

MINUTES OF MEETING

TO: Suzanne Copping, Project Manager,
National Park Service

FROM: Shannon Kettering/ Faye Goolrick Ecos Environmental Design, Inc./ Goolrick
Interpretive Group (Consultant Team)

DATE COMPLETED: January 18, 2010

PROJECT: Star-Spangled Banner National
Historic Trail Interpretive Plan **PROJECT #:** 0929

SUBJECT: Interpretive Plan Stakeholder
Workshop
November 18, 2009
Hyattsville/ Prince George's County,
Maryland; Hyattsville Municipal
Building

Meeting Agenda and Outcomes: The following are agenda items with corresponding feedback from attendees. ALL TEXT IN *BLUE ITALICS* WAS PRESENTED AT THE WORKSHOP BY THE CONSULTANT TEAM TO DEFINE DISCUSSION TOPICS AND GENERATE DIALOGUE AMONG THE ATTENDEES.

Star-Spangled Banner National Historic Trail Interpretive Plan Stakeholder Workshop #3

Welcome, Introductions, and Purpose

It was expressed to attendees that the purpose of the Interpretive Plan is to initiate a long-range vision for the interpretive programming of this trail, and to identify a number of actions necessary for implementing that interpretive vision. The purpose of this stakeholder workshop is to initiate the interpretive plan by gathering information from stakeholders regarding the stories, places (or resources) and potential visitor experiences. The meeting was interactive with the consultant team asking a series of questions to the attendees and then recording feedback on flip charts. To facilitate in the understanding of the trail's significance and past initiatives, project overview boards hung around the room providing answers to the following questions:

- A. *What is the purpose and significance of the Star-Spangled Banner National Historic Trail?*
- B. *Where is the Star-Spangled Banner National Historic Trail?*
- C. *Who is involved in the Star-Spangled Banner National Historic Trail and what other initiatives are occurring?*
- D. *Why an interpretive plan, and how will it be used?*
- E. *How is this workshop incorporated into the Interpretive Planning process?*

Attendees were provided handouts: 1) The Star-Spangled Banner National Historic Trail Information Sheet; 2) A copy of two of the project overview boards (A and D/E); 3) the Star-Spangled Banner National Historic Trail NPS Unigrid Brochure; and 4) the Star-Spangled Banner Trail War of 1812 Chesapeake Campaign Driving Map. The attendees were asked to introduce themselves and answer the following question:

1. What challenges and opportunities do you foresee associated with interpreting the Star-Spangled Banner National Historic Trail in the Hyattsville/ Prince George's County, Maryland area?

Challenges

- Keeping this story relevant after the War of 1812 Bicentennial
- Many resources are no longer present; especially the historical landscape (due to development, etc)
- Some resources are blighted; some of the towns they are in are blighted
- Lack of connectivity between the sites, especially pedestrian
- Misunderstanding of immigration and what the National Anthem is

- Money
- Connecting the many aspects, “faces” of Maryland (i.e. Prince George’s County north versus south)
- The size of Prince George’s County
- Lack of existing place to learn about this story in Bladensburg (except for the water front park); and then a permanent place needs funding and support (and programming and leadership)

Opportunities

- To tell the story about our country and the many cultures/ connections between people
- To tell the story of our country from different viewpoints
- Impact of the artistic community
- To hold community events that tell the “domestic life” story
- Using existing open space in a creative way
- Re-create the tourism opportunity from past history, events
- To identify with post-colonial nations
- To establish Bladensburg as an “arts community” both then and now (Riversdale) – how it was carried through history/ through this community
- To tell the story of how Prince George’s County was the “seat of power”
- To build a monument/ statue/ memorial about this community
- To build/ design a permanent, high profile interpretive exhibit
- To tell this story through curriculum, using this story to rejuvenate the educational aspect
- Use the fact that this community is a wellness zone
- Is an economic development opportunity
- Opportunity to add interpretation at Waterfront Park

Additional Group Comments:

- Challenge trying to get local citizens involved

Group Discussion: A Visitor Perspective

The Consultant team asked the workshop attendees the following questions:

2. While visiting the Hyattsville/ Prince George’s County, Maryland area, what should a visitor learn about the Star-Spangled Banner National Historic Trail? What significant stories, messages, or perspectives should be presented?

