the Rehabilitation Act of 1973 (Public Law 93-112), as amended, is more encompassing than the Architectural Barriers Act. While the Architectural Barriers Act requires physical access to buildings and facilities, Section 504 requires program accessibility in all services provided with Federal dollars. The act itself is very brief. It states:

“No otherwise qualified individual with a disability in the United States shall, solely by reason of disability, be excluded from the participation in, be denied the benefits of, or be subject to discrimination under any program or activity conducted by Federal Financial Assistance or by any Executive Agency.”

Further, National Park Service (NPS) policy mandates that interpretive programming be developed in accordance with NPS Director’s Orders 42, and that interpretive media be developed within the NPS Accessibility Guidelines for Interpretive Media.



Park Ranger Erin Basile hands out park information. There are a variety of programs and facilities to make the park accessible to visitors

Interpretive themes capture the essence of the park's significance. They include the most important stories and represent core messages that every audience should have the opportunity to hear.

While interpretation of any park could touch upon many stories, focused themes increase effectiveness. When well conceived, themes explore the meanings behind the facts. They open minds to new ideas and perhaps to multiple points of view. When linked to commonly held emotions or universal human experiences, themes encourage audiences to see themselves in a park's story and discover personal relevance.

The following interpretive themes were developed for Independence National Historical Park during a series of workshops in 2005 involving a cross-section of park staff, constituents, and partners.

Theme 1 **What Was "Revolutionary" About the American Revolution?**

The American Revolution was the result of new ideas expressed in our founding documents, which created profound changes in power, perception, and opportunity that continue to affect people in the United States and around the world.

This theme supplies context for the Revolution. It helps visitors enter the world of the 18th century, and then builds upon this understanding of the past to examine the changes that came with independence. The founding documents were a bold experiment testing a new idea — government by the people. It takes a long look at the 18th-century European world in which the revolution occurred and focuses on the political, economic, and social ferment triggered by the Enlightenment's new thinking on both sides of the Atlantic.

*"When in the
Course of
Human Events..."*

Theme 2 **Liberty: The Promises and the Paradoxes**

The promises of liberty and equality granted in the founding documents present a paradox: not only are they ideals to strive for but also unfulfilled promises for people who struggle to be fully included as citizens of our nation.

This theme explores the theory and reality of attaining liberty and ensuring equality, extending that exploration over time and around the globe. It looks at the origins of the Founders' ideals, at how those ideals actually worked in everyday life, and at how they evolved and spread around the world. In 1776, the phrase "all men are created equal" in the Declaration of Independence was interpreted by many of the signers to mean "well-educated, property-owning men." The definition of who was entitled to liberty, including the right to vote, has changed over time. This theme not only speaks of the American Revolution, but the continuing struggle for liberty that is part of the Underground Railroad Network to Freedom story.

*"All Men are
Created Equal..."*

Theme 3

E Pluribus Unum: Out of Many, One

The motto E Pluribus Unum, meaning “out of many, one,” illustrates a distinctive characteristic of the United States — a democratic nation of many states and diverse people with different cultures, beliefs, and political ideas — which contributes to the dynamic tension and growth of American society.

This theme looks at the many forms of diversity in the United States, at how the Founders viewed diversity, and at the commonly held beliefs that hold such a diverse nation together. The United States is composed of many different parts. The population, then as now, is divided into geographic regions, ethnic and racial groups, religions, and political opinions. This theme considers how the 18th and 19th centuries viewed diversity and how government and society responded to these differences.

“We the people...”

Theme 4

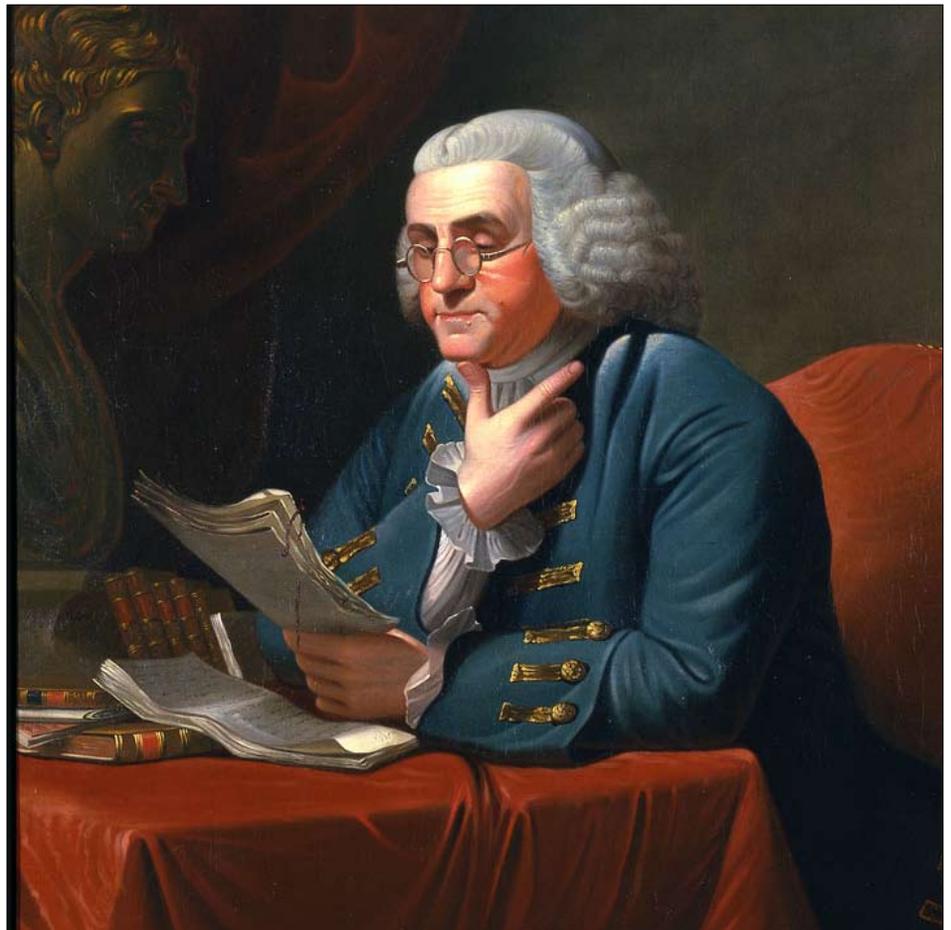
Benjamin Franklin – the relevant revolutionary

Benjamin Franklin was revolutionary in his thinking and actions, he struggled to achieve liberty but did not always extend it to others, and he worked to bring many people together for a common goal.

Franklin’s many accomplishments capture the spirit of the 18th-century Enlightenment and

American revolutionary thought in science, politics, and society. This theme illustrates how Franklin struggled with the practical and philosophical paradoxes and worked for the promises and responsibilities of liberty in his professional and personal life. It demonstrates the lesson he learned early, that when many people contribute their talents and efforts towards a common goal, much can be accomplished.

“We hold these truths to be self evident...”



Benjamin Franklin's presence can be felt throughout the park – from Independence Square to his house site to his grave site – as he embodied the spirit of the 18th century Enlightenment and his ideas are still relevant today.

Desired Visitor Experience

In addition to the themes that the park plans to communicate to the public, it is important to consider the nature of the park's interaction with its targeted audiences, whether in person, on a website or distance learning program.

What will the initial contact with the park be like? How will audiences be oriented? What activities and which programs can the park provide that will reinforce its current themes? How can audiences actively participate in learning? Are there ways to encourage visitor reflection and inspiration? What will create positive memories and nurture stewardship and support?