- Consider different topics that would be of interest (i.e. social, historic, environmental)
- The origination of the “cocktail”
- President Madison in Bladensburg
- Story of the free blacks and their life in Bladensburg; or, of how they were involved with both Britain and America; aka African American History
- Story of the Ross House (moving to Baltimore County)
- Native American story; Asian; international story due to location as a port town
- Story of commerce, especially tobacco production (this effects the entire story)
- Story of duel grounds
- Story of the town of Bladensburg
- “It’s not all about Baltimore...”
- Significance of Prince George’s County as an important resources in telling the War of 1812
- Soldiers story/ Joshua Barney story/ Hero story
- Promoting Bladensburg area; DC as partner
- The entire story of the Battle at Bladensburg
- Understanding of the entire context, sequence of events; the people behind the events (i.e. Beane, Francis Scott Key, others)
- Connecting what happened then with more recent events
- The soldier’s story; the “human interest”
- Arts and culture as relates to Prince George’s County
- How the defeat at Bladensburg lead to the “rally” at Baltimore

- How this battle impacted Bladensburg long-term
- Story of Upper Marlboro and the March
- Stories that focus on some of the smaller sites
- Presenting the context of the story in a more global manner
- To reinterpret “life in the 1812” context; the port town as a hub, etc.
- S. Decatur House and example of urban slavery in DC – freed and enslaved African Americans and their role
- Interpreting the battlefield and its importance
- Opportunities to tell the story of Bladensburg
- Stories of contrasts: rich versus poor, etc
- Story of the Anacostia
- Role of women, connection to 9/11 (then versus now), role of African Americans, heroes
- Story of Bladensburg
- Smaller stories focused on individual places still erected/ still there today throughout the county
- Consequences of this war and the perspective of this war today (i.e. this site as a landfill, etc)
- Story of transportation

Additional Group Comments:

- Debate on whether to create another monument in a traffic circle

3. Where are the places (and types of places) that best teach these stories in the Hyattsville/ Prince George’s County, Maryland area?

Riversdale House Museum	✓✓✓✓✓✓✓✓
Bostwick	✓✓✓✓✓✓✓✓✓✓✓✓✓✓
Bladensburg Waterfront Park	✓✓✓✓✓✓✓✓✓✓✓✓✓✓
Fort Lincoln	✓✓✓✓✓✓✓
Dueling Grounds	✓✓✓✓✓✓
GW House	✓✓✓✓✓✓✓✓
Mr. Hodges of Darnall’s Chance	✓✓
William Beanes/ Upper Marlboro	✓
The Woodyard	✓
Mt. Calvert	✓✓✓✓
Patuxent River	✓✓✓
Flotilla	✓
Bunker Hill Road/ Road to Georgetown	✓
Colmar Manor Ballfields	✓
Magruder	✓
Riverfront	✓✓
Anacostia River	✓✓✓
College Park Airport Museum	✓✓✓
St. Thomas Church, Croom	✓
Fort Washington	✓✓
Oxon Hill (Children’s Farm, Cove)	✓✓
Route 1 Corridor	✓
Schools (to use as resource space)	✓
Market Masters/ Market Square	✓✓
St. Pauls Church in Bladensburg	✓
End of trolley line (City of Mount Rainier)	✓
Boundary between Brantwood and North Brantwood (History of African Americans)	✓
Decatur House in D.C.	✓
Bladensburg	✓
Hyattsville	✓
Prince George’s County	✓

Ridgley Church (African American Church, not war of 1812 – perhaps for information distribution)	✓
Evergreen Cemetery	✓

✓= indicates # of responses by attendees

Additional Group Comments:

- Several participants mentioned future interpretive sites at locations not currently accessible to the public

4. How many different types of visitors should we expect? How can these different types of visitors best learn about the stories of the Star-Spangled Banner National Historic Trail? What types of activities, programs, media, etc., can enhance visitors' experiences at these places and reinforce visitors' understanding of the many stories of these places?