General Characteristics of the Desired Audience Experience

Based on responses during planning workshops, the park's interpretive program will be most effective when it includes:

- Opportunities for visitors to easily and safely locate key park sites with a minimum of inconvenience due to enhanced security procedures.
- Opportunities to interpret the park story from multiple perspectives.
- Opportunities for visitors to have more program options to balance constraints due to security, historic preservation, or crowd control.
- Opportunities for all ages (especially younger visitors) to have fun experiencing the park.

Orientation & Wayfinding Goals

Based on responses during planning workshops, the park's interpretive program will be most effective when it includes:

- Easy access to pre-visit information and orientation materials via the park's website, phone, mail, or in person at the Independence Visitor Center so visitors can make informed choices.
- Directional signs so that visitors may easily navigate to key park sites and programs.

Theme Reinforcement

Based on responses during planning workshops, the park's interpretive program will be most effective when it includes:

- Opportunities to visit the original buildings where historic events took place either in person or on a virtual tour using innovative programming.
- Tangible connections through original artifacts, historic buildings, and landscapes to the people and events represented in the park stories.
- Links demonstrating the relevance of the 18th century to 21st century people.

Despite a varied assortment of signs in and around the park, it is still a challenge for visitors to easily locate historic sites, since the park is in the middle of a major city.





Park Ranger Joanne Schillizzi interprets to some of the millions of annual park visitors who visit America's Birthplace.

Thought, Reflection, Inspiration, and Stewardship

Based on responses during planning workshops, the park's interpretive program will be most effective when it includes:

- Thought-provoking programming that presents park stories from multiple perspectives so that visitors can make personal connections to the park resources and themes.
- A variety of interpretive programs and techniques that encourage personal connection between the visitor and the park.
- Identifying Independence NHP as a unit of the National Park Service.



Visitors must line up to go through security procedures before entering the Liberty Bell Center and Independence Square.

Independence National Historical Park has many assets upon which to build an effective interpretive program, including evocative and compelling stories, outstanding cultural resources, ongoing research, a professional staff, and dedicated supporters. It also faces a number of challenges. Well-designed programs can build on interpretive strengths to help overcome the challenges.

Wayfinding and Orientation Challenges

Based on responses during planning workshops, the following challenges and issues facing Independence NHP should be addressed:

- Because of the park's urban setting, visitors often have difficulty locating parking and finding their way to and through the park.
- Many visitors spend all their time on Independence Mall (the Independence Visitor Center, Liberty Bell Center, Independence Hall, and the National Constitution Center) and are not aware of other park sites.
- Visitors may not have enough time to see other park sites such as Washington Square, the Portrait Gallery in the Second Bank, the Franklin Court sites, Carpenters' Hall, Declaration House, the American Philosophical Society Museum, New Hall, the Dolley Todd, William White and Deshler Morris Houses, the First Bank, City Tavern, Welcome Park, the Independence Living History Center, and nearby historic houses of worship and burial grounds.
- Access to programs and buildings can be confusing because of seasonally changing hours and procedures such as timed tickets for certain tours.

Security

Based on responses during planning workshops, the following challenges and issues facing Independence NHP should be addressed:

- Security practices present another layer of regulations and procedures that visitors must learn and navigate through. It creates lines and increases the amount of time needed for visiting key park “icons” such as the Liberty Bell and Independence Hall.
- The presence of security screening raises questions about the delicate balance between personal freedom and restrictions imposed to protect citizens from harm. Park security issues relate to the park theme: Liberty: the Promises and the Paradoxes.

Creating an 18th-Century Experience in Present-Day Philadelphia

Based on responses during planning workshops, the following challenges and issues facing Independence NHP should be addressed:

- The 21st-century urban scene creates many challenges in recreating a historic 18th-century setting.
- Preservation needs and heavy visitation limit visitor access to historic buildings and the original artifacts that witnessed history.

- Some of the park’s exhibits are outdated in both content and technology. Exhibits tend to be text-heavy and are not engaging.

Training and Preparation

Based on responses during planning workshops, the following challenges and issues facing Independence NHP should be addressed:

- Staff needs ongoing training and coaching to sustain programming that is innovative and thought provoking and uses a variety of techniques to engage visitors.
- The staff needs to work on their own and with outside scholars to make use of current research.

Park Guide Adam Duncan talks with visitors about the Declaration of Independence at the site where Thomas Jefferson wrote it.



Partnerships

- The park needs to work more effectively with stakeholders to provide a seamless visitor experience.

Budget and Staffing Constraints

Based on responses during planning workshops, the following challenges and issues facing Independence NHP should be addressed:

- The park needs to continually evaluate its operations to ensure that it is making the best use of its staff and providing the best program access to its park sites.
- Many of the park’s audiovisual exhibits are outdated and require frequent repairs to work reliably. The park staff needs to incorporate new technology into its programming.

Visitor Profiles and Targeted Audiences

This is a broad description of park audiences and their needs—including current and potential audiences. “Audience” describes anyone who uses a site’s interpretation and educational services, whether in person or “virtually” through digital technologies.

Existing Audiences

Annual visitation to the Liberty Bell Center, which provides a reasonable baseline visitor count for the entire park, has been increasing and topped two million people in 2005. Visitation data from the Greater Philadelphia Tourism Marketing Council’s “Money Generation Model,” estimates 20 percent of visitors to

Independence National Historical Park are local day visitors, 60 percent are non-local day visitors, and 20 percent are overnight visitors. Park visitors come from all over the world and many have a basic knowledge of the founding of the United States.

More than 500,000 children visit the park each year, especially on weekdays in the spring and fall. On weekends and during the summer, the majority of park visitors are individuals and small family groups.



The Independence Visitor Center (above) attracts more than 2 million visitors a year from around the world. Park Ranger Larry McClenney shares the story of the Liberty Bell (below) with Prince Charles and Camilla, Duchess of Cornwall, Pennsylvania Governor Rendell, and Philadelphia Mayor Street.



Targeted Audiences

The park will continue to provide services to all audiences, but the following groups were identified in the planning workshops.

It is important to identify targeted audiences so that programming, media, and facilities can be shaped to address their interests and needs. Further, identifying audiences helps in evaluating the effectiveness of interpretive programming.

Based on responses during planning workshops, the audiences targeted for interpretive programming and community outreach in the next 5-7 years are, in priority order:

- Virtual visitors – The Internet is often the “front door” for visitors to the park, and the park needs to meet the expectations of this ever-growing technologically knowledgeable audience.
- Families – local, regional and out-of-state including: parents with children, couples, and grandparents and grandchildren.

- Teachers and school groups (especially 4th to 8th grades) will continue to be a primary audience during the fall and spring seasons.
- Visitors from underrepresented groups such as African-Americans, Asian-Americans and Hispanic visitors.
- Non- English speaking visitors, both local and international.
- Center City residents and regional recreational users.
- Business travelers and convention participants.

At the Independence Visitor Center park guides Mike Carbonaro and Ted Johnson give out free timed tickets to Independence Hall.



Existing Conditions

Facilities

The park has more than 25 historic and public use buildings that are open to the public. Most are staffed by NPS interpreters while some are staffed and owned by our park partners. These facilities include:

Independence Visitor Center – opened in November 2001, this regional visitor center is a joint venture between the NPS and the Independence Visitor Center Corporation. The building functions as the park’s primary visitor center as well as a center for city and region information. From early spring through the fall, 6,000 -12,000 visitors use it daily.

Liberty Bell Center – opened in October 2003, this building provides exhibits and an audiovisual presentation on the history and meaning of the Liberty Bell. The Bell itself is showcased at the south exit of the building with a view of Independence Hall and is seen by an average of 6,000-10,000 people a day from early spring through the fall.

Independence Square – Once through security for Independence Square, visitors can enter several buildings: Old City Hall, home to the Supreme Court; the West Wing document exhibit with original copies of the Declaration of Independence and the U.S. Constitution; Congress Hall with its restored House and Senate Chambers; and Independence Hall where our country was born in 1776 and our government was created in 1787.

National Constitution Center – this partnership building on Arch Street just north of the Visitor Center contains world-class exhibits and programs on the U.S. Constitution.

Franklin Court – includes a “Ghost House” structure on the site of Franklin’s former mansion plus the underground museum and five Market Street houses, three of which contain exhibits (on Franklin and printing, the *Aurora* newspaper office, and archeology at Franklin Court) and two that are a museum gift shop and a United States Post Office staffed by partners.

Franklin Court (left) is the site of Benjamin Franklin’s former house that was excavated in the 1960s and 70s; today the site includes an underground museum, five neighboring houses along Market Street, and two “ghost structures” that show where Franklin’s home once stood. Several founding fathers, including Washington and Franklin, were members of historic Christ Church (right).



The “People of Independence” exhibit in the Second Bank of the United States – displays the park’s extensive C.W. Peale portrait collection of the Founding Fathers and interprets the age of Enlightenment in the 18th century.

Washington Square – one of the city’s five original public squares planned by William Penn, it is now the site of the Tomb of the Unknown Soldier of the American Revolution and an eternal flame.

Independence Living History Center – the park’s former visitor center built in 1974 has been converted for multiple uses which include: educational programs at the Independence Park Institute; theatrical productions and a gift shop operated by Once Upon A Nation, a park partner; and an

archeology lab that is staffed by park employees and volunteers who sort and catalogue millions of artifacts unearthed during the construction of the National Constitution Center.

325 Walnut St. – future site of three additional learning labs for the Independence Park Institute.

Other park buildings that the park staffs include: **New Hall Military Museum** with exhibits on the 18th century Army, Navy and Marine Corps; **Declaration House**, a reconstruction of the place where Jefferson lived when writing the Declaration of Independence; and two restored 18th-century houses – **the Dolley Todd Madison** and **the Bishop William White houses**. **The Deshler-Morris House** (Germantown White House), the summer retreat for President

Washington, is open for tours by volunteers. **The First Bank of the United States** is currently not open to the public.

The American Philosophical Society Museum and the Carpenters’ Hall are still owned and operated by their original organizations and are open to the public. **Pemberton House** is operated as a museum store by Eastern National. Once Upon A Nation offers public programming at the **Free Quaker Meeting**. **The City Tavern** is leased as an operating restaurant and the **Thomas Bond House** is currently a bed & breakfast. **The First Bank** and the **Locust Street Houses** are now participating in the historic lease program.

There are several historic houses of worship and burial grounds with formal or traditional associations with the park: **Christ Church, St. Joseph’s, St. George’s, Mikveh Israel, Free Quaker Meeting, Gloria Dei, Mother Bethel African Methodist Episcopal, and St. Thomas African Episcopal**.

The Tomb of the Unknown Soldier of the American Revolution in Washington Square reminds us of the sacrifices necessary to secure our independence. This peaceful square was recently transferred to the care of the NPS from the City of Philadelphia.



Non-Personal Services (Interpretive Media)

There is a variety of interpretive media throughout the park, including:

Website – The park has a website (www.nps.gov/inde) that is updated regularly. The Independence Park Institute website (www.independenceparkinstitute.com) is linked to the park website. The Institute’s website is a resource for teachers and school groups that provides tips for visiting the park, pre- and post-visit lesson plans for IPI programs and Teacher Guides.

Exhibits – The park’s indoor exhibits range from older, text-heavy, wall-mounted panels to portable, interactive reproductions. Most of the older exhibits need to be replaced. All of the exhibits – including those designed and installed in recent years – need to be reevaluated for their effectiveness in providing interpretive opportunities for a wide variety of visitors.

Historically Furnished areas – Many of the park’s historic structures have all or part of their interiors furnished as period room settings with original artifacts,

period pieces, or reproductions. All of these spaces should be evaluated to see how they can support the new interpretive themes and to evaluate interpretive opportunities through other media.

Audiovisual programs – The Independence Visitor Center theaters show the award-winning 1975 film “Independence “ and the 2002 film “Choosing Sides.” Both films provide a good historical overview but do not provide a basic orientation to the park. The park also has a range of audiovisual programs from the 1976 Bicentennial that need replacement.

Reading interpretive wayside exhibits is one way visitors can learn the park story at all hours.



Wayside exhibits – The majority of the park’s wayside exhibits were developed and installed in the mid-1980s; a few waysides were added in recent years. Most of the existing wayside exhibits still provide good 24-hour service to park visitors. However, some of the wayside panels need replacement in the short-term, and the entire wayside system needs to be redesigned as a long-term goal.

Wayfinding signs – A number of partner-sponsored wayfinding sign efforts have been tried in the past decade. However, these sign systems do not complement the NPS roadway vehicle directional signs, building identification signs, or the wayside exhibit orientation panels. The park needs a comprehensive sign plan.

Publications – The park’s primary publication is the NPS brochure with the park map. There are a number of other free publications produced by both the NPS and park partners.

Park Library and Archives
A special collection of books, manuscripts, pamphlets, drawings and images is open to interested scholars. It is a valuable resource for history, historic preservation, and historic landscape research. It is widely used by historians and scholars writing histories as well as teachers attending workshops, and employees of the park and neighboring institutions. The library is now included on the park’s website.

Books and Other Sales Items
Eastern National (EN) operates several Cooperating Association sales areas within the park and sells a variety of books, publications, and other education items. The park staff reviews and approves all sales items offered by EN. Other bookstores and private vendors operate in partner-managed park buildings.



Second Bank of the United States



The dozens of life portraits in the People of Independence exhibit in the Second Bank help visitors put faces with the names of the founders (left).

Personal Services

The park's Division of Interpretation and Visitor Services offers a wide variety of interpretive programs that range from ranger-led tours of Independence Hall to demonstrations of printing and the Glass Armonica at Franklin Court. Uniformed park rangers give tours and talks in several historic buildings, present interpretive demonstrations in period clothing, lead guided outdoor walking tours, and conduct hands-on programs for children. Park guides provide informal interpretation at various locations.

Orientation to the park is offered primarily by park guides who staff the NPS desk in the Independence Visitor Center. However, all park employees and park partners provide orientation to visitors throughout the day at many park locations.

Park Guide Amber Kraft demonstrates the reproduction of Franklin's Glass Armonica in Franklin Court to children.



Park interpreters, like Park Ranger Chuck Gorman, present formal tours, walking tours, informal talks, illustrated programs, and demonstrations.

Approximately 60 full-time park interpreters offer up to 30 visitor programs daily throughout most of the year. Park guides welcome and prepare visitors for security screening and provide crowd control at the Liberty Bell Center and Old City Hall. More than

100 volunteers provide additional interpretive services at the park's major sites and donate almost 8,000 hours of their time annually to support the park's interpretive program.