- Organized Groups (clubs, interest groups, community organizations)
 - Tours – trolleys, organized tours
 - Water – tours, taxis
 - Bike event – bike tour
 - Boating event
 - Special event – triathlon, 5K
 - Corporate support/ volunteer program
 - Collaborate with other events (i.e. Marine Marathon weekend, National Harbor Center events) – add to their itinerary
- Educational Groups (youth/ university)
 - Educational curriculum
 - Specialized projects (parent – child)
 - Scavenger Hunt
 - Portable exhibit (at schools, museums, etc)
 - Geocaching
 - Volunteer training programs, leadership program (on how to lead tours/ be a guide)
- Virtual visitors (internet)
 - Website – content, genealogy, etc.
 - Re-enactment video
 - Interactive map
 - Lecture series
 - Architectural virtual tour
 - Blogs
- Trail Neighbors/ Local Residents
 - “Locals” dinner/ annual event
 - Corporate-supported volunteer program
 - More programming with community and these sites
 - Information in more day-to-day places (i.e. posters)
- Special Audiences (seniors, special needs)
 - Programming at schools, community centers, senior centers
- General Visitor/ Tourist (Regional and Domestic)
 - Virtual exhibit
 - Lecture tour
 - Visitor Center/ Museum
 - Special event/ triathlon
 - Historic building tour
 - Blogs
 - Media strategy/ marketing strategy (NPR, Maryland TV series)
 - Traveling panels/ marketing exhibits (at the National Harbor Center)
 - Signage
 - Re-enactments
 - Living History
- Special Interest/ ‘Thematic’ Traveler (i.e. history-focus, environmental-focus)

- Historic building tour
- Traveling exhibit
- Re-enactors/ living history
- International
 - Interactive exhibit/ elective opportunities, etc (at National Harbor Center)
- Car/ Vehicle Preferred
 - Driving tour
 - IPod-cast
 - Cell phone tour
 - Visitor Center Museum

Additional Group Comments:

- This area is within an easy drive from College Park and other larger population centers; it's a pleasant/ appealing day trip excursion

Wrap Up and Next Steps:

The Consultant team asked the workshop attendees one final question, while reiterating the planning schedule (identified on the Project Overview Board *E*) and asked all attendees to stay informed in this process by visiting www.nps.gov/stsp.

5. It takes many partners to interpret the resources along the Star-Spangled Banner National Historic Trail effectively. Who else should be involved in developing and implementing the interpretive plan? (Responses provided to consultant team via post-it/ sticky notes upon attendees departure)

- Port Towns CDC
- ATHA
- University of Maryland – College Park (Anthropology and Historic Preservation)
- Bladensburg Archaeology Project (SHA)
- Prince George's County (PG Co.) Visitors Bureau
- M-NCPPC
- Local restaurants and retail
- Schools
- National Museum of Language
- Verizon Foundation (Volunteer/ Grants)
- Corps of Engineers
- Prince Georges County Council/ County Executive
- Ralph Eshelman
- Donald Shomette
- U.S. Marine Corps (historian and new museum at Quantico)
- Friends of the Battle of Bladensburg
- DC Bicentennial Commission
- Sites and attractions in the area
- Mayors/ leadership of the communities
- Maryland State Highway Administration – Terry Maxwell (Scenic Byways) and Dr. Julie Schablitsky and Richard Ervin (Cultural Resources Section)

These minutes constitute the author's understanding of the items discussed and conclusions reached. If there are any errors or omissions, please notify this author in writing within four (4) working days of receipt.

END OF MINUTES