Curriculum-based Education Program

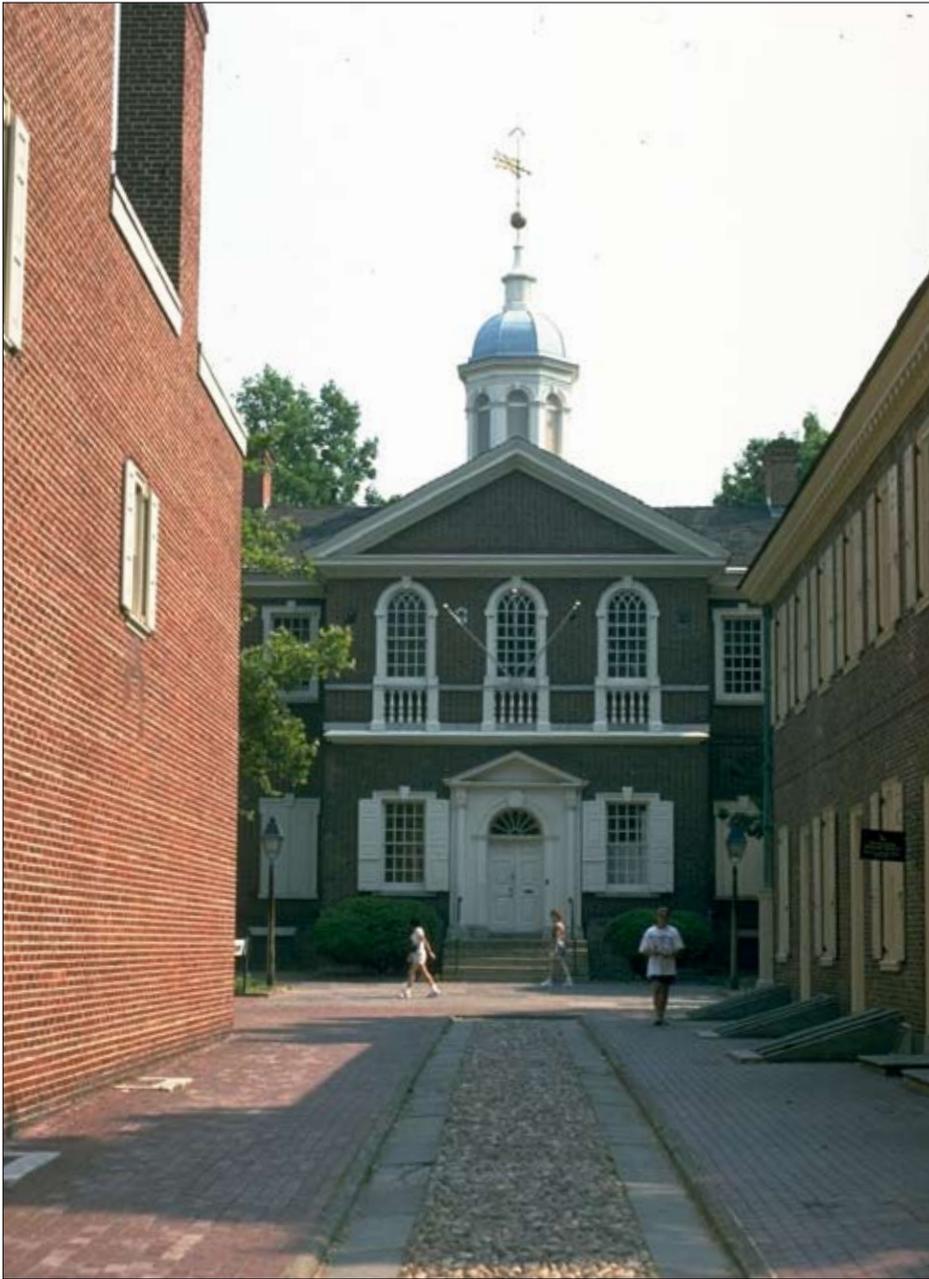
The park began planning its Education Program in 2003. It is funded by a unique combination of a William Penn Foundation endowment and a self-sustaining fee program. Led by a Supervisory Education Specialist whose salary is paid by Eastern National through an endowment by a grant from the William Penn Foundation, the Independence Park Institute (IPI) has developed on-site curriculum-based school programs with pre- and post-visit lesson plans to fully engage students. The first learning space opened to students in the fall of 2005.

Currently housed in three learning labs in the Independence Living History Center, the IPI will expand its facilities at 325 Walnut Street and add three new learning spaces in the fall of 2007. Park interpretive staff offers curriculum-based programs linked to park resources and themes. The IPI also conducts annual teacher workshops (one to two weeks long) and offers full day and half-day professional development programs.

Materials created for teachers include on-site teacher guides designed for self-guided visits as well as classroom lesson plans. The park charges a program fee for ranger-conducted formal education programs. The fee pays for seasonal and term employees, course materials, utility costs, and contract services. Once the program is in full operation, up to 50,000 students a year are expected to participate in the Independence Park Institute education programs.



The Independence Park Institute provides curriculum based education that involves children in a variety of activities.



The Carpenters' Company of Philadelphia, the oldest trade guild in America, has owned Carpenters' Hall since 1770. The first Continental Congress met here in 1774.

Partnerships

Independence National Historical Park has established relationships with numerous stakeholders.

On a regular basis, the park has contact with about 100 partners.

The **City of Philadelphia** was critical to the formation of the park and Independence Mall in the 1950s and 1960s.

Independence Hall, the Liberty Bell, Congress Hall and Old City Hall are still owned by the City of Philadelphia and managed by the NPS under a long-term cooperative agreement which is signed by the Secretary of the Interior.

Other organizations dating to the 18th century continue to own and operate their buildings in the park: the **American Philosophical Society (APS)**, a still active scientific and historical society; and the **Carpenters' Company of Philadelphia**, the oldest trade guild in America has owned and operated Carpenters' Hall since 1770. The First Continental Congress met there in 1774. The eight affiliated historic houses of worship also own their own buildings and burial grounds: **Christ Church, St. Joseph's, St. George's, Mikveh Israel, Free Quaker Meeting, Gloria Dei, Mother Bethel African Methodist Episcopal, and St. Thomas African Episcopal Church.**

Another long-term partner is **Eastern National (EN)**, a 501(c) 3 non-profit organization that provides sales outlets in the park with

high-quality educational products and services that help visitors better understand the park and its resources. The **Friends of Independence National Historical Park** was established in 1972. The friends group raises money for the park, funds exhibits and educational programs, buys artifacts, and presents volunteer programs.

The park also works closely with the **Independence Visitor Center Corporation (IVCC)**, a non-profit organization which operates the

Independence Visitor Center and works with the park to produce events, initiate programs, and manage projects. **Once Upon a Nation (OUAN)**, operating under a memorandum of agreement, presents walking tours and storytelling benches in various locations and craft demonstrations inside the Independence Visitor Center. The **National Constitution Center (NCC)**, operating as a public-private partner with the NPS, tells the story of the U.S. Constitution through more than

100 interactive and multi-media exhibits. **Lights of Liberty** is a non-profit organization that tells the story of America's struggle for independence through a sound and light show that projects images up to 50 feet high onto park buildings during summer evenings. The park works closely with various tourism organizations in the city such as The **Greater Philadelphia Tourism Marketing Corporation (GPTMC)** and the **Philadelphia Convention and Visitors Bureau**.

The National Constitution Center, completed in 2003, is a park partner that offers general and special topic interpretive programs to appeal to visitors and local residents.



Part Two: Actions

*We have it in our power to begin
the world over again.*

Thomas Paine
1776 *Common Sense*

The Planning Process

In developing this Long-Range Interpretive Plan (LRIP) as part of the Comprehensive Interpretive Planning process, the park's Division of Interpretation and Visitor Services created a process that collected information from previous planning documents and conducted a series of workshops with park staff and many park partners.

In the fall of 2004, the Organization of American Historians provided J. Richie Garrison, Richard Newman, Gary Nash and Emma Lapansky who reviewed the park's interpretive programs as a first step in the planning process. In May 2005, a 3-day workshop reviewed and revised the topics outlined in Part One of this document. In July 2005, a 2-day workshop evaluated the existing interpretive media and how it supports the park's personal services programming.

In August 2005, core team members from the park traveled to the National Park Service's Interpretive Design Center in Harpers Ferry (HFC), West Virginia. Over 3 days, HFC media specialists recommended improvements to consider in the next 5-7 years. In the fall of 2005, several smaller workshops were held with park staff to recommend changes in the park's personal services programming.

Once the initial draft LRIP was completed in the winter and spring of 2006, it was reviewed by the core interpretive team and park management. The revised draft was then reviewed by park divisional representatives, and key park partners including historians from the Organization of American Historians (OAH) team, and planning

workshop participants. A final draft was sent to all park employees for comments. This collaborative interpretive planning effort, and the thorough review stages through 2006, has produced a more comprehensive document to guide the park's interpretive program into the future.



This Long-Range Interpretive Plan was developed through a series of workshops in 2005 many that included partners.

Goals for Interpretive Programming

After reviewing the contents of this LRIP's Part One, park staff identified the following areas of focus that have not been adequately addressed. In order to enhance the effectiveness of the overall interpretive programming in the park, the following goals and issues must be addressed over the next 5 to 7 years:

The Highest Priority – Orientation, Wayfinding, and Access to Information

The most important goal for providing interpretive programming over the next 5-7 years is to improve orientation, wayfinding, and access to basic park information. No unified NPS sign system exists to clearly identify park buildings and major exhibits, help visitors locate parking, or provide information and clear directions

to park sites. The park needs to create a Comprehensive Sign Plan (CSP) to help visitors easily discover key park buildings within a crowded urban environment.

Park Interpretive Themes

The park's interpretive themes from the 1960s through the mid-1990s were stated in terms of events (the Revolution), people (Franklin), or time periods (Capital City), and did not fully express the purpose of the park which is: "the American Revolution and the founding and growth of the United States."

The General Management Plan of 1995 expanded the list to five interpretive themes: 1. Independence Hall as the physical reminder of the epic struggle for freedom and self-government; 2. the evolution of the American idea of democ-

racy expressed in the Declaration of Independence and U.S. Constitution; 3. Benjamin Franklin, the quintessential Founding Father; 4. 18th-century Philadelphia; and 5. The Liberty Bell as an international symbol of liberty.

With this background – and in order to better engage all park visitors – the planning team restated the park's interpretive themes in terms of ideas and the context in which these ideas were created.

Specifically, the park's new interpretive themes:

- Help visitors consider what was revolutionary about the American Revolution.
- Encourage visitors to contemplate the promises and paradox of liberty and the continuing pursuit of liberty around the world and through time.
- Facilitate visitors' recognition of the dynamic tension in our unique national heritage which is expressed as E Pluribus Unum – out of many, one.
- Explore with visitors the modern relevance of the life and accomplishments of Benjamin Franklin.

The Liberty Bell is a worldwide symbol of the quest for liberty.



The Visitor Experience

New or revised interpretive programming should:

- Provide a variety of interpretive options for visiting park sites, so that visitors are able to experience a personal connection to the park resources and stories.
- Offer ranger-facilitated programs which encourage visitor involvement and interpret events within the context of their times and from multiple viewpoints.
- Continue to take full advantage of modern technology in developing programs.
- Working with the park's partners, foster a seamless experience for visitors to the historic area.

Issues and Challenges

Several issues must be addressed over the next 5-7 years:

- The park needs to continually re-evaluate how it provides visitor services to adapt to changing visitation, techniques, and technology.
- Historical information should be continually updated and modern scholarship incorporated so that the park staff can follow park stories into the 19th & 20th centuries.
- Continue to explore effective ways to provide information so visitors are aware of how much there is to see and experience at Independence NHP.
- The park's interpretive program needs to foster visitor apprecia-

tion of the park's many authentic buildings and collections, and the importance of "place."

- The park needs to make better use of interpretive opportunities at security check points and visitor waiting lines.

Targeted Audiences

The park needs to focus on the following audiences in the next 5-7 years:

- Virtual visitors who use the park website to plan or substitute for their visit.
- Families with children, grandchildren and regional visitors with out-of-town relatives.
- Visitors from underrepresented groups such as African-Americans, Asian-Americans and Hispanic visitors.
- Teachers and school groups especially 4th through 8th grades.
- Non-English speaking visitors both local and international.
- Center City residents and regional recreational users, especially young adults.
- Business visitors and convention participants.

Supervisory Park Ranger Joe Becton leads a group participating in the annual Independence Park Institute's summer teacher's institute.



Action Plan over the Next 5-7 Years



A comprehensive sign plan, initiated at the park as a result of this LRIP, is one of the action items to improve visitor orientation and identify the National Park Service.

Photo courtesy of Meeker Designs

Actions to Address Identity, Orientation, and Wayfinding In order to better inform and direct visitors to the park, park staff will:

- Create a Comprehensive Sign Plan and install signs that identify the park as an NPS site and provide directions.
- Provide updated, easy-to-find orientation information on the park's website.
- Create brief orientation programs for the Independence Visitor Center and the park website so visitors can plan their visit more easily.

Actions to Address Themes and Experiences In order for visitors to better understand the park's themes, park staff will:

- Ensure that interpretive programs and media support the park themes, provide a variety of visitor experiences, and tell the park's stories from multiple perspectives.
- Create curriculum-based education programs for the Independence Park Institute (IPI). Use the IPI to create in-depth programs for adult learners.

- Explore ways to better interpret current historic room settings through additional interpretive media such as labels and virtual tours.
- Continue to explore innovative program options rather than just staff buildings.
- Modern technology will be used to expand our ability to reach audiences, rather than to replace staff.

Actions to Address Targeted Issues

In order to address the targeted issues that stand in the way of effective interpretation, park staff will do the following:

- Continue working with park staff and partners to increase visitor access to historic buildings.
- Explore better audio visual technology and better ways to maintain equipment.

- Develop a “virtual park tour” program through Internet or cell phone technology.

- Explore ways to share information with park visitors through modern technology.

- Continue to offer staff training to update historical knowledge and develop new and innovative programs.

Actions to Address Targeted Audiences

In order to reach out to targeted audiences, park staff will do the following:

For All Visitors

- Participate in the NPS Visitor Services Project (VSP) to develop a visitor survey to learn more about the park’s visitors and use this data in evaluating programs and staffing.

- Continue to explore ways to incorporate the arts in the park’s programming to attract a wider audience.



Once Upon A Nation provides first person costumed interpretation throughout the park.

For Virtual Visitors

- Offer the Electronic Field Trip program titled “Freedom In America: Some Assembly Required” (produced by Ball State University and the park) on the park’s website to interpret the park’s stories to millions of school children who cannot visit Philadelphia.
- Reassess the effectiveness of the park’s website and identify what products should be added including park information, lesson plans, and curriculum materials.

- Plan and develop with partners, programs using new technology such as a podcast, cell phone or audio tour, or virtual tour of a park site or program.

For Families

- Develop and publicize programs that are desirable to families.
- Offer Junior Ranger program activities throughout the park and on the park’s website.

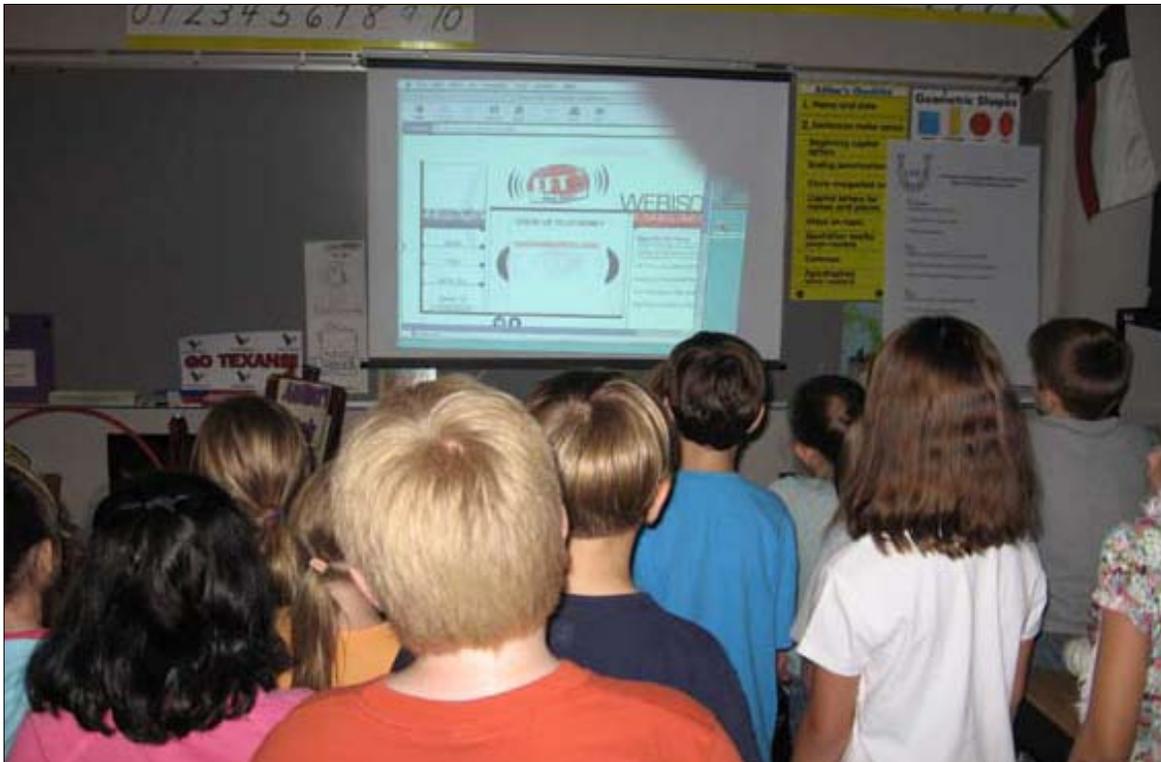
For Underrepresented groups

- Continue to research and offer a variety of programs that highlight the African-American, Asian-American and Hispanic experiences related to our park themes.

For Non-English Speakers

- Inventory and continually evaluate the services the park offers in languages other than English.
- Explore new ways to deliver programs in other languages such as audio programs over cell phones or other devices.

More than 20 million school children participated in the electronic field trip on October 17th, 2006 titled: Freedom In America: Some Assembly Required sponsored through a park partnership with Ball State University and the National Park Foundation.





The new Independence Park Institute offers interactive curriculum-based educational programs to up to 50,000 students annually.

For Center City Residents and Recreational Users

- Offer special programming for local residents, in cooperation with park partners.

For Business Travelers and Convention Participants

- Explore new ways to deliver information and programs in ways they can be used individually such as cell phones or podcasts.

For School Groups – The Independence Park Institute

The park formalized its commitment to education in 2003 by hiring a Supervisory Education

Program Specialist and creating a formal education program. The Independence Park Institute (IPI) staff is currently developing six curriculum-based school programs and teacher guides. It also conducts professional development workshops for teachers. The IPI staff has created on-site guides for visiting school groups, and will develop programs for families and adult learners.

The park plans programs that will intellectually and emotionally connect all learners to the resources and stories of the park. Currently the planned topics include:

Archeology: History Found in Pieces; Benjamin Franklin; Daily Life and Diversity in 18th-century Philadelphia; and the Founding Documents and the Underground Railroad in Philadelphia. The Independence Park Institute has developed an education plan that is available on request; some of the highlights of that plan include:

- Adding IPI materials to the park website.
- The creation of additional curriculum-based school programs linked to park themes.
- The creation of enrichment programs to meet the needs of exceptional students.
- The ongoing assessment of IPI programs through the creation of evaluation instruments.
- Developing a summer Junior Ranger program for families in IPI learning Labs.
- Develop continuing education programs for adults, and explore partnerships with local universities, the City Tavern, or other partners.

Research and Collection Needs



Park Guide Patrick Whalen discusses some of the challenges the House of Representatives faced in historic Congress Hall.

In order to fully accomplish the actions included in this plan and support the new interpretive themes, the park needs research on the following topics:

- The President's House, including the Germantown White House (Deshler-Morris House), which represents certain aspects of 18th-century American culture.
- Philadelphia as a center for abolition in the United States and the location of an active free African-American population in the city and region.

- The contributions of various groups of people living in the region in the 18th and 19th century.
- The philosophical basis for the American Revolution (the Enlightenment) and its worldwide influence.
- The impact of the economy and politics on each other, especially the impact of the First and Second Banks of the United States and other policies such as monetary system, taxation, and trade regulations.

Other research needs will continue to develop during the implementation of this LRIP.

Staffing and Training Needs

- Continue to evaluate the most effective use of interpretive staff and the range of visitor services offered.
- Train park rangers to deliver curriculum-based programs at the Independence Park Institute and create an IPI teaching staff supplemented by volunteers and interns.
- Review which services are offered by the park's partners and make sure that partners' visitor services complement the park's visitor services.
- Ensure that both the ongoing and new hire training reflects the issues and needs addressed in the LRIP, and especially includes training in using the park's new interpretive themes.



The Merchants Exchange Building has been adaptively restored and is the home of the park's library, training room and administrative offices.

Implementation Plan

Fiscal year 2007

- Develop a Comprehensive Sign Plan for the park, including a security sign plan.
- Complete an NPS Visitor Services Project survey.
- Offer the web-based electronic field trip educational program: “Freedom In America – Some Assembly Required” to students worldwide.
- Complete a comprehensive personal services review of how the park staffs its sites and schedules its programs.
- Complete an Independence NHP website review and transition website duties from the park’s Public Affairs Office to the Interpretation & Visitor Services Division.
- Conduct an assessment of modern technology tools such as iPods, cell phones, and GPS to determine the most appropriate use of these tools in the park, and offer experimental programs (e.g. podcasts).

Fiscal year 2008

- Implement personal services report recommendations to enhance park programs.
- Develop thematic virtual park tours using modern technology (e.g. cell phone).
- Develop a brief park orientation Power Point program for the Independence Visitor Center theaters.
- Develop new interpretive exhibits for the President’s House site.
- Develop IPI education programs on the Liberty Bell, Founding Documents, and the Underground Railroad.
- Develop new exhibits for the Franklin Court Underground Museum.

Fiscal Year 2009

- Develop year round IPI programming for all learners (e.g. junior rangers, seniors).
- Complete a review of all park interpretive media (exhibits, audio-visual, publications, waysides).
- Complete a comprehensive review of park special services (e.g. accessibility, foreign languages).
- Develop new exhibits for the New Hall Military Museum.



The First Bank of the United States, built in 1797, has been restored on the outside. Chartered by Congress from 1791 to 1811, the First Bank helped establish a sound financial foundation for the new nation.

Fiscal Year 2007 through Fiscal Year 2012 (Ongoing)

- Incorporate the contributions of African-Americans, Native-Americans, and women into the park's programs.
- Enhance interactive family programming (e.g. Ranger-led programs, Junior Ranger booklets, new exhibits).
- Expand arts into more park programming to appeal to a wider audience, especially local residents.
- Enhance park program access and options through personal services and modern technology.
- Utilize park staff expertise by participating in local and national conferences.
- Update research to more fully interpret diverse populations and the paradoxes in American government and society.
- Conduct research on the economic and political impact of the 1st & 2nd U. S. Banks.



Park Ranger Ray Harshbarger gives a first person program as Chief Teedyuscung which offers a Native American viewpoint on 18th century events.

Planning Team

Independence

National Historical Park

| | |
|-----------------|--|
| Steve Sitarski | Chief of Interpretation and Visitor Services |
| Mary Jenkins | Interpretive Program Specialist |
| Missy Hogan | Chief of Visitor Service Operations |
| Coxey Toogood | Historian |
| Bob Leone | Supervisory Park Ranger |
| Eric Knight | Park Ranger/Interpreter |
| Joe Chauncy | Park Ranger/Interpreter |
| Lynn Nash | Park Guide/Interpreter |
| Leslie Brodhead | Park Guide/Interpreter |
| Lynn Wagman | Volunteer-in-Park (VIP) |
| Ed Uthe | Volunteer-in-Park (VIP) |
| Martha Bogle | Acting Assistant Superintendent |
| Doris Fanelli | Chief of Cultural Resources Management |
| Alan Saperstein | Supervisory Park Ranger, Law Enforcement |
| Adam Millington | Human Resources Assistant |
| Julia Clebsch | Maintenance Division |



Independence NHP Interpretation and Visitor Services staff members Steve Sitarski (center) along with (clockwise from lower left) Mary Jenkins, Missy Hogan, Joe Chauncey, Eric Knight, Bob Leone, Coxey Toogood, Lynn Nash and (not pictured) Leslie Brodhead guided the development of this Long-Range Interpretive Plan along with input from dozens of park coworkers and partners.

**Harpers Ferry Interpretive
Design Center (HFC)**

| | |
|-------------------|--|
| Jack Spinnler | Interpretive Planner (Team Captain) |
| Michael Paskowsky | Project Manager, Workflow Management |
| Mitch Zetlin | Visual Information Specialist, Exhibits |
| Don Branch | Visual Information Specialist, Exhibits |
| John Brucksch | Supervisor, Media Services |
| Andy Chamberlain | Staff Curator, Historic Furnishing |
| Michele Hartley | Producer, Audiovisual Arts |
| Ed Boutte | AV Equipment Specialist |
| Ed Zahniser | Senior Editor, Publications |
| Kris Klein | Student Intern |
| Bob Clark | NPS Sign Manager, NPS Strategic Initiatives |
| Phil Musselwhite | Associate Manager, NPS Strategic Initiatives |
| Lauren Morrison | Visual Information Specialist, NPS Strategic Initiatives |
| David Guiney | Director, HFC Interpretive Media Institute |
| Rich Helman | Wayside Exhibit Planner, HFC Media Services |
| Cindy Hall | Cost Estimator, Workflow Management |
| Linda Thomas | Project Assistant, Workflow Management |

Northeast Regional Office

| | |
|-----------------|-------------------------|
| Kathy Dilonardo | Chief of Interpretation |
| Joanne Blacoe | Interpretive Planner |

**Valley Forge
National Historical Park**

| | |
|--------------------|-----------------------|
| Barbara Pollaraine | Deputy Superintendent |
|--------------------|-----------------------|

**Hopewell Furnace
National Historical Park**

| | |
|--------------|-------------------------|
| Jeff Collins | Chief of Interpretation |
|--------------|-------------------------|

Independence National Historical Park Interpretive Themes

| Theme | Concepts and ideas included in the theme | “TANGIBLES” | |
|--|---|--|---|
| | | Topics, stories, people | Sites related to theme |
| <p><i>What was “revolutionary” about the American Revolution?</i></p> <p>The American Revolution was the result of new ideas expressed in our founding documents, which created profound changes in power, perception and opportunity that continue to affect people in the United States and around the world.</p> | <ul style="list-style-type: none"> • Causes and effects of the American Revolution • The context of the revolutionary era—the Enlightenment and the Atlantic world in which these events took place. • The political, religious, scientific and social ideas both good and bad that fostered revolutionary changes and their affects. • The innovations and ideas that shaped the revolution and early years of US government. • The uncertainty, fear and debate as brand new forms of government were created, tried and sometimes replaced. • The effects on the people and the economy as ideas of government went from theory into practice. • The influence of the American Revolution on other countries some who also experienced revolutions in their governments. • The American model of democracy, compared to monarchy or constitutional monarchy. • The ideas that this was a “civil war”, not just the American Revolution. Includes stories of families, like the Franklins who were torn apart by political beliefs; groups such as Quakers whose neutrality was suspect to both sides, • How relevant is a 200 year old government system to our world today. | <p>Declaration of Independence U.S. Constitution Articles of Confederation Bill of Rights PA Constitution of 1776 Charter of Privileges VA Declaration of Rights</p> <p>People/leaders: Washington, Adams, Jefferson, Madison, Franklin, Morris, Hamilton,</p> <p>“ordinary people” such as The artisan/merchant class</p> <p>French Alliance The Enlightenment and The Atlantic world</p> <p>Slave trade Abolition and anti slavery Petitions</p> <p>Scientific discovery Transit of Venus The Great Awakening Popular press Pa Gazette Common Sense, The Crisis, by Thomas Paine</p> <p>Precedents set in 1790’s by the Federal government & Presidency Checks and Balances Federal Banking issues Commerce US economic system Supreme Court Military under civilian power</p> <p>Global impact of the Revolution Revolutions in other countries</p> | <p>Independence Hall Independence Square Congress Hall American Philosophical Society buildings Old City Hall Washington Square President’s House Deshler-Morris Franklin Court Aurora Subscription Office Military Museum First Bank of the United States Site of the Treasury office Second Bank of the United States, Carpenters’ Hall</p> <p>Historic Places of Worship and Burial grounds</p> <p>Franklin Institute Bartram’s Garden</p> |

Independence National Historical Park Interpretive Themes

Theme Title and Interpretive Theme Statement

Some examples of concepts and ideas to be included in the theme

“TANGIBLES”

Some Examples—representing types of topics and stories that could be told under this concept—more topics may be added later

Some Examples—representing types of locations and resources that could illustrate the concept. (May include sites in and outside the park)

Liberty: The Promises and the Paradoxes

The promises of liberty and equality granted in the founding documents present a paradox: not only are they ideals to strive for but also unfulfilled promises for people who struggle to be fully included as citizens of our nation.

- The two sides of liberty—the promises and ideals articulated in founding documents like the Declaration and Constitution and the paradoxes faced by people over the years who struggled for liberty and equality.
- People who took risks in the cause of liberty: signers, soldiers, ordinary people, the enslaved etc. (Provides “common ground” to discuss different types of people/different times.)
- Conflicts about ideas of liberty and how to obtain it, as seen through debate, protests, riots, dialogue, art, and writing.
- Role of public dissent & the press in maintaining liberty
- The irony and paradox of enslaved Africans living in the President’s House in Philadelphia; Washington’s role in rotating the enslaved servants out of PA to deny freedom.
- Suffrage & political influence of various groups, example of free blacks property owners who won, lost and regained right to vote
- The uneven path to manumission and emancipation.
- People who fought against injustice, both leaders & followers.
- Who can become a citizen and the responsibilities and privileges of citizenship.
- Tolerance and intolerance towards different religious beliefs
- Struggles for liberty and power, “haves” and “have nots”-class, religion, ethnic, racial, gender, etc.
- The modern application of 18th-century political theory, for example in the civil rights movement
- Philadelphia as vital link on the Underground Railroad.
- Other historic “sites of liberty” throughout the world.
- Examines how one person can hold conflicting ideas at the same time. How popular opinion or common practice affects individuals and society.

Liberty Bell
Underground Railroad
President’s House
Deshler Morris House
Stories of signers, soldiers, ordinary people and enslaved people taking risks for liberty.
Society of Friends & Free Quakers
People: Wm. Penn & Penn family, Jefferson, Bishop White, Washington, Oney Judge, Hercules, BF Bache (Aurora), Richard Allen, Absalom Jones, Franklin & PA Abolitionist Society, Declaration & Constitution Signers: Morris, Rush, Issue of suffrage for women: Abigail Adams,
Walking Purchase & Native American relations
First and Second Continental Congresses John & Sam Adams,

Liberty Bell
Independence Hall
Independence Square
Deshler Morris House
President’s House
Franklin Court
Aurora Subscription Office
Military Museum
Bishop White House
Todd House
Free Quaker Meeting
Washington Square
First Amendment areas
Historic Places of Worship and burial grounds

Valley Forge NHP
Justice Bell
Morristown NHP
Gettysburg and the Gettysburg Address
Women’s Rights NHS
Alice Paul
Martin Luther King, Jr. NHS
Brown v. Board of Education NHS
Central High School NHS
National Archives
Monuments in Wash DC

Independence National Historical Park Interpretive Themes

| Independence NHP Theme | Concepts and ideas included in the theme | “TANGIBLES” | |
|--|--|--|--|
| | | Topics, stories, people | Sites related to theme |
| <p><i>E Pluribus Unum: Out of Many, One</i></p> <p>The motto - E Pluribus Unum - meaning “out of many, one” illustrates a distinctive characteristic of the United States—a democratic nation of many states and diverse people with different cultures, beliefs, political ideas- which contributes to the dynamic tension and growth of American society.</p> | <ul style="list-style-type: none"> • The range of diversity that makes up the United States—the different people, backgrounds, religious beliefs, political beliefs and political ideas. • The dynamic tension that results from these differences-and how this affects issues such as federal v. state control over banking, money, taxes, etc. • Protection of the expression of these diverse ideas is in the founding documents, such as the First Amendment of the U.S. Constitution. • What are the common beliefs and ideals held by the diverse people and groups of the United States. • The effects of these differences, where they came from, what the effects are and how they continue. • Divisiveness and compromise: the range of different formal and informal ways change takes place in the US for example, legal means (legislative and judicial), debate, protest, boycotts, economic pressures, even military actions • The many “shades of gray” that can inform or comprise an issue. • Trends and shifts in loyalty, positions, issues, ideas. • The US never felt like a homogeneous population to 18th-century people—only later did it seem so to people outside that society. How did they view their world? • The issue of voluntary vs. involuntary inclusion in community such as the issue of enslaved and native Americans. • Issues of tolerance and intolerance. • The continuing struggle to incorporate diverse voices, beliefs, opinions. • How the American system of government has continued for so long despite constant and often vitriolic debate. | <p>1st Continental Congress 2nd Continental Congress Participants in Congresses The Constitutional convention issues The Great Compromise (House & Senate) Bill of Rights, especially First Amendment Federalist Papers Anti-Federalists Interpreting the Constitution Treasury act Federal v. state banks: Morris, Haym Salomon, Hamilton, Jefferson Biddle, Jackson Tensions between: urban/rural, strong federal system/local control, etc. How the government of US was created by and continues with the consent of “We the People”. Penn’s “Holy Experiment” and religious liberties in PA Philadelphia as the capital city- a place that tolerated people with different religious beliefs Yellow Fever Epidemics <i>Narrative.. Proceedings of the Black People...</i> by A. Jones, R. Allen Steve Girard- Bush Hill Hospital Vitriolic political press and campaigns Benjamin Franklin Bache Riots in Independence Sq. Loyalists, patriots and all those in-between The military: as vehicle for social change creating a single unit out of many parts - Washington. Foreign alliances and volunteers -Kosciuszko, Steuben, DeKalb, Lafayette, etc. Philadelphia as a port city and the rise of China trade</p> | <p>Independence Hall Congress Hall West Wing Documents exhibit Old City Hall Independence Square Washington Square Military Museum Todd House Bishop White House Franklin Court Printing Office Aurora Office Carpenters Hall Slate Roof House/Welcome Park First Bank Second Bank Dock Creek area Thaddeus Kosciuszko NM Historic Places of Worship and burial grounds in Philadelphia American Philosophical Society</p> <p>Polish-American Cultural Center PA Hospital, other historic sites in region</p> |

Independence National Historical Park Interpretive Themes

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| <p><i>Benjamin Franklin- the relevant revolutionary</i></p> <p>Benjamin Franklin was revolutionary in his thinking and actions, he struggled to achieve liberty, but did not always extend it to others, and he worked to bring many people together for common goals.</p> | <ul style="list-style-type: none"> • The evolution of a revolutionary and how the American Revolution split families between loyalists and patriots since Franklin's son remained a loyalist. • A man of the enlightenment who used these ideas to change his life and the entire Atlantic world as he grew wealthy. • How Franklin use the power of the press and his improved postal system to spread revolutionary ideas and bring people together to act on these ideas. • The revolutionary changes and metamorphosis he went through during his lifetime including his revolutionary discoveries about electricity. • The two sides of liberty—one side represented by the noble words he signed in the Declaration of Independence and the other side seen his attempt to control his children's choices (although they rebelled against him anyway.) • How one person can hold conflicting ideas at the same time. • His change in conscience from a small time slave owner and tacit supporter of enslavement to a supporter and President of the Abolition movement in Pennsylvania at the end of his life • How he was able to bring diverse groups and people together for common goals such as creating fire fighting companies, fire insurance, building a library or writing a new constitution. • The ability he cultivated to get diverse people to agree. • He willingness to listen to other opinions and to sometimes change his opinion, but more often theirs. • What it is that makes Franklin seem to be the most modern founding father? | <p>Runaway apprentice printer – seeking liberty Leather apron man</p> <p>Printer- Pa Gazette Poor Richards Almanac Way to Wealth Join or Die Cartoon power of the press, skill with words –use of humor letters, pamphlets Public Relations Creation of civic organizations – Fire Companies, Insurance Companies, Subscription Library, Pa. Hospital</p> <p>Role of Science – electricity investigations, Gulf stream mapping Magic squares, Franklin Stove, no patents</p> <p>Politics,- local & national Diplomacy – with UK & French Alliance</p> <p>Music as example of an educated person and Entertainment with friends</p> <p>Personal effect of Revolution on families Loyalist son vs. patriot father</p> <p>Tolerance and support for various churches in Philadelphia</p> <p>Declaration Constitution Articles of Confederation PA Constitution The Enlightenment</p> <p>Slave trade & Abolition</p> | <p>Franklin Court Site of Mansion house (Ghost Structure) Market Street Houses U.S. Post Office Printing Office Fragments of FC Underground Museum Christ Church Burial Ground</p> <p>Liberty Bell Carpenters' Hall American Philosophical Society Hall Library Hall Independence Hall Military Museum Portrait Gallery Declaration House City Tavern Dock Creek Area</p> <p>PA Hospital Thomas Bond House Fireman's Museum Contributionship Insurance Company Elfreth's Alley Christ Church and other historic places of worship Franklin Institute Bartram's Garden University of Pennsylvania</p> |

